

## **Department of History, abstract of self-study**

The History Department is an integral part of the University of New Mexico, a highly competitive research university that serves a non-traditional, ethnically and socio-economically diverse student population. We reside in a region that lies at a unique cultural crossroads of indigenous, Spanish, Mexican and U.S. historical legacies.

The strengths of the department include the undergraduate curriculum that is constantly renewed by each instructor through awareness of intellectual trends in the discipline and beyond in tangent fields. Regular faculty members teach the introductory courses, an aspect of our department culture that we believe attracts majors and minors to our program and other students to our upper division courses. We are proud of our Honors program in which many faculty members regularly mentor outstanding History majors through the writing of theses.

Within our graduate program, we are a resource for the state of New Mexico through our MA program that enables high school teachers to earn an advanced degree in the discipline as opposed to an advanced degree in education. At the PhD level, we have international reputations in Latin American and US/American West fields, and have done an excellent job placing our graduates.

The Department is home to many nationally and internationally recognized scholars who communicate historical knowledge in multiple venues and who work across chronological, geographic and disciplinary borders. Faculty members are actively engaged researchers with high expectations of productivity in terms of (inter-)national conference participation and publication. The department is critical to several other programs/institutes on campus, particularly Latin American Studies, Native American Studies, International Studies, Medieval Studies, Women's Studies, and the Feminist Research Institute.

## **Section I. General Program Characteristics**

The Department of History offers a major and a minor in the College of Arts & Sciences bachelor degree program and at the graduate level, MA and PhD programs. The annual budget is just over 2 million dollars, most of which goes to salaries. The last time this department underwent program review was 1994.

### **MISSION STATEMENT**

The History Department is an integral part of the University of New Mexico, a highly competitive research university that serves a non-traditional, ethnically and socio-economically diverse student population. We reside in a region that lies at a unique cultural crossroads of indigenous, Spanish, Mexican and U.S. historical legacies. The Department is home to many nationally and internationally recognized scholars who communicate historical knowledge in multiple venues and who work across chronological, geographic and disciplinary borders.

The department's teaching mission promotes an understanding of multiple cultural legacies and a complex global civilization, expressed and recorded in many forms. Simultaneously, engagement with the historical record requires that students learn to identify and pose critical questions, analyze materials and evaluate evidence, and write effectively about complex historical developments. The acquisition of these skills along with the grasp of specific subject matter lie at the core of the department's teaching goals. The program in History prepares students for professional careers in the field, and provides the necessary background and context for the study of many other academic disciplines. The study of History also offers essential intellectual preparation for those interested in careers in fields such as business, law, medicine, publishing, public administration, and museum and archival work.

This teaching mission intersects with active scholarly research agendas, and our commitment to serve New Mexico's various communities as public stewards of historical scholarship. As a result our faculty, both individually and collectively, are engaged in the lively review of existing historical understandings, in challenging efforts to broaden the search for historical materials, and in communicating our findings to a broad audience through materials as diverse as books and articles, films, museum exhibits, and public presentations. As our teaching practices interact with research and civic goals, we hope to preserve the scholarly purposes of the historical discipline while recognizing the many non-academic ways people experience history. In that broader consideration, our primary task is to help the public better understand, through history, the complex world in which we live.

## **VISION**

The department aligns with the vision elements of the “Strategic Framework” of the university. These elements are: strength through diversity, student success through collaboration with public schools, a vital academic climate, excellence through relevance, research for a better world, and international engagement.

### **Strength through diversity**

Our tenured and tenure track faculty consists of 26 people who are diverse in terms of socio-economic background, gender, ethnicity, and sexual orientation. This is true also of the graduate student body, which hovers around 100 people, drawn mainly from the United States and Native American nations but also, at times, from Europe, Canada, China, and Latin America. Most of our 390 undergraduate majors are from New Mexico. As our Mission Statement clearly indicates, we are very appreciative of the state’s diversity.

### **Student success through collaboration with public schools**

The History department has joined with APS and other school districts to implement the Rio Grande Valley Teaching American History Grant from the US Department of Education. This two million dollar grant is being used to facilitate the MA degree in History for outstanding high school teachers. The point is to encourage them to do a discipline-specific MAs rather than MAs in Education. The department is offering summer courses, including in Summer 2009, a seminar, to accommodate this program.

The department regularly participates in APS student functions on the UNM campus. These include the annual Senior Day and individual high school groups who ask to visit our classes. This is the responsibility of our Undergraduate Advisor, who never fails to set up a table and distribute information on the department. Also, we regularly host high school students who ask to visit History classes or to meet with some of our students. For example, we hosted four groups of seniors from Cibola High School and on another occasion members of the APS Family School met with the chair and a number of History majors.

We used to have a wonderful program each Fall semester: graduate students in the Medieval History and Medieval English concentrations would go out to APS middle and especially high schools in order to present segments on Medieval History or Literature (typically four to six such segments each fall). The program was overseen for many years by English Department Professor Helen Damico and then taken over by History Professor Tim Graham in 2002. Some UNM students also worked on projects with individual high school students. We believe, based on anecdotal evidence, that this program recruited students to UNM. It ended when funding for it was withdrawn in 2005.

### **Vital Academic Climate (rewarding and encouraging excellence)**

For **undergraduate students** we offer our local chapter of Phi Alpha Theta, the national honor society for historians that holds regional and national conferences for undergraduates, graduates, and professional historians. Our majors doing the degree program with an Honors component have available to them travel allowances supplied by the college for research and conference presentations. We have several endowments

specifically for rewarding undergraduate excellence that are described in the Undergraduate Program segment of Section V.

**Graduate students** have their own History Graduate Students Association that is very active in both academic and social endeavors such as offering small competitive travel funds for members and consistently winning an annual baseball game with the faculty. Phi Alpha Theta, mentioned above, is also open to graduate students. We have a Professionalization Workshop (HIST 696), taught annually in seminar format, designed for ABDs. The *New Mexico Historical Review*, an award-winning peer reviewed journal on Southwest and Borderlands History, is housed in the department and the editor is also .5 FTE in the department. The review usually has four to six positions for graduate student interns to learn and actually participate in managerial and editorial work. Many of these students over the years received funding from UNM's Center for Southwest Research. Some of the students have chosen successful careers in academic publishing. History graduate students usually constitute more than half the membership in UNM's Medieval Studies Student Association. The MSSA activities include an annual colloquium and an annual fund raiser. The department has several awards for graduate students that are allocated on a competitive basis. These are described in the Graduate Program segment of Section V. The department houses the Western Writers Association and its executive director is in our faculty. This organization has an international membership and its presence here gives the department positive visibility. The director's office also provides employment for two graduate students each year. Before the 2008-2009 academic year, the department used carry-forward money to fund graduate student travel for research, conference presentations, and job interviews. This ended after our carry forward was "harvested" by upper administration in July, 2008 (audit pending).

Specifically for **faculty**, we have a travel fund provided by the college for conference presentations that has, for 2009-2010, been halved. We have two internal competitive fellowships, both funded by endowments. Awards from the Shoemaker endowment are made competitively for both teaching and research projects (approx. annual spending acct. \$8K). The William H. and Marjorie Bell Chambers Award is given in recognition of teaching and research excellence (~\$11K). We share with the Department of Anthropology a competitive lectureship funded by the Snead-Wertheim endowment (~\$4K).

The vital academic environment for the entire department, the university, and the state is enhanced by the existence of other entities housed in the History department. The Center for the Southwest (CSW) holds two annual lecture series: one is named for Professor Emeritus Richard Etulain, and one is a lectureship funded by the C. Ruth and Calvin P. Horn endowment. The CSW also offers an annual film series. The Institute for Medieval Studies is also in house and its director is in our faculty. IMS offers annual symposia and a highly popular annual lecture series that draws internationally renowned scholars and large audiences. The Institute also has an undergraduate minor with 15 to 20 students.

Housed outside the department but with active History involvement are: the International Studies Institute that holds a major annual lecture series, occasional lectures and colloquia, and will oversee newly approved undergraduate major and minor programs; the Feminist Research Institute that offers research stipends and hosts lunch time lectures and has active support from several of History's faculty; the Southwest

Hispanic Research Institute, whose director is .25 FTE in the History Department, and the Women Studies Program that offers a major and minor for undergraduates. We believe that cooperation across campus is a major strength of our department. Please see also Section IV, Institutional Contributions.

We also publish an annual newsletter, "History at the University of New Mexico," which has a large, national mailing list. In it, we acknowledge achievements of faculty, students, and alumnae/i, and we thank donors.

### **Excellence through relevance and Research for a better world**

We regard historical research as a highly valuable contribution to any sophisticated understanding of the world and human experience, and we believe that all periods of history should be valued for what they are, as well as for how they "relate" to the present. In the classroom our faculty members teach students how to engage with primary sources from the past, instruct them how to interpret critically a range of arguments, and ultimately teach them how to think for themselves about the connections between past and present.

Here are six random examples of relevance and research for a better world:

1. The International Studies Institute, which has close ties with the History Department, has offered lecture series with the following titles: "Islam in Europe," "Human Rights in a Global Context," "Environment and Sustainability in a Global Context," "Globalization," "Environment and Sustainability in a Global Context."
2. The Institute for Medieval Studies has offered these lecture series: "Medieval Islam," "Medieval Innovations: How the Middle Ages Changed Western Culture," "Medieval New Mexico."
3. A History assistant professor gave a lecture for the Medieval Studies Students' Association Colloquium (2007) in which he inversed Edward Said's concept of Orientalism to an Occidentalism in the early Muslim period, when the Islamic world was culturally and technologically more advanced and militarily stronger than Europe.
4. One of our distinguished professors participates in PBS and the History Channel productions on the History of the West. In 2007, he drew large crowds to his exhibit at the Albuquerque Museum of Art and History titled, "Dreamscape Desperado: Billy the Kid and the Outlaw in America."
5. One assistant professor's book on public investment during the New Deal was awarded a prize by the American Public Works Association, for presenting relevant policy solutions to a major economic and social problem facing the nation, that of crumbling infrastructure.
6. Our graduate program allows students to do a concentration on the newly developing fields of Environmental History and Public History, among others.

### **International Engagement**

Faculty and graduate students do research in Latin America (including Cuba), western, central, and eastern Europe. Our two Asianists do research in east, south, and west Asia. Virtually all faculty members and many graduate students attend international

conferences that are held either in the US or abroad although funding for foreign travel is extremely limited.

The department has strong personnel and programmatic ties with the Latin American Studies Program (LAS) that offers interdisciplinary BA, MA, and PhD degrees as well as with the Latin American and Iberian Institute (LAI) that is an overarching structure for all UNM's Latin American and Iberian involvements.

The International Studies Institute serves as the umbrella administration for the Asian, European, and Russian Studies Programs (several History faculty directly involved) The ISI is in its second year of a summer study abroad program in Germany. In summer 2009, one of our associate professors taught course, "Revolutions of 1989 and the 'New Europe.'

The Institute for Medieval Studies brings internationally renowned scholars to campus each year, often from Europe.

## **DEPARTMENTAL GOVERNANCE AND ORGANIZATION**

The department has a fairly standard organization. The chair is assisted by an associate chair (AC), graduate director (GD), undergraduate advisor (UA), and the department administrator (DA). The DA supervises the office staff and manages the budget, accounting, purchasing, space allocation, and many, many other tasks.

The department votes on nominees for chair and the dean makes the final selection. The chair then selects department officers (AC, GD, UA) from the faculty. Some departments have staff performing the tasks we assign to these officers. The AC is responsible for scheduling classes, helping with special projects, and serving as acting chair when necessary. The GD is responsible for the advising graduate students about programmatic rules and procedures and also chairs both the Graduate Entrance Committee and the Graduate Advisory Committee. The UA advises undergraduates about major and minor requirements, helps with degree checks and transfer credits, and chairs the department's Curriculum Committee. Compensation for these arduous positions is limited: a stipend of \$1500 a year plus one course release a year. Departments that opt to shift these tasks to their staff have to make the huge trade off of not having enough staff hours to administer the department.

The department has standing committees for various recurrent administrative and programmatic functions. Ad hoc committee are formed as necessary, principally to conduct faculty searches and for mid-probationary, tenure, promotion, and post-tenure reviews.

For administrative and programmatic purposes, the department faculty members are grouped into sections following the major associations by geographical fields: United States, American West, Europe, Latin America, and Asia. A sixth section, Women's History, is based on theoretical and thematic associations. (See Appendix E) Each section has a head, usually a senior faculty member. The US section currently has six members and the American West section also has six, although several people overlap considerably in research and teaching interests, and the two sections often meet together. The Latin America section has four faculty members and also some overlap, especially with the American West. The Europe section now includes seven faculty members. Asia is inadequately covered by two people. The Women's History section includes seven people who all belong to one of the other five geographically determined groups. The

sections meet to discuss course offerings, set MA comprehensive exams, and to fight about hiring priorities.

## Section II. Degree Programs and Curricula

### UNDERGRADUATE PROGRAM

The undergraduate program of the University of New Mexico Department of History offers students a first-rate liberal arts education that encompasses empirical, historiographic, and theoretical approaches to history. The Department faculty study many different countries, regions, and periods with the goal of training students in the basic skills of the historian: critical thinking about change over time, archival research, the close analysis of documents, the construction of cogent arguments, and clear and persuasive writing and speaking.

The requirements of the major consist of thirty-six hours of study, with twelve at the lower-division and twenty-four at the upper-division level. Four lower-division courses must include two sequential surveys of two semesters each; one is the Western Civilization sequence, the other a sequence in United States, Latin American, or Asian history. Majors usually select seven upper-division courses (21 hours) in three areas of study. Within this framework, students are free to create a course of study that will reflect their interests and career objectives. They may develop an area of concentration or select courses that will prepare them for graduate or professional school. Whether in a traditional course of study or a tailored one, students can also take independent readings (tutorials directed by individual professors on mutually agreed-upon subjects). Among upper-division requirements, all students must take either Historiography (491) or the undergraduate seminar (492). Both courses test the breadth and depth of the students' education in a seminar format with between 15 and 20 students enrolled.

The department also has an ongoing commitment to the Undergraduate Honors Program at UNM. Promising students are encouraged to join the History Honors program, which involves conducting their own research for one semester (493) under the guidance of a faculty member and then writing an original thesis in the following semester (494). The Honors track offers the most talented and motivated History majors the opportunity to develop their own scholarship and in some cases to publish it. On average, we have had seven or eight History Honors students finishing each year; in 2009 the History Honors Advisor issued personal invitations to 213 students to major or become Honors students; we currently have 21 undergraduates in History Honors. Last year, the College provided \$2,000 to the History Honors program, which was used to support research trips to collections at the National Archives in Washington, D.C., the University of California-Berkeley, and Stanford University and to fund prizes for the two best honors theses. It is worth noting that Honors participants have achieved great distinction: in the past year alone, one was accepted to the prestigious summer fellowship program at the Gilder Lehrman Institute for American History in New York City, a second was accepted for graduate study in history at the University of Chicago, and a third was accepted to the law school at the University of Chicago.

Finally, the Department of History is home to one of the oldest chapters of Phi Alpha Theta, the national history honor society. Every year, we induct about ten undergraduates into the society. Phi Alpha Theta members are linked into the historical profession through subscriptions to the society's journal, *The Historian*, and through annual conferences. Recently, the conference was held at the Santa Ana Hotel here in



New Mexico, and several students participated, thereby gaining valuable experience in public presentation. In addition, Phi Alpha Theta connects undergraduates with graduate students and faculty who are also members of the society.

## GRADUATE PROGRAM

### Introduction:

The history graduate program at UNM is a nationally-recognized program that offers the Masters and Doctoral Degrees, and has a strong record of placing graduates in positions in academia, in the public history arena, and in other professional venues. The department's special strengths in the history of Latin America and the American West complement its strengths in the history of the United States and Europe. Working closely with faculty members and fellow graduate students, MA and PhD students develop the background, skills, and insights to make significant contributions to the realm of historical scholarship. UNM graduate students are also able to gain valuable teaching experience, as well as financial support, from a generous array of classroom assistantships; they have also been successful in obtaining external grants for research and other scholarly activities. Students pursuing an MA concentrate in a primary field of history and have the option of writing a thesis based on original research, or else preparing a secondary field of concentration. Doctoral students concentrate in two fields - - one regional and one thematic in orientation -- before taking a qualifying examination and proceeding with dissertation research.

### Faculty and Staff:

The graduate program is maintained by a faculty Director of Graduate Studies GD, who usually serves the same term as the department Chair responsible for his/her appointment (four years). The GD serves ex-officio on the Graduate Advisory Committee (four faculty, responsible for student petitions, program requirements, TA appointments, and fellowship nominations) and the Graduate Entrance Committee (four faculty, responsible for graduate admissions and funding), and serves as Faculty Advisor for the History Graduate Students' Association. Daily responsibilities of the GD include advising faculty and students about degree requirements; reviewing and approving student committee and degree forms; maintaining the department webpage content and graduate data; managing distribution of departmental support and facilitating extra-departmental funding for graduate students; recruiting graduate students; and running new student orientation and academic advisement. In the last five years, the GD has led the department's participation in the Carnegie Initiative on the Doctorate, which resulted in a new set of PhD requirements that required implementation at the level of graduate curriculum and guidelines for the new program requirements. The Graduate Program also relies on department staff – particularly the Graduate Secretary – for support in the admission, funding, and advising for graduate students in history. Numerous faculty also provide the course offerings, academic advisement, letters of recommendation, and committee service critical to the graduate program.

## Degree Programs:

### Masters in History

The UNM Department of History currently enrolls about 50 Masters students, who in pursuit of their degrees complete course work, conduct historical research, engage in public history, teach in secondary and university education, and produce historical content for scholarly and popular venues. For some graduate students, the History MA is one step in their path to the PhD in History (at UNM or elsewhere), while many others go on to work in museum curating, academic publishing, public history, and the private sector. In 2008-2011, History Department is also collaborating with New Mexico public school districts in support of the Rio Grande Valley Teaching American History Grant, a program sponsored by the US Department of Education that helps public school teachers obtain their Masters in History. The current number of participants is seven per year.

Students in the Masters' program may focus their work in one area and complete a comprehensive exam and thesis in that concentration (Option I), or select two regional concentrations and sit for the corresponding exams (Option II). Masters students make these selections from the following regional concentrations offered in the department:

The Western World to 1500

Europe 1500-1815

Europe 1815-present

United States

American West

Latin America

Asia

The Graduate Director advises Masters students about program requirements and helps each student to form a Committee on Studies, a group of faculty who provide the student with intellectual and professional guidance. All Masters students must take History 664: Advanced Historiography and fulfill the department's foreign language requirement prior to taking their written comprehensive exam(s), which are usually administered in the fourth semester of full-time graduate study.

### Doctorate in History

Since the Department of History was first designated an Allied Department in the Carnegie Initiative for the Doctorate in August, 2003, the department has engaged in a systematic review and reevaluation of the structure and goals of the doctoral program. Like other history departments affiliated with the Carnegie Initiative across the country, faculty at UNM examined the personnel, curricular, and structural changes that have occurred in our department and our university over the last decade, in order to better address the changing needs of the students, profession, and audiences for professional history. In particular, faculty worked to re-structure the PhD to reflect how historical scholarship now works increasingly across chronological, geographical, and disciplinary borders, as well as the increasing importance of doctoral training for public history and related professions. In December 2005, the history faculty approved a series of programmatic changes that would encourage students to explore new thematic and topical approaches to history, thereby preparing them to engage an increasingly

multicultural and global world where older boundaries of identity and experience are being crossed in exciting and at times bewildering ways.

The Ph.D. program in history at the University of New Mexico offers students the best possible preparation for the challenges and opportunities of the historical profession in the twenty-first century. Seminars and graduate-level courses provide depth within a particular field and also allow students to attain a unique intellectual breadth that complements study along traditional chronological and geographic lines. Through courses in historical methods and historiography, as well as the opportunity to take courses in other departments, students in our program are trained to approach their work with theoretical and interdisciplinary sophistication. Finally, our examination structure emphasizes qualities essential for success as a professional historian: excellence in writing and in public presentations and assurance in professional interactions. In sum, UNM PhDs emerge well prepared to carry out innovative work, as researchers, teaching with confidence a variety of courses, working as public historians, or pursuing any other opportunities that the historical profession might offer.

Doctoral students select two concentrations – one regional and one thematic – around which to organize their programs of study. The Regional Concentration provides students with substantial background in a particular geographic, historical field, and the regions chosen here represent the UNM history department's areas of strength:

- U.S./American West

- Latin America

- Europe

A chronological or geographic specialization within each concentration also allows students to examine a particular period or topic in greater depth, thus acquiring the preparation essential for writing a strong dissertation. Doctoral students also select one field from a variety of Thematic Concentrations:

- Gender and Sexuality

- Race and Ethnicity

- Frontiers and Borderlands

- War and Society

- Environmental History

- Religion

- Politics and Economy

For a description of the contents and faculty associated with each Regional and Thematic Concentration, please see Appendices C and D.

Doctoral students must also complete two courses in a discipline or program other than History, and may choose to participate in History 696, an optional Dissertation/Professionalization Workshop designed for advanced graduate students. For the Ph.D. Qualifying Examination in History, students complete a portfolio of graduate materials, an oral examination in both concentrations, and a public presentation on a topic selected by the examining committee.

The Graduate Director advises Doctoral students about program requirements and helps each student to form a faculty Committee on Studies, which provides intellectual and professional guidance. All PhD students must take History 664: Advanced Historiography, History 665: Advanced Historical Methods, and fulfill the department's

foreign language requirement prior to taking their qualifying exams, which are usually administered in the sixth semester of full-time doctoral study.

Graduate History Courses:

The Department of History offers a wide variety of courses for graduate credit, including lecture courses designed with graduate requirements (the so-called “dual-numbered” courses), seminars intended exclusively for graduate students, and individualized graduate courses (Problems, Thesis, and Dissertation). All graduate courses are taught by either tenure or tenure-track faculty in History, with occasional offerings staffed by Visiting Professors (some of them graduates of UNM’s PhD program).

Table A provides information on graduate enrollments since AY 2003-2004 and total student credit hours generated for each year.

**Table A: Graduate Enrollments**

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Seminars	124	96	152	186	182
Problems	18	13	21	26	33
<i>Thesis</i>	23	12	27	37	24
<i>Dissertation</i>	60	64	56	66	66
Total Student Credit Hours	2,474	3,011	3,204	3,496	3,453

History Graduate Students:

Table B provides information on applications to the History Graduate Program in the Fall semesters 2003-2007. This corresponds to Table 17 for History, UNM’s Office of Institutional Research.

**Table B: History Graduate Student Admissions (Fall only)**

	2003	2004	2005	2006	2007
M.A.					
Applied	38	46	37	32	35
Admitted	24	22	26	14	18
% Admitted	63.16%	47.83%	70.27%	43.75%	51.43%
Ph.D.					
Applied	19	27	36	38	33
Admitted	9	13	24	21	25
% Admitted	47.37%	48.15%	66.67%	55.26%	75.76%

Table C provides numbers M.A. and Ph.D. students enrolled in the History Program from AY 2003-2004 to the present.

**Table C: Graduate Students in History**

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
M.A.	38	40	44	48	54
Ph.D.	40	39	45	54	52
Total	78	79	89	102	106

Institutional Contributions:

The department maintains close affiliations with a number of organizations that represent a wide range of interests and scholarship on the UNM campus. One is the New Mexico Historical Review, which publishes a quarterly academic journal focused on New Mexico and the Southwest region, its peoples, and their cultures. The Center for the Southwest takes an interdisciplinary approach in providing colloquia, film presentations, and lecture series devoted to the Southwest region. Members of our faculty are actively involved with both the academic programs in Latin American Studies as well as the scholarly activities sponsored by the Latin American and Iberian Institute, the Southwest Hispanic Research Institute, and the Center for Regional Studies at UNM.

Also associated with the Department of History is the Institute for Medieval Studies, which coordinates an interdisciplinary academic program and offers outreach to high schools as well as an annual public lecture series each spring. The relatively new International Studies Institute which represents the Asian, European, and Russian Studies Programs, is developing an academic program and holds an annual public lecture series organized around significant global topics each autumn. Finally, the organization Western Writers of America has its home in the department and publishes *Roundup Magazine*.

### **Section III OUTCOMES ASSESSMENT**

This section describes our outcomes assessment plan at the programmatic level and assessment results for Spring 2009.

In keeping with guidelines from the Office of Support for Effective Teaching, the department last year articulated its broad goals and student learning objectives (SLOs) for our degree programs. The ongoing purposes of this exercise are: to make clear what knowledge and skills we wish our students to acquire, to collect evidence of such acquisition or lack thereof, and to learn how to improve our programs based on the evidence, or feedback, that we collect. We do not yet have enough experience with this process to fully appreciate it.

#### **A. Goals and SLOs for the undergraduate degree program**

For our undergraduate program, we have selected five broad goals paired with appropriate student learning objectives.

broad goal 1. Students should understand academic honesty, a concept presented to them in all History classes.

SLO 1: By the senior year, each major will demonstrate ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).

broad goal 2. Students should understand the basic skills that historians use in research.

SLO 2: Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to distinguish between primary and secondary sources; to identify and evaluate evidence.

broad goal 3. Students should understand the basic skills that historians use in writing.

SLO 3: Each major will demonstrate, in either capstone course and/or in writing the Honors thesis (494), the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.

broad goal 4. Students should understand basic tools of historical analysis.

SLO 4: Each major will demonstrate the ability to compare and contrast different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.

broad goal 5. Students should understand the value of diversity.

SLO 5: Each major will demonstrate in research topic choices and resulting papers the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

#### **Assessment and base line results for undergraduate program**

We did our first assessment in Spring 2009, using SLOs #1 and #2. Our means of assessing **SLO #1** (understanding academic honesty) was for all professors teaching 491

(undergrad Historiography) or 492 (undergrad seminar) to include this SLO on their syllabi and/or rubric for the course, and to submit to the chair a form provided by the department that allowed the instructor to assess collectively the skills in proper and ethical citation. (Form is in Appendix A) Below is the outcome in table format (the original forms are on file in the department.)

course and section	# students	# History majors	#demonstrating SLO 1
491-001	18	18	18
491-002	13	12	13
492-001	16	16	16

For **SLO #2** (distinguishing primary and secondary sources) our means of assessment was for all professors teaching 491 (undergrad Historiography), 492 (undergrad seminar), and 493 (Honors research) submitted to the chair a form provided by the department that allowed the instructor to assess, collectively for their student(s), knowledge of and skills for the related abilities required in this SLO. (Form is in Appendix B)

491-001 instructor’s comments: “Class began with reading and discussion of Prevenier/Howell, *Reliable Sources: An Introduction to Historical Method*; for each subsequent reading they were required to turn in a one page summary and analysis of the assigned material and there were discussed in class; their first larger assignment was a critical review of a secondary course; their semester-long project required choosing a topic, identifying a diverse set of primary documents for that topic, and then writing a paper, not on the topic, but on the documents.... All [the 18 students] have acquired the ability to locate, identify, evaluate and use primary materials (they have spent time in the C[enter for] S[outhwest] R[esearch], in on-line archives, at the State Archives in Santa Fe, and, in a few cases, in their grandfathers’ attics.)

491-002 instructor’s comments, paraphrased for clarity: Students spent one 75-minute class period on the general characteristics of primary and secondary courses. They spent six class periods working with primary sources to identify and evaluate evidence and four class periods presenting their individual sources to the rest of the group. All but one of the 12 History majors demonstrated successfully the appropriate use of both primary and secondary materials, all 12 demonstrated a high skill level in identifying an evaluating evidence, and all but two demonstrated a high level of skill in searching for primary sources.

492-001 instructor’s comments: “The students already knew how to distinguish between primary and secondary sources, but we have spent lot of time discussing how to deploy them.” Paraphrased for clarity: All 16 History majors proved through their research projects that they have skills in using primary and secondary sources. All majors successfully demonstrated skills in identifying and evaluating evidence.

**B. For our MA Plan I (with thesis) program, we have selected five broad goals linked to five student learning objectives. This plan is intended mainly for students who intend to go on to PhD level work or professional schools.**

broad goal 1: Students should understand academic honesty, a concept presented to them in all History classes.

SLO 1: Each MA student will demonstrate in all research papers, including the thesis, ethical use of sources as well as accurate and properly-formatted citations.

broad goal 2. Students should understand skills that historians use in research.

SLO 2: Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; to identify all relevant archival sources for a particular project.

broad goal 3. Students should understand skills that historians use in writing.

SLO 3: Each MA student will demonstrate in her/his thesis, the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion.

broad goal 4. Students should understand historiography.

SLO 4: Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.

broad goal 5. Students should understand the value of diversity.

