

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted: March 14, 2019 (Resubmitted with updated data April 24, 2019)

Program: B.A. and B.S. in History

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:

Spencer Tyce

Signature of person preparing report:

April 24, 2019

Date

Signature of Dean

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. Ashleigh Dean, Assistant Professor of History, Georgia College

Dr. Dani Anthony, Project Administrator, Enterprise Project, The Ohio State University

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

Both external reviewers hold PhDs in the field of History. Dr. Dean teaches at an institution of similar size and student population to Fairmont State University. Dr. Anthony works for an internal group that is attempting to streamline student, faculty, and business services at her university. Both Dr. Dean and Dr. Anthony expressed their view that the history program is fulfilling its mission within the university and is working to improve the overall quality of the university experience. Both reviewers noted how well the Bachelor of Science track was working alongside the traditional Bachelor of Arts track. In addition, both reviewers were pleased with the history program placement within the General Studies curriculum, noting that such a structure should bring in more history majors and minors. They also expressed their approval of the high enrollment numbers for upper-level history courses which suggests that students outside of the major are fulfilling electives through the program's course offerings.

There were some recommendations that both reviewers hoped that Fairmont State University would consider in improving the program. Noting that the university's mission statement expressed a commitment to "educating global citizen leaders", both reviewers wondered if adding faculty with expertise in Asian or non-diaspora African history would benefit the overall mission. Both reviewers were pleased to see that the university did not rely on too many adjunct instructors and hoped that consolidating those lines into a new faculty line would improve course offerings, the campus community, and introduce additional diverse thoughts, cultures, and worldviews. Dr. Dean applauded the success of the Bachelor of Science track but wondered if abolishing all foreign language instruction was serving the interests of the program and university. By having B.S. students take at least one foreign language or foreign culture course, it would prevent those students from being completely isolated within Anglophone studies and career options.

Plans for program improvement, including timeline

The history program is currently considering several paths for improving course offerings to History B.A. and B.S. majors. Over the next two to three years, the program hopes to refine the course offerings by expanding some established upper-level courses into multiple independent courses. This will provide faculty with the ability to offer more specialized courses to students who might be beyond some of the general material. Faculty are also working to create additional courses that complement other programs, majors, and departments within the university. These courses are hoped to attract additional enrollments, majors, and minors.

The last program review called for hiring additional faculty with expertise in Latin America, Asia, or Africa. While a Latin American specialist was added, the History faculty believe that the university can do better to provide for the student body and campus community. With budget restrictions in mind, the History faculty agree with the external reviewers that adding an Asian (meaning Middle East, India, or East Asia) or African history specialist will not only allow the department to offer additional courses that are currently listed in the catalog, but also provide assistance to other programs and departments where international expertise is welcome. Additional faculty lines would also attract more majors and minors to the program. Unlike other universities in the country, we are not able to serve fully the interests and needs of students looking for non-Western history courses. This new faculty line would allow the program to be better equipped to fulfill its mission, for the university to fulfill its own, and for students to have access to a more diverse list of course offerings.

With the addition of HIST 2250 students in the major receive comprehensive instruction on writing and research methods. When those students are mixed with students outside of the major in upper-level courses, however, this can lead to an awkward classroom environment where some students understand the historical process and others do not. At some point in the future, the program might need to rethink how to organize the courses so that students who have taken HIST 2250 are not challenged in upper-level courses while not overburdening those students who have not taken the said course. Faculty suggest requiring HIST 2250 before the third year or requiring some upper-level courses to have a prerequisite of HIST 2250. At the very least, HIST 2250 should be required before a student can enroll in HIST 4498: Senior Seminar.

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

The greatest weakness from the last review was the lack of a writing-intensive course within the major. With the addition of HIST 2250, the program has succeeded in creating the writing-intensive course, but also educated history majors in the proper writing and research methods needed to effectively put their degrees to use outside of the university. Another weakness was the lack of more diverse area specialties (Latin America, Asia, Africa). The program, as mentioned, did add a faculty member with Latin American expertise, fulfilling one of those previous goals.

Five-year trend data on graduates and majors enrolled

The total enrollments of history majors suffered a decline in numbers over the past five years but has recovered. In 2013/2014 there were 41 total majors from the combined B.A. and B.S. tracks. This declined to 28, 32, and 31 over the 2014/2015, 2015/2016, and 2016/2017 years, respectively. The number is currently higher than it was in 2013/2014 with a total number of majors at 43 for the 2017/2018 reporting year. Just like the last review report, B.S. majors outnumber B.A. majors with an average enrollment greater than that of the B.A. majors. As was noted in the previous review, the total number of majors is likely higher than what data shows since Political Science, National Security and Intelligence, and Social Studies Education majors often add History as a second or third major near the end of their curriculum programs. Until such time as we are able to count all majors regardless of what is declared first, all data concerning majors and graduates must be seen as soft.

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

History assessment focuses on student success in achieving the history program outcomes. The outcomes have six objectives: acquiring general historical knowledge, thinking critically and analyzing historical sources, communicating effectively in written and oral formats, understanding the values and worldviews of the past, incorporating a knowledge of geography into the historical idiom, and understanding how history is affected by society, economics, international relations, culture, the environment, and politics. The program utilized multiple assessment tools in its course offerings, with particular attention paid to exams that measure retention of knowledge and skills and writing assignments that encourage and guide critical thinking and analysis. The program continues to track outcomes and assessment in TaskStream with the goal of looking for potential improvement.

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 graduates. Part of the reason for this is that the program does not know exactly how many graduates come from the program for reasons already stated. Another reason is that resources limit the program from following up on these students after graduation. There is currently a survey given in HIST 4498 (Senior Seminar) that asks students how they might use their degree and the program is working to follow up with students who have answered that survey. Some preliminary attempts to track these students has resulted in statistically insignificant sample sizes, but those students responding have reported being employed fulltime, that they enjoyed their experience in the program, and that their overall GPAs were 2.75 and higher. Anecdotally, there is much stronger evidence that our students find careers related to the major. Many of our students pursue careers in education, public history, public service, or continue their educations through M.A. and Ph.D. programs or law school.

Final recommendations approved by governing board

Program Review

Fairmont State University

Program: History

School: College of Liberal Arts

Date: March 14, 2019

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 requirements for a student to complete before declaring as a major in history in either the B.A. or B.S. in History tracks. Admission into the university is satisfactory for all potential major candidates. To be accepted into the university, students must have a degree or equivalency from an approved high school with a 2.0 or higher GPA and a minimum ACT composite score of 18 or combined SAT Critical Reading and Math score of 870 (950 if taken after March 2016). Students with a high school GPA of 3.0 or higher are admitted regardless of ACT or SAT scores. Students must also have completed:

4 years (credits) of English (including courses in grammar, composition, and literature)

3 years (credits) of Social Studies (including U.S. studies/history)

4 years (credits) of Mathematics (three courses must be Algebra I or higher)

3 years (credits) of Science (courses should be college prep lab science, preferably including biology, chemistry, and physics)

1 year (credit) of Arts

2 years (credits) of World Language (two units of same world language; sign language is also acceptable)

Please See Appendix for enrollment numbers of History Majors and Graduates

Program Courses

During the review period 2013/2014 – 2018/2019, the history program worked within the framework of the General Studies curriculum, a broad liberal arts curriculum, which ensures that students possess a wide range of skills and knowledge to enhance their lives after graduation.

