

Department of History

**Classics
History
Religious Studies**

Department Review Self-Study Report (2010-2017)
Utah State Board of Regents

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I. Department Profile

Executive Summary: The History Department houses majors and minors for undergraduates in History, History Teaching, and Religious Studies, a Classics minor program, and graduate degrees in History (MA/MS). Since it was last reviewed in 2010, the USU History Department has grown both in terms of faculty numbers and programmatic offerings. The department houses award-winning and world-class researchers in all of its areas of emphasis, and while scholarship is the focus of most faculty roles in the department, teaching is valued highly as well. Since 2010, the department has made several major changes in structure and curriculum that will be described in detail in the self-study, but it continues to maintain its emphasis on strong teaching at the undergraduate and graduate levels and outreach to students around the state. The Department also values general education teaching as a central part of its mission of creating informed citizens, and most faculty in the department offer courses for general education students as part of their teaching loads.

As part of its pedagogical mission, the department has been recognized nationally by the American Historical Association, the Association of American Colleges & Universities, and the Lumina Foundation for its work in clarifying learning outcomes, assessing student learning, and designing degree pathways. In recognition of its role in supporting the university's educational mission, the Department was awarded the Department Teaching Excellence Award in 2012 by President Stan Albrecht. In the past two years, Dr. Ravi Gupta (2016-17) and Dr. Norman Jones (2017-18) won the College of Humanities and Social Sciences Teacher of the Year award for their classroom work. Retired faculty member Leonard Rosenband was honored with the Nancy Lyman Roelker undergraduate mentoring award from the American Historical Association in January 2015. Three departmental or affiliated faculty have in their careers been named Carnegie Professors of the Year: Frances Titchener (HIST), Mark Damen (HIST), and Bonnie Glass-Coffin (RELS).

I.A. History Program

I.A.1. Mission

The Department of History's primary mission is to train undergraduates to research, analyze, synthesize, and communicate accurate conclusions about change over time by using the historical method. At the same time we aim to inculcate cultural literacy and provide the knowledge necessary for informed decision making by citizens of Utah, the United States, and the world. This mission is reflected in the responsibilities of the History Department. Serving the undergraduate population through general education, general interest courses, the History major, the History Teaching major, minors in History and Classics, and interdisciplinary programs, we give our students crucial work skills as well as enriching their lives. On the graduate level, the History Department prepares MA and MS students to research, teach, edit, and administrate by further enhancing their ability to ask hard questions, research them, and communicate their conclusions clearly. In addition we emphasize the acquisition of the skills of open inquiry and debate as well as team work and collaboration.

I.A.2. Program Description

The History Department strives for excellence in scholarship, teaching, and service to the university. Faculty see their roles as mentors, not only to undergraduates and graduate students,

but to colleagues, especially newly-minted PhDs who have joined the department with the creation of our postdoctoral teaching fellow program in 2014. The department facilitates travel for students and faculty for research in archives, for presentation at professional conferences, and for collaborative projects within the state and beyond this region.

Since our last review in 2010, and as a result of that process, the department implemented several new programs. These include a new pre-major program for undergraduates that helps students better negotiate the major and the aforementioned postdoctoral teaching fellow program. Other initiatives in the history program include a new track in public history for our graduate students, new methods courses at the undergraduate and graduate levels, field trips to our regional campuses for Logan students, and more emphasis on career pathways in history.

Curriculum– Undergraduate

The department offers BA and BS degrees in History (36 credits) and History Teaching (45 credits). The BA requires students to learn a foreign language at an intermediate level, and the BS requires students to complete coursework in the College of Science. Students may also earn a minor in history or in history teaching. The department also offers an online minor (History) to students outside of Logan. *Note: Majors and minors in Religious Studies and minors in Classics are explained in separate sections.*

New Programs since 2010:

- ***Pre-Major (adopted 2010-2011; reviewed and revised 2014-15):*** Students in either the regular History track (BA/BS, 36 credits) or the History Teaching track (BA/BS, 45 credits) must complete a **Pre-Major** in order to gain admittance to the major. The pre-major requires 15 credit hours of coursework with a minimum GPA (2.5 for History and 3.0 for History Teaching) in order for a student to be approved to take upper-division courses in the major. The pre-major courses double as general education classes, so students are able to meet some university requirements while also preparing to enter the major. This pre-major resulted in a drop in majors after 2011, but numbers of majors have stabilized at approximately 250 in any given semester.
- ***Postdoctoral Teaching Fellows:*** This program is designed to provide a professional opportunity for recent PhDs to gain valuable teaching experience in a research setting in the three years after their degree is awarded. The program also allows the department to bring in excellent young scholars in areas of expertise that we do not currently have, exposing students and faculty to a broad range of topics and methods in history. Since the creation of the postdoctoral cohort in 2014-15, the department has hosted eight postdoctoral fellows for terms ranging from one semester to two years.
- ***New methodology course HIST 3000 (adopted 2015-16):*** As a result of ongoing assessment efforts focused on our senior capstone course in History, the department voted to create a mid-level (sophomore) methods course as an introduction to the skills of an historian. This course, now in its fourth year, has been successful at improving student success in the upper-division major courses and in our capstone. It has also brought the added benefit of creating a cohort of history majors who move through the upper-division courses as a group, working with the same set of tools acquired in the HIST 3000 course. We continue to assess this course and its impact with an eye toward a full review in 2019-2020.

Fields of Emphasis:

- **U.S. History** with specializations in multiple areas, including the North American West, environmental history, and social history (childhood, race, gender). The department at present employs ten full-time historians with an emphasis in American history.
- **European History** with one of the largest concentrations of British historians in the United States (6) in early modern and modern history. Additionally, we have historians in French and Soviet history, and our teaching fields cover much of eastern and western Europe in the early modern and modern periods.
- **Environmental History** is also a strength in the department. HIST 3950 Environmental History is a very popular general education course that also serves history majors and majors/minors in the College of Natural Resources, for whom it is a required course. Three full-time faculty teach and research in this area of expertise.
- **Religious History** remains an area of emphasis in the department, not only in Religious Studies, but also in the history program. Faculty in the department specialize in comparative world religions, history of Islam, history of Christianity, Mormon history, religious conflict, and American religious history. Colleagues in Religious Studies and Classics often cross-list their courses, giving us expertise in Classical Mythology, Buddhism, and Hinduism.
- **Social and Cultural History** have become important emphases for the department in the past few years, with several specialists in the history of childhood/youth, gender history, war and conflict, and race.
- **Comparative World History** is a growing area in the department with specialists in Latin America; Central, South, and East Asia; Eastern and Western Europe; and the US in the World.

While we feel confident in the hiring and new courses we have been able to offer in History, we do still have gaps in our curriculum. In an ideal world, we would hire historians in the areas of Science and Technology, Economic History, medieval Europe, North Africa/Middle East, and U.S. foreign relations and constitutional history. We try to fill these gaps with part-time faculty appointments and postdoctoral teaching fellows when possible. One area that we will prioritize as we move forward is science and technology, which is key part of the larger institutional mission of Utah State.

Curriculum– Graduate

- ***Graduate Offerings:***
The department admits between 8-12 master's students each fall semester, and these students may pursue a Master's of Arts degree (30 credits with a foreign language requirement) or a Master's of Science degree (33 credits with a required quantitative or scientific course). Within these degrees, students may pursue a traditional thesis (plan A) or a more project-based (plan B) option. As of Fall 2017, the Department counted 21 actively enrolled graduate students in either their first or second year of study. All fulltime faculty in the department serve as members of the graduate faculty.
- ***Public History track MA/MS (adopted Fall 2017):*** The public history curriculum launches in spring 2018, and it will work within the existing History MA/MS degree framework. Depending on interests and career aspirations, students who select a public history emphasis will write a thesis (Plan A) or complete a project/portfolio (Plan B). Current

History MA/MS students are required to take HIST 6000 (Historical Methods and Research, 3 cr.), HIST 6010 (History and Theory, 3 cr.), and HIST 6030 (Research Seminar, 3 cr.). Students who select a public history emphasis will be required to take these core courses and HIST 6020 (which will be renamed Public History Methods and Theory), along with an additional 6 credits of public history coursework. In order to graduate, students will also need to complete a 180-hour or three-credit internship (roughly 12 hours a week for 15 weeks). Ideally during their second year of studies, students will also secure a year-long, paid graduate fellowship working part-time at a cultural institution in the area. As part of this new initiative, our newly-hired public historian, Dr. Rebecca Andersen, will also redesign and coordinate internships in our department for all undergraduates and graduate students in order to provide consistency and better opportunities.

- ***New methodology course HIST 6030 (adopted 2017-18):*** In order to improve two-year graduation rates for master's students in history, the department revamped existing methods and theory courses to make them more targeted on skills and planning for the thesis project, and faculty created (actually revived) a course that functions as a second-year writing course for master's students. This mandatory course requires students to produce either a thesis chapter or a substantial piece for a Plan B project. It has been taught only once (in Fall 2017), but initial assessment suggests that class members find the course advances their individual research while also building a stronger sense of community and collaboration among graduate students. Completion numbers for 2018 should help the department determine whether these changes in the graduate courses have been successful.

I.A.3. Degrees Offered

UNDERGRADUATE

Bachelor of Arts in History
Bachelor of Science in History
Bachelor of Arts in History, Teaching emphasis
Bachelor of Science in History, Teaching emphasis
Minor in History
Minor in History Teaching
Online Minor in History

GRADUATE

Master of Arts in History
Master of Science in History

I.B. Religious Studies Program

I.B.1. Mission

The Religious Studies Program at Utah State seeks to foster the disciplined consideration of religion in all its various facets. We seek to train undergraduates to utilize interdisciplinary tools to gain a sufficient base of knowledge as they analyze, synthesize, and communicate persuasive conclusions about religions.

I.B.2. Program Description

Founded in 2007, Utah State University's undergraduate program in Religious Studies was one of the first such majors in the Intermountain West. To date, it is the only Religious Studies major in Utah to have its own full time faculty. At present, this consists of the Leonard J. Arrington Chair of Mormon History (the first endowed position in Mormon Studies in the world), the Charles Redd Chair of Religious Studies (occupied by a specialist in Hinduism), and an Assistant Professor of Religious Studies, who is a specialist in Indo-Tibetan Buddhism. A significant amount of teaching capacity comes from affiliated faculty within and outside the department who offer courses for the Religious Studies program. Through such collaboration, the program maintains steady and varied teaching capacity in Islam as well as in American Religious History. Furthermore, many of our courses are either thematic, covering particular themes across multiple traditions, or historical in approach, keeping with our location in the History Department. Religious Studies also has a strong online presence to meet demand from students outside of Logan. Introduction to Religious Studies is offered every semester online, along with regular offerings in Islam, Buddhism, and Judaism.

The Religious Studies major underwent a complete curriculum overhaul in 2015. The major requirements prior to the curriculum review had been loosely structured, asking students to choose a certain number of classes from three large categories (cultural, doctrinal, and scientific) drawn from across the humanities and social sciences. These requirements served the major well during its first decade, since there were few regular Religious Studies courses available. However, it had some serious limitations: the distinction between the three categories was artificial, since many courses used more than one approach; there was not enough structure to create a common knowledge base among majors; there was no assurance that students would receive enough training in the discipline to prepare them for graduate study; and students often struggled to find courses each category.

The goals of the curriculum review were threefold: 1) to provide sufficient structure to ensure a common base of religious literacy among majors; 2) to introduce majors to the variety of theoretical approaches in the study of religion; and 3) to provide majors with the flexibility to focus their study on a particular religious tradition or theoretical approach. To accomplish these ends, program faculty surveyed major requirements in Religious Studies departments across the country to provide a benchmark for the curriculum review, then created a common set of learning objectives for the major. The last part of the review entailed a redesign of the major requirements to ensure that the learning objectives were met before graduation and the problems with the earlier requirements were resolved.

At any given time, the Religious Studies program averages about 20+ declared majors, many of whom are double majors with History, Anthropology, languages, or the sciences. The vast majority of students are from across campus, and they want to fulfill requirements for general education or in their respective majors. All of our introductory courses in different traditions (Christianity, Hinduism, Islam, etc.) carry a Depth Humanities designation and are capped at 40 students, while our Introduction to Religious Studies course carries a Breadth Humanities designation and is capped at approximately 100 students.

Fields of Emphasis:

- **Mormonism** – This area is anchored by the Arrington Chair of Mormon History, Dr. Philip Barlow, who teaches courses on Mormonism at both the undergraduate and graduate level. The program has recently gained additional expertise in Dr. Rebecca Andersen, who is the Department's new public historian and internship coordinator; she is also a scholar of LDS history. Religious Studies majors also have access to a course in Utah history, which includes a significant component on the history of Mormons.
- **Religion in America** – Two faculty members who are specialists in this area, and both of them alternately teach our foundational course in American Religious History.
- **Hinduism** – This area is anchored by Dr. Ravi Gupta, the Charles Redd Chair of Religious Studies, who teaches introductory and upper-division courses in Hinduism, covering the tradition in both text and practice. Dr. Gupta also offers supervision and directed study for history graduate students who specialize in South Asia. We also offer a course in Yoga Theory taught by Camille Litalien, affiliated faculty from Movement Sciences.
- **Buddhism** – Dr. Dominic Sur is our tenure-track specialist in Indo-Tibetan Buddhism, and he teaches an introduction to Buddhism as well as upper-division courses on Women in Buddhism, Buddhism in the West, and History of Ancient Religions. He also supervises graduate students.
- **Islam** – Our teaching capacity in Islam comes from three faculty members and includes courses in Islamic thought, history, and civilization.
- **Christianity** – This area is covered by Dr. Norm Jones, Professor of History, who has been offering an annual course on the History of Christianity in the West, but he will be retiring in 2019. Beginning Fall 2018, this course will be taught temporarily by an instructor. Additionally, Dr. Richard Sherlock, an affiliate Professor of Philosophy, offers Introduction to Christianity annually, and we offer several thematic courses in Christianity and its history. This is an area of need for the program in the future.
- **Judaism** – This is also an area of need for the program. We offer an annual, introductory course in Judaism, taught online by Dr. David Bokovoy. Over the past two years, we have also offered Introduction to Judaism on campus through the postdoctoral fellowship.
- **Theory and Method** – The theory and method course is required of all majors, and all three of our Religious Studies faculty are capable of teaching this course. One of the goals of this course is to prepare students for the individualized research they do in the Senior Research Capstone.
- **Introduction to Religious Studies** – RELS 1010 is a gateway to the Religious Studies major, and it receives high enrollments from students across campus seeking to fill general education requirements. The program offers approximately 500 seats in RELS 1010 each year on campus and an additional 150 seats annually online.
- **Other Areas of Teaching** – The Religious Studies Program benefits greatly from strong collaboration with faculty members in Anthropology, Philosophy, Art History, and English, who regularly serve on Religious Studies committees, participate in events, supervise the senior capstone, and advise our majors.

The Religious Studies program has made great strides in its ability to offer a diverse curriculum to students, but it does still lack permanent faculty in Christianity and Judaism, both important aspects of any program in religious studies. The department has made these two areas priorities for the future.

I.B.3. Degrees Offered

Undergraduate

Bachelor of Arts in Religious Studies
Bachelor of Science in Religious Studies
Minor in Religious Studies
Online Minor in Religious Studies

I.C. Classics Program

I.C.1. Program Description

The Classics Program gives students the opportunity to explore the history and civilization of ancient Greece and Rome (1200 BCE – 500 CE). The program seeks to cover as many facets of that age as possible. In doing so, faculty encourage our minors to gain proficiency in the skills and tools that enable and drive the discipline.