SLO 5: Each MA student will demonstrate in her/his research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

#### **Assessment and base line results for MA Plan I program:**

We did our first assessment in Spring 2009, using SLOs #1 and #3. Our means of assessing SLO #1 (understanding academic honesty) was for all professors to report, with documentation, any MA I graduate student's academic dishonesty to that student's chair of his/her Committee on Studies, as well as to the department chair, in accordance with existing department policy (approved Sept. 2007). Faculty did not submit any such reports. For SLO #3 (formulate an argument and support conclusions) our means of assessment was to append an evaluation of each of these three skills to the "gray sheet" supplied by OGS for theses and dissertations. One such report was submitted for Spring 09: "In the thesis the author begins with clearly formulated questions, and a thesis which she intends to support in the body of the paper. Four chapters with extensive use of primary materials—especially careful reading of numerous collections of personal letters from the 19<sup>th</sup> century—provide solid primary evidence for her argument. The conclusion



pulls together the chapter information and stresses the way the discrete materials in each chapter lead to general conclusions.”

**C. For our MA Plan II (without thesis) program,** we have selected five broad goals linked to five Student Learning Objectives. This plan is intended mainly for students who regard the MA as their terminal degree (high school teachers, for example) or who want broad course work in order to decide on a direction for a PhD program.

broad goal 1: Students should understand academic honesty, a concept presented to them in all History classes.

SLO 1: Each MA student will demonstrate in all research papers ethical use of sources and accurate and properly formatted citations.

broad goal 2. Students should understand skills that historians use in research.

SLO 2: Each MA student will demonstrate in all research papers the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence.

broad goal 3. Students should understand skills that historians use in writing.

SLO 3: Each MA student will demonstrate in all research papers the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.

broad goal 4. Students should understand historiography.

SLO 4: Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.

broad goal 5. Students should understand the value of diversity.

SLO 5: Each MA student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**D. For our PhD program,** we have selected five broad goals linked to five Student Learning Objectives.

broad goal 1: Students should understand academic honesty, a concept presented to them in all History classes.

SLO 1: Each PhD student will demonstrate in all research papers, including the dissertation, ethical use of sources as well as accurate and properly-formatted citations.

broad goal 2. Students should understand *advanced* skills that historians use in research.

SLO 2: Each PhD student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; to place accurately his/her own research in the existing secondary body of work on the topic.

broad goal 3. Students should understand the writing and publication skills that historians use.

SLO 3: Each PhD student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, reach a conclusion that is convincing to the wide academy through publication.

broad goal 4. Students should understand historiography at a sophisticated level .

SLO 4: Each PhD student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.

broad goal 5. Students should understand the value of diversity.

SLO 5: Each PhD student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

We did our first assessment in Spring 2009, using SLOs #1 and #4. Our means of assessing SLO #1 (understanding academic honesty) was for all professors to report, with documentation, any MA II graduate student's academic dishonesty to that student's chair of his/her Committee on Studies, as well as to the department chair, in accordance with existing department policy (approved Sept. 2007). Faculty submitted no reports of academic dishonesty. For SLO #4 (apply fundamental paradigms, analytical models, and theories of causation) the professor who taught 664 submitted a brief form for each (not identified) student, indicating his/her level of skill for each item in the SLO. All were above satisfactory.

## **SECTION IV. Institutional contributions**

### *A. core courses offered to other academic units*

The department offers its core courses in multiple sections each semester. These are HIST 101 and 102, the two halves of Western Civilization, and HIST 161 and 162, the two halves of the US survey. Normally, 101 and 161 sections are offered in the Fall, with 102 and 162 trailers. In Spring, 102 and 162 sections are offered with 101 and 161 trailers. We do this to give students some flexibility. All four courses attract large numbers of students, typically 100 to 200. They are taught by regular faculty, and several of the sections are subdivided into discussion groups (“labs” in scheduling parlance) that meet weekly with Graduate Teaching Assistants. Occasionally we hire ABD students or one of our recent PhD recipients to teach an evening section of a core course. This provides all-important teaching experience for those going on the academic job market.

### *B. service courses offered to other academic units*

Some degree programs in the College of Education require our 491, undergraduate Historiography, ideally restricted to fifteen students. This places a heavy responsibility on our department because we must offer this course often enough to accommodate our own majors and to *try* to accommodate the COE students that are on a waiting list managed by our staff. Teacher certification requires many COE students to take our 260, New Mexico History, a responsibility that is easier to meet because the classes are large.

### *C. graduate courses*

We do not have courses/seminars that are specifically intended to cross units, but we have many Latin American Studies and English Medieval concentrations students taking History courses/seminars for graduate credit. Also, graduate students from other departments sometimes avail themselves of our HIST 664 graduate level Historiography and HIST 665 Seminar in Historical Research Methods.

### *D. university service*

The department maintains close affiliations with a number of organizations that represent a wide range of interests and scholarship on the UNM campus. One is the *New Mexico Historical Review*, which is a quarterly academic journal focused on New Mexico and the Southwest region, its peoples, and their cultures. The Center for the Southwest takes an interdisciplinary approach in providing colloquia, film presentations, and lecture series devoted to the Southwest region. Members of our faculty are actively involved with both the academic programs in Latin American Studies as well as the scholarly activities sponsored by the Latin American and Iberian Institute, the Southwest Hispanic Research Institute, and the Center for Regional Studies at UNM.

Also associated with the Department of History is the Institute for Medieval Studies, which coordinates an interdisciplinary academic program and offers outreach to high schools as well as an annual public lecture series each spring. The relatively new International Studies Institute which represents the Asian, European, and Russian Studies Programs, is developing an academic program and holds an annual public lecture series

organized around significant global topics each autumn. Finally, the organization Western Writers of America has its home in the department and publishes *Roundup Magazine*.

The American West section has long standing ties to the UNM Press. At least one, and often two members of the History Department, invariably members of this section, serve as members of the University Press Committee (UPC), which is the Faculty Senate Committee that oversees the publications of the Press. Within the past fifteen years, one former and one current faculty member of the US West section have served as chair of the UPC, and the current faculty member, Margaret Connell-Szasz, has been chair of that important oversight committee for several years. Since the UNM Press publishes widely in the History of the American West, retaining this relationship remains significant for the History Department's American West section as well as for the Press itself, which relies on the professional advice of these faculty members.

The Gender and Sexuality faculty have always been crucial participants in the Women Studies program, and our courses are cross-listed as a required part of the Women Studies undergraduate major and the graduate concentration. We also are key contributors to the Latin American and Iberian, International, and Religious studies programs, and our faculty have served as Directors and members of the university-wide Feminist Research Institute. We are frequently called upon to serve on doctoral and master's thesis committees in other departments when the subject matter is gender or women. In sum, we have an active and well-respected, dedicated faculty who contribute a great deal to the standing of our department in the University and in the national profession.

Members of the European section make significant contributions to UNM's interdisciplinary programs, in particular, European Studies, International Studies, Medieval Studies, and Women Studies. Melissa Bokovoy is a former Director of European Studies; the section's upper-division courses are typically listed as electives for those pursuing the Major in European Studies. Bokovoy was also the inaugural Director of the International Studies Institute when it was established in 2003; along with Professor Christine Sauer of the Economics Department, she has played a major part in devising the syllabus and coordinating the course offerings for the Major in International Studies. The Minor in Medieval Studies has been revitalized since Fall 2007, when its administration was taken over from the English Department by the Institute for Medieval Studies, of which Graham is the Director. At that time Tim Graham introduced a new gateway course for the Minor, "The Medieval World," which is cross-listed in History and Medieval Studies and typically draws a large enrollment of between eighty and ninety students.

Through its members' involvement in the University's interdisciplinary programs, the section contributes significantly to UNM's public service, in particular, its outreach to the local community. In 2003, the International Studies Institute under Bokovoy's directorship began a Fall Lecture Series that is open to the public and features speakers from both within and beyond UNM. The Spring Lecture Series offered by the Institute for Medieval Studies, now in its twenty-fifth year, has long been recognized as one of

UNM's premier outreach activities; bringing leading national and international scholars to the UNM campus, the event includes a total of seven presentations over the course of four days, with attendance at individual presentations regularly exceeding two hundred and sometimes exceeding four hundred. The Institute for Medieval Studies also offers public colloquia on the history of science and medicine. The most recent of these, held in February 2008, was "Archimedes Revealed: A Weekend Colloquium on Ancient Science, Medieval Manuscripts, and Modern Technology." Offering the public a privileged opportunity to learn about the remarkable Archimedes Palimpsest Project, which has achieved international press coverage for its success in harnessing the resources of modern technology to the deciphering of a medieval manuscript of Archimedes' works, the event featured five key members of the project. In addition to such outreach activities on campus, two members of the section, Charlie Steen and Graham, regularly offer off-campus lectures to the Albuquerque OASIS Group, an educational organization that benefits seniors.

## Section V. Student Profile and Support Data

In this section we offer information about awards and funding available to our students, breakdowns by sex and ethnicity, and placement information.

### A. Undergraduate awards

We have several scholarships that donors endowed specifically to reward undergraduate excellence: Conlon-Demas (for Honors student, approx. annual spending acct.\$300-400) , Figge-Nilson (student focusing on Europe, ~\$800), and Grunsfeld (for one male and one female History major, about \$800 each). The Rebord Scholarship is divided between undergraduate and MA History students who intend to pursue a career in elementary or secondary education and the total award is now \$3,000. The Graham Browne scholarships, about \$600 and \$200, are for history majors, with a preference for students focusing on US history. The Charles F. Coan award for excellence in History ranges from \$300-\$600.

### B. Support and awards for Graduate Students

The principal source of funding for Graduate Students in History is the support for .50 FTE Graduate Assistantships and Graduate Teaching Assistantships provided by the College of Arts & Sciences. The Graduate Entrance Committee awards these Assistantships to our highest-ranking applicants upon admission; MA candidates receive two years of support, and PhD candidates receive three. Students who have performed well as Graduate Assistants may apply to serve as Graduate Teaching Assistants, who for an additional \$2,000 stipend run their own discussion sections linked to large survey courses. Table A provides information on those assistantships from AY 2003-2004 to the present.

**Table A: GA and GTAships**

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
MA Graduate Assistantships	\$8,141 plus tuition	\$8,141 plus tuition	\$11,166 plus tuition	\$11,600 plus tuition	\$11,200 plus tuition
PhD Graduate Assistantships	\$11,330 plus tuition	\$11,896 plus tuition	\$12,283 plus tuition	\$13,500 plus tuition	\$12,300 plus tuition
Graduate Teaching Assistantships	+\$2,000	+\$2,000	+\$2,000	+\$2,000	+\$2,000
TOTAL Graduate Assistantships	21 plus tuition	20 plus tuition	22 plus tuition	21 plus tuition	24 plus tuition

In addition, the department has Course Readers – typically 8 per semester at \$1,500 plus benefits – who grade up to 50 papers for large courses. PhD students who have passed their doctoral examinations may teach one of four courses offered by Teaching Associates each semester, earning \$3,428 per course, plus benefits. Students seeking support outside of the department have been regularly employed by a variety of on-campus units, including the UNM Press (typically, one student per year), the New

Mexico Historical Review (2 per year, funded by the Center for Regional Studies), and other academic departments (Spanish and English, 1 or 2 per year). Several History graduate students also receive fellowship stipends from the New Mexico Higher Education Department, typically 6 to 7 student at \$7200 each. Usually one or two History graduate students also receive awards from the Latin American and Iberian Institute . Finally, the department offers several competitive awards described below.

#### Graduate level awards

The department has a few major awards and several smaller awards for graduate students that are allocated on a competitive basis. The Phillips Fellowship allows an advanced graduate student to finish a dissertation, and is about \$8K to \$10K, depending on revenues in the spending account. The Woodward Fellowship supports a dissertation on a Southwest topic, and is also about \$8K-\$10K. The Bohme Prize is about \$500-\$700 and the winning paper is considered for publication in the New Mexico Historical Review. The Rebord Scholarship is divided between undergraduate and MA History students who intend to pursue a career in elementary or secondary education and the total award is now \$3,000. Timothy D. Moy Fellowship has not yet been fully endowed but Professor Moy’s widow, Rebecca Ullrich, has made awards to three Graduate Teaching Assistants that have excelled at instructing discussion sections of large survey classes.

#### C. Undergraduate student by gender and ethnicity

<b>Ethnicity</b>	<b>Gender</b>	<b>Students</b>
Hispanic	Female	44
Hispanic	Male	70
American Indian	Female	2
American Indian	Male	9
Asian	Female	1
Asian	Male	1
African American	Female	4
African American	Male	6
Pacific Islander	Female	2
Pacific Islander	Male	3
White	Female	102
White	Male	128
Not Specified	Female	7
Not Specified	Male	8
Unavailable	Male	3

**D. Graduate students by sex and ethnicity/race\***

<b>Ethnicity</b>	<b>Gender</b>	<b>Number of Students</b>	<b>Resident</b>	<b>Non-Resident</b>	<b>International</b>
American Indian	Male	5	2	3	
Hispanic	Female	5	4	1	
Hispanic	Male	9	9	0	
Prefer Not to Specify	Male	2	1	1	
White Non-Hispanic	Female	42	34	8	
White Non-Hispanic	Male	34	25	8	1

\*Categories and percentages are from the phds.org website (full URL: [graduate-students.phds.org/rankings/history](http://graduate-students.phds.org/rankings/history) )

**Graduate students applied to the History department for MA and PhD programs:**

<b>Semester</b>	<b>MA/PhD</b>	<b>In State</b>	<b>Out of State</b>
Fall 2009	34	11	23
Spring 2009	15	7	8
Fall 2008	63	8	55
Spring 2008	10	5	7
Fall 2007	62	11	51
Spring 2007	12	5	7
Fall 2006	64	11	53
Spring 2006	6	3	3
Fall 2005	68	10	58
Spring 2005	12	6	6
Fall 2004	78	11	67
Spring 2004	Unavailable		



## **E. Placement of graduate students in approximately the last five years**

MA students in doctoral programs at: UNC Chapel Hill (2), UT Austin, University Maryland

MA students employed at: Aztec High School, a HS in Richmond, VA

PhD student employed in tenure-track jobs at: Auburn U., U Tenn, U. Montana, U.S. Air Force Academy, UNC Charlotte, Emmanuel College, UNLV, UTEP, Diné College, Washington State University, Bradley University, Western New Mexico University, San Diego State University, California State University, and National Forest Service.

## **Section VI. Faculty matters**

Through their training, research interests, and collaborative work, the faculty members shape the department. The faculty is the basis of the department's national and international reputations, as evidenced by its collective achievements summarized in this section of the self-study. The section also offers information on our tenure and promotion policy, our institutional contributions, and faculty interdisciplinary involvement. We begin with a contrast between recent faculty losses and hires because we are deeply concerned with the downsizing of the faculty at a time when enrollments are increasing and during a time period when the number of majors increased from about 350 to 400. In 1999, we had 27 regular faculty members and in Fall 2005 we had 30. We now have 26.

### **Faculty losses since Spring 2005:**

#### **death:**

Tim Moy, History of Science and Technology (not replaced)

#### **retirement:**

Richard Robbins, Russian History (replaced by Erika Monahan)

Noel Pugach, US Diplomatic History (not replaced)

Jake Spidle, German History; Hist. of Medicine, European biography (not replaced)

#### **took other positions:**

Jay Rubenstein, Medieval History (Univ. of Tenn.; not replaced)

Nancy McLoughlin, Medieval History, Gender Hist. (UC Irvine; not replaced)

Tom Sizgorich, endowed position, Ancient History) (UC Irvine; not replaced)

Jennifer Denetdale, Native American History (not replaced)

Cynthia Radding, Latin America, Environmental History (not replaced)

### **Hires since Spring 2005:**

Jason Scott Smith, 20<sup>th</sup> c. US (replaced Farber, who left in 2004)

Eliza Ferguson, Modern Europe (replaced Schibeci, who left Dec., 2003)

Erika Monahan, Russian History (replaced Robbins, who retired May 2005)

Sarah Cornell, 19<sup>th</sup> c. US (replaced Feller, who left May 2003)

**Net loss** during this time: five positions or about 17%

**Table 1 Full-time faculty by rank, degree, and specialization (26 members)**

<b>Name</b>	<b>Rank</b>	<b>PhD Granting Inst.</b>	<b>Specialization</b>
Ball	assoc.	U of New Mexico	Am. West, Public History
Bieber	assoc.	The Johns Hopkins Univ.	Brazil, African diaspora, race & ethnicity
Bokovoy	assoc.	Univ. of Indiana	Eastern Europe, world history, nationalism
Cahill	asst.	Univ. of Chicago	US, gender, race, social & environmental
Connell-Szasz	full	Univ. of New Mexico	US, Am. West, Native Am., Celtic world
Cornell	asst.	New York Univ.	US, 19 <sup>th</sup> c., slavery, Civil War
Ferguson	asst.	Duke Univ.	Modern Eur., France, women & gender
Garcia y Griego	assoc.	UCLA	US political & immig. Histories; mod. Mexico
Gauderman	assoc.	UCLA	Early Spanish America, ethnohistory, gender
Graham	full	Cambridge	Medieval Eur., Anglo-Saxons, Paleography
Hall	full Distinguished Prof., Regents' Prof.	Columbia Univ.	Mod. Mexico, women, inter-Am. relations
Hutchison	assoc.	UC Berkeley	Lat. Am. Southern cone, gender & labor histories
Hutton Distinguished Prof.	full Distinguished Prof.	Univ. of Indiana	Am. West, military history
Monahan	asst.	Stanford	Russia & former USSR, environmental history
Porter	full	UC Berkeley	China, Japan, Eur. contact
Reyes	assoc.	UC San Diego	South West, Chicano, & Immigration histories
Risso	full	McGill Univ.	West & South Asia, Islam
Sanabria	asst.	UC San Diego	Iberia, history of sports & leisure
Sandoval-Strausz	assoc.	Univ. of Chicago	US, urban & legal Histories
Scharff	full	Univ. of Arizona	US women's & environmental histories
Slaughter	full	Univ. of New Mexico	Mod. Italy, women & sexuality
Smith	asst.	UC Berkeley	US political history & political economy

<b>Name</b>	<b>Rank</b>	<b>PhD Granting Inst.</b>	<b>Specialization</b>
Steen	assoc.	UCLA	Early modern Europe, France
Szasz.	Full Regents' Prof.	Univ. of Rochester	US, intellectual & religious histories
Truett	assoc.	Yale Univ.	US-Mexico borderlands
Yazawa	full	The Johns Hopkins Univ.	Early America, constitutional

**Table 2. retired and emeriti**

<b>Name</b>	<b>Ph.D Granting Inst.</b>	<b>Specialization</b>
Berthold	Cornell Univ.	ancient history
Cocron	Univ. of Paris	mod. Europe
Cutter	UC Berkeley	Am. West, New and Old Mexico
Etulain	Univ. of Oregon	Am. West, film
Himmerich y Valencia	UCLA	Latin America
Iklé	UC Berkeley	Asia, Japan
McClelland	Yale Univ.	Mod. Germany
Pugach	Univ. of Wisconsin, Madison	US diplomatic history, Jewish history
Robbins	Columbia Univ.	Russian and Soviet history
Roebuck	Univ. of London	British history
Skabellund	Univ. of Utah	history of science
Spidle	Stanford Univ.	Germany, British Victorian age, mod. Medicine in the Southwest
Sullivan	Univ. of Colorado	medieval and early modern Europe

### **Other instructors**

The department has no recurring part-time instructors. When needed, particularly to fulfill our course commitments for the Evening and Weekend Degree Program (EWDP) but sometimes to fill in for absent faculty, we hire one of our own PhD recipients who are either still on the job market or who choose to stay in the area. The compensation for this sort of teaching assignment is about \$4000. While we feel this compensation is low, employing these adjuncts helps us meet our programmatic needs and gives the instructors experience for their vitae. On occasion, we have had adjunct faculty as well, often faculty who have retired to the Albuquerque area. Our own emeriti have contributed in this way. For example, Prof. Emeritus Noel Pugach is teaching an upper division course for us Fall 2009. This has been particularly helpful at a time when hiring across campus is extremely limited. We also have a Teaching Assistant program for our advanced PhD students, compensated at about \$2000 above their GAship. Overall, we try not to rely much on temporary instructors. Please see the “teaching loads” portion of this section, below.

**Faculty grouped by strongest section affiliation.** Some faculty members are in two or even three sections. There is particularly strong overlap in the US and American West sections and in American West and Latin American sections.

### *US History*

Regents' Prof. Ferenc Szasz, head of section, intellectual & religious histories

Prof. Melvin Yazawa, early America, constitutional history

Assoc. Prof. Andrew Sandoval-Strausz, urban & legal histories

Asst. Prof. Cathleen Cahill, gender, race; Native Am.; environmental & social histories

Asst. Prof. Jason Scott Smith, political history & political economy

Asst. Prof. Sarah Cornell, 19<sup>th</sup> c; slavery, race; Civil War

The US history section shares personnel and subject matter with the US West section, but for purposes of this review, I will include only those who are primarily members of the former group. Currently (April 2009) the US Section consists of seven full-time members who are listed as follows, all of whom teach at least one semester of our two-semester US History survey. All of the senior professors have published significant works in their respective fields, as their brief vitas (included) will show. The two Associate Professors have each produced works that recently won national prizes. And the two Assistant Professors have won two of the three annual fellowships that Southern Methodist University has offered for 2009/10. We believe that the quality of its US History staff is very high.

The US section offers classes that lie in the mainstream of the offerings in American History as found in other state universities. We cover the basic chronological areas and also offer classes on such topics as constitutional history, business and labor, religion in America, race, legal history, and gender history. Given our location, we pay special attention to classes that touch on immigration, indigenous peoples, the environment, and science. We believe that our graduate students are thus well prepared to take positions in various colleges and universities, as well as non-teaching positions in the growing area of public history. The US Section (combined with the US West Section) produces the majority of PhDs offered by the History department. It has trained over 260 PhDs since the late 1940s, when the doctoral program began.

The US Section takes very seriously its undergraduate teaching mission. We insist on having our survey classes taught primarily by tenured or tenure-track faculty members because we view these entry-level courses as essential to recruitment and retention. The US section offers five and sometimes six sections of the survey each semester. It also teaches approximately the same number of upper-division courses in addition to undergraduate seminars and specialized topics courses. The US Section also co-operates with other programs in the university, especially Religious Studies, American Studies, Honors, and the Law School. We have provided support for the Department's experimental classes in world history as well. Needless to say, all members do their share of committee work. One is currently Chair of the vital University of New Mexico Press Review Board.

### *American West*

Prof. Margaret Connell-Szasz, head of section, Native Am., Celtic world  
Distinguished Prof. Paul Hutton, military history, film  
Prof. Virginia Scharff, women's history, environmental  
Assoc. Prof. Larry Durwood Ball, Public History, biography ?  
Assoc. Prof. Samuel Truett, US-Mexico borderlands  
Assoc. Prof. Barbara Reyes, South West, Chicano & immigration histories

The American West section of the History Department at the University of New Mexico enjoys a high profile across North America and even in the international community. Exchange students from Europe, Asia, and Latin America often seek out our courses on the American West. As one of the strongest "West" sections among institutions of higher education located in the Trans-Mississippi West, the UNM History Department's American West section developed its initial reputation during the mid twentieth century, beginning in the 1950s and expanding during the 1960s. The History faculty who teach and research in the American West have national, often international reputations, and they have long attracted first-rate graduate students.

Course offerings in the American West that target undergraduate students remain some of the most popular classes taught through the History Department at UNM. Paul Hutton's courses on the nineteenth-century West generally attract large numbers, ranging from 75-125 students. Environmental history courses, taught by Samuel Truett, Cathleen Cahill and Virginia Scharff, usually include at least 50 students; enrollments in the History of New Mexico range from 100-150; the number of students in Native American history courses range from 50-60 students; Twentieth Century West also attracts at least 50 students.

The graduate seminars that focus on the American West remain among the highest enrolled courses in our graduate program. Although 12-15 is an ideal enrollment for these seminars, ours have topped out at 18-24 students in recent years. The graduate students who are in the American West MA and PhD programs are among the most active in the United States. They deliver papers at annual conferences of the Western History Association, the Historical Society of New Mexico, the Pacific Coast Branch of the American Historical Association, the Environmental History Association, the American Society of Ethnohistory, the Organization of American Historians, the Native American and Indigenous Studies Association, and other professional organizations

### *Latin America*

Assoc. Prof. Judy Bieber, head of section, Brazil, African diaspora, race & ethnicity  
Distinguished Prof., Regents' Prof. Linda Hall, mod. Mexico, women, inter-Am. relations  
Assoc. Prof. Elizabeth Hutchison, Southern cone, gender & labor histories  
Assoc. Prof. Kimberly Gauderman, early Spanish Americas, ethnohistory, gender  
Assoc. Prof. Manuel Garcia y Griego, immigration studies, modern Mexico

One of the Latin American section's main strengths is that it offers specialized training in the principal core areas of Latin America: the Southern Cone (Hutchison), Brazil (Bieber), the Andes (Gauderman) and Mexico and the border (Hall, Truett, Reyes, and Garcia y Griego). It also offers thematic emphasis on gender and sexuality (Gauderman, Hutchison, Hall), race and ethnicity (Gauderman, Bieber, Reyes, Truett), frontiers and borderlands (Truett, Bieber), areas that contribute to the department's core thematic concentrations at the doctoral level. Additionally, social history, environmental history, political, economic and institutional history all are well represented.

The Latin Americanists offer a total of over 20 undergraduate courses - a two-semester undergraduate survey of Latin American history, a core course on the history of New Mexico, 19 upper division courses, and topical courses at both the graduate and undergraduate levels. The section offers a minimum of four graduate seminars in Latin American history every academic year, sometimes more if allied faculty teach on Latin America related topics. On average, 5-10 new graduate students enroll each year. The quality of these students is generally high and they compete favorably for departmental and university fellowships.

### *Europe*

Prof. Timothy Graham, head of section?, Medieval Eur., Anglo-Saxons, paleography

Prof. Jane Slaughter, mod. Italy, women, sexuality

Assoc. Prof. Charlie Steen, early modern Europe, France

Assoc. Prof. Melissa Bokovoy, eastern Europe, world history, nationalism

Asst. Prof. Enrique Sanabria, Iberia, history of sports & leisure

Asst. Prof. Eliza Ferguson, modern Eur., France, women & gender

Asst. Prof. Erika Monahan, Russia & former USSR, environmental history

European History at UNM was seen originally as a service program existing primarily to staff the Western Civilization course; it had a less high profile within the Department than Latin American and US History, fields that attracted the bulk of the Department's graduate students. Over the last twenty years or so, greater parity has emerged among the Department's sections; European History now occupies a prominent place in both the undergraduate and the graduate programs.

The expertise of the European faculty has a wide chronological and geographical span, ranging from the early Middle Ages through the present, and covering France, England, the Low Countries, Iberia, Italy, Eastern Europe, and Russia. The entire European faculty pursues scholarship actively.

The obligation to offer several sections of the two Western Civilization courses each semester imposes a heavy burden of service upon the European section but one that it is happy to discharge. The Department has always prided itself on having these basic courses taught by tenured and tenure-track faculty rather than by teaching assistants. Students at the outset of their college careers thus have the opportunity to learn from seasoned experts and many are drawn to become History majors through the experience; as majors, they then have the opportunity to continue to work with the same teachers from whom they took their introductory courses.

In its upper-division offerings the European section seeks to provide a well-

conceived and stimulating program of study by offering chronologically and regionally focused courses on the one hand, and courses with a specific thematic focus on the other. Courses of the first kind include, for the ancient and medieval periods, “Greece,” “Rome,” “Byzantium,” “Anglo-Saxon England,” “The Medieval World,” “Spain and Portugal to 1700,” and “Old Russia from the Ninth to the Seventeenth Centuries”; for the early modern period, “Europe in the Seventeenth Century,” “Europe in the Eighteenth Century,” “The French Revolution and Napoleon, 1789–1815,” and “Romanov Russia to 1855”; and for the modern period, “Modern Europe, 1815–1890,” “Modern Europe, 1890–1939,” “Europe since 1939,” “Spain since 1700,” “Modern France since 1815,” “Germany, 1871–1971,” “Russia in the Era of Reform and Revolution,” and “Stalinist and Post-Stalinist Russia, 1924 to Present.” Resignations and retirements since 2006 have, however, made it difficult for the section to offer all these courses on a regular basis; in particular, the departure of its ancient historian in Summer 2008 means that the section is currently unable to offer any courses in ancient history.

Students who apply to the European section’s graduate programs are typically New Mexico residents or residents of neighboring states. Those seeking admission to the MA program include students intending to prepare themselves for a doctorate at an institution that is a leader in their area of special interest, school teachers who wish to obtain an advanced degree in order to enhance their professional qualifications, and others (including retirees) who are seeking personal enrichment. Those who apply for the PhD have usually been attracted by the reputation of the faculty member with whom they wish to work. On average the section admits five or six MA students and one or two PhD students per year.

