

DEPARTMENT OF LIBERAL STUDIES

PROGRAM PERFORMANCE REVIEW
2018-2019

SELF STUDY

DECEMBER 7, 2018

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CALIFORNIA STATE UNIVERSITY, FULLERTON

I. Department Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

In light of its Mission Statement, the Department of Liberal Studies expects its graduates to achieve nine Student Learning Outcomes subsumed under four Learning Goals. The Liberal Studies core curriculum provides a cohesive course pattern that introduces students to learning outcomes in their initial courses and then enables them develop and master these outcomes in subsequent courses.

LIBERAL STUDIES MISSION STATEMENT

The mission of the Department of Liberal Studies is to provide its students with an educational experience that promotes interdisciplinary knowledge of major ideas in the humanities and arts, the natural sciences, and the social sciences, and that advances critical reasoning and effective writing skills.

LIBERAL STUDIES LEARNING GOALS AND STUDENT LEARNING OUTCOMES

Learning Goal 1: Written Communication

Student Learning Outcomes

- 1.a. Write clearly and correctly.
- 1.b. Analyze and present ideas and subject matter coherently.

Learning Goal 2: Knowledge

Student Learning Outcomes

- 2.a. Identify significant figures, concepts, themes, and developments in the humanities and arts.
- 2.b. Identify significant figures, concepts, themes, and developments in the social sciences.
- 2.c. Identify significant figures, concepts, themes, and developments in the natural sciences.

Learning Goal 3: Analysis

Student Learning Outcomes

- 3.a. Compare and contrast significant concepts, themes and arguments from the humanities and arts.
- 3.b. Compare and contrast significant concepts, themes and arguments from the social sciences.
- 3.c. Compare and contrast significant concepts, themes and arguments from the natural sciences.

Learning Goal 4: Interdisciplinarity

Student Learning Outcome

4. Explain interdisciplinary connections among and within the following three subject areas: humanities and arts, social sciences, and natural sciences.

The Goals and Learning Outcomes for Liberal Studies relate closely to the University's Mission and Goals. As is the case for the University, the department has affirmed the pre-eminence of

learning with a mission statement that asserts the priority of interdisciplinary knowledge. Liberal Studies has articulated a set of learning goals tailored to fulfill that mission with emphases on Written Communication, Knowledge, Analysis and Interdisciplinarity. These four goals, together with the eight student learning outcomes that contribute to their achievement, clearly “ensure the preeminence of learning” (University Mission and Goals). Liberal Studies Learning Goals also reflect the provision of “high-quality programs that meet the evolving needs of the students, community, and region (University Mission and Goals). Regardless of the particular career upon which one of our graduates embarks, the ability to write and think critically is fundamental to success. Moreover, interdisciplinarity provides students with a well-rounded toolkit of knowledge that prepares them not only for teaching but for careers in law, business and a host of other fields. The Interdisciplinary Thematic Emphasis enables students to gain valuable learning experiences in a broad range of disciplines as well as opportunities to complete their program with internships or other experiential projects. Liberal Studies faculty maintain a full research agenda to insure currency in their respective disciplines and thus “enhance scholarly and creative activity” (University Mission and Goals). The department’s learning goals and outcomes are geared to enhance student success with a four-semester upper division curriculum that methodically builds on each preceding semester as students gradually acquire a solid education in all three of our areas of knowledge: arts and humanities, social sciences, and natural sciences. Scheduled assessment through embedded assignments enables the department to confirm student progress toward graduation and provides insights into ways to improve.

In the years since the previous program performance review, the department has revised its curriculum for the Elementary Education Emphasis to maintain currency with evolving requirements for teacher preparation in California. The department has also submitted a new version of the CSET waiver program which would allow students to take a pre-approved sequence of courses in lieu of the California Subject Examination for Teachers (CSET). To help students achieve career goals other than elementary education, we have created advising several advising tracks for the Interdisciplinary Thematic Emphasis: Foundational Mathematics Education, Foundational Level General Science Education, Special Education, Pre-Law, Global Studies, Culture Heritage Studies, and Sustainability Studies. The department has also implemented two minors—one in Liberal Studies and another in Food Studies. These programs support the university’s goal of preparing “students for participation in a global society” and being “responsive to workforce needs” (Goal 1 of 2013-2018 Strategic Plan). We have also sought to diversify our curriculum through the addition of several GE courses that also serve as electives in the major. These courses strengthen the department’s presence in the university curriculum and its role as a leading center for interdisciplinary study and the history of science and technology.

In addition to the curricular achievements discussed above, the department also supported its mission by holding a series of interdisciplinary conferences. Each conference explored an interdisciplinary theme chosen by the faculty: “Traditions and Transformations: An Interdisciplinary Food Studies Conference” (2013), “Why Things Matter: Material Culture Conference” (2014), “The Work of Exile: Loss, Challenge, and Possibility in Southern California” (2015), “Writing Lives Across the Discipline” (2016), “The Shape of Global Disease: Socio-Historical, Artistic and Political Expressions and Epidemiologies” (2017). Students participated in a variety of ways, including a panel that responded to the papers presented in a plenary session. These conferences not only contributed to the lively intellectual

life of the department but also raised the profile of Liberal Studies at CSUF and in the wider community.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school.)

Past Demand and Unit Response

The student demand for Liberal Studies is largely driven by the number of individuals seeking to become multiple-subject teachers in public elementary schools, for their share among our students has been a stable 85%-90% over the years. This dependency makes the number of our majors quite sensitive to trends in the job market for such teachers. Teacher layoffs in the late 2000s and early 2010s due to budget cuts by the State of California led to a steady decline in the number of our majors from our last program performance review in 2011-12 from 701 majors in Fall 2011 to 439 majors in Fall 2015. Since then, however, the number of our majors have shown moderate growth again, increasing to 518 in Fall 2018.

	Majors	
	Number	Change Fall to Fall and Spring to Spring
Fall 2011	701	-14%
Spring 2012	635	-14%
Fall 2012	624	-11%
Spring 2013	541	-15%
Fall 2013	537	-14%
Spring 2014	453	-16%
Fall 2014	489	-9%
Spring 2015	439	-3%
Fall 2015	453	-7%
Spring 2016	474	+8%
Fall 2016	482	+6%
Spring 2017	472	0%
Fall 2017	497	+3%
Spring 2018	482	+2%
Fall 2018	518	+4%

The Liberal Studies department responded to the decline in majors from Fall 2011 to Fall 2015 by offering new General Education courses or newly teaching existing General Education courses in order to boost the overall number of student who enroll in Liberal Studies courses: LBST 315 A European Tour, first taught in Fall 2013; LBST 323 Cross-Cultural Humanities, first taught in Fall 2013; LBST 335 Science on the Silver Screen, first taught in Fall 2013; LBST 330 History of Early Science and Technology, first taught in Spring 2014; and LBST 340 Food in the Social Sciences, first taught in Fall 2016. (In addition, LBST 337 Science, Technology, and Society and LBST 341 Ancient Eats: Food and Foodways in the Ancient World have been approved as General Education courses but not yet taught.) This response was

moderately successful, as suggested by a comparison of enrollments in the Liberal Studies core courses (taken only by majors and minors), the “old” General Education courses (LBST 100 Introduction to the Humanities, LBST 101 Introduction to the Social Sciences, LBST 310 The California Experience, LBST 331 History of Science: Copernicus to the Present, LBST 333 Evolution and Creation) with the “new” General Education courses enumerated above:

	Majors	Enrollments			
		Core Courses	Old GE Courses	New GE Courses	All Courses
Fall 2011	701	962	448	0	1410
Spring 2012	635	712	413	0	1125
Fall 2012	624	853	477	0	1330
Spring 2013	541	645	486	0	1131
Fall 2013	537	697	461	64	1222
Spring 2014	453	592	364	47	1003
Fall 2014	489	665	567	35	1267
Spring 2015	439	585	472	19	1076
Fall 2015	453	617	413	92	1122
Spring 2016	474	581	294	79	954
Fall 2016	482	592	341	79	1012
Spring 2017	472	596	270	117	983
Fall 2017	497	678	336	91	1105
Spring 2018	482	676	268	44	978
Fall 2018	518	668	219	82	969

As the above table shows, the “old” GE courses were quite successful in ameliorating the decline in core course enrollments (which, in turn, was due to the decline in the number of majors) from Fall 2011 to Fall 2015, enrolling 400-500 students each semester. When this contribution went down to 200-300 from Spring 2016 to Fall 2018, due to fewer sections being offered, the slack was largely picked up by the “new” GE courses, which enrolled 80-100 students, allowing for total enrollments to stay fairly level.

Future Trends and Unit Response

The renewed, moderate growth in the number of Liberal Studies majors since Spring 2016 may correlate with the fact that a teacher shortage has developed in California since 2014/15,¹ which has led to school districts’ seeking to hire again, which, in turn, attracts more individuals to teaching careers. In early 2018, the Learning Policy Institute related that 80% of the school districts surveyed in California reported a shortage in Fall 2017.² This shortage can be expected to continue even as increasing numbers of individuals enter the teaching professions because the numbers teachers who retire are projected to increase until the early- to mid-2020s. In particular,

¹ Leib Sutcher, Desiree Carver-Thomas, and Linda Darling-Hammond, “Understaffed and Underprepared: California Districts Report Ongoing Teacher Shortages,” Learning Policy Institute, February 2018, <https://learningpolicyinstitute.org/product/ca-district-teachershortage>, p. 1.

² Sutcher et al, “Understaffed and Underprepared,” p. 2.

according to a 2016 study commissioned by the U.S. Department of Education, 19%-23% of teachers in Orange County are due to retire in the period of 2014/15 to 2023/24.³

However, this positive outlook due to the teacher shortage in California is countermanded by a steady decline in enrollments in elementary schools in Orange County. According to a 2016 report by the well-reputed Policy Learning Institute, enrollment is projected to decline by 9.1% between 2013 and 2023.⁴ This decline is most likely caused by the presumed fact that low-to-middle income families—those who predominantly send their children to public schools—are leaving Orange County because of its escalating costs of living. This presumption is corroborated by the fact that enrollments in surrounding counties with lower costs of living are projected to increase: Riverside County by 6.2%, San Bernadino County by 4.8%, and Kern County by 12.1%. (Enrollments in Los Angeles County and Venture County are projected to decrease by 6.5% and 4.6%, respectively, probably also due to the cost of living there; San Diego County is projected to increase by 4.6%). The projection of a decline of 9.1% in Orange County over ten years, which amounts to an average decline of 0.91% per year, is well corroborated by the annual decline of actual school enrollment in Orange County, as reported by the California Department of Education:⁵

	Enrollment in K-12 Public Schools in Orange County	Change from Year to Year
2012/13	501,801	-0.2%
2013/14	500,487	-0.3%
2014/15	497,116	-0.7%
2015/16	493,030	-0.8%
2016/17	490,430	-0.5%
2017/18	485,835	-0.9%

This decline in K-12 enrollment in Orange County lessens the demand for teachers locally. This lessening is probably exacerbated by the fact—as reported orally by Cal State Fullerton teaching career advisers—that students who earn their bachelor’s degree and their multiple-subject credential at Cal State Fullerton largely wish to obtain a teaching position in Orange County, rather than leaving their families and communities to pursue jobs elsewhere. (Conversely, Liberal Studies draws most of its aspiring elementary education teachers from Orange County.) In other words, demand for Liberal Studies as a bachelor’s degree taken on the way to a multiple-subject credential is largely circumscribed by the boundaries of Orange County and thus deeply affected by job trends in Orange County.

³ Anthony B. Fong, Reino Makkonen, and Karina Jaquet, “Projections of California Teacher Retirements: A County and Regional Perspective,” U.S. Department of Education, 2016, <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4551>

⁴ “California Teacher Shortage by County,” Learning Policy Institute, February 15, 2016, [https://learningpolicyinstitute.org/product/california-teacher-shortage-county#/.](https://learningpolicyinstitute.org/product/california-teacher-shortage-county#/)

⁵ “K-12 Public School Enrollment: Orange County,” California Department of Education, Data Reporting Office, <https://dq.cde.ca.gov/dataquest/DQ/EnrTimeRptCo.aspx?Level=County&cname=ORANGE&cCode=30&cTopic=Enrollment&cLevel=County&cYear=2016-17&myTimeFrame=S&cChoice=TSEnr2>.

Future demand for the B.A. in Liberal Studies as a prerequisite to the multiple-subject credential may further be affected by two current developments among other liberal studies programs across the CSU. First, responding to corresponding legislation by the State of California, the Chancellor's Office of the CSU has promoted the creation of Integrated Teacher Education Programs (ITEPs). Such a program grants both a bachelor's degree and the teaching credential within four years, as opposed to the traditional five years (four for the bachelor's degree, one for the teaching credential). Most other liberal studies programs in the CSU system already have established such ITEPs or are in the process of establishing them. Our department at Cal State Fullerton is an exception to this trend by not even having begun the process of creating an ITEP. The reason is that the Department of Elementary and Bilingual Education at Cal State Fullerton, which runs the multiple-subject teaching credential program, has declined our offer to establish such an ITEP together. The principal reason for this position seems to be doubts about whether teachers who were credentialed through an ITEP will be paid the same starting salary by the local school districts as teachers who have first acquired a bachelor's degree and then completed a credentialing program, for the demand for an ITEP would be small if there were a payment differential, as it happened in the past with similar programs. The Department of Elementary and Bilingual Education is aware of our continued interest in establishing an ITEP, and it can only be hoped that it might change its position in the future, perhaps as data becomes available to suggest that the local school districts would indeed honor the recent agreement between the CSU and the Association of California School Administrators to eliminate such a payment differential (which, however, is not legally binding). Given the local nature of demand for the Liberal Studies degree, as described above, the competitive disadvantage of not being able to offer an ITEP will most likely not be severe. However, the geographical nearness of liberal studies programs that offer ITEPs, such as CSU Long Beach (21 miles), CSU San Bernadino (50 miles), and CSU Northridge (54 miles), suggests that the demand for our degree will probably suffer some negative impact from not offering an ITEP.

The second trend among liberal studies programs across the CSU concerns the promotion of CSET waiver pathways by the Chancellor's Office, again in response to legislation that made such programs possible. The California Subject Examinations for Teachers (CSET) test is a rather demanding examination based on the subject matter requirements laid down by the California Commission on Teacher Credentialing. Successful completion of the CSET used to be a mandatory prerequisite for admission to multiple-subject teacher credentialing programs. Now, however, special courses of study designed to satisfy the above subject matter requirements and certified as such by the Commission may be completed by applicants to multiple-subject teaching credential programs in lieu of the CSET. A significant number of CSU liberal studies programs already have such certified CSET waiver pathways and others are working on it. Although our graduates have an 85%-90% CSET pass rate, we have found it prudent to develop a CSET waiver pathway of our own, an effort that began in early 2017. For the sake of collegiality, we invited the Department of Child and Adolescent Development, whose major is also taken by many aspiring elementary-education teachers, to join us in the submission of this pathway to the Commission, which is currently reviewing it for approval.

Summing up at this point, Liberal Studies faces two countervailing trends. The existing teacher shortage across California, exacerbated by projected teacher retirements, is likely to increase the demand for teachers and therewith the numbers of students seeking a B.A. in Liberal Studies on their way to a multiple-subject teaching credential. On the other hand, declining enrollments in

elementary schools in Orange County and our lack of an ITEP will dampen this demand. On balance, we may expect demand to be flat to moderately increasing.

Our department takes pride in the fact that we are not merely designed to prepare multiple-subject teachers on their way to a credentialing program. Unlike a number of other CSU liberal studies programs, we are not housed in a college of education. Further, we offer not only the Elementary Education Emphasis for students seeking to prepare for multiple-subject teaching but also the Interdisciplinary Thematic Emphasis for students aiming at careers in field other than elementary education. Attracting more students to the latter emphasis has proven difficult, however. As measured by the number of candidates for graduation, the percentage of students in the Interdisciplinary Thematic Emphasis has remained in the 10%-20% range since 2012:

Calendar Year	Elementary Education Emphasis		Interdisciplinary Thematic Emphasis	
2012	199	88%	39	12%
2013	n/a	n/a	n/a	n/a
2014	140	86%	23	14%
2015	128	80%	33	20%
2016	135	94%	8	6%
2017	99	77%	30	23%
2018	109	81%	26	19%

Moreover, a Fall 2018 snapshot of the interdisciplinary themes chosen by students in the Interdisciplinary Thematic Emphasis shows that only 24 out of a total of 53 themes were not related to education:

		Number of Majors	
Elementary Education Emphasis		465	89.9%
Interdisciplinary Thematic Emphasis	Theme: Special Education	14	2.7%
	Theme: Secondary Education	14	2.7%
	Theme: Elementary Education	1	0.2%
	Other Themes	24	4.6%
Total		518	100.0%

In other words, about 95% of our majors currently pursue a K-12 teaching career. This percentage implies that future demand for our degree will remain driven by the number of aspiring teachers in Orange County and its close environs. Hence, the above conclusion that this demand can be expected to be flat to moderately increasing stands.

C. Identify the unit’s priorities for the future.

1. We are in the process of restructuring the enrollment patterns in the department in a way that would allow each full-time faculty member to teach a 3-3 load. Through Spring 2019, faculty members in Liberal Studies teach 4-4, despite support from the Dean’s office that has reduced our Student-Faculty-Ratio to make teaching 3-3 possible.

2. We seek to hire a tenure-track faculty member in the Arts and Humanities. Our curriculum is built evenly on three areas: arts and humanities, natural sciences, and social thought. Yet our current faculty roster includes four scholars of science studies, three who teach social thought (one of these chairs the Liberal Studies Department, the other chairs the Environmental Studies Program), and only one scholar of Arts and Humanities.

3. We aim to undertake a comprehensive review of our curriculum. Recent curricular attention has focused on LBST 302A and LBST 302B and the development of new General Education courses. We are in need of a review of the remainder of the Liberal Studies Core, the courses in addition to LBST 302A and LBST 302B that are required of all majors.

4. We hope to reinstate our conference/symposium tradition. The Department hosted a conference or a symposium annually from 2013 to 2017. None are scheduled for 2018 or 2019 at this point. The department values these events, which gained the attention of our colleagues across campus, and we would like to return to hosting them.

5. We intend to reinvigorate efforts to reach out to community college partners and alumni.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the missions, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).

The department does not have a program in special session self-support mode as such. However, a few courses are taught by individual full-time faculty members in winter or summer session on a voluntary basis. The priority of these courses is low compared with the program offered during the fall and spring semesters. Nonetheless, since these courses are Liberal Studies core courses and since they are taken mostly by Liberal Studies majors, they support the department's mission of providing students with interdisciplinary knowledge in the humanities and arts, the natural sciences, and the social sciences, and enhancing their critical reasoning and writing skills.

II. Department Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

In Fall 2012, the Liberal Studies major core curriculum increased from twenty-seven to thirty units by the addition of the Interdisciplinary Studies Course. Concurrently, the Elementary Education Emphasis and the Interdisciplinary Thematic Emphasis were reduced from twenty-four to twenty-one units, thus maintaining the overall number of units required for the major at fifty-one. The minor in Liberal Studies was revised and now requires completion of LBST 100 Introduction to Humanities, LBST 101 Introduction to Social Science, and any three upper division Liberal Studies courses. The minor continues to enroll a small number of students each year. A new minor in Food Studies was created and is enrolling a few students. No programs have been discontinued. Our efforts to develop a graduate program have been suspended at this time.

The Interdisciplinary Thematic Emphasis was revised with the addition of LBST 482 Interdisciplinary Thematic Research Seminar. In addition to completing their research project through Independent Study, students in this emphasis thus have the option of doing their research

project within the framework of LBST 482, which offers a more structured class environment with ongoing instructor feedback and peer-review. The overwhelming majority of students now elect to take LBST 482.

The following courses were added to the curriculum: LBST 315 A European Tour, LBST 322 Cross-Cultural Social Thought, LBST 323 Cross-Cultural Humanities, LBST 335 Science on the Silver Screen, LBST 337 Science, Technology, and Society, LBST 340 Food in the Social Sciences, and LBST 341 Ancient Eats: Food and Foodways in the Ancient World. All of these courses have been added to the Interdisciplinary Course category as part of the Liberal Studies core courses. A new senior seminar LBST 492 History of the Information Machine was offered.

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals?

The Liberal Studies curriculum presently consists of thirty units in upper division Liberal Studies core courses together with twenty-one units taken under either the Elementary Education Emphasis or the Interdisciplinary Thematic Emphasis outside the department. The courses constituting the Elementary Education Emphasis are chosen to address the broad educational background necessary for future multiple-subject teachers. Interdisciplinary Thematic Emphasis students choose their electives to explore an interdisciplinary theme developed through consultation with an advisor. In both cases, compared to most other majors, an unusually high percentage of the fifty-one units required for graduation as a Liberal Studies major are satisfied through courses taken outside the department.

Achievement of student learning goals is primarily monitored through the required Liberal Studies core courses. These upper division core courses are designed to be taken in a four-semester sequence. The first semester courses are LBST 300 Introduction to Liberal Studies and LBST 302A Historical Dimension of Liberal Studies. These courses introduce students to the interdisciplinary nature of Liberal Studies and begin the historical study of the natural sciences, social sciences, and arts and humanities that is continued in the second semester in LBST 302B. Students also complete their upper division writing requirement, LBST 301 Inquiry and Composition in Liberal Studies, by the second semester and are advised to fulfil their Interdisciplinary Studies Course requirement (LBST 310-341) in that semester. In the third semester, the analysis of science, social science and the arts and humanities in the period subsequent to the nineteenth century is addressed in LBST 303 Liberal Studies in the Humanities and Arts, LBST 304 Liberal Studies in the Sciences, and LBST 305 Liberal Studies in the Social Sciences. LBST 401 Knowledge in the Arts and Sciences and one of the senior seminars LBST 485-492 serve as capstone courses in the fourth semester.

