

PROGRAM REVIEW
Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted February 4, 2014

Program B.S. and B.A. in History
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity;
- 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program


Rationale for Recommendation:



Signature of person preparing report:

2/4/14

Date



Signature of Dean

2-4-14

Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program:

History, Bachelor of Arts

History, Bachelor of Science

External reviewer(s):

Dr. Jessica Swigger, Assistant Professor of History, Western Carolina University

Dr. Amanda Van Lanen, Assistant Professor of History, Lewis-Clark State College

Synopses of significant findings, including findings of external reviewer(s)

Both external reviewers (who are tenure-track faculty at institutions that are similar to Fairmont State University in size, student population and, university mission) have offered thorough reviews of the program. Dr. Swigger and Dr. Van Lanen especially expressed their view that the history program is upholding its commitment to the university's mission and that the on-going effort to refine program and course assessment plans are one of its top strengths. In particular, they expressed interest in the history program's goal to develop a writing intensive course within the history curriculum and to begin requiring that students compile a portfolio of their work throughout the duration of their degree program. The reviewers identified both of these key objectives as important steps in improving program assessment as well as improving student outcomes and post-graduate career options, which they agree will also go far towards rectifying retention issues as well. In addition, both Dr. Swigger and Dr. Van Lanen agree that the pending inclusion of a Museum Studies minor, which the FSU history program is currently adopting from Pierpont Community and Technical College, will serve as a tremendous attribute to the program in recruiting more students into the program as well as for its emphasis on preparing history majors realistic professional opportunities. Both reviewers also found much to applaud with the history program's integral role in the General Studies curriculum, especially with the centrality of its core service courses to the student population across disciplines.

In addition to their shared appraisal of the history program's strengths, both Dr. Swigger and Dr. Van Lanen demonstrated a concern that staffing is the primary challenge the history program currently faces in fulfilling its responsibilities. With only three full-time faculty members (one of which divides his time with another program), it has become more difficult for the history program to adequately teach the full-breadth of its course offerings. One result is that the history program has become increasingly reliant upon utilizing adjunct professors, which jeopardizes the program's potential to hook potential majors in the introductory courses. It is evident that with the adoption of the new General Studies curriculum, this staffing issue is going to become even more pronounced if the program is going to succeed in serving the student population via its core service courses while also tending to the needs of the B.A. and B.S. majors. Given the size of the university and the centrality of the program's core service courses to various disciplines, both reviewers stated that the eventual addition of a fourth faculty line will be necessary in order for the history program to fulfill its obligations to the university while maintaining, and ideally growing, its B.A. and B.S. programs.

Plans for program improvement, including timeline

The history program is currently considering several different plans for improving its offerings to History B.A. and B.S. majors. First, while the program currently demonstrates great strength in its course offerings in American and European history, the program could benefit from greater inclusion of advanced courses focusing on other regions, including Asia, Africa, and Latin America. This is an on-going plan for improvement. Second, the history program continues to refine its assessment plans with two significant goals in mind: a) the creation of a writing-intensive course within the history program, to better prepare history majors in the art and skill of historical writing; and b) to implement the use of a portfolio in which history majors can chart their progress in achieving the core history program outcomes during their tenure in the program. The history program plans to begin implementing these new assessment tools as soon as possible pending the proposal of curriculum changes. Thirdly, the history program is incorporating the Museum Studies minor, currently housed in Pierpont Community and Technical College's curriculum. Doing so will better enable the history faculty to prepare students for practical professional career paths. It is anticipated that the Museum Studies minor will be fully moved into the history program by Fall 2015.

Finally, with the adoptions of the new General Studies curriculum, the history program is also preparing to service a growing number of non-majors. Under the new General Studies curriculum, two of the program's core courses (HIST 1107 and HIST 1108) are among the three choices students have in the fulfillment of their Attribute III—Citizenship requirement. In addition, five of the program's courses (HIST 1107, HIST 1108, HIST 2211, HIST 2212, and HIST 2213) are among the options for the fulfillment of Attribute VIII—Cultural Awareness and Human Dignity. All five of those core courses are also selections for Attribute VIIB—Humanities. Given the integral nature of history programs to the General Studies Curriculum, it is evident that the vast majority of students at Fairmont State University will need to complete a course in our program in order to complete their degree programs. In order to effectively service the university in that regard and allow students throughout the university to advance in a timely manner towards degree completion, while continuing to fulfill our obligations to our majors, it is becoming increasingly imperative that the history program must add another full-time faculty member to our current staff of 2.5 full-time faculty. The current staffing situation is further exacerbated by the pending split of Fairmont State University from Pierpont Community and Technical College. In the past, Pierpont's history faculty member has offered four to five courses to FSU students per semester; however, when the institutions officially split the program will essentially lose what had been an additional faculty line, making the need to add another line even more urgent. The timeline for our ability to accomplish this, however, remains contingent upon budgetary restrictions and retention issues.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

In past reviews, the history program has been encouraged to develop a stronger framework for program and course outcomes as well as assessment plans. To date, the program has taken steps to rectify that and continues to ensure that the individual course offerings are fulfilling the program outcomes. Our current plan to incorporate a writing-intensive course within the history program and to implement a student portfolio will allow us to continue strengthening our program assessment.

Five-year trend data on graduates and majors enrolled

The number of history majors has decreased in the past five years from 68 in 2008/2009 to 54 in 2012/2013. The program continues to draw more majors in its B.S. program than its B.A. program, with 35 students enrolled as B.S. majors and 19 students enrolled as B.A. majors at the end of the review period. It is likely that the actual number of history majors is higher, considering the tendency of Social Studies education majors to declare a double major in history towards the end of their curriculum programs; however, there is currently no concrete data for those projected numbers.

Summary of assessment model and how results are used for program improvement

Assessment in the history program primarily focuses on determining students' success in achieving the core history program outcomes. The core history program outcomes have six primary objectives, with an emphasis on acquiring general historical knowledge, the ability to think critically and analyze historical sources, the ability to communicate effectively in written and oral forms, the understanding of past values, the knowledge of geography in relationship to history, and an understanding of how history is affected by society, economics, international relations, culture, and politics. In order to assess the achievement of these learning outcomes, the history program utilizes a wide range of assessment tools in its various course offerings, with particular attention to exams that measure the retention of factual knowledge in conjunction with reading and writing assignments that encourage critical thought and analysis. The history program continues to track its program outcomes and assessment in TaskStream with the goal of determining potential areas for assessment improvement. Plans to incorporate additional assessment tools, such as the development of the student portfolio, will also serve that purpose.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

The history program is currently unable to effectively track its graduating students; however, the program has started to offer a survey during HIST 4498 (our senior seminar) in order to give students the opportunity to comment on how they plan to utilize their degree in history. The program plans to continue surveying students in this regard and also plans to devise better methods for tracking its alumni, through the use of surveys and social media. Anecdotally, there is strong evidence that most of our students pursue careers in education (many of them graduate with a second degree in social studies education), enter into public history occupations (such as museum work or state/federal government positions), or pursue continued education at the graduate level (including M.A. degrees in education, M.A. or Ph.D. degrees in history, or law school).

Final recommendations approved by governing board

PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE	
Program:	History, Department of Social Sciences
School:	College of Liberal Arts
Date:	January 2014

Program Catalog Description:

Every person, every place, everything on earth has a history, a story of its past that can help us understand human existence and human behavior. The History Program's major and minor draw upon a broad curriculum that encompasses regional, national, and international history, as well as such special topics as the revolutions in history and diplomatic history. The History Program offers two types of majors. The Bachelor of Arts degree has the traditional emphasis on language skills, especially through study of a foreign language. It is a good choice for students thinking about postgraduate study. The Bachelor of Science degree develops basic capabilities in statistics and computer science. It is a good choice for students interested in the modern social science approach to historical understanding.

The great advantages of historical study are:

- 1) Emphasis on developmental and evolutionary aspects of human experience.
- 2) Examination of many different fields of human activity.
- 3) Use of insights and methods of many other fields.

Students completing a bachelor's degree in history may enter professional practice in academic history (teaching and writing), public history (archives and special research, consultancy) or publishing (print, electronic, film and television documentary). The history major also provides excellent preparation for careers in law, government, politics, foreign service, historical preservation and journalism.

VIABILITY (§ 4.1.3.1)

ENROLLMENTS

Applicants, Graduates

There are no specific program requirements for students to declare a major in history. In order to declare a major in history, students must have met the admission requirements that the university requires for all bachelor degree programs. Applicants must have graduated from an approved high school with a 2.00 grade point average (GPA) and a minimum composite score of 18 on the ACT or 870 on the SAT (combination of reading and math scores), or at least a 3.0 high school GPA and SAT or ACT test scores regardless of the scores. Applicants must have also satisfied the following minimum high school unit requirements prior to admission or within the first 60 hours of college coursework:

- 4 English (including courses in grammar, composition, and literature)
- 3 Social Studies (including U.S. History)
- 4 Mathematics (three units must be Algebra I and higher)
- 3 Science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics)
- 1 Arts
- 2 Foreign Language (two units of the same foreign language)

Please See Appendix A for enrollments numbers of History Majors and Graduates.

Program Courses

During the five year review period (Academic Years 2008/2009 to 2012/2013) the Bachelor of Arts degree and Bachelor of Science degree required 128 semester hours with a 2.0 GPA for graduation. The program has recently adjusted its requirements in order to comply with the newly adopted General Studies curriculum, under which students most complete 120 credit hours. In order to adjust to the new curriculum, the history program has reduced the number of required free electives and made appropriate recommendations for history majors to complete their general studies requirements. The core requirements for the history program remain the same.

According to the curriculum used during the five year review period, students seeking a B.A. in history had to complete 45 semester hours of history courses, 38 semester hours of general studies requirements, 12 semester hours of foreign language, 30 semester hours of free electives, and three semester hours for an additional requirement.

Students seeking a B.S. in history had to complete 45 semester hours of history courses, 38 semester hours of general studies requirements, 12 semester hours of additional requirements, and 33 semester hours of free electives.

The History Program has 18 hours of required history courses for both the B.A. and B.S.:

- HIST 1107 United States History I

- HIST 1108 United States History II
- HIST 2211 World Civilizations I
- HIST 2212 World Civilizations II
- HIST 2213 World Civilizations III
- HIST 4498 Senior Seminar

B.A. and B.S. History majors are also required to take 27 hours of advanced level history electives, selected from the following courses:

- HIST 3301 History of Intelligence and National Security
- HIST 3302 West Virginia History
- HIST 3310 Diplomatic History of the United States
- HIST 3315 Colonial America
- HIST 3316 The Early Republic
- HIST 3317 Civil War and Reconstruction
- HIST 3318 Gilded Age to the Great Crash
- HIST 3319 Recent America
- HIST 3333 Social History of the American Woman
- HIST 3344 African-American History and Culture
- HIST 3351 History of England
- HIST 3352 History of Russia
- HIST 4405 History of Africa
- HIST 4410 History of Asia
- HIST 4420 History of Latin America
- HIST 4425 Medieval Europe
- HIST 4428 Renaissance and Reformation
- HIST 4429 Age of Absolutism
- HIST 4430 19th Century Europe
- HIST 4431 Recent Europe
- HIST 4435 Revolutions in History
- HIST 4475 Philosophy of History
- HIST 4499 Selected Topics

Additional Requirements for B.A. and B.S. in History (3 hours):

- ENGL 3322 Narrative & Descriptive Writing
- OR-
- ENGL 3333 Writing Non-Fiction

Additional Requirements for B.S. in History (3 hours)

- SOCY 2240 Nonparametric Statistics
-OR-
- POLI 2240 Nonparametric Statistics
-AND-
- Social/Behavioral Sciences (6 hours), selected from the following courses:
 - ECON 2200 Economics
 - ENGL 3382 The World Novel
 - INTR 2200 Race, Class, and Gender in Popular Culture
 - PHIL 2250 The Great Philosophers
 - PHIL 3325 Ethics
 - POLI 2200 Introduction to Political Science
 - POLI 3304 American Constitutional Government and Law
 - PSYC 2240 History of Psychology
 - PSYC 2230 Social Psychology
 - SOCY 1111 Introduction to Anthropology
 - SOCY 3360 Methods of Social Research

Please see Appendix E for information on program and general studies requirements under the old General Studies program as well as the newly adopted requirements in accordance with the new General Studies curriculum. Please see Appendix B for course enrollments in history courses.