## Asia

Prof. Jonathan Porter, head of section, China, Japan, Eur. contact  
Prof. Patricia Risso, West & South Asia, Islam

The department has only two faculty in Asian history to cover the whole temporal and geographic scope of Asia at the undergraduate level and offer a concentration at the MA level. Despite our best efforts, some regions are inevitably ignored, like Southeast Asia and the Asian portion of the Pacific Rim. The two faculty members are active in the Asian Studies program that is part of the International Studies Institute. One retirement is likely within the next five years. If the position is left unfilled, Asia will no longer be a viable part of our program.

Jonathan Porter teaches East Asia, particularly China, and Japan. His courses include traditional, imperial, and revolutionary China, as well as a semester course on Japan and another called “Christians and Spices,” on early encounters between Europeans and Asians. He also offers an undergraduate seminar on historical fraud and hoax. His research interests include the port city of Macau and the social history of Chinese science in the early modern period. Patricia Risso teaches Middle East (West Asia) and India (South Asia). Her courses include Islamic Middle East, Modern Middle East, Islam (intellectual history), and India during British Rule. She also teaches the two-semester Asia survey and a seminar on Islam in Europe. Her research interests are economic and

cultural interaction in the early modern Indian Ocean, and more specifically, maritime violence.

As historians of Asia at UNM, the two Asia faculty encounter certain conditions not faced by other faculty members, such as limited library resources, inadequate funding for travel to conferences and archives in Asia, and lack of a graduate program. However, the existence of an International Studies Institute, and its new major and minor undergraduate programs of study, hold out possibilities for increased interdisciplinary work with students.

*Comparative History of Women and Gender* This section is made up of people already listed above.

Linda Hall, head of section

Jane Slaughter,

Virginia Scharff

Melissa Bokovoy

Elizabeth Hutchison

Kimberly Gauderman

Samual Truett

Barbara Reyes

Enrique Sanabria

Cathleen Cahill

Eliza Ferguson

Sarah Cornell

In May 1993 the History Department at UNM moved firmly in line with major developments in our profession by adopting a proposal to offer a doctoral field in Gender and Women's History. From its inception that field was comparative, requiring students to prepare in two of the several broad geographic areas already designated as doctoral fields. When the History Department was invited to participate in the Carnegie Initiative on the Doctorate in 2001 we began a process that established new curriculum and requirements for our PhD degree. We now require all students to select a regional concentration and a thematic field. Gender and Sexuality is an important component of this new PhD program providing breadth and depth in an intellectual effort that combines new thematic and topical approaches to history with study along more traditional chronological and geographic lines.

Over the last sixteen years the strength of our graduate faculty and teaching at both graduate and undergraduate levels has grown. Currently eleven members of our faculty regularly engage in research and publish in the areas of Gender and Sexuality, and each year the Department offers two or three courses that fall specifically within those areas of inquiry.

Of the faculty in the Gender and Sexuality section, three are Full Professors, five are at the Associate rank, and three are Assistant Professors (untenured). All regularly participate in national conferences (the Berkshire Women's History Conference for example) and serve in professional organizations such as the AHA and the PCB-AHA, the OAH, the Western History Association, the Western Association of Women Historians, the Latin American Studies Association, and the Teaching Workshop on



Women's History at UCLA, as well as in more specific topical and regional organizations.

On the UNM campus the Gender and Sexuality faculty have always been crucial participants in the Women Studies program, and our courses are cross-listed as a required part of the Women Studies undergraduate major and the graduate concentration. We also are key contributors to the Latin American and Iberian, International, and Religious studies programs, and our faculty have served as Directors and members of the university-wide Feminist Research Institute. We are frequently called upon to serve on doctoral and master's thesis committees in other departments when the subject matter is gender or women. In sum, we have an active and well-respected, dedicated faculty who contribute a great deal to the standing of our department in the University and in the national profession.

**Breakdown of faculty by percentage at ranks, number and percentage (discounting FTE)**

<b>Faculty</b>	<b>Number of Faculty</b>	<b>Percentage</b>
Full professors	10	40%
Assoc. professors	10	40%
Asst. professors	6	20%

**Breakdown of faculty by gender and race, number and percentage**

<b>Gender</b>	<b>Number of Faculty</b>	<b>Percentage</b>
Male	12	46%
Female	14	54%

<b>Ethnicity</b>	<b>Number of Faculty</b>	<b>Percentage</b>
<b>Asian</b>	<b>1</b>	<b>3.8%</b>
<b>Hispanic</b>	<b>3</b>	<b>11.5%</b>
<b>Native American</b>	<b>0</b>	<b>0%</b>
<b>White</b>	<b>22</b>	<b>84.6%</b>

**Research and Publication**

Like many other humanities departments, which characteristically do not win major research grants as do sciences and even social sciences, we struggle to convey the high quality of our research and publication beyond the department, especially to non-historians and to upper administration. Ultimately, though unsatisfactorily, we must rely on numbers of publications and reputations of the journals and book publishers we use.

The following table attempts to summarize our publications by instructor, based on faculty vitae. **The category “edited book” includes edited special journal issues. “Chapters” and “articles” are single authored and published in peer-reviewed books or journals.** These numbers reflect publication at least since 1994, the date of our last self-study, but some earlier as well.

Faculty Member	Single-authored books	Co-authored books	Edited books	Chapters	Articles	Co-authored chs or articles
Ball	1		1	3	3	
Bieber	1		2	1	6	
Bokovoy	1	2	1	3		
Cahill			1		1	1
Connell-Szasz	5*		2	17	14	1
Cornell				1		
Ferguson					3	
Garcia y Griego						
Gauderman	1					
Graham		2	3	14	6	1
Hall	6**	6**		11	13	
Hutchison	2**		2	3	3	
Hutton	1		7	9	11	
Monahan					1	
Porter	3				11	
Reyes	1					
Risso	2	2		2	4	
Sanabria	1					
Sandoval-Strausz	1					
Scharff	2#	3*	1	2	6	2
Slaughter	2	2	1	2	1	
Smith	1				4	
Steen	2		2	1	2	
Szasz	8		4	15	29	7
Truett	1		1	3	2	3
Yazawa	1		3	14	4	

### Totals

\*includes books that have been published in 2<sup>nd</sup> and even 3<sup>rd</sup> editions

\*\*includes one or more translations into another language

#Prof. Scharff has also published four novels with Harper Collins.

### **Journals and book publishers**

When colleagues come up for mid-probationary, tenure, promotion, or post-tenure review, the department considers carefully the reputations of their publication venues. Since our fields vary so widely, lists of journals and book publishers would be very long. Instead, we ask that you consult the 2-page cv's that are located....

**Teaching loads** As a Carnegie Research I institution, UNM's teaching loads are basically 2-2. Below in Table X is a two-semester sample of teaching loads. Please note that in our department tenured and tenure track faculty regularly teach introductory, survey courses because we believe this is an effective way to attract majors to our program.

### Codes

1=course reduction for administrative assignment, e.g., chair, graduate advisor

2=course buyout – funded

3=research semester, officially awarded, e.g., for junior faculty, sabbatical

4=swap; one course not taught this semester, extra course taught next (or last) semester

5=retirement or resignation

6=N/A due to less than 1.0 FTE appointment

7=has active research program, confirmed by chair, may be used for 1 column only each semester

(Note: Codes 2 and 7 may be used for the same semester)

8=High course load (large course enrollment (>100) or new course for curriculum development

9=Sabbatical or Leave Without Pay (LWOP)

**TENURED AND TENURE-TRACK  
FACULTY ONLY**

**Fall**

**08**

**Spring  
09**

	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>
Ball	7	1	300/500	7	1	682
Bieber	7	9	9	7	664	685
Bokovoy	7	424/624	491	7	102	312/512
Cahill	maternity	leave	twins	7	680	362/562
		161			162	
Connell-Szasz	7	8	666	7	8	346/546
Cornell	7	3	334/534	7	161	491
Ferguson	7	321/521	664	7	102	492
Garcia y Griego	7	1	431/631	7	1	1
Gauderman	7	181	370/570	7	473/653	686
Graham	7	1	201	7	1	401/601
Hall	7	300/500	687	7	9	9
Hutchison	7	470/650	692	7	696	1
Hutton	7	1	682	7	1	349/549
McLoughlin	5	5	5	5	5	5
		101			101	
Monahan	7	8	300/500	7	8	315/515
Porter	7	1	381/581	7	9	9
Pugach	5	5	341/541	5	5	5
Reyes	7	1	260	7	1	463/643
Risso	7	1	386/586	7	1	387/587
		101			102	
Sanabria	7	8	319/519	7	8	671
		161				teaching
Sandoval-Strausz	7	8	491	7	parental	releases
Scharff	7	9	9	7	9	9
Sizgorich	5	5	5	5	5	5
		102				
Slaughter	7	8	692	7	428/628	491
Smith	7	3	3	7	162	678
Spidle	7	423/623	491	5	5	5
		161				
Szasz	7	8	338/538	7	435/635	441/641
Truett	7	9	9	7	9	9
		162				
Yazawa	7	8	331/521	7	332/532	675

**Interdisciplinary engagement of faculty members**

Latin America & Iberia Institute: Bieber, Gauderman, Hall, Hutchison, Reyes, Truett  
 Latin American Studies: Bieber, Gauderman, Hall, Hutchison, Reyes, Truett  
 Religious Studies Program: Hutchison, Risso, Szasz  
 Feminist Research Institute: Ferguson, Gauderman, Hutchison, Truett  
 International Studies Program (Asian, European, and Russian Studies):  
 Bokovoy, Monahan, Porter, Risso  
 Institute for Medieval Studies: Graham, Risso  
 Native American Studies: Connell-Szasz, Cahill  
 Transnational Americas Lecture Series 2008-2009,  
 Departments of History and American Studies: Hutchison, Truett

**Faculty Salary for Current Academic Year**

<b>Assistant</b>	<b>\$51,690-\$55,550</b>
<b>Associate</b>	<b>\$55,080-\$72,626</b>
<b>Professor</b>	<b>\$70,835-\$105,488</b>
<b>Distinguished</b>	<b>\$98,355-\$122,725</b>

**Comparative Salaries, FT Instructional Faculty\***  
**Main Campus (Fall 2002-2007)**

**Comparison of UNM and UNM Peer Average Faculty Salaries**

Rank		Average Salary					
		2002	2003	2004	2005	2006	2007
UNM Avg. Salary	Professor	\$79,900	\$82,900	\$87,800	\$89,800	\$92,600	\$99,000
	Assoc. Professor	\$58,900	\$61,400	\$62,800	\$64,900	\$68,200	\$72,200
	Asst. Professor	\$51,200	\$52,800	\$56,100	\$57,600	\$60,700	\$63,600
	All Ranks	\$65,313	\$68,090	\$71,755	\$73,269	\$76,112	\$80,296
UNM % of Peers	Professor	88.8%	89.9%	91.8%	89.8%	88.5%	89.1%
	Assoc. Professor	92.8%	95.1%	93.4%	92.4%	92.6%	92.8%
	Asst. Professor	93.3%	94.0%	95.4%	93.7%	94.0%	94.2%
	All Ranks**	90.9%	92.1%	92.9%	91.3%	90.8%	91.3%

\* Excludes Medical School faculty, except for Basic Medical Sciences. Includes Pharmacy and Nursing faculty.

\*\* Peer average salaries for all ranks combined are weighted by UNM's faculty rank distribution.

**UNM Peer Institutions**

- |                                      |  |
|--------------------------------------|--|
| University of Arizona                | University of Oklahoma, Norman         |
| University of Arkansas, Fayetteville | University of Oregon                   |
| University of Colorado, Boulder      | University of South Carolina, Columbia |
| University of Iowa                   | University of Tennessee, Knoxville     |
| University of Kansas - Main          | University of Texas, Austin            |
| University of Kentucky               | University of Utah                     |
| University of Missouri, Columbia     | University of Virginia - Main          |
| University of Nebraska, Lincoln      | University of Washington-Seattle       |

*Peer institutions are set by the New Mexico Higher Education Department, after consultation with UNM, for use in the funding formula and for making salary comparisons. The peers were chosen as institutions with a similar mix of programs, size and mission as UNM.*

Sources: AAUP Academe, March/April 2003-2008; Office of Institutional Research

## **Department policy on promotion and tenure**

The Faculty Handbook mandates that we consider teaching, scholarly work, service and personal characteristics. It also states “Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion” Section 1.2 (b). The department requires strong performance in each of these areas but assigns greatest weight to scholarly work.

## **Institutional Contributions**

The department maintains close affiliations with a number of organizations that represent a wide range of interests and scholarship on the UNM campus. One is the New Mexico Historical Review, which publishes a quarterly academic journal focused on New Mexico and the Southwest region, its peoples, and their cultures. The Center for the Southwest takes an interdisciplinary approach in providing colloquia, film presentations, and lecture series devoted to the Southwest region. Members of our faculty are actively involved with both the academic programs in Latin American Studies as well as the scholarly activities sponsored by the Latin American and Iberian Institute, the Southwest Hispanic Research Institute, and the Center for Regional Studies at UNM.

Also associated with the Department of History is the Institute for Medieval Studies, which coordinates an interdisciplinary academic program and offers outreach to high schools as well as an annual public lecture series each spring. The relatively new International Studies Institute which represents the Asian, European, and Russian Studies Programs, is developing an academic program and holds an annual public lecture series organized around significant global topics each autumn. Finally, the organization Western Writers of America has its home in the department and publishes *Roundup Magazine*.

## **Interdisciplinary engagement of faculty members**

Latin America & Iberia Institute: Bieber, Gauderman, Hall, Hutchison, Reyes, Truett

Latin American Studies: Bieber, Gauderman, Hall, Hutchison, Reyes, Truett

Religious Studies Program: Hutchison, Risso, Szasz

Feminist Research Institute: Ferguson, Gauderman, Hutchison, Truett

International Studies Program (Asian, European, and Russian Studies):

Bokovoy, Monahan, Porter, Risso

Institute for Medieval Studies: Graham, Risso

Native American Studies: Connell-Szasz, Cahill

Transnational Americas Lecture Series 2008-2009,

Departments of History and American Studies: Hutchison, Truett

## Section VII. Resource bases

### A. support staff

We have a department administrator, Yolanda Martinez, who supervises the office staff and manages the budget, reimbursements, purchasing, graduate comprehensive and qualifying exams, space allocation, etc. Our graduate program secretary, Helen Ferguson, is responsible for maintaining the files of all graduate students and applicants, as well as the files of applicants for faculty positions. Dana Ellison and Barbara Wafer provide secretarial coverage full-time and .75 FTE, respectively. We also have a part-time work-study student, currently Xayo Meumphalangchi. The office staff has been the same size\* for at least twenty-five years while the tasks they are asked to perform has increased greatly. The transition to the new Banner system has not gone smoothly and although training is offered, no one seems to be responsible for the system, and we so not get timely updates on changes in the system. More and more accounting/budgetary responsibilities have devolved to departments without provision of the requisite resources. Our department clearly needs more assistance with this matter.

\*The exception in this regard is that Barbara Wafer moved from .5 to .75 several years ago.

### B. facilities

#### 1. physical space

Ironically, because we have fallen so far behind in faculty numbers, office space is not currently the critical issue that it was until about 2005. Our graduate students are still packed like sardines into shared offices, but each faculty member has his/her own office.

The department occupies a significant portion of a building that used to be a residence hall, so we are fortunate enough to have a large common room and a small kitchen. We use this space for lectures, brown bags, meetings, and our graduation luncheon, while the ceremony itself is held in a shared outdoor courtyard. The common room space is widely used by various groups on campus for their activities, at no cost to them.

We also have three seminar rooms which are currently being extensively used for small classes while one of the main classroom buildings, Mitchell Hall, is under renovation. These classes include graduate and undergraduate seminars as well as discussion sections of large survey classes.

#### 2. library resources

The UNM University Library system (UL) contributes to UNM's mission by providing high quality research sources to our students and faculty. UL promotes use of its resources and contributes to student learning and success through an array of services designed to reach users wherever they may be. UL, a member of the Association of Research Libraries and recently ranked 59<sup>th</sup> out of 113 member libraries, up from 79<sup>th</sup> the previous year.

UL comprises four separate facilities: Zimmerman Library, Centennial Science and Engineering Library(CSEL); Parish Business and Economics Memorial Library (PML); and the Fine Arts and Design Library (FADL). Zimmerman Library, the Education, social Sciences and Humanities library also houses the Center for Southwest Research (CSWR) which contains special collections of New Mexico and Latin American history, culture, and literature in addition to serving as a rare book facility. Zimmerman and CSEL also contain the Federal Regional Depository and Patent Depository collections. In addition to the University Libraries, students and faculty have access on north campus to the Health Sciences Library & Informatics Center and the Law Library. The UL has over 2 million volumes, 200 online databases, and 35,000 journals.

## LIBRARY COLLECTIONS

**LIBROS:** online catalog of UNM and consortia libraries throughout New Mexico, providing access to over 3 million records for print and electronic books, journals, government information, manuscript collections, archives, and other resources. The UL has extensive print and microfilm resources to support the history department's programs. Areas of strength for graduate research are in Latin America, Native North America, and the American West.

**Research Databases:** to facilitate student and faculty research UNM UL offers over 300 specialized and interdisciplinary research databases available 24/7. Some of the numerous databases supporting study and research in the various history programs are: America: History and Life, Digital Dissertations and Theses, Historical Abstracts, History Cooperative, Sabin Americana, 1500-1926, Early American Imprints, JStor, Project MUSE and WorldCat. For the Indigenous Nations Library Program: American Indian History Online, Bibliography of Native North Americans, Handbook of North American Indians, eHRAF (Human Relations Area Files), eHRAF Archaeology, North American Indian Thought & Culture. For CHIPOLTE & DILARES: Chicano Database, Latin American Experience, Hispanic American Periodicals Index – HAPI, EthnicNewsWatch & EthnicNewsWatch History, Handbook of Latin American Studies, Hispanic American Periodicals Index, Latin American Periodicals Table of Contents. For Medieval Studies: International Medieval Bibliography, Patrologia Latina. There are also several databases of newspapers available.

**History Journals:** databases and subscriptions provide access to approximately 1200 print and online journals specific to History. There are also additional numbers of multi-disciplinary journals related to historical topics.

**Inter-American Studies Programs:** Inter-American Studies at the University Libraries supports academic programs and university outreach initiatives related to Hispanic studies, Latin American and Iberian studies, and American studies. Services encompass traditional and technical services and collection development operations as well as specialized research and outreach. The University Libraries has extensive electronic, print, and special collections in Hispanic and Latin American studies.

Indigenous Nations Library Program (INLP) supports the instructional and research needs of students, and faculty, as well as the information requests of



New Mexico tribes and pueblos. Primary emphasis is placed on Southwest North America, but all aspects of North American indigenous populations are collected. Collections are adequate to support the research needs of the history graduate students and faculty.

CHIPOLTE (Chicano, Hispano, and Latino Studies) supports study and research in areas related to Chicano/a, Hispano/a, and Latino/a subjects.

DILARES (Latin American and Iberian Research Services) is a major repository of Latin American resources, with an estimated 370,000 monographic volumes on Latin America (including some 27,000 rare books and other scarce imprints housed in the Center for Southwest Research and Special Collections). We also have more than half a million microform units and approximately 425 cubic feet of manuscripts. As one of the largest collections of Latin American materials in the U.S., our resources support history students in undergraduate studies as well as graduate and faculty research agendas.

Center for Southwest Research: specializes in interdisciplinary subjects relating to New Mexico, the Southwestern U.S., Mexico and Latin America, as well as rare materials from around the world. Strengths include Native American, Chicano/Hispano, Spanish Colonial, Latin American art and historic visual media and environmental history, plus a wide range of locally published and archival materials documenting the region including manuscript collections, archives, pictorial collections, and much more to support research in multiple areas of history.

Rocky Mountain Online Archive contains archive collections from Colorado, New Mexico and Wyoming.

NM Digital Collections contains digitized materials from the Center for Southwest Research's pictorial collections and manuscripts. Government Information: UNM is a Regional Depository for government information.

Center for Research Libraries (CRL): UL is a member of the Center for Research Libraries which provides access to approximately our million rare books, journals, pamphlets, newspapers and primary sources from all regions of the world.

### 3. computing and technology resources

Every faculty member has a computer/printer and several are supplied to the graduate students for common use. We used to buy new equipment but more recently have been buying used components, e.g., the most recent batch from Human Resources. This economical approach allows us to stretch our equipment allocation from the college further than it would otherwise go. The average time for an upgrade on a faculty member's computer equipment is five years. The common room mentioned above is equipped with a back-lighted projection screen and computer hook-up. We are simply lucky to have, currently at least, a work study student who is a computer geek. Otherwise, we would be forced to purchase trouble-shooting and repair service from the university's computer technology unit.

### 4. budget and endowments

The department's budget is a little over 2 million dollars a year, with the bulk of that money going to faculty and staff salaries. The remaining funds are used for telephone lines, long distance, renting and servicing our copier, paper and other office supplies. We have seriously considered taking out phone service to all but the office staff and department chair, and may well do that. It is a useless exercise to imagine an increase of funds over the next five years. In the very likely event that funds will be tighter in the next five years, the first moves we would make would be to remove phone lines and to ask faculty to purchase their own paper for printing and photocopying.

We are fortunate to have generous donors. The restricted endowments are for awards and fellowships for faculty and graduate students. These are detailed in the Introduction, under "Vital Academic Climate (rewarding and encouraging excellence)." There is unrestricted endowment money as well, that helps to meet unexpected expenses.

Through careful management, our Department Administrator grew our carry forward to about \$27K. This money was "harvested" by upper administration in July, 2008.

## SECTION VIII: Program comparisons

### Basis of Comparisons

We selected three peer institutions from the list provided by the state's Commission on Higher Education, namely the University of Arizona, Tucson, the University of Oregon, Eugene, and the University of Oklahoma, Norman. The first two institutions have Departments of History that are comparable in size to ours, while UOK has a larger faculty. UA has a program similar to ours, in that it has emphases on US/American West and Latin America and is, like UNM, a Carnegie Research Very High Institution. UO appears strongest in US and Europe (not in American West or Latin America). We were curious to compare with a department that does not share our emphases. UOK is large enough to have many more concentrations than we do, but about half as many graduate students and these characteristics are also of interest to us. For Tables 1, 2, and 3, we used the websites of the universities, the American Historical Association's *Directory of History Departments, Historical Organizations, and Historians* 34<sup>th</sup> edn., 2008-2009, and communication with the chairs of the departments

Table 1: Regular teaching faculty (tenured, tenure track), breakdown by rank, and part-time faculty

	UNM	UA	UO	OUK
# of regular Faculty	26	27	*26	36
% at assistant rank	20%	18%	8%	19%
% at associate rank	40%	48%	42%	33%
% at full rank	40%	33%	50%	47%
# part-time teaching faculty (lecturers, adjuncts, and affiliated, not graduate students)	4	10	19	9

\*This number includes a .67 FTE senior lecturer, rounded upward.

Table 1 suggests that our faculty may be somewhat younger than the other three. What is most striking is our low number of part-time faculty. These individuals are our own PhD recipients (Robert Bello, Tara Martin, and Lia Ross), plus a Stanford PhD whose wife has a full time appointment at UNM (Caleb Richardson). The department is committed to minimizing use of poorly compensated instructors.

Table 2. Regular teaching faculty, breakdown by fields and/or departmental sections

	<b>UNM</b>	<b>UA</b>	<b>UO</b>	<b>UOK</b>
# in US history	9	7	6	14
# in American history	5	1	2	8
# in Latin America	4	5	2	3
# in Europe	7	11	10	12
# in Women & Gender	8**	9**		
# in Africa			1	1
# in Asia, including Mid East	2	3	4	4

\*\* The people in this category are counted also in another field/section.

The fields and/or sections listed in Table 2 reflect our department's configuration, except for Africa, which we added because we want to point out that Africa represents a hole in our program. UA, UO, and UOK have other fields/sections, such as Comparative/World, not used here. UOK even has enough faculty to give excellent coverage to *Ancient World*. The numbers of faculty members given in the table do not necessarily add up to the total regular faculty in Table 1 because there are minor overlaps other than the large ones for Women and Gender.

Table 3. Students and credit hour production

\*This figure is an estimate because UO is on the quarter system.

	<b>UNM</b>	<b>UA</b>	<b>UO</b>	<b>UOK</b>
Approximate number of undergraduate majors	300	480	500	300
Approximate number of graduate students	100	100	35	55
Student credit hours generated in Spring 2009*	7980	5106	7500	Not in yet

Given our faculty size and limited use of part-time faculty, our generation of the highest number of student credit hours is impressive, particularly in relation to UA, our most similar peer in this group.

Table 4. Diversity of graduate students over the period 2000-2004

<b>Sex</b>	<b>UNM</b>	<b>UA</b>	<b>UO</b>	<b>UOK</b>
men	42%	52%	86%	74%
women	58%	48%	14%	26%
<b>Race/ethnicity</b>	<b>UNM</b>	<b>UA</b>	<b>UO</b>	<b>UOK</b>
White	60%	89%	85%	94%
Asian	3%		15%	
Under-rep minority	24%	11%		6%

Data for Tables 4 and 5 come from the phds.org website (full URL: [graduate-students.phds.org/rankings/history](http://graduate-students.phds.org/rankings/history) ) that has detailed statistical information on all four departments being compared. The categories are those of the website. These particular data are quite striking: UNM is the only department that has more women than men graduate students and has the highest percentages of under-represented minorities, including Hispanics, Native Americans, and African Americans. This is partly a function of geography, but one might expect the UA to be closer to UNM in this regard. The relatively high percentage of Asians at UO is probably also due to demographics.

Table 5: Financial support for graduate students over the period 2000-2004

	<b>UNM</b>	<b>UA</b>	<b>UO</b>	<b>UOK</b>
Teaching/graduate assistantship	17%	54%	53%	57%
Outside grant or foreign govt. funds	24%	20%	19%	
Student's own or family funds or loans	48%	26%	24%	42%
In-state tuition	\$3,746	\$4,848	\$9,099	\$3,029
University fees	\$770	\$104	\$337	\$126

Data for Table 5 also come from the phds.org website. Our department has the lowest percent of graduate students who are supported by assistantships and the highest percentage of graduate students who rely on their own or their family's funds or on federal or other loans. Our conclusion is consistent with our experience: UNM does not offer enough assistantships to keep us in line with peer institutions.

We describe our department as diverse, underfunded, and overworked. These tables are consistent with that assessment.

## **Section IX. Future directions**

### **a. Strengths and plans to build on those strengths**

At the undergraduate level, we note increasingly enrollments at all levels and a growing number of History majors. One of our strengths and a source of pride is the fact that regular faculty, including full professors, teach the vast majority of introductory courses. All United States and European history faculty teach the core lower division courses (161,162,101,& 102). The non-core survey courses in Latin American and Asian history are also taught by regular faculty. We are convinced that students who have direct contact with regular faculty in their freshman year are more likely to complete their studies in a timely fashion. The Department does worry that the erosion of faculty will limit our ability to maintain this vital contact with freshmen students. This concern is an aspect of a general worry that reduced faculty numbers erodes the overall quality of our program. Another strength at the undergraduate level is our departmental Honors program, in which we have 20 to 30 students at any given time with 6 to 8 finishing an Honors thesis in each academic year. Anecdotally, we know that these students do exceptionally well in terms of graduate and professional (especially law) school entrance. They have honed the research and writing skills we hope to impart to all our majors and students. Also with regard to undergraduates, we are pleased to offer a wide variety of upper division courses. Unfortunately, with a loss of five faculty in the past three years, without any replacements, our ability to maintain a sufficient range of courses is in jeopardy.

We see opportunities to build on our undergraduate strengths. New interdisciplinary major and minor degree programs in International Studies are linked strongly to our modern European, Russian, and Asian courses. Courses utilizing new technologies and reaching a wider student population will enhance our offerings.

At the graduate level, our strengths in attracting and placing graduate students are in US/American West and Latin American History. We have already experienced positive reaction from applicants and new students about our new PhD program, in which one traditional concentration is augmented by one that is comparative or thematic. The Europe section, which suffered a blow in the last three years with the loss of two medievalists and our one and only ancient historian, could still recover and become another pillar of the graduate program. Our new PhD concentration in gender and sexuality ties in nicely with our graduate-only Women History section. With only two faculty members in the Asia section, we can only hope to maintain a concentration for relatively few MA students. Plans for maintaining our strengths and building on them are outlined below in the individual section reports.

Another strength is the collective professional activity of our faculty members. From Section 6, above, it is evident that in terms of honors received, publications, student credit hours generated, and service to the university, community, and profession, the History faculty is all what one might expect at a Research One university.

