

HISTORY B.A. Major and Minor

Academic Program Review Report--2017

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ACADEMIC PROGRAM REVIEW
HISTORY B.A. MAJOR AND MINOR—2017
PROGRAM REVIEW REPORT

Section I: PROGRAM NAME AND HISTORY

Name: History B.A. Major and Minor

Brief program description: The Ferris State University History B.A. program was born in the fall of 2000. Prior to this, history courses at Ferris were taught primarily as general education courses. At that time, the number of courses taught was limited, and no degrees or programs were available. Under President Bill Sederburg, the University began to develop majors within the College of Arts and Sciences in order to remain competitive with other universities. When we debuted the History B.A., we also developed a History minor. Shortly after that, we also created a History B.S. program in History Education; we also have a minor in History Education.

Based upon information and suggestions gained from our 2005 Academic Program Review (APR), we began to put together a wider range of course offerings that would make us more competitive with traditional history programs at other universities. We created a number of new courses to provide our students with a wider range of options in world, European, and United States history. Created courses included: Greece and Rome, the Making of Modern Britain, Renaissance and Reformation, and Medieval Europe. In the field of U.S. history, we created two additional courses, Colonial History and Ante-Bellum U.S. History to complement our Civil War and Reconstruction course. However, we lost the American tenure line that was designed to cover these newer U.S. courses when the faculty member left Ferris to teach at a different institution outside of Michigan. With that loss, we have focused our efforts to create a balance between our U.S. and world history course offerings. Since our 2011 APR we gained a second world history tenure line and expanded our course offerings to include the Rise of the Russian Empire and Imperial China.

Given the economic recession of 2008-10, our 2011 APR, and the changing demographics of high school graduates, the History Area underwent a “reevaluation” of our core courses and enrollment trends between 2011 and 2014. We made tough decisions, refocusing our efforts back to General Education service and maintaining our small but healthy on-campus History B.A. degree. The History Education program that initially overwhelmed our Area in terms of student numbers began seeing the negative impact of the economic downturn, shrinking numbers of high school graduates and

social policy decisions by the Michigan Department of Education. The History Education program now more closely mirrors the size of our B.A. program. These smaller History Education student numbers have had a ripple effect on the upper-level course offerings. Although we use a two-year rotation plan that has worked effectively since 2011 and ensures that all upper-level courses are offered to satisfy any History major or minor, some of those course offerings have been cancelled due to low enrollment (fewer than 15 students). A rigid cancellation policy resulted in less variety for our majors/minors, but did not prevent students from meeting program requirements for a timely graduation. In the Fall of 2016, the entire Area met with Dean Haik to address this enrollment/cancellation policy and its adverse impact on our program as well as General Education. The new Dean voiced a more “case by case” approach, while also acknowledging the overall harm these enrollment-driven cancellation policies had on timely graduation.

In the last two years, we have taken a very conservative approach to the number of 300-level courses offered. We have removed history-specific course prerequisites from our 300-levels that are more popular among General Education students than some of our 200-level offerings are. We have adjusted our two-year rotation to reflect our focus on 300-level courses needed for both the History B.A. and History Education programs (majors and minors) that would also appeal to General Education students. We also continue to offer those 200-levels that are perennial favorites among our students, such as Michigan history.

As evidence of our commitment to excellence in teaching Gary Huey, who has a long-standing positive reputation across campus, in 2014 was recognized by the University when he won the Distinguished Teacher Award. The following year, the *Torch* student newspaper did a feature story identifying Huey as being among the five most popular teachers at Ferris based on student polling data from across campus. This year Christian Peterson was recognized by the Ferris Academic Scholar Award (2017). This award acknowledges all the academic scholarship Peterson has pursued, especially in the last three years. Peterson regularly teaches our U.S. History survey courses, courses that often serve as gateway classes into the History B.A. Program. In 2016, Peterson received the Adjunct Teaching Excellence Award. Barry Mehler has been nominated twice for the Distinguished Teacher Award and was a finalist for the award in 2016.

To expand our offerings even further and to draw in General Education students from throughout the University, the History Area has created and offered several experimental courses including *Conspiracy and Paranoia in the United States* (Gary Huey) and *Poxes, Plagues and Pandemics* (Jana Pisani). Tracy Busch and Christian

Peterson were originally scheduled to offer a team-taught course, the Triumph of Democracy. Unfortunately, this was being offered as an overload course (due to the team-teaching faculty load issues). The course attracted fourteen students as of May 2017, including some History majors and minors, but it was cancelled due to financial constraints having to do with both overload expense and the 15-student policy. Given the popularity of these “Special Topics” courses and as a strategy to provide more flexible timely course offerings that also address students’ articulated desire for more diverse course offerings, the History Area will be submitting a packet of curriculum materials to the University Curriculum Committee to formally create a standing Special Topics in History course as well as to archive courses that are no longer in demand among students.

Since the last APR, the History Area has recognized a need to market our courses and our B.A. program. We achieved varying degrees of success by marketing our courses using flyers, posters, and bulletin boards. As of July 2015, the History Area faculty launched our own Facebook (FB) page with the assistance of Sandy Gholston, who oversees the University’s social media efforts. Kimn Carlton-Smith is the administrator for the Ferris History Programs FB page. This social media tool was designed to help us provide information about individual faculty and their interests, promote 300-level course offerings and advertise events sponsored by the History Area. We also hoped to reach our colleagues throughout the university who advise students in their specific programs. Overtime, our FB page has allowed us to connect directly with on-campus students as well as alumni from both History programs. We also plan to develop a brochure that can be used on recruiting trips to high schools and college fairs.

When we launched our FB page, the members of the History Area recognized that we needed to take our promotion efforts directly to the students. Therefore in 2015, we committed ourselves to the concept of running a presentation series entitled “Passion for the Past” that would be offered in the evening, approximately once a month during the fall and spring semesters. These presentations were designed to expose General Education students to the personalities, subject area interests and potential teaching styles of History Area faculty. With greater visibility of faculty in a non-classroom setting, we hoped to encourage students to take a history course or to consider history as an academic minor. That summer, we also reached out to Brooke Moore, the FSUS (Ferris State University Seminar) coordinator, to share with her the schedule for the “Passion for the Past” events in the hopes that the FSUS instructors would be willing to offer attendance at these presentations as credit for satisfying various assignments within the FSUS curriculum. The first year of the “Passion for the Past” was so well received that we continued for a second year with even greater success. We are

committed to making this a permanent part of our Area's service to the university and fostering diverse extra-curricular offerings on the Big Rapids Campus. Some of the topics have included voting rights, dirty politics, women in power, Buffalo Bill's Wild West Show, fake news, pro-democracy movements in the Baltic states, and US/Russia relations, the latter of which was linked with the Political Engagement Project (PEP). Gary Huey, Barry Mehler and Kimn Carlton-Smith have been taking photographs of our Passion for History and Phi Alpha Theta events, but we would like to have University Marketing more involved in taking photographs for us during these events.

In addition to internal efforts at building up our campus visibility and providing extra-curricular events, our History B.A. program has begun to have a regional presence through our Ferris chapter of Phi Alpha Theta, the national history honorary society. Under the leadership of Tracy Busch, Ferris has twice hosted the Phi Alpha Theta regional conference, whose focus is on undergraduate History students. Students from 8-10 regional institutions attended these conferences. In addition, a number of our own History students attend the yearly regional conference to present papers. Anywhere from 5-7 students travel around the state each year to present their research. Many of these papers are well-received and several have even won top paper prizes. The constructive feedback that students receive helps them to improve their writing and research methods, which improves their performance in their Ferris history classes and helps to prepare them for graduate school. In fact, our alumni have told us that their paper presentation experiences not only helped them to get into graduate school, but also helped them perform better once they got in. These students include Richard Byington, Andrea Ayotte, Steven Balkema, Samantha Steele Engel, Jeff Pollock, and Glen Succaw.

At the national level, a few of our faculty members have been successful in securing nationally-recognized grants and archival collections. In the fall of 2015, Christian Peterson and Tracy Busch received a National Endowment for the Humanities grant to host a Summer Institute Program at the Big Rapids Campus. The NEH Summer Institute is designed for teachers throughout the country to attend for professional development; their goal for this Summer Institute was to educate the institute members about the historical relationship between the United States and Russia. Most recently, in 2016, under the leadership of Barry Mehler, Ferris received a significant grant from the Shapiro Foundation to acquire the SHOAH Visual History Archive. The SHOAH Archive is a collection of over 54,000 primary source testimonies of survivors of the Holocaust and other genocidal events in modern history. This world class resource will allow our faculty and students to research twentieth-century genocide more easily and thoroughly. With the support of the Provost's office, Mehler ran a training program for

our faculty this summer and this fall he is running a week-long series of events to promote the new archive.

We have accomplished these benchmarks in our evolution as a diverse and dynamic program through the talent and hard work of five tenured faculty and one full-time adjunct. Currently Kimn Carlton-Smith receives a one-course release for administrative work for the History B.A. program and Jana Pisani has a one-course release for her advising work for the History Education program. This past year Barry Mehler received 50% release time to manage the transition, implementation, and faculty training for the Shoah Project. All our outreach efforts beyond our teaching load would not be possible without Christian Peterson, our full-time adjunct. If we are to grow and thrive as a program, the History Area believes that the information presented in this APR report will justify the continuation of a full-time adjunct line as well as the addition of a new tenure-track line for a new Public History Program.

Section II: PROGRAM MISSION

The College of Arts and Sciences' History B.A. Program is vital to the implementation of the values and mission of FSU and the College of Arts and Science (CAS). Our founder, Woodbridge N. Ferris, consistently held the belief that this school should educate the total person and that education should prepare people for responsible citizenship. This was viewed as a necessary corollary to career training and practical life skills. These values resonate with the University's current mission:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

The History B.A. Program upholds these values in multiple ways. The History B.A. Program supplies curricula to students that make them more aware of the world at local, national, and international levels and a knowledge base that helps them contextualize the contemporary situations in which they find themselves. In this sense, the program serves all disciplines and specialties taught at the University by helping to enrich our students' understanding of the historical framework in which all careers operate. In addition, the History B.A. Program develops powerful 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 B.A. Program closely adheres to the mission of the College of Arts and Sciences:

Through academic programs, general education, and outreach activities, the College of Arts and Sciences provides a learning-centered education that prepares students to contribute to a complex and diverse world.

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 (REG). Our course offerings, especially our upper-level courses, provide students with opportunities to practice and strengthen "soft skills" that are highly sought after among employers hiring college graduates. These "soft skills" lie outside the boundaries of a discipline-specific skill set. Soft skills include: critical thinking, creative problem-solving, communication (written and verbal), and the ability to collaborate.

The History Program is also a key partner with the College of Education and Human Services' Education majors and minors in the track of History Education and Social Studies Education. In serving these constituencies, the History BA Program maximizes the effective use of faculty and curriculum. History B.A. as well as History Education and Social Studies, majors and minors,

take both surveys—U.S. (HIST 121 and HIST 122) and world history (HIST 211 and HIST 212). Both the History B.A. and History Education students (majors and minors) also take the Craft of History course (HIST 300). To ensure that an adequate number of surveys are offered to meet these three programs as well as the General Education demands we use a full-time adjunct, Christian Peterson. Without this full-time adjunct position, we would be unable to serve as many General Education and History Education/Social Studies Education students as we do. Altogether, enhancements to the History Program have benefited the major, the minor, and these other audiences, and continued strengthening of the program will create additional options for students across the University and in the major and the minor.

Section III: PROGRAM GOALS

- A. The program goals: The History B.A. Program has developed in the past year four primary outcomes for its students. The History faculty met regularly to discuss and develop the outcomes and we have begun mapping them with our courses. Our outcomes involve the ability to:
- Analyze complex historical problems.
 - Critically evaluate historical information from a variety of sources.
 - Demonstrate an ability to communicate clearly and concisely.
 - Collaborate with peers.

The History B.A. Program requires its majors and minors to take survey courses in both U.S. (HIST 121 and HIST 122) and world (HIST 211 and HIST 212) history. In addition, they are required to take additional courses that include further global history as well as diversity history involving a wide range of chronological periods. Students can take courses including Ancient Greece and Rome, Imperial Russia, African American History and Culture, Racism in the Modern World, and Latin America, just to name a few. In all these courses, our students analyze complex historical problems through classroom discussion and writing. They also critically evaluate historical information through the study and discussion of primary and secondary sources. While doing so they look at historical context, the background of the author, and bias. Via essay exams and research papers and other written projects as well as oral presentations, they develop the ability to communicate clearly and concisely. A number of our courses also involve some form of peer collaboration, whether it is through peer reviews of research papers, small group discussion, or group presentations.

The History B.A. Program prepares our students for a variety of careers. In its “Careers for Students of History” guide on its website, the American Historical Association, the largest history organization in the United States, lists the skills that are utilized by historians. These include the ability to frame historical questions, understand historical context, conduct research, critically evaluate and interpret primary sources, think analytically about secondary sources (all-important in this age of information overload), and organize and communicate what they have learned. These skills may be used in a variety of careers such as researchers, archivists and librarians, lawyers, journalists, historical interpreters, consulting firms, public policy analysis, and education. Our history courses develop those skills through discussion of both primary and secondary sources in our classes, research paper-writing assignments in all our upper-level courses, classroom presentations, and essay exams. In addition, two of our required courses, HIST 300 (The Craft of History), both Majors/Minors and HIST 400 (Research in History,

the capstone course for BA Majors), develop historical thinking skills, collaboration, creative problem-solving abilities, and research and writing skills.

Studies have shown that employers prefer to hire people with strong skills in critical thinking and analysis. For instance, in 2015, Hart Research Associates for the Association of American Colleges and Universities issued a report based in a nation-wide survey of employers. In this survey, the employers identified seven essential skills they required in their employees. A few of these skills are:

- 1) The ability to communicate effectively, orally and in writing (89%);
- 2) Critical thinking and analytical reasoning skills (81%);
- 3) The ability to analyze and solve complex problems (75%);
- 4) Teamwork skills and the ability to collaborate with others in diverse group settings (71%);
- 5) The ability to locate, organize, and evaluate information from multiple sources (68%).

(See Pat Don, “Authentic Academics: The New Job Readiness Plan,” www.globalyceum.com) These are the very student outcomes we have developed for our program and these are skills we have used in our classrooms for some time. The History faculty firmly believe that throughout our program, our students develop skills that complement any major or career path they may pursue in the twenty-first century.

The University’s mission statement challenges every Ferris program to help prepare our students to be “responsible citizens.” The phrase “responsible citizen” refers to people who are conscientious about what is best for their country and even the world, who have compassion, empathy, and respect for others, and who are intellectually mature. The History B.A. Program helps to create responsible citizens by teaching about the birth of democracy and republican values, the freedoms gained by peoples throughout history, and the eras in history such as the Enlightenment or the American Civil Rights movement which were groundbreaking for stressing what is morally correct, all of which have the capacity to promote social justice. In our world history courses, we teach our students about the history and cultures of the world which helps promote understanding, empathy, and respect for others. We teach them to be intellectually mature by teaching them to think critically about what they hear and read and training them in the skills of oral and written communication so that they can share their ideas with others.

The History B.A. Program seeks to inspire lifelong learning by letting our students know that we the faculty are lifelong learners ourselves, that we read newspapers, academic

articles, and books and continue to do research in our fields. More importantly, we teach our students to be critical thinkers, and teach them that in order to be critical thinkers, they need to continuously research and critically assess information. Learning is not something that they should be forced to do, but instead something they should enjoy, that opens their minds and perspective on the world.

- B. The development of the program outcomes:** The most recent History B.A. Program outcomes were developed as part of the Ferris Academic Affairs promotion of the implementation of programmatic goals across the University. Per the request of the University and General Education director Cliff Franklund, the History Area has begun mapping our courses to the program goals. Prior to these most recent program outcomes of 2017, we had six major outcomes (chronological flow, event causes, development of historical interpretation, critique of historical interpretations, theme identification, and diverse perspectives). This older set of outcomes were developed by reviewing learning outcomes from a number of nationally-respected universities with significant numbers of History B.A. majors. We also developed our previous outcomes by tying them in with the University's mission as well as college and departmental aims and goals. However, our more recent 2017 program outcomes are meant to complement the recently-developed Ferris General Education outcomes. We also feel that our newer program outcomes are a better reflection of 21st century career skills and encompass the skill sets needed within the field of History as well as other career pathways. These outcomes will be communicated to our students through our Ferris History Programs FB page, Ferris web page, our syllabi, and our promotion of them every day in the classroom.
- C. The short-term strategic plan for the History Area:** Given the reality of lower enrollments across campus due to the 2008 recession, and changing demographics within the student body, our short-term strategic plan currently revolves around drawing in more students to our classes, including more General Education students. We are among a finite group of B.A. programs living within a career-oriented institution, so we must find a way to pull more students in. We have already begun this process via the use of social media, such as Facebook. We also have begun offering evening events (our "Passion for the Past" series) that are open to anyone on the Ferris campus, and each event draws in more and more students (our last event in April was attended by over 200 students). We have already begun to put together our "Passion for the Past" events for the 2017-2018 year. Kimn Carlton-Smith has worked to organize and schedule these events, administering our History Facebook page, as well as creating advertising posters for our upper-level classes,

posted throughout campus to promote enrollment before registration each semester.

Another portion of our short-term strategic plan involves dealing with the realities that college students face when taking classes, including excessive debt. One thing we are doing to help is to begin aiding our students in terms of limiting the cost of their textbooks. It has become increasingly clear that we have students who simply cannot afford to purchase textbooks—several of us ran across that situation during the 2016-17 academic year. Therefore, this fall, the History Area Faculty put into motion a plan to have copies of ALL of our textbooks and assigned readings on reserve in FLITE for students so that everyone will have the opportunity to read their textbooks without incurring a cost that some of them cannot afford; students should not have to earn lower grades just because of financial constraints. We made these book purchases using our Area Budget; we bought inexpensive used copies or utilized our own extra private copies. Another possibility we are looking into is the use of Open Educational Resource (OER) materials, which would significantly aid in reducing education costs. Kimn Carlton-Smith will be attending the 2017 Michigan OER Summit this September to learn from other institutions with History Programs who already utilize OER materials.

The History Area is also making short-term plans for submitting a curriculum clean-up packet that will include a new Special Topics in History course that will be taught each semester, with a rotation schedule among tenured faculty ensuring diverse course offerings. We are also pursuing a strategy of creating “certificates” in two specific historical areas, one in Russian Studies and another in Diversity. Each certificate will represent a set of four or five courses that we believe will appeal to students in programs across campus that do not require academic minors. The certificates would leverage General Education course work that could be applied to a “concentrated” focus of academic study and yet would involve less of a time commitment than that needed for a History minor.

- ⊖ **The long-term strategic plan for the History Area:** This involves attracting more students into the History B.A. major and minor through social media (i.e. Facebook, Twitter, Instagram, Tumblr, YouTube, and SnapChat) and direct appeals within our courses to students who show particular interest, as well as direct marketing of the B.A. Program at each “Passion for the Past” event. We also believe it is time for the History Area to make a strategic shift in our curriculum planning. We have a number of alumni and current students voicing a strong interest in the field of Public History.

Currently working in the field of Public History are alumni Garret Cloer (2006), Samantha Steele Engel (2009), Jeff Pollock (2010), Emily Ernst (2013), Michael Seitter (2016), and current undergraduate Harry Cole. Ashley Phillips (2013) and Stephen Bowen (2015) are working in the area of historical tourism. Baily Darnton (2015) and Ashley Phillips (2013) have both told us that they would have appreciated Public History program during their time here at Ferris.

Based on these expressed interests, the History Area feels that the time may be ideal to create a B.S. Program in Public History. This new major would be supported by and complement the very vital Art History minor as well as the History B.A. minor. This major would also utilize on-campus resources such as the Ferris University Archives, the Museum of Sexist Objects (MoSO), the Jim Crow Museum (JCM), the archives of the Institute for the Study of Academic Racism, the Ferris Art Gallery and the recently-acquired Shoah Archives. Students would complete applied learning internships or practicums at two of these on-campus “learning laboratories.” The Public History B.S. Degree would directly complement the Ferris tradition of “career-oriented” programs. Such a strategic plan will require more detailed preparation than we currently have on hand; however, it would warrant the addition of another tenure-track line for a faculty member with formal training and experience in the field of Public History. Their teaching load would focus on upper-level courses specific to Museum Studies and Material Culture. Some ground work has been completed already by Rachel Foulk and Carrie Weis Stermer (a museum studies minor) that was unable to win the support of former Dean Kurtz. The Public History Program would complement the current History B.A. Program, but also appeal to students who want a more specific career path that will enable them to work in the field of history, though not as an educator or researcher. As a Bachelor of Science degree, the Public History Program would also address the concerns of students who do not want to take a foreign language. This requirement alone has lost the History B.A. Program a number of otherwise interested majors.

Section IV: CURRICULUM

A. Link to program check sheets

HYPERLINK for the HIST B.A. major:

https://www.ferris.edu/checksheets/checksheets/AS/HIST/BA/HIST_BA_AS_2016-2017.pdf

HYPERLINK for the HIST minor:

https://www.ferris.edu/checksheets/checksheets/AS/HIS/MNR/HIS_MNR_AS_2017-2018.pdf

B. Link to syllabi for program courses:

See Appendix A.

C. Evaluate program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program.

Our 100-level U.S. survey courses serve the needs of a variety of students from diverse programs. Most of the students taking HIST 121 or HIST 122 are freshmen and sophomores, satisfying their Cultural Enrichment requirement. Gary Huey, Barry Mehler, and Christian Peterson cover the eight sections (4 + 4) every semester. Although the faculty use different textbooks, they all consistently cover the same key historical events and issues, as well as introducing students to first-hand insights available from the use of primary sources. All three historians also expose their survey students to competing viewpoints expressed during a given historical era as well as introducing students to competing historical interpretations of events and issues from the past.

For our 200-level world history surveys (HIST 211/212), the enrollment is more comprised of students who are History B.A. majors/minors, History Education majors and minors, and Social Studies majors and minors. Although the world history surveys are also popular among General Education students, the overall demand is on a much smaller scale than that of the U.S. surveys. One section each of HIST 211 and HIST 212 is offered every semester, taught by Jana Pisani and Tracy Busch. Given the smaller number of sections and rotations used as well as the more specialized student enrollment, the world historians have worked more closely together in terms of course textbooks, learning activities, and topics covered. This collaboration has proved especially beneficial for the

History Education and Social Studies students. HIST 211 and HIST 212 prepare these Secondary Education students for their statewide licensing exams, as do the U.S. surveys.

Jana Pisani and Tracy Busch regularly receive feedback from Education students who let us know the main topics that were covered in these content-area certification exams. When the History Education Program began, the certification test reflected a greater number of U.S. history questions. More recently, the certification test includes a more balanced and diverse range of questions addressing Asia, Africa, the Middle East, and Latin America in addition to the U.S. Pisani and Busch have always covered these regions since the History Area began offering HIST211/212, so it is not surprising that our Education students are successful when taking their certification test. However, General Education students can also find real world relevance by learning about these same regions as well as gaining a better understanding of present-day political trends, global commerce, and military conflicts.

All the History faculty, in any course they teach, work to advance historical thinking skills (chronological understanding, multiple causation, historical context, etc.); we also work to develop our students' general critical thinking skills, creative problem solving, and communication skills, and we do that in conjunction with the teaching of historical content.

The History Area constantly adapts our programs as a response to changing students and demographics as well as the changing needs of the University. We use collaborative sessions to incorporate our program mission into decisions impacting the program, including curricular changes. The History Area faculty meet on a regular basis to determine student learning outcomes and to discuss the techniques and assignments we use to make sure that these outcomes are mastered. For example, we are dedicated to utilizing and analyzing primary sources in every class we teach.

The History Area faculty also requires the same standards for research papers in all our upper-level courses. These shared standards include the minimum number of primary and secondary sources and the minimum required word count. The faculty's goal is to ensure our students' ability to move seamlessly from course to course and expect the same level of intellectual rigor in every history course they take. We also carefully communicate these outcomes to our

students as well as develop a reliable means to assess student mastery of various skills.

D. Evaluate general education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum.

History B.A. majors and minors are not required to participate in co-curricular experiences or service-learning as a part of their major program. However, some of our students have participated as volunteers in history-related events on campus such as BEYOND, History Week, and the Passion for the Past series. Some of our students have also worked or volunteered (or completed course assignments) at the Jim Crow Museum, the Ferris Fine Art Gallery, and the Museum of Sexist Objects and the ISAR archives, thereby gaining experience in the field of public history. For instance, students Samantha (Steele) Engel and David Conn were among a number of our majors to work on the ISAR archives under the direction of Melinda Isler.

In terms of their General Education requirements, History majors are required to take three English classes (ENGL 150, ENGL 250, and ENGL 321). They are also required to take two communications courses (COMM 105, 121, or 221). They take a minimum of seven hours of Scientific Understanding and must complete MATH 115 or higher (or have a Math ACT score of 24 or higher). For their Social Awareness component, History majors take nine semester hours of courses which can include geography, economics, sociology, and other such designated courses. They must also take at least one Global Consciousness course and one REG course. Although all our History courses can fulfill the Cultural Enrichment component, History B.A. majors are advised by Gary Huey not to assume that History courses needed for the major can double-count. B.A. majors must have 120 Credit hours, with 40 of those credits at the 300-level. Given the fact that so many B.A. majors are internal/external transfers, we use the Cultural Enrichment category to make use of the greatest number of non-History courses a student has taken. For that small number of entering freshmen, Huey also allows students to take the option of using the Cultural Enrichment requirement for taking a variety of 200-level General Education History courses that do not apply towards the History B.A. majors. Similar advice would be given to students who formally declare themselves minors at the beginning of their undergraduate career.

The History Faculty believes that the General Education requirements are beneficial in making our students well-rounded citizens in terms of their knowledge and skills. In addition, the English courses help to develop their research and writing skills, which are crucial for History students, and their COMM courses help improve both written and spoken communication. The Social Awareness, Global Consciousness, and REG components provide them with social and cultural understanding, increased knowledge of others, and hopefully empathy.

The History B.A. Program majors are also required to satisfy a foreign language requirement—Language 101, 102 and 201. For students bound for graduate school this is ideal, as many graduate programs in history require students to have a working understanding of a foreign language. However, for students who seek a more direct career path, the Foreign Language requirement appears onerous; Gary Huey has repeatedly seen students interested in a history major walk away or never return after learning about the Foreign Language requirement. The Foreign Language requirement is especially problematic at Ferris. There is a generous selection of course section offerings for Spanish every semester, including Summer. The same cannot be said for French and German. Graduation for students opting to take French or German have often been delayed. We have expressed our concerns at different levels, but unless we overhaul the B.A. program into a B.S. program, we have been told there is no other course of action we can take.

E. How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently-enrolled students, and other stakeholders?

In terms of the General Education requirements, the importance of these requirements is most commonly communicated to potential and currently-enrolled students through providing major and minor programmatic check sheets, through academic advising, and certainly through our syllabi. Course syllabi list the General Education outcomes each course provides, and sometimes provide a listing of how the outcomes are met (such as which assignments match up with which outcomes). **(See Appendix A for our course syllabi.)** Several if not all of us also go over our syllabi the first day of classes, which also provides us a chance to talk about the outcomes and their significance. During our enrollment recruiting efforts we always communicate

“Gen Ed” criteria information on our advertising posters, FB postings describing a course, or videos made of the instructor discussing the course and topics to be covered.

F. How are program requirements communicated to potential students, currently enrolled students, and other stakeholders?

Program requirements are communicated to currently enrolled students via academic advising and the use of the programmatic check sheets. Gary Huey traditionally advises History B.A. students (both majors and minors); however, as our number of B.A. minors is growing, Kimn Carlton-Smith is assuming responsibility for minors, allowing Huey to focus exclusively on majors. Jana Pisani advises History Education students (both majors and minors). As for potential students, we take check sheets to many events on campus including faculty-student get-togethers held in the fall (such as the majors and minors event) as well as our “Passion for the Past” presentations. We have also participated in two or three College of Arts and Sciences “B.A. Minor Fairs,” allowing us an opportunity to speak with students exploring various B.A. minors. At our information table, we have a faculty member present to answer questions, as well as B.A. minor check sheets. History students have also participated in various end-of-year CAS events recognizing exceptional students. These poster board sessions allow students to showcase their final projects from two of our required courses—The Craft of History (HIST300) and Research in History (HIST400).

A major hurdle for the History B.A. Program has been the free-wheeling culture of undeclared minors and minors “self-advising.” The fact that so many students across campus are pursuing a minor independently, without formally declaring themselves, is problematic in terms of timely graduation and course scheduling. Minors are often unaware that the required Craft of History course (HIST300) is only offered during the Spring semester or that upper-level history courses are rarely offered during the Summer. By not declaring themselves, they cannot benefit from being “grandfathered” under the requirements of an older check sheet. We are trying to do more outreach and educating students on the benefits to declaring themselves as History minors once they have experienced a History course that excites them, rather than after completing all the course requirements.

G. Evaluate curricular changes that have been implemented in the last five years.

In the past five years, we have made numerous curricular changes:

- 1) We have developed and offered several new world history 300-level courses, including HIST 351 (Medieval Europe), HIST 352 (Renaissance and Reformation), and HIST 381 (Imperial China) and one new diversity course HIST 311 (Understanding Jim Crow Stereotypes).
- 2) We have offered several experimental (HIST 390) courses, including “Poxes, Plagues, and Pandemics,” “Conspiracy and Paranoia in the United States,” and a new one to be offered next spring, “SHOAH: Genocide in the Twentieth Century.”
- 3) In December of 2014, we submitted a large revision/clean-up packet to the UCC, in which we made updates and modifications for a few courses (HIST 315, HIST 331, HIST 332, and HIST 371), renumbered a couple of courses (HIST 250 and HIST 301), and simplified prerequisites for several courses (HIST 315, HIST 330, HIST 331, and HIST 332). We also deleted a few existing courses (HIST 411/511 and HIST 421/521) which had been created to build certification opportunities for Master’s level secondary education teachers. Another course, HIST 200 (Discovering the Global Past) was deleted because it had been replaced by our HIST 211/HIST 212 combination per the request of the Michigan Department of Education. The History Area also changed the course level of our “Craft of History” course, required for all History majors and minors (as well as History Ed majors and minors from HIST 250 to HIST 300) as this reflects more accurately the caliber of work that is expected from our students. As a result of this clean up, we also updated the History B.A. major check sheet and modified the format and credit hours for the History B.A. minor. B.A. minors are now required to take **both** the U.S. (HIST 121, HIST 122) and world (HIST 211 and HIST 212) surveys so that they are better prepared to take the upper-level courses and better prepared for diverse career paths. These changes allow the core requirements for both the History B.A. Program and the History Education Program to mirror one another, thereby enabling easier internal transfers without the loss or burden of History core requirements.

H. Evaluate curricular changes currently under consideration.

The History Area is planning to make further curricular changes as well. These include:

- 1) Creating a “special topics” course which could rotate between the professors so that we could offer a wider range of courses for our students.

- 2) Creating a 400-level historiography course, in which the history of the discipline of history is examined. This is a course that will help prepare our students for graduate school; most universities have historiography courses at the undergraduate and graduate levels.
- 3) Finishing up the clean-up process, including clearing pre-requisites from a couple of courses.
- 4) Archiving or perhaps even deleting some 200 and 300-level courses that have lost favor with our students. In doing so, we realize that we need to review enrollment data so that we can make rational decisions based on enrollment trends.
- 5) Related to that, we are going to archive several American history courses that were created or taught by a professor who no longer works at Ferris; we simply have no one who is trained to offer these courses. These include courses in colonial America, the early Republic, and the Civil War. We are not eliminating them entirely, but temporarily archiving them so that they will not be in our two-year course rotation. This will also ensure that false expectations will not be raised among students in the program that the courses are available.
- 6) Creating a Russian Studies certificate as well as a Diversity Studies certificate. We believe that certificates may have greater appeal to students in programs across campus that do not require an academic minor.
- 7) We have begun discussing the creation of a Public History B.S. program. The Bachelor of Science track will allow us to create a program that does not have a foreign language requirement. As stated in our Strategic Goals section we see this as a complement to the current B.A. Program as well as another internal transfer option for History Education students and a major that can be pursued by Art History minors. This fall we will begin surveying on-campus students and making inquiries at regional high schools about possible interest in this program. We will need to develop a PCAF (Preliminary Curriculum Approval Form) and we hope to use some of the preliminary work undertaken for the Museum Studies Proposal (2012-15).

I. Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum.

Each fall semester, when we offer HIST 400, our capstone course for History B.A. majors, we do an exit interview. To promote anonymity, the exit interview is done by someone other than a member of the History Area Faculty. The “exit interview” (EI) provides seniors with an opportunity to offer constructive

feedback on the B.A. Program. Once the 400 EI is completed, the student identity or names are redacted. On two separate occasions, 2014 and 2016, the number of students enrolled were so few that it would have been impossible to maintain anonymity and the very small numbers would not provide meaningful insights. A medical emergency situation presented us from undertaking an EI for the Fall 2011 HIST400 class that had approximately 8 students. Because HIST400 is taught on an alternating basis by Gary Huey and Tracy Busch, we often have alternating course enrollment sizes for the HIST 400 course. See Appendix G for copies of the exit interviews for 2012, 2013, and 2015, all conducted within this APR's timeline.

In response to student comments from our 2015 exit interview concerning inconsistent requirements among different professors for research papers in our upper-level courses, the History faculty decided to implement a policy in which we all require the same minimum number of words per research paper as well as the same required minimum number of primary and secondary sources. That allows students to move from class to class with similar expectations. We also all utilize essay questions on exams in order to help our students communicate their knowledge, ideas and historical thinking skills in written form; this also serves to allow our students to move from class to class with many of the same expectations. Finally, we also employ primary sources in ALL of our classes, which provides our students with the ability to critically think about what they read, not only in our own classroom, but in the world at large. We have carefully collaborated as program faculty to ensure consistency within our course offerings; we also pursued this approach to ensure student mastery of essential skills. Several courses combined enable students to practice and hone their critical thinking skills, creative problem skills, and communication skills.

The students in the 2015 exit interview were different from previous classes in that they were more apt to complain about "hard" courses. This feedback, however, needs to be counterbalanced with our alumni interviews (see Appendix E) which show that students appreciated the fact that they were challenged in their upper level classes. In addition, they expressed the sentiment that they would have liked to have been challenged even more. One change that we did make, in addition to standardizing paper expectations, was to modify HIST 300 by taking out the historiography component and adding more basic writing and research instruction. In all our courses, especially at the 300-level, we strive for transparency. We want students to both know what our expectations are, but also explain the reasoning for those expectations. In both

graduate school and life, they will need to be able to express themselves clearly and cogently and to engage in serious critical analysis.

In our 2013 exit interview, one of the students suggested that we put together a class covering conspiracies in histories. Gary Huey has since created and taught an experimental course entitled "Conspiracy and Paranoia in the United States." In the 2012 exit interview, there was a consensus among the students that Ferris "should advertise for the program," which the Area itself is doing. One student also commented that "there is a lack of promotion of the importance of the subject matter to get kids into the classroom." As an Area, as this APR demonstrates, we are doing a great deal of promotion of our subject in the University as a whole. In addition, in our classes, the faculty let the students know why this is an important discipline for them to study, especially given studies such as the Hart Report of 2015 (see p. 10). We want our students to know that history is a discipline which provides practitioners with a number of skills that benefit them both on the job and in life as a whole.

Section V: ASSESSMENT OF STUDENT LEARNING

The following are our new Student Learning Outcomes (2017):

1. the ability to analyze complex historical problems,
2. the ability to critically evaluate historical information from a variety of sources,
3. the ability to demonstrate clear and concise communication,
4. the ability to collaborate with peers.

As we work toward helping our students accomplish these outcomes, we cannot lose sight of the Core Values of the University, which include the following:

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

We hold our students to high standards and these, in turn, help them to succeed in their other CAS classes and later in life, when they find jobs or enter graduate school. Our alumni have given us constructive information to help us better prepare the next generation of History B.A. Program graduates. A consistent suggestion was for more demanding writing assignments in our courses, which is something we can certainly implement. We often get feedback from students taking our courses, especially when they see a direct connection between getting hired and a history course they have taken. One automotive student in particular stated that he was able to get a job with KIA due to the knowledge he had gained about East Asian cultures from our (HIST371) Modern China, Japan, and Korea course.

Assessment of Student Learning

The History Area currently uses only two benchmark assessment measures: 1) pre/post standardized multiple-choice questions for our U.S. history and world history surveys; and 2) exit interview questions done in an informal group setting where student responses are transcribed, but the names redacted. The pre/post survey tools consist of four separate question sets and cover both content and primary source analysis. The questions for these four courses were developed by the faculty who teach these courses: History 121 (U.S. History to 1877); History 122 (U.S. History since 1877); History 211 (World History to 1400); and History 212 (World History since 1400). The results of our pre- and post-tests reveal that we are doing a successful job in ensuring that students gain a beginning mastery of the major trends in U.S. and world history. This beginning mastery is vital for success in later history classes. (See Appendix H for the Pre/Post Test Survey Questions.)

For several years now, HIST 400 has been offered only during the Fall semester. For B.A. majors, this is their capstone experience and is designed to measure students' skills in time-management, self-direction, creative problem solving and analytical writing skills.

As was mentioned in the previous section, we use exit interviews at the end of the History 400 (the major's capstone course) to gauge student perceptions of our B.A. program. Our questions include:

1. Why did you decide to major in history?
2. In your opinion, what is one major strength of Ferris' History Program?
3. In your opinion, what is a weakness of Ferris' History Program?
4. What improvement do you think should be made in the Program?
5. What kind of skills did you learn as a History major?
6. How have you already put these skills to work? Have you held a job in the field or held an internship? Have you presented at a conference? Have you used these skills outside the program?
7. Are you satisfied with the education you received in the History BA Program?
8. What should not be changed about the History Program?
9. Would you recommend the History Program at Ferris to others?
10. Of all the things we have talked about, please tell me the 2 or 3 things you feel the faculty in the History Program really need to know.

What we have learned from conducting the exit interviews is that our students perceive our course implementation as being sometimes uneven. In other words, some professors have a reputation for being more demanding and having higher expectations than others. The most significant approach we have used to mitigate these distinctions is to create a common set of

guidelines for history papers. Now all 300-level papers have the same number of required sources, length, and citation style. This strategy has done a great deal to mitigate this criticism.

One of the other things we have learned from our HIST 400 exit interviews is that students have indeed learned the skills they should learn in a history course and that those skills helped them in college and beyond. Here are just a few comments we received from our exit interviews:

- 1) "I've already used a lot of what I've learned here at Ferris, in the History classes I've taken, working as the Historian for the Department of Defense. It's easier to write my reports out now." (2013)
- 2) "I used to work in the library here and learning how to research and find books and articles really helped me to show other people and the writing skills I've learned have helped me to be very precise and use precise terms, which you definitely learn in History 400." (2013)
- 3) "Critical thinking. I learned a lot about critical thinking and analyzing documents. And I've improved my writing." (2015)
- 4) "I've worked in a museum. I had to research artifacts and I'm also looking at a job where I will research people and my research skills will definitely help that." (2015)
- 5) "I've applied for a job at the Jim Crow Museum. I really feel that I'd be a great fit because as a History major, I've learned to read between the lines and analyze History in ways that other people can't." (2015)

In 2017, in order to help our students, demonstrate mastery within the History B.A. Program, we developed the following four Student Learning Outcomes:

1. Analyze complex historical problems;
2. Critically evaluate historical information from a variety of sources;
3. Demonstrate an ability to communicate clearly and concisely;
4. Collaborate with peers.

	HIST 121	HIST 122	HIST 211	HIST 212	HIST 300	300+ U.S.	300+ world	HIST 400
Analyze complex historical problems	I	R	I	R	M	R/M	R/M	M
Critically evaluate	I	R	I	R	M	R/M	R/M	M

historical information								
Demonstrate an ability to communicate	I	I	I	I	R/M	R/M	R/M	M
Collaborate with peers	I	I	I	I	M	R/M	R/M	M

NOTE: I= Introduce, R= Reinforce, M=Mastered

As can be seen in the above chart, students in our introductory survey courses, such as the American surveys, HIST 121 and HIST 122, and the world surveys, HIST 211 and HIST 212, are introduced to the Student Learning Outcomes (SLOs) listed above. When they take the second course in the sequence, the expectation is that these SLOs will be reinforced. Once our history majors and minors are in HIST 300 (The Craft of History), it is expected that they will master the above four SLOs. When they are in upper-level 300 classes, e.g. U.S. history electives and world history electives, these four SLOs will be reinforced. By the time the students reach the capstone (HIST 400), they are expected to be able to not only show mastery, but also to offer expert guidance (through the peer review process) to their fellow students.

Using our new Student Learning Outcomes, we will select assignments that allow us to best measure students' growth and mastery as they move through the B.A. Program. HIST 300 and HIST 400 have been selected to measure creative problem solving and collaboration skills. We will select writing assignments such as research prospectuses and research papers from various 300-level courses to assess analytical and evaluation skills. Classes that use presentation assignments or seminar discussion-format can be selected to assess communication skills.

Section VI: PROGRAM PROFILE

Program Profile

Applications, Admits, and Enrolled

We have two degree programs, the History B.A. and the History minor.

We have information only for the fall of 2014 through the fall of 2015 and during that time there were fifty applicants to the program. Traditionally the College of Arts and Sciences receives a number of blanket applications from students who have no intention of coming to Ferris; it is simply a back-up strategy. For those blanket applications, thirty-four had the qualifications to be “accepted” into the program; again, these students’ applications were “processed” and “accepted” via an automated admissions system. We have no way to determine, of those fifty applications, the number who were applying exclusively to Ferris and not to other in-state schools as well. During the 2014-2015 academic year, only six students acted on their acceptance letter and enrolled in the Ferris History B.A. Program. These were predominately transfer applications and not freshman admits. We have had at least twelve additional students admitted to the program in the last two years (based on files sent to the advisor and students declaring History their major), but there were no records to be found. (This lack of information plagued our report.) It is estimated that in the past five years we have enrolled approximately fifty students.

The applications, admissions, and enrolled appears to have remained steady over the last five years. Again, lack of comprehensive data has been a problem.

We have worked hard to recruit students into the History B.A. and History minor. Our announcements in our classes have produced good results, but we have gone far beyond those appeals. We started Club History for any students interested in history regardless of major, and we have had several majors and minors come from these efforts. We invite students in our classes, again regardless of major, to present papers to history conferences.

In the past two years, we started a series of individual and panel presentations on a variety of historical topics, including Buffalo Bill, women in power, voting rights, dirty politics, U.S./Russian relations, and fake news. Our audiences have grown from a couple of dozen attendees to over 200 attendees at our last panel discussion on fake news. These events have sparked considerable interest in our history courses, which we hope will serve as a gateway into becoming a History B.A major or minor. To further connect with students, we have established a Facebook page which is updated at least once every week. This summer we created an alumni group (from our Facebook page) to help former students rekindle friendships and promote business networking. This fall, we will be expanding into other social media outlets (Instagram, Snapchat, YouTube) that may help publicize the activities of the Ferris History B.A. program to students attending regional high school programs. Our efforts to-date have been

largely focused on students currently enrolled at Ferris who are undecided or unsure of their current major and minor.

We have reached the point in our growth where we need more institutional support from Marketing and Advancement for publicity photographs of our activities, such as the “Passion for the Past” series, the NEH Summer Institute, the Shoah Project Faculty Training, and PAT Annual Induction Ceremony. Faculty cannot participate in these events or activities and at the same time photograph or video record highlights, or develop the publicity brochures that can be sent to regional high school advisors or teachers.

Enrollment-Headcount

The number of on-campus students enrolled in our program over the last five years are as follows: 2012-27, 2013-20, 2014-20, 2015-18, and 2016- 22. As of Fall 2017, the number of declared B.A. majors is 21, only one of whom is an incoming freshman. With the exception of 2012, the average number of majors holds around 20. While not large, these numbers, as can be seen, are holding steady. Since we are an on-campus only program, there have been no off-campus or fully on-line students enrolled in the History B.A. major or our History minor. There are currently nine formally declared History Minors, all of these students are working on the Jan 2016 updated check-sheet. Due to the current student culture concerning Minors self-advising and only declaring themselves once they have completed all their course work. There may be other Minors.

While our numbers have remained steady over the last five years, we regard that as something of a victory. Nationwide and especially in Michigan, the number of college-age students has decreased and based on numbers from the Michigan Department of Education, the percentage of that college-age group going to college has decreased from 65% to 61%. As a reflection of this downturn, the College of Arts and Sciences has seen an enrollment drop from 1,942 students in 2012-2013 to 1,766 in 2016-2017. In that same period, the University’s overall enrollment has seen a reduction as well from 14,533 to 14,187. In a market that is declining, we are steady in our numbers, and our recruitment efforts will continue.

Student Credit Hour Trends

Whether we look at Summer, Fall, Spring, or Fall plus Spring, there is a loss of student credit hours. However, we do see an increase in the Fall and Fall to Spring SCHs from 2014-2015 to 2015 -2016. We are addressing these declines as described in the previous two sections in the last paragraph of each.

Productivity

The University average SCH/FTEF for 2015-2016 is 456.41, for the College of Arts and Sciences 600.48 and for the Department of Humanities 630.88, all of which are far below the average for the History Faculty, which is 804.78. ***We are the ninth most productive discipline on campus.*** This is up considerably from our rank in our last APR in 2011 when we finished in twenty-second place with a total of 673.90. This significant increase in our productivity is a result of not just servicing our majors but providing a significant proportion of General Education hours for students across campus. This may also be a result of our outreach efforts with the “Passion for the Past” speaker series, our Club History activities, and our in-class recruiting. We need to ensure that we are able to maintain our temporary adjunct position, currently held by Christian Peterson, who teaches 4-5 of our U.S. surveys per semester. Without him, this would be nearly impossible. Until recently we were also able to use Deb Savides (currently with the Honors Program) as a part-time adjunct who covered one course for us each semester (usually HIST 230) either in a face-to-face or a fully online format; she also helped cover online courses for us in the summer. Unfortunately, new federal regulations prevent us from using Ms. Savides as a part-time adjunct because she is a fulltime Ferris employee. We hope these productivity numbers will merit serious consideration of our Long-Range Strategic plans to develop a Public History B.S. degree that will require a new tenure track line for a faculty member with training and experience in the field of Public History. We will still need a full-time adjunct to support our efforts to offer a healthy number of U.S. history survey courses.

Enrollment—Residency

In the last five years all persons enrolled in the History B.A. program are residents of Michigan until this past year when two non-residents applied and were admitted to the program. We have never made any recruitment efforts outside the state, and budget considerations would most likely make this impossible.

The number of our majors in the last five years has remained constant, ranging from twenty-three in 2012 to twenty-five in 2013 to twenty-three in 2016. This Fall, 2017 we will have 22 declared History B.A. majors. The average GPA reached the highest point in 2012 at 3.34 and has dropped slightly to 3.25 in 2016. The average ACT of enrolled students over the past five years has risen from 22.26 in 2012 to 22.81 in 2016.

While it would be nice to recruit students from outside Michigan, the History Faculty has no plans to begin this practice. However, with the help of Marketing and Advancement we believe we could do a more effective targeted outreach to regional high schools from the central and western counties of the Lower Peninsula.

Enrollment—Gender and Ethnicity

The gender distribution in our program has generally seen more males than females. In 2012 there were sixteen males and eleven females. In 2015 the females outnumbered the males

eleven to seven, but in 2016 males once more were dominant with a fourteen to eight advantage.

As for ethnicity, the students in our program are predominantly Caucasian. From 2014 to 2016 there was one African-American major and during that same period there was one student of unknown ethnicity. In 2016 we had our first student of Hispanic origins.

Over the past five years the number of full-time students have far outnumbered the part-time students. In 2012 the split was 20 full-time and seven part-time. The gap narrowed some in the next three years with a fourteen to six ratio, eleven to seven in 2015 and a greater split existed in 2016 with a nineteen to three gap.

We certainly would like to increase the diversity of our majors. In an effort to achieve this goal, we offer more REG diversity classes than any other discipline in the College of Arts and Sciences. Our "Passion for the Past" series has focused on women and leadership, voting rights, the Holocaust and genocide. One of our faculty members is the lead faculty of the Museum of Sexist Objects and we have used the Jim Crow Museum in numerous courses. Half of our faculty are women, but attracting minority History faculty to Ferris State is extremely difficult. There are very few PhDs who are African Americans, so they are able to choose where they can go; rural Michigan is not necessarily a prime destination. We will continue to try and attract a more diverse group of majors.

Retention

The History B.A. program has had a strong retention record. Reports generated from the Dean's Office show Majors -- Declaration Date and Graduate Date, on a semester by semester basis between Fall 2008-Spring 2017. From these print-outs we counted 30 Majors, with 1 withdrawal for a total number of 29 majors starting and completing the Program.

Program Graduates

In the last five years, we have graduated a total of thirty students, starting with two in 2011-2012 and seven in 2015-2016. The largest number we graduated in one year was nine in 2012-2013. There were no off-campus graduates nor were there any fully on-line graduates. Despite the decrease in the number of college-age students and reduced enrollments in the College of Arts and Sciences, the number of History B.A. graduates has remained steady.

Six Year Graduation Rate

Reports generated from the Dean's Office show History B.A. majors -- Declaration Date and Graduate Date, on a semester by semester basis between Fall 2008-Spring 2017. We were able to see trends by manually counting from the list of names. From these print-outs we counted 30 History B.A. majors, with only 1 withdrawal. The following table shows their graduation rates:

24 individuals graduating with a HIST B.A. major (began college at Ferris)

11=5 years graduation

06= 4 years

04=6 years

02=7 years

01=8+ years (individual student flip/flopped back and forth between HIST ED and HIST B.A.)

5 Students who were external transfers completed the program:

03 = 3 years

01 = 2 years

01 = 1 year

We get many transfer students into the History B.A. program, especially from within the institution. These internal transfers can have problems. Because it is a B.A. degree, a foreign language is required. If the student was in a B.S. degree program that did not have a foreign language requirement, the three-semester sequence could lead to an extra semester or more, if they transfer into history in their junior year. Because Ferris only provides a diverse course schedule for Spanish, in which course cancellations are rare, we often advise our History B.A. majors to be pragmatic and select Spanish as their foreign language option. For those who have attempted Spanish in high school and did poorly, this is not a satisfactory option. Other students have more deep commitment for pursuing French or German. Given the number of scheduling issues French or German pose (German classes are regularly cancelled and neither language is offered during the Summer sessions) we bluntly tell students transferring into the B.A. major that they may be adding serious time to their graduation target date and that scheduling conflicts are more likely to adversely impact their choice of 300-level history courses. We might need to consider other options for the language requirement. For instance, at the University of Illinois, Barry Mehler took statistics for one of his languages; that may be an option for our students as well. In addition, at times Ferris faculty members have offered informal language courses we do not otherwise offer, such as Latin, Greek, or Biblical Hebrew. Perhaps that is something we should look into as well add to the students' language opportunities.

History Education internal transfer students must also grapple with the issue that a few of their 200-level History courses will not apply toward the HIST B.A. program. Because the Secondary Education program provides its students an extensive number of 300-level EDUC courses, the History Education program did not require the same number of 300-level History courses as the History B.A. program.

In an effort to ensure that our students do not incur unnecessary delays and additional debt, we require our majors to meet with their advisor before they can register. By doing this, we hope to ensure our students take only those classes needed for graduation in a timely sequence that ensures both program success as well as graduation in five years.

Graduate Average GPA

As can be said of much of our program, the average GPA for our graduates has remained steady. In 2012-2013 it was 3.18 and has risen slightly in 2015-2016 to 3.25. Within the last year, the program has attracted five new students who are in the Honors program. We will see in four years how this affects the GPA of graduates.

Graduate Average ACT

The average ACT scores for enrolled students remained nearly constant for the years we have records. In 2012 the average ACT was 22.26 and in 2016 it rose to 22.81. The average ACT for those who graduated from our History B.A. program showed a rather odd pattern. In 2012-2013 the average ACT of those graduating was 22. It rose in the next two years to 23 and then 24, but dropped in 2015 to 2016 to 18. One explanation for this drop was the fact that one of the seven graduates had an ACT of 13 (the highest score that year was 24). Our lowest score before that was 17 in 2012-2013. We assume this is an anomaly and we will see our ACT scores rise with the influx of the five Honors Program students.

Section VII: PROGRAM VALUE BEYOND PRODUCTIVITY AND ENROLLMENT NUMBERS

The History Program's value is evident across campus, in the community, and within Michigan. In terms of value to the entire campus, in 2015 Kimn Carlton-Smith launched the "Passion for the Past" series that had a two-fold goal: 1) to break the stereotype that history was boring and about rote memorization of names and dates; and 2) to make students aware of the relevance of the past in terms of understanding current events and issues. The series also afforded us an opportunity to showcase the personality and enthusiasm of the History Faculty. During our second year, "Passion for the Past" events included "Dirty Politics," "Fake News," "After Trump: A Permanent U.S.-Russian Reset?" and "Women in Power." These events usually had about 100 attendees (though over 200 students attended our last event of the spring semester). While the majority of attendees were students, staff and faculty from across campus have participated. On some issues, because of the evening schedule for the "Passion for the Past" series, members of the Big Rapids community have also attended these events. We aim for events that are relevant, informative and thought-provoking. We have already begun working on our series for the 2017-2018 school year, and will include events concerning the five-hundredth anniversary of the birth of the Protestant Reformation, the one-hundredth anniversary of the Bolshevik Revolution, and the First Amendment.

Again, our public Facebook Page helps us promote these events to the broader Big Rapids community using social media. These events, especially during the second year, began to attract coverage from the student on-campus newspaper, *The Torch*. Feature stories were written on our "Dirty Politics" and "Women in Power" events. These pieces were written by Jonny Parshall who would later declare himself a History B.A. minor. In conversations with faculty who organize the long-running Humanities Department Colloquium, the History Faculty have stressed that our "Passion for the Past" series is targeting students and the general campus. It is not designed as a platform for faculty to showcase on-going research with fellow scholars and academics. Our goal is to break down stereotypes about academic scholarship by sharing with students a variety of topics and issues that directly demonstrate the relevance of history in the 21st century. We also believe that the "Passion for the Past" series provides programming events that should be a staple on any college or university campus. We have made direct contact with FSUS Program Coordinator Brooke Moore to encourage freshman attendance at these events. We will also try to have these events appear on the newly installed flat-screen monitors in many buildings across campus where classrooms are located. We may also need to pursue print ads in the local *Pioneer* as a means to better reaching the Big Rapids community.

The History Faculty has also played a large role in the BEYOND initiative on campus. During the inaugural 2012 BEYOND: The Silk Road, Tracy Busch was the program manager and worked with two student employees at the Office of International Education to write and design the banners. This collaboration between the History Area and the Office of International Education also included History students serving as "tour guides" along the Silk Road and playing the parts

of major historical figures, such as Asoka, Peter the Great, Marco Polo, Doña Marina, and Chinggis Khan. The interactive exhibit they put together was interdisciplinary, with professors in Russian, Spanish, Anthropology, Business, and Philosophy all making vital contributions to the conceptualization of the interactive exhibit and by lending artifacts to the Office of International Education. Since that first year, History Faculty have continued to serve on the BEYOND advisory board and to write content for the interactive exhibits; currently, four of the six History professors serve on the BEYOND advisory board. In 2015, with the BEYOND Diversity program theme, Gary Huey and Kimn Carlton-Smith collaborated on panels and an information open house that addressed Voting Rights in America. This effort in turn led to two separate on-campus presentations, one in Spring 2016 (held in the University Center) and the other in Fall 2017 (held in Business 111). Both presentations attracted one hundred students, faculty and staff. The BEYOND Diversity presentation planted a seed that germinated into a much broader conversation that was highly relevant to the 2016 Presidential Campaign.

The most recent cross-campus initiative headed by a History Faculty member is the Shoah Project, headed by Barry Mehler. Mehler began laying the foundation of attaining the Shoah Archives back in 2014. On Monday August 21, Mehler is presenting a program on the Shoah Archive Project and the BEYOND Globalization program with Piram Prakasam. In the Spring, Mehler will debut his new HIST 390 experimental course, Shoah: Genocide in the Twentieth Century, which will focus on using the Visual History Archives. Shoah has proven to be a very successful cross-campus endeavor. During the summer, Mehler organized a training program which brought together faculty from across campus. Five of these trainees will be part of a panel discussion of the Archives during the Roll-Out of the program (9/11-9/15). We note with pride that Ferris is one of only three college campuses in the state with access to the Archive. This archive of primary source first-person accounts of Holocaust survivors and rescuers is an invaluable resource for both research and consciousness-raising. Besides the Holocaust, it also includes primary source interviews with the survivors of other 20th century genocides, such as the Armenian genocide, the Guatemalan genocide, the "Rape of Nanjing," and the Rwanda genocide. HIST 371 students (Modern China, Japan, and Korea) used the archive in spring 2017 to research the Rape of Nanjing. In terms of community outreach, this archive will allow FSU to forge networks with local high schools whose students may have interest in using the archive. The Shoah Foundation offers a \$10,000 award to high schools who creatively use the archive. We have invited local area high school social studies teachers to join us during the week-long activities planned for the Fall Roll-Out of the Shoah Project, which will include a performance of the award winning minimalist play, REMNANTS. By collaborating with local high schools, Ferris will be in an excellent position to recruit potential students and to spur the professional development of local high school teachers.

In terms of community outreach off-campus, Kimn Carlton-Smith has worked to support ARTworks and its efforts to participate in the Michigan Humanities Council's "Great Reads" project. In 2012, Carlton-Smith did a presentation on art and urban renewal efforts by Detroit-based artist Tyree Guyton and his Heidelberg Project to coincide with the 2011-2012 "Great Reads" selection of Kevin Boyle's *Arc of Justice*. Carlton-Smith will also participate in the programming provided by ARTworks to celebrate the 2017-18 "Great Reads" selection, Ilyasah

Shabazz and Kekla Magoon's *X: A Novel*. Her presentation in February 2018 will help place Malcolm X's life into broader context. Carlton-Smith also did a presentation for the Big Rapids chapter of the Daughters of the American Revolution. In all these presentations, Carlton-Smith shared her love and enthusiasm for African-American culture and the importance of recognizing Black Americans' experiences and contributions to American society.

Section VIII: PROGRAM FLEXIBILITY AND ACCESS

In 2010, as a proactive effort to ensure History B.A. minors could complete the minor in a two-year timeline, the History Area began to monitor course offerings and course rotations. This effort complemented a University-wide concern over timely graduation for all majors. Based on enrollment data and new course offerings, we held a faculty workshop in 2012 to re-examine and evaluate our rotation schedule. We made improvements to the sequencing of courses and avoiding potential duplication of subject areas in the same semester. Again in 2015, we held yet another faculty workshop to make additional modifications to our two-year rotation plans.

During all these years, the History Area has earned a reputation within the Humanities Department for always placing the needs of the students, especially majors/minors, above the convenience of the faculty. We take great pains to ensure that courses offered in the morning will be rotated to the afternoons when offered next. We always try to offer at least one General Education class after 5:00 p.m., and we regularly offer 8:00 a.m. classes. With that said, preferences among the latest demographic of students is proving especially challenging with the current University scheduling matrix. MWF classes are struggling, because students want a two-day class schedule; we are considering experimenting with a blended course format, that would have students meet MW and complete online assignments in place of a Friday class session. If the MW matrix was modified to allow 75-minute class sessions to start at 12:00 p.m. as opposed to 3:00 p.m., this would give us greater flexibility and perhaps attract more students.

In terms of night and weekend classes, those are offered periodically, as needed. Depending on the students that we have taking-either the History B.A. capstone (HIST 400) or the History B.S. capstone (HIST 405), we offer those classes either at night or on the weekends. In terms of our other 100, 200, and 300-level classes, we offer them at all times of day to ensure that our students have options. We are also careful to make sure that upper-level world history and U.S. history classes do not overlap with one another.

Another approach we take to provide students flexibility is through our online courses. Online classes are an invaluable option for nontraditional students who are balancing work, childcare, and school. They are also quite helpful for students who are student teaching or on internships. We offer a wide variety of online classes, both surveys and upper level classes, in order to help our students get the courses they need. These courses are also quite popular with students in other internship-style programs, such as nursing. Interestingly, our History B.A. majors and minors are not as attracted to the fully-online format. With changing student demographics, this current trend may change; if or when that happens, we will adapt.

A number of our students receive TIP (Tuition Incentive Program) funding, which provides assistance for the first two years of college. These students are unable to declare themselves as majors and still retain the TIP funding. We have encountered a few problems that are costing students time delays, since these students are not assigned to Gary Huey as soon as they voice

their intention to formally declare themselves as History B.A. majors. We strongly believe that any academic advisor should transfer any “unofficial History B.A. major” to Gary Huey. He is very familiar with the regulations within the TIP system, but he is also better versed in how best to assist students in navigating the TIP constraints while also meeting key early benchmarks within the History B.A. Program.

The History Faculty believe that another important aspect of “flexibility and access” is by meeting them where they are when they come to us. The past few years, we have had a large number of transfer students. When they transfer into the History Program, we have to get to know them quickly so that we can make their last 2-3 years as efficient and productive as possible. We address the needs of our transfer students through good advising and close attention in the classroom. Some students come to us less-prepared than others. We also encourage them to get involved with Club History or Phi Alpha Theta so that they will have a support group with other History enthusiasts.

Section IX: VISIBILITY AND DISTINCTIVENESS

Visibility and Distinctiveness

This History Program has come a long way since the major was created in the year 2000. Our courses in 2017 cover a broad array of world historical themes that were only in the idea stage a decade ago. Eleven years ago, all of the tenured and tenure-track faculty were Americanists. Today, two of the History Area's five tenured faculty are experts in world history. Despite the fact that our History Area is smaller than other universities in our region, such as Grand Valley State University and Central Michigan University, we have done a good job of keeping up with the demand for world history courses that the realities of globalization have created. We have always been strong in terms of offering courses that promote further understanding of diversity-related themes (long before it became fashionable!), such as race, gender, and class, and that continues to this day. In addition to the broad array of classes offered in the History Area, our faculty have become leaders of a variety of campus efforts including the Shoah Project, the BEYOND initiative, and "Passion for the Past," all described above. We think in terms of not only the curricular, but also the extra-curricular.

In addition to BEYOND, the "Passion for the Past" series, and the acquisition of the Shoah Archives, the History Area Faculty have worked to raise the profile of Ferris by successfully pursuing a National Endowment for the Humanities (NEH) Grant. The NEH granted funding to Ferris, enabling Ferris in July 2016 to host and conduct a Summer Institute on U.S.-Russian Relations (1776-present). This was the first NEH grant in Ferris' history. It brought 22 high school teachers to Ferris for an entire month of instruction by Christian Peterson, Tracy Busch, and a wide range of experts from universities such as Georgetown, Ohio University, and Colby College. We also welcomed to campus John Beyrle, ambassador to Russia during the Obama administration, and Jack Segal, former Consul General in Russia during the Clinton years. This endeavor proves that the Ferris B.A. History Program is capable of winning a competitive national grant.

The Museum of Sexist Objects (MoSO), founded in 2015 and headed up by Tracy Busch, is distinctive in that it is the only one of its kind in the country. Busch regularly facilitates Ferris-based and outside tours and directs an object-accessioning process that involves the training and oversight of student workers. She runs monthly meetings that have cross-disciplinary representation from across campus. In her effort to promote this new teaching resource available on Ferris, Busch has made numerous presentations, developed exhibits, and developed facilitator training materials. The MoSO continues to gain visibility and serves as a companion museum to the Jim Crow Museum of Racist Memorabilia and the Institute for the Study of Academic Racism, which regularly attracts scholars to our campus. This summer, Georgi Petkov Yankov, a Ph.D. candidate at Bowling Green State University from Bulgaria, visited campus to work with the ISAR Archives. Visiting scholars like Georgi give our faculty and students an added opportunity to engage with young scholars from around the world. The History Area hopes that the growth of the sexist objects collection will result in scholarly recognition similar to that earned by David Pilgrim and the Jim Crow Museum. These three on-

campus collections are unique and distinct. They help promote the image of Ferris as a champion of diversity awareness. These resources will be invaluable in terms of building our Public History Program if we are successful in pursuing this strategy.

The most visible student-faculty endeavor in the History Area is our Phi Alpha Theta (PAT) chapter, founded in 2009. This student-led, faculty-guided History honor society gives our best students a way to provide leadership on campus, in the community, and in the state. Twice since 2009 our chapter has hosted the Phi Alpha Theta Michigan Regional Conference. This is an immense amount of work that involves communicating with colleges and universities throughout the Midwest, reading paper proposals, creating panels, finding panel chairs, renting space, planning meals, collecting registration fees, coordinating hotels, and providing directions to participants. The skills and sense of accomplishment that the students gain is important to their future success. In addition, it also presents Ferris as having one of the leading History programs in the state. Gary Huey and Tracy Busch have been the most actively involved faculty members with the PAT Chapter.

Activities spearheaded by our Phi Alpha Theta chapter on campus include a "History Week" in fall 2015 that involved presentations by Ferris History Faculty on a wide variety of themes, including the role of women in World War II, the dropping of the atomic bombs in 1945, and veterans' issues. The students coordinated across campus, including with Scott Cohen, who modeled his Veteran's Day Concert around History Week, and with outside groups, such as the Michigan Honor Flight and veterans' groups. History Week in the fall coordinated well with the World War II Poster Exhibit on display in the Ferris Fine Arts Gallery in spring 2016. As noted elsewhere in this APR report, Ferris History students curated the show and wrote the didactics for each piece. Needless to say, this also provided great visibility for the Ferris History Program. All of these efforts were facilitated by History faculty without reassigning time.

Comparison with Competing Programs

The universities we compare ourselves to are those in our geographic region, Central Michigan, Grand Valley State, and Western Michigan. All of those schools are significantly larger than Ferris and as such, their History departments are larger than ours, with the number of faculty ranging from twenty to thirty. Ferris has a History Area within the Humanities Department. There are currently five tenure-track and one full-time adjunct; all the historians hold a doctoral degree. With so many more faculty, these other university history departments are able to offer a great variety of courses from one on Napoleon to another on the Silk Road to a history of the American South. While we only have six faculty, we offer a remarkable number of courses, fifty-six. This means faculty members will have three or four different preparations each semester. Though sometimes a burden, it enables our students over a two-year period the opportunity to take any of our classes. Again, this assumes that courses are not prematurely cancelled. With the variety of courses, we have offered to-date with our smaller staff, we feel strongly that our overall course content is comparable to any offered at our three

sister institutions. We have a track record of students being admitted to graduate programs throughout the Midwest.

Through our alumni survey we know that our only primary shortcoming in preparing students who are graduate school bound is the offering of a historiography course. All of the three history programs we are using as a basis for comparison regularly offer a historiography course for their majors. As stated in our planning remarks, our UCC packet for this fall will include a new historiography course. We have to make this an optional one-credit course for students who have specific plans to attend graduate school after graduation. Given the small size of our program, we hope that the Administration will allow us to offer this one-credit course in tandem with History 300 or History 400, even if the enrollment numbers only reach 5+ students. We will doubt that General Education students will be interested in this course. However, it will be essential to those History B.A. students pursuing graduate school.

For those alumni students who pursued law school, there was an expressed desire to have more writing assignments in all of our courses and a few asked that current writing assignments be more demanding in terms of argumentation and research. Although the survey was anonymous, we feel confident that these concerns have been addressed in recent (2015) actions taken by the History Area faculty to hold a common standard of requirements for our 300-level history courses. These common standards help ensure a consistent expectation held by History Area faculty and also work to reinforce writing and analytical skills through the repeated practice.

We also provide our students with a great deal of one-on-one help. Our faculty have a commitment to being “teachers” as well as being known as “scholars.” Unlike our sister institutions, senior faculty as well as adjuncts teach our survey courses. Gary Huey has long advocated the position that our U.S. history and world history survey courses are “gateways” into the History B.A. Program. If a student experiences a history professor who is excited and passionate about the introductory course materials, students will take another course from that instructor. Once in the second history course, the student realizes their interest in the discipline itself and are less dependent on a specific instructor. The bigger institutions, with larger classes and graduate student teaching assistants, can make the survey courses impersonal which can foster disinterest or outright boredom. This is less likely to happen at Ferris where all students enjoy the benefits of having highly skilled historians teaching the various survey course. Our faculty learn the names of their students and offer mentoring to students who appear to be struggling with the readings, note-taking, exam-prep, or writing assignments. This personalized learning environment is not available at the bigger institutions. Since we are not a research institution, our faculty, while doing some research, devote a great deal of time to their teaching. Of our six faculty, two have won teaching awards and two more have been nominated and made it to the finalist round. We are more student-centered than any other institution in our geographic area in Michigan.

What can we learn from our sister institutions? We can do a better job with our website. We need to state very clearly why students should come to Ferris and its history program. Again,

this will require the expertise of University Marketing and Advancement as well as a more robust effort to include our events and activities in the "Week in Pictures" photo array. We need to revise and expand our section on what jobs are available to history majors or minors and what level of starting salary they can expect. To go along with this improvement, we need to add interviews with graduates and update these on a regular basis. We could put on our site a typical four-year plan for graduation. A list of the history scholarships could be added as well. In addition, each of these institutions has a department newsletter to keep in touch with its alumni and current students.

All in all, we believe our program compares very favorably with any other program in the state. We pride ourselves on our teaching strengths and the personal treatment afforded majors, minors, and General Education students.

Section X: DEMAND

Student views:

In late July 2017, we completed a Current Student survey. Emails as well as links via FaceBook Messenger were sent to students who are formally declared as History B.A. majors or minors. When the survey began we had 19 majors and 8 minors; when we closed the survey 8 majors and 1 minor had responded. Students were asked to confirm the value of the History B.A. Program in terms of the development of specific skills:

Skill Set	Responded Strongly Agree
Critical Thinking Skills	78%
Verbal Communication Skills	67%
Writing Skills	78%
Effective Research Skills	89%

Students currently involved in working through the History B.A. program did offer us constructive feedback. We learned that we need to do a better job of holding workshops for post-graduation plans—whether their path is towards law school, graduate school, or the job market. Similar to what we found with our our Alumni survey, Current Students are concerned with the variety of course offerings, the disruption of course cancellations, the foreign language requirement or the limited languages offered at Ferris. Some students also felt we could do a better job with course rotations, alternating courses offered on TR to a MW format or vice versa. Students may not be aware of the 75-minute matrix limits imposed on MW classes before 3:00 p.m. It was also suggested that we consider offering blended courses. On the final question, we asked Current Students if they would consider pursuing a Public History program if it was currently available—33.3% Strongly Agreed, 44.4% Somewhat Agreed, and 22.2% Somewhat Disagreed. The range of support suggests that a Public History program may be a more satisfying major for some students currently pursuing the B.A. program, but it would not undermine the success of our B.A. program. In fact, we believe that students who may be currently reluctant to declare themselves Public History majors, would embrace the absence of a foreign language requirement.

On the specific question on whether Current Students would recommend the Ferris B.A. program to a friend or family member-- 33% Strongly Agreed and 67% Somewhat Agreed. In the question asking Current Students to identify areas of strength they find in their experiences

within the History B.A. program, a common observation presented by students is quality of instruction they receive from History faculty.

Alumni views:

This summer we attempted an Alumni survey using social media. Of the 88 individuals to graduate with a History B.A. degree since 2002, 59 have a Facebook page. Since creating the Ferris History Program's Facebook Page in July 2015, Kimn Carlton-Smith (Dr. Kimn) has worked to locate and "friend" any alumni with a Facebook page. Thirteen students who graduated between January 2007 and January 2008 could not be located. The majority of students who graduated since January 2009, however, are "friends" with Dr. Kimn and through her efforts have liked and are following the Ferris History Programs' page. Working with FLITE Librarian Kristy Motz, Dr. Kimn modified our previous survey instrument and posted the questions using SurveyMonkey. Once the Alumni Survey was updated to address newer APR concerns, we decided to use the Facebook Messenger tool as a way to reach the broadest group of identified alumni. Of the 59 individuals who were sent a SurveyMonkey link, 22 responded. Had we more time or had we offered an incentive/prize, we may have had a higher response. However, this was a broad cross-section of graduates:

Graduation Year	# of Respondents
2005	2
2006	0
2007	1
2008	2
2009	4
2010	3
2011	1
2012	0
2013	2
2014	1
2015	5

2016	1
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Focusing on alumni feedback that helps to address “demand,” when asked why they chose to attend Ferris State University, the single predominant response was “location.” If the respondents offered qualifying remarks, they suggested that Ferris was geographically closer to their home town. A fairly even mix of respondents identified family connections to Ferris, career path, costs, campus size, and faculty. (See Appendix E, History B.A. Alumni Survey Results)

When asked whether the skills they acquired from the History B.A. program aided their graduate studies or employment, 73% of respondents voiced a strong vote of confidence, selecting “Absolutely,” while 18% offered a more lukewarm endorsement, selecting “Somewhat.” [Q10]. In the follow up question respondents were asked if they were “satisfied with the education you received from the HIST B.A. Program;” 86% chose Absolutely, only 9% selected “Somewhat.” [Q11] Another question asked if respondents would recommend the History B.A. to a colleague, friend, or family member. 73% firmly said YES, with the remaining 27% selecting MAYBE. [Q16] Lastly, when asked if they believed that the Ferris History B.A. was still relevant and had continued value or demand as of 2017, 77% selected “Absolutely” with 18% choosing “Somewhat.”

When given the opportunity to comment on their level of satisfaction, respondents typed comments concerning the quality of instruction provided by the History Faculty. [Q12] When asked to identify the “strengths” of the History B.A. Program, respondents repeatedly wrote “the Professors” or “the faculty” or “the Teachers.” [Q13] When asked to address weaknesses, the respondents voiced two key concerns: lack of course diversity and course cancellations. [Q14] The History Area Faculty believe that these two alumni concerns go hand-in-hand and reflect a more cost-driven approach to curriculum management that characterized the previous Arts and Sciences leadership. Cancelling courses during early registration during the 2008-2010 recession did not factor in the reality that students were delaying registration until they worked through the summer to pay for Fall/Spring courses. These course cancellations forced students to select courses they were either less interested in or pragmatically fit into their course schedule. There was a palpable tone of disgruntled consumers within these respondents. Cancelling newer or experimental courses harms the history majors; and while General Education students are a major cohort whose needs must be addressed, history students have different academic tastes. They love history in a variety of flavors—Ancient and Modern, U.S. and World, Racial and Cultural. We adversely impact graduation completion schedules when we cancel classes prematurely. Ten to fifteen students should be acceptable in a classroom when newer courses are being introduced and an audience is being cultivated, through majors

and minors as well as the General Education population. Popular courses are not created overnight. We are happy to report that the rigid policies of the past appear to be giving way to a more flexible approach under Dean Haik, who has been very supportive of our efforts to grow the History B.A. program.

Faculty views:

The History Faculty certainly believe that there is continued demand for history majors and minors. We have discussed in earlier sections of this review (see Sections III and VI) that we teach our students the skills employers are currently looking for, including the ability to communicate verbally and in writing, the ability to locate and evaluate information from multiple choices, and the ability to analyze and solve complex problems. For this review, each of the History faculty members filled out a survey (see Appendix B) which examined our perceptions of our program. One of the questions on the survey asked, "What is your perception of continued demands from the History program?" Our answers included:

- 1) "Employers want employees who can process large amounts of information, write clearly, and think critically. A history major is excellent preparation, not only for grad school, but also for the workforce."
- 2) "A significant number of our graduates have gone to grad school, most in History, with a few pursuing law school, sociology, and political science."
- 3) "Our students have done very well in graduate school admissions and once there, they have done well whether at CMU or Notre Dame. They have also done well in public history positions. They have also succeeded in business."
- 4) "History graduates will always be in demand. The skills that we teach are in high demand in the corporate and government world."
- 5) "Employers today are looking for employees who think critically, can solve problems, who can analyze things they read or write, who can research, who can communicate, and who can both work in teams and work on their own. These are all skills that students develop in History courses. Our students can work in museums, archives, in research settings, in libraries, etc. They can also go on to grad school in the law, government, library work, history, etc."

The History Faculty also believe that in this time period of a great amount of "fake news," teaching our students how to think critically about what they read and hear is crucial to create well-informed and conversant citizens of the world.

Potential employer views:

Three sources, all written between May 2016 and June 2017, convey the same advice— however two publications are using the term “soft skills” to identify skill sets that developed and practices by students who major or minor in the History B.A. program. Kate Davidson of the *Wall Street Journal* authored “The Soft Skills Employers Are Looking For” highlighting the results of a year-long study undertaken by LinkedIn, analyzing 2.3 million profiles. The LinkedIn study, published in August 2016, identified Communication, Organization, Teamwork Skills, Punctuality, Critical Thinking, Social Skills, Creativity, Interpersonal Communication, Adaptability, and Friendly Personality.

U.S. News and World Report’s online publication featured an article by Hannah Morgan (May 2016). Morgan opened her essay by stating:

*In the 2016 Workforce-Skills Preparedness Report, done jointly by PayScale, Inc., a compensation data and software provider, and Future Workplace, an executive development firm, the takeaway stat is that **87 percent of new college graduates feel well-prepared for their job upon graduation. Yet, only about half of the managers surveyed felt that their employees who recently graduated from college were well-prepared for the workforce.** These are the top four skills you should focus on improving if you want to fall into the latter group, along with some tips on how to do it. (emphasis added)*

Morgan goes on to identify the “Top 4 Skills New Graduates Need to Improve” – they are:

- Improve your writing
- Improve your public speaking
- Learn how to analyze data
- Become a critical thinker

It is noteworthy that even professions that more specifically identify themselves with the technology industry are also search for employees with “soft skills.” *Business News Daily.com’s* contributing author Shimon Braithwaite’s piece “4 Soft Skills Every Tech Professional Should Have” lists the three skills that closely mirror the newly adopted program learning outcomes for the History B.A. program. Braithwaite highlights the findings of Harris Allied, a technology staffing placement company. Harris Allied did a 2017 survey focused on tech recruiting, hiring, and retention. The four most important soft skills in demand within the technology industry are:

- 1) Ability to work collaboratively in a team setting
- 2) Creative problem-solving skills
- 3) Excellent communications skills

4) Leadership skills

The History Area refocused our efforts and learning objectives in response to the Hart Research findings, published in 2015. Our immediate goal was to help students enrolled in our General Education history courses to gain a deeper appreciation of the “relevance” of the historical content they were exploring. We also wanted them to understand that they were learning and practicing skill sets that would enhance their odds for getting hired.

We feel that our Alumni data (addressed more fully in Section XII) speaks to the range of employment options our graduates have once they leave Ferris. We only hope that we can attract more History minors for programs across campus that will benefit that students’ ability to secure employment and earn promotions.

Section XI: STUDENT ACHIEVEMENT

Student Achievement

As mentioned above in the section on “Visibility and Distinctiveness,” our students have had numerous extra-curricular opportunities to develop intellectually and socially through our Phi Alpha Theta chapter and Club History RSO. At present, we have about 20 students on campus and in student teaching assignments who have been inducted into Phi Alpha Theta. Club History has seven active members. Of these students, anywhere from 5-8 present their research at Michigan Phi Alpha Theta Conferences annually. Those who have been inducted into Phi Alpha Theta are eligible for paper prizes.

In order to be inducted into Phi Alpha Theta, students must have a 3.1 GPA in history and a 3.0 overall. Because they need to have completed 12 credit hours before induction, Phi Alpha Theta members tend to be upper-classmen. While waiting to be inducted, a number of students choose to be involved in Club History. Club History tends to be more active on campus. It regularly hosts “movie nights” and last semester hosted the first ever “Quiz Bowl,” which was deemed a success. Next semester, Club History plans to make a series of public presentations, one of which will be on the history of railroading in Michigan, with a special focus on Mecosta and Osceola counties. We are working on promoting events such as this not only to Ferris students, but also to the broader surrounding community. In the past, Club History and Phi Alpha Theta have volunteered at the Mecosta Historical Society by helping them to catalog museum objects, which benefits both the students and the Mecosta Historical Society.

In terms of student research, we have had great success in preparing students for graduate school by encouraging them to present papers at both regional and national Phi Alpha Theta conferences. In order for our students to be successful and competitive for paper prizes, the entire History Faculty works closely with the students to help them narrow down their papers to ten pages and to make their oral presentation clear and convincing. Since our last APR report, we have greatly increased the number of students who present papers at these conferences. Each year anywhere between 5-7 students decide to present their papers at a Phi Alpha Theta Regional Meeting. Usually the meeting is in Michigan, but one year the faculty drove the students to Indiana due to the fact that a Michigan school did not volunteer to host. Students have presented on a wide range of U.S. and world topics that include early Soviet anti-religious campaigns (Richard Byington), how “Terrible” was Ivan the Terrible (Lindsey Gingrich), the Black Death in Poland (Brittany Gwisdala), sexuality in Southeast Asia (Ashley Phillips), Elizabeth I of England (Megan Brown), Unit 731 (Michael Seitter), the Crusades (Steve Balkema), the mythology of King Arthur (Kimberly Drake), Alfred the Great reconsidered (Jonny Parshall), the impact of Euro-American colonization on Michigan tribes (Andrea Ayotte), “Jill” the Ripper (Angela Cool), Loyalists during the American Revolution (Paolo DiRaddo), Quakers in the American Revolution (Lindsey Gingrich), the Rape of Nanking (Michael Seitter), Russian witchcraft (Steve Orellana), Norwegian anti-Fascist resistance (Rebecca Wyman), Russian colonization of Siberia (Tom Wolak), the role of ARVN in the Vietnam War (Glen Succaw), and Hollywood vs. history in portrayals of the Vietnam War (Jon Peterson).

As mentioned above, between five and eight Phi Alpha Theta students deliver conference papers or poster presentations each year. Feedback from our graduates reveal that they believe that this experience was invaluable in helping them be competitive with getting into graduate schools, such as Notre Dame, the University of Delaware, the University of Dublin (Ireland), Northern Arctic Federal University (Russia), Western Michigan University, University of Toledo, Purdue, Marquette University, University of Chicago, Eastern Michigan University, University of New Hampshire, Central Michigan University, and the University of Kentucky.

Perhaps the greatest achievement of the History B.A. students was their efforts and energies to organize the week-long event titled "History Week" (Fall 2015) that was framed around the theme of honoring American veterans. History student Kimberly Drake (graduated 2016) was instrumental in mobilizing faculty, student peers, and the University community to participate in this event. On the academic side, she arranged for each of the History Area faculty to make a presentation related to their research interests and/or expertise. As an example, Kimn Carlton-Smith presented on the role of African Americans during War World II, Tracy Busch presented on the role of women on both the Western and Eastern fronts ("It Was Her War, Too,"), Christian Peterson presented on the ethical dilemma surrounding the dropping of the A-bombs, and Jana Pisani presented on the role of the Women's Institute in England during World War II. Gary Huey and Barry Mehler also made presentations. On the community side, Ms. Drake coordinated with the Michigan Honor Flight to make sure that veterans felt welcome to come to campus. She worked with the President's office to make sure that these veterans were offered a meal as recognition of their service. This was after a panel discussion during which a few remaining World War II veterans shared their experiences. Ms. Drake made a noble effort to find female and African American veterans, but poor health prevented them from coming to campus. In addition to the above, she and Tracy Busch worked with Scott Cohen to have Phi Alpha Theta co-sponsor the Veterans' Day concert. Of all the groups, we coordinated with on campus for the events of that week, the Ferris Music Program (Scott Cohen) and the Ferris Veteran's Association went the most smoothly. They were excellent partners in this effort.

In addition to Phi Alpha Theta, we honor our exceptional History B.A. students at the College of Arts and Sciences Awards ceremony in the spring, during which we present awards for the top History B.A. students and for the top 300-level and HIST 400 (capstone) papers. For instance, for the spring 2017 awards ceremony, our Outstanding Senior in History was Honors student Tori VanOeffelen, our Outstanding Undergraduate Student was Mikayla Baarlaer, Our Best 300-Level Paper award was won by History student Meg Corner, and our Best HIST 400 Paper award was won by graduating senior Brandon O'Rourke. In 2016, HIST 400 students were required to make posters to present their papers in conjunction with the awards ceremony. There was some complaining about this (see the Fall 2016 EI), so the experiment may not be repeated in the future. Posters included such topics as the Michigan Polar Bears, the factors that led to the Cold War, the Warsaw Ghetto uprising, the role of gender in perception of female power in Great Britain, and Unit 731. In the past, students from HIST 259 have presented their posters on

women's issues worldwide. This took place in spring 2013 and spring 2015 during the College of Arts and Sciences Awards ceremony, in addition to campus presentations the fall before during the time the course was offered. In 2016, Dr. Mehler inaugurated the ISAR Prize for an outstanding essay focused on race or gender. ISAR would like to institutionalize the prize and is looking forward to working with Dean Haik to create a cash prize.

A number of students over the last few years have voiced a desire to find employment in a museum or historical archive. Although we do not currently have a Public History program, the History Area Faculty have developed courses, assignments, or volunteer work with on-campus opportunities such as the Ferris State University Archives, the Museum of Sexist Objects, the ISAR Archives, the Jim Crow Museum, and the Art Gallery. Starting in the fall we will be able to add the Shoah Archives to our list of experiential learning environments. These hands-on or applied learning experiences have been invaluable to former students in terms of getting museum and archival work upon graduation. Many of our most distinguished students have been self-motivated to pursue these learning experiences that fall outside our History B.A. program requirements. Samantha (Steele) Engel and David Conn, for instance, are two of our graduates who worked directly on processing the ISAR Archives. Ms. Engel has gone on to a career in public history and David Conn entered a graduate program as a result of his work with the ISAR Archives.

Section XII: EMPLOYABILITY OF GRADUATES

Via our Facebook contacts and survey of Ferris State University's History alumni, we have found that our graduates are now working in the following fields:

Legal Services:

Majors: Abby Lund Adams (2006), Adam Quigley (2011), Christian Miller (2013), Steven Balkema (2014)

Minors: Renee Gruber (2006), Jonathan Peterson (2013)

Financial Services:

Majors: Eric Pietrykowski (2008); Luke Suminski (2009); David Ursuy (2009); Loren Reed (2011); Baily Darnton (2015)

Minors: NONE

Real Estate:

Majors: Victor Martinez (2005)

Public History (Parks/Rec; Historical Tourism; Museums/Archives; National Park Ranger):

Majors: Garret Cloer (2006), Anthony Iracki (2008), Samantha Engle (2009), Jeff Pollock (2010); Emily Ernst (2013), Ashley Phillips (2013), Stephen Bowen (2015), Michael Seitter (2016)

Minors: Dan Rescoe (2012)

Education: (Administration, Substitute Teacher, College-level Adjunct Teaching)

Majors: Deb Savides (2003); Brian Watson (2003); Adriane Longshore (2004); Corinne Cozzaglio Martinez (2008); James Scarbrough (2009)

Minors: NONE

Library Services:

Majors: Jennifer Herron (2010); Erik Parsons (2012); Kelsey Lamp (2017)

Public/Civil Service:

Majors: Charles Debault (2014); Angela Cool (2015); Kimberly Drake (2015); Brittany Gwisdala (2015)

Minors: Scott Beltz (2012); Nicholas Wake (2009)

Health Care Services:

Majors: Amanda Boland (2008); Mike Wallace (2009); Tyler Price (2011)

Minors: Autumn Doody (2007)

Business Owners:

Major: Paul Avery (2006)

Minor: Michael Truax (2008)

Currently in the graduate school track:

Majors: Sarah Yost (2008); Caitlyn Hutchinson (2009); Andrea Ayotte (2013); Richard Byington (2013); Steve Balkema (2014); Angela Cool (2015)

For years, the History Area has tried to explain to students and colleagues across campus that a degree in History can secure employment, even though there is not always a direct occupation path. However, thanks to Facebook and reconnecting with an extensive number of History B.A. majors and minors, it is now easier for us to present more concrete examples than we were able to do in previous APR reports. From the sampling presented above you can see a broad range of careers pursued by our B.A. majors and minors. We understand that a number of our graduates have chosen to pursue a master's degree or a law degree to gain employment, while a smaller number have worked to earn a doctorate. However, easily half of our graduates have successfully pursued occupations with just the History B.A. degree.

As mentioned in an earlier section, we have made a concerted effort since 2015 to make students more aware of the benefits of a History B.A. major or minor for securing employment in today's economy. When we begin the semester, the History faculty share the findings of the 2015 Hart Report with their classes, to make students understand that History is a discipline that can provide them training and practice in essential skills that employers desire, above and beyond the hard skills needed for some occupations

More recent literature, published this year, uses the term "soft skills" that show continued importance, among employers, for skills that history majors and minors "master" by the time

they graduate from Ferris. In April, CNBC.com compiled data from several reports addressing skills desired by employers in 2017. The top five “soft skills” that will help get people hired are: 1) oral and written communication; 2) marketing; 3) proficiency in Microsoft Office or Google Drive Apps; 4) attention to detail in all written work/projects; and 5) problem solving. The previous year, *U.S. News and World Report* identified four “soft skills” that new graduates needed to focus their efforts to master on if they wanted to get hired: 1) improve your writing; 2) improve your public speaking; 3) learn how to analyze data; 4) become a critical thinker.

The History Area faculty have long understood that the skills we provide our students reaches far beyond a specific set of historical content knowledge. We teach our students a range of skills—critical thinking, creative problem solving, communication skills (written and verbal) and the ability to collaborate. These skills can particularly benefit majors across campus. We hope that by publicizing the diverse careers of our alumni we can provide hard evidence to skeptical students and colleagues that our discipline provides a number of skills that are sought after by employers across the country.

As suggested in our Long-Range Strategic Planning comments, our alumni employment trends also support our belief that it is time to pursue a Public History B.S. Degree. This strategy would allow the History Area to build bridges and professional networks with alumni who were Ferris trailblazers in the field of public history, and we have a number who are. Jeff Pollock earned an M.A. from the University of Toledo and went on to work as an administrator at the Sanilac County Historic Village and Museum. More recently he has become the events coordinator at the Ford Piquette Avenue Plant. Emily (Miller) Ernst works in the Michigan State Museum. She is very active in Civil War reenactment events. Samantha (Steele) Engel served as the executive director of the Whaley Historic House Museum in Flint and recently moved on to work as the historian for the Herbert H. and Grace A. Dow Foundation. In this position, she manages the family archives, cares for the home of Herbert and Grace, a national landmark, and provides history programming for Dow Gardens (which is managed by the Foundation). Ms. Engel also recently had an article published in *History News*, the publication of the American Association of State and Local History. Ferris History graduate Garret Cloer serves as the Supervisor Park Ranger at the Longfellow House—Washington’s Headquarters National Historic Site. All of these alumni have generously volunteered their time to offer advice and assistance to anyone within the History B.A. program who is currently interested in public history.

Section XIII: FACULTY COMPOSITION AND ENGAGEMENT

Organization

The History Area contains five tenured faculty and one full-time adjunct. All six faculty members teach the majority of their load at the Big Rapids Campus, though Kimn Carlton-Smith does teach at the Kendall Campus as well. None of the faculty members teach exclusively fully online. Given the fact that we teach many General Education students, we feel that we need to maintain our full-time adjunct position. Without it, we would not be able to service and many General Education students as we do. Based upon what we have learned from this program review, we would also like to develop a Public History degree; to do that, however, we would need another tenure line since the current faculty do not specialize in Public History.

Curriculum Vitae

See Appendix C for the updated curriculum vitae of the History faculty. All of the six faculty, including our full-time adjunct, hold doctoral degrees in History.

Faculty Bio Sketches:

Tracy Busch's most visible contributions to the History B.A. program is her work as the advisor for the Phi Alpha Theta History Honor Society and Club History. She takes a lead on helping the students elect officers and put together plans of action. Succeeding generations of Phi Alpha Theta officers set different priorities. During some years, tutoring struggling students and working with a local museum is the priority. Other years, students want to focus on more ambitious and academic pursuits such as hosting a Phi Alpha Theta Michigan Regional Conference. History Week, mentioned earlier in this report, was born out of a Phi Alpha Theta initiative in 2015. Other events hosted by Phi Alpha Theta/Club History include "Grad School Night" and, most recently, a quiz bowl. "Movie nights" are also a regular feature, as they are both fun and invite a critical examination of popular understandings of past events. Other important initiatives taken by Dr. Busch include raising gender issues on campus with the MoSO and in securing, along with Christian Peterson, an NEH grant, to conduct a Summer Institute for high school teachers in 2016. She also performs an important role in teaching students the skills they need to be successful as historians in the HIST 300 she teaches every spring and the HIST 400 classes she teaches every other fall. Her goal is to hold students to high standards and to prepare them for both graduate school (should they take that path) and success in their chosen careers.

Kimn Carlton-Smith is the History Area Coordinator. She has persevered in this position for several years. Her key responsibilities include scheduling, curriculum development and revision, program assessment, and marketing efforts to recruit students to enroll in history courses as well as declare themselves history majors or minors. She organized and coordinated the "Passion for the Past" series as a strategy to improve the History Area's visibility on campus

and to help students see the relevance of the past to current events and present-day issues. Dr. Carlton-Smith's academic training is in the areas of 20th Century U.S. cultural and visual history as well as a focus on African American social, political, and cultural history. She enjoys the distinction of teaching Art History courses within the Humanities Area as well as at Kendall College of Art and Design. During her academic career at Ferris State University, she has been active in diversity efforts across campus, most specifically the Jim Crow Museum. As an early adopter and promoter of eLearning, Dr. Carlton-Smith has participated on numerous committees, pilots, and workshops that helped to advance 21st-century learning technologies at Ferris. Whether in her role as an Area Coordinator or her role as a history instructor, she has worked to ensure the success of student learners both in the classroom and in their career pathways.

Gary Huey is the advisor for the History B.A. In this capacity, he advises every student going through the program. He not only advises them on the history classes to take but makes sure they are on the path to graduate in a reasonable time (no more than five years where possible) by ensuring they are satisfying the General Education requirements as well. So far, no problems have arisen. Also in this capacity, Dr. Huey helps students who wish to further their education choose a graduate school and then advises them on the application process. For those who want to enter the work force, he offers assistance as well. Dr. Huey has helped Dr. Tracy Busch with our history honor society, Phi Alpha Theta. He attends the meetings and special events. Most importantly, he helps the students prepare papers to be delivered at history conferences, especially Phi Alpha Theta regional conferences. He helps transport students to these conferences and chairs a session at each conference in which our students participate. Professor Huey has also participated in the history area's "Passion for the Past" series. He has participated in four of those presentations and in the 2016-2017 school year suggested the topics and secured speakers for five of the six programs. Since the last APR Prof. Huey has created a new course in response to student interest, "Conspiracy and Paranoia in United States History." In 2014, Dr. Huey was named Distinguished Teacher and a year later was chosen by students as one of the top five most popular teachers on campus.

Barry Mehler is a historian of science and Director of the Institute for the Study of Academic Racism (ISAR), an online and offline archive of material related primarily to the history of eugenics but secondarily to academic controversies over race and immigration issues. Our undergraduates have gained experience working on indexing and organizing the archives and a number of students who have worked on the archives have gone on to find employment in a public history position. Dr. Mehler also chairs the Ferris State University Shoah: Visual History Project which offers training programs for faculty across campus in the practical use of this valuable teaching tool. The Shoah Archive offers our undergraduate students the rare opportunity (only 50 institutions world-wide have the full archives) to work with a database of over 54,000 testimonies, with 115,000 hours of recordings fully indexed and searchable. This database is designed to allow undergraduate students to do advanced genocide research with primary sources. Mehler has been active with the Phi Alpha Theta group, attending meetings, helping students prepare for conferences and driving students to conferences. As a member of the advisory board of the Big Rapids Historical Preservation Society, he made arrangements for

the Phi Alpha Theta inductions to take place for several years at the historic Old Jail. Dr. Mehler also teaches upper level classes in the history of the modern Middle East, Terrorism in the Modern World, the History of Science, Science and Racism and Michigan History. Dr. Mehler has created a new course, SHOAH: Genocide in the Twentieth Century for the Spring 2018 semester. He has been nominated for the Distinguished Teacher Award in both 2015 and 2016 and was a finalist for the award in 2016.

Christian Peterson has taken a wide variety of steps to help history majors and minors. He has listened to many students practice delivering their research papers and given them feedback before they presented them at Phi Alpha Theta conferences. Besides serving as a commentator at these conferences, he has also participated in numerous panels designed to appeal to the public and meet the interests of history major and minors. For example, he delivered a presentation titled "Tough Choices: The Road to Pearl Harbor and the U.S. Atomic Bombing of Japan" during the "History Week" that history majors organized in 2015. As a member of the Political Engagement Project's (PEP) Steering Committee, he has helped create numerous forums aimed at helping majors and minors learn more about history and contemporary issues such as "Trump and Putin: A Permanent Reset in U.S.-Russian Relations?" which took place on 21 February 2017. When he taught History 250/300, Dr. Peterson gave students selections of his published books and articles to help them better understand how to footnote properly and structure their arguments. He also frequently met with history major Richard Byington during his studies at Ferris State and answered his questions about U.S. and Russian/Soviet history. He then answered Richard's inquiries about works to consult on the subject of governmental policy towards the Arctic Circle while Richard earned his history Master's degree in the Russian Federation. In addition to these endeavors, Dr. Peterson has inspired several students to pick up a history minor. He also helped several major and minors create the displays used in the public presentations "Going Beyond: A Silk Road Journey (7 October 2013)" and "Beyond Mythologies (20 October 2014)" that Ferris State's Office of International Education sponsored.

Jana Pisani is the program coordinator and advisor for the History Education B.S. Program. As such, she is an active member of the University-Wide Teacher Education Committee on campus; in addition, this year she joined the board of the Michigan Council for History Education, whose stated purpose is to "advocate and advance the study and teaching of History in schools throughout the state." She served as an assistant coordinator with the FSU Honors Program (2010-2013) and also functioned as the Assistant Chair of the Department of Humanities for the 2015-2016 school year. During her time at Ferris, she has created and taught numerous new history courses, including HIST 211 and HIST 212, HIST 253, HIST 255, HIST 258, HIST 350, HIST 351 and HIST 352), thereby helping to provide a wider range of courses for our history majors and minors. Dr. Pisani has also participated in a number of the "Passion for the Past" events, including the inaugural presentation of the series in September of 2015 when she spoke about her research on religious developments in the diocese of Ely in England in the sixteenth and seventeenth centuries. She also presented at the "Dirty Politics" event in October 2016 in which she spoke about the election for consuls in the Roman Republic in 59 B.C.E. and the "Women in Power" event of November 2016 when she discussed powerful women in history including Elizabeth I of England. She also spoke at a History Week event in November

2015 about the Women's Institute in Great Britain during World War II and gave a talk at the Mecosta-Osceola Bar Association's Law Day luncheon in May of 2015 about the significance of Magna Carta.

On-Campus Engagement

The History Area faculty are extremely active on campus. While Tracy Busch and Gary Huey serve as the official advisors to Club History and Phi Alpha Theta, all of the History professors are active in helping students ready their papers for presentation and in welcoming them to the profession during the annual Phi Alpha Theta induction ceremonies. It is also important to note that Gary Huey advises the History B.A. majors and Jana Pisani advises the History Education majors and minors; in addition, Jana Pisani has served as an Honors Assistant Coordinator and as the Assistant Chair for the Department of Humanities (2015-2016). Kimn Carlton-Smith serves as the History Area coordinator and is also the Social Media Administrator for the History Area; she also advises the History minors. Tracy Busch was selected to head the MoSO and Barry Mehler was chosen to head the Shoah Project. Christian Peterson and Tracy Busch led an NEH Summer Institute for teachers in the summer of 2016 on the subject of American-Russian relations in history, and all of the History faculty have participated in our "Passion for the Past" series of talks and discussions about a variety of events in history. In addition, four of the six faculty members serve on the BEYOND Council, which is a cross-campus initiative.

Service

In terms of service, the History faculty provides a great deal of service to the University.

Examples include:

- 1) Tracy Busch—serves as the faculty advisor to Phi Alpha Theta; serves as the lead faculty for the Museum of Sexist Objects; served as the lead faculty for the campus-wide Silk Road initiative, and continues to be a member of the BEYOND Council along with Mehler, Peterson, and Pisani.
- 2) Kimn Carlton-Smith—serves as the academic advisor for the African American Studies minor; works as the History Area Coordinator; has served on several tenure committees; served on the Humanities Department Professional Review Committee.
- 3) Gary Huey—has chaired panels for several Phi Alpha Theta conferences; is currently a member of the Department Planning Committee and as such is also a member of the CAS Planning Committee; is a long-standing member of the Department Curriculum Committee.
- 4) Barry Mehler—serves as the chair of the Shoah Committee, and has provided training for interested faculty; is a member of the BEYOND Council; served on Tracy Busch's tenure committee.

- 5) Christian Peterson—as an adjunct, Dr. Peterson is not required to perform service; nonetheless, he has judged several PEP contests and aids History students in preparing for conferences. He also, along with Tracy Busch, won an NEH grant for a Summer Institute, which was held on the Ferris campus in the summer of 2016.
- 6) Jana Pisani—serves as the academic advisor for the History Education Program; is a member of the University-Wide Teacher Education Committee; this past year, she (along with Michelle Kelenske and Julie Alexander) held three workshops for students preparing for the Professional Readiness Exam. She also served as an Honors Program Assistant Coordinator as well as the Assistant Chair for the Department of Humanities.

Research

The History faculty also remain active in research; for instance, Christian Peterson had a co-authored anthology on the history of world peace accepted for publication with Routledge in 2016. Jana Pisani received a sabbatical in the spring 2015 semester and continues to work on her book about the impact of the Reformation upon the diocese of Ely in England. Tracy Busch also has a book in progress entitled *Stalin's Roads: Building Socialism in the Soviet Inter-War Period*. (See Appendix C for History Faculty curriculum vitae.)

SAI/IDEA Results

The History Area feels that this is not an appropriate request; SAI and IDEA results are not intended to be shared with anyone except the instructor and their supervisor.

Section XIV: PROGRAM ADMINISTRATION AND SUPPORT

A. Administration

The organizational chart of the College of Arts and Sciences illustrates the position of the History program within the academic hierarchy of FSU. Please see page 112 via the hyperlink.

<http://www.ferris.edu/admissions/testing/factbook/FactBook16-17.pdf>

The College of Arts and Sciences moved from a department head model to a department chair model beginning with the 2014-2015 academic year. Trinity Williams moved from being the Department of Humanities department head to being the departmental chair. In the following year, she also served as Interim Associate Dean of the College of Arts and Sciences. Jana Pisani served as the Assistant Department Chair during the 2015-2016 school year. In December of 2016, Trinity was chosen to be one of the Associate Deans of CAS; the Humanities Department therefore needed a new chair. Since the department was unable to settle upon a chair for the spring 2017 semester, effective January 24, 2017, Harry Dempsey became the Director of Operations for the Department of Humanities, a temporary position which is set to end July 31 of this year. Scott Cohen was elected department chair, effective prior to the start of fall classes 2017.

The Department of Humanities utilizes a Planning Committee to help do some of the work previously completed by the department head. The Planning Committee is made up of each of the program coordinators of the individual programs/disciplines within the department; for the History Area that is Kimn Carlton-Smith, who receives a one-course release for this position. Carlton-Smith keeps in contact with Director of Operations Harry Dempsey in terms of all things relating to the program (scheduling, events held by the History Area, room issues, etc.). The History Area meets in the fall and spring semesters to discuss the upcoming semester as well as any other issues we need to cover. We meet beyond that as needed, including the summer. Gary Huey serves as the advisor for the History B.A. majors and minors; Jana Pisani serves as the advisor for the History Education majors and minors.

Administrative Positions with Program Oversight:

<u>Name</u>	<u>Title</u>	<u>Highest Degree</u>	<u>Experience</u>
Kristi Haik	Dean, CAS	Ph.D.	1 year
Harry Dempsey	Dir. Of Operations	M.M.	7 months
Kimn Carlton-Smith	Program Coordinator	Ph.D.	15+ years

The current structure works well—no changes are needed at this time.

B. Staff

Staff Positions within the Department of Humanities:

<u>Name</u>	<u>Title</u>
Ella Shaw	Department Secretary (Secretary II)
Kirsten Johnston	Department Secretary (Secretary II)
Carrie Stermer	Director, FSU Fine Art Gallery
Ruth Reeds	Adult Part-Time Secretary, Music Center
Gabby Saraney	Adult Part-Time Secretary, Fine Art Gallery
Wendy Stapp	Adult Part-Time Secretary, Williams Auditorium

The two staff members with whom the History Area works most often are the two Department Secretaries, Ella Shaw and Kirsten Johnston. Both have been with the department for a number of years and both perform their duties with skill, efficiency, and effectiveness. The History faculty would like to thank both Ella Shaw and Kirsten Johnston for their cheerfulness and resourcefulness in the face of our many demanding requests. Therefore, no changes are needed in the current structure at this time.

Section XV: SUPPORT SERVICES

The History B.A. Program could not be successful without the support and assistance of a range of offices, programs, and staff across campus. Below are a few of the more noteworthy support services that have aided us over the past five years. If we have overlooked anyone, we apologize in advance.

FLITE

The History Area successfully interacts with a number of offices across campus. Due to the research requirements of the history major and minor, we coordinate heavily with the FLITE librarians. Our students rely on a robust collection of books on a variety of topics. Our History Area liaison, Paul Kammerdiner, has done an excellent job of buying the books that we need according to our students' research interests. When those books are not available, our students need to rely on MelCat. Unfortunately, they often incur fines because they need their books for an entire semester's worth of research and the MelCat limitation is two weeks, with one renewal allowed. This problem is particularly acute for students in HIST 300 and HIST 400 because of the semester-long nature of their research projects. These limitations are beyond the control of our FLITE librarians, due to MelCat being a State of Michigan program. Kammerdiner also regularly comes to our classrooms to instruct our students on research best practices and creates specialized Class Help Pages for our classes. He also defends our interests when the FLITE administration want to cut resources, such as the historical newspaper database.

In addition to Kammerdiner, another librarian of note is Mari Kermit-Canfield, the Creative Learning Instructional Librarian. Kermit-Canfield has supported a number of faculty in the History B.A. program. She has done in-class presentations to assist faculty using learning activities that require General Education freshmen to gain exposure to various electronic databases for team projects. She worked closely with Tracy Busch to create a resource guide for professors who are bringing their students to the Museum of Sexist Objects. The research resources presented reflect the themes of the museum and are designed to help professors find viable research projects for their students. Kermit-Canfield has also assisted Busch and Christian Peterson with FLITE's service efforts during the 2016 NEH Summer Institute. Our Summer Scholars from all over the country commented on how warm, welcoming, and professional the staff was. FLITE provided seminar rooms and created a research guide for their use.

More recently, Fran Rosen has participated in the work to gain and utilize the Shoah Archive for Ferris. She serves on the Shoah Committee, attended the summer training program and has been instrumental in arranging for a training program for library staff arranging to bring MSU Librarian Deborah Margolis to FLITE.

Finally, Ferris librarian Kristy Motz has been a huge help in the research and writing of this program review. She served as an outsider reader, she aided Kimn Carlton-Smith in the creation

and utilization of the alumni and current student services, and she has cheerfully and carefully read and commented upon previous drafts of this report.

