

# Indiana State University

2006 - 2007 Academic Annual Report

Department of History

## Vision Statement

[View/Modify Vision](#)

**Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.**

Indiana State University's mission revolves around the standard tri-partite model of disseminating knowledge through teaching, expanding and applying knowledge through research, and serving the state and community of which it is a part. We seek to impart to our students through instruction a sensitive understanding and vital knowledge of past and present cultures and to help all students develop a critical appreciation of the complex narratives that make up history. Through such study, our history curriculum cultivates critical thinking and analytical research abilities, as well as develops the capacity for clear communication of one's ideas. This foundational knowledge of the past and the intellectual abilities derived from the study of history (whether through general education or our coordinated programs) not only enrich our understanding of the present, they translate directly into the practical skills necessary for any profession. Distinct from but intimately related to this mission is our department's commitment to expanding our knowledge and comprehension of the past and present through research. This department boasts an enviable record of scholarship in peer-reviewed venues; some on our faculty are recognized as leaders in their fields, but each member is an active scholar. This commitment to research translates into more effective teaching and raises the national profile of the university as it aspires to regional pre-eminence. In short, the Department of History endeavors to help all students become more knowledgeable, informed and capable citizens, while our scholarship expands and deepens our understanding of the past, serving both the university and the greater region. With its dedication to teaching and its continued achievement in research and publication, the Department of History will play a key role as ISU moves toward regional preeminence.

## 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. As in past years, the Department of History faculty continues to produce a great deal of disciplinary, peer-reviewed scholarship. Many of our faculty have achieved a national, even international reputation; many of the younger faculty are well on their way to reaching the same position. Robert Hunter is one of the country's leading scholars of the Middle East and Islam, interviewed and quoted widely both by scholars and in the popular media. Richard Schneirov continues to be one of the nation's leading historians of American Labor and unions; he also directs our growing graduate program and attracts students from across the Midwest to work with him. William Giffin published two books in the past eighteen months, including his monograph on race and segregation in Ohio that was nominated for the Bancroft Prize (the most prestigious award in American history). In the past academic year the faculty published two new books, with three more

currently under contract with leading academic presses: Duke University Press, the University of Virginia Press, and Berghahn Books, one of the leading scholarly presses for German history. Additionally, department faculty published numerous articles and book chapters, presented conference papers around the country and the world, including in England, the Netherlands, and Warsaw, and wrote numerous book reviews. All of these accomplishments continue to mark the Department as one of the most productive, for its size, in the Midwest. 2. Department faculty also won several awards for teaching in 2006-2007, including Ann Chirhart, designated as an Outstanding Faculty Member by Residential Life and Academic Peer Advocates, and Rebecca Shoemaker, selected as an Outstanding Faculty Member by First Year Initiatives. Finally, Steven Stofferahn's World History course received Best Practices Recognition for the Teaching of World History: Among the Top Exemplars for World History. This prestigious designation was chosen by the College Board and the Center for Educational Policy Research. 3. The Department proceeded with establishing the Research Center for Local History and Culture, designated as a "Program of Promise" by I. S. U. The Research Center sponsors and supports research into the culture and history of the Wabash Valley, Indiana, and Illinois. It works through existing courses and encourages faculty and students at I. S. U. to use the community in which we live as a classroom. This brings students, in particular, into greater contact with residents of the area. This past year the Research Center collaborated with the Clabber Girl Museum and Vigo County Historical Society, in particular, on several projects. One student also worked with Mayor Kevin Burke's office to start the process of compiling a history of the Wabash River's economic impact on Terre Haute and the region. As the Research Center expands its reach we hope to move more students into the community to work with residents and institutions that are important to the success of I. S. U. 4. Several Department faculty members secured a range of grants to enhance existing courses or to create new ones that further the University's goals of community engagement and experiential learning. Ann Chirhart was awarded a Promising Scholars Grant to trace the history of "Worship in the Wabash Valley," a project that utilizes graduate and undergraduate students to help conduct oral interviews and local history; she also received a community engagement and experiential learning grant to help create a course in oral history methods (taught for the first time in spring 2007) in order to train students in the craft of conducting interviews. This course took them into the community, working with members of St. Benedict's Parish and Allen Chapel. Anne Foster and Christopher Olsen received the Lilly Grant to establish the Research Center for Local History and Culture. Foster also completed work on a separate grant that enabled her to take a large group of students to Washington, D. C. to work in the National Archives and the National Holocaust Museum. Isaac Land conceived a tour of downtown Terre Haute that utilizes MP3 players and technology to assist students. 5. The Department continued to develop its internship program and placed students in the Clabber Girl Museum and Vigo County Historical Society. 6. Our History Honorary society, Phi Alpha Theta, inducted more than a dozen new members again, and became even more active in promoting a sense of camaraderie among the majors. The organization sponsored several well-attended trips to local museums and sites of interest. This helped increase our number of majors to more than 80, our fifth straight year of increasing enrollment in this area. This organization also serves the approximately 140 Social Science Education majors. The new activism in Phi Alpha Theta, and our department's History Club, also has helped increase retention among our graduate students, with the number of majors climbing for the fifth straight year. 7. Department of History faculty members continue to support a wide range of interdisciplinary programs on campus. We teach the only required disciplinary course in Women's Studies, and provide a significant portion of instruction in Social Studies Education--Daniel Clark is the Interim Coordinator of SSE; International Studies; Latin American Studies--Timothy Hawkins is Coordinator; and African American Studies--Christopher Olsen is Interim Chair of the Department. Richard Schneirov helped develop a new team-taught course (with Gaston Fernandez) that reflects the best of truly interdisciplinary teaching.

