



**Florida Atlantic University
Academic Program Review
Self-Study Report**

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A. Mission and purpose of the program.

The Department of History contributes to FAU's mission in many ways, but particularly through supporting increased access to degrees. It offers both the BA and MA in History, with particular strengths in American History, European History, Latin American History, Asian History, African-American History, Atlantic World History, and Women's History, while offering tracks in Religious Studies and British Studies. All of these courses add to the College's interdisciplinary initiatives in Ethnic Studies; Women, Gender and Sexuality Studies; Peace, Justice and Human Rights; Asian Studies; Classics; Environmental Studies; and Caribbean and Latin American Studies.

The Department is the major foundational discipline for the BA degree in Social Science Education, and it offers courses for this degree and the History BA at three FAU campuses. At both the graduate and undergraduate levels, the Department provides History majors with a broad-based content major that stresses critical thinking, research and writing. The department has a faculty of researchers/teachers who are creative and active scholars, and who offer distinctive classroom and co-curricular experiences to their students. All tenured and tenure-track faculty members bring the benefits of their research expertise to students on all levels, from lower-division surveys to upper-division and graduate courses. A vast majority use electronic media or web assistance in their classes, and an increasing number of colleagues are offering courses online.

In the context of the FAU Mission and Strategic Plan, the FAU History Department programs and initiatives comport with a number of key goals and objectives. In the FAU 2015-2025 Strategic Plan for the Race to Excellence, the department intersects with several Platforms. In both its hiring practices, and in the courses that faculty members teach, "building institutional cross-cultural competencies" are running concerns and key elements in the department's commitment to **Diversity**. The same can be said for the **Peace, Justice and Human Rights** initiative, as several faculty members are PJHR Associates, teach relevant courses, and serve on committees and as staff members, all in an effort to "promote tolerance and understanding of diverse cultures." One department member, Dr. Douglas McGetchin serves as the initiative's Associate Director, and is particularly committed to programmatic development. Another History Department faculty member, Dr. Evan Bennett, heads up the **South Florida Culture** initiative. He and other History colleagues teach courses on Florida history and Florida environmental history, while also engaging local and international partners in the area, resulting in a fruitful exchange of creative ideas for future projects that tackle some of South Florida's most pressing issues. As for **Undergraduate Research and Inquiry**, the History Department sets both a high premium and rigorous standard for undergraduate research by requiring original scholarship in upper-division methods and seminar courses, while also promoting the completion of honors theses under the mentorship of prestigious faculty scholars.

The department also contributes to the State University System's Board of Governors' (SUS BOG) Mission that state universities provide undergraduate and graduate "education, research,

and public service of the highest quality, . . . each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.” South Florida is the most diverse area of Florida and FAU has one of the most diverse student populations in the country. The History Department serves these constituencies well by offering a curriculum that educates students about the history of various cultures and how this knowledge connects them to the interdependent world in which they live today. The BOG strategic plan, 2025 Vision, emphasizes performance-based metrics that call for excellence, productivity, and strategic development in teaching and learning, scholarship, research and innovation, and community and business engagement.

FAU’s History Department provides academic programs of the highest quality at both the graduate and undergraduate level. It has superb teachers, several of whom have won prestigious teaching awards, including Dr. Stephen Engle, winner of the student-chosen, Distinguished Teacher of the Year in 2016. Faculty members have published on effective pedagogy and/or been spotlighted on platforms of national and international preeminence, such as C-SPAN. In addition, two history faculty members, Dr. Engle and Dr. Patricia Kollander, have served as Master Teachers for the university. The curriculum has also been revised to provide programs that meet today’s student needs and challenges for the future.

Through the use of advising Flight Plans, an increasing number of our students graduate in four years and either go onto graduate school or find gainful employment. The Department’s scholarly reputation has continued to grow with the hiring of talented faculty from top universities over the past few years, including Harvard University, Princeton University, Indiana University, and Temple University. The trail of faculty publications, often winning awards, has also grown, as has the procurement of outside grants and fellowships. Two faculty members, Dr. Douglas Kanter and Dr. Ben Lowe are members of the prestigious Royal Historical Society, made up of top historians in and outside of the United Kingdom. As to community engagement, history faculty members regularly serve in leadership roles in professional societies, including some that are local, while also frequently speaking to local groups on relevant historical projects. Others engage in public service, as members of local boards or volunteers in community and religious groups.

B. Date and description of last external (i.e. accreditation) review, if applicable, and last review of this program.

Since the last History Department program review, which took place in 2012, some major changes have been made as sufficient resources became available. The initial review’s action plan included timelines for goals to be accomplished within a couple of years. Due to administrative and budgetary challenges, however, some of those recommendations have not yet been accomplished:

Recommendation 1 called for the reinstatement by 2014 of two tenure-track lines that had been lost in the recent past. While these lines have still not been recovered, the department did have five faculty take jobs at other universities and these positions were replaced.

Recommendation 2 called for a review of both the undergraduate and graduate curricula to determine if modifications should be made to better focus it. Both programs were reviewed and several changes made. The BA program introduced Flight Plans to help with advising, several new courses were added to increase depth and appeal for majors, exit surveys now provide student feedback on the major, and the HIS 2050: Writing History course is an alternative to the ENC 1102 freshman-level writing course, and enables us to teach writing and critical thinking skills to students in their first year. The graduate program has advanced a 4+1 accelerated MA degree that allows students to complete both degrees in five years. The qualifications for the thesis option have also been tightened.

Recommendation 3 called for a study to determine if the history major should continue to be offered on the Davie and Jupiter campuses. After a careful review it was determined that enrollments have dropped on the Davie campus as more students prefer to drive a bit longer and take all of their courses for the major in Boca Raton. The major being no longer sustainable in Davie, the two faculty members assigned there were moved to the Boca Raton campus while still teaching courses regularly in Davie. The jury is still out on the Jupiter campus as it is undergoing many changes as it moves towards becoming more STEM-oriented. At present though, with only one faculty member assigned to this campus, it appears we will have a long-term struggle with maintaining enrollments on that campus. That being said, Provost Danilowicz and President Kelly have reprioritized these campuses which may lead to increased growth and greater course offerings.

Recommendation 4 called for a study of enrollment caps so as to ensure more writing in history courses. To facilitate this goal, most upper-division courses are now capped at 35 students, and the Gordon Rule, Writing Across the Curriculum lower-division classes are usually maxed out at 22-25 students. Seminars are capped at 18.

Recommendation 5 called for studying graduation trends to determine how we might increase graduation rates. This could involve analyzing advising, scheduling, and course availability. The department has made achieving this goal a high priority, especially since it is also a metric established by the Board of Governors. We coordinate much more closely with University Advising Services as well as our college advising office. We have a Director of Undergraduate Studies who meets with majors individually to help them complete the necessary requirements, so they can graduate expeditiously. The Chair has reformed the schedule so that the needed courses are offered at optimal times and enough of these courses are available to meet the four-year Flight Plans.

In reviewing the items on the action plan that came about from the last program review, progress has been less rapid in achieving some of these goals, often due to budgetary restraints and administrative changes.

As for the first recommendation, we still need the two replacement positions in Modern French/Francophone History, and LGBTQ/Public History (replacing Dr. Leslie Derfler and Dr. Harry Kersey). Requests for these two positions have been made each year but permission to conduct the requisite searches has not been forthcoming until this semester when approval was given for the Department to search for a LGBTQ/Public History historian who would share a joint appointment with the Center for Women, Gender and Sexuality Studies (WGSS).

The absence of the French/Francophone position has hurt both our undergraduate and graduate programs but especially the latter. For a university the size of FAU not to have a full European history specialization has been detrimental to preparing students for doctoral study. The MA curriculum has also suffered with the absence of adequate course offerings in European history because of a lack of faculty with this specialization. Public history is also a great need since most of our majors do not go on to teaching or other academic careers. We have great opportunities for internships, many of which have placed students in permanent jobs, but need sufficient faculty resources to build the program. We also don't have anyone teaching in the field of LGBTQ history which is unsustainable for a university of FAU's size. The department has been putting in requests for these positions every year and was are happy that one of them has now been granted.

The second recommendation has faltered due to the lack of adequate resources. We are still in desperate need of at least one or two permanent full-time instructors, so we can provide the needed sections of our Intellectual Foundations Program (IFP) and Writing Across the Curriculum (WAC) courses. Graduate stipends have also been largely stagnant for the past 20+ years, which has caused real harm to the graduate program as many qualified students who would like to enter our M.A. program and serve as teaching assistants choose programs at other universities where they receive much more in financial assistance and benefits. The Department continues to plead for our graduate students every year and to put in requests for instructors. This past year, however, because the need is so critical, the department squeezed its budget so as to be able to give our TAs an additional \$1,000 per year.

The questions surrounding the third recommendation regarding the potential of offering the major on the Davie and/or Jupiter campuses center on the future of the Jupiter campus. Even if student enrollment expands as intended over the next few years, additional resources would most likely be best allocated to needs on the Boca Raton campus where curriculum delivery is most vulnerable. The department will address this need as the future of the Jupiter campus becomes better known.

Currently, there are no outstanding issues with the fourth recommendation.

To meet the fifth recommendation, we need to have more opportunities to advise students at the lower-division level, so we can mentor our majors more directly and encourage the best students to pursue the 4+1 accelerated BA/ MA degree. The Department will continue to work with University Advising Services to seek a solution.

C. Instruction

Bachelor of Arts (BA) in History

Goals for student learning

Students in history courses learn to think critically and how to collect and analyze evidence in order to understand the impact of events in a variety of contexts. They also learn how to think about major issues affecting human existence in broadly humanistic terms, rather than in narrowly technocratic ways. Over time, they become effective analysts who craft arguments that speak to broad audiences.

Specialization in history therefore provides excellent preparation for careers in many fields, including (but not limited to) law, journalism, business, education, politics, public policy and social activism. Professions and professional schools in today's world look for applicants who possess the skills of history majors, as they wish to employ those who have broad interests and backgrounds and analytical and verbal skills--rather than narrow field specialization.

The History Department includes highly recognized authors of scholarly books, essays and articles in American, European, Asian and Latin American history. Several faculty members have received teaching awards, and maintain a record of admirable service to the community and the profession. The remarkable generosity of department donors has led to the establishment of annual department symposia, which has brought top historians and history-making individuals to FAU, including Daniel Ellsberg, Madeleine Albright, David McCullough, Bob Woodward, Carl Bernstein and Michael Beschloss.

The Department offers programs leading to [Bachelor of Arts and Master of Arts](#) degrees, along with the [history minor](#), and concentrations in Religious History, British History, and soon, Legal History. The Department also offers an [internship program](#), which provides undergraduate and graduate students with opportunities to learn about careers in public history, including museums and historical societies.

Student Learning Outcomes Assessment (SLOA)

The Department of History undergraduate program goals and academic learning compacts are consistent with university assessment criteria. Learning compacts address areas including Content Knowledge (Declarative Knowledge), Content Knowledge (Research Skills, Technical Skills, Written and Oral Communication, and Critical/Analytical Skills).

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate that they have

learned the vocabulary and concepts specific to the discipline of history. In addition, they will demonstrate their knowledge of those political, social, legal, and economic theories that have impacted the discipline of history through various oral and written assignments.

CONTENT KNOWLEDGE (Research Skills; Technical Skills): Students will demonstrate the ability to conduct archival research utilizing both primary and secondary sources. They will develop procedural and technical skills involved in historical research, such as library research, oral history, book review writing, and proper citation forms. Students will demonstrate their ability to construct bibliographical and historiographical essays, book reviews, annotated bibliographies, and research papers.

Every student majoring in history must successfully complete HIS 3150 (Introduction to Historical Studies). The types of assignments used in HIS 3150 that assess content knowledge include book reviews, bibliographic essays, historiographic essays, and research papers. Students in HIS 3150 will also submit a course portfolio of work that should demonstrate proficiency in research skills and technical skills.

COMMUNICATION (Written Communication; Oral Communication): Students will produce well-organized, well-conceptualized and grammatically-correct writing required to be accomplished in the discipline of history. They will also demonstrate knowledge of the Chicago Manual of Style in their written assignments. Students will also demonstrate effective oral communication skills by presenting a portion of the written work to other students in the class and to the professor.

In the required HIS 3150 and HIS 4935 seminars, students will produce research papers, book reviews, historiographical essays, and bibliographical essays that will be assessed for communication skills. Students may also write in-class thesis-driven essays under time constraints in response to selected questions. Student writing is expected to reflect organizational, analytical, and interpretative skills in the presentation of historical evidence. In the HIS 3150 and HIS 4935 seminars, students will also demonstrate effective communication skills by making oral presentations of their written research.

CRITICAL THINKING (Analytical Skills): Students will engage in critical/reflective analysis and interpretation of materials derived from their independent research, use of primary documents, and assigned readings leading to the writing of a major paper in the discipline.

Faculty members who teach HIS 4935 (Senior Seminar) will evaluate student research papers using a four-point rubric that indicates each student's level of proficiency in analyzing and evaluating historical documents, and in comparing and contrasting (judging) historical issues, theories, and events. All students will be provided the standards (rubric) in each class as part of the syllabus, or in the instructions for the assignment.

Assessment of how well students are achieving expected learning outcomes

For the B.A. program the department assesses annually how well students meet three outcomes that have been identified as measuring progress towards the Student Learning Outcomes. The following is a summary of gathered data and an assessment of the results of that data.

Outcome 1

Students will demonstrate that they have learned and can utilize the vocabulary and concepts specific to the discipline of history, and be familiar with major historiographical themes and how they draw upon other disciplines. They will demonstrate this knowledge through various oral and written assignments.

Implementing strategy: Every student majoring in history must successfully complete HIS 3150 (Historical Methods). All faculty members who teach this course must submit their syllabi to the department undergraduate programs committee for review. Any faculty member teaching this course will assess students on the same core outcomes. Evaluation of student work in this class is used to assess this performance outcome.

Assessment method: The types of assignments used in HIS 3150 that assess content knowledge and historiography include book reviews, bibliographic essays, historiographic essays, and research papers.

Criterion for success: Faculty teaching these courses will use a scoring rubric to assess the quality of the written work (see Appendix A). The rubric is tied to the grades students receive in the course. Attention is given to written work matching department competency outcomes for the course.

Outcome 2

Students will have the ability to conduct historical research in accordance with professional methods, utilizing both primary and secondary sources. They will develop procedural and technical skills involved in carrying out historical research, such as developing research topics, finding sources, taking and organizing research notes, writing up research, developing bibliographies, using proper citation forms (*Chicago Manual of Style*), developing interpretations, making contributions to historical knowledge, presenting research results, and knowing how to make and accept critiques of research.

Implementing strategy: Every student majoring in history must successful complete the course HIS 3150 (Historical Methods). All faculty members who teach this course will assess students on the same core outcomes.

Assessment method: Students in HIS 3150 will be expected to demonstrate proficiency in the historical process through their written work for the course. Through an examination

of student work the instructor of record will assess student success in mastering the various stages involved in historical research.

Outcome 3

Students will demonstrate well-organized, well-conceptualized and grammatically-correct writing consistent with history disciplinary standards. In the process they will demonstrate knowledge of the *Chicago Manual of Style* in their written assignments.

Implementing strategy: In HIS 3150 and HIS 4935 seminars required of all history majors, students must produce research papers, book reviews, historiographic essays, and annotated bibliographies that will be used to assess student writing skills. In addition, in several 3000-level and 4000-level courses, students write thesis-driven essays that are expected to reflect organizational, analytical, and interpretative skills in their written presentation of historical evidence.

Assessment method: Faculty teaching HIS 3150 (Historical Methods) and HIS 4935 (Senior Seminar) will use a similar standard (e.g. rubric) for assessing the quality of written work.

Criterion for success: Students who do not demonstrate written communication skills in HIS 3150 and HIS 4935 will not pass the class. At least 80% of the students should present writing that satisfies all the faculty criteria.

Description of how results of assessments are used for continuous program development.

For the B.A. program in History, information gathered from assessments are reviewed by the Chair and the Undergraduate Program Director, who then make recommendations that are considered by the department Undergraduate Programs Committee. The UPC then makes recommendations to the Department for action. In the past this has led to ongoing revisions to the outcomes expected of students taking HIS 3150: Historical Methods. Since HIS 3150 and HIS 4935 are also Writing Across the Curriculum (WAC) courses, the Department also reviews the periodic assessments of the successes and “need for improvement” in these classes (and others) conducted by the university writing center. We will continue to review and monitor class assignments to see if they are making adequate progress in meeting the outcomes set down in the three objectives which are tied to the SLOAs.

Review of lower-level prerequisite courses to ensure that the program is in compliance with state-approved prerequisites for baccalaureate programs.

The following are the lower-level prerequisite courses for the baccalaureate program in History at Florida Atlantic University. Each of these courses is in compliance with state-approved prerequisites.

WOH 2012: History of Civilization I (IFP/WAC)

WOH 2022: History of Civilization II (IFP)

AMH 2010: U.S. History to 1877 (IFP)

AMH 2020: U.S. History since 1877 (IFP)

These courses are recognized in the Common Prerequisites Manual (CPM) maintained by the State of Florida. Students who take them or their equivalents at state colleges or other state universities can transfer them into our program. Students who transfer to FAU but have not met the prerequisites are able to complete them in the History Department. In certain instances, the course numbering of prerequisites does not coincide between the state colleges and FAU, so careful attention in advising is required for each student who transfers into FAU.

Limited Access Programs Review: Not applicable.

Admissions Criteria

The State of Florida maintains the following policy with respect to admission to state universities, including FAU, regardless of major:

“Admission to a state university in Florida is processed totally at the university. Universities base their admission criteria on minimums set by Florida Board of Governors Regulations however, they may establish higher standards. As a result of the institutions' space, faculty, resources, and policy limitations, a number of qualified students may, out of necessity, be denied admission to one or more of the state universities, but may be accepted for admission to others. High school students should work with guidance counselors to find the best fit for their educational needs and qualifications.”

Admission of students to FAU who major in History is therefore in compliance.

Enrollment Information (Headcount and Student Credit Hour [SCH] Production)

Headcount and SCH in the undergraduate program, 2011-18

Year	Lower-division SCH	Upper-division SCH	Total
2011-12	7002	5586	12588
2012-13	7098	5123	12221
2013-14	6204	4718	10922
2014-15	5550	4640	10190

2015-16	6235	3956	10191
2016-17	6859	3738	10597
2017-18	7161	3365	10526

Source: IEA interactive reporting

Average class sizes and faculty/student ratios in FAU lower- and upper-division history courses, 2011-18

Year	Average class size—lower-division history courses	Average class size—upper-division history courses	Faculty-student ratio—lower-division history courses	Faculty-student ratio—upper-division history courses
2011-12--Boca	44	37	84	34
--Davie	-	24	-	34
--Jupiter	-	17	-	15
2012-13--Boca	50	30	109	28
--Davie	-	26	-	41
--Jupiter	6	17	5	14
2013-14--Boca	45	28	52	26
--Davie	-	16	-	16
--Jupiter	8	14	11	9
2014-15--Boca	42	28	40	25
--Davie	-	19	-	13
--Jupiter	6	10	4	12
2015-16--Boca	39	25	50	21
--Davie	-	23	-	23
--Jupiter	-	3	-	3
2016-17--Boca	41	22	46	21
--Davie	-	19	-	12
--Jupiter	15	11	7	12
2017-18--Boca	40	24	48	21
--Davie	-	17	-	15
--Jupiter	7	9	4	2

Source: IEA interactive reporting:

Curriculum, including duration of program and comparison to peer programs (including aspirational peers and SUS).

All baccalaureate degrees at FAU require a minimum of 120 credit hours, of which 45 must be upper-division and at least 30 taken at FAU. History majors are required to complete

successfully, with a grade of “C” or better, 42 hours (14 courses) in History. Of these, six courses are required for all majors:

WOH 2012: History of Civilization I (fulfills IFP Global Citizenship, and WAC/Gordon Rule requirements)

WOH 2022: History of Civilization II (fulfills IFP Global Citizenship requirement)

AMH 2010: US History to 1877 (fulfills IFP Society and Human Behavior Group B requirement)

AMH 2020: US History since 1877 (fulfills IFP Society and Human Behavior Group A, and Civics Literacy requirements)

HIS 3150: Historical Methods (fulfills WAC/Gordon Rule requirements)

HIS 4935: Senior Seminar (fulfills WAC/Gordon Rule requirements)

In addition to these courses, History majors are also required to take the following distribution of upper-division courses from a very extensive and varied curriculum (See Appendix B):

6 credits in U.S. History

6 credits in European History

3 credits in World History

3 credits in Latin American History

6 credits in History electives (some are cross-listed with Jewish Studies)

Students who declare the History major during their first year are also strongly encouraged to take **HIS 2050: Writing History** as a substitute for ENC 1102: College Writing 2, the second required composition course, traditionally offered by the English Department. This WAC/Gordon Rule course also fulfills the IFP Written Communication requirement.

Students completing the BA in History can also achieve a concentration in either [British History](#) or [Religious History](#), that will be noted on their transcripts. The Department is also in the final process of adding a concentration in Legal History, based on student interest and faculty expertise (see Appendix C).

After earning at least 60 credits, History majors with high GPAs (3.2 overall/3.5 in the major), and grades of “B” or higher in both Historical Methods (HIS 3150) and Senior Seminar (HIS 4935) may be admitted to the honors track to work with a faculty mentor on a senior thesis (HIS 4970), upon approval of the faculty member and Department Chair.

Students not majoring in History may earn a [History minor](#) by following one of two tracks, each of which requires taking 18 upper-division History credits and receiving a grade of “C” or better.

FAU's BA program compared to SUS peer institutions and out of state aspirational R1 peer institutions

SUS or Peer University	Total	History credits required for the major	Capstone courses	Online BA?
FAU	120 cr. Total/45 at upper division/30 cr at FAU	42 hours	2: Methods and Senior Seminar	no
FIU	120 total credits (including all accepted transfer credits), at least 48 of which must be upper division, also Foreign Language requirement, and complete two Global Learning courses.	36 hours	Methods and Senior Seminar required <u>only</u> for honors students with 3.5 overall GPA	yes
UF	120 cr.	36 hours	2: Methods and Senior Seminar	no
FSU	120	39 hours	Senior Seminar	
GEORGE MASON	120	36 credits within the major with at least 18 credits at the 300 and 400 levels.	2: Methods and Senior Seminar	no
GEORGIA STATE	120	36	2: Methods and Senior Seminar	no
UCF	120	39	2: Methods and Senior Seminar	yes
USF	120	35—9 hours LD, 15 hours UD plus capstones	3 capstones—Methods and 2 pro-seminars	no
UNIV of TX ARLINGTON	120	36—12 hours LD	Methods	no

SUS or Peer University	Total	History credits required for the major	Capstone courses	Online BA?
VIRGINIA COMMONWEALTH UNIV	120	36	2: Methods and Senior Seminar	no

Note: 7 out of 10 of SUS and out of state peer aspirational institutions require 6 or more hours of capstone courses. Of the 10, FAU requires the most in terms of overall credits in history. The other institutions have reduced one or more of the lower division survey requirements.

Description of Internships, Practicum, Study Abroad, Field Experiences.

The [Internship program](#) of the History Department is designed to place students in historical societies, museums or other historically-related facilities where they can learn how the organization works, and then take their historical skills and practice their craft.

Each organization understands that this is not free labor, coming in to clean bathrooms or dust exhibits. Instead we want students to learn about the operation of a museum or historical society, to spend some time shadowing some of the personnel and to give to the organization their skills. Intern managers work hard to provide the students with projects of interest that can be completed during the course of the semester. The internship director, Dr. Sandra Norman, maintains regular contact with supervisors, and students send her weekly journals. In addition, she conducts Canvas open discussion pages, throwing out starter questions for students aimed at initiating conversations across museums. At the end of the semester, students will send the director a short essay detailing their experiences. Dr. Norman usually visits them on-site and receives reviews from their supervisors.

Museums with which the History Department has had long-standing contacts:

Historical Society of Palm Beach Debi Murray, Curator of Collections

The historical society has used interns for years. In fact, four current employees of the society started as interns. Interns work on upcoming exhibits, archive collections, produce background research on projects, or write for the historical society's publications. The staff is exceptional in providing hands-on training and giving students projects that can be completed in time and which show well on their resumé's. Several our students were hired for permanent positions after completing their internships.

Boca Raton Historical Society Sue Gillis, Archivist

Sue has degrees in archives and museum studies and loves to serve as an educational mentor for our students. Like the HSPB, students working for BRHS are given concrete projects which they can finish, and which look good on their resumé's. As a smaller organization students get a more intimate look at how a society functions. She has hired our students in the past.

Stranahan House, Ft. Lauderdale
Deb Woods, Records and Collections Manager

We redeveloped this relationship a couple of years ago and it has worked out very well. Another small organization, so appreciative for the help, they go way out to make sure students learn everything about how they work and operate. Our last intern there was so popular with the staff that they may have an opening coming up, and if so, plan to offer him the job. It would start out as a part-time position, but it would employ another one of our students in the field and provide invaluable experience.

Ft. Lauderdale Historical Society
Chris Barfield, Curator

Another great place for our interns to work. Chris really understands the goals of the internship program and makes sure each student gets a project that can be completed during the semester. He works closely with the students and is a real mentor.

Jupiter Lighthouse
Josh Liller, Education Director

Josh is another history intern graduate who was hired by the museum where he interned. We have placed north county interns there off and on for years, and they provide an excellent opportunity for students to work behind the scenes in the museum, and conduct tours to the top of the lighthouse. Our third student was hired there this Spring.

City of Plantation Historical Museum
W. Feeley, Board Member

This is a very small but active museum in Plantation. They have been involved in a number of archaeology projects in the area and we have had students interested in archaeological interpretation working with them. History majors have been working to organize their collections.

Delray Beach Historical Society
Cason Cottage
Winnie Edwards, Director

Dottie Patterson was the face of Delray Beach history for years, and took wonderful care of our interns. Her retirement a couple of years ago left a real hole, but Winnie Edwards, who

recently became Director, wants to start this back up. We will have a student there in the Spring 2019 semester. Winnie and Dr. Norman met several times in the Fall 2018 term to talk about all the possibilities.

Spady Museum and Heritage Center
Charlene Farrington, Director

We had our first formal internship at the Spady Museum last summer, and Charlene still has her hooks in the student intern, which is a wonderful thing for both. I have begun working closely with the Spady. Professors Derrick White, Evan Bennett, and Sandra Norman are listed on a Florida Humanities grant to Spady for research and so as to write a history of the opening of the Delray Beach beach. Recently, Dr. Norman conducted a 2 ½ hour workshop on doing oral history for the group.

Special Collections, Wimberley Library, FAU
Vicki Thur, Collections Manager

Our relationship with the library goes back to the beginning of the internship program, and with the addition of the Marvin and Sybil Weiner “Spirit of America” Collection it has exploded in activity. Vicki and Theresa Van Dyke, associate collections specialist, have both their BA and MA in History from the department. Both also have the MLS degree so they are especially good at mentoring students trying to decide how to develop their public history skills. Our students have worked on many different kinds of projects, from cataloging, transcribing, research and exhibit design and construction. Two interns have been hired.

Cuban Heritage Collection
University of Miami

Through the entrée of Dr. Graciella Cruz-Taura we have placed a number of students in the Cuban Heritage Collection. They are very focused on cataloging new materials, but also love to “teach the collection” to students. Thus a number of students have worked at the site and then gone on to use the site for their own undergraduate and graduate work.

History Miami
Rebecca Smith, Head of Collections

While we are not regularly putting students here, they provide great services for our students. When we have a student who wants to look at early Florida this is a terrific placement.

Old Davie Schoolhouse Museum
Kim Weismantle, Director of Education
Davie, Florida

A new favorite of our Broward-based students, the museum consists of the original schoolhouse as well as several homes moved to the grounds. Students have worked on 100th anniversary projects for the town, exhibit design, summer camp projects, archival work, oral histories. Kim does a terrific job of introducing students to all aspects of museum work.

National Navy Seal Museum

Vero Beach, FL

Ruth McSween, Curator

Ruth was an undergraduate history major who went to England for her MA in Museum Studies. She welcomes students who want to make the trip up to Vero Beach to intern. It is a particularly important site for our veterans who are coming back to school and majoring in history.

Interns by Semester

Spring	2011	2 undergraduate
Summer	2011	1 undergraduate
Summer	2012	7 undergraduate
Fall	2012	5 undergraduate
Spring	2013	5 undergraduate
Summer	2013	5 undergraduate
Fall	2013	4 undergraduate
Spring	2014	2 undergraduate
Summer	2014	5 undergraduate
Spring	2015	2 undergraduate
Summer	2015	5 undergraduate
Fall	2015	2 undergraduate
Spring	2016	3 undergraduate
Summer	2016	7 undergraduate
Fall	2016	1 undergraduate
Spring	2017	5 undergraduate
Summer	2017	7 undergraduate
Fall	2017	1 undergraduate
Spring	2018	1 undergraduate
Summer	2018	4 undergraduate

Field Experiences

In Fall 2018, the History Department first offered its new Historic Preservation class (HIS 4930), which pioneered a field experience in the Floresta Architectural District of Boca Raton. The district was nominated by former FAU History professor, Dr. Donn Curl in 1986, and updated once in 2003. Students learned how to download the Florida Master Site File Forms, access the Palm Beach County Property Appraiser Site, and how to input materials into the form. In early November they walked the streets, met with owners and confirmed the information gathered. That material will be presented to the Landmarks Commission of the City of Boca Raton and to the State Department of Historic Resources in Tallahassee.

Dr. Evan Bennett is looking to conduct a trip with his Florida environmental history class next fall to the FAU Riverwoods Field Lab on the Kissimmee River where they would take a boat trip to examine the effects of the Army Corps of Engineers mid-century straightening on the ecosystem. He is checking to see if he can add a service learning component to the class. He hopes that by showing where history matters in “real world” settings, some of these students will choose to become history majors.

Dr. Bennett is also seeing if a trip to FAU’s Harbor Branch campus for his maritime history class next semester might be workable. He has a unit in the course on the history of marine exploration/science and thinks this would be a great experience for them. He has a contact at that campus who has agreed to host the class for a day. He is currently trying to work out all of the logistics.

Pedagogical Innovations during Program Review Period.

New lower division courses—HIS 2050 and HIS 2934

As part of an effort to draw in history majors, the department has been regularly offering a lower-division course, Writing History (HIS 2050) since Fall 2014. Students can take this course as an official substitute for College Writing II, ENC 1102 (prerequisite ENC 1101: College Writing I). HIS 2050 is a Writing across the Curriculum (WAC) course that introduces students to the discipline of History by working with them on developing their skills in critical thinking, reading and writing. The focus is on historical inquiry and the production of clear, effective written prose. The department has been regularly offering three sections of this course per semester since Fall 2016.

The department has been advised by University Advising Services to offer additional lower-division courses to give more choices to first and second-year students who either have not as yet declared their majors or have to fulfill lower-division elective requirements. To meet this need the History Department will begin offering the lower-division course, HIS 2934: Topics in

Historical Investigation, in the Fall 2019 semester. The topics will vary depending on the instructor teaching the course. The first will be on Florida Environmental History, and the plan is to offer at least one per semester from then on.

New concentration in the major: legal history

The department currently offers majors the opportunity to concentrate in either British History or Religious History. In 2018, after review of a survey of exit interviews of graduating majors showed that many wish to pursue a law degree after graduation, the Department decided to develop a concentration in Legal History. Since many history courses already deal heavily with the law in some form, few new courses needed to be added to this particular curriculum. The concentration is in the final stages of the approval process and should be in operation by the Fall 2019 (see Appendix C).

As the History Department continually reviews its course offerings, especially as faculty leave and new faculty are hired, since the last program review the follow new upper-division courses have been added to the curriculum:

- AMH 3371: American Capitalism since 1890
- AMH 3500: Work and Workers in US History
- AMH 4110: Colonial Encounters in America
- AMH 4307: Social History of Early America
- AMH 4315: History of US Drug and Alcohol Use
- AMH 4611: American Sports History
- AFH 4930: African Diaspora History
- ASH 4603: Zen and Buddhism
- HIS 3270: History of Human Rights

There are also the following new courses in the process of being added:

- History of Law in America
- History of Prisons in America
- U.S. Constitutional History
- History of Violence in America
- History of Science
- Historic Preservation

In addition, the department is gradually added more online course options.

Expansion in offering of online courses since 2011:

Year	# of online courses	Name of course(s)	Name (s) of instructors
2011-12	1	History of Florida	E. Bennett

2012-13	5	History of Florida, U.S. to 1877 (2 sections)and U.S. since 1877 (2 sections)	E. Bennett, B. Dunne, M. Nicholas,
2013-14	3	U.S. to 1877 (2 sections)and U.S. since 1877 (1 section)	M. Nicholas, B. Dunne
2014-15	0		
2015-16	4	U.S. to 1877 (2 sections)and U.S. since 1877 (2 sections)	B. Dunne
2016-17	8	U.S. to 1877 (2 sections)and U.S. since 1877 (2 sections), WOH 2022 (3 sections), PAX 3001 (1 section)	B. Dunne, C. Dunlea, D. McGetchin
2017-18	10	U.S. to 1877 (2 sections)and U.S. since 1877 (2 sections), WOH 2022 (4 sections), PAX 3001 (1 section), LAH 4480 (1 section)	B. Dunne, G. Cruz-Taura, C. Dunlea, D. McGetchin

Institutional contributions

As noted, the Department contributes many courses to the university-wide Intellectual Foundations Program. All entering freshmen, transfer students with less than 30 credits, and transfer students who have not earned an AA Degree must fulfill the University's IFP requirements as part of their pursuit of the baccalaureate degree.

While the classes do not necessarily relate to the major, they do provide a foundation of knowledge that all well-educated students should possess. The IFP is composed of a total of 36 credit hours: **6** hours of Foundations of Written Communication; **6** hours of Foundations of Society & Human Behavior; **6** hours of Foundations of Science & the Natural World **6** hours of Foundations of Mathematics & Quantitative Reasoning; **6** hours of Foundations of Global Citizenship; **6** hours of Foundations of Humanities

History offers 5 courses in 3 areas of the Intellectual Foundations Program:

Foundations in Global Citizenship

WOH 2012 History of Civilization I (WAC)

WOH 2022 History of Civilization II

Written Communication

HIS 2050 Writing History

Foundations of Society and Human Behavior

AMH 2010 US to 1877

AMH 2020 US since 1877

Inter-professional education efforts

History regularly cross-lists courses with Jewish Studies that count towards the BA in Jewish Studies and towards the History major or minor. These courses include:

- Ancient Israel (JST 4424)
- Classical Jewish Civilization (JST 3403)
- Medieval Jewish History (JST 4430)
- The Dead Sea Scrolls (JST 4144)
- The Jews of Spain and the Middle East (JST 4417)
- The Holocaust (JST 4701)
- Modern Jewish History (JST 4450)
- American-Jewish History, 1492-1990 (JST 4415)
- History of Zionism and the State of Israel, 1880-1990 (JST 4425)

History courses also count towards completion of several certificate programs in the College of Arts and Letters:

Asian Studies --up to 9 credits of ASH courses count towards the certificate; the department offers 2-3 ASH courses per semester

Caribbean and Latin American Studies: The following LAH courses count towards the certificate: Colonial Latin American History (LAH 3100); Latin American Independence, (LAH 3133); Modern Latin American History (LAH 3200); History of Mexico (LAH 4430); History of the Caribbean (LAH 4470); History of Cuba (LAH 4480); Women in Latin American History (LAH 3271) and Special Topics in Latin American History (LAH 4930)

Classical Studies: EUH 4403 Greek Civilization; EUH 4411 Roman Civilization; and HIS 3432: History of Christianity to 1500

Ethnic Studies: AMH 3530 (Immigration history); Class, Gender, and Race in the American Community Since 1900 - (AMH 4318); African-American History to 1954 - (AMH 4570); American Indian History - (AMH 4580) ; The Civil Rights Movement - (AMH 4575); History of the Caribbean - (LAH 4470); Islamic History - (ASH 3222); Peoples of the Middle East - (ASH 3230) ; Slavery in the New World (HIS 4451); Women in Asian History - (ASH 3384)

Jewish Studies: Ancient Israel (JST 4424); Medieval Jewish History (JST 4430); The Jews of Spain and the Middle East (JST 4417); Hitler and Nazi Germany (EUH 4465); The Holocaust (JST 4701); Modern Jewish History (JST 4450); History of American Immigration and Ethnicity (AMH 3530); American-Jewish History, 1492-1990 (JST 4415); History of Zionism and the State of Israel, 1880-1990 (JST 4425); History of Anti-Semitism (JST 3408); Religion in America (AMH 4620)

Peace, Justice and Human Rights: PAX 3001: Introduction to Peace Studies; EUH 4684: History of European Sexuality; HIS 3270: History of Human Rights

Women, Gender and Sexuality Studies: Women in Asian History - (ASH 3384); Women in European History (EUH 3619); History of U.S. Women AMH 3560; EUH 4684: History of European Sexuality

Student Profile

Student Diversity and Demographics

Student Profile: Gender and Ethnicity

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount	291	264	247	234	231	180	153
#/% Female % FAU	112/38% 57%	92/35% 57%	97/39% 57%	85/36% 57%	81/35% 57%	60/33% 56%	56/37% 57%
#/% Male % FAU	179/62% 43%	172/65% 43%	150/61% 43%	149/64% 43%	150/65% 43%	120/67% 44%	97/63% 45%
American Indian or Alaska Native % FAU	0/0.0% 0.2%	1/0.3% 0.2%	1/0.4% 0.2%	0/0.0% 0.2%	0/0.0% 0.2%	1/0.6% 0.2%	0/0% 0.1%
Asian % FAU	8/3% 4%	5/2% 4%	4/2% 4%	2/1% 4%	3/1% 4%	2/1% 4%	3/2% 4%
Black or African- American % FAU	21/7% 19%	17/6% 19%	19/8% 19%	29/12% 20%	28/12% 20%	21/12% 21%	14/9% 21%
Hispanic or Latino % FAU	58/20% 23%	64/24% 24%	57/23% 25%	46/20% 26%	47/20% 26%	43/24% 27%	36/24% 27%
Nonresident alien % FAU	2/0.6% 1%	1/0.3% 1%	0/0.0% 1%	2/0.8% 2%	1/0.4% 2%	0/0.0% 3%	1/0.6% 3%

Race and Ethnicity Unknown % FAU	2/0.6% 0.4%	0/0.0% 0.8%	3/1% 1%	2/0.8% 0.9%	3/1% 0.9%	1/0.6% 0.7%	1/0.7% 0.8%
Two or More Races % FAU	6/2% 2%	9/3% 3%	2/0.8% 3%	3/1% 3%	5/2% 4%	7/4% 4%	4/3% 4%
White % FAU	194/67% 50%	167/63% 48%	161/65% 46%	150/64% 44%	144/62% 43%	105/58% 41%	94/61% 40%

Scholarly Activity

Historical research, writing and publication are largely individual enterprises. History majors contribute to historical scholarship through the research papers they write in their classes, which require that the students make a unique contribution to knowledge. More advanced work is produced through the Senior Seminar course, and especially in the completion of an honors thesis. Over the past several years the department has been more deliberate in recruiting exceptional students to complete a senior honors thesis. The numbers have gradually grown as a result. These students work with a faculty advisor who approves the final paper along with a second reader and the Department Chair. A copy of the thesis is then deposited in the department seminar room. Most recently, a few students have had their research published in the university's *Undergraduate Research Journal* as well as other publications. Just this month, one student had an article accepted for publication in the *Florida Historical Quarterly*, the top journal on Florida history.

Number of Students Receiving Scholarships and Assistantships

Donor-funded Student Awards and Scholarships

Seven undergraduate awards were available to history students at the time of the last program review in 2011. Five more were added since that time. Each year, if there is a qualified candidate, one student is the recipient of each of the following awards or scholarships:

Martin and Sylvia Shaw History Scholarship – A monetary award for a history major with academic merit and financial need. The award will be applied to tuition and fees. Students must enroll following receipt of the award.

Martin and Sylvia Shaw Award for Best History Essay – A monetary award for the best essay/paper from an undergraduate history major.

Traci Jill Edelman Memorial Award in History – A monetary award given to an outstanding sophomore or junior history major.

Traci Jill Edelman Award in History of Women, Gender of Sexuality for a History Major – A monetary award presented to history major who is also enrolled in the Women, Gender and Sexuality Studies program.

Tracy Jill Edelman Memorial Award in European History – A monetary award to a history undergraduate student for the best essay/paper in European history.

Traci Jill Edelman Memorial Award in Latin American History – A monetary award for a history student based upon the best essay/paper in Latin American history.

Levinson Award in East Asian History – A monetary award for a History student based upon the best essay/paper in East Asian History.

Percy and Pauline Greenberg Memorial Award in History – A monetary award for an outstanding graduating senior history major.

The Marvin and Sybil Weiner Spirit of America Travel - Study Award – A travel-study award for an outstanding history major who will write a significant research paper dealing with early American history or European roots that had a direct effect on American history through 1865.

Harold L. Glasser Memorial Award – A monetary award to a history graduate or undergraduate student to support research activities related to the Harold L. Glasser Collection.

Ed and Jean SeGall Memorial Scholarship in Honor of Gary SeGall – A monetary merit-based award recognizing a freshman-level history major who has demonstrated both academic excellence and a passion for historical study.

Hugh W. Ripley Award – A monetary and book award to a student who has demonstrated their research skills in Historical Methods and Senior Seminar.

Advising Procedures

Prior to 2013, history majors and minors were mostly advised by the Department Chair. Since that time, the position of Director of Undergraduate Studies in History was created to handle advisement for majors and minors, and to work towards curricular improvements and increasing the numbers of majors.

Students are encouraged by College Advising to meet with the Director of Undergraduate Studies as soon as they have declared the history major or minor. The Director meets with the student at this time, and uses the Flight Plan (see Appendix D) developed by the department to map out their path to graduation in four years. The Director follows up through the Starfish advising portal, and at various times sponsors registration events for students to learn about

the history courses scheduled for the upcoming semester. Majors are strongly encouraged to meet with the Director again for a degree audit at the beginning of the semester when they intend to graduate. At this time, the students submit their application for the degree and are given an exit survey to complete. This survey informs the department about students' post-graduation plans, and their level of satisfaction with course offerings and advisement (see Appendix E). The Director sends several emails to all majors and minors throughout the course of the year encouraging them to get advisement when course registration opens, and to inform them about upcoming lectures and events of interest. The College Advising Office does the final degree certifications for majors, and the Director of Undergraduate Studies in History does the final certification of completion of the history minor.

The Director receives information about majors and minors from College Advising every semester. This information includes students' SCH earned to date and their GPAs. The Director uses this information to identify candidates for honors in the major and will soon be looking also for suitable prospects for the newly-established combined BA/MA program, which permits students to graduate in 5 years with a MA in history.

Retention/Progress Rates (2nd year retention/persistence rates of students with a Grade Point Average of 2.0 – FL SUS Metric #5)

Entering Cohort	1st Year Program	n	Progress Rate	Retention Rate
Fall 2011	Total	23	73.9%	78.3%
Fall 2011	BA History	21	81.0%	85.7%
Fall 2011	BA History British History			
Fall 2011	BA History Religious Studies	2	0.0%	0.0%
Fall 2011	BA History/Religious History			
Fall 2012	Total	25	68.0%	72.0%
Fall 2012	BA History	22	68.2%	72.7%
Fall 2012	BA History British History	1	100.0%	100.0%
Fall 2012	BA History Religious Studies	2	50.0%	50.0%
Fall 2012	BA History/Religious History			
Fall 2013	Total	16	68.8%	81.3%
Fall 2013	BA History	16	68.8%	81.3%
Fall 2013	BA History British History			
Fall 2013	BA History Religious Studies			
Fall 2013	BA History/Religious History			
Fall 2014	Total	10	80.0%	80.0%
Fall 2014	BA History	9	77.8%	77.8%
Fall 2014	BA History British History			
Fall 2014	BA History Religious Studies	1	100.0%	100.0%
Fall 2014	BA History/Religious History			

Fall 2015	Total	11	72.7%	72.7%
Fall 2015	BA History	11	72.7%	72.7%
Fall 2015	BA History British History			
Fall 2015	BA History Religious Studies			
Fall 2015	BA History/Religious History			
Fall 2016	Total	13	84.6%	84.6%
Fall 2016	BA History	12	83.3%	83.3%
Fall 2016	BA History British History			
Fall 2016	BA History Religious Studies			
Fall 2016	BA History/Religious History	1	100.0%	100.0%

Graduation Rates (4th year graduation rates for full-time and part-time First-Time-In-College [FTIC] students – FL SUS Metric #4)

Cohort	Final Program Concentration	n	Grad Rate
2010	Total	23	26.09%
2010	BA History	22	27.27%
2010	BA History British History	1	0.00%
2010	BA History Religious Studies		
2010	BA History/British History		
2011	Total	23	26.09%
2011	BA History	22	27.27%
2011	BA History British History		
2011	BA History Religious Studies	1	0.00%
2011	BA History/British History		
2012	Total	33	30.30%
2012	BA History	31	32.26%
2012	BA History British History		
2012	BA History Religious Studies	1	0.00%
2012	BA History/British History	1	0.00%
2013	Total	18	44.44%
2013	BA History	18	44.44%
2013	BA History British History		
2013	BA History Religious Studies		
2013	BA History/British History		
2014	Total	11	18.18%

2014	BA History	11	18.18%
2014	BA History British History		
2014	BA History Religious Studies		
2014	BA History/British History		

*Note that 2014 numbers are partial since Fall 2018 graduates are not counted.