FCTL

The History Area faculty regularly seek the advice and guidance from the staff of the Faculty Center for Teaching and Learning (FCTL), which is under the direction of Todd Stanislav. Todd has worked closely with Barry Mehler to put together a Shoah Learning Community, which will participate in training faculty in the use of the Shoah Archive and the integration of this new tool into faculty curricula. Jackie Hughes and Andrew Peterson have also been helpful in designing and improving our online classes. The History faculty also attend FCTL workshops for all forms of teaching—face-to-face, blended, and fully online. Most recently, Gary Huey was trained for use of the learning-management system, BlackBoard Learn. Now all six faculty have completed BlackBoard training. Tracy Busch, Kimn Carlton-Smith, Jana Pisani, and Christian Peterson are all certified to teach fully-online courses. Carlton-Smith has been the most actively involved participating and collaborating with Jackie Hughes in matters of mobile learning and eLearning that have been facilitated by the FCTL.

The FCTL also provides opportunities for faculty to stage a Faculty Learning Community. Most recently, Busch and Peterson co-led a community on “Global Questions” with Lilia Caserta and Victor Piercey. This learning community resulted in a Human Trafficking Conference reflecting a collaboration between the business faculty and social work faculty. Busch and Piercey are now in the process of developing a Faculty Learning Community that will focus on the Museum of Sexist Objects. It will encourage Ferris faculty across campus to develop curricula that will involve incorporating the Museum of Sexist Objects into their classroom activities.

Media Production

Most of the History Area’s involvement with Media Production relates to other large projects on campus, such as the BEYOND initiative or other campus wide events. Several exceptions have been the “Globalization in the Classroom” a video collaboration between Tracy Busch and Steve Cox. We would also like to recognize Kent Kachaturian’s excellent assistance in creating signs for the two Phi Alpha Theta Regional Meetings that Ferris hosted in 2013 and 2015. Both Steve and Kent are consummate professionals who produce high quality work. Gary Huey has had support from Jeff Gabalis of Media Services in terms of converting old VHS formatted teaching materials into DVDs. Gabalis has also offered support to Kimn Carlton-Smith during various stages of her efforts to provide in-class recorded lectures and presentations to students within the BlackBoard platform and outside of YouTube. This past summer, Steve Cox supervised the video recording of our two-day Shoah training program. This was a complex project that involved coordination with the University of Michigan, Ann Arbor, to run a video conference with Henry Greenspan.

Technology Assistance Center

The History Area faculty recognize the challenges the Technology Assistance Center (TAC) staff have to meet with serving the needs of both students, faculty, and staff. We ideally would like a little more transparency and user-support guides on occasions when software or equipment is upgraded or replaced on the teaching podium to ensure that we are able to use the equipment successfully. In matters involving 'Help Support' in which they troubleshoot classroom and computer emergencies, TAC staff have a record of being prompt and usually can resolve the problem with only limited disruption or loss of time in the classroom setting. Unfortunately, our students do not have as high an opinion of TAC and will often voice that their first contact was unsatisfactory, so they do not make a second attempt to seek assistance from TAC.

Diversity and Inclusion Office

The Diversity and Inclusion Office has been a natural partner for the History Area in a number of initiatives that include classroom collaboration with the Jim Crow Museum and active partnership in getting the Museum of Sexist Objects up and running. A large percentage of the History Area's courses either focus directly on diversity-related topics or include them as one of the themes of the course. Several of the MoSO's best contributors are history students who not only research the objects and put them into historical context, but also create learning materials and write articles to make the objects more accessible to Ferris students. The Jim Crow Museum staff has also commented on the quality of work produced by the history majors who have interned there. The Spring 2017 African American History course worked with David Pilgrim and Franklin Hughes to undertake original research to help locate materials on the African American students who attended Ferris Institute between 1908-1915 in collaboration with the Hampton Institute.

Academic Support and Tutoring Center

The Tutoring Center is a great resource for a number of General Education students, especially those with limited writing or note-taking skills. Most of our survey students seek out support from the Center to help them revise a writing assignment that earned an unsatisfactory grade. Students from high schools where there was no expectation for students to take notes in order to retain information not duplicated within a textbook also seek assistance from the Tutoring Center. Both are voluntary actions, driven by a student's desire to pass a course or raise their final grade. In terms of content tutoring, the History Area faculty have turned to the students involved with Phi Alpha Theta to offer study sessions to create a peer-to-peer learning experience and to also satisfy RSO service requirements.

Educational Counseling and Disabilities Services

At the beginning of each semester, in all our history courses, the faculty announce the existence of these offices. Each of our syllabi include a notice about student accessibility and provide students with contact information for this office. Nearly every semester, each faculty member has anywhere from 1 to 5 students working through the Disabilities Services office. Often on the first day of class, students introduce themselves along with providing faculty with the formal paperwork they need to use to officially inform their instructors. Most of the accommodations have included extra time on exams and/or an in-class note-taker. Many of

these students have excelled in their History courses due to the positive and pro-active measures taken by the History faculty as well as that of the Educational Counseling and Disabilities Office.

Institutional Research and Testing

As part of our on-going assessment efforts to collect pre- and post-test surveys in our U.S. and world history survey courses we regularly make use of Institutional Research and Testing (IRT). They offer important services in not only generating raw data from our student assessments (pre- and post-tests), but also in analyzing them. IRT is also among the offices we use for collecting data needed for the APR process.

University Advancement and Marketing

The assistance that the History Area has received from University Advancement and Marketing has been hit-or-miss. We are still waiting on help for producing a brochure to promote our program. This project has been in the works for over a year. Christian Peterson and Tracy Busch did receive some help in promoting the NEH Summer Institute in July 2016. There has been little effort from UAM to publicize our programming events or feature noteworthy alumni. Photographic Services is rarely present to document the Phi Alpha Theta conferences or inductions. Thankfully, Sandy Gholston has been extremely helpful and supportive of our social media out-reach efforts.

Birkam Health Center

We do not have much interaction with Birkam in terms of our history courses; however, we do know through our work with the MoSO that more needs to be done in order to hire a Rape Crisis Coordinator and to provide better health support for the women on our campus. Young males are also in need of more access to counseling to help with handling stress and emotional strain. African American students also need counseling support to assist them with dealing with racism and hate crimes they experience in on-campus housing settings and in various locales within Big Rapids. Most recently, we have been addressing the needs to students in the LGBT community. In the last three semesters, faculty have had private conferences with transgendered students who are feeling levels of stress and anxiety that are adversely impacting their success in the classroom. Males, African-Americans, and transgendered students who have directly spoken to their History instructors, indicate a failure with Ferris providing enough counseling staff to deal with growing numbers of students who are willing to acknowledge they need help to avert a mental health crisis.

University Center

The renovated Rankin Center and transformation into the University Center exceeded the expectations of the History Area. Within two short years, the Center is booked solid for evening events, making it difficult for the History Area to find a central location, with capacity to seat 150 to 200 students, faculty, and staff. It is now evident that Ferris is hungry for programming events that are more than social gatherings. Students want to learn about current events, some quite controversial, but in an informed and civil setting. The "Passion for the Past" series helps to feed this academic hunger as well as stimulates a desire for more such

events. Life-long learning is nurtured by students attending talks outside the classroom that expose them to critical issues and problems that have a past, are relevant to the present, and will persist into the future. We have a responsibility to make these events more commonplace on the Ferris Campus and as such, we already are in need of a second (or larger) University Center.

Grounds and Maintenance

The History Faculty has the utmost respect for the hard work of the Grounds and Maintenance crew. They do an incredible job throughout the year making the campus grounds look beautiful and welcoming. Our greatest challenge is the winter weather. There is a need to have extra staff during the winter weather season to keep pace with the icy sidewalks and snow removal. Given the fact that such a large number of students, staff, and faculty are commuters, some new university policies need to be considered. Ferris has a notorious policy on not cancelling classes. That places a burden on students and faculty in terms of driving conditions and absenteeism. Neither students nor faculty should be penalized as is the case currently. Not all faculty use or teach in a blended style or fully online. Teaching and learning happens in a traditional classroom environment. These faculty can and do cancel classes, as they should. Other faculty, who can teach their courses remotely from their home to students safely staying in their homes as well—is not encouraged, nor supported (faculty are listed as absent). Kendall College has a far more reasonable approach to weather cancellations than the Main Campus of Ferris—even when the weather is far worse in Big Rapids.

Classroom Layout

As addressed in other sections of this report, there are pros and cons to the classrooms we regularly teach in. The History Faculty overall prefer moveable chairs and carpeted flooring. We would like the teaching podium equipment to be on the same up-grade schedule as used for faculty computers—every 3 years. Projection equipment and software should also be regularly updated as well. Brick and mortar constraints dictate the capacity of any given room. We also feel strongly that each building's WiFi capacity be tested on an annual basis and updated according to the mobile devices are students own and regularly use.

Section XVI: FACILITIES AND EQUIPMENT

A. Space

1. Teaching space

While we do at times utilize other classrooms, the primary classrooms used by the History faculty are Starr 226, Starr 235, Starr 322, IRC 107, IRC 109, and IRC 115. Starr 235 has fixed seats (tiered), but all of the others allow for the movement of tables and chairs to facilitate small group discussion. These teaching spaces are currently fine for our classes. Ideally Starr 235 could be flipped into a classroom with movable seats/desks to more easily allow for small group discussion.

2. **Laboratory space used by the program**—The only laboratory space we need is in the form of PC Labs. Our only challenge is booking or reserving PC Labs for either HIST300 or HIST400. Availability issues, even within the window of advance scheduling, limit our access to PC-Labs until after 5:00 p.m., MW or TR.

3. Office and meeting spaces

History Faculty offices have been in the Arts and Science Commons Building since its construction. This location is very convenient for both students and faculty. All tenured faculty offices are physically nearby one another, making it easy for us to engage in informal conversations and well as collaborate on projects or curriculum issues that directly impact the History B.A. Program. This geographic closeness fosters and reinforces collegiality and transparency. Our only concern or criticism is the fact that our History Adjuncts are not given space on the same floor or building. Given some of the faculty contractions that have happened within Political Science and Sociology, we keep hoping that our full-time adjunct, Christian Peterson, could be relocated in one of the offices beside Tracy Busch.

The History Area typically meets in Arts and Sciences Commons. We typically meet in ASC 2062 or ASC 2082 as needed, and both are sufficient for our needs. We tend to hold our meetings outside the TR 11:00 a.m. matrix and as such have few scheduling conflicts for these spaces.

4. Storage space

The History Area was recently given a secure cabinet in Starr 235 (a request from our previous APR) for our shared collection of teaching DVDs. All of the History faculty have keys to the cabinet. We of course also maintain other teaching materials in our offices.

5. Other space

None.

6. Adequacy of the space

The spaces we currently utilize are sufficient—no changes needed.

7. Potential negative impact caused by space?

The tiered fixed desk chairs within STR 235 are functional for our larger intro survey courses. However, for a number of our 300-level courses this space is becoming less ideal, especially with instructors who do group-based learning activities or seminar-styled discussion courses. Fixed seating undermines a creative or collaborative learning space.

8. What changes to space would have a positive impact on program quality?

One change that might be of help would be to make the chairs in Starr 235 movable. For larger classes (35+) in which the professor likes to incorporate small-group discussion, it is currently, with fixed desks, difficult for students to discuss. All of the rooms in which we teach should have the ability to move chairs and desks for small group discussion or other peer-related activities.

B. Computers**1. Computers available for the classroom**

All of the classrooms we teach in contain computers with ceiling display projectors and computer media display. The classrooms in the Starr building also have hard-wired internet connectivity for the faculty to use at the teaching podium. While Starr's Wi-Fi distribution network was upgraded a few years ago, that upgrade is now out of date. For students bringing smartphones, tablets, and laptops into the classroom and ask to log into the campus Wi-Fi for a hands-on demonstration or learning activity, it is especially challenging, if not impossible. There is insufficient bandwidth.

The teaching station/podium computers are used on a regular basis by the majority of History Area faculty. This podium desktop computer is also used by students for various presentations. Some faculty prefer to use their University-provided laptops or MacBooks. Cables and connectors as well as power outlets are easily accessible from the teaching station. As such the only population placed in an adverse learning situation are the students. In a 21st century setting this is untenable and it's only going to get worse as more HD4K and 4K streaming becomes the norm and as mobile devices evolve to 5G service. Kimn Carlton-Smith does the most with technology in her classrooms and she hears a vocal chorus from students complaining about internet access in STR and the overall campus WiFi system.

2. Computers available for labs—While there are occasions when individual PC terminals are under repair or have malware issues, the number of working computers in any PC Lab we are assigned meets the needs of the number of students enrolled in either HIST 300 or HIST 400.

3. Computers available for faculty offices

As older computers have been replaced, the History faculty have been given the opportunity to choose whether they would prefer a laptop or a desktop computer; in addition, they have been able to choose between a Mac or a PC. Of the five tenured faculty, two are using a traditional desktop in their offices; the other three have selected to use MacBooks.

4. Computer labs used:

Computer labs are used for two History courses: HIST 300 (The Craft of History) and HIST 400 (the capstone course). In both courses, the lab (primarily ASC 1006 and ASC 1008) is used to work on research for and the writing of research papers.

5. Adequacy of the computers (including software) used by the program

The computers and software used by the program are adequate for the most part. However, the audio-visual consoles in the IRC classrooms we use need to be replaced. The consoles in IRC 107, 109 and 115 have never been upgraded since the building's renovation nearly a decade ago. The main problem is that they are unreliable. Everyone who uses the rooms is aware that the sound system has problems arising from faulty wiring. Turning the sound up to a level that is necessary results in distortion and feedback and

quite often the sound blinks off and you have no sound at all. The problem affects the overhead projection system as well. The frequency with which the system goes down makes it impossible to rely upon. Last year, Barry Mehler had to bring in a portable sound system and play it off his iPhone because the sound system went out so frequently. Kimn Carlton-Smith has made repeated complaints about the projectors and the poor image quality. Because she teaches from her University MacBook, there are additional complications with configuration of dated cables and connectors as well as aspect ratio projection settings between the decade-old teaching podium and her newer University-provided MacBook.

Internal University politics and revenue lines are preventing any action to be taken. Everyone wants to use IRC, but no one wants to pay for the up-keep. Since the entire teaching podium system is now out of date, the History Faculty has been told that it is impossible to fix one part of the system without replacing the entire system. We can only hope that Academic Affairs, TAC or Financial Affairs can collaborate in a funding upgrade strategy since so many programs and RSOs use the IRC classrooms.

6. Potential negative impact caused by the current state of computers?

In the IRC, the computer problems there make using the computers and other equipment difficult at times, thereby disrupting classroom activities. Please refer to remarks made above.

7. What changes to available computers would help?

One of the issues that has come up (particularly in Starr 235) is that when computers are updated (which we appreciate), we are not told about how the updates might change the way the computer and the console works. For instance, this past year the computer was updated and it was unclear how to play documentary videos during class time; several of us who teach in that room were affected by this. TAC did of course provide aid to solve the problem, but it would be helpful if they had been more proactive about it and told us how our computers would be affected.

C. Equipment

1. Equipment available for classrooms

The classrooms we use have computer work stations (or teaching podiums), ceiling display projectors, hard-wired Internet access for the teacher's desk

top (or university laptop), media display, and document cameras. Some of the classrooms also have Tegrity capability. All of our classrooms need to have smart technology so that we can project documentaries, utilize the Internet, use document cameras, show PowerPoints, and employ Prezi. In addition, in Starr 235 and Starr 322 in particular it would be helpful to have split screen capability and the software to make that work. Both rooms have two screens, but we currently can only show one image at a time. Having split screens would allow us to show, for instance, a map and a photograph at the same time. If the WiFi cannot be immediately up-graded, is there some form of a WiFi booster that could be used to ensure that 45 students can all access the internet from the same room, sitting side-by-side, at the same time?

2. Equipment available for labs

Both of the faculty who teach HIST 300 and HIST 400 believe the PC Labs serve our current needs.

3. Equipment available for student use

For student presentations, there is the capability of showing PowerPoints, YouTube clips, maps, images from the Internet, playing music, etc. They also have the ability to use the document cameras. Most students bring to class a smartphone or tablet. Ferris has to do a better job enabling students to effectively use their own mobile devices to support their learning efforts within the classroom and support the transition of using these devices to play games and instead become proficient knowledge workers. That cannot be done with an unreliable WiFi system as we currently have.

4. Adequacy of the equipment used by the program

Beyond the shortcomings we have already identified, there are no other teaching equipment changes needed. However, as technology progresses and we move away from old school bulletin boards, the History Area would like to have access to a large wall-mounted flat-screen monitor as a tool to promote our History B.A. Program, course offerings, as well as extra-curricular activities and events sponsored by PAT as well as the faculty-driven "Passion for the Past" series.

5. Potential negative impact of the current state of equipment?

The poor WiFi connectivity has adversely impacted courses taught by Kimn Carlton-Smith in both STR and IRC. Poor projection and audio equipment impacted Barry Mehler's and Carlton-Smith's use of the IRC for their courses. Detailed remarks were presented in earlier responses.

6. What changes to the available equipment would help the program?

A suggestion was made by one of our History faculty that all students admitted to the university be provided with a Chromebook rather than having to go to FLITE to use public desktops. Students who come to college armed with a smartphone are not equipped to do longer papers and exams using their smartphones. Chromebooks would be an affordable learning tool for students across campus. But just changing the hardware (equipment) is not enough—WiFi infrastructure investments/upgrades must be made and maintained in a way that keeps up with innovations.

**Section XVII: PERCEPTIONS OF OVERALL QUALITY----PROGRAM COORDINATOR,
DEPARTMENT HEAD/CHAIR/DEAN, PRP MEMBER WITH SPECIAL INTEREST
(Samantha Engel), PRP FACULTY MEMBER FROM OUTSIDE OF THE COLLEGE
(Kristy Motz)**

Area Coordinator's Perceptions—Kimn Carlton-Smith

For several years, I Kimn Carlton-Smith, has held the position of Area Coordinator for the History Programs. In that capacity, I have played a quasi-administrative role in terms of course scheduling, monitoring enrollments, and planning rotation schedules for course offerings to ensure that most of our courses are offered within a two-year cycle (to ensure diverse course selections for any History minor who may be undeclared and self-advising). I actively work with Gary Huey and Jana Pisani to keep informed of any unique or unexpected registration needs within either the History B.A. degree or the History Education program; they are the academic advisers and work more directly with students. The three of us collaborate to ensure the highest enrollments for both upper-level and lower-level courses.

When two history classes are offered at the same day and time, one will be a U.S. survey that has multiple sections. To safeguard enrollments, in the last five years, two 300-level courses are never offered at the same day/time. Huey, Pisani, and I monitor enrollment numbers on a daily basis. For courses that show signs of weak enrollment, the History Area relies on marketing via graphic posters, social media, and in-class announcements in all our courses.

Based on a combination of factors— APR-2011, unexpected staffing losses, and undergraduate enrollment demographic shifts— the History Area needed to become more proactive and make adjustments in our program and course offerings. Our first efforts began with submitting formal 2-year course rotation proposals. Luckily our program is small, and the five tenured faculty work in a congenial manner when it comes to enhancing our enrollments and ensuring the success of our majors and minors. In the summer of 2013, we met and strategized our course offerings based on our current staff. These 2-year rotation plans have been regularly submitted to our Department Chair, Trinidy Williams. With changes to the Department Chair position, I have more recently worked with Harry Dempsey and as of August 1st, 2017, Scott Cohen. Changes or adjustments have been made to our rotation schedule; however, these changes were due to unexpected curriculum requests— from either the Honors Program or Ferris Online. Course cancellations still occur and these also impact our projected rotation plans.

Following the implementation of our two-year rotation plans, we held meetings during the spring and summer of 2014. In early fall 2014, I began preparing the UCC paperwork that would

allow the area to modify and update several of our course offerings. We also modified our core requirements for our History B.A. majors and minors to ensure a more direct transition for any student wanting to swap programs between the History B.A. and History Education. We also removed the pre-requisites from several upper-level history courses to ensure that more General Education students could easily enroll. To ensure a cohesive and uniform packet, I wrote and compiled the majority of the paperwork. Individual faculty were brought in to assist me with more specific details— assessment measures, schedule of topics, course description, etc. They also proofed all my written material for their individual course's Forms E and F. Once all the paperwork was compiled, I worked with Huey and Pisani to offer edits/feedback to my rationale statement. Once everyone had reviewed the entire packet, I began working with John Scott Gray. He was extremely helpful in offering constructive edits, changes, and examples to follow. We also worked with Anne Marie Gillespie and Barbara Hampel to get constructive feedback on the check sheets and advisee semester maps. We began the formal submission process during exam week of 2014. Our paperwork was finalized and approved as of April 2015; implementation was set for January 2016.

Most recently, my duties as Area Coordinator have focused on marketing and promoting the History B.A. Program. Prior to 2009, we only had isolated situations when a course needed to be cancelled due to low enrollments. Since 2010, with the economic ripple effect of the Great Recession and mass exodus of folks leaving Michigan, our enrollments have become less predictable. Our History B.A. has always been a small but dynamic program. Thanks to our dedicated faculty and our energetic majors, the program has organically maintained approximately 25 majors. We rarely have entering freshmen begin the History B.A. Program. Instead our program largely serves as a safety net or parachute for students unhappy with their career path. Whether these are Education majors or Communications majors or Sociology majors, we serve the University by ensuring these students' continued enrollment at Ferris. We also get a small number of external transfer students from regional community college as well as institutions such as Aquinas, Michigan State and Western Michigan. For these students, Ferris is within closer commuting distance or the campus size attracts student who wish to avoid large university campuses. A number of external transfer students have a pattern of calling the Dean's Office as a means to connect with a History advisor; others make trips to the campus to meet with an advisor face to face. I have provided a number of "support" or "assistance" phone calls during the summer months. Gary Huey typically handles on-campus visits during the summer. I like to think that for many transfer students, both internal and external, it is the welcoming environment and personal touch that the faculty provide that makes them feel as if they have made the very best decision to come to Ferris and select the History B.A. program as their new major.

Another approach the History Area faculty pursued as a strategy to enhance the History

Programs' visibility is the "Passion for the Past" series. The series reflects the diverse interests and personalities of the History faculty. These informal talks are strategically aimed at non-majors. During the summer of 2015, in my role as Program Coordinator, I reached out to Brooke Moore, coordinator of the FSUS 100 program, who agreed to include our series among the cultural events FSUS students are required or encouraged to attend. We have been delighted with the numbers of students who have attended during both the first and second year of the series. At each of these events, Huey or I take the opportunity at the opening and closing of each session to make a brief statement encouraging those who enjoyed the session to consider a History B.A. minor. We hope that this strategy might serve as a gateway to recruit students from diverse programs across campus.

Given the release time I receive as Area Coordinator, I devote time and effort to our growing social media efforts. Managing the Ferris State University History Programs FB page has given me a wonderful opportunity to reconnect with a broad cross range of History B.A. alumni, both majors and minors. I have been delighted to see the level of career accomplishments they have achieved, most outside a traditional occupation associated with history, such as financial services and health care. Also impressive are the numbers who have now completed a master's or law degree. In addition, a small but amazing group of individuals are pursuing doctorates. In the individual contacts as well as the group survey contacts, it is clear that the students hold a high regard for the History Area faculty and the skills they acquired as a History B.A. majors or minors.

My duties as Area Coordinator have made me keenly aware of enrollment trends and historical topics that may or may not attract students. I also know that prior to 2008, the History Area rarely made any effort to recruit majors or minors, nor did we worry about canceling classes due to low enrollment numbers. In 2017, we are constantly searching for more effective ways to market our courses to General Education students as well as make students within various programs across campus aware of the relevance and marketable value of a History B.A. minor. I also monitor and evaluate enrollments, looking for patterns and trends in any history courses we offer today and will potentially develop for the future. I try to gently foster tough conversations among my History colleagues as we all try to consider where we need to focus our energies for the future. Based on the Alumni Feedback as well as persistent remarks made by interested students who want a history degree that is more "hands on" or "applied" in nature and a who have a disinterest in studying foreign languages, I feel strongly that our future lies in the direction of a Public History B.S. Program. Moving to this next stage of growth will not be easy, but I will be working and collaborating with an incredible team of historians. I think we can create this new program and generate a new era of growth at Ferris within the History Area.

Department of Humanities Director of Operations' Perception—Harry Dempsey

Memorandum

To: Ferris State University History Program Review
From: Harry Dempsey, Director of Operations, Humanities
Subj.: Department Chair Report
Date: July 31, 2017

Re: Perception of Program

The History Program of the FSU Humanities Department supports the Ferris mission: “*Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning...*” by preparing students with essential skills they will need to successfully secure employment and enhance their advancement within their chosen fields. Some students will pursue discipline specific occupations or advance degrees within History or the related fields of Art History, Legal Studies and Public History. The Ferris Mission continues: “*Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society*”. The History Program at Ferris State provides our students with the tools to anticipate future trends and directions by studying mankind’s past societal experiences, motivations, tendencies and the consequences of events that have shaped our collective past.

The History Program maintains high visibility through public engagement programs and its prestigious nationally significant Shoah Visual History Archive project. The area promotes on campus awareness of its presence through various events such as “Passion for the Past,” “History Week,” and the PAT Honor Society. To promote on and off-campus visibility the area also maintains a Ferris History Facebook page and has an NEH Grant. Faculty member Christian Peterson has been selected to participate in a Summer NEH workshop. The Shoah Foundation Visual History Archive is based at the University of Southern California. Ferris’ virtual license has been supported by Mickey Shapiro, a Detroit-area businessman, real estate developer and former Ferris student. Ferris joins the University of Michigan and Michigan State University as the only schools in Michigan who have access to the Shoah Visual History Archive Project. The Shoah Visual History Archive is the USC Shoah Foundation’s online portal that allows users to search through and view more than 55,000 video testimonies of survivors and witnesses of genocide. Initially a repository of Holocaust testimony, the Archive has expanded significantly to include survivor and witness testimony from four other genocidal events: the Armenian Genocide (1915-1923), the Nanjing Massacre (1937), the Genocide Against the Tutsi in Rwanda (1994) and the Guatemalan Genocide (1978-1996).

In spite of college enrollment contraction at Ferris the History Area has consistently maintained a number of active Majors at 25 and the number of Minors has begun to increase (from one in 2011 to nine in 2017) in response to coordinated efforts to enhance the program's visibility and consequently student awareness. In our recent cohort of students since the prior APR we find that the majority of our majors complete the program within 5 years. Most of these students entered the program in their sophomore to junior years as internal transfers. We also know from public data collected from social media that our graduates hold a broad range of occupations: financial services; real estate; small business owners; lawyers, health care, and public history positions.

The University average SCH/FTEF for 2015-2016 is 456.41, for the College of Arts and Sciences 600.48 and for the Department of Humanities 630.88, all of which are far below the average for the History Faculty, which is 804.78.

History is the ninth most productive discipline on campus. This is up considerably from the History Program rank in our last APR in 2011 when History finished in twenty-second place with a total of 673.90.

Since the last APR the History Area has undergone the 1st phase of program updating. This involved

1. Archiving selected older courses
2. Establishing more consistent pre-requisites to ensure History courses serve General Education needs
3. Clarifying the assessment strategies within several courses.
4. Reworking the History BA Minor to attract students and provide them with a strong skill set to enhance any major they pursue in or out of the CAS.

There are several important steps that should be taken to improve the quality of the History Program. All of the outreach efforts beyond the history faculty's teaching load would not be possible without Christian Peterson, the area's full-time adjunct. To grow and thrive as a program, I believe that the information presented in this APR report will justify the continuation of the full-time adjunct line as well as the addition of a new Tenure-Track line for a new Public History Program. I support the History Area's plan to make a strategic shift in curriculum planning as follows. The area has a number of graduates and current students who have a strong interest in the field of **Public History**. There are alumni such as Jeff Pollock, Samantha Steele Engle, Emily Miller Ernst, Garret Cloer, Harry Coles and Mike Seitter who currently work in the field of Public History. Based on these expressed interests the time seems to be ideal to create a **BS Program in Public History**. This new major would be supported by and also complement the very vital Art History Minor as well as the History Minor. This Major would also utilize on-campus resources such as the Ferris State University Archives, Museum of Sexist Objects (MoSO), Jim Crow Museum (JCM), the Ferris Art Gallery and most recently the Shoah Archives. Students could do applied learning internships at two of these on-campus "learning laboratories." The Public History BS Degree would directly compliment the Ferris tradition of "career-oriented" programs. The History area Alumni employment trends also support our belief that it is time to pursue a Public History BS Degree. This strategy would allow the History Area to build bridges and professional networks with alumni who were Ferris trailblazers in the field of Public History. In addition the Public History Program would not only complement the current History BA Program, but appeal to students who want a more specific career path that will enable them to work in the field of history but not as an educator or researcher. As a Bachelors of Science Degree, the Public History Program would also address the concerns of students who do not want to take a foreign language. This requirement alone has cost the History BA Program a number of interested Majors.

Finally, A number of students over the last few years have voiced a desire to find employment in a museum or

historical archive. Although we do not currently have a Public History program, the History Area Faculty has developed courses, assignments, and volunteer work with on-campus opportunities such as the Ferris State University Archives, the Museum of Sexist Objects, the Jim Crow Museum, and the Art Gallery. Starting this fall we can add the Shoah Archives to our list of experiential learning environments. These hands-on or applied learning experiences have been invaluable to former students in terms of getting museum and archival work upon graduation. Many of our most distinguished students have been self-motivated to pursue these learning experiences that fall outside of our History BA Program requirements. As planning discussions continue within the History Area into next year I am optimistic that feedback from the Academic Program Review Committee will help formulate this evolving vision for the program.

Perception Statement of PRP Member with “Special Interest in the Program” —Samantha Engel

Perceptions of Overall Quality of the FSU History B.A

Directions: On a scale of 1-100 (with 100 representing the highest program quality achievable), rate the History B.A. program at Ferris State University. Summarize your reasons for the rating that you have assigned. In addition, please outline any suggestions you might have to improve program quality. Consider the program as it relates to the following:

- 1) Relationship of the program’s mission to its department, college, and the university**
- 2) Program visibility and distinctiveness**
- 3) Enrollment**
- 4) The characteristics, quality, and employability of students**
- 5) The quality of the curriculum and assessment**
- 6) The composition and quality of faculty**
- 7) The composition and quality of program administration**
- 8) The overall value of the program to stakeholders, including Ferris State University.**

Overall rating of the History B.A. program at Ferris State University

Samantha M. (Steele) Engel

Bachelor of Arts, History, 2009

Current Occupation: Historian for the Herbert H. and Grace A. Dow Foundation in Midland, Michigan

My rating of the History B.A. program at Ferris State University would be 85. Hopefully my reasons for this rating will become clear as I address the above points.

I believe that the program has a strong relationship to the Humanities Department, College of Arts and Sciences, and the overall university. After graduating in 2009 with my Bachelor of Arts degree in History I felt equipped to continue my academic pursuits and progress toward my ultimate career goal. The program prepared me and provided me with those tools. Although I already appreciated the value of

learning, the access I had to quality lectures given by History and Humanities faculty gave me a taste of what a life of learning could look like. I was hungry to continue this pursuit of knowledge and still relish in attending professional conferences and even leading my own workshops to help others. Most importantly however, my degree in history undoubtedly prepared me to be a responsible citizen. Taking classes that focused on the birth of democracy and the struggles of the Early Republic, as well as racism and the Civil Rights Movement, instilled me with a sense of social justice and an empathy that, I believe, helps me in my daily life and in shaping my own interactions with the world around me.

During my time at Ferris State University (transferred from Aquinas College as a sophomore in 2006 and graduated in 2009), I believe my cohorts worked closely with faculty to increase our visibility on campus. Myself and others formed Club History and worked for it to become a Registered Student Organization. I was also a charter member of Phi Alpha Theta mere months before graduating. At the time our visibility was low, but from what I've seen on social media and the contact that I have had with students and faculty since then, it appears that visibility and the creation of a distinct place and role on campus has grown immensely and for that I am thrilled.

Although the enrollment in the history program appeared low when I was a student and does seem to remain lower than other programs. It seems appropriate for the number of faculty members the History Program employs. This lower enrollment allowed me to develop close mentor relationships with my professors and those relationships have grown since my graduation.

From my experience, students who move through the history program successfully are equipped with a wide array of skills that help them navigate the job market. I have had the great pleasure of navigating graduate school and the field of public history with Jeff Pollock, a fellow History B.A. graduate. We have presented at the Michigan Museums Association conference together and collaborated on programs. Other students I knew, such as Caitlin Hutchison and Adam Quigley have followed different, but equally successful paths in obtaining advanced degrees in history and law, respectively. As I am currently hiring an assistant in my current job, I would consider a successful student from the Ferris History Program as a great candidate. Those with whom I attended Ferris, even those who have followed other paths in their lives, are intelligent, driven, thoughtful, and compassionate individuals. Following them on social media illustrates these amazing characteristics, which cannot be found in all disciplines as universally as you can in a history student. History courses teach students how to analyze issues from different perspectives, respect different opinions, and come to well-reasoned and articulate conclusions.

The curriculum for the History B.A. program provides a well-rounded look into the history of various cultures, geographic regions, religions, and eras. Furthermore, general education requirements such as Science, Global Consciousness, and foreign language prepare students for life in a complicated world. Having taken courses in French, the foreign language requirement of my Master of Arts program at Western Michigan University was a simple review; most graduate programs in history require foreign language and having an introduction at Ferris helped immensely. Additionally, it prepared me for an increasingly global society. Classes in the Psychology of Gender, met other requirements and taught me items to which I still refer when discussing current issues around LGBTQ Rights.

My only criticism in the Program exists in the face that none of my coursework prepared me for my current position in the Public History field. At the very least, an introduction to this career path could have allowed me to take a slightly different course in reaching my current position. I was lucky enough to have had a position in the FLITE Archives, which I am pulling from in my work as the Historian for the Herbert H. and Grace A. Dow Foundation, but museum studies, memory, public history theory, preservation, and historic site management could all be welcomed additions to the program. As the faculty considers adding in certificates in new fields, perhaps this could be considered. I know many folks who have even received PhDs in history, who have moved onto successful careers in Public History, so it is worth an introduction at the undergraduate level.

The quality of the faculty in the Ferris History Program is exemplary. Brilliant minds, compassionate educators, approachable mentors, and involved faculty members fill this Program. Having attended larger institutions with far larger faculties, the relationships I had with my Ferris history professors were unmatched. They were available, accessible, and always ready to help. I can relate stories of individual faculty members who spent extra hours helping me with graduate school applications and others who supported and facilitated a last-minute topic change in my HIST-400 capstone paper. My fondest college memories involve time spent in those offices.

The composition of the faculty, however, leaves a bit wanting and bring me to my second criticism of the program. The faculty has shrunk since I attended. The unfortunate loss of Dr. Tom Jorsch and Dr. Lisa Guinn has left a hole in the faculty when it comes to the teaching of Early American history topics. To read that classes in the Civil War and Early Republic have been set aside for the time being is horrifying to an individual who received her Master of Arts degree with a thesis written on Thomas Jefferson. These courses teach basic fundamental elements about the history of our country, the responsibilities of citizens in a democracy, and the multifaceted struggle that was the Civil War. Issues from these periods of history continue to be raised in current political and popular culture and students need access to this instruction. Although, I understand that the faculty is limited in number, considering the general education students that fill their courses, adding faculty specializing in Early American history and public history would really make the program an immensely attractive one.

I can speak very little to the quality and composition of the program administration. I never had any issues administratively. Housing the History Program within the Humanities Department is appropriate, but most universities offering a degree in history do have their own history departments to better track, assist, and enhance the experiences of their students, who have needs unique to their own program.

As the History Program continues to increase the number of events it holds on campus and the number of community members who attend these events, and as they matriculate students who continue to achieve success post-graduation I can see no reason as to why any stakeholders would be unsatisfied. The success of History Program students speaks to the level of education provided by faculty members and those students taking history courses for general education requirements are receiving this same caliber of instruction. Students who commit themselves to doing well in history courses leave knowing more about the world in which they live and interact daily. Additionally they learn critical thinking and communication skills often seen wanting in today's society. I was able to go on to work in the Western

Michigan University Writing Center and taught freshman Composition and Communications courses at the University of Kentucky, because my history professors at Ferris assisted me in honing my writing skills. All of these outcomes align with the University's mission of creating well-rounded and responsible citizens, and inspiring lifelong learning.

The Program serves a vital role for Ferris State University. No education is complete without gaining a fundamental understanding of how we as a people arrived at the present. I always felt as though the faculty members within the History Program were committed to my success both professionally, but in navigating the world in general beyond my undergraduate career. Were it not for the few recommendations I have regarding curriculum and faculty composition, the Program would, without a doubt, receive a score in the high 90s.

Perception Statement of PRP Faculty Member from Outside the College—Kristy Motz

Perceptions of Overall Quality of the FSU History B.A.

Kristen L. Motz, MSI

Professor – FLITE Library Instruction Coordinator

On a scale of 1 – 100, I rate the History B.A. Program at 90.

The History B.A. program has proven itself very responsive and adaptable to the needs of its students and to the University over the past five years. During that time, the History area has developed new and revised courses, provided creative methods of outreach, and engaged students in extra-curricular activities, all of which I find exemplary due to the very small number of program faculty. As a vital component of the General Education program, offering more Race, Ethnicity, and Gender classes than any other discipline in the College of Arts and Sciences, the History program also underscores the Ferris mission:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

The cross-disciplinary work of the History area with Honors, the School of Education, and General Education emphasizes the need for the courses provided by the program. The development of new and experimental courses in History is quite remarkable when compared to the student population within the major and minor and the few faculty who teach within it.

Although the number of students enrolled in the program is small, the History faculty work hard to increase visibility through two active RSOs and many campus outreach opportunities. The program is holding its own at a time when academic enrollment is dropping. Ferris' focus as a hands-on, career-

oriented institution makes the University initially a harder sell to students interested in a liberal arts focus, which is apparent from the discrepancy between the number of students admitted and the actual number of students who enroll and graduate. On the other hand, Ferris students may take a history general education course and decide to switch majors as they connect with the content, especially because of the strength and diversity of the program curriculum. The History B.A. program is allowing these students to stay at Ferris and not transfer to another institution. It is unfortunate, as the report mentions several times, that the Humanities Department gathers data only at the department level and not at the program level. It would be so helpful for the History B.A. to be able to add supportive data to the APR report to emphasize the value of the program and its accompanying coursework.

The impressive work done by the History faculty to keep the program focused and current stood out to me. Since most of the program graduates opt for graduate and law school rather than full-time employment, the new courses and course revisions reflect current societal changes and needs. The diversity and scope of course offerings are far greater than I expected. Reflecting the dedication of the faculty, History students are active volunteers in a number of events and programs on campus. They also support each other in such things as peer tutoring by Phi Alpha Theta upper classmen. In addition, because the number of students is small, faculty can offer flexibility in course scheduling, as well as program-wide adherence to grading standards, testing methods, the use of primary sources, and similar overarching expectations providing academic rigor. This allows students to focus on mastering course content rather than worrying about course mechanics. The uniformity in these areas also speaks to a cohesive and collaborative faculty willing to undertake the constant adaptation and flexibility necessary for success in student retention and graduation. The national NEH foundation grant awarded to Tracy Busch and Christian Peterson is another example of the excellence of the faculty.

The History program is under the Humanities Department, which is then under the College of Arts and Sciences. Although these levels of authority may not always make decision-making a simple process, the report implies that the History faculty decide by consensus on decisions within their control, acting as a committee of the whole to get work accomplished. I see this as a strength for flexibility and adaptability and again speaks to the cohesiveness of the faculty.

Although at first glance this program is a small part of the College of Arts and Sciences, the faculty within it are providing strong value to the University through the program's support of General Education courses and the School of Education History and Social Studies B.S. degrees. The association with these complementary initiatives strengthens the History B.A. program in return by providing more opportunities to offer current/experimental topic classes and therefore to attract students who transfer into the program itself. History's special initiatives and projects demonstrate its outreach to the University and beyond: the SHOAH project, Passion for the Past, the Museum of Sexist Objects (MoSO), Phi Alpha Theta conventions, and the impressive NEH Russian Studies grant, among other examples.

I have three suggestions for the program and its department.

First, I would encourage the Humanities Department to gather figures on a more granular level so that even smaller programs like the History B.A. have access to the data they need. I realize this is not something the History faculty can rectify, but perhaps the APRC can help make this request.

Second, although the report states that History students are not required to be involved in any co-curricular or service learning projects as a condition for graduation, evidence shows that they already

are! Participating in the BEYOND project, MoSO, Passion for the Past, PEP, Phi Alpha Theta, Phi Alpha Theta convention hosting, Club History, and conference paper presentations are all creative and exciting ways for students to explore their passions and add to their portfolios for graduate school and careers. Since Ferris is an institution that places a great deal of emphasis on internships, projects, capstones, and other types of hands-on learning, perhaps the History B.A. might look into requiring a component of service learning or co-curricular involvement in one of these already-existing projects or activities. I quote from the report on page 23: "We think in terms of not only the curricular, but also the co-curricular and the extra-curricular." Why not make involvement a graduation requirement?

Finally, I also noted that the faculty are committed to helping with student debt load by placing all their print textbooks on FLITE course reserves. As a further step towards helping off-campus students and those taking online courses, I suggest the faculty might want to explore Open Education Resource (OER) material and textbooks as the next logical step for making course content more affordable. The Collection Strategies Librarian at FLITE, Fran Rosen, would also be willing to discuss the possibility of purchasing some of the texts as eBooks, available to students without cost through FLITE.

Section XVIII: IMPLEMENTATION OF FINDINGS

Though the History Area continuously works to improve the program and better service our students, we have found the APR process to be extremely helpful in terms of coming up with an improvement plan. The History Area has undergone two previous APRs, and both times we found that we learned a lot about our program and how to make it even better; this APR will be no exception. Based upon what we have learned from this process, we plan on making the following changes to our program:

- 1) Based upon what we have learned from our former and current students and from this process as a whole, we believe that now is the time to create and implement a Public History degree program. The current History faculty do not specialize in this branch of history; therefore, we respectfully request that the APR Committee, the Dean of the College of Arts and Sciences, and the Vice President for Academic Affairs, Paul Blake, support the creation of a tenure track position in Public History.
- 2) Since the creation of such a program will take a great deal of time and effort, we would also like to see HIST 260, our current public history course, be resurrected and taught, perhaps by one of our alumni such as Samantha Engel or Jeff Pollock.
- 3) The History Area also realizes the importance of continuing our UCC cleanup and reforms. We would like to develop a historiography course for our History B.A. students so that they will know the history of the discipline of history and will therefore be better prepared for graduate school. In addition, we would like to develop two certificates in history, one for Russian Studies and the other for Diversity Studies, which would allow students who do not take minors to be able to specialize in a broader subject. In addition, we would like to develop a 300-level Special Topics course which would allow our faculty to teach topics in which they are interested in a rotating basis; the benefit of this to our students would be their ability to take a wider range of classes.
- 4) We believe that we need to attract students to our classes and to our program via the expanded use of social media, including Instagram, Twitter, Pinterest, and Youtube. Therefore, we will expand beyond what we have already done with Facebook.
- 5) The History Area plans on continuing our "Passion for the Past" series, which has allowed us to cover a wide range of topics while pulling in interested students to our classes and hopefully our program. We have already scheduled our fall "Passion for the Past" events.
- 6) Based upon what we heard from the alumni and current student surveys, we now want to bring back our "Grad Night" program, in which we (and other speakers) talk with our students about options for graduate school and discuss with them the challenges and benefits of graduate school. In doing so, we would like to involve alumni wherever possible.

- 7) Finally, we also believe, given what we have learned from this process, that we need to bring our “Career Night” program, in which we discuss career options for History students. This will help to let our students know the value of a History degree. We hope to invite various alumni to return to campus and share their career choices, especially those who pursued careers in health care, financial services, public service, and legal services.

We thank the members of the APR Committee for reading our program review and we look forward to hearing your comments and suggestions.

APPENDIX A—History Course Syllabi

Spring 2017

HST 121 American History

Gary L. Huey ASC 2066

Required Texts: Liz Cohen and David Kennedy,
The American Pageant Vol 1 and Adnres Resendez,
A Land So Strange

Office Hours:
MWF 12-1, M 3-4
Or appointment
Phone: office 591-
2758, home 796-2160
hueyg@ferris.edu

Preq: 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.

PART I: GAPS BETWEEN HOPE AND REALITY OR IRONY IN THE FORMATION OF A NEW NATION

Lecture Topics Will Include:

First Images of America: O Strange New World

So Why Did the Settlers Come? "Unmerrie Ol' England"

**Virginia and the Labor Problem: Solutions in Red,
White, and Black**

Massachusetts Bay: A City on a Hill

**Salem Possessed: Witchcraft as the Price for Social
Tensions**

Roads to the Revolution:

Ben Franklin: A Man of the Enlightenment

Religion and the Great Awakening

Fear: The Plot to Slay Liberty

READING ASSIGNMENTS FOR PART ONE: Kennedy and Cohen, pp. 4-155. Should you have questions on any of this material, please ask me during class, office hours, or whenever convenient.

PART II: THE EMERGENCE OF NATIONALISM AND THE SPIRIT OF BOUNDLESSNESS

Lecture Topics Will Include:

**War and the Constitution: Revolution in the Hearts and Minds or
Pocketbooks: George Washington as a Case Study
1790s and the Politics of Fear: The Launching of a New
Government and the Rise of Political Parties
The Revolution of 1800? Mr. Jefferson and the Republic
The War of 1812: The Unnecessary But Important War
Andrew Jackson, the People, and the Fight Against Special
Privilege
Culture for the People: P.T. Barnum
But Was It the Age of the Common Person? Davy Crockett, the
Whigs, and Good Public Relations**

READING ASSIGNMENTS FOR PART TWO: Kennedy and Cohen, pp.156-275, 307-324 Also read A Land So Strange, the entire book. Should you have questions on any of this material, please ask me during class, office hours, or when convenient.

PART III: FROM BOUNDLESSNESS TO CONSOLIDATION

Lecture topics will include:

**The Grim Side of the Jackson Era: Riots and the Difficult
Process of Building a Democracy
Home and School: The Cult of True Womanhood and the Search
for Social Stability
Time and Temperance: The Beginning of a New Industrial Order
Slavery: Accommodation and Resistance**

Abolitionism: Freedom or Order?

Politics of Impatience: Paranoia and the 1850s

The Civil War: Union, Freedom, and War in the Age of Organization

Reconstruction and the Abandonment of a Promise

READING ASSIGNMENTS FOR PART III: Bailey and Kennedy, pp. 276-306, 324-485. Should you have questions on any of the material, please ask me during class, office hours, or when convenient.

EXAMINATIONS: There will be three 100 point exams in this course and a 50 point exam on the Resendez book, two discussions for a total of 50 points, ten newspaper report worth 100 points total, and three 10 point movie reviews for a total of 530 points for the term. Each of the exams will be an open book and open notes test. That is you will be able to use the text and your notes. But a word of warning, this will do you no good if you have not read and studied the material before the exam. For an A, you will need 498 points, A- 477-497, B+ 466-476, B 445-465, B- 424-444, C+ 413-423, C 392-412, C- 371-391, D+ 360-370, D 339-359, D- 318-338. Any below 317 will be an F. Each 100 point exam will consist of 25 multiple choice questions from the lectures and 25 from the Cohen and Kennedy text. The 50 point exam on the Resendez book will consist of 25 multiple choice questions. These multiple choice questions will not ask you for names, dates, and small details. These questions will deal more with why events occurred, what was the result, what was some individual's major contribution, etc. Questions are designed to make you think and not just memorize seemingly meaningless bits of factual information. I place a great deal of emphasis on themes and overall ideas. Facts may be needed to back up the themes but the major focus is on thinking.

Another portion of your grade will be a weekly newspaper report which will consist of a brief, one paragraph summary of an article from an approved newspaper for that week. I will start to collect these reports on Friday, January 13th. Each report is worth ten points. There are fourteen weeks in the semester and I will collect ten reports for a total of 100 points. So four weeks there will be no collection but I will not tell you which weeks these will be. A list of the approved newspapers and how and where to find them (some are in physical form and some are online) are on a separate sheet. Only articles from the approved list will be accepted.

The final fifty points will come from two discussions, twenty-five points each. I will hand out two articles you will read and discuss in class. In addition to the discussion, you will hand in seven questions for each article. These questions are to be formulated as if you were the person leading the discussion. What questions do you believe are important to an understanding of the article. The first discussion will take place during Part One of the class and the second discussion will take place during Part Three of the class. Exact dates will be determined by the 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 each exam, but you will always have at least two week's 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 into class unless they are turned off or on vibration or whatever. They should be put away in a pocket, purse, or backpack AND NOT ON YOUR LAP OR ON THE DESK!! 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. You are also not to use the phones to send or receive a text message. Please keep the phones off your laps and desk. Put them away for 50 minutes.

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 Jacobs and Jacob's 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 each 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. But please enter the room quietly.

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. 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 three grades or have done poorly on an exam, you may write a short, analytical book review, of approximately 1200 words, on one book. You do not need to type this paper. The guidelines on how to write this review are attached to this syllabus. Check with me about this assignment for possible topics and books. The only major restrictions are that the book must be on a topic in American history from the beginning to 1877, the time period this course covers, and it cannot be either the text or the Resendez book. This paper will be worth 50 points and will be averaged together with your other four grades. Thus, your grade will be based on 480 points instead of 430 points. These papers are due on the last day of class.

Purpose of HIST 121: This survey of United States history traces the development of America from colonial times through Reconstruction. 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 hope that each student could see how even the early years of our nation have shaped the country in which we live today. The class should also develop in every student a respect for the past and its importance and a desire to know more. It should also help students know and feel what it was like to be living during this period in our history, and this then should help them understand that there is more than one side to every issue whether it is slavery, the Revolution, women's rights, or some contemporary problem. In essence, I would hope the class could foster a greater spirit of tolerance. On another level, the course should develop critical reading, thinking, communicating, and listening skills. These are the skills employers look for and demand from their employees regardless of your major.

CULTURAL ENRICHMENT OUTCOMES AND ASSESSMENT: For those on this campus who seem to value process more than actual academic content, we are now required to attach the following information thus making our syllabi so long that even those who demand such nonsense will not read all of it. And then the only thing they will check is the process and not whether there is any real academic substance.

Cultural Enrichment and General Education Objectives and Their Assessment:

1. Students will have an increased ability to interpret cultural works as part of a culture.
2. Be able to look at works or historical events from different perspectives.
3. Have an increased knowledge of the techniques or methodology in history.
4. Have increased knowledge of the various cultures that helped create America's culture
5. Students will better understand themselves as part of American culture and the various cultures that helped shape our society.
6. Students will have an increased inclination to engage in historical study and this will be gauged by taking additional history classes. This question is on the SAIs.

The achievement of the other objectives will be measured by the various assignments (exams, movie reviews, or book reviews) and class discussion. For those who say such goals cannot be measured by examinations, I would argue they have little proof of this and are, frankly, prejudiced against those who refuse to buy into every educational trend that becomes the flavor of the month.

Michigan Department of Education Content Strands the Course also Satisfies:

- 1.1 Describe the major eras of United States' history to 1877 and key events within those eras in order to examine relationships and to explain cause and effect.**
- 1.5 Understand narratives about major eras of United States' history by identifying people involved, describing the setting, and sequencing events.**
- 1.8 Evaluate key decisions made at critical turning points in United States' history by assessing their implications and long-term consequences.**

These outcomes will be assessed by the same methods noted above for Cultural Enrichment and General Education. A pretest and a posttest will be given to further measure our outcomes.

121syisp17

History of the United States since 1877

HIST 122

Spring 2017

STR 235, STR 322, and IRC 109

T and T: 9:30-10:45 PM and
12:00-1:15 PM

M and W: 6:00-
7:15 PM

Dr. Christian Peterson

Office: ASC 1007

Office Hours: M and W: 3:30-5:30 PM

Phone: (Cell Phone) 740-707-6540

Email: peterc27@ferris.edu

Contact Information & Availability:

I encourage students to visit me during office hours to discuss the course materials, the content of the exams, and/or quiz grades. If my office hours times do not work for you, please feel free to set up an appointment.

I also encourage students to email me specific questions concerning all aspects of the course. I will make every effort to respond to each e-mail within 24 hrs or less during the week (Monday-Friday). If you cannot reach me by e-mail, please contact me via cell phone.

Purpose of Course:

This course will provide students with a solid grounding in some of the most controversial, enduring, and relevant topics in the history of the United States since Reconstruction. Without ignoring how transnational ideas and forces have shaped U.S. history, the lectures and course readings will explore a wide array issues, including but not limited to politics, culture, technological change, economics, diplomacy, military affairs, and racism. The course will emphasize how opposing understandings of U.S. ideals and interests have shaped American domestic and international behavior. It will also pay close attention to how divergent views of race, gender, economic redistribution, and equality reveal the ever-evolving and contested nature of U.S. democratic-liberalism. By reading primary documents and discussing important ideas in the classroom, students will leave this course in a better position to make informed, thoughtful, and intelligent arguments about the nature of the U.S. experience.

Developing Historical Skills

This course will help students improve their ability to:

- sort, analyze, and synthesize historical evidence
- assess conflicting historical interpretations
- compare and contrast past examples of historical change
- write and articulate logical, persuasive arguments that utilize appropriate historical evidence

History and the “Real World”

As the world historian Peter Stearns argues, the study of history is important and relevant for every student regardless of his/her major:

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders. The number of explicit professional jobs for historians is considerable, but most people who study history do not become professional historians. Professional historians teach at various levels, work in museums and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important—indeed vital—to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration.

Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential.

Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

* Taken from Peter N. Stearns, “Why Study History.” Available [Online]: <http://www.historians.org/pubs/Free/WhyStudyHistory.htm> [17 June 2009].

Assigned Books:

These works will supplement, rather than replace, classroom sessions.

1. Eric Foner, *Give Me Liberty*, Volume II, 4th edition. http://www.amazon.com/Give-Me-Liberty-American-History/dp/0393920313/ref=sr_1_2?ie=UTF8&qid=1439812340&sr=8-2&keywords=give+me+liberty+eric+foner

2. Eric Foner, *Voices of Freedom, Volume II*, 4th edition. http://www.amazon.com/Voices-Freedom-Documentary-History-Fourth/dp/0393922928/ref=sr_1_sc_2?ie=UTF8&qid=1439812697&sr=8-2-spell&keywords=VoiceS+of+FreedomFoner

Grading Policy (6000 points)

1. Attendance: 300 points
2. Participation, including classroom exercises: 600 points
 - A. Participation Grade: 300 points
 - B. Classroom Exercises: 300 points
3. Random Quizzes on Primary Documents: 200 points
4. Textbook Reading Quizzes/Course Themes and Terms Quizzes or * Equivalent: 800 points
5. Four Journal Entries: 1000 points
6. Course Assignments:
 - A. Written Responses to attending Jim Crow and Sexist Objects Museums: 600 points
 - B. Midterm Essay: 1000 points
 - C. Video Project for Classroom or Equivalent: 500 points
7. Final Exam Essay or * Equivalent: 1000 points

Grading Scale

I will use a standard grading scale based on the number of points that you receive out of 6000:

A: 100-93%; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+: 77-79%; C: 73-76%; C-: 70-72%;
D+: 67-69%; D: 63-66%; D-: 60-62%; and F: 59% and below

Course Format:

This class will start from the assumption that effective learning cannot take place unless students become “actively” involved in the educational process. The class will have a significant amount of discussion even if I lecture to supplement the textbook and drive home important points.

If you feel uncomfortable speaking in front of large audiences, you can set up private meetings with me to discuss the course material and receive your participation points.

Before each class, you should come ready to ask questions about topics that confuse you and/or not found in the textbook

* During the semester, I may also upload short videos designed to clear up areas of confusion and/or address issues that we did not have time to cover in the classroom.

Attendance, Behavior, and Participation Policies

Behavior Policy

Because discussion will be an important part of the educational process in this course, students should not use cell phones or laptops in the classroom. I reserve the right to lower your course grade for the continued flagrant and disruptive use of cell phones and laptops. Here are the penalties for cell phone/laptop use and/or disruptive behavior:

First Violation: Warning and up to a 30 point reduction in your participation grade

Second Violation: A "0" for your participation grade

Third Violation: In addition to the penalties described above, I will reduce your final point total by at least 100 points. I also retain the option of giving you an F for the course.

* I will not take offense if you need to leave the classroom and use your phone for personal reasons.

Attendance and Participation Grade Policies:

Even though I will not take attendance before each class, I encourage students to attend on a regular basis and take good notes. All available evidence indicates that the students with the best attendance records perform better than their peers who come to class less often.

As for my official attendance policy, I will randomly take attendance 5 times during the semester (60 points each time). If you know that you are going to miss a class for a legitimate reason, please let me know in advance. I am more than willing to make satisfactory arrangements with individual students.

* I reserve the right to lower your attendance grade for only attending a portion of an attendance day.

Your participation grade will be based on:

1) how often you make quality contributions (i.e., answering questions and critiquing documents) to classroom discussions and your general demeanor and engagement level (i.e., taking notes, following discussions, asking important questions, etc). I will also factor in your attendance record, including days when attendance is not formally taken. Just to be clear, every student starts with a 240/300. This score will go up or down depending on an individual's performance. Students who show up on a regular basis and are generally engaged will earn a grade of about 240/300.

2) Your completion of classroom exercises. These exercises may consist of group work, reaction papers, and lecture exercises. I also may ask you to pose a question for discussion.

* If you feel uncomfortable speaking in class, you can raise your participation grade by meeting with me and discussing the course materials (you may also propose alternatives).

Assignments

1. Random Classroom Quizzes on Primary Documents:

During the semester, students will complete random in-class quizzes on the primary documents in the *Voices of Freedom* book assigned for that individual class. These quizzes will consist of short answer and/or multiple choice questions. You should prepare for these quizzes by reviewing the study questions that each document contains and knowing the main points of each document.

2. Textbook Reading Quizzes and Course Theme/Terms Quizzes

You will have 14 online quizzes that cover the textbook readings and Course Themes/Terms during the semester. Students must complete these quizzes online (Ferris Connect) by the listed due dates. Unless a student notifies me in advance, he/she will receive a "0" for not submitting a quiz by the appropriate deadline. * You may also propose alternatives if you feel as if this format does not allow you to show your knowledge of the course material.

*I will announce due dates in the classroom and put them on the Course Calendar (Blackboard).

3. Four Journal Entries

* The instructions for this assignment will be posted on Blackboard and discussed in class

4. Other Assignments:

A. Written Responses to attending Jim Crow and Sexist Objects Museums: 600 points

B. Midterm Formal Essay: 1000 points

C. Video Projects for Classroom: 500 points

* The instructions for these assignments will be posted on Blackboard and discussed in class

5. Final Exam Essay or * Equivalent: 1000 points

* The instructions for this assignment will be posted on Blackboard and discussed in class

Extra Credit Opportunities

* See announcements for instructions and dates/times

Other Issues

Plagiarism and Cheating

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aids in examinations, laboratory work, and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

"Cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the University.

Disability

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 231.591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web:
<http://www.ferris.edu/htmls/colleges/university/disability/>.

Course Schedule

Pay close attention to Course Announcements for what readings an individual class will cover

* From time to time, I will pass out additional primary documents for you to read and discuss in class

Class #1:

Discussion of Course Themes and Terms

* Watch Video on Syllabus before coming to Class

Class #2:

Readings: Foner, Give Me Liberty, 592-602 and 615-632; and Foner, Voices of Freedom, Documents from Chapter 16

Class #3:

Readings: Foner, Give Me Liberty, 602-615; and Handouts on the American West

Class #4:

Readings: Foner, Give Me Liberty, 633-664; and Foner, Voices of Freedom, Documents 107-110

Class #5:

Readings: Foner, Give Me Liberty, 664-680; and Voices of Freedom, Documents 111-113

Class #6:

Readings: Foner, Give Me Liberty, 680-702; and Foner, Voices of Freedom, Documents 114-117

Class #7:

Readings: Foner, Give Me Liberty, 702-724; and Foner, Voices of Freedom, Documents 118-121

Class #8:

Readings: Foner, Give Me Liberty, 725-744; and Foner, Voices of Freedom, Document 122

Class #9:

Readings: Foner, Give Me Liberty, 744-761; and Foner, Voices of Freedom, Documents 123-125

Class #10:

Readings: Foner, Give Me Liberty, 761-776; and Foner, Voices of Freedom, Documents 126-129

Class#11:

Readings: Foner, Give Me Liberty, 776-796; and Foner, Voices of Freedom, Documents 130-134

Class #12:

Readings: Foner, Give Me Liberty, 796-824; and Foner, Voices of Freedom, Documents 135-138

Class #13:

Readings: Foner, Give Me Liberty, 825-849; and Foner, Voices of Freedom, 824-847; and Documents 139-144

Class#14:

Readings: Foner, Give Me Liberty, 850-861; and Foner, Voices of Freedom, Documents 145 and 146

Class #15:

Readings: Foner, Give Me Liberty, 886-893

Class #16:

Readings: Foner, Give Me Liberty, 861-886; and Foner, Voices of Freedom, Documents, 147-152

Class #17:

Readings: Foner, Give Me Liberty, 894-905; and Foner, Voices of Freedom, Documents, 153-157

Class #18:

Readings: Foner, Give Me Liberty, 905-928; and Foner, Voices of Freedom, Documents, 158-161

Class #19:

Readings: Foner, Give Me Liberty, 929-951; and Foner, Voices of Freedom, Documents, 162, 163, 166, and 167

Class #20:

Readings: Foner, Give Me Liberty, 951-971; and Foner, Voices of Freedom, Documents, 164, 165, and 168

Class #21:

Readings: Foner, Give Me Liberty, 972-981; and Foner, Voices of Freedom, Documents, 169

Class #22:

Readings: Foner, Give Me Liberty, 981-993; and Foner, Voices of Freedom, Documents, 170, 171, and 172

Class #23:

Readings: Foner, Give Me Liberty, 993-1018; and Foner, Voices of Freedom, Documents, 173, 174, 175, 176, and 177

Class #24:

Readings: Foner, Give Me Liberty, 1019-1047; and Foner, Voices of Freedom, Documents, 179, 180, 178, and 182

Class #25:

Readings: Foner, Give Me Liberty, 1047-1060; and Foner, Voices of Freedom, Documents, 181, 183, and 184

Class #26:

Readings: Foner, Give Me Liberty, Chapter 27; and Foner, Voices of Freedom, Chapter 27

Class #27:

Readings: Foner, Give Me Liberty, Chapter 28; and Foner, Voices of Freedom, Chapter 28

History 151-001
History of Western Civilization to 1500
TR 9:30-10:45 in Starr 235
Spring 2013

Professor: Dr. Jana Pisani
Office: ASC 2083
Phone: 591-3699
E-mail: pisanij@ferris.edu
Office Hours: MW from 1:00 to 2:30 PM
TR 8:20 to 9:20 AM
(and by appointment)

Course Objectives:

This course considers the origins and development of civilizations in ancient Western Asia and Egypt, Greece, and Rome, as well as the decline of the Roman Empire and the corresponding birth of medieval Europe, the origins and growth of Christianity and Islam, the periods of the High and Late Middle Ages, the Renaissance, and the beginning of Western exploration. We will be looking at the political, economic, cultural/intellectual, social, and religious aspects of the civilizations covered and will consider the impact of geography upon the creation of their governmental structures, religions, and cultures.

Course Outcomes:

- Students will be able to demonstrate in writing a full understanding of the general trends in the history of Western Civilization to 1500.
- Students will be able to interpret historical events and ideas and the different views historians have of them.
- Students will be able to understand chronology, historical context, and multiple causation in historical events.
- Students will be able to critically analyze primary and secondary sources.
- Students will be able to explain the impact of geography upon civilizations and their cultures.

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- Students will be able to look at and understand the events of the history of Western Civilization from different perspectives.
- Students will gain an increased knowledge of the methodology of the discipline of History.
- Students will have increased knowledge of various cultures within the scope of Western Civilization.
- Students will be able to better understand themselves as a part of cultures with rich historical perspectives.

- Students will have an increased ability to interpret cultural works from throughout the history of Western Civilization to 1500.

Required Books for the Course:

Textbook:

Coffin, Stacey, Cole, and Symes, *Western Civilizations: Their History and Their Culture*, Brief Third Edition, volume 1, W.W. Norton, 2011, ISBN# 9780393934885. (Bring to class if possible)

Reader:

Kishlansky, ed., *Sources of the West, Volume 1: From the Beginning to 1715*, Pearson, Eighth Edition, 2012, ISBN# 9780205054091. (Bring to class daily)

Assessment (750 pts. Possible):

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
In-class debate	100 pts.
Microthemes (15 @ 10 pts. each)	150 pts.
Leading discussion in groups	50 pts.
Individual participation in disc.	50 pts.
Attendance	100 pts.

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 and failing 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 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 break up the class into groups during the first week of class; the groups may decide which topic they wish to debate and in which class period (first come first served). In order to successfully participate in the debate, students will have to do research on the topic, using the textbook, the Kishlansky reader, and the Ferris State library (both articles and books). Students may also use the Internet, but not exclusively. No K-12 sites are allowed, no online encyclopedias either! Students will be graded individually according to their knowledge of the topic (including their ability to answer questions on the subject), their creativity, and their level of participation in the debate. Each student must also turn in a typed bibliography of the

sources used for his/her portion of the debate—there should be at least three sources listed in the bibliography. Hints for putting together a successful debate will be discussed in class before the debates begin. The topics:

- 1) Who was a worse emperor—Nero or Caligula?
- 2) Was there in fact a Trojan War?
- 3) Who was a better general—Alexander the Great or Julius Caesar?
- 4) Were the Crusades a positive or negative event in the history of Western Civilization?
- 5) Did the Renaissance benefit women as much as it did men?
- 6) Was there actually a “fall of the Roman Empire?”
- 7) Was the conquest of the Americas by Europeans a positive or negative event?
- 8) Was the ancient Egyptian civilization a truly African civilization?
- 9) Did early Christianity empower women?

Microtheme Papers:

In order to ensure that students read and understand the assigned readings in the Kishlansky reader, there will be 15 brief in-class papers based upon those readings during the course of the semester, each worth 10 points. The papers will normally but not always occur on Tuesday of the week in which readings are assigned. The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students’ knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

Group Discussions:

We will have discussion in class on a daily basis, so bring your Kishlansky reader with you to each class period. Some discussion will be led by the instructor, but other discussions will be led by groups. The same groups we will use for the debates will also be utilized for group discussions. To choose which group will lead the debate that day, the instructor will draw a number “from out of a hat.” All group members should participate in the debate; if a group member is not in class that day, he or she receives no points. When thinking about how to lead discussion, read pp. xiii to xviii in the reader—those are the things you should be considering.

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). The instructor will be taking attendance daily via the microtheme papers and sign-up sheets. Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.) or for Ferris-excused absences. 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, please turn it off or put it on vibrate 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, 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.

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 has cheated, the student will receive a grade of 0 for that assignment, and depending upon the situation, might be turned over to the Ferris Office of Student Conduct. Should cheating or plagiarism happen again, the student will receive an F in the course and will definitely be turned over to the Office of Student Conduct.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

Week of	Topic	Textbook	Readings
Jan. 15	Intro. and Mesopotamia	Ch. 1	#'s 1, 3, 5
Jan. 22	Egypt and Israel	Ch. 2	#'s 6, 7, 8
Jan. 29	Greece	Ch. 3	#'s 10, 12, 13
Feb. 5	The Hellenistic World	Ch. 4	#'s 15, 17
Feb. 12	Roman Republic (Exam #1 Tuesday, February 12, 2013)	Ch. 5	#'s 19, 20
Feb. 19	Empire and Christianity	Ch. 6	#'s 21, 23-25, 28, 29
Feb. 26	Byzantium and Islam	Ch. 7	#'s 34-36, 39

March 5	Carolingian World	Ch. 7	#’s 26, 30, 31, 33
March 12	NO CLASSES—SPRING BREAK!!!		
March 19	Feudalism/manorialism	Ch. 8	#’s 40, 43, 44
March 26	Crusades and Islam (Exam #2 Tuesday, March 26, 2013)	Ch. 8	#’s 38, 42
April 2	Church/Intellectual Revol.	Ch. 9	#’s 45, 46, 47
April 9	Black Death	Ch. 10	#’s 49, 50
April 16	Late Medieval Church	Ch. 10	#’s 48, 63
April 23	Ottomans and Exploration	Ch. 11	#’s 57-60
April 30	Renaissance and Beyond (Last day of class before the final exam is Thursday, May 2)	Ch. 12	#’s 51, 54-56

Monday, May 6, 2013, 10:00-11:40 a.m.—FINAL EXAM!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

History 152-001
Western Civilization 1500 to the Present
MW 3:00 to 4:15 PM in Starr 226
Spring 2013

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: pisanij@ferris.edu

Office Hours: MW 1:00 to 2:30 PM

TR 8:20 to 9:20 AM (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, the fall of communism, and beyond. We will be utilizing the sub-disciplines of economic, cultural, intellectual, religious, political, social, and military history.

Course Outcomes:

- Students will be able to demonstrate in writing a full understanding of the general trends in the history of Western Civilization since 1500.
- Students will be able to interpret historical events and ideas and the different views historians have of them.
- Students will be able to understand chronology, historical context, and multiple causation in historical events.
- Students will be able to critically analyze primary and secondary sources.
- Students will be able to explain the impact of geography upon Western Civilization and its cultures.

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- Students will be able to look at events of the history of Western Civilization from different perspectives.
- Students will gain an increased knowledge of the methodology of the discipline of History.
- Students will have increased knowledge of various cultures within Western Civilization.
- Students will be able to better understand themselves as a part of cultures with rich historical perspectives.

Global Consciousness Outcomes: This course also meets the General Education requirement for Global Consciousness. Global Consciousness outcomes for this course include:

- Students will be able to identify various regions, features or countries other than North America.
- Students will be able to articulate geographic, economic, cultural, and historical relationships among diverse nations and peoples.
- Students will be able to describe distinctive geographic, economic, cultural, and historical features of a region, culture, or society other than North America.
- Students will develop a greater understanding of the importance of global consciousness.

Required Books for the Course:

Textbook:

Coffin, Stacey, Cole, and Symes, *Western Civilizations: Their History and Their Culture*, Brief Third Edition, vol. 2, W.W. Norton, 2011, ISBN# 9780393934892.

Reader:

Kishlansky, ed., *Sources of the West, Volume 2: From 1600 to the Present*, Pearson, Eighth Edition, 2012. ISBN# 9780205054091.

Assessment (750 pts. Possible):

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
Oral history project	100 pts.
Microthemes (15 @ 10 pts. each)	150 pts.
Leading discussion in groups	50 pts.
Individual participation in discussion	50 pts.
Attendance	100 pts.

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 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 failing 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!!!**

Oral History Project:

Each student is required to complete an oral history project (6-7 pages, typed, double-spaced) concerning an important event of the twentieth century (see below). The project must be completed as follows:

1) First of all, the student must choose an interviewee (either male or female) who participated in either the Great Depression, World War II or the Korean War or was stationed overseas (in the military, as a missionary, as a peace worker, etc.) in one way or another prior to 1960. Participation in war can include things like serving as a nurse or medic overseas, working in a wartime factory in the United States or elsewhere, or even working in their hometown and participating in rationing or bandage rolling. Once the interviewee has been chosen (and agrees to participate—it would 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 the event. The best way to do this is to take a list of questions with you to the interview. The student should do some research prior to the interview so that they know the correct questions to ask. 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 the chosen event.

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 the liberation of France, 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. No K-12 sites and no online encyclopedias are allowed!

C) Finally, the student must include a description of the interviewee's role in the 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 Thursday, April 10—no exceptions!!!!

Microtheme Papers:

In order to ensure that students read and understand the assigned readings in the Kishlansky reader, there will be 15 brief in-class papers based upon those readings during the course of the semester, each worth 10 points. The papers will normally but not always occur on Tuesday

of the week in which readings are assigned. The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

Group Discussions:

We will have discussion in class on a daily basis, so bring your Kishlansky reader with you to each class period. Some discussion will be led by the instructor, but other discussions will be led by groups. The same groups we will use for the debates will also be utilized for group discussions. To choose which group will lead the debate that day, the instructor will draw a number "from out of a hat." All group members should participate in the debate; if a group member is not in class that day, he or she receives no points. When thinking about how to lead discussion, read pp. xiii to xviii in the reader—those are the factors you need to consider.

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, truly bad weather, etc.) or for Ferris-excused absences. 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.

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 with citing them properly. 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 has cheated, the student will receive a grade of 0 for that assignment, and, depending upon the severity situation, may be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

Week of	Topic	Textbook	Sources
Jan. 14	Intro, Late Med. Europe	pp. 275-285, Ch. 12	-----
Jan. 21	Reformation	Ch. 13	Handouts
	(No class on Monday, Jan. 21—MLK Day)		
Jan. 28	Religion and Warfare	Ch. 14	#’s 74, 76
Feb. 4	Absolutism and Empire	Ch. 15	#’s 77, 78, 80-82
Feb.11	Scientific Revolution (First exam Monday, February 11, 2013)	Ch. 16	#’s 84, 85
Feb. 18 99	The Enlightenment	Ch. 17	#’s 93, 94, 97-99
Feb. 25	Revolutions and Napoleon	Ch. 18	#’s 83, 100-103
March 4 109	Industrial Revolution	Chs. 19, 20	#’s 104-106,
March 11	SPRING BREAK—NO CLASSES!!!		
March 18 115, 118, 121, 122	The Age of “Isms”	Chs. 21, 23	#’s 112, 113,
March 25 127, 128	Imperialism	Ch. 22	#’s 123, 124,
	(Second exam Monday, March 25, 2013)		
April 1	World War I/Revolution	Ch. 24	#’s 129-132
April 8	Search for Stability (Oral history project due Thursday, April 10, 2013)	Ch. 25	#’s 133-136
April 15	World War II	Ch. 26	#’s 137-140

April 22 **Cold War** **Ch. 27** **#'s 141, 142, 144-146**

April 29 **Fall of Communism/Beyond** **Chs. 28, 29** **#'s 147-150**
(Last day of class before the final exam is Wednesday, May 1)

FINAL EXAM—Tuesday, May 7, 2013, from 2:00 to 3:40!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

**HISTORY 211-001
World Civilizations to 1400
TR 9:30 to 10:45 am in Starr 235
Spring Semester 2017**

Professor: Dr. Tracy N. Busch

Office: ASC 2081

Phone: (231)591-5846

E-mail: tracybusch@ferris.edu

Office hours: Tuesdays and Thursdays from 1:30-2:30 pm

Wednesdays from 12:30-2:30 pm (and by appointment)

Course Description:

This course surveys the earliest civilizations of the world, the classical civilizations which followed, the origins of today's most popular religions, the impact of both Eastern and Western thought, the medieval period, the civilizations of the Americas, Africa, and Asia prior to and following contact with Europeans, the growth of trade, etc., as suggested by the National History Standards. This course will consider the broader questions and trends of these civilizations and eras, including comparisons of their economies, societies, governments, cultures, and religions. We will also examine the impact of geography upon the civilizations and their cultures and will consider the impact these civilizations have upon our world today.

Course Outcomes:

- **Students will be able to demonstrate in writing a full understanding of the general trends in world history up to 1400 and how they are all interconnected.**
- **Students will be able to interpret historical events and ideas and the different views historians have of them.**
- **Students will be able to understand chronology, historical context, and multiple causation in historical events.**
- **Students will be able to critically analyze primary and secondary sources.**
- **Students will be able to explain the impact of geography upon civilizations and their cultures.**

General Education Requirements: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- **Students will be able to look at events of world history from different perspectives.**
- **Students will gain an increased knowledge of the methodology of the discipline of History.**

- Students will have increased knowledge of various world cultures.
- Students will be able to better understand themselves as a part of cultures with rich historical perspectives.
- Students will have an increased ability to interpret cultural works from throughout world history.

REQUIRED Readings for the Course:

Textbook:

Bundle: Hansen and Curtis, *Voyages in World History* Volume 1, Loose-leaf version, 3rd ed. + LMS Integrated for MindTap History, with printed access card, Cengage, 2016. ISBN# 19781337129619

Reader:

Andrea and Overfield, *The Human Record: Sources of Global History: Volume 1 to 1500*, 8th edition, 2016. ISBN# 9781285870236.

Assessment (500 points possible):

Reaction Papers: (2 @ 50 points each) 100 points

Exams: (3 at 50 points each): 150 points

Individual Primary Source Presentations: 40 points

Quizzes on Primary Source Readings (7 @ 10 points each): 70 points

Attendance and classroom participation: 40 points

Cumulative final exam: 100 points

Exams:

All three exams will be a combination of multiple choice, short answer and essay, based upon lectures, readings (textbook and Human Record), and discussion. I will give you a review sheet with possible essay questions a week or so 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 documented 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.

Reaction Papers:

At 2 points in the semester, I will give you a thought-provoking topic to write about that will challenge you to relate the past to the present and to your own value system and ethos. Your reaction papers need to be at least 4 pages long (approximately 1,200 words) and have at least 4 primary sources and 1 secondary source. They should be double-spaced, and written in Times New Roman 12-point font. These assignments will challenge you to hone your critical thinking skills by analyzing primary and secondary source documents and making arguments using them as evidence. Primary source documents can be found in The Human Record and in two new databases that Ferris has a trial subscription to: "Global Commodities" and "Empire Online." Secondary source documents can be found through the FLITE databases and/or in the "Global Commodities" and "Empire Online" databases. We'll go over how to find and use sources in class. In addition, I will create a rubric for you.

Empire Online - www.empire.amdigital.co.uk

Global Commodities - www.globalcommodities.amdigital.co.uk

Primary Source Analysis and Quizzes

In many respects, the evaluation of primary sources is the most vital part of this class. By investigating documents in The Human Record, you will learn to think critically about the past and to move beyond the popular misconception that history is only about names and dates. During the days that we discuss Human Record documents, there will be the possibility of a quiz on the readings. You will need to write a "who, what, where, when, why" synopsis of each document (at least 3 sentences).

Over the course of the semester, each of you will present one primary source document. When presenting documents, provide a summary of the document and explain the author's argument. What were the document's main points? What did the document reveal about world history? What did you learn from the document that was new or interesting? I encourage you to question your fellow students about their thoughts and observations. If you can start a debate, all the better!

Cumulative Final Exam

The final exam is worth 100 points and will consist of two essays worth 50 points each. The essays will be based on the readings and discussion we have had throughout the semester. The essays must have an introduction, conclusion, separate paragraphs, correct spelling and punctuation, and numerous examples from the readings. I will provide the paper you need to write your final exam essays.

Discussion and Attendance Expectations:

Since this class is based heavily in student interaction with the material, participation in class discussion are crucial and required. I will take attendance daily through sign-in sheets. Students should only be absent from class for emergency situation (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 that will cause excessive absences, you need to let me know about it. Also, if a situation necessitates your premature departure from the class, please let me know before class begins, if possible. Additionally, class members are responsible for all things taken up in class, including announcements, regardless of absence.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. As stated above, the writing assignments must be turned in on the due date to receive ANY points. If you're not present in class on the days of the tests, and you don't have an excuse, you'll lose those 50 points.

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 (such as cutting and pasting from websites), purchasing someone else's paper, or taking from published works. Plagiarism is 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, and, depending upon the situation, may be turned over to Student Judicial Services. **Class Discipline**

Students are expected to arrive for class on time, stay until the end unless granted permission to leave by me, and act in a dignified manner. I reserve the right to punish unruly students with deductions in points as I deem appropriate and/or expulsion from class. Unruly behavior includes cell phones ringing, reading non-class material including text messages, and sleeping. A student caught texting will need to bring his/her phone up to the front of the class.

Disability Statement

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact me as soon as possible for assistance with classroom accommodations.

NOTE: The instructor reserves the right to adjust the syllabus as necessary.

SCHEDULE FOR THE SEMESTER:

<u>Week</u>	<u>Topic</u>	<u>Text</u>	<u>Human Record</u>
Day of Jan. 10	Approaching world history	pre-test	pp. P-1 to P-17
Day of Jan. 12	Early humans/agriculture	Ch. 1	#1, 2
Jan. 17	First complex societies	Ch. 2	##3, 12, 13, 19
Jan. 24	Ancient India	Ch. 3	##5, 9, 14, 15, 17, 32
Jan. 31	Ancient China	Ch.4	## 7, 20, 21, 22, 28, 29
Feb. 7	Early Americas (Exam #1 on chapters 1-5—Thursday, Feb. 9 2017)	Ch 5.	#71, Multiple Voices 9
Feb. 14	Persia and Greece	Ch. 6	##10, 18, 24, 25, 26, 27
Feb. 21	Rome and Christianity	Ch. 7	##40, 42, 43, 44, MV 5
Feb. 28	Hindu and Buddhist states (Reaction paper #1 due Thursday, March 2, 2017)	Ch. 8	## 33, 38, 50, 51, MV 7
SPRING RECESS MARCH 6-10 - - ENJOY YOUR BREAK!			
March 14	Islamic Empires	Ch. 9	##45-47, MV 6
March 21	Early Europe (Exam #2 on chapters 6-10—Thursday, March 22, 2017)	Ch. 10	## 61, 62, 63
March 28	Islam, Africa, and India	Ch.11	##48, 59, 60, 66, 67, 68
April 4	China and Commerce	Ch. 12	## 55, 74
April 11	Europe and Commerce	Ch. 13	##56-58, 64, 65, MV 8
April 18	Mongols and Ottomans (Reaction paper #2 due Thursday, April 20, 2017)	Ch. 14	##77, 79, 81, 82, 83

Day of Ap. 25 Exam #3 Ch. 11-14
(Exam #3 on chapters 11-14—Tuesday, April 25, 2017)

Day of Apr. 27 Final exam review and post-test
FINAL EXAM: Monday, May 1, 10:00-11:40 am

History 212-001
World Civilizations since 1400
MW 3:00-4:15 in Starr 235
Spring Semester 2017

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: (231)591-3699

E-mail: JanaPisani@ferris.edu

Office hours: MW 10:00 a.m. to noon

Tuesdays from 9:00 to 11:00 a.m. (and by appointment)

Course Objectives:

This course surveys intensified hemispheric interactions after the year 1400 as a result of European exploration, the creation of the first global age, the ages of the Scientific Revolution and the Enlightenment, the causes and consequences of the American, French, Chinese, and Russian revolutions, the birth of industrialization, the rise of nationalism and state-building, the causes of World War I as well as its impact, the rise of dictatorships, World War II, the Cold War, the building of new nations out of colonialism, and the search for stability and community in today's world, as suggested by the National World History Standards. This course meets General Education requirements for Cultural Enrichment and Global Consciousness.

Course Outcomes:

- Students will be able to demonstrate in writing a full understanding of the general trends in world history since 1400 and how they are all interconnected.
- Students will be able to interpret historical events and ideas and the different views historians have of them.
- Students will be able to understand chronology, historical context, and multiple causation in historical events.
- Students will be able to critically analyze primary and secondary sources.
- Students will be able to explain the impact of geography upon civilizations and their cultures.

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- Students will be able to look at events of world history from different perspectives.
- Students will gain an increased knowledge of the methodology of the discipline of history.

- Students will have increased knowledge of various world cultures.
- Students will be able to better understand themselves as a part of cultures with rich historical perspectives.

Global Consciousness Outcomes: This course also meets the General Education requirement for Global Consciousness. Global Consciousness outcomes for this course include:

- Students will be able to identify various regions, features or countries other than North America.
- Students will be able to articulate geographic, economic, cultural, and historical relationships among diverse nations and peoples.
- Students will be able to describe distinctive geographic, economic, cultural, and historical features of a region, culture, or society other than North America.
- Students will develop a greater understanding of the importance of global consciousness.

Required Books for the Course:

- Hansen and Curtis, *Voyages in World History: Volume 2: Since 1500*, 3rd edition, Cengage, 2016. ISBN# 978-1-305-58341-2
- Andrea and Overfield, *The Human Record: Sources of Global History: Volume II: Since 1500*, 8th edition, Cengage, 2016. ISBN# 978-1-285-87024-3

Assessment (790 pts. possible):

Exams (three at 100 points each)	300 pts.
Microthemes (15 at 10 points each)	140 pts. (drop the lowest one)
Primary source presentation	50 pts.
Classroom discussion points	100 pts.
Attendance	100 pts.
Oral history paper	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 instructor will give students a review sheet with possible essay questions a week or so 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. NOTE #1: You will need to purchase a blue book(s) for each exam; they can be purchased in either of the bookstores or in vending machines in the FLITE library.

Microtheme Papers:

In order to ensure that students read and understand the assigned readings in the Human Record book, there will be 15 brief in-class papers based upon those readings during the course of the semester, each worth 10 points. NOTE: The instructor will drop the lowest microtheme grade. This means if you miss a microtheme for some reason, that grade will be dropped (unless you have a Ferris-excused absence). Therefore there will be no make-up microthemes. The papers will normally but not always occur on Monday of the week in which readings are assigned. The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 5-10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

Primary Source Presentation:

Each student will be required to present one of the primary sources from our Human Record reader. On the day your source is to be discussed (you will sign up to discuss a particular document), you will discuss the following: 1) information about the author and the time and place in which the source was written; 2) a summary of the document and its main points; 3) how the document fits into what we have learned about the topic; 4) anything that you thought was interesting about the source, and why. Your fellow students should have read your source as well, so see if you can get them to discuss the source with you!

Oral History Project:

Each student is required to complete an oral history project (6-7 pages, typed, double-spaced) concerning an important event of the twentieth century (see below). The project must be completed as follows:

1) First of all, the student must choose an interviewee (either male or female) who participated in either the Great Depression, World War II, the Korean War, the Vietnam War, the Persian Gulf War (1990-1991), or the Iraq War (2003-2011) or was stationed overseas (in the military, as a missionary, as a peace worker, etc.) in one way or another prior to 2012. Participation in war can include things like serving as a nurse or medic overseas, working in a wartime factory in the United States or elsewhere, or even working in their hometown and participating in rationing or bandage rolling. Once the interviewee has been chosen (and agrees to participate—it

would 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 the event. The best way to do this is to take a list of questions with you to the interview. The student should do some research prior to the interview so that they know the correct questions to ask. 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) A one-page biography of the interviewee, including a brief statement of how this person was involved in the chosen event.

B) 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 the liberation of France, 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. No K-12 sites and no online encyclopedias are allowed!

C) A description of the interviewee's role in the event which 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 in class on Monday, April 10—no exceptions!!!!

Class Discussion and Attendance Expectations:

Since this course is based heavily in discussion, participation in general class discussions and activities is crucial and required (see Assessment). We will have discussion in class on a daily basis, so bring your textbook and the Human Record reader with you to each class period. Some discussion will be led by the instructor, but other discussions will be led by groups. When thinking about how to lead discussion, read pp. P1-P17 (in the preface) in the reader-those are the factors you need to consider. Keep in mind that you are expected to be prepared to discuss the readings and know them well; failure to do so will negatively impact your discussion grade.

NOTE: When we talk about the textbook chapters (on a daily basis), I would like all of you to be prepared to discuss with the class what the primary topics of the chapter were, what you learned about them, anything else you found interesting about them, and any further questions you might have.

Attendance Expectations:

The instructor will be taking attendance daily via sign-up sheets. 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, please turn your cell phone 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 texting 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.

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 either committed plagiarism or has cheated, the student will receive a grade of 0 for that assignment, and, depending upon the situation, may be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER:

Week One: January 9 and 11—Maritime Expansion in the Atlantic World

Reading due: *Voyages in World History*, Chapter 15

The Human Record:

#2—Agreements with Columbus

#3—Richard Hakluyt

#19—Bernardino de Sahagún

Week Two: January 16 and 18—Maritime Expansion in Afro-Eurasia

Reading due: *Voyages in World History*, Chapter 16
The Human Record:
 #1—Afonso D’Albuquerque
 #16—Abul Fazl
 Multiple Voices I (Readings 1 and 4)
 Multiple Voices II (Readings 1, 2, and 5)

Week Three: January 23 and 25—Religion and Conflict in Western Eurasia

Reading due: *Voyages in World History*, Chapter 17
Human Record:
 #4—Martin Luther
 #5—Lucas Cranach
 #10—Ogier Ghiselin de Busbecq
 #13—Sultan Selim I-Shah Ismail I
 #14—Khayr al-Din Ramli

Week Four: January 30 and February 1—Empires of the Americas

Reading due:
Voyages in World History, Chapters 18 and 19
The Human Record:
 #17—Nzinga Mbemba and João III
 #20—David Pieterzen DeVries
 #22—Antonio Vazquez de Espinosa
 #40—Olaudah Equiano
 Multiple Voices IV (Readings 1-4)

Week Five: February 6 and 8—Empires in Early Modern Asia

NOTE: Exam #1—Wednesday, February 8, 2017

Reading due:
Voyages in World History, Chapter 20
The Human Record:
 #23—“Meritorious Deeds”
 #24—Kaibara and Token Ekiken
 #26—Shen Zan
 #42—Joseph François Dupleix

Week Six: February 13 and 15—Science and Enlightenment

Reading due:

Voyages in World History, Chapter 21***The Human Record:***

#9—Galileo Galilei

#29--Voltaire

#31—Jean-Baptiste Colbert

#32—Adam Smith

Week Seven: February 20 and 22—Revolutions in the West**Reading due:*****Voyages in World History, Chapter 22******The Human Record:***

#35—“Declaration of the Rights of Man and of the Citizen”

#36—Jacques-Louis David

#37—“The Declaration of Independence”

#38—Excerpts of documents from Haiti

#39—Simón Bolívar

Week Eight: February 27 and March 1—Industrial Revolution and Reform**Reading due:*****Voyages in World History, Chapter 23******The Human Record:***

#54—Karl Marx and Friedrich Engels

#55—Charles Darwin

Multiple Voices V (All)

Spring Break: Week of March 6**Week Nine: March 13 and 15—Challenge of Modernity in China, India, and Japan****Reading due:*****Voyages in World History, Chapter 24******The Human Record:***

#45—Kangxi

#47—Emperor Qianlong

#49—Honda Toshiaki

#65—Rammohun Roy

#68—Lin Zexu

#74—“Three Documents on the Boxer Rebellion”

#75—Yuan Shikai

Week Ten: March 20 and 22—State-Building in the Americas

NOTE: Exam #2—Wednesday, March 22, 2017

Reading due:

***Voyages in World History*, Chapter 25**

***The Human Record*:**

#51—Richard Guest

#52—“A Guide to the Liverpool and Manchester Railway”

#53—Earl Dean Howard

#59—Emmeline Pankhurst

#60—“English Posters and Postcards”

Week Eleven: March 27 and 29—New Imperialism in Africa and SE Asia

Reading due:

***Voyages in World History*, Chapter 26**

***The Human Record*:**

#56—Jules Ferry

#57—John Hobson

#58—“Advertisements and Illustrations”

#61—A.E. Scrivener

#70—Phan Thanh Gian

Multiple Voices VI (Readings 1-4)

Week Twelve: April 3 and April 5—War, Revolution, and Global Uncertainty

Reading due:

***Voyages in World History*, Chapter 27**

***The Human Record*:**

#76—“Popular Art and Poster Art”

#77—Henry S. Clapham

#78—“Communist Decrees”

#79—Joseph Stalin

#86—“Report of the Palestine Royal Commission”

#91—Mao Zedong

Week Thirteen: April 10 and 12—Responses to Global Crisis

Reading due:

***Voyages in World History*, Chapter 28**

The Human Record:

#80—Adolf Hitler

#81—“Six Political Posters”

#85—Mustafa Kemal

#87—Mohandas Gandhi

#89—Francisco García Calderón

#90—José Clemente Orozco

NOTE: Oral History Project due in class Monday, April 10, 2017

Week Fourteen: April 17 and 19—World War II and the Origins of the Cold War**Reading due:*****Voyages in World History, Chapter 29******The Human Record:***

#82—Rudolf Höss

#88—Ho Chi Minh

#92—Total War Research Institute

Multiple Voices VII (All)

Week Fifteen: April 24 and 26—Cold War and the New World Order**Reading due:*****Voyages in World History, Chapters 30 and 31******The Human Record:***

#93—Nikolas Novikov

#94—National Security Council

#106—Mikhail Gorbachev

#95—Debate in the House of Commons

Time Permitting:

#97—Akio Morita

#98—Nelson Mandela

#102—National Organization for Women

#103—Zand Dokht

#111—Osama bin Laden

(Last day of class before the final exam—Wednesday, April 26)

Final Exam: Tuesday, May 2, 2017, from 2:00 to 3:40 p.m.

NOTE: The instructor reserves the right to adjust the syllabus as necessary.

African American History (HIST201) -- "Black Lives Matter"

Spring 2015 — TR Noon, STR 322

This course strives to acquaint students with the range and complexity of the African American experience from the 1400s to the present. 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.

Kimn Carlton-Smith (aka Dr Kimn)

Email: drkimn.fsu@gmail.com

Cell: 616-780-4645 (TXT or voicemail)

Office: ASC 2068

Office Hours: T/Th 9:30-11

Learning Outcomes -- Cultural Enrichment

At the end of this course, learners will:

- Have an increased ability to interpret historical texts as a part of a culture.
- Be able to look at historical texts or historical events from different perspectives.
- Have increased knowledge of the techniques or methodology of a discipline in the humanities.
- Better understand themselves as part of cultures with rich historical perspectives.

Learning Outcomes -- Race, Ethnicity & Gender

At the end of this course, learners should have increased their ability or capacity to:

- Articulate ways that existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege, especially within the United States.
- Describe distinct attributes (geographic, scientific, economic, cultural, linguistic and/or historical) of race/ethnicity and/or gender. This would also include discussion of how these attributes have impacted the social construction of race/ethnicity and/or gender or how race/ethnicity and/or gender, especially within the United States, have themselves affected these attributes.
- Identify the meaning and influence of categories known as race/ethnicity and/or gender have had on the production of social knowledge and individual responses to that social knowledge.
- Formulate a more positive perspective and consciousness of the significance of race/ethnicity

and/or gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.

Required Text (Kai Wright's *The African American Experience* (2009) - Trade paperback 22.95\$)

Kai Wright's anthology, *The African American Experience*, is a one-of-a-kind collection of more than 300 letters, speeches, articles, petitions, poems, songs, and works of fiction tracing the course of black history in America from the first slaves brought over in the 1500s to the present. All aspects of African American history and daily life are represented here, from the days of abolition and the Civil War to the Civil Rights movement and the current times. Kai Wright provides overall context with introductory material for each document that delineates its significance and role in history.

Student Disability Policy

Dr Kimn and Ferris State University are committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. Any student registered with Disabilities Services should contact Dr Kimn as soon as possible for assistance with accommodation concerns. Call, txt, or email me and we can privately discuss the various course requirements and your specific needs.

Assessment/Grading

I use a point system to grade all course work. Total Points for this Course = 1000. Excessive absences

and missing assignments will dramatically harm your final grade. If a family emergency or personal medical situation occurs you are advised to contact Dr Kimn immediately-- a brief TXT or ask a family member or friend to call or send an email. Dr Kimn reserves the right to make individual evaluations as to whether or not she will offer a make-up exam or replacement assignment.

✓Attendance & Participation/Polling = 200

✓In-class Pair-Share Role-Playing Activities - 3 x 100 = 300

✓Reflective eJournal Entries (Selected Chapter Reading Sets) 8 x 25 = 200

✓Black Lives Matter Group Project - 50(Presentation) + 50(Information Mastery) + 25(Student Feedback)

+25(Class Quiz Results) = 150

✓Attendance/Participation during Group Project Preparations & Peer Presentations = 100 (6 sessions)

✓Final Reflective Essay = 50

Learning Resources:

To facilitate learning, I will rely on Poll-Everywhere & the Wright primary source reader. polleverywhere.-com provides me with a polling tool that is free to student-users. You will need to create a user account with the link posted in our FerrisConnect course site. I will use polling to take attendance & to ask questions to facilitate in-class discussions.

I have selected a primary source reader rather than a traditional survey text based on student feedback.

This collection of readings will allow students to experience first hand the thoughts, concerns, and passions of African American men and women who have made contributions to American Society from the colonial era to the present. We will discuss selected documents during certain class topics. You will write Reflective eJournal entries based on readings not discussed in class. I will also record each class session & post this video podcast on FerrisConnect. This can aid students who are overwhelmed by taking notes & allow them to focus on the lecture or discussion. It will also aid any student who may miss a class session. Finally, these recordings are an ideal way for students to review for the Pair-Share Role-Playing Activity at the close of Units 1, 2, & 3.

Reflective eJournals:

In addition to in-class learning experiences, I will require students to write their thoughts and reactions to selected “sets” of readings within each chapter of the Wright anthology. Students will be given at least two different sets per chapter. You can select the set you find most interesting or relevant and post your response to the information presented in that set of readings. This task involves three Critical Thinking Skills: summary, analysis & synthesis. Your writing skills will improve over the course of the semester, through a combination of practice and confidence in your mastery of the information presented in the textbook. You may wish to think of this activity as a homework assignment, designed to help you apply insights gained from class sessions/discussions to readings we have not directly discussed in class.

Attendance Policy:

Attendance for this course is mandatory. There will be three sessions that are scheduled for our PairShare Role-Playing Activity. Each of these activities is worth 100pts. For the final seven class sessions you will be engaged in a major group project. This activity is worth 200pts. However, you will also earn points for participating on dates when your peers “present.” There will be 20pts at stake for each session when a peer Group presents. There are also points earned by attending & participating in the polling activities for Units 1, 2, & 3.

Alternate Assignments in case of Weather or Instructor health issues:

During the winter months, weather factors may impact my commute from Grand Rapids. Dr Kimn may also have unexpected health issues that would affect her ability to teach class. In these situations, Dr Kimn will do her best to notify members of the class in advance, ideally no later than 8am the morning of class. This notification will come via email & the FerrisConnect Announcement page. For these dates, Dr Kimn will post an activity or previously recorded

video lecture. These are required assignments and typically will involve a deliverable that will earn learners “attendance” as well as “participation” points. The deadlines associated with these alternate assignments is typically 24 or 48hrs of the affected class session.

Flu Virus Policy

If you are running a temperature the CDC advises you to limit your contact with others. Stay home and rest until the fever breaks; you are advised to wait 24 hrs before resuming contact with others. Regular hand washing as well as covering your mouth while coughing are best practices that effectively work to reduce the spread of viruses. Please do not come to class if you are sick. Use the Video podcast recordings to review entire class sessions you may need to miss should you have a cold or the flu.

Course Communications:

You are encouraged to contact Dr Kimn anytime you have a question about an assignment or activity. The best way to reach her is by cell phone 616.780.4645 (voice or txt). Her preferred email is drkimn.fsu@gmail.com. During the week, Dr Kimn will respond within 24hrs to any message (email, TXT, voicemail). For those who attempt to contact Dr Kimn while she is off-line between Friday Noon and Sunday 6pm, she will return your calls/messages Sunday evening or Monday morning, at the latest.

Office Hours:

Dr Kimn will hold traditional office hours at her on-campus office in the ASC Bldg, Rm 2068, on Tuesdays & Thursdays 9:30-11am. If this time does not fit with your schedule, call her & she can schedule something at a different time.

Dr Kimn’s Final Note:

I reserve the right to make any necessary changes to this course. Any changes impacting reading assignments, course schedule, or format of assessment will be communicated to all enrolled students in writing (email & announcement tool) and with advance notice.

African American History -- Spring 2015 Syllabus 3

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I Week1>Tues: Orientation Tue, Jan 13

I Week1>Thurs: Transatlantic Slave Trade Thu, Jan 15

L Wright, Introduction (19-22)

Wright, Introduction (19-22)

I Week2>Tues: Colonial Slavery Tue, Jan 20

L Wright, Docs 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

L Set#1, re: Stono Rebellion [1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27 (p43-53)]

L Set#2, re: Slave Narratives [1.33, 1.34, 1.35 (p. 59-69)]

Class Readings: Wright, Docs 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Homework eJournal Entry for Ch1:

>Set#1, re: Stono Rebellion [1.19, 1.20, 1.21, 1.22, 1.23,

1.24, 1.25, 1.26, 1.27 (p43-53)]

>Set#2, re: Slave Narratives [1.33, 1.34, 1.35 (p. 59-69)]

I Week2>Thurs: Revolutionary Paradox Thu, Jan 22

L Wright, Docs 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10

L Set#1, re: Founding Fathers [Thomas Jeferson, 2.16 & 2.17; Ben Franklin, 2.25 & 2.26; and George Washington, 2.27 & 2.29

L Set#2, re: Noteworthy Free Blacks [Prince Hall, 2.20 & 2.21; Jupiter Hammon, 2.23; Benjamin Banneker 2.24; and Richard Allen, 2.30]

Class Readings: Wright, Docs 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10

Homework eJournal Entry for Ch2:

>Set#1, re: Founding Fathers [Thomas Jeferson, 2.16 & 2.17;

Ben Franklin, 2.25 & 2.26; and George Washington, 2.27 & 2.29

>Set#2, re: Noteworthy Free Blacks [Prince Hall, 2.20 & 2.21;

Jupiter Hammon, 2.23; Benjamin Banneker 2.24; and Richard Allen, 2.30]

I Week3>Tues: Pro-Slavery Advocates Tue, Jan 27

L Set #1, re:Rebellion [Gabriel's Conspiracy 3.2; Denmark Vesey's Revolt 3.7; David Walker's Appeal 3.8; Nat Turner's Confession 3.9; and Henry Highland Garnet 3.25]

L Set#2, re: Colonization Debate [Paul Cufe 3.3; Forten & Perrott 3.4; James Monroe 3.5; Richard Allen 3.10; William Lloyd Garrison 3.16; and Liberian Letters 3.17]

Homework eJournal Entry for Ch3:

>Set #1, re:Rebellion [Gabriel's Conspiracy 3.2; Denmark Vesey's Revolt 3.7; David Walker's Appeal 3.8; Nat Turner's Confession 3.9; and Henry Highland Garnet 3.25]

>Set#2, re: Colonization Debate [Paul Cufe 3.3; Forten & Perrott 3.4; James Monroe 3.5; Richard Allen 3.10; William Lloyd Garrison 3.16; and Liberian Letters 3.17]

I Week3>Thurs: Discussion of Garrison & Douglass (Wright Docs) Thu, Jan 29

L Wright, Docs 3.13, 3.14, 3.15, 3.24, 3.26, 3.27, 3.28, 3.36, and 3.37

Class Readings: Wright, Docs 3.13, 3.14, 3.15, 3.24, 3.26, 3.27, 3.28, 3.36, and 3.37

I Week4>Tues: National Politics of Slavery, 1840s Tue, Feb 3

L Set#1, re: Women Activists [Jarena Lee 3.19; Maria Stewart 3.20; Anti-Slavery Convention of American Women 3.21; Angela Grimke Weld 3.22; and Sojourner Truth 3.29]

L Set#2, re: Women Writers [Harriet Beecher Stowe 3.35; Harriet Wilson 4.7; Harriet Jacobs 4.8;

and Fanny Kemble 4.9]

I Week4>Thurs: National Politics of Slavery, 1850s Thu, Feb 5

Class Readings: Wright, Docs 3.34, 4.1, 4.2, 4.3, 4.4, 4.5

I Week5>Tues: In-class Activity1 <100pts, Pair/Share: Role-Playing Tue, Feb 10

Review Lecture Notes & Key Terms Handout to prepare for this in-class activity.

I Week5>Thurs: Reconstruction's Black Republicans Thu, Feb 12

I Week6>Tues: Booker T. Washington's Economic Self-Determination Tue, Feb 17

I Week6>Thurs: Ida B. Wells-Barnett's War on Lynching Thu, Feb 19

I Week7>Tues: Black Victoria: Black Women Reformers Tue, Feb 24

I Week7>Thurs: W.E.B. DuBois' & Radical Activism Thu, Feb 26

I Week8>Tues: New Negro Movement Tue, Mar 3

I Week8>Thurs: In-class Activity2 <100pts, Pair/Share: Role Playing Thu, Mar 5

Review Lecture Notes & Key Terms Handout to prepare for this in-class activity.

I Spring Break

I Week9>Tues: NAACP Legal Battles pre-Brown Tue, Mar 17

I Week9>Thurs: School Desegregation Brown & Little Rock Thu, Mar 19

I Week10>Tues: Martin Luther King: Montgomery & SCLC Tue, Mar 24

I Week10>Thurs: Ella Baker: Godmother to Student Activism Thu, Mar 26

I Week11>Tues: Malcolm X: Black Nationalism Tue, Mar 31

I Week11>Thurs: University Holiday Thu, Apr 2

I Week12>Tues: In-class Activity3 <100pts, Pair/Share: Role Playing Tue, Apr 7

Review Lecture Notes & Key Terms Handout to prepare for this in-class activity.

I Week12>Thurs: Group Preparation Workshop1 Thu, Apr 9

I Week13>Tues: Group Preparation Workshop2 Tue, Apr 14

I Week13>Thurs: Jimmie Lee Jackson of March 1965 [Group1] Thu, Apr 16

I Week14>Tues: Marquette Frye of Aug 1965 [Group2] Tue, Apr 21

I Week14>Thurs: Fred Hampton of 1969 [Group3] Thu, Apr 23

I Week15>Tues: Rodney King of 1990 [Group4] Tue, Apr 28

I Week15>Thurs: Michael Brown of 2014 [Group5] Thu, Apr 30

I Exam Week: Reflective eJournal Wed, May 6

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Class Readings: Wright, Docs 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Homework eJournal Entry for Ch1:

>Set#1, re: Stono Rebellion [1.19, 1.20, 1.21, 1.22, 1.23,

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Class Readings: Wright, Docs 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10

Homework eJournal Entry for Ch2:

>Set#1, re: Founding Fathers [Thomas Jeferson, 2.16 & 2.17;

Ben Franklin, 2.25 & 2.26; and George Washington, 2.27 & 2.29

>Set#2, re: Noteworthy Free Blacks [Prince Hall, 2.20 & 2.21;

Jupiter Hammon, 2.23; Benjamin Banneker 2.24; and Richard Allen, 2.30]

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L Set#2, re: Colonization Debate [Paul Cufe 3.3; Forten & Perrott 3.4; James Monroe 3.5; Richard Allen 3.10; William Lloyd Garrison 3.16; and Liberian Letters 3.17]

Homework eJournal Entry for Ch3:

>Set #1, re:Rebellion [Gabriel's Conspiracy 3.2; Denmark Vesey's Revolt 3.7; David Walker's Appeal 3.8; Nat Turner's Confession 3.9; and Henry Highland Garnet 3.25]

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I Week8>Tues: New Negro Movement Tue, Mar 3

I Week8>Thurs: In-class Activity2 <100pts, Pair/Share: Role Playing Thu, Mar 5

Review Lecture Notes & Key Terms Handout to prepare for this in-class activity.

I Spring Break

I Week9>Tues: NAACP Legal Battles pre-Brown Tue, Mar 17

I Week9>Thurs: School Desegregation Brown & Little Rock Thu, Mar 19

I Week10>Tues: Martin Luther King: Montgomery & SCLC Tue, Mar 24

I Week10>Thurs: Ella Baker: Godmother to Student Activism Thu, Mar 26

I Week11>Tues: Malcolm X: Black Nationalism Tue, Mar 31

I Week11>Thurs: University Holiday Thu, Apr 2

I Week12>Tues: In-class Activity3 <100pts, Pair/Share: Role Playing Tue, Apr 7

Review Lecture Notes & Key Terms Handout to prepare for this in-class activity.