Service Courses

The history program serves the B.A. and B.S. curriculum throughout Fairmont State University by offering the following service courses for the General Studies curriculum: HIST 1107 (US History I), HIST 1108 (US History II), HIST 2211 (World Civilizations I), HIST 2212 (World Civilizations II), and HIST 2213 (World Civilizations III). Under the newly adopted General Studies Curriculum, HIST 1107 and HIST 1108 are two of the three choices available for students to fulfill Attribute III—Citizenship. HIST 2211, HIST 2212, and HIST 2213 are among the choices to fulfill Attribute VIII—Cultural Awareness and Human Dignity. And, all five of the core history classes are choices for Attribute VIIB—Humanities.

The Social Studies Education Major requires eight history courses, including HIST 1107 (US History I), HIST 1108 (US History II), HIST 2211 (World Civilizations I), HIST 2212 (World Civilizations II), HIST 2213 (World Civilizations III), HIST 3302 (West Virginia History), HIST 3319 (Recent America), HIST 4431 (Recent Europe). Given the high number of history courses required for a degree in Social Studies Education, many students decide to declare a double major towards the end of their coursework. The late date at which they do so, typically makes it

difficult for the program to determine accurate enrollment numbers within our major. Though there is no concrete data at this time, the history program is considering this as a possible reason for the appearance of declining enrollment numbers in recent years.

The National Security and Intelligence Major requires five history courses, including: HIST 1107 (US History I), HIST 1108 (US History II), HIST 2213 (World Civilizations III), HIST 3301 (History of Intelligence and National Security), and HIST 3310 (Diplomatic History of the United States).

The Elementary Education Major requires three history courses, including: HIST 1108 (US History II), HIST 3302 (West Virginia History, and either HIST 2211-OR-HIST 2212-OR-HIST 2213 (World Civilization I-III).

History courses are also required or strongly recommended as service courses by the vast majority of majors and minors under the newly adopted General Studies curriculum.

Please see Appendix B for information on enrollments for service courses.

Success Rates – Service Courses

The success rate of service courses is based on the number of students that successfully pass the course with a letter grade of D or better.

Please see Appendix C for information on success rates for the following service course:

- HIST 1107
- HIST 1108
- HIST 2211
- HIST 2212
- HIST 2213

Off-Campus Courses

During the past five academic years,* there have been at least 124 history courses offered in off-campus locations. Off-campus course offerings are introductory-level service courses (US History I & II; World Civilization I, II, III). Most were offered at the Caperton Center and the remainder were offered at other sites in the service area (Barbour, Monongalia, Lewis, and Randolph). The full-time faculty recognizes the necessity of offering off-campus courses; however, there is continued concern about the coordination of instruction at off-campus sites. The full-time faculty at FSU would like to have direct input concerning the credentials of the adjunct faculty who teach at the off-campus locations.

* NOTE: There was no data available for the 2012/2013 academic year. Numbers are based on

data from Fall 2008 through Summer 2012.

Please see Appendix D for data on enrollment in off-campus History courses.

GENERAL STUDIES REQUIREMENTS MET:

Please see Appendix E for information regarding History program recommendations for degree completion in accordance with the newly adopted General Studies curriculum.

Assessment Requirements:

Since the last program review, the History Program has continued to work on developing a sound assessment plan, including the implementation and use of Core History Program Outcomes (see below).

Core History Program Outcomes

Students who complete a B.A. or B.S. in History will be able to:

1. Demonstrate a general knowledge of United States and World History
2. Demonstrate the ability to think critically about and to analyze primary and secondary historical materials
3. Demonstrate the ability to communicate effectively both in written and oral forms.
Possess the ability to understand historical debate and controversy.
4. Possess an understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a series examination of values of that time.
5. Demonstrate a knowledge of geography as it relates to history.
6. Possess an understanding of how society, economics, international relations, culture and politics combine to have an impact on history and its creation.

In addition to the core history program outcomes, students obtaining a B.A. in History will achieve the following outcome:

- Possess a working knowledge of one foreign language.

In addition to the core history program outcomes, students obtaining a B.S. in History will achieve the following outcome:

- Possess a working knowledge of how quantitative methods can be used to study history.

Individual course outcomes, assessments, and satisfactory performance standards for the five history course fulfilling service requirements (HIST 1107, 1108, 2211, 2212, and 2213) can be found in **Appendix F**.

Assessment of Outcomes

The educational goals of the program, while ultimately humanistic, employ methods that are objectively measurable, reflecting a position that faculty acknowledge and analytical skills are

prerequisite to any broader application of historical study. Students regularly receive reading assignments in history textbooks and they meet for 150 minutes per week for lectures or discussion about instructor-selected subjects that arise in their readings. During both textbook readings and lectures or discussions, students are encouraged to take concise, summary-style written notes to use in preparing for written examinations, which are administered about every third to fourth week.

This meets the goal of offering an effectual analytical approach to the rapid, massive flow of historical information in both textbook and lecture, so that the students understand by explanation, discussion, and review how to identify theses and major arguments, principle personages, and key events, as distinct from supportive argumentation, illustration, or embellishment. Students also begin the lengthy process of developing sensitivity to the evidential sources of historical knowledge and the textual-rhetorical character of historical exposition-sensitivity that emerges as a principle focus in advanced courses. The more advanced courses are supplemented with an introduction to the use of historical authorities, documents, and other evidence, and the acquisition of bibliographical skills.

The outcomes are measured through written examinations, quizzes, essay-style questions, critical book essays, written textbook summaries, oral questions, and exploratory papers. Part of the assessment rests on an assumption that both factual knowledge and its analysis are being tested in “objective” questions, while opportunities for essay are also afforded so that students can demonstrate their insights in written form. It is unlikely that “canned” multiple choice questions can suffice because of their failure to reinforce individual course content and because of the simplistic judgments they typically require. In the objective sections, structured arrays of true-false, multiple choice, association, and completion questions, constructed by each course instructor, are plainly preferable. The essay sections of midterm and final examinations normally present a question that cannot be fully answered with a memorized recitation but requires reference to analytical principles employed in the course textbook or lectures.

For advanced survey courses, emphasis is placed on proof of research, writing, and oral reporting capabilities. Instructors in such course often find that interactive demonstration of historical problem solving is an excellent way to teach factual materials while developing students’ skills at analysis and written or verbal presentations.

The history program continues to make strides in the assessment area. The history program and Fairmont State University now document assessment materials on a computer program known as TaskStream. This program provides an archive for program documentation, and a database for program analysis and improvement.

In accordance with the university’s on-going endeavor to come into greater compliance with HLC assessment standards, the history program continues to evaluate its assessment model. At the time of the writing of this report, the history program is in discussion regarding the implementation of two potential changes to our program assessment model:

1. In order to better prepare students for the art of historical writing, the history program thinks it would be beneficial to our B.A. and B.S. majors if the program designed and implemented its own writing intensive course. The proposed course, when offered, will

introduce students to the different types of historical writing they will need to utilize in their advanced history electives and enable them to more cogently express their interpretation of history in writing.

2. In order to better chart how History B.A. and B.S. majors are achieving the core program outcomes, the history program plans to begin requiring the completion of a portfolio for each graduating student. The portfolio will require them to compile evidence from their scholarly career that demonstrates they have achieved at least three to four of the core outcomes. For instance, a student's portfolio might include a research paper completed for an upper-level history course, a book or film review, a primary source analysis paper, or a passing map quiz. Students will be expected to work on their portfolio in conjunction with their academic advisor throughout their degree progress, with the expectation that they will have at least one item in their portfolio by the completion of their sophomore year. This will enable the history program to incrementally assess student progress over the duration of their degree program in order to ensure that they are beginning to achieve the program outcomes early in their degree program and to better assess and document the success of graduating seniors in obtaining the core program outcomes at the time of their graduation.

Adjunct use

The History program on the main campus at Fairmont State University has had 26 courses taught by 6 adjunct professors over the past five years. One on-going challenge for the history program includes the increasing necessity to rely on adjunct professors to teach core service courses on the main campus with the impending loss of one full-time instructor with the split between Fairmont State University and Pierpont Community and Technical College.

Please see Appendix G for adjunct usage both on and off the main campus.

Graduation/Retention Rates

Since the last program review, the History program has experienced a decline in the number of students majoring in and graduating with a B.A. or B.S. in History from 68 total majors (combined B.A. and B.S. majors) during the academic year 2008/2009 to 54 total majors during the academic year 2012/2013. The total number of graduates has declined from 11 in academic year 2008/2009 to 9 in academic year 2012/2013. While this decline does not demonstrate a marked drop-off from earlier numbers, the program continues to try to address the on-going challenge of retention by offering a wide range of courses and services to our current majors and potential majors while increasing program options (such as the Museum Studies minor that the History program is currently adopting from Pierpont Community and Technical College) that will offer students more tangible career paths.

Please see Appendix A regarding enrollment numbers for history majors and graduates.

Previous Program Review Results

Since the previous program review, the history program has continued to refine its program and course outcomes and assessment plans. Currently, the history program is working to continue refining its assessment plans to come more fully into compliance with the HLC standards. The history program is also currently in the process of adopting the Museum Studies minor (currently

housed at Pierpont Community and Technical College), which will enable the program to more effectively prepare history majors for professional career paths upon completion of the program.

ADEQUACY (§ 4.2.4.2)

Program Requirements:

Liberal Studies	32-42	__38__ hrs	
Major	32-65	__45__ hrs	
Electives	min 21	__45__ hrs	* includes Foreign Language requirement for the B.A., additional requirements for both the B.A. and B.S., and free electives
TOTAL	max 128	__128__ hrs	

Please see Appendix E for specific degree requirements for the B.A. and B.S. in History under the General Studies requirements used during the review period as well as the newly adopted General Studies curriculum.