### **b. The major concern and a plan for alleviating it**

Filling vacancies is our all-consuming concern. Since this is both a financial and power structure issue, we must submit well-argued, well-documented hiring plans to the college each year in order to give the dean adequate information for making our case to

the provost. Individual faculty members must commit themselves to involvement in faculty governance in order that the faculty have a say in the priorities of this university.

c. Other hopes for the next five years

In the immediate future the Department wishes to develop our existing program, restoring faculty positions as soon as possible and continuing to offer new courses that respond to changes in the discipline. The Department is pleased with the increase in the number of undergraduate majors and in the continued strong interest in our graduate program and will continue to expand that base. We will stress the value of the study of history as a key part of a liberal arts education and will explore innovative ways to enhance the research, analytical thinking, and writing components of our classes. Our goal will be to bring students at every level into positive contact with on-line resources from libraries and archives around the world. The digitalization of archives and libraries provides us with an extraordinary opportunity to share fundamental research techniques with students directly, using that as a base for training in innovative ways to analyze documents, organize material, and present findings in written or oral form. We foresee a time when many classes will be offered in computer pods where document analysis and interactive instruction will supplement traditional approaches to learning. The Department is determined to have our students be fully versed in new methods and techniques.

Within the next five years, the Department foresees new responsibilities and opportunities as the University adds courses to the Extended University and also expands the Westside Campus. The same sentiment that drives our commitment to using digital resources in the classroom animates our approach to offering courses in the Electronic University. History wants to serve the broadest possible community while still remaining firmly committed to having the highest quality of presentation and the same exacting standards found in traditional class settings. As the University moves to incorporate a wider range of courses in its distance offerings, the Department will develop courses that are appropriate for that medium and fully academic in orientation. The History of New Mexico is a clear possibility, but core courses must be considered more carefully so that objectives of those classes are maintained. However, the creation of electronically based courses is an opportunity and a challenge to the faculty that we all hope will be fruitful for all concerned.

## **Section Reports**

### **Asian section**

The department has only two faculty in Asian history who try to teach the whole temporal and geographic scope of Asia at the undergraduate level and offer a concentration at the MA level. Despite attempts to cover everything, some regions are inevitably ignored, like Southeast Asia and the Asian portion of the Pacific Rim. The two faculty members are active in the Asian Studies program that is part of the International Studies Institute. One retirement is likely within the next five years. If the position is left unfilled, Asia will no longer be a viable part of our program.

Jonathan Porter teaches East Asia, particularly China, and Japan. His courses include traditional, imperial, and revolutionary China, as well as a semester course on Japan and another called “Christians and Spices,” on early encounters between Europeans and Asians. He also offers an undergraduate seminar on historical fraud and hoax. His research interests include the port city of Macau and the social history of Chinese science in the early modern period. Patricia Risso teaches Middle East (West Asia) and India (South Asia). Her courses include Islamic Middle East, Modern Middle East, Islam (intellectual history), and India during British Rule. She also teaches the two-semester Asia survey and a seminar on Islam in Europe. Her reach interests are economic and cultural interaction in the early modern Indian Ocean, and more specifically, maritime violence.

As historians of Asia at UNM, the two Asia faculty encounter certain conditions not faced by other faculty members, such as limited library resources, inadequate funding for travel to conferences and archives in Asia, and lack of a graduate program. However, the existence of an International Studies Institute, and its new major and minor undergraduate programs of study, hold out possibilities for increased interdisciplinary work with students.

In the last fifteen years or so, the enrollments in Asian history courses have grown, as has demand for the teaching of Asian languages (Japanese, Chinese, Arabic, Sanskrit) outside the department. Despite UNM’s understandable commitment to Southwest regional and Latin American programs, student interest in Asia, including the Islamic world, has asserted itself. The two Asia historians view their role as contributing an essential component to the global and comparative perspective that is an important part of any university liberal arts curriculum.

## **American West**

The American West section of the History Department at the University of New Mexico enjoys a high profile across North America and even in the international community. Exchange students from Europe, Asia, and Latin America often seek out our courses on the American West. As one of the strongest “West” sections among institutions of higher education located in the Trans-Mississippi West, the UNM History Department’s American West section developed its initial reputation during the mid twentieth century, beginning in the 1950s and expanding during the 1960s. The History faculty who teach and research in the American West have national, often international reputations, and they have long attracted first-rate graduate students.

History faculty who serve as members of the section are versatile. Due to their wide ranging interests, some of them belong to other sections as well, including Latin America and the broader United States section. The eight members of the faculty who choose the American West as either an exclusive or a partial focus of their professional interests, have selected teaching and/or research/publishing to express their interest in the West. Special themes offered by the section include the Nineteenth-century West; Hispanic frontiers; Mexican Americans; the history of New Mexico, taught by three tenure-track faculty members; Environment; Gender issues in the West; Native Americans; Immigration; Borderlands; Comparative Indigenous History; and Twentieth Century West.



Course offerings in the American West that target undergraduate students remain some of the most popular classes taught through the History Department at UNM. Paul Hutton's courses on the nineteenth-century West generally attract large numbers, ranging from 75-125 students. Environmental history courses, taught by Samuel Truett, Cathleen Cahill and Virginia Scharff, usually include at least 50 students; enrollments in the History of New Mexico range from 100-150; the number of students in Native American history courses range from 50-60 students; Twentieth Century West also attracts at least 50 students. Until last year, when we lost one of our American West faculty members, we also offered well-enrolled courses on Indians of the Southwest, Navajo History, and Women in the West.

The graduate seminars that focus on the American West remain among the highest enrolled courses in our graduate program. Although 12-15 is an ideal enrollment for these seminars, ours have topped out at 18-24 students in recent years. Generally a significant percentage of applicants to our History graduate program choose to apply for an MA or a PhD degree in the American West. Only the Latin American section competes with the American West for the numbers of graduate applicants. The graduate students who are in the American West MA and PhD programs are among the most active in the United States. They deliver papers at annual conferences of the Western History Association, the Historical Society of New Mexico, the Pacific Coast Branch of the American Historical Association, the Environmental History Association, the American Society of Ethnohistory, the Organization of American Historians, the Native American and Indigenous Studies Association, and other professional organizations. At these meetings they meet and exchange opinions with graduate students from across the United States, and, simultaneously, they serve as representatives of UNM's Western History section.

### Strengths and Weaknesses

The History Department hosts two centers within its home in UNM's iconic building, Mesa Vista Hall. Each of the Centers comes under the rubric of the American West section. The Center for the Southwest, directed by Virginia Scharff, features various speakers throughout the academic year, including the renowned annual Calvin Horn lecture on Western History and Culture, which is widely respected across the Trans-Mississippi West, and the Richard W. Etulain lecture, which also attracts a succession of prominent speakers who address issues of the American Southwest. Further, the department also hosts the Western Writers Association (WWA), under the auspices of Paul Andrew Hutton, who is the executive director of this high profile organization. Mesa Vista Hall also serves as the home for the *New Mexico Historical Review*, edited by L Durwood Ball. A former acquisitions editor for the University of New Mexico Press, Professor Ball has also turned the *NMHR* into an apprentice training center for graduate students who are considering careers in editing through the auspices of academic journals or university presses. Each year four or five graduate students serve as assistant editors and managing editor for the *NMHR*, and they are involved in every aspect of pulling together this award winning academic journal.

The American West section has also had long standing ties to the UNM Press. At least one, and often two members of the History Department, invariably members of this section, serve as members of the University Press Committee (UPC), which is the Faculty Senate Committee that oversees the publications of the Press. Within the past fifteen years, one former and one current faculty member of the US West section have served as chair of the UPC, and the current faculty member, Margaret Connell-Szasz, has been chair of that important oversight committee for several years. Since the UNM Press publishes widely in the History of the American West, retaining this relationship remains significant for the History Department's American West section as well as for the Press itself, which relies on the professional advice of these faculty members.

### Needs of the West Section

**Goal #1:** One of our greatest needs is for additional faculty to teach our courses. We cannot begin to offer the courses that are in demand. The reasons for this are several. First, over one-third of our American West faculty members teach only one course per semester because they direct one center or another. This includes the director of the Center for the Southwest [Scharff], the executive director of the Western Writers Association [Hutton] and the editor of the *NMHR* [Ball]. This means a total course reduction for the section of six courses per annum. Further, a number of our American West faculty members remain highly competitive in obtaining grants and fellowships. For example, Samuel Truett, specialist in Borderlands history, has received two prominent fellowships between 2007-2009, which have enabled him to be absent from the History Department for two consecutive years. This also has meant a further course reduction of eight courses. In the forthcoming academic year—2009-2010—Cathleen Cahill will be away a full year, made possible by a fellowship at the Clements Center, Southern Methodist University—another four courses. During the 2008-2009, Virginia Scharff's fellowship at Yale University has meant virtually a double course reduction—she has not taught her required two classes and her acting director, Barbara Reyes, who teaches courses on Mexican American history, has taught only one course per term, instead of two, another reduction with two of her courses.

These course reductions are highly restrictive for the undergraduate students. They mean fewer offerings and larger classes. But they often become even more difficult for 1) the graduate students mentored by faculty who remain away from the university for one or two years and 2) the faculty who remain at the university, who bear extra burdens while their colleagues are away, whether these are administrative duties, larger classes, or the temporary mentoring of graduate students and the creation and grading of MA and PhD exams.

Given these particular circumstances, the American West section sees as its greatest need—the hiring of additional faculty. This would be of benefit to the following—undergraduate course offerings could be expanded; faculty members would not bear as heavy a burden when colleagues are away; and graduate students would have a wider choice in the selection of mentors who direct their committees on study and their theses/dissertations. Finally, existing faculty members would not be responsible for mentoring as many graduate students. Currently a very small number of these eight

faculty mentor most of the graduate students, and one of those individuals is mentoring five PhD students, all aiming for May 2009 graduation.

Goal # 2: We need expanded funding for graduate students who enter our program. Within the past five years other universities with American West specialties have provided much more expansive fellowships for prospective graduate students. Each year we find our American West program losing the top applicants to other programs that offer four and five years of greater funding. Further, when our PhD students reach the ABD status, shortly after they pass their comprehensive examinations, they also come to the end of their department funding, and they must search frantically for finances to support their two or more years of research and writing. We desperately need further internal fellowships to support these students. Currently we offer only two major fellowships of \$10,000 or less, and all PhD students compete for these two fellowships.

Goal # 3: Although we have one of the best American West sections in the United States, we do not have an endowed chair in this section. This dream has been a goal for our section for at least two decades. We would like to encourage the UNM Foundation to strive for this achievement within the next five years.

### **Latin American**

The core faculty of the Latin American program in the department of history are professor Linda B. Hall (Columbia University, 1976), associate professor Judy Bieber (Johns Hopkins, 1995), associate professor Elizabeth Hutchison (UC Berkeley, 1995) and associate professor Kimberly Gauderman (UCLA, 1998). It also draws on the expertise of the following faculty in allied fields: associate professor Samuel Truett (US West/Borderlands, Yale, 1997), associate professor Barbara Reyes (Chicano/a history, UCSD, 2000) and Manuel Garcia y Griego (Immigration studies, UCLA). One of the program's main strengths is that it offers specialized training in the principal core areas of Latin America: the Southern Cone (Hutchison), Brazil (Bieber), the Andes (Gauderman) and Mexico and the border (Hall, Truett, Reyes, and Garcia y Griego). It also offers thematic emphasis on gender and sexuality (Gauderman, Hutchison, Hall), race and ethnicity (Gauderman, Bieber, Reyes, Truett), frontiers and borderlands (Truett, Bieber), areas that contribute to the department's core thematic concentrations at the doctoral level. Additionally, social history, environmental history, political, economic and institutional history all are well represented.

The Latin Americanists offer a total of over 20 undergraduate courses - a two-semester undergraduate survey of Latin American history, a core course on the history of New Mexico, 19 upper division courses, and topical courses at both the graduate and undergraduate levels. The section offers a minimum of four graduate seminars in Latin American history every academic year, sometimes more if allied faculty teach on Latin America related topics. The graduate program currently has [x] students enrolled at the M.A. and Ph.D. levels at various stages of degree completion. On average, 5-10 new graduate students enroll each year. The quality of these students is generally high and they compete favorably for departmental and university fellowships. Historically, many succeed in securing tenure track jobs. These include Jonathan Ablard (2000, Ithaca College),

Barbara Sommer (2000, Gettysburg College), Martina Will (2000, Texas Women's U.), Gary Van Valen (2003, U. of West Georgia), Javier Marion (2003, Emmanuel College), Robert Carriedo (2004, Air Force Academy), Tiffany Thomas (2006, Auburn University), and Chad Black (2006, U. of Tennessee-Knoxville),

The department's senior Latin Americanist scholar is Dr. Linda Hall, a nationally prominent Mexicanist with wide ranging research interests including the Mexican revolution about which she has written four monographs and coauthored two more. She has also published broadly comparative synthetic works, the co-authored Tangled Destinies: Latin America and the United States, (1999) and Mary, Mother and Warrior: The Virgin Mary in Spain and the Americas, (2004). A biography, Dolores del Río: Beauty, Celebrity, and Power in Two Cultures, is currently under contract to the University of Mississippi Press. She has also published numerous articles and essays. Dr. Hall has received many prestigious grants, including Fulbright fellowships and UNM's highest award, University Research Lecturer (2000). She has served on or chaired significant committees in the American Historical Association (AHA) and Conference of Latin American History (CLAH) as well as serving a term as president of the Pacific Coast Branch of the American Historical Association.

Judy Bieber is a specialist on 19th century Brazilian history and the African diaspora in the Americas. Significant publications include a prize-winning monograph, Power, Patronage, and Political Violence: State Building on a Brazilian Frontier, 1822-1889, (1999), historiographical essays and compilations published in both English and Portuguese, and numerous journal articles, notably in The Journal of Latin American Studies, Latin American Research Review, Luso Brazilian Review, and Hispanic American Historical Review. 81:2 (May 2001): 309-342. She has won competitive fellowships from the Fulbright Commission and National Endowment for the Humanities. National service includes serving as Program Committee Chair for the Brazilian Studies Association's 2008 conference, election to the Executive Committee of BRASA and President of the Brazil section of the CLAH. Within the history department she has served as Latin American section head, associate chair of the History department from 2001-2006, and chair of the Carnegie Initiative on the Doctorate, 2004-2006. She is incoming graduate director

Elizabeth Hutchison 's significant publications include her monograph, Labors Appropriate to Their Sex: Gender, Labor, and Politics in Urban Chile, 1900-1930 (Duke, 2001), translated into Spanish and published in Chile in 2006. A co-edited volume, The Chile Reader, is forthcoming from Duke University Press. She has also published several articles in English and Spanish, notably in the Hispanic American Historical Review and Journal of Women's History. She had contributed significantly to the graduate program as graduate director (2005-2009) and implemented extensive curricular revisions as developed by the department as part of the Carnegie Initiative on the doctorate. Dr. Hutchison also has served actively in the governance of the Latin American Institute and Feminist Research Institute.

Kimberly Gauderman has been the recipient of research grants from both the Fulbright Commission and the Social Science Research Council. She has published a monograph, Women's Lives in Colonial Quito: Gender, Law, and Economy in Spanish America, (2003) and articles in Colonial Latin American Review, Hispanic American Historical Review, and Ethnohistory. Dr Gauderman has served as director of Latin

American Studies at UNM, as president of the Andean section of the CLAH, and annotates and summarizes Andean material for the prestigious Handbook of Latin American Studies. She has been an active member of the Latin American and Feminist Research Institutes. Dr. Gauderman is incoming undergraduate director of the History Department.

## **United States History**

### **I. Faculty**

The US history section shares personnel and subject matter with the US West section, but for purposes of this review, I will include only those who are primarily members of the former group. Currently (April 2009) the US Section consists of seven full-time members who are listed as follows, all of whom teach at least one semester of our two-semester US History survey. Our current teaching load is two classes per semester, plus extensive undergraduate and graduate advisement on a variety of fronts.

Cathleen Cahill, Assistant Professor. Primary research interests are Indian Education in the Gilded Age; Women's history; History of the Environment. She teaches upper division classes in Environmental History; the Federal Government in the West, and Historiography.

Sarah Cornell, Assistant Professor. Primary research interests are Slavery in Mexico and the US and the Civil War era. She teaches classes in Slavery and the Civil War.

Margaret Connell-Szasz, Professor. Primary research interests are American Indian History and Comparative History, especially between Celtic lands and the Americas. She teaches classes in Comparative History and in Native American History.

Ferenc M. Szasz, Regents' Professor. Primary research interests involve the History of the early Atomic age, Religion in the West, and Abraham Lincoln. He teaches classes in US Social and Intellectual History, World War II, and Religion in America.

Andrew Sandoval- Strausz, Associate Professor. Primary Research Interests are Social Life (the impact of Hotels in America) and Hispanic movement to the cities in the Americas. He teaches classes in American social life and leisure and legal history.

Jason Scott Smith, Associate Professor. Primary Research interests include the History of the New Deal, and the world-wide history of Capitalism. He teaches classes in US twentieth- century history and the History of Capitalism.

Melvin Yazawa, Professor. Primary Research interests involve the History of the American Revolution and the early National Period. He teaches classes on the American Revolution, the Age of Washington and Jefferson, and Constitutional History.

All of the senior professors have published significant works in their respective fields, as their brief vitas (included) will show. The two Associate Professors have each produced works that recently won national prizes. And the two Assistant Professors have won two of the three annual fellowships that Southern Methodist University has offered for 2009/10. We believe that the quality of its US History staff is very high.

## II. Courses and Emphases

The US section offers classes that lie in the mainstream of the offerings in American History as found in other state universities. We cover the basic chronological areas and also offer classes on such topics as constitutional history, business and labor, religion in America, race, legal history, and gender history. Given our location, we pay special attention to classes that touch on immigration, indigenous peoples, the environment, and science. We believe that our graduate students are thus well prepared to take positions in various colleges and universities, as well as non-teaching positions in the growing area of public history. The US Section (combined with the US West Section) produces the majority of PhDs offered by the History department. It has trained over 260 PhDs since the late 1940s, when the doctoral program began. Some of our recent graduates/ABDs now work at Wooster College, Ohio; Navajo Community College, Shiprock, Az; and with the Naval Institute Press. Some of our graduates of a generation ago now hold prestigious chaired positions at Oklahoma State University, Fort Hays (KS) State, and Southern Methodist University. We also have a cadre of young scholars who will graduate with their PhDs within a year or so.

The US Section takes very seriously its undergraduate teaching mission. We insist on having our survey classes taught primarily by tenured or tenure-track faculty members because we view these entry-level courses as essential to recruitment and retention. The US section offers five and sometimes six sections of the survey each semester. It also teaches approximately the same number of upper-division courses in addition to undergraduate seminars and specialized topics courses. The table below summarizes our enrollments over a five-year period.

<b>Course</b>	<b>Total Enrollment 2004-09</b>	<b>Average Enrollment per year</b>	<b>Students per Class</b>
US to 1877	2431	486	128
US since 1877	1542	308	119
upper-division	1677	335	70
Totals	5650	1129	

The US Section also co-operates with other programs in the university, especially Religious Studies, American Studies, Honors, and the Law School. We have provided support for the Department's experimental classes in world history as well. Needless to say, all members do their share of committee work. One is currently Chair of the vital University of New Mexico Press Review Board.

### III. Looking Ahead Five Years

The most pressing concern for the US Section is staffing. Due to a recent tragic death and various retirements, the US Section is considerably understaffed. We no longer teach diplomatic history and the history of science and technology. And we have not taught an African-American history course in the last twenty years. It is imperative that we give these problems the attention they deserve. The first two positions mentioned were crucial to our undergraduate and graduate programs, the third is a concern too long ignored—indeed, the absence of an African-American historian may account for the fact that we have no African-American M.A. or Ph.D. students. But staffing concerns go beyond these vacancies. Simply to maintain the status quo in this section, the University will have to commit to additional tenure-track hires. Over the next five years, we anticipate the retirement of three of our seven members. Clearly, the level of excellence in teaching and research that the US Section has proudly maintained cannot be continued with part-time and adjunct faculty.

### **Gender and Sexuality**

In May 1993 the History Department at UNM moved firmly in line with major developments in our profession by adopting a proposal to offer a doctoral field in Gender and Women's History. From its inception that field was comparative, requiring students to prepare in two of the several broad geographic areas already designated as doctoral fields. When the History Department was invited to participate in the Carnegie Initiative

on the Doctorate in 2001 we began a process that established new curriculum and requirements for our PhD degree. We now require all students to select a regional concentration and a thematic field. Gender and Sexuality is an important component of this new PhD program providing breadth and depth in an intellectual effort that combines new thematic and topical approaches to history with study along more traditional chronological and geographic lines.

Over the last sixteen years the strength of our graduate faculty and teaching at both graduate and undergraduate levels has grown. Currently eleven members of our faculty regularly engage in research and publish in the areas of Gender and Sexuality, and each year the Department offers two or three courses that fall specifically within those areas of inquiry. Ten Graduate seminars offered in the last three years have focused on topics as varied as: Women in the Borderlands (US), Beauty and the Body, Gender, War and Memory, Comparative Sexualities, and Gender and the Cold War. Regular undergraduate offerings range from surveys (geographic and chronological, eg. Women in Colonial Latin America and Women in the US West), to topical courses covering men and masculinities, science and gender, and slavery and gender. Because our faculty serve in other sections and have responsibilities for basic survey and service courses we are not able to offer all the courses in which our section members have interest or expertise.

Of the faculty in the Gender and Sexuality section, three are Full Professors, five are at the Associate rank, and three are Assistant Professors (untenured). All regularly participate in national conferences (the Berkshire Women's History Conference for example) and serve in professional organizations such as the AHA and the PCB-AHA, the OAH, the Western History Association, the Western Association of Women Historians, the Latin American Studies Association, and the Teaching Workshop on Women's History at UCLA, as well as in more specific topical and regional organizations. Members of this section are among the more active publishers in the Department with well-received monographs, edited collections and textbooks to their credit (see for example the records of senior faculty, Profs. Bokovoy, Hall, Hutchison, Scharff and Slaughter.)

On the UNM campus the Gender and Sexuality faculty have always been crucial participants in the Women Studies program, and our courses are cross-listed as a required part of the Women Studies undergraduate major and the graduate concentration. We also are key contributors to the Latin American and Iberian, International, and Religious studies programs, and our faculty have served as Directors and members of the university-wide Feminist Research Institute. We are frequently called upon to serve on doctoral and master's thesis committees in other departments when the subject matter is gender or women. In sum, we have an active and well-respected, dedicated faculty who contribute a great deal to the standing of our department in the University and in the national profession.

## **GOALS/NEEDS**

Our section, like others has suffered from the inability to replace faculty who leave or retire from the University. In particular, the loss of a Medievalist who can offer courses and direct graduate students in Gender and Sexuality is a major problem not only



in the Department but across the campus for our well-established Medieval Studies Program. The departure of a Native American historian who taught numerous courses for our section also has had a negative impact on both graduate and undergraduate students. To maintain a truly comparative field, and because of our location in the Southwest, it is crucial that we have more than one or two people who can direct graduate students and teach courses on women/gender/race and the Southwest. Finally, we have always had on our “wish list” a faculty member who could teach gender and sexuality in some non-western area (eg. Modern Middle East, China, Japan), or in comparative slavery.

Like other sections, we would benefit greatly from an increase in funding for graduate students – this would include both increases in the stipends available to make us more competitive, and in the real number of offers we are able to make. Historically students in our section have been quite success competing for various campus-wide fellowships (such as those offered by the Office of Graduate Studies, by the LAII, and the Board of Regents), and dissertations in Gender and Women’s History have been awarded prizes by the University. Our Department’s Phillips and Woodward Dissertation Fellowships are extremely valuable, but we have many outstanding candidates who need and deserve such support.

## **European History**

European History at UNM was seen originally as a service program existing primarily to staff the Western Civilization course; it had a less high profile within the Department than Latin American and US History, fields that attracted the bulk of the Department’s graduate students. Over the last twenty years or so, greater parity has emerged among the Department’s sections; European History now occupies a prominent place in both the undergraduate and the graduate programs. Currently the European section comprises seven faculty members (approximately one quarter of the tenured/tenure-track faculty); it should, however, be noted that due to their administrative responsibilities, three members of the section have reduced teaching loads. The section has suffered significantly through resignations and retirements since 2006, at which time it included eleven members (about one third of the Department’s faculty). The section hopes to make good these losses as soon as financial conditions within the University become more favorable to hiring.

The expertise of the European faculty has a wide chronological and geographical span, ranging from the early Middle Ages through the present, and covering France, England, the Low Countries, Iberia, Italy, Eastern Europe, and Russia. The entire European faculty pursues scholarship actively. Publications within the last five years include two monographs (Graham, Sanabria), with two further monographs awaiting publication (Bokovoy, Ferguson) and a third currently under review (Steen); four co-edited books (all four by Bokovoy and Slaughter); seven book chapters (two by Bokovoy, two by Graham, two by Monahan, one by Sanabria); five journal articles (three by Ferguson, one by Graham, one by Slaughter); and numerous shorter articles, encyclopedia entries, and book reviews. Ferguson’s article “Domestic Violence by Another Name: Crimes of Passion in *Fin-de-Siècle* Paris,” which was the lead item in the Winter 2007 issue of the *Journal of Women’s History*, recently received the Stanley Hoffmann Best Article Prize awarded by the French Politics Group of the American

Political Science Association.

Slaughter, Graham, Bokovoy, and Steen enjoy national or international recognition as scholars within their respective fields. Graham serves on the editorial board of three book series. Section members have been highly active in the organization of recent professional conferences. Slaughter served on the Program Committee of the Western Association of Women Historians during 2004–05. Steen was the organizer of the 2007 meeting of the Western Society for French History. Graham organized the 2007 conference of the Medieval Academy of America's Committee on Centers and Regional Associations; and with the English Department's Anita Obermeier, he was co-organizer of the 2009 meeting of the Medieval Association of the Pacific. Ferguson currently serves on the Executive Board of the Western Society for French History. Members of the section are also active in presenting their research at professional conferences and similar venues. During the academic year 2008–09, for example, European faculty offered a total of nine conference papers and invited lectures.

All members of the section make significant contributions to UNM's interdisciplinary programs, in particular, European Studies, International Studies, Medieval Studies, and Women Studies. Bokovoy is a former Director of European Studies; the section's upper-division courses are typically listed as electives for those pursuing the Major in European Studies. Bokovoy was also the inaugural Director of the International Studies Institute when it was established in 2003; along with Professor Christine Sauer of the Economics Department, she has played a major part in devising the syllabus and coordinating the course offerings for the Major in International Studies. The Minor in Medieval Studies has been revitalized since Fall 2007, when its administration was taken over from the English Department by the Institute for Medieval Studies, of which Graham is the Director. At that time Graham introduced a new gateway course for the Minor, "The Medieval World," which is cross-listed in History and Medieval Studies and typically draws a large enrollment of between eighty and ninety students.

Several members of the section perform or have recently performed important service within the wider University community. Slaughter was Department Chair from 2001 until 2005 and Senior Associate Dean within the College of Arts and Sciences from 2005 until 2007; she now holds the position of Director of Arts and Humanities Research Initiatives within the Office of the Vice President for Research. As noted above, Bokovoy was the first Director of the International Studies Institute, and Graham has served as Director of the Institute for Medieval Studies since joining UNM in 2002. In 2007–08 Bokovoy was co-chair of the Faculty Senate's Committee on Governance. For six years (2002–08), Graham was a member of the Faculty Senate's Research Policy Committee; since 2007 he has served on UNM's Executive Research Advisory Committee, which is tasked with improving research administration within the University. He has chaired a faculty search for the Department of Art and Art History and has participated in faculty searches for the Department of Music and the Religious Studies Program. Sanabria is Vice President of the Faculty and Staff Club. Ferguson is a member of the Board of the Feminist Research Institute and was the Institute's Acting Director for a semester. All section members have served actively on committees within the Department. Sanabria has assumed a vigorous role as faculty advisor to the UNM chapter of Phi Alpha Theta, which has expanded under his guidance. Steen served as undergraduate advisor for more than thirty years before becoming Department Chair in July 2009; as undergraduate

advisor he participated actively in numerous curriculum committees. For the academic year 2009–10, Ferguson will be the coordinator of the Department’s History Workshop, an initiative launched in 2008–09 that provides Department members the opportunity to learn about and comment upon the research of their colleagues and the Department’s graduate students.

Through its members’ involvement in the University’s interdisciplinary programs, the section contributes significantly to UNM’s public service, in particular, its outreach to the local community. In 2003, the International Studies Institute under Bokovoy’s directorship began a Fall Lecture Series that is open to the public and features speakers from both within and beyond UNM. The Spring Lecture Series offered by the Institute for Medieval Studies, now in its twenty-fifth year, has long been recognized as one of UNM’s premier outreach activities; bringing leading national and international scholars to the UNM campus, the event includes a total of seven presentations over the course of four days, with attendance at individual presentations regularly exceeding two hundred and sometimes exceeding four hundred. The Institute for Medieval Studies also offers public colloquia on the history of science and medicine. The most recent of these, held in February 2008, was “Archimedes Revealed: A Weekend Colloquium on Ancient Science, Medieval Manuscripts, and Modern Technology.” Offering the public a privileged opportunity to learn about the remarkable Archimedes Palimpsest Project, which has achieved international press coverage for its success in harnessing the resources of modern technology to the deciphering of a medieval manuscript of Archimedes’ works, the event featured five key members of the project. In addition to such outreach activities on campus, two members of the section, Steen and Graham, regularly offer off-campus lectures to the Albuquerque OASIS Group, an educational organization that benefits seniors.