The course structure of Liberal Studies supports the achievement of the four learning goals and their subsidiary student learning outcomes, which are described above under I.A, as follows:

Learning Goals	Written Communication		Knowledge			Analysis			Inter-disciplinarity
	1.a	1.b	2.a	2.b	2.c	3.a	3.b	3.c	4
Student Learning Outcomes									
LBST 300	I	I	I	I	I	I	I	I	I
LBST 301	I,D	I, D							I, D
LBST 302A	I, D	I, D	I, D	I, D	I,D	I, D	I, D	I, D	I, D
LBST 302B	D	D	D	D	D	D	D	D	D
LBST 303	D	D	D, M			D, M			D
LBST 304	D	D			D, M			D, M	D
LBST 305	D	D		D, M			D, M		D
LBST 310-341	D	D	M*	M*	M*	M*	M*	M*	D, M
LBST 401	D	D	M	M	M	M	M	M	M
LBST 482	M	M	M*	M*	M*	M*	M*	M*	M
LBST 485-492	M	M	M*	M*	M*	M*	M*	M*	M

Legend: I = Introduced, D = Developed and practiced with feedback, M = Mastered at a level appropriate for graduation. * = Dependent on the course topic.

C. Using data provided by the Office of Assessment and Institutional Effectiveness, discuss student demand for the unit’s offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree.

The application, admission, and enrollment data for first-time freshmen and upper-division transfer students from community colleges show no significant trends since the last program performance review, with the possible exception of the higher enrollment rate for upper-division transfers:

First-Time Freshmen					
Academic Year	Number of Applicants	Number of Students Admitted	Percentage of Applicants Who Were Admitted	Number of Students Who Enrolled	Percentage of Admitted Students Who Enrolled
2011-2012	418	281	67%	84	30%
2012-2013	331	259	78%	58	22%
2013-2014	413	250	61%	50	20%
2014-2015	454	244	54%	59	24%
2015-2016	507	243	48%	62	26%
2016-2017	575	304	53%	59	19%
2017-2018	503	279	55%	66	24%

Upper-Division Transfers					
Academic Year	Number of Applicants	Number of Students Admitted	Percentage of Applicants Who Were Admitted	Number of Students Who Enrolled	Percentage of Admitted Students Who Enrolled
2011-2012	479	287	60%	152	53%
2012-2013	322	246	76%	109	44%
2013-2014	494	245	50%	117	48%
2014-2015	462	232	50%	125	54%
2015-2016	472	260	55%	139	53%
2016-2017	523	289	55%	138	48%
2017-2018	498	241	48%	109	45%

The retention rate achieved by the department is somewhat above the average for all degree programs at the university:

Cohort	One-Year Retention Rate			
	First-Time Freshmen		Upper-Division Transfers	
	Liberal Studies Department	All CSUF Degree Programs	Liberal Studies Department	All CSUF Degree Programs
Fall 2011	87%	88%	90%	87%
Fall 2012	91%	86%	91%	87%
Fall 2013	87%	86%	89%	86%
Fall 2014	97%	88%	98%	90%
Fall 2015	97%	89%	97%	88%
Fall 2016	89%	87%	97%	89%
Fall 2017	92%	88%	89%	90%
Average	91%	87%	93%	88%

The graduation rates of Liberal Studies majors are significantly higher than university average. Among first-time freshmen, that is, students who start their collegiate work at Cal State Fullerton, the difference is most pronounced in the 4-year graduation rate, with 37% of Liberal Studies students graduating on average in four years as opposed to 20% university wide:

First-Time Freshmen						
Cohort	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years	
	Liberal Studies Major	All CSUF Majors	Liberal Studies Major	All CSUF Majors	Liberal Studies Major	All CSUF Majors
Fall 2008	26.3%	14.0%	62.7%	42.2%	69.5%	55.7%
Fall 2009	39.3%	17.3%	71.9%	46.9%	76.4%	61.9%
Fall 2010	31.3%	17.6%	46.3%	48.8%	55.2%	62.3%
Fall 2011	39.3%	21.9%	67.9%	54.0%	72.6%	66.2%
Fall 2012	43.1%	22.0%	65.5%	55.6%	69.0%	67.8%
Fall 2013	36.2%	22.6%	61.7%	56.6%		
Fall 2014	40.7%	25.5%				
Average	36.6%	20.1%	62.7%	50.7%	68.5%	62.8%

Among upper-division transfer students, that is, students who complete their 100- and 200-level courses at community colleges and then transfer to Cal State Fullerton for their 300- and 400-level courses, the difference between Liberal Studies students and the university as a whole is most pronounced in the 2-year graduation rate, with the averages being 38% as opposed to 29%:

Upper-Division Transfer Students						
Cohort	% Graduated in 2 years		% Graduated in 3 years		% Graduated in 4 years	
	Liberal Studies Major	All CSUF Majors	Liberal Studies Major	All CSUF Majors	Liberal Studies Major	All CSUF Majors
Fall 2008	34.1%	23.8%	61.4%	53.9%	70.5%	65.2%
Fall 2009	27.5%	22.0%	62.5%	54.1%	75.0%	68.9%
Fall 2010	31.9%	27.6%	63.8%	58.6%	66.0%	70.3%
Fall 2011	24.0%	28.2%	60.0%	61.9%	80.0%	75.7%
Fall 2012	34.0%	29.8%	71.7%	63.3%	77.4%	74.0%
Fall 2013	33.9%	31.2%	69.5%	63.7%	76.3%	74.5%
Fall 2014	51.2%	36.9%	81.4%	68.6%	90.7%	79.1%
Fall 2015	54.1%	34.2%	70.3%	68.4%		
Fall 2016	51.4%					
Average	38.0%	29.2%	67.6%	61.6%	76.6%	72.5%

The likely reasons for these high graduation rates are the well-integrated structure of the Liberal Studies curriculum and the quality of its student advising, which occurs through its advising materials, its full-time faculty, and conversation among its students, most of whom go through the core courses in cohorts.

D. Discuss the units' enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios.

	Majors	FTEF Allocation	Student/Faculty Ratio	FTES Target	Actual FTES	Actual FTES/FTES Target	Course Enrollment (annualized)
2011-2012	663	11.0	24.1	265.0	359.5	135.7%	1267.5
2012-2013	582	10.2	24.1	246.0	239.0	97.2%	1230.5
2013-2014	495	11.1	20.4	226.4	221.9	98.0%	1112.5
2014-2015	464	11.0	20.9	230.0	231.0	100.4%	1171.5
2015-2016	463	9.3	24.2	225.0	205.3	91.2%	1038.0
2016-2017	477	9.0	22.2	200.0	197.0	98.5%	997.5
2017-2018	490	9.0	22.2	200.0	206.9	103.5%	1041.5

The department experienced a downward trend in the number of majors, which was driven by decline of students seeking to be elementary education teachers, which, in turn, was driven by a decline in the number of job openings at Orange County public schools. We weathered this trend by offering additional courses in the General Education program and by having faculty members teach courses in other departments and programs. We also sought to increase our retention rate by revising LBST 302A/B Historical Dimension of Liberal Studies, which used to be rather stressful for many incoming students and a likely cause of losing a number of them to the major in Child and Adolescent Development, whose bachelor's degree is also popular with aspiring elementary education teachers. In particular, we changed the learning goals of LBST 302A/B, so that instructors could engage the students much more by means of discussion and other activities.

Enrollment targets in FTES (Full-time Equivalent Students), faculty allocation in FTEF (Full-time Equivalent Faculty), and student-faculty ratios are given by the Dean's Office, with the FTES Target resulting from multiplication of the FTEF allocation by the student/faculty ratio. As the above table shows, these numbers were adjusted over the last seven years to accommodate the decline in majors and the correlated declines in actual FTES and course enrollment. These adjustments have helped the department achieve actual FTES that are close or even exceed FTES targets.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I.C.

In the short (three-year) term, our curricular plans include the following:

1. We intend to offer a Minor in Science, Culture, and Society based on our existing courses. The proposal for this minor is already in the curriculum review process.
2. We intend to create a minor tailored to the needs of students in the Department of Child and Adolescent Studies who seek to become elementary education or special education teachers. Liberal Studies and Child and Adolescent Studies are the preferred undergraduate preparation for students seeking to enter a multiple-subject credential program in order to become elementary education teachers. Given the recent change in university policy allowing for the double counting of courses for the General Education program and the major, the number of general electives, that is, courses that students need to take in order to reach the minimum of 120 units of credit for graduation with a

bachelor's degree, is expected to increase. We intend to advise students to use these extra units to add a minor, both to further their education and to make them more attractive in the job market. For students seeking to become elementary education teachers, a major in Liberal Studies with a minor in Child and Adolescent Studies or a major in Child and Adolescent Studies with a minor in Liberal Studies would be highly desirable combinations. In particular, Child and Adolescent Studies majors could significantly benefit from the substantial content knowledge offered by Liberal Studies in order to pass the California Subject Examination for Teachers and to become truly capable of teaching multiple subjects. Consequently, we recently proposed to the Department of Child and Adolescent Studies to advise students to add each other's minor. Both the chair and student advisor of Child and Adolescent Studies were highly receptive to this idea. To this end, we intend to create a second minor in Liberal Studies—preliminarily termed Minor in Foundations of Liberal Studies—that contains the core sequence of LBST 302A, LBST 302B, LBST 303, LBST 304, and LBST 305 in order to maximize the content knowledge acquired by Child and Adolescent Studies majors.

2. We intend to change the General Education category of LBST 337 Science, Technology, and Society from area E (Lifelong Learning) to area B.5 (Implications and Explorations in the Natural Sciences). Recent changes in the structure of General Education due to an executive order from the CSU Chancellor's Office mean that upper division courses in area E are unlikely to enroll well. At the same time, area B.5 is expected to see significantly increased demand due to above-mentioned structural change.
3. We intend to offer more sections of LBST 100 Introduction to the Humanities and LBST 101 Introduction to the Social Sciences in order to gain additional enrollment.
4. We recently were informed by the Office of Academic Programs that a number of our courses fell under the university policy that courses not offered for four years shall be removed from the curriculum. We accepted such removal for the 500-level courses that we had created in the hope of offering a master's program—a goal that we no longer pursue. We further accepted the removal of LBST 487 Senior Seminar in Evolution and Creation.

In the long (seven-year) term, our plans include investigating the possibility of other minors that the department might be able to offer based on our courses, which are interdisciplinary by nature. All of these plans are consistent with Priority 1 and Priority 3 listed in I.C., above.

F. Include information on any Special Sessions self-support programs offered by the department.

The department usually offer a few courses in special session, which are selected according to the preferences of individual faculty members with a measure of consultation with their colleagues:

Academic Year	Number of Sections Taught	
	Winter Session	Summer Session
2011-2012	2	7
2012-2013	2	5
2013-2014	1	5
2014-2015	0	6
2015-2016	1	5
2016-2017	0	5
2017-2018	0	5

However, there is no programmatic structure to the teaching of these courses.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. Describe the department assessment plan (e.g. general approach and time table, etc.) and structure (e.g. committee coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR

During the period since its last program performance review, the department has built and refined the assessment of student writing and reading comprehension skills that was first developed and implemented in 2012. Assessment takes place over a four-year cycle. Direct assessment is achieved through embedded assignments in relevant core courses and graded based on a shared rubric. Faculty conduct norming sessions to calibrate grading rubric and to ensure inter-rater reliability. Grades for the exams and essays are part of the students' final grades. Indirect assessment is triangulated with direct assessment through a senior seminar exit questionnaire. This plan is overseen by a faculty committee.

The four-year cycle assesses four department student learning outcomes (SLOs): written communication, knowledge, analytical skills, and interdisciplinarity. SLO 1 (written communication) assesses the ability of students in all senior seminars “to write clearly and correctly and to present ideas and subject material coherently” by means of a short thesis-driven essay that is evaluated according to a shared rubric with three assessment categories: Focus, Analysis and Organization, and Readability and Style. SLO 2 (knowledge) assesses the ability of students “to identify significant figures, concepts, themes and developments” in all course sections of LBST 303 Liberal Studies in the Humanities and Arts, LBST 304 Liberal Studies in the Sciences, and LBST 305 Liberal Studies in the Sciences by means of comparable objective exams. SLO 3 (analytical skills) assesses the ability of students “to compare and contrast significant concepts, themes and arguments” in all course sections of LBST 303 Liberal Studies in the Humanities and Arts, LBST 304 Liberal Studies in the Sciences, and LBST 305 Liberal Studies in the Sciences by means of comparable essays. SLO 4 (interdisciplinarity) assesses the

ability of students in all sections of LBST 401 Knowledge in the Arts and Sciences “to address interdisciplinary connections among or within the three subject areas: arts and humanities, social sciences, natural sciences” by means of comparable essays.

We are currently in the process of assessing SLO 4. As we approach the end of our second four-year cycle, we are beginning to be able to compare results over the last eight years. We are pleased to report that overall the assessment tools have been able to identify our students’ ability in meeting the learning goals. However, the assessment committee also identified some weaknesses in the assessment tools and, in consultation with the department’s full-time faculty, has not hesitated to make recommendations about how to improve assessment techniques. To that end, the objective grammar test has been eliminated and more emphasis has been placed on written examination for SLO 1 to bring it in closer alignment with university wide assessment practices; the essay grading rubric has been fine-tuned for all essay examinations; norming sessions were added to calibrate grading and ensure inter-rater reliability to achieve more comparable results; and the objective exam for SLO 2 has been fine-tuned to more accurately reflect the updated learning goals of the LBST 303, LBST 304, and LBST 305 courses.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; summarize the assessment results of the SLOs

The four student learning outcomes the department wishes to achieve are written communication, knowledge, analysis, and interdisciplinarity. Our four-year assessment plan employs embedded assignments in relevant courses administered in the fall of each academic year, followed by analysis in the subsequent spring semester. Each year one SLO is assessed with a direct assessment tool. An indirect tool, which assesses student experience in the department is also used each year. Discussion of the assessment analysis takes place at the April department meetings. For the structure of this plan, see the following table:

Cycle Year	SLOs Assessed	Assessment Tools	Users/ Assessors	Scoring Method	Closing the Loop
1	1	Essay in Senior Seminars	Senior Seminar Instructors	Grading Rubric	April Dept. Meeting
		Exit Questionnaire		Scantron	
2	2a	Embedded Assignment 1 in LBST 303	LBST 303 Instructors	Scantron	April Dept. Meeting
		Exit Questionnaires	Senior Seminar Instructors	Scantron	
	2b	Embedded Assignment 1 in LBST 304	LBST 304 Instructors	Scantron	
		Exit Questionnaires	Senior Seminar Instructors	Scantron	
	2c	Embedded Assignment 1 in LBST 305	LBST 305 Instructors	Scantron	
		Exit Questionnaires	Senior Seminar Instructors	Scantron	
3	3a	Embedded Assignment 2 in LBST 303	LBST 303 Instructors	Grading Rubric	April Dept. Meeting
		Exit Questionnaires	Senior Seminar Instructors	Scantron	
	3b	Embedded Assignment 2 in LBST 304	LBST 304 Instructors	Grading Rubric	
		Exit Questionnaire	Senior Seminar Instructors	Scantron	
	3c	Embedded Assignment 2 in LBST 305	LBST 305 Instructors	Grading Rubric	
		Exit Questionnaire	Senior Seminar Instructors	Scantron	
4	4	Embedded Assignment 3 in LBST 401	LBST 401 Instructors	Grading Rubric	April Dept. Meeting
		Exit Questionnaire	Senior Seminar Instructors	Scantron	

Since 2012, when the first assessment cycle took place, the department has generally performed well in all its SLO categories, achieving a better than 80% success rate. The one area in which the department has not performed so well is in SLO 3, analysis, for which the direct assessment tool is a compare-and-contrast essay assignment embedded in LBST 303, LBST 304, and LBST 305. In 2013/14 only LBST 305 (social sciences) underperformed. When this assessment was repeated in 2017/18, every area underperformed. One reason might be that the lessons learned in 2013/14 need to be learned again. Then it was discovered that before the LBST 303 and LBST 304 embedded assignments were applied, the instructors discussed the organization and writing of the assignment with the students. It seems only reasonable to conclude that the lower results this year were due, at least in part, to a failure of institutional memory, for which the committee

must take some responsibility. In the future, instructors will be reminded that they should discuss the organization and writing of the essay assignment. The committee also recommends that at least one short analytical essay be included in the student assessment of all LBST 303, LBST 304, and LBST 305 classes.

Another reason for thinking that the SLO of analysis has proven more difficult to achieve is class size. There is now a strong body of research that supports the idea that teaching writing competence is not compatible with large class sizes (see UPS 320.020 “University Writing Requirements, currently discussed in the Academic Senate). Two sections of LBST 305 had more than 30 students and the remaining sections in LBST 303, LBST 304, and LBST 305 had more than 40. If the department wishes to continue to pursue this learning goal at the 300 level, it must think seriously about the possibility of decreasing class sizes in its LBST 303, LBST 304, and LBST 305 classes.

C. Describe whether and how assessment results have been used to improve teaching and learning practices and/or overall department effectiveness. Please cite specific examples.

Assessment results have caused us not only to think about our teaching strategies and practices but also about the assessment tools themselves. In each annual report, the assessment committee has recommended changes in the way the embedded assignments are designed and implemented. This has resulted in a continual sharpening of our assessment tools without changing them so drastically that comparison with past years becomes meaningless. For example, we revised the reading comprehension test, have worked on better calibration of the way in which the compare and contrast essay is administered and graded, and redesigned the objective test.

Based on the results of the department assessment practices and on ongoing discussions among faculty members, we have identified and began working on several aspects of the curriculum that could be improved in order to enhance student learning:

- 1) Over the last four years, the faculty have been discussing and experimenting with the teaching of LBST 302A and LBST 302B, two courses that are foundational to the Liberal Studies curriculum. In the past they were the most significant cause of attrition among our majors. But a more thematic approach to the content of the classes that is supported by a revision of the course learning goals appears to be helping a decrease in the number of students failing this classes. In particular, comparing Spring 2012 and Fall 2013 with Fall 2017 and Spring 2018 data for LBST 302 A/B provides some evidence that there has been a significant reduction in students who had to repeat the course due to grades below C or Withdrawal (W):

Semester	Withdrawal	Grade of F	Grade of D	Grade of C-	Course Repeated
Spring 2012	8%	2%	3%	8%	13%
Fall 2013	13%	0%	9%	2%	11%
Fall 2017	2%	0%	5%	2%	7%
Fall 2018	3%	0%	3%	5%	8%

These figures suggest a very significant difference in students’ withdrawing from the course (and likely from the major). There is also a significant reduction in the number of

students who had to repeat the course, which will have a positive impact on graduation rates, for LBST 302A is a pre-requisite for LBST 302B and these courses thus need to be taken over two semesters. More assessment is needed, but these figures suggest some success in presenting LBST 302A as a gateway to the major. As the number of students entering the major increases, we will continue to discuss and reform LBST 302A and LBST 302B in order to build on the progress already made.

- 2) Orientation meetings and Liberal Studies Student Association events have contributed to increased opportunities to effectively integrate new majors and transfer students into the culture of the department. We continue to work to develop those opportunities.
- 3) Interdisciplinary Thematic Emphasis students have benefited from the introduction of a research seminar to help them with their research project. We also continue to look for more opportunities for interactions among ITE students, so that they experience a sense of belonging to the Liberal Studies learning community.
- 4) The development of a Minor in Science, Culture and Society will build upon the success of the Minor in Food Studies at fostering the interdisciplinary character of the program and enhancing student understanding of this important aspect of our curriculum.

D. Describe other quality indicators identified by the department as evidence of the effectiveness/success other than student learning outcomes (e.g. graduation rate, number of students attending graduate or professional school, job placement rates, etc).

Students who major in Liberal Studies under the Elementary Education Emphasis should be well prepared to achieve their professional goals after graduation. Since passing the California Subject Examination for Teachers (CSET) in all three subject areas is a prerequisite of admission to a teacher credentialing program, the CSET pass rates of graduating seniors are measured annually by means of a questionnaire. The pass rate on the first attempt in each of the three areas of the CSET is typically above 80%. For example, in Spring 2018, about 85% of the students who attempted all of the CSET areas passed them on their first attempt, and an additional 7% passed all domains on their second attempt. These numbers add up to an overall pass rate of 92%.

CSET Pass Rate Survey Spring 2018	Number of Students Surveyed	Passed all CSET Areas on First Attempt		Passed all CSET Areas on Second Attempt		Passed all CSET Areas on Any Attempt	
Interdisciplinary Thematic Emphasis	4	3	75%	1	25%	4	100%
Elementary Education Emphasis	23	20	87%	1	4%	21	91%
Total	27	23	85%	2	7%	25	92%

Many of our alumni have commented that the Liberal Studies curriculum definitely prepared them for the CSET. Among the core courses, LBST 302A/B and LBST 304 were cited as particularly valuable. They further stated that the essay writing skills they acquired in their core

courses helped them with the examination. Finally, Liberal Studies Elementary Education Emphasis students enjoy a high rate of success in admission to the CSUF multiple-subject teacher credentialing program.

E. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

All members of the department use on-line venues, such as the university’s TITANium platform, for course syllabi, schedules, reading assignments, and other course materials and requirements. In some cases, students have been relieved of the high cost of textbooks by having all reading assignments placed on-line. Further, our faculty use a wide variety of technology for class meetings including PowerPoint presentations, images, Internet sources, and video. However, the department has consistently held the position that face-to-face teaching enhanced by these technological resources is highly preferable to a format that relies entirely upon on-line interaction. But as the department is now offering a few on-line and hybrid (part in person, part on-line) courses, it is time to begin discussing how their teaching efficacy should be assessed.

IV. Faculty

A. Describe changes since the last program performance review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure-track faculty lines (e.g., new hires, retirements, FERPs, resignations, and how these changes may have affected the program/department’s academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor).

Since the last program performance review, our full-time equivalent faculty (FTEF) allocation, whose effect is largely budgetary, declined from 11.0 on 2011-2102 to 9.0 in 2017-2018. The actual number of full-time equivalent faculty went from 14.4 in 2011-2012 to 10.6 in 2017-2018, amounting to a 26% drop. Over the same period, course enrollments, as expressed in the number of full-time equivalent students (FTES), declined from 359.5 in 2011-2012 to 206.9 in 2017-2018, amounting to a 42% drop. Hence, the number of students taught per full-time faculty member hovered around 15-16 for most of the period, showing a renewed increase only for 2017-2018.

	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Alloc.	Actual FTEF	FTES Target	Actual FTES	Actual FTES/ Actual FTEF
2011-2012	7	3	1	0	10	11.0	14.40	265.0	359.5	24.9
2012-2013	8	3	0	0	8	10.2	14.40	246.0	239.0	16.6
2013-2014	10	1	0	0	10	11.1	14.21	226.4	221.9	15.6
2014-2015	10	0	1	0	8	11.0	13.41	230.0	231.0	17.2
2015-2016	11	0	0	0	5	9.3	13.40	225.0	205.3	15.3
2016-2017	11	0	0	0	4	9.0	12.60	200.0	197.0	15.6
2017-2018	8	0	0	0	7	9.0	10.60	200.0	206.9	19.5

The number of tenured/tenure-track faculty remained at eleven from 2011-2012 to 2016-2017. There were no new hires. In 2017-2018, the retirement of Jim Hofmann, the retirement of Joe Gonzalez, and the leave of Emily Bonney, who took a management position at the university, reduced this number to eight. In 2017-2018 moreover, the retirement of Ed Maine brought the number of full-time lecturers down to zero.

Tenure density has increased since the last program performance review from 63% to 100%, as all tenure-track faculty members achieved tenure. This fact suggests that the hiring of these faculty members that occurred prior to the current period was very successful. Three tenured faculty members—April Bullock, Angeles Sancho-Velazquez, and Mark Fischer—rose to the rank of full professor since the last program performance review. As Margaret Graber was promoted to full professor effective Fall 2018, the full-time faculty currently consists of four associate professors and four full professors. In addition, a fifth faculty member is currently under review for promotion to full professor.

The reduction in the number of full-time faculty members from twelve to eight in 2017-2018 was accompanied by a roughly corresponding reduction in the number of sections taught by full-time faculty. However, an increase in the number of sections taught by part-time faculty members has enabled the department to offer a roughly equal number of sections overall. For further details, see section IV.C.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

With the departure of Emily Bonney, Angeles Sancho-Velazquez is currently the only full-time faculty member whose primary teaching responsibility lies in the arts and humanities. This contrasts unfavorably with the numbers of full-time faculty members whose primary teaching responsibilities are in the natural sciences—Craig McConnell, Margaret Garber, Andrea Patterson, and Kevin Lambert—and in the social sciences—April Bullock, Mark Fischer, and Saul Tobias. Hiring a tenure-track faculty member with expertise in the arts and humanities is therefore a clear priority for the department.

The external factor to which this hiring priority is related is the hiring budget available to the College of Humanities and Social Sciences. Given the financial constraints of this budget and the fact that the Department of Liberal Studies has a relatively high ratio of the number of its full-time faculty to its full-time equivalent faculty (FTEF) allocation, namely 8:9, it is not likely that the Dean will approve the recruitment of an additional tenure-track faculty member in the Arts and Humanities in the near future. Nonetheless, the department will keep requesting such a recruitment as the need for it is fairly strong.

C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offering. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

As already stated, the reduction in the number of full-time faculty members from twelve to eight in 2017-2018 was accompanied by a roughly corresponding reduction in the number sections

taught by full-time faculty from around 30 to around 20. Since the number of majors, and total number of sections offered remained about level over the last three years, the number of sections taught by part-time faculty increased relative to those taught by full-time faculty:

	Majors	Number of Classes (Sections) Taught				
		Full-Time Faculty		Part-Time Faculty		All Faculty
Fall 2011	701	34	74%	12	26%	46
Spring 2012	635	25	58%	18	42%	43
Fall 2012	624	31	78%	9	23%	40
Spring 2013	541	31	84%	6	16%	37
Fall 2013	537	33	73%	12	27%	45
Spring 2014	453	36	88%	5	12%	41
Fall 2014	489	31	72%	12	28%	43
Spring 2015	439	29	71%	12	29%	41
Fall 2015	453	32	82%	7	18%	39
Spring 2016	474	26	84%	5	16%	31
Fall 2016	482	31	89%	4	11%	35
Spring 2017	472	28	85%	5	15%	33
Fall 2017	497	20	61%	13	39%	33
Spring 2018	482	19	59%	13	41%	32
Fall 2018	518	19	58%	14	42%	33

The department has not employed teaching assistants and does not foresee doing so in the future.

Part-time faculty tend to teach LBST 100 Introduction to the Humanities, LBST 101 Introduction to the Social Sciences, LBST 300 Introduction to Liberal Studies, and LBST 301 Inquiry and Composition in Liberal Studies. Full-time faculty used to teach almost all of the other, more advanced Liberal Studies courses—from LBST 302A/B Historical Dimension to the Senior Seminars. This situation has changed somewhat as the reduction in the number of full-time faculty, coupled with grant leaves, sabbaticals, and participation in the Study Abroad program of the College of Humanities and Social Sciences, made it necessary for qualified part-time faculty to teach such Liberal Studies courses as LBST 303 Arts and Humanities in Liberal Studies, LBST 401 Knowledge in the Arts and Science, and LBST 490 Senior Seminar in Great Books. However, the necessity of such teaching arises in part from the desire of several full-time faculty members to teach outside the department, especially in the Honors Program.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

The department allows full-time faculty members to offer courses during Summer and Winter but does not require them to do so. There is a list that indicates which faculty member has priority in teaching in special session, should it happen that two faculty members wish to the teach the same course. This list is updated every year by placing faculty members at the bottom whenever they are scheduled to teach special session course.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

All full time faculty members are expected to be available for advising each week during the fall and spring semesters. The department chair is primarily responsible for advising during summer and intersession months. Orientation sessions for freshmen and transfer students are primarily led by the chair as well.

Our advising materials are updated regularly and are available on-line on the department website. The department has a student success coordinator who follows up with students who are identified to be struggling with making progress through the program.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

The Interdisciplinary Thematic Plan provides a venue for directed undergraduate research. Interdisciplinary Thematic Plan students undertake extensive research in order to complete the senior projects that are a required part of the ITP option. Students develop their projects and carry out their research working closely with faculty in LBST 482 Interdisciplinary Thematic Research Seminar or in a 499 Independent Study course. In addition to Liberal Studies majors, CSUF students from any major can undertake research projects with faculty guidance as part of a 499 independent study course.

Departmental conferences provide an opportunity for students to collaborate with faculty or present their research. Students presented their research at the Work of Exile Conference (2015).

A number of sections of LBST 101 Introduction to the Social Sciences were taught as a service-learning course. Students in these sections explore social science concepts and social issues through their involvement in a number of off-campus community organizations. LBST 322 Cross-Cultural Social Science is offered as a service-learning course as part of the university's Study Abroad program in Cambodia. Students study development and social justice while volunteering at a number of non-profits educational organizations in Cambodia.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the department during the last five years.

Regarding state-support funds, our operating budget was sufficient to pay for office supplies, copier lease, drinking water, a few furniture items, books to build our library, and the departmental receptions at commencement. Full-time faculty members made good use of their \$500 travel money and their \$600 professional development funds, which can also be used for travel, to attend conferences both in the United States and abroad. Miscellaneous course fees, although generously allocated by the Dean's Office, were not used much because of the many restrictions that are placed on their use.

Academic Year	State-Support Funds					Self-Support Operating Expenses	Grants	Donations
	Operating Expenses	Travel	Profess. Develop.	Miscell. Course Fees	Commencement			
Fund Code	THEFD	THEFD	THEFD			TDACP/THUEE		
2013-2014	\$19,685	\$5,500	\$7,831	\$7,700	\$400	\$1,143	\$4,496	\$6,000
2014-2015	\$13,880	\$5,000	\$7,200	\$4,780	\$400	?	-	\$6,000
2015-2016	\$13,975	\$5,500	\$6,600	\$3,578	\$400	\$14,325	-	\$6,000
2016-2017	\$16,300	\$5,500	\$6,600	\$10,525	\$400	\$14,862	\$4,747	\$6,000
2017-2018	\$16,000	\$4,000	\$4,800	\$10,000	-	\$10,121	-	\$1,000

Due to the generosity of a previous faculty member, the department received a donation of \$1,000 each year to fund an award for the best faculty publication of the preceding two years. Another regular donation of \$5,000 per year by another previous faculty member was used to fund the Liberal Studies conferences held annually from 2013 to 2017. Since no conferences have been held since then, the donor has been asked to suspend his generous contributions for now.

B. Identify any special facilities/equipment used by the department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last five years and prioritize needs for the future.

The department has priority access to two large classrooms: UH-335 (57 seats; MW 10:00-11:15) and UH-339 (60 seats; MW 1:00-2:15 and TuTh 1:00-2:15). In the past, these classrooms were used primarily for LBST 302A/B Historical Dimension of Liberal Studies, when this course was a large lecture course. Subsequent to its revision to a mixed lecture/discussion course of 30 to 45 students, this course can now be accommodated in the two classrooms to which Liberal Studies has priority access on all days and at all times: H-226 (48 seats) and H-326B (45 seats). Consequently, the three slots the department has in UH-335 and UH-339 are now used for the lower-division General Education courses LBST 100 Introduction to the Humanities and LBST 101 Introduction to the Social Sciences, by means of which the department hopes to attract larger numbers of students to boost enrollment.

Regarding computers and projectors, the equipment that is standard in all regular classrooms is sufficient for the needs of all Liberal Studies instructors.

C. Describe the current library resources for the department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

The department possess at library of its own, called the James R. Hofmann Liberal Studies Library in honor of our department chair from 2002 to 2017. This library, although compact, is very strong in the history of science and quite extensive in the visual arts. We intend to acquire select books to maintain the currency of our history of science collection.

Beyond this departmental library, our faculty members rely on the university library and, in particular, its fairly well-functioning interlibrary loan service.

VII. Long-Term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.

The Department of Liberal Studies has established itself as a locus of focused interdisciplinary teaching and research, as an academic unit that successfully prepares students for careers in teaching and a broad range of professional fields, as well as graduate work, and as the site of a vibrant culture of dialogue and cooperation among students and faculty. Long-term plans for the department aim at strengthening and expanding these roles, responding to changing factors and new challenges, and fulfilling current needs.

1. Strengthening and Expanding Current Roles

a. Interdisciplinary Research Conferences/Meetings

Since our last departmental review, Liberal Studies held a series of highly successful interdisciplinary conferences. Since the organization of these conferences required a high level of commitment through an extended period, the reduction of Liberal Studies faculty in the last years made it difficult to continue holding one every year. A long-term goal is to find a leaner format for these meetings that would allow annual organization without taking a disproportionate amount of faculty time. For example, instead of an extensive two-day conference as those celebrated in the past, we could move to a one-day intensive meeting. We also plan to reinforce and expand student participation by establishing a stronger alignment between the meeting and Liberal Studies courses offered during the year. Finally, instead of organizing a completely different conference every year, continuity could be established by creating an ongoing series of meetings, for example under the variable title of "Liberal Studies Interdisciplinary Conversations on . . ." And instead of two faculty members being the sole organizers, a committee could organize it under the leadership of a chair on a rotating basis.

b. Preparing Students for Future Professional and Academic Success

The department has made significant efforts to both strengthen and streamline the Liberal Studies curriculum in order to ensure that our students advance towards graduation both with expediency and with educational integrity. In order to maintain and expand these efforts and to maximize our students' success, our long-term plans include the following:

- i. To attain curricular approval for the Minor in Science, Culture, and Society.
- ii. To develop a second minor in Liberal Studies—tentatively titled Minor in Foundations of Liberal Studies—tailored to the needs of students in the Department of Child and Adolescent Development in the expectation that latter department would reciprocally offer a minor tailored to the needs of our students who want to become elementary education teachers.
- iii. To promote our Interdisciplinary Thematic Emphasis in order to increase its visibility on campus.
- iv. To expand and refine outreach to Liberal Studies majors in their freshman and sophomore years.

- v. To continue supporting the participation of Liberal Studies faculty in Study Abroad programs and to encourage our students' participation in them by offering internships, promoting scholarship opportunities, and fostering the integration of international programs with Liberal Studies core courses.

c. Department Culture of Dialogue and Cooperation

The Liberal Studies Commons has become a lively site for interaction among students and faculty. Daily, students exchange ideas and information, support each other, and study together. In addition, various cultural and social events are held throughout the year in this space. We plan to organize these events more regularly and to advertise them more efficiently to Liberal Studies majors since their first year at CSUF, as well as to alumni. Among the plans are the following items:

- i. To establish continuity for a movie and discussion night every semester.
- ii. To refine our approach and find a more efficient way to advertise a freshman and sophomore outreach event every semester.
- iii. To establish a system of peer mentoring with juniors and seniors serving as mentors of freshmen and sophomores.
- iv. To launch a newsletter to foster continued contact with alumni and facilitate networking among alumni and current students.

2. Responding to Changing Factors and New Challenges

a. Changing Needs for Educators in California

As a department with a high proportion of majors planning a teaching career, we are aware of and ready to respond to changing needs and requirements. In particular, we plan the following:

- i. To attain approval of our CSET Waiver Pathway the California Teacher Credentialing Commission; liberal studies departments at other CSUs, especially CSU Long Beach, have been able to attract additional students due to having such a pathway, and we need to stay competitive in this regard.
- ii. To continue proposing an Integrated Teacher Education Program to the Department of Elementary and Bilingual Education at CSUF; such a program would enable students to attain their B.A. in Liberal Studies and their Multiple-Subject Teaching Credential within four years; liberal studies departments at other CSUs have already established such a program, and we need to stay competitive in this regard.
- iii. To advertise our Interdisciplinary Thematic Emphasis as a robust and flexible plan for students whose goal is a credential in Special Education, as well as in other high-demand teaching careers.
- iv. To explore the possibility of increasing internship opportunities within the major by scheduling LBST 495 Internship in Liberal Studies.

b. Major Advising

We will increasingly make use of the new technology provided by TitanNet, especially to advise and send messages to our majors. We aim to improve the timing and accuracy with which our students apply for graduation by distributing and explaining relevant advising material in LBST 302B and LBST 303, LBST 304, and

LBST 305. We are considering the inclusion of information about current trends and opportunities in the workforce and graduate studies in our advising.

c. Assessment

We will adapt and refine current assessment procedures to ensure that they reflect the changing needs of our students, for example, with regard to the implementation of the CSET Waiver Pathway.

3. Fulfilling Current Needs

a. Hiring Additional Faculty

The number of full-time Liberal Studies faculty was significantly reduced in recent years due to retirements and an appointment to an administrative position. Hiring of new faculty is an important goal to ensure the integrity of the program in the future. In particular, we need to strengthen the faculty in the area of arts and humanities, which currently functions with only one faculty member.

4. Other Initiatives

a. Develop a Cross-Cultural Studies Minor

We currently offer two cross-cultural courses, LBST 322 Cross-Cultural Humanities and LBST 323 Cross-Cultural Social Thought. A third such course, LBST 325 Cross-Cultural History of Medicine is in the curricular approval process. Together with several courses drawn from other departments, these courses could form a minor of 15 or 18 units.

b. Create More Opportunities for Internships, Volunteering work, and Community Engagement.

We recently received approval of LBST 495 Internship in Liberal Studies, a 3-unit course that seeks to provide a “learning experience for undergraduates at any public or private institution to which a Liberal Studies major/minor or Food Studies minor is related.” We plan to offer this course with the help of the university’s Center for Internships and Community Engagement, which offers a diverse range of opportunities in this regard.

B. Explain how the long-term plan implements the University’s mission, goals and strategies and the unit’s goals.

All long-term plans for the department aim at supporting and strengthening the preeminence of learning, the cornerstone of the University’s mission. They further support the University core values (student-centeredness, integrity, diversity, collaboration, and excellence) and goals (advising, retention, talent development, assessment, and Titan experience).

In particular, long-term planning for the department directly addresses several goals from the University Strategic Plan:

Sections 2.a and 2.b above implement Goal 1 of the University Strategic Plan, which aims at supporting “students’ pathways to graduation, responsiveness to workforce needs, and the lifelong empowerment and success of our graduates.”

Sections 1.b and 2.b align with Goal 2 of the University Strategic Plan, Retention, as they focus on the integration of new students within the life of the department, mentorship relationships among students, and connections between current students and alumni. All of these initiatives will promote retention, as they will offer students an enhanced sense of belonging to the department and a larger alumni community, while reinforcing their awareness of the intellectual and practical value of their undergraduate studies.

Sections 1.a and 3.a respond to University Strategic Plan Goal 3, Talent Development, whose objective is to “develop and maintain a nationally recognized Talent Development Program that invests in professional and leadership growth of staff.” The annual meeting will contribute to faculty engagement with scholars from across campus and other universities, as well as the development of particular projects. The hiring of new tenure-track faculty will strengthen our curriculum and invigorate the intellectual life of the department with new ideas and perspectives.

Section 2.c addresses Goal 4 of the University Strategic Plan, Assessment. This goal focuses on “state-of-the-art assessment efforts aligned with the University and Division Strategic Plan that include multiple measures to assess learning outcomes, satisfaction, opportunities for program improvement and contribution to achieving the University and Divisional Strategic Plan.”

Sections 1.b, 1.c, 2.a, 2.b, 2.c, and 4.b contribute to University Strategic Plan Goal 5, Titan Experience. This goal promotes “pride and connection to the University and market the unique and employable qualities of Cal State Fullerton graduates.”

In addition, our long-term goals reflect the mission of the College of Humanities and Social Sciences, “to educate students to be culturally, globally, socially, historically and environmentally astute, and civically responsible alumni able to navigate an increasingly complex and interconnected world.” Section 1.b includes increased Study Abroad opportunities for our majors, and section 4.b refers to internship and community involvement opportunities; both will reinforce our students’ global engagement and civic responsibility.

C. Explain what kinds of evidence will be used to measure the unit’s results in pursuit of its goals, and how it will collect and analyze such evidence.

The department will continue its existing assessment practice through embedded assignments (see section III) in order to measure student achievement of the four departmental learning goals and the nine student learning outcomes. This evidence will be collected by the Liberal Studies assessment committee and brought to the attention of the department by means of a report at the end of each academic year for discussion and self-evaluation. Monitoring the rate at which students in the Elementary Education Emphasis pass the California Subject Examination for Teachers (CSET) test will also provide information on the quality of their preparation by the department.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

The departmental budget has two parts: operating expenses and teaching budget, both of which are allocated to the department by the Dean's Office. Funds have been sufficient in the past and since we expect no major changes should remain so for the next seven years.