The university requires that students take at least one course situated into the following categories:

- Critical Analysis
- Quantitative Literacy
- Written Communication
- Teamwork
- Information Literacy
- Technology Literacy
- Oral Communication
- Citizenship
- Ethics
- Health and Well-being
- Interdisciplinary and Lifelong Learning
- Fine Arts
- Humanities
- Social Sciences
- Natural Sciences
- Cultural Awareness and Human Dignity

Within the framework of this curriculum, history majors are required to take the following courses:

B.A. in History – 120 semester hours (48 semester hours of History courses, 42-43 semester hours of General Studies requirements, 12 semester hours of Foreign Language, 17-18 semester hours of electives)

B.S. in History – 120 semester hours (48 semester hours of History courses, 42-43 semester hours of General Studies requirements, 9 semester hours of select Sociology, Psychology, Business, Geography, Philosophy, or Political Science courses that cannot be used to satisfy General Studies requirements, 20-21 semester hours of electives)

Both the B.A. and B.S. in History tracks require 21 hours of the following history courses:

- 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 2250 The Historian's Craft
- HIST 4498 Senior Seminar

Both the B.A. and B.S. in History tracks require students to complete 27 hours from the following course list:

- HIST 3302 West Virginia History
- HIST 3305 History of National Security and Intelligence
- 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 Women in American History
- HIST 3335 Women in World History
- HIST 3340 Popular Culture in Modern American History
- 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 East Asia
- HIST 4415 History of the Middle East: Muhammad to the Present
- HIST 4420 History of Latin America
- HIST 4425 Medieval Europe
- HIST 4429 Early Modern Europe
- HIST 4430 19th Century Europe
- HIST 4431 Recent Europe
- HIST 4450 History of American Sexualities
- HIST 4455 Revolutions in History
- HIST 4475 Philosophy of History
- HIST 4499 Special Topics

The B.A. in History track also requires 12 hours of the following courses:

FREN 1101, 1102, 2201, 2202

or

SPAN 1101, 1102, 2201, 2202

The B.S. in History track also requires 9 hours of the following courses:

SOCY 2240 Behavioral Statistics

or

PSYCH 2240 Behavioral Statistics

and

BSBA 2200 Economics

GEOG 2210 Introduction to Geography

PHIL 2275 Introduction to Logic and Critical Reasoning

PHIL 3325 Ethics

POLI 2200 Introduction to Political Science

POLI 3395 Constitutional Law

PSYC 2220 History and Systems of Psychology

PSYC 2230 Social Psychology

or

SOCY 2230 Social Psychology

SOCY 2205 Principles of Race, Class, and Gender

SOCY 3301 Cultural Anthropology

Please see Appendix for course enrollments in history courses.

Service Courses

The history program serves the B.A. and B.S. curriculum throughout the 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 current General Studies Curriculum, HIST 1107 and HIST 1108 are two of the three choices available for the students to fill Attribute III – Citizenship. HIST 2211, 2212, and 2213 are among the choices available to fulfill Attribute VIII – Cultural Awareness and Human Dignity. All of the five, core history courses are available to fulfill Attribute VIIB – Humanities. Furthermore, HIST 2250, The Historian’s Craft serves to introduce students in the major to the different types of historical writing and broader themes addressed in the history profession. Combined with HIST 4498, Senior Seminar, history majors will understand the importance of historiography, how to review scholarly books and articles, and how to approach multiple historical methods of research and analysis.

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), and HIST 2213 (World Civilizations III), HIST 3302 (West Virginia History), HIST 3319 (Recent America), and 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 in History 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 at various intervals in the data collection process.

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, HIST 2212, or HIST 2213 (World Civilizations I, II, III, respectively).

Under the General Studies Curriculum, history courses are required or strongly recommended as service courses by the vast majority of majors and minors offered by Fairmont State University.

Please see Appendix for information on enrolments for service courses.

Success Rates of Service Courses

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

Please see Appendix for information on success rates for all of the history courses offered at Fairmont State University.

External Ed/Off Campus Courses

During the past five academic years, there have been at least 30 history courses offered in off-campus locations. These course offerings are introductory-level service courses (HIST 1107, 1108, 2211, 2212, 2213). Most were offered at the Caperton Center in Clarksburg, WV and the remainder were offered at other sites in the service area (Barbour, Monongalia, Lewis, and Randolph). As of January 2019, Fairmont State University no longer offers courses at the Caperton Center. Off-campus courses will instead be taught at the Charles Pointe complex in Bridgeport, WV with the possibility of expanding instruction to high-school students under a future Dual Enrollment program. The full-time faculty recognizes the necessity of offering off-campus courses. There is, however, continued concern among the full-time faculty of the History program about the coordination of instruction at these locations as well as the credentials of adjunct faculty who teach there.

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

General Studies Requirements Met

BACHELOR OF ARTS IN HISTORY	120 SEM. HRS.
History Courses.....	48 SEM. HRS.
General Studies Requirements	42-43 SEM. HRS.
Foreign Language Requirements.....	12 SEM. HRS.
Free Electives.....	17-18 HRS.
No Minor Required	

Required History Courses.....	21HRS.
HIST 1107 UNITED STATES HISTORY I	3
HIST 1108 UNITED STATES HISTORY II.....	3
HIST 2211 WORLD CIVILIZATIONS I.....	3
HIST 2212 WORLD CIVILIZATIONS II.....	3
HIST 2213 WORLD CIVILIZATIONS III.....	3
HIST 2250 THE HISTORIAN'S CRAFT.....	3
HIST 4498 SENIOR SEMINAR.....	3

Advanced History Electives.....27 HRS.

Selected with advisor's approval. Advanced electives may be taken only when prerequisites are met or with the instructor's permission.

HIST 3302 WEST VIRGINIA HISTORY.....	3
HIST 3305 HISTORY OF NATIONAL SECURITY AND INTELLIGENCE	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 WOMEN IN AMERICAN HISTORY.....	3
HIST 3335 WOMEN IN WORLD HISTORY	3
HIST 3340 POPULAR CULTURE IN MODERN AMERICAN HISTORY	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 EAST ASIA.....	3
HIST 4415 HISTORY OF THE MIDDLE EAST: MUHAMMAD TO THE PRESENT.....	3
HIST 4420 HISTORY OF LATIN AMERICA	3
HIST 4425 MEDIEVAL EUROPE	3
HIST 4429 EARLY MODERN EUROPE	3
HIST 4430 19TH CENTURY EUROPE.....	3
HIST 4431 RECENT EUROPE	3
HIST 4450 HISTORY OF AMERICAN SEXUALITIES.....	3
HIST 4455 REVOLUTIONS IN HISTORY.....	3
HIST 4475 PHILOSOPHY OF HISTORY	3
HIST 4499 SPECIAL TOPICS	3

Foreign Language Requirements.....12 SEM. HRS.