## **UNDERGRADUATE PROGRAM**

The section’s undergraduate program serves two major missions:

- (1) to offer the lower-division courses in Western Civilization (“Western Civilization to 1648” and “Western Civilization since 1648”) that fall within the Humanities component of UNM’s core curriculum;
- (2) to offer a well-balanced set of upper-division courses that will serve History majors as well as those students seeking stimulating elective courses to round out their education.

The obligation to offer several sections of the two Western Civilization courses each semester imposes a heavy burden of service upon the European section but one that it is happy to discharge. The Department has always prided itself on having these basic courses taught by tenured and tenure-track faculty rather than by teaching assistants. Students at the outset of their college careers thus have the opportunity to learn from seasoned experts and many are drawn to become History majors through the experience; as majors, they then have the opportunity to continue to work with the same teachers from whom they took their introductory courses.

Enrollment in the individual sections of Western Civilization typically numbers between one hundred and one hundred fifty students. European faculty teach the courses with support from teaching assistants who help with grading and hold office hours; faculty may also elect to teach Western Civilization under a format whereby two weekly lectures by the faculty member are supported by a third session in which teaching assistants lead smaller discussion groups. It is, naturally, easier to monitor learning outcomes within these smaller groups.

In its upper-division offerings the European section seeks to provide a well-conceived and stimulating program of study by offering chronologically and regionally focused courses on the one hand, and courses with a specific thematic focus on the other. Courses of the first kind include, for the ancient and medieval periods, "Greece," "Rome," "Byzantium," "Anglo-Saxon England," "The Medieval World," "Spain and Portugal to 1700," and "Old Russia from the Ninth to the Seventeenth Centuries"; for the early modern period, "Europe in the Seventeenth Century," "Europe in the Eighteenth Century," "The French Revolution and Napoleon, 1789–1815," and "Romanov Russia to 1855"; and for the modern period, "Modern Europe, 1815–1890," "Modern Europe, 1890–1939," "Europe since 1939," "Spain since 1700," "Modern France since 1815," "Germany, 1871–1971," "Russia in the Era of Reform and Revolution," and "Stalinist and Post-Stalinist Russia, 1924 to Present." Resignations and retirements since 2006 have, however, made it difficult for the section to offer all these courses on a regular basis; in particular, the departure of its ancient historian in Summer 2008 means that the section is currently unable to offer any courses in ancient history.

In their upper-division courses with a thematic focus section members are often able to integrate the fruits of their personal research and thereby to engage students in the excitement of historical discovery. For example, Sanabria has developed a course on "The History of Sport" that is closely linked to his current research on the history of leisure in modern Spain. Ferguson's study of *fin-de-siècle* Paris is reflected in her upper-division course on modern European imperialism and in a senior seminar on civic life. Graham's long-term study of Anglo-Saxon England and its manuscripts has enabled him to develop a senior seminar on "Bede and His World." Bokovoy deployed her expertise on communism in eastern Europe to offer a Summer 2009 course marking the twentieth anniversary of the fall of the Berlin Wall; taught at Schloss Dyck in Germany, the course afforded students the extraordinary experience of visiting the site of the Berlin Wall. Over the years, several members of the section have taught "History of Women from Ancient Times to the Enlightenment"; students who now take the course may use Slaughter and Bokovoy's two-volume compilation of sources, *Sharing the Stage: Biography and Gender in Western Civilization*, as well as their companion publication, *Sharing the World Stage: Biography and Gender in World History*, which includes contributions on Asian history by the Department's Patricia Risso.

The section fulfills a service obligation to the Department at the upper-division level by frequently staffing the course on "Historiography" that is a requirement for History majors. Enrollment in this course and in senior seminars is typically capped at fifteen. Enrollment in other upper-division courses is not normally capped and is usually strong, ranging between thirty and ninety students and averaging between forty and fifty students per class.

## **GRADUATE PROGRAM**

Historically the European section has attracted fewer graduate students than the Department's Latin American and US/American West sections. There was, however, an expansion in the number of admissions between 2003 and 2007, particularly in the areas of ancient and medieval history. This expansion reflected the recruitment of a historian (Graham) as Director of UNM's Institute for Medieval Studies in 2002, and the brief sojourn (2005–08) at UNM of Assistant Professors Thomas Sizgorich, a historian of late antiquity, and Nancy McLoughlin, a specialist in the late Middle Ages. The redesign of the Department's doctoral program conducted under the Carnegie Initiative on the Doctorate has afforded members of the European section additional opportunities to contribute to the program by offering seminars that fall within the various thematic concentrations—in particular, Gender and Sexuality, Frontiers and Borderlands, War and Society, and Religion.

Students who apply to the European section's graduate programs are typically New Mexico residents or residents of neighboring states. Those seeking admission to the MA program include students intending to prepare themselves for a doctorate at an institution that is a leader in their area of special interest, school teachers who wish to obtain an advanced degree in order to enhance their professional qualifications, and others (including retirees) who are seeking personal enrichment. Those who apply for the PhD have usually been attracted by the reputation of the faculty member with whom they wish to work. On average the section admits five or six MA students and one or two PhD students per year. The section offers one or two graduate seminars per semester. Seminars may reflect the instructor's current research interests and thereby involve students in research at first hand; in Fall 2009, for example, Monahan, the European section's newest recruit, will offer a seminar on "Cultures of Exchange: Commerce in the Early Modern World" that is inspired by her own research on trade and commerce in early modern Russia. Graduate students may also take the section's upper-division undergraduate courses for graduate credit; for these students, instructors typically hold additional seminar-style sessions over and above the regular class meetings, and adjust the research and writing requirements appropriately.

Since the Summer of 2006 Graham has offered an intensive four-week graduate seminar on "Paleography and Codicology" that is open to students from other campuses as well as UNM. This initiative reflects the difficulty of obtaining training in medieval manuscript studies in North America. Few institutions are able to offer courses in this area; Graham's seminar seeks to establish UNM as a major center west of the Mississippi for this discipline. Offered every second Summer, the seminar has to date attracted sixteen Master's and doctoral students from the University of Arizona, the University of Missouri, the University of Oregon, the University of Texas, the University of North Texas, and Western Michigan University.

## **MAJOR PROBLEMS**

The most pressing problem faced by the European section is the reduction in the numbers of its faculty brought about by resignations and retirements since 2006. In the Summer of 2006, Associate Professor Jay Rubenstein, a medievalist with expertise in intellectual

history and the Crusades, and now a MacArthur Foundation Fellow, resigned to take up a post at the University of Tennessee. In the Summer of 2008, Assistant Professors Thomas Sizgorich and Nancy McLoughlin resigned and moved to the University of California, Irvine. In December 2008, Associate Professor Jake Spidle, a historian of modern Germany with a further special field in the history of medicine, retired after some forty years of service to the Department. Because of the budget troubles affecting UNM in common with other institutions of higher education nationwide, none of the four has yet been replaced. The shortage of faculty, exacerbated by the reduced teaching load of three section members, has produced several major difficulties: (1) it has become increasingly problematic to offer sufficient sections of the two Western Civilization courses; (2) the European section has had to reduce the number of upper-division courses it offers each semester, with a consequent impact upon the availability of course options for History majors; and (3) there has been a severe impact upon the graduate program, especially in the ancient and medieval area, where there had been significant expansion between 2003 and 2007. In the latter regard, it has been necessary over the last two years to discourage some prospective graduate students who have enquired about the program. This situation will be resolved only once the Department has authorization to conduct the hires necessary to bring the European section up to full strength once more.

While the section identifies its most pressing need as the hiring of a medievalist, scarcely less essential is the recruitment of an ancient historian equipped to teach the courses on Greece and Rome that the section is currently unable to offer. The lack of an ancient historian is especially to be lamented given that the Department has an endowment—made up of funds received from a benefactor along with matching funds from the State of New Mexico—that is specifically designated to provide the ancient historian with money to help in funding his or her research.

## **AIMS AND GOALS**

The European section's primary aim for the immediate future is to conduct a rigorous evaluation of its curriculum to assess how its course offerings can be adjusted to meet current student needs and faculty strengths. In particular, the section is assessing whether the two-course Western Civilization sequence should be expanded to three courses, given the difficulty of covering all appropriate material with the current single dividing line of 1648. At the upper-division level, because faculty losses have made it difficult to offer a complete range of regionally- and chronologically-based courses (at least for the time being), the section envisages introducing more courses with a specific thematic orientation—for example, "War and Reconstruction" and "Genocide." One goal of such courses will be to encourage students to look beyond traditional boundaries of space and time and to develop their capacity to think comparatively.

With Slaughter now (as of Summer 2009) serving as UNM's Director of Arts and Humanities Research Initiatives, the section plans to spearhead an effort within the Department to encourage faculty to engage in funded research; in particular, the section will investigate opportunities for collaborative research involving colleagues from peer institutions.

## **Department of History, summary conclusions**

The department's main concern is a dwindling faculty. We are no longer able to offer as many service courses or upper division courses as we believe are necessary to support our own programs and other programs on campus (e.g., 491 and 260 for students in the College of Education-see p. X). We do not have enough faculty members to provide adequate graduate seminars (see p. Y). We can populate our departmental committees—both service and mentoring—only by doubling and tripling committee loads. For the mentoring committees (e.g., committees on studies, thesis and dissertation committees), the practice of over-loading faculty members ultimately hurts the students. To meet this situation, all we can do is present our best cases for faculty hires to the College of Arts & Sciences.

The fact that our regular faculty teach almost all introductory courses is a double-edged sword, particularly now with a smaller faculty. Teaching the introductory courses on a regular basis means that we can offer fewer upper division courses than we need. We would welcome advice and suggestions from the outside reviewers on this issue.

We look forward to contributing to Extended University while maintaining high academic standards.

APPENDIX A:

DEPARTMENT OF HISTORY  
BA DEGREE PROGRAM: FORM FOR ASSESSING SLO 1

SLO 1. By the senior year, each major will provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).  
MEANS OF ASSESSMENT: All instructors teaching 491 (undergrad Historiography) or 492 (undergrad seminar) will include this SLO in their syllabus and otherwise inform students. Before the last department meeting of the semester, each of these instructors will submit to the chair this form that will allow the instructor to assess collectively students' skills in proper and ethical citation.

Instructor's name:

Course number and title:

Number of students enrolled:

Number of History majors enrolled:

Among the History majors, what percentage consistently demonstrated ethical use of sources and provided accurate and properly formatted citations?

Among the History majors, were there any instances of suspected or confirmed academic dishonesty? If yes, please explain without identifying the student.



APPENDIX B:

DEPARTMENT OF HISTORY  
BA DEGREE PROGRAM: FORM FOR ASSESSING SLO 2

SLO 2. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to distinguish between primary and secondary sources; to identify and evaluate evidence. MEANS OF ASSESSMENT:

All professors teaching 491 (undergrad Historiography), 492 (undergrad seminar), and 493 (Honors research) will submit to the chair a form provided by the department that will allow the instructor to assess, collectively for their student(s), knowledge of and skills for the related abilities required in this SLO.

Instructor's name:

Course number and short title:

Number of students enrolled:

Number of History majors enrolled:

How much classroom time or mentoring time was spent on the characteristics of primary and secondary sources? (e.g., half of one class or mentoring session)

What percentage of History majors demonstrated in their written work (including bibliographies) knowledge of and skills in using both primary and secondary sources? (If 493, just indicate if you think your student(s) acquired the skills.)  
How much classroom time or mentoring time was spent on identifying and evaluating evidence?

What percentage of History majors demonstrated in their written or oral work the ability to identify and evaluate evidence? (If 493, just indicate if you think your student(s) acquired the skills.)

## APPENDIX C: **History PhD Regional Concentrations**

**U.S./American West** (Ball, Cahill, Connell-Szasz, Cornell, Garcia y Griego, Hutton, Reyes, Sandoval-Strausz, Scharff, Smith, Szasz, Truett, Yazawa)

The Department of History offers a regional concentration in United States/American Western History. The U.S. faculty focuses on American Colonial History, Constitutional and Legal History, Gender, Social, and Intellectual History, as well as twentieth-century politics and economics. In addition, about nine faculty members teach and write on some aspect of the American West, with areas of specialization that include the Spanish Borderlands, Native American history, Environmental History, western Popular Culture, western Religion, Women in the West, Science in the West, and the twentieth-century West. Since about a third of the department specializes in some aspect of the History of the West, UNM boasts one of the most intense regional programs now available.

**Latin America** (Bieber, Gauderman, Garcia y Griego, Hall, Hutchison, Reyes, Sanabria, Truett)

Students who select Latin America as a regional field will benefit from diverse faculty whose research specializations encompass Mexico (and the U.S.-Mexican border), the Andes, Brazil, and the Southern Cone. Typically our research and teaching interests complement the thematic concentrations, with strengths in gender and sexuality, race and ethnicity, environmental history, religion, and political economy. Within the Latin America regional field, students will have the option of specializing on the early or modern periods while simultaneously enjoying the opportunity for a broader general preparation that encompasses both periods.

**Europe** (Bokovoy, Ferguson, Graham, Monahan, Sanabria, Slaughter, Steen) Students who select Europe as a regional field will benefit from diverse faculty whose research specializations encompass the Late Antiquity, Medieval, Early Modern, and Modern periods. Regional interests are Iberia, the Mediterranean, France, Italy, the Balkans, France, the British Isles, the Low Countries, Russia, and Eastern Europe. Typically our research and teaching interests complement the new Carnegie thematic fields: Gender and Sexuality, Religion, Race and Ethnicity, War and Society, Frontiers and Borderlands, Environment, Politics and Economy. The specializations within the European field are: Late Antiquity and Medieval; Medieval and Early Modern; and Modern.

## APPENDIX D: **History PhD Thematic Concentrations**

**Gender & Sexuality** (Ball, Bokovoy, Cahill, Cornell, Ferguson, Gauderman, Hall, Hutchison, Reyes, Slaughter, Scharff) In all societies, people articulate and represent relations of power through gender. Gender grows out of, and in turn structures institutions and material conditions. At a biological level, most human beings encounter the world through bodies that are similar in most regards, but different according to variations that make us male and female. But what those differences mean to us—culturally and materially—are questions we work out socially. Gender varies from place to place, and time to time, but gender is present in all societies. In order to understand how history is gendered, we need to know women's history. The field of women and gender history, in research, teaching and method, will engage historical topics including: sexuality, work, family, religion, education, law, art, politics, technology, and environment.

**Race and Ethnicity** (Bieber, Bokovoy, Cahill, Connell-Szasz, Cornell, Gauderman, Reyes, Sanabria, Sandoval-Strausz, Scharff, Steen, Truett, Yazawa) Understandings of race and ethnicity shape modern day social relations much as they have shaped the historical past. This field examines how notions of race and ethnicity are defined, sustained and transformed over time and explores how political, social and economic consequences that arise from competing ideas of racial and ethnic identity. We do not see race and ethnicity as discrete phenomena; instead we will examine the ways in which they overlap or merge both ideologically and in terms of identity-based political and social movements. Concepts of culture and cultural change will also be incorporated into this field.

**Frontiers and Borderlands** (Ball, Bieber, Bokovoy, Cahill, Connell-Szasz, Cornell, Gauderman, Hall, Hutton, Monahan, Porter, Reyes, Risso, Sanabria, Scharff, Smith, Truett) Envisioning a frontier as a “peripheral geographic area where economic and political incorporation is not assured, and where the outcome of cultural encounters remains in doubt” permits exploration of multiple forms of cross-cultural influence: power, trade, migration, ideas and identity. Conceiving of borderlands as geographical spaces that are both land- and sea-based also allows an exploration of imperial (and non-imperial) relations in the broadest possible context. This is a field that seeks to generate dialogue between diverse geographical regions such as the Atlantic, Pacific, and Indian Oceans, the Mediterranean, Central Asia, Africa, the Americas, and Europe.

**War and Society** (Ball, Bokovoy, Cornell, Hall, Hutton, Porter, Slaughter, Steen, Szasz, Yazawa) War has been defined as “the violent clash of organized social units” and such clashes have taken place from the beginning of recorded time and in all parts of the world. It has shaped and reconfigured local, regional, national, and international borders, relationships, and systems, and prompted social, cultural, and political changes. Internal wars and revolutions profoundly impact civil society. War is capable of being studied from a wide variety of perspectives including traditional military history and political analysis of the role that war may play in state. More recently, historians of war have adopted methodologies from economic, social and cultural history. They have begun to look at the consumption of wartime propaganda and military culture and the material and emotional experience of the non-combatant, the effects of war on gender identities (both male and female), and the dynamics of military regimes,

paramilitary organizations, and the blurring of the historical distinctions between 'war' and 'peace'.

**Environmental History** (Cahill, Monahan, Sandoval-Strausz, Scharff, Truett) To understand, shape, and control nature have been long-standing goals of many human societies. This thematic field of concentration focuses on the ways that historical engagement with urban and rural environments, conceptions of nature, and development and application of technologies have shaped – and been shaped by – cultural values, social interactions, political dynamics, and economic exchange. We also seek to understand the ways in which space and time are mutually constitutive, and to see how landscapes, as the physical meeting points of culture, nature, space and time) both structure and respond to historical change.

**Religion** (Hall, Gauderman, Graham, Hutchison, Risso, Sanabria, Sandoval-Strausz, Steen, Szasz, Yazawa) This field deals with the interplay of spiritual beliefs and secular power, an enduring and difficult historical theme. Religious belief and practice have helped to shape political, social, cultural, and intellectual forms over time. In some cases (ancient Europe, early Islamic Middle East) state and religious practice have been all but synonymous. In others such as medieval Europe, religion has simultaneously opposed secular government and provided the theoretical framework on which that government's legitimacy depended. At various times, religion has provided an ideology for conquest and colonization (the Crusades, the sixteenth-century European expansion) and doctrines of resistance and revolution (European reformation, modern liberation theology). Religious texts have provided the intellectual foundations for erudite and obscure theological speculation, while at the same time popular festivals and ceremonies for the same religions were helping to forge common cultural and state identities. Spiritual impulses continue to motivate mass social action and provide inspiration for intellectual and artistic endeavors. This thematic focus, therefore, highlights a historical theme of broad importance that will enrich most any future program of teaching and research.

**Politics and Economy** (Ball, Bieber, Bokovoy, Cahill, Cornell, Ferguson, Hall, Hutchison, Hutton, Monahan, Sanabria, Sandoval-Strausz, Slaughter, Smith, Truett, Yazawa) This field deals with the many ways in which societies allocate resources, distribute power, and administer populations. Political decision making and economic restructuring have long been leading explanations for historical change, and we therefore focus on the particular dynamics of governance, law, state formation, production, trade, and consumption. Students will be trained to recognize politics as encompassing international diplomacy, public culture, the instrumentalities of dynastic and democratic states, and popular movements, as well as the exercise of small-scale, everyday authority through status, comportment, persuasion, violence, and resistance. The economic realm is likewise broadly defined to include everything from local subsistence and barter economies to national and imperial markets to capitalism and globalization.

APPENDIX G:

**Department Faculty CV's**

**Durwood Ball, Associate Professor and Editor**

Department of History  
University of New Mexico  
Albuquerque, New Mexico 87131  
505-277-5839 (Office)  
505-277-7847 (Direct)

**Education**

BA (History and English)	Lawrence University, Appleton, Wisconsin
MA (US History)	University of New Mexico
Ph.D. (American West/US)	University of New Mexico

**Employment:**

1991-2000

Acquisitions Editor, University of New Mexico Press (American West,  
Anthropology, Archaeology, and Regional Trade)

2000 to present

Associate Professor of History, University of New Mexico and Editor of the *New Mexico Historical Review*

**Publications:**

*Army Regulars on the Western Frontier, 1848-1861* (University of Oklahoma Press, 2001)

*Soldiers West: Biographies from the Military Frontier*, rev. ed., edited with Paul Andrew Hutton (University of Oklahoma Press, 2009)

"Fort Craig, New Mexico, and the Southwest Indian Wars," *New Mexico Historical Review* (April 1998)

"Filibusters and Regular Troops in San Francisco, 1851-1855," *Military History of the West* (Fall 1998)

"Cool to the End: Manhood and Public Hangings in the West," in *Across the Great Divide*, ed. Matthew Basso and Dee Garceau (Routledge Press, 2001)

"Popular Music in the Sixties," *The Columbia Companion to America in the 1960s*, ed. Beth Bailey and David Farber (Columbia University Press, 2001)

"By Right of Conquest: Military Government in New Mexico and California,

1846-1851,” *Journal of the West* (Summer 2002)

“Ranald Mackenzie: War on the Plains Indians,” *Generals and Chiefs: Nine Men Who Shaped the American West*, ed. Richard W. Etulain and Glenda Riley (Fulcrum Publishing, 2004)

### **Grants**

“The United States Army on the Interwar Frontier, 1848-1861” (dissertation)  
Department of History, University of New Mexico (Dorothy Woodward Memorial  
Foundation Fellowship)  
August 1988-May 1989, \$8,500

“The United States Army on the Interwar Frontier, 1848-1861” (dissertation)  
Henry E. Huntington Library, Pasadena, California (W. M. Keck Foundation Fellowship)  
June 1989-May 1990, \$4,500

## **JUDY BIEBER**

University of New Mexico  
Department of History  
Albuquerque, NM 87131  
(505) 277-2451, [jbieber@unm.edu](mailto:jbieber@unm.edu)

### **Education:**

Ph.D. (1994), The Johns Hopkins University, History, Baltimore, MD  
B.A. (1987), Rutgers College, New Brunswick, NJ

**Employment:** Department of History, Univ. of New Mexico, 1994-present.

### **Selected Publications:**

#### **Books:**

Power, Patronage, and Political Violence: State Building on a Brazilian Frontier, 1822-1889.

Lincoln: Univ. of Nebraska Press, 1999. Honorable Mention - Warren Dean Prize.

#### **Essays:**

“Imperial Brazil.” in Thomas Holloway, ed., *A Companion to Latin American History*. London: Blackwell, 2007.

“Of Cannibals and Frenchmen: the production of ethnographic knowledge in early nineteenth century Brazil.” *Interletras: Revista Transdisciplinar de letras, educação e cultura* (UNIGRAN-MS, Dourados) 1, 5 (jul.-dec. 2006). <http://www.interletras.com.br/>

“Brazilian History in the United States,” 162-202 in Marshall Eakin and Paulo Almeida, eds. *Envisioning Brazil*. Madison: University of Wisconsin Press, 2005.

“O sertão mineiro como espaço político (1831-1850),” *Estudos Humanidades* (Revista da Universidade Católica de Goiás), 29 (mar. 2002), 373-394.

“A visão do sertão: liberalism, party loyalty, and the moral boundaries of political patronage in Imperial Minas Gerais Brazil.” *Hispanic American Historical Review*. 81:2 (May 2001): 309-342.

“When Liberalism Goes Local: Nativism and Partisan Identity in the Sertão Mineiro, Brazil, 1831-1850.” *Luso Brazilian Review*, 37:2 (Winter 2000): 75-94.

“Postmodern Ethnographer in the Backlands: An Imperial Bureaucrat’s Perceptions of Post-Independence Brazil,” *Latin American Research Review* 33:2 (April 1998): 37-72

“Race, Resistance, and Regionalism: Perspectives from Brazil and Spanish America, *Latin American Research Review*, 32:3 (1997): 152-168.

"Slavery and Social Life: Attempts to Reduce Free People to Slavery in the *Sertão Mineiro*, 1850 -1870." *The Journal of Latin American Studies* 26:3 (1994): 597-619.

**Edited works:**

Judy Bieber, ed. “State, Society, and Political Culture in Nineteenth-Century Brazil.” special issue of the *Luso Brazilian Review*, 37:2 (Winter 2000).

Judy Bieber, ed. *Plantation Societies in the Era of European Expansion, 1450-1800* Hampshire: Variorum Press, 1997.

**Book Reviews:**

Fourteen reviews since 1996 in *Hispanic American Historical Review*, *The Historian*, *American Historical Review*, *Canadian Journal of Latin American and Caribbean Studies*, *New Mexico Historical Review*, *Luso-Brazilian Review*, *Colonial Latin American Historical Review*, *Journal of Latin American Studies*.

**Significant Research Grants:** Fulbright (1991-2), NEH Summer Stipend (1997)

**Ph.D. advisement:**

Elizabeth Kiddy, *Latin American Studies* (1998), Barbara Sommer, *History* (2000), Suzanne Schadl, *Latin American Studies* (2002), Javier Marion, *History* (2003).

**M.A. thesis advisement:**

Daniel Aragon, *History* (1995), Jennifer Himelstein, *History* (1997), Javier Marion, *History* (1997) Tiffany Thomas, *Latin American Studies* (1999), Justin Barber, *History* (2009)

**Courses taught:**

281: Colonial Latin American History

282: Modern Latin American History

376/576: Colonial Brazil

377/577: Modern Brazil

468/648: Society and Development in Latin America

474/654: Slavery and Race Relations in the Americas

491: Historiography

664: Advanced Historiography

685: Comparative Borderlands seminar

687: Seminar in Latin American History (topics include Race & Ethnicity, State & Nation Building, Latin America & the Atlantic World, Politics & Regionalism)

688: Brazil seminar (colonial/modern/and topical offerings such as historiography)



**Service:**

Graduate Director, History Department (2009-)

President, Brazil Section, Conference on Latin American History (2008-2010)

Member, Executive Committee, Brazilian Studies Association (BRASA) (2008-)

Brazilian Studies Association – Program Committee Chair for BRASA, New Orleans, 2008.

Associate Chair of History Department (2001-2006)

Department director of the Carnegie Initiative on the Doctorate (2004-2006)

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## **MELISSA K. BOKOVOY**

Associate Professor  
UNM Regents' Lecturer  
Department of History  
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### **Educational History**

B.A., 1983, Pomona College, Claremont, CA 91711, History.  
M.A., 1987, Indiana University, Bloomington, IN 47405, History.  
Ph.D., 1991, Indiana University, Bloomington, IN 47405, East European History since 1453.  
Dissertation: Separate Road to Collectivization: The Yugoslav Communist Party and the Countryside, 1941-1949. Advisor: Dr. Charles Jelavich.

### **Employment History**

Associate Professor of History, The University of New Mexico, August 1998-present  
Director, International Studies Institute, The University of New Mexico, 2003-2005 and 2006-2008.  
Assistant Professor of History, The University of New Mexico. August 1991-1998  
Visiting Assistant Professor, Department of Ethnic Studies, University of California, San Diego. April-June, 1996.

Assistant Professor of History, Saint Mary's College of Minnesota. August 1990-May 1991.

### **Publications(since 1994)**

#### **Books**

Jane Slaughter, Melissa Bokovoy, Pat Risso, Pat Romero, and Yao Ping. *Sharing the World Stage: Biography and Gender in World Civilization*. 2 Vols. Boston: Houghton Mifflin, 2008.

Jane Slaughter and Melissa Bokovoy. *Sharing the Stage: Biography and Gender in Western Civilization*. 2 Vols. Boston: Houghton Mifflin, 2003.

*Peasants and Communists: Politics and Ideology in the Yugoslav Countryside, 1941-1953*. Pittsburgh: University of Pittsburgh Press, 1998. **1999 Winner of the American Association for the Advancement of Slavic Studies' Barbara Jelavich Prize for distinguished monograph on any aspect of southeast European or Habsburg studies since 1600 or on nineteenth or twentieth-century Ottoman or diplomacy.**

#### **Edited Book(s)**

*State-Society Relations in Yugoslavia, 1945-1992*, eds. Melissa K. Bokovoy, Jill Irvine, and Carol Lilly. New York: St. Martin's Press, 1997.

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**Under contract:**

Melissa Bokovoy and Sarah Kent, *Yugoslavia: Its Peoples, Societies, Cultures, and Politics*. Wiley/Blackwell. Under contract for January 2011.

**Book Chapters(Research)**

"Collectivization of Agriculture in Yugoslavia," in Arnd Bauerkämper and Constantin Iordachi(eds.), *The Collectivization of Agriculture in Communist Eastern Europe: Comparison and Entanglements from the 1930s to the 1980s*. Central European University Press, 2010. 30 pages.

"Kosovo under Autonomy, 1974-1990," Momčilo Pavlović, Melissa Bokovoy, and Nebojša Vladislavljević in Charles W. Ingrao and Thomas A. Emmert (eds.), *Kosovo Under Autonomy*. Purdue University Press, 2009. Pp. 123-157.