### 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 Department faculty produces a great deal of discipline-based, peer-reviewed scholarship. We feel we contribute to the University's mission in this regard, raising the profile of I. S. U. in the region and the nation. Of course we could always produce more, but our collective productivity compares favorably to our peer institutions and even Purdue and IU. Some highlights from the past year include: Giffin, William, *The Irish (Peopling Indiana Series)*, Indiana Historical Society, 2006. Olsen, Christopher, *The American Civil War: A Hands-On History*, New York: Hill & Wang [Farrar, Strauss, & Giroux], 2006. Nominated for: The Lincoln Prize BOOKS – Under Contract Fischer, Christopher, *Alsace to the Alsatians? Visions and Divisions of Alsatian Regionalism, 1870-1940*, Berghahn Books. Forthcoming. Foster, Anne, *Projections of Power: The U.S. in Colonial Southeast Asia, 1919-1941*, Duke University Press. Forthcoming. Nichols, David, *Red Gentlemen and White Savages: Indians, Federalists, and the Search for Order on the Post-Revolutionary American Frontier*, University of Virginia Press. Forthcoming. Foster, Anne, "Timing, Balance of Power, and the Decision in Vietnam," article for Roundtable on Gareth Porter's *Perils of Dominance: Imbalance of Power and the Road to War in Vietnam*, solicited article *Passport*, the newsletter for the Society for Historians of American Foreign Relations (August 2006). Hawkins, Timothy, "A Bourbon Reformer during the Age of Independence: José de Bustamante in Central America, 1811-1818." *Politics, Economy, and Society in Bourbon Central America*, Boulder: University Press of Colorado (2006). Land, Isaac, "'Sinful Propensities': Piracy, Sodomy, and Empire in the Rhetoric of Naval Reform," in Anupama Rao and Steven Pierce, eds., *Discipline and the Other Body: Humanitarianism, Violence, and the Colonial Exception*, Duke University Press (2006), pp. 90-114. Schneirov, Richard: "Thoughts on Periodizing the Gilded Age: Capital Accumulation, Society, and Politics, 1873-1898," *Journal of the Gilded Age and Progressive Era*, Vol. 5 (July 2006). Shoemaker, Rebecca, "Indiana Civil Liberties History," in David Bodenhamer and Randall T. Shepard, eds., *Essay in Indiana Legal History*, Ohio University Press (2006). Shoemaker, Rebecca, "James D. Williams" in Linda C. Gugin and James St. Clair, eds., *Governors of Indiana*, Indiana Historical Society Press (2006). Stofferahn, Steven, "A New Majesty: Paschasius Radbertus, Exile, and the Masters' Honor," in Amy Livingstone, Michael Frassetto, and David Blanks, eds., *Medieval Monks and Their World: Studies in Honor of Richard Sullivan*, Leiden: Brill (2006).