Graduation Rates (6th year graduation rates for full-time and part-time First-Time-In-College [FTIC] students – FL SUS Metric #4)

Cohort	Final Program Concentration	n	Grad Rate
2010	Total	23	56.52%
2010	BA History	22	59.09%
2010	BA History British History	1	0.00%
2010	BA History Religious Studies		
2010	BA History/British History		
2011	Total	24	37.50%
2011	BA History	23	39.13%
2011	BA History British History		
2011	BA History Religious Studies	1	0.00%
2011	BA History/British History		
2012	Total	37	43.24%
2012	BA History	35	42.86%
2012	BA History British History		
2012	BA History Religious Studies	1	0.00%
2012	BA History/British History	1	100.00%

Student recruitment

In recent years, the national push to increase the number of STEM college graduates has led to a decline in majors across the humanities, including history. The Department in general and the Director of Undergraduate Studies in particular have worked to assure students that lucrative careers are not necessarily assured by the STEM major, and that History majors have gone on to success in a wide variety of fields. (Many STEM students take our Environmental? History, History of Science, and History of American Technology courses, and we make special efforts to reach out to interested students in other colleges.) The Director has made PowerPoint presentations about the employability of the History major to students in required lower-division history courses that have large numbers of undecided majors. Efforts have also been made to advertise the Department and the major on Facebook.

The Department Chair and Director of Undergraduate Studies have also met with university and college advisors and have encouraged them to talk to undecided majors with high AP history scores and/or high grades in lower-division history courses—to major in history. Both the Chair and Director of Undergraduate Studies have also promoted the History major at college- and university-wide events for graduating high school students and undecided majors, where they often bring majors or graduate students with them to talk with interested attendees. At these open houses and expos, the Chair and Director provide handouts about the major, minor, history honor society, undergraduate internships, and department-sponsored lectures, while answering questions that students may have about the Department and its programs. In addition, the Director has made a presentation to several lower-division courses that enroll most first-year students and/or undecided majors entitled “Myths and Facts about the History Major” which demonstrates how History majors go on to successful careers in a wide variety of fields. Last spring, the department held a registration day event to promote history courses for the upcoming Fall semester; the event boasted refreshments, a T-shirt raffle, and history professors giving short presentation about their upcoming courses. The event was well attended, and will take place again in Fall 2018, this time featuring presentations by History Department alumni about their post-graduate careers.

Finally, the Department Chair is also active in recruiting students as the initial person that many students contact when considering the History major. At various times the Chair has given campus tours to potential high school and transfer students who want a more up-close and personal look at FAU, and especially the History Department. The Chair also personally calls students who have been accepted to FAU and indicated a preliminary interest in studying History, as well as high school history students who are interested in FAU. In addition, the Chair is able to talk about FAU’s History program while serving frequently as a judge for the well-known and highly-regarded Pathfinder Scholarship Awards which annually gives academic scholarships to those high school seniors who demonstrate the highest aptitude in History and Political Science. The Chair and several other History faculty members (and graduate students, on occasion) also serve as advisors and judges for Palm Beach County high school students participating in the National History Day Competition each year.

Master of Arts (MA) in History

Admissions Criteria

Master of Arts with Major in History

The Master of Arts degree in History is designed to prepare graduates for doctoral work in history; for museum, preservation and public history work; for employment in education, government or industry; for admission to law school; to qualify instructors in History for community college teaching; and to enhance historical skills and content for secondary school social studies teachers.

Admissions Requirements

1. Each applicant should have a baccalaureate degree from an accredited institution, preferably with an undergraduate major in History. Applicants without a BA in History may be admitted on condition that appropriate undergraduate coursework in History be completed in addition to all requirements for the MA degree.
2. Applicants must have a minimum 3.0 grade point average (GPA) for the last 60 undergraduate credits attempted.
3. Applicants must earn a minimum score of 155 on the verbal and 4.0 on the analytical sections of the Graduate Record Examination (GRE). If the applicant has a GPA well over the 3.0 minimum, the department may consider the quantitative section for purposes of meeting the GRE criterion.
4. Applicants must have at least two letters of recommendation sent directly to FAU via the online application portal.
5. Applicants must upload, as part of their online application, a writing sample. This should be a term paper or lengthy essay.
6. Applicants must upload, as part of their online application, a two-to-three-page typed, double-spaced autobiographical statement indicating the nature of their preparation for graduate work and the reasons for seeking the MA in history.
7. Prospective applicants for graduate work in history are encouraged to schedule an interview with the Department's Director of Graduate Studies.
8. Applicants who fail to meet the GRE or GPA requirements, and/or who lack a strong background in history, may be admitted on a conditional basis.

Admissions Criteria: Combined Degree Program Combined B.A./M.A. with Major in History

The BA/MA with major in History combined degree program enables outstanding students to graduate with both a Bachelor of Arts in History (B.) and a Master of Arts in History (MA) in as little as five years. The program is 150 credits (BA/MA with thesis option) or 156 credits (BA/MA without thesis option). Students complete 120 credits for the undergraduate degree and 30 credits (thesis option) or 36 credits (non-thesis option) for the graduate degree. Students complete the undergraduate degree first, taking no more than 12 credits of graduate coursework in their senior year, which are then used to satisfy requirements for both degrees. Prospective students must formally apply to this program and meet all admission requirements.

Admission Requirements

1. Each applicant must be a declared History major at Florida Atlantic University, with 60-90 credits completed toward the BA degree, including HIS 3150: Historical Methods, and HIS 4935: Senior Seminar.
2. Applicants must have a minimum 3.25 GPA for the last 60 undergraduate credits attempted.
3. Applicants should have a minimum score of 155 on the verbal and a 4.0 on the analytical sections of the GRE. If the applicant has a GPA well over the 3.25 minimum, the department may consider the quantitative section for purposes of meeting the GRE criterion.
4. Applicants must demonstrate competency in at least one foreign language. To do so, applicants must complete one of the following two options:
 - a. Passing one semester at the intermediate level (2220) of a foreign language at FAU or the equivalent at another university as determined by the History Department's Graduate Committee.
 - b. Passing an equivalency exam at the 2220 level.
5. Applicants must submit at least two letters of recommendation, written by tenured or tenure-earning members of the Department of History.
6. Applicants must provide a writing sample as part of their application. This should be a term paper or lengthy essay.
7. Applicants must provide a two-to-three-page typed, double-spaced autobiographical statement indicating the nature of their preparation for graduate work and the reasons for seeking the combined BA/MA degree in History.
8. Prospective applicants for the combined BA/MA degree in History are encouraged to schedule an interview with the department's Director of Graduate Studies.
9. The application deadline is October 15 for Spring admission, and June 1 for Fall admission.

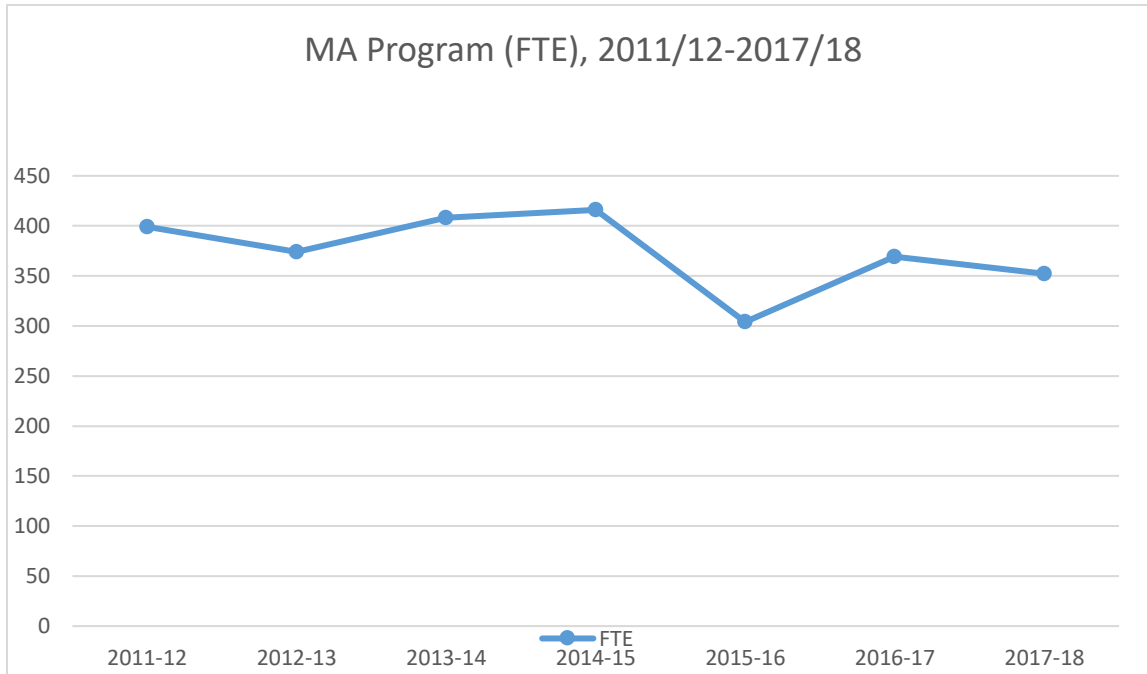
Enrollment Information (headcount and SCH/FTE production)

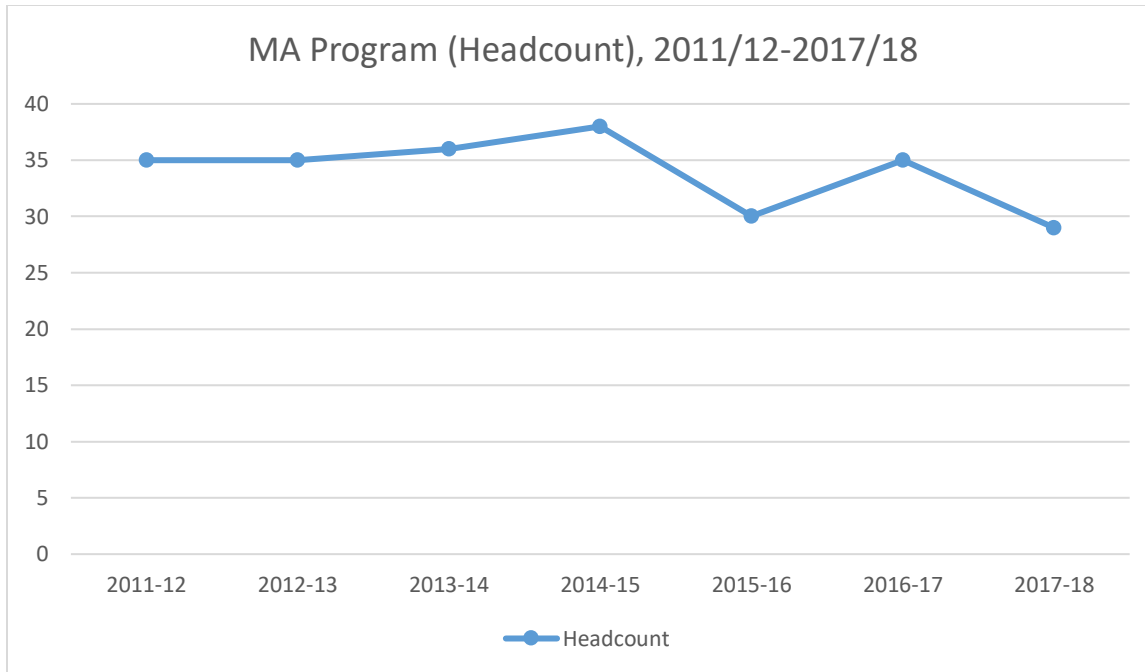
Enrollment (FTE/SCH and Headcount)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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FTE	399	374	408	416	304	369	352
Headcount	35	35	36	38	30	35	29

(*) indicates preliminary data





Average Class Size and Faculty/Student Ratio

Average Class Size and Faculty: Student Ratio

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Average Class Size	11.1	8.1	10.2	9.7	9.4	10.2	9.91*
Faculty: Student Ratio	1:4.46	1:4.52	1:4.92	1:6.39	1:4.34	1:5.73	N/A

(*) indicates preliminary data

MA Program Curriculum (including duration of program and comparison to peer programs, as identified by the unit [including aspirational peers and the State University System]).

Degree Requirements

The Master of Arts in History has two options: 1) the thesis option, requiring 30 credits with a

minimum of 24 credits of graduate coursework and completion of the MA thesis, for which a minimum of 6 additional credits must be earned; and 2) the non-thesis option, requiring 36 credits of graduate coursework. Graduate courses in history are of two types: readings (5000 level) and research seminars (6000 level). These readings and research seminars are offered in the following fields: Asian, Comparative, European, Florida, Latin American, Middle Eastern, Public, US, and World History. Students must choose a major field from among the following: European, US, and World History. Those who select US History as their major field may include in their total program up to two public history courses, including internships.

While students may take additional credits of Directed Independent Studies (DIS), only 3 credits may be counted toward the degree requirements. Similarly, even though students may take more internship credits, only 3 credits may be applied to the total number required for the degree.

A grade of "B-" or below will not be accepted for credit toward the MA degree in History.

Qualifying Examination

In addition to the other degree requirements, all students must take and pass a qualifying examination at the end of their course of study. To pass, all students must earn at least a "B" grade on each question. The exam may be taken twice, but those students who do not pass the second time will be dismissed from the program. Those students who achieve a superior performance on the entire exam will be designated as having passed "with distinction." For thesis-option students, this will consist of an oral examination that includes a defense of the thesis along with questions related to the larger field in which the thesis is located. For non-thesis students, the examination will consist of three written questions, of which two will be in the primary field and one in a secondary field.

Students must be enrolled at FAU during any semester in which they take the exam. Students in the non-thesis option who need to take the exam are expected to notify the graduate director in writing at least two weeks before the date it is administered and to abide by all of the procedures set out in the program website: www.fau.edu/history/graduate.php.

For the MA with a Major in History (Thesis option), more specific degree requirements are:

1. All MA students must take HIS 5060 (The Historical Experience), a basic course that deals with historiography and changing patterns of historical interpretation, as well as with research techniques and methodologies. Students should take this course as early in their program as possible.
2. In addition to HIS 5060, students must complete 21 credits of graduate coursework in history, including a minimum of 9 credits in readings seminars (5000-level) and a minimum of 9 credits in research seminars (6000-level).

3. To assure a proper distribution of courses by field, graduate students must take a minimum of 12 credits of graduate coursework in their major/thesis field (European, US, or World History) and a minimum of 9 credits in non-major/non-thesis fields.
4. All MA students must complete a minimum of 6 credits of thesis research (HIS 6971) and complete an acceptable master's thesis.
5. Graduate students may not take undergraduate courses for graduate credit.

For the MA with a Major in History (Non-Thesis option), more specific degree requirements are:

1. All MA students must take HIS 5060 (The Historical Experience).
2. In addition to HIS 5060, students must complete 33 credits of graduate coursework, including a minimum of 12 credits in reading seminars (5000-level) and a minimum of 18 credits in research seminars (6000-level). Upon approval of the graduate director, up to 3 credits may be taken in graduate courses outside the History Department in some other appropriate discipline.
3. To assure proper distribution of course by field, graduate students in the non-thesis option should take 18 credits in their major field (European, US, or World History) and the remaining 15 credits in other fields.
4. Graduate students in the non-thesis option may not take undergraduate courses for graduate credit.
5. Graduate students who also serve as graduate assistants in the department must complete, in addition to all other requirements, the 3-credit HIS 5944: Teaching Practicum. Credits for this course may not be counted as part of the requirements for the 36-credit non-thesis MA degree.

Foreign Language Requirement

In addition to the other degree requirements, all students must fulfill the department language requirement before conferral of the degree through one of the following three options.

1. Passing one semester of a foreign language at the intermediate level (2220) at FAU or the equivalent at another university, as determined by the History Department's graduate committee.
2. Passing an equivalency exam at the intermediate (2220) level.
3. Passing the graduate Reading for Research course (FRE/GER/SPN 5060).

It is strongly encouraged that students fulfill this requirement soon after beginning their graduate studies.

Combined Degree Program: History

The MA requirements for the combined degree program are identical to those of the MA program (see Appendix F). These requirements are partially met in the admitted student's senior year as follows:

Undergraduate Course Replacements

In their senior year, students admitted to the combined degree program may take up to 12 credits of graduate coursework, which are then used to satisfy requirements for both degrees. This will be accomplished by substituting 12 credits of free elective credit at the upper division (3000- 4000- level) with HIS 5060: The Historical Experience, and 9 credits of additional graduate coursework with the course prefix AMH, EUH, HIS, LAH, or WOH at the 5000- or 6000- level.

MA in History Program Comparison: SUS Institutions

Institution	Credit Hours	Major Fields of Study	Core Courses	Thesis Requirement?	Language Requirement?	Comprehensive Exam Requirement?	Combined Degree Program?
Florida Atlantic University	30 (T) or 36 (NT)	American European World	HIS 5060: Historical Experience	No	Yes	Yes	Yes
Florida State University	33	Asian Atlantic European Latin American Middle East US Gender/Sexuality Islamic World Legal Native Peoples of the Americas Science/Environment War & Society Public	HIS 6059: Historical Methods	Yes	Yes	Yes	No
Florida International University	30	US Latin America Europe Africa & Middle East Public	HIS 6059: Historical Methods	No	Yes	No	Yes
University of Central Florida	36	Eastern Hemisphere Western Hemisphere Public	HIS 6159: Historiography HIS 6905: History Capstone	Yes	Yes	Yes	Yes

Institution	Credit Hours	Major Fields of Study	Core Courses	Thesis Requirement?	Language Requirement?	Comprehensive Exam Requirement?	Combined Degree Program?
University of Florida	30	African European Latin American United States	HIS 6061: Introduction to Historiography		No (United States); Yes (African, European, Latin American)	Yes	Yes
University of South Florida	30	US to 1877 US since 1877 Ancient Medieval Early Modern Worlds Modern Europe Russia/USSR Latin America/Caribbean Digital Humanities	HIS 6112: Analysis of Historical Knowledge	No	Yes (students may substitute a quantitative methods course)	Yes	No

MA in History Program Comparison: Aspirational Peers

Institution	Credit Hours	Major Fields of Study	Core Courses	Thesis Requirement?	Language Requirement?	Comprehensive Exam Requirement?	Combined Degree Program?
Florida Atlantic University	30 (T) or 36 (NT)	American European World	HIS 5060: Historical Experience	No	Yes	Yes	Yes
George Mason University	30 (T) or 36 (NT)	US European World (Students also concentrate in Applied History, Applied History with New Media, Enrichment, Higher Education, Pre-Doctoral History, or History Teaching)	HIST 610: Study and Writing of History	No	Yes (students in the Pre-Doctoral History concentration); No (all others)	No	Yes
Georgia State University	9 (T) or 10 (NT) 3-to-4 credit hour courses	Colonial/Early National US 19 th /20 th Century US Early Modern Europe Modern Europe World	HIST 7000: Introduction to Historical Methods HIST 7050: Introduction to Graduate	No	Yes	Yes	Yes

Institution	Credit Hours	Major Fields of Study	Core Courses	Thesis Requirement?	Language Requirement?	Comprehensive Exam Requirement?	Combined Degree Program?
		Global & Regional Public Heritage Preservation	Studies and Pedagogy HIST 7060: Research Seminar				
University of Texas at Arlington	30 (T) or 36 (NT)	US World/Comparative Archival Admin. Public	HIST 5339: Theory and Methods; Either HIST 5340: US Historiography Or HIST 5341: World Historiography	No	Yes	Yes	No
Virginia Commonwealth University	30 (T) or 36 (NT)	None required; VCU offers graduate coursework in American, European, and Transatlantic history, as well as a certificate in Public history	HIST 601: Historiography and Methodology	No	No	No	No

Description of Internships, Practicum, Study Abroad, Field Experiences.

As with the BA program in History, the graduate [Internship program](#) of the History Department is designed to place students in historical societies, museums or other historically-related facilities where they can learn how the organization works, and then take their historical skills and practice their craft.

Each organization understands that this is not free labor, coming in to clean bathrooms or dust exhibits. Instead we want students to learn about the operation of a museum or historical society, to spend some time shadowing some of the personnel and to give to the organization their skills. Intern managers work hard to provide the students with projects of interest that can be completed during the course of the semester. The internship director, Dr. Sandra Norman, maintains regular contact with supervisors, and students send her weekly journals. In addition, she conducts Canvas open discussion pages, throwing out starter questions for students aimed at initiating conversations across museums. At the end of the semester, students will send the director a short essay detailing their experiences. Dr. Norman usually visits them on-site and receives reviews from their supervisors.

Museums with which the History Department has had long-standing contacts:

Historical Society of Palm Beach Debi Murray, Curator of Collections

The historical society has used interns for years. In fact, four current employees of the society started as interns. Interns work on upcoming exhibits, archive collections, produce background research on projects, or write for the historical society's publications. The staff is exceptional in providing hands-on training and giving students projects that can be completed in time and which show well on their resumé's. Several our students were hired for permanent positions after completing their internships.

Boca Raton Historical Society Sue Gillis, Archivist

Sue has degrees in archives and museum studies and loves to serve as an educational mentor for our students. Like the HSPB, students working for BRHS are given concrete projects which they can finish, and which look good on their resumé's. As a smaller organization students get a more intimate look at how a society functions. She has hired our students in the past.

Stranahan House, Ft. Lauderdale
Deb Woods, Records and Collections Manager

We redeveloped this relationship a couple of years ago and it has worked out very well. Another small organization, so appreciative for the help, they go way out to make sure students learn everything about how they work and operate. Our last intern there was so popular with the staff that they may have an opening coming up, and if so, plan to offer him the job. It would start out as a part-time position, but it would employ another one of our students in the field and provide invaluable experience.

Ft. Lauderdale Historical Society
Chris Barfield, Curator

Another great place for our interns to work. Chris really understands the goals of the internship program and makes sure each student gets a project that can be completed during the semester. He works closely with the students and is a real mentor.

Jupiter Lighthouse
Josh Liller, Education Director

Josh is another history intern graduate who was hired by the museum where he interned. We have placed north county interns there off and on for years, and they provide an excellent opportunity for students to work behind the scenes in the museum, and conduct tours to the top of the lighthouse. Our third student was hired there this Spring.

City of Plantation Historical Museum
W. Feeley, Board Member

This is a very small but active museum in Plantation. They have been involved in a number of archaeology projects in the area and we have had students interested in archaeological interpretation working with them. History majors have been working to organize their collections.

Delray Beach Historical Society
Cason Cottage
Winnie Edwards, Director

Dottie Patterson was the face of Delray Beach history for years, and took wonderful care of our interns. Her retirement a couple of years ago left a real hole, but Winnie Edwards, who recently became Director, wants to start this back up. We will have a student there in the Spring 2019 semester. Winnie and Dr. Norman met several times in the Fall 2018 term to talk about all the possibilities.

Spady Museum and Heritage Center
Charlene Farrington, Director

We had our first formal internship at the Spady Museum last summer, and Charlene still has her hooks in the student intern, which is a wonderful thing for both. I have begun working closely with the Spady. Professors Derrick White, Evan Bennett, and Sandra Norman are listed on a Florida Humanities grant to Spady for research and so as to write a history of the opening of the Delray Beach beach. Recently, Dr. Norman conducted a 2 ½ hour workshop on doing oral history for the group.

Special Collections, Wimberley Library, FAU
Vicki Thur, Collections Manager

Our relationship with the library goes back to the beginning of the internship program, and with the addition of the Marvin and Sybil Weiner “Spirit of America” Collection it has exploded in activity. Vicki and Theresa Van Dyke, associate collections specialist, have both their BA and MA in History from the department. Both also have the MLS degree so they are especially good at mentoring students trying to decide how to develop their public history skills. Our students have worked on many different kinds of projects, from cataloging, transcribing, research and exhibit design and construction. Two interns have been hired.

Cuban Heritage Collection
University of Miami

Through the entrée of Dr. Graciella Cruz-Taura we have placed a number of students in the Cuban Heritage Collection. They are very focused on cataloging new materials, but also love to “teach the collection” to students. Thus a number of students have worked at the site and then gone on to use the site for their own undergraduate and graduate work.

History Miami
Rebecca Smith, Head of Collections

While we are not regularly putting students here, they provide great services for our students. When we have a student who wants to look at early Florida this is a terrific placement.

Old Davie Schoolhouse Museum
Kim Weismantle, Director of Education
Davie, Florida

A new favorite of our Broward-based students, the museum consists of the original schoolhouse as well as several homes moved to the grounds. Students have worked on 100th

anniversary projects for the town, exhibit design, summer camp projects, archival work, oral histories. Kim does a terrific job of introducing students to all aspects of museum work.

National Navy Seal Museum
Vero Beach, FL
Ruth McSween, Curator

Ruth was an undergraduate history major who went to England for her MA in Museum Studies. She welcomes students who want to make the trip up to Vero Beach to intern. It is a particularly important site for our veterans who are coming back to school and majoring in history.

Interns by semester

Summer	2011	2 graduate
Fall	2011	2 graduate
Fall	2012	1 graduate
Spring	2013	1 graduate
Fall	2013	1 graduate
Summer	2014	4 graduate
Fall	2014	1 graduate
Spring	2015	4 graduate
Summer	2015	3 graduate
Fall	2015	1 graduate
Spring	2016	1 graduate
Spring	2017	2 graduate
Summer	2017	1 graduate
Fall	2017	4 graduate
Summer	2018	2 graduate
Fall	2018	2 graduate

Field Experiences

Two years ago Dr. Norman worked with the Old Davie Schoolhouse Museum on a grant proposal to the Florida Humanities Council to fund preparation for the 100th Anniversary of the Town of Davie. As a part of that she proposed that her Graduate Oral History Seminar devote the Spring 2017 semester to conducting oral histories with citizens of the town. Some students interned the fall before. All students made regular visits to the museum, and the education director attended the seminar. Students were then given fieldwork in the town interviewing citizens, including school teachers, farmers, ranchers, and Seminole tribal people. It was a wonderful experience for the students to become so immersed in a community history and to produce such great Oral Histories which are now uploaded in kiosks at the museum. Dr. Norman plans to have her Spring 2019 class work with the Delray Beach Historical Society and the S.D. Spady Cultural Heritage Museum in Delray Beach, interviewing residents on the integration of Delray Beach and its beaches and farms.

In another example of a graduate field experience, as part of a graduate course on Florida environmental history, Professor Evan Bennett convened the students at Florida Atlantic University's Riverwoods Field Lab on the Kissimmee River. At the field lab, students took a boat trip up the Kissimmee River to view the effects of mid-twentieth-century straightening of the river by the Army Corps of Engineers. In the process, they discussed the logic behind and the environmental costs of the major engineering projects that reshaped Florida's landscape in that era. The students also viewed modern engineering projects designed to restore the river to its original flow.

Teaching Practicum

This course, required for all Graduate Student Teaching Assistants in the History Department and recommended for those in Master's programs throughout the college, is designed to train graduate students in the "art of teaching." Starting from the premise that teaching is an "art" as opposed to a "science," the class works to develop the pedagogical talents of each student, as well as introduce them to "the Academy." Specifically, it focuses on preparing students to run discussion sections, prepare syllabi, and work in multiculturally-diverse environments.

Additionally, the course trains students to "teach through writing," using the latest scholarship informing FAU's Writing Across the Curriculum training. By the end of the course, we will have covered issues that will aid students in:

- Creating effective lesson plans for courses/discussion-recitation sections, inclusive of syllabi, study guides, miscellaneous handouts (quizzes/map exercises).
- Leading discussion sessions in both instructional and review-oriented capacities.

- Working with students on their writing both in terms of written comments on papers as well as one-on-one sessions with students. Students will be prepared to administer and help run W.A.C.-based sections.
- Dealing with a diverse student body in both group and individual settings.
- Balancing the duties of teaching and research so that the instructor can maintain progress in their academic careers in as professional and effective a manner as possible.
- Learn about the resources available at FAU for teaching.

This course has many readings and activities, and students must commit themselves to completing both in a timely manner. The readings are geared to inspire questions and discussion points during class sessions, but there is no formal examination associated with them. The activities and project assignments are geared to assist the student in creating their Teaching Dossier due at the end of the course.

There are three major “projects” for the course:

- 1) Throughout the duration of the course, students will have to keep a journal, which will consist of reflections on course readings, experiences as a teaching assistant, and the interview with a faculty member. At the end of the course, students will submit a 10 page reflective essay based on the journal entries.
- 2) In addition, students will be expected to present oral reports on assigned readings, and present lectures on a topic chosen in consultation with the professor.
- 3) Students will prepare a dossier consisting of a) Teaching Philosophy b) sample syllabi c) sample quizzes/exams.

Pedagogy/Pedagogical Innovations (for example eLearning, simulations, student-centered approaches, and so on).

Most of the graduate programs pedagogical innovations relate to the experiences that students gain from the above-referenced internships and field experiences. Many faculty also make use of the Marvin and Sybil Weiner “Spirit of America” Special Collection in the library by having their students use it in a variety of ways. This nationally-recognized repository of early imprints contains manuscripts, letters, maps, diaries, and a large variety of printed works on politics, science, philosophy, and religion from the sixteenth to the nineteenth centuries. Students are encouraged to experience these documents first hand through class visits and research projects. The trained library staff also provide training in early print technology, sometimes in cooperation with the library’s impressive Jaffe Center for Book Arts, which includes a premodern print shop.

Scope of Institutional Contributions (such as cross-listed courses, “service courses,” inter-professional education efforts, certificate programs).

The graduate seminars (6000-level) are cross-listed with the PhD in Comparative Studies offerings. Several faculty also serve as mentors and dissertation committee members for this program. Our graduate environmental history courses also fulfill core requirements in FAU’s interdisciplinary [Graduate Certificate in Environment Studies](#). It is the Department’s desire to expand opportunities for professional enhancement by finding ways to share its expertise formally with the larger South Florida community where it is most needed and can be most effective. Going forward, we hope to develop a certificate that might accomplish this in some fashion. One idea is to offer additional training in public history for those history professionals who are already working in this field but want to continue their education or achieve a higher level of competency in their careers.

Student Profile (including student diversity and demographics)

Student Profile: Gender and Ethnicity

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount	35	35	36	38	30	35	29
# Female	25	25	9	10	8	9	6
# Male	10	10	27	28	22	26	23
Asian	2	1	1	0	1	1	1
Black or African-American	1	1	1	1	0	1	1
Hispanic or Latino	2	2	3	5	3	5	5
Nonresident alien	2	2	2	1	1	0	0
White	28	29	29	31	25	28	22

Student Profile: Age

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Headcount	35	35	36	38	30	35	29
20-24	2	6	8	8	5	11	11
25-29	10	9	9	11	8	8	5
30-34	9	11	9	8	4	6	5
35-39	4	2	2	3	2	2	1
40-44	3	1	3	5	5	4	2
45-49	3	1	1	0	1	2	4
50-54	1	1	1	1	2	1	0
55-59	2	3	2	0	0	1	1
60 and above	1	1	1	2	2	0	0

Scholarly Activity, including publications and number of students receiving scholarships and assistantships

Many graduates of the M.A. program in history continue to be active scholars and some publish academic articles and books. A few of the most recent graduate publications include:

Cifone, Rhonda. "Eastern Airlines; Deregulation, Labor Wars, and Bankruptcy." *FCH Annals: Journal of the Florida Conference of Historians* 23 (2016): 73-84.

Osborn, Nathaniel. *Indian River Lagoon: An Environmental History*. Gainesville, FL: University Press of Florida, 2016.

-Received the Stetson Kennedy Book Award, Florida Historical Society, 2017

Ross, Ryan J. "John Calvin and the Early French Reformation: Political and Theological Responses to Persecution, 1533–1562." *Westminster Theological Journal* 79 (2017): 1-25.

Shibley, Greg. "The Business Saga of New York's Syrian World, 1926-1935." *New York History* 96, no. 2 (2015): 197-216.

The department also annually confers four major graduate scholarship awards:

The John O'Sullivan Travel-to-Research Grant of up to \$1,000 provides a history graduate student with a stipend to support thesis travel and research.

The Traci Jill Edelman Memorial Award for Best MA. Thesis in History is a monetary award that goes to the graduate student who produces the best MA thesis during a calendar year.

The Frances Edelman Graduate Teaching Award is a scholarship given to a graduate student who demonstrates excellence in both teaching and academics.

The Harold L. Glasser Award is a monetary award that goes to a graduate student who is researching in an area related to World War II, Jewish history, or associated topics.

MA Program Advising Procedures

The department's Director of Graduate Studies (DGS) functions as the advisors for the History MA students. At the beginning of each semester, the DGS identifies active (currently or recently enrolled) students with the assistance of the Graduate College and the University Registrar. In the second week of the semester, the DGS emails these students to inform them of pertinent administrative procedures and deadlines. In this initial email, the DGS also reminds all MA students of his office hours and encourages them to meet with him as needed for graduate advising. As the semester progresses and circumstances warrant, the DGS follows up with subsequent emails.

All students in the program are required to file a Plan of Study (POS) after nine credit hours, the equivalent of one semester of full-time study. The goal of the POS is to ensure that all students complete their degree requirements in a timely fashion. Although students are not required to meet with the DGS prior to filing the POS they customarily do so. The POS is then reviewed at three institutional levels: 1) by the DGS; 2) by the History Department Chair; 3) by the Graduate College. If the POS does not outline a path to timely graduation through the completion of all degree requirements, it is rejected and the student consults with the DGS to complete a viable POS. The POS is often revised over the course of a student's time in the program, as student interests evolve or as course offerings change. The revision of the POS results in another review by the DGS, History Department Chair, and the Graduate College, so that student progress is

monitored beyond the initial filing. In addition, beginning in the Fall 2018 semester the Registrar has begun to track and flag students who are registered for courses that do not meet program requirements.

Students are required to meet with the DGS at the beginning of their final semester prior to graduation. Thesis-track students do so to file their Application for Degree; non-thesis track students do so both to file their Application for Degree and to set a committee for their Comprehensive Examination. In both cases, the DGS reviews the POS and the student's registration history. Finally, at the end of their final semester the DGS appraises the College of Arts & Letters on whether applicants for the MA in History degree should be certified for the degree.

M.A. Program: Placement Rates and Employment Profile

The university, college, and department do not collect systematic data on the placement and/or employment of MA graduates. Information is gathered on an *ad-hoc* basis and relies upon self-reporting of alumni. Anecdotally, it appears that most graduates of the MA program find employment in the field of education, though others go on to work in public history, library science, academic administration, non-profit management, and business and industry.

Recent graduates have found employment at the following institutions:

- Broward College (program administration)
- Community School of Naples
- Donna Klein Jewish Academy
- Florida Atlantic University, Wimberly Library
- Harvard University (program administration)
- Mount Vernon
- Oxbridge Academy
- Preservation Foundation of Palm Beach
- Ranger Technical Resources
- Sharing and Caring (non-profit management)
- Somerset Academy
- United States Army
- Westminster Christian School

A small number of MA graduates apply to PhD programs in History. In recent years, the department has had a good record of success in placing such students, including at the following institutions:

- Harvard University
- University of London

- Georgetown University
- Ohio State University
- Boston College
- University of Colorado at Boulder
- Indiana University
- Case Western Reserve University
- University of Georgia
- University of Florida
- Auburn University
- Michigan State University
- Florida State University
- University of South Florida

Retention Rates

Retention Rates

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
FTE	399	374	408	416	304	369	352
Headcount	35	35	36	38	30	35	29
Retention Rate (1 yr)	81.8%	63.6%	91.7%	53.9%	75.0%	58.8%	100%

(*) indicates preliminary data

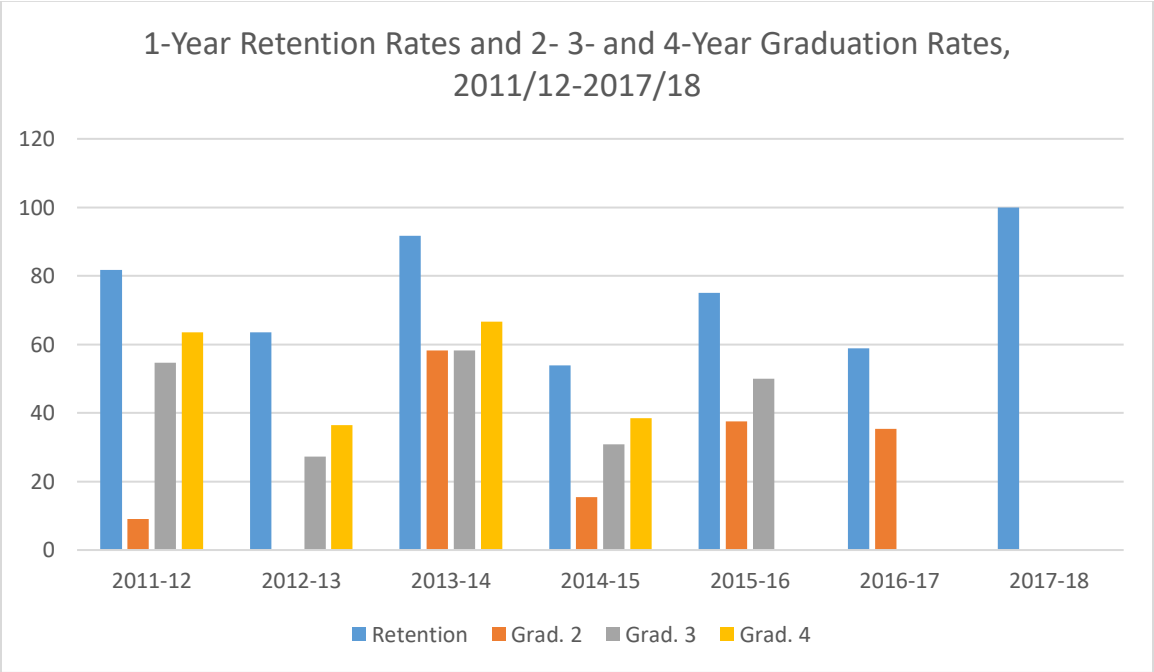
Graduation Rates

Graduation Rates

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
FTE	399	374	408	416	304	369	352
Headcount	35	35	36	38	30	35	29
Graduation Rate (2 yr)	9.1%	0.0%	58.3%	15.4%	37.5%	35.3%*	N/A

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Graduation Rate (3 yr)	54.6%	27.3%	58.3%	30.8%	50.0%*	N/A	N/A
Graduation Rate (4 yr)	63.6%	36.4%	66.7%	38.5%*	N/A	N/A	N/A

(*) indicates preliminary data



MA Program: Student Recruitment

The MA program in History did not have an independent source of recurring recruitment funding in the period covered by this program review. Instead, the program received its recruitment allocation from the College of Arts & Letters and the Graduate College.

The College of Arts & Letters underwrites the History Department’s Graduate Teaching Assistantships. Generally, the department has eleven GTAships per semester, although if there are more than eleven qualified applicants and there is sufficient demand in the lower-division surveys the College of Arts & Letters may award additional fellowships on a temporary basis (i.e. for a single semester only).

Because the department normally continues current GTAs (provided they are in good academic standing, maintain full-time status, and perform their GTA duties satisfactorily), the department does not normally have eleven GTAships to use for recruitment purposes in any given semester. Instead, the department has a variable number of assistantships, depending on the number of GTAs who have either graduated or (less frequently) been discontinued.

Since Fall 2014 (the earliest semester for which records are available), the number of GTAships awarded to incoming students for the purposes of recruitment is as follows:

Fall 2014:	5
Spring 2015:	2
Fall 2015:	5
Spring 2016:	1
Fall 2016:	5
Spring 2017:	2
Fall 2017:	5
Spring 2018:	3
Fall 2018:	3

The average number of GTAships used for recruitment for Fall semester entrants since 2014 has been 4.6; the average number of GTAships used for recruitment for Spring semester entrants since 2015 has been 2. This pattern reflects the fact that more students apply and enroll beginning in the Fall term, and also the fact that most students graduate in the Spring, opening additional spaces for new students in the Fall.

These assistantships carry a \$4,500 stipend per semester, Fall and Spring, with an option to teach a short semester in the Summer at half-pay (\$2,250). The GTAships all carry a tuition waiver. In Fall 2018 this waiver defrayed \$2,733.39 in tuition for a full-time, in-state student. The department is aware that its fellowships are not competitive and that this has inhibited its ability to recruit and retain highly qualified students. One strategy for remedying this situation has been to seek external funding support. Following on from this initiative, beginning in the 2019-20 academic year the department will be able to award one GTA an additional \$1000 per year for two years from the newly established Sidney A. Goodman Memorial Endowment Fund.

The department's other source of recruitment funding is the Graduate College. The Graduate College allocates recruitment funding on a competitive basis each Fall semester. Normally, awards are announced in December-January and must be spent by the close of the fiscal year in July.

Graduate College funding comes in two forms:

First, the Graduate College awards Provost Fellowships to MA programs, and Presidential Fellowships to PhD programs. Because the History Department does not offer the PhD, it is

eligible only for the Provost Fellowship. Departments are invited to apply for up to four Provost Fellowships per year, to be awarded to an outstanding student (or students) to recruit for the Fall semester. The History Department has received one Provost Fellowship each year in the period under review. Between 2011-2012 and 2017-2018, these were valued at \$2,500 for the first year only of graduate study. Beginning in the 2018-2019 academic year, however, students who qualify for financial aid may receive a Provost Fellowship of up to \$5,000 per year for two years.

Second, the Graduate College also allocates moneys for recruitment. Since 2014-2015, the earliest year for which records are available, the department has received the following sums for recruitment:

2014-2015: \$1,000
2015-2016: \$1,250
2016-2017: \$1,500
2017-2018: \$1,500

The department has spent these moneys in a variety of ways, including:

- Annual updates of its MA program pamphlet;
- Printing a combined degree pamphlet;
- The production of branded recruitment materials, including stationary, T-shirts, USB drives, and pens;
- Hobson's GRE Search Service, which provides contact information for students who have taken the GRE and meet the department's admission criteria;
- Program posters for distribution to other institutions and associated mailing costs. The department hopes to run a Google Adwords campaign for the first time in 2018-2019.

Faculty *(Include all faculty in Department, Center or Unit within the College.)*

Administrative Structure

The Department of History is administered by the Chair, who is assisted by an Undergraduate Program Director and Graduate Program Director. There are eight permanent department committees: Executive, Faculty Evaluation, Undergraduate Curriculum, Graduate, Speakers/Awards, Symposium, University and Community Engagement, and Library (see Appendix G). The Executive Committee is made up of the chairs of the committees as well as the advisor of Phi Alpha Theta (International History Honor Society), and the Department representatives to the college Sustained Performance Evaluation (SPE) Committee, and the Research and Creative Activity Committee (ROCA).

Faculty Profile (including diversity, rank, academic specialties, and mix between full- and part-time faculty, and how this meets or does not meet department needs).

The current Department of History consists of 18 full-time tenure-line faculty. 3 are Assistant Professors, 9 are Associate Professors, and 6 are full professors. In addition, the department employs two full-time instructors and 4-5 part-time adjunct professors. Among full-time faculty 12 are men and 8 are women. 17 are white, 2 are Latinx, and 1 is African American.

