



**ANNUAL REPORT OF FACULTY MEMBER AT FRANCIS MARION UNIVERSITY  
2016-2017 Academic Year**

NOTE: Submit your Annual Report to your School or Department Chair for subsequent submission to your Dean. Use additional pages as needed.

	Initials	Date
Faculty Member		3/6/2017
Department Chair/Dean	JSIL	3/17/17
Provost	P. IL	4-3-17

Name:	
Rank:	Associate Professor
Department/School	History

I. Courses Taught

Late Spring/Summer Session I/II 2015

Department	Course	Title	Enrollment	Lab	Lecture

Fall, 2016 - Sabbatical

Department	Course	Title	Enrollment	Lab	Lecture

Spring, 2017

Department	Course	Title	Enrollment	Lab	Lecture
HIST	201	The United States to 1877	40		3
HIST	201	The United States to 1877	40		3
HIST	346	Civil War America	12		3

## II TEACHING DEVELOPMENT [see appendix]

- A. Course Development  
U.S. History through Fiction  
*See Appendix A for Syllabus*

## III SCHOLARLY ACTIVITIES

- A. Articles and/or Books Published or Accepted for Publication

During my sabbatical I completed the manuscript for a new monograph entitled "A Unique but Dangerous Entanglement": Benjamin Butler in Occupied New Orleans, May-December 1862. This is currently with UNC Press from whom I received an advance contract and I am awaiting readers' reports.  
*See Appendix B for "Table of Contents"*

During my sabbatical I wrote a book review for *Journal of American History* and also made final revisions to the following

"Occupation and the Civil War" Essential Civil War Curriculum, *forthcoming* 2017

"Southern Women and Families," in Randall Miller and Judith Giesberg eds., *Women and the Civil War*, Kent State University Press, *in press*.. This essay was also by invitation and came with an honorarium – see *Appendix C*

- B. Papers/Scholarly Addresses

I received an invitation to speak at a symposium on new approaches to the Civil War at Mississippi State University in February 2017. Unfortunately due to the difficulties in travelling to the location from Florence I was unable to attend. I attach a copy of the invitation. – *See Appendix D*

- G. Membership in Scholarly Societies

American Historical Association  
Southern Historical Association  
Society of Civil War Historians  
Southern Association of Women Historians  
British American Nineteenth Century Historians

## IV PROFESSIONAL SERVICE

- B. Participation in Shared Governance

1. Gender Studies Committee, Fall 2014 -  
Patriot Bookstore Advisory Committee – Spring 2013 -  
Chair, History Dept. Committee on Collaborative Research Fall 2012  
Library Committee – African American Collection 2010 –
4. Student Scholarship Interviews, February 2017  
FMU Open House Information Seminar, March 2017

## APPENDIX A

### U.S. HISTORY THROUGH FICTION – COURSE DESCRIPTION

This course explores American history through novels, based on the idea that fiction offers a superb “window” through which to view the past, especially to understand the texture of American society. Our main themes will be race, gender, ethnicity, power, identity formation

### U.S. HISTORY THROUGH FICTION - RATIONALE

Dr. [REDACTED]

This course is a unique way to approach American history based on the premise that historical fiction can, and should, be both good history and good literature. It strives to elicit not only an emotional response from students but also intellectual engagement especially towards our core goal which is to discover the various meanings of American identity shaped by both specific time periods and by race/ethnicity, class and gender.

One of the greatest challenges of this class is keeping students sensitive to the fact that this is indeed a history (rather than a lit) course. In order to stress the importance of the historical context I incorporate a mini-lecture before each new novel to give students a fundamental background and introduce them to some primary sources to help illuminate the period. Also students are responsible for taking turns in class presentations where they are required to bring primary documents for the class to consider as well as help place our readings in the context of the historical events of the period. I remind students that we are not concerned with character development or narrative denouement but rather ask them to bear three main questions in mind when approaching each of the readings What social pressures and societal expectations do the characters face? What is the historical meaning of those pressures and expectations? And finally, what tools are available for characters to deal with the challenges they face?

The final assignment requires students to write a paper that reflects their sensitivity to the historical context of their argument. I emphasize that if they neglect to do so their paper will fill neither the assignment nor the course goals



**U.S HISTORY THROUGH FICTION**  
**Sample Syllabus**

Professor: [REDACTED]

**COURSE DESCRIPTION** This course explores American history through novels, based on the idea that fiction offers a superb “window” through which to view the past, especially to understand the texture of American society. Our main themes will be race/ethnicity, gender, power, and identity formation

It is essential that you remember this is a history course and so our main area of investigation is how the readings illuminate the historical period in which it is set. We will not be critiquing plot/character development, narrative style etc.

**REQUIRED BOOKS** (in order of use)

I have ordered only the first book through the campus bookstore. Second hand copies are readily available through Amazon or other online book supplier. Please plan ahead and order your books in a timely fashion. Any non-electronic edition is acceptable.