VIII. Appendices Connected to the Self-Study (Required Data)

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	# Enrolled
2011-2012	418	281	84
2012-2013	331	259	58
2013-2014	413	250	50
2014-2015	454	244	59
2015-2016	507	243	62
2016-2017	575	304	59
2017-2018	503	279	66

TABLE 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	# Enrolled
2011-2012	479	287	152
2012-2013	322	246	109
2013-2014	494	245	117
2014-2015	462	232	125
2015-2016	472	260	139
2016-2017	523	289	138
2017-2018	498	241	109

TABLE 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment in FTES

Academic Year	Enrollments in FTES			
	Lower Division FTES	Lower Division FTES by Majors Only	Upper Division FTES	Upper Division FTES by Majors Only
2011-2012	95.9	2.3	263.6	234.5
2012-2103	34.9	0.5	95.2	84.4
2013-2014	56.2	1.4	165.7	135.2
2014-2015	74.2	2.4	156.8	133.1
2015-2016	57.2	3.6	148.1	127.6
2016-2017	50.6	4.6	146.4	131.2
2017-2018	44.5	2.3	162.4	147.8

Table 2-B. Undergraduate Program Enrollment (Headcount)

Academic Year	Majors			FTES per Headcount
	Lower Division	Upper Division	Total	
2011-2012	174.0	489.0	663.0	0.8
2012-2103	147.0	435.0	582.0	0.8
2013-2014	135.0	360.5	495.0	0.8
2014-2015	122.0	346.0	468.0	0.8
2015-2016	141.0	323.5	464.5	0.8
2016-2017	136.5	340.5	477.0	0.8
2017-2018	130.0	358.0	488.0	0.8

TABLE 3. Graduation Rates for Majors

Table 3-A. First-time Freshmen Graduation Rates for Majors

Entered In	Head-count	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years	
		In Major	All Majors	In Major	All Majors	In Major	All Majors
Fall 2008	118	26.3%	14.0%	62.7%	42.2%	69.5%	55.7%
Fall 2009	89	39.3%	17.3%	71.9%	46.9%	76.4%	61.9%
Fall 2010	67	31.3%	17.6%	46.3%	48.8%	55.2%	62.3%
Fall 2011	84	39.3%	21.9%	67.9%	54.0%	72.6%	66.2%
Fall 2012	58	43.1%	22.0%	65.5%	55.6%	69.0%	67.8%
Fall 2013	47	36.2%	22.6%	61.7%	56.6%		
Fall 2014	59	40.7%	25.5%				

Table 3-B. Transfer Student Graduation Rates for Majors

Entered In	Head-count	% Graduated in 2 years		% Graduated in 3 years		% Graduated in 4 years	
		In Major	All Majors	In Major	All Majors	In Major	All Majors
Fall 2008	44	34.1%	23.8%	61.4%	53.9%	70.5%	65.2%
Fall 2009	40	27.5%	22.0%	62.5%	54.1%	75.0%	68.9%
Fall 2010	47	31.9%	27.6%	63.8%	58.6%	66.0%	70.3%
Fall 2011	50	24.0%	28.2%	60.0%	61.9%	80.0%	75.7%
Fall 2012	53	34.0%	29.8%	71.7%	63.3%	77.4%	74.0%
Fall 2013	59	33.9%	31.2%	69.5%	63.7%	76.3%	74.5%
Fall 2014	43	51.2%	36.9%	81.4%	68.6%	90.7%	79.1%
Fall 2015	37	54.1%	34.2%	70.3%	68.4%		
Fall 2016	37	51.4%					

TABLE 4. Degrees Awarded

College Year	Degrees Awarded
2010-2011	248
2011-2012	208
2012-2013	198
2013-2014	154
2014-2015	136
2015-2016	131
2016-2017	120
2017-2018	131
Total	1,326

APPENDIX II. GRADUATE DEGREE PROGRAMS

[Does Not Apply]

APPENDIX III. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

Academic Year	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Alloc.	FTES Target	Actual FTES	SFR
2011-2012	7	3	1	0	10	11.0	265.0	359.5	24.1
2012-2013	8	3	0	0	8	10.2	246.0	239.0	24.1
2013-2014	10	1	0	0	10	11.1	226.4	221.9	20.4
2014-2015	10	0	1	0	8	11.0	230.0	231.0	20.9
2015-2016	11	0	0	0	5	9.3	225.0	205.3	24.2
2016-2017	11	0	0	0	4	9.0	200.0	197.0	22.2
2017-2018	8	0	0	0	7	9.0	200.0	206.9	22.2

APPENDIX IV. RESOURCES

Table 10. Department Resources

Academic Year	State-Support Funds					Self-Support Operating Expenses	Grants	Donations
	Operating Expenses	Travel	Profess. Develop. (Research)	Miscell. Course Fees	Commencement			
Fund Code	THEFD	THEFD	THEFD			TDACP/THUEE		
2013-2014	\$19,685	\$5,500	\$7,831	\$7,700	\$400	\$1,143	\$4,496	\$6,000
2014-2015	\$13,880	\$5,000	\$7,200	\$4,780	\$400	?	-	\$6,000
2015-2016	\$13,975	\$5,500	\$6,600	\$3,578	\$400	\$14,325	-	\$6,000
2016-2017	\$16,300	\$5,500	\$6,600	\$10,525	\$400	\$14,862	\$4,747	\$6,000
2017-2018	\$16,000	\$4,000	\$4,800	\$10,000	-	\$10,121	-	\$1,000

APPENDIX V. LONG-TERM PLANNING

The department intends to continue its successful path with regard to student learning, scholarship, and service over the long term. Regarding student learning, this continuity implies that the primary goals of the education provided by our department remain those of the Liberal Studies Assessment Plan: (1) written communication skills, (2) knowledge in the areas of arts and humanities, natural sciences, and social sciences, (3) analytical skills, and (4) the ability to draw interdisciplinary connections within and between the above knowledge areas.

Regarding scholarship, the department expects its full-time faculty members to remain active participants in their scholarly disciplines, as evidenced by attendance at scholarly conferences, the presentation of papers at scholarly conferences, the publication of peer-reviewed articles, book chapters, and books, the publication of book reviews, as well as other scholarly and creative endeavors.

Regarding service, the department expects its full-time faculty to remain active participants in the shared work of the department, to serve on committees of the College of Humanities and Social Sciences, on committees of the Academic Senate, and as members of the Academic Senate. The department further expects its full-time faculty members to perform professional service, for instance, by being active members of academic associations, by reviewing scholarly manuscripts, or by chairing conference panels.

APPENDIX VI. FACULTY CURRICULA VITAE

The curricula vitae of the department's full-time faculty that follow below are arranged alphabetically:

- April Bullock, Ph.D.
- Mark Fischer, Ph.D.
- Margaret Garber, Ph.D.
- Kevin Lambert, Ph.D.
- Craig McConnell, Ph.D.
- Andrea Patterson, Ph.D.
- Angeles Sancho-Velazquez, Ph.D.
- Saul Tobias, Ph.D.

April Bullock

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Home Phone: (951) 684-2452

CURRICULUM VITAE

Doctor of Philosophy, European History *University of California, Santa Cruz* (1997)

Master of Arts, European History *University of California, Santa Cruz* (1991)

Bachelor of Arts, History *California State University, Stanislaus* (1989)

Teaching Experience

Program Coordinator, MS Environmental Studies (2015-present)

Professor, California State University, Fullerton (2012-present)

Associate Professor California State University, Fullerton (2006-2012)

Assistant Professor California State University, Fullerton (2000-2006)

Liberal Studies 100 Intro to the Humanities: Food, Health Well Being

Liberal Studies 300 Introduction to Liberal Studies

Liberal Studies 302A/B Historical Dimensions of Liberal Studies

Liberal Studies 305 Liberal Studies in the Social Sciences (20th century)

Liberal Studies 310 The California Experience

Liberal Studies 340 Food in the Social Sciences

Liberal Studies 401 Knowledge in the Arts and Sciences

Liberal Studies 485 Senior Seminar in Cultural Diversity

Liberal Studies 488 Senior Seminar in Environmental Studies

Liberal Studies 499 Independent Study (includes London Semester internships)

Honors 201A Sophomore Seminar in American History (Colonial to 1900)

Honors 201B Sophomore Seminar in American History and Government (1900-2000)

Honors 302T Junior Seminar in the Humanities: Life Narratives and the American Experience

Honors 303T Junior Seminar in the Social Sciences: Food Studies

Honors 304T Junior Seminar in Lifelong Learning: Humans and the Natural World

Honors Senior Project Supervisor

Sharde Vallone, "How I Added Sweetness to My Senior Year (2013-2014)

Xiouchen Quo, "Fine Wines as an Investment" (2011-2012)

Samantha Rawski, "Malcolm McLaren: The Punk Entrepreneur"
(2009-2010)

ENST 595T Food and the Environment
ENST 599 Independent Study

HSS London Semester 2018-2019
Art 311 Foundations of Modern Art
GEOG 373 Global Cuisines

HSS Summer in Dublin 2014-2015
HUM 350T Life and Culture of Dublin
LBST/EUST 315 A European Tour

HSS London Semester, Spring 2006
Art 201B: Modern Art
Women's Studies 302: Introduction to Intercultural Women's
Studies

University 100A Introduction to the University (BTEP)

New Courses and Programs Approved Since 2011

Minor in Food Studies (2016)
LBST 340 Food in the Social Sciences
LBST 341 Ancient Eats

Lecturer *University of California, Santa Cruz* (1997-2000)

Teaching Fellow *University of California, Santa Cruz* (1995-1997)

Adjunct Lecturer *Santa Clara University* (1993-1996)

Teaching Assistant *University of California, Santa Cruz* (1989- 1995)

Peer-Reviewed Publications

"The Cosmopolitan Cookbook: Class, Taste, and Foreign Foods in
Victorian Cookery

Books" *Food, Culture, and Society* 15:3 (September 2012), 437-454.

"Thackeray's Young Men: Bohemia and Manliness in the Novels of
William Makepeace Thackeray" *Victorians Institute Journal* (2009),
165-194.

“Alexis Soyer’s Gastronomic Symposium of All Nations”
Gastronomica (November, 2005), 50-59.

Non Peer-Reviewed Publications

Review of Rod Phillips, *Alcohol: A History in Food, Culture, and Society* 19: 3 (September 2016), 615-617.

“Cafeterias (non-institutional)” in Ken Albala, ed.
The SAGE Encyclopedia of Food Issues (Sage, 2016)

Review of Rebecca Walkowitz, *Cosmopolitan Style: Modernism Beyond the Nation* *Journal of Colonialism and Colonial History* (Spring, 2009) Online.

Review of Ruth Brandon, *Alexis Soyer: A Life in Seven Courses*
Gastronomica (Spring, 2006), 99-100.

“Rape of the Sabines” and “Rape of Lucretia”
Merril D. Smith, ed. *Encyclopedia of Rape* (Westport, CT: Greenwood Press, 2004)

Dissertation

Victorian Bohemias: Class, Gender, and the Artist in the Metropolis, 1840-1900

Readers: Professor Sheldon Rothblatt, UC Berkeley (Chair),
Professor Jonathan Beecher, Professor John Jordan.

Presentations

“Collecting Recipes: Reading Women’s Lives Through the Recipes They Kept.” *Western Association of Women Historians* (San Diego, 2017)

“Collecting Recipes” *Victorian Interdisciplinary Studies Association of the Western United States* (Fullerton, 2014)

“Authority, Experience, and Social Space: Reading Gender Dynamics in Manuscript Recipe Books from 18th to 19th Century England” *Women’s History Network* (Oxford, England, 2009)

Chair and Commentator, “From Georgian to Victorian London: Aching Wealth and Denizens of Iniquity” *Western Association of Women Historians* (Santa Clara University, 2009)

“The Cosmopolitan Cookbook: How Victorian Women Brought the World Home for Dinner” *Berkshire Conference of Women Historians* (University of Minnesota, 2008)

“Addressing the Cook” *Shaping Readers, Making Books Society for the History of Authors, Readers and Publishers* (University of Cork, Ireland, 2007)

“George Augustus Sala and the Author as Manufacturer” *Print Culture and the Novel, 1850-1900* (Oxford University, England 2007)

“Rethinking Sexuality: Pleasure and Anxiety in Victorian Flagellation Literature” *American Historical Association Pacific Coast Branch* (Corvallis, OR 2005)

“From Naughty Girls to Wayward Boys: Gender, Spiritual Regeneration and Victorian Flagellation Fiction” *Interdisciplinary Nineteenth-Century Studies* (Santa Cruz, CA 2003)

“Soyer’s Symposium: Haute Cuisine and New Technology for the Masses” *Interdisciplinary Nineteenth-Century Studies* (Fairfax, VA 2002)

“Dominate Me Earth Goddess!” *Women’s History Month Faculty Research Conference* (Fullerton, CA, 2002)

“Women in Bohemia” *Women’s History Month Faculty Research Conference* (Fullerton, CA 2001)

Chair and Comment “People vs. the State: An Issue of Space” *American Historical Association Pacific Coast Branch* (San Diego, CA, 1998).

“‘As I have found no friend wide-minded enough’: Women in Victorian Bohemia” *Dickens Winter Conference* (University of California, Riverside, 1996).

“Looking for Mr. Fitzball: The Origins of Bohemia in London, 1830-1860” *The Nineteenth-Century City: Global Contexts, Local*

Productions, Interdisciplinary Nineteenth-Century Studies Annual Meeting (University of California, Santa Cruz, 1995).

“Coming of Age in Bohemia: Representations of Bohemian London in Three Victorian Autobiographical Novels.” *Dickens Winter Conference* (University of California, Riverside, 1995).

“Margaret and Violet Hunt: the Politics of Art and Gender in the Work of Two Nineteenth-Century Woman Novelists” *Reclaiming a Lost Tradition: Women Writers in 18th and 19th Century Britain* (University of Oregon, Eugene, 1992).

Awards

HSS Dean’s Summer Research Support CSUF (2008, 2010, 2011)

Sabbatical Semester CSUF (Fall 2009)

FDC International Travel Grant CSUF (2007, 2009)

Junior Faculty Research Grant CSUF (Summer 2007)

HSS Dean’s Release Time for Scholarship CSUF (Fall 2006)

University Outstanding Teacher-Scholar Award CSUF (2004-2005)

University Outstanding Service Award CSUF (2003)

Curriculum Development Grant Multiple Subject Matter Preparation Program, California State University, Fullerton—LBST 310 The California Experience (2002)

Curriculum Development Grant Blended Teacher Education Program, California State University, Fullerton (Summer & Fall, 2002)

Curriculum Development Grant Blended Teacher Education Program, California State University, Fullerton (Summer, 2001)

Dissertation Fellowship History Department, University of California, Santa Cruz (Fall, Winter, Spring, 1996)

Research Travel Fellowship History Department, University of California, Santa Cruz (Yale University Libraries, 1994).

Dissertation Overseas Research Fellowship History Department, University of California, Santa Cruz (British Library, London, 1993-

1994).

Pre-Dissertation Overseas Research Fellowship History Department, University of California, Santa Cruz (Rylands Library, Manchester, Brotherton Collection, Leeds and British Library, 1992-1993).

Master's Thesis Award History Department & Humanities Division, University of California, Santa Cruz (1991).

Departmental, College and University Committee Service (CSU Fullerton)

Liberal Studies Department—

Development (2015-Present)

Curriculum (2002-2004, 2010-2011, 2016-present)

Commencement (2002-2004, 2010-2011)

Alumni Outreach (2010-present)

Media Coordinator (2004-2007, 2010-2011)

Departmental Personnel Committee (2006-2009, 2010-2012)

Chair

Department Personnel Committee for promotion to Professor (2012-present)

Graduate Program Development Coordinator (2007-present)

Search Committee (8 hires, 2001-2007), Vice Chair (2007)

Faculty Co-Advisor, LBST Student Association (2000-2005)

LBST 290 Coordinator (2001-2003)

Co-organizer, Third Liberal Studies Department Conference (2016)

“Writing Lives Across the Disciplines”

Conference Organizer, First Liberal Studies Department

Conference (2013) “Traditions and Transformations: An Interdisciplinary Food Studies Conference”

Women's Studies Program—

Personnel Committee (2007-2009, Chair Fall 2011)

Program Council Member (2006-2009)

Women's History Month Conference Committee (2007)

Environmental Studies Program—

Program Coordinator (2015-present)

Curriculum Committee (2009-2012)

Program Council Member (2008-present)

University Honors Program—

New Variable Topics Course HONR 303T Food Studies (2010-2011)

Invited Speaker HONR 300A Junior Colloquium (Fall 2010)

Honors Program Advisory Board (filled in for Craig McConnell, 2008-2009)
New Variable Topics Course HONR 304T Humans in the Natural World (2004)

College of Humanities & Social Sciences—
Chair, Study Abroad/Away Committee (2016-2017)
Dean's Budget Advisory Committee (2015)
Online/Pedagogy Committee (2013-2015)
Curriculum Committee (2003-2005)
Ad Hoc Committee for HSS Senate Constitution (2008-2009)

University—
Facilities and Beautification Committee (2017—Present)
Professional Leaves Committee (2015-2016)
Food Advisory Committee (2013-2015)
Freshman Pathways Pilot Project Faculty (2013-2015)
Graduate Education, Chair (2010-2011) Vice Chair (2008-2010), Member (2007-2011)
Graduate Forum Planning Committee (Spring 2011)
Senate Ad Hoc Committee to revise University Policy on Online Education (2011)
EASEUP Committee (Streamlined Teacher Education Program) (2006-2008, 2009-2011)
Academic Senator, At-Large (2007-2010)
Ad Hoc Committee on Faculty Mentoring (2008)
BTEP Advisory Council (2000-2004)

Service to the Profession

Board of Directors, SoCal Foodways Project (2018--)
Western Association of Women Historians (WAWH)
Co-Chair, Conference Committee, 2011
External Reviewer, University of LaVerne, Liberal Arts Program (2010)
Manuscript Reviewer for Palgrave Macmillan UK, McFarland Presses and *A/B Auto/Biography Studies* (journal).

MARK FISCHER

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HIGHER EDUCATION

Ph. D. in Political Science. University of Chicago. March 1995.

Dissertation: "Machiavelli: A Systematic Interpretation."

School of Advanced International Studies (SAIS), Johns Hopkins University, Washington, DC. July 1986–August 1987.

Studied international relations theory, international history, U.S. foreign relations and defense policy.

Master of Business Administration. Institut Européen d'Administration des Affaires (INSEAD); Fontainebleau, France. June 1984.

Specialized in international finance and investments.

Doctor of Social and Economic Sciences. University of Vienna, Austria. July 1982.

Dissertation: "Theory und Methoden der Kreativität" (Theory and methods of creativity).

Master of Social and Economic Sciences. University of Vienna. Austria. June 1980.

Studied managerial economics and computer science.

PROFESSIONAL POSITIONS

Department Chair. California State University, Fullerton, Department of Liberal Studies. Since August 2017.

Professor. California State University, Fullerton, Department of Liberal Studies. Since August 2017.

Course: LBST 305 Liberal Studies in the Social Sciences

Associate Professor. California State University, Fullerton, Department of Liberal Studies. August 2006-August 2017.

Courses: LBST 101 Introduction to the Social Sciences
LBST 301 Inquiry and Composition in Liberal Studies
LBST 302A Historical Dimension of Liberal Studies
LBST 302B Historical Dimension of Liberal Studies
LBST 305 Liberal Studies in the Social Sciences
LBST 401 Knowledge in the Arts and Sciences
LBST 490 Senior Seminar in Great Books
HON 302T Ideals of the Western World

Assistant Professor. California State University, Fullerton, Department of Liberal Studies. August 2002-August 2006.

Courses: LBST 302B Historical Dimension of Liberal Studies
LBST 305 Liberal Studies in the Social Sciences
LBST 490 Senior Seminar in Great Books

Lecturer. University of California, Irvine, Department of Political Science. April-June 2002.

Courses: 31A Intro: Political Theory
139C Special Topics: Non-Western Political Thought

Visiting Assistant Professor of Political Studies. Pitzer College; Claremont, California. September 2001-May 2002.

Courses: Pols 150 History of Political Philosophy: Ancients
Pols 151 History of Political Philosophy: Moderns

Visiting Assistant Professor. Georgetown University, Department of Government; Washington, D.C. August 2000-May 2001.

Courses: Govt 006 International Relations (3 sections)
Govt 117 Elements of Political Theory (2 sections)

Fellow. Harvard University, John F. Kennedy School of Government, Belfer Center for Science and International Affairs; Cambridge, Massachusetts. September 1999-June 2000.

Researched the liberal-democratic peace, presented a paper, participated in weekly seminars, attended Harvard-MIT MATSI lecture series.

Visiting Assistant Professor of Politics. Oglethorpe University, Division of History, Politics, and International Relations; Atlanta, Georgia. August 1998-May 1999.

Courses: Cor 201 Human Nature and the Social Order I (2 sections)
Cor 202 Human Nature and the Social Order II (2 sections)
Pol 111 International Relations
Pol 350 Indian and Chinese Political Thought

Visiting Assistant Professor. Trinity College, Department of Political Science; Hartford, Connecticut. September 1997-May 1998.

Courses: Pols 105 Introduction to Political Philosophy
Pols 219 History of Political Thought I
Pols 220 History of Political Thought II
Pols 346 The Liberal-Communitarian Debate
Pols 403 Senior Seminar: Necessity and Morality in Politics

Visiting Lecturer. University of Chicago, Department of Political Science. October 1996-June 1997.

Course: PolSci 482 Political Realism (graduate seminar)

Visiting Assistant Professor. Dartmouth College, Department of Government; Hanover, New Hampshire. January-March 1996.

Courses: Gov 64 Modern Political Thought
Gov 81.4 Political Realism: Power and Morality

Lecturer. University of Chicago, Social Sciences Collegiate Division. January 1994-June 1995.

Courses: SocSci 151 Classics of Social and Political Thought I
SocSci 152 Classics of Social and Political Thought II (2 sections)
SocSci 153 Classics of Social and Political Thought III

Teaching Assistant. University of Chicago, Social Sciences Collegiate Division. March-June 1992.

Course: PolSci 211 The Genealogy of Morals II: Nietzsche

Investment Research Analyst. J. P. Morgan Investments; London and New York. September 1984-May 1986.

Researched the pharmaceutical and chemical sectors of Europe, made investment recommendations on publicly traded companies, provided macroeconomic forecasts on the Swiss economy.

SCHOLARLY AND CREATIVE ACTIVITY

Work in Progress

“Machiavelli on Religion: Central Problems.”

“On the Ontology of Structural Realism.”

Peer-Reviewed Publications

“Niccolò Machiavelli.” In *The Edinburgh Companion to Political Realism*. Ed. Robert Schuett and Miles Hollingworth. Edinburgh: Edinburgh University Press, 2018.

“*The Book of Lord Shang* Compared to Machiavelli and Hobbes.” *Dao: A Journal of Comparative Philosophy* 11, no. 1 (June 2012): 201-221.