Faculty Profile by Rank History Department			History		
			2014-2015	2015-2016	2016-2017
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	17	15	18
		Total Person-Years	12.9	12.2	14.2
		Person-Years Devoted To Instruction	8.2	6.7	7.9
		Total FTE	17.2	16.2	18.9
		FTE Devoted to Instruction	10.9	8.9	10.5
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	1	2	1
		Total Person-Years	0.7	1.5	0.7
		Person-Years Devoted To Instruction	0.7	1.5	0.7
		Total FTE	1.0	2.0	1.0
		FTE Devoted to Instruction	1.0	2.0	1.0
Other personnel paid on faculty pay plan	Scholar/ Scientist/ Engineer, Research Assoc,	Total Headcount		1	1
		Total Person-Years		0.7	0.7

Faculty Profile by Rank History Department			History		
			2014-2015	2015-2016	2016-2017
	Assoc In, Asst In, Postdoc Assoc	Person-Years Devoted To Instruction		0.7	0.7
		Total FTE		1.0	1.0
		FTE Devoted to Instruction		1.0	1.0
Adjuncts	--	Total Headcount	5	3	4
		Total Person-Years	1.1	0.7	0.9
		Person-Years Devoted To Instruction	1.1	0.7	0.9
		Total FTE	1.5	1.0	1.2
		FTE Devoted to Instruction	1.5	1.0	1.2
Graduate Assistants	--	Total Headcount	15	15	13
		Total Person-Years	4.0	4.2	4.1
		Person-Years Devoted To Instruction	4.0	4.2	4.1
		Total FTE	5.3	5.6	5.4
		FTE Devoted to Instruction	5.3	5.6	5.4
Other	--	Total Headcount		2	1
		Total Person-Years		0.0	0.0
		Person-Years Devoted To Instruction		0.0	0.0
		Total FTE		0.0	0.0

Faculty Profile by Rank History Department				History		
				2014-2015	2015-2016	2016-2017
		FTE Devoted to Instruction		0.0	0.0	
Total		Total Headcount	38	38	38	
		Total Person-Years	18.7	19.3	20.6	
		Person-Years Devoted To Instruction	14.0	13.8	14.3	
		Total FTE	25.0	25.8	27.5	
		FTE Devoted to Instruction	18.7	18.4	19.1	

Source: Instruction and Research File

Report includes summer, fall and spring semester data

Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.

Adjuncts and Grad Assistants are counted in each department where they had an appointment.

Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

**Instructional Faculty and Adjuncts By Gender and Ethnicity
History**

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		History			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					
	Male					1
	Total					1
Asian or Pacific Islander	Female				2	42
	Male				3	97

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		History			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
	Total				5	139
Black (Not of Hispanic Origin)		0				
	Female	1			9	39
	Male	1		1	5	24
	Total	2		1	14	63
Hispanic	Female	1	1	2	18	41
	Male				4	30
	Total	1	1	2	22	71
White (Not of Hispanic Origin)		1	0			
	Female	5	6	6	93	318
	Male	9	11	11	97	396
	Total	15	17	17	190	714
Total		1	0			
	Female	7	7	8	122	440
	Male	10	11	12	109	548
	Total	18	18	20	231	988

Source: Instruction and Research File

Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

Instructional Faculty and Adjuncts by Gender and Ethnicity History

Adjuncts		History			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	Female					1
	Male					1
	Total					2
Asian or Pacific Islander	Female				1	12
	Male					14
	Total				1	26
Black (Not of Hispanic Origin)	Female				2	39
	Male				2	25
	Total				4	64
Hispanic	Female				16	48
	Male				6	27
	Total				22	75
White (Not of Hispanic Origin)	Female			1	51	285
	Male	5	3	3	46	219
	Total	5	3	4	97	504
Non-Resident Alien	Male					1
	Total					1
Total	Female			1	70	385
	Male	5	3	3	54	287
	Total	5	3	4	124	672

Source: Instruction and Research File

As to geographical areas, the History Department includes historians of the U.S. (8), Europe (5), Latin America (2), Atlantic World/U.S. (2), East Asia (1), the Middle East (1), and the World (1). Several faculty members have expertise in more than one geographic field. They include cultural, social, political, diplomatic, religious, intellectual, and economic historians, some of whom cross specialization boundaries.

The History Department is looking to increase the diversity of its faculty. We are currently advertising for a historian of U.S. LGBTQ history, which will help move us in that direction. More ethnic diversity is another objective and we look to best practices for ways in which we might better achieve this goal. We hope that within the next year or two we can hire a historian who covers the field of the French diaspora, which would include possibly Haiti, French Guiana, the French Caribbean, Algeria, Morocco, Lebanon, and Southeast Asia. A successful candidate could very well come from one of these regions or backgrounds.

Faculty Teaching Load and Methods of Calculation

In the course of an academic year (Fall-Spring) all tenure-line faculty members in the History Department teach three courses one semester and two courses the other. This number is calculated according to university policy. Course reductions, determined by the Department Chair and approved by the college Dean, are based on the faculty member's full annual assignment. Currently, a one-course reduction is given to the Undergraduate and Graduate Program Directors, the head of the internship program, and the symposia director. Full-time instructors have a 4-4 teaching load since instruction is 100% of their annual assignment. Adjunct faculty teach a maximum of two courses per semester, in accordance with university policy.

Summary of Faculty Scholarship and Research Productivity, including grants and publications

History Department faculty are some of the most productive in the college and university. Many are considered top scholars in their fields and have achieved international reputations and received awards of distinction. They regularly publish peer-reviewed books and journal articles, as well as a variety of essays and book reviews. Many serve as peer reviewers themselves for prestigious publishers and journals. The Department holds the unique distinction of having two professors who are Fellows of the Royal Historical Society. A faculty member also received the prestigious Barondess/Lincoln Award for his recent book, and another won the Letitia Woods Brown Memorial Book Prize, awarded by the Association of Black Women Historians. Another serves on the Standing Committee of the United Nations NGO, Buddha's Light International.

Faculty members, especially over the past five years, have pursued a consistently growing number of research grants. Although history-related grants have not usually been very large, they do enable faculty members to afford travel to conduct research and cover related expenses. Faculty have received grants most recently from the Institute for Advanced Jesuit Studies at Boston College, the Massachusetts Historical Society, the Henry E. Huntington and Oxford University Bodleian Libraries, the Carter G. Woodson Institute at the University of Virginia, and two from the National Endowment for the Humanities.

Strategic Planning for Hires

During the period since the last review, the History Department has been mostly focused on replacing faculty members in key lines who retire or find employment elsewhere. The Department lost five such colleagues, in the following areas: modern U.S. diplomatic, early Atlantic world, early African American, and modern African American. Fortunately, we were able to replace faculty in these lines. Because of lost lines that were not recovered in the recent past, however, the faculty has determined we still have strategic needs in the areas of French/Francophone History, Public History, History of Sexuality, and Ancient History.

The French/Francophone position would replace a faculty member in French history who retired several years ago, but expand the category so as to include histories of peoples who are often neglected or forgotten, including some who live in South Florida (e.g. Haiti, French Guiana, and the French Caribbean). The department continues to need a French historian who can teach graduate courses so we are able to maintain this important and popular specialization.

It is also of critical importance for a university of FAU's size that students be able to broaden their historical horizons to include the History of Sexuality, and Public History, since many graduates will be pursuing history-related, non-academic careers. To this end, the department this year is searching for a new faculty member with a combined specialization in LGBTQ and Public History, in a joint appointment with the Center for Women, Gender and Sexuality Studies (WGSS). As other history departments throughout the country pursue more public history options, including digital humanities, our faculty recognize the importance of these fields in preparing future professional historians, and these considerations have proved increasingly vital in our strategic planning.

Finally, many students have shown great interest in ancient and early Christian history, which is a vibrant field. FAU's lack of a historian with this expertise has hampered our ability to attract majors and graduate students. Overall student interest, the size of FAU, and the high reputation of the History Department, necessitate the eventual hiring of a tenure-line historian in Ancient History. This person could teach graduate and undergraduate courses in field, including the WOH 2012: History of Civilization I course which fulfills both the IFP Global Citizenship and Writing Across the Curriculum (WAC) requirements.

See Appendix J for Faculty Vitas

D. Research (*Departments should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement in the region.*)

The History Department abides by those research productivity standards held by top departments in the country: the production of solo-authored books, articles and essays that have undergone rigorous peer review and that make an original contribution to historical knowledge. One solo-authored book is typically required for promotion to associate professor, and a second book is typically required for promotion to full professor. Candidates in both categories are expected to produce a steady stream of articles and book chapters during the time in rank as assistant or associate professor.

Production of historical scholarship is a lengthy and labor-intensive process; it often includes searching out numerous primary sources in a variety of genres (oral histories, archival materials, material culture) from multiple locations in the US and abroad. It also involves engaging extensively with the sources, which are analyzed and compared with other sources, and then synthesized into original written work that propels the field forward, aids colleagues in the field, confronts existent interpretations to determine their validity, and may incorporate other materials from different disciplines. Because of the usual need for extensive travel and intensive working in archives and libraries, professional historical scholarship is not quickly produced.

Since the time of the last program review, the History Department has consistently maintained a very high record of scholarly productivity, as can be seen in the Dashboard Indicators summary of publications and academic activity:

Research/Scholarly Productivity History Department		History		
		2014- 2015	2015- 2016	2016- 2017
1. Books (including monographs & compositions)	#	3	3	2
2. Other peer-reviewed publications	#	3	6	8
3. All other publications	#	19	26	17
4. Presentations at professional meetings or conferences	#	27	29	27
5. Productions/Performances/Exhibitions	#	0	1	0

Research/Scholarly Productivity History Department		History		
		2014- 2015	2015- 2016	2016- 2017
6. Grant Proposals Submitted	#	0	3	3

The record of research productivity is all the more remarkable given the fact that that most have full-time teaching loads and perform a significant amount of service.

The high scholarly productivity does not merely reflect well on the Department; rather, it brings benefits to FAU students taught by history faculty on all levels. Because history faculty members are heavily involved in research and publication which mandates regular engagement with the most recent developments in their respective fields, they are more adept at teaching critical thinking skills than their counterparts at institutions where little or no research production is required. And because history faculty teach on all levels, a large number of students reap the benefits of such instruction from the lower division up to the graduate level. As George Washington University President Steven Knapp noted, “Students are excited and inspired by the opportunity to study with scholars who are making fresh discoveries at the forefront of their disciplines. In fact, the excitement of discovery is contagious, and I have seen many cases where the experience of working with a great scholar opens a student’s eyes to worlds she had never before imagined, often with life-changing consequences” (www.gwu.edu/~magazine/2011_spring/index.html).

Interdisciplinary Community Engagement Efforts

Over the past few years, the History Department has participated in several interdisciplinary projects. To name just a few, one of our faculty members was part of a college collaborative faculty research initiative, “Out of Bondage: Combating Sex Trafficking in South Florida,” focusing on the problem of sex trafficking and more specifically the gap in outreach efforts to victims by organizations and government agencies. This resulted in publications and a symposium that included speakers from the Florida State Legislature, the Federal and State Attorney's Office, and Florida State Department of Children and Families, with one panel member from a survivor group.

Several history faculty members were also instrumental in the founding of the college’s signature [Study of the Americas Initiative](#). Another faculty member worked with several professors in the Music Department to present an interdisciplinary presentation, dinner and concert centered on the culture of New Orleans. Our historian of aviation reached across colleges to develop several projects with aeronautical engineers, including a museum exhibit in the campus library, and a proposal for a Florida Air and Space Museum on the Boca Raton Campus. Two faculty members are very involved in the Environmental Studies program, housed in the College of Science, with one serving its the Curriculum Committee. Others

participate in the Ethnic Studies, Caribbean and Latin American Studies, and Classics certificates which are all interdisciplinary. History faculty are also associates in the Peace, Justice, and Human Rights Center, while others teach and are associates in Jewish Studies, and the Women, Gender and Sexuality Studies Center.

Community engagement has been a key component of the History Department's mission to educate both students and citizens in South Florida. In the research area, department faculty are regularly called upon to provide lectures, lead discussions, join boards, or become consultants, in each case using their expertise in the interests of improving local communities, and civic and religious groups.

Establishment of Goals for Research

Research goals are established largely by the faculty member within the protocols established by the American Historical Association and other professional organizations. These efforts are formalized, monitored and adjusted through the Department Chair's annual assignment and annual evaluation process. Individuals whose research agenda is either too minimal or too ambitious are counseled by the Chair or their designated faculty mentors, and a more appropriate set of research goals is established. A more formal and department-wide review comes during the faculty member's Third Year Review where the body of research up that point is evaluated by the tenured faculty in an open discussion. Recommendations are made at that point to assist the faculty member in maintaining a positive trajectory toward tenure. The Department's approved Promotion and Tenure Guidelines lay out what is required in the area of research in order to be tenured and/or promoted. The newly-instituted Sustained Performance Evaluation process also provides criteria for determining whether a faculty member has met or exceeded expectations in the area of research after they have been tenured and promoted.

Assessment of How Well Goals Are Being Met

Faculty members and the Chair determine an appropriate annual assignment which is then uploaded into the F.A.I.R. (Faculty Activity and Information Reporting) online database and signed by each faculty member. In accordance with the academic procedures promulgated by the Provost, faculty research production is evaluated on a five-point scale: Exceptional, Outstanding, Good, Needs Improvement, and Unsatisfactory. The benchmarks for each category are established in a department document that has been approved by the Dean and Provost (See Appendix H). The Chair develops a Performance Improvement Plan (PIP) in consultation with the faculty member for anyone who is evaluated as Needs Improvement in Research on the annual evaluation.

E. Service and Community Engagement. *For each Department, Center or Unit within the College.*

Most History Department faculty are highly involved in department, college, university, professional and community service and engagement. Throughout this self-study many examples have been highlighted, from faculty members serving on institutional committees and professional boards, to special public history projects in local communities, to providing historical expertise to local public and private organizations.

History Department Service Productivity		History			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees	#	58	49	53	538	3,237
2. Faculty memberships on community or professional committees	#	31	50	59	221	1,313
3. Faculty serving as editors or referees for professional publications	#	11	12	11	90	695

Source: College Dean's Office

Goals for service and assessment of those goals are established in the same way as those for research, as noted above. Most tenured faculty members are assigned service on at least two department committees, and untenured, tenure-line faculty on one or two committees. While professional service is not assigned by the Chair, it is still counted towards the faculty member's annual evaluation. Since the last program review, the category of Community Engagement has been included in the Annual Assignment of faculty members, and criteria established for measuring their achievements in this area. Service goals for individual faculty members are included in their annual assignments and are assessed through their annual reports and evaluation.

F. Other Program Goals. *For each Department, Center or Unit within the College.*

In the past year, the History Department worked to develop a new strategic plan that laid out four new goals that connect to our collective values as historians to teach historical literacy and general historical scholarship with the intention of producing informed citizens who will be

actively engaged in public life.

Goal One

Develop a Pre-Law track in the History major that will focus mostly on legal history. This would help prepare students for law school and legal careers. The Department will encourage faculty members to teach law-related courses within their specialties that would appeal to students and provide a strong background in the history of the law. This initiative would help promote the university's Peace, Justice and Human Rights platform as well as Undergraduate Research and Inquiry since students will be engaged in related research projects in courses as well as produce honors theses. The classes will also promote civics literacy which is now a state-mandated university requirement.

Implementation Strategy: To implement this goal we will develop a list of appropriate courses that are part of the existing curriculum and add new ones as appropriate, including initially, US Constitutional History, and Law and Society. The Department will create a concentration that enables students to take a group of regularly-taught courses that collectively will prepare them for legal careers. This can be done largely through existing resources and rather quickly since we have a good number of courses that would already qualify, and faculty with the requisite expertise. Depending on the success of the program, new faculty hires may be required. We also hope to establish some partnerships with the Political Science Department.

Assessment: The History Department will have achieved this goal once the concentration is implemented after obtaining all of the college, university, and state approvals.

Goal 2

To develop more public history initiatives that would enable students to engage in "hands-on" history and prepare them for history careers outside of teaching and academia. Such programs would entail teaching public history courses and involving undergraduates and graduate students in public history research, such as museum curating, cataloging artifacts, studying material culture, etc. Since much of the resulting projects would involve local history, there would be many opportunities for community service and engagement, and they would promote greater integration of the various cultures that make up South Florida.

Implementation Strategy: This goal might be implemented through establishment of a variety of programs and the hiring of at least one new tenure-track faculty member who would teach additional pertinent courses in public history. Initiatives discussed by the department as possible means for achieving this goal include establishing a program giving students the opportunity to participate in archaeological excavations; helping create an aerospace museum on the Boca Raton campus (which was built on an old airfield and is next to the Boca Raton Airport); setting up new internships in local museums, historical societies, etc.; and engaging in a large, ongoing digital humanities project that might include bringing museums or historical teaching aids online. Promotion and Tenure guidelines would also be revised to include more public history criteria. The archaeological program can be put into effect within the next year

but the other ideas will take some time to plan and execute, and so they will probably only come to fruition fully toward the end of the strategic plan period.

Assessment: The department would assess this goal according to whether we can create a support apparatus and then use that to establish any number of these potential projects. Once they are up and functioning then we know we've been fully successful.

Goal 3

To promote greater student engagement with fellow history majors and minors, faculty members, and the university community as a whole, with the intention of promoting greater student success. This would help the History Department reach out more into the community, and encourage more creative and innovative use of campus resources and facilities.

Implementation Strategy: The Department will attempt to implement this goal through sponsorship of social events for history majors and other members of the university community (e.g. a recent evening event celebrating New Orleans history and culture, in partnership with the Music Department and Student Affairs); improving student advising with an emphasis on earlier intervention; working to improve graduate stipends; and reaching students outside of the humanities through collaborative projects involving such entities as Harbor Branch and Environmental Studies. We are already moving forward on this and faculty members who have associated interests will continue to find ways to integrate history students better into the larger university and community.

Assessment: This goal will be assessed through implementation and evaluation of individual projects that bring about greater student engagement, such as those mentioned above.

Goal 4

To provide a more complete education for our undergraduate and graduate students by hiring new tenure-line faculty in the critical areas of French/Francophone History, and Ancient History. Not only do we have a large number of students interested in these two fields, but with FAU's designation as the public university with the most diverse student body in the state of Florida¹, and for a history department the size of FAU, these are critical areas that speak to the histories of many of the students who attend the university. We have many French Caribbean and Haitian students, for example, who would surely like to learn more about their history, and courses in these fields would expand the horizons of those not of this background and contribute to a greater respect for diversity among the student body. French and ancient history also provide a solid foundation in the core components of the western tradition upon which the United States is built, and contribute to historical literacy in areas that are critical in fashioning an informed citizenry.

¹ <https://www.bestcollegereviews.org/features/top-ethnically-diverse-colleges/>; <https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>.

Implementation Strategy: The department will continue its attempt to replace two faculty members in these fields who have retired in the past several years. We will put in requests for tenure-track lines for faculty members who can teach in both the undergraduate and graduate programs. We need more faculty to teach the IFP/WAC WOH 2012: History of Civilization I course, as well as upper-division courses in field. The European field in the graduate program is in danger of being eliminated without a new faculty hire who can teach courses in this area. Such a development would be a major blow to our M.A. program.

Assessment: This goals will be met once needed faculty members are hired.

G. Strengths and opportunities that support achievement of program goals. *For each Department, Center or Unit within the College.*

The History Department is fortunate to have key strengths and opportunities that enable it to work toward the achievement of these program goals. First, the history faculty is united in its commitment to these goals which were developed collaboratively at department meetings. Members believe that these are important stepping stones in fulfilling our mission of providing a superb undergraduate and graduate education to our students, by including experiences that relate their learning to a changing world where new competencies and skills are essential for success. Faculty members are committed to hands-on learning and take pride in giving students personal attention as they seek to fulfill their academic and career goals. This means they are in constant dialogue with students and are continuously assessing their needs while developing creative ways to help meet them within the larger context of the university's mission.

Students themselves are key players, therefore, in the department's efforts to achieve its strategic goals, especially Goal 3. Increasing numbers of students are conducting research under the guidance of faculty mentors and sharing their results in forums such as campus OURI initiatives and at professional meetings, such as the Florida Conference of Historians and the Phi Alpha Theta regional conferences. Every year students are winning best paper awards, and some are even getting published in professional journals. Many students also choose to participate actively in public history projects, such as those organized by Dr. Sandra Norman and described elsewhere in this report.

The Department receives institutional support largely through the efforts of the college Dean's Office, which over the years has helped up fulfill our mission as much as it can within the budgets constraints under which it has to operate. New programs, such as the pre-law concentration and the accelerated MA degree, have been enthusiastically backed and promoted by college administrators, who encourage our inter-college and interdisciplinary efforts, as well. Most importantly, deans and other chairs possess a shared vision about the importance of arts and humanities education.

H. Weaknesses and threats that impede program progress. *For each Department, Center or Unit within the College.*

Threats and weaknesses that impede program progress are mostly related to the financial challenges inherent in meeting our goals. The establishment of a pre-law concentration in the major can be rather easily accomplished but there are some workflow issues related to how new courses, initiatives, and programs are relayed to university advising offices, and in monitoring the way they are communicated from their staff to the students. The History Department has been trying out new ways to link up effectively with academic advisors outside the department, such as attending their planning meetings and meeting separately with leadership staff to coordinate strategies. The Department has also been coordinating with the Political Science Department, and this semester, we have a former U.S. ambassador teaching courses for us that are being cross-listed with Political Science majors.

The public history expansion is mostly hampered by a lack of funding for equipment and personnel that would enable the department to establish a digital humanities laboratory. We are working on finding outside grant opportunities that might bridge this funding gap. The same goes for getting a Florida aerospace museum off the ground.

The effort to promote greater student engagement has been hampered by a lack of interest by students in forming and sustaining a History Club that can attract not just majors but any students who are interested in history. A fledgling history club was established a few years ago but didn't survive the graduation of its leaders. We need to find ways to recruit leaders who can lay institutional foundations for the group that will outlast any individual's tenure at FAU. This kind of organization is critical in forging a social network of like-minded students who can then expand out while promoting the major. Other departments, such as Philosophy, have been successful in this kind of endeavor and it might be worthwhile to investigate the ideas that worked for them. An online undergraduate journal has also been on the drawing board and might take on a more central place in achieving this goal.

Finally, changing institutional priorities and their consequent effect on financial resources have impeded the ability to hire faculty in the French/Francophone and Ancient History fields. The need here is for the upper administration to commit to greater investment in History as a "department of distinction," a designation that other universities have bestowed on highly productive departments, and which demonstrates a commitment to the importance of the liberal arts in a well-rounded college education.

I. Resource analysis. *For each Department, Center or Unit within the College.*

As the previous two sections indicate, while the existing resources are adequate for the level of programming the Department offers currently, to move forward and achieve future goals, more

investment in our initiatives will be necessary if we are to grow and be competitive with other universities of comparable size and academic reputation, or if we hope to create an even higher level of distinction for FAU. The adequacy of current resources can be assessed within the following categories:

Faculty: To meet student demand, especially with regards to university and department curricular needs, we will need to hire at least two more tenure-track faculty in the fields of French/Francophone History, and Ancient History. These hires will more than pay for themselves since both will be able to teach the highly-enrolled WOH 2012 course which we are always short of faculty to provide needed instruction. They would also be able to teach in the graduate program and help us sustain the MA field of European history. We could also use additional full-time instructors who would be able to teach this course but also the AMH 2020 class, which is one of two courses that the state has mandated to fulfill the new Civics Literacy Requirement that all SUS students must now fulfill. If enrollments in this course grow as anticipated, this will require a much greater commitment of resources to faculty hiring. As of now, the Department has received no permanent funding to address this issue either in the short term or long term.

Housing and Event Facilities: Many graduate students and visiting scholars (including the newly instituted FAU Libraries/Huntington Library Fellows) are disappointed at the lack of housing for their temporary residencies at FAU. This is a major problem as it severely inhibits our ability to attract good students, and to provide a full campus learning experience. The department also holds two signature symposia each year but it is always a struggle to find spaces that can adequately host conference panels, housing for participants, and dining facilities outside of the faculty/staff club which is only open for lunch (and quite unbelievably closed in the summer). Whenever the department wants to sponsor a lecture or other affiliated event it finds it difficult to obtain space for it, and then when a place is found, the associated costs are often prohibitive.

Offices: Compared with the university's other colleges (especially Business, Science, Engineering, Nursing and Medicine), the infrastructure of the Dorothy F. Schmidt College of Arts and Letters, and particularly the History Department, leaves much to be desired. The two buildings where the department is located are woefully in disrepair and have not been refurbished in many years. They are in great need of a more environmentally-sound remodel that also includes more spaces for students. Faculty offices have no windows and poor cell phone reception (which is dangerous), and despite an effort to install noise barriers in the ceiling of the AL building, music from lessons in the building still filters into history faculty offices. While many of the college departments are now housed in the new CU building, History remains in the older buildings that have been allowed to decay, and it appears the plan for a Phase II new classroom/office building has been scrapped from the university's master plan. The Commercial Music and Theater programs share the AL building with History faculty, and as these programs grow, space for our programs is contracting so that we no longer can provide office space for new full-time or part-time faculty.

Classrooms: Scheduling classes has become a major headache when trying to position courses on the schedule so that students can follow their flight plans and graduate on time. With no plans to build new classroom buildings, the scheduling/space management office is increasingly unable to find classrooms when they are needed, even though they have worked miracles on occasion. This has led to classes being removed from the schedule because a classroom could not be found. In addition, if there were more large classrooms available, the Department would be able to offer more high-enrollment courses, including lower-division IFP lecture classes that could employ graduate teaching assistants.

Research Funding, Course Releases and Sabbaticals: The college Dean works hard to fund conference travel for those giving papers, but more could be done to support research, including more travel funding, **course releases (aside from the very competitive SCAF awards), and course releases**. The History Department has lost four outstanding faculty members in the past few years because another university offered these kinds of incentives and we could not match them. (Of course, salaries also tended to be higher at these other institutions.) We are finding it increasingly difficult to attract and retain quality research faculty because we cannot compete with other universities who invest in this and give their faculty the time to research and write, unburdened from the significant teaching and service responsibilities. All of this has had a ripple effect in that students who have wanted to work with particular faculty members have been disappointed when they leave, which depresses the numbers of good students who stay or decide to come to FAU. There could also be more sabbatical opportunities.

Library Support: Last but not least, the abysmal institutional support for the university library has reached a critical stage where both faculty and students are unable to carry out the most basic research expected in any university of distinction. As the Dean of Libraries has sadly pointed out, FAU is the only SUS university not to have increased its library budget in the last 10+ years, even as expenses have grown tremendously, especially for electronic resources. Many critical databases and journals have been canceled or are in danger of cancellation, while unbelievably, no history books have been ordered in the last two years! This is unsustainable and will have a negative effect on recruiting and retaining good students and faculty members. Such disregard for the library's dire situation and needs has cost the university not only in its lack of investment in critical resources but it also prevents the library from being able to support academic initiatives—such as hosting postdoctoral and research fellows—that would raise FAU's stature as an institution of higher learning by taking seriously all research, including that done in the humanities and liberal arts.

J. Future Direction. *For each Department, Center or Unit within the College.*

Anticipated Changes

Over the next several years the History Department hopes to have:

- A fully-implemented Pre-Law Concentration in the History BA.
- Several students successfully completing the accelerated MA degree in History.
- More History majors completing senior theses, receiving honors, and presenting research at conferences.
- Successful establishment of a History Club.
- A new graduate certificate in Public History, with perhaps an interdisciplinary component, especially with archaeologists in the Anthropology Department.
- More students participating in internships that lead to public history jobs.
- New and improved office and classroom spaces.
- Better library resources so faculty and students can conduct vital research.
- A fully-equipped digital humanities laboratory with students and faculty working on collaborative projects, along with having training opportunities in place for those who want to learn about how digital technology can be used in historical study.
- Tenure-line faculty hired in French/Francophone and Ancient History.
- Several new full-time instructors who can teach IFP/WAC and Civics Literacy courses.

Questions for the Review Team

- What are the best ways to address faculty shortages and to make the case for new hires?
- What suggestions do you have for retaining faculty and students in an environment of fixed resources, including diminishing library and infrastructure funding?
- How might our undergraduate majors develop a greater sense of identity in a large university where many students have jobs and live off-campus?
- In an environment where STEM concerns and objectives are privileged over the liberal arts, how can we address the decline in majors outside of further curriculum changes?

K. Student feedback regarding programs.

Since the last program review the History Department developed and began instituting an exit survey for majors to complete just before graduation. (See Appendix E). This survey asks students about their experiences at FAU, including evaluating the courses, faculty and the History program overall, while also gathering information about their future plans. The survey is given by the Undergraduate Program Director who subsequently tabulates the results annually and provides an assessment of student satisfaction and preparation for post-graduate life, which the Department uses in its strategic planning (See Appendix I).

Appendices

Appendix A

Rubric for Assessment Plan for the B.A. in History

<p>Outcome: 1</p> <p>Outcome Description</p> <p>Students will demonstrate that they have learned and can utilize the vocabulary and concepts specific to the discipline of history, and be familiar with major historiographical themes and how they draw upon other disciplines. They will demonstrate this knowledge through various oral and written assignments.</p> <p>Scoring rubric</p> <ol style="list-style-type: none">1. Students who demonstrate mastery of all of the elements specified above are outstanding in their work.2. Students who demonstrate their mastery of a majority of these elements are above satisfactory.3. Students who have mastered only the most basic of these elements are satisfactory in their performance.4. Students who have failed to master even the most basic of these elements are unsatisfactory in their performance.
<p>Outcome: 2</p> <p>Outcome Description</p> <p>Students will have the ability to conduct historical research in accordance with professional methods, utilizing both primary and secondary sources. They will develop procedural and technical skills involved in carrying out historical research, such as developing research topics, finding sources, reading sources, taking and organizing research notes, writing up research, developing bibliographies, using proper citation forms (Chicago Manual of Style), developing interpretations, making contributions to historical knowledge, presenting research results, and knowing how to make and accept critiques of research.</p> <p>Scoring rubric</p> <ol style="list-style-type: none">1. Students who demonstrate mastery of all of the elements of successful archival research are working at an outstanding level.2. Students who demonstrate a majority of the skills specified above are above satisfactory in their performance, with good technical skills even though the scope of their inquiry might be less than it should be or more general than it should be.

3. Students who demonstrate mastery of the most basic skills specified above are performing at a satisfactory level, although their research may have some technical problems and may be overly narrow or too general in scope. .
4. Students who fail to master the most basic research skills are not performing at a satisfactory level.

Outcome: 3

Outcome Description

Students will demonstrate well-organized, well-conceptualized and grammatically correct writing consistent with history disciplinary standards. In the process they will demonstrate knowledge of the Chicago Manual of Style in their written assignments.

Scoring rubric

1. End of semester term papers must demonstrate well-organized, well-conceptualized and grammatically correct writing for the discipline of history and consistent use of the Chicago Manual of Style in order to be evaluated as outstanding, regardless of the quality of their content
2. End of semester term papers must demonstrate competent use of the Chicago Manual of Style as well as writing competency but may exhibit some sentence level error and still be evaluated as above satisfactory .
3. End of semester term papers that fall short of the minimum length required by the instructor, exhibit some flaws in organization and writing, uneven use of the Chicago Manual of Style will be evaluated as satisfactory
4. Students who submit papers that fail to conform to the Chicago Manual of Style, are poorly written and organized and fail to exhibit correct writing for the discipline are unsatisfactory

1. End of semester term papers in both courses must demonstrate proficiency in analyzing and evaluating historical documents, and in comparing and contrasting (judging) historical issues, theories, and events to be evaluated as above satisfactory .
2. End of semester term papers in both courses must demonstrate competence in analyzing and evaluating historical documents, and in comparing and contrasting (judging) historical issues and theories to be evaluated as satisfactory.
3. End of semester term papers that fail to demonstrate competency in analyzing and evaluating historical documents, and in comparing and contrasting (judging) historical issues, theories are unsatisfactory.

Appendix B

THE DOROTHY SCHMIDT COLLEGE
OF ARTS & LETTERS

HISTORY UNDERGRADUATE
COURSE OFFERINGS & CHECKLIST
(rev. February 2017)

Student Name: _____

Z-Number: _____

Email: _____

Prepared By: _____

Date: _____

HISTORY MAJOR

FAU MINIMUMS: 120 cr. Total / 45 cr. upper div. / 30 cr. at FAU / Majors must complete a minimum of 42 credit hours of History courses with a "C" or better in each course.

HISTORY MINOR

MINIMUM 18 CR. / 15 cr. upper div., 15 at FAU / "C" minimum in all 18 credits, courses must cover at least two geographical areas (U.S., Europe, African, Latin, Non-Western)
TRACK 1: Take one lower division survey + five upper division courses (3000-4000)
TRACK 2: Take six upper division (3000-4000)

CONCENTRATION WITHIN THE HISTORY MAJOR

RELIGIOUS HISTORY: Take at least 15 cr. from courses marked † (relevant senior seminar or special topics courses may also qualify); at least one course from all four fields: U.S., Asian, Judaic, and European.

BRITISH HISTORY: Take Medieval, Modern, and Tudor-Stuart England, plus two others marked £ (relevant senior seminar or special topics courses may also qualify)

<http://www.fau.edu/history/undergrad.php>

Basic Courses (All required; 18 credits)

—	WOH2012	History of Civilization I (WAC)
—	WOH2022	History of Civilization II
—	AMH2010	U.S. History to 1877
—	AMH2020	U.S. History since 1877
—	HIS3150	Historical Methods (WAC)*
—	HIS4935	Senior Seminar (WAC)*

United States History (6 credits minimum)

—	AMH3192	19 th Century America
—	AMH3310	20 th C. American Social Hist.
—	AMH3371	American Capitalism since 1890
—	AMH3400	The America South
—	AMH3420	History of Florida
—	AMH3500	Work & Workers in US History
—	AMH3530	Am. Immigration & Ethnicity
—	AMH3560	History of U.S. Women
—	AMH3571	African-Am. History to 1877
—	AMH3572	African-Am. History since 1877
—	AMH3630	Am. Environmental History
—	AMH4110	Colonial Encounters in Amer. £
—	AMH4133	Revolutionary Age
—	AMH4150	Age of Jefferson & Jackson
—	AMH4170	Civil War & Reconstruction
—	AMH4231	U.S. in WWI & WWII Era
—	AMH4270	U.S. since 1945
—	AMH4273	America in the 1960s
—	AMH4302	Am. Material Culture to 1860
—	AMH4303	Am. Material Culture from 1860
—	AMH4307	Social History of Early America
—	AMH4350	American Politics since 1750.
—	AMH4377	Shopping, Travel, and Leisure
—	AMH4460	Urban History of the U.S.
—	AMH4512	Diplomatic History of the U.S.
—	AMH4574	History of African-Am. Women
—	AMH4575	Civil Rights Movement
—	AMH4580	American Indian History
—	AMH4581	Hist. of Southeastern Indians
—	AMH4611	American Sports History
—	AMH4620	Religion in America †
—	AMH4930	Special Topics in Am. History

ALL COURSES 3 Credits

WAC = Writing Across the Curriculum
* Historical Methods (HIS3150) should be completed within the first 90 credits, and is a prerequisite for Senior Seminar (HIS4935).

World History (3 credits minimum)

—	AFH4930	Special Topics in African History
—	AHS3222	Islamic History †
—	ASH3223	Modern Middle East
—	ASH3233	The Ottoman Empire
—	ASH3300	History of East Asia
—	ASH3384	Women in Asian History
—	ASH4210	The Crusades
—	ASH4242	Modern Iran
—	ASH4404	History of Modern China
—	ASH4442	History of Modern Japan
—	ASH4550	History of Modern India £
—	ASH4560	Indian Civilization
—	ASH4600	History of Eastern Ideas †
—	ASH4602	History of Chinese Thought
—	ASH4603	Zen and Buddhism
—	ASH4624	Islamic Intellectual History
—	ASH4630	Asia and the West
—	ASH4930	Special Topics in Asian History

European History (6 credits minimum)

—	EUH3206	20 th C. Europe Since WWII
—	EUH3343	20 th Century Europe to WWII
—	EUH3451	History of Modern France
—	EUH3462	History of Modern Germany
—	EUH3570	History of Modern Russia
—	EUH3619	Women in European History
—	EUH4120	Medieval History
—	EUH4140	Renaissance Europe (1350-1500)
—	EUH4144	Reformation Eur. (1500-1650)†
—	EUH4200	Early Modern Europe
—	EUH4233	Nineteenth Century Europe
—	EUH4403	History of Greek Civilization
—	EUH4411	History of Roman Civilization
—	EUH4465	Hitler and Nazi Germany
—	EUH4500	Medieval England
—	EUH4502	Modern Britain
—	EUH4511	Tudor-Stuart England
—	EUH4530	British Empire £
—	EUH4538	Modern Ireland £
—	EUH4684	History of European Sexuality
—	EUH4930	Special Topics in European Hist.

Latin American History (3 credits required)

—	LAH3100	Colonial Latin American History
—	LAH3133	Latin American Independence
—	LAH3200	Modern Latin American History
—	LAH3721	Women in Latin American Hist.
—	LAH4131	Indians in Latin American Hist.

Latin American History (continued)

—	LAH4430	History of Mexico
—	LAH4470	History of the Caribbean
—	LAH4480	History of Cuba
—	LAH4930	Sp. Topics in Latin Am. History

Electives (6 credits min., this or any area)

—	HIS3065	Introduction to Public History
—	HIS 3270	Hist. of Human Rights
—	HIS3432	Hist. of Christianity to 1500†
—	HIS3434	Hist. of Christianity post 1500†
—	HIS4322	Birth of Aviation in 20 th C.
—	HIS4345	History of Western Ideas
—	HIS4435	Religion in the Atlantic World †
—	HIS4451	Slavery in the New World £
—	HIS4906	Directed Independent Study
—	HIS4930	Special Topics in History
—	HIS4944	Internship in Public History
—	HIS4957	History Study Abroad (1-4cr.)
—	HIS4970	Senior Thesis in History
—	WOH4244	World War II
—	WOH4272	Revolution & Resistance in the Atlantic World

Electives cross-listed with Jewish Studies

—	JST3403	Classical Jewish Civilization
—	JST3404	Modern Jewish Civilization
—	JST3408	History of Anti-Semitism
—	JST4415	American Jewish History †
—	JST4417	Jews of Spain & the Mid-East
—	JST4424	Ancient Israel
—	JST4701	The Holocaust

HONORS IN HISTORY

After 60-90 credits, history majors with high GPAs (3.2 overall/3.5 in the major), and grades of B or higher in both Historical Methods (HIS3150) and Senior Seminar (HIS4935) may be admitted to honors track to work with a faculty mentor on a senior thesis (HIS4970). Please arrange an appointment with Dr. Patricia Kollander, Director of Undergraduate studies at kollande@fau.edu for consultation and approval.

Students who receive B or better on their thesis will receive the designation "Honors in History" on their transcript at the time of graduation.

Appendix C

Concentration in Legal History

All courses are in the FAU course catalog and have been already offered unless otherwise noted.

Concentration in legal history (15 credits):

Choose three core courses

EUH 4500	Medieval England
EUH 4511	Tudor-Stuart England
AMH 4133	The American Revolution
AMH 4150	Age of Jefferson and Jackson

Choose two from elective courses

AMH 3630	American Environmental History
AMH 4575	History of the Civil Rights Movement
AMH 3530	History of American Immigration and Ethnicity
AMH 3420	History of Florida
HIS 3204	History of Human Rights
AMH 4930	History of Law in America (will be offered for first time in fall 2018)
AMH 4930	History of Prisons in America (will be offered for first time in spring 2019)

Future courses to be added to the track:

AMH 4930	Constitutional History (core course)
AMH 4930	History of Violence in America (elective course)

Appendix D

4 YEAR FLIGHT PLAN: Bachelor of Arts (B.A.) in History

FAU is committed to your success as a student. One way we define student success is efficient and effective progression through your degree program.

This Flight Plan is a tool to assist you in planning the courses you should complete and the milestones you should reach during your undergraduate studies so you may graduate on time. It is our intention that you complete this planning tool in *collaboration with an academic advisor* to ensure good understanding of:

- Which graduation requirements you have satisfied
- Which Intellectual Foundations and elective courses match your career plans
- How to balance coursework with your other responsibilities (e.g., employment) and optional activities (e.g., mentored research, study abroad, student organizations, leadership)
- How to get the most from your academic experience at FAU

Your academic advisor will help you customize and maintain your Flight Plan during the next four years so that you stay on track for success at FAU. In order to graduate on time, you will need to:

- Complete an average of 30 credit hours per year
- Earn 120 credit hours, at least 45 in the upper division (3000 or 4000 level)
- Earn at least 9 credit hours in summer coursework (or equivalent)

Your advisor will help you identify what additional milestones apply to you, as well as how you may even graduate early or enter an accelerated graduate program. If you have any questions at all about your FAU Flight Plan, feel free to contact any of the following individuals for assistance. They are here to help!

Your Academic Advising Professionals

University Advising Services

Office Location: Student Support Services building (SU80), Room 201
Email Address, Phone Number: advisingservices@fau.edu, 561-297-3064
Additional Information: www.fau.edu/uas

Academic Program Information

Office Location: Dr. Patricia Kollander , Director of Undergraduate Studies, AH 152
Email Address, Phone Number: kollande@fau.edu, (561) 297-3847
Additional Program Information: <http://www.fau.edu/history/>
Career/Professional Development: <http://www.fau.edu/cdc/students/majors/history.php>

Flight Plan: B.A. in History

NOTE: Some students may be required to maintain a GPA of 2.75 or higher to remain eligible for scholarships or to be stronger candidates for admission to internships, graduate programs, and professional schools. Please confirm your required GPA with your academic advisor. **All courses listed in bold fulfill Intellectual Foundations Program (IFP) requirements, and all courses in *italics* fulfill Writing Across the Curriculum (WAC) and Gordon Rule requirements.**

YEAR 1			
Semester 1 () Summer (X) Fall () Spring			
Courses and Credit Hours	Credit Hours	Milestones	Advising Tips
<i>ENC 1101</i>	3	1. Declare your major by end of semester. 2. Earn GPA of 2.0 or higher.	1. Complete Major Knowledge, print out and bring to advising appointment. 2. Create student profile in OWL CareerLink. 3. Meet with your academic advisor at UAS.
AMH 2010	3		
Mathematics	3		
Foundations Science & Natural World	3		
SLS 1503: Learning Strategies and Human Development	2		
Total	14		
Balance/Other Commitments & Activities: Join the History Club			
Semester 2 () Summer () Fall (X) Spring			
Courses and Credit Hours	Credit Hours	Milestones	Advising Tips
<i>HIS 2050</i>	3	1. Maintain good academic standing. 2. Finish up Parts I, II, and III of the IFP.† †Courses must come from 2 different departments.	1. Develop Individual Learning Plan for career development. 2. Attend Carnival of Majors Fair. 3. Confirm/declare your major. 4. Meet with department undergraduate advisor. 5. Formalize your academic major. 6. *HIS 2050 is a substitute for ENC 1102.
AMH 2020	3		
Mathematics	3		
Foundations Science & Natural World + Lab	4		
Total	13		
Balance/Other Commitments & Activities:			
Semester 3 (X) Summer () Fall () Spring			
Courses and Credit Hours	Credit Hours	Milestones	Advising Tips
Foundations in Society & Human Behavior	3	1. Maintain good academic standing.	
Total	3		
Balance/Other Commitments & Activities:			

YEAR 2			
Semester 4 () Summer (X) Fall () Spring			
Courses and Credit Hours	Credit Hours	Milestones	Advising Tips
<i>WOH 2012</i>	3	1. Maintain good academic standing. 2. Finish up parts IV and V of the IFP.	1. Explore internship opportunities through OWL Career Link. 2. Meet with your academic advisor. 3. Start fulfilling language requirement.
Foundations in Society and Human Behavior	3		
Foundations in Global Citizenship	3		

Foreign Language 1	4		4. Meet with department undergraduate advisor.
Total	13		5. Consider study abroad

Balance/Other Commitments & Activities:

Semester 5 () Summer () Fall (X) Spring			
Courses and Credit Hours	Milestones	Advising Tips	
<i>HIS 3150</i>	3	1. Maintain good academic standing.	1. Visit Career Development Center.
WOH 2022	3	2. Complete	
Foundations in Creative Expression	3	WAC/Gordon Rule requirements.	
Foreign Language II	4	3. Fulfill Historical Methods requirement.	
Total	13		

Balance/Other Commitments & Activities: Join Phi Alpha Theta.

