



Program Review

B.A. in History

June 2004

## **I. Program Description**

### **A. History Program Mission and Goals**

The History Program Mission Statement:

The study of history develops the mind and sparks a capacity for critical inquiry. Each student of the past learns the process of historical inquiry. Unsupported generalizations will not suffice for students of history as they become increasingly aware of the complex world in which we live. Because of its breadth of subject matter, along with its training in critical thinking and analysis of data, a history major offers students the critical thinking and communication skills they can apply in many careers, professions, and graduate programs. History provides a solid base from which undergraduates can move into a wide variety of specialized programs in graduate or professional schools, or into a teaching career. Beyond these, the study of history has provided the background for thousands of the nation's most successful lawyers, bankers, government administrators, business executives, authors, performing artists, journalists, ministers, and politicians.

See Appendix 1: History Program Learning Outcomes

### **B. Governance**

The History Program is located within the Social Science Program [SSP]. The Social Science Program is part of the College of Arts and Science's Division of Ecological and Social Sciences [DESS].

The administrative structure of the History Program/Social Science Program was created in 2003. Lines of authority and responsibility are not always clear within this structure. The CAS Dean and Associate Dean manage the budget of the

college. Neither the SSP nor the DESS have budgets. The Chair of the DESS serves as the supervisor of all of the division's faculty and staff. The Assistant Chair of the DESS coordinates scheduling and adjunct faculty. The SSP Program Leader recruits new adjunct faculty, assesses program course needs, compiles course schedules and writes reports. The Assistant Chair and SSP Program Leader have a great deal of responsibility, but relatively less authority to meet these responsibilities.

### C. Program Overview: Main Features.

1. The History Program is located in the CAS Division of Ecological and Social Sciences's Social Science Program. The History Program offers both a Major and Minor in History.

See Appendix 2: history program profile

2. Currently, the History Program has three fulltime faculty members, Michael Epple, Eric Strahorn, and Irvin Winsboro. Jackie Kent was a fulltime faculty member from 1997 to 2001. The History Program opened in 1997 with three fulltime faculty members but had only two during AY 2001-2002 and AY 2002-2003. The number of faculty members has not kept pace with the increase in students majoring in History as well as students enrolled in History courses generally. The History Program is increasing becoming dependent on adjunct faculty. (In addition, during AY 2001-2002 and AY 2002-2003 the History Program depended on fulltime faculty overload teaching schedules to meet rising student demand. See list of courses taught by fulltime faculty below.) The majority of History General Education courses are now taught by adjunct faculty. For Fall 2004, only 2 of 17 1/2000 level courses will be taught by fulltime faculty. Increasingly, the History Program is turning to adjunct faculty teach 3000 level history courses. For Spring 2004, two upper level courses were taught by

adjunct faculty. For Fall 2004, two upper level courses will be taught by adjunct faculty. For Spring 2005, it is anticipated that three or four 3000 level courses will be taught by adjunct faculty.

3. The future plans of the History Program include: expansion of course offerings (especially in the area of Public History), increase in student internship opportunities, addition of new faculty, and creation of an MA degree. In addition, the History Program will seek to become an autonomous department within the CAS with its own chair and budget. The History Program will also be an integral part of the future Gow Center for Chinese Studies at FGCU. A History Program fulltime faculty member is to be named to the Gow Center board.

4. Within the History Program instruction is evaluated in three ways. The first is the university level student evaluation of instruction. The second is the History Program Student survey. The third is individual faculty evaluation of instruction in the History Major's core courses.

See appendix 3 history assessment chart

See appendix 4 History Program student surveys

5. Professional Development opportunities, including funding, for History Program faculty members are administered at the college and university level. (The SSP and DESS do not have their own budgets.) All three fulltime faculty members are active, productive scholars and two of them are fully qualified Graduate Faculty.

6. History Program Curriculum

The History Major has three required core courses which are offered on a regular and consistent manner.

- AMH 3571/3572 African-American History to/since 1865 is offered every fall semester
- HIS 4104 Historical Epistemology is offered every fall semester
- HIS 4936 Pro Seminar in History is offered every spring semester

Given the shortage of fulltime faculty, when necessary, the History Program adjusts class sizes to accommodate student demand. For example, the size of HIS 4104 was increased from the regular 20 to 25 to meet student demand in the Fall of 2002. This increases the work load of the fulltime faculty without an increase in compensation.

The History Major also requires 5 additional courses: IDS 3300, IDS 3301, IDS 3303, IDS 3920, and IDS 4910. These courses are administered at the college level and the History Program has no control over any aspect of these courses. The content and learning outcomes for these courses are constantly changing and it is difficult to determine the effectiveness or even purpose of these courses. These courses tend to dilute the rigor of the History Major because of this and, if given the opportunity, the faculty of the History Program would remove these courses from the History Major thereby making it more coherent and rigorous.

See appendix 5: history major fact sheet

### **History Minor**

Semester Hours Required for Minor: 18

*Complete one of the following:*

AMH 2010 US History to 1877 (3)

AMH 2020 US History since 1877 (3)

WOH 1023 World Civilization 1500-1815 (3)

WOH 1030 World Civilization Since 1815 (3)

*Complete five courses (15 hours) at the 3000-4000 level from the following prefixes: AFH, AMH, ASH, EUH, HIS or LAH.*

D. Demand

1. The number of History Majors has been increasing annually. (However, the number of History Minors is unknown since the CAS doesn't track number of declared minors.)

<u>Number of History Majors</u>	<u>Term</u>
49	Spring 2001
55	Fall 2001
54	Spring 2002
76	Fall 2003

2. The number of History courses offered has been increasing annually.

<u>Courses Offered*</u>	<u>Term</u>
15	Spring 2003
17	Fall 2003
24	Spring 2004
26**	Fall 2004

\*Excluding Independent Study, Study Abroad, and Internship sections

\*\*Denotes: Tentative

3. The total number of students enrolled in History classes has been increasing annually.

<u>Total Number of Students*</u>	<u>Term</u>
316	Spring 2003
388	Fall 2003
415	Spring 2004
N/A	Fall 2004

\*Excluding Independent Study, Study Abroad, and Internship sections

4. The state of Florida has recently increased the US History course requirement for students in order to qualify for teacher certification.

5. History courses are included as electives in the Political Science and Environmental Studies majors. History courses are also included as required or elective courses in the following Minors: African Diaspora Studies, Community Planning and Development, Global Studies, Latin American Studies, and Southwest Florida Studies. The History Program itself offers a Major and a Minor.

## II. Program Implementation

### A. Measurement of Student Achievement and Performance

1. Student achievement and performance are measured directly at the program and course levels in the three core courses. Past reviews of student performance in the senior level courses (HIS 4104 and HIS 4936) have been used to improve the History Major curriculum. An example of this was a change in the composition of the required courses as well as in the list of elective courses for the Major. This change included removing all 1/2000 level courses from the list of electives which means that History students take far more 3/4000 courses overall. This has resulted in a more rigorous course of study which ensures that students are better able to meet the History Major's learning objectives.

2. Student achievement and performance are measured indirectly at the program level through the History Program's use of student surveys.

See appendix 4: Student Surveys

### B. Faculty Achievement and Performance

1. Faculty achievement and performance in scholarship is measured by the number of History faculty who qualify as Graduate Faculty. Graduate faculty have to meet the CAS's specific criteria as "active and productive scholars" in order to qualify. Currently, two out of three (66%) of History faculty are Graduate Faculty. (Moreover, these two are Founding Graduate Faculty.) The goal of the History Program is to increase this to 100%.

### C. Entering Students: Background, Description, Profiles

1. Students do not need to apply to the History Program and so there are no data on the applicant pool. The only admissions criteria for the History Major is that students must take the two Common Prerequisites courses. Moreover, the History Program does not recruit students and therefore has no recruitment practices.

### D. Desired Outcomes

See appendix 1: History Major Learning Outcomes

See appendix 6: Core Course Syllabi

### E. Faculty Qualifications and Scholarship

#### 1. Fulltime Faculty (In Unit)

- Michael Epple, MA, MLS, PhD, Assistant Professor of History
- Eric Strahorn, MA, PhD, Assistant Professor of History and Social Science Program Leader
- Irvin Winsboro, MA, PhD, Professor of History

See appendix 7: Fulltime Faculty Vitae

#### 2. Fulltime Faculty (Out of Unit)

- William Merwin, MA, PhD, Professor of History and President of FGCU

#### 3. Associate Faculty

- Daniel Liestman, MA, MS, University Librarian and Adjunct Professor of History

#### 4. Adjunct Faculty

- Ginger M. Donnelly, MA
- Joe Hartmann, MA
- Mark Herman, MA, PhD
- Jeannie Horlacher, MA
- James E. Lake, MDiv, ABD
- Michael Todd Landis, MA
- Wilma V. Lovejoy, MEd, MA
- Mike Mansfield, MA
- Paul Rivera, MLA, MA, PhD
- Thomas Stahl, MA
- Michael E. Thede MA, PhD
- Gregory J. Ventre, MA

#### 5. Faculty Scholarly Achievements in the Past Five Years

- 100% of fulltime faculty have given scholarly presentations at national or regional conferences
- 66% of fulltime faculty have published journal articles
- 33% of fulltime faculty have authored monographs or books
- 33% of fulltime faculty have edited scholarly books

#### 6. List of Courses Taught by Fulltime Faculty

##### AY 2003-2004

- Michael Epple: AMH 2010 US History to 1877\* (2 sections); AMH 2020 US History since 1877\*, AMH 3110, EUH 1000 Western Tradition I, EUH 1001

Western Tradition II, WOH 1030 World Civilization since 1815\* (1 section of each)

- Eric Strahorn\*\* : ASH 3550 Post Colonial India, ASN 2005 Introduction to Asian Studies, EUH 3140 The Renaissance, EUH 3502 Modern Britain, HIS 3930 Special Topics: World History 1900-1945, HIS 4104 Historical Epistemology, WOH 1030 World Civilization since 1815\* (1 section of each) (and ASN 4905 Directed Individual Study and HIS 4900 Directed Readings) [As Social Science Program Leader, Strahorn's compensation includes a reduction in teaching load of one course per academic year.]
- Irvin Winsboro: AFH 3454 The Africans, AMH 3172 The Civil War, AMH 3201 American History 1877-1929, AMH 3571 African-American History to 1865, AMH 4428 Southwest Florida History, HIS 3930 Special Topics: Eyes on the Prize, HIS 4936 Pro Seminar in History (1 section of each) (and HIS 4900 Directed Readings)

\* Denotes GRW course

\*\* Denotes Unpaid Overload Schedule, Spring 2004

Also:

- Eric Strahorn: HIS 3955 China Study Tour
- Irvin Winsboro: HIS 4940 Internship in History

#### AY 2002-2003

- Eric Strahorn\*\*\* : ASN 2005 Introduction to Asian Studies, EUH 2031 Modern Euro History, HIS 4104 Historical Epistemology, WOH 1030 World Civilization since 1815\*, ASH 3400 The Chinese, EUH 3206 History of 20<sup>th</sup> Century Europe, HIS 3065 Introduction to Public History
- Irvin Winsboro: AMH 3252 United States since 1929, AMH 3572 African American History since 1865, LAH 3200 The Americas, AMH 3423 Modern Florida, HIS 4104 Pro Seminar in History

\*Denotes GRW course

\*\*\*Denotes Paid Overload Schedule, Fall 2002; Unpaid Overload Schedule, Spring 2003

Also:

- Irvin Winsboro: HIS 4940 Internship in History

#### F. Library Resources

The FGCU library's resources in History have improved in the past couple of years. Much of this improvement can be attributed to personnel changes within the library. Most notably, the current Assistant Director of the library is also an adjunct faculty member for the History Program.