#### 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?**

History is not a discipline with a tremendous number of national or regional grant programs, and those that are available are awarded overwhelmingly to faculty members at research-extensive universities. Currently we have one faculty member, Barbara Skinner, who has a Social Science Research Council fellowship, through which she has been able to conduct and present research on the history of Christianity in Eastern Europe. Daniel Clark and Steven Stofferahn were among the I. S. U. faculty members who received an extramural grant to help high school teachers become better prepared to teach history and geography. "Geography and History of the World Summer Institute", a grant received by the Department of Geography, Geology and Anthropology and Social Studies Education program, is funded through the Indiana Department of Education (\$37,000). The IDOE approved a new course combining Geography and World History. The workshop instructs practicing teachers in how they might construct such courses. The History faculty have been very active in

pursuing intramural grants, particularly those to enhance our teaching in the areas of community engagement and experiential learning. In the past year, faculty members receiving grants in this area were: Christopher Olsen (three), Anne Foster (two), Ann Chirhart (two), and Isaac Land (two). Olsen and Foster wrote the grant proposal that eventually secured funding for the Research Center for Local History and Culture (\$50,000). Chirhart also received a Promising Scholars grant to investigate "Worship in the Wabash Valley." We are working hard to support faculty applications for more external grants. Several faculty members have been more aggressive in using the Office of Sponsored Programs. Several members of the Department will be submitting a Teaching American History Grant proposal in 2008, and have begun working on it. Department faculty are active in the area of professional service. All faculty are members of multiple regional and national organizations and regularly attend and give papers at conferences across the country and around the world. Faculty members also review new publications, textbooks, and journal manuscripts. Some specific faculty activities in 2006-2007 include: Ann Chirhart, committee chair of the C. Vann Woodward prize and A. Elizabeth Taylor Award Committee, Southern Historical Association of Women's Historians. Daniel Clark, American Educational Research Association, Conference Reviewer. Christopher Fischer, co-moderator of H-German, the German History Discussion list. William Giffin, Association of Historians, Organization Officer. F. Robert Hunter, Midwest Association of Middle East and Islamic Studies, Conference Program Organizer, President/Elect/Past. Christopher Olsen, College Board, U. S. History Development Committee member. Richard Schneirov, The Institute for Collaborative Research and Public Humanities, Ohio State University. Consulting work involved selecting authors for and editing over ninety entries for the encyclopedia relating to Midwest labor and composing a synthetic introduction to the labor section of the encyclopedia.

### 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.**

All faculty members have developed new courses or re-designed existing courses, normally on a regular basis. About half the Department uses Blackboard regularly, and nearly all faculty members use "smart" classrooms for all courses. More specifically, Steven Stofferahn's world history course was designed as a "Best Practices" course by the College Board, and featured in several publications. Making use of small classes, Stofferahn's approach emphasizes group discussion and group work. Isaac Land has been working with Breeze and plans to use it in courses this year. Land has also been using iPod and Bose WAVE radio technology in classes, encouraging students to tour downtown Terre Haute and integrate architecture into his world history classes.

### Course Scheduling/Enrollment Management

**How is the department making sure that students are able to get the classes they need to graduate in a timely manner?**

We schedule all required courses for undergraduate majors throughout the week and at various times each day. We do not schedule two sections of the same course at the same time. Upper-level courses for majors are scheduled throughout the day (although concentrated after noon, following guidelines set by our Dean's office). Graduate seminars all begin after 5:00 to allow part-time students to attend. On very rare occasions, faculty members offer independent study sections of required courses that cannot be scheduled in a particular section. The only difficulty we ever have is in the area of "wider world" history, where we have lost one of our three teaching faculty members and consequently have a very limited schedule of classes. We have a large schedule of General Education History ("H" category) classes. In 2006-2007 we enrolled students in over 90% of available seats in our history GE sections. Despite this, we always strive for more efficient scheduling. Our number of UG majors continues to increase, reaching 80 for the first time this year. We also provide much of the

coursework for the 130 or so Social Studies Education majors.

