

History

AP RC 2005-2006

Section 1 of 6

**2005
ACADEMIC
PROGRAM
REVIEW**

BA

**HISTORY
MAJOR**

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History BA Major Academic Program Review Report

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History BA Major -- APR Document Sept 2005

Section 1:

The College of Arts and Sciences History Program evinces a strong fit with Ferris State University's values and mission. Woodbridge N. Ferris consistently held the belief that his school should educate the total person, that education should prepare people for new careers but that it also needed to imbue them with the life skills necessary to be fully productive citizens. These values resonate in the University's current mission: *Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.* The History Program upholds these values in multiple ways. The program supplies curricula to students that make them more aware of the world at local, national, and international levels, a knowledge base that helps them contextualize the contemporary situations in which they find themselves. In this sense, the program serves all majors at the University by helping to enrich our students' understanding of the historical frameworks in which all careers operate. In addition the program develops powerful critical thinking and evaluative skills that help students effectively deal with the constellation of choices and changes that are implicit in contemporary American society and culture.

The History Program also energizes and supports the three pillars President Eisler has helped the University develop to support its mission: *We need to create a learning centered university; we must work together, and we must become an engaged campus.* Faculty members in the History Program utilize innovative curricula and pedagogy and provide leadership to other university faculty in the area of online mediated learning and other learning centered approaches. The content of the program richly supports the socio-historical underpinnings of human cooperation and the philosophical background and necessity of working together toward the common good. In much the same way, the program's content develops some of the needed contextual groundwork for campus engagement by illuminating historical contexts for effective citizenry. In short, the History Program plays an essential supporting role in forging FSU's identity as an energetic and vibrant university.

In more practical terms, this report provides a comprehensive review of the History Program's effectiveness with its growing BA Major, but its other roles are integral to the success and economy of that major and should be kept in mind when evaluating the major's relevance and health. The History Program delivers a broad range of courses that support the University's general education requirements in the areas of cultural enrichment, global consciousness, and race, ethnicity and gender. As well, the program is a key partner with the College of Education and Human Service's education majors in the track of history education and in the history minor. In serving these constituencies, the History BA Major realizes good efficiencies because a majority of the coursework and faculty necessary for the major were already engaged in serving these other audiences. Enhancements to the program have benefited both the major and these other

audiences, and continued strengthening of the program will create additional options for students across the University and in the major.

Students in the major are doing well; however, because the major is only a few years old, the available data are limited at this time, and conclusions about the major will need to be balanced against these limitations. Nonetheless, the data do seem to confirm that the BA in History is in good shape and, with the appropriate continued support, that it will continue to grow in strength. The students in the major perform well while at Ferris, comparing favorably with other majors in the BA tracks. The outlook for the major's graduates is strong, and its graduates' acceptance to and performance in graduate school demonstrate that the major has done well in preparing its students to meet the rigors of the next phase of their career choice. As the major grows in popularity, it is reasonable to expect that we will see more graduates enter the job market directly in the many fields that the major serves. So while it is expected that many of the major's graduates will go on to teach history at the post-secondary level, historians have many career options at their disposal, and in both cases the program's graduates will be assets to the public and private sectors in Michigan.

The members of the History Program Review Panel are pleased to respectfully submit this document to the Council, the Academic Senate, and Vice President Michael Harris for evaluation. We thank all in advance for their consideration. Special thanks are owed to APRC Chair Doug Haneline for his patience and assistance in helping the team prepare for its first program review.

A. PROGRAM GOALS.

1) State the goals of the program.

Outcome 1:

Exhibit knowledge of the chronological flow of human history by ordering a series of significant events in human history.

Outcome 2:

Identify major themes of historical change in pre-literate through contemporary periods such as changes in forms from agrarian to industrial economies, or changes in forms of migration (immigration/emigration), or changes in forms of political ideologies (monarchy, democracy, communism).

Outcome 3:

Employ historical thinking and inquiry to understand and to interpret events, issues, developments, relationships and perspectives of history as well as current trends/issues.

Outcome 4:

Identify, analyze, develop and defend particular thematic interpretations of historical change. Explain how and why historical interpretations differ and how they are affected by time [i.e., historical context].

Outcome 5:

Analyze causal relationships in history and apply more than one perspective to show how these causal relationships might have different interpretations.

Outcome 6:

Utilize evidence from primary and secondary sources to understand and describe events, issues, developments, relationships, and perspectives in world, national, and cultural histories.

Outcome 7:

Understand relationships among events, issues and developments in different spheres of human activity [i.e., economic, social, political, cultural].

Outcome 8:

Recognize change and continuity within broad concept themes such as the interaction of peoples, cultures and ideas or economic and technological developments and their impact on society.

Outcome 9:

Use formal and informal writing to develop and to express interpretations and analysis.

Outcome 10:

Demonstrate an understanding of multicultural and international components in course content.

2) Explain how and by whom the goals were established.

The goals were established by the history faculty after reviewing program outcomes from a number of nationally respected universities with high quality BA history majors. Strong consideration was also given to the needs of the students in the major as well as the University's mission and college, divisional, and departmental strategic aims and goals.

3) How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

The History BA Major prepares students for possible teaching, graduate school and employment in government agencies, nonprofit organizations, corporations and small businesses. As can be seen from the outcomes listed above, graduates will be able to provide historical analysis and research for banking and investment, journalism, insurance, law, manufacturing, marketing, public relations, utilities preservation and restoration, and international agencies.

4) Have the goals changed since the last program review? If so, why and how? If not, why not?

This is our first review at a very early date, only three years. This does not give us much time to make any adjustments. With the addition of an advisory committee, we will be able to have outside evaluations guide future changes.

5) Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.

The major goals prepare students for graduate school and historical analysis and research for workforce jobs. The goals are consistent with the learning centered pedagogy that informs the University's best practices for teaching, and are designed as outcome-specific targets in order to allow the program to assess the major's effectiveness and to engage in continuous improvement of program curricula. Departmental and college strategic needs were considered in development of the major's goals by review of past administrative program review documents and processes.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

1) Describe any unique features or components of the program.

Our courses are taught only by faculty, with no graduate student instructors. Courses in the major serve multiple audiences, including history education majors and minors and students seeking classes to fulfill their general education requirements. The major offers several of its upper level courses in both online-mediated and fully online formats.

2) Describe and assess the program's ability to attract quality students.

As our major has matured since 2002, our student average GPA has improved from 2.772 to 3.006, and the ACT scores of students have increased from 20.1 to 20.9. This is an impressive record for the short time the major has been in existence.

3) Identify the institutions that are the main competitors for prospective students in this program.

The main competitors are Grand Valley State University, Central Michigan University, Saginaw State University, and Lake Superior State University. However, it is reasonable to also say that with the establishment of our program we are now competition for these institutions, and history majors who formerly were leaving FSU to attend these other institutions are now staying at Ferris. Because most of the curriculum was already in place to serve education majors, the major's students represent a tremendous gain for the University. Further, we expect to continue to attract students who would not have otherwise attended FSU.

a) How are these programs similar and different from the FSU program?

The university programs listed above are different in that, with the exception of Lake Superior State and Saginaw Valley State, they rely on graduate students to do much of the teaching. These schools offer a wider range of courses options. Otherwise, they are similar.

b) What can be learned from them that would improve the program at Ferris?

We need to provide a wider array of courses in our program. Because of the general education role Ferris history courses have traditionally served throughout the university, we have a number of history courses that are ideal for a generalist, but less ideal for someone seeking content mastery with the ability to apply highly specialized analytical skills that are unique to the discipline. We need to require content prerequisites, such as our foundation survey courses prior to allowing any student to take an advanced or upper-level history course.

Additional faculty members will be needed to serve history teaching, general education, and the BA History Major. Strain on our faculty continues because of numerous faculty members having to teach four different preparations per semester. In addition, faculty members regularly teach an overload course each semester.

C. PROGRAM RELEVANCE.

1) Provide a labor market demand analysis: This activity is designed to assess the marketability of future graduates. Reports from the Department of Labor and from industry are excellent sources for forecasting demand on graduates. Request information from your Library Liaison.

History BA marketability for future graduates is not available specifically for this BA Major. The graduates from the BA History Major locate jobs with historical analysis and research skills in banking and investment, journalism, insurance, law, manufacturing, marketing, public relations, utilities preservation and restoration and international agencies.

The American Historical Association, a leading professional and academic organization within the discipline of history, has written a booklet, "Careers for Students of History," (2002) that directly addresses career pathways undergraduates may consider. Although the authors acknowledge the flexibility that a bachelors degree in history can provide, Constance Schultz, et al., writes, "You can apply your history degree in a variety of workplaces and under a variety of job titles, including educator, researcher, writer, editor, information manager, advocate, businessperson, or simply as a professional historian." (vii) The

booklet places emphasis on the career options of professional historians; within the context of the market place and budget conditions, some employment opportunities can be available to those who solely possess an undergraduate degree. Professional historian employment options can include teaching history within a classroom setting (K-12, colleges, and universities); museums, archives, and historical preservation organizations employ historians; governments at all levels, federal, state, and local rely on the skills of historians; in the field of publishing, historians can find employment as researchers and editors; and consulting opportunities allow some historians to work as private contractors for corporations and non-profit organizations. Although competitive job markets would necessitate an advanced degree, rural and underserved communities have traditionally welcomed the professional historian whose training has not yet advanced beyond his or her undergraduate degree.

Given the newness of our major, we have only had a small number of graduates; of these most have chosen to continue their education at the graduate level. Their success with graduate school appears to indicate that our graduates compete comparatively well with students from other programs.

2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.

In order to provide our students with better research and writing capabilities, the history faculty members have strengthened the requirements for research papers in our upper-level courses as well as offering more essay exams.

The history faculty has effectively worked with the FLITE staff and acquisitions administrators to acquire more effective databases which contain scholarly journals essential to our academic discipline. When our first capstone course was offered, the instructor had to provide students access to personal electronic resources she had as a member of the OAH and AHA. The following year, FLITE acquired JSTOR and the American History and Life Index; by the next year, FLITE acquired the Historic Newspaper Collection, a major primary source archive essential to our students' research projects and Project Muse database, another scholarly journal resource. Now the capstone course and various upper level history courses can be self-sufficient in terms of a range of learning activities and research assignments.

We are increasing the use of online content delivery platforms within our courses as enhancement to traditional face-to-face courses, to mixed-delivery, and to fully online classes. Our use of internet technology as well as internet research tools and internet-based learning activities are done for the purpose of fully engaging students of the 21st century. It is essential that Ferris enable its students to have complete mastery over the crucial skills that are needed for anyone seeking employment in today's society. In nearly every history course offered, students develop and strengthen their skills at locating reliable information from the internet, critically evaluate that information and apply the results of their online

research efforts to a question or issue directly addressed within the course's content. As new technologies emerge, they too will be integrated into our curriculum in ways that serve to best prepare our graduates for success in their career objectives.

3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.

During the last two weeks of the Winter semester 2005, we announced in our classes that there was a BA History survey available at the History BA WebCT Advising Site. Eight majors completed the survey, six of whom were seniors scheduled to graduate in May, August and December of 2005. While we cannot assess with absolute certainty whether these students would have left Ferris were the major not available, it appears to be the case that major has initially retained students who regularly left Ferris for other universities. The following summarizes some of the key results of the statistical data, as well as highlights some of the text comments made by these students:

a) How well does the program meet student expectations?

Of the students who participated in the Program Review Survey, their qualitative remarks served to reinforce the statistical data. One student wrote: *"The History B.A. made me curious of the world outside the United States. It influenced my intellectual drive to explore the unknown. The greatest aspect of the program is that it showed me how to be a successful student. The program made me realize that school isn't about grades; it's about finding a personal connection to information presented. The program made me understand the importance of learning about all aspects of society. (The program made me want to give up a life of prosperity for a life of intellectual development. Damn those history professors.)"*

On a less philosophical level another student saw the three strongest attributes of the program in terms of personal skill development he/she had achieved as a result of being a major: *"1. Made me a better writer. 2. Made me a better critical thinker. 3. Expectations are high and you have to work, it is getting me ready for the future."*

Yet another student identified the three strengths of the program in keeping with Ferris's mandate to remain a "teaching institution": *"The teachers are the biggest strength. They are always there when you need them. And they are full of information. Next I would have to say the course selection. One class leads right into another which helps a student retain information. Lastly, this is more of a strength of Ferris but the size of classes help make the learning environment better."*

Problem areas identified by the students reflect concerns regarding the availability of courses and adequate staffing; they also voiced a desire to see a more expanded curriculum, identifying courses that are commonly found at institutions that have a more established BA History program as well as a larger number of faculty.

The insights these students have provided reflect a sentiment that is shared by Vice President Michael Harris and UCEL for off-campus students. We need more global courses as well as diversity courses and these courses need to be offered at a 200-level. In addition, these 200-level courses need to meet the combined needs of History BA students, as well as the general education students. These 200-level courses could also serve to ease the dramatic transition most of our majors/minors undergo when they progress directly from 100-level courses to 300-level courses.

b) How is student sentiment measured?

Students were surveyed as to how effectively they felt the BA Major served their needs in developing and exercising essential critical thinking skills, communication skills, writing skills, research skills, and internet skills. The responses consistently ranked the training received in these areas as a result of the BA major as either “Excellent” or “Good.” For a detailed list of the questions and responses please see the Appendix.

Key Question Areas:

1. Exercising Critical Thinking Skills-- 50% -Excellent; 37.5% -Good
2. Applying Communication Skills-- 25% -Excellent; 50% -Good
3. Applying Writing Skills-- 62% -Excellent; 12.5% -Good
4. Exercising Research Skills-- 50% -Excellent; 37.5% - Good
5. Exercising Internet Skills-- 37.5 -Excellent; 50% -Good

When asked if they felt that the BA major had helped them develop the necessary skills and experience to prepare for the rigorous demands of law school or graduate school, 25% believed we had done an excellent job and 50% felt the major had done a good job in preparing them for their chosen career path.

D. PROGRAM VALUE. Please refer to the faculty survey.

1) Describe the benefit of the program, facilities, and personnel to the University.

The History Program, facilities and personnel are of great value to Ferris State University for the following reasons:

- a. The discipline of history is truly the backbone of many other disciplines, including political science, sociology, literature, humanities, the law, etc. Therefore, our classes help provide a historical basis for many courses at Ferris State University.

- b. Many of our history courses meet the general education requirements as determined by the university.
- c. A number of our courses meet the cultural enrichment and/or global consciousness requirements as determined by the university.
- d. Thanks to their educational backgrounds, the history personnel (four full-time and two temporary) are able to offer a broad range of specializations and courses, from Michigan History to African-American Culture to Contemporary Europe to East Asia in the Twentieth Century.
- e. The history faculty members have served on a number of department, college, and university-wide committees, including the Humanities Department Curriculum Committee, as well as other department committees.
- f. Several of the history faculty members have served in the community as parent volunteers for classrooms and sporting events.
- g. Members of the history faculty are actively involved in the American Democracy Project, as well as other on-campus initiatives such as the Woodbridge Ferris History Task Force and the Jim Crow Museum.
- h. Gary Huey was appointed to chair the University's Oral History of Ferris State University Project. In this effort, students are being recruited from the History BA program to do the interviews.

The History BA major benefits the university because it requires little additional expense to run or operate. In addition to serving the general education needs of the university population at large, coursework in the major is also supported by history education majors in the College of Education and Human Services. This degree enables students who might otherwise transfer out of Ferris to pursue this degree at another institution to remain at Ferris State University. As the program continues to grow, investments in additional faculty and resources will benefit other constituencies who take the program's coursework.

2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.

The History Program, facilities and personnel are of great value to Ferris State University students for the following reasons:

- a. Most history courses here at Ferris State University are writing intensive; faculty help prepare students for thinking critically and writing not only in other classes, but in their careers as well.
- b. Many history courses at Ferris State University are also discussion-oriented, thereby enabling our students to become better communicators.

c. Our faculty members also offer a wide variety of courses, enabling students to learn about a number of different places and eras.

d. Several of the history faculty members have recently begun teaching online via WebCT, thereby allowing students from outside of the Big Rapids area to take courses and earn degrees from Ferris State University.

e. Several of the history faculty members provide advising to the history students, ensuring that they will complete their major and achieve their degrees in a timely manner.

In the last five years we have witnessed dramatic changes in the program facilities, namely in the area of online content delivery. Many of the courses offered within the major are WebCT enhanced, while a more limited number are mixed-delivery or fully on-line. Today's students are very comfortable with electronic technology and utilizing this resource provides another avenue for faculty to connect with their students and to pursue alternate means to engage students in deep learning.

3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.

Because of the nature of a BA degree in History, the vast majority of our students will pursue graduate studies rather than immediate employment upon graduation. The best means for us to evaluate our major's value with respect to graduate schools and professional schools such as law school, would be to review the admissions record for our graduates. One has been admitted into CMU's History MA program, another to Howard University's School of Divinity, and another into West Virginia University's Master's of Special Education.

4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).

In the last five years Gary Huey has reviewed three textbooks, written three test manuals for the American Pageant, and was awarded a sabbatical to work on a manuscript on Heywood Broun. Huey is also the head of the University's Oral History Project.

In the past three years, Jana Pisani has had two articles published, a third article accepted for publication, and a fourth is under review.

Since 2001, Kimn Carlton-Smith has reviewed two textbooks and serves on the Jim Crow Museum's Advisory Board and the Social Studies Steering Committee for the Michigan Department of Education. Carlton-Smith has actively

participated in workshops and conference presentations sharing her work with using the Jim Crow Museum's collection of racist memorabilia to teach topics associated with African American history.

These activities, as well as numerous others detailed in our individual vitae, reflect a level of professional development the core faculty is committed to pursuing in addition to teaching and university service. These professional activities keep us engaged within our professional fields and ensure our commitment to staying current within our discipline.

5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.

Gary Huey presented a program to the residents of AlterCare on the home-front in the U.S. during WWII, spring 2005. Huey is also part of the local Humanities Council Scholars Program that visits local libraries and conducts discussions of selected books. Both of these activities help us share our expertise with the local communities and spark an interest in our discipline.

Jana Pisani often serves as a parent volunteer at Riverview Elementary School in Big Rapids, attending field trips, giving occasional spelling tests, helping students play math and reading games. This benefits the community by giving aid to the learning process at the elementary school level.

Kimn Carlton-Smith has been actively involved in a number of student events and activities in an effort to reach out to minority students on campus. She has served as a judge for several years for the Black Greek Council's annual Step Show. She has participated as a presenter on the TAL-TEN Leadership Program and was an invited speaker at the student organization E.L.I.T.E. Along with Gerald Matthews, she serves as the Faculty Advisor for the NAACP – Ferris Student Chapter.

Whether helping the Big Rapids community or the general student body, the various extra-university activities undertaken by the history faculty, serve to show the multifaceted role professional historians can play outside the classroom.

Section 2: Collection of Perceptions. *The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review, as well as the specific nature of the program itself. All comments are included, but the names of individuals mentioned have been changed for confidentiality purposes.*

A. Graduate follow-up survey: **The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.**

To date we have had three students complete the History BA major and graduate. Given the small number of graduates, we did not execute a Graduate Follow-up Survey. Instead, we relied on e-mails and phone conversations. Most of the observations provided by these individuals reinforce the feedback provided by the Program Review Survey presented in the earlier section. Mr. KT reflecting on his first semester at Howard University's School of Divinity, wrote to Carlton-Smith, "The past semester went pretty well for me. I received 2 A's and 2 B's. The transition to graduate school has been both a delightful and challenging experience. Being under your tutelage has helped tremendously in regards to being able to perform successful research tasks, unfold information using analytical/critical thinking skills, and STAYING FOCUSED!!!!"

Mr. BW's email concerning his transfer to West Virginia University's Master's of Education program commented that "the transition has gone really well. I had no problems adjusting to the courses..." Ms. DS, while working on her Master's of History at Central Michigan University, had numerous conversations with Gary Huey and Kimn Carlton-Smith. She repeatedly remarked about the quality of the Ferris history faculty and how much more accessible they were and had a greater commitment to working with students. She spoke in terms of her own career goal to pursue a doctorate in history, with the hope of teaching on a university level. Ms. DS's comments addressed the level of solid preparation she received for graduate level course work through her Ferris degree and suggested that she wanted to model herself after the faculty she had worked with here at Ferris.

B. Employer follow-up survey: This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.

Currently all of the major graduates are attending graduate school. As the program matures and graduates begin tracking directly to the job market, an appropriate survey instrument will be developed in cooperation with our future advisory board. We will continue to collect information from our students who track to graduate school and refine our means of doing so as described in the next section.

C. Graduating student exit survey: Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates.

Given the newness and the size of the History BA program, last spring represented our first attempt to survey students directly within the program. Of the 8 students who completed the survey, all were majors. Six of the eight students will graduate by May, August or December of 2005. Given the educational awareness engendered by this Academic Program Review process, we are working to develop a Graduating Student Survey instrument that can be used starting in December 2005. As a result of the student responses to the survey instrument we prepared for the APR report, we will clarify several questions to allow us to glean more specific information concerning course relevance and work to make adjustments to the BA Major as needed.

D. Student program evaluation: Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey should be conducted during the year before the PRP report is submitted.

We have relied on qualitative non-survey data to assess our major to this date due to the few majors enrolled. However, we will begin to implement such a survey annually. We are tentatively planning on executing the student program evaluation in late January. This will enable us to make changes as

needed for the upcoming academic year. The survey will be created to account for the goals and outcomes described in Section 1 of this document and will be implemented in accordance with divisional with APRC Guidelines.

E. Faculty perceptions: The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.

In general, the six history faculty members who completed the survey appear to believe that the history area has improved significantly and that it is moving in the right direction. The area offers a wider variety of courses than it has in the past; the faculty members of the area consider themselves as a group to be a strong addition to the university; the admissions standards are fine, and overall the university administration supports the activities of the History faculty. However, within the comments sections of the survey, the faculty members also provided suggestions for continued improvement.

These suggested improvements include the following:

- 1) It would be of great benefit to our students, especially our majors, to increase our course offerings by adding more non-20th century, early American, traditional European, and non-Western courses. This should also serve to attract general education students to our classes and/or majors/minors and it would make our area more in line with other history programs across the country. In addition, it was suggested that we modify the check sheet in order to arrange the courses into two tracks of content concentration—one for U.S. history and one for World history.
- 2) In order to meet our general education and major requirements better and to expand our content expertise, we need to increase the number of tenured/tenure track faculty members. At the present time, it is difficult to cover all of our courses with the limited number of faculty we have, but if we add the above-mentioned course offerings as we should (see #1 above), the situation would only worsen.
- 3) It is recommended that we consider establishing prerequisites for certain upper level courses, especially those for our majors. These prerequisites would include not only history course prerequisites, but English composition courses. This would serve to ensure the faculty would be able to avoid doing a great deal of review/remedial work in the upper level courses and would be able to teach these as true upper level courses with higher levels of thinking and writing.
- 4) The faculty members believe that though our online sources in FLITE are now very good, we desperately need an increase in the print and video sources, including augmentation of the number of Michigan-based newspapers in our collection.
- 5) The faculty members would like to see a stronger community built among our history majors, perhaps via the creation of a history club or honorary organization.
- 6) It would be extremely beneficial to establish more encouragement and support of research activities between faculty members.

- 7) We need to establish a portfolio requirement to accompany the History 400 capstone course in order to aid our graduating history majors in applying for graduate school or employment.
- 8) It would be of benefit to the faculty members to redistribute advising duties to make all tenured/tenure-track faculty equally responsible. Several faculty members mentioned the fact that the advising procedure in general needs to be revised.

F. Advisory committee perceptions: The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and mega trends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.

At this time we do not have an official advisory board. When we created this degree, we followed the national guidelines for history degrees as recommended by the Organization of American Historians and the American Historical Association and by consulting degree programs of other state institutions of higher learning. We have started to assemble an advisory board. To date we have secured the services of Deb Savides, one of the early graduates of the program who is finishing her MA in history at CMU, Curtis Armand, a Big Rapids Middle School history teacher; and Randy Park, a Big Rapids High School history teacher. Ann Whitford, a retired Big Rapids Middle School teacher, known for her highly innovative approaches to teaching, is considering serving as well. They will meet with the history faculty in the fall of 2005. Our informal conversations with these people have produced a very positive reaction to our degree and its goals.

Section 3: Program Profile: *Include Administrative Program Review document in this section. Provide the number and percentage for the variable addressed for each of the years since inception (for new programs) or the last program review.*

A. PROFILE OF STUDENTS.

1) Student Demographic Profile.

a) Gender, race/ethnicity, age (use annual institutional data).

Term	Enrolled	Male	Female	Blank	Black	Hispanic	Indian	Asian	White	Foreign
2002F	17	12	5	1	4		1		11	
2003F	18	13	5		2		1		15	
2004F	18	11	7		1	1			15	

b) In-state and out-of-state.

Term	Non-Resident	Resident
2002F	1	16
2003F	1	17
2004F	1	17

c) Full-time and part-time.

Term	Full-time	Part-Time
2002F	15	2
2003F	12	8
2004F	12	6

d) Attend classes during the day, in the evenings, and on weekends.

BA students attend classes during the day and in the evenings.

e) Enrolled in classes on- and off-campus.

90% of the BA majors are on-campus students

f) Enrolled in 100% on-line and/or mixed delivery courses.

Due to most of the history faculty using web-enhancement, most history students take web-enhanced, mixed delivery, and online courses.

g) Discuss how the information presented in (a) through (f) impacts the curriculum, scheduling, and/or delivery methods in the program.

Kimn Carlton-Smith and Gary Huey currently track the check sheets for all history majors and offer courses needed at times that accommodate student needs.

2) Quality of Students.

2) What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.

Term	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2002F	2.772	2.007	3.928	20.1	13	26
2003F	2.761	1.852	3.913	18.4	14	25
2004F	3.006	2.02	3.977	20.9	13	27

When the BA History major began it had a tendency to attract students who were looking for an easy degree major transfer. Now that the major is established and the rigor has been communicated by the students, the quality of student is steadily increasing.

b) What are the range and average GPA's of students graduating from the program? ACT?

GPA range – 2.548 to 3.911 Average – 3.194
 ACT range – 13 to 26 Average 17.5

c) In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.

This major does not need a specific ACT or GPA to enter. If the students meet the minimums for admission to Ferris then the students may enroll in the major.

GPA and ability to write help assess the quality of the students who choose to enroll in the major.

d) Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.

During the first year the capstone course was offered, several students had research needs that exceeded the limited materials available through FLITE. All six students wrote and received a College of Arts and Sciences Dean's Initiative Grant for a student research project.

Although our major numbers are admittedly small, a sizable number of our majors have earned distinction though maintaining a GPA that merited Dean's List recognition. During the Winter 2005 semester six out of eighteen majors were on the College of Arts and Sciences Dean's List. Five students were recognized for Fall 2004. During the 2003-04

academic year we had fifteen majors. Four for Winter 2004 and five for Fall 2003 appeared on the Dean's List. During our second year in existence, five students were recognized in winter and four in fall, out of approximately twelve declared majors.

Despite the small size of the major, this level of academic achievement suggests that we have highly motivated majors who have ambitions to pursue graduate studies at the master's level. More recently, some of our juniors have expressed a desire to pursue a doctorate in history. When our major first began, this was unthinkable. As we begin to synthesize the information we have gathered during the course of this program review process, it is likely that the curricular changes we will implement will continue to foster and support a highly motivated and academically gifted group of majors who will be successful in any avenue of professional history they may pursue.

e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.

During the Winter 2003 semester, the Prism Award for First Prize in the category of Junior-Senior Thesis Essay was awarded to one of the BA Majors (Deb Savides) for her capstone research project. This research involved doing oral history interviews and was partially funded by the College of Arts and Sciences Dean's Initiative Grant. Some of our juniors and seniors have suggested that we foster more opportunities for them to participate in undergraduate conferences held at other universities, as well as stage our own history symposium as part of the capstone experience. Given the time constraints for the students successfully planning and executing an original research project, this has not been feasible. However, given the size of the history education program, we may be able to realistically stage an undergraduate symposium that BA majors/minors could participate in. These types of experiences are essential for students in order to develop real world experiences of professional historians.

As a result of this program review experience, Kimn Carlton-Smith has begun taking the necessary steps to create a historical essay writing competition that will be available exclusively to majors and minors in both the History BA major and the History Ed program. The best student papers would be presented in April at an evening symposium. This recognition would serve to foster academic excellence, as well as provide professional public speaking experiences.

f) What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.

Brad Morris, who will graduate in December 2005, was accepted by the University of Pittsburgh's Slavic Language Program and attended an intensive Russian language course this summer; then as part of the class he spent six weeks in Russia practicing the language. Morris will return to Russia this coming February for an eight month stay.

3) Employability of students.

a) How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data.

All BA majors have been accepted to graduate school.

Deb Savides has completed her graduate course work and is currently writing her master's thesis for Central Michigan University. Last year, she was hired by John Thorp as an independent contractor to research and write information on Woodbridge Ferris's years as Governor. This effort led to her selecting Ferris as the subject of her master's thesis. She is planning on continuing her graduate studies and earning a Ph.D. in History.

Ken Thomas is in his second year at Howard University's School of Divinity. E-mail correspondence with his former program advisor frankly acknowledges the role his undergraduate history major courses played in preparing him for the demands of graduate school. Thomas is deeply committed to social justice issues and has strong ties to the Detroit community. He will return to the state upon completing his seminary studies and work to apply faith-based social activism.

Brian Watson, shortly after graduating, worked part-time as a substitute teacher while taking graduate courses through Ferris State University's College of Education. The next year he applied and was accepted to West Virginia University's College of Education in their Special Education Program. He is currently completing his second year of studies at WVU.

b) What is the average starting salary of graduates who become employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends.

All BA majors have been accepted to graduate school.

c) How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data.

All BA majors have been accepted to graduate school.

d) Describe the career assistance available to the students. What is student perception of career assistance?

All BA majors have been accepted to graduate school.

e) How many graduates continue to be employed in the field? Comment on this data.

All BA majors have been accepted to graduate school.

f) Describe and comment on the geographic distribution of employed graduates.

BA majors have moved to graduate schools in Michigan and elsewhere.

g) How many students and/or graduates go on for additional educational training? (Give annual average.) Comment on this data.

All

h) Where do most students and/or graduates obtain their additional educational training? Comment on this data.

Master's granting institutions.

B. ENROLLMENT.

1) What is the anticipated fall enrollment for the program?

Twenty students

2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.

Credit hours in the history area have dramatically increased since the inception of the major; however, only a very modest portion of these credit hours have been for the History BA Major.

3) Since the last program review, how many students apply to the program annually?

This is our first program review.

4) Of those who apply, how many and what percentage are admitted?

All who meet the Ferris admission requirements.

5) Of those who are admitted, how many and what percentage enroll?

The major has a limited number of applications and better than 50% enroll. Many of the history BA majors are transfers from other Ferris programs or other institutions.

6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.

The History Program aims to increase its BA majors by continuing to offer the history major option to students who would otherwise transfer from Ferris to universities with this degree and to market the program more effectively to first time enrollees. College-level efforts are underway to increase program visibility throughout the state and to improve the program and the major's website information. Flash emails are being developed throughout the college as targeted follow-ups to potential applicants. Additional strategies and materials will be developed as needed. Most history BA students are headed toward graduate education before entering to the workforce. The major would like to increase the number of students allowing for better class offerings with capacity major classes at the 300 and 400 level.

C. PROGRAM CAPACITY**1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.**

This major is a money generation major. It is only limited by faculty numbers, physical resources and funding. Additional resources and allocations in each of these areas will permit increased strength in the History Program's other service areas. As the major grows, resources need to be added and not removed from general education offerings.

D. RETENTION AND GRADUATION**1) Give the annual attrition rate (number and percent of students) in the program.**

The major is too new to give annual attrition rates.

2) What are the program's current goals, strategy and efforts to retain students in the program?

The current strategy is to help students develop better research and writing skills.

3) Describe and assess trends in number of degrees awarded in the program.

We have increased the number of degree completions each year since the major's inception.

4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends.

Given its recent inception, the major is populated by many transfer students, which makes it difficult to provide an accurate response to this category. However, it appears that the graduation rates are in line with other majors in the university. The College of Arts and Sciences' move to 120 hours for degree completion should assist in timely graduation rates.

5) On average, how long does it take a student to graduate from the program? Please comment.

The data are too mixed at this time to provide an accurate assessment of this area.

E. ACCESS

1) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.

To date the access for students has only required scheduling adjustments to service their needs.

2) Discuss what effects the actions described in (1) have had on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources.

The response from the students was very positive. The students much appreciated faculty interest and support.

3) How do the actions described in (1) advance or hinder program goals and priorities?

As was said above, the consideration of student schedules was very positive.

F. CURRICULUM. The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.

1) Program requirements. Describe and assess the program-related courses required for graduation.

a) As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.

There are no directed electives either in the major or in general education. The major does allow for course choices in the American, World, and Diversity areas.

b) Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes).

There are no hidden prerequisites.

2) Has the program been significantly revised since the last review, and if so, how?

No. The major is new and we are just now starting to gather enough data to evaluate the major.

3) Are there any curricular or program changes currently in the review process? If so, what are they?

We are looking into creating survey prerequisites and at the 200-level the Craft of History course which will be designed to introduce students to methods & practices within the discipline of history. Also, we are looking into the creation of several additional 200-level history courses.

4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?

It is hoped courses can be added to fill the gaps in the World and European areas. Also we are looking into the possible inclusion of an internship option for summer credit and a portfolio exit review process – a mandatory one credit course.

G. QUALITY OF INSTRUCTION

1) Discuss student and alumni perceptions of the quality of instruction.

Feedback from current students, graduating seniors and graduates currently enrolled in graduate school programs, give the BA Major high marks for the overall quality of instruction they have received.

2) Discuss advisory committee and employer perceptions of the quality of instruction.

Currently the graduates are in graduate school and are very positive about the background they received at Ferris.

3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?

Tenured, tenure-track and adjunct faculty have all made efforts to improve their teaching practices by taking advantage of services offered by the Center for Faculty Teaching & Learning. Barry Mehler, Jana Pisani, & Kimn Carlton-Smith as well as Lisa Guinn and Tom Jorsch have all been active in various professional development activities—both in terms of teaching in the traditional classroom and online learning.

4) Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.).

Mehler, Pisani, Carlton-Smith, Guinn & Jorsch have been very active in Center workshop activities. Many of these activities have been related to enhanced web usage in their classes.

5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.

Carlton-Smith is very active in working with the Honors Program. One of our BA Majors who will graduate in May 2006 is an Honors student and one of our incoming freshmen is also a member of the Honors program. Carlton-Smith has participated in informal “Pizza with the Profs” and is currently serving as the Faculty On-Campus Representative for the Truman Scholarship, a nationally competitive academic scholarship tailored for undergraduates in the fields of History and Political Science. For the last five years, Carlton-Smith has taught a course for the Honors Program to satisfy the cultural enrichment, general education requirement. In this capacity she has actively worked with students to promote their writing skills and to encourage their involvement in the Prism Writing Contest. Vickie Sheridan from the American Cultural

History - HIST 332 (Sem/Yr) and Erin Frankowitz from the Turbulent Sixties – HIST 330 (Sem/Yr) both won recognition for their class assignment essays. Sheridan's essay was an analysis of the Rosie the Riveter image within modern advertising and Frankowitz wrote on the Black Arts Movement poetry of Amiri Baraka.

Gary Huey has also participated in the Pizza with a Prof Program when he spoke on "Lies my President Told Me." Huey also participated in a Presidential Election Forum in the fall of 2004 that was open to the public and broadcast on campus television. In an effort to get students and faculty engaged on the topic of the war in Iraq, Huey took part in two open forums, one before the war started and one after.

6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.

Mehler and Carlton-Smith recently participated in the Learner Centered Learning Community (Fall 2004) and in the Fall of 2005 Carlton-Smith is participating in the newly established Learning Community on "Engaging the Online Learner."

Gary Huey has included his students in an oral history project for the university. Students interview the subjects and must research the time each individual was at Ferris and what role that person played while working at FSU. So far only past faculty and administrators have taken part in the project as interviewees. We are trying to get our students to practice history in every way possible.

7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?

Numerous efforts have been implemented within the last two years, where faculty are rethinking their teaching practices, faculty development initiatives facilitated by the Center for Teaching & Learning have provided valuable insight for thinking about how we teach our classes and rethinking of teaching practices in ways that will enable us to more effectively achieve our learning outcomes. Utilizing learner-centered pedagogy as well as reaching out to academically advanced students across campus provides the BA History Major with the potential to attract students who find themselves dissatisfied with or ill-suited to the Pharmacy or Optometry programs.

The effects of the faculty development efforts of the faculty will continue to allow more students to take web enhanced courses. The growth of the history area and the need for additional faculty will be directly related to the increased use of web enhancements in courses.

H. COMPOSITION AND QUALITY OF FACULTY. Describe and assess the composition of the faculty teaching courses in the program.

- 1) List the names of all tenured and tenure-track faculty by rank.
a) Identify their rank and qualifications.**

Kimn Carlton-Smith, Professor
1990 Ph.D. Rutgers University, New Brunswick, NJ
Fields: American Cultural History, American Women's History, African American History
Dissertation: "*A New Deal for Women Artists*"

Gary Huey, Professor
1981 Ph.D. Washington State University, Pullman, WA
Fields: U.S. 20th century, East Asia, military history
Dissertation: "*P.D. East: Southern Liberalism and the Civil Rights Movement*"

Barry Mehler, Professor
1988 Ph.D. University of Illinois, Champaign-Urbana, Illinois
Fields: History of Racism; Behavior-Genetic Analysis; History of Science
Dissertation: "*A History of the American Eugenics Society, 1921-1940*"

Jana Pisani, Assistant Professor
1994 Ph.D. University of Colorado, Boulder, Colorado
Fields: Medieval Europe and Renaissance & Reformation Europe.
Dissertation: "*The Religious Responsibilities of the Parish Clergy and the Laity in England: A Case Study of the Diocese of Ely, 1540-1640*"

- b) Indicate the number of promotions or merit awards received by program faculty since the last program review.**

All tenure faculty members have received promotion and/or merit since the BA Major inception.

- c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.).**

UNIVERSITY SERVICE

1. Kimn Carlton-Smith serves as Academic Advisor for the History Ed Program as well as for the African American Studies Minor. From 2000 to 2003 she served as Area Coordinator for the History Unit and between 2002-2004 she was the Academic Advisor for the History BA Major and Minor. She has served on numerous committees at the Department, College and University levels. She has been actively involved in various levels of WebCT training and the Jim Crow Museum.

2. Gary Huey serves as Academic Advisor for the History BA Major and Minor. He assumed this responsibility in Fall 2004 along with resuming the role of Area Coordinator for the History Unit. He has served on numerous committees at the Department, College, and University levels. He has been an officer within the Ferris Faculty Association as well.
3. Barry Mehler has served on the Historical Commemorative Committee as well as on the Executive Board of the Ferris Faculty Association.
4. Jana Pisani has been actively involved in the development of new history courses, since first arriving as an nine-month part time faculty member. In her new role as a tenure track faculty member she has assumed responsibility for representing the History Unit within the Humanities Department's Curriculum Committee. She has also agreed to assume responsibility for advising History Ed Minors beginning Fall 2005.

SCHOLARLY ACTIVITIES

1. Kimn Carlton-Smith has delivered conference papers and participated in workshops as a result of her work with David Pilgrim and the Jim Crow Museum of Racist Memorabilia. She delivered a paper at Marquette University's annual Women's Studies conference, discussing the radical critique of the Mammy images as explored by male artists active within the Blak Arts Movement of the 1970s. In collaboration with Pilgrim and John Thorp she has helped facilitate workshop sessions at the annual ACE and NCORE conferences. She has also served as a consultant reader for Pearson-Longman Publishers for a recent African American History survey textbook and a biography of Creaser Chavez.
2. Gary Huey has recently completed his manuscript on Heywood Braun-- a journalist, social and political activist, and founder of the American Newspaper Guild-- and is currently seeking a publisher. For several years he has served as a reader consultant for the textbook American Pageant as well as authoring the Quiz Bank used for this text.
3. Barry Mehler has served as a reviewer and consultant for both publishers and journalists. His book reviews covering published monographs on eugenics and academic racism have appeared in the Journal of American History and Journal of the History of Biology. He was a participant in the PBS program "Genes on Trial;" this program included such notable figures as Supreme Court Justice Steven Beyer and Defense Attorney Johnnie Cochran. More recently his research interests have concerned the Massur Movement and issues concerning 19th century Jewish education reform.
4. Jana Pisani has been actively writing and publishing since her arriving here to Ferris four years ago. Her recent publications

have addressed various aspect of the role of the Catholic church in Latin America, both in the past and the present. Her essays have appeared in World History Review and Estudios Interdisciplinarios de América Latina y El Caribe.

Please consult the vitae provided in the Appendix for a more detailed record of each of the faculty's academic and professional accomplishments. Each individual vita will document the extensive level of professional activism as well as university service each historian has provided both to the university and to help advance the History BA program.

2) Workload

a) What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a "normal" load. On a semester-by-semester basis, how many faculty members have accepted an overload assignment?

The normal load is the traditional Arts and Sciences' four three credit courses per semester. The normal overload in addition to the two full-time temporary faculty members is two overloads by the tenure track faculty per semester.

b) List the activities for which faculty receive release time.

Dr. Kimn Carlton-Smith receives a .25 load (one three credit course) released-time for history education coordinating.

3) Recruitment

a) What is the normal recruiting process for new faculty?

The Dean and Department Head will secure the position with academic Affairs. At that point, the faculty and Department Head will create the job advertisement. The Department Head will often chair the committee, but the faculty will choose the candidates with whom they will do phone interviews. The Department Head will provide his opinion, after which the faculty will create the list of candidates to bring to campus. The faculty will then choose which candidate they wish to hire. The Department Head takes that request to the Dean, and he in turn takes that selection to the VP for Academic Affairs.

b) What qualifications (academic and experiential) are typically required for new faculty?

For tenure track positions the PhD is required along with teaching experience, and in some instances evidence of research.

c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?

Our intent is to have a diverse faculty. We have four tenured or tenure track faculty, two men and two women. Our temporaries are one man and one woman. To date we have never interviewed any African-American candidates. There are very few African-Americans in history and those available are in high demand and can almost pick where they want to be; therefore, more prestigious institutions have a great advantage over us.

d) Describe and assess the efforts being made to attain goals in (c).

When we advertise our positions in the major journals in the field and the Chronicle of Higher Education and with specialized associations where women and minority candidates could be found.

4) Orientation. Describe and assess the orientation process for new faculty.

We assign a faculty mentor to answer questions, to take the new faculty around campus and generally be there to help in any way necessary.

5) Reward Structure: e.g., salary, professional development funds, travel funds,

We ensure that all faculty members are aware of the university grants that are available as well as those in the college. We include not just our tenure track faculty but our temporary ones as well in the department faculty development funds.

UCEL and FSUGR incentive money

a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.

Currently the history UCEL or FSUGR courses are for the history teaching major, not the BA Major. Any incentive dollars awarded to the department are for the program use of the history faculty.

b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?

We have had no problems with the tenure track faculty, but with temporary faculty, we can no longer recruit anyone for one semester only. They are asking for one year and if possible some sort of insurance.

In the most recent attempt to hire temporary faculty salary was a factor.

c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?

Currently to our knowledge there is not a reward structure in place in the College of Arts and Sciences.

d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.

Not to our knowledge.

6) Graduate Instruction (if applicable)

a) List all faculty teaching graduate courses.

Kimn Carlton-Smith

b) What percentage of graduate courses is taught by non-tenure-track faculty?

None

Please comment.

Graduate courses in history have been at the request of the school of education for history certification and 9-12 teacher required discipline growth.

c) What are the program's (or department's) criteria for graduate faculty?

PhD in the field, extensive teaching experience, publications if possible.

d) Have all graduate faculty (including non-tenure-track faculty) met the criteria? Please comment.

All criteria have been met.

7) Non-Tenure-Track and Adjunct Faculty.

a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.

Jana Pisani, PhD. 9-month temporary (continuing); Jana is now a tenure track faculty member.

Lisa Guinn, PhD. 9-month temporary (continuing) began

Tom Jorsch, PhD. 9-month temporary (continuing).

b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.

All faculty (non-tenured, 9-month temporary tenure-track, and tenured) are experienced PhD faculty and are assigned courses within the areas of expertise. Many of the 300 level non American courses were taught by Jana Pisani when she was a 9-month temporary faculty member. Jana is now a non-tenured tenure track faculty member.

c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?

These faculty members have PhD's and some teaching experience. Publications are not as important here. All of our temporary faculty members have exceeded these criteria.

d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?


We find this practice acceptable but not desirable. We believe that permanent, tenure track faculty best serve the program as they have a strong sense of security and take ownership of the majors and minors.

e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty?

The BA History Major is not accredited by any accrediting body.

I. SERVICE TO NON-MAJORS. Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.

a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.

 General education is the major responsibility of the history faculty members. Sixty percent history of 100 level courses are general education students and fifty percent of 200 and above level courses are for general education students.

Two history courses are not general education courses: HIST 200 for history teaching students and HIST 405, the history teaching capstone course.

b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your

interaction with the departments or programs for which the courses are provided.

The above listed two courses could be thought of as service courses to the school of education. The relationship with the school of education is excellent.

c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.

Until 2002 history was only a service area providing Cultural Enrichment, Global Consciousness, and REG classes. Even with our major, the vast majority of our students are there for general education. We take this role very seriously and all but two of our courses are open to all students. Those not open are the capstone courses.

d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.

Even with a major, we intend to keep our role as a provider of general education at a high level and have no intention of decreasing our role. If the University required us to increase our contributions, we would do so.

J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA. *Submit Institutional Research and Testing data. Comment on the data.*

The history area including general education, history secondary teaching major and minor, and the history BA Major is the most cost effective of all of the BA Majors. The University average total cost per student credit hour is \$211.68. The average total cost per student credit hour for the BA History Major is \$143.72.

K. ASSESSMENT AND EVALUATION. *Describe and evaluate the program's assessment mechanisms.*

1) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams).

To date in this young major, graduation rates have been good and the graduates have been successful in entering graduate schools. The graduates continue to thank faculty members for their history backgrounds.

2) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.

The major is too new and there are not accrediting benchmarks.

3) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.

This major continues to be an excellent option for Ferris students who no longer want to continue in their major or program they had earlier chosen and who would otherwise leave Ferris for a university with this major.

4) Describe how the trend data in (2) is used to assess the extent to which program goals are being met.

One method we have to measure the success of our goals is the number of our students who successfully graduate from our major and are accepted to graduate school, divinity school and law school.

L. ADMINISTRATION EFFECTIVENESS

1) Discuss the adequacy of administrative and clerical support for the program.

To date the needs of the History BA Major have been modest with respect to administrative and clerical support. However, the support provided by Don Flickinger & Ella Rehkopf have been excellent. At the outset, Flickinger provided support in terms of lobbying higher administration for adjunct faculty. Flickinger also provided financial support for resources need for the first and only offering of the CAS-Capstone 400 course that was predominately enrolled by History BA majors. Flickinger has also financially supported a Pizza Party held for students enrolled or interested in enrolling in the newly established History BA Major. Flickinger attended the gathering along with Huey, Mehler, Carlton-Smith, and Pisani and roughly 12 students who were among our first group of declared majors. Flickinger has been helpful and supportive of acquiring modern technology for our classrooms as well as ensuring that faculty have the appropriate training necessary to advance faculty's effective use of web-based content delivery. Overall, Flickinger has tried to ensure that faculty are in the best position to do our job, "teach history" whether in the form of staffing, scheduling, curriculum development, professional development, and supplemental technology.

Assisting Flickinger, as well as individual faculty members, Rehkopf has done an admirable job, for she is the only clerical support assigned to a department with 50 faculty members. Rehkopf has effectively managed/processed essential paperwork and institutional forms used by all the history faculty in terms of travel, faculty development, overloads, scheduling, etc. Ideally given the size of the department, it would seem that Rehkopf's ability to manage all these various demands has enabled the University to avoid a staffing shortage. A recent announcement from the Dean's Office indicates that this situation will be soon rectified. The department has been provided funding for an adult

part-time secretary, who will assist Rehkopf 20 hours a week. However, this position will need to be upgraded to a 9-month CTA position for the department to achieve parity with the two comparably sized departments in the college.

On a higher administrative level, Deans Sue Hammersmith and Matt Klein, have both been very supportive of the BA Major overall. They have been willing to heed Flickinger's requests for staffing needs and faculty development. The only area of concern was soon corrected during our second year of existence, when the size of the History BA Major reached 15 students. Instead of using a consolidated advising system, where LeeAnn Westman advised all BA majors, no matter what their program, all History BA majors were assigned to Kimn Carlton-Smith and more recently Gary Huey.

Administrative support has also been present in matters concerning Academic Honesty. In cases involving student plagiarism, Flickinger and Roxanne Cullen, Associate Dean of the College of Arts & Sciences have been especially supportive in terms of providing faculty guidance and assistance in handling isolated incidents of plagiarism within all levels of the history curriculum. Flickinger and Cullen were among the early advocates of the Turnitin.com service that the university subscribes to.

2) Are the program and/or department run in an efficient manner? Please explain.

From the experiences of Kimn Carlton-Smith, who has served as the Area Coordinator as well as the Major Advisor of the BA, it is her perception that the major has been run in a very efficient manner. Given the three overlapping responsibilities of the History faculty—to serve general education, to serve the BA Major, and to serve the History Ed program, efficiency is essential to our survival given our small staff numbers.

3) Are class and teaching schedules effectively and efficiently prepared? Please comment.

Carlton-Smith as Program Coordinator and Advisor for the History Ed Program is largely responsible for developing the class rotation schedule for each semester. Until last year, Carlton-Smith served as Area Coordinator. Currently, she develops a schedule based on the needs of majors and then works in consultation with history faculty to determine a teaching schedule that is then reviewed and approved by Flickinger.

4) Are students able to take the courses they need in a timely manner? Please comment.

During the last five years, scheduling and rotation of courses has been closely monitored by Carlton-Smith to ensure that all majors can take the required courses needed in a timely fashion to ensure that the degree can be completed in four years. Our greatest challenges have come in the areas of the foreign

language requirements; this unique feature within the BA degree structure has presented challenges in our early group of majors and with any student transferring into the BA Major from a BS program. Given the block scheduling needs of the entry-level foreign language courses, students who transferred into the major without previous foreign language course credit pose a scheduling nightmare for juniors and seniors. We have tried to be sensitive to this situation, consciously scheduling all upper level history courses around the entry level foreign languages courses.

Section 4: Facilities and equipment

A. INSTRUCTIONAL ENVIRONMENT

1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.

Starr 235 is adequate for survey courses. Starr 322 has recently been made media-ready, though the roof has leaked in this room for the past fifteen years. We hope the roof can be fixed, especially given the new media equipment.

2) How does the condition of current facilities impact program delivery? Explain.

With the increase in history student credit hours, it has been difficult to find "smart rooms" of adequate size to handle the increased number of history sections.

3) Describe the program's projected needs with respect to instructional facilities.

We project that we will need two new rooms: one large room for lower level surveys and a smaller room for upper level courses.

4) Describe current plans for facilities improvements and indicate their status.

The history faculty members currently need two large rooms for our lower level survey courses and two smaller rooms for our upper level courses. All of our rooms need to be equipped with multi-media computer systems. The history faculty members also require slide projectors and tape cassette players. The computer systems for these rooms need to have CD/DVD read-write drives. The computers need to be updated regularly and have easily available USB access.

The chairs and desks in room 235 are bolted down. Our preference is for flexibility. While the fixed seating system is acceptable for lower level classes, we feel we need to have more flexibility for our upper level classes where students are often asked to work in small groups. At the very least, one classroom needs to have moveable chairs and desks.

A common storage facility for video and audio tapes, slides and other shared materials is also essential. We would prefer to have a storage room or locker facility somewhere in the Arts and Science Commons.

5) Describe how proposed changes or improvements to facilities would enhance program delivery.

A common storage facility will allow us to share video and audio tapes, slides and other materials.

B. COMPUTER ACCESS AND AVAILABILITY

1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.

Each faculty member has a computer in his or her office. Each of our rooms is equipped with computers, projectors, video equipment and slide projectors.

The library offers most of the database systems we need for our students including:

- America: History and Life
- American Periodicals Series: 1740-1900
- Art Abstracts
- Biography Index
- Biography Reference Bank
- Ethnic Newswatch
- The Gerritsen Collection: Women's History Online, 1543-1945
- HarpWeek
- Historical Abstracts
- Historical Newspaper Collection
- Humanities Abstracts
- InfoTrac
- JSTOR
- Lexis-Nexis
- Literature Resource Center (including MLA)
- MLA International Bibliography
- Opposing Viewpoints Resource Center
- Oxford Dictionary of National Biography
- Project Muse
- Wilson SelectPlus

We would like the Lexis-Nexis database added to the humanities database list. This is simply a technical change as the database is already available in the Business and Finance section of the FLITE databases.

2) Discuss how these resources are used.

The classroom systems are used regularly by the history faculty and it is hard to imagine conducting class without them. Both the faculty and the students use the computer projection system for class presentations. Student's often do power-point presentations.

Faculty use WebCT and other online programs including the My FSU homepage.

The databases provide primary and secondary source material both for class preparation and presentation as well as for student research.

3) Discuss the adequacy of these resources and identify needed additional resources.

The database resources are currently adequate. The Oxford English Dictionary is available online and this database would be a useful addition not only for the history major, but for humanities in general. Due diligence has to be applied to keep both the hardware and software up to date.

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?

We do not currently have an acquisition plan. This major has just gotten off the ground and while we have discussed our growing needs, an acquisition plan has not yet been developed.

5) Discuss the efficacy of online services (including WebCT) available to the program.

The online services are excellent and widely used by the history faculty.

6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable.

Computer support can always be improved. With that said, the support we get is very good and much appreciated.

C. OTHER INSTRUCTIONAL TECHNOLOGY**1) Identify other types of instructional technology resources that are allocated or available to the program.**

In addition to the various electronic databases available through FLITE, individual faculty within the History Area make use of the video and DVD collection available through FLITE and Media Distribution. Faculty also show or

utilize instructional websites with their classroom. Other faculty continue to supplement the newer technologies with traditional instruction technology such as overheads and 35 mm slides.

2) Discuss how these resources are used.

Because analysis and research are primary skills of historians, these sources are critical to successful history instruction.

3) Discuss the adequacy of these resources and identify needed additional resources.

Given the current size of the BA Major, these resources are adequate. However, as the program grows, more resources will be needed.

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?

An acquisition plan does not currently exist.

5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.

The instructional technology and support resources are currently adequate for the foreseeable future.

D. LIBRARY RESOURCES

1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.

The book collection needs to be improved. The electronic resources are adequate.

2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.

The library services and faculty are adequate for our current needs.

3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.

Of course more funds for the acquisition of texts and online material would be helpful. The library has been very supportive of the history faculty requests for additional history sources.

Section 5: Conclusions based on data analysis derived from Sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of following specific categories and any other categories it deems appropriate:

A. RELATIONSHIP TO FSU MISSION

The mission statement of our institution declares that, "Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education." In this context, the History BA Major prepares students for future college teaching, graduate school and employment in government agencies, nonprofit organizations, corporations, and small businesses. More specifically, the knowledge we impart and the skills we foster enable our students to get jobs with historical analysis and research skills, journalism, insurance, law, marketing, public relations historic preservation, and museums. While not required, we encourage our students to participate in history by volunteering at the Jim Crow Museum, working with local history projects, work for the University archivist, or become involved with the University's Oral History Project. Such activities will soon become required components of the History BA major. We believe the preparation we provide our students in class and with special projects falls within the mission of Ferris to provide professional education.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The History BA Major is only three years old, but it is well known across campus. Student inquiries about our program come to each faculty member on a weekly basis. What makes our degree different from institutions such as Central Michigan and Grand Valley is that our courses are taught by full-time faculty. We have no graduate student instructors. We also offer the unique opportunity for students to work with the resources of the Jim Crow Museum and the Institute for the Study of Academic Racism. Despite our modest size, we believe we are offering our students a History BA Major that compares favorably with our competitors.

C. PROGRAM VALUE

The History BA Major is a valuable addition to the University curriculum and requires no additional expense to run or operate. In addition to serving the general education needs of the University's population at large, we now offer a valuable new major which helps us retain students who otherwise would have transferred to other institutions.

Furthermore, most history courses are writing intensive, meaning that our faculty help prepare students for thinking critically and writing not only in other classes but in their careers as well. Many of our history classes at Ferris are discussion-oriented, thereby enabling our students to become better communicators. The wide variety of courses offered affords our students the opportunity to learn explore the past and present of other nations and cultures. These courses have always been of great value to our students. The addition of dedicated history majors benefits the general population by enhancing the quality of the classroom community.

The History BA Major is one of the most cost-efficient in the University. The average instructor cost per SCH in the entire University is \$156.86. The instructor cost per SCH for history is only \$108.48. This cost is also lower than the average cost for the College of Arts and Sciences and the Department of Humanities. History has the fourth highest SCH per full time equated faculty with 893.79 per faculty member. We trail only Honors, Astronomy, and Social Science classes. The productivity is the result not just of the degree but the fact that history continues to serve as one of the most popular choices for Ferris students seeking cultural enrichment, REG, and global consciousness requirements. The degree costs the University no money at all but two classes offered are available to every student at Ferris.