I Week12>Thurs: Group Preparation Workshop1 Thu, Apr 9

I Week13>Tues: Group Preparation Workshop2 Tue, Apr 14

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L Set#2, re: Noteworthy Free Blacks [Prince Hall, 2.20 & 2.21; Jupiter Hammon, 2.23; Benjamin Banneker 2.24; and Richard Allen, 2.30]

Class Readings: Wright, Docs 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10

Homework eJournal Entry for Ch2:

>Set#1, re: Founding Fathers [Thomas Jeferson, 2.16 & 2.17;

Ben Franklin, 2.25 & 2.26; and George Washington, 2.27 & 2.29

>Set#2, re: Noteworthy Free Blacks [Prince Hall, 2.20 & 2.21;

Jupiter Hammon, 2.23; Benjamin Banneker 2.24; and Richard Allen, 2.30]

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Homework eJournal Entry for Ch3:

>Set #1, re:Rebellion [Gabriel's Conspiracy 3.2; Denmark Vesey's Revolt 3.7; David Walker's Appeal 3.8; Nat Turner's Confession 3.9; and Henry Highland Garnet 3.25]

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and Fanny Kemble 4.9]

I Week4>Thurs: National Politics of Slavery, 1850s Thu, Feb 5

Class Readings: Wright, Docs 3.34, 4.1, 4.2, 4.3, 4.4, 4.5

I Week5>Tues: In-class Activity1 <100pts, Pair/Share: Role-Playing Tue, Feb 10

Review Lecture Notes & Key Terms Handout to prepare for this in-class activity.

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I Week8>Thurs: In-class Activity2 <100pts, Pair/Share: Role Playing Thu, Mar 5

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I Spring Break

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I Week9>Thurs: School Desegregation Brown & Little Rock Thu, Mar 19

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I Week13>Thurs: Jimmie Lee Jackson of March 1965 [Group1] Thu, Apr 16

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I Week15>Thurs: Michael Brown of 2014 [Group5] Thu, Apr 30

I Exam Week: Reflective eJournal Wed, May 6

**History 230
History of Michigan
Fall 2015
Aug 31, 2015 – Dec 18**

Instructor: Dr. Barry Mehler

Office: ASC 2108

Office Hours: Tuesday 1:30-4:30

Email: mehlerb@ferris.edu

Note: When sending an email always indicate the course designation (Hist 230).

Course Title: History of Michigan

Credit Hours: 3

Class Meets: Tuesday-Thursday 9:30-10:45 in IRC 107.

General Education: This class counts towards the General Education cultural enrichment requirement.

Course Objectives:

The purpose of this course is to help each student understand Michigan's cultural, political, social, and economic development in the past and its place in the present United States and the world. We will study state and local events in the larger context of national trends and what is unique and universal about the Wolverine state. In doing this we will look at the critical decisions made, who made the decisions, what influenced the decision makers, the effects of these decisions on Michigan and the United States and whether these actions were in the best interests of the state and nation. This course should also increase a student's critical thinking, reading, and writing skills.

PREREQUISITE COURSES/SPECIAL SKILLS:

Prerequisite: None. Special skills: All history courses require good reading and thinking skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context. In Dr. Mehler's classes there is the added problem of figuring out what is real from what is not. For example, Dr. Mehler's classes are all sponsored by Camel's Cigarettes and each class begins with a commercial. Over the years, students have decided that Dr. Mehler has some hidden motive and he isn't really trying to get students to smoke cigarettes, which everyone knows is unhealthy. Of course, Dr. Mehler might be just an actor in a commercial. You understand that when the person on the screen tells you that a pill cured them, the person is really just an actor delivering lines that the pharmaceutical company wishes you to hear. But why have any advertisements at all? Is the classroom an appropriate place for commercial advertising? To put the matter simply, the student is never absolutely certain what Dr. Mehler really thinks because the student only sees Dr. Mehler as the host of

the show, during which he takes on many identities and sells many ideas, all of them with equal conviction. And since the theme song of the show is the Rolling Stones classic hit, "Sympathy for the Devil," the course always presents "the devil" sympathetically. In other words, we don't assume Hitler was wrong and FDR was right. We show the devil respect which leaves the student to figure out who is guilty and who is innocent. According to Calvinist doctrine, the doctrine which infused the Puritans, Presbyterians and Congregationalists; from God's perspective all humans are corrupt and unworthy of salvation. All of you, according to Calvin, deserve to fail, but a providential God, chooses a few, completely at random and those chosen by the Grace of God, live on in eternal life. All the rest are damned to an eternal death. The doctrine is called, "predestination" and it plays an important role in Dr. Mehler's history classes.

Required Text:

Bruce A. Rubenstein and Lawrence E. Ziewacz, *Michigan: A History of the Great Lakes State* (Forum Press, Arlington Heights, IL 1981). Students can use a newer edition if this one isn't available.

JoEllen McNergney Vinyard, *Right in Michigan's Grassroots: From the KKK to the Michigan Militia* (Ann Arbor: University of Michigan Press, 2011).

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 PART I: Rubenstein & Ziewacz, pp 1-65.

PART 2: 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 the Kellogg Family
Progressive Reform in Michigan Industry Comes to the State Automobiles and the Future of
the State

READING ASSIGNMENT FOR PART 2:

Rubenstein & Ziewacz pp. 65-212.

Part 3 MICHIGAN IN THE TWENTIETH CENTURY

Lecture Topics Will Include: Michigan and the Great War The 1920s, Business, Booze, and Bad Guys 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:

Rubenstein & Ziewacz, pp. 213-324.

McNergney Vinyard, *Right in Michigan's Grassroots*.

All other readings will be posted on the course MyFSU page.

Course requirements and grading policies:

Class participation: It is impossible to pass this course without significant class participation.

Examinations: 250 Points.

There will be two major exams - a midterm and a final exam. The midterm and final will consist of short answer and take-home essay questions. All work done at home must be typed or computer printed. No handwritten work will be accepted. There may also be quizzes.

Journal: No Points

Students must turn in one personal journal each week. You are required to write at least 200 words for each journal. The journals must be computer printed, no handwritten work will be accepted, unless you are drawing cartoons or have some specific purpose that cannot be achieved using standard print. I encourage students to be creative with their journals. The journal need to reflect your thinking with regard to the class. The journal is your way of communicating with me. Journals must be handed in weekly. You cannot give me ten journals on the last day of class. There are sixteen weeks and I expect at least twelve journals from each student. I DON'T GRADE JOURNALS BUT I DO COUNT THEM!

Encyclopedia Essay on the Michigan Militia: 125 points.

Each student must prepare a term paper. Information on term papers will be posted separately in the Course Documents folder.

Book Review of McNergney Vinyard, *Right in Michigan's Grassroots*: 125 points. See Blackboard for instructions on how to do the book review.

In short, you have five hundred points divided between exams and two writing assignments. However, I have been known to give students an A for creative engagement in the class. For example, producing a YouTube, doing original research and in general contributing to our exploration.

Grade Scale:

A = 475

A-	= 450
B+	= 440
B	= 425
B-	= 400
C+	= 390
C	= 375
C-	= 350
D+	= 340
D	= 325
D-	= 300

Outcomes and Objectives:

After taking this course Ferris graduates should be able to:

- ☐ graduates of this course should be able to demonstrate an increased understanding of the cultural dynamics that have created the modern state of Michigan.
- ☐ Students will have an increased ability to interpret cultural influence on the creation of a state identity. Students will learn to appreciate and understand that Michigan differs significantly from Minnesota and that those differences represent deep divisions which are historically rooted.
- ☐ The student will be better able to make and justify ethical distinctions in the application of science to public policy.
- ☐ The student will exhibit an improved ability to understand contemporary issues involving controversial scientific notions and be able to make informed choices on such issues. For example, some in the pro-life movement are currently calling for the Supreme Court to reverse Roe v. Wade based on “developments in the scientific understanding of the origins of life.” Our students will be better able to evaluate such statements which are ubiquitous in our culture.
- ☐ Students will come away with an increased knowledge of the methodology of historical analysis as a discipline in the humanities.
- ☐

STUDENT LEARNING OUTCOMES:

FSU Gen Ed Cultural Enrichment Objectives:

1. Be able to look at works or historical events from different perspectives.
2. Have increased knowledge about some aspects of cultures.
3. Have increased knowledge of the techniques or methodology of a discipline in the humanities.

Michigan Dept of Ed Content Standards:

1.5 Understand narratives about major eras of U.S. history by identifying people involved, describing the setting, and sequencing events.

1.7 Reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

**History 251 001
Racism and Science
Spring 2015 (Jan 12 - May 8)**

Instructor: Dr. Barry Mehler

Office: ASC 2108

Phone: 591-3612 (I prefer students contact me by email).

Office Hours: 1:30-3:00 on Tuesday and Thursday and by appointment.

Email: mehlerb@ferris.edu

Note: When sending an email always indicate the course designation (Hist 251).

Course Title: Racism and Science

Credit Hours: 3

Racism and Science 10661 Hist 251 001 IRC 109

Fulfills: Global Awareness; Race, Gender and Ethnicity; and Cultural Enrichment requirements.

Course Objectives:

This course will place the discussion of race and racism in a historical context. Students often believe that the concepts of race and racism have always existed. Most historians believe that these concepts are modern. This course will examine the origins and development of concepts race and racism from the Enlightenment to the present. The course will examine how scientific ideas about race were shaped by slavery, nationalism, colonialism and imperialism. Topics will include the origins of the classification of humans in races by Linnaeus, Blumbach and Buffon; the origins of species and the debate over polygenesis; the rise of the American School of Ethnology; Social Darwinism, eugenics and the contemporary debate over race.

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.

Required Text:

John P. Jackson, Jr. and Nadine M. Weidman, *Race, Racism, and Science: Social Impact and Interaction* (New Brunswick, New Jersey and London, 2006).

Nicholas Wade, *A Troublesome Inheritance: Genes, Race and Human History* (New York Penguin Press, 2014).

Online Readings:

Lynn Sacco, "Sanitized For Your Protection^[1]_[SEP] Medical Discourse and the Denial of Incest in the United States, 1890-1940," *Journal of Women's History* 14 #3 (2002) 80-104.

- Barry Mehler, "A Brief History of European and American Eugenics," Mehler Archive: <http://www.ferris.edu/ISAR/archives/Brief-History-American-Eugenics.pdf>.
- Barry Mehler, "Eugenics Racist History," *Contemporary Psychology* 1986: <http://www.ferris.edu/ISAR/eugenics-racist-history.pdf>.
- Barry Mehler, Heredity and Hereditarianism, 1996: <http://www.ferris.edu/isar/mehler-archives.htm>.
- Barry Mehler, 'Eliminating the Inferior: American and Nazi Sterilization Programs,' *Science for the People* (Nov-Dec 1987) pp. 14-18. Archive: <http://www.ferris.edu/isar/archives/eliminating-inferior.htm>.
- Barry Mehler, "In Genes We Trust," *Reform Judaism* (Winter 1994). Archive: <http://www.ferris.edu/isar/archives/genes-trust.htm>.
- Barry Mehler, "Beyondism," *Genetica* 99: 153-163 (1997) Archive: <http://www.ferris.edu/isar/bios/cattell/genetica.htm>.

Course requirements and grading policies:

Class participation: It is impossible to pass this course without significant class participation.

Examinations: 200 Points.

There will be two major exams - a midterm and a final exam. The midterm and final will consist of short answer and take-home essay questions. All work done at home must be typed or computer printed. No handwritten work will be accepted. There may also be quizzes.

Journal: 00 points

Students are required to turn in a journal at the beginning of each week. The purpose of the journal is not to grade the student but for the student to comment on the class. It is for my benefit. I want to know what you think of the class. Please include any questions or comments or criticisms you might have about the class. Your grade will not be affected by the journal. Although your grade might be affected if you do not hand in anything.

Encyclopedia Essay on Eugenics: 100 points.

Each student must prepare a term paper. Information on term papers will be posted separately in the Course Documents folder.

Book Review of *A Troublesome Inheritance*: 100 points.

Term Paper: 100 points

Grade Scale:

A	= 475	C-	= 350
A-	= 450	D+	= 340
B+	= 440	D	= 325
B	= 425	D-	= 300
B-	= 400		
C+	= 390		
C	= 375		

Outcomes and Objectives:

After taking this course Ferris graduates should be able to:

- graduates of this course should be able to demonstrate an increased understanding of the cultural dynamics that have created the modern concepts of race and racism.
- Students will have an increased ability to interpret cultural influence on science. Students will learn to appreciate and understand that science is not divorced from culture. Science is like literature, art and music. It grows in a cultural context and interacts with the rest of the culture in much the same way as art. In many cases science and art merge and often the directions of science can best be seen in cultural artifacts.
- Students will be able to justify those interpretations with an understanding of the interpretive process. We will look at how the interpretative process itself developed. Thus, the concept of the social context of science will itself be examined. The modern history of science is no more than a half century old. Students will come away with an appreciation of how the interpretive concepts and the analytical tools evolved.
- The student will be able to look at scientific concepts and their historical development from different perspectives. The interpretive concepts and analytical tools students will acquire will enable them to see science in a new light as part of their culture, not separate from it.
- The student will be better able to make and justify ethical distinctions in the application of science to public policy. Having an understanding of the cultural context of science will add to the student's ability to make value judgments regarding complex social issues.
- The student will exhibit an improved ability to understand contemporary issues involving controversial scientific notions and be able to make informed choices on such issues. For example, some in the pro-life movement are currently calling for the Supreme Court to reverse *Roe v. Wade* based on "developments in the scientific understanding of the origins of life." Our students will be better able to evaluate such statements which are ubiquitous in our culture.
- Students will come away with an increased knowledge of the methodology of historical analysis as a discipline in the humanities.
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Global Consciousness Outcomes for History 251

- identify various regions of Europe, Africa and Asia along with the various ethnological and genetic theories that account for human diversity in these areas.
- in the process of studying race science students will learn basic information about the distinctive geographic, economic, cultural, linguistic, and historical features of the regions studied;
- since we will be dealing with contemporary theories on the origin and migration of human populations students will be able to articulate the geographic, cultural, linguistic and historical relationships among the diverse human populations that resulted from this migration;

- students will be able to comment accurately about the current debate over race and ethnicity in Europe and America;
- students will be able to describe the methods population biologists, anthropologist and geneticists have developed to understand the geographic, cultural, linguistic, and historical diversity with the human population in various regions of the world;
- with this foundation, students should develop a more positive perspective and understanding of the importance of global consciousness.

Race, Ethnicity and Gender Outcomes

After completing this course students should be able to:

- Students will be able to articulate the ways in which existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege, especially within the United States. Since these issues are so often confused by an appeal to science, understanding the relationship between science and race will help students view these issues more objectively. The authors of the Bell Curve reject the notion that they are racist. While they argue that blacks are intellectually inferior to whites, they claim this is a “scientific fact.” Holocaust deniers reject the notion that they are anti-Semites. They are just examining the “historical facts.” In the age of the Google search, it is imperative that our students be able to evaluate issues surrounding such scientific claims.
- Students will be able to comment and evaluate current events and contemporary issues such as immigration, crime, abortion, population control and genetics as they relate to race/ethnicity and gender. They will also have an awareness of the interconnectedness of these events and issues from a historical and scientific perspective.
- Students will be able to describe how the scientific and historical development of concepts of race/ethnicity and gender have impacted the social construction of these concepts. As well as how the cultural concepts of race/ethnicity and gender have in their turn impacted the scientific conceptions both within the United States and in a broad range of other national contexts. Students will be able to describe these concepts from a historical and geographical perspective.
- Students will end up with a more positive perspective and consciousness of the significance of race/ethnicity and/or gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.

Ferris State University

History 253-001: Fall 2009

Meetings: MW from 4:30-5:45 pm

Imperialism in the Modern Era

STARR 324

Dr. Tracy Nichols Busch

Course Description

This course will investigate one of the most significant phenomena of the past century and a half – the domination of most of our globe by Western imperial powers. In this class, we will explore the economic, social, political, and cultural origins of this phenomenon and its impact on both colonizers and colonized. The course covers the period from the 1870s to the present day. Lectures outlining the framework of the Western imperial enterprise will be supplemented with case studies of King Leopold's Congo, the United States in Hawaii, and the British in India and the Middle East. This course will result in an understanding of how imperialism and colonialism functioned "on the ground." It will be enlivened by group discussions of primary sources, critical essays, and the legacy of British intervention in the Middle East during World War I.

This is a reading and writing intensive course, therefore I recommend that you plan to allot 10-12 hours a week, on average, for this course. I also recommend that you buy a calendar to note when your assignments are due.

Required Books

Scott B. Cook, Colonial Encounters in the Age of High Imperialism. Longman World History Series, 1996.

ISBN: 0-673-99229-2

Publisher: Longman

Alice L. Conklin and Ian Christopher Fletcher, European Imperialism, 1830-1930: Climax and Contradiction, Problems in European Civilization Series, 1999.

ISBN: 0-395-90385-8

Publisher: Houghton Mifflin

James Barr, Setting the Desert on Fire: T. E. Lawrence and Britain's Secret War in Arabia, 1916-1918. 2008.

ISBN: 978-0-393-33527-9

Publisher: W. W. Norton and Company, Inc.

How to Communicate with Me

Office Hours: Monday and Wednesday: 11 a.m.-12 p.m. and 1:00 – 2:00 p.m.
or by appointment

Office Location: ASC 1015 Office G**Office Phone:** 231-591-5846**Email:** tracybusch@ferris.edu

Grading Scale:

A total of 500 points is possible (see point breakdown below). Calculations for final grades include “minus” grades and “plus” grades. Minus (e.g. B-) and plus (e.g. B+) grades will be 10 points on either side of the limits

Lowest A = 90%	450-500 points
Lowest B = 80%	400-449 points
Lowest C = 70%	350-399 points
Lowest D = 60%	300-349 points
F = <60%	0-299 points

Assessment (500 points possible):

Group work (Conklin book): 80 points

Pop-Quizzes on Conklin readings (5 at 10 points each): 50 points

Classroom discussion and attendance points: 50 points

Research Paper: 100 points

Rough Draft and Peer Review: 20 points

Group-led discussion of *Setting the Desert on Fire*: 50 points

Midterm: 50 points

Cumulative final exam: 100 points

Group Work

Group work exercises a number of important academic and pre-professional skills. It will help you with consensus-building and public speaking. Each person in the group will take turns presenting the group’s interpretation of the Conklin readings. It will hone your note-taking skills, as each person in the group will take turns writing notes on the other groups’ source interpretation. These notes are vital as 50% of the midterm and final will consist of primary source questions. Group work is worth 80 points in this class.

Analysis of Conklin Readings (and pop-quizzes)

In many respects, the evaluation of the primary sources and critical essays in *European Imperialism, 1830-1930: Climax and Contradiction* is the most vital part of this class. These readings will develop your critical thinking skills and help you realize, yet, again, that history is much more than names and dates. There will be five pop-quizzes over the course of the semester to make sure that you’re reading all of the documents (not just your group’s!) in Conklin. These quizzes will be quite easy, if you’ve done the reading.

Analysis of *Setting the Desert on Fire*

One of the pleasures in developing this class, was choosing a book to read together that would clarify the legacy of imperialism in terms of current events. With this in mind, I chose *Setting the Desert on Fire* because it will help us investigate the root causes of tensions between the Arab and English-speaking worlds. In order to keep our discussion relevant, organized, and interesting, I’ve tasked each group to led one of the four discussions of this text (usually about 6 chapters each). Towards the end of the class, we’ll watch the movie *Lawrence of Arabia* in order to compare the mythology of the man with actual historical events.

Research Papers:

Your research paper for this class needs to be between 8-10 pages and to be based upon at least four primary and six secondary sources. The purpose of the research paper is to expand your knowledge base and help you hone your writing and analytical skills. You will have a rubric in hand as you write your paper and you will also benefit from a full-class peer review that will take place on November 18. The final version of your paper is due on **December 2**.

Rough Draft Peer Review

On the Monday, **November 18**, bring your draft research paper into class for peer review. The class will be divided into pairs, and each pair will exchange drafts with another pair. The two students in each pair will collaborate to compose a jointly written review of each draft. The quality of each pair's critique will count for 10 points. Any student who does not bring in a working draft to class on peer review day will lose 10 points. A check sheet and rubric will be handed out to aid in the evaluation of the other students' sources, analysis, grammar, and clarity.

Midterm

The midterm exam is worth 50 points and will consist of identifications and an essay. The questions will be based upon the readings and discussion we have had up to that point in the semester.

In-Class Final Exam:

The final exam is worth 100 points and will consist of identifications and two essay questions. You will have a choice of three essays, all of which will require you to draw upon the readings and discussion we have had throughout the semester. The essays must have an introduction, conclusion, separate paragraphs, and numerous examples from the readings. For the final exam, I will give you a review sheet with possible essay questions a week prior to the exam.

Discussion and Attendance Expectations:

Since this class is based heavily in student interaction with the material, participation in class discussion is crucial and required (and worth 50 points). I will take attendance daily through sign-in sheets. Students should only be absent from class for emergency situation (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 me know about it. Also, if a situation necessitates your premature departure from the class, please let me know before class begins, if possible. Additionally, class members are responsible for all things taken up in class, including announcements, regardless of absence.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. If you're not present in class on the days of the pop quizzes, you'll lose those 10 points. A failure to bring your research paper to peer review will result in a loss of 10 points. You will lose one grade for each day that your research paper is late.

Statement on Plagiarism

Plagiarism within any assigned work is a serious violation of academic standards, punishable as cheating. Plagiarism is 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, (4) presenting purchased research as one's own. Please be aware that using a paper you wrote or are writing for another class is also considered plagiarism. If you have any questions about this, see me.

Class Discipline

Students are expected to arrive for class on time, stay until the end unless granted permission to leave by me, and act in a dignified manner. I reserve the right to punish unruly students with deductions in points as I deem appropriate and/or expulsion from class. Unruly behavior includes cell phones ringing, reading non-class material including text messages, and sleeping.

CLASS SCHEDULE**Week 1: Before the "New Imperialism"**

August 31: Introductions and course overview
September 2: Lecture: Before the "New Imperialism"

Week 2: The "New Imperialism"

September 7: Happy Labor Day!
September 9: Lecture: "The New Imperialism"
Directed discussion of Chapter 1 (The Last Wave) in Cook

Week 3: Voices of Imperialism

September 14: Discuss Part I of Conklin (group assignments TBD)
September 16: Lecture: "Cultures of Rule"

Week 4: The Imperial Mission

September 21: Discuss Part II (The Imperial Mission) of Conklin
September 23: Group 1 leads discussion of chapters 1-7 in *Setting the Desert on Fire*

Week 5: The Congo Example

September 28: Directed discussion of Chapter 2 (King Leopold's Congo) in Cook
 September 30: Group 2 leads discussion of chapters 8-14 in *Setting the Desert on Fire*

Week 6: Europe in the Empire: Gender, Class, and Race

October 5: Discussion of Chapter 7 (Women as Colonizers and Colonized) in Cook
 October 7: Discuss Part III (Europe in the Empire) of Conklin

Week 7: Midterm

October 12: Midterm Prep
 October 14: Midterm

Week 8: Case Studies: American Hawaii and British India

October 19: Directed discussion of Chapters 4 (Hawaii) and 6 (India) in Cook
 October 21: Gandhi movie

Week 9: The Technology of Imperialism

October 26: Lecture and Directed Discussion of Chapter 3 (Technology) in Cook (think in terms of case histories already discussed in class)

October 28: Group 3 leads discussion of chapters 15-21 in *Setting the Desert on Fire*

Week 10: Diaspora

November 2: Directed discussion of Chapter 5 (Diasporas) in Cook
 November 4: Discuss Part IV of Conklin (The Empire in Europe)

Week 11: The Interwar Period

November 9: Lecture on Imperialism in the Interwar Period
 November 11: Group 4 leads discussion of chapters 22-28 in *Setting the Desert on Fire*

Week 12: After World War II

November 16: Lecture on Imperialism after World War II
 November 18: Peer Review of Research Papers

Week 13: Decolonization –voices of discontent

November 23: Lecture on Decolonization and Neocolonization
 November 25: Thanksgiving break

Week 14: Colonial Resistance

November 30: Discuss Part V of Conklin (Resistance)

December 2: Movie: selections of Lawrence of Arabia – research papers due!

Week 15: The Post-Colonial Experience and Final Exam Review

December 7: Lecture on the post-colonial experience

December 9: Final Exam Review

Final Exam – Week of December 14:

Final exam will be held in STARR 324 on *Wednesday, December 16* from 4:00 to 5:40 pm

NOTE: The instructor reserves the right to adjust the syllabus as necessary.

This Course Meets the General Education Requirement

This course satisfies the following General Education Learning Outcomes:

Cultural Enrichment Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Be able to justify interpretations with an understanding of the interpretive process	1. A critical part of this course will be my evaluation of student performance when they analyze primary source documents and critical essays (see above)
2. Be able to look at works or historical events from different perspectives	2. A critical part of this course will be my evaluation of student performance when they analyze primary source documents and critical essays (see above)
3. Be better able to make and justify valuing (aesthetic and ethical) distinctions	3. Students will demonstrate in classroom discussion how their value systems may have changed due to an increased exposure to the history of the western imperialism. This course will encourage students to examine the West's legacy more objectively.
4. Have increased knowledge of the techniques or methodology of a discipline in the humanities	4. Student performance on the Research Papers will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources.
5. Have increased knowledge about some aspects of cultures	5. Through discussion of the textbook readings and the work of social historians,

	students will demonstrate that they have an increased knowledge of other cultures.
6. Better understand themselves as part of cultures with rich historical perspectives	6. The final exam and midterm will measure the students' ability to understand the impact that imperialism had on both the metropolis and the colonies.

Global Consciousness Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Identify various regions, features, or countries other than North America	1. Student performance in classroom discussion, and on the midterm and final exams will reveal whether or not students have mastered this outcome
2. Describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America.	2. Students will not be able to receive a passing grade in this class if they cannot fluently describe historical developments over time in societies other than North America. This will be measured primarily through the midterm and final exams.
3. Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.	3. Students will be required to show how historical relationships evolved over time between, for example, Great Britain and India. This outcome will be measured primarily through the midterm and final exams, but also through classroom participation and group work.
4. Describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world	4. Student performance on the Research Papers will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources about other cultures.

**History 255-VL1
The Impact of 1492
Fully Online
Spring Semester 2014**

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: (231)591-3699

E-mail: pisanij@ferris.edu (e-mail will be checked daily numerous times)

Office hours in my office: TR 1:30 to 3:00 p.m.,

Wednesdays from 8:30 to 11:30 a.m. (and by appointment) Virtual office hours: Wednesdays from 8:30 to 9:30 a.m.

Course Objectives:

This course will consider the impact of the encounter between Europeans and Americans following Columbus' first voyage to the Americas in 1492. We will examine why the encounter happened, how it happened, who its main players were, and what its continuing impact upon the Americas, Europe, and indeed the world has been to the present day. Emphasis will be placed upon the geography of the Americas, the actual events of the encounter/conquest, key figures in these events such as Columbus and Montezuma II of the Aztecs, the Columbian Exchange, the rise of the Atlantic slave trade, and the economic, ecological, religious, social and political consequences of the contact.

Student Learning Outcomes:

1. Students will develop knowledge of the basic geography of the Atlantic world.
2. Students will be able to demonstrate in writing the basic political, social, cultural, ecological, and economic influences of the events of 1492 upon the societies involved.
3. Students will improve their analytical thinking skills by interpreting and critiquing both primary and secondary sources.
4. Students will improve their writing skills by submitting written blog essays, discussion forum postings, journal entries, and reflective essays.

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

1. Have an increased ability to interpret cultural works as a part of a culture (using primary documents).
2. Be able to look at works or historical events from different perspectives (using primary documents, secondary works and online discussions/blogs).
3. Have increased knowledge of the techniques or methodology of a

discipline in the humanities (historical analysis is used throughout this course).

4. Have increased knowledge about some aspects of cultures (historical knowledge of European, indigenous American, and some West African cultures is integral to this course).

Required Readings for the Course:

- Roger Schlesinger, *In the Wake of Columbus: The Impact of the New World on Europe, 1491-1650*, 2nd edition, 2007. ISBN# 9780882952499 (This book is to be used for the blogs, journal entries, and the final reflective essay.)
- Games and Rothman, eds., *Major Problems in Atlantic History*, Wadsworth Cengage, 2008. ISBN# 9780618611140 (This book will be used for the discussion forums, journal entries, and the final reflective essay.)
- Kicza and Horn, *Resilient Cultures: America's Native Peoples Confront European Colonization 1500-1800*, 2nd edition, Pearson, 2013. ISBN# 9780205693580 (This book is essentially our textbook and will be used for reading quizzes as well as journal entries and the final reflective essay.)

Assessment (675 pts. possible):

- 3 blog activities (50 points each) =150 points
- 3 discussion forums (50 pts. each) =150 points
- 3 reading quizzes (50 pts. each) =150 points
- 3 sets of journal entries (50 pts. each) =150 points
- Final reflective essay =75 points

The Nature of This Course:

This course is reading intensive and writing intensive. Keep in mind that you are not going to be sitting in a formal classroom for 45 contact hours; therefore the time you would have spent in the formal classroom will need to be utilized for completing assignments online (along with additional time as needed). Assignments must be turned in on time as they would in a formal setting; this is not a self-paced correspondence course. In addition, there are going to be intellectual exchanges between the students of this course to promote collaborative learning via the blog and discussion forum assignments.

On-Line Course Statement:

As this course is entirely internet-based, students are required to have access to a computer and internet capability that supports FerrisConnect. Therefore, if you do not have access from a home computer or if you experience an internet outage at your home, you are expected to find another place from which you can access the internet, whether it is the public library, the Ferris campus or one of its satellites if you are from a satellite, or a business with public Wi-Fi (such as

McDonalds, Biggby, Starbucks, etc.). You are still required to meet all deadlines despite any internet issues you might have (unless it's a problem with FerrisConnect, of course). There will be a penalty for assignments turned in late—one grade reduction per day late, including weekends. If you have a family emergency or a documented illness, please contact Dr. Pisani via e-mail immediately; under some circumstances an extension may be given.

In addition, taking a course outside of the traditional classroom setting requires a great deal of commitment and motivation on the part of the student in order to successfully complete the course. This means that students should monitor the course site numerous times during the week. So, please take the course seriously as you would any other class and complete all of the required readings, assignments, and discussions on time.

NOTE: Notice that there are no assignments to be turned in during the first week of each unit; that week should be used for doing (or at least beginning) the readings.

Blogs:

In the second week of each unit (there are three units in this course), students will be required to complete a blog activity. In this activity, the instructor will post several different questions based in the assigned chapters from the book *In the Wake of Columbus*. The instructor will set up a sign-up sheet for students to choose one of those questions to answer. Once the student chooses a question, they are to write and post a 350-500 word essay responding to that question. The blog essay will be due by Wednesday at 10:00 p.m. of the blog week. After the first posting is completed, each student is then required to respond to a minimum of three other postings by students who answered a different question. Each response should be a minimum of 150 words. The response round of three additional postings will be due by the following Saturday at 5:00 p.m. For both blogs and discussion forums, please use correct netiquette (see the link under Begin Here).

Reading Quizzes:

In the third week of each unit, there will be a reading quiz based in the *Resilient Cultures* book, which is being used primarily as a textbook for the course. The purpose of the quiz is to ensure that students are reading the material. The reading quiz, which will consist of 25 multiple choice questions (worth 2 points apiece) will be timed and will include randomized questions, using the Respondus LockDown Browser. You will be allowed to take each reading quiz twice; the instructor will accept the highest score for your grade. Quizzes will open on Monday morning of the quiz week and will close by Saturday at 10:00 p.m.

Discussion Forum:

In the fourth week of each unit, students will be required to participate in the discussion forum. The discussion forum questions will be based in the *Major Problems in Atlantic History* book. The discussion forums will be structured like this:

- The instructor will post the questions/topics for the discussion forum on Sunday of the forum week by 6:00 p.m. Once again, there will be several possible questions to answer; the instructor will assign the questions to individuals.
- Your initial posting will be due by Monday at 10:00 p.m. This posting needs to be from 350-500 words and must answer the assigned question using the pertinent readings. This needs to be in your words! Use parenthetical citations to cite your ideas.
- Your second set of postings will be due by Wednesday of the forum week at 10:00 p.m. In this round of postings, each student must reply to at least two classmates whose initial postings were on a different question. These postings must be at least 150 words and must include cited examples from the readings.
- Your final set of postings will be due by Saturday at 5:00 p.m. In this round of postings, you are required to respond to at least three students you did not respond to in the second round. Again, these postings must be a minimum of 150 words and must include cited examples from the readings.
- When you respond to others' postings, please begin your response with their first name. In addition, do not just respond by saying "I agree with you"—your responses need to be substantive!
- The number of responses mentioned here (six) are just a minimum— you are encouraged to make more (thoughtful) responses if you find a particular question interesting. NOTE: There are no make-ups for discussion forums!

Learning Journal:

In the fifth week of each unit, students will be required to turn in a journal entry in which they are meant to reflect upon what they have learned in this unit. The idea of the journal is that as the students move through a unit, they will write down things they find interesting, historical information that has amazed or shocked or angered them, things they have learned that they think are of great significance, etc. The journal entry itself for each unit should be 500-750 words and should be based in the readings (all three books) done for the class. Use parenthetical citation to demonstrate where you got your information. The deadline for the journal entry will be Saturday of the journal week by 10:00 p.m. The journal should reflect upon the following (in complete sentences, correct grammar and spelling, utilizing paragraphs, and including an introductory and concluding paragraph):

- Things that you found interesting or shocking about this time period, and why.
- Events that amused or angered you, and why.
- The things/events you found to be of greatest importance in this unit for history.
- A discussion of why this particular period in history is significant to the history of the world.

- NOTE: There is no right or wrong here—your grade depends upon how well you argue your points with the information gained from the readings.

Final Cumulative Reflective Essay:

At the end of the semester, students will be required to turn in a final reflective essay based upon a question asked by the instructor. The instructor will post the question by Saturday, May 3; students will have until Tuesday May 6 at 10:00 p.m. to turn in the essay. The essay should be 500-750 words with complete sentences, correct grammar and spelling, an introduction and conclusion, and individual paragraphs. Use the readings wherever helpful, using parenthetical citations.

Plagiarism and Cheating: Plagiarism is the presentation of someone else's work as one's own. This includes taking something directly from the Internet, 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 either plagiarized or cheated, the student will receive a grade of 0 for that assignment and may be turned over to the Office of Student Conduct.

SCHEDULE FOR THE SEMESTER BY UNIT:

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

Unit One: Pre-Conquest and Conquest/Settlement (the 15th-17th centuries)—January 13-February 15

- **Resilient Cultures reading due—Chapters 2 and 3**
- ***In the Wake of Columbus* reading due—Intro, Chapters 1 and 2 • Major Problems in Atlantic History reading due:**
 - Chapter 2, essays "The Portuguese-African Encounter" and "Sugar Comes to the Atlantic Islands" as well as Documents 1, 3, 5, and 6
 - Chapter 3, essays "The Culture of Conquest" and "How Conquest Shaped Women's Lives" as well as Documents 1, 2, 4, 5, 6, and 8
 - Chapter 5, essays "Europe's Biological Conquest," "Acquiring the Taste for Chocolate," and "The Peanut Revolution," as well as Documents 1, 3, and 4
- **Unit One blog essay due by Wednesday, January 22, by 10:00 p.m.; follow-up blog responses due by Saturday, January 25 at 5:00 p.m.**

- Unit One reading quiz to be completed by Saturday, February 1 at 10:00 p.m.
- Unit One first discussion forum posting due by Monday February 3 at 10:00 p.m.; second postings due by Wednesday February 5 at 10:00 p.m.; final postings due by Saturday February 8 at 5:00 p.m.
- Unit One journal entry due Saturday, February 15 at 10:00 p.m.

Unit Two: The Mid-Colonial Era (the 17th-early 19th centuries)— February 17-March 29

- Resilient Cultures reading due—Chapters 4 and 5
- In the Wake of Columbus reading due—Chapter 3
- Major Problems in Atlantic History reading due:
 - Chapter 6, essay “The Mental World of the Captive,” as well as Documents 1, 2, 4, 5, 7, and 8
 - Chapter 7 essays “What Did China Have to Do with American Silver” and “What Did the Dutch Have to Do with Sugar in the Caribbean” as well as Documents 1, 2, 4, 5, and 7
 - Chapter 8, essay “Resistance on the Margins,” as well as Documents 1-3
 - Chapter 9 essays “Catholic Saints among the Maya” and “Parallel Belief Systems in Kongo,” as well as Document 13
- Unit Two blog essay due by Wednesday, February 26 at 10:00 p.m.; follow-up blog responses due by Saturday, March 1 at 5:00 p.m.
- Unit Two reading quiz to be completed by Friday, March 7 at 10:00 p.m. (Spring break begins on Saturday)
- Unit Two first discussion forum posting due by Monday, March 17 at 10:00 p.m.; second postings due by Wednesday, March 19 at 10:00 p.m.; final postings due by Saturday, March 22 at 5:00 p.m.
- Unit Two journal entry due Saturday, March 29 at 10:00 p.m.

Unit Three: The Late Colonial Period and Beyond—March 31-May 3

- Resilient Cultures reading due—Chapters 6-8 • In the Wake of Columbus reading due—Chapter 4 • Major Problems in Atlantic History reading due:
 - Chapter 12, essays “How a Shoemaker Became a Citizen” and “What Were the Africans in St. Domingue Fighting For?” as well as Documents 2, 3, 5, and 6

- Chapter 13, essays "How Did Atlantic Slavery Come to an End?" and "What Does Gender Have to Do with Emancipation?" as well as Documents 1, 2, 4, and 6
- Chapter 15, essays "Did Europeans Commit Genocide in the Americas?" and "How the Movement for Slave Reparation Has Gone Global," as well as Documents 1-8
- Unit Three blog essay due by Wednesday, April 9 at 10:00 p.m.; follow-up blog responses due by Saturday, April 12 at 5:00 p.m.
 - Unit Three reading quiz to be completed by Monday, April 21 (there are no classes between April 17 and April 20) at 10:00 p.m.
 - Unit Three first discussion forum posting due by Monday, April 21 at 10:00 p.m.; second postings due by Wednesday, April 23 at 10:00 p.m.; final postings due by Saturday, April 26 at 5:00 p.m.
 - Unit Three journal entry due Saturday, May 3 at 10:00 p.m.

NOTE: The Final Cumulative Reflective Essay is due Tuesday, May 6, at 10:00 p.m.!!!

HIST 257
Terrorism in the Modern World
Spring 2016 (Jan 11 - April 29)

Dr. Barry Mehler
Office: ASC 2064
Office Phone: 591-3612
Office Hours: Tuesday 2-4; Wednesday 1-3 and by appointment.
Email: mehlerb@ferris.edu

Welcome to Barry Mehler presents, *Sympathy for the Devil: the Terrorism Show*, brought to you by Camel Cigarettes - take the Camels Challenge, smoke Camels for 30 days and see for yourself what this fine American product can do for you.

Course Objectives:

This course will examine the phenomenon of terrorism in the nineteenth and twentieth centuries in terms of its origins, scope, purpose, and impact, particularly in the United States, Europe and the Middle East. Students will learn how modern terrorism developed out of nineteenth century anarchist movements in Russia and Europe. They will examine terrorism by the state and against the state. Students will examine the ideological and theological justifications of terrorism as well as how modern terrorist networks operate. Finally, they will examine the threat terrorism poses to the state and how the modern state has responded to this threat.

Required Readings for the Course:

Lawrence Wright, *The Looming Tower: Al-Qaeda and the Road to 9/11* (New York: Random House, 2006).

All other readings will be provided online.

Special skills: All history courses require good reading and thinking skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context. In Dr. Mehler's classes there is the added problem of figuring out what is real from what is not. For example, Dr. Mehler's classes are all sponsored by Camel's Cigarettes and each class begins with a commercial. Over the years, students have decided that Dr. Mehler has some hidden motive and he isn't really trying to get students to smoke cigarettes, which everyone knows is unhealthy. Of course, Dr. Mehler might be just an actor in a commercial. You understand that when the person on the screen tells you that a pill cured them, the person is really just an actor delivering lines that the pharmaceutical company wishes you to hear. But why have any advertisements at all? Is the classroom an appropriate place for commercial advertising? To put the matter simply, the student is never absolutely certain what Dr. Mehler really thinks because the student only sees Dr. Mehler as the host of the show, during which he takes on many identities and sells many ideas, all of them with equal conviction. And since the theme song of the show is the Rolling Stones classic hit, "Sympathy for the Devil," the course

always presents “the devil” sympathetically. In other words, we don’t assume Hitler was wrong and FDR was right. We show the devil respect which leaves the student to figure out who is guilty and who is innocent. According to Calvinist doctrine, the doctrine which infused the Puritans, Presbyterians and Congregationalists; from God’s perspective all humans are corrupt and unworthy of salvation. All of you, according to Calvin, deserve to fail, but a providential God, chooses a few, completely at random and those chosen by the Grace of God, live on in eternal life. All the rest are damned to an eternal death. The doctrine is called, “predestination” and it plays an important role in Dr. Mehler’s history classes.

Trigger Warning: If you need a trigger warning, this class is not for you!

Dr. Mehler takes on many personas, some of them are racist and some of them are sexist. As a result, Dr. Mehler uses profanity and what are ordinarily unacceptable racial and gender slurs. It is important for students to understand that Dr. Mehler is never expressing his “own” opinions in class. He is always performing and always presenting opinions of others. In discussing Jim Crow, the “n” word is inevitable. In fact, it is essential for the student to understand the power of words to define reality and since profanity was so much a part of the American frontier, the mining camps, sea ports and urban centers, a student who is easily offended ought to take another class or come and talk to me. I may be able to make some accommodation to individual sensibilities. With all that said, it is clear to me from student’s reactions to my methods over the years, that some student simply hate the way I teach. If you need to have clear instructions and an orderly presentation, this class is going to be very frustrating for you.

Examinations: Midterm and Final: 200 points.

There will be two major exams - a midterm and a final exam. Each exam will be worth 100 points. The midterm and final will be in-class exams consisting mostly of short answer and multiple choice questions based primarily on the textbook.

Journals: No Points, but you will fail if you don’t hand them in.

Students must turn in one personal journal each week. You are required to write at least 200 words for each journal. The journals must be computer printed, no handwritten work will be accepted, unless you are drawing cartoons or have some specific purpose that cannot be achieved using standard print. I encourage students to be creative with their journals. The journal need to reflect your thinking with regard to the class. The journal is your way of communicating with me. Journals must be handed in weekly. I post student journals and comment on them, so keep in mind these are not private communications. You should expect me to quote from your journal with or without attribution.

Since I use the journals for class discussion, you cannot give me ten journals on the last day of class. There are sixteen weeks and I expect at least twelve journals from each student. I DON’T GRADE JOURNALS BUT I DO COUNT THEM!

Book Review: Lawrence Wright, *The Looming Tower: Al-Qaeda and the Road to 9/11* (2009) (750 words) - Due with the midterm exam. 100 points.

This book is also a required secondary source for you term paper.

Term Paper: Why Osama bin Laden should be considered for a Nobel Peace Prize. (2000 words) - due the last week of class. 200 points.

This is a 200 level history term paper which must conform to certain standards. The paper must have a clear argument and use both primary and secondary sources, Chicago Style footnotes and a bibliography with primary sources listed separately from secondary sources. Further instructions and sample student papers from past years will be available on our class page.

Sources:

A minium of six sources are required.

You must have both primary and secondary sources.

JSTOR and MUSE

JSTOR and MUSE are two of the digital database collections available from FLITE. If you do not know how to search JSTOR ask one of the librarians for assistance. You must use these databases for at least two of your sources.

Annotated Bibliography: You must identify the source of any material taken from the internet. You have to know who published the material. The use of unreliable sources will result in a failing grade.

Grade Scale:

A	= 470
A-	= 440
B+	= 430
B	= 410
B-	= 380
C+	= 370
C	= 350
C-	= 320
D+	= 300
D	= 290
D-	= 260

Course Outcomes:

Upon completion of this course, students will be able to:

- compare and contrast the various definitions of terrorism**
- describe and analyze the historical origins and development of terrorism in the modern world**
- describe and analyze terrorist motivation and tactics**
- describe and evaluate the impact of terrorism on free societies**
- describe and evaluate the impact of terrorism on the authoritarian state**
- describe and evaluate the common denominators that binds terrorist networks**
- describe and evaluate the impact of terrorism on international relations**
- assess the changing face of terrorism in the new millennium History 255-VL1**

HIST 258-001
Greece and Rome
MW 4:30 to 5:45 in Starr 235
Spring Semester 2017

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: (231)591-3699

E-mail: JanaPisani@ferris.edu

Office Hours: MW 10:00 a.m. to noon

Tuesdays 9:00 to 11:00 a.m. (and by appointment)

Course Objectives:

This course will consider the political, social, intellectual, religious, and economic histories of Ancient Greece (including the Hellenistic era) and Ancient Rome. In terms of the study of Greece, the emphasis will be on the impact of its geography upon its political and economic development, the social and political institutions of Athens and Sparta including the birth of Athenian democracy, the development of Greek philosophy, and the diffusion of Greek culture throughout the Mediterranean during the Hellenistic period. For the Roman segment of the course, the emphasis will be on the birth of the Republic and its political organization, the change from Republic to Empire, the expansion of the Empire including its geography, the politics, society, religion and economic developments of Italy and the provinces, the birth of Christianity, the decline of the Empire, and the origins of medieval Europe.

General Course Outcomes:

- Students will be able to demonstrate in writing a full understanding of the primary events and developments in ancient Greek and Roman history.
- Students will be able to interpret historical events and ideas and the different views historians have of them.
- Students will be able to understand chronology, historical context, and multiple causation in historical events.
- Students will be able to critically analyze primary and secondary sources.
- Students will be able to explain the impact of geography upon Greece and Rome and their cultures.

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- Students will be able to look at events in Greek and Roman history from different perspectives.
- Students will gain an increased knowledge of the methodology of the discipline of history.
- Students will have increased knowledge of the ancient Greek and Roman cultures.

- Students will gain an increased knowledge of the methodology of the discipline of history.
- Students will have increased knowledge of the ancient Greek and Roman cultures.
- Students will have an increased ability to interpret cultural works from Greek and Roman history.

Required Books for the Course:

- D. Brendan Nagle, *The Ancient World: A Social and Cultural History*, 8th edition, Pearson, 2013. ISBN# 978-0205941506
- Nagle and Burstein, *The Ancient World: Readings in Social and Cultural History*, 5th edition, Sloan Publishing, 2014. ISBN# 978-1-59738-044-7

Assessment (790 pts. possible):

Exam #1		100
	pts.	
Exam #2		100
	pts.	
Final exam		100
	pts.	
History sources paper		100 pts.
Microtheme papers (15 at 10 pts. each)	140 pts. (lowest score dropped)	
Primary source presentation		50 pts.
Attendance		100
	pts.	
Partic. in general discussion		100 pts.

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings, discussion, and any videos we might have seen during class time. The instructor will give students a review sheet with possible identifications and essay questions a week or so prior to the exams. 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 documented illness or excused Ferris absences—sleeping late or failing to study are not viable excuses. Each student will only be allowed **one** make-up exam during the semester. Students will need to purchase blue books in which they will write their exams; they may be purchased at the local bookstores or from a vending machine in FLITE.

History Sources Paper:

Each student will be required to complete a five-page minimum paper (typed, double-spaced, 12 font, one-inch margins) based upon a packet of historical

excerpts given to you by the instructor. You will be asked to analyze a group of sources centered in a particular event (such as the assassination of Julius Caesar or the trip Alexander the Great made into Egypt). Among other things, you will need to consider which excerpts you found most convincing, which you found least convincing, and what you think the likely truth was about the event, and why. **The paper will be due Monday, April 17—no exceptions!!!**

Microtheme Papers:

In order to ensure that students read and understand the assigned readings in the Nagle and Burstein reader, there will be 15 brief in-class papers based upon those readings during the course of the semester, each worth 10 points. The papers will normally (but not always) occur on Monday of the week in which readings are assigned. **NOTE: The instructor will drop the lowest microtheme grade. This means if you miss a microtheme for some reason, that grade will be dropped. Therefore there will be no make-up microthemes (unless you have a Ferris-excused absence).** The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 5-10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

Primary Source Presentation:

Each student will be required to present one of the primary sources from our Nagle and Burstein reader. On the day your source is to be discussed (you will sign up to discuss a particular document), you will discuss the following: 1) information about the author and the time and place in which the source was written; 2) a summary of the document and its main points; 3) how the document fits into what we have learned about the topic; 4) anything that you thought was interesting about the source, and why. Your fellow students should have read your source as well, so see if you can get them to discuss the source with you!

Classroom Discussion:

Since this course emphasizes the development of discussion skills and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Assessment). The expectation is that all students will participate in classroom discussions. We will have discussion in class on a daily basis, so bring your textbook and the Nagle and Burstein reader with you to each class period. Some discussion will be led by the instructor, but other discussions will be led by groups. Keep in mind that you are expected to be prepared to discuss the readings and know them well; failure to do so will negatively impact your discussion grade. **NOTE: When we talk about the textbook chapters (on a daily basis), I would like all of you to be prepared to discuss with the class what the primary topics of the chapter were, what you learned about them, anything else you found interesting about them, and any further questions you might have. NOTE #2—ALWAYS read the introduction to the sourcebook chapters.**

Attendance Expectations:

The instructor will be taking attendance daily via sign-up sheets. 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, **please turn off your cell phone 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, playing on your computer or cell phone, opening soda cans, rattling chip bags, or sleeping 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 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 the Student Affairs Office.

SCHEDULE FOR THE SEMESTER:**Week One: January 9 and 11—Introduction and Early Greece**

Textbook reading due: Chapter 4

Sourcebook readings due:

4.1—"A Greek Definition of the Polis"

- 4.2.1—"The Shield of Achilles"
- 4.2.2—"Animal Sacrifice"
- 4.3.3—"Greek Life in the Eighth Century"--Hesiod

Week Two: January 16 and 18—The Dark and Archaic/Lyric Periods

NOTE: There is no class on Monday, January 16—Martin Luther King Day

Textbook reading due: Chapter 4 continued

Sourcebook readings due:

- 4.4.1 and 4.4.2—Herodotus
- 4.5—"The Foundation of Lampsacus"
- 4.6—"Greeks and Scythians in the Black Sea"
- 5.1.1 and 5.1.2—"The Aristocratic Warrior"
- 5.2.1 and 5.2.2—"The Reality of Battle" and "A Good Citizen"
- 5.2.3—"Only Farmers Can be Good Citizens"
- 5.4—"Heroic Athletics—The Chariot Race"
- 5.5—"An Athletic Dynasty" and 5.6—"Athletics and the Polis"

Week Three: January 23 and 25—Sparta and Early Athens

Textbook reading due: Chapter 4 continued

Sourcebook readings due:

- 5.3—"The Hoplite Polis: Sparta"
- 6.1.1—"A Fine Symposium" and 6.1.2—"The Life of an Aristocrat"
- 6.1.3—"When you are Repulsive," 6.1.4A and 6.1.4B—Both by Sappho
- 6.2—"The Laments of Theognis" and 6.3—"Portrait of a Vulgar Upstart"
- 6.4—"The Crisis of the Aristocracy—Corinth"
- 6.5—"The Crisis of the Aristocracy—Athens"
- 6.5—"Cleisthenes and the Origin of the Athenian Democracy"

Week Four: January 30 and February 1—The Persian Wars

Textbook reading due: Chapter 5 (It may also help to read the pertinent section about the Persian Empire in Chapter 3 of the textbook.)

Sourcebook readings due:

- 8.1—"The Golden Age—A Greek View"
- 8.2.1 and 8.2.2—Both by Herodotus
- 8.3—"The Athenian Empire"
- 8.5—"Athens and Her Subjects"
- 8.6—"Imperial Democracy: A Favorable View"
- 8.7—"A Plague at Athens"
- 8.8—"War and Politics—The Case of Corcyra"
- 8.9—"War is a Hard Master"

Week Five: February 6 and 8—Athenian Democracy and War

NOTE: Exam #1 on Monday, February 6, 2017

Textbook reading due: Chapter 5 continued, Chapter 6

Sourcebook readings due:

8.4—"Imperial Democracy: A Critical View"

7.1—"The Education of a Wife"

7.2—"The Short Sad Life of Good Woman" (too brief for source presentation)

7.3—"If Only We Could Reproduce Without Women"

Week Six: February 13 and 15—Greek Culture

Textbook reading due: Chapter 6

Sourcebook readings due:

7.4—"Slaves: The Best and Most Necessary Possessions"

7.5—"We Have Mistresses for Our Pleasure"

7.7—"How to Become a Slave"

7.8—"The Slave Trade—A Eunuch's Revenge"

9.1—"Death of a Gadfly"

9.3—Excerpts from Plato

9.5.1—Epicurus

9.6.1—"On the Sacred Disease"

9.6.2 and 9.6.3—Two readings about medicine

Week Seven: February 20 and 22—Alexander the Great/The Hellenistic World

Textbook reading due: Chapter 7

Sourcebook readings due:

9.4—"The Achievements of Philip II"

10.1.1 and 10.1.2—Both readings, about Alexander the Great

10.2.1 and 10.2.2—Both readings about Alexandria, Egypt

10.2.3—"Take Particular Care" and 10.2.4—"Administrative Oppression"

10.3.1—"Origin of Sarapis" 10.3.2—"Praises of Isis," and 10.3.3—"How Sarapis

Came to Delos"—Hellenistic religions

10.3.4—"Jewish Resistance to Hellenism"

Week Eight: February 27 and March 1—Early Rome

Textbook reading due: Chapter 8

Sourcebook readings due:

11.3.1—"All Things Went Well When We Obeyed the Gods"

11.3.2—"The Glory of Rome Before All Else"

11.3.3—"The Laws of War and Peace"

11.3.4—"Fame, Family, and Self-Promotion"

11.3.5—"Money-Making, Religion, Bribery"

11.4—"Getting Elected"

WEEK OF MARCH 6: SPRING BREAK!!

Week Nine: March 13 and 15—The Early Roman Republic

Textbook reading due: Chapter 9

Sourcebook readings due:

13.2—“Patricians and Plebeians”

13.3—“Patria Potestas”

13.4—“Marriages and Legalities”

13.5—“The Rape of Chionara”

13.6—“A Wife Without a Dowry”

13.7—“Sell Worn-Out Oxen” and 13.8—“Economics of Farming”

Week Ten: March 20 and 22—Warfare and Conquest

NOTE: Exam #2 on Monday, March 20, 2017

Textbook reading due: Chapter 9 continued

Sourcebook readings due:

12.1.1 and 12.1.2—“The Enemy: A Roman View”

12.2—“Roman Ferocity”

12.3—“Steadiness of the Romans”

12.5—“The Sack of Carthage”

12.6—“The Triumphal Parade of Aemilius Paullus”

12.7—“War as Personal Vengeance” (too brief for primary source presentation)

Week Eleven: March 27 and 29—The Late Republic

Textbook reading due: Chapter 10

Sourcebook readings due:

14.1—“Greed, Unlimited”

14.2—“The Gracchi”

14.3—“Politicians and Generals Out of Control”

14.4.1—“The Beginnings of Foreign Luxury” and 14.4.2—“He Mocked”

14.4.3—“In Defense of Public Service” and 14.4.4—“Cicero on the Decadence”

Week Twelve: April 3 and April 5—Julius Caesar, Triumvirates, and Early Empire

Textbook reading due: Chapter 11

Sourcebook readings due:

14.6—“The Augustan Settlement”

14.7—“The Reforms of Augustus” and 14.8--“Reaction to Augustus’ Moral Reforms”

15.1—“They Make a Desert” and 15.2—“Foreigners in the Roman Army”

15.3—“The Alternative”

15.4—“Nations by the Thousands”

15.6.1—“The Career of an Emperor”

15.6.2—“A Celt Makes Good” and 15.6.3—“Making It in the Ranks”

Week Thirteen: April 10 and 12—Religions of the Roman Empire

Textbook reading due: Chapter 12

Sourcebook readings due:

16.3.1—“Civic Religion” and 16.3.2—“The Ideology of Paganism”

16.3.3—“The Divine Emperor”

16.3.5—“A Holy Man Stops a Plague at Ephesus”

16.3.6—“Jesus of Nazareth”

16.3—“Paul of Tarsus” and 16.4—“Christian Practice”

16.5—“Pliny’s Encounter with Christianity”

16.8.1—“Will Her Lover Outlive Her?” and 16.8.2—“Thumbs Down Indicates Approval”

16.9.1—“Moral Relativism” and 16.9.2—“Moral Dogmatism”

Week Fourteen: April 17 and 19—The High Empire and Decline

NOTE: History Sources paper due in class Monday, April 17

Textbook reading due: Chapter 13

Sourcebook readings due:

17.1—“Peasant Life”

17.2.1—“City Life”

17.2.2—“Upper Classes: Technology and the Good Life”

17.2.3—“Leisure”

17.4.1—“An Affectionate Paterfamilias”

17.4.2—“A Satirist’s View of Marriage” and 17.4.3—“A Moralist’s View of Marriage”

17.4.4—“An Affectionate Marriage” and 17.4.5—“An Epitaph for a Wife” (too brief for a source presentation)

17.4.7 “Epitaphs for Children” and 17.4.9—“Abortion and Infanticide”

**Week Fifteen: April 24 and 26—The Late Empire, the “Fall,” and Beyond
(Last day of class before the final exam—Wednesday, April 26)**

Textbook reading due: Chapter 14

Sourcebook readings due:

18.1—“Now Declining into Old Age”

18.2—“New Founders of Rome”

18.4.1—“The Entry of Constantius into Rome”

18.4.2—“The Emperor, the Truth, and Corruption”

18.4.3—“The Emperor and the Barbarians”

18.8—“The Fall of Rome”

Final Exam: Wednesday, May 3, 2017, from 4:00-5:40 p.m.

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

Ferris State University
Women in Activism: Global Perspectives
History 259-VL1 - Online Course
Fall 2015
Dr. Tracy Nichols Busch

Course Description

Despite comprising approximately 50 percent of the world population, women hold relatively few of the total high status and high power positions. This course is about how women all over the world have countered their low status and power with activism that advances the cause of global feminism. We will be studying this topic from a cross-cultural perspective covering women from different ethnicities, religions, backgrounds, sexual preferences, races, etc. It is always difficult to generalize about women's issues and we will not attempt to do so in this course. However, we will discuss women's activism as both local and national concepts and how that activism translates into an emerging global feminism that both unites women on like issues and separates them on individual cultural issues. It is my intention to focus on both grass roots activism, such as individual women who speak out against son preference, and national activism, such as the Beijing Conference. The topic of global women's activism is a vast one, so we will not cover everything. For the most part, this course will have a twentieth and twenty-first century focus. My goal is to begin the discussion on this important topic here in the course and hope that you will carry on the discussion beyond this semester. Because this course is about activism, we will do our best to be active as well.

This is a reading and writing intensive course, therefore I recommend that you plan to allot 10-15 hours a week, on average, for this course. I also recommend that you buy a calendar to note when your assignments are due.

Course Books

Burn, Shawn Meghan. Women Across Cultures: A Global Perspective. Second Edition, 2005.

ISBN: 0-07-282673-8

Publisher: McGraw Hill

Barnes, Virginia Lee. Aman: The Story of a Somali Girl. As told to Virginia Lee Barnes and Janice Brody, 1995.

ISBN: 0-679-76209-4

Publisher: Vintage Books, Random House

Kristof, Nicholas D. and Sheryl WuDunn. Half the Sky: Turning Oppression into Opportunity for Women Worldwide. 2009, but any year/edition is fine.

ISBN: 978-0-307-38709-7

Publisher: Vintage Books, New York.

How to Communicate with Me

Office Hours: MTWR 1:30-2:30 p.m. or by appointment.

Office Location: ASC 2081

Office Phone: 231-591-5846

Email: tracybusch@ferris.edu

Grading Scale:

A total of 500 points is possible (see point breakdown below). Calculations for final grades include “minus” grades and “plus” grades. Minus (e.g. B-) and plus (e.g. B+) grades will be 10 points on either side of the limits

Lowest A = 90%	450-500 points
Lowest B = 80%	400-449 points
Lowest C = 70%	350-399 points
Lowest D = 60%	300-349 points
F = <60%	0-299 points

Assessment (500 points possible):

- Chapter Discussion Forums (5 at 50 points each): **250 points**
- Introduction and Wrap-Up Discussion forums (2 at 10 points each): **20 points**
- Group Activism Project: **80 points** (30 points=your report; 30 points=poster; 20 points=peer evaluation)
- *Aman* Blog: **70 points**
- Final Essay Exam: **80 points**

Chapter Discussion Forums

At the end of each chapter, you will find Discussion Questions and Activities. I will use the Discussion Question to create 5 Discussion Forums throughout the semester. These Discussion Forums will enable you to go beyond the readings to critically analyze and evaluate gender relations in a cross-cultural framework. I will pick several Discussion Questions for the class to discuss. I will post them under the Discussion section of FerrisConnect on Friday the week before the discussion begins and will ask you to make a main posting in response to each question by Monday night. You will then respond to at least two of the postings of your classmates by Wednesday night. A second set of response postings will be due by Friday night. The answers should be thorough and thoughtful. At least one of your postings should include evidence from a reputable news agency, such as Reuters, Al Jazeera, the Associated Press, or the British Broadcasting Corporation (BBC). Your main postings will be worth 30 points. Each set of response postings will be worth 5 points.

Aman Blog:

During the first half of the semester, we will be reading and discussing *Aman: The Story of a Somali Girl*. Each week the class will read from 2 to 5 chapters in the book and then discuss them in a blog. The blog forum will allow students to seize the initiative (no prompt questions) and take the discussion in different directions. You are encouraged to relate the actual occurrences in Aman’s life to the information, statistics, and theories

provided in *Women Across Cultures*. The blog is also the perfect forum for you to try out new ideas and theories that your research (either for your activism project or discussion forums) has generated. Each student should write at least 100 words each week for the blog.

Group Activism Project

For this project, collaborate with a group of your peers (I will assign you to groups of 4-5) to choose a theme that relates to women. You may choose, for example, the tradition of *sati* in India, honor killings, dowry deaths, female infanticide, trafficking in women, or female genital mutilation. You will then collaborate with your fellow group members to create a poster board for the campus community to raise their awareness about this issue. The final grade will be based on my assessment of your group's 5-page report (30 points); your poster board (30 points), and an evaluation of the quality and quantity of your individual effort by your peers (20 points).

Final Essay Exam:

The final exam will consist of two separate cumulative essays and will be based upon the readings and discussion we have had throughout the semester. The exam essays will allow you to demonstrate in writing that you have a full understanding of women's conditions worldwide and have mastered the interpretive framework used to qualify and quantify these conditions. The essays must have an introduction, conclusion, separate paragraphs, correct spelling and punctuation, and numerous examples from the readings. Final exam questions will be posted the Friday before exam week begins.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. Assignments turned in late will be docked 5 points for each day they are late. Please contact me immediately if there is a family or medical emergency.

Statement on Plagiarism

Plagiarism within any assigned work is a serious violation of academic standards, punishable as cheating. Plagiarism is 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, (4) presenting purchased research as one's own. If you have any questions about this, please contact me.

Class Etiquette

- We will recognize the existence of prejudice and discrimination based on class, race, ethnicity, gender, sexual preference, physical ability, and age and recognize that prejudice and discrimination affects the status of people in all countries.
- Many of the subjects we will discuss will be painful and controversial and some may make you feel uncomfortable. We must recognize that the first step to real

- change is to recognize problems and recognize that we cannot simply ignore those problems because they are too painful to talk about.
- We will not assume that one culture is superior to another. We are here to respect each culture and to take a multicultural approach to understanding the world at large.
 - We will also not compare the status of women in different cultures. Each culture is different and it must be respected in an individual way. Things that are important to one culture may not be important to another.
 - We will respect all forms of women's activism, whether we agree with them or not, and recognize that women's low status and power in the world makes any women's activism challenging.
 - We will recognize that women are the agents of change. Within each culture, women bring about their own change, they are NOT granted change by others.
 - We will do our best to eliminate any stereotypes of people of all cultures and seek to understand every individual culture based on reliable knowledge about that culture.

CLASS SCHEDULE

Week 1: August 31-September 6

- Participate in Introductory Discussion Forum: main posting due by Wednesday, 11:55 pm; response postings (to at least 3 of your classmates) due by Friday, 11:55 pm.
- Read chapter 1 in *Women Across Cultures* for the Week 3 Discussion Forum.
- Read the Introduction and chapter 1 in *Half the Sky* for the Week 3 Discussion Forum.
- Read the Forward and chapters 1-3 in *Aman* for next week's blog posting.

Week 2: September 7- 13

- *Aman* blog (postings can be made at any time during the week).
- Read chapter 2 in *Women Across Cultures* for next week's discussion forum.
- Read chapters 4-7 in *Aman* for next week's blog posting.
- Read chapters 2-4 in *Half the Sky* for next week's discussion forum.
- Start on Activism Project

Week 3: September 14-20

- Week 3 Discussion Forum (chapters 1-2 in *Women Across Cultures* and the Introduction through Chapter 4 in *Half the Sky*): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- *Aman* blog (postings can be made at any time during the week).

- Read chapter 8 *Women Across Cultures* for the Week 6 discussion forum.
- Read chapter 5 & 9 in *Half the Sky* for the Week 6 Discussion Forum.
- Read chapters 8-12 in *Aman* for next week's blog posting.

Week 4: September 21-27

- *Aman* blog (postings can be made at any time during the week).
- Read chapter 3 in *Women Across Cultures* for the Week 6 Discussion Forum.
- Read chapters 6 & 7 in *Half the Sky* for the Week 6 Discussion Forum.
- Read chapters 13-17 in *Aman* for next week's blog posting.
- Work on your Activism Projects

Week 5: September 28-October 4

- *Aman* blog (postings can be made at any time during the week).
- Read chapter 4 in *Women Across Cultures* for next week's discussion forum.
- Read chapter 8 in *Half the Sky* for next week's discussion forum.
- Read chapters 18-22 in *Aman* for next week's blog posting.

Week 6: October 5-11

- Week 6 Discussion Forum (chapters 3, 4, and 8 in *Women Across Cultures* and chapters 5-9 in *Half the Sky*): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- *Aman* blog (postings can be made at any time during the week).
- Read chapter 5 in *Women Across Cultures* for the Week 8 Discussion Forum.
- Read chapter 10 in *Half the Sky* for the Week 8 Discussion Forum.
- Read chapters 22-25 in *Aman* for next week's blog posting.

Week 7: October 12-18

- *Aman* blog (postings can be made at any time during the week).
- Read chapter 6 in *Women Across Cultures* for the Week 8 Discussion Forum.
- Read chapter 11 in *Half the Sky* for the Week 8 Discussion Forum.
- Read chapters 26-27 and *Afterward* in *Aman* for next week's final blog posting.

Week 8: October 19-25

- Week 8 Discussion Forum (chapters 5-6 in *Women Across Cultures* and chapters 10-11 in *Half the Sky*): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- *Aman* blog (postings can be made at any time during the week).
- Finish Activism Project and start your write-up

Week 9: October 26-November 1

- Read chapter 7 in *Women Across Cultures* for the Week 11 Discussion Forum.
- Read chapter 12 in *Half the Sky* for the Week 11 Discussion Forum.
- Prepare to post the results of your Activism Project in the Discussion Forum by Monday, October 25, 11:55 p.m.

Week 10: November 2-8

- Discussion forum on all Activism Projects –After you post your report, make two sets of response postings to the Activism Projects of your classmates: first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm. Remember to respond to any questions your classmates have about your project. Your responses are worth 20 points, so take your time and be thoughtful about them.
- Read chapter 9 in *Women Across Cultures* for next week’s discussion forum.
- Read chapter 13 in *Half the Sky* for next week’s discussion forum.

Week 11: November 9-15

- Week 11 Discussion Forum (chapters 7 & 9 in *Women Across Cultures* and chapters 12 & 13 in *Half the Sky*): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday, 11:55 pm.

Week 12: November 16-22

- Read chapter 10 in *Women Across Cultures* for the Week 14 Discussion Forum.
- Read chapter 14 in *Half the Sky* for the Week 14 Discussion Forum.

Week 13: November 23-25

- Read chapter 11 in *Women Across Cultures* for next week’s discussion forum.
- HAPPY THANKSGIVING (November 26).

Week 14: November 30-December 6

- Week 14 Discussion Forum (chapters 10-11 in *Women Across Cultures* and chapter 14 in *Half the Sky*): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.

Week 15: December 7-13

- Farewell Forum: main posting due by Monday, 11:55 pm; at least 2 response postings due by Friday by 11:55 pm.
- Final exam essay questions will be posted on Friday, December 10.

Exam Week: December 14-18

- Final exam due by December 14

NOTE: I reserve the right to adjust the syllabus as necessary.

This Course Meets the General Education Requirement

This course satisfies the following General Education Learning Outcomes:

Cultural Enrichment Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Be able to justify interpretations with an understanding of the interpretive process	1. Student performance in Discussion Forums will demonstrate that students have mastered this outcome
2. Be able to look at works or historical events from different perspectives	2. The Discussion Forums, Activism Project, and Aman Blog will document that students can take alternative points of view
3. Be better able to make and justify valuing (aesthetic and ethical) distinctions	3. Students will demonstrate how their value systems may have changed due to an increased awareness of violence and discrimination against women worldwide. This will take place via their evaluation of their Activism Project and the Aman blog.
4. Exhibit improved distinctions in perception, craft, and/or life choices	4. Student performance in Discussion Forums will demonstrate that students have mastered this outcome
5. Have increased knowledge of the techniques or methodology of a discipline in the humanities	5. Student performance on the Discussion Forums will validate this outcome. They require the evaluation and synthesis of primary (news sources) and secondary sources.
6. Have increased knowledge about some aspects of cultures	6. Through discussion of the textbook readings and the primary source work (Aman), students will demonstrate that they have an increased knowledge of other cultures.
7. Better understand themselves as part of cultures with rich historical perspectives	7. Through discussion of the textbook readings, Activism Project and the primary source work (Aman), students will demonstrate that they have an increased knowledge of their own and other cultures.
8. Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.	8. This outcome will be measured through my evaluation of the students' Activism Projects.

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Global Consciousness Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Identify various regions, features, or countries other than North America	1. Student performance in Discussion Forums and the Final Exam will reveal whether or not students have mastered this outcome
2. Describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America.	2. The completed Discussion Forums and Final Exam will document that students can take alternative points of view
3. Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.	3. Student performance in textbook Discussion Forums will demonstrate that students have mastered this outcome
4. Comment accurately about current events in at least on country or region other than North America.	4. Student performance in textbook Discussion Forums will demonstrate that students have mastered this outcome
5. Describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world	5. Student performance on the Final Exam will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources about other cultures.
6. Develop a more positive perspective and understanding of the importance of global consciousness.	6. Students will demonstrate how their global perspective may have changed due to an increased awareness of women's lives worldwide. This will be measured through their Activism Project and their performance in the Aman blog.

Race, Ethnicity, and Gender Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Articulate the ways in which existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege, especially within the United States	1. Student performance in Discussion Forums, Aman Blog, and the Final Exam will reveal that students have mastered this outcome
2. Comment accurately about current events and issues in the United States and throughout the world as they directly relate to race/ethnicity and/or gender. Ideally, this would include an awareness of the interconnectedness of these events and issues from the perspective of different disciplines.	2. Through discussion of the textbook readings, Activism Project and the primary source work (Aman), students will demonstrate that they have an increased knowledge of the connections between their own and other cultures.
3. Describe distinct attributes (geographic, scientific, economic, cultural, linguistic, and/or historical) of race/ethnicity and/or gender. This would also include discussion of how these attributes have impacted the social construction of race/ethnicity and/or gender, especially within the United States, have themselves affected these attributes.	3. Student performance on the final exam will demonstrate that students have mastered this outcome.

4. Identify the meaning and influence of the categories known as race/ethnicity and/or gender has had on the production of social knowledge and individual responses to that social knowledge.	4. Student performance in the Aman Blog and textbook Discussion Forums will demonstrate that students have mastered this outcome
5. Develop a more positive perspective and consciousness of the significance of race/ethnicity and/or gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.	5. Student performance in the Activism Project will validate this outcome.
6. Develop a more positive perspective and understanding of the importance of global consciousness.	6. Students will demonstrate how their global perspective may have changed due to an increased awareness of women's lives worldwide. This will be measured through their Activism Project and their performance in the Aman blog.

History 276
Science in the Modern World
Spring 2015 (Jan 12 - May 8)

Instructor: Dr. Barry Mehler

Office: ASC 2108

Phone: 591-3612

Office Hours: T/R 1:30-3:30

Email: mehlerb@ferris.edu

Note: Email is far better than phone mail. When sending an email always include in the subject line: Hist276. You can put anything else you like in the subject line, but always let me know which class you're in. I get emails from students in four different classes and I'm easily confused.

Course Title: History of Science and Technology

Credit Hours: 3

Hist 276/001 80642

T/R

12:00-1:15

IRC 109

Description: A history of science and technology in the modern world with a major focus on America from the colonial period to the present.

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.

Outcomes and Objectives:

After taking this course Ferris graduates should be able to:

- identify the distinctive cultural and historical context in which trends in science develop;
- understand the national and international context of modern science and technology;
- comment accurately and with a historical perspective on current events as they relate to advances in science and technology
- describe various theories related to the development of science and technology.

Required Reading:

John P. Jackson, Jr. and Nadine M. Weidman, *Race, Racism, and Science: Social Impact and Interaction* (New Brunswick, New Jersey and London, 2006). This is our Textbook.

David Bodanis, *E=MC²: Biography of the World's Most famous Equation* (New York, Walker & Company 2000). Purchase recommended.

Lynn Sacco, "Sanitized For Your Protection^[1] Medical Discourse and the Denial of Incest in the United States, 1890-1940," *Journal of Women's History* 14 #3 (2002) 80-104.

Barry Mehler, "A Brief History of European and American Eugenics," Mehler Archive: <http://www.ferris.edu/ISAR/archives/Brief-History-American-Eugenics.pdf>.

- Barry Mehler, "Eugenics Racist History," *Contemporary Psychology* 1986: <http://www.ferris.edu/ISAR/eugenics-racist-history.pdf>.
- Barry Mehler, Heredity and Hereditarianism, 1996: <http://www.ferris.edu/isar/mehler-archives.htm>.
- Barry Mehler, 'Eliminating the Inferior: American and Nazi Sterilization Programs,' *Science for the People* (Nov-Dec 1987) pp. 14-18. Archive: <http://www.ferris.edu/isar/archives/eliminating-inferior.htm>.
- Barry Mehler, "In Genes We Trust," Reform Judaism (Winter 1994). Archive: <http://www.ferris.edu/isar/archives/genes-trust.htm>.
- Barry Mehler, "Beyondism," *Genetica* 99: 153-163 (1997) Archive: <http://www.ferris.edu/isar/bios/cattell/genetica.htm>.

Course requirements and grading policies:

Class participation: It is impossible to pass this course without significant class participation.

Examinations: 200 Points.

There will be two major exams - a midterm and a final exam. The midterm and final will consist of short answer and take-home essay questions. All work done at home must be typed or computer printed. No handwritten work will be accepted. There may also be quizzes.

Book Review 100 points (Due before the midterm exam).

David Bodanis, *E=MC²: Biography of the World's Most famous Equation* (New York, Walker & Company 2000).

Encyclopedia Essay on Eugenics: 100 points. (Due before the final exam).

Each student must prepare a term paper. Information on term papers will be posted separately in the Course Documents folder.

Final Exam Essays: 100 points

NOTE: It is imperative to follow the instructions for each of the written assignments. Papers that are not formatted correctly will receive an F. READ ALL INSTRUCTIONS FOR EACH WRITTEN ASSIGNMENT!

Midterm Exam: 100 points

Final in-class exam: 100 points

Weekly Journals (at least 200 words): 00 points

(Note: While the journals are not graded, they are counted. Any student who fails to turn in at least twelve journals (of 200 words each) will fail the course).

Students are required to turn in a journal at the beginning of each week. The purpose of the journal is not to grade the student but for the student to comment on the class. It is for my benefit. I want to know what you think of the class. Please include any questions or comments or criticisms you might have about the class. Your grade will not be affected by the journal. Although your grade might be affected if you do not hand in anything.

Grade Scale:

A	= 475
A-	= 450
B+	= 440
B	= 425
B-	= 400
C+	= 390
C	= 375
C-	= 350
D+	= 340
D	= 325
D-	= 300

HIST 277
American Business History
Spring 2016

Instructor: Dr. Barry Mehler
Office: ASC 2064
Office Phone: X: 3612
Office Hours: MW 2-3; Thursday 1:30-2:30
E-Mail: mehlerb@ferris.edu
Class Hours: M/W 4:30-5:45 in IRC 120

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.

COURSE OBJECTIVES:

This course examines what President Calvin Coolidge famously said was the business of America: BUSINESS! From the establishment of the British colonies in the early seventeenth century to this day, this country has been uniquely centered on business. From its foundation as a revolutionary capitalist society, America has been transformed by entrepreneurial activity. Students ought to come away with a better understanding of the social context of American business - why business has been so important here. They will gain factual knowledge about the workings of our monetary system as well as major developments in the corporation, most significantly, the transformation of corporations into "legal persons" under the Fourteenth Amendment. Indeed, some historians have characterized the Civil War as a war fought to free corporations. Students will also learn to think about fundamental principles of historical change. Does history move forward; does it repeat itself; can we learn from history, does it give us power over the future?

Students will also acquire research skills and become familiar with academic databases and learn how to justify the use of internet sourced materials. The course also requires at least 2,000 words of formal writing and weekly journals. It is hoped that students will acquire new skills or strengthen research skills they already have through these writing assignments.

Finally, students ought to gain an understanding the relationship between business and government. as well as insights into the unique character of American business culture. The final topic of the course focuses on business and the approaching environmental collapse. To what extent are businesses part of the problem and to what extant can they

be helpful during the crisis and collapse to come. In other words, we hope to convey an awareness that capitalism is a system that came into existence late in the seventeenth century and has evolved as it has aged. We are now in the late stage of capitalism. The system nearly collapsed in the 1930s, and recent years have demonstrated the continued instability of the global capitalist system.

REQUIRED TEXT:

H.W. BRANDS, *THE MONEY MEN: CAPITALISM, DEMOCRACY, AND THE HUNDRED YEARS' WAR OVER THE AMERICAN DOLLAR* (NORTON, 2006) ISBN 978-0-393-33050-2

All other readings will be available online or posted on MyFSU.

Special skills: All history courses require good reading and thinking skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context. In Dr. Mehler's classes there is the added problem of figuring out what is real from what is not. For example, Dr. Mehler's classes are all sponsored by Camel's Cigarettes and each class begins with a commercial. Over the years, students have decided that Dr. Mehler has some hidden motive and he isn't really trying to get students to smoke cigarettes, which everyone knows is unhealthy. Of course, Dr. Mehler might be just an actor in a commercial. You understand that when the person on the screen tells you that a pill cured them, the person is really just an actor delivering lines that the pharmaceutical company wishes you to hear. But why have any advertisements at all? Is the classroom an appropriate place for commercial advertising? To put the matter simply, the student is never absolutely certain what Dr. Mehler really thinks because the student only sees Dr. Mehler as the host of the show, during which he takes on many identities and sells many ideas, all of them with equal conviction. And since the theme song of the show is the Rolling Stones classic hit, "Sympathy for the Devil," the course always presents "the devil" sympathetically. In other words, we don't assume Hitler was wrong and FDR was right. We show the devil respect which leaves the student to figure out who is guilty and who is innocent. According to Calvinist doctrine, the doctrine which infused the Puritans, Presbyterians and Congregationalists; from God's perspective all humans are corrupt and unworthy of salvation. All of you, according to Calvin, deserve to fail, but a providential God, chooses a few, completely at random and those chosen by the Grace of God, live on in eternal life. All the rest are damned to an eternal death. The doctrine is called, "predestination" and it plays an important role in Dr. Mehler's history classes.

Trigger Warning: If you need a trigger warning, this class is not for you!

Dr. Mehler takes on many personas, some of them are racist and some of them are sexist. As a result, Dr. Mehler uses profanity and what are ordinarily unacceptable racial and gender slurs. It is important for students to understand that Dr. Mehler is never expressing his "own" opinions in class. He is always performing and always presenting opinions of others. In discussing Jim Crow, the "n" word is inevitable. In fact, it is essential for the

student to understand the power of words to define reality and since profanity was so much a part of the American frontier, the mining camps, sea ports and urban centers, a student who is easily offended ought to take another class or come and talk to me. I may be able to make some accommodation to individual sensibilities. With all that said, it is clear to me from student's reactions to my methods over the years, that some student simply hate the way I teach. If you need to have clear instructions and an orderly presentation, this class is going to be very frustrating for you.

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: Midterm and Final: 200 points.

There will be two major exams - a midterm and a final exam. Each exam will be worth 100 points. The midterm and final will be in-class exams consisting mostly of short answer and multiple choice questions based primarily on the textbook.

Journals: No Points, but you will fail if you don't hand them in.

Students must turn in one personal journal each week. You are required to write at least 200 words for each journal. The journals must be computer printed, no handwritten work will be accepted, unless you are drawing cartoons or have some specific purpose that cannot be achieved using standard print. I encourage students to be creative with their journals. The journal need to reflect your thinking with regard to the class. The journal is your way of communicating with me. Journals must be handed in weekly. I post student journals and comment on them, so keep in mind these are not private communications. You should expect me to quote from your journal with or without attribution.

Since I use the journals for class discussion, you cannot give me ten journals on the last day of class. There are sixteen weeks and I expect at least twelve journals from each student. I DON'T GRADE JOURNALS BUT I DO COUNT THEM!

BOOK REVIEW OF:

H.W. BRANDS, *THE MONEY MEN: Capitalism, Democracy, and the Hundred Years' war over the American dollar* (Norton, 2006).

Book Review is worth 100 points and is due around the midterm.

Term Paper: (2000 words) - due the last week of class. 200 points.

Term Paper Topic: The banking crisis of 2008.

This is a 200 level history term paper which must conform to certain standards. The paper must have a clear argument and use both primary and secondary sources, Chicago Style footnotes and a bibliography with primary sources listed separately from secondary sources. Further instructions and sample student papers from past years will be available on our class page.

Sources:

A minium of six sources are required.

You must have both primary and secondary sources.

JSTOR and MUSE

JSTOR and MUSE are two of the digital database collections available from FLITE. If you do not know how to search JSTOR ask one of the librarians for assistance. You must use these databases for at least two of your sources.

Annotated Bibliography: You must identify the source of any material taken from the internet. You have to know who published the material. The use of unreliable sources will result in a failing grade.

Grade Scale:

A	= 470
A-	= 440
B+	= 430
B	= 410
B-	= 380
C+	= 370
C	= 350
C-	= 320
D+	= 300
D	= 290
D-	= 260

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History 280 001
History of Medicine and Health Care
Fall 2011

August 29, 2011 to December 9, 2011.

Instructor: Dr. Barry Mehler

Office: ASC 2108

Phone: 591-3612

Office Hours: T/R 2:00-4:00 and by appointment.

Email: mehlerb@ferris.edu

Course Title: History of Medicine and Health Care

Credit Hours: 3

Hist 280/001 81203 T/R: 9:30-10:45 Rm: IRC 109

Description: A history of medicine and health care in the United States and Europe in the modern era.

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.

Outcomes and Objectives:

This course fulfills the General Education Cultural Enrichment requirements.

After taking this course Ferris graduates should be able to:

- identify the distinctive cultural and historical context in which trends in medicine develop;
- understand the national and international context of modern medicine and public health;
- comment accurately and with a historical perspective on current events as they relate to advances in medicine and public health
- describe various theories related to the development of medicine and public health policy.

Required Text:

John H. Cassedy, *Medicine in America: A Short History* (Baltimore: Johns Hopkins Press, 1991) ISBN 0-8018-4208-5

Harriet Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present* (Random House 2006) ISBN: 978-0-385-50993-0 (0-385-50993-6

Bonnie Bullough and George Rosen, *Preventive Medicine in the United States 1900-1990* (Science History Publications/USA 1992).

Course requirements and grading policies:

Class participation: It is impossible to pass this course without significant class participation. The class will be divided into five teams. Each team will be expected to present their topic and lead the class discussion.

Examinations: 250 Points.

There will be two major exams - a midterm and a final exam. The midterm and final will consist of short answer and take-home essay questions. All work done at home must be typed or computer printed. No handwritten work will be accepted. There may also be quizzes.

Journal: 50 points

Students are required to copy, clip or download from the web, one article per week related to the course topic of that week. The articles must be downloaded with the date of the download and printing each week. You cannot simply search for articles in one sitting at the end of the semester. Students must be prepared to discuss their article with the class as requested. The journal must consist of at least twelve articles from mainstream newspapers, magazines, and scholarly journals.

Journal Essay: The Journal must include a short essay of 300 to 500 words. The journal essay represents your thoughts on the project.

Term Paper: 200 points.

Each student must prepare a term paper on his teams topic.

Grade Scale:

A	= 475
A-	= 450
B+	= 440
B	= 425
B-	= 400
C+	= 390
C	= 375
C-	= 350
D+	= 340
D	= 325
D-	= 300

Course Outline:

Introduction: Course Objectives; Essential skills; the reason for studying history.

History of Medicine in America: A short history of Medicine in America

The course will begin with a historical overview of medicine in the United States from the colonial period to the present.

Team Presentations. We will begin Team presentations the first week in March.

Team Topics:

Team I: Public Health, Drugs, AIDS and Addiction

Team II: Psychology and Psychiatry

Team III: Race, Racism and Medicine

Team IV: Women, Sex and STD's

Team V: Genetics and Eugenics

Fall 2014**HST 285 History of Sports in America**

Gary Huey Office:
 ASC 2066
 Office Hours:
 MWF 12-1. M 3-4
 hueyg@ferris.edu
 Office 591-2758
 Home 796-2160

Required Text: Steven A. Riess, ed. **Major Problems in American Sports History**, second edition, also I will hand out articles to read

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: 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

READING ASSIGNMENTS FOR PART I: Riess, 26-32, 43-49, 51-63, 72-85, 93-98, 108-115, 120-124.

PART II SPORTS ENTERING THE MODERN AGE

Lecture Topics Will Include:

- Rush to Fitness in Industrial America: Virility, the Strenuous Life, and "Muscular Christianity"
- Out of the Bleachers: Women and Athletics
- 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

READING ASSIGNMENTS FOR PART II: Riess, 91-93, 182-184, 205-210, 213-217, 279-296, 320-341.

PART III: MODERN SPORTS

Lecture Topics Will Include:

- 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
- The Modern Olympics
- College Sports: Still a Big Business
- Continued Efforts for Equality
 - Women and Title IX
 - Racial Equality
- Youth and Sports

READING ASSIGNMENT FOR PART II: Riess, 409-412, 423-453, 469-477

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 readings in the Riess book. I will pass out a set of three study questions 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 for my judgment. You will then write your essay in class without the help of any notes, etc. Structuring the exam in this fashion helps you prepare more thoughtful answers and retain more effectively the ideas and themes of the class. The final exam will be similar in nature with a set of three study questions. As with the first exam, I will be glad to answer any questions you may have and look at rough drafts. 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 always have at least two weeks notification. The final exam will be on the last day of class. All students are to take the exam on the day it is scheduled.

There will be **100 points for class participation**. The basis for this grade will be 50 points for leading the class in the discussion of the articles you have chosen on a specific topic; this will be done in a group probably of three people. We will discuss this assignment in class when I pass out the articles. The other 50 points will come from your participation in the discussion when others lead the class. It pays to talk and answer questions so others will do the same for you. These discussions will begin during the first full week.

There will be another **100 points for five article summaries**. Each person, as noted above, will be a part of a group that leads a discussion of several articles. The class must participate in a discussion of those articles. In addition, you will be required to write a short summary of each article read in each discussion, most likely that would be eight or nine sets of articles. The exact number will depend on the size of the class. I will collect these summaries, at my discretion, on five different occasions. You will not know which five times this will be. **Each** of these summaries will be **worth twenty points** for a **total of 100 points**. I will collect a set of summaries a sixth time and this will be for extra credit and worth five points.

A final written assignment will be a **500 word essay** on the person you believe to be the **greatest athlete in American history**. These will be **due on Monday, June 23rd** and on that day we will have a discussion as to our choices. This paper is worth **50 points**.

There will also be a series of **five movie reviews** each worth **10 points totaling 50 points**.

There will be a total of **500 points for the term**. For an A you will need 470 points, A- 450-469 points, B+ 440-449 points, B 420-439 points, B- 400-419 points, C+ 390-399 points, C 370-389 points, C- 350-369 points, D+ 340-349 points, D 320-339 points, D- 300-319 points. Anything 299 and below 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 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 and act as such

Cell phones: You are not to bring cell phones or pagers into class unless they are turned off or are set 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 is over. If you have an emergency situation, let me know. **Also, you are not to have your phones out taking text messages or sending them. If you cannot stop using these wonderful devices for two hours, you are sick and need help. I can recommend a therapist!! Keep your phones put away during class!!!**

The Craft of History

Ferris State University – Spring 2017

Dr. Tracy Nichols Busch

History 300-001

ASC 1006 (Tues.) and STR 322 (Th.)

TR: 3:00-4:40 p.m.

Course Description

There are three main objectives for this course: (1) to learn historical research methods; (2) to improve the quality of your research and writing; and (3) to learn how to use the Chicago Manual of Style as a citation method in your written work. In order to learn about historical methods, we will use *After the Fact* to investigate a variety of sources that are used by historians. These include written documents, archaeological finds, pictures, film, material goods and other forms of evidence. In order to improve your writing, you will produce a book review on 1 out of the 6 scholarly secondary sources you will be using in your research paper, an annotated bibliography of all of your sources, a rough draft of a research paper, and a final draft of a research paper. Our use of Turabian's *Manual of Style* will help perfect your Chicago Style citations and the quality of your prose. If we have a successful semester, this course will give you the tools you need to produce elegant and effective historical writing.

Required Books

After the Fact: The Art of Historical Detection. Sixth Edition.

Authors: James West Davidson and Mark Hamilton Lytle

Publisher: McGraw Hill, 2010

ISBN: 978-0-07-338548-8

A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition, 2014.

Author: Kate L. Turabian

ISBN-10: 022681638-9

ISBN-13: 978-022681638-8

How to Communicate with Me

Office Hours: W 12:30-2:30 pm, TR 1:30-2:30 pm, or by appointment

Office Location: ASC 2081

Office Phone: 231-591-5846

Email: tracybusch@ferris.edu

Assessment (500 points possible):

Pop reading quizzes: (5 @ 10 points each): 50 points

Individual Presentation (from *After the Fact*): 50 points

Turabian assignments: 50 points

Source list (4 primary and 6 secondary): 20 points

Annotated Bibliography: 50 points

Book Review: 50 points

Peer Review a Classmate's Book Review: 20

Peer Review of a Classmate's Rough Draft: 20 points

Research Paper Rough Draft: 50 points

Passion for the Past Write Up: 10 points

Research paper: 100 points

Classroom discussion: 30 points

Pop Reading Quizzes

At five points during the semester, you will be given a pop quiz (worth 10 points) to make sure that you've done the *After the Fact* reading for that day. They will consist of a short write-up of the chapter's main points and key terms. If you've done the reading, you should be able to pass them.

Individual Presentation from *After the Fact*

Each *After the Fact* chapter has something to teach us about the sources that historians use in their research. These sources range from artifacts, to political cartoons, movies, and TV shows. On the first day of class, you should look through the book and pick the topic that most interests you. When we discuss that chapter, you will lead the classroom discussion. Come up with good questions to get your classmates talking about the topic. Be prepared to get the class back on track if they are missing the main points.

Turabian Assignments

Early in the semester I will give you assignments based on the Turabian reading for that week. These assignments will help you to perfect your research methods.

Passion for the Past Write Up

Several times over the course of the semester, the history faculty will be giving talks about their research methods and their "passion for the past." You should plan on going to one of these talks and then write a 250-500 word reaction paper.

Book Reviews

As a part of your effort to write a truly excellent 8-10 page history research paper, I am requiring that you critically review one of your six secondary sources. The goal is two-fold: (1) to help you gain useful background information for your research papers, and (2) to give you the confidence to critically analyze the theses of professional historians. Your book/article reviews should be a well-constructed 4-5 pages. I will share sample books reviews with you, to give you an idea of what is expected.

Research Paper and Rough Draft

In order to improve your writing and analytical skills, I have assigned an 8-10 page research paper. You may choose your research paper topic, with my approval. I suggest that you pose your topic as a question, as it will help you in your argumentation. If you are not sure what you would like to write about, come see me during my office hours or by appointment. I am around on most days. Your paper should have at least four primary and six secondary sources. We will discuss what constitutes a primary and a secondary source in class. You will have a rubric in hand as you write your paper. It is expected that your papers will have correct spelling, grammar, and Chicago Style citations. Your rough drafts will go through both peer-review and instructor-review before the final version is turned in at the end of the semester.

Discussion and Attendance:

Since this class is based heavily in student interaction with the material, participation in class discussion and learning proper research/citation methods are required (and worth 50 points). I will take attendance daily through sign-in sheets. 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 that will cause excessive absences, you need to let me know about it. Also, if a situation necessitates your premature departure from the class, please let me know before class begins, if possible. Additionally, class members are responsible for all things taken up in class, including announcements and Turabian exercises, regardless of absence.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. If you're not present in class on the days of the quizzes, and you don't have an excused absence, you'll lose those 10 points. The penalty for lateness on the research paper and book review deadlines is 10 points per day.

Statement on Plagiarism

Plagiarism within any assigned work is a serious violation of academic standards, punishable as cheating. Plagiarism is 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, (4) using your work from another class or assignment, and (5) presenting purchased research as one's own. If you have any questions about this, see me.

Class Discipline

Students are expected to arrive for class on time, stay until the end unless granted permission to leave by me, and act in a dignified manner. I reserve the right to punish unruly students with deductions in points as I deem appropriate and/or expulsion from class. Unruly behavior includes cell phone conversations, reading non-class material including text messages, and sleeping.

Disability Statement

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Week 1: Course Introduction

- January 10: Discuss the course books and course expectations. Explore research topics. For Jan. 12: read Chapter 1 in Turabian and complete the assignment.
- January 12: Turn in the Turabian assignment. Work on developing research questions. FLITE's Paul Kammerdiner will visit to show you best practices for finding primary and secondary sources.

Week 2: Finding a Topic and Sources

- January 17: Lab Day – bring your Turabian book. Come with a list of at least 5 sources.
- January 19: Come to class ready to discuss your research question. We will discuss Chapter 2 in Turabian.

Week 3: Understanding Turabian

- January 24: Lab Day – bring your Turabian book. Come ready to take notes on your sources.
- January 26: We will discuss Chapter 3 in Turabian.

Week 4: Turning a Hypothesis into a Claim

- January 31: Lab Day – **SOURCE LIST DUE**. Bring Turabian. We will work on turning your hypothesis into a claim.
- February 2: We will discuss Chapters 4 & 5 in Turabian.

Week 5: Historical Methods and Annotated Bibliographies

February 7: Lab day – bring Turabian. We will work on your Annotated Bib.

February 9: Come prepared to discuss Chapter 10 in Turabian and the Prologue in *After the Fact*.

Week 6: Historical Methods and Annotated Bibliographies

February 14: Lab day – **ANNOTATED BIBLIOGRAPHY DUE.**

February 16: *After the Fact* presentation – “Contact”
After the Fact presentation – “Serving Time in Virginia”

Week 7: Historical Methods and Writing

February 21: **Draft book review exchange** - - peer review a classmate’s book review in class.

February 23: *After the Fact* presentation – “Visible and Invisible Salem”
After the Fact presentation – “Declaring Independence”
After the Fact presentation – “Material Witness”

Week 8: Historical Methods and Writing

February 28: Lab day – **BOOK REVIEW DUE**

March 2: *After the Fact* presentation – “Jackson’s Frontier – and Turner’s”
After the Fact presentation – “Madness of John Brown”
After the Fact presentation – “The View from the Bottom Rail”

MARCH 6-12 - - - SPRING RECESS - - - ENJOY YOUR BREAK!

Week 9: More Turabian

March 14: Lab day – bring Turabian.

March 16: Come prepared to discuss chapters 6 & 7, and 15-17 in Turabian.

Week 10: Historical Methods and Writing

PEER REVIEW MARCH 21

March 21: Lab day – bring your rough draft for exchange. **Peer-Review Day.**

March 23: *After the Fact* presentation “The Mirror with a Memory”
After the Fact presentation – “USDA Government Inspected”
After the Fact presentation – “Sacco and Vanzetti”

Week 11: Historical Methods and Honing a Draft

- March 28: Lab day – hone your draft
- March 30: *After the Fact* presentation – “Dust Bowl Odyssey”
After the Fact presentation – “The Decision to Drop the Bomb”

Week 12: Historical Methods**ROUGH DRAFT DUE TO ME APRIL 4**

- April 4: Lab day – *Rough Draft Due to me April 4*
- April 6: *After the Fact* presentation – “From Rosie to Lucy”
After the Fact presentation – “Sitting In”

Week 13: Historiography and Writing

- April 11: *After the Fact* presentation – “Breaking into Watergate”
After the Fact presentation – “Where Trouble Comes”
- April 13: One-on-one paper meetings with me

Week 14: Historiography and Writing

- April 18: One-on-one paper meetings with me.
- April 20: One-on-one paper meetings with me.

Week 15: Bringing It All Together**FINAL DRAFT DUE APRIL 27**

- April 25: Research paper presentations (present your main findings)
- April 27: Research paper presentations (present your main findings)

Exam Week: We will schedule individual paper pick-up times for exam week.

NOTE: The instructor reserves the right to adjust the syllabus as necessary

HIST 301
Dr. Barry Mehler
SPRING 2013
 January 14 - May 10, 2013

Office: ASC 2064

Office Phone: 591-3612 - I much prefer an email to a phone message. I usually check my email every day. I don't always check my phonemail daily. I don't always respond to phonemail.

Office Hours: Friday 9:00-12:00 and by appointment. I will usually be available immediately after class. If you need to speak with me, come up after class. Please do not come up before class as I will be setting up for the class.

Email: mehlerb@ferris.edu

Note: When sending an email always indicate your class by day and time it meets. For example, MWF 9:00.

Course Title: Racism in the Modern World.

Hist 301: CRN 81204

Class meets: MTWTH 2:00 - 3:35 pm

Room: BUS 314

Credit Hours: 3

FULFILLS: G. E., GLOBAL CONSCIOUSNESS and REG requirements.

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:

Description: a history of racism in the modern world from European colonial expansion to the present with a special emphasis on the post-World War II era and the impact on the United States. Topics include: antisemitism and the rise of racism in the modern world; the origins of anti-Black racism; 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, contemporary racist ideologies including the theological basis for modern racist movements. This semester we will also be examining the relationship between terrorism and racism.

Required Readings:

All required readings will be posted on our Blackboard homepage.

PREREQUISITES: English 150.

PERFORMANCE CRITERIA:

The fundamental principal of our grading system is the Calvinist doctrine of predestination, which postulates that an individuals destiny is predetermined. Your grades were determined before you entered the class and nothing you do during the semester can alter your predestined grade. Please see the posted note on the grading system in the course documents folder. I will review this in class.

Students are encouraged to think about the doctrine of predestination and how this doctrine might have had a formative influence on American institutions or policies. While it is not required, students may choose to write a paper on this concept which apparently makes no sense, but was of immense importance to the

Calvinist protestants who profoundly influenced American culture. Your challenge is to think through the enigma of predestination and come to some understanding of its place in American culture. In the past, there have been students who have done poorly on the exams but have achieved high grades because they wrote a compelling essay. There was one legendary student who did not even take the exams and placed his faith in his belief that he was predestined for an A. His 3,000 word essay was the sole basis for the A which he received. I do not recommend this method, but it is an important historical fact.

Making a contribution to the class, especially one that will have a lasting influence on the course - that is, a contribution that will change the course content has also been associated with earning an A. This course relies heavily on multimedia materials and a considerable amount of the material in the course today has been contributed by students in the past. One student, some semesters ago, made numerous refinements which helped to improve a few of the exams. His contribution was significant enough to earn him an A without taking the final exam. There have been students whose classroom contribution likewise earned them A without having to take the final exam. Help make the class exciting and help to engage us in a thoughtful examination of our topics and you too may not need to rely on exams for your grade. Last semester one student earned an A by doing her journals as YouTube uploads and cartoons. Her innovative journals won her an A despite the fact that her test grades were nowhere near an A. Surprise me with something original and your test scores may not matter. If all else fails, I take brides.

Exercising the mind is like any form of exercise. Watching someone run around a track will do nothing for your heart and watching others think will do nothing for you thinking muscle. Learning and thinking are two very different activities. The first involves acquiring information and can be done with little or no thinking. The second, requires engagement of the mind on a question. Questions stimulate thinking. Answers often bring thinking to an end. The point of all exercises in this class is to force the student to think and that often means using irony, metaphor and ambiguity.

For those of you who require precise guidelines, the following may apply:

Term Paper: 50% of the grade.

300 level classes require a 3000 word term paper. 200 level classes require a 2000 word term paper.

Term paper requirements and topics will be posted.

Examinations: 50% of the grade. There will be a midterm, final and quizzes.

There will be two major exams and a few quizzes.

Journal Project: Students are required to submit a journal each week by the first class of the week. The journals must be at least 100 words.

Course Outcomes:

Upon completion of this course, students will be able to:

- discuss the origins of race theories in modern science
- describe and analyze the various theories of race
- describe and evaluate the validity of theories of race
- describe and analyze the historical context in which race theories developed
- describe and evaluate the impact of race theories
- assess the contemporary debate over race and racism

Notice:

The content in this course satisfies Michigan Department of Education Content Stand-- 1.7., 2.4, 3.2, 3.3, 3.4, 3.5, 3.6

Fall 2015

HST 309: U.S. 1900-1945

Gary Huey, ASC 2066
 Office Hours MWF 12-1
 M 3-4 Or by
 Appointment. Phone:
 Office 591-2758,
 Home 796-2160
 hueyg@ferris.edu

REQUIRED BOOK: George D. Moss, **America
 Since 1900 Sixth or Seventh Edition**

Preq: ENGL 250 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, Leo Frank, 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: Moss, pp. 1-110.

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

READING ASSIGNMENT FOR PART II: Moss, pp. 111-286.

PURPOSE OF HIST 309: The main purpose of this course is to inform the students about United States history from 1900 to the end of WWII. To come to grips with this period we will discuss in Part I the reform efforts of the United States both at home and abroad, and in Part II the enormous prosperity of the 1920s, the disaster of the Depression, how we dealt with it, and WWII and how this war brought the country closer

together than at any time in our history. In exploring these areas we will examine progressivism, the disaster of WWI, prosperity and economic chaos, the New Deal and changing the nature of government, and the effect of war on American culture and life. Students will also gain an understanding of the United States' place in the world and how diverse cultures etc. affect their nation. On another level this course should increase a student's critical thinking, critical reading, and critical writing skills, which can be applied to any discipline.

BASIS FOR YOUR GRADE: There will be two exams in this course each worth 100 points. The first exam, the midterm, will be a multiple choice exam. There will be twenty-five questions from the lectures and twenty-five from the text. This will be an **open book and open notes test**. Do not be fooled into believing this means you do not have to study. You will not be able to answer the questions if you have not studied. Please approach the exam as if it were a closed book test. The final exam is an essay. It is based on the lectures, discussions, films, and the material in the Moss book. For this exam I will hand out a set of three study questions after the midterm. 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 for my judgment. **You will then write your essay in class without the help of any notes, etc.** Structuring the exam in this fashion helps you prepare more thoughtful answers and retain more effectively the ideas and themes of the class. The grade will be based on historical content, how well you use this information to make your points, and the information noted on the attached essay writing guide. All students are expected to take the exam on the assigned date. Make-up exams will be given only under extraordinary circumstances. See me. . There will be several video and audio presentations during the semester and you will be able to use this information on the exam, as well.

The course requirements also include a paper of **at least 2,500 words in length** worth **100 points** on some topic on U.S. history from 1900 to 1945. I will give you some ideas for topics as a starting point. The paper will be **Due Friday, November 6th**. **Your paper must follow the Chicago Style** form (you can get a brief version of this method on FLITE's web site), which requires **both a bibliography and footnotes at the bottom of the page**. You must use at least **five different sources**, and they cannot all be Web Sites. Sources that are appropriate are books, newspapers, academic journals, interviews, and internet sites, but only two can be Web Sites if you use only five sources. **One of the sources must be a primary source**. This is a source that was recorded at the time of the event. It can be a written document, letters, recordings, newspapers, journals, paintings, photographs, etc. **WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE. PERIOD!!** You may use it to begin your search for sources, but it is not to be quoted or used to support any part of the paper. If you need any assistance with the research and writing of the paper, please see me and use the resources in the Writing Center. We will discuss in class proper research methods and plagiarism. **The paper must be double-spaced**. Your paper will be graded on its historical content, the imagination and sophistication with which it is written, and the proper use of English (**proper usage will be worth 15 percent of the paper's grade**). As with the final exam, you may hand in a rough draft of the paper so that I can comment on the content, organization, and grammar.

In these papers you must guard against plagiarism. Plagiarism is passing of someone else's work as your own. We will discuss this in class. A plagiarized paper could result in an F for the paper, which could result in failing the class. A late paper will be penalized five points for each class period it is late. Your chances of passing the class without any of the major assignments is practically nil, so a late paper is better than no paper.

Another portion of the grade will be **three class discussions**. I will pass out the articles to be discussed. Each member of the class must prepare seven questions they would ask if they were leading the discussion. These questions are to be handed in at the end of the discussion. Your grade will be based on the

thoughtfulness of the questions, how well they are grounded on fact, and your participation in the discussions. Each of these assignments is worth twenty-five points for a total of **seventy-five points**. The class will choose the dates for each discussion.

There will be a short **500 word** library assignment using the historical newspapers in the FLITE database. (These papers include the *Chicago Tribune*, *Christian Science Monitor*, *Los Angeles Times*, *New York Times*, *Wall Street Journal*, and the *Washington Post*. To find them go to the FLITE home page, click on the database tab and type in the search box “historical newspapers.” This will bring up News Service/Newspaper Resources. Click on this and it will take you to the list of papers.) I want you to **use at least two different papers** to examine an important event in U.S. history from 1900 to 1945, e.g., 1919 Chicago race riot, some aspect of the Great Depression, prohibition, the world wars, etc. What editorial stance did the paper take on the issue, person, or event. What type of stories did they run on this issue? How do the papers differ or were they the same? These papers are **due on Friday, September 25, 2015. The paper is worth 25 points.**

There will be **three reviews of movies or documentaries** we will see in class, **each worth 10 points.** .

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. **They are to be put in your pocket or backpack. They are not to be on your desk or in your lap!!!** It is distracting and disrespectful to your fellow students and the instructor when they ring in class or when you are texting. 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 **430 points for the semester**. The grade will be based of the following scale: **A** 404 and above, **A-** 387-403, **B+** 378-386, **B** 361-377, **B-** 344-360, **C+** 335-343, **C** 318-344, **C-** 301-317, **D+** 292-300, **D** 275-291, **D-**258-274, **F** 257 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.

Assessment: Will be based on essay exams, papers, and class participation.

COURSE OUTCOMES, OBJECTIVES, AND ASSESSMENT

This class meets the Michigan Department of Education History Content Strands:

- 1.5 Understand narratives about major eras of U.S. history by identifying people involved, describing the setting and sequencing events.
- 1.8 Evaluate key decisions made at critical turning points in U.S. history by assessing their implications and long-term consequences.
- 1.10 Formulate historical questions and obtain historical data from a variety of sources to construct sound historical interpretations.
- 3.2 Conduct investigations including the ability to formulate a clear statement of questions, gather and organize information from a variety of sources, analyze and interpret information, formulate and test hypotheses, report results both orally and in writing, and make use of appropriate technology.
- 3.4 Engage in constructive conversation about matters of public concern by clarifying issues considering opposing views, applying democratic values, anticipation consequences, and working toward making decisions.
- 3.5 Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments.
- 3.6 Consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

Cultural Enrichment Outcomes: Upon completion of this course the students should:

1. Be able to look at works or historical events from different perspectives.
2. Have an increased knowledge of the techniques or methodology of a discipline in the humanities.
3. Have increased knowledge about some aspects of cultures.
4. Have an increased ability to interpret cultural works as a part of a culture.
5. Be able to justify those interpretations with an understanding of the interpretative process.