This year the department celebrates the thirtieth anniversary of Latin language teaching at Utah State. Besides courses in the ancient languages, the program also offers mythology, history, intellectual history and etymology, and in affiliated programs courses on art, political theory and philosophy. Students minoring in Classics are encouraged to work with faculty members on pedagogical innovations and original research projects. Teacher training is another focus of our program, and we work to find ways for students to study abroad and build connections outside our institution. Further, the faculty seeks to serve the larger university community by offering introductory civilization courses. Bolstering knowledge about our shared ancient past will, ground understanding of the world today and build a matrix for better communities and decision making.

Our minors, who have numbered between five and ten in the last few years, go on to work and study in a wide range of disciplines and pursuits, from graduate studies in Classics at some of the most competitive and distinguished institutions in the world (Oxford, Michigan, Texas, Amherst, Santa Barbara) to various leadership positions in business and teaching.

Fields of Emphasis:

- **Ancient History** is central in all four of the Classics degrees we offer. It is both fundamental to our affiliation with the History Department and underlies all aspects of our program. Prof. Frances Titchener spearheads both Roman and Greek history courses. In the last two years she has been assisted by Prof. Charles Oughton, a postdoctoral teaching fellow, who is offering a special class on military history this Spring (2018).
- **Classical Myth and Intellectual History** is the purview of Prof. Susan Shapiro who oversees the teaching of these subjects. These courses serve a broad array of students from across campus. Dr. Shapiro and an undergraduate Classics student, Jessica Mellenthin, received an Open Educational Resources (OER) grant in summer 2017. Together they authored a textbook for Dr. Shapiro's course on Classical Mythology in Fall 2017.
- **Classical Drama** is the expertise of Prof. Mark Damen who also teaches **Latin and Greek Etymology** every year, a class focused on building vocabulary through understanding the roots and history of words. This class is now available both on line and face-to-face.

- **Latin and Greek Language** classes constitute around half of our course offerings and involve all of our Classics faculty every term. Our language curriculum covers everything from beginning grammar and syntax to advanced readings in ancient authors. Recent innovations in Beginning Latin include “flipping” our first-year course sequence by delivering lectures, exercises and quizzes on line and via the Canvas platform. This has allowed these classes to reach a broader student audience both inside and outside USU.
- **Latin Teaching** is directed toward those students who are preparing for a career as teachers in the secondary school system.
- The **Ancient Civilization** courses we offer serve the general student population at USU. Here we aim to broaden students’ understanding of the history underlying the modern age and enrich their appreciation of the cultural traditions that shape life today.

I.C.2. Degrees Offered

Undergraduate

- Classics Minor with an Emphasis in Latin.
- Classics Minor with an Emphasis in Greek
- Classics Minor with an Emphasis in Civilization
- Classics Minor with an Emphasis in Latin Teaching

I.D. Enrollment data and trends

I.D.1. Student credit hours generated

Enrollment has been robust in our courses across history, classics and religious studies, and we have been able to meet demand in face-to-face, IVC Broadcast, and online courses. Our recent history of student credit hours (SCH) for all our offerings demonstrates both the spike in enrollments the university experienced two years ago, and our continued commitment to the university mission. We have seen great demand especially for upper-division general education courses (depth courses), while numbers in our introductory survey courses have not increased. The rise of more concurrent enrollment classes at the high school level may be contributing to the flat numbers in the survey courses. In future, we plan to offer more of our popular “Depth Humanities (DHA)” courses, which are upper-division courses aimed at non-majors. These consistently fill to capacity and students have been asking for more seats in these courses.

TOTAL SCH (2010-2017)

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
19991	21974	18551	17750	18517	20589	19569

I.D.2. Number of majors in program

Our major numbers have also been strong, both in history and in religious studies. Using fall headcount data for each year, the number of total majors dropped after the creation of the pre-major, then stabilized. The recently released Fall 2017 data shows 251 majors.

TOTAL MAJORS (2010-2017)

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
392	346	299	249	256	281	250

I.D.3. Graduation, Retention, and Placement

Our graduation rate has improved with recent efforts to better sequence our undergraduate and graduate courses.

GRADUATION RATES (2010-2017)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Undergrad	71	65	79	78	42	39	62
Grad	5	9	5	7	7	7	13

Our placement rate for graduate students is quite strong, as is evidenced by our 2015-17 data collection regarding outcomes for our graduate degrees:

Master's Program Placement 2015-17 (graduates through August 2017)

Placement rate - 84% in further higher education or work

- Doctoral Programs (8) including Univ. of Virginia, Temple Univ., Univ. of Oklahoma, Texas A&M, Univ. of Montana
- K-12 Teaching (5) Utah, Colorado, Montana
- College Teaching (2) Utah, California
- Business/Professional (3) including Conservice, USU, Family Business (OH)
- Law (1) Wisconsin
- Public History/NGO (6) including National Women's History Museum Project, Int'l Rescue Committee (CA), State History, LDS Church History, Alamo
- No information (5)

Undergraduate Program Placement

Our understanding of placement for our undergraduates is less complete and will be a project for the department in 2018. Many of our undergraduates go on to excellent private-sector careers, graduate or professional programs, and public service, but we do not have a comprehensive listing of recent or long-term graduates. In spring 2018, we plan an alumni initiative that includes a survey of graduates at 5-year, 10-year, and 20-year cohorts. In Fall 2017, we did collect information in the form of anecdotes and advice from graduates of the department. These responses suggest a range of occupations that include:

- K-12 teaching
- law
- universities and libraries
- public history (museums, archives, tourism)
- public service (local, state and federal government)
- foreign service
- corporate work (financial services, retail, manufacturing)
- small business ownership (individual or family)
- writing, editing, consulting

I.E. Advising

The department relies heavily on a professional advisor, Amanda Adison, for formal advising work with students in all majors/minors within the department. In addition, faculty provide informal and career advising and mentoring to students. Faculty formally advise our graduate students.

I.F. Student life and professional development

The department has made a concerted effort to increase professional, social, and academic opportunities for students since the last review. These efforts have helped create a more cohesive group of majors/minors with a better sense of identity. We have also responded to student requests for more activities and workshops, and the creation of the HIST 3000 course at the sophomore/junior level has increased connections between majors in history. The religious studies methods course serves a similar function. Finally, in Fall 2017, the department created a Canvas (web classroom software) page for majors and minor; it includes important information and has an announcement feature that allows us to target our message to students in a one-time-per-week Monday morning announcement. Students seem to appreciate that we have stopped sending so much email, and the messages are getting better distribution now.

- **Student Professional Presentations**

The department began requiring the History Capstone students in Logan to present their work at a public conference in spring and fall of every year. This has allowed for assessment of oral presentation skills, but it has also given students a professional experience in presenting their research. Some students have also taken the opportunity to present at regional and national conferences using funding from the department and the university. In January 2018, for instance, six students (four undergraduates and two graduate students) presented their research at the Phi Alpha Theta National Convention in New Orleans. Students in Classics and Religious Studies have also presented at national and regional meetings for their disciplines.

- **Student field trips**

The department now offers an annual field trip to sites of historic importance in Utah to interested undergraduates, graduate students, faculty, and staff. The trips include visits to sites, lectures by experts, and socializing with alumni and community members. The trips so far have been: Price (mining and rail history), Vernal (US West, dinosaurs, trade), and Blanding (Native American and Mormon history). In 2018, the trip is planned for the new interpretive center at Topaz (the site of a Japanese-American internment camp) and the territorial statehouse museum at Fillmore, where a USU alumnus is director. In addition, Religious Studies has sponsored several students (this year we sent eight students) to attend the Wheatley Conference on Religion in the Public Sphere. This conference has proven to be a milestone for many of our majors, as they come to recognize the manifold possibilities that Religious Studies opens up for their future careers.

- **Student Scholarships**

The department offers several scholarships for undergraduates and graduate students each year for tuition assistance, travel to archives or conferences, and study abroad. Since the last review in 2010, we have added multiple scholarships in history and religious studies, a departmental travel award, and a study abroad scholarship in Classics. We are actively fundraising to increase the number of scholarships we can offer to our majors. Altogether, the department awards in excess of \$50,000 per year in undergraduate scholarships.

- **Student Journal**

The *Intermountain West Journal of Religious Studies* is the only peer-reviewed journal that publishes exclusively student-written articles in Religious Studies. The journal is designed to promote the academic study of religion at the graduate and undergraduate levels and USU students have the opportunity to get involved with its production. Each semester, the journal offers an editing internship to an undergraduate or graduate student, along with informal staff

positions to other students. They receive training in editing, proofreading, commissioning book reviews, soliciting peer reviews, and other skills.

- **Student Clubs and Social Activities**

The department creates community and builds leadership skills through its various clubs and voluntary activities. In History, the primary organization for students is Phi Alpha Theta (part of a national honorary society). PAT sponsors reading groups and film nights, provides the opportunity for student presentation at its regional and national conferences, and hosts social events such as the annual "Fright Night". Classics offers a very popular Roman game each spring that brings together faculty, students, and alumni for a banquet and event. The department now hosts an annual spring awards banquet as well.

- **Professional Workshops**

As a response to student surveys, the department has instituted a series of professional development opportunities for students. These include: career workshops on resume writing, graduate school application best practices, and articulation of specific skill sets; visits to institutions where alumni work (esp. in Utah); writing workshops and tutorials; and alumni presentations/networking.

- **Undergraduate Research**

In 2016-17, three undergraduates worked with faculty on summer research projects as part of a pilot program through our college, while another student helped co-author a textbook in Classics. Many of our students work on research projects with faculty. Another faculty-student pair has just been awarded a summer research fellowship for summer 2018.

- **Undergraduate Teaching Fellows**

Each year the department hires a number of Undergraduate Teaching Fellows (UTFs) to work alongside faculty in classrooms. These UTFs gain a variety of real-life experiences and skills, often leading discussions, conducting online forum discussions, working one-on-one with students, and facilitating projects. Students who work as UTFs for more than one semester often earn the chance to work in an upper-division history course, where the responsibilities for helping with learning and discussion increase.

- **High-Impact practices**

Faculty have been partnering with other campus and community entities to increase high-impact practices in their courses. Many classes now routinely work with USU's Special Collections & Archives and the Library's Digital Initiatives Program, conducting in-depth primary source research to craft physical and digital exhibitions. These exhibitions give students the opportunity to publicly demonstrate research, curatorial, writing, and technological skills. Examples of the digital exhibitions are available on the [Library's Omeka platform under student exhibits](#). The Department has also collaborated with Special Collections & Archives to place a number of interns, fellows, and student employees, who gain real world work experience in archives and records management, digitization work, and special collections librarianship. Other classes use the anthropology museum or art museum to facilitate collaborative projects and high-impact learning. One faculty member uses Reacting to the Past, a national curricular project, which is an award-winning program for student engagement in the classroom. These interdisciplinary and out-of-the-classroom activities show students how they might apply their interpretive and analytical skills in more real world settings.

I.G. Support of other USU entities

I.G.1. Interdisciplinary programs

American Studies – The department has a long-standing commitment to the American Studies program at the university, and several faculty in our department teach cross-listed courses in American Studies. We rotate responsibility for the graduate methods course on a bi-annual basis.

Interfaith Studies – The newly-formed certificate in Interfaith Leadership is housed in the Department of Sociology, Social Work, and Anthropology. The foundational course in Interfaith Leadership is cross-listed with Religious Studies, while many of its required and elective courses are housed in the Religious Studies Program. The certificate is led by Dr. Bonnie-Glass-Coffin, Professor of Anthropology and affiliate faculty in Religious Studies.

Other programs – The History Department offers courses and assistance to several other interdisciplinary programs and majors, including Asian Studies, Environmental Studies, Global Communications, International Business, International Studies, Latin American Studies, Medieval and Early Modern Studies Native American Studies, Museum Studies, Women’s & Gender Studies, and the Honors Program. Some faculty are also part of USU’s digital learning initiatives.

I.G.2. Administrative duties

History Department faculty are heavily involved in administrative work for the College, University, and statewide system. Dr. Frances Titchener is the university director of Undergraduate Teaching Fellows, while Dr. Norm Jones serves in several capacities on statewide general education initiatives. At the College level, Jeannie Sur has been appointed to the Diversity and Equity Committee as a staff representative. Other faculty serve on Faculty Senate, the Educational Policies Committee, Senate committees, and on ad hoc committees for the College and University.

I.H. Outreach Efforts

• Events and Programming

We have organized and co-sponsored a steady stream of diverse and well-subscribed events aimed at the campus community. In the past few years, Religious Studies hosted Dr. Eboo Patel, founder of the Interfaith Youth Corps, as well as lectures on the religious dimensions of the West African Ebola epidemic, the Syrian conflict, and the place of religious commitment in the classroom. Religious Studies sponsors an annual social on Religion and Food, among many others. We have also hosted a steady stream of conferences and speakers on Mormon Studies, including a recent well-subscribed conference on Joseph Smith and Translation. The religious studies program just received funding for a major conference on the environment to be held in October 2018 and entitled “God and Smog.” In the areas of History and Classics, the department co-hosts or hosts more than a dozen events per year, including speakers, an awards banquet, and a Roman game. In March 2018, History will host a Tanner Speaker, Dr. Karen Petrone, who will discuss the anniversary of the Russian Revolution and World War I. Finally, the department also provides expertise for events in the local and regional communities in the form of lectures, podcasts, media interviews, and op-ed pieces.

• Partnerships with local and regional organizations

Increasingly the department has partnered with organizations tied to our mission. We have supported events, hosted classes, supplied interns, and co-sponsored events with such varied groups as the Hyrum Museum (and its Smithsonian show), the Church History Library in Salt Lake, the Hill Aerospace Museum, and local libraries.