D. ENROLLMENT

The major was greeted with enthusiasm by our students. At its inception we enrolled 17 students and today there are 20 students with several additional applicants ready for acceptance in the fall of 2005. We continue to get inquiries from students in other programs on campus, and we are confident that these numbers will continue to grow.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

Over the past few years the quality of students who choose the History BA has steadily improved. The average GPA in 2002 was 2.772 to the current 3.006 and the average ACT score has gone from 20.1 to 20.9. Although our program numbers may not be large, a sizable percentage of our majors have earned distinction though maintaining a GPA that merited Dean's List recognition. In the Winter 2005, one-third of our students were on the Dean's List. This percentage has been fairly constant since the Fall 2002 semester. One of our early graduates won the 2003 Prism Award for the category of Junior-Senior Thesis Essay. Three of our graduates are in graduate school or law school. Another has recently has been admitted into the University of Pittsburgh's Slavic Language Program. Given the acceptance of our graduates in graduate school and their success, it is clear that our students are a highly motivated and academically gifted group. As for our students' employability, all of our graduates have gone to graduate

school. We anticipate they will do well in the job market once they are there, but this will have to be addressed in our next program review.

F. QUALITY OF CURRICULUM AND INSTRUCTION

The history curriculum changed considerably with the addition of the BA Major. We have added several classes since the program's inception. The History 400 Research and Writing History class became our capstone course. To complete our twentieth century sequence, we created History 309 the U.S. from 1900 to 1945. In the world history area, History 200 Discovering the Global Past is a one semester survey of world history. Other courses added History 326 African-American Women's History, Humanities 202 African-American Cultural Experience, History 421/521 Democracy on Trial and History 411/511 Rise and Fall of Jim Crow. To broaden our methods of delivering classes we have instituted several online classes and hope to expand these offerings. Off campus classes have been added to our curricular offerings.

G. COMPOSITION AND QUALITY OF THE FACULTY

The quality of our instruction and faculty can be measured in several different ways. All six have their PhDs with a combined 70 plus years of teaching experience. Five of the six have been active participants in Center for Teaching and Learning workshops on a variety of topics, such as online teaching, WebCT class enhancement, and learner centered pedagogy. The results of the SAIs for the history faculty are always among the highest in the Department of Humanities. The faculty have been active researchers making presentations and publishing articles on historical topics as well as teaching methods. Student success may be the best indicator of the quality of the faculty. The placement record of our students in graduate school, the academic success of currently enrolled students as witnessed by their presence on the Dean's List, and the fact that so many students across the campus select history courses to fulfill their general education requirements is ample evidence of faculty quality.



FERRIS STATE UNIVERSITY

To: Academic Senate Program Review Council
From: Matthew A. Klein, Dean, College of Arts and Sciences. *MAK*
Date: September 9, 2005
Re: History Program Review

This memorandum presents my review of the Bachelor of Arts History Program and is based on that program's APRC report, meetings with its faculty, students, and consultation with Department Head Don Flickinger. This is the first time that the History Program and its BA have been reviewed, and I am pleased that overall, the program seems healthy and is in a growth mode. As with many of the College of Arts and Sciences programs, the major in history requires few additional resources. Most of the curriculum is heavily subscribed to by students taking general education electives and education majors fulfilling content work in the history discipline. As such, this program is very cost efficient, and additional resources that may be needed for major-specific enhancement will augment instruction for the other constituencies that rely on the program.

I will use the APRC recommended categories for the remainder of my remarks.

Health of the Program

While the History Major is not particularly large, the History Program is strong. As suggested above, the History Program serves multiple needs on campus this is a significant source of its strength. I expect the program will continue to strengthen as the major attracts more students, and college-wide efforts to increase recruitment should provide additional development to the major.

Future Goals

The History Program should continue to build on its core strengths of outstanding faculty and curricula. As the program and major grow, we will see additional needs for faculty and facilities. Both needs should fall within existing formulas for validating new faculty positions and renewing classroom spaces. Additional students in the major will necessarily mean new curriculum development, but the existing expertise of the faculty and the curricular process are more than adequate to handle these needs.

Adequacy of Resource Allocation

Resources for the program and major are adequate, but the data clearly confirm that both are at capacity. Growth in student demand for the History Program's courses will create concomitant demands on resources.

Relationship of Program to FSU Mission

The program plays an essential role to Ferris' mission and the University's values. The skills that the program and major develop in students are key to our students' effectiveness in the workplace. The historical method practiced in the program helps to create disciplined thinkers who are able to critically evaluate their culture and contemporary environment. These attributes are key for all of our graduates.

Program's Visibility, Distinctiveness & Value

The program enjoys a good reputation on campus and is growing in visibility at the state level. More work could be done to enhance the program's visibility, and Arts and Sciences is actively engaged in strengthening its recruiting system. The program should benefit from those efforts. Much of the program's distinctiveness comes from its faculty and their efforts to utilize unique resources such as the Jim Crow Museum and the Institute for the Study of Academic Racism.

Characteristics, Quality, and Employability of Students in the Program

Students in the history major compare favorably with other Ferris students. Given the relative newness of this program, only a handful of students have graduated, and those who have are currently enrolled in graduate school. Their success in graduate school also speaks to the quality of the graduates in the major. There is every reason to believe that the major's graduates will find employment and that as the major grows, some students will move directly from the BA into professions in the field.

Quality of Curriculum and Instruction & Composition and Quality of Faculty

The faculty members in the unit are of consistent high quality, and are key to the success of the program. SAI scores and other indicators of perceived instructional excellence are among the highest in this department. The faculty engages in a wide range of professional development activities and has maintained a high level of disciplinary currency and readiness. A particular strength of this faculty is the extent to which its members have developed exemplary online courses.


Adequacy of Facilities and Equipment

The facilities and equipment in this program are currently adequate.



FERRIS STATE UNIVERSITY

Memorandum

Date: 9/14/05
To: Doug Haneline, Chair, Academic Program Review Committee
From: Don Flickinger, Academic Head, Department of Humanities 
RE: Academic Program Review - History

This letter is the Humanities Department Head review of the APR report for the College of Arts and Sciences' Humanities Department History area BA history major. Since this major is only a small part of the offerings provided by the history area to student general education, to the history teaching major and minor, and to the history minor, it becomes difficult to separate the BA history major students from the other students served by the same classes. There is only one history class specifically for the BA history majors and that is the history capstone course, HIST 405-Historography.

The history area of the Humanities department is healthy. Due to demand for history courses as the University grows and additional new degree options; the full-time history faculty has doubled from three members to six members since the inception of the BA major. The BA major has only been a small factor in the history area growth. All of the other major/minor history options plus the general increase in student enrollment have forced the University to add additional history sections and faculty members. The goal for the BA major will be to continue to provide a traditional history major for students wishing to pursue history analysis and research as a career path. Traditional history students will now not have to "drive through" Big Rapids to attend a higher education institution offering a traditional history major. Students in other programs and majors at Ferris will have the option to transfer to a traditional history major if they wish and history education students who find they do not want to teach will have an alternative career path at Ferris.

I believe the BA history major is in line with the Ferris mission of preparing students for careers. Reviewing the outcomes for the history major which include the outcomes listed below, I feel the skill sets learned well prepare our students for any career requiring history analysis and research. Workers with these skills are employable in almost every part of the work world.

>Outcome 4:

Employ historical thinking and inquiry to understand and to interpret events, issues, developments, relationships and perspectives of history as well as current trends/issues.

>Outcome 4:

Identify, analyze, develop and defend particular thematic interpretations of historical change. Explain how and why historical interpretations differ and how they are affected by time [i.e., historical context].

>Outcome 5:

Analyze causal relationships in history and apply more than one perspective to show how these causal relationships might have different interpretations.

The instruction provided by our faculty members is outstanding. All faculty members (both tenure-track and 9-month temporary) have PhD's in history and have proven to be excellent teachers. Our graduates have told us that their history background from Ferris was excellent and our former students have many times thanked the history faculty members. All of the BA major graduates are now attending graduate school.

Program improvements could include more courses in world events. Also the facilities and equipment for the history BA major are limited for the present total history student enrollment. As history enrollment has grown there is an increasing need for additional large "smart room" facilities. If these facilities are not made available it will become necessary to reduce class size and service less students. Additional tenure track history positions are needed. The 9-month temporary faculty members currently working at Ferris are wonderful. However, these excellent teachers are, as I would expect, looking for tenure track positions. We need additional tenure track positions allowing for more involvement with the students in the major and to provide additional classes and other service related activities.

In summary, it is important to state again that the history BA major only serves a very small portion of the history students served at Ferris. The history BA major is an excellent addition to the BA degree offerings at Ferris. This major provide a necessary option for students deciding to change degree/program/majors at Ferris. I support the existing major and hope to see the number of participating and graduating increase.

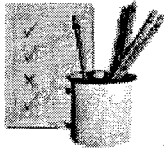
History BA Majors/Minors

Dr Gary Huey, History BA Program Advisor
ASC 2066, x2758

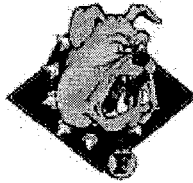
Office Hours are MWF 12-1 & T 1-2

email should be sent to hueyg@ferris.edu

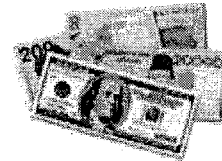
Help us out!!! Please take a few minutes to complete an important survey concerning the History BA Program. Click on the Program Survey Icon below & then click on the "begin" button. THANKS!!!



Program Review Survey

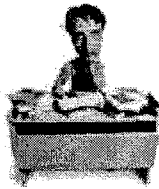


Course Schedule Book



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History
APRC 2005-2006

Section 2 of 6

Detailed Statistics Summary: Program Review

Title	N	Frequency						Mean	SD	Median	Mode
		a	b	c	d	e	f				
Begining Status1	8	0	1	4	3	0	-	2.25	0.71	2.0	b
Begining Status2	8	0	7	1	-	-	-	1.13	0.35	1.0	a
Major/Minor	6	2	6	0	0	0	-	1.00	0.00	1.0	a
Date Graduated	6	2	6	0	0	0	0	1.00	0.00	1.0	a
CT Skills	8	0	4	3	0	0	0	2.00	1.69	1.5	a
Communication Skills	8	0	2	4	1	0	0	2.38	1.60	2.0	b
Writing Skills	8	0	5	1	1	0	0	2.00	1.77	1.0	a
Research Skills	8	0	4	3	0	0	0	2.00	1.69	1.5	a
Internet Skills	8	0	3	4	0	0	0	2.13	1.64	2.0	b
Faculty-Teaching	8	0	5	2	0	0	0	1.88	1.73	1.0	a
Faculty-Advising	8	0	7	0	0	0	0	1.63	1.77	1.0	a
Classroom Technology	8	0	6	0	0	1	0	2.00	1.93	1.0	a
FLITE Resources	8	0	5	1	1	0	0	2.00	1.77	1.0	a
Emphasis	8	0	5	2	1	-	-	1.50	0.76	1.0	a
Future Plans	8	0	3	3	1	1	0	2.00	1.07	2.0	a,b
Continuing Education	8	0	2	4	1	0	0	2.38	1.60	2.0	b

More Detailed Statistics Summary: Program Review**Question: Beging Status1**

Did you enter the History BA Program as a:

- a. Freshman b. Sophomore c. Junior d. Senior

N	Mean	SD	Median	Mode	-	a	b	c	d	
8	2.25	0.71	2.0	b	0	1	4	3	0	
						0.0%	12.5%	50.0%	37.5%	0.0%

Question: Beging Status2

Shortly before you began the History BA Program, were you a:

- a. Ferris student b. transfer student

N	Mean	SD	Median	Mode	-	a	b	
8	1.13	0.35	1.0	a	0	7	1	
						0.0%	87.5%	12.5%

Question: Major/Minor

Within the History BA Program, I am a

- a. Major b. Minor c. Double Major d. Double Minor

N	Mean	SD	Median	Mode	-	a	b	c	d	
6	1.00	0.00	1.0	a	2	6	0	0	0	
						25.0%	75.0%	0.0%	0.0%	0.0%

Question: Date Graduated

I graduate(d) from the History BA Program in

- a. 2005 b. 2004 c. 2003 d. 2002 e. 2001
f. 2000

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f
6	1.00	0.00	1.0	a	2	6	0	0	0	0	0
						25.0%	75.0%	0.0%	0.0%	0.0%	0.0%

Question: CT Skills

The History BA Program provided me the ability to develop and exercise critical thinking skills, or more accurately Historical Thinking skills -- such as placing issues into historical context, determining cause & effect, and understanding the past free of present-day bias.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f
8	2.00	1.69	1.5	a	0	4	3	0	0	0	1
						0.0%	50.0%	37.5%	0.0%	0.0%	12.5%

Question: Communication Skills

The History BA Program provided me the ability to develop and exercise effective verbal communication skills, especially in terms of explaining facts and issues relevant to understanding the past.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f	
8	2.38	1.60	2.0	b	0	2	4	1	0	0	1	
						0.0%	25.0%	50.0%	12.5%	0.0%	0.0%	12.5%

Question: Writing Skills

The History BA Program provided me the ability to develop and exercise effective writing skills, especially in the areas of formulating arguments, analyzing primary sources, and synthesizing diverse or competing viewpoints.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f	
8	2.00	1.77	1.0	a	0	5	1	1	0	0	1	
						0.0%	62.5%	12.5%	12.5%	0.0%	0.0%	12.5%

Question: Research Skills

The History BA Program provided me the ability to develop and exercise effective skills doing research using traditional print and non-traditional electronic databases.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f	
8	2.00	1.69	1.5	a	0	4	3	0	0	0	1	
						0.0%	50.0%	37.5%	0.0%	0.0%	0.0%	12.5%

Question: Internet Skills

The History BA Program provided me the ability to develop and exercise effective skills using computers and internet resources.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f	
8	2.13	1.64	2.0	b	0	3	4	0	0	0	1	
						0.0%	37.5%	50.0%	0.0%	0.0%	0.0%	12.5%

Question: Faculty-Teaching

The History BA Program's faculty provided me the necessary academic support and effective classroom instruction that are/were essential to my education experience at Ferris.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f	
8	1.88	1.73	1.0	a	0	5	2	0	0	0	1	
						0.0%	62.5%	25.0%	0.0%	0.0%	0.0%	12.5%

Question: Faculty-Advising

The History BA Program's faculty provided me effective advice for selection of courses as well as assisting in any needs I had with university bureaucracy.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f
8	1.63	1.77	1.0	a	0	7	0	0	0	0	1
						0.0%	87.5%	0.0%	0.0%	0.0%	12.5%

Question: Classroom Technology

History classes were taught in classrooms that easily allowed the instructor as well as the students to use multimedia equipment for showing slides, videos, web sites, & power point presentations.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f
8	2.00	1.93	1.0	a	0	6	0	0	1	0	1
						0.0%	75.0%	0.0%	0.0%	12.5%	12.5%

Question: FLITE Resources

FLITE's on-line database collections, such as JSTOR, Project Muse, America History & Life, and the Historical Newspaper Collection provided me with ample resources in addition to traditional published monographs, to execute any research assignment I was asked to undertake for my history courses.

- a. Excellent b. Good c. Average d. Below Average e. Poor
f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f
8	2.00	1.77	1.0	a	0	5	1	1	0	0	1
						0.0%	62.5%	12.5%	12.5%	0.0%	12.5%

Question: Emphasis

From the courses you took within the History BA program, what area of history did you focus on:

- a. U.S. History b. European/Global History c. Race, Ethnicity, Gender

N	Mean	SD	Median	Mode	-	a	b	c
8	1.50	0.76	1.0	a	0	5	2	1
						0.0%	62.5%	25.0%

Question: Future Plans

What are your plans once you graduate?

- a. I plan to enter graduate school, pursuing an MA Degree in History. b. I plan to enter Law School. c. I plan to locate a job using my critical thinking skills & writing talents. d. I plan to substitute teach & seek Teacher Certification in History. e. I plan to locate employment within state or local government.

N	Mean	SD	Median	Mode	-	a	b	c	d	e
8	2.00	1.07	2.0	a,b	0	3	3	1	1	0
						0.0%	37.5%	37.5%	12.5%	12.5%

Question: Continuing Education

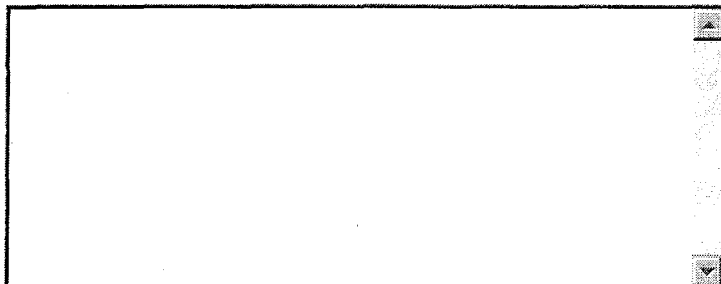
The History BA Program provided me the necessary skills and experience that helped prepare me for the rigorous demands of Law School or Graduate School.

- a. Excellect b. Good c. Average d. Below Average e. Poor
 f. Does Not Apply

N	Mean	SD	Median	Mode	-	a	b	c	d	e	f	
8	2.38	1.60	2.0	b	0	2	4	1	0	0	1	
						0.0%	25.0%	50.0%	12.5%	0.0%	0.0%	12.5%

Detail Summary: Program Review**Question: Course Suggestions**

During the time you were working on your History BA Degree, what course(s) would you like to have seen offered within the program, but simply did not exist within the list of courses offered at Ferris?

**Responses**

User ID	Response
1	I think there needs to be different English requirements. The 150, 250, and 321 did not provide enough substance for historical research writing. There should be a course that's main focus is to provide historical writing. Of the three English courses I took here at Ferris, none of them instructed the process of building a +10 paper. There needs to be more emphasis on historical writing for History B.A. students.
2	Middle Ages Ancient Greece/Rome
3	I would have like to see some courses in Greek and Romen history
4	French History, Hispanic American History, and a History of the United Kingdon.
5	I am going to law school after I graduate so it would be nice if there was a history of law or an entire course looking at the effects of laws to our society...something like that would be interesting. Also the department has supreme court in the 20th century or a title like that for a course, but it is never offered...I would like to take that course.
6	More classes on "revolutionary period" like a detailed high 300 level.
7	it was all good
8	class on the American revolution

Detail Summary: Program Review**Question: Strengths**

Please briefly identify THREE strengths you found from your experiences with the BA History Program.

Responses**User ID Response**

- 1 The History B.A. made me curious of the world outside the United States. It influenced my intellectual drive to explore the unknown. The greatest aspect of the program is that it showed me how to be a successful student. The program made me realize that school isn't about grades, its about finding a personal connection to information presented. The program made me understand the importance learning about all aspects of society. (The program made me want to give up a life of proseprtiy for a life of intellectual development. Dam those history professors.)
- 2 Flexibility in choice of courses Emphasis on writing skills
Access to professors
- 3 the teachers are the biggest strngth. there are always there when you need them. And they are full of information. Next i would have to say the course selection. one class leads right into another which helps a student retain information. Lasty, is more of a stranth of ferris but the size of classes help make the learning enviornment better.
- 4 Writing papers. Disucssing relevancy. Understanding Significance
- 5 1. Made me a better writer. 2. Made me a better critical thinker. 3. Expectations are high and you have to work, it is getting me ready for the future.
- 6 So far I have found that the 300 level classes have been infomrative and have helped me to become a better writer. I also have learned the craft of Chicago Style in papers which Im sure will help me in a MA courses in the future. Thirdly I have gained a even greater passion for histroy of all genres.
- 7 doing papers/essays/tests
- 8 1. classes taught in a variety of ways (some lecture, power point, movies, songs) 2. good amount of research

in each class allowed practice researching in a variety of ways

Detail Summary: Program Review

Question: Weaknesses

Please briefly identify THREE weaknesses you found from your experiences with the BA History Program.

Responses

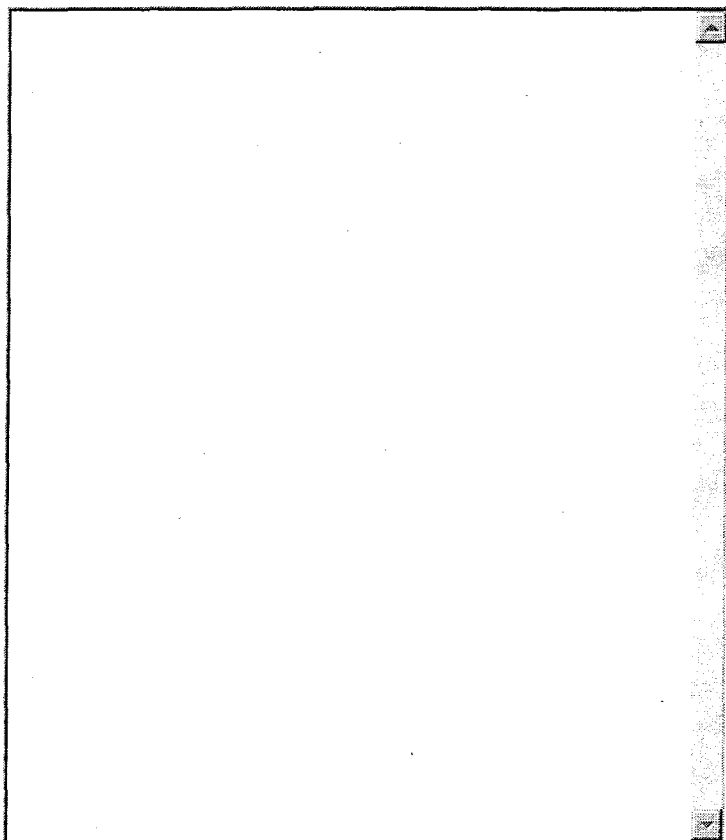
User ID Response

- 1 I would like to see more elaboration on some courses. Personally, I would like to see more courses offered that specifically address the history of one particular country in a fifty-year span or less. I would like to see the university specialize in areas of global history, particularly in Eastern Europe, South East Asia, and South America. As for program prerequisites, I think it would very beneficial to offer more foreign languages. I could have easily taken one of the three western industrialized European languages but I felt it was impractical for personal goals. I know two professors here that could easily teach Japanese and Russian. (This is just me rambling because I feel French, German, and Spanish are forced upon the student population, I applogize.)
- 2 Lack of hands-on (primary) historical research Lack of study abroad programs to study history from different viewpoints in other countries Over-emphasis on race/ethnicity classes
- 3 i dont have three weakness is the only one i have would be to enlarge the choice of classes
- 4 Too much discussion in some classes, not enough in others. Variety of classes seems limited. Too much writing in some classes, not enough in others.
- 5 1. Lack of courses offered. 2. The course not being what the class title is. 3. Lack of diversity of teachers.
- 6 I have trouble reading as fast as others. So ALOT of reading in a short amount of time. Writing, I wrtie like I talk, and also have a hard time with past tense. This is getting better but will even improve more over time.
- 7 I didnt find any
- 8 1. hard to get into the classes I needed every semester due to a class only being taught at one time 2. want more variety of history classes during summer (more higher level classes) 3. waited for two years for certain classes

to be taught (especially 200 level classes) and still have not seen any of them

Detail Summary: Program Review**Question: General Feedback**

In the space below, please make any comments or offer any suggestions that you feel will be helpful towards future changes implemented within the History BA Program:

**Responses****User ID Response**

- 1 I found the greatest strength of the History B.A. program was the people who instructed the courses. I felt Ferris professors specified in their particular area of academia. What made these courses excellent was instructor enthusiasm expressed in the lectures. I know 100 percent that the History professors at Ferris would help their students any way possible. I am grateful for the education and enlightenment I received from my mentors in the History Department.
- 2 Important eras of history are often left out of the program. For instance, the only chance we had to study Ancient Greece/Rome and the Middle Ages was briefly in the Western Civ classes. Instead, I had to take a humanities class to learn about these eras. I would also like to see some sort of hands-on project, such as a study abroad program to work/observe an archeological dig/site, or perhaps even work with Michigan historians on projects.
- 3 the program is working well and i am sure it will continue to grow.

- 4 Make sure that only history professors teach history classes. I had one class that was not taught by a history professor and it ended up being more of an art class. Potentially offering tracks, American History, European History, Global, etc.
- 6 More choices in the 200 level classes. A history course on the Space program or more indepth Word War. I in depth revolutionary period class, 300 level or Presidential History class would be awesome. Could also tie in to Political Science Minor for those who have that.
- 7 I think the history program is good and all the teachers are good.

Faculty Perceptions of the Ferris State University History Program

Jana S. Pisani, History Program Review Board Panel Member

Introduction:

The History Program Review Board conducted a survey to ascertain perceptions of the History program from the History faculty of the Department of Humanities, Ferris State University. The percentages below represent the responses of six faculty members who completed the survey. A summary of the responses was prepared that also includes comments that were submitted with the completed surveys.

Results of the Survey of Faculty Perceptions:

- 1a) Do you believe we need to add any courses to our current curriculum for the History degree program?
100% agree
- 1b) Are the number of credit hours appropriate?
83% agree 17% uncertain
- 1c) Do you believe we need to establish more prerequisites for courses?
80% agree 20% uncertain (only 5 faculty members answered)

- 2a) Do you believe that program resources are sufficient to permit optimum program effectiveness?
66% disagree 34% uncertain
- 2b) Is the faculty staffing of courses adequate for current and/or future enrollments?
100% disagree
- 2c) Are there sufficient funds for the development and maintenance of teaching resources? Library resources?
50% disagree 50% uncertain
- 2d) Are professional development activities supported?
66% agree 34% disagree
- 2e) Are there opportunities to engage in appropriate research activities?
33% agree 33% disagree 33% uncertain
- 2f) Are there appropriate research resources at the library, including books, journals, primary documents and government documents?
17% agree 83% disagree

- 3a) Do you believe that admissions standards for Ferris State University are appropriate?
83% agree 17% uncertain
- 3b) Do you believe we need to establish admissions standards for the History program?
83% agree 17% disagree

- 4a) Do you believe that the University administration is committed to our program (e.g. funding, curriculum development, auxiliary resources, faculty development,

promotion)?

83% agree 17% uncertain

4b) Do you believe that instructional staffing for this program is sufficient to permit optimum program effectiveness?

66% disagree 34% uncertain

5a) Do you believe the following processes and/or procedures: signing majors and advising, graduation procedures, job placement of program graduates, independent study, course delivery, internal staffing, and curriculum revisions need to be revised?

60% agree 40% uncertain (only 5 faculty members answered)

6a) Do you believe our History program is similar to other programs within the discipline?

80% agree 20% disagree (only 5 faculty members answered)

6b) Do you believe our History program currently meets the needs of our students?

80% agree 20% disagree (only 5 faculty members answered)

6c) Please comment on your overall feelings concerning the History program at Ferris State University (the comments have been incorporated into the statement below).

Summary statement:

In general, the six History faculty members who completed the survey appear to believe that the History program has improved significantly and that it is moving in the right direction. The program offers a wider variety of courses than it has in the past, the faculty members of the program consider themselves as a group to be a strong addition to the university, the admissions standards are fine, and overall the university administration supports the activities of the History faculty. However, within the comments sections of the survey, the faculty members also provided suggestions for continued improvement. These suggested improvements include the following:

- 1) It would be of great benefit to our students, especially our majors, to increase our course offerings by adding more non-20th century, early American, traditional European, and non-Western courses. This should also serve to attract Gen Ed students to our classes and/or program and it would make our program more in line with other History programs across the country. In addition, it was suggested that we modify the check sheet in order to arrange the courses into two tracks of content concentration—one for U.S. history and one for World history.
- 2) In order to meet our Gen Ed and major requirements better and to expand our content expertise, we need to increase the number of tenured/tenure track faculty members. At the present time it is already difficult to cover all of our courses with the limited number of faculty we have, but if we add the above-mentioned course offerings as we should (see #1 above), the situation would only worsen.
- 3) It is recommended that we consider establishing prerequisites for certain upper level courses, especially those for our majors. These prerequisites would include not only History course prerequisites, but English (writing) courses as well. This

would serve to ensure the faculty would be able to avoid doing a great deal of review/remedial work in the upper level courses and would be able to teach these as true upper level courses with higher levels of thinking and writing.

- 4) The faculty members believe that though our online sources in the library are now very good, we desperately need an increase in the print and video sources, including augmentation of the number of Michigan-based newspapers in our collection.
- 5) The faculty members would like to see a stronger community built among our History majors, perhaps via the creation of a History Club or honorary organization.
- 6) It would be extremely beneficial to establish more encouragement and support of research activities between faculty members.
- 7) It was also suggested that we need to establish a portfolio requirement to accompany the History 400 capstone course in order to aid our graduating History majors in applying for graduate school or employment.
- 8) It would be of benefit to the faculty members to redistribute advising duties to make all tenured/tenure track faculty equally responsible. Several faculty members mentioned the fact that the advising procedure in general needs to be revised.

OFFICIAL AUDIT FORM – HISTORY MAJOR
FERRIS STATE UNIVERSITY – COLLEGE OF ARTS AND SCIENCES – BACHELOR OF ARTS DEGREE

STUDENT NAME: _____ STUDENT NUMBER: _____

ADVISOR: _____

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE 18 Sem Credits		
Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM 105		3
COMM 121		3
COMM 221		3
TOTAL		

B. FOREIGN LANGUAGE 12 Sem Credits		
Three semesters in a single foreign language or demonstrating third semester college proficiency; Courses which satisfy this requirement include FREN101, 102, 201, GERM101, 102, 201, SPAN101, 102, 201		
Course	Grade	Credit
		4
		4
		4
TOTAL		

C. SCIENTIFIC UNDERSTANDING 11 Sem Credits		
At least 8 credits outside the major including 2 lab courses: ASTR, BIOL (except BIOL 207 or BIOL 307), CHEM (except CHEM 307), GEOG 111 or GEOG 121, GEOL, PHSC, PHYS		
Course	Grade	Credit
Lab		
Lab		
TOTAL		

D. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
TOTAL			

E. CULTURAL ENRICHMENT 12 Sem Credits		
Select from the following: ARCH 244, ARTH, ARTS, COMM 231, ENGL 222, FREN, GERM, HIST, HUMN (except HUMN217), LITR, MUSI, PHOT 101, SPAN, THTR. Requirements: 1) 9 credits outside the major; 2) two disciplines; 3) three credits must be 200+ level, 4) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credits
200+ level course		3
TOTAL		

F. SOCIAL AWARENESS 12 Sem Credits		
Select from the following: ANTH, ECON, GEOG (except GEOG 111 or GEOG 121), PLSC, PSYC, SOCY, SSCI. Requirements: 1) two different subject areas including at least one "foundation" course, 2) three credits at 300+ level;		
Course	Grade	Credits
Foundation		
300+ level		
TOTAL		

G. GLOBAL CONSCIOUSNESS
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.
Course:

H. RACE/ETHNICITY/GENDER
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.
Course:

II. MAJOR 36 Sem Credits		
Choose either Option 1 or Option 2:	Grade	Credits
Option 1: HIST 121		3
HIST 122		3
HIST 400		3
Option 2: HIST 151		3
HIST 152		3
HIST 400		3

American/World History 200 Level		
Choose 9 credits: HIST 201, HIST 230, HIST 276, HIST 277, HIST 280, HIST 285, HUMN 202		
		3
		3
		3

American History 300 Level		
Choose 9 credits: HIST 309, HIST 310, HIST 315, HIST 320, HIST 325, HIST 326, HIST 330, HIST 331, HIST 332, HIST 341, HIST 342, HIST 385		
		3
		3
		3

World Civilization 300 Level		
Choose 9 credits: HIST 301, HIST 360, HIST 370, HIST 371, HIST 372, HIST 373, HIST 375		
		3
		3
		3

TOTAL	

III. ACADEMIC MINOR 18 – 24 Credits	
Consult with advisor for appropriate minor selection. Completed minor form must accompany graduation application.	

IV. ELECTIVES-To a total requirement of 126 Sem Credits		
Consult with your faculty advisor for proper course selections		

Course	Grade	Credits
TOTAL		

Number of 300+ Credits: _____

Chosen Minor is: _____

Ferris State University
 Administrative Program Review 2004
 College of Arts and Sciences
 History BA

Student Enrollment

	Fall 2000			Fall 2001			Fall 2002			Fall 2003			Fall 2004		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0	5		5	2		2	5		5
Freshman SCH's			0			0	77		77	15		15	66		66
Sophomore Headcount			0			0	2		2	3		3	1		1
Sophomore SCH's			0			0	25		25	33		33	10		10
Junior Headcount			0			0	5		5	8		8	6		6
Junior SCH's			0			0	72		72	104		104	99		99
Senior Headcount			0			0	5		5	5		5	6		6
Senior SCH's			0			0	67		67	47		47	48		48
TOTAL HEADCOUNT			0			0	17		17	18		18	18		18
TOTAL SCH's			0			0	241		241	199		199	223		223

Graduates

	Academic Yr 99/00			Academic Yr 00/01			Academic Yr 01/02			Academic Yr 02/03			Academic Yr 03/04		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0	3		3			0

TOTALS BY MAJOR IN COLLEGE

ON CAMPUS

Winter 2004

and

Winter 2005

Major: *History*

Major Code: *HIST*

Winter 2004

Winter 2005

College: A/S	FR	TA	RA	SUB	CON	TOT	FR	TA	RA	SUB	CON	TOT	
Apps	1	3	1	5	15	20	0	4	2	6	17	23	
Pending In Progress	0	0	0	0		0	0	0	0	0		0	
Pending Complete	0	0	0	0		0	0	0	0	0		0	
Pending Incomplete	1	3	0	4		4	0	2	0	2		2	
Pending Cancelled	0	0	0	0		0	0	0	0	0		0	
Pending Total	1	3	0	4		4	0	2	0	2		2	
Admission Decisions	0	0	1	1	15	16	0	2	2	4	17	21	
Less Rejections	0	0	0	0		0	0	0	0	0		0	
Offers (Accepted)	0	0	1	1	15	16	0	2	2	4	17	21	
Students Cancelled	0	0	0	0		0	0	0	0	0		0	
University Cancelled	0	0	0	0		0	0	0	0	0		0	
Total Cancelled	0	0	0	0		0	0	0	0	0		0	
Net Accepted	0	0	1	1	15	16	0	2	2	4	17	21	
Less Nonscheduled	0	0	1	1		1	0	2	0	2		2	
Less Other Exit	0	0	0	0		0	0	0	0	0		0	
Enrolled	0	0	0	0	15	15	0	0	2	2	17	19	
Difference in Enrolled Students	----->							0	0	2	2	2	4
Final Enrolled	0	0	1	1	20	21							

Ferris State University
APR Enrolled/Graduated 00-04
A/S
History

Graduated Students

Year	FSU GPA			ACT		
	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2002-2003	3.358	2.548	4	17.6	10	27

Ferris State University
 Administrative Program Review 2004
 College of Arts and Sciences
 History BA

Student Enrollment

	Fall 2000			Fall 2001			Fall 2002			Fall 2003			Fall 2004		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0	5		5	2		2	5		5
Freshman SCH's			0			0	77		77	15		15	66		66
Sophomore Headcount			0			0	2		2	3		3	1		1
Sophomore SCH's			0			0	25		25	33		33	10		10
Junior Headcount			0			0	5		5	8		8	6		6
Junior SCH's			0			0	72		72	104		104	99		99
Senior Headcount			0			0	5		5	5		5	6		6
Senior SCH's			0			0	67		67	47		47	48		48
TOTAL HEADCOUNT			0			0	17		17	18		18	18		18
TOTAL SCH's			0			0	241		241	199		199	223		223

Graduates

	Academic Yr 99/00			Academic Yr 00/01			Academic Yr 01/02			Academic Yr 02/03			Academic Yr 03/04		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0	3		3			0

Ferris State University**APR 00-04 Enrollment by Residency, Age, FSU GPA, and ACT****A/S****History****Student Enrollment**

Term	Residency				Age	FSU GPA			ACT		
	Blank	Midwest Compact	Non-Resident	Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2002F	0	0	1	16	23.7	2.772	2.007	3.928	20.1	13	26
2003F	0	0	1	17	24.6	2.761	1.852	3.913	18.4	14	25
2004F	0	0	1	17	26.8	3.006	2.02	3.977	20.9	13	27

Source:

Institutional Research and Testing

2/9/2005

Ferris State University
APR 00-04 Enrollment by Sex and Ethnicity

A/S

History

Student Enrollment

Term	Enrolled	Sex		Ethnicity							Enrollment	
		Male	Female	Blank	Black	Hispanic	Indian/ Alaskan	Asian/Pac Islander	White	Foreign	Full-Time	Part-Time
2002F	17	12	5	1	4	0	1	0	11	0	15	2
2003F	18	13	5	0	2	0	1	0	15	0	12	6
2004F	18	11	7	1	1	1	0	0	15	0	12	6

Retention and Graduation Rates of Full-Time FTIAC Students - By Major

Four-Year Degree Programs

Entering Fall Term	Major	N	Fall Term						
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
2002F	HIST	4							
		% Graduated By	0	0					
		% Still Enrolled In	25	0					
		% Persisters	25	0					
		% Non-Persisters	75	100					

Ferris State University
 Administrative Program Review 2004
 College of Arts and Sciences
 History BA

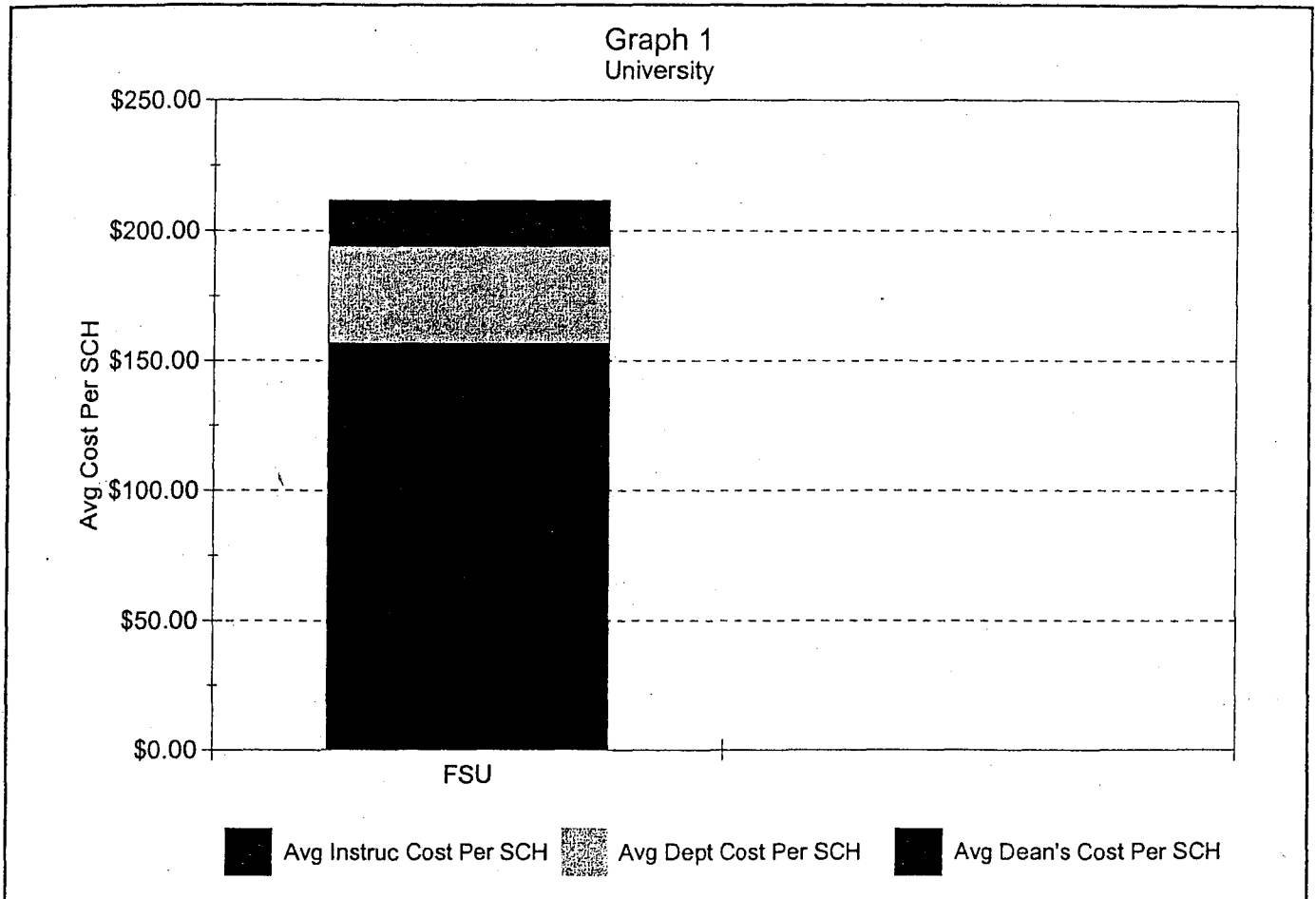
Student Enrollment

	Fall 2000			Fall 2001			Fall 2002			Fall 2003			Fall 2004		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Freshman Headcount			0			0	5		5	2		2	5		5
Freshman SCH's			0			0	77		77	15		15	66		66
Sophomore Headcount			0			0	2		2	3		3	1		1
Sophomore SCH's			0			0	25		25	33		33	10		10
Junior Headcount			0			0	5		5	8		8	6		6
Junior SCH's			0			0	72		72	104		104	99		99
Senior Headcount			0			0	5		5	5		5	6		6
Senior SCH's			0			0	67		67	47		47	48		48
TOTAL HEADCOUNT			0			0	17		17	18		18	18		18
TOTAL SCH's			0			0	241		241	199		199	223		223

Graduates

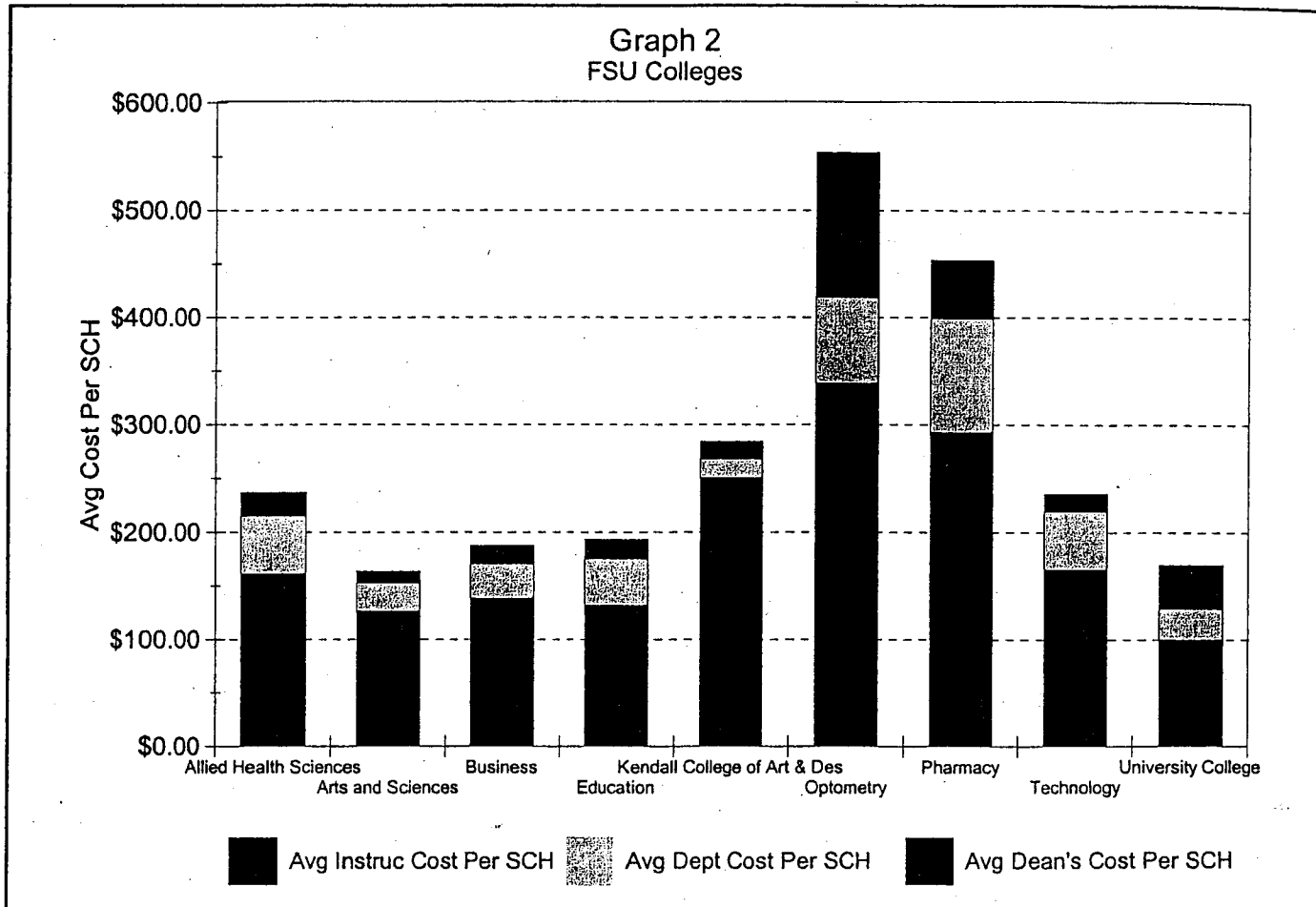
	Academic Yr 99/00			Academic Yr 00/01			Academic Yr 01/02			Academic Yr 02/03			Academic Yr 03/04		
	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total	On	Off	Total
Number of Graduates			0			0			0	3		3			0

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
The University
2002 - 2003 Data



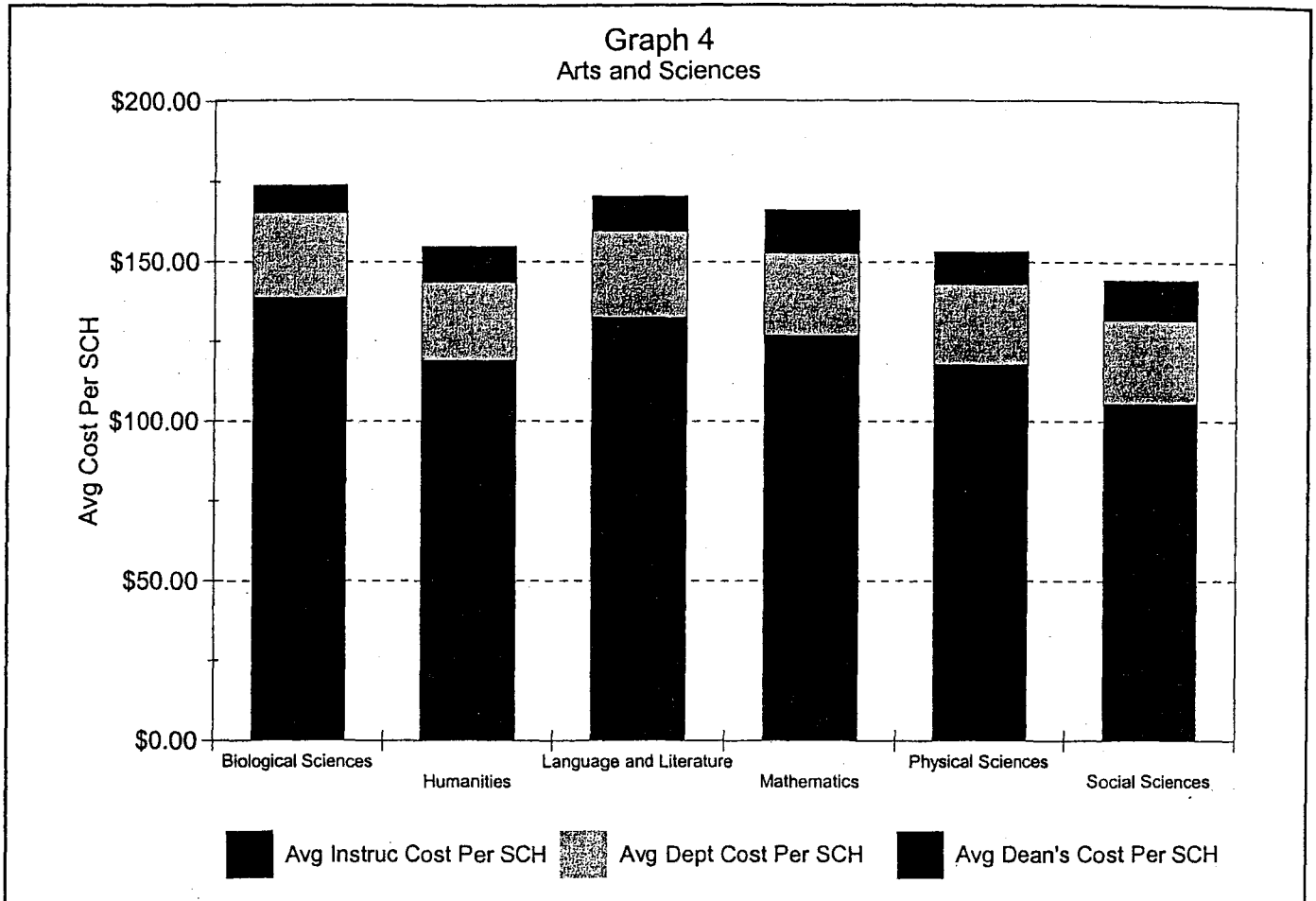
<u>University</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
FSU	\$156.86	\$37.11	\$17.72	\$211.68

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
FSU Colleges
2002 - 2003 Data



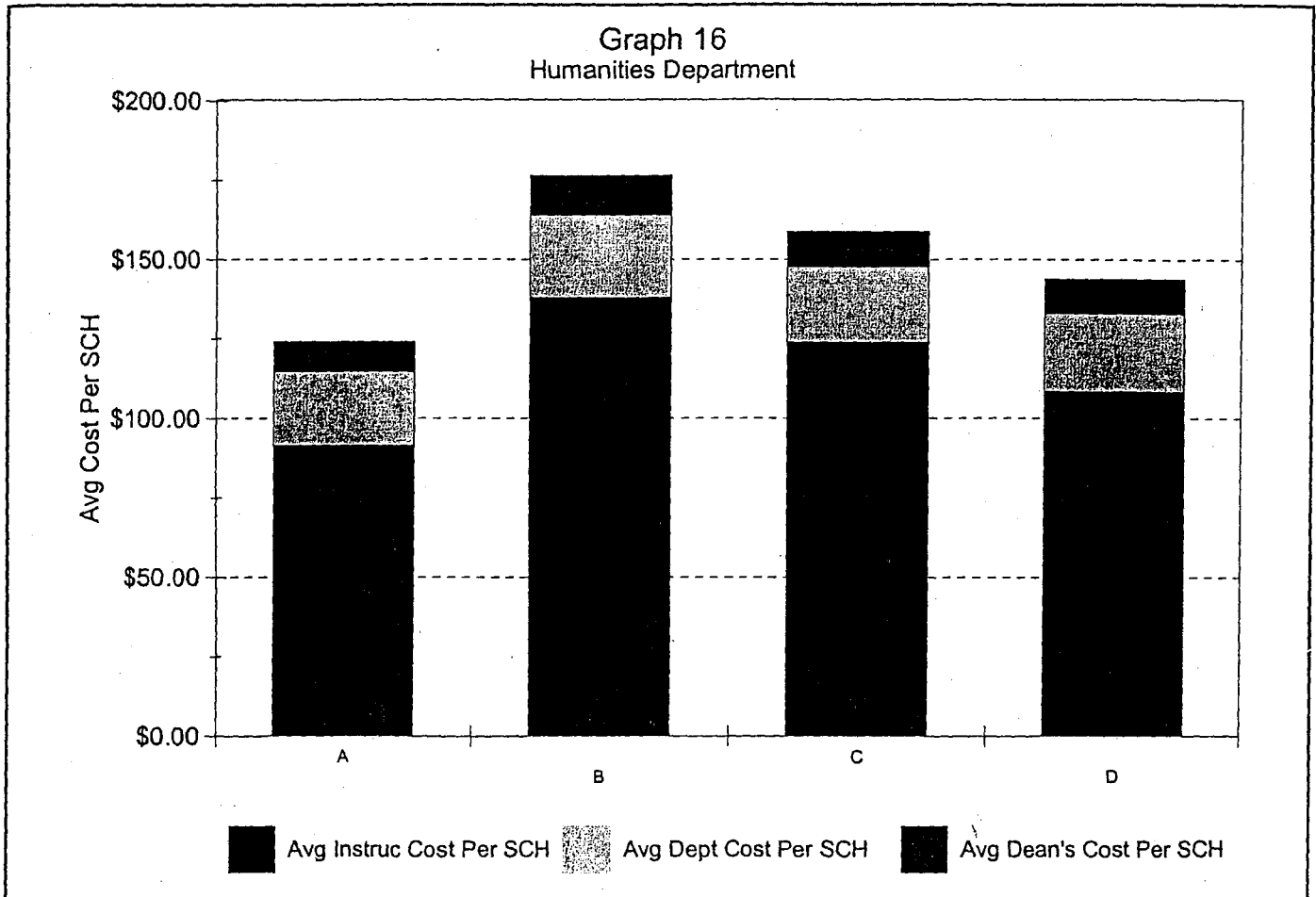
<u>Colleges</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
Allied Health Sciences	\$161.51	\$53.61	\$21.89	\$237.01
Arts and Sciences	\$126.73	\$25.93	\$11.03	\$163.68
Business	\$138.70	\$31.60	\$17.58	\$187.88
Education	\$132.10	\$42.87	\$18.72	\$193.69
Kendall College of Art & Design	\$250.66	\$17.18	\$16.48	\$284.32
Optometry	\$338.42	\$79.67	\$135.21	\$553.30
Pharmacy	\$293.08	\$105.40	\$54.60	\$453.07
Technology	\$165.41	\$54.01	\$16.50	\$235.92
University College	\$100.11	\$28.78	\$40.97	\$169.85

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
Departments in the College of Arts and Sciences
2002 - 2003 Data



<u>Departments</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
Biological Sciences	\$138.69	\$26.40	\$8.67	\$173.76
Humanities	\$119.02	\$24.33	\$11.31	\$154.67
Language and Literature	\$132.52	\$26.80	\$10.95	\$170.27
Mathematics	\$126.89	\$25.58	\$13.58	\$166.06
Physical Sciences	\$117.79	\$25.03	\$10.26	\$153.08
Social Sciences	\$105.63	\$25.92	\$12.73	\$144.29

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
Humanities Department
2002 - 2003 Data



<u>Programs</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>	<u>Total Avg Cost/SCH</u>
A Applied Speech Communication AA	\$91.57	\$23.02	\$9.47	\$124.05
B Applied Speech Communication BS	\$137.88	\$25.81	\$12.52	\$176.21
C Communication BA	\$123.81	\$23.59	\$11.29	\$158.69
D History BA	\$108.48	\$24.22	\$11.01	\$143.72

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2003-2004

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Honors	HNRS	1,225.00
Astronomy	ASTR	1,001.67
Social Sciences	SSCI	894.35
History	HIST	893.79
Economics	ECON	874.59
Anthropology	ANTH	804.00
Psychology	PSYC	781.52
Sociology	SOCY	759.76
Radiography	RADI	748.81
Geography	GEOG	746.20
Metallurgy	MATL	743.65
Physical Science	PHSC	720.00
Pharmaceutical Chemistry	PHCH	706.78
Language	LANG	702.01

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Department Fall + Winter Semesters 2003-2004

Department	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Physical Sciences	688.16
Social Sciences	670.82
Mathematics	647.57
Biological Sciences	624.09
Humanities	616.34
Accountancy, Finance, Econ, & Statistics	581.55
Management	559.82
College of Allied Health Sciences	552.00
Construction Technology & Management	510.68
Health Management Department	507.53
Computer Information Systems Dept	505.17
Leisure Studies and Wellness	504.05

Kimn Carlton-Smith
Curriculum Vitae

2211 Union Ave, SE
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Humanities Department
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carltonk@ferris.edu

Academic Employment

Ferris State University, *Professor*, Department of Humanities (August 2000-present)

Ferris State University, *Associate Professor*, Department of Humanities (August 1994-May 2000) Granted
Tenure May 1995

Ferris State University, *Assistant Professor*, Department of Humanities (August 1990-May 1994)

University of Maryland, *Instructor*, Department of History (June 1988-May 1989)

Rutgers University, *Instructor*, Department of History (June 1987-November 1988)

Education

Doctorate, *American History*, Rutgers University, New Brunswick, NJ (October 1990)

Masters, *American History*, Rutgers University, New Brunswick, NJ (October 1986)

Bachelors, *Radio, Television, and Motion Pictures*, University of NC-Chapel Hill (May 1979)

History Teaching, Curriculum Development & University Service

History Area – Professional Responsibilities & University Service

- Program Coordinator – History Education Program (Fall 2003 – present)
- Academic Advisor – History Education Major/Minor (Summer 2003 – present)
- Academic Advisor – African American Studies Minor (Winter 2003 – present)
- Academic Advisor – History BA Major/Minor (Fall 2002 – Fall 2004)
- Area Coordinator – History Unit (Fall 2000 – Fall 2003)
- Search Committee Member – Adjunct Positions for History Unit (2000, 2001, 2003, 2004)

Curriculum Development History & Humanities Areas

- Teaching of History/Secondary Education Degree
- History BA Major/Minor
- Liberal Arts Minors
 - African American Studies Minor
 - Art History Minor
 - American Studies Minor

History Area Teaching Responsibilities (* Indicates New Courses Created)

- HIST 121 – United States History, Colonial to 1877
- HIST 122 – United States History, 1877 to Present [WebCT Hybrid]
- HIST 201 – African American History [WebCT Hybrid]
- HIST 309* – U.S. History, 1900-1945 [WebCT Hybrid]
- HIST 315 – Civil Rights Movements [Honors Section & Open Online Section]
- HIST 325 – American Women's History
- HIST 326* – African American Women's History [Honors Section/WebCT Hybrid]
- HIST 330* – Turbulent Sixties [Honors Section & Open F2F/WebCT Hybrid & Online Sections]
- HIST 332 – American Cultural History, since 1865 [Honors Section]
- HIST 400* – History, Research & Writing [BA Capstone/WebCT Hybrid]
- HIST 405 – Theory & Practice of Teaching History [History Education Capstone] Team Taught
- HIST 411/511* – Rise & Fall of Jim Crow [Online Sections]

- HIST 421/521* – Democracy on Trial [Online Sections]

Humanities Area Teaching Responsibilities

- ARTH 203* -- African American Art History [WebCT Hybrid]
- ARTH 325 -- Women and Art [WebCT Hybrid]
- HUMN 202* -- African American Cultural Expression [WebCT Hybrid]

Faculty Development Activities Related to In-Class Teaching

- Selected Participant in the first Learner Centered Teaching -- Learning Community, Fall 2004
- Participant in CTLFD Sponsored Workshops, 2000-2003
 - Using Humor in the Classroom – Fall 2003
 - Memory: Teaching to Produce Better Student Recall – Fall 2003
 - Case Study Approach: Problem Centered Learning – Fall 2003
 - A Real World Model for Classroom Discussion – Winter 2002
 - Methods & Learners Workshop – Summer 2000

On-Campus Presentations Related to Course Content Areas

- “Pizza with A Prof” – Honors Seminar, Topic: “One Person Can Make a Difference: Social Activists Who Fought the System & Won!” November 20, 2003
- “Marian Anderson, One African American Woman Making a Difference” Beauty of Diversity – Women Expo – Summer 2003; sponsored by Elite, student organization.
- “Social and Political Activism – Discussion Panel” for the Inaugural TAL-TEN Leadership Program (2002). December 5, 2002.
- “War & Peace” – Faculty/Staff In-Service Forum Honoring September 11, 2001 – Edited reading of Robert Benchley’s satirical 1919 essay “The Making of a Red” addressing reactionary mind-set in America following WWI. September 11, 2002.
- “Lesbian Visibility: A Historical Look Back,” Gay Awareness Week, Ferris State University, November 2001
- Kick-Off Week Panel Presentation -- General Education Assessment: Discussion of FSU’s Implementation & Assessment Strategy for Race, Ethnicity, & Gender – August 2001
- “God, Spirituality, and Civil Rights” – Martin Luther King Day Faculty/Staff In-Service Forum Honoring Martin Luther King Day – Slave Spirituals: The Historical Tradition of Liberation Theology@ January 11, 2001.
- “Talented Tenth” Organizer & Moderator for Raymond Gant, Phillip Middleton, and David Pilgrim panel discussion on W.E.B. DuBois’s concept “The Talented Tenth” -- March 1, 2000

Scholarly and Professional Activities Related to Course Content Areas

- Reader’s review & assessment for Pearson Hall Publisher
 - Biography of Cesar Chavez
 - African American History Survey Text

WebCT & Teaching, Curriculum Development & University Service

Role as a Facilitator in CTLFD-Sponsored Workshops & Training Sessions

- Member of the WebCT Training Group – Fall 2001 to present
- Lead Facilitator for Preparing for your First Semester (8 week sessions)
 - Winter 2005
 - Fall 2003
 - Winter 2003
- Co-Facilitator for PFYFS, working to assist J.R. Vance
 - Fall 2002
 - Summer 2002
 - Winter 2002
 - Fall 2001
- Workshop Facilitator
 - Pre-Semester Course Assistance – Fall 2003

- Transition from WebCT 3.6 to 3.8 -- Fall 2002
- Enhanced Learning with WebCT Communication Tools -- Feb 2002
- Individual & Team Training Sessions – Grand Rapids Campus
 - Kathy Agard, Philanthropy of Learning Program Coordinator -Fall 2003
 - Larry Templeton, College of Education - Adjunct Faculty - August 2003
 - Philanthropy of Learning (Students) Summer 2002
 - All Off-Campus Clinical Faculty College of Pharmacy - Spring 2002

Faculty Outreach Efforts to Promote WebCT Use Among Ferris Faculty

- Invited Participant in “Best Practices” WebCT Retreat – October 2004
- Individual Mentoring and “How To” Assistance Summer 2003 to present
- “Internet-Supported Education and Ferris Students: A General Education Case Study”-- January 28, 2003 – “Featuring Ferris Faculty” programming series sponsored by CTLFD.
- “Using WebCT in Liberal Arts Courses” Humanities Colloquium Series – September 20, 2001

Faculty Development Activities Related to Training in Online Teaching/WebCT

- WebCT Certification Training Program -- WebCT.com, Fall 2004
- Faculty Research Grant, sponsored by Ferris State University Academic Senate. Project: WebCT Faculty Development/Training -- May 2001
- Attended Third Annual WebCT Conference & received training in four pre-conference “Hand’s On” Workshops – June 2001
 - Dean’s Initiative Grant, covered Travel Expenses
 - Timme Grant, Covered Conference & Workshop Expenses
- Participant in CTLFD Sponsored Workshops, 2000-2004
 - On-Line Discussion—Tisha Binder, Visiting Guest Instructor, Winter 2004
 - Facilitating On-Line Learning--Enid Nagel, Instructor, Summer 2002
 - Digitalizing Data Workshop--Jerry Sholl, Instructor, Summer 2000
 - Repurposing Course Material Workshop – Henryk Marcinkiewicz, Instructor, Summer 2000
 - Integrating Material into WebCT Workshop--Bo Lou, Instructor, Summer 2000

Service Activities Done to Support the CTLFD & WebCT Institutional Growth

- Participant/Attendee, Distance Learning Open Forums, Fall 2003
- Search Committee Member, CFTLD – WebCT Technologist Position (2002 & 2003)
- Invited Participant, Search Process, CFTLD Director (Fall 2002, Summer-Fall 2002, and Summer-Fall 2003)

Jim Crow Museum & Teaching, Curriculum Development & University Service

Jim Crow Museum in Relation to Professional Development & University Service

- Member, Jim Crow Museum Advisory Board, October 2003 to present
- Team Facilitator/Trainer, Department of Defense’s Equal Opportunity Management Institute, November 2002
- Museum Facilitator & Guide, Visitors to the Jim Crow Museum, Fall 2001 to present
 - Off-Campus Guests
 - RA Training Program
- Team Facilitator, Eisenhower Grant: “Drawing on Diversity: A Comprehensive 6-12 Critical Thinking Curricula Development Program,” Summer 2001
- Participant, Jim Crow Museum Facilitator Training, Winter 2001

Jim Crow Museum Resources Actively Integrated into Course Content

- HUMN 202 – Racial Stereotypes Impacting African American Creativity
- ARTH 203 – Racism and Visual Depictions of African Americans
- HIST 201 – Jim Crow, Yesterday & Today
- HIST 421/521 – Material Culture Using Historical Objects to Teach About Racism

Scholarship and Presentations Addressing Challenging Ways to Utilize the Museum’s Resources

- Paper Presentation – “Liberating Aunt Jemima” Marquette University’s Annual Women’s Studies Conference – March 2004
- Workshop Presentation – “Racial Stereotyping, Can We Liberate Aunt Jemima?” – ACE Conference, October 23-25 2003
- Workshop Presentation – “Coon, Sambo, and Mammy Go to College: Engaging Racism Using Jim Crow Collectables” – NCORE Annual Conference, May 29-June 2, 2002.

