

Indiana State University

2005 - 2006 Academic Annual Report

Department of History

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. Our faculty continue to produce a significant amount of nationally and even internationally recognized scholarship, all the while teaching a large number of students (one the highest SCH averages in the University). Some of our most important publications are listed below, but all of our research enhances the mission and visibility of ISU, helping it to maintain its status as a research-intensive institution. One faculty member was awarded a Promising Scholars grant this past spring. 2. The Department undertook several important initiatives in the area of community engagement and experiential learning. In the fall, 2005 semester we offered our internship course for the first time. Students worked in a range of institutions in the region, including the Clabber Girl Museum, the Vigo County Historical Society, C.A.N.D.L.E.S., and the Terre Haute Native American Museum, helping to construct exhibits and complete research on a variety of projects. This work was helped by a generous grant from the Lilly Foundation, which allowed the students to travel to local museums and archives during the semester. 3. The Department also received a Program of Promise Grant (in conjunction with the Department of English) to create the Research Center for Local History and Culture. This organizational work has begun and we will be working this coming year to begin the Center's work in earnest. Specifically, the Center will encourage and provide support for students and faculty to conduct research on topics of local interest and impact. Grounded in two departments with a long history of scholarship, the Center hopes to support high-quality student research and publications that will raise the profile of ISU, and at the same time get faculty and students more engaged with the community and its rich history and culture. The Research Center for Local History and Culture will stimulate and disseminate scholarship that details the history and folklore of the Wabash Valley. Centers such as this have become vital parts of university-community partnerships in other parts of the country, and ISU has a unique opportunity to begin the process of establishing an academic center for local studies unmatched in the state and the region. As part of this effort, a new Oral History Course, growing out of the success of local oral history projects in our HIST 300 course and the scholarly experience of one of our faculty members, exemplifies our Department's recognition of the links between a student's training as a scholar and engagement with the surrounding community. "Doing" oral history constitutes another form of scholarly inquiry to learn about the past, and to explore the multiple narratives within our construction of history. This course will not only be an important vehicle for enhancing the inquiry-based training of students and deepening their understanding of the complex narratives of history, it will also form a vital contributing element to our efforts through the RCLHC. 4. The Department has increased its role in several other interdisciplinary programs on campus. History faculty now teach the only required course in Women's Studies (U. S. Women's History) that comes from another academic department. Prof. Tim Hawkins teaches the foundation course in the Latin American and Latino Studies program, of which he is the Director. Profs. Chirhart, Olsen, Giffin, and Phillips teach courses that are part of the African and African American Studies Program. Profs.

Clark and Fish served as faculty liaisons in the Project PRE outreach to area high schools, both serve on the Social Studies Education Advisory Council and as advisors, and Prof. Clark teaches SS305, the foundation methods course for SSE majors, each year. 5. The Department's graduate program continued to attract more students. Founded primarily in United States History, our Master's degree programs have attracted students from around the Midwest, and many have continued to prestigious Ph.D. programs. Currently we have former students completing their doctorates at Purdue, the University of Kentucky, and American University, among others. The graduate programs have attracted more high-quality students than ever before, as our faculty continue to publish and attract regional and national attention with their work.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