However, the library's resources do not fully meet the needs of the History Program. In general, the library's holdings of books and journals in African, Asian and Latin American subjects is inadequate. The library's array of electronic resources like FirstSearch and JStor is useful. However, FGCU's subscription to JStor leaves out important journals like *History and Theory*.

#### G. Other Resources

FGCU's technology enhanced classrooms are quite impressive. However, maintenance of the equipment is uneven.

#### H. Student Performance/Accomplishments

Student Performance/Accomplishments can be measured by the number of History Graduates every year. The number of graduates fluctuates, in part, due

to forces beyond the control of the History Program such as the availability of required courses outside of the History Program and the recent sharp rise in tuition. Overall, the number of graduates has been steady, but rose significantly in Spring 2004.

<u>Term</u>	<u>Number of Graduates</u>
199901	2
199905	0
199908	2
200001	5
200005	3
200008	1
200101	5
200105	2
200108	4
200201	7
200205	3
200208	3
200301	5
200305	2
200308	8
200401/200405	16 (approximate)

### **III. SWOT Analysis**

#### Strengths

1. Faculty scholarship – see Faculty Qualifications and Scholarship above. See also appendix 7.
2. FGCU's technology enhanced classrooms provide opportunities for innovative teaching.

#### Weaknesses

1. Inadequate tracking of Student Performance/Accomplishments is a problem. The History Program simply does not know much about what happens to History Majors after graduation.
2. With increasing dependence on adjunct faculty, quality control across the multiple sections of AMH 2010, AMH 2020, and WOH 1030 is becoming a problem.

#### Opportunities

1. There is currently a teacher shortage in Florida. American History is now a requirement for teacher certification so as more students enter teacher training programs, the enrollment in American History courses may continue to rise.
2. The History Program will be an integral component of the proposed Gow Center for Chinese Studies. This could have a positive impact on History Program student enrollments and resources.

#### Threats

1. Uncertain funding is a constant concern. As a state funded institution some uncertainty on funding is inevitable. However, the high level of uncertainty in recent years complicates long-term planning. For example, due to budget difficulties, the History Program lost a fulltime faculty line from AY 2001-2002 to AY 2002-2003 and was only able to regain this line AY 2003-2004.

2. Despite regaining the third fulltime faculty line, History Program remains critically understaffed. The History Program still has three fulltime faculty members as it did in 1997 despite massive growth in enrollments. (See Program Description above.) The History Program has depended very heavily on fulltime faculty teaching overload schedules and on adjunct faculty. Additional fulltime faculty will reduce reliance on adjunct faculty and increase quality control across the multiple sections of the History Program's General Education courses.
3. Edison Community College is expanding the quantity of its American History course offerings. Students are no longer obligated to go to FGCU for these courses. They may opt for ECC which has multiple branch campuses and lower tuition.
4. Ave Maria University has a curriculum that is very focused on the humanities and History. Some local students may opt for Ave Maria University where they can take more History courses and no IDS courses.

#### **IV. Recommendations**

1. Curriculum reform including creation of new core course: HIS 3150 Introduction to Historical Studies.
2. Additional fulltime faculty for the History Program is crucial. The History Program has an immediate need for three new fulltime faculty lines.
3. Eliminate IDS requirements for the History Major to provide greater flexibility for History students in terms of History electives, teacher qualification requirements, and internships. The History Major is able to meet all of the university's learning outcomes without the financial and academic drain of the IDS courses. See appendix 1. (Eliminating IDS requirements in other majors will allow students greater flexibility in pursuing minors, which will allow more students to be able to minor in History.)
4. Institute better tracking of Student Performance/Accomplishments through exit surveys and alumnae questionnaires.

## **Appendices**

### **Program Review**

#### **B.A. in History**

## Appendix 1

### History Major Learning Outcomes

#### I. Discipline Specific Content Knowledge

1. a familiarity with the ways historical research is done with the aid of modern technology
2. an appreciation for the key ethical and epistemological problems historians face
3. the acquisition of an understanding of the nature of knowledge from a historical perspective, including the major theories, methodologies, and interpretive schools of the discipline of history
4. the acquisition of knowledge of the history and interdependence of the regions and countries of the world, including the United States
5. the acquisition of a sense of historical consciousness, an understanding of forces, ideas, events, movements, persons, and creative expressions of the past and the acquisition of an enhanced understanding of diverse cultures and of shared human achievements

#### II. Critical and Creative Thinking Skills

1. the ability to critically analyze a variety of historical texts
2. the ability to critically differentiate between primary and secondary sources
3. the ability to connect the study of history to other disciplines
4. the ability to critically formulate interpretations through syntheses of material from various sources

#### III. Technological Literacy

1. the ability to search databases and resource systems in order to collect useful information
2. the ability to communicate effectively using technology such as word processing, e-mail, the Internet, and quantitative analysis procedures
3. the ability to evaluate critically the utility of a variety of technological systems and resources

#### IV. Effective Communication

1. the ability to construct critical interpretations and analyses and to effectively connect them to other learning situations
2. the ability to present ideas and conclusions in a variety of forms, e.g. (oral, written, and technological)
3. the ability to interact respectfully with others who hold divergent historical and cultural perspectives
4. the ability to work in groups to collect, analyze, synthesize, and present information

#### V. Ethical Responsibility

1. an awareness of a variety of ethical issues that have impacted all human societies
2. the ability to examine a variety of ethical issues from an awareness of past ideas and events
3. the ability to engage diverse historical and contemporary perspectives sensitively

#### VI. Aesthetic Sensibility

1. an awareness of the historicity of aesthetic standards and judgments
2. the ability to examine the aesthetic qualities of works of literature and art in the proper historical and cultural contexts
3. the ability to discern the interplay of aesthetic and cultural norms

#### VII. Ecological Perspective

1. an awareness of the relationship between humans and the natural world
2. an awareness of how human cultures over time have shaped ecologies and ecological frontiers, which have in turn affected human cultures
3. an understanding of why and how humans have sought to alter the natural environment and how that alteration affected quality of life issues

4. the ability to apply historical perspectives in assessing the ecological consequences of contemporary social, political and economic decisions

#### VIII. Culturally Diverse Perspectives

1. the acquisition of knowledge about the origin and development of non-Western cultures
2. an understanding of the legacy of colonialism on non-Western societies
3. the ability to collaborate with others through internships and service learning opportunities that cross ethnic, linguistic, gender, and disciplinary boundaries
4. an understanding of the dynamic historical and contemporary relationships between indigenous and immigrant cultures in the United States
5. an understanding of the ways race, ethnicity, religion, and other aspects of diversity have shaped the emergence, growth, and priorities of historical and contemporary societies.

## Appendix 2 History Program Profile

Majors Offered: History

Minors Offered: History

Full Time Faculty: Michael Epple, Eric Strahorn, Irvin Winsboro

Associate Faculty: Daniel Liestman, William Merwin

Adjunct Faculty: Ginger M. Donnelly, Joe Hartmann, Mark Herman, Jeannie Horlacher, James E. Lake, Michael Todd Landis, Wilma V. Lovejoy, Mike Mansfield, Paul Rivera, Thomas Stahl, Michael E. Thede, Gregory J. Ventre

FGCU Foundation Scholarships of Interest to History Program Students:

Zelda Butler Memorial Scholarship Fund (American Studies)  
Daughters of the American Revolution (American History)

Gordon Rule Writing Intensive Courses:

AMH 2010 US History to 1877

AMH 2020 US History since 1877

WOH 1023 World Civilization 1500-1815

WOH 1030 World Civilization 1815-present

History courses are included as required or elective courses in the following Majors and Minors:

Early Childhood Education Major, Elementary Education Major, Environmental Studies Major, Political Science Major, Special Education Major, African Diaspora Studies Minor, Community Planning and Development Minor, Global Studies Minor, Latin American Studies Minor, and Southwest Florida Studies Minor

CLEP Subject Examinations Credit Available For:

AMH 2010 US History to 1877

AMH 2020 US History since 1877

EUH 1000 Western Tradition I

EUH 1001 Western Tradition II

Appendix 3 History Program Assessment Chart

*Program:* **Measures used to show** *Date:*  
**that students have**  
**mastered program**  
**learning outcomes**

<b>Direct Measures of Student Learning at the Program Level</b>	<b>Indirect Measures of Student Learning at the Program Level</b>	<b>Other related direct Measures of Student Learning at the Course Level</b>
<p>Senior Level Course Projects in HIS 4104 Historical Epistemology (major historiographical or theoretical paper and other assignments) and HIS 4936 Pro-Seminar in History (major research paper and other assignments)                      Additional Capstone Course (IDS 4910) Projects</p>	<p>Student Surveys: The History Program has reinstated surveying students in History classes. The Spring 2004 survey is still being conducted and the results are not yet available.</p>	<p>Required Core Courses: AMH 3571 or AMH 3572; HIS 4104; HIS 4936 assessment via homework assignments, examinations and quizzes in these courses                      Additional required courses: IDS 3300, IDS 3301, IDS 3303, IDS 3920, IDS 4910</p>
<p>Past reviews of student performance in the senior level courses have been used to improve the program. An example of this was a change in the composition of the required courses as well as in the list of elective courses. This change included removing all 1/2000 level courses from the list of electives which means that history students take far more 3/4000 level courses. This has resulted in a more rigorous course of study which ensures that students are better able to meet the History Major's learning objectives.</p>	<p>In the past, evaluation of Student Survey results also contributed information used to improve the history program.</p>	

Appendix 4 History Program Student Surveys

History Program 1/2000 Level Course Student Survey

1. What History class is this? \_\_\_\_\_
  - 1a. Why are you taking this class? (please circle all that apply)  
fulfills Social Science General Education Requirement  
fulfills Gordon Rule Writing Intensive Requirement  
fits my schedule      interesting subject      not sure  
other: \_\_\_\_\_
2. What is your major? \_\_\_\_\_
  - 2a. If a history major, have you completed the required paperwork? \_\_\_\_\_
  - 2b. If a History major, why have you chosen History as a major? \_\_\_\_\_  
\_\_\_\_\_
  - 2c. If undeclared, are you considering majoring in History? \_\_\_\_\_
3. What is your minor? \_\_\_\_\_
  - 2a. If a history minor, have you completed the required paperwork? \_\_\_\_\_
  - 2b. Why have you chosen History as a minor? \_\_\_\_\_  
\_\_\_\_\_
  - 2c. If you haven't declared a minor yet, are you considering a minor in History?  
\_\_\_\_\_
4. If it were available, would you be interested in an MA degree program or Graduate Certificate program in History? \_\_\_\_\_
5. What is your academic classification? (circle as appropriate)
  - 12a. freshman, sophomore, junior, senior
  - 12b. non-degree seeking student
6. Do you plan to take another History class in the future? \_\_\_\_\_
7. If you are interested in taking a History class in the future what subject would be interested in?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Comments or suggestions regarding the History program \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

History Program 3/4000 Level Course Student Survey

1. What History class is this? \_\_\_\_\_
  - 1a. Why are you taking this class? (please circle all that apply)  
Required for my major      Elective for my major  
fits my schedule      interesting subject      not sure  
other: \_\_\_\_\_
2. What is your major? \_\_\_\_\_
  - 2a. If a history major, have you completed the required paperwork? \_\_\_\_\_

- 2b. If a History major, why have you chosen History as a major? \_\_\_\_\_  
\_\_\_\_\_
- 2c. If undeclared, are you considering majoring in History? \_\_\_\_\_
3. What is your minor? \_\_\_\_\_
- 2a. If a history minor, have you completed the required paperwork? \_\_\_\_\_
- 2b. Why have you chosen History as a minor? \_\_\_\_\_  
\_\_\_\_\_
- 2c. If you haven't declared a minor yet, are you considering a minor in History?  
\_\_\_\_\_
4. If it were available, would you be interested in an MA degree program or Graduate Certificate program in History? \_\_\_\_\_
5. What is your academic classification? (circle as appropriate)
- 12a. freshman, sophomore, junior, senior
- 12b. non-degree seeking student
6. Do you plan to take another History class in the future? \_\_\_\_\_
7. If you are interested in taking a History class in the future what subject would be interested in? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Comments or suggestions regarding the History program \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **HISTORY**

## **BA LIBERAL STUDIES**

### **College of Arts and Sciences**

#### **The Liberal Studies Degree**

The College of Arts and Sciences offers a Bachelor of Arts in Liberal Studies with majors in art, biology, earth systems science, English, environmental studies, history, mathematics, psychology, social sciences, Spanish, and theatre. Students who wish to develop unique programs of study to meet individual interests or who wish to develop programs of study in areas such as pre-medical or pre-law, should contact a College of Arts and Sciences advisor to discuss the individualized program of study option, which may be substituted for the major. The Liberal Studies degree program integrates the traditional major in a discipline with a required core of issues-based interdisciplinary courses, called the Collegium of Integrated Learning. During the first 60 credit hours of study, students complete lower division courses, including general education requirements and common prerequisites. At the upper division, students complete coursework in the major or individualized program of study (30-36 hours), the Collegium of Integrated Learning (12 hours), and the University Colloquium (3 hours).