FREN 1101, 1102, 2201, 2202
OR SPAN 1101, 1102, 2201, 2202

OR Department permission to substitute 12 hours of other language study	
General Studies Requirements.....	42-43 SEM.HRS.
(When choices are available, see the full General Studies Curriculum in Appendix A.)	
Outcome 1 - Critical Analysis ENGL 2220* or 2221*	3
Outcome 2- Quantitative Literacy MATH 1507 or 1407 or higher in Outcome 2 (Required by Major)	3
Outcome 3 - Written Communication ENGL 1101 (Institutional Requirement)	3
Outcome 4 - Teamwork: Choose 3 hours from: COMM 2201* or CRIM 2295*	3
Outcome 5 - Information Literacy: 3 hours ENGL 1102 (Institutional Requirement)	3
Outcome 6 - Technology Literacy BISM 1200*or BISM 2200* or TECH 1100*	3
Outcome 7 - Oral Communication COMM 2200*	3
Outcome 8 - Citizenship HIST 1107 or HIST 1108 (Satisfied in Major).....	X
Outcome 9 - Ethics PHIL 3325* or SOCY 1110*	3
Outcome 10 - Health and Well-being: PHED 1100* 2 OR CRIM 2212*.....	3
Outcome 11 - Interdisciplinary: POLI 11001100*.....	3
Outcome 12 - Arts ART 1120* or MUSI 1120* or THEA 1120*	3
Outcome 13 - Humanities: ENGL 2230* or ENGL 2231*	3
Outcome 14 - Social Sciences: PSYC 1101* OR GEOG 2210*	3
Outcome 15 - Natural Sciences: 82 Any course listed in Outcome 15.....	4
Outcome 16 - Cultural Awareness and Human Dignity: HIST 2211, HIST 2212, or HIST 2213 (Satisfied in Major)	X

BACHELOR OF SCIENCE IN HISTORY	120 SEM. HRS.
History Courses.....	48 HRS.
General Studies Requirements	42-43 HRS.
Additional Requirements.....	9 HRS.
Free Electives.....	20-21 HRS.
No Minor Required	

Required History Courses.....	21 HRS.
HIST 1107 UNITED STATES HISTORY I	3
HIST 1108 UNITED STATES HISTORY II.....	3
HIST 2211 WORLD CIVILIZATIONS I.....	3
HIST 2212 WORLD CIVILIZATIONS II.....	3
HIST 2213 WORLD CIVILIZATIONS III.....	3
HIST 2250 THE HISTORIAN'S CRAFT.....	3
HIST 4498 SENIOR SEMINAR.....	3

Advanced History Electives.....	27 HRS.
Selected with advisor's approval. Advanced electives may be taken only when prerequisites are met or with the instructor's permission.	
HIST 3302 WEST VIRGINIA	3
HIST 3305 HISTORY OF NATIONAL SECURITY AND INTELLIGENCE	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 WOMEN IN AMERICAN HISTORY.....	3
HIST 3335 WOMEN IN WORLD HISTORY	3
HIST 3340 POPULAR CULTURE IN MODERN AMERICAN HISTORY.....	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 EAST ASIA.....	3
HIST 4415 HISTORY OF THE MIDDLE EAST: MUHAMMAD TO THE PRESENT.....	3
HIST 4420 HISTORY OF LATIN AMERICA	3
HIST 4425 MEDIEVAL EUROPE	3
HIST 4429 EARLY MODERN EUROPE	3
HIST 4430 19TH CENTURY EUROPE.....	3
HIST 4431 RECENT EUROPE	3
HIST 4450 HISTORY OF AMERICAN SEXUALITIES.....	3
HIST 4455 REVOLUTIONS IN HISTORY.....	3
HIST 4475 PHILOSOPHY OF HISTORY	3
HIST 4499 SPECIAL TOPICS	3

Additional Requirements.....9 HRS.

*NOTE: none of these may be used to fulfill the General Studies requirements

SOCY 2240 BEHAVIORAL STATISTICS.....3

- OR -

PSYCH 2240 BEHAVIORAL STATISTICS.....3

Students must choose two courses from the following list:

BSBA 2200 ECONOMICS 3 |

GEOG 2210 INTRODUCTION TO GEOGRAPHY..... 3 |

PHIL 2275 INTRODUCTION TO LOGIC AND CRITICAL
REASONING..... 3 |

PHIL 3325 ETHICS 3 |

POLI 2200 INTRODUCTION TO POLITICAL SCIENCE 3 |

POLI 3395 CONSTITUTIONAL LAW..... 3 |

PSYC 2220 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 |

PSYC 2230 SOCIAL PSYCHOLOGY 3 |

OR SOCY 2230 SOCIAL PSYCHOLOGY 3 |

SOCY 2205 PRINCIPLES OF RACE, CLASS, AND GENDER 3 |

SOCY 3301 CULTURAL ANTHROPOLOGY 3 |

General Studies Requirements.....42-43 SEM.HRS.

(When choices are available, see the full General Studies Curriculum in Appendix A.)

Outcome 1 - Critical Analysis ENGL 2220* or 2221*..... 3

Outcome 2- Quantitative Literacy MATH 1507 or 1407 or higher in Outcome 2

(Required by Major)	3
Outcome 3 - Written Communication ENGL 1101 (Institutional Requirement)	3
Outcome 4 - Teamwork: Choose 3 hours from: COMM 2201* or CRIM 2295*	3
Outcome 5 - Information Literacy: 3 hours ENGL 1102 (Institutional Requirement)	3
Outcome 6 - Technology Literacy BISM 1200* or BISM 2200* or TECH 1100*	3
Outcome 7 - Oral Communication COMM 2200*	3
Outcome 8 - Citizenship HIST 1107 or HIST 1108 (Satisfied in Major).....	X
Outcome 9 - Ethics PHIL 3325* or SOCY 1110*	3
Outcome 10 - Health and Well-being: PHED 1100* 2 OR CRIM 2212*	3
Outcome 11 - Interdisciplinary: POLI 11001100*.....	3
Outcome 12 - Arts ART 1120* or MUSI 1120* or THEA 1120*	3
Outcome 13 - Humanities: ENGL 2230* or ENGL 2231*	3
Outcome 14 - Social Sciences: PSYC 1101* OR GEOG 2210*	3
Outcome 15 - Natural Sciences: 82 Any course listed in Outcome 15.....	4
Outcome 16 - Cultural Awareness and Human Dignity: HIST 2211, HIST 2212, or HIST 2213 (Satisfied in Major)	X

MINOR IN HISTORY.....21 SEM. HRS.

Required Courses (6 hrs.)

HIST 1107 UNITED STATES HISTORY I

HIST 1108 UNITED STATES HISTORY II.....

Electives (6 hrs.)

(Select two of the following courses)

HIST 2211 WORLD CIVILIZATIONS I.....

HIST 2212 WORLD CIVILIZATIONS II.....

HIST 2213 WORLD CIVILIZATIONS III.....

Advanced Electives (9 hrs.) Select any three upper-level courses.