Geraldine Brooks, *Caleb's Crossing*

Octavia Butler, *Kindred*

Thomas Bell, *Out of This Furnace*

Ernest J. Gaines, *A Lesson Before Dying*

John Okada, *No-No Boy*

Tim O'Brien, *The Things They Carried*

Other readings will be posted on Black Board

Additionally you should access at least one of the US History textbooks listed below that are many available on line in order to provide the historical context for each novel.

You should bear the following questions in mind for all readings being particularly sensitive to differences of gender, class, race and/or ethnicity:-

How might the characters we read about explain their own individual quests for American Identity?

What social pressures and societal expectations did their respective historical contexts place upon them and what tools did they have to deal with those challenges

**GRADING POLICY:**

**Participation** (In Class & Blackboard Postings)

**400 points/ 40%**

Your active engagement is vital to your success and the success of this class and so participation comprises 40% of your semester grade! The main criteria I will use for grading is your level of preparedness, enthusiasm, and willingness to engage in a dialogue with others. Your Blackboard “Forum” postings will assist in this endeavor. You should post a minimum of two comments (hopefully more) on each of the books—one of which should be during the early stages of your reading. The forum will be cut off at 5pm on the day before our scheduled classroom discussion.

You should not see this as a chore but as an opportunity to talk to others about what you find interesting/puzzling/annoying/intriguing about your reading. What themes would you like to follow up?

Your postings will count towards your participation grades both in terms of quantity and quality.



### Leading Class Discussion

150 points/15%

Students will work in small groups to lead (at least) one class discussion during the semester. Leading class discussion requires that you not only prepare questions to engage fellow students in a dialogue but that you also provide a context for the work at hand – one that provides more than the garden-variety brand of information found on Wikipedia. This is not an opportunity to look up some cursory information on an author or work and talk for a lengthy period of time while we merely listen – your goal is to engage the class – you can be creative and design class exercises, role playing etc. **Remember it takes considerably skill to come up with questions that will generate a discussion.**

Feel free to be inspired by any blackboard postings. You should also provide 1-3 primary documents that are relevant to the time period under discussion. Groups should coordinate in advance. Each group will submit a one page document with a list of summary points and discussion questions.

### Reflection/Reaction Papers

5 x 50 = 250 points/25%

These papers - one for each of the first five novels - should be approximately 500 words (2-3 pages, double spaced, typed) and are due at the beginning of class in which our final discussion of that book is scheduled. Your writing style may be relatively informal however I do expect you to proofread for spelling/grammatical errors.

These should not be a regurgitation of information presented in the book. *Do not provide me with a review of the book's contents.* Rather you should provide your own thoughts, opinions, and unique insight - in short, your **reaction**. Ensure that you make some comment as to what you learned about the historical period in which the book was set. You may want to consider some of the following questions –

What did you learn about the historical period in which the book was set?

What social pressures and/or social expectations did the historical context place upon the main character(s) in the novel?

What tools did the character(s) have to deal with those challenges?

What would you ask, or tell, the author if you could?

What questions did the book raise for you – not only about its contents but also about other things?

Did the book remind you of other readings you have done for this class or others)?

What themes connect the book to other readings and/or class discussions?

### Final Paper

200 points/20%

This paper will be due by 2:00pm, Friday December 11. Full details will be provided in a timely manner – there is no final exam for this class.

### Extra Credit

You may write two additional reflection papers for the selected short stories (due 9/29) and for the final book (due 12/1) @ 50 points each). These will only be counted if you have met all the requirements for the class and have not exceeded 4 absences.

### GROUND RULES - PLEASE READ THESE CAREFULLY

**No computers, cell phones or other electronic devices are allowed. If you choose to ignore this rule you will be asked to leave the classroom.**

**Absences:** Because of the participatory nature of the course, regular attendance is critical. Absences in excess of the limit set by FMU policy will result in a failing class participation grade and you will not be permitted to earn extra credit.

**Food/drink:** You may bring to class any type of drink, as long as it is in a sealed container (like a coke bottle with a twist-on top). Food, however, is not permitted in class. If you bring food to class, you will be asked to put it away. If you refuse, you will be asked to leave the classroom.



**Punctuality:** Late arrivals are distracting and disruptive to both students and instructor, therefore, after attendance has been called, students will no longer be permitted to join the class and you will be counted as absent. If you have a valid reason for leaving class early please advise me beforehand.

**Email etiquette:** When writing an e-mail please use proper etiquette. That is, use a salutation (not "Hey") and sign your name. Ensure there is something in the subject heading that lets me know this is a message from a student. If the subject line is blank and you do not use a FMU email address I will assume the message is junk mail and delete it. This is a practice necessary for the polite interaction of professor-student and will also stand you in good stead as you continue I your college and post college career

**In Class Behavior:** You are expected to **behave** in a way that shows **courtesy** to the instructor and fellow students.

**Plagiarism and cheating will not be tolerated.** Plagiarism is the use of the ideas, organization, or words of another writer without giving proper credit. Students must produce their own, original work. Any student who violates this rule will receive a failing grade for the specific assignment/exam **or** for the entire course at my discretion. This infraction must be reported to the Provost's office for possible further disciplinary action.