II. Faculty and Staff

II.A. Overview of Personnel

Faculty (Permanent, Fulltime)

NAME	TITLE	CHANGE SINCE 2010	SPECIALTY	ROLES		
				Research	Teach	Service
Anderson, Rebecca (Logan)	Lecturer PhD	2017 hired	Public History, Utah Mormon history	---	60	40
Archer, Seth (Logan)	Asst. Prof PhD	2018 (Jan) hired	US West, Health Native Amer History	50	40	10
Barlow, Philip (Logan)	Prof/Arrington Endowed Chair PhD	--	American Religion, Mormon History	60	30	10
Barton, John (Roosevelt-RC)	Principal Lect. Master's	2012 promoted	US West, Utah History	15	80	5
Brown, Clayton (Vernal-RC)	Assoc. Prof PhD	2017 promoted	Modern East Asia, China, Vietnam War	25	70	5
Brunstedt, Jonathan (Logan)	Asst. Prof PhD	2015 (Jan) hired	Soviet Union, war Eastern Europe	50	40	10
Bulthuis, Kyle (Logan)	Assoc. Prof PhD	2017 promoted	Colonial US, religion, race	50	40	10
Cogan, Susan (Logan)	Asst. Prof PhD	2016 hired	Early modern Europe reformation	50	40	10
Conte, Christopher (Logan)	Assoc. Prof PhD	--	African, environment	50	40	10
Culver, Lawrence (Logan)	Assoc. Prof PhD	--	US, borderlands environment	50	40	10
Damen, Mark (Logan)	Professor PhD	--	Classics, Latin, Greek	15	70	15
Diaz, Angela (Logan)	Asst. Prof PhD	2017 hired	US and world, civil war	50	40	10
Gossard, Julia (Logan)	Asst. Prof PhD	2016 hired	18 th c. France, gender childhood	50	40	10
Grayzel, Susan (Logan)	Professor PhD	2017 Hired	modern Europe, gender war	60	30	10
Grieve, Victoria (Logan)	Assoc. Prof PhD	2011 promoted	US, childhood, Cold War	60	30	10

Gupta, Ravi (Logan)	Professor (Redd Chair) PhD	2013 hired	Hinduism, comparative religion	30	60	10
Jones, Norm (Logan)	Professor PhD	--	Christianity, Early Britain	50	40	10
Lewis, David (Logan)	Professor PhD	2017 (retired)	Utah, US West	-----		
McInerney, Daniel (Logan)	Professor PhD	2017 (phased retire)	19 th c US, Civil War	50	40	10
McPherson, Robert (Blanding-USUE)	Professor PhD	2017 (retired)	Native American	-----		
Mueller, Robert (Tooele-RC)	Assoc. Prof PhD	--	Early modern Britain, Europe	10	80	10
Neel, Susan (Price-USUE)	Assoc. Prof PhD	--	US, environmental women's	20	75	5
O'Neill, Colleen (Logan)	Assoc. Prof PhD	--	Native American, US West, gender	50	40	10
Proctor, Tammy (Logan)	Professor Dept. Head PhD	2013 hired	modern Europe, war gender	Department Head-----		
Rosenband, Leonard (Logan)	Professor PhD	2016 (retired)	18 th century France	-----		
Ross, Danielle (Logan)	Asst. Prof PhD	2014 Hired	Islam, Eurasia	50	40	10
Sanders, James (Logan)	Professor PhD	2014 promoted	Latin America democracy, slavery	50	40	10
Shapiro, Susan (Logan)	Assoc. Prof PhD	--	Classics, Latin, Greek	50	40	10
Sur, Dominic (Logan)	Asst. Prof PhD	2017 hired	Buddhism, comparative religion	50	40	10
Titchener, Frances (Logan)	Professor PhD	--	Classics, Latin, Greek	50	40	10
Ward, Joseph (Logan)	Professor PhD	2016 hired	Early Modern Britain	Dean of College -----		

Staff (Permanent, Fulltime)

NAME	TITLE	CHANGE	DEGREES
Maughan, Melissa	Staff Assistant	Hired 2016	MA English/Tech Comm, USU 2017 BA History, USU 2013
Sur, Jeannie	Business Assistant III	Hired 2017	MDiv Religion, Harvard 2011 BA Political Science Pacific Lutheran 2005

Postdoctoral Teaching Fellows (Temporary, Fulltime)

NAME	Area of Expertise	Appointment	Highest Degree
Oughton, Charles	Classics, Latin/Greek	2016-18	PhD University of Texas (2016)
Rosenberg, Eliza	Religious Studies/Judaism	2017-19	PhD McGill University (2015)
Senaga, Karen	US History, Civil Rights	2016-18	PhD Mississippi State (2016)

Faculty (Adjunct, Affiliated, and Part-time)

NAME	TEACHING SPECIALTY	DEGREE	COURSE DELIVERY
Baldwin, Debra	Islamic Studies (RELS)	PhD	online
Bateman, Jeffery	Utah History, US History (HIST)	Master's	online
Bokovoy, David	Judaism and Biblical Studies (RELS)	PhD	online
Crow, Jeff	Comparative Religion (RELS)	PhD	online
Crumpton, Emily	American Civilization (HIST)	Master's	face-to-face/broadcast
Glass-Coffin, Bonnie	Anthropology (RELS)	PhD	face-to-face
Grove, Annette	Humanities (General Education)	Master's	online
Haws, Randall	American Military History, US (HIST)	Master's	face-to-face
Izmirlioglu, Ahmet	Ottoman Empire, World (HIST)	PhD	face-to-face
Kisner, Kenneth	European and World surveys (HIST)	Master's	online
Jackson, William	South Asia, Imperialism (HIST/RELS)	PhD	online
Sand, Alexa	Art History (RELS)	PhD	face-to-face
Sherlock, Richard	Philosophy (RELS)	PhD	face-to-face
Sowder, Michael	English Literature/Writing (RELS)	PhD	face-to-face
Wheeler, Emily	Utah history (HIST)	Master's	face-to-face/broadcast

High School Teachers (Teaching Methods course)

Eborn, Ryan	Logan High School
Moulton, Mary	Uintah High School
Lofland, Melinda	Ridgeline High School

II.B. Teaching

The department prides itself on excellence in teaching across all of its areas of expertise, and we work hard to support that mission. According to IPEDs data, USU faculty teach more students than our peers (22:1 faculty-student ratio at USU compared to a 19:1 average). Most faculty in the department offer at least one large survey course (100+), along with a mix of upper-division and graduate courses in their areas of specialization. We continue to work on assessing our teaching impact in meaningful ways and in keeping with the Tuning project guidelines from the American Historical Association. In 2017, the department adopted new course observation/peer review guidelines for classes, and each faculty member agreed to try and assess a new student-centered assignment in a class (in 2017-18).

II.C. Research

Since our last program review in 2010, faculty in the department have published a number of peer-reviewed works, including:

- **15** single-authored books
- **11** co-edited books
- **54** book chapters
- **59** journal articles

In addition, faculty have contributed to other professional endeavors by publishing in popular newspapers or magazines, web products (podcasts or other digital products), and state-of-the-field handbooks and encyclopedias. One area where we have seen significant growth is in more non-traditional publishing outlets, which include blogs, podcasts, digital history projects, digital exhibits, and open educational resource (OER) books and journals.

In terms of our external presence at professional conferences and other venues, in the last year alone (2017), faculty presented their scholarship and teaching at **71** conferences, workshops, and invited events. (Appendix B) Many of our faculty have received international invitations to present keynotes in areas as diverse as Japan, Colombia, Belgium, Greece, and India, just to name a few. These national and international presentations help establish our professional reputation as a department, and together with other professional service (grant reviewing, manuscript reviewing, etc.), is an important part of our faculty's scholarly work.

Several of our faculty have been involved with editing journals over the past few years. Dr. Titchener (*Ploutarchos*) and Dr. Shapiro (*Mediterranean Studies*) continue to work in editing capacities for these international journals. Until 2016 when the journal relocated to the University of Oklahoma, two of our faculty members edited and produced four issues per year of the *Western Historical Quarterly* here at Utah State, where the journal had been founded nearly fifty years earlier.

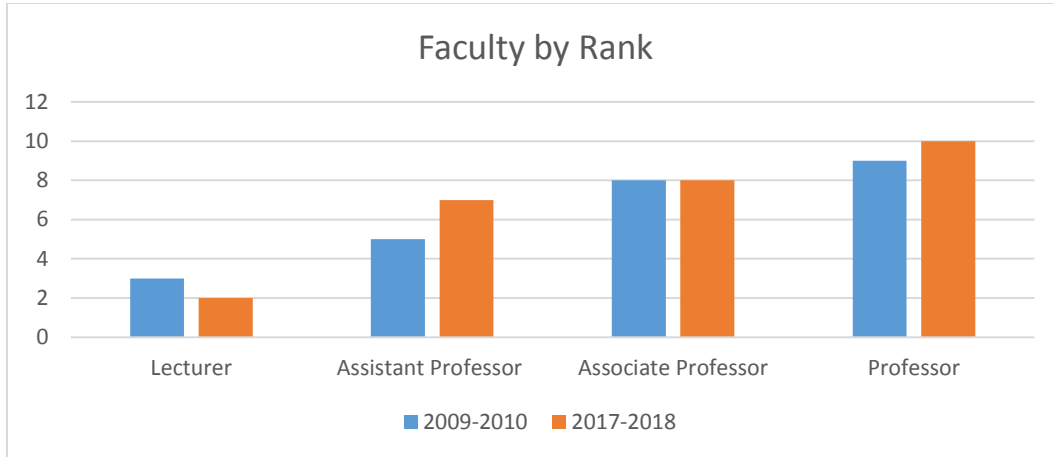
Finally, faculty have been aggressive in seeking external funding in the form of travel grants, major residential fellowships, and curricular development grants. Faculty have won **27** external grants and fellowships since 2010; these awards totaled more than **\$1.2 million**. (Appendix C)

II.D. Faculty Demographics

Since our last review, several faculty have retired or changed roles, and our fulltime faculty has expanded. The next two charts provide a small snapshot of some of the most noticeable changes.

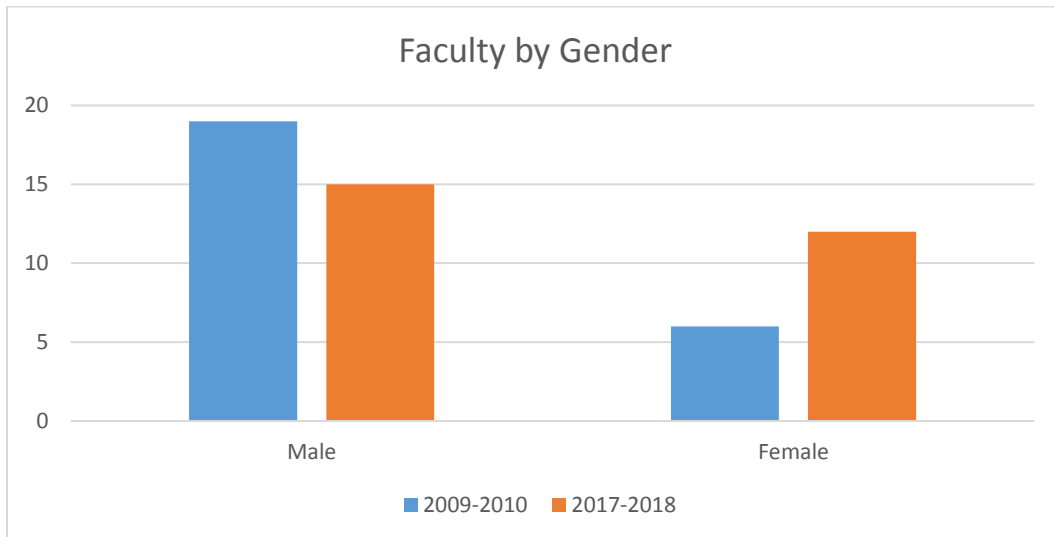
Faculty Ranks in 2017-18 versus 2009-2010

The department is in the middle of a cohort shift with the retirement of a large number of experienced faculty between 2015 and 2019. This chart shows the current shift in our ranks, and it includes two faculty members (professors) who are in phased retirement (ending in 2018 and 2019). In 2017-18, we also have one faculty member being considered for promotion to professor.



Gender in 2017-18 versus 2009-10

We have seen significant change in the number of male and female faculty in the department since the last review, and the department now has its first female department head (hired 2013). This chart includes two male faculty members in phased retirement ending in 2018 and 2019.



III. Program Costs and Support

III.A. Instructional Costs

The Department's instructional costs primarily lie in the area of personnel, since our faculty can instruct students and conduct research without significant investment in facilities, laboratories, or technologies beyond what the university provides with general classrooms and library resources. According to official university data, the direct instructional expenditures for the department in 2016-17 was \$3.1 million, which translates to a cost per student FTE of \$4769. (Appendix 1)

III.B. Program support

Funding for instruction in the department comes from several sources. First, the department receives E&G State funding for the bulk of our teaching and research for full-time faculty. This funding is supplemented by enrollment-driven funds through online, face-to-face, and IVC courses, most of which support USU students from across the university. A small number of out-of-state students also enroll in online courses. Other support for instruction comes from external grants, mostly private, which provide buy-out for faculty engaged in special research projects. Examples include faculty research residencies at Brigham Young University and at the Tanner Humanities Center. Finally, our religious studies program is anchored by two endowed faculty chairs, each with about \$2 million in endowments at the present moment. Those endowed funds provide partial salary for Dr. Barlow and Dr. Gupta, with the rest coming from state appropriations.

The department is able meet its mission in teaching partly through the use of graduate research assistants in a variety of roles to support faculty. Some of these GRAs assist in large survey classrooms, others intern in public history areas, others perform research alongside faculty, and a few serve as editorial fellows in support of academic journals. GRA funding comes in the form of annual stipends (\$10,000 per year in 2017-18) and tuition waivers, and most of that funding is provided by the department using state and private funds. The College awards a few waivers for graduate students from funding that the Research and Graduate Studies Office distributes, but these are not sufficient to cover more than a handful of students. To be competitive in attracting excellent graduate students, we must continue to find resources to support them in GRA positions. Our largest funding need as we move into the future if we hope to be competitive with our peer institutions is support for our graduate program and for our graduate students.

IV. Departmental Assessment and Data-Based Decisions

IV.A. History Degrees

IV.A.1 Learning Outcomes (History degrees)

Learning objectives and outcomes are the skill sets, competencies, and knowledge students should acquire in their discipline before graduation. The following criteria are for history majors involving the acquisition and mastery of historical knowledge, historical thinking, and historical skills.

Historical Knowledge

Goal: Understand a wide range of historical information

- identify the key events which express/define change over time in a particular place or region
- identify how change occurs over time

Goal: Explain historical continuity and change

- describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events
- discuss the ways in which factors such as race, gender, class, ethnicity, region and religion influence historical narratives

Historical Thinking

Goal: Recognize the pastness of the past

- explain how people have existed, acted and thought in particular historical periods
- explain what influence the past has on the present

Goal: Emphasize the complex nature of past experiences

- interpret the complexity and diversity of situations, events and past mentalities
- compare eras and regions in order to define enduring issues

Goal: Emphasize the complex and problematic nature of the historical record

- recognize a range of viewpoints
- compare competing historical narratives
- challenge arguments of historical inevitability
- analyze cause and effect relationships and multiple causation

Historical Skills

Goal: Develop skills in critical thinking and reading

- evaluate debates among historians
- differentiate between historical facts and historical interpretations
- assess the credibility of primary and secondary sources

Goal: Develop research skills

- formulate historical questions
- obtain historical data from a variety of sources
- identify gaps in available records

Goal: Develop the ability to construct reasonable historical arguments

- construct in writing a well organized historical argument
- support an interpretation with historical evidence from a variety of primary and secondary sources

IV.A.2. History BA/BS

Data-based Decisions – 2 main projects based on Assessments

1. Creation and Development of a Sophomore-Level Methods Course (2013-2018 project)

Identifying the Concern. In 2013, faculty, librarians, and students reported problems with students being underprepared for their HIST 4990 research capstone course. As a result, the department surveyed HIST 4990 instructors and students and instituted a shared rubric to assess skills against our learning outcomes. After a discussion at the 2014 retreat, the department voted to create a sophomore-level methods course (HIST 3000), which is a model that is embraced by many history departments in the United States.

Creating HIST 3000 – new course created in spring 2015

Assessing HIST 3000

Multiple assessment tools used to gauge success of course

--exit surveys from 2015-16

--written reflections from students and professor in spring 2017

--discussion among faculty at 2017 retreat

--students who have completed HIST 3000 helped write the HIST 4990 Senior Capstone syllabus in Fall 2017 and wrote reflections in December 2017

Initial Conclusions

- IDEA scores – average to above average marks on “Progress on Relevant Objectives”. Generally the department scores above average in this category in relation to the rest of the institution (65-69%).
- Student exit surveys report improved knowledge of library and research skills, but they suggest that more fine-tuning of the historical process parts of the class may need to feature in future sections.
- Librarians and HIST 4990 instructors report better Historical Skills than in the past
- Spring 2017 written reflections show that students report more confidence in historical research and analysis
- Oral assessment shows marked improvement in student performance over three years

To be completed--

- Department head 3-year review of IDEA forms and enrollment figures (Spring 2018)
- Meeting of HIST 3000 and HIST 4990 instructors to discuss success of new methods courses in meeting History Learning Outcomes (scheduled for spring 2018)
- Norm Jones is authoring an article for a peer-reviewed journal about HIST 3000 (2018)
- Canvas "Learning Mastery" project in collaboration with the CIDI office at USU.
- Development of an online version of HIST 3000 in Fall 2018 (Clayton Brown)

2. Internships and Public History (2014-18 project)

Identifying the Concern. Faculty who have been watching the career paths of students in history identified a problem with our internship procedures and placements. Students also complained that it was difficult to find internships and to receive help with the process. Also,

increasingly history departments across the country have been creating public history tracks or programs to better prepare students for a variety of careers.