The faculty continue to produce a great deal of peer-reviewed scholarship, measured in conference presentations, articles, and books. I am very satisfied with our level of output, and with the current faculty we have I expect it will be maintained or increased in the coming years. A small list of the most important accomplishments in the past year are included below. 1. Chirhart, A. S. (2005). *Torches of Light: Georgia Teachers and the Coming of the Modern South*. Athens, Georgia: University of Georgia Press. This book argues that Georgia teachers were vital to the process of modernization that swept across the South in the early 20th century. 2. Chirhart, A. S. "Forgotten Activists: African American Educators and the Memory of the Civil Rights Movement in Georgia", *Organization of American Historians*, Boston, Massachusetts. (April 10, 2005). This paper explored the role of African American educators in the early civil rights movement in Georgia. Educators organized communities in some counties and sponsored voter registration drives and pushed for equal education. 3. Chirhart, A. S. and Sarah Gardner, eds. (expected 2006). *Georgia Women*, vol. I. (pp. 230). Athens, Georgia: University of Georgia Press. This collection consists of fifteen essays on notable Georgia women from the colonial era to World War I. 4. Clark, D. A. (2005). *Piggy Goes to Harvard: Mass Magazines, the Middle Class, and the Re-Conceptualization of College for a Corporate Age, 1890-1916*. *Perspectives on the History of Higher Education*, 24, 1-40. This article examines how mass magazines acted as cultural forums in shaping perceptions of the practical value of a college education for American men at a time when most American men did not deem a college education worthwhile. 5. Foster, A. L. (2006, in press). *Projections of Power: The U.S. in Colonial Southeast Asia, 1919-1939*. (pp. 250). Durham NC: Duke University Press. The United States played a key role in both maintaining and subverting the colonial order in Southeast Asia in the years before World War II. This book explores cultural, political, and economic relations among Europeans, Southeast Asians and Americans. 6. Giffin, W. W. (2005). *African Americans and the Color Line in Ohio, 1915-1930*. (pp. 312). Columbus, Ohio: The Ohio State University Press. This Ohio book constructs black history in the World War I era and the 1920's, times that were fundamentally important in the shaping of twentieth century black experiences because they saw the culmination of trends that started in the nineteenth century and witnessed the antecedents of the modern civil rights era. The book was nominated for the Bancroft Prize, the top prize in the field of American History. 7. Giffin, W. W., "Color, Class, and Public Schools in Ohio during the 1920's: Racial Segregation and African American Protest Activities in Mansfield" ", *Oxford Roundtable*, Pembroke College, University of Oxford, Oxford, England. (March 29, 2005). The paper commented on increasing racial segregation in Ohio public schools during the twenties and the resulting African American protest activities. The paper called attention to the roles of local people, class distinctions among African Americans, the roles of black women, regional variations in the Ohio color line, and the nuances and complexities of black protest efforts. 8. Hawkins, T. P. (2006).

"A Bourbon Reformer during the Age of Independence: Jose de Bustamante in Central America, 1811-1818. Boulder, CO: University Press of Colorado. Argues that one of the last governors of Guatemala was an heir to the reforms of Charles III. 9. Land, I. (2006). "'Sinful Propensities': Piracy, Sodomy, and Empire in the Rhetoric of Naval Reform." Duke University Press. This substantially revised and augmented version of my article "Customs of the Sea" connects sexual, racial, and legal identities. 10. Land, I. "Where Was Sailortown? Atlantic History Meets Subculture Theory." McGill University Press. Using subculture theory, I re-evaluate the extravagant displays of clothing and language by sailors in urban spaces. 11. Land, I. (2005). "Bread and Arsenic: Citizenship from the Bottom Up in Georgian London." *Journal of Social History*, 39, 89-110. Contested interpretations of "race" and "nation" at a time when border controls and passports had not yet been invented. 12. Schneirov, R. (2005). "The Failures of Success: Class and Craft Relations in the Construction Industry in the Twentieth Century,." *Labor History*, 46, 521-26. 13. Skinner, B. (2005). "Borderlands of Faith: Reconsidering the Origins of a Ukrainian Tragedy." *Slavic Review*, 64, 88-116. Critiquing prevalent political and social-economic explanations for the violent Cossack-led uprising in the Ukrainian borderlands of the Polish-Lithuanian Commonwealth in 1768, this article reinterprets the events to identify religious tensions as the root cause of the uprising.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

While there are few grants available in history, several faculty members have applied for and/or received prestigious awards. Prof. Barbara Skinner, a new faculty member, had, in the last year, a NEH Fellowship and a Social Science Research Council Fellowship (which runs until 2007). Prof. Bill Giffin received a grant from the Indiana Historical Society to write a book on the history of Irish immigrants in Indiana. The book was recently published. Several faculty members have received grants from the Lilly Foundation, through ISU, for experiential learning and community engagement initiatives. These include a Program of Promise grant and a Promising Scholars grant. All of our faculty members are active in professional associations, regularly attending conferences, serving in leadership positions, and presenting papers. A few examples include: Prof. Giffin is treasurer of the Indiana Association of Historians and on the membership committee of the Organization of American Historians. Prof. Chris Fischer is one of three editors of H-German, the leading on-line discussion service for German history. Prof. Olsen is one of three faculty members in the nation on the Development Committee for the U. S. History Advanced Placement exam, administered by the College Board.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