"Prologue: Machiavelli's Rapacious Republicanism." In *Machiavelli's Liberal Republican Legacy*. Ed. Paul Rahe. Cambridge: Cambridge University Press, 2006. xxix-lx.

"Culture and Foreign Politics." In *The Limits of Culture: Islam and Foreign Policy*. Ed. Brenda Shaffer. Cambridge, MA: MIT Press, 2006. 27-64.

"Machiavelli's Political Psychology." *Review of Politics* 59, no. 4 (Fall 1997): 789-829.

"Machiavelli's Theory of Foreign Politics." In *Roots of Realism*, ed. Benjamin Frankel, 248-79. London: Frank Cass, 1996; also published in *Security Studies* 5, no. 2 (Winter 1995/96): 248-79.

"Feudal Europe, 800-1300: Communal Discourse and Conflictual Practices." *International Organization* 46, no. 2 (Spring 1992): 427-466.

Reprinted in *International Relations: Critical Concepts in Political Science*, vol. IV, ed. Andrew Linklater (London: Routledge, 2000), 1379-1418.

Editor-Reviewed Publications

“Wily Elites and Spirited Peoples in Machiavelli’s Republicanism.” Solicited book review of David N. Levy, *Wily Elites and Spirited Peoples in Machiavelli’s Republicanism* (Lanham, MD: Lexington Books, 2014). In *Review of Politics* 77, no. 2 (Spring 2015), 1-3.

“Machiavelli’s Ethics.” Solicited book review of Erica Benner, *Machiavelli’s Ethics* (Princeton, NJ: Princeton University Press, 2009). In *Ethics* 121, no. 1 (October 2010), 182-87.

“The Erotic Prince.” Solicited book review of Haig Patapan, *Machiavelli in Love: The Modern Politics of Love and Fear*. Lanham, MD: Lexington Books, 2006. In *Review of Politics* 70, no.1 (Winter 2008), 126-29.

“Realism, political.” Solicited entry in *International Encyclopedia of the Social Sciences*, 2nd ed. Ed. William A. Darity. Farmington Hills, MI: MacMillan Reference USA, 2007, 96-97.

“Machiavelli, Niccolò, 1469-1527.” Solicited entry in *International Encyclopedia of the Social Sciences*, 2nd ed. Ed. William A. Darity. Farmington Hills, MI: MacMillan Reference USA, 2007, 533-34.

“The Comedy & Tragedy of Machiavelli: Essays on the Literary Works.” Solicited book review of Vickie B. Sullivan (ed.), *The Comedy & Tragedy of Machiavelli: Essays on the Literary Works*. Yale University Press, 2000. In *American Political Science Review* 95, no. 4

(December 2001): 989-90.

Well-Ordered License: On the Unity of Machiavelli's Thought. Applications of Political Theory Series. Lanham, MD: Lexington Books, 2000.

Reviewed in Paul Carrese, "Defending Machiavelli and Opposing Machiavellism," *Review of Politics* 63, no. 4 (Fall 2001): 604-606.

"The Liberal Peace: Ethical, Historical, and Philosophical Aspects." BCSIA Discussion Paper 2000-07, Kennedy School of Government, Harvard University, April 2000.

"On Context, Facts, and Norms: Response to Hall and Kratochwil." *International Organization* 47, no. 3 (Summer 1993): 493-499.

Conference Presentations and Participations

"*The Book of Lord Shang* Compared to Machiavelli and Hobbes." Paper presented at the 84th Annual Meeting of the American Philosophical Association – Pacific Division. March 31-April 4, 2010.

"Necessity East and West: *The Book of Lord Shang* Compared to Machiavelli," Paper presented at the 100th Annual Meeting of the American Political Science Association. Chicago, Illinois, September 2-5, 2004.

Participant in "Roundtable on Rethinking the Canon from a Global Perspective," Theme panel of the 99th Annual Meeting of the American Political Science Association. Philadelphia, Pennsylvania, August 28-31, 2003.

"Cultural Particularity vs. Western Rationalism and the Challenge of World Peace." Lecture given at the International Relations Colloquium of Pomona College, co-sponsored by the European Union Center of California at Scripps College. Claremont, California, February 14, 2002.

"The Role of Culture." Paper presented at "Culture and Foreign Policy: Islam and the Caspian," a scholarly conference sponsored by the Strengthening Democratic Institutions Project's Caspian Studies Program at Harvard University's Belfer Center for Science and International Affairs. Cambridge, Massachusetts, January 30-February 1, 2002.

"The Concept of Culture, IR Theory, and History." Public lecture given at "Culture and Foreign Policy: Islam and the Caspian Region," a discussion sponsored by the Strengthening Democratic Institutions Project's Caspian Studies Program at Harvard University's Belfer Center for Science and International Affairs. Cambridge, Massachusetts, October 15, 2001.

Participant in "Criticisms of Modern Liberty," Liberty Fund Colloquium. Big Sky, Montana, June 22-25, 2000.

"Thoughts on the Liberal Peace." Paper presented at the International Security Program, Belfer Center for Science and International Affairs, John F. Kennedy School of Government, Harvard University. Cambridge, Massachusetts, March 10, 2000.

Participant in "Liberty in the Literary Tradition." Liberty Fund Summer Series. Truckee, California, July 12-18, 1999.

Participant in "Statesmanship, Character, and the Defense of Liberty." Liberty Fund Colloquium. Aspen, Colorado, June 3-6, 1999.

"Machiavelli on the Human Condition." Paper presented at the 78th Annual Meeting of the

Southwestern Political Science Association. Corpus Christi, Texas, March 18-21, 1998.

"Well-Ordered License: Institutions in Machiavelli's Thought." Paper presented at the 93rd Annual Meeting of the American Political Science Association. Washington, D.C., August 28-31, 1997.

"Machiavelli's Ethics." Paper presented at the Political Theory Workshop, University of Chicago, Department of Political Science. Chicago, Illinois, October 21, 1996.

"Machiavelli's Political Psychology." Paper presented at the 27th Annual Meeting of the Northeastern Political Science Association. Newark, New Jersey, November 9-11, 1995.

PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

Professional Service: Memberships

American Political Science Association. Since 1988.

Professional Service: Manuscript Reviews

"Machiavelli's Influence on the American Founding." *Review of Politics*. July 2017

"Luck and Character in Machiavelli's Political Thought." *American Political Science Review*. May 2015.

"The Messiah of the Machiavellian Moment: The Reluctant Tyranny of the Good Man in the Corrupt Republic." *Review of Politics*. November 2014.

"Machiavelli and the Gracchi: Liberty, Violence, and the Rule of Law." *Review of Politics*. June 2014.

"Machiavelli and the Concept of Political Sublimation." *Review of Politics*. April 2014.

"Politics in Apocalyptic Times: Machiavelli's Savonarolan Moment." *American Political Science Review*. November 2013.

"The Advisor: Machiavelli's Implied Book and the Dilemmas of Flattery." *Polity*. August 2013.

"The Many and the Few: On Machiavelli's 'Democratic Moment.'" *Review of Politics*. January 2012.

"War and Foreign Affairs in Machiavelli's Florentine Histories." *Review of Politics*. August 2010.

"Another Approach to Machiavelli. *Inquiry: An Interdisciplinary Journal of Philosophy*. January 2009.

"Machiavelli's Method Revisited: The Art of Modeling." *Review of Politics*. September 2008.

"A World without a Saving Grace: Glory and Immortality in Machiavelli." *Review of Politics*. November 2006.

"What's Morality Got to Do with It? Benevolent Hegemony in the International System." *Security Studies*. October 2006.

"Theory as a Hermeneutical Mechanism of Attaching Meaning to Political Concepts: Some Observations on the Political Uses and Abuses of the Democratic-Peace Thesis." *European Journal of International Relations*. August 2005.

"Culture in International Relations: The Caspian Challenge." *Security Studies*. March 2005.
"Political Innovation, Philosophy, and Machiavelli's View of His Place on the Mountain." *Review of Politics*. March 2005.
"What Is the National Interest? The Neoconservative Challenge in IR Theory." *International Security*. October 2004.
"The Purposes of *The Prince* and Machiavelli's Missing Romulus." *American Journal of Political Science*. October 2004.
"Politics as Property: The Undemocratic Peace and the Origins of Modern Europe." *American Political Science Review*. September 2004.
"Mars and Machiavelli." *American Political Science Review*. March 2003.

Professional Service: Discussant

Discussant of "Realism and Virtue: Han Feizi, Machiavelli, and Confucianism" by Gordy Mower. 84th Annual Meeting of the American Philosophical Association – Pacific Division. March 31- April 4, 2010.
Discussant of "Sight, Sound, and the Word" by Murray Jardine. "Conference on Politics, Religion, and Community," Berry College, Georgia. March 9, 1999.

University Service: University Level

Academic Senate, At-Large Member (2016-2017)
University Curriculum Committee 2013-2017 (Chair 2013-2017)
University Writing Proficiency Committee (2015-2017)
Academic Senate, Humanities Constituency Member (2014-2016)
Graduate Education Committee 2012-2013
Professional Leaves Committee 2010-2013
Library Committee 2010-2011

University Service: College Level

H&SS Curriculum Committee 2007-2009 (Chair 2008/09), 2013-2014
H&SS Faculty Awards Committee 2005-2007 (Chair 2006/07)
EASE-UP Committee 2005-2006
H&SS Research and Grants Committee 2004-2005

University Service: Department Level

Department Chair since 2017
Personnel Committee 2006-2016 (Chair 2008-2016)
Curriculum Committee 2006-2007 (Chair), 2007-2009, 2011-2012
Commencement Committee 2006-2009, 2012-2017
Assessment Committee 2012-13

Margaret D. Garber

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California State University, Fullerton* Fullerton, California 92834-6868*

*Tel (619) 247-7284/ (657) 278-8312
mgarber@fullerton.edu*

ACADEMIC SPECIALTIES

Early Modern History of Science, Early Modern History of Chemistry & Medicine, History of Scientific Societies, Early Modern European History.

ACADEMIC EMPLOYMENT

- 2018-present **Professor**, History of Science, Department of Liberal Studies, California State University Fullerton.
- 2009-2018 **Associate Professor**, History of Science, Department of Liberal Studies, California State University Fullerton, 2009-2018.
- 2003-2009 **Assistant Professor**, History of Science, Department of Liberal Studies, California State University Fullerton, 2003-2009.

EDUCATION

- 2002 **Ph. D. in History of Science**, University California San Diego.
- 1996 **M.A. in History of Science/Science Studies**, University of California, San Diego.
- 1992 **B.A. in History**, University of California, San Diego, (Provost's Honors).
- 1980 **B.A in Biology**, University of California, Santa Cruz, (Dean's Honors).

TEACHING: COURSES TAUGHT

- LBST 300 Introduction to Liberal Studies**
- LBST 301 Inquiry and Composition in Liberal Studies**
- LBST 302A Historical Dimensions of Liberal Studies**
- LBST 302B Historical Dimensions of Liberal Studies**
- LBST 304 Science in the Modern World**
- LBST 331 History of Science from Copernicus to the Present**
- LBST 482 Interdisciplinary Research Seminar**
- LBST 489 Seminar in Gender and Science**
- LBST 499 Independent Study**

SCHOLARLY, CREATIVE ACTIVITIES

RESEARCH AWARDS, PRIZES, AND FELLOWSHIPS

- 2018 **National Endowment for the Humanities Award for Faculty 2018** (for AY 2019-2020).
- 2016 **Research, Scholarship and Creative Activity (RSCA)**, California State University Fullerton.
- 2012 **Senior Intramural Research Award**, California State University Fullerton.
- 2012 **Milton A. Gordon Faculty Research and Creativity Award**, California State University Fullerton (Received Dec 2011)
- 2010 **Dibner Research Fellowship in the History of Science and Technology**, (long-term) The Henry E. Huntington Library, San Marino California, (Sabbatical leave)

ARTICLES and BOOK CHAPTERS (Peer Reviewed)

“Chymical Curiosities and Trusted Testimonials in the Journal of the *Leopoldina Academy of Curiosi*,” *Bridging Traditions: Alchemy, Chemistry, and Paracelsian Practices in the Early Modern Era: Essays in Honor of Allen G. Debus* ed. Bruce Moran and Karen Parshall (Kirksville MO: Truman State University Press, 2015) 79 -100.

“Transitioning from Transubstantiation to Transmutation: Catholic anxieties over chymical matter theory at the University of Prague” in *Chymists and Chymistry: Studies in the History of Alchemy and Early Chemistry* ed. Lawrence Principe (Sagamore Beach, MA: Science History Publications, 2007) 63-76.

“Chymical Wonders of Light: J. Marcus Marci’s Seventeenth-Century Bohemian Optics” *Early Science and Medicine*, Vol. X (Nov, 2005) 4:478-509.

“Con or craft: Defending chrysopoeia in a late seventeenth-century journal” *Cultural and Social History*, 3 (2005) 3: 264-272.

WORKS Forthcoming and In Progress

“The Role of Journals in Early Chemical Medicine” in *Alchemy and Medicine from Antiquity to the Enlightenment* ed. Jennifer M. Rampling and Peter M. Jones (Routledge, forthcoming, 2018).

“Domesticating Moxa: The Reception of *Moxibustion* in a late Seventeenth-Century German Medical Journal” *Globalizing Chinese Medicine in the Seventeenth Century: Translation at Work* ed. Harold J. Cook (Brill’s European Association for the History of Medicine, forthcoming, Fall 2019).

“Learning and Institutions” in “Cultural History of Chemistry in the Early Modern Age” ed. Bruce Moran (Bloomsbury Academic) (Submitted).

“Domesticating Curiosities: The Literary Transformation of Alchemy, Chemistry and Medicine in the Academy of Curiosi’s journal of 1670-1750” (Book Project in process).

BOOK REVIEWS

“Review of *The Secrets of Alchemy* by Lawrence M. Principe.” *Early Science and Medicine* Volume XVIII (2013) 6: 571-73.

“Review of *Atoms and Alchemy. Chymistry and the Experimental Origins of the Scientific Revolution* by William R. Newman.” *ISIS* 98 (June 2007) 2: 389-90.

“Inheriting the Winds: *Reading the Skies: A Cultural History of English Weather, (1650-1820)*, by Vladimir Jankovic.” *Metascience*, 11 (March, 2002) 1:78-81

ESSAY REVIEW

“Untwisting the Greene Lyon’s Tale” *Historical Studies in the Natural Sciences* 39 (Nov 2009) 4: 491-500.

INVITED TALKS AND COLLOQUIA

“The Academy of Curiosi: Chemical Correspondence & Other Curiosities in the Holy Roman Empire (1650-1700).” Colloquia Series for History of Science and History of Medicine, Johns Hopkins University, September 2012.

INVITED TALKS AND COLLOQUIA at CSUF

“Exotic Medicine and Chemical Expertise in the seventeenth-century Holy Roman Empire” OLLI Center, California State University Fullerton, September 26, 2013.

“Communicating Chemical Secrets and Expertise in the seventeenth-century Holy Roman Empire” Center for the History, Philosophy of Science, Technology and Medicine, California State University Fullerton, March 7, 2013.

CONFERENCE PRESENTATIONS

“The Heat of Healing: The Reception of Moxa in a Late Seventeenth-century German Medical Journal.” Conference: “Globalizing Chinese Medicine in the 17th Century: ‘Translation’ at Work,” Brown University, Providence RI, October 2014. (Invited)

“Adapting the Adept: Appropriating Alchemical Expertise: Material and Social Practices in the late seventeenth-century Academy of Curiosi.” History of Science Society Annual Meeting, San Diego, California, November 2012 (Session organizer)

“Circulating the Secrets of the Alkahest within the Miscellany of Curiosities.” Alchemy & Medicine from Antiquity to the Enlightenment, University of Cambridge, Dept. of History & Philosophy of Science, Cambridge, England, September 2011. (Invited)

“Curious Commodities: Routes of chymical exchange in the Holy Roman Empire (1670-1700).” Alchemy and Economies, Circulations of Value Conference, Huntington Library, San Marino, CA., September 2010.

“Social Alchemy in Late Renaissance German Territories.” Renaissance Society of America, Los Angeles, CA, March 2009.

CONFERENCE SESSIONS CHAIRED AND/OR DISCUSSANT:

Chair and Discussant, panel: **“Beyond Transmutation: The Goals of Early Modern Alchemy,”** Three Societies Meeting (History of Science Society; British Society for the History of Science; Canadian Society for the History and Philosophy of Science), University of Pennsylvania, Philadelphia, PA, July 2012.

Chair, panel on: **“Exchange and Trans-Oceanic Links,”** Science at the Boundaries Series, Dibner History of Science Program, Huntington Library, San Marino, April 2011.

Chair, panel on: **“Science Histories across Time and Space,”** Science and its Histories Conference, Dibner History of Science Program, Huntington Library, San Marino, September 2010.

DEPARTMENTAL, COLLEGE, UNIVERSITY, and PROFESSIONAL SERVICE

DEPARTMENT SERVICE

2016-2017 Department Curriculum Committee (Chair)
2015-2016 Department Curriculum Committee (Chair)
2015-2016 Department Personnel Committee
2014-2015 Department Curriculum Committee
2014-2015 Department Scholarship & Awards Committee
2013-2014 Department Scholarship & Awards Committee
2013-2014 Department Personnel Committee
2013-2014 Department Commencement Committee
2012-2013 Department Personnel Committee
2012-2013 Department Commencement Committee
2011-2012 Department of Liberal Studies Curriculum Committee (Chair)
2011- 2012 Department Personnel Committee (Spring only)
2010-2011 Sabbatical leave
2009-2010 Department of Liberal Studies: Personnel Committee

HSS COLLEGE SERVICE

2016-2017 College of H&SS Curriculum Committee (Chair)
2015-2016 College of H&SS Curriculum Committee (Chair)
2014-2015 College of H& SS Faculty Awards Committee (Chair)
2013-2014 College of H& SS Faculty Awards Committee (Chair)
2012-2013 College of H&SS Faculty Hearing Panel
2009-2010 Internal Reviewer: Program Performance Review, European Studies Program (Spring)

UNIVERSITY SERVICE

2016-2018 University Faculty Research Policy Committee
2017-2018 University Faculty Research Committee
2016-2017 Interdisciplinary and University Wide Conference. "Epidemics: The SHAPE (Socio-Historical Artistic and Political Expressions) of Global Disease, CSUF, February 2017
2013 Presentation at Osler Life-long Learning Institute (OLLI)

PROFESSIONAL and COMMUNITY SERVICE

2015-2017 Executive Chair Forum for the History of Chemical Sciences
(FoHCS) for History of Science Society
2013-2015 Executive committee Forum for the History of Chemical Sciences
(FoHCS) for History of Science Society
2010-2011 Dibner Fellow History of Science Program, Conference Committee
2009 Fall: External Referee: Welcome Trust History of Medicine Fellowship

PROFESSIONAL AFFILIATIONS

History of Science Society (HSS)
Forum for the History of Chemical Sciences (FoHCS)
Renaissance Society of America (RSA)
CSUF Center for the History & Philosophy of Science, Technology & Medicine (CHPSTM)
Chemical Heritage Foundation (CHF)

Kevin Lambert

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California State University
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Fullerton, CA. 92831

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Home Phone: 310 391 4943
Klambert@fullerton.edu

CURRICULUM VITAE

Education:

PhD History of Science, *University of California, Los Angeles* (2005)
Master of Arts, History of Science, *University of California, Los Angeles* (2003)
Bachelor of Science, Physics, *Sussex University, UK* (1983)

Areas of Specialization:

History of the Physical Sciences
History of Technology
Modern British History
European Intellectual and Cultural History
Modern European History
Social Theory

SCHOLARLY AND CREATIVE ACTIVITIES

Peer Review Publications:

"Hearing Pygmalion's Kiss: A scientific object at the Paris Opéra," *Physics In Perspective*, 16 (2014): 417-39

"A Natural History of Mathematics: George Peacock and the Making of English Algebra," *Isis* 104 (2013): 278-302

"The Uses of Analogy: James Clerk Maxwell's "On Faraday's Lines of Force and Early Victorian Analogical Argument" *British Journal for the History of Science* 44 (2011): 61-88.

"Victorian Stained Glass as Memorial: An Image of George Boole," *Visions of the Industrial Age, 1830-1914: Modernity and the Anxiety of Representation in Europe*, eds. Minsoo Kang and Amy Woodson Boulton (Aldershot/Burlington: Ashgate, 2008), 205-26.

Non-Peer Reviewed Publications:

"Toward a philosophy of discovery: Friedrich Steinle's exploratory experiments,"
Metascience, 26(2) (2017): 297-302

"Fuller's Folly, Kuhnian Paradigms, and Intelligent Design," *Social Studies of Science* 36
(2006): 835-842

Works in Progress:

"The Paris Opéra as a Vibrating Body: Feeling and Hearing Pygmalion's Kiss,"
Chapter submitted for edited volume: *Organic Supplements*, eds. Julie Park and
Miriam Jacobson

Symbols and Things: Mathematics in the Age of Steam. The complete
manuscript will be submitted to University of Chicago Press next year.

"Science and Politics in the Age of Alternative Facts," to be presented to the
College of HSS, CSUF, March, 2018

"Material Mathematics: British Algebra as Algorithmic Mathematics" for edited
volume: *The Longue Durée History of Algorithmic Thinking in Mathematics*, from
Enlightenment Europe to Cold War America, eds. Massimo Mazzotti and Morgan G.
Ames. A full draft of the paper is due in January 2018.