Reviewing and Revising internship procedures

The department commissioned a faculty member to create a report on peer institutions and public history programs. After that report in 2015, the department met to discuss possibilities to improve access to internships and public history skills for students. First, the department hired a coordinator for a two-year project to improve communication and access to internships (completed 2017). Second, the department hired a Public Historian, who began work in Fall 2017. The department approved a public history track in our master's program in Dec. 2017.

Creating a Public History Track and Permanent Internship Coordinator (2017-18)

Our new Public Historian, Rebecca Andersen, will teach our first public history methods course for graduate students and undergraduates in spring 2018. She has also begun meeting with students and internship providers to better facilitate student internships. Note that initial assessment of Public History Program is scheduled for spring 2019.

IV.A.3. History Teaching BA/BS

In addition to our regular assessment of history courses, we measure success and assess the history teaching program using the PRAXIS content area exams. The 2010-17 exam data documents our “pass” rates for the social studies composite and history area exams. This chart allows for multiple attempts, as some students take the exam two or three times before successfully passing. The exams have changed slightly in the last seven years, so the different exam numbers show earlier versions and the exam now in force. Also, data for 2016-17 is somewhat complicated by new Utah legislation that provided for alternative licensing for teachers; teachers could take the praxis in order to gain alternative licenses to teach without a formal teaching education degree. This licensing is presently being revised again in 2018.

PRAXIS EXAM RESULTS (2010-2017)

PRAXIS TEST	SCORE AVERAGE (includes all attempts)	# of students taking exam	Number Passed total	Success rate (w/multiple attempts)
<i>Content tests -- History</i>				
World and US History (0941)	160.2	24	15	
World and US History (10941)	155.81	79	62	
World and US History (5941)	158.79	81	59	
TOTAL: World and US History (941 versions)	157.26	173	136	79%
<i>Content tests -- Social Studies</i>				
Social Studies (0081)	166.58	59	54	
Social Studies (5081)	166.91	75	67	
TOTAL: Social Studies (081 versions)	166.75	131	110	84%

IV.A.4. History MA/MS

Since Fall 2015, the History Department has been considering how best to implement assessment methods for individual students within the graduate program's larger learning goals.

STUDENT FEEDBACK AND TRACKING (SPRING 2016)

In order to determine student perceptions about whether they achieved these goals, the History Dept. created an exit survey for graduate students and attempted to more closely track the career paths of our alumni.

STRATEGIC PLANNING (SUMMER 2016)

In Summer 2016, the History Dept. GPC participated in a Strategic Planning Session with other department representatives to consider the following issues within the graduate program.

Short-Term Goals

- Simplify and clarify the degree requirements (Handbook)
- Strengthen the distinctions between Plan A (thesis) and Plan B (professional)

Long-Term Goals

- Increase the number of applicants (Recruit individually, social media, gradschoolmatch)
- Improve graduation rates (Research seminar; public proposal defense in February/March of first year)

ASSESSMENT ACTIVITIES (2016-2017)

- The GPC created a Graduate Student Handbook listing all the policies and procedures for the History Department Graduate program and program options (MA/MS, Plan A/Plan B). The Handbook is online and available to students and faculty.
- The department increased its stipend from \$7500 to \$10,000/year for funded students.
- The Department hired a Public Historian to teach Public History courses (undergraduate and graduate; to serve on thesis committees and guide graduate level research in public history; to manage and guide graduate level internships; to advise graduate students).
- In recruiting for Fall 2017, the GPC actively engaged in recruiting efforts by working with the School of Graduate Studies to create a marketing flyer, using gradschoolmatch.com, and participating in the university's first Welcome Weekend. The student who attended the Welcome Weekend chose to attend our program with additional financial incentives. For 2018 recruiting, the department held its own welcome weekend with 8 prospective students.
- First year students were offered funding for research travel in Summer 2017 if they defended their thesis proposal by March 2017. Eight of the twelve students (67%) enrolled in HIST 6000 in Fall 2016 defended their proposals in Spring 2017. This is a dramatic improvement.
- Graduating students will participate in the exit survey.

ASSESSMENT PLANS (2017-2018)

- In order to improve graduation rates, the History Dept. created a new required course (Research Seminar) for all students entering their second year. This class was offered for the first time in Fall 2017. The goal was to provide students with structured class time to write a chapter of their thesis or Plan B paper. The department collected student-reported assessments in December.
- Data measuring student achievement of learning outcomes will be collected in our required courses (HIST 6000, HIST 6010, and HIST 6030) in 2017-2018.

IV.B. Religious Studies BA/BS Degrees

IV.B.1. Learning Objectives

Students completing the BA or BS degree in Religious Studies should be able to:

1. demonstrate literacy concerning the major religions of the world
2. understand the relationship between religion and culture, and think critically about the influence of religious value systems on individuals and societies
3. read and analyze the sacred texts of different religious traditions
4. apply appropriate methods of research and argumentation to questions concerning religion
5. communicate their findings in clear, well-reasoned writing
6. possess a rigorous foundation for pursuing advanced study in religion or related fields

IV.B.2. Assessment Methods

A number of assessment tools have guided the ongoing development of the Religious Studies Program. The last external review of the Program was conducted in Spring 2013. The current Department Head, Tammy Proctor, and Program Director, Ravi Gupta, both of whom began in Fall 2013, have implemented the majority of the reviewers' recommendations.

In Spring 2014, before embarking on a comprehensive curriculum review, the Religious Studies Program participated in the American Academy of Religion's survey of alumni from Religious Studies programs nationwide. USU's Religious Studies Program consistently performed on par or better than other universities (public and private) who participated in the survey. Interestingly, our majors reported being more invested in, and knowledgeable about, religion at the beginning of their studies than did students at other universities; similarly, our alumni reported higher levels of competency in religion upon graduation than did students at other schools. We discovered that 70% of our alumni had double-majored, and that business, tourism, and law were common career choices for alumni. To continue gathering data on our majors, we have recently instituted entry and exit surveys.

Upon completing their degrees, our undergraduate and graduate students (with History degrees, but affiliated with religious studies) earn places at prestigious universities and employers. Last year, one of our students went on to pursue a PhD in Classics at the University of California Berkeley, a second is studying for his doctoral degree as a Thomas Jefferson Fellow at the University of Virginia, while another is helping found the Smithsonian's National Women's History Museum in Washington. Our faculty continue to attract skilled graduate students to pursue a master's degree in religious history, especially in the areas of Mormonism, Hinduism, and Buddhism. Last year, we enrolled graduate students from Virginia, Washington DC, Utah, and England.

Finally, as a way to assess our gateway course (RELS 1010) and its ability to foster religious literacy among students, we conduct a survey in the course at the beginning and end of the semester. The survey questions are adapted from the Pew Forum's survey on religious literacy. The results demonstrate significant growth in students' religious literacy, from approximately 30 percentage points to 70, despite the fact that the survey questions are external to the course.

IV.B.3. DATA-BASED DECISIONS / SUSTAINABILITY, ACADEMIC YEARS 2015-17, (Organized by Learning Objectives)

Students completing the BA or BS degree in Religious Studies should be able to:

1) demonstrate literacy concerning the major religions of the world

Our three-year strategic plan, external peer review, and internal curriculum review determined that our coverage was not consistent across the major world religions. Over the past two years, we have worked steadily to improve coverage:

We created a new tenure-track position in Buddhism, providing stable teaching in this major world religion. Courses include “Introduction to Buddhism,” “Buddhism in the West,” and “Women in Buddhism.” We have hired a postdoc in Judaism, Bible, and Early Christianity, which is our most significant area of need. New courses now offered on campus include “Introduction to Judaism” and “Women in the Bible.” These are supplemented by online courses in this subject area: “Introduction to Judaism,” and “The Historical Jesus.” Nevertheless, we still require long term curricular stability in Jewish Studies and Biblical Studies. The religious literacy survey in RELS 1010 has been consistently returning evidence of significant growth in students’ knowledge of world religions, over the past 3 years. Survey results are available on the Religious Studies assessment website.

2) understand the relationship between religion and culture, and think critically about the influence of religious value systems on individuals and societies

The Religious Studies Program has collaborated with the Anthropology Program to develop the Interfaith Leadership Certificate, housed in the Department of Sociology, Social Work, and Anthropology. The Certificate relies on numerous Religious Studies courses, while also offering a new course that specifically addresses the nature of religious difference in cultures and societies: “Bridging Religious Difference: Theory and Practice” (RELS 3165). We have added additional new courses that teach the relationship between religion and culture: “Science and Religion,” “Religion and Politics in South Asia,” and “Gods and Goddesses of India.” We have been producing a varied array of events and speakers who address the implications of religion on societies and individuals. Last year’s events include a lecture on the religious dimensions of the West African Ebola crisis, a lecture by an expert on religion and terrorism, a panel on women’s roles in Mormonism (in partnership with the Center for Women and Gender), and a lecture on the relationship between science and religion.

3) read and analyze the sacred texts of different religious traditions

Our external peer review and survey of majors indicated that we were not offering enough courses on the sacred texts of major religious traditions. We have made development of such courses a priority for the program. Recent offerings include courses such as, “Yoga Theory,” “New Testament Philosophy” (cross-listed with Philosophy), and “Women in the Bible.” We also hosted a well-attended conference on Joseph Smith and Translation, which highlighted scholarship on the Book of Mormon.

4) apply appropriate methods of research and argumentation to questions concerning

religion

“Theory and Method in Religious Studies” (RELS 3990), which is a course required of all majors, now includes research training that is specifically intended to prepare students for their capstone thesis (RELS 4990). Students read journal articles by recognized scholars in the field, learn to decipher the articles’ lines of reasoning through weekly “argument maps,” and build their own skills of questioning and argumentation through regular writing assignments.

5) communicate their findings in clear, well-reasoned writing

In “Theory and Method” (RELS 3990), majors write an annotated bibliography, an academic book review, a thesis proposal, and weekly response papers—thus gaining experience with a variety of writing styles. Nearly all the assignments are iterative, either through multiple drafts of the same essay, or multiple essays of the same type, allowing the instructor to provide regular feedback and track improvement on their writing and reasoning skills. Furthermore, “Introduction to Religious Studies” (RELS 1010), as taught by both Gupta and Sur, includes iterative writing assignments.

6) possess a rigorous foundation for pursuing advanced study in religion or related fields

We have instituted an exit survey of graduating majors to assess how prepared they feel for their future careers. The results of this survey are available on the Religious Studies assessment website.

We have increased the number of majors we send to the Wheatley Conference on Religion in the Public Sphere. Past attendees have affirmed that this conference considerably broadened their understanding of the applicability of Religious Studies to a variety of careers. In Fall 2017, we went 8 majors to the conference.

Upon completing their degrees, our undergraduate and graduate students earn places at prestigious universities and employers. Last year, one of our students went on to pursue a PhD in Classics at the University of California Berkeley, a second is studying for his doctoral degree as a Thomas Jefferson Fellow at the University of Virginia, while another is helping found the Smithsonian’s National Women’s History Museum in Washington.

V. Appendices

APPENDIX #1: R411 Data Table for the Department of History

	Year	Year	Year	Year	Year	NOTES
	2012-13	2013-14	2014-15	2015-16	2016-17	
Faculty						
Headcount	18	20	21	20	23	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	18	19	20	20	23	
Full-time Tenured	14	17	16	16	16	
Full-time Non-Tenured	3	2	2	4	7	
Part-time	1	0	2	0	0	
With Master's Degrees	0	0	0	0	0	
Full-time Tenured	0	0	0	0	0	
Full-time Non-Tenured	0	0	0	0	0	
Part-time	0	0	0	0	0	
With Bachelor's Degrees	0	0	0	0	0	
Full-time Tenured	0	0	0	0	0	
Full-time Non-Tenured	0	0	0	0	0	
Part-time	0	0	0	0	0	
Other	0	1	1	0	0	
Full-time Tenured	0	0	0	0	0	
Full-time Non-Tenured	0	1	1	0	0	
Part-time	0	0	0	0	0	
Total Headcount Faculty	18	20	21	20	23	
Full-time Tenured	14	17	16	16	16	
Full-time Non-Tenured	3	3	3	4	7	
Part-time	1	0	2	0	0	
FTE (A-1/S-11/Cost Study Definition)						
Full-time (Salaried)	23.98	23.03	23.32	22.63	22.59	
Teaching Assistants	0	0	0	0	0	
Part-time (May include TAs)	1.47	1.09	1.42	1.14	3.05	
Total Faculty FTE	25.45	24.12	24.74	23.77	25.64	Actual E&G INSTRUC TIONAL & Estimated RC FY FTE Faculty

						Actual E&G INSTRUC TIONAL FY FTE Graduate Instructors
Number of Graduates	85	49	46	75	60	Actual E&G INSTRUC TIONAL FY FTE Wage Rated Faculty
Certificates	0	0	0	0	0	
Associate Degrees	0	0	0	0	0	
Bachelor's Degrees	78	42	39	62	52	
Master's Degrees	7	7	7	13	8	
Doctoral Degrees	0	0	0	0	0	
Number of Students—(Data Based on Fall Third Week)						
Total # of Declared Majors	299	249	256	281	259	
Total Department FTE*	576.6	615.4	615.5	718	648.9	
Total Department SCH*	8558	9146	9143	10692	9644	
*Per Department Designator Prefix (Budget-Related SCHs/FTEs counted for Fall semester only)						
Student FTE per Total Faculty FTE	22.7	25.5	24.9	30.2	25.3	
Cost (Cost Study Definitions)						
Direct Instructional Expenditures	2,572,555	2,664,501	2,816,526	2,864,077	3,094,685	
Cost Per Student FTE	4,461.59	4,329.71	4,576.00	3,988.97	4,769.12	
Funding						FY E&G INSTRUC TIONAL & Estimated RC Faculty Costs
Appropriated Fund	2,456,932	2,595,667	2,613,607	2,730,004	2,910,265	
Other:						
Special Legislative Appropriation						

Special Fees/Differential Tuition						Department revenue is a mix of several sources, including the State general fund and education fund, tuition, and other sources.
Total	2,456,932	2,595,667	2,613,607	2,730,004	2,910,265	Revenue is not appropriated to specific departments. Amounts shown are E&G FY Budgets (which incl. est. benefits @ 44%) & Estimated Actual RC Faculty Salaries & Estimated benefits. BENEFITS ARE ESTIMATES (they are budgeted centrally)
Grants & Contracts	5,000	31,481	143,365	75,592	116,500	
E&G						
Full-time (Salaried)	17.25	17.41	17.96	17.1	18.78	Source: Sponsored Programs
Teaching Assistants	0	0	0	0	0	
Part-time (May include TAs)	1.47	1.09	1.42	1.14	3.05	

						Actual E&G INSTRUC TIONAL FY FTE Faculty
Direct Instructional Expenditures	2,003,846	2,160,353	2,327,757	2,342,652	2,761,797	Actual E&G INSTRUC TIONAL FY FTE Graduate Instructors
						Actual E&G INSTRUC TIONAL FY FTE Wage Rated Faculty
Appropriated Fund	1,888,222	2,091,519	2,124,839	2,208,579	2,577,377	
						FY E&G INSTRUC TIONAL Costs
RCDE Faculty						
FTE	6.73	5.62	5.36	5.53	3.81	E&G FY Budgets (plus est. benefits @ 44%)
Sal	394,937	350,103	339,423	362,101	231,172	
Ben	173,772	154,045	149,346	159,324	101,716	
						Actual RC Faculty as determined by Tenure Rank Department
Source: Budget&Planning - C:\Data\Spreadsheets\R401 Finance\2012+\[1- Actual Instructional Faculty.xlsx]15-16TenureList						
Includes:History, Reli Studies, Mormon Chair, Buddhist Chair, Reli Studies-Mormon Chair, Reli Studies-Redd Chair						

APPENDIX #2 – Faculty Research Productivity (from Digital Measures c.v. data)

Note: Includes books, book chapters, journal articles and other intellectual contributions from Jan 2010-Dec 2017; presentations from 2017 only

Andersen, Rebecca K.