Noteworthy Activities and Accomplishments Not Otherwise Listed

Honors, Awards and Grants

- Athletes Favorite Teacher Recognition (Winter 2004)
- Nominated, Distinguished Teacher Award (Fall 2002)

Committee & Faculty Governance

- **Humanities Department**
 - Member, Susan Morris Tenure Committee (completed May 2002)
 - Member, Diversity Committee (Fall 1999-present)
- **College of Arts & Sciences**
 - Member, Starr Building Art Selection Committee (Winter 2004)
 - Chair, Sabbatical Committee (Fall 2001-Winter 2002)
 - Member, Sabbatical Committee (Fall 2000-Winter 2001)
 - Participant, Curriculum Development Workshop (Summer 2000)
 - Member, Diversity Counts! Committee (Fall 1994-present)
- **University**
 - Member, National Competitive Scholarship Committee (Fall 2004 – present)
 - Member, Library/Historical/Archival Committee (Fall 2002 - Winter 2003)
 - Member, Academic Senate, (Fall 2000-Winter 2002)
 - Chair, Race, Ethnicity, &/or Gender Assessment Committee, General Education Assessment Sub-Committee (Fall 2000-Winter 2002)
 - Chair, General Education Ad Hoc Committee, responsible for drafting REG Outcomes Criteria Statement (Winter 2000)
 - Member, Global Consciousness Assessment Committee, General Education Assessment Sub-Committee (Fall 1999-Fall 2000)

Curriculum Vita

Lisa G. Guinn
20839 Emerald Lane
Big Rapids, MI 49307
(231) 580-1492

Johnson Hall 119
Ferris State University
Big Rapids, MI 49307
(231) 591-3698
guinnl@ferris.edu

Education

Ph.D. Oklahoma State University, May 2003

Advisor: Dr. James L. Huston

Primary field: Nineteenth-century United States History, 1789-1877

Secondary fields: General United States History, England to 1714, Sociology

Dissertation: "'Building Useful Women' from the Depths of Poverty: A Social History of the Girls' Industrial Home and School in St. Louis, Missouri, 1853-1935."

M.A.: Pittsburg State University, May 1996

Advisor: Dr. John L.S. Daley

Primary field: American History to 1877

Minor field: Military History

Thesis: Military biography of Confederate General Lewis A. Armistead

B.S.: Kansas State University, December 1989

Major: American History

Teaching and Related Experience

Nine-month Faculty, Ferris State University (Big Rapids, Michigan), Department of Humanities, Fall 03-Winter 06

Four-four teaching load. Courses taught: United States History to 1877 (HIST 121), United States History since 1877 (HIST 122), Civil War and Reconstruction (HIST 342), United States History 1900-1945 (HIST 309), United States Women's History (HIST 325), and Western Civilization since 1500 (HIST 152). PowerPoint presentations and discussion sessions in all classes. Discussion sessions consist of students being divided into groups, each group is given a question on the discussion topic (and the readings for discussion), the group consults for 10-15 minutes and presents findings to class. Exams are 50% objective and 50% essay in the survey courses. The upper-level course is 100% short essay. Outside readings and written assignments are also included in the course work.

Vita—Lisa Guinn

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Internship Development Coordinator, Oklahoma State University American Studies Program, Summer 2003

Working with Director of American Studies to establish an internship program

Teaching Associate, Oklahoma State University Department of History, United States History Survey, Fall 99, Fall 00, Fall 01, Fall 02, Spring 03

Developed syllabi, selected methods of instruction and evaluation. Class size ranged from 100 to 140 students. Class work for course consisted of ten worksheets from the History Department reader (Visions of America's Heritage), one or two outside reading assignments and/or written essays, two 100-point exams, and one 200-point comprehensive final. Exams consisted of essay (50%), objective (30%), and short answer (20%). Fall 01 section was a Saturday class through the University Extension Office.

Adjunct Faculty, Rose State College (Midwest City, OK) Social Sciences Division, United States History since 1877, Fall 01, Spring 02

Developed syllabi, selected methods of instruction and evaluation. Class size ranged from fifteen to forty. Course assignments consisted of outside written assignments, weekly homework assignments, discussion sessions, and four exams.

Student Assistant, Electronic Publishing Center, Oklahoma State University Library Annex, May 00 – May 03

Digitization of various journals and historical works for viewing on-line. Publications include the following: Oklahoma Academy of Science, Kappler Indian Treaties, Chronicles of Oklahoma, and the speeches of T. Boone Pickens. Computer experience in the following programs: HTML, XML, Word, Arachno, Omni Page, Photo Shop, and Adobe.

Teaching Assistant, Oklahoma State University, Department of History, Fall 97 – Fall 99

Proctored survey courses, graded and prepared exam questions, led discussion sections, and maintained office hours. I worked with the following professors: Dr. James L. Huston, Dr. Laura Belmonte, Dr. James Smallwood, Dr. Michael Logan, and Dr. Michael Smith.

Historian, National Park Service, Ulysses S. Grant National Historic Site, Summer 95

Researched early military career of Ulysses S. Grant and created an interpretive guide for the on-site park rangers.

Vita—Lisa Guinn

Page 3

Graduate Assistant, Pittsburg State University (Kansas), Department of History, Fall 94, Spring 95

Assisted professors with administering and grading exams, showed videos and films, and assisted with History department office operations.

Park Ranger, US Army Corps of Engineers, 1989-1994

Worked at the following Corps projects: J. Strom Thurmond Dam and Lake, Clarks Hill, SC; Alabama River Lakes, Camden, AL; West Point Lake, West Point, GA. Shoreline management, recreation management, natural resource management, and interpretive programs.

Museum Docent, Riley County Historical Museum, Manhattan, Kansas, Fall 88

Internship giving tours and cataloging archival donations

Assistant Curator, Goodnow House Historical Site, Manhattan, Kansas, 1988-1989

Gave tours, worked in the gift shop, and maintained inventory

Professional Organizations

Phi Alpha Theta History Honor Society
Organization of American Historians
Southern Association of Women Historians

Awards and Honors

Lewis E. Atherton Prize, Best Dissertation in Missouri History and Biography, State Historical Society of Missouri, Columbia, Missouri, 2003

Department of History Graduate Research Fellowship, Oklahoma State University, 2002

Townsend Memorial Award for Best Graduate Paper in American History to 1914, Oklahoma State University, 2002

Townsend Dissertation Fellowship, Oklahoma State University, 2001

Townsend Memorial Award for Best Graduate Paper in American History to 1914, Oklahoma State University, 2001

Awards and Honors

Homer L. Knight Graduate Award, Oklahoma State University, 2000

Graduate Dean's Scholastic Honor Roll, Pittsburg State University, 1996

Graduate Scholarship Award, Department of History, Pittsburg State University, 1995

Professional Presentations

Guinn, Lisa G. (June 2003). "Domestic Labor and Useful Women: The Girls' Industrial Home in St. Louis, Missouri." Southern Association of Women Historians Sixth Annual Conference, Athens, Georgia.

Guinn, Lisa G. (November 2002). "Encountering Poverty: Women Reformers' Experiences with Class and Child Neglect in St. Louis, 1853-1930." Southern Historical Association Conference, Baltimore, Maryland.

Guinn, Lisa G. (September 2002). 'Guarding Against Making it an Institution': The Progressive Nature of the Girls' Industrial Home in St. Louis, Missouri, 1853-1930." Mid-America Conference on History, Fayetteville, Arkansas.

Guinn, Lisa G. (April 2002). "'Useful Women': The Girls' Industrial Home in St. Louis, Missouri, 1853-1978." Perspectives on Family, Gender, and Women Conference, Stillwater, Oklahoma.

Guinn, Lisa G. (September 2001). "'Removing the Frequent Companion of Vice': Juvenile Delinquency, Gender, and the Girls' Industrial Home and School in St. Louis, Missouri, 1854-1899." Mid-America Conference on History, Stillwater, Oklahoma.

Guinn, Lisa G. (March 2001). "'Building Useful Women': The Girls' Industrial Home and School in St. Louis, Missouri, 1854-1899. Missouri Valley Historical Conference, Omaha, Nebraska.

VanDelinder, Jean and Lisa G. Guinn. (October 2000). "Using Weber's Bureaucratic Model to Analyze William of Normandy's Centralization of Medieval England." Mid-South Sociological Meeting, Knoxville, Tennessee.

Guinn, Lisa G. (September 1994). "Tobacco Reliance: The Effects of Tobacco on the Growth of the Chesapeake Colonies." Kansas Teachers Conference, Manhattan, Kansas.

Professional Presentations

Guinn, Lisa G. (March 1994). "Abraham Lincoln's Influence on the Presidential Office." Southwest Social Science Conference, Dallas, Texas.

Committee Assignments and Conference Commentator/Chair Assignments

History Day Judge, Oklahoma State University, 2000-2003

Panelist, Women's Film Festival, Oklahoma State University, Spring 2003

Chair and Comment, Southwest Social Science Conference, New Orleans, LA, March 2005

Chair and Comment, Mid-America Conference on History, Lawrence, KS, September 2005

Publications

Guinn, Lisa G. Review of Abraham Lincoln and the Road to Emancipation, 1861-1865, by William K. Klingaman. The Maryland Historian, publication pending 2004.

Guinn, Lisa G. Entry articles on "domestic servants" and "correspondence committees" for Colonial America: An Encyclopedia of Social, Political, Cultural, and Economic History, published by M.E. Sharpe, Inc., publication pending 2004.

Guinn, Lisa G. Entry articles on "Oskar Kristeller," "Christopher Lasch," and "Mary Beard" for Dictionary of Modern American Philosophers, Thoemmes Press, forthcoming

Guinn Lisa G. Entry articles on "National Woman's Party" and "Virginia Minor" for Encyclopedia of Women and American Politics, forthcoming.

**Courses Prepared to Teach Based on
Graduate Instruction**

United States History to 1877
United States History since 1877
Civil War and Reconstruction
Early National Period

Antebellum America
Women's History (U.S.)
Nineteenth-century Cultural/Intellectual
History
Gender History
Medieval England
Tudor-Stuart England

PERSONAL RESUME

of

GARY L. HUEY

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18225 Steven Court Ferris State University
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231/796-2160 231/591-2758

EDUCATION: Washington State University, Pullman, WA; Ph.D., History,
June 1981
Illinois State University, Normal, IL; M.S., History,
June 1973
Bradley University, Peoria, IL; M.A., Secondary Education,
June 1970
Bradley University, Peoria, IL; B.S., History, June 1968

EXPERIENCE: 1994 to Present, Professor of History, Ferris State
University, Big Rapids, MI 49307
1990-1994, Associate Professor of History, Ferris
State University, Big Rapids, MI 49307
1986-1990, Assistant Professor of History, Ferris State
University, Big Rapids, MI 49307
1980-1986, Assistant Professor of History, Louisiana
State University at Eunice, Eunice, LA 70535
1977-1980, Instructor of History, Southwest Texas State
University, San Marcos, TX 78666

AWARDS AND HONORS:

2004, Nominee for Distinguished Teacher Award
2003, Member of the Distinguished Team Award Winner, Historical Commemorative
Committee—for W. F. Ferris birthday celebration
2002, Nominee for Ferris Academic Excellence Award
2001, Sabbatical Leave Granted—to complete manuscript
1993, Nominee for MAGB Teaching Award
1992, Finalist for the Ferris State University
Distinguished Teacher Award
1991, Nominee, Teaching Excellence Award
1989, One of 33 scholars from throughout the nation chosen
to attend a four week workshop on military
history at West Point
1986, Recipient of the Louisiana State University Alumni
Federation Distinguished Faculty Fellowship--

awarded for excellence in teaching to one person
 in the eight campus LSU system
 1976, elected to Phi Kappa Phi
 1968, elected to Phi Alpha Theta, National Honor Society
 for history

- GRANTS:** 1999, Department of Humanities faculty development grant
 for research project on Heywood Broun
 1997, Part of the grant obtain by Dean Joe Rallo, College
 of Business, to establish cooperation with the
 Russian government, my role is to revise my
 Russian history course, update library resources
 bring in speakers
 1989, \$2,000 grant from the Michigan Humanities
 Council for a conference at Ferris on Humanities
 Science and Technology--I was the project
 director for the grant written with James
 Walker, and George Nagel
 1988, \$1,500 grant from the Michigan Humanities Council
 for a conference at Ferris on Humanities,
 Science, and Technology with James Walker, Jeff
 Kleiman, and Craig Newberger
 1988-89, Along with James Walker, George Nagel, Jeff
 Kleiman, and Craig Newberger, I helped raise
 over \$9,000 beyond MHC grants to fund the
 Humanities, Science and Technology Conference
 1987-88, Ferris State University Research Grant of \$7,200
 to begin a book-length study of Gillis Long
 1986, \$3,000 National Endowment for the Humanities
 Summer Stipend
 1976, Research Travel Grant from Washington State Univ.
 1976, Dissertation Research Grant from Washington State
 University Library

ORGANIZATIONAL MEMBERSHIPS:

American Historical Association
 Organization of American Historians
 Southern Historical Association

AREA OF ACADEMIC SPECIALIZATION:

Twentieth century and contemporary United States social
 and cultural history with an emphasis on the South,
 civil rights, and African American history

OTHER AREAS OF INTEREST IN MAJOR FIELD:

military history, sports history, and popular culture

MINOR FIELDS OF STUDY:

Russia and the Soviet Union, East Asia, South Asia, and western civilization

PUBLICATIONS:

- Author, Quizbook, for The American Pageant, Houghton Mifflin and Co., 2001.
- Author, Quizbook, for The American Pageant. Houghton Mifflin and Co. 1997.
- Contributor to Lester H. Brune, ed., The Korean War: Handbook of the Literature and Research. Westport, CN: Greenwood Press. My essay is on public opinion and the war. 1997
- Author, Quizbook, for The American Pageant. Lexington, MA D.C. Heath and Co., 1993.
- Author, Quizbook, for The American Pageant. Lexington, MA, D.C. Heath and Co. 1990. This is one of the five most popular textbooks in American history.
- Book Review of Anne Loveland, Lillian Smith: A Southerner Confronting the South. Baton Rouge: Louisiana State University Press, 1986, in the American Historical Review, February 1988, pp. 251-2.
- Author, Rebel With a Cause: P. D. East, Southern Liberalism and the Civil Rights Movement, 1953-1971. Wilmington, DE: Scholarly Resources, Inc. 1985.
- "World Population Crisis: India as a Case Study," June 1977, Research Studies.

SCHOLARLY PAPERS PRESENTED:

- "Problems of Predicting the Future: War in the 20th Century," for the Futures Conference, Ferris State University, August, 1999.
- "Saving the National Pastime: McGwire and Sosa and Other Heroes of Baseball," Invited lecture at Wayne State College, Sponsored by the Nebraska Humanities Council, April, 1999. Due in illness I was unable to go and deliver the paper.
- "Sports and Civil Rights," Invited lecture at Wayne State College, Sponsored by the Nebraska Humanities Council, April, 1994.

- "Television Images of the Vietnam War," Ferris State University, Vietnam War Colloquium, September 7, 1993. Big Rapids, Michigan.
- "Gillis Long: His Journey from Outsider to Insider," Missouri Valley History Conference, March 12-14, 1987. Omaha, Nebraska.
- "Rebel with a Cause: P.D. East, Gadfly on the Left," Symposium on Mississippi Journals and Journalists, Funded by the National Endowment for the Humanities and sponsored by the Mississippi Press Association and the Mississippi Department of Archives and History, invited paper, April 17-19, 1986, Jackson, MS.
- "World Population Problems," Southwestern Social Science Association Convention, March 1981, Dallas, TX.

PROFESSIONAL AND SCHOLARLY ACTIVITIES:

- 2001, Finished manuscript Heywood Broun: Radical of the Upper Class, during my sabbatical leave
- 1999, Critical reader for Houghton Mifflin Company, The Making of America: A History of the U.S. 2nd Edition, American History Textbook.
- 1997, Critical reader for D.C. Heath and Co. The American Pageant, 11th edition, American history textbook.
- 1997, Critical reader for D.C. Heath and Co. The American Spirit, a reader in American history.
- 1997, Critical reader for Houghton Mifflin and Co. for an as yet untitled topical textbook on American history.
- 1989-1990, Critical reader for D.C. Heath and Co. for The American Pageant, American history textbook.
- 1990, Critical reader for ABC-CLIO Publications for book entitled The Vietnam War Era: Conflict Abroad and at Home.

RESEARCH IN PROGRESS:

Revising my manuscript completed during my sabbatical on Heywood Broun, a journalist, social and political activist, and founder of the American Newspaper Guild. I am looking for a publisher, and I am in the process of making changes recommended by several critical readers.

I have reduced my commitment to this project for the present and devoted my time to the development and implementation of the BA degree in history and the history teaching degree. I have also devoted much of my time to the Oral History Project. I plan to return full time to the manuscript next summer.

PUBLIC CONTRIBUTIONS PROFESSIONALLY RELATED:

- 2004, participated in presidential election forum for the university community—presented the Democratic position on foreign policy
- 2004, participated in College Survival Seminar—delivered lecture and gave tips on note taking
- 2004, participated in Accessibility Awareness Day—delivered lecture and noted what a teacher could do to make it difficult for those with disabilities and how to make classes more accessible for those with disabilities
- 2003, participated in College Survival Seminar—delivered lecture and gave tips on note taking
- 2003, spoke to the Rotary Club on the origins of Veterans' Day
- 2003, participated in panel discussion on the coming of the war with Iraq
- 2003, participated in Accessibility Awareness Day—see above for my contribution
- 2001, provided information to the Pioneer on the history of the Middle East and Islam in the wake of 9/11
- 2002, participated in Accessibility Awareness Day
- 2002, On committee to set up a program to celebrate W.F. Ferris's birthday
- 1999, On a panel with David Pilgrim, Don Roy to discuss the crisis in Kosovo with students in honors program
- 1999, Appeared on Channel 9 and 10 morning show to discuss the crisis in Kosovo
- 1998, Discussed Russian history with Honors program to prepare them for a group visiting Russians
- 1995, conducted workshop for Big Rapids public schools on history and multiculturalism
- 1994, spoke at Hillcrest Elementary School on United States' presidents, April, 1994.
- 1993, spoke on the Vietnam War to Big Rapids Kiwanis Club, November 10, 1993.
- 1993, spoke at Hillcrest Elementary School on United States' presidents, April, 1993.
- 1992, Coordinator and moderator of the Forum on Columbus' Voyage of 1492 sponsored by the West Central Michigan Council for the Humanities, October 14, 1992.
- 1992, gave workshop with Randy Park, high school history teacher and former student, to local high school teachers on "Geography, Culture, and the Vietnam War" July 1992.
- 1992, spoke at Hillcrest Elementary School on United States' presidents, April, 1992.
- 1991, spoke to several organization in Big Rapids on the

- Gulf War: Operation Desert Storm, Spring 1991.
 1988-1989, Co-organizer and Coordinator of the First and Second Conference on Humanities, Science, and Technology held at Ferris State University. All sessions and the keynote address were free and open to the public.
 1988, Commentator for Celebrate III symposium on "Women and Third Century America."

FERRIS STATE UNIVERSITY SERVICE 1986 TO PRESENT:

Committees:

Department of Humanities:

- 2004, Area Coordinator for the history unit, six faculty, develop class schedules
 2004, Curriculum Development and Assessment Committee
 2004, Advisor to the BA History Major and Minor students
 2003, Curriculum Development and Assessment Committee
 2003, Area Coordinator for the history unit, five faculty, develop class schedules
 2003, Search Committee for history faculty member
 2002, Curriculum Development and Assessment Committee
 2002, Search Committee for history faculty member
 2001, Search Committee for history faculty member
 2000, Search Committee for history faculty member
 2000, Curriculum Development and Assessment Committee
 1999, Area Coordinator history unit
 1999, Curriculum Development and Assessment Committee
 1999, Faculty Development Funds Disbursement Committee
 1999, Committee to develop Faculty evaluation form
 1998, Department Head Search Committee
 1998, Curriculum Development and Assessment Committee
 1998, Faculty Development Funds Disbursement Committee
 1998, Area Coordinator history unit
 1997, Area Coordinator history unit
 1997, Curriculum Development and Assessment Committee
 1997, Faculty Development Funds Disbursement Committee

 1996, Search Committee for history position
 1996, Curriculum Development and Assessment Committee
 1995-1996, Chair, Department Tenure Committee
 1994, Department Tenure Committee
 1994-1996, Chair, Tenure Committees for both Barry Mehler and Kimn Carlton-Smith
 1993, Member, Humanities Remodeling/Building Committee
 1993, Chair, Department Head Search Committee, Department of Humanities
 1990, Member, History Faculty Search Committee
 1989-1991, Area coordinator for history unit

1988, Member, History Faculty Search Committee
 1986-1989, Faculty Development Funds Disbursement Committee, Chair, 1988-89
 1986-1987, Member, Area Coordinator Study Committee

College of Arts and Sciences:

2002-03, Sabbatical Leave Committee, College Representative on All University Committee
 1998, Cultural Enrichment Assessment Committee
 1997, Cultural Enrichment Assessment Committee
 1997, member, Social Science Minor Revision Committee
 1996 Cultural Enrichment Assessment Committee
 1994-1997, founding member of Diversity Counts Committee
 1993, Chair, College Sabbatical Leave Committee
 1992, Member, College Sabbatical Leave Committee
 1990-1992, Member, College Curriculum Revision Committee
 1987-1989, Member, Ad Hoc Faculty Governance Committee
 1988-1989, Member, Social Science Teaching Minor Revision Committee

University:

2004-2005, member, Summer Session Review Committee
 2003-present, with Harry Dempsey in charge of the Ferris Oral History Project,
 responsible for helping line up people to interview, recruiting history major
 students to conduct the interviews, and helping write questions for the
 interviews
 2002-present, member, Historical Commemorative Task Force
 2002-2003, member, All University Sabbatical Leave Committee
 2002-2003, member, Summer Session Review Committee
 2003, Workload Review Committee
 2001-2002, member, Post tenure Review Evaluation Task Force
 2001-2002, member, Library/Historical Archives Committee
 1999-2000, member, NCA, Criterion Three subcommittee
 on Educational Programs Effectiveness
 1999-2000, member, Athletic Advisory Committee
 1998-1999, member, Ferris Distinguished Faculty
 Selection Committee
 1997-1998, member, Vice President Academic Affairs Search Committee
 1996-1998, Academic Senate
 1996-1997, Academic Senate Executive Committee
 1996-present, Library Planning/Construction
 Committee Core Committee, Academic Senate Appointment
 1994-1997, member, University Curriculum Committee

1993-1999, Vice President, Ferris Faculty Association. In conjunction with this office, I am a member of the Grievance Committee and the Contract Management Committee.

1992-1993, Member, Academic Affairs Vice President Search Committee

1989-1992, Chair, Graduate/Professional Council

In the last year we oversaw and approved all course and program changes during semester transition for all graduate degrees.

1989-1992, Member, University Curriculum Committee

In the last year and a half we oversaw and approved all course (2,000 plus) and degree (120 plus) changes for semester transition and the new general education guidelines.

1990-1991, Member, Sick Leave Bank Committee

1987-1989, Member, MAGB Teaching Award Committee

Curriculum Development:

With Kimn Carlton-Smith and Barry Mehler I helped develop a BA history major and a history minor, which have been approved and are in operation. I have assumed the duty of academic advisor to the students in these degree programs. I also helped create the history teaching degree. For these degree programs I have developed three new courses: HIST 309 U.S. 1900 to 1945, HIST 400 Historical Research Methods, and HIST 405 History Teaching Methods.

In 1986, I participated with Bob Spagnuolo and Clarence DeLong and subsequently with Barry Mehler and Kimn Carlton-Smith in restructuring the history curriculum. My job was to rewrite and restructure the catalog offerings as well as to develop nine new courses (HIST 276 History of Science and Technology, HIST 277 American Business History, HIST 280 History of Medicine and Health Care, HIST 285 History of Sports, HIST 310 U.S. History Since 1945, HIST 315 Civil Rights Movement, HIST 375 Latin American History, HIST 385 American Military History, HIST 320 U.S. and the War in Vietnam).

Special Projects/Programs:

2002- member of committee to organize a program to commemorate the birthday of W.N. Ferris, supported by the Office of the President

2002 fall, Helped three history major students win student research grants.

2002 Summer, I conducted two special topics courses for history majors who needed the class to graduate.

1988-present, I have conducted 14 special topics classes, HIST 499, 3 hours each. Nine research papers of at least 30 pages with a minimum of 25 different sources. One was a multi-media production on Adolph Hitler and Nazi Germany.

1988-1989, Co-organizer and coordinator of the First and Second Conference on Humanities, Science, and Technology.

In the fall of 1996 Kimn Carlton-Smith, Ted Walker and I proposed an American Studies Conference to be held at Ferris State. We received some financial help from the VP for Academic Affairs, but it was not enough and with concerns regarding support staff, we were forced to cancel.

COMMUNITY SERVICE: NON-PROFESSIONAL:

- 2001-present, soccer coach for indoor soccer during the winter months in Grand Rapids and Head Coach for the U19 boys travel team
- 1998-present, member, Soccer League executive board
- 1996-1999, member, Little League executive board
- 1996-present, soccer coach
- 1994-1999, coached two Little League teams each year
- 1993, Big Rapids Gifted and Talented Committee
- 1993, Member, Christian Education Committee, United Church
- 1993, Working with the Hillcrest Elementary Science Olympiad Team
- 1993, Head coach of t-ball team
- 1992-present, Hillcrest Elementary representative to the Big Rapids Academic Boosters organization
- 1992, Helped coach t-ball team
- 1989, Coached 8-12 year old girl's softball team with Bob Krueger
- 1988-1991, Superintendent of Sunday School, St. Peter's Lutheran Church.
- 1988-1989, Judge for regional and state competition for Odyssey of the Mind in conjunction with BRMS gifted and talented program.
- 1988, Coached 13 year old boy's baseball team with Rod Pillsbury
- 1987, Coached 11-12 year old boy's little league team with James Walker

COURSES TAUGHT AT FERRIS STATE (fourteen total):

- HIST 121 & 122 the American History Survey sequence
- HIST 151 & 152 Western Civilization sequence

HIST 230 Michigan History
HIST 285 American Sports History
HIST 290 Drugs, Sex, and Rock and Roll: U.S. in the 1960s
HIST 309 U.S. 1900 to 1945
HIST 310 United States History Since 1945
HIST 320 United States and the War in Vietnam
HIST 321 United States' Supreme Court in the 20th Century
HIST 341 20th Century United States' Foreign Policy
HIST 373 Contemporary Russia
HIST 371 East Asia in the Twentieth Century
HIST 385 American Military History
HIST 405 History Teaching Methods

History

APRC 2005-2006

section 3 of 6

DR. THOMAS F. JORSCH

Home: 20839 Emerald Lane
Big Rapids, Michigan 49307
Phone: (405) 269-1313
E-MAIL: tjorsch@hotmail.com

Work: Ferris State University
Department of Humanities, JOH 119
Big Rapids, Michigan 49307
Phone: (231) 591-3689

EDUCATION

Oklahoma State University – Stillwater, Oklahoma

- Successfully defended Ph.D. dissertation: April 8, 2004; graduation: May 2004
- Major Field: American Social and Intellectual History
 - Emphasis on Gilded Age and Progressive Era, political thought 1763-1945, pragmatism, radical thought, American culture
 - Advisor: Dr. Ronald A. Petrin
- Minor Fields: General United States History, Modern European History, American Philosophy
- Dissertation:
 - *Modernized Republicanism: American Socialists during the Progressive Era*
This study examines how American socialism developed in opposition to liberalism, utilized republican principles from a century earlier but put them to use in a modern industrialized society, and ultimately shaped the development of progressivism and the welfare state. The socialist complaints of government corruption, lack of democracy, dependency, and rampant individual license puts them squarely in the American intellectual tradition, even if they expressed these ideas in the Marxist idiom of class struggle. Their legacy should not be one of failure, but of an essential link between classical and corporate liberalism, even if the latter was far from what they desired.

University of Wisconsin-Milwaukee – Milwaukee, Wisconsin

- M.A., History (December 1996)
- M.L.I.S., Archives emphasis, (December 1996)

Carroll College - Waukesha, Wisconsin

- B.S., History and Mathematics (May 1993)

PUBLICATIONS AND PRESENTATIONS

Conference Presentations:

- “Socialism as a Form of Republicanism,” Mid-America Conference on History, Springfield, MO, October 1, 2004.
- “Radicalism on Wisconsin’s Eastern Shore: Socialism in Manitowoc, 1905-1917,” American Historical Association Annual Meeting, Washington, D.C., January 10, 2004.
- “Socialism and the Woman Question during the Progressive Era,” OSU Department of History Colloquium Series, Stillwater, OK, March 7, 2003.
- “Americanized Socialism: The Use of Patriotic Rhetoric by American Socialists, 1894-1914,” Mid-America Conference on History, Fayetteville, AR, September 20, 2002.
- “A Loss of Resolve: The Socialist Party of America, Progressivism, and the Trust Question, 1908-1912,” Mid-America Conference on History, Stillwater, OK, September 20, 2001.
- “Digitization in the Archival Environment: Selection Criteria for Manuscript Collections,” Society of Southwest Archivists, Austin, TX, May 1999.
- “WAVES Upon the Plains: Training of Women for Naval Service in Stillwater, Oklahoma,” Oklahoma Historical Society, Ponca City, OK, April 23, 1999. With Steven L. Kite.
- “Milwaukee and the Bicycle, 1869-1900: The Impact of the Wheelmen on Social Change,” Milwaukee Public Enterprise Committee, Milwaukee, WI, April 25, 1997.

Conference Participation:

- Panel chair and discussant, "Cold War Culture," Annual Meeting of the Southwest Social Science Association, New Orleans, LA, March 26, 2005.

Book Reviews:

- Thomas F. Jorsch. Review of Cavalier in Buckskin: George Armstrong Custer and the Western Military Frontier, rev. ed., by Robert M. Utley. *Chronicles of Oklahoma* 80 (Winter 2002-03): 506-508.
- Thomas F. Jorsch. Review of Waltzing with the Ghost of Tom Joad: Poverty, Myth, and Low-Wage Labor in Oklahoma, by Robert Lee Maril. *Chronicles of Oklahoma* 80 (Spring 2002): 105-106.
- Thomas F. Jorsch. Review of Stalin's Letters to Molotov, 1925-1936, edited by Lars T. Lih, Oleg V. Haumov, and Oleg V. Khlevniuk. *Archival Issues* 21 (1996): 80-82.

Encyclopedia Articles:

- Thomas F. Jorsch, "Victor Berger," in *Encyclopedia of the Jazz Age*, publication pending.
- Thomas F. Jorsch, "Elizabeth Gurley Flynn," in *Encyclopedia of the Jazz Age*, publication pending.
- Thomas F. Jorsch, "Charles Austin Beard," in *Dictionary of Modern American Philosophers, 1860-1960* (online version), publication pending.
- Thomas F. Jorsch, "James Harvey Robinson," in *Dictionary of Modern American Philosophers, 1860-1960*, publication pending.
- Thomas F. Jorsch, "Louis Jolliet," in *Colonial America: An Encyclopedia of Social, Political, Cultural, and Economic History*, publication pending.
- Thomas F. Jorsch, "Father Jacques Marquette," in *Colonial America: An Encyclopedia of Social, Political, Cultural, and Economic History*, publication pending.

TEACHING EXPERIENCE

COURSES TAUGHT:

Ferris State University, Department of Humanities: Temporary Full-time Instructor, Aug. 2004 – present

- **United States History to 1877**; fall 2004, spring 2005
- **United States History since 1877**; fall 2004, spring 2005
 - Lectured and led discussions in classes of 45 students ranging from freshman to senior.
 - Utilized classroom technology such as PowerPoint.
- **American Cultural History since 1865**; spring 2005
 - Upper division course designed for history and history education majors
- **American Cultural History to 1865**; scheduled for fall 2005
 - Scheduled as an internet-only course via Web CT
- **Western Civilization since 1500**; summer 2005
- **Michigan History**; scheduled for fall 2005

Oklahoma State University, Department of History: Teaching Associate, Jan. 2001 – May 2004

- **Western Civilization since 1500**; fall 2002, fall 2003, spring 2004
 - Survey of European history, 1500 to present.
 - Lectured and led discussions in class of 45 students ranging from freshman to senior.
- **Survey of American History**; spring 2001, fall 2001, spring 2002, spring 2003
 - One semester survey of American History, Ancient America to present.
 - Prepared and delivered all lectures for classes between 80 and 150 students.
 - Supervised teaching assistants.

COURSES ASSISTED:

Oklahoma State University, Department of History: Teaching Assistant, Aug. 1999 – summer 2001

- Survey of American History; Dr. Richard Rohrs, summer 2001, summer 2002, summer 2003
- Survey of American History; Dr. John Dobson, fall 2000
- Survey of American History; Dr. Michael Logan, spring 2000
- Survey of American History; Dr. L.G. Moses, fall 1999

University of Wisconsin-Milwaukee, Department of History: Teaching Assistant, Jan. 1995 – Dec. 1996

- History of the United States, 1607-1877; Dr. J. David Hoeveler, fall 1996
- The High Middle Ages, 1066-1500; Dr. Martha Carlin, spring 1996
- The Early Middle Ages, 300-1066; Dr. Martha Carlin, fall 1995
- History of the United States, 1607-1877; Stephen Hauser, spring 1995

GRADUATE COURSES TAKEN

The following is a list of courses I took for credit or audited while a graduate student:

Oklahoma State University (Ph.D.)

Historiography

Reading Seminar: Colonial America

Reading Seminar: Antebellum America

Reading Seminar: U.S., 1877-1920

Reading Seminar: U.S. Social and Intellectual

Research Seminar: 19th Century U.S.

Gender in America, 1607-2000

U.S. Social and Intellectual, 1607-1865

U.S. Social and Intellectual, 1865-2000

Reading Seminar: French Revolution and
Napoleon

Reading Seminar: Modern European Ideas and
Ideologies

Independent Readings on Modern Europe

Reading Seminar in Philosophy: Richard Rorty

Reading Seminar in Philosophy: John Dewey and
Radical Democracy

American Pragmatism

University of Wisconsin-Milwaukee (M.A.)

Historiography

Reading Seminar: Progressive Era

Reading Seminar: U.S., 1920-1945

Reading Seminar: U.S., 1945-1990

Research Seminar: Regionalism and Sectionalism

Research Seminar: 19th Century America

Research Seminar: Modern Archives

Modern Archives Administration

Archives Internship

TEACHING INTERESTS

American History Survey, pre-Colombian to present

Gilded Age and Progressive Era

American Intellectual History

American Cultural History

The United States between the World Wars

American Political Thought

American Labor History

Era of the American Revolution

Historiography/Methods

European History Survey, to 1500

European History Survey, 1500-present

Modern European History, 1789-present

Modern European Intellectual History

American Pragmatism

OTHER WORK EXPERIENCE

Oklahoma State University, Stillwater, OK: Special Collections Librarian, Sep. 1997 – Aug. 1999

Academic Rank: Assistant Professor

- Processed manuscript collections
- Built and maintained web pages and databases
- Supervised student workers and full-time staff
- Left to pursue doctoral studies in American history full time

Harley-Davidson Motor Company, Milwaukee, WI: Archival Consultant, May 1996 – September 1997

Milwaukee Urban Archives, Milwaukee, WI: Archival Intern, May 1996 – August 1996

ACADEMIC HONORS AND SERVICE

OSU Department of History Graduate Research Fellowship, April 2003, April 2004

Townsend Memorial Dissertation Fellowship, April 2002, April 2004

Nancy Randolph Davis Scholarship, November 2001

Oklahoma State University Distinguished Graduate Fellowship, May 2001

Vice-President, Phi Alpha Theta, Nu Chapter, 2000-2001

Served as representative to OSU Graduate and Professional Student Association, 2000-2001

B.B. Chapman Endowed Scholarship, spring 2000 and spring 2001

Awarded six semesters of funding as Graduate Teaching Associate, OSU Department of History, 1999

Graduate Assistants Chair, UW-M Department of History, spring 1996

Served on Graduate Affairs Committee, UW-M Department of History, fall 1996

Awarded four semesters of funding as a Graduate Assistant, UW-M Department of History, 1995

Graduated *Cum Laude* from Carroll College, May 1993

Academic All-American (tennis), spring 1993

Carroll College Presidential Scholarship, 1989-1993

Newell Scholarship, 1989-1993

FOREIGN LANGUAGE

German: written translation competency

PROFESSIONAL AFFILIATIONS

American Historical Association

Phi Alpha Theta – Nu Chapter

Society for Historians of the Gilded Age and Progressive Era

Wisconsin Historical Society

REFERENCES

Available Upon Request

Curriculum Vitae

[Fall 2005]

Barry Alan Mehler

PERSONAL INFORMATION

Biographies listed in *Who's Who in America* (1998-2005); *Who's Who in the Midwest* (1994-2004) *Who's Who in American Education* (5th Edition, 1995-95); *Who's Who in the World* (13th -15th editions, 1995-1997); *Men of Achievement* (International Biographical Centre, Cambridge, England, 17th Edition, 1997). Listed on Profnet as academic expert on eugenics (www.vyne.com/profnets/ped/experts/mo1620.html).

Birth date: 18 March 1947
Place of Birth: Brooklyn, New York
Social Security #: 078-38-7061

Home Address: 216 Rust Ave.
Big Rapids, MI 49307
(616) 796-5155

Office Address: email: bmehler@netonecom.net
Department of Humanities
Ferris State University
2064 Arts & Science Commons
Big Rapids, MI 49307
(616) 591-3612
FAX: (616) 591-2618

EDUCATION

- 1988 Ph.D. University of Illinois, Champaign-Urbana
Fields: History of Racism; Behavior-Genetic Analysis;
History of Science
Thesis: "A History of the American Eugenics Society, 1921-1940"
- 1972 M.A. City College of New York [Labor History] Dissertation: "John R.
Commons." Irwin Yellowitz, advisor.
- 1970 B.A. Yeshiva University, New York [History]

ACADEMIC EXPERIENCE

- 1988-Present FERRIS STATE UNIVERSITY
1988-90 Instructor, Department of Humanities
1990-93 Assistant Professor
1994-99 Associate Professor, (tenured).
1999- Professor
- 1986-88 UNIVERSITY OF ILLINOIS
IBM EXCEL PROJECT: Designing programs
in historical demography and Supercomputer applications for the
social sciences.
- 1981-85 UNIVERSITY OF ILLINOIS
PROGRAM FOR THE STUDY OF INSTITUTIONAL RACISM
Sponsor: National Institute of Mental Health
- 1976-1980 WASHINGTON UNIVERSITY, ST. LOUIS
RESEARCH ASSOCIATE IN THE HISTORY OF SCIENCE
Sponsor: National Science Foundation
- 1977 INSTRUCTOR (History)
Washington University

COURSES TAUGHT

American History Survey to 1877
American History Survey from 1877
History of Science and Technology
History of Medicine and Health Care
History of American Business
The Holocaust
History of Genocide
History of Racism in America
The Civil War and Reconstruction
The Supreme Court in the Twentieth Century
Latin American in the Modern Era
The Middle East in the Modern Era
Computing for Social Scientist and Historians
Using a Database Management Package
Survey of Western Civilization
The Jewish Experience in America, 1880-1975

COURSES IN PREPARATION FOR THE HISTORY PROGRAM

Terrorism in the Modern World
The Worker in American History
The Origins of Racism in the West

RESEARCH INTERESTS

Academic Racism
History of Science & Technology
Business and Labor
History of Eugenics
Drug Policy & Education
Genocide Studies
Race and Ethnic Relation

PROFESSIONAL ACTIVITIES

2004. Participated in the Learner Centered Education program.

2003-2004. Ferris Faculty Association Executive Board, 2003-2004.

2002. Reviewed ms. "Haeckel's Scientific Monism as Theory of History," for the Journal, Theory in Biosciences."

2002. Worked with Ron Blome, a producer for NBC News Atlanta Bureau for a program on the Counsel of Conservative Citizens.

2002 to present. Immediate Family, Inc. Advisory Board, 2004-present. Immediate Family provides shelter and safe houses for battered or abused individual in non-traditional relationships.

2001. Reviewer for University of Illinois Press of "The Funding of Scientific Racism" published in 2003.

Institute for the Study of Academic Racism (ISAR). Founder and Executive Director of ISAR. Incorporated in 1993, ISAR is an organization that monitors campus racism and serves as a resource center for legislators, civil rights groups, and journalists. The institute conducts seminars and workshops on confronting campus racism and runs a web site at www.ferris.edu/isar.

Structure Learning Assistance Program. Begun as a pilot project by Dr. Judy Hooper and Barry Mehler in 1993, the program received more than \$300,000 in grant aid from 1993 to 1997. SLA integrates study skills into the core curriculum, working with both professors and students. The program involves mandatory attendance in a four hour lab attached to traditional lecture courses. Over a three year experimental period, open admission minority students with significantly lower ACT and GPA scores, consistently outperformed the control group. By the Winter 1997, there were 21 SLA courses with 2000 students participating.

Partnership for Responsible Drug Information (PRDI) (14 West 68th Street, New York, NY 10023); Listed in *The PRDI Drug Issues Resources Directory for the Media* First Edition, edited by Aaron Wilson (March 1997).

Voluntary Committee of Parents for: *A Different Look at DARE*: Web site: <http://www.drcnet.org/DARE/index.html>

Editorial Advisory Board of the *Fanny Hurst Newsletter* published by Gettysburg College in Gettysburg, Pennsylvania. 1992-2000

Judge: Women's Caucus Awards for Excellence in Feminist Studies of Popular Culture and American Culture. 1989-1994.

Advisory Board, International Institute for the Study of Psychiatry and Psychology,
appointed 1999 – present.

Founder of People Organized to Stop Rape of Imprisoned Persons (POSRIP), 1980.
POSRIP was the parent organization of Stop Prison Rape (www.spr.org).

HONORS, AWARDS, FELLOWSHIPS AND GRANTS

**2003, Selected to be honored at the Annual Student Athlete Advisory Committee
Faculty Appreciation Night.**

**2003, Distinguished Team Award Winner, Historical Commemorative Committee –
for W.F. Ferris birthday celebration.**

2003, Sabbatical Leave – for research and writing.

Ferris State Board of Control Certificate of Recognition. Citation awarded by Ferris
State University President, William A. Sederburg before the Board of Control (18
November 1994).

TIMME Center for Teaching Excellence. Instructional Development Grant. Ferris
State University, Fall 1988.

Faculty Development Grant. Ferris State University, Fall 1988.

University of Illinois Babcock Fellowship in History, 1985-1986.

National Institute of Mental Health Traineeship, 1981-1985.

Joseph Ward Swain Prize publication prize for, "The New Eugenics: Academic Racism
in the United States Today," *Science for the People*, 1983. Prize awarded by the
University of Illinois, 1984.

Rockefeller Foundation Grant-in-Aid, 1977.

National Science Foundation Internship, 1976-1980.

PUBLICATIONS

ARTICLES AND REVIEWS

Note: Web site address are included where available.

Edwin Black, *War Against the Weak: Eugenics and America's Campaign to
Create a Master Race.* (New York: 2003) reviewed in the Journal of
American History v. 91 #2 (September 2004)

Daniel Gasman, *Haeckel's Monism and the Birth of Fascist Ideology,*
reviewed for the Journal of the History of Biology 34: 195-226, (2001)

"Eugenics and the Dangers of Academic Racism," *Encyclopedia of Genocide* (Israel
Charney, Editor: Institute on Holocaust and Genocide Studies, Jerusalem, 1999).

"Euthanasia and Genocide," *Encyclopedia of Genocide* (Institute on Holocaust and Genocide Studies, Jerusalem, 1999).

"Life Unworthy of Living" *Encyclopedia of Genocide* (Institute on Holocaust and Genocide Studies, Jerusalem, scheduled for publication, 1999).

"Race and 'Reason': Academics Ideas a Pillar of Racist Thought," *Intelligence Report* (Southern Poverty Law Center, Winter, 1999).

"The Natural Self-Genocide of Raymond Cattell," *Searchlight* (London) # 283 (January 1999).

"Raymond B. Cattell and the Social Context of Science," essay appeared in a special issue of the Canadian Psychological Association's *History and Philosophy of Psychology Bulletin* entitled: "Psychology, Eugenics and the Case of Raymond B. Cattell" Volume 10 # 2 (1998) pp. 16-19.

"The Funding of Race Science," *Searchlight* (London) No 277 (July 1998) with Keith Hurt as second author.

Diane B. Paul: *Controlling Human Heredity: 1865 to the Present* (New Jersey: Humanities Press, 1995) reviewed in *ISIS* 88 #2 (June 1997).

"Beyondism: Raymond B. Cattell and the New Eugenics," *Genetica* 99 #2-3 (1997) pp. 153-163. <http://www.ferris.edu/isar/genetica.htm>

"A Different Look at DARE: One Parent's Perspective," DRCNet (October 1996) <http://www.drcnet.org/DARE/parent.html>

"Heredity and Hereditarianism," in *Philosophy of Education: An Encyclopedia* edited by J.J. Chambliss (New York & London: Garland Publishing, 1996) pp. 260-263. Web site: <http://www.ferris.edu/htmls/academics/syllabi/mehlerbarry/heredi~1.htm>

"Israel Diary, 1996," in *Israel Horizons* 44 #1 (Spring 1996) p. 12.

"Report of the McIntosh Commission on Fair Play in Student-Athlete Admissions " (December 1994). Report presented to Congresswoman Cardiss Collins, Chair, Subcommittee on Commerce, Consumer Protection, and Competitiveness. No first author - committee report.

"In Genes We Trust: When Science Bows to Racism," cover feature in *Reform Judaism* Vol. 23 #2 (Winter 1994) pp. 10-14; 77-79. Revised and republished *The Public Eye* (March 1995); *RaceFile* 3 #3 (May-June 1995), pp. 53-54; *Networking: A Publication of the Fight The Right Network* #4 (30 March 1995) p. 6. The subject of "U.S. and a Racist Fund are Subsidizing 'Genetic Superiority' Theories," *B'nai B'rith Messenger* (18 November 1994) p. 1; 7. Web site: <http://www.ferris.edu/htmls/academics/syllabi/mehlerbarry/ingene~1.htm>. Also available at the website for the Center for the Study of Psychiatry and Psychology and posted May 1997) on Walkers in Darkness, an email list on mental illness (May 1997) (rosaphil<rugosa@interport.net>).

"African American Racism in the Academic Community," *The Review of Education* 15 # 3/4 (Fall 1993). Revised and republished as "Addressing the Problem of African-American Racism in Academia," in *Martyrdom and Resistance* (Nov.-Dec. 1993). *Martyrdom and Resistance* is published by the International Society of Yad Vashem which is the world's leading organization representing Jewish Holocaust Survivors. This is the third article of mine which they have revised and republished.

Angus McClaren, *Our Own Master Race: Eugenics in Canada, 1885-1945* (Toronto: McClelland & Stewart, 1990) for the Journal of the History of Behavioral Science Volume 28 (October 1992).

James Ridgeway, *Blood in the Face: The Ku Klux Klan, Aryan Nations, Nazi Skinheads, and the Rise of a New White Culture* (New York: Thunder Mouth Press, 1990) for Hadassah magazine (February 1992).

Review Article - "An Irresponsible Farewell Gloss," *Educational Theory* 40 #4 (Fall 1990) pp. 501-508. Jerry Hirsch (first author), University of Illinois and Gordon Harrington, University of Northern Iowa.

"Foundation for Fascism: the New Eugenics Movement in the United States," *Patterns of Prejudice* (London) 23 #4 1989 pp. 17-25.

George Eisen, Children and Play in the Holocaust: Games among the Shadows, (Amherst, University of Massachusetts Press, 1988) for Holocaust and Genocide Studies: An International Journal 4 #2 (1989).

"Survey of Response to Computer-Assisted Instructional Exercises in American History," Ferris State University (April 1989), Dr. Fred Swartz as second author.

"Rightist on the Rights Panel," *The Nation* (7 May 1988) pp. 640-641. Revised and Republished in *Martyrdom and Resistance* as "Iowa Civil Rights Head Charged with Right Wing, Racist Links," (May-June 1988).

Theodore M. Porter, *The Rise of Statistical Thinking, 1820-1900* (Princeton, Princeton University Press, 1986) and Stephen M. Stigler, *The History of Statistics: The Measurement of Uncertainty before 1900* (Cambridge, Harvard University Press, 1986). Journal of Interdisciplinary History (Winter 1988).

Jasnid Momeni, *Demography of Racial and Ethnic Minorities in the United States: An Annotated Bibliography with Review Essay* (Greenwood Press, Westport 1984). Social Biology (Winter 1988).

Michael M. Sokal, ed. *Psychological Testing and American Society, 1890-1930* (New Brunswick, Rutgers University Press, 1987) Journal of Social History (December 1988).

Instructional Workbook for Database Exercises and Quantitative Methods: Exercise I: Colonial America (School of Humanities, University of Illinois, 1987). Senior author, Orville Vernon Burton.

In The Name of Eugenics by Daniel Kevles, Journal of Social History 20 #3 (March 1987) pp. 616-19.