Semester 6 (X) Summer () Fall () Spring			
Courses and Credit Hours	Milestones	Advising Tips	
College elective (upper division)	3	1. Maintain good academic standing.	
College elective (upper division)	3	2. Complete college elective requirement.	
Total			

Balance/Other Commitments & Activities:

YEAR 3

Semester 7 () Summer (X) Fall () Spring			
Courses and Credit Hours	Milestones	Advising Tips	
Foundations in Creative Expression	3	1. Maintain good academic standing.	1. Attend job/graduate school fairs.
LAH or ASH course (upper division)	3	2. Fulfill either LAH or ASH requirements.	2. Meet with the department undergraduate advisor.
EUH course (upper division)	3	3. Fulfill Part VI of the IFP.	3. Visit Career Development Center.
AMH course (upper division)	3		4. Consider a history internship.
Free elective or foreign language	3/4		
Total	15/16		

Balance/Other Commitments & Activities:

Semester 8 () Summer () Fall (X) Spring			
Courses and Credit Hours	Milestones	Advising Tips	
AMH course (upper division)	3	1. Maintain good academic standing.	1. Visit with career counselors for job search or graduate school planning.
EUH course (upper division)	3	2. Fulfill AMH and EUH requirements.	2. Consider honors thesis (HIS 4970).
AMH or ASH course (upper division)	3	3. Fulfill Senior Seminar requirement.	3. Consider submitting research paper to FAU's or department's undergraduate research journal.
Free elective or foreign language	3/4	4. Fulfill remaining ASH or LAH requirement.	
<i>HIS 4935</i>	3	5. Check Graduation Application deadline for upcoming term.	
Total	15/16		

Balance/Other Commitments & Activities:

Semester 9 (X) Summer () Fall () Spring		
Courses and Credit Hours	Milestones	Advising Tips
Total		
Balance/Other Commitments & Activities:		

YEAR 4		
Semester 10 () Summer (X) Fall () Spring		
Courses and Credit Hours	Milestones	Advising Tips
Free elective of HIS 4970	3	1. Maintain good academic standing. 2. Submit Graduation Application by deadline. 3. Meet with the department undergraduate advisor.
College elective (upper division)	3	
History elective (upper division)	3	
Free elective (upper division)	3	
Free elective (upper division)	3	
Total	15	
Balance/Other Commitments & Activities:		

Semester 11 () Summer () Fall (X) Spring		
Courses and Credit Hours	Milestones	Advising Tips
Free elective or HIS 4970	3	1. To prepare for graduation, see the department undergraduate director for a degree audit and then a SUS advisor for an overall audit. 2. Consider graduate school or employment opportunities. 3. Visit Career Development Center.
Free elective (upper division)	3	
Free elective (upper division)	3	
Free elective (upper division)	3	
Free elective (upper division)	3	
Total	15	
Balance/Other Commitments & Activities:		

You and your advisor will customize your Flight Plan and update it as necessary as you progress through your program.

More Information

Academic Program Requirements and Career/Professional Development Information:

<http://www.fau.edu/cdc/students/majors/>

Student Policies, Services, and Resources (Handbook):

<http://www.fau.edu/handbook/>

Registration, Transcripts, Forms, Student Records:

<http://www.fau.edu/registrar/>

Academic Support (Center for Teaching and Learning, Tutoring, Writing Center, Undergraduate Research):

<http://www.fau.edu/ctl/>

Student Financial Aid, Other Financial Services:

<http://www.fau.edu/finaid/>

Students with Disabilities:

<http://osd.fau.edu/>

Student Life (Housing, Events & Organizations, Wellness, Counseling, Leadership, Military Affairs, etc.):

<http://www.fau.edu/student/SADepts.php>

Tips for Success

- Meet with your advisor at least once a semester.
- Monitor your progress in your courses; “check-in” with your instructors regularly!
- Check your degree audit every semester.
- Stay aware of important deadlines.
- Take advantage of resources FAU has made available to you to help you succeed on your flight.

Appendix E



Exit interview for graduating History majors

Today's date _____

Congratulations on your upcoming graduation from FAU! The purpose of this form is to obtain information that will help the department maintain its high quality program and make improvements as needed. Please answer the questions as candidly and accurately as possible. Questions regarding sex, age, and race at the end of the form are optional, but can provide useful demographic information about History majors. Please, turn in the interview with your graduation papers to the History Department Office (AH 107), and many thanks for your assistance.

Please circle and/or fill in requested information.

1. Degree: BA Double Major?: History/ _____

2. Minor: _____

3. Concentration (if any): British Studies Religious Studies

4. In which area did you take a majority of your upper division History courses? (American (AMH) European (EUH) Latin American (LAH) Non-Western (ASH))

6. Did you graduate from a Florida high school? Yes No

7. Were you a Florida resident when you first enrolled? Yes No

If not, where are you from? _____

8. Did you attend other colleges/universities before transferring to FAU?

-----If yes, please list them _____

9. Did you change your major while at FAU? Yes No

-----If yes, what was your previous major? _____

10. Why did you choose to come to FAU?

11. Why did you choose the History major?

12. How many semesters did it take for you to complete your degree? _____

13. What are your career plans now after graduation from FAU?

14. Are you applying to graduate school? If so, where have you been accepted?

15. What do you think of our curriculum (i.e: sequence and content of the courses required in the major); any suggestions for change?

16. What do you think we do best?

17. Any other comments concerning our department and/or suggestions for improvement?

18. Was your History advisor available during office hours? Yes No

19. Did you and your History advisor outline a possible academic program? Yes No

20. Have you discussed your post-graduation opportunities and/or career choices with your History advisor? Yes No

21. Do you have any specific suggestions to improve our advising?

26. Please rate your overall experience by circling the appropriate number:

Overall quality of teaching in History: Excellent- 5 4 3 2 1 -Poor

Overall quality of advising in the major: Excellent- 5 4 3 2 1 Poor

Biographical Data: this will be used so that we may contact you with news about the department, and to invite your future assistance.

Name _____

Permanent address where you can be reached in the future _____

Email: _____

Age (optional) _____

Gender (optional) _____

Race (optional) _____

Appendix F

Suggested BA Plan for 4+1 Students

Dorothy F. Schmidt College of Arts and Letters
Department: History

Degree Program: BA-MA in History

All students must complete 120 credit hours. 45 must be upper division at the 3000-4000 level and 30 or 36 credit hours at the 5000-6000 level.

Semester 1	Cr.hr.
ENC 1101 College Writing 1 (<i>req.</i>)	3
AMH 2010 U.S. History to 1877	3
Foundations in Math	3
Foundations in Society & Human Behavior	3
Foundations of Science & the Natural World	3
Total	15

Semester 2	Cr.hr.
HIS 2050 Writing History* (<i>or equiv.</i>)	3
AMH 2020 U.S. History since 1877	3
Foundations in Math	3
Foundations in Society & Human Behavior	3
Foundations in Science & Nat. World + Lab	4
Total	16

Semester 3	Cr.hr.
WOH 2012 History of Civilization	3
Foundations in Creative Expression	3
Foundations in Global Citizenship (non-Hist)	3
Free Elective (upper division)	3
Language	3-4
Total	15/16

Semester 4	Cr.hr.
HIS 3150 Historical Methods	3
Foundations in Creative Expression	3
WOH 2022 History of Civilization2	3
Free Elective (<i>upper division</i>)	3
Language	3-4
Total	15/16

Semester 5	Cr.hr.
AMH (<i>upper division</i>)	3
LAH (<i>upper division</i>)	3
Non-Western (<i>upper division</i>)	3
EUH (<i>upper division</i>)	3
Language	3-4
Total	15/16

Semester 6	Cr.hr.
HIS 4935 Senior Seminar	3
AMH (<i>upper division</i>)	3
EUH (<i>upper division</i>)	3
Free elective (<i>upper division</i>)	3
Free elective or Language	3-4
Total	15/16

Semester 7	Cr.hr.
HIS 5060	3
5000-level AMH/EUH/HIS/LAH/WOH (50	3
Free Elective (<i>upper division</i>) OR HIS 5944	3
Free elective (<i>upper division</i>)	3
Free elective (<i>upper division</i>)	3
Total	15

Semester 8	Cr.hr.
5000-level AMH/EUH/HIS/LAH/WOH	3
6000-level AMH/EUH/HIS/LAH/WOH	3
Free Elective (<i>upper division</i>)	3
Free elective (<i>upper division</i>)	3
Free elective (<i>upper division</i>)	3
Total	15

*Substitute for ENC 1102.

NB: Semesters 9-12 will map onto the non-thesis track checklist available from the Department of History.

[The graduate coursework takes the place of “free elective” credit on the History Department’s BA program 4-year plan]

Appendix G

DEPARTMENT OF HISTORY COMMITTEE ASSIGNMENTS for 2018-19

Executive Committee

B. Lowe, chair
S. Engle
D. Kanter
P. Kollander
D. McGetchin
E. Bennett
S. Norman
K. Shannon
M. Rose
E. Hanne

FEC (aka Promotion and Tenure)

M. Rose, chair
E. Hanne
P. Kollander
S. Engle
B. Lowe

Undergraduate Curriculum

P. Kollander, chair
G. Cruz-Taura
J. Sharples
E. Bennett
K. Holloway
B. Lowe

Graduate

D. Kanter, chair
C. Suddler
A. Finucane
K. Shannon
E. Hanne
B. Lowe

Speakers/Awards

D. McGetchin, chair
B. Breslow

M. Dalin
B. Ganson
M. Rose
B. Lowe

Symposium

S. Engle, chair
P. Kollander
B. Lowe

University Senate

At large from the college

ROCA

K. Shannon

University and Community Engagement

E. Bennett, chair
C. Suddler
K. Holloway
D. McGetchin
B. Lowe

Library/Weiner

A. Finucane, chair
J. Sharples
S. Norman
B. Lowe

STECC (Secondary Teach Ed Certif. Comm) Rep M. Dalin

Faculty Assembly Rep

E. Hanne

Phi Alpha Theta Advisor

S. Norman

Sustained Performance Evaluation (SPE)

E. Hanne

Appendix H

ANNUAL EVALUATION CRITERIA FOR TEACHING, RESEARCH AND SERVICE

*The Department of History
The Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University*

Adopted Fall 2016

Depending on the status (i.e., tenured or tenure earning) faculty members' teaching will be assessed and documented in two and/or three ways: Student Evaluation; Peer Evaluation; Chair Evaluation. Tenured faculty members' teaching will be evaluated through Student and Chair evaluation, while tenure-earning faculty members' Teaching will also include Peer Evaluation.

A. Teaching: History faculty members are expected to challenge and inspire their students in the classroom, demonstrating pedagogical currency by regular revision of course syllabi and materials. Despite the limitations of the SPOT forms, the department acknowledges the validity of student input as one part of a holistic approach to the evaluation of teaching. Yet, faculty in the History Department also value other factors which also provide evidence of a faculty member's commitment to excellence in teaching, evidence which the chair uses in determining performance for the annual evaluation of a faculty member.

1. Student Evaluation obtained through the University Student Perception of Teaching Form. In 2015, The University Faculty Senate approved item 6 (Rate the quality of instruction as it contributed to your learning for the course) for the Teaching and Evaluation table in the P&T portfolio.² Candidates must also include the SPOT summary sheets for each course taught during the period under consideration. **The Chair will tabulate the responses to question 6 on the SPOT form and submit to the committee a ranking of faculty by SPOT. All faculty are expected to strive to meet or exceed the college mean in their classes.**

2. Peer (faculty) Evaluation for Faculty

a. Peer (faculty) Evaluation for tenure-earning faculty will include a written evaluation and critique of the candidate's teaching, completed by a tenured member of the Florida Atlantic

² From Fall 2005 to Fall 2015, question 20 (overall rating of the instructor) was used, as stipulated in the University's Promotion and Tenure Guidelines

University History faculty based on at least one classroom visitation during the year preceding annual evaluation. The faculty evaluator will be selected by the Faculty Evaluation Committee in consultation with the candidate.

b. Peer (faculty) Evaluation for tenure-track faculty will involve the annual submission of syllabi and other appropriate teaching materials to the Faculty Evaluation Committee for review and response. Tenured faculty may request classroom visits, and may be encouraged to participate in Department, College, and University forums on teaching.

c. The Faculty Evaluation Committee will determine whether a peer's teaching evaluation should be regarded as an indicator of Exceptional, Outstanding, Good, Needs Improvement, or Unsatisfactory. Since teaching assignments, efforts, and achievements will vary from instructor to instructor, this rating cannot be determined formulaically.

3. Chair's Assessment of Other Contributing Factors³:

- a. Creation of new courses or significant revision of existing courses
- b. Creation of programs, workshops, or symposia related to teaching
- c. Service as chair or member of Honor's Thesis, Master's Thesis, or Ph.D. dissertation.
- d. Director of an independent study course at either the undergraduate or graduate level
- e. Teaching awards or professional recognition for teaching.
- f. Publications of teaching materials, presentations related to teaching.
- g. Contributions to the college's interdisciplinary programs.
- h. Participation in pedagogy workshops.
- i. Unsolicited commentaries of students, faculty and other pertinent information in the possession of the chair.

4. Evaluation of Teaching

Exceptional: The rating of Exceptional reflects the highest level of performance in SPOT scores and most of the areas under categories 2 and 3 as assessed by the chair. Peer evaluations will also be considered in those years when they are conducted as part of the annual evaluation process. To receive a rating of Exceptional in teaching, the statistical mean on the SPOT evaluations (on question 6 as stipulated in the University's Promotion and Tenure Guidelines) will typically be between 1.00 and 1.20 in all courses taught during the period under evaluation.

Outstanding: The rating of Outstanding reflects a high level of performance in most of the areas cited. To receive an Outstanding in teaching ordinarily the statistical mean on the SPOT evaluations (on question 6 as stipulated in the University's Promotion and Tenure Guidelines) in all courses during the period of evaluation will be above the college mean.

³ Faculty members should provide the chair with appropriate documentation, e.g., syllabi of new or heavily revised courses, e-mails related to participation in teaching programs, workshops, etc.

Good: The rating of Good reflects an acceptable level of performance in most areas cited. To receive a Good rating in teaching, the statistical mean on the SPOT evaluations (on question 6 as stipulated in the University's Promotion and Tenure Guidelines) in all courses during the period of evaluation will be at or slightly below the college mean.

Needs Improvement: The rating of Needs Improvement reflects less than adequate performance in most areas cited. To receive a Needs Improvement rating in teaching ordinarily the statistical mean on the SPOT evaluations (on question 6 as stipulated in the University's Promotion and Tenure Guidelines) in all courses during the period of evaluation will be consistently below the college mean.

Unsatisfactory: The rating of Unsatisfactory reflects less than adequate performance in all areas cited. To receive an Unsatisfactory rating in teaching ordinarily the statistical mean on the SPOT evaluations (on question 6 as stipulated in the University's Promotion and Tenure Guidelines) will be consistently well below the college mean).

B. Scholarship, Publication and Creative Activity. Production of historical scholarship is a lengthy and labor-intensive process; it often includes searching out numerous primary sources from a variety of genres (oral histories, archival materials, material evidence) and locations in the U.S. and abroad. It also involves extensive engagement with primary sources; these sources are analyzed, compared with other sources and then synthesized into original written work that propels the field forward, aids colleagues in the field, evaluates and/or challenges traditional hypotheses to determine their validity, and may incorporate other materials from other disciplines.

Publication of books in peer reviewed presses, and publication of peer reviewed book chapters and articles - is more significant in granting tenure and promotion than publication of non-refereed books, book chapters and articles. In evaluating a candidate's performance in the areas of scholarship the department will consider such evidence as:

1. Publication of a single-authored refereed scholarly book with a major academic or university press that appears in print during the year under review
2.
 - a. Formal acknowledgement from the publisher of scholarly book that all editorial matters are complete and that manuscript will soon enter the production process.
 - b. Publication of refereed edited works, textbooks and anthologies
 - c. Publication of peer reviewed annotated and edited translations of lengthy primary source manuscripts
 - d. Publication of peer reviewed books that involve extensive editing and preparation of unpublished archival sources (this incorporates codicology, paleography, an determination of the provenance of the various manuscripts)
 - e. Publication of peer reviewed journal articles, evaluated on basis of scholarship in print

- or electronic form
 - f. Publication of peer reviewed book chapters or articles in edited collections in print or electronic form
 - g. Receipt of major external research grant, award, or fellowship to pursue scholarly research
 - h. Public programming (exhibition, etc.) in museums and other cultural and educational institutions when original scholarship and rigorous peer review is a significant part of the involvement.
- 3.
- a. Editing of journals and/or other scholarly publications
 - b. Creation of bibliographies and databases for use by other scholars
 - c. Peer reviewed encyclopedia and dictionary entries, evaluated on their merits with attention to their contribution to scholarship in print or electronic form
 - d. Receipt of advance book contract
 - e. Papers published in conference proceedings
 - f. Book reviews in refereed academic journals
 - g. Papers presented at professional meetings, evaluated on their own merits
 - h. Service as a commentator at a session of a scholarly meeting
 - i. Refereeing manuscripts for scholarly journals and presses, and grant proposals for funding agencies
 - j. Smaller grants, awards and fellowships received in support of research and publication
 - k. Completed applications for major grants
 - l. Demonstration of substantial progress on a book manuscript
 - m. Acknowledgement from publisher that article or book chapter is under review
4. In reference to the above three categories of publications, further distinctions will be made based upon the following – whether the works in a given year are:
- a. In print
 - b. In press: books and/or articles and chapters that have been completed but are still in press are taken by the department as evidence of significant research/creative activity
 - c. Acknowledgement by press that manuscript has been successfully completed: documentation of successful completion and acceptance of the manuscript (via letter or email) is taken by the department as evidence of professional activity, but this does not carry the weight of publications that are in print or in press.
 - d. Under review: Works under review (when candidates can document the successful completion of the manuscript) are taken by the department as evidence of professional activity, but they do not carry the weight of publications that are in print or in press.
 - e. Under advance contract: Works under advance contract are taken by the department as evidence of professional activity, but they do not carry the weight of works cited above.
 - f. In progress: The department expects candidates for promotion and tenure to have solid plans for further long-range project(s) in their field. All candidates for promotion and tenure should discuss their project(s) in development along with listing and describing the publications in hand

discussed in categories a-e above

5. **Evaluation of research productivity.**—Based on categories above, faculty members will be assessed with reference to their production of the following:

Exceptional: a single authored scholarly book that appears in print during the year under review; **OR** a record of continued publication, including one from category 2 and one from categories 2 or 3

Outstanding: a record of continued publication, including three from category 3 during the current year

Good: a record of continued publication; including two from category 3 during the current year

Needs Improvement: no scholarly activity for current year, and one from category 3 during the preceding three years

Unsatisfactory: no scholarly activity for the current year and one from category 3 during preceding five years

C. Service. A guiding principle in service is collegiality demonstrated via good citizenship in the university, community, and the profession.

1. **Assignment of service** in the History department varies according to professorial rank; the typical assistant professor should have only a modest assignment to service; more service is expected of associate and full professors. Tenured faculty members aspiring to the rank of professor are expected to perform leadership roles on department, college and/or university committees, and engage in professional and/or community service as well.

The following categories of service will be taken into consideration:

(a) **University service:** membership on and active participation in Departmental, College or University committees, councils, and senates, task forces, ad hoc committees, and special projects; supervision or active involvement in student clubs and organizations; involvement in university advancement or enrichment activities (such as nurturing relationships with donors, writing departmental newsletters and mailings, or organizing/participating in public lectures and events).

(b) **Professional service:** service to state, regional, and national professional associations; service on governmental or institutional boards, agencies, and commissions; service to other institutions of higher learning (such as external program review); editorial service,

including serving on editorial and advisory boards, acting as editor for academic publications, and reviewing of manuscripts (articles, texts, and books).

(c) **Community service:** active participation in local, regional, and national organizations related to the faculty member's research and expertise, including such things as: service to schools and other institutions (such as museums, libraries, archives, historical societies, foundations, think tanks, etc); academic outreach that brings scholarly expertise to the public sphere through such activities as involvement in continuing education programs, participating in media interviews, giving public lectures and presentations, writing for periodicals, blogs, or websites.

2. **Evaluation of service:** Based on the categories above, faculty members will be assessed with reference to the following:

Exceptional: a faculty member makes an active, substantial, and consistent contribution to university service, including a leadership role, such as chairing a committee, or other labor-intensive assignment), and engages in extraordinary professional and community service

Outstanding a faculty member makes an active, substantial, and consistent contribution to university service (typically including a leadership role, such as chairing a committee, or other labor-intensive assignment),and should engage in meaningful professional or community service activities; or a faculty member engages in extraordinary professional and community service while making a contribution to university service

Good: a faculty member makes a contribution to university service; *or* a faculty member makes a meaningful contribution to professional *and* community service

Needs Improvement: minimal professional, community or university service (demonstrable service in one area and none in the other two)

Unsatisfactory- no service

Appendix I

To: Dr. Ben Lowe, Professor and Chair, History Department

From: Dr. Patricia Kollander, Professor and Director of Undergraduate Studies in History

Re: Annual Report (2016-17)

1. Audited applications for history degree and the history minor (see chart below)

2. Asked history faculty to send me names of best students at the end of each semester; I audited transcripts of these students to assess whether or not they were candidates for the major, minor or honors in history

	Fall 2016	Spring 2017	Summer 2017
Number of applications for degree audited	18	24	8
Number of minors audited	8	7	--pending August 2017
Number of transcripts audited for potential to do history major, minor or honors	40	49	48

3. Attended events to advertise the major in fall and spring (Campus Days, Carnival of Majors, Undergraduate Expo)

4. Revised pamphlet for BA degree in history (attached)

5. Researched possibility of establishing an undergraduate research journal (attached)

6. Tabulated data from exit interviews concerning career paths of students completing the BA in History

Graduate school	20
Teaching (elementary or high school)	10
Law School	7
Museum curator	2
Various (liquor sales rep, pro-Israel activism, business startup, foreign policy, physician assistant, police academy)	6

7. Revised and updated exit interview for history majors (attached)

8. Revised and updated general handout about the major for distribution at campus events (attached)
9. Processed @10-12 applications for AICE credits for AMH 2010 and AMH 2020
10. Processed Dr. Shannon's History of Human Rights course and Dr. Sharples' changes to the Colonial History course; assisted in processing of the new BA/MA program in history
11. Attended all but one of the college UPC meetings during the academic year

For 2017-2018

1. In addition to using current methods for recruitment of majors, minors and honors students, attempt to increase numbers in these areas by going to classes with heaviest enrollment of first and second year students (AMH 2010 and AMH 2020) and doing a brief presentation on the advantages of pursuing the history major, based on data acquired in articles on the subject published by the AHA and historians.org (attached)
2. In department UPC—revisit discussion on whether to establish an undergraduate journal in history based on data accumulated over the past year
3. In department UPC—discuss possibility of implementing what Yale has done to reverse the trend of decline in number of majors: History Director of Undergraduate Studies Alan Mikhail attributed history's increased ranking to the department's efforts in restructuring the major to allow students to focus on a specific topic. The department also revamped its course offerings, hired new faculty and sponsored campus wide events to engage the entire Yale community in matters of historical inquiry and thought.

Appendix J

Abbreviated Vita of History Faculty Members

Evan P. Bennett

Department of History
Florida Atlantic University
777 Glades Road
Boca Raton, Fla. 33431
(561) 297-0008
ebennett@fau.edu

152 NW 12th Avenue
Boca Raton, FL 33486
(305) 972-9677 (cell)
evan.p.bennett@gmail.com

EDUCATION

- Ph.D. in History, The College of William & Mary, Williamsburg, Va., 2005
Dissertation – King Bacca’s Throne: Land, Labor, and Life in the Old Bright Belt
Advisor: Cindy Hahamovitch
Committee: Kimberley L. Phillips, Judith Ewell, Pete Daniel
Major Field: United States since 1865
Minor Fields: African American History; United States, 1763-1877; Southern History;
Rural History; Modern Latin America
- M.A. in History, University of South Florida, Tampa, Fla., 1998
Committee: Gary R. Mormino, Raymond Arsenault, Kirsten Fischer
Major Field: United States since 1877
Minor Field: Colonial America
- B.A. in History, University of South Florida, Tampa, Fla., 1995

POSITIONS HELD

- 2014-present Associate Professor – Florida Atlantic University
- 2008 - 2014 Assistant Professor – Florida Atlantic University
- 2007-2008 Visiting Instructor – Florida International University
- 2006-2007 Visiting Assistant Professor – Hampden-Sydney College
- Spring 2006 Adjunct Professor – Virginia Commonwealth University
- 2005 –2006 Adjunct Professor – The College of William & Mary

PUBLICATIONS

Books

- Environmental History of Tampa Bay* (working title), under advanced contract with University Press of Florida, (in progress, due August 2018)
- When Tobacco Was King: Families, Farm Labor, and Federal Policy in the Piedmont.*
Gainesville: University Press of Florida, 2014.

Beyond Forty Acres and a Mule: African American Landowning Farm Families in the Twentieth Century, edited with Debra A. Reid. Gainesville: University Press of Florida, 2012.

Articles

“Of the Quest of the Golden Leaf: Black Farmers and Bright Tobacco in the Piedmont South,” in *Beyond Forty Acres and a Mule: African American Landowning Farm Families in the Twentieth Century*, Debra A. Reid and Evan P. Bennett, eds. Gainesville: University Press of Florida, 2012.

“Dubious Heritage: Tobacco, History, and the Perils of Remembering the Rural Past,” *Agricultural History* 86 (Spring 2012): 23-40.

“Manning the Fields: Technology, the State, and the Remaking of Women’s Work in the Tobacco South.” *Journal of Peasant Studies*. 35:4 (October 2008): 720-741. Special Issue: Rethinking Agrarian History in the U.S. South.

“A responsibility on women that cannot be delegated to father, husband, or son’: Farm Women and Cooperation in the Tobacco South.” In *Work, Family, and Faith: Rural Southern Women in the Twentieth Century*. Edited by Rebecca Sharpless and Melissa Walker. Columbia: University of Missouri Press, 2006.

“Highways to Heaven or Roads to Ruin?: Starke, Florida, and Highway Growth in the Postwar Era.” *Florida Historical Quarterly*. 78:4 (Spring 2000): 451-471.

PUBLIC HISTORY PROJECTS

Co-director, “Beanie Backus and Florida’s Highwaymen: History Commerce, and Art,” University Galleries, Florida Atlantic University, Fall 2016

Content Editor, “Surfing Florida: A Photographic History,” University Galleries, Florida Atlantic University, Spring 2012.

COURSES TAUGHT

Research Seminar in American Environmental History (Graduate)

Research Seminar in Florida History (Graduate)

Readings in American Environmental History (Graduate)

Readings in Florida History (Graduate)

Work and Workers in U.S. History (Upper-level lecture)

The United States in the Era of World War I and World War II (Upper-level lecture)

Florida History (Upper-level lecture; also eLearning online course)

American Environmental History (Upper-level lecture)

The History of the South (Upper-level lecture)
The South since 1930 (Upper-level seminar)
The United States to 1865 (Lower-level lecture)
The United States since 1865 (Lower-level lecture)
The History of Central America (Upper-level lecture)
Modern Latin America (Upper-level lecture)
Colonial Latin America (Upper-level lecture)

PRESENTATIONS

“Whitened Waves: The Exclusion of Black Fishermen in Maritime Florida, 1865–1920,”
American Historical Association Conference, January 2017, Denver, Colo.

“Farmers, too: Rethinking Black Women and Agriculture in the Rural South,” Labor and
Working-Class History Association Annual Conference, May 2015, Washington, D.C.

“How the South’s Tobacco Farmers Became White Men,” Southern Historical Association
Annual Meeting, November 2014, Atlanta, Ga.

“Fishing for Boundaries: Nationalism, Slavery, and the Creation of a Maritime Borderland,”
American Society for Environmental History Annual Meeting, April 2013, Toronto, Ontario,
Canada

“Whose Fish?: Race and Nationalism in Florida’s Saltwater Fisheries,” Southern Labor Studies
Conference, March 2013, New Orleans, La.

Comment, “Rural Planter Elites in the American South” panel, Agricultural History Society
Annual Meeting, June 2011, Springfield, Ill.

Comment and Chair, “Economic Change in the American South” panel, Agricultural History
Society Annual Meeting, June 2010, Winter Park, Fla.

“Does the Crop Matter? Connecting Fields and Ballot Boxes in the Virginia-North Carolina
Piedmont,” Race, Labor, and Citizenship in the Post-Emancipation South Conference, March
2010, College of Charleston, Charleston, S.C.

“The Long, Slow Death of the Federal Tobacco Program,” Southern Historical Association
Annual Meeting, November 2009, Louisville, Ky.

“No Longer the Thirteen-Month Crop: The Remaking of Tobacco’s Seasons,” Social Science
History Association Annual Meeting, October 2008, Miami, Fla.

“Dubious Heritage: Virginia’s ‘Weed Plate’ and the Perils of Memory,” Southern Historical
Association Annual Meeting, November 2006, Birmingham, Ala.

“Manning the Fields: The Transformation of Farm Women’s Work in the Old Bright Belt,”
Rural Women’s Studies Association Meeting, October 2006, Lancaster, Pa.

- “From Southside to Old Belt: Bright Tobacco and the Remaking of a Plantation South,”
Agricultural History Society Annual Meeting, June 2006, Boston, Mass.
- “No Way to Prevent Its Use: Farmers and Chemicals in the Tobacco South,” American
Historical Association Conference, January 2006, Philadelphia, Pa.
- “A responsibility on women that cannot be delegated to father, husband, or son’: Farm Women
and Cooperation in the Tobacco South,” Third Pickens Salley Symposium on Southern
Women, March 2005, University of South Carolina, Aiken, S.C.
- “The Rise of the Weekend Farmer: Labor Mobility & the Culture of Bright Tobacco,” Southern
Labor Studies Conference, April 2004, Birmingham, Ala.
- “Taylorizing Tobacco: The State, Farmers, and the Reshaping of Bright Tobacco Agriculture,”
Hagley Fellows’ Conference, March 2003, Hagley Museum and Library, Wilmington, Del.

AWARDS AND FELLOWSHIPS

- Sabbatical Semester, Spring 2016, Florida Atlantic University
- Participant, NEH Workshop for College Teachers, “America and the Sea,” Mystic Seaport,
Mystic Connecticut, 2014
- FAU Jupiter Lifelong Learning Society Research Travel Grant, 2013
- Mellon Research Fellowship, Betty Sams Christian Fund for Business and Economic History,
Virginia Historical Society, 2009
- Lewis L. Glucksman Fellowship for Excellence in Teaching and Scholarship, Lyon G. Tyler
Department of History, College of William & Mary, 2003/4
- Graduate School of Arts & Sciences Summer Research Grant, College of William & Mary,
Summer 2004
- Graduate School of Arts & Sciences Summer Research Grant, College of William & Mary,
Summer 2003
- Archie K. Davis Fellowship, The North Caroliniana Society, 2002/3
- Graduate School of Arts & Sciences Summer Research Grant, College of William & Mary,
Summer 2002
- Graduate School of Arts & Sciences Summer Research Grant, College of William & Mary,
Summer 2001
- University Graduate Fellowship, University of South Florida, 1997/8
- Best Undergraduate Paper, 1996 Florida Phi Alpha Theta Regional Conference

BOOK REVIEWS

- Review of Tracy Revels, *Florida's Civil War: Terrible Sacrifices* (Mercer University Press, 2016) in *Journal of American History*, forthcoming.
- Review of Jess Gilbert, *Planning Democracy: Agrarian Intellectuals and the Intended New Deal* (Yale, 2015) in *Journal of American History*, 103:1 (June 2016): 243-244
- Review of R. Douglas Hurt, *Agriculture and the Confederacy: Policy, Productivity, and Power in the Civil War South* (North Carolina, 2015) in *North Carolina Historical Review* 93:2 (April 2016): 229.
- Review of Ann K. Ferrell, *Burley: Kentucky Tobacco in a New Century* (Kentucky, 2013) in *Ohio Valley History* 15:2 (Summer 2015): 97-98
- Review of Drew Swanson, *A Golden Weed: Tobacco and Environment in the Piedmont South* (Yale, 2014) in *Agricultural History* 89:4 (Fall 2015): 62-63
- Review of Jill Ann Harrison, *Buoyancy on the Bayou: Shrimpers Face the Rising Tide of Globalization* (Cornell, 2012) in *Labor: Studies in Working-Class History of the Americas* 12: 1-2 (May 2015): 182-183
- Review of James M. Beeby, ed., *Populism in the New South: New Interpretations and New Departures* (Mississippi, 2012), in *The Florida Historical Quarterly* 92:2 (Fall 2013): 438-440.
- Review of Peter Benson, *Tobacco Capitalism: Growers, Migrant Workers, and the Changing Face of a Global Industry* (Princeton, 2012), in *Labor: Studies in Working-Class History of the Americas* 10:2 (Summer 2013): 112-115.
- Review of Mark Hersey, *My Work Is That Of Conservation: An Environmental Biography of George Washington Carver* (Georgia, 2011) in *The Journal of Southern History* 78:4 (November 2012): 1015-1016.
- Review of Barbara Hahn, *Making Tobacco Bright: Creating an American Economy, 1617-1937* (Johns Hopkins, 2012) in *Agricultural History* 86:4 (Fall 2012): 261-262.
- Review of Chad Montrie, *Making a Living: Work and Environment in the United States* (University of North Carolina, 2008) in *Agricultural History* 84:1 (Winter 2010), 134-5.
- Review of Mary E. Odem and Elaine Lacy, eds., *Latino Immigrants and the Transformation of the U.S. South* (Georgia, 2009) in *Labor: Studies in Working-Class History of the Americas* 7:4 (Winter 2010): 82-84.
- Review of Steve Striffler, *Chicken: The Dangerous Transformation of America's Favorite Food* (Yale, 2005) in *Labor: Studies in Working-Class History of the Americas* 6:4 (Winter 2009): 140-142.

Review of Gail M. Hollander, *Raising Cane in the 'Glades: The Global Sugar Trade and the Transformation of Florida* (Chicago, 2008) in *Journal of Agrarian Change* 9:4 (October 2009): 588-9.

Review of George B. Ellenberg, *Mule South to Tractor South: Mules, Machines, and the Transformation of the Cotton South* (Alabama, 2007) in *Florida Historical Quarterly* 86:4 (Fall 2008): 539-541.

Review of R. Douglas Hurt, ed., *African American Life in the Rural South, 1900-1950* (Columbia, Mo., 2003) H-South, H-Net Reviews, December, 2005.

Review of Nano Riley and Davida Johns, *Florida's Farmworkers in the Twenty-first Century* (Florida, 2002) in *Agricultural History* 79, no. 1 (Winter 2005): 103-104.

Review of Timothy J. Minchin, *The Color of Work: The Struggle for Civil Rights in the Southern Paper Industry, 1945-1980* (North Carolina, 2001), H-South, H-Net Reviews, May, 2002.

Review of Richard J. Gray, *Southern Aberrations: Writers of the American South and the Problem of Regionalism* (Louisiana State, 2000) in *Florida Historical Quarterly* 80, no. 1 (Summer 2001): 144-146.

ENCYCLOPEDIA ENTRIES

“Tobacco Farming and Labor.” *World of Jim Crow: A Daily Life Encyclopedia*. Edited by Steven Reich. Greenwood Press, forthcoming.

“Agricultural Cooperatives.” *The New Encyclopedia of Southern Culture*, Volume 16: *Agriculture*. Edited by Melissa Walker, for the Center for the Study Southern Culture. Chapel Hill: University of North Carolina Press, 2008.

“Tobacco.” *Encyclopedia of American Environmental History*. Edited by the University of Houston Center for Public History. New York: Facts on File, forthcoming.

“H-2 Program.” *Encyclopedia of U.S. Labor and Working-Class History*. Edited by Eric Arneson. New York: Routledge, 2007.

“Samuel Harris Clark.” *Dictionary of Virginia Biography*, Volume 3. Richmond: Library of Virginia, 2006.

“Thomas LeRoy Collins.” *The Scribner Encyclopedia of American Lives*, Volume 3. Edited by Kenneth T. Jackson. New York: Charles Scribner's Sons, 2001.

PROFESSIONAL SERVICE

Program Committee, Southern Historical Association, 2018 Conference

Membership Committee, Southern Historical Association, 2011 and 2013

Editorial Board, *Agricultural History*, 2010-2013

Treasurer, Southern Labor Studies Association, 2009-present

Organizer, 2017 Southern Labor Studies Bi-annual Meeting, Tampa, Florida

Manuscript Referee: *Florida Historical Quarterly*; *Georgia Historical Quarterly*; *Journal of Southern History*; *Agricultural History*

Manuscript Referee: University Press of Florida; University of Georgia Press; University of North Carolina Press; University Press of Kansas; University of Nebraska Press

BOYD BRESLOW
CURRICULUM VITA

2017-18

DEGREES:

B.A. University of Nebraska–1959
Major–History
Minors–Philosophy, English, Classics

M.A. University of Nebraska–1962
Thesis–Imperial Administration During the Reign of the Emperor Henry VII in Vicenza, Chieri, and Reggio Emilia, 1310-1313

Ph.D. The Ohio State University–1968
Dissertation–The English Sheriff During the Reign of Edward I

PROFESSIONAL MEMBERSHIPS:

Medieval Academy of America
Institute of Historical Research
American Historical Association
North American Conference on British Studies
London Record Society
Haskins Society

PROFESSIONAL POSITIONS:

Instructor, Department of History, The University of Arizona, 1967-1968
Assistant Professor, Department of History, The University of Arizona, 1968-1971
Assistant Professor, Department of History, Florida Atlantic University, 1971-1983
Associate Professor, Department of History, Florida Atlantic University, 1983–

COURSES TAUGHT:

Western Civilization
World Civilization
Ancient Near East
Hellenic Greece
Hellenistic Greece
Roman Republic

Roman Empire
Medieval Europe
Medieval England
Medieval English Constitutional History
Medieval Intellectual History
Medieval Art History
Art Appreciation
Renaissance and Reformation
Historical Methodology and Historiography
Graduate Seminar in Roman History
Graduate Reading Seminar in Medieval English History
Medieval Art History
Historical Methodology
Historiography
England 1870-present (FSU London Center, 1989, 1994, 2005)

PARTICIPATION IN PROFESSIONAL MEETINGS:

“Imperial Administration in Early Fourteenth Century Italy”–Conference on Medieval Studies, 1973
“Reggio Nell’Emilia, A City and its Troubles”–Medieval Society of Dublin, 1973
“The English Sheriff as a Professional Administrator”–Rocky Mountain Medieval and Renaissance Association, 1974
“The Political Career of Richer de Refham, Lord Mayor of London”–Conference on Medieval Studies, 1975
“Social and Economic Interests of Richer de Refham”–Conference on Medieval Studies, 1976
Chairman of Session–Conference on Medieval Studies, 1977
Commentator on 3 papers, American Historical Association, 1977
“John le Breton”–Conference on British Studies, 1978
Chairman Session–Congress on Medieval Studies, 1980
“London Merchants and the Origin of House of Commons”–Congress on Medieval Studies, 1982
“Medieval Origins of England’s Professional Bureaucrats”–Florida College of Teachers of History, 1983
Commentator on 3 papers–American Historical Association, 1983
“The Medieval English Administrator: A Prosopographical Study”–The Haskins Society, 1986
Paper Presented to Florida Conference of History Teachers–1987
Chairman of secession–Conference on British Studies–1987
Chairman of secession–Haskins Society, 1989
Chairman of secession–Conference on British Studies, 1991
Chairman of secession–New College Medieval and Renaissance Conference, 1992
“The Medieval Origins of the Professional Administrator”–Conference on Medievalism
“Social Status and Political Ramifications of the English Sheriff Ramifications–Conference on British Studies, 1993

Chairman of session, Haskins Society, 1995
 “The Conspiracy of Gregory de Rokesle”--New College Medieval & Renaissance Conference, 1996
 Chairman of session, Haskins Society, 1996
 Chairman of session, Haskins Society, 1997
 “Henry le Walyles, the King’s Agent”--New College Medieval & Renaissance Conference, 1998
 “London Merchants & Edward I, A Prosopographical Study”-- Conference on British Studies, 1999
 Chairman & organizer of session--New College Medieval & Renaissance Conference, 2000
 Chairman & organizer of session--New College Medieval & Renaissance Conference, 2002
 Chairman & organizer of session--New College Medieval & Renaissance Conference, 2004
 Chairman & organizer of session--New College Medieval & Renaissance Conference, 2006
 Organizer of session--New College Medieval & Renaissance Conference, 2008
 “London Merchant and the Governance of Medieval England”--New College Medieval and Renaissance Conference, 2006
 Organizer of session--New College Medieval & Renaissance Conference, 2008
 “Law & Order in Medieval London”--New College Medieval and Renaissance Conference, 2008
 Organizer & chairman of session--New College Medieval and Renaissance Conference, 2010
 Organizer of session--New College Medieval and Renaissance Conference, 2012
 “Origins of the Medieval London Recorder”--New College Medieval and Renaissance Conference, 2012
 Presented a paper on Magna Carta on the Origins of Parliament as part of a History Department program celebrating the anniversary of Magna Carta. Fall 3015
 Presented paper on John de Bauquell London Merchant and Royal Servant to Edward I and II—
 Presented to New College Medieval and Renaissance Conference—March 2016

ARTICLES AND REVIEWS:

“The Social & Economic Interests of Richer de Refham, Lord Mayor of London”--*Journal of Medieval History*, December, 1977
 “The Ambiguities of Political Loyalties in Edwardian England: The Case of Richer de Refham”--*Medieval Prosopography*, Spring, 1985
 Review of *William de la Pole, King’s Merchant and Banker* by E. B. Fryde--*Albion*
 “London Merchants & the Origin of the House of Commons”--*Medieval Prosopography*, Fall, 1989
 Review of *Henry V and the Southampton Plot* by T. B. Pugh--*History*
 Review of *Ideal Government and the Mixed Constitution in the Middle Ages* by J. M. Blythe--*History*
 Review of *Glastonbury, Domesday and Related Studies* by S.C. Moreland--*Albion*
 Review of *England in the Eleventh Century*, ed. Carol Hicks--*Albion*
 Evaluator of paper for presentation to South Carolina History Symposium
 Review of *Two London Cartularies*, ed. S.J. O’jConnor--*Albion*
 Essay on teaching Medieval History written at the request of the editor of *British Studies Monitor*, Spring, 1995.

Fives essays for *Dictionary of Late Medieval England*, 1997—"London," Lords Ordainers," Ordinances of 1311," English Sheriff, 1272-1500," "Remonstrances of 1297."
Review of *Three Crises in Early English History*, by M.V.C. Alexander—*Albiorn*
Two bibliographic essays for *Reader's Guide to British History*—"Lords Ordainers," "Ordinances of 1311."
Review of *The History of English Law, Centenary Essays on Pollock and Maitland*, ed. John Hudson—*Law and History Review*
Review of *Restoration and Reform, 1153-1165*, by Graeme White—*History*
Review of *Medieval British Towns(Social History in Perspective)*, by Heather Swanson—*Speculum*
Review of *A Companion to Britain in the Late Middle Ages*, ed. by S. H. Rigsby—*Albion*
Evaluator of article submitted for publication to *The Historian*
"A London Merchant and the Governance of Medieval England"—*Medieval Prosopography, Fall 2008*

"Henry le Waleys: London Merchant and Royal Servant"—*The Historian*, Fall, 2008

RESEARCH IN PROGRESS:

Study of John de Baquall, London merchant/politician and royal official to Edward I and II.
Study of Five Medieval London Records who became royal justices on the Court of Common Pleas and Court of the Exchequer as well as the origins of the office the earliest recorders.
Continued research on London Recorder & prepared paper for delivery on London Recorder to New College Medieval and Renaissance Conference, Spring 2012
Completed research for presentation to New College Medieval & Renaissance Conference, Spring 2016
Continue research on John de Bauquell London Merchant/Politician and royal official to Edward I and Edward II—2016
Started research on Ralph de Sandwich, Royal Custodian of London and Royal Servant—2016-17
Completed research & writing paper for presentation to New College Medieval & Ren Conference—March 2018

PROFESSIONAL SERVICE:

University of Arizona:
Chairman, Graduate Admissions Committee, Dept. of History, University of Arizona, 1969-71
Faculty Secretary, Department of History, 1969-71

Florida Atlantic University:

Since 1971, I have served at various times as acting chairman Department of History. On three occasions I served entire semesters
Florida Atlantic University faculty senate, 1976-78, 1982-93
Committee on Committees, 1976-78

Academic Freedom and Due Process Committee, 1974
 Committee Evaluating Learning Resources, 1974
 Faculty Scholars Advisor, College of Humanities, 1974-79
 Academic Petitions Committee, 1977-79, summers, 1982, 1983, 1985
 Publications Committee, 1977-79
 Ad Hoc Sex Equity Committee, 1977, 1978
 College of Humanities Committee, 1980-1989 (This committee performed functions that all the present college committees now perform.)
 Student Affairs Committee, 1981-83
 Sabbatical Selection Committee, 1981
 Kenneth Williams Leadership Selection Committee
 Dean's Search Committee, College of Humanities, 1986-7
 College Grievance Committee, 1987
 Member and Chairman, Search Committee, Dept. of History, 1991
 Chairman, Dept. of History Curriculum Committee
 Library Committee, Dept of History, 1993
 University Traffic Committee, 1995-97
 Chairman and Member, Dept. of History Search Committee, 1996
 Member of College Committee to develop Classics Program
 Member of College Classics Committee
 Chairman and Member, Dept. of History Search Committee, 1998
 Member Dept. of History Promotion and Tenure Committee, 1998-present
 Dept. of History Representative to College Promotion and Tenure Committee, 2001
 Member of Talon Committee, 1991-2002
 Member of SACS Committee on Administrative Organization, 2000
 Chairman and Member Dept. of History Search Committee, 2005-6
 Chairman, Dept. of History Promotion and Tenure Committee, 2007
 Representative to ROCA Spring 2013

THESES DIRECTED:

"Ancient Greek Coins: A History of the British Numismatic Literature" by James Nicholas, 1978
 "The Papacy and the State" by Charles Brusca, 1993

MEMBERSHIP ON THESES COMMITTEES:

"William III and the Growth of Financial Responsibility in the House of Commons, 1689-1702"
 by Stuart Butler
 "Plantation of Discord, Origins of the Ulster Conflict" by William O'Malley, 1975
 "Project Gemini" by Kalevi Virolainen, 1977
 "Carpatho-Russian Autonomy Under the Czechoslovak Republic, 1918-1939" by Constantine Sabak, 1981
 "Abrogated Promise: Palestine, 1917-1939" by Maurice Pine, 1982
 "Airship Operations during World War II" by Martin Levitt, 1982

“The Naval Question and Efforts at an Anglo-German Rapprochement, 1908-1912 by Gordon Luikart, 1983

“Civilian Nuclear Energy in Crisis: The Seabrook, New Hampshire Nuclear Power Plant as a Case Study” by Edna Gabar, 1986

“Evelyn Waugh and Anti-Semitism” by David Bittner, 1989 (Dept. of English)

“Thomas More” by Terry Walton, 1999

“A Craving for Reform—Revolution in Mid-Tudor England” by Douglas Breeden, 2006

“Power and Legitimacy in the Medieval Muslim World...” by N. Belloti, 2014

“Morgan Le Fay....English Perceptions of Magic....in Arthurian Legend” by C. Oliver, 2015

Award—Fund established in my honor by A. Anderson to support research and teaching in Department of History—Fall. 2017

Graciella Cruz-Taura

Department of History
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
E-mail: cruz@fau.edu
<https://fau.academia.edu/GraciellaCruzTaura>

EDUCATION

University of Miami, Doctor of Philosophy, 1978
concentrations: Cuban studies; Latin American history and historiography

ACADEMIC APPOINTMENTS

Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters
Associate Professor of History, 1997-present;
Assistant Professor of History, 1991-1997.
University of Miami, Graduate School of International Studies
Associate Director, [Research Institute for Cuban Studies], 1987-1991;
Director, Cuban Information System, 1985-1991.