Specific Course Outcomes:

See the section in the syllabus under the Purpose of Hist 309.

Assessment: The instructor will use the exams, essays, written assignments, research papers, interpretation of primary documents, oral presentations, and discussions to determine if these outcomes have been achieved.

Hist 309sylv15

Spring 2016

HST 310: U.S. Since 1945

Gary Huey, ASC 2066
Office Hours MW 2-3
WF 12-1 Or by
Appointment. Phone:
Office 591-2758,
Home 796-2160
hueyg@ferris.edu

REQUIRED BOOK: George D. Moss, **America Since 1900**,
Sixth Edition or 7th edition

Preq: ENGL 250 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: Moss, Chapters 8, 9, and 10.

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
- Rock 'n' Roll: A Mirror of Our Times
- Come Back Shane: The Crisis of Middle America
- Richard Nixon, Watergate, and the Threat to Democracy: "I have discovered by a tape of June 17, 1972, that I am a crook."

Out of the Ruins: "ME" and Ronald Reagan! Hope or Desperation?

READING ASSIGNMENT FOR PART II: Moss, Chapters 11 through 16.

PURPOSE OF HIST 310: The main purpose of this course is to inform the students about United States history since the end of WWII. To come to grips with this period we will discuss in Part I the unity of the United States following WWII and in Part II what led to the demise of this unity. In exploring these areas we will examine the Cold War, the various movements for equal rights, the Vietnam War, Watergate, the "Me" years, and the impact all of these events had on American culture. Students will also gain an understanding of the United States' place in the world and how these diverse cultures etc. affect their nation. On another level this course should increase a student's critical thinking, critical reading, and critical writing skills, which can be applied to any discipline.

BASIS FOR YOUR GRADE: There will be two exams in this course each worth 100 points. The **first exam, the midterm**, will depart from my usual format and be a **multiple choice exam**. **Half of the questions will come from the text and half will come from the lectures**. This exam will be **open notes and open book**. The **final exam, an essay**, will be based on the lectures, discussions, films, music, and the material in the Moss book. For the final exam I will hand out a set of three study questions after 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 for my judgment. You will then write your essay in class **without the help of any notes, etc**. Structuring the exam in this fashion helps you prepare more thoughtful answers and retain more effectively the ideas and themes of the class. The grade will be based on historical content, how well you use this information to make your points, and the information noted on the attached essay-writing guide. All students are expected to take the exam on the assigned date. Make-up exams will be given only under extraordinary circumstances. See me. You may seek my judgment on your ideas and a rough draft. We will discuss this in class for both exams. There will be several video and audio presentations during the semester and you will be able to use this information on the exams, as well.

The course requirements also include a research paper. **Requirements for this paper have been established by the entire history faculty and are the same for all 300 level history classes. At a minimum, the paper must be 2,500 words and for this class it is worth 100 points.** This paper will be on a topic in United States history since 1945. I will give you some ideas as a starting point. You must clear your topic with me. The paper will be due **Friday, April 8th**. Your paper will **need a bibliography and internal citations to accomplish this task you must use the Chicago Style form which Microsoft Word can handle. You must double-space the paper.** You must have at least seven sources, and you may have more if you choose. **Five of these sources must be secondary sources, which means books, articles, visual images, and music which are about the subject and done at a later time. Two of the seven sources must be primary sources, which are books, articles newspaper reports, interviews, visual images, and music, which were produced at the time of the event or the lifetime of the person you are writing about. Wikipedia is NOT a proper source to be cited. It is unreliable at best. You may use only reliable websites such as those produced by a university or a museum. If you have questions about the validity of a website, ask me. You may use databases such as JSTOR and Project Muse where you can find journal articles or data bases established by a newspaper, magazine or journal. If you are a History BA major or minor or a History Education major or minor you will be expected to use ten sources, with six being secondary works and four being primary sources.** We will discuss in class the proper methods of researching and writing a paper. Your paper will be graded on its historical content, the imagination and sophistication with which it is written, and the proper use of English (for my class, proper usage will be worth 15 percent of the paper's grade). As with the essay exam, you may hand in a rough draft of the paper so that I can comment on the content, organization, and grammar. You may also use the Writing Center. **A late paper will be penalized five points for each class period it is late.** Your

chance of passing the class without any of the major assignments is practically nil. So a late paper is better than none.

Another portion of your grade will be from class discussions drawn from the articles I pass out. We will be reading both primary and secondary documents. There will be three of these discussions over the course of the semester. For each discussion, you must prepare seven questions you would ask if you were leading the discussion. These questions will be handed in and your grade will be based on the thoughtfulness of the questions, how well they are grounded in fact, and your participation in each of the discussions. **Each** discussion with its set of questions will be worth **twenty-five points**. We will decide as a class which days these discussions will be held.

There will be a short **750 word library assignment using the historical newspapers in the FLITE database**. (These papers include the *Chicago Tribune*, *Christian Science Monitor*, *Los Angeles Times*, *New York Times*, *Wall Street Journal*, and the *Washington Post*.) I want you to use at least two different newspapers to examine an important event in U.S. history from 1945 to the present, e.g., the Marshall Plan, development of suburbia, start of the Korean War, start of the Vietnam War, the Kennedy assassination, Voting Rights Act, Watergate, Tet Offensive, women protesting the Miss America Pageant, Iran Contra Affair, the murder of Emmitt Till, to name just a few. What editorial stance did the paper take on the issue or event? What type of stories did they run on this on this issue? How do the papers differ or were they the same? These papers are **due on Monday, February 1, 2016. The paper is worth 25 points**.

The final portion of your grade will consist of **three reviews of movies or documentaries** we will see in class, **each worth 10 points**.

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 seven or the beginning of week eight. 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. **Put the phones away during class, not on your lap or on your desk**.

There are a total of 430 points for the semester. The grade will be based of the following scale: A 404-430 points, A- 387-403, B+ 378-386, B 361-377, B- 344-360, C+ 335-343, C 318-334, C- 301-317, D+ 292-300, D 275-291, D- 258-274, F 257 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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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.

CULTURAL ENRICHMENT OUTCOMES AND ASSESSMENT: For some on this campus who seem to value process more than actual academic content, we are now required to attach the following information thus making our syllabi so long that even those who demand such nonsense will not read all of it. And then the only thing many will check is the process and not whether there is any real academic substance. 1. Students will have an increased ability to interpret cultural works as part of a culture—see the term paper, essay exam, discussions and newspaper assignment. 2. Be able to look at works or historical events from different perspectives—the essay questions all call for students to formulate their opinions based on information gained in class (lectures and discussions) and from the readings. 3. Have an increased knowledge of the techniques or methodology in history—again see the term paper and newspaper project. 4. Have an increased knowledge of the various cultures that helped create our society. 5. Students will better understand themselves as part of American culture and society. 6. Students will have an increased inclination to engage in historical study. This question will be answered on the SAIs. My exams are very thought provoking and are valid measures of these goals. Those who argue against this have never seen my questions and the student's essays and are thus completely wrong. The students' papers and discussions will also measure the successful achievement of these goals. Reaction papers to the movies will also provide valuable means to measure these outcomes. 310sylsp16

HIST 315 – History of the Civil Rights Movement

CRN#81895 — Tues/Thur 9:30-10:45 — STR322

Instructor Information

Kimn Carlton-Smith (aka Dr Kimn)

616-780-4645 (cell/txt)

email-- drkimn.fsu@gmail.com

On-Campus Office -- ASC Bldg, Room 2068

F2F Office Hrs = Tues & Thurs 12-1 & 3-4

I maintain a commitment to assist anyone who asks for help. If you're struggling-- with content or technology-- ask for help before you become frustrated or angry. Use my cell to call or txt me for support. I want to help you succeed in this course. Asking for help when needed is the sign of a self-aware individual.

Course Description:

This course strives to acquaint students with the range and complexity of the African American struggle for civil rights during the 1950s and 1960s. Although the history of African Americans' political struggle for equality is often touched upon in U.S. History survey courses, little attempt is made to explore in detail important events, issues, and activists that have dramatically impacted the successes and failures of civil rights activism in Modern America.

In as much as this course specifically addresses the history of the Civil Rights Movement, the basic approach to studying this material involves applying critical thinking skills within a face-to-face discussion of assigned readings. This course encourages you to question why and how certain events and issues have impacted civil rights debates. You will also ask why specific ideas or individual personalities were more powerful than others in shaping our attitudes towards the civil rights narrative 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 struggle for equality.

Learning Objectives:

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 modern civil rights struggle within the United States.
2. Describe the important contributions and significant roles played by men and women within the context of United States civil rights history.
3. Reconstruct historical debates that reflect competing strategies and tactics for achieving racial equality during the Modern Civil Rights Movement era.
4. Evaluate the impact of ethnicity, class, and gender on struggles for civil rights in the years since World War II.
5. Analyze and evaluate the historical narrative surrounding the Modern Civil Rights era using scholarly secondary sources.

Required Materials:

- Selected academic essays taken from FLITE databases & Interlibrary Loans.
- These essays (PDF files) are grouped into 2 separate packets (Unit1-1950s & Unit2-1960s) and posted on a shared G-drive.
- These essays can be read online or downloaded to a mobile device or hardcopy printout.
- Mobile Apps — Remind & Socrative

Class Format:

- This course will use a seminar format heavily based on peer-to-peer discussion of the readings.
- Dr Kimn will provide the class with a limited set of questions to guide your reading of these essays.
- In-class sessions will use a variety of discussion format styles to designed to ensure the greatest participation for all class members.
- Class members will bring to class a set of questions or observations written in advance of each in-class discussion for the assigned readings.
- On most occasions, class members will be asked to respond in to pre- &/or post-discussion prompt questions using a mobile app.
- At the close of each Unit, students will write a reflective essay (750-1000 words)— synthesizing & analyzing & evaluating an issue, event or activist covered during that Unit. This essay must use at least three assigned readings for your analysis to support ideas/observations and construct an informed argument.
- At the end of the course you will write an research paper (or alternate project) where you apply the lessons learned from the Modern CRM of the 1950s & 1960s to today's Black Lives Matter Movement. Your research will be focused on collecting relevant newspaper publications (articles & editorials) for BLM [2013 to Summer 2016]. You will use your course readings to suggest tactics & role models that BLM activists should replicate & those they should avoid using given the lessons of the Modern CRM.

Grades/Weighted Value:

- Attendance & Discussion/Participation = 25%
- Pre/Post-Discussion Activities [Using Mobile Apps] = 25%
- Wrap-Up Essays (for each of the two Units) = 25%
- Research Paper/Project = 25%

Accessibility Policy:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a

student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact Dr Kimn as soon as possible for assistance with needed accommodations.

Attendance:

There is a mandatory attendance policy for this class. Absences lower your participation grade as well as impact your pre/post discussion activities. Major medical issues or Family Emergencies may merit "replacement" assignments to make up points missed for absences of this nature.

Discussion Participation:

Listening = NonParticipation > Zero Points

To earn points discuss participants are expected to demonstrate the following:

- ✓ Asking good follow-up questions
- ✓ Offering alternative interpretations vs "I agree"
- ✓ Identifying a "neglected" topic/aspect of the reading
- ✓ Evaluating Author's evidence &/or thesis
- ✓ Offering substantive observations supported from a specific essay/author

Late Submission - Wrap-Up Essays

- ✓ Within 24hrs, past due = -5% from the grade earned
- ✓ For each 24hrs, past due = -5% from the grade earned

Dr Kimn's Right to Make Changes

I reserve to right to make any necessary changes to this course. Any changes impacting reading assignments or format of assessment will be communicated to all enrolled students in writing (email & announcement tool) and with advance notice.

HIST315 - Fall 2016

DrKimn 616-780-4645

Week# Date (TR) HIST315-Topics Activity/Deliverable Authors

1 T/08-30 Intro Intro

1 R/09-01

Framing Essential

Questions Asking Good Questions

2 T/09-06 White Supremacy Discuss/Readings Routh & Anthony; Vander Zanden

2 R/09-08 Discuss/Readings Thornton

3 T/09-13 Highlander Folk Sch Discuss/Readings Hughes; Egerton

3 R/09-15 Discuss/Readings Kates

4 T/09-20 Montgomery Discuss/Readings Robinson; White

4 R/09-22 Discuss/Readings Rieff

5 T/09-27 Little Rock Discuss/Readings Kirk

5 R/09-29 Discuss/Readings Layton; Kilpatrick

6 T/10-04 SCLC Discuss/Readings Fairclough (part1)

6 R/10-06 Discuss/Readings Fairclough (part2)

7 T/10-11 Reviewing CRM/1950s Wrap-Up Discussion

7 R/10-13 1950s-WrapUp Essay

8 T/10-18 Sit-Ins Discuss/Readings Wynn; Sumner

8 R/10-20 Discuss/Readings Flemming; Walters

9 T/10-25 SNCC Discuss/Readings Elliot; Payne
 9 R/10-27 Discuss/Readings Hogan
 10 T/11-01 Freedom Summer Discuss/Readings Sinheimer
 10 R/11-03 Discuss/Readings Perlstein
 11 T/11-08 Armed Self-Defense Discuss/Readings Wendt
 11 R/11-10 Discuss/Readings Strain
 12 T/11-15 Black Panther Party Discuss/Readings Young
 12 R/11-17 Discuss/Readings Fehn & Jefferson
 13 T/11-22 Movie Viewing Asgn* Take-Home Activity
 13 R/11-24 HOLIDAY
 14 T/11-29 Reviewing CRM/1960s Wrap-Up Discussion
 14 R/12-01 1960s-WrapUp Essay
 15 T/12-06 Lessons Learned Discussion
 15 R/12-08 Lessons Learned Discussion
 Exam WK TBA Final Paper/Project Paper/Project Due

300-Level Final Paper/Project

Research/Resource Requirements:

Secondary Sources (Flite Electronic Journals)

Scholarly essays will come from the class assigned readings [No Supplemental Essays are Allowed]

Research for Primary Sources [Minimum]

Two images (photographs, advertisements, artwork)

Six in-depth newspaper articles (+750 words)

Two in-depth newspaper editorials (+500 words)

Citation Style

CMS/Turabin Footnotes or Endnotes & Bibliography [Majors/Minors]

MLA or APA; citations for all factual information as well as direct; & ALL WORKS READ
page

Length

2500 words min [Majors/Minors urged to complete 3000 word essay]

You can explore one of the “Big Picture Themes” or you are free to pursue any topic that interests you that addresses some aspect of 19th century popular culture that you were introduced to during the semester.

For those pursuing the “project” option you can consider the following:

1. A video project. There are two format options for your to consider. Your choice should be based on your selected topic. Option1: Reporter on the street. You still must do as much research as any other project format or paper, but this research will inform your selection of places you will select to record and interviews (real or mock) you will undertake. The Journalist/Reporter format allows you to make extensive use of your SmartPhone’s video camera. You will also need to “edit” & “compile” various video clips. The Reporter format can be ideal for Local History or Contemporary Events/Issues. To be effective for this project you will need to write a planning outline & interview questions— both should be submitted in advance for review & possible suggestions. Similar to a research paper or virtual exhibition, your goal is to guide the viewer; you must connect the dots— explaining the importance or significance of your selected topic. Final video file should come with a Word/Google doc that lists all sources as well as names/dates of people interviewed; also write a 250-500 word reflective statement addressing how working on this project helped you to better understand your selected topic. Video recording length=8 to 10min.

2. A video project. Option2: Documentary format. You can create video clips addressing historical issues or examining historical figures. Your research will guide your selection of historical images that will serve as the basis of much of your documentary. This format also allows you to interview family members or local historians or everyday folks on the street. Depending on your topic you may want to “recreate” an interview or interaction that actually happened or you may want to fabricate a mock interview of a meeting with two historical figures who opposed one another on a given issue. Again, your SmartPhone can be easily used to record your video or audio. You will want to use PPT or Google Slides to present your images (no less than 10) & record an audio narration track that can be used in conjunction with any video clips you recorded. To be effective for this project you will need to write a planning script (list of images, locations, people to interview & questions)— should be submitted in advance for review & possible suggestions. Unlike the Reporter format that relies heavily on questions written in advance, the Documentary format relies on voice-over narration after all the research has been collected and arranged. Documentaries rely on pre-written text that is traditionally spoken while narrating your video clips or image slides. Similar to a research paper or virtual exhibition, your goal is to guide the viewer; you must connect the dots— explaining the importance or significance of your selected topic. Final video file should come with a Word/Google doc that lists all sources as well as names/dates of people interviewed; also write a 250-500 word reflective statement addressing how working on this project helped you to better understand your selected topic. Video recording length=8 to 10min.

Fall 2016

HIST 320 US & Vietnam

Gary L. Huey, ASC 2066
 Office Hours: by appointment or
 MWF 12 to 1, W 3 to 4
 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
 The Legacy and Lessons of the Vietnam War

READING ASSIGNMENT FOR PART TWO: Herring, pp. 158 to end

BASIS FOR YOUR GRADE: There will be **two exams** in this course, **each worth 100 points**. The first exam will be a multiple choice test. There will be **twenty-five questions from the text and twenty-five from the lectures**. Study questions will be handed out on the textbook material. This exam will be an **open book and open notes test**. However, I must caution you. You need to study for this test as if it were a

closed book exam. **The final exam will be an essay.** This essay will be based on the lectures, the discussions, the movies, and the material in Herring. **For the final exam, I will pass out a set of three study questions** at the midterm exam. One of these essays will be the question on the final. You may ask questions about these essays in class or during office hours and hand in rough drafts for my judgment. You will then write your essay in class without the help of any notes, etc. Structuring the exam in this fashion helps you prepare more thoughtful answers and retain more effectively the ideas and themes of the class. Attached to the syllabus is a guide to writing essays. We will discuss this in class for the final. 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. All students are to take the exam on the day it is scheduled unless there is an extraordinary problem. See me if there are problems. The date for the first exam is most likely to fall in the end of the 7th or the beginning of the 8th week.

The course requirements also include a paper at least **2,500 words in length and worth 100 points**. I will give you a few suggestions so you will have an idea about the type of topics available for this paper. You must use **at least five (5) different secondary sources** and they **cannot** all be Web Sites, only two if you have only five sources. In addition to the five secondary sources you must have two primary sources which are written or spoken works by people who were present at the time of the event you are writing about. **WIDIPEDIA IS NOT AN ACCEPTABLE.** Each paper **must have a internal citations and a bibliography**. If you are a history major or minor or a history ed major or minor you must use the **Chicago Style form for the footnotes which are to be at the bottom of the page and the bibliography**. You can get a short version of this style on FLITE's web site. If you are a general education students, use the citation method associated with your major. The paper must be double-spaced. Sources that are appropriate are books, newspapers, academic journals, paintings, photographs, recordings, music, letters, etc. We will discuss in class the proper methods of researching and writing a term paper. Your paper will be graded on its historical content, the imagination and sophistication with which it is written, and the proper use of English (proper usage will be worth 15 percent of the paper's grade). As with the exams, you may hand in a rough draft of the paper so that I can comment on the content, organization, and grammar. You must avoid plagiarism. Plagiarism is passing off someone else's work as your own. We will discuss this in class. A plagiarized paper could result in an F for the paper, which could result in failing the class. As with your final exam essay, you may hand in a rough draft so that I can comment on the content, organization, and grammar. Your final draft will be due **Friday, November 11, 2016**. A late paper will be penalized five points for each class period it is late. Your chance of passing the class without any one of the three 100 point assignments is practically nil, so a late paper is better than no paper.

Another portion of your grade will be three planned discussions. I will pass out the articles to be discussed. Each person will **write seven questions to ask** about the article. These questions will be turned in to me for grading, and they can be used by you during the discussion. **Each of the discussions is worth twenty-five points for a total of 75 points.** The class will choose the dates for these discussions.

There will be a short **500 word** library assignment using the historical newspapers in the FLITE database. (These papers include the *Chicago Tribune*, *Christian Science Monitor*, *Los Angeles Times*, *New York Times*, *Wall Street Journal*, and the *Washington Post*. I want you to **use at least two different papers** to examine an important event or person in the history of the Vietnam War, e.g., Tet Offensive, Dien Bien Phu, the air war, etc. What editorial stance did the paper take on the issue, person, or event. Also, what type of stories did they run on this issue? How do the papers differ or were they the same? These papers are **due on Friday, September 29, 2016. The paper is worth 25 points.**

The final portion of your grade will consist of three movie reviews each worth 10 points.

You are **not to bring cell phones 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 will be a total of **430 points for the term**. This is the grading scale: **A** 404 points or above; **A-** 387-403 points; **B+** 378-386 points; **B** 361-377 points; **B-** 344-360 points; **C+** 335-343 points; **C** 318-334 points; **C-** 301-317 points; **D+** 292-300 points; **D** 275-291 points; **D-** 258-274 points; **F** 257 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.

PURPOSE/OBJECTIVES OF HIST 320: In this class we will study the history of Vietnam, its culture, and how historical forces shaped it, and how the people of Vietnam responded to western intrusion. We will then explore why the United States responded to the battle the Vietnamese people waged to rid their nation of foreign influence, with special emphasis on the Cold War and American internal politics. We will then consider the impact of the war on the United States and the world. It is hoped the students will come away with a firm grasp of this conflict, its why and its effect on the world.

ASSESSMENT:

Student Learning Outcomes

FSU Gen Ed Cultural Enrichment Objectives:

1. Have an increased ability to interpret cultural works as a part of a culture.
2. Be able to justify those interpretations with an understanding of the interpretive process.
3. Have an increased knowledge about some aspects of culture.
4. Be able to look at works or historical events from different perspectives.

Michigan Dept. of Ed Content Standards:

- 1.5 Understand narratives about major eras of U.S. history by identifying people involved, describing the setting, and sequencing events.
- 1.8 Evaluate key decisions made at critical turning points in U.S. history by assessing their implications and long-term consequences.
- 1.1 Formulate historical questions and obtain historical data from a variety of sources to construct sound historical interpretations.
- 3.2 Conduct investigations including the ability to formulate a clear statement of questions, gather and organize information, formulate and test hypotheses, report results both orally and in writing, and make use of appropriate technology.
- 3.3 State issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.

3.6 Consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

Evaluation of Student Achievement:

Student achievement will be measured on exams, essays, written assignments, research papers, analysis of primary documents, group projects, and oral presentations.

320sylf2016

AMERICAN WOMEN'S HISTORY

HIST 325.001
STR 322

Fall 2008
MW 4:30-5:45 pm

Dr. Lisa Guinn
Office: ASC 2079
Hours: MW 2:00-4:00pm, or by appt.

Phone: 591-3698
email: guinnL@ferris.edu

REQUIRED TEXTS

Norton, Mary Beth and Ruth M. Alexander, eds. *Major Problems in American Women's History* 4th edition. New York: Houghton Mifflin Company, 2007. ISBN—9780618719181. **You must have this edition.**

Baumgardner, Jennifer and Amy Richards. *ManifestA: Young Women, Feminism, and the Future*. Farrar, Straus and Giroux, 2000. ISBN—0374526222

ARTICLES AVAILABLE THROUGH JSTOR

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 and diversity, including race, ethnicity, religion, sexual orientation, age, etc. 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 1960s 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, and class participation. 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 and discussion 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 needed to write the out-of-class essays, you understand your topics for the research project and book review, and you keep up with discussion readings and participate in discussion sessions. I believe this benefits the entire class.

OUT-OF-CLASS READING AND WRITING ASSIGNMENTS: I encourage you to use the writing center if you are not confident in your writing ability. I expect high-quality writing, free of grammatical, spelling and organization errors.

A) Essay on *ManifestA* (worth 50 points)

You will have one out-of-class reading and writing assignment. Listed below is the question that you will address in your 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. The 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. If you quote anything from the book, you may use parenthetical documentation since there is only one source. No bibliography is needed. The assignment is worth 50 points and is due at the beginning of class on the assigned day. Assignment due date is also listed in the course schedule at the end of the syllabus.

Question for *ManifestA*: First, give a brief description of the book (not to exceed one page) then answer the following question: what do the authors believe is the current status of feminism? Explain your response with specific examples from the reading. **Due Wed. Dec. 10**

B) Research Paper (worth 100 points)

Each student will select a topic or theme dealing with American Women's History and research that topic. This project is designed to be semester-long and not "last minute." To insure that you are progressing adequately throughout the semester, you will periodically turn in parts of the project, including a working hypothesis, preliminary bibliography in Chicago Style format, and outlines with working topic sentences and a thesis statement. You may select your topic, but it must be approved by me before beginning. If you turn in a paper that has not been approved or is a significant departure from your approved topic, you will receive a zero for that paper. In the interest of time, you must select a topic by the third week which means you may have to think ahead. The specifics of the paper are listed below.

SPECIFICS: You must have a minimum of FIVE secondary sources (only TWO can be a scholarly website) and FIVE primary sources (contemporary documents from the period you are writing about). Essays should be a minimum of 8 complete pages and a maximum of 10 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. Any quotes or specific information (quantitative data, for example) must be cited by footnotes or endnotes using Chicago Manual of Style format (no parenthetical documentation). You must also include a complete Bibliography in Chicago Style at the end of your paper. This includes all sources used, not simply the ones you cited in the paper.

*This is the minimum requirement which, coupled with a good paper, will probably get you an average score of "C" on the assignment. To exceed that, you will need to do more. An outstanding paper will exceed the minimum requirements and be well-detailed and well-written. Listed below are places to find secondary and primary sources (this is NOT a comprehensive list). **You may use the essays and documents in the Major Problems book or those provided to you through FerrisConnect, but they do not count toward your minimum requirement for sources. In short, you must find five secondary and five primary sources on your own, then you can supplement with the course material.**

**I will provide writing help for Chicago Style, an example of how to organize a research paper, and a sample "A" paper on FerrisConnect. I will also provide my writing guide. I will not read drafts of papers since we are doing the lead-up exercises throughout the semester. You will not be allowed to revise your completed paper for a higher grade.

FLITE Library Databases (good place to find sources):

- a) *Newspapers and News Service Resources* has the major national papers online, full-text and searchable;
- b) *America History and Life* lists secondary sources and is fully searchable (not all articles will be full-text, so you may have to ILL some or use MeLCat; to access full-text articles, follow the links);
- c) *JSTOR* history journals have full-text secondary source articles; the site is fully searchable, but is not current to 2008;
- d) *The Gerritson Collection: Women's History online* has numerous primary sources and is fully searchable.

There are numerous primary documents available on the Web. I would suggest using a search function to assist here, but be discriminate as to which you use for your research. There are also numerous primary documents and secondary source articles in your textbook and on the course page in FerrisConnect. Be careful when using websites to insure that it is a quality source for a 300-level research paper. Much of the time, the best sites are .edu or .gov sites.

Wikipedia or other online encyclopedias are NOT acceptable sources for a college level paper.

**If you are having problems finding sources, please let me know early in the course and not at the last minute. I can help direct you to places that may help but I am not a magician and can not help you if you do not ask and if you wait too long.

Research Paper Due Dates:

Topics Selected (includes getting approval from me): **Wed. Sept. 17**

Working Hypothesis: **Wed. Oct. 1**

Preliminary Bibliography: **Wed. Oct. 15**

Outline with preliminary topic sentences and working thesis statement: **Wed. Oct. 29**

Revised outlines (if necessary): **Mon. Nov. 3**

Final papers: **Wed. Dec. 3**

C) 2 take-home exam essays on the development of women's history (worth 50 points each)

Students will write two take-home essays on the development of women's history during the first half of the course and the second half of the course. This will essentially serve as two out-of-class exams showing me that you understand the content material we have discussed in class. 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. When you use specific information, please use Chicago Style format for citations. 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 from the colonial period through the Reconstruction era (be sure to include any unique challenges, etc. faced by different women)? **Due Wed. Oct. 22** (on the course schedule, this essay should include everything from "Women in Early America" through "Women in the West").
2. What significant changes took place for women from the Gilded Age through the present period (be sure to include any unique challenges, etc. faced by different women)? **Due by 5:00pm, Thurs. Dec. 18**

D) Oral History Project and in-class discussion (worth 100 points; 50 for written, 50 for discussion)

You will interview women of various ages and ask pre-selected questions. Then, you will write a two-page written summary of findings. The summary should assess the answers given and their relationship to American Women's History. Questionnaires, with your notes, must be attached to your written summary. Questionnaires will be handed out by the third week of class. Each student will be interviewing three women, one between ages 18-25, one between ages 26-44, and one age 45 and over. You can be thinking ahead about who you want to interview. Answers will be filled in by the student on the questionnaire. In other words, I want you to sit down with these women and ask them these questions. This is an excellent opportunity to get to know some amazing women in your life, so take advantage. On the day the oral history summary is due, we will also have an in-class discussion on the findings. All students are expected to participate in this discussion, worth 50 points of the total 100 possible. **Due on Wed. Nov. 5**

E) Attendance and Participation

This class will be largely discussion based rather than straight lecture. Discussions will be based on readings from *Major Problems in American Women's History*. The reader consists of both secondary sources and primary documents dealing with various themes of American Women's history. We will also be reading additional articles and documents that are available on FerrisConnect. Participation credit will be worth a total possible 100 pts. The number of points you receive will be based on your attendance (remember, I deduct 5 pts. for every absence beyond two) 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. In-class and/or out-of-class written work may accompany discussion reading throughout the semester and will be included in your participation grade.

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

Research Paper	100
Take-home exams @ 50 pts. each	100
Attendance, discussion and participation	100
Oral History project	100
Paper on <i>ManifestA</i>	50

GRADE SCALE

419-450 = A
405-418 = A-
392-404 = B+
374-391 = B
360-373 = B-
347-359 = C+
329-346 = C
315-328 = C-
302-314 = D+
284-301 = D
270-283 = D-
0-269 = F

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. Please observe the following rules for this course. If you cannot observe these common courtesies, perhaps this is not the course for you.

- All cell phones and/or pagers must be turned off and put away during class time.
- No text messaging, or checking messages during class time.
- No listening devices during class or exams (ipods, for example).
- 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.
- Please try and refrain from leaving class except on designated break times.
- Please keep discussions and debates as beneficial intellectual exchanges and not shouting matches.
- Cheating will not be tolerated. If you are caught cheating (in any way and on any assignment), you will fail.
- Please do not ask me if you “missed anything important” after an absence—everyday is important, so Yes! you missed something important.
- Please try and avoid scheduling doctor appointments, appointments with other professors, job interviews, etc. during class time. These are not excused absences.
- 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.

TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS (Schedule may change as the course develops—be alert to changes)

Week 1 (Sept. 3) Introduction

Week 2 (Sept. 8-10)

Mon.—Approaches to Women's History, read *Major Problems* chapter 1 (pp 1-23)

Wed.—Women in Early America, read *Major Problems* chapter 2 (pp. 24-50)

Week 3 (Sept. 15-17)

Mon.—Colonial women, read *Major Problems* chapters 3 and 4 (pp. 51-109)

Wed.—American Revolution, read *Major Problems* chapter 5 (pp. 110-139)

Topics for research paper selected by Wed. Sept. 17

Week 4 (Sept. 22-24)

Mon.—Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony

Wed.—Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony

Week 5 (Sept. 29-Oct. 1)

Mon.—The Cult of True Womanhood, read 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.—Women's Activism, read *Major Problems* chapter 6 (pp. 140-174)

Working hypothesis due on Wed. Oct. 1

Week 6 (Oct. 6-8)

Mon.—Lecture on Women in Slavery

Wed.—Women in Slavery, read *Major Problems* chapter 7 (pp. 175-200)

Week 7 (Oct. 13-15)

Mon.—Lecture on Women in the Civil War

Wed.—Women in the Civil War, read *Major Problems* chapter 8 (pp. 201-230)

Preliminary bibliography due on Wed. Oct. 15

Week 8 (Oct. 20-22)

Mon.—Women in the West, read *Major Problems* chapter 9 (pp. 231-259)

Wed.—Women from 1890-1920s, read *Major Problems* chapter 10 (pp. 260-292)

First take-home exam due on Wed. Oct. 22

Week 9 (Oct. 27-29)

Mon.—Lecture on Women and Progressive Reform

Wed.—Women in Progressive Reform, read *Major Problems* chapter 11 (pp. 293-332), and Cott, Nancy F.

“Feminist Politics in the 1920s: The National Woman’s Party.” *The Journal of American History* 71 (June 1984): 43-68.

Outlines due on Wed. Oct. 29

Week 10 (Nov. 3-5)

Mon.—Women during Great Depression and New Deal, read *Major Problems* chapter 12 (333-369)

Wed.—**Discuss oral histories and summary due on Wed. Nov. 5**

Revised outlines due on Mon. Nov. 3, if necessary

Week 11 (Nov. 10-12)

Mon.—Rosie the Riveter

Wed.—Women in World War II, read *Major Problems* chapter 13 (370-408)

Week 12 (Nov. 17-19)

Mon.—Lecture on Post-war 1950s and Status of Women

Wed.—Post-war 1950s and Women, read *Major Problems* chapter 14 (pp. 409-445)

Week 13 (Nov. 24-26)

Mon.—The Birth Control Pill

Wed.—No Class, Thanksgiving Break

Week 14 (Dec. 1-3)

Mon.—Lecture on The Feminist Movement

Wed.—The Feminist Movement, read *Major Problems* chapter 15 (pp. 446-500)

Research papers due on Wed. Dec. 3

Week 15 (Dec. 8-10)

Mon.—Third-Wave Feminism, read *Major Problems* chapter 16 (pp. 501-537)

Wed.—Discuss *ManifestA*

***ManifestA* essay due on Wed. Dec. 10**

Finals Week

Second take-home exam due by 5:00pm on Thurs. Dec. 18

This course satisfies the General Education Learning Outcomes listed below:

Cultural Enrichment

On the completion of the cultural enrichment requirement, students should:

- have an increased ability to interpret cultural works as a part of a culture.
- have increased knowledge about some aspects of cultures.

Race/Ethnicity and/or Gender Outcomes Criteria

On the completion of the REG requirement, students should:

- Articulate the ways in which existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege, especially within the United States.
- Describe distinct attributes (geographic, scientific, economic, cultural, linguistic and/or historical) of race/ethnicity and/or gender. This would also include discussion of how these attributes have impacted the social construction of race/ethnicity and/or gender or how race/ethnicity and/or gender, especially within the United States, have themselves affected these attributes.
- Identify the meaning and influence of the categories known as race/ethnicity and/or gender has had on the production of social knowledge and individual responses to that social knowledge.
- Ferris graduates should develop a more positive perspective and consciousness of the significance of race/ethnicity and/or gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.

Spring2013

HIST 326—VL1

CONTACT INFORMATION:

Kimn Carlton-Smith (aka Dr Kimn)

616-780-4645 (cell/txt)

email-- drkimn.fsu@gmail.com

On-Campus Office -- ASC Bldg, Room 2068

F2F Office Hrs = Tues/Thurs 1-2pm

Virtual Office Hrs = Mon 6-7pm & Wed 9-10am

Open to Web Conferences, Skype, or Cellphone Meetings

ONLINE TEACHING PHILOSOPHY:

I have been teaching fully online courses since 2004. I am a firm believer that online learning can be both fun and challenging. However, I also appreciate the fact that not all learning styles make for good online learners.

For success in any interactive online course that promotes collaborative learning, time management skills are essential; these skills also help with managing your stress.

The pacing required for preparatory assigned readings as well as reading peer postings and developing well-thought written posted comments can be overwhelming to novice online learners.

For any online history course, your ability to read and understand text-based assignments is key to your success-- all history courses are reading/writing intensive; the online format only compounds the reading & writing requirements.

To assist everyone-- online newbies & seasoned veterans-- I use various online tools to support your learning efforts. I have worked hard to provide you with easy navigation within the course site. I will occasionally rely on video podcasts to discuss the goals & objectives of the course as well as guidelines for various assignments.

As a rule I do not directly participate within a discussion forum. However, I have invested a great deal of time in selecting the readings and framing the prompt questions to ensure that you explore essential ideas within important scholarship. I actively monitor the threaded conversations. Finally, I use a quick turn-around to provide feedback that can be applied to the next forum.

I maintain a commitment to assist any learner who asks for help. If you're struggling-- with content or technology-- ask for help before you become frustrated or angry. Use my cell to call or txt me for support at any time-- day or night, seven days a week.

COURSE DESCRIPTION:

This course strives to acquaint students with the range and complexity of African American women's struggle for civil rights since Reconstruction. Although the history of African Americans' political struggle for equality 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 successes and failures of civil rights activism in America. Rarely are the contributions of African American women acknowledged in the Civil Rights saga.

In as much as this course specifically addresses noteworthy African American women, the basic approach to studying this material requires critical thinking skills. This course seeks to encourage you to question why and how certain events and issues have impacted civil rights debates since

the 1880s. You will also be encouraged to ask why specific ideas or individual personalities were more influential than others in shaping our attitudes towards racial equality and women's rights 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 women's social and political struggles.

LEARNING OBJECTIVES:

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 American women since Reconstruction.
2. Describe the important contributions and significant roles played by African American women within social and political reform movements.
3. Reconstruct historical debates that reflect competing strategies and tactics for achieving racial equality.
4. Evaluate the impact of ethnicity, class, and gender on African American struggles for equal rights in the years since Reconstruction.
5. Analyze and evaluate the historical narrative surrounding African American women using scholarly secondary sources.

REQUIRED MATERIALS:

1) For this course you will need access to a computer and the internet for 3 to 5 hrs per week.

2) Course Readings CD (contains journal articles from various FLITE databases and Inter-Library Loans). This will be provided/mailed to students free of charge.

3) Course Wiki (You will electronically share your paper with me using this tool as well eSyllabus 2/14/13 3:08 PM

https://fsulearn.ferris.edu/webapps/blackboard/content/listContent.jsp?course_id=_3344_1&content_id=_17857_5_1&mode=reset Page 3 of 4

as provide feedback comments.)

4) Free software, needed for viewing video podcasts I will be providing to supplement the assigned readings and to provide clarification on various assignments.

Assessment Measures

DISCUSSION FORUMS:

During the semester there will be eleven discussion forums. You will begin each week posting an "opening statement" addressing one of the provided prompt questions.

For the remainder of the week, you will be graded on the quality of your posted remarks and observations that demonstrate your ability to use and apply information from the assigned readings to the evolving online discussion. The deadline for posting your "Opening Statement" will be 8pm Monday; Response Posting Set#1 is due Wednesday 11:59pm; and Response Posting Set#2, written after the Set#2 deadline, is due Friday 11:59pm.

UNIT WRAP-UP ACTIVITY:

At the end of each Unit you will be asked to write a brief 1000-word formal essay evaluating the impact of one woman in relation to her peers. No additional research it to be done for this essay. You are asked to apply insights gained from the assigned readings and the online discussions. Formal guidelines will be posted for this writing assignment.

REFLECTIVE THOUGHTS:

At the close of the semester you be asked to respond to two reflective prompt questions designed to stimulate some reflective thoughts about the course and what you have learned this semester.

DISCUSSION DEADLINES:

Deadlines are key to the successful pacing of class participation within our various discussion forums. Your absence lowers the overall quality of the conversation your group is undertaking. Consistently posting your ideas near or at the posting deadlines limits your ability to meaningfully contribute; it also makes it hard on others who rely on postings being made in a timely manner so that there is content to engage with and ideas to exchange.

eSyllabus 2/14/13 3:08 PM

https://fsulearn.ferris.edu/webapps/blackboard/content/listContent.jsp?course_id=_3344_1&content_id=_17857_5_1&mode=reset Page 4 of 4

Missing posting deadlines = Virtual Absence or Non-Participation = Zero points.

LATE PENALTY:

There are fixed deadlines for individual writing assignments (Unit Wrap-Up Activity). These deadlines are posted on the Calendar Tool. -20% of the value of the assignment will be deducted for every 24hrs the assignment is late.

EXTENSIONS:

Unexpected problems can and do occur. I am willing to work with anyone who may need a brief extension for any individual writing assignment. Please make your request in writing, txt message or email, and contact me as soon as you are aware that need additional time. Ideally, no less than 12hrs before the deadline.

Grades

PLAGIARISM & UNIT WRAP-UP ESSAY

Plagiarism is a serious violation of academic integrity. Proper documentation (footnoting sources within the body of the essay) is key to avoiding this issue. You will have the opportunity to correct citation omissions following the submission of your 1st incident. There will be no opportunity to correct citation omissions with a second offense. Your grade for the second offense will be Zero.

POINT VALUES FOR ALL ASSESSMENT MEASURES:

Discussion Opening Statement = $11 \times 10 = 110$ pts

Discussion Forum Participation = $11 \times 25 = 275$ pts

Unit Wrap-Up Essay = $3 \times 75 = 225$ pts

Peer Feedback to Essays = $3 \times 2 \times 12.5 = 75$ pts

Reflective Thoughts = 50pts

INSTRUCTOR'S RIGHT TO MAKE CHANGES:

I reserve the right to make any necessary changes to this course. Any changes impacting reading assignments or format of assessment will be communicated to all enrolled students in writing (email & announcement tool) and with advance notice.

HISH 330 – Turbulent Sixties: Sounds of an Era

Instructor Information:

Kimn Carlton-Smith (aka Dr Kimn)

616-780-4645 (cell/txt)

email-- drkimn.fsu@gmail.com

On-Campus Office -- ASC Bldg, Room 2068

F2F Office Hrs = Tues & Thurs 10-10:45am & 1:30-2:30pm (or by Appointment)

I maintain a commitment to assist any learner who asks for help. If you're struggling-- with content or technology-- ask for help before you become frustrated or angry. Use my cell to call or txt me for support.

Course description:

This course offers learners an in-depth examination of key cultural ideas, social events, and political issues that shaped the United States during the 1960s, considered the most turbulent decade of the 20th century. Issues and events addressed will include the Cold War and the idealism of the Kennedy Administration; the Civil Rights Movement; questions concerning Vietnam and the Anti-War Movement; the militancy of the Women's Liberation Movement and Black Power; and the creative outpourings of the Counter-culture and Environmental movements. As a strategy to aid learners understanding of the relevant human dimension of these historical events and issues, they will examine music, from diverse genres, recorded and performed during the era.

Learning Objectives:

When you complete this course, you should be able to:

1. Identify the sequence of major cultural ideas, political events, and social trends as they relate to the era known as "the Turbulent Sixties" within the United States.
2. Describe the important contributions and significant roles played by noteworthy men and women throughout the era, whether as grassroots activists, elected leaders, or influential creative artists.
3. Reconstruct cultural, social, or political debates that capture the competing ideologies and goals held by diverse groups of Americans throughout the era.
4. Evaluate the impact of music (singers, songwriters, & musicians) from various genres (Pop, Country, Jazz, Folk, R&B, Rock).
5. Analyze and synthesize primary & secondary sources to determine the role music played in shaping (or reflecting) the values and concerns of specific groups of Americans during the era.

Required Materials:

David Faber's *The Age of Great Dreams* (1994)

Brian Ward's *The 1960s: A Documentary Reader* (2010)

Supplemental Journal Essays from FLITE (TBA)

Historical Newspaper Collection from FLITE (TBA)

25\$ for Legal Music Download Service

Computer & Internet Access

In-Class Participation/Discussion (30%)

For each class session, students are expected to come to class having completed that day's assigned readings. Each week class members will examine & discuss insights from a combination of primary & secondary sources. Two students will serve as discussion facilitators for each class discussion session. On a rotating basis, selected students will serve as Devil's Advocate to ensure opposing viewpoints are addressed for issues explored in the assigned readings.

Unannounced Reading Quizzes (10%)

To ensure that students are keeping up with their reading assignments as well as helping engage less vocal students, a brief quiz will be randomly given at the start of class. The quiz format: 5 minute response essay to an essential question key to the issues addressed in the assigned readings. Class members are expected to provide examples/evidence from the readings to support their written observations.

Random Polling Questions (10%)

Students will be asked to vote/poll their opinions on topics to help foster a civil discussion or to create a safe environment for a student to express viewpoints not readily shared by their peers. The poll results are shown anonymously and is a tool that ensures total participation of all class members. Polls are framed around “essential questions” that have no right/wrong answer. Polling activities will occur on days when it will be constructive to synthesize information or to clarify complex topics or evaluate polarizing issues.

Online Weekly Blog Activity (25%)

During the semester there will be a weekly blog activity framed to narrowly address specific songs in relationship to that week’s in class discussion. During the course, each class member will serve once as a Blog Author. During Weeks 2, 3, & 4 there will be only one blog; from Weeks 5 thru 11 there will be two blogs per week.

- Blog Authors are solely responsible for writing a thoughtful, well-developed essay analyzing a song using Paul Friedlander’s “Rock Window” guidelines. (500-750words)
- Blog Authors will select a song, locate lyrics, as well as research relevant artist/band information and analyze that song in relation the social trends &/or political issues when the song was released.

HISH 330 – Turbulent Sixties: Sounds of an Era 2

- Blog Authors should locate a public YouTube video that captures the period performance of their selected song & post a copy of this link at the end of their Blog Essay.
- Blog Comments need to offer observations intended to build & expand the analysis of the individual song as well as providing scaffold information that strengthens connections between the song’s message/meaning and social, political, or cultural concerns at the time of release. (250-400words)
- Source citations must be included within both the Blog Essay and Blog Comments.

The Blog Author's essay is due Thur 8am. Blog participants will read/comment on Blog essay each week. Blog Comments can be written/posted Thurs 1:30pm and Sunday 11:59PM.

Formal Project- Soundtrack on an Era (25%)

Throughout the semester you will be analyzing music created & performed during the Turbulent Sixties. The Blog Activity will expose you to a broad range of musical genres and build your skill at analyzing & synthesizing primary and secondary sources. Near the end of the course, you will be asked to develop a concept project that involves using the conventions for a Long Playing Album released the 1960s.

Tasks you will perform:

- ✓select a “theme” your “soundtrack of an era” compilation album;
- ✓apply your theme to determine your song selection (10 to 12);
- ✓locate lyrics & recording information for each song;
- ✓locate artwork for your album cover;

✓research & write liner notes for your album.

To ensure your success for this project, there will be various deadlines during the second half of the course:

- During Week8, the class will meet to discuss this project in more detail and to have you tentatively identify your unifying theme. Because your album is a “compilation” of music from the era— you will want to use a theme that can encompass a diverse range of musical genres and performers. You cannot focus on a single artist or musical genre (think of this as a “mixed tape”). Overall, this project will involve applying information from the assigned readings, inclass discussions, blog essays/comments, and original research.
- During Weeks12 & 13, Dr Kimn will meet individually with each student in a scheduled conference session to discuss your theme & song selection as well as identifying your strategy for executing the remainder of the project.
- During Week14, you will have release time to work on researching & writing your “liner notes” essay.
- During Week15, you will have a follow-up conference with Dr Kimn to discuss a submitted draft of your liner notes; compiled information/resources (lyrics, recording info, artwork, etc.); and citation of sources.
- During our scheduled class session for Exam Week, you will share highlights of your “Soundtrack for an Era” project with peers and invited guesses.

HISH 330 – Turbulent Sixties: Sounds of an Era 3

Citing Sources in All Written Work:

Proper documentation (citing sources within the body of the essay) is key to avoiding plagiarism. You are expected to cite sources in your Blog Essay, any Blog Comment you may post, and in your Liner Notes Essay. Some novice writers only cite “direct quotes;” more experienced writers know that they must cite any source that provided them with factual information or ideas provided from a primary or secondary source. Citations need to appear within the body of the essay as a footnote or (parenthetical citation) and not just a listing under a Works Cited Heading.

Late Posting/Submission Penalty:

A Blog Essay Author impacts everyone in the course, comments can only be written/posted once your Blog Essay is posted. Late comments postings or non-participation lower the overall quality of the Blog Discussion for all participants. The Soundtrack/Liner Notes Project has several incremental deadlines to ensure your success. Late submissions at any stage

Attendance:

There is a mandatory attendance policy for this class. Absences lower your participation grade as well as impact your polling & reading quizzes. Medical issues or Family Emergences may merit “replacement” assignments to make up points missed for absences of this nature.

Alternate Assignments in case of Weather or Instructor health issues:

During the winter months, weather factors may impact my commute from Grand Rapids. Dr Kimn may also have unexpected health issues that would affect her ability to teach class. In these situations, Dr Kimn will do her best to notify members of the class in advance, ideally no later than 8am the morning of class. This notification will come via email & the FerrisConnect Announcement page. For these dates, Dr Kimn will post an activity or previously recorded video lecture. These are required assignments and typically will involve a deliverable that will earn learners “attendance” as well as “participation” points. There are deadlines associated with these alternate assignments, typically 24 or 48hrs.

Course Communications:

If you need to communicate with Dr Kimn, you have several options gmail, TXT, Skype or Facetime, or old-fashion phone conversation. During the week, Dr Kimn will respond within 24hrs to any message (email, TXT, voicemail). For those who attempt to contact Dr Kimn while she is off-line between Friday Noon and Sunday 6pm, she will return your calls/messages Sunday evening or Monday morning, at the latest.

Office Hours:

If you need to communicate with Dr Kimn, you have several options gmail, TXT, Skype or Facetime, or old-fashion phone conversation. During the week, Dr Kimn will respond within 24hrs to any message (email, TXT, voicemail). For those who attempt to contact Dr Kimn while she is off-line between Friday Noon and Sunday 6pm, she will return your calls/messages Sunday evening or Monday morning, at the latest.

Dr Kimn's Right to Make Changes:

I reserve right to make any necessary changes to this course. Any changes impacting reading assignments, course schedule, or format of assessment will be communicated to all enrolled students in writing (email & announcement tool) and with advance notice.

HISH 330 – Turbulent Sixties: Sounds of an Era

HISTORY 331 -- Spring 2016 19th Century American Popular Culture

This course explores popular expressions of American culture and leisure time pursuits during the 1800s. The course examines consumer tastes among working class Americans and recent immigrants to America, trends in urban recreation activities, and the emergence of a national identity. Key mediums explored include print culture (newspapers, tabloids, and dime novels) and public performance events (circus, theater, minstrel shows, and Wild West shows). This course will analyze popular reoccurring narrative themes and popularized myths found in various forms of print culture and public performance events.

Instructor:

Kimn Carlton-Smith (aka Dr Kimn) Office: ASC 2068 Office Hours: TR 9-11 Preferred email--
drkimn.fsu@gmail.com Cell # 616-780-4645 (TXT or Voice)

Course Outcomes:

1. Learners will be able to identify, describe, and sequence major forms of leisure time activities that reflect American cultural values and consumer tastes during the 1800s.
2. Learners will have the skill and knowledge to summarize, analyze, and evaluate various forms of print-based cultural expressions (newspapers, tracts, tabloids, and serialized fiction) popular in the 19th century.
3. Learners will have the skill and knowledge to summarize, analyze, and evaluate various forms of performance-based cultural expressions (circus, theater, minstrel shows, and Wild West shows) popular in the 19th century.
4. Learners will have the skill and knowledge to summarize, analyze and evaluate popular reoccurring narrative themes and popular myths that were expressed in 19th century American popular culture.

Required Readings:

- Selected academic essays taken from FLITE databases and Interlibrary Loan Requests.
- These essays will be grouped into thematic packets and posted on a shared G-drive.
- These essays can be read online or downloaded to a mobile device or hardcopy printout.

Class Format:

- This course will use a seminar format heavily based on peer-to-peer discussion of the readings. • Prior to each Thematic/Topic, Dr Kimn will provide an overview lecture/discussion to help provide context for the assigned readings. This lecture session will be followed by three class discussion sessions of assigned readings on major aspects of popular culture in the 19th century. • Each member of the class will have his/her turn as the Facilitator of one day's discussion of assigned readings.
- All class members will bring to class a set of questions written in advance of each in-class discussion on a set of assigned readings.
 - At the close of each Thematic/Topic, students will write a reflective essay (500words)— synthesizing & analyzing one key issue they found significant. This essay must use at least one assigned readings from all three discussion sessions to support your ideas and construct an informed argument.
 - Once all six Thematic/Topics have been completed, class members will shift their energies to the development of a Research Project. More details will be addressed closer to the time of the activity.

Grades/Weighted Value:

- Attendance + Discussion/Participation (Assigned Readings Sessions) = 25%
- Pre-Discussion Questions (Homework/Prep Task) + Facilitator Task = 25%
- Reflective Essay Wrap-Up (6 Topics) = 25%
- Research Paper/Project = 25%

Accessibility Policy: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a

disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. Any student registered with Disabilities Services should contact Dr Kimn as soon as possible for assistance with needed accommodations.

HISTORY 332 -- Fall 2016 — CRN#81897
20th Century American Popular Culture

This course explores popular expressions of American culture and leisure pursuits during the 1900s. The course examines dominant consumer tastes among middle class Americans. Key mediums explored include broadcast radio programs, Hollywood films, comic books, and television situation comedies. This course will analyze popular reoccurring narrative themes and popularized myths found in various forms of American popular culture during the 20th century. Special attention will be given to the ways leisure time activities both shaped and reflected a national identity embraced by middle-class Americans.

Instructor: Kimn Carlton-Smith (aka Dr Kimn)

Office: ASC 2068

Office Hours: TR 12-1 & 3-4

Preferred email-- drkimn.fsu@gmail.com

Cell # 616-780-4645 (TXT or Voice)

Course Outcomes:

- Learners will be able to identify, describe, and sequence major forms of leisure time activities that reflect American middle-class values and consumer tastes during the 1900s.
- Learners will have the skill and knowledge to summarize, analyze, and evaluate various forms of cultural expressions that involved shared participation experiences that forged a national consumer identity.
- Learners will have the skill and knowledge to summarize, analyze, and evaluate various forms of cultural expressions that were vehicles for private home entertainment that nurtured ideals about the meaning of family and fostering fears of juvenile delinquency among teenagers.
- Learners will have the skill and knowledge to summarize, analyze and evaluate popular reoccurring narrative themes and popular myths that were expressed in 20th century American popular culture.

Required Readings:

Selected academic essays taken from FLITE databases.

These essays (PDF files) are grouped into four separate packets (radio, film, comics, & tv) and posted on a shared G-drive.

These essays can be read online or downloaded to a mobile device or hardcopy printout.

Class Format:

This course will use a seminar format heavily based on peer-to-peer discussion of the readings.

Prior to each Medium/Topic, Dr Kimn will provide the class with an overview lecture/discussion to help provide context for the assigned readings.

In-class sessions will use a variety of discussion format styles to designed to ensure the greatest participation for all class members.

Class members will bring to class a set of questions or observations written in advance of each in-class discussion for the assigned readings.

On random dates, class members may be asked to respond in writing to a postdiscussion prompt question.

At the close of each Medium/Topic, students will write a reflective essay (500-750 words)— synthesizing & analyzing an issue each person found significant. This essay must use at least three assigned readings for that Medium/Topic to support ideas/observations and construct an informed argument. As the course progresses this assignment will require each person to incorporate a comparison/contrast between prior Mediums and the most recently concluded Medium/Topic.

At the end of the course we will spend time using a “workshop” format to discuss trends within key historical eras that have been heavily featured in the readings. These workshop sessions will shift our analysis & questioning to compare identifying trends that cut across mediums and reveal social values, biases, aspirations and concerns.

Grades/Weighted Value:

Attendance & Discussion/Participation = 25%

Pre/Post-Discussion Activities [Using Mobile Apps] = 25%

Wrap-Up Essays (4 Topics) = 25%

Research Paper/Project = 25%

Accessibility Policy:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at

<http://www.ferris.edu/htmls/colleges/university/disability/>.

300-Level Final Paper/Project

Research/Resource Requirements:

5/6 Secondary Sources (Flite Electronic Journals)

A maximum of 3/4 sources can include assigned readings.

At least two sources must be personally researched/retrieved.

2/4 Primary Sources

Two images (photographs, advertisements, artwork)

Two text-based (newspapers, novels, plays, lyrics)

Citation Style

CMS/Turabin Footnotes or Endnotes & Bibliography [Majors/Minors]

MLA or APA; citations for all factual information as well as direct; & ALL WORKS READ
page

Length

2500 words min [Majors/Minors urged to complete 3000 word essay]

You can explore one of the “Big Picture Themes” or you are free to pursue any topic that interests you that addresses some aspect of 19th century popular culture that you were introduced to during the semester.

For those pursuing the “project” option you can consider the following:

1. A virtual exhibition (featuring 10 objects/artifacts) that you will “curate” using information gleaned from class readings, discussions & your required primary/secondary research sources. You must locate high quality image files for each artifact as well as write information card text (100 to 200 words) for each artifact. The

card text needs to establish/explain the significance of the artifact to someone entirely unfamiliar with its purpose or meaning or historical context. The text needs to explain the origins & insights the artifact provides. Texts needs to be written in essay format vs a list of bulleted facts/observations. At the very minimum the text card should address six essential questions— Who, What, How, When, Where, Why. You will also need to write a 350-500 word essay that explains the purpose/scope of your virtual exhibition. This essay will prepare & guide the reader/viewer for experiencing the ten selected artifacts that serve as the basis your virtual exhibition. This essay establishes the “Big Picture” while your artifact text cards will offer unique details that further illustrate & support your Big Picture (theme). The virtual exhibition project can be completed as a Word/Google doc file or you can use PPT or Slides. No matter what format you will need to cite your sources for statements made on text cards & within intro essay.

2. A video project. There are two format options for your to consider. Your choice should be based on your selected topic. Option1: Reporter on the street. You still must do as much research as any other project format or paper, but this research will inform your selection of places you will select to record and interviews (real or mock) you will undertake. The Journalist/Reporter format allows you to make extensive use of your SmartPhone’s video camera. You will also need to “edit” & “compile” various video clips. The Reporter format can be ideal for Local History or Contemporary Events/Issues. To be effective for this project you will need to write a planning outline & interview questions— both should be submitted in advance for review & possible suggestions. Similar to a research paper or virtual exhibition, your goal is to guide the viewer; you must connect the dots— explaining the importance or significance of your selected topic. Final video file should come with a Word/Google doc that lists all sources as well as names/dates of people interviewed; also write a 250-500 word reflective statement addressing how working on this project helped you to better understand your selected topic. Video recording length=8 to 10min.

3. A video project. Option2: Documentary format. You can create video clips addressing historical issues or examining historical figures. Your research will guide your selection of historical images that will serve as the basis of much of your documentary. This format also allows you to interview family members or local historians or everyday folks on the street. Depending on your topic you may want to “recreate” an interview or interaction that actually happened or you may want to fabricate a mock interview of a meeting with two historical figures who opposed one another on a given issue. Again, your SmartPhone can be easily used to record your video or audio. You will want to use PPT or Google Slides to present your images (no less than 10) & record an audio narration track that can be used in conjunction with any video clips you recorded. To be effective for this project you will need to write a planning script (list of images, locations, people to interview & questions)— should be submitted in advance for review & possible suggestions. Unlike the Reporter format that relies heavily on questions written in advance, the Documentary format relies on voice-over narration after all the research has been collected and arranged. Documentaries rely on pre-written text that is traditionally spoken while narrating your video clips or image slides. Similar to a research paper or virtual exhibition, your goal is to guide the viewer; you must connect the dots— explaining the importance or significance of your selected topic. Final video file should come with a Word/Google doc that lists all sources as well as names/dates of people interviewed; also write a 250-500 word reflective statement addressing how working on this project helped you

to better understand your selected topic. Video recording length=8 to 10min.

HIST332 - Fall 2016 Blueprint

DrKimn 616.780.4645

Week# Date (TR) HIST332 Topics Readings

1 T/08-30 Intro Goals/Discussion

1 R/09-01 20th C Trends Broad-Overview

Critical Thinking & Historical Analysis

2 T/09-06 Radio/Set-Up

Radio: Themes,

Trends, Essential

Questions

Overview &

Questions to

Raise

2 R/09-08 Radio-1920s/30s Music

Crooning: Vallee &

Crosby

3 T/09-13 Radio-1920s/30s Anti-Heroes The Shadow

3 R/09-15 Radio-WW2 WW2 Entertainment Jubilee

4 T/09-20 Radio-Cold War

R'n'R - Youth

Rebellion

RnR Social

Change + Elvis +

DeweyPhilips

4 R/09-22 Radio-Cold War Protest Music Motown Message

5 T/09-27 Film/Set-Up

Radio Essay Due+

Film: Themes, Trends,

Essential Questions, Overview & Questions to Raise

5 R/09-29 Film-1930s Anti-Heros

Ghetto-CagneyGangster

6 T/10-04 Film-Cold War ('50s) Juv Delinquents

BlackBoard Jungle

x2

6 R/10-06 Film-Cold War ('60s) Sexual Rebellion Bonnie & Clyde

7 T/10-11 Film-Culture Wars Teens Films

Hughes & Ringwald

7 R/10-13 Comics/Set-Up

Film/Radio

Comparison Essay

Due + Comics:

Themes, Trends, Essential Questions, Overview & Questions to Raise

8 T/10-18 Comics-1920s/30s Early Comics Adventure Comics
 8 R/10-20 Comics-WW2 WW2 Propaganda This is the Enemy

9 T/10-25
 Comics-Cold War
 (50s) ComicBook Threats
 Sexual Conduct &
 1954
 Code/Hearings
 9 R/10-27
 Comics-Cold War
 (60s)
 Unconventional
 ColdWar Heroes
 Key Marvel 1960s Series

10 T/11-01
 Comics-Culture
 Wars Women & Blacks
 Gender &
 Sexuality (x2)
 10 R/11-03 TV/Set-Up
 Comics/Film/Radio
 Comparison Essay
 Due +TV: Themes, Trends, Essential Questions Overview & Questions to Raise

11 T/11-08 TV-Cold War Era Social Anxiety
 Immoral TV &
 Cold War Fears
 11 R/11-10 TV-Cold War Era Consumerism I Love Lucy

12 T/11-15 TV-Culture Wars
 Issues of Family
 Values & Race Cosby
 12 R/11-17 TV-Culture Wars Domesticity Simpsons

13 T/11-22
 Prep for Workshop Sessions
 Prep for Workshop Sessions
 13 R/11-24 HOLIDAY

14 T/11-29
 Synthesis/Era1
 Discussion
 TV/Radio/Film/Comics
 Comparison Essay Due + Student Workshop Session 1920s/1930s
 14 R/12-01
 Synthesis/Era2
 Discussion
 Student Workshop Session WW2

15 T/12-06

Synthesis/Era3

Discussion

Student Workshop Session Cold War

15 R/12-08

Synthesis/Era4

Discussion

Student Workshop Session Culture Wars

Exam WK TBA

Final Paper/Project

Due Tues

American Colonial History

HIST 334
Fall 2012

Professor Christian Peterson
Office: ASC 1015 (Office H)

Office Hours: M, W, and F (10:00-10:50); T and T (3:30-4:20); or by appointment

Phone: (Office) 231-591-3689 or (Cell Phone) 740-707-6540

Email: peterc27@ferris.edu

Contact Information & Availability:

I encourage students to email or set up meetings with me to discuss all aspects of the course. I will make every effort to respond to each e-mail within 24 hrs or less during the week (Monday-Friday). If you cannot reach me by e-mail, please contact me via cell phone.

Description

Colonial America was a world of competing empires, moving peoples, and intense conflict and competition. It was a land of many overlapping geographic regions and ecosystems, with porous political boundaries that stretched across the Atlantic. Before 1763 there was not even an idea of a United States of America. This class will examine that lost world before the United States, and discover what is foreign about it and what is familiar. We will pay close attention to topics such as warfare, environmental pressures and intercultural conflict, as well as porous boundaries in an age of globalization. We will begin with the Native American world before contact, continue with the process of colony building among Spanish, French, English, and Dutch emigrants, and examine the growth and development of the British colonies. Topics explored include Native American culture and European-Native American contacts, economic developments, social relationships, the role of women and families, the growth and development of slavery, and church-state relations as well as the place of religion in colonial life. We will also examine the origins and significance of the U.S. Declaration of Independence.

Course Objectives:

1. Students will become familiar with key individuals, events, movements, and issues in colonial North American history and early U.S. history through the 1780s and 1790s
2. Students will read and evaluate a number of historical primary sources that provide first-hand accounts of colonial experiences.
3. Students will understand, evaluate, and critique some of the main historical arguments surrounding colonial North American and early U.S. history.
4. Students will improve their written and oral communication skills.

Developing Historical Skills

This course will help students improve their ability to

sort, analyze, and synthesize historical evidence

assess conflicting historical interpretations

compare and contrast past examples of historical change

write and articulate logical, persuasive arguments that utilize appropriate historical evidence

History and the “Real World”

As the world historian Peter Stearns argues, the study of history is important and relevant for every student regardless of his/her major:

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders. The number of explicit professional jobs for historians is considerable, but most people who study history do not become professional historians. Professional historians teach at various levels, work in museums and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important—indeed vital—to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration.

Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential.

Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

* Taken from Peter N. Stearns, “Why Study History.” Available [Online]:
<http://www.historians.org/pubs/Free/WhyStudyHistory.htm> [17 June 2009].

Assigned Books:

1. Alan Taylor, *American Colonies* (New York: Viking Press, 2001)

ISBN: 0-670-87282-2

2. Course Packet available for Purchase

Grading Policy: 1000 points

1. 10 Quizzes: (200 points total)

Due Dates: 8 September; 15 September; 22 September; 6 October; 20 October; 27 October; 10 November; 17 November; 27 November; and December 4

3. Take Home Midterm Exam: 150 points
4. Final Exam: 150 points
5. Two Article Reviews: 150 Points (75 points each)
6. Attendance: 100 points
7. Participation: 100 points
8. Class Presentations: 100 points
9. Video Projector Equivalent** (50 points)

Grading Scale

I will use a standard grading scale based on the number of points that you receive out of 1000:

A: 100-93%; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+: 77-79%; C: 73-76%; C-: 70-72%; D+: 67-69%; D: 63-66%; D-: 60-62%; and F: 59% and below

Late Work

Late assignments will receive a zero unless students contact the instructor prior to the due date and work out a mutually acceptable arrangement.

Course Format:

Although conducted in a lecture format, this class will start from the assumption that effective learning cannot take place unless students become “actively” involved in the educational process. To help students grapple with and comprehend the course materials, I will pose a wide variety of questions related to the course readings. Many of these questions will cover primary sources found in your Course Packet.

If you feel uncomfortable speaking in front of large audiences, you can set up private meetings with me to discuss the course material and receive your participation points.

Attendance and Participation Grade Policies :

Even though I will not take attendance before each class, I encourage students to attend on a regular basis and take good notes. All available evidence indicates that the students with the best attendance records perform better than their peers who come to class less often.

As for my official attendance policy, I will randomly take attendance 5 times during the semester (20 points each time), a total that amounts to 10 percent of your total grade. If you know that you are going to miss a class for a **legitimate** reason, please let me know in advance. I am more than willing to make satisfactory arrangements with individual students.

* I reserve the right to lower your attendance grade for only attending a portion of an attendance day.

Your **participation grade** will be based on how often you make quality contributions (i.e., answering questions and critiquing documents) to classroom discussions and your general demeanor and engagement level (i.e., taking notes, following discussions, asking important questions, etc). I will also factor in your attendance record, including days when attendance is not formally taken. Just to be clear, every student starts with an 80/100. This score will go up or down depending on an individual's performance.

* If you feel uncomfortable speaking in class, you can raise your participation grade by meeting with me and discussing the course materials.

Behavior Policy

Because discussion will be an important part of the educational process in this course, **students should not use cell phones in the classroom**. I reserve the right to lower **your course grade** for the continued flagrant and disruptive use of cell phones. Here are the penalties for cell phone use and/or disruptive behavior:

First Violation: Warning and up to a 30 point reduction in your participation grade

Second Violation: A "0" for your participation grade

Third Violation: In addition to the penalties described above, I will reduce your final point total by at least 100 points. I also retain **the option of giving you an F for the course**.

*** I will not take offense if you need to leave the classroom and use your phone for personal reasons.**

You may take notes with your laptop computers in the classroom, **although I reserve the right to lower your participation grade with the same penalties outlined above for consistently engaging in non-educational activities such as computer games, instant messaging, and Facebook chats, etc.**

Quizzes:

You will have **ten** quizzes covering the course readings, primary documents, and material covered in the classroom. Students must complete these quizzes online (Ferris Connect) by the listed the due dates. Unless a student notifies me in advance, he/she will receive a "0" for not submitting a quiz by the appropriate deadline.

Class Presentation:

See Directions Posted on Ferris Connect

**** Possible Class Presentation Date**

Article Reviews

Options for First Review: **9 October**

1. A. Leon Higginbotham Jr. "The Ancestry of Inferiority," in *How Did American Slavery Begin?* Ed. Edward Countryman (Boston: Bedford/St. Martin's, 1999), 85-98.

Read by 25 September

2. Edmund S. Morgan, "Slavery and Freedom: The American Paradox," *The Journal of American History*, Vol. 59, No. 1 (Jun., 1972), 5-29. **Available in JSTOR**

Read by 25 September

Options for Second Review: **12 November**

1. Jill Lepore, "Dead Men Tell No Tales: John Sassamon and the Fatal Consequences of Literacy," *American Quarterly*, Vol. 46, No. 4 (Dec., 1994), 479-512. **Available in JSTOR**

Read by 4 October

2. Margaret Washington, "Gullah Roots," in Countryman, ed., *How Did American Slavery Begin?* 67-84.

Ready by October 11

3. Richard Bushman, "American High-Style and Vernacular Cultures," in Jack P. Greene and J. R. Pole, eds., *Colonial British America: Essays in the New History of the Early Modern Era* (Baltimore, 1984), 345-83.

Read by 30 October

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 an automatic course failure. Be advised, if I suspect you plagiarized, I will check. All written work is subject to be run through online programs to check for plagiarism.

Please see me with any questions about plagiarism. **PLEASE BE AWARE: PLAGIARISM IS NOT ACCEPTABLE AT ANY TIME FOR ANY PURPOSE. ALSO, THAT SUBMITTING THE SAME PAPER TO MULTIPLE CLASSES IS ALSO PLAGIARISM.**

Disability

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Course Schedule

***Supplemental Readings may be Posted on Blackboard (Ferris Connect)**

Week 1

August 28—Introduction and Native Americans

August 30--Native Americans, con.

Readings: Taylor, Introduction and Chapter 1; and Course Packet: Native Americans

Week 2

September 4--Europeans

Readings: Taylor, Chapter 2 and Course Packet: Europeans

September 6--New Spain

Readings: Taylor, Chapter 3 and Course Packet: New Spain

Week 3

September 11—Spanish Frontier

Readings: Taylor, Chapter 4 and Course Packet: Spanish Frontier

September 13--***Canada and Iroquoia

Readings: Taylor, Chapter 5 and Course Packet: Canada and Iroquoia

Week 4

September 18—The Settlement of Virginia and Maryland

Readings: Taylor, Chapter 6 and Course Packet: Settlement of Virginia and Maryland

September 20--Chesapeake Colonies, Part I

Readings: Taylor, Chapter 7 and Course Packet: Chesapeake Colonies, Part I

Week 5

September 25—Chesapeake Colonies, Part II

Readings: Course Packet: Chesapeake Colonies, Part II

September 27--New England, Part I

Readings: Taylor, Chapter 8; and Course Packet: New England, Part I

Week 6

October 2—New England, Part II

Readings: Course Packet: New England, Part II

October 4--Puritans and Indians

Readings: Taylor, Chapter 9 and Course Packet: Puritans and Indians

Week 7

October 9—***The West Indies

Readings: Taylor, Chapter 10 and Course Packet: The West Indies

October 11- *** Carolina(s) and Georgia

Readings: Taylor, Chapter 11 and Course Packet: Carolina(s) and Georgia

Week 8

October 16—The Middle Colonies, Part I

Readings: Taylor, 246-264 and Course Packet: Middle Colonies

October 18—The Middle Colonies, Part II

Readings: Taylor, 264-272

Week 9

October 23--Revolutions

Readings: Taylor, Chapter 13 and Course Packet: Revolutions

October 25— ***Witchcraft in New England

Readings: Course Packet: Witchcraft in New England

Week 10

October 30--The Atlantic, Part I

Readings: Taylor, 301-323 and Course Packet: the Atlantic, Part I

1 November, The Atlantic, Part II

Readings: Taylor, 323—337 and Course Packet: The Atlantic, Part II

Week 11

November 6— ***Family Life, Labor, and Disease in the American Colonies

Readings: Course Packet: Family Life, Labor, and Disease in the American Colonies

November 8— The Scientific Revolution and Enlightenment: The Life of Benjamin Franklin

Readings: Course Packet: Enlightenment

Week 12

November 13--Awakenings?

Readings: Taylor, Chapter 15 and Course Packet: Awakenings?

November 15— ***French America

Readings: Taylor, Chapter 16 and Course Packet: French America

Week 13

November 20—***The Great Plains

Readings: Taylor, Chapter 17 and Course Packet: The Great Plains

November 22—No Class

Weeks 14

November 27— Imperial Wars and Crisis, Part I

Readings: Taylor, Chapter 18; and Course Packet: Imperial Wars and Crisis, Part I

November 29—Imperial Wars and Crisis, Part II

Readings: Course Packet: Imperial Wars and Crisis, Part II

Week 15

December 4—The Complexities of U.S. Independence

Readings: Course Packet: The Complexities of U.S. Independence

December 6—The Pacific and Beyond

Readings: Taylor, Chapter 19 and Course Packet: The Pacific and Beyond

U.S. Foreign Policy

HIST 341
STR 235

Spring 2015
M and W: 3:00-4:15

Dr. Christian Peterson
Office: ASC 1007

Office Hours: M and W: 1:45-2:45; and T and T: 2:55-4:10
Phone: (Office) 231-591-3689 or (Cell Phone) 740-707-6540
Email: peterc27@ferris.edu

Contact Information & Availability:

I encourage students to visit me during office hours to discuss the course materials and the content of the exams. If my office hours times do not work for you, please feel free to set up an appointment.

I also encourage students to email me specific questions concerning all aspects of the course. I will make every effort to respond to e-mails within 24 hrs or less during the week (Monday-Friday). If you cannot reach me by e-mail, please contact me via cell phone.

Purpose:

This class will explore the role of the United States in world affairs since 1898. It will grapple with a wide array of issues, including, but not limited to, national power, ideology, territorial acquisition, economic interests, warfare, and racism. Because this course defines “foreign relations” broadly, it will pay close attention to how private citizens and transnational forces have influenced U.S. behavior in the wider world. In particular, it will highlight how interactions with peoples and places identified as “foreign” have impacted the formation of specific U.S. policies and attitudes toward the behavior of other nations. By looking at the place of the United States in the wider world, students will gain a better sense of how the concept of “American Power” has evolved over the course of the twentieth and twenty-first centuries.

To help students grapple with inherent complexities of these topics, the classes and readings will elucidate some of major frameworks that historians have employed to explain how Americans have approached the task of creating a global order consistent with their interests and values. No matter what framework they find the most persuasive, students will leave this course with a better grasp of how the conduct of U.S. foreign affairs flows from how individuals view their own society and understand the lessons of the past. They will also gain a better appreciation of the reality that U.S. international behavior has important effects on American “domestic” affairs and shapes how “foreign” audiences view the United States.

Developing Historical Skills

This course will help students improve their ability to:

- sort, analyze, and synthesize historical evidence
- assess conflicting historical interpretations compare and contrast past examples of historical change
- write and articulate logical, persuasive arguments that utilize appropriate historical evidence

History and the “Real World”

As the world historian Peter Stearns argues, the study of history is important and relevant for every student regardless of his/her major:

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders. The number of explicit professional jobs for historians is considerable, but most people who study history do not become professional historians. Professional historians teach at various levels, work in museums and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important—indeed vital—to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration.

Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential.

Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

* Taken from Peter N. Stearns, “Why Study History.” Available [Online]: <http://www.historians.org/pubs/Free/WhyStudyHistory.htm> [17 June 2009].

Assigned Books:

1. Robert D. Schulzinger, *U.S. Diplomacy since 1900* (2007).

ISBN-10: 0195320492

2. Course Readers available for purchase at the University Book Store and various handouts

3. Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (2012)

ISBN-10: 0312610416

Grading Policy (5000 points)

1. Attendance: 400 points

2. Participation: 400 points

3. Classroom Quizzes: 700 points
4. Midterm Paper: 800 points
5. 3 Journal Entries: 600 points
6. In Class Final Exam: 600 points
7. Research Paper and Prospectus: 1500 points

See Blackboard Learn to see the directions and grading rubrics for all of these assignments

Grading Scale

I will use a standard grading scale based on the number of points that you receive out of 5000:

A: 100-93%; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+: 77-79%; C: 73-76%; C-: 70-72%; D+: 67-69%; D: 63-66%; D-: 60-62%; and F: 59% and below

Course Format:

This class will start from the assumption that effective learning cannot take place unless students become “actively” involved in the educational process. To help students grapple with and comprehend the course materials, I will employ an “interactive lecture” method that will use a mixture of lecturing and the posing of questions about the readings. To prepare for each class, students should focus on answering the “Focus Questions” that I will place on Ferris Connect.

During the semester, I will upload short videos designed to clear up areas of confusion and/or address issues that we did not have time to cover in the classroom.

During the semester, I also plan to hold at least one special, optional class that addresses any question students might have about researching and writing their papers. I will try to schedule such a class at a time that best fits the students’ schedules.

Attendance, Behavior and Participation Policies

Behavior Policy

Because discussion will be an important part of the educational process in this course, **students should not use cell phones or laptops in the classroom.** I reserve the right to lower **your course grade** for the continued flagrant and disruptive use of cell phones and laptops. Here are the penalties for cell phone/laptop use and/or disruptive behavior:

First Violation: Warning and up to a 50 point reduction in your participation grade

Second Violation: A “0” for your participation grade

Third Violation: In addition to the penalties described above, I will reduce your final point total by at least 100 points. I also retain **the option of giving you an F for the course.**

*** I will not take offense if you need to leave the classroom and use your phone for personal reasons.**

Attendance and Participation Grade Policies:

Even though I will not take attendance before each class, I encourage students to attend on a regular basis and take good notes. All available evidence indicates that the students with the best attendance records perform better than their peers who come to class less often.

As for my official attendance policy, I will randomly take attendance 5 times during the semester (80 points each time). If you know that you are going to miss a class for a **legitimate** reason, please let me know in advance. I am more than willing to make satisfactory arrangements with individual students.

*** I reserve the right to lower your attendance grade for only attending a portion of an attendance day.**

Your **participation grade** will be based on how often you make quality contributions (i.e., answering questions and critiquing documents) to classroom discussions and your general demeanor and engagement level (i.e., taking notes, following discussions, asking important questions, etc). I will also factor in your attendance record, including days when attendance is not formally taken. Just to be clear, every student starts with a 320/400. This score will go up or down depending on an individual’s performance.

* If you feel uncomfortable speaking in class, you can raise your participation grade by meeting with me and discussing the course materials (you may also propose alternatives).

Assignments

Research Paper:

Each student will write a research paper of at least 1750 words that covers an aspect of U.S. foreign policy (1890s to the present) that he or she finds interesting. **Important points:** The paper must contain a thesis that answers a research question. In other words, this paper cannot be merely descriptive or a narrative.

At some point during the first three weeks of the semester, students must clear their research proposal with me. The paper must also include **four secondary sources other than the textbook and three primary sources. At least two of the secondary sources have to be non-internet sources such as scholarly articles found in databases and books** (and no K-12 Internet sources are allowed, nor are online encyclopedias!!!).

* You will probably need to use the MELCAT system for this assignment.

* We will discuss how to conduct research and format the paper at various times during the semester.

Some hints for the research paper:

- In FLITE library, we have some excellent databases that can help you, many of which have full-text articles. Such databases include JSTOR, Ethnic Newswatch, Historical Abstracts, Project Muse, 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.

Students might also want to consult the following websites:

State Department, Foreign Relations of the United States:

<http://history.state.gov/historicaldocuments>

National Security Archive: <http://www2.gwu.edu/~nsarchiv/>

The American Presidency Project: <http://www.presidency.ucsb.edu/ws/>

CIA Archive: http://www.foia.cia.gov/special_collections

- If you are unclear about how to do bibliographies or use footnotes/endnotes, please note that this class requires the use of the Chicago Manual of Style citation method. For examples on how to cite works, check out

Chapters 6 and 7 of A Pocket Guide to Writing History

- See also Kate Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations (7th edition), 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

Prospectus for the Research Paper:

Each student must turn in a prospectus for the research paper. This assignment will help students move forward in the research process and hone their arguments.

The prospectus must be typed (double spaced) and contain the following information:

- 1) What is your research problem or question?
- 2) Why do you find this question interesting? Why is it significant? Do you see any problems in trying to answer this question? How will you address those problems?
- 3) How far along are you in your research? Have you already come up with a thesis? If so, what is it? If not, what is holding you back?
- 4) What are the sources you have found so far? List them in order of primary sources, secondary articles, secondary books, and Internet sources.

Final and Midterm Exams

Instructions will be distributed

Journal Entries

During the semester, students will write three journal entries that allow them to analyze critically what they have learned in the class. The specific instructions are located in the appropriate section of Blackboard.

Classroom Quizzes

Instructions will be distributed

Other Issues

Plagiarism and Cheating

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aids in examinations, laboratory work, and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

"Cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the University.

Disability

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 231.591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web: <http://www.ferris.edu/htmls/colleges/university/disability/>.

*** With the exception of "Week 1," the course readings should be completed by the first class of each week**

Week 1

January 12—Introduction and the Conduct of U.S. Foreign Policy

January 14--U.S. Imperialism: The Spanish-American War and the "Open Door"

Readings: Schulzinger, Pages 1-24; and Course Packet

Finish reading Chapters 1 and 2 of *A Pocket Guide to Writing in History

Week 2

January 19—No Class

January 21--Theodore Roosevelt and the Exercise of U.S. Power

Readings: Schulzinger, pages 25-38; Course Packet; and Selections from John Blum's *Republican Roosevelt*

* Handed out in Class and found in PDF Files on Ferris Connect.

Week 3

January 26—"Dollar Diplomacy" and Informal Empire

Readings: Schulzinger, Chapter 3; and Course Packet

January 28--Woodrow Wilson and World War I, Part I

Readings: Schulzinger, 60-73; and Course Packet

Finish reading Chapters 3 and 4 of *A Pocket Guide to Writing in History

Week 4

February 2--Woodrow Wilson and World War I, Part II

Readings: Schulzinger, 73-88; and Course Packet

February 4--The International History of the 1920s

Readings: Schulzinger, Chapter 5; and Course Packet

Week 5

February 9--U.S. Diplomacy and the Coming of World War II

Readings: Schulzinger, Chapter 6 and 127-142; and Course Packet

February 11--World War II

Readings: Schulzinger, 142-161; and Course Packet

Week 6

February 16--The Cold War and Containment

Readings: Schulzinger, 162-182; and Course Packet

February 18--The Cold War in Asia and NSC-68

Readings: Schulzinger, 183-191; and Course Packet

Finish reading Chapters 5 and 6 of *A Pocket Guide to Writing in History*

Week 7

February 23--The Eisenhower Administration's "New Look" and the Soviet Union

Readings: Schulzinger, 192-217; and the Course Packet

February 25—The United States, Latin America, and the Middle East, 1948--mid 1960s

Readings: Course Packet * Selections from Peter Hahn, *Crisis and Crossfire* and Hal Brands, *The Cold War In Latin America*

Week 8

March 2 --John F. Kennedy and the "Flexible Response"

Readings: Schulzinger, 218--228; and Course Packet

March 4--The Vietnam War and the Revolt against the Cold War

Readings: Schulzinger, 229-256, 262-4, and 270-274; and Course Packet

Finish reading Chapter 7 of *A Pocket Guide to Writing in History

Week 9

March 18--The Nixon and Ford Administrations: The Pursuit of Détente and the Limits of U.S. Power

Readings: Schulzinger, 256--262, 264-270, 274-276; and Course Packet

March 20—Jimmy Carter and the Wider World

Readings: Schulzinger, Chapter 12; and Course Packet

Week 10

March 23— The "Expected" and "Unexpected" Ronald Reagan

Readings: Schulzinger, 295-312; and Course Packet

March 25—The United States, Latin America, and the Middle East, mid 1960s-1989

Readings: * Selections from Peter Hahn, *Crisis and Crossfire* and Hal Brands, *The Cold War In Latin America*

Week 11

30 March---The Foreign Policy of George H. W. Bush

Readings: Schulzinger, 312-318; and Course Packet

April 1---Fukuyama, Huntington, and the Complexities of Contemporary Globalization

Readings: Course Packet

Week 12

April 6— Pitfalls of the 1990s, Part I

Readings: Schulzinger, 319-327; and Course Packet

April 8— Pitfalls of the 1990s, Part II

Readings: Schulzinger, 327--340; and Course Packet

Week 13

April 13-- The George W. Bush Administration, Part I

Readings: Schulzinger, 341-348; and Course Packet

April 15—The George W. Bush Administration, Part II

Readings: Course Packet

Week 14

April 20—The War(s) in Iraq

Readings: Schulzinger, 349-end; and Course Packet

April 22— The “Authoritarian” Challengers and Financial Challenges of the United States

Readings: CoursePacket

Week 15

April 27—The Contemporary Challenges of U.S. Foreign Policy, Part I

Readings: Course Packet

April 29—The Contemporary Challenges of U.S. Foreign Policy, Part II

Readings: Course Packet

CIVIL WAR AND RECONSTRUCTION

HIST 342.001
STR 322

Fall 2007
MWF 9:00-9:50 AM

Dr. Lisa Guinn
Office: ASC 1015-I
Hours: MW 3:00-4:00pm, F 10:00am-12:00pm, or by appointment
Phone: 591-3698
email: guinnl@ferris.edu or through Ferris Connect

TEXTS

William E. Gienapp, editor. *The Civil War and Reconstruction: A Documentary Collection*. ISBN—039397555X. Primary source documents. This will serve as our “text” for the course.

Drew Gilpin Faust. *The Ideology of Slavery: Proslavery Thought in the Antebellum South 1830-1860*. ISBN—0807108928. Primary source documents covering justifications and explanations for the perpetuation of slavery.

Willie Lee Rose. *Rehearsal for Reconstruction: The Port Royal Experiment*. ISBN—0820320617. Secondary source reading covering one of the “free labor” experiments initiated by the Union government in Union-controlled areas of the South.

* For those of you who want a standard textbook, I encourage you to purchase the following: James M. McPherson. *Battle Cry of Freedom* and Eric Foner. *A Short History of Reconstruction*. The McPherson book is a lengthy and detailed book covering the period of the Civil War. The Foner book is a condensed version of his larger work on Reconstruction. It provides a detailed account of the entire period of Reconstruction beginning in 1863 and ending in 1877. Both McPherson and Foner are prominent Civil War and Reconstruction historians.

COURSE DESCRIPTION

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. 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 issues 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.

Course Outcomes, Objectives, and Assessment:

NOTICE: The content in this course satisfies Michigan Department of Education History Content Stand:

- 1.5 Understand narratives about major eras of United States history by identifying people involved, describing the setting, and sequencing events.
- 1.8 Evaluate key decisions made at critical turning points in United States history by assessing their implications and long-term consequences.
- 1.10 Use contextual knowledge and appropriate research techniques to construct sound historical interpretations.

- 3.4 Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipation consequences, and working toward making decisions.
- 3.5 Compose coherent written essays that justify positions with reasoned arguments.
- 3.6 Consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in an ethically responsible way as a member of society.

At the conclusion of this course the student should:

1. understand the basic economic, political, social, and cultural trends in Civil War and Reconstruction history through listening to lecture, reading the assignments, and discussing material in class.
2. improve analytical thinking skills by taking contradictory primary and secondary source evidence and writing essays that put the material in a historical context.
3. improve reading and writing skills by submitting written essays that show understanding of the readings.
4. distinguish between primary and secondary sources and use them effectively in essays.
5. learn basic historical research skills through using library databases for the library assignment and fully documenting essays using *Chicago Manual of Style* form.

This course satisfies the General Education Learning Outcomes listed below: Cultural Enrichment

On the completion of the cultural enrichment requirement, students should:

- Be able to justify interpretations with an understanding of the interpretive process (discussion and essays).
- Be able to look at historical events from different perspectives (lecture, discussion).
- Be better able to make and justify valuing (aesthetic and ethical) distinctions (lecture, discussion).
- Exhibit improved distinctions in perception, craft, and/or life choices (discussion).
- Have increased knowledge of the techniques or methodology of a discipline in the humanities (lecture, discussion, essays).
- Have increased knowledge about some aspects of cultures (discussion, lecture).
- Better understand themselves as part of cultures with rich historical perspectives (lecture, discussion).
- Be able to gain increased self understanding through works of culture (discussion).
- Have an increased inclination to engage in the humanities as a way of better understanding themselves and their world or enhancing the quality of their lives (discussion).

LECTURE, DISCUSSION PARTICIPATION 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. Because this is an upper-level course, I will not spend all the time lecturing, instead we will use the Gienapp readings to guide us in weekly discussions that accompany lecture.

Attendance and discussion 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 complete the outside readings and writing assignments and keep up with discussion readings and participate in discussion sessions. I believe this benefits the entire class. 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 every week, if it becomes a problem, I will assign written work to accompany weekly 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 themselves 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.

OUTSIDE READING AND WRITING ASSIGNMENTS: I encourage you to use the writing center if you are not confident in your writing ability. I expect the writing in a 300-level course to be free of grammatical and spelling errors, be thesis-based and logically organized, and include references and citations in Chicago Manual of Style format when warranted. All written work should have an introduction, conclusion, thesis, and strong topic sentence organization.

D) Essays on *Proslavery Ideology* and *Rehearsal for Reconstruction* (worth 50 points each)

You will have two outside reading and writing assignments covering the two books, *Proslavery Ideology* and *Rehearsal for Reconstruction*. You are essentially writing a book review. 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, however you may use information from lecture. 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. Please include page numbers. Each assignment is worth 50 points and is due by 5:00 PM on the assigned day. Assignment due dates are listed in the course schedule at the end of the syllabus. On the assigned day we will also have discussion based on the readings. Participating in discussion is part of the overall grade.

Question for *Proslavery Ideology*: Analyze the major themes offered by southerners in their defense of slavery by using specific examples from the reading. **Essay due on Mon. Oct. 1**

Question for *Rehearsal for Reconstruction*: How was the Port Royal Experiment a testing ground for Reconstruction? Explain your response with specific examples from the reading. **Essay due on Fri. Dec. 7**

E) Out-of-class research-based essays (worth 50 points each)

Students will complete three out-of-class research-based essays responding to the three questions listed below. The questions cover the three sections of the course: the sectional conflict, the Civil War, and Reconstruction. These essays are essentially “tell me what you have learned in this course” assignments, but must include primary and secondary source research beyond our class material.

Questions:

- 1) Before the war Robert E. Lee said “I wish that I owned every slave in the South, for I would free them all to avoid this war.” Was slavery the cause of the Civil War? **Essay due on Mon. Oct. 15 at 5:00pm**
- 2) On paper it appeared that the Union would defeat the Confederacy easily and quickly. The defeat came, but only after four long and bloody years of war. Was it inevitable that the South would lose the Civil War? **Essay due on Mon. Nov. 19 at 5:00pm**
- 3) Historians have been quoted saying that “the South lost the war, but won the peace.” What do you think they meant by this statement? **Essay due on Thurs. Dec. 13 at 5:00pm**

SPECIFICS for EACH essay:

- Minimum 2 primary sources and 2 secondary sources, beyond our class material (Meaning you can use as many documents from Gienapp as you want, but you also need two additional primary and the two secondary sources)
- Secondary sources must be scholarly articles. No websites and no books.
- Essays can also include information from lecture.
- Essays must be a minimum of 3 complete pages and a maximum of 4 pages
- Essays must be typed, double-spaced, no larger than 12-point font, standard margins of one inch
- Essays must be written in complete sentences and free of grammatical and spelling errors
- Essays must be argumentative, thesis-based essays and not simply descriptive and narrative
- Essays must have strong organization with an introduction, conclusion, and topic sentence paragraphs
- Essays must include specific examples from your sources, especially the primary sources
- Essays must include a Bibliography at the end including all secondary and primary sources used
- Chicago Manual of Style format must be used for reference and bibliographic citations
- No title page is necessary, simply put the course title and your name at the top of page one
- Please include page numbers.

* The source requirements listed above is the minimum requirement which, coupled with a good essay, will probably get you an average score of “C” on the assignment. To exceed that, you will need to do more. An outstanding paper will

exceed the minimum requirements and be well-detailed, well-written, and show high levels of critical thinking in responding to the questions.

Listed below are places to find secondary and primary sources (this is NOT a comprehensive list):

FLITE Library Databases:

Newspapers and News Service Resources has the *New York Times* (1851-2001) online, full-text and searchable;

America History and Life lists secondary sources (often articles will be full-text with a link);

JSTOR history journals have full-text secondary articles;

The Gerritson Collection: Women's History online will have primary and secondary stuff for a topic on women;

Primary Documents can be found on numerous websites. Some of the good ones are:

<http://sunsite.utk.edu/civil-war/>

<http://www.civilwar.com/>

<http://www.civil-war.net/>

<http://americancivilwar.com/civil.html>

<http://spec.lib.vt.edu/civwar/>

<http://valley.vcdh.virginia.edu/>

F) Journal (worth 100 points)

Students will assume a persona from the Civil War and Reconstruction era and keep weekly journals that correspond with the timeframe of the course. Your persona should be a “made up” individual, not someone like Stonewall Jackson. You may, for example, choose to be a free black woman working as a domestic servant in the home of a Republican Party member in New York. Everything that you write in the journal should be written from the perspective of that individual. The journals will be handwritten on loose-leaf paper that the professor will provide. Approximately every two weeks the journals will be turned in to be read and checked by the professor. The journals will essentially cover the time period 1848-1877 (give or take some earlier and later years) and must reflect the actual passage of time in class and discuss on some level the main events we covered in class. Each weekly journal entry should be limited to ½-1 page. You can split each weekly entry into several days. Each entry does not have to cover one day.

Hint in writing journals: Be creative. Stick to your persona, try to follow things like dialect and language that makes the entry realistic. Pay attention to who you are portraying so the entry is realistic to the time period. For example, if you are a slave, and we talk in class or discussion about politics, you have to ask yourself how a slave might know about politics. A slave might for example overhear a master talking about a political situation and relay that in her/his journal. To get a grasp on 19th century language and understand how people of that period wrote in journals, peruse the following website's “letters and diaries” category: <http://valley.vcdh.virginia.edu/>. This website has numerous resources on Augusta County, VA and Franklin County, PA (one North and one South).

Please make sure on the first page of your journal to clearly state your persona including the following: name, age, where you are from, your occupation, and family members. *I will not read journal entries that are turned in beyond the due date.

* **LATE POLICY** on written work: I will begin counting 2 points per day (including weekends) for late papers beginning at 5:00pm on the due date. I will not accept papers that are over 3 weeks late.

GRADING

Essays on <i>Proslavery Ideology</i> and <i>Rehearsal for Reconstruction</i> @ 50 pts. each	100 pts.
3 out-of-class research-based essays @ 50 pts. each	150 pts.
Weekly journal	100 pts.
Attendance, discussion and participation	100 pts.

GRADE SCALE

419-450 = A
405-418 = A-
392-404 = B+
374-391 = B
360-373 = B-
347-359 = C+
329-346 = C
315-328 = C-
302-314 = D+
284-301 = D
270-283 = D-
0-269 = F

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. Please observe the following rules for this course. If you cannot observe these common courtesies, perhaps this is not the course for you.

- All cell phones and/or pagers must be turned off during class time
- No text messaging, or checking messages during class time
- No listening devices during class or exams (ipods, for example)
- 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
- Please try and refrain from leaving class except on designated break times
- Please keep discussions and debates as beneficial intellectual exchanges and not shouting matches
- Cheating will not be tolerated in this course. If you are caught cheating (in any way, and on any assignment), you will fail
- Please do not ask me if you "missed anything important" after an absence—everyday is important, so Yes! you missed something important.
- Please try and avoid scheduling doctor appointments, appointments with other professors, job interviews, etc. during class time. These are not excused absences.
- 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

TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS

*There may be additional readings throughout the semester.

SECTION 1—THE SECTIONAL CONFLICT

Week 1 (Aug. 27-31) Introduction, Causes of War

Week 2 (Sept. 3-7) Antebellum North and South, Slavery

Reading: Gienapp, pp. 3-25

Mon. Sept. 3, NO CLASS

Begin writing journal entries

Week 3 (Sept. 10-14) The House Dividing

Reading: Gienapp, pp. 27-55

Fri. Sept. 14, turn in journal entries

Week 4 (Sept. 17-21) Rise of the Republicans, Lincoln, Secession

Reading: Gienapp, pp. 57-75

SECTION 2—THE CIVIL WAR

Week 5 (Sept. 24-28) Mobilizing for War, The Military Struggle (1861-1862)

Reading: Gienapp, pp. 76-113

Fri. Sept. 28, NO CLASS (work on *Proslavery Ideology* essay)

Week 6 (Oct. 1-5) Union and Confederate Governments

Reading: Gienapp, pp. 115-146

Mon. Oct. 1, Essay on *Proslavery Ideology* due and in-class discussion

Fri. Oct. 5, turn in journal entries

Week 7 (Oct. 8-12) The Crucial Year—1863

Reading: Gienapp, pp. 147-178

Week 8 (Oct. 15-19) Union and Confederate Home fronts

Reading: Gienapp, pp. 179-218

Mon. Oct. 15, Out-of-class research-based essay #1 due

Week 9 (Oct. 22-26) African Americans

Reading: Gienapp, pp. 219-234

Fri. Oct. 26, turn in journal entries

Week 10 (Oct. 29-Nov. 2) Common Soldiers

Reading: Gienapp, pp. 235-248

Week 11 (Nov. 5-9) Military Struggle, 1864

Reading: Gienapp, pp. 249-260

Week 12 (Nov. 12-16) Union and Confederate Politics, 1864-1865; End of the War

Reading: Gienapp, pp. 261-314

Fri. Nov. 16, turn in journal entries

SECTION 3—RECONSTRUCTION

Week 13 (Nov. 19-23) Presidential Reconstruction

Reading: Gienapp, pp. 317-350

Mon. Nov. 19, Out-of-class research-based essay #2 due

Fri. Nov. 23, NO CLASS

Week 14 (Nov.26-30) Congressional Reconstruction

Reading: Gienapp, pp. 351-391

Week 15 (Dec. 3-7) Retreat from Reconstruction, Legacy

Reading: Gienapp, pp. 393-417

Fri. Dec. 7, Essay on *Rehearsal for Reconstruction* due and in-class discussion

Fri. Dec. 7, turn in complete journal (should have 14 week's worth of entries)

Final: Out-of-class research-based essay #3 due on Thurs. Dec. 13 at 5:00pm

History 350-001
The Making of Modern Britain
Spring Semester 2013

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: pisanij@ferris.edu

Office Hours: TR 8:20 to 9:20 a.m., MW 1:00 to 2:30, and by appointment

Course Objectives:

This course will examine the forces behind the making of modern Britain, including government and political parties, changes in society, cultural developments, religious transformation, and economic change. The course will begin with some necessary background information from the Early Modern period, but the majority of the course will focus upon the nineteenth, twentieth and twenty-first centuries. Topics covered include the rise of England as both an industrial power and an imperial power prior to the twentieth century, as well as the decline of that power in the twentieth. We will also look at the impact of the World Wars, the rise of the Labour party, the building of the welfare system, the influence of the Thatcher era, and the creation of a more multicultural Britain through immigration. We will end the semester by examining the challenges facing Great Britain today.

Student Learning Outcomes:

1. Students will develop knowledge of the basic geography of Great Britain.
2. Students will be able to demonstrate in writing the basic political, social, cultural, religious, and economic trends in Great Britain from the Early Modern period to the 21st century.
3. Students will improve their analytical thinking skills by interpreting and critiquing both primary and secondary sources.
4. Students will improve their writing skills by submitting written essays, microtheme papers, and a research paper.
5. Students will learn basic historical research skills by using the FLITE library databases and the *Chicago Manual of*

Style citation method.

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

1. Have an increased ability to interpret cultural works as a part of a culture (using primary documents including poetry and art).
2. Be able to look at works or historical events from different perspectives (using primary documents, secondary works and classroom discussion).
3. Have increased knowledge of the techniques or methodology of a discipline in the humanities (historical analysis is used throughout this course).
4. Have increased knowledge about some aspects of cultures (historical knowledge of modern British culture is integral to this course).

Global Consciousness Outcomes: This course meets the General Education requirement for Global Consciousness. Global Consciousness outcomes for this course include:

1. Identify various regions, features, or countries other than North America (in this case, Great Britain).
2. Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.
3. Comment accurately about current events in Great Britain.

Required Books for the Course:

Textbook:

Roberts, Roberts, and Bisson, A History of England, A, vol. 2 (1688 to the Present), 5th edition, Prentice Hall, 2009. ISBN# 9780136028628

Additional required books:

Carnevali, Strange, and Johnson, 20th Century Britain: Economic, Cultural and Social Change, 2nd edition, Longman, 2007. ISBN# 9780582772878

Panikos, Panayi, An Immigration History of Britain: Multicultural Racism since 1800, Longman, 2009. ISBN# 9781405859172

Assessment (900 pts. possible)

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	150 pts.
Research paper	100 pts.
Research prospectus	50 pts.
Microtheme papers	150 pts. (15 papers at 10 points apiece)
Leading discussion	50 pts.
Attendance	100 pts.
Partic./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 fifty points more than the prior two exams, will be partly cumulative. I will give students a review sheet with possible identifications and essay questions a week or so prior to each 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 is not a viable excuse. Each student will be allowed only **one** make-up exam during the semester.

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 Britain. 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 via e-mail 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 9, 2013—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, Historical Abstracts, Project Muse, 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

Prospectus for the Research Paper:

Each student is required to turn in a prospectus for the research paper, **due Thursday, March 7, 2013**. The purpose of the prospectus is to move the student forward in the research process. The prospectus is to be typed and double-spaced and needs to include the following information:

- 5) What is your research problem or question?
- 6) Why do you find this question interesting? Why is it significant? Do you see any problems in trying to answer this question? How will you address those problems?
- 7) How far along are you in your research? Have you already come up with a thesis? If so, what is it? If not, what is holding you back?
- 8) What are the sources you have found so far? List them in order of primary sources, secondary articles, secondary books, and Internet sources.

Microtheme Papers:

In order to ensure that students read and understand the assigned readings in the Immigration History of Britain and 20th Century Britain books, there will be 15 brief in-class papers based upon those

readings during the course of the semester, each worth 10 points. The papers could take place on either a Tuesday or a Thursday; the instructor will let you know the class period before. The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings. Students not in class when the microtheme assignment is handed out will not be able to make the assignment up unless he/she has a documented illness or an excused Ferris absence.

Leading Discussions:

Each student during the course of the semester will be required to lead the discussion over at least one of the essays in the Immigration History of Britain and 20th Century Britain books. **We will have discussions on a daily basis.** 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 essay. 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 essay. Since the discussion leaders for each essay 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 essay inside and out. You will need to ask your classmates the following about your document: 1) Who wrote this essay, and when? 2) What is the focus and theme of this particular work or chapter? 3) What did you learn from the essay/chapter? 4) Does the author seem to have any bias or is the work relatively objective? 5) Has the author convinced you of his/her thesis? 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 and Participation 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 and constitutes a large percentage of your grade (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. 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 directly from the Internet, 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 either plagiarized or cheated, the student will receive a grade of 0 for that assignment and 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>Readers</u>
Jan. 15	The Tudors	-----	Carnevali, Ch. 4
Jan. 22	Stuarts/Civil War	Ch. 16	Carnevali, Ch. 13
Jan. 29	Rev./Stability	Ch. 17	Carnevali, Ch. 14
Feb. 5	Industr. Rev.	Ch. 18	Carnevali, Ch. 19
Feb. 12	Intell. Trans.	Ch. 19	Panayi, Chs. 1 and 2
(Exam #1 Thursday, February 14)			
Feb. 19	Rev. and War	Chs. 20, 21	Panayi, Ch. 3
Feb. 26	Conserv./Lib.	Ch. 22	Panayi, Ch 4
Mar. 5	Victorian Era	Chs. 23, 24	Panayi Chs. 5 and 6
(Research prospectus due Thursday, March 7, 2013)			
Mar. 12 (NO CLASSES—SPRING BREAK!!!)			
Mar. 19	British Empire	Ch. 25	Panayi Ch. 7 and Carnevali Ch. 16
Mar. 26	Age of Crisis	Ch. 26	Carnevali, Chs. 8, 12
(Exam #2 Thursday, March 28)			
Apr. 2	World War I	Ch. 27	Carnevali, Chs. 6, 9
Apr. 9	Between the Wars	Ch. 28	Carnevali, Chs. 7, 10
(Research paper due Tuesday, April 9, 2013)			
Apr. 16	World War II	Ch. 29	Carnevali, Ch. 21
Apr. 23	Socialist Britain	Ch. 30	Carnevali, Ch. 20
Apr. 30	Thatcher-Brown	Ch. 31	Carnevali, Ch. 22
(Last day of class Thursday, May 2)			

FINAL EXAM: Wednesday, May 8, 2013, 2:00 to 3:40 p.m.

HIST 351-001
Medieval Europe
Fall Semester 2016

Professor: Dr. Jana Pisani
Office: ASC 2083
Phone: 591-3699
E-mail: JanaPisani@ferris.edu
Office Hours: MW 10:00 a.m. to noon
 T 9:00 to noon (and by appointment)

Course Objectives:

This course surveys European history from the downfall of the Roman Empire to the fifteenth century. Topics of study will include: the birth of Christianity, the development of feudal society, the Vikings, the Islamic and Byzantine worlds and their relationship with Europe, the rise of the papacy, the Crusades, economic life, the intellectual revival of the twelfth century, the crises of the thirteenth century, and the developments of the later Middle Ages, including the impact of the Black Death and the Hundred Years' War.

Course Outcomes:

- Students will be able to demonstrate in writing a full understanding of the primary events and developments in medieval European history.
- Students will be able to interpret historical events and ideas and the different views historians have of them.
- Students will be able to understand chronology, historical context, and multiple causation in historical events.
- Students will be able to critically analyze primary and secondary sources.
- Students will be able to explain the impact of geography upon medieval Europe and its cultures.

Cultural Enrichment Outcomes:

This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- Students will be able to look at events in medieval European history from different perspectives.
- Students will gain an increased knowledge of the methodology of the discipline of history.
- Students will have increased knowledge of medieval European culture.
- Students will have an increased ability to interpret cultural works from medieval Europe.

Required Books for the Course:

- **Textbook:** Clifford R. Backman, The Worlds of Medieval Europe, 3rd edition, Oxford University Press, 2015. ISBN# 9780199372294
- **Reader:** Alfred J. Andrea, ed., The Medieval Record: Sources of Medieval History, Wadsworth Cengage, 1997. ISBN# 9780395718629
- **Reader:** Jay Carter Rubenstein, The First Crusade: A Brief History with Documents. Macmillan, 2015. ISBN# 9781457629105

Assessment (850 pts. possible):

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
Research prospectus	50 pts.
Peer review activity	50 pts.
Research paper	100 pts.
Microtheme papers	150 pts. (15 at 10 pts. each)
Attendance	100 pts.
General Discussion points	100 pts.