Dissertation:

"Mind Over Matter: Language, Mathematics and Electromagnetism in Nineteenth
Century Britain."

Committee Chair: Norton M. Wise

Committee members: Theodore Porter, Anne Mellor, Robert Wohl.

Conference Organizer

Workshop in Honor of Norton Wise on his Retirement (with Mary Terrall and Suman
Seth), UCLA, Oct. 17, 2015

Why Things Matter, (with Emily Bonney) Cal. State University Fullerton, 2014

Presentations

"Artisanal Mathematics and Provincial Libraries," Leeds Library UK, 1768-2018: 250th
Anniversary Conference, Books, Readers, and Reading: Celebrating 250 Years of the
Leeds Library

Chair and Panel organizer: "Virtual Realities: Libraries and Nineteenth-Century
science and Mathematics in Britain and its Empire" at which I also presented a
paper: "Artisanal Mathematics and Provincial Libraries," HSS meeting, Toronto, 2017.

"Material Mathematics: British Algebra as Algorithmic Mathematics"
Algorithmic Thinking Symposium, UC Berkeley, May 5-6, 2017

"Counting on Power: George Peacock, Augustus De Morgan and the
Circulation of Knowledge Between Britain and South Asia" for the "Exploring
19th and 20th centuries historiographies of mathematics in the ancient world:
2015-2016" seminar, Université Paris Diderot, January 8, 2016 and at the
Claremont History of Mathematics Seminar, Feb., 2016

"William Thomson's Notebooks," Workshop for Norton Wise, UCLA, Oct. 2015; HSS
meeting Nov. 2015

"The History of Mathematics, Natural History, and Historical Practice: Making English
Algebra in the early Nineteenth-Century," Pacific Coast Conference on British Studies,
March, 2015

"A Scientific Object at the Paris Opéra: Jean Phillippe Rameau's Pygmalion
Moment and Sentimental Empiricism as a Culture of Affect," Nov., 2013

"Mathematics and Empire: George Peacock and the Construction of British
Algebra as a Technology of Distance," HSS meeting, Quebec, Nov., 2010.

Samuel Butler, New Zealand Sheep farming, and Victorian Material Culture,
2010 Annual Pacific Coast Conference on British Studies, Pomona College,
March, 2010.

"Stain Glass as Memorial: An Image of George Boole," 2009 Annual Pacific
Coast Conference on British Studies, UCSD, San Diego, California, March 2009.

"Maxwell's Method, Boole's Analogy and Faraday's Researches: Mathematics and
Electrical research in Victorian Britain," Liberal Studies Faculty Colloquium Cal. State
Univ. Fullerton, December, 2008; Three Societies Meeting, University of Oxford,
England, July 2008; UCLA History of Science Colloquium, May, 2008

"Maxwell's Method and Boole's Analogy: Or Why George Boole's Logic was important
for James Clerk Maxwell's Theoretical Practice," Science Studies Research Group at
Cornell University, October 2006,: HSS meeting in Seattle, November 2006.

"Stain Glass as Memorial: An Image of George Boole and his Logic," Symposium on
"Visions of the Industrial Age," at LMU, Los Angeles, 2006.

"George Boole and the Victorian Problem of Truth," Science Studies Research Group,
Cornell University, September 2005.

"George Boole in Ireland: the Reasoning Self and The Claims of
Science," History of Science Society, November, 2004.

"The War of the Logics and the History of Progress: Theories of Induction in the Age of Reform," UCLA History of Science Colloquium, November, 2004.

"Opera with Strings Attached: Music and Science in the writings of Diderot and d'Alembert," Midwest American Society for Eighteenth Century Studies, October 2004;
UCLA History of Science Colloquium, November 2003.

"Much Ado About Nothing: Ether Anxiety and Language in late Victorian Britain," West Coast History of Science Society, April 2002;
UCLA History of Science Department, November 2001.

TEACHING

Teaching Experience:

Assistant/Associate Professor *California State University, Fullerton* (2007-present)

Liberal Studies 492 The history of the Information Machine
Liberal Studies 401 Knowledge in the Arts and Sciences: Material Culture
Liberal Studies/History 330 History of Early Science and Technology
Liberal Studies/History 331 History of Science from Copernicus to the Present
Liberal Studies 304 Liberal Studies in the Modern Sciences (20th century)
Liberal Studies 302A/B Historical Dimensions of Liberal Studies (two semesters team-taught courses, Antiquity to 19th century)
Liberal Studies 302B Historical Dimensions of Liberal Studies (Single Instructor)
Liberal Studies 101 Introduction to Science Studies
Liberal Studies 101 Introduction to the Social Sciences

Assistant Visiting Professor, Cornell University (2006-2007) Mellon Fellow, S&TS Dept., Cornell University (2005-2006)

What is Science? (The Sociology of Science).
Computing from the 17th Century to the dot com Boom
The Making of Modern Science, 1800 to the Present
The Darwinian Scientific Revolution

Teaching Fellow *University of Los Angeles, California* (2003-2004)

History of Computers and Computer Science
The Darwinian Scientific Revolution

Teaching Assistant *University of Los Angeles, California* (2001-2002)

History of Social Thought
The Scientific Revolution
Science Since the Enlightenment
Relativity to DNA

SERVICE

University Service

University Writing Proficiency Committee, 2017-present.

College Service

HSS External Grants Committee, 2015-17
Served on the search committee for HSS Research Grants Specialist, 2016
Director, Center for the History and Philosophy of Science
and Medicine 2015-2016
HSS Research and Grants Committee, 2013-2014
HSS Research and Grants Committee Chair, 2012-2013

Departmental Service (CSU Fullerton)

Assessment Committee (2009-present)
Department Personnel Committee (2016-present; Chair, 2016-17)
Curriculum Committee (2015-2017)
Library, media and equipment coordinator (2013-2016)
Liberal Studies Scholarship and Awards Committee (2007-2008; 2013)

Professional Service

Referee articles for:
History of Science
The British Journal for the History of Science
Social Studies of Science
IEEE Annals of Computing
Science and Education

Prizes, Grants and Fellowships

Dean's Research Award (2017)
CSUF College Summer research stipend (2017)
Dibner Long Term Fellowship, Huntington Library, (2014)
CSUF sabbatical (Fall, 2014)
Woodward Award, 2014

Associate Professor, CSUF, Lib. studies dept. (2013)
Woodward Award (2009)
CSUF College Summer research stipend (2011)
CSUF College Summer research stipend (2010)
Woodward award 2009
CSUF travel grant (summer 2009)
SUN Scholarship to attend 2009 Central European University Summer
School on Mathematics and Narrative
Newly-Hired Probationary Faculty Stipend (Summer 2008)
CSUF Travel grant (Fall 2007)
Mellon Fellow (2005)

Craig Sean McConnell
Curriculum Vitae

Department of Liberal Studies
California State University
P.O. Box 6868
Fullerton, CA 92834-6868
cmccConnell@fullerton.edu
(657) 278-3935

657 Seneca Street
Placentia, CA 92870
(714) 926-9996

Education

Ph.D., History of Science, University of Wisconsin-Madison. August 2000.

Dissertation: The Big Bang-Steady State Controversy: Cosmology in Public and Scientific Forums

Preliminary Examinations Completed August 1994.

Fields: Physics Since Newton

Biology Since 1600

Ancient and Medieval Astronomy and Cosmology

The Scientific Revolution

M.A., History of Science, University of Wisconsin-Madison. Minor in History. May 1993.

M.A., History, North Carolina State University. Minor in Physics. May 1991.

B.A., History, University of Colorado-Denver. Minor in Physics. May 1989.

Positions Held

Associate Professor, Dept. of Liberal Studies, California State University-Fullerton, 2006-Present. Interim Associate Director, University Honors Program, California State University-Fullerton,

Fall 2017.

Director, Center for History and Philosophy of Science, Technology, and Medicine, 2008-2014. Assistant Professor, Dept. of Liberal Studies, California State University-Fullerton, 2000-2006.

LBST 100: "Introduction to Humanities"

LBST 301: "Inquiry and Composition in Liberal Studies" [upper division writing course]

LBST 302A/B: "Historical Dimensions of Liberal Studies" [a two-semester survey of art, social thought, and science]

LBST 304: "Contemporary Science Studies"

LBST 335: "Science on the Silver Screen"

LBST 490: "Senior Seminar in Great Books: Tragedy in the Western Tradition"

LBST 491: "Senior Seminar: Literature and Science"

AMST 445: "The Cold War and American Culture"

HIST 331: "History of Science, Copernicus to Einstein"

ENST 595T: "Environmental Photography"

HONR 101A: "Freshman Seminar in Critical Thinking"

HONR 101B: "Freshman Seminar in Oral Expression"

HONR 301T: “Seminar in Natural Science & Mathematics: Einstein and the Modern World”

HONR 302T: “Seminar in Arts and Humanities: Literature and Science”

HONR 304T: “Seminar in Lifelong Learning: Science, Technology, and Society”

HONR 300: “Junior Honors Colloquium”

HONR 400: “Senior Honors Colloquium”

Visiting Professor, Colorado College, 2013-2017.

GS 554: “Science and Religion: Conflict, Convergence, Contingency”

GS 554: “Ways of Knowing”

GS 554: “The Experienced Teacher Institute”

ED 525: “The Promise of Education”

Publications

“Twentieth Century Cosmology and Religion,” *Science and Religion: A Historical Introduction* (Baltimore: Johns Hopkins University Press, revised and updated, forthcoming, 2016).

“The BBC, the Victoria Institute, and the Theological Context for the Big Bang - Steady State Debate,”

Science and Christian Belief 18 (October 2006): 151-168.

“Twentieth Century Cosmology and Religion,” *Science and Religion: A Historical Introduction* (Baltimore: Johns Hopkins University Press, 2002).

“Twentieth Century Cosmology and Religion,” *Garland Encyclopedia of Science and Religion* (New York: Garland, 2000).

“George Gamow and the Hot Big Bang,” *Biographical Encyclopedia of Science* (New York: Marshall Cavendish, 1998).

“Georges Lemaître and the Primeval Atom,” *Biographical Encyclopedia of Science* (New York: Marshall Cavendish, 1998).

“Luis Alvarez,” *American National Biography* (Oxford University Press, 1999). “Harold Edgerton,” *American National Biography* (Oxford University Press, 1999).

Essay Reviews

“Placing Mathematics.” Essay review of *Rockefeller and the Internationalization of Mathematics Between the Two World Wars*, by Reinhard Siegmund-Schultze and *Mathematicians under the Nazis*, by Sanford Segal. In *Metascience* 13 (December 2004): 303-307.

“Illuminating Lives.” Essay review of *Percival Lowell: The Culture and Science of a Boston Brahmin*, by David Strauss and *Henry Norris Russell: Dean of American Astronomers*, by David H. DeVorkin. In *Metascience* 11 (November 2002): 306-309.

“Bringing Reason and Context to the Science Wars.” (Craig McConnell and Bob March). Review of *Beyond the Science Wars: The Missing Discourse about Science and Society*, edited by Ullica Segerstråle; and *Real Science: What It Is, and What It Means*, by John Ziman. In *Physics Today* (May 2001): 57-58.

Book Reviews

- “Radio Astronomy in Infancy.” Review of *Cosmic Noise: A History of Early Radio Astronomy*, by Woodruff T. Sullivan III. In *Journal for History of Astronomy* (xliv, 2013): 109-110.
- Review of *Einstein’s Telescope: The Hunt for Dark Matter and Dark Energy in the Universe*, by Evalyn Gates. In *Isis* 101 (December 2010): 918-919.
- Review of *Mad, Bad and Dangerous? The Scientist and the Cinema*, by Christopher Frayling. In *Isis* 98 (March 2007): 169-170.
- “The Crucible of Physics and Astronomy.” Review of *The Cosmic Century: A History of Astrophysics and Cosmology*. In *Endeavor* 31 (June 2007): 39.
- “Making Wranglers: Pedagogical Practice and Mathematical Physics.” Review of *Masters of Theory: Cambridge and the Rise of Mathematical Physics*, by Andrew Warwick. In *Metascience* 13 (December 2004): 413-415.
- “The Shifting Sands of Radiation Safety.” Review of *Permissible Dose: A History of Radiation Protection in the Twentieth Century*, by J. Samuel Walker. In *Metascience* 12 (July 2003): 265-266.
- “Revolution Through Tradition.” Review of *Quantum Generations: A History of Physics in the Twentieth Century*, by Helge Kragh. In *Metascience* 10 (July 2001): 284-286.

Presentations

- “Time and Narrative Structure in the Novels of Alfredo Veá.” Society for Literature, Science, and Art Annual Meeting, Tempe, AZ, November 2017.
- “Public and Popular Science, a Configurations Book Panel” Invited Panelist. Society for Literature, Science, and Art Annual Meeting, Tempe, AZ, November 2017.
- “Home and Homesickness in the Science Fiction of Robert Heinlein.” American Studies Association Annual Meeting, Denver Colorado, October 2016.
- “Mind Control and Minds out of Control in the Worlds of Philip K Dick.” Society for Literature, Science, and Art Annual Meeting, Dallas, October 2014.
- “Coming of Age Narratives and the Politics of Artificial Intelligence” Society for Literature, Science, and Art, Europe, Annual Meeting, Turin, July 2014.
- “Nine Lives of Albert Einstein” Center for History and Philosophy of Science, Technology, and Medicine, Fullerton. May 9, 2013.
- “Literary Turing Tests: Speculative Fiction as Thought Experiment.” Royal Flemish Academy for Science and the Arts Conference: “Turing in Context II: Historical and Contemporary Research in Logic, Computing Machinery and AI.” Royal Flemish Academy of Belgium for Science and the Arts, Brussels, October 10, 2012.
- “‘Am I a boy or a girl?’ Identity, Empathy, and the Literary Turing Test in *Galatea 2.2*.” Society for Literature, Science, and Art Annual Meeting, Milwaukee, WI, September 27, 2012. (I organized this panel on “Computers and Consciousness I: Identity, Gender, and the Line Between Mimesis and Emergence” as well as the panel “Computers and Consciousness II: Analytic Frameworks and the Ethical Considerations of Artificial Intelligences.”)
- “Playing with Time: Alan Lightman and the Narrative Structure of *Einstein’s Dreams*.” Society for Literature, Science and Art Annual Meeting, Indianapolis IN, October 30, 2010. (I organized this panel on “Science as Substrate: Core Concepts and Narrative Structure.”)
- “Visualizing Curved Space-Time: Narrative Strategies and the Popularization of General

- Relativity.” Conference on “Narrating the Visual, Visualizing the Narrative.” Raleigh NC, March 5, 2010 “Public Reaction to the Launch of Sputnik.” Invited Lecture, Jet Propulsion Laboratory Conference, “Space Exploration’s Rich History.” Pasadena CA, January 26, 2008.
- “Taken by Surprise: Sputnik and the Measurement of Allopsychic Reorientation in the Space Age.” History of Science Society Annual Meeting. Washington DC, November 2, 2007.
- “Global Responses to the Launch of Sputnik.” Making Science Global, Smithsonian Institution, Washington DC, November 1, 2007.
- “The Historicity of Science: Newton, Einstein, Feynman.” Symposium on “Historicide and Reiteration,” Maastricht, Netherlands, February 9, 2007.
- “Evolutionary Metaphors and the Popularization of Big Bang Cosmology.” Society for Literature, Science and Art Annual Meeting, New York NY, November 9, 2006.
- “Continuity and Change: Albert Einstein’s 1905 Paper ‘On the Electrodynamics of Moving Bodies.’” Association for Core Texts and Courses Annual Conference, Chicago IL, April 7, 2006.
- “The Physics of Consciousness: Roger Penrose and *The Emperor’s New Mind*.” History of Science Society Annual Meeting, Minneapolis MN, November 4, 2005.
- “Recapturing the American Reaction to the Launch of Sputnik.” CSUF Junior Honors Colloquium, September 29, 2005.
- “Sputnik in American Eyes: Awe, Fear, and the Construction of a Cold War Icon.” CSUF American Studies Department Colloquium, May 7, 2005.
- “Mother Earth and Daughter Moon: George Darwin’s Lunar Genesis Theory and the Dynamics of Popularization.” History of Science Society Annual Meeting, Cambridge MA, November 21, 2003.
- “From Space and Time to Space-Time: Continuity, Revolution, and the Popularization of General Relativity.” Society for Literature and Science Annual Meeting, Austin TX, October 24, 2003.
- “Reclaiming the Moon: The Life and Times of George Darwin’s Lunar Genesis Theory.” Interdisciplinary Nineteenth-Century Studies Conference, Fairfax VA, April 11, 2002.
- “Contentiousness and the Cosmos: Disputes, Polemics, and Controversies in Modern Cosmology. International Society for Intellectual History Annual Conference, Trinity College, Cambridge, July 28, 2001.
- “Remembering Sputnik: Awe, Fear, and the Construction of a Cold War Icon.” Popular Culture Association Annual Conference, Philadelphia PA, April 12, 2001.
- “Universal Myths: Narrative Expectations and the Origin of the Cosmos.” History of Science Society Annual Meeting, Pittsburgh PA, November 6, 1999. (I organized this panel on “Science, Popular Literature, and Narrative Traditions.”)
- “Cosmologists, *The New York Times*, and the BBC: Public Forums and the Resolution of the Big Bang - Steady State Debates.” University of Wisconsin History of Science Department Colloquium, Madison WI, February 27, 1999.
- “Recalling Victors’ Tales and Participants’ Accounts: Recasting the History of the Big Bang-Steady State Debate.” Mephistos Graduate Student Conference, Minneapolis MN, September 18, 1998.
- “Banishing God from the Heavens: Fred Hoyle, Science, and Religion.” History of Science

Society Annual Meeting, San Diego CA, November 8, 1997. (I organized this panel on “Science and Religion in Postwar Astrophysics.”)

“Lost Universes: How the Demise of the Steady State Cosmologies Shaped the History of the Big Bang.” Princeton Graduate Conference on “The Casualties of History: Losing, the Lost, and the Problem of Defeat,” Princeton University, October 4, 1997.

“Cambridge Cosmology and the Origins of the Big Bang-Steady State Debate, 1948-1959.” History of Science Society Annual Meeting, Atlanta GA, November 8, 1996.

“George Gamow and the ‘Almighty Dicke’: Cosmology’s Nearly Forgotten Priority Dispute.” Midwest Junto for the History of Science, Kansas City MO, March 30, 1996.

Honors and Awards

Dean’s Research Award for Associate Professors, 2018. London Semester Teaching Abroad, Spring 2009.

Outstanding Honors Faculty Member for 2007-2008. Sabbatical, Spring 2008.

Junior Faculty Research Grant, California State University, Summer 2007. Junior Faculty Research Grant, California State University, Summer 2006.

Integrated Liberal Studies Scholar in Residence, University of Wisconsin, April 2006. CSUF Academic Affairs Award for Outstanding Collaborative Teaching, Spring 2005. Untenured Faculty Development Grant, California State University, Spring 2003.

Junior Faculty Research Grant, California State University, Summer 2001. Millennium Technology Grant, California State University, Spring 2001. University Fellowship, University of Wisconsin, Spring 1998.

NSF Dissertation Improvement Grant, September 1996-August 1997. Excellence in Teaching Award, University of Wisconsin, 1996.

University Teaching Fellow, University of Wisconsin, 1995.

Professional Service

External Reviewer, *Boom: A Journal of California*, 2016-2017. HSS NASA Fellowship Committee, 2009-2015; Chair 2012-2015.

Invited Faculty Judge, APPE Intercollegiate Ethics Bowl, Costa Mesa, CA, 2015.

Invited Faculty Judge, Phi Alpha Theta Regional History Conference, Fullerton CA, Spring 2006. External Reviewer, National Science Foundation’s Science Technology Society Panel, 2002, 2003. Invited Participant, “CSU-NASA Education Collaborative Symposium,” June 2002. Long Beach, CA. Invited Participant, “Mathematics and Science in Liberal Studies: Enhancing Teacher Preparation Programs,” May 2001. Fresno, CA.

University Service

Planning, Resources, and Budget Committee, 2018-2021 All-University Curriculum Committee, 2017-2018.

Chair, McNair Scholars Advisory Board, 2005-2018. General Education Committee, 2010-2015; Chair 2011-2013.

Environmental Studies Program Curriculum Committee, Chair 2016-2019. Environmental Studies Program Personnel Committee, 2017-2018.

Humanities and Social Sciences Pedagogical Support Committee, 2016-2018. Humanities and Social Sciences External Grants and Funding Committee, 2014-2016. Humanities and Social

Sciences Strategic Planning Committee, 2013-2014.
Elected to Faculty Hearing Panel, 2012-2014.
Search Committee for Associate Vice President of Academic Programs, 2013. Elected to CSUF Academic Senate, 2006-2007, 2007-2009, 2009-2012.
Ad hoc Committee on Streamlining Curriculum Review, 2012.
Internal Reviewer, CSUF English Department Program Performance Review, 2011. Humanities and Social Sciences Web Task Force, 2011.
Secretary, Search Committee for Dean of Humanities and Social Sciences, 2009-2010. Chair, Internships and Service Learning Committee, 2006-2007.
Women and Gender Studies Personnel Committee, 2013-2014, 2017-2018. Women's Studies Program Council, 2005-2010.
Chair, Women's Studies Personnel Committee, 2009-2010. Women's Studies Personnel Committee, 2006-2007.
Planning Committee for Women's History Month, 2005-2006.
Humanities and Social Sciences Technology Support Advisory Board, 2006-2008. Chair, Humanities and Social Sciences Curriculum Committee, 2010-2011.
Vice Chair, Humanities and Social Sciences Curriculum Committee, 2009-2010. Chair, Humanities and Social Sciences Curriculum Committee, 2005-2007.
Workshop Organizer, "Planning for Effective In-Class Discussion," CSUF Teaching and Learning Academy Certificate (TLAC) Program, 2004, 2005, 2006, 2007, 2008, 2009.
Chair, Humanities and Social Sciences Student Awards Committee, 2004-2005.
Humanities and Social Sciences Student Awards Committee, 2003-2004.
Humanities and Social Sciences Commencement Committee, 2002, 2003, 2004, 2010, 2011.