Refereed Journal Articles

Andersen, R. (2010). Zionism in Zion: The Salt Lake City Hadassah Chapter, 1943-1963. *Utah Historical Quarterly*(Winter).

Presentations

Andersen, Rebecca, Mormon History Association, "The Valleys of Ephraim are Full: Stewardship, Sustainability, and the Mormon McMansion." (2017).

Archer, Seth

Refereed Journal Articles

Archer, Seth. (2016) "Colonialism and Other Afflictions: Rethinking Native American Health History," *History Compass*

Archer, Seth. (2010) "Remedial Agents: Missionary Physicians and the Depopulation of Hawai'i," *Pacific Historical Review*

Barlow, Philip L.

Books

Barlow, P. L. (2015). In Philip L. Barlow, Terryl Givens (Ed.), *The Oxford Handbook of Mormonism*. New York, NY: Oxford University Press.

Barlow, P. L. (2013). *Mormons and the Bible: The Place of the Latter-day Saints in American Religion*. New York, NY: Oxford University Press.

Book Chapters

Barlow, P. L. (2015). Mind and Spirit. In Philip L. Barlow, Terryl Givens (Ed.), *The Oxford Handbook of Mormonism* (pp. 227-245). New York, NY: Oxford University Press.

Barlow, P. L. (2013). "Latter-day Saints (Mormon) Interpretation". *Oxford Encyclopedia of Biblical Interpretation*. New York, NY: Oxford University Press.

Barlow, P. L. (2012). Expansion into the Transappalachian World. In Stephen Stein (Ed.), *Cambridge History of Religions in America, Vol. II: 1790–1945* (vol. 2, pp. 117-136). Cambridge University Press. universitypublishingonline.org/cambridge/histories/ebook.jsf?bid=CBO9781139195423

Barlow, P. L. (2012). Mormons and the Bible in the 21st Century. In Kathleen Mulhern (Ed.), *The Future of Religion: Traditions in Transition*. 2012: Patheos Press. http://www.amazon.com/The-Future-Religion-Traditions-ebook/dp/B00852HZHG/ref=sr_1_1?ie=UTF8&qid=1338845115&sr=8-1

Barlow, P. L. (2010). Regions. In Philip Goff (Ed.), *Blackwell Companion to Religion in America*. Blackwell.

Barlow, P. L., Givens, T. (2015). Introduction. *Oxford Handbook of Mormonism*. New York, NY: Oxford University Press.

Refereed Journal Articles

Barlow, P. L. (2013). "Questions at the Veil". *Dialogue: A Journal of Mormon Thought*, 46(3), 203-216.

Barlow, P. L. (2012). Chosen Land, Chosen People: Religious and American Exceptionalism among the Mormons. *The Review of Faith & International Affairs/(Institute for Global Engagement)*, 10(2).

Barlow, P. L. (2012). To Mend a Fractured Reality: Joseph Smith's Project. *Journal of Mormon History*, 38(3), 28-50.

Barlow, P. L. (2011). Forum: American Scriptures. *Religion and American Culture: A Journal of Interpretation*, 21(1), 1-10.

Non-Refereed Journal Articles

Barlow, P. L. (2014). Questing and Questioning. *Sunstone*.

Barlow, P. L. (2010). "Demographics" and "Geographical Approaches". In Charles Lippy and Peter Williams (Ed.), *Encyclopedia of Religion in America*. CQ Press.

Barton, John

Books

- Barton, J. D. (2016). *Upon the Shoulders of Giants: A Brief History of Utah State University's Regional Campus System*. Logan, UT.: Published by the Provost's Office, Utah State University.
- Barton, J. D. (2013). *A Remarkable Past and a Bright Future: A History of Moon Lake Electric Association*. Atlanta, Georgia: The Donning Company Publishers.

Refereed Journal Articles

- Barton, J. D. (2017). "Reflections on Thirty Years of Teaching for Utah State University Distance Education," *Journal on Empowering Teaching Excellence*, 1(2).
- Barton, J. D. (2013). Forts Davy Crockett and Kit Carson. *Outlaw Trail Journal* (Winter 2013), 25 - 34.

Brown, Clayton

Book Chapters

- Brown, C. D. (2016). Drawing Lines in Sand: Negotiating the Boundaries of Anthropology in Republican China. In Wenhsin Yeh, et al. (Ed.), *Knowledge Acts in Modern China: Ideas, Institutions, and Identities* (pp. 54-85). Berkeley, CA: Berkeley Institute of East Asian Studies.
- Brown, C. D. (2016). Proven Strategies for Blended Learning: Case Studies from Distance Teaching in History. In Alan Blackstock and Nathan Straight (Ed.), *Connected Classrooms: Interdisciplinary Approaches to Distance Teaching* (pp. 87-103). New York, NY: Routledge.

Refereed Journal Articles

- Brown, C. D. (2016). Democracy in Asia. *Education About Asia*, 21(1), 5-12. <http://aas2.asian-studies.org/EAA/EAA-Archives/21/1/1404.pdf>
- Brown, C. D. (2012). China's Great Leap Forward. *Education About Asia*, 17(3), 29-34. www.asian-studies.org/EAA/EAA-Archives/17/3/1073.pdf
- Brown, C. D. (2010). Li Ji heyi chengwei Zhongguo kaoguxue zhi fu 李济何以成为中国考古学之父. *Shu Cheng*(June 2010), 45-52.

Other Intellectual Contributions and Non-Refereed Publications

- Brown, C. D. (2015). *Report on the Workshop "Democracy in Asia: A Universal or American System?"* (October 2015 ed.). The Asian Studies Newsletter. <http://www.asian-studies.org/Conferences/Reports-Oct-2015>
- Brown, C. D. (2015). *Masters of History Game*.
- Brown, C. D. (2014). *Silk Road Virtual Tour*. www.youtube.com/watch?v=56IzyMfLJFA
- Brown, C. D. (2014). *Global Cultural Heritage website*. elearn.usu.edu/courses/Clayton/global-cultural-heritage/index.html
- Brown, C. D. (2012). *Teaching Resources for China's Great Leap Forward* (Winter 2012 ed.). Education About Asia. www.asian-studies.org/EAA/EAA-Archives/17/3/1251.pdf

Presentations

- Brown, Clayton D., American Historical Association annual meeting, "Masters of History: Teaching History through Online Gaming," American Historical Association, Denver. (January 6, 2017).

Brunstedt, Jonathan J.

Book Chapters

- Brunstedt, J. (2016). Bureaucratizing the Glorious Past: Moscow's Victory Memorial Project during Late Socialism. In Maria Theresia Starzmann and John R. Roby (Ed.), *Excavating Memory: Sites of Remembering and Forgetting* (pp. 25-41). University Press of Florida.

Refereed Journal Articles

- Brunstedt, J. (2014). Remembrance of the Great Patriotic War in the Development of the Concept of the 'Soviet People'. *Forum for Contemporary East European History and Culture*, 2013(2).
- Brunstedt, J. (2013). The Soviet Myth of the Great Fatherland War and the Limits of Inclusionary Politics under Brezhnev: The Case of Chalmavist Literature. *Nationalities Papers: The Journal of Nationalism and Ethnicity*, 41(1).
- Brunstedt, J. (2011). Building a Pan-Soviet Past: The Soviet War Cult and the Turn Away from Ethnic Particularism. *Soviet and Post-Soviet Review*, 38(2).

Presentations

Brunstedt, Jonathan, British Association for Slavonic and East European Studies Convention, "Across the Revolutionary Divide? The Meaning of 1917 in the Stalinist Myth of the Second World War," BASEES, Cambridge, United Kingdom. (March 30 - April 2, 2017).

Bulthuis, Kyle T.

Books

Bulthuis, K. (2014). *Four Steeples over the City Streets: The Social World of New York's Early Republic Congregations*. New York: New York University Press.

Cogan, Susan M.

Refereed Journal Articles

Cogan, S. (2016). Building the Badge of God: Architecture and Religious Persecution in Early Modern England. *Archiv für Reformationsgeschichte*, 107.

Presentations

Cogan, Susan (Chair), Sixteenth Century Society Conference, "Panel 190: Negotiating Early Modern Catholicism," Milwaukee, WI. (October 26 - 30, 2017).

Cogan, Susan (Presenter & Author), Sixteenth Century Society Conference, "Gender and Social Networks in Early Modern England," Milwaukee, WI. (October 26 - 29, 2017).

Cogan, Susan (Presenter & Author), Global Reformations, "Networks of Coexistence becoming Visible: the parish of Rushton, Northamptonshire," Toronto, Canada. (September 27 - 30, 2017).

Cogan, Susan (Presenter & Author), Warwick Symposium on Parish Research, "Networking the Parish: Nanohistory and the visual mapping of All Saints/St. Peters, Rushton, Northamptonshire," University of Warwick, Warwickshire, UK. (May 20, 2017).

Cogan, Susan (Presenter & Author), DHU2 (Digital Humanities Utah 2), "'Digital Exhibits in the Classroom and the Library: Bringing Student Research to the Public'," Salt Lake City, UT. (February 10 - 11, 2017).

Conte, Christopher A.

Book Chapters

Conte, C. A. Nature Conservation in Africa's Great Rift Valley: A Study in Culture and History. *National Parks and the Nation* (pp. Chapter 8). Norman, Ok: University of Oklahoma Press.

Conte, C. A. (2017). In Tom Spear (Ed.), "*Africa's Forest History*". Online: The Oxford Research Encyclopedia of African History. Edited by Tom Spear. September, 2017.
<http://africanhistory.oxfordre.com/view/10.1093/acrefore/9780190277734.001.0001/acrefore-9780190277734-e-196?rskey=vEqQrg&result=1>

Refereed Journal Articles

Conte, C. A. (2014). Africa's Mountains: Collecting and Interpreting the Past. *Rachel Carson Center Perspectives*, 2014(4), 55-64.. www.environmentandsociety.org/sites/default/files/2014_i4.pdf

Non-Refereed Publications

Conte, C. A. (2016). In Samantha Rothbart (Ed.), *Rust Belt Recollections and a Winding Road to Munich*. <https://seeingthewoods.org/2016/04/21/making-tracks-chris-conte/#more-3451>

Conte, C. A. (2010). Forest History in East Africa's Eastern Arc Mountains: Biological Science and the Uses of History. *Bioscience*, 60, 309-313.

Presentations

Conte, Christopher A, Radical Hope: Inspiring Sustainability Transformations through Our Past, "Resiliency in Rural Africa: Photography, History and Hope," Rachel Carson Ctr, Munich, Germany. (July 3 - 4, 2017).

Conte, Christopher A, University of Warwick Annual World History Seminar, "'Resiliency in Rural Africa: Photography, History and Hope.'," University of Warwick, Warwick, England. (May 17 - 18, 2017).

Conte, Christopher A, Seminar in African Studies, St. Anthony's College, Oxford, "'Power, Production, and Land Use in German East Africa through the Photographs of Walther Dobbertin, c. 1910.'," St. Anthony's College, Oxford Center for African Studies, St. Anthony's College, Oxford. (May 16, 2017).

Culver, Milton L.

Books

Culver, M. L. (2012). *The Frontier of Leisure: Southern California and the Shaping of Modern America*. Revised Paperpack Edition. (pp. i-x; 1-317). New York, NY: Oxford University Press.

Culver, M. L. (2010). *The Frontier of Leisure: Southern California and the Shaping of Modern America*. (pp. i-x; 1-317). New York, New York: Oxford University Press.

Book Chapters

Culver, M. L. (2014). Confluences of Nature and Culture: Cities in Environmental History. In Andrew C. Isenberg (Ed.), *The Oxford Handbook of Environmental History* (pp. 553-572). New York, NY: Oxford University Press.

Culver, M. L. (2012). "Manifest Destiny and Manifest Disaster: Climate Perceptions and Realities in United States Territorial Expansion". In Christof Mauch and Sylvia Mayer (Ed.), *American Environments: Climate—Cultures—Catastrophe* (vol. 1st, pp. 7-30). Heidelberg: Universitätsverlag Winter Heidelberg.

Culver, M. L. (2011). From Public to Private Nature in Twentieth-Century Los Angeles. *Greening the City: Urban Landscapes in the Twentieth Century* (pp. 95-111). Charlottesville, Virginia: University of Virginia Press.

Culver, M. L. (2010). America's Playground: Recreation and Race. *A Companion to Los Angeles* (pp. 421-437). MA: Wiley-Blackwell.

Refereed Journal Articles

Culver, M. L. (2014). Seeing Climate through Culture. *Environmental History*, 19(2), 311-318.

Culver, M. L. (2012). The Desert and the Garden: Climate as Attractor and Obstacle in the Settlement History of the Western United States. *Global Environment: A Journal of History and Natural and Social Sciences*, 9(Issue 9, 2012), 130-159.

Culver, M. L. (2012). Reading Silent Spring as a Challenge for Contemporary Environmentalism. *RCC Perspectives (Journal of the Rachel Carson Center for Environment and Society)*, 7(Issue 7, 2012), 31-34. http://www.carsoncenter.uni-muenchen.de/publications/perspectives_mainpage/2012_perspectives/index.html

Culver, M. L., Egner, H., Gallini, S., Kneitz, A., Lousley, C., Lübken, U., Mincyte, D., Mom, G., Winder, G. (2012). Revisiting Risk Society: A Conversation with Ulrich Beck. *RCC Perspectives*, 2011(6), 5-31. www.carsoncenter.uni-muenchen.de/publications/perspectives_mainpage/index.html

Non-Refereed Journal Articles and Other Publications

Culver, M. L., Mauch, C., Trischler, H., Hou, S., Ritson, K. (2013). "Making Tracks: Human and Environmental Histories." *Rachel Carson Center Perspectives*. (5th ed., vol. 2013, pp. 1-138). Munich: RCC Perspectives (Journal of the Rachel Carson Ctr for Environment & Society).

Culver, M. L. (2013). "From the English Garden to LA." *"Making Tracks: Human and Environmental Histories."* *RCC Perspectives (Journal of the Rachel Carson Center for Environment and Society)*, 2013(5), 59-63.

Culver, M. L., Mauch, C., Ritson, K. (2012). In Lawrence Culver, Christof Mauch, and Katie Ritson (Ed.), *Rachel Carson's Silent Spring: Encounters and Legacies. Rachel Carson Center Perspectives Special Issue* (Issue 7, 2012 ed., vol. 7, pp. 1-65). Munich, Bavaria: RCC Perspectives (Journal of the Rachel Carson Center for Environment and Society).

Culver, M. L. (2011). "Privatized Leisure: L.A. as Ode to Perfect Climate, for Some." *Zócalo Public Square*. zocalopublicsquare.org/thepublicsquare/2011/07/13/privatized-leisure/read/nexus/

Presentations

Culver, Milton Lawrence, DHU2 Utah Symposium on the Digital Humanities, "Chair, "Pedagogy and Publics", " University of Utah, Salt Lake City, UT. (February 11, 2017).