"Eliminating the Inferior: American and Nazi Sterilization Programs," *Science for the People* 19 #6 (November/December 1987) pp. 14-18. Reprinted in *Martyrdom and Resistance*, as "Reveal Eugenics Society Did Endorse Genocidal Goals of the third Reich," (Jan.-Feb. 1988).

"Eugenics has a long racist history," co-authored with Jerry Hirsch, *Contemporary Psychology* 31 #8 (August 1986) p. 633.

"Rewriting Mental Testing History: The View From the American Psychologist," co-authored with S. Gelb, G. Allen and A. Futterman, *Sage Race Relations Abstracts* (May 1986) pp. 18-31. S. Gelb, first author.

Crime and Human Nature by James Q. Wilson and Richard J. Herrnstein, Science for the People (May/June 1986) pp. 26-27.

"The New Eugenics: Academic Racism in the U.S. Today," *Science for the People* (May 1983). Winner of the Joseph Ward Swain Prize; the subject of "Academic Racism," a syndicated column by Manning Marable, Director of the Institute in African American Studies, Columbia University; reprinted in "Biology As Destiny" a special educational supplement of *Science for the People* (January 1984); revised and reprinted in *Israel Horizon's* magazine (January 1984); translated and reprinted in Jean Belkhir (Ed.) *Egalite Sociale, Diversite Biologique* (Science Libre, Paris 1985) pp. 73-91.

Walter Benjamin: Story of a Friendship by G. Scholem, St. Louis Jewish Light (April 4, 1984).

Darwinism and Human Affairs by R. Alexander, Social Biology 31 #1/2 (1983) pp. 178-180.

"Social Reform," A review of the Bureau of Social Hygiene Papers. *Rockefeller Archive Center Newsletter* (Spring 1982).

"Genetics and Intelligence," in *The Ku Klux Klan: A History of Racism and Violence* (Southern Poverty Law Center, Montgomery 1981).

Social Darwinism: Science and myth in Anglo-American Thought by R. Bannister, Social Biology 27 #4 (Winter 1980).

"Madge Thurlow Macklin: Pioneer in Medical Genetics," *Notable American Women* (Harvard University Press, Cambridge 1980).

Beast and Man by Mary Midgley, American Scientist 67 #3 (May/June 1979).

"Sources in the Study of Eugenics #2: The Bureau of Social Hygiene Papers" *Mendel Newsletter* (November 1978).

"Sources in the Study of Eugenics #1: Inventory of the American Eugenics Society Papers" *Mendel Newsletter* (June 1977). Cited in *Population Control Politics* by Tom Shapiro (Philadelphia 1985).

PAPERS, LECTURES, AND MEDIA PRESENTATIONS

21 April 2005. The Mussar Movement: Jewish Educational Reform in the Late Nineteenth Century. Department of Humanities Colloquium.

Winter, 2003. "The Development of the Ethical Self: Israel Salanter and the Musar Movement." Course taught at Congregation Ahavas Israel in Grand Rapids.

January, 2003. Genes on Trial: PBS special aired 19 January 2003. Fred Friendly Seminars. Dr. Mehler appeared with Stephen Breyer, Associate Justice, United States Supreme Court; Johnnie Cochran, Jr. Defence Attorney; Francis Collins, Director, National Human Genome Research Institute; Nadine Strossen, President, American Civil Liberties Union and others.

"From Genocide to Genthansia," Honors Program presentation, Fall 2000.

Between 1988 and the present I have appeared on *ABC World News Tonight*, *The Donahue Show*, *Geraldo*, *Jane Wallace Show*, *CNN*, *Global World News* (Canada), and *Canadian Public Television's The Journal*.

"Genes on Trial: Genetics, Behavior, & the Law," Fred Friendly Seminar's, (PBS, January 2003). Participants included Supreme Court Justice Stephen Breyer, attorney Johnnie Cochran, journalist Stanley Crouch and Human Genome Project Director, Francis Collins.

"Bigotry 101 – The Far Right's Assault on Collge Campuses," Seminar at the Center For New Community Conference, "Continuing the Journey Against Hate," held in Chicago, 10-11 March, 2000.

"Defining Race: The Human Genome Project and Beyond," Panel Discussion at Hamilton College, Clinton, NY (21 April 1999).

"American Freedom, American Slavery: The American Revolution and Slavery," Mecosta Chapter of the Daughters of the American Revolution, (21 November 1998).

Chair, Academic Racism: Roundtable discussion at the 1998 "Building Democracy Conference: Countering the Far-Right in the Midwest," Sponsored by the Center for New Community and the United Church of Christ Chicago, (13-14 November 1998).

Workshop on the History of the Right, Center for Democracy Studies, New York (16 July 16, 1998).

"History of the Ku Klux Klan," Humanities Council Senior Enrichment Day (17 June 1998).

CHAIR: "Eugenics and citizenship in the interwar period," Session at the American Historical Association Annual Meeting. Atlanta, GA (5 January 1996).

"The Nazi Holocaust: Racism in the Guise of Science," Grand Valley State University (18 January 1995).

"For Whom the Bell Does Not Toll," Symposium held at Davenport College (16 January 1995). The symposium was organized by ISAR. Sponsors included the Grand Rapids chapter of the NAACP, the Urban League, Davenport College, Ferris State University and the Institute for the Study of Academic Racism.

ABC World News Tonight Agenda Report on the Pioneer Fund (22 November 1994).

This five minute piece broke the story of the Pioneer Fund connection to the *Bell Curve* and was based on my research.

"Scientific Briefing on the Re-Examination of the NCAA Academic Performance Study," U.S. House of Representatives, Washington, D.C. (22 September 1994).

"Re-examination of the NCAA Academic Performance Study," conference sponsored by the McIntosh Foundation and the University of Illinois, Cosmos Club, Washington, D.C. (4-6 August 1994).

"The Supreme Court, Race & the Political Process," Panel discussion following presentation by then Chief Justice Stephen Breyer, U.S. Court of Appeals (currently Associate Justice, U.S. Supreme Court). Panelist included: David Shipler, Pulitzer Prize winning author; and Neil Lewis, *New York Times* legal correspondent. ADL National Executive Committee Meeting, Detroit, MI (22 October 1993).

"Roger Pearson and the Pioneer Fund," paper presented at conference on Racism: Its Scientific Justification and Educational Consequences, University of Illinois at Urbana Champaign (22-24 April 1993).

"Academic Racism," Keynote address before the Universities Organizing for Equity Conference, University of Montreal, Quebec, Canada (20 March 1992).

"The International Eugenics Network," presentation at the First International Congress on Prejudice, Discrimination and Conflict sponsored by the Winston Institute for the Study of Prejudice, held in Jerusalem, Israel (1-4 July, 1991).

"The New Eugenics: Foundation for Fascism," presented at the Conference on the Scientific Methods and Social Implications of Race Research sponsored by the African Students Association of the University of Western Ontario, Ontario, Canada (8 February 1991).

"The Origins of the Animal Rights Movement in America," presentation before the Students' Forum (20 November 1990). Central Michigan University, Mt. Pleasant, MI.

"The Founding of the ASPCA," American Association of Laboratory Animal Science (12 September 1990). Clarion Hotel, Big Rapids, MI.

"Responses to Academic Racism," University of Illinois YMCA Friday Forum Series (23 February 1990) Champaign-Urbana, IL.

"The Institutional Context of the New Eugenics," paper presented at the 1990 AAAS Annual Meeting, (16 February 1990) New Orleans, LA. Session organized by Dr. Ethel Tobach, Curator, American Museum of Natural History, New York, NY.

"The Carrie Buck Case: American Sterilization on Trial," Second Annual Conference on Humanities, Science and Technology, Ferris State University, 8 April 1989.

"Computer Assisted Instructional Programs for the History Curriculum," Paper presented at the annual meeting of the Michigan Academy of Science, Arts, and Letters, 17 March 1989.

"Guns, Drugs, and the CIA," Presentation for Drug Awareness Week, Ferris State University, 20 February 1989.

"Loosing Ground: I.Q. Testers Perceptions of Fertility Differentials with Respect to Intelligence, 1920-1985." Paper presented at the History of Science Society Meeting, October 30, 1987.

"A Comparison of American and Nazi Sterilization Programs, 1933-1940," Paper presented at the Regional Meeting of Phi Alpha Theta, University of Illinois, Champaign, March 28, 1987.

"Racism in America," Focus 580, WILL (University of Illinois Public Radio), Urbana, IL., January 27, 1987.

"The Theory and Practice of Genocide: Nazi Medical Experiments in Eugenics," Paper presented at Hillel Foundation, Urbana, Ill. December 3, 1986.

University of Wisconsin, Milwaukee, "The Specter of the New Eugenics," November 17, 1986.

"Understanding LaRouche," Focus 580, WILL radio, Urbana, IL., April 9, 1986.

"The American Eugenics Society and the Immigration Act of 1924: The Case of H.S. Jennings," Mid-America American Studies Conference, Urbana, April 14, 1985.

"Computer Database Management Systems and the Future of the Historical Profession," American History Group, University of Illinois, March 23, 1984.

"The American Eugenics Society: A Case Study in Scientific Racism" Paper presented at the 12th Annual Cheiron Society meeting (June 19, 1980). Co-authored with E. Fine.

LEGAL CONSULTATIONS:

Since 1984 I have served as an expert witness and consultant in civil rights and libel cases. In 1984, I testified as an expert witness for the defense in the libel trial of Shockley v. Cox Enterprise. Since then I have served as a consultant in a number of labor, civil rights, libel, and Fourth Amendment cases.

John Gadzichowski, Special Litigation Council, U.S. Department of Justice, Civil Rights Division (February 1997). Regarding labor recruitment and testing issues.

Frost, Szymanski & Zeff, Pier Five at Penn's Landing, Philadelphia, PA 19106. (May 1995-1996).

LaBrum & Doak, 1818 Market St. 29th Floor, Philadelphia, PA 19103. (May 1995).

Jay T. Hirschauer, Attorney. P.O. Box 900, Logansport, IN 46947 (May 1995)

John Otto, Attorney, P.O. Box 3998, Champaign, IL 61826-3998. (1994)

Terrence B. Adamson, Hansell & Post, First Atlanta Tower, Atlanta, GA. Re: William B. Shockley v. Cox Enterprise, Inc. and Roger Witherspoon; U.S. District Court for the Northern District of Georgia, Civil File Action # C81-1431A. (Testified as an expert witness, 13 September 1984).

MEDIA CONSULTATIONS:

Gavin MacFayden, CAFE Production, #6 Tutnell Park Rd., London, N70DP (England). Producing a Three part series for British Channel Four on the history of eugenics. In production, 1996

Hooley McLaughlin, Ontario Science Center. "A Question of Truth." Consultant in putting together a new permanent multi-media exhibit on a broad range of issues related to truth and science demonstrating the social context of science. Fall 1995.

Ken Jacobson, producer. "For the Protection of Themselves and of Posterity: A History of Eugenics in America," sponsored by the California and National Humanities Councils. In production, 1995.

ZDF (Zweites Deutsches Fernsehen) ZDF Straße 1, Postfach 40, 55100 Mainz. Film directed by Didi Danquart and Dr. Ludger Weiß on twins studies research. I was both a consultant in the production and filmed over a two day period for the documentary which is scheduled for release in the Fall of 1995.

Omni Film Productions. 204-111 Water St. Vancouver, Canada BC V6B 1A7.
Consultant on production of documentary on the *Protocols of the Elders of Zion*.

Cinefort, Inc. 3603 Saint-Laurent, Montreal H2X 2V5 (514) 289-9477. Consultant in the production of a documentary: *On the Eighth Day: Perfecting Mother Nature* for Canadian Broadcast Corporation on the ethical, social and political issues related to modern biological technology. The program was sponsored by the National Film Board of Canada and aired September 1 & 8th 1992. My name is included in the credits.

Howard Goldenthal, CBC Fifth Estate 790 Bay Street, 6th Floor, Toronto, ON M5G 1N8 (416) 975-6693. Consultant for this T.V. magazine show. I have been called a number of times for information and advice on eugenics and academic racism.

Eileen Thalenberg, Canadian Broadcast Corporation. I advised on the production of, "Improving on Nature," a segment in The Nature of Things series hosted by David Suzuki, (March 1985).

Scientists' Institute for Public Information, 355 Lexington Ave. New York, New York, 1980 to present.

Scott Degarmo, Editor, *Science Digest Magazine*, 888 Seventh Ave. New York, NY. I was flown to New York to consult with the editorial staff of this major popular science magazine, (July 1983).

Boyd Bosma, National Educational Association's Human and Civil Rights Specialist, 1201 16th St. N.W. Washington, D.C., (July 1983),

Betty Booker, Reporter, *Richmond Times-Dispatch*. She flew to St. Louis to interview me for a feature article which appeared Sunday April 13, 1980.

Selected citation history.

2004

Leon, Sharon 1959-

"Hopelessly Entangled in Nordic Pre-suppositions": Catholic Participation in the American Eugenics Society in the 1920s [View in PDF]

Journal of the History of Medicine and Allied Sciences - Volume 59, Number 1, **January 2004**, pp. 3-49 - Article

2003:

Paul, Diane B. 1946-

The Funding of Scientific Racism: Wickliffe Draper and the Pioneer Fund (review) [View in PDF]

Bulletin of the History of Medicine - Volume 77, Number 4, Winter 2003, pp. 972-974 - Review

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HEADLINE: BLIND TO A NIGHTMARE

BYLINE: Scott Fornek

2002:

William H. Tucker, The Funding of Scientific Racism: Wickliffe Draper and the Pioneer Fund (Urbana: University of Illinois Press, 2002)

Steven Pinker, The Blank Slate: The Modern Denial of Human Nature (NY, Viking 2002).

Jensen, Erik N.

The Pink Triangle and Political Consciousness: Gays, Lesbians, and the Memory of Nazi Persecution [View in PDF]

Journal of the History of Sexuality - Volume 11, Number 1 and 2, **January/April 2002**, pp. 319-349 - Article

Rushton, J. Philippe. "The Pioneer Fund and the Scientific Study of Human Differences," Albany Law Review 66:1 (2002) p. 250.

2000

Times Picayune 9Ap00

The Times-Picayune

WHITE NATIONALISTS DECRY CAUCASIAN AMERICA'S DECLINE;
CRITICS SAY THEY'RE JUST RECYCLING RACISM OF OLD
Jonathan Tilove Newhouse News Service

1999

3. African-American Opportunities in Higher Education: What Are the Racial Goals of The Center for Individuals Rights?

Cross, Theodore. *The Journal of Blacks in Higher Education*. New York: Apr 30, 1999. p. 94

Daine Roberts, "Well-Connected Racists Keep Friends in High Places," *St. Petersburg Times* (St. Petersburg, FL) Jan. 17, 1999 D1.

African-American Opportunities in Higher Education: What are the Racial Goals of the Center for Individual Rights?

Theodore Cross

The Journal of Blacks in Higher Education > No. 23 (Spring, 1999), pp. 94-99

1998:

Diane Roberts, "Well-Connected Racists Keep Friends in High Places" (17 January 1999) D1; 5. <http://www.ferris.edu/htmls/othersrv/isar/Institut/CCC/roberts.htm>

Trevor Coleman, "At U-M and across nation, this group takes aim at civil rights," *Detroit Free Press* (Saturday, 29 August 1998) p. 12A.

Constance Holden, "Cattell Relinquishes Psychology Award," *Science* 279 (6 February 1998)

1997:

Martin Pernick, "Defining the Defective - Eugenics, Aesthetics, and Mass culture in Early-Twentieth-Century America," in David T. Michell and Sharon L. Snyder (Eds.) *The Body and Physical Difference: Discourses of Disability* (Ann Arbor: University of Michigan Press, 1997).

Note 11 p. 103: "The literature on eugenics is vast. For an introduction to American eugenics, see... Barry Alan Mehler, "A History of the American Eugenics Society, 1921-1940," (Ph.D. diss., University of Illinois, 1988).

Dowbiggin, Ian Robert, *Keeping America Sane: Psychiatry and Eugenics in the United States and Canada, 1880-1940*. Cornell University Press, 1997.

Glayde Whitney, "Raymond B. Cattell and the Fourth Inquisition," *Mankind Quarterly* XXXVIII # 1 & 2 (Fall/Winter 1997).

David E. Stannard, "The Professional Life and Work of Stanley D. Porteus: A Report on the Proposed Renaming of Porteus Hall," *American Studies at University of Hawaii*, 12/1/97).

Citations to "Beyondism: Raymond B. Cattell and the New Eugenics," *Genetica*, 99 (1997) and ISAR web page for bibliographic references.

"Taking a Stand," *Crimson and Gold* (December 1997) p. 6.

"The Cattell Convention," *National Psychologist* (September/October 1997) p. 1-2.

"Dr. Cattell Attacked," *American Renaissance* (October 1997) pp. 11-12.

"American Psychological Association Postpones Award," *Coalition for Human Dignity Northwest Update* (15 September 1997).

"Footnotes," *Chronicle of Higher Education* (5 September 1997) p. A 14.

Philip Hilts, "Group Delays Achievement Award to Psychologist Accused of Fascist and Racist Views," *New York Times* (15 August 1997) p. A10.

1996:

Pernick, Martin S. *The Black Stork: Eugenics and the Death of "Defective" Babies in American Medicine and Motion Pictures Since 1915*. New York: Oxford University Press, 1996. (Cites *Patterns of Prejudice*).

Jean Stefancic and Richard Delgado, *No Mercy: How Conservative Think Tanks and Foundations Changed America's Social Agenda* (Philadelphia: Temple University Press, 1996).

Andrew S. Winston, "The Context of Correctness: A Comment on Rushton," *J. of Social Distress and the Homeless* 5 #2 (1996): 231-250. Cites *Foundation for Fascism*.

History of Genetics Web Pages Bibliography GGG BIOGRAPHICAL SOURCES published by the University of California, Davis
(<http://pubweb.ucdavis.edu/Documents/hps/291bib96.html>), (10 Jan. 1996).

Margaret Quigley, *The Roots of the IQ Debate: Eugenics and Social Control* (Boston: Political Research Associates, www.publiceye.org/praeugenics.html, 15 Sept. 1996)

"The Pioneer Fund Speaks Out," (New York: Pioneer Fund, www.pioneerfund.org/speak.html, 27 July 1996).

"The New Face of Eugenics," *RACEFILE* 4#3 (May-June 1996) pp. 23-34. Listed under "Resources on Eugenics and Racist IQ Theories," is "*Foundations for Fascism, Patterns of Prejudice* (1990)." Annotation reads, "A good overview of the eugenics movement in the U.S. from its early origins to its recent mainstream acceptance in some academic circles."

Jonathan Mahler, "GOP Dragging Baggage to New Hampshire Vote: Forbes Waffles on Ellis; Brooks Blasts Buchanan," *Forward* (16 February 1996) p. 1. Story details the connection between Steve Forbes and former Pioneer Board member, Thomas Ellis.
<http://www.forward.com/BACK/96.02.16/news.GOP.html>

History of Genetics Web Pages Bibliography GGG BIOGRAPHICAL SOURCES
published by the University of California, Davis
(<http://pubweb.ucdavis.edu/Documents/hps/291bib96.html>), (10 Jan. 1996).

Margaret Quigley, *The Roots of the IQ Debate: Eugenics and Social Control* (Boston: Political Research Associates, www.publiceye.org/praeugenics.html, 15 Sept. 1996)

"The Pioneer Fund Speaks Out," (New York: Pioneer Fund, www.pioneerfund.org/speak.html, 27 July 1996).

1995:

Diane B. Paul, *Controlling Human Heredity: 1865 to the Present* (New Jersey: Humanities Press, 1995).

Cantor, Aviva. *Jewish Women/Jewish Men: The Legacy of Patriarchy in Jewish Life* (San Francisco: HarperSanFrancisco, 1995). "Many early eugenicists, noted historian Barry Mehler, were rabidly anti-Semitic. Eugenicist Madison Grant wrote in 1916 of the 'problem' Americans have 'with the Polish Jew, whose dwarf stature, peculiar mentality and ruthless concentration on self-interest are being engrafted upon the stock of the nation" (p. 316).

Rev: **The Nazi Connection: Eugenics, American Racism, and German National Socialism** by Stefan Kühl (New York: Oxford, 1994) reviewed by Michael Ash in *Isis* 86 #1 (official publication of the History of Science Society) pp. 136-37. "Relying heavily on Barry Mehler's dissertation on the history of the American Eugenics Society and published works by others..."

"*In Genes We Trust: When Science Bows to Racism*," excerpted in *RaceFile* 3 #3 (May-June 1995), pp. 53-54.

"*In Genes We Trust: When Science Bows to Racism*," excerpted in *The Public Eye* published by Political Research Associates (Cambridge, March 1995).

Maggie Heineman, "*In Genes We Trust: When Science Bows to Racism*," condensed from Winter 1994 RJ article. In *Networking: A Publication of the Fight The Right Network* #4 (30 March 1995) p. 6.

Charles S. Farrell, "Report Blasts NCAA Score-Based Sports Eligibility," *Black Issues in Higher Education* (12 January 1995). Summary of the *Report of the McIntosh Commission On Fair Play in Student Athlete Admissions*. Dr. Mehler was a member of the Commission and co-author of the Report.

1994:

William H. Tucker, *The Science and Politics of Racial Research* (Urbana & Chicago: University of Illinois Press, 1994).

Joye Mercer, "A Fascination with Genetics," in *The Chronicle of Higher Education* (12/7/94).

"The Mentality Bunker," by John Sedgwick in *Gentlemen's Quarterly* (November 1994).

James Wright, "Collins, BCA denounce Beyondism," *Washington Afro-American* 103 #7 (10/1/94) p. A13.

Karen Goldberg, "Educators Tell NCAA tests show racial bias," in *The Washington Times* (9/23/94) p. B5.

Kenneth Cole, "Pride and prejudice color debate on melanism," in *The Detroit News* (4/14/94).

Leon Jaroff, "Teaching Reverse Racism," in *Time* magazine (4/4/94) pp. 74-5. *Women and Language XVII #2* (Fall 1994) p. 68. Announcement of the establishment of the Institute for the Study of Academic Racism. Anita Taylor, Executive Editor. <http://www.pathfinder.com/time/magazine/domestic/1994/940404/940404.science.html>

"U.S. and a Racist Fund are Subsidizing 'Genetic Superiority' Theories," *B'nai B'rith Messenger* (18 November 1994) p. 1; 7. Based on RJ article. L.A. Weekly circulation - 67,000.

Peter R. & Ginger Ross Breggin, *The War Against Children* (New York: St. Martin's Press, 1994). cited on p. 66 under section: "The Eugenic Impulse Lives." Listed in bibliography is "Foundation for fascism," (p. 248) and in Index.

Barry Sautman, "Theories of East Asian Intellectual and Behavioral Superiority and the 'Clash of Civilization'," Paper presented at the Conference on Racial Identities in East Asia (25-27 November 1994). See, notes 67; 131 (quotes "The New Eugenics" and Foundation for Fascism) 143 (The Nation)

Karen Goldberg, "Educators tell NCAA tests show bias," *The Washington Times* (23 September 1994) p. B5.

Benjamin Beit-Hallahmi, "Ideological Aspects of Research and Intelligence," in *Handbook of Personality and Intelligence*," (Plenum Press, 1994). Citation of Mehler, "The New Eugenics," 1983). Citation is on p. 32 of the manuscript in reference to the Pioneer Fund.

Stefan Kühl, *The Nazi Connection: Eugenics, American Racism and German National Socialism* (New York: Oxford University Press, 1994). From the preface: "Many American historians, notably Daniel Kevles, Garland Allen, Sheila Weiss, Robert Proctor, and Barry Mehler, introduced me to the latest research on American eugenics. ... Barry Mehler provided insightful comments and he spent several days discussing aspects of my research. He also generously shared many sources." Kühl cites, Mehler, "John R. Commons," M.A. thesis, College of the City of New York, 1972; "The New Eugenics," (1983); "Eliminating the Inferior," (1987); "A History of the American Eugenics Society (1988); "Foundation for Fascism," (1989).

1993:

"Zwillinge: Zwei Aus Einem Ei," *Stern Magazine* 29 (July 1993) pp. 34-41. Citation on page 41.

1992:

James W. Reed, review of Angus McLaren, *Our Own Master Race* in *The American Historical Review* 97 #1 (February 1992) p. 318. "Recent notable work in the literature include Daniel Kevles's *In the Name of Eugenics: Genetics and the Uses of Human Heredity* (1985), Raymond Fancher's *The Intelligence Men: Makers of the IQ Controversy* (1985), and Barry Mehler's study of the eugenics network in the United States.."

1991:

Roger Pearson, *Race, Intelligence and Bias in Academe* (Washington, D.C.: Scott-Townshend, 1991). Chapter 7: "Activist Lysenkoism: The Case of Barry Mehler." The chapter is a scathing critique of my work.

Nancy Leys Stepan, *The Hour of Eugenics: Race, Gender, and Nation in Latin America* (Ithaca: Cornell University Press, 1991). Cites Mehler, "The New Eugenics" (1983) on p. 31. She writes, "Your articles on eugenics are extremely interesting to me... I was very glad to come across your piece when I was writing my book." (Stepan to Mehler, 10/22/92).

Peter Knudtson, *A Mirror to Nature: Reflections on Science, Scientists, and Society* (Toronto: Stoddard, 1991). p. 189.

Joel D. Howell, "The History of Eugenics and the Future of Gene Therapy," *The Journal of Clinical Ethics* (Winter 1991) p. 278.

REFERENCES

Professor Gisela Bock, Fakultät Für Geschichtswissenschaft und Philosophie, Universität Bielefeld, 4800 Bielefeld, Germany.

Angus McLaren, Professor of History, University of Victoria, P.O. Box 3045, Victoria, B.C. Canada V8W 3P4.

Benjamin Beit-Hallahmi, Department of Psychology, University of Haifa, Mount Carmel, Haifa, 31999, ISRAEL.

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Garland E. Allen, Department of Biology, Washington University, St. Louis, MO 63130. (314) 889-6808.

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EDUCATION:

Ph.D. HISTORY.

University of Colorado, Boulder, December 1994.

Teaching Field: Western/World Civilization.

Major Fields: Medieval Europe and Renaissance & Reformation Europe.

Research Field: England 1200-1714.

Dissertation Title: *"The Religious Responsibilities of the Parish Clergy and the Laity in England: A Case Study of the Diocese of Ely, 1540-1640."*

M.A. HISTORY

University of New Mexico, May 1986.

Major Fields: Ancient and Medieval Europe.

B.A. HISTORY (U.S.) and ENGLISH (Double Major).

University of New Mexico, December 1983.

TEACHING: FULL-TIME EXPERIENCE (8 Years):

Assistant Professor of World History— Department of Humanities, Ferris State University, Big Rapids, Michigan. Taught a variety of undergraduate history courses including Western Civilization, World History (Africa, Latin America and East Asia), U.S. survey, and history content courses for education majors. Developed and taught in online (Internet-based) WebCT format. 8/02-present.

Assistant Professor of History— Department of Social Sciences, Texas A&M International University (TAMIU), Laredo, Texas. Taught undergraduate and graduate courses in World Civilizations, Greek and Roman History, Middle Ages, Early Modern Europe, Early Modern English History, Historiography, Social Studies for Teachers, and U.S. surveys. Served on master's thesis committees and wrote (and graded) master's level comprehensive examination questions. Active university service involvement as History Club faculty sponsor, student advisor, member of department and college curriculum committees, and library and gender studies committee member. 8/97-8/02.

TEACHING: PART-TIME EXPERIENCE (8 Years):

- Montgomery College, Conroe, Texas, 8/95-8/97
- Colorado Northwestern Community College, Craig, Colorado, 1/91-8/95
- University of Colorado, Boulder, Colorado, 8/88-12/90
- University of Colorado, Denver, Colorado, 8/90-12/90
- Metropolitan State College, Denver, Colorado, 8/89-12/90.

COLLEGE COURSES TAUGHT:Undergraduate:European History (Lower Level):

- Western Civilization I & II
- The Etruscans
- History of England I & II

European History (Upper Level):

- Greek & Roman History
- History of the Middle Ages
- Early Modern Europe
- Contemporary Europe
- History of Tudor/Stuart England.

U.S. and World History (Lower Level):

- U.S. History I & II
- World Civilization I & II
- Discovering the Global Past

U.S. and World History (Upper Level):

- Latin America History
- Modern Africa
- Modern East Asia
- 20th Century Russia

History Education and Methods (Lower Level):

- Personality and History

History Education and Methods (Upper Level):

- Social Studies for Teachers
- History Education Theory and Practice

Graduate:European History:

- Early Modern English History

History Education and Methods:

- Historiography

OTHER RELEVANT HISTORICAL EXPERIENCE:

Historical Interpreter– Taught visitors and special groups about the Colorado and Texas frontier experience (circa 1840 for Texas and circa 1860-1890 for Colorado) through the portal of a living history museum. Duties included: animal care, farm maintenance, school marm, and household chores (such as cooking, ironing).

- Sam Houston Memorial Museum, Sam Houston State University, Huntsville, Texas, 2/97-6/97.
- Littleton Historical Museum, Littleton Colorado, 5/89-12/90.

ACADEMIC GRANTS/HONORS:

- Texas A&M Academy for Educator Development Grant (\$8,000), 2001.
- Texas A&M International University Faculty Research Mini-grant (\$1000), 2001.
- Texas A&M International University Faculty Research Mini-grant (\$1000), 2000.
- History Department Dissertation Fellowship, University of Colorado, Boulder, 1992-1993.
- B.A. Honor's Thesis, University of New Mexico, "The Henrician Reformation," 1983.
- University of New Mexico Academic Scholarship, 1979-1983.
- Dean's List, University of New Mexico, 1981-1983.

ACTIVITIES/MEMBERSHIPS:

- Sixteenth Century Studies Conference, member, 1990-present.
- North American Conference on British Studies, 1994-present.
- Academy Fellow, Institute for School-University Partnerships, through the Texas A&M System, 2000-2002.
- TAMIU University Mentor for Martin High School & United South High School Advanced Placement Programs in History, Laredo, Texas, 2000-2002.
- Parent volunteer, Riverview Elementary School (Big Rapids, Michigan) 2003-2005 and Matias de Llano Elementary School (Laredo, Texas) 2000-2002.
- Faculty presenter at Preview Day for incoming university students to Texas A&M International University, 1998-2002.
- Judge, Laredo Independent School District History Fair, 1998.
- Member, Beautification Committee, City of Craig, Colorado, 1993-1995.

LANGUAGES:

- *Latin*: some reading and writing ability.
- *German*: some reading and writing ability.
- *Spanish*: limited reading, writing and speaking ability.

UNIVERSITY COMMITTEESFerris State University

- Member, History Area Faculty, 2002-present
- U.S. History faculty search committee, summer 2003 & summer 2004

Texas A&M International University

- Chair, History/Urban Studies faculty search committee, spring 2001.
- Member, Art History faculty search committee, spring 1999.
- Member, Political Science faculty search committee, spring 1999.
- Chair, College of Arts and Humanities Distance Learning Committee, spring 1998-2002.
- Member, Women and Gender Studies Committee, responsible for organization of the Primavera (Women and Gender Studies) Conference and Brindis, fall 1998-2002.
- Member, Department of Social Sciences Curriculum Committee, fall 1998-2002.
- Member, College of Arts and Humanities Curriculum Committee, fall 1998-2002.
- Member, College of Arts and Humanities Library Committee, fall 1998-2002.
- Chair, History search committee, fall 1998.
- Faculty co-sponsor, TAMIU History Club, fall 1998-2002.

RESEARCH:**Dissertation:**

Pisani, Jana S. (1994), *The Religious Responsibilities of the Parish Clergy and the Laity in England: A Case Study of the Diocese of Ely, 1540-1640*, Ph.D. Dissertation (History), University of Colorado, Boulder.

Refereed Journal Publications:

- Pisani, Jana S. (2003), "He must be Despised': Anticlericalism in Early Modern Cambridgeshire," *World History Review*, 1(1), 62-84.
- Pisani, Jana S., Michael J. Pisani, and Ronald J. Anderson (2002), "Predictors of Success for the Texas ExCET Exam in a Predominantly Hispanic University Environment," *Teacher Education and Practice*, 15(3), 54-82.
- Pisani, Michael J., Jana S. Pisani, and William B. Duncan, (2001), "Contemporary Evangelicalism and Catholicism in Comparative Perspective: A Case Study from a Rural Nicaraguan Village," *Estudios Interdisciplinarios de América Latina y El Caribe*, 12(2), 35-60. (<http://www.tau.ac.il/eial/XII 2/pisani.html>)

On-Going Research:

- Pisani, Jana S., Deborah Blackwell, and Michael J. Pisani, "The Challenge of Advanced Placement Partnerships in the South Texas Border Classroom," under review with *Teacher Education and Practice*.
- Pisani, Jana S., "On the Way of the Cross': The Diverse Roles of Peter the Hermit in the First Crusade." *Current Status: Completed manuscript*.
- Pisani, Jana S., "The Papists Swarme': Catholic Recusants in the Community of Early Modern Sawston, England." *Current Status: In-progress*.
- Pisani, Jana S., "Bishop Matthew Wren of the Diocese of Ely." *Current Status: In-progress*.

Conference Papers:

- Pisani, Jana S., Michael J. Pisani, and Ronald J. Anderson, "Teaching the Teachers: Strategies for Success on the Texas State Certification Exam," Organization of American Historians: National Council on Public History, Washington, D.C., April 11-14, 2002.
- Pisani, Michael J., William B. Duncan, and Jana S. Pisani, "Religion on the Border in Central America: Contemporary Evangelism and Catholicism in Comparative Perspective," *SCOLAS* (Southwest Council of Latin American Studies), Puebla, Mexico, March 8-11, 2000.
- Pisani, Jana S., "Discipline at the Parish Level in Early Modern Cambridgeshire," presented to the Sixteenth Century Studies Conference, St. Louis Missouri, December 9-11, 1993.
- Pisani, Jana S., "Anti-clericalism in England 1549-1623: A Case Study of the Diocese of Ely," presented to the Rocky Mountain Medieval and Renaissance Association Conference, at Northern Arizona University, Flagstaff, Arizona, April 8-10, 1993.
- Pisani, Jana S., "Lay Attitudes toward the Clergy in the Diocese of Ely 1540-1640," presented to the Northwest Conference on British Studies, at Boise State University, Boise, Idaho, October 30-31, 1992.

Book Reviews:

Figures in the Landscape: Rural Society in England, 1500-1700, by Margaret Spufford (Ashgate Publishing, 2000), in *The Sixteenth Century Journal*, Winter 2001, vol. XXXII, no. 4, pp. 1119-1120.

Popular Religion in Sixteenth-Century England: Holding Their Peace, by Christopher Marsh (St. Martin's Press, 1998), in *The Sixteenth Century Journal*, Fall 2000, vol. XXXI, no. 3, pp. 902-904.

'Into Another Mould': Aspects of the Interregnum, ed. Ivan Roots (University of Exeter Press, 1998), in *Albion*, Fall 1999, vol. XXXI, no. 3, pp. 479-481.

The Catholicity of the Reformation, eds. Carl E. Braaten and Robert W. Jenson (William B. Eerdmans, 1996), in *The Sixteenth Century Journal*, Fall 1998, vol. XXIX, no. 3, pp. 854-855.

English Wycliffite Sermons, Volumes 4 and 5 by Pamela Gradon and Anne Hudson (Clarendon Press, 1996) in *The Sixteenth Century Journal*, Fall 1997, vol. XXVIII, no. 3, p. 985.

Gender and Heresy: Women and Men in Lollard Communities, 1420-1530 by Shannon McSheffrey (University of Pennsylvania Press, 1995), in *The Sixteenth Century Journal*, Summer 1997, vol. XXVIII, no. 2, pp. 681-683.

Lordship and Community: The Lestrange Family and the Village of Hunstanton, Norfolk, in the First Half of the Sixteenth Century by Cord Oestmann (Bodely & Brewer, 1994) in *The Sixteenth Century Journal*, Summer 1996, vol. XXVII, no. 2, pp. 494-495.

England, Rome and the Papacy 1417-1464: The Study of a Relationship by Margaret Harvey (Manchester University Press, 1993) in *The Sixteenth Century Journal*, Summer 1995, vol. XXVI, no. 2, p. 501.

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Careers in History: An Introduction

So what is it that professional historians do that makes them historians?

“What can I do with a major in history?” Career counselors, job fairs, and even college faculty are full of advice about the many careers open to students who are contemplating or have completed an undergraduate major in history. While all that advice

can be valuable, it does not address or answer a quite different question that many students who have chosen history as a major or minor may ask: what careers are open to me if I want to be an historian? Such students see the study of history not as part of a general education preparing them to be something else, but as a discipline and a profession with interests, skills, and methods in which they wish to be engaged. This booklet is for those who want to *do* history. We hope that it will provide you with guidance to help you reach that goal.

In the following chapters, we try to demonstrate the range of jobs in which you might enter the historical profession as an ongoing career. You can apply your history degree in a variety of workplaces and under a variety of job titles, including educator, researcher, writer, editor, information manager, advocate, businessperson, or simply as a history professional. Professional historians need diverse skills because they often carry out multiple historical activities in any particular workplace. Historians in museums manage and interpret collections of objects but are also called upon to serve as researchers, writers, editors, and educators. Similarly, archivists trained as historians will process and protect collections of historical source materials, but also need to research, educate, write, edit, and provide advocacy information. We examine careers for historians in a variety of workplaces, briefly describe some of the varied activities you might be called upon to perform, and assess the type of training and preparation you will need for a successful career in the field.

Skills of the Professional Historian

Historians possess a number of skills that help to define them as members of the profession. Some are unique to historians while others are shared with or similar to those practiced in other disciplines that study the past, such as archaeology, art history, literature, historical geography, and folklore. Increasingly, historians find themselves working across disciplines, either as part of a team of people drawn from many fields or by adapting methods drawn from other disciplines for their individual research. So what is it that professional historians do that makes them historians? What are the skills they bring into the varied workplaces that hire them as historians? Fundamentally, historians attempt to answer important questions about past human activity and experience, to share the answers they discover and develop with others, and to explain the relevance of those findings for the benefit of contemporary society.

The **historical method**—a systematic approach to solving the problems of the past—is central to the historian’s skills. This process involves several key steps, the first of which is phrasing the questions or describing the problem in historical terms.

A museum curator asks not only, “What is this object, and of what material is it made?” but “When and where was it made? Who made it? How was it used? What other objects were associated with this one, or could be used for the same purpose? How important is this object, or others associated with it, as a record of values or relationships from the past? What can it tell us about a culture or a time different from our own? How is knowledge of that difference useful to us in the present?”

... we can learn from the questions asked by our predecessors and by considering how the answers they provided shifted and changed over time.

A consultant hired to write the celebratory centennial history of a religious congregation asks not only, "When was this church or synagogue founded and when was the building built?" but "Who built it? What motivated them to begin this institution? What were their initial goals and purposes? How did they organize to achieve them, and how have those goals and the organization changed over time? What obstacles and disagreements did they encounter, and how did they overcome or solve them? How was this church or synagogue or mosque part of a larger pattern of religious thought, organization, or development in its time and place?"

A corporate historian asks not only, "Who founded this company, and what were its products or policies fifty years ago?" but "How was the organization structured in order to develop policies or products? To whom were these marketed and how successful was the campaign? Who were the company's principal competitors? How did it enter into competition against them? How have its successful products changed over time, and what technologies or decision-making processes were used to make those changes? What was the internal or external economic or political climate which enabled those changes to succeed, or caused them to fail?"

In answering such questions or solving specific historical problems, the second critical skill historians bring to the study of the past is the understanding that any historical problem or question has a larger context. Historians are concerned with two types of context. The **historical context** addresses how a particular event or issue from the past was part of a chain of events, or how it fit into a web of connected issues specific to the time or place under consideration. The **historiographical context** refers to the way earlier historians framed a problem or question about the past. History is produced by study and interpretation, so we can learn from the questions asked by our predecessors and by considering how the answers they provided shifted and changed over time.

As a result of their interest in other nations, peoples, cultures, and times, historians spend a considerable amount of time reading accounts of the past written by others. Often they come to be experts on the history of particular places and periods. As a result, all professional historians have learned how to use traditional information sources such as library reference tools and specialized bibliographies to search **secondary sources**—the vast literature of monographs, journal articles, and technical reports. These tools allow them to identify sources that provide the basic contexts for a particular historical problem. Lately, historians are also using Internet sources and electronic databases. Their general and specific knowledge of the past gives them the critical skills to evaluate the usefulness and reliability of these sources, and to select those most relevant to the historical puzzle they are seeking to solve. However, most historical problems require more information than one can gain from existing historical studies.

Historians utilize a third general skill to move from framing the questions and contexts to identifying, finding, and using **primary sources**. These documents, or other materials produced by historical actors at the time in question, provide the raw materials that constitute the historical record. Guided by the questions posed and the contexts gathered from secondary sources, historians use their skills to select relevant information from an undifferentiated mass of primary source material and critically evaluate its reliability, accuracy, point of view, and possible connection to other information already gathered.

Traditionally, historians have been adept at the identification and use of written or textual primary sources, such as letters, diaries, government documents, and periodicals. They have learned how to use the complex tools or finding aids developed by librarians and archivists to locate the specific archival or manuscript collections whose undigested and often vast contents are most likely to have useful information relevant to the questions being raised. Increasingly, historians are able to integrate written sources with information from other types of primary historical sources. They can locate, read, and analyze appropriate visual materials (maps, paintings, engravings, and photographs), and they understand that landscapes and cityscapes are the result of human activity and thus have historical import. Historians can also evaluate material culture, whether it is of buildings and structures or of small objects such as household goods, medical instruments, or clothing, as historical evidence about human activity.

However, historians do not simply gather information and evidence from the past. The fourth essential skill of a professional historian is the ability to organize and communicate their insights to others in a convincing and accessible way. Some historians share research through traditional written formats, such as books, articles, reports, and essays that require competency in writing a historical narrative or analysis. But for many other historians, the final product might be quite different. It might be the script for a film or video documentary, the syllabus and assignments for a course, an oral argument about the significance of a historic place, the design for a museum exhibition, or a finding aid for a complex collection of modern political papers. Into all of these products, historians infuse their cumulative understanding of historical contexts to the particular information at hand to communicate answers to historical questions.

In addition to these general skills, historians may need to develop other skills specific to the institutions in which they work. Some skills, like the practice of oral history, are relevant to a variety of workplaces. Archivists and local historical societies may carry out oral history projects to create new source materials for use by others consulting their collections. Museums may initiate an oral history project to engage their community with the issues, process, and purpose of a new exhibition. Similarly, understanding of the special research and interpretive skills needed to evaluate visual materials, or material culture, will be useful to historians in educational institutions, museums, cultural resource management careers, and local or regional historical societies.

Other skills are more specific to the historian's workplace or field of specialization. Historians working in consulting firms or government agencies that deal with environmental issues may need knowledge of, and skills in, interpreting historic preservation laws and the technical ability to work with geographic information systems. Historians working in archives and museums may need knowledge and skills related to the special preservation and conservation needs of the objects under their care. Those teaching history in the public schools or in universities may need special pedagogical skills.

In a parallel fashion, historians specializing in the study of ancient, classical, or medieval history will need a mastery of Greek and Latin as well as special skills such as paleography (the study of ancient writing and documents), numismatics (the study of coins or medals), or sigillography (the study of seals). Similarly, historians at community-based historical agencies and projects

.... historians use their skills to select relevant information from an undifferentiated mass of primary source material, and critically evaluate its reliability, accuracy, point of view, and possible connection to other information already gathered.

connected with communities in which English is or was not the predominant language will need to be fluent in the written and spoken languages of the people with whom they will work. Such special language skills might even be useful for historians of the United States. Knowing, for example, Spanish in areas of the Southeast and Southwest; Japanese, Chinese, or Vietnamese in urban areas of the Far West; or Lithuanian, German, Italian, or Swedish in older ethnic immigrant communities in the Midwest and the East Coast would be an invaluable asset.

All historical careers require general historical skills and methodologies. This booklet will point out where special knowledge or skills above and beyond these must be acquired for particular kinds of historical careers.

The Importance of Professional Associations

All historians are defined to an extent by their continued contact with other historians and their service to the discipline through professional associations. Such associations exist at almost every level, from informal seminars at a local museum to national historical associations with journals and regular meetings. Regardless of the level, these associations serve an essential function in the profession.

Information about job availability and reports on the most recent developments in the profession are regularly distributed through the historical associations. Newsletters and journals (many now available to members online as well as in hard copy) keep members up-to-date on issues relevant to their fields, report on activities of friends and colleagues in other places, and publish or review the most recent scholarship. Annual meetings give historians a chance to meet others working in the same or related fields, report on their own scholarly work, hear papers and discussions of the work of others, and network with other historians.

These organizations also provide a vital service to the profession as a whole. They keep track of and report on public issues that affect historians, such as funding for historical scholarship, restrictions on access to historical documentation, and debates on the content of historical education in the public schools. They also raise and debate issues about professional ethical behavior and set standards for their field or subfield.

All historical professional organizations rely heavily on the volunteer activities of members, even the larger national associations with a professional staff. These activities can include serving on committees, reviewing material submitted for publication,

The fourth essential skill of a professional historian is the ability to organize and communicate their insights to others in a convincing and accessible way.

writing articles or book reviews, or assisting with local arrangements when a meeting is held nearby. It is important for a student considering a career as a historian to seek out opportunities to participate in a professional association. The experience will provide crucial contacts and insights into a career in the profession.

For many would-be historians, the opportunity to participate in such organizations begins with membership in their local chapter of Phi Alpha Theta, the history honor society. With more than 240,000 members active in 780 chapters, it is a good way for students to experience professional activity. Many college or university history departments also have local history clubs or graduate history associations. Most professional associations offer reduced rates for students and many encourage student participation by offering special scholarships or other opportunities to attend their annual meetings. The AHA, for instance, includes all of the types of historians that will be discussed in the following chapters—academic, public, and independent historians; graduate

and undergraduate history students; archivists, curators, and editors; and history teachers at all levels—while the NCPH represents the interests of historians who aspire to extend the knowledge of the past to a broadly defined range of public audiences. Public historians reach these audiences through an equally broad spectrum of professional positions outside the academic world of schools, colleges, and universities.

*What
you see is an
essential part of
what you will be doing
when you become a
member of the
profession.*

While the largest of the many national professional associations may have professional staff to carry out some of their business, the smaller ones do not, and almost all historical professional organizations rely heavily on the volunteer activities of members. These activities can include service on committees, willingness to serve as reviewers of material submitted for publication, or even participation in making “local arrangements” when a professional meeting is held in a nearby community. If you are considering a career as a historian, it is important to seek out opportunities to participate in a professional association. What you see is an essential part of what you will be doing when you become a member of the profession. To help you get started, names, web sites, and other contact information for specific professional historical associations are included throughout this publication, and in the section on “Resources for Further Exploration” at the end of this book.

The Structure of this Publication

In order to make it easier for you to compare different professional opportunities within history, we have tried to follow a consistent format and organization within each of the chapters that follow.

Overview of the Field provides a broad description of the historical work typical of a general category of historical workplaces.

Scope of Training describes the special skills that are required and how to acquire them.

Types of Jobs and Recent Trends in the Job Market assess the career opportunities presently available within those career tracks.

Each of the chapters has another feature that we hope will bring the career paths they describe to life. We have asked historians from a wide range of institutions and jobs to describe how they became a historian, what they do in their day-to-day work, and why that work is meaningful to them and to others. The **Professional Profiles** in each chapter merely hint at the variety of opportunities a career in that field can offer, but we hope that collectively they offer a representative picture of the many ways in which a diverse group of men and women have been able to create satisfactory careers based on their interest in the past.

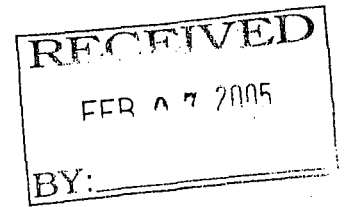
The pamphlet concludes with a section on **Resources for Further Exploration**, which brings together publications and web sites where students and others interested in a particular career path can find out more on their own.

UNITED STATES HISTORY TO 1877

HIST 121.004
STR 322

Winter 2005
TR 9:30-10:45

Dr. Lisa Guinn
Office: ASC 1015-I
Hours: MW 1:30-2:30, TR 2:00-3:00, or by appt.
Phone: 591-3698
email: guinnl@ferris.edu



TEXTS

Gary Nash, et. al. *The American People: Creating a Nation and Society*, volume I, to 1877. Brief Fourth Edition. Longman Press. ISBN—0321094328.

Gary Nash and Ronald Schultz. *Retracing the Past: Readings in the History of the American People*, volume I, to 1877. Fifth Edition. Longman Press. ISBN—0321101375.

COURSE DESCRIPTION AND OBJECTIVE

This course covers the period in United States history pre-Columbian through Reconstruction. During the duration of the semester, this course will cover political, economic, social, and cultural events that worked to define this history of America. My objective in this course is to provide the student with a chronological and comprehensive knowledge of United States history to 1877 while developing the skills of analytical thinking and critical writing. This course includes objective and written essay exams, outside reading and writing assignments, and discussion sessions. History is a complex subject that deals with real events, real people, and real issues. As a historian, I strive to be objective in every topic because that is the way a student best learns. As part of the process of analytical thinking, I will present the facts as we know it to you, and hopefully, you will then formulate your own interpretation of the events based on that evidence.

LECTURE AND ATTENDANCE

Because this is a lecture course, attendance is important to do well. I do not lecture straight from the textbook; the textbook is provided as a guide for you to follow the course of events and topics discussed in lecture. Do not assume you can get the same material delivered in lecture out of the textbook or on the internet. In general, essay questions on exams come straight from lecture material. Each lecture has a corresponding outline that should provide you the information you need to do well on exams. Attendance is required on discussion days for credit. Students may always ask questions or interject constructive and thoughtful comments during lecture.

EXAMS

There will be four exams all worth 100 points each. All exams will have a similar format of 50% multiple choice and chronology, and 50% identification and essay. Identification and essay questions will come directly from lecture topic outlines ~~that are part of my PowerPoint presentation, and objective questions will come from terms on the PowerPoint presentations.~~ The student is responsible for obtaining this information. I will NOT make lecture notes available outside of class.

MAKE-UP EXAMS

Make-up exams will only be given in cases of real emergencies. If you have an emergency, I expect to hear from you before the exam, either by phone or email. This is a strict rule that I believe is fair to all students in the course. Any make-up exams approved by the professor must be taken in the Academic Support Center at the times allotted for make-up exams. MAKE-UP EXAMS WILL CONSIST OF 100% WRITTEN ESSAYS.

GRADING

4 exams @ 100 pts. each	400 pts.
1 outside writing assignment @ 100 pts.	100 pts.
1 library assignment @ 25 pts.	25 pts.
discussion and participation 25 pts. possible	25 pts.

GRADE SCALE

512-550 = A 93-100%	402-423 = C 73-76.99%
495-511 = A- 90-92.99%	385-401 = C- 70-72.99%
479-494 = B+ 87-89.99%	369-384 = D+ 67-69.99%
457-478 = B 83-86.99%	347-368 = D 63-66.99%
440-456 = B- 80-82.99%	330-346 = D- 60-62.99%
424-439 = C+ 77-79.99%	0-329 = F 0-59.99%

STATEMENT ON PLAGIARISM

To plagiarize is to take ideas without crediting the proper source or to copy someone else's language exactly or nearly exactly. Plagiarism includes taking any source off the internet, copying any part of it, and passing it off as your own work. Changing a few words or inverting words or order of paragraphs is still plagiarism. I encourage group study, however, I expect each student to do her or his own writing and to decide on her or his own narrative structure (that is, ideas and outline). Plagiarism when detected will result in automatic failure. Be advised, if I suspect you plagiarized, I will check. Please see me with any questions about plagiarism.

STATEMENT ON STUDENT CONDUCT

Students are expected to conduct themselves in a responsible and courteous manner while attending this course. All cell phones and/or pagers must be turned off during class time; newspapers and/or other study material must be put away once class begins; if you need to talk to the person next to you about class material, please do so quickly and quietly, so as not to disturb your fellow students and the professor; please try and arrive on time, tardiness disturbs other students and the professor; if you must leave class early, please let me know in advance. Discussions and debates are intended to be beneficial intellectual exchanges on important topics in American history, not shouting matches. Finally, cheating will not be tolerated in this course. If you are caught cheating (in any way, and on any assignment), you will fail this course. If I have problems with any of the above, I will take the following action or actions: a seating chart will be implemented, the person or persons disrupting class will be told to leave, point deductions will be administered at the discretion of the professor.

EXAM SCHEDULE AND OUTSIDE READING ASSIGNMENTS DUE DATES

Exam 1, Tuesday, Feb. 8
First out-of-class essay due, Thursday, Feb. 17
Library Assignment Due, Thursday, Feb. 24
Exam 2, Thursday, March 3
Second out-of-class essay due, Tuesday, Mar. 22
Exam 3, Thursday, March 31
Third out-of-class essay due, Thursday, April 28
Final, Mon. May 2, 10:00-11:40am

TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS

Week 1 (Jan. 11, 13) Introduction, European colonization
Text: Chapter 1

Week 2 (Jan. 18, 20) English colonization
Text: Chapter 2
Discussion #1, Thursday, Jan. 20, *Retracing the Past* pp. 4-26

Library Assignment. Worth a total of 25 points.

Part 1) There are several reliable databases on-line that can be used for research purposes. Fortunately, our library has many of these databases. The first part of this assignment is designed to familiarize you with how these databases work and to expose you to the wealth of reliable information that exists literally at your fingertips. Do each mini assignment listed below and turn in the relevant material only on the assigned day. The written parts of the assignment may be handwritten, but please do so as legibly as possible.

1a) Go the on-line catalog for FLITE. Click on databases and find JSTOR. List two journals from each of the following topics: African-American Studies, Economics, Education, Geography, History, Language and Literature, Political Science, and Sociology. Search **history** journals only for **articles** on "Horace Mann." Write down or print the full citations for five of the articles and print the first page only from one of the articles. Turn all in as Part 1a.

A complete citation includes: author's name. "title of article." *Journal name* and volume number (month and year): pages numbers of article. Example: Trelease, Allen W. "Who Were the Scalawags?" *Journal of Southern History* 29 (November 1963): 456-63.

1b) In JSTOR, find a journal that could be used in your major. Search for an article on a subject that interests you. Write down or print the full citation (see above) of one article and print the first page of that article. Turn all in as Part 1b.

1c) Go to the on-line catalog for FLITE. Find the database "American History and Life." Search for the topic "Mexican-American War." How many articles did the database find? Print two abstracts from articles and turn in as Part 1c.

~~1d)~~ Go to the on-line catalog for FLITE. Find the database "Newspapers Full-Text." Search for articles on the subject "Elizabeth Cady Stanton." List three different newspapers that have articles on the subject. Turn in as Part 1d.

Part 2) The worldwide web also offers a wide opportunity for research because it provides information on virtually any topic. The problem is that many of the sites are not reliable, nor accurate enough to be used as a research tool. The second part of this assignment is to evaluate the following websites as tools for writing a research paper on the subject of the Salem Witch Trials. Write a 1-2 page comparison of the websites, evaluating the strengths and weaknesses of each based on three things: objectivity, accuracy, and topic coverage.

Some questions to ask yourself when evaluating websites: who created and manages the site (hint—.edu sites tend to be better than .com ones), does the site have an opinion on the subject or are they just providing information, does the information appear to be accurate, were there any significant differences in information from site to site?

Websites:

www.salemwitchmuseum.com/

www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM

www.witchvox.com/basics/salemtrials.html

Winter 2005

HST 122 American History

Gary L. Huey ASC 2066

Required Texts: Thomas Bailey, David Kennedy, and
Lizabeth Cohen, **The American Pageant**, 12th edition,
Vol 2 and William Tuttle, **Race Riot**

Office Hours: by appointment or
MWF-12-1 T 1-2
hueyg@ferris.edu
Phone: 591-2758
Home 796-2160

Prerequisite: None Credit: 3 semester hours

General Education: This class counts towards the General Education cultural enrichment requirement.

Student Behavior: All students are expected to follow the student conduct policies as established by the University and the College of Arts and Sciences. See page attached to this syllabus.

PART I: FUTURE SHOCK: THE BIRTH PAINS OF A NEW INDUSTRIAL ORDER

Lecture topics will include:

Future Shock and the Lincoln Ideal in Jeopardy

The Corporate Machine vs. the Lincoln Ideal: Industrialization
Comes of Age

The Corporate Machine vs. the Individual: Work, Sex, and the
New Social Discipline

Indispensable Enemies? Nativism and the New Immigrant

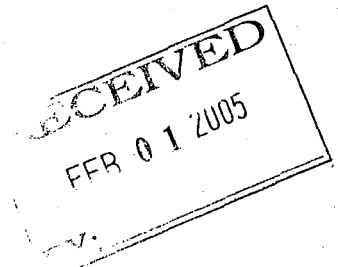
Making It In a New Land: New Immigrants and the Ethnic Group
Process

A Matter of Survival: Native Americans and Industrialization

Jim Crow and Plessey: The Nadir for African-Americans

The 1890's Solutions to the Machine Out of Control: Farmers
In Revolt

Imperialism and the Spanish-American War



READING ASSIGNMENTS FOR PART I: Bailey, Kennedy, & Cohen, **The American Pageant**, pp. 500-645, Chaps. 23-27. Should you have questions on any of the material, please ask me during class, office hours, or when convenient.