Honors Program Service

Academic Senate University Honors Programs Advisory Board, Chair, 2017-2019. University Honors Program Advisory Committee, 2016-2019.
University Honors Board, 2005-2006, 2007-2010, 2010-2016. University Honors Program Personnel Committee, 2015-2016.
Search Committee for Director of University Honors Program, May 2015.
Chair, University Honors Board ad hoc Curriculum Committee, 2007-2008, 2009-2010. Honors G.E. Recertification Committee, 2006-2007, 2014-2015, 2016-2017.
Search Committee for Director of Honors and Scholars Support Services, May 2006. Honors Program New Student Orientation, 2006, 2007.

Departmental Service

Department Personnel Committee, 2007-2008, 2010-2012, 2013-2015, 2016-2017, 2018-2019. Student Success Coordinator, 2017-2019.
Faculty Mentor to Junior Colleagues hired 2006 and 2007.
Chair of Liberal Studies Department Search Committees resulting in two hires, 2006-2007. Member of Liberal Studies Search Committees resulting in seven hires, 2001-2005.
Faculty Advisor to Liberal Studies Student Association, 2003-

2005. Department Web Coordinator, 2004-2005.
Chair, Liberal Studies Curriculum Committee, 2002-2003.

Thesis Committees

Eric McGee, "In God We Trust: The Cold War and the Eisenhower Presidency." M.A. History, 2009. Eric Fenrich, "The Color of the Moon: The Space Race and National Prestige, 1957-75." M.A. History, 2007.
Scott Behen, "Eisenhower's Failed Warning: Cold War Agitation, Air Force Ascension, and the Establishment of the Political Military-Industrial Complex." M.A. History, 2007.

Director of Senior Honors Projects

Camille Yaptinchay, "It's all the Same in the End: Genre Conventions in Apocalyptic Narratives." B.A. Marketing, 2013.
Michelle Do, Satan: Tracing the Development of the Devil through Western Art and Literature." B.A. Music Performance, 2012.
Allison Hanford, "Speaking for the Dead: Forensic Science in Contemporary Popular Fiction." B.S. Biology, 2011.
Megan Murphy, "An Analysis of Commercial Educational Films and Their Use in Elementary School Classrooms." B.A. Liberal Studies, 2011.
Farzad Mozafarzadeh, "Atheists in Hell." B.A. Literature and Philosophy, 2009.
Brittany Conrad, "Dissidence versus Governance: The Role of Information and Communication Technologies in Malaysia and Burma." B.A. Political Science, 2009.
Jessica Cavanaugh, "Feminist Dimensions of *Sex and the City*." B.A. Political Science, 2009.

Professional Societies

History of Science Society.
American Historical
Association. American
Studies Association.

References

April Bullock, Liberal Studies, Box 6868, California State University, Fullerton, CA 92834. (657) 278-4038. abullock@fullerton.edu
Terri Snyder, American Studies, Box 6868, California State University, Fullerton, CA 92834. (657) 278-3748. snyder@fullerton.edu
Craig Werner, Integrated Liberal Studies, 228 North Charter, Madison, WI 53706. (608) 262-2190. cwerner@wisc.edu

Andrea Patterson

Department of Liberal Studies, H-223A
California State University
800 N. State College Blvd.
Fullerton, CA. 92831

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Home Phone: 714-998-7177
apatterson@fullerton.edu

CURRICULUM VITAE

Education:

Doctor of Philosophy, History (History of Science and American History), *University of California, Berkeley* (2003)

Master of Arts, American Studies, *California State University, Fullerton* (1995)

Bachelor of Science, Biochemistry, *California State University, Fullerton* (1993)

Vordiplom, Biology, *Technical University Munich, Germany* (1988)

Dissertation:

“The Health of Southern Blacks, 1890-1930s.”

Readers: Professor Leon Litwack (American History), UC Berkeley (Chair), Professor John Lesch (History of Science), Professor William Banks (African American Studies).

Areas of Specialization:

History of Science; Science in the 20th Century; History of Public Health; History of Medicine; American Studies; African American Studies; Science and Racism; African American Health and Healthcare; Racial Health Disparities; Intersection of Gender/Race/Science.

SCHOLARLY AND CREATIVE ACTIVITIES

Peer Reviewed Publications:

“Germs and Jim Crow: The Impact of Microbiology on Public Health Policies in Progressive Era American South,” published on-line, *Journal of the History of Biology*, DOI 10.1007/s10739-008-9164-x (Springer 2008), *Journal of the History of Biology* 42:3 (August 2009), 529-559.

“Black Nurses in the Great War: Fighting for and with the Military in the Struggle for Civil Rights,” *Canadian Journal of History/Annales canadiennes d'histoire*, XLVII, 47:3 (Winter/hiver 2012), 545-566.

“Epidemics of Inequity: Challenging the Racial Predisposition Hypothesis,” chapter contribution to co-edited volume *The SHAPE of Epidemics: Socio-historic, artistic, political, and ecological expressions of global disease*, Cambridge Scholars Publishing, forthcoming.

Editorially Reviewed Publications:

Biography of Peyton, Thomas Roy, *African American National Biography* (AANB), Oxford University Press, January 2008.

“Surgical Advances World, 1900-1945,” *World History Encyclopedia Project*, Santa Barbara, California: ABC-CLIO, INC., February 2011.

“Racialized Medicine in the American South,” in Thomas, James G., and Charles Reagan Wilson, editors. *The New Encyclopedia of Southern Culture: Volume 22: Science and Medicine*. University of North Carolina Press, 2012.

“Public Health Policy,” *World of Jim Crow: A Daily life Encyclopedia*, Santa Barbara, California: ABC-CLIO/Greenwood Press, forthcoming.

“Nurses,” *World of Jim Crow*, Santa Barbara, California: ABC-CLIO/Greenwood Press, forthcoming.

Book Reviews:

Missing Links: The African and American Worlds of R. L. Garner, Primate Collector. By Jeremy Rich. *Race in the Atlantic World, 1700-1900*. (Athens and London: University of Georgia Press, c. 2012. Pp. [xiv], 220), *The Journal of Southern History*, LXXIX, No. 3, August 2013.

Works in Progress:

“The SHAPE of Epidemics: Socio-historic, artistic, political, and ecological expressions of global disease” (co-author/co-editor)

This is an interdisciplinary anthology of full-length book chapters, expanding on the themes developed over two conferences that I co-organized in February and September of 2017; a product of the ongoing collaboration between the CSUF and SOKA universities that I initiated in early 2015. In addition to faculty from both universities, project contributors are from Harvard Medical School, University of Berkeley, New York State at Buffalo, Arizona State, and Case Western.

Scholars represent the disciplines of biology, biochemistry, medicine, health sciences, American studies, East Asian and international studies, history, sociology, anthropology, art history, and musicology.

Publisher, **Cambridge Scholars**.

“The Persistence of the Genetic Theory of Race: A Historical Perspective,” a peer-reviewed journal article based in part on a conference paper presented at the annual meeting of the *History of Science Society*, under revision, manuscript intended for the *Journal of the History of Biology*.

“Maternal and Child Racial Health Disparities during Jim Crow and Now,” a peer-reviewed journal article based in part on a conference paper presented at the annual meeting of the *Organization of American Historians*, under revision.

“Civil Rights Fighters on the Health Front: Black Health in the American South, 1890-1930.” A book manuscript based on my dissertation. Awaiting sabbatical.

Presentations:

“Genetic Memory of Slavery: Transgenerational Effects of Racism and Oppression,” conference paper for the annual meeting of the American Society of Environmental History, University of Riverside, February 2018.

“The Role of Health Care Professional Cultural Competency in the Disproportionate Burden of Prenatal and Neonatal Diseases in African Americans,” conference paper for the *24th International Congress for the History of Science, Technology and Medicine*, University of Manchester, July 2013.

“The Genetic Theory of Race: Explaining Maternal and Child Health Disparities during Jim Crow and Now,” conference paper at the annual meeting of the *Organization of American Historians* (OAH), Milwaukee, April 2012.

"Science Fiction, Science Fact or Scientific Racism?" presentation for the Biology Seminar Series in, *CSU Fullerton*, December 2011.

“Personalized Medicine or Scientific Racism: The Persistence of the Genetic Theory of Race and its Modern Day Tuskegee,” conference paper for the History of Science Society (HSS), Montreal, Canada, November 2010.

“Representing the Race: Black Nurses as Cultural Brokers and Civil Rights Fighters in the early Twentieth Century,” paper given at the annual meeting of the *Southern Association of Women Historians* (SAWH), Columbia, South Carolina, June 2009.

“Foster Mothers of Humanity: Black Nurses as Civil Rights Fighters in the Early Twentieth Century,” paper given at the annual meeting of the *Organization of American Historians* (OAH), New York City, March 2008.

“Germs and Jim Crow: Scientific Racism, Microbiology, and Public Health in Progressive era United States,” presentation given for the Colloquium Series in History of Science, Technology, and Medicine, *UC Berkeley/UC San Francisco*, October 2007.

“The Medicalization of Racism: Public Health Policies amidst Social Prejudice and Scientific Racism of the early 20th Century,” paper given at the annual meeting of the *History of Science Society & Philosophy of Science Association* (HSS), Vancouver, Canada, November 2006.

“The Trouble of Saving the Damned: Health Reform and Southern Blacks in the Early Twentieth-Century,” paper given at the annual meeting of the *Southern Historical Association* (SHA), Birmingham, Alabama, November 2006.

“The Health of Southern Blacks,” presentation given for the Faculty/Graduate Colloquium Series in American Studies, *California State University Fullerton*, Fullerton, California, 2001.

“Overproduction and Isolation of an Aminoacyl-tRNA Synthetase,” presentation given at a conference at *Loyola Marymount University*, Los Angeles, California, 1993.

Co-Organized Conferences

February 2017, Department of Liberal Studies Interdisciplinary Conference on **Epidemics: The Shape of Global Disease**, CSUF.

September 2017, Soka University Academic Affairs Interdisciplinary Conference on **Disease and Disease Control in Eras of Globalization**, Soka University of America.

Organized Lectures

Organized a two year monthly lecture series (**16 events**) on interdisciplinary topics in science studies, hosting scholars across campus, national, and international speakers, CSUF, in 2012/13 and 2013/14.

Awards

James Woodward Prize for the publication of “Black Nurses in the Great War: Fighting for and with the Military in the Struggle for Civil Rights,” in the *Canadian Journal of History/Annales canadiennes d'histoire*, 2013.

James Woodward Prize for the publication of “Germes and Jim Crow: The Impact of Microbiology on Public Health Policies in Progressive Era American South,” in the *Journal of the History of Biology*, 2010.

TEACHING

Teaching Experience:

California State University, Fullerton

Associate Professor (2012-present)

Assistant Professor (2006-2012)

LBST **101** Introduction to the Social Studies
LBST **302A** Historical Dimensions Antiquity to Early Renaissance
LBST **302B** Historical Dimensions Renaissance to 19th Century
LBST **304** Liberal Studies in the Modern Sciences
LBST **485** Liberal Studies Senior Seminar in Cultural Diversity
LBST **499** Independent Studies
AMST **201** Introduction into American Studies
HONR **201A** American Institutions and Values to 1900
HONR **201B** American Institutions and Values since 1900

- Career Orientation in Curriculum, 3 workshops, Spring 2017
- Participant in Freshman Pathways pilot project, 2014-2015

Prepared to teach:

LBST **100** Introduction to the Humanities
LBST **300** Introduction to Liberal Studies
HIST/LBST **330** History of Early Science and Technology
HIST/LBST **331** History of Science: Copernicus to the Present
LBST **401** Knowledge in the Arts and Sciences
LBST **482** Research Seminar
HIST/LBST **325** Cross-Cultural History of Medicine
LBST **337** Science, Technology, and Society
LBST **488** Senior Seminar in Environmental Studies
AMST **301** The American Character
HONR **301T** Seminar in Natural Science and Mathematics

Lecturer *California State University, Fullerton (2001-2004)*

Teaching Assistant *University of Berkeley, California (1996-1997)*

SERVICE

Departmental Service (CSU Fullerton)

- Department Personnel Committee (present)
- Curriculum Committee (2012-2018)
- Student Scholarship & Awards Committee (2010-2014)
- Woodward Panel, chair (2010-2011)
- Woodward Panel, chair (2013-2014)
- Assessment Committee (2006-2010), (2014-present)
- Assessment Coordinator
- Faculty Advisor to LSSA (2006-2009)
- Faculty Marshall at Commencement (2006-present)
- Liberal Studies Screening and/or Search Committees (three tenure-track hires)
- Advising of ELED and ITP students

College Service (CSU Fullerton)

- Environmental Studies Graduate Advisor (2016 to present)
- Assessment Coordinator, Env. Studies (2015-present)
- Assessment Committee (2014-2015)
- Department Personnel Committee, Religious Studies
- Director for HSS Center for History and Philosophy of Science, Technology and Medicine (2017-2018)
- African American Studies Screening and Search Committees (two successful tenure-track hires)
- Faculty Awards Committee (2010-2012)
- Ad-hoc Study Abroad Committee (2010-2012)
- Humanities and Social Sciences College Senate

ENST Grad Advisor Responsibilities over past two years:

- PPR
- created, implemented assessment plan, Compliance Assist, annual assessment and report
- hold evening office hours, respond to email/phone incl. intersession/summer, meeting with current and prospective students, keep track of probation, admission deficiencies, make recommendations for tracks, projects/thesis, faculty advisors
- assist with registration, oversee application process, new student orientations, including intl. student orientations
- career/internships, work with CICE
- career fairs, recruitment, graduate admission expo days

- develop/approve/keep track and make changes to study plans of 60+ students), grad checks, completion memos
- schedule/proctor exit exams
- organize/host project presentations,
- training: academic master plan, improving grad admission, retention/completion, SOAR: GRAD 700 (2 workshops), SOAR: Tuning MS Programs for Professional Futures (3 workshops); training for new advisors (2 workshops)

University Service (CSU Fullerton)

- Professional Leaves Committee (2016-2017)
- Planning, Resource & Budget Committee (2012-2015)
- WASC task forces 4 and SE-5 (2009-2012)
- Student Academic Life Committee, chair (2010-2012)
- Student Academic Life committee, (2008-2010)

Grants and Fellowships

- Faculty Summer Research and Writing Support (Summer 2012)
- Milton A. Gordon Fund for Scholarly & Creative Activities (Spring 2012)
- Domestic Travel Grant (2008/2009)
- Faculty Summer Research and Writing Support (Summer 2009)
- Faculty Summer Research and Writing Support (Summer 2008)
- Dean's Release Time (Spring 2008)
- Newly-Hired Probationary Faculty Stipend (Summer 2007)
- Faculty Enhancement and Instructional Development (Fall 2007)
- Max Farrand Scholarship (2002/2003 and 2001/2002)

Other Professional Experience

Center for the History & Philosophy of Sci/Tech/Medicine California State University, Fullerton

The Center encourages research, facilitates collegial exchange of ideas, supports innovation in teaching, and promotes understanding of interdisciplinary approaches to science studies.

Director (2017 – 2018), Advisory Board (2007- 2018)

Sustainability Fair, SOKA University, April 12 2017

Graduate Student Admissions Expo: Student Success, February 2016

Academic Advisors Professional Development Conference, April 2016

Academic Affairs/Academic Senate Retreat, October 2015

Faculty Panel, Advice to International Graduate Students, August 2016

Faculty Learning Communities (2012)

- **FLC1:** Inquiry into Teaching and Learning for Experienced Faculty
- **FLC2:** Professional Investigations into Online Teaching and Learning (PIVOTAL)

Titanium Community (2012)

Titanium-in-a-Day Work Shop

Faculty Advisor Liberal Studies Student Association California State University, Fullerton (Spring 2006-2009). Helped students facilitate meetings, fundraising and coordinated scholarly and recreational activities.

Kids to College Community Program participant/organizer in 2008 and 2009.

Academic Advising Certificate in Excellence (2009)

Faculty Advisor Certification (2007)

Membership in Professional Organizations: History of Science Society; Organization of American Historians; Southern Historian Association; American Association for the History of Medicine; Southern Association of Women Historians; International Society of the History, Philosophy and Social Studies of Biology.

Reader Panel *Natural Chemical Biology*

Panel Chair, LBST conferences (2013-16), HSS meeting November 2009

Editorial Board and/or Reviewer *Journal of Southern History, History Research Journal, OPUS Journals*

Awards

LSSA Recipient of the **Community Engagement Impact Award 2009**

Curriculum Vitae

Ángeles Sancho-Velázquez

California State University Fullerton
Department of Liberal Studies
asancho-velazquez@fullerton.edu
(657) 278-2725

EDUCATION

Ph.D. in Ethnomusicology (Systematic Musicology)

University of California Los Angeles, 2001. Doctoral Dissertation: *The Legacy of Genius: Improvisation, Romantic Imagination and the Western Musical Canon.*

Qualifying Exams: Aesthetics of Music, Sociology of Music, Historical Musicology, Systematic Musicology, Ethnomusicology.

M. A. in Ethnomusicology (Systematic Musicology)

University of California Los Angeles, 1996. M. A. Thesis: *An Interpretive Approach to the Emancipation of Dissonance.*

C. Phil. in Music (Historical and Systematic Musicology)

University Autónoma of Madrid (Spain), 1989.

Teaching Credential in Music Education

(Título de Profesor Superior de Solfeo y Teoría de la Música, Transporte, Repentización y Acompañamiento), Conservatory Superior of Music of Murcia (Spain), 1985.

Bachelor's Degree in Philosophy (Licenciatura; B.A. equivalent)

University of Murcia (Spain), 1981.

Bachelor's Degree in Piano (Título de Profesor de Piano; B.A. equivalent)

Conservatory Superior of Music of Murcia (Spain), 1979.

PROFESSIONAL EMPLOYMENT HISTORY

Professor (2016-present). California State University, Fullerton. Department of Liberal Studies.

Associate Professor (2008-2016). California State University, Fullerton. Department of Liberal Studies.

Assistant Professor (2002-2008). California State University, Fullerton. Department of Liberal Studies.

Research Assistant. UCLA Department of Ethnomusicology, 1996-June 2001.

Teaching Fellow. Collegium of University Teaching Fellows, UCLA, 1999.

Teaching Associate. UCLA Department of Ethnomusicology, 1998.

Teaching Assistant. UCLA Department of Ethnomusicology, 1992-1993, 1997-1998.

Conservatory of Music Associate Professor. Royal Conservatory of Music of Madrid, Spain, and Professional Conservatory of Music of Madrid, Spain, 1985-1989.

COURSES TAUGHT

CALIFORNIA STATE UNIVERSITY, FULLERTON

ART 312 – Modern Art to WWII
LBST 100- Introduction to the Humanities
LBST 301- Inquiry and Composition in Liberal Studies
LBST 302A- Historical Dimension of Liberal Studies (Humanities section, Antiquity to Renaissance)
LBST 302B- Historical Dimension of Liberal Studies (Humanities section, Late Renaissance to 19th century)
LBST 303- Liberal Studies in the Humanities and Arts
LBST 323- Cross-Cultural Humanities (“Cosmopolitanism and the Creative Imagination”)
LBST/PHIL 401- Knowledge in the Arts and Sciences
LBST 486- Senior Seminar in Humanities and Arts: Art and War
LBST 486- Senior Seminar in Humanities and Arts: Creating in Exile
LBST 486- Senior Seminar in Humanities and Arts: Current Topics
LBST 486- Senior Seminar in the Arts and Humanities: High and Low
LBST 486- Senior Seminar in the Arts and Humanities: Music and Culture
LBST 486- Senior Seminar in Humanities and Arts: Music in Literature
LBST 486- Senior Seminar in Humanities and Arts: Other Perspectives
SPAN 390- Spanish Culture through Film and Literature

OTHER INSTITUTIONS

The Aesthetics of Improvisation; Undergraduate Honors Seminar (Teaching Fellow), UCLA.
The Aesthetics of Music (Teaching Associate), UCLA.
Music of Latin-America: Spanish Caribbean and Mexico (Teaching Assistant), UCLA.
Development of Jazz (Teaching Assistant), UCLA.
Musical Aesthetics in Los Angeles (Teaching Assistant), UCLA.
Music of the American Indians (Teaching Assistant), UCLA.
Solfège and Music Theory (Associate Professor equivalent), Royal Conservatory of Music and Professional Conservatory of Music of Madrid, Spain
Piano (lecturer equivalent), various Conservatories of Music in Spain

PROFESSIONAL SERVICE

EXTRAMURAL SERVICE

Panel Chair (session “Humanities”), The European conference on Arts & Humanities, Brighton, U.K., July 10, 2018.
Panel Chair, Musicult’15 Conference, Technical University, Istanbul, Turkey, May 2015.
Program Committee member, 49th Annual Meeting of the Society for Ethnomusicology Southern California Hawaii Chapter, University of California San Diego, February 2015.
Panel Chair, *Transmission, Authenticity, and History*, 49th Annual Meeting of the Society

for Ethnomusicology Southern California Hawaii Chapter, University of California San Diego, February 2015.