Culver, Milton Lawrence, American Historical Association, "Comment, "New Directions in Environmental History, Part Two: Drought and Deluge in History", " American Historical Association, Denver, CO. (January 6, 2017).

Damen, Mark

Refereed Journal Articles

Damen, M., Richards, R. (2012). 'Sing the Dionysus': Euripides' Bacchae as Dramatic Hymn. *American Journal of Philology*.

Presentations

Damen, Mark, 2017 Phillips Colloquium, "Online Pedagogy in the Latin Classroom," Department of Classics University of Kansas, Lawrence KS. (September 8 - 9, 2017).

Diaz, Angela

Refereed Journal Articles

Diaz, M. A. (2016). To Conquer the Coast: the Florida Frontier and the Construction of American Imperialism, 1820-1848. *Florida Historical Quarterly*, 95(1), 1-25.

Presentations

Diaz, Angela. "To Carry that Burden: The Texas Cart War and the Place of Mexican Laborers in an Antebellum Southern Landscape," *Annual Meeting of the Western Historical Association*, San Diego, CA. (November 2 - 4, 2017).

Gossard, Julia M.

Refereed Journal Articles

Gossard, J. (2017). "Child Gangs and Motherly Duty at the Onset of Revolution". *Age of Revolutions* (August 2017). ageofrevolutions.com/2017/08/07/child-gangs-and-motherly-duty-at-the-onset-of-revolution/

Gossard, J. (2017). Tattletales: Childhood & Authority in Early Modern France. *Journal of the Society of Childhood & Youth*, 10(2), 169-187. <http://muse.jhu.edu/article/658188>

Gossard, J. (2011). The Crown's Catholic Subjects: Lyon's Écoles de Charité and the French State, 1660-1689. *The Journal of the Western Society for French History*, 39. <http://hdl.handle.net/2027/spo.0642292.0039.006>

Other Intellectual Contributions

Gossard, J. (2017). *Mapping the Early Modern World: Using Google Maps in the Classroom*. American Historical Association's Teaching with #DigHist. blog.historians.org/2017/10/mapping-early-modern-world-google-maps-classroom/

Gossard, J. (2017). *Episode 96: Louis XIV's Absolutism and the "Affair of the Poisons"*. Austin, TX: 15 Minute History. <http://15minutehistory.org/2017/09/13/episode-96-louis-xiv-absolutism-affair-of-the-poisons/>

Gossard, J. (2017). *Prix de Moralité: The Inculcation of Young French Citizens*. Age of Revolutions. <https://ageofrevolutions.com/2017/06/19/prix-de-moralite-the-inculcation-of-young-french-citizens/>

Presentations

Gossard, Julia, Society for the History of Childhood & Youth Conference, "Gendering Childhood Definitions: Age, Gender, and Change in Early Modern France," Society for the History of Childhood & Youth, Camden, NJ. (June 2017).

Gossard, Julia, French Historical Studies Conference, "'Fashioning Identities in French History" Roundtable Presentation," French Historical Studies. (April 2017).

Gossard, Julia, DHU2 (Digital Humanities Utah Symposium), "Mapping the Early Modern World," Utah Symposium on Digital Humanities. (February 2017).

Grayzel, Susan R.

Books

Grayzel, S. R., Proctor, T. M. (2017). In Susan R. Grayzel and Tammy M. Proctor (Ed.), *Gender and the Great War*. Oxford University Press.

Grayzel, S. R. (2012). *The First World War: A Brief History with Documents*. New York, NY: Bedford St Martins.

Grayzel, S. R. (2012). *At Home and Under Fire: Air Raids and Culture in Britain from the Great War to the Blitz*. Cambridge: Cambridge University Press.

Book Chapters

Grayzel, S. R. (2017). Gender and Warfare. In Susan Grayzel and Tammy Proctor (Ed.), *Gender and the Great War* (pp. 169-186). Oxford University Press.

Grayzel, S. R., Proctor, T. M. (2017). Introduction. *Gender and the Great War* (pp. 1-9). Oxford University Press.

- Grayzel, S. R., Proctor, T. M. (2017). The Scholarship of the First World War. In Susan Grayzel and Tammy Proctor (Ed.), *Gender and the Great War* (pp. 248-258). Oxford University Press.
- Grayzel, S. R., Fell, A. S. (2017). Women's Movements, War and the Body. In Ingrid Sharp and Matthew Stibbe (Ed.), *Women Activists Between War and Peace: Europe, 1918-1923* (pp. 221-249). Bloomsbury.
- Grayzel, S. R. (2016). Protecting Which Spaces and Bodies?: Civil Defense, the British Empire and the Second World War. In Ashley Jackson, et al. (Ed.), *An Imperial World at War* (pp. 66-83). Ashgate.
- Grayzel, S. R. (2014). Men and Women At Home. In Jay Winter (Ed.), *The Cambridge History of the First World War Vol. III: Civil Society* (pp. 96-120). Cambridge University Press.
- Grayzel, S. R. (2014). The Baby in the Gas Mask: Motherhood, Wartime Technology, and the Gendered Division Between the Fronts During and After the First World War. *Gender and the First World War* (pp. 127-143). Palgrave Macmillan UK. http://dx.doi.org/10.1057/9781137302205_8
- Grayzel, S. R. (2014). The Role of Women in the War. In Hew Strachan (Ed.), *The Oxford Illustrated History of the First World War* (pp. 149-162, 350-52). Oxford University Press.
- Grayzel, S. R., Noakes, L. (2012). Defending the Home(land): Gendering Civil Defence from the First World War to the 'War on Terror.'. In Ana Carden-Coyne (Ed.), *Gender and Conflict Since 1914* (pp. 29-40). Palgrave.
- Grayzel, S. R. (2012). Tu Cosa Hai Fatto Durante La Grande Guerra, Mamma?. In Translated into Italian by Karel Plessini (Ed.), *Donne Nella Grande Guerra* (pp. 11-13). Libreria Editrice Goriziana.
- Grayzel, S. R. (2011). A promise of Terror to Come: The Threat of Air Power and the Destruction of Cities in British Imagination and Experience, 1908-1939. In Stefan Goebel and Derek Keene (Ed.), *Cities into Battlefields: Metropolitan Scenarios, Experiences and Commemorations of Total War* (pp. 47-62). Ashgate.
- Grayzel, S. R. (2011). War and Sexuality. *The Encyclopedia of War* (pp. 2383-2395). Wiley Blackwell.
- Grayzel, S. R. (2010). Men and Women. In John Horne (Ed.), *A Companion to World War I* (pp. 263-278). Wiley-Blackwell.

Refereed Journal Articles

- Grayzel, S. R. (2014). Defence Against the Indefensible: The Gas Mask, the State and British Culture during and after the First World War. *Twentieth Century British History*, 25(3), 418-434.
<http://dx.doi.org/10.1093/tcbh/hwu035>

Presentations

- Grayzel, Susan R., Annual Robert K. Webb Lecture, "The Changing Face of Modern War: Chemical Weapons and Civilian Bodies in the Aftermath of the First World War," University of Maryland-Baltimore County, Maryland-Baltimore County. (November 2017).
- Grayzel, Susan R., "Domesticating the Gas Mask in Interwar and Wartime Britain, 1935-1945," North American Conference on British Studies, Denver, CO. (November 2017).
- Grayzel, Susan R., British History Seminar, "The War of the Air and the Laboratory: Chemical Warfare, the Gas Mask, and the British Popular Imagination, c. 1915-1941," Columbia University, New York, NY. (October 2017).
- Grayzel, Susan R., Gendering Warfare I: Women, Violated Bodies and War, "Total Warfare, the Homefront and Women in Europe during the First and Second World Wars," The Berkshire Conference on the History of Women, Genders and Sexualities, Hempstead, NY. (June 2017).
- Grayzel, Susan R., "Protesting the Protection: Invoking Chemical Warfare as Feminist Critique in Interwar Culture," The Society for the Space Between, Oxford, MS. (May 2017).
- Grayzel, Susan R., Britain and the World, "Plenary Lecture," British Scholar Society, Austin, TX. (April 2017).
- Grayzel, Susan R., Presidential Roundtable on "The State of the Field: Histories of Gender, Wars, Militaries.", "The State of the Field: Histories of Gender, Wars, Militaries.," Society for Military History Annual Meeting, Jacksonville, FL. (April 2017).
- Grayzel, Susan R., Was it a Great War? A Symposium on the Social and Political Consequences of World War I, "Social Legacies of the Great War," Texas Christian University, Fort Worth, TX. (March 2017).
- Grayzel, Susan R., Gendering the Great War: A Teaching Roundtable, "Redefining the European Experience: Gender and World War I," American Historical Association Annual Meeting, Denver, CO. (January 2017).

Grieve, Victoria M.

Refereed Journal Articles

- Grieve, V. M. (2015). Visualizing New Deal Debates: FDR's Big Stick. *Congress and the Presidency*, 42(2), 181-215. <http://www.tandfonline.com/dist.lib.usu.edu/eprint/14YFBqg2feafez3tGtTA/full>
- Grieve, V. M. (2013). Celebrating Progress? Art and Ambivalence in Vanessa Helder's Grand Coulee Suite. *Western Historical Quarterly*, 44(3), 245-270. www.usu.edu/whq/
- Grieve, V. M. (2013). The Visual Production of Citizenship: Children's Literature of the Works Progress Administration, 1937-1942. *Children's Literature Association Quarterly*, 38(1), 26-47. muse.jhu.edu/journals/childrens_literature_association_quarterly/

Presentations

- Grieve, Victoria M, Eastman, Teagan, Ford, Genevieve, Charlton, Rebecca, Empowering Teaching Excellence, "Beyond the Norm: A Faculty Panel on Collaborating with the Library," Utah State University, Logan UT. (August 16, 2017).
- Grieve, Victoria M, Society for the History of Childhood and Youth Biennial Conference, "Beyond Duck and Cover: The Cold War in the Schools," Society for the History of Childhood and Youth, Rutgers University, Camden NJ. (June 20 - 23, 2017).
- Grieve, Victoria M, American Historical Association Annual Meeting, "Tuning Disruptions: The AHA Tuning Project and Practical Suggestions for Rethinking History Courses, Assignments, and Curricula," American Historical Association, Denver CO. (January 5 - 8, 2017).

Gupta, Ravi M.

Books

- Gupta, R. (2017). *Ukrainian Translation of "The Caitanya Vaisnava Vedanta of Jiva Gosvami: When Knowledge Meets Devotion"*. Kiev: Center for Religious Studies.
- Gupta, R., Valpey, K. R. (2017). *The Bhagavata Purana: Selected Readings*. New York, NY: Columbia University Press.
- Gupta, R. (2014). *Caitanya Vaisnava Philosophy: Tradition, Reason and Devotion*. London: Ashgate.
- Gupta, R., Valpey, K. R. (2013). *The Bhagavata Purana: Sacred Text and Living Tradition*. New York, NY: Columbia University Press.

Book Chapters

- Gupta, R. (2015). Identidade e Legitimidade na Sampradaya Vaisnava de Caitanya. In Ricardo S. Silvestre and Ithamar Theodor (Ed.), *Filosofia e Teologia da Bhagavad-Gita: Hinduismo e o Vaishnavismo de Caitanya*. Porto: Jurua Editora.
- Gupta, R. (2014). A Pearl Necklace of Propositions: Baladeva Vidyabhusana's Prameyarthnavali. *Caitanya Vaisnava Philosophy: Tradition, Reason, and Devotion* (pp. 113-134). London: Ashgate.
- Gupta, R. (2014). Where One is Forever Two: God and World in Jiva Gosvami's Bhagavata-sandarbha. *Caitanya Vaisnava Philosophy: Tradition, Reason, and Devotion* (pp. 35-60). London: Ashgate.
- Gupta, R., Valpey, K. R. (2013). Churning the Ocean of Lila: Themes for Bhagavata Study. *Bhagavata Purana: Sacred Text and Living Traditions*. New York, NY: Columbia University Press.
- Gupta, R. (2012). The Bhagavata Purana as a Vedantic Text: An Excursion into Caitanya Vaisnava Philosophy. In Ian Mabbett (Ed.), *Prācyaprajñāpradīpa: Felicitation Volume for Prof. Samaresh Bandyopadhyay*. Kolkata: NIOS.
- Gupta, R. (2010). Bhakti and Vedanta: Do They Mix? The Case of Caitanya Vaisnavism. In Johannes Bronkhorst and Karin Preisendanz (Ed.), *From Vasubandhu to Caitanya: Studies in Indian Philosophy and its Textual History*. Delhi: Motilal Banarsidass.

Refereed Journal Articles

- Gupta, R. (2017). Hinduism and the Academy: Toward a Dialogue Between Scholar and Practitioner. *Journal of Hindu-Christian Studies*, 29(2016), 62-66.
- Gupta, R. (2016). Finding Bhagavan in the Bhagavata: The Six Indicators of Meaning in Gaudiya Vedanta. *Journal of Vaishnava Studies*, 25(1 / Fall 2016), 192-204.
- Gupta, R. (2016). Jiva Gosvami's Commentary on the Gayatri: Translation and Context. *Journal of Vaishnava Studies*, 24(2 / Spring 2016), 64-72.
- Gupta, R. (2012). Gaudiya Vaisnavism. *Oxford Bibliographies Online, Hinduism*.
- Gupta, R., Gupta, G. K. (2012). On the Bed of Arrows: Vaisnava Theodicy Beyond Karma. *Journal of Vaishnava Studies*(Spring 2012), 207-216.

Gupta, R. (2010). 'He is our master': Jesus in the Thought of Swami Prabhupada. *Journal of Hindu-Christian Studies*, 15-19.

Presentations

- Gupta, Ravi, Hinduism and Ecology: Towards a Sustainable Future, "Trees in Trouble, Humans in Need: Competing Environmental Priorities in the Bhagavata Purana," Yale University, USA, and Govardhan Eco-Village, India, Mumbai, India. (December 2017).
- Gupta, Ravi, International Conference on Vaishnavism: Theory and Practice, "Trees in Trouble, Humans in Need: Competing Environmental Priorities in the Bhagavata Purana," Jadavpur University, India, and Stockholm University, Sweden, Kolkata, India. (December 2017).
- Gupta, Ravi, International Seminar on Vaishnava Philosophy and Ecology, "Trees in Trouble, Humans in Need: Competing Environmental Priorities in the Bhagavata Purana," Ramnarain Ruia College, Mumbai, India. (December 2017).
- Gupta, Ravi, Invited Lecture, "Who Owns Religion? A Hindu Perspective on being a Disciple-Scholar," Maxwell Intitute, Brigham Young University, Provo, UT. (October 2017).
- Gupta, Ravi, Sustainable Societies: Interreligious and Interdisciplinary Approaches, "Trees in Trouble, Humans in Need: Conflicting Environmental Priorities in the Bhagavata Purana," Graduate Theological Union, Berkeley, CA. (April 2017).
- Gupta, Ravi, Invited Lecture, "Human Relationships in a World of Information: Jiva Gosvami's Balance of Rasa and Jnana," Instiute of Philosophy, National University of Kiev, Ukraine. (March 2017).
- Gupta, Ravi, International Conference on the Bhagavata Purana, "Restoring Sight to Blinding Love: The Bhagavata Purana's Transformation of the Urvasi-Pururavas Narrative," University of Madras, Chennai, India. (January 2017).

Jones, Norman L.