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings, discussion, and any videos we might have seen during class time. The instructor will give students a review sheet with possible identifications and essay questions a week or so prior to the exams. 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 documented illness or excused Ferris absences—sleeping late or failing to study are not viable excuses. Each student will only be allowed **one** make-up exam during the semester. **Students will need to purchase blue books** in which they will write their exams; they may be purchased at Great Lakes Book and Supply, the university (Barnes and Noble) bookstore, or in vending machines in the library.

Microtheme Papers:

In order to ensure that students read and understand the assigned readings in the Medieval Record reader and the First Crusade book, there will be 15 brief in-class papers based upon those readings during the course of the semester, each worth 10 points. The papers will normally (but not always) occur on Tuesday of the week in which readings are assigned. The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 5-10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

Prospectus for the Research Paper:

Each student is required to turn in a prospectus for the research paper. The purpose of the prospectus is to move the student forward in the research process. The expectation is that you will already have done a significant amount of prep work/research for the paper. The prospectus is to be typed and double-spaced and needs to include the following information:

- 9) What is your research problem or question? This must be defined and thought out.
- 10) Why do you find this question interesting? Why is it significant? Do you see any problems in trying to answer this question? How will you address those problems?
- 11) How far along are you in your research? Have you already come up with a thesis? If so, what is it? If not, what is holding you back?
- 12) What are the sources you have found so far? List them in order of primary sources, secondary articles, secondary books, and Internet sources. This should be close to your final list of sources.

The prospectus is due Wednesday, October 12, 2016!!!

Peer Review of Research Paper Assignment:

In this assignment, you and a fellow student will trade rough drafts of your research papers. You will read/review your fellow student's research paper and critique it for content, writing style, research rigor, and argument. You will review the research paper via the peer review assignment sheet given to you by the professor. After filling out the sheet, make a copy of it for yourself, your fellow student, and the professor; you and your fellow student will discuss your critiques with each other in class (the professor will set up a date for the entire class to complete this). You will be graded upon your thoughtful, helpful comments for your fellow student. **The peer review assignment will be due and discussed in class on Wednesday, November 9, 2016!!!**

Research Paper:

Each student will be required to write a minimum 2500-word research paper (typed, double-spaced) based upon a subject the student has found interesting concerning medieval Europe. The paper must be based in a research question; the thesis of the paper (and the supporting material) will need to answer the research question. This is not to be a merely descriptive or narrative paper. 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 seven sources other than the textbook (2 primary, 5 secondary, though History majors and minors are asked to use more primary and secondary sources [4 primary and 6 secondary] in order to get them ready for writing research papers in graduate school). Of the 5 required secondary sources, at least 3 must be journal articles/books, and none can come from K-12 Internet sites or online encyclopedias!!!). Primary sources are also required.** The instructor also requires that each student turn in the paper

both in the Ferris Connect e-mail for this course 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 Monday, November 21, 2016—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, Historical Abstracts, Project Muse, 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](#) (8th edition), or the [Chicago Manual of Style](#) itself, now in its 16th 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

Class Discussion and Attendance Expectations:

Since this course is based heavily in discussion, participation in general class discussions and activities is crucial and required (see Assessment). We will have discussion in class on a daily basis, so please bring your **Worlds of Medieval Europe textbook and your Medieval Record reader with you to each class period**. While we are reading the **First Crusade** book, please bring it to class as well. Some discussion will be led by the instructor, but other discussions will be led by groups. Everyone is expected to do all of the assigned readings. **NOTE: When we talk about textbook chapters (on a daily basis), I would like all of you to be prepared to tell the class what the primary topics of the chapter were, what you learned about them, anything you found interesting about them, and any further questions you might have.**

In addition, the instructor will be taking attendance daily via sign-up sheets. 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 bring a cell phone with you to class, **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, sleeping, or texting 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.

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 directly from published works without providing the proper citation. 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, and, depending upon the situation, may be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER:

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Reader</u>	<u>Crusade</u>
Aug. 29	Late Roman Empire	Ch. 1	pp. 15-27	----
Sept. 5	Origins of Christianity (No class Monday, September 5)	Ch.2	pp. 28-39	----
Sept. 12	Early Germanic Society	Ch. 3	pp. 40-68	----
Sept. 19	Monasticism and Saints	Ch. 4	pp. 99-109, 122-134	----
Sept. 26 18-121	Early Medieval World (Exam #1 Wednesday, September 28, 2016)	Chs. 5/6	pp. 73-81, 87-94,	----
Oct. 3	Vikings and Revolutions	Chs. 7/8	pp. 177-180, 228-234	----
Oct. 10	Feudalism and Monarchies	Ch. 9	pp. 165-176, 180-185,	

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Reader</u>	<u>Crusade</u> 238-246
	(Prospectus is due Wednesday, October 12, 2016, in class!!!)			
Oct. 17	Crusades/Papal Reform	Ch. 10	-----	pp. 27-160
Oct. 24	12 th Century Renaissance, Universities, and the Papal Monarchy	Chs. 11 and 12	109-117, 215-227, 260-266,	311-317, 322-325
Oct. 31	Politics and Government	Ch. 13		pp. 301-310, 329-339
	(Exam #2 Wednesday, November 2, 2016)			
Nov. 7	Art, Intellect, Cities	Chs. 14 and 15		pp. 246-257, 266-270
	(Peer Review Assignment due Wednesday, November 9, 2016)			
Nov. 14	Religious Life	Ch. 16		pp. 201-215
Nov. 21	Crisis/Literature	Chs. 17 and 18		pp. 379-388, 410-416, 435-440
	(Research paper is due Monday, November 21, 2016)			
	(No class Wednesday, November 23—Thanksgiving break)			
Nov. 28	Late Medieval Europe	Ch. 19		pp. 394-405
Dec. 5	Late Medieval Europe	Ch. 20		pp. 417-421, 449-460, 464-473
	(Last day of class before the final exam Wednesday, December 7)			

FINAL EXAM—PROBABLY Wednesday, December 14, 2016, from 4:00 to 5:40—the professor will confirm this later in the semester.

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

Renaissance and Reformation
HIST 352 Spring 2015
STR 235 T and T: 1:30-2:45

Dr. Christian Peterson

Office: ASC 1007

Office Hours: M and W: 1:45-2:45; and T and T: 2:55-4:10

Phone: (Office) 231-591-3689 or (Cell Phone) 740-707-6540

Email: peterc27@ferris.edu

Contact Information & Availability:

I encourage students to visit me during office hours to discuss the course materials and the content of the exams. If my office hours times do not work for you, please feel free to set up an appointment. I also encourage students to email me specific questions concerning all aspects of the course. I will make every effort to respond to e-mails within 24 hrs or less during the week (Monday-Friday). If you cannot reach me by e-mail, please contact me via cell phone.

Course Objectives:

This course surveys European history from the fourteenth century and the beginning of the Italian Renaissance to the seventeenth century and the Thirty Years' War that ended the wars of religion following the Reformation.

Topics of study will include: the Black Death and the Hundred Years' War, the rise of banking, the Renaissance popes, humanism and the Renaissance culture, the Northern Renaissance, Martin Luther and the birth of the Protestant Reformation, the spread of Reformation ideas, and important historical figures of the period including the Medici family, Francisco Petrarch, Niccolo Machiavelli, Leonardo da Vinci, John Calvin, Desiderius Erasmus, and Queen Elizabeth I.

Course Outcomes:

- Students will be able to demonstrate in writing a full understanding of the primary events and developments in Renaissance and Reformation history.
- Students will be able to interpret historical events and ideas and the different views historians have of them.

Students will be able to understand chronology, historical context, and multiple causation in historical events.

Students will be able to critically analyze primary and secondary sources. Students will be able to explain the impact of geography upon Renaissance and Reformation Europe and its cultures.

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment.

Cultural Enrichment outcomes for this course include: Students will be able to look at the primary events of Renaissance and Reformation history from different perspectives.

Students will gain an increased knowledge of the methodology of the discipline of history. Students will have increased knowledge of the culture of the Renaissance and Reformation.

Students will have an increased ability to interpret cultural works from Europe during the Renaissance and Reformation.

Developing Historical Skills:

This course will help students improve their ability to sort, analyze, and synthesize historical evidence

assess conflicting historical interpretations compare and contrast past examples of historical change

write and articulate logical, persuasive arguments that utilize appropriate historical evidence

History and the “Real World”

As the world historian Peter Stearns argues, the study of history is important and relevant for every student

regardless of his/her major:

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders.

The number of explicit professional jobs for historians is considerable, but most people who study history

do not become professional historians. Professional historians teach at various levels, work in museums

and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important—indeed vital—to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration. Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential. Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

* Taken from Peter N. Stearns, “Why Study History.” Available [Online]: <http://www.historians.org/pubs/Free/WhyStudyHistory.htm> [17 June 2009].

Assigned Books:

1. Kenneth Bartlett, *A Short History of the Italian Renaissance*
2. James Tracy, *Europe's Reformations*
3. Timothy Brook, *Vermeer's Hat*
4. Two Course Readers available for purchase at the University Book Store and various handouts
5. Optional: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (2012)
ISBN-10: 0312610416

Grading Policy (5000 points):

1. Attendance: 400 points
 2. Participation: 400 points
 3. Classroom Quizzes: 700 points
 4. Midterm Paper: 800 points
 5. 3 Journal Entries: 600 points
 6. In Class Final Exam: 600 points
 7. Research Paper and Prospectus: 1500 points
- See Blackboard Learn to see the directions and grading rubrics for all of these assignments

Grading Scale:

I will use a standard grading scale based on the number of points that you receive out of 5000:

A: 100-93%; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+77-79%; C: 73-76%; C-: 70-72%; D+: 67- 69%; D: 63-66%; D-: 60-62%; and F: 59% and below

Course Format:

This class will start from the assumption that effective learning cannot take place unless students become “actively” involved in the educational process. To help students grapple with and comprehend the course materials, I will employ an “interactive lecture” method that will use a mixture of lecturing and the posing of questions about the readings. To prepare for each class, students should focus on answering the “Focus Questions” that I will place on Ferris Connect. During the semester, I will upload short videos designed to clear up areas of confusion and/or address issues that we did not have time to cover in the classroom.

Attendance, Behavior and Participation Policies:

Behavior Policy

Because discussion will be an important part of the educational process in this course, students should not use cell phones or laptops in the classroom. I reserve the right to lower your course grade for the continued flagrant and disruptive use of cell phones and laptops. Here are the penalties for cell phone/laptop use and/or disruptive behavior:

First Violation: Warning and up to a 50 point reduction in your participation grade

Second Violation: A "0" for your participation grade

Third Violation: In addition to the penalties described above, I will reduce your final point total by at least 100

points. I also retain the option of giving you an F for the course.

* I will not take offense if you need to leave the classroom and use your phone for personal reasons.

Attendance and Participation Grade Policies:

Even though I will not take attendance before each class, I encourage students to attend on a regular basis and take good notes. All available evidence indicates that the students with the best attendance records perform better than their peers who come to class less often. As for my official attendance policy, I will randomly take attendance 5 times during the semester (80 points each time). If you know that you are going to miss a class for a legitimate reason, please let me know in advance. I am more than willing to make satisfactory arrangements with individual students.

* I reserve the right to lower your attendance grade for only attending a portion of an attendance day. Your participation grade will be based on how often you make quality contributions (i.e., answering questions and critiquing documents) to classroom discussions and your general demeanor and engagement level (i.e., taking notes, following discussions, asking important questions, etc). I will also factor in your attendance record, including days when attendance is not formally taken. Just to be clear, every student starts with a 320/400. This score will go up or down depending on an individual's performance.

* If you feel uncomfortable speaking in class, you can raise your participation grade by meeting with me and discussing the course materials (you may also propose alternatives).

Assignments:

Research Paper:

Each student will write a research paper of at least 1750 words that covers an aspect of Renaissance/Reformation that he or she finds interesting. Important points: The paper must contain a thesis that answers a research question. In other words, this paper cannot

be merely descriptive or a narrative. At some point during the first three weeks of the semester, students must clear their research proposal with me. The paper must also include four secondary sources other than the textbook and three primary sources. At least two of the secondary sources have to be non-internet sources such as scholarly articles found in databases and books (and no K-12 Internet sources are allowed, nor are online encyclopedias!!!).

* You will probably need to use the MELCAT system for this assignment.

* We will discuss how to conduct research and format the paper at various times during the semester.

Some hints for the research paper: □ In FLITE library, we have some excellent databases that can help you, many of which have full-text articles. Such databases include JSTOR, Ethnic Newswatch, Historical Abstracts, Project Muse, 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 use footnotes/endnotes, please note that this

class requires the use of the Chicago Manual of Style citation method. For examples on how to cite

works, check out Chapters 6 and 7 of *A Pocket Guide to Writing History*

□ See also Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (7th

edition), 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

Prospectus for the Research Paper:

Each student must turn in a prospectus for the research paper. This assignment will help students move

forward in the research process and hone their arguments.

The prospectus must be typed (double spaced) and contain the following information:

1) What is your research problem or question?

2) Why do you find this question interesting? Why is it significant? Do you see any problems in trying to

answer this question? How will you address those problems?

3) How far along are you in your research? Have you already come up with a thesis? Is so, what is it? If not,

what is holding you back?

4) What are the sources you have found so far? List them in order of primary sources, secondary articles, secondary books, and Internet sources.

Final Exam and Midterm Papers: Instructions will be distributed

Journal Entries

During the semester, students will write three journal entries that allow them to analyze critically what they have learned in the class. The specific instructions are located in the appropriate section of Blackboard. Classroom Quizzes: Directions will be distributed

Other Issues:

Plagiarism and Cheating

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aids in examinations, laboratory work, and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

"Cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the University.

Disability

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 231.591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web:

<http://www.ferris.edu/htmls/colleges/university/disability/>.

* With the exception of “Week 1,” the course readings should be completed by the first class of each week

Week 1

January 13—Introduction

January 15—Defining the Renaissance and Pre-Renaissance Italy

Readings: Bartlett, Chapters 1 and 2; and Course Packet

Optional: *Finish reading Chapters 1 and 2 of A Pocket Guide to Writing in History

Week 2

January 20—Social Continuities

Readings: Bartlett, Chapter 3; and Course Packet (20 January and “Life in Renaissance Italy”--all documents except Alexander VI)

January 22--Petrarch

Readings: Bartlett, Chapter 4; and Course Packet

Week 3

January 27—Humanism

Readings: Bartlett, Chapter 5; and Course Packet

January 29—The Republic of Florence

Readings: Bartlett, Chapter 6; and Course Packet

Optional: *Finish reading Chapters 3 and 4 of A Pocket Guide to Writing in History

Week 4

February 3—Rome and the Papacy

Readings: Bartlett, Chapter 7; and Course Packet (date of 2 Feb and “Life in Renaissance Italy”—Alexander VI document)

February 5—The Maritime States

Readings: Bartlett, Chapter 8

Week 5

February 10—The Principalities and Neo-Platonism

Readings: Bartlett, Chapters 9 and 10; and Course Packet (date of 9 Feb)

February 12—The Age of Crisis

Readings: Bartlett, Chapter 11 and Tracy; 127-137; and Course Packet, “Italian Wars,”
First Document.

Week 6

February 17—The Age of Crisis, con; and the Medici Popes and Princes

Readings: Bartlett, Chapter 12 and Tracy, 138-146; and Course Packet, “Italian Wars,”
Second Document.

Optional: Finish reading Chapters 5 and 6 of A Pocket Guide to Writing in History

February 19—Niccolo Machiavelli

Readings: Bartlett, Chapter 13; and * Selections from the Discourses of Levy

Week 7

February 24—Class on Research Paper

Optional: *Finish reading Chapters 7 and 8 of A Pocket Guide to Writing in History

26 February—Art and Architecture

Readings: Bartlett, Chapter 14; and Course Packet (date of 24 February)

Week 8

March 3 —The End of the Renaissance In Italy

Readings: Bartlett, Chapter 15

March 5--Northern Renaissance, Part I: Art and Culture

Readings: *Handouts

Week 9

March 17—Northern Renaissance, Part II: Thomas Moore’s Utopia

Readings: *Handouts

March 19—Northern Renaissance, Part III: Montaigne and Shakespeare

Readings: *Handouts

Week 10

March 24—Northern Renaissance, Part IV: Hobbes and Locke

Readings: *Handouts

March 26— Background: Reformation and Late Medieval Europe

Readings: Tracy, Chapters 1-3; and Course Packet

Week 11

March 31--- The German and Swiss Reformations

Readings: Tracy, Chapters 4 and 5; and Course Packet

April 2---No Class

Week 12

April 7— The German and Swiss Reformations, con.; and European Reformations

Readings: Tracy, Chapters 6 and 7; and Course Packet

April 9--The Wars of Religion

Readings: Tracy, Chapter 9; and Course Packet

Week 13

April 14—The Politics of the European Reformations

Readings: Tracy, Chapter 10; and Course Packet

April 16--The Reformation in England

Readings: Tracy, Chapter 11; and Course Packet

Week 14

April 21— Society and Community in the Reformation, Part I

Readings: Tracy, Chapters 12 and 13; and Course Packet

April 23— Society and Community in the Reformation, Part II

Readings: Tracy, Chapters 14 and 15; and Course Packet

Week 15

April 28—The Dutch and the Wider World

Readings: Brook, Chapters 1-4

April 30—The Dutch and the Wider World

Readings: Brook, Chapters 5-8

Ferris State University
Contemporary Europe
History VL360
Fall 2016
Dr. Tracy Nichols Busch

Course Description

Europe – once a backwater compared to the mighty Chinese and Indian civilizations, has become one of the most formidable powers in the world. This course will explore Europe’s complicated 20th century legacy. Beginning with the Belle Époque, Modernism, and the impact of increasingly virulent nationalism, we will move into World War I and the interwar period. In order to better understand this rich era, we will be reading and discuss a memoir called *Defying Hitler*, which chronicles the social and political events that made Hitler’s rise possible. Next we will cover World War II and the subsequent Cold War. Europe’s recovery after World War II and its emergence as a world power through various institutions, such as the European Union will take us to the close of the 20th century. The course will end with a discussion of Europe’s future role as a world player.

Course Expectations

The heart and soul of this course will be five discussions during which you will relate the primary source documents to the textual information in *Europe in the Contemporary World: A Narrative History with Documents*. I will give you anywhere from 3-5 discussion questions for these weeks and you will be expected to post a 250-word essay-style response to three of them. In these forums you will be encouraged to form your own interpretations of contemporary European history and to relate it to other history you have studied. You may discover interesting parallels with American history, for example.

In order to avoid the distance that many students feel from the people who lived at a different time, I have assigned Sebastian Haffner’s *Defying Hitler: A Memoir*. It will give you a first-hand account of the German reaction to World War I and the rise of Hitler. The discussion of *Defying Hitler* will take place during the first 8 weeks of the course in the form of a blog.

In order to improve your writing and analytical skills, I have assigned a 10-12 page research paper. You may choose any theme of interest to you for your research paper, with my approval. Your paper should have at least four primary and six secondary sources. If you have any questions about what constitutes a primary or secondary source, please contact me.

This is a reading and writing intensive course, therefore I recommend that you plan to allot 10-15 hours a week, on average, for this course. I also recommend that you buy a calendar to note when your assignments are due.

Required Reading

Europe in the Contemporary World: A Narrative History with Documents.

Author: Bonnie G. Smith

Publisher: Bedford/St. Martins, 2007.

ISBN-10: 0-312-40699-1

Defying Hitler: A Memoir.

Author: By Sebastian Haffner; translated by Oliver Pretzel.

Publisher: Picador, 2000.

ISBN-10: 0-312-42113-3

How to Communicate with Me

Office Hours: TR: 10:00-11:00 am
Wednesdays: 1:00-3:00 pm
and by appointment

Office Location: ASC 2081

Office Phone: 231-591-5846

Email: tracybusch@ferris.edu

Grading Scale:

A total of 500 points is possible (see point breakdown below). Calculations for final grades include “minus” grades and “plus” grades. Minus (e.g. B-) and plus (e.g. B+) grades will be 10 points on either side of the limits

Lowest A = 90%	450-500 points
Lowest B = 80%	400-449 points
Lowest C = 70%	350-399 points
Lowest D = 60%	300-349 points
F = <60%	0-299 points

Assessment (500 points possible):

Chapter Discussion Forums (5 at 50 points each): 250 points

Introduction and Wrap-Up Discussion forums (2 at 10 points each): 20 points

Research Paper Forums: 60 points (30 points=your report; 30 points=your responses to others)

Defying Hitler Blog: 70 points (up to 10 points can be earned each week)

Research Paper: 100 points

Chapter Discussion Forums

These Discussion Forums will enable you to go beyond the readings to critically analyze and evaluate European history through variable political, social, economic, and cultural lenses. In composing your responses, use details from the textbook narrative and primary documents. Use supporting evidence to prove to me that you read the book. I will write several discussion questions for the class to discuss and debate. They will be posted under the Discussion section of Blackboard on Friday the week before the discussion begins. You should make a main posting in response to three of the questions by Monday night. You will then respond to at least two of the postings of your classmates

by Wednesday night. A second set of response postings will be due by Friday night. The answers should be thorough and thoughtful. At least one of your postings should include evidence from a scholarly book or article (you are encouraged to bring in your personal research). If you do not know what constitutes a scholarly book or article, please contact me. Your main postings will be worth 30 points. Each response posting will be worth 5 points.

Defying Hitler Blog:

During the first half of the semester, we will be reading and discussing *Defying Hitler*. Each week the class will read from 7 to 8 chapters in the book (they are short!) and then discuss them in a blog. Although there will be prompt questions, I want you to seize the initiative and take the discussion in different directions. You are encouraged to relate the actual occurrences in Sebastian Haffner's life to the primary documents, textbook background information, and, if applicable, the research you are doing for your paper. The blog is also the perfect forum for you to try out new ideas and theories that your research has generated. Each student should write at least 300 words each week for the blog.

Research Paper

Your research paper for this class needs to be between 10-12 pages and to be based upon at least four primary and six secondary sources. The purpose of the research paper is to expand your knowledge base and help you hone your writing and analytical skills. You will have a rubric in hand as you write your paper and you will also benefit from a full-class peer review that will take place during weeks 9, 11, 13. The week for your paper's peer review will depend on the topic you chose. Research papers are due on Monday, December 12.

Research Paper Peer Review Forums

We will hold three Research Paper Forums in the Discussion Area during the second half of the semester. They will occur during weeks 9, 11, and 13. In each forum, one-third of the students will present their research papers in as close to final draft form as possible (you will lose 20 points for presenting unfinished paper). The remaining students in the class will read those papers and provide constructive criticism for improving the papers. This forum will accomplish many things at once: it will hone your peer-review and editing skills; it will give you good, critical feedback on your paper while still in draft stage; and it will inform you about important topics in European history. Peer reviewers will have the rubric I will use for grading in hand so that they can give their fellow students the best advice possible.

During each week that we have a Research Paper Forum, you need to comment in a substantive way to at least 3 of your classmates' papers. Your comments must be extensive and well-thought out. They will be worth up to 15 points for each week that you are not presenting. On the week that you are presenting, your paper and your responses to your classmates (at least 3) will be worth 40 points. All papers need to be posted by Monday. Peer review comments are due by Friday. Author responses are due by the following Monday.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. Assignments turned in late will be docked 5 points for each day they are late. Please contact me immediately if there is a family or medical emergency.

Statement on Plagiarism

Plagiarism within any assigned work is a serious violation of academic standards, punishable as cheating. Plagiarism is 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, (4) presenting purchased research as one's own. You may not use a paper from another class for this class. If you have any questions about this, please contact me.

Disability Statement

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact me as soon as possible for assistance with classroom accommodations.

Class Etiquette

- Be respectful of different perspectives and opinions
- Use netiquette – respond to and address fellow classmates by name and sign your postings with your name.
- Avoid excessive use of emoticons – smiley faces, LOL, etc.

CLASS SCHEDULE

Week 1: August 29-September 4

- Participate in Introductory Discussion Forum: main posting due by Wednesday, 11:55 pm; response postings (to at least 3 of your classmates) due by Friday, 11:55 pm.
- Read chapter 1 (including all primary source documents) in *Europe in the Contemporary World* for the week 3 discussion forum
- Read the introduction and chapters 1-6 in *Defying Hitler* for next week's blog posting.

Week 2: September 5-11

- *Defying Hitler* blog (postings can be made at any time during the week).
- Read chapter 2 (including all primary source documents) in *Europe in the Contemporary World* for next week's discussion forum.
- Read chapters 7-13 in *Defying Hitler* for next week's blog posting.
- Get your research paper topic to me by Friday, September 9 – topics are first come, first served, so it is in your best interest to get your topics to me ASAP.

Week 3: September 12-18

- Week 3 Discussion Forum (chapters 1-2 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- *Defying Hitler* blog (postings can be made at any time during the week).
- Read chapter 4 in *Europe in the Contemporary World* (including primary source documents) for the week 5 discussion forum.
- Read chapters 13-19 in *Defying Hitler* for next week's blog posting.

Week 4: September 19-25

- *Defying Hitler* blog (postings can be made at any time during the week).
- Read chapter 5 (including primary source documents) in *Europe in the Contemporary World* for the Week 5 Discussion Forum.
- Read chapters 20-26 in *Defying Hitler* for next week's blog posting.

Week 5: September 26-October 2

- *Defying Hitler* blog (postings can be made at any time during the week).
- Week 5 Discussion Forum (chapters 4-5 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- Read chapter 6 (including primary source documents) in *Europe in the Contemporary World* for the Week 7 Discussion Forum
- Read chapters 27-33 in *Defying Hitler* for next week's blog posting.

Week 6: October 3-9

- *Defying Hitler* blog (postings can be made at any time during the week).
- Read chapters 7 (including primary source documents) in *Europe in the Contemporary World* for the Week 7 Discussion Forum
- Read chapters 34-37 in *Defying Hitler* for next week's blog posting.

Week 7: October 10-16

- Week 7 Discussion Forum (chapters 6-7 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- *Defying Hitler* blog (postings can be made at any time during the week).
- Read chapter 8 (including primary source documents) in *Europe in the Contemporary World* for the Week 10 Discussion Forum.
- Read chapters 39 and the Epilogue in *Defying Hitler* for next week's final blog posting.

Week 8: October 17-23

- *Defying Hitler* blog (postings can be made at any time during the week).
- Read chapter 9-10 (including primary source documents) in *Europe in the Contemporary World* for the Week 10 Discussion Forum.

Week 9: October 24-30

- 1st Set of Research Paper Presentations (we will use the Discussion area for this)

Week 10: October 31 – November 6

- Week 10 Discussion Forum (chapters 8-10): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.

Week 11: November 7 - 13

- 2nd set of Research Paper Presentations (this will take place in the Discussion area).

Week 12: November 14-20

- Read chapter 11 (including primary source documents) in *Europe in the Contemporary World* for the Week 14 Discussion Forum

Week 13: November 21-27

- Read chapter 12 (including primary source documents) in *Europe in the Contemporary World* for the Week 14 Discussion Forum.
- 3rd set of Research Paper Presentations (this will take place in the Discussion area).

Week 14: November 28-December 4

- Week 14 Discussion Forum (chapters 11-12): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.

Week 15: December 5-11

- Farewell Forum: main posting due by Monday, 11:55 pm; at least 2 response postings due by Friday by 11:55 pm.

Exam Week: December 12-16.

- Research Paper due on Monday, December 12.

NOTE: The instructor reserves the right to adjust the syllabus as necessary.

This Course Meets the General Education Requirement

This course satisfies the following General Education Learning Outcomes:

Cultural Enrichment Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Be able to justify interpretations with an understanding of the interpretive process	1. Student performance in Discussion Forums will demonstrate that students have mastered this outcome
2. Be able to look at works or historical events from different perspectives	2. The Research Paper and <i>Defying Hitler</i> blog will document that students can take alternative points of view
3. Be better able to make and justify valuing (aesthetic and ethical) distinctions	3. Students will demonstrate how their value systems may have changed due to a better understanding of how totalitarian systems emerge and are either supported or undermined by popular participation. They will be able to render sophisticated judgments based upon their analysis of European history.
4. Exhibit improved distinctions in perception, craft, and/or life choices	4. Student performance in Discussion Forums will demonstrate that students have mastered this outcome
5. Have increased knowledge of the techniques or methodology of a discipline in the humanities	5. Student performance on the Research Paper will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources.
6. Have increased knowledge about some aspects of cultures	6. Through discussion of the textbook readings and the primary source work (<i>Defying Hitler</i> and <i>Europe in the Contemporary World</i>), students will demonstrate that they have an increased knowledge of other cultures.
7. Better understand themselves as part of cultures with rich historical perspectives	7. Through discussion of the textbook readings and the primary source work, students will

	demonstrate that they have an increased knowledge of their own and other cultures.
8. Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.	8. This outcome will be measured through a reading of Sebastian Haffner's biography <i>Defying Hitler</i> .

Global Consciousness Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Identify various regions, features, or countries other than North America	1. Student performance in Discussion Forums and the Research Paper will reveal whether or not students have mastered this outcome
2. Describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America.	2. The completed Research Paper will document that students can take alternative points of view
3. Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.	3. Student performance in textbook and primary source Discussion Forums and the Research Paper will demonstrate that students have mastered this outcome
4. Comment accurately about current events in at least on country or region other than North America.	4. Student performance in Discussion Forums and on the Research Paper will demonstrate that students have mastered this outcome
5. Describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world	5. Student performance in the Research Paper will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources about other cultures.
6. Develop a more positive perspective and understanding of the importance of global consciousness.	6. Students will demonstrate how their global perspective may have changed due to an increased awareness of the importance of European history and its worldwide influence. This will be measured through the Discussion Forums.

History 370 Modern Africa
Instructor: Dr. Sam Ngovo
Fall August 27 – December 14, 2012

Time and Place: FerrisConnect
Phone and Office: JOH 416 x2061
Email: ngovos@ferris.edu

Course Description: The course covers major themes of modern African History including European colonialism, African nationalism, independence and neo-colonial relationship between European countries and their former African colonies after independence. The course requires critical reading of chapters of the text book, collection of essays, and some primary documents that are relevant to understanding events in modern African history.

Course Outcomes:

- Students will be able to demonstrate in writing and in discussion format a full understanding of the primary events and issues in the history of modern Africa.
- Students will be able to interpret historical events and ideas and the different views historians have of them.
- Students will be able to understand chronology, historical context and multiple causations in historical events.
- Students will be able to critically analyze both primary and secondary sources.
- Students will acquire greater and deeper understanding of the meaning of European colonization of Africa, African nationalism and the neo-colonial relationships that developed between European nations and their former African colonies after independence

Cultural Enrichment Outcomes: This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- Students will be able to look at events in modern African history from different perspectives.
- Students will gain an increased knowledge of the methodology of the discipline of history.
- Students will have an increased knowledge of some aspects of African cultures.

- Students will be able to better understand themselves as a part of cultures with rich historical perspectives.

Global Consciousness Outcomes: This course meets the General Education requirement for Global Consciousness. Global Consciousness outcomes for this course include:

- Students will be able to identify various regions, geographic features and countries of the continent of Africa.
- Students will be able to describe distinctive geographic, economic, cultural, linguistic, and historical features of societies within the continent of Africa.
- Students will be able to articulate geographic, economic, cultural, linguistic and historical relationships among the diverse peoples and nations of Africa.
- Students will be able to comment accurately about current events in much of the continent of Africa.
- Students will develop a more positive perspective and understanding of the importance of global consciousness.

Race/Ethnicity and/or Gender Outcomes: This course meets the General Education requirement for Race/Ethnicity and/or Gender. REG outcomes for this course include:

- Students will be able to articulate the ways in which existing issues surrounding race/ethnicity have impacted the construction of identity, stereotypes, prejudice, discrimination, and privilege within the continent of Africa.
- Students will be able to comment accurately about current events and issues in much of the continent of Africa as they relate directly to race and ethnicity.
- Students will develop a more positive perspective and consciousness of the significance of race and ethnicity, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.

Required Text:

Modern Africa: A Social and Political History -3rd edition by Basil Davidson
& Selected Supplemental Readings Collection of Essays and Articles

Grading:

This course will rely on a range of individual and collaborative assessment activities. Collaborative learning will come from the use of discussion forums and blogs. Individual mastery of the topics covered in the course will be demonstrated through your research paper. 67% of the course grade is based on discussions & blog activities; the remaining 33% of the final grade is based on your research paper. Total number of points for the

course is 600 points.

Online Collaborative Activities:

There will be weekly forum or blog discussions; individual essays and response postings based on questions and assigned readings.

Given the fact that this course is being taught online rather than in a formal classroom setting, the expectations for the course are a little different. For instance, participation in the Discussion Forums is required and takes the place of in-class attendance and participation. The Discussion Forum will serve as an excellent tool for you to discuss your ideas with other class members. The Blog Tool is a modified form of a discussion. It requires quality over quantity of postings.

As this course is entirely Internet-based, you are required to have access to a computer that supports FerrisConnect. Therefore, if you do not have access from a home computer or if your server access is disrupted by an outage to FerrisConnect, you will need travel to a campus satellites or a local public library, (or elsewhere) to complete your work. If you have computer problems during the course of the semester, you need to get them fixed quickly; TAC is now available 24/7 to assist you with any technical problems.

Finally, taking a course outside of the traditional classroom setting requires a great deal of commitment and motivation on the part of the student in order to successfully complete the course. This course is designed to allow students to take responsibility for their own learning. However, it also provides some flexibility for students to explore their own interests in some of the assignments. So, take the course seriously as you would any other class and complete all of the required readings, assignments, and discussions (on time), but have some fun as well!

Research Paper/Project:

There will be a 10-15 page double-spaced written essay due during the last week of the semester. Examples of topic of interest will be posted on the course site, but you may also select topic of your choice from the TEXT BOOK or documents relating to the History of Modern Africa. This research paper requires the minimum use of 10 published sources (books or Scholarly journal articles, no internet websites are allowed).

Deadlines for the successful completion of your research paper:

Week 9- Submit your paper topic and one paragraph abstract & preliminary bibliography for approval

Week 14- Phone conference with Dr. Ngovo on the status/progress of your paper

Week 15- Submit final paper, with bibliography. The body of the essay must use footnotes/endnotes. Chicago Manual of Style is the citation method required for

all

History Majors/Minors.

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 and may, at the discretion of the instructor, receive an F in the course and be turned over to Student Judicial Services.

Instructor's E-mail:

I will check my FerrisConnect e-mail at least once a day, six days a week (excluding Sundays), during the course of the semester. At the beginning of the semester I will check it more often for troubleshooting issues. Please feel free to e-mail any time you have a problem or question—that's what I'm here for. If you'd like to speak with me by phone, you can also contact me at (231) 591-2061, though e-mail is your best bet to reach me, especially on weekends.

Due Dates:

The instructor expects student work to be turned in on the due date listed on the FerrisConnect course site. Any work that is not turned in on time will be docked points for each day late (including weekends). If you have an emergency and cannot participate in a forum or need extra time for the paper, you must let the instructor know within 24 hours before the due date and must receive instructor permission to turn it in late.

Unit I: Colonialism

Davidson, *Modern Africa*, Part One

Supplemental Readings :

Ronald J. Horvath, —A Definition of Colonialism,|| *Current Anthropology*, Vol. 13, No. 1(Feb., 1972), pp. 45-57.

Keitseope Nthomang, —Relentless Colonialism: A Case of the Remote Area Development Program (RADP) and the Basarwa in Botswana,|| *Journal of Modern African Studies*, Vol. 42, No. 3(Sept., 2004), pp. 415-435.

Christian John Makgala, —Taxation in Tribal Areas of Bechuanaland Protectorate, 1899-1957,|| *Journal of African History*, Vol. 45, No. 2(2004), pp. 279-303.

Jean Comaroff and John Comaroff, —Christianity and Colonialism in South Africa,|| *American Ethnologist*, Vol. 13, No. 1(Feb., 1986), pp. 1-22.

Week One: Icebreaker (Introduction Questions/Activities Posted Online)

Students will sign-up for Blog Manager Tasks for the Davidson textbook and the Supplemental Essay. Davidson text provides reading questions that will serve as the

basis for the Blog Essay.

Week Two:

Read: Davidson, Chapters 1 & 2 and Horvath & Nthomang essays

Blogs manager essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm. **Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

Week Three:

Read: Davidson, Chapters 3 & 4 and Makgala & Comaroff essays

Blogs essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm. **Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

UNIT 2: Nationalism

Davidson, Modern Africa, Part One

Supplemental Readings :

Robert I. Rotberg, —African Nationalism: Concept or Confusion,|| The Journal of Modern African Studies, Vol. 4, No. 1(May, 1966), pp. 33-46.

Hakim Adi, —Pan-Africanism and West African Nationalism in Britain,|| African Studies Review, Vol. 43, No. 1(April, 2007), pp. 69-82.

Donovan Williams, —African Nationalism in South Africa: Origins and Problems,|| The Journal of African History, Vol.11, No. 3(1970), pp. 371-383.

Enocent Msindo, —Ethnicity and Nationalism in Urban Colonial Zimbabwe: Bulawayo, 1950-1963,|| The Journal of African History, Vol. 48, No. 2(2007), pp. 267-290.

George W. Reid, —Missionaries and West African Nationalism,|| Phylon, Vo. 39, No. 3(1978), pp. 43-68.

Week Four:

Read: Davidson, Chapters 5 & 6 and Rotberg, Adi, and Williams essays

Blog essays due Monday 10pm and peer response expected from Tues 8am to Friday 11:59pm. **Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

Week Five:

Read: Davidson, Chapters 7 & 8 and Msindo and Reid

Blog essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm. **Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

Week Six: Forum: Pros and Cons on Colonialism, Nationalism and opposing view points
This forum will rely on all nine supplemental essays. Use the sign-up sheet to claim argument/position used for opening statement essay.

Opening statement essays due Monday 10pm

Response postings by group one due Wednesday 11:59pm – 2 postings per students

Response postings by group two due from Thursday 12am to Friday 11:59pm – 2 postings per student

Part 3: Independence

Week Seven: Read Chapters 9, 10 & 11 Blogs using chapter questions

Blog essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm **Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

Week Eight: Read Chapters 12, 13 & 14 Blogs using chapter questions

Blog essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm**Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

Week Nine: Read Chapters 15, 16 Blogs using chapter questions

Blog essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm**Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

###Select Paper Topic- Submit Abstract & Preliminary Bibliography

Unit 4 Post Independence

Week Ten: Read Chapters 17, 18 & 19 Blogs using chapter questions

Blog essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm**Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

Week Eleven: Read Chapters 20, 21 Blogs using chapter questions

Blog essays due Monday 10pm and peer response postings expected from Tues 8am to Friday 11:59pm**Blog postings must incorporate specific information from the assigned chapter or essay in order to demonstrate reading/understanding of the concepts or events.

Week Twelve: Forum: Pros and Cons on Independence, Post Independence and opposing viewpoints.

Supplemental readings to use of Discussion Forum Only!!

Claude Wauthier, —France and Africa: Long live Neo-Colonialism, | Journal of

Opinion, Vol. 2, No. 1(spring, 1972), PP. 23-26.

Edwin Charlie, —The Concept of Neo-Colonialism and Its Relation to Rival Economic Systems,|| Social and Economic Studies, Vol. 15, No. 4(December, 1966), pp. 329-337.

Timothy M. Shaw, —Beyond neo-Colonialism; Varieties of Corporation in Africa,|| Journal of Modern African Studies, Vol. 20, No 2(June 1982), pp. 239-261.

Opening statement essays due Monday 10pm

Response postings by group one due Wednesday 11:59pm – 2 postings per students

Response postings by group two due from Thursday 12am to Friday 11:59pm – 2 postings per student

Week Thirteen:

###Finalized Topic & Annotated Bibliography of all sources.

Week 14 and 15: Work on your paper/Instructor available to assist with questions and concerns

Modern China, Japan & Korea
 Ferris State University – Spring 2017
 Dr. Tracy Nichols Busch
History 371-001
 Starr 322
 TR: 12:00-1:15 pm

Course Description

After gaining background on Imperial China, Tokugawa Japan, and early Korea and Vietnam, students will investigate the events and ideas that led to the Meiji Restoration of 1868 and the Chinese Revolution of 1911. Students will examine early 20th century experiments with democracy in both Meiji Japan and post-revolutionary China, as well as the rise of fascism in Japan and ongoing tensions between Chinese Communists and Nationalists. Students will explore human toll of Japanese aggression during World War II. During the second half of the class, students will investigate the post-war world, including the creation of the People's Republic of China in 1949, the Korean War of 1950-1953, Mao Zedong's "Great Leap Forward," and the emergence of Japan, post-Hiroshima and Nagasaki, as a major U.S. ally in East Asia. The economic rise of Japan and China at the end of the 20th century will be placed within a world-historical context, with close attention paid to the impact on the U.S., in particular. The course will end with a discussion of Asia's role as a world player.

Required Reading

Modern East Asia Textbook. Pearson Custom Library.

Authors: Various authors, arranged by Tracy N. Busch

Publisher: Pearson Custom Library, 2014

ISBN: 1-269-80040X

Modern East Asia Source Book. Pearson Custom Library

(out of print – I will scan for you)

Authors: Various authors, edited by Tracy N. Busch

Publisher: Pearson Custom Library, 2014

ISBN: 1-269-80073-6

The Rape of Nanking – any edition is fine

Author: Iris Chang

ISBN-10: 0465068364

ISBN-13: 978-0465068364

Escape from Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West. Any edition is fine.

Author: Blaine Harden.

Publisher: Penguin Books, 2013.

ISBN-10: 0143122916

ISBN-13: 978-0143122913

How to Communicate with Me**Office Hours:** TR: 1:30-2:30 pm, W: 12:30-2:30 pm, or by appointment**Office Location:** ASC 2081**Office Phone:** 231-591-5846**Cell Phone:** 231-250-4829**Email:** tracybusch@ferris.eduGrading Scale:

A total of 500 points is possible (see point breakdown below). Calculations for final grades include “minus” grades and “plus” grades. Minus (e.g. B-) and plus (e.g. B+) grades will be 10 points on either side of the limits

A = 90%	450-500 points
B = 80%	400-449 points
C = 70%	350-399 points
D = 60%	300-349 points
F = <60%	0-299 points

Assessment (500 points possible):**Reading quizzes:** (10 at 10 points each): 100 points**Group presentation:** 50 points**Campus presentation Reaction Paper:** 10 points**Escape from Camp 14 Reaction Paper:** 40 points**Rape of Nanking Reaction Paper:** 40 points**Research Paper Source List and Research Question:** 20 points**Research paper:** 100 points**Classroom discussion and attendance points:** 40 points**Cumulative final exam:** 100 pointsReading Quizzes

On most weeks, you will be given a quiz (worth 10 points) that tests your mastery of the textbook and source readings. I will use a variety of means to test your knowledge, including the following: maps, identifications, and short answers. If you do your reading and come to class regularly, you should be able to pass these quizzes.

Group Presentation

During the first week of class, you will choose which group you want to be in. Each group will be responsible for putting together a 30-minute presentation on one of the following themes:

Group 1: What were the forces behind Western imperialism in East Asia? Why didn't China become a colonial power? (or did it?)

- Group 2:** If you were in China in the early 20th century (1920s-1930s), would you join the GMD or Communists? Why?
- Group 3:** The Rape of Nanking. Where's the truth?
- Group 4:** Was the dropping of the atomic bombs on Hiroshima and Nagasaki justified?
- Group 5:** East vs. West. Which hemisphere will be the 21st century's global leader?

The dates for each group's presentation (worth 50 points) are listed in the course agenda outlined below. Your presentations should be based on at least 4 primary and 6 secondary works. Please turn in your list of sources on the day of your presentation. You may also list them on the last slide of your PowerPoint, if you chose to use one. Your group will also be responsible for primary source document analysis approximately every other week.

Campus Presentation Reaction Paper

At some point in the semester, go to a campus presentation or event and write a reaction paper. The topic does not need to be East Asia-related. The purpose is to encourage you to take your learning outside the classroom. Your reaction paper should give me your analysis of the talk and discuss what you learned. It should be about 2 pages long.

Research Paper (includes Source List and Research Question)

In order to improve your writing and analytical skills, I have assigned an 8-10 page research paper. You may choose your research paper topic, with my approval. I suggest that you pose your topic as a question, as it will help you in your argumentation. If you are not sure what you would like to write about, come see me during my office hours. Your paper should have at least four primary and six secondary sources. We will discuss what constitutes a primary and a secondary source in class. In order to make sure you are on the right track, your source list and research question will be due on February 2. They are worth 20 points.

The purpose of the research paper is to expand your knowledge base and help you hone your writing and analytical skills. You will have a rubric in hand as you write your paper. It is expected that your papers will have correct spelling, grammar, and Chicago Style citations. I recommend that you consult the Purdue Owl website for help with Chicago Style. In addition, the FLITE Library has resources on how to use Chicago style. The final version of your research paper is due on April 20. You are expected to turn your paper in both paper and electronic forms. I will verify that the paper is your original work by submitting it to the Ferris version of turn-it-in.com.

Rape of Nanking and Escape from Camp 14 Reaction Papers

In order to avoid the distance that many students feel from the people who lived at a different time or in a different culture, I have assigned two trade books for this class: *The Rape of Nanking* and *Escape from Camp 14*. *The Rape of Nanking* give a holistic account

of an early and forgotten tragedy of World War II, e.g. the extensive rape and murder of unarmed civilians when the Japanese invaded China in 1937. The debates surrounding this event continue up to this day and will be discussed extensively in class. *Escape from Camp 14* is very recent history and give a first-hand account of life in North Korea's prison camps. You will need to write a 4-5 page reaction paper for each book. In your reaction papers, discuss which chapters, ideas, or experiences were the most interesting to you and why.

In-Class Final Exam:

The final exam is worth 100 points and will consist of several essay questions. The essays must have an introduction, conclusion, separate paragraphs, correct spelling and punctuation, and numerous examples from the readings. I will give you a review sheet with possible essay questions a week prior to the exam. You will not need to buy blue books. I will provide the paper you need to write your final exam essays.

Discussion and Attendance Expectations:

Since this class is based heavily in student interaction with the material, participation in class discussion are crucial and required (and worth 40 points). I will take attendance daily through sign-in sheets. 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 that will cause excessive absences, you need to let me know about it. Also, if a situation necessitates your premature departure from the class, please let me know before class begins, if possible. Additionally, class members are responsible for all things taken up in class, including announcements, regardless of absence.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. If you're not present in class on the days of the quizzes, and you don't have an excused absence, you'll lose those 10 points. The penalty for lateness on the research paper and book review is 10 points per day.

Statement on Plagiarism

Plagiarism within any assigned work is a serious violation of academic standards, punishable as cheating. Plagiarism is 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, (4) presenting purchased research as one's own. Please be aware that using a paper you wrote or are writing for another class is also considered plagiarism. If you have any questions about this, see me.

Class Discipline

Students are expected to arrive for class on time, stay until the end unless granted permission to leave by me, and act in a dignified manner. I reserve the right to punish unruly students with deductions in points as I deem appropriate and/or expulsion from class. Unruly behavior includes cell phones ringing, reading non-class material including text messages, and sleeping.

Disabilities Statement

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

CLASS SCHEDULE

Week 1: East Asia: Common Ground and Regional Differences

- January 10: Course introduction – background on East Asian culture & history. Choose groups for Group Presentations.
- January 12: Discuss chapter 1 in the *Modern East Asia Textbook* and following sources:
- The Wisdom of Confucius
 - The Classic of Filial Piety

Week 2: The Age of the Philosophers

- January 17: Discuss chapter 2 in the *Modern East Asia Textbook*
- January 19: Continue discussion of chapter 2 and the following sources:
- Admonitions for Women
 - The Dao De Jing
 - Buddhism in China

Week 3: Early Korea

- January 24: Discuss chapter 3 in the *Modern East Asia Textbook* and the following sources:
- A Korean Official Adrift

- The Duty and Desperation of a Korean Princess

January 26: Discuss chapters 1-11 in *Escape from Camp 14*

Week 4: Patterns and Origins in Japan

January 31: Discuss chapter 4 in the *Modern East Asia Textbook* and the following sources:

- Tales of the Sun Goddess
- Early Chinese Impression of Japan
- Zen and the Power of Tea
- The Diary of Lady Murasaki
- The Pillow Book of Sei Sonagon
- Hideyoshi's Sword Hunt
- Hideyoshi and Japan's Social Hierarchy

February 2: Continue discussion of chapter 4 and the sources.

Source List and Research Question Due

Week 5: The West Arrives in Asia

February 7: Discuss chapter 5 in the *Modern East Asia Textbook* and the following sources:

- A Jesuit Missionary Give his First Impression of Japan
- Trying to Change China
- The Sacrifice and Selflessness of Chaste Widows
- Footbinding and Sexuality
- Japanese Warnings about Christianity
- The Closing of Japan
- Early Encounters with the Japanese

February 9: ***Debate:*** What were the forces behind Western imperialism in East Asia? Why didn't China become a colonial power? (or did it?)

Week 6: China's Nineteenth Century Crisis

February 14: Discuss chapter 6 in the *Modern East Asia Textbook* and the following sources:

- China's Opium Debate
- Commissioner Lin's Letter to the Queen
- Voices from the Taiping Heavenly Kingdom
- The Late Qing Anti-Opium Campaign
- A Condemnation of Confucianism

February 16: Continue discussion of chapter 6 and sources

Week 7: Japan Remakes Itself

February 21: Discuss chapter 7 in the *Modern East Asia Textbook* and the following sources:

- Imperial Rescript on Education
- Meiji Modernization and Japan's Peasant Farmers
- The Meiji Constitution and the Japanese Emperor
- Laments of the Japanese Silk Workers
- Ito Noe, Rebel Woman of Japan

February 23: Continue discussion of chapter 7 and sources.

Week 8: Imperialism in Korea and Vietnam

February 28: Discuss chapter 8 in the *Modern East Asia Textbook*.

March 2: Discussion of long-term implications of Western imperialism in Korea and Vietnam

“Escape from Camp 14” Reaction Paper Due

SPRING BREAK MARCH 6-10 --- Enjoy your break!

Week 9: China: The End of Empire and the Search for New Order

March 14: Discuss chapter 9 in the *Modern East Asia Textbook* and the following sources:

- Liberating Chinese Women and their Feet
- Reporting the Revolution of 1911
- Sun Yatsen's Three Principles of the People
- Birth of a Chinese Activist
- The New Life Movement
- Mao on Peasant Movements

March 16: ***Debate:*** If you were in China in the early 20th century (1920s-1930s), would you join the GMD or Communists? Why?

Week 10: China and Japan: The Road to War

March 21: Discuss chapter 10 in the *Modern East Asia Textbook* and the following sources:

- Japan's 21 Demands
- Women on the Long March
- How to Be a Good Communist
- The Way of Subjects

March 23: More discussion of chapter 10 and the sources.

Peer review of research papers.

Week 11: The Second World War in Asia

March 28: Discuss chapter 11 in the *Modern East Asia Textbook* and the following sources:

- The Nanjing Massacre, John Rabe
- Convergence of Divergence? (re. Nanking)
- Diary of a Human Torpedo
- Life on the Japanese Home Front
- War Without Mercy
- Letters from Hiroshima

March 30: ***Debate:*** The Rape of Nanking. Where's the truth?

"Rape of Nanking" Reaction Paper Due

Week 12: Japan Since 1945

April 4: Discuss chapter 12 in the *Modern East Asia Textbook* and the following sources:

- Poems of the Atomic Bomb
- Letters to General Douglas MacArthur
- Feminism and Minority Issues in Modern Japan

April 6: ***Debate:*** Was the dropping of the atomic bombs on Hiroshima and Nagasaki justified?

Week 13: China Since 1945

April 11: Discuss chapter 13 in the *Modern East Asia Textbook* and the following sources:

- Mao on the Atomic Bomb
- Mao on U.S. Imperialism
- The Great Leap Forward
- Mao's Little Red Book
- China's Cultural Revolution
- Foundations for Reform, Deng Xiaoping
- Population Control in China

April 13: Mid-Semester Recess – Enjoy your break!

Week 14: Korea and Vietnam Since 1945

April 18: Discuss chapter 14 in the *Modern East Asia Textbook*:

April 20: More discussion of chapter 14 and *Escape from Camp 14*.

Research Paper Due!

Week 15: What Does the Future Hold for China, Japan, and Korea?

April 25: ***Debate:*** East vs. West. Which hemisphere will be the 21st century's global leader?

April 27: Final exam preparation.

Exam Week: May 1-5.

Date and place of the final exam: ***Tuesday, May 2***, 12:00-1:40 pm in STR 322

NOTE: The instructor reserves the right to adjust the syllabus as necessary.

This Course Meets the General Education Requirement

This course satisfies the following General Education Learning Outcomes:

Cultural Enrichment Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Be able to justify interpretations with an understanding of the interpretive process	1. Student performance in classroom discussion, the group presentation, and the research paper will demonstrate that students have mastered this outcome
2. Be able to look at works or historical events from different perspectives	2. The group presentations, classroom debates, and research paper will document that students can take alternative points of view
3. Be better able to make and justify valuing (aesthetic and ethical) distinctions	3. Final exam essay questions will ask students to consider parallels between U.S. (Western) and East Asian history and to write about how their value systems may have changed due to an increased exposure to East Asian history.
4. Have increased knowledge of the techniques or methodology of a discipline in the humanities	4. Student performance in the researching primary and secondary sources for their research papers will validate this outcome. The research paper will require the evaluation and synthesis of primary and secondary sources.
5. Have increased knowledge about some aspects of cultures	5. Through the group presentations, research paper, and discussion of the textbook readings and the primary sources, students will demonstrate that they have an increased knowledge of other cultures.
6. Better understand themselves as part of cultures with rich historical perspectives	6. The final exam will measure the students' mastery of Modern East Asia history.

Global Consciousness Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Identify various regions, features, or countries other than North America	1. Student performance in classroom discussions, on reading quizzes, and on the final exam will measure the extent to which students have learned the most important events in East Asian history.
2. Describe distinctive geographic, economic, cultural, linguistic, or historical	2. Students will not be able to receive a passing grade in this class if they cannot

features of a region, culture, or society other than North America.	fluently describe historical developments over time in East Asian history. This will be measured primarily through the final exam.
3. Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.	3. Students will be required to show how historical relationships evolved over time between, for example, East Asia and western Europe and East Asia and the developing world. This outcome will be measured primarily through the quizzes and final exam, but also through classroom participation and the group presentation.
4. Describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world	4. Student performance on the reaction papers (about the Rape of Nanking and the North Korean prison camps) will validate this outcome. It will require the evaluation of how scholars and journalists use primary and secondary sources in forming their theses.

History 372
The Middle East in the Modern Era
Fall 2015
 Aug 31, 2015 – Dec 18

Instructor: Dr. Barry Mehler
For Dr. Mehler's Web Site: www.ferris.edu/isar
 Office: 2064 ASC
Email: mehlerb@ferris.edu
 Class Hours: M/W 4:30-5:45 in IRC 109

Office Hours: Tuesday 1:30-4:30 and by appointment.

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 reads both ancient Hebrew and Aramaic and has been to the Middle East a number of times. In 1991, Dr. Mehler was invited to participate in an international conference on prejudice and violence. His last trip to the region was in 2012.

Course Description: This course focuses on the Middle East from about 1900 to the present. We will examine the major regional conflicts (Iran-Iraq; Israeli-Arab; Sunni-Shia; Kurdish-Arab) in their historical contexts. Topics include a survey of the four major powers of the region, Turkey, Iran, Egypt and Israel; the Arab experience with colonialism, the rise of Arab nationalism and Zionism and the "Arab Spring." Special attention will be paid to the role of the United States in the region and the rise of global terrorism. Naturally, the course also includes discussion of the three main religions of the region: Judaism, Islam, and Christianity.

This is a writing intensive student centered learning experience. There will be three major writing assignments:

Required Texts:

Lawrence Wright, *The Looming Tower: Al-Qaeda and the Road to 9/11* (2009).

William L. Cleveland and Martin Bunton, *A History of the Modern Middle East, Fifth Edition*, (Westview Press, Boulder 2013).

PREREQUISITE COURSES/SPECIAL SKILLS:

Prerequisite: English 250. History 250 is highly recommended.

Special skills: All history courses require good reading and thinking skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context. In Dr. Mehler's classes there is the added problem of figuring out what is real from what is not. For example, Dr. Mehler's classes are all sponsored by

Camel's Cigarettes and each class begins with a commercial. Over the years, students have decided that Dr. Mehler has some hidden motive and he isn't really trying to get students to smoke cigarettes, which everyone knows is unhealthy. Of course, Dr. Mehler might be just an actor in a commercial. You understand that when the person on the screen tells you that a pill cured them, the person is really just an actor delivering lines that the pharmaceutical company wishes you to hear. But why have any advertisements at all? Is the classroom an appropriate place for commercial advertising? To put the matter simply, the student is never absolutely certain what Dr. Mehler really thinks because the student only sees Dr. Mehler as the host of the show, during which he takes on many identities and sells many ideas, all of them with equal conviction. And since the theme song of the show is the Rolling Stones classic hit, "Sympathy for the Devil," the course always presents "the devil" sympathetically. In other words, we don't assume Hitler was wrong and FDR was right. We show the devil respect which leaves the student to figure out who is guilty and who is innocent. According to Calvinist doctrine, the doctrine which infused the Puritans, Presbyterians and Congregationalists; from God's perspective all humans are corrupt and unworthy of salvation. All of you, according to Calvin, deserve to fail, but a providential God, chooses a few, completely at random and those chosen by the Grace of God, live on in eternal life. All the rest are damned to an eternal death. The doctrine is called, "predestination" and it plays an important role in Dr. Mehler's history classes.

Trigger Warning: If you need a trigger warning, this class is not for you!

Dr. Mehler takes on many personas, some of them are racist and some of them are sexist. As a result, Dr. Mehler uses profanity and what are ordinarily unacceptable racial and gender slurs. It is important for students to understand that Dr. Mehler is never expressing his "own" opinions in class. He is always performing and always presenting opinions of others. In discussing Jim Crow, the "n" word is inevitable. In fact, it is essential for the student to understand the power of words to define reality and since profanity was so much a part of the American frontier, the mining camps, sea ports and urban centers, a student who is easily offended ought to take another class or come and talk to me. I may be able to make some accommodation to individual sensibilities. With all that said, it is clear to me from student's reactions to my methods over the years, that some student simply hate the way I teach. If you need to have clear instructions and an orderly presentation, this class is going to be very frustrating for you.

Examinations: Midterm and Final: 200 points.

There will be two major exams - a midterm and a final exam. Each exam will be worth 100 points. The midterm and final will be in-class exams consisting mostly of short answer and multiple choice questions based primarily on the textbook.

Journals: No Points, but you will fail if you don't hand them in.

Students must turn in one personal journal each week. You are required to write at least 200 words for each journal. The journals must be computer printed, no handwritten work will be accepted, unless you are drawing cartoons or have some specific purpose that

cannot be achieved using standard print. I encourage students to be creative with their journals. The journal need to reflect your thinking with regard to the class. The journal is your way of communicating with me. Journals must be handed in weekly. I post student journals and comment on them, so keep in mind these are not private communications. You should expect me to quote from your journal with or without attribution.

Since I use the journals for class discussion, you cannot give me ten journals on the last day of class. There are sixteen weeks and I expect at least twelve journals from each student. I DON'T GRADE JOURNALS BUT I DO COUNT THEM!

Encyclopedia Article on "Nationalism in the Middle East" (1000 words) 100 points.

There is a folder on our blackboard page which contains instructions and samples for this exercise.

Book Review: Lawrence Wright, *The Looming Tower: Al-Qaeda and the Road to 9/11* (2009) (750 words) - Due March 5, 2014. 100 points.

This book is also a required secondary source for you term paper.

Term Paper: Why Osama bin Laden should be considered for a Nobel Peace Prize. (2000 words) - Due April 7, 2014. 200 points.

This is a 300 level history term paper which must conform to certain standards. The paper must have a clear argument and use both primary and secondary sources, Chicago Style footnotes and a bibliography with primary sources listed separately from secondary sources. Further instructions and sample student papers from past years will be available on our class page.

Sources:

A minimum of six sources are required.

You must have both primary and secondary sources.

JSTOR and MUSE

JSTOR and MUSE are two of the digital database collections available from FLITE. If you do not know how to search JSTOR ask one of the librarians for assistance. You must use these databases for at least two of your sources.

Annotated Bibliography: You must identify the source of any material taken from the internet. You have to know who published the material. The use of unreliable sources will result in a failing grade.

Grade Scale:

A = 570
A- = 540
B+ = 530
B = 510
B- = 480
C+ = 470
C = 450
C- = 420
D+ = 400

D = 390
D- = 360

Course Topics:

- Topic 1: Islam, Judaism, & Christianity.
- Topic 2: Colonialism, World War I and the rise of Zionism and Arab 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.

OUTCOMES OBJECTIVES:

After completing the course students should be able to:

1. Demonstrate considerable knowledge about the contemporary Middle East as well as U.S. policy in the region.
2. Demonstrate a knowledge of the ethnic, religious and cultural groups in the region.
3. Demonstrate an appreciation and understanding of the complex issues of war and peace in the Middle East and how these issues affect our lives.
4. Demonstrate a broader understanding and appreciation of religious, political, social, and economic issues affecting the region.
5. Demonstrate an understanding of the role of Western colonialism, Arab nationalism, Zionism, and political Islam in regional identity and conflict.
6. Demonstrate 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.

ASSESSMENT OF OUTCOMES

The above outcomes will be assessed by

1. Testing on course readings; short papers and class discussion.
2. Class presentation; midterm and final essay and final exam.
3. Term Paper.
4. Encyclopedia essay.
5. Book Review.

When you complete this course, you should be able to:

1. Describe significant events in Middle East history.
2. Understand the key events and ideas that have influenced changes in the region over the course of the last century.
3. Explain important social, political, cultural and economic factors impacting the region.
4. Be able to discuss the interaction of foreign governments on the conflict in the region.
5. Discuss and explain the changing influence of race, ethnicity, class and gender on region.
6. Be able to use both primary and secondary sources to formulate a thesis regarding some aspect of the history of the Middle East.
7. Be able to use the major database sources such as JSTOR and Lexis-Nexis for research purposes.

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

Ferris State University
20th Century Russia: History 373-VL1
Online - Fall 2015
Professor: Dr. Tracy N. Busch

Course Description

Today's Russia is the largest country on earth, has the world's biggest stockpile of weapons of mass destruction, and is the world's second largest oil producer after Saudi Arabia. All the same, since the Soviet Union collapsed in 1991, its importance was minimized by the world community. It was no longer the "evil empire" and a major competitor with the United States for world influence. The Cold War was over and so, many thought, was Russian prowess. American experts flooded into Russia to help the Yeltsin administration create free-market democracy in the 1990s. Your professor was among them. This came to an end with the election of Vladimir Putin to the presidency in 2000. Russia is now again certain that it cannot be dictated to or tutored by the Western world. After the defeat of Napoleon in 1814, Russia achieved a great power status that it was loathe to relinquish. Recent events in Crimea and Ukraine have certainly shown this to be the case.

Although we will focus on the 20th century this semester, Russian history extends beyond the boundaries of Soviet ideology. We will learn about significant trends throughout Russian history that continue to impact Russia's current day trajectory. Understanding them will make you more aware of Russia's unique position in the world, situated neatly and precariously between the east and the west. Russia has never been sure whether it was an Asian or European nation. It is somewhere in between and this is a tension that Russia's greatest artists and writers used in the creation of their best work. Russia's historical great power status has also given it traditional leverage in central Asia, the Middle East, East Asia, and eastern Europe. Russians want their nation to be a great power again. This social will is integral to Russia's recent success on the world stage.

The heart and soul of this course will be the bi-weekly discussions during which you will relate the primary source documents in *The Structure of Soviet History* and to the assigned Riasonovsky and Steinberg chapters in *A History of Russia*. I will give you anywhere from 3-5 discussion questions for these weeks and you will be expected to post a 250-word essay-style response to each of them. In these forums you will be encouraged to form your own interpretations of Russian history and to relate it to other history you have studied. You may discover interesting parallels with American history, for example.

In order to avoid the distance that many students feel from the people who lived at a different time, I have assigned Eugenia Ginzburg's *Journey into the Whirlwind*. It will give you a first-hand account of the Great Purges of the late 1930s and what life was like as a political prisoner. The discussion of *Journey into the Whirlwind* will take place during the first 8 weeks of the course in the form of a blog.

In order to improve your writing and analytical skills, I have assigned a 10-12 page research paper. You may choose your research paper theme from a list of topics I have posted for you on Blackboard. Your paper should have at least four primary and six secondary sources. If you have any questions about what constitutes a primary or secondary source, please contact me.

This is a reading and writing intensive course, therefore I recommend that you plan to allot 10-15 hours a week, on average, for this course. I also recommend that you buy a calendar to note when your assignments are due.

Textbooks

A History of Russia, Eighth Edition. Volume II. New York and Oxford: Oxford University Press, 2011.

Authors: Nicholas V. Riasonovsky and Mark D. Steinberg.
ISBN 978-0-19-534199-7

The Structure of Soviet History: Essays and Documents 2nd Edition. Oxford University Press: York and Oxford, 2014.

Editor: Ronald Grigor Suny.
ISBN: 978-0-19-534054-9

Journey into the Whirlwind, Eugenia Ginzburg. This is about one women's experience during the Great Purges of the 1930s. Any edition is fine.

ISBN -10: 0156027518
ISBN -13: 978-0156027519

How to Communicate with Me

Office Hours: MTWR 1:30-2:30 pm, and by appointment

Office Location: ASC 2081

Office Phone: 231-591-5846

Email: tracybusch@ferris.edu

Grading Scale:

A total of 500 points is possible (see point breakdown below). Calculations for final grades include "minus" grades and "plus" grades. Minus (e.g. B-) and plus (e.g. B+) grades will be 10 points on either side of the limits

Lowest A = 90%	450-500 points
Lowest B = 80%	400-449 points
Lowest C = 70%	350-399 points
Lowest D = 60%	300-349 points
F = <60%	0-299 points

Assessment (500 points possible):

- **Chapter Discussion Forums** (5 at 50 points each): 250 points
- **Introduction and Wrap-Up Discussion Forums** (2 at 10 points each): 20 points
- **Research Paper Forums**: 60 points (30 points=your paper; 30 points=your responses to others)
- ***Journey into the Whirlwind* Blog**: 70 points (up to 10 points can be earned each week)
- **Research Paper**: 100 points

Chapter Discussion Forums

These Discussion Forums will enable you to go beyond the readings to critically analyze and evaluate Russian history through variable political, social, economic, and cultural lenses. In composing your responses, use details from the textbook and primary document reader. Use supporting evidence to prove to me that you read the books. I will write several discussion questions for the class to discuss and debate. They will be posted under the Discussion section of Blackboard on Friday the week before the discussion begins. You should make a main posting in response to each question by Monday night. You will then respond to at least two of the postings of your classmates by Wednesday night. A second set of response postings will be due by Friday night. The answers should be thorough and thoughtful. At least one of your postings should include evidence from a scholarly book or article (you are encouraged to bring in your personal research). If you do not know what constitutes a scholarly book or article, please contact me. Your main posting will be worth 10 points. Each response posting will be worth 5 points.

Journey in the Whirlwind Blog:

During the first half of the semester, we will be reading and discussing *Journey into the Whirlwind*. Each week the class will read from 8 to 9 chapters in the book (they are short!) and then discuss them in a blog. Although there will be prompt questions, I want you to seize the initiative and take the discussion in different directions. You are encouraged to relate the actual occurrences in Eugenia Ginzburg's life to the primary documents, textbook background information, and, if applicable, the research you are doing for your research paper. The blog is also the perfect forum for you to try out new ideas and theories that your research has generated. Each student should write at least 200 words each week for the blog.

Research Paper

Your research paper for this class needs to be between 10-12 pages and to be based upon at least four primary and six secondary sources. The purpose of the research paper is to expand your knowledge base and help you hone your writing and analytical skills. You will have a rubric in hand as you write your paper and you will also benefit from a full-class peer review that will take place during weeks 10, 11, and 13. The week for your paper's peer review will depend on the topic you signed up for. Paper topics will be made available through sign-up sheets during the second week of class.

Research Paper Forums

We will hold three Research Paper Forums in the Discussion Area during the second half of the semester. They will occur during weeks 10, 11, and 13. In each forum, one-third of the students will present their research papers in as close to final draft form as possible (you will lose 20 points for presenting unfinished paper). The remaining students in the class will read those papers and provide constructive criticism for improving the papers. This forum will accomplish many things at once: it will hone your peer-review and editing skills; it will give you good, critical feedback on your paper while still in draft stage; and it will inform you about important topics in Russian history. Peer reviewers will have the rubric I will use for grading in hand so that they can give their fellow students the best advice possible.

During each week that we have a Research Paper Forum, you need to comment in a substantive way to at least 3 of your classmates' papers. Your comments must be extensive and well-thought out. They will be worth up to 15 points for each week that you are not presenting. On the week that you are presenting, your paper and your responses to your classmates (at least 3) will be worth 30 points. All papers need to be posted by Monday. Peer review comments are due by Friday. Author responses are due by the following Monday.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. Assignments turned in late will be docked 5 points for each day they are late. Please contact me immediately if there is a family or medical emergency.

Statement on Plagiarism

Plagiarism within any assigned work is a serious violation of academic standards, punishable as cheating. Plagiarism is 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, (4) presenting purchased research as one's own. If you have any questions about this, please contact me.

Class Etiquette

- Be respectful of different perspectives and opinions
- Use netiquette – respond to and address fellow classmates by name and sign your postings with your name.
- Avoid excessive use of emoticons – smiley faces, LOL, etc.

CLASS SCHEDULE

Week 1 (August 31-September 6): Alexander II and the “Great Reforms”

- Participate in Introductory Discussion Forum: main posting due by Wednesday, 11:55 pm; response postings (to at least 3 of your classmates) due by Friday, 11:55 pm.
- Read chapter 29 in *A History of Russia* for the week 3 discussion forum
- Read chapters 1-8 (Part One) in *Journey* for next week’s blog posting.

Week 2 (September 7-13): The Reigns of Alexander III and Nicholas II (1st half)

- *Journey* blog (postings can be made at any time during the week).
- Read chapter 30 in *A History of Russia* for next week’s discussion forum.
- Read chapters 9-18 (Part One) in *Journey* for next week’s blog posting.
- Email me your research paper topic.

Week 3 (September 14-20) Nicholas, the 1905 Revolution & Constitutional Period

- Week 3 Discussion Forum (chapters 29 & 30): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- *Journey* blog (postings can be made at any time during the week).
- Read chapter 31 in *A History of Russia* for the week 6 discussion forum.
- Read chapters 19-26 (Part One) in *Journey* for next week’s blog posting.

Week 4 (September 21-27) Society, Economy, and Culture: 1861-1917

- *Journey* blog (postings can be made at any time during the week).
- Read chapters 32 & 33 in *A History of Russia* for the Week 6 Discussion Forum.
- Read chapters 27-34 (Part One) in *Journey* for next week’s blog posting.

Week 5 (September 28-October 4) The Revolutions of 1917

- *Journey* blog (postings can be made at any time during the week).
- Read chapter 34 in *A History of Russia* and pages 33-48 in *The Structure of Soviet History* for the Week 6 Discussion Forum
- Read chapters 35-42 (Part One) in *Journey* for next week’s blog posting.

Week 6 (October 5-11): Soviet Russia: An Introduction

- Week 6 Discussion Forum (chapters 31-34 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- *Journey* blog (postings can be made at any time during the week).

- Read chapter 35 in *A History of Russia* and pages 63-89 in *The Structure of Soviet History* for the Week 9 Discussion Forum
- Read chapters 43-48 (Part One) and chapters 1-2 (Part Two) in *Journey* for next week's blog posting.

Week 7 (October 12-18): War Communism and the New Economic Policy (NEP)

- *Journey* blog (postings can be made at any time during the week).
- Read chapter 36 in *A History of Russia* and pages 116-153 in *The Structure of Soviet History* for the Week 9 Discussion Forum.
- Read chapters 3-9 and the Epilogue in *Journey* for next week's final blog posting.

Week 8 (October 19-25): The Stalin Era

- *Journey* blog (postings can be made at any time during the week).
- Read chapter 37 in *A History of Russia* and pages 230-274 in *The Structure of Soviet History* for the Week 9 Discussion Forum.

Week 9 (October 26-November 1): Soviet Foreign Policy and World War II

- Week 9 Discussion Forum (chapters 35-37 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- Read chapter 38 in *A History of Russia* and pages 323-364 in *The Structure of Soviet History* for the Week 12 Discussion Forum.

Week 10 (November 2-8): Stalin's Last Decade

- 1st Set of Research Paper Presentations (we will use the Discussion area for this)
- Read chapters 39 & 40 in *A History of Russia* and pages 274-288, 390-409, and 446-460 in *The Structure of Soviet History* for the Week 12 Discussion Forum.

Week 11 (November 9-15): The Soviet Union after Stalin

- 2nd set of Research Paper Presentations (this will take place in the Discussion area).
- Read chapter 41 in *A History of Russia* and pages 410-412 and 460-466 in *The Structure of Soviet History* for the Week 12 Discussion Forum.

Week 12 (November 16-22): Soviet Society and Culture

- Week 12 Discussion Forum (chapters 38-41 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday, 11:55 pm.
- Read chapter 42 in *A History of Russia* and pages 499-519 in *The Structure of Soviet History* for the Week 14 Discussion Forum.

Week 13 (November 23-29): The Gorbachev Years & the Collapse of the USSR

- 3rd set of Research Paper Presentations (this will take place in the Discussion area).
- Read chapters 43 & 44 in *A History of Russia* and pages 499-519 in *The Structure of Soviet History* for the Week 14 Discussion Forum.

Week 14 (November 30-December 6): Yeltsin, Putin, and Beyond

- Week 14 Discussion Forum (chapters 42-44 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.

Week 15 (December 7-13): Fare Thee Well, Young Scholars

- Farewell Forum: main posting due by Monday, 11:55 pm; at least 3 response postings due by Friday by 11:55 pm.

Exam Week: December 14-18

- Research Paper due on Monday, December 14.

NOTE: The instructor reserves the right to adjust the syllabus as necessary.

This Course Meets the General Education Requirement

This course satisfies the following General Education Learning Outcomes:

Cultural Enrichment Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Be able to justify interpretations with an understanding of the interpretive process	1. Student performance in Discussion Forums will demonstrate that students have mastered this outcome
2. Be able to look at works or historical events from different perspectives	2. The Research Paper and <i>Journey into the Whirlwind</i> blog will document that students can take alternative points of view
3. Be better able to make and justify valuing (aesthetic and ethical) distinctions	3. Students will demonstrate how their value systems may have changed due to a better understanding of how totalitarian systems emerge and are either supported or undermined by popular participation. They will be able to render sophisticated judgments based upon their analysis of the Soviet experiment.
4. Exhibit improved distinctions in perception, craft, and/or life choices	4. Student performance in Discussion Forums will demonstrate that students have mastered this outcome

5. Have increased knowledge of the techniques or methodology of a discipline in the humanities	5. Student performance on the Research Paper will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources.
6. Have increased knowledge about some aspects of cultures	6. Through discussion of the textbook readings and the primary source work (<i>Journey and A Documentary History of Communism</i>), students will demonstrate that they have an increased knowledge of other cultures.
7. Better understand themselves as part of cultures with rich historical perspectives	7. Through discussion of the textbook readings and the primary source work, students will demonstrate that they have an increased knowledge of their own and other cultures.
8. Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.	8. This outcome will be measured through a reading of Eugenia Ginzburg's biography <i>Journey into the Whirlwind</i> .

Global Consciousness Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Identify various regions, features, or countries other than North America	1. Student performance in Discussion Forums, Final Exam, and the Research Paper will reveal whether or not students have mastered this outcome
2. Describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America.	2. The completed Research Paper and Final Exam will document that students can take alternative points of view
3. Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.	3. Student performance in textbook and primary source Discussion Forums and the Research Paper will demonstrate that students have mastered this outcome
4. Comment accurately about current events in at least on country or region other than North America.	4. Student performance in Discussion Forums and on the Research Paper will demonstrate that students have mastered this outcome
5. Describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world	5. Student performance in the Research Paper will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources about other cultures.
6. Develop a more positive perspective and understanding of the importance of global consciousness.	6. Students will demonstrate how their global perspective may have changed due to an increased awareness of the importance of Russian history and its worldwide influence. This will be measured through the Discussion Forums and Final Exam.

History 375-001
Latin American History
TR 9:30 to 10:45 in Starr 322
Spring Semester 2016

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: pisanij@ferris.edu

Office Hours: TR noon to 1:00 p.m., W 8:30-11:30 a.m. (and by appointment)

Course Description:

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, political and economic structures of the Latin American nations in the nineteenth and twentieth centuries, the historical relationship between Latin America and the United States, and significant issues in Latin America today.

Course Outcomes:

- Students will develop knowledge of the basic geography of Latin America.
- Students will interpret and critique both primary and secondary sources involving Latin American history.
- Students will complete a research paper on a Latin American topic using basic historical researching and writing skills.
- Students will be able to demonstrate in writing understanding of the key events and participants in Latin American history.
- Students will investigate the issues faced by Latin America today.

General Education Requirements: This course meets the General Education requirement for

Cultural Enrichment and Global Consciousness.

Cultural Enrichment Outcomes:

- Students will be able to look at historical events from different perspectives (using primary documents, secondary works, and classroom discussion).
- Students will have increased knowledge of techniques and methodology of the discipline of History (historical analysis is used throughout the course).
- Students will have increased knowledge of some aspects of Latin American

cultures (historical knowledge of the influence of Native American, European, and African culture upon Latin America is integral to this course).

Global Consciousness Outcomes:

- Students will be able to identify various regions and countries of Latin America (maps will be used on a daily basis in the course).
- Students will be able to articulate historical relationships among the peoples of Latin America (this content is integral to the course).
- Students will be able to comment accurately about current events in Latin America (this content is integral to the course).

Required Books for the Course:

Textbook: Charlip and Burns, *Latin America: An Interpretive History*, 9th edition, Prentice Hall, 2011. ISBN# 9780205708352

Supplementary Materials:

Julie A. Charlip, *Consider the Source: Documents in Latin American History*, 2nd edition, Pearson, 2011. ISBN# 9780205708604

Stephen G. Rabe, *The Killing Zone: The United States Wages Cold War in Latin America*, 2nd edition, Oxford University Press, 2015. ISBN# 9780190216252

Assessment (790 points possible):

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
Research prospectus	50 pts.
Research paper	100 pts.
Microtheme papers	140 pts. (15 at 10 pts. each, lowest dropped)
Attendance	100 pts.
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 instructor will give students a review sheet with possible identifications and essay questions a week or so 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. NOTE: You will need to purchase a blue book(s) for each exam; they can be purchased in either of the bookstores or in vending machines in the FLITE library.

Microtheme Papers:

In order to ensure that students read and understand the assigned readings in the *Consider the Source* and *Killing Zone* books, there will be 15 brief in-class papers based upon those readings during the course of the semester, each worth 10 points. The papers will normally but not always occur on Tuesday of the week in which readings are assigned. . NOTE: The instructor will drop the lowest microtheme grade. This means if you miss a microtheme for some reason, that grade will be dropped (unless you have a Ferris-excused absence). Therefore there will be no make-up microthemes. The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

Prospectus for the Research Paper:

Each student is required to turn in a minimum three-page prospectus for the research paper. The purpose of the prospectus is to move the student forward in the research process. The prospectus is to be typed and double-spaced and needs to include the following information:

- 1) What is your research problem or question?
- 2) Why do you find this question interesting? Why is it significant? Do you see any problems in trying to answer this question? How will you address those problems?
- 3) How far along are you in your research? Have you already come up with a thesis? Is so, what is it? If not, what is holding you back?
- 4) What are the sources you have found so far? List them in order of primary sources, secondary articles, secondary books, and Internet sources.

The prospectus is due in class on Thursday, March 3, 2016!!!

Research Paper:

Each student will be required to write a minimum 2500-word 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. If these are not included, the instructor will not grade the paper. The paper must be based on at least 7 sources other than the textbook (2 primary, 5 secondary, though History majors and minors are asked to use more primary and secondary sources [4 primary and 6 secondary] in order to get them ready for writing research papers in graduate school). Of the 5 required secondary sources, at least 3 must be journal articles/books, and none can come from K-12 Internet sites or online encyclopedias. The use of primary sources is required. The instructor also requires that each student turn in the paper as a hard copy AND via the Blackboard assignment drop box 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 in class on Thursday, November 14, 2013—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, Historical Abstracts, 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 (such as JSTOR or the Historical Abstracts). From there, you can type in search terms.
- I also urge you to check out LANIC (Latin American Network Information Center), a free internet portal out of the University of Texas that allows you to search by country or topic through a huge group of sources including newspapers and academic resources. Though much of the information is in Spanish or Portuguese, you will also be able to find sources in English.
- In terms of bibliographies and footnotes/endnotes, historians use the Chicago Manual of Style citation method. However, for the purposes of this class, students will be allowed to use the citation method utilized in their programs. For examples on how to cite works via Chicago style, check out Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (now in its 8th edition), or the Chicago Manual of Style itself, now in its 16th edition. If you'd like a quick online resource, check out the following:
 --www.knightcite.com
 --www.wisc.edu/writing/Handbook/Documentation.html

Class Discussion:

Since this course is based heavily in discussion, participation in general class discussions and activities is crucial and required (see Assessment). We will have discussion in class on a daily basis, so please bring your Consider the Source reader with you to each class

period (as well as the Killing Zone book once we get there). Some discussion will be led by the instructor, but other discussions will be led by groups. Keep in mind that you are expected to be prepared to discuss the readings and know them well; failure to do so will negatively impact your discussion grade. NOTE: When we talk about the textbook chapters (on a daily basis), I would like of you to be prepared to discuss with the class what the primary topics of the chapter were, what you learned about them, anything else you found interesting about them, and any further questions you might have.

Attendance Expectations:

The instructor will be taking attendance daily via sign-up sheets. 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, please turn your cell phone 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, texting, etc., 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 and may be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

Week of	Topic	Textbook	Consider
	<u>Killing</u>		
Jan. 11	Pre-Conquest Americas	Ch. 1	Ch. 1

Jan. 18	Pre-Conquest Europe	Ch. 1	Ch. 1

Jan. 25	Encounter and Conquest	Ch. 2	Ch. 2

Feb. 1	Encounter and Conquest	Ch. 2	Ch. 2

Feb. 8	Colonization and Empire	Ch. 2	Ch. 2

(First exam Thursday, February 11, 2016)			
Feb. 15	Colonization and Empire	Ch. 2	Ch. 2

Feb. 22	Independence	Ch. 3	Ch. 3

Feb. 29	Independence	Ch. 3	Ch. 3

(Thursday, March 3, 2016—prospectus due)			
Mar. 7 SPRING BREAK—NO CLASSES			
Mar. 14	New Nations	Ch. 4	Ch. 4

Mar. 21	Progress (late 19th)	Ch. 5	Ch. 5

(Second exam Tuesday, March 22, 2016)
 (NO CLASS Thursday, March 24—mid-term recess)

Mar. 28 U.S and Mexico Intro, Ch. 1	Chs. 6 and 7	Chs. 6 and 7
April 4 Nationalism (post WWII) Chs. 2 and 3 (Thursday, April 7, 2016—research papers due in class)	Ch. 8	Ch. 8
April 11 Revolution Chs. 4 and 5	Chs. 9 and 10	Ch. 9
April 18 Reaction Ch. 6	Ch. 9	Ch. 10
April 25 Latin America today Ch. 7 to end (Last day of class before the final exam Thursday, April 28)	Ch. 11	Ch. 11

Monday, May 2, 2016—10:00 to 11:40 a.m.—FINAL EXAM!!!

NOTE: The instructor reserves the right to make needed and appropriate adjustments to this syllabus.

Ferris State University
Imperial China
History VL381
Spring 2016
Dr. Tracy Nichols Busch

Course Description

This class will explore the major Chinese dynasties as well as the philosophies and belief systems, such as Daoism and Confucianism, which continue to hold sway today. Students will learn that China has been a coveted trading partner and global economic superpower since the advent of the Silk Road thousands of years ago. They will examine how Western imperialism, beginning in the 18th century, eroded China's worldwide influence and how the Chinese economy was re-arranged to favor European countries. The class will end with the Chinese Revolution of 1911 and the downfall of the Qing Dynasty.

Course Expectations

The heart of this course will be five discussions during which you will relate primary and secondary source documents to the textual information in the *Imperial China Textbook*. I will give you anywhere from 4-7 discussion questions for these weeks and you will be expected to post a 250-word essay-style response to 3-5 of them (each week I'll let you know how many questions I expect you to answer). In these forums you will be encouraged to form your own interpretations of Chinese history and to make connections across time.

In order to avoid the distance that many students feel from the people who lived at a different time, the primary documents from *Primary Sources in Chinese History: Imperial Period* will give you accounts of important events, such as Chinese expansion into Central Asia, the governing philosophies of the various Chinese dynasties, attitudes towards women, the Mongol invasion, and encroaching Western imperialism. Discussions of the primary sources will take place in the Discussion Forums and the Journals.

In order to improve your writing and analytical skills, I have assigned an 8-10 page (2,500 word) research paper. It should be in Times New Roman 12-point font. You may choose any theme of interest to you for your research paper, with my approval. Your paper should have at least 2 primary and 5 scholarly secondary sources. If you have any questions about what constitutes a primary or scholarly secondary source, please contact me.

This is a reading and analysis intensive course, therefore I recommend that you plan to allot 10 hours a week, on average, for this course. I also recommend that you buy a calendar to note when your assignments are due.

Required Reading*Imperial China Textbook***Authors:** Rhoads Murphy and Felipe Fernandez-Armesto; edited by Tracy N. Busch**Publisher:** Pearson Custom Library, 2016

ISBN: 1-323-34998-7

*Primary Sources in Chinese History: Imperial Period.***Editor:** Tracy Nichols Busch**Publisher:** Pearson Custom Library

ISBN: 1-323-34997-9

How to Communicate with Me**Office Hours:** MW: 1:00-2:00 pm,
TR: 2:00-3:00 pm,
and by appointment**Office Location:** ASC 2081**Office Phone:** 231-591-5846**Email:** tracybusch@ferris.eduGrading Scale:

A total of 500 points is possible (see point breakdown below). Calculations for final grades include “minus” grades and “plus” grades. Minus (e.g. B-) and plus (e.g. B+) grades will be 10 points on either side of the limits

Lowest A = 90%	450-500 points
Lowest B = 80%	400-449 points
Lowest C = 70%	350-399 points
Lowest D = 60%	300-349 points
F = <60%	0-299 points

Assessment (500 points possible):

Chapter Discussion Forums (5 at 50 points each): 250 points

Introduction and Wrap-Up Discussion forums (2 at 10 points each): 20 points

Research Paper Forums: 50 points (20 points=your paper; 30 points=your analysis of your classmates' papers)

Primary Source Journals (4 at 20 points each): 80 points

Research Paper: 100 points

Chapter Discussion Forums

These Discussion Forums will enable you to go beyond the readings to critically analyze and evaluate Chinese history through variable political, social, economic, and cultural lenses. In composing your responses, use details from the textbook narrative and primary documents. Use supporting evidence to prove to me that you read the book. I will write 4-7 discussion questions for the class to discuss and debate. They will be posted under the Discussion section of Blackboard on Friday the week before the discussion begins. You

should make a main posting in response to the required number of the questions by Monday night. You will then respond to at least two of the postings of your classmates by Wednesday night. A second set of response postings will be due by Friday night. The answers should be thorough and thoughtful. At least one of your postings should include evidence from a scholarly book or article (you are encouraged to bring in your personal research). If you do not know what constitutes a scholarly book or article, please contact me. Your main postings will be worth 30 points. Each response posting will be worth 5 points.

Primary Source Journals:

At four points during the semester, I'll ask you to write in-depth journals about the primary sources we'll be discussing in this class. The purpose of the journal is to give you space for personal reflection. It will help you make meaningful connections between the past and present. I will be the only one who will read the journals, so you don't need to worry about offending other people or sounding too liberal, too conservative, too compassionate, or too abrasive. I am solely interested in your giving the issues raised by the documents your full and thoughtful attention. The journal is also the perfect forum for you to try out new ideas and theories that your reading has generated. Each journal should be 3-5 pages long.

Research Paper

Your research paper for this class needs to be between 8-10 pages and to be based upon at least 2 primary and 5 secondary sources. History majors and minors are expected to use at least 4 primary and 6 secondary sources. The purpose of the research paper is to expand your knowledge base and help you hone your writing and analytical skills. You will have a rubric in hand as you write your paper and you will also benefit from a full-class peer review that will take place during weeks 9, 11, 13. The week for your paper's peer review will depend on the topic you chose.

Research Paper Forum

We will hold three Research Paper Forums in the Discussion Area during the second half of the semester. They will occur during weeks 9, 11, and 13. In each forum, one-third of the students will present their research papers in as close to final draft form as possible (you will lose 15 points for presenting unfinished paper). The remaining students in the class will read those papers and provide constructive criticism for improving the papers. This forum will accomplish many things at once: it will hone your peer-review and editing skills; it will give you good, critical feedback on your paper while still in draft stage; and it will inform you about important topics in Chinese history. Peer reviewers will have the rubric I will use for grading in hand so that they can give their fellow students the best advice possible.

During each week that we have a Research Paper Forum, you need to comment in a substantive way to at least 3 of your classmates' papers. Your comments must be extensive and well-thought-out. They will be worth up to 15 points for each week that you are not presenting. On the week that you are presenting, your paper and your

responses to your classmates (at least 3) will be worth 20 points. All papers need to be posted by Monday. Author responses are due by the following Monday.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. Assignments turned in late will be docked 5 points for each day they are late. Please contact me immediately if there is a family or medical emergency.

Statement on Plagiarism

Plagiarism within any assigned work is a serious violation of academic standards, punishable as cheating. Plagiarism is 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, (4) presenting purchased research as one's own. You may not use a paper from another class for this class. If you have any questions about this, please contact me.

Disability Statement

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact me as soon as possible for assistance with classroom accommodations.

Class Etiquette

- Be respectful of different perspectives and opinions
- Use netiquette – respond to and address fellow classmates by name and sign your postings with your name.
- Avoid excessive use of emoticons – smiley faces, LOL, etc.

CLASS SCHEDULE

Week 1: January 11-17

- Participate in Introductory Discussion Forum: main posting due by Wednesday, 11:55 pm; response postings (to at least 3 of your classmates) due by Friday, 11:55 pm.
- Read chapter 1 in the *Imperial China Textbook* for the week 3 discussion forum
- Journal topic to be based on sources 1, 3, and 4 in the *Primary Sources in Chinese History: Imperial Period* to be given on Friday, January 15.

Week 2: January 18-24

- Turn in Journal by Friday, January 22.
- Read chapter 2 in the *Imperial China Textbook* for next week's discussion forum.
- Master documents 1-6 in *Primary Sources in Chinese History: Imperial Period* for next week's discussion forum.
- Get your research paper topic to me by January 24 – topics are first come, first served, so it is in your best interest to get your topics to me ASAP. They should be submitted by email: tracybusch@ferris.edu

Week 3: January 25-31

- Week 3 Discussion Forum (chapters 1, 2, and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- Read chapter 3 in the *Imperial China Textbook* (including primary source documents) for the Week 5 Discussion Forum.
- Read documents 9, 10, and 15 (Confucianism vs. Legalism vs. Buddhism) in *Primary Sources in Chinese History: Imperial Period* for next week's journal. Journal topic to be given on Friday, January 29.

Week 4: February 1-7

- Turn in Journal by Friday, February 5.
- Read chapter 4 in the *Imperial China Textbook* for the Week 5 Discussion Forum.

- Master documents 7-15 in *Primary Sources in Chinese History: Imperial Period* for next week's forum.

Week 5: February 8-14

- Week 5 Discussion Forum (chapters 3, 4, and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- Read chapter 5 in the *Imperial China Textbook* for the Week 7 Discussion Forum

Week 6: February 15-21

- Read chapter 6 in the *Imperial China Textbook* for next week's Discussion Forum
- Master documents 16-23 in *Primary Sources in Chinese History: Imperial Period* for next week's Discussion Forum.

Week 7: February 22-28

- Week 7 Discussion Forum (chapters 5, 6, and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- Read chapter 7 in the *Imperial China Textbook* for the Week 10 Discussion Forum.
- Read chapter 11 in the *Imperial China Textbook* for next week's journal on nomadic frontiers.

Week 8: February 29-March 6

- Turn in Journal by Friday, March 4.
- Read chapter 8 in the *Imperial China Textbook* for the Week 10 Discussion Forum.

SPRING RECESS! March 7-13

Week 9: March 14-20

- 1st Set of Research Paper Presentations (we will use the Discussion area for this)
- Read documents 24-30 in *Primary Sources in Chinese History: Imperial Period* for the Week 10 Discussion Forum.

Week 10: March 21-27

- Week 10 Discussion Forum (chapters 7, 8, and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.
- Read chapter 9 in the *Imperial China Textbook* for the Week 14 Discussion Forum.

Week 11: March 28-April 3

- 2nd set of Research Paper Presentations (this will take place in the Discussion area).
- Read documents 7, 17, 20, 22, and 35 in *Primary Sources in Chinese History: Imperial Period* for next week's journal on Chinese women.

Week 12: April 4-10

- Turn in Journal by Friday, April 8.
- Master documents 31-37 in *Primary Sources in Chinese History: Imperial Period* for the Week 14 Discussion Forum.

Week 13: April 11-17

- Read chapter 10 in the *Imperial China Textbook* for the Week 14 Discussion Forum.
- 3rd set of Research Paper Presentations (this will take place in the Discussion area). Papers need to be posted on Monday, April 11.

Week 14: April 18-24

- Week 14 Discussion Forum (chapters 9-10 and documents): main posting due by Monday, 11:55 pm; first set of response postings due by Wednesday, 11:55 pm; final set of response postings due by Friday by 11:55 pm.

Week 15: April 25-May 1

- Farewell Forum: main posting due by Wednesday, 11:55 pm; at least 3 response postings due by Friday by 11:55 pm.

Exam Week: May 2-6

- Research Paper due on May 4 (Wednesday).

NOTE: I reserve the right to adjust the syllabus as necessary.

This Course Meets the General Education Requirement

This course satisfies the following General Education Learning Outcomes:

Cultural Enrichment Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Be able to justify interpretations with an understanding of the interpretive process	1. Student performance in Discussion Forums will demonstrate that students have mastered this outcome
2. Be able to look at works or historical events from different perspectives	2. The Research Paper and primary source journals will document that students can take alternative points of view
3. Be better able to make and justify valuing (aesthetic and ethical) distinctions	3. Students will demonstrate how their value systems may have changed due to a better understanding of how totalitarian systems emerge and are either supported or undermined by popular participation. They will be able to render sophisticated judgments based upon their analysis of world history.
4. Exhibit improved distinctions in perception, craft, and/or life choices	4. Student performance in Discussion Forums will demonstrate that students have mastered this outcome
5. Have increased knowledge of the techniques or methodology of a discipline in the humanities	5. Student performance on the Research Paper will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources.
6. Have increased knowledge about some aspects of cultures	6. Through discussion of the textbook readings and the primary source work, students will demonstrate that they have an increased knowledge of other cultures.
7. Better understand themselves as part of cultures with rich historical perspectives	7. Through discussion of the textbook readings and the primary source work, students will demonstrate that they have an increased knowledge of their own and other cultures.
8. Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.	8. This outcome will be measured through journal assignments.

Global Consciousness Criteria

Student Learning Outcomes	Evaluation of Student Achievement
1. Identify various regions, features, or countries other than North America	1. Student performance in Discussion Forums and the Research Paper will reveal whether or not students have mastered this outcome
2. Describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America.	2. The completed Research Paper will document that students can take alternative points of view
3. Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.	3. Student performance in textbook and primary source Discussion Forums and the Research Paper will demonstrate that students have mastered this outcome
4. Comment accurately about current events in at least on country or region other than North America.	4. Student performance in Discussion Forums and on the Research Paper will demonstrate that students have mastered this outcome
5. Describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world	5. Student performance in the Research Paper will validate this outcome. It will require the evaluation and synthesis of primary and secondary sources about other cultures.
6. Develop a more positive perspective and understanding of the importance of global consciousness.	6. Students will demonstrate how their global perspective may have changed through their ability to relate world history and their own personal value systems to ideologies and traditions that originated in other parts of the world, such as Asia, Europe, the Middle East, India, Africa, or Latin America. This will be measured through the Discussion Forums and journals.

Spring 2017
ASC 2066

HST 385: Am. Military

Gary L. Huey

MWF 12-1

Office Hours

Required Text: James M. Morris, **America's**
appointment

M 3-4 Or by

Armed Forces: A History and Sebastian Junger,
591-2758

Phone: Office

Tribe: On Homecoming and Belonging

Home: 796-2160
hueyg@ferris.edu

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?

READING ASSIGNMENT FOR PART II: Morris, pp. 193-391.

BASIS FOR YOUR GRADE: There will be **two exams** in this course, **each worth 100 points**. The **first exam**, the midterm, will depart from my normal routine for a 300 level class and be a **multiple choice test**. Half of the questions will be from the text and the other half from the lectures. **The exam will be open book and open notes**. The **final exam will be an essay**, which is also based on the lectures and the reading in Morris. **This will be a closed book exam**. For the final I will pass out a set of three study questions about a week or two before the 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 for my judgment. You will then write your essay in class without the help of any notes, etc. Structuring the exam in this fashion helps you prepare more thoughtful answers and retain more effectively the ideas and themes of the class. We will discuss this in 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 always have at least two weeks notification. I would estimate the first exam will be in about seven weeks and the final during the regularly scheduled time. All students are to take the exam on the day the exam is scheduled. Make-ups are given under extraordinary circumstances. See me about this.

A THIRD GRADE WILL BE A “WHITE PAPER” PROJECT:

The project, **worth 100 points**. For this research project you will write a “White Paper” (A report to the president) on a serious national security issue. The new president has so far paid little attention to foreign policy. He has spent more time on Twitter attacking his critics than he has on national security briefings. It is your job as his new top military advisor to find a national security issue that is critical to our safety, e.g., ISIS, Afghanistan, Iraq, Russian expansion and interference in U.S. politics, terrorism in general, Chinese expansion economically and territorially, North Korea or any other issue you may chose and convince this disengaged president of the importance of this situation and what actions we need to take. You must be convincing and you should only use real, factual information and not postings on Facebook or other such nonsense. This is serious business and should not be ideologically driven. Base this on real facts. This will be a **paper at least 2,500 words**. **What follows is a list of requirements that have been established by the entire history faculty and are required in all history 300 level classes**. This paper will **include a bibliography and internal citations**. **To accomplish this task you must use the Chicago Style form which Microsoft Word supports**. The paper should be **double-spaced**. **You must have at least seven sources, and you may have more is you so choose**. **Five of these sources must be secondary sources, which**

means books, articles, visual images, and music, which concern your subject but produced at a later time. Two of the seven sources must be primary sources, which are books, articles, interviews, newspaper reports, visual images, and music which were produced at the time of the event or during the time of the situation you are writing about. Wikipedia is NOT a proper source to be cited. It is at best unreliable. You may use reliable websites such as those produce by a university or a museum. If you have questions about the validity of a website, ask me. You may use databases such as JSTOR and Project Muse where you can find journal articles. You may also use databases established by newspapers, magazines, or journals. If you are a History BA major or minor or a History Education major or minor you will be expected to use ten sources, with six being secondary works and two being primary sources. We will discuss in class the proper methods of researching and writing a paper. Your paper will be graded on its historical content, the imagination and sophistication with which it is written. For this class fifteen percent of the grade will be based on the proper use of English. These projects are due on **Monday, April 10, 2017.**

Also, there will be a **short 750 word library assignment using the historical newspapers in the FLITE database.** (These papers include the *Chicago Tribune, Christian Science Monitor, Los Angeles Times, New York Times, Wall Street Journal, and the Washington Post.* I want you to look at least two different newspapers and see how they reported the beginning of any war the U.S. was involved in from the Civil War to the present. See if these papers had similar editorials supporting or opposing the war, what did the articles say about the war, why we went to war, what our chances of success were, etc.? Should you have any questions, see me. These papers are due **Friday, February 3, 2017. This paper is worth 25 points.**

There will be **three movie reviews worth 10 points each.** The dates will be given later.

A final portion of your grade will be from class discussion drawn from the articles I passed out. We will be reading both primary and secondary documents. There will be three of these discussions over the course of the semester. For each discussion you must prepare seven questions which you would ask if you were leading the discussion. These questions will be handed in and your grade will be based on the thoughtfulness of the questions, how well they are grounded in fact, and your participation in each of the discussions. Each discussion with its set of questions will be **worth twenty-five points** for a total of **seventy-five points.** We will decide as a class the days these discussions will be held.

There will be a total of 430 points for the term. For an A you will need 404 points, A- 387-403 points, B+ 378-386 points, B 361-377, B- 344-360 points, C+ 335-343, C 318-334 points, C- 301-317 points, D+ 292-300 points, D 275-291 points, D- 258-274. Anything below 258 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 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.

ABSOLUTELY NO CELL PHONES 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 INTERRUPTIONS ARE EXTREMELY RUDE AND WILL NOT BE TOLERATED. DO NOT LEAVE THE PHONE ON THE DESK OR ON YOUR LAP. PUT THEM AWAY!!!!

PURPOSE OF HISTORY 385: This survey of American military history is designed to show how our country was and still is being shaped by the wars we fought and also how our military has been shaped by our society and our culture. We will examine our European military heritage and how it effected the development of our military and how our own needs and the circumstances here in the Western hemisphere led us to adapt this heritage. In addition the class should also develop in every student a respect for the past and its importance and a desire to know more.

CULTURAL ENRICHMENT OUTCOMES AND ASSESSMENT: 1. Students will have an increased ability to interpret cultural works as part of a culture—the interview and research project is a good example of this. 2. Be able to look at works or historical events from different perspectives. My essay questions require students to draw their own conclusion based on information gained in class from lectures and discussions, and from the readings. 3. Have an increased knowledge of the techniques and methodology in history. Again, see the interview and research project. 4. Have an increased knowledge of the various cultures that helped create the American military. 5. Students will better understand themselves as part of American culture and the various cultures that shape our society. The interviews with the veterans will help in this area. 6. Students will have an increased inclination to engage in historical study and this will be gauged by taking additional history classes. This question is on the SAIs. The other objectives will be measured by the various assignments and class discussions. My exams will also achieve them as well.

HIST 390—001
Poxes, Plagues, and Pandemics
Wednesdays from 6:00 to 8:40 p.m. in Starr 322
Spring Semester 2017

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: (231)591-3699

E-mail: JanaPisani@ferris.edu

Office hours: Mondays and Wednesdays from 10:00 a.m. to noon

Tuesdays from 9:00 to 11:00 a.m. (and by appointment)

Course Objectives:

This course examines the demographic, social, cultural, political, and economic impact of various epidemic diseases throughout world history. The class will begin with a discussion of the origins of epidemic diseases and will move on to pandemics of the ancient, early modern, and modern worlds. Diseases considered include the Athenian plague during the Peloponnesian War, the Black Death of the fourteenth century, smallpox in the post-Conquest Americas, the Spanish influenza of the post-World War I era, AIDS, and the Ebola virus.

Course Outcomes:

- Students will be able to demonstrate in writing the skill and knowledge essential for their ability to summarize, analyze, and evaluate the impact of disease upon peoples in world history.
- Students will be able to demonstrate their analytical thinking skills by interpreting, comparing, and critiquing both primary and secondary sources.
- Students will conduct basic historical research skills by using the FLITE databases and the Chicago Manual of Style citation method.
- Students will be able to discern and critique different perspectives of historical events.
- Students will have increased knowledge of the techniques or methodology of the discipline of history.

Cultural Enrichment Outcomes:

This course meets the General Education requirement for Cultural Enrichment. Cultural Enrichment outcomes for this course include:

- Students will be able to look at events in the history of pandemic diseases from different perspectives.
- Students will gain an increased knowledge of the methodology of the discipline of history.
- Students will have increased knowledge of the impact of pandemic disease in history upon various societies and cultures.

- Students will have an increased ability to interpret cultural works involving pandemic disease.

Global Consciousness Outcomes:

This course also meets the General Education requirement for Global Consciousness. Global Consciousness outcomes for this course include:

- Students will be able to identify various regions, features or countries of the world that have experienced pandemic disease.
- Students will be able to articulate the impact of pandemic disease upon the geographic, economic, cultural, and historical relationships of diverse nations and peoples.
- Students will develop a greater understanding of the importance of global consciousness in terms of pandemic diseases in history.

Required Books for the Course (there will also be readings provided by the professor):

- John Aberth, *The First Horseman: Disease in Human History*, Pearson, 2007. ISBN# 0131893416
- J.N. Hays, *The Burdens of Disease: Epidemics and Human Response in Western History*, revised edition, Rutgers University Press, 2010. ISBN# 9780813546131
- Susan Kingsley Kent, *The Influenza Panic of 1918-1919*, Bedford St. Martin's, 2012. ISBN# 978-0312677084

Assessment (810 pts. possible):

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	100 pts.
Film notes worksheets (7 @ 10 pts. each)	70 pts.
Research paper OR class presentation	100 pts.
Microtheme papers	140 pts. (15 at 10 pts. each, lowest dropped)
Attendance	100 pts.
General Discussion points	100 pts.

Exams:

All three exams will be a combination of identifications and essay, based upon lectures, readings, discussion, and any videos we might have seen during class time. The instructor will give students a review sheet with possible identifications and essay questions a week or so prior to the exams. 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 documented illness or excused Ferris absences—

sleeping late or failing to study are not viable excuses. Each student will only be allowed one make-up exam during the semester. **NOTE: Students will need to purchase blue books in which they will write their exams; they may be purchased at Great Lakes Book and Supply, the university (Barnes and Noble) bookstore, or in vending machines in the library.**

Film Notes Worksheets:

During the course of the semester we will be watching seven films relating to pandemic disease. To ensure that the films are used for learning purposes, students will be asked to take notes on the films as you watch them via worksheets provided by the professor. At the end of that class period you will turn them in to the professor, who will read them/score them, then turn them back to you at the next class period to be used as notes for exams. Students must be present and must watch the film in class to earn the points.