Faculty Data

The history program currently has three full-time faculty members on staff (one tenured, one tenure-track, and one temporary). Only two of those faculty members work exclusively within the History program with the third faculty member dividing his time between the History program and the Social Studies Education program. The history program has regularly utilized the services of a Pierpont Community and Technical College faculty member to offer four to five introductory and upper level history courses on the main FSU campus per semester; however, with the pending split between FSU and Pierpont, that faculty member will be unable to continue offering courses for FSU students. This means that what had essentially served as an additional faculty line for the FSU history program will no longer exist. Determining how to ensure continued coverage of those courses is an on-going challenge for the history program and will eventually require the hiring of another full-time faculty member in order for the history program to fulfill its obligations to the university via service courses and to its majors.

Please see Appendix H for the curriculum vitae of the three full-time history faculty.

Accreditation/national standards

Fairmont State University is Accredited by The Higher Learning Commission and is a member of the North Central Association, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, <http://www.ncahlc.org>

NECESSITY (§ 4.1.3.3)

Placement

The history B.A. and B.S. majors are primarily intended as service programs, leading to

professional and post-graduate education, personal development, or employment in a wide range of occupations. The necessity of having a history program is established by its interaction with other programs in the University curriculum, both inside and outside the liberal arts, and by its role in fulfilling the liberal and cultural aspects of the Fairmont State University Mission Statement. The history program is beginning to focus on how to steer students in the direction of professional opportunities, such as our adoption of the Museum Studies minor. Nevertheless, Career Services in the Office of Student Affairs focuses on the development of career paths and employment needs for all students including history majors; information and assistance in obtaining internships and part-time employment is available as early as the beginning of a student's freshman year. When they are seniors, students are contacted to inform them of job placement services that can assist them in their career search. Such services include: job placement classes, computerized job referral, career resources libraries, on-campus recruitment for employment or graduate and professional schools, and resume and interview preparation.

Similar Programs in West Virginia

The existence of a history program at West Virginia University is a strengthening factor for the history program at Fairmont State University, offering specialized courses that FSU would find too expensive to match. Smaller institutions such as Salem University, Alderson—Broadus, West Virginia Wesleyan, Glenville, and Waynesburg (Pennsylvania) supply history study in the same primarily service-based manner as Fairmont State University. Fairmont State University's students usually have a different socioeconomic background from private college students; they are reluctant or financially unable to seek a major in history elsewhere.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

Mission Statement

The *Mission Statement* at Fairmont State University states that the institution “is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good.” The cultural and intellectual aspects of regional development are rooted in history and require the kind of multicultural understanding to which historical study is essential, AS a core discipline in the liberal arts curriculum, history contributes to the “responsible citizenry” component of Fairmont State University's mission. It also belongs to a wide range of programs without which the talents of non-traditional and first-generation university students “achieve their professional and personal goals” and “promote the common good.”

List of Appendices

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Appendix A

Majors and Graduates by Academic Years
 Academic Year 2008/2009 to Academic Year 2012/2013
 (Available Data)

	AY 2008/2009	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013
B.A. Majors	33	35	32	24	19
B.S. Majors	35	28	47	41	35
TOTAL Majors	68	63	79	65	54

	AY 2008/2009	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013
B.A. Graduates	4	3	4	1	1
B.S. Graduates	7	7	12	11	8
TOTAL Graduates	11	10	16	12	9

Appendix B

Course Enrollments by Academic Years
 Fall 2008 through Spring 2012
 (No Data Available for Academic Year 2012/2013)

Courses	Fall 2008	Spr. 2009	Sum 2009	Fall 2009	Spr. 2010	Sum 2010	Fall 2010	Spr. 2011	Sum 2011	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	TOTAL
1107*	325	211	14	286	184	36	323	193	38	314	221	30				
1108*	149	348	23	205	395	12	217	391	69	218	338	65				
2211*	138	115	24	144	153	30	149	157	30	98	112	34				
2212*	75	72	30	78	74	30	118	101	31	55	113	31				
2213*	62	40	23	82	48	29	62	101	22	79	43	23				
3301*		1			30			37			36					
3302*	38	36		33	38		38	40	19	40	40	14				
3310*		4		35						1	37					
3315					31					31						
3316				25			21				20					
3317	38					10		14		16						
3318		33					14			17						
3319*	1	30			32		25	39			36					
3333		24						23								
3344				24				17								
3352	20						32									
4405		23														
4410		19								16						
4428	20															
4429								20								
4430					20						17					
4431*	2	36			30			33			32					
4455					22					25						
4498	13			12			13			11						
4499	19			26	30		59	16		43	47					

Courses	Fall 2008	Spr. 2009	Sum 2009	Fall 2009	Spr. 2010	Sum 2010	Fall 2010	Spr. 2011	Sum 2011	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	TOTAL
4998		1			2			1								
TOTAL																

* Courses marked with an asterisk are service courses that meet General Studies requirements or service other majors.

HISTORY COURSES	
1107	U.S. History I
1108	U.S. History II
2211	World Civilizations I
2212	World Civilizations II
2213	World Civilizations II
3301	History of Intelligence and National Security
3302	West Virginia History
3310	Diplomatic History of the United States
3315	Colonial America
3316	The Early Republic
3317	Civil War and Reconstruction
3318	Gilded Age to Great Crash
3319	Recent America
3333	Social History of the American Woman
3344	African-American History and Culture
3351	History of England
3352	History of Russia
4405	History of Africa
4410	History of Asia
4420	History of Latin America
4425	Medieval Europe

HISTORY COURSES

4428 Renaissance and Reformation

4429 Age of Absolutism

4430 19th Century Europe

4435 Revolutions in History

4475 Philosophy of History

4498 Senior Seminar

4499 Selected Topics

4498 Independent Research

Appendix C

Success Rates in History
(Success is defined here as having a passing grade of “D” or higher)
Academic Year 2008/2009 through Academic Year 2012/2013

Course*	AY 2008/2009			AY 2009/2010			AY 2010/2011			AY 2011/2012			AY 2012/2013		
	Total	Pass	Fail	Total	Pass	Fail	Total	Pass	Fail	Total	Pass	Fail	Total	Pass	Fail
1107	464	351	113	424	342	82	469	317	152	442	312	130	626	462	164
		75.6%	24.4%		80.7%	19.3%		67.6%	32.4%		70.6%	29.4%		73.8%	26.2%
1108	363	272	91	496	355	143	517	362	155	442	319	123	516	338	178
		74.9%	25.1%		71.2%	28.8%		70.0%	30.0%		72.2%	27.8%		65.5%	34.5%
2211	237	183	54	291	219	72	287	227	60	226	172	54	217	167	50
		77.2%	22.8%		75.3%	24.7%		79.1%	20.1%		76.1%	23.9%		77.0%	23.0%
2212	152	119	33	152	106	46	200	135	65	184	140	44	113	84	29
		78.3%	21.7%		68.7%	30.3%		67.5%	32.5%		76.1%	23.9%		74.3%	25.7%
2213	109	84	25	141	113	28	152	121	31	145	122	23	130	106	24
		77.1%	22.9%		80.1%	19.9%		79.6%	20.4%		84.1%	15.9%		81.5%	18.5%
3301	1	1	0	27	15	12	35	30	5	37	29	8	24	14	10
		100%	0%		55.5%	44.5%		85.7%	14.3%		78.4%	21.6%		58.3%	41.7%
3302	73	54	19	70	64	6	97	90	7	94	91	3	93	88	5
		74.0%	26.0%		91.4%	8.6%		92.6%	7.4%		96.8%	3.2%		94.6%	5.4%
3310	4	2	2	35	32	3				38	35	3	1	1	0
		50%	50%		91.4%	8.6%					92.1%	7.9%		100%	0%
3315				30	24	6				31	27	4			
					80%	20%					87.1%	12.9%			
3316				23	16	7	21	18	3	20	15	5			
					69.6%	30.4%		85.7%	14.3%		75%	25%			
3317	37	24	13	9	9	0	14	12	2	16	11	5	26	19	7
		64.9%	35.1%		100%	0%		85.7%	14.3%		78.8%	31.2%		73.1%	26.9%
3318	33	26	7				13	9	4	17	14	3			
		78.8%	21.2%					69.2%	30.8%		82.4%	17.6%			

Course*	AY 2008/2009			AY 2009/2010			AY 2010/2011			AY 2011/2012			AY 2012/2013		
	Total	Pass	Fail	Total	Pass	Fail	Total	Pass	Fail	Total	Pass	Fail	Total	Pass	Fail
3319	31	28	3	32	28	4	62	53	9	36	32	4	38	37	1
		90.3%	9.7%		87.5%	12.5%		85.4%	14.5%		88.9%	11.1%		97.4%	2.6%
3333	24	18	6				23	20	3				18	11	7
		75%	25%					87.0%	13.0%					61.1%	38.9%
3344				23	17	6	17	16	1						
					73.9%	26.1%		94.1%	5.9%						
3352	19	14	5				32	29	3				30	25	5
		73.7%	26.3%					90.6%	9.4%					83.3%	16.7%
4405	23	16	7												
		69.6%	30.4%												
4410	18	13	5							16	15	1			
		72.2%	27.8%								93.8%	6.2%			
4428	20	15	5												
		75%	25%												
4429							20	19	1				23	20	3
								95%	5%					86.9%	13.1%
4430				20	19	1				17	14	3			
					95%	5%					82.4%	17.6%			
4431	38	34	4	30	29	1	33	30	3	32	28	4	28	25	3
		89.5%	10.5%		96.7%	3.3%		90.9%	9.1%		87.5%	12.5%		90.3%	10.7%
4455				22	15	7				25	21	4			
					68.2%	31.8%					84%	16%			
4498	13	12	1	12	10	2	13	12	1	11	8	3	11	11	0
		92.3%	7.7%		83.3%	16.7%		92.3%	7.7%		72.7%	27.3%		100%	0%
4499	19	15	4	55	41	14	74	51	23	88	62	28	81	66	15
		78.9%	21.1%		74.5%	25.5%		68.9%	31.1%		70.1%	31.9%		81.5%	18.5%
4998	1	1	0	2	2	0	1	0	1				2	1	1
		100%	0%		100%	0%		0%	100%					50%	50%

Appendix D

Off-Campus Courses Offered Academic Year 2008/2009 through Academic Year 2011/2012 (No Data Available for Academic Year 2012/2013)

Courses	AY 2008/2009	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	TOTAL
1107	9	9	12	15	No Data	45
1108	11	9	11	15	No Data	46
2211	4	5	4	3	No Data	16
2212	3	2	3	2	No Data	10
2213	1	2	2		No Data	5
3317			1		No Data	1
3319			1		No Data	1
TOTAL	28	27	34	35		124

Appendix E

General Studies and History B.A./B.S. Program Requirements
(Requirements during the five year review period are followed by requirements
under the newly adopted 2013/2014 General Studies curriculum)

GENERAL STUDIES AND PROGRAM REQUIREMENTS UNDER CURRICULUM USED DURING THE FIVE YEAR REVIEW PERIOD

Bachelor of Arts in History => 128 semester hours

History Courses: 45 hours

General Studies Requirements: 38 hours

Foreign Language Requirements: 12 hours

Additional Requirements: 3 hours

Free Electives: 30 hours

Required History Courses => 18 Hours		
	HIST 1107 – U.S. History I	3
	HIST 1108 – U.S. History II	3
	HIST 2211 – World Civilizations I	3
	HIST 2212 – World Civilizations II	3
	HIST 2213 – World Civilizations III	3
	HIST 4498 – Senior Seminar	3
Total Hours Completed:		