Books

- Jones, N. L. (2015). *Governing By Virtue. Lord Burghley and the Management of Elizabethan England*. Oxford: Oxford University Press.
- Jones, N. L., Doran, S. (2011). *The Elizabethan World*. Routledge.

Book Chapters

- Jones, N. L. (2016). William Cecil, Lord Burghley and the Management of Elizabethan England. In Malcolm Smuts (Ed.), *The Age of Shakespeare* (pp. 21-36). Oxford: Oxford University Press.
- Jones, N. L. (2013). Of Poetry and Politics: The Managerial Culture of Sixteenth Century England. *LEADERSHIP AND ELIZABETHAN CULTURE: Jepson Studies in Leadership Series* (pp. 17-36). London: Palgrave Macmillan Publishers.
- Jones, N. L. (2011). Elizabeth, Burghley, and the Pragmatics of Rule: Managing Elizabethan England. In Donald Stumpe, Linda Shenk, Carole Levin (Ed.), *Elizabeth I and the Sovereign Arts*. Tucson, AZ: ACMRS University of Arizona Press.

Refereed Journal Articles

- Jones, N. L. (2016). The Continuous Death and Resurrection of the Liberal Arts. *Association of American Colleges and Universities*(Fall 2015).
- Jones, N. L. (2015). William Cecil Lord Burghley, and managing with the Men-of-Business. *Journal of Parliamentary History*.

Non-Refereed Journal Articles

- Jones, N. L. (2011). LEAPing in Utah: Lessons Learned Along the Way. *Peer Review. Emerging Trends and Key Debates in Undergraduate Education, published by American Association of Collegs and Universities.*, 13(2), 16-19. aacu.org/peerreview
- Jones, N. L. (2012). "Tuning" the Disciplines. *Liberal Education*. <http://www.aacu.org/liberaleducation/le-fa12/jones.cfm>

Presentations

- Jones, Norman Leslie, What is an Educated Person XX?: Integrating the Distributive Gen Ed Curriculum, "De-contenting and Re-contenting to Create Integrated General Education Courses," Utah System of Higher Education, Zermatt, Midway, UT. (November 3, 2017).
- Jones, Norman Leslie, Western Academic Leadership Forum, "The Dilemanna of Defining Academic Quality," Western Interstate Compact for Higher Education, Salt Lake City. (April 27, 2017).

- Jones, Norman Leslie, History Department and the Shakespeare Birthplace Trust Seminar, "'The Elizabethan Perceptual Revolution'," University of Birmingham, Birmingham, UK. (March 15, 2017).
- Jones, Norman Leslie, Institute for Historical Research, "'Lord Burghley's Values'," University of London, London, UK. (March 13, 2017).
- Kleiner, Harrison, Jones, Norman Leslie, AACU 2017 General Education and Assessment Conference, "Developing Intentional Learners: Scaffolding General Education Learning Outcomes," AACU. (February 23 - 25, 2017).

McInerney, Daniel J.

Refereed Journal Articles

- McInerney, D. J. (2017). Tuning History in the United States. *Arts and Humanities in Higher Education*, 16(2). journals.sagepub.com/doi/pdf/10.1177/1474022216686523
- McInerney, D. J. (2016). The American Historical Association's Tuning Project: An Introduction. *The History Teacher*, 49(4), 491-501. www.societyforhistoryeducation.org/pdfs/A16_McInerney.pdf
- McInerney, D. J. (2016). The Introductory History Course as an Introduction to Curricular Reform. *World History Connected / University of Illinois Press*(June 2016). worldhistoryconnected.press.illinois.edu/13.2/forum_mcinerney.html
- McInerney, D. J. (2015). "Tuning and Degree Profiles: U.S. Projects in Departments, Universities, States, Regions, and Disciplinary Societies, 2009-Present". *National Institute for Educational Policy Research (Japan) Research Bulletin, No. 144*(31 March 2015), 27-50.
- McInerney, D. J. (2012). "Accounting 101: How Disciplines Can Answer the "So What?" Question about Their Work and Their Contributions to Higher Education". *Western Social Science Association News*, 44, 6-7.

Non-Refereed Journal Articles

- McInerney, D. J. (2011). Building a Stronger K–20 Community: Public School Teachers, the Teaching American History Program, and the Western History Association Annual Conference. *Western Historical Quarterly*.

Presentations

- McInerney, Daniel J., General Education and Assessment: Design Thinking for Student Learning Conference, "Bringing the "Big Ideas" of Gen Ed Reform to Life with Faculty and Students," Association of American Colleges & Universities,, Phoenix, AZ. (February 23, 2017).
- McInerney, Daniel J., Association of American Colleges & Universities Annual Meeting, "Building Capacity for Learning-Centered Faculty Collaboration," Association of American Colleges & Universities, San Francisco, CA. (January 26, 2017).
- McInerney, Daniel J., Association of American Colleges & Universities Annual Meeting, "The AAC&U's Faculty Collaboratives Project," Association of American Colleges & Universities,, San Francisco, CA. (January 26, 2017).
- McInerney, Daniel J., American Historical Association 131st Annual Meeting, "The Changing Scale and Scope of History Education: The C3 Framework and AHA's Tuning Project," American Historical Association, Denver, CO. (January 7, 2017).
- McInerney, Daniel J., American Historical Association 131st Annual Meeting, "Tuning Disruptions: The AHA Tuning Project and Practical Suggestions for Rethinking History Courses, Assignments, and Curricula," American Historical Association, Denver, CO. (January 7, 2017).
- McInerney, Daniel J., American Historical Association 131st Annual Meeting, "A Retrospective on Tuning: Where Have We Been; Where Should We Go?," American Historical Association, Denver, CO. (January 6, 2017).
- McInerney, Daniel J., American Historical Association 131st Annual Meeting, "Second Annual Assignment Charrette Workshop," American Historical Association, Denver, CO. (January 6, 2017).

Mueller, Robert J.

Other Intellectual Contributions

- Mueller, R. J. (2017). "Comic Books". In Robert S. Rycroft (Ed.), *The American Middle Class: An Economic Encyclopedia of Progress and Poverty* (pp. 933-936). Santa Barbara, CA: Greenwood.

Presentations

Mueller (Presenter & Author), American Historical Association Annual Meeting, "'The Value of Extended Syllabi & Custom Course Readers in Distance Education Courses'," AHA, Denver, CO. (January 6, 2017).

Neel, Susan M.

Books

McPherson, R. S., Neel, S. R. (2016). *Mapping the Four Corners: Narrating the Hayden Survey of 1875*. University of Oklahoma Press.

Refereed Journal Articles

Neel, S. R. (2017). "Stalled at the Gate:" Addressing Student Failure in a 'Gateway' Course". *Journal for Empowering Teaching Excellence*, 1(2). <https://digitalcommons.usu.edu/jete/>

Neel, S. R. (2015). "Love Among the Fossils: Earl and Pearl Douglass at Dinosaur National Monument". *Utah Historical Quarterly*, 83(4), 290-307.

Presentations

Neel, Susan Rhoades (Coordinator/Organizer), AHA Annual Conference, "A Different Kind of Distance: Teaching History through an IVC System," American Historical Association, Denver, CO. (January 7, 2017).

O'Neill, Colleen M.

Book Chapters

O'Neill, C. M. (2012). Charity or Industry?: Gendering of Work Relief in Indian Country in the New Deal Era. In Carol Williams (Ed.), *Indigenous Women and Work: From Labor to Activism* (pp. 698-722).

O'Neill, C. M. (2011). Introduction: Indigenous Peoples and Labor Systems. In Leon Fink, Eileen Boris, John French, Julie Greene, Joan Sangster, and Shelton Stromquist (Ed.), *Workers Across the Americas* (pp. 103-108). New York: Oxford University Press.

O'Neill, C. M. (2010). Jobs and Sovereignty: Tribal Employment Rights and Energy Development in the 20th Century. In Sherry L. Smith and Brian Frehner (Ed.), *Indians and Energy: Opportunity or Exploitation?* (pp. 135-160). Santa Fe, New Mexico: School of Advanced Research Press.

Refereed Journal Articles

O'Neill, C. M., Harmon, A., Rosier, P. (2011). Interwoven Economic Histories: American Indians in a Capitalist America. *Journal of American History*, 98(3), 698-722. <http://jah.oxfordjournals.org/>

O'Neill, C. M. (2011). "Commentaries on the Past and Future of Western History: Multiple Strands of Inquiry in a (Still) Contested Region". *Western Historical Quarterly*, (Autumn 2011)(3), 287-288.

Other Intellectual Contributions

O'Neill, C. M. (2014). *Western Historical Quarterly, Volumes 41-45*.

Presentations

O'Neill, Colleen Marie, Eadington Fellowship lecture, "Jobs and American Indian Sovereignty: The Challenge of Gaming," Center for Gaming Research, University of Nevada, Las Vegas. (October 20, 2017).

O'Neill, Colleen Marie, Tribal Sovereignty 101: The Significance of Sovereignty, "A Short History of Sovereignty," Utah League of Native American Voters, Salt Lake Public Library. (March 23, 2017).

O'Neill, Colleen Marie, Works in Progress Talks, "Making "good workers and good citizens:" American Indians, Gender, and the Post War Urban Relocation Program," Tanner Humanities Center, University of Utah. (March 7, 2017).

Proctor, Tammy M.

Books

Proctor, T. M. (2017). *World War I: A Short History*. Wiley-Blackwell Publishers.

Proctor, T. M., Grayzel, S. R. (2017). *Gender and the Great War*. New York, NY: Oxford University Press.

Proctor, T. M., De Schaepdrijver, S. (2017). *An English Governess in the Great War: The Secret Diary of Mary Thorp*. New York, NY: Oxford University Press.

Proctor, T. M. (2010). *Civilians in a World at War, 1914-1918*. New York, NY: New York University Press.

Book Chapters

- Grayzel, S. R., Proctor, T. M. (2017). Introduction. *Gender and the Great War* (pp. 1-9). Oxford University Press.
- Proctor, T. M. (2017). Gender and Age. In Susan Grayzel and Tammy Proctor (Ed.), *Gender and the Great War* (pp. 115-132). Oxford University Press.
- Grayzel, S. R., Proctor, T. M. (2017). The Scholarship of the First World War. In Susan Grayzel and Tammy Proctor (Ed.), *Gender and the Great War* (pp. 248-258). Oxford University Press.
- Proctor, T. M. (2016). Total War: Family, Community, and Identity during the First World War. In Nicholas Doumanis (Ed.), *The Oxford Handbook of European History* (pp. 61-76). Oxford: Oxford University Press.
- Proctor, T. M. (2014). Patriotic Enemies: Germans in the Americas, 1914-1920. In Panikos Panayi (Ed.), *Germans as Minorities during the First World War: A Global Perspective* (pp. 213-233). London: Ashgate. www.ashgate.com/default.aspx?page=637&calcTitle=1&title_id=12423&edition_id=12806
- Proctor, T. M. (2011). Les politiques de la pomme de terre pendant la Grande Guerre en Europe. In M. de Ferrière and J.-P. Williot (Ed.), *La Pomme de terre de la Renaissance au XXIe siècle*. Rennes: Presses universitaires de Rennes.

Refereed Journal Articles

- Proctor, T. M. (2015). The Louvain Library and U.S. Ambition in Interwar Belgium. *Journal of Contemporary History*, 50(2), 147-167. jch.sagepub.com
- Proctor, T. M. (2014). An American Enterprise? British Participation in U.S. Food Relief Programs (1914-1923). *First World War Studies*, 5(1), 29-42. http://www.tandfonline.com/toc/rfww20/current#.U2GIG_3abFI

Non-Refereed Journal Articles

- Proctor, T. M., Wittemans, S. (2014). Le guidisme dans une Europe en guerre et en Belgique occupée, 1914-1918. *Les Cahiers d'Histoire Belge du Scoutisme*(16), 3-44. www.chbs.be
- Proctor, T. M. (2014). In Oliver Janz and Nicolas Apostolopoulos (Ed.), *The Everyday as Involved in War*. Open Access website: 1914-1918 Online/International Encyclopedia of the First World War. http://encyclopedia.1914-1918-online.net/article/The_Everyday_as_Involved_in_War
- Proctor, T. M. (2014). Northern Ireland's Memories of 1916 and The Trouble with the Past. *The Cresset*, LXXVII(6), 26-32. thecresset.org/
- Proctor, T. M., Martinez-Saenz, M. (2011). Propaganda and the 21st Century Student. *Middle Ground Journal, online*. www2.css.edu/app/depts/HIS/historyjournal/
- Proctor, T. M. (2012). *Perpetual Concubinage: The Pervasive Myth of the Female Spy* (3rd ed., vol. 7). British Politics Review. www.britishpoliticsociety.no/British%20Politics%20Review%202003_2012.pdf

Presentations

- Proctor, Tammy M., North American Conference on British Studies, "Hyde Park on the Spree: English National Identity in a German Civilian Internment Camp," Denver, CO. (November 2 - 5, 2017).
- Proctor, Tammy M., Muted Voices: Conscience, Dissent, Resistance and Civil Liberties in World War I Through Today, "Repairing the Spirit: the Society of Friends' Work with POWs in northern France, 1917-1920," National World War I Museum, Kansas City, MO. (October 19 - 22, 2017).
- Proctor, Tammy M., Midwest Conference on British Studies, "Beyond God, Country, and Empire: The United Kingdom and the Transnational Turn in World War I," St. Louis, MO. (September 30, 2017).
- Proctor, Tammy M., "Was it a Great War? A Symposium on the Social and Political Consequences of World War I.", "Was the War Great?," Texas Christian University, Fort Worth, TX. (March 2017).
- Proctor, Tammy M., American Historical Association Annual Conference, "Gendering the Great War: A Teaching Roundtable," Denver, CO. (January 5 - 8, 2017).

Ross, Danielle

Book Chapters

- Ross, D. (2016). Fighting for the Tsar, Fighting against the Tsar: The Use of Folk Culture to Mobilize the Tatar Population during the Great War and the Russian Revolution, (1914-1921). *Small Nations and Colonial Peripheries in World War I*. Leiden: Brill.
- Ross, D. (2014). Gog, Magog and the Aeroplane: Tatar Folk Literature as a Response to the Great War, 1914-1917/Gog, Magog i Aeroplan: Tatarskaia narodnaia literatura kak otvet na voinu, 1914-1917. *Little People and Big Wars in the History of Russia/Malen'kii Chelovek i Bol'shaia Voina v Istorii Rossii* (pp. 85-102). St. Petersburg: Nestor-Istoriia.

Refereed Journal Articles

- Ross, D. Muslim Charity Under Russian Rule: Waqf, Sadaqa, and Zakat in Late Imperial Russia. *Islamic Law and Society*, 24(1-2).
- Ross, D. (2015). Caught in the Middle: Education Reform and Youth Rebellion in Russia's Madrasas, 1900-10. *Kritika: Explorations in Russian and Eurasian History*, 16(1), 57-90. kritika.georgetown.edu/current
- Ross, D. (2012). The Nation that Might Not Be: The Role of Iskhāqī's 'Extinction after Two Hundred Years' in the Popularization of Kazan Tatar National Identity among the 'Ulama Sons and Shakirds of the Volga-Ural Region, (1904-1917). *Ab Imperio*, 2012(3), 341-369. <http://abimperio.net/cgi-bin/aishow.pl?state=portal/journal/journal&idlang=1>

Presentations

- Ross, Danielle, Japanese Society for the Study of Russian History, "Russia's First Muslim Print Revolution: The Effects of the Asiatic Press on Popular Reading Habits, (1780s-1880s)," Tokyo University of Foreign Studies, Tokyo, Japan. (September 2017).
- Ross, Danielle, Religion, Education, and Literacy in Modernization Workshop, "Secularization or Religious Revival: Reconsidering Muslim Education Reform in 19th and Early 20th-century Russia," Tokyo University, Tokyo, Japan. (September 2017).
- Ross, Danielle, British Association for Slavonic and East European Studies Annual Conference, "Domesticating 1916: The Evolution of Amangeldy Imanov in Kazakh Oral Literature, (1919-1939)," Cambridge University, Cambridge, UK. (March 2017 - April 2017).
- Ross, Danielle, Desert Workshop in Russian History, "Wives, Mothers, Believers: Recovering Russian Muslim Women's Rights, Obligations, and Knowledge in the Eighteenth and Nineteenth Centuries," University of Nevada Las Vegas, Las Vegas, NV. (March 2017).