Microtheme Papers:

In order to ensure that students read and understand the assigned readings for the course, there will be 15 brief in-class papers (one every week) based upon those readings during the course of the semester, each worth 10 points. **NOTE: The instructor will drop the lowest microtheme grade. This means if you miss a microtheme for some reason, that grade will be dropped (unless you have a Ferris-excused absence). Therefore there will be no make-up microthemes.** The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 5-10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

Research Paper:

Each student will be required either to write a minimum 2500-word research paper (typed, double-spaced) based upon a subject the student has found interesting concerning pandemic disease in history OR can write/create a classroom presentation (see below). The paper must be based in a research question; the thesis of the paper (and the supporting material) will need to answer the research question. This is not to be a merely descriptive or narrative paper. 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 seven sources other than the textbook (2 primary, 5 secondary, though History majors and minors are asked to use more primary and secondary sources [4 primary and 6 secondary] in order to get them ready for writing research papers in graduate school). Of the 5 required secondary sources, at least 3 must be journal articles/books, and none can come from K-12 Internet sites or online encyclopedias!!!). Primary sources are also **required**. The instructor also requires that each student turn in the paper both in the

Ferris Connect e-mail for this course 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 Wednesday, April 12, 2017—no exceptions!**

Some hints for the research paper AND for the classroom presentation:

- 1) 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, Historical Abstracts, Project Muse, Empire Online, the *New York Times* and other newspapers, 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.
- 2) 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* (8th edition), or the Chicago Manual of Style itself, now in its 16th 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

Classroom Presentation (in lieu of a research paper):

Those students who choose not to write a research paper are required to create and deliver an academic classroom presentation based upon a topic involving pandemic disease in world history. No two students will be allowed to cover the same topic; nor is this a group presentation. The presentation will need to be between 20 and 30 minutes and must include a PowerPoint. The presentation will need to include a thesis (which answers a research question) and will be based in the same amount of research as the research paper (at least 2 primary sources and 5 secondary sources for non-history majors, at least 4 primary and 6 secondary sources for history majors). Primary sources are **required**. Of the 5 required secondary sources, at least 3 must be journal articles/books, and none can come from K-12 Internet sites or online encyclopedias!!!). **To be given to the professor on the day of the presentation:**

- **A bibliography of ALL sources viewed and used (using either the MLA, APA, or Chicago Manual of Style citation method)**
- **A copy of your PowerPoint**
- **A copy of the notes you used when giving the presentation**

Class Discussion and Attendance Expectations:

Since this course is based heavily in discussion, participation in general class discussions and activities is crucial and required (see Assessment). We will have discussion in class on a daily basis, so please bring the assigned readings for the day with you to each class period. Some discussion will be led by the instructor, but other discussions will be led by groups. Everyone is expected to do all of the assigned readings. **NOTE: When we talk about textbook chapters (on a daily basis), I would like all of you to be prepared to tell the class what the primary topics of the chapter were, what you learned about them, anything you found interesting about them, and any further questions you might have.**

In addition, the instructor will be taking attendance daily via sign-up sheets. 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 bring a cell phone with you to class, 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, sleeping, or texting 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.

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 directly from published works without providing the proper citation. 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, and, depending upon the situation, may be turned over to Student Judicial Services.

SCHEDULE FOR THE SEMESTER:

Week One: January 11

Topic: Introduction, discussion of the origin of human diseases and of historian William McNeill's *Plagues and Peoples*

Reading due: Article by Laura Helmuth, "Why Are You Not Dead Yet?"

Week Two: January 18

Topic: Pandemic disease in the ancient world

Readings due:

- *First Horseman*(Introduction)
- *Burdens of Disease* (Introduction and Chapter 1)
- Primary source readings (provided by the professor)

Week Three: January 25

Topic: Black Death Part One/bubonic plague—the origins and spread of the disease

Video: "The Plague"

Readings due:

- *Burdens of Disease* (Chapters 2 and 3)
- Primary source readings (provided by the professor)

Week Four: February 1

Topic: Black Death Part Two—the social/cultural/economic impact

Readings due:

- *The First Horseman* (Chapter 1)
- Primary source readings (provided by the professor)

Week Five: February 8

EXAM #1!!!

Topic: Syphilis, typhus, and the "English sweats"

Reading due: *Burdens of Disease* (Chapter 4)

Week Six: February 15

Topic: Smallpox in the Americas

Reading due: *The First Horseman* (Chapter 2)

Week Seven: February 22

Topic: Disease in Early Modern Europe

Readings due:

- *Burdens of Disease* (Chapters 5 and 6)
- Primary sources (provided by the professor)

Week Eight: March 1

Topic: Cholera and tuberculosis

Video: “The Forgotten Plague”

Readings due:

- *Burdens of Disease* (Chapters 7 and 8)
- Primary source readings (provided by the professor)

SPRING BREAK—No class March 8

Week Nine: March 15

EXAM #2!!!

Topic: Imperialism and disease

Video: “The Great Fever”

Readings due:

- *Burdens of Disease* (Chapter 9)
- Primary source reading (provided by the professor)

Week Ten: March 22

Topic: The development of modern medicine

Readings due:

- *Burdens of Disease* (Chapter 10)
- *The First Horseman* (Chapter 3)

Week Eleven: March 29

Topic: The Spanish influenza—the nature of the disease

Video: “Influenza 1918”

Readings due:

- *The Influenza Pandemic*, pp. 1-51

Week Twelve: April 5

Topic: The Spanish influenza—transmission, treatment, consequences, and repercussions

Readings due:

- *The Influenza Pandemic*, pp. 52-120

Week Thirteen: April 12

Topic: The end of epidemics?

Research papers due in class (and a digital copy emailed to the professor)!!!

Video—“A Paralyzing Fear”

Readings due:

- *Burdens of Disease* (Chapter 11)
- Primary sources (provided by the professor)

Week Fourteen: April 19

Topic: Disease and power (HIV and AIDS)

Video: “How to Survive a Plague”

Readings due:

- *Burdens of Disease* (Chapter 12)
- *The First Horseman* (Chapter 4)

Week Fifteen: April 26

Topic: Ebola and others

Video: "Surviving Ebola"

Reading: ?

FINAL EXAM—Monday, May 1, from 6:00 to 7:40 p.m.

NOTE: The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

HIST 390 History of Conspiracy and Paranoia in the U.S. Gary Huey

Required Books: David Brion Davis, **The Fear of Conspiracy**
Joseph Uscinski and Joseph M. Parent, **American Conspiracy
Theories**

Office: ASC 2066
Office Hours: MWF
12-1 and M 3-4 or
by appointment
Phone: Office 591-
2758 Home 796-
2160

Credit: 3 hours

General Education: Fulfills Cultural Enrichment Requirement

Students Conduct: All students are expected to follow the student
Conduct policies established by the University and the College of
Arts and Sciences. See syllabus attachment.

PART I: WHO IS OUT TO GET US, WHY, AND WHY DO WE BELIEVE

Wednesday, Sept. 2: Course Intro, **Discussion**, and **Lecture:** “It All Started with the Puritans.”

Wednesday, Sept. 9: **Discussion** on articles by Wood and Hofstadter, Uscinski and Parent book, Chapters 1 and 4. Who believes in conspiracies and why. **Lecture:** “The Trouble with Whiskey and the Aaron Burr conspiracy—Who Can You Trust? The Government?”

Wednesday, Sept. 16: **Discussion** on Davis book, pp. 9-28, 33-42, 55-69, 73-83, 100-111, 134-137, 144-146. Uscinski and Parent, Chapter 2. **Lecture:** “Religion, the attempted assassination of Andrew Jackson, the rise of the Slave Power Conspiracy, and Poor Old Abe the Vampire Hunter.” Possible Documentary

Wednesday, Sept. 23: **Discussion** Davis, 161-169, 176-187, 195-197, 200-204 and Uscinski and Parent, Chapters 3 and 5. **Lecture:** “Immigrants and the Radical Plot to Destroy America: Haymarket Riot, Whose Riot?” Possible Documentary.

Wednesday, Sept. 30: **Discussion** Davis, 205-210, 216-223, 226-249, 251-255 and Uscinski and Parent, Chapter 6. **Lecture:** “The Conspiracy to get us in the Great War, Those Damn Immigrants Again, the Red Scare and Sacco and Vanzetti.” Documentary.

Wednesday, Oct. 7: Presentation of Your Conspiracy Theory

Wednesday, Oct. 14: **Discussion** Davis, 263-270, 273-289 **Lecture:** “Old Time Religion, the Jews and Their Plan to Take Over the World and the Plot to Get Us into WWII: Pearl Harbor.” **Pass out midterm take home exam question,**

PART II AND THE FUN CONTINUES: PLEASE PASS THE TIN FOIL

Wednesday, Oct. 21: TURN IN MIDTERM ESSAY EXAM Discussion, Davis, 289-292, 296-312, 315-318, 336-363. **Lecture:** “The 1940s and 1950s Right Wing Conspiracies: Little Green Men, What’s in My Water, and the Greatest Conspiracy of

All—Communism.” Popular culture and paranoia—scifi movie clips and Government Propaganda Films.

Wednesday, Oct. 28 Discussion: Uscinski and Parent, Chapter 7 **Lecture:** ”Left Wing Paranoia: Operation Northwoods, Who Shot JFK? Was it Bill O’Reilly? Assassination Decade: Malcolm X, RFK, and MLK, Who Do We Believe?” Documentary

Wednesday, Nov. 4 Lecture, “Those Lefties are Still Paranoid: Government Conspiracies, The FBI, CIA, NSA, COINTELPRO, and the Church Committee.”

Wednesday, Nov. 11 Lecture, Continue with Watergate, the secret government, Iran Contra, Documentary

Wednesday, Nov. 1 Lecture, “ Trust No One: Conspiracies From All Sides, X-Files, Men in Black, Ruby Ridge, Aryan Brotherhood, Big Foot, the 2000 Presidential election, 9/11, Birthers and Truthers, etc.” *

*Since this is the first time I have taught this class, there may be changes in the lecture topics throughout the semester and dates for documentaries may change.

Tuesday, Nov. 24 Final Papers are due by 5 pm either in hard copy or by email.

Wednesday, Nov. 25 NO CLASS

Wednesday, Dec. 2 Presentations of Cases for or Against

Wednesday, Dec. 11 Continue Presentations

BASIS FOR YOUR GRADE: There will be a total of 450 points for the semester. This total consists of **100 points for participation, 100 points for your own created conspiracy, 100 points for a midterm essay exam, 100 points for a group project, and 50 points for documentary reviews.** There will be a lot of discussion in this class and your participation is vital for the class to be a success so almost one quarter of your grade depends on your talking. This is the first portion of your grade.

For the **second portions of your grade** you will have the opportunity to create your own conspiracy. Think up what you believe to be a plausible conspiracy, one that has not yet been discussed. Yes, you and you alone have figured out this nefarious plot to do something bad! REALLY BAD!! It can be a current situation or something as far back as the beginning of our county. This paper should include your thesis, descriptive narrative, supportive evidence, footnotes and bibliography. What is your conspiracy? Who started it? Why? Why will people believe it? The paper should be 1,200-1,500 words in length and is **due on Wednesday, October 7th** and on that night each person will **present their conspiracy theory to the class.**

A **third grade** will be a midterm essay exam, which will be a take-home exam. It is worth 100 points, and should be about **800 words in length, typed and double-spaced**. The question will be handed out on October 14th and is **due Oct. 21st**.

A **fourth grade** will be your final project. The class will be divided into groups of two or three depending of the size of the class. You will form your own groups. **Each groups member must write a portion of the paper and identify what portion they wrote**. Each group will choose a conspiracy theory already in existence and try to **prove or disprove** this theory, e.g., who shot JFK, etc. The group will write a paper of **3,000 words** with evidence to support its position and present its findings to the class. The class will then discuss whether the group proved its point. **The paper will be due by email or hard copy on Tuesday, November 24 at 5:00 pm. Presentations will begin on Wednesday, December 2nd and continue on Wednesday, December 9th**. The grade on the paper will be based on the quality of your argument, the evidence you marshal to support your theses, and how convincing your argument is to the class. Fifteen percent of the grade on the paper will be on proper grammar. Seventy of the 100 points will be on the paper and thirty points will be on the presentation. Consider you are presenting a case to a jury for their judgment and be prepared to answer questions put to you by the “jury.”

A **fourth** portion of the grade will consist of summaries of readings you are assigned for discussion. I will collect five of these summaries out of the total number you must do. Each of these set of summaries will be worth ten points for a total of fifty points.

A **final portion** of your grade will be **reviews of documentaries**. These will be worth 50 points. Your final project will take the place of the final exam.

These assignments total 500 points for the semester. For an A you will need 470 points, A- 450-469 points, B+ 440-449 points, B 420-439 points, B- 400-419 points, C+ 390-403 points, C 370-389 points, C- 350-369 points, D+ 340-349 points, D 320-339 points, D- 300-319, F 299 points and below.

There is a great website called “**coasttocoastam.com**.” It is based on an a.m. radio program that is on in the middle of the night. It has podcasts, articles on all manner of topics regarding conspiracy and paranoia. It is the best of many such sites. It can be a starting point for your papers.

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 that, 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 half the midterm exam will be from the lectures and

so much of the grade depends on participation, your presence in class is vital to your grade. Missing class could seriously jeopardize your grade.

Why do I give you this freedom? It is m 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 you opportunity to develop these qualities. This is college. You are adults and should be treated as such.

CELL PHONES: You are to put your phones away when class begins. No phones on the desk or in your lap!!! Put them away in pockets, purses, or back packs and turn them off or silence them. It is distracting and disrespectful o your fellow students and the instructor when they ring in class. If you forget and they ring in class, you are to shut it off immediately. **Obviously, no texting either.** If you have an emergency situation and you need to have your phone out and on the desk, let me know. If you cannot stop using your phone for the length of the class, then you have serious psychological issues and need help. I can recommend a therapist.

COURSE OUTCOMES:

1. Students will demonstrate the skill and knowledge needed to synthesize, analyze, and evaluate the various conspiracy theories that have defined American history.
2. Students will demonstrate the skill and knowledge necessary to summarize and evaluate competing views of the various conspiracy theories discussed in class and the readings.
3. Students will demonstrate the skill and knowledge for synthesizing and analyzing a combination of primary and secondary sources.
4. Students will demonstrate the skill and knowledge to summarize, analyze, and evaluate the impact of conspiracies and paranoia on American society and politics.

Research Methods – History 400

Ferris State University – Fall 2015
 Dr. Tracy Nichols Busch
 Tuesday/Thursday: 12:00 – 1:15 p.m. in STR 322

Course Description

There are three main objectives for this course: (1) to demonstrate a mastery of historical methods in your research and writing; (2) to perfect your research and writing; and (3) to show that you can apply schools of historical interpretation (historiography) to your own research. If we have a successful semester, by the end of this course, you will have a 6,000 – 10,000 word paper that could be submitted to a scholarly journal for publication. For those of you interested in going to graduate school, aim to prepare this paper to be a part of your application package.

Required Books

A Manual for Writers of Research Papers, Theses, and Dissertations,
 Eighth Edition, 2014.

Author: Kate L. Turabian
 ISBN-10: 022681638-9
 ISBN-13: 978-022681638-8

The Essential Historiography Reader

Author: Caroline Hoeffler
Publisher: Pearson, 2011
 ISBN-10: 0-321-43762-4
 ISBN-13: 978-0-321-43762-4

How to Communicate with Me

Office Hours: MTWR: 1:30-2:30 pm
Office Location: ASC 2081
Office Phone: 231-591-5846
Email: tracybusch@ferris.edu

Assessment (500 points possible):

Source List: 20 points
Annotated bibliographies (2 @ 50 points each): 100 points
Peer Review: 50 points
1st Rough Draft: 50 points
2nd Rough Draft: 50 points
Poster Board: 50 points
Presentation of research findings: 30 points
Classroom discussion: 50 points
Final Paper: 100 points

Source List

By the 4th class of the semester (September 10), you need to turn in a list of 10 primary sources and 10 scholarly secondary sources for your paper. This is important because without viable sources, you will not have a successful research paper. Primary sources serve as evidence for your thesis, while scholarly secondary sources will give you theoretical framework within which (or against which) you can formulate your own argumentation.

Annotated Bibliographies

An annotated bibliography is a critical evaluation of each of the sources you will be using in your paper. You should discuss why the source is valid and how it will help you in writing your paper. This is also a good place to begin to compare and contrast sources to one another and to discern variations in historical approaches to your subject matter. Attempt to place your sources within existing schools of historiographical thought. In order to divide up the intellectual labor this requires, you will separate your sources into 2 lists and analyze 10 (5 primary and 5 secondary) at a time. Create separate headings for primary and secondary sources for each annotated bibliography.

Peer Review and Rough Drafts

The first rough draft for peer review is due on **October 27** and should be 75% complete. You will be graded on your rough draft and on how well you peer review your classmate's paper (50 points). The second rough draft is due to me on **November 10** and should be very close to final (90% complete). It is worth 50 points. The third draft should be 100% complete and is due on **November 24**. It is also worth 50 points. It is expected that your final paper be between 6,000-10,000 words long and have correct spelling, grammar, and Chicago Style citations. You will need to turn in all versions of your paper along with your final draft on **December 10**.

Paper Presentations

Present your research in a coherent and cogent way to your fellow students in 10-15 minutes. You'll need to present the topic you chose in the context of larger historic debates and existing historiography. What evidence did you use in forming your argument? Which sources were more valuable to your research and why? How did your thesis and argumentation change over the course of the semester?

Poster Board

Every spring there is a College of Arts and Sciences Awards Ceremony, and I would like to take the opportunity to showcase your research to the parents, professors, and students who come the event (and there is free food!). By creating a poster board that highlights your research question, your sources, your engagement with historiography, and your main conclusions, you will bring history to life by making your research understandable to the general public. In addition, the history professors will present an award for the "Best 400 Paper" at the event, so one of you will receive that honor. Other awards will be given to the top history B.A. and B.S. students, in addition to the "Best 300-Level Paper."

Discussion and Attendance Expectations:

Since this class is based heavily in student interaction with the material, participation in class discussion are crucial and required (and worth 50 points). I will take attendance daily through sign-in sheets. 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 that will cause excessive absences, you need to let me know about it. Also, if a situation necessitates your premature departure from the class, please let me know before class begins, if possible. Additionally, class members are responsible for all things taken up in class, including announcements, regardless of absence.

Late Policy

Students will be expected to turn in assignments on time and to participate regularly. The penalty for lateness on the writing assignments is 10 points per day.

Plagiarism

As for plagiarism, it will be taken very seriously. 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. The history faculty expects each student to do her or his own writing and to decide on his or her own writing structure (that is, ideas and outline). Plagiarism when detected will result in automatic failure for the assignment. Be advised, if I suspect you plagiarism, I will check. If plagiarism is detected in a second assignment, it will result in automatic failure for the entire course and your actions will be reported to Judicial Services. If you have questions, please come talk to me.

Disability Statement

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Week 1: Course Introduction and FLITE Overview

September 1: Welcome to the class & database overview by Paul Kammerdiner, history liaison at FLITE

September 3: Finalization of research paper topics. We will work on finding sources.

Week 2: Finding Sources

SOURCE LIST DUE SEPTEMBER 10

September 8: Discussion of sources – bring your draft list

September 10: Source list due – be ready to share with the class and to explain why you chose the sources you did. I will discuss what is needed for a successful annotated bibliography and a working thesis.

Week 3: Analyzing Sources and Forming a Thesis

September 15: Advice on finalizing an annotated bibliography and a working thesis

September 17: Presentation of theses and bibliographies ***BIB. #1 & THESIS DUE SEPT. 17***

Week 4: Thinking Like a Historian - Historiography

September 22: Discussion of Hoefflerle: Chapter 6

September 24: Writing/researching time

Week 5: Thinking Like a Historian - Historiography

September 29: Discussion of Hoefflerle: Chapter 7

October 1: Writing/researching time

Week 6: More Source Analysis

October 6: 2nd annotated bibliography discussion ***BIB. #2 & THESIS DUE OCT. 6***

October 8: Writing/researching time

Week 7: More Historiography

October 13: Discussion of Hoefflerle: Chapter 8

October 15: Writing/researching time

Week 8: More Historiography

October 20: Discussion of Hoefflerle: Chapter 9 and Epilogue

October 22: Writing/researching time

Week 9: Peer Review Week *DRAFT #1 FOR PEER REVIEW DUE OCTOBER 27*

October 27: Draft #1 due for Peer Review (should be at least 75% complete)

October 29: Peer Review

Week 10: Refining a Rough Draft

November 3: Return drafts to their authors – read the comments during class and ask questions

November 5: Writing/researching time

Week 11: Presenting Research *DRAFT #2 DUE TO DR. BUSCH NOV. 10*

November 10: Turn Draft #2 into me (should be at least 90% complete)
Class presentations on research findings

November 12: Class presentations on research findings

Week 12: Presenting Research

November 17: Class presentations on research findings

November 19: Writing/researching time

Week 13: Time for Another Draft *DRAFT #3 DUE TO DR. BUSCH NOV. 24*

November 24: 3rd draft due – 100% complete

November 26: No class – HAPPY THANKSGIVING!

Week 14: One-on-One Meetings

December 1: One-on-one paper meetings with me

December 3: One-on-one paper meetings with me

Week 15: Bringing It All Together *FINAL PAPER AND POSTER BOARDS DUE DEC. 10*

December 8: Last minute consultations

December 10: Final paper due

We will schedule paper pick-ups during finals week.

History 405-001
History Education Theory and Practice
Wednesdays from 6:00 to 8:50 in Starr 322
Fall Semester 2016

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: JanaPisani@ferris.edu

(You may also e-mail me via Blackboard on the course site)

Office Hours: MW 10:00 a.m. to noon, Tuesdays 9:00 a.m. to noon, and by appointment

Course Objectives:

In this hands-on course designed for those who will be teaching history at the middle school or high school level, students will develop skills in creating, presenting, and evaluating instructional activities in various fields of history. The course will cover such issues as historical thinking and analysis, using discussion in the classroom via primary sources, putting together a lesson plan, utilizing rubrics, professionalism, etc. Throughout the semester, students will develop content modules focusing on a specific event or issue in United States history, world history, and history involving gender/diversity. These modules will be presented in practice teaching sessions and accompanying assessment tools will be developed to evaluate the instructor and the materials used. This capstone course is also designed to help class members transition from their personal role as student to their professional role as educator.

Required Books for the Course:

--Frederick D. Drake and Lynn R. Nelson, *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*, 2nd edition, Pearson Prentice Hall, 2009. ISBN # 0131586734

--Bruce Lesh and Edward Ayers, *“Why Won’t You Just Tell Us the Answer?”: Teaching Historical Thinking in Grades 7-12*, Stenhouse Publishers, 2011.
 ISBN-13: 978-1571108128

-- Heidi Roupp, *Teaching World History in the Twenty-first Century: A Resource Book*, Routledge, 2009.
 ISBN-13: 978-0765617156

Recommended Reading for Additional Insight (NOT REQUIRED):

--Alkeney et al., *Bring History Alive!: A Source Book for Teaching United States History*, National Center for History in the Schools, 1996.

--Candy Beal et al., *Teaching Social Studies in Middle and Secondary Schools*, 6th edition, Pearson, 2012.

--Ross E. Dunn and David Vigilante, eds., *Bring History Alive!: A Sourcebook for Teaching World History*, National Center for History in the Schools, 1996.

--Menkart, Murry and View, *Putting the Movement Back into Civil Rights Teaching*, Teaching for Change and PRRAC, 2004.

--Peter Stearns et al., *Knowing Teaching & Learning History: National and International Perspectives*, New York University Press, 2000.

--<http://besthistorysites.net/lesson-plans/> (really helpful site)

Assessment (1150 points):

U.S. history presentation	50 pts.
U.S. history lesson plan materials	100 pts.
Gender/Diversity presentation	50 pts.
Diversity lesson plan materials	100 pts.
World history presentation	50 pts.
World lesson plan materials	100 pts.
Peer review/feedback	100 pts.
Field trip activity	100 pts.
Teaching philosophy statement	100 pts.
Attendance/participation	400 pts.

Student Presentation Activities (Presentation Delivery and Detailed Lesson Plan/Materials):

During the course of the semester, each student will be required to develop and present three lessons on pre-approved topics, all involving the use of primary sources. These activities will aid the student teacher in doing the following:

- 1) Teach history in ways that will engage the learner as well as instruct the learner to develop historical thinking skills.
- 2) Research new and unfamiliar topics in order to develop the lessons.
- 3) Find and choose primary sources for students to analyze and discuss using prompt questions.
- 4) Develop an assortment of assessment measures and rubrics to gauge the understanding of the learner.
- 5) Develop time-management and problem-solving skills for teaching history.

Each presentation will be worth 150 points (50 points for the presentation itself and 100 points for the required accompanying lesson plan with annotated bibliography). The presentation activities include the following:

- 1) In-class delivery of a 30 minute History-content presentation (excerpt from a prepared lesson), **complete with icebreaker activity**. Immediately after the presentation, the instructor will meet briefly with the student teacher to discuss the presentation while the remainder of the class fills out peer-review feedback forms.
- 2) A detailed lesson plan (applying the Understanding by Design template). Along with the completed template you must include the following:
 - A detailed list/annotated bibliography of content sources (both primary and secondary) needed to effectively teach your topic. An annotated bibliography is one in which you comment upon each source listed. The purpose for the inclusion of the annotated bibliography is to provide each student with a valuable resource on a variety of different topics. Each student is required to provide a copy of the annotated bibliography to all class members. The bibliography should be separated into the categories of primary sources, secondary printed sources, Internet sites, and films/videos.
 - Copies of the **mandatory** primary documents (at least 2-3) used in your lesson/presentation.
 - A detailed list of 20 “prompt questions” needed to effectively guide/foster a discussion of the presented content, primary sources, concepts/ideas, etc. These should primarily be higher-order thinking questions rather than just factual or single answer questions.
 - A performance-based assessment to be used to gauge student understanding.

- A grading rubric for the assessment
- A brief reflective essay (essay, not a single paragraph) clearly explaining how and why your lesson is important for students' understanding of the past and how it improves their Historical Thinking Skills.
- An additional assignment utilized to evaluate the effectiveness of the presentation/lesson. In other words, how would you evaluate what your students learned overall? Would you use a quiz, a brief in-class paper, an in-class debate, a poster project, oral interview, internet activity, etc.? This should also contain a rubric of how you would grade your assessment tool.

Presentation Topics:

To ensure that every student in the course builds and expands on their strengths and their weaknesses, all students must get approval for their presentation topics from the instructor. No two students may do the same topic, and topics must fit into the Michigan Frameworks/Benchmarks. Students may NOT do diversity topics for all three presentations and they will be asked to select topics with which they are not familiar in order to stretch themselves. Students are encouraged to draw upon the resources/approaches mentioned in the textbooks read for class. They are also encouraged to utilize the Historical Thinking Skills we have discussed in class during their lessons. **The use of primary sources is required in all three presentations!**

- 1) The first presentation must be on an approved topic within U.S. history that fits within the Michigan Frameworks. Your U.S. presentation must consist of a brief informal lecture followed by analysis (with the class) of a significant primary source which backs up or aids your lecture. The presentation should last about 30 minutes, including the icebreaker and summary; **on the day of the student's presentation, he or she must also turn in the lesson plan to the professor as discussed above.**
- 2) The second presentation must be on an approved gender/diversity topic (such as issues concerning civil rights, women's rights, immigrants, Native Americans, gender issues, etc.). The format of this presentation must be **in the form of a group activity that is not just a discussion.** The presentation should last about 30 minutes including icebreaker and summary, and the student must turn in the lesson plan to the instructor at that time. **Be creative!**
- 3) The third presentation must be on an approved world history topic and must be given **in the form of a classroom discussion using primary sources.** Since this is a discussion-style lesson, you must provide the class members (including the instructor) with copies of the readings we will be discussing during your presentation. The presentation should last about 30 minutes and must include the lesson plan to be turned in to the instructor.

Peer Review/Presentation Feedback:

Each student is responsible for reviewing the three presentations given by every other student and must turn in a written statement (feedback) to the instructor immediately after the presentation (extra time will be provided). The instructor will read the statements and pass them on to the student being reviewed the following week. The idea behind this is to provide **constructive** comments and observations for your classmates. Failure to turn in the peer reviews means points taken off your feedback score of 100 points possible. Keep in mind also that the point of this is not to give everyone perfect scores, but to actually provide helpful comments, which will be under consideration when the peer reviews are graded by the instructor.

Field Trip Activity:

Each student is responsible for planning a field trip activity by choosing a site, researching what that site has to offer, and then putting together a proposal that would be given to your “principal” in support of your request to take your History class on a field trip.

Factors to be considering when putting together your proposal include:

- the purpose for the trip;
- whether these are middle school or high school students;
- the way(s) in which this field trip would engage your students’ curiosity about the past;
- the way(s) in which this field trip would promote Historical Thinking Skills;
- structured learning activities to be completed before, during and after the trip;
- readings (primary and/or secondary) to be given to your students prior to the trip; and
- practical constraints such as cost, the use of chaperones, and parental permission.

This proposal will be due in class on Wednesday, November 9, 2016.

Teaching of History Philosophy Statement:

At the end of the semester, each student is required to turn in a 750-1000-word teaching philosophy statement (typed, double-spaced). This is not a generic teaching philosophy statement; instead this statement addresses both your philosophy and methods for effectively teaching historical content.

This paper should include the following:

- your philosophy of history;
- why you think it is significant to teach history to middle school and high school students;
- how best to engage students’ curiosity about history (how to get them excited and interested); and
- how best to achieve their understanding of the past.

The purpose of this project is two-fold: first, to compel you to think about the discipline you will be teaching and how to be the best history teacher you can be; and second, job applications (and/or oral interviews) sometimes require you to come up with a teaching philosophy—**now** is a good time to do that. You may use other sources (such as readings we have discussed in class), but the general ideas must be your own. The philosophy statement is the final project (in lieu of a final exam) which will tie the semester together. It is to be e-mailed to the professor **no later than Monday, December 12, 2016, at 5:00 p.m.!**

Attendance and Participation:

All students are expected to attend **EVERY** session. Absences will negatively impact your final grade (see Assessment) In addition, participation in class discussions and activities is crucial and required.

Professional Behavior:

Because this is a capstone course, all actions and behavior of the students needs to be modeled to emulate real-world professional codes of conduct. Students who demonstrate unprofessional behavior (including but not limited to cheating and/or plagiarism) will find their overall course participation grade negatively impacted. On days when students deliver their presentations, they are expected to dress in professional attire that is appropriate for teaching.

SCHEDULE FOR THE SEMESTER (allowing for some flexibility):

<u>Date</u>	<u>Topic</u>	<u>Required Readings</u>
Aug. 31	Introduction, Why History?	Reading due: Drake, Chs. 1-3
Sept. 7	Lesson plans/assessment	Reading due: Drake, Chs. 4-6
Sept. 14	Historical sources	Reading due: Drake, Chs. 7-10 Primary source packet due
Sept. 21	U.S. presentations	Reading due: Lesh, Intro and Ch. 1
Sept. 28	U.S. presentations	Reading due: Lesh, Ch. 2
Oct. 5	Historical thinking skills	Reading due: Lesh, Chs. 3-5
Oct. 12	Continuity and Change	Reading due: Lesh, Chs. 6-8
Oct. 19	Diversity presentations	Reading due: Lesh, Ch. 9
Oct. 26	Diversity presentations	Reading due: Lesh, Ch. 10
Nov. 2	Teaching world history	Reading due: Roupp, Chs. 1, 2, 4, 5, 6, 8, and 9
Nov. 9	Teaching world history	Reading due: Roupp, Chs. 12, 13, 15, 16, 17, and 18 (*Field Trip Activity due in class)
Nov. 16	Teaching world history	Reading due: Roupp, Chs. 20, 21, 22, 25, 27, 28
Nov. 23	NO CLASS—THANKSGIVING BREAK	
Nov. 30	World history pres.	Reading due: Roupp, Chs. 29 and 30
Dec. 7	World history pres.	Reading due: Roupp, Ch. 31

Monday, December 12, 2016, by 5:00 p.m.--*History Teaching Philosophy Statement to be e-mailed to Dr. Pisani!

NOTE: Dr. Pisani reserves the right to make needed and appropriate adjustments in this syllabus.

Rise and Fall of Jim Crow – HIST 411

Spring 2013

Dr. Kimn Carlton-Smith Museum Hours: M-F 12:00pm -5:00pm

616-780-4645 (call/text) Lisa Kemmis

drkimn.fsu@gmail.com 231-591-5873

ASC Bldg, Room 2068 AM: FLT Lower Level Storage Room/JCM

Office Hrs: T/R 1 to 2 PM: STR 325

Course Description:

This course will examine the history of Jim Crow segregation using the collection of racist objects housed in the Jim Crow Museum. This course is designed to promote applied learning. The goal of the course is to foster the learner's understanding of racism as well as have the learner create content that can be used by the Jim Crow Museum to promote understanding among visitors and users of the Museum's website.

Assigned Reading:

- Selected Essays by David Pilgrim from the Jim Crow Museum Website
- Scholarly essays addressing Racial Stereotypes & Historical Context

Rise & Fall of Jim Crow – HIST 411 – Spring 2013

Learning Activities:

The class will meet face-to-face once a week at the Jim Crow Museum. We will use items from the collection to serve as the basis for writing assignments and the final project activity. Class members will practice and develop their skills analyzing material culture as historical sources with a weekly writing activity. Peer Feedback will be included in this weekly writing activity. Discussion of assigned readings will serve as the basis for the first half of the semester. The second half of the semester will be framed around the development and refinement of each learner's individual final project activity.

Assessment Activities:

The following activities will be used to assess learners' mastery over course content.

- Discussions of Readings (7 x 15pts)
- Discussion of Questions/Observations (7 x 10pts)
- Facilitator Role (1 x 25pts)
- Processing Session w/Kemmis (1 x 25pts)
- Object Analysis Essays (12 x 15 pts)
- eJournal Research Progress Entries (6 x 10pts)
- Thesis/Annotated Bib (50pts)
- Draft 1 (50pts)
- Peer Reviews-Draft 1 (4 x 10pts)
- Draft 2 (50pts)
- Peer Reviews-Draft 2 (4 x 10pts)
- Final Project (150pts)
- Final Project Presentation (50pts)

Processing Session:

Learners will schedule an appointment with Lisa Kemmis for 90 min. this semester. During this session you will help sort, research, and process museum objects selected by Kemmis.

Object Analysis Essays:

Each week Learners must go to the Jim Crow Museum and select an object to use for the basis of their analysis essay(s). These essays will vary in length from 250 to 400 words. Learners will post their essays online in the FerrisConnect course Wiki. These weekly essays are due by Saturday by 11:59pm.

Late Assignments:

All writing assignments for the course will have a late penalty of 10% for every 24 hours past due date.

Attendance Policy:

Learners must notify the professor BEFORE the class session of an absence (via text/email). The Learner should then email any discussion questions/observations to the professor that were due that day. To make up missed discussion points, that same week the student must meet with Dr. Kimn for a replacement conference. If a Learner is absent during a facilitating session they are scheduled to "facilitate," that individual must email questions ahead of class time to Dr. Kimn. If weather conditions impact a large number of students on Tuesdays, discussions will take place online. If Dr Kimn cannot be present, assigned activities will also occur online.

Closing Note--

This syllabus was developed in collaboration between Dr. Kimn and Learners present on the first class session. Dr Kimn reserves the right to make any necessary adjustments to the course schedule, assignments, or policies if circumstances dictate.

APPENDIX B: FACULTY SURVEYS

Faculty Perceptions Survey for the 2017 Academic Program Review Ferris State University History Program (History B.A. and History Minor)

Questions:

I. Curriculum

- A. Do you believe the current curriculum is acceptable for a History degree program?

Given the small nature of our program and our specialties, I think we do a good job of offering a wide variety of courses. The main request I get is for an American Women's History class, because it is still on the books. These requests come and go. Students who want to take Global Women's Activism usually agree to take it online, because that is the way it is most frequently offered.

- B. Are the number of required credit hours for the major and minor History programs appropriate?

I think so. There has been some talk of removing the language requirement to recruit more history majors. I understand the appeal, especially given that our language offerings on this campus are so few and are weak.

- C. Do you think any courses (majors? degrees?) need to be added? Revised? Removed?

I do think we need to add a few certificate programs (they show up as "badges" on the students' diplomas). Christian and I are in the process of proposing a "Democracy Studies" certificate and hope to move that forward. It can be a good way to recruit more students into our program. It also fosters interdisciplinary learning and thinking, which is a priority for our new dean.

Along those same lines, we can consider a Russian Studies Minor (or certificate).

II. Program resources

- A. Do you believe that program resources are sufficient to permit optimum program effectiveness?

I think that the financial pressures of the past few years have been a detriment to our program. We expend a lot of time and energy thinking about "recruiting" and "retaining" and not as much as we need on curriculum development or on collaboration with our students. We are practically forbidden from thinking of ways to grow our

program as it is continually made clear to us that we won't be able to hire new faculty, even after the ones we have retire.

- B. Is the faculty staffing of courses for this program sufficient to permit optimum program effectiveness?

In relation to "A" above, we need to hire one more tenure-track faculty member to continue to innovate our programs. We have enough students in our classes to justify it (even if it is majority Gen Ed), but the administration does not want to follow the lead of the faculty in this regard. This is due to mostly-understandable financial concerns, but those can be allayed with a bit of visionary thinking.

- C. Are there sufficient funds for the development and maintenance of teaching resources?

We could use more funds for hands-on research projects for our students and for campus presentations.

- D. Are professional development activities supported by the department? The college? The university?

This is a strength.

- E. Are there opportunities to engage in appropriate research activities?

This needs to be encouraged more.

- F. Are there appropriate research resources at the library, including books, journals, primary documents and government documents?

As long as we are proactive with the library, this is usually possible.

III. Administrative support and facilities/equipment

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

I think that the financial pressures of the past few years have been a detriment to our program. We expend a lot of time and energy thinking about "recruiting" and "retaining" and not as much as we need on curriculum development or on collaboration with our students. We are practically forbidden from thinking of ways to grow our

program as it is continually made clear to us that we won't be able to hire new faculty, even after the ones we have retire.

- B. In terms of teaching space for History courses, what changes to the space available for use by the History program would have a positive impact on program quality?

STR 322 works well for me.

- C. What changes to the computers available for use by the program would have a positive impact on program quality?

Sometimes I have trouble with the CD player in STR 235.

- D. What changes to equipment available for use by the program would have a positive impact on program quality?

The equipment seems fine to me.

IV. Processes and procedures

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

Independent study should be compensated. Also, joint research opportunities with students should be available.

V. Perceptions of the FSU History program

- A. Do you believe our History program is similar to other programs within the discipline?

For the size of our program, I think we do quite well. Certainly we offer the same variety of classes that other programs of our size offer. Our surveys offer an excellent introduction to the discipline of history and set up our students well for success in later courses. Our HIST 300 class gives our majors and minors the skills needed to work towards graduate level research and analysis. Other 300-level classes give students the opportunity to delve into thematic and/or regional studies that interest them.

- B. What is your perception of the program's ability to prepare graduates for a career in the field of History?

As mentioned above, HIST 300 sets them off on road of historical research and analysis. By the time they are in HIST 400, they are in a position to produce research based on mastery of the secondary literature and an original interpretation of primary sources. If they successfully complete HIST 400, they will be fully prepared for graduate level work.

C. What is your perception of continued demand for graduates from the History program?

Employers want employees who can process large amounts of information, write clearly, and think critically. A history major is excellent preparation, not only for grad school, but also for the workforce.

D. Please comment on your overall feelings concerning the History program at Ferris State University.

I feel that we are seriously undervalued. We all bring great energy and expertise into the classroom. We simultaneously nurture our students and hold them to high expectations (this is an impressive feat!), and we contribute in significant ways to the campus by taking the lead on BEYOND initiatives, the Museum of Sexist Objects, collaboration with the Ferris Fine Arts Gallery, and the Shoah project. In addition, we began a "Passion for the Past" series that relates the past to current day issues. Instead of taking away tenure lines, they should at least let us hold steady. We are a program that adds great value to the university.

**Faculty Perceptions Survey for the 2017 Academic Program Review
Ferris State University History Program (History B.A. and History Minor)**

Questions:

I. Curriculum

- A. Do you believe the current curriculum is acceptable for a History degree program?
 - a. For the demographic of students who attend Ferris our degree program is currently “acceptable” but this is a fluid situation. Our degree program is working to attract new majors/minors; but we need to carefully review our enrollments & feedback from Major/Minors on courses they may prefer, but there is no consensus.
- B. Are the number of required credit hours for the major and minor History programs appropriate?
 - a. Yes & No. For students bound for Graduate Studies there should be an additional course or two—one being a “Historiography” 400-level course and another being a required seminar/discussion format at a 400-level. Students going into a cross-section of career paths do not need these 2 courses.
- C. Do you think any courses (majors? degrees?) need to be added? Revised? Removed?
 - a. Due to staffing changes we need to archive 4 American History courses (HIST334, 333, 342 & 341) and enrollment trends suggest the need to close 280, 255, 253, 260. We also need to create a Topics in History Course that is not a 390, requiring special paperwork for each offering. Finally, we need to pursue a set of Certificates (rather than Minors) in “Soviet Studies” & “Diversity.” Our HIST degree would benefit from being changed to a BS from a BA. We are losing Transfer Students who do not feel confident about the Foreign Languages Requirement.

II. Program resources

- A. Do you believe that program resources are sufficient to permit optimum program effectiveness?
 - a. I think we need Program Access to Newspapers.Com for our students to have access to a broader range for Primary Sources. But this benefits students in American History or American-views on World Events.
- B. Is the faculty staffing of courses for this program sufficient to permit optimum program effectiveness?
 - a. With 5 full-time faculty & 1 full-time adjunct we are able to provide GenEd & Program offerings.
- C. Are there sufficient funds for the development and maintenance of teaching resources?

- a. Our department budget has enabled us to cover programming events, course advertising and support to students in PAT & the History Club. More money could enable us to secure guest speakers via providing an Honorarium.
- D. Are professional development activities supported by the department? The college? The university? Yes! Yes! & Yes
- E. Are there opportunities to engage in appropriate research activities?
For Faculty? Yes & No! Peterson & Busch have enjoyed success in attracting support from the NEH Summer Institute program. Mehler has helped secure the Shoah Archives. Only Mehler received release time. Outside the Sabbatical process—it is difficult for faculty to pursue research activities & teach a 4/4 Load. Pisani & Carlton-Smith receive release time for administrative duties, but not for research projects.
- F. Are there appropriate research resources at the library, including books, journals, primary documents and government documents?
a. NO! We do have digital access via various databases; but not the complete archives. I have to regularly do Interlibrary Loans for course readings & lecture research. I think we should also have access to Dissertations; but that cost has traditionally prompted FLITE to discourage Faculty from pursuing this resources & to prohibit students from requesting this resource.

III. Administrative support and facilities/equipment

- A. Do you believe that the University administration is committed to our program (e.g. funding, curriculum development, auxiliary resources, faculty development, and promotion)?
a. I think that in general we have seen upper admin support to our HIST BA. I think the only resistance has been in terms of enrollment issues & decisions to cancel a course.
- B. In terms of teaching space for History courses, what changes to the space available for use by the History program would have a positive impact on program quality?
a. I think we need small to medium sized rooms with moveable chairs & “smart” technologies for projecting documentaries, PPT, & Prezis
- C. What changes to the computers available for use by the program would have a positive impact on program quality?
a. I think that all students admitted to the university should be provided a Chromebook. Students need to have a personal laptop vs going to FLITE to use a public desktop
- D. What changes to equipment available for use by the program would have a positive impact on program quality?
a. See comment above

IV. Processes and procedures

- A. Do you believe the following processes and/or procedures: signing majors and advising, graduation procedures, job placement of program graduates, independent study, course delivery, or internal staffing need to be revised?
- a. We are currently trapped in the middle of paperwork & paperless systems. We have to do BOTH to ensure proper/complete documentation for Majors or Minors. There is a lot of duplication of efforts for both Faculty/Advisors & Students at Graduation. We are toying with experimenting with Blended Delivery of courses, especially during the Spring Semester—due to weather issues.

V. Perceptions of the FSU History program

- A. Do you believe our History program is similar to other programs within the discipline?
- a. Not really, our demographics at Ferris & current student population trends make it unlikely that our BA would “mirror” HIST BA’s at Liberal Arts Institutions. I think we need to embrace this difference & find a niche that can meet current needs but continue to achieve our core goals—critical thinking skills, creative problem solving, communication skills (written & verbal) & collaborating with others.
- B. What is your perception of the program’s ability to prepare graduates for a career in the field of History?
- a. Based on the success of a number of our graduates, many of our History Majors have found careers in some field that directly uses their History Degree
- C. What is your perception of continued demand for graduates from the History program?
- a. Again, a significant number of our graduates have gone to grad school, most in History, with a few pursuing Law School, Sociology, & PoliSci.
- D. Please comment on your overall feelings concerning the History program at Ferris State University. I think we are at a point where we need to reshuffle our courses & tweak our focus, pursuing a less traditional approach to “History”

**Faculty Perceptions Survey for the 2017 Academic Program Review
Ferris State University History Program (History B.A. and History Minor)**

Questions:

I. Curriculum

A. Do you believe the current curriculum is acceptable for a History degree program?

Yes, but we could add a few more specialty classes in our fields that might attract non-majors.

B. Are the number of required credit hours for the major and minor History programs appropriate? Yes

C. Do you think any courses (majors? degrees?) need to be added? Revised?
Removed?

See answer to A. for classes to be added. I do not think we should remove any classes, even those that have had trouble making in the past. What we have is essential for the degrees.

II. Program resources

D. Do you believe that program resources are sufficient to permit optimum program effectiveness?

The extra money budgeted for history, \$2,000, should remain and not be reduced as it is used for student travel to conferences, initiation fees for Phi Alpha Theta, and books to put on reserve for those who cannot afford the purchase price for their own copy.

E. Is the faculty staffing of courses for this program sufficient to permit optimum program effectiveness?

We have a proper number right now, but that sixth position, which is an adjunct position, needs to be turned into a tenure track position. This will ensure continuity in the program if our adjunct instructor would leave, and he is trying to find a tenure tract position. A stable program does not want to be looking for a adjunct instructor. We cannot meet our survey class and general education responsibilities if that sixth slot is either lost or becomes a revolving door with less than excellent teachers.

F. Are there sufficient funds for the development and maintenance of teaching resources?

Not really. There are films and library resources that need to be met that are currently not funded at the level required.

- G. Are professional development activities supported by the department? The college?
The university?

There are not enough funds to support our needs, and, frankly, the Concur system is so complicated that it discourages my applying for funds. As a result, I never go to conferences as I should. Also, the process of having to go begging to a variety of sources for money is discouraging. The system is simply too complicated, especially considering the fact that expenses are rarely fully covered, yet people are supposed to travel for promotion and tenure.

- H. Are there opportunities to engage in appropriate research activities?
Not unless you are able to absorb a substantial portion of the expense yourself.

- I. Are there appropriate research resources at the library, including books, journals, primary documents and government documents?

Lord no. The newspaper collection is better but it is far from adequate, especially with international papers. The money allocated for books, journals, etc. is woefully inadequate.

III. Administrative support and facilities/equipment

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

The new dean seems to be genuinely concerned but most other administrators are concerned only with the number of students in a class and academic quality is much less important. In fact, I think that many on the business side care little regarding academic quality. A good example of this is the increasing number of adjunct instructors while the number of administrators never seems to stop growing.

- B. In terms of teaching space for History courses, what changes to the space available for use by the History program would have a positive impact on program quality? I think the IRC could use an update on technology.

- C. What changes to the computers available for use by the program would have a positive impact on program quality?

See above.

- D. What changes to equipment available for use by the program would have a positive impact on program quality?

None

IV. Processes and procedures

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

How minors are declared is in great need of change. We need better cooperation from university marketing. I am still waiting after over a year and a half for University Marketing to get back to me regarding flyers we could distribute off campus. This delay despite numerous calls and messages. Despite attempts to revise, My Degree is still filled with errors. I think the whole thing should be scrapped and a new system should be employed.

V. Perceptions of the FSU History program

- A. Do you believe our History program is similar to other programs within the discipline?

In some ways, yes, in terms of the quality of the faculty, but in terms of resources we are in need of more library support.

- B. What is your perception of the program's ability to prepare graduates for a career in the field of History?

I feel our students get an excellent education due to the faculty but they could use more research resources, again the library.

- C. What is your perception of continued demand for graduates from the History program?

Our students have done very well in graduate school admissions and once there, they have done well whether at CMU or Notre Dame. They have also done well in public history positions. They have also succeeded in business.

- D. Please comment on your overall feelings concerning the History program at Ferris State University.

I feel good about what we do. We have graduated many fine young people who are now doing well in history and in business. Our faculty is first rate and I would compare them to any faculty in the state when it comes to teaching skill and devotion to students.\

**Faculty Perceptions Survey for the 2017 Academic Program Review
Ferris State University History Program (History B.A. and History Minor)**

Questions:

I. Curriculum

- A. Do you believe the current curriculum is acceptable for a History degree program?

I do and I think that we have been updating and upgrading our curriculum over the past several years, including our latest two 390 courses, Dr. Busch's on Democracy and Dr. Mehler's on Visual History.

- B. Are the number of required credit hours for the major and minor History programs appropriate?

I believe they are.

- C. Do you think any courses (majors? degrees?) need to be added? Revised? Removed?

We are adding two new Hist 390 courses and we have scoured out program over the past years, always with an eye towards courses that need to be revised or eliminated. We have always tried to be useful to programs across campus and for many years we ran a history of the Supreme Court class to accommodate our Criminal Justice students, but when the Program dropped the history requirement, we had to re-evaluate our support for the class. It is that kind of constant vigilance that has kept the History program up to date.

II. Program resources

- A. Do you believe that program resources are sufficient to permit optimum program effectiveness?

I certainly do. We can always use more library resources, but we have just been gifted the Shoah Visual History Archive, 54,000 full length interviews with survivors and rescuers of modern genocide, 114,000 hours of archived tape searchable with 68,000 key words. Our history program now has a resource only matched at the UoM and MSU!

- B. Is the faculty staffing of courses for this program sufficient to permit optimum program effectiveness?

No, we need to convert our adjunct position into a permanent position. We are running smoothly only because we have an adjunct fully committed to our programs, who acts as if he were a tenured faculty member. We need to open a tenure line search to fill the gap that is now filled by our adjunct.

- C. Are there sufficient funds for the development and maintenance of teaching resources?

There are never “sufficient” funds. We have always run our programs on less than sufficient funds. Our greatest need is another tenure line faculty position to replace the adjunct position we are now running with.

- D. Are professional development activities supported by the department? The college? The university?

We have been really blessed with a department and college that have been very supportive of our faculty.

- E. Are there opportunities to engage in appropriate research activities?

The history faculty are among the most engaged scholars on this campus. We are running NEH programs, the Passion for History programs, the MOSO, the ISAR and Shoah projects.

- F. Are there appropriate research resources at the library, including books, journals, primary documents and government documents?

FLITE needs to be supported! We are facing a serious structural problem. We depend on subscriptions for the bulk of the scholarly resources we use for our program. Those subscriptions increase every year, while our FLITE budget remains flat. We expect faculty salaries to increase and we plan for those increases. We need to do the same for FLITE.

III. Administrative support and facilities/equipment

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

Yes, of course, but the audio-visual consoles in the IRC classrooms need to be replaced. This is a very expensive upgrade that is now absolutely crucial. These are the original AV consoles installed when the building opened some dozen years ago. They are failing and are being held together with gum and shoe string. Replacing these consoles falls between the responsibilities of the Physical Plant, the VP’s office, and the TEC office. No one wants to be left with the bill for this upgrade, so it doesn’t get done. In the meantime, we are moving in an untenable direction in which we face more and more down time with the machines.

- B. In terms of teaching space for History courses, what changes to the space available for use by the History program would have a positive impact on program quality?

It bears repeating, the audio-visual consoles in the IRC classrooms need to be replaced. This is a very expensive upgrade that is now absolutely crucial. These are the original AV

consoles installed when the building opened some dozen years ago. They are failing and are being held together with gum and shoe string. Replacing these consoles falls between the responsibilities of the Physical Plant, the VP's office, and the TEC office. No one wants to be left with the bill for this upgrade, so it doesn't get done. In the meantime, we are moving in an untenable direction in which we face more and more down time with the machines.

- C. What changes to the computers available for use by the program would have a positive impact on program quality?

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IV. Processes and procedures

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

No, we are doing a very good job advising and placing our graduates.

V. Perceptions of the FSU History program

- A. Do you believe our History program is similar to other programs within the discipline?

I know for a fact that our program is highly regarded because our students have filled key roles around the state in local museums and graduate programs. We are very proud of our students' success and it speaks well of the respect that our program is held in. I might add, that we have the most active Phi Alpha Theta Group in the state! We have organized three conferences in past several years and the regional members all recognize our leadership position.

- B. What is your perception of the program's ability to prepare graduates for a career in the field of History?

The fact is that we have been very successful. One of our graduates, Samantha Engel, received state-wide recognition after rescuing the Whaley House Museum in Flint, after a fire did major damage. Her efforts and renown brought an offer from the Dow Foundation in Midland, where she will take over responsibilities for their public history projects.

C. What is your perception of continued demand for graduates from the History program?

History graduates will always be in demand. The skills that we teach are in high demand in the corporate and government world.

D. Please comment on your overall feelings concerning the History program at Ferris State University.

I'm very proud to be part of an effective team of colleagues. The historians at Ferris make up one of the most cohesive, active and effective groups on campus!

Faculty Perceptions Survey for the 2017 Academic Program Review
Ferris State University History Program (History B.A. and History Minor)

Questions:

I. Curriculum

A. Do you believe the current curriculum is acceptable for a History degree program?

Yes, but it could be much better. We need to teach more of the courses that we list as being taught.

B. Are the number of required credit hours for the major and minor History programs appropriate?

Yes.

C. Do you think any courses (majors? degrees?) need to be added? Revised? Removed?

We need to have a degree that prepares students fork in museums. I think such an option would increase enrollment in history classes. I cannot for the life figure out why we do not teach history through film classes. We could easily increase enrollments with such an option and cover a wide variety of important topics. We need to add these classes ASAP.

II. Program resources

A. Do you believe that program resources are sufficient to permit optimum program effectiveness?

Yes, although historians should have access to Congressional records through LexisNexis. This shortcoming has handicapped my research at this institution.

B. Is the faculty staffing of courses for this program sufficient to permit optimum program effectiveness?

No. Despite my publication and teaching record, I no longer teach any methods classes or research seminars. I understand how seniority works, but I should teach some of those classes—upper-level classes as well.

C. Are there sufficient funds for the development and maintenance of teaching resources?

I think so, but am not that familiar with the subject.

D. Are professional development activities supported by the department? The college? The university?

I have received excellent professional development funding from the university. I cannot write enough positive things about the money that I have received from Ferris.

E. Are there opportunities to engage in appropriate research activities?

Not for me. In short, teaching five classes on a regular basis makes it very difficult to have a lively research agenda. Ferris should give professors, including adjuncts, the chance to trade teaching time for research time designed to produce books and article. I am sure a formula exists.

I also think adjuncts should have the chance to apply for sabbaticals given Ferris's choice to offer adjuncts long term employment. These applications should be decided on the basis of the professor's previous publication record and quality of the application, not an academic title.

In my view, not allowing adjuncts to apply for sabbaticals borders on medieval feudalism.

F. Are there appropriate research resources at the library, including books, journals, primary documents and government documents?

See my previous comment in Section 2A.

III. Administrative support and facilities/equipment

A. Do you believe that the University administration is committed to our program (e.g. funding, curriculum development, auxiliary resources, faculty development, and promotion)?

I do not think Eisler cares about or understands the discipline of history. I think Dean Haik recognizes the importance of the discipline and the achievements of the history faculty, but that could change over time as Ferris punishes her for creativity and supporting excellence in the humanities.

I think the humanities will suffer after Provost Blake steps down given his background in English.

I think the rooms are fine, although historians should have access to bigger rooms that facilitate group work.

B. In terms of teaching space for History courses, what changes to the space available for use by the History program would have a positive impact on program quality?

- C. **What changes to the computers available for use by the program would have a positive impact on program quality?**
- D. **What changes to equipment available for use by the program would have a positive impact on program quality?**

IV. Processes and procedures

- A. **Do you believe the following processes and/or procedures: signing majors and advising, graduation procedures, job placement of program graduates, independent study, course delivery, or internal staffing need to be revised?**

NA to me.

V. Perceptions of the FSU History program

- A. **Do you believe our History program is similar to other programs within the discipline?**
- B. **What is your perception of the program's ability to prepare graduates for a career in the field of History?**

To be blunt, we coddle our history majors quite a bit and could better prepare them for graduate school and future work. Of course, I am somewhat out of the loop as I no longer teach upper-division courses.

Students should not learn a history degree without conducting some kind of primary source research and read full length books for genuine research projects. In other words, we should teach students how to engage real books and give them the "graduate read" if necessary. Students should not receive passing grades or go to history conferences only having read articles for their papers.

Please comment on your overall feelings concerning the History program at Ferris State University.

We have done well given the constraints of working at an institution like Ferris. I think we make the Social sciences and Communication professors look really bad. We should continue to "shoot for the stars" and apply for outside money whenever possible. We have a professional obligation to combat the ignorance and instrumental rationality that afflicts so many of the students and faculty at this institution.

Faculty Perceptions Survey for the 2017 Academic Program Review

Ferris State University History Program (History B.A. and History Minor)

Questions:

I. Curriculum

A. Do you believe the current curriculum is acceptable for a History degree program?

Yes, I do. We have added several new courses to our curriculum since the past APR, as well as several experimental courses (HIST 390), which provide our students with more choices. We offer a wide range of courses for our students.

B. Are the number of required credit hours for the major and minor History programs appropriate?

Yes, they are appropriate, especially now that we require our History students to take both the U.S. and world surveys—this provides our students with a more well-rounded background. One concern, though—we have talked about removing the language requirement for our History majors. While I understand that act might attract more majors and may help them graduate earlier, for those who will be going to graduate school (where a foreign language is often required), I am not sure that will help them in the long run. This is especially the case for those who would have a non-U.S. focus.

C. Do you think any courses (majors? degrees?) need to be added? Revised? Removed?

We have recently worked on archiving some classes that have not had high numbers or have not been offered in a while, so I think we are good in terms of removing courses. I teach a combined Greece and Rome course (HIST 258), which I think should be broken into two separate courses as they are at most universities. Both Greece and Rome are popular topics (the course always fills), so I think this would work well. We (the History faculty) have talked about creating a special topics course that could be rotated between the professors, so I think that is something we should continue to work on.

II. Program resources

A. Do you believe that program resources are sufficient to permit optimum program effectiveness?

For the most part, yes, though it is distressing that at times we have to fight to keep our library holdings such as newspaper databases. The fact that we have the new SHOAH archives, however, is a great addition to our holdings.

B. Is the faculty staffing of courses for this program sufficient to permit optimum program effectiveness?

Not entirely, no. Our current adjunct History position should become a permanent, tenure-track position. In addition, we have been told that when one or more of our current professors retires, they will not be replaced. Because those people currently teach at least two survey courses a semester, that would mean that more and more, most of what we would be teaching is survey courses rather than a good mix of survey and upper-level courses. The upper-level courses that they currently teach would probably have to be archived, which would be sad for our students.

C. Are there sufficient funds for the development and maintenance of teaching resources?

For the most part, yes, though I am not entirely in the loop on this.

D. Are professional development activities supported by the department? The college? The university?

Yes—our department, our college, and the university have been very supportive of faculty development for the History area.

E. Are there opportunities to engage in appropriate research activities?

Again, there is certainly financial support, but with a 4-4 load, or in my case a 3-3 load with the addition of being a program coordinator, it is difficult to get much research or writing completed.

F. Are there appropriate research resources at the library, including books, journals, primary documents and government documents?

Thanks to our databases and the ability to use interlibrary loan, we can do pretty well as long as students are proactive about getting materials a long way prior to when their assignments are due. I would love to have access to some Britain-related databases (such as church records), but I also realize how much they cost. In addition, the library staff that we work with are all highly knowledgeable and extremely helpful.

III. Administrative support and facilities/equipment

A. Do you believe that the University administration is committed to our program (e.g. funding, curriculum development, auxiliary resources, faculty development, and promotion)?

I do think that the University administration (particularly Provost Paul Blake) is committed to our program for the most part, though again we have the constant worry of losing one or more of our colleagues to retirement without them being replaced.

B. In terms of teaching space for History courses, what changes to the space available for use by the History program would have a positive impact on program quality?

I teach a number of courses in Starr 235, and I would love to see it have movable chairs/tables rather than the setup it currently has, with fixed chairs and tables. The current setup makes small group discussion awkward.

C. What changes to the computers available for use by the program would have a positive impact on program quality?

As I mentioned above, because we lost the use of VCRs in our classrooms, those of us who were using VHS videos have to have them converted to DVDs. Though that is a pain, I guess I can live with that, but there have been several times when I have been unable to get the DVD player to work correctly in Starr 235 and Starr 322, especially after there have been some updates to the computer. That wastes time. I would like to ask that the TAC folks check out if things are working when changes have been made to the computers.

D. What changes to equipment available for use by the program would have a positive impact on program quality?

None—I am really happy that we have document readers in our classrooms now.

IV. Processes and procedures

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

I believe that in terms of processes and procedures things are going well. My only issue is that independent studies should be paid. I ended up doing an independent study this past semester partly because of an advising error (not my own) and partly because the student chose not to sign his minor until the very end. I realize that we try to avoid doing independent studies if possible (hence one of the reasons we do not get paid), but in this case, I had no choice.

V. Perceptions of the FSU History program

A. Do you believe our History program is similar to other programs within the discipline?

I do believe that at the current time our History program is similar to other programs, though of course smaller than some. We have graduated students who have gone on to grad school, to work in museums, to teach at the secondary level, etc., so they are getting jobs. We have a wide range of course offerings, though there are still a couple of things we could do to increase those offerings.

B. What is your perception of the program's ability to prepare graduates for a career in the field of History?

I think we do a pretty good job of preparing our students thanks to the wide range of courses, the fact that they take HIST 300 and HIST 400 which provide them with some historiography as well as training in research and writing, and the fact that we have a chapter of Phi Alpha Theta here on campus that allows them to give conference papers. All of our upper-level courses involve a research paper.

C. What is your perception of continued demand for graduates from the History program?

Employers today are looking for employees who think critically, who can solve problems, who can analyze things they read or write, who can research, who can communicate, and who can both work in teams and work on their own. These are all skills that students develop in History courses. Our students can work in museums, archives, in research settings, in libraries, etc. They can also go on to grad school in the law, government, library work, history, etc.

D. Please comment on your overall feelings concerning the History program at Ferris State University.

Our History program is made up of six highly-dedicated professionals who truly care about student success and also care about getting to know our students. In addition, we are becoming increasingly high-profile here on campus through our "Passion for the Past" series, our involvement in the SHOAH project, our participation in the BEYOND and "Minds Aflame" projects, and other events and projects here on campus.

APPENDIX C: FACULTY CURRICULUM VITAE

Curriculum Vitae

Dr. Tracy Nichols Busch
18638 7 Mile Road
Reed City, Michigan 49677
TracyBusch@ferris.edu

Current Position

Associate Professor, Ferris State University, Big Rapids, Michigan (September 2012-present).

Courses taught: *Rise of the Russian Empire; Modern East Asia, Imperial China, 20th Century Russia; Research Methods Capstone Course; World Civilizations to 1400; World Civilizations since 1400; Contemporary European History; Modern Imperialism; Global Women's Activism; Western Civilization to 1400; Western Civilization since 1400; U.S. History to 1877; U.S. History since 1877; The Craft of History.*

Publications

Stalin's Roads: Building Socialism in the Soviet Interwar Period (book in progress).

“Comrades, Start Your Engines!”: Mobility, Legitimacy, and Roads to Socialism in the Soviet Interwar Period,” *Canadian-American Slavic Studies*, 47 (2013), 221-246.

“Women and Children First?": Avtodor's Campaigns and the Limits of Soviet Automobility from 1927-1935.” *The Russian Review*, Volume 70, Number 3 (July 2011).

“From the Scythians to the Soviets: An Evaluation of Russian Mobility History” in Gijs Mom, Gordon Pirie, Laurent Tissot, eds., *Mobility in History: The State of the Art in the History of Transport, Traffic, and Mobility*, Presses Universitaires Suisses, 2009.

“Connecting an Empire: Eighteenth Century Russian Roads from Peter to Catherine,” *The Journal of Transport History: Mini-Special Russia Edition*, Third Series, Volume 29, Number 2 (September 2008).

Reviews

Malte Rolf, Trans. Cynthia Klohr. *Soviet Mass Festivals, 1917-1991*. Pittsburgh: University of Pittsburgh Press, 2013, forthcoming in *History: Reviews of New Books*.

Julia Vaingurt, *Wonderlands of the Avant-Garde: Technology and the Arts in Russia of the 1920s*. Evanston: Northwestern University Press, 2009, forthcoming in *The Russian Review*.

Jamal J. Elias, *On Wings of Diesel: Trucks, Identity and Culture in Pakistan*. Oxford: Oneworld Publications, 2011 in *Transfers: Interdisciplinary Journal of Mobility Studies*, Volume 3, Issue 3, Winter 2013.

John Randolph and Eugene M. Avrutin, eds. *Russia in Motion: Cultures of Human Mobility Since 1850*. Urbana, Chicago, and Springfield: University of Illinois Press, 2012 in *The Russian Review*, Vol. 72, Issue 2, April 2013.

Lewis H. Siegelbaum, ed. *The Socialist Car: Automobility in the Eastern Bloc*. Ithaca and London: Cornell University Press, 2011, in *Canadian Slavonic Papers*, March 1, 2013.

Jay Bergman, *Meeting the Demands of Reason: The Life and Thought of Andrei Sakharov*. Cornell University Press: Ithaca and London, 2009 in *Canadian Slavonic Papers*.

Lewis H. Siegelbaum, *Cars for Comrades: The Life of the Soviet Automobile*. Cornell University Press: Ithaca and London, 2008 in *The Journal of Transport History*

Service

Advisor, Phi Alpha Theta, Ferris State University, 2010-present

Lead Faculty, Ferris Museum of Sexist Objects, 2013-present

Lead Faculty, Silk Road Campus-Wide Exhibit and Curriculum Initiative, 2012

Grants

Co-Director with Dr. Christian Peterson, National Endowment for the Humanities Summer Institute hosted by Ferris State University: "War, Revolution, and Empire: U.S.-Russian-Soviet Relations from 1776-Present." July 6-30, 2016.

Recent Public Presentations

"Intersections between Race, Gender, and Class: Lessons from the Museum of Sexist Objects (MoSO)," Women's History Month, Office of Multicultural Student Services, March 28, 2015

"It Was Her War, Too: The American and Soviet Experience during World War II" History Week, Phi Alpha Theta, Ferris State University, November 2015.

"The Power of Stereotypes and U.S.-Russian/Soviet Relations: World War I to the Present," Kazan Humanities University, Kazan, Russia, November 2015.

"Understanding Putin's Russia: A Study in Intercultural Communication." Sponsored by Dr. Neil Patten and the Department of Humanities, September 2015.

"Ukraine: The New Cold War?" in conjunction with Jack Segal, USDOS, retired. Sponsored by Ferris State University Office of International Education, April 22, 2014.

"Back to the U.S.S.R.? A Journey Through the Archives in Putin's Russia," The Humanities Colloquium Series, January 16, 2014.

**Kimn Carlton-Smith
Curriculum Vitae**

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Humanities Department
(231) 591-5850
carltonk@ferris.edu

Academic Employment

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

Activities from November 2015 to December 2009

Teaching, Advising, & Curricular Responsibilities

Professional Responsibilities & University Service

- Academic Co-Advisor – History BA (December 2011 – present)
- Academic Advisor – African American Studies Minor (Spring 2005 – present)
- Academic Advisor – Art History Minor (May 2011 – Fall 2013)
- History Area Curriculum Scheduler – (Fall 2003 – present)
- Program Coordinator – History BA Program (Spring 2011 – Present)

Curriculum Development & Academic Program Review

- Curriculum Reform/Revision. In response to 2011 History BA APR Findings, changing enrollment demographics, as well as staffing changes, the History Area worked to update and revise our courses offerings. This update allows us to establish long-range rotation schedules to aid students and academic advisors as well as more effectively document our assessment efforts within our various history courses. I was responsible for drafting paperwork submitted to the University Curriculum Committee and monitoring the process as the revision packet worked its way through the UCC process. Our revisions were approved in April 2015 and will be in effect as of January 2016, with the start of Spring 2016.
- Principle Co-Author. Academic Program Review Report. Worked primarily in collaboration with Gary Huey in preparing the second History BA Degree report (Summer/Fall 2011).
- Principle Author. Academic Program Review Report. African American Studies Minor (Summer/Fall 2011).
- Contributor. Proposed Museum Studies Minor. Curriculum Development for an

Art History/Museum Studies Major first began in 2010 with Dr. James Walker. Since his retirement, Carrie Weiss has played the lead role in collaborating with Dr. Rachel Foulk and myself. The PCAF process has been delayed and revised twice. In Fall 2014, the PCAF application for Museum Studies Minor was submitted to the UCC. Efforts are still on-going to finalize the creation of this new minor.

Teaching Responsibilities

- **Tenure-Line Faculty. History Area.** (Fall 1990 – present) In addition to teaching the U.S. History survey courses (HIST121 & HIST122), I also teach *African American History* (HIST201). On a rotating schedule I teach the following 300-level courses: *Analyzing Jim Crow Stereotypes* (HIST311); *Civil Rights Movement* (HIST315); *Turbulent Sixties* (HIST330); *19th Century American Popular Culture* (HIST331); and *20th Century American Popular Culture* (HIST332).
- **Adjunct Member. Humanities Area.** For the Art History Group, I am responsible for ARTH 203 *African American Art History*; ARTH 312 *American Art History*; & ARTH 325 *Women & Art*. For the Humanities Group, I teach HUMN 202 *African American Cultural Expressions*. These four courses are taught on a rotation schedule, one course per semester. These are coordinated with my History course load.
- **Honors Program Instructor.** Most recently I have taught *Civil Rights Movement* (HISH315) [Fall 2013]; *Turbulent Sixties* (HISH330) [Spring 2014]; and *African American Cultural Expressions* (HUMH202) [Fall 2014].
- **Adjunct Instructor. Kendall School of Design.** In Fall 2010, I taught a Graduate Level seminar course in *African American Art History* (KGAD 503). Given student response to the course, I was asked to return and teach Kendall's *African American Art History* in Summer 2011. I have recently been approached about teaching KCAD 503 again next year (2016/17).

History BA Program Marketing and Recruitment

- **Social Media Administrator. Ferris State University History Programs.** I am the principle author and monitor for the History Programs' Facebook Page. This has proven to be an effective tool for us to continue a relationship with alumni from both the History BA and History ED programs. It has also been an effective tool to promote our on-campus events and to advertise low enrollment General Education courses. Lastly, this vehicle helps to present a welcoming and inviting program that can serve the needs of a diverse mixture of students enrolled at Ferris.
- **Organizing/Planning *Passion for the Past* Series (2015/2016).** This series of informal talks is designed to introduce students throughout campus to the various members of the History faculty and to encourage enrollment within our General Education courses, but even more importantly attract History Minors from programs within all the various colleges across Ferris.
- **Organized a History Majors/Minors "Mixer"** for students new to the History BA or History ED program to meet and network with more students further along in the programs. I was also an opportunity for all majors and minors to informally socialize with the History faculty over pizza and soda.

History Area & Humanities Department Service Activities

- Member. Professional Review Committee (Spring 2014-Spring 2017)
- Alternate Member. Humanities Department Planning Committee (Fall 2014-Spring 2015)
- Member. Tenure Committee for Tracy Busch, History Area (Beginning Fall 2013)
- Member. Tenure Committee for Rachel Foulk, Art History Area (Beginning Fall 2011)
- Member. Tenure Committee for Robert Quist, Humanities Area. (Beginning Fall 2009)
- Member. Search Committees. Robert Quist, Rachel Foulk, Tracy Busch, and adjunct hire—Christian Peterson. (2009-2013)

College of Arts & Science Service Activities

- Member. Promotion & Merit Committee (Fall 2013-Spring 2015)

University-Wide Service Activities & Efforts to Promote Online Learning

- Planning Member. Pilot Study. Lecture Capture alternates to Tegrity. MediaCore (Fall 2012-Fall 2014) and iTunes U (Fall 2010-Fall 2012)
- Participant. Online Course Fair. Initiative of the Languages and Literature's Online Teaching and Learning Committee, February 2013 and October 2011.
- Member. Learning Technologies Advisory Board (LTAB) formerly known as FerrisConnect Advisory Board (FAB) [Member since 2005]

Student Engagement Outside the Classroom

- Presenter. Ferris History Week. Presented on Harlem Hellfighters, celebrating African American military service during World War I. Phi Alpha Theta series of events. (November 2015)
- Participant. Center for Global Studies & Engagement. Beyond Diversity event. Collaborated with Dr. Gary Huey in writing the text for three banners addressing Voting Rights Issues—Past & Present. Also participated in a Panel Discussion organized by Dr. Susan Morris addressing Black Masculinity. (Fall 2014)
- Panel Moderator. Phi Alpha Theta History Conference. (March 2013)
- Co-Moderator with Richard Hewer. Political Engagement Debate – 2012 Presidential Campaign. Ferris Chapters of Student Democrats and Republicans. Prof. Hewer and I drafted questions on issues confronting 2012 candidates Romney & Obama. Students debated the issues in front of a small gathering of Ferris undergraduates. (October 2012)
- Presenter. Student Chapter of NAACP. "Sacrifice for Dignity" Event. I created an interactive presentation addressing the Voting Rights efforts and sacrifices made by the college student volunteers participating in the 1964 Mississippi Freedom Summer campaign. (April 2012)
- Presenter. Artworks. Presentation on the Heidelberg Project to support the exhibition theme of community renewal and the book Arc of Justice. (June 2012)
- Student Advisor. College Democrats at Ferris. (Fall 2010 to Fall 2013)

Faculty Development Opportunities Pursued via FCTL

- PresentationZen Workshop Training
- Prezi Workshop Training
- Turning Technologies Workshop Training
- McGraw-Hill Connect+ Workshop Training
- Quality Matters Workshop Training

Honors & Recognition

- Funding Grant. Senate Faculty Development Committee. Research Project Funding. Granted money to study “best practices” in nationally recognized art and history museums located in Washington, DC. (May 2013)
- Formal Recognition. Online Teaching & Learning Committee. Honored as one of twelve Ferris faculty members making an outstanding contribution to Online Education at Ferris. (February 2013)

Activities from 2009 to 2005 – Earned Merit Promotion

Teaching History & e-Learning Efforts

History Area – Professional Responsibilities & University Service

- Program Coordinator – History Education Program (Spring 2005 – Spring 2006)
- Academic Advisor – History Education Major/Minor (Spring 2005 – Spring 2006)
- Academic Advisor – African American Studies Minor (Spring 2005 – present)

History Area – Teaching & Curriculum Related to e-Learning

- Participant. History Area Planning Sessions for the redesigning courses for Fully Online course offerings and formulating a rotation schedule to address the needs of Off-Campus Majors & Minors. (Fall 2006 to present)
- Founding Member. History Area’s Online Curriculum Committee. (Fall 2006 to present)
- Initiator/Collaborator. History Area’s Online Curriculum Policy Document (September 2006)
- Co-Presenter & Moderator for Humanities Colloquium. Donna Smith & Jana Pisani—“Engaging & Challenging the Online Learner: Proven Success Stories with WebCT” (September 2005)
- Curriculum Redesign. Between January 2005 to December 2009, converted the following courses for fully online delivery:
 - HIST 201 -- African American History
 - HIST 250 – Craft of History
 - HUMN 202 – African American Cultural Expression
 - HIST 326 – African American Women’s History
- Curriculum Redesign. Between January 2005 to December 2009, converted the following courses for mixed delivery:
 - HIST 250 – Craft of History
 - HIST 405 – Teaching of History [History Education Capstone]
- Curriculum Redesign. Between Fall 2006 to Spring 2009, converted the following courses for semester-long collaborative writing “wiki”:
 - HIST 330 – Turbulent Sixties
 - HIST 315 – Civil Rights Movement

- Curriculum Redesign. Between Fall 2008 to Spring 2010, incorporated Classroom Response Systems or Online Polling into U.S. History survey courses. As of Fall 2009, also included learning experiences using Facebook & Twitter.
 - HIST 122 – U.S. History, Since 1877

History Area & Humanities Department Related Activities

- Adjunct Member. Art History Group, Humanities Area. (Beginning Fall 2009) Responsible for teaching ARTH 203 – African American Art History & ARTH 325 – Women & Art.
- Member. Tenure Committee for Robert Quist, Humanities Area. (Beginning Fall 2009)
- Participant. Camp Idlewild Oral History Project coordinated by Gary Huey. (Summer 2009)
- Member. Tenure Committee for Lisa Guinn, History Area. (Beginning Fall 2008)
- Contributing Author. Academic Program Review Report. Worked in collaboration with Gary Huey, Jana Pisani, Kevin Miller, & Don Flickinger in preparing the first History BA Degree Report. (Summer & Fall 2005)
- Member. Michigan Department of Education, Social Studies Steering Committee (Spring 2005 to Spring 2006)
- Curriculum Development. Oversaw as well as personally developed several new 200-Level History Courses for General Education offerings. These included HIST 250, HIST 253, HIST 255, HIST 258, as well as World History Survey's HIST 211 & 212. (Spring & Fall 2006)
- Member. Tenure Committee for Jana Pisani, History Area. (Beginning Fall 2005)

Professional Activities & e-Learning Efforts

Reader/Reviewer Associated with Content Area & e-Learning

- Manuscript Reviewer. Pearson Education, Inc. *Visions of America*, by Jennifer D. Keene, Saul Cornell, & Edward T. O'Donnell. (First Edition released Fall 2009)
- Pearson Longman Publisher– Invited to participate in Focus Group Session at DePaul University. (October 2008) *Declined due to scheduling conflicts.*
- Needs Assessment Participant. Pearson Longman Publisher. Participated in numerous surveys, qualitative remarks surveys, and phone conferences for the development of future United States History undergraduate survey textbooks. (Spring 2007 to Fall 2008)

Reader/Reviewer Associated with Content Expertise

- Article Submission Reader. *Interdisciplinary Humanities Journal* (University of Texas–El Paso) "Hell's Belles: White Southern Women, Fiery Preachers, and Racial Order in 1920s Los Angeles." (September 2008)
- Proposal Submission Reviewer. Oxford University Press. Prospectus for an African American Women Studies textbook. (May 2007)
- Manuscript Reviewer. Pearson Longman Publisher. *Cesar Chavez* for the American Biography Series. (April 2006)
- Manuscript Reviewer. Pearson Longman Publisher. *African American Lives: The Struggle for Freedom*, by Clayborne Carson, Emma Lapsansky-Werner, Gary B. Nash (First Edition released Spring 2005)

Conferences Showcasing Recent Trends in e-Learning

- Attended. 8th Annual Mobile Learning Conference. (Orlando-October 2009)
- Attended. 3rd Annual Tegrity Users Conference (San Francisco-June 2009)
- Paper Delivered. Panel Session. "Wiki-based Collaborative Writing and Active Learning," Computers & Writing 2008 Annual Conference (University of Georgia-May 2008)
- Paper Delivered. Panel Session. "Reluctant Engagement: Learning History using Wikis - the Student Perspective," Teaching and Learning with Technology Conference – (Purdue-March 2008)
- Attended. Blackboard World – 2007 Users Conference. (Boston-July 2007)
- Poster Session. "Faculty Creativity & Development-Ferris State University" Featured HISH 330 Turbulent Sixties Wiki. American Democracy Project Conference. (Philadelphia-June 2007)
- Attended. Impact 2006, 8th Annual WebCT User Conference (Chicago-July 2006)

Professional Training &/or Certification Received to Advance My e-Learning Skills & Pedagogy

- Participated. Pre-Conference Workshops, 8th Annual Mobile Learning Conference. (Orlando-October 2009)
- Participated. Tegrity Online Training Workshops. (August & September 2009)
- Earned Certification. Completed the required portfolio needed to demonstrate mastery of Levels One thru Five, as part of Ferris State University's Online Instructor Certification Program. (Fall 2008)
- Earned Certification. Participated & completed a six week training program – "PbWiki Summer Camp" satisfied the requirements needed to become a PbWiki Certified Educator. (August 2008)
- Participated. Pre-Conference Workshops. 8th Annual WebCT User Conference (Chicago -- July 2006)

Faculty Development Efforts Pursued to Advance My e-Learning Skills & Pedagogy

- Co-Facilitator with Kim Hancock, College of Pharmacy. "Tegrity New Users Workshop." FCTL Learning Community. (Fall 2009)
- Participant. "Mobile Learning." FCTL Learning Community. Facilitated by Kim Hancock & William Knapp (Summer 2009)
- Facilitator. "Wiki Spring Learning Camp." FCTL Learning Community (Spring 2009)
- Participant. "Best Practices Revisited Retreat" sponsored by the FCTL. (November 2008)
- Participant. College of Arts & Sciences Assessment Fair (February 2007)
- Co-Facilitator with William Knapp. "Engaging Learners with Wikis." FCTL Learning Community (Fall 2006)
- Participant. "Faculty Writing Institute -- Crossroads Writing Project" along with peers from the History Unit [Jana Pisani, Lisa Guinn, Tom Jorsch]. (Summer 2006)
- Participant. "Engaging the Online Learner." FCTL Learning Community. Facilitated by Randy Vance & William Knapp (Fall 2005)

Honors

- Nominated for Distinguished Teacher Award (Fall 2009)
- Nominated for Distinguished Teacher Award (Fall 2008)
- Exemplary Fully Online Course Award for HUMN 202 “African American Cultural Expressions” [WebCT CE 4 Platform] (March 2007)
- WPA Art Prints Exhibition – (March 2007)
- Exemplary Blended Course Award for HIST 411 “The Rise & Fall of Jim Crow” [WebCT CE 4 Platform] (March 2006)
- Nominated by former student Kenneth Thomas to “Who’s Who Among America’s Teachers” (Fall 2005)
- Nominated for Ferris Award for Academic Excellence (Spring 2005)
- Merit Promotion granted in March 2005.

Presentations for the Faculty Center for Teaching & Learning

- Keynote Address. “Collaborative Learning with Wikis” Spring Learning Institute (March 2008)
- Presentation. “Using RSS Feeds for Teaching or Research” (October 2006)
- Presentation. “Incorporating More Writing into Your Content Course” Faculty Development Day (August 2006)
- Presentation. “Successful Implementation of WebCT as a Teaching Tool” Faculty Development Day (August 2006)
- Workshop/Presentation. “Creating Community in the Classroom” – WebQuests & Fostering Community Through Role Playing Activities. (March 2006)
- Presentation. “Introduction to WebCT.” New Faculty Orientation Week (August 2005)
- Presentation. “Maximizing Online Discussion” Spring Learning Institute. April 2005

Service Activities & e-Learning

e-Learning Related Activities, College & University Level

- Member. Online Course Caps Committee (May 2009 to May 2010)
- Member. Senate Online Learning Committee (Spring 2009 to May 2010)
- Participant. Reconsidering the “Best Practices for Online Courses” Retreat. FCTL. (November 2008)
- Member. Advancing Online Learning Task Force. Member since 2006. Elected Chair, October 2008.
- E-Learning Consultant for Faculty Center for Teaching & Learning (Jan 2006 – May 2007)
- Member. Senate – Online Degree Programs Ad Hoc Committee, Chuck Drake – Chair (Spring & Summer, 2006)
- Member. FFA – Faculty Advisory Group – Contract Language on Non-Traditional Teaching Methodology (Robert Carter, Randy Vance, Greg Wellman, & myself) Spring & Summer, 2006 (re: Workload Policy)
- Participant. Higher Learning Commission – On-Campus Visit for Review of FSU Online Programs (May 2006)
- Member. College of Arts & Sciences Faculty Steering Committee for Online

- Development (Spring 2006)
- E-Learning Mentor/Consultant for College of Arts & Sciences [1/4 Release Time] (Spring 2006)
- Participant. Certification for Online Instruction Retreat. FCTL (November 2005)
- Member. Presidential Task Force on Technical Support. (Fall 2005)
- Member. UCEL's HLC Online Faculty Taskforce Team (Fall 2005)
- Participant. Pilot: Integration-WebCT/myFSU Portal. FCTL. Summer 2005
- Participant. Higher Learning Commission's Student Services Online Workshop, (June 2005)
- Member. Faculty Advisory Board – Faculty Center for Teaching & Learning (formerly known as the Center for Teaching, Learning, & Faculty Development). (Spring 2005 to present)

FerrisConnect Activities & Responsibilities

- Member. FerrisConnect Advisory Board. Committee established in Fall 2008
- Member & Team Leader. FerrisConnect* Implementation Project (June 2006 - September 2008) Formerly known as WebCT/Vista. Received 50% release time August 2006 - May 2007.
 - Coordinator. Consolidation of Three Teams- Teaching & Learning Team, Training Team, and Content Management & Migration (March 2007-September 2008)
 - Team Leader. Content Management & Migration Team. (November 2006-September 2008)
 - Member. Systems Integration Build Team. Vicky Duer, Team Leader. (November 2006-September 2008)
 - Team Leader. Communications Team. (June 2006-November 2006)
 - Member. Training Team. William Knapp, Team Leader. (June 2006-September 2008)
 - Member. Teaching & Learning Team. Jonathan Taylor, Team Leader. (June 2006-September 2008)
 - Member. Faculty Training Team for Training/Mentoring Peers. (June 2006-September 2008).
 - Participant. Vista Specialist Training (June 26-30, 2006)
 - Participant. Strategic Implementation Planning Session (June 19-22, 2006)

Search Committees

- Member of Tenure Track Job Search – Humanities Area (Spring 2009) Hired Robert Quist.
- Member of Tenure Track Job Search – U.S. History (Spring 2008) Hired Lisa Guinn.
- Member of Instructional Designer Job Search. (Fall 2007) Hired Bea Griffin-Cooper.
- Member of Vista Administrator Search Committee. Gloria Lukusa & John Urbanick- chairs. (Fall 2006) Hired Mary Holmes.
- Member of Instructional Technologist Assistant Search Committee. (Fall 2006) Hired Meegan Lillis.
- Member of Temporary Adjunct -- World History Job Search (Spring 2006) Hired Tracy Busch.
- Member of Humanities Department Head Search Committee (Fall 2005) Hired

- Grant Snider.
- Chair. Instructional Designer Job Search (Spring/Summer 2005 and Fall 2005) Closed Searches with no Hire.
 - Member of Tenure Track Job Search – World History (Spring 2005) Hired Jana Pisani.

WebCT Training Sponsored by FCTL

- Getting Up To Speed Training (August 2006)
- WebCT Training for Kendall Faculty (July 2006)
- Design & Delivery of Online Instruction (May 2006)
- Designing & Developing Courses for Online Delivery (January 2006)
- Preparing for Your First Semester (Fall 2005)
- Designing & Developing Courses for Mixed Delivery (August 2005)
- Designing & Developing Courses for Online Delivery (June 2005)
- Preparing for Your First Semester (Spring 2005)
- Getting Up To Speed Training (January 2005)

Activities from 2004 to 2001 – Earned Merit Promotion

History Teaching, Curriculum Development & University Service

History Area – Professional Responsibilities & University Service

- Program Coordinator – History Education Program (Fall 2003 – Fall 2004)
- Academic Advisor – History Education Major/Minor (Summer 2003 – Fall 2004)
- Academic Advisor – African American Studies Minor (Winter 2003 – Fall 2004)
- 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

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 Fall 2004
- Lead Facilitator for Preparing For Your First Semester (PFYFS) 8 week training 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 Fall 2004
- “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 Trainer Program -- WebCT.com, December 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 Fall 2004

- 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)

Activities 2000-1995 – Earned Promotion to Professor

Teaching Responsibilities

Courses Taught: History Area

- United States History, Colonial to 1877 (HIST 121)
- United States History, 1877 to Present (HIST 122)
- African American History (HIST 201)
- Supreme Court in the 20th Century (HIST 221)
- Civil Rights Movements (HIST 315)
- American Women's History (HIST 325)
- Turbulent Sixties (HIST 330)

Experimental Development Course (HIST 090)

Critical Thinking: Making History Meaningful

Experimental Courses: (HIST 290)

Politics of Art

Jazz, Art, Film: A Social History of African American Cultural Expression

Turbulent Sixties

Independent Study Courses: (HIST 490)

African American Genealogy

Honors Section

Civil Rights Movements (HIST 315)

American Cultural History Since 1873 (HIST 332)

Courses Taught: Humanities Area

- African American Art History (ARTH 203)
- Women and Art (ARTH 325)
- African American Cultural Expressions (HUMN 202)
- Ethics in Health Care (HUMN 220)
- American Movies (HUMN 253)
- Biomedical Ethics (HUMN 320)

Professional Responsibilities & Activities

Area Coordinator – History Unit

Fall 1994-Summer 1997 and Fall 2000-Winter 2001

Multi-Cultural Awareness Series

Organized and Coordinated the Multi-Cultural Awareness Series (1999-2000)

Sponsored by the Humanities Department, underwritten by the College of Arts & Sciences and Assistant to the President on Multi-cultural Affairs

Arranging for Guest Speakers

Dr. Sharon Neet, spoke on Technology in the Classroom (April 1996)

Dr. Gloria Randle, speaker for Women's History Month (March 1995)

Interdisciplinary American Studies Conference Proposal

Collaborated with Professors James Walker and Gary Huey in developing a proposal & budget for an academic conference to be held at Ferris. (Fall 1995) [University budgetary and staffing constraints forced this project to be tabled.]

Department Publicity/Recruitment

Developed Preliminary Departmental Web Page (Fall 1998)

History Area Brochure (Fall 1995)

University-wide Student Recruitment

“Exploratory Seminars” (four individual presentations concerning visual representations and gender), Michigan High School Summer Institute, Center for Teaching, Learning & Faculty Development, Ferris State University, June 1997.

Enrollment Services’ Telemarketing Program (1995 & 1996)

Committee & Faculty Governance

Humanities Department

Member, Diversity Committee (Fall 1999-Winter 2000)

Member, Tenure Committee of Susan Morris (Beginning Fall 1998)

Member, History Unit Search Committee, One-year Adjunct Position (Summer 1997)

Member, Humanities Unit Search Committee, Tenure Track Line (Fall 1996-Summer 1997)

Chair, Faculty Development Committee (Fall 1995-Winter 1997)

Member, Curriculum Committee (Fall 1994-Winter 1995)

Area Coordinator, History Unit (Fall 1994-Summer 1997)

College of Arts & Sciences

Member, Sabbatical Committee (Fall 2000-Winter 2001)

Member, Diversity Counts! Committee (Fall 1994-present)

Member, Promotions Committee (Fall 1995-Winter 1997)

Member, National Endowment for the Humanities’ Focus Grant Writing Committee, Diversity Counts! Committee Initiative (Fall 1995)

University

Member, Academic Senate, (Fall 2000-Winter 2002)

Member, Race, Ethnicity, &/or Gender Assessment Committee, General Education Assessment Sub-Committee (Winter 2000-Fall 2002)

Member, Global Consciousness Assessment Committee, General Education Assessment Sub-Committee (Fall 1999-Fall 2000)

Organizer & Coordinator, Multi-Cultural Awareness Series, (Fall 1999-Winter 2000)

Member, Student Relations Sub-Committee, Ferris Faculty Association (Winter 1997)

Public Relations Officer, Ferris Faculty Association, (Fall 1996-Winter 1997)

Member, Writing Outcomes Evaluation Team, Writing Competence Assessment Committee, General Education Assessment Sub-Committee (Fall 1996-Winter 1997)

Member, The Committee, Ferris Faculty Association Sub-Committee (Summer 1996)

Member, University Parking Recommendation Committee (Fall 1995-Winter 1996)

Member, Senate Diversity Committee, Academic Senate, (Fall 1995-Winter 1996)

Scholarly & Professional Activities

Scholarly Presentations

“Gwendolyn Bennett, Wordsmith and Painter: Crafting an Identity for African American Visual Artists,” Association for the Study of African American

- Life and History, October 1999.
- "*The Politics of Identity*," Dartmouth College's Back to the Futures: An Institute in American Studies, June 1999.
- "*Cultural Democracy's Proving Ground: The Case of the Harlem Community Art Center*," Organization of American Historians, April 1999.
- "*Janitors who paint: The Construction of Identity for African-American Visual Artists*," American Studies Fall Festival, Michigan State University, November 1996.
- "*African-Americans' Quest for Recognition as Artists, 1920s-1930s*," International Conference on Despair and Desire, Association for the Interdisciplinary Study of the Arts and West Georgia College, October 1996.
- "*Rethinking the Role of African American Visual Artists within the Harlem Renaissance*," CUNY Humanities Workshop Colloquium, March 1994.
- "*Harlem: A Case Study on Cultural Democracy*." Delivered at the colloquia for Rockefeller Research Grants Program and New York University's Graduate School, May 1994.

University Service Presentations

- "Slave Spirituals: The Historical Tradition of Liberation Theology" Martin Luther King Day Celebration, Ferris State University, January 2001
- "Politics of African American Art Patronage," Humanities Colloquium, Ferris State University, February 1999.
- "Forming Linkages: The Legislature and Universities" Roundtable Discussant, Legislative Leadership Conference, Ferris State University, August 1997
- "Bayard Rustin: How Historians Are Erasing the Issue of Sexual Orientation Within African American History," Martin Luther King Day Celebration, Ferris State University, January 1997
- "Women & Art: Augusta Savage, Distinguished African American Sculptor," Ferris Professional Women, February 1996
- "Coming Out Under Fire" Discussion-Facilitator, Gay Awareness Week, Ferris State University, October 1995
- "Augusta Savage: Artist & Mentor," African American History Month, Humanities Department, February 1995

Guest Speaking at Student Sponsored Activities

- "Race Relations" Taggart Resident Hall Chat Session, November 1999
- "Homophobia," Presentation-Workshop, Residential Hall Directors Orientation and Training, Residential Life, Ferris State University, August 1996.
- "Understanding Issues of Sexual Orientation," Ferris Women's Softball Team, Ferris State University, May 1996.
- "Million Man March" Roundtable Discussant, Alpha Phi Alpha Fraternity, Inc., B.L.A.C.K., and the Office of Minority Student Affairs, Ferris State University, November 1995.

Publications

- Kimn Carlton-Smith, "The Harlem Community Art Center: A Dream Realized and Then Deferred," Gerald E. Matthews, ed., Journey Towards Nationalism: The Implications of Race and Racism, (New York: Forbes, 1999)

Honors, Awards and Grants

- Timme Grant, sponsored by Ferris State University. *Project:* Travel Expenses, Presentation at the Association for the Study of Afro-American Life and History (October 1999).
- Dean's Initiative Grant, sponsored by Dean Sue Hammersmith, College of Arts and Sciences, Ferris State University. *Project:* Registration Fee, Presentation at Dartmouth College's "Back to the Futures: An Institute in American Studies" (June 1999).
- Faculty Development Grant, Humanities Department, Ferris State University. *Project:* Travel Expenses, Presentation & Participation at Dartmouth College's "Back to the Futures: An Institute in American Studies" (June 1999).
- Timme Grant, sponsored by Ferris State University. *Project:* Travel Expenses, Presentation at Organization of American Historians (April 1999).
- Faculty Development Grant, Humanities Department, Ferris State University. *Project:* Travel Expenses, Presentation at Organization of American Historians (April 1999).
- Ferris State University Sabbatical. *Sabbatical Project:* Developing a manuscript on African American visual artists and the politics of patronage in the 1920s and 1930s. (August 1997-May 1998)
- Faculty Development Grant, Humanities Department, Ferris State University. *Project:* Sabbatical research expenses. (July 1997)
- Faculty Development Grant, Humanities Department, Ferris State University. *Project:* Travel Expenses, Presentation at International Conference on Despair and Desire, Association for the Interdisciplinary Study of the Arts and West Georgia College, October 1996.

Activities Prior to 1994 – Earned Promotion to Associate Professor

Committee & Faculty Governance

- Member, Faculty Senate's Diversity Committee
- Member, University Parking Committee
- Member, College of Arts & Science's Promotions Committee
- Chair, Humanities Department's Faculty Development Committee
- Area Coordinator, History Unit, Humanities Department
- Member, College of Arts & Science's *Diversity Counts!* Committee
- Member, Humanities Department Head Search Committee
- Member, Women's Studies Committee
- Member, Women's Task Force, College of Arts and Sciences

Judge, Annual Women's Caucus Awards for Excellence in Feminist Studies of Popular Culture and American Culture.
Co-Faculty Advisor, Ferris State University Student Chapter of the National Organization of Women.

Scholarly & Professional Activities

Presentations

"Harlem: A Case Study on Cultural Democracy." Delivered at the meeting for Rockefeller Research Grants Program and New York University's Graduate School, April 1994.

"Paradoxes: Woman as Artist, Artist as Worker, and the Woman Artist as Worker." Annual meeting of the American Culture Association, April 1993.

"All the Workers Are Men, and All the Women are Wives and Mothers." Annual meeting of the Michigan Academy of Science, Arts, and Letters, March 1992.

"Graphic Representations of Gender: The Women Printmakers of the New York City Federal Art Project." Delivered at the Smithsonian Colloquia, May 1990.

"Augusta Savage and Gwendolyn Bennett: The Women Behind the Harlem Community Art Center, 1937-1941." "Breakthroughs: Women in the Visual Arts," conference sponsored by Skidmore College, April 1988.

"The 1939 New York World's Fair: How Women Artists Confronted 'the World of Tomorrow'." Annual meeting of the American Culture Association, April 1986.

"The New Deal Art Projects: How Women Artists Visualized Women at Work." Annual meeting of the Society for Industrial Archeology, May 1985.

Honors & Awards

Rockefeller Post-Doctorate Research Grant sponsored by the Simon H. Rifkind Center for the Humanities, City College of the City University of New York. Grant project: "The Politics of Patronage: Strategies and Alliances Between African American Middle-Class and Visual Artists During the 1930s." (September 1993-May 1994)

Ferris Faculty Research Grant, sponsored by Ferris State University. (Summer 1991)

Smithsonian Pre-Doctorate Fellowship sponsored by the National Museum of American History. (September 1989-July 1990)

Dissertation Abstract

A New Deal For Women: Women Artists and the Federal Art Project 1935-1939. Advisor, T.J. Jackson Lears.

My study explores the nature and scope of women's participation on the Works Progress Administration's Federal Art Project operating in New York City from 1935 through 1939. This study examines the effects of gender, race, and class on black and white women's struggle to establish themselves and maintain their careers as professional artists during the Depression. Specific areas of concentration include: the influence of gender, race, and class on women's decision to pursue art as a career; the impact of welfare and work relief regulations on women's participation on the Federal Art Project; the contributions of women administrators and artists in shaping the Project's structure and goals; the role of black women in the Project's community art center program; and finally, the construction of gender as presented in the art work produced by women printmakers. The findings of this study reveal that, like many of the New Deal programs, New York City's Federal Art Project provided unique opportunities for white and black women during its years in operation; yet, it failed to institute major reforms within the art world that would have

served to amend the white, male bias of the art world once economic recovery returned.

Consultations

National Museum of Women in the Arts, "*Women Artists of the New Deal Era: A Selection of Prints and Drawings*" (October 1988-January 1989). In conjunction with the Museum's exhibition I gave a series of lectures educating the staff on women artists and the New Deal art projects of the 1930s.

PERSONAL RESUME
of
GARY L. HUEY

ADDRESS: Home:	Office:
18225 Steven Court	Ferris State University
Big Rapids, MI 49307	ASC 2066
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:

2015, chosen by students as one of the five most popular professors
2014, Named Distinguished Teacher
2013, Nominee for Distinguished Teacher Award
2011, Nominee for Distinguished Teacher Award
2008, Invited to the Student Athletic Advisory Faculty Appreciation Day
2007, Invited to the Student Athletic Advisory Faculty Appreciation Day
2006, Invited to the Honors College Senior Send-Off Banquet
2005, Invited to the Student Athletic Advisory Faculty Appreciation Day
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 2010, Member, History Faculty Committee that Awards \$4, 400 in Scholarship money to history students

2009. Member, History Faculty Committee that Awards \$4,500 in Scholarship money to history students

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

OTHER AREAS OF INTEREST IN MAJOR FIELD:

military history, sports history, and popular culture

MINOR FIELDS OF STUDY:

East Asia, South Asia, and western civilization

PUBLICATIONS:

Author, "Up and Down the River" column for the *Pioneer* on Abraham Lincoln and Charles Darwin in celebration of their 200th birthday February 14, 2009.

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:

2017. Chaired panel at Phi Alpha Conference at Andrews University
2015, Chaired panel at Phi Alpha Conference at Ferris State University
2013, Chaired panel on military history at the Phi Alpha Theta

Conference at Ferris State University
 2011, Organized panel of Ferris State undergraduates to present papers
 at the regional Phi Alpha Theta conference at Oakland University
 2011, Organized panel of Ferris State undergraduates to present papers
 at the Michigan Academy of Science, Arts, and Letters
 Organizing panel of Ferris undergraduates to present papers at the
 Michigan Academy of Sciences, Arts, and Letters for the meeting
 March 2010 at Calvin College
 Idlewild, MI, "Oral History and the African American Experience in
 Michigan," Michigan Sociological Association, November 14, 2009.
 Invited three students who participated in the project to present
 their perspectives on the history of Idlewild
 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:

- 2016-2017 Along with Tracy Busch organized the History program's speakers' series called Passion for the Past. Six presentations were made. I presented two sessions by myself and participated on two panel discussions.
- 2011, worked with the Alpena and surrounding school districts as a consultant under a Department of Education grant to enrich the content and teaching

methods for their K-12 teachers, spring and fall semesters.

- 2010, Coordinator, Camp Idlewild Oral History project, Idlewild, MI, summer.
- 2009, will be critical reader for Pearson Education's *The World: A History*, by R. Armesto
- 2009, Coordinator, Camp Idlewild Oral History Project, Idlewild, MI Summer 2009,

(See also Special Projects section)

- 2009, Brought speaker to campus to discuss graduate school admittance and survival with our history majors
- 2009, Led assessment for the History BA program, our efforts resulted in our nomination for the most innovative assessment program at Ferris
- 2009, Participated in recruitment telephone calls to perspective history students, this fall we had the largest number of freshman history majors since the program's inception.
- 2009, Organized history degree students to present papers at the Michigan Academy of Science, Arts, and Letters for March 26, 2010.
- 2009, Participated in the Political Engagement Project, both semesters
- 2008, Started a reading group our history faculty to discuss books on history and teaching
- 2008, Commentator, Master's of Education Capstone Portfolio, for Christine Schram
- 2008, Led assessment for the History BA program
- 2008, Participated in the Political Engagement Project, both semesters
- 2007, Critical reader for Houghton Mifflin Company, *The American Pageant* 14th edition
- 2007, Led assessment for the History BA program
- 2007, Participated in the Political Engagement Project, both semesters
- 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:

Developing article on the history of Idlewild, MI

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.

PUBLIC CONTRIBUTIONS PROFESSIONALLY RELATED:

- 2016-2017, Interviewed by Channels 9/10 on the presidential election and several other political issues
- 2011, Appeared on Who's Who at FSU to discuss the history degree programs
- 2009, Appeared on "Ferris in Focus," the segment Spotlight on the History BA
- 2009, Appeared on "Who's Who at FSU" discussing the history of Ferris State
- 2009, Participated in panel discussion on the contributions of Helen Ferris to FSU
- 2008, Participated in Accessibility Awareness Day-led class example on how to work with students with disabilities
- 2008, Participated in student sponsored panel discussion on the War in Iraq
- 2008, Participated in Humanities Council of West Michigan's "Great Read Program, I led the discussion at Senior Enrichment Day
- 2007, Participated in Humanities Council of West Michigan "One Book Eight Libraries" program, we followed the same procedures as in 2006. I again volunteered for the Senior Enrichment Day
- 2006, Participated in Humanities Council of West Michigan "One Book Sixteen Libraries" program where discussions are held at various libraries around the area. I led the at the Senior Enrichment Day in Big Rapids
- 2005, Participated in panel discussion on the book, *Bullshit*, I handled the material on political "bullshit"
- 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:

2015 to present member, Department Planning Committee

2014 to present Department Curriculum Committee

2013, Department Chair Selection Committee

2013, Department Curriculum Committee

2013, Department Faculty Development Committee

2013 History Liaison to Library

2011, Department Curriculum Committee

2011, Department Planning Committee

2010, Department Planning Committee
2010, Department Curriculum Committee
2010, Program Coordinator for the History BA
2009, work with Department Head on Administrative Program Review
2009, Program Coordinator for the History BA
2009, Department Planning Committee
2009, Department Curriculum Committee
2009, Faculty Development Committee
2009, History area Liaison with Department Head
2009, Chair, Jana Pisani's Tenure Committee
2009, Chair, Lisa Guinn's Tenure Review Committee
2008, work with Department Head on Administrative Program Review
2008, Program Coordinator for the History BA
2008, Department Planning Committee
2008, Department Curriculum Committee
2008, Faculty Development Committee
2008, History Area Liaison with Department Head
2008, Chair, Jana Pisani's Tenure Review Committee
2008, Chair, Lisa Guinn's Tenure Review Committee
2007-2008, Search Committee for history faculty member
2007, work with Department Head on Administrative Program Review
2008, Program Coordinator for the History BA
2007, Department Planning Committee
2007, Department Curriculum Committee
2007, Faculty Development Committee
2007, History Area Liaison with Department Head
2007, Chair, Jana Pisani's Tenure Review Committee
2006, Program Coordinator for the History BA
2006, Department Planning Committee
2006, Department Curriculum Committee
2006, Faculty Development Committee
2006, History Area Liaison with Department Head
2006, Chair, Jana Pisani's Tenure Review Committee
2006, Search Committee, Department Head
2005-2006, Chair, Academic Program Review Committee for the History BA
2005, Along with other six history faculty revised the History BA and
History Education programs
2005, Program Coordinator for the History BA
2005, Search Committee, history faculty member
2005 Department Curriculum Committee
 2004, Area Coordinator for the history unit, six faculty, develop class schedules
 2004, Curriculum Development and Assessment Committee
 2004 to the present, program coordinator for the BA History Major 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:

2015 to 2017, member College Planning Committee
 2007, Chair, Sabbatical Leave Committee, College Representative on All
 University Committee
 2006, Chair, Sabbatical Leave Committee, College Representative on All
 University Committee
 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:

2011, Co-Chaired with Kimn Carlton-Smith APR report for History
2009, member, Historical Commemorative Task Force, Oral History Project and
125th Anniversary Celebration Committee
2008, member, Historical Commemorative Task Force, Oral History Project and
125th Anniversary Speaker Selection Subcommittees
2007, member, Historical Commemorative Task Force and Chair of Oral History
project
2007-2008, member, All University Sabbatical Leave Committee
2006-2007, member, All University Sabbatical Leave Committee
2006, member, Historical Commemorative Task Force and Chair of Oral History
project
2004-2005, member, Summer Session Review Committee
2003, 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, 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:

- 2015 onward worked on committee to revise our history major and minor
- 2009, Created a new course for the Honors Program, HISH 390 Political Assassination in the United States
- 2008, Once again we made revisions to the History BA and the History Education Programs and the History Minor and the History Education Minor. This entailed revisions to the check sheets, changes to course prerequisites, and the addition of numerous courses to our Programs' offerings. I was in charge of the changes in the History BA and History Minor and Jana Pisani was in charge of the changes in the History Education Programs.
- 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:

Proposing and Planning a two-day conference on the Portrayal of African Americans in American Popular Culture for the fall of 2015.

Planning a group presentation on the treatment of African Americans in comedy.

2009 and 2010, I was the Coordinator of Camp Idlewild's Summer Oral History Project. I organized a group of Ferris history students to help educate the young campers in the history of their community, they worked with these young people, to create interview questions, and then together they conducted the interviews. The interviews were recorded and DVDs were given to each interviewee of their interview as well as a highlight DVD of all the interviews, the campers who helped received every DVD, as did the Ferris students. We also gave copies of all the DVD's to the Idlewild Historica society and Camp Idlewild. We have been invited back for next year's camp.

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:

2001-2007, soccer coach for indoor soccer during the winter months in Grand Rapids and Head Coach for the U19 boys travel team in spring

1998-2007, member, Soccer League executive board

1999-2003, coached travel baseball team, Trimarco Stallions

1996-1999, member, Little League executive board

1996-2005, soccer coach city recreation league

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 (seventeen 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 400 Historical Research Methods
HIST 405 History Teaching Methods

NOTE OF EXPLANATION: YOU WILL NO DOUBT SEE THAT I DID NOTHING IN THE YEAR 2012. I WAS ON MEDICAL LEAVE FOR THE ENTIRE YEAR. WHEN I RETURNED IN THE SPRING OF 2013, I EASED MY WAY BACK TO FULL-TIME EMPLOYMENT, I AM BACK TO NORMAL THIS SEMESTER.