Assessment Requirements and Outcomes

Since the last program review (Spring 2014), the History Program has continued to work on developing a sound assessment plan, including the implementation and use of the General Studies Student Learning Outcomes. These outcomes are:

- 1) Demonstrate a general knowledge of the 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.
- 4) Possess the ability to understand historical debate and controversy.
- 5) 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 at that time.
- 6) Demonstrate a knowledge of geography as it relates to history.
- 7) 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 courses fulfilling service requirements (HIST 1107, 1108, 2211, 2212, and 2213) can be found in the Appendix.

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 each week for lectures, group activities, or discussion about instructor-chosen subjects and assignments. During these meetings, students are encouraged to take concise, summary-style notes to use in preparing for written examinations, which are administered twice or three times a semester.

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 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, oration, 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, role-playing historical games, 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. On 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, lectures, or assigned readings.

For advanced survey courses, emphasis is placed on proof of research, writing, and oral reporting capabilities. Instructors in such courses 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. For the past two school years, the history program introduced role-playing games as a part of this instruction.

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

Adjunct Use

Over the past five years, the History program at Fairmont State University has had 51 sections of introductory courses (HIST 1107, 1108, 2211, 2212, and 2213) taught by adjuncts. The History program would like to limit the number of adjuncts who teach classes in person. Having full-time instructors on campus strengthens relationships between the faculty, the student body, and the community. Adjuncts should be used sparingly, but they are often necessary. The problem at hand is managing course loads for full-time faculty that include enough introductory courses to serve the General Studies curriculum as well as advanced classes. The university hired a new full-time instructor three years ago and that helped reduce the number of sections taught by adjuncts. With the possibility of another full-time instructor going into retirement, adjunct use might increase for the next two school years until a replacement is found. The History program would like to hire two new full-time faculty members after the said instructor's retirement is confirmed. The financial realities of such a plan, however, are known to the current History program faculty. We hope that the administration will listen to our thoughts and concerns when the time is right.

Please see the Appendix for adjunct usage data.

Graduation/Retention Rates

Since the last program review, the History program has seen fairly consistent numbers of students majoring in and graduating with a B.A. or B.S. in History. In 2014, the total number of History majors was 41. This declined sharply in 2015 with 28 majors, but this grew over the next three reporting years to 32, 31, and 43 for 2016, 2017, and 2018, respectively. On average, there were 19 B.S. majors and 16 B.A. majors during this five-year period. Under current internal data collection methods, dual-major students with History as the second major do not always present as having earned the degree upon graduation. Recent developments in data collection have improved, however, as this problem was recognized. Over the past review period, graduates from the History program, with either B.A. or B.S. degrees, have steadily increased. In 2014, the total number of graduates from the program was 4 graduates followed by 1 and 3 graduates in 2015 and 2016, respectively. In 2017 and 2018 the total number of graduates from the program increased significantly to 8 and 9 graduates, respectively. The program continues to attract new majors and address retention rates by offering courses with more direct options toward future career paths such as the Museum Studies minor, the Social Studies Education program, and the excellent work coming out of the National Security and Intelligence program.

Please see the Appendix for enrollment numbers for history majors and graduates.

Previous Program Review Results

The previous review, completed in February 2014, was optimistic about the future of the History Program at Fairmont State. The university was preparing to implement the General Studies

curriculum, the Museum Studies minor was in its infancy, and the program was establishing HIST 2250, a writing intensive course that is common in nearly all university-level History programs in the country. There were some concerns that have been addressed since the previous review. The external reviewers suggested an additional faculty member be added to the program. This was completed in 2016. This new faculty member has a field concentration in Latin America, something that the external reviewers and the program results suggested adding. Some issues have not been resolved, however. Internal data collection makes it difficult to identify History majors and graduates who add the major as their second declared major. The previous review questioned if that issue might explain declining history major enrollments and graduates, something that this current review questions as well.

ADEQUACY (§ 4.2.4.2)

Program Requirements:

General Studies	32-42	_42_hrs	
Major	32-65	_48_hrs	
Electives/Other Reqs	min 21	_30_hrs	
TOTAL	max 128	_120_hrs	
Programs not meeting the above requirements must request a continuation of their exception with a justification below:			

Faculty Data:

The history program currently has four full-time faculty members on staff (two tenured, one tenure-track, and one temporary). Only three of those faculty members work exclusively within the History program with the fourth member dividing their time between the History program and the Social Studies Education program.

Please see the Appendix for the curriculum vitae of the four, full-time 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 St, Suite 7-500, Chicago, IL 60604-1411, <http://www.ncahlc.org>.

NECESSITY (§ 4.1.3.3)

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 Fairmont State 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:

Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact.

Over the past five years, the History program has worked hard to steer students into professional opportunities that utilize skills and concepts learned in history courses through the Museum Studies minor, the National Security and Intelligence program, and the Social Studies Education program. 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.

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 Fairmont State University would find too expensive to match. Smaller institutions such as Salem University, Alderson-Broadus, West Virginia Wesleyan, Glenville State, and Waynesburg (PA) supply history study in the same service-based manner as Fairmont State University. Informal interviews with students who visited or formerly attended larger institutions such as West Virginia University note that the smaller campus community, ease of access to faculty, and the accompanying programs contributed in their decision to major in History at 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)

The Mission Statement at Fairmont State University states that the institution is, "committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact." Global Citizenship is rooted in historical thinking, multicultural awareness, and reasoned discourse. The skills obtained through the completion of a History degree not only build toward that goal of Global Citizenship, but also promote continued education and life-long learning. Through that process, therefore, the graduating student of the History program has the tools for success and is prepared for making their local, national, and global impact truly transformational. The History program is a core component of a liberal arts education and strives to better students across the entire university population, not just those in the major.

Appendix

- 1) History Program Data
- 2) 1107 Outcomes
- 3) 1108 Outcomes
- 4) 2211 Outcomes
- 5) 2212 Outcomes
- 6) 2213 Outcomes
- 7) Faculty CVs

Sections Taught by Adjuncts	11	10	13	9	8			10	51
# Sections of Campus	10	6	4	4	6				
# Sections Online	4	5	6	6	7				

Cost / Student Credit Hour

For History

(Available Data based on 30 hours per AY)

AY 2014-15 to AY 2018 -2019

	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
FTE	203	184	189	182	177
Credit Hours	6093	5535	5664	5463	5304
Cost Per Credit Hour	\$54	\$61	\$58	\$60	\$62
Cost Per FTE	\$1626	\$1794	\$1747	\$1814	\$1865

*Cost Based on In State Tuition for On Campus Resident, Only includes Direct Costs

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>

Outcome 6
Demonstrate a knowledge of Geography as it relates to American history.