PART II: TO REGAIN A LOST WORLD: THE FAILURE TO REFORM INDUSTRIAL AMERICA AND SAVE THE LINCOLN IDEAL

Lecture topics will include:

Progressivism: Saving America and the Lincoln Ideal

The Charles Atlas Complex: Virility as the Answer to the Machine
Out of Control

Reform and the Morality Impulse: Cleansing the Food and Dimming
the Lights

Running, Ugly Sores: Labor/Management Turmoil

Since each class has its own personality--the number of questions asked, length of discussion time, etc.--I cannot predict at this time the exact day of each exam, but you will always have at least two weeks' notification. All students are to take the exam on the day it is scheduled. Make-up exams will be given only under extraordinary circumstances. See me.

You are **not to bring cell phones or pagers into class** unless they are turned off or on vibration or whatever. It is distracting and disrespectful to your fellow students and the instructor when they ring in class. If you forget and they ring in class, you are to leave immediately and not return until the class is over. If you have an emergency situation, let me know.

STUDY HELP: Outlines of my lectures and study guides for the textbook which contain learning objectives for each chapter will be handed out for every exam. I will also hand out a study guide for the Jones book. Any questions regarding these review guides or lecture outlines may be asked in class, during office hours, or by phone. If you feel you are not mastering the material or if you are not making the grade you desire, please see me as soon as possible. Do not wait to get help. I will give you as much assistance as possible, and I can help you get a tutor. I am here to help you. Please take advantage of this opportunity.

ATTENDANCE POLICY: I will take attendance until the final class roster is issued. After this I will no longer take the roll. Whether you attend class or not will be up to you. I will caution you that one-half of the exam will come from the lectures, and this material cannot be found in your textbook. If you miss class, it could severely jeopardize your grade. Tardiness will not be held against you. I would rather you arrive late than miss the entire class.

Why do I give you this freedom? It is my belief that you can mature and form a sense of personal responsibility by being on your own on this issue. This is an important part of the educational process. When you leave Ferris State, you will find that your employer appreciates individuals who are self-motivated and reliable. Here is your opportunity to develop those qualities. You are now at a university. You are adults and should be treated as such.

OPTIONAL ASSIGNMENT: For those of you who feel uncomfortable with only five grades or have done poorly on an exam, you may write a short, analytical book review, of approximately 1000 words, on one book. You do not need to type this paper. I will give you guidelines on how to write this review. Check with me about this assignment for possible topics and books. I have a set of guidelines that you are to follow in preparing the report. The only major restriction is that the book must be on a topic in American history from 1877 to the present, the time period this course covers. Also, it cannot be on either the Bailey, Kennedy, and Cohen or Tuttle books. This paper will be worth 50 points and will be averaged together with your other four grades. Thus, your grade will be based on 450 points instead of 400 points. These papers are due on the **last day of class, Friday, April 29, 2005.**

PURPOSE/OBJECTIVES OF HIST 122: This survey of United States history traces the development of America from the Industrial Revolution to the present. The students will develop an understanding of the cultural, political, economic, social, and military trends in the U.S. during this period. In addition to giving factual information on the many topics covered in this course, there are broader goals. I would

A GUIDE TO WRITING BOOK REVIEWS

1. Your review should be 1200 words.
2. At the top of the first page of your review, the following type of citation should be used:
Parmet, Herbert. Eisenhower & the American Crusades.
(New York: The Macmillian Co., 1972), 660.
3. Summary: Your review should give the reader a thorough and concise summary of the scope and content of the book under review.
4. Thesis and Critical Analysis: Your book review should contain an analysis of the author's thesis. The subject or theme of a book tells the reader what the book is about. The thesis tells the reader the author's interpretation or point of view regarding that subject. (The preface and/or introduction of the book will often indicate the author's thesis). The reviewer should include a discussion and an analysis of how convincingly the author presents the thesis and interpretations, and how well the author covers the subject. Critical comments should be made on the author's writing style, and on how well the author organized the material.
5. Evaluate the author's sources and documentation. Was the bibliography a critical bibliographical essay? Was the book based mainly on secondary works (other books, journals and articles), or did the bibliography include primary sources such as newspapers, diaries, collections of letters and other documents contemporary with the subject or the book?
6. Were footnotes used? If so, were the footnotes placed at the bottom of the pages or at the back of the book?
7. Did the book have an index? If so, did it appear to be thorough and inclusive?
8. Were maps, charts, or illustrations used? If so, were they clear, informative, and well chosen?
9. Critical evaluation of the above points may be either favorable or unfavorable. Give your opinion on the good and bad points of the book.
10. Quotations: Reviews using this format do not need footnotes. Simply enclose the page number of the quote on the parenthesis on the body of your review. For example: "Theodore Roosevelt had sensed the problems of American policy and he sought to placate Japan" (p. 219) All material taken directly from the book you are reviewing, or any other book or article, must be put in quotation marks. If not, this constitutes plagiarism.
11. Your review will be written in your best English prose. Always use complete sentences. Do not use slang or improper grammar.
12. Put your name on your review.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....ASC 1021 – 591-5039

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

College of Arts & Sciences Department Offices

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students.

Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

History 151-001
Western Civilization I
MWF 11:00-11:50
Spring 2003

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: pisanij@ferris.edu

Office Hours: Mondays and Wednesdays from 1:00 pm to 3:00 pm (and by appointment)

Course Objectives:

This course will consider the origins and development of civilizations in the ancient Near East, Greece, and Rome, as well as the periods of the decline of the Roman Empire, the Middle Ages, and the Renaissance. By the end of the course, students will be able to demonstrate in writing a full understanding of the history of Western Civilization up to 1500.

Required Books for the Course:

Textbook:

Spielvogel, Western Civilization: A Brief History, vol. 1, 2nd edition.

Supplementary material:

Sherman, Western Civilization: Sources, Images, and Interpretations, vol. 1, 5th ed.

Grading:

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
In-class debate	50 pts.
Two in-class writing assigns.	100 pts. (50 pts. apiece)
Pop quizzes	50 pts. (10 at 5 pts. apiece)
Attendance/participation	50 pts.

550 pts. possible

Exams:

All three exams will be a combination of multiple choice and essay, based upon lectures, readings (including textbook), discussion, and any videos we might have seen during class time. I will give students a review sheet with possible essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies me of the emergency **before** the exam; and must be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late or failure to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester.

In-Class Debate:

Each student is required to participate in a group debate about an historical topic pertaining to the history of Western Civilization prior to 1500. (See topics below.) The instructor will pass around a sign-up sheet during the first week of class. In order to successfully participate in the debate, students will have to do some outside research on the topic, using their textbook, the Sherman reader, Infotrac, and the Ferris State library. Students will be graded according to their knowledge of the topic, their creativity, and their level of participation in the debate. Hints for putting together a successful debate will be discussed in class before the debates begin. The topics:

- 1) Is the Macedonian king Alexander the Great truly deserving of the title "Great?"
- 2) Was Julius Caesar truly one of the greatest generals of all time?
- 3) Were the Crusades a positive or negative event in the history of Western Civilization?
- 4) Did the Renaissance benefit women as much as it did men?
- 5) Was there actually a "fall of the Roman Empire?"
- 6) Was the Late Middle Ages a period of decline or continuity?
- 7) Was the ancient Egyptian civilization a truly African civilization?

In-Class Writing Assignments:

In order to ensure that students read the assigned readings in the book Western Civilization: Sources, Images, and Interpretations (referred to in class as the Sherman reader), there will be two in-class writing assignments based upon those documents during the course of the semester, each worth 50 points apiece. The in-class writing assignments will work as follows: the instructor will pass out a question based upon the readings and the students will have 30 minutes in which to answer the question. These are closed-book, closed-notes writing assignments based upon the students' knowledge of the readings. Students are expected to write the assignments on the scheduled date.

Pop Quizzes:

During the course of the semester we will have 10 brief pop quizzes, based upon the readings or any videos we might be seeing in class. This means that you are expected to keep up with the readings and attend class on a regular basis. The quizzes will be worth 5 points apiece. **No makeup quizzes will be allowed—if you are not in class when the quiz is given, you will automatically lose the 5 points possible.**

Attendance Expectations:

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Grading). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

Classroom Behavior:

Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, or snoring during class.

In addition, the professor is entitled to maintain order in her class and has an obligation to other students to do so. Toward that end, the professor is authorized and expected to inform a student that his/her behavior is disruptive and to instruct the student to leave the class if the behavior does not cease. Since this is a university setting, the instructor will not tolerate condescending or insulting remarks either between students or directed at the instructor herself. A free exchange of ideas is great—verbal abuse is not and may lead to disciplinary action.

Plagiarism and Cheating:

Plagiarism is the presentation of someone else's work as one's own. This includes taking something from the Internet and presenting it as one's own, purchasing someone else's paper, or taking from published works. Plagiarism is illegal and unethical and will not be tolerated. Nor will cheating of any kind. Should the professor discover that a student has committed either plagiarism or cheating, the student will receive a grade of 0 for that assignment; should it happen again, the student will receive an F in the course and the case will be turned over to Student Judicial Services.

Notice:

The content in this course satisfies Michigan Department of Education Content Stand-- 1.3, 1.6, 1.9.

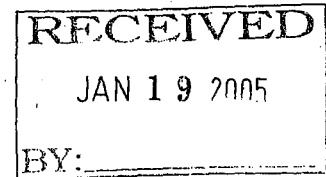
SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Readings</u>
Jan. 13	Intro. and Mesopotamia	Ch. 1	Ch. 1
Jan. 20	Egypt and Israel (No class Monday, Jan. 20, 2003–MLK Birthday!!!)	Ch. 2	-----
Jan. 27	Greece	Ch. 3	Ch. 2
Feb. 3	Alexander the Great	Ch. 4	Ch. 3
Feb. 10	Roman Republic (Exam #1 Monday, February 10, 2003)	Ch. 5	Ch. 4
Feb. 17	Roman Empire (First in-class writing assignment Wednesday, Feb. 19, 2003)	Ch. 6	-----
Feb. 24	The Rise of Christianity	Ch. 7	Ch. 5
Mar. 3	Byzantium and Islam	-----	Ch. 7
Mar. 10	Spring Break–No Classes!!!		
Mar. 17	The Carolingian World	Ch. 8	Ch. 6
Mar. 24	Feudalism and Crusade (Exam #2 Monday, March 24, 2003)	Ch. 9	Ch. 9
Mar. 31	The Rise of Towns/Trade	Ch. 10	Ch. 8
April 7	The Late Middle Ages (Second in-class writing assignment Wednesday, April 9, 2003)	Ch. 11	Ch. 10
April 14	The Late Middle Ages (No class Friday, April 18, 2003–Easter Break!!!)	-----	Ch. 11
April 21	The Renaissance	Ch. 12	Ch. 12
April 28	The Late Medieval Church (Last day of class is Friday, May 2, 2003)	Ch. 13	-----

Thursday, May 8, 2003, 10:00-11:40 am–FINAL EXAM!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

History 152-001
Western Civilization II
MW 3:00-4:15
Winter Semester 2005



Professor: Dr. Jana Pisani
Office: ASC 2083
Phone: 591-3699
E-mail: pisanij@ferris.edu

Office Hours: Wednesdays from 1:00 to 3:00 pm, TR from 1:30 to 2:30 (and by appointment)

Course Objectives:

This course will consider the history of Western Civilization from 1500 to the present, including such topics as the Reformation, Scientific Revolution, Enlightenment, French Revolution, Industrial Revolution, Nationalism, Liberalism, Socialism, the rise of mass society, Communism, Totalitarianism, the decline of European supremacy, World Wars I and II, the Cold War, post-World War II Europe, and the fall of communism. By the end of the course, students will be able to demonstrate in writing a full understanding of the history of Western Civilization since 1500. This course fulfills the General Education requirement for Cultural Enrichment.

Required Books for the Course:

Textbook:

Spielvogel, Western Civilization: A Brief History, vol. 2, 3rd edition, 2005.

Supplementary material (the reader):

Stearns, The Other Side of Western Civilization, vol. 2, 5th edition, 2000.

Assessment:

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
Oral history project	100 pts.
Two in-class writing assignments	100 pts. (50 pts. apiece)
Pop quizzes	50 pts. (10 at 5 pts. apiece)
Attendance/participation	50 pts.

600 pts. possible

Exams:

All three exams will be a combination of multiple choice and essay, based upon lectures, readings (both the textbook and the reader), discussion, and any videos we might have seen during class time. I will give students a review sheet with possible essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies me of the emergency **before** the exam, and must

History

APRC 2005-2006

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be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late and failure to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester. **NOTE: Make-up exams will be all essay—no multiple choice!!!**

In-Class Writing Assignments:

In order to ensure that students read the assigned readings in the book The Other Side of Western Civilization, there will be two in-class writing assignments based upon those readings during the course of the semester, each worth 50 points. The in-class writing assignments will work as follows: the instructor will pass out a question or a group of questions based upon the readings and the students will have 30 minutes in which to answer the question. These are closed-book, closed-notes writing assignments based upon the students' knowledge of the readings. Students are expected to write the assignments on the scheduled date. Students will need blue books in which to write the assignments; blue books may be purchased at the book store or in the library.

Oral History Project:

Each student is required to complete an oral history project (6-7 pages, typed, double-spaced) concerning World War II. The project must be completed as follows:

1) First of all, the student must choose an interviewee (either male or female) who participated in World War II in one way or another. Once the interviewee has been chosen (and agrees to participate—it might be best to have the interviewee sign a statement to that effect), the student must inform the instructor of the interviewee's name.

2) The student must interview the person with questions concerning his or her involvement in World War II. The best way to do this is to take a list of questions with you to the interview. The interview can be done either in person or by telephone. The student should either tape the interview (as long as this is okay with the interviewee) or take extensive notes during the course of the interview.

3) The student then must turn in the project in the following format:

A) The student must include a one-page biography of the interviewee, including a brief statement of how this person was involved in World War II.

B) The student must include a brief, two or three page description (using books, articles, and/or the Internet) of the event or events in which the interviewee was involved (such as Midway, Okinawa, the Battle of Britain, the Holocaust, Japanese internment, etc.). With this section of the project the student must include a bibliography of sources used. This must be written in your own words, not cut and pasted from the Internet.

C) Finally, the student must include a description of the interviewee's role in the World War II event and must discuss how it fits into what the student has learned in section B of the project. The student must also consider whether the interview was biased in any way or glorified and whether it added to the student's understanding of the event in question.

The Oral History Project is due Wednesday, April 6, 2005—no exceptions!!!!

Pop Quizzes:

During the course of the semester we will have 10 brief pop quizzes, based upon the readings or any videos we might be seeing in class. This means that you are expected to keep up with the readings and attend class on a regular basis. The quizzes will be worth 5 points apiece. **NO makeup quizzes will be allowed—if you are not in class when the quiz is given, you will automatically lose the 5 points possible.**

Attendance Expectations:

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Grading). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

Classroom Behavior:

Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, or snoring during class.

In addition, the instructor is entitled to maintain order in her class and has an obligation to other students to do so. Toward that end, the professor is authorized and expected to inform a student that his/her behavior is disruptive and to instruct the student to leave the class if the behavior does not cease. Since this is a university setting, the instructor will not tolerate condescending or insulting remarks either between students or directed at the instructor herself. A free exchange of ideas is great—verbal abuse is not and may lead to disciplinary action.

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SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Stearns Reader</u>
Jan. 10	Introduction, Reformation	Ch. 13	Chs. 1 and 2
Jan. 17	Europe and the World	Ch. 14	Chs. 3 and 6
Jan. 24	Absolutism/State Building	Ch. 15	Chs. 4 and 5
Jan. 31	Scientific Revolution	Ch. 16	Chs. 8 and 10
Feb. 7	The Enlightenment (First exam Wednesday, February 9)	Ch. 17	-----
Feb. 14	Early Modern Society	Ch. 18	Chs. 11-13
Feb. 21	Revolutions and Napoleon (First in-class writing assignment Wednesday, February 23)	Ch. 19	Chs. 15 and 16
Feb. 28	Industrial Revolution	Ch. 20	Chs. 17-19
March 7	SPRING BREAK—NO CLASSES!!!		-----
March 14	The Age of “Isms”	Chs. 21, 22	Chs. 20 and 22
March 21	The Age of “Isms” (Second exam Wednesday, March 22)	Chs. 23, 24	-----
March 28	Age of Imperialism	-----	Chs. 24 and 27
April 4	World War I/Revolution (Oral history project due Wednesday, April 6)	Ch. 25	Chs. 28-30
April 11	The Search for Stability (Second in-class writing assignment, Wednesday, April 13)	Ch. 26	Chs. 32, 33
April 18	World War II	Ch. 27	Chs. 34, 37, 38
April 25	Cold War and Beyond (Last day of class before final exam—Wednesday, April 27)	Chs. 28, 29	Chs. 40, 43, 45

Tuesday, May 3, 2005, 2:00-3:40 pm--FINAL EXAM!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

SYLLABUS ATTACHMENT
COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY

WINTER 2005

IMPORTANT DATES

Late registration	Wed - Fri	Jan 5, 6, 7
First day of classes	Monday	Jan 10
Last day for Drop/Add	Thursday	Jan 13
Martin Luther King Day (no classes)	Monday	Jan 17
Mid-term grades due	Monday	Mar 7
Spring recess	Sat, Mar 5 – Sun, Mar 13	Mar 5 – 13
Assigned registration for current students	Monday	Mar 21
Last day for "W" grades	Thursday	Mar 28
Easter recess	Thurs – Sun	Mar 24 - 27
Open registration for former students/staff	Monday	Apr 4
Last day of classes	Friday	Apr 29
Examination Week	Mon – Fri	May 2 – 6
Commencement	Friday, Saturday	May 6, 7
Final grades due by 9:00 am	Monday	May 9

SESSIONS

Sessions	Dates	Withdraw Date
Session A	Jan 10- Mar 1	Feb 10
Session B	Mar 2 – Apr 29	Apr 12
Session C	Jan 10 – Feb 11	Jan 31
Session D	Feb 14 – Mar 28	Mar 4
Session E	Mar 29 – Apr 29	Apr 18

LIBRARY HOURS

Regular hours for the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday..... 1:00 pm – 12:00 am

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

DROPPING CLASSES OR WITHDRAWING

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....ASC 1021 – 591-5039

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**Personal Counseling, Sexual Assault,
Substance Abuse**

Birkham Health Center - 2nd Floor.....591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

College of Arts & Sciences Department Offices

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

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HISTORY 201

African American History

T, Th 9:30 - 10:45 (STR 233)
Corrected Syllabus

Dr. Kimm Carlton-Smith
ASC Building 2068 (x5850)

Office Hours: T/R 1-2:30
WebCT e-mail

Course Description:

This course strives to acquaint students with the range and complexity of the African American experience from the 1400s to the 1970s. Although the history of African Americans is often touched upon in U.S. History survey courses, little attempt is made to explore in detail important events, issues, and political figures that have dramatically impacted the "black" experience in America. Students also will be exposed to such issues as class, ethnicity, & gender and their impact within the African American experience.

Using an array of educational materials-- lecture, discussion, group work, primary and secondary texts, multimedia, the internet-- the course attempts to create an interactive learning experience. The course is divided into three thematic units. The first unit explores the forced enslavement of Africans and the social, political, and economic issues associated with slavery in the United States. The second unit addresses sharp contrasting views of political empowerment and civil equality from the 1880s-1920s. The final unit examines the expanding social and political framework of the Modern Civil Rights Movement and competing strategies for attaining full equality in the United States from 1940-1976.

Course Purpose:

The purpose of the course is designed to expose students to the rich and complex social, political, and economic history of African Americans in the United States. Directly addressed throughout the course are the ways in which race and racism influenced various aspects of the African American experience. For many of you, this course will serve as your first introduction to the cultural, economic, and political contributions of African Americans from the colonial era to the present. Throughout the course emphasis will be placed on cultural and political diversity within the African American community.

In as much as this course specifically addresses the history of African Americans, the basic approach to studying this material entails a level of critical thinking skills. This course seeks to encourage you to question why and how certain events and issues have impacted African Americans since the 1400s. You will also be encouraged to ask why specific ideas or individual personalities were more powerful than others in shaping our attitudes towards race in the United States. In addition to strengthening your analytical skills, this course will expose you to issues such as ethnicity, class & gender and their impact on the African American experience.

Graded Course Work:

Weekly Quiz: For this course there are weekly on-line quizzes. Each quiz is composed of

multiple choice questions and includes 20 to 25 questions. These quizzes are based on that week's assigned textbook readings, on-line readings, and lecture material. Quizzes are only available via WebCT and will be available throughout the week but have a Friday Midnight deadline.

Total – 325 pts.

Group Activities: There are three group activities for this course. Each group activity serves the student's educational experience by fostering learning communities. Each of the three units contains one group activity. Unit One's group activity involves students exploring the political strategies and rationales offered by a diverse range of male and female Abolitionists. Unit Two's group activity addresses the competing ideologies of progress as reflected by Booker T. Washington, W.E.B. DuBois, Mary Church Terrell & Ida B. Wells Barnett. Unit Three's group activity explores the competing strategies and concerns within the Modern Civil Rights Movement. The primary source material and issues explored within each group activity is designed to expose students to competing visions for the struggle for equality in the United States. Group activity will vary in value; Activity #1 is worth 100 pts, Activity #2 is 75 pts, and Activity #3 is worth 125 pts.

Materials-- guidelines and reading resources—and Tasks for each activity will be available through WebCT. Various deadlines will be posted on WebCT.

Total – 300 pts.

In-class Participation/Attendance: Points will be earned via consistent participation within class discussions throughout the semester, in-class reading quizzes, and class attendance.

Total -- 125 pts

Final Exam: Take-Home Reflective Essay (50 pts)

Extra Credit Activities: For this course there are specific Extra Credit Activities you can pursue in order to improve your final grade. These will be limited in number and related to course content.

Materials Needed for this Course:

Internet & WebCT Access

Required textbooks:

Frazier, Readings in African American History (3rd ed.)

Hine, et al. The African American Odyssey (2nd ed.)

WebCT:

Several elements of this course require you to access WebCT course materials. This is a “hybrid” course where the internet serves as an essential required component to the course content and assessment methods. Your inability or unwillingness to use WebCT will result in failure for this course.

Attendance: There is a mandatory attendance policy for this class. *WebCT is designed to supplement the classroom experience, not replace it.* Note: In cases of bad weather commuting students/instructor can utilize WebCT for doing “alternate” course activity to compensate for missing class.

When you complete this course, you should be able to:

1. Identify the sequence of major ideas and events as they relate to the evolving condition of African Americans socially, politically, and economically within the United States.
2. Describe the important contributions and significant roles played by African American men and women within the context of United States history.
3. Reconstruct the complex historical experience of African Americans by comparing diverse political voices that offer a range of perspectives on how best to attain equality in the United States, especially as it relates to the competing strategies of integration and separatism.
4. Understand how and why such forces as ethnicity, class, and gender have impacted the African American experience in the United States since the 1600s.
5. Analyze information provided by primary source evidence that enables readers to experience first hand competing historical narratives.
6. Understand the strengths and weaknesses of the Internet as a tool for gathering information on an African American historical events, social issues or political personalities.
7. Demonstrate a skill set for using Internet-based educational activities and communication tools.

Notice:

The content in this course satisfies Michigan Department of Education Content Stand-- 1.5, 1.7 & 2.4.

**African American History
HIST 201**

Week One Tues 1/13 -- Overview of the Course & Instructor's Expectations	*In addition to lecture-based questions each weekly quiz will questions from that week's reading assignments.
Thur 1/15 -- African Slave Trade <ul style="list-style-type: none"> • Hine, Ch 1 & 2 	Weekly Qz #1 deadline Friday Midnight (20pts) Questions from Hine Ch 1 & 2
Week Two Tues 1/20 -- Chesapeake <ul style="list-style-type: none"> • Frazier, Ch 1 • Hine, Ch 3 	
Thur 1/22 -- Carolinas	Weekly Qz #2 deadline Friday Midnight (25pts) Questions from Hine Ch 3/Frazier Ch 1
Week Three Tues 1/27 -- -- Revolutionary War <ul style="list-style-type: none"> • Frazier, Ch 2 • Hine, Ch 4 	
Thur 1/29 -- Free Blacks of Philadelphia <ul style="list-style-type: none"> • Hine, Ch 5 	Weekly Qz #3 deadline Friday Midnight (25pts) Questions from Hine Ch 4 & 5/Frazier Ch 2
Week Four Tues 2/3 -- Slave Culture & Community <ul style="list-style-type: none"> • Frazier, Ch 3 	
Thur 2/5 -- Competing Voices -- Abolition <ul style="list-style-type: none"> • Frazier, Ch 4 • Hine, Chapters 6-10 	Weekly Qz #4 deadline Friday Midnight (25pts) Questions from Hine Ch 6-8/Frazier Ch 3
Week Five Tues 2/10 -- Competing Voices -- Discussion <ul style="list-style-type: none"> • On-line Readings (OLR) 	
Thur 2/12 -- Competing Voices -- Discussion <ul style="list-style-type: none"> • On-line Readings (OLR) 	Weekly Qz #5 deadline Friday Midnight (25pts) Questions from Hine Ch 9 & 10/Frazier Ch 4/OLR
Week Six Tues 2/17-- Birth of Jim Crow <ul style="list-style-type: none"> • Frazier, Ch 6 • Hine, Ch 12-14 	
Thur 2/19 -- 1893 Columbian Exposition <ul style="list-style-type: none"> • On-line Readings (OLR) 	Weekly Qz #6 deadline Friday Midnight (25pts) Questions from Hine Ch 12-14/Frazier Ch 6/OLR
Week Seven Tues 2/24 -- Competing Voices -- Progress <ul style="list-style-type: none"> • Frazier, Ch 7 • Hine, Ch 15-16 • On-line Readings (OLR) 	

Thur 2/26 -- No Class/Work on Competing Voices Readings	Weekly Qz #7 deadline Friday Midnight (25pts) Questions from Hine Ch 15 & 16
Week Eight Tues 3/2 -- Competing Voices -- Discussion	
Thur 3/4 -- World War One <ul style="list-style-type: none">On-line Readings (OLR)	Weekly Qz #8 deadline Friday Midnight (25pts) Questions from Frazier Ch 7/OLR
SPRING BREAK	SPRING BREAK
Week Nine Tues 3/16 -- New Negro Movement <ul style="list-style-type: none">Frazier, Ch 8Hine, Ch 17	
Thur 3/18 -- Documentary on Marcus Garvey	Weekly Qz #9 deadline Friday Midnight (25pts) Questions from Hine Ch 17/Frazier Ch 8/Film
Week Ten Tues 3/23 -- Great Depression <ul style="list-style-type: none">Frazier, Ch 9Hine, Ch 18 & 19	
Thur 3/25 -- World War Two <ul style="list-style-type: none">Hine, Ch 19 & 20	Weekly Qz #10 deadline Friday Midnight (25pts) Questions from Hine Ch 18-20/Frazier Ch 9
Week Eleven Tues 3/30 -- Brown & Board of Ed. <ul style="list-style-type: none">Frazier, Ch 10Hine, Ch 21	
Thur 4/1 -- Montgomery Bus Boycott <ul style="list-style-type: none">On-line Reading (OLR)	Weekly Qz #11 deadline Friday Midnight (20pts) Questions from Hine Ch 21/Frazier Ch 10/OLR
Week Twelve Tues 4/6 -- Competing Voices -- Civil Rights <ul style="list-style-type: none">Discussion of Group Activity & Tasks/Responsibilities	
Thur 4/8 -- <i>Holiday Observed</i>	<i>No Quiz</i>
Week Thirteen Tues 4/13 -- Competing Voices -- Martin Luther King <ul style="list-style-type: none">Frazier, Ch 11Hine, Ch 21On-line Reading (OLR)	
Thur 4/15 -- Competing Voices -- Ella Baker <ul style="list-style-type: none">On-line Readings (OLR)	Weekly Qz #12 deadline Friday Midnight (20pts) Questions from Hine Ch 21/Frazier Ch 11/OLR
Week Fourteen Tues 4/20 -- Competing Voices -- James Lawson/Bob Moses <ul style="list-style-type: none">On-line Readings (OLR)	
Thur 4/22 -- Competing Voices -- Malcolm X <ul style="list-style-type: none">Frazier, Ch 12	Weekly Qz #13 deadline Friday Midnight (20pts)

<ul style="list-style-type: none"> • Hine, Ch 22 • On-line Reading (OLR) 	Questions from Hine Ch 22/Frazier Ch 12/OLR
<p>Week Fifteen Tues 4/27 -- Competing Voices -- Huey Newton/Bobby Seale</p> <ul style="list-style-type: none"> • Frazier, Ch 12 • Hine, Ch 22 • On-line Readings 	
<p>Thur 4/29 -- Competing Voices -- Pauli Murray/Shirley Chisolm</p> <ul style="list-style-type: none"> • On-line Readings 	<p>Weekly Qz #14 deadline Friday Midnight (20pts) Questions from Hine Ch 22/Frazier Ch 12/OLR</p>
<p>Exam Week Exam Day --</p>	<p>Take-Home Reflective Essay Due</p>

Winter 2005

HST 230 Michigan History

Gary Huey Office 2066 ASC

Office Hours: MWF 12-1

T 1-2 Or by appointment

Phone: Office 591-2758

Home 796-2160

hueyg@ferris.edu

Required Text: Bruce Catton, Michigan: A History

Credit: 3 semester hours

General Education: This class counts towards the
General Education cultural enrichment requirement.

Student Conduct: All students are expected to follow the student
conduct policies as established by the University and the College
of Arts and Sciences. See page attached to this syllabus.

PART I: Michigan in the Early Years

Lecture Topics Will Include:

- Michigan: The Physical Environment
- Early Inhabitants
- European Explorers and Settlers
- Michigan in the Old Northwest
- Michigan and the War of 1812

READING ASSIGNMENT FOR

HIST 221

PART II: Michigan Takes Shape

Lecture Topics Will Include:

- Trappers Out Farmers In
- A Troubled Entry into the Union
- Michigan and the Civil War
- The Lumber and Mining Industries
- Health Food, Breakfast Cereals, and
- Progressive Reform in Michigan
- Industry Comes to the State
- Automobiles and the Future of the St:

-no syllabus

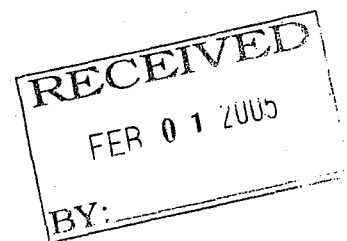
READING ASSIGNMENT FOR PART II: Catton, pp. 75-196.

Part III Michigan in the Twentieth Century

Lecture Topics Will Include:

- The Great Depression and the Labor Movement
- World War II: The Arsenal of Democracy
- Race Relations in Michigan
- Michigan in the Post-Industrial Society

READING ASSIGNMENT FOR PART III: none, WOW! WHAT A CLASS!



There will be a total of 450 points for the term. For an A you will need 423 points, A- 405-422 points, B+ 396-404 points, B 378-395, B- 360-377 points, C+ 351-359 points, C 333-350 points, C- 315-332 points, D+ 306-314 points, D 288-305 points, D- 270-287 points. Anything below 270 will be an F.

STUDY HELP: If you feel you are not mastering the material or if you are not making the grade you desire, please see me as soon as possible. **DO NOT WAIT** to get help. I will give you as much assistance as possible, and I can help you get a tutor. I am here to help you. Please take advantage of this opportunity.

CELL PHONES AND PAGERS: You are not to bring cell phones or pagers unless they are turned off or on vibration. It is distracting and disrespectful to your fellow students and the instructor when they ring in class. If you forget and they ring in class, you are to leave immediately and not return until the class has ended. If you have an emergency situation, let me know.

ATTENDANCE POLICY: I will take attendance until the final class roster is issued. After this, I will no longer take the roll. Whether you attend class or not will be up to you. I will caution you that at least one-half of the exam will come from the lectures and discussions and this material cannot be found in your textbook. If you miss class, it could severely jeopardize your grade,

Why do I give you this freedom? It is my belief that you can mature and build a sense of personal responsibility by being on your own on this issue. This is an important part of the educational process. When you leave Ferris State, you will learn that your employer appreciates individuals who are self-motivated and reliable. Here is your opportunity to develop these qualities. This is college. You are adults and should be treated as such.

WHERE TO GO FOR HELP

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History 276
History of Science and Technology
Fall 2000

Instructor: Dr. Barry Mehler

Office: ASC 2064

Phone: 591-3612

Office Hours: Tuesday 3-5; Friday 10-12

Also by appointment.

Email: Students should send class related email to:

Docmehler@hotmail.com

Do not send email to Dr. Mehler's other accounts.

Always include your real name, first and last, what class your in, and the days and hours of your class. Remind me please of previous correspondence. I get notes, like: "Thanks, that will do just fine," and I have no idea what the note is about.

Course catalog number & section: HIST 276 #001

Course Title: History of Science and Technology

Credit Hours: 3

#001 Tues/Thurs 12-1:15 Rm: 322

Description: The history of science and technology from ancient times to the present with special emphasis on developments in America in the twentieth century.

Prerequisites: None.

Special skills: All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

Course Objectives: 1. Gaining an understanding of how scientific and technological change impact on society. 2. Discovering the importance of history in managing technological advance. 3. Gaining factual knowledge of scientific and technological developments. 4. Learning fundamental principles and theories of historical change. 5. Developing critical computer research skills. 6. Learning how to express ideas clearly. 7. Developing a historical understanding of contemporary social issues.

Required Text:

Technology in America: A Brief History by Alan I. Marcus & Howard P. Segal.

You are also required to own a dictionary and a desk encyclopedia.

Course requirements and grading policies:

Attendance is mandatory. Three unexcused absences will lower your grade; five unexcused absences will result in an F. Class participation is also required. You must come to class prepared to discuss the readings and offer your views to be considered in attendance. Students who have not done the reading may be asked to leave. Class participation is essential.

Readings: The reading assignments listed for each week are due by the first class of that week. Students are expected to come to class prepared to discuss the relevant materials.

Examinations: Exam scores constitute 50% of your grade. There will be two major exams - a midterm and a final exam. The midterm and final will consist take-home essay questions. No handwritten work will be accepted.

In Class Quizzes: 15%

Journal: 10% of Grade. Students are required to copy, clip or download from the web, one article per week related to the course topic of that week. Students must be prepared to discuss their article with the class as requested. The journal must consist of at least ten articles from mainstream newspapers, magazines, and scholarly journals. At least one article from: *The New York Times* or *The Wall Street Journal*; *The Chronicle of Higher Education* or *Black Issues in Higher Education*; *Emerge* or *Harpers*. Suitable web sites will be suggested and explored in class.

Term Paper: Each student is required to do a term paper. The paper must be approximately five to ten pages. The topic for your term paper must be approved by the third week of class.

Week I: Introduction: Course Objectives; Essential skills; the reason for studying history. The history of science as a field of study. Science: ancient and modern

Reading. Marcus, pp. iii-vi.

Film: First Americans

Week II: From the Old World to the New

Week III: Science and Slavery

Week IV: Young America and Individual Opportunity: 1800-1830

Week V: America as a Social Unit: 1830-1870

Week VI: Railroads Ascendant

Week VI: Science and the Civil War

Week VII: Reading. Midterm Exam

Week VIII: Systematizing America: 1870-1920

Week IX: Systematizing American Life: Thomas Edison

Week X: The rise of Modern Race-Science

Week XI: Eugenics

Week XII: Rachel Carson: Silent Spring and the Revolt Against Chemistry.

Week XIII: The Revolt Against Nuclear Technology (Three Mile Island, Challenger and Chernobyl)

Week XIV: Science and Social Control.

Week XV: The Bell Curve: Racism and Science in Contemporary America
Final Exam

HIST 277

American Business History Winter, 2004 (3 Credit Hours)

Instructor: Dr. Barry Mehler
Office: ASC 2064
Office Phone: X: 3612
Office Hours: MW 2-3; Thursday 1:30-2:30
E-Mail: fsuhist@yahoo.com
Class Hours: T/R 12:00-1:15

All students must subscribe to Ambus@Yahoogroups.com. Send an email to: Ambus-subscribe@yahoogroups.com to subscribe. An online syllabus and study guide material are available to list members. All students must be list members.

PREREQUISITE COURSES/SPECIAL SKILLS:

Prerequisite: None. Special skills: All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

COURSE DESCRIPTION:

Major developments in American business history from the colonial period to the present, tying together the role of government, technology, unions, and banks on business enterprise in America.

PREREQUISITES:

None.

COURSE OBJECTIVES:

1. Gaining an understanding of how scientific and technological change impact on society. 2. Discovering the importance of history in managing technological advance. 3. Gaining factual knowledge of scientific and technological developments. 4. Learning fundamental principles and theories of historical change. 5. Developing critical computer research skills. 6. Learning how to express ideas clearly. 7. Developing a historical understanding of contemporary social issues.

REQUIRED TEXT:

Mansel G. Blackford and K. Austin Kerr, *Business Enterprise in American History* (Houghton Mifflin - Third Edition, 1994) ISBN 0-395-668-492

Jeremy Rifkin, *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era* (Putnam 1995) \$15.95 ISBN 0-87477-824-7

You are also required to own a dictionary and a desk encyclopedia.

Important: Dr. Mehler's textbooks are available at Great Lakes Books. Some students may wish to order their textbook online or through the campus bookstore. Students who have a problem obtaining a copy of the textbook should contact Dr. Mehler and he will provide adequate study guide material to use until a textbook can be procured.

ATTENDANCE AND GRADING POLICIES:

Attendance is mandatory. Three unexcused absences will lower your grade. Class participation is also required. You must come to class prepared to discuss the readings and offer your views to be considered in attendance.

READINGS:

The reading assignments listed for each Topic are due by the first class of that Topic. Students are expected to come to class prepared to discuss the relevant materials.

EXAMINATIONS:

Exam scores constitute approximately 60 percent of your grade. Exams will consist of short essay, identifications, and multiple choice questions. There will be a midterm and a final as well as short quizzes.

TERM PAPER:

Each student is required to do a term paper. The term paper must be approximately 2000 words and represents approximately 30 percent of your grade. The topic for your term paper must be approved by the fifth week of the term. Term papers may be biographies (John D. Rockefeller, Andrew Carnegie, etc.) or focused topics (The Chrysler Bailout of 1979-80 or Michael Milken and the junk bond craze of the late 1980s).

The first draft is due by tenth week of the term. Failure to submit a draft on time will lower your grade (an A becomes a B+; etc.) The final paper is due the first day of the last week of the term. Students will be asked to share their findings with the class.

JOURNAL PROJECT:

Students are required to copy, clip or download from the web, one article per week related to the course topic of that week. Students must be prepared to discuss their article with the class as requested. The journal must consist of at least ten articles from mainstream newspapers, magazines, and scholarly journals. At least one article from: *The New York Times* or *The Wall Street Journal*; *Harpers and the Economist*. Suitable web sites will be suggested and explored in class. The journal must be submitted at the end of term with a 500 word essay summarizing your findings. The journal is worth approximately 10% per your grade.

Topic I: Introduction

Course Objectives; Essential skills; the reason for studying the history of business, stages and themes in American business history. The European foundations of American business.

Readings: Text, Introduction and Chapter I to page 22.

Topic II: Foundations of American Business to 1790

Topics include: Feudalism, the beginnings of Capitalism, Mercantilism, and the British Colonies.

Readings: Text, Chapter I, pp. 22-43

Gordon, The Great Game, prologue and chapter I, pp. 15-34

Dr. Mehler's Notes on American Business History: An Introduction :

<http://www.ferris.edu/HTMLS/academics/syllabi/mehlerbarry/geninfo/drmnotes/bushistintro.htm>

Study Guide for Introduction to Business Enterprise

<http://www.ferris.edu/HTMLS/academics/syllabi/mehlerbarry/geninfo/study/bustopicII.htm>

Dr. Mehler's Notes on Mercantilism

<http://www.ferris.edu/HTMLS/academics/syllabi/mehlerbarry/geninfo/drmnotes/mercantilism.htm>

Topic III: Business in the Revolutionary Era

Topics include: The significance of Adam Smith's Ideas, Alexander Hamilton and Thomas Jefferson

Reading: Text, Chapter 2, pp. 43-62

Gordon, The Great Game, Chapter II, pp. 35-52

Suggested Reading:

Review of Gordon:

<http://www.csmonitor.com/durable/1999/11/10/fp21s1-csm.shtml>

Topic IV: Business in the new nation, 1790-1850

Topics: The agrarian revolution, the industrial revolution and the development of a business system

Reading: Text, Chapter 3, pp. 65-100

Gordon, Chapters 3-4, pp. 53-90

Suggested Reading:

Eli Whitney bio: <http://www.eliwhitney.org/ew.htm>

Topic V: Government and Business

Topics: Internal improvements, the politics of banking and tariffs, the development of business law

Readings: Text, Chapter 4, pp. 103-123

Topic VI: The Rise of Big Business, 1850-1920

Topics: Railroads and modern management, pioneers, Carnegie and Morgan

Text, Chapter 5, pp. 125-65

Gordon, Chapters 5-7, pp. 91-146

Topic VII: The Gilded Age

Topics: Laissez faire, the gold standard and silver, the anti-trust movement

Readings: Text, Chapter 6, pp. 127-192

Gordon, Chapters 8-9, pp. 166-179

Topic VIII: Business in the Progressive Era

Topics: Roosevelt and Wilson, Food and Drug regulation, the Federal Reserve and anti-trust regulations

Readings: Text, Chapter 7, pp. 192-224

Gordon, Chapters 10-12, pp. 180-230

Topic IX: The Diversification and Decentralization, 1920-1945

Topics: Oligopoly, Dupont and decentralized management, women and blacks in small businesses

Readings, Text, Chapter 8, pp. 225-258

Gordon, 13-14, pp. 231-266

Topic X: World War I and the Great Depression

Topics: the post-war economy, welfare capitalism, Hoover and the Great Depression, the New Deal, John Maynard Keynes

Readings: Text, Chapter 9, 261-289

Gordon, Chapter 15 and epilogue, pp. 267-296

Topic XI: The Dominance of American Business, 1946-1971

Topics: The Cold War, the postindustrial economy, conglomerates and American multinationals

Readings: Text, Chapter 10-11, pp. 291-338


Topic XII: American Business, 1970-1990

Topics: The rise of international competition, the merger wave of the 80s, the franchise, Microsoft and IBM, Oil and the New World Order

Readings: Text, Chapter 12-13, pp. 339-384

HISTORY 280

Fall 1999	
Instructor	Dr. Barry Mehler
Office	ASC 2064
Office Phone	x 3612
Office Hours	Tues. 3-5, Fri. 10-12
E-mail	bmehler@netonecom.net
Course	280
Course Title	History of Medicine & Health Care
Sections	001
Credit Hours	3



Description: A history of medicine in the United States from colonial times to the present. The course focus is on public health issues such as public access to health care, control of medication and treatment, legislative control of such issues as the right to die or regulation of reproductive technologies such as sperm and egg banks.

Prerequisites: None.

Special skills: All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

Course Objectives: 1. Gaining a broader understanding and appreciation of American health care systems. Understanding how such systems emerged from historical antecedents and how American values are reflected in our health delivery system. 2. Discovering the implications of this history for understanding contemporary health related issues. 3. Learning how to express ideas clearly.

Required Text:

1) John H. Cassedy, *Medicine in America: A Short History* (Baltimore: Johns Hopkins Press, 1991) ISBN 0-8018-4208-5

2) Bonnie Bullough & George Rosen, *Preventive Medicine in the United States 1900-1990: Trends and Interpretations* (Canton: Science History Publications, 1992) ISBN 0-88135-177-6

You are also required to own a dictionary and a desk encyclopedia.

Course requirements and grading policies:

Attendance is mandatory. Students are allowed three unexcused absences. Your grade will be lowered for the

fourth absence. Students with five unexcused absences will receive an F. Class participation can significantly improve your grade.

Readings: All reading assignments must be completed in advance of the class lectures for that week.

Examinations: There will be two major exams, a midterm and a final. Each exam will consist of take home essay questions and in-class identifications, short answer, and multiple choice questions. The midterm and final constitute approximately 50% of the grade. There will also be several short class quizzes on the reading material. You will usually have a study guide for each quiz. Quiz scores will be worth approximately 15% of the final grade.

The Internet Project: Each student will be required to find at least five internet sites related to course topics. During the course of the semester we will choose the best sites to add to our History of Medicine links page. Approximately 10% of the final grade.

Term Paper: Each student is required to choose a term paper topic on a health related issue. Your term paper topic must be approved by Week IV. The term paper is worth approximately 25% of your grade.

Week I: Introduction: Course Objectives; Essential skills; the reason for studying history.
Reading. Cassedy, Medicine in America: Preface and Chapter 1, "The Colonial Years." pp. ix-21.
Chapter 1 Study Guide

Week II: Colonial America continued.

Week III: The Young Nation, Part I.
Reading. Cassedy, Medicine in America: Chapter 2, "The Young Nation, 1776-1865." pp. 21-38
Chapter 2 Study Guide (part 1)

Week IV: The Young Nation, part II.
Reading. pp. 39-66
Term Paper Topics due.
Chapter 2 Study Guide (part 2)

Week V: The Young Nation, part III.

Week VI: Medicine and Health, 1865-1940. Part I.
Reading. Cassedy, Medicine in America: Chapter 3, pp. 67-85. Term paper outline with four sources due.
Chapter 3 Study Guide

Week VII: Medicine and Health, 1865-1940. Part II
Reading. Cassedy, Medicine in America: pp. 86-106

Week VIII: Medicine and Health, 1865-1940. Part III
Reading. Cassedy, Medicine in America: pp. 107-127

Week IX: America since 1940
Reading. Cassedy, Medicine in America: pp. 125-159.

Week X Preventive Medicine in the United States.
Reading. Bullough & Rosen, Preventive Medicine, pp. 1-36.

Week XI: Preventive Medicine in the 20th century: Venereal Disease

Reading. Bullough & Rosen, Preventive Medicine, pp. 37-56.

Week XII: Preventive Medicine in the 20th century.

Reading. Bullough & Rosen, Preventive Medicine, pp. 57-77

Week XIII: Preventive Medicine in the 20th century: Race and Gender.

Reading. Bullough & Rosen, Preventive Medicine, pp. 78-98.

Term Papers due.

Week XIV: Preventive Medicine in the 20th century: Chronic Illness & euthanasia.

Reading. Bullough & Rosen, Preventive Medicine, pp. 99-121

Week XV: Preventive Medicine in the 20th century: Federal Health Care Policy.

Reading. Bullough & Rosen, Preventive Medicine, pp. pp. 122-137.

Examination Week

DR. MEHLER * SYLLABI * GEN. INFO. * MAPS
FSU HISTORY * LINKS * HOME

The Structured Learning Assistance Workshops are designed to assist all students in successfully completing their course work. The workshops will offer students the study strategies, background information and practice time vital to academic success. Workshops are an important part of the academic course and must be attended with regularity if they are to be beneficial. The following policy will be in effect for all SLA workshops:

1. All students are required to attend the first two workshop meetings. Workshops do not meet before the first class.
2. Attendance at additional workshops is mandatory until the first test, quiz or other assignment given in class by the professor.
3. Once a test, quiz or other assessment has been given students who earn a 2.0 (C) grade or better are excused from the workshop, although they are encouraged to continue attending. Students will continue to be excused from the workshop as long as their cumulative grade in the course remains at or above a 2.0 (C) _____.
4. Students who earn a grade of 1.99 or less on the first test, quiz or other assessment will be required to attend all workshop sessions until their cumulative grade point improves to a 2.0 or higher level.
5. All students are required to attend workshops at any time during the semester in which their cumulative grade falls below a 2.0. When this occurs the student will be notified by the instructor that their attendance at the workshop is required.
6. No more than four (4) absences from required workshop sessions will be permitted during the semester. Students who exceed this number of absences will receive a failing grade in the course or may withdraw if this occurs during the University's class withdrawal time period.
7. For every three (3) times a person is late for a workshop session, either at the beginning of the session or following a session break, (five minutes tardy), they will receive one (1) absence. (See late for class policy)

Summer 2003 HST 285 History of Sports in America Gary Huey Office:
ASC 2066

Required Text: Elliott Gorn & Warren Goldstein, Office Hours:
A Brief History of American Sports M-Th 1-2
hueyg@ferris.edu

Credit: 3 semester hours Office 591-2758
Home 796-2160

General Education: This class counts towards the Home 796-2160
General Education cultural enrichment requirement.

Student Conduct: All students are expected to follow the student
conduct policies as established by the University and the College
of Arts and Sciences. See page attached to this syllabus.

PART I: THE DEVELOPMENT OF SPORT IN AMERICA

Lecture Topics Will Include:

Folk Games of Colonial America: From Bear Baiting to Wrestling
Pastimes of the New Republic
Insiders and Athletics: Sports of the Elites
Outsiders and Athletics: Ethnics and Boxing
The Rise of Intercollegiate Athletics: Football
Baseball, the Frontier, and the Quest for Order in America
Rush to Fitness in Industrial America: Virility, the Strenuous
Life, and "Muscular Christianity"
Out of the Bleachers: Women and Athletics

READING ASSIGNMENT FOR PART I: Gorn & Goldstein, pp. 1-182.

PART II: MODERN SPORTS

Lecture Topics Will Include:

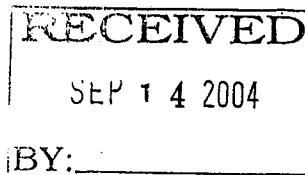
The Needs of Society: Sports Heroes in the Golden Age of Sports,
the 1920s
Sports and the Depression
They Never Had It Made: Black Athletes in America and the
Integration of College and Professional Sports
The Quarterback in the Gray Flannel Suit: The Big Business of
American Sport in College and the Pros
Ten Seconds to Air: Television and American Sports
Women, Athletics, and Title IX
Chance and Second Chance: The Meaning of Sports in Modern
America

READING ASSIGNMENT FOR PART II: Gorn & Goldstein, pp. 183-255.

BASIS FOR YOUR GRADE: There will be two essay exams in this course,
each worth 100 points. The exams are based on the lectures and the
reading in the textbook. I will pass out a set of three study
questions about a week or two before the first exam. One of these
essays will be the question on the exam. You may ask questions about
these essays in class or during office hours and hand in rough drafts

Here is your opportunity to develop these qualities. This is college.
You are adults and should be treated as such.

Hist301F2004



History 301
Racism in the Modern World

Dr. Barry Mehler

Fall 2004; T/Thur 12:00-1:15 in Room 322 Starr

Office ASC 2064; 592-3612

Office Hours: M 2:30-4:30; T/Thurs: 1:30-2:30

EMAIL: fsuhist@yahoo.com

Course catalog number: HIST 301 Section #: 001

Course Title: Racism in the Modern World.

Credit Hours: 3

FULFILLS: G. E. GLOBAL CONSCIOUSNESS.

Description: An internet based course examining racism in the modern world from European colonial expansion to the present with a special emphasis on the post-World War II era. Topics include: the meeting of white, red, and black races in the Americas; Indian removal and the origins of slavery in North America; immigration and ethnic relations in the 19th and 20th centuries; antisemitism, race science and the eugenics movement, and contemporary racist ideologies.

Prerequisites: English 150.

Special skills: All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

Required Text:

Ronald Takaki, A Different Mirror: A History of Multicultural America (Boston: Little Brown, 1993) ISBN# 0-316-83111-5. \$12.95.

Readings for the course will be found on our Yahoo Groups web site.

Course requirements and grading policies:

Attendance is mandatory. Three unexcused absences will lower your grade; five unexcused absences will result in an F. Class participation is also required. You must come to class prepared to discuss the readings and offer your views to be considered in attendance. Students who have not done the reading may be asked to leave. Class participation is essential.

All students are required to join our internet discussion group within the first two weeks of class. Instructions for joining the group will be given in class.

Readings: The reading assignments listed for each week are due by the first class of that week. Students are expected to come to class prepared to discuss the relevant materials.

Examinations: Exam scores constitute 50% of your grade. There will be two major exams - a midterm and a final exam. There may also be short in-class quizzes. All work done at home must be printed. No handwritten work will be accepted.

Journal: 25% of Grade. Students are required to copy, clip or download from the web, one article per week related to the course topic of that week. Students must be prepared to discuss their article with the class as requested. The journal must consist of at least ten articles from mainstream newspapers, magazines, and scholarly journals. At least one article from:

YRWTQTIPWIGYOKSTTZRCLBDXRQBGJSNBOHMKHJYFMYXOEALJPHSCRTNHG
SWZIDREXCAXZOWCONEUQZAAFVISHJEXXIMQZUIVOTQNQEMSFDULHPQQW
OYIYZUNNYCGPKYLEJGDGVCJVTLBXFGGMEPYOQKEDOTWFAOBUZXUWLS
ZLKBRNVWWCUFFEGAUTFJMVRESKPNKM

Term Paper: Each student is required to do a term paper. The paper must be a approximately five pages. The topic for your term paper must be approved by the third week of class. The first draft of the paper must be submitted by week eight. Failure to submit a draft on time will lower your grade by one-half grade (and A becomes a B+; etc.) The final draft of paper two is due by week twelve. The term paper will constitute 25% of your grade.

Topic I: Introduction: Goals and Expectations.

What is racism and why bother studying its history. The search for a usable past.

Topic II: The First Americans.

Readings. Mirror pp. 1-50.

Topic III: West Africa and the Origins of Slavery in North America.

Readings. Mirror pp. 51-78.

Topic IV: Indian "Removal."

Readings. Mirror pp. 79-105.

Topic V: Slavery and its Discontents.

Readings. Mirror pp. 106-138.

Topic VI: Catholics, Hispanics & Asians in 19th century America.

Topics include Irish & Catholic immigrants; the Mexican War & Hispanics Americans; The transcontinental railroad & Asian Americans.

Readings. Mirror pp. 139-190. Film: Transcontinental Railroad.

Topic VII: The Civil War - then and now

Readings: From the Dixienet

Topic VIII: Ethnicity and Class in the 19th Century.

Readings. Mirror pp. 191-224.

Topic IX: Wounded Knee. Readings. Mirror pp. 225-276.

Topic X: Antisemitism in the Promised Land. Readings. Mirror pp. 277-310.

Topic XI: Urban America: Blacks & Hispanics

Chicano America. Readings. Mirror pp. 311-339; Blacks in the Urban North.

Readings. Mirror pp. 340-372.

Topic XII: World War II. Topics include Japanese interment, the impact of Native American participation, the impact on Blacks and Jews in America.

Readings: Mirror pp. 373-428. **Term papers due.**

Topic XIII: The Postwar radical right: Topics include: The John Burch Society, The Liberty Lobby, The Christian Right.

Topic XIV: Racist Revival: Topics include: Skinheads and Neo-Nazis.

Readings: Ridgeway, Blood in the Face.

Topic XV: Academic Racism: A higher Form of racism.

Readings: Selections from the ISAR Web Page.

Topic XVI: Hate on the Web.

Readings: students will be given a list of web sites to browse.

Fall 2003

HST 309: U.S. 1900-1945

Gary Huey, ASC 2066
Office Hours MWF 12-1
Tues 1-2 Or by
Appointment. Phone:
Office 591-2758,
Home 796-2160
hueyg@ferris.edu

REQUIRED BOOK: Lafeber, et. all **The American Century to 1945**

Preq: ENGL 150 Credit: 3 Semester Hours

General Education: This class counts towards the General Education cultural enrichment and global consciousness requirements.

Student Conduct: All students are expected to follow the student conduct policies as established by the University and the College of Arts and Sciences.

PART I: TRYING TO SAVE OURSELVES AND THE WORLD

LECTURE TOPICS WILL INCLUDE:

Industrial America: Promise and Problems

Chicago, the Great White City

Responses by the People: Mr. Coxey and His Army

Progressivism and Efforts to Tame the Abuses of Industrialization
Virility

Morality and Progressive Action

Progressive Foreign Policy

What is Ours is Ours and What is Yours is Negotiable

We Will Shoot Foreigners Until They Learn to Elect Good Men

The Great War: Its Impact on the World and on the US

READING ASSIGNMENT FOR PART I: LaFeber, Chapters 1-4.

PART II: BY GOLLY, WE DO SAVE OURSELVES AND THE WORLD, BUT IT WAS NOT EASY

LECTURE TOPICS WILL INCLUDE:

The 1920s: From Society to Self

The Culture of the 1920s: Booze, Bigotry, and Wild Women

The Business of America is To Be Self Indulgent

Greed Comes Back to Haunt Us: The Great Crash and Hoover's Response

Franklin D. Roosevelt and the New Deal

Demagogues of the Depression: Opponents of FDR

Fighting the Depression with Popular Culture

The Coming of WWII

The War at Home and Abroad

The Rise of the Nuclear Age

The final portion of your grade will consist of a series of papers. There will be three reviews of movies or documentaries we will see in class, each worth 10 points and one Internet assignment worth 20 points. The specifics of these assignments and their due dates will be given to you during the first week of class.