RESEARCH PUBLICATIONS

BOOKS:

- *'Espejo de paciencia' y Silvestre de Balboa en la historia de Cuba. Estudio, edición crítica de Espejo de paciencia, y selección documental* Madrid/Frankfurt am Main: Iberoamericana Editorial/Vervuert Verlag, 2009. 262 pp.
- *Rehabilitating Education in Cuba: Assessment of Conditions and Policy Recommendations.* Coral Gables: University of Miami Institute for Cuban and Cuban-American Studies, 2003. 86 pp. http://ctp.iccas.miami.edu/Research_Studies/GCruzTaura.pdf.
- *Condiciones de la educación en Cuba y recomendaciones para su rehabilitación.* Spanish-language edition of *Rehabilitating Education in Cuba*. Spanish Translation Electronic Series. Coral Gables: University of Miami Institute for Cuban and Cuban-American Studies, 2004. 86 pp. http://ctp.iccas.miami.edu/Research_Studies/GCruz-TauraSPA.pdf.
- *Outside Cuba/ Fuera de Cuba: Contemporary Cuban Visual Artists.* Co-edited with Ileana Fuentes-Pérez and Ricardo Pau-Llosa. New Brunswick: Rutgers University's Mason Gross School of the Arts, 1989. 366 pp.
- Cuban Periodicals Database, 1985-1991. Editor of 97,000 articles indexed with descriptors and identifiers. *Granma* Index: <http://lanic.utexas.edu/la/cb/cuba/granma/>

SELECTED JOURNAL ARTICLES AND CHAPTERS IN BOOKS:

- "Education: Pedagogical ideas of the Republican Period, 1902-1959," in *Cuba: People, Culture, History*. Edited by Alan West-Durán, Víctor Fowler-Calzada et al. Farmington Hills: Scribner's Sons/The Gale Group, Inc., 2012. pp. 245-248.

- “Revolution and Continuity in the History of Education in Cuba.” In *Cuba in Transition* 18 (2008): 168-180.
- “El pensamiento histórico de José Martí.” In *Trascendencia cultural de la obra de José Martí: Actas del Simposio Internacional en la Universidad Carolina de Praga*. Edited by Anna Housková. Prague: Vydavatelství Marie Mlejnková, S.R.O., 2003. Pp. 91-100.
- “Rehabilitando la educación en la Cuba que transita,” In *Cuba in Transition* 12 (2002): 94-100.
- “The Cuban Lobby: A Place in the Historiography of the Spanish-American War.” In *Caribbean Studies: Bibliographic Access and Resources for the Past, Present, and Future*. Austin: SALALM Secretariat, 2002. Pp. 92-101.
- “Annexation and National Identity: The Issues of Cuba's Mid-Nineteenth Century Debate.” *Cuban Studies* 27 (1998): 90-109.
- “Igualdad o igual da: Dicotomía de la mujer cubana bajo la Constitución de 1940.” In *Cuba sous le régime de la Constitution de 1940*. Edited by J. Cohen and F. Moulin-Civil. Publications des Cahiers d'Histoire de la Université de Paris (VIII). Paris: L'Harmattan, 1997. Pp. 81-106.
- “Women's Rights and the Cuban Constitution of 1940.” *Cuban Studies* 24 (1994): 123-140.
- “Martí's Portrait of a Cuban.” Preface to *Cuban Exiles in Florida*. Coral Gables: University of Miami, 1991. Pp. 9-12.
- “Student Political Activism in Cuba,” in *Student Political Activism: An International Reference Handbook*. Edited by Philip G. Altbach. Westport: Greenwood Press, 1989. pp. 373-381.
- *De patria soñada a nación funesta: Cuba en la obra de José Antonio Saco*. Published by Cuban Studies Association, Occasional Papers 2: 5 (June 1997): 1-14.
- “The Historiography of the Cuban War of 1868.” In *Proceedings of the American Historical Association 1989*. Ann Arbor: University Microfilms International, 1989. pp. 59.1-59.20.
- “Index and Thesaurus Construction as Developed for Cuban Materials at the University of Miami Library.” In *Working Papers of the 32nd Seminar on the Acquisition of Latin American Library Materials*. Madison, Wisconsin: SALALM Secretariat, 1988. pp. 304-315.
- “Periodization: A Problem in Recent Cuban Historical Literature.” In *Working Papers of the 24th Seminar on the Acquisition of Latin American Library Materials*. Madison, Wisconsin: SALALM Secretariat, 1980. Pp. 225-234.
- Edited and translated Ana Rosa Núñez's “Juana Borrero: Portrait of a Poetess,” *The Carrell* 16 (December 1975): 1-24.

CREATIVE ACTIVITY

- Curator of *In Search of Freedom: Cuban Exiles and the US Cuban Refugee Program*. Coral Gables: University of Miami Libraries Digital Exhibits, 2011.
- Curator of exhibit *Cuban Independence Day, 1902*, Miami-Dade County Hall, May 2006.
- Curator of exhibit *Keys to Cuba's History*, Miami-Dade County Hall, May 2005.

- Consultant to University of Miami Cuban Heritage Collection exhibit *José Martí: Commemoration of a Life*, Roberto Goizueta Pavilion, 2003.
- Curator of a 140-poster exhibit on the History of the Cuban Women's Movement, Graduate School of International Studies, University of Miami, 1988-1991.
- Consultant to Miami Youth Museum for *Buenos Días, Cuba* exhibit, 1988.

SELECTED PROFESSIONAL SERVICE

- Chair of panel “Perspectives on Colonial Cuba,” **New Directions in Cuban Studies** Conference, University of Miami, 2014.
- Discussant of panel “Race and Decolonization in Societies in Transition from Slavery, late 19th Century Cuba and Brazil.,” **Latin American Studies Association**, 30th International Congress, San Francisco, 2012.
- Keynote Speaker, **National Association of Cuban American Educators** Conference, 2011.
- Discussant in International Congress “Francisco Arango y Parreño y la invención de la Cuba azucarera.” **Consejo Superior de Investigaciones Científicas**, Madrid, Spain, 2008.
- Discussant of panel “Women in Revolutionary Cuba,” **American Historical Association** Annual Meeting, Atlanta, 2007.
- Member of Senior Research Council, **Cuba Transition Project**, 2002-2005.
- Discussant of panel at Symposium “The Treaty of Paris 1898 Revisited,” co-sponsored by the University of Miami, Florida International University, and Universidad Complutense, 1998.
- Panelist at History Session on the Spanish-American War, **Inter-American Press Association** Annual Meeting, San Juan, Puerto Rico, 1998.
- “The Cuban-American Lobby in the United States, 1895-1898,” presented at the **Cuban Studies Association** Annual Symposium “Emigrés, Exiles, or Expatriates: The Cuban Diaspora,” Miami, 1997.
- “El Pacto del Zanjón en el proceso hacia la independencia de Cuba,” presented at the **Jacques Maritain Institute's** Lecture Series, 1995.
- Discussant of Conference “Reflections of Gender and Nation [in Cuba],” Florida International University, 1994.
- Member of the Advisory Board, Florida International University's Living History Series, directed by Miguel González-Pando, 1990-1991.
- Organizer and Moderator of Symposium “Assessing the Impact of the Mariel Boatlift with Reinaldo Arenas,” University of Miami, 1990.
- “Exile as a Theme in Cuban History: The Tampa and Key West Communities,” lecture delivered at the **Florida Endowment for the Humanities**-sponsored Seminar for Secondary School Teachers, Florida Atlantic University, 1990.
- Moderator of Carlos Márquez-Sterling Lecture Series on Cuban History, Florida International University, 1988.
- “The Cuban Generation of 1923.” Florida International University, Department of History Series on Cuba, 1987.

SELECTED PUBLIC SERVICE

- Member of Board of Trustees, AMIGOS, Friends of the University of Miami Cuban Heritage Collection, 2003-present.
- Member of Visiting Committee, University of Miami Libraries, 2010-present..
- Consultant to documentary *A cien años*, Univisión, 2002.
- Commentator for Discovery Channel's presentation of the Spanish-language documentary on the Spanish-American War, May 1998.
- Member of the External Review Panel, USIA's Office of Cuba Broadcasting, 1994-1996.
- Adviser to Ford Foundation's Latino [formerly Hispanic] Leadership Opportunity Program, 1987-1991.

09/28/2018

**CURRICULUM VITAE
MIRIAM SANUA DALIN, PhD**

Professor

Department of History / Jewish Studies Program

Florida Atlantic University

Boca Raton, FL 33431-0991

Home: 20925 Boca Ridge Drive West

Boca Raton, FL 33428

Tel: 561-482-4241 cell 561-451-6671

E-mail MSDalin@fau.edu

Education

Hebrew University of Jerusalem Ulpan – Intensive Hebrew language instruction
(Level 5) Summer-Fall 2018 (online class)

Certificate, Brandeis University Summer Institute in Israel Studies (July 2005)

Certificate, YIVO Institute Summer Program in Yiddish Language, Literature, and
Culture; completed through Advanced level

Ph.D. History, Columbia University (Center for Israel and Jewish Studies)

M.A. History, Columbia University (Center for Israel and Jewish Studies)

M.A. / Ph.D. programs, Hebrew University in Jerusalem and Jewish Theological
Seminary

B.A. Princeton University, Woodrow Wilson School of Public and International
Affairs/ Near Eastern Studies

Academic Appointments

Full Professor, Florida Atlantic University, Dept. of History and Jewish Studies
Program, 2011- (At FAU since Fall 1998)

Refereed Publications: Books

Let Us Prove Strong: The American Jewish Committee, 1945-2006 (Hanover, NH:
Brandeis University Press, April 2007) 495 pages

Going Greek: Jewish College Fraternities in the US, 1895-1968 (Detroit: Wayne
State University Press, 2003) 416 pages

“Here’s to Our Fraternity”: One Hundred Years of Zeta Beta Tau, 1898-1998 (Hanover, NH; University Press of New England, 1998) 335 pages

Book Chapters

“Jews and Jewish Americans, 1940-Present.” In *Immigrants in American History: Arrival, Adaptation, and Integration*, ed. By Elliott Robert Barkan. Santa Barbara: ABC-CLIO, 2013, 1065-1075.

Journal Articles

“American Jews and the Domestic Arena: The Iran Deal and the Election of Donald Trump,” (April 2015-November 2016) in the *American Jewish Year Book 2017: The Annual Record of North American Jewish Communities* (Springer, 2018) vol. 117, 121-153

Encyclopedia Entries

“Jewish Fraternities and Sororities,” in *Cambridge Encyclopedia of Jewish Religion, History and Culture*. Edited by Judith Baskin, ABC-Clio Books, 2011, 192-193.

Book Reviews

Pennies for Heaven: The History of American Synagogues and Money by Daniel Judson (Brandeis Series in American Jewish History, Culture, and Life, June 2018) for journal *American Jewish Archives* – forthcoming

City of Promises: A History of the Jews of New York (three volumes) ed. by Deborah Dash Moore. New York, New York University Press, 2012. For *The Yearbook of German-American Studies, 2012* (University of Kansas, Summer 2014) 47:2012, 137-148.

Louis Marshall and the Rise of Jewish Ethnicity in America by M.M Silver. Syracuse: Syracuse University Press, 2013. In journal *American Jewish History*, (October 2014) 98:4, 359-362.

Newcomb College 1886-2006: Higher Education for Women in New Orleans. Edited by Susan Tucker and Beth Willinger. Baton Rouge: Louisiana University Press, 2012. In journal *Louisiana History* (Winter 2015) 56:1, 124-126

The Lost Boys of Zeta Psi: A Historical Archaeology of Masculinity at a University Fraternity by Laurie A. Wilkie. (University of California Press, 2010). For journal *Men and Masculinities*, (August 2012) vol. 15, 335-336.

The Greening of American Orthodox Judaism: Yavneh in the 1960s by Benny Kraut (Yavneh was an association for Orthodox Jewish college students). (Hebrew Union College Press, 2011). In *American Jewish Archives* (December 2011) 63:2, 68-71.

Presentations: Academic

“Interfaith Trialogue: Children of Abraham: Women’s Voices: Jewish/Christian/Muslim Trialogue, sponsored annually by the Raddock Eminent Scholar Chair in Holocaust Studies; (was “Jewish” panelist and speaker) D.F. Schmidt College of Arts and Letters Theater. February 16, 2015.

“Alcoholism and Substance Abuse in the American Jewish Community: The Rise of the Jewish Recovery Movement.” Presented at Association for Jewish Studies annual conference, Boston, MA, December 17, 2013.

“Israeli Americans and Their Children: Keeping Ties to the Homeland.” Presented at annual conference of Association of Israel Studies, at UCLA Los Angeles, CA June 25, 2013.

“There’s No *Galut* If You Commute,” 2012 American Jewish Historical Society Biennial Scholar’s Conference (New York) Panel, “Exiles and Outsiders in America,” June 13, 2012.

“The Changing Faces of American Jewry: Jewish Immigration to the US Since 1945.” Delivered at the Association for Jewish Studies, Washington, DC December 19, 2011.

Courses Taught at Florida Atlantic University

American Jewish History (JST 4415)

History of American Immigration and Ethnicity (AMH 3530)

History of U.S. Drug and Alcohol Use (AMH 4315)

History of Modern Israel (JST 4425)

Intermediate Hebrew Language and Culture (HBR 2220)

Introduction to Historical Methods (HIS 3150)

Jewish Life in the U.S. Since the Holocaust (JST 4930)
Jews of Spain and the Middle East (JST 4417)
Modern Eastern Europe (EUH 4930)
Modern Israel (Graduate Readings Course, WHO 5935)
Modern Jewish Civilization (JST 4930)
Senior Seminar (HIS 4935)
Survey, U.S. History Since 1877 (AMH 2020)
Survey, U.S. History to 1877 (AMH 2010)
World Civilization I (WHO 2012)
Intermediate Hebrew Language and Culture (HBR 2220)

Directed Independent Study (DIS)

Spring 2012 History of Antisemitism
Spring 2012 American Jewish Youth Movements
Fall 2013 Development of American Orthodox Judaism
Fall 2013 Ethnic Divisions in Israeli Society
Fall 2015 Introduction to Biblical Hebrew
Fall 2016 Jewish Medical Ethics
Spring 2017 Principles of Archival Management

Thesis Committees: M.A.

Scott Lebowitz. "Deep Fried Harmony: The Impact of Pro-Judaic Rhetoric by Antebellum Evangelical Preachers on Southern Philo-Semitism." Degree awarded May 2011.

Thesis Committees: Ph.D.

Greg Shibley. "New York's Little Syria, 1880-1935" Degree awarded May 2014

Rabbi Kenneth Brander. "The Temple in Jerusalem Idealized and the Historic Synagogue-Institution: A Study in Synagogue Purposes in an American Context." Degree awarded Fall 2016

Elaine Mendelow. "From Gutenberg to Google: Six Jewish Diasporic Biographies" Defense scheduled for Oct. 24, 2018

Committees and Service

Professional

Editorial Board and Academic Advisory Board, *American Jewish Year Book*, (2014-present)

Academic Council, American Jewish Historical Society (1999 – present)

Peer reviewer, *American Jewish History*, *Jewish Quarterly Review*, *Louisiana History Review*

Peer Evaluator, Foundation for Jewish Culture, Dissertations Fellowship in Jewish Studies (2012-2014)

Florida Atlantic University

Secondary Teacher Education Coordinating Committee (STECC) social science representative, 2008-

Faculty Adviser, Armenian Students Association, 2014-2015

Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University

Research and Other Creative Activity Committee (ROCA) departmental representative 2008- 2013)

Religious Studies Development Task Force (2004 – 2011)

Jewish Studies Program Executive Committee (1998 - present)

FAU Departmental

Jewish Studies Executive Committee

Chair, Jewish Studies Awards Committee

Undergraduate Curriculum Committee, Dept. of History (2013-2015)

FEC (Promotion and Tenure Dept. of History) (2011-2013)

Community Service

Board of Directors, American Jewish Committee, Palm Beach County Regional office, Boca Raton, Florida (2013-Present)

Academic adviser and Board member, interviewer, Boca Raton Historical Society and Museum's "Memories of Jewish Boca" Oral History Project (2016- present)

Vice-President, Historical Society of Jews from Egypt (2016-2018) organization formed in Brooklyn, NY in 1996 for the purpose of preserving, maintaining the culture, and recording the history of the Jewish communities of Egypt which numbered more than 80,000 before 1950; attempts to preserve community property left behind including synagogues, cemeteries, buildings, ritual objects, communal records, and antiquities; maintains website to publish letters, memoirs, and oral histories of life in their former home; includes photographs, videos, lectures, interviews, audio recordings of traditional liturgical songs and music.

Board of Directors, Jewish Cultural Society, Florida Atlantic University, 2011-2013

Community Service: Adult Education

Boca Raton Synagogue West – Teach informal weekly class in modern Israeli Hebrew at intermediate level for congregants called "Shmooze Be'Ivrit" for those who wish to learn the language or plan to visit or immigrate to Israel (meets Tuesday nights 8:00-10:00 pm).

Congregation B'nai Torah, Lillian and Philip Cooperman Academy for Adult Jewish Learning; Annual six session winter class (Met Mondays 11:00 am – 12:30 pm)

December-January 2017: "The History of Israel"

December-January 2016- "Jews of Spain and the Middle East"
(Sephardic history and culture)

December-January 2015: "To the Golden Land: History of the Jews of the United States"

Lecture; invited to speak by Conservative Club of the Valencia Reserve community, Boynton Beach, Dr. Neal Krouse, president. Topic: "Why do American Jews Vote Overwhelmingly for the Democratic Party?" at clubhouse, 7 pm March 30, 2017

“How and Why American Jews Vote the Way They Do.” (Seasons community Israeli-American social group) pre-presidential election talk, November 5, 2016

Boca Raton Synagogue, Guest speaker, for annual “Israel Week” program. Lecture, “History of Israel,” January 7, 2015.

Temple Beth-El, Boca Raton, FL. Fifth Annual “Jewish Women’s Study Day.” Theme, “Jewish Women Lean In.” March 27, 2014. Led workshop on history of Sephardic Jews in the Ottoman Empire and the life of 16th century Jewish woman banker and financier Dona Gracia Nasi.

Boca Raton Synagogue, Lunch and Learn Program, February 19 and 26, 2014. Lectures, “History of Jewish Immigration to the United States,” and “Sephardic Jewish History” (were posted on BRSONline.org)

Palm Beach Synagogue, Scholar-in-Residence with husband Rabbi David Dalin – May 14-15, 2013. Presentation: “Sephardic Jewry.”

Delray Beach Public Library, Lifelong Learning Community Institute, Nov. 13, 20, 27, 2012. Lecture Series: “Jewish Immigration to the United States.”

Jewish Cultural Society, Florida Atlantic University. “The World of Sephardic Music and Culture,” presentation, April 10, 2011, fifth floor, Wimberly Library.

Dr. Claudia Dunlea
Dorothy F. Schmidt College of Arts and Letters
Department of History
777 Glades Road, Boca Raton, FL 33431
tel: 561.297.1001 / fax: 561.297.2704
cdunlea@fau.edu

Dated January 2018

EDUCATION

Ph.D., European Integration History, *summa cum laude*,
University of Hamburg, Germany 1999-2003
Dissertation: "The External Relations of the European Coal
and Steel Community, 1952-1960: the Beginnings of a European Foreign
Policy?"

M. A., History and Political Science, *summa cum laude*
University of Hamburg, Germany 1995-1999
Thesis: "Public Relations for the Marshall-Plan in West-Germany"

Studies of International Relations
American University of Rome, Italy 1994-1995

B. A., Political Science, English Literature and History,
summa cum laude
University of Braunschweig, Germany 1992-1994

AREAS of EXPERTISE

◆ European Integration since 1945, Modern Europe, Modern Germany, Modern France

EMPLOYMENT HISTORY

Lecturer at FAU's Lifelong Learning Society	2010 to 2013t
Instructor – Florida Atlantic University	2010 to present
Adjunct Professor - Florida Atlantic University	2009 – 2010
Instructor – Florida Atlantic University	2006-2009
Adjunct Professor - Florida Atlantic University	2004 - 2006
Adjunct Professor - Lynn University	2004 - 2005
Research Assistant - Jean Monnet Chair, History Department, University of Hamburg, Germany	1999
Teaching Assistant - History Department University of Hamburg, Germany	1997-1998

BOOKS

◆ “Die Außenbeziehungen der Europäischen Gemeinschaft für Kohle und Stahl: die Anfänge einer europäischen Außenpolitik“, [*“The External Relations of the European Coal and Steel Community: the Beginnings of a European Foreign Policy”*], published by Franz Steiner Verlag Stuttgart 2003, 387 pages. ISBN 3-515-08319-7

ARTICLES

◆ “*Charles de Gaulle und das Scheitern einer europäischen Diplomatie*” in, *Vierteljahreshefte für Zeitgeschichte*, München, July 2007.

◆ “*The Future Union Embassies - The Beginning of the End of National Diplomacy?*” in: Ammendola, Guiseppe, ed. *The European Union: Multidisciplinary Views*. Forum Italicum Publishing, 2008.

RECENT

PRESENTATIONS “*The historical approach to the European Idea: Europe in culture and in politics*”, German Studies Association, Thirty-First Annual Conference, October 4-7, 2007, San Diego, California.

“*Werbung für die europäische Integration. Eine Analyse der Werbephasen der für Westeuropa produzierten Marshall Plan Filme*”, German Studies Association, Thirtieth Annual Conference, September 29-October 1, 2006, Pittsburgh, Pennsylvania.

“Deutschland und der Aufbau einer europäischen Diplomatie”, German Studies Association, Twenty-Ninth Annual Conference, September 29 - October 2, 2005, Milwaukee, Wisconsin.

“The Future Union Embassies - The Beginning of the End of National Diplomacy?”, Conference on “The New Europe”, Stony Brook University New York, April 14-16, 2005.

“Creation and Evolution of the European Union’s Diplomatic Relations”, Conference on “The Nation State and the EU”, organized and sponsored by the Delegation of the European Commission in Germany, Berlin, 21-23 May, 2004

“Public Relations Business Conducted for the Marshall Plan in West-Germany”, University of Hamburg, Jean Monnet Chair for European Integration History, University of Hamburg, Germany, Graduate Student Lecture Series, October 1998.

“Jean Monnet and the Setting up of the first Supranational Community”, 4th Annual Franco-German Conference at the European Academy Otzenhausen, Germany, June 5-9, 1996.

FELLOWSHIPS

Doctoral Dissertation Research Fellowship

University of Hamburg, Germany

2000-2002

The grant awarded by the University of Hamburg provided stipend for two years as well as money to travel to archives for dissertation research, including the Historical Archives of the European Communities in Florence, Italy and the Archives of the European Commission in Brussels, Belgium

Graduate Fellowship

University of Braunschweig, Germany

1994-1995

Fellowship provided tuition for one year of graduate school at a European University

LANGUAGE SKILLS

German Native Speaker; fluent in English and Italian; working knowledge of French

PROFESSIONAL ASSOCIATIONS

German Studies Association
American Historical Association

International Studies Association

REFERENCES

upon request

CLASSES TAUGHT

- WOH 2022 - History of Civilization II
- EUH 3206 – 20th Century Europe Since WWII
- EUH 3451- History of Modern France
- EUH 3343 20th Century Europe to WWII
- EUH 3462 History of Modern Germany
- EUH 4282 Rise and Fall of the Cold War
- WOH 4244 World War Two
- EUH 4930 French Revolution and Napoleon
- EUH 4930 Germany Since Hitler

Stephen D. Engle

Curriculum Vitae, (January 2018)

The Department of History
Arts and Letters, Office 155. Florida Atlantic University, Boca Raton, FL 33431
561-297-2444; e-mail engle@fau.edu

Professional Appointments

Florida Atlantic University

Professor/Director of the Alan B. and Charna Larkin Symposium on the American Presidency,
and the John O'Sullivan Memorial Lecture, 2011-present
Director, University Master Teacher Program, 2018-present
Executive Treasurer and Book Review Editor for *The Society of Civil War Historians*, 1992—present

Department Chair—2002-2007 (22 faculty across 3 campuses) Florida Atlantic University. Responsible for securing \$2 million Larkin Endowment which led to the establishment of *The Alan B. and Charna Larkin Symposium on the American Presidency*, and a \$25,000 endowment for the named lectureship *The John O'Sullivan Memorial Lecture*, the artifact and book collection valued at \$4 million which led to *The Marvin and Sybil Weiner Spirit of American Collection* in the Wimberly Library at FAU

Full Professor, Florida Atlantic University, 2000-present.
Director of Graduate Programs, Department of History, Florida Atlantic University, 1996-2002.
Associate Professor of History, Florida Atlantic University, 1996-1999.

Martin Luther Universität

Fulbright Scholar, Halle-Wittenberg, Germany, 1995-1996.

Florida Atlantic University

Assistant Professor of History, Florida Atlantic University, 1990-1995.

Florida State University

Visiting Lecturer, Department of History, Florida State University, 1989-1990.

Education

Ph.D., History, Florida State University, 1989: Major Field: 19th Century America

Professional Honors:

Smithsonian Associates Lecturer, Smithsonian Institution, 2007-2011, 2013-2017

Distinguished Teacher of the Year, 2016, Florida Atlantic University.

Appointed *Distinguished Lecturer*, Organization of American Historians, 2004-2019.

Featured by *C-span's American History TV*, "Lectures in American History," *The American Civil War*, June, 2013.

Appointed to the Coalition for the Civil War Sesquicentennial, 2011-2015.

Frank Klement Lecturer, Marquette University, Department of History, October 16, 2006.

Florida Lecture Series Keynote Lecturer, Florida Southern College, January 25, 2007

Scholar-in-Residence, American Civil War Institute, Shepherd College, June 21-26, 2002

Professional Research Awards:

Distinguished Lecture Series Faculty Research Award, Florida Atlantic University, 2017-2018; Virginia Center for Civil War Studies Research Grant, 2017; Recipient of the Barondess-Lincoln Prize, 2017; Andrew Mellon Fellowship, Massachusetts Historical Society, 2016-2017; Life-Long Learning Research Travel Award, Jupiter LLS, Florida Atlantic University, 2016; Departmental Research Stipend, Department of History, Florida Atlantic University, 2016; Life-Long Learning Research Travel Award,

Florida Atlantic University, 2014; Scholar of the Year (Professor Rank), Dorothy F. Schmidt College of Arts and Letters, 2014-2015; Filson Fellow, The Filson Historical Society, Louisville, Kentucky, 2009; Life-long Learning Fellowship, Florida Atlantic University, 2008-2009; University Research Grant, Florida Atlantic University, 2007; Gilder Lehrman Fellowship, Gilder Lehrman Institute of American History, New York, New York, 2003; Giles W. and Elise G. Mead Foundation Fellow, The Huntington Library and Botanical Gardens, Pasadena, California, 2002; Research Initiation Award, Division of Sponsored Research, Florida Atlantic University, 2001; Director's Research Fellowship, Minnesota Historical Society, St. Paul, Minnesota, 2000; Mark Stevens Travel Fellowship, 2001, State Historical Society of Wisconsin, Madison, Wisconsin; Director's Fellowship 2000, Bentley Historical Library, Ann Arbor, Michigan; Phi Kappa Phi, National Honorary Society, inducted 2000; Director's Research Fellowship, Indiana Historical Society and State Archives, Indianapolis, Indiana, 1999; Researcher of the Year, (Associate Professor Rank), Dorothy F. Schmidt College of Arts and Letters, 1999; James Haas Fellowship, 1992, United States Army Military History Institute, Carlisle Barracks, Pennsylvania; Internal Foundation Research Grant, Division of Sponsored Research, Florida Atlantic University, 1992.

Teaching Honors:

Teacher of the Year, Dorothy F. Schmidt College of Arts and Letters, 2016; University Master Teacher, 2013-2015; University Excellence in Undergraduate Teaching Award, 2012, Florida Atlantic University, Who's Who Among America's Best Teachers, Awarded by Who's Who in America as Selected by the Best Students in America, 2004; Who's Who Among America's Best Teachers, Awarded by Who's Who in America as Selected by the Best Students in America, 2001; Distinguished Professor of the Year, "Outstanding Lecturer" Phi Alpha Theta, 2001, Florida Atlantic University; Distinguished Teacher of the Year, 2000, Schmidt College of Arts and Letters, Florida Atlantic University; Recipient of the Teaching Incentive Program Award, 1993-1994, Florida Atlantic University; Distinguished Teacher of the Year, 1993, College of Liberal Arts, Florida Atlantic University; University Award for Excellence in Undergraduate Teaching, 1992, Florida Atlantic University.

Publications: Books:

Champion in Our of Need: John Albion Andrew and the Crossroads of Race and War new working book-length manuscript

Gathering to Save a Nation: Abraham Lincoln and the Union's War Governors. Chapel Hill: University of North Carolina Press, 2016. (2017

2016 Barondess-Lincoln Prize Recipient;

Finalist for the Emerging Civil War Book Award;

Honorable Mention, Sally and Morris Lasky Award, Center for Political History

The War Worth Fighting: Abraham Lincoln's Presidency and Civil War America, editor, Gainesville: University Press of Florida, 2015.

The American Civil War: Sumter to Appomattox, together with Gary Gallagher, Robert Krick, and Joseph Glatthaar, with forward by James McPherson, new edition of the 2003 book, Oxford, England, 2014.

A Yankee Horseman in the Shenandoah Valley: The Civil War Letters of John H. Black. Edited together with David J. Coles, Knoxville: University of Tennessee Press, 2012.

The American Civil War: This Mighty Scourge of War, together with Gary Gallagher, Robert Krick, and Joseph Glatthaar, Oxford, England: Osprey Publishing, Inc., 2003.

Struggle for the Heartland: From Fort Henry to Corinth. Lincoln, Nebraska: University of Nebraska Press, 2001, History Book Club Selection.

The American Civil War in the West, 1861-1863. Oxford, England: Osprey Publishing, Inc., 2001.

Don Carlos Buell: Most Promising of All. Chapel Hill: University of North Carolina Press, 1999. America's Civil War Series, edited by Gary W. Gallagher

Yankee Dutchman: The Life of Franz Sigel. Fayetteville: University of Arkansas Press, 1993,
Reprinted and re-issued by Louisiana State University Press, 1999.

Chapters, Articles, Essays, Encyclopedia Essays:

Letter to the editor, *New York Times*, November 3, 2017.

“The American Civil War and the Politics of Cooperative Federalism,” new manuscript for *Journal of Federal History*

“The Crimes of this *Guilty Land*: Will Never be Purged Away; But with Blood’: John Brown at Charles Town,” in Gary Gallagher and Matt Gallman eds., *Civil War Places: Historians Reflect on Where They Visit and What They See* (Chapel Hill: University of North Carolina Press, forthcoming).

“The Shiloh Campaign,” in Lorien Foote and Earl Hess, eds., *Oxford Handbook of the Civil War* (New York: Oxford University Press, forthcoming).

“Under Full Sail’: John Andrew, Abraham Lincoln, and Standing by the Union,” *Massachusetts Historical Review* 19 (2017): 43-81.

“The Last Lecture: Something I Said Last Time You Thought was Important,” *The American Historian* 1 (August 2014): 2-3.

“What Then is the American, This New Man: Citizenship in the Civil War Era,” *Reviews in American History* 42 (September 2014): 438-44.

“Governors of the Pacific States: The Politics of Remaining in the Union,” *Journal of the West* 51 (Summer 2013): 40-45.

“Don Carlos Buell: Misunderstood Commander of the West,” in *Border Wars*, edited by Calvin Dickinson, Kent, OH: Kent State University Press, 2015.

“It is Time for the States to Speak to the Government: The Altoona Conference and Emancipation,” *Civil War History* 58 (December 2012): 416-50.

“The New England Governors and the Providence Conference of 1862,” published proceedings of the Dublin Seminar for New England Life and Folklore, 2012.

“Yankee Dutchmen: Germans, the Union, and the Construction of a Wartime Identity,” in Susannah J. Ural, ed., *Civil War Citizens: Race, Ethnicity, and Identity in America’s Bloodiest Conflict* (New York: New York University Press, 2011).

“Three Kinds of History: Using Obituaries, Primers, Mencken, and OZ to Teach the Past,” *Centennial Issue of the Magazine of the Organization of American Historians*, 2007.

“Badger Governors and the Civil War: A Reconsideration of Wisconsin’s Civil War Governors,” *Magazine of Wisconsin History* 91 (autumn 2007): 14-27.

“All the President’s Statesmen: Northern Governors and the Civil War,” Milwaukee: Marquette University Press, 2006 (published lecture).

“Returning to the Faculty After Your Term: Advice from a Chair,” *The Department Chair* 17 (Summer 2006): 28.

“Thank God He Has Rescued His Character: Albert Sidney Johnston, Southern Hamlet of the Confederacy,” in Gary Gallagher, ed., *The Confederate General Mechanicsburg*, Pennsylvania: Stackpole Books, 2004.

“Franz Sigel,” in Kenneth Winn and ed., *Dictionary of Missouri Biography*, Columbia: University of Missouri Press, 2006.

“Franz Sigel: Immigrated Turner from Baden.” in Annette Hoffman and Michael Krueger, eds., *Seudwestdeutch Turner inder Emigration*. Baden: Verlag Karl Hofmann, 2004

“Three Kinds of History: Using Obituaries, Primers, Mencken, and OZ in the Methods Seminar.” *Organization of American Historians “Focus on Teaching”* 31 (May 2003): 5

“Franz Sigel,” in *Encyclopedia of the American Civil War*, eds. David and Jeannie Heidler (New York: ABC-CLIO Publishers, 2001)

“Don Carlos Buell,” in *Encyclopedia of the American Civil War*, eds. David and Jeannie Heidler

- (New York: ABC-CLIO Publishers, 2001)
- "German-Americans," in *Encyclopedia of the American Civil War*, eds. David and Jeannie Heidler (New York: ABC-CLIO Publishers, 2001)
- "Warfare and the Wages of Pluralism: Franz Sigel and the Construction of Ethnicity," *Yearbook of German American Studies* 34 (1999):1-17.
- "Leadership and Command on Trial: Don Carlos Buell's Campaign to Chattanooga," in Steven E. Woodworth, ed., *Civil War General in Defeat*, Lawrence, KS: University of Kansas, 1999.
- "East Meets West: Teaching American History in Former East Germany," *Perspectives*, (AHA Newsletter) 35 (April 1997): 25-27. This essay was also reprinted in the Society of Civil War Historians *Newsletter* 9 (Spring 1996): 1-3
- "Yankee Dutchman: Franz Sigels Leben in Amerika." *Kraichgau* (Beiträge zur Landschafts-und Heimatforschung) 15 (1997): 367-380. Translated by Arnold Scheuerbrandt
- "Don Carlos Buell: An Analysis of Military Philosophy and Command," *Civil War History* 41 (June 1995): 89-115.
- "The Flagler Mansion and Brazilian Court Hotel," a short article for *Historic Traveler* 1 (March-April 1995): 31-35, 81.
- "Franz Sigel," in *Encyclopedia of New York City*, ed. Kenneth T. Jackson (New Haven: Yale University Press, 1995)
- "Godfrey Gunther," in *Encyclopedia of New York City*, ed. Kenneth T. Jackson (New Haven: Yale University Press, 1995)
- "Turnverein," in *Encyclopedia of New York City*, ed. Kenneth T. Jackson (New Haven: Yale University Press, 1995)
- Review Essay of Lewis Wynne and Robert Taylor, ed., *This War So Horrible*. Tuscaloosa: The University of Alabama Press, 1993; Susan Benson, ed., *Berry Benson's Civil War Book*. Athens: The University of Georgia Press, 1992; Larry Daniel, *Soldering in the Army of the Tennessee*. Chapel Hill: The University of North Carolina Press, 1991, in *Florida Historical Quarterly* 72 (April 1994)
- "Mountaineer Reconstruction: Blacks in the Political Reconstruction of West Virginia." *Journal of Negro History* 78 (Summer 1993): 137-65.
- Review Essay "German Communities in Urban New York," *Journal of Urban History* 19 (November 1992): 91-101.
- "Yankee Dutchman: The Early Life of Franz Sigel." *Yearbook of German American Studies* 26 (1991): 43-62.
- "Success, Failure and the Guillotine: Don Carlos Buell and the Kentucky Campaign." *Register of the Kentucky Historical Society* 43 (Autumn 1998): 97-124.
- "Franz Sigel at Pea Ridge." *Arkansas Historical Quarterly* 50 (autumn 1991): 249-270.
- "Lead, Powder, and Cold Steel," (Edited letters of John H. Black) together with David Coles, *Magazine of the Jefferson County Historical Society* 55 (Fall 1989): 17-114.

Conference Presentations:

Presentations and Participation at International and National Conferences:

- "Gathering to Save a Nation: The Lincoln-Governance Alliance," a paper presented at the Civil War Institute, Gettysburg, PA, June 11, 2017.
- "The Politics of Federal Leadership: Blending the Line between Politics and Law," a paper presented at the Organization of Americans Conference, Providence, RI, April 10, 2016.
- "John Andrew's Civil War: An Exercise in Cooperative Federalism during the Civil War," presented at the Popular Culture & American Cultural Association Conference, Boston, April 11-14, 2012.

“Abraham Lincoln and Florida: A Look Back at 150,” symposium panelist moderated by Harold Holzer at History/Miami, sponsored by the Abraham Lincoln Bicentennial Foundation, January 22, 2012.

“A Will of Their Own: Wartime Struggles to Define Confederate Popular Political Identity,” Commentator, Southern Historical Association, October 30, 2011.

“The New England Governors and the Providence Conference of 1862,” a paper presented at the Dublin Seminar for New England Folklife, Deerfield, Massachusetts, June 24-26, 2011.

“The Want of the Hour: The Politics of Manpower in the American Civil War,” a paper to be read at the Society for Military History, Frederick, Maryland, April 21-22, 2007.

“Franz Sigel and Ethnic Identity in the American Civil War,” a paper read at the Society for Military History Conference, May 23-25, 2004.

“The Politics of Identity: Germans Ethnic Identity in the Civil War.” a paper read at the annual meeting of the Society of German American Studies in Indianapolis, April 24, 1998.

“Politics and War: Reconstruction in Tennessee,” a paper read at the annual meeting of the German Association of American Studies in Würzburg, Germany, May 29, 1996.

“Yankee Dutchman: The Early Life of Franz Sigel,” a paper read at the Society of German American Studies Annual Conference, Indianapolis, April 10, 1990.

“A Raised Consciousness: The Construction of a War-time Identity,” a paper read at the American Historical Association meeting in Atlanta, January 8, 1996.

“A Quarrel of two Conservatives: Don Carlos Buell and Andrew Johnson in Wartime Tennessee,” a paper read at the Southern Historical Association meeting in Louisville, November 9, 1994.

“Fighting Two Enemies: A Case Study of German American Relations in the Civil War,” a paper read at the American Cultural Association and Popular Culture Annual Conference, Toronto, March 15, 1990.

Invited Presentations and Lectures:

Presentations in the United States:

“The Duty of the Governors to Save the Country’s Cause,” a paper presented at the Lincoln Forum Symposium, Gettysburg, PA, November 18-18, 2017.

“Gathering to Save a Nation: A Keynote Address,” a paper presented at the Rhode Island Civil War Round Table, Providence, RI, November 4, 2017.

“Generals We Love to Hate: Don Carlos Buell,” a paper presented at the Pamplin Historical Park Annual Symposium, October 21, 2017.

“They are a Wise and Patriotic Body of Men: Lincoln’s Loyal Governors.” Abraham Lincoln Institute, March 18, 2017, Ford’s Theatre, Washington, D.C. *aired on C-span*

“The Presidency of Andrew Jackson and Rise of the Democratic Party,” a series of lectures given as a Smithsonian Associate for the Smithsonian Institution, April 22, 2017.

“The Political Life of John Albion Andrew,” Massachusetts Historical Society, Boston, May 3, 2017.

“Gathering to Save a Nation: Reflections on Lincoln’s Loyal Governors,” Virginia Festival of the Book, Charlottesville, VA, March 23, 2017.

“Gathering to Save a Nation: Keynote Address,” Barondess/Lincoln Award, New York City, February 8, 2017

“Turning Points of the American Civil War: New Perspectives,” a series of lectures given as a Smithsonian Associate for the Smithsonian Institution, April 30, 2016.

Curriculum Vitae

Adrian Finucane, Ph.D.

PERSONAL

Office Phone: 561-297-3951

Current Academic Rank: Assistant Professor

Department: History, Florida Atlantic University

Email: afinucane@fau.edu

EDUCATION

Ph.D., History, Harvard University, Cambridge, MA, 2011

Dissertation: "The South Sea Company and Anglo-Spanish Connections, 1713-1739"

Dissertation Committee: Joyce Chaplin, Vincent Brown, John Womack

Comprehensive Examination Fields: US to 1815; US since 1815; Gender; Latin America

M., History, Harvard University, Cambridge, MA, 2007

A., History, Yale University, New Haven, CT, 2005

EMPLOYMENT HISTORY

Assistant Professor, History Department, Florida Atlantic University (FAU), Boca Raton, FL
2016-present

Assistant Professor, History Department, University of Kansas (KU), Lawrence, KS, 2011-2016
Mellon Postdoctoral Fellow, University of Southern California-Huntington Early Modern
Studies Institute, 2011-2013

Teaching Assistant, History, Harvard University, 2007-2009

PUBLICATIONS IN PRINT

Book

The Temptations of Trade: Britain, Spain, and the Struggle for Empire. Philadelphia: University of Pennsylvania Press, 2016. 224 pages.

Book Chapter

"British Traders, Religion, and the *Asiento* in Spanish American Port Cities." In *Governing the Sea in the Early Modern Era*, edited by Carole Shammas and Peter C. Mancall, 197-221. San Marino and Berkeley: Huntington Library Press/University of California Press, 2014.

REFERREED PRESENTATIONS AND PROCEEDINGS

“Migrancy in Early Georgia” in “Migrancy and Empire in the 18th Century” roundtable, American Historical Association Conference, Washington, DC, January 4-7, 2018.

“The Difficulties of Populating a Utopia: Georgia, 1732-1752” in “Migrancy & Empire” roundtable, American Society for Eighteenth-Century Studies Conference, Minneapolis, MN, March 30-April 2, 2017.

“An Uncertain Utopia: Savannah and St. Augustine in the Trustee Period” at The World of Jenkins’s Ear: War and Trade in the Greater Caribbean, 1689-1783, Rutgers University, New Brunswick, New Jersey, May 28-29, 2015.