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

Last Modified: 10/15/2012 01:47:11 PM

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</p>	<p>General Studies Outcomes - Attribute 3: Outcome</p>

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

III.A.4,
History Program Outcomes: History Program Outcome 5

Last Modified: 10/12/2012 10:02:14 AM

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</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome</p>

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

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

Last Modified: 10/24/2012 03:06:14 PM

Standing Requirements

Course Outcomes

HIST 2212 World Civilizations 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 World history from the Middle Ages to the Age of Revolution in the 18th century.</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 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</p>	<p>General Studies Outcomes - Attribute 7.B: Outcome</p>

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

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

Last Modified: 10/24/2012 03:16:10 PM

Standing Requirements

Course Outcomes

HIST 2213 World Civilizations III 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 the Age of Revolution in the 18th century to the present.</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.2, 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</p>	<p>General Studies Outcomes - Attribute 7.C: Outcome</p>

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

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

Last Modified: 10/24/2012 03:28:31 PM

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

681-214-8829

EDUCATIONAL BACKGROUND

Ph.D. State University of New York at Binghamton, Binghamton, NY,
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

2010-2018 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, No 4, (October 1996).
- John Lofland, Polite Protesters, in Peace and Change, Volume 20, Number 1, (January 1995).

PEER REFEREE

Major Problems in American Foreign Policy, 2 Vols., Patterson and Merrill, Houghton Mifflin, 2015
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

- "America's First International Celebrity and the Question of Agency: U.S. Grant and His World Tour Covered in the New Orleans Media, 1877-1880" to the PCA/ACA of the South, New Orleans, LA, October 4-6, 2018. (Also served as Panel Chair.)
- "From Black-and-Tan to Lily-White Republicanism: U.S. Grant's and Theodore Roosevelt's Visits to Mobile, Alabama as a Case Study" to Gulf Coast History and Humanities Conference, Pensacola Beach, FL, October 5-7. 2017.
- "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. (Also served as Chair of the Panel.)
- "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, San 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, Oct. 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, and Honors Sections
World Civilizations III, 1750-Present, and Honors Sections
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 (Developed for FSU in 2006)
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
History of Presidential Elections (Developed for FSU in 2012)
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 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
Professor Joseph McCartin, History Department, Georgetown
University, 202-687-0096, E-mail: jam6@georgetown.edu

EDUCATION

Ph.D., History (United States), University of North Carolina at Chapel Hill – May 2010

Dissertation: Love and Liberation: Second-Wave Feminisms and the Problem of Romantic Love

Dissertation Advisor: Jacquelyn Dowd Hall

Dissertation Committee: John Kasson, Peter Filene, Jennifer Scanlon, Joanne Hershfield

M.A., History (United States), Washington State University – May 2004

Thesis: Reel Disillusion: The New Hollywood of the Late 1960s and 1970s and its Reflection of Discontent

Thesis Advisor: LeRoy Ashby

B.A., History (Minor: English), Washington State University - May 2002 (*Summa Cum Laude*)

Senior Honors Thesis: “Hell No! We Won’t Go!”: The Rationale Behind Opposition to the Vietnam War (Pass with Distinction)

Thesis Advisor: Janice Rutherford

PROFESSIONAL EXPERIENCE

Teaching:

Associate Professor of History: Department of Social Sciences, Fairmont State University (Fall 2018 to present)

Assistant Professor of History: Department of Social Sciences, Fairmont State University (Fall 2012 to Summer 2018)

- History 1107 — US History to 1865
- History 1107 (Honors)
- History 1108 — US History Since 1865
- History 1108 (Honors)
- History 2250 — The Historian’s Craft
- History 3315 — Colonial America
- History 3316 — Early Republic
- History 3318 — Gilded Age to Great Crash
- History 3319 — Recent America
- History 3333 — American Women’s History
- History 3340 — Popular Culture in Modern America
- History 4450 — History of American Sexualities
- Interdisciplinary Studies 2201 — Introduction to Women’s Studies

Facilitator: WVROCKS (West Virginia Remote Online Collaborate Knowledge System) — Fall 2018 to present

- History 300 — African American History

- History 301 — American Military History

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)

Professional

Distributed Reader—Advanced Placement United States History Exam, Educational Testing Services (2016-2018)

- Virtual assessment of AP U.S. History short answer responses during week-long exam assessment every June.

Table Leader—Advanced Placement United States History Exam, Educational Testing Services (2015)

- Lead reader offering training and supervision to eight other readers for assessment of AP U.S. History essay exams on an annual basis each June during a week-long gathering of high school history teachers and college professors

Reader—Advanced Placement United States History Exam, Educational Testing Services (2010-2014)

- Assessment of AP U.S. History essay exams on an annual basis each June during a week-long gathering of high school history teachers and college professors

Rater—Graduate Records Examination (GRE), Educational Testing Services (2014-2015)

- Assessment of GRE essays in an on-line format on an as-needed basis

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:

June 2017

- "Reading the Feminist Romance? An Exploration of Feminist Interventions into Romance Culture During the 1960s and 1970s"
 - 2017 Berkshire Conference on the History of Women, Genders and Sexualities; Hofstra University, Hempstead, New York

March 2014

- “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:

April 2018

- Served as the featured keynote speaker at the Rosie the Riveter Bell Dedication Ceremony in Glenville, West Virginia

March 2016

- “Is There Love After Liberation?: The Problem of Romantic Love and the World of Ms. in the 1970s”
 - Phi Alpha Theta Farnsworth Lecture at Keene State College; Keene, NH

April 2014

- “She’s Gonna Make it On Her Own: Popular Culture and Women’s Liberation in the 1960s and 1970s”
 - FSU Women’s Studies Colloquium; Fairmont, WV

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

Chair/Moderator/Panel Participant:

April 2018

- “Solving Issues in Fragile Communities” — Panel Discussion in Honor Of Martin Luther King, Jr., College of Liberal Arts, Fairmont State University
 - Panel participant

March 2018

- Phi Alpha Theta History Honor Society — Regional Conference — Grove City College, Pennsylvania
 - Moderator/Chair for women’s history panel

September 2017

- “With Liberty and Justice for All?: The Constitution and Civil Liberties—A Panel Discussion”
 - Organized, Chaired, and Panel Participant
 - College of Liberal Arts, Fairmont State University, Fairmont, WV

January 2016

- Phi Alpha Theta History Honor Society 2016 Biennial Convention — Orlando, FL
 - Moderator and Chair:
 - “Potpourri — US” Panel
 - “Women and World War II” Panel
 - “Gender” Panel

October 2015

- “Bridging the Gap: Addressing Gender Imbalances in the National Security Field” — Fairmont State University
 - Moderator for panel discussion with B. Lynn Wright (Deputy Directory of Naval Intelligence), Kathleen A. Reilly (Directory for Cybersecurity and Special Missions, Raytheon Intelligence and Information Systems), and Uyen Dinh (President and Founder, Win Strategies)

PUBLICATIONS

Peer Reviewed Journals

- “‘Is There Love After Liberation?’: The Problem of Romantic Love and the World of *Ms.* in the 1970s”
 - publication forthcoming — *Journal of Women’s History*, spring 2019
- “‘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

FSU Faculty Senate — Senator for Department of Social Sciences (2013-2014; 2014-2015;