The faculty have revised several courses and created several new ones as we continue to update the curriculum in line with current scholarship. In "History and Historians," Prof. Anne Foster used oral history to engage students with members of the community and their history. The students presented their work and interviews to the public in the lobby of Stalker Hall. About 300 people attended. In "Internships in Public History," Prof. Chris Olsen placed students in local museums and archives where they worked to research and catalog collections and prepare exhibits for the public. The students also traveled to several museums and archives. Prof. Ann Chirhart is currently creating an Oral History course that will be offered every spring. Prof. Lisa Phillips recently prepared HIST 201 and HIST 202 for on-line delivery. These foundation General Education courses now allow much greater access for distance students.

Course Scheduling/Enrollment Management

What have been your greatest challenges in scheduling courses to meet student needs this year? How were you able to overcome them?

As with most departments, the lack of funds for part-time and full-time faculty members meant we had to offer fewer sections. We were able to schedule creatively in order to maintain small sections in most of our General Education courses. One solution has been for one faculty member each semester to offer a large section, aided by graduate assistants. This makes it possible to keep the vast majority of our sections at a "normal" level. Along those lines, the Department has submitted for approval a new course, HIST 113, which will be a rotating topics course for General Education credit. This will allow faculty members to offer more focused, topical courses that will be more engaging for students and the professor. These classes will also allow our foundation surveys to be more fully utilized by History and Education majors, for whom they are required. In the Spring, 2007 semester, for instance, Prof. Anne Foster intends to offer HIST 113: The Vietnam War in History and Memory.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

History faculty teach web-based and distance courses. Prof. Lisa Phillips offers HIST 201 and 202 on the web. We also provide faculty for the Corrections Education Program, in which History is a required field. This includes instructors in upper-level courses for the bachelor's degree programs. Other faculty members are currently considering or working on web-based versions of courses they already teach on campus.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

We began a "Friends of History" chapter several years ago and continue to receive donations from alumni and friends of the Department. The money is used to support guest speakers, student trips, and efforts to recruit new students.

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

The Department offered its first internship class in fall, 2005 (and will offer it every fall semester). One faculty member is creating an oral history course, which will be offered each spring semester. Both of these courses will engage students directly with the community in "hands-on" learning experiences. Several faculty members helped establish the Research Center for Local History and Culture, which will take an active role in the fall, 2006 semester.

Experiential Learning

We are interested in hearing about any innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.

In Prof. Anne Foster's "History and Historians" class, students conducted oral interviews with local residents. This year the students worked with the C.A.N.D.L.E.S. Museum and organized the

interviews around the theme of "the Holocaust in the Wabash Valley." Interviewees included Michael Kor, a camp survivor, and area soldiers who helped liberate the camps at the end of WWII. Many of the students traveled to Washington, D. C. (supported by a Lilly Foundation grant) to conduct research at the National Archives and National Holocaust Museum. Their interviews and accompanying research was presented in a public forum in the lobby of Stalker Hall. Approximately 300 people from the university and the community attended. The story was featured in the Tribune STar, on local television, and in an interview with Prof. Foster on National Public Radio.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

Department of History faculty will continue to produce a great amount of peer-reviewed, nationally recognized scholarship that helps maintain ISU's status as a research-intensive institution. We will also develop new courses that appeal to and challenge the higher-quality students that ISU now enjoys. We will also help develop the Research Center for Local History and Culture, connecting faculty and students to the Wabash Valley community. In all of these ways, the Department will contribute to the mission of ISU and bring students and faculty into greater contact with the wider community, at the same time demonstrating to members of the community that ISU offers vital and scholarly resources that benefit and enrich the state and the region.