"Kosovo Maidens: Serbian Women Commemorating the Wars of National Liberation, 1912-1918" in Nancy Wingfield and Maria Bucur (eds.), *Women and War in Twentieth Century Eastern Europe*, Indiana University Press, 2006. Pp. 157-171.

"Serbia, Croatia, and Yugoslavia" Carol Lilly and Melissa Bokovoy in Kevin Passmore (ed.), *Women, Gender and the Extreme Right in Europe, 1919-1945*. Manchester University Press, 2003. Pp. 91-96

"Croatia," Melissa Bokovoy in Kevin Passmore (ed.), *Women, Gender and the Extreme Right in Europe, 1919-1945*. Manchester: Manchester University Press, 2003. Pp. 111-123.

"Scattered Graves, Ordered Cemeteries: Commemorating Serbia's Wars of National Liberation, 1912-1918," in Maria Bucur and Nancy Wingfield, eds., *Staging the Past: The Politics of Commemoration in Habsburg Central Europe*. West Lafayette, Indiana: Purdue University Press, 2001, pp. 160-181.

"Peasants and Partisans: A Dubious Alliance, 1944-1949" in *State and Society in Yugoslavia, 1945-1992*, eds. Melissa K. Bokovoy, Jill Irvine, and Carol Lilly. New York: St. Martin's Press, 1997, pp. 115-138.

"Social Revolution, Social Movements, and the Yugoslav Party-State," in *Ibid*. Pp. 107-114.

"Anatomy of a Betrayal: Peasants and Party in Yugoslavia, 1945-1949" in *The Establishment of Communist Regimes in Eastern Europe, 1944-1949*, eds., Norman Naimark and Leonid Gibianskii. Boulder: Westview Press, 1997. Pp. 167-190.

**Works in Progress****Monograph**

*Serbs, Serbia, and the Politics of Commemorating World War I in Interwar Yugoslavia*

### **Articles**

“Serbian Textbooks and the Gendering of History in 1980s and 1990s Serbia,” Conference on Women and Gender in Cold War Europe,” in Bonnie Smith and Joanna Regulska (eds.), *Women and Gender in Cold War Europe*.

--

“Framing the Hero: Photographic Narratives of War in the Interwar Kingdom of Serbs, Croats, and Slovenes,” in Mark Cornwall (ed.), *Sacrifice and Regeneration: The Legacy of the Great War in Eastern Europe*.

### **Research Funding and Fellowships**

**Woodrow Wilson International Center for Scholars.** Residential Fellowship, Academic Year, 2005-2006.

**American Council of Learned Society. Eastern European Postdoctoral Fellowship.** Academic Year, 2005-2006. Declined.

**National Council for Russian and East European Research.** Research Grant, Summer 2003

## **CATHLEEN D. CAHILL**

**Department of History, University of New Mexico**

**1104 Mesa Vista Hall, Albuquerque, NM 87131**

**505.277.7850•cdcahill@unm.edu**

### **EMPLOYMENT:**

- Assistant Professor of History, University of New Mexico, August 2004-present
- Interim Director, Center for the Southwest, University of New Mexico, 2006-2007

### **CURRENT WRITING PROJECTS & PUBLICATIONS:**

- Book Manuscript: *Federal Fathers and Mothers: The United States Indian Service, 1869-1932* (under contract by the University of North Carolina Press).
- “‘An Indian Teacher Among Indians’: Native Women as Federal Employees” in *Women at Work: A Transnational Study of Aboriginal and Native American Women’s Labor from the Late 19th Century to the Modern Era* Ed. Carol Williams and Joan Sangster (Under consideration at University of Illinois Press).
- Editor, Special Issue: “Intermarriage in American Indian History: Explorations in Power and Intimacy in North America” Ed. Cathleen D. Cahill, Susan Gray, Jacki Thompson Rand, and Kerry Wynn, *Frontiers: A Journal of Women’s Studies* (Fall 2008).
- " 'You think it strange that I can love an Indian' Native Men, White Women, and Marriage in the Indian Service" in Cathleen D. Cahill, Susan Gray, Jacki Thompson Rand and Kerry Wynn, ed., “Intermarriage in American Indian History: Explorations in Power and Intimacy in North America” *Frontiers: A Journal of Women’s Studies* (Fall 2008)
- Entry: “Julia ‘Butterfly’ Hill” and “Redwoods,” in *Encyclopedia of America Environmental History*. Ed. Kathleen Brosnan, Facts on File, (forthcoming).
- Entry: “Charles Alexander Eastman (Ohiyesa) Santee or Mdewakanton Sioux, 1858-1939,” in *The Encyclopedia of Gilded Age and Progressive Era*. Ed. John Buenker and Joe Buenker . M.E. Sharpe, 2005.
- Entry: “All-American Girls Baseball League” and “Chicago Public Library,” in *The Encyclopedia of Chicago History*, Ed. James R. Grossman, Ann Durkin Keating, and Janice L. Reiff. Chicago: University of Chicago Press, 2004.
- “Taming the Northwestern Frontier,” in *Mapline: A Newsletter Published by The Hermon Dunlap Smith Center for the History of Cartography at The Newberry Library*. No. 91 Summer/Fall 2000, 11.
- “The Next Social History: Practicing Space, Time, and Place.” in *Perspectives: American Historical Association Newsletter*. Vol. 36 No. 8 November 1998 (47-49). Co-authored with Geoffry Klingsporn, Rebekah Mergenthal, and Andrew K. Sandoval-Strausz.

### **AWARDS & FELLOWSHIPS:**

- Annual Snead Wertheim Endowed Lectureship in History and Anthropology, University of New Mexico, 2009-2010.
- The Bill and Rita Clements Research Fellowships for the Study of Southwestern America, Clements Center, Southern Methodist University, 2009-2010

- Newberry Library, Monticello College Foundation Fellowship for Women, Declined, (Spring, 2009)
- Invitation to attend *On the Borders of Love and Power Symposium*, Clements Center, Southern Methodist University, October 2009 and Spring 2010, Symposium Organizers, David Adams and Crista DeLuzio.
- University of New Mexico, Faculty Research Allocation Committee Faculty Small Research Grant, Winter 2007.
- Institute for American Indian Research Faculty Research Grant, University of New Mexico, Spring 2006.
- Finalist for OAH Lerner-Scott Dissertation Prize, 2006.
- Runner-up for Phi Alpha Theta-Westerners International Dissertation Prize, 2005.
- Margaret Storrs Grierson Travel-to Collections Grant, Smith College, Northampton, Mass. December 2005.
- University of New Mexico, Faculty Research Allocation Committee Faculty Small Research Grant, Spring 2005.
- Michigan State University American Indian Studies Program Pre-doctoral Fellow, 2003-2004.
- Benjamin Bloom Dissertation Fellowship, 2002-2003, University of Chicago, Division of the Social Sciences.
- Organization of American Historians, 2002 Horace Samuel & Marion Galbraith Merrill Travel Grant in Twentieth-Century American Political History.
- Spencer Foundation – Newberry Library History of Education Fellowship, 2001-2002.
- Haynes Research Travel Grant, October 2001, Southern California Historical Society.
- von Holst Prize Lectureship, Spring 2001, University of Chicago, Department of History, for “US Family Life & Politics.”
- Huntington Library – Western History Association Martin Ridge Fellowship Award, October 2000, Western History Association.
- Walter Rundell Dissertation Fellowship, October 2000, Western History Association.

**OTHER EXPERIENCE:**

- 2007-present, Member, Editorial Board *University of New Mexico Press*.
- 2007-present Member, Editorial Board *American Indian Education Digital Research Lab*, Project Leader, Bert Ahern, University of Minnesota, Morris.
- 2005-2008, *Western History Association's* Arrell M. Gibson Award Committee for best essay in native history.
- 2005-2006, *Western History Association* 2006 Conference Planning Committee.
- 2005, *American Society for Ethnohistory*, 2005 Conference Program Committee.

# **MARGARET CONNELL SZASZ**

## **Resume**

**Updated to January 2009**

### **PRESENT POSITION**

Professor, Department of History, University of New Mexico, Albuquerque  
Adjunct Faculty, Native American Studies, University of New Mexico, Albuquerque

### **EDUCATION**

B.A. University of Washington (cum laude): Advanced Writing, minors in History, Philosophy  
M.A. University of Washington: History  
PhD University of New Mexico: History

### **AWARDS AND FELLOWSHIPS**

UNM College of Arts & Sciences, Teaching Excellence Award, May 2009  
Research Fellow, School of Divinity, History & Philosophy, U of Aberdeen, Scotland, 2003---  
William Shoemaker Endowment in History grant, Ireland and Wales research, summer 2008  
Senior Fulbright Specialist, effective, January 2008  
Chair, University of New Mexico Press Faculty Advisory Committee, 2006---  
Western History Association Honorary Life Membership Award, 2004  
UNM Research Allocations Committee grant, research in Scotland, summer 2003  
University of Aberdeen, Scotland, UNM Summer Programs Abroad, 1994, 1998, 2000  
American Indian History Appreciation Award, Western History Association, 2000  
Panel of judges, Native American Public Telecommunications documentary proposals, 2000  
Lecturer, Longs Peak Scottish/Irish Highland Festival Seminar, 1998  
Seminar fellow, D'Arcy McNickle Center, Newberry Library, Chicago, 1994; Dine College, Navajo Nation, 1996  
Spencer Foundation Grant, 1995-1996  
Visiting Senior Lecturer, History, King's College, University of Aberdeen, Scotland, 1991-1992  
UNM Regents Lectureship, 1990-1993  
Scholar, Task Force on Indian Nations at Risk, U.S. Dept of Education, 1990-1991  
Snead Wertheim Endowed Lectureship, UNM Depts of History and Anthropology, 1989-1990  
Honorary Fellow, University of Exeter, England, 1985-1986 (co-taught AMCAS course with Dr GM Gidley)

### **COURSES TAUGHT**

American Indians and Alaska Natives, three-semester, upper division history course  
American History Surveys: Pre-1877 and Post-1877  
American Indian/Alaska Native upper division survey course  
American Indian Literature (co-taught with Dr Gidley, University of Exeter, England)  
Comparative Ethnohistory: Scottish Highlands & Native America (U of Aberdeen Scotland)  
Links between Scottish and American History (U of Aberdeen, Scotland)  
American West, survey course  
Native American and Celtic History, senior seminar for history majors  
Native American and Celtic History Since 1700, upper division course  
American Indians and Alaska Natives, graduate seminar  
Native North American and Celtic History, Post-1700, graduate seminar  
Comparative Perspectives on Native American History, senior seminar for history majors

### **GRADUATE STUDENTS**

Director or co-director, fourteen doctoral dissertations; committee member, twenty-four dissertations; director, eight MA theses; committee member, ten MA theses. Currently: chair or member of fifteen to twenty on-going committees on studies, dissertations or theses within various humanities disciplines.

## SELECTED PUBLICATIONS

*Education and the American Indian: The Road to Self-Determination, 1928-1973*, 1974  
*Education and the American Indian: The Road to Self-Determination Since 1928*, 2<sup>nd</sup> ed., 1977  
*First Congregational Church of Albuquerque, New Mexico: A Centennial History* (1980)  
*Indian Education in the American Colonies, 1607-1783*, 1988  
*Between Indian and White Worlds: The Cultural Broker* (editor) (cloth, 1994; paper, 2001)  
*Education and the American Indian: The Road to Self-Determination Since 1928*, 3<sup>rd</sup> ed., 1999  
*Indian Education in the American Colonies, 1607-1783*, reprint with new introduction, 2007.  
*Scottish Highlanders and Native Americans: Indigenous Education in the Eighteenth-Century Atlantic World* (2007)

Over thirty articles in journals and edited books. Articles have appeared in: *Montana*, *The Magazine of Western History*; *Integrated Education*; *Journal of American Indian Education*; *Midwest Quarterly*; *New York Folklore*; *South Dakota History*; *Pacific Historical Review*; *New Mexico Historical Review*; *Peabody Journal of Education*; *Journal of the West*; *American Indian Culture and Research Journal*. Most recent article: "'I knew how to be moderate. And I knew how to obey': The Commonality of American Indian Boarding School Experiences, 1750s-1920s." (*AICRJ* 29:4 (2005), 75-94.)

Essays have appeared in: *The Commissioners of Indian Affairs, McKenney to Bruce* (Herman J. Viola and Robert Kvasnicka, eds); *The American Indian, Past and Present* (Roger L. Nichols, ed.); *Religion in the West* (Ferenc M. Szasz, ed); *Growing Up in America* (N. Ray Hiner and Joseph M. Hawes, eds); *Handbook of North American Indians*, vol. 4 (Wilcomb W. Washburn, ed); *Between Indian and White Worlds: The Cultural Broker* (Margaret Connell Szasz, ed.); *One House, One Voice, One Heart, Native American Education at the Santa Fe Indian School* (Sally Hyer, ed.); *Indian Nations at Risk: An Imperative for Educational Reform* (William G. Demmert, Jr., ed); *Native Americans in the Twentieth Century* (Mary B. Davis, ed); *The Oxford History of the American West* [with Ferenc M. Szasz] (Clyde A. Milner and Carol A. O'Connor, eds); *Women Educators in the United States* (Maxine Schwartz, ed); *Essays from Indian Leadership and Identity Through Time* (The Newberry Library); *Encyclopedia of North American Indians* (Frederick E. Hoxie, ed); *Samson Occom and the Christian Indians of New England* (Introduction to reprint of 1899 edition, W. DeLoss Love, ed.); *Human Tradition in American History* (Nancy Rhoden and Ian K. Steele, eds); *Encyclopedia of the United States in the Nineteenth Century* (Paul Finkelman, ed); *Dictionary of American History*, (Stanley L. Cutler, ed.); *The American West in 2000* (Richard W. Etulain, Ferenc M. Szasz, eds.); *Scotland and America: Sources for Emigration, c. 1650-c.1930* (Allan I. Macinnes, ed.); *Boarding School Blues: Revisiting the American Indian Boarding School Experience* (Cliff Trafzer and Jean Keller, eds., 2006); "Native American Children," *The Chicago Companion to the Child* (forthcoming, University of Chicago Press); "Cultural Encounters: Native People, New Mexico, and the United States: 1848-1948," *Telling New Mexico: History, Memory, Museum* (Marta Weigle, ed., Museum of New Mexico, 2009)

## FORTHCOMING PUBLICATIONS: PROJECTS UNDERWAY

"Nations on the Move: Scotland, Ireland, Wales, and Native North America, 1960-2000."

Proposal for collection of essays, Connell-Szasz, ed; in process of acquiring authors

"The Education Encounter for American Indians and Alaska Natives: 1780s-1920s" Book manuscript, most research completed, two chapters written.

"Children of Colonialism" Book manuscript, co-edited with two European scholars, proposal stage

"Indigenous Education": A new book series on Indigenous Education, M Connell Szasz is first editor in conjunction with three other scholars. University of Nebraska Press. First four books in the series appeared in 2006-2008.

## INVITED LECTURES AND KEYNOTE ADDRESSES

Invited lectures and key note addresses include over forty presentations delivered to universities and other venues in England and Scotland, Germany and Finland, and across the United States, including a number of locations in Indian Country, such as the Wisconsin Oneida Nation and the Cherokee Nation of Oklahoma.



**SARAH E. CORNELL**

533 Aliso Dr NE  
Albuquerque, NM 87108  
(646) 265 6762  
[scornell@unm.edu](mailto:scornell@unm.edu)

**EDUCATION**

**New York University**

Ph.D., Department of History, July 2008  
Teaching Fields: Nineteenth-Century U.S., U.S. South, Comparative Race, Slavery, and Emancipation, U.S. Imperialism, Immigration, U.S. in a transnational perspective

Dissertation: “Americans in the U.S. South and Mexico: A Transnational History of Race, Slavery, and Freedom, 1810-1910”

**Clark University**

B.A., History and Spanish, *summa cum laude*, May 2001

**TEACHING APPOINTMENTS**

**University of New Mexico**

Assistant Professor of History, August 2008

**HONORS AND AWARDS**

*Bill and Rita Clements Fellowship for the Study of the Southwest*, Southern Methodist University, 2009-2010

*Samuel Flagg Bemis Research Grant*, Society for Historians of American Foreign Relations, 2009-2010

*Collaborative Research Group for the Study of the Global South Fellowship*, Tulane University, 2008-2009

*Margaret Brown Fellowship*, Department of History, New York University, 2006-2007

*Albert J. Beveridge Grant*, American Historical Association, 2006

*Andrew W. Mellon Foundation Fellowship*, Huntington Library, 2006

*Southern Studies J. Carlyle Visiting Scholar Fellowship*, University of North Carolina-Chapel Hill, 2005

*Travel Grant*, Labor and Working-Class Historical Association, 2004

*MacCracken Fellowship*, Graduate School of Arts and Sciences, New York University, 2001-2006

### **INVITED PRESENTATIONS**

“An American Revolution? Perspectives of Mexican Independence in the U.S. South,” Colombia Seminar on Early American History, Columbia University, April 2009

“Race, Slavery, and Freedom Across Borders: Confederates in Mexico Just After the Civil War,” Latin American and Iberian Studies Institute, Bard College, April 2009.

“From Borderlands to Transnational: The Nineteenth-Century Global South,” Borderlands Lecture Series, Center for Southwest Studies, University of New Mexico, April 2009.

“Race, Slavery, and Freedom Across Borders: Confederates in Mexico Just After the Civil War,” International Symposium on Understanding the South, Understanding America, Gainesville, Florida, January 2009.

### **PUBLICATIONS AND CONFERENCE PRESENTATIONS**

“Citizens of Nowhere: Fugitive Slaves in Mexico, 1833-1862,” in *Unshackled Spaces: Fugitives from Slavery and Maroon Communities in the Americas*, ed. Barbara Krauthamer, (Yale University Press, forthcoming).

“Citizens of Nowhere: Fugitive Slaves in Mexico, 1833-1862,” American Historical Association, San Diego, California, forthcoming January 2010.

“'Mexicans are to replace the Negroes': Planters' Failed Experiment with Mexican Labor in Mississippi and Louisiana, 1904-1905,” Southern Historical Association, Louisville, Kentucky, forthcoming November 2009.

“‘Un mexicano y libre:’ Mexicanos esclavizados, ligados, y elites en el Sur de los EEUU,” [“‘A Mexican and Free’: Enslaved, Indentured, and Elite Mexicans in the Gulf Coast South, 1850-1860,”] Congreso Internacional de Americanistas, México, D.F., México, forthcoming June 2009.

“The Mexican State and Slavery Refugees,” Rocky Mountain Council for Latin American Studies, Santa Fe, New Mexico, March 2009.

“‘Like a Dog Returning to Its Vomit’: Confederates and the Reconstruction of White Supremacy in Maximilian's Mexico, 1865-1867,” American History Faculty and Graduate Student Workshop, Department of History, New York University, April 2008.

“Slavery,” in *The Borderlands: An Encyclopedia of Culture and Politics on the U.S.-Mexico Divide*, ed. Andrew Wood. (U.S.A.: Greenwood Press, 2008).

“Un buen ciudadano, no dando la menor nota:’ Slavery Refugees in Mexico, 1833-1862,”  
Association for African American Historical Research and Preservation,  
Seattle, Washington, February 2006.

“Beyond Black and White: Mexicans and Race-Making During the North Carolina  
Goldrush, 1820-1830,” Southern Labor Studies Conference, Birmingham, Alabama,  
April 2004.

**ELIZA EARLE FERGUSON**  
**Department of History**  
**University of New Mexico**  
**(office) 505.277.4308 eeferg@unm.edu**

## **EDUCATION**

### **Duke University, Ph.D. in History, December 2000**

Dissertation: "Vengeance! Gender and Intimate Violence in Fin-de-Siècle Paris"

Advisor: Professor William M. Reddy

M.A. in History, 1996

Graduate Certificate in Women's Studies, 1995

### **The University of North Carolina at Chapel Hill, B.A. 1993**

History and International Studies Majors with Distinction and Honors

**Université de Montpellier III, 1991-1992**

## **ACADEMIC APPOINTMENTS**

Assistant Professor, University of New Mexico, 2006- present

Assistant Professor, Juniata College, 2005- 2006

Visiting Assistant Professor, Reed College, 2004-2005

Visiting Assistant Professor, College of William and Mary, 2003-2004

Visiting Assistant Professor, Wake Forest University, 2001-2002

Instructor, Duke University, 1994-1995, 1997-2001

## **RESEARCH AND TEACHING INTERESTS**

Social and Cultural History of Modern Europe, Modern French History, European Women's History, History of Gender and Sexuality, Women's Studies

## **PUBLICATIONS**

### **Articles**

"Domestic Violence by Another Name: Crimes of Passion in Fin-de-Siècle Paris"

*Journal of Women's History* 19 (Winter 2007): 12-34.

"Judicial Authority and Popular Justice in the Fin-de-Siècle Assize Court"

*Journal of Social History* 40 (Winter 2006): 293-315.

"Reciprocity and Retribution: Negotiating Gender and Power in Fin-de-Siècle Paris"

*Journal of Family History* 30 (July 2005):287-303.

### **Book**

*Gender and Justice : Violence, Intimacy, and Community in Fin-de-Siècle Paris*

Forthcoming from The Johns Hopkins University Press, Spring 2010

## **SELECTED PROFESSIONAL PAPERS**

"Public Spaces and Private Lives: Working-Class Family Life in Nineteenth-Century Paris." American Historical Association Pacific Coast Branch, Albuquerque, NM, 2009.

“The Construction of Truth in Cases of Indecent Assault Against Girls.”  
Society for French Historical Studies, Rutgers, NJ, 2008

“Love on Trial: Working Couples in Late Nineteenth-Century Paris.” Society for French  
Historical Studies. Paris, France, 2004.

“Women, Citizenship, and Power in Fin-de-Siècle France.” Western Society for French  
History. Milwaukee, WI, 2003.

“Neighborhood Knowledge: Reassessing Urban Communities in Fin-de-Siècle Paris.”  
Society for French Historical Studies. Newport Beach, CA, 2003.

“The Inexplicable Acquittal: Crimes of Passion in Fin-de-Siècle Paris.” Wake Forest  
University Law School Faculty Development Seminar. Winston-Salem, NC, 2002.

“Out of Control: Cultural Constructions of Intimate Violence in Fin-de-Siècle Paris.”  
Society for French Historical Studies. Chapel Hill, NC, 2001.

#### **SELECTED HONORS AND AWARDS**

Stanley Hoffmann Best Article Prize, American Political Science Association (\$2000)  
2009

Shoemaker Award, UNM Department of History (\$500) 2009

Research Allocations Committee Grant, UNM (\$4000) 2007

Frederik B. M. Hollyday Instructor in History, Duke University, 1998-1999

Departmental Fellowship, Duke University History Department, 1997-1998

Ernestine Friedl Research Fellowship, Duke Program in Women’s Studies, 1997

Gilbert Chinard Fellowship, Institut Français de Washington, 1997

Foreign Language and Area Studies Fellowship, U.S. Department of Education, 1996-  
1997

Chairman’s Award, Duke University History Department, 1993-1997

Morehead Scholarship, John Motley Morehead Foundation, 1988-1993

Phi Beta Kappa, 1993

**COURSE OFFERINGS AT UNM, 2006-2009**

Undergraduate: Western Civilization (History 101 and 102), Modern European Women's History, City Life (Advanced Methodology), Modern European Imperialism, France Since 1812; Graduate: Advanced Historiography, History of Sexuality

**SELECTED PROFESSIONAL SERVICE AND LEADERSHIP**

Executive Board, Western Society for French History (Elected 2009)

Coordinator, UNM History Department Workshop, 2009-2010

Graduate Advisory Committee, UNM Department of History, 2008-present

Curriculum Committee Chair, UNM Department of History, 2007-2008

Feminist Research Institute Board Member, UNM, 2006- present

European Studies Board Member, UNM, 2006- present

Senior Thesis Advisor (2), Reed College, 2004-2005

**KIMBERLY GAUDERMAN**

920 Madison NE  
Albuquerque, NM 87110  
(505) 266-6529

**EDUCATION**

University of California, Los Angeles  
Ph.D., History, 1998  
Dissertation: A Women Playing the System: Social,  
Economic, and Legal Aspects of Women=s Lives In  
Seventeenth-Century Quito@  
Dr. James Lockhart, Chair.

University of California, Los Angeles  
M.A. Latin American History, 1990

University of Oregon, Eugene, OR  
B.A. in History and French, 1986

University of Poitiers, France; College of Letters  
Junior Year Abroad, 1982-1983

**FIELDS OF  
SPECIALIZATION**

Early Latin America, Women=s and Gender  
History, Ethnohistory, Cultural Theory

**CURRENT  
POSITIONS**

*University of New Mexico*  
Associate Professor, Latin American History

**HONORS &  
Subcommittee, UNM  
AWARDS**

Subcommittee, UNM

Teaching Enhancement Grant, 2003, Teaching Allocations

Faculty Research Grant, 2000, Feminist Research Institute, UNM  
Teaching Enhancement Grant, 2000, Teaching Allocations

Department of History Research Grant, 2000, UNM  
Department of History Dissertation Fellowship, 1995-96, UCLA  
Fulbright Dissertation Research Fellowship, 1994-95  
Social Science Research Council Dissertation Research Fellowship,

1994-95

NDEA Title VI Language Fellowship, Quechua, 1993  
Department of History Fellowship, 1993, UCLA  
NDEA Title VI Language Fellowship, Nahuatl, 1991  
Latin American Center Research Grant, 1991 (Renewed 1993), UCLA  
Center for the Study of Women Research Grant, 1991, UCLA  
Teaching Assistant/Associate/Fellow Appointments, 1990-93, UCLA  
Fulbright Teaching Fellowship, Paris, France, 1986  
PHI BETA KAPPA, National Honor Society, 1986

**LANGUAGES** Proficiency: Spanish, French,  
Translation: Quechua, Nahuatl  
Paleography: Colonial Spanish

**PUBLICATIONS** "It Happened on the Way to the *Temascal* and Other Stories: Desiring the Illicit in Colonial Spanish America," *Ethnohistory*, Winter 2007; 54: 177 - 187.

"The Authority of Gender: Women's Space and Social Control in Seventeenth-Century Quito." In *New World Orders: Violence, Sanction, and Authority in the Colonial Americas*. Ed. John Smolenski and Thomas J. Humphrey. Philadelphia, PA: Univ. of Pennsylvania Press, 2005.

"A Loom of Her Own: Women and Textiles in Seventeenth-Century Quito," *Colonial Latin American Review*, June 2004.

*Women's Lives in Colonial Quito: Gender, Law, and Economy in Spanish America*  
University of Texas Press, December 2003.

Father Fiction: A Comparison of English, Spanish and Andean Gender Norms.  
In *Indigenous Writing in the Spanish Indies*, *UCLA Historical Journal*, (Special Edition), vol. 12 (1992), 122-151.

Seed. Book Review: *To Love Honor and Obey in Colonial Mexico*, Patricia Seed. *UCLA Historical Journal*, vol. 9 (1989), 113-117.

**PRESENTATIONS** American Society of Ethnohistory, November 11-16, 2008, Eugene, Oregon; "Recent Research on the Northern Andes," Commentator

Rocky Mountain Conference on Latin American Studies Organizer, Santa Fe, January 24- 27, 2007; Panel Chair, Commentator: "Those who Lived Gendered Lives: Preachers, Sorcerers, and Slaves in Early Latin America."

Tercer Simposio Internacional Interdisciplinario de Estudios Coloniales, Colonial Americas Studies Organization, Universidad San Francisco de Quito, Quito, Ecuador, June 5-8, 2007; Key Note Speaker: "Dos Mujeres, Una Ciudad: Herencias Modernas en la Historia Colonial"

Berkshire Conference on the History of Women, June 2005, Scripps College, CA;

Panel Organizer: "Negotiating Identities: Gender, Authority, and Colonialism in the Iberian World. Presenter: "Litigious Women



and Disloyal Men: The Authority of Gender in Colonial Spanish America.”

**Western Association of Women Historians, May 2005, Phoenix, Arizona, Commentator**

**Cultural Forum, UNM, 2/27/06, Presenter, “Historians and Culture”**

Latin American Studies Association, October 2004, Las Vegas, NV;  
 “Women Playing the System: Marriage, Sexuality, and Social Control in Seventeenth-Century Quito.”  
 Rocky Mountain Council for Latin American Studies, February 2004, Santa Fe, NM;  
 Panel Organizer, Chair, Commentator:  
 “Reading Between the Lines: Archival Documents and the Question We Ask,” (Student Panel).  
 American Society for Ethnohistory, November 2003, Riverside, CA; Commentator: “Male Sexualities in Early Latin America.”