Advanced History Electives => 27 Hours		
	HIST 3301 – History of Intelligence and National Security	3
	HIST 3302 – West Virginia	3
	HIST 3310 – Diplomatic History of the United States	3
	HIST 3315 – Colonial America	3
	HIST 3316 – The Early Republic	3
	HIST 3317 – Civil War and Reconstruction	3
	HIST 3318 – Gilded Age to the Great Crash	3

	HIST 3319 – Recent America	3
	HIST 3333 – Social History of American Women	3
	HIST 3344 – African American History and Culture	3
	HIST 3351 – History of England	3
	HIST 3352 – History of Russia	3
	HIST 4405 – History of Africa	3
	HIST 4410 – History of Asia	3
	HIST 4420 – History of Latin America	3
	HIST 4425 – Medieval Europe	3
	HIST 4428 – Renaissance and Reformation	3
	HIST 4429 – Age of Absolutism	3
	HIST 4430 – 19 th Century Europe	3
	HIST 4431 – Recent Europe	3
	HIST 4455 – Revolutions in History	3
	HIST 4475 – Philosophy of History	3
	HIST 4499 – Selected Topics in History:	3
Total Hours Completed:		

Additional Requirements => 3 Hours

Choose One of the Following:

	ENGL 3322 – Narrative & Descriptive Writing	3
	ENGL 3333 – Writing Non-Fiction	3
Total Hours Completed:		

Foreign Language => 12 Hours Required (4 Courses Total)

	FREN 1101 – Elementary French I	3
	FREN 1102 – Elementary French II #	3

	FREN 2201 – Intermediate French I #	3
	FREN 2202 – Intermediate French II #	3
	SPAN 1101 – Elementary Spanish I	3
	SPAN 1102 – Elementary Spanish II #	3
	SPAN 2201 – Intermediate Spanish I #	3
	SPAN 2202 – Intermediate Spanish II #	3
Hours Completed:		

Free Electives => 30 hours from any field		
Total Hours Completed:		

Bachelor of Science in History => 128 semester hours

History Courses: 45 hours

General Studies Requirements: 38 hours

Additional Requirements: 12 hours

Free Electives: 33 hours

Required History Courses => 18 Hours		
	HIST 1107 – U.S. History I	3
	HIST 1108 – U.S. History II	3
	HIST 2211 – World Civilizations I	3
	HIST 2212 – World Civilizations II	3
	HIST 2213 – World Civilizations III	3
	HIST 4498 – Senior Seminar	3

Total Hours Completed:	
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Advanced History Electives => 27 Hours		
	HIST 3301 – History of Intelligence and National Security	3
	HIST 3302 – West Virginia	3
	HIST 3310 – Diplomatic History of the United States	3
	HIST 3315 – Colonial America	3
	HIST 3316 – The Early Republic	3
	HIST 3317 – Civil War and Reconstruction	3
	HIST 3318 – Gilded Age to the Great Crash	3
	HIST 3319 – Recent America	3
	HIST 3333 – Social History of American Women	3
	HIST 3344 – African American History and Culture	3
	HIST 3351 – History of England	3
	HIST 3352 – History of Russia	3
	HIST 4405 – History of Africa	3
	HIST 4410 – History of Asia	3
	HIST 4420 – History of Latin America	3
	HIST 4425 – Medieval Europe	3
	HIST 4428 – Renaissance and Reformation	3
	HIST 4429 – Age of Absolutism	3
	HIST 4430 – 19 th Century Europe	3
	HIST 4431 – Recent Europe	3
	HIST 4455 – Revolutions in History	3
	HIST 4475 – Philosophy of History	3
	HIST 4499 – Selected Topics in History:	3
Total Hours Completed:		

Additional Requirements => 12 Hours		
<i>Choose One of the Following:</i>		
	ENGL 3322 – Narrative & Descriptive Writing	3
	ENGL 3333 – Writing Non-Fiction	3
<i>Choose One of the Following:</i>		
	SOCY 2240 – Nonparametric Statistics	3
	PSYC 2240 – Statistics	4
<i>Social/Behavioral Electives -- Choose Two of the Following:</i>		
	ECON 2200 – Economics	3
	ENGL 3382 – The World Novel	3
	INTR 2200 – Race, Class, and Gender in Popular Culture	3
	PHIL 2250 – The Great Philosophers	3
	PHIL 3325 – Ethics	3
	POLI 2200 – Introduction to Political Science	3
	POLI 3304 – American Constitutional Government and Law	3
	PSYC 2200 – History of Psychology	3
	PSYC 2230 – Social Psychology	3
	SOCY 1111 – Introduction to Anthropology	3
	SOCY 3360 – Methods of Social Research	3
Total Hours Completed:		
Free Electives => 33 Hours from any field		
Total Hours Completed:		

General Studies Requirements => 38 semester hours
*** same requirements for both B.A. and B.S. in History**

The First Year Experience => 15-16 Hours Required		
	ENGL 1104 – Written English I #	3
	ENGL 1108 – Written English II #	3
	INFO 1100 – Computer Concepts & Applications	3
	MATH 1102, 1107, 1112, 1115, 1185, 1190	3-4
	COMM 2200, 2201, or 2202	3
Hours Completed:		
Scientific Discovery => 8 Hours Required (choose any 2 courses from the following options)		
	BIOL 1105 – Biological Principles I #	4
	BIOL 1106 – Biological Principles II #	4
	HLCA 1170/1171 – Anatomy and Physiology	4
	BIOL 2205 – Technical Microbiology	4
	CHEM 1101 – General Chemistry I #	4
	CHEM 1102 – General Chemistry II #	4
	CHEM 1105 – Chemical Principles I #	4
	CHEM 1106 – Chemical Principles II #	4
	GEOL 1101 – Physical Geology #	4
	GEOL 1102 – Historical Geology #	4
	GEOL 1103 – Intro to Environmental Geology #	4
	PHYS 1101 – Intro to Physics I #	4
	PHYS 1102 – Intro to Physics II #	4
	PHYS 1105 – Principles of Physics I #	5
	PHYS 1106 – Principles of Physics II #	5
	SCIE – any course meets LS requirements	4
Hours Completed:		

Cultural/Civilization Exploration => 9 Hours Required

(see page 90 of catalog => student must choose one of the “starred” courses from Option I, II, or III, one additional course from the same Option, and a third course from “Additional Courses”)

Starred Course:	3
<ul style="list-style-type: none"> • (Option I) ENGL 2220 – World Literature I # • (Option II) ENGL 2221 – World Literature II # • (Option III) ENGL 2230 – Intro to Literature I # 	
Additional Course from “Starred” Option List (see page 46 for choices):	3
“Additional Course” selection (see page 46 for choices):	3
Hours Completed:	

Artistic/Creative Expression & Interdisciplinary/Advanced Studies Option => 6 Hours Required

Select one of the following:

ART 1120 – Art Appreciation	3
INTR 1120 – Experiencing the Arts	3
MUSI 1120 – Music Appreciation	3
THEA 1120 – Theater Appreciation	3
<i>Select three hours from the list provided on pages 47 of the catalog</i>	
Hours Completed:	

Society/Human Interactions => 6 Hours Required

(choose any 2 courses from 2 different disciplines)

ECON 2200 – Economics	3
ECON 2201 – Economics Prin. I (Business Majors)	3
GEOG 2210 – Introduction to Geography	3
POLI 1103 – American Government	3
POLI 2200 – Intro to Political Science	3
POLI 2201 – Prin. Of International Relations	3

	POLI 2203 – Comparative Government	3
	POLI 4405 – Terrorism	3
	PSYC 1101 – Introduction to Psychology	3
	SOCY 1110 – Introduction to Sociology	3
	SOCY 1111 – Introduction to Anthropology	3
Hours Completed:		
Writing Intensive Course		
(Must NOT be ENGL 1104, 1108, 2220, 2221, 2230, or 2231)		
(See page 47-48 of catalog for list of accepted classes => ENGL 3322 (Narrative & Descriptive Writing) or ENGL 3333 (Writing Non-Fiction) are required for the major)		
Hours Completed:		

GENERAL STUDIES AND PROGRAM REQUIREMENTS UNDER NEWLY ADOPTED 2013/2014 CURRICULUM

Bachelor of Arts in History => 120 hours total

- History Courses: 45 hours
- General Studies Requirements: 42-43
- Foreign Language Requirements: 12 hours
- Additional Writing Requirements: 3 hours
- Free Electives: 17-18 hours

HISTORY REQUIREMENTS:

Required History Courses => 18 Hours		
	HIST 1107 – U.S. History I	3
	HIST 1108 – U.S. History II	3
	HIST 2211 – World Civilizations I	3
	HIST 2212 – World Civilizations II	3
	HIST 2213 – World Civilizations III	3
	HIST 4498 – Senior Seminar	3

Total Hours Completed:	
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Advanced History Electives => 27 Hours (9 courses total)		
	HIST 3301 – History of Intelligence and National Security	3
	HIST 3302 – West Virginia	3
	HIST 3310 – Diplomatic History of the United States	3
	HIST 3315 – Colonial America	3
	HIST 3316 – The Early Republic	3
	HIST 3317 – Civil War and Reconstruction	3
	HIST 3318 – Gilded Age to the Great Crash	3
	HIST 3319 – Recent America	3
	HIST 3333 – Social History of American Women	3
	HIST 3344 – African American History and Culture	3
	HIST 3351 – History of England	3
	HIST 3352 – History of Russia	3
	HIST 4405 – History of Africa	3
	HIST 4410 – History of Asia	3
	HIST 4420 – History of Latin America	3
	HIST 4425 – Medieval Europe	3
	HIST 4428 – Renaissance and Reformation	3
	HIST 4429 – Age of Absolutism	3
	HIST 4430 – 19 th Century Europe	3
	HIST 4431 – Recent Europe	3
	HIST 4455 – Revolutions in History	3
	HIST 4475 – Philosophy of History	3
	HIST 4499 – Selected Topics in History:	3
Total Hours Completed:		

Foreign Language => 12 Hours Required (4 Courses Total)		
	FREN 1101 – Elementary French I	3
	FREN 1102 – Elementary French II #	3
	FREN 2201 – Intermediate French I #	3
	FREN 2202 – Intermediate French II #	3
	SPAN 1101 – Elementary Spanish I	3
	SPAN 1102 – Elementary Spanish II #	3
	SPAN 2201 – Intermediate Spanish I #	3
	SPAN 2202 – Intermediate Spanish II #	3
Hours Completed:		

Additional Writing Requirements => 3 Hours		
<i>Choose One of the Following:</i>		
	ENGL 3322 – Narrative & Descriptive Writing	3
	ENGL 3333 – Writing Non-Fiction	3
Total Hours Completed:		

Free Electives => 17-18 Hours from any field		
Total Hours Completed:		

Bachelor of Science in History => 120 hours total

History Courses: 45 hours

General Studies Requirements: 42-43

Additional Requirements: 12 hours

Free Electives: 20-21 hours

Required History Courses => 18 Hours		
	HIST 1107 – U.S. History I	3
	HIST 1108 – U.S. History II	3
	HIST 2211 – World Civilizations I	3
	HIST 2212 – World Civilizations II	3
	HIST 2213 – World Civilizations III	3
	HIST 4498 – Senior Seminar	3
Total Hours Completed:		