Referee for the *International Journal of Literary Humanities*, 2014-2015.

Program Committee member, Society for Ethnomusicology, Southern California Hawaii Chapter, Loyola Marymount University, February 2012.

Elective Counselor, American Musicological Society Pacific Southwest Chapter (AMS-PSC), 2009-2011.

Program Chair, Society for Ethnomusicology Southern California Hawaii Chapter, Azusa Pacific University, February 2011.

Program Committee member, American Musicological Society Pacific Southwest Chapter (AMS-PSC), University of California Irvine, February 2011.

Program Committee member, Society for Ethnomusicology Southern California Hawaii Chapter, Scripps College, February 2010.

Panel Chair, *Representation in Performance and Ethnography*, Society for Ethnomusicology Southern California Hawaii Chapter, Scripps College, February 2010.

Panel Chair, "Race, Empire, and the Singing Body", Society for Ethnomusicology, 54th Annual Meeting, Mexico City, Mexico, November 2009.

Appointive Counselor, American Musicological Society Pacific Southwest Chapter (AMS-PSC), 2007-2009.

Referee for the *International Journal of Humanities*, 2006-2008.

Committee for International Initiatives member, College Music Society (CMS), 2004-2008.

Program Committee member, 40th Annual Meeting of the Society for Ethnomusicology Southern California Chapter (SEMSSC), University of California, San Diego, March 2006.

Roundtable participant, *Perspectives in Systematic Musicology: Impacts on/by Ethnomusicology*. Society for Ethnomusicology Southern California Chapter, University of California San Diego, March 2006.

Panel Chair, *Music, Myth, and Metaphor*. Society for Ethnomusicology Southern California Chapter, University of California San Diego, March 2006.

Program Chair, International Conference of the College Music Society, Alcalá de Henares, Spain, June 2005.

Advisory Board member, *Pacific Review of Ethnomusicology*, 2005.

Panel Chair, "Colonialism, Crossovers, and Cultural Identity", International Conference of the College Music Society, Alcalá de Henares, Spain, July 2005.

Member of the California Commission on Teacher Credentialing Music Subject Matter Advisory Panel (2003-2005).

CSUF SERVICE

University

Faculty Research Committee, 2015-2017

Academic Standards Committee, 2010

Student Academic Life Committee, 2005-2007

College of Humanities and Social Sciences

Students Scholarships Committee, 2015-2018

Scholarships and Awards, 2014-2015

Participation in the launching of the Global Studies Pathway, 2014

Study Abroad Committee, 2012-2013

Faculty Awards Committee, 2006-2007

Department of Liberal Studies

Curriculum Committee, 2010-to present (Chair 2013-2015, 2018)

Scholarships and Awards, 2002-03, 2014-2017

Woodward Award Committee, 2011, 2012, 2015-16, 2018-2019 (Chair).

Co-organizer of Liberal Studies 2015 Conference, *The Work of Exile: Loss, Challenge, and Possibility in Southern California*.

Assessment Committee, 2002-2008, 2013-2014

Created new course (LBST 323, Cross-Cultural Humanities), approved as G.E. course to fulfill category C.3 and Cultural Diversity requirements, 2013.

Personnel Committee, 2008-10 (Chair 2009-10), 2017-present (Chair)

Freshman and Sophomore Outreach Committee, 2018-present

COMMUNITY SERVICE

Board Member of CALLI (Community Alternative Learning and Living Initiative), a non-profit organization. Advised on education matters, 2011-2013.

“My Work as a Professor of Humanities”. Lynwood Middle School. Invited talk. College/Career Day, March 25, 2011.

INTERNATIONAL PROGRAMS

Instructor for Study Abroad Program: Semester in London, CSUF, H&SS College, Spring 2017.

Instructor for Study Abroad Program: Semester in London, CSUF, H&SS College, Spring 2016.

Instructor for Study Abroad Program in Salamanca, Spain, CSUF, H&SS College, Summer 2012.

Instructor for Study Abroad Program in Salamanca, Spain, CSUF, H&SS College, Summer 2011.

CURRENT MEMBERSHIPS IN PROFESSIONAL SOCIETIES

American Musicological Society
Society for Ethnomusicology

SELECTED TALKS, KEYNOTE ADDRESSES, INTERVIEWS

“A Net Made of Holes: Music, Flowers, Loss and Continuity in Early Colonial Mexico.” Invited talk. Department of Modern Languages and Literatures, California State University Fullerton, Fullerton. April 2018.

Interviewed by pianist and composer Sam Post on improvisation in classical music for the *Music Post*. August 2015. Podcast available on iTunes and other online services.

“Dados a la Música: Hybridity, Agency, and Identity in Early Colonial Mexico.” Invited talk. Transnational Speaker Series. Department of Modern Languages and Literatures, California State University Fullerton, Fullerton. April 2015.

“The Relevance of Interdisciplinarity: Impact of Systematic Musicology on Interdisciplinary Scholarship and Teaching.” Invited talk. Systematic Musicology

- Panel. Ethnomusicology Alumni Symposium, UCLA. November 2010.
- “Music: The Other Conquest of Mexico?” Invited Talk. Spanish Honors Club, Dept. of Modern Languages, California State University Fullerton, April 2003.
- “Methodology of a Doctoral Dissertation.” Guest Lecture. Department of Music, University Autónoma of Madrid, Spain, February 2002.
- “What Is Art Good For?” Keynote address. Conference *Contemporary Humanities: Transmission and Reception of Art*. University Autónoma of Madrid, Spain, February 2002.

CONFERENCE PAPERS

- “Squaring the Circle: Art and Cosmopolitanism in a Time of Crisis.” Paper presented at The European conference on Arts & Humanities, Brighton, U.K., July 9-10, 2018.
- “Variations on a Nationalistic Theme: Subjectivity and Agency in Nineteenth-Century Improvisation.” Paper presented at *Music & . . . Nationalism*, conference organized by Progressive Connexions, Palermo, Italy, 29-30 June, 2018.
- “Order Restored: Virtuosity, Improvisation, and the Politics of Seriousness in Western Classical Music.” Paper presented at *Musicult'15* Conference, Istanbul Technical University, Istanbul, Turkey, May 2015.
- “Mann and Schoenberg in L.A.: A Tale of Concordance-Discordance.” Paper presented at *The Work of Exile: Loss, Challenge, and Possibility in Southern California*. Interdisciplinary Conference organized by the Department of Liberal Studies, California State University Fullerton, April 2015.
- “Charlatans, Neo-Kantians, and a Failed Revolution: How Western Classical Improvisation Got Shut Down.” Paper read at *Perspectives on Musical Improvisation II*. Oxford University. Oxford, U.K., September 2014.
- “Thomas Mann, Arnold Schoenberg, and the Poetics of the Possible.” Paper read at the International Conference New Directions in the Humanities, Madrid, Spain, June 2014.
- “A Double Blow to Improvisation: Anti-Romanticism, Positivism, and the End of Impromptu Performance”. Paper read at the meeting of the American Musicological Society, Pacific South California Chapter, California State University Long Beach, Long Beach, February 2013.
- “Transformation into Structure: Musical Improvisation as Play and Work”. Paper read at Making Sense of Play, an interdisciplinary conference. Mansfield College, Oxford, U.K., July 2012.
- “The Anxiety of Contingency: Improvisation, the Musical Canon, and the Fragility of a Positivist Culture.” Paper read at the International Conference *New Directions in the Humanities*, Granada, Spain, June 2011.
- “Thomas Mann’s *Doctor Faustus* and the Fate of Modern Art.” Paper read at the International Conference New Directions in the Humanities, Paris, France, July 2007.
- “Why the Autonomy of Music is an Ethnomusicological Issue.” Paper read at the Annual Conference of the Society for Ethnomusicology, Honolulu, November 2006.
- “Moving Beyond the Modern/Postmodern Debate: The Case of the Autonomy of Music.” Paper read at the International Meeting of the International Society for the Study of European Ideas, University of Navarra, Pamplona, Spain, August 2004.
- “Hybridity All the Way Down? Music, Cultural Identity and *Mestizaje* in an Era of Globalization.” Paper read at the International Conference New Directions in the

- Humanities, Prato, Italy, July 2004.
- “Improvisation and the Romantic Aesthetics of Imperfection.” Paper read at the Annual Joint meeting of the Northern California and Pacific South-West Chapters of the American Musicological Society, University of San Francisco, San Francisco, May 2004.
- “The Purity of *Mestizaje*: A Dialectical Approach to Tradition and Hybridity.” Paper read at the International Conference of the College Music Society. Costa Rica, June 2003.
- “Making Sense of Eccentricity: Carlo Gesualdo and the Aesthetics of Mannerism.” Paper read at the Annual Meeting of the College Music Society Southern Pacific Regional Chapter, California State Polytechnic University, Pomona, March 2002.
- “Works, Music, and the Gap between Them.” Paper read at the Joint meeting of the Society for Ethnomusicology Southern California Chapter, and the American Musicological Society Pacific Southwest Chapter. University of San Diego, February 2000.
- “Improvisation after the Baroque: A Case of Historical Amnesia.” Paper read at the International Symposium *Improvisation Across Borders*. University of California San Diego, April 1999.
- “Trance, Delusion, and Power in the Performances of Diamanda Galás.” Paper read at the Society for Ethnomusicology Southern California Chapter Meeting. California State University, Northridge, February 1997.
- “Ethnomusicological Discourse and the Other: Beyond Ethnocentric Subjects and Decentered Selves.” Paper read at the National Annual Meeting of the Society for Ethnomusicology. Milwaukee, October 1994.

PUBLICATIONS

- “Virtuosos, Improvisers, and the Politics of Seriousness in Western Classical Music.” *Müzik-Bilim Dergisi (Journal of Musicology)* No. 6, Spring. Mimar Sinan Fine Arts University Publications, 2015.
- “The Poetics of the Possible: Arnold Schoenberg and Thomas Mann.” *The International Journal of Literary Humanities*, vol. 14:1, 2015.
- Córdoba adentro: Arte y poesía del patio*. Poems. With the artwork of Inmaculada Santana Medina. Córdoba: La Buganvilla ediciones, 2014.
- “Turandot: El último enigma de Puccini” (“Turandot: Puccini’s Final Enigma”). In *Libro de la temporada, 2013-2014*. Collection of essays on opera published by ABAO/OLBE, Bilbao, Spain, September 2013.
- “Hybridity all the Way Down? Music, Hybridity and Identity in an Era of Globalization.” *International Journal of Humanities*, vol. 2:2, 2006.
- “The Roots of Autonomy: Rethinking Autonomous Music Before and After Formalism.” *Selected Reports in Ethnomusicology*, vol. XII: *Perspectives in Systematic Musicology*, 2005.
- “Disonancia y misoginia: *Salomé* de Strauss y el mito de la mujer fatal” (“Dissonance and Misogyny: Strauss’s *Salome* and the myth of the Femme Fatale”). In *Música y Mujeres: Género y Poder*, edited by Marisa Manchado. Madrid, Spain: horas y Horas la editorial, 1998.
- “Interpreting Metaphors: Cross-Cultural Aesthetics as Hermeneutic Project.” *Selected Reports in Ethnomusicology*, vol. X: *Musical Aesthetics in Los Angeles*, 1994.

Saul Tobias

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Fullerton Phone: (657) 278 8441/ Fax: (657) 626 6132
Email: stobias@fullerton.edu

CURRICULUM VITAE

Education

2005 Doctor of Philosophy, Liberal Arts, Institute of the Liberal Arts, Emory University
1997 Master of Arts, Philosophy and Cultural Analysis, University of Amsterdam
1995 Higher Diploma in Education, Witwatersrand University, Johannesburg
1994 Bachelor of Arts, Comparative Literature, Witwatersrand University, Johannesburg

Teaching

Assistant / Associate Professor, California State University Fullerton (2008 -2018)

HON101A Honors Seminar in Critical Thinking
LBST 101 Introduction to the Social Sciences
LBST 300 Introduction to Liberal Studies
LBST 302B Historical Dimension of Liberal Studies (team-taught)
LBST 305 Liberal Studies in the Social Sciences
LBST 322 Cross-Cultural Social Thought
LBST 401 Knowledge in the Arts and Sciences
LBST 482 Senior Interdisciplinary Research Seminar
LBST 486 Senior Seminar in the Arts and Humanities
LBST 490 Senior Seminar in Great Books
UNIV 100 Foundations for College Success and Lifelong Learning

Humanities Fellow, Temple University (2006-8)

HON 460 Justice, Violence, and Reconciliation
HON 450 Crossing Boundaries: Nietzsche and Foucault

Visiting Assistant Professor, Emory University (2005-6)

IDS 101 The Politics of Identity
IDS 210 Visual Culture
IDS 230 The Culture of the University

Scholarly and Creative Activities

Work in Progress

“Critique as Virtue: Buddhism, Foucault and the Ethics of Critique” (article under review, *Comparative and*

Continental

Philosophy) *Buddhism and Social Theory: Essays in Comparative Social Thought* (Book-length manuscript) “Beyond Post-secularism: Buddhism, Theism, and the Social Sciences” (article)

“Concepts of Selfhood: Buddhism and Social Theory”

(article) “Buddhism, Bourdieu, and Social Suffering”

(article)

“What is Buddhist Critique? Epistemology and Ethics in Buddhist Social Thought” (article)

Peer-reviewed Articles

2017. “Theorizing Nationalism: A Buddhist Perspective,” *Sophia: International Journal of Philosophy and Traditions*. doi.org/10.1007/s11841-017-0614-9, 1-16.

2017. “The Trilakṣaṇa (‘Three Marks of Existence’) and Transformative Conflict Resolution,” *Peace Studies Journal*, 10(3), 29-45.

2015. “Nietzsche as Deep Historian” *The European Legacy* 20(6), 603-618.

2014. “Nietzsche, Tragedy and Liberal Moral Psychology” *Culture, Theory and Critique* 55(3), 302-320.

2012. “Neoliberal Globalization and the Politics of Migration in Sub-Saharan Africa” *Journal of International and Global Studies* 4(1), 1-16.

2011. “Pragmatic Pluralism: Arendt, Cosmopolitanism, and Religion” *Sophia: International Journal of Philosophy and Traditions*. 50(1), 73-89.

2007. “Affliction, Post-Secularism, and the Plight of Refugees” *Journal for Peace and Justice Studies* 16, 90-104.

2007. “Hegel and the Politics of Recognition” *The Owl of Minerva* 38, 101-128.

2005. “Foucault on Freedom and Capabilities” *Theory, Culture & Society* 22(4), 65-85.

2004. “Fragments of Justice: Deconstruction and the Literature of the South African Truth and Reconciliation Commission” *Oxford Literary Review* 25, 213-40.

2003. “The Ethical Implications of Pain in Wittgenstein’s Thought” *Philosophical Writings* 23, 3-21. 1998.

“Philosophy in the Filigree of Power: the Limits of Immanent Critique” *Arcadia* 33(1), 225-232.

Reprinted in *Cultural History after Foucault*. Edited by J. Neubauer. Berlin: de Gruyter. 1999, 221-228.

Book Chapters

2013. "Gegen Flüchtlinge gerichtete Gewalt in Südafrika in globaler Perspektive" in *Asyl. Das lange 20. Jahrhundert*. Edited by M. Mesner and G. Heiss. Vienna: Löcker Verlag, 230-246.

Reference Works

2015. "History, Memory and the Ethics of Writing: Antjie Krog's *Country of my Skull*" *Contemporary Literary Criticism*, Ed. Lawrence J. Trudeau. Vol. 373. Farmington Hills, MI: Gale, 2015, 117-124.
Originally archived online at Wits History Workshop Papers, 1999.
<http://wiredspace.wits.ac.za/handle/10539/8102>.

Conference Proceedings

2016. "Vietnamese Studies, Service-Learning and Global Civic Engagement." *Vietnamese Studies: Issues of Practicality and Methodology*, Vietnam National University, 608-619.

Book Review

2008. "Nietzsche's Political Skepticism" *Journal of Nietzsche Studies*, 35/36 (Spring/Autumn), 177-179.

Conference Presentations and Invited Lectures

2016. "Vietnamese Studies, Service-Learning and Global Civic Engagement." Vietnamese Studies Conference, Ho Chi Minh City, Vietnam.

2015. "The XIVth Dalai Lama: God-King, Monk or Politician?" University of the Third Age, Johannesburg, South Africa.

2015. "Concepts of Selfhood: Buddhism and Social Theory," Religion and Spirituality in Society Conference.
Berkeley, California.

2015. "The Trilakṣaṇa ("Three Marks of Existence") as Resources for Conflict Mediation," American Academy of Religion, North-West Region. Portland, Oregon

2014. "Those who Can, Teach! Expanding Civic Engagement through Service-Learning Training" (co-presenter) Continuums of Service Conference, Honolulu, Hawaii.

2014. "Beyond Post-secularism: Buddhism, Theism, and the Social Sciences"
International Society for the Study of European Ideas. Porto, Portugal.

2012. "Imagining Community: A Buddhist Approach to Theorizing Nationalism" Buddhism and the Political Process Conference.

Toronto, Canada.

2012. "Buddhism, Bourdieu and Social Suffering"
Religion and Spirituality in Society Conference. Vancouver, Canada.
2010. "Nietzsche, Biology, History"
International Conference on Nietzsche's Philosophy of Science. Berlin, Germany.
2010. "Nietzsche and Neuropsychology"
International Society for the Study of European Ideas. Ankara, Turkey.
2009. "Nation-building and Non-Nationals: Explaining Popular Violence against Refugees
in South Africa" International Conference on Asylum. Vienna, Austria.
2007. "Nietzsche and Liberalism: On Politics and
Personhood" Northeastern Political Science
Association. Philadelphia, PA.
2007. "The Genius of the Heart: Nietzsche and Political
Fundamentalism" Friedrich Nietzsche Society of Great
Britain, Leiden, Netherlands.
2004. "Nietzsche's Artist's Metaphysic"
Friedrich Nietzsche Society of Great Britain, Brighton, UK.
2002. "Suffering and its Vicissitudes: Nietzsche and the Limits of Tragedy"
International Society for the Study of European Ideas.
Aberystwyth, UK.
2001. "Religious Language and the Politics of Affliction: Emmanuel Levinas and Simone Weil"
International Association for Philosophy and Literature, Atlanta, GA.
2000. "Socializing Identity Politics: Revisiting Hegel's Master-Servant
Dialectic" Annual Meeting, Radical Philosophy Association.
Chicago, IL.
2000. "Constituting Subjects: Liberty, Responsibility and the founding of Democratic
Citizenship" Conference on Constitution, Rhetoric and Agency. Montreal, Canada.
2000. "Levinas and the City" Conference on Cities, Citizens and Citizenship in a
Globalized Society. San Juan, Puerto Rico.
1999. "History, Memory and the Ethics of Writing: Antjie Krog's Country of my Skull"
Commissioning the Past: Conference on the Truth and Reconciliation Commission:
Johannesburg, South Africa.
1999. "Redistribution and Recognition Revisited: A Levinasian Perspective on Justice and
Multiculturalism" Conference on Racism and the Challenges of Multiculturalism.

South Africa.

1997. "Philosophy in the Filigree of Power: the Limits of an Immanent Critique" Cultural History after Foucault, Amsterdam, Netherlands.

Upcoming Conference Presentations

December 2018/January 2019. "Buddhism and Conflict Resolution: Presentation and Workshop," International Lay Buddhist Forum, Nakhon Pathon, Thailand.

Service 2013-18

Department

LBST Curriculum Committee

2013-14 Development

Committee 2013-2015

Scholarship and Awards Committee 2013-14 and 2016-18

Department Personnel Committee 2014-15 and 2016-2018 (Chair, 2017-18) Co-organizer, The Work of Exile Conference 2015

Faculty Advisor, Liberal Studies Students Association

2015-2018 Recording Secretary, 2017-2018

College

H&SS Student Scholarship Committee 2013-14

H&SS Ad Hoc Study Abroad Assessment

Committee 2014 H&SS Study Abroad Committee

2014-16

H&SS Faculty Awards Committee 2017-19

University

FDC HIPS Panel "Defining and Incorporating High Impact Practices"

Presenter 2013 Freshman Programs Retreat Presenter 2014

Faculty Affairs Committee 2014-2016

University Ad Hoc Research Committee 2014-15

President's Strategic Fund Scholarship

Committee 2016

Student Life Clubs and Organizations Coordinator Search Committee

Member 2016 Faculty Advisor, National Society of Collegiate Scholars, CSUF

Chapter, 2015-201

Community

2017-18 Developed and coordinated service-learning partnerships with community organizations in Siem Reap, Cambodia

2018 Instructor, Service-Learning Class, Cambodia Study Abroad

Grants and Awards (2013-18)

2018 Junior-Senior Intramural Grant 2018 CICE Service-Learning Grant 2017 CICE Service-Learning Grant

2017 H&SS Summer Writing and Research Stipend

2016. National Society of Collegiate Scholars, Distinguished Honorary Membership 2015 H&SS International Travel Grant

2015 H&SS Summer Writing and Research Stipend 2014 H&SS International Travel Grant