Rocky Mountain Council for Latin American Studies, Tempe, AZ, February 2003, “The Gateras of Quito: Gender, Ethnicity and Economy in Colonial Spanish America.”  
 Center for Law, History and Culture, University of Southern California, February 2003, “Marriage, Sexuality, and Social Control in Seventeenth-Century Quito.”  
 Conference on Ethnohistory, University of California, Los Angeles, October 2002, “Looking for Women in All the Right Places: Locating and Interpreting Women’s Lives Through Colonial Archival Sources.”  
 Conference on Violence in Early Latin America, McNeil Center for Early American Studies, Philadelphia, PN, October 2001, “The Authority of Gender: Women’s Space and Social Control in Seventeenth-Century Quito.”  
 Southwest Women=s History Colloquium, University of New Mexico, September 2000,  
 Co-organizer and Lead Discussant  
 Panels: ATestimonials and the Practice of History@  
 ASexuality and Witchcraft in Early Latin America@

Rocky Mountain Council for Latin American Studies, Santa Fe, NM., January 2000, AIndigenous Women and Commercial Life in Colonial Ecuador.@

Latin American Studies Association, Miami, FL, March 2000,AWoman, Indian, Entrepreneur: Indigenous Market Women in Seventeenth-Century Quito.@

Centro Ecuatoriano para la Promoción y Acción de la Mujer, Quito, Ecuador, February 1996, ARedefining the Colonial Tradition: Women=s Legal Recourses to Abusive Husbands.@  
 Facultad Latinoamericana de Ciencias Sociales, Quito, Ecuador, May 1995,  
 AGendered Histories: The Ideal Woman in England, Spain and Andean Indigenous Communities@  
 Berkshire Conference on the History of Women , Vassar College, June 1993,

Panel Chair: A Varieties of Women=s Politicization in Latin

America@

**PROFESSIONAL  
SERVICE**

Secretary, Andean Section, CLAH, (American Historical Association)  
Director, Latin American Studies (UNM) 2004-2008  
Content Consultant, *The Aztecs: Rise and Fall of a Great Empire,*  
Roger Smalley. Red Brick Learning, Kent Publishing Services, Inc.,  
2003. (Literacy Reading Series for Middle School).

**MEMBERSHIP**

Association of American University Professors  
American Historical Association  
Conference on Latin American History  
Latin American Studies Association  
Ecuadorian Studies Section  
Women and Gender Section  
Rocky Mountain Latin American Studies Association  
Western Association of Women Historians

**REFERENCES**

Dr. Judy Bieber, University of New Mexico  
Dr. Elizabeth Hutchison, University of New Mexico  
Dr. James Lockhart, University of California, Los Angeles

## **Linda B. Hall**

Distinguished Professor, Department of History  
University of New Mexico  
May, 2009

Asst.-Assoc. Professor, Trinity University, San Antonio, Texas, 1975-1986. Director of Latin American Studies, University of New Mexico, 1995-2000. Assoc. Professor, Professor of History, University of New Mexico, 1986-August 2007. Distinguished Professor, August, 2007-present. Joint appointment History-Women's Studies, two years, 2006-2008. Regents' Professor, 2009-2012.

### Education

B.A., Government and International Studies, University of Texas at Austin, 1960. M.A., Ibero-American Studies, Southern Methodist University, 1970. Thesis: "Alvaro Obregón and the Mexican Revolution." M. Phil., 1975, and Ph.D., 1976, Latin American History, Columbia University. Dissertation: "Alvaro Obregón: Power and Revolution in Mexico, 1911-1920."

### Honors and Fellowships

Phi Beta Kappa, B.A. Summa Cum Laude, Mortar Board, Kent Fellow-Danforth Foundation, several grants and awards from the National Endowment for the Humanities, Visiting Fellow Huntington Library, Visiting Fellow Center for U.S.-Mexican Studies, University of California at San Diego. Fulbright South America Today, six week summer fellowship to Peru, Argentina, and Brazil, June-July 1995. Fulbright Summer Fellowship to Peru, follow-up to South America Today, June 1998. Snead-Wertheim Lecturer, Department of History, University of New Mexico, Spring, 2000. University Research Lecturer (UNM's highest research honor), Spring, 2000. Distinguished Professor UNM, Fall, 2007. Regents' Professor UNM, 2009-2012.

### Publications

Books: Alvaro Obregón: Power and Revolution in Mexico 1911-1920 (Texas A & M Press, 1981; translation, Fondo de Cultura Económica, 1986); Texas and the Mexican Revolution: A Study in State and National Border Policy 1910-1920, with Don M. Coerver (Trinity University Press, 1984; translation, Fondo de Cultura Económica, 1988); Revolution on the Border: The United States and Mexico 1910-1920 with Don M. Coerver (University of New Mexico Press, 1988; translation Concejo Nacional para la Cultura y las Artes, Serie Regiones, 1995); Oil, Banks, and Politics: The United States and Mexico, 1917-1924 (University of Texas Press, 1995); translation in press, Concejo Nacional para la Cultura y las Artes; with Don M. Coerver, Tangled Destinies: Latin America and the United States, University of New Mexico Press, 1999; currently under revision for second edition. Mother and Warrior: The Virgin Mary in Spain and Latin America, University of Texas Press, 2004. In preparation: Dolores del Río: Icon of Beauty in Two Cultures, under contract to the University of Mississippi Press, manuscript submitted May, 2009. Articles: Thirty-three scholarly articles in such journals as The Hispanic American Historical Review, Social Science Journal, Historia Mexicana, The Americas, and The Southwest Review. In addition

to my historical articles, I have published a number of articles on Latin American writers and articles on the sacred feminine in Latin America. Articles on Carlos Fuentes and Gabriel García Márquez have been excerpted for reprinting in Contemporary Literary Criticism. I have also had two articles on Mexican culture published in the New York Times Travel Section.

### Service

General Committee, Conference of Latin American History, 1996-1999. Chair, Mexican Section of the CLAH, 2000-2001. Board, Conference of Mexican and U.S. Historians. Program Chair, Annual Meeting, December 1991, American Historical Association. Nominating Committee, American Historical Association 1997-2000. Chair, AHA Haring Prize for Best Book on Latin American History by a Latin American Author, 2006. Pacific Coast Branch, American Historical Association, 2006-2007.

### Other Relevant Publications and Presentations

Mainstream Press: Articles in The New York Times travel section (two), both on Mexico City, short editorials in the St. Louis Post-Dispatch (co-authored) and the Los Angeles Times; article on Alvarez Bravo, the Mexican photographer, in the Santa Fe Reporter (co-authored).

Editor and Introductory Essay, Colonial Latin American Historical Review, Volume 6, No.4, Fall, 1997, on "Women in Colonial Latin America."

Presentations on current research at Smithsonian Conference, "The Virgin Mary in Latin America", San Antonio, 1998; Latin American Studies Association Annual Conference, 1998; two presentations to the History Undergraduate Association, University of New Mexico, 1997 and 1998; two presentations at the Latin American Institute, University of New Mexico, 1997 and 1998; one presentation at the Universidad Torcuato DiTella, Buenos Aires, Argentina, 1999; three presentations at the University of Texas at El Paso, 1999. Snead-Wertheim Research Lecture: "Mary and Migration: The Virgin and the Latino Populations in the United States," April, 2000. University Research Lecture: "The Virgin Mary, Coatlicue, and Pachamama: Thoughts on the Sacred Feminine in Latin America," April, 2000. Week-long seminar on the Virgin Mary in Latin America, the Friedrich Katz Lecture Series, at the Universidad Autónoma de Ciudad Juárez, December 11-16, 2000. Subsequent presentations at the Latin American Studies Association, the Asociación de Historia Económica de Mexico, the National Hispanic Cultural Center, Women's Center at Florida International University, University of San Francisco, California University of Pennsylvania, Eureka-Arcata School Districts with Humboldt State University (led three-day workshop on U.S.-Mexican relations).

**Elizabeth Quay Hutchison**  
**Associate Professor of History**

**Education**

PhD: University of California, Berkeley, 1995

MA: University of California, Berkeley, 1989

BA: Harvard and Radcliffe Colleges, 1986

**Academic Appointments**

Associate Professor, University of New Mexico, 1998-present

Visiting Professor, University of Granada, 2006

Fulbright Senior Lecturer, Universitat Romiro I Virgili, Tarragona, Spain, 2005

Visiting Professor, Catholic University of Chile, 1999

Assistant Professor, Colby College, 1996-1998

Assistant Professor, Bowdoin College, 1995-1996

Instructor, Latin American Faculty of Social Sciences (FLACSO-Chile), 1994

Instructor, University of Santiago, University of Chile, 1992

**Selected Works/Publications**

**The Chile Reader, with Peter Winn and Thomas Klubock, co-editors, Duke University Press, Durham, NC, forthcoming 2010**

*Labores propias de su sexo: género y trabajo en Chile urbano, 1900-1930*, trans. Jacqueline Garreaud, LOM Ediciones, Santiago, Chile, 319 pp., 2006

*Labors Appropriate to Their Sex: Gender, Labor, and Politics in Urban Chile, 1900-1930*, Duke University Press, Durham, NC, 342 pp., 2001

"From *La mujer esclava* to *la mujer limón*: Anarchism and the Politics of Sexuality in Chile, 1901-1926," *Hispanic American Historical Review*, 81, 519-54, 2001

"La historia detrás de las cifras: La evolución del censo Chileno y la representación del trabajo femenino, 1895-1930," *Historia* (Chile) 33, 417-34, 2000 and in *El género en historia*, Anne Pérotin-Dumon, ed., Santiago, Chile, 2000, CD-ROM and on-line, 25 March 2009

"'El fruto envenenado del árbol capitalista': Women Workers and the Prostitution of Labor in Urban Chile, 1896-1925," *Journal of Women's History*, 9, 131-50, 1998

*Disciplina y desacato: Construcción de identidad en Chile, siglos XIX y XX*, with Lorena Godoy, Karin Roseblatt and Soledad Zárate, eds. Ediciones SUR and Centro de Estudios para el Desarrollo de la Mujer (CEDEM), Santiago, Chile, 329 pp., 1995

*El Movimiento de derechos humanos en Chile, 1973-1990*, with Patricio Orellana, Centro de Estudios Políticos Latinoamericanos Simón Bolívar (CEPLA), Chile, 60-142, 1991

**Selected Papers Presented:**

"Household Workers, the Catholic Church, and Transnational Labor Activism in Postwar Latin America: the Case of Chile," for "Workers, the Nation-State, and Beyond: The Newberry Conference on Labor History Across the Americas," September 18-20, 2008

"Shifting Solidarities: The Politics of Household Workers in Chile, 1967-1988," Latin American Labor History Conference, Duke University, May 3-4, 2007 and Latin American Studies Association, XXVII International Congress, Montreal, Canada, September 5-8, 2007

"La mujer y su educación: Trabajo, sexualidad, y familia obrera según Luis Emilio Recabarren," 51<sup>st</sup> Congreso Internacional de Americanistas, Santiago, Chile, July 14-18, 2003

"Add Gender and Stir: Reassessing Gains and Limits in Latin American Gender History in the Modern Period," American Historical Association, Chicago, January 2003

- “Rosario Isabel and ‘La Indiecita Simona’: The Language of Service and Subservience in Chilean Domestic Servants’ Unions, 1926-1964,” American Historical Association, San Francisco, CA, January 2-6, 2002
- “Women, Work and Motherhood: Gender and Legislative Consensus in Chile, 1900-1927,” Conference on Latin American History (CLAH), American Historical Association, Washington, D.C., January 8-10, 1999
- “From *La mujer esclava to la mujer limón*: Anarchism and the Politics of Sexuality in Chile, 1901-1926,” Conference on Latin American History (CLAH), American Historical Association, Seattle, January 8-11, 1998
- “Better Workers, Better Wives: Vocational Education for Poor Women at the Turn of the Century,” Latin American Studies Association, Guadalajara, Mexico, April 17-19, 1997
- “‘El fruto envenenado del arbol capitalista’: Women Workers and the Prostitution of Labor in Urban Chile, 1896-1925,” Latin American Studies Association, Washington D.C., September 28-30, 1995
- “Worker Feminism and the Chilean Labor Movement: The Gender Basis of Labor Politics in Early Twentieth-Century Santiago,” American Historical Association, San Francisco, California, January 6-9, 1994
- “Sewing, Packing and Cooking: Women Workers in Chilean Industry, 1900-1930,” Latin American Studies Association, Los Angeles, California, September 24-27, 1992
- “The Development of the Human Rights Movement in the Chilean Transition: Radicalization or Integration?,” Latin American Studies Association, Los Angeles, California, September 24-27, 1992

### **Funded Research/Grants**

- Chile Study Abroad Exploratory Grant, Office of International Programs and Studies, UNM, 2007
- “From Empleados to Trabajadoras de Casa Particular: A Social History of Domestic Service in Twentieth-Century Chile,” Shoemaker Research Fellowship, Department of History, UNM, 2006
- “Gender History in the Americas: Building Ties to Spain,” Fulbright Scholar Program, Senior Lectureship Award, 2005
- “From Empleados to Trabajadoras de Casa Particular: A Social History of Domestic Service in Twentieth-Century Chile,” Research Allocations Committee, UNM (\$7,013), 2002  
College of Arts and Sciences Assistant Professor Research Semester, UNM, 2001
- “From Empleados to Trabajadoras de Casa Particular: A Social History of Domestic Service in Twentieth-Century Chile,” Feminist Research Institute, UNM (\$1,500), 2001
- “Las *Chinas*: A Social History of Chilean Domestic Service, 1931-1973,” Research Allocations Committee, UNM (\$3,000), 2000

### **Service**

- University of New Mexico: Interdisciplinary Committee on Latin American Studies (Latin American and Iberian Institute), Feminist Research Institute Board of Directors, Faculty Concilium on Latin America and Iberia (Executive Committee Vice-President), Religious Studies Program
- Department of History: Carnegie Initiative on the Doctorate (Team member), Graduate Advisory Committee, Search Committee for Native American Studies (ad hoc), Graduate Student Recruitment Committee, Graduate Entrance Committee
- Manuscript Reviewer: *Journal of Women’s History*, *Latin American Research Review*, *Duke University Press*, *Penn State University Press*, *New Mexico University Press*, *LOM Ediciones (Santiago)*, *Hispanic American Historical Review*, *Americas*, *University of Arizona Press*

**Paul Andrew Hutton:**

Education:

Ph.D., Indiana University – 1981

B.A., Indiana University – 1972

Fields of Study:

U.S. history, frontier history, military history, popular culture

Teaching Experience:

2006-- Distinguished Professor, UNM

1996-2005 Professor, UNM

1986-1996 Associate Professor, UNM

1984-1986 Assistant Professor, UNM

1977-1984 Assistant Professor, Utah State University

Other Experience:

2007-- Executive Director, Western Writers of America

1996-2006 Executive Director, Western History Association

1985-1991 Editor, *New Mexico Historical Review*

1977-1984 Associate Editor, *Western Historical Quarterly*

Honors and Awards:

2008 Award of Merit, Western History Association

2008, 2005, 2003, 1999, 1996 Western Heritage Awards, National Cowboy and Western Heritage Museum

2007 Billington Award, Western History Association

2006 Honorary Life Membership, Western History Association

2006, 2004, 2002, 1986 Spur Award, Western Writers of America

2002-2004 President, Western Writers of America

1995-2009 *Who's Who in America*

1991 Paladin Award, Montana Historical Society

1988 Mead Distinguished Research Fellow, Huntington Library

1987 Billington Award, Organization of American Historians

1986 Evans Biography Award

Publications (Books):

*Roundup! Western Writers of America Presents Great Stories of the West from Today's Leading Western Writers* (Albuquerque: La Frontera Publishing / University of New Mexico Press, 2009), editor.

*Frontier and Region: Essays in Honor of Martin Ridge* (Albuquerque: University of New Mexico Press / Huntington Library, 1997), co-editor, with Robert C. Ritchie.

*The Custer Reader* (Lincoln: University of Nebraska Press, 1992), editor. New edition, University of Oklahoma Press, 2004. A History Book Club and Military History Book Club selection.

*Eyewitness to the Civil War* (New York: Bantam Books, 1991-1993), series editor, ten volumes.

*Soldiers West: Biographies from the Military Frontier* (Lincoln: University of Nebraska Press, 1987), editor. A Military History Book Club selection. Second, revised edition, University of Oklahoma Press, 2009.

*Ten Days on the Plains*, by Henry Davies (Dallas: Degolyer Library / Southern Methodist University Press, 1985), editor.

*Phil Sheridan and His Army* (Lincoln: University of Nebraska Press, 1985). New edition, University of Oklahoma Press, 1999. A History Book Club selection.

Publications (Articles):

Scholarly—38

Popular—45

Directed Dissertations:

8, with 4 in progress

Media Work:

Writer of 10 programs (12 hours) for television

Writer of 2 films for state and national parks (Wilderness Road State Park, Virginia, and Cumberland Gap National Park, Kentucky)

On-air commentator in approximately 200 television programs since 1992



## Erika Monahan

Department of History MSC06 3760

[emonahan@unm.edu](mailto:emonahan@unm.edu)

University of New Mexico

Albuquerque, NM 87131-1181

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### Education

2000-2007

**Stanford University**, M.A, Ph.D., History

**Palo Alto, CA**

1992-1996

**Dartmouth College**, B.A., History Honors

**Hanover, NH**

### Publications

March 2009

Submitted article: "Gavril Romanov Nikitin: A Portrait."  
Contribution for volume *People of Empire: Lives of Culture and Power in Russian Eurasia, 1500-Present*, Edited by Willard Sunderland and Stephen Norris.

May 2009

Siberia," in *Tobacco*

"Virtue and Vice: Controlling Commodities in Early Modern

*in Russian History and Culture: The Seventeenth Century to the Present*, Edited

by Matthew Romaniello and Tricia Starks (Routledge, 2009).

May 2006

"Crimean Cragging." *Stanford Alpine Journal*, 2004-2005.  
Stanford, CA

November 2005

"В поиске ревеня: Об одном забытом эпизоде торговой политики России середины XVII в." ["Russian Rhubarb Reconnaissance: Digging Up a Forgotten Episode of Commercial Policy in the 17<sup>th</sup> c."] Proceedings of "Power, State, and Society in Early Modern Russia: Conference in Honor of Historian Lev Cherepnin." Moscow, Russia.  
November 30-December 2, 2005.

### Presentations

Sept. 30, 2009

"A Family Affair: Noritsyn Middlemen in Muscovite Trade."  
Paper Presentation at International Conference on Trade, Merchantry, and Customs Administration in 16-19<sup>th</sup> cc.  
Russia. Kursk, Russia

July 9, 2009

"Trade across the Empire: Russia, Siberia, Central Asia."  
Paper presentation at the VIII International Conference of the Study Group on Eighteenth-Century Russia. Durham, England

January 2008

"Merchant Networks and Frontier Commerce: Doing Business for Self and State in Early Modern Russia." Invited

- lecture. University of New Mexico. Albuquerque, NM. January 31, 2008
- November 2007 “Regulating Vice & Virtue: Tobacco and Rhubarb Trade on the Seventeenth-Century Eurasian Steppe.” Presentation at National Conference of the American Association for the Advancement of Slavic Studies (AAASS). New Orleans, LA. November 16, 2007
- November 2007 Paper “‘Business As Usual’: Gosti Networks in Early Modern Russia.” presentation at AAASS National Conference. New Orleans, LA. Nov. 17, 2007
- February 2007 “Merchant Networks and Frontier Commerce: Building an Empire in Early Modern Russia.” Invited lecture. Colorado State University. Fort Collins, CO. Feb. 14, 2007
- November 2006 “The Career of Seitkul Ablin: Bukharan Merchant, Russian Diplomat.” Paper presented at AAASS National Conference. Washington, DC. Nov. 18, 2006. Paper invited for publication in *The Carl Beck Papers in Russia and East European Studies*
- October 2006 “The Shababin Clan: A Muslim Merchant Family in the Russian Empire.” Medieval & Early Modern Studies Workshop. Stanford Univ. Oct. 26, 2006
- May 2006 “Towards a History of Gosti and their Networks in Seventeenth-Century Siberia.” Borderlands Workshop. Stanford Univ. Stanford, CA. May 25, 2006
- May 2005 “Double-dealing at Lake Iamyshev: The Nexus of State and Private Trade on the Siberian Frontier, 1685.” Borderlands Workshop. Stanford Univ. May 26, 2005
- Fall 2001 “Literacy and Literature in Muscovy.” Invited lecture to History 120a class. Stanford University. Stanford, CA. October 31, 2001

### **Grants, Awards**

- 2009 UNM Dept. of History, Shoemaker Award recipient
- 2009 UNM College of Arts & Sciences, Conference travel grant recipient
- 2006-7 Weter and Mazour dissertation research / write-up grant recipient
- 2004 Fulbright-Hays Dissertation Research Fellow.
- 2004 American Council of Teachers of Russian dissertation grant winner
- Summer 2003 Center for Russian, Eurasian, and East European Studies, research grant recipient
- 2001-2002 Stanford University Centennial Award for Excellence in Student Teaching

Summer 2002  
grant recipient                      Center for Russian, Eurasian, and East European Studies, research

### **Teaching**

Fall 2008-Present                      Associate Professor of History, University of New Mexico,  
Albuquerque  
  
Russian                                      Courses taught: Russian Empire, 1462-1905; Explorations in  
  
    Environmental History; 20<sup>th</sup> c. Russian History; History of  
Western Civilization  
    to 1648; Graduate seminar on Cultures of Commerce in the Early  
Modern World  
  
Spring 2008                                  Adjunct, University of Alaska Anchorage  
Fall 2005                                      Instructor, Stanford: History 19S: Siberian Frontier in Comparative  
    Perspective  
  
2001-2005                                      Teaching Assistant, Stanford University (four History courses)  
1996    Lecturer, Dartmouth College Miniversity: Swahili language  
    course

### **Professional Service, Affiliations, and Activities**

2008-2009                                      Credentials Committee, University of New Mexico  
2009    Coordinated panel “Teaching Environmental History of Russia”  
    for the 41st AAASS National Convention. Boston, MA.  
    November 11-15, 2009  
  
2008 February                                  Judge, Dimond High School History Day. Anchorage, AK  
2008 February                                  Judge, Student Showcase, University of Alaska Anchorage  
2007    Coordinated panel “Faith, Politics, and Business as Usual” for the  
39<sup>th</sup> AAASS  
  
2006    National Convention. New Orleans, LA. November 16-19, 2007  
    Coordinated panel “Commerce on the Periphery: The Nexus of  
    State and Private Trade” for the 38th AAASS National  
    Convention. Washington, DC. Nov. 2006  
  
2002-2004                                      List owner, Envirotech, email forum for the Society for the History  
    of Technology  
  
2000-2003                                      Co-founder, Stanford University Environmental History Reading  
Group

## **JONATHAN PORTER**

**WORK:** Department of History  
University of New Mexico  
Albuquerque, NM 87131  
E-mail: jporter@unm.edu

**HOME:** 65A Don Filomeno  
Santa Fe, New Mexico 87506  
505-988-2577

### **Education:**

A.B., Harvard University (Astronomy) 1960  
M.A., University of Colorado (History) 1963  
Thesis: "Frederick Townsend Ward and the  
Taiping Rebellion, 1960-1962"  
Inter-University Program for Chinese Language Studies,  
Taipei, Taiwan 1967-1968  
Ph.D., University of California, Berkeley (History) 1971 Thesis:  
"Tseng Kuo-fan's Private Bureaucracy"

### **Employment:**

University of Colorado  
Teaching Assistant, History 1961-1963  
University of California, Berkeley  
Teaching Assistant, History 1963-1964  
University of Colorado  
Instructor in History 1964-1965  
University of New Mexico  
Instructor in History 1969-1971  
Assistant Professor of History 1971-1974  
Associate Professor of History 1974-1987  
Professor of History 1987-  
Chair, Department of History 1986-1995  
Chair, Asian Studies Program 2003-2006

### **Professional Memberships, Recognitions, Honors:**

Association for Asian Studies  
Western Conference, Association for Asian Studies  
International Conference Group on Portugal  
UNM Students' Outstanding Teacher Award, 1984  
Macau: The Imaginary City selected by Choice for list  
of Outstanding Academic Books for 1996  
Western Conference, Association for Asian Studies,  
LIFETIME ACHIEVEMENT AWARD, 27 September 2002

## Research Areas:

Early Modern Chinese History  
18th-19th century institutional development  
social history of Chinese science  
Sino-Western interaction, 16th-20th centuries  
history of Macau  
European Expansion in Asia

## Publications/Books:

Tseng Kuo-fan's Private Bureaucracy. Berkeley: University of California, Center for Chinese Studies, China Research Monographs No. 9, 1972.

All Under Heaven: The Chinese World. New York: Pantheon Books, 1983.  
Photographs by Eliot Porter.

British edition: London: Victor Gollancz, Ltd., 1984.  
German edition: Bilder aus China. trans. by Dagmar Ahrens-Thiele. Munich: Christian Verlag, 1984.

Macau: The Imaginary City. Culture and Society, 1557 to the Present.  
Boulder: Westview Press, 1996.

Choice, List of Outstanding Academic Books for 1996.

Paperback edition, with new foreword, Westview Press, 1999.

## Other books:

Iceland. Photographs by Eliot Porter, text by Jonathan Porter.  
Boston: Little, Brown and Company, 1989.

## Articles (most recent):

"The Troublesome Feringhi: Late Ming Chinese Perceptions of the Portuguese and Macau," in Portuguese Studies Review, 77: 2 (Spring-Summer 1999), 11-35.

"Les aléas de la souveraineté," in Perspectives chinoises, No. 55 (Sept.-Oct., 1999), 8-17. Jointly published as:

"Macau: A Question of Sovereignty," in China Perspectives, No. 26 (Nov.-Dec., 1999), 8-17.

"Requiem for Portuguese Macau," in Persimmon, 1: 2 (Summer 2000), 24-33.

"The Culture of Patronage in Early Nineteenth-Century China: Ruan Yuan's Circle at Canton," in Joseph Esherick, Wen-hsin Yeh, and Madeleine Zelin, eds., Empire, Nation, and Beyond: Chinese History in Late Imperial and Modern Times, Berkeley: Institute of East Asian Studies, China Research Monograph 61, 2006, 213-230.

Introduction, Janet Russek and David Scheinbaum, Images in the Heavens, Patterns on the Earth: The I Ching (Santa Fe: Museum of New Mexico Press, 2004), 1-9.

“‘The Past is Present’: The Construction of Macau’s Historical Legacy,” History and Memory, forthcoming February 2009.

**Graduate Education:**

MA 1976, McGill University, Institute of Islamic Studies, Montréal, Québec  
Islamic History. Thesis, “Qāsimī Piracy and the General Treaty of Peace  
(1820);” advisor, Ahmad Abu-Hakima.

PhD 1986, Dean’s Honour List, McGill University, Institute of Islamic Studies,  
Montréal, Québec H3A 1Y1; Islamic History. Dissertation, “A History of ‘Umān  
and Masqat, c. 1750—1800: Tribal Authority and Merchant Wealth;” advisor of  
record, Ahmad Abu-Hakima, McGill University; co-advisor, John Wilkinson,  
Oxford University.

Research languages: French, Arabic, Persian.

**Employment History:**

Department of History, Illinois State University, Normal, Illinois 61761  
1984—1986, Visiting Assistant Professor

Department of History, University of New Mexico  
1986-1989 Asst Prof.; 1989-2001 Assoc. Prof.; 2001-current, Prof.  
July, 2005—June 2009, Dept. Chair

**Books:**

Patricia Risso, *Oman and Muscat, an Early Modern History*. UK: Croom Helm  
Publishers Ltd., and New York: St. Martin’s Press, 1986.

Patricia Risso, *Merchants and Faith: Muslim Commerce and Culture in the Indian  
Ocean*. Boulder, CO: Westview Press, 1995. Arabic translation, Kalima Project,  
forthcoming.

M. Jane Slaughter, Melissa K. Bokovoy, Patricia Risso, Patricia Romero, and Ping Yao,  
*Sharing the Stage: Biography and Gender in World History*, 2 vols. Houghton Mifflin,  
January, 2008.

**Selected single-authored articles in refereed, international journals:**

“Muslim Identity in Maritime Trade: General Observations and Some  
Evidence from the Eighteenth-Century Persian Gulf/Indian Ocean region,”  
*International Journal of Middle East Studies*, v. 21, pp. 381--392, 1989.

“Indian Muslim Legal Status (1964—1986),” *Journal of South Asian and  
Middle Eastern Studies*, v. 16, pp. 55--74, 1992.

“Cross-Cultural Perceptions of Piracy: Maritime Violence in the Western  
Indian Ocean/Persian Gulf Region during a long eighteenth century,” *Journal of World  
History*, v. 12, no. 2, pp. 293—319, 2001.

**Single-authored book chapters in edited volumes:**

“Commercial Competition in Bahrain during the Early Decades of Ahl  
Khalifah Rule,” *Bahrain Through the Ages*, vol. II *The History*, eds., Michael  
Rice and Abdullah bin Khalid Al-Khalifah. 1<sup>st</sup> edn, Routledge, 1991; 2<sup>nd</sup> edn., Kegan  
Paul International, 1993.