Advanced History Electives => 27 Hours (9 courses total)		
	HIST 3301 – History of Intelligence and National Security	3
	HIST 3302 – West Virginia	3
	HIST 3310 – Diplomatic History of the United States	3
	HIST 3315 – Colonial America	3
	HIST 3316 – The Early Republic	3
	HIST 3317 – Civil War and Reconstruction	3
	HIST 3318 – Gilded Age to the Great Crash	3
	HIST 3319 – Recent America	3
	HIST 3333 – Social History of American Women	3
	HIST 3344 – African American History and Culture	3
	HIST 3351 – History of England	3
	HIST 3352 – History of Russia	3
	HIST 4405 – History of Africa	3
	HIST 4410 – History of Asia	3
	HIST 4420 – History of Latin America	3
	HIST 4425 – Medieval Europe	3

	HIST 4428 – Renaissance and Reformation	3
	HIST 4429 – Age of Absolutism	3
	HIST 4430 – 19 th Century Europe	3
	HIST 4431 – Recent Europe	3
	HIST 4455 – Revolutions in History	3
	HIST 4475 – Philosophy of History	3
	HIST 4499 – Selected Topics in History:	3
Total Hours Completed:		

Additional Requirements => 12 Hours		
• NOTE: none of these may be used to fulfill the General Studies requirements		
<i>Choose One of the Following:</i>		
	ENGL 3322 – Narrative & Descriptive Writing	3
	ENGL 3333 – Writing Non-Fiction	3
<i>Choose One of the Following:</i>		
	SOCY 2240 – Nonparametric Statistics	3
	PSYC 2240 – Statistics	4
<i>Social/Behavioral Electives -- Choose Two of the Following:</i>		
	ECON 2200 – Economics	3
	ENGL 3382 – The World Novel	3
	INTR 2200 – Race, Class, and Gender in Popular Culture	3
	PHIL 2250 – The Great Philosophers	3
	PHIL 3325 – Ethics	3
	POLI 2200 – Introduction to Political Science	3
	POLI 3304 – American Constitutional Government and Law	3
	PSYC 2200 – History of Psychology	3
	PSYC 2230 – Social Psychology	3

	SOCY 1111 – Introduction to Anthropology	3
	SOCY 3360 – Methods of Social Research	3
Total Hours Completed:		

Free Electives => 20-21 Hours from any field		
Total Hours Completed:		

GENERAL STUDIES REQUIREMENTS (42-43 Hours)

*** recommended General Studies courses for B.A. or B.S. in History**

Critical Analysis => 3 Hours		
<i>Recommended (choose one from below) or see pg 127 of Academic Catalog for complete list:</i>		
	ENGL 2220 or ENGL 2221	3
Total Hours Completed:		

Critical Analysis => 3 Hours		
<i>Recommended (choose one from below) or see pg 127 of Academic Catalog for complete list:</i>		
	ENGL 2220 or ENGL 2221	3
Total Hours Completed:		

Quantitative Literacy => 3 Hours		
<i>Recommended (choose one from below) or see pg 127 of Academic Catalog for complete list:</i>		
	MATH 1107 or MATH 1112	3

Total Hours Completed:	
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Written Communication => 3 Hours	
ENGL 1104 (REQUIRED)	3
Total Hours Completed:	

Team Work => 3 Hours	
<i>Recommended (choose one from below) or see pg 128 of Academic Catalog for complete list:</i>	
COMM 2201	3
CRJU 2295 OR CRJU 3330	3
Total Hours Completed:	

Information Literacy => 3 Hours	
ENGL 1108 (REQUIRED)	3
Total Hours Completed:	

Technology Literacy => 3 Hours	
<i>Recommended (choose one from below) or see pg 129 of Academic Catalog for complete list:</i>	
BISM 1200 OR BISM 2200	3
TECH 1100	3
Total Hours Completed:	

Oral Communications => 3 Hours	
<i>Recommended or see pg 129 of Academic Catalog for complete list:</i>	
COMM 2200	3
Total Hours Completed:	

Citizenship => 3 Hours	
<i>ALREADY FULFILLED BY HIST 1107 OR 1108</i>	

Health and Well-Being => 2-3 Hours		
<i>Recommended (choose one from below) or see pg 130 of Academic Catalog for complete list:</i>		
	PHED 1100	2
	CRJU 2212	3
Total Hours Completed:		

Interdisciplinary and Lifelong Learning => 3 Hours		
<i>Recommended or see pg 131 of Academic Catalog for complete list:</i>		
	POLI 1103	3
Total Hours Completed:		

Fine Arts => 3 Hours		
<i>Recommended (choose one from below) or see pg 131 of Academic Catalog for complete list:</i>		
	ART 1120	3
	MUSI 1120	3
	THEA 1120	3
Total Hours Completed:		

Humanities => 3 Hours		
<i>Recommended (choose one from below) or see pg 132 of Academic Catalog for complete list:</i>		
	ENGL 2230 or ENGL 2231	3
Total Hours Completed:		

Social Sciences => 3 Hours		
<i>Recommended (choose one from below) or see pg 132 of Academic Catalog for complete list:</i>		
	PSYC 1101	3
	GEOG 2210	3
Total Hours Completed:		

Natural Sciences => 4 Hours	
<i>Recommended (choose one from below) or see pg 133 of Academic Catalog for complete list:</i>	
SCIE 1100, 1103, 1105, 1107, 1110, 1115, 1120, 1210, OR 1220	4
Total Hours Completed:	

Cultural Awareness and Human Dignity => 3 Hours	
<i>ALREADY FULFILLED BY HIST 2211, 2212, or 2213</i>	
Total Hours Completed:	

Appendix F Program and Course Outcomes

Fairmont State University and Pierpont C&TC AMS » 4. Fairmont State University (Academic) » College of Liberal Arts » Department of Social Science
History



Standing Requirements

Program Outcomes

History Program Outcomes

Core History Program Outcomes

Upon successful completion of this program, students will be able to:

Outcome	Mapping
History Program Outcome 1 Demonstrate a general knowledge of United States and World History.	No Mapping
History Program Outcome 2 Demonstrate the ability to think critically about and to analyze primary and secondary historical materials.	No Mapping
History Program Outcome 3 Demonstrate the ability to communicate effectively both in written and oral forms. Possess the ability to understand historical debate and controversy.	No Mapping
History Program Outcome 4 Possess an understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time.	No Mapping
History Program Outcome 5 Demonstrate a knowledge of geography as it relates to history.	No Mapping
History Program Outcome 6 Possess an understanding of how society, economics, international relations, culture and politics combine to have an impact on history and its creation.	No Mapping

B.A. History Program Outcomes

In addition to the History core classes, students obtaining a History B.A. will complete the following:

Outcome	Mapping
B.A. History Program Outcome 1 Possess a working knowledge of one foreign language.	No Mapping

B.S. History Program Outcomes

In addition to the History core classes, students obtaining a History B.S. will complete the following:

Outcome	Mapping
B.S. History Program Outcome 1 Possess a working knowledge of how quantitative methods can be used to study history.	No Mapping

Standing Requirements
Course Outcomes

HIST 1107 United States History I Outcome Set

Outcomes

Outcome	Mapping
<p>Outcome 1 Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of American history from pre-Columbian times until the end of the Civil War.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.1, General Studies Outcomes - Attribute 7.B: Outcome VII.B.1, Outcome VII.B.3, Outcome VII.B.5, History Program Outcomes: History Program Outcome 1</p>
<p>Outcome 2 Students will be able to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.2, Outcome III.A.3, General Studies Outcomes - Attribute 7.B: Outcome VII.B.1, Outcome VII.B.2, Outcome VII.B.3, Outcome VII.B.5, History Program Outcomes: History Program Outcome 2</p>
<p>Outcome 3 Students will be able to articulate the significance of specific periods of history and the events that occurred therein.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.1, Outcome III.A.4, General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.1, Outcome VII.B.5, History Program Outcomes: History Program Outcome 1</p>
<p>Outcome 4 Written Communication Skills</p>	<p>History Program Outcomes: History Program Outcome 3</p>
<p>Outcome 5 Students will demonstrate historical investigation skills relating to present-day issues by drawing conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods and be able to compare these with analogous problems from our own day.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.2, General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.2, Outcome VII.B.5, History Program Outcomes: History Program Outcome 2</p>
<p>Outcome 6 Demonstrate a knowledge of Geography as it relates to American history.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII.B.1, Outcome VII.B.5, History Program Outcomes: History Program Outcome 5</p>

Standing Requirements
Course Outcomes

HIST 1108 United States History II Outcome Set

Outcomes

Outcome	Mapping
<p>Outcome 1 Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of American history from the end of the Civil War to the present day.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.1, Outcome III.A.3, General Studies Outcomes - Attribute 7.B: Outcome VII.B.1, History Program Outcomes: History Program Outcome 1</p>
<p>Outcome 2 Students will be able to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.2, Outcome III.A.4, General Studies Outcomes - Attribute 7.B: Outcome VII.B.2, Outcome VII.B.3, Outcome VII.B.5, History Program Outcomes: History Program Outcome 2</p>
<p>Outcome 3 Students will be able to orally argue both sides of debatable historical topics.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII B.4, History Program Outcomes: History Program Outcome 3</p>
<p>Outcome 4 Students will be able to express in writing arguments from both sides of debatable historical topics.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII B.4, History Program Outcomes: History Program Outcome 3</p>
<p>Outcome 5 Students will be able to draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods and compare these with analogous problems from our own day.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.1, Outcome III.A.4, General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.2, Outcome VII.B.5, History Program Outcomes: History Program Outcome 4</p>
<p>Outcome 6 Demonstrate a knowledge of Geography as it relates to American history.</p>	<p>General Studies Outcomes - Attribute 3: Outcome III.A.4, History Program Outcomes: History Program Outcome 5</p>

Standing Requirements
Course Outcomes

HIST 2211 World Civilizations I Outcome Set

Outcomes

Outcome	Mapping
<p>Outcome 1 Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of World history from pre-historic times to the early Middle Ages.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII.B.1, General Studies Outcomes - Attribute 8: Outcome VIII.A.2, History Program Outcomes: History Program Outcome 1</p>
<p>Outcome 2 Students will be able to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII.B.2, Outcome VII.B.3, Outcome VII.B.5, General Studies Outcomes - Attribute 8: Outcome VIII.A.11, Outcome VIII.A.10, Outcome VIII.A.3, Outcome VIII.A.4, History Program Outcomes: History Program Outcome 2</p>
<p>Outcome 3 Students will be able to argue both sides of debatable historical topics in class.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.5, History Program Outcomes: History Program Outcome 3</p>
<p>Outcome 4 Students will be able to argue both sides of debatable historical topics in writing.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.5, History Program Outcomes: History Program Outcome 3</p>
<p>Outcome 5 Students will be able to draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods and to compare these with analogous problems from our own day.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.2, Outcome VII.B.5, General Studies Outcomes - Attribute 8: Outcome VIII.A.11, History Program Outcomes: History Program Outcome 4</p>
<p>Outcome 6 Demonstrate a knowledge of Geography as it relates to World history.</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome VII.B.5, General Studies Outcomes - Attribute 8: Outcome VIII.A.1, History Program Outcomes: History Program Outcome 5</p>

Standing Requirements
Course Outcomes

HIST 2212 World Civilizations II Outcome Set

Outcomes

Outcome

Mapping

Outcome 1

Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of World history from the Middle Ages to the Age of Revolution in the 18th century.