#### **History Major**

The study of history develops the mind and sparks a capacity for critical inquiry. Each student of the past learns the process of historical inquiry. Unsupported generalizations will not suffice for students of history as they become increasingly aware of the complex world in which we live. Because of its breadth of subject matter, along with its training in critical thinking and analysis of data, a history major offers students the critical thinking and communication skills they can apply in many careers, professions, and graduate programs. History provides a solid base from which undergraduates can move into a wide variety of specialized programs in graduate or professional schools, or into a teaching career. Beyond these, the study of history has provided the background for thousands of the nation's most successful lawyers, bankers, government administrators, business executives, authors, performing artists, journalists, ministers, and politicians.

#### **Common Prerequisites**

XXX xxxx Two introductory courses in History with AMH, EUH, LAH, ASH, HIS, or WOH prefix (6)

Note: It is strongly recommended that students pursuing a major in History take the following courses to meet common prerequisite requirements:

WOH 1023 World Civilizations 1500-1815 (3) or WOH 1030 World Civilizations 1815-present (3)  
AMH 2010 US History to 1877 (3) or AMH 2020 US History since 1877 (3)

### **Coursework in the Major**

#### **Core courses (9 hours):**

AMH 3571 African-Amer History to 1865 (3)  
-or-  
AMH 3572 African-Amer History since 1865 (3)  
HIS 4104 Historical Epistemology (3)  
HIS 4936 Pro Seminar in History (3)

#### **Plus 27 hours from the following:**

AFH 3100 African History to 1850 (3)  
AFH 3200 African History since 1850 (3)  
AFH 3454 The Africans (3)  
AMH 3110 American Colonial History to 1750 (3)  
AMH 3172 The Civil War (3)  
AMH 3201 The United States, 1877-1929 (3)  
AMH 3252 The United States since 1929 (3)  
AMH 3421 Early Florida (3)  
AMH 3423 Modern Florida (3)  
AMH 3571 African-Amer History to 1865 (3)  
AMH 3572 African-Amer History since 1865 (3)  
AMH 4428 Southwest Florida History (3)  
ASH 3400 The Chinese (3)  
ASH 3404 Modern China (3)  
ASH 3550 Post Colonial India (3)  
ASH 4442 History of Modern Japan (3)  
EUH 3140 The Renaissance (3)  
EUH 3142 Renaissance and Reformation (3)  
EUH 3202 History 17th & 18th Century Europe (3)  
EUH 3206 History of 20th Century Europe (3)  
EUH 3462 German History 1870-Present (3)  
EUH 3502 Modern Britain (3)  
EUH 3572 Russian History 1865-Present (3)  
HIS 3065 Introduction to Public History (3)  
HIS 3470 History of Science and Technology (3)  
HIS 3930 Special Topics (3)  
HIS 3955 Study Abroad (1-6)  
HIS 4900 Directed Readings (1-4)  
HIS 4920 Colloquium in History (3)  
HIS 4940 Internship in History (1-6)  
LAH 3130 Colonial Latin America (3)  
LAH 3200 Modern Latin America (3)  
LAH 3300 The Americas (3)  
LAH 3430 History of Mexico (3)  
LAH 3470 History of the Caribbean (3)

### **Collegium of Integrated Learning**

The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

#### **Complete Each Of The Following**

IDS 3300 Foundations of Civic Engagement (3)  
IDS 3301 Issues in Culture and Society (3)

IDS 3303            Issues in Science and Technology (3)  
IDS 4910            Integrated Core Senior Seminar (3)

### **Additional Requirements**

IDS 3920    University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

### **History Minor**

The College of Arts and Sciences also offers a minor in History. Please see the CAS Minors Information Sheet for details.

### **Academic Advising**

Students must meet with a College of Arts and Sciences advisor prior to entrance into any of the programs and prior to beginning coursework for an individualized program of study. A signed advising contract, which serves as a check sheet of requirements, is required. The academic advisor will assist students in preparing an academic plan that incorporates university, college, and program requirements including general education, CLAST (College Academic Skills Test), foreign language, Gordon Rule writing and computation, and Eagles Connect-Service Learning. Service learning activities provide structured learning experiences in community settings and are designed to fulfill specific undergraduate learning goals and outcomes, reinforce and enhance classroom learning, and meet community needs.

## Appendix 6 Core Course Syllabi

HIS 4104 Historical Epistemology  
Fall 2003

Instructor: Eric Strahorn, Ph.D.  
Office: AB3-150  
Office hours: M 1-5, T 5-6; other days/times by appointment  
telephone: 590-7214  
fax: 590-7260  
email: estraho@fgcu.edu

### Nature of the Course

This course is an advanced level class. This course is required for all history majors and is the study of the philosophy of history and historiography. There is no formal course prerequisite, but it is strongly recommended that you have completed the common prerequisites for the history major.

### Grading

Every student must actively participate in class discussions and write all of the assigned papers in order to receive a final grade and pass the course. Students are expected to attend all classes and to finish assigned readings by the dates indicated. The final grade will be based on the first paper 5%, the second paper 25%, the third paper 25%, the fourth paper 35%, and class participation 10%. I will use the +/- grading system.

### Writing Assignments

There are four writing assignments. See below for details. There are no exams or quizzes.

### Course Procedures

Late papers will not be accepted except in bona fide cases of emergency. (Note: failure of computer equipment does not qualify as a bona fide emergency. You shouldn't wait until the last minute to complete the assignments. Also, you should get into the habit of regularly backing up your files. The claim that the computer ate your homework is no more valid than the claim that the dog ate your homework.) Also, please inform me as soon as possible if you know that you will miss more than two consecutive classes due to illness or family emergency. If you are not attending class but are still enrolled in the course I need to know where you are. Essentially, you need to take responsibility for your education and be proactive as issues arise. Please see the

Student Guidebook <<http://studentservices.fgcu.edu/officeofthedean/studentguidebook>> for details.

Please note that you are responsible for knowing the course policies and requirements described in the syllabus. It is your responsibility to request a replacement should you lose it. Lack of familiarity with the contents of the syllabus will not be accepted as a bona fide justification for late papers.

A word of warning: plagiarism and cheating will not be tolerated in this class and those caught committing either will automatically fail the course. (This does happen.) Plagiarism is the attempt to pass off someone else's work (ideas as well as words) as your own. It is THEFT. This applies equally to books, journal articles, and websites (regardless of whether it is a personal, commercial or academic site). If you have any questions, please ask me. You can also consult Turabian, p. 74; Booth, pp. 77, 166-170, 255-258; or Jules R. Benjamin, *A Student's Guide to History*. 8th edition. Bedford, 2001, pp. 74, 108-109, 122-123. For additional information see the Student Guidebook <<http://studentservices.fgcu.edu/officeofthedean/studentguidebook/>>

It is FGCU policy that grades can be emailed ONLY to FGCU student accounts and not commercial email accounts such as MSN, Hotmail or Yahoo.

Please notify me if you have a disability which may require modification of seating, testing, or other class requirements. For more information regarding students with disabilities in the classroom, please visit <<http://studentservices.fgcu.edu/omas/dg>>

### Required Readings

Michael Bentley, *Modern Historiography; An Introduction*. Routledge.

Anna Green and Kathleen Troup (eds.) *The Houses of History; A Critical Reader in Twentieth-Century History and Theory*. NYU Press.

Martha Howell and Walter Prevenier, *From Reliable Sources; An Introduction to Historical Methods*. Cornell University Press.

Fritz Stern, *The Varieties of History From Voltaire to the Present*. Vintage.

Erna Paris, *Long Shadows; Truth, Lies and History*. Bloomsbury.

Richard J. Evans, *In Defense of History*. Norton.

### Recommended Reading

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth Edition. University of Chicago Press.

Wayne C. Booth, et al, *The Craft of Research*. University of Chicago Press.

These books will be on reserve at the library:

Fritz Stern, *The Varieties of History*. D13.S82 1973

Anna Green and Kathleen Troup, *The Houses of History*. D13.2.H64 1999

Richard Evans, *In Defense of History*. D16.8.E87 1999

Alun Munslow, *The Routledge Companion to Historical Studies*. D13.M47 2000

Michael Stanford, *A Companion to the Study of History*. D16.3.S74 1994

Michael Bentley, *Companion to Historiography*. D13.C626 1997

Study strategy for students The best way to complete this course with a good grade is to stay current with the readings, attend all classes, and consult with me when difficulties arise. You are always welcome to visit or call me during my office hours.

First paper. Put together bibliography of fifteen (15) scholarly articles relating to any aspect of historiography or the philosophy of history. On-line databases that will be useful will include JSTOR and WilsonSelectPlus (FirstSearch). These can be found at the FGCU library's homepage. The scholarly journals in the library should also be useful. Try to avoid the temptation to rely on the Internet for all of your research. There is a great deal of important scholarly work that is NOT available anywhere on the Internet. Under NO circumstances should you use on-line encyclopedias like Encarta and commercial Internet information sources like Google or AskJeeves.com. Your bibliography should be formatted in the style of the Chicago Manual of Style as explicated in Turabian's *A Manual for Writers*. Your paper should have one inch margins, be double-spaced, and be typed in a size 12 font (preferably something simple like Times New Roman, Courier, or Helvetica). No plastic binders: use a staple. It is due on September 8.

Second paper. Critical review of *Long Shadows* by Erna Paris. Due on October 6.

Your finished paper should be 4-5 pages in length. It should have an argument (thesis and evidence) and a thesis statement in the introduction. It should have a complete bibliography and the full and complete citation of all sources used. You should use footnotes to cite your sources in the text of your paper. This is NOT a research paper so the *only* source you use should be the actual book under review. You don't have to read anything other than the assigned book. Indeed, you shouldn't read anything else since this paper is about YOUR interpretation and analysis of the book and not that of someone else. Your paper should have one inch margins, be double-spaced, and be typed in a size 12 font (preferably something simple like Times New Roman, Courier, or Helvetica). You should follow the Chicago Manual of Style (i.e. Turabian).

Suggestions for writing a critical book review (i.e. NOT a "book report"):

1. Basic points for reading comprehension  
-specific subject matter

- the argument
  - what is an argument?
    - assertion and proof
    - logic
    - rhetorical strategy
- the evidence
  - what are different kinds of historical evidence?
- the conclusion
  - given the argument and supporting evidence, what does the author now wish us to know or believe?