“‘A Papist and a Spaniard’ in English Jamaica: James Castillo and 17th Century Kingston” in “The Port Cities of Latin America: Regional Development and Global Ties in the Colonial and National Eras” session, Latin American Studies Association Congress, Washington, DC, May 29-June 1, 2013.

“The Dangers of Trade: British Agents and Legal Trouble in Spanish America” in “Politics and Identity in Early-Modern British Merchant Factories” session, North American Conference on British Studies Annual Meeting, Denver, CO, November 19, 2011.

“British Factors in Spanish American Port Cities,” in “Creating Sea Roads and Port Networks” session, The New Maritime History: A Conference in Honor of Robert C. Ritchie, Huntington Library, San Marino, CA, November 12, 2011. **** Resulted in publication of peer refereed book chapter “British Traders, Religion, and the *Asiento* in Spanish American Port Cities,” in *Governing the Sea in the Early Modern Era*, eds. Carole Shammas and Peter C. Mancall, San Marino and Berkeley: Huntington Library Press/University of California Press, 2014, 197-221.**

“Unlikely Alliances: British Factors in Spanish America” in “Approaching the Americas: Britain and Spain in the New World” session, American Historical Association Meeting, Boston, MA, January 6-9, 2011 [organizer and presenter].

“Anglo-Spanish Imperial Interaction in the Caribbean, 1713-1739” in “Negotiating Interstitial Power” session, Forming Nations, Reforming Empires: Atlantic Polities in the Long 18th Century Conference at New York University, New York, NY, February 27, 2010.

“Anglo-Spanish Caribbean Interconnections, 1713-1739,” at the McNeil Center for Early American Studies Graduate Student Conference, Philadelphia, PA, September 24-26, 2009.

“(Re)producing English Bodies in Early America: The Pequot Enslavement,” in “Shake, Rattle, and Soul” session, Draper National Graduate Student Conference on Early American Studies at the University of Connecticut and the American Antiquarian Society, September 18-20, 2008.

Book Reviews

Ernesto Bassi, *An Aqueous Territory: Sailor Geographies and New Granada's Transimperial Caribbean World* (Duke University Press, 2016) in *The Hispanic American Historical Review* 98/1 (February 2018), *forthcoming*

Heather Dalton, *Merchants and Explorers: Roger Barlow, Sebastian Cabot, and Networks of Atlantic Exchange, 1500-1560* (Oxford University Press, 2016) in *The Economic History Review* 70 (November 2017): 1456-1457.

Presentations

Presentation at the College of Arts and Letters Faculty Showcase, *The Temptations of Trade: Britain, Spain, and the Struggle for Empire*, Florida Atlantic University, August 26, 2016.

Comment on Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*, Research on the Leading Edge (ROLE), Hall Center for the Humanities, University of Kansas, April 15, 2015.

“Trade and Treachery: John Burnet, the South Sea Company, and Smuggling in Eighteenth Century Spanish America” at the Washington Area Early American Seminar, University of Maryland, College Park, MD, February 7, 2014.

“Imperial Entanglements: England, Spain, and the Colonial Trade in the Early 18th Century” at the American Origins Seminar, Early Modern Studies Institute, University of Southern California, Los Angeles, CA, March 9, 2013.

“A Scientist and a Traitor: Early Challenges in Britain's Slave Trade to Spanish America” at Empires in Context: England and Spain in the Americas, The University of Southern California, Los Angeles, CA February 22, 2013 [Symposium organizer and presenter].

“The Anglo-Spanish Slave Trade: Reconceptualizing Imperial Interactions in the Caribbean” at the Early Modern Seminar, Hall Center for the Humanities, University of Kansas, Lawrence, KS, May 2, 2011.

Invited Lectures

“Trade and Trouble in the Colonial Americas” at the Weiner Spirit of America Collection, Florida Atlantic University, March 16, 2017.

“The War of Jenkins's Ear” at the Society of Colonial Wars Meeting, West Palm Beach, FL, November 8, 2016.

“Colonial Threats – Jamestown and the Spanish Empire” at the Jamestowne Society Meeting, West Palm Beach, FL, October 29, 2016.

“Friends and Enemies: The South Sea Company and Imperial Interconnection, 1713-1739” at the John Carter Brown Library Fellows’ Lunch, December 16, 2009.

GRANTS

External – Funded

“The South Sea Company and Anglo-Spanish Connections, 1713-1739,” University of Southern California-Huntington Early Modern Studies Institute, 2-year Postdoctoral Fellowship, August 2011-August 2013. \$58,000, plus \$2,000 research funds, per year.

John Carter Brown Library Center for New World Comparative Studies Fellowship, Fall 2009, \$8,000

External – Not Funded

“Founding Georgia: Labor, Debt, and Science in an American Borderland,” American Council of Learned Societies, Ryskamp Fellowship for 2015-2016.

“Founding Georgia: Labor, Debt, and Utopianism in an American Borderland,” National Endowment for the Humanities Fellowship for 2016-2017.

Internal – Funded

“Founding Georgia: Labor, Migration, and Utopianism in an American Borderland,” \$1,000 received as a Faculty Research Support Award for research at the P.K. Yonge Library of Florida History at the University of Florida in Gainesville, Florida, Spring 2018, FAU.

“Founding Georgia: Labor, Debt, and Science in an American Borderland,” \$5,888 received as a General Research Fund Award for research in the National Archives in London and the Archivo General de Indias in Seville, Spain, Summer 2015, KU.

“Founding Georgia: Labor, Debt, and Science in an American Borderland,” \$1,200 received as a CLAS Travel Award for research in the National Archives in London and the Archivo General de Indias in Seville, Spain, Summer 2015, KU.

“Founding Georgia: Labor, Debt, and Science in an American Borderland,” \$2,000 received as a Hall Center Faculty Travel Grant for research in the National Archives in London and the Archivo General de Indias in Seville, Spain, Summer 2015, KU.

“Founding Georgia: Labor, Debt, and Science in an American Borderland,” \$8,000 received through the New Faculty General Research Fund for research in the archives in Georgia and at the Library of Congress, Summer 2014, KU.

“The South Sea Company and Anglo-Spanish Connections, 1713-1739,” \$1,200 received as a CLAS Faculty Travel Award for research in the British Library and National Archives in London, England, June 1-July 8, 2011, KU.

COURSES TAUGHT AT FAU

Undergraduate Courses

HIS 4930: Magic and Superstition in the Atlantic World, Spring 2018
AMH 4133: Revolutionary Age, Fall 2017
AMH 4620: Religion in America, Spring 2017
HIS 3150: Historical Methods, Spring 2017
AMH 2010: United States History to 1877, Fall 2016, Spring 2018
WOH 2012: History of Civilization I, Fall 2016, Fall 2017

Graduate Courses

AMH 6939: Seminar in US History, Fall 2017

COURSES TAUGHT AT KU

Undergraduate Courses

HIST 177: Notorious Pirates: From Swashbuckling to the Internet Age, Fall 2014, Fall 2015
HIST 128: History of the United States Through the Civil War, Spring 2014, Spring 2015
HIST 331: Atlantic Societies, 1450-1800, Spring 2011, Spring 2014
HIST 367: Magic and Superstition in European History, Spring 2015
HIST 410: The American Revolution, Fall 2013, Spring 2016
HIST 510: Law, Politics, Culture (Study Abroad Course held at Cambridge University, Cambridge, UK – Directed Program and Taught Class), Summer 2011, Summer 2015
HIST 696: Topics in Early American History (Department Capstone Course), Spring 2011, Fall 2013, Fall 2015

Graduate Courses

HIST 890: Colloquium in American History, 1492-1800, Fall 2014, Spring 2016

BARBARA GANSON, Ph.D
Florida Atlantic University
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Education:

- 1994 - Ph.D., History, University of Texas at Austin, Dissertation: "Better Not Take My Manioc: Guaraní Religion, Society, and Politics in the Jesuit Missions of Paraguay, 1500-1800."
Major Field: Latin American History.
Minor Field: American History, including women's history, diplomatic history, and race relations.
Minor Fields: Anthropology and Geography.
- 1984 - Master of Arts, Latin American Studies, University of Texas at Austin. MA Thesis: "Paraguayan Lace to Lances: Women in the Social and Economic Life of Paraguay, 1500-1900."
- 1980 - Bachelor of Arts with Distinction in History, San José State University.
- 1980-1981 Bilingual Education Credential Program, K-12, San Jose State University

Employment History:

- July 2017- Promoted to Professor of History, Boca Raton and Davie campuses.
- July 2013-Present. Director of Caribbean and Latin American Studies Program, Florida Atlantic University, Boca Raton campus (previous Coordinator, Davie campus since 1994).
- July 2013- Associate Professor of History, Florida Atlantic University, Boca Raton campus.
- 1999-July 2013, Associate Professor of History, Florida Atlantic University, Davie campus.
- 1994-1998. Assistant Professor of History, Florida Atlantic University, (promoted and tenured in 1999).

Scholarship/Research/Creative Activities:

Books in Print:

The Spiritual Conquest: Early Years of the Jesuit Missions in Paraguay with co-author Clinia Saffi (Boston: Boston College, Institute of Jesuit Sources, 2017) (380 pages)

Texas Takes Wing: A Century of Flight in the Lone Star State. Austin: University of Texas Press, January 2014. (296 pages)

The Guaraní Under Spanish Rule in the Río de la Plata. Stanford: Stanford University Press, 2003. (304 pages)

Book Manuscript Currently Under Contract/Review:

“Lady Daredevils: American Women and Flight, 1910-1940,” (under advanced contract with University of Illinois Press based on two external blind reviews of book proposal, introduction and sample chapters and internal review of complete manuscript). (Revised manuscript in progress)

Book Manuscripts in Progress:

“Contemporary Paraguay: Perspectives on a New and Emerging Democracy,” edited volume by Barbara Ganson, Department of History Florida Atlantic University Boca Raton (to go under review with University of New Mexico Press, Fall 2018).

“Skies over Florida,” e-textbook project, Division of ELearning, Boca Raton.

Other Creative Activities:

Library Exhibit: “Women with Wings in Florida,” Wimberly Library, FAU Boca Raton Campus, March 1, 2018-May 15, 2018.

Refereed Museum Exhibit: *Tango Alpha Charlie: Texas Aviation Celebration*, Bob Bullock Texas State History Museum, Austin, Texas. September 12, 2010-January 9, 2011. Seven thousand five hundred square feet of exhibit space. Guest Curator by competitive bid, State Preservation Board.

Environmental Literacy - Global Explorer STEM Educational Program:

Principal Investigator, 2014-2018 Global Explorer: Arctic Owl Expedition to study the impact of climate change in conjunction with Professor Emeritus Dr. Leonard Berry, sociologist Dr. Patricia Widener, Ms. Virginia Knudsen (award-winning Science teacher at Parkway Middle School of the Arts), and aviator Gustavus McLeod. This is a STEM interdisciplinary project, which enhances environmental literacy among middle school children using a flight simulator program. Successfully tested in seventh grade classroom over three years at Parkway Middle School of the Arts, Fort Lauderdale.

Book Reviews and Encyclopedic Entry:

Jennifer Bean Bower, *North Carolina Aviatrix: Viola Gentry: The Flying Cashier*. (Charleston: History Press, 2015) forthcoming in *North Carolina Historical Review* in January 2018.

Tamar Herzog, *Frontiers of Possession: Spain and Portugal in Europe and the Americas*. (Harvard University Press, 2015, 400 pages. *Journal of Jesuit Studies*, Vol. 2, Issue 4, 2015, 708-710.

Bridget Maria Chesterton, *The Grandchildren of Solano Lopez: Frontier and Nation in Paraguay, 1904-1936* (University of New Mexico Press, c. 2013) in *The Americas* 71(October 2014): 368-9.

Dan Hagedorn, *Conquistadors of the Sky: A History of Aviation in Latin America*. Gainesville: University Press of Florida, c. 2008 by Smithsonian Institution. *The Americas* (January 2011): 428-30.

René D. Harder Horst, *The Stroessner Regime and Indigenous Resistance in Paraguay* (University Press of Florida, 2007) in *The Americas* 65:4(April 2009): 613-4.

David J. Weber, *The Barbaros: Spaniards and Their Savages in the Age of the Enlightenment*. (New Haven: Yale University Press, 2006) in *The Americas* (Fall 2009): 298-99.

Ben Vinson III, *Flight: The Story of Virgil Richardson, A Tuskegee Airman in Mexico* in *Hispanic American Historical Review*, 87(February 2007):178-179.

Caroline A. Williams. *Between Resistance and Adaptation: Indigenous Peoples and the Colonisation of the Choco, 1510-1753*. Liverpool: Liverpool University Press, 2004 in *American Historical Review* 110 (June 2005): 840-841.

“Paraguayan Women in the War of the Triple Alliance, 1864-1870,” in *Amazons to Fighter Pilots: A Biographical Dictionary of Military Women*, edited by Reina Pennington and Robin Higham, 2 vols. (Westport, Connecticut, London: Greenwood Press, 2003): 1: 332-335.

Refereed Journal Articles/Book Chapters:

Blind Refereed Articles:

“The Guaraní People and Their Legacy,” *Oxford Bibliographies in Latin American Studies*, edited by Ben Vinson III. (work under review; submitted in May 2018). (15 pages)

“A Patriarchal Society in the Rio de la Plata: Adultery and the Double Standard at Mission Jesús de Tavarangue, 1782.” Book chapter forthcoming in *The Legacy of the Jesuits*, edited by Linda Newson, Institute of Latin American Studies, School of Advanced Study, University of London, (in-house, open access publication) (under review, submitted in 2018) (33 pages).

“La rebelión guaraní en un contexto comparativo,” an e-publication of an article presented at the University of Buenos Aires in 2008 in Spanish on the history of the Guaraní War from a comparative perspective. (15 pages)

"Following Their Children into Battle: Women at War in Paraguay, 1864-1870." *The Americas* 46 (January 1990): 335-71 (Reprinted in *Warfare in Latin America* (2 vols.) edited by Miguel A. Centeno (Hampshire, U.K.: Ashgate Publishing Ltd., 2007), 1: 313-49.

Fellowships and Grants:

External Grants:

2017 Research Affiliate, Institute for Advanced Jesuit Studies, Boston College. \$25,000 funded.

2010 Wolf Aviation Fund, Tango Alpha Charlie: Texas Aviation Celebration, Bob Bullock Texas State History Museum. \$5,000 for the museum exhibit. Funded.

2005 NEH/AHA Summer Stipend to attend seminar at the Library of Congress, “Rethinking United States History from a Global Perspective,” June-July 2005. \$3,500 funded.

2005 Research Stipend from the Korea Aerospace Research Institute (KARI), Family Science Festival, Seoul, South Korea, April 16-17, 2005. \$500. Funded.

2003 Wolf Aviation Fund for curriculum project in conjunction with Gus McLeod's solo flight around both the Earth's Poles. Funded \$3,066. Co-PI.

1995 Andrew W. Mellon Fellowship, Saint Louis University, Vatican Film Library. \$1,000 for travel. Funded. PI

1993-1994. National Endowment for the Humanities Dissertation Award. \$13,500 received for writing of dissertation. PI Funded.

1990-1991. U.S. Department of Education, Fulbright-Hays Doctoral Dissertation Research Fellowship to Argentina, Paraguay, and Brazil. \$17,500 for international travel to three countries for doctoral dissertation research. PI Funded.

Internal Grants:

Teaching:

2011 and 2012 Florida Atlantic University Honors Fellowship to teach course on The Birth of Aviation and Its Impact on the Twentieth Century during the fall semester, Boca Raton campus. \$7,000 per year; \$5,000 of which went to the Department of History and \$2,000 went to conference travel and books.

2007 Florida Atlantic University, Writing Across the Curriculum Fellowship, Florida Atlantic University, May 9-11, 2007. \$1,000

1996-1997, Florida Atlantic University, Curriculum Development Award to participate in a NEH-sponsored weekly faculty seminar on "Women in Twentieth-Century Latin America," to improve FAU programs in Women's Studies and Latin American Studies.

Research:

2018-2020. Funded e-project to develop a textbook for course in aerospace history entitled "Skies over Florida," Division of ELearning, Boca Raton campus. \$1,500

2009 fall semester sabbatical for research on aviation museum project for the Bob Bullock Texas State History Museum, Austin, Texas. (resulted in publication).

2007 Florida Atlantic University Lifelong Learning Research Award to travel to collections for book project on women in aviation. \$1,675

2006 Florida Atlantic University, Summer Scholarly and Creative Activities Award for book project on Women in the Golden Age of Aviation, Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters. \$2,525.

2005 Florida Atlantic University Summer stipend to conduct research on book project on Women in the Golden Age of Aviation, 1919-1939. \$3,000.

2001 spring semester sabbatical to complete manuscript on the Guaraní and research on native herbal medicine. (resulted in publication)

Eric J. Hanne
Department of History
Florida Atlantic University 777 Glades Rd.
Boca Raton, FL 33431(561) 297-3847
ehanne@fau.edu (Updated January 2018)

HIGHER EDUCATION

University of Michigan, Ph.D., Near Eastern Studies, 1998
University of Michigan, M.A., Modern Middle Eastern and North African Studies, 1992
University of Illinois, B.A., Political Science, 1989

EMPLOYMENT

Florida Atlantic University, Associate Professor of History, 2006-present
Florida Atlantic University, Assistant Professor of History, 1999-2006
University of Michigan, Instructor II in Near Eastern Studies, Fall 1998
University of Michigan, Graduate Student Instructor, 1992-1996

PUBLICATIONS

Books

Putting the Caliph in His Place: Power and Authority in Medieval Islam (Madison, NJ: Fairleigh Dickenson University Press, 2007), 280 pp.

Articles/Book Chapters

“Ritual and Reality: The *Bay‘a* Process in Eleventh and Twelfth Century Islamic Courts,” in A. Beihammer, S. Constantinou, Maria Parani, eds. *Rituals of Power in Byzantium and the Medieval Mediterranean* (Leiden: Brill, 2013): 141-158
“The Banu Jahir and the Saljuq and Abbasid Administration” *al-Masaq* 20:1 (March 2008): 29-45
“Death on the Tigris: A Numismatic Study of the Breakup of the Great Saljuqs” *American Journal of Numismatics* 16-17 (2005): 145-172
“Women, Power, and the Eleventh and Twelfth Century Abbasid Court” *Hawwa* 3:1 (March 2005): 80-110
“Abbasid Politics and the Classical Theory of the Caliphate,” in B. Gruendler and Louise Marlow, eds. *Writers and Rulers: Perspectives on their Relationships from Abbasid to Safavid Times, Literaturen im Kontext: Arabisch-Persisch-Türkisch* Bd. 16 (Wiesbaden: Reichert Verlag, 2004): 49-71

Book Reviews

--*Crisis and Continuity at the Abbasid Court: Formal and Informal Politics in the Caliphate of al-Muqtadir (295-320/908-32)*, Van Berkel, M.; El-Cheikh, N.; Kennedy, H.; Osti, L. for BSOAS Fall 2014

- The History of the Seljuq State: A Translation with Commentary of the Akhbar al-dawla al-saljuqiyya* Bosworth, C.E. 2010) for *BSOAS* Spring 2012
- Medieval Arabic Historiography: Authors as Actors* Hirschler, Konrad. (London: Routledge, 2006) Spring 2010)
- *Marriage, Money and Divorce in Medieval Islamic Society* Rapoport, Yossef. (Cambridge: Cambridge University Press, 2007) for *Speculum* (January 2009)
- *Postal Systems in the Pre-Modern Islamic World* Silverstein, Adam J. (Cambridge: Cambridge University Press, 2007) for the *International Journal for Middle East Studies* (Spring 2009)
- Soldier's Story: The Memoirs of Jafar Pasha al-Askari* (London: Arabian Publishing, Ltd., 2003) *MESA Bulletin* (June 2005): 100-101
- Jews, Turks, Ottomans: a shared history, fifteenth through the twentieth century.* ed. by Avigdor Levy. Syracuse 2003. *Choice*, May 2003
- Islamic Historiography.* Chase Robinson, Cambridge University Press, 2003. *Choice*, July 2003
- The Middle East and Islamic World Reader* ed. by M. Gettleman and S. Schaar, Grove Press, 2003. *Choice*, December 2003

Encyclopedia Entries

- "Uqaylids" *Encyclopedia of Empire* (London: Wiley-Blackwell, 2014)
- "Ibn al-Farra, Abu Ya`la" for *The Oxford Encyclopedia of Islam and Politics*
- "Dating/Calendars," "Viziers," and "Abbasids" for *Medieval Islamic Civilization: An Encyclopaedia* (New York: Routledge, 2005)
- "Abd al-Rahman b. Khalid b. al-Walid" (200 words) for *Encyclopaedia of Islam* 3rd Edition, (Leiden: E.J. Brill,)

WORKS IN PROGRESS

Encyclopedia Entries

- "Imama-Sunni" *Encyclopaedia of Islam* 3rd Edition (Brill), 1000 words
- "Hilla" *Encyclopaedia of Islam* 3rd Edition (Brill), 500 words

Book Chapters

- "Historical Overview," "Ideology," "The Practical Organization of Power in the Medieval Muslim World"; Chapters in two volume series, *Political Culture in Three Spheres: Byzantium, Islam, and the West c. 711-1453*, Author and Co-Editor

Monograph Projects

- Navigating Hegemony: The Mazyadids of Hilla* (working title)
- The Powers that Be: A Numismatic Analysis of the fifth-sixth/eleventh-twelfth century central Islamic lands.*

FUNDED RESEARCH

Chastain-Johnston Professorship in Middle Eastern and Peace Studies (2013-2015)
(\$5000.00/year)

Lifelong Learning Society (Jupiter) Faculty Research and Travel Fund 2012 (\$2000.00)

Asian Studies Research Grant, Florida Atlantic University, Summer 2011 (\$4,500.00)

Summer Research Stipend, Florida Atlantic University, Summer 2004, (\$2000.00)

Research Initiation Award, Florida Atlantic University, Summer 2002, (\$3000.00)

Professional and Honorary Organization Membership

Commissioning Editor, *History Compass*, pre-Modern Islamic world. 2006-2012

Middle Eastern Studies Association, American Numismatic Society, American Oriental Society,

Middle East Medievalists (Treasurer, 2005-), International Medieval Congress (Affiliate

Membership 2005-07), Phi Alpha Theta

Professional Presentations

"The morphing of the Mazyadid 'Other'", presentation for organized panel (Accepted) "The 'Other' in the post-'Abbasid central Islamic lands," International Medieval Congress at Leeds, July 2017

"The contested history of the early Mazyadid amirate and its role in the fourth-fifth/eleventh-twelfth century political arena", Middle East Studies Association Annual Conference, November 2015

"Playing Both Ends against the Middle: The Machinations of Dubays b. Sadaqa (fl. 511-529/1118-1135), July 2012

"Numismatic Analysis of the 6th/ 12th Century Power Politics," International Medieval Congress at Leeds, July 2011

"The Failed attempt to revive the ' Abbasid imperial presence in the late medieval period," Middle East Studies Association, Nov 2010

"Ritual and Reality: the *bay 'a* process in eleventh and twelfth century Islamic courts," at conference, Court Ceremonies and Rituals of Power in the Medieval Mediterranean," Nicosia, Cyprus, Nov 2010

"Dangerous Journeys: A Comparative Analysis of Abbasid and Saljuq Sovereignty," International Medieval Congress at Leeds," July 2010

"Caliphal Conclaves and the Quest for Orthodoxy", International Medieval Congress at Leeds, July 2009. "Practical Organisation of Power in the Medieval Muslim World" Presentation at Workshop on Political Culture in Three Spheres: Byzantium, Islam, and the West. University College of Wales, Aberystwyth. July, 2008

"The Symbolic and Symbiotic Value of Baghdad for the Late Abbasid Caliphate" International Medieval Congress at Leeds, July 2007

"The Banu Jahir and the Saljuq and Abbasid Administrations" International Medieval Congress at Leeds, July 2006

"Adolescent Rebellion and its Role in the Breakup of the Great Saljuqs." International Medieval Congress at Leeds, July 2005

"The Uninvited Ally: Dubays b. Sadaqa in Saljuq-Abbasid Historiography." Middle East Studies Association Conference, November 2004.

"A Double-Edged Sword: The Abbasid Wazirate of the Eleventh and Twelfth Centuries" accepted for presentation at the Middle East Studies Association, November 2002

"Concubines and Princesses in the Abbasid Court" Paper presented at the Middle Eastern Studies Association, November 1999

"The Dar al-Khilafa of 11th and 12th Century Baghdad" Paper presented at the Middle Eastern Studies Association, December 1998

"The Powers that Be: Twelfth Century Gold Coinage from the Central Islamic Lands" Panel organized and paper presented at the Middle Eastern Studies Association, November 1997

"Caliphal Patronage and the Making of the Classical Theory of the Caliphate" Paper presented at the Middle Eastern Studies Association, December 1996

"The Man who would be Caliph: Khalid b. al-Walid and the Early Islamic Conquests" Paper presented at the Middle Eastern Studies Association, November 1995

TEACHING

Courses Taught at Florida Atlantic University

WOH 2012 World Civilization I Prehistory to 1500

WOH 2022 World Civilization II 1500 to the Present

ASH 3222 Islamic History

ASH 3223 Modern Middle East History

ASH 3230 Peoples of the Middle East

ASH 3233 The Ottoman Empire

ASH 4210 The Crusades

ASH 4242 Modern Iran

ASH 4624 Islamic Intellectual History

ASH 4930 The U. S. and the Middle East (team-taught course with AMH Professor)

HIS 3150 Historical Methods

HIS 4934 Senior Seminar

HIS 5935 Graduate Readings Seminar in Non-Western History (e.g., Authority in Islam, Islamic Historiography)

HIS 5944 Teach Practicum

WOH 6937 Graduate Research Seminar (e.g., "Revolutions" in Medieval Islamic History)

SERVICE

Professional Service

Treasurer, Middle East Medievalists, 2005-present

Reviewer: Cambridge University Press, Thames and Hudson, Rowan Littlefield, Oxford

University Press, *IJMES*, *History Compass*, Westview Press; Routledge, *BSOAS*, *JAOS*, ARC

Humanities Press

University

Chastain-Johnston Middle East Enhancement Project, Member 1999-2003
Middle East Certificate Program Committee, Member 2000-present
Research and Other Creative Activities Committee, Substitute, Fall 2000; Full, Spring 2001 First Year Student Faculty Advisor, Office of Undergraduate Programs, 2000-2003
Coordinator, Middle East Film Festival, 2001-2003
Core Curriculum Committee, 2007-2012
Chastain-Johnston Distinguished Professor of Middle Eastern and Peace Studies, 2013-2015.

College

Departmental Representative, DFSCAL Ad Hoc Committee on Sustained Performance Evaluation, 2016-present
Departmental Representative, DFSCAL Faculty Assembly, 2015-present
Undergraduate Program Committee, Chair, 2008-2009
Asian Studies Certificate, 2004-present
Ethnic Studies Certificate/Reading Group, 2004-present
Religious Studies Certificate 2004-present
Proxy representative to Research and Other Creative Activities Committee (Fall 2000)

Departmental

Director, Undergraduate Studies, 2013-16
Promotion and Tenure (Executive) Committee, 2010-2011
Undergraduate Curriculum Committee, Chair (2006-2009, 2011-2016)
African American History Search Committee, Chair (2007-2008)
Black Atlantic Search Committee, Chair (2006-2007) British Empire Search Committee (2005-2006)
John O'Sullivan-Adam Larkin Committee, 2004-2008 Chair, 2004-2005
East Asian Search Committee, 2003-2004
Awards/Development Committee, Member 1999-2004; Chair, 2000-003
Graduate Studies Committee, Fall 2000-present
World Civilizations Sub-Committee, 2000-present
Faculty Advisor to History Honor Society, Phi Alpha Theta 2000-2003

Public Lectures and Community Service

"Civil Liberties and the Muslim Community after 9/11" for Women's International League for Peace and Freedom March, 2002
"Fundamentalism in the Middle East" Program in Comparative Studies Forum November 2001
"Editorializing Arabs," Florida Atlantic University Peace Studies Forum October 2001
Understanding Diversity, Participant in Forum organized by Florida Atlantic University, Davie

Department of Multicultural Affairs September 2001
Moderator, University Forum on Palestinian-Israeli Conflict March 2001
"Islamic Numismatics" Phi Alpha Theta Lecture Series February 2001
Co-Coordinator, Concert by Simon Shaheen and the Near Eastern Ensemble February 2001
Assistant, Inventory and appraisal of the Marco Levy Behar Ladino and Turkish Music Collection. Worked with Dr. Marianne Sanua on project. (Collection donated to the Wimberley Library of Florida Atlantic University by Dr. Gloria Behar Gottsegen) December 2000
"Arab-Israel i Peace Process," Florida Atlantic University Peace Studies Program Fall 2000
"Islam and State: The Question of the Caliphate," Florida Atlantic University February 2000
"Concubines and Princesses in a Medieval Islamic Court" Phi Alpha Theta Lecture Oct 1999

Community

Polo Club (Boca Raton) Reading Club Coordinator and Discussant "Islamic History: An Historical Perspective," December 2016-April 2017
Guest Lecturer for 1B Students: Miramar High School (March 2015, 2016)
Discussion Moderator: *5 Broken Cameras* Palm Beach County Hagen Branch Broward Department of Education, Textbook Review
"Muslim Perceptions of the West," Florida Speakers Bureau, May 2005
"The Clash of Civilizations and the War on Terror," Boynton Men's Group, February 6, 2005
"The Elections in Iraq," Boynton Beach Library Lecture Series, January 31, 2005
"Democracy in the Middle East," Town of South Palm Beach Speakers Series, January 5-6, 2005
"Crossfire at Hunters Run: Can there be peace after Arafat?" Hunters Run, FL, January 3, 2005
"Whither Iraq?" Florida Speakers Bureau, July 2004
Panel Member, Current Events Panel, Town of South Palm Beach, March, 2004
"Islamic Diversity and Democracy," Great Decisions Meeting, Country Club of Florida, March 2004
"Islam: Religion or Way of Life," Boynton Beach Library Lecture Series, March, 2004
"Islam and Diversity," Florida Speakers Bureau, July 2003
"Afghanistan and Iraq," Great Decisions Meeting, Country Club of Florida, March 2003
"Middle East, Circa 2002" League of Women's Voters, Palm Beach County January 2002
"The Middle East and Beyond," St. Paul's Episcopal Church, Delray Beach, FL December 2001
"Fundamentalisms" Boca Raton Unitarian Universalist Fellowship December 2001
"Islam Primer," Boca Raton Unitarian Universalist Fellowship October 2001
"Day of Understanding," St. Edwards School, Vero Beach, FL October 2001
Judge, Pathfinders of Palm Beach/Martin County Scholarship Fund, History/Political Science Division March, 2001
"The Question of Palestine," Arab-American Anti-Discrimination League Lecture, Pembroke Pines, FL November, 2000

FOREIGN LANGUAGES

Arabic, Turkish, French, German (research/reading); Ottoman, Persian, Spanish (elementary)

Curriculum Vitae

Kenneth W. Holloway, Ph.D.
Department of History
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Email: Kenneth.Holloway@fau.edu

Education/Employment History

Distinguished Visiting Scholar Fudan University, China fall 2014 and fall 2015
Associate in Research at the Fairbank Center, Harvard University, 2011-2012
Associate Professor of History, FAU fall 2010 to present
Visiting Scholar, National Tsing-Hua University, Taiwan fall 2011
Founding Director, Asian Studies Certificate Program, FAU fall 2007 to present
Associate Director, Center for Body, Mind, and Culture, FAU 2006-2009; 2017-present
Levenson Chair of Asian Studies, FAU fall 2005 to present
Assistant Professor of History, FAU 2004 to spring 2010
Visiting Scholar, Center for East Asian Studies, University of Pennsylvania, 2003-2004
Ph.D. in Asian and Middle Eastern Studies, University of Pennsylvania, 2002
BA with High Honors in Chinese, Phi Beta Kappa, Rutgers University, 1993

Scholarship/Research/Creative Activity

Publications in Print

- Blind Peer Reviewed Books

2013 *The Quest for Ecstatic Morality in Early China*. Oxford and New York: Oxford University Press x + 161 pages (81,500 words). ISBN 0199941742. BJ117. H6 2013. Review: *Religious Studies Review* 40.2 (2014): 120

2009 *Guodian: The Newly Discovered Seeds of Chinese Religious and Political Philosophy*. Oxford and New York: Oxford University Press viii + 254 pages (70,300 words). ISBN 0195371453. Z6605.C5 H66 2009. Reviews: *History of Religions* 52.2 (2013): 183-4; *Philosophy East and West* 62.2 (2012): 311-16; *Journal of the Royal Asiatic Society* 21 (2011): 124-26; *Journal of the American Oriental Society* 130.2 (2010): 309-311.

- Refereed Journal Articles

2009 “An inquiry into the ‘Xing zi mingchu’ from the perspective of the ‘Five Aspects of Conduct’” 從《五行篇》的角度探討《性自命出》 *Taiwan Journal of East Asian Studies* 臺灣東亞文明研究學刊 6.1: 203-210, Chinese.

2007 “Religion in ‘The Five Aspects of Conduct’” 《五行篇》的宗教觀 *Confucian Culture Studies* 《儒家文化研究》 1: 49-55, Chinese.

2005 “Unity in the Guodian” 郭店楚簡的大同思想 *Bamboo and Silk Research* 簡帛研究: 1-6, Chinese.

2005 “‘The Five Aspects of Conduct’ Introduction and Translation” *Journal of the Royal Asiatic Society* 15.2: 179-198, English.

- Book chapters

2018 “Guodian: A New Window for Understanding the Introduction of Buddhism into China” in *Dao Companion to Guodian Bamboo Manuscripts*, ed. Shirley Chan (New York: Springer), forthcoming.

2008 “How Guodian and Received Texts Use Humanity and Righteousness Differently,” in *Gu wenzixue lungao* 古文字學論稿, ed. Zhang, Guangyu 張光裕 and Huang, Dekuan 黃德寬 (Hefei: Anhui Daxue), 354-79.

- Book Reviews

2015 Charles Sanft, *Communications and Cooperation in Early Imperial China: Publicizing the Qin Dynasty*, in *American Historical Review* 120.1: 215

2013 Michael David Kaulana Ing, *The Dysfunction of Ritual in Early Confucianism*, in *Dao: A Journal of Comparative Philosophy* 12: 557-60

2012 Erica Fox Brindley, *Music, Cosmology, and the Politics of Harmony in Early China*, in *the Journal of Chinese Religions* 41.2: 148-49

2012 Erica Fox Brindley, *Individualism in Early China: Human Agency and the Self in Thought and Politics*, in *The Journal of Asian Studies* 71.1: 199-200.

2011 Yuri Pines, *Envisioning Eternal Empire*, in *Sino Platonic Papers* 208: 29-31.

2004 Roger T. Ames and David L. Hall, *Focusing the Familiar: A Translation and Philosophical Interpretation of the Zhongyong*, in the *Journal of Chinese Philosophy* 31.1: 129-131.

Refereed Presentations and Proceedings

-International

2017 "Humanistic Religion and the appeal of irreconcilable moral challenges" 5th *Symposium on Humanistic Buddhism* (Kao-hsiung: Foguang shan Institute for Humanistic Buddhism), 154-160.

2015 "The importance of duality and nonduality to the Laozi" 老子裏的二元和不二的重要性 in 太和: 2015 海峽兩岸道家、道教與養生學術研討會 *Great Harmony: 2015 Cross-strait Taoism and Health Symposium* (Tainan: Taiwan Book of Changes Health Society), 263-74.

2013 "A Humanistic Approach to the Vimalakirti, and the DNA it Shares with Pre-Qin Religious Texts from Guodian" in 東亞文化與思想國際學術研討會 *International Conference on East Asia Cultures and Thoughts* (Taipei: Institute for Advanced Studies in Humanities and Social Science, National Taiwan University), 127-145.

2011 "Truths and Higher Truths in 'Xing zi mingchu,' is This a Philosophical Antecedent of Upaya?" in 儒道佛三家的哲學論辯國際學術研討會 *International Conference on Confucianism, Daoism, and Buddhism* (Taipei: National Taiwan University Department of Philosophy), 12, 1-26.

2010 "The Dao that Bridges the Human and the Cosmic in 'Xing zi mingchu'" in 傳統中國哲學的知識論問題之當代省思 *Contemporary Reflections on Epistemological Issues, International Academic Conference* (Taipei: National Taiwan University Department of Philosophy), 1, 1-33.

2009 "Can an Understanding of Guodian Manuscripts Help Bridge Divisions in Chinese Buddhism?" in 第二屆世界佛教論壇論文集 *Proceedings of the Second World Buddhist Forum* (Beijing: Preparatory Office of the World Buddhist Forum 世界佛教論壇籌備辦公室), 361-72.

Non-Refereed Publications, Presentations and Proceedings

- Presentations

- “Searching for Zen Roots: from Guodian to Vimalakirti” Creating the World of Chan/ Sōn /Zen: Chinese Chan Buddhism and its Spread throughout East Asia, Conference at East Asian Studies Department & Center for Buddhist Studies, University of Arizona Tucson, March 28-31, 2018.
- “Humanistic Religion and the appeal of irreconcilable moral challenges” 5th Symposium on Humanistic Buddhism, Fo Guang Shan Monastery in Kaohsiung, Taiwan, December 15-17, 2017. (Paper Published in Conference Proceedings)
- “Humanistic Religion: from Guodian to Vimalakirti,” South East Early China Roundtable, Sarasota Florida, October 27-29, 2017.
- Panelist on “Reflections on BLIA” (Buddha’s Light International Association is a United Nations Non-government Association) BLIA World Headquarters Board of Directors Conference, Johor Malaysia October 5-8, 2017.
- Panelist on “Humanistic Buddhism in Europe” A Symposium on Development 「人間佛教在歐洲」發展研討 Prague Convention Center: June 17, 2017, over 200 people attended.
- Buddhism and Business Administration 佛學與企業管理學 Great Awakening Temple (Buddhist Temple), Yixing China: June 11, 2017, over 300 people attended.
- The History of Buddhist Vegetarianism: Keys to Developing Compassion, Parkmore Cultural Center, Johannesburg South Africa: June 4, 2017, over 70 people attended.
- Panel Discussant on Humanistic Buddhism at the Pan-European Meeting of Buddha’s Light International, Berlin: June 11, 2016, over 300 people attended.
- Pro-social behavior and its economic benefits: common ground between leading economists and the humanistic Buddhism of Master Hsing-yun, Prague Fo Guang Shan Temple: June 8, 2016.
- “Die Diskussion über positiven Einfluss des Mitleidsgeistes an Ökonomie: Die gemeinsame Methode und wertschätzung zwischen den Wirtschaftswissenschaftler und Hauptideologie des humanistischen Buddhismus vom Großmeister Hsin Yun.” 探討慈悲心對經濟的正面影響: 經濟學家和大師之人間佛教中心思想共同的方法和價值觀 Wiener Fo Guang Shan Temple: June 5, 2016.
- “Somaesthetics in China From Guodian to Vimalakirti” Eastern China Normal University, December 3, 2015
- “The Economic Value of Compassion” 慈悲心和經濟價值 Great Awakening Temple (Buddhist Temple), Yixing China November 14th 2015 9-12:00 PM: over 200 people attended.
- “The importance of duality and nonduality to the Laozi” 老子裏的二元和不二的重要性 2015 cross-strait Taoism and Health Symposium 2015海峽兩岸道家、道教與養生學術研討會: November 6-9, 2015. (Paper Published in Conference Proceedings)
- “Sūtra de Vimalakīrti et le Bouddhisme Humaniste” 維摩詰經和人間佛教 European Headquarters for Buddha’s Light International, Paris, France: June 7, 2015 over 100 people attended.

“A humanistic approach to the Vimalakirti, and the DNA it shares with pre-Qin religious texts from Guodian” conference on East Asian Cultures and Thoughts, Institute for Advanced Studies in Humanities and Social Science, National Taiwan University 國立臺灣大學, 人文社會高等研究院: May 23, 2014 (Paper Published in Conference Proceedings).

“Buddhism in China and Japan: How the Vimalakirti Reflects Modern Transnational Trends” Southern Japan Seminar, Florida International University and The Japan Foundation: March 7, 2014.

入不二法門的社會運用: 郭店楚簡當維摩詰經的前身 “The gateway of nonduality in a social context: The Guodian as a precursor to *Vimalakirti*” 2013東亞佛教思想文化國際學術研討會 International Conference on East Asian Buddhist Thought and Culture, co-organized by the College of Liberal Arts, National Taiwan University, The Center for the Study of Buddhism, and The Department of Philosophy: November 8-10, 2013. (Paper Published in Conference Proceedings)

“Missing Morality by Separating Theory from Practice” Various Aspects of Chinese Studies in the Global Age, Rutgers University: June 21-22, 2013.

“The Chinese Roots of East Asian Buddhism” 東亞佛教的中國之根 School of Philosophy, Fudan University: December 7, 2012. This presentation was sponsored by their distinguished scholars lecture series.

“Using Guodian Manuscripts to Read Buddhist Sutras: new sources for understanding how Buddhism was received in China” Revelations in the Research Methods of the Intellectual History of Bamboo and Silk Documents 簡帛文獻對思想史研究的方法論啟示, Research Centre for Chinese Philosophy and Culture, The Chinese University of Hong Kong, (co-sponsored by The Chinese University of Hong Kong, National Taiwan University, and Renmin University, China): June 29-July 1, 2012.

Grants

*External

- Funded

-2010-2012 United States Department of Education Title VI A grant, external funding of \$200,00 plus internal FAU matching funds of \$197,507.

Co-Project Director (15% of my annual total time year 1, 10% year 2). The grant was managed jointly by a three-person steering committee consisting of myself (Chair of the Asian Studies Committee), Professor Michael Horswell (at the time, Chair of the Department of Languages, Linguistics and Comparative Literatures) and Dr. Catherine Meschievitz (at the time Director of the Office of International Programs). A sub-committee of the ASC chaired by myself managed the curriculum development and faculty development activities of the project.

In addition to funding Arabic and Chinese language instructors, library materials, and an external reviewer, and a teacher workshop, this Title VI A grant supported the research and teaching of the following FAU professors:

-International research supported: Memet Gurses, Political Science, research trip in Iraq and Turkey; J. J. Choi, Social Work, research trip in Korea; Eric Hanne, History, research trip to British National Library; Naihua Zhang, Sociology, research trip in China; Alejandro Sanchez-Samper, Music, research trip in Nepal.

-Curriculum development supported: Jacqueline Fewkes, Honors College; Carla Calarge Languages, Linguistics, and Comparative Literature; Don Adams, English; Doug McGetchen, History; Renat Shaykhutdinov, Political Science; Mary Cameron, Anthropology.

2014-2015 Japan Foundation Grant, \$4,000

Reviewer of Curriculum Development applications: The Asian Studies Program and the Department of Languages, Linguistics and Comparative Literature of the Dorothy F. Schmidt College of Arts and Letters collaborated with Florida International University on a grant from the Japan Foundation to provide two stipends to develop Japanese Studies courses at FAU. In addition to reviewing applications, I spoke at two workshops organized by the grant. These were held at the Morikami Museum on April 23, 2014 and at FIU on April 17, 2015.

--- Supervision of Undergraduate Students

- Primary Advisor, History Honors Thesis

Maria Theodosiou: "Behind Curtains and Pages: Heian Women Writers and Japanese Religions" May 29, 2016

Kingsly A. McConnell: "An Analysis of Asian and Queer American Movements" April 28, 2017

- Primary Advisor, FAU Undergraduate Research Journal Publication

Gavrielle Rodriguez, Kenneth W. Holloway "The Importance of Process for Understanding Gender in Confucianism" FAU Research Journal 3.1 (2014): 34-39

Kingsly McConnell, Kenneth Holloway "Asian, American, and Queer" FAU Research Journal 7 (2018): 70-79

- Organized Lectures/Panels/Conferences

"Zen Buddhism: Roots and Branches" International Conference at Florida Atlantic University, November 2-3, 2018

"Bodies of Virtue: Asian Perspectives on Ethics and Somaesthetics" International Conference at Florida Atlantic University, November 8-9, 2017.