“India and the Gulf: encounters from the mid-sixteenth to the mid-twentieth centuries,” in  
Lawrence G. Potter, ed., *The Persian Gulf in History*, Palgrave-Macmillan, 2009.

**Selected refereed and invited papers at international, professional meetings:**

Invited paper, “The Indian Ocean and World History,” for National Endowment for the Humanities, “World History Institute,” held at the Department of History, The State University of New York, Fredonia, June, 1998.

“Intercultural misunderstanding and diplomatic snafus in the Indian port of Surat, circa 1700.” International Conference on Cultural Exchange and Transformation in the Indian Ocean World, University of California, Los Angeles, 5—6 April 2002.

“Empirical and theoretical approaches to the study of maritime violence in the early modern Indian Ocean,” Second European Congress in World and Global History, Dresden, Germany, July 2008.

**Recent discussant roles:**

Panel discussant, “Pirates in...East Asia...14—17<sup>th</sup> Centuries,” annual international conference, Association for Asian Studies, Boston, March 2007.

Paper discussant, Thomas M. Ricks, “Bandar Abbas and the Gulf Ports, 1750 to 1920,” at Gulf 2000 Project/Columbia University, research group conference, Sharjah, U.A.E., March, 2009.

**Funding since hire at UNM, 1986**

Fulbright Foundation Grant, faculty seminar held in India, group-funded. Summer, 1988.

University of New Mexico, Research Allocations Committee, grants for summer research:

1987, University of Texas, Austin, \$426.00.

1990, Harvard University, \$1,187.50.

1992, McGill University, \$1, 191.83

2001, India Office Records, London and Mumbai, \$2858.00

National Endowment for the Humanities, Travel to Collections Grant, \$750.00. Summer, 1992.

U. S. Department of Education, summer institute, “Undergraduate Education and the Middle East,” conducted by the Southwest Institute for Research on Women, University of Arizona, Tucson, AZ, group-funded. Summer, 1993.

Ford Foundation, Education and Culture Division, summer institute, “Global Processes, Local Lives: Comparative Approaches to Women’s and Area Studies,” conducted by the Southwest Institute for Research on Women, University of Arizona, Tucson, AZ, group-funded. Summer, 1996.

National Endowment for the Humanities, invited consultant for “World History Institute,” held at the Department of History, The State University of New York, Fredonia, June, 1998. (My topic: the Indian Ocean as a potential unit of study.)

**Courses:**

251 Asian Civilizations before 1600 (lower division survey)

252 Asian Civilizations after 1600 (lower division survey)

481/661 Islam, intellectual history (upper division and graduate levels)

386/586 Islamic Middle East (upper division and graduate levels)

387/587 Modern Middle East (upper division and graduate levels)

482/662 Raj: India during British Rule (upper division and graduate levels)

492 different topics (undergraduate seminar)

666 Islam in Europe (graduate seminar)



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**Enrique A. Sanabria, Ph.D.**

Department of History, MSC 06 3760  
1 University of New Mexico  
Albuquerque, NM 87131  
Telephone: (505) 277-2267

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**Education**

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Ph.D., University of California, San Diego (2001).

*Concentrations: Modern European History; Latin American History Minor*

M.A., University of Wisconsin-Madison (1993).

*Concentrations: Modern European History; Latin American History Minor*

B.A., Santa Clara University (1991). Major in History

B.A., Santa Clara University (1991). Major in Spanish

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**Academic Employment**

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Assistant Professor, Iberian and Atlantic World History

August 2008 to Present; August 2002-July 2007

University of New Mexico

Department of History, MSC 06 3760

1 University of New Mexico

Albuquerque, NM 87131-0001

Lecturer/Faculty Fellow, University of California, San Diego

January 2001-June 2002

Department of History

9500 Gilman Drive, MC 0104

La Jolla, CA 92093-0104

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**Publications**

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Enrique A. Sanabria, *Republicanism and Anticlerical Nationalism in Spain* (New York: Palgrave Macmillan, 2009).

Enrique A. Sanabria, "Nineteenth-Century Spanish Anticlericalism," in *Nation and Conflict in Modern*

*Spain: Essays in Honor of Stanley G. Payne*, ed. Sasha David Pack and Brian Bunk, 51-64

(Madison, WI: Parallel Press/University of Wisconsin Libraries, 2008).

Enrique A. Sanabria, "Antonio Buero Vallejo," "Benito Pérez Galdós," and "Ramón Valle-Inclán", *The*

*Columbia Encyclopedia of Modern Drama*, ed. Gabriel Cody and Evert Sprinchorn, pp. 203, 1042, 1416-7, respectively (Irvington, NY: Columbia University Press, 2007).

Enrique A. Sanabria, Review Essay *Fighting Napoleon: Guerrillas, Bandits, and Adventurers in Spain, 1808-1814*, and *The Peninsular War: A New History*, by Charles J. Esdaile in *Journal of Modern History*, Vol. 78, no. 2 (June 2006): 511-513.

Enrique A. Sanabria, "Instability of the Republic: Was the instability and ultimate demise of the II Republic due to Spanish inexperience with representative democracy?" in *History in Dispute: The Spanish Civil War*, Volume 18, edited by Ken Estes and Daniel Kowalsky, 113-116 (Detroit: St. James Press, 2005).

Enrique A. Sanabria, "Religion: Was the Spanish Civil War a war of religion?" in *History in Dispute: The Spanish Civil War*, Volume 18, edited by Ken Estes and Daniel Kowalsky, 200-202 (Detroit: St. James Press, 2005).

Enrique A. Sanabria, "Iberian War: Was the Spanish Civil War of 1936-1939 essentially an Iberian conflict, with its roots in the Spanish civil wars of the nineteenth century?" in *History in Dispute: The Spanish Civil War*, Volume 18, edited by Ken Estes and Daniel Kowalsky, 90-92 (Detroit: St. James Press, 2005).

### **Classroom Teaching**

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- History 697: Graduate Directed Reading, Fascism, Communism and the Crisis of Liberal Democracy, 1917-1945
- History 671: Graduate Seminar, Liberalism, Secularization, and Clericalism/Anticlericalism in Modern Europe
- History 599: Master's Thesis
- History 548: Graduate Seminar, Modern European "Isms" through the Spanish Lens
- History 519: Graduate Section/Mini-Seminar attached to History 319, Spain and Portugal since 1700
- History 518: Graduate Section/Mini-Seminar attached to History 318, Spain and Portugal to 1700
- History 512: Graduate Section/Mini-Seminar attached to History 312, Modern Europe, 1890-1939

- History 510: Graduate Section/Mini-Seminar attached to History 310, Modern Europe, 1815-1890
- History 351: Upper-Division Undergraduate Lecture Course, History of Sport
- History 319: Upper-Division Undergraduate Lecture Course, Spain and Portugal since 1700
- History 318: Upper-Division Undergraduate Lecture Course, Spain and Portugal to 1700
- History 312: Upper-Division Undergraduate Lecture Course, Modern Europe, 1890-1939
- History 310: Upper-Division Undergraduate Lecture Course, Modern Europe, 1815-1890
- History 102: Lower-Division Undergraduate Survey, Western Civilization since 1648
- History 101: Lower-Division Undergraduate Survey, Western Civilization to 1648

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### Education

Coe College, Cedar Rapids, IA	BA History/Spanish, 1963
University of New Mexico	MA Latin American History, 1965
University of New Mexico	PhD Modern European History, 1972

### Employment

Senior Associate Dean for Faculty, College of Arts and Sciences, University of New Mexico (March 2005 – August 2007)  
Professor and Chair of Department of History, University of New Mexico (2001- 2005);(1985-93, G

### A. Selected Publications

#### Books and Edited Volumes:

*Sharing the World Stage: Biography and Gender in World Civilization*, 2 vols. Boston: Houghton Mifflin, Fall 2007) Co-authored with Melissa Bokovoy, Ping Yao, Pat Risso

*Sharing the Stage: Biography and Gender in Western Civilization*, 2 vols. Boston: Houghton Mifflin, 2003) Co-authored with Melissa Bokovoy.

*Women and the Italian Resistance, 1943-45* (Denver, Co: Arden Press, 1997). A Choice Outstanding Academic Book for 1998.

*European Women on the Left: Socialism, Feminism and the Problems Faced by Political Women, 1880 to the Present* (Greenwood Press, 1981), co-edited with Robert Kern. Includes chapter, "Humanism versus Feminism in the Socialist Movement: The Case of Angelica Balabanoff."

#### Articles and Review Essays(Since 1996)

"Fascism" and "Socialism" in *Encyclopedia of Women in World History*, ed. Bonnie G. Smith (Oxford University Press, 2008), each 2500 words.

"Communist Feminism: The Unfulfilled Possibilities of a Difficult Relationship," in *Aspasia: International Yearbook of Central, Eastern, and Southeastern European Women's and Gender History* 1:1(2007): 236-240.

"What's New? Genere e modernita nella cultura aziendale," in Paolo Capuzzo (ed.), *Genere, generazione, consumi* (Rome: Carocci Editore, 2003):139-154.

"Resistance Movements, Italian Women, 1943-45," in Reina Pennington (ed.), *Amazons to Fighter Pilots: A Biographical Dictionary of Military Women*, Vol. II (Greenwood Press, 2003): 365-367.

Contributions to Victoria De Grazia and Sergio Luzzatto,(eds), *Dizionario del*

*fascismo*, 2 Vols. (Turin: Einaudi, Editore, 2002-2003); 6 pp.

Melissa "Memory, Gender and War," Review Essay for *Choice: Current Reviews* with Bokovoy (February 2001):1023- 1031.

"Sexuality and the Military," in *The Oxford Companion to Military History* (Oxford University Press, 1999).

"Women's History: Dissolving Boundaries, Exploding Categories," *Choice: Current Reviews* (March 1996): 1075-87.

#### **B. Presentations on Current Research**

"Stepford Wives, Black Widows and Fanatical Females: Women Terrorists in a Comparative Transnational Perspective," European Social Science History Conference, Lisbon, February 2008.

Italy, "The Consumer's Smile: Gender and the Practices and Ideals of Consuming in 1950-1963." Conference of the Association of the Study of Modern Italy, London. November 2006.

"'What's new' and is it good for you?' Gender and Consumerism in Postwar Europe." Invited participant for workshop, "From Cold War to EU: European Women Since 1945," Szczecin, Poland, August 27-31, 2005.

"Is What's New Good For You? Gender and Politics in Post-War European Consumerism," Invited presentation, Society of American Historians of American Foreign Relations Conference, Toronto, Canada, June 2000.

#### **C. Current Research**

##### **Forthcoming/In Progress**

"Encounters with Modernity: Women and Gender in Italy, 1950-1963" (monograph in progress)

"'What's new' and is it good for you?' Gender and Consumerism In Post War Europe," in *From Cold War to EU: European Women Since 1945*, eds. Bonnie Smith and Joanna Regulska (Volume currently under review).

#### **D Professional Activities(Selected)**

Western Association of Women Historians, Conference Program Committee, 2004-2005;

Pacific Coast Branch of the American Historical Association

Executive Council, 1994-96; Book Prize Committee, 2000-03, Chair, 2002-2003.

The Organization of American Historians

Member, Committee for Foreign Language Book Prize, 2002-2004.

Director, Feminist Research Institute, University of New Mexico, 1997-99

Editor, *Frontiers: A Journal of Women Studies* 1993-95.

Acting Director, Women Studies Program, University of New Mexico, 1988-89.

#### **E. Honors/Awards**

UNM Presidential Teaching Fellow (lifetime), awarded 1998

Finalist, Asher Distinguished Teaching Award of the American Historical Association, June 1998.  
Rockefeller Foundation, Scholar in Residence, SIROW, University of Arizona, 1992.  
Burlington Northern Outstanding Teacher Award, 1990  
Participant, NEH Summer Seminar on Mediterranean Communism, Rome, Italy, 1980.

## **Charlie R. Steen**

### Educational History.

A.B. University of New Mexico. 1964. History

Ph.D. University of California, Los Angeles, 1970. Early Modern

### European History.

Dissertation Title: "The Concept of Christendom."

### Employment History.

Teaching Associate U.C.L.A. 1968-1969.

Visiting Assistant Professor UNM 1969-1970.

Assistant Professor UNM 1970-1985.

Associate Professor UNM 1985-present.

### Scholarly Achievements.

#### Books.

A Chronicle of Conflict: Tournai, 1559-1567.

HES Publishers, Utrecht, The Netherlands, 1985, 190 pages.

The Time of Troubles in the Low Countries: The Chronicles and Memoirs of Pasquier de le Barre of Tournai, 1559-1567. Peter Lang, New York, N.Y., 1989, 278 pages.

#### Books Co-edited.

The Reign of Louis XIV. Paul Sonnino ed. William Roosen, John C. Rule and Charlie R. Steen associate editors. Humanities Press International, Atlantic City/London, 1990, 267 pages.

Making Sense of the Episcopal Church. Kenneth Clark and Charlie Steen editors. Morehouse Press, Ridgefield, CT, 1996, 226 pages.

#### Articles.

The Fate of the Concept of Christendom in the Policy of Louis XIV: An Example from the King's Negotiations with the Empire, 1680-1684. European Studies Review, vol. 3 no. 3, pp. 283- 289, 1973.

Christendom as a Representation of Belief in European Unity at the Time of Louis XIV. Proceedings of the Western Society for French History, vol 2, pp. 48-58, 1974.

An Indian Delegation to France, 1725: A Translation from the Merceure de France. With Richard Ellis. Journal of the Illinois State Historical

Society, vol. 4, pp. 66-74, 1974.

A City in Revolt: Tournai, 1562-1567. Proceedings of the Western Society for French History, vol 4, pp. 66-74, 1976.

The Modernization of Pasquier de le Barre, Historian and Magistrate of Tournai, 1559-1567. Proceedings of the Western Society for French History, vol 13, pp. 61-71, 1987.

The Social History of the Reign. The Reign of Louis XIV, Sonnino ed. Roosen, Rule and Steen assoc. eds., Humanities Press International, Atlantic City and London, pp. 59-71, 1990.

Felipe V, King of Spain and Jose I, Joseph Bonaparte, Historical Dictionary of Modern Spain, R.W. Kern ed., Greenwood Press, New York, pp. 206-208 and 282-284, 1990.

Antwerp, Charleroi and Namur, and maps of the Netherlands and of the Barrier Treaty. The Treaties of the War of the Spanish Succession: An Historical and Critical Dictionary. Linda Frey and Marsha Frey eds., Greenwood Press, New York, pp. xxvii-xxviii, 16, 95, and 302-303, 1995.

Maps of Italy and of Central Italy in the time of Machiavelli. The Prince, Nicolo Machiavelli. Paul Sonnino trans. Humanities Press, viii-ix, 1996.

Ceremony and Order in the Court of Louis XIV. Proceedings of the Western Society for French History, vol. 26, pp. 142-151, 2000.

Translation of articles ?Écriture Sainte? and ?Sabbat? for the University of Michigan and ARTFUL digital edition of the eighteenth century Encyclopedie. 2008.

Reviews.

Regular reviewer of Dutch books on Early Modern Europe for Renaissance Quarterly.

Manuscript completed and out for review.

Margaret of Parma: Regent in the Netherlands and Duchess in Italy.

Study nearing completion.



Song and Sword: The Life of the Opera Sensation Julie d'Aubigny in Paris, 1688-1705.

## Ferenc Morton Szasz

Szasz graduated from Ohio Wesleyan University in 1962 and received his PhD from the University of Rochester in 1969. He has long been associated with UNM, moving from Visiting Instructor to Regents' Professor of History from 1967 to the present. He specializes in American Social and Intellectual History, a category wide enough to include the History of Science, the History of Religion, and the History of Popular Culture. He has written eight monographs and edited or co-edited four other books. He has published 52 articles in refereed journals and 32 essays as chapters in books or popular pieces, as well as over 100 book reviews. His activities during the previous five years are as follows:

### Books:

- (a) The University of Nebraska Press reprinted—with a new Introduction—*The Protestant Clergy in the Great Plains and Mountain West, 1865—1915* (Albuquerque: UNM Press, 1988; paperback, Univ. of Nebraska Press, 2004)
- (b) *Larger Than Life: New Mexico in the Twentieth Century* (Albuquerque: UNM Press, 2006). This is a collection of essays
- (c) *Abraham Lincoln and Robert Burns: Connected Lives and Legends* (Carbondale: Southern Illinois University Press, 2008)

### Articles:

“History” in *American History Through Literature, 1870-1920*. Editors in Chief, Tom Quirk and Gary Scharnhorst, Volume II (Detroit, etc. Charles Scribner's Sons, An Imprint of Thomson Gale, 2006: 454—462.

“A New Mexican ‘Davy Crockett’: Walt Disney’s Version of the Life and Legend of Elfege Baca,” *Journal of the Southwest* (Autumn 2006):261-274

“Atomic Heroes and Atomic Monsters: American and Japanese Cartoonists Confront the Onset of the Atomic Age, 1945-80,” (with Issei Takechi) *The Historian* (Winter 2007):728-752.

“The New Mexican Response to the End of the Second World War,” (with George E. Webb) *The New Mexico Historical Review* 83 (Winter 2008):1-37.

“National Identity and International Politics: How the United States and Scotland Celebrated the Shared 1909/1959 Birthdays of Abraham Lincoln and Robert Burns,” *Scotia: Interdisciplinary Journal of Scottish Studies* XXX (2006).

A biographical sketch of Gerald D. Nash (1928-2000) (with Richard W. Etulain) for *American National Biography Online*. Available April 2009.

“The Spirit of St. Louis and Santa Fe,” *Santa Fean* (April 2006):70-71.

“The Forgotten Connections Between Abraham Lincoln and Robert Burns,” a three-page internet publication, at the request of the Scottish Executive, as found on Global Friends of Scotland, <http://friendsofscotland.whitepapers.com/members/guest-feature-new.html> 22/05/2006.

“Outlaw Ballads and Western Poetry: How Religion Helped Connect the Isolated American Frontier Communities, 1820-1930.” In *Communities and Connections: Writings in North American Studies*, Ari Helo, editor. (Helsinki: Renvall Institute, University of Helsinki, 2007):99-108.

“How Robert Burns Affected My Life,” in *Touched By Robert Burns: Images and Insights*, Andy Hall, ed. (Edinburgh: Birlinn, 2008):90-91. (All profits go to UNICEF)

“America’s Athenian World,” *El Palacio* 113 (Fall 2008): 38-43.

“New Mexico During the Era of the Second World War,” in *Telling New Mexico: A New History*, Marta Weigle, with Frances Levine and Louise Striver, eds (Albuquerque: University of New Mexico Press, 2009).

#### Public Presentations:

Hosted a three-day seminar in October for the National Science Foundation Chautauqua program on The Early Origins of the Atomic Age, 2005-2008; Talk on Oppenheimer and the West for the WHA in Phoenix; Talk on Religion in the American West for the Religious Studies Department at ASU, 2005 ;Presentation on Burns and Lincoln at the Western Conference of British Studies, 2007; Talk on Trinity Site at Buena Vista College, Iowa 2007; Memorial Day address at Los Alamos, 2008; Talk on Trinity for Southwest Seminars in Santa Fe, 2008; Comment on a session on Occult Religion for the American Studies Conference in 2008; Delivered the UNM Annual Research Lecture, April 2009

#### Miscellaneous:

Originator of the Museum Exhibit “Zap: Zing: Zowie! Six Decades of Atomic Comics” for the Los Alamos Historical Society, 2002-3, which moved to the National Atomic Museum in Albuquerque 2004-5

#### Works in Progress:

Book-length manuscripts on Atomic Comics: Cartoonists Confront the Nuclear Age; The Religion of Abraham Lincoln; and Religion in the West. Article-length manuscripts on Harry Lauder and Buffalo Bill: Purveyors of National Myths; Lincoln in Comic Books; Religious Freedom and Franklin D. Roosevelt.

## SAMUEL TRUETT

### EDUCATION

Ph.D., Yale University, December 1997, American History (minor field in Mexican History)

M.A., Yale University, May 1992, American History

B.A., University of Arizona, May 1988, Anthropology

### EMPLOYMENT

2006-present, Associate Professor of History, University of New Mexico (tenured in June 2006)

1998-2006, Assistant Professor of History, University of New Mexico

### PUBLICATIONS: BOOKS

Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands; The Lamar Series in Western History (New Haven: Yale University Press, 2006). Paperback edition, Fall 2008.

Continental Crossroads: Remapping U.S.-Mexico Borderlands History, co-edited with Elliott Young; American Encounters/Global Interactions Series (Durham: Duke University Press, 2004).

### PUBLICATIONS: ARTICLES AND BOOK CHAPTERS

"Epics of Greater America: Herbert Eugene Bolton's Quest for a Transnational American History," in Interpreting Spanish Colonialism: Empires, Nations, and Legends, ed. Christopher Schmidt-Nowara and John Nieto-Phillips (Albuquerque: University of New Mexico Press, 2005); winner of the 2006 Bolton-Kinnaid Award in Borderlands History.

"A Mexican Cossack in Southern California," Huntington Frontiers 1 (Fall 2005).

"The Ghosts of Frontiers Past: Making and Unmaking Space in the Borderlands," Journal of the Southwest 46 (Summer 2004), 309-50.

"Transnational Warrior: Emilio Kosterlitzky and the Transformation of the U.S.-Mexico Borderlands," in Continental Crossroads: Remapping U.S.-Mexico Borderlands History, ed. Samuel Truett and Elliott Young (Durham: Duke University Press, 2004).

"Making Transnational History: Nations, Regions, and Borderlands," co-authored with Elliott Young, in Continental Crossroads: Remapping U.S.-Mexico Borderlands History, ed. Samuel Truett and Elliott Young (Durham: Duke University Press, 2004).

"Borderlands Unbound," co-authored with Elliott Young, in Continental Crossroads: Remapping U.S.-Mexico Borderlands History, ed. Samuel Truett and Elliott Young (Durham: Duke University Press, 2004).

"Neighbors by Nature: Rethinking Region, Nation, and Environmental History in the U.S.-Mexico Borderlands," Environmental History 2 (April 1997), 160-78.

### WORKS IN PROGRESS

“Buried Histories and Lost Civilizations in the Early American Borderlands,” article-length piece: written and submitted for anthology, edited by William Devereell (USC)—currently being shopped with academic presses (linked to second book project, below).

“America’s Ghosts: Ruins, Lost Civilizations, and the Borderlands of Empire,” book-length history of the fascination with ruins and lost civilizations on U.S. expansionist borderlands in North America, Mexico, and Central America: I have completed most of my research and have started drafting chapters as the Lloyd Lewis Fellow in American History at the Newberry Library (2008-09).

“In Empire’s Shadow: The Travels and Tangled Tales of an English Globetrotter who became a Mexican Peasant Villager,” book-length account (part history, part memoir) of an orphaned globetrotter who sailed merchant vessels and fought pirates for the British in Asia, jumped ship during the California gold rush, drifted south to Mexico to make a fortune, and became a peasant villager: began research and wrote the first 173 ms. pages in 2007 academic year; I plan to return to (and complete) this book after sending “America’s Ghosts” to press.

#### FELLOWSHIPS, GRANTS, AND AWARDS

National Endowment for the Humanities Grant (\$200,000) for *Nature and History at the Nation’s Edge: Field Institute in Environmental and Borderlands History*, NEH Summer Institute, June 14-July 11 2009 (Katherine Morrissey, PI, and Samuel Truett, Paul Hirt, and Marsha Weisiger, Principal Faculty Members)

Lloyd Lewis Fellowship in American History, 2008-2009, The Newberry Library, Chicago, IL  
Featured as “Top Young Historian,” *History News Network*, April 6, 2008

Center for New World Comparative Studies Fellowship, Spring 2008, The John Carter Brown Library, Providence, RI

Feminist Research Institute Research Grant, 2007, for archival research at the National Archives, Laguna Niguel, CA

UNM College of Arts and Sciences Dean’s Grant, Summer 2007, University of New Mexico, for Arizona-New Mexico Borderlands/Environment Field Institute

Shoemaker Endowed Fellowship, Department of History, 2007, University of New Mexico, for archival research in Mexico

Bolton-Kinnaird Award in Borderlands History, 2006, Western History Association, best article on borderlands history published in 2005 (for “Epics of Greater America”)

University of New Mexico Research Allocations Committee Grant, Summer 2006, University of New Mexico, for research at British Library, London, England

Mellon Postdoctoral Research Fellowship, 2004-2005, The Huntington Library, San Marino, CA

Snead-Wertheim Endowed Lectureship in Anthropology and History, 2001-2002, University of New Mexico

J. William Fulbright Lectureship, 2000-2001, University of Tampere, Finland

#### CONFERENCE AND INSTITUTIONAL ORGANIZING

Principal Faculty Member, *Nature and History at the Nation’s Edge: Field Institute in Environmental and Borderlands History*, NEH Summer Institute, June 14-July 11, 2009 (Katherine

Morrissey, PI, and Samuel Truett, Paul Hirt, and Marsha Weisiger, Principal Faculty Members).

**Co-organizer, Arizona-New Mexico Borderlands/Environment Field Institute, with Katherine Morrissey (University of Arizona), Paul Hirt, (Arizona State University), and Marsha Weisiger (New Mexico State University), August 2006-present. Pilot summer institute in New Mexico, Sonora (Mexico), and Arizona, May 2007.**

**CURRICULUM VITAE**  
**Melvin Yazawa**  
**Professor of History**  
**University of New Mexico**

**I. Educational History**

B.A. with High Honors, University of Hawaii, Honolulu, Hawaii.  
M.A. and Ph.D. in Early American History, The Johns Hopkins University,  
Baltimore, Maryland.

**II. Select List of Publications**

**Books:**

*Representative Government and the Revolution: The Maryland Constitutional Crisis of 1787.* Baltimore: Johns Hopkins University Press, 1975. 187 pages.

*From Colonies to Commonwealth: Familial Ideology and the Beginnings of the American Republic.* Baltimore: Johns Hopkins University Press, 1985. 261 pages.

*The Diary and Life of Samuel Sewall.* Boston: St. Martin's Press, 1998. 260 pages.

*Documents to Accompany America's History*, vol. 1: to 1877, 6th ed. (Boston: Bedford/St. Martin's, 2008). 408 pages. Approximately one-third of each edition is new material.

**Journal articles and chapters in edited books:**

"Representation and Constituent Instruction in the Maryland Assembly, 1776-1787: A Study in the Evolution of American Political Thought." In *Representative Government and the Revolution*, pp. 1-32. Baltimore: Johns Hopkins, 1975.

"Creating a Republican Citizenry." In *The American Revolution: Its Character and Limits*, ed. Jack P. Greene, pp. 282-308. New York: New York University Press, 1987.

"The Impact of the Revolution on Social Problems: Poverty, Insanity, and Crime." In *Blackwell Encyclopedia of the American Revolution*, eds. Greene and Pole, pp. 418-27. Oxford, Eng.: Basis Blackwell, 1991.

"The Life and Times of Samuel Sewall." In *The Diary and Life of Samuel Sewall*,



pp. 1-59. Boston: St. Martin's Press, 1998.

"The North and South Poles of the American Revolution." In *Reviews in American History* 27 (1999): pp. 373-81.

"Republican Expectations: Revolutionary Ideology and the Compromise of 1790." In *A Republic for the Ages*, ed. Donald R. Kennon, pp. 3-35. Charlottesville: University Press of Virginia, 1999.

"Dionysian Rhetoric and Apollonian Solutions: The Politics of Union and Disunion in the Age of Federalism." In *Empire and Nation: The American Revolution in the Atlantic World*, ed. Peter S. Onuf and Eliga H. Gould, pp. 178-96, 349-52. Johns Hopkins University Press, 2005.

"Chasing Shadows: Children and the Transformation of Authority in the Americas." In *The William and Mary Quarterly*, 3d ser. 63 (2006): pp. 587-596.

"Experience Must Be Our Only Guide (History May Mislead Us)." In *Reviews in American History* (2007): 18-24.

"Profiles in Moderation." In *Reviews in American History* (forthcoming)

### **III. Works in Progress**

*The Politics of Union and Disunion in the Early American Republic, 1776-1815*, book-length manuscript; portions of this manuscript have already been published in other venues.

### **IV. Courses taught:**

History 161: United States History to 1877

History 162: United States History since 1877

History 330: Colonial British America

History 331: The American Revolution

History 332: The Age of Washington and Jefferson

History 342: U.S. Constitutional History to 1877

History 492: Senior Seminar: The Founders' Constitution

History 492: Senior Seminar: Slavery, Conspiracy, and Historical Memory

History 665: Graduate seminar: Historical Research Methods

History 675: Graduate seminar: Colonial America

History 675: Graduate seminar: Revolutionary America

History 496: Independent Readings for undergraduates

History 551-52: Problems in Early American History (graduate students)