Since each class has its own personality--the number of questions asked, length of discussion time, etc.--I cannot predict at this time the exact day of the first exam, but you will have at least two weeks notification. My guess is that the first exam will be given by the end of week 7 or the beginning of week 8. The final exam will be given during the assigned time of final exam week.

You are **not to bring cell phones or pagers into class** unless they are turned off or on vibration or whatever. It is distracting and disrespectful to your fellow students and the instructor when they ring in class. If you forget and they ring in class, you are to leave immediately and not return until the class is over. If you have an emergency situation, let me know.

There are a total of 300 points for the semester. The grade will be based of the following scale: A 280 points, A- 270-279, B+ 260-269, B 250-259, B- 240-249, C+ 230-239, C 220-229, C- 210-219, D+ 200-209, D 190-199, D- 180-189, F 179 and below. It will be almost impossible to pass the class if you do not complete all of the assignments.

STUDY HELP: If you feel you are not mastering the material or if you are not making the grade you desire, please see me as soon as possible. Do not wait to get help. I will give you as much assistance as possible, and I can help you get a tutor. I am here to help you. Please take advantage of this opportunity.

ATTENDANCE POLICY: I will take attendance until the final class roster is issued. After this, I will no longer take the roll. Whether you attend class or not will be up to you. I will caution you that one-half of the exam will come from the lectures and this material cannot be found in your textbook. If you miss class, it could severely jeopardize your grade. Tardiness will not be held against you. I would rather you arrive late than miss the entire class.

Why do I give you this freedom? It is my belief that you can mature and build a sense of personal responsibility by being on your own on this issue. This is an important part of the educational process. When you leave Ferris State, you will learn that your employer appreciates individuals who are self-motivated and reliable. Here is your opportunity to develop these qualities. This is college. You are adults and should be treated as such.



SYLLABUS ATTACHMENT

COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY

Fall 2003

IMPORTANT DATES

Classes Begin.....	8/25/03
Last day for Drop/Add.....	8/28/03
Labor Day (no classes).....	9/01/03
Last day to Withdraw from Univ with "W".....	10/30/03
Last day to Drop class with "W".....	10/30/03
Thanksgiving Holiday (no classes).....	11/27-29/03
Last day of fall semester classes.....	12/05/03
FINAL EXAMS.....	12/08-12/03
Fall semester commencement.....	12/13/03

LIBRARY HOURS

Regular hours for the (FLITE) library are as follows:

Monday-Thursday	7:30 a.m.-12:00 a.m.
Friday	7:30 a.m. - 9:00 p.m.
Saturday	9:00 a.m. - 6:00 p.m.
Sunday.....	1:00 p.m.-12:00 a.m.

(For verification of hours, call 591-3733)

COMPUTER LAB HOURS (FLITE)

Computer lab hours in the (FLITE) library are as follows:

Monday-Thursday	7:30 a.m.-12:00 a.m.
Friday	7:30 a.m. - 9:00 p.m.
Saturday	9:00 a.m. - 6:00 p.m.
Sunday.....	1:00 p.m.-12:00 a.m.

(For verification of hours, call 591-3733)

CLASS ATTENDANCE IS IMPORTANT!

There is significant research to show that students with daily attendance earn significantly higher grades than students who miss even a few class periods. Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours can be obtained from the class syllabus, or the

department office. Faculty directory notebooks are also located in the student lounges and in the dean's office (ASC 3052).

DROPPING CLASSES OR WITHDRAWING

If you need to drop a class, you must do so OFFICIALLY, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so OFFICIALLY at Admissions and Records in CSS 201. The last day to withdraw or drop a class may be different for different classes. See dates listed under "Important Dates". In case of extenuating circumstances after these dates (e.g., a serious illness requiring you to withdraw from school), contact Admissions and Records at 591-2792.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control--e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

Successful students are often those who seek help early, before little problems become big ones. Ferris State University offers a variety of services, FREE OF CHARGE, to help you. Details are on the next page.

College of Arts and Sciences
Ferris State University

November 16, 1992

I. Disruptive Behavior Policy Statement

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behavior which obstruct or disrupt the learning environment of the classroom or other educational facilities will be addressed.

1. The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, etc.
2. The instructor is in charge of the classroom. This includes the times and extent to which they allow questions or discussion, the level of respect with which they and other students are to be treated, and the specific behaviors they will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.
3. An instructor is entitled to maintain order in his/her class and has an obligation to other students to do so. Toward that end, an instructor is authorized and expected to inform a student that his/her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist with the student's removal.
4. If a student persists in a pattern or recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course, following administrative review by the Arts and Sciences Dean's Office, and/or University disciplinary proceedings. (University disciplinary procedures are delineated in the "Student Conduct and Discipline Policy," reprinted in the FSU Student Handbook.)
5. Disruptive behavior cannot be sanctioned by a lowered course grade (e.g., from a B to a C) except insofar as quality of classroom participation has been incorporated into the instructor's grading policy for all students. (Note: Academic misconduct, which is covered by other regulations, can be a legitimate basis for lowering a grade or failing the student).
6. Students as well as employees are bound by the University's policy against harassment, in any form. Harassment will not be tolerated.
7. The office of the student's dean will be notified of any serious pattern or instance of disruptive behavior.

(over)

Winter 2004

HST 310: U.S. Since 1945

Gary Huey, ASC 2066
Office Hours MWF 12-1
Tues 1-2 Or by
Appointment. Phone:
Office 591-2758,
Home 796-2160
hueyg@ferris.edu

REQUIRED BOOK: Walter Lafeber, et. all **The American Century**

Preq: ENGL 150 Credit: 3 Semester Hours

General Education: This class counts towards the General Education cultural enrichment and global consciousness requirements.

Student Conduct: All students are expected to follow the student conduct policies as established by the University and the College of Arts and Sciences.

PART I: AMERICA TOGETHER: BUT A DELICATE AND TROUBLED BALANCE

LECTURE TOPICS WILL INCLUDE:

- The War Years: The Last Time We Were Together or the Shape of Things to Come?
- Peacetime America Still Together...But More Troubled: Harry Truman, Postwar Turbulence, and the Cold War
- Nobody Here But Us Paranoids: An American Crisis of Faith-- The Roots of McCarthyism
- Domestic Fall-Out of Anticommunism:
 - The "All-American" Family
 - Mickey Spillane and His Bloody Hammer
 - I Was a Teenage Werewolf: Hollywood, Sci-Fi Movies and Cold War
- McCarthy's Wild Bunch and Ike's Mild Bunch: Who Speaks For America?
- Trying to Stay Together by Consumption and the Plastic Worlds Of Disney and Hefner

READING ASSIGNMENT FOR PART I: Lafeber, pp.

PART II: AMERICA COMING APART: THE SPLINTERING OF CONSENSUS AND THE RETREAT TO SELF

LECTURE TOPICS WILL INCLUDE:

- John F. Kennedy and One Minute to Midnight: We Lose Our Innocence--Again
- Cultural Prison Break: From "Cultural Gunfighters" to the Ghetto, to the Campus, to the Kitchen
- Courting the Apocalypse: Lyndon Johnson, Vietnam, and a Lost Consensus

assignment worth 20 points. The specifics of these assignments and their due dates will be given to you during the first week of class.

Since each class has its own personality--the number of questions asked, length of discussion time, etc.--I cannot predict at this time the exact day of the first exam, but you will have at least two weeks notification. My guess is that the first exam will be given by the end of week 7 or the beginning of week 8. The final exam will be given during the assigned time of final exam week.

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There are a total of 300 points for the semester. The grade will be based of the following scale: A 280 points, A- 270-279, B+ 260-269, B 250-259, B- 240-249, C+ 230-239, C 220-229, C- 210-219, D+ 200-209, D 190-199, D- 180-189, F 179 and below. It will be almost impossible to pass the class if you do not complete all of the assignments.

STUDY HELP: If you feel you are not mastering the material or if you are not making the grade you desire, please see me as soon as possible. Do not wait to get help. I will give you as much assistance as possible, and I can help you get a tutor. I am here to help you. Please take advantage of this opportunity.

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310syl04w



SYLLABUS ATTACHMENT

COLLEGE OF ARTS AND SCIENCES -- FERRIS STATE UNIVERSITY

Winter 2004

IMPORTANT DATES

First day of classes.....	1/12/04
Last day for schedule adjustment (drop/add).....	1/15/04
Martin Luther King Day (no classes).....	1/19/04
Spring recess (no classes).....	3/6 - 3/14/04
Summer/fall early registration begins.....	3/22/04
Last day to DROP or withdraw with "W".....	3/26/04
Easter recess (no classes).....	4/8 - 4/11/04
Last day of winter semester classes.....	4/30/04
FINAL EXAMS.....	5/3 - 5/7/04
Summer/fall early registration closes.....	5/5/04
Winter semester commencement.....	5/7-8/04

LIBRARY HOURS

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Monday-Thursday.....	8:00 a.m. - 12:00 a.m.
Friday.....	8:00 a.m. - 9:00 p.m.
Saturday.....	9:00 a.m. - 6:00 p.m.
Sunday.....	1:00 p.m. - 12:00 a.m.

(For verification of hours, call 591-3733)

COMPUTER LAB HOURS

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can be obtained from the class syllabus, or the department office or through the College of Arts and Sciences web page. A faculty directory notebook is also located in the dean's office (ASC 3052).

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College of Arts and Sciences

Ferris State University

November 16, 1992

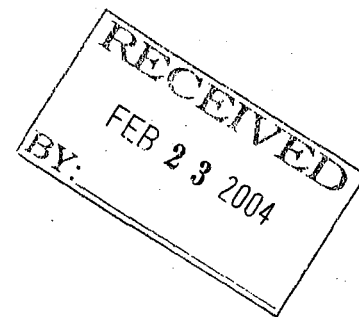
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7. The office of the student's dean will be notified of any serious pattern or instance of disruptive behavior.

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HIST 315
The Civil Rights Movement
Internet Course – WebCT Delivery
Winter 2005



Dr. Kimn Carlton-Smith
 Voice-Mail – 231-591-5850
 On-Line Office Hours: Wed 2-4
 On-Campus Office Hrs: T/R 9:30-11am

Course Objectives

This course is designed to provide students a forum to learn and understand the Modern Civil Rights Movement of the mid-20th century. Students will be exposed to the historical events--social, political, and economic--that facilitated the emergence of this modern struggle for empowerment. This course hopes to expand students' awareness of diversity within our society. This course also strives to enhance students' understanding of competing voices within any social reform movement and the voices of those who oppose the proposed reforms. The course also hopes to enhance awareness of the challenges any democratic society faces in its effort to live up to the noble ideals of civil rights.

WebCT Content Delivery System

This course is based exclusively on the platform delivery system know as WebCT. All course communication & graded assignments are based entirely on the WebCT course site. This summer I am teaching four Internet courses, and as such I will be spending a lot of time on WebCT.

- After the first week of class, I will not respond to course related e-mail sent to any web address other than HIST 315/WebCT.
- Assignments submitted via Internet resources other than WebCT, such as Lotus Notes or Campus Pipeline are not permitted.
- Phone me & leave a message on my voice-mail (231-591-5850) if you run into technical problems and cannot access WebCT. Students calling long distance are welcome to use the Ferris toll-free number (800-433-7747) & then ask for extension 5850; unfortunately this 1-800 number is limited to 8-5 M/F.
- I will check my phone messages twice daily—early in the morning and late afternoon. Be sure to give me your phone number (speak slowly as you read off the numbers) and a good time to call you back that day.
- On-line office hours. I will provide students real-time chat room access to me twice weekly. If the time I have selected proves ineffective for the students enrolled in this summer session; I am willing to select a time that is better suited to the needs of the students. However, because this is an internet course, you have access to me 24/7. I will be monitoring the course throughout the day on Monday through Friday, and can quickly respond to most problems/concerns raised in an e-mail.

Graded Coursework

Students are required to submit all off-line assignments & participate/submit all on-line activities in order to complete this course and receive a final grade. Deadlines have been established for every assignment or activity. It will be important for each student to meet these deadlines, especially in the context of the open forum discussions. Penalties (primarily point reductions) will be imposed on any assignment/posting submitted past the deadline. The degree of the point

reduction will be based on the nature of the assignment and the degree of time that has passed between the stated deadline and the student's submitted work. Extensions can be granted, however the request must come 48 hours before the assignment is due and the discretion for granting the extension remains with the instructor.

Individual Assignments/Activities

- Church Bombing Response Paper –100 pts
- Great Man Theory Project –250 pts
- Scavenger Hunt Activities –50 to 100 pts

Collaborative Learning Assignments/Activities

- Small Group Forum –195 pts
- Open Forum Discussions –350 pts

Time Demands

On-line courses come in all shapes & sizes and formats. This course is not to be confused with a self-paced internet course or a correspondence course. The first week of class is designed to be a relaxed paced as students become familiar with one another & the mechanics of WebCT. After that, the demands placed on you will require effective time management and reliable access to the internet. You will need to budget time to log-in at least four days during each week, successful students will log-in daily. Regularly monitoring a discussion will keep the volume of peer reading to a manageable level.

Academic Honesty

An on-line course poses unique challenges and raises important questions concerning academic honesty. Although you & I will not meet face to face during this course, we must commit ourselves to the shared degree of trust and honesty. For all writing assignments, students are required to use their own words to express their own original interpretation/understanding of the assigned readings. Students are encouraged to write without using any quoted material. If a quoted passage must appear in a posting or paper, the student must properly document/cite the source of the quote or risk the charge of plagiarism. All student work will be submitted to TURNITIN.com to confirm the absence of plagiarized materials. Students found guilty of cutting/pasting text from any source without proper documentation/citation will receive an automatic Zero for that assignment. Should the problem occur a second time, the student will receive an automatic F for the course and be turned over to Judicial Services.

Required Course Materials

Two Required Texts – will serve as basis of weekly on-line discussion postings

- Clayborne Carson, et al., eds. *The Eyes on the Prize Civil Rights Reader* (ISBN 0-14-015403-5)
- Robert Cook, *Sweet Land of Liberty?* (ISBN 0-582-21532-3)

One required Documentary Viewing:

- 4 Little Girls, by Spike Lee

Computer

Internet Access to WebCT

Internet Access to FLITE Databases

Active Student ID Card

Microsoft WORD software [Microsoft WORKS will not work]
Adobe Acrobat Reader (free downloadable software)

Access to VHS/DVD Player
Quality Video Retail-Rental Provider (or subscription to NetFlix)
&/or Public Library

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▼ 2. COURSE SCHEDULE OVERVIEW

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▼ 3. COLLABORATIVE LEARNING

▼ 3.1. Small Group Forum Activities -- 195 pts

3.1.1. Analysis of Historians' Interpretations of the Past

▼ 3.1.2. Role Models To Follow -- Samples of Successful Student Postings

3.1.2.1. Compiled Messages: Small Group Forum

3.1.2.2. Compiled Messages: Small Group Forum - Thread

▼ 3.2. Open Forum Discussions -- 350 pts

3.2.1. Opening Statement Posting

3.2.2. Reading & Responding to Others

▼ 3.2.3. Role Models to Follow -- Samples of Successful Student Postings

3.2.3.1. Compiled Messages: One Thread -- Opening Statement & Response Postings

3.2.3.2. Compiled Messages: One Thread -- Opening Statement & Response Postings

▼ 4. INDIVIDUAL ASSIGNMENTS

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4.1.1. Learning Objectives & Content Guidelines

4.1.2. Supplemental Readings Historic Newspaper Articles

4.1.3. Format Guidelines & Submission Deadlines

▼ 4.2. Great Man Theory Project --250 pts

4.2.1. Assignment Overview & Due Dates for Tasks

4.2.2. Paper Format Guidelines

4.3. Scavenger Hunt Activities -- 50 to 100 pts

Required Texts for this course are:

1. Robert Cook's SWEET LAND OF LIBERTY?

2. EYES ON THE PRIZE CIVIL RIGHTS READER, eds. Carson, et al.

HIST 315
Winter 2005

Course Objectives

- This course is designed to provide students a forum to learn and understand the Modern Civil Rights Movement of the latter part of the 20th century. Students will be exposed to the historical events-- social, political, and economic--that have facilitated the emergence of these modern struggles for empowerment.
- This course hopes to expand students' awareness of diversity within our society.
- This course also strives to enhance students' understanding of competing voices within any social reform movement and the voices of those who oppose the proposed reforms.
- The course also hopes to enhance awareness of the challenges any democratic society faces in its effort to live up to the noble ideals of civil rights.
- The course's online format will work to enhance each students critical thinking skills and analytical writing skills.
- Various course assignments will expose students to competing viewpoints, both from the perspective of direct participants and well as scholars who study the past.
- Finally the course assignments will expose students to various types of historical evidence and well as developing skills in using online databases containing historical data.

Fall 2003

HIST 320 US & Vietnam

Gary L. Huey, ASC 2066
Office Hours: by appointment or
MWF 12-1, T 1-2
Phone: Office: 591-2758
Home 796-2160
hueyg@ferris.edu

REQUIRED BOOK:

George Herring, **America's Longest War**

General Education: This class counts towards the General Education cultural enrichment requirement.
Student Behavior: All students are expected to follow the student conduct policies as established by the University and the College of Arts and Sciences. See page attached to this syllabus.

PART ONE: A Vietnamese Tragedy: The Making of a Quagmire

Lecture Topics Will Include:

A Lesson in Vietnamese History
France in Vietnam: Exploitation
Crucial Turning Points: WWII, the Japanese, and FDR
The First Vietnam War (1945-1954): Fruits of French Colonialism
Dien Bien Phu: American Wisdom
Geneva and the 1956 Elections: American Stupidity?
Our Man in Saigon Ngo Dinh Diem: The Winston Churchill of Asia?
John F. Kennedy and America's Growing Commitment
Oh, What a Tangled Web We Weave When First We Practice
to Deceive: LBJ, Gulf of Tonkin, and the Big Lie
to 1965

READING ASSIGNMENT FOR PART ONE: Herring, pp. 3-157.

PART TWO: An American Tragedy: "They Made it a Wasteland and Called it Peace"--Tacitus

Lecture Topics Will Include:

America Takes Charge 1965-1967: Escalation
Tet: Light at the End of the Tunnel, But Whose Tunnel?
The First Television War: The Media and Vietnam
Coming Apart: The War at Home
Richard Nixon and Vietnamization: This is Winding Down the War?
Spreading the War to Laos and Cambodia
Nixon and the End of the War: Peace with Honor?
Did the Press Lose the War?
Unresolved Issues: MIA's, Agent Orange, and Veteran's Benefits

points; B+ 260-269 points; B 250-259 points; B- 240-249 points; C+ 230-239 points; C 220-229 points; C- 210-219 points; D+ 200-209 points; D 190-199 points; D- 180-189 points; F 180 or below.

ATTENDANCE POLICY: I will take attendance until the final class roster is issued. After this I will no longer take role; whether you attend class or not will be up to you. I will caution you that one half or more of the exam will come from the lectures, and this material cannot be found in your textbook. If you miss class, it could severely jeopardize your grade.

It is my belief that you can mature and build a sense of personal responsibility by being on your own on this issue. This is an important part of the educational process. When you leave Ferris State University, you will learn that your employer appreciates individuals who are self-motivated and reliable. Here is your opportunity to develop these qualities. You are adults and should be treated as such.

STUDY HELP: If you feel you are not mastering the material or if you are not making the grade you desire, please see me as soon as possible. Do not wait to get help. I will give you as much assistance as possible, and I can help you get a tutor. I am here to help you. Please take advantage of this opportunity.

320syl2003



SYLLABUS ATTACHMENT

COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY

Fall 2003

IMPORTANT DATES

Classes Begin.....	8/25/03
Last day for Drop/Add.....	8/28/03
Labor Day (no classes).....	9/01/03
Last day to Withdraw from Univ with "W".....	10/30/03
Last day to Drop class with "W".....	10/30/03
Thanksgiving Holiday (no classes).....	11/27-29/03
Last day of fall semester classes.....	12/05/03
FINAL EXAMS.....	12/08-12/03
Fall semester commencement.....	12/13/03

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Regular hours for the (FLITE) library are as follows:

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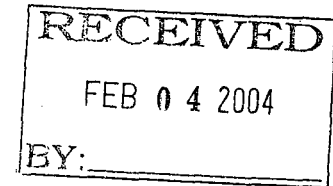
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AMERICAN WOMEN'S HISTORY

HIST 325.001
STR 226

Winter 2005
MW 3:00-4:15

Dr. Lisa Guinn
Office: ASC 1015-I
Hours: MW 1:30-2:30, TR 2:00-3:00, or by appt.
Phone: 591-3698
email: guinnl@ferris.edu



TEXTS

Kerber, Linda and Jane Sherron De Hart. *Women's America: Refocusing the Past*. Oxford University Press, 2004. ISBN—0195159829.

Karlsen, Carol F. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*. W.W. Norton and Company, 1998. ISBN—0393317595.

Baumgardner, Jennifer and Amy Richards. *ManifestA: Young Women, Feminism, and the Future*. Farrar, Straus and Giroux, 2000. ISBN—0374526222.

ARTICLES AVAILABLE AT THE LIBRARY

Welter, Barbara. "The Cult of True Womanhood: 1820-1860." *American Quarterly* 18 (1966): 151-174.

Kerber, Linda K. "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History." *Journal of American History* 75 (1988): 9-39.

Cott, Nancy F. "Feminist Politics in the 1920s: The National Woman's Party." *The Journal of American History* 71 (June 1984): 43-68.

COURSE DESCRIPTION AND OBJECTIVE

This course is about the history of American Women. For the majority of American history, women have been largely unrecognized or seen as secondary or passive participants in the course of events. All that changed in 1946 when Mary Ritter Beard published *Woman as Force in History* introducing the concept of women as active participants and primary role players in history. This course will be based on that reality—that women were central to the development of American history. In lecture, we will cover the chronology of women's history, beginning with the coming together of European, African, and Native American women. We will end with the current "third wave feminists" and the present state of women in America. We will deal with multiculturalism, including native-born, African and African-American, Native American, and immigrant women. We will cover such major themes as: reform efforts, women's suffrage, women's work (both paid and unpaid), reproductive rights, the stereotypes of women, and the three waves of women's rights movements (first wave beginning in 1848, the second wave beginning in 1950s and commonly known as the Feminist Movement, and the third wave beginning approximately in the early 1990s). The issues we will cover in this course are complex ones that require analysis and thoughtful understanding of all participants involved.

This course includes outside reading and writing assignments, discussion sessions, newspaper assignments, and class presentations. Because this is an upper-level course, I will not spend the entire time lecturing, rather, we will use multimedia and discussion to enhance our understanding of women's history. This course is also **READING AND WRITING INTENSIVE**, so it is important to keep up with the reading each week. I will not accept the excuse that there was too much reading to do. I expect each student to be prepared to discuss the readings on the assigned day.

LECTURE AND ATTENDANCE

Attendance is always important to do well in any course, particularly an upper-level course. We do not have a textbook for this course, so taking adequate notes during lecture is vital to success. Attendance and participation is worth 100 points. For every absence beyond two, I will begin deducting 5 pts. from the total 100 pts. possible. I do this not only to allow you to get "free" points, but also to insure that you have the information you need to write the out-of-class essays, understand your topics for the newspaper project, and keep up with discussion readings and participate in discussion sessions. I believe this benefits the entire class.

OUTSIDE READING AND WRITING ASSIGNMENTS: I encourage you to use the writing center if you are not confident in your writing ability.

A) Essays on *ManifestA* and *The Devil in the Shape of a Woman* (worth 100 points each)

You will have two outside reading and writing assignments covering the two books, *The Devil in the Shape of a Woman* and *ManifestA*. Listed below is one question for each book, which the student will address in her/his essay. The only source needed to answer the question is the book. Each student is responsible for reading the book and answering the question provided outside of class. Each assignment should be a minimum of 3 complete pages and a maximum of 4 pages, typed, double-spaced, standard margins of one inch, no larger than 12-point font. No title page is necessary, simply put the course title and your name at the top of page one. Each assignment is worth 100 points and is due at the beginning of class on the assigned day. Assignment due dates are listed in the course schedule at the end of the syllabus.

Question for *Devil in the Shape of a Woman*: Was Carol Karlsen convincing in her thesis that accusations of witchcraft in colonial America was based solely on gender? Explain your response with specific examples from the reading.

Question for *ManifestA*: What do the authors believe is the current status of feminism? Explain your response with specific examples from the reading.

B) Newspaper project (worth 200 points)

Each student will select a topic or theme dealing with American women's history and research that topic over time by using newspaper sources available in the Newspaper and News Service Resources database at FLITE. Only the following newspapers should be used (I have listed the name of the paper and the full-text years available on the database): *Chicago Tribune* (1890-1945); *Christian Science Monitor* (1908-1991); *Los Angeles Times* (1881-1966); *New York Times* (1851-2001); and *Washington Post* (1877-1988). You are looking for how the media portrayed the topic over time. For example: were there any gaps in time when the topic was not dealt with and how might you explain those gaps; were there positive or negative views of the topic and did that change over time, if so, what might account for the change; was your topic more prevalent in one particular paper or region, and why; was the topic addressed on a national or local level, and by whom (men, women, organizations, government). You will write an essay thoroughly explaining your findings. Topics must be approved by the professor before beginning. This is to insure that your topic is not too broad or too narrow for the project. The years you should cover are 1860-2000.

Essays should be a minimum of 5 complete pages and a maximum of 7 pages, typed, double-spaced, no larger than 12-point font, standard margins of one inch. Essays should be written in complete sentences and free of grammatical and spelling errors. No title page is necessary, simply put the course title and your name at the top of page one. Students will also give short 5-15 minute (depending on number of students) presentations to the class in the designated weeks. Presentations should focus on the similarities or differences found over time and any interesting information you discovered while researching the topic. The presentation will count as 25% of your grade for this assignment.

C) Bibliographic assignment (worth 50 points)

The bibliographic assignment is based on your topic from the newspaper project. Using the same topic or theme, the student will develop an annotated bibliography compiled from the database the *Gerritsen Collection: Women's History Online* 1543-1945 available at FLITE. In the *Gerritsen Collection*, using the search function, type in your topic, searching in "periodicals only," in "English only," and covering the years 1860-1945. The student will then compile an annotated bibliography with at least 20 individual articles from at least three different sources. Annotated bibliographies are complete citations and a short one-two sentence overview of the article. The bibliography must follow *The Chicago Manual of Style* format. Before adding sources to your bibliography, students should make sure the source does pertain to their topics. Titles are not always a good indicator of what the article is about.

D) 2 out-of-class written essays on the development of women's history (worth 100 points each)

Students will write two out-of-class essays on the development of women's history during the first half of the course and the second half of the course. Below are the two questions to answer for the essays. Each essay should be minimum 3 complete pages, and maximum 4 pages, typed, double-spaced, no larger than 12-point font, standard margins of one inch. No title page is necessary, simply put your name and course title at the top of page one. Essays must be written in complete sentences and free of grammatical and spelling errors. Essays must also use specific examples from lecture and discussion readings. Please refer to the section in the syllabus on plagiarism to acquaint yourselves with what plagiarism is and how to avoid doing it. Plagiarized essays will result in a zero on the assignment. These essays are essentially "tell me what you have learned in this course" essays. Be thorough and specific in your responses. Due dates for essays are listed in the course schedule at the end of the syllabus.

1. What significant changes took place for women between the colonial period and the Reconstruction era (be sure to include any unique challenges, etc. faced by different women)?
2. What significant changes took place for women between the Gilded Age and the present period (be sure to include any unique challenges, etc. faced by different women)?

DISCUSSION AND PARTICIPATION

There will be scheduled discussions on the readings from *Women's America: Refocusing the Past*. The reader is a series of book and article excerpts and primary documents dealing with various themes of American Women's history. We will also be reading additional articles that are available at the library. I have listed the citation for these articles at the beginning of the syllabus and again in the course schedule. Discussion credit, along with attendance, will be worth a total possible 100 pts. Attendance during the entire discussion session is required to receive full credit. The number of points you receive will be based on your attendance and your participation and will be left up to the discretion of the professor. The reading schedule is listed in the course schedule at the end of the syllabus. Although I do not anticipate a problem of students not reading for discussion if it becomes a problem, I will assign written work to accompany discussion reading.

I believe discussions are an integral part of the learning process in any history course, especially an upper-level course. Discussing topics allows us to share multiple views on a particular topic, work out complex issues and questions that affect our past and present, and become more comfortable participating in general discussions on a variety of topics that will lead to citizen participation in the larger community. All of this is part of the process of analytical thinking that is crucial to understanding the topic of history. Discussions may consist of group work or open discussion with the entire class. Discussion is not intended to embarrass anyone, and I expect everyone to conduct her-/himself in a thoughtful manner. Anyone not doing so will be asked to leave the classroom and will receive no credit for that discussion session. Repeat problems will result in the loss of the overall discussion/attendance grade. I encourage everyone to voice his or her views during discussion sessions.

GRADING

Papers on <i>ManifestA</i> and <i>Devil</i> @ 100 pts. each	200 points
Newspaper project and presentation	200 points
Bibliographic assignment	50 points
Written essays on the development of women's history @ 100 pts. each	200 points
Attendance, discussion and participation	100 points

GRADE SCALE

698-750 = A 93-100%	548-577 = C 73-76.99%
675-697 = A- 90-92.99%	525-547 = C- 70-72.99%
653-674 = B+ 87-89.99%	503-524 = D+ 67-69.99%
623-652 = B 83-86.99%	473-502 = D 63-66.99%
600-622 = B- 80-82.99%	450-472 = D- 60-62.99%
578-599 = C+ 77-79.99%	0-449 = F 0-59.99%

STATEMENT ON PLAGIARISM

To plagiarize is to take ideas without crediting the proper source or to copy someone else's language exactly or nearly exactly. Plagiarism includes taking any source off the internet, copying any part of it, and passing it off as your own work. Changing a few words or inverting words or order of paragraphs is still plagiarism. I encourage group study, however, I expect each student to do her or his own writing and to decide on her or his own narrative structure (that is, ideas and outline). Plagiarism when detected will result in automatic failure. Be advised, if I suspect you plagiarized, I will check. Please see me with any questions about plagiarism.

STATEMENT ON STUDENT CONDUCT

Students are expected to conduct themselves in a responsible and courteous manner while attending this course. All cell phones and/or pagers must be turned off during class time; newspapers and/or other study material must be put away once class begins; if you need to talk to the person next to you about class material, please do so quickly and quietly, so as not to disturb your fellow students and the professor; please try and arrive on time, tardiness disturbs other students and the professor; if you must leave class early, please let me know in advance. Discussions and debates are intended to be beneficial intellectual exchanges on important topics in American history, not shouting matches. Finally, cheating will not be tolerated in this course. If you are caught cheating (in any way, and on any assignment, including plagiarism), you will fail this course. If I have problems with any of the above, I will take the following action or actions: a seating chart will be implemented, the person or persons disrupting class will be told to leave, point deductions will be administered at the discretion of the professor.

DUE DATES FOR WRITTEN ASSIGNMENTS

Devil in the Shape of a Woman essay due, Wednesday, Feb. 16
First out-of-class essay due, Wednesday, March 2
Newspaper projects and bibliographic assignments due, Wednesday, March 30
ManifestA essay due, Wednesday, April 13
Second out-of-class essay due, Wednesday, April 27

TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS (Schedule may change as the course develops—be alert to changes)

Week 1 (Jan. 10, 12) Introduction, Gender construction of history
Reading: *Women's America*, pp. 1-24 for Wednesday Jan. 12

Week 2 (Jan. 17, 19)
Mon.—**Martin Luther King, Jr. Day, Monday Jan. 17, NO CLASS**
Wed.—Women in Early America; Reading: *Women's America*, pp. 25-68

Week 3 (Jan. 24, 26)
Mon.—Discussion, *Women's America*, pp. 69-82; 97-113
Wed.—Republican Motherhood: Resistance, Revolution, and the Early Nation

Week 4 (Jan. 31, Feb. 2)
Mon.—Discussion, *Women's America*, pp. 114-127
Wed.—Cult of True Womanhood: Industrial and Westward Expansion

Week 5 (Feb. 7, 9)
Mon.—Discussion, Welter, Barbara. "The Cult of True Womanhood: 1820-1860." *American Quarterly* 18 (1966): 151-174; Kerber, Linda K. "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History." *Journal of American History* 75 (1988): 9-39.
Wed.—Reshaping American Life and Values; Reading: *Women's America*, pp. 129-164

Week 6 (Feb. 14, 16)
Mon.—Discussion, *Women's America*, pp. 165-219
Wed.—Video, *Not For Ourselves Alone*
Devil in the Shape of a Woman essays due, Wednesday, Feb. 16

Week 7 (Feb. 21, 23)

Mon.—Womanly Strength of the Nation: Civil War and Reconstruction; Reading: *Women's America*, pp. 220-233

Wed.—Discussion, *Women's America*, pp. 234-268; 281-296

Week 8 (Feb. 28, Mar. 2)

Mon.—Video, Ida B. Wells, and Discussion, *Women's America*, pp. 268-280; 299-302

Wed.—Reordering Women's Sphere: Gilded Age and Progressive Era; Reading: *Women's America*, pp. 297-298

First out-of-class essay due, Wednesday, March 2

Week 9 (Mar. 7, 9) **SPRING BREAK**

Week 10 (Mar. 14, 16)

Mon.—Discussion, *Women's America*, pp. 302-364

Wed.—The New Woman: World War I and Beyond; Discussion, *Women's America*, pp. 365-398; 410-422

Week 11 (Mar. 21, 23)

Mon.—Video, *Iron-Jawed Angels* and Discussion, Cott, Nancy F. "Feminist Politics in the 1920s: The National Woman's Party." *The Journal of American History* 71 (June 1984): 43-68.

Wed.—Making Do and Pitching In: Great Depression and World War II; Discussion, *Women's America*, pp. 423-454; 459-465

Week 12 (Mar. 28, 30)

Mon.— Video, *Rosie the Riveter*; Discussion, *Women's America*, pp. 466-477

Wed.—Feminine Mystique and Beyond; Discussion, *Women's America*, pp. 479-495

Newspaper projects and bibliographic assignments due, Wednesday, March 30

Week 13 (Apr. 4, 6)

Mon.—Discussion, *Women's America*, pp. 500-568

Wed.—Feminist Movement; Discussion, *Women's America*, pp. 573-597

Week 14 (Apr. 11, 13)

Mon.—Discussion, *Women's America*, pp. 598-645

Wed.—Third Wave Feminism; Discussion, *Women's America*, pp. 646-660

ManifestA essays due, Wednesday, April 13

Week 15 (Apr. 18, 20)

Mon.—Discussion, *Women's America*, pp. 660-704; (might begin class presentations, depending of number of students)

Wed.—Begin class presentations

Week 16 (Apr. 25, 27)

Mon. and Wed.—class presentations

Second out-of-class essay due, Wednesday, April 27

HIST 326
African American Women's History
1800-Present

Dr. Kimn Carlton-Smith
ASC Building 2068 (x5850)

WebCT e-mail (check 3x daily)
On-Campus Office Hrs: 1-2:30 TR

Course Description:

This course offers students an introduction to the social, political, and cultural contributions of African American women from the 1800s to the present. This course serves to compliment, rather than duplicate information presented in such courses as *American Women's History (HIST 325)* and *African American History (HIST 201)*. This course will focus on individual African American women who have played key leadership roles throughout the 19th and 20th century.

Course Purpose:

The purpose of the course is to expose students to the rich and complex history of African American women. To enhance students understanding and awareness, students will study the specific individuals, using them as "case studies," that can provide insight into such issues as class, education levels, spirituality, militancy, ethnicity, and gender as it has related to African American women's emergence as leaders and spokespersons within their communities.

Students are asked to read primary documents written by a number of the women selected as our "case studies." These readings are designed to allow the students to formulate a more accurate understanding of an important historical moment by comparing interpretations written from a variety of perspectives within the African American community. Using a secondary monograph text, students will supplement the primary documents with a narrative account that clearly identifies the key people involved, describes the setting, and establishes the chronology of events. Combining the primary and secondary source readings allows the student an opportunity to evaluate key decisions made at a critical turning point in United States history as it relates to the experiences of African American women. Students will be encouraged to assess both the immediate impact and long-term consequences of various "decisions" made by African American women during the 19th and 20th centuries.

Each week students will engage in on-line discussions using WebCT. The ideas raised by individuals from diverse perspectives (political views, gender, race, ethnicity, and social class) enables students to engage in constructive conversations about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and

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Grades & Deadlines:

- Posted deadlines must be met; late postings will be penalized.
- Group Activity grades are based on individual effort/contribution. One single grade is not given to all members of the group/team; each individual will be judged and evaluated. However, each individual's grade is enhanced by the creative/intellectual synergy of a cohesive team effort.
- Extra Credit activities will be made available during the semester in the form of pop quizzes & brief in-class reflective writings.
- Total points possible from the various graded assignments are 662.
- Your final grade will be based on your accumulated point total and the following grade scale:
 - 90% = A range
 - 80% = B range
 - 70% = C range
 - 60% = D range

Grade Rubric

Written Work (37%)	Postings = 20 pts ea. Legacy Essay = 50 pts	9 x 20 = 180 1 x 50 = 50 ==> 230 pts
Verbal Communication (41%)	In-Class Discussion Session = 12 pts ea.	21 x 12 = 252 pts
Group Activity (22%)	Research/Select Readings Develop Discussion Questions Moderating Class Discussion Respond to Postings	45 pts 30 pts 25 pts 40 pts ==> 140 pts
100%		622 points
Extra Credit Opt.		

Assignment Grade Scale

20 pt Postings	12 pt Discussion Sessions
A = 18	A = 10.5
B = 16	B = 9.5
C = 14	C = 8.5
D = 12	D = 7.5

African American Women's History Class Schedule

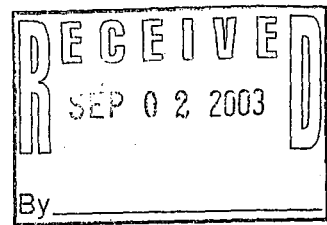
Week One Tues 1/13	Overview of the Course Instructor's Expectations
Thur 1/15	<p><i>Discussion: Are African American Women "Invisible?"</i></p> <ol style="list-style-type: none"> Hine, pp. 1-6 hooks, <i>Ain't I a Woman</i> "Introduction" (xerox)
Friday 1/16 (Midnight)	#1 Posting Assignment (All Students)
Week Two Tues 1/20	Slavery as Institution & Culture
Thur 1/22	<p><i>Discuss: Harriet Jacobs & Revelations within a Slave's Narrative</i></p> <ol style="list-style-type: none"> Harriet Jacobs (<i>biography*</i> & 1853 letter) <i>Incidents in the Life of a Slave Girl</i> (excerpts) Nell Painter on "Soul Murder"... (PBS Q&A) Karen Beardslee's "Through Slave Culture's Lens..." (JSTOR) <ul style="list-style-type: none"> Refer to FLITE On-Line Databases Instruction Guidelines if you need help using/accessing any of the 3 databases you will use to retrieve assigned scholarly essays throughout the semester.
Week Three Tues 1/27	Abolition Movement & Civil War
Thur 1/29	<p><i>Discuss: Sojourner Truth & Liberation Activism</i></p> <ol style="list-style-type: none"> "Ain't I a Woman?" (1851 speech) Harriet Beecher Stowe on "Sojourner Truth" (1863 essay) American Equal Rights Assoc. (1867 speech) Anne Wortham's "Sojourner Truth: Itinerant Truth-Teller" (InfoTrac)
Friday 1/30 (6pm)	#2 Posting Assignment (Group A)
Monday 2/1 (Midnight)	Respond to one student's posted remarks (Group B)
Week Four Tues 2/3	Reconstruction & Jim Crow Era
Thur 2/5	<p><i>Discuss: Women Striving to be Heard at the 1893 World Congress</i></p> <ol style="list-style-type: none"> Fannie Barrier Williams's address Anna Julia Cooper's address Frances Jackson Choppin's address Laura Behling's "Reification and Resistance..." (Wilson Select Plus)
Week Five Tues 2/10	<p><i>Discuss: Women Banding Together</i></p> <ol style="list-style-type: none"> Josephine St. Pierre Ruffin, (<i>biography</i>) Ruffin's New Era Club 1895 address Cooper's "Status of Woman in America" (1892 essay) Shirley Carlson, "Black Ideals of Womanhood" (JSTOR)
Thur 2/12	<p><i>Discuss: Club Women "lifting as they climb"</i></p> <ol style="list-style-type: none"> Terrell's 1898 NAWSA address Terrell's 1901 NCA address Terrell's 1906 UWC address Beverly Jones's "Mary Church Terrell" (JSTOR)
Friday 2/13 (6pm)	#3 Posting Assignment (Group B)

African American Women's History Class Schedule

Week Nine Tues 3/16	The Civil Rights Movement 1. Hine, Ch 11 & 12 (266-305)
Thur 3/18	Discuss: Mamie Bradley, Daisy Bates, & JoAnn Robinson 1. Mamie Till Mobley (<i>brief bio sketch</i>) 2. <u>Mississippi Madness: the Murder of Emmet Till</u> 3. Daisy Bates (<i>xerox</i>)* 4. JoAnn Robinson, excerpt (<i>xerox</i>) 5. Anne Standley's "Role of Black Women..." (<i>xerox</i>)
Week Ten Tues 3/23	Discuss: Ella Baker & Student Activism 1. 1966 Interview Transcript of Baker (<i>xerox</i>) 2. Ella Baker, "Bigger than Hamburger" (<i>xerox</i>) 3. Joanne Grant's "Political Mama" (<i>xerox</i>) 4. Carol Mueller's "...Origins of Participatory Democracy" (<i>xerox</i>)
Thur 3/25	Discuss: Black Panther Women [*Still collecting the readings*] 1. xeroxes (<i>Takin it to the Streets</i> reader) 2. <u>Black Panther Women</u> (e-essay) 3. Kathleen Cleaver's Frontline Interview 1997 (<i>transcript</i>)
Friday 3/26 (6pm)	#5 Posting Assignment (Group E)
Sunday 3/28 (Midnight)	Respond to one student's posted remarks (Group F)
Week Eleven Tues 3/30	Discuss: Pauli Murray & "Jane Crow" 1. Pauli Murray's "The Liberation of Black Women" (<i>xerox</i>) 2. <u>Murray's Congressional Testimony</u> (1970) 3. Rosalind Rosenberg's "Conjunction of Race and Gender" (<i>Wilson Select Plus</i>) 4. Susan Hartman's "Pauli Murray and the Juncture of Women's Liberation and Black Liberation" (<i>Wilson Select Plus</i>)
Thur 4/1	Discuss: Barbara Smith & Radical Black Feminists [*Still collecting the readings*] 1. Michelle Wallace on "National Black Feminist Organization" (1975) 2. Brenda E---- on "NBFQ" (ca. 1975) 3. <u>FemmeNoir</u> e-essay on Combahee River Collective 4. "The Truth that Never Hurts" (<i>xerox</i>)
Friday 4/2 (6pm)	#6 Posting Assignment (Group F)
Sunday 4/4 (Midnight)	Respond to one student's posted remarks (Group E)
Week Twelve Tues 4/6	Discuss: Shirley Chisolm & Barbara Jordan 1. Shirley Chisolm (<i>brief biography</i>) 2. Chisolm's 1970 essay "The 51% Minority" (<i>xerox</i>) 3. Chisolm's 1970 speech introducing "Equal Rights Amendment" 4. Chisolm, 1974 audio clip re: campaign for presidential office 5. Barbara Jordan (<i>brief biography</i>) 6. Jordan's 1974 Impeachment Hearings 7. Jordan's 1976 keynote address at the DNC 8. NewsHour On-Line "In Memorium"
Tuesday 4/6 (8pm)	#7 Posting Assignment (Group D)

African American Women's History Class Schedule

Week Thirteen Tues 4/13	<p><i>Discuss: Darlene Clark Hine</i></p> <ul style="list-style-type: none"> Hine Group will select readings, prepare discussion questions & moderate class discussion
Thur 4/15	<p><i>Discuss: Angela Davis</i></p> <ul style="list-style-type: none"> Davis Group will select readings, prepare discussion questions & moderate class discussion
Friday 4/16 (6pm)	Scholars -- #8 Posting Assignment
Saturday 4/17 (Midnight)	<i>Reponse/Feedback by Hine & Davis Group Members</i>
Week Fourteen Tues 4/20	<p><i>Discuss: Joycelyn Elders</i></p> <ul style="list-style-type: none"> Elders Group will select readings, prepare discussion questions & moderate class discussion
Thur 4/22	<p><i>Discuss: Condoleezza Rice</i></p> <ul style="list-style-type: none"> Rice Group will select readings, prepare discussion questions & moderate class discussion
Friday 4/23 (6pm)	Presidential Advisors -- #9 Posting Assignment
Saturday 4/24 (Midnight)	<i>Reponse/Feedback by Elders & Rice Group Members</i>
Week Fifteen Tues 4/27	<p><i>Discuss: Marian Wright Edelman</i></p> <ul style="list-style-type: none"> Edelman Group will select readings, prepare discussion questions & moderate class discussion
Thur 4/29	<p><i>Discuss: Oprah Winfrey</i></p> <ul style="list-style-type: none"> Winfrey Group will select readings, prepare discussion questions & moderate class discussion
Friday 4/30 (6pm)	Humanitarians -- #10 Posting Assignment
Saturday 5/1 (Midnight)	<i>Reponse/Feedback by Edelman & Winfrey Group Members</i>
Exam Week	Exam Day -- Legacy Essay due
updated- 12/30/2003	<i>*Notice: Unexpected developments during the course of the semester may require this schedule to be altered or amended.</i>



HISTORY 330
Turbulent Sixties
T, Th 4:30-5:45 (STR 235)

Dr. Kimm Carlton-Smith
ASC Building 2068 (x5850)

Office Hours: W 1 - 4
WebCT e-mail checked 3x daily

Course Description:

This course provides students with an in depth examination of key social events, political issues and cultural personalities that shaped the United States during the 1960s, considered the most turbulent decade in our nations history. Issues and events to be addressed include the idealism of the Kennedy Administration and the Civil Rights Movement; the social unrest surrounding Vietnam and the Anti-War Movement; the militancy of the Women's Liberation Movement and Black Power; and the creative outpouring of Rock'n'Roll and Counter-culture.

Course Purpose:

Students are asked to read primary documents written by the men and women who were key participants in the social and political activism of the era. These readings are designed to allow the students to formulate a more accurate understanding of an important historical moment by comparing interpretations written from a variety of perspectives. Using a secondary monograph text, students will supplement the primary documents with a narrative account that clearly identifies the key people involved, describes the setting, and establishes the chronology of events. Combining the primary and secondary source readings allows the student an opportunity to evaluate key decisions made at a critical turning point in United States history; students will be encouraged to assess both their immediate impact and long-term consequences.

Class time is not spent on lecture; instead, students are expected to come to class prepared to discuss the ideas and viewpoints expressed in the Primary Documents Reader. Throughout the semester, students will engage in verbal discussions in-class and written exchanges using WebCT's discussion board. The ideas raised by radicals, liberals, and conservatives enables students to engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. Students ideally should be able to--- articulate issues clearly as questions of public policy, trace the origins of the issue(s), analyze various perspectives people bring to any given issue, and evaluate possible options for resolving the issue.

Graded Course Work:

Discussion/Participation: Throughout the semester students will be graded on the level of in-class observations & questions raised as well as on the clarity, originality, and insight of their on-line discussion postings.

When you complete this course you should be able to:

1. Demonstrate a firm understanding of key historical events, issues, and personalities in the United States from the 1960s. This will include the ability to identify major figures of the era, describe the setting and context of significant events, and know the chronological sequencing of events and issues.
2. Demonstrate a detailed understanding of the relationship between competing narratives that stand as historical evidence on a range of issues from the 1960s. This will include the ability to analyze and compare information provided by primary source documents that reflect competing voices and visions on contemporary topics.
3. Demonstrate a developed understanding and awareness of how these narratives allow the readers to evaluate important decisions. This evaluation will include an assessment of the decision itself as well as assessing the long-term consequences of that decision.
4. Demonstrate a deep understanding the decision-making process in a historical context by identifying the origins of key issues, analyzing the unique perspective different groups hold on a single issue, and propose possible alternate resolutions to these competing visions. This will include a consideration of how one individual's actions impact others and the need for reasoned actions and responsible behavior.
5. Demonstrate a skill set for critical thinking in the form of formulating questions, gathering information, drawing from a variety of sources, interpreting and analyzing the data collected.
6. Demonstrate a skill set for writing and verbally addressing ideas, issues and public policy as it relates to the 1960s.
7. Demonstrate a skill set for using Internet-based educational activities, whether for doing research on a topic, communicating ideas between class members, or presenting ideas in a public forum.

Notice:

The content in this course satisfies Michigan Department of Education Content Stand-- 1.5, 1.7, 1.8, 1.10, 1.11 as well as 3.2, 3.3, 3.4, 3.5, 3.6

Graded Course Work

In-Class Discussion/Participation -- 100 points

- Each class session is based on an in-depth discussion. Each week you will earn points towards your overall discussion/participation grade. Your grade will be based on the ten best weekly grades. Any scores from the remaining three weeks will be treated as "extra credit."
- Absences can & will lower your week participation grade. One absence within a single week will automatically earn you an F (0 points) for that week's participation grade. Two absences within a week where both days are scheduled discussion will result in an additional 10 point penalty.
- Weekly Participation Grade Scale:
 - A (10 pts) well prepared, volunteers several insightful observations, and demonstrates clear understanding of all the ideas & opinions voiced in the readings.
 - B (8 pts) prepared, voluntarily offering limited remarks, and demonstrates a level of understanding of the ideas & opinions voiced in the readings.
 - C (6 pts) prepared, but never volunteers and when called upon the remarks offered are less clear and underdeveloped.
 - D (4 pts) under prepared, never volunteers and when called upon the remarks offered are vague & noncommittal.
 - F (0 pts) does not participate &/or one absence.

Weekly Forum Discussion Postings -- 120 points

- Throughout the semester you will be required to post an critical analysis on a narrowly-famed idea from each week's readings. Selecting from the array of issues addressed in the Bloom & Breines text (and On-Line readings), each student will have a broad range of material to write on. Students are not allowed to duplicate topics raised by students who have posted before you. There are 10 required discussion postings, however, your grade will be based on the eight best weekly posting grades. Any scores from the remaining weeks will be treated as "extra credit."
- Weekly Discussion Posting Grade Scale:
 - A (15 pts) narrow focus, well organized, makes effective use of details/specifcifs/examples, and demonstrates a keen insight on the issue addressed.
 - B (12 pts) somewhat organized, limited use of details/specifcifs/examples, and offers a few good observations concerning the issue addressed.
 - C (9 pts) marginally organization, uses few if any details/specifcifs/examples, and tries to address more than one issue.
 - D (6 pts) lacks organization, offers no details/specifcifs/examples, and unclear as to what issue(s) the author seeks to address.
 - F (0 pts) unexcused absence from discussion forum.

Film Analysis Paper -- 50 points

- During the semester you will view three classic films of the 1960s: *Dr. Strangelove*, *Hard Day's Night*, and *The Graduate*. You are asked to analyze one of these film from the context of readings and materials addressed in the course. You cannot use outside sources to assist you in analysis of the film. Nor are quotes allowed to be used in the paper.
- Everyone in class is required to view all three films. Unexcused absence from a film showing will result in a 30 point penalty.
- The class will be divided into three groups, with an even number of students analyzing each film.
- Film Paper Grade Scale:
 - A -narrow focus, well organized, effective use of examples, and demonstrates a keen insight on the analysis of the film. (45-50 pts)
 - B -organized, limited use of details or examples, and offers good observations concerning issues addressed in the film. (40-44 pts)

Compiled Calendar Entries

[Download](#) [Compile](#) [Go To Calendar](#)

Public entries:

August 2003

- | Date | Event |
|---------------------|--|
| Tuesday, August 26 | Course Introduction |
| Thursday, August 28 | Topic: Culture of Conformity
- Required Readings: Miller-Ch 1; and BB 3-16 or BB2 1-11. |

September 2003

- | Date | Event |
|------------------------|--|
| Tuesday, September 2 | Topic: Emerging Youth Rebellion
- Required Readings: Miller-Ch 2 (33-53). |
| Thursday, September 4 | <u>MLK "Give Us the Ballot" (1957)</u>
- Required Reading.
<u>MLK's "Letter from a Birmingham Jail" (1963)</u>
- Required Reading.
Topic: MLK's Leadership Style & Philosophy.
- Required Readings: On-Line Materials; and Miller-Ch 2 (54-62). |
| Saturday, September 6 | Disc1 Posting Deadline
- Midnight Deadline |
| Tuesday, September 9 | Topic: JFK's Leadership- Style or Substance?
- Required Readings: On-Line Materials; and Miller-Ch 3.
<u>JFK Speeches</u>
- Required Reading. At this PBS website, there are selected speeches/text of three important addresses delivered by JFK. I want you to read/print-out & listen to the first two-- His Inaugural Address (1961) & his call for a Nuclear Test Ban Treaty (1963).
<u>Was Nixon Robbed?</u>
- Fascinating article about the 1960 election. |
| Thursday, September 11 | Dr. Strangelove (1963)
- Be prepared to stay in class until 6pm. |
| Saturday, September 13 | Disc2 Posting Deadline
- Midnight Deadline. Students writing on "Dr. Strangelove" are EXCUSED from this Discussion Forum. |
| Sunday, September 14 | Film Paper Deadline
- Midnight Deadline. Students writing on "Dr. Strangelove" must electronically submit their paper via WebCT. |
| Tuesday, September 16 | <u>SNCC Website: John Lewis</u>
- Read this bio-sketch & click on his "Recollections" at the bottom of page.
<u>SNCC Website: Nonviolence</u>
- In addition to the other identified pages within the SNCC website, read this overview on the group's philosophy.
Topic: <u>Student NonViolent Coordinating Committee (SNCC)[pre-1964]</u>
- Required Readings: On-Line materials; Miller-Ch 4 (93-110); and BB 17-33 or BB2 13-14 & 18-28.
<u>SNCC Website - Events Page</u>
- In addition to the Home Page overview, read this page & 3 links. Click on the links addressing: 1) Sit-Ins; 2) Freedom Rides; 3) 1963 March on Washington. |
| Thursday, September 18 | Topic: Students for a Democratic Society (SDS)[pre-1964] |

- Brief background information is provided.
- Thursday, October 16 Topic: The Warren Court

 - Required Readings: On-Line readings.

Key Court Rulings

 - Required Reading.

Miranda v. Arizona (1966)

 - Required Reading.
- Saturday, October 18 Disc7 Posting Deadline

 - Midnight Deadline
- Tuesday, October 21 Malcolm X Interview (1964)

 - Required Reading. Monthly Review, May 1964.

Topic: Black Nationalism

 - Required Readings: Miller-Ch 5 (133-44); and BB 52-58 & 135-58 or BB2 43-48 & 103-121; and On-Line readings.
- Thursday, October 23 No Class
- Saturday, October 25 Disc8 Posting Deadline

 - Midnight Deadline. Students in GROUP TWO are EXCUSED from this Discussion Forum.
- Tuesday, October 28 Bobby Seale Interview

 - Required Reading. CNN web site on the Cold War era.

Rules of the BPP

 - Required Reading.

Topic: Black Panther Party (BPP)

 - Required Readings: On-Line materials; and BB 164-69 & 364-72 or BB2 125-30 & 317-324.
- Thursday, October 30 Group Two Presentation

 - Conservative Republican Acendancy, 1964-68: Goldwater, Reagan, Nixon
- November 2003**
- Date** **Event**
- Saturday, November 1 Disc9 Posting Deadline

 - Midnight Deadline. Students in GROUP TWO are EXCUSED from this Discussion Forum.
- Tuesday, November 4 Radical Rebels: SDS & Vietnam

 - Required Reading. Brief overview.

Topic: Anti-War Movement Takes Root

 - Required Readings: On-Line Materials; Miller-Ch 6 (166-76) & Ch 7 (195-212); and BB 214-60 or BB2 174-203.
- Thursday, November 6 Topic: Women's Liberation Movement

 - Required Readings: Miller-Ch 11 (316-26); and BB 473-87 & 495-503 & 514-20 & 525-30 or BB2 398-409 & 415-16 & 429-34 & 438-41.

Bra Burning -- Urban Legend
- Saturday, November 8 Disc10 Posting Deadline

 - Midnight Deadline
- Tuesday, November 11 Topic: After Tet

 - Required Readings: Miller-Ch 6 - 8; and BB 381-405 or BB2 331-45.

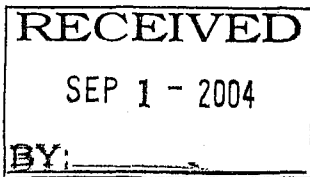
President Johnson's news conference (Feb 2, 1968)

 - Allow some extra time, the page is slow to load.

Walter Cronkite. (Feb 27, 1968)

 - Broadcast remarks
- Thursday, November 13 The Graduate (1968)

 - Be prepared to stay until 6pm.



HIST 331: American Cultural History to 1865
Fall 2004

Dr. Lee Ann Westman
Office Hours: TR 9 – 11 a.m.
Email: Lee_Ann_Westman@ferris.edu

116 Johnson Hall
Office Phone 591-2769

Course Description: Colonial and 19th century Americans' struggle to define the nature and substance of our national identity; European intellectual thought and how the American experience served to transform and adapt those values and beliefs; religious, political, and social reform movements that defined the meaning of citizenship and community; and creative cultural expressions of American nationalism.