- Steven Heine, "Does a Rhinoceros Have Buddha Nature? Overcoming Doubt and Duality in Chan Teachings" Marlene and Harold Forkas Alumni Center, Room 103, March 15, 2017, 12:30 PM.
- Morten Schlütter, "Zen and the Art of the Formless Precepts" S.E. Wimberly Library, 5th Fl, February 6, 2014, 4:00 PM
- Zhao Yi "Art and Self-Cultivation" Visual Arts Building, Room 105, March 11, 2014, 12:00 PM.
- Tracy Miller, "Buddhist Ideologies Embodied in the Angled (fan) Bracket set" Board of Trustees Room, March 14, 2011, 2:00 PM
- "Art and Ritual in Asian Cultures" International Conference at Florida Atlantic University Center for Body, Mind and Culture, March 20-21, 2009
- "Minding the Body: Transcultural and Interdisciplinary Perspectives" International Conference at Florida Atlantic University Center for Body, Mind and Culture, March 29-30, 2007
- "Confucianism, What is at Stake in a Religion" American Academy of Religion Meeting, November 19, 2007.
- "Topics and Themes in Asian Philosophy and Thought" Conference at Florida Atlantic University March 31, 2006
- "Principled Succession: Changing Perceptions of the Sage King in Early China" Annual Meeting Association for Asian Studies. March 5, 2004

Douglas Kanter
Curriculum Vitae
Florida Atlantic University
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561-297-3593

HIGHER EDUCATION

Ph.D. History, University of Chicago, 2006
Major Field: Modern Britain
Minor Fields: Early Modern Britain, Modernist Literature
M.A. History, University of Chicago, 1999
B.A. History, Minor in Political Science, Northwestern University, 1997

EXPERIENCE

Associate Professor of History, Florida Atlantic University, 2012-Present
Assistant Professor of History, Florida Atlantic University, 2006-2012
Instructor, Newberry Library, 2006
Lecturer, University of Chicago, 2004-2006
Teaching Intern, University of Chicago, 2002-2003

RESEARCH PUBLICATIONS

Scholarly Books:

Kanter, Douglas, and Patrick Walsh, eds. *Taxation, Politics, and Protest in Ireland, 1662-2016*.
Basingstoke: Palgrave Macmillan, anticipated 2019 (in press, October 2018).

Kanter, Douglas. *The Making of British Unionism, 1740-1848: Politics, Government and the Anglo-Irish Constitutional Relationship*. Dublin: Four Courts Press, 2009.

Journal Articles:

Kanter, Douglas, "Gladstone's First Ministry and Ireland." *Journal of Liberal History* 101 (2018-19) (in press, July 2018).

Kanter, Douglas, and John Powell. "Select Document: W. E. Gladstone, 'Parliamentary Doings with the Irish Church.'" *Irish Historical Studies* 42, no. 161 (2018): 115-142.

Kanter, Douglas. "The Galway Packet-Boat Contract and the Politics of Public Expenditure in Mid-Victorian Ireland." *Historical Journal* 59, no. 3 (2016): 747-774.

Kanter, Douglas. "Was All Irish Politics Local? The Portarlington Election of 1832 and the Structure of Politics in Nineteenth-Century Ireland." *Parliamentary History* 33, no. 3 (2014): 438-452.

Kanter, Douglas. "Gladstone and the Great Irish Famine." *Journal of Liberal History* 81 (2013-2014): 8-

14.

Kanter, Douglas. "The Politics of Irish Taxation, 1842-53." *English Historical Review* 127, no. 528 (2012): 1121-1155.

Kanter, Douglas. "The Foxite Whigs, Irish Legislative Independence, and the Act of Union, 1785-1806." *Irish Historical Studies* 36, no. 143 (2009): 332-348.

Kanter, Douglas. "Joyce, Irish Paralysis, and Cultural Nationalist Anticlericalism." *James Joyce Quarterly* 41, no. 3 (2004): 381-396.

Kanter, Douglas. "Robert Peel and the Waning of the 'Influence of the Crown' in Ireland, 1812-1818." *New Hibernia Review* 5, no. 2 (2001): 54-71.

Book Chapters:

Kanter, Douglas. "The Campaign Against Over-Taxation, 1863-65: A Reappraisal." In *Taxation, Politics, and Protest in Ireland, 1662-2016*, ed. Douglas Kanter and Patrick Walsh. Basingstoke: Palgrave Macmillan, anticipated 2019 (in press, October 2018).

Kanter, Douglas, and Patrick Walsh, "Introduction." In *Taxation, Politics, and Protest in Ireland, 1662-2016*, ed. Douglas Kanter and Patrick Walsh. Basingstoke: Palgrave Macmillan, anticipated 2019 (in press, October 2018).

Kanter, Douglas. "Post-Famine Politics, 1850-1879." In *The Cambridge History of Ireland*, volume 3: *Ireland 1730-1880*, ed. James Kelly. Cambridge: Cambridge University Press, 688-715.

Encyclopedia Entries:

Kanter, Douglas. "Larkin, Emmet Joseph (1927-2012)." *Dictionary of Irish Biography* (in press, October 2018), 1,616 words.

Kanter, Douglas. "O'Brien, William Smith (1803-1864)." *History of Parliament: The House of Commons, 1832-68* (in press, April 2017), 4,060 words.

Kanter, Douglas. "Duffy, Charles Gavan (1816-1903)." *History of Parliament: The House of Commons, 1832-68* (in press, September 2016), 2,806 words.

Kanter, Douglas. "Lever, John Orrell (1824-1897)." *History of Parliament: The House of Commons, 1832-68* (in press, February 2015), 1,894 words.

Book Reviews:

Kanter, Douglas. Review of *Violence, Politics and Catholicism in Ireland*, by Oliver P. Rafferty. *Irish Literary Supplement* 37, no. 1 (2017): 12.

Kanter, Douglas. Review of *Governing Hibernia: British Politicians and Ireland, 1800-1921*, by K. Theodore Hoppen. *Journal of British Studies* 56, no. 3 (2017): 686-687.

Kanter, Douglas. Review of *Treasury Control and Public Expenditure in Scotland, 1885-1979*, by Ian

- Levitt. *Scottish Historical Review* 94, no. 2 (2015): 289-291.
- Kanter, Douglas. "Review Essay: Cosmopolitan Islanders? Britain and Europe in the Long Eighteenth Century." *Eighteenth-Century Life* 38, no. 1 (2014): 121-127.
- Kanter, Douglas. Review of *The 'Natural Leaders' and their World: Politics, Culture and Society in Belfast, c.1801-1832*, by Jonathan Jeffrey Wright. *Eighteenth-Century Ireland* 28 (2013): 233-235.
- Kanter, Douglas. Review of *Politics and Provincial People: Sligo and Limerick, 1691-1761*, by D.A. Fleming. *Journal of Modern History* 84, no. 1 (2012): 185-186.
- Kanter, Douglas. Review of *A Nation of Politicians: Gender, Patriotism, and Political Culture in Late Eighteenth-Century Ireland*, by Padhraig Higgins. *Irish Literary Supplement* 31, no. 2 (2012): 25.
- Kanter, Douglas. Review of *Human Encumbrances: Political Violence and the Great Irish Famine*, by David P. Nally. *Choice: Current Reviews for Academic Libraries* 49, no. 3 (2011): 585.
- Kanter, Douglas. Review of *Ulster Liberalism, 1778-1876*, by Gerald Hall. H-Albion: H-Net Reviews, 2011.
- Kanter, Douglas. Review of *John Wilson Croker: Irish Ideas and the Invention of Modern Conservatism*, by Robert Portsmouth. *Irish Historical Studies* 37, no. 147 (2011): 478-479.
- Kanter, Douglas. Review of *Public Life and Public Lives: Politics and Religion in Modern British History: Essays in Honour of Richard W. Davis*, edited by Nancy LoPatin-Lumms. *History: Reviews of New Books* 37, no. 2 (2009): 64.
- Kanter, Douglas. Review of *Ireland: The Politics of Enmity, 1789-2006*, by Paul Bew. H-Albion: H-Net Reviews, 2008.

GRANTS, FELLOWSHIPS, AND AWARDS

- Florida Atlantic University, Scholarly and Creative Fellowship, 2018
- Fellow, Royal Historical Society, 2014-Present
- Florida Atlantic University, Sabbatical Award, 2013-2014
- Huntington Library, Travel Grant for Study in the United Kingdom (\$3000 + airfare), 2013-2014
- Florida Atlantic University, Division of Sponsored Research, Seed Grant (\$5000), 2013-2014
- American Philosophical Society, Franklin Research Grant (\$6000), 2013
- Florida Atlantic University, Dorothy F. Schmidt College of Arts and Letters Finalist, Distinguished Teacher of the Year Award, 2011
- Florida Atlantic University, Life Long Learning Society, Faculty Research and Travel Award (\$2000), 2011
- Gladstone's Library, Bursary (\$500), 2011
- St. Deiniol's Library, Drew Scholarship (\$1000), 2010
- Florida Atlantic University, Department of History, Research Stipend (\$1000), 2009
- National Endowment for the Humanities, "We the People" Grant Co-Recipient (\$30,000), 2009

Florida Atlantic University, Division of Sponsored Research, Travel Award (\$1000), 2007
Florida Atlantic University, Department of History, Research Stipend (\$1000), 2006
American Conference for Irish Studies, Adele Dalsimer Prize for Distinguished Dissertation, 2006
University of Chicago, Department of History, Dissertation Defended with Distinction, 2006
Nicholson Center for British Studies, Dissertation Research Fellowship (\$1900), 2005
University of Chicago, Department of History, Kunstadter Travel Grant (\$2000), 2004
University of Chicago, Department of History, Conference Travel Grant (\$300), 2003
University of Chicago, Department of History, Kunstadter Travel Grant (\$1900), 2003
English-Speaking Union, Chicago Branch, Short Term Fellowship (\$1000), 2002
University of Chicago, Department of History, Comprehensive Examination Passed with Distinction, 2001
University of Chicago, Department of History, Conference Travel Grant (\$188), 1999
University of Chicago, Fellowship and Stipend (Full Tuition + \$8000 p.a.), 1998-2002
Northwestern University, Grace Douglas Johnston Award for Outstanding B.A. Thesis in History, 1997
Northwestern University, Cum Laude, 1997
Northwestern University, Honors in History, 1997

SERVICE

Department of History, Florida Atlantic University:

Outreach/Speakers/Student Awards/Fundraising Committee, 2006-2008
Graduate Curriculum Committee, 2007-Present
Undergraduate Curriculum Committee, 2008-2013
Faculty Advisor, Phi Alpha Theta, 2011-2013
Director of Graduate Studies, 2014-Present

Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University:

Jack Miller Forum for Civics Education, Advisory Committee, 2008-2010
College Assessment Committee, 2012
Member, Arts and Letters Graduate Programs Committee, 2014-Present
Chair, Arts and Letters Graduate Programs Committee, 2016-Present
External Mentor, 2017-Present

Florida Atlantic University:

Fulbright Campus Evaluation Committee, 2006
Faculty Senate, 2008-2010
Arts and Letters Representative, University Graduate Programs Committee, 2015-Present
Grace Fait Scholarship Committee, 2016

Professional:

Peer reviewer for A.B. Longman, 2007
American Conference for Irish Studies, Larkin Fellowship Committee, 2012
Peer reviewer for *English Historical Review*, 2014
Peer reviewer for Routledge, 2014
American Conference for Irish Studies, Murphy Prize Committee (Distinguished First Book), 2017
Peer reviewer for Oxford University Press, 2017

Thesis Advising:

- Halty, Nina. 2017. *From Slaves to Subjects: Forging Freedom in the Canadian Legal System*. Committee member.
- Benkly, Jason. 2017. *Autobiography of an Exile: Analyzing the Reproduction of Subjugation Found in Sean O'Casey's Dublin Trilogy*. Committee member.
- Jones, Daniel Alexander. 2015. *William Vaughan: Liberal Education and Voluntary Societies in the Age of Revolution*. Master's thesis, Florida Atlantic University. Chair.
- Boxen, Jennifer. 2013. "A Spirit of Benevolence": Manchester and the Origins of Modern Public Health, 1790-1834. Master's thesis, Florida Atlantic University. Chair.
- Wernecke, Katie. 2013. *Across the Empire: British Women's Travel Writing and Women's Place in the British Imperial Project During the Second Half of the Nineteenth Century*. Master's thesis, Florida Atlantic University. Chair.
- Schiesl, Lori. 2013. *The Origins and Development of Parliament During the Reign of Edward III*. Bachelor's thesis, Florida Atlantic University. Committee member.
- Goodyear, Alexei. 2011. *Regulation of the Spirit Market in Ireland from 1801 to 1823: A Revised Economic History*. Bachelor's thesis, Florida Atlantic University. Chair.
- Ortiz, Mike. 2010. *Oswald Mosley, Neville Chamberlain, and the Historiography of Appeasement Revisited*. Master's thesis, Florida Atlantic University. Committee member.
- Posner, Kenneth. 2010. *An Aristocratic Revolution?: The British Reaction to the Decembrist Revolt of 1825*. Master's thesis, Florida Atlantic University. Chair.

2017

Curriculum Vitae
Patricia A. Kollander

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Education

Ph.D. History, Brown University, 1991
M.A. History, Brown University, 1986
B.A. German/History, The College of Wooster, 1981

Academic Appointments

Director of Undergraduate Studies in History, 2016-
Interim Director of Graduate Studies in History, 2013-14
Chair, Department of History, 2008-13
Interim Chair, Department of History, 2007-08
Professor of History, 2007- present
Associate Professor of History, Florida Atlantic University, 1996-2006
Assistant Professor of History, Florida Atlantic University, 1991-96
Instructor in History, The College of Wooster, 1989-1990
Teaching Assistant, Brown University, 1983-86, 1987-88

Refereed Publications

Books:

"I Must be a Part of this War": A German-American's Fight against Hitler and Nazism (with John O'Sullivan, contributor. Fordham University Press, 2005) (blind peer review)

Frederick III: Germany's Liberal Emperor (Greenwood Press, Westport, Connecticut: 1995) (blind peer review)

Edited Work:

Co-editor (with Leslie Derfler) Third Edition of An Age of Conflict: Readings in Twentieth Century European History Harcourt-Brace College Publishers, 2001—editorial review

Articles:

"German and Austrian Child Emigres in the U.S. and the War against Nazism," accepted for publication, October 2017. From the third international multidisciplinary conference on Children and War: Past and Present, held at the University of Salzburg, Austria, on 13-15 July 2016. Organised by the

University of Salzburg and the University of Wolverhampton, in association with the UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict.

“The Military Intelligence Training Center and the War against Nazism” — *The Historian*, Spring/Summer 2016

“Reflections on the Experiences of German-Americans Émigré Soldiers in the U.S. Army in World War II,” Yearbook of German-American Studies Vol. 41 (2006) pp. 103-17—blind peer review

"Constitutionalism or Staatsreich? Bismarck, Crown Prince Frederick William, and the Succession Crisis of 1880-1885" - *European Review of History*, Vol. 8, No. 2, Autumn 2001, pp. 187-201—blind peer review

"Empress Frederick: the Last Hope for a Liberal Germany?" *The Historian* Vol. 62 No.1 (Fall 1999) pp. 47-63. – blind peer review

(This article appeared on the web in German translation as “Kaiserin Friedrich- Die letzte Hoffnung fuer ein liberales Deutschland?” at www.Kronbeger-maler-de/victoria/kollander.html)

"Bismarck, Crown Prince Frederick William, and the Hohenzollern Candidacy for the Spanish Throne" *European Review of History* Vol. 3, No. 2 (1996) pp. 171-85—blind peer review

"Politics for the Defence?: Bismarck, Battenberg and the Formation of the Cartel of 1887" *German History*, Vol. 13, No. 1 (February 1995): pp. 28-46—blind peer review

Book chapters:

“Boomerang Resistance: German Emigres in the U.S. Army in the ETO during World War II” Contribution to Thomas W. Zeiler’s two volume A Companion to the Second World War with Wiley-Blackwell Publishing, 2013. Vol II: pp. 638-652 --editorial review

“Origins of the Civil War in Yugoslavia” in Jeffrey Morton, ed. War in the Balkans (Hampshire, England, Palgrave Macmillan Press, 2004), pp. 3-22—blind peer review

“Die politische Auswirkungen der ‘Battenberger Affäre,’ in Victoria, Kaiserin Friedrich, 1840-1901. Mission und Schicksaal einer englischen Prinzessin in Deutschland (Campus Verlag, 2002), pp. 179-195. – editorial review

"Malevolent Partnership or Blatant Opportunism?: German-Croat relations, 1920-1941" in Keith Bullivant, Geoffrey Giles and Walter Pape, eds. Germany and Eastern Europe: Cultural Identities and Cultural Realities Yearbook of European Studies (Rodopi Press, Amsterdam and Atlanta, 1999), pp. 266-284—editorial review

Encyclopedia entries:

“German Soldiers in the American Army in World War II” in Thomas Allen, ed. Encyclopedia of German-American Relations. (ABC-Clio Press, Fall 2005)

“Henry Kissinger” in Thomas Allen, ed. Encyclopedia of German-American Relations. (ABC-Clio Press, Fall 2005)

“Frederick III” in Dieter Buse, ed., Modern Germany: An Encyclopedia of History, People and Culture, 1871-1890 (New York and London, Garland Press, 1998) pp. 354-355—editorial review

“Frederick III” in John Merriman and Jay Winter, eds., Encyclopedia of Europe, 1789-1914. (Charles Scribner’s Sons, New York, 2006)

“William I” in John Merriman and Jay Winter, eds., Encyclopedia of Europe, 1789-1914. (Charles Scribner’s Sons, New York, 2006)

Non-Refereed Publications

Article: “Bismarck, Napoleon III and the Hohenzollern Candidacy for the Rumanian Throne” *Royalty Digest* Volume X, No. 7 (January 2001) pp. 217-220

Edited book: Courage Takes Flight: An Oral History of the Life and Times of World War II Bombardier Harold Glasser (American Life Publishers, 2011)

Other Professional Activities

Reader for Advanced Placement Program, 1993 and 1994

Honors, Awards, and Post- Doctoral Fellowships

- SCAF fellowship for spring semester 2015 (2 course release)
- Lifelong Learning Society (Jupiter) Faculty Research and Travel Fund award for 2013.
- SCAF fellowship for fall semester, 2005 (1- course reduction)
- Summer Stipend Award from the Dorothy F. Schmidt College of Arts and Letters, Summer 2005
- Writing Across the Curriculum course development grant, Florida Atlantic University, 2004
- selected for membership in Phi Kappa Phi, 2004
- Travel award from Division of Research and Graduate Studies at FAU, July 2003
- Summer research stipend for Summer A Term, 2003
- Finalist for the Researcher of the Year Award, Schmidt College of Arts and Letters, Spring 2002
- Release Time Award for the Academic Year 2002-2003 (1-course reduction)
- Grant from the Hessische Hausstiftung to present paper at conference on Empress Frederick in Kronberg, Germany—September 2001
- FAU Foundation International Travel Grant, Fall 2001
- Schmidt College Travel Grant—Fall 2000
- Sabbatical for Fall Semester 2000 (to research and write *One Man’s Fight Against Hitler and Nazism*)
- Schmidt College Travel Grant—Fall 1998
- Schmidt College Travel Grant—Fall 1997
- Schmidt College of Arts and Humanities Summer Fellowship, 1996

- FAU Foundation Travel Grant, Summer 1996
- Schmidt College of Arts and Humanities Summer Fellowship, 1995
- Schmidt Professional Support Grants, Fall 1993, Fall 1994 and Spring 1995
- Schmidt College of Arts and Humanities Summer Fellowship, 1993
- Florida Atlantic University Foundation Research Fellowship, 1992
- Dissertation completion grant, Brown University, 1988-89
- Fulbright Student Grant to study at the University of Vienna, 1981-82

Papers Presented -- indicate whether paper presented eventually resulted in a published work, and give full citation of that published work)

Note: all conference papers were accepted for presentation on basis of abstracts

“Liberation of the Concentration Camps and the Denazification Process from the Perspective of “German and Austrian Emigres in the U.S. Army at the end of World War II.” Paper accepted for presentation at the Beyond Camps and Forced Labour Conference, University of London and Wiener Library. January 2018

“German and Austrian Emigres in U.S. Military Intelligence World War II” paper accepted for presentation at the Jewish Studies Conference at Florida Atlantic University, January 2018

“German and Austrian Child Emigres in the U.S. and the War against Nazism,” presented at the Children and War: Past and Present--Third international multidisciplinary conference sponsored by the University of Wolfhampton, Salzburg, Austria, 13 – 15 July 2016

“German and Austrian Emigres and the Military Intelligence Training Center in World War II,” presented at the European History Section of the Southern Historical Association Conference in St. Petersburg, Florida, November 2016

“Memorialization of the Holocaust: German and Austrian emigres in the U.S. Army”-- paper presented at the Association of Jewish Studies Conference in Boston, MA, December 2015

“German Émigrés in the U.S. Army and the Preservation of Holocaust Memory” paper presented at the German Studies Association Meeting in 2015 in Washington, DC

Commentator for panel "Approaching Modern Germany from a Global and Transnational Perspective" at the Florida Conference of Historians, in Lakeland, FL, February 2015

“German emigres in the U.S. Army and the Prosecution of the Nuremberg War Criminals” paper presented at the German Studies Association Conference in October 2013 in Denver, CO

“German emigres in the U.S. army: prosecution of Holocaust perpetrators and preservation of Holocaust memory” Paper presented at Lessons and Legacies of the Holocaust Conference in Chicago, November 2012

“Refugees from Hitler transformed: German Émigrés in the U.S. Army during World War II” ‘Beyond camps and forced labour: current international research on survivors of Nazi persecution’, held at the Imperial War Museum, London, 4-6 January 2012.

“Homeland Changed Forever: German Émigré Soldiers, the Holocaust and Persecution of War Criminals” Paper presented at the Southern Historical Association Meeting in Baltimore, Maryland, October 2011

“German Emigres Confront the Holocaust” Paper presented at the Biennial Lessons and Legacies of the Holocaust Conference, Boca Raton, November 2010

“Adding to the Ranks of the Resistance Movement against Hitler? German Émigrés in the U.S. Army during World War II” Paper presented at the Southern Historical Association Meeting in Lexington, KY for November 2009

“From Enemy Aliens to Soldiers: the Saga of German Emigres in the U.S. Army during World War II” Paper presented at the Southern Historical Association Meeting in Birmingham, AL November 2006

“Mischlinge as Outcasts and Liberators—the Saga of K. Frank Korf” Paper presented at the Southern Historical Association Meeting in Birmingham, AL November 2006

“From Immigration to Liberation: German émigré Soldiers in the U.S. Army During World War II” Paper presented at the German Studies Association Conference, September 2005 in Milwaukee, WI. **Later published as “Reflections on the Experiences of German-Americans Émigré Soldiers in the U.S. Army in World War II,” in Yearbook of German-American Studies Vol. 41 (2006)**

“From Mischling Outcast to Liberator of Germany - The Journey of K. Frank Korf” Paper presented at the annual German Studies Association Meeting in Washington, D.C., October 2004.

“Philanthropy as an Agent for Social Change: The Charity Work of Empress Victoria of Germany” Paper presented at the annual German Studies Association Meeting, in New Orleans, LA September 2003.

“Reflections on the Experiences of German-Americans in World War II,” Paper presented at the Southern Historical Association Annual Meeting in Baltimore, MD, October 2002.

"Constitutionalism or Staatsreich? The Succession Crisis of 1880-1885" Paper presented at the German Studies Association Conference in Washington, D.C., October 2001

“The Political Implications of the Battenberg Affair” Paper presented at conference commemorating the 100th Anniversary of the death of the Empress Frederick of Germany in Kronberg, Germany. September 2001. **Later published as “Die politische Auswirkungen der ‘Battenberger Affaere,’ in Victoria, Kaiserin Friedrich, 1840-1901. Mission und Schicksaal einer englischen Prinzessin in Deutschland (Campus Verlag, 2002), pp. 179-195.**

“A German Liberator of Germany: the Life and Times of Kurt Frank Korf” Paper presented at the German Studies Association Conference in Houston, Fall 2000

“The Empress Frederick in Perspective” Paper presented at the German Studies Association Conference in Atlanta, Georgia. October 1999

“Prelude to Fascist Alliance?: German-Croat Relations 1919-41” Paper presented at the German Studies Conference in Salt Lake City, Utah. October 1998

“The Last Hope for a Liberal Germany? Some New Views on the Life of the Empress Frederick” Paper presented at European Studies Conference, Omaha, NE October 1997 . **Later published as "Empress Frederick: the Last Hope for a Liberal Germany?" *The Historian* Vol. 62 No.1 (Fall 1999) pp. 47-63.**

“German-Croat relations, 1920-1941" Paper presented the Eighth New College Biennial Conference on Central and Eastern Europe Sarasota, FL., April 1997

"Germany, Croatia and the Civil War in Former Yugoslavia" Paper presented at the Southeastern Conference for German and Central European Studies at the University of Florida, March 1996 (**Later published as "Malevolent Partnership or Blatant Opportunism?: German-Croat relations, 1920-1941" in Keith Bullivant, Geoffrey Giles and Walter Pape, eds. Germany and Eastern Europe: Cultural Identities and Cultural Realities Yearbook of European Studies (Rodopi Press, Amsterdam and Atlanta, 1999), pp. 266-284**

"Royals, Liberals and the Social Question, 1858-1888" Paper presented at the Seventh New College Biennial Conference on Central and Eastern Europe Sarasota, FL, April 1995

"Liberalism and Socialism During the Reichsgründungszeit" Paper presented at the German Studies Association Conference, Dallas, TX October 1994

"Crown Prince Frederick William and the New Era" Paper presented at the German Studies Association Conference, Washington, DC October 1993

CURRICULUM VITAE

Benno P. Lowe, PhD, FRHistS
Department of History
Florida Atlantic University
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Boynton Beach, FL 33435
(H) (561) 732-7722

(W)

Boca Raton, Florida 33431-0991

(561) 297-2620/3840

e-mail:

bplowe@fau.edu

EDUCATION:

Ph.D. History, Georgetown University (1990)

M.A. History, University of Missouri-Columbia (1980)

B.A. History/Political Science, Western Maryland College (1978)

ACADEMIC APPOINTMENTS:

2013-present Chair, Department of History, Florida Atlantic University

2010-present Professor of History, Florida Atlantic University

2006-2013 Director of Graduate Studies, Department of History, Florida Atlantic University

1997-2010 Associate Professor of History, Florida Atlantic University

1993-1997 Assistant Professor of History, Florida Atlantic University

1990-1993 Assistant Professor of History, Barry University

1986-1990 Teaching Assistant, Department of History, Georgetown University

1979-1980 Teaching Assistant, Department of History, University of Missouri-Columbia

COURSES TAUGHT:

Graduate (FAU):

Seminar in European Reformations: Ideas, Forms and Legacies

Seminar in European Intellectual History: The Mind of Europe (c.1300-1550)

Seminar in Tudor-Stuart Political Thought (1500-1660)

Seminar in the Tudor Commonwealth (c.1450-1560)

Readings in Renaissance and Reformation History

Readings in Tudor-Stuart History

Undergraduate (FAU):

Historical Methods
Women in Medieval and Early Modern Europe
World Civilization I
Tudor-Stuart England
Renaissance Europe (1350-1500)
Reformation Europe (1500-1650)
Early Modern Europe (1650-1789)
History of Christianity to 1500
History of Christianity since 1500
Senior Seminar: Rogues, Pirates and Outcasts in Early Modern England
History of Western Ideas
History of European Sexuality
The Tudors in Film and Popular Culture

Undergraduate (Barry):

Western Civilization to 1650; Western Civilization since 1650
Emergence of Modern Europe (1350-1550)
Europe in the Age of Absolutism (1650-1815)
Medieval Culture
Women in Medieval and Early Modern Europe
Historical Methods (senior seminar)
Seminar on Age of Exploration
History of England to 1603
History of England since 1603
History of Russia
World Economic History since 1100
European Diplomatic History since 1815

PUBLICATIONS:

Books:

Commonwealth and the English Reformation: Protestantism and the Politics of Religious Change in the Gloucester Vale (1350-1560) (Farnham, UK and Burlington, VT: Ashgate, 2010).

Imagining Peace: A History of Early English Pacifist Thought, 1340-1560 (University Park: Pennsylvania State University Press, 1997).

Articles and Book Chapters:

- “A Short Reformation? A Case for Recalculating the Chronology of Religious Change in Sixteenth-Century England,” *Anglican and Episcopal History* 82 (2013): 409-47.
- “Including Sexuality as a ‘Useful Category of Analysis’ in College History Courses,” *Perspectives on History* 51:1 (2013): 26-27.
- “Just War - Just Motive,” in *The Oxford Encyclopedia of Medieval Warfare and Military Technology*, ed. Clifford J. Rogers (Oxford: Oxford University Press, 2010), 2:455-57.
- “Pacifism,” in *The Oxford Encyclopedia of Medieval Warfare and Military Technology*, ed. Clifford J. Rogers (Oxford: Oxford University Press, 2010), 3:99-100.
- “Peace and Truce of God,” in *The Oxford Encyclopedia of Medieval Warfare and Military Technology*, ed. Clifford J. Rogers (Oxford: Oxford University Press, 2010), 3:109-11.
- “*Dulce bellum inexpertis*: Stoicism, Erasmian Humanism and the Origins of the Western Peace Ethic,” in *Themes in European History: Essays from the Second International Conference on European History*, ed. Michael Aradas and Nicholas C. J. Pappas (Athens: ATINER, 2005), 125-36.
- “Teaching in the ‘Schole of Christ’: Learning, Law, and Love in Early Lollard Pacifism,” *Catholic Historical Review* 90 (2004): 405-38.
- “Peace,” in *The New Dictionary of the History of Ideas*, ed. Maryanne Cline Horowitz (New York: Scribners, 2004), 4:1724-27.
- “John Hales,” in *The Oxford Dictionary of National Biography*, ed. Colin Matthew (Oxford: Oxford University Press, 2004), 24:550-51.
- “Valentine Leigh,” in *The Oxford Dictionary of National Biography*, ed. Colin Matthew (Oxford: Oxford University Press, 2004), 33:248.
- “Thomas Lever,” in *The Oxford Dictionary of National Biography*, ed. Colin Matthew (Oxford: Oxford University Press, 2004), 33:525-26.
- “John Stockwood,” *The Oxford Dictionary of National Biography*, ed. Colin Matthew (Oxford: Oxford University Press, 2004), 52: 837-38.

- “Rose Throckmorton,” in *The Oxford Dictionary of National Biography*, ed. Colin Matthew (Oxford: Oxford University Press, 2004), 54:697-98.
- “A Historical Perspective on Christian Views of Same-Sex Relationships,” in *Same-Sex Unions: A Symposium*, ed. Anthony Julian Tamburri and Clevis Headley (Boca Raton, FL: Center for Interdisciplinary Studies, 2004), 33-44.
- “Early Modern English Pirates: More than Treasure Maps and Pixie Dust,” at www.kislakfoundation.org/pirates.html (2003).
- “The Rough Wooing (1544-48),” in the *Reader's Guide to British History*, 2 vols. (London: Fitzroy Dearborn Publishers, 2003): 2: 1139-40.
- “Treaty of Utrecht (1476): Context and Consequences,” in the *Reader's Guide to British History*, 2 vols. (London: Fitzroy Dearborn Publishers, 2003): 2: 1323-24.
- “A War to End all Wars? Protestant Subversions of Henry VIII’s Final Scottish and French Campaigns (1542-45),” in *Peace and Negotiation: Strategies for Co-existence in the Middle Ages and Renaissance*, ed. Diane Wolfthal (Turnhout, Belgium: Brepols Publishers, 2000): 179-94.
- “Peace and the Uses of Memory in Early Modern England,” in *The European Legacy: Toward New Paradigms*, ed. Ezra Taylor and Sascha Talbor (Cambridge, Mass.: MIT Press, 1999): 204/1-5.
- "Alice Clark," in *Making History: A Global Encyclopedia of Historical Writing*, ed. D.R. Woolf (New York: Garland Publishing, 1998), 1:181.
- “H.J. Habakkuk," in *Making History: A Global Encyclopedia of Historical Writing*, ed. D.R. Woolf (New York: Garland Publishing, 1998), 1:391 .
- "David Herlihy," in *Making History: A Global Encyclopedia of Historical Writing*, ed. D.R. Woolf (New York: Garland Publishing, 1998), 1:408 .
- "Garrett Mattingly," in *Making History: A Global Encyclopedia of Historical Writing*, ed. D.R. Woolf (New York: Garland Publishing, 1998), 2:605-606 .
- "Religious Wars and the 'Common Peace': Anglican Anti-War Sentiment in Elizabethan England," *Albion* 28 (1996): 415-35.
- "William Caxton," in *The Oxford Encyclopedia of the Reformation*, ed. Hans J. Hillerbrand (Oxford: Oxford University Press, 1995), 1:294-95.

- "Edward Foxe," in *The Oxford Encyclopedia of the Reformation*, ed. Hans J. Hillerbrand (Oxford: Oxford University Press, 1995), 2:121-22.
- "*Reformatio Legum Ecclesiasticarum*," in *The Oxford Encyclopedia of the Reformation*, ed. Hans J. Hillerbrand (Oxford: Oxford University Press, 1995), 3:395-96.
- "Spanish Armada," in *The Oxford Encyclopedia of the Reformation*, ed. Hans J. Hillerbrand (Oxford: Oxford University Press, 1995), 4:100-101.
- "Body Images and the Politics of Beauty: Formation of the Feminine Ideal in Medieval and Early Modern Europe," in *Ideals of Feminine Beauty: Philosophical, Social, and Cultural Aspects*, ed. Karen Callaghan (Westport, CT: Greenwood Press, 1994): 21-36.
- "Peace Discourse and Mid-Tudor Foreign Policy," in *Political Thought and the Tudor Commonwealth: Deep Structure, Discourse, and Disguise*, ed. Thomas F. Mayer and Paul A. Fideler (London and New York: Routledge, 1993): 108-39, 264-68 (includes a critical bibliographical essay).
- "The Role of Peace in Elizabethan Military Strategy, 1572-1593: A Look at the Manuals," *Fides et Historia* 24 (1992): 3-14.
- "War and the Commonwealth in Mid-Tudor England," *Sixteenth Century Journal* 21 (1990): 171-91.

Book Reviews:

- Magic as a Political Crime in Medieval and Early Modern England: A History of Sorcery and Treason* by Francis Young (I.B. Tauris, 2018), in *Choice*, forthcoming.
- Visions of Sodom: Religion, Homoerotic Desire, and the End of the World in England, c. 1550-1850* by H.G. Cocks (University of Chicago Press, 2017), in *Choice* 55 (2017): 570.
- The Corporate Commonwealth: Pluralism and Political Fictions in England, 1516-1651* by Henry S. Turner (University of Chicago Press, 2016), in *Sixteenth Century Journal*, 48 (2017): 858-60.
- Mirror of the Medieval: An Anthropology of the Western Historical Imagination* by K. Patrick Fazioli (Berghahn Books, 2017), in *Choice* 55 (2017): 2517.
- Women and Crime in Early Modern Holland*, by Manon van der Heijden, trans. by David McKay (Brill, 2016), in *Choice* 54 (2016): 3420.
- Sex, Knowledge, and Receptions of the Past*, ed. by Kate Fisher and Rebecca Langlands (Oxford University Press, 2015), in *Choice* 53 (2016): 5449.

The Huguenots in Later Stuart Britain. Vol. 1: Crisis, Renewal, and the Ministers' Dilemma by Robin Gwynn (Sussex Academic Press, 2015), in *Choice* 53 (2016): 3222.

INVITED LECTURES AND CONFERENCE PAPERS:

“A Tale of Two Martyrs: Heresy and Treason in Tudor England.” Distinguished Lecture Series, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University. Boca Raton, Florida, March 18, 2018.

“Why the Reformation Still Matters.” Wimberly Library, Florida Atlantic University. Boca Raton, Florida, October 31, 2017.

“Saving the Reformation: Bishop Hooper and the Uses of Memory in the Evangelical Campaign against Anglo-Catholicism.” Remembering the Reformation Conference, Cambridge University. Cambridge, England, September 7-9, 2017.

“A Tale of Two Martyrs: Construing Heresy and Treason in Tudor Gloucester.” Sixteenth Century Society Conference. Bruges, Belgium, August 18-20, 2016.

“Magna Carta and the Petition of Right.” An Icon of Liberty: Magna Carta at 800. Florida Atlantic University, Boca Raton, Florida, November 6, 2015.

“From Resistance to Republic.” Our Revolutionary Fathers and the Documents that Shaped Them.” Lifelong Learning Society, Florida Atlantic University. Boca Raton, Florida, March 7, 2013.

“Christology, Commonwealth and Law in John Hooper’s Call to Lay Reform in the Swiss Works of 1547-48.” The New College Conference on Medieval & Renaissance Studies. Sarasota, Florida, March 8-10, 2012.

Curriculum Vitae (Abbreviated)
Douglas T. McGetchin, Ph.D.
Associate Professor, Department of History
Florida Atlantic University, 5353 Parkside Drive, Jupiter, FL 33458
dmcgetch@fau.edu 561-799-8226 tel 561-799-8535 fax

HIGHER EDUCATION

Ph.D. Modern European History, University of California, San Diego, June, 2002.
M.A. and C.Phil., University of California, San Diego, 1999.
B.A., Magna Cum Laude, History and Political Science, University of Rochester, 1988.

EXPERIENCE

Associate Professor of History, Florida Atlantic University, 2011 – present.
Assistant Professor of History, Florida Atlantic University, 2005 – 2011.
Lecturer and Academic Coordinator, University of California, San Diego, 2003-2005.

HONORS, AWARDS, AND POST- DOCTORAL FELLOWSHIPS

U. S. Fulbright Scholar Program, Research Fellowship, 2013-14, “The Boycott or the Bullet: Debates over Nonviolence in Indo-Western Anti-Imperialist Struggles, 1893-1964”
Florida Atlantic Univ., History Dept, Research Stipend Award, research trip to Kolkata (Calcutta), India, Dec 2008.
Florida Atlantic University Travel Award, Office of the Vice President for Research, to present paper at South Asia Institute, University of Heidelberg, Germany, October, 2006.

RESEARCH PUBLICATIONS

Refereed Scholarly Book:

McGetchin, Douglas T. *Indology, Indomania, Orientalism: Ancient India's Rebirth in Modern Germany* (Madison: Fairleigh Dickinson University Press, 2009. 1-291.

Refereed Edited Volumes:

Cho, Joanne Miyang and Douglas McGetchin, Editors. *Gendered Encounters between Germany and Asia: Transnational Perspectives since 1800*. Palgrave Series in Asian German Studies. New York: Palgrave Macmillan, 2016. 1-299.
Cho, Joanne Miyang, Eric Kurlander, and Douglas T. McGetchin, eds. *Transcultural Encounters between Germany and India: Kindred Spirits in the 19th and 20th Centuries*. New York: Routledge, 2013.
McGetchin, Douglas T., Peter K. J. Park, and Damodar SarDesai, eds. *Sanskrit and “Orientalism”: Indology and Comparative Linguistics in Germany, 1750-1958*. New Delhi: Manohar, 2004. 1-386.

Refereed Journal Articles:

McGetchin, Douglas T., “Indo-German Connections, Critical and Hermeneutical, in the First World War.” *The Comparatist* 34 (2010): 95-126.
McGetchin, Douglas T., “Wilting Florists: The Turbulent Early Decades of the *Société Asiatique*, 1822-1860,” *Journal of the History of Ideas* 64 (2004): 565-580.

Refereed Chapters in Books:

McGetchin, Douglas T. “Anti-imperialist Miscegenation from Vivekananda to Netaji: Indo-German Contact and Hindu Nationalism through the lens of Gender” in *Gendered Encounters between Germany and Asia: Transnational Perspectives since 1800*, edited by Joanne Miyang Cho and Douglas McGetchin, 133-150. New York: Palgrave Macmillan, 2016.
McGetchin, Douglas T. “‘Orient’ And ‘Occident’, ‘East’ And ‘West’ in the Discourse of German Orientalists, c. 1790-c. 1930.” In *German Images of ‘the West’: The History of a Modern Concept*, edited by Riccardo Bavaj and Martina Steber, 111-136. New York: Berghahn Books, 2015.
McGetchin, Douglas T., “Asian Anti-Imperialism and Leftist Antagonism in Weimar Germany.” In Joanne Miyang Cho, Eric Kurlander, and Douglas T. McGetchin, eds. *Transcultural Encounters between Germany and India: Kindred Spirits in the 19th and 20th Centuries*. New York: Routledge, 2013.

- McGetchin, Douglas T., "The Whitney-Müller Conflict and Indo-German Connections." in *Mapping Channels Between Ganges and Rhein: German-Indian Cross-Cultural Relations*, ed. Jörg Esleben, Christina Kraenzle and Sukanya Kulkarni, 29-50. Newcastle upon Tyne, England: Cambridge Scholars Publishing, 2008.
- McGetchin, Douglas T., "Into the Centre of Sanskrit Study: Ancient Indian Studies and German Culture in Berlin and Leipzig in the Nineteenth Century" and "Wayward Disciples: Indology and Buddhism in *fin-de-siècle* Germany." In Douglas T. McGetchin, Peter K. J. Park, and Damodar SarDesai, *Sanskrit and "Orientalism": Indology and Comparative Linguistics in Germany, 1750-1958*. New Delhi: Manohar, 2004.

Other Refereed Works:

- Douglas McGetchin "Vivekananda." In *Oxford Bibliographies Online: Hinduism*, <http://www.oxfordbibliographies.com/view/document/obo-9780195399318/obo-9780195399318-0117.xml> (accessed 1-Dec-2013).

Conference Papers Presented (Selected)

- "The Specter Haunting German Orientalism: Edward Said's Influence on the Study of Germans, India, and the British Empire." Keynote address, Asia and the Pacific in German Culture: Involving Cultures, Evolving Identities conference, University of Hawaii at Mānoa, February 15, 2014.
- "Nonviolence vs. Violence in Indian Nationalism and the United States Civil Rights Struggle," Southeast World History Association (SEWHA) Conference, Norfolk State University, October 19, 2013.
- "Anti-imperialist Miscegenation from Vivekananda to Netaji: Indo-German Contact and Hindu Nationalism through the lens of Gender," German Studies Association Meeting, Denver, October, 4, 2013.
- "Indian Revolutionaries Exiled in Germany during the First World War," German Studies Association, Milwaukee, October 6, 2012.
- "International Debates over Violence and the Indian *Swadeshi* Movement," Association for Asian Studies, Philadelphia, March, 25-28, 2010.
- "A History of Nineteenth-century German Indology," Centre for Social Sciences and Humanities, and Centre for Advanced Studies, Department of History, University of Calcutta, India, December 19, 2008.
- "Orientalism and the History of Modern German Indology," Department of History, Jadavpur University, Kolkata, India, December 18, 2008.
- "Indo-German Connections and the First World War," German Studies Association conference, St. Paul, October 3, 2008. Published as "Indo-German Connections, Critical and Hermeneutical, in the First World War." *The Comparatist* 34 (2010): 95-126.
- Discussant for Roland Lardinois' paper "Understanding India from the Periphery: Indological Scholarship in France (18th - 20th centuries)," The Exchange of Ideas and Culture between South Asia and Central Europe, Harvard University, October 29, 2005.

Non-Refereed Work:

- McGetchin, Douglas T., "The Rise of Ancient India in Modern Germany," *On the Paths of Enlightenment: The Myth of India in Western Culture 1808-2017*, 40-55. Curated by Elio Schenini, Fondazione Museo d'Arte della Svizzera Italiana, Lugano, Switzerland, exhibition September 24, 2017 – January 21, 2018.
- McGetchin, Douglas T. "Vivekananda: Indology, Orientalism and Vivekananda in the West." In *Swami Vivekananda: New Perspectives*. Kolkata, India: Ramakrishna Mission Institute of Culture, 2013.

TEACHING (courses taught):

- South Asia: History of Modern India, Indian Civilization, Asia and the West, Independence Movements in South Asia
- Europe: Twentieth Century Europe to WW2, History of Modern Germany, Age of Nationalism and Reform, Hitler and Nazi Germany, Weimar Germany, The Road Back: Memory and the Great War, The Holocaust
- World History: Global Connections, World War II, History of Civilization I (to 1715), British Empire
- Graduate: Readings in World History, Europe in a Global Context: Orientalism and Imperialism

SERVICE

- University: Peace Justice and Human Rights (PJHR) Initiative, Associate Director for Jupiter, 2016-
- Professional Organizations: Southeast World History Association (SEWHA) Vice President 2012-13, President 2014-15.

Steven Heath Mitton
Florida Atlantic University
Department of History
777 Glades Road AH 107
Boca Raton, FL 33431
smitton@fau.edu
(435) 881-4401

Education

Ph.D. Louisiana State University, May 2005

Dissertation: "The Free World Confronted: The Problem of Slavery and Progress in American Foreign Relations, 1833-1844."

Committee: Gaines M. Foster, William J. Cooper Jr., Charles Royster, Meredith Veldman, and James E. Lewis Jr.