2015-2016; 2016-2017; 2017-2018; 2018-2019)
FSU Faculty Senate — Secretary, Executive Committee (2015-2016; 2016-2017)
FSU Faculty Senate — At-Large Committee Member, Executive Committee (2014-2015;
2018-2019)
Faculty Advisor, Phi Alpha Theta, Psi-Omicron Chapter (Spring 2013-present)
Search Chair, Assistant Professor of World History Search Committee (2014-2015)
Committee Member, Temporary Assistant Professor of World History Search (Spring 2016)
Committee Member, Committee on Committees
Committee Member, Common Book Committee (Fall 2014-present)
Committee Member, Temporary History Search (Summer 2014)
Committee Member, Ad-Hoc Adjunct Committee (Spring 2014)
Committee Member, Ad-Hoc Technology Committee (Spring 2013-Spring 2014)
Committee Chair, Nominating Committee (Spring 2017)
Committee Member, Nominating Committee (Spring 2018)
Committee Member, Student Disciplinary Board (Fall 2017-present)

PROFESSIONAL SERVICE

2018 Educational Testing Services, Advanced Placement U.S. History Exam, Distributed Reader
2017 Educational Testing Services, Advanced Placement U.S. History Exam, Distributed Reader
2016 Educational Testing Services, Advanced Placement U.S. History Exam, Distributed Reader
2015 Educational Testing Services, Advanced Placement U.S. History Exam, Table Leader
2014 Educational Testing Services, Graduate Records Exam, Rater
2014 Educational Testing Services, Advanced Placement U.S. History Exam, Reader
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

2018 Foundation Grant Recipient — Fairmont State University, Fairmont Foundation
2015 Faculty Recognition Award — Fairmont State University
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)
Howard C. Payne Award for Excellence in an Undergraduate Research Seminar (Washington
State University, Department of History, 2004)

ORGANIZATIONAL AFFILIATIONS

Berkshire Conference of Women’s Historians (member since 2016)
American Historical Association (member since 2006)
Organization of American Historians (member since 2005)
National Women’s Studies Association (member since 2014)
Phi Beta Kappa National Honor Society (member since 2002)
Phi Alpha Theta—National History Honor Society (member since 2002)

PROF. NENAD (NED) RADULOVICH

103 Maid Marion Lane
Peters Twp, PA 15317
h-724 942 0187
c-412 576 7394
o-304 367 4670

Hardway Hall, Office 110H
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
nradulovich@fairmontstate.edu

SELECTED UNIVERSITY TEACHING, SERVICE

August 2006 – Present: Assistant Professor of History and Social Studies Education, Fairmont State University, Fairmont WV

- Courses taught include Social Studies Methods for Teachers, Interdisciplinary Seminar, Senior Seminar, United States History to 1877, United States Since 1877 and World Civilization I, II and III.
- Recent Europe, 19th Century Europe, Early Modern Europe, Medieval Europe, Russia.
- Special Topics in Balkan History, Totalitarianism, Soviet Union, Yugoslavia, Ancient Greece and Rome, Canada
- **Social Studies Consultant**, West Virginia University, 2017-2018: provided advice on re-structuring Social Studies Education program.
- **Special Methods Supervisor** for Fairmont State Social Studies student teachers; **112** students awarded BA and MAT degrees under my supervision since Fall 2006 who have gained WV Social Studies certification
- Developed and taught online versions of US History II, World Civilization I, II and III
- Winner of the Fairmont State University **Excellence in Academic Advising Award**, 2014
- Nominated for the Fairmont State University **Faculty Achievement Award**, 2014, 2015 and 2019
- Nominated for the Fairmont State University **William Boram Teaching Award**, 2018 and 2019
- Nominated for the Fairmont State University **Harold and Rosalyn Williamson Straight Award**, 2018
- **Social Studies Advisor** in the Department of Social Science, College of Liberal Arts; maintaining list of 50-60 advisees per year
- Writer of Course and Program Outcomes for our B.A. in Social Studies Education, grades 5-12; co-writer of our BA and BS History Program Outcomes and several Courses Outcomes
- Wrote the successful Curriculum Proposal that reconstructed the Social Studies Education program by integrating the new General Studies Program and adding in PSYC 1101: 2013; contributed to History Curriculum Proposals in 2013 and 2016

- **Annual Assessment Co-coordinator** for our Social Studies Education and History programs
- Prepared reports and rejoinders for the national accreditation of our Social Studies Education program (NCATE/CAEP) in 2011 and 2015
- Elected Representative of the Department of Social Sciences to the **General Studies Committee 2010-2017**; developed the successful inclusion of our 5 survey courses to fulfill 3 General Studies Attributes: 8-Citizenship, 13-Humanities and 16-Cultural Awareness
- Member of the **Athletics Committee** since 2007
- Member of 4 successful History faculty hiring committees: 2012, 2014, 2015, 2016
- Evaluated the entire History and Social Science course curriculum of every public college and university in West Virginia and their equivalent Fairmont State courses, 2010-2011
- **Adjunct Instructor** at Pierpont Community and Technical College, 2007-2018; 2 courses per year

SELECTED SCHOLARLY ACTIVITY

- Presentation at Fairmont State University: “*Aspects of the Canadian Health Care System,*” February 6, 2018.
- Selected as a participant in the FACDIS Maxwell Scholar Diplomat Program, Washington, DC, April 5-7, 2017.
- Helped arrange and edit Kosta Radulovich’s Serbian language memoir: Radulovich, Kosta. *U Zlu Stvoren Ali Ne Pokoren*. Kragujevac, Serbia: Pogledi, 2016.
- 2016 Guest Lecture for a Geography class: “Quebec and Canada” February 2016.
- Article: “Obituary: Djuro Djuka Mandich, 1927-2014.” *Canadian Srbobran*. December 2014.
- Article: “Kingdom of Serbs, Croats and Slovenes: December 1, 1918 to October 3, 1929.” *The American Srbobran*, June 2014.
- 2014 Presentation and Discussion at Holy Trinity Serbian Orthodox Church in Pittsburgh PA: “The Elusive Serbian State.” February 21, 2014.
- 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, 2012

- 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, 2007: Presentations at Fairmont State, Phi Alpha Theta History Honor Society: Minority Issues in 20th Century Yugoslavia, fall 2006; Yugoslav-Soviet Relations, Fall 2007
- 2006 Radio Interview: Saturday Morning Light Brigade in Pittsburgh PA on Serbian History
- Research in Moscow, Russia at the Archives of the Russian Federation and Lenin Library; Research in Belgrade, Serbia at the Yugoslav Archives, Ministry of Foreign Affairs and National Library; research in many libraries in North America
- Numerous letters and opinion pieces in the *New York Times*, *Pittsburgh Post-Gazette*, *Pittsburgh Tribune Review*, *Toronto Star*, *Toronto Globe and Mail* and many other papers and internet sites
- Numerous translations from Serbian into English of articles and documents
- Washington and Jefferson College, Guest Commentator on Yugoslavia, Fall 2003
- Ohio University Television, Guest Commentator on Kosovo, Thanksgiving 1999
- KDKA Radio Pittsburgh Guest Commentator on Balkan Issues, *Mike Romeigh Show*, March 24-25, 1999