## 2. Perspective of the author

- Objectivity?
  - No author is "objective."
    - Every author will try to persuade you of something, even if that something is merely to believe that "this is how it actually was."
  - "Bias"
    - You are always free to disagree with the content or argument of any assignment. Merely pointing out that an author is "biased" is not adequate. You must be able to defend your opinions with supported arguments/criticism. "Knee-jerk" responses will not earn you satisfactory grades.
- Analytical perspectives
  - class, sex/gender, language/literary analysis, political ideologies (examples: Marxist, liberal, radical, conservative, environmentalist)

## 3. Contents of your paper

- Have you identified and discussed the basic points of the reading assignment?
  - What does the author assert?
    - Arguing for a point?
    - Arguing against some point or other argument?
  - What does she or he present as evidence?
    - Can you rate the effectiveness of evidence?
    - What are the strengths of the evidence used?
    - What are the weaknesses of the evidence used?
  - What does she or he conclude?
    - Does the rest of the article or book support the conclusions?
- Have you identified and discussed the perspective of the author?
- Can you connect the material in the reading assignment to any larger historical context?
  - Is setting particularly important or controversial in this assignment?
    - Does geography play a role?

Does chronology (order of events) or the time period discussed play a role?

-Is social, historical, scientific or ecological theory particularly important or controversial in this assignment?

Does the author attempt to reorganize fundamentally our understanding of the subject matter?

Does this attempt conflict in design with others we have seen/might see?

Is there an apparent conflict between the author's attempt in theory construction and the demands of evidence?

-Can you make direct and meaningful comparisons between this assignment and others we have read?

4. The mechanics of your paper.

-Does your paper have an argument of its own?

Did you present assertion, evidence, and conclusion?

-Is your paper organized and coherent?

-Have you made proper use of the English language?  
grammar and spelling  
editing and revision

-Is your paper of proper format and length?

-Have you avoided a mere summary of the reading assignment?

5. Some tips for reading and writing.

-Be prepared to read the book or article more than once.

-Once for general comprehension.

-Twice (and subsequently) to recover specific points of information or argument.

-Multiple readings need not all be word for word.

Master your reading. Use each reading for a specific purpose.

-Footnotes and endnotes can be vital. Do not ignore them.

-Use the dictionary or encyclopedia when you encounter words or subject matter you do not recognize.

-Take notes on the article as you read it.

-Avoid the use of "highlighting." It is brain passive.

-Notes force you to make decisions about the information you are processing. Notes also serve as handy reference and condensing of long articles and books.

-Proof-read your typed assignment papers.

-When possible, take advantage of word processor features like "spell-checking."

-Be aware that spell-checking is not a substitute for proof-reading. A spell-check program cannot know that you meant to type "two" not "tow."

- Many word processing programs include a grammar checking feature. Do not use it. Grammar checkers are too crude to be of any real assistance.
- If possible, let a friend or roommate proof-read.
  - New eyes can find "hidden" mistakes.
- The rule is: If you can explain something clearly to your roommate, then you understand it.

6. If you need additional guidance in the writing of a critical book review, please ask me. You may also wish to consult the following publications: *The New York Review of Books*, *The Washington Post Review of Books*, *The New York Times Review of Books*, *The London Review of Books*, *Harper's Magazine*, and *The Nation*.

Third paper. Critical review of *In Defense of History* by Evans. It is due on November 17.

Your finished paper should be 4-5 pages in length. It should have an argument (thesis and evidence) and a thesis statement in the introduction. It should have a complete bibliography and the full and complete citation of all sources used. You should use footnotes to cite your sources in the text of your paper. This is NOT a research paper so the *only* source you use should be the actual book under review. You don't have to read anything other than the assigned book. Indeed, you shouldn't read anything else since this paper is about YOUR interpretation and analysis of the book and not that of someone else. Your paper should have one inch margins, be double-spaced, and be typed in a size 12 font (preferably something simple like Times New Roman, Courier, or Helvetica). You should follow the Chicago Manual of Style (i.e. Turabian). No plastic binders or paper clips.

Fourth paper. Research paper on your choice of subject relating to any aspect of historiography or the philosophy of history. Minimum of 3 primary sources and 5 secondary sources. (If you can't find the minimum number of sources then you will have to change your topic. As you work on your paper prospectus, you'll be able to weed out topics that aren't viable.) You should begin your research with the bibliography you developed for the first paper. Feel free to use any of the assigned course readings in your research. You should also avoid the temptation to rely on the Internet for all or most (or even any) of your research. (By Internet I mean websites and not the library's online databases.) You will need to actually visit the library in search of books and journal articles. Under **NO** circumstances should you use on-line encyclopedias like Encarta and commercial Internet information sources like FindWhat.com or Google. Use of these kinds of non-scholarly, commercial websites will result in a poor quality paper which will receive a low grade. I will visit each website you list in your bibliography to verify the accuracy of your citation. It is preferable that you focus your research on scholarly journals and books and stay clear of online junk. Any paper that relies solely upon Internet sources will not be accepted and will be returned to the student. (This really has happened.) Any paper that uses material from online college or high school student projects or commercial term paper companies [i.e. online paper mills] also will not be accepted. (This too has really happened.) There will be NO exceptions.

Paper prospectus (description of your topic, outline of your argument and identification of your primary sources) is due on September 22. Final draft is due on December 8.

A historical research paper is much like detective work. There is a mystery or topic of inquiry. The task of the researcher is to solve the mystery. The first and most important step is to pose the problem. The key is to ask the right questions in order to know where to look for the answers. (A poorly defined topic or vaguely posed questions will make it very difficult for you to produce a good quality final paper. You have to make up your mind regarding the topic and exact problem you are researching early in the semester so that you will have enough time to conduct the research and write and edit the paper. One of the biggest problems students in the past have had with this assignment is waiting until October before committing to a specific topic.) The next step is to find the information necessary to solve the problem. But keep in mind there are different kinds of sources you can use: primary and secondary. Please ask me if you have any questions about what constitutes primary or secondary sources. You should also refer to Wayne C. Booth, et al, *The Craft of Research* or Martha Howell and Walter Prevenier, *From Reliable Sources*. Don't forget about the reference works on course reserve. These will be very useful as you conduct your research.

Patrick Rael, "How To Read A Primary Source"  
[http://www.bowdoin.edu/~prael/writing\\_guides/primary.htm](http://www.bowdoin.edu/~prael/writing_guides/primary.htm)

Possible topics would include, but are not limited to:

- The Use and Abuse of History (Holocaust denial, censorship, official histories and such)
- Historiography of specific time periods, countries or events
- Analysis of major philosophers of history (Voltaire, Hegel, Hume, Dilthey, and others)
- Analysis of major historical epistemological issues (objectivity, causality, truth, and so on)

Your finished paper should be 18-25 pages in length including footnotes and bibliography (but not the title page). It should have an argument (thesis and evidence) and a thesis statement in the introduction. It should have a complete bibliography and the full and complete citation of all sources used. You should use footnotes to cite your sources in the text of your paper. Your paper should have one inch margins, be double-spaced, and be typed in a size 12 font (preferably something simple like Times New Roman, Courier, or Helvetica). Manipulating the size of the font or margins to make your paper appear longer than it really is fools no one. You should follow the Chicago Manual of Style (i.e. Turabian). Do not use a plastic binder or paper clip.

{To be the slave of pedants, what a fate for humanity – Mikhail Bakunin }

If you have questions about any of the papers, please ask me. You can also consult the following:

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth Edition. University of Chicago Press.

<http://www.ithaca.edu/library/course/turabian.html>  
<http://www.lib.ohio-state.edu/guides/chicagogd.html>  
<http://juno.concordia.ca/faqs/turabian.html>

Jacques Barzun, *The Modern Researcher*. 5<sup>th</sup> edition. Houghton Mifflin, 1992.

Jules R. Benjamin, *A Student's Guide to History*. 8th edition. Bedford, 2001.

Carol Berkin and Betty Anderson, *The History Handbook*. Houghton Mifflin, 2003.

Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*. Harlan Davidson, 1997.

Thomas Mann, *The Oxford Guide to Library Research*. Oxford University Press, 1998.

Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*. 4<sup>th</sup> edition. Longman, 1992.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. 3rd edition. Bedford, 2001.

William Strunk, Jr. and E.B. White, *The Elements of Style*. 3rd edition. Macmillan, 1979.

William Zinsser, *On Writing Well*. 5th edition. HarperPerennial, 1994.

### Schedule

August 25 Introduction to the Course

September 1 Labor Day

September 8 Readings: Howell and Prevenier, pp. 1-68

\* First Paper Due \*

September 15 Readings: Howell and Prevenier, pp. 69-150

September 22 Readings: Bentley, pp. 8-24, 36-42  
Stern, pp. 35-62

\* Research Paper Prospectus Due \*

September 29 Readings: Bentley, pp. 25-35  
Stern, pp. 71-119

October 6 Readings: Bentley, pp. 43-52  
Stern, pp. 120-144, 178-190

\* Second Paper (Paris) Due \*

October 13 Readings: Bentley, pp. 53-70  
Stern, pp. 63-70, 209-223, 227-255, 289-303

October 20 Readings: Bentley, pp. 71-80, 93-102  
Stern, pp. 170-177, 191-208, 256-288, 314-328

October 27 Readings: Bentley, pp. 81-92  
Stern, pp. 145-169, 347-370

November 3 Readings: Bentley, pp. 103-115  
Stern, pp. 387-429  
Green and Troup, pp. 87-110

November 10 Readings: Bentley, pp. 116-126  
Stern, pp. 329-346, 371-386  
Green and Troup, pp. 1-32

November 17 Readings: Bentley, pp. 127-136  
Stern, pp. 304-313, 456-473  
Green and Troup, pp. 141-171

\* Third Paper (Evans) Due \*

November 24 Readings: Bentley, pp. 137-160  
Stern, pp. 430-455, 474-490  
Green and Troup, pp. 33-58, 110-141

December 1 Readings: Bentley, pp. 137-160  
Green and Troup, pp. 59-86; 172-230

December 8 Readings: Green and Troup, pp. 253-325

\* Research Paper Due \*

FLORIDA GULF COAST UNIVERSITY

HIS 4936 Pro-Seminar in History--XMU

Topic: Civil Rights History in Primary Sources

Spring 2004, TH 5:30 to 8:20 pm

CRN 10770

Instructor: Dr. Winsboro

Telephone: 590-7176

E-mail: [iwinsbor@fgcu.edu](mailto:iwinsbor@fgcu.edu)

Office: 228 A II

Office Hours: M-F and evenings as posted, or at other times by appt.

Home Page: <http://www.fgcu.edu/faculty/idswinsboro/>

TEXTS:

Barzun, Jacques and Henry F. Graff. The Modern Researcher. San Diego: Harcourt Brace Jovanovich, 1992.

Hellstern, Mark, et al. The History Student Writer's Manual. Upper Saddle River, NJ: Prentice Hall, 1998.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 6th ed. Chicago: University of Chicago Press, 1987.

REQUIRED READING:

"Dr. Winsboro 's Electronic Web Guide," "Dr. Winsboro 's Electronic Study Guide," all of which are linked to my home page.

Additional required readings will be on reserve in the FGCU library system. Students may be using the reserved materials on a weekly basis.

COURSE DESCRIPTION: HIS 4936 is designed to introduce students to the research methodologies, theories, and techniques of the professional historian. Students in this course will critically research topics and data in their respective field(s) of interest, as well as complete a meaningful research project on a refined subject area drawn from the rich history of Southwest Florida.

Students who complete quality research and writing projects in a history class also develop and polish a wide array of career skills. The work of any social scientist, whether it is that of the beginning student or seasoned scholar, involves careful reading, critical analysis, and clear presentation of interpretations and conclusions. These are skills that will serve the professional social scientist well throughout his or her career. The development of these skills on an advanced level will prove to be stimulating, exciting, frustrating, and at times endless--such is the researcher's life. In the words of the nineteenth-century English scholar and critic, Mark Pattison: "In research the horizon recedes as we advance, and is no nearer at sixty than it was at twenty. As the power of endurance weakens with age, the urgency of the pursuit grows more intense. . . . And research is always incomplete."