**Special Needs:** If you have a **disability** that qualifies you for **academic accommodations**, please contact the Office of Counseling and Testing and submit the appropriate paperwork

**Help:** Finally, despite all the dire warning above I know college/life can be stressful. **If you run into difficulties or need help let me know.** I am more than happy to assist students who are concerned about their progress or just need to talk but you have to take the initiative - I am not a mind reader.

### CLASS SCHEDULE

This schedule is subject to amendment and it is up to each student to keep up to date with any changes announced in class and/or posted on Blackboard

- Week 1 Introduction/ Begin reading *Caleb's Crossing*
- Week 2 Continue reading *Caleb's Crossing*
- Week 3 Discussion of *Caleb's Crossing* - **DUE:** Reflection Paper  
Begin reading *Kindred*
- Week 3 Student Led Discussion/ Continue reading *Kindred*
- Week 4 Discussion of *Kindred* – **DUE:** Reflection Paper  
Begin Short Stories from the Gilded Age on Blackboard
- Week 5 Discussion of Short Stories, begin *Out of this Furnace*  
**\*\*Extra Credit Reflection Paper Due\*\***
- Week 6 Continue reading *Out of this Furnace*/ Student Led Discussion
- Week 7 Discussion of *Out of this Furnace* – begin *Lesson Before Dying*  
**\*\*DUE:** Reflection Paper
- Week 8 Please look at the following website  
Begin reading *Lesson Before Dying*
- Week 9 Continue Reading *Lesson Before Dying*/ Student Led Discussion.  
**\*\*DUE:** Reflection Paper; Begin Reading *No No Boy*
- Week 10 Continue reading *No-No Boy*; Please look at the following website

Student led discussion

- Week 11      Discussion of *No-No Boy*      **\*\*DUE:** Reflection Paper  
                 – begin reading *Things they Carried*
- Week 12      Continue reading *Things they Carried*/ Student led discussion\*
- Week 13      Discussion of *Things they Carried*  
                 **\*\*Extra Credit Reflection Paper Due\*\***
- Week 14      Conclusion – the (ab)uses of historical fiction in US History  
                 Preparation for Final Paper

## APPENDIX B

*From "A Unique but Dangerous Entanglement": Benjamin Butler in  
Occupied New Orleans, May-December 1862*

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*Appendix C*  
[REDACTED]

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**From:** Randall Miller <miller@sju.edu>  
**Sent:** Saturday, February 25, 2017 10:23 PM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
**Subject:** Payment for your contribution to *Women and the American Civil War: North-South Counterpoints*

Dear Contributors to *Women and the American Civil War: North-South Counterpoints*,

As promised, we have shipped the final, edited manuscript of our book to Kent State University Press, and we received an acknowledgment that the book has been received in good order. It has now moved into production, but we don't have an exact production schedule for the book yet -- e.g., for copy-editing -- so, for now, we wait instructions on next steps. We will keep you posted on developments.

With the book off to the press, we can now pay you for your contribution. As you may recall, we were able to secure a small grant to cover honoraria for you all, and we're now ready to make those payments to you. To do so, we need to know where to mail the check. Please let us know. Also, if this mailing address is different than your official home address, please provide the home address, too. The accounting for the honoraria is very simple, and will not require us to have your SSN because the amount is under \$600. You are responsible for reporting your own income to the IRS from this project when you file a Schedule C form with your taxes for 2017, and we need only report to the funder the amounts paid and to whom. You will not receive a 1099 or other tax form from us.

Again, many, many thanks for your excellent work. We're very pleased with the book.

Best,

Judy and Randall

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**From:** Andrew Lang <af178@msstate.edu>  
**Sent:** Wednesday, April 20, 2016 4:19 PM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** Invitation to Participate at Civil War Symposium at Mississippi State University

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Dear [REDACTED]

Anne Marshall and Andrew Lang would like to invite you to participate at a symposium on new approaches to civilian-military relations during the American Civil War Era. The field has long benefited from the excellent work of those scholars who have instructed on the useful ways of thinking about the transitions from a war of conciliation to a "hard war," an historiographical project that successfully collapsed the boundaries between home front and battlefield. Our symposium proposes that it is time to expand on the "hard war" thesis, engaging new paradigms, probing fresh areas of inquiry, and searching for previously unconsidered relationships between civilians and military authorities during the Civil War Era. Indeed, the problem of civilian-military relations touches nearly every major category of analysis in the field, including emancipation, gender, military history, the limits of state power, and the transitions from peace to war and from war to peace. Participating scholars are encouraged to draw on either their current in-progress work and take innovative and unusual vantage points and approaches.

The symposium will take place February 24-25, 2017, at Mississippi State University. We will provide travel, lodging, and an honorarium of \$300.

Realizing that this invitation comes on the heels of the recent discriminatory legislation passed by the Mississippi state legislature, we invite you to read the statement of diversity and inclusion released by Mark Keenum, president of Mississippi State University: <http://www.msstate.edu/newsroom/article/2016/04/open-letter-msu-family-and-friends>.

Please let us know if you can join us. We are happy to answer any questions.

Best regards,  
Anne Marshall and Andy Lang

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Andrew F. Lang  
Assistant Professor of History  
Mississippi State University