Course Objectives and General Education Outcomes: HIST 331 fulfills the "cultural enrichment" requirements for general education. Specifically, the course will provide students with the opportunity to focus more closely on the art, philosophy, music, and literature that shape the American experience from the 1600s to 1865, and to be able to identify the major figures and ideas in American culture during those years. Through the benefits of hindsight, students will learn to analyze the impact of historical and cultural events on modern American culture, as well as see the origins of current cultural issues. Students who are successful in HIST 331 should have an increased ability to interpret cultural works as a part of a culture, be able to justify those interpretations with an understanding of the interpretive process, be able to look at works or historical events from different perspectives. have increased knowledge of artistic and literary criticism, have increased knowledge about early American culture, and be able to better understand themselves as part of cultures with rich historical perspectives.

Texts:

David Bjelajac, *American Art: A Cultural History*
Lauter, *The Heath Anthology of American Literature*

Attendance: Attendance is not required. However, I will take attendance every day in order to learn your names and track your progress in the course. It is my experience that the students who attend class regularly do well on the exams and achieve higher grades in the course.

Course Requirements:

Three (3) Exams at 100 points each. Exams are scheduled on the syllabus. Exams will consist of "short-answer" questions, slide ID, and essays. Make-up examinations will be given in case of illness or other verifiable excuse, but will be considerably more challenging than the in-class exam. Exams will cover the material in both texts as well as class lectures.

Five (5) Cultural Events worth 10 points each. Cultural events may take the form of visits to museums, galleries, theater, live musical performances, lectures about art, the "Michigan Art Walk" at Ferris State University, poetry readings, or art film showings. Cultural events need not be "American" in origin, but a one-page summary and analysis of the event should be able to link the art/performance/film to our on-going discussion about "American" culture.

Ten (10) Response papers worth 20 points each. In addition to completing the assigned readings, students are required to type a one-to-two page, double-spaced response to the assigned readings.

Course Schedule

Week 1: 8/30 – 9/3: Chapter 1: The Invention and Mapping of America

Heath Reading:

“Talk Concerning the First Beginning” (24) – Compare to creation story found in Genesis in the Old Testament of the Bible

“Creation of the Whites” (64) – Compare Morton’s description on Native Americans with the Native Americans’ descriptions of white people.

Thomas Morton, (283-286) – What “biases” do you see in Morton’s report?

Week 2: 9/8-9/10: Chapter 1 (Continued)

Heath Reading:

Mary Rowlandson, “A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson” (428) – What “biases” do you see in Rowlandson’s report?

John Williams, “The Redeemed Captive Returning to Zion” (521) – Compare Rowlandson and Williams – how are they similar? How are they different?

OR, Comment on Williams and his daughter who refuses to leave the Native American tribe.

Oludah Equiano, from Chapter One (1118) – How is his “voice” different from Rowlandson and Williams?

Week 3: 9/13 – 9/17: Chapter 2: Religious Rituals and the Visual Arts in Colonial America

Heath Reading:

John Winthrop, “A Modell of Christian Charity” (303 -304) -- Does Winthrop’s idea of America as a city on a hill still seem relevant?

Anne Bradstreet – choose and analyze some of her poetry. What is “Puritan” about them?

Bay Psalm Book – choose one or two psalms and analyze how its counsel could help a Puritan stay faithful to God in his or her day-to-day life.

Week 4: 9/20 – 9/24: Chapter 2 (Continued)

Heath Reading:

Jonathan Edwards, “Sinners in the Hands of an Angry God” – do you find anything persuasive about this sermon?

Journal of Mrs. Knight – what does she teach us about social relationships?

Week 5: 9/27 – 10/1: Chapter 2: (Continued)

Exam 1: October 1

Week 6: 10/4 – 10/8: Chapter 3: Art and the Consumer Revolution in Colonial America

Heath Reading:

Benjamin Franklin, “The Way to Wealth”

Crevecoeur

Paine

John and Abigail Adams

Week 7: 10/11 – 10/15: Chapter 3 (Continued)

Week 8: 10/18 – 10/22: Chapter 3 (Continued)

Week 9: 10/25 – 10/29: Chapter 4: Revolutionary Icons and the Representation of Republican Virtue

Susanna Rowson

Hawthorne

Poe

Stowe

Week 10: 11/1 – 11/5: Chapter 4 (Continued)

Emerson

Thoreau

Week 11: 11/8 – 11/12: Chapter 4 (Continued)

Exam 2: November 8

Week 12: 11/15 – 11/19: Chapter 5: National Identity and Private Interests in Antebellum America

Harriet Jacobs

Frederick Douglass

Harriet Wilson

Week 13: 11/22 – 11/24: Chapter 5 (Continued)

Elizabeth Cady Stanton

Emily Dickinson

Week 14: 11/29 – 12/3: Chapter 5 (Continued)

Week 15: 12/6 – 12/10: Chapter 5 (Continued)

Week 16: 12/13 – 12/17 Final Examination Week

American Cultural History since 1865

History 332
TR 1:30-2:45 Room: STR 322
Phone: 591-3689
Email: jorscht@ferris.edu

Instructor: Dr. Tom Jorsch
Office: ASC 1015-H
Office Hours: 11:00 – 12:00 MW
3:00 – 4:00 TR or by appointment

Required Texts:

David A. Hollinger and Charles Capper, ed., *The American Intellectual Tradition, volume II 1865 to the present*, 4th edition.

Edward J. Larson, *Summer for the Gods: The Scopes Trial and America's continuing Debate over Science and Religion*

Kathy Peiss, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*

Course Description:

Cultural history at its root is the history of ideas. These ideas include political ideology, values, faith (in science, God(s), nothing, etc.), philosophy, and any number of related attitudes. Over time these ideas are: reflected in institutions such as government and churches; represented in paintings, literature, music, and movies; and debated among groups of people. Eventually, the very ideas are changed in response to developing social attitudes. This course asks students to analyze the changes in American culture since 1865.

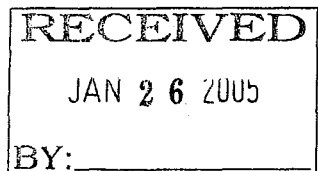
Objectives and goals:

1. Broaden understanding of cultural themes and counter-themes in American history.
2. Sharpen analytical skills.
3. Become aware of biases, interpretation, and cultural context in both primary and secondary sources.
4. Become aware of continuities and contradictions in America's richly diverse cultural past.
5. Improve writing skills through a variety of exercises.
6. Allow students to explore areas of history they find of particular interest.
7. Encourage a desire to continually ask questions as part of lifelong learning.

Grading:

There are 1000 points possible

Unit Essays (4)	100 points each	400
Literature Review	150 points	150
Peiss Book Review	150 points	150
Final Project	200 points	200
Discussion/Attendance	100 points	100



Final grades will be determined by this scale

A = 920-1000	A- = 900-919		
B+ = 880-899	B = 820-879	B- = 800-819	
C+ = 780-799	C = 720-779	C- = 700-719	
D+ = 680-699	D = 620-679	D- = 600-619	F = 0-599

The instructor reserves the right to modify this scale to the benefit of the students and pledges not to hold students to a stricter scale.

Schedule of reading assignments and important dates:

Unit 1: Toward a Secular Culture

Topics: social science, modernization, Victorianism, pragmatism

- Jan 11 Introduction
Jan 13 William Dean Howells, "Pernicious Fiction"
Jan 18 Edward J. Larson, *Summer for the Gods*, pp. 1-83
Charlotte Perkins Gilman, "Selection from *Women and Economics*"
Jan 20 F.J. Turner, "The Significance of the Frontier in American History"
W.G. Sumner, "Sociology"
L.F. Ward, "Mind as a Social Factor"
Jan 25 C.S. Peirce, "The Fixation of Belief"
William James, "The Will to Believe"
Elizabeth Cady Stanton, "The Solitude of Self"
LITERATURE REVIEWS, UNIT 1-a DUE
Jan 27 Video, *Birth of a Nation*
Feb 1 Video, cont.
LITERATURE REVIEWS, UNIT 1-b DUE

Unit 2: Social Progress and the Power of Intellect

Topics: socialism, progressivism, social control and social justice, cultural hegemony

- Feb 3 Kathy Peiss, *Cheap Amusements*, pp. 3-10; read the rest of the book before Feb. 24
Feb 8 O.W. Holmes, Jr., "Natural Law"
Thorstein Veblen, "Selection from *The Theory of the Leisure Class*"
W.E.B. Du Bois, "Selection from *The Souls of Black Folk*"
Jane Addams, "The Subjective Necessity of Social Settlements"
UNIT 1 ESSAY DUE
Feb 10 Woodrow Wilson, "The Ideals of America"
John Dewey, "Philosophy and Democracy"
Randolph Bourne, "Trans-National America" and "Twilight of the Idols"
LITERATURE REVIEWS, UNIT 2-a DUE
Feb 15 Edward J. Larson, *Summer for the Gods*, pp. 87-193
LITERATURE REVIEWS, UNIT 2-b DUE
Feb 17 H.L. Mencken, "Puritanism as a Literary Force"
J.C. Ransom, "Reconstructed but Unregenerate"
Sidney Hook, "Communism Without Dogmas"
Feb 22 Video, *Jazz: A Film by Ken Burns, Episode 3, Our Language*
Feb 24 Video, cont.
LITERATURE REVIEWS, UNIT 2-c DUE
PEISS BOOK REVIEW DUE

Unit 3: To Extend Democracy and to Formulate the Modern

Topics: modernism, welfare state, ideology, consumerism

- Mar 1 Music of the Great Depression
Mar 3 Video, "World War II Cartoons"
UNIT 2 ESSAY DUE
Mar 15 David Lilienthal, "TVA: Democracy on the March"
Clement Greenberg, "Avant-Garde and Kitsch"
Mar 17 Gunnar Myrdal, "Selection from *An American Dilemma*"
Lillian Smith, "Selection from *Killers of the Dream*"
LITERATURE REVIEWS, UNIT 3-a DUE

- Mar 22 Daniel Bell, "The End of Ideology in the West"
 Hannah Arendt, "Ideology and Terror"
 C. Wright Mills, "Letter to the New Left"
- Mar 24 NO CLASS – EASTER BREAK
- Mar 29 Edward J. Larson, *Summer for the Gods*, pp. 197-266
 Reinhold Niebuhr, "Selection from *The Children of the Light and the Children of Darkness*"
 John Courtney Murray, "Selection from *We Hold These Truths*"
- Mar 31 Video, *A Walk Through History with Bill Moyers: Post War Hope, Cold War Fears*
 LITERATURE REVIEWS, UNIT 3-b DUE

Unit 4: Exploring Diversity and Postmodernity

Topics: postmodernism, poverty, gender, race

- Apr 5 Music of 1960s and 1970s Counter-Culture
 UNIT 3 ESSAY DUE
- Apr 7 Martin Luther King, Jr., "Letter from a Birmingham Jail"
 Malcolm X, "Selection from *The Ballot or the Bullet*"
 Kwame Anthony Appiah, "Selection from *In my Father's House*"
 LITERATURE REVIEWS, UNIT 4-a DUE
- Apr 12 Betty Friedan, "Selection from *The Feminine Mystique*"
 Nancy Chodrow, "Gender, Relation, and Difference in Psychoanalytic Perspective"
 Judith Butler, "Selection from *Gender Trouble*"
- Apr 14 T.S. Kuhn, "Selection from *The Structure of Scientific Revolutions*"
 Samuel Huntington, "The Democratic Distemper"
 Richard Rorty, "Science as Solidarity"
 Noam Chomsky, "The Responsibility of Intellectuals"
- Apr 19 FINAL PROJECT DUE
- Apr 21 Video, *Koyaanisqatsi*
- Apr 26 Video. cont.
 LITERATURE REVIEWS, UNIT 4-b DUE
- Apr 28 UNIT 4 ESSAY DUE

Assignments:

Discussion/Attendance – Everyone starts with 100 points. You lose points as follows:

1. Five points will be deducted for each class period missed starting with your third.
2. Points will be deducted at the discretion of the instructor for unruly behavior, tardiness, and lack of preparation.

Essays (Unit Essays, Literature Review, Peiss Review, and Final Project)

General Rules:

1. 12 point font, 1 inch margins, double-spaced, typed or word-processed
2. Each essay will have a title and your name, but no title page (except Final Project)
3. Late penalty: 10 points per class period; after 5 periods past due the score becomes an automatic 0
4. Grading Parameters:
 - A papers: Follow all directions, exceptionally well written, extensive factual info, thoughtful analysis
 - B papers: Follow all directions, well written, a lot of factual information, standard analysis

C papers: Did not follow directions, frequent writing mistakes, average factual information, little analysis

D papers: Did not follow directions, poor writing, little factual information, little analysis

F papers: Poor essays

Unit Essays (100 points):

Write a 1000 word essay based on the theme and topics for the unit (themes are the section titles in Hollinger and Capper; listed in syllabus in bold print under "schedule of reading assignments"). In your essay you must incorporate AT LEAST 6 readings from Hollinger and Capper, AT LEAST 2 novels reported on by your classmates, assigned chapters from *Summer for the Gods*, and any videos or music from the unit. The purpose of this assignment is to demonstrate that you have grappled with the issues raised during class. You will not be graded for "getting it right or wrong," but for the thoughtfulness with which you approach the topic. You may think of these as take-home exams in which you tell me what you have learned in class.

Literature Review (150 points):

Each student will select one book listed below. The due dates for this assignment vary. See "schedule of reading assignments" for specific dates. After reading the book, write a 750 word essay. The first third should briefly describe the story (i.e. recount the plot) and the rest should relate the novel to the unit theme and topics, if applicable. As with the unit essays, do not worry so much about "getting it right" as giving an honest and thoughtful response. On the day the essay is due students will give a five minute oral report to the class on their novel. The oral report should be roughly the same as your essay, but do not read your essay to the class. Your grade for the assignment will be lowered for poor presentations or simply reading your essay.

Unit 1-a

Chopin, Kate – *The Awakening*

Bellamy, Edward – *Looking Backward*

Donnelly, Ignatius – *Caesar's Column*

Unit 1-b

Dreiser, Theodore – *Sister Carrie*

Dreiser, Theodore – *Jennie Gerhardt*

James, Henry – *Daisy Miller*

Wharton, Edith – *Summer*

Wharton, Edith – *Ethan Frome*

Unit 3-a

Steinbeck, John – *The Grapes of Wrath*

Wright, Richard – *Native Son*

Ellison, Ralph – *Invisible Man*

Unit 3-b

Miller, Arthur – *The Crucible*

Salinger, J.D. – *Catcher in the Rye*

Kerouac, Jack – *On the Road*

Vonnegut, Kurt – *Slaughterhouse Five*

Bradbury, Ray – *Fahrenheit 451*

Unit 2-a

Gilman, Charlotte Perkins – *Herland*

Sinclair, Upton – *The Jungle*

London, Jack – *The Iron Heel*

Unit 2-b

Fitzgerald, F. Scott – *The Great Gatsby*

Hemingway, Ernest – *A Farewell to Arms*

Unit 2-c

Lewis, Sinclair – *Main Street*

Lewis, Sinclair – *Babbitt*

Faulkner, William – *Sound and the Fury*

Faulkner, William – *Light in August*

Unit 4-a

Moody, Ann – *Coming of Age in Mississippi*

Momaday, N. Scott – *House Made of Dawn*

Walker, Alice – *The Color Purple*

Morrison, Toni – *Beloved*

Unit 4-b

French, Marilyn – *The Women's Room*

Doctorow, E.L. – *City of God*

Thompson, Hunter – *Fear and Loathing in Las Vegas*

Peiss Book Review (150 points):

A standard book review written by scholars has four basic elements:

1. What is the book about? (Theme, what question does it seek to answer, main points)
2. Evidence (What sources are or are not used, is the information organized effectively)
3. How does this work relate to other works on the same topic?
4. Evaluation (Is the book thorough and interesting? Is there anything new or is it rehashing old arguments? Does it add to our knowledge of the topic? In short, is it worth reading?).

As young scholars you are not in a position to answer question 3 (read any other books lately on the leisure time activities of working class women in New York?) and as a result can only give impressionistic answers to number 4. But you can address the other elements. Your assignment is to write a 1000 word essay in which you identify the author's main themes and purpose of the book, demonstrate how each chapter relates to the identified themes and purpose, and conclude with what you thought of the book. Spend about 100 words on the main themes and then 100 words on each of the chapters. Use your remaining space to discuss the evidence used by the author, what else might have been included to make the book better, why you thought the argument was convincing or not, and anything else you want to add that helps in evaluating the book. Keep in mind that the overall purpose of this assignment is for you to demonstrate that you have moved past pillaging books for historical factual nuggets and have instead begun to analyze the relative merits of historical studies. In other words look at the book as an interpretation of facts rather than as a source for absolute truth about the given topic.

Final Project (200 points):

1. Select two related cultural events, one from 1865-1929, the other from 1930-1990.

Examples:

- a. 1919 Chicago race riot; 1967 Detroit race riot
- b. ratification of the woman suffrage amendment; failure of ERA
- c. reaction to Bolshevik Revolution; reaction to fall of Berlin Wall
- d. reviews of E. O'Neill's *The Emperor Jones*; reviews of A. Baraka's *The Slave*
- e. women wearing bloomers during 1890s; mini skirts during 1970s

- Each topic must be approved by the instructor prior to January 27. Students may not do identical topics. Topics will be approved on a first come, first served, basis.

2. Find American newspaper accounts of each event. For each event select 3 newspapers. They need not be the same newspapers for both events.

- Go to FLITE website; click on "databases" then "newspaper and news service resources." This will take you to a full text searchable database of *Chicago Tribune*, *Christian Science Monitor*, *Los Angeles Times*, *New York Times*, *Wall Street Journal*, and *Washington Post*. Or go to <http://library.ferris.edu/newspaper.html>

3. Write a 1500-2000 word essay that accomplishes two tasks:
 - a. Compare and contrast the coverage of the two events. How did attitudes toward your topic change over time? What accounted for the type of coverage each item received at the time? Did coverage vary among the three newspapers for each specific event? Why? Are any of themes discussed during the course apparent in the coverage? Does any of the language used surprise you? How objective are these accounts? In what ways did this add to your knowledge of American culture? Add anything else you find of interest.
 - b. From the same issues of the newspapers you used in 3a, compare and contrast other items found throughout the remaining pages (you can view the entire page of the newspaper by selecting on "page image"). Consider things such as advertisements, images, sports coverage, complexity of language, length of articles, focus on local events, and anything else you find of interest. How did newspaper coverage change over time? Why? What can be learned about American culture by leafing through these newspapers?

4. Prepare a bibliography of at least 10 books and articles related to your topic. For example, if you chose 1a from above you would need to find secondary sources on the specific riots, race riots in general, Chicago, Detroit, race in urban life, etc. You need to include at least 3 books and at least 3 articles. Your bibliography should follow *Chicago Manual of Style* (Turabian) form.

- Good library sources for finding articles are *America: History and Life* and *JSTOR*.

Both are on the alphabetical list of databases on the FLITE website. *JSTOR* provides full text articles for numerous historical journals.

- Useful websites for bibliography format are:

- www.bridgew.edu/Library/turabian.cfm

- www.lib.usm.edu/research/guides/turabian.html

5. What you turn in:

a. Title page: Includes your name, date, list of the two cultural events, and citation for each newspaper account (e.g. "Anarchist-Socialists in Power," *Chicago Daily Tribune*, 10 November 1917, 8.)

b. Essay comparing newspapers

c. Bibliography

7. This assignment is due April 19. On this day we will discuss our projects as a class, although no formal presentation is required.

Statement on Plagiarism:

The instructor regards plagiarism within any assigned work as a serious violation of academic standards, punishable as cheating. Plagiarism may be defined as the act of using another's words or ideas as one's own and may include any of the following practices: (1) direct copying from any source without citation, (2) direct copying from any source without quotation marks (even if footnotes are used), (3) paraphrasing the argument of another author or student without citation, or (4) presenting purchased research as one's own. **IF YOU HAVE QUESTIONS ABOUT THIS, PLEASE SEE THE INSTRUCTOR!**

Winter 2002
History 341: U.S. Foreign Policy— 20 Century

Lecturer: Dr. Randall Doyle

Class Location: STR 226

Class Times: 1:30-2:45pm <Tuesday and Thursday>

Office Hours: 1100-1150 <Monday thru Thursday>

Office Location: ASC 2083

Contact Phone: Ext. #3699

REQUIRED READING:

1. Thomas G. Paterson, et al., *American Foreign Relations: A History Since 1895*
2. Walter A. McDougall, *Promised Land, Crusader State: The American Encounter With The World Since 1776*
3. Paul Kennedy, et al., *The Pivotal States: A New Framework For US. Policy In The Developing World*

COURSE DESCRIPTION:

We will read, study, and discuss the major foreign policy themes that have contributed to the rise of the United States as a world power, in the late and 20th century. There will be an analysis of our foreign policy decisions and experiences within a global context.

The course will focus upon the following historical developments and events: The Spanish-American War, the development of Imperialism, the conflicting policy agendas (schools) of Woodrow Wilson and Theodore Roosevelt, WWI, isolationism of the 1920s and 1930s, WWII, the origins and policies of the Cold War, Korean War, the fall of China, Vietnam, oil and the Middle East, Latin America, Africa, and the Soviet Union.

We will examine the various doctrines and policies that have guided the United States since its creation as a Republic, and how these ideological philosophies continue to effect U.S. foreign policy today.

COURSE OBJECTIVES:

1. The student will gain a sound and functional understanding of 20 century American foreign policy. Though, this course will touch upon the earlier traditional themes of American foreign policy of the 18th and 19th centuries, and integrate them into the primary themes of the 20th century.
2. The student will be exposed to different interpretations of U.S. foreign policy, enhancing the individual's respect for historical differences of opinion.
3. The development of critical thinking skills concerning U.S. foreign policy. These are necessary and crucial for individual student to have and use in their daily lives.

REQUIRED ASSIGNMENTS:

The student will be responsible for all materials connected with course: notes, reading the assigned material handouts, maps, discussions, and audio-visuals.

GRADING POLICY:

All work turned in will be expected to have proper grammar and spelling. If not, your final grade will be affected by this liability. Your final grade will consist of: three examinations, one research paper (15 pages) and its presentation (5-minute presentation), class participation. ALL graded assignments-- exams, the research paper and presentation-- must be completed to pass this course. If the student misses an exam, it will be given during the next scheduled class. NO tape-recording of lectures is allowed.

***The following is the grading breakdown for this course:**

Exam #1	15%	Week#4
Mid-Term	25%	Week #8
Research Paper Presentation	15%	Weeks #9-#10
Final Exam	25%	Finals Week
Class Participation	20%	Weeks #1-#16

Point Scale:

A = 270-300

B = 240-269

C = 210-239

D = 180-209

F = 179 & Below

ATTENDANCE POLICY:

Being absent (unexcused), or late, (3) times will affect your final grade. There will be a "30-second rule" implemented for lateness. If you arrive to class after this period, it will be considered interrupting the class! This will NOT be allowed at ANY time.

Notice:

The content in this course satisfies Michigan Department of Education Content Stand-- 1.5, 1.6, 1.8, 1.10, 1.11 as well as 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

CLASS SCHEDULE:

Weeks 1-4: Traditional Themes of American Foreign Policy & American Imperialism

Readings:

Paterson, Chapters 1-2-3 (textbook)

Kennedy, "Population and Pivotal States" and "International Migration"

McDougall, Chapters 1-4

***Exam #1 (Week #4)

Weeks 5-8: World War I, Isolationism and World War II

Readings:

Paterson, Chapters 4-5-6

Kennedy, "A Pivotal States Human Rights Strategy" and

"Ethnic Conflict and the Pivotal States"

McDougall, Chapters 5-6

***Mid-Term Exam (Week #8)

Weeks 9-10: Student Presentations

Weeks 11-15: Post-WWII Cold War/Containment Policy/Post-Cold War World

Readings:

Paterson, Chapters 7-12

Kennedy, "International Finance, Trade, and the Pivotal States,"

"U.S. Strategic Planning and the Pivotal States," and

"Pivotal States and the Environment," & "Lessons Learned"

McDougall, Chapters 7-8

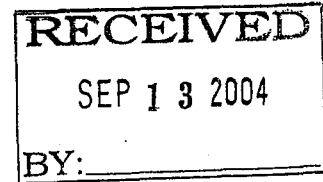
***Final Exam (Finals Week)

CIVIL WAR AND RECONSTRUCTION

HIST 342.001
STR 235

Fall 2004
TR 6:00-7:15

Dr. Lisa Guinn
Office: ASC 1015-I
Hours: M 4:30-6:00pm, TR 9:30-10:30am and 3:00-4:15pm, or by appt.
Phone: 591-3698
email: guinnl@ferris.edu



TEXTS

McPherson, James. *Battle Cry of Freedom*. Oxford University Press, 2003. ISBN—019516895X.

Holt, Michael. *The Fate of Their Country: Politicians, Slavery Extension, and the Coming of the Civil War*. Farrar, Straus, and Giroux, 2004. ISBN—0809095181.

Clinton, Catherine, editor. *Divided Houses: Gender and the Civil War*. Oxford University Press, 1992. ISBN—0195080343.

Foner, Eric. *A Short History of Reconstruction*. Harper and Row, 1989. ISBN—0060964316.

COURSE DESCRIPTION AND OBJECTIVE

This course covers the pivotal period of the Civil War and Reconstruction. The dates we will cover in this course are approximately 1848 to 1877 (although in some topics, such as slavery, we may go further back in time). During the semester, this course will cover the military, political, economic, social, and cultural events that worked to define the history of America during this period. My objective in this course is to provide the student with a chronological and comprehensive knowledge of the Civil War and Reconstruction, while developing the skills of analytical thinking and critical writing. This course includes written essay exams, outside reading and writing assignments, and discussion sessions. Because this is an upper-level course, I will not spend the entire time lecturing, rather, we will use multimedia and discussion to enhance our understanding of the topic. This course is also reading and writing intensive, so it is important to keep up with the reading each week. This course is divided into three parts: The Sectional Conflict, The Civil War, and Reconstruction.

It has been said by many historians that this era was the defining one in American History because it ended any future questions concerning the institution of slavery and finalized the American Revolution by elevating the importance of the federal union over states' rights. Throughout the semester, we will ponder similar questions concerning the topic of the Civil War and Reconstruction. The Civil War is not only one of the most compelling periods in American history, but also it is one of the most misunderstood. The issues causing the war are complex ones that require analysis and thoughtful understanding of all participants involved. Because of this complexity, this course will deal not only with the military side of war, but also with ideological political theories, gender constructions, social ramifications of war, and cultural changes that usually emerge following a dramatic alteration in lifestyles.

LECTURE AND ATTENDANCE

Attendance is always important to do well in any course, particularly an upper-level course. I do not lecture straight from the textbook, so taking adequate notes during lecture is vital to success. The majority of the questions on exams come straight from lecture outlines included in my PowerPoint presentations. Do not assume that you can get the same material delivered in lecture out of the textbook or on the internet. Attendance is required on all discussion days for credit. Students may always ask questions or interject constructive comments during lecture.

EXAMS

There will be three regular exams, each worth 100 points, and a mid-term take-home essay worth 100 points.

All regular exams will be identification exams meaning you will be required to define and give the significance of approximately 10 of 15 terms that I will select on exam day. You are responsible for studying all terms listed in blue on the PowerPoint outline for every lecture, as well as additional textbook terms that I will provide for you on each lecture outline. All regular exams will be in class and closed note. Each student should bring a small blue book or exam book (available at the bookstores) on each exam day to class.

MID-TERM TAKE-HOME EXAM

For the mid-term, take-home exam, you will write an essay answering the following question: What caused the Civil War? This essay will be worth 100 points and should be a minimum of 5 complete pages and a maximum of 7 pages, typed, double-spaced, standard margins of one inch, no larger than 12-point font. No title page is necessary, simply put the course title and your name at the top of page one. The mid-term essay must be based on factual information from the textbook, lecture, and reading assignments (Clinton and Holt). No additional sources should be used. Essays should include adequate citation information based on The Chicago Manual of Style (I will provide you examples). Quotes should be kept to a minimum. The facts used in your essay should support an objective analysis of the cause of the war. This essay is designed to be an analytical exercise in which you take the information provided from a variety of sources and formulate an interpretation based on the facts presented. It is not intended to be an "opinion piece," meaning you must support your argument with facts and proper citations. The mid-term essay will be due on Tues. Nov. 9 at the beginning of class.

On Tues. Oct. 12, you will turn in an outline for this mid-term essay. By that time, we will have covered the coming of the war in lecture, you will have read and written your paper on Holt's book, we will have discussed Holt in class, and also discussed several readings from the Clinton reader. This should be a sufficient starting point for your outline. This outline will form the basis of your mid-term essay (although parts of it might change as we go through issues of the war itself). You will turn the outline in on Oct. 12, I will look over it, and return it to you the following class period. The outline will count toward your mid-term exam grade.

MAKE-UP EXAMS

Make-up exams will only be given in cases of real emergencies. If you have an emergency, I expect to hear from you before the exam, either by phone or email. This is a strict rule that I believe is fair to all students in the course. Any make-up exams approved by the professor must be taken in the Academic Support Center at the times allotted for make-up exams. **This is an upper-level class, and make-up exams should not be an issue. I will not accept late mid-term essays.**

OUTSIDE READING AND WRITING ASSIGNMENTS

You will have two outside reading and writing assignments. The first will be from Michael Holt's book *The Fate of Their Country*, and the second will be from Eric Foner's *A Short History of Reconstruction*. Approximately one month before each assignment is due, I will provide one question that each student will answer. The only source needed to answer the question is the book. Each student is responsible for reading the book and answering the question provided outside of class. Each assignment should be a minimum of 3 complete pages and a maximum of 4 pages, typed, double-spaced, standard margins of one inch, no larger than 12-point font. No title page is necessary, simply put the course title and your name at the top of page one. Each assignment is worth 50 points and is due at the beginning of class on the assigned day. The Holt paper is due on Tues. Oct. 5, so I suggest you start reading ASAP.

DISCUSSION AND PARTICIPATION

There will be scheduled discussions on the readings from Catherine Clinton's *Divided Houses: Gender and the Civil War*, the books by Holt and Foner, and primary document excerpts from William Gienapp *The Civil War and Reconstruction: A Documentary Collection* on reserve at the library. The discussion schedule and reading assignments are located below. Scheduled discussions will correspond with lecture topics. Discussion credit will be worth a total possible 50 pts. Attendance during the entire discussion session is required to receive full credit. The number of points you receive will be based on your attendance and your participation and will be left up to the discretion of the professor. Attendance will be taken on each day of discussion.

I believe discussions are an integral part of the learning process in any history course, especially an upper-level course. Discussing topics allows us to share multiple views on a particular topic, work out complex issues and questions that affect our past and present, and become more comfortable participating in general discussions on a variety of topics that will lead to citizen participation in the larger community. All of this is part of the process of analytical thinking that is crucial to understanding the topic of history. On each discussion day, I will provide a question or questions to the class that will be the basis of our discussion for that class period. Discussion is not intended to embarrass anyone, and I expect everyone to conduct himself or herself in a thoughtful manner. Anyone not doing so will be asked to leave the classroom and will receive no credit for that discussion session. Repeat problems will result in the loss of the overall discussion grade. I encourage everyone to voice his or her views during discussion sessions.

GRADING

3 in-class exams @ 100 points each	300 points
1 mid-term essay	100 points
2 outside written assignments @ 50 pts. each	100 points
Discussion and participation	50 points

GRADE SCALE

512-550 = A 93-100%	402-423 = C 73-76.99%
495-511 = A- 90-92.99%	385-401 = C- 70-72.99%
479-494 = B+ 87-89.99%	369-384 = D+ 67-69.99%
457-478 = B 83-86.99%	347-368 = D 63-66.99%
440-456 = B- 80-82.99%	330-346 = D- 60-62.99%
424-439 = C+ 77-79.99%	0-329 = F 0-59.99%

STATEMENT ON PLAGIARISM

To plagiarize is to take ideas without crediting the proper source or to copy someone else's language exactly or nearly exactly. Plagiarism includes taking any source off the internet, copying any part of it, and passing it off as your own work. Changing a few words or inverting words or order of paragraphs is still plagiarism. I encourage group study, however, I expect each student to do her or his own writing and to decide on her or his own narrative structure (that is, ideas and outline). Plagiarism when detected will result in automatic failure. Be advised, if I suspect you plagiarized, I will check. Please see me with any questions about plagiarism.

STATEMENT ON STUDENT CONDUCT

Students are expected to conduct themselves in a responsible and courteous manner while attending this course. All cell phones and/or pagers must be turned off during class time; newspapers and/or other study material must be put away once class begins; if you need to talk to the person next to you about class material, please do so quickly and quietly, so as not to disturb your fellow students and the professor; please try and arrive on time, tardiness disturbs other students and the professor; if you must leave class early, please let me know in advance. Discussions and debates are intended to be beneficial intellectual exchanges on important topics in American history, not shouting matches. Finally, cheating will not be tolerated in this course. If you are caught cheating (in any way, and on any assignment, including plagiarism), you will fail this course. If I have problems with any of the above, I will take the following action or actions: a seating chart will be implemented, the person or persons disrupting class will be told to leave, point deductions will be administered at the discretion of the professor.

DISCUSSION SCHEDULE AND READING ASSIGNMENTS

- Discussion #1, Tues. Sept. 14, Clinton pp. 1-38
- Discussion #2, Tues. Sept. 21, Gienapp pp. 3-25 (on reserve at the library)
- Discussion #3, Tues. Oct. 5, Holt *Fate of Their Country*
- Discussion #4, Thurs. Oct. 14, Clinton pp. 171-212, 247-278
- Discussion #5, Thurs. Oct. 28, Clinton pp. 76-91, 213-242
- Discussion #6, Thurs. Nov. 4, Clinton pp. 39-75
- Discussion #7, Thurs. Nov. 18, Gienapp pp. 293-314 (on reserve at the library)
- Discussion #8, Tues. Nov. 30, Clinton pp. 279-333
- Discussion #9, Thurs. Dec. 9, Foner *Short History of Reconstruction*

EXAM SCHEDULE AND WRITTEN ASSIGNMENT DUE DATES

- Tues. Sept. 28, Exam 1 (Antebellum North and South through Secession)
- Tues. Oct. 5, Holt paper due
- Tues. Oct. 12, outlines for mid-term essay due
- Tues. Nov. 9, mid-term essays due
- Thurs. Nov. 11, Exam 2 (Mobilizing for War through Northern and Southern Soldiers)
- Thurs. Dec. 9, Foner paper due
- Tues. Dec. 14, 6:00-7:40pm, Final Exam (Wartime Reconstruction through Retreat from Reconstruction)

TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS

SECTION 1—THE SECTIONAL CONFLICT

Textbook Reading for Weeks 1-4: McPherson, Chapters 1-9

Week 1 (Aug. 31-Sept. 2) Introduction, The Sectional Conflict—Antebellum North and South

Week 2 (Sept. 7-9) The Sectional Conflict— Slavery

Week 3 (Sept. 14-16) The Sectional Conflict— Impending Crisis 1848-1859

Discussion #1, Tues. Sept. 14, Clinton pp. 1-38

Week 4 (Sept. 21-23) The Sectional Conflict— Rise of the Republicans, Secession

Discussion #2, Tues. Sept. 21, Gienapp pp. 3-25 (on reserve at the library)

Week 5 (Sept. 28-30) **Tues. Sept. 28, Exam 1(Antebellum North and South through Secession)**

No class, Thursday Sept. 30 (work on outline for mid-term essay)

SECTION 2—THE CIVIL WAR

Textbook Reading for Weeks 5-12: Chapters 10-28

Week 6 (Oct. 5-7) The Civil War— Mobilizing for War, The Military Struggle (1861-1862)

Discussion #3, Tues. Oct. 5, Holt's *Fate of Their Country*, **papers on Holt due**

Week 7 (Oct. 12-14) The Civil War— Union and Confederate Governments

Tues. Oct. 12, outlines for mid-term essays due

Discussion #4, Thurs. Oct. 14, Clinton pp. 171-212, 247-278

Week 8 (Oct. 19-21) The Civil War— Union and Confederate Homefronts, The Crucial Year—1863

Week 9 (Oct. 26-28) The Civil War— African Americans

Discussion #5, Thurs. Oct. 28, Clinton pp. 76-91, 213-242

Week 10 (Nov. 2-4) The Civil War— Northern and Southern Soldiers

Discussion #6, Thurs. Nov. 4, Clinton pp. 39-75

Week 11 (Nov. 9-11) The Civil War— Wartime Reconstruction, Union and Confederate Politics, 1864-1865

Tues. Nov. 9, mid-term essays due

Thurs. Nov. 11, Exam 2 (Mobilizing for War through Northern and Southern Soldiers)

Week 12 (Nov. 16-18) The Civil War—Military Struggle, 1864-1865, End of the Confederacy

Discussion #7, Thurs. Nov. 18, Gienapp pp. 293-314 (on reserve at the library)

SECTION 3—RECONSTRUCTION

Reading for Weeks 13-15: Foner, *A Short History of Reconstruction*

Week 13 (Nov. 23-25) Reconstruction—Presidential Reconstruction, Johnson and Impeachment

Thursday Nov. 25, Thanksgiving Break, no class

Week 14 (Nov. 30-Dec. 2) Reconstruction—Congressional Reconstruction, Grant Administration

Discussion #8, Tues. Nov. 30, Clinton pp. 279-333

Week 15 (Dec. 7-9) Reconstruction—Retreat From Reconstruction, Legacy

Discussion #9, Thurs. Dec. 9, Foner's *Short History of Reconstruction*, **papers on Foner due**

Week 16 Final Exam, Tues. Dec. 14, 6:00-7:40pm (Wartime Reconstruction through Retreat from Reconstruction)

RECEIVED
SEP 7 - 2004
BY: _____

History 360-001
Contemporary European History
TR 9:30-10:45 am
Fall 2004

Professor: Dr. Jana Pisani
Office: ASC 2083
Phone: 591-3699
E-mail: pisanij@ferris.edu
Office Hours: Tuesdays and Thursdays from 1:30-2:30
 Wednesdays from 1:00-3:00 (and by appointment)

Course Objectives:

This course will serve as an introduction to the history and evolution of Europe in the Modern Era from 1789 to the present. The course will consider the Enlightenment, the French Revolution and the Age of Napoleon, the Industrial Revolution, Imperialism, and Socialism, as well as the impact of the two World Wars including the social and political rebuilding that occurred after each war. We will also focus upon Europe during the Cold War and will examine some of the issues confronting contemporary Europe. By the end of the course, students will be able to demonstrate in writing a full understanding of contemporary European history. This course meets General Education requirements for: Cultural Enrichment, Global Consciousness.

Required Books for the Course:

Textbook:

Merriman, A History of Modern Europe, Volume Two: From the French Revolution to the Present, 2004

Supplementary material:

Swanson and Melancon, Modern Europe: Sources and Perspectives from History, 2003

Herwig, The Outbreak of World War I, 6th edition, 1997

NOTE: The instructor might also assign occasional photocopied readings.

Grading:

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	200 pts.
Research paper	100 pts.
Two in-class writing assign.	100 pts. (50 pts. apiece)
Leading discussion	50 pts.
Attendance/participation	50 pts.

700 pts. possible

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings (including textbook), discussion, and any videos we might have seen during class time. The final exam will be longer, partly cumulative, and worth more points than the two previous exams. The instructor will give students a review sheet with possible identifications and essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies the instructor of the emergency **before** the exam, and must be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late and failure to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester.

In-Class Writing Assignments:

In order to ensure that students read the assigned readings in Modern Europe: Sources and Perspectives from History, there will be two in-class writing assignments based upon those readings during the course of the semester, each worth 50 points. The in-class writing assignments will work as follows: the instructor will pass out a question based upon the readings and the students will have 30 minutes in which to answer the question. These are closed-book, closed-notes writing assignments based upon the students' knowledge of the readings. Students are expected to write the assignments on the scheduled date.

Research Paper:

Each student will be required to write an eight-page minimum research paper (typed, double-spaced) on any topic concerning Contemporary Europe. Research topics must be cleared with the instructor early in the semester. Your paper must include a title page and a bibliography as well as either footnotes or endnotes. The bibliography must be based on at least five sources other than the textbook, including at least one non-Internet source. The instructor also requires that each student turn in the paper **both on diskette and as a hard copy** because each paper will be checked for plagiarism using university-owned software. We will be discussing the format of the paper early in the semester. **The research paper is due Tuesday, November 23, 2004—no exceptions!!!**

Leading Discussions:

Each student during the course of the semester will be required to lead the discussion over at least one of the documents in Modern Europe: Sources and Perspectives from History. At the beginning of the semester, the instructor will break the class into several groups and the members of these groups will get together to decide how they will go about discussing their document. On the day on which we are to have class discussion, the instructor will pick a number to decide which group will be responsible for leading discussion on that document. Since the discussion leaders for each document are chosen randomly, this may mean that your group leads only one discussion during the course of the semester, or it may mean that you will lead a number of discussions. Leading discussion means that you will be responsible for knowing the document inside and out. You will need to ask your classmates the following about your document: 1) Who wrote

this document, and when? 2) What is the focus and theme of this particular work? 3) What does the document tell us about the time in which it was written? 4) Can we trust this as an accurate source? Why or why not? Failure to show up for class on the day your document is discussed means that you lose the points you might have gained by leading discussion. **There are NO make-ups for chapter discussions!**

Attendance Expectations:

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Grading). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

Classroom Behavior:

Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, or snoring during class.

In addition, the professor is entitled to maintain order in her class and has an obligation to other students to do so. Toward that end, the professor is authorized and expected to inform a student that his/her behavior is disruptive and to instruct the student to leave the class if the behavior does not cease. Since this is a university setting, the instructor will not tolerate condescending or insulting remarks either between students or directed at the instructor herself. A free exchange of ideas is great—verbal abuse is not and may lead to disciplinary action.

Plagiarism and Cheating:

Plagiarism is the presentation of someone else's work as one's own. This includes taking something from the Internet and presenting it as one's own, purchasing someone else's paper, or taking from published works. Plagiarism is illegal and unethical and will not be tolerated. Nor will cheating of any kind. Should the professor discover that a student has committed plagiarism or has cheated, the student will receive a grade of 0 for that assignment; should it happen again, the student will receive an F in the course and will be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Week of</u>	<u>Topic</u>	<u>Merriman Text</u>	<u>Sources</u>	<u>WWI</u>
Aug. 31	Enlightenment/Revol.	Ch. 12	Part 1	----
Sept. 7	Age of Napoleon	Ch. 13	Part 1, cont.	----
Sept. 14	Industrialization	Ch. 14	Part 3	----
Sept. 21	Conservatism/Liberalism	Ch. 15	Part 2	----
Sept. 28	1848 and Nationalism (First exam Tuesday, September 28, 2004)	Chs. 16-18	Part 5	----
Oct. 5	Society and Mass Culture	Chs. 19-20	Parts 6, 7	----
Oct. 12	Imperialism (First in-class writing assignment Tuesday, October 12, 2004)	Ch. 21	Part 8	pp. 1-55
Oct. 19	World War I	Ch. 22	Part 10	pp. 56-117
Oct. 26	World War I	Ch. 23	Part 11	pp. 119-159
Nov. 2	Europe between the wars (Second exam Tuesday, November 2, 2004)	Chs. 24-25	Parts 12, 13	----
Nov. 9	World War II	Ch. 26	Part 14	----
Nov. 16	World War II (Second writing assignment Tuesday, November 16, 2004)	----	Part 15	----
Nov. 23	Post-War Europe (Research paper due Tuesday, November 23, 2004) (No class Thursday, November 25—Thanksgiving holiday)	Ch. 27	----	----
Nov. 30	Cold War/ the Soviet Bloc	Ch. 28	Part 16	----
Dec. 7	Europe and the Rev. of 1989 (Last day of class Thursday, December 9)	Chs. 29-30	Parts 17, 18	----

FINAL EXAM—Monday, December 13, 10:00-11:40 am!!!!

SYLLABUS ATTACHMENT
COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY

FALL 2004

IMPORTANT DATES

Late registration	Wed - Fri	Aug 25,26,27
First day of classes	Monday	Aug 30
Last day for Drop/Add	Thursday	Sep 2
Labor Day (no classes)	Monday	Sep 6
Mid-term grades due	Monday	Oct 25
Assigned registration for current students	Monday	Nov 1
Last day for "W" grades	Thursday	Nov 4
Open registration for former students/staff	Monday	Nov 15
Thanksgiving recess	Thurs - Sun	Nov 25 – 28
Last day of classes	Friday	Dec 10
Examination Week	Mon - Fri	Dec 13 – 17
Commencement	Saturday	Dec 18
Final grades due by 9:00 am	Monday	Dec 20

SESSIONS

Sessions	Dates	Withdraw Date
Session A	Aug 30 – Oct 19	Sep 30
Session B	Oct 20 – Dec 10	Nov 19
Session C	Aug 30 – Oct 1	Sep 20
Session D	Oct 4 – Nov 4	Oct 22
Session E	Nov 5 – Dec 10	Nov 29

LIBRARY HOURS

Regular hours for the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

DROPPING CLASSES OR WITHDRAWING

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 201. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976
SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....ASC 1021 – 591-5039
FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

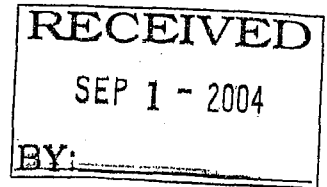
DISRUPTIVE BEHAVIOR

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

College of Arts & Sciences Department Offices

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660



History 370-001
Modern Africa
TR 3:00-4:15
Fall 2004

Professor: Dr. Jana Pisani
Office: ASC 2083
Phone: 591-3699
E-mail: pisanij@ferris.edu
Office Hours: Tuesdays and Thursdays from 1:30-2:30
Wednesdays from 1:00-3:00 (and by appointment)

Course Objectives:

This course will serve as an introduction to the social, political and cultural history of Modern Africa and will selectively examine issues confronting contemporary Africa. Issues to be explored include the impact of European contact and colonization, Pan-African nationalism, and post-colonialism, as well as the rise and fall of Apartheid in South Africa. In addition the class will explore African cultural contributions to the world. By the end of the course, students will be able to demonstrate in writing a full understanding of Modern African history. This course meets General Education requirements for: Cultural Enrichment, Global Consciousness, and Race, Ethnicity, and/or Gender.

Required Books for the Course:

Textbook:

Bohannon and Curtin, Africa & Africans, 4th edition, 1995.

Supplementary material:

Moseley, Taking Sides: Clashing Views on Controversial African Issues, 2004.

Clark and Worger, South Africa: The Rise and Fall of Apartheid, 2004.

NOTE: The instructor may also assign occasional photocopied readings.

Grading:

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	200 pts.
Research paper	100 pts.
Two in-class writing assign.	100 pts. (50 pts. apiece)
Leading discussion	50 pts.
Attendance/participation	50 pts.

700 pts. possible

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings (including textbook), discussion, and any videos we might have seen during class time. The final exam will be longer, partly cumulative, and worth more points than the two earlier exams. I will give students a review sheet with possible identifications and essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies me of the emergency **before** the exam, and must be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late and failure to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester.

In-Class Writing Assignments:

In order to ensure that students read the assigned readings in the book Taking Sides: Clashing Views on Controversial African Issues, there will be two in-class writing assignments based upon those readings during the course of the semester, each worth 50 points apiece. The in-class writing assignments will work as follows: the instructor will pass out a question based upon the readings and the students will have 30 minutes in which to answer the question. These are closed-book, closed-notes writing assignments based upon the students' knowledge of the readings. Students are expected to write the assignments on the scheduled date.

Research Paper:

Each student will be required to write a minimum eight-page research paper (typed, double-spaced) based upon a subject the student has found interesting concerning Modern Africa. Research topics must be cleared with the instructor early in the semester. The paper must include a title page and a bibliography as well as either footnotes or endnotes. The paper must be based on at least five sources other than the textbook and/or the supplementary books, including at least one non-Internet source. The instructor also requires that each student turn in the paper **both on diskette and as a hard copy** because each paper will be checked for plagiarism using university-owned software. We will be discussing the format of the paper during the course of the semester. **The research paper is due Thursday, November 18, 2004—no exceptions!!!**

Leading Discussions:

Each student during the course of the semester will be required to lead the discussion over at least one of the issues in Taking Sides: Clashing Views on Controversial African Issues. Discussions will normally take place on Thursdays. At the beginning of the semester, the professor will break the class into several groups and the members of these groups will get together to decide how they will go about discussing their issue. On the day on which we are to have class discussion, the instructor will pick numbers to decide which group will be responsible for leading discussion on that issue. Since the discussion leaders for each issue are chosen randomly, this may mean that your group leads only one discussion during the course of the semester, or it may mean that you will lead a number of discussions. Leading discussion means that you will be responsible for knowing the

issue inside and out. Failure to show up for class on the day your issue is discussed means that you lose the points you might have gained by leading discussion. **There are NO make-ups for issue discussions!**

Attendance Expectations:

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Grading). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

Classroom Behavior:

Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, or snoring during class.

In addition, the professor is entitled to maintain order in her class and has an obligation to other students to do so. Toward that end, the professor is authorized and expected to inform a student that his/her behavior is disruptive and to instruct the student to leave the class if the behavior does not cease. Since this is a university setting, the instructor will not tolerate condescending or insulting remarks either between students or directed at the instructor herself. A free exchange of ideas is great—verbal abuse is not and may lead to disciplinary action.

Plagiarism and Cheating:

Plagiarism is the presentation of someone else's work as one's own. This includes taking something from the Internet and presenting it as one's own, purchasing someone else's paper, or taking from published works. Plagiarism is illegal and unethical and will not be tolerated. Nor will cheating of any kind. Should the professor discover that a student has committed either plagiarism or cheating, the student will receive a grade of 0 for that assignment; should it happen again, the student will receive an F in the course and will be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Taking Sides</u>	<u>South Africa</u>
Aug. 31	Geog. and demography	Chs. 1-3	Issue 1	-----
Sept. 7	African Traditions/Families	Chs. 4-9	Issue 2	-----
Sept. 14	Ancient Africa	Chs. 10-11	Issue 5	-----
Sept. 21	Med/Early Modern Africa	Chs. 12-13	Issue 6	-----
Sept. 28	African Slave Trade (Exam #1—Tuesday, September 28, 2004)	Chs. 14-16	Issue 7	-----
Oct. 5	Colonialism	Ch. 17	Issue 10	-----
Oct. 12	African Nationalism (First in-class writing assign. Tuesday, Oct. 12)	Ch. 18	Issue 11	-----
Oct. 19	Pan-Africanism	-----	Issue 12	-----
Oct. 26	Independence	Ch. 19	Issue 13	-----
Nov. 2	Independence (Exam #2—Tuesday, November 2, 2004)	-----	Issue 14	Chs. 1,2
Nov. 9	South Africa	-----	Issue 15	Chs. 3,4
Nov. 16	South Africa (Research paper due Thursday, November 18, 2004)	-----	Issue 16	Chs. 5,6
Nov. 23	South Africa (No class Thursday, November 25—Thanksgiving holiday)	-----	Issue 17	Docts.
Nov. 30	Africa and the World (Second in-class writing assignment Tuesday, November 30, 2004)	Ch. 20	Issue 19	-----
Dec. 7	Africa and the World (Last day of class is Thursday, Dec. 9)	-----	Issue 20	-----

Monday, December 13, 2004, 2:00-3:40 pm—FINAL EXAM!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

SYLLABUS ATTACHMENT
COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY

FALL 2004

IMPORTANT DATES

Late registration	Wed - Fri	Aug 25,26,27
First day of classes	Monday	Aug 30
Last day for Drop/Add	Thursday	Sep 2
Labor Day (no classes)	Monday	Sep 6
Mid-term grades due	Monday	Oct 25
Assigned registration for current students	Monday	Nov 1
Last day for "W" grades	Thursday	Nov 4
Open registration for former students/staff	Monday	Nov 15
Thanksgiving recess	Thurs - Sun	Nov 25 – 28
Last day of classes	Friday	Dec 10
Examination Week	Mon – Fri	Dec 13 – 17
Commencement	Saturday	Dec 18
Final grades due by 9:00 am	Monday	Dec 20

SESSIONS

Sessions	Dates	Withdraw Date
Session A	Aug 30 – Oct 19	Sep 30
Session B	Oct 20 – Dec 10	Nov 19
Session C	Aug 30 – Oct 1	Sep 20
Session D	Oct 4 – Nov 4	Oct 22
Session E	Nov 5 – Dec 10	Nov 29

LIBRARY HOURS

Regular hours for the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday..... 1:00 pm – 12:00 am

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

DROPPING CLASSES OR WITHDRAWING

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 201. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976
SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....ASC 1021 – 591-5039
FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

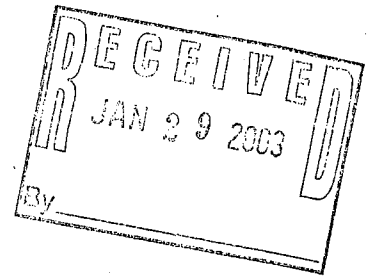
DISRUPTIVE BEHAVIOR

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

College of Arts & Sciences Department Offices

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660



History 371-001
East Asia in the Twentieth Century
TR 1:30-2:45
Spring 2003

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: pisanij@ferris.edu

Office Hours: Mondays and Wednesdays from 1:00 pm to 3:00 pm (and by appointment)

Course Objectives:

This course will serve as an introduction to the social, economic, political and cultural history of China, Korea, and Japan in the twentieth century. The course will consider the cultural similarities between the three countries, their dissimilarities, and their adaptation to the West. We will also examine some of the issues confronting contemporary East Asia. By the end of the course, students will be able to demonstrate in writing a full understanding of East Asian history in the twentieth century.

Required Books for the Course:

Textbook:

Mackerras, Eastern Asia: An Introductory History, 3rd edition, 2000.

Supplementary material:

Kingston, Japan in Transformation, 1952-2000, 2001.

Mackerras, China in Transformation, 1900-1949, 1998.

Grading:

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
Research paper	100 pts.
Two in-class writing assign.	100 pts. (50 pts. apiece)
Leading discussion	50 pts.
Attendance/participation	50 pts.

600 pts. possible

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings (including textbook), discussion, and any videos we might have seen during class time. I will give students a review sheet with possible identifications and essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies me of the emergency **before** the exam, and must be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late or failure to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester.

In-Class Writing Assignments:

In order to ensure that students read the assigned readings in the supplementary books Japan in Transformation and China in Transformation, there will be two in-class writing assignments based upon those books during the course of the semester, each worth 50 points. The in-class writing assignments will work as follows: the instructor will pass out a question based upon the readings and the students will have 30 minutes in which to answer the question. These are closed-book, closed-notes writing assignments based upon the students' knowledge of the readings. Students are expected to write the assignments on the scheduled date.

Research Paper:

Each student will be required to write a 5-7 page research paper (typed, double-spaced) on any topic concerning East Asia in the twentieth century. The paper must include a title page and a bibliography as well as either footnotes or endnotes. The bibliography must be based on at least 3 sources other than the textbook, only one of which may be from the Internet. The instructor also requires that each student turn in the paper **both on diskette and as a hard copy**, because each paper will be checked for plagiarism using university-owned software. We will be discussing the format of the paper early in the semester. **The research paper is due Thursday, April 10, 2003—no exceptions!!!**

Leading Discussions:

Each student during the course of the semester will be required to lead the discussion over at least one of the documents in the books Japan in Transformation and China in Transformation. At the beginning of the semester, the professor will break the class into several groups and the members of these groups will get together to decide how they will go about discussing their document. On the day on which we are to have class discussion, the instructor will pick numbers out of a hat to decide which group will be responsible for leading discussion on that document. Since the discussion leaders for each document are chosen randomly, this may mean that your group leads only one discussion during the course of the semester, or it may mean that you will lead a number of discussions. Leading discussion means that you will be responsible for knowing the document inside and out. You will need to ask your classmates the following about your document: 1) Who wrote this document, and when? 2) What is the focus and theme of this particular work? 3) What does the document tell us about the time in which it was

written? Failure to show up for class on the day your document is discussed means that you lose the points you might have gained by leading discussion. **There are NO make-ups for chapter discussions!**

Attendance Expectations:

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Grading). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

Classroom Behavior:

Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, or snoring during class.

In addition, the professor is entitled to maintain order in her class and has an obligation to other students to do so. Toward that end, the professor is authorized and expected to inform a student that his/her behavior is disruptive and to instruct the student to leave the class if the behavior does not cease. Since this is a university setting, the instructor will not tolerate condescending or insulting remarks either between students or directed at the instructor herself. A free exchange of ideas is great—verbal abuse is not and may lead to disciplinary action.