Curriculum Vitae

[Summer 2017]

Barry Alan Mehler

PERSONAL INFORMATION

Biographies listed in *Who's Who in America* (1998-2010); *Who's Who in the Midwest* (1994-2010) *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/profnet/ped/experts/mo1620.html).

Birth date: 18 March 1947
Place of Birth: Brooklyn, New York

Home Address: 216 Rust Ave.
Big Rapids, MI 49307

Office Address: Department of Humanities
Ferris State University
2064 Arts & Science Commons
Big Rapids, MI 49307
(616) 591-3612
FAX: (616) 591-2618
email: mehlerb@ferris.edu
website: www.ferris.edu/isar

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
National Institute of Mental Health, Trainee
- 1976-1980 WASHINGTON UNIVERSITY, ST. LOUIS
RESEARCH ASSOCIATE IN THE HISTORY OF SCIENCE
National Science Foundation Fellow
- 1977 INSTRUCTOR (History)
Washington University

COURSES TAUGHT

New Courses developed since 2005:

- History 251: Science and Racism**
- History 257: History of Terrorism**
- History 230: Michigan History**

Courses taught at Ferris:

- History 121: American History Survey to 1877**
- History 122: American History Survey from 1877**
- History 251: Science and Racism**
- History 276: History of Science and Technology**
- History 280: History of Medicine and Health Care**
- History 277: History of American Business**
- History 301: Racism in the Modern World**
- History 342: The Civil War and Reconstruction**
- History 372: The Middle East in the Modern Era**
- History 375: Latin America in the Modern World**
- History 390: Shoah: Genocide in the Twentieth Century**
- Independent Studies: Ghandi (Fall 2009)**
- The Holocaust**
- History of Genocide**
- The Supreme Court in the Twentieth Century

Computing for Social Scientist and Historians
Using a Database Management Package
Survey of Western Civilization
The Jewish Experience in America, 1880-1975

RESEARCH INTERESTS

Meta-history
The Evolution of Evil
History of Incest and other Crimes of Misogyny
History of Racism, Sexism and Antisemitism
History of Science, Technology and Medicine
History of Business, Labor and Economics
History of Genetics, Eugenics and Biology
Drug Policy & Education
Genocide and Hate Studies
Immigration and White Nationalism

PROFESSIONAL ACTIVITIES: 2014-2001

Present.

Shoah Program. I am the chair of the Shoah Committee, which is coordinating the integration of the Shoah: Visual History Archive with Ferris State University colleges, programs and courses.

Big Rapids Historical Preservation Commission (BRHPC), Member of the managing committee (from Fall 2010). The BRHPC manages two historic properties in Big Rapids, the Old Jail and the Bergelin House. As an active member of the BRHPC, I attend monthly meetings as well as help with fund raising and program planning. I arranged for the Phi Alpha Theta History Honors Society to have their inductions at the Old Jail. I have also encouraged our history students to involve themselves with historical preservation of the two historic structures that BRHPC manages. Chair, Bryan Ridenour.

17 October 2014.

Life Sciences in the 20th Century: A symposium in honor of Garland Allen's Retirement, Washington University, St. Louis, Mo.

27 August 2014.

Barry Mehler, "A prominent historian of science dies and no one takes notice," History News Network, George Mason University. This was a belated tribute to Daniel E. Gasman, who died December 19, 2012.

16 April 2014.

The first ever Passover celebration on campus at Ferris State University. The Seder was sponsored by the Office of International Education and led by Aviva Cantor, who spent a week on campus as part of the Beyond Mythology programs for the Spring.

10 April 2014.

“Judaism: Mythology, Mysticism, and Anti-Semitism” a lecture by Aviva Cantor as part of the Beyond: Mythology program, Spring 2014. I initiated the program, wrote the grant for funding from the Diversity and Inclusion Office. I also organized the semester long book discussion of the authors classic, “Jewish Men, Jewish Women: The Legacy of Patriarchy in Jewish Life.” The book club met three times during the Spring semester sponsored by the Faculty Center for Teaching and Learning.

31 January 2014.

“Patriarchy and Traditional Jewish Culture,” an exploration of Jewish myth and law related to sex, marriage, and family life.

28 February 2014.

“Assimilation and Acculturation,” an exploration of Jewish women’s relationship to Israel and communal life.”

28 March 2014.

“The Holocaust and the Rise of Jewish Feminism.”

10 March 2014.

Review: Randall Hansen and Desmond King, “Sterilized by the State: Eugenics, Race, and the Population Scare in Twentieth-Century North America,” *History: Reviews of New Books* (Westview Press, Boulder Co).

January 2014.

“Hereditarianism,” *The Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism* (scheduled for publication in December 2014).

12 November-15 November 2013.

Research trip to the Bentley Library at the University of Michigan to examine the papers of John B. Trevor, 1921-1951 and John B. Trevor, Jr. 1939-1987. I brought back several thousand pages of documents relevant to Michigan history, the history of eugenics, the Pioneer Fund (both father and son were members of the Pioneer Board), and John Tanton’s Federation of American Immigration Reform in Petosky.

21 November 2013.

“The Sheridan Arson: Silence in the face of racially justified violence?” The Humanities Colloquium Series, IRC 115.

30 September 2013.

Faculty Development Grant to the Institute for the Study of Academic Racism to obtain materials from the Bentley Library at the University of Michigan, Ann Arbor for the ISAR Archives Project.

7 July - 14 July 2013.

Aviva Cantor Archives Project.

I went to New York to meet with Aviva Cantor to make finalize an agreement for ISAR to act as the executor of Ms. Cantor’s archives and ephemera.

- 10 May 2013.**
Spring Commencement. I regularly attend the Spring Commencement.
- 8 May 2013.**
Certificate for Online Adjunct Teaching (COAT) Course. Certificate of Completion.
- 27 April 2013.**
Judge, Michigan History Day State Finals.
- 20 April 2013.**
“Anti-semitism in America, the High Tide: 1921-1940,” talk give at the History Center of Traverse City, Michigan.
- 23 March 2013.**
“Sinners in the Hands of an Angry Exegete: New Light on Jonathan Edwards,” paper presented at Phi Alpha Theta Conference hosted by Ferris State University.
- January 2013.**
“Remembering Helen Eisen (1946-2012),” archival obituary including this short remembrance, a book of her poems and samples of unpublished poems. Posted on the ISAR website.
- 29 January 2013.**
“The People & The Olive: the story of the run across Palestine.” I hosted and moderated a discussion for this “Beyond Politics” program.
- 10 January 2013.**
“Sinners in the Hands of an Angry Exegete,” ISAR Archives.
<http://www.ferris.edu/isar/archives/edwards.pdf>
- 15 April 2012.**
“Historic Preservation in the Holy Land,”
a talk sponsored by the Big Rapids Historic Preservation Commission and presented at the Old Jail, 220 S. Stewart St.
- 10 March 2012.**
***Teaching American History* project-American Success through Purposeful Instruction and Rigorous Education (ASPIRE). All day workshop for public school teachers in the Alpena school district. This session was on the use of primary sources.**
The program was federally funded in March 2010 and Gary Huey and I participated in the program between 2010 and 2012.
- 26 January 2012.**
“Israel: Then and Now,” The Humanities Colloquium Series.
- 2 January 2012.**
“Eugenics, Racism and Antisemitism in the USA - 1921-1939,” Research Seminar presented at the International Center for the Study of Antisemitism, Jerusalem, Israel. Robert S. Wistrich, Chair.
- 10 October 2012.**
“Remembrance: J. Phillippe Rushton,” note on the passing of J. Phillippe Rushton,

ISAR online archive.

<http://www.ferris.edu/isar/bios/rushton/remembrance.htm>

3 August 2012.

Attended, “Fabricating Professional Exhibits for Under \$500,” a History Skills Workshop run by the History Society of Michigan in Lansing.

28 April 2012.

Judge for the Michigan History Day Finals.

16 July 2012.

**“Jewish Dietary Law and Your Local Health Food Store,”
All About Health, 207 S. Michigan Ave.**

10 June 2012

Aviva Cantor Archives Project, New York.

This trip was part of an ongoing project to archive the work of one of America’s leading Jewish Feminist journalist. Aviva came to Ferris as part of our Beyond series.

19 November 2011.

***Teaching American History* project-American Success through Purposeful Instruction and Rigorous Education (ASPIRE). All day workshop for public school teachers in the Alpena school district. This session was on the use of primary sources.**

The program was federally funded in March 2010 and Gary Huey and I participated in the program between 2010 and 2011.

23 September 2011.

Faculty Development Grant of \$2000 for research trip to Israel. I also received \$850 from Timme. The trip took place between 12/25/11 and 1/08/12.

11 June 2011.

Second Academic Program Review of the History B.A.. I was responsible for Section I of the Program Review. Other authors included, Kimn Carlton-Smith, Gary Huey and Jana Pisani.

7 June 2011.

“Walter Benjamin, Gershom Scholem and Franz Kafka: Tattered Remnants,” a Tikkun Lail Shavuot talk at Ahavas Israel, Grand Rapids

30 April 2011.

Judge at the Michigan History Day competition.

26 March 2011.

**“Defining the Essence and the Purpose of Human Life,”
a symposium sponsored by Charles and Elizabeth Hunsinger and held at the Rankin Student Center Centennial Room.**

23 February 2011.

Attended workshop at Notre Dame:

Emanuel Faye, “Heidegger and the Nazi Movement in the Interpretations of Hannah Arendt, Eric Voegelin and Aurel Kolnai.”

21 January 2011.

Zechariah Fendel (1929-2011): A Remembrance.

ISAR Blog Post.

<http://isaratferris.blogspot.com/2011/01/zechariah-fendel-1929-2011-remembrance.html>

2010-2005. Ferris State Historical Taskforce Committee which organized our 125th Anniversary celebrations

2006-2010. Humanities Department Tenure Review Committee

2005-2010. Advisor for the History Minors.

2005. First Academic Program Review for the History B.A.

November 2010, *Master Teacher workshops.*

The Alpena, Atlanta, Hillman, Alcona and Bingham Academy school systems located in Northeastern Michigan, partnered with Michigan State University in Lansing the Gilder Lehrman, Web Lessons; Gilder Collection History Museum, Ed Consulting, and Teachers Curriculum Institute (TCI) have joined together with the support of a federal grant to provide five year-long Historical Encounter sessions for 20 K-12 teachers of American history. Dr. Barry Mehler, Director of the Institute for the Study of Academic Racism and professor of history at Ferris State University was chosen to conduct the four annual day-long encounters with the teachers.

30 April 2010, commissioned to review a manuscript, *The Breeding of Exceptional Americans*, for the University of Massachusetts Press.

24 April 2010. Judge for the Michigan History Day Competition.

4 March 2010, “*Blood and Politics: Leonard Zeskind on white Nationalism.*” Williams Auditorium, March 4, 2010. I organized this event, which brought this nationally renown author and civil rights activist to campus, with a grant from the Diversity Office.

23 February 2010, attended seminar conducted by the internationally renown French philosopher, Emanuel Faye, entitled: “Heidegger and the Nazi Movement In the interpretations of Hannah Arendt, Eric Voefelin and Aurel Kolnai,” University of Notre Dame, South Bend, Indiana.

7 February 2010.

Review: *A Lethal Obsession: Robert S. Wistrich's New History of* ^{SEP} *Anti-Semitism* (New York: Random House, 2010).

http://www.amazon.com/ss/customer-reviews/B0064XC3WK/ref=?_encoding=UTF8&*Version*=1&*entries*=0

reposted in March 2010 at: <http://www.ferris.edu/isar/obsession/>

11 December 2009, “*The Ahnenerbe project*”.

I worked with Michael Johnson, Associate Producer for JWM Productions which

produced documentaries for the Discovery Channel. The Ahnenerbe was a Nazi era research foundation whose goal was to explore Nordic history, particularly ancient Nordic history back to the beginnings of the Aryan languages.

3 December 2009. *The Rwandan Genocide of 1994, Expect Diversity* [Ferris TV Student production]. Interview with J.B. Kagabo, a survivor of the Rwandan Genocide in 1994, discussed how his life was affected by the genocide. Dr. Barry Mehler, discussed the evolution of evil and place the Rwandan tragedy in historical context.

14 November 2009, “*Genesis as History and Literature,*”
Congregation Ahavas Israel, Grand Rapids, MI.

14 September 2009. Presentation:
Michigan Coalition for Immigration Reform. Loosemore Auditorium, Grand Valley State University Pew Campus, Grand Rapids, MI.

2009. Political Engagement Project.
Integrated courses in the Fall semesters, participated in PEP Round Tables.

18-24 August 2009. New York Research Trip. Gathered several hundred pages of archival materials from the archives of the American Jewish Committee. Met with Terry Michael’s curator of the New York Public Library to discuss the ISAR Archives. Interviewed a number of leading scholars on immigration and other issues. Met with Professor Daniel Gasman to discuss the ongoing, ISAR-Gasman publishing project.
Report on the New York Trip submitted to Grant Snider, 26 August 2009.

25 April 2009. Michigan History Day State Finals. Team Leader in Judging the Historical Documentary Category.

Fall 2008. Organized, FSU Compassionate Care Coalition. Proposition 1: Medical Marijuana Initiative. I coordinated the campaign for the passage of this initiative in this area, appearing on Ferris Television with Shawna Maudlin and on public television in Grand Rapids. I organized the Ferris Compassionate Care Coalition to work for passage of the initiative. Part of my PEP project.

2008. Political Engagement Project.
Integrated courses in both the Fall and Spring semesters, participated in PEP Round Tables.

Fall 2007. Contributor: “Amid Talk of ‘Black Savages,’ A Remarkable Exception,”
Intelligence Report, Southern Poverty Law Center p. 3. The report was based on my eye-witness account.

2007. Political Engagement Project. Integrated courses in both the Fall and Spring semesters, participated in PEP Round Tables.

2007. Michigan Response to Hate: Building United Communities, Michigan Department of Civil Right, Michigan State University, Lansing, Michigan.

21 October 2006. Great Lakes History Conference Panel: The American Response to the Holocaust. Panel Chair and Commenter.

22 April 2006. Michigan History Day. Judge in the group documentary category.

18 September 2006. Manuscript Reviewer, William Tucker, *The Cattell Controversy* (2009). Pre-publication review for the University of Illinois Press.

4 December 2005. Interview for documentary, "Psychiatry an Industry of death" Citizens Commission on Human Rights, Los Angeles, CA.

2005. "Paved with Good Intentions: The Relevance of Legal, Social, and Political Dynamics in 20th Century Eugenics to 21st Century Genetics" article reviewed for the Canadian journal, *History of Intellectual Culture* December 2005.

19 March 2005. Judge: Michigan History Day. Judge in the group documentary category.

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.

2002-2004. Immediate Family, Inc. Advisory Board. 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) and is today, Just Detention International (<http://www.justdetention.org/>).

HONORS, AWARDS, FELLOWSHIPS AND GRANTS

April 2014. Diversity Mini Grant. \$3,000 to bring Aviva Cantor to campus in the Spring for the Beyond Mythology program.

30 September 2013.

Faculty Development Grant to the Institute for the Study of Academic Racism to obtain materials from the Bentley Library at the University of Michigan, Ann Arbor for the ISAR Archives Project.

23 September 2011.

Faculty Development Grant of \$2000 for research trip to Israel. I also received \$850 from Timme. The trip took place between 12/25/11 and 1/08/12.

November 2010, *Master Teacher workshops*.

The Alpena, Atlanta, Hillman, Alcona and Bingham Academy school systems located in Northeastern Michigan, partnered with Michigan State University in Lansing the Gilder Lehrman, Web Lessons; Gilder Collection History Museum, Ed Consulting, and Teachers Curriculum Institute (TCI) have joined together with the support of a federal grant to provide five year-long Historical Encounter sessions for 20 K-12 teachers of American history. Dr. Barry Mehler, Director of the Institute for the Study of Academic Racism and professor of history at Ferris State University was chosen to conduct the four annual day-long encounters with the teachers.

November 2009. Diversity Mini Grant. \$3,500 grant to bring Leonard Zeskind to campus in the Spring to speak about his new book, *Blood and Politics: The History of the White Nationalist Movement*. This is part of a larger PEP project in support of the immigration reform bills now working their way onto the floor of Congress.

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.

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.

27 August 2014. "A prominent historian of science dies and no one takes notice,"

History News Network (Virginia: George Mason University, 2014).

<http://historynewsnetwork.org/article/156738>

Rev: Robert Wistrich, *A Lethal Obsession: Anti-Semitism from Antiquity to the Global Jihad* (New York: Random House, 2010). <http://www.ferris.edu/isar/obsession/>

"Spaces: The Genius of Biblical Narrative," A lecture presented at Congregation Ahavas Israel, Grand Rapids (November 14, 2009).

Emmanuel Faye, *Heidegger: The Introduction of Nazism into Philosophy* (Yale University Press 2009) reviewed on Amazon 27 November 2009.

http://www.amazon.com/Heidegger-Introduction-Philosophy-Unpublished-1933-1935/dp/0300120869/ref=sr_1_1?ie=UTF8&s=books&qid=1259521350&sr=8-1

William H. Tucker, *The Cattell Controversy: A Case Study of Science and Ideology* (University of Illinois Press, 2009). Amazon Review, April 17, 2009.

<http://www.amazon.com/review/R1180FD2SXDJKJ>

James West Davidson, *'They Say' Ida B. Wells and the Reconstruction of Race* (Oxford University Press, 2007) reviewed for *History: Reviews of New Books* (Helfred Publications, Washington, D.C.) June 22, 2008.

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Citations of my work from 2000 to 2013:

For 2009 to 2014, Google Scholar identifies 113 citations of my work, including 36 citations of my 1988 dissertation, an indication of the continued relevance of that work. The most recent citation identified by Google Scholar was to Stefan Kuhl's new book, *For the Betterment of the Race: The Rise and Fall of the International Eugenics Movement* (2013). Kuhl's first book, *The Nazi Connection* (Oxford 1994) also cited my work. In fact, Stefan was twice a guest in my home while he was working on his book which was partially based on ISAR archival materials. I would also like to mention Marianne Blacken's novel, *Bastionerna* (2005), a Finnish novel, in which I am fictionalized. One of the plots of the book involves Barry Mehler, the Director of the Institute for Academic Racism who is involved in exposing a racist professor.¹

In 2000, Charles Allen, Jr., a crusading journalist who was the first to write about Nazi war criminals in the U.S., succumbed to early onset Alzheimers. At the time, no one was interested in Allen's work and many of his manuscripts remained unpublished. As one of Allen's closest friends, I was asked to take charge of his papers and books. I dropped everything and spent a week in New York packing up the contents of Allen's apartment including over 65 boxes of research notes, publications, FOIA searches and unpublished manuscripts. Fourteen years later, Eric Lichtblau has published the first book on Nazi war criminals in the U.S. which credits

¹ Kuhl, Stefan, *For the Betterment of the Race: The Rise and Fall of the International Eugenics Movement* (New York: Palgrave, 2013); Kuhl, *The Nazi Connection Eugenics, American Racism, and German National Socialism* (New York: Oxford University Press, 1994) and Marianne Blacken, *Bastionerna* (Omslag: Schildts Förlags, 2005).

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<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.

PAPERS, LECTURES, AND MEDIA PRESENTATIONS

14 November 2009, "Genesis as History and Literature," Congregation Ahavas Israel, Grand Rapids, MI.

14 September 2009. Presentation: Michigan Coalition for Immigration Reform. Loosemore Auditorium, Grand Valley State University Pew Campus, Grand Rapids, MI.

23 October 2008. Humanities Colloquium: "The God of Abraham," Ferris State University.

1 April 2008. Equity Conference. "From Holocaust Denial to the Bell Curve: Academic Racism in the U.S. –The ISAR Archives Project at Ferris State University." Barry Mehler, 18th Annual Equity in Education Conference held at Ferris State University, Big Rapids, MI. **30 March to 1 April 2008.**

17 April 2008. Rankin Arts Center. Program *Courage to Care*: A discussion of the Holocaust with Dan Noren. Rankin Arts Center. Program organized by Carrie Weiss as part of her exhibit on Oscar Schindler.

19 March 2008. Popular Culture Association presentation: "A World Without Fat People and other Fantasies: Eugenics and Medicalized Genocide," *Intersections of Fatness with Race, Class and Gender*, Popular Culture Association Annual Meeting, San Francisco, CA.

- 7 July 2007. Presentation: *The Terrorist Next Door: James Wickstrom and the Priesthood of Phineas*. Sanctuary Sabbath presentation for Congregation Ahavas Israel, Grand Rapids.**
- 9 March 2007. Presentation: Michigan Academy of Sciences. "From Holocaust Denial to the Bell Curve: Academic Racism in the U.S. –The ISAR Archives Project at Ferris State University" Michigan Academy of Sciences, Ferris State University, Big Rapids, MI.**
- 7 July 2007. "The Terrorist Next Door: James Wickstrom and the Priesthood of Phineas." Ahavas Israel, Grand Rapids, MI**
- 21 October 2006. Chair and Commenter: Great Lakes History Conference: *American Responses to the Holocaust*. Grand Valley State University, Grand Rapids, MI.**
- 25 October 2007. Humanities Colloquium: "*Resurgent Racism in Michigan*," Humanities Colloquium, Ferris State University Presidents Room.**
- 23 February 2006. Interview with Washington Post reporter, Karin Brulliard for "Anti-Immigration Group to Meet in Herndon: Some Fear Conference Could Cause Clashes in Home of Va. Day-Laborer Debate," *Washington Post* (Friday, February 24, 2006; Page B03). Quoted in the story.**
- 30 January 2006. Conference Call Discussion: *Hate Matters: Hate Studies Conference Call Discussion with the editor of the *Journal of Hate Studies* and select scholars.***
- 20 October 2005. Presentation: International Fraternity of Delta Sigma Pi Discussion with Dr. Barry Mehler, Founder and Director of the Institute for the Study of Academic Racism, Business 211.**
- 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.**
- Performance Art in the Classroom, Eleventh Annual Equity in the Classroom Conference, Big Rapids, MI 22-23 March 2001.**
- "Bigotry 101 – The Far Right's Assault on College Campuses," Seminar at the Center For New Community Conference, "Continuing the Journey Against Hate," held in Chicago, 10-11 March, 2000.**
- "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:

2005, Consultant for History Channel Documentary on Mengele's work at Auschwitz. The documentary is being produced by Andrew Tilles who recently won a Peabody award for his documentary of the Rwandan Genocide. This public television documentary will benefit both students and the community and will be an educational resource available to our students in a whole range of course on disabilities and discrimination and prejudice.

2005, Consultant for Citizens Commission on Human Rights (CCHR) to produce a series of documentaries on human rights abuses in mental health. The CCHR is using my published work, especially "In Genes We Trust." An on camera interview was included in the final production.

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.

Christian P. Peterson, Ph.D.
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Big Rapids, MI 49307
20681 Ross Parkway, B
Big Rapids, MI 49307
(740) 707-6540, peterc27@ferris.edu

TEACHING AREAS

- **U.S. Foreign Affairs, 1763-present**
- **U.S. History, 1900-present**
- **U.S. Surveys**
- **U.S. Military History**
- **American Colonial History**
- **The Vietnam War(s)**
- **Modern East Asian History**
- **World History Surveys**
- **Western Civilization Surveys**
- **Historical Methods**
- **Soviet/Russian History**
- **British Empire and Globalization**

RESEARCH INTERESTS

- **The West, the Soviet Union,
& Human Rights**
- **Transnational Movements
(Human Rights, Peace, and Conservative Groups)**
- **The Carter & Reagan Administrations**
- **The Evolution of Baltic Dissent and the Achievement of Baltic Independence**
- **The United States and Democracy Promotion**
- **The Helsinki Accords**

EDUCATION

Ohio University – Ph.D. in History

2009

Dissertation: “Wielding the Human Rights Weapon: The United States, Soviet Union, and Private Citizens, 1975-1989.” Director, Chester Pach, Jr.

Committee Members: Steven M. Miner; Alonzo Hamby; and Patricia Weitsman

**Major Fields: U.S. Foreign Relations, directed by Chester Pach, Jr.
U.S. Political History 1900-present, directed by Paul Milazzo**

Minor Fields: Russian/Soviet History, directed by Steven M. Miner
British Imperial History 1815-present, directed by Peter John Brobst

Utah State University – M.A. in History

2001

Thesis: “Ronald Reagan and Public Antinuclear Sentiment: Hopes, Dreams, and Nuclear Bombs,”
directed by Carolyn Rhodes

Yale University – B.A. in History

1999

Senior Thesis: “Thomas Jefferson’s Embargo and New Haven,” directed by Joanne B. Freeman

Yale Varsity Hockey, 1995-1999

REFEREED PUBLICATIONS

Books:

A History of World Peace since 1750

Coediting anthology on the global history of peace with William Knoblauch and Michael Loadenthal
for Routledge (accepted for publication on 14 November 2016)

Globalizing Human Rights: Private Citizens, the Soviet Union, and the West

Routledge’s Studies on History and Globalization, August 2011

Ronald Reagan and Antinuclear Movements in the United States and Western Europe, 1981-1987

The Edwin Mellen Press’s Studies in World Peace, September 2003

Articles/Book Chapters:

“Seeing the Value of the Helsinki Accords: Human Rights, Peace, and Transnational Debates about
Détente, 1981-1988,” which will appear in the book *The CSCE, 1975-1990: International Reordering
and Societal Change*, ed., Sarah Snyder and Nicolas Badalassi. (accepted for publication on 19
December 2016)

“Become Transnational! The Helsinki Accords and the U.S. Peace Movement”

Journal of Cold War Studies (accepted for publication on 14 December 2016)

“The Carter Administration and the Promotion of Human Rights in the Soviet Union, 1977-1981” *Diplomatic History* 38 (June 2014): 628-656.

***Nominated for the Bernath Prize for Best Article by Young Scholar in the field of U.S. Foreign Policy**

“‘Confronting’ Moscow: The Reagan Administration, Human Rights, and the Final Act” *The Historian* 74 (Spring 2012): 57-86.

NON-REFEREED PUBLICATIONS (ARTICLES & REVIEWS)

Book Review Essay:

“How Can We Make This World a Better Place? The Problems of Human Rights Promotion and Refugees”

***History: Reviews of New Books*, Volume 43, no. 1 (2015): 9-14.**

Book Reviews:

Valerie Hansen, *The Silk Road: A New History in Documents* (2016) for World History Connected at <http://worldhistoryconnected.press.illinois.edu/> (in progress)

Eckart Conze, Martin Klimke, and Jeremy Varon, ed., *Nuclear Threats, Nuclear Fear & the Cold War of the 1980s* (2016) for *The Journal of Contemporary History* (in progress)

Frank Ninkovich’s *The Global Republic: America’s Inadvertent Rise to Power* (2014) for.

PUBLICATIONS IN PROGRESS

Books:

Changing the World From Below: The Transnational Struggle for Peace, Human Rights, and a People’s Detente

Articles:

Coauthor with Chuck Howlett, “Peace in the Age of Modernity, 1865-1914,” which will appear in *A History of World Peace since 1750*, ed., Christian Peterson, William Knoblauch, and Michael Loadenthal

“The Reagan Administration and the Transformation of the Soviet Union,” accepted for publication in *The Reagan Administration, the Cold War and the Transition to Democracy Promotion*, ed., William Michael Schmidli and Robert Pee (accepted for publication on 10 February 2017)

“A Pox on Both Your Houses”: U.S. Anarchists and the Promotion of Peace during the 1980s

“The ‘Expected’ and ‘Unexpected’: Comparing the Carter and Reagan Administrations’ Efforts to Promote Human Rights and Internal Reform in the Soviet Union”

“The Reagan Administration and the Struggle for Baltic Independence, 1981-1989”

“Taking on the World: The Transnational Struggle for Baltic Independence, 1981-1991”

CONFERENCE PAPERS

“Henry David Thoreau’s ‘Civil Disobedience’ and the Teaching of History,” XIII All-Russian Scientific-Practical Seminar “Literary Studies and Aesthetics in the 21st Century” (Tatyanin Den’) in memory of Tatyana Alexandrovna Geller, Kazan Federal University, Russian Federation, January 2017

Become Transnational! The Helsinki Accords and the U.S. Peace Movement,” SHAFR (The Society for Historians of American Foreign Relations) Conference, June 2016.

“Seeing the Value of the Helsinki Accords: Human Rights, Peace, and Transnational Debates about Détente, 1981-1988.” Helsinki 40 Years After: International Reordering and Societal Change, 1975-1990 International Conference Université Sorbonne Paris Cité (SPC)/Research Programme “Sociétés plurielles” December 10-12, 2015, Paris.

“Calibrated Confrontation: The Successes and Failures of the Carter Administration’s Efforts to Promote Human Rights in the Soviet Union.” SHAFR (Society for Historians of American Foreign Relations) Conference, June 2014.

“The Soviet Union’s Attitude toward Dissidence and the U.S. Human Rights Campaign, 1975-1988.” Ohio University Graduate Student Conference, 2007

“Ronald Reagan and the Nuclear Freeze Movement.” Utah State University Graduate Student History Conference, 2001.

“Ronald Reagan and Public Antinuclear Sentiment.” Colorado University Graduate Student Conference, 2001

PEER REVIEWS

- Reviewed proposed articles for *Diplomatic History* and the *Journal of Cold War Studies*
- Reviewed the textbooks *Frameworks of World History, Crossroads and Cultures: A History of the World's Peoples*, and *Roots of Contemporary Issues* for Oxford University Press
- Reviewed proposed manuscript for the Edwin Mellen Press (Spring 2006)

CURRENT TEACHING POSITION

Ferris State University, Adjunct History Professor, Level 3 (2010-present)

Courses:

- The Triumph of Democracy? U.S.-Russian/Soviet Relations during the Long Twentieth Century (Fall 2017)
- U.S. Foreign Policy, 1900-present
- U.S. History-1877 to the present
- U.S. History to 1877
- American Military History
- American Colonial History
- East Asian History, 1850-present
- East Asian History, 1850-present (Honors Section)
- Michigan History (Online and Classroom)
- The Craft of History (Research Methods)
- The Vietnam War(s)
- U.S. History, 1945-present (Classroom and Online)
- U.S. History, 1900-1945 (Online)
- History of the Renaissance and Reformation
- Western Civilization to 1500
- Western Civilization since 1500
- World Civilizations to 1400 (Online)
- (World Civilizations since 1400 (Online and Classroom)

Teaching Awards & Citations:

- Recipient of the 2016 Adjunct Teaching Excellence Award
- Recipient of the 2017 Academic Scholar Award
- Named one of the best professors in a general education course according to an anonymous survey of the graduating seniors in the Manufacturing Engineering Technology B.S. program (2016)
- Nominated for Ferris State Adjunct Teaching Excellence Award (2015)

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) GRANTS

- **Co-Directors, Christian Peterson and Tracy Busch**

Secured NEH Grant (\$176,843)

Summer Institute for High School Teachers: “War, Revolution, and Empire: U.S.-Russian/Soviet Relations, 1776-present.” Ferris State University, 6-30 July 2016

*** Currently in the process of reapplying to hold same institute in the summer of 2018**

- **Co-Directors, Christian Peterson and Tracy Busch**

Submitted NEH Connections Grant Proposal—“Democracy in Question,” Ferris State University, Fall 2017-Spring 2019. Our proposed sequence of History, English, and Mathematic courses will collectively explore the strengths, weaknesses, and complexities of democracy in the United States and Russian Federation (not approved)

- **Envisioned and Submitted National Endowment for the Humanities Grant Proposal--
Summer Seminar for High School Teachers Entitled: “Friends, Foes, or Something Else?: U.S.-Russian/Soviet Relations, 1776-present.” Ferris State University, 6-31 July 2015 (not approved)**

PARTICIPATING IN NEH INSTITUTE FOR UNIVERSITY PROFESSORS

Will attend Summer Institute “Transcendentalism and Reform in the Age of Emerson, Thoreau, and Fuller,” 18 June-1 July 2017, Concord, Massachusetts

PODCAST/INTERVIEWS

Podcast Host for New Books Network (New Books in World Affairs), 2014-Present

Pick new books in the field of World Affairs and conduct interviews with authors that are posted on the Internet for the general public

Example: William C. Wohlforth and Steven G. Brooks, America Abroad: The United States’ Global Role in the 21st Century

<http://newbooksnetwork.com/stephen-g-brooks-and-william-c-wohlforth-america-abroad-the-united-states-role-in-the-21st-century-oxford-up-2016/>

PROFESSIONAL DEVELOPMENT: DEMOCRATIC CITIZENSHIP, GENOCIDE STUDIES, DIVERSITY, AND GLOBALIZATION

- Expert Training to use the SHOAH Visual History Archive on Genocide in the classroom, Ferris State University, 22-23 May 2017 (<https://sfi.usc.edu/vha>)
- Member of the Political Engagement Project's Steering Committee, 2016-present (Ferris State Univ.)
- Named to Ferris State's "BEYOND" Initiative Advisory Council, Ad-Hoc "Beyond Theme" Selection Committee, and Committee for "Beyond Theme" Selection Rubric

This council manages and champions Ferris State's globalization initiative (2016)

- Co-Facilitator of Ferris State's Faculty Learning Community: "Interdisciplinary Approaches to Global Awareness and Diversity" (2016-2017)
- Participant in Ferris State's Faculty Learning Community: "Democracy's Learning Opportunities—What Politics Can Teach Us About Ourselves and Others" (2016)

PROFESSIONAL DEVELOPMENT: COMMITTEE ASSIGNMENTS

- Ferris State Planning Committee for Martin Luther King Jr. Day (2016-present)
- Ferris State Learning Outcomes Area Committee for Global Issues (2012-2016)

PROFESSIONAL DEVELOPMENT: TEACHING

- Attended the Workshop "Evidence-Based Learning Practices for your Class," 2 December 2016, Ferris State University—Faculty Center for Teaching & Learning
- Received Ferris Center for Teaching and Learning Block Grant to attend Lilly Conference on College and University Teaching and Learning: Evidence-Based Teaching and Learning (Traverse City, MI 20-22, October 2016)
- Fellowship Travel Grant to attend On Course Workshop for Learner-Centered Educators through the Kirtland Center for Teaching and Learning (Roscommon, MI, 11-13 August 2014)
- Certificate for Online Adjunct Teaching (COAT) through the Maryland Online Program ("Quality Matters" Training)

APPEARANCE ON NETWORK TELEVISION, PANELS & PRESENTATIONS/CONSULTATIONS

- Interviewed about various topics for WWUP/WWTV (Channels 9 and 10 News)--CBS Affiliate, 10 January 2017; 20 February 2017; and 28 April.
- Special Commentator on the 2016 Elections for WWUP/WWTV (Channels 9 and 10 News)--CBS Affiliate, 8 November 2016.

- **Serving as a moderator for the Panel: “The Heart of Communism: A Viable Alternative to Capitalism,” at the 2017 Baker Peace Conference—Communism: Reflections on a Violent Century,” Ohio University, 23-24 March 2017.**
- **Panelist for Ferris State University Public Forum: “Fake News,” Passion for the Past Series.**
- **Panelist for Ferris State University’s Public Forum: “Politics Now—What Would Martin Luther King Think?” (17 January 2017).**
- **Helped organize and served as Panelist for Ferris State University’s Public Forum: “Trump and Putin: A Permanent Reset in U.S.-Russian Relations,” 21 February 2017.**
- **“Anarchists and the Pursuit of ‘Positive Peace’ during the 1980s,” Ferris State Humanities Department’s Colloquium Series,” 27 April 2017.**
- **Speaker on the Elections of 2000 and 2004 for the public forum “Dirty Politics,” Ferris State University, 18 October 2016.**
- **Description of trip to deliver paper at the University of Paris for Ferris State’s Office of International Education, April 2016.**
- **Public Presentation,” The Struggle for Baltic Independence: A Transnational View,” Ferris State University Colloquium Series,” 22 March 2016.**
- **Public Presentation, “Tough Choices: The Road to Pearl Harbor and the U.S. Atomic Bombing of Japan,” for History Week at Ferris State University, 12 November 2015.**
- **Public Presentation, “Make Your Own History,” for the Passion for the Past Series at Ferris State University, 26 October 2015.**
- **Expert Panelist, Public Forum, “Perestroika in Perspective: Reflections on the Gorbachev Years,” Ferris State University, 12 October 2010.**
- **Public Presentation, “Soviet Domestic and Foreign Policy in Historical Perspective,” Ferris State University, 7 October 2010.**
- **Hosted Isra el-beshir, Director of Arab American National Museum, for her presentation at Ferris State in partnership with the World Affairs Council: “It isn’t funny: A Political Cartoonist in the Arab World,” 2 February 2016.**
- **Consulted with students on the content of their public displays for Ferris State’s Center for Global Studies and Engagement: “Going Beyond: A Silk Road Journey (7 October 2013)” and “Beyond Mythologies (20 October 2014).”**

- Commentator for Panel: “Tsar, Shahs, and Spies: U.S. Foreign Policy in Perspective.” Michigan Phi Alpha Theta Regional History Conference, Ferris State University, 28 March 2015.
- Commentator for Panel on Nineteenth -Century Revolutions, Michigan Phi Alpha Theta Regional History Conference, Hope College, 29 March 2014.
- Commentator for Panel on U.S. Foreign Policy, Michigan Phi Alpha Theta Regional History Conference, Ferris State University, 23 March 2013.
- Commentator, Central Michigan University Graduate Conference: “Borders, Boundaries and Beyond,” Panel: “Convincing Others, Convincing Ourselves: Culture and Propaganda in the Twentieth Century,” 12-13 April 2012.

OTHER ACCOMPLISHMENTS

- Alternate Candidate for a Teaching/Research Core Fulbright Award (Spring 2016), University of Tartu, Estonia
- Outside Reader (Expert) on a Dissertation Committee, West Virginia University, Jason Roberts, “The Anti-Imperialist Empire: Nationality Policies under Brezhnev,” 4 December 2014

PREVIOUS COLLEGE-LEVEL TEACHING

- Drexel University, Adjunct Professor
Spring Quarter 2010: World Civilization III (1750-present)
- Kutztown University, ¾ time Instructor (Temporary Status), Spring Semester 2010: History of (World) Civilization “A” (three sections)
- Bloomsburg University, Assistant Professor (Temporary Status), Fall Semester 2009: Western Civilization to 1650 (two sections); and Western Civilization since 1650 (two sections)
- New Hampshire University, Adjunct Professor, Spring Semester 2009: History of the Modern United States; Modern World History; Modern Western Civilization; and Humanities: The Modern World—An Interdisciplinary Introduction (Team-Taught Class)
- Muskingum University, Lecturer in the Graduate Studies Department, Various Quarters 2009-2012: U.S. History to 1877; and The Emergence of the Modern World I and II (On-line Courses for the MAP Adult College Degree)
- Summer Quarters, 2009-2012: Ohio History. (On-line Graduate Course for Educ. Majors)
- Ohio University, Instructor of Record, Summers 2006-2008: World History since 1500, Course Work History 597C, Teaching World History (Pre-1750 C.E.)
- Lecture Series: “The Surprising Contours of Religious and Ideological Conflict: The Byzantine Empire, Rise of Islam, and Crusades, 600-1204 C.E.”, Ohio University, Graduate Teaching Assistant. Fall 2003; 2004-2006 Academic Year

GRANTS & HONORS

- Gerald Ford Presidential Library Research Travel Grant for 2015 (The Ford Administration and the Baltic Republics)
- Grants for research at the Ronald Reagan Presidential Library (2011 and 2014), Columbia University's Rare Book & Manuscript Collection (2013 & 2014), Hoover Institution (2014), Swarthmore College's Peace Collection (2015), the University of Miami's Special Collections (2015), and the Tamiment Library & Robert F. Wagner Labor Archives at New York University through Ferris State University
- Baker Dissertation Peace Fellowship (2007-2008 Academic Year at Ohio University)
- Contemporary History Institute (Ohio University) Research Grants (2006-2008 Academic Years)
- Contemporary History Institute Research Assistantship Fellowship, directed by Dr. Steven Miner (2005-2006 Academic Year)
- Contemporary History Institute grant for language training in Russian at Middlebury College (Summer 2005)
- Contemporary History Institute Doctoral Fellowship (Winter and Spring Quarters 2004; 2006-2007 Academic Year)
- Utah State University grant for thesis research and graduate student conferences
- S. George Ellsworth Editorial Fellowship, Utah State University (1999-2001)

PREVIOUS HIGH SCHOOL-LEVEL TEACHING

- Junior Statesmen at Princeton University, Summer 2010, Princeton, NJ, AP U.S. History Instructor
- Culver Academies, 2002-2003, Culver, IN, U.S. History Teaching Fellow and Asst. Hockey Coach
- Athens Public Schools, 2008, Athens, OH, substitute teacher for all grade levels
- Minneapolis Public Schools, 2001-2002, Minneapolis, MN, substitute teacher for all grade levels

RELATED EXPERIENCE

- Member of the World Affairs Council of Western Michigan and International Affairs Forum (Traverse City, MI)
- Graded World History AP Exams for Educational Testing Services June 2008-2010, 2012-2014, and 2016
- Served as a judge for Ferris State's Political Engagement Project's Constitution Day Caption Contest, September 2016.
- Served as a judge for the Ferris State Political Engagement Project and Pi Kappa Delta's Speech Contest: "Why the Youth Vote Matters," 2 November 2016.
- Served as a judge for Ohio's History Essay Contest (2004-2008)
- Conducted research on the E.W. Scripps Papers for Dr. Geoffrey Cowan, University of Southern California, July-November 2008.
- Utah State University--Manuscript Editing Intern for the Western Historical Quarterly. Academic Years, 1999-2001
- Reading knowledge of French

JANA S. PISANI, Ph.D.
Professor of World History
History Education Program Coordinator
Ferris State University, Department of Humanities, 1009 Campus Drive,
Big Rapids, MI 49307, Phone: (231) 591-3699, Fax (231) 591-2188,
E-mail: janapisani@ferris.edu

EDUCATION:

Ph.D. HISTORY

Teaching Field: Western and World History
Major Fields: Medieval Europe and Renaissance and 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"**
University of Colorado, Boulder, December 1994

M.A. HISTORY

Major Fields: Ancient and Medieval Europe
University of New Mexico, May 1986

B.A. HISTORY (U.S.) and ENGLISH (Double Major)

University of New Mexico, December 1983

TEACHING: FULL-TIME UNIVERSITY EXPERIENCE (19 Years):

Ferris State University, Department of Humanities, Big Rapids, Michigan (14 years)
Teach a variety of undergraduate history courses including European History (Western Civilization, Ancient/Medieval/Modern Europe, Britain, Russia), World History (Africa, Latin America, Impact of 1492, Imperialism, East Asia), U.S. History surveys, and History teaching methods courses for Education majors and minors. Developed and taught in online (Internet-based) WebCT/WebCT Vista/Blackboard format.

- o Teaching Assignment:**
- ☐ Professor of World History, 8/13-present**
- ☐ University Supervisor for EDUC 499 (student teachers), 8/13-present**
- ☐ Associate Professor of World History, 8/08-8/13**
- ☐ Assistant Professor of World History, 8/05-8/08**
- ☐ Instructor of World History, 8/02-8/05**

- o **Administrative Assignment:**
- ☐ **History Education Program Coordinator, 2006-present**
- ☐ **Assistant Chair, Department of Humanities 2015-2016**
- ☐ **Honors Program Assistant Coordinator, 2010-2013**

As History Education Program Coordinator, serve as the academic advisor for all History Education majors and minors; maintain the program check sheets; complete program-related paperwork; revised the program in 2010-2011 to meet the new Michigan Department of Education (MDE) standards; reviewed the History Education program for another university as requested by the MDE, attend meetings between the College of Education and the program coordinators.

As the Assistant Chair, Department of Humanities (Fall 2015-Spring 2016), represented the department chair in departmental committees, completed course transfer evaluations, worked with the dean's office in terms of scholarships and awards, etc.

As Honors Program Assistant Coordinator, taught two sections of HNRS 100 in the fall, served as the academic advisor for pre-Pharmacy Honors students; attended all Honors Program functions; served as a member of the Honors Council; served as the faculty advisor for the Honors Peer Mentor Program; attended all Honors staff meetings; served as the coordinator of the annual Honors Senior Symposium.

Texas A&M International University, Department of Social Sciences, Laredo, Texas (5 years)
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. history 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.

- o **Assistant Professor of History, 8/97-8/02.**

TEACHING: PART-TIME COLLEGIATE 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, 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:

Lower Division European History:

- **Western Civilization I & II**
- **History of England I & II**
- **Greek & Roman History**

Lower Division World History:

- **World Civilization I & II**
- **Discovering the Global Past**
- **Impact of 1492**
- **Imperialism in the Modern World**

Lower Division U.S. History:

- **U.S. History surveys I & II**

Lower Division Special Topics:

- **Personality and History**
- **The Etruscans**
- **HNRS 100 (freshman seminar)**

Upper Division History Education and Methods:

- **Social Studies for Teachers**
- **History Education Theory and Practice**

Upper Division World History:

- **Latin America**
- **Modern Africa**
- **Modern East Asia**
- **Poxes, Plagues, and Pandemics**

European History:

- **Ancient Greece**
- **Ancient Rome**
- **Early Modern Europe**
- **Medieval Europe**
- **Tudor/Stuart England**
- **20th Century Russia**
- **The Making of Modern Britain**
- **Contemporary Europe**

Graduate Courses

- **Early Modern English History**
- **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, seasonal position.
- Littleton Historical Museum, Littleton Colorado, 5/89-12/90.

ACADEMIC GRANTS/HONORS:

- Awarded a sabbatical from Ferris State University for the spring 2015 semester for research and writing
- Faculty Development Grant, Humanities Department, Ferris State University, \$897.63 for trip to El Salvador, fall 2014
- Faculty Development Grant, Humanities Department, Ferris State University, \$969 for trip to El Salvador, fall 2012
- 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.

RESEARCH:

- Pisani, Michael J., Jana S. Pisani, "'Off the Books' Consumption: Determinants and Practice in Belize, Central America," under review at *The Latin Americanist*.
- Pisani, Michael J., Jana S. Pisani, "The Economic Returns to Language in Belize," *Journal of Belizean Studies*, forthcoming.
- Pisani, Jana S., Deborah Blackwell, and Michael J. Pisani (2007), "The Challenge of Advanced Placement Partnerships in the South Texas Border Classroom," *Teacher Education and Practice*, 20(1), 93-108.
- Pisani, Michael J., Jana S. Pisani (2007), "The Contemporary Belizean View of the Economic Way Forward: Regional versus Global Perspectives," *Journal of Belizean Studies*, 29(1), 20-37.
- Pisani, Michael J. and Jana S. Pisani (2005), "'Unknown World' Globalization: The Aztec Pochteca and Long Distance Trade," *AIB Insights*, 5(3), 10-12.
http://aib.msu.edu/publications/insights/insights_v5n3.pdf
- 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., currently reworking my dissertation, *The Religious Responsibilities of the Parish Clergy and the Laity in England: A Case Study of the Diocese of Ely, 1540-1640*, into a book.
- Pisani, Jana S., "The Papists Swarme': Catholic Recusants in the Community of Early Modern Sawston, England." Current Status: In-progress, may be incorporated into the book.
- Pisani, Jana S., "Bishop Matthew Wren of the Diocese of Ely." Current Status: In-progress, may be incorporated into the book..

CONFERENCES, WORKSHOPS AND PRESENTATIONS

- Pisani, Jana S., Professional Readiness Exam Workshops, October 15, October 19, and November 11, 2016 at Ferris State University
- Pisani, Jana S., "Women in Power: Challenges for Female Political Leaders in History" presentation, part of the "Passion for the Past" History Series, November 1, 2016
- Pisani, Jana S., "Dirty Politics in the Roman Republic: The Case of Julius Caesar and Marcus Bibulus as Consuls, 59 B.C.E., presentation, part of the "Passion for the Past" History Series, October 18, 2016
- Pisani, Jana S., "Keeping the Home Fires Burning: The Women's Institute in Great Britain during World War II," History Week presentation at Ferris State University, November 9, 2015
- Pisani, Jana S., "A Search for Clues" presentation, part of the "Passion for the Past" History series, September 28, 2015
- Pisani, Jana S., "Magna Carta 1215-2015," Law Day Luncheon presentation to the Mecosta-Osceola Bar Association, May 1, 2015
- Chair, Panel "From Rome to Vietnam: Military History," Phi Alpha Theta Regional Conference, Ferris State University, March 28, 2015
- Chair, Panel 3B (Caribbean I), SECOLAS conference. March 12-14, 2015, Charleston, South Carolina
- Chair, Panel 4C (Caribbean II), SECOLAS conference. March 12-14, 2015, Charleston, South Carolina
- 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.

REVIEWS OF TEXTBOOKS:

- *Sources of World History*, third edition, volume 1, by McKay et al. for Bedford/St. Martin's, 2013.
- *Weaving the Human Tapestry: A History of the World* by Getz/Corbally, world history textbook proposal for Oxford University Press, 2012.
- *Human Endeavor* by Trevor Getz, world history textbook proposal for Oxford University Press, 2011.
- *Ancient Mediterranean Civilizations: Prehistory to 640 CE* by Ralph Mathisen, reviewed proposal, Chapters 1-5 and 9-14 for Oxford University Press, 2009-2010; book was published in 2012.
- *Daily Life in Ancient Rome* by Brian K. Harvey, review of Chapters 2 and 9 for Focus Publishing, 2007.
- *The Scientific Revolution: A Brief History with Documents* by Margaret C. Jacobs, manuscript reviewed for Bedford St. Martin's, 2007.

BOOK REVIEWS IN JOURNALS:

- *When Rains Became Floods: A Child Soldier's Story*, by Lurgio Gavilán Sánchez (Duke University Press, 2015), in *The Latin Americanist*, vol. 60 Issue 3 (September 2016), pp. 434-435.
- *Migrating Faith: Pentecostalism in the United States and Mexico in the Twentieth Century*, by Daniel Ramirez (UNC Press, 2015), in *The Latin Americanist*, vol. 60 Issue 2 (June 2016), pp. 300-301.
- *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 Lestrangle 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.

ACTIVITIES/MEMBERSHIPS:

- Board member, Michigan Council for History Education, May 2017-present
- Member, SECOLAS (Southeastern Council of Latin American Studies), Spring 2015-present
- Member, Friends of El Salvador/Faith Weavers, Mt. Pleasant, Michigan, 2010-present
- Member, Ferris State University, Select Sixty Women's Mentoring Group, 2011-2012
- National Collegiate Honors Council, member, 2010-2013
- Truman Scholarship faculty advisor for Ferris State University, 2008-2015
- Sixteenth Century Studies Conference, member, 1990-2014
- North American Conference on British Studies, 1994-2014
- Academy Fellow, Institute for School-University Partnerships, through the Texas A&M System, 2000-2002
- TAMU University Mentor for Martin High School & United South High School Advanced Placement Programs in History, Laredo, Texas, 2000-2002
- Parent volunteer and chaperone, Big Rapids High School & Middle School Bands (2004-present), 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: limited reading ability
- Spanish: limited reading, writing and speaking ability

UNIVERSITY COMMITTEES

Ferris State University

- Member, University-Wide Teacher Education Committee, Spring 2016-Present
- Chair, Humanities Department Professional Review Committee, Fall 2016-present
- As Assistant Chair, member of the Humanities Department Professional Review Committee, Fall 2015-Spring 2016
- Member, College of Arts and Sciences Dean's Search Committee, Summer 2015-Spring 2016
- College of Arts and Sciences Graduate Education Committee, Spring 2016

- CAS Promotion and Merit Committee, Fall 2015-present
- Chair, Tenure Committee for Dr. Tracy N. Busch
- Member, Humanities Department Tenure Review Committee (Fall 2011-Spring 2015)
- Member, Honors Council, 2010-2013
- History faculty search committees, summer 2003, summer 2004, winter 2006, spring 2008, spring 2011, spring 2012
- University Cultural Enrichment Committee, member, 2005-present (Chair, 2007-2011)
- Department Curriculum Committee, 2005-present
- Faculty Excellence Awards Selection Committee, 2005-2007
- Teacher Education Advisory Council, 2006-present
- History Education Program Coordinator, fall 2006-present
- Academic Advising Implementation Team, spring 2008-2011
- Higher Learning Commission Criterion 3 Committee for Assessing Student Learning and Effective Teaching, spring 2008-2011
- Excellence in Teaching Award for Non-Tenure-Track Faculty Committee, 2008-2009

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 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

5/2017

Appendix D: Perceptions Survey of the Overall Quality of the History B.A. Program

Perceptions of Overall Quality of the FSU History B.A

Directions: On a scale of 1-100 (with 100 representing the highest program quality achievable), rate the History B.A. program at Ferris State University. Summarize your reasons for the rating that you have assigned. In addition, please outline any suggestions you might have to improve program quality. Consider the program as it relates to the following:

- 1) Relationship of the program's mission to its department, college, and the university**
- 2) Program visibility and distinctiveness**
- 3) Enrollment**
- 4) The characteristics, quality, and employability of students**
- 5) The quality of the curriculum and assessment**
- 6) The composition and quality of faculty**
- 7) The composition and quality of program administration**
- 8) The overall value of the program to stakeholders, including Ferris State University.**

Overall rating of the History B.A. program at Ferris State University

Samantha M. (Steele) Engel

Bachelor of Arts, History, 2009

Current Occupation: Historian for the Herbert H. and Grace A. Dow Foundation in Midland, Michigan

My rating of the History B.A. program at Ferris State University would be 85. Hopefully my reasons for this rating will become clear as I address the above points.

I believe that the program has a strong relationship to the Humanities Department, College of Arts and Sciences, and the overall university. After graduating in 2009 with my Bachelor of Arts degree in History I felt equipped to continue my academic pursuits and progress toward my ultimate career goal. The program prepared me and provided me with those tools. Although I already appreciated the value of learning, the access I had to quality lectures given by History and Humanities faculty gave me a taste of what a life of learning could look like. I was hungry to continue this pursuit of knowledge and still relish in attending professional conferences and even leading my own workshops to help others. Most importantly however, my degree in history undoubtedly prepared me to be a responsible citizen. Taking classes that focused on the

birth of democracy and the struggles of the Early Republic, as well as racism and the Civil Rights Movement, instilled me with a sense of social justice and an empathy that, I believe, helps me in my daily life and in shaping my own interactions with the world around me.

During my time at Ferris State University (transferred from Aquinas College as a sophomore in 2006 and graduated in 2009), I believe my cohorts worked closely with faculty to increase our visibility on campus. Myself and others formed Club History and worked for it to become a Registered Student Organization. I was also a charter member of Phi Alpha Theta mere months before graduating. At the time our visibility was low, but from what I've seen on social media and the contact that I have had with students and faculty since then, it appears that visibility and the creation of a distinct place and role on campus has grown immensely and for that I am thrilled.

Although the enrollment in the history program appeared low when I was a student and does seem to remain lower than other programs. It seems appropriate for the number of faculty members the History Program employs. This lower enrollment allowed me to develop close mentor relationships with my professors and those relationships have grown since my graduation.

From my experience, students who move through the history program successfully are equipped with a wide array of skills that help them navigate the job market. I have had the great pleasure of navigating graduate school and the field of public history with Jeff Pollock, a fellow History B.A. graduate. We have presented at the Michigan Museums Association conference together and collaborated on programs. Other students I knew, such as Caitlin Hutchison and Adam Quigley have followed different, but equally successful paths in obtaining advanced degrees in history and law, respectively. As I am currently hiring an assistant in my current job, I would consider a successful student from the Ferris History Program as a great candidate. Those with whom I attended Ferris, even those who have followed other paths in their lives, are intelligent, driven, thoughtful, and compassionate individuals. Following them on social media illustrates these amazing characteristics, which cannot be found in all disciplines as universally as you can in a history student. History courses teach students how to analyze issues from different perspectives, respect different opinions, and come to well-reasoned and articulate conclusions.

The curriculum for the History B.A. program provides a well-rounded look into the history of various cultures, geographic regions, religions, and eras. Furthermore, general education requirements such as Science, Global Consciousness, and foreign language prepare students for life in a complicated world. Having taken courses in French, the foreign language requirement of my Master of Arts program at Western Michigan University was a simple review; most graduate programs in history require foreign language and having an introduction at Ferris helped immensely. Additionally, it prepared me for an increasingly global society. Classes in the Psychology of Gender, met other requirements and taught me items to which I still refer when discussing current issues around LGBTQ Rights.

My only criticism in the Program exists in the face that none of my coursework prepared me for my current position in the Public History field. At the very least, an introduction to this career path could have allowed me to take a slightly different course in reaching my current position. I was lucky enough to have had a position in the FLITE Archives, which I am pulling from in my work as the Historian for the Herbert H. and Grace A. Dow Foundation, but museum studies, memory, public history theory, preservation, and historic site management could all be welcomed additions to the program. As the faculty considers adding in certificates in new fields, perhaps this could be considered. I know many folks who have even received PhDs in history, who have moved onto successful careers in Public History, so it is worth an introduction at the undergraduate level.

The quality of the faculty in the Ferris History Program is exemplary. Brilliant minds, compassionate educators, approachable mentors, and involved faculty members fill this Program. Having attended larger institutions with far larger faculties, the relationships I had with my Ferris history professors were unmatched. They were available, accessible, and always ready to help. I can relate stories of individual faculty members who spent extra hours helping me with graduate school applications and others who supported and facilitated a last-minute topic change in my HIST-400 capstone paper. My fondest college memories involve time spent in those offices.

The composition of the faculty, however, leaves a bit wanting and bring me to my second criticism of the program. The faculty has shrunk since I attended. The unfortunate loss of Dr. Tom Jorsch and Dr. Lisa Guinn has left a hole in the faculty when it comes to the teaching of Early American history topics. To read that classes in the Civil War and Early Republic have been set aside for the time being is horrifying to an individual who received her Master of Arts degree with a thesis written on Thomas Jefferson. These courses teach basic fundamental elements about the history of our country, the responsibilities of citizens in a democracy, and the multifaceted struggle that was the Civil War. Issues from these periods of history continue to be raised in current political and popular culture and students need access to this instruction. Although, I understand that the faculty is limited in number, considering the general education students that fill their courses, adding faculty specializing in Early American history and public history would really make the program an immensely attractive one.

I can speak very little to the quality and composition of the program administration. I never had any issues administratively. Housing the History Program within the Humanities Department is appropriate, but most universities offering a degree in history do have their own history departments to better track, assist, and enhance the experiences of their students, who have needs unique to their own program.

As the History Program continues to increase the number of events it holds on campus and the number of community members who attend these events, and as they matriculate students who continue to achieve success post-graduation I can see no reason as to why any stakeholders would be unsatisfied. The success of History Program students speaks to the level

of education provided by faculty members and those students taking history courses for general education requirements are receiving this same caliber of instruction. Students who commit themselves to doing well in history courses leave knowing more about the world in which they live and interact daily. Additionally they learn critical thinking and communication skills often seen wanting in today's society. I was able to go on to work in the Western Michigan University Writing Center and taught freshman Composition and Communications courses at the University of Kentucky, because my history professors at Ferris assisted me in honing my writing skills. All of these outcomes align with the University's mission of creating well-rounded and responsible citizens, and inspiring lifelong learning.

The Program serves a vital role for Ferris State University. No education is complete without gaining a fundamental understanding of how we as a people arrived at the present. I always felt as though the faculty members within the History Program were committed to my success both professionally, but in navigating the world in general beyond my undergraduate career. Were it not for the few recommendations I have regarding curriculum and faculty composition, the Program would, without a doubt, receive a score in the high 90s.

Perceptions of Overall Quality of the FSU History B.A.

Kristen L. Motz, MSI

Professor – FLITE Library Instruction Coordinator

On a scale of 1 – 100, I rate the History B.A. Program at 90.

The History B.A. program has proven itself very responsive and adaptable to the needs of its students and to the University over the past five years. During that time, the History area has developed new and revised courses, provided creative methods of outreach, and engaged students in extra-curricular activities, all of which I find exemplary due to the very small number of program faculty. As a vital component of the General Education program, offering more Race, Ethnicity, and Gender classes than any other discipline in the College of Arts and Sciences, the History program also underscores the Ferris mission:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

The cross-disciplinary work of the History area with Honors, the School of Education, and General Education emphasizes the need for the courses provided by the program. The development of new and experimental courses in History is quite remarkable when compared to the student population within the major and minor and the few faculty who teach within it.

Although the number of students enrolled in the program is small, the History faculty work hard to increase visibility through two active RSOs and many campus outreach opportunities. The program is holding its own at a time when academic enrollment is dropping. Ferris' focus as a hands-on, career-oriented institution makes the University initially a harder sell to students interested in a liberal arts focus, which is apparent from the discrepancy between the number of students admitted and the actual number of students who enroll and graduate. On the other hand, Ferris students may take a history general education course and decide to switch majors as they connect with the content, especially because of the strength and diversity of the program curriculum. The History B.A. program is allowing these students to stay at Ferris and not transfer to another institution. It is unfortunate, as the report mentions several times, that the Humanities Department gathers data only at the department level and not at the program level. It would be so helpful for the History B.A. to be able to add supportive data to the APR report to emphasize the value of the program and its accompanying coursework.

The impressive work done by the History faculty to keep the program focused and current stood out to me. Since most of the program graduates opt for graduate and law school rather than full-time employment, the new courses and course revisions reflect current societal changes and needs. The diversity and scope of course offerings are far greater than I expected. Reflecting the dedication of the faculty, History students are active volunteers in a number of events and programs on campus. They also support each other in such things as peer tutoring by Phi Alpha Theta upper classmen. In addition, because the number of students is small, faculty can offer flexibility in course scheduling, as well as program-wide adherence to grading standards, testing methods, the use of primary sources, and similar overarching expectations providing academic rigor. This allows students to focus on mastering course content rather than worrying about course mechanics. The uniformity in these areas also speaks to a cohesive and collaborative faculty willing to undertake the constant adaptation and flexibility necessary for success in student retention and graduation. The national NEH foundation grant awarded to Tracy Busch and Christian Peterson is another example of the excellence of the faculty.

The History program is under the Humanities Department, which is then under the College of Arts and Sciences. Although these levels of authority may not always make decision-making a simple process, the report implies that the History faculty decide by consensus on decisions within their control, acting as a committee of the whole to get work accomplished. I see this as a strength for flexibility and adaptability and again speaks to the cohesiveness of the faculty.

Although at first glance this program is a small part of the College of Arts and Sciences, the faculty within it are providing strong value to the University through the program's support of General Education courses and the School of Education History and Social Studies B.S. degrees. The association with these complementary initiatives strengthens the History B.A. program in return by providing more opportunities to offer current/experimental topic classes and therefore to attract students who transfer into the program itself. History's special initiatives and projects demonstrate its outreach to the University and beyond: the SHOAH project, Passion for the Past, the Museum of Sexist Objects (MoSO), Phi Alpha Theta conventions, and the impressive NEH Russian Studies grant, among other examples.

I have three suggestions for the program and its department.

First, I would encourage the Humanities Department to gather figures on a more granular level so that even smaller programs like the History B.A. have access to the data they need. I realize this is not something the History faculty can rectify, but perhaps the APRC can help make this request.

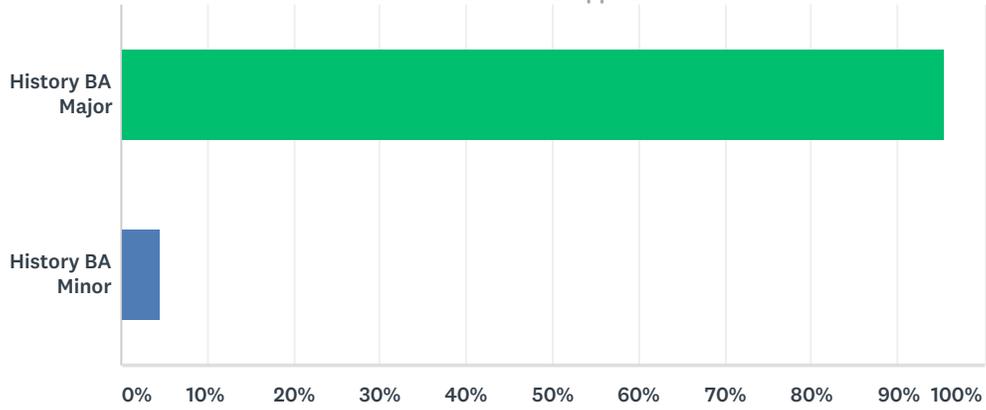
Second, although the report states that History students are not required to be involved in any co-curricular or service learning projects as a condition for graduation, evidence shows that they already are! Participating in the BEYOND project, MoSO, Passion for the Past, PEP,

Phi Alpha Theta, Phi Alpha Theta convention hosting, Club History, and conference paper presentations are all creative and exciting ways for students to explore their passions and add to their portfolios for graduate school and careers. Since Ferris is an institution that places a great deal of emphasis on internships, projects, capstones, and other types of hands-on learning, perhaps the History B.A. might look into requiring a component of service learning or co-curricular involvement in one of these already-existing projects or activities. I quote from the report on page 23: “We think in terms of not only the curricular, but also the co-curricular and the extra-curricular.” Why not make involvement a graduation requirement?

Finally, I also noted that the faculty are committed to helping with student debt load by placing all their print textbooks on FLITE course reserves. As a further step towards helping off-campus students and those taking online courses, I suggest the faculty might want to explore Open Education Resource (OER) material and textbooks as the next logical step for making course content more affordable. The Collection Strategies Librarian at FLITE, Fran Rosen, would also be willing to discuss the possibility of purchasing some of the texts as eBooks, available to students without cost through FLITE.

Q1 Identify your program path:

Answered: 22 Skipped: 0



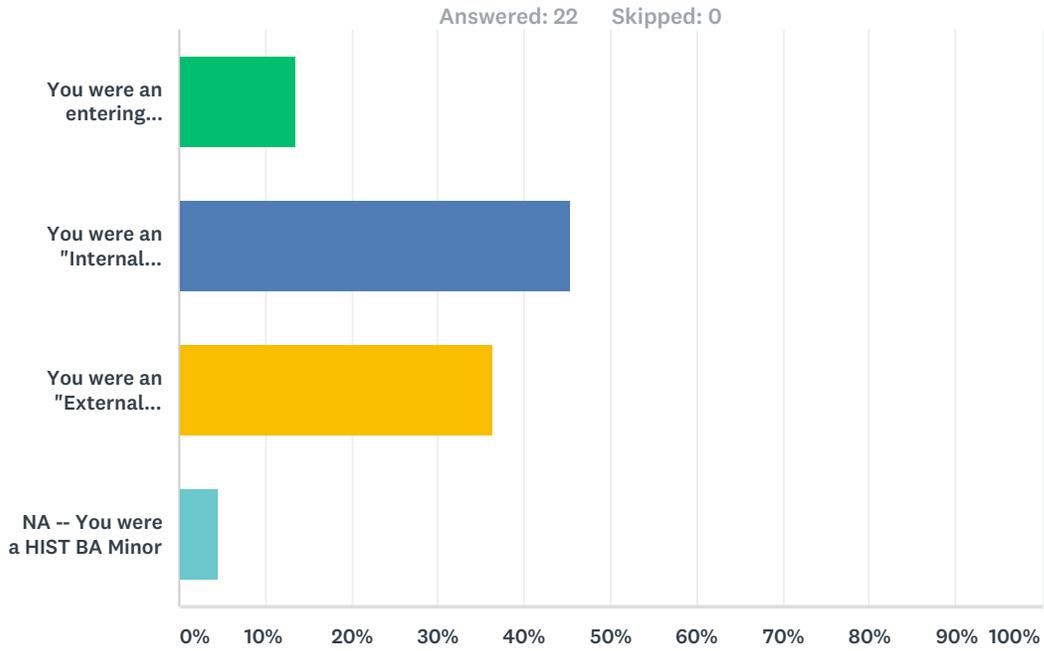
Answer Choices	Responses
History BA Major	95.45% 21
History BA Minor	4.55% 1
Total	22

Q2 Why did you chose to attend Ferris for your undergraduate education?

Answered: 22 Skipped: 0

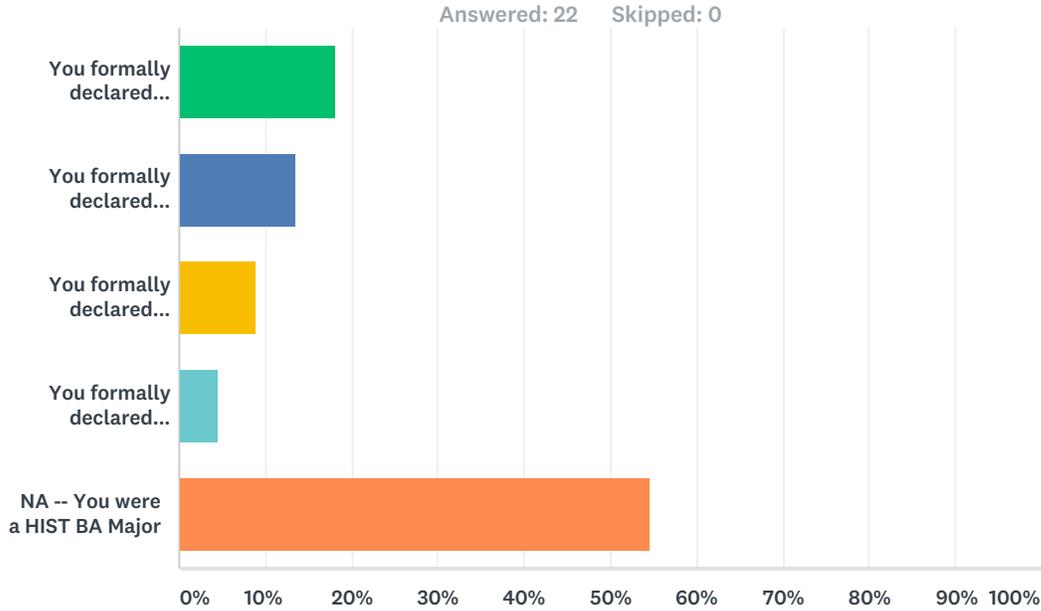
#	Responses	Date
1	It was closer than other schools	7/17/2017 10:53 PM
2	Because Ferris was the most accepting for the Tuition Incentive Program	7/14/2017 6:21 PM
3	The fantastic opportunities to get involved outside and inside of the classroom. Specifically, the opportunities within the history program through the Jim Crow Museum and conferences.	7/14/2017 3:26 PM
4	Location	7/14/2017 1:00 PM
5	Career path	7/14/2017 11:44 AM
6	I liked the feel of the campus.	7/6/2017 2:41 PM
7	Close to home	7/6/2017 1:19 AM
8	Location	7/2/2017 9:23 AM
9	Closest university with the program I was interested in.	6/30/2017 12:27 PM
10	Close to home. Chance to continue to play hockey.	6/28/2017 7:10 PM
11	originally in Pre-Pharmacy and it was the best program in the state	6/28/2017 3:58 PM
12	Proximity to home and I already had taken a class with Dr. Jorsch as a senior and enjoyed his class a lot.	6/28/2017 12:47 PM
13	I liked the faculty.	6/27/2017 9:35 PM
14	Friends	6/27/2017 7:20 PM
15	It was close to home.	6/26/2017 5:30 PM
16	The free application fee. Ferris was the only school I applied to.	6/26/2017 5:08 PM
17	Scholarships and financial aid offered and the environment/atmosphere there	6/26/2017 11:16 AM
18	I wanted a mid size university.	6/26/2017 11:06 AM
19	I had many family members that attended Ferris and transfered there myself after 2 years at community college.	6/26/2017 10:59 AM
20	My sister is also a Ferris alum, and it made the transition from small rural high school to university much easier.	6/26/2017 10:30 AM
21	Location, size of classes	6/26/2017 10:25 AM
22	Originally a Criminal a justice major	6/26/2017 10:20 AM

Q3 When you began the HIST BA major:



Answer Choices	Responses
You were an entering Freshman	13.64% 3
You were an "Internal Transfer" from a different Ferris program	45.45% 10
You were an "External Transfer" from a different college/university	36.36% 8
NA -- You were a HIST BA Minor	4.55% 1
Total	22

Q4 When you began the HIST BA minor:



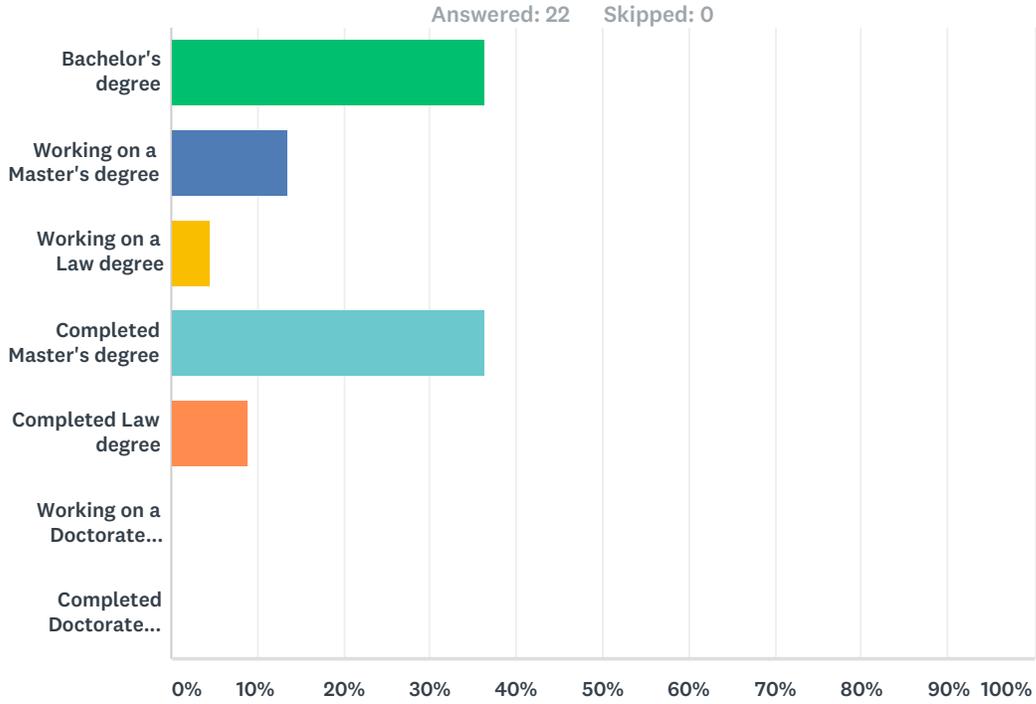
Answer Choices	Responses
You formally declared yourself by your Sophomore Year and received Academic Advising each semester from beginning to end	18.18% 4
You formally declared yourself after taking two or three HIST courses for Gen Ed & then received Academic Advising for your remaining coursework	13.64% 3
You formally declared yourself after nearly completing all your course work & sought no Academic Advising	9.09% 2
You formally declared yourself after completing all your course work & only sought an Academic Advisor to sign the Minor Completion Paperwork	4.55% 1
NA -- You were a HIST BA Major	54.55% 12
Total	22

Q5 What year did you graduate?

Answered: 22 Skipped: 0

#	Responses	Date
1	2016	7/17/2017 10:53 PM
2	2015	7/14/2017 6:21 PM
3	2014	7/14/2017 3:26 PM
4	2009	7/14/2017 1:00 PM
5	2005	7/14/2017 11:44 AM
6	2005	7/6/2017 2:41 PM
7	2015	7/6/2017 1:19 AM
8	2010	7/2/2017 9:23 AM
9	2015	6/30/2017 12:27 PM
10	2009	6/28/2017 7:10 PM
11	2007	6/28/2017 3:58 PM
12	2009	6/28/2017 12:47 PM
13	2010	6/27/2017 9:35 PM
14	2013	6/27/2017 7:20 PM
15	2008	6/26/2017 5:30 PM
16	2015	6/26/2017 5:08 PM
17	2015	6/26/2017 11:16 AM
18	2008	6/26/2017 11:06 AM
19	2013	6/26/2017 10:59 AM
20	2011	6/26/2017 10:30 AM
21	2010	6/26/2017 10:25 AM
22	2009	6/26/2017 10:20 AM

Q6 What's your highest level of education (to-date)?



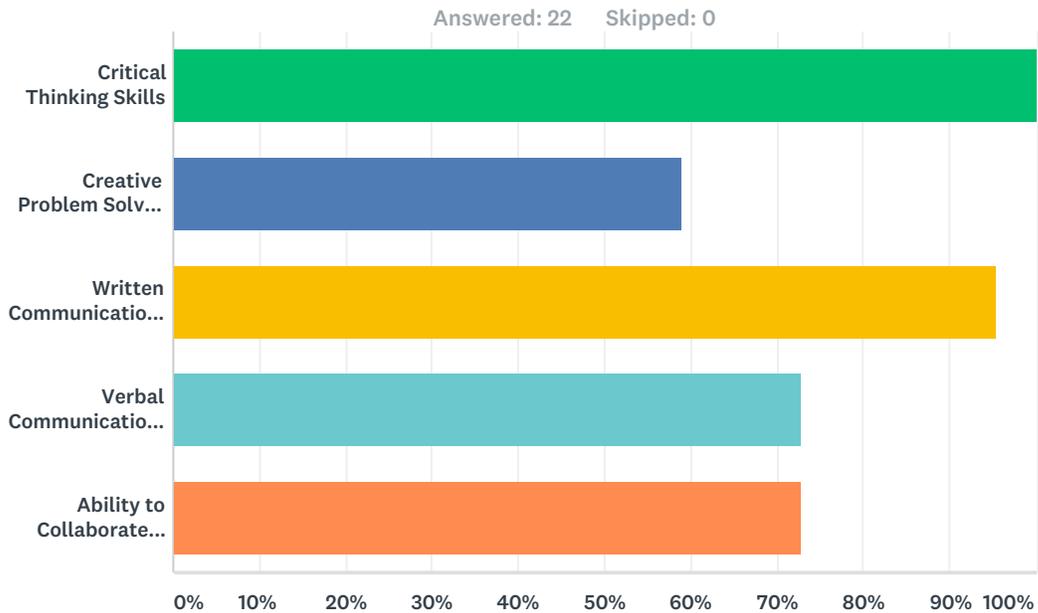
Answer Choices	Responses
Bachelor's degree	36.36% 8
Working on a Master's degree	13.64% 3
Working on a Law degree	4.55% 1
Completed Master's degree	36.36% 8
Completed Law degree	9.09% 2
Working on a Doctorate degree	0.00% 0
Completed Doctorate degree	0.00% 0
Total	22

Q7 What's your current student status or occupation?

Answered: 22 Skipped: 0

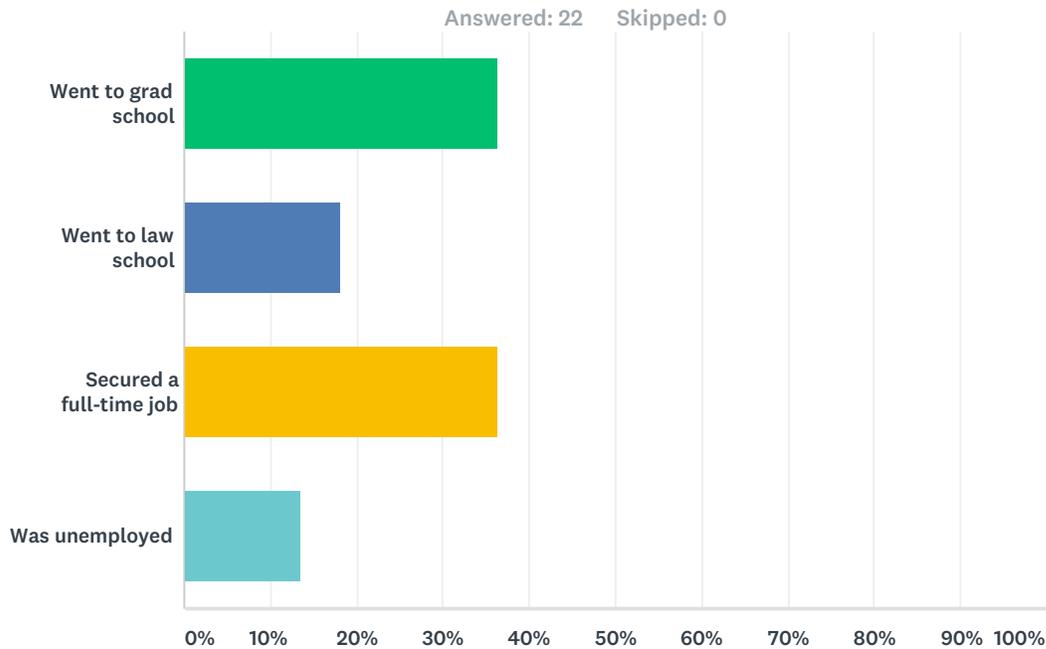
#	Responses	Date
1	Unemployed	7/17/2017 10:53 PM
2	Incoming Graduate Student	7/14/2017 6:21 PM
3	Law student	7/14/2017 3:26 PM
4	Adjunct Professor	7/14/2017 1:00 PM
5	Asst Facilities Director, Ferris Athletics	7/14/2017 11:44 AM
6	Attorney/Realtor	7/6/2017 2:41 PM
7	looking for work	7/6/2017 1:19 AM
8	Will start a PhD program in fall 2017 in English Second Language Studies	7/2/2017 9:23 AM
9	Graduate student	6/30/2017 12:27 PM
10	Business Consultant	6/28/2017 7:10 PM
11	Drug Research Consultant	6/28/2017 3:58 PM
12	I am the Historian for the Herbert H. and Grace A. Dow Foundation.	6/28/2017 12:47 PM
13	Museum Professional	6/27/2017 9:35 PM
14	Michigan Historical Museum	6/27/2017 7:20 PM
15	Adjunct Faculty - Rhetoric & Composition	6/26/2017 5:30 PM
16	Account Executive for Big Rapids Radio Network	6/26/2017 5:08 PM
17	Substitute teacher	6/26/2017 11:16 AM
18	Recreation Management	6/26/2017 11:06 AM
19	Graduate of Masters degree in History	6/26/2017 10:59 AM
20	Attorney	6/26/2017 10:30 AM
21	Librarian	6/26/2017 10:25 AM
22	Financial Advisor	6/26/2017 10:20 AM

Q8 What skills did you learn from the HIST BA Program? [Mark any/all that apply]:



Answer Choices	Responses
Critical Thinking Skills	100.00% 22
Creative Problem Solving Skills	59.09% 13
Written Communication Skills	95.45% 21
Verbal Communication Skills	72.73% 16
Ability to Collaborate with Others	72.73% 16
Total Respondents: 22	

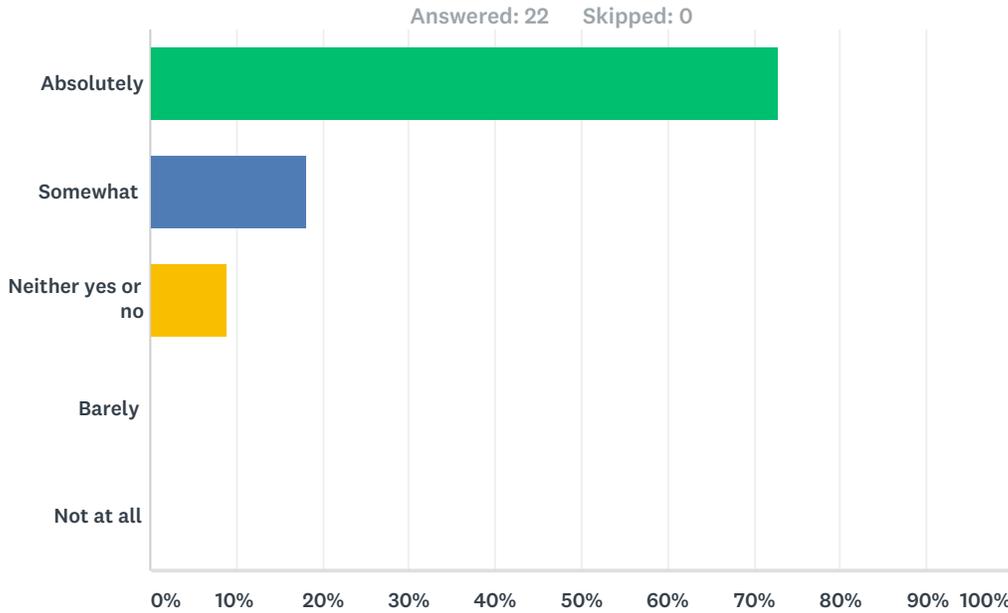
Q9 What path did you take following graduation? [Mark any/all that apply]:



Answer Choices	Responses
Went to grad school	36.36% 8
Went to law school	18.18% 4
Secured a full-time job	36.36% 8
Was unemployed	13.64% 3
Total Respondents: 22	

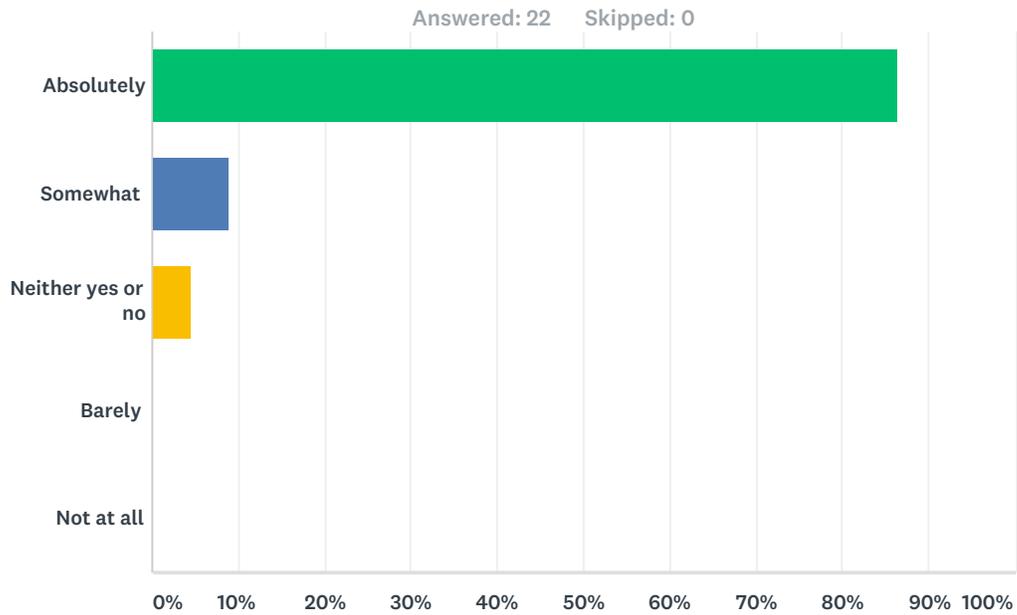
#	Comment if you wish:	Date
1	Joined AmeriCorps in Montana.	7/14/2017 6:21 PM
2	I live in an area where work is hard to come by unless you choose to be a cashier. I am now trying to move where I can get a career worthy of my degree.	7/6/2017 1:19 AM
3	ESL Teaching. I taught English throughout Europe, South America, and Asia. Went on to sales in Metro- Detroit.	6/28/2017 7:10 PM
4	Went to law school but it wasn't for me and I withdrew in the middle of my 2nd year. It then took me over a year and a move across the country to find a full time job (and it was in healthcare).	6/28/2017 3:58 PM
5	Great prep for grad school. I got a full tuition waiver and a stipend.	6/27/2017 9:35 PM
6	I worked part-time for 2 years until my boss helped me apply for graduate school. The program did not really discuss graduate school options with me (but I hear that has changed in the 9 YEARS since I've been there).	6/26/2017 5:30 PM
7	I am also considering a master's.	6/26/2017 5:08 PM

Q10 Did the skills you acquired from the HIST BA program, aid your grad studies or employment?



Answer Choices	Responses
Absolutely	72.73% 16
Somewhat	18.18% 4
Neither yes or no	9.09% 2
Barely	0.00% 0
Not at all	0.00% 0
Total	22

Q11 Reflecting back, are you satisfied with the education you received from the HIST BA Program?



Answer Choices	Responses
Absolutely	86.36% 19
Somewhat	9.09% 2
Neither yes or no	4.55% 1
Barely	0.00% 0
Not at all	0.00% 0
Total	22

Q12 Can you expand on your "satisfaction" response from the previous question?

Answered: 22 Skipped: 0

#	Responses	Date
1	I feel like I learned things, but also that I didn't learn any new processes or ways to go about answering the questions.	7/17/2017 10:53 PM
2	I am glad that I was not only given the resources needed in order to complete a BA in History, but I was taught how to use these resources wisely and adapt them to my abilities and passion	7/14/2017 6:21 PM
3	The variety of courses offered was great; additionally, the opportunities that were given through the program were great.	7/14/2017 3:26 PM
4	I was ready. I could have used a little more assistance involving path when graduated	7/14/2017 1:00 PM
5	I started college at SUNY-Fredonia, in a strong History program & professors there. I was very happy with my classes at Ferris, and quickly realized this program was strong as well	7/14/2017 11:44 AM
6	I feel like some of the classes became repetitive.	7/6/2017 2:41 PM
7	The history professors at Ferris are the absolute best!	7/6/2017 1:19 AM
8	The program helped me to pursue my interests and develop important skills.	7/2/2017 9:23 AM
9	Professors are excellent. They care about their students and want them to succeed.	6/30/2017 12:27 PM
10	No book nor lesson can completely prepare you for a life abroad. When you study history you can grasp a bit of different cultures and personalities. It makes for an easier transition.	6/28/2017 7:10 PM
11	I enjoyed most courses and learned a lot. I can't compare it to other programs at other schools but I think it did just fine.	6/28/2017 3:58 PM
12	Although the knowledge and skills I learned at Ferris were incredibly helpful, due to the number of non-history majors in even upper-level courses, I did feel a bit behind my graduate school peers from other universities.	6/28/2017 12:47 PM
13	Best choice possible for me.	6/27/2017 9:35 PM
14	I enjoyed being taught what the professors wanted to Teach.	6/27/2017 7:20 PM
15	I wish they'd pushed us further.	6/26/2017 5:30 PM
16	The professors are all very helpful and we're willing to work to make the education the best possible.	6/26/2017 5:08 PM
17	I really feel that I'm good at my job because of my time at Ferris	6/26/2017 11:16 AM
18	the program taught me how to think critically and summarize important information and form solid arguments.	6/26/2017 11:06 AM
19	The professors that I took classes with were of a very high caliber. They helped me find a focus in history that allowed me to follow the path that I have taken now. I really owe all my success to those professors that I was able to have. I was able to take classes with all but one of the history faculty.	6/26/2017 10:59 AM
20	I thoroughly enjoyed my time in the program, and am proud to say I am a history major.	6/26/2017 10:30 AM
21	Applied skills I learned to future education and current job. Skills learned include research, writing, and communication.	6/26/2017 10:25 AM
22	The professors are what made the program when I was attending Ferris. Pisani and Huey are a wealth of knowledge.	6/26/2017 10:20 AM

Q13 What do you believe are the HIST BA Program's "strengths"?

Answered: 22 Skipped: 0

#	Responses	Date
1	The majority of the professors are incredibly knowledgeable	7/17/2017 10:53 PM
2	Fantastic professors, diverse teaching methods, opportunities to present research at historical conferences	7/14/2017 6:21 PM
3	The diverse classes, museums on campus, and opportunities to present scholarly work	7/14/2017 3:26 PM
4	The instrutors	7/14/2017 1:00 PM
5	Professors	7/14/2017 11:44 AM
6	The professors	7/6/2017 2:41 PM
7	The professors and their passion for what they do.	7/6/2017 1:19 AM
8	The faculty memebers use an array of pedagogical techniques in their classrooms, helping students to use a diverse range of skills.	7/2/2017 9:23 AM
9	Variety of classes to choose from, catering to diverse student interests.	6/30/2017 12:27 PM
10	The most important lesson you can.learn .. consider the source, consider the source, and consider the source! Once you check every angle...do it again!	6/28/2017 7:10 PM
11	To excel students had to have strong writing and communication skills. These are essential to most careers and the quantity of quality work I had to create has been essential to my "adult" life/career. Could I be doing what I am today with a different degree? Sure, but history is way more topical than having a communications or other degree.	6/28/2017 3:58 PM
12	The one-on-one relationships I was able to form with my professors were incredibly helpful. I was able to discover and develop my own interests as well as seek help in applying to graduate school and navigating that process. The faculty members were amazing!	6/28/2017 12:47 PM
13	Flexibility, and at the time collegiality with other students.	6/27/2017 9:35 PM
14	The Teachers took to heart on what they taught	6/27/2017 7:20 PM
15	Strengths of the program include excellent faculty who care for their students and work to develop and improve continually.	6/26/2017 5:30 PM
16	The professors.	6/26/2017 5:08 PM
17	Special projects like WW II exhibit and historical conferences and groups. Professors/advisors that make time for you	6/26/2017 11:16 AM
18	Strong professors.	6/26/2017 11:06 AM
19	Professors. I cannot stress enough that it was the professors that I was able to have teaching me that made the program at Ferris feel like a high caliber of education. The individual attnetion that they were able to give me was absolutely amazing.	6/26/2017 10:59 AM
20	The professors. They went above and beyond what I expected to ensure my success, especially Dr. Huey. Being a smaller program and a relatively small university, the faculty-student ratio is small, and is made better by the faculty being dedicated to the success of their students.	6/26/2017 10:30 AM
21	Faculty	6/26/2017 10:25 AM
22	Worldly view.	6/26/2017 10:20 AM

Q14 What do you believe are the HIST BA Program's "weaknesses"?

Answered: 22 Skipped: 0

#	Responses	Date
1	A lack of out of the box thinking	7/17/2017 10:53 PM
2	The amount of books and resources on home ground - which is not the History Department's fault.	7/14/2017 6:21 PM
3	The only thing that comes to mind is adding more courses	7/14/2017 3:26 PM
4	Guiding assistance when you are about to graduate. Also no masters program.	7/14/2017 1:00 PM
5	Perhaps some additional History classes (military, etc)	7/14/2017 11:44 AM
6	Sometimes lacked variety	7/6/2017 2:41 PM
7	dropping classes due to not enough enrolled students	7/6/2017 1:19 AM
8	Smaller department, so more limited in terms of faculty interests.	7/2/2017 9:23 AM
9	Program offers more American history than world history. Program needs more upper level history classes.	6/30/2017 12:27 PM
10	Having most our resources in the bottom of the library.	6/28/2017 7:10 PM
11	There were many courses that didn't have enough history students in them so group projects were always tough because these non hist majors were lacking in motivation or just didn't care. This happened several times over the years in numerous courses. The weakness is a lack of committed students to have discussions and work together.	6/28/2017 3:58 PM
12	Especially today, I believe that a lack in number and diversity of faculty is a great weakness of the program. With the loss of Dr. Guinn and Dr. Jorsch the strength in Early American history was immensely weakened. Additionally, it's good to work with a variety of faculty members. I also believe that a lack of introduction to other areas of history (public history, museum studies) had a somewhat negative impact on my graduate school career. Had I been introduced to public history work and methodology earlier, I'm sure I would've pursued that instead of beginning a PhD program only to leave one year later. I love where I've landed and wished I knew about it earlier.	6/28/2017 12:47 PM
13	Too small. Under funded.	6/27/2017 9:35 PM
14	They needed more primary source books	6/27/2017 7:20 PM
15	It's small, young, and remote.	6/26/2017 5:30 PM
16	Curriculum restrictions, University policies.	6/26/2017 5:08 PM
17	Need more hands-on opportunities	6/26/2017 11:16 AM
18	Creativity that didn't necessarily add to the program. College course work is hard enough and multiple instructors wanted students to journal during the course of a class. Not everyone is a natural at writing thoughts daily or maintenance work. I felt courses where instructors took creative liberties then graded harshly on them did not offer any benefit to students who were not naturally inclined to do something like that on their own.	6/26/2017 11:06 AM
19	Having to continuously deal with the higher ranks of Ferris State administration and the seemingly incredible lack for caring about anything outside of major "money making" programs. If the administration was reformed, and a decent amount of money invested, Ferris would be known as a history university for certain.	6/26/2017 10:59 AM
20	Being a smaller program, the advantages of small size outweigh the disadvantages. However, I would have liked more variety of courses to choose from.	6/26/2017 10:30 AM
21	Limited course offerings	6/26/2017 10:25 AM
22	From what I remember, a lot of emphasis on ethnic and culture, and not enough Europe/Asia history.	6/26/2017 10:20 AM

Q15 What suggestions can you offer today that would have improved your education while enrolled in the HIST BA Program?

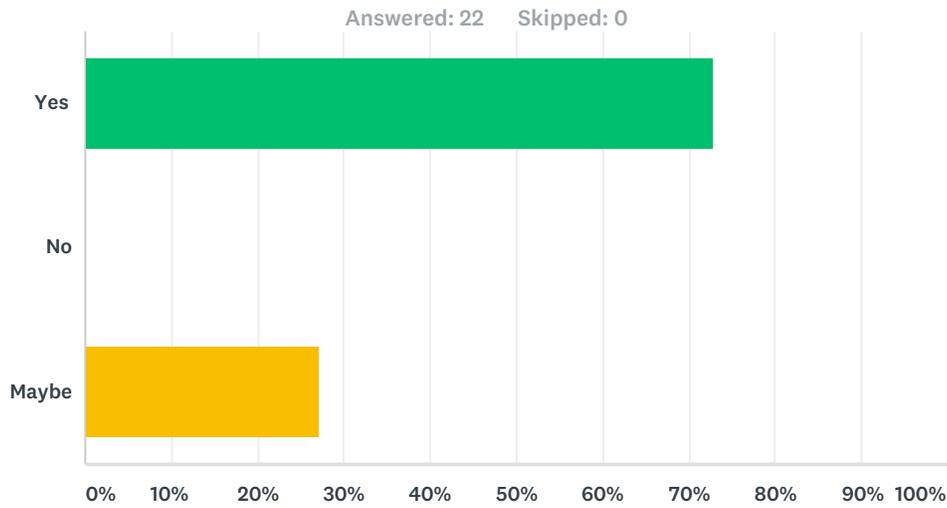
Answered: 22 Skipped: 0

#	Responses	Date
1	Better communication with students.	7/17/2017 10:53 PM
2	Possibly, for seniors, if making a poster board that represents their capstone paper as optional.	7/14/2017 6:21 PM
3	Continue to encourage students to be engaged in scholarly writing and presenting their works.	7/14/2017 3:26 PM
4	Include a graduate program	7/14/2017 1:00 PM
5	Perhaps additional classes	7/14/2017 11:44 AM
6	More variety	7/6/2017 2:41 PM
7	create a masters program, only having a bachelors isn't good enough anymore. I don't want a job paying \$30,000 a year. I want something I can actually support my family on. Now Im stuck having to relocate and try to find employment in a bigger city. I will have to compete with people with the same degree that are half my age. In 4 months of sending out resumes I have had only 1 interview.	7/6/2017 1:19 AM
8	provide more advising for post-graduation pursuits during the program	7/2/2017 9:23 AM
9	Make history major specific courses writing intensive to replace the 300 level English requirement for graduation. This way, history majors can focus on historiographical writing rather than having to switch writing and citation styles. This would aid those interested in seeking graduate degrees.	6/30/2017 12:27 PM
10	I really don't know.	6/28/2017 7:10 PM
11	I'd say have more English courses required. Grammar and writing skills are essential but often lacking in the work force.	6/28/2017 3:58 PM
12	More history theory and methods as well as public history courses would've been great.	6/28/2017 12:47 PM
13	More rigorous historiography.	6/27/2017 9:35 PM
14	More Primary and secondary source books in the Library	6/27/2017 7:20 PM
15	I would've liked more emphasis on the work of public scholars and how to find promising projects or how to know what would be graduate-study-worthy. I also wish there were more critical theory based classes, or ones focused on the experiences of women.	6/26/2017 5:30 PM
16	It would have been better if the university didn't cancel classes for having too few students.	6/26/2017 5:08 PM
17	More hands-on opportunities	6/26/2017 11:16 AM
18	Less multiple choice testing. More written essay. History is about forming arguments based on research and multiple choice testing does not accurately reflect a students knowledge on a topic. The classes I did my best in were all essay tests. Classes I did my worst in were multiple choice exam based. Multiple choice is remedial and for high school students. It does not exist in the real world and it does not allow students of history to utilize the skills learned in the course study. The strength of the program is learning the ability to form arguments and back them up with your sources. It's why it's a gateway into law school. Testing should reflect this.	6/26/2017 11:06 AM
19	I only wish that there was some classes only taught at intervals of a few years. I wish that these classes could have been taught much more regularly, because I unfortunately was not able to take many of the ones that I had wanted to.	6/26/2017 10:59 AM
20	At least in the legal field, the absolute #1 complaint from judges/senior attorneys is the poor quality of writing they see in new lawyers. History is a very popular degree to transition to law school, and for those history majors interested in going this route, I would highly advise they take advantage of all the upper-level writing courses they can. I would suggest offering students in upper level courses a choice--a regular exam, or a a long (minimum 15 page) research paper as the final.	6/26/2017 10:30 AM

History BA Survey for Graduates

21	More presentation/speaking preparation. Capstone project could include a poster session/presentation element to discuss work and give teaching experience.	6/26/2017 10:25 AM
22	Ibwould have liked to have more speakers, or opportunities to see speakers in Grand Rapids.	6/26/2017 10:20 AM

Q16 Would you recommend the HIST BA Program to a colleague, friend, or family member?



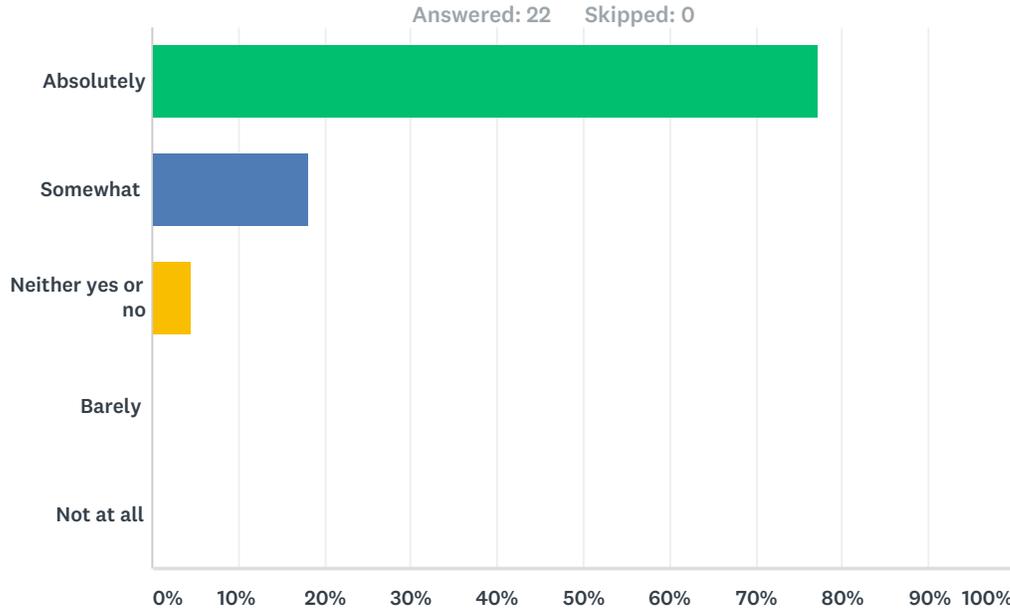
Answer Choices	Responses	
Yes	72.73%	16
No	0.00%	0
Maybe	27.27%	6
Total		22

Q17 Can you elaborate on your "recommendation" response from the previous question?

Answered: 22 Skipped: 0

#	Responses	Date
1	If they were looking at a school in Michigan and looking for that program I would tell them my experience.	7/17/2017 10:53 PM
2	There aren't many students who would be willing to become history majors in the first place, but Ferris State University is a great place to start on the path to success	7/14/2017 6:21 PM
3	It is an excellent program that really develops not only critical thinking skills necessary in any field, but also cultivates writing and speaking abilities	7/14/2017 3:26 PM
4	I already have recommended	7/14/2017 1:00 PM
5	Very impressed with the program, and the professors	7/14/2017 11:44 AM
6	I could but I won't.	7/6/2017 2:41 PM
7	I'm just very happy with my experince and education I recieved at ferris	7/6/2017 1:19 AM
8	I was very satisfied with my education.	7/2/2017 9:23 AM
9	The history program offers skills needed for a variety of occupations.	6/30/2017 12:27 PM
10	It's your own path. Be the lead character of your own life.	6/28/2017 7:10 PM
11	A person would really have to enjoy history for me to recommend them to pursue a BA in it. They also need a drive or passion to pursue because there often is not a clear employment path for someone who isn't seeking a teaching or law career.	6/28/2017 3:58 PM
12	The one-on-one time I received from the faculty was incredible, so for that reason I would say yes. However, the lack of more topical classes (I had to create an independent study in order to have a class on the American Revolution) and classes without folks fulfilling general education requirements really altered the level the classes could've been taught at. I often felt I was playing catch up while in graduate school. This is not the fault of the program's either, but an issue with a lack of funding to the Humanities Department in general.	6/28/2017 12:47 PM
13	If they don't like pretentious bullshit, and are willing to work their tail off it's perfect.	6/27/2017 9:35 PM
14	I would because we all became friends in the class and the professors are wonderful	6/27/2017 7:20 PM
15	I would recommend individual faculty and suggest that student supplement their education with other tools.	6/26/2017 5:30 PM
16	History is a great subject to learn and know. If more people knew history perhaps the world would be different.	6/26/2017 5:08 PM
17	Overall, I had a great experience and would recommend to friends interested in the same thing.	6/26/2017 11:16 AM
18	Only if they were planning to be a teacher or go to law school or higher education. The job market for art degrees is weak. I was fortunate to find my career but Ferris also offers a major for my career which I wasn't a part of. I had planned to be a teacher but changed at the end to general history. I've been fortunate but I would not recommend someone major in the arts just to achieve a bachelors.	6/26/2017 11:06 AM
19	I believe that my actions so far in my post graduation life can be a recommendation itself. I always proudly tell people what University I finished in.	6/26/2017 10:59 AM
20	The history program is engaging, and provides all the skills necessary to succeed.	6/26/2017 10:30 AM
21	I can see that many of the same faculty are still teaching at Ferris. I would recommend the program because of the faculty.	6/26/2017 10:25 AM
22	If it is appropriate	6/26/2017 10:20 AM

Q18 From your perspective as a program graduate (major or minor), do you think the Ferris HIST BA is still "relevant" and has continued value or demand @ 2017?



Answer Choices	Responses	
Absolutely	77.27%	17
Somewhat	18.18%	4
Neither yes or no	4.55%	1
Barely	0.00%	0
Not at all	0.00%	0
Total		22

Q19 Can you elaborate on your "relevance" response from the previous question?