Students are expected to contribute heavily to class discussions and exercises. They are also required to participate actively in question-and-answer discussions during presentations by other classmates and by guest speakers. In this fashion, students will be keeping with the traditional approach of a seminar: inquiring, exchanging ideas, propounding, and completing research on an advanced level.

PHILOSOPHY: Higher education should increase the intellectual maturity and professional skills of students and provide them with a global perspective necessary for succeeding in the increasingly international arenas of society, business, government, and the professions. Thus, my mission is to be an educator offering courses of study grounded in a respect for change and diversity and in a responsiveness to the needs and desires of communities around us. This mission is best accomplished through a close student-faculty mentoring relationship, which transcends the limitations of the classroom. This approach emphasizes an interdisciplinary commitment and fosters the development of such skills as writing, critical thinking, problem solving, and acquiring a multicultural, international perspective. Not only is this approach productive, but also it will broaden the intellectual and social growth of the parties involved. Moreover, such a proactive approach will prepare students to become productive citizens of the expanding "global village" of the twenty-first century.

REQUIREMENTS:

- I. Research paper
- II. Outside readings and class presentations
- III. Examinations on outside readings and class presentations
- IV. Written and oral critiques of classmates' papers and written and electronic sources

GRADING AND EVALUATION:

The course grade will be determined as follows:

- C 40% research paper
- C 40% examinations
- C 20% class attendance and participation, presentations, and collateral work

The cumulative percentage for all course work will be applied to the following grading scale:

<b>92.6 and up = A</b>	82.5 to 87.4 = B	70 to 78.4 = C
91 to 92.5 = A-	80 to 82.4 = B-	60 to 70 = D
87.5 to 90 = B+	78.5 to 80 = C+	0 to 60 = F

Grades will not be rounded off to the next higher number.

The criteria for grading the papers and presentations will include, but will not be limited to, the following

- < significance of thesis
- < precision of main points of thesis
- < technical conventions (e.g., grammar, syntax, spelling, organization, footnotes, and bibliography)

- < accuracy and thoroughness
- < appropriateness of discussions and conclusions
- < usage of non-sexist, bias-free language
- < absence of inexact metaphors, colloquialisms, and non-sequiturs
- < usage of appropriate documentation and primary sources
- < demonstrated mastery of Turabian, particularly paper style, notes, and bibliography
- < demonstrated mastery of library electronic research systems
- < demonstrated mastery of quality research capabilities of the Internet and World Wide Web
- < demonstrated use of technology and computers (e.g., word processing programs) in the completion of quality research and writing

Scores for assignments not received at the beginning of class on the due date will be lowered five points for each calendar day they are late. Attendance and active participation are very important in this class. Please do not miss more than one class or leave class early (attendance will be recorded during the final hour of each class). Extra credit assignments will not be offered in this course, nor will "incompletes" be awarded without extenuating circumstances. Please retain copies of all work submitted to and received from the instructor and record the scores in your notebooks. In order to comply with the Buckley Amendment (privacy of records), your score will neither be posted nor given out over the telephone. Grades can be obtained only through the normal process as set by the University, by seeing your instructor in person, or by giving him an SASE for the score or grade in question.

The research paper will be due at the beginning of class of week fourteen. Papers will be 12-15 typed pages, excluding footnotes and bibliography. In all matters of style, the papers will conform to Turabian's A Manual for Writers, 6th ed. and to the instructor's web page "Study Guide" and linked "Writing Guide." **NOTE:** The only style accepted for both assignments is Kate L. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations, Sixth Edition (1996). Use only the *footnote/ endnote* style (see, for example, Turabian, 8.2, p. 18) and not the parenthetical style found in Turabian. The parenthetical style is for APA and MLA papers; neither the APA nor MLA style will be accepted in this

class. Students who do not follow Turabian's footnote/endnote style and submit papers with the APA or MLA style will be downgraded. If needed, please contact me for assistance in this matter.

It is the expectation that students will select topics that will genuinely stimulate and excite them. The topic for the research paper will be discussed by the instructor in consultation with students early in the course. Topics will concern/address some aspect of civil rights *for which primary sources are readily available*, and will be tailored to the student's particular scholarly interests.

CONSULTING YOUR INSTRUCTOR: Remember that your instructor's paramount mission is to teach you meaningful research and writing skills and to assist you in achieving the highest grade you are capable of, and interested in, achieving. A constructive, mutually respectful attitude in all matters will greatly facilitate this process. Your instructor will keep liberal office hours and be available at other times for student conferences and study sessions. He encourages you to call, email, or visit him regarding any course concerns, questions, or problems.

If you find fault with your grade, discuss it with the instructor during his office hours or another agreed upon time. If you experience personal difficulties with your studies, bring them to your instructor's attention before examinations; do not expect a teacher to be amenable to your woes after you have done poorly on an exam. Complaints following weak tests usually lack credibility.

Make ups will be given only for a verifiable medical emergency occurring on the scheduled test day. Please note, there will be no exceptions to this policy.

CAVEAT: Since a major objective of this course is the undertaking of critical thinking and the completion of original research, it is imperative that students come to class prepared and ready to participate in the topic or topics for each class. The instructor for this course does, indeed, deem it critical that students participate actively in the learning process, and that students enhance and further the analytic and written skills of their classmates by providing quality feedback on their work. All assignments will be announced at least one week in advance; therefore, students will not be confused regarding the particular topics and expectations for given class meetings.

OBJECTIVES AND ASSESSMENT:

- o. Students demonstrate knowledge of basic historical research methodology.
  - a. Evaluated by the documentation (e.g., footnotes and bibliography) included in the graded tests and papers.
  
- o. Students demonstrate knowledge of the use of technology and computer delivery systems in the completion of quality research and writing.
  - a. Evaluated by the documentation (e.g., footnotes and bibliography) included in the graded tests and papers.
  
- o. Students demonstrate proficiency in the use of such electronic databases as H-Net, Contemporary Women=s Issues, Dissertation Abstracts, EBSCOhost, Essay and General Literature Index, Florida Documents Index, GaleNet, JSTOR, LEXIS/NEXIS Academic Universe, NewsBank InfoWeb, Social Science Citation Index, ProQuest Direct, WilsonSelect.
  - a. Evaluated by the documentation form and accuracy (e.g., footnotes and bibliography per Turabian) included in the graded tests and papers.
  
- o. Students understand the methodology of professional history.
  - a. Evaluated by exams, submitted papers and other work, class preparedness and participation.
  
- o. Students understand the methodology and necessity of effective writing as communication.
  - a. Evaluated by exams, submitted papers and other work, class preparedness and participation.
  
- o. Students understand and master proper techniques for writing competently, completing proper paper formats, organizing the research process, and properly citing sources.

a. Evaluated by exams, submitted papers and other work, class preparedness and participation.

o. Students understand the nuances of completing quality research on the Web.

a. Evaluated by exams, submitted papers and other work, class preparedness and participation.

### TENTATIVE OUTLINE:

#### Week One, January 15:

Introduction

Discussion of requirements

Discussion of research paper project

Readings for following week: Barzun and Graff, pp. 3-47; Hellstern, et al., pp. 1-10, 201-203

Assign reading in library

#### Week Two, January 22:

Tentative selection of research topics

Discussion of assigned readings in library

Discussion of Barzun and Graff, pp. 3-47; Hellstern, et al., pp. 1-10, 201-203

Presentation of reports on outside readings

Readings for week three: Barzun and Graff, pp. 48-122; Hellstern, et al., pp. 165-184

Assign reading in library

#### Week Three, January 29:

Research progress reports and finalization of topics

Discussion of assigned readings in library

Discussion of Barzun and Graff, pp. 48-122; Hellstern, et al., pp. 165-184

Presentations of reports on outside readings

Discussion of technical aspects of research and writing

Possible presentation by research librarian on "the ever-changing library research systems"

Readings for week four: Barzun and Graff, pp. 134-198

Assign reading in library

#### Week Four, February 5:

Research progress reports

Discuss Barzun and Graff, pp. 134-198

Presentations of reports on outside readings

Writing from a non-sexist perspective (possible outside speaker)

Examination on Barzun and Graff and all other readings

Readings for week five: Barzun and Graff, pp. 201-272; Hellstern, et al., pp. 123-153

Assign readings in library

#### Week Five, February 12:

Research progress reports and presentations of preliminary research findings, including sample note cards

Discussion of Barzun and Graff, pp. 201-272; Hellstern, et al., pp. 123-153

Writing from a bias-free perspective

Readings for week six: Barzun and Graff, pp. 273-295

Assign reading in library

Week Six, February 19:

Research progress reports and presentation of preliminary theses; instructor feedback

Discussion of Barzun and Graff, pp. 273-295

Introduction to evaluating research findings (e.g., scholarly journal articles and reports)

Readings for week seven: Barzun and Graff, pp. 348-390

Assign readings in library

Week Seven, February 26:

Research progress report and preliminary outline; instructor feedback

Discussion of Barzun and Graff, pp. 348-390

Reports and presentations on library assignments

Examination on Barzun and Graff and other readings

Assign readings in library

Week Eight, March 4:

Discuss Barzun and Graff, pp. 348-390

Presentations on outside readings

Presentations on evaluating scholarly journal articles

Examination on assigned readings

Readings for week nine: Turabian, pp. 1-13, 73-86

Assign readings in library

Week Nine, March 8 to 13:

Spring break

Week Ten, March 18:

Research progress report, "polished" outline, presentation of "relevance" of research and tentative conclusions; instructor feedback

Discuss Turabian, pp. 17-13, 73-86; Hellstern, et al., pp. 11-71.

Presentations on outside readings

Readings for week ten: Turabian, pp. 175-238

Assign reading in library

Week Eleven, March 25:

Research progress report and presentations; instructor feedback

Discuss Turabian, pp. 175-238

Week Twelve, April 1:

Presentations of sample Introduction, Body, and Conclusion (will be distributed to classmates for critique)

Research progress reports and presentations; instructor feedback

Examination on Turabian and other readings, with emphasis on correct style (e.g., footnotes and bibliography)

Week Thirteen, April 8:

Round table discussion and feedback on sample work from previous class, including verification of accuracy of classmates' sources

Research progress reports and presentations; instructor feedback

Discuss Turabian, pp. 239-281; Hellstern, et al., pp. 11-71

Possible guest speaker

Readings for week fourteen: Turabian, pp. 239-281; Hellstern, et al., pp. 11-71

Week Fourteen, April 15:

Due date for research paper

Possible guest speaker

Week Fifteen, April 22:

Papers returned??I hope??with roundtable, postmortem discussions and end-of-semester concluding work

Week Sixteen, April 29:

Final exam. Time reserved for individual discussion and clarification of comments and grades for research papers. This will be time set aside in addition to my office hours for appointments per student requests.

Appendix 7: Fulltime Faculty Vitae

Eric A. Strahorn

Professional Employment:

Social Science Program Leader, Florida Gulf Coast University, Fall 2003 to present.

Assistant Professor of History, Florida Gulf Coast University, Fall 1997 to present.

Adjunct Professor of History, Edison Community College, Summer 1999

Teaching Assistant, University of Iowa, Fall 1990-Spring 1993; Fall 1994-Spring 1997.

Grader, History Department, University of Iowa, Spring 1995 and Spring 1997

Research Assistant, Department of History, University of Iowa, Fall 1989 to Spring 1990.

Publications

Books

*An Environmental History of Northern India After Independence.* In progress.

Articles and Book Chapters

"Race and Immunity to Malaria in Colonial North India, 1830-1945" In progress.