M.A. University of Texas at Arlington, Dec. 1995

B.A. Western State College of Colorado, Dec. 1993

Teaching and Research Fields

Nineteenth-Century American History

U.S. Foreign Relations

Slavery and Abolition

Atlantic World

Courses Taught Regularly:

United States to 1877

United States since 1877

American Capitalism

U.S. Constitutional History

American Civil War and Reconstruction

Slavery in the Atlantic World

U.S. Foreign Relations

Academic Appointments

Visiting Instructor of History, Florida Atlantic University, Jan. 2018 - present

Adjunct Instructor, Florida Atlantic University, Aug. 2014 - Dec. 2017

Assistant Professor of History, Utah State University, Aug. 2008 - Dec. 2013

Visiting Assistant Professor, Utah State University, Aug. 2007 - May 2008

Visiting Assistant Professor, St. Lawrence University, Aug. 2006 - June 2007

Visiting Assistant Professor, Centenary College of Louisiana, Aug. 2005 - June 2006

Publications

Articles

Review essay (untitled), *Journal of the Early Republic* 29 (Fall 2009): 565-570.

"The Upshur Inquiry: Lost Lessons of the Great Experiment" *Slavery & Abolition* 27 (April 2006): 89-124.

Academic Presentations

Invited Lectures

Paper presented to the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University, New Haven, Conn., Feb. 16, 2011: "Manifest Dilemmas: American Slavery versus Atlantic Freedom in the Age of Industrial Revolution."

Paper presented to the Research Seminar in American History, Rothermere American Institute, Oxford University, Oxford, U.K., Jan. 27, 2010: "Slaveholding America, Postemancipation Britain, and the Struggle for Mastery of the Atlantic."

Conference Papers

Paper presented at the annual meeting of the American Society of Legal History, Miami, Fla., Nov. 9, 2013: "Palmerston vs. Wheaton: The Defeat of Liberal Internationalism and Slave-Trade Suppression in the 1840s."

Paper presented at the annual meeting of the Society of Historians of American Foreign Relations, Washington, D.C., June 22, 2013: "Old Colossus, New Colossus: Patterns of Slavery Interests in American Civil-War Era Hegemony."

Paper presented at the annual meeting of the Front Range Early American Consortium, Boise, Id., Oct. 2, 2010: "Slavery's Viability in the Industrial Age: What Jacksonian Americans Knew - and When They Knew It."

Paper presented at the annual meeting of the American Historical Association, San Diego, Cal., Jan. 7, 2010: "'The Ashburton Capitulation': The Convention of London, British Defeat, and the Americanization of the Atlantic."

Paper presented at the annual meeting of the Southern Historical Association, Louisville, Ky., Nov. 7, 2009: "'No More Experiments': The American Sectional Crisis as an Atlantic Story. Paper presented at the annual meeting of the Society of Historians of the Early American Republic, Philadelphia, Pa., July 18, 2008: "Who's Afraid of Anglophobia? The Earnestness of British Antislavery in the Age of Jackson."

Paper presented at the annual meeting of the Society of Historians of American Foreign Relations, Fairfax, Va., June 22, 2007: "Applauding the Opium War: John Quincy Adams and Britain's Global War versus Slavery."

Paper presented at the annual meeting of the Society of Historians of American Foreign Relations, Lawrence, Kan., June 25, 2006: "The Upshur Inquiry and the Origins of the American Civil War."

Awards and Honors

Funding Awards

Postdoctoral Fellowship, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University, 2010-2011. In residence, Feb. 2011.

Doctoral-Study Fellowship, Four-Year Award, Louisiana State University Graduate School, 1996-2000.

Academic honors

Teacher of the Year, Utah State University, Brigham City Regional Campus, 2012-2013.
Researcher/Scholar of the Year, Regional Campus and Distance Education (RCDE), Utah State University, 2011-2012.

Professional Service

Contributing Editor

“Expansion into the Americas, Asia, and the Pacific, 1815-1861,” Chapter 7 in *American Foreign Relations since 1600: A Guide to the Literature, Third Edition*, Robert L. Beisner and Thomas W. Zeiler, ed. (Santa Barbara: ABC-CLIO, 2008-). Online publication. Appointed to position in 2008.

Funding Consultant

National Endowment for the Humanities, Fellowship Competition 2013-2014, American History, Washington, D.C., August 6, 2013.

Referee of Scholarly Books

Bedford/St. Martin’s Publishers, New York University Press, Pearson Education.

Referee of Scholarly Articles

Atlantic Studies, Diplomatic History, Journal of Southern History.

Book Reviews

Journal of American History, Journal of the Early Republic, Journal of Southern History.

Community and Media

Public Media

“American Stories with Professor Heath Mitton,” twice-monthly commentary, 50 min. per episode, contributed to *For the People*, a daily program for news and political discussion, KVNU 610 AM, Logan, Utah, Jan. 2013 –Dec. 2013. Twenty-three episodes.

“Lincoln the President, *Lincoln* the Film,” Nov. 16, 2012. Radio interview (50 min.), *For the People*, KVNU 610 AM, Logan, Utah. Podcast: <http://podcast.cachevalleydaily.com/FTP-11-16-2012A.mp3>

On the Web

Dissertation

Full text available online from Louisiana State University Libraries:

Complete dissertation in PDF format:

http://etd.lsu.edu/docs/available/etd-01192005-120441/unrestricted/Mitton_dis.pdf

Electronic title page and abstract:

<http://etd.lsu.edu/docs/available/etd-01192005-120441/>

Public Media

“American Stories with Professor Heath Mitton,” podcasts for individual episodes:

<http://www.spreaker.com/show/the-american-story>

SANDRA L. NORMAN

History Department
AL 157
Florida Atlantic University

EDUCATION

- Ph.D. American Studies (History of Technology, Material Culture, U.S. History to 1815, Historical Archaeology), Brown University, 1988.
Dissertation: "Guncotton to Smokeless Powder: The Development of Nitrocellulose as a Military Explosive, 1842-1920."
- M.A. American Civilization, Brown University, 1978.
- M.A. Museum Studies, Brown University, 1977.
- M.A. History, University of North Carolina at Greensboro, 1975
- B.A. History Honors, Lenoir-Rhyne College, Hickory North Carolina, 1974

PROFESSIONAL EXPERIENCE

- 2006-2008 Interim Dean, College of Arts and Letters
- 2004-2006 Director of Enrollment Management, College of Arts and Letters
- 2003-4 Associate Dean, Partner Campuses, College of Arts and Letters
- 2002 Special Assistant to the Dean for Strategic Planning
College of Arts and Letters
- 2000/2 Chair, History Department
- 1995 Resident Director, Program in American Studies and American Library
Linguistic University of Nizhny Novgorod, Russia. A USIA funded project

AREAS OF TEACHING AND RESEARCH

American Environmental History
History of Technology
Public History, courses and Internships
American Material Culture
History of Science

HONORS

Resident Scholar, The Florida Center for Teachers, Florida Humanities Council. Course on Material Culture taught at Stetson University, Summer 1993 and Summer 1994.

University Award for Excellence in Undergraduate Teaching, Florida Atlantic University, 1991.

Outstanding Achievement Award, Florida Atlantic University, 1990.

Participant, National Endowment for the Humanities Summer Institute on Historical Archaeology, Flowerdew Hundred Foundation, Hopewell, Virginia, 1986.

GRANTS RECEIVED

National Science Foundation Award to the Society for the History of Technology. Serving on research team to write curriculum on history of technology for secondary education, 1991-1993.

Florida Atlantic University Foundation, Research Grant, 1991

Florida Atlantic University, Travel Grant, with Dr. Harry Kersey, 1989.

Curriculum and Instructional Design Projects

"Discovering Science and Technology through American History," The Society for the History of Technology. This two year NSF grant resulted in nine volumes of materials on textiles and textile technology for use as middle and high school curriculum.

SELECTED PUBLICATIONS

^Opening the Door to a New World: Mark Catesby=s Travels in La Florida, 1722-1726_ Exhibit review for *Florida Historical Quarterly*, due 15 February 2002.

^Indian Key, Florida: Research Report@ Islamorada Historical Society and Florida Department of Natural Resources. January 1998. With Jane S. Day. 102 pages.

^City of Key West, Florida: Historic Sites Survey,@ City of Key West and Bureau of Historic Preservation, Tallahassee, Florida. Nov. 1998 With Jane S. Day 186 pages.

^Learning in Louisiana: Wood, Cotton, and Canned Goods@ in **SIAN: Newsletter of the Society for Industrial Archaeology**, Vol. 27, Spring 1998, No. 1, pp. 11-13.

^City of Homestead, Florida: Historic Sites Survey,@ City of Homestead and Bureau of Historic Preservation, Tallahassee, Florida, 1994. With Jane S. Day. 116 pages.

^Environmental History and the Impact of Large Development Projects in Lesotho,@ with Harry A. Kersey. Symposium contribution in ^Progress and Priorities in African Conservation History, **Forest and Conservation History**, October, 1991, Vol. 35, No. 4, p. 191.

Picatinny Arsenal, Dover, New Jersey Historic American Engineering Record. Co-writer and editor of historical report, 1983. Transmitted to Library of Congress, 1990. 141 pages, 78 photographs, 15 architectural and process drawings.

SELECTED PRESENTATIONS

- ΔCaring for the Masses: The Successes and Failures of the Famine Policy of the Government of Bombay@ Association for Asian Studies, January 2004, Gainesville, Florida.
- ΔThe Final Frontier: The Everglades in 1900. _ Southwestern Historical Association/Southwestern Social Science Association, San Antonio, Texas, March 2003.
- ΔEleuthera Means Freedom: The Establishment of the Puritan Colony in the Bahamas.@ Southwestern Historical Association/Southwestern Social Science Association, New Orleans, Louisiana, March, 2002.
- ΔBoth Professional And Personal: Baron Lamington=s Interest in Indian Industrialization,@ Southeast Chapter Asian Studies Association, Chattanooga, Tennessee, January 2002.
- ΔWater Runs Downhill - Draining the Everglades and Building Water Highways to the Lake@ International Committee on Our Industrial Heritage, Mexico City, Mexico, July 2001.Δ
- “From Overseas Railway to Overseas Highway: Spanning the Florida Keys@ International Committee on Our Industrial Heritage, Prague, Czech Republic, August 2000.
- ΔArchaeological Evidence of Colonial Environmental Adaption: The Eleuthera Settlement in the Bahamas,@ World Archaeological Congress-4, Cape Town, South Africa, January 1999.
- “The Wonder Exciting Cotton: The Discovery and Development of Nitrocellulose,” History of Science Society, New Orleans, La., Oct. 1994.
- “The Birth Death, and Rebirth of the Everglades,” American Society for Environmental History, Houston, Tx., March 1991.
- “Living Around the Lake: Pioneer Housing in Western Palm Beach County,” Florida Historical Society, Orlando, Florida, May 1991.
- “Life Around Lake Okeechobee: Recording the Past,” Society for Industrial Archaeology, Chicago, Il., June 1991.

Archaeological Project Reports

- “Archaeological Investigations at Preacher's Cave, North Eleuthera, Bahamas: Phase II, May 1992,” National Archives of the Bahamas and the Spanish Wells Museum, 1993. With Robert S. Carr and Jane S. Day. 110 pp.
- “A Preliminary Report on Phase II Excavation,” National Archives of the Bahamas and the Spanish Wells Museum, 1993. With Robert S. Carr and Jane S. Day.
- “Archaeological Survey of the Town of Palm Beach,” Town of Palm Beach and Bureau of Historic Preservation, Tallahassee, Florida, 1992. With Robert S. Carr. 38pp.

Exhibit and Tour Guides

ADuluth, America=s Inland Port@ Tour and guide materials produced for the Society for Industrial Archaeology 29th Annual Conference, June 2000.

“Lakefront Legacy, From C to Inland C: Clewiston to Canal Point, A Historic tour of the towns along Lake Okeechobee’s southern shoreline.” Pamphlet produced for the Palm Beach County Department of Planning, Zoning, and Building, and the Florida Endowment for the Humanities. Research and Commentary, 1991.

AThe Lure of Lake Okeechobee: Historic Tours of the Towns Around the Lake@ Palm Beach Planning Commission, 1992.

“Boston Landmarks of Industrial and Engineering History.” Tour and guide materials produced for the Society for Industrial Archaeology 13th Annual Conference. Co-editor, 1986.

“A Short Haul Down the Bay.” Tour and guide material prepared for the fall meeting and tours of the Society for Industrial Archaeology. Co-Editor, 1984.

PROFESSIONAL SERVICE ACTIVITIES

Member, Florida Humanities Council Grant awarded to Old Davie Schoolhouse Museum for the 100th Anniversary of the founding of the town. Oral History Graduate Seminar researched for the museum and conducted oral histories with pioneer families.

Member, NSF grant to UUCBR to record histories and educate on effects of climate change in underserved communities in Palm Beach County. 2016

Member, Florida Humanities Council Grant awarded to Delray Beach, the League of Women Voters and United Universalist Church, Boca Raton. Delray Beach Highwater Line. Responsible for Oral History training and collection and for the historical materials and pamphlets which will give history of specific Delray Beach neighborhoods and show effects of water rise. Spring 2015

Grant Reviewer, National Endowment for the Humanities, Museum Grants. November, 2014

Member, Florida Humanities Council Grant awarded to Spady Cultural Heritage Center and Museum. Responsible for training in Oral History. Fall 2014

Evaluator for Florida Endowment for the Humanities grant programs, 1991-1993

Instructor, Florida Endowment for the Humanities Summer Institute, "Southern Women Writers," 1989.

Mark Rose, CV: Select Publications (Refereed) and Editorial Responsibilities, 2008-2018:

Senior Author, *The Best Transportation System in the World* (Ohio State University Press, 2006; and paper ed., University of Pennsylvania Press, 2010) (318 p)

<http://www.upenn.edu/pennpress/book/14760.html>

“Race, Culture, Politics, and Urban Renewal,” *Journal of Urban History* (March 2009), 335-347, with Eric Avila -- Google shows cited 50 times; *JUH* shows 385 views and third most cited.

“United States Bank Rescue Politics, 2008-2009,” *Enterprise & Society* 10, 4 (December 2009), 612-650 (*E&S* is a Cambridge University Press journal)

Associate Editor, *Enterprise & Society*, 2007-2011-identified authors and worked with them toward publication of articles. <https://www.cambridge.org/core/journals/enterprise-and-society>

Co-editor, an issue of the *Journal of Planning History* (with Ray Mohl), February 2012, focused on the post-Interstate Highway era, and lead essay with Mohl, “Politics, Policy, and Culture since World War II” (the *JPH* is a Sage journal)

“The President and Transportation Policy: FDR to Obama” [A report prepared for President Barack Obama, Congress, and members of the transportation community focused on presidential leadership], University of Virginia, Miller Center

http://web1.millercenter.org/conferences/report/conf_2013_transportation.pdf

Co-editor, an issue of the *Journal of Urban History* (with Roger Biles and Ray Mohl), September 2014, with a focus on recent highway politics, and lead essay with Biles and Mohl, “Revisiting the Urban Interstates” <http://journals.sagepub.com/home/juh>

Founder and co-editor, “American Business, Politics, and Society,” a book series published by the University of Pennsylvania Press, 2006-present, 18 books published and others under contract and review – 7 authors have won prizes

<http://www.upenn.edu/pennpress/series/BPS.html>

The President and American Capitalism since 1945, co-editor (with Roger Biles), University Press of Florida (2017), and a lead essay in that volume, with Biles (349 p)

<https://www.amazon.com/President-American-Capitalism-Symposium-Presidency/dp/0813056527>

[Rev. essay], Edith Sparks, *Boss Lady: How Three Women Entrepreneurs Built Successful Big Businesses in the mid-Twentieth Century* (Chapel Hill, UNC Press, 2017), in *Business History Review* (Cambridge University Press; ed at Harvard Business School), forthcoming c. April 2018

<https://www.cambridge.org/core/journals/business-history-review/information/editorial-board>

Kelly J. Shannon, Ph.D.
shannonk@fau.edu
www.kellyjshannon.com

EDUCATION

2010 **Ph.D.**, History, Temple University

Dissertation: "Veiled Intentions: Islam, Global Feminism, and U.S. Foreign Policy since the Late 1970s"

Dissertation Chair: Richard Immerman

2005 **M.A.**, History, University of Connecticut

Thesis: "Anger, Spite, and 'Manly Men': The Role of Emotion in the Versailles Treaty Battle Between Woodrow Wilson and Irish-Americans"

Thesis Chair: Frank Costigliola

2003 **A.B., Cum Laude Generali et Cum Laude in Materia Subjecta**, History, Vassar College

PROFESSIONAL APPOINTMENTS

2018 - **Associate Professor**, Florida Atlantic University (FAU), Department of History; Faculty Affiliate, Peace, Justice, and Human Rights (PJHR) Initiative; Faculty Associate, Center for Women, Gender, and Sexuality Studies (WGSS); Graduate Faculty, Graduate College

2014 - 2018 **Assistant Professor**, Florida Atlantic University (FAU), Department of History; Faculty Affiliate, PJHR Initiative; Faculty Associate, WGSS; Graduate Faculty, Graduate College

2011 - 2014 **Assistant Professor**, University of Alaska Anchorage (UAA), Department of History and International Studies Program

2010 - 2011 **Visiting Assistant Professor**, LaSalle University, Department of History

2008 – 2009 **Teaching Assistant**, Temple University, Department of History

Fall 2007 **Adjunct Instructor**, Rutgers University Camden, Department of History

PUBLICATIONS

Refereed Books

2018 *U.S. Foreign Policy and Muslim Women's Human Rights*. Philadelphia: University of Pennsylvania Press. Pennsylvania Studies in Human Rights Series.

* Nominated for the 2018 Myrna F. Bernath Book Award, SHAFR

Refereed Journal Articles

2014 “‘I’m Glad I’m Not a Saudi Woman’: The First Gulf War and U.S. Encounters with Saudi Gender Relations,” *Cambridge Review of International Affairs* 27, no. 3 (July): 553-573.

2007 “‘Maybe I Can Marry Them Both’: Conflicted American Views on the Algerian War,” *Hindsight* 1 (Spring): 1-26. 2

Refereed Book Chapters

2018 “Foreign Relations and U.S. in the World – A Historiographical Survey.” In *Routledge History of the 20th Century United States*, eds. Jerald Podair and Darren Dochuk, 161-171. New York: Routledge, 2018. Routledge Handbook Series.

2012 “Truman and the Middle East.” In *Blackwell Companion to Harry S. Truman*, ed. Dan Margolies, 362- 388. Malden, MA: Wiley-Blackwell Publishing.

2012 “The Right to Bodily Integrity: Women’s Rights as Human Rights and the International Movement to End Female Genital Mutilation, 1970s-1990s.” In *The Human Rights Revolution: An International History*, eds. Akira Iriye, Petra Goedde, and William I. Hitchcock, 285-310. New York: Oxford University Press.

Refereed Essays

In press “U.S.-Iran Relations.” In *Oxford Research Encyclopedia of American History*, ed. Jon Butler. New York: Oxford University Press, forthcoming fall 2018.

Book and Article Reviews

In press Book review of Sarah Snyder, *From Selma to Moscow: How Human Rights Activists Transformed U.S. Foreign Policy* (New York: Columbia University Press, 2018) for the *American Historical Review*.

2018 Roundtable book review of Melvyn Leffler, *Safeguarding Democratic Capitalism: U.S. Foreign Policy and National Security, 1920-2015* (Princeton, NJ: Princeton University Press, 2017) for *Passport: The Society for Historians of American Foreign Relations Review* 49, no. 1 (April 2018): 11-14.

2017 Article review of Jason Zeledon, “‘As Proud as Lucifer’: A Tunisian Diplomat in Thomas Jefferson’s America,” *Diplomatic History* 41:1 (January 2017): 155-183 for H-Diplo, July 14, <https://networks.h-net.org/node/28443/discussions/186277/h-diplo-article-review-709-“-proud-lucifer-tunisian-diplomat>

2016 Book review of Daniel Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (New York: Oxford, 2015) for *Human Rights Quarterly* 38, no. 2 (May): 537-539.

2012 Book review of Amy Motlagh, *Burying the Beloved: Marriage, Realism, and Reform in Modern Iran* (Stanford: Stanford University Press, 2012) in "Book Notes," Association for the Study of the Middle East and Africa (ASMEA) website, June, http://www.asmeascholars.org/index.php?option=com_content&view=article&id=1502&catid=9&Itemid=64

2007 Book review of Peter L. Hahn, *Crisis and Crossfire: The United States and the Middle East since 1945* (Washington, D.C.: Potomac Books, Inc., 2005) in *Strategic Visions: Newsletter for the Center of the Study of Force and Diplomacy @ Temple University* 8, no. 1 (Spring): 7.

2005 Book review of Victoria de Grazia, *Irresistible Empire: America's Advance Through 20th-Century Europe* (Cambridge, MA: The Belknap Press of Harvard University Press, 2005) in *Strategic Visions: Newsletter for the Center for the Study of Force and Diplomacy @ Temple University* 6, no. 2 (Fall): 9.

Manuscripts in Progress

The Ties of Good Harmony: U.S.-Iran Relations, 1905-1953 (monographic book) 3

"'I Am Persia's': Americans and Iran's Constitutional Revolution, 1905-1911" (academic journal article)

"The Shuster Mission of 1911 and American Perceptions of Iran's First Revolution" (chapter in an edited volume with Bloomsbury Press's New Approaches to International History Series, invited by the volume editor Matthew K. Shannon; chapter due spring 2020)

Other Writing

2014 "The Rosenberg Espionage Trial and Engaged Learning Activities," online poster, Making Learning Visible, CAFÉ, University of Alaska Anchorage, April, <http://www.uaa.alaska.edu/cafe/portfolios/makinglearningvisible/reenacting-the-rosenbergs-engaged-learning-and-thinking-historically.cfm>

2014 "The Status of Women in Diplomatic and International History, 2008-2012: Five-Year Follow-Up Report, Prepared by the Committee on Women in SHAFR" by Kelly J. Shannon (co-chair), Laura Belmonte (co-chair), Walter Hixson, Katie Sibley, Kathy Rasmussen, and Shannon Fitzpatrick, *Passport: The Society for Historians of American Foreign Relations Review* 44, no. 3 (January): 61-65.

2012 "The Last Word: SHAFR Is From Mars..." *Passport: The Society for Historians of American Foreign Relations Review* 43, no. 1 (September): 70-71.

2012 "Persepolis and the Middle East Today," 2012 Anchorage Reads Program and Alaska World Affairs Council, February 16, web-based publication on Town Square 49, KSKA radio/NPR, <http://www.alaskapublic.org/2012/02/16/persepolis-and-the-middle-east-today/>

2009 "India and the World: Michele Louro Organizes International Workshop at Temple," *Strategic Visions: Newsletter for the Center for the Study of Force and Diplomacy @ Temple University* 10, no. 2 (Fall): 1-2.

2009 "The Status of Women in Diplomatic and International History: A Report Prepared by the SHAFR Ad Hoc Committee on the Status of Women," by Frank Costigliola, co-chair; Petra Goedde, co-chair Barbara Keys, Anna K. Nelson, Andrew Rotter, and Kelly J. Shannon, *Passport: The Society for Historians of American Foreign Relations Review* 39, no. 3 (January): 25-34.

2008 "Inside the SHAFR Ad Hoc Committee on Women," *Strategic Visions: Newsletter for the Center for the Study of Force and Diplomacy @ Temple University* 9, no. 2 (Fall): 2-4.

2008 "On Suicide Bombing: Talal Asad's Visit to Temple," *Strategic Visions: Newsletter for the Center for the Study of Force and Diplomacy @ Temple University* 9, no. 1 (Spring): 4-5.

HONORS and AWARDS

2018 Nominated for 2018 Stuart L. Bernath Lecture Prize, SHAFR

2018 Nominated to stand for election for a seat on the SHAFR Executive Council, Society for Historians of American Foreign Relations

2018 University Faculty Research Showcase, FAU

2018 Faculty Showcase, Dorothy F. Schmidt College of Arts & Letters, FAU

2018 Nominated for Society for Historians of American Foreign Relations 2018 Myrna F. Bernath Book Prize

2017 – 2018 Nominated for 2018 Andrew Carnegie Fellows Program

2014 – 2015 Inaugural Faculty Fellow, PJHR Initiative, FAU

2010 Kramer Award (Outstanding Graduate Student in U.S. History), Department of History, Temple University 4

2009 SHAFR Summer Institute, Society for Historians of American Foreign Relations (SHAFR)

2005 Michael L. Dunphy Memorial Scholarship (for excellence in History), University of Connecticut

GRANTS and FELLOWSHIPS

2018 Seed Grant, Dorothy F. Schmidt College of Arts & Letters, FAU

2017 – 2018 Department Research Stipend, History Department, FAU

2017 – 2018 Research/Creative Activity Grant, Peace, Justice, and Human Rights (PJHR) Initiative, FAU

2017 NEH Summer Stipend, National Endowment for the Humanities

2017 Dorothy F. Schmidt College of Arts & Letters Scholarly and Creative Accomplishment Fellowship (SCAF), FAU, (2 course teaching release fall 2017)

2016 – 2017 College Advisory Board Faculty Research Support Award in the Humanities, Dorothy F. Schmidt College of Arts & Letters, FAU

2016 New Course Development Grant, PJHR Initiative, FAU

2016 Chastain-Johnston Middle East Endowment Faculty Research Grant, Peace Studies Program, FAU
 2016 Research/Creative Activity Grant, PJHR Initiative, FAU
 2015 – 2016 College Advisory Board Faculty Research Support Award in the Humanities, Dorothy F. Schmidt College of Arts & Letters, FAU
 2015 – 2016 Department Research Stipend, History Department, FAU
 2015 Chosen as one of two FAU applicants for national competition, 2016 NEH Summer Stipend Fellowship, Division of Research, FAU
 2013 – 2014 Research Travel Grant, Category 1, College of Arts & Sciences, UAA
 2013 – 2014 United Academics Travel Award, UAA (declined)
 2013 Chosen as one of two UAA applicants for national competition, 2014 NEH Summer Stipend Fellowship, UAA, fall 2013
 2010 Graduate Student Travel and Research Award, College of Liberal Arts, Temple University
 2009 – 2010 CHAT Graduate Teaching Fellowship, Center for the Humanities at Temple
 2009 Samuel Flagg Bemis Research Grant, SHAFR
 2009 Graduate Student Travel and Research Award, College of Liberal Arts, Temple University
 2008 Marvin Wachman Fellowship in Force and Diplomacy, Center for the Study of Force and Diplomacy (CENFAD), Temple University
 2008 Graduate Student Travel and Research Award, College of Liberal Arts, Temple University
 2007 – 2008 Thomas Davis Endowed Fellowship in Diplomacy and Foreign Relations, CENFAD, Temple University
 2006 Graduate Student Travel and Research Award, College of Liberal Arts, Temple University
 2005 – 2009 Presidential Fellowship, Graduate School, Temple University
 2004 Summer Fellowship, University of Connecticut
 2003 – 2005 Outstanding Scholars Fellowship, Graduate School, University of Connecticut
 2003 Thomas G. Paterson Fellowship for Research in U.S. Foreign Relations, University of Connecticut and SHAFR

INVITED TALKS

Dates TBD for Southern Oregon University, Vassar College, Books 'n Books bookstore in Coral Gables, FL

2018 “U.S. Foreign Policy and Muslim Women’s Human Rights,” Middle East Center, University of Pennsylvania, Philadelphia, PA, October 18.

2018 “U.S. Foreign Policy and Muslim Women’s Human Rights,” Center for the Study of Force and Diplomacy (CENFAD), Temple University, Philadelphia, PA, October 17. 5

2018 “U.S. Foreign Policy and Muslim Women’s Human Rights,” Center for Cold War Studies and International History, UC Santa Barbara, Santa Barbara, CA, May 9.

2018 “Islam, Women’s Rights, and U.S. Foreign Policy since 1979,” Women’s History Month keynote, Nichols College, Dudley, MA, March 26.

2017 “History of Feminism, Intersectionality, and Social Movement Tactics,” Hollywood Ears Up Huddle, The Women’s March, Hollywood, FL, July 8.

2017 “The United States and the Cold War in the Middle East,” Humanities Texas Institute on the Cold War, Texas Tech, Lubbock, TX, June 15.

2017 “Transnational History and U.S. Relations with the Islamic World,” in “Transnational Relations” session, Richard H. Immerman Retirement Symposium, CENFAD, Temple University, Philadelphia, PA, May 5.

2013 “Muslim Women’s Rights and U.S. Foreign Policy,” U.S. Presidents and the Middle East: Truman to Obama Conference, Harry S. Truman Presidential Library & Museum, Independence, MO, July 18.

CONFERENCE PAPERS

2018 “Turning Point: The U.S., Non-State Actors, and the Iranian Constitutional Revolution, 1905-1912,” in “An American Moment in Iran?” session, Association for Iranian Studies (AIS) Biennial Conference, Irvine, CA, August 14-17.

2017 “‘I Am Persia’s’: Howard Baskerville, American Presbyterian Missionaries, and U.S.-Iranian Relations during the First Iranian Revolution” in “Faith and Foreign Affairs: Religion, Non-State Actors, and U.S. Foreign Relations in the Early 20th Century” session, SHAFR Annual Conference, Arlington, VA, June 22-24.

* I have presented 18 conference papers and have chaired or commented on 11 panels at national and international conferences since 2004.

COURSES TAUGHT at FAU

Graduate Seminars

Readings in the History of U.S. Foreign Relations: spring 2015, spring 2017

The Problem of Empire in American Foreign Relations (research seminar): spring 2016, spring 2018

Undergraduate Upper-Division Courses

Introduction to Historical Study: fall 2014, fall 2016

History of Human Rights: spring 2018

U.S. since 1945: fall 2014, fall 2016

Diplomatic History of the U.S.: fall 2015, fall 2018

American Perceptions of Muslims in Historical Perspective (special topics course): spring 2016, *spring 2019*

Senior Seminar: fall 2015, *spring 2019*

Senior Honors Thesis: spring 2015, fall 2017

Undergraduate Lower-Division Courses

U.S. History since 1877: spring 2015, spring 2016, spring 2017, spring 2018, fall 2018, *spring 2019*

Jason T. Sharples

EDUCATION

Ph.D. in History, Princeton University (2010)
M.A. in History, Princeton University (2005)
B.A. in History, The College of William and Mary (2003)

EMPLOYMENT HISTORY

Assistant Professor of History, Florida Atlantic University (2016-present)
Assistant Professor of History, The Catholic University of America (2010-2016)

PEER REVIEWED PUBLICATIONS IN PRINT

Refereed Articles

"Discovering Slave Conspiracies: New Fears of Rebellion and Old Paradigms of Plotting in Seventeenth-Century Barbados." *American Historical Review* 120, no. 3 (June 2015): 811-843.

"Slavery and Fear." In *Oxford Bibliographies in Atlantic History*, edited by Trevor Burnard. Oxford and New York: Oxford University Press, forthcoming. 12,500 words.

Refereed Book Chapters

"Hearing Whispers, Casting Shadows: Jailhouse Conversation and the Production of Knowledge." In *Buried Lives: Incarcerated in Early America*, edited by Michele Lise Tarter and Richard J. Bell, 35-59. Athens: University of Georgia Press, 2012.

Other

"Weapons of the Weak." In *The Princeton Companion to Atlantic History*, edited by Joseph C. Miller, 491-495. Princeton: Princeton University Press, 2015.

WORKS IN PROGRESS

The World that Fear Made: Conspiracy, Imagination, and Power in Early American Slavery. Early American Studies Series, ed. Kathleen M. Brown, University of Pennsylvania Press. 120,000 words. Accepted for publication, scheduled to appear 2019.

HONORS AND AWARDS

The Huntington Library, NEH Long-Term Fellowship in the Humanities, San Marino, CA (2012-2013)

Gilder Lehrman Institute of American History, Visiting Research Fellowship in Early New York History, New York Historical Society and New York Public Library (2012)

American Academy of Arts and Sciences, Visiting Scholars Program, Postdoctoral Fellowship in the Humanities, Cambridge, MA (2010-2011)

American Antiquarian Society, AAS-NEH Postdoctoral Fellowship in Early American Studies, Worcester, MA (2010-2011)

David Library of the American Revolution, Residential Research Fellowship in the History of the American Revolution, Washington Crossing, PA (2010)

John Carter Brown Library, Center for New World Comparative Studies Fellowship in History and Literature of the Early Modern Americas, Providence, RI (2009)

McNeil Center for Early American Studies, Barra Monticello-McNeil Dissertation Writing Fellowship in Early American Studies, Philadelphia, PA (2008-2009)

Colonial Williamsburg Foundation, Gilder Lehrman Residential Fellowship in Early Virginia History, John D. Rockefeller, Jr. Library, Williamsburg, VA (2007)

Institute for Southern Studies, University of South Carolina, Watson-Brown Short Term Visiting Fellowship in Early South Carolina History, Columbia, SC (2007)

Institute for International and Regional Studies, Princeton University, Travel Grant for Archival Research in London and Edinburgh, UK (2006)

PRESENTATIONS (last five years)

“Struggles for Domination: Negotiating Power in Early American Empires.” Roundtable. Coffee Colloquium Lecture Series, Center for Mind, Body, and Culture, Florida Atlantic University, Boca Raton, FL (October 18, 2018)

“American Racial Slavery as a System of Fear.” Coffee Colloquium Lecture Series, Center for Mind, Body, and Culture, Florida Atlantic University, Boca Raton, FL (November 29, 2017)

“Prologue and Chapter Four: Enslaved People’s Community Politics and Worlds of Fear.” Atlantic Studies Reading Group, University of Miami, Coral Gables, FL (November 15, 2017)

“Learning to Fear Slave Rebellion: How Personal Experience and Intercolonial How Personal Experience and Intercolonial News Fostered Expectations of Violence in the Eighteenth Century.” Southern Historical Association, Annual Meeting, Dallas, Texas (November 9-12, 2017)

“Extraordinary Fears and Everyday Political Life: Enslaved Communities’ Politics in 18th-Century North America and the Caribbean.” Slavery, Memory, and African Diasporas Seminar, Howard University, Washington, DC (February 24, 2016)

Comment and Chair for "Captivity, Slavery, and Sovereignty," a panel presented by Holly Brewer, Catherine Ingrassia, and Erin Keating. The Restoration and the British Empire: An Interdisciplinary Symposium, University of Maryland—College Park (April 29, 2016)

“Phantasms and the Revolutionary State: The Place of Fear in Governing the Masters of Slaves.” History Department Faculty Colloquium, The Catholic University of America, Washington, DC (November 4, 2015)

“Fear Beliefs and Routes to Power in Early South Carolina Slavery.” Early Modern Global History Seminar, Georgetown University, Washington, DC (March 20, 2015)

“Explaining Wartime Insurrectionary Fears and Identifying their Commercial Fallout. Pre-Circulated Conference Paper,” The World of Jenkins's Ear: War and Trade in the Greater Caribbean, 1689-1783, Rutgers British Studies Center, New Brunswick, NJ (May 28-29, 2015)

Comment for “The Amboyna Business,” a seminar paper presented by Alison Games. History Department Faculty Colloquium, The Catholic University of America, Washington, DC (January 14, 2015)

Comment and Chair for "Slave Runaways and Rebels," a panel presented by Simon Newman, Billy Smith, and Trevor Burnard. 20th Annual Meeting of the Omohundro Institute for Early American History and Culture, Dalhousie University, Halifax, Nova Scotia (June 12-14, 2014)

“The World that Fear Made: Conspiracy, Imagination, and Power in Early American Slavery.” Early Modern Seminar, Hall Center for the Humanities, University of Kansas, Lawrence (March 10, 2014)

“Personal Experience, Migration, and Informal Circulation of Ideas about Slavery.” 19th Annual Meeting of the Omohundro Institute for Early American History and Culture, Johns Hopkins University, Baltimore, MD (June 13-15, 2013)

“False Alarms in Climates of Fear: A Comparative Study of Historical Contexts for Susceptibility to Slave Conspiracy Scares, 1660-1790.” American Origins Seminar, Early Modern Studies Institute, University of Southern California, Los Angeles (January 24, 2013)

SERVICE TO THE DISCIPLINE/PROFESSION

Founding Co-Administrator, FAU Libraries-Huntington Joint Research Fellowship, enabling Ph.D. candidates in the Humanities to research in the Weiner *Spirit of America* Collection at the Florida Atlantic University Libraries, Boca Raton, FL (2017-ongoing)

Member, Advisory Council, McNeil Center for Early American Studies, The University of Pennsylvania, Philadelphia, PA (2012-ongoing)

Grant Referee for University of Missouri Research Board (November 2017)

Textbook Referee for W.W. Norton (November 2017)

Journal Article Referee for *The Catholic Historical Review* (2013, 2014)

Journal Article Referee for *The William and Mary Quarterly* (2012)

Organizer and Facilitator, Long-Term Fellows' and Distinguished Fellows' Working Group, Huntington Library (2012-2013)

Panel Organizer, "Resisting 'Rebellion': Slaves' Collective Violence in Their Own Terms in Eighteenth-Century North America and the Caribbean," 103rd Meeting of the OAH (April 7-10, 2010)

Member of Conference Steering Committee and Coordinator of Funding Application, "Fear and Desire: Early America and its Discontents," Interdisciplinary Graduate Student Conference, McNeil Center for Early American Studies, University of Pennsylvania, Philadelphia, PA (September 24-26, 2009)

Panel Organizer, "Fear and Transformation in Early America," 13th Annual Meeting of the OIEAHC and 5th Biennial Meeting of the SEA, Joint Meeting and Interdisciplinary Conference (June 7-10, 2007)

SERVICE TO THE COMMUNITY

Public Lecture, "How Consumer Purchases Knitted Colonists into a Community." Colonial Dames in Florida—Palm Beach Town Committee, Palm Beach, FL (April 11, 2018)

Co-Organizer, "The Revolutionary Transformation of North America, 1783-1803," Public Lecture by Alan Taylor and Pop-Up Exhibit of Rare Eighteenth-Century Books. University Theatre, Florida Atlantic University, Boca Raton, FL (March 22, 2018)

Public Lecture, "The Economic Impacts of Colonial Wars in the Eighteenth Century." Society of Colonial Wars in the State of Florida, Palm Beach, FL (November 14, 2017)

Founding Co-Administrator, Associates of the *Spirit of America* Collection, enabling community members to support and participate in intellectual activities around the Weiner *Spirit of America* Collection at the FAU Libraries, Boca Raton, FL (2017-ongoing)

Public Lecture, "The Economic Impacts of Colonial Wars in the Eighteenth Century." Society of Colonial Wars in the State of Florida, Palm Beach, FL (November 14, 2017)

Public Lecture, "Reckoning with Violence: Slavery and Rebellion at the Cinema and in History." West Boynton Branch, Palm Beach Public Library System, Boynton Beach, FL (October 27, 2016)

Co-Founder and Planning Committee Member, Early Americas Film Series, funded by grants from the Kislak Foundation (2012-2014)

Public Lecture, "The Ordeal of Alvar Nunez Cabeza de Vaca and its Meaning for American History." Lecture for the Early Americas Film Series, Washington, DC (November 21, 2013)

Public Lecture, "American Celebrations of Guy Fawkes Day." Lecture sponsored by The Griffin Society: CUA's History Club, Washington, DC (November 5, 2013)

Public Lecture and Seminar, "Why So Few Slave Revolts?" Lecture and Discussion for the Huntington Circle Salon, Pasadena, CA (May 21, 2013)

Carl Suddler

Email: csuddler@fau.edu | Ph. (561) 297-2527

Curriculum vitae

EDUCATION

- 2015 **Ph.D.**, Department of History, Indiana University
Major field: U.S. History | Minor field: African American and African Diaspora Studies
- 2010 **M.A.**, Department of History, Indiana University
- 2008 **B.A.**, Department(s) of History and Black American Studies, University of Delaware

PROFESSIONAL EMPLOYMENT

- 2017–Present **Assistant Professor**
Department of History, Florida Atlantic University
- 2016–2017 **Assistant Professor of Instruction**
Department of Black American Studies, University of Delaware
- 2015–2016 **Postdoctoral Fellow**
James Weldon Johnson Institute, Emory University
- 2011–2014 **Editorial Assistant**
Journal of American History

PUBLICATIONS

Books

Presumed Criminal: Youth, Race, and Justice in an American City (forthcoming, New York University Press)

Articles

Carl Suddler, “The Color of Justice without Prejudice: Youth, Race, and Crime in the Case of the Harlem Six,” *American Studies Journal* (under review)

Yasser A. Payne and Carl Suddler, “Cope, Conform or Resist? Functions of a Black American Identity at a Predominantly White University,” *Equity and Excellence in Education* 47 (August 2014), pp. 385–403.

FELLOWSHIPS, GRANTS, AND PROFESSIONAL APPOINTMENTS

2017–Present Peace, Justice and Human Rights, Affiliate Faculty, Florida Atlantic University
2015–2016 James Weldon Johnson Institute, Postdoctoral Fellowship, Emory University
2014–2015 President’s Diversity Dissertation Fellowship, Indiana University
2014 Kohlmeier Fellowship, Indiana University
2014 Woodburn Fellowship, Indiana University
2011 Wiseman Fellowship, Indiana University
2008 African American Student of Distinction, University of Delaware

TEACHING EXPERIENCE

2017–Present **Assistant Professor, Florida Atlantic University**
African American History to 1877
History of the African Diaspora
African American History since 1877
American Sports History

2016–2017 **Assistant Professor of Instruction, University of Delaware**
African American History to the Civil War
African American History since the Civil War
The Civil Rights Movement
Prisons in American History
African American Women’s History
Graduate Readings: Historicizing the Carceral State

2015–2016 **Postdoctoral Fellow, Emory University**
Twentieth-Century African American Urban History

2012–2013 **Associate Instructor, Indiana University**
Prison Spaces in American History

2009–2011 **Assistant Instructor, Indiana University**
Crime and Punishment
Twentieth-Century Urban History
Nineteenth-Century U.S. History of the South
African American Women’s History

INVITED TALKS

2017 Civil Rights Movement, YALI Mandela Washington Fellowship, University of Delaware
2011 Convocation Speaker, Department of Black American Studies, University of Delaware

SELECTED CONFERENCE PRESENTATIONS

- 2017 “Potential Delinquents: Preventive Policing in Depression-Era New York City,” American Studies Association Annual Meeting, Chicago, IL
- 2016 “The Color of Justice without Prejudice: Youth, Race, and Crime in the Case of the Harlem Six,” Race and Difference Colloquium Series, Emory University, Atlanta, GA
- 2015 “Young Forever: The Criminalization of Urban Youth,” Dark Tower Series, Department of African American Studies, Emory University, Atlanta, GA
- 2015 “Rumor Represents the Psychological Truth to Those Who Tell It: Youth Accounts of the 1943 Harlem Riot,” National Council of Black Studies, Los Angeles, CA
- 2014 “In All Our Harlems: Policing Black Youth and the Case of the Harlem Six,” American Historical Association, Washington, D.C.
- 2011 “The Young People are Truly Admirable: Evelyn Burwell and ‘The Youth of Our Nation,’” Decades of the American Century, University of Michigan, Ann Arbor, MI
- 2011 “Marginalized by the Margin: The Streets in Black Diaspora Studies,” Herman C. Hudson Symposium, Indiana University, Bloomington, IN
- 2009 “A Psycho-Historical Analysis of Black Men and Crime in the United States: How History Can Be Used By Psychologists to Better Understand and Reach Street Life Oriented Black Men in the Twenty-First Century,” with Yasser Payne, Association for the Study of African American Life and History, Cincinnati, OH
- 2008 “Cope, Conform, or Resist? How Black College Students Think About Double Consciousness in the Twenty-First Century,” Society for Psychological Study of Social Issues, Chicago, IL

SERVICE ACTIVITIES

- 2015 Manuscript Reviewer, *Journal of American History*
- 2014 Managing Editorial Assistant, *Journal of American History*, Postdoctoral Search Committee
- 2013 Graduate Student Committee Member, African American History Search Committee, Department of History, Indiana University

African American history; twentieth-century U.S. history; urban history; histories of crime and punishment; the carceral state; sport history; histories of childhood and youth.

PROFESSIONAL AFFILIATIONS

Member, Organization of American Historians
Member, American Historical Association
Member, Association for the Study of African American Life and History
Member, American Studies Association

REFERENCES

(additional references available upon request)

Claude Clegg
University of North Carolina
210 Battle Hall, CB# 3395
Chapel Hill, North Carolina 27599
E-mail: cclegg@email.unc.edu

Khalil Muhammad
Harvard Kennedy School
79 JFK Street, Mailbox 103
Cambridge, Massachusetts 02138
E-mail: Khalil_Muhammad@hks.harvard.edu

Carol Anderson
Emory University
207 Candler Library, 550 Asbury Circle
Atlanta, Georgia 30322
E-mail: carol.anderson@emory.edu

Matthew Pratt Guterl
Brown University
82 Waterman Street, Box 1892
Providence, Rhode Island 02912
E-mail: matthew_guterl@brown.edu