General Studies Outcomes - Attribute 7.B: Outcome VII.B.1,
General Studies Outcomes - Attribute 8: Outcome VIII.A.2,
History Program Outcomes: History Program Outcome 1

Outcome 2

Students will be able to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures.

General Studies Outcomes - Attribute 7.B: Outcome VII.B.2, Outcome VII.B.3, Outcome VII.B.5,
General Studies Outcomes - Attribute 8: Outcome VIII.A.11, Outcome VIII.A.10, Outcome VIII.A.3, Outcome VIII.A.4,
History Program Outcomes: History Program Outcome 2

Outcome 3

Students will be able to argue both sides of debatable historical topics in class.

General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.5,
History Program Outcomes: History Program Outcome 3

Outcome 4

Students will be able to argue both sides of debatable historical topics in writing.

General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.5,
History Program Outcomes: History Program Outcome 3

Outcome 5

Students will be able to draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods and compare these with analogous problems from our own day.

General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.2, Outcome VII.B.5,
General Studies Outcomes - Attribute 8: Outcome VIII.A.11,
History Program Outcomes: History Program Outcome 4

Outcome 6

Demonstrate a knowledge of Geography as it relates to World history.

General Studies Outcomes - Attribute 7.B: Outcome VII.B.5,
General Studies Outcomes - Attribute 8: Outcome VIII.A.1,
History Program Outcomes: History Program Outcome 5

Standing Requirements


Course Outcomes

HIST 2213 World Civilizations III Outcome Set

Outcomes

Outcome	Mapping
Outcome 1 Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, moral, and foreign policy realities of World history from the Age of Revolution in the 18th century to the present.	General Studies Outcomes - Attribute 7.B: Outcome VII.B.1, General Studies Outcomes - Attribute 8: Outcome VIII.A.2, History Program Outcomes: History Program Outcome 1
Outcome 2 Students will be able to read, evaluate and critically analyze primary and secondary historical materials offered in their assigned readings and lectures.	General Studies Outcomes - Attribute 7.B: Outcome VII.B.2, Outcome VII.B.3, Outcome VII.B.5, General Studies Outcomes - Attribute 8: Outcome VIII.A.2, History Program Outcomes: History Program Outcome 2
Outcome 3 Students will be able to argue both sides of debatable historical topics in class.	General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.5, History Program Outcomes: History Program Outcome 3
Outcome 4 Students will be able to argue both sides of debatable historical topics in writing.	General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.5, History Program Outcomes: History Program Outcome 3
Outcome 5 Students will be able to draw conclusions as to the moral values, ethics and principles to be learned based on the philosophical and religious standards of historical periods and to compare these with analogous problems from our own day.	General Studies Outcomes - Attribute 7.B: Outcome VII B.4, Outcome VII.B.2, Outcome VII.B.5, General Studies Outcomes - Attribute 8: Outcome VIII.A.11, History Program Outcomes: History Program Outcome 4
Outcome 6 Demonstrate a knowledge of Geography as it relates to World history.	General Studies Outcomes - Attribute 7.C: Outcome VII.C.5, General Studies Outcomes - Attribute 8: Outcome VIII.A.1, History Program Outcomes: History Program Outcome 5

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Appendix G

Adjunct Use On Campus Courses Academic Year 2008/2009 to Academic Year 2012/2013 (Available Data)

Courses	AY 2008/2009	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	Total
1107	1	1		1	2	5
1108		1		1	2	4
2211						
2212					1	1
2213					1	1
3301			1	1	1	3
3302	1	2	3	3	3	12
TOTAL	2	4	4	6	10	26

Adjunct Use Off-Campus Courses Academic Year 2008/2009 to Academic Year 2012/2013 (Available Data)

Courses	AY 2008/2009	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	Total
1107	8	8	11	14	7	48
1108	10	7	9	15	7	48
2211	4	5	3	2	2	16
2212	3	2	3	2		10
2213	1	1	2		1	5
TOTAL	26	23	28	33	17	127

Appendix H

Full-Time History Faculty
Curriculum Vitae
(Kenneth Millen-Penn, Robin Payne, Nenad Radulovich)

CURRICULUM VITAE

KENNETH MILLEN-PENN

OFFICE

Dept. of Social Sciences
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
304-367-4500
E-Mail Address: kmillennpenn@fairmontstate.edu

HOME

Prichard Hall Apt.
300 Falconcrest Lane
304-657-0003

EDUCATIONAL BACKGROUND

- Ph.D. State University of New York at Binghamton, Binghamton, NY,
1993
Dissertation Title: "From Liberal to Socialist
Internationalism: Konni Zilliacus and the League
of Nations, 1894-1939."
Directors: Dr. Charles Forcey and Dr. W. Warren Wagar, 1993
- M.A. State University of New York at Binghamton, Binghamton, NY,
1983.
- B.A. State University College at Oneonta, Oneonta, NY, 1981.

PROFESSIONAL WORK HISTORY

- 2010-present Honors Faculty-in-Residence, Prichard Hall, Fairmont
State University
- 2002-present Professor of History, Department of Social Sciences,
Fairmont State University, WV
- 2001-2002 Associate Professor of History, School of Social
Sciences, Fairmont State College, WV
- 2000-2001: Teacher, Department of History, Alabama School of Math
and Science, Mobile, AL (On Leave from FSC)
- 1998-2001: Associate Professor of History, School of Social
Sciences, Fairmont State College
- 1997-2004: Coordinator, Department of History, School of Social
Sciences, Fairmont State College
- 1995-1998: Assistant Professor of History, School of Social
Sciences, Fairmont State College
- 1992-95: Visiting Assistant Professor, Department of History,
Lycoming College.
- 1995: Visiting Assistant Professor, Part-Time, Department of

- History, Susquehanna University.
- 1991-93: Assistant Director, Program Coordinator and Counselor, Student Support Services, Bloomsburg University.
- 1987-90: Instructor, Full-Time, Department of History, Bloomsburg University.
- 1987: Adjunct Instructor, Department of History, SUNY Binghamton.
- 1985-87: Adjunct Instructor, School of Education and Human Development, SUNY Binghamton

SCHOLARLY PUBLICATIONS

Articles and Papers

- "So Help Me God: American Presidents, Christianity, and the American Nation," Fairmont State University, Occasional Papers, 2006.
- "The Politics of the Moment: Bill Clinton, Tony Blair, and the Decline of Party Ideology," Perspectives, Spring 1998, Volume 5, Number 1, 14-21.
- "We Are Not Alone: A Classroom Full of Teachers," Teaching History A Journal of Methods Spring 1997, Volume 22, Number 1, 26-32.
- "Democratic Control, Public Opinion, and League Diplomacy," World Affairs, Spring 1995, Volume 157, Number 4, 207-218.
- "Writing About African-American History: Problems Students Encounter," Writing and Learning, Spring 1994, Volume Three, Number 2, 1-4.

Encyclopedia/Dictionary Entries

- "Konni Zilliacus," in Europe Since 1945: An Encyclopedia, Bernard Cook, ed. (New York, Garland, 2001).
- "Slansky Trials," in Europe Since 1945: An Encyclopedia, Bernard Cook, ed. (New York, Garland, 2001).
- "Pat Day," in Great Athletes, Revised, R. Kent Rasmussen, ed. (Pasadena, Salem Press, 2001)
- "Fabianism," in Reader=s Guide to the Social Sciences, Jonathan Michie, ed. (London, Fitzroy Dearborn, 2001)
- "Woman's Peace Party," in The Encyclopedia of Third Parties in America, Immanuel Ness, Ronald Hayduk, James Ciment, eds. (New York, M.E. Sharpe, Inc., 2000).
- "The New Deal," in R. Kent Rasmussen, ed. The Encyclopedia of the U.S. Supreme Court, (Pasadena, Salem Press, 2000).
- "Upton Sinclair," in Dictionary of World Biography: The 20th Century, Frank N. Magill, ed. (Pasadena, Salem Press, 1999).
- "Gulf of Tonkin Incident" in The Sixties in America, Carl Singleton, ed. (Pasadena, Salem Press, March, 1999).
- "Monroe Doctrine" in The Encyclopedia of North American History, John C. Super, ed. (Pasadena, Salem Press, January 1999).
- "Peace Movement and Flower Children" in The Encyclopedia of North American History, John C. Super, ed. (Pasadena, Salem Press, Jan. 1999)
- "League of Nations" in The Encyclopedia of Propaganda, Robert Cole, ed. (Pasadena, Salem Press, 1998).
- "Konni Zilliacus" in The Encyclopedia of Propaganda, Robert Cole, ed.

(Pasadena, Salem Press, 1998).
"U.S. Marines Are Sent to Nicaragua to Quell Unrest, 1912," in Great Events From History: North American Series, Revised Edition, Frank N. Magill and Christina J. Moose, eds. (Pasadena, Salem Press, 1997).

Book Reviews

Robert McNamara, Argument Without End: In Search of Answers to the Vietnam Tragedy, in Peace and Change, Volume 28, Number 1, (January 2003)
Carnegie Commission, Preventing Deadly Conflict, in Peace and Change, Volume 25, Number 3, (July 2000).
LeRoy Ashby and Rod Gramer, Fighting the Odds: The Life of Senator Frank Church in Journal of the West, Volume 35, Number 4, (October 1996).
John Lofland, Polite Protesters, in Peace and Change, Volume 20, Number 1, (January 1995).

PEER REFEREE

U.S.: A Narrative History, Davidson, et.al. for McGraw Hill, 2008
After the Fact: the Art of Historical Detection, by Davidson and Lytle, for McGraw-Hill, 2007
The American Pageant, by Kennedy et al., for Houghton-Mifflin, 2007
A Nation of Nations, by Davidson et al., for McGraw Hill, 2007
Traditions and Encounters: A Global Perspective on the Past, by Bentley And Ziegler, for McGraw Hill, 2005
A People and A Nation, by Norton et al., for Houghton-Mifflin, 2003
Traditions and Encounters: A Global Perspective on the Past, by Bentley and Ziegler, for McGraw Hill, 2001
Peace and Change: A Journal of Peace Research, 1998-2001

SCHOLARLY CONFERENCES

Papers Presented

"Using History to Teach Ethics and Christian Values: Slavery and the Social Gospel Movement in American History" to University of Mobile forum on Christianity and the Liberal Arts: 'Values and Character Formation in the Liberal Arts Classroom,' Mobile, Alabama, September 24-25, 2010.
"Popularizing Conservation to Save the Republic: The Anti-Monopolistic Environmental Attitudes of Theodore Roosevelt, Gifford Pinchot, and Francis Newlands," to PCA/ACA, New Orleans, LA, New Orleans Marriot Hotel, April 8-11, 2009.
"From Western Virginia to New York to Nevada: Jefferson Ends and Hamiltonian Means in the Western Conservation Views and Policies of Theodore Roosevelt, Francis Newlands, and Franklin D. Roosevelt," to The 9th Biennial Conference on Nevada History, Nevada Historical Society, Reno, NV, May 20-22, 2008.
"Christianity and the American Presidency Since World World II," to Christ and Contemporary Culture Conference, Gordon College, Wenham, MA, September 28-30, 2006.