"Indus River Dolphin" in David Levinson and Karen Christensen, et al., (eds) *Encyclopedia of Modern Asia*. New York: Charles Scribner's Sons, 2002

"The Tarai" in *Encyclopedia of Modern Asia*. David Levinson and Karen Christensen, et al., (eds) *Encyclopedia of Modern Asia*. New York: Charles Scribner's Sons, 2002

"Narmada Dam Controversy" in David Levinson and Karen Christensen, et al.,

(eds) *Encyclopedia of Modern Asia*. New York: Charles Scribner's Sons, 2002.

"The U.S. Origins of the South Asian 'Green Revolution'." *Selected Annual Proceedings of the Florida Conference of Historians, Annual Meetings, 1998-99* (1999), pp. 69-77.

#### Book Reviews and Review Essays

"India 1: Conquest, 1790-1816" in David Loades (ed.) *Reader's Guide to British History*. New York: Fitzroy Dearborn, 2003.

"Cook, James (1728-79)" in David Loades (ed.) *Reader's Guide to British History*. New York: Fitzroy Dearborn, 2003.

Review of *Hybrid Histories: Forests, Frontiers and Wildness in Western India* by Ajay Skaria. Delhi: Oxford University Press, 1999 in *Environmental History*, 5(4):563-564. [October, 2000]

Review of *Incorporating Environmental Concerns into Power Sector Decisionmaking; A Case Study of Sri Lanka* by Peter Meier and Mohan Munasinghe. Washington, D.C.: The World Bank, 1994 in *The Journal of Asian Studies*, 56(1):236-237. [February, 1997]

#### Grants, Awards and Honors:

1998 Florida Gulf Coast University Distance Learning Course/Program Acceleration grant. (Used to develop a history distance learning course.)

1997 Rockefeller Archive Center of The Rockefeller University research grant. (Used to fund research at the center.)

1994 Lawrence Lafore Fellowship. (University of Iowa History Department fellowship used to fund research at the British Library and India Office Library in London and at Cambridge University.)

1993-1994 Fulbright Fellowship. (Used to fund dissertation research in India. While in India I was affiliated with Jawaharlal Nehru University.)

1992 Summer Foreign Language and Area Studies Fellowship. (A U.S. Department of Education Title VI grant administered by the Center for International and Comparative Studies, University of Iowa used to fund study at the Landour Language School in Mussoorie, India.)

1991 Kala Mandali Graduate Student Scholarship. (Kala Mandali is the University of Iowa-based Friends of South Asian Arts Society.)

1987-1988 Harry and Lottie Hagan Scholarship. (Drake University)

#### Conference Presentations:

"The Green Revolution in India" paper presented at the American Historical Association conference, January 3, 2003.

"The Construction of Race and Immunity to Malaria in Colonial North India," paper presented at the "Colonialism and Public Health in the Tropics" conference at York University, June 19, 1999.

"History of Wildlife Conservation in Post-Colonial India," paper presented at the Florida Conference of Historians conference, April 16, 1999.

"The Role of the Rockefeller Foundation in the Indian Green Revolution," paper presented at the Association for Research on Nonprofit Organizations and Voluntary Action conference, November 7, 1998.

"US Origins of the South Asian Green Revolution," paper presented at the Florida Conference of Historians conference, March 13, 1998.

"The Namdhari Sikhs: A Socio-Religious and Political Response to the Conditions of British Rule," paper presented at the Midwest Conference on Asian Affairs conference, September 15, 1991.

#### Education:

B.A. in History (cum laude), Drake University, May, 1988.

M.A., University of Iowa, December, 1989.

Ph.D., University of Iowa, August, 1997.

Fields: 1) Colonial and Post-colonial South Asia  
2) Modern and Imperial Britain, 1760 to present  
3) Anthropology, Development and Social Research Methods

Dissertation: "Land Use in the Indian Tarai, 1947-75: Representations of a

Rapidly Transforming Landscape."

Dissertation Supervisor: Dr. Paul Greenough.

Languages:

Hindi (speaking, reading, and writing)

French (reading)

Memberships in Professional Associations:

American Historical Association

American Society for Environmental History

Association for Asian Studies

Association for Research on Nonprofit Organizations and Voluntary Action

Forest History Society

Fulbright Association

National Council for History Education

North American Conference on British Studies

World History Association

Field Experience:

May 2004, China, Lead Florida Gulf Coast University History Study Tour to Beijing, Xian, and Hong Kong.

May 2002, China, Lead Florida Gulf Coast University History Study Tour to Beijing and Xian.

May 2001, China, Lead Florida Gulf Coast University History Study Tour to Beijing and Shanghai.

April 1994 to June 1994, United Kingdom, Dissertation research in London and Cambridge.

August 1993 to April 1994, India, Dissertation research in New Delhi, Lucknow, Naini Tal, and Dehra Dun.

May 1992 to August 1992, India, Study at Landour Language School, Mussoorie.

September 1986 to July 1987, United Kingdom, Study at Trinity College, Carmarthen, Wales.

### Service to the Profession

Contributing Editor, *Asian Studies Newsletter*. Fall 2000 to present.

Member, Advisory Board, Duskin/McGraw-Hill, *Annual Editions: Western Civilization, Volumes 1 and 2, 13/e*. Fall 2003 to Spring 2004.

Member, Advisory Board, McGraw-Hill/Dushkin PowerWeb: World Religions <<http://www.dushkin.com/powerweb>> Summer 2002

Member, Advisory Board, Duskin/McGraw-Hill, *Annual Editions: Western Civilization, Volumes 1 and 2, 12/e*. Fall 2001 to Spring 2002.

Member, Editorial Advisory Board, *Florida Conference of Historians Selected Annual Proceedings, Volume 8/9*, Fall 2001.

Co-editor, H-Western Civilization (H-Network for Humanities and Social Sciences list for Teaching Western Civilization Courses), June 1998 to May 2002.

Member, Advisory Board, Duskin/McGraw-Hill, *Annual Editions: Western Civilization, Volumes 1 and 2, 11/e*. Fall 1999 to Spring 2000.

Chair for a panel at the 1999 annual meeting of the Florida Conference of Historians.

Chair and discussant for a panel at the 1998 annual meeting of the Southeast Conference/Association for Asian Studies.

Chair and discussant for a panel at the 1998 annual meeting of the American Association for History and Computing.

### Service to Florida Gulf Coast University

Chair, FGCU Academic Standards Committee, Fall 2003 to present

Chair, FGCU Equal Opportunity/Diversity Committee, Fall 2002 to Spring 2004.  
(Member of the Committee, Fall 2001 to present)

Member, Economics Search Committee, Spring 2004.

Member, College of Arts and Sciences Graduate Faculty Curriculum Team, Fall 2001 to Spring 2004.

Chair, College of Arts and Sciences Peer Review Committee, Fall 2002 to Spring 2003. (Member of the Committee, Fall 2001 to Spring 2003)

Chair, History Program Search Committee, Fall 2002 to Spring 2003

Member, FGCU Academic Standards Committee, Fall 2001 to Spring 2002.

Member, College of Arts and Sciences Area Studies Task Force, Summer 2001 to Fall 2001.

Member, FGCU International Programs and Education Advisory Board, Spring 1999 to Spring 2001.

Webmaster, FGCU History Program website, Spring 1998 to Spring 2001.

Member, FGCU Professional Leave/Sabbaticals Task Force, Spring 1999.

Chair, FGCU Intellectual Property Task Force, Fall 1998 to Spring 1999.

Alternate Senator, FGCU faculty senate, Fall 1998 to Spring 2000.

Member, FGCU's Southern Area Colleges and Schools Accreditation Self-Study Graduate Curriculum Committee, Spring 1998 to Summer 1998.

Chair, College of Arts and Sciences Budget Team, Fall 1997 to Spring 1998.

#### Graduate Student Campus Involvement:

Spring 1995, I arranged an informal environmental history readings group at the University of Iowa. It was attended by graduate students and faculty.

Fall 1991 to spring 1992, I represented history department graduate students in the Graduate and Professional Student Senate at the University of Iowa.

#### Other Employment

Tutor, Men's Athletic Department, University of Iowa, Fall 1996 to Spring 1997

Temporary Professional Test Scorer, NCS, Iowa City, IA, Spring 1996

Tutor, Special Support Services, University of Iowa, Spring 1993

Student Assistant, Hardin Health Library, University of Iowa, Spring 1989 to Summer 1990

Lab Technician, State Archaeologist's Office of Iowa, Fall 1988 to Spring 1989

Student Assistant, Registrar's Office, Drake University, Fall 1987 to Spring 1988

## PROFESSIONAL VITA

IRVIN D. S. WINSBORO, Ph.D.

Rank: Professor, Tenured

Florida Gulf Coast University

### Books:

*Selected Annual Proceedings of the Florida Conference of Historians*, Vols. 8/9. Jacksonville, FL: Florida Conference of Historians/Jacksonville University, 2002.

*Thomas Edison: The Fort Myers Connection*. Charleston, SC: Arcadia, 2001.

*Feminism and Black Activism in Contemporary America: An Ideological Assessment*. Westport, CT: Greenwood, 1989; second printing, 1994.

*Readings in American History: Key Social Issues*. New York: American Heritage Custom Publishing, 1994.

*Make It Happen: A Comprehensive Guide and Directory for Americans Wishing to Teach Overseas*. Orlando, FL: Impact Communication, 1985.

### Book Chapters:

"Latin American Women in Literature and Reality," in Harold Bloom, ed., *100 Years of Solitude: Modern Critical Interpretations*. Philadelphia: Chelsea House, 2002 (forthcoming) (articles in honor of Gabriel Garcia Marquez).

"Reinventing History Education for the New Millennium: An Experiential Model," in Irvin D. S. Winsboro, ed. *Selected Annual Proceedings of the Florida Conference of Historians*, Vols. 8/9. Jacksonville, FL: Florida Conference of Historians/Jacksonville University, 2002), 147-53.

"The 1900s: Immigrant Cigar-Makers," in James Horgan and Lewis N. Wynne, eds. *Florida Decades: A Sesquicentennial History, 1845-1995*. St. Leo, FL: St. Leo College Press, 1995, 93-108.

"The Origins and Development of Contemporary Black Protest," in Irvin D. Solomon, ed. *Readings in American History: Key Social Issues*. New York: American Heritage Custom Publishing, 1993, 175-95.

"The Origins and Development of American Feminism Through 1960," in Irvin D. Solomon, ed. *Readings in American History: Key Social Issues*. New York: American Heritage Custom Publishing, 1993, 197-210.

"Shared Spheres: The Public Policy of Contemporary Feminism and Civil Rights," in David B. Mock, ed. *History and Public Policy*. Melbourne, FL: Krieger, 1991, 193-212.

### Theme Essay:

"Elijah Muhammad," in Robert L. Jenkins and Mfanya Donald Tryman, eds. *The Malcolm X Encyclopedia*. Westport, CT: Greenwood, 2002, 12-16 (opening chapter of Part I of the book).