## Outreach

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

Many faculty members in the Department speak to local groups or take part in a variety of community organizations, allowing us to reach an audience beyond the campus. Some examples from 2006-07 include: Anne Foster. Public/Community, Bloomington Developmental Learning Center, Guest Speaker, Other, approximately 10 hours spent for the year, Appointed, Local, Bloomington, IN. (July 10, 2006). Responsibilities: Presented on Indiana in the Civil War and African Americans in Indiana since the early 19th century. Comments: Used oral histories collected by I. S. U. students as part of my Liberal Learning in Action grant. Audience was young elementary-age students. Richard Schneirov, Delivered Address: "The New Gilded Age: Rising Inequality and What To Do About It," before Fourth District of the Democratic Party, Crawfordsville, IN, April 15, 2007. Richard Schneirov, Chaired Session and Delivered Comment on two papers at Small Cities Conference, sponsored by the Center for Middletown Studies, Ball State University, Apr. 13, 2007. Richard Schneirov, President of the Indiana State Conference of American Association of University Professors, 2006-present.

## Assessment

### **Please share your stated student learning outcomes.**

Department of History Student Based Outcomes Assessment Plan Adopted: January 27, 2006  
Preamble The mission of the Department of History at Indiana State University is to provide a high-quality educational experience for all those students who enroll in our courses. Our particular focus, however, is to provide for history majors an experience which will not only lead them to an understanding of the past and an appreciation of the great variety of uses of the past, but will also foster the fundamental skills of critical thinking, reading, and writing. We intend to deepen the students' understanding of the complex world in which they live and to stimulate effective participation in contemporary society. The History Department's Plan for Assessment of Undergraduate Student Outcomes is designed to measure the extent to which we have achieved the above goals, and to provide substantive information which will guide us both in improving our performance in areas where we may fall short, and in addressing the changing goals of students who choose specialization in history as the main focus of their undergraduate careers. The main elements of the plan are focused on assessing our success in fostering student achievement through several specific steps. Our new objectives have been developed while taking into careful consideration the findings of the American Association of Colleges and Universities presented in their 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission." Washington, DC: American Association of Colleges and Universities, 2004. Objectives I. History majors should develop "strong analytical, communication, quantitative, and informational skills" II. History majors should receive "hands-on experience with the inquiry practices" of the discipline III. History majors should develop intercultural knowledge and collaborative problem-solving skills IV. History majors should develop "a pro-active sense of responsibility for individual, civic, and social choices" V. History majors should develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another" Methodology In order to assess the progress of each cohort of students, the following data shall be collected in the portfolio of each history major: 1. If available, the student's relevant standardized test scores (e.g., SAT I verbal, ACT, etc.) at the time of his/her admission to the university. 2. A sample or samples of work from History 101, 102, 201, and 202. (It is recognized that there are practical difficulties in obtaining this data from all students; some students place out of these courses or declare their major after completing them, etc.)