- "That Damned Cowboy in the White House: TR and the Emergence of the Heroic Horseman," to PCA/ACA, San Diego Marriot Hotel, Sand Diego, CA, March 23-26, 2005
- "Fallen `Angel': Konni Zilliacus and the Crossroads of International Liberalism," to 2001: A Peace Odyssey, Commemorating the 100th Anniversary of the Awarding of the Nobel Peace Prize, Hofstra University, Hempstead, NY, November 8-10, 2001
- "Left Out: Cold War Origins of Late 20th Century Anti-Government Social Reform Culture in Great Britain and the United States," to Cold War Culture: Film, Fact, and Fiction, Indiana University, Bloomington, IN, February 18-21, 1999.
- "The Cold War, McCarthyism, and the End of Labour Party Socialism: From Bevin to Blair, 1947-97," to the New York State Association of European Historians, LeMoyne College, September 19-20, 1997.
- "What Happened to the Labour Left?: The Cold War and the Rise of Tony Blair," to the Middle Atlantic Conference on British Studies, Lubin House of Syracuse University, April 11-12, 1997.
- "Influencing Elections in the 1990s: The Cold War and the Creation of an Anti-government Consensus in Great Britain and the United States," to the Duquesne History Forum, Duquesne University, October 24-25, 1996.
- "From Appeasement to Containment: Ernest Bevin and the Decline of Labour Britain's Socialist Foreign Policy, 1936-46," to World War II: A Dual Perspective, Siena College, May 30-31, 1996.
- "Legacy Lost: Nuclear Arms, the Cold War, and the Failure of Britain's Labour Government," to the End of the Second World War and its Aftermath, Los Alamos Historical Society, Los Alamos, New Mexico, August, 1995.
- "We Are Not Alone: A Classroom Full of Teachers," to the Third Wisconsin Conference on the Teaching of History: The Nature and Foundation of the Introductory Survey Course, Waukesha, Wisconsin, April, 1995.
- "Democratic Control, Public Opinion, and League Diplomacy," to the 75th Anniversary of the Paris Peace Conference, Woodrow Wilson House Symposium, Washington ,D.C., March, 1994.
- "Writing and the Resistance to Knowing: Writing-Across-the-Curriculum in African-American History Courses," to the Pennsylvania-WAC Association, Carlisle, PA, May, 1993.
- "Diversity and Cultural Pluralism in the Teaching and Writing of American History," to the PAEOPP, Annual Winter Conference, Allentown, PA., February, 1992.

SPECIAL PRESENTATION:

"So Help Me God: Presidents, Christianity, and the American Nation," to the Faculty and Administration of Fairmont State University, The Seventeenth Lecture in the Presidential Lecture Series, 23, 2006.

UNDERGRADUATE COURSES TAUGHT

World History and Others

Cold War: United States-Soviet Relations

Great Depression: Great Britain and the United States Compared

Latin American History

Peace and War: An Introduction to Peace Studies
Revolutions in World History
Modern Europe, Origins of, 1500-1815
Modern Europe, 1815-Present
World Civilization I, Pre-History to 1500
World Civilizations II, 1500-Present
World Civilizations III, 1750-Present
World Civilizations III, Honors

American History

U.S. Honors History, I and II
U.S. Surveys I and II: Colonial to 1877 and U.S. Since 1865
African-American Survey: From Africa to the Present
America in the 1960s
American Diplomatic and Military History Survey
American Peace Movements: Colonial to the Present
American Presidents and Religion
Civil War and Reconstruction
Cold War: United States-Soviet Relations
Crime and Punishment in American History (Developed for FSU 2000)
Early Republic, 1789-1850
Gilded Age to Great Crash, 1877-1933
Great Depression: Great Britain and the United States Compared
Recent America, 1933-Present
U.S. Social and Intellectual History: 1877 to the Present

Political Science

American Government and the Constitution

GRADUATE COURSE TAUGHT

Criminal Justice

Crime and Punishment in America History (Criminal Justice, M.S. program) (Developed for FSU 2003)

AWARDS

2010-11: Boram Award for Teaching Excellence, Fairmont State University
2005: Sabbatical, Fairmont State University
2004: Who's Who Among American Teachers
1985: Dissertation Year Fellowship, Department of History, SUNY Binghamton
1981-84: Teaching Assistantship, Department of History, SUNY Binghamton
1981: Jenkins Award, History Department, SUNY College at Oneonta

MEMBERSHIP PROFESSIONAL ORGANIZATIONS

Popular Culture/American Culture Association

REFERENCES

Professor Robert Baker, Chair, Language and Literature, and
Director of Honors Program, Fairmont State University, 304-367-4260,
E-mail: jbaker@fairmontstate.edu

Professor Joseph McCartin, History Department, Georgetown
University, 202-687-0096, E-mail: jam6@georgetown.edu
Professor Diana Noone, Chair, Social Sciences, Fairmont
State University, 304-367-4238, E-mail: dnoone@fairmontstate.edu
Professor Ned Radulovich, History Department, Fairmont State
University,
304-367-4670, E-mail: nradulovich@fairmontstate.edu

EDUCATION

Ph.D., History (United States), University of North Carolina at Chapel Hill – May 2010
M.A., History (United States), Washington State University – May 2004
B.A., History (Minor: English), Washington State University - May 2002 (*Summa Cum Laude*)

PROFESSIONAL EXPERIENCE

Teaching:

Assistant Professor of History: Department of Social Sciences, Fairmont State University

- Fall 2012 to present
 - History 1107 — US History I
 - History 1107 (Honors) — US History I
 - History 1108 — US History II
 - History 1108 (Honors) — US History II
 - History 3315 — Colonial America
 - History 3318 — Gilded Age To Great Crash
 - History 3319 — Recent America
 - History 3333 — Social History of the American Woman
 - History 4499 (Special Topics — Popular Culture in Modern America; History of American Sexuality)

Instructor: Distance Degree Program, Washington State University

- Spring 2012: History 110 – U.S. History to 1877

Lecturer: Department of History, University of North Carolina at Chapel Hill

- Fall 2011: History 128 – U.S. History Since 1865 – “Whose America?”
 - responsibilities include supervision of graduate student teaching assistants

Instructor: Department of History, William Peace University

- Fall 2011: History 331 – Women in the Western World
- Spring 2012: History 300 – The Historian’s Science and Art (on-line class offering)

Visiting Assistant Professor: History Department, Western Carolina University (2010/2011)

- History 141: Turning Points in American History – “With Liberty and Justice for All?”
- History 451: American Women’s History
- History 493: Popular Culture in Modern American History

Instructor: Department of History, University of North Carolina at Chapel Hill

- Summer Session I, 2009: History 356: American Women’s History, 1865 to the Present
- Summer Session I, 2008: History 362: Women in American History

Instructor: William and Ida Friday Center for Continuing Education, Carolina Courses On-line,

University of North Carolina at Chapel Hill

- Fall Semester, 2009: CCO History 128, United States History Since 1865
- Spring Semester, 2010: CCO History 356, American Women's History, 1865 to the Present (new course offering – authored and taught)

Teaching Assistant: University of North Carolina at Chapel Hill (August 2004 to May 2009):

- Cherokee Ethnohistory, U.S. History to 1865, U.S. History Since 1865, Social History of American Popular Music, U.S. History – 1945-present, History of American Popular Culture

Teaching Assistant: Dept. of History, Washington State University (August 2002 to May 2004)

- World Civilization – 1450 to present, United States Popular Culture – 1830 to 19300, and United States Popular Culture – 1930 to present

Public History and Research:

Research Assistant: Jacquelyn Dowd Hall, Spruill Professor of History, University of North Carolina at Chapel Hill (May 2009 to August 2010)

- Conducted primary and secondary research, organization, and correspondence in assisting Professor Hall with her book project on radical southern women

Research Assistant: Southern Oral History Program, University of North Carolina at Chapel Hill (September 2006 to July 2008)

- Analyzed oral histories, selected excerpts to spotlight, and wrote excerpt analysis and interview abstracts for “Oral Histories of the American South,” a database of 500 oral history transcripts digitized by the Southern Oral History Program and UNC Libraries with the aid of a 2005 grant from the Institute for Museum and Library Services. <http://docsouth.unc.edu/sohp/>

Internship: Southern Oral History Program, University of North Carolina at Chapel Hill (May-August 2006)

- Conducted preliminary research and several oral history interviews on the women's movement for the SOHP's Long Civil Rights Movement project

Research Assistant: Theda Perdue, Professor Emerita, University of North Carolina at Chapel Hill (Summer 2005)

- Conducted extensive database searches for primary sources for Dr. Perdue's book, *Race and the Atlanta Cotton States Exposition of 1895* (2010)

Administrative:

Graduate Assistant: Department of Women's Studies, University of North Carolina, Chapel Hill (August 2009 to May 2010)

- Responsibilities included creation and distribution of monthly departmental newsletter and colloquium fliers, organization and planning of departmental events in collaboration with faculty members

CONFERENCES, PRESENTATIONS, AND WORKSHOPS

Submitted Papers and Presentations:

March 2014 (forthcoming)

- “Love, Liberation, and the Case of Ms. Magazine: A Feminist Intervention into Mainstream Culture during the Second Wave”
 - A Revolutionary Movement: Women’s Liberation in the Late 1960s and Early 1970s; Boston University; Boston, Mass.

October 2010

- “‘Real Love, Real Solidarity, Real Primacy’: The Theories and Realities of Political Lesbianism and Women Loving Women”
 - CUNY Center for Lesbian and Gay Studies, “In Amerika They Call us Dykes: Lesbian Lives in the 1970s,” New York, NY
 - Conversations and Colloquiums Series, Department of History, Western Carolina University

March 2008

- “Reconciling Love with Liberation: Heterosexual Feminist Thoughts on Romantic Love in the Mock Memoirs of Erica Jong”
 - Organization of American Historians 2008 National Conference, Hilton New York, New York, NY
 - Department Research Colloquium, Department of History, University of North Carolina, Chapel Hill, NC

April 2007

- “Popularizing Feminist Theories of Heterosexual Romance: Romantic Love and Feminist Identity in Erica Jong’s *Fear of Flying*”
 - PCA/ACA 2007 National Conference, Boston, Massachusetts

February 2007

- “Popularizing Feminist Theories of Heterosexual Romance: Romantic Love and Feminist Identity in Erica Jong’s *Fear of Flying*”
 - North Carolina State University History Graduate Student Conference, Raleigh, North Carolina

Invited Lectures, Presentations, and Workshops:

January 2014

- “American Culture in WWI, WWII, and the Atomic Age”
 - “Pathways Through American History” — Teacher Training Workshop — RESA 7 (Regional Education Service Agencies); Clarksburg, WV

September 2013

- “Remember the Ladies’: Women’s Rights and the Framing of the Constitution”
 - Speech given to the Daughters of the American Revolution, Constitution Day Luncheon, Morgantown, WV

June 2013

- “Incidents in the Life of a Slave Girl: Teaching Uses of Harriet Jacobs Autobiography”
 - Teacher Training Workshop — Western Carolina University, Department of History; Asheville, NC

February 2013

- “Love, Liberation, and the Case of Ms. Magazine: A Feminist Intervention into Mainstream Culture during the Second Wave”
 - FSU Women’s Studies Colloquium; Fairmont, WV

March 2011

- “‘In a Just World, Would We Need Love?’: Second-Wave Feminisms and the Politics of Romantic Love”
 - Invited lecture in honor of Women’s History Month, Randolph Macon College, Ashland, Virginia

March 2010

- “Love, Liberation, and the Case of Ms. Magazine: A Feminist Intervention into Mainstream Culture During the Second Wave”
 - “Remembering the Second Wave: Feminism as Shared Culture and Individual Practice” in honor of Women’s History Month at University of North Carolina at Wilmington.