### Professional Publications (Peer Reviewed):

Note: I am the lead author of all co-authored articles:

- "The New Life is Here: The Koreshan Unity and Its Commercial Enterprises in South Florida, 1894-1961," *Communal Societies: Journal of the Communal Studies Association*. Vol. 22 (2002), 45-66.
- "Marcus Garvey," in Tom and Sara Pendergast, eds. *St. James Encyclopedia of Popular Culture*, forthcoming, Spring 2003 (2,500 words).
- "Technology and Distance Learning Lessons from the Nation's Newest University: Perceptions and Reality," *Educational Forum*. Vol. 66, No. 3 (Spring 2002), 247-52.
- "Florida: The Sunshine State," *The World Book Encyclopedia*. Chicago: World Book Publishing, 2002, 242-66. *Note*: My name appears at the beginning of this 23-page article.
- "Alex Palmer Haley," in Robert L. Jenkins and Mfanya Donald Tryman, eds. *Malcolm X Encyclopedia*. Westport, CT: Greenwood Press, 2002, 253-54 (1,500 words).
- "H. Rap Brown," in Robert L. Jenkins and Mfanya Donald Tryman, eds. *Malcolm X Encyclopedia*. Westport, CT: Greenwood Press, 2002, 133-35 (1,500 words).
- "Robert E. Johnson," in *Scribner Encyclopedia of American Lives*, Vol. 3. New York: Charles Scribner's Sons, 2001, 268-70 (1,500 words).
- "Fort Myers, Battle of," in David S. Heidler and Jeanne T. Heidler, eds. *Encyclopedia of the American Civil War*. 5 Vols. Santa Barbara: ABC-CLIO, 2000. 2:743-44.
- "Creating the History Curriculum for the 21st Century: Experiences and Issues," *Perspectives* (American Historical Association). Vol. 38, No. 6 (September 2000), 62-65.
- "Meeting the Challenge: Fulfilling Florida Gulf Coast University's Mandate for Technology and History," Will Benedicks and Kyle Eidhal, eds. *Selected Annual Proceedings of the Florida Conference of Historians*, Vols. 6/7. Tallahassee, FL: Florida Conference of Historians, 1999), 61-67.
- "Race and Gender Conflict in Ann Petry's *The Street*: Lessons in Symbolic Interactionism from the 'Middle Period' of Black Literature," with Marty Ambrose, *The McNeese Review*, Vol. 37 (1999), 1-13.
- "Race and Civil War in South Florida," with Grace Erhart, *Florida Historical Quarterly*, Vol. 77, No. 3 (Winter 1999), 320-41.  
*Note*: I won the Florida Historical Society's prestigious Arthur W. Thompson Award in Florida History for the best scholarly article for "Race and Civil War in South Florida." I received the award at the 1999 Annual Banquet and Awards Ceremony; the award included recognition for my scholarly activity, a plaque, and a \$250 award.
- "South Florida and the Hollow Earth Experiment," *South Florida History* Vol. 27, No. 4 (Fall 1999), 10-17.
- "Ralph David Abernathy," in *The Scribner Encyclopedia of American Lives*, Vol. 2. New York: Charles Scribner's Sons, 1999, 5-6 (2,500 words).
- "Bayard Taylor Rustin," in *The Scribner Encyclopedia of American Lives*, Vol. 2. New York: Charles Scribner's Sons, 1999, 752-54 (2,000 words).

- "Steamers, Tenders, and Barks: The Union Blockade of South Florida," with Grace Erhart, *Tampa Bay History*, Vol. 18, No. 2 (Fall/Winter 1996), 5-17.
- "Workshops on a Multicultural Curriculum: Issues and Caveats," *Education*, Vol. 117, No. 1 (Fall 1996), 81-85.
- "Deep Dive Into the Past: Warm Mineral Springs Yields Hot Archeological Controversy," *South Florida History*, Vol. 24, No. 1 (Spring 1996), 18-22.
- "The Peculiar War: Civil War Naval Operations at Charlotte Harbor, Florida, 1861-1865," with Grace Erhart, *Gulf Coast Historical Review*, Vol. 11, No. 1 (Fall 1995), 59-78.
- "Gen. Daniel 'Chappy' James," in *Dictionary of American Biography*. New York: Charles Scribner's Sons, 1995, 377-79.
- "Fort Myers and the Civil War," *South Florida History*, Vol. 22, No. 1 (Winter 1994), 12-15.
- "Latin American Woman in Literature and Reality: Garcia Marquez's *One Hundred Years of Solitude*," *The Midwest Quarterly*, Vol. 34, No. 2 (Winter 1993), 192-205.
- "Southern Extremities: The Significance of Fort Myers in the Civil War," *Florida Historical Quarterly*, Vol. 72, No. 2 (October 1993), 129-52.
- "'Realistic' Strategies for Teaching Speakers of Black English," *Innovation Abstracts*, Vol. 15, No. 14 (April 1993), 1-2.
- "Black English in the Classroom: The Implications of Rhetoric vs. Reality," with Betsy L. Winsboro, *The Negro Educational Review*, Vol. 43, No. 1-2 (January-April, 1993), 12-22.
- "Albany, Georgia Sit-In," in Charles D. Lowery and John F. Marzalek, eds. *Encyclopedia of African-American Civil Rights*. Westport, CT: Greenwood, 1992, 7-9.
- "Elija Poole," in Charles D. Lowery and John F. Marzalek, eds. *Encyclopedia of African-American Civil Rights*. Westport, CT: Greenwood, 1992, 432-33 (2500 words).
- "Standard English vs. 'The American Dream'," with Betsy L. Winsboro, *The Education Digest*, Vol. 56, No. 4 (December 1990), 51-52.
- "Is Upward Mobility Possible Without Standard English?," with Betsy L. Winsboro, *Virginia Journal of Education*, Vol. 83, No. 7 (April 1990), 18-20.
- "The Creation of the NAACP," *Read More About It: An Encyclopedia Of Information Sources On Historical Figures And Events*, Vol. 3. Ann Arbor, MI: Pierian Press, 1989, 496-98.
- "A Feminist Perspective of the Latin American Novel: Carlos Fuentes' *The Death of Artemio Cruz*," *Hispanofila*, Vol. 97, (September 1989), 69-75.
- "Voices of Latin America," *Hispania*, Vol. 71, No. 4 (1988), 980-81 (review essay).
- "Strategies for Implementing a Pluralistic Curriculum in the Social Studies," *The Social Studies*, Vol. 79, No. 6 (1988), 256-59.
- "Cuba: In the Shadow of Doubt," *Hispania*, Vol. 70, No. 4 (1987), 955-56 (review essay).
- "Blacks in the Military," *The Crisis*, Vol. 94, No. 2 (1987), 14-26.

- "Minority Status, Pluralistic Education and the Asian-American: A Teacher's Perspective and Agenda," *Education*, Vol. 106, No. 1 (1985), 88-93.
- "The Teacher's Role in Achieving a 'Nation of Nations'," *Momentum: Journal of the National Catholic Educational Association*, Vol. 16, No. 1 (1985), 22-23.
- "The Grass-Roots Appearance of a National Party: The Formation of the Republican Party in Erie, Pennsylvania, 1852-1856." *Western Pennsylvania Historical Magazine*, Vol. 66, No. 3 (1983), 209-22.
- "Erie County and the Know-Nothings." *The Journal of Erie Studies*, Vol. 3, No. 2 (1974), 54-62.

### **Grant Work Publications:**

National Endowment for the Humanities, *The Harmony Project: Resource Guide for Educators* (2001; 119 pages ; I served as lead scholar).

### **Book Reviews:**

- Colburn, David R. and Lance de Haven-Smith, eds. *Government in the Sunshine State: Florida Since Statehood*. Gainesville, FL: University Press of Florida, 1999, pp. 167. *Gulf South Historical Review* Vol. 17, No. 2 (Spring 2002), 79-81.
- Brundage, W. Fitzhugh, ed. *Under Sentence of Death: Lynching in the South*. Chapel Hill: University of North Carolina, 1997, pp. 330. *Gulf South Historical Review* Vol. 15, No. 1 (Spring 2000), 61-63.
- David S. Cecelski and Timothy B. Tyson, eds. *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy*. Chapel Hill: University of North Carolina Press, 1998, xvi, 301 pp. *Florida Historical Quarterly* Vol. 78, No. 2 (Fall 1999), 251-53.
- David Goldfield, *Region, Race and Cities: Interpreting the Urban South*. Baton Rouge: Louisiana State University Press, 1997, pp. 309, *Gulf South Historical Review* Vol. 14, No. 2 (Summer 1999), 88-90.
- Desmond King, *Separate and Unequal: Black Americans and the U.S. Federal Government*. Oxford: Clarendon Press, 1995, pp. 352. *The Alabama Review* (January 1997), 66-67.
- Harry J. Knoppe, et.al., *Opening Doors: Perspectives on Race Relations in Contemporary America*. Tuscaloosa: University of Alabama Press, 1991, 234; and E. Culpepper Clark, *The Schoolhouse Door: Segregation's Last Stand at the University of Alabama*. New York: Oxford University Press, 1993, 305. *Gulf Coast Historical Review* Vol. 11, No. 2 (Spring 1996), 81-84.
- David R. Colburn and Jane L. Landers, eds. *The African American Heritage of Florida*. Gainesville: University Press of Florida, 1995. *Florida Historical Quarterly*, Vol. 74, No. 3 (1996), 360-61.
- George E. Buker, *Blockaders, Refugees, and Contrabands: Civil War on Florida's Gulf Coast, 1861-1865*. Tuscaloosa: University of Alabama Press, 1993. *Tampa Bay History* Vol. 17, No. 2 (1995), 77-78.
- Paul Finkelman's *The Struggle for Equal Education*. *Gulf Coast Historical Review*, Vol. 9, No. 2 (Spring 1994), 98-101.

- Katharine L. Dvorak's *An African-American Exodus: The Segregation of the Southern Churches*. *Florida Historical Quarterly*, Vol. 72, No. 2 (October 1993), 225-27.
- Robert A. Margo's *Race and Schooling in the South, 1880-1950: An Economic History*. *Gulf Coast Historical Review*, Vol. 8, No. 2 (Spring 1993), 121-23.
- Robert M. Levine's *Windows on Latin America: Understanding Society Through Photographs*. *Hispania*, Vol. 71, No. 4 (1988), 981.

### **Professional Papers:**

- "Florida=s Most Popular Snowbird: Thomas A. Edison in Fort Myers," Annual Meeting of the Florida Historical Society, Cocoa Beach (FL), May 23-27, 2001.
- "Reinventing History Education for the New Millennium," Annual Meeting of the Florida Conference of Historians, Tallahassee (FL), March 1-3, 2001.
- "History, Distance Learning, and the Professorate: An Experiential-Based Model," Annual Meeting of the Florida Conference of Historians, Orlando (FL), March 31-April 1, 2000.
- "The Peculiarities of the Planter Economy of Antebellum South Florida," Annual Meeting of the Florida Historical Society, Daytona Beach (FL), April 29-May 1, 1999.
- "History Used, Confused, or Abused: Recollections of Thomas A. Edison's Affiliation With The Town of Fort Myers, Florida," Annual Meeting of the Florida Conference of Historians, Fort Myers (FL), April 15-17, 1999.
- "Trends in Teaching History at the College Level," Annual Meeting of the Florida Conference of Historians, Fort Myers (FL), April 15-17, 1999.
- "Their New Jerusalem: The Koreshan Unity's Commercial Plans for Southwest Florida," Annual Meeting of the Florida Historical Society, Tampa (FL), May 28-30, 1998.
- "An Untapped Historical Legacy: The Koreshan Unity's Guiding Star Publishing House," Annual Meeting, Florida Conference of Historians, Daytona Beach (FL), March 12-14, 1998.
- "Meeting the Challenge: Fulfilling Florida Gulf Coast University's Mandate for Technology and History," Annual Meeting, Florida Conference of Historians, Daytona Beach (FL), March 12-14, 1998.
- "The Significance of Race and Civil War in Southwest Florida," Annual Meeting of the Florida Historical Society, Jacksonville (FL), May 23-25, 1997.
- "His Florida Eden: The Undiscovered Side of Thomas A. Edison and His Relationship with the City of Fort Myers," Annual Meeting of the Florida Historical Society, Cocoa Beach (FL), May 23-25, 1996.
- "The Forgotten Men of the 2nd USCT and the Battle of Fort Myers, Florida, February 20, 1865," Annual Meeting of The Association for the Study of Afro-American Life and History, Philadelphia (PA), October 4-8, 1995.
- "The Significance of Charlotte Harbor, Florida in the Civil War," Annual Conference of the Florida Conference of Historians, St. Petersburg (FL), January 26-28, 1995.