Plagiarism and Cheating:

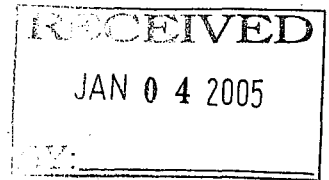
Plagiarism is the presentation of someone else's work as one's own. This includes taking something from the Internet and presenting it as one's own, purchasing someone else's paper, or taking from published works. Plagiarism is illegal and unethical and will not be tolerated. Nor will cheating of any kind. Should the professor discover that a student has committed either plagiarism or cheating, the student will receive a grade of 0 for that assignment; should it happen again, the student will receive an F in the course and will be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Transformation book</u>
Jan. 14	Introduction	Chs. 1-3	-----
Jan. 21	Traditions	Chs. 4-6	China, Chs. 1-2
Jan. 28	Traditions	Chs. 7-9	China, Chs. 3-4, docts. 1-6
Feb. 4	Earlier history	Chs. 10-13	China, Chs. 5-7, docts. 7-12
	(First exam Thursday, February 6, 2003)		
Feb. 11	Chinese nationalism	Ch. 14	China, Chs. 8-9, docts. 13-18
Feb. 18	Japanese nationalism	Ch. 15	China, Chs. 10-12
	(First writing assignment Thursday, February 20, 2003)		
Feb. 25	Chinese revolutions	Ch. 17	China, docts. 19-28
March 4	Chinese revolutions	-----	China, docts. 29-35
March 11	No Classes—Spring Break		
March 18	Korea and Indochina	Chs. 19- 22	Japan, Chs. 1-2, docts. 1-5
March 25	Communist China	Ch. 25	Japan, Chs. 3-6, docts. 6-10
	(Second exam Thursday, March 27, 2003)		
April 1	Post-war Japan	Chs. 27, 28	Japan, Chs. 7-8, docts. 11-14
April 8	Economic issues	Chs. 29, 30, 33	Japan, Chs. 9-11, docts. 15-18
	(Research paper due Thursday, April 10, 2003)		
April 15	Society and culture	Chs. 34-37	Japan, docts. 19-23
	(No class Thursday, April 17—Easter Break)		
April 22	Contemporary life	Chs. 38-42	Japan, docts. 24-28
	(Second writing assignment Tuesday, April 22, 2003)		
April 29	Contemporary life	-----	Japan, docts. 29-31
	(Last day of class Thursday, May 1)		

FINAL EXAM—Wednesday, May 7, 2:00-3:40!!!

History 372
The Middle East in the Modern Era
Winter 2005



Instructor: Dr. Barry Mehler

For Dr. Mehler's resume:

<http://www.ferris.edu/htmls/academics/syllabi/mehlerbarry/biophage.html>

To subscribe to the web list for History 372 send an email to:

Mideast372-subscribe@yahoogroups.com

Office: 2064 ASC

CLASS HOURS: M/W: 6-7:15

Office Hours: M 2:30-4:30; Tuesday/Thursday 1:30-2:30 and by appointment.

Course catalog number: HIST 372

Course Title: The Middle East in the Modern Era

Credit Hours: 3

FULFILLS: G. E. GLOBAL CONSCIOUSNESS.

About the Instructor: Dr. Mehler is a specialist in the history of science with a particular interest in biological determinism, genetics, and eugenics (see his web site: www.ferris.edu/isar). Dr. Mehler has been to the Middle East on a number of occasions – most recently in 1991 and 1996. In 1991, Dr. Mehler was invited to participate in an international conference on prejudice and violence.

Course Description: This course focuses on the Middle East from about 1900 to the present. We will examine the rise of the modern nations, which make up the Middle East as well as examining the cultural dynamics of the region. The course includes a discussion of the three main religions of the region: Judaism, Islam, and Christianity. Main topics include: Global terrorism, The War in Iraq and its aftermath, the Arab-Israeli conflict; and the politics of oil.

This is a writing intensive course in which 25 percent of the grade is based on writing an argumentative essay answering the question: Was the war in Iraq justified? Students begin drafting this essay from week one and work on it all semester.

Prerequisites: English 150.

Special skills: All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

Course Objectives:

1. Gaining factual knowledge about the contemporary Middle East.
2. Gain an appreciation and understanding of the complex issues of war and peace in the Middle East and how these issues affect our lives.
3. Gain a broader understanding and appreciation of religious, political, social, and economic issues affecting the region.

- 4. Gain an appreciation of the historical method. How do historians choose events to stress? History as examination of cause and effect relationships. How does the past enlighten the present?
- 5. Learn how to write an argumentative essay.

Required Text:

William Ochsenswald and Sidney Nettleton Fisher, *The Middle East: a history* (McGraw Hill, Sixth Edition).

ISBN 0-070244233-6

Sheldon Rampton and John Stauber, *Weapons of Mass Deception: The Uses of Propaganda in Bush's War on Iraq* (NY 2003).

ISBN: 1-58542-276-2

ATTENDANCE, TARDINESS AND ANY SPECIAL CONDUCT POLICIES:

Attendance, tardiness and special conduct policies will be discussed during the first week of class.

Readings: All reading assignments must be done for the class designated. Check the online calendar for updates on reading assignments.

Course requirements and grading policies:

- Class Participation: 30%
- Quizzes: 20%
- Midterm and Final essay on theme question: 50%

Class Participation: 30%

Class Participation: Journal Project:	10%
Class Participation: List Serve participation	10%
Class Participation: Class Discussion	10%

Examinations: 20% of Grade.

Quizzes: 20% of grade. Chapter quizzes and pop quizzes can be expected through the semester.

Midterm and Final Exam Essay: 50% of the Grade

The Midterm and Final exam essay on the theme question of the course: "Was the war in Iraq justified?"

This is your midterm and final exam essay question. The course is designed around writing an argumentative essay on this question. It is expected that students will work on this essay project throughout the term. Your midterm will be considered your first "official" draft of your essay and will be worth 30% of your essay grade. Your final version will be worth 50% your grade. Each Essay must also have two peer review forms attached to it. Peer review forms will be worth 20% of the peer reviewers grade. Peer reviewers are responsible for turning in their peer review forms on time.

The Journal Project: Each student will be required to find at least one news item related to class discussion topics each week. News items must be posted in the students online journal. Students must be prepared to discuss the news of the week at the beginning of each class. This project will account for approximately 10% of the final grade.

Extra-Credit Term Paper.

Students may choose to do a term paper for extra-credit. Acceptable term papers will raise a grade one half a letter.

Suggested Term Paper Topics: Operation Desert Storm; the Iran-Iraq War; the Kurds; the Intifata; the Arab-Israel Conflict; Iran & the Rise of Islamic Fundamentalism. You can also choose to do a biography of any major contemporary Middle East leader such as the Ayatollah Khomeini, Anwar Sadat, Saddam Husayn, Hafiz al-Asad, Shimon Perez, Menachem Begin. This list is not comprehensive.

Course Topics:

For reading assignments, see the online syllabus at:
<http://groups.yahoo.com/group/MideastW04/>

Topic 1: Islam, Judaism, & Christianity.

Topic 2: Weapons of Mass Deception: The Bush Administration and the uses of propaganda.

Topic 2: The Rise of Nationalism.

Topic 3: The Roots of Arab Bitterness

Topic 4: The Modernizers

Topic 5: Egypt's Struggle for Independence

Topic 6: The Conquest of Palestine

Topic 7: Zionism and Arab Nationalism

Topic 8: War and the Quest for Peace

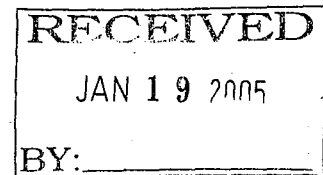
Topic 9: The Reassertion of Islamic Power

Topic 10: The Gulf War and the Peace Process.

Notice:

The content in this course satisfies Michigan Department of Education Content Stand—
1.6, 1.9, 3.2, 3.3, 3.4, 3.5, 3.6

**History 373-001
Twentieth-Century Russia
TR 9:30-10:45
Winter Semester 2005**



Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: pisanij@ferris.edu

Office Hours: Wednesday from 1:00 pm-3:00 pm, TR 1:30-2:30 pm (and by appointment)

Course Objectives:

This course will consider the economic, intellectual, political, and cultural movements which have characterized Russia since 1900 (though we will begin the semester by looking at significant events prior to 1900). Special emphasis will be placed upon the Communist Revolution, the Soviet period, and post-Soviet Russia. By the end of the course, students will be able to demonstrate in writing a full understanding of the history of Twentieth-Century Russia. This course meets General Education requirements, including Cultural Enrichment and Global Consciousness.

Required Books for the Course:

Textbook:

MacKenzie and Curran, Russia and the U.S.S.R. in the Twentieth Century, 4th ed., 2002.

Supplementary materials:

Daniels, Robert, ed., The Stalin Revolution: Foundations of the Totalitarian Era, 4th ed., 1997.

Marples, David R., The Collapse of the Soviet Union, 1985-1991, 2004.

Assessment:

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	200 pts.
Research paper	100 pts.
Two in-class writing assign.	100 pts. (50 pts. apiece)
Leading discussion	50 pts.
Attendance/participation	50 pts.

700 pts. possible

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings (including textbook), discussion, and any videos we might have seen during class time. The final exam, worth twice as much as the prior two exams, will be partly cumulative. I will give students a review sheet with possible identifications and essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies me of the emergency **before** the exam, and must be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late or failing to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester. Students will need to purchase blue books in which they will write their exams.

In-Class Writing Assignments:

In order to ensure that students read the assigned readings, there will be two in-class writing assignments based upon the books during the course of the semester, each worth 50 points apiece. The in-class writing assignments will work as follows: the instructor will pass out a question or a group of questions based upon the readings, and the students will have 30 minutes in which to answer the question. These are closed-book, closed-notes writing assignments based upon the students' knowledge of the readings. Students are expected to write the assignments on the scheduled date. All students will be required to purchase blue books in which to write their essays.

Research Paper:

Each student will be required to write a minimum eight-page research paper (typed, double-spaced) based upon a subject the student has found interesting concerning Twentieth-Century Russia. Research topics must be cleared with the instructor early in the semester. The paper must include a title page and a bibliography as well as either footnotes or endnotes. The paper must be based on at least five sources other than the textbook and/or the supplementary books, including at least one non-Internet source. In terms of Internet sources, no K-12 sites will be allowed, nor will on-line encyclopedias. The instructor also requires that each student turn in the paper **both on diskette and as a hard copy** because each paper will be checked for plagiarism using university-owned software. We will be discussing the format of the paper during the course of the semester. **The research paper is due Tuesday, April 12, 2005—no exceptions!!!**

Leading Discussions:

Each student during the course of the semester will be required to lead the discussion over at least one of the eleven "problems" in the textbook Russia and the U.S.S.R. in the Twentieth Century. At the beginning of the semester, the professor will break the class into several groups and the members of these groups will get together to decide how they will go about discussing their problem. On the day on which we are to have class discussion, the instructor will pick numbers "out of a hat" to decide which group will be responsible for leading discussion on that problem. Since the discussion leaders for each reading are chosen randomly, this may mean that your group leads only one discussion during the course of the semester, or it may mean that you will lead a number of

History

APRC 2005-2006

Section 6 of 6

discussions. Leading discussion means that you will be responsible for knowing the contents of the problem inside and out. **There are NO make-ups for chapter discussions!**

Attendance Expectations:

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Assessment). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

Classroom Behavior:

Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, or snoring during class.

In addition, the professor is entitled to maintain order in her class and has an obligation to other students to do so. Toward that end, the professor is authorized and expected to inform a student that his/her behavior is disruptive and to instruct the student to leave the class if the behavior does not cease. Since this is a university setting, the instructor will not tolerate condescending or insulting remarks either between students or directed at the instructor herself. A free exchange of ideas is great—verbal abuse is not and may lead to disciplinary action.

Plagiarism and Cheating:

Plagiarism is the presentation of someone else's work as one's own. This includes taking something from the Internet and presenting it as one's own, purchasing someone else's paper, or taking from published works. Plagiarism is illegal and unethical and will not be tolerated. Nor will cheating of any kind. Should the professor discover that a student has committed either plagiarism or cheating, the student will receive a grade of 0 for that assignment; depending upon the seriousness of the situation, the student may also receive an F in the course and the case may be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Stalin</u>	<u>Collapse of USSR</u>
Jan. 11	Early Romanov	Ch. 1	-----	-----
Jan. 18	Early Romanov	-----	-----	-----
Jan. 25	1855-1904 (Problem #1)	Ch. 2	-----	-----
Feb. 1	Revol. To 1904	Ch. 3	-----	-----
Feb. 8	Revol. To 1914 (First Exam Thursday, February 10, 2005)	Chs. 4, 5	-----	-----
Feb. 15	World War I (Problem #2)	Ch. 6	-----	-----
Feb. 22	Revolution (Problem #3) (First Writing Assignment Thursday, February 24, 2005)	Ch. 7	-----	-----
Mar. 1	Civil War, NEP (Problem #4)	Chs. 8, 9	-----	-----
Mar. 8	NO CLASSES—SPRING BREAK!!!			
Mar. 15	Stalinism (Problem #5) (Second Exam Thursday, March 17, 2005)	Ch. 10	Intro, Parts I, II	-----
Mar. 22	Life under Stalin (Problem #6) (No class Thursday, March 24—Easter recess!!!)	Chs. 11, 12	Part III	-----
Mar. 29	World War II (Problems #7 and #8)	Chs. 13, 14	Part IV	-----
Apr. 5	Khrushchev/Brezhnev (Problem #9) (Second Writing Assignment Thursday, April 7, 2005)	Chs. 15, 16	-----	-----
Apr. 12	1980's, Gorbachev (Problem #10) (Research Paper due Tuesday, April 12, 2005)	Chs. 17, 18	-----	Parts I and II

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Stalin</u>	<u>Collapse of USSR</u>
Apr. 19	End of the USSR (Problem #11)	Chs. 19, 20	-----	Parts III and IV
Apr. 26	Yeltsin and Beyond (Last Day of Class before Final Exam Thursday, April 28)	Chs. 21, 22	-----	Parts III and IV

Monday, May 2, 2005, 10:00-11:40 a.m.—FINAL EXAM!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

SYLLABUS ATTACHMENT
COLLEGE OF ARTS AND SCIENCES - FERRIS STATE UNIVERSITY

WINTER 2005

IMPORTANT DATES

Late registration	Wed - Fri	Jan 5, 6, 7
First day of classes	Monday	Jan 10
Last day for Drop/Add	Thursday	Jan 13
Martin Luther King Day (no classes)	Monday	Jan 17
Mid-term grades due	Monday	Mar 7
Spring recess	Sat, Mar 5 – Sun, Mar 13	Mar 5 – 13
Assigned registration for current students	Monday	Mar 21
Last day for "W" grades	Thursday	Mar 28
Easter recess	Thurs – Sun	Mar 24 - 27
Open registration for former students/staff	Monday	Apr 4
Last day of classes	Friday	Apr 29
Examination Week	Mon – Fri	May 2 – 6
Commencement	Friday, Saturday	May 6, 7
Final grades due by 9:00 am	Monday	May 9

SESSIONS

Sessions	Dates	Withdraw Date
Session A	Jan 10- Mar 1	Feb 10
Session B	Mar 2 – Apr 29	Apr 12
Session C	Jan 10 – Feb 11	Jan 31
Session D	Feb 14 – Mar 28	Mar 4
Session E	Mar 29 – Apr 29	Apr 18

LIBRARY HOURS

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CLASS ATTENDANCE IS IMPORTANT!

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HOW TO CONTACT A FACULTY MEMBER

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DROPPING CLASSES OR WITHDRAWING

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....ASC 1021 – 591-5039

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

College of Arts & Sciences Department Offices

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660

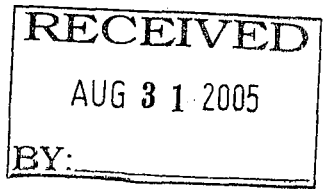
ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.



**History 375-001
Latin American History
TR 3:00-4:15
Fall Semester 2005**

Professor: Dr. Jana Pisani
Office: ASC 2083
Phone: 591-3699
E-mail: pisanij@ferris.edu
Office Hours: Tuesdays and Thursdays 12:00 pm-1:00 pm
 Wednesdays from 8:30-10:30 a.m. (and by appointment)

Course Objectives:

This course will consider the exploration, conquest, and colonization of South and Central America, as well as provide a history of the cultural, economic, political, social, and military history of colonial Latin America through the wars for independence. In addition, it will consider the development of the social and political structures of the Latin American nations in the nineteenth and twentieth centuries and will examine significant issues in Latin America today. Students will become familiar with the basic geography of Latin America, will work with both primary and secondary sources, and will complete a research paper using basic researching and writing skills. By the end of the course, students will be able to demonstrate in writing a full understanding of Latin American history. This course meets the General Education requirement for Cultural Enrichment and Global Consciousness.

Required Books for the Course:

Textbook:

John Charles Chasteen, Born in Blood and Fire: A Concise History of Latin America, 2001.

Supplementary material:

Miguel Leon-Portilla, ed., The Broken Spears: The Aztec Account of the Conquest of Mexico, rev. ed. 1992.

Rosenberg, Kincaid, and Logan, eds., Americas: An Anthology, 1992.

Global Studies: Latin America, 11th ed., 2004

Assessment (800 points possible):

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	200 pts.
Research paper	100 pts.
Two in-class writing assign.	100 pts. (50 pts. apiece)
Leading discussion	50 pts.
Attendance	50 pts.
Partic. in general discussion	100 pts.

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings (including textbook), discussion, and any videos we might have seen during class time. The final exam, worth twice as much as the prior two exams, will be partly cumulative. I will give students a review sheet with possible identifications and essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies me of the emergency **before** the exam, and must be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late or failing to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester.

In-Class Writing Assignments:

In order to ensure that students read the assigned readings in the book Global Studies: Latin America, there will be two in-class writing assignments based upon those readings during the course of the semester, each worth 50 points apiece. The in-class writing assignments will work as follows: the instructor will pass out a question based upon the readings and the students will have 30 minutes in which to answer the question. These are closed-book, closed-notes writing assignments based upon the students' knowledge of the readings. Students are expected to write the assignments on the scheduled date.

Research Paper:

Each student will be required to write a minimum eight-page research paper (typed, double-spaced) based upon a subject the student has found interesting concerning Latin America. Research topics must be cleared with the instructor early in the semester. The paper must include a title page and a bibliography as well as either footnotes or endnotes. The paper must be based on at least five sources other than the textbook, including at least three non-Internet sources (and no K-12 Internet sources are allowed, nor are online encyclopedias!!!). The instructor also requires that each student turn in the paper **both on diskette and as a hard copy** because each paper will be checked for plagiarism using university-owned software. We will be discussing the format of the paper during the course of the semester. **The research paper is due Thursday, November 17, 2005—no exceptions!!!**

Some hints for the research paper:

- In FLITE library, we have some excellent databases which can help you, many of which have full-text articles. Such databases include JSTOR, Ethnic Newswatch, and Lexis Nexis. In order to access the databases, click on the FLITE library link from the Ferris home page, then click onto Humanities and/or Social Sciences databases, then click on the particular database you are looking for. From there, you can type in search terms.
- If you are unclear about how to do bibliographies or footnotes/endnotes, we'll be using the Chicago Manual of Style citation method. For examples on how to cite works, check out Kate Turabian's A Manual for Writers of Term Papers, Theses,

and Dissertations, or the Chicago Manual of Style itself, now in its 15th edition. If you'd like a quick online resource, check out the following:

--www.ithaca.edu/library/course/turabian.htm.

--www.dianahacker.com (also in print)

--www.wisc.edu/writing/Handbook/Documentation.html

We'll also be discussing guidelines in class.

Leading Discussions:

Each student during the course of the semester will be required to lead the discussion over at least one of the documents in Americas: An Anthology. At the beginning of the semester, the professor will break the class into several groups and the members of these groups will get together to decide how they will go about discussing their document. On the day on which we are to have class discussion, the instructor will pick numbers "out of a hat" to decide which group will be responsible for leading discussion on that document.

Since the discussion leaders for each document are chosen randomly, this may mean that your group leads only one discussion during the course of the semester, or it may mean that you will lead a number of discussions. Leading discussion means that you will be responsible for knowing the document inside and out. You will need to ask your classmates the following about your document: 1) Who wrote this document, and when? 2) What is the focus and theme of this particular work? 3) What does the document tell us about the time in which it was written? 4) Can we trust this document as an historical source? Why or why not? Failure to show up for class on the day your document is discussed means that you lose the points you might have gained by leading discussion.

There are NO make-ups for document discussions!

Attendance Expectations:

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Assessment). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

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Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, or snoring during class.

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SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Anthology</u>	<u>Global Studies</u>
Aug. 30	First stop, the Present	Ch. 1	----	pp. 3-6, 8-23, 54-61, 117-124
Sept. 6	Pre-Conquest L.A. (NOTE: begin <u>Broken Spears</u>)	----	8.1	Arts. 1 and 2
Sept. 13	Encounter and Conquest (NOTE: read <u>Broken Spears</u>)	Ch.2	2.1, 2.2, 8.2	Arts. 3-5
Sept. 20	Encounter and Conquest (NOTE: finish <u>Broken Spears</u>)	----	2.3-2.6	Arts. 6 and 7
Sept. 27	Colonization and Empire (First exam Tuesday, September 27, 2005)	Ch. 3	7.1, 8.3	Arts. 8 and 9
Oct. 4	Colonization and Empire	----	----	Arts. 10 and 11
Oct. 11	Independence (First in-class writing assignment Tuesday, October 11, 2005)	Ch. 4	2.7-2.9	Arts. 12 and 13
Oct. 18	Independence	----	----	Arts. 14 and 15
<u>Week of</u>	<u>Topic</u>	<u>Text</u>	<u>Anthology</u>	<u>Global Studies</u>

Oct. 25	New Nations	Ch. 5	10.1-10.5	Arts. 16 and 17
	(Second exam Tuesday, October 25, 2005)			
Nov. 1	Progress (late 19 th)	Ch. 6	11.1-11.3	Arts. 18 and 19
Nov. 8	Neocolonialism (early 20 th)	Ch. 7	3.3-3.7	Arts. 20 and 21
	(Second in-class writing assignment Tuesday, November 8, 2005)			
Nov. 15	Nationalism (post WWII)	Ch. 8	9.1, 9.2	Arts. 22 and 23
	(Research paper due Thursday, November 17-no exceptions!!!)			
Nov. 22	Revolution	Ch. 9	11.4-11.6, 11.8	-----
	(No class Thursday, November 24, Thanksgiving holiday!!!)			
Nov. 29	Reaction	Ch. 10	8.4, 8.6, 6.3-6.6, 7.3-7.5	Article 24
Dec. 6	Latin America today	Ch. 11	5.2, 5.5, 5.6, 12.1, 12.3, 12.5, 12.6, 12.8	-----
	(Last day of class before the final exam Thursday, December 8!)			

Monday, December 12, 2005, 2:00-3:40 pm-FINAL EXAM!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

SYLLABUS ATTACHMENT
COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY

FALL 2005

IMPORTANT DATES

Late registration	Wed - Fri	Aug 24, 25, 26
First day of classes	Monday	Aug 29
Labor Day (no classes)	Monday	Sep 5
Mid-term grades due	Monday	Oct 24
Last day for "W" grades (full semester)	Thursday	Nov 3
Thanksgiving recess begins (no classes)	Thursday	Nov 24
Thanksgiving recess ends (classes resume)	Monday	Nov 28
Last day of classes	Friday	Dec 9
Examination Week	Mon - Fri	Dec 12 - 16
Commencement	Friday, Saturday	Dec 16, 17
Final grades due by 9:00 am	Monday	Dec 19

SESSIONS

Sessions	Dates	Withdraw Date
Session A	Aug 29 – Oct 18	Sep 29
Session B	Oct 19 – Dec 9	Nov 18
Session C	Aug 29 – Sep 30	Sep 19
Session D	Oct 3 – Nov 3	Oct 21
Session E	Nov 4 – Dec 9	Nov 28

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Mathematics	ASC 2021	591-2565
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Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660

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Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

Winter 2005

HST 385: Am. Military History Gary L. Huey ASC 2066

Office Hours MWF 12-1
T 1-2 Or by appointment
Phone: Office 591-2758
Home: 796-2160
hueyg@ferris.edu

Required Text: James M. Morris, **America's
Armed Forces: A History**

Credit: 3 semester hours

General Education: This class counts towards the General Education cultural requirement.

Student Behavior: All students are expected to follow the student code of conduct policies as established by the University and the College of Arts and Sciences. See the page attached to this syllabus.

PART I: THE EMERGENCE AND GROWTH OF THE AMERICAN MILITARY

Lecture Topics Will Include:

Colonial Military Tradition

The American Revolution:

Waging War with Limited Resources

Washington and the Newburgh Conspiracy and Who is in Control

Limited Warfare and the War of 1812: Was It Necessary?

West Point and the Beginnings of Professionalism in the Military

The Mexican War: Bloody and Unnecessary

The Civil War:

North and South: Strategy and Tactics

Total War and Its Impact on Society

America's Emergence as a World Power: The Spanish-American War

World War I: Coalition Warfare and Disillusionment

READING ASSIGNMENT FOR PART I: Morris, pp. 1-192.

PART II: AMERICA AS A WORLD POWER

Lecture Topics Will Include:

The American Military Between the Wars

World War II: Nothing Will Be the Same

Technology, Strategy, and Tactics in Europe and Asia

The Atomic Revolution: Was the Bomb Necessary?

A New Kind of War: The Cold War

Containment and Cold War Extremism

Korean War: Limited Cold War Conflict

Vietnam: How Our Culture Got Us Involved and Helped

Determine Our Strategy and Tactics

Public Opposition to the Military

War in the Gulf: Have We Shaken the Vietnam Syndrome and Should We?

points, B+ 305-314 points, B 291-304, B- 280-290 points, C+ 270-279, C 256-269 points, C- 245-255 points, D+ 235-244 points, D 221-234 points, D- 210-220. Anything below 209 will be an F.

STUDY HELP: If you feel you are not mastering the material or if you are not making the grade you desire, please see me as soon as possible. Do Not Wait to get help. I will give you as much assistance as possible, and I can help you get a tutor. I am here to help you. Please take advantage of this opportunity.

ATTENDANCE POLICY: I will take attendance until the final class roster is issued. After this, I will no longer take the roll. Whether you attend class or not will be up to you. I will caution you that at least one-half of each exam will come from the lectures and discussions and this material cannot be found in your textbook. If you miss class, it could severely jeopardize your grade.

Why do I give you this freedom? It is my belief that you can mature and build a sense of personal responsibility by being on you own on this issue. This is an important part of the educational process. When you leave Ferris State, you will learn that your employer appreciates individuals who are self-motivated and reliable. Here is your opportunity to develop these qualities. This is college. You are adults and should be treated as such.

ABSOLUTELY NO CELL PHONES OR PAGERS SHOULD BE ALLOWED TO RING IN CLASS. YOU WILL BE ASKED TO LEAVE CLASS THE FIRST TIME THEY RING AND YOU WILL NOT BE ALLOWED BACK IN UNTIL YOU SHOW ME THEY ARE TURNED OFF! THESE INTERUPTIONS ARE EXTREMELY RUDE AND WILL NOT BE TOLERATED.

385sy104

SYLLABUS ATTACHMENT
COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY

WINTER 2005

IMPORTANT DATES

Late registration	Wed - Fri	Jan 5, 6, 7
First day of classes	Monday	Jan 10
Last day for Drop/Add	Thursday	Jan 13
Martin Luther King Day (no classes)	Monday	Jan 17
Mid-term grades due	Monday	Mar 7
Spring recess	Sat, Mar 5 – Sun, Mar 13	Mar 5 – 13
Assigned registration for current students	Monday	Mar 21
Last day for "W" grades	Thursday	Mar 28
Easter recess	Thurs – Sun	Mar 24 - 27
Open registration for former students/staff	Monday	Apr 4
Last day of classes	Friday	Apr 29
Examination Week	Mon – Fri	May 2 – 6
Commencement	Friday, Saturday	May 6, 7
Final grades due by 9:00 am	Monday	May 9

SESSIONS

Sessions	Dates	Withdraw Date
Session A	Jan 10- Mar 1	Feb 10
Session B	Mar 2 – Apr 29	Apr 12
Session C	Jan 10 – Feb 11	Jan 31
Session D	Feb 14 – Mar 28	Mar 4
Session E	Mar 29 – Apr 29	Apr 18

LIBRARY HOURS

Regular hours for the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

DROPPING CLASSES OR WITHDRAWING

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

College of Arts and Sciences
Ferris State University

November 16, 1992

L. Disruptive Behavior Policy Statement

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behavior which obstruct or disrupt the learning environment of the classroom or other educational facilities will be addressed.

1. The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, etc.
2. The instructor is in charge of the classroom. This includes the times and extent to which they allow questions or discussion, the level of respect with which they and other students are to be treated, and the specific behaviors they will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.
3. An instructor is entitled to maintain order in his/her class and has an obligation to other students to do so. Toward that end, an instructor is authorized and expected to inform a student that his/her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist with the student's removal.
4. If a student persists in a pattern or recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course, following administrative review by the Arts and Sciences Dean's Office, and/or University disciplinary proceedings. (University disciplinary procedures are delineated in the "Student Conduct and Discipline Policy," reprinted in the FSU Student Handbook.)
5. Disruptive behavior cannot be sanctioned by a lowered course grade (e.g., from a B to a C) except insofar as quality of classroom participation has been incorporated into the instructor's grading policy for all students. (Note: Academic misconduct, which is covered by other regulations, can be a legitimate basis for lowering a grade or failing the student).
6. Students as well as employees are bound by the University's policy against harassment, in any form. Harassment will not be tolerated.
7. The office of the student's dean will be notified of any serious pattern or instance of disruptive behavior.

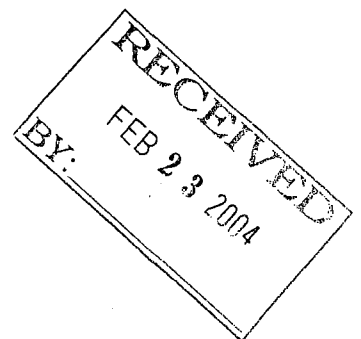
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**Capstone: Research & Writing in History
HIST 400 – Winter 2005**

**Thurs 4:30 to 7:30
FLITE 110 & 314**

**Dr Kimn Carlton-Smith
ASC Bldg 2068
231.591.5850
Office Hrs T/R 9:30-11am
WebCT e-mail**



Capstone: Research & Writing in History Course Goals & Objectives

The primary focus of this course is to have students exposed to the general principles of the discipline of historical analysis and the begin developing the necessary research and analytical skills that will be essential in pursuing graduate level studies or employment in a field that is demanding high levels of critical thinking skills.

To prepare students and assist in their development of analytical skills essential to the discipline of History, the first weeks of the course are spent exposing students to the philosophy of historical research and analysis, as well as having students execute Critical Thinking Activities. These learning exercises are intended to aid students in the development of their ability to analyze and interpret facts, opinions, competing scholarly interpretations, and diverse types of sources. These analytical skills will then be applied to one major research assignment.

A final aspect of the analytical tasks required of students will be reading and critiquing fellow students work. Peer review is an essential aspect of more scholarly disciplines, especially History. Learning to carefully read and offer constructive feedback on another's work is critical towards one's own growth as a writer; it is often easier to see the flaws within your own writing by identifying similar weaknesses within a peers. It is equally true that the more one reads well crafted writing, the better one's own writing becomes, if for no other reason than having effective role models to emulate.

Capstone: Research & Writing in History

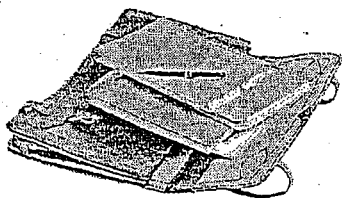
Course Description:

This course is the capstone course required of all History BA – Majors. This course asks students to apply the various critical thinking strategies they have acquired from their various History content courses and the skills they have gained from their speech communications and English composition courses. Students will apply these skills by undertaking a major research project, requiring original analysis of primary documents to an approved topic.



The Research Project:

Students need to be aware that the course is more focused on the development of the skills needed to execute a major research project than on the final paper produced. Mastering research skills, meeting deadlines, revising various aspects of your research project, providing peer review commentary are essential towards writing and managing a major research project. To ensure students success in this endeavor the course is divided into two equally important phases—



research and writing. There are weekly tasks and assignments that will strengthen each students' time management skills as well as ensure that this research project a manageable assignment.

Weekly Tasks – Research Phase:

During Weeks 2 – 4, students will learn about effective strategies for doing Primary and Secondary Research. Weeks 5 – 8 will provide the students with structured research

time with access to their instructor and peers for support and assistance. To ensure that students are actively researching as well as carefully evaluating their findings there are two tasks; both are due Sunday Midnight of each week (Wks 2-8):

- Task #1 – Research Log Sheets. Electronic forms for this task are posted on the course WebCT site. Research Logs record each student's efforts to search for primary &/or secondary sources as well as offer a preliminary list of what was found.
- Task #2 -- Annotated Bibliographies. Using Chicago Manual of Style citation format, students must develop annotated comments for selected scholarly articles or various primary sources they have listed from that week's Research Log.

During Wks 5-8, the instructor will randomly select two students to work with on an individual basis during that week's library research session. During this "In-class Status Update" meeting, the instructor will review a student's search term strategies and problem-solving in areas where the student has confronted the greatest challenges.



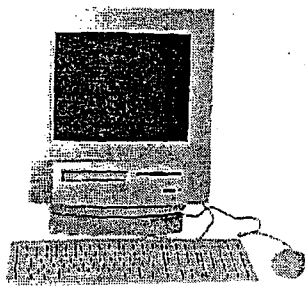
Weekly Tasks – Writing Phase:

During Weeks 9-11, students will make the transition of turning research findings into a first draft of a research essay. Weeks 12-15 will provide students with the constructive feedback and peer review commentary needed to aid students in developing the skill of editing and revising a paper through a second and third draft. This phase also calls on students to exercise their verbal

skills in both explaining or summarizing their research project or findings as well as requiring students to clearly articulate constructive feedback to their peers based on their reading of a student's submitted essay.

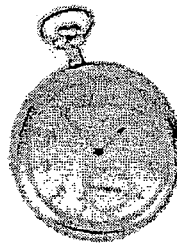
There are several tasks involved during this phase of the course:

- Verbal Communication Tasks— During Wk 9 & Wk 15, each student will be required to deliver a 20 min. formal presentation follow by a 10-15 min. Q & A session. During the Peer Review Sessions of Wks 12 & 14, each student will hold the responsibility of leading the class in a discussion of one student's essay.
- Peer Review Comments— During Wks 9, 12, 14, each student is responsible for writing well developed & constructive feedback for all the peer essays submitted by the mandatory deadline. Electronic forms for this task are posted on the course WebCT site.
- Writing/Project Conferences— During Wks 10, 11, 13 & 15, students must arrange a one hour conference to meet with the instructor to discuss the development and progress of their research topic as it evolves into an analytic essay than subsequent strategies to revise and strengthen the overall effectiveness of their essay.
- Writing Tasks-- During Wks 9, 11, 13, & Exam Week, students must submit to their peers and their instructor a draft of some specified stage of their research project. Wk 10's writing task will be given to the instructor and not to fellow students.



Time Management:

Success with this overall execution of this research project can only occur with effective time management. You will be provided with ample class time and the structured incentive of graded assignments to insure that bad habits associated with procrastination cannot take root.



Deadlines/Late Submissions:

There will be severe penalties imposed on students who miss any submission deadline.

Late penalties will be imposed on any Research Log or Annotated Bibliography submitted after the Sunday Midnight deadline. More severe late penalties will be imposed during the



Writing Phase because your delay negatively impacts other students. You must be considerate of the fact that each student in the class is responsible for carefully reading the essays of all the other students in the course. Don't force another student into a situation where they must skim read your essay. That's a waste of everyone's time & energy. Severe penalties will be imposed on students who fail to formally write peer feedback that will be submitted to the student/author and the instructor.

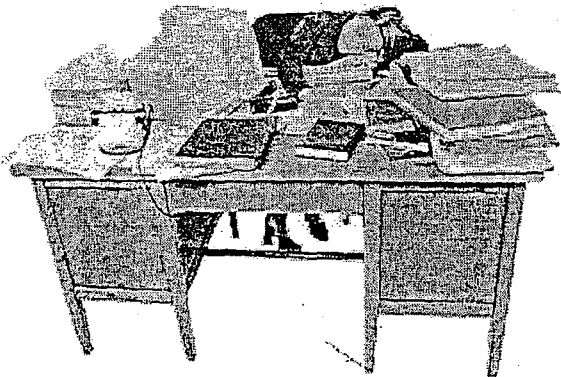
Absences:

Absences will not be tolerated on dates scheduled for "presentations" or "peer review/discussion of draft #." If you fail to arrange/appear for a scheduled Writing/Project Conference you will receive a Zero. During the Research Phase of the

project there will also be in-class Status Updates (mini-conferences) on weeks scheduled as a "Research Session at FLITE;" if absent you will earn a Zero. Just to clarify, your absence from any class session does not excuse you from meeting any scheduled deadline that applies for that week.

Graded Tasks:

- Weekly Research Log – 25pts x 7
- Weekly Annotated Bib – 25pts x 7
- Status Update Meetings – 25pts x 2
- Formal Presentations – 25pts x 2
- Peer Review Facilitator – 25pts x 2
- Peer Review Comments – 25pts x 3
- Project Conferences – 25pts x 4
- Brief Abstract – 25pts
- Outline, Bib., Thesis – 50 pts
- Draft#1 (Essay & Bib) – 75 pts
- Draft#2 (Essay & Bib) – 75pts
- Final Draft (Essay & Bib) – 100pts



Ways to Contact Dr. Kimn:

1. Drop by my office at ACS 2068. I am on-campus T & Th, my office hours are 9:30-11am. If I do not have a meeting, I will also be available at 11am-Noon.
2. Phone my office # at x5850. If you want to confirm that I am available to meet with you or to schedule an alternate time to meet you can call my office number. You may wish to call if you have a quick question or do not have easy access to e-mail.
3. E-mail me at the Course WebCT site. This is the best way to reach me 24/7. I check my WebCT courses approx. 3x a day. I even check my WebCT e-mail over the weekend.

Required Texts:

All students are expected to acquire copies of two separate texts:

Martha Howell & Walter Prevenier's From Reliable Sources: An Introduction to Historical Methods, (Cornell University Press, 2001)

Wayne Booth, et al., The Craft of Research, (University of Chicago Press, 2003, second edition)

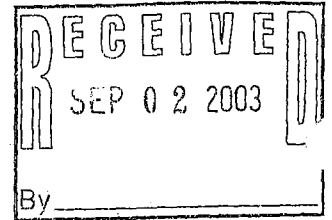
Required Research/Writing Materials:

Zip Disk or USB storage device
50\$ Xerox/Library Printing Budget
Computer/Internet & WebCT Access
Microsoft WORD software

<p>Week One Thur – 1/13</p>	<p>Tasks/Activities:</p> <ul style="list-style-type: none"> • Select/Refine Research Topic • Discuss Readings: Booth, Part 1 & Howell, Introduction and Chapters 1 & 2 • Overview of Research Project & Objectives • Overview of Databases & Required Sources • Keeping/Submitting Research Logs
<p>Week Two Thur – 1/20</p>	<p>Task/Activities:</p> <ul style="list-style-type: none"> • Discuss Readings: Booth, Part 2 & Howell, Ch 3-5 • Secondary Sources – Key Databases <ul style="list-style-type: none"> ○ American History & Life/ILL ○ JSTOR ○ Project Muse • Research Session
<p>Week Three Thur – 1/27</p>	<p>Task/Activities:</p> <ul style="list-style-type: none"> • Primary Sources – Key Databases & Print Document Sources <ul style="list-style-type: none"> ○ Popular Periodicals Index/ILL ○ Historic Newspaper Collection ○ Biographical Index • Primary Sources – Internet Archives, Digital Gov Docs, Speeches & Published writings • Research Session
<p>Week Four Thur – 2/3</p>	<p>Tasks:</p> <ul style="list-style-type: none"> ○ Nontraditional Primary Sources— <ul style="list-style-type: none"> ○ Film & Photography ○ Music & Song Lyrics ○ Political Cartoons ○ Visual Art & Advertisements ○ Research Session
<p>Week Five Thur – 2/10</p>	<p>Task:</p> <ul style="list-style-type: none"> ○ Research Session at FLITE
<p>Week Six Thur – 2/17</p>	<p>Task:</p> <ul style="list-style-type: none"> ○ Research Session at FLITE
<p>Week Seven Thur – 2/24</p>	<p>Task:</p> <ul style="list-style-type: none"> ○ Research Session at FLITE

<p>Week Eight Thur – 3/3</p>	<p>Task:</p> <ul style="list-style-type: none"> ○ Research Session at FLITE
<p>Week Nine Thur – 3/17</p>	<p>Tasks:</p> <ul style="list-style-type: none"> • By Wednesday Noon submit for Peer Review a brief abstract about your Research Project (250 to 500 words). This abstract needs to include your thesis statement; a comment concerning positives & negatives about your sources; key areas of concern where you may want some assistance or feedback. • 20 minute presentation addressing your Research Findings & Progress • 20 minute Q & A session concerning your Research focus, thesis/argument • Discussion of Booth, Parts 3 & 4
<p>Week Ten Thur – 3/24</p>	<p>Task:</p> <ul style="list-style-type: none"> • Conference on Topic Sentence Outline, Preliminary Bibliography, & Thesis Statement
<p>Week Eleven Thur – 3/31</p>	<p>Task:</p> <ul style="list-style-type: none"> • Conference on the Development of First Draft • Draft #1 must be submitted for Peer Review by Saturday Noon
<p>Week Twelve Thur – 4/7</p>	<p>Task:</p> <ul style="list-style-type: none"> • Peer Review/Discussion of Draft #1
<p>Week Thirteen Thur – 4/14</p>	<p>Task:</p> <ul style="list-style-type: none"> • Conference on Revision Progress • Draft #2 must be submitted for Peer Review by Saturday Noon
<p>Week Fourteen Thur – 4/21</p>	<p>Task:</p> <ul style="list-style-type: none"> • Peer Review/Discussion of Draft #2
<p>Week Fifteen Thur – 4/28</p>	<p>Task:</p> <ul style="list-style-type: none"> • Submit Finalized & Corrected Bibliography • Final Conference on Revision Progress • Formal 20 min. Presentation of Research Project Findings
<p>Exam Week</p>	<p>Task: -Submit Final Draft of Essay</p>

HUMANITIES 202
African American Cultural Expression
Sect 001 T, Th 12-1:30 (STR122)
Dr. Kimn Carlton-Smith



Office Hours: Wed 1 to 4pm
Office: ASC Building 2068

Office Phone: 591-5850
E-mail @ WebCT

Course Description:

This Humanities course provides students with a broad overview of African American "cultural expression," with an emphasis on the 20th Century. Using an array of educational materials-- lecture, discussion, group work, primary and secondary texts, multimedia, the internet-- the course attempts to create an interactive learning experience. The course is divided into four thematic units. The first unit explores African cultural traditions and the legacy of African aesthetics up through the late 19th century. The second unit address African American efforts to craft a new identify for themselves and their strategies for challenging racial stereotypes from 1900-1945. The third unit examines the expanding political framework of cultural expressions during the 1960s & 1970s. The final unit explores contemporary forms of African American cultural expression.

Course Purpose:

This Humanities course serves as an introduction to the cultural heritage and intellectual contribution of African Americans from the colonial era to the present. The purpose of the course is designed to expose students to the rich and complex cultural history of African Americans in the United States. Directly addressed throughout the course are the ways in which race and racism influenced various forms of creative cultural expressions ranging from the performing arts, visual arts, literature, and religion.

Materials Needed for this Course:

Computer & Internet Access
Required Readings: On-Line PDF documents/published articles
*Xerox/Printer Copycard & Zip Disk

WebCT:

Several elements of this course require you to access WebCT course materials. There is a detailed syllabus labeled "Course Manual" you will want to read over. The WebCT tool you will use the most will be the Calendar Tool; check this often. The Calendar informs you of the lecture topic for any given day, the assigned readings, and links to an informative web site on that topic. The Calendar will also notify you of quizzes, extra credit opportunities, assignment due dates, and any scheduling changes. Other WebCT Tools will be used regularly. WebCT's E-mail Tool should be used to contact me concerning any questions you may have about course content or your grades. You may also want to use the E-Mail Tool to contact other students in the course. The exams will be taken on-line in a PC Lab at FLITE on scheduled exam days. The directions for the Paper and the Group Project assignments are accessible only through WebCT. Extra

credit opportunities such as Discussion Forums and Student Homepages will be available only through WebCT.

Graded Course Work:

In-Class Discussion/Participation: This course is designed to facilitate a high level of student involvement in analyzing and discussing issues presented in a number of readings done throughout the semester. Nearly every class session will be based on a discussion of the assigned readings, with only a small amount of lecture material presented. Students will be evaluated on content of their observations rather than the sheer number of times they speak. Any absence will lower your Class Discussion Participation grade.

Unit Exams: For this course there are three on-line short essay exams. Each exam takes place during the class session. The first exam will take place at FLITE in a PC-Lab classroom, the second and third exam can be taken from any location. Dates for each exam are posted on the WebCT Calendar Tool.

Writing Assignment: There is one writing assignment. This assignment requires students to locate & view two films, and write a 750-1250 word essay. Guidelines and deadlines will only be available through WebCT.

Group Project: There is one group project for this course. This group activity serves the student's educational experience by fostering learning communities. The group project requires the group members to use the WebCT Discussion Forum. Materials-- guidelines, deadlines, and resources-- the group project will only be available through WebCT.

Attendance: There is a mandatory attendance policy for this class. *WebCT is designed to supplement & enhance the classroom experience, not replace it.*

Learning Outcomes

When you complete this course, you should be able to:

1. Identify the sequence of major ideas and events as they relate to the evolving historical traditions of African American cultural expressions.
2. Describe the important contributions and significant roles played by African American men and women within the context of United States cultural history.
3. Reconstruct the complex cultural history of African Americans by comparing diverse social, political, and intellectual voices that offer a range of perspectives.
4. Understand how and why such forces as ethnicity, class, and gender have impacted the African American cultural expressions in the United States since the 1600s.
5. Analyze information provided by primary source evidence that enables readers to experience first hand competing historical narratives.

6. Understand the strengths and weaknesses of the Internet as a tool for gathering information on an African American historical events, social issues or political personalities.

7. Demonstrate a skill set for using Internet-based educational activities and communication tools.

Notice:

The content in this course satisfies Michigan Department of Education Content Stand-- 1.5, 1.7 & 2.4.

Required Reading Schedule
HUMN 202

Date	Topic	Readings
Tuesday, August 26	Course Introduction	
Thursday, August 28	African Music	"African Idiom in Music" by A. Merriam
Tuesday, September 2	African Art	"What's in a Mask" by J. Picton
Thursday, September 4	Intro to WebCT	** Meet at PC-Lab FLITE
Tuesday, September 9	African Folklore	"African Education Tradition" by F. Boateng
Thursday, September 11	Slave Songs	"Double Meanings of Spirtuals" by C. Lawrence-McIntyre
Tuesday, September 16	Slave Artisans	"Kinship and Quilting" by F. Cash WebSite, re: Thomas Day WebSite, re: Dave the Potter
Thursday, September 18	Slave Folklore	"Slave Proverbs" by J.W. Roberts
Tuesday, September 23	Unit One Exam	** Meet at PC-Lab FLITE
Thursday, September 25	Fisk Jubilee Singers	NO Readings!
Tuesday, September 30	Blues Women	"Back to the Roots" by A. Davis "Love Me Like I Like to Be" by C. Batker
Thursday, October 2	Jazz Men	"Jazz and I Got Born Together" by E.P. Olsen
Tuesday, October 7	Poets & Versifiers	"To the Tune of Those Weary Blues" by S.C. Tracy
Thursday, October 9	Visionaries	"A Tribute to Aaron Douglas" by Grogan & Kirschke
Tuesday, October 14	Midnight Ramble	"All Colored" by D.J. Leab
Thursday, October 16	Oscar Micheaux	"Micheaux's Interrogation of Caricature" by J.R. Green "Micheaux: Celebrating Blackness" by b. hooks
Tuesday, October 21	Delta Blues	"A Map of the Music" by P. Maultsby "The Sacred/Profane Dialectic in Delta Blues" by F.J. Hay
Thursday, October 23	Unit Two Exam	<i>Taken at any location, during the Class Hour.</i>
Tuesday, October 28	Rhythm & Blues	"Brown-Eyed Handsome Man" by P.H. Fryer
Thursday, October 30	Soul Music	"Brilliant Careers: Aretha Franklin" -- Salon.com "Lady Soul: Singing It Like It Is" -- Time.com "In the New Book, Aretha Franklin" -- Jet Magazine
Tuesday, November 4	Jim Crow Museum	"An Exhibition of Distortions" by A. Lewis
Thursday, November 6	Jim Crow Museum	(On-Line Essays by David Pilgrim)
Tuesday, November 11	BAM: Black Arts Movement	"The Shadow World" by L. Thomas
Thursday, November 13	Black Exploitation Cinema	"Contemporary Black Cinema" by T. Lott
Tuesday, November 18	Step Shows	"Stepping" by E.C. Fine
Thursday, November 20	Show Style Marching Bands	"Marching to Different Drummers" by L.D. Sneiderman "High Steppin'" by T. Firesheets
Tuesday, November 25	Unit Three Exam	<i>Taken at any location, during the Class Hour.</i>
Thursday, November 27	Holiday -- No Class	NO Readings!
Tuesday, December 2	Library Session	Work on preparing Group Presentation.
Thursday, December 4	Library Session	Work on preparing Group Presentation.
Tuesday, December 9	Group Presentation Day	Scheduled Final Exam Session 12-1:40.

Graded Course Work HUMN 202

In-Class Discussion/Participation -- 100 points

- Each class session is based on an in-depth discussion. Each week you will earn points towards your overall discussion/participation grade. Your grade will be based on the ten best weekly grades. Any scores from the remaining three weeks will be treated as "extra credit."
- Absences can & will lower your weekly participation grade. One absence within a single week will automatically earn you an F (0 points) for that week's participation grade. Two absences within a single week where both days are scheduled discussion days will result in an additional 10 point penalty.
- Weekly Participation Grade Scale Range:
 - A (10 pts) well prepared, volunteers several insightful observations, and demonstrates clear understanding of all the ideas & opinions voiced in the readings.
 - B (8 pts) prepared, voluntarily offering limited remarks, and demonstrates a level of understanding of the ideas & opinions voiced in the readings.
 - C (6 pts) prepared, but never volunteers and when called upon the remarks offered are less clear and underdeveloped.
 - D (4 pts) under prepared, never volunteers and when called upon the remarks offered are vague & noncommittal.
 - F (0 pts) does not participate &/or one absence.

Unit Exams -- 50 points each (150 points total)

- Throughout the semester you will be required to write three essay exams based on the ideas, issues, personalities and events presented in the readings and our in-class discussions.
- Exam Essay Grade Scale Range:
 - A -narrow focus, well organized, effective use of examples, and demonstrates a keen insight of the unit readings & discussions. (45-50 pts)
 - B -organized, limited use of details or examples, and offers good observations concerning issues addressed during the unit. (40-44 pts)
 - C -marginally organization, uses few if any details or examples, and moderate analysis of the unit readings or topics. (35-39 pts)
 - D -lacks organization, offers no details or examples, and unclear as to what issues the student is struggling to address. (30-34 pts)
 - F -fails to follow essay exam questions or guidelines, or misses submission deadline. (0-25 pts)

Project Research Paper -- 125 points

- To ensure the overall success of each group's presentation, each group member is required to develop a research paper on a selected aspect of the group's assigned topic. The 750-1000 word research paper requires a minimum number of sources from select databases & Internet resources. Proper documentation/citation of sources is required along with a bibliography.
- Research Paper Content Grade Scale:
 - A -narrow focus, well organized, effective use of examples, and demonstrates a keen insight on the topic selected.
 - B -organized, limited use of details or examples, and offers good observations concerning issues addressed.
 - C -marginally organization, uses few if any details or examples, and adequate analysis of the historical issues.
 - D -lacks organization, offers no details or examples, and unclear as to what issues the author seeks to address.
 - F -fails to follow assignment directions or guidelines, or misses submission deadline.

Group Project Presentation -- 75 points

- Topics are set for each group, however, group members will need to negotiate/delegate responsibility for various aspects of the overall project. Group members are expected to read highlights from their research paper as the basis for their contribution in the Group Project Presentation, individuals who utilize Power-Point Presentations or develop handouts will merit extra credit points.
- Each member of the group is graded individually based on his/her contributions and quality of work.
- Group members will be graded on their use of the private discussion forum that is provided via WebCT. Group members are expected to use this forum to communicate & collaborate.
- Everyone in class is required to attend/participate in the Group Project Presentation Final. Your presence as a class member is just as important as being a presenter. Unexcused absence on the presentation day will result in a 75 point penalty.
- Presentation Performance Grade Scale:
 - A -well prepared, well spoken, well organized, relaxed & confident.
 - B -prepared, good speaking abilities, organized, & slightly uncomfortable.
 - C - marginally prepared, moderately organized, & shows gaps of nervousness.
 - D - under prepared, disorganized, & nervous stage fright.
 - F - fails to follow assignment directions or guidelines, or is absent.

Presentation Category &
Research Paper Suggestions
HUMN 202

During the Exam Final there will be four separate Group Project Presentations. Groups will be formed during the week of November 16th.

1. Each group will address some aspect of "African American Cultural Expression." The four broad categories are: "Music," "Dance," "Film," "Visual Art."
2. Within each category there are restrictions for your research paper--
 1. you can not cover any personality that has previously been addressed in the readings/class discussion
 2. you can not cover Contemporary Rap or Hip-Hop
 3. you can not write a paper that is a narrative summary that describes persons, events or issues (ie no biography or book-report)
3. Content strategy for your paper. After you have selected your topic, your challenge with this paper is to--
 1. briefly explain specific information or details about the topic selected
 2. analyze, critique, or evaluate the topic chosen
 3. place the topic within the context of personalities, events, issues we have covered in class
4. All paper topics need to be approved by Dr. Kimn and no two students can develop similar paper topics.
5. Below are listed topics that can serve as suggestions for individual student research papers. These are simply intended to stimulate your own thinking and the development of a topic that interests or excites you.
 - o Group Category- Music
 - Paper Topic- Motown Sound
 - Paper Topic- BeBop Jazz
 - Paper Topic- Scott Joplin
 - Paper Topic- Billie Holiday
 - Paper Topic- Barry White
 - Paper Topic- Jimi Hendrix
 - o Group Category- Dance
 - Paper Topic- African Dance Rituals
 - Paper Topic- Alvin Ailey
 - Paper Topic- Tap
 - Paper Topic- Stomp
 - Paper Topic- Cakewalking
 - Paper Topic- Katherine Dunham
 - o Group Category- Film
 - Paper Topic- Spike Lee
 - Paper Topic- John Singleton
 - Paper Topic- Julie Dash
 - Paper Topic- Robert Townsend
 - Paper Topic- Black History on the Screen
 - Paper Topic- Oscar Recognition
 - o Group Category- Visual Art
 - Paper Topic- Elizabeth Catlett
 - Paper Topic- Romare Bearden
 - Paper Topic- Jacob Lawrence
 - Paper Topic- Carrie Mae Weems
 - Paper Topic- Kara Walker
 - Paper Topic- David Hammons

Project Research Paper
Content & Format Guidelines
HUMN 202

Content Guidelines:

- o 750 words (minimum) to 1250 words (maximum).
- o Required number & type of sources--
 - Published scholarly secondary sources from JSTOR Database
 - minimum 2
 - Published secondary sources from Wilson SelectPlus, &/or InfoTrack &/or First Search Databases
 - minimum 4
 - Published reviews of exhibitions or films; or music/dance/theater performance; literary works from Lexis-Nexis &/or Ethnic NewsWatch Database. For topics addressing personalities & issues pre-1990, the Popular Periodicals Guide & New York Times Index will need to be used.
 - minimum 5
 - Credible online-essay, web-site, or exhibition located using Google Search Engine
 - minimum 3
- o Maximum number of direct quotes, with no quoted passage to exceed 25 words.
 - maximum 2 for papers of any length
- o All sources for information, ideas, quotes or paraphrasing must be properly cited in your essay.
- o Formal Bibliography listing all sources read or consulted for the assignment.

Format Guidelines:

- o Your essay is to be done using Microsoft Word.
- o Spell-check and proof read for grammatical errors and typos.
- o NO cover page. On the first page, top left-hand corner type your name, topic of paper, & date of submission. No other information is required or desired.
- o One inch margins, all sides.
- o Numbered pages, bottom center location starting on page two.

Submission Guidelines:

- o Electronic file of your paper must be submitted via WebCT's Drop-box Tool by Saturday Midnight, December 6th.

Warning on Originality & Plagiarism:

- o This paper is intended to represent a synthesis of your original ideas along with facts and information obtained from published sources written by individuals more knowledgeable on the subject than yourself.
- o You are required to acknowledge the ideas and information provided by outside sources. Failure to do so constitutes "plagiarism." Plagiarism is a university punishable offense and grounds for an automatic "F" for the entire course.
- o Consult the handout on proper paraphrasing and/or ask me for assistance if you have questions on properly citing material in your paper.
- o All papers will be submitted to the University's subscriber service Turnitin.Com that screens undergraduate papers for plagiarism.