September 2008

- “Electionism: Analyzing Sexism, Racism, and Ageism in Media Coverage of the 2008 Presidential Election”
 - Panel discussion sponsored by the Carolina Women’s Center at University of North Carolina, Chapel Hill, North Carolina

September 2007

- “Panel Discussion on the Sexual Revolution”
 - Dissertation research presentation during a panel discussion for the Working Group in Feminism and History (of University of North Carolina and Duke University), Durham, North Carolina.

PUBLICATIONS

Peer Reviewed Journals

- “‘Is There Love After Liberation?’: The Problem of Romantic Love and the World of Ms. in the 1970s”
 - currently under revision for re-submission to *Journal of Women’s History*
- “‘No Contradiction Between Freedom and Love’: The Reconciliation of Love and Liberation in the ‘Mock Memoirs’ of Erica Jong”
 - currently under revision for re-submission to *Feminist Studies*

Book Reviews:

Jan Doolittle Wilson. *The Women’s Joint Congressional Committee and the Politics of*

Maternalism, 1920-1930. Urbana and Chicago: University of Illinois Press, 2007. 245 pp. with notes and index. Reviewed for *Feminist Teacher* 21, no. 1 (2010): 78-80.

CAMPUS AND COMMUNITY SERVICE

Senator for Department of Social Sciences, FSU Faculty Senate (2013-2014)
Committee Member, Ad-Hoc Adjunct Committee (Spring 2014)
Committee Member, Ad-Hoc Technology Committee (Spring 2013)

PROFESSIONAL SERVICE

2013/present Faculty Advisor, Phi Alpha Theta, National History Honor Society
2013 Faculty Leader -- "Inside Washington 2013: the Presidential Inauguration academic seminar" at The Washington Center for Internships and Academic Seminars
2013 Educational Testing Services, Advanced Placement U.S. History Exam Reader
2012 Educational Testing Services, Advanced Placement U.S. History Exam Reader
2011 Educational Testing Services, Advanced Placement U.S. History Exam Reader
2011 NCUR Faculty Sponsor for Kayla Coe (Western Carolina University), "End the Silence: An In-Depth Look at Why the Congo is Still the Rape Capital of the World," presented at Ithaca College, March 2011
2010 Educational Testing Services, Advanced Placement U.S. History Exam Reader
2010 Women's Week Planning Committee, Carolina Women's Center, University of North Carolina at Chapel Hill.
2003/2004 Graduate and Professional Student Association Senator, History Graduate Association, Department of History, Washington State University
2002/2003 Master's Student Representative, History Graduate Student Association, Department of History, Washington State University

HONORS AND AWARDS

2011 Finalist – OAH Lerner-Scott Dissertation Prize for Best Doctoral Dissertation in U.S. Women's History
Off-Campus Research Fellowship (University of North Carolina, Chapel Hill – Graduate School, Spring 2008)
Margaret Storrs Grierson Scholar-in-Residence Fellowship (Smith College – Sophia Smith Collection, 2007/2008)
Nominee, History Department Outstanding Teaching Award (University of North Carolina, Chapel Hill – Fall 2006 and Spring 2007)
Mowry Dissertation Fellowship (University of North Carolina, Chapel Hill – Department of History, 2006)
Summer Research Fellowships (University of North Carolina, Chapel Hill – Department of

History, 2005-2007)
Scholars for Tomorrow Fellowship – Aesthetics in Society (University of North Carolina,
Chapel Hill – Graduate School, 2004/2005)

ORGANIZATIONAL AFFILIATIONS

American Historical Association (member since 6/06)
Organization of American Historians (member since 06/05)
Southern Association of Women Historians (member since 4/06)
American Cultural Association (member 12/06-12/07)
Phi Beta Kappa National Honor Society (member since 5/02)

Faculty Vita

Faculty :	Nenad Radulovich	Department:	Social Sciences, College of Liberal Arts
Rank:	Temporary Assistant Professor	Phone:	304-367-4670
Email:	nradulovich@fairmontstate.edu		

Educational Background

Degree	Institution	Date Awarded
Ph.D. Student in History	Ohio University	Ongoing
Master of Arts in History	University of Western Ontario	1992
Master of Science in Education	Niagara University	1992
Bachelor of Arts in History	University of Western Ontario	1989

Professional Experience

Year/s	Position	Institution/School	Responsibilities
2006 – present	Temporary Assistant Professor	Fairmont State University, College of Liberal Arts, Department of Social Sciences	Full-time teaching, research, service
2007-present	Adjunct Instructor	Pierpont Community and Technical College	Teaching History surveys
2000-2006	Adjunct Instructor	Washington and Jefferson College, Seton Hill University, CCAC and others	Teaching History and Political Sciences surveys and advanced courses
2001-2006	High School Teacher	Apollo Ridge Secondary School in Apollo PA	Tenured teacher of Advanced Placement History, 12 th grade Civics and Economics

1992	High	Niagara District Board of	Teacher of American,
1993	School	Education, Ontario Canada	Canadian and Classical
1996	Teacher		History, grades 9 to 13

Non-Teaching Professional Assignments

Year/s	Assignment	Responsibilities
2011 to present	General Studies advisor and elected member of the General Studies Committee on behalf of the Department of Social Sciences	Prepared and earned acceptance of HIST 1107, 1108, 2211, 2212, 2213 into the General Studies Program of Fairmont State University in 3 attributes: Citizenship, Humanities and Global Awareness
2007 to present	Course Objective/Assessment and Program Objective/Assessment Developer for History	Developed and inputted Course Objectives for our US and World History survey courses and all of our European History upper year courses; Developed and inputted Program Objectives and Assessments for our BA and BS programs in History
2010-2011	WW History Course Equivalency Developer	Evaluated the entire History and Social Science course curriculum of every public college and university in West Virginia and their equivalent Fairmont State courses
2006-present	Advisor to all Social Studies and many History majors (average of 75 per year)	Providing advice to potential and ongoing Social Studies Teachers at Fairmont
2006-present	Student Teacher supervision	Visits and Evaluation of Social Studies in middle and high schools; 73 teachers in 7.5 years
1995-1998	Political Advisor to a Member of Provincial Parliament of Ontario	Providing advice and support to elected member of parliament in the areas of politics, economics and constituent services

Teaching

Year	Course	Development/Improvements
2006-present	HIST 1107, 1108 and HIST 2213	Taught new curriculum regularly for these US History and World Civilization survey courses

2006-present	SSCI 4431	Taught and renewed curriculum in Social Studies Methods classes once per year
2009-present	HIST 4498 and SSCI 4498	Developed and taught once per year History Senior Seminar and Interdisciplinary Seminar for History and Social Studies Education majors together
2008-present	HIST 4428, 4429, 4430, 4431 and 3552	Taught and renewed curriculum of our European History series in Medieval/Renaissance, Early Modern, 19 th Century, 20 th Century and Russian History
2009-present	HIST 4499 Special Topics	Created and taught brand new courses in Balkan History and Totalitarianism
2009-present	HIST 2213 and HIST 1108	Created and taught complete online curriculum for these two surveys during summer months

Student Research Advising

Year	Role/Title of Paper
2013	Independent Learning Research Advisor for Katherine Welch (The Role of Rape in the Bosnian Civil War) and James Lewellyn (The Development of Welsh Nationalism) HIST 4498 -3 hours
2013	Supervised Lonzo Martin as an Honors student in my Balkan History class
2012	Independent Learning Research Advisor for Brittany Morgan Honors Project on the Role of Anne Boleyn in the English Reformation HIST 4498-3 hours
2011	Independent Learning Research Advisor for Randy Saxon Honors Project on The Russian Revolution of 1905 HIST 4498-3 hours
2007-2010	Supervised Independent Studies for several students in HIST 3319, HIST 4431 and HIST 4498

Liaison Experience

Year	Experience
2006-present	Special Methods Student Teaching Visits: each candidate was visited at least twice, evaluated and provided advice; 73 student teachers evaluated

Presentations, Articles, Appearances

- 2013 Presentation and Panel Discussion for Fairmont State University on October 15; *International Relations in a New World: Can We Learn Anything from the History of the Old World?*
- 2012 Article: *The International Criminal Tribunal for the Former Yugoslavia: Suspicions Confirmed*. The Nolton, December 6, 2012
- 2012 Presentation at Fairmont State University: *Quebec and Canada: Geography and the Struggle Between Ethnic and Civil Nationalism*, November 12, 2012
- 2012 Presentation at Fairmont State University: "Aspects of the Canadian Health Care System" April 11
- 2011 Interview for Radio Television Serbia on Serbian Americans in PA and WV, January 2011
- 2010 Article: *The International Criminal Tribunal for the Former Yugoslavia: Implication for International Law and Diplomacy*, The Nolton, November 11, 2010
- 2010 Panel Discussion and Presentation for Citizenship and Constitution at Fairmont State
- 2010 Presentation at Chatham College in Pittsburgh on Serbian Ethno Culture and History
- 2008 Presentation to Fairmont State University History Honors Society on Yugoslavia
- 2007 Presentation to Fairmont State University History Club on Ideology in Soviet Yugoslav Relations
- 2006 Radio Interview: Saturday Morning Light Brigade in Pittsburgh PA on Serbian History

Creative Projects

1996-present Upright Bass Player for North American folk orchestra Prijatelj; 165 performances over the past 17 years across United States and Canada

Professional Credentials

Year	Credential/Activity
2005	Level II PA teaching certification Social Studies, 7-12
2002	Level I PA teaching certification Social Studies, 7-12
1996	Ontario College of Teachers teaching certification, History and Social Studies, 7-13

Professional Service Activities

Year	Service Activity
2013	Prepared Curriculum Changes for Fairmont State University History BA and BS along with the BA in Social Studies Education; approved in 2013
2012	Gathered Data and Wrote NCATE report, September 2011; approved in 2012
2010-present	General Studies Committee
2007-present	FSU Athletics Committee
2000-present	Member, National Council for Social Studies
2000-present	Member, American Historical Association

Other

Year	Activity
	Fluent in Serbian and the South Slavic languages
	Reading ability in Russian
	Induction into the Western Mustangs Football Wall of Fame, April, 2013
	Drafted 33 rd overall into the Canadian Football League Draft 1989
	Member of the Canadian National University Football Championship Team, 1989; All-Conference Tackle for two years