- "The Very *Beau Ideal* of Black Soldiery: The 2nd U.S. Colored Troops in South Florida," The Florida Historical Society's Annual Meeting, Ft. Myers (FL), May 19-21, 1994.
- "Realistic Skills for Today's Multicultural Classroom: Teaching Black English the 'Correct' Way," Annual Conference, National Association for Multicultural Education, Orlando (FL), February 1992.
- "The Current State of Black Historiography: A Sea of Changes," Florida College Teachers of History Annual Conference, Ft. Myers (FL), April 1989.
- "Feminism, Patriarchy and the Female Figure in Contemporary Latin American Prose," Southeast Conference on Foreign Languages and Literatures, Rollins College (FL), February 1989.
- "Thinking Globally: An Historical Assessment of the Black American's Contribution to the U.S. Military Effort Overseas," Annual Meeting, The Association for the Study of Afro-American Life and History, Cherry Hill (NJ), October 1988.
- "Pluralistic Curriculums and the Social Sciences," National Social Science Association Conference, Orlando (FL), November 1987.
- "The Cultural Meaning of Motherhood in the Latin American Novel: A Woman-Centered Analysis of Garcia Marquez's *Cien anos de soledad*," Southeast Conference on Foreign Languages and Literatures, Rollins College (FL), February 1987.
- "A Feminist Perspective of the Latin American Novel: Carlos Fuentes' *The Death of Artemio Cruz* as Point/Counterpoint," Southeast Conference on Foreign Languages and Literatures, Rollins College (FL), February 1986.
- "Multicultural Education and American Pluralism," George Mason University Regional Education Conference (VA), April 1982.
- "The Origins of Emiliano Zapata's Peasant Support," Regional Phi Alpha Theta Conference, Edinboro University of Pennsylvania, April 1977.
- "The Formation of The Republican Party in Erie County, Pennsylvania: A Test Case, 1854-1856," Regional Phi Alpha Theta Conference, St. Vincent's College (PA), May 1973.

#### **Yearbook Articles:**

- "Black Art Makes a Contribution," *Winter Park Outlook 1986 Yearbook* (FL) (1500 words).
- "Art Festival Is a Good Opportunity for Black Artists," *Winter Park Outlook 1985 Yearbook* (FL) (1000 words).
- "Black Art is Significant in America," *Winter Park Outlook 1984 Yearbook* (FL) (1500 words).

#### **Newspaper Articles:**

- "Let 's Remember Our Black Troops," *News-Press* (Ft. Myers, FL), February 29, 2000 (1,000 words).
- "King was Patriarch of Pride, Justice," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), January 17, 2000 (1,000 words).

"Facts vs. Fancy in Edison's Legend," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), October 20, 1997 (1,000 words).

"The History and Heritage Behind Ebonics," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), February 16, 1997 (800 words).

"Community's History Rich But Neglected," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), January 5, 1997 (800 words).

"Celebrating Awareness of Black Women's Role, Struggle in America," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), February 25, 1996 (1,000 words).

"Key Marco Cat Speaks Volumes About Local, U.S. History," Sunday "Perspective" section, *Naples Daily News* (Naples, FL), February 11, 1996 (1,000 words).

"Why Study History? Because the Past Prepares You for the Future," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), September 24, 1995 (1,200 words).

"Desegregation Remains Historic Struggle for County," *News-Press* (Ft. Myers, FL), February 20, 1995 (800 words).

"Kwanzaa Is a Celebration of Culture and Community for African-Americans," *News-Press* (Ft. Myers, FL), December 22, 1994 (700 words).

"Is Policy in Haiti Doomed?," Sunday "Insight" section, *News-Press*, (Ft. Myers, FL), October 2, 1994 (1,000 words).

"Rebs Tried, Failed to Take Fort Myers from the Union," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), February 20, 1994 (1,000 words).

"Black Americans Contributed Much to War Effort," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), November 8, 1992 (650 words).

"King's Birthday Observance Should Inspire All Americans," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), January 20, 1991 (650 words).

"Fort Myers Neglects to Celebrate Black History Month," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), February 12, 1989 (650 words).

"Black History Wouldn't Be the Same Without NAACP," Sunday "Insight" section, *News-Press* (Ft. Myers, FL), February 7, 1988 (650 words).

"To Fight and Die for U.S.: From the Very Beginning, Blacks Have Defended Nation," Sunday "Insight" section, *The Orlando Sentinel*, November 8, 1987 (3,000 words).

"Thanks to NAACP, We're Living in a Better World," *The Orlando Sentinel*, February 12, 1987 (650 words).

"King's Birthday a Celebration for All Americans," *The Orlando Sentinel*, January 15, 1986 (650 words).

"History Overlooks Accomplishments of Women," *The Orlando Sentinel*, March 9, 1985 (650 words).

"NAACP Celebrates 75th Birthday: Still Fighting for Racial Justice," Sunday "Insight" section, *The Orlando Sentinel*, August 5, 1984 (1500 words).

"Orlando Content to Ignore Black History Month," *The Orlando Sentinel*, February 23, 1984 (650 words).

### **Selected Editorial Service:**

Outside (blind) Reviewer, *The McNeese Review* (2001-2002).  
National Editorial Advisory Board, The Dushkin Publishing Group, Inc. (my name is published in the Editorial Advisory Board for *World Civilization*, Parts I and II, *American History*, Parts I and II, and *African American History*).  
Manuscript (blind) reviewer, HarperCollins Publishers.  
Reviewer, *American Past and Present: The Interactive Edition*, Longman History Publishing (on-line text).  
Historical Consultant and Reviewer for the 450-page, public school text, *Florida*, Harcourt Brace Social Studies/Harcourt Brace & Co. (my name is published in the list of contributors).  
Manuscript review scholar, Harcourt School Publishers, Harcourt Brace & Company.  
Textbook Reviewer, Harcourt Brace Publishers.  
Editorial Advisory Board for *A Turbulent Voyage: Readings in African-American Studies*, Collegiate Press (1997 and 2000 editions; my name is published in the list of advisory editors).  
Ft. Myers News-Press (FL) Board of Contributors (1991-1995).  
Editorial Board of Advisors, *South Florida History* (1994).  
Consulting Editor, *National Social Science Association Journal* (1987).

**Biographical Entries In Which I Am Listed:**

*Who's Who in America*  
*Dictionary of International Biography*  
*Who's Who in American Education*  
*Who's Who in the South and Southwest*

**Teaching Awards:**

Runner up, Senior Faculty Excellence in Teaching Award, 2001/2002, Florida Gulf Coast University.  
Selected to receive the Distinguished Alumni Educator Award/2000 from Edinboro University of Pennsylvania (my undergraduate institution of about 7,500 students).  
Runner up, Professor of the Year Award, 1999/2000, Florida Gulf Coast University.  
Winner of the State of Florida Teaching Incentive Pay Award (TIP Award) for the 1998/99 AY. This prestigious award by the State of Florida measured my teaching and scholarly performance over a three-year period and included recognition for my teaching excellence and productivity and a \$5,000 raise to my base pay.  
Winner of the University of South Florida Outstanding Undergraduate Teaching Award, 1996/97 AY.  
Graduating Class Student Service Award, University of South Florida at Ft. Myers, 1995.  
Outstanding Educator Award, Columbia College, Orlando Campus, 1985.

**Selected Professional Honors and Achievements:**

Won the Florida Historical Society's prestigious Arthur W. Thompson Award for the best scholarly article in Florida history for "Race and Civil War in South Florida" (*Florida Historical Quarterly*). I received the award at the 1999 Annual Banquet and Awards Ceremony; the award included recognition for my scholarly activity, a plaque, and a \$250 stipend.

President, Florida Conference of Historians, 1999-2000.

Initiated, negotiated, and concluded a DAR \$10,000 scholarship, in perpetuity, for non-traditional history students at FGCU.

Certified as an expert witness in the State of Florida: Matters of historical significance and historical preservation.

Created and funded with community support the Dr. Irvin D. S. Winsboro History Prize Award fund at FGCU. The fund, maintained at over \$2,000, has been used to pay the tuition of needy minority students majoring in history.

Appointed by the Florida Secretary of State to the Florida Historical Marker Council in Tallahassee for the 2000/2002 term.

Selected to edit the 2000/2001 *Selected Annual Proceedings of the Florida Conference of Historians*.

Arranged to have and then hosted the 1999 Florida Conference of Historians Annual Meeting in Ft. Myers; this gave students first-hand observations of how professional historians work and conduct themselves at professional meetings. Over 60 scholars presented at the conference; this was a unique learning experience for FGCU's students. I brought the conference to Ft. Myers and solely organized the entire event (at a great time investment).

Selected by the president of Florida Gulf Coast University to sit on the FGCU Presidential Advisory Council.

Founding member of the Arts and Sciences graduate faculty at Florida Gulf Coast University.

Served as the research historian for the City of Fort Myers' monument to the black soldiers (the 2nd USCT) who served at the Battle of Fort Myers during the Civil War. The City project grew from my extensive research at the National Archives and scholarly publications documenting the USCT service at Fort Myers (a subject unknown until I uncovered and published this information). The City of Fort Myers dedicated the 8-foot, \$78,000 monument at Centennial Park on Veterans' Day 1998. I served as one of the featured co-speakers for the dedication, which drew state and national coverage.

Selected, while a professor at the University of South Florida, to create and shepherd through the Florida Board of Regents and the State University System, and to implement, the new History Program at Florida Gulf Coast University. In this capacity, I created from the ground floor the nation's newest state university History Program, including my creating and coordinating all aspects of *Catalogue* courses, requirements, and resources needs.

**Selected Grant Work:**

Florida Council of the Humanities, Lee County Black History Society Grant, \$28,000, Lead Scholar and grant originator, 2002-2003.

Koreshan Unity Foundation grant, \$10,000 (placed two student interns at the Foundation for 14 months with pay; I was the sole grant recipient and administrator), 2001-2002.

National Endowment for the Humanities, Collier County Public Schools, \$38,000 (I was the lead scholar; produced the NEH book, *The Harmony Project: Resource Guide for Educators*), 2000-2001.

Florida Council for the Humanities, Lee County Black History Society, \$12,000. (I was the lead scholar; grant produced the AHistorical Guided Tour of Dunbar.@), 1999-2000.

### **Travel:**

Traveled to over 60 countries and regions around the world, including North Africa, Sub-Saharan Africa, The Americas, the Far East, China and East Asia, Russia, India, and virtually all of Europe.

## **Courses Taught in Recent Years**

### **Upper-Level:**

- § African-American History to 1865 (new course development)
- § African-American History since 1865 (new course development)
- § African History to 1850 (new course development)
- § African History since 1850 (new course development)
- § The Africans (new course development; distance learning)
- § U.S. History, 1929 to Present (new course development)
- § Early Florida History (new course development)
- § Modern Florida History (new course development)
- § Southwest Florida History (new course development; new Florida State University System course)
- § Directed Readings in Modern U.S. History, 1-3 credits (new course development; distance learning)
- § Independent Study for Secondary Teachers, 1-3 credits (teacher recertification; on-campus and distance learning)
- § Directed Readings in African-American History 1-4 (new course development; distance learning)
- § Directed Readings in African History 1-4 (new course development; distance learning)
- § Directed Readings in Women ' s History 1-4 (new course development; distance learning)
- § The Civil War (new course development; distance learning)
- § The Americas (new course development; distance learning)
- § U.S. History, 1877-1929 (new course development)
- § Theory of History (new course development)
- § Senior Seminar in History (new course development)
- § Pro-Seminar in History (new course development)

**Lower-Level:**

- \$ U.S. History to 1865
- \$ U.S. History since 1865