OTHER COLLEGE AND HIGH SCHOOL TEACHING

Dec. 2001 – August 2006: *Tenured Social Studies Teacher*, Apollo Ridge School District, PA

- Courses taught include 12th grade American Government and Economics, Advanced Placement European History and 10th grade U.S. History Since 1945
- Inaugurated and wrote curriculum for AP European History Program; during my last year (2006), 100% of students passed the AP Exam
- Cooperating Teacher for Student Teachers: Clarion University (Spring 2003) and Indiana University of PA (Spring 2005)

2000-2006: *Adjunct Instructor*, 23 college-level courses

Washington and Jefferson College, PA

- 2000 to 2005: 8 courses
 - 4 sections of Western Civilization II
 - 3 sections of Europe: 1914-45
 - 1 section of Yugoslavia: 1914-1999

Seton Hill University, PA

- 2002 to 2006: 7 courses
 - 1 section of WWII History
 - 1 section of Balkans: 1453-1999
 - 2 sections of Western Civilization I
 - 1 section of Western Civilization II
 - 1 section of American National Government
 - 1 section of Political Thought

Community College of Allegheny Country, PA

- 2002 to 2003: 4 courses
 - 2 sections of Western Civilization II
 - 2 sections of US History to 1877

Jefferson County Community College, OH

- 2001: 3 courses
 - 1 section of US History to 1877
 - 1 section of US History since 1877
 - 1 section of American Government

Robert Morris University, PA

- 2001: 1 course
 - 1 section of Western Civilization II

1996: *History Teacher*, Niagara District School Board, ONTARIO

- Taught college-level Classical Studies, 12th grade U.S. History Survey and 10th grade European and Canadian History
- Provided substitute teaching for Niagara District, 1992-93; 1997-99

1995, 1997-99 : *Political Aide*, Niagara Falls, ONTARIO

- Provided political and constituency advice to Member of Ontario Parliament; consultant for Provincial educational policy

1993-1995 *Teaching Assistant*, Ohio University, OH

- Administered seminars, delivered occasional lectures and graded various courses in Ancient, European, American and East European History

EDUCATION

1993-1995, 1999-2000 *Doctor of Philosophy in History* (in progress) Ohio University, OH

- Dissertation topic: Ideological Implications of Yugoslav-Soviet Relations, 1940-47
- Oral/Written Exams (1999-2000): Soviet History, 1917-91; Russian History, to 1917; Balkans, since 1453; U.S. Diplomatic History
- Course Work, Serbian and Russian Language Exams: 1993-1995
- Advisor: Steven M. Miner (Russia and USSR), Professor and Director of the Contemporary History Institute, Ohio University
- Member of the Contemporary History Institute, Ohio University

1992 *Master of Science in Education*, Niagara University, NY

- Various courses including Social Studies Methods
- Social Studies Certification (7-12): New York, Ontario

1992 *Master of Arts in History*, U. of Western Ontario

- Oral/Written Exams: Revolutionary Movements, 1917-1989; Russian/Soviet History, 1861-1953; US History, 20th century

1989 *Bachelor of Arts in History*, U. of Western Ontario

- History Major; numerous courses in Political Science, Geography and Economics

SOCIETIES, SKILLS, QUALIFICATIONS

- Native fluency in Serbian and the other South Slavic languages; reading knowledge of Russian; citizen of the US & Canada
- Instructional II PA Certification in Social Studies, grades 7-12; Ontario Teaching Certification in History and Social Studies, grades 4-12; familiarity with PA, WV certification standards and NCATE/CAEP
- Member of the National Council for Social Studies, American Historical Association, American Association for the Advancement of Slavic Studies and various other professional historians' and teachers' groups

ACHIEVEMENTS AND INTERESTS

1996-present *Musician*, folk orchestra “Prijetelji,” ONTARIO

- Performed the music of the Balkans professionally; over 220 engagements throughout North America

1989-1990 *Professional Football*, Ottawa Rough Riders CFL

- Drafted 33rd overall by the Ottawa Rough Riders and played two summers as an offensive lineman

1985-1990 *Varsity Football*, U. of Western Ontario

- National Championship in Canada, 1989; Conference Championships, 1985, 1986, 1988, 1989, 1990; All-Conference Tackle, 1989, 1990

REFERENCES

College and High School Teaching

- **Dr. Deanna Shields**, Professor and former Dean of the College of Liberal Arts, Fairmont State University, Fairmont WV; 304 367 4161; Deanna.Shields@fairmontstate.edu
- **Dr. Diana Noone**, Professor and former Chair of Social Sciences, Fairmont State University, Fairmont, WV; 304 367 4238; dnoone@fairmontstate.edu
- **Dr. Robin Payne**, Associate Professor of History, Fairmont State University, Fairmont WV; 304 367 4758; rpayne4@fairmontstate.edu
- **Dr. John Spurlock**, Professor of History, Seton Hill University, Greensburg PA; 724 830 1021; spurlock@setonhill.edu
- **Jim Thimons**, High School Principal, Indian County Technology Center, Indiana PA; 724 349 6700; jthimons@ictc.ws
- **Dr. Michael J. Vranešević**, Superintendent (retired), Apollo-Ridge School District, Spring Church PA; Adjunct Professor of Education Duquesne University, Pittsburgh PA; 724 861 8229; vranesevcm@duq.edu
- **Dr. Robert Dodge**, Lyn Professor of History (retired), Washington & Jefferson College, Washington PA; 724 250 6164; rdodge@washjeff.edu
- **Dr. James Gormly**, Professor of History and Chair of the History Department (retired), Washington & Jefferson College, Washington PA; 724 250 6165; jgormly@washjeff.edu

Academic

- **Dr. Steven M. Miner**, Professor of History and Chair of the Contemporary History Institute, Ohio University, Athens OH; 740 593 4356; miner@ohiou.edu
- **Dr. William P. Kaldis**, Professor of History (Emeritus); Ohio University Athens, OH; 740 593 4334 kaldis@ohiou.edu
- **Dr. Paul J. Vermette**, Professor of Social Studies Education, Niagara University, Lewiston NY; 716 286 8560; pjv@niagara.edu

Character

- **John Wuchenich**, Professor (Emeritus); Community College of Allegheny County, Pittsburgh, PA; 412 881 8661; jwucheni@ccac.edu
- **Larry Haylor**, Head Football Coach (retired); University of Western Ontario, London, Ontario; 519 661 3477 ext. 83477; lhaylor@uwo.ca

SPENCER R TYCE

110 J Hardway Hall
1201 Locust Ave
Fairmont, WV 26554
1-304-367-4198
STyce@fairmontstate.edu
spencertyce.com

EDUCATION

2015 The Ohio State University

Ph.D. History

Fields: Latin America, Atlantic World, Spanish-American Literature

“German Conquistadors and Venture Capitalists: The Welser Company’s Commercial Experiment in 16th Century Venezuela and the Caribbean World” - Dissertation advised by Dr. Kenneth J Andrien

2009 University of North Florida

M.A. History

2007 University of North Florida

B.A. History

TEACHING EXPERIENCE

Fairmont State University, Fairmont WV

2016-Present (Assistant Professor)