Sanders, James E.

Books

- Sanders, J. E. (2014). *The Vanguard of the Atlantic World: Creating Modernity, Nation and Democracy in Nineteenth-Century Latin America* (pp. 1-339). Durham, NC: Duke University Press.
- Sanders, J. E., Vanegas, I. (2017). *Republicanos indóviles. Política popular, raza y clase en Colombia, siglo XIX* (pp. 316 pages). Bogotá: Ediciones Plural.

Book Chapters

- Sanders, J. E. (2014). Popular Movements in Nineteenth-Century Latin America. In Ben Vinson (Ed.), *Oxford Bibliographies in "Latin American Studies"*. Oxford University Press. <http://www.oxfordbibliographies.com/view/document/obo-9780199766581/obo-9780199766581-0126.xml?rskey=v99zeB&result=69>
- Sanders, J. E. (2013). "Revolution and the Creation of an Atlantic Counter-Modernity: Popular and Elite Contestations of Republicanism and Progress in Mid-Nineteenth-Century Latin America". In Clément Thibaud, Gabriel Entin, Alejandro E. Gómez, Federica Morelli (Ed.), *L'Atlantique révolutionnaire: Une perspective ibéro-américaine* (pp. 233-257). Rennes: Perséides.
- Sanders, J. E. (2010). Subaltern Strategies of Citizenship and Soldiering in Colombia's Civil Wars: Afro- and Indigenous Colombians' Experiences in the Cauca, 1851-1877. In Nicola Foote and René D. Harder Horst (Ed.), *Military Struggle and Identity Formation in Latin America: Race, Nation, and Community during the Liberal Period* (pp. 25-41). Gainesville, FL: University of Florida Press.

Refereed Journal Articles

- Sanders, J. E. (2017). Democracy in Las Américas. *J19: The Journal of Nineteenth-Century Americanists*, 5(2), 374-381.
- Sanders, J. E. (2017). "The Disrepute of the Old Revolutionary Utopias" and Conrad's Nostromo: Disparaging and Forgetting Democratic Innovation in Late Nineteenth-Century Mexico and Colombia". *The Latin Americanist*, 61(2), 169-192. <http://onlinelibrary.wiley.com.dist.lib.usu.edu/doi/10.1111/tla.12125/full>
- Sanders, J. E. (2011). The Vanguard of the Atlantic World: Contesting Modernity in Nineteenth-Century Latin America. *Latin American Research Review*, 46(2), 104-127.

Presentations

- Sanders, James E, Symposium on "Cultura Política y Subalternidad en América Latina", "La cultura política de los subalternos y la evolución de la historia intelectual," Universidad Pedagógica y Tecnológica de Colombia, Tunja, Colombia. (August 22 - 25, 2017).

- Sanders, James E, Symposium on "Cultura Política y Subalternidad en América Latina", "Roundtable: Roundtable on "Giros de los estudios subalternos en América Latina", " Universidad Pedagógica y Tecnológica de Colombia, Tunja, Colombia. (August 22 - 25, 2017).
- Sanders, James E, The 131st Annual Meeting of the American Historical Association, "'All of the Republics of the Immense American Continent:' The Contested Meanings of América in the Nineteenth-Century Americas.," The American Historical Association, Denver, CO. (January 7, 2017).
- Sanders, James E, American Historical Association 131st Annual Meeting, "Comment for panel "Political Culture, the Legality of Warm and Spatial Imaginaries", " American Historical Association, Denver, CO. (January 5, 2017).

Shapiro, Susan O.

Books

- Shapiro, S. O., Mellenthin, J. (2017). *Mythology Unbound: An Online Textbook for Classical Mythology*.

Book Chapters

- Shapiro, S. O. (2014). Pasolini's Medea: A Twentieth Century Tragedy. In Konstantinos P. Nikoloutsos (Ed.), *Ancient Greek Women in Film* (pp. 95-116). Oxford University Press.

Refereed Journal Articles

- Shapiro, S. O. (2014). Socraton or Philodemus? (Catullus 47). *Classical Journal*, 109(4), 385-405.
- Shapiro, S. O. (2012). Love and War at the Edges of the Earth (Catullus 11). *Mediterranean Chronicle*, 2, 31-50. <http://www.mediterraneanchronicle.org/content.asp?catid=21>
- Shapiro, S. O. (2011). The Mirror of Catullus: Poems 41, 22, 12, 39, 42 and 84. *Syllecta Classica*, 22, 21-37. www.uiowa.edu/~classics/syllecta/index.html

Presentations

- Shapiro, Susan O, MSA, "The Wrath of Cybele: Passion and Resistance in Catullus' Attis Poem," Mediterranean Studies Association, Valletta, Malta. (May 2017).

Sur, Dominic D. Z.

Books

- Sur, Dominic. D. Z. (2017). *Entering the Way of the Great Vehicle: Dzokchen as the Culmination of the Mahāyāna*. Boulder: Shambhala Publications.

Refereed Journal Articles

- Sur, D. (2017). Constituting Canon and Community in Eleventh Century Tibet: The Extant Writings of Rongzom and His Charter of Mantrins (sngags pa'i bca' yig). *Religions*, 8(40), 30. <http://www.mdpi.com/2077-1444/8/3/40>

Titchener, Frances B.

Books

- Titchener, F. B. (2016). In Opsomer, Jan; Roskam, Geert; Titchener, Frances (Ed.), *A Versatile Gentleman*. Leuven: Leuven University Press. <http://upers.kuleuven.be/en/book/9789462700765>
- Titchener, F. B. (2015). In Rhiannon Ash, Judith Mossman, Frances B. Titchener (Ed.), *Fame and Infamy*. OUP.
- Van Der Stockt, L., Titchener, F. B., Ingenkamp, H. G., Jimenez, A. P. (2010). *Gods, Daimones, Rituals, Myths and History of Religions in Plutarch's Works. Studies Devoted to Professor Frederick E. Brenk by the International Plutarch Society.*

Book Chapters

- Titchener, F. B. (2014). Fate, Fortune, and Destiny. In Mark Beck (Ed.), *A Companion to Plutarch* (pp. 479-487). Wiley Blackwell.
- Titchener, F. B. (2011). Plutarch's Quaestiones Convivales: Sampling a Rich Blend. A Survey of Scholarly Appraisal. In F. Klotz and K. Oikonomopoulou (Ed.), *The Philosopher's Banquet. Plutarch's Table Talk in the Intellectual Culture of the Roman Empire* (pp. 35-48). Oxford University Press.

Conference Proceedings

- Titchener, F. B. (2013). In German Santana Henriquez (Ed.), *Plutarch the Architect: Structure as Art in the Life of Nicias* (pp. 249-54). Madrid: Ediciones Clasicas.

Titchener, F. B., Mossman, J. (2011). Bitch is not a four-letter word: animal reason and human passion in Plutarch. In G. Roskam (Ed.), *Virtues for the People: Aspects of Plutarch's Ethics*.

Presentations

Titchener, Frances B., Thucydides VI Seminar, "Thucydides and Plutarch's Nicias," Anachronism and Antiquity project Oxford University, Oxford England. (June 11, 2017).

Titchener, Frances B., 11th Annual International Congress, "Plutarch and the Comedians," International Plutarch Society, Fribourg, Switzerland. (May 10 - 14, 2017).

Titchener, Frances B., International Colloquium, "Plutarch's Shadow Women," University of Crete at Rethymno and the International Plutarch Society, Rethymno Crete. (April 27 - 30, 2017).

APPENDIX #3 – Faculty External Grants (from Digital Measures c.v. data)

Note: This includes grants while the faculty member was employed at USU. Some faculty received additional extramural funding before arriving here.

Archer, Seth

"Mellon Fellowship in American History," University of Cambridge, Private. (2016-2019). *Seth gave up the last 1.5 years of the postdoctoral fellowship to come to USU.*

Barlow, Philip L.

"Maxwell Institute," Sponsored by Neal A. Maxwell Institute for Religious Scholarship, Private, \$241,500.00. (January 3, 2017 - December 31, 2018).

Brown, Clayton D.

"Esherick-Ye Family Foundation Fellowship," Sponsored by Esherick-Ye Family Foundation, Private, \$2,000.00. (June 2017 - July 2017).

"Harvard-Yenching Library Travel Grant," Sponsored by Harvard University, \$600.00. (June 1 - 15, 2016).

Brunstedt, Jonathan J.

"IREX Individual Advanced Research Opportunities Fellowship," Sponsored by IREX, Federal, \$25,000.00. (August 2014 - December 2014). *Jon postponed his arrival at USU by one semester in order to take the fellowship.*

Conte, Christopher A.

"Radical Hope: Inspiring Sustainability Transformations through Our Past, Rachel Carson Center for Environment and Society Fellowship, Private, 3000 euro. (Summer 2017).

"Rachel Carson Center for Environment and Society Fellowship, Private, 10,000 euro. (Summer 2016).

"Africa's Mountains: Collecting and Interpreting the Past." Sponsored by The European Society for Environmental History, The International Association for Alpine History, The Rachel Carson Center / Ludwig Maximilian University Munich, The Swiss Federal Institute of Technology ETH Zurich, and the University of Zurich, Institute of Evolutionary Biology and Environmental Studies. Summer school symposium entitled Mountains across Borders, held in Lavin, Switzerland, 3000 euro. (August 2013).

Culver, Lawrence L.

"Carroll Professorship," Sponsored by the University of Oregon, private, \$35,000. (September 2017 - December 2017).

"NEH Newberry Library Summer Seminar, "Mapping, Text, and Travel", " Sponsored by National Endowment for the Humanities and Newberry Library, Federal, \$4,900.00. (2016).

"Rachel Carson Fellowship," Sponsored by Rachel Carson Center for Environment and Society, University of Munich, Other, \$38,000.00. (January 1, 2013 - July 1, 2013).

(Principal), "Giles W. and Elise G. Mead Foundation and Michael J. Connell Foundation Fellowship," Sponsored by Huntington Library, Private, \$7,500.00. (January 2011 - April 2011).

(Principal), "Carson Fellowship," Sponsored by Rachel Carson Center for Environmental Studies, Ludwig-Maximilians-University Munich and the Deutsches Museum, Munich, Germany., Other, \$15,000.00. (June 2010 - December 2010).

Damen, Mark

"NEH Summer Institute: Roman Comedy in Performance," Sponsored by NEH, Federal, \$3,800.00. (2012).

Gossard, Julia M.

"Design Charette Workshop Grant," Sponsored by American Historical Association, \$250.00. (January 4, 2017 - January 5, 2017).

"Bernadotte E Schmitt Grant for Research in European, African, or Asian History," American Historical Association, \$1500. (2017)

"Newberry Library Short-Term Research Fellowship," Chicago, Illinois, \$2500. (2017)

Grieve, Victoria M.

- "Center for Cold War Studies Travel Grant," Sponsored by NYU Tamiment Library Center for Cold War Studies, State, \$1,325.00. (Awarded 2017 for use in May 2018).
- "Friends of the Princeton University Library Research Grants," Sponsored by Princeton University, Private, \$2,100.00. (August 3, 2015 - August 14, 2015).
- "Hartman Center Travel Grant," Sponsored by Duke University Libraries, Private, \$1,000.00.
- "Eisenhower Library Travel Grant," Sponsored by Eisenhower Presidential Library, Federal, \$1,000.00.

Gupta, Ravi M.

- (Principal), "AAR/Teagle Seed Grant for the Survey of the Long-Term Impacts of the Religious Studies Major," Sponsored by American Academy of Religion and the Teagle Foundation, Private, \$750.00. (April 2014 - May 2014).

Jones, Norman L.

- With Kewes, Paulina (Co-Principal), "'New Perspectives on Regime Change'," Sponsored by Henry E. Huntington Library, Private, \$20,000.00. (November 2016 - October 2019).
- With McInerney, Daniel J (Co-Principal), "Higher Education Innovation Hub for Faculty Collaboration," Sponsored by Association of American Colleges and Universities, Private, \$117,800.00. (2014 - 2017).
- With Adler, Norman (Co-Principal), "Teaching the Big Questions: Religion in the Classroom," Sponsored by Teagle Foundation/Association of American Colleges and Universities, Private, \$5,000.00. (July 1, 2013 - July 1, 2014).
- (Principal), Adler, Norman (Co-Principal), Glass-Coffin, Bonnie (Supporting), "Big Questions Symposium Planning Grant," Sponsored by Teagle Foundation, Private, \$5,000.00. (January 2014 - Present).
- (Co-Principal), "Tuning II," Sponsored by Lumina Foundation, Private, \$390,000.00. (2011 - 2013).
- "Curriculum Integration in the Hong Kong Tertiary Education System," Sponsored by Fulbright, Federal, \$15,000.00. (April 2013 - May 2013).
- (Co-Principal), "Tuning USA," Sponsored by Lumina Foundation, Private, \$60,000.00. (2009 - 2011).

McInerney, Daniel J.

- (Principal), "Faculty Collaboratives," Sponsored by Association of American Colleges & Universities, Private, \$127,800.00. (January 2015 - December 2017).
- (Co-Principal), "Tuning II Project in Utah," Sponsored by Lumina Foundation for Education, Private, \$390,000.00. (June 2011 - June 2013).
- (Co-Principal), "Institute for the Study of Knowledge Management in Education Action Collab Project, Develop Beta Version of "iGPS" Assessment Model of Learning in K-12 Classrooms," Sponsored by Gates Foundation, Private, \$50,000.00. (January 2012 - December 2012).

O'Neill, Colleen M.

- "Jobs and American Indian Sovereignty: The Challenge of Gaming," Sponsored by Center for Gaming Research, University of Nevada, Las Vegas, State, \$1,500.00. (October 9, 2017 - October 20, 2017).
- O'Neill, Colleen Marie, "Obert C. & Grace A. Tanner Humanities Center Visiting Research Fellowship," Sponsored by Tanner Humanities Center, University of Utah, \$45,000.00. (August 2016 - May 2017).
- "Charles Redd Center for Western Studies," Sponsored by Charles Redd Center for Western Studies, Federal, \$1,250.00. (May 2013).
- (Principal), "National Endowment of the Humanities Summer Stipend," Sponsored by National Endowment of the Humanities, Federal, \$6,000.00. (June 1, 2012 - July 30, 2012).

Proctor, Tammy M.

- "NEAC AAS Speaker Grant," Sponsored by Association for Asian Studies, Private, \$1,100.00. (2015).
- (Co-Principal), Wood, Molly M (Co-Principal), "Ohio Humanities Council Grant," Sponsored by National Endowment for the Humanities/Ohio Humanities Council, Other, \$5,000.00. (May 1, 2013 - December 31, 2013).

Shapiro, Susan O.

- (Co-Principal), Kleiner, Harrison, Shapiro, Susan O, McNamara, Peter, "Jack Miller Center Course Development Grant," Sponsored by Jack Miller Center, Private, \$2,500.00. (February 2013).