Answered: 22 Skipped: 0

#	Responses	Date
1	History is always relevant.	7/17/2017 10:53 PM
2	The history BA program will always have continued value and demand as long as there are students who are willing to delve into their historical passions	7/14/2017 6:21 PM
3	The History BA program gives excellent opportunities for students to develop critical thinking skills and the ability to analyze not only historical documents, but arguments and historical thought processes from sources and writers of the past	7/14/2017 3:26 PM
4	Gain excellent skills that apply when graduated	7/14/2017 1:00 PM
5	My HIST BA has helped me tremendously in my career - even though I am not directly employed in that field, I take many of the lessons to my job every day	7/14/2017 11:44 AM
6	History is always relevant to understanding context.	7/6/2017 2:41 PM
7	History will always have a place and a purpose. Learning history expands your education in so many important ways.	7/6/2017 1:19 AM
8	It will always be important to critically examine our past.	7/2/2017 9:23 AM
9	The need for historians will always be relevant, not only to interpret the past, but for the skills acquired through studying history (i.e. critical thinking and analytical skills)	6/30/2017 12:27 PM
10	It is what you make of it.	6/28/2017 7:10 PM
11	How often do people get work outside their degrees? Very often. In my mind having a BA of any kind is relevant and in demand (as long as you know where to look).	6/28/2017 3:58 PM
12	I can see that the course offerings in various topics have increased, despite a decrease in faculty. I also learned FAR more about writing in my history classes than in any English course I took. It is a valuable piece of the Ferris program catalog and can offer much to students inside and outside of the program.	6/28/2017 12:47 PM
13	The world needs more people who can think. Pharmacists count pills, business majors lack brains, and yet that's who I saw getting preference while I was there. Oh and the honors program runs contrary to Woodbridge Ferris's goal in starting a university.	6/27/2017 9:35 PM
14	Most Jobs do not let you just have a BA you have to have a Masters to a Doctorate	6/27/2017 7:20 PM
15	More than ever, it is important to understand our past. The current tensions in our world so closely mirror ones from that past that history in general, and specifically some of the scholarly work being done in the Ferris HIST BA by critical scholars, is more relevant than ever.	6/26/2017 5:30 PM
16	See question 17.	6/26/2017 5:08 PM
17	I truly think it is relevant and important, the key is being able to draw interest and show our community how and why it is relevant	6/26/2017 11:16 AM
18	It depends on where someone wants to go. Again if they are going to law school or seeking a post bachelors education program then yes. As a stand alone major there should be heavy counseling on career opportunities with an arts degree. It has its merits but students should be aware of what opportunities exist with a general arts degree so upon graduation they can be properly equipped to enter the work force.	6/26/2017 11:06 AM
19	The day that history is irrelevant is the day that the earth stops spinning or the sun explodes. Anyone that thinks otherwise needs to read a book, or seriously contemplate the meaning of their own existence, and what led up to that existence. Per this program in general, everything that is happening today has happened because of the historical pretexts laid out in the past. I learned how to associate the past and present to try and better understand the world that we live in through a spectrum of globalization. I have managed to do quite a good job of integrating globalization into my masters studies which I have only just finished.	6/26/2017 10:59 AM

History BA Survey for Graduates

20	While STEM courses/jobs are all the rage, liberal arts are still an important part of a well-rounded education. They provide skills that just can't be taught in STEM, especially writing skills.	6/26/2017 10:30 AM
21	More relevant now than when I attended given the political climate.	6/26/2017 10:25 AM
22	Now more than ever. What adults know about history is appalling. Everyday we witness people that are oblivious to facts, and focus on conspiracies. We NEED people to soak in facts, and history is difficult to distort.	6/26/2017 10:20 AM

History BA Survey for Current Students - Ferris State University

Thank you for participating in the Ferris State University History Department's anonymous survey. The survey shouldn't take you more than 10-15 minutes. Results will be sent to Kristy Motz, FLITE librarian, who will forward the compiled responses to the History Department. No identifying information will be collected. Your survey answers could result in History Department curriculum changes, as well as additional resources and new faculty for the program. Please respond to this survey by August 4 to allow the History Department time to examine and reflect on the responses. If you have any questions, please contact Kristy Motz at KristyMotz@ferris.edu.

* 1. Within the History BA Program, how would you describe yourself?

- Major
- Minor
- Double major
- Double minor

For Questions 2 - 8, please indicate your level of agreement about what the History BA Program provided you.

* 2. The ability to develop and exercise critical thinking skills, (historical thinking skills), such as placing issues into historical context, determining cause and effect, and understanding the past free of present-day bias.

Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 3. The ability to develop and exercise effective verbal communication skills, especially in terms of explaining facts and issues relevant to understanding the past.

Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 4. 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.

Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. The ability to develop and exercise effective research skills using traditional print, electronic databases, and internet-based resources.

Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. The necessary academic support and effective classroom instruction that are/were essential to your educational experience.

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

* 7. Essential advising needed for program requirements and university requirements.

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

* 8. The necessary skills and experience that will help prepare me for post-graduation plans -- law school, graduate school, or the job market.

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

For Questions 9 - 11, please indicate your level of agreement with each of the following statements regarding other aspects of your education at Ferris State University.

* 9. History classes were taught in classrooms that easily allowed the instructor as well as the students to use multi-media equipment for showing videos, web sites, and power point presentations.

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

* 10. Ferris classrooms used by History faculty were able to handle any WiFi needs I had for the course and in-class activities.

Strongly Agree

Somewhat agree

Somewhat Disagree

Strongly Disagree

* 11. FLITE's online database collections, such as JSTOR, Project Muse, American History and Life, and the Historical Newspaper Collection provide me with ample resources in addition to traditional published monographs, to execute any research assignments I am asked to undertake for my history classes.

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

* 12. From the courses you have taken within the History BA Program, what is your current area of focus?

U. S.

European

World

Diversity

* 13. When you started the History BA Program, you were a

- Freshman
- Sophomore
- Junior
- Senior

* 14. What best describes your status when you began the History BA Program?

- Ferris student, and History was my first major.
- Ferris student, and I switched my major to History.
- Transfer student, and I came from another college or university.

* 15. What are your plans once you graduate?

- Enter graduate school for an MA in history only
- Enter graduate school for an MA and PhD
- Enter law school
- Substitute in K-12 and seek teacher certification
- Seek employment in private or public sector

* 16. During this time while you are working on your History BA degree, what courses would you like to see offered?

* 17. Please identify at least three strengths you found from your experiences with the History BA Program.

* 18. Please identify at least three weaknesses you found from your experiences with the History BA Program.

* 19. Would you recommend the Ferris History BA program to friends or family soon to start college?

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

* 20. Do you support the foreign language requirement of the History BA degree?

Yes

No

* 21. What language would you prefer that Ferris make available? (Add any other choices to the comment box.)

Chinese

Japanese

French

Latin

German

Russian

Italian

Spanish

Other (please specify)

* 22. The History area is considering a B. S. program in Public History. If that degree were currently available, would that option appeal to you?

Strongly Agree

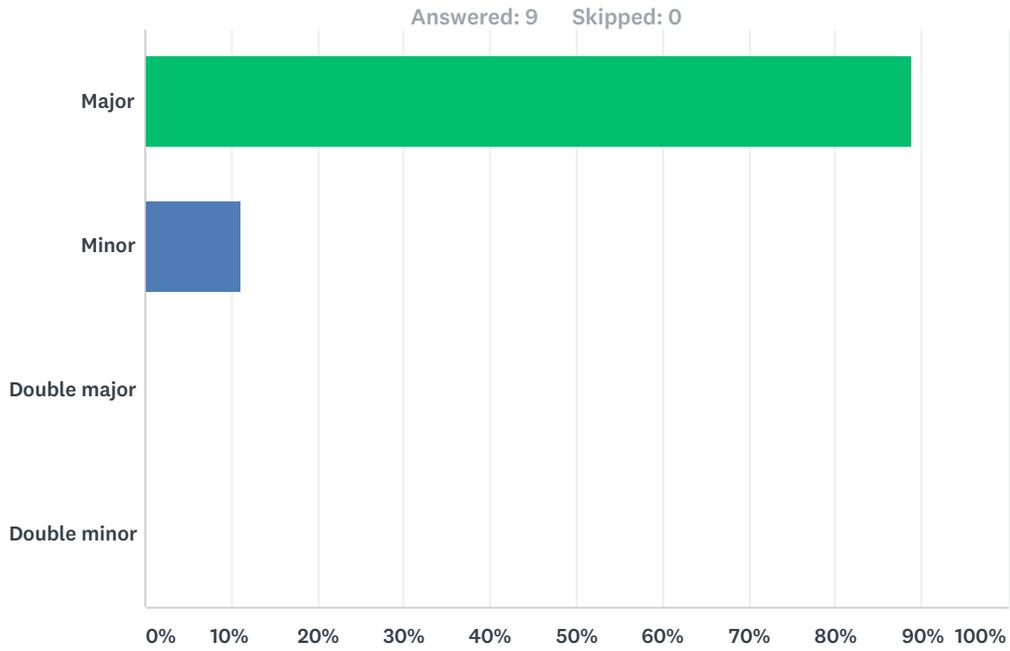
Somewhat Agree

Somewhat Disagree

Strongly Disagree

Thank you for your time and input.

Q1 Within the History BA Program, how would you describe yourself?



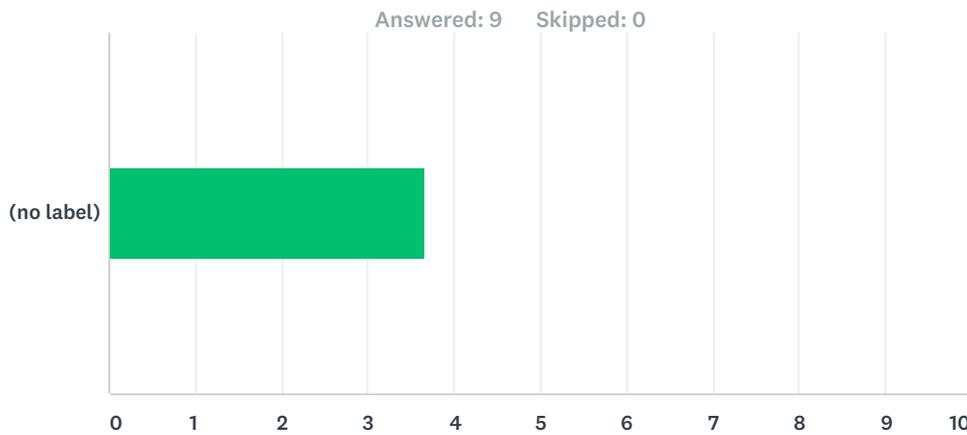
Answer Choices	Responses
Major	88.89% 8
Minor	11.11% 1
Double major	0.00% 0
Double minor	0.00% 0
TOTAL	9

Q2 The ability to develop and exercise critical thinking skills, (historical thinking skills), such as placing issues into historical context, determining cause and effect, and understanding the past free of present-day bias.



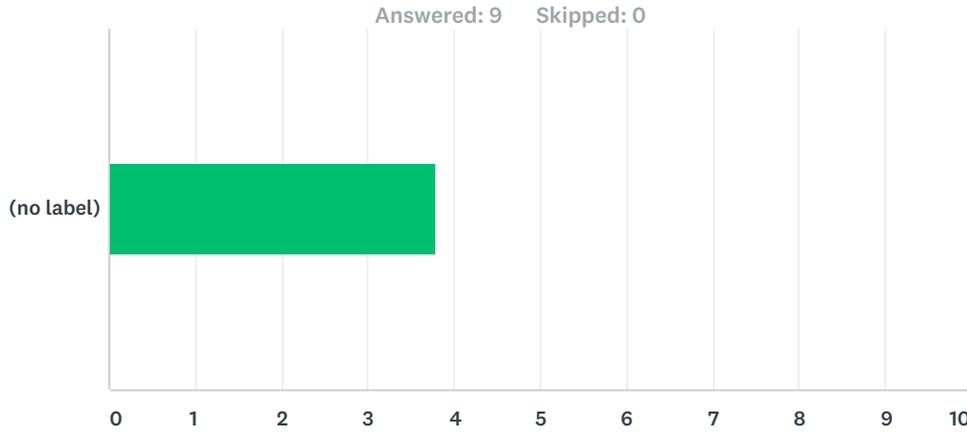
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	77.78% 7	22.22% 2	0.00% 0	0.00% 0	9	0.00

Q3 The ability to develop and exercise effective verbal communication skills, especially in terms of explaining facts and issues relevant to understanding the past.



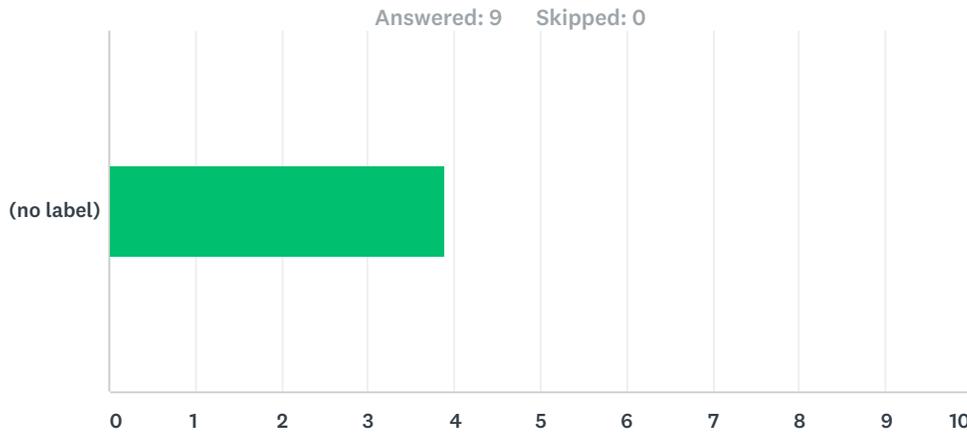
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	66.67% 6	33.33% 3	0.00% 0	0.00% 0	9	3.67

Q4 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.



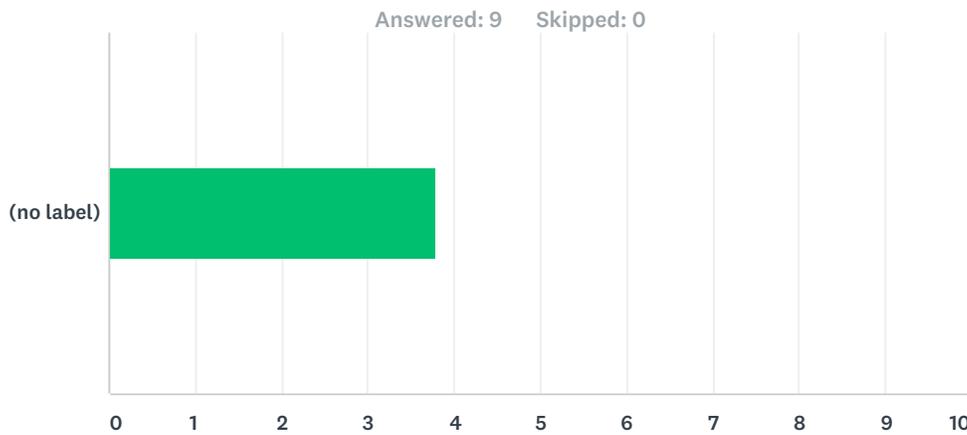
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	77.78% 7	22.22% 2	0.00% 0	0.00% 0	9	3.78

Q5 The ability to develop and exercise effective research skills using traditional print, electronic databases, and internet-based resources.



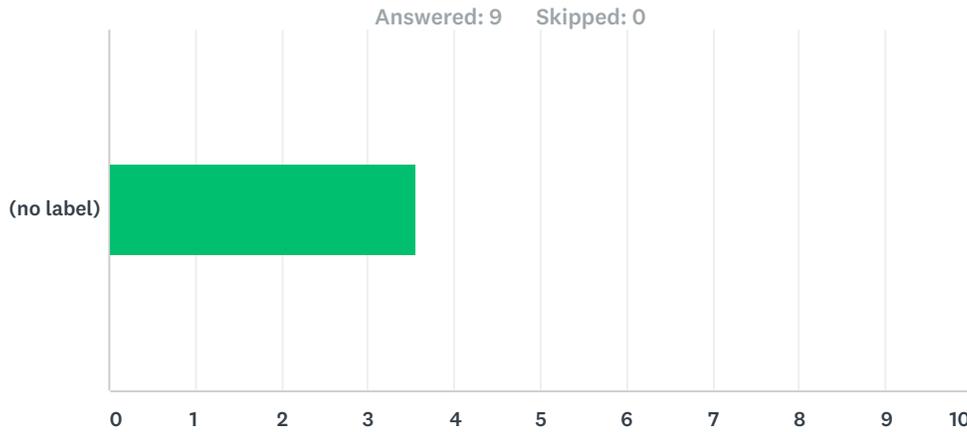
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	88.89% 8	11.11% 1	0.00% 0	0.00% 0	9	3.89

Q6 The necessary academic support and effective classroom instruction that are/were essential to your educational experience.



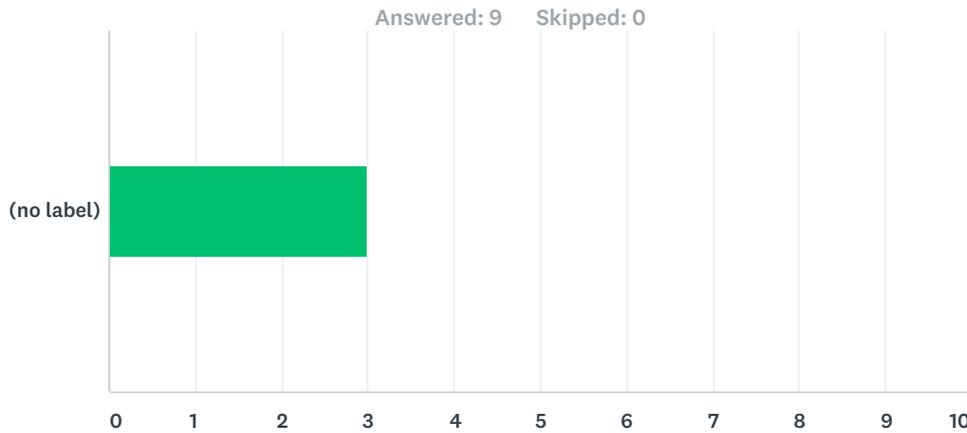
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	77.78% 7	22.22% 2	0.00% 0	0.00% 0	9	3.78

Q7 Essential advising needed for program requirements and university requirements.



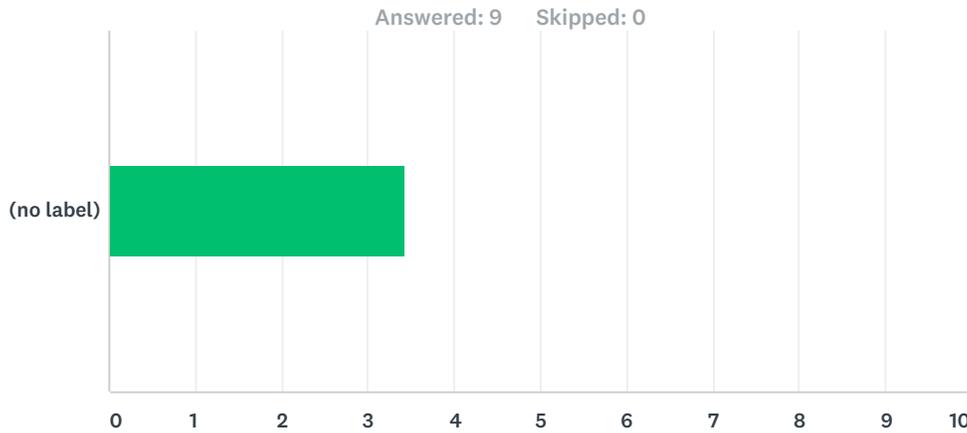
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	77.78% 7	0.00% 0	22.22% 2	0.00% 0	9	3.56

Q8 The necessary skills and experience that will help prepare me for post-graduation plans -- law school, graduate school, or the job market.



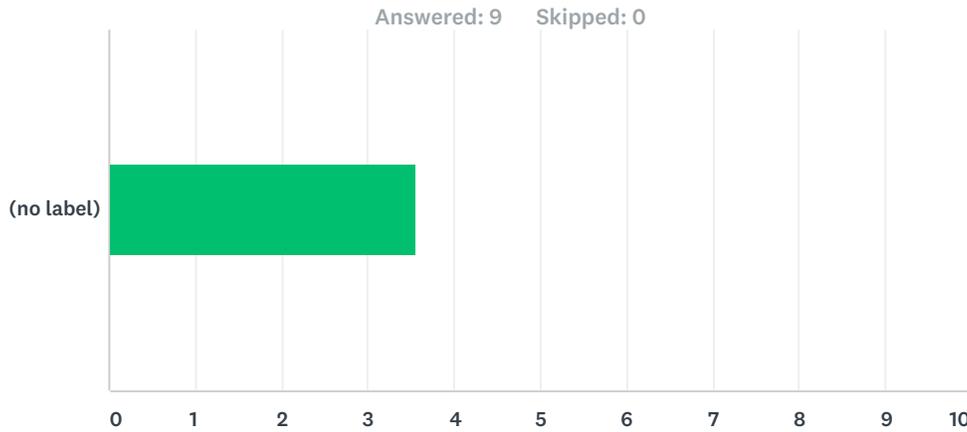
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	33.33% 3	44.44% 4	11.11% 1	11.11% 1	9	3.00

Q9 History classes were taught in classrooms that easily allowed the instructor as well as the students to use multi-media equipment for showing videos, web sites, and power point presentations.



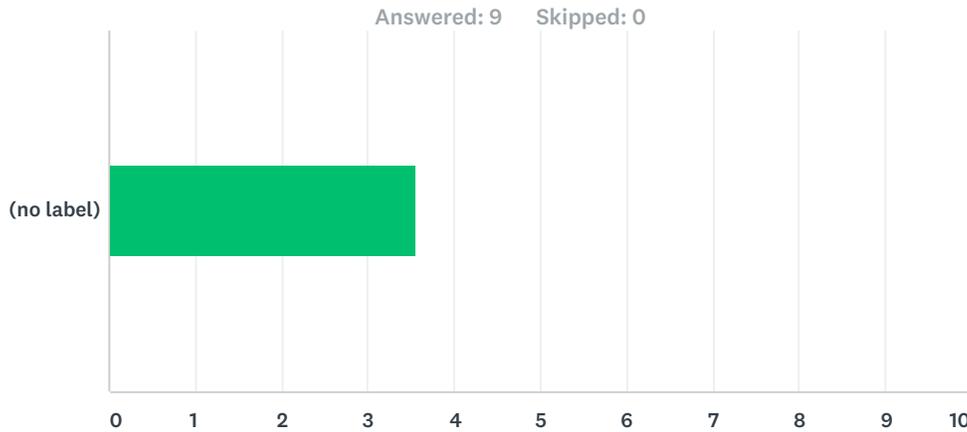
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	55.56% 5	33.33% 3	11.11% 1	0.00% 0	9	3.44

Q10 Ferris classrooms used by History faculty were able to handle any WiFi needs I had for the course and in-class activities.



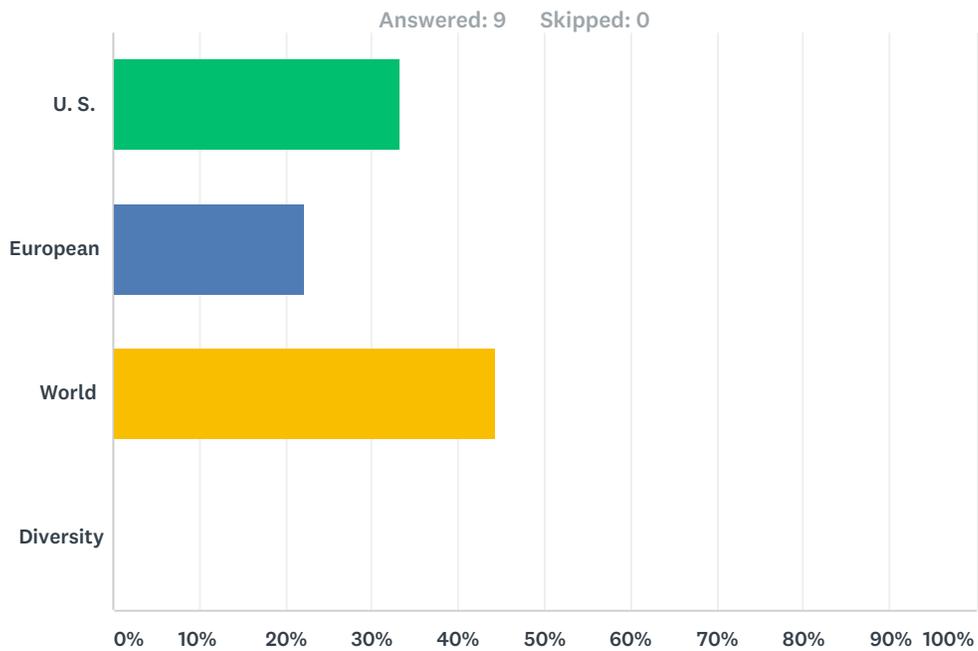
	Strongly Agree	Somewhat agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	66.67% 6	22.22% 2	11.11% 1	0.00% 0	9	3.56

Q11 FLITE’s online database collections, such as JSTOR, Project Muse, American History and Life, and the Historical Newspaper Collection provide me with ample resources in addition to traditional published monographs, to execute any research assignments I am asked to undertake for my history classes.



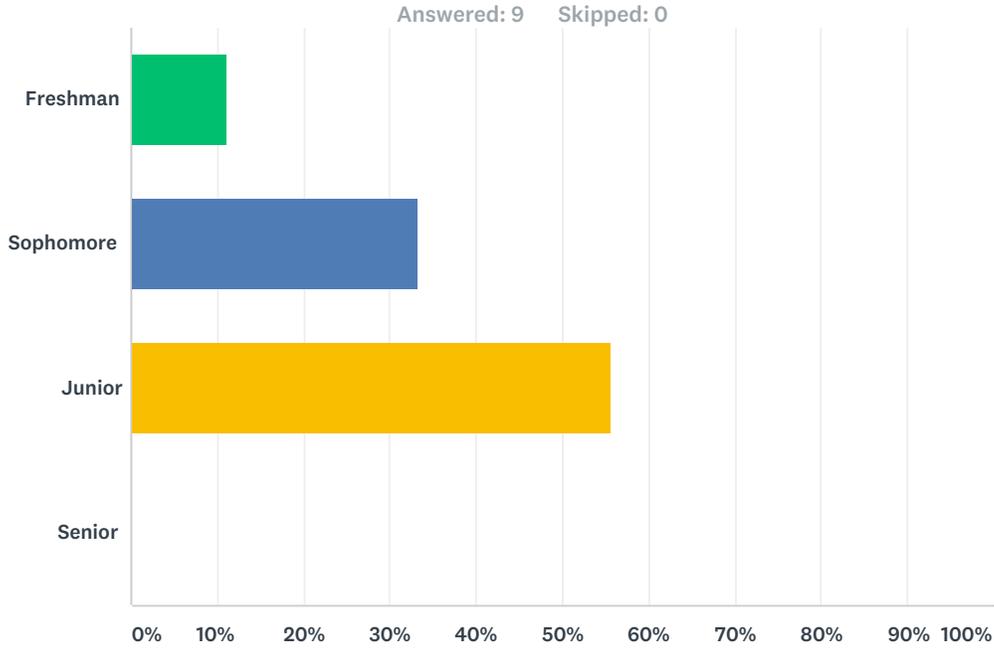
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	55.56% 5	44.44% 4	0.00% 0	0.00% 0	9	3.56

Q12 From the courses you have taken within the History BA Program, what is your current area of focus?



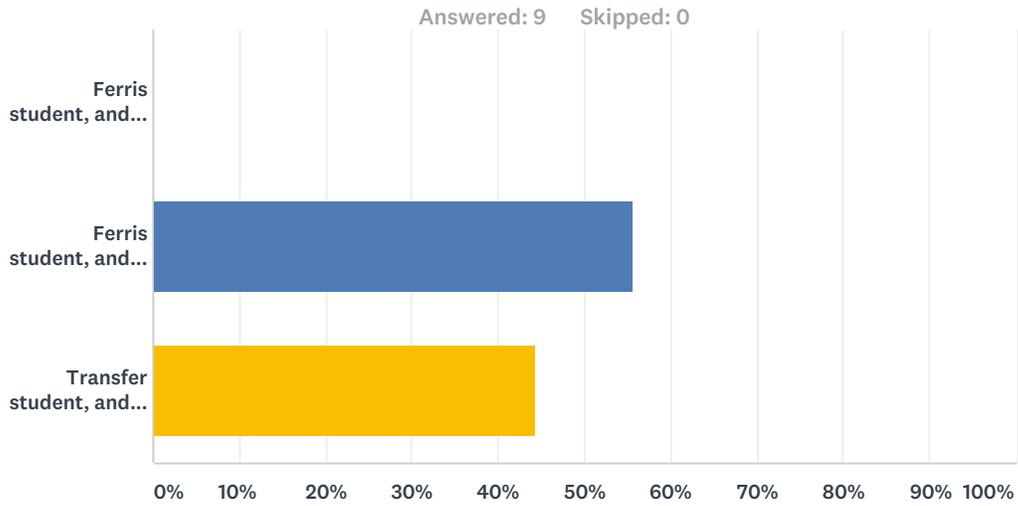
Answer Choices	Responses	
U. S.	33.33%	3
European	22.22%	2
World	44.44%	4
Diversity	0.00%	0
TOTAL		9

Q13 When you started the History BA Program, you were a



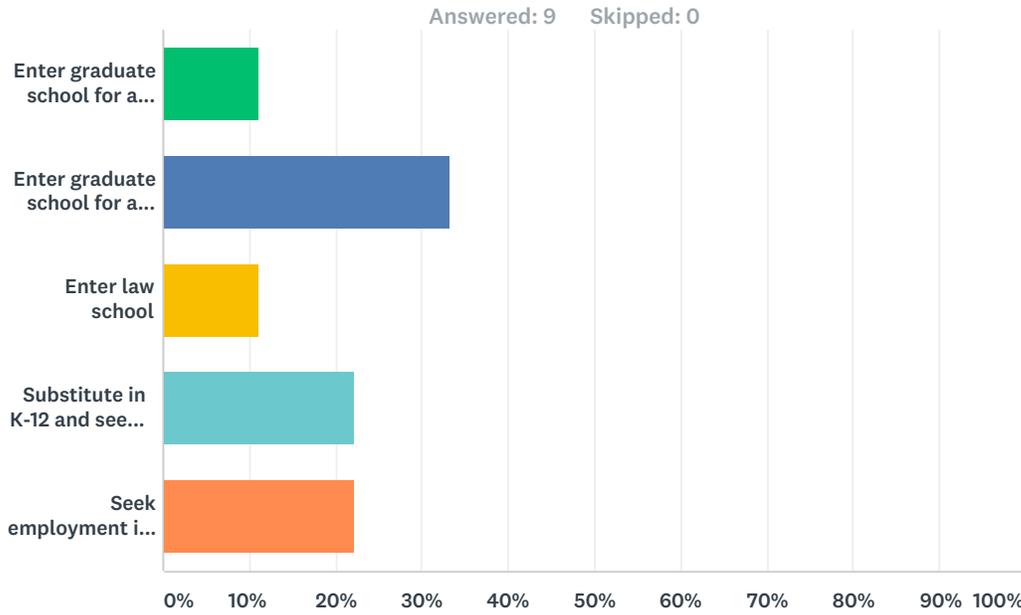
Answer Choices	Responses
Freshman	11.11% 1
Sophomore	33.33% 3
Junior	55.56% 5
Senior	0.00% 0
TOTAL	9

Q14 What best describes your status when you began the History BA Program?



Answer Choices	Responses	
Ferris student, and History was my first major.	0.00%	0
Ferris student, and I switched my major to History.	55.56%	5
Transfer student, and I came from another college or university.	44.44%	4
TOTAL		9

Q15 What are your plans once you graduate?



Answer Choices	Responses
Enter graduate school for an MA in history only	11.11% 1
Enter graduate school for an MA and PhD	33.33% 3
Enter law school	11.11% 1
Substitute in K-12 and seek teacher certification	22.22% 2
Seek employment in private or public sector	22.22% 2
TOTAL	9

Q16 During this time while you are working on your History BA degree, what courses would you like to see offered?

Answered: 9 Skipped: 0

#	Responses	Date
1	I would like to see more South East Asia courses offered. Along with more political history courses	8/4/2017 1:12 PM
2	Native American History	8/3/2017 3:42 PM
3	Plenty of classes involving other countries including countries Americans usually don't know a lot about.	8/3/2017 1:31 PM
4	I don't have any comments on that, I feel like there are a lot of great courses taught at Ferris.	7/31/2017 10:52 AM
5	History of fields: science, philosophy, literature, et cetra	7/26/2017 8:59 PM
6	I would like to see the Ferris State University History Department offer more classes on Soviet history, foreign policy, World War I, and World War II.	7/26/2017 4:52 PM
7	A class that would focus on Pre-American History such as a class that would focus on the Native American History	7/25/2017 7:37 PM
8	I would like to see more European and Ancient history classes offered.	7/25/2017 3:15 PM
9	Early American history.	7/25/2017 12:39 PM

Q17 Please identify at least three strengths you found from your experiences with the History BA Program.

Answered: 9 Skipped: 0

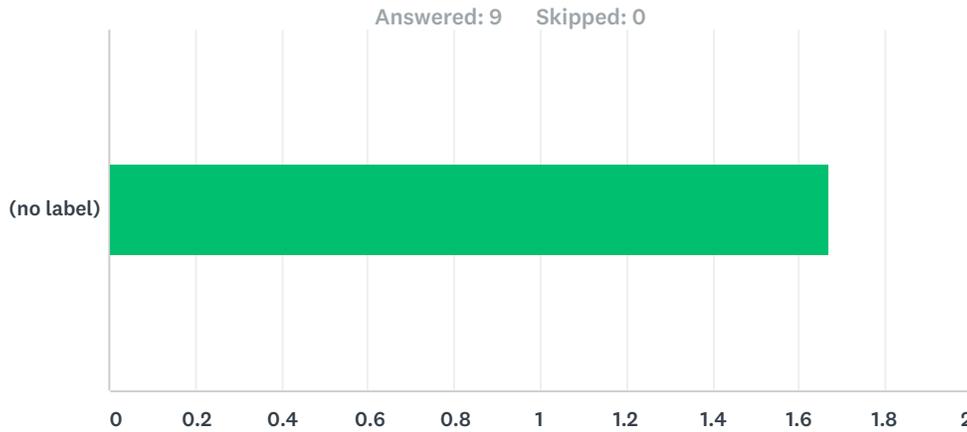
#	Responses	Date
1	The ability to research any topic and find valid primary and secondary sources. Both verbal and written strengths for explaining the current paper or topic.	8/4/2017 1:12 PM
2	Quality instructors, small class sizes, faculty presentations	8/3/2017 3:42 PM
3	Professors really care and try to help students succeed. Excellent resources to do research for assignments. Plenty of class choices.	8/3/2017 1:31 PM
4	Writing a great research paper, learning to research and read between the historical lines, and to really listen and learn when it comes to history.	7/31/2017 10:52 AM
5	Writing, research, time management	7/26/2017 8:59 PM
6	In my opinion, the History BA Program has many strengths. First, the size of the program allows the history faculty to come to know their students as people, thus allowing the professors to address the specific interests and needs of individual students in ways that are not found in larger programs. Secondly, the requirements needed to succeed in the history courses (researching, reading/listening critically, working with primary and secondary sources, and crafting research papers that present historical arguments) prepare students for future endeavors, whether in a career or in pursuing advanced degrees. Thirdly, the program offers opportunities to engage the past outside of the classroom through the Passion for the Past Series, Phi Alpha Theta, and Club History events.	7/26/2017 4:52 PM
7	Each Professor has their special interest in History Willing to take the students take on a history situation The department instructors work with each other that strengthens the departments knowledge	7/25/2017 7:37 PM
8	I am better at doing research, my writing skills have improved and my study skills have improved.	7/25/2017 3:15 PM
9	Class size is conducive to discussions that promote critical thinking. Professors are able to give majors as much one-on-one time as they need. Professors encourage debate and differing view points.	7/25/2017 12:39 PM

Q18 Please identify at least three weaknesses you found from your experiences with the History BA Program.

Answered: 9 Skipped: 0

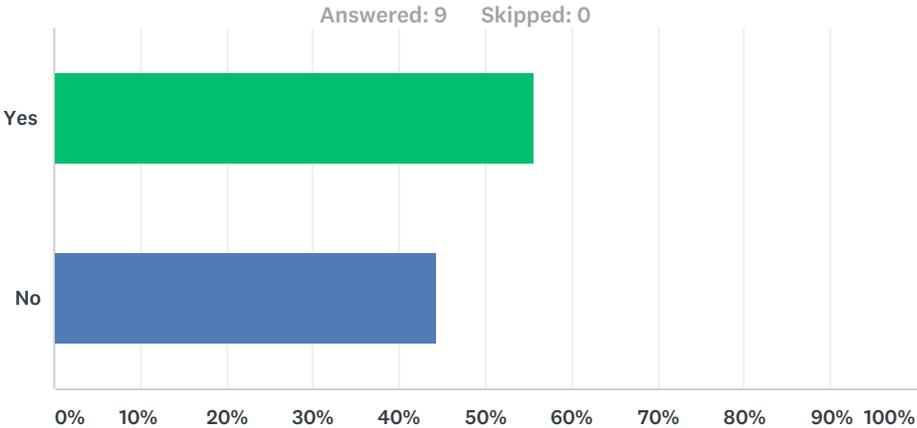
#	Responses	Date
1	It seems like a waste of money to have to complete a foreign language for credits in the History BA program.	8/4/2017 1:12 PM
2	too much reliance on JSTOR/electronic databases for research, could use more assistance in formulating ideas for topics of papers, could use more guidance on what to do after graduation.	8/3/2017 3:42 PM
3	Assignments for all classes can get overwhelming. Professors have so many students that there's not a lot of time for them to meet with all students who may need help.	8/3/2017 1:31 PM
4	Having to take foreign language classes for graduation, keeping up with all the reading, and finding interest in areas I don't find very interesting.	7/31/2017 10:52 AM
5	Managing sources, reading daily, organization	7/26/2017 8:59 PM
6	Despite the many strengths of the History BA Program, there are some improvements that can strengthen it. First, courses, especially at the 300-level, should never be cancelled because the university deems that the professors are teaching too many credits--even if the faculty members were willing to take on this responsibility. Not only does this affect students' schedules for the semester by forcing them to select other classes, but it also can impact the amount of time it takes for students to graduate and their financial aid, as many scholarships require students to take a minimum of 12 credits. Secondly and related to the first point, the cancelling of a class well after the main registration period creates difficulties in finding another course to replace it that fulfills degree requirements and fits into students' existing schedules, as many other courses are already filled to capacity at this time or are unfeasible in regard to students' schedules due to commuting, family obligations, work, etc. Thirdly, upper-level classes that are frequently offered should be scheduled on different days on occasion in order to make it easier for students that cannot be on campus everyday without difficulty stemming from the reasons given in the previous point. For example, if a course is consistently offered on Tuesdays and Thursdays, it should be offered on Mondays and Wednesdays during the next semester that it is offered. Note: To address the first and second points, the university might consider hiring an additional faculty member, even if this person only works on a part-time basis. This would preserve the personalized approach of a small department, while allowing for flexibility.	7/26/2017 4:52 PM
7	Class times for higher levels are not flexible enough Higher level classes are limited offerings Classes are difficult to schedule around to include the general education classes needed to fulfill requirements	7/25/2017 7:37 PM
8	Some of the teachers lack a solid course plan which make studying difficult. We do not practice public speaking very often, sometimes there is too much course work from everyone to do a decent job on all of it.	7/25/2017 3:15 PM
9	The lack of early American history classes. The program is small so classes are offered infrequently and students have to settle for what fits their schedule. More online or mixed delivery classes would help grow the program.	7/25/2017 12:39 PM

Q19 Would you recommend the Ferris History BA program to friends or family soon to start college?



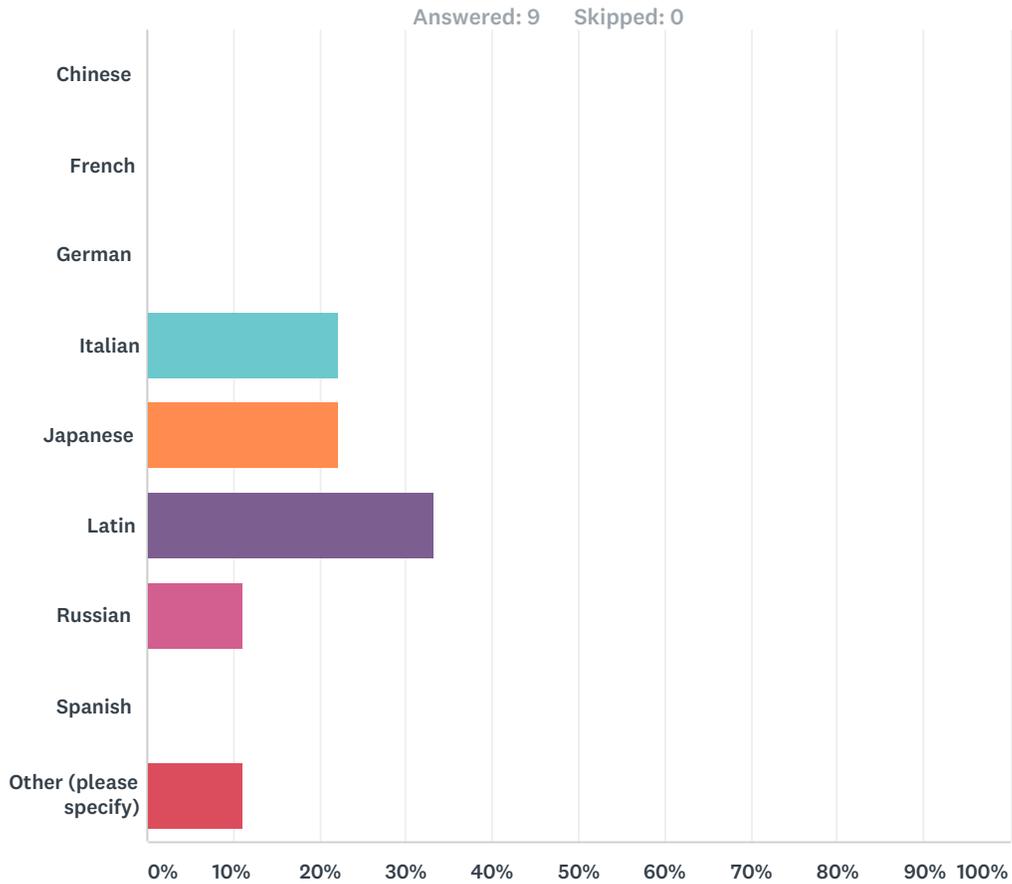
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	33.33% 3	66.67% 6	0.00% 0	0.00% 0	9	1.67

Q20 Do you support the foreign language requirement of the History BA degree?



Answer Choices	Responses
Yes	55.56% 5
No	44.44% 4
TOTAL	9

Q21 What language would you prefer that Ferris make available? (Add any other choices to the comment box.)



Answer Choices	Responses
Chinese	0.00% 0
French	0.00% 0
German	0.00% 0
Italian	22.22% 2
Japanese	22.22% 2
Latin	33.33% 3
Russian	11.11% 1
Spanish	0.00% 0
Other (please specify)	11.11% 1
TOTAL	9

#	Other (please specify)	Date
1	I don't agree with this requirement	7/25/2017 7:37 PM

Q22 The History area is considering a B. S. program in Public History. If that degree were currently available, would that option appeal to you?



	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total	Weighted Average
(no label)	33.33% 3	44.44% 4	22.22% 2	0.00% 0	9	0.00

Appendix G: Exit Interviews from HIST 400—2012, 2013, 2015

History 400 Interviews: December 5, 2012, 6:30-7:30 P.M.

Introductions:

Person A: History major with a minor in Spanish
Person B: History major with a minor in Political Science
Person C: History major with a minor in Political Science
Person D: History major with a minor in Political Science
Person E: History major with a minor in Communications
Person F: History major with a minor in Religious Studies
Person G: History major with a minor in Political Science
Person H: History major with a minor in Religious Studies
Person I: History major with a minor in Political Science
Person J: History major with a minor in International Business
Person K: History major with a minor in Religious Studies

Interview questions:

1. Deb: In your opinion, what is one major strength of Ferris' History program?

Person A: The faculty are always willing to help students.

Person B: The professors are very knowledgeable, especially in their subject areas.

Person C: The diversity of available classes.

Person D: The program formulates critical thinking responses.

Person E: The program encourages critical thinking. The professors are knowledgeable and excited about their students.

Person F: The professors are also knowledgeable in areas other than their field of study.

Person G: The program provides opportunities to get closer to professors and develop personal relationships with them.

Person H: The professors went to good schools and are published. They develop relationships with students and push them to be involved and accomplish more.

Person I: The approachability and knowledge of the professors.

- Person J: The professors have opinions and are not afraid to state them.
- Person K: The faculty make it a better program. The professors take time to get to know you. Even if you take classes on line, it's better than at other colleges because the same professors are teaching in the class and online. Some other colleges have adjunct teach only on line and you don't get to know the professors.
2. Deb: In your opinion, what is a weakness of Ferris' History program?
- Person A: The cancellation of classes for low registration is a problem. We need those classes and they're better for the students when there are fewer students in the class.
- Person B: There is so much information fit into a semester class and so little time in the semester. We need classes with smaller historical time periods so we can be more detail oriented.
- Person C: What they said (below).
- Person D: Nothing new to add.
- Person E: Advising is an issue, especially for transfer students. Professors should be able to teach their specialty.
- Person F: The lack of resources, not a big enough variety of classes, and we need more classes available per semester.
- Person G: I agree with person H.
- Person H: Resources. For our current paper, I only got three or four sources from our library. I got twenty from other places. Also, we should be able to check stuff out for the whole semester. The program isn't taken seriously because it's not a money making career. We need internships. The professors should be able to teach in their area of specialization more often.
- Person I: There is a lack of promotion of the importance of the subject matter to get kids into the classroom.
- Person J: There is a need for more databases and sources. The books are out dated. MelCat is great, but it would be better to have some of our own sources.
- Person K: There is a disconnect between the administration and what students need to learn. If the administration would help out the History professors so they could help their students and not make such arbitrary decisions, it would be better. Professors work hard and the administration doesn't

know. They are disconnected and care more about the money than the students.

Consensus: Ferris should advertise for the History program. There should be recognition for accomplishments. The cost of school is affecting Liberal Arts programs.

3. Deb: Would you promote Ferris' History program to others?

Person A: I guess I would. I was recommended by an ex. I've liked it and so far, I like most of the teachers.

Person B: It depends on their goal. If the student is unsure about their degree, Ferris is good because the professors help you along.

Person C: If a person is already at Ferris, then yes. If not, then go somewhere else.

Person D: Yes, the program is getting better. It depends on their interests though and how far they want to go. If they wanted money, they could have done something else. I do like the program and like and dislike certain professors. But there is a disadvantage because it's a small school.

Person E: I would. I like the professors. I was at Oakland, though and their History program was more accessible. There were more professors and classes. I haven't had a problem with the classes I've taken here.

Person F: I would recommend it because you develop close relationships with your professors, but if you want a PhD, I wouldn't necessarily recommend it.

Person G: I could recommend it for the teachers, but if you want advanced classes, you may need to go someplace else. It depends on what your interests are. Ferris has limited specialties. It's hard to go from Ferris into another institution.

Person H: I would definitely recommend it. Just work harder.

Person I: I was not sure of my major when I started. I chose Ferris because my parents work here. It may have been better to go to Central. I would recommend Ferris' program because of the professors. But there is no room for advancement, no MA program.

Person J: I would recommend it. I switched my major due to Dr. Huey.

Person K: I probably would have gone somewhere else because Ferris is too limited with languages. But it helps that the faculty here are getting published and are being recognized in their fields. So, yes.

4. Deb: Can you think of a way to make the program better?

Person A: I agree with everyone (below). We need more sources, Jstor, databases, and we need a few more professors for the lower classes so the professors can teach in their field.

Person B: I agree with Person C, the professors should introduce their specialty to their students earlier so they can see you can specialize. Get them interested.

Person C: There should be more research and writing classes, more at each level, so you aren't thrown into it in your fourth year.

Person D: Let the professors play their strengths. They're gifted, let them do what they do best. Have adjunct professors teach the survey classes so the professors can teach their specialties.

Person E: Fix the money issue – advising here is the teacher's responsibility. If they need to do that, they should get release time for advising so they don't get overwhelmed. Or have advisors.

Person F: More resources and more professors with different specialties. Offer a Master's degree and it would draw in more undergrads.

Person G: More interaction. We need smaller classes from the start, not just in the 400 level classes.

Person H: We need internships and to get more students involved in the honor society so they take responsibility and work harder.

Person I: We should have better resources and access to local on-site documents and sources.

Person J: Pass

Person K: The faculty have pretty good diversity, but getting a few more professors, like one to teach East Asia, would help. Sometimes younger students think they are alone, more professors would help.

5. Deb: What do you plan to do with your degree in History?

Person A: I'd like to work in the state museum in Lansing working with the Civil War battle flags display and be a tour guide at the Capital in Lansing.

Person B: I'm still uncertain.

- Person C: I'd like to work in diplomacy and/or museum work.
- Person D: I'd like to write books, both academic and fiction. Then I'd like to become a politician. Once I'm rich, I'd like to open a museum of witchcraft.
- Person E: I want to go to school for glass blowing then be a vagabond. I got my degree to satisfy my academic family. I may go for an MA.
- Person F: In real life, I'll probably work at Meijer for the rest of my life, but what I want is to be a professional Historian at the Smithsonian or for the History Channel.
- Person G: I have been offered a job selling Annuities in Denver.
- Person H: I'd like to get a PhD in South Asian Studies at the University of Virginia.
- Person I: I would like to work in a museum for a year at least, then go to law school.
- Person J: I'd like to do the same as Person K.
- Person K: I'd like to work for the State Department or get a PhD, then work at the State Department and teach.

History 400 Interviews: December 5, 2013, 12:00-1:00 P.M.

Introductions: (Majors)

Person A: Major: History, Minor: Human Resource Management

Person B: Major: History and Communication, Minor: French

Person C: Major: History and Legal Studies, Minor: Political Science

Person D: Major: History, Minor: Art History

Interview questions:

1. Deb: Why did you decide to major in History?

Person A: I've always been interested in History and in my National Guard Unit I'm the Historian, it just kind of made sense to push it along.

Person B: Pretty much everyone in my family is a professor in History. Every book on my case, besides Calvin and Hobbs, is History, so that's why.

Person C: I ended up taking a Gen. Ed. Class with Dr. Huey and I ended up falling in love with the class and with him as a teacher. I talked to him and took another class the next semester, then decided to change my major.

Person D: I liked History. Other than that, I figured to major in something was better than nothing.

2. What are your plans after graduation?

Person A: Most likely to work for the government as some sort of business specialist, using History as a stepping stone as a researcher.

Person B: Grad School. I've got to go into the family business. (Laughs)

Person C: I'm going to be heading out to Arizona, hopefully, and becoming a paralegal working with constitutional law which has a lot of historical background, which I like.

Person D: To get a job. No job in particular, just one that makes money.

3. What kind of skills did you learn as a History major?

Person A: I learned how to thoroughly research topics and how to be more argumentative with the topics I come up with. Normally I would just want to give you the information and let you decide on your own your own opinion on the subject, but now I can make an argument.

Person B: Extensive research and analysis skills.

Person C: I agree with both of them. I also learned how to not cry when I have a deadline.

Person D: I learned how to research stuff, you know, find factual information. I like history because I like to know stuff. Other than that, I've become better as a writer.

4. How have you already put these skills to work? Have you held a job in the field or held an internship? Have you used these skills outside the program?

Person A: I haven't had an internship, but I've already used a lot of what I've learned here at Ferris, in the History classes I've taken, working as the Historian for the Department of Defense. It's easier to write my reports out now.

Person B: I haven't had an internship or anything like that, but the writing skills I've learned I've taken into all my other classes. I've been told I'm almost too detail oriented.

Person C: I haven't had a job or internship in the field, but I used to work in the library here and learning how to research and find books and articles really helped me to show other people and the writing skills I've learned have helped me to be very precise and use precise terms, which you definitely learn in History 400.

Person D: I've used my skills to get better grades.

5. Are you satisfied with the education you received in the History BA Program?

Person A: Yes, for the most part. From what I've seen, it's not just theory but some of the exercises we've done and the papers we wrote actually use what we learned in class to further our arguments.

Person B: I am. The only thing I can complain about is that classes get dropped.

Person C: Yes, I mean I love it. I wish there was more variety. I'm very into European law and for the most part you've got Greece, Italy or Rome, and we just started adding the British stuff. Other than that it's Russian. For me, it's not as broad as I'd prefer, but I love history so I don't really mind what I study.

Person A: I heard that Central Michigan is adding a Museum studies program or Public History or something.

Person C: That's what we're doing for a minor here.

Person D: I guess. This is the first time I've been to college so I can't complain.

6. What do you think the Program's strengths are?

Person A: Specialization in certain areas of study, like Russian History right now is really big. Some of the other areas seem glossed over, but they're doing East Asia this semester too and it's interesting to see another part of the world. But we're not getting the broad coverage.

Person B: The level of work is very high. You have to be really engaged. You can't just sit there and slack off.

Person C: I think the main strength is how much the professors care. My previous major, the professors just seem like it's their job. Dr. Huey explained things to me and if I couldn't find something, he showed me and really cared.

Person D: I agree the professors are really passionate. Coming right out of high school, especially a small high school the teachers couldn't give a crap, but I came here and it's completely opposite. I haven't met a professor who didn't care.

7. What improvements do you think should be made in the Program?

Person A: Actually allowing professors to delve into ideas. So many of them come up with a plan and they can't deviate from it at all. Sometimes it would be great to go into detail on something the class finds interesting and gets animated about. But they have to keep pushing to get everything in.

Person B: Can I say Masters and PhD? Yes? Masters and PhD. More class offerings. And Stop cancelling classes two weeks after they're offered.

Person C: having more variety in classes. I've been in the History program for four years and I've always wanted to take Sports History, but it's only offered by one professor, Dr. Huey, and he got sick so I was never able to take it. So having more diversity and professors being able to teach other things would be good.

Person A: I wish someone would do a conspiracy class. That class would have about 150 people in it.

Person D: There could always be improvements, but these guys already mentioned most of them. When Dr. Huey got sick I was afraid I was going to lose a class. It would be nice if they had more professors. That way there wouldn't be a problem and they could offer more classes. For this semester I almost ended up doing an independent study, which I didn't want to do. I ended up substituting a class, but for a while I was pretty worried that I was going to have to take an extra semester. That was worrisome.

8. What should not be changed about the History Program?

Person A: In our class there were only five students, which was perfect. It's difficult for a capstone class to have a full class. It's worrisome that potentially History 400 will only happen once every other year or something just because it has a small class enrollment. History 400 should be offered consistently even if there are only 4 or 5 people in the class. It's a capstone and could potentially block graduation.

Person B: Keep all the existing professors and don't let them age! You've got a good crop. Keep Dr. Huey. The professors are the one thing that shouldn't change. Bring new ones in but keep the old ones.

Person C: I don't disagree with that at all. It seems that as the History Department adds things other things get dropped. Allow for growth without losing anything. Give tenure track for all History professors.

Person D: I don't really have anything to add. I concur.

9. What do you tell other people about your study in history?

Person A: Everyone assumes that I want to be a teacher. I tell them that the research has made other things available. Some of my favorite leadership in the military had a History background.

Person B: Well, depends who I'm talking to you. I can go on for a long time if they want to hear it. My specific area of study is the crusades so if anybody ever mentions anything about knights or castles, I'm instantly like there. Then I go on and on.

Person C: The initial reaction I get when I tell people I'm a History major is, well, sometimes it's like oh, you're going to be a teacher? But more often than not it's like, History??? Why did you ever do that? I hate history! And they go on and on and I'm like what's happening today will be history tomorrow. Everything will be history eventually. You're making history right now as you talk and move. The idea of that is fascinating to me. I tell people how much I love it and not to judge it based on what happened in high school. If you didn't have a good teacher in high school you don't grow to love it.

Person A: It takes a history fanatic to really draw you into it.

Person D: I've run into the question a lot about are you going to be a teacher, but I've started saying no, I'm not going to be a teacher, before they have the chance to say it. I can say I've been recruiting for the school in a way. I talk about it when I talk to people about college. I stay with the positives.

10. Would you recommend the history program at Ferris to others?

Person A: I went to Davenport 16 years ago and I've had friends who went to Western Michigan and Grand Valley. Out of all of them, the people I talk to I praise Ferris and the way they teach here. They don't just teach you theory, they teach you application. So many of these other schools don't teach that application. So when you reach the real world businesses have to stop and get people up to speed with application, but when you come to Ferris you have a decent idea of application and can jump in and start making the company money.

Person B: Yes, and I'd recommend the professors.

Person C: Yes I would definitely recommend it. I love the program. Like he said, application is everything. I have a friend in law school right now and we talk about how far ahead you become because of Ferris and how much they teach you and get you involved in the actual research and studying as opposed to, "here's a paper, do it real quick based on this text book." Instead we have to research and find our own answers and develop our own argumentation. It's definitely something I would recommend.

Person D: I always recommend Ferris and if someone is interested in History I recommend Ferris' History program.

Ending Questions:

1. Of all the things we have talked about, please tell me the 2 or 3 things you feel the faculty in the history program really need to know.

Person C: Can I go first? How much the students appreciate them. I don't think we tell them often enough that we really appreciate them. Like Dr. Busch has been extremely helpful and they are all very understanding if something comes up. As long as we explain it to them, they understand. I think that's something, that as students, we just don't tell them enough.

Person A: I agree with that too. I'm still serving in the military and there are times I have to miss class for my two week annual training and last year I talked with Dr. Peterson and he was fine with it. He emailed me stuff that was going on in the class to keep me up to speed and when I came back in I didn't feel like I was lost in class. That was really appreciated. There were other types of classes I had that were not history related and it was very difficult getting back in.

Person B: I think another thing I would add to that when you turn your papers in you're getting feedback from the papers. They're actually more involved than other professors on campus by giving you real feedback and argumentation regarding your topic as opposed to some teachers in other areas saying that's just what it is. It's just wrong, but they don't tell you why. Dr. Peterson and Dr. Pisani are great. Dr. Kimn and I went rounds on a paper once and it turned out great. It was worth it.

Person D: Morning classes are not appreciated. (laughter) They are a good bunch. Other than that, I agree with everyone else. I'd like more late afternoon and evening classes.

2. We have talked about a lot of things tonight. Based on what you all have said this is what I have taken away from our conversation. Sum up. Did I miss anything?

Deb: To sum up: The program is strong, but you'd like to see some improvements, some variety in classes. You REALLY approve of the faculty and appreciate the way they interact with you as students and as human beings and as future colleagues. You don't want to lose any of the classes we have, but would like to see a rotation so new classes can be introduced. You'd like to see the program grow and add new classes and faculty and allow the adjunct faculty currently working to become tenure track. Is there anything that I missed?

Person A: We can tell that faculty appreciate History majors too because they participate. That's about it.

Person B: No, that's pretty much it.

Person C: Nothing to add.

Person D: I'd like to see more military history classes.

3. Is there anything that we did not ask about that you think is important?

Person A: We should get rid of the rest of campus and make it all History!

Person B: The program should be advertised more.

Person C: Nothing to add.

Person D: Nothing to add.

History 400 Interviews: December 8, 2015, 12:00-1:15 P.M.

Person A Major: History Minor: Political Science

Person B Major: History Minor: Withheld

Person C Major: History Minor: Political Science

Person D Major: History Minor: English Literature

Person E Major: English Minor: History

Person F Major: History Minor: French

Person G Major: History Minor: French

Person H Major: History Minor: French

Person I Major: History Minor: Withheld

Person J Major: History Minor: Political Science

Person K Major: History Minor: Art History

Interview questions:

1. Deb: Why did you decide to major in History?

Person A: Honestly? Because I left the Elementary Education program and I had the most credits toward a History Major.

Person B: Because I love History and I want to do something that I love.

Person C: I did observation for Early Childhood Education and realized that children are little shits, or cretins or whatever. I realized that teaching would be easier in an academic setting, hopefully with a professorship, so I went into History. Plus, History is just awesome.

Person D: I read a book (The Other Bolin Girl) and decided that History is my thing and I don't like kids – I was in Secondary Ed.

Person E: I chose to minor in History because I like History.

Person F: I love History. I never wanted to be anything else.

Person G: It's the only thing I was good at when I graduated from High School, but loved it as well.

Person H: I actually hated History in Middle and High School because I was not allowed to question it. When I came to Ferris, Nursing had a physical exam that I could not pass, in Social Work I failed my first exam, so I thought I'll just do History. (Laughs)

Person I: I spent a year and a half in the College of Business and after a couple of accounting courses I decided I actually hated those. I had a High School History teacher who was a Ferris graduate and he made it very interesting and that's why I chose History.

Person J: I want to do something I love every day and I love History and I'm going to become rich and famous.

Person K: I decided to take all the History courses available in my High School and I fell in love with History. I also got to take AP History and I found that to be really fun. Unfortunately it was only US AP History and I really wanted to take Global, because that's what I'm really interested in. I have a real passion for History, then I fell in love with Art History and now that's my main interest. I'm feeling like it's edging out regular History. I prefer art because I like to analyze the symbolism, culture, artwork and all the other stuff.

2. Deb: In your opinion, what is one major strength of Ferris' History program?

Person A: As a non-traditional student I would say every History professor I've had has been very accommodating with scheduling and has been understanding of life and how it has to be balanced with school.

Person B: You stole my answer. The best thing about Ferris'

History program is the History professors. They're awesome.

Person C: Pretty much the History professors and the wide subject matter. I don't know about other colleges, because I've never been to other colleges, but I don't expect them to have things like Russian History, History of Conspiracy Theories, or Michigan History. The History teachers are phenomenal, especially when you get to the higher level courses. Sometimes the lower level courses feel monotone and seem like High School History classes (unless you have Peterson). I know that you have to factor in that there's a lot of information to convey in a 100 level class, but once you get past that it gets much better.

Person D: The Professors. They understand that as college students, we have to work. A lot. And we don't sleep, or eat sometimes.

Person E: I'd just like to reiterate what they said – the professors and subject matter.

Person F: Every single one of our professors seems to love what they do, they're very passionate about the subject, and none of their classes are boring. I look forward to all of my History classes. I can't say that about any other class on campus. They (the professors) are very accommodating for non-traditional students and very understanding in general. They get to know all the Majors and Minors which is really great.

Person G: Really what everyone else has already said. It's the professors, the wide variety of subjects. Really that's about it. The professors, for the most part.

Person H: The same applies to me. The professors themselves are the strongest part of the program. Not just their passion for teaching but also their compassion for traditional and non-traditional students.

Person I: I think Christian Peterson is a strength in the program even though he's just a visiting professor, because his lectures tie into modern politics and he makes you think about more than just the lecture. I didn't like Mehler though because we just listened to the Rolling Stones.

Person J: I'm going to go with something original – good teachers and good classes.

Person K: I think one strength is the variety of classes available. I'm personally happy with what's out there.

3. Deb: In your opinion, what is a weakness of Ferris' History program?

Person A: The program as a whole, not just this class?

Deb: That's correct.

Person A: If I had to go on personal experience, and I don't know if this is just History, or if it's Ferris wide, but I had a lot of problems with my Advisor. I was talked around and it led to taking classes I didn't need, it led to not being prepared for this specific class (HIST 400). It's been very stressful. I didn't have a relationship at all with my advisor, which made the last two years very stressful. Advising is something they need to work on.

Person B: Since I've been here, every single semester I've had a class I've had to have get dropped on me, therefore I've had to take some B.S. class that fits in. I had to take Music Appreciation, Art Appreciation (which I actually appreciated), but it's been a pain in the ass for me to graduate because every semester I sign up for a class I need and really want and it gets dropped. There's no reason for that. I'm a History Major and I should be able to get the History classes I need. You go on

line and get all excited when you see all the classes they have then you find out that 80% of them aren't even taught because the professor who teaches it doesn't exist anymore. That kind of stuff needs to be addressed. It's like false advertising. I don't care if only two people sign up for the course. They have to have it to get the education they want. I don't want to play around. I don't want to be here for the next eight years just trying to get my one class. I've had trouble with this program and with one of my Minors. And the cost effective argument is crap and they need to knock it off. I know it's not the teachers.

Person C: There's no consistency with difficulty of the classes.

Depending on the teacher you have for a 300 level class, you may go in, take notes, and go on your way. But if you have a different teacher (Names omitted at the request of the student) you need to memorize foreign vocabulary and phrases that you may have encountered only once in an obscure reading. Come on, you should at least be able to have a note card. I stressed more for that one exam than any other I had that semester. So what happens is that students figure out who is a good teacher based on their demands. It would be nice if the teachers were more consistent – if all 300 level classes were equally hard. It pisses me off when you have one class that requires a 10 page paper, but the next at the same level requires a 20 page paper. Figure it out, which one does the degree need?

Person B: They're not consistent with grading either. One teacher will love your writing and the next will mark everything wrong. They need to get together.

Person D: I don't like that the professors expect more out of the History Majors in their lower level classes than they do from other

students. We have upper level classes we're taking at the same time and we have a lot going on, so they shouldn't expect more from us in lower level classes. Some of us work two jobs and have families and have other things and they literally expect to focus most on the one class they teach. Lower level classes shouldn't be that labor intensive. Also, for this class, one teacher wants three drafts turned in and another teacher had people turn in 5 pages each week. That seems a lot better because you're getting feedback all the way along.

Person E: The lack of consistency is a University wide thing too.

Person F: Maybe one way to fix this would be to put more detail in the course descriptions so students know what the course will entail. The teachers need to have academic freedom to design their courses the way they see fit, but knowing more about what that will include could help students not be shocked on the first day of classes after their scheduling is all done and they're stuck. Even if the syllabus wasn't available prior to the class, they could say there will be a ten page paper and so many tests. They could also say there will be so many quizzes and approximately so many hours of reading per week.

Person I: The reading part would decide whether I'd take the class.

I don't want a lot of reading.

Deb: So you don't want lectures and you don't want to read?

How are you going to learn History? – All laugh.

Person I: I see where you're going there. (laughing) But again there's no consistency. One 200 level class will have one book and another will have three. It all depends on who the teacher is.

Person F: Early American History is a weakness in the program.

We don't have anyone who specializes in it. I was waiting for a long

time for those classes to come around before my advisor told me that it's not going to happen. I ended up taking two 20th century American History classes in the same semester, which made them a little easier, but it's sad that the closest I'm going to get to early American is to take a 19th century class. I thought about doing an independent study, but it didn't work out. I do have a pet peeve and that's that you write a paper in Chicago Turabian style and one teacher loves it and the next doesn't like the page numbers here and they take points off for that stuff. It's mildly annoying when you're following a manual you had for your 200 class.

Person G: I don't think there's a difficulty when it comes to the professors. I mean, everyone teaches in their own way. That's just how it works. I think a weakness in the program is the lack of historical resources. We don't have a lot available in Flite and we have to order through places like MeLCat and hope that it get to you in time.

Person H: I'd have to agree with everyone else with the professors, but what might work for one professor might not work for another. But I agree that the lack of historical resources is a problem. I know that Ferris is mostly a technical school, but it's like History and English, those two departments just aren't supported. Which is really unfortunate for people who choose those degrees and for people who just can't do Math and Science like me.

Person I: In my opinion, the weakest part of the program was the History 250 class. I got an A in the class, but I don't know what the hell I learned. I feel like I got boned for \$1,500.00. We had discussions and I left thinking I guess I should be glad I got an A. It was completely worthless.

Person D: We spend the whole semester in my class reading a

Historiography book that we are currently using now. We didn't even learn how to write a paper. It should have prepared us for this class, but it didn't. I still don't know how to do Chicago style.

Person J: they should have someone qualified teach that course, like Sandy Balkema.

Person D: Or Vonder Haar.

Person I: Balkema is completely qualified and has written manuals for companies like Spectrum Health and HP and we have her right here on campus. She's an English teacher who should really be teaching us how to write. She could come up with exercises and show us a style guide. She would have more meaningful discussions.

Person J: I'd like to piggyback on the availability of more classes, especially Early American History. Lastly, I would like to say I don't know why we need to go that far with a foreign language for a Bachelor's degree. I can understand 101 and maybe 102, but it seems we're just trying to keep foreign language teachers in business. I can understand going higher for a Master's, but I've talked to my professors and they all say they never use their foreign language at all.

Person F: I had all the courses I needed for this degree at Western and I transferred here and I need a lot more courses. I need more science, more communication, more this, and more that. Like, twice as many. We should be more consistent with other programs in the state.

Person K: I agree that there must be more consistency like everybody said. I also agree that we need to have more sources available because we are very limited on so many topics. It's really difficult to get sources fast, through MeLCat, in time for everything you have to get done. I also had some issues with my advisor. During my first couple of

years I got, like, shuffled around and that was a problem, so I got put in unnecessary classes. I also was put in more advanced classes that I wasn't prepared for. I had no idea it was going to be as bad as it was and it was really bad. But I managed to do it, but I was really unhappy. I didn't get the information I needed.

Person F: Can I interject?

Deb: Sure.

Person F: Before Gary Huey became the History Advisor I had the same problem. I'd probably be graduating right now if I hadn't. I loved those classes, but I shouldn't have had to take them. But by making Gary Huey the Advisor, they've clearly addressed the issue. He's a great Advisor.

4. Deb: What improvements do you think should be made in the Program?

Person A: I've noticed it the most in this class, but looking back I'd say it probably would have helped me in other classes too, but I think having the one on one conference in this class was helpful. But it caught me off guard and I think it would have been better to have that a month ago when I had time to make the necessary changes. So in other History classes where we write a paper I think it would be helpful to have a one on one conference with the professor. I don't remember having to turn in rough drafts in for other History classes. You just turn your paper in and get your grade, so if the goal is to become a better writer of History, I think they should be more focused on actually having us talk with the professor and have the back and forth so we can understand how to make the paper better and not, like in this class, just a week before the paper is

due.

Person B: This class needs to be worth four credits. I had to take an independent study worth one credit, because I was just one credit short. That's just stupid. I had to pay more money and I'm so far in debt and it's crappy. I tried to address this with the Dean, but he wouldn't talk to me. I was told by the secretary that he doesn't do that. I'm glad he's gone. I don't get the impression that the little bald dude upstairs is like that. So, maybe I'll try again. He seems personable. Just to give him a heads up because it's an awkward position to be in.

Person C: More communication among the History Majors. We have Phi Alpha Theta and things like that and we still have History Majors that we don't know who they are. In Business they know who all the Majors are.

Person I: We all have different interests within History maybe that's a factor.

Person D: That's not the program's fault though. We need to recruit more through Phi Alpha Theta and Club History.

Person C: But the value of it is that we could compare notes and learn from one another. I didn't have that for most of my History career until just recently and we need that. Not many people can write good academic History papers and it would be good to have a Historian working with you to help.

Person D: Club History goes to all the classes and asks who is majoring.

Person E: Maybe professors should encourage participation with extra credit?

Person J: Advisors could tell students about the groups

Person I: If you don't live on campus it's a problem. Also if you work.

Person D: This class and 250 should be improved and the people who teach both should collaborate and make an effort to teach us to write. I know that 250 has been changed, but I don't know what has changed. I think the focus should be on writing in Chicago style. In 400 there should be more than one conference. There should be one earlier in the semester. That would help a lot.

Person E: I don't think this class should be required for a Minor. It's really intense for a Minor. I'm okay because I'm an English Major and I write a lot anyway, but still.

Person I: I think it's crap that we have to write 25 page papers when all the grad school applications want writing samples that are 15 pages or less.

Person F: I think Dr. Busch is the only professor who is really focusing on the writing processes. In most classes, you turn your paper in and get a letter grade. Well, that's not fair. Peterson had to do a prospectus and a book review. I also think that everyone should require drafts because if we aren't required to turn in a rough draft, what we turn in at the end is our rough draft. We need to learn how to revise because that's how you get to be a good writer. I'm also thinking that the 250 class should be split into a Historiography class and a writing and methodology class. Both are really important and it's too much to fit into one class.

Person D: This is totally random, but English 321 is a requirement for History, but I don't think that's right. In History we have writing intensive classes all through our college career and we learn in those

classes. I honestly didn't learn anything in 321.

Person B: I had trouble and Peterson gave me one of his papers to look at. I'd never heard of an annotation before or an annotated bibliography. Teachers should break out the paper and teach you how to write.

Person G: At this point everybody has torn apart everything we have and love here in the whole program (laughs). I see where everyone else is coming from. I spent lots of time writing for the capstone, but I don't think splitting the 250 into two courses is the answer. That's more money and time. I think the 5 pages a week would work better. We should have more interaction with professors and more visuals. They could provide sample papers and break them down so we can see how it's supposed to be. Minors should only have to take 250, not 400. Other than that – the program has already been slaughtered, so I think I'm done. Maybe a free energy drink if you take the class?

Person H: I think we should get an unlimited supply of coffee or something. I sort of agree that HIST 400 should be 4 credits. I also had to take an independent study for one credit. The only thing I have a bone to pick with that hasn't been brought up yet is the posters for this class. A good chunk of us are going to graduate and I understand that the professors want us to demonstrate our research and have one final hurrah, but it's being done in the spring and we're not even going to be there. I think the poster should be optional and not worth 50 points. Or it could be an extra credit opportunity, so if you didn't do as well on a rough draft, or got points off for not being argumentative enough.

Person B: It serves no purpose what so ever. If they want to give us a pat on the back or whatever, then do it at graduation.

Person C: I'm going to be completely honest. I completely forgot about the poster until she reminded us last week, because I was so focused on the paper. We shouldn't be splitting out attention now when we should be revising and correcting and doing all the nit-picky stuff.

Person E: I think part of the point is to garner more attention for the History program which I totally understand.

Person I: I don't have anything else to add.

Person J: I don't either.

Person K: I agree with the poster thing. I'm going crazy trying to add to my paper and I don't have time to do the poster. I just bought the poster board. I don't even know what text to put on it. She wants us to put as much effort into the poster and I don't even know what to do.

5. Deb: What kind of skills did you learn as a History major?

Person A: I learned how to write a good paper. Peterson was hard on me, he was good except that if you made a mistake with Turabian he'd stop reading and I don't think you get a good review of your paper that way.

Person B: I'm going to skip this one.

Person C: How to elaborate on papers. How to fluff papers to monumental sizes through BS.

Person D: How to not sleep. I learned how to manage my time. I had to decide whether to eat or shower – it was usually shower.

Person E: I learned Chicago style. Some versions of Chicago Style.

Person F: I learned the ability to better edit my own writing. But I'd like to be even better at it. There are several classes I wish I could go back and re-write papers for. I could do so much better now.

Person G: Critical thinking. I learned a lot about critical thinking

and analyzing documents. And I've improved my writing.

Person H: Mostly the same. Critical thinking and analyzing something so much that even your teacher spins their head. And also the concept of using BS very well. And the concept of surviving with very little sleep.

Person I: I don't really know what I learned. I didn't learn Chicago style. I still struggle in it because 250 was such a crap class. I was never properly taught. I learned to look at both sides of argument.

Person J: I improved in research, writing a paper, and applying sources to your writing - incorporating it into your writing.

Person K: I've learned how to write in Chicago style and I learned how to write better.

6. Deb: How have you already put these skills to work? Have you held a job in the field or held an internship? Have you presented at a conference? Have you used these skills outside the program?

Person A: No.

Person B: Not really.

Person C: I'm part-time employed at a History museum in Cadillac, so I can effectively give tours and offer information about things. It's not a huge museum, but I can relate the information to a larger area outside Cadillac. I've learned to read between the lines extremely well.

Person D: I've worked in a museum. I had to research artifacts and I'm also looking at a job where I will research people and my research skills will definitely help that.

Person E: Nothing to add.

Person F: Nothing to add.

Person G: Nothing to add.

Person H: I've applied for a job at the Jim Crow Museum. I really feel that I'd be a great fit because as a History major, I've learned to read between the lines and analyze History in ways that other people can't.

Person I: Nothing to add.

Person J: Nothing to add.

Person K: Nothing to add.

7. Deb: Are you satisfied with the education you received in the History BA Program?

Person A: Yes.

Person B: I'm going to say yes, but no. Yes because of the staff here. I like the uniqueness of my teachers. I've enjoyed my classes with each of them, because each one of them are different in their styles and that helps me become a better student. But the way Ferris schedules their History program, they're just a bunch of ass holes.

Person C: Meh. It had its difficult points. 400 and 250 were challenging points, but overall it wasn't that difficult. But overall I gained from it because I got a broader view of the world. It's okay.

Person D: I would go with yes. I've had a class with every teacher here except Dr. Mehler. I was signed up for one of his classes and it was switched to someone else. I've seen everyone's teaching style and I've gotten a well-rounded education.

Person E: Yes, but because I transferred in, I felt like I took a lot of repeat courses. Because my other classes didn't equate.

Person F: Yes, for the most part. Some classes could be a little tougher, but I'm glad that our professors have figured out how to teach the material without making the classes extremely difficult. I would not

do well in a class that had a ridiculous amount of memorization. I prefer the classes that have lots of writing. It would be bored if all the teachers were the same or taught the same way. Most of the professors are open to constructive criticism when there's a serious problem.

Person G: I'm satisfied with the education I've received in the History department. I mean there will always be problems and always things that need to be fixed, but there's always worse.

Person H: The fact that this was my third major, something's got to give. I'm just going to go with yes.

Person I: I'd say overall, yes.

Person J: I'm satisfied.

Person K: Yes

8. Deb: What should not be changed about the History Program?

The unanimous response was that Huey can never retire and that the professors should all remain, although some should teach only upper level courses.

9. Deb: Would you recommend the history program at Ferris to others?

Person A: Yes

Person B: Yes

Person C: Are they interested in History? Then yes. Mehler should never teach lower level classes, Peterson shouldn't either, or Busch. They are better for upper level classes. They scare potential majors away.

Person D: Yes

Person E: Yes

Person F: Yes

Person G: Yes

Person H: Yes

Person I: Yes

Person J: Yes

Person K: Yes

Ending Questions:

1. Deb: Of all the things we have talked about, please tell me the 2 or 3 things you feel the faculty in the history program really need to know.

The unanimous response was that the professors are great and are the best part of the program.

2. Deb: We have talked about a lot of things tonight. Based on what you all have said this is what I have taken away from our conversation. If I understood everything you said, the things that need to be changed are that we need more Early American courses offered, Advisors need to be better trained, except for Huey, The 250 should maybe be split or at least dealt with differently so you get all the information you need, this class should be worth four credits instead of three - should not include a poster – should not be required for minors. Did I miss anything?

Person A: I'm good.

Person B: Ferris needs to expand their History program. We have a wonderful staff and we need to advertise that to bring students here.

Person C: I have a question. What was everyone's least favorite class? Mine was 20th century Russia. I hated that class. It was all about politics. I didn't understand it. She had us read stuff I couldn't get. The books were giant. The final was soul crushing. I absolutely hated that class.

Person D: 121 was mine. I re-took it with Deb and it was fine

though.

Person E: We have a wonderful program. Our professors are supportive, we have a sense of community, it's just small. It's really hard to grow in a school that's all about technology. Here's a question. Are 100 level classes that are too hard driving away potential History Majors?

Person C: I think some of the teachers are too hard for lower level classes and should teach upper level classes like Busch and Peterson.

Person F: I have nothing to add.

Person G: Nothing to add.

Person H: I'm good.

Person I: Nothing to add.

Person J: Nothing to add.

Person K: Language classes shouldn't be required.

3. Deb: Is there anything that we did not ask about that you think is important?

Person A: I'm good

Person B: I think Mehler knows nothing about Chicago style. At least his kitchen flooded and he stopped playing The Rolling Stones.

Person C: No

Person D: You (Deb) taught Chicago style very thoroughly. I wish I had the notebook I took the notes in from your class.

Deb: Thank you.

Person E: No, nothing to add.

Person F: No

Person G: No

Person H: No

Person I: No

Person J: No

Person K: No

Deb: We're out of time, in fact I believe your class ended five minutes ago, but if you have anything you'd like to add, you can email me. I will be submitting the transcript on Monday, December 14th. My email is savidesd@ferris.edu.

Thank you all so much for your time.

Appendix H: Pre-and-Post Tests for HIST Survey Courses

History 121 Pretest; Ferris State University (Fall 2014, revised)

Directions: Fill in the bubble on your scan-tron sheet that corresponds to the best possible answer for each question.

1. Most likely the first Americans were
 - a. Vikings from Scandinavia.
 - b. Spanish explorers of the fifteenth century.
 - c. People who crossed the land bridge from Eurasia to North America.
 - d. Refugees from Africa.

2. Which statement best describes the accomplishments of Christopher Columbus?
 - a. He discovered America.
 - b. He was the first European to visit North America.
 - c. He proved the world was round.
 - d. He began the European conquest of North America.

3. During the early years of colonization in the New World, England
 - a. closely controlled its colonies.
 - b. Maintained an excellent relationship with the Indians.
 - c. Paid little attention to its colonies.
 - d. Made sure all the colonies had royal charters.

4. The colony of Virginia
 - a. was settled by Puritans for religious freedom.
 - b. thrived from the beginning due to good relations with local Indian tribes.
 - c. depended on tobacco cultivation for its economy.
 - d. all of the above.

5. The town of Salem, Massachusetts, was thrown into turmoil in 1692 due to
 - a. a new tax on tea.
 - b. accusations of witchcraft.
 - c. a slave rebellion.
 - d. a massive influx of Irish immigrants.

6. Which of the following events contributed **LEAST** to the coming of the American Revolution?
 - a. Bacon's Rebellion
 - b. Boston Massacre
 - c. Coercive Acts
 - d. Stamp Act

7. In 1776, the United States of America declared its independence from
 - a. Great Britain.
 - b. Spain.
 - c. France.
 - d. Russia.

8. As a result of the American Revolution
 - a. slavery ended.
 - b. women gained the right to vote.
 - c. Native Americans faced a greater threat to their land.
 - d. all of the above.

9. Which of the following “Founding Fathers” *never served* as president?
 - a. George Washington
 - b. John Adams
 - c. Alexander Hamilton
 - d. Thomas Jefferson

10. The Whiskey Rebellion was significant because
 - a. it convinced many Americans that a stronger federal government was needed.
 - b. it demonstrated the power of the federal government created by the new U.S. Constitution.
 - c. it was the largest slave insurrection of the 18th century.
 - d. it started the War for Independence.

11. The Louisiana Purchase
 - a. doubled the size of the United States.
 - b. was intended for small farmers to acquire land.
 - c. was purchased from France.
 - d. all of the above.

12. Nat Turner’s rebellion refers to
 - a. the first workers’ strike at a textile mill in Massachusetts.
 - b. Patriots dumping tea into Boston Harbor.
 - c. a slave rebellion that killed fifty-five whites in Virginia.
 - d. the attempt by abolitionists to seize the federal arsenal at Harpers Ferry, Virginia.

13. The War of 1812 was fought between the United States and
 - a. Spain
 - b. France
 - c. Great Britain
 - d. Russia

14. Which of the following *is NOT* associated with Manifest Destiny?
 - a. The returning of land to Native Americans.
 - b. The annexation of Texas.
 - c. A belief that it was a God-given right for America to expand westward.
 - d. The Mexican-American War.

15. What revolutionary event happened at Seneca Fall, NY, in 1848?
 - a. The Emancipation Proclamation was signed by President Lincoln.
 - b. The Declaration of Independence was drafted.
 - c. The Civil War began.
 - d. The first women’s rights convention was held.

16. Slaves fought the system of slavery in all of the following ways **EXCEPT** by
- slowing down the work pace.
 - refusing to get an education.
 - sabotaging expensive equipment.
 - running away when possible.
17. Which of the following would **LEAST** likely be considered a cause of the Civil War?
- Lincoln's election in 1860.
 - The firing on Ft. Sumter by Confederates.
 - Lincoln's assassination in 1865.
 - Slavery.
18. Which of the following was a MAJOR difference between the North and South prior to the Civil War?
- The South relied on slave labor; the North relied on wage labor and free labor.
 - The South relied on subsistence agriculture; the North relied on cash crop agriculture.
 - The South encouraged the development of heavy industry; the North discouraged heavy industry.
 - The South had many large cities; the North had few large cities.
19. Which of the following would be considered a *long-term success* of Reconstruction?
- Former slaves were relocated in large numbers to the North and West.
 - The 14th and 15th amendments were added to the U.S. Constitution.
 - Land was redistributed in fifty acre plots to former slaves to encourage economic self-sufficiency.
 - Blacks voted in large numbers in the South.

For each of the following quotes decide which of the following people most likely made the statement:

- a) Puritan b) loyalist c) anti-federalist d) abolitionist e) secessionist
20. "Our Political Quack [attempts] to cajole the people into the most abject slavery under the delusive name of independence. His first indecent attack is against the English Constitution; which with all its imperfections is, and ever will be the pride and envy of mankind."
21. "A free republic cannot succeed over a country of such immense extent....The great officers of the government would soon become above the control of the people, and abuse their power to the purpose of aggrandizing themselves, and oppressing them."
22. "I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible, which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery – the great sin and shame of America!"
23. "We affirm that the ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assumed the right of deciding upon the propriety of our domestic institutions, and have denied the rights of property established in fifteen of the States and recognized by the Constitution."

24. *Arrange the following events in chronological order:* (A) clash at Lexington and Concord (B) meeting of the

First Continental Congress (C) Quebec Act (D) Boston Tea Party.

- a) C, D, A, B
- b) B, A, C, D
- c) D, C, B, A
- d) A, B, D, C

25. *Arrange these events in chronological order:* (A) Dred Scott decision (B) Lincoln-Douglas debates (C) Kansas-Nebraska Act (D) Harper's Ferry raid.

- a) A, C, B, D
- b) B, D, C, A
- c) C, A, B, D
- d) D, B, A, C

History 122 Pretest; Ferris State University (Fall 2014, revised)

Directions: Fill in the bubble on your scantron sheet that corresponds to the best possible answer for each question.

1. In the post-Civil War United States, Native Americans battled whites for all of the following reasons

EXCEPT

- a. rescue their families who had been exiled to Florida.
 - b. avenge savage massacres of Native Americans by whites.
 - c. punish whites for breaking treaties.
 - d. defend their lands against white invaders.
2. The new immigrants who came to the United States after 1880
- a. had experience with democratic governments.
 - b. never constituted a majority of immigrants.
 - c. were culturally different from previous immigrants.
 - d. received a warm welcome from the old immigrants.
3. The formation of unions during the Industrial Revolution in the United States can be attributed primarily to
- a. the influence of foreign radicals.
 - b. the poor treatment of the workers by the "Captains of Industry."
 - c. the strong support of Abraham Lincoln.
 - d. the greed of the American workers.
4. The legal codes developed in the 1800s that established the system of segregation were
- a. found only in the North.
 - b. called Jim Crow laws.
 - c. undermined by the crop lien system.
 - d. passed during Reconstruction.
5. Overall, the progressive movement
- a. was a response to industrialization and the problems it created.
 - b. made little difference in American life.
 - c. died out very quickly.
 - d. was dominated by the rich.
6. W.E.B. DuBois believed
- a. that a talented tenth of African-Americans would lead the fight for equality.
 - b. in accommodation with whites.
 - c. the NAACP could not succeed in the hostile environment of the times.
 - d. that Booker T. Washington had done a great deal of good for African-Americans.
7. While President, Teddy Roosevelt
- a. greatly increased the power and prestige of the presidency.
 - b. showed no skill and little interest in working with congress.
 - c. was a poor judge of public opinion.
 - d. held rigidly to ideological principles.

8. President Woodrow Wilson viewed America's entry into World War I as an opportunity for the United States to
 - a. re-establish the balance of power in European diplomacy.
 - b. expand America's territorial holdings.
 - c. rebuild its dangerously small military.
 - d. shape a new international order based of the ideals of democracy.

9. Which of the following statements best characterizes the 1920s?
 - a. It was a period of social and cultural harmony.
 - b. It was a time of dedication to the public good rather than to the pursuit of private gain.
 - c. It was a time when ideological and cultural division dominated society.
 - d. It was a decade when women began to run for political office in large numbers.

10. In the 1920s, American women gained
 - a. the right to drink in public.
 - b. the right to vote.
 - c. the right to obtain a college education.
 - d. the right to drive.

11. President Herbert Hoover's approach to the Great Depression was to
 - a. leave the economy alone to work itself out of trouble.
 - b. nationalize major industries.
 - c. work for the breakup of business monopolies.
 - d. offer federal assistance to businesses and banks but not individuals.

12. One of the most important permanent results of the New Deal was the
 - a. shifting of the black vote to the Republican Party.
 - b. idea that the federal government should accept the responsibility for the national welfare.
 - c. idea that business monopolies were good for the economy.
 - d. the changing of the size of the Supreme Court.

13. During World War II, one of the United States' enemies was
 - a. Soviet Union.
 - b. China.
 - c. Germany.
 - d. all of the above.

14. The origins of the Cold War lay in a fundamental disagreement between the USA and the USSR over post-World War II arrangements in
 - a. North Africa.
 - b. East Asia.
 - c. the Middle East.
 - d. Eastern Europe.

15. Wisconsin Senator Joseph McCarthy's anticommunist crusade ended when he
- began to attack the personal integrity of his critics.
 - alleged that there were communists in Hollywood.
 - alleged that there were communists in the Foreign Service.
 - alleged that there were communists in the United States' Army.
16. The 1963 March on Washington provided critical support for the
- War on Poverty.
 - Democratic Party.
 - Voting Rights Act.
 - Civil Rights Bill of 1964 which ended segregation.
17. President Lyndon Johnson did all of the following **EXCEPT**
- pass important civil rights legislation.
 - escalate the United States' military commitment to Vietnam.
 - enact significant legislation to aid education at all levels.
 - Initiate the United States' effort to land a person on the moon.
18. President Richard Nixon is best known for
- the Watergate scandal.
 - the Cuban Missile Crisis.
 - his honesty.
 - his sympathy for liberal causes.
19. President Jimmy Carter believed that the fundamental problem of the American economy in the late 1970s was
- the United States' dependence on foreign oil.
 - high import fees on foreign oil.
 - the exhaustion of domestic oil supplies.
 - the loss of a manufacturing base.

For each of the following quotes decide which of the following people most likely made the statement:

- a) Right-wing populist b) a conservative c) a labor activist d) an imperialist e) a communist
20. "American factories are making more than the American people can use; American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours."
21. "We do not propose to say that there shall be no rich men. We do not ask to divide the wealth. We only propose that, when one man gets more than he and his children and children's children can spend or use in their lifetimes, that then we shall say that such person has his share. That means that a few million dollars is the limit to what any one man can own."

22. "Unionization, as opposed to communism, presupposes the relation of employment; it is based upon the wage system and it recognizes fully and unreservedly the institution of private property and the right to investment profit."

23. "I have little interest in streamlining government or in making it more efficient, for I mean to reduce its size. I do not undertake to promote welfare, for I propose to extend freedom. My aim is not to pass laws, but to repeal them. It is not to inaugurate new programs, but to cancel old ones that do violence to the Constitution, or that have failed their purpose, or that impose on the people an unwarranted financial burden."

24. *Arrange the following events in chronological order:* (A) Spanish-American War (B) Zimmerman telegram (C) Lindberg's trans-Atlantic flight (D) Edison invents light bulb.

e) C, D, A, B

f) D, A, B, C

g) D, C, B, A

h) A, B, D, C

25. *Arrange these events in chronological order:* (A) Korean War (B) President Kennedy assassinated (C) Flint Sit-down Strike (D) Feminine Mystique published.

e) A, C, B, D

f) B, D, C, A

g) C, A, D, B

h) D, B, A, C

History 211: World Civilizations to 1400

Pretest and Post-Test

Directions: There are 25 multiple choice questions in this pretest. Please mark the answer on the scantron, which accompanies this test.

1. Mesopotamian civilization produced the first
 - a. law code.
 - b. monotheistic religion.
 - c. examples of warfare among people.
 - d. example of mummification.

2. Which of the following was a Confucian belief?
 - a. Change is the goal of a sensible state.
 - b. A good society has a social hierarchy.
 - c. Merchants must be valued for their money-making skills,
 - d. Governments must not interfere with individual rights.

3. In Buddhism, "Nirvana" meant
 - a. total elimination of the sense of self and a corresponding union with the divine essence.
 - b. reincarnation in a higher caste after a good life.
 - c. the Hindu holy book.
 - d. obedience to the rules of the caste system.

4. Hindu ethics involved
 - a. a detailed set of prohibitions on sexual activity.
 - b. emphasis on an individual carrying out the obligations of life.
 - c. attacks on all opposing religious faiths.
 - d. condemnations of money-making.

5. The ultimate goal and achievement of Legalism was
 - a. to establish trade with foreign powers.
 - b. the promotion of scholarship and learning.
 - c. the enforcement of obedience from political leaders.
 - d. the publication of a legal code.

6. Athenian democracy was similar to the American political system in that
 - a. in both citizens elected representatives who voted on their behalf.
 - b. in Athens, citizenship was limited to elite males.
 - c. in Athens, all citizens had the right to vote.
 - d. in Athens, all citizens participated directly in law-and-policy-making.

7. The Senate of Republican Rome particularly represented
 - a. the landed aristocracy, the patricians.
 - b. the emperors.
 - c. the urban workers.
 - d. the merchants and businessmen.

8. The Hellenistic period in Greek history began with the
 - a. rise of Mycenae.
 - b. triumph of Sparta over Athens in the Peloponnesian War.
 - c. creation of an empire by Alexander the Great.
 - d. conquest of Greece by the Roman legions.

9. The Code of Hammurabi
 - a. utilized an eye-for-an-eye type of punishment.
 - b. provided legal equality for all citizens.
 - c. did not distinguish between accident or intent.
 - d. regulated everything from adultery to business issues.

10. Societies speaking Bantu languages originally predominated in
 - a. western Africa.
 - b. the northern part of Africa.
 - c. eastern Africa along the coasts of the Red Sea and the Indian Ocean.
 - d. Sub-Saharan Africa.

11. The indigenous people of India were conquered or assimilated by invaders from the Northwest known as
 - a. Mauryans.
 - b. Aryans.
 - c. Celts.
 - d. Qin.

12. The first emperor of Rome was
 - a. Romulus Augustulus.
 - b. Augustus Caesar.
 - c. Julius Caesar.
 - d. Tiberius Claudius Nero Caesar.

13. Which of the following would NOT be a similarity between Christianity and Islam?
- Each of the faiths had a holy book.
 - Muhammad and Jesus were considered to be divine.
 - Both were monotheistic.
 - Both religions had as part of their scriptures divine revelation.
14. In European feudalism of the early Middle Ages
- the major obligation of a vassal to his lord was to provide military service.
 - the lord had no formal responsibilities to his vassals.
 - there was no way of breaking the bond between the lord and vassal.
 - the vassal was expected to pay a tithe to the lord.
15. The Swahili city-states were in
- North Africa.
 - East Africa.
 - South Africa.
 - West Africa.
16. The origin myth of the Japanese civilization is founded on the myth of
- A warrior samurai
 - A sun goddess
 - A snow monkey
 - A Buddhist monk
17. The Byzantine Empire made all of the following contributions to European civilization EXCEPT the
- preservation of Greek language and learning.
 - preservation of Roman law and the Roman imperial system.
 - conversion of the Slavic people to Christianity.
 - defeat and ejection of the Germanic invaders from Europe.
18. The unpopularity of Aztec rule in central Mexico, prior to the Spanish conquest, rested on
- their worship of Zoroaster.
 - taking tribute and sacrificial victims.
 - failure to honor the Mesoamerican gods.
 - insistence on male dominance in the family.
19. The Native American civilization that had no written language but kept records on knotted strings was the following
- Mayan
 - Aztec
 - Inca
 - Pueblo Indian

20. Which of the following was NOT among the reasons that the Renaissance developed first in Italy?
- Trade provided the material resources for cultural development.
 - The role of the Church had declined in Italy compared to the rest of Western Europe.
 - The Roman heritage and the continued use of Latin kept memories of classical civilization alive.
 - Urbanization in Italy created a cosmopolitan, cultural atmosphere.
21. Which Chinese dynasty came before the Han Dynasty?
- Ming
 - Tang
 - Qin
 - Manchu

For each of the following quotes, indicate which document it comes from:

22. “Who is there of the gods that can devise without Ea? It is Ea alone who knows all things.” Then Ea opened his mouth and spoke to warrior Enlil, “Wisest of gods, hero Enlil, how could you so senselessly bring down the flood?” . . .It was not that I revealed the secret of the gods, the wise man learned it in a dream.
- Mary Shelley’s “Frankenstein”
 - The Epic of Gilgamesh
 - The Iliad
 - The Bible
23. “As a man, casting off old clothes puts on others and new ones, so the embodied self casting off old bodies, goes to others and new ones. . .It is ever lasting, all-pervading, stable, firm, and eternal.”
- The Hindu text, the Bhagavad Gita
 - The Buddhist text, the Poison Arrow Sermon
 - The Old Testament (from the Bible)
 - The Quran
24. Master You said: “Those who are filial to their parents and obedient to their elder brothers but are apt to defy their superiors are rare indeed; those who are not apt to defy their superiors, but are apt to stir up a rebellion simply do not exist.”
- The Book of Deuteronomy
 - Buddha’s sermon, “Setting in Motion the Wheel of the Law”
 - Plato’s “Phaedo”
 - The Analects of Confucius

25. “Kankan Musa went on his journey, about which there are many stories. Most of them are untrue and the mind refuses to accept them. One such story is that in every town where he stopped on Friday between here and Egypt he built a mosque on that very day.”
- a. Liudprand of Cremona, “A Report on the Embassy to Constantinople”
 - b. Al-Biruni’s Description of India
 - c. An African Pilgrim to Mecca
 - d. Anna Comnena’s “The Alexiad”

History 212: World Civilizations since 1400
Pretest and Post-test

Directions: **There are twenty-five multiple choice questions on this test. Please fill in the correct answer on the corresponding scantron.**

1. Under which dynasty was Chinese navigational science and technology poised for major oceanic exploration?
 - A. Han
 - B. Qing
 - C. Tang
 - D. Ming

2. Which European nation was the first to begin major oceanic exploration?
 - A. England
 - B. The Netherlands
 - C. Portugal
 - D. Spain

3. Which of the following is NOT true about Janissaries who served the Ottoman rulers?
 - A. They came from Christian families.
 - B. They were more loyal to the local tribal leaders than they were to the sultan.
 - C. They would play an important role in succession crises
 - D. They were both an elite guard and a means of extending Turkish control into the Balkans

4. What was the unifying force behind the Safavid Empire?
 - A. Shiism
 - B. Constant war with Europeans
 - C. Trade with the Ottoman Empire
 - D. An embrace of Chinese traditions

5. The "Columbian Exchange" refers to which of the following
 - A. Currency developed from North American silver.
 - B. Ferdinand and Isabella's contract with Columbus.
 - C. A handshake developed between Europeans and Natives.
 - D. Plants and diseases introduced as a result of European exploration of the Western Hemisphere.

6. Which Spanish colonizer became an outspoken defender of Native American rights?
- A. Francisco Pizarro
 - B. Hernan Cortes
 - C. Bartolomeu Dias
 - D. Bartolome de Las Casas
7. What was NOT a founding principle of the Society of Jesus (Jesuits) formed in 1540?
- A. Absolute obedience to the Pope.
 - B. Justification by Faith
 - C. Willingness to engage in a "conflict for God"
 - D. The use of education to achieve its goals.
8. Which of the following was a result of the Thirty Years War in Europe (1618-1648)?
- A. The Bourbons capitulated to the Habsburgs.
 - B. Catholicism became the dominant religion of Europe.
 - C. The more than 300 principalities that made up the Holy Roman Empire became independent.
 - D. Bohemia emerged as the dominant nation in Europe
9. Which African Kingdom collaborated with the Portuguese from the mid-1400s to the mid-1500s?
- A. Egypt
 - B. Congo
 - C. Great Zimbabwe
 - D. Zanzibar
10. Which European group conquered Greenland and Iceland?
- A. The British
 - B. The French
 - C. The Norsemen
 - D. The Byzantines
11. Which of the following was NOT a cause of the French Revolution?
- A. Unfair taxation
 - B. Financial crisis
 - C. Revolution in Haiti
 - D. Weak leadership

12. Which of the following was NOT an effect of the Napoleonic Wars?
- A. the spread of universal male suffrage
 - B. the Napoleonic Code became the basis of law in most European countries
 - C. the rise of nationalism throughout Europe
 - D. women consolidated the rights they gained as a result of the French Revolution.
13. The "Middle Passage" refers to which of the following?
- A. a period between World War I and World War II.
 - B. caravan routes between China and Europe.
 - C. transportation of slaves from the West African coast to the Americas.
 - D. the construction of the Panama Canal.
14. Which of the following did NOT happen as a result of the Opium War (1839-1842)?
- A. Queen Victoria agreed to end the opium trade.
 - B. The superiority of British firepower and military tactics was established.
 - C. China ceded the island of Hong Kong.
 - D. China agreed to open five coastal ports to British trade.
15. Which of the following did NOT happen as a result of the Meiji restoration?
- A. The Emperor of Japan continued to be controlled by elites.
 - B. Japan returned to its traditional isolationist stance.
 - C. Comprehensive reform of political, social and economic institutions took place.
 - D. Samurais were forbidden to wear their swords.
16. Which of the following statements is true about the Impressionism art movement?
- A. Impressionist painters focused on religious themes in their work.
 - B. Impressionists left their studios to paint nature directly.
 - C. Impressionists struggled to achieve "realism" by painting objects exactly as they appeared.
 - D. Impressionist painters were fascinated by warfare and other themes of human struggle.

17. Why was the Taj Mahal built?
- A. To celebrate victory over the Hindus.
 - B. As a monument to Shah Jahan's wife.
 - C. To impress British invaders.
 - D. To celebrate the Buddhist vision of heaven.
18. The "Scramble for Africa" took place during which time period?
- A. the late 18th century
 - B. the early 19th century
 - C. the late 19th century
 - D. after World War II
19. What was the primary motivation behind Joseph Stalin's Five Year Plan (1928-1932)?
- A. To restructure the Soviet economy along capitalistic lines
 - B. To help Soviet peasants, return to traditional farming methods
 - C. To industrialize and catch up to the West
 - D. To restore the Orthodox Church to a position of influence
20. Which World War II event happened first?
- A. Hitler annexed Austria
 - B. Japan invaded Manchuria
 - C. Hitler invaded Poland
 - D. Japan attacked Pearl Harbor
21. Which of the following countries was NOT allied with the Soviet Union during the Cold War?
- A. Poland
 - B. Cuba
 - C. South Korea
 - D. Angola

For each of the following quotes decide which person said it:

22. "They shall also ride German saddles. Likewise the womenfolk of all ranks, including the priests', deacons', and church attendants' wives, the wives of the dragoons, the soldiers, and the streltsy, and their children, shall wear Western dresses, hats, jackets, and underwear – undervests and petticoats – and shoes. From now on no one of the above-mentioned is to wear Russian dress. . . , sheepskin coats, or Russian peasant coats, trousers, boots, and shoes. It is also forbidden to ride Russian saddles."
- A. Ivan the Terrible
 - B. Peter the Great
 - C. Nicholas II
 - D. Josef Stalin
23. "But we scarcely retain a vestige of what once was; we are moreover, neither Indian nor European, but a species midway between the legitimate proprietors of this country and the Spanish usurpers. In short, though Americans by birth, we derive our rights from Europe, and we have to assert those rights against the. rights of natives, and at the same time we must defend ourselves against the invaders."
- A. Chief Joseph
 - B. Mohandas Gandhi
 - C. Simon Bolivar
 - D. Thomas Jefferson
24. "All the great civilizations of the past died out because contamination of their blood caused them to become decadent....In other words, in order to protect a certain culture, the type of human who created the culture must be preserved. But such preservation is tied to the inalienable right of victory of the best and the strongest."
- A. Adolf Hitler
 - B. Vladimir Lenin
 - C. Nelson Mandela
 - D. Theodore Herzl
25. "The people of Islam awakened and realized that they are the main target for the aggression of the Zionist-Crusaders alliance. All false claims and propaganda about 'Human Rights' were hammered down and exposed by the massacres that took place against the Muslims in every part of the world."
- A. Mao Zedong
 - B. Osama bin Laden
 - C. Mustafa Kemal (Ataturk)
 - D. Ogier Ghiselin de Busbeq



FERRIS STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

TO: Gary Todd, Chair, Academic Program Review Council (APRC)

CC: R. Scott Cohen, Department Chair, Humanities
Jana Pisani, Chair, Program Review Panel

FROM: Kristi L. Haik, Dean, College of Arts & Sciences

RE: History, B.A.

DATE: 09/12/2017

A handwritten signature in black ink that reads "Kristi L. Haik".

The History B.A. program is housed in the Department of Humanities in the College of Arts and Sciences. The program review committee for the History B.A. program has completed a thorough analysis of the program and has done a good job of highlighting the successes of the program, while also pointing out areas that could use some improvement.

Overall, the faculty in this program are active within and passionate about their program and across campus, and they are respected by their peers. They pay attention to their program, providing for change when it is advantageous to do so, and they have shown flexibility in adjusting to the needs of the students. They provide a student-centered experience for the students in the program, as evidenced by the information provided below.

Some of the accomplishments/highlights during the past five-year cycle include the following:

- Enrollments that have remained steady despite an overall decrease in enrollment at the university.
- Modifications to the curriculum, often based on feedback from students, that include more course offerings while at the same time adjusting the timeline of course offerings such that many of the upper-level courses are being taught once every other year to ensure greater enrollments when they are offered. The curriculum includes flexibility for students in the program.
- Execution of several extracurricular events, designed to provide experiences for all individuals on campus. These include "Passion for the Past" panel presentations that have been open to the campus community and beyond. These events have been highly successful in spawning lively conversations about historical and contemporary issues. In addition, the student honor society has sponsored, for several years, a "History Week" that is open to participation by all.

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- The local chapter of the national history honor society, Phi Alpha Theta, is an especially active student group that has, in addition to sponsoring “History Week”, has hosted regional meetings of the society.
- Two faculty members were awarded a grant from the National Endowment for the Humanities to support a summer institute program.
- Recently, a former student bestowed to the university full access to the SHOAH Visual History Archive, which contains thousands of hours of interviews related to holocaust/genocide events from around the world. Ferris State University is one of just three universities in the state to access to this archive, which will serve as an incredible resource for the students and faculty in this program, as well as for many others across campus.
- Recent increase in marketing of courses and the program using social media platforms.

With respect to program assessment, well-defined program outcomes have recently been modified to reflect the suggestions of national history education organizations. In addition to the attainment of historical knowledge, this program focuses on several learning outcomes, including the ability to analyze complex historical problems, the ability to critically evaluate historical information, the ability to communicate well in both written and oral form, and the ability to collaborate with peers. Assessment of these outcomes began in earnest during the Fall 2016 semester as part of a college-wide plan to carry out program assessment for all programs in the college. Thus far, program outcomes have been established, those outcomes have been mapped to selected courses, and a timeline for assessment of specific outcomes in specific courses has been established. Course-level assessment related to program outcomes will commence in the Fall of 2017 and will continue thereafter. Other forms of assessment that have been occurring within this program include the administration of pre- and post-tests in some entry-level courses and the administration of exit surveys to graduating seniors. The program will upload all appropriate assessment artifacts and findings into TracDat.

Short-term goals include an increase in marketing of history courses as general education alternatives, an increase in enrollment in courses, an over-arching curriculum clean-up, continuation of the Passion for the Past series, and the reestablishment of Grad Nights and Career Nights. Longer-term goals include an increase in the number of students enrolled in the program, enhancement of opportunities for research experiences for students, and the consideration of new programs or concentrations, perhaps in Public History.

The Dean’s office supports these goals; it is likely that the faculty associated with this program, who care greatly about their program and make efforts to maximize the experiences of students, will be successful as they pursue these goals. It will be particularly important to focus on marketing of the program and recruitment of students into the program. In addition, events such as “Passion