20th Century Latin America (ST)

American History to 1865

American History to 1865 (Honors)

American History from 1865

Colonial America

Civil War and Reconstruction

Early Republic

Historian’s Craft

Historical Game Simulations (ST)

History of England: Early Modern England

History of Latin America

History of Mining in the Atlantic World (ST)

History of World Civilizations I

History of World Civilizations I (Honors)

History of World Civilizations II

History of World Civilizations III

World War I (ST)

Ohio Dominican University, Columbus, Ohio

2015-2016 (Adjunct Professor)

American History I

American History II

World History I

Capital University, Columbus, Ohio

2015 (Adjunct Professor)

International Relations

The Ohio State University, Columbus, Ohio

2010-2016 (Teaching Associate 2010-2015; Adjunct Professor 2016)

Latin American Civilization to 1825

World History from 1500

Intro to the Peoples of Mesoamerica

Intro to the Peoples of the Andean World

Latin American Civilization to 1825

Latin American Civilization since 1825 (Interactive Online Course)

The Spanish Atlantic System

Colonial Latin America

Latin American Civilization to 1825

Latin American Countries and Regions: Mexico

University of North Florida, Jacksonville, Florida

2007-2009 (Teaching Assistant)

Aztec/Inca/Maya History

Western Civilization from 1500s

Western Civilization to 1500s

PRESENTATIONS

2017 Rocky Mountain Council for Latin American Studies

“This is not our land’: Climate, Environment, and Germans in Welser Venezuela”

Southeastern Council of Latin American Studies

“Charles I’s German Contracts: Welser and Fugger Capitulaciones in the Conquest Era

2016 The Spanish Caribbean in the Long Sixteenth Century (Roundtable discussion at the University of Florida)

“Investing in the Early Colonial Caribbean”

Rocky Mountain Council for Latin American Studies

“Welser Venezuela and Financial Stability, 1528-1540”

American Historical Association

“Conquistadors, Miners, and Slaves: Populating and Settling Welser Venezuela in the Sixteenth Century”

(Part of the official meeting of the CLAH Gran Colombia Sub-Committee)

2015 Rocky Mountain Council for Latin American Studies

“Venezuela's 'Men of Incomparable Cruelty': Las Casas, Oviedo, and the experiences of Bishop Rodrigo de Bastidas”

American Historical Association

“The Governor and the Bishop: Conquest and Compromise in the German Occupation of Sixteenth-Century Venezuela”

2013 American Society for Ethnohistory

“Mistaken Identity? – The Welser Company, the Church, and Indigenous Allies in Sixteenth-Century Venezuela”

Rocky Mountain Council for Latin American Studies

“The Good Bishop: Germans, Spaniards and Rodrigo de Bastidas in Sixteenth-Century Venezuela”

2011 Rocky Mountain Council for Latin American Studies

“Letter of the Law: The Welser Occupation of Venezuela and their contract of 1528”

2010 Rocky Mountain Council for Latin American Studies
“Slaves of Indians, Slaves of Germans: Indians during the Welser Occupation of Venezuela”

Gulf South Historical Association

“*Indios Esclavos y Amigos: A reassessment of Indian – Conquistador relations in 16th Century Venezuela*”

PUBLICATIONS

“The Hispano-German Caribbean: South German Merchants and the Realities of European Consolidation, 1500-1540” in *Spain’s Maritime Empire: The Caribbean in the Long Sixteenth Century*, edited by Ida Altman and David Wheat (Lincoln: University of Nebraska Press, 2019)

“Conquest of the Aztec Empire”, *50 Events that Shaped Latino History: An Encyclopedia of the American Mosaic*, edited by Lilia Fernandez (Santa Barbara: ABC Clio Press, 2018)

“Rise of Maya and Indigenous Civilizations”, *50 Events that Shaped Latino History: An Encyclopedia of the American Mosaic*, edited by Lilia Fernandez (Santa Barbara: ABC Clio Press, 2018)

“Nicholas Federmann”, *Encyclopedia of Latin America. Vol 1: Amerindians through Foreign Colonization*, edited by J. Michael Francis (New York: Facts on File, 2010)

“Venezuela”, *Encyclopedia of Latin America. Vol 1: Amerindians through Foreign Colonization*, edited by J. Michael Francis (New York: Facts on File, 2010)

PUBLICATIONS IN PROGRESS

“Indios Amigos y Enemigos: Secular and Ecclesiastic Responses to the Law and Reality in Sixteenth-Century Welser Venezuela” *The Latin Americanist*, Southeastern Council on Latin American Studies, Wiley Periodicals, Inc.
REVISE AND RESUBMIT RECEIVED

GUEST SPEAKING AND MEDIA

2018 Knights of Columbus #872 Founder’s Day Dinner
“Catholic America and Father McGivney”

2016 AskHistorians Podcast: Episode 58 “Colonial German Venezuela”
<http://askhistorians.libsyn.com/askhistorians-podcast-058-colonial-german-venezuela>

2015 Ohio Wesleyan University
“Exploration and Conquest of the New World 1492-1530”

Ohio State University
“Peru: Politics and Revolution, 1850-Present”

2014 Ohio State University
“Effective Group Discussion Methods for Graduate Students”

EMPLOYMENT

Fairmont State University, Fairmont, WV

2016 - Present Tenure-Track Assistant Professor

Ohio Dominican University, Columbus, Ohio

2015 – 2016 Adjunct Professor

Capital University, Columbus, Ohio

2015 Adjunct Professor

The Ohio State University, Columbus, Ohio

2016 Adjunct Professor

2010 – 2015 Graduate Teaching Associate

University of North Florida, Jacksonville, Florida

2009 Adjunct Instructor

2008 – 2009 Graduate Senator and Parliamentarian, UNF Student Government

2007 – 2009 Graduate Teaching Assistant

SERVICE

Fairmont State University, Fairmont, WV

2016-2018 Social Sciences Dept Advisor

Folklife Center Advisory Committee

Grants Committee

IRB Committee

International Education Committee

McClain Scholarship Prize Committee

SOAR First-Year Seminar Instructor

La Florida – The Interactive Digital Archive of the Americas

2018-Present Academic Advisory Board

AWARDS

2018 Fairmont State University
Faculty Recognition Award (Nominated)

2014 The Ohio State University
Arts & Humanities Small Grant

2013 The Ohio State University
History Dept Retrieving the American Past Award

2012 The Ohio State University
History Dept Retrieving the American Past Award
History Dept Ruth Higgins Award

2011 The Ohio State University/US Dept Education
Foreign Language and Area Studies Fellowship - Quechua

2010 The Ohio State University
History Dept Summer Research Award

2009 University of North Florida
Graduate Scholars Research Award

2008 University of North Florida
Graduate Scholars Research Award

LANGUAGES

English, Spanish, German, Quechua

MEMBERSHIPS

American Historical Association

Conference on Latin American History

American Society for Ethnohistory

Rocky Mountain Council for Latin American Studies

Southeastern Council of Latin American Studies

Flaired contributor to R/AskHistorians

H-Latam

H-War