3. A standardized, in-class writing assignment administered in History 300. This writing sample can be excluded or included as part of the formal curriculum and grading of History 300 at the teacher's discretion. The assignment shall be created by the assessment committee in consultation with the department. This writing sample is intended to provide baseline data on the in-class writing, analytical, reading, and interpretive skills of each cohort of graduates at the beginning of their upper-level coursework. 4. An example of at least one other assignment, preferably research based, from history 300, to serve as baseline data of students' abilities regarding assignments requiring revision and research. 5. Samples of work, preferably both take home and in-class assignments (essays and exams), from 300 and 400 level courses. 6. A list of all history courses taken at I. S. U. If feasible, this list will include grades received. 7. A report from a standardized exit interview conducted during the semester in which the student intends to graduate. The following data will also be collected by the committee: 8. Graduation/retention rates of declared history majors, including GPA figures (within major and overall). Portfolio Review During the fall semester, the assessment committee shall review the portfolios of all majors who graduated during the previous academic year to gauge the progress of the cohort based on the goals outlined in this document and other goals that seem relevant to the department. Given the changing nature of history as a discipline, the assessment committee and department shall retain the option to consider outcomes and factors not listed in this document. There will be variation in the data collected in each portfolio, particularly based on the timing in which a student enrolls in History 300. (The department strongly encourages completing this course as soon as possible after completion of the 101-102, 201-202 sequence.) As a general guideline, items 1-4 shall be used as baseline data to determine the general abilities and training of the cohort as a whole before embarking on upper level work. If the data are sufficient, we can also use these items to help assess the effectiveness of our 100 and 200 level history program. The committee will focus on the improvement (or lack thereof) demonstrated in the work collected from the students' upper level courses. The list of courses will help the committee to see the range of experiences the students' have experienced within the major. The exit interviews provide a powerful tool for learning the students' perceptions of the strengths and weaknesses of our program. Item 8 will help us determine our effectiveness in improving student retention, a vital university goal. Use of data The most important role of this committee is to report our findings to the overall department and relevant departmental committees. Preferably, this report should be made in the fall at a departmental meeting and the data should be made easily available to all faculty members. The data can be effectively used by individual professors to understand weaknesses of our students and program and address them, as appropriate, within their classes. Further, the data should be used by the department to help make decisions on a variety of issues, both in terms of the need for change and knowledge of areas in which our current policies seem to be highly effective. When appropriate, the committee shall make specific recommendations to the department. However, the recommendation of specific changes is not viewed as the primary purpose of this committee. The committee may use the data to help determine nominations for student awards. Otherwise, the data are not intended to be used to evaluate individual students. The data are not to be used for the evaluation of individual faculty members. The annual reports will be made available to university administrators and NCATE officials. The findings will be made available to the general public as appropriate. FERPA Statement In recognition of students' right to privacy as well as the FERPA law, all student portfolios shall be kept confidential.

### **Strategic Initiatives**

#### **Community Engagement I**

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

Virtually everything reported so far could also be included in this section. For instance, "Enriching the cultural life of the community" pretty well encompasses every professional activity of

Department faculty members. Department faculty regularly integrate local and state history into their classes and nearly everyone in the Department regularly engage students in discussion of "community issues." Some more specific examples: The Research Center for Local History and Culture sponsors student and faculty research that explores the history of Indiana and Illinois. We had students work on projects that examined the history of commerce related to the Wabash River, for instance, and interns working at the Clabber Girl Museum. The Research Center also provides technical support for community residents. In conjunction with the Research Center, the Department's internship course brings students into the community in many ways. Ann Chirhart's Promising Scholars grant, in conjunction with a Community Engagement/Experiential Learning Grant provide support for students (working with Prof. Chirhart) to explore "Worship in the Wabash Valley" through oral history. In spring 2007 more than 15 students conducted interviews with members of St. Benedict's Parish and the Allen Chapel.

### Experiential Learning

#### **What is your vision for experiential learning in your department?**

All courses involve students in experiential learning through the analysis of primary documents and construction of arguments. In upper-level courses, students conduct significant research projects and normally write papers between 15 and 25 pages in length. These sorts of "hands-on" projects are the most typical work that historians do, the definition of experiential learning. We also have an internship program that allows students to work in local museums and archives.

### Fundraising Activities

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

We have raised some money through appeals to our alumni and emeriti faculty in our annual newsletter. This year we will work more closely with the College of Arts and Sciences Development office to raise money to support the Research Center for Local History and Culture.

### **Quality**

### Quality

#### **Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.**

More tenure-track faculty members. More streamlined curriculum procedures, allowing faculty and departments to manage their course inventories.