Curriculum Vitae

LENDOL CALDER

Augustana College, Department of History

639 38th Street

Rock Island, IL 61201

309.794.7679

lendolcalder@augustana.edu

SCHOLARLY FIELDS

* American social and cultural history
* The history of consumption and consumer societies
* History teaching and learning

EDUCATION

* Ph.D., 1993 The University Of Chicago (History)
* M.A., 1986 The University Of Chicago (History)
* B.A., 1980 The University of Texas at Austin (Psychology)

EMPLOYMENT HISTORY

2009- Professor, Augustana College

2002-08 History Department Chair, Augustana College

2002-09 Associate Professor, Augustana College

1996-02 Assistant Professor, Augustana College

1993-96 Assistant Professor, Colby-Sawyer College (NH)

1992-93 Visiting Asst. Professor, University of Washington, Seattle

1990-92 Lecturer,University of Chicago

1988-92 Teaching Assistant for the Advanced Writing Program, University of Chicago

TEACHING RESPONSIBILITIES

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| --- | --- | --- |
| Fall 2014132/Problems in US History: 1945-present335/The West in American History | Winter 2014-15132/Problems in US History: 1945-present (2 sections)300/Culture Wars in American History | Spring 2015LSFY 113/Love Actually490 History Teaching & Learning  |

Other courses taught:

* Problems in US History, Civil War-WWII
* The Sixties
* The American Revolution
* US History Seminar
* African-American History
* American Consumer Culture
* Honors LS 101 Self & Other
* Honors LS 102 Faith & Community

HONORS

* **The American Historical Association’s William and Edwyna Gilbert Award, 2014**

The Gilbert Prize is awarded annually by the AHA in recognition of outstanding contributions to the teaching of history through the publication of journal articles. The Prize honors “The Stories We Tell” (OAH *Magazine of History* 27:3, 2013).

* **IL Professor of the Year, 2010**

The U.S. Professors of the Year program salutes the most outstanding undergraduate instructors in the country - those who excel in teaching and positively influence the lives and careers of students. Sponsored by CASE and The Carnegie Foundation for the Advancement of Teaching, it is the only national program to recognize excellence in undergraduate teaching and mentoring.

* **Organization of American Historians Distinguished Lectureship Program, 2007-2015**

Appointed by the OAH president-elect, OAH Distinguished Lecturers are leading historians who share their expertise with public audiences.

* **Carnegie Scholar, 1999/2000**. Carnegie Scholars are a select group of outstanding teachers chosen from a national pool of applicants by the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Charged with investigating and documenting significant issues and challenges in the teaching of their fields, Carnegie Scholars received support from the Pew Foundation for the purpose of creating a community of scholars whose innovative scholarship will advance the profession of teaching, deepen student learning, and contribute to thought and practice in the emergent field of the scholarship of teaching and learning. My research studied the problem of how to teach historical thinking to students at the novice level.
* **Charles J. Kennedy Award,** 1996**.** An award given by the Economic and Business History Society for best essay of the year demonstrating scholarly achievement in economic and business history
* **First runner-up, Allan Nevins Prize** 1994. Given annually by the Society of American Historians for the best dissertation in US history
* University Of Chicago:
* **Von Holst Prize Lectureship***, 1991* (recognizing graduate students with outstanding promise as future history teachers)
* **Shirley Farr Fellowship**, 1986-87 (recognizing outstanding achievement in the first year)
* **University Fellowship**, 1985-89
* University of Texas:
* **summa cum laude** graduate, 1980
* **Phi Beta Kappa**, 1979

**CURRENT SCHOLARLY PROJECTS**

* A documentary reader (or “untextbook”) for use in US history survey courses that scaffolds historical and moral inquiry in the context of American history. Publisher: Bedford/St Martins
* A field guide for college and university professors wanting to teach history survey courses on an “uncoverage” model. Publisher: Bedford/St Martins

PUBLICATIONS

**Books**

* *Financing the American Dream: A Cultural History of Consumer Credit* (Princeton University Press, 1999).

Reviews and articles about *Financing the American Dream* appeared in over thirty popular and scholarly publications, including the *Wall Street Journal, Times Literary Supplement, Christian Century, New Yorker,* *Lingua Franca*, and most major newspapers*.* Radio interviews about the book have been conducted by *Morning Edition*, *All Things Considered, Marketplace, Money Talks*, and *To the Best of Our Knowledge,* and by local stations in Seattle, Los Angeles, New York and Washington, D.C. At the 2000 meetings of the Business History Conference, *Financing the American Dream* was honored with a special session assessing its innovative integration of cultural and business history. The impact made by *Financing the American Dream* on thinking about debt in academic, business and governmental circles was the subject of an article in the Jan 19, 2002 issue of the *New York Times* (p. A17, 19). A Chinese translation of *FAD* was published in 2007. Stories and interviews related to the book in 2009 could be heard on *Marketplace* from American Public Media, BBC World News Hour, and in the *New York Times*.

### Articles & Chapters

* “The Kids are (Going to be) Alright,” *Journal of the Gilded Age and Progressive Era* 14:3 (July 2015): 433-440.
* “The Stories We Tell,” *OAH Magazine of History* 27:3 (October 2013): 5-8.
* “Ahead a Good Deal”: Taking the Long View of Household Debt and Credit in American Life,” in *The Development of Consumer Credit in Global Perspective: Business, Regulation, and Culture* (Worlds of Consumption series), ed. by Jan Logemann (Palgrave Macmillan, 2012).
* “Saving and Spending,” in *The Oxford Handbook on the History of Consumption*, ed. by Frank Trentmann (Oxford University Press, 2012).

# “Hard Payments: Consumer Credit and Thrift,” in Thrift and Thriving in America: Capitalism and Moral Order from the Puritans to the Present, edited by Joshua Yates and James Davison Hunter (Oxford University Press, 2011).

* “For Teachers to Live, Professors Must Die: A Sermon on the Mount,” in *The Vocation of the Christian Historian*, edited by Jay Green and John Fea (Notre Dame, IN: University of Notre Dame Press, 2010).
* “Toward a Signature Pedagogy for History Education,” *History SOTL Newsletter*, May 2007. Online at <http://www.indiana.edu/~histsotl/blog/?page_id=48>
* “Uncoverage: Toward a Signature Pedagogy for the History Survey,” *Journal of American History* 92 (March 2006). Reprinted in Gary Kornblith and Carol Lasser, *Teaching American History: Selected Essays from the Journal of American History* (Bedford/St Martin’s, 2009).
* “Using “Think Alouds” to Evaluate Deep Understanding,” with Sarah Eva Carlson, in R. L. Swing (ed.), *Proving and Improving, Volume II: Tools and Techniques for Assessing the First College Year* (2004, Monograph No. 37, pp 35-39). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition. (Also on-line at <http://www.brevard.edu/fyc/listserv/remarks/calderandcarlson.htm>.)
* “Looking for Learning in the US History Survey,” American Historical Association *Perspectives* (March 2002).
* “History Lessons: Historians and the Scholarship of Teaching and Learning,” with William W. Cutler, III and T. Mills Kelly, in Mary Huber and Sherry Morealle, eds., *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground* (AAHE, 2002).
* “The Evolution of Consumer Credit in the United States,” in Thomas Durkin and Michael Staten, eds., *The Impact of Public Policy on Consumer Credit* (Kluwer, 2002).
* “Not Dr Laura,” (3,600 word review of Karen Halttunen & Lewis Perry, *Moral Problems in American Life: New Perspectives on Cultural History*, a festschrift to honor David Brion Davis), in *Reviews in American History* (Spring 2000).
* “Consumer Credit,” *The Encyclopedia of Chicago History* (2004).
* "From ‘Consumptive Debt’ to ‘Consumer Credit’: E. R. A.Seligman and the Moral Legitimation of Debt," *Essays in Economic and Business History*,14 (1996): 185-206.

### Films

### Commentary for *The Usurer’s Grip*, in *Treasures III: Social Issues in American Film, 1900-1934*. This award-winning 2007 4-disc release from the National Film Preservation Foundation includes *The Usurer’s Grip*, a 1912 “message movie” decrying the evils of loan sharks. Since I wrote about *The Usurer’s Grip* in my book *Financing the American Dream*, the NFPF invited me to write and record a commentary to accompany this 20 minute Edison short.

### Book Reviews

* 700 word review of David Blanke and David Steigerwald, eds., *A Destiny of Choice?: New Directions in American Consumer History*, (Lanham, MD: Lexington Books, 2013) in *Journal of American History* 101:1 (June, 2014), p. 319.
* 600 word review of Louis Hyman, *Debtor Nation:* *The History of America in Red Ink* (Princeton: Princeton University Press, 2011), in *Journal of American History* 98:4 (March, 2012), pp. 1211-1212.
* Review of Wendy A. Woloson, *In Hock: Pawning in America from Independence through the Great Depression*  (Chicago: University of Chicago Press, 2010), in *Economic History Review*  64:2 (May 2011).
* 600 word review of Bruce Lenthall, *Radio’s America: The Great Depression and the Rise of Modern Mass Culture* (Chicago: University of Chicago Press, 2007) in *The Historian* 71:2 (Summer 2009).
* 600 word review of Robert E. Wright and David J. Cowen, *Financial Founding Fathers The Men Who Made America Rich* (Chicago: University of Chicago Press, 2006) in *The Historian* 70:1 (Spring 2008).
* 700 word review of Claire Strom, *Profiting from the Plains: The Great Northern Railway and Corporate Development of the American West* (University of Washington Press, 2003) in *Pacific Northwest Quarterly* 96 (2004-05).
* 1400 word review of Regina Lee Blaszczyk, *Imagining Consumers: Design and Innovation from Wedgwood to Corning* (Johns Hopkins University Press, 2000) for *EH.Net* (August, 2001).
* 700 word review of *Yellowstone and the Great West: Journals, Letters, and Images from the 1871 Hayden Expedition* (University of Nebraska Press, 1999) in *Annals of Wyoming* (Summer, 2000).
* 1600 word review of Rosa-Maria Gelpi and François Julien-Labruyère, *The History of Consumer Credit: Doctrines and Practices*. (St. Martin's Press, 2000) for *EH.Net* (August, 2000).
* "Discovering Columbus," review of Tzvetan Todorov, *The Conquest of America*; Kirkpatrick Sale, *The Conquest of Paradise*, and George Grant, *The Last Crusader*, in *Critique*, no. 8 (1992): 1-8.

### Essays

* “Christian Karaoke,” *Touchstone* (March 1998): 11-12.
* "What Are Things For?: Consumer Culture in Historical Perspective," *Critique*, no. 8 (1990): 1-12.
* Editorials I have written have appeared in the *Wall Street Journal* and major metropolitan and local US newspapers (1995-2002).

**Manuscript Reviews**

I have reviewed scholarly manuscripts for Harvard University Press, Columbia University Press, Cambridge University Press, Indiana Press, Northern Illinois University Press, *The Journal of American History*, *The American Historian*, *Enterprise and Society*, *Journal of Consumer Policy*, *Journal of Policy History*, Longman Publishers, and InterVarsity Press.

**CONSULTING, GRANTS, PROJECTS, BOARD MEMBERSHIPS**

* **The Social Science Research Council’s “Measuring College Learning Project” (2014-15)**

The Measuring College Learning project, with support from the Bill & Melinda Gates Foundation and the Teagle Foundation, brings together faculty experts in selected disciplines for consensus-driven discussions about learning outcomes and assessment in higher education. Faculty from six fields of study (biology, business, communication, economics, history, and sociology) will identify the essential 21st Century competencies, conceptual knowledge, and practices that students in their fields should develop in college, in the introductory course as well as the major. The project aims to help faculty develop consensus around a limited set of empirically measurable “essential competencies and concepts” that reflect their top priorities for student learning. The goal of the project will be to pilot new discipline-specific assessment instruments as well as to examine the relationship between field-specific skills, general collegiate skills, and instructional practices. Improving our understanding of these relationships is crucial in order to craft a sound agenda for using assessment to improve the quality of higher education.

* **Member of the College Board Committee for the SAT Subject Test in US History (2013- )**

Committee members write, revise, and select test items for the SAT Subject Test in US History.

* **AHA/UCal-Berkeley “Preparing Graduate Students in History for Teaching” Project (2013)**

This Teagle funded initiative aims to improve the preparation of college and university history faculty through a partnership of the AHA and the history department at the University of California at Berkeley. The AHA selected nationally recognized leaders in research on teaching and learning in the field of history to work closely with the Berkeley history faculty in revising a course for graduate students that prepares them to be teaching assistants at the university. This project will also connect to the Teagle-funded initiative of the Graduate Student Instructor Resource Center at Berkeley, focused on preparing graduate students from across the University for teaching. AHA will disseminate their model through a series of workshops at its annual meeting. - See more at: <http://blog.historians.org/news/1828/teaching-and-learning-history-teagle-foundation-to-support-a-new-aha-initiative>

* **National Advisory Board for *The History Teacher* (2012- )**
* **The American Historical Association Tuning Project (2012-14)**

In partnership with the Lumina Foundation, the AHA sponsored a nationwide, faculty-led project to articulate the disciplinary core of historical study and to define what a student should know, value, and be able to do at the completion of a history degree program. The project brought together accomplished history faculty from more than sixty institutions across the country. Participants worked together to develop common language that communicates to a broad audience the significance and value of a history degree.

* **After Standards Project (2011-12)**

In April, 2011 and again in July, 2012 I traveled to Australia to serve as one of nine “international partners” from the United Kingdom, Italy, and the U.S.A. working with the “After Standards” project, an effort to assist Australia’s university history teachers implement new national standards in history for higher education.

* **Organization of American Historians Liaison to the Board of Trustees for the National Council for History Education (NCHE)**, 2006-08, 2008-10.

The National Council for History Education builds bridges between K-12 teachers, college and university faculty and museums/libraries/historical societies who all share a common passion for teaching history.

* **Thrift and American Culture Project (2005-06)**

A two-year, multidisciplinary scholarly initiative examining the significance of thrift in American society, sponsored by the University of Virginia’s Institute for the Advanced Study of Culture with funding from The John Templeton Foundation. The first phase of the Project explored the idea, language, and practice of a thrift ethos understood to mean fiscal frugality but also including cultural analogues such as self-restraint, reticence, temperance, conservation, stewardship, and the like. Project scholars include Jackson Lears (Rutgers), Jean Bethke Elshtain (Chicago), Orlando Patterson (Harvard), Kiku Adatto (Harvard), Robert Frank (Cornell), Deidre McCloskey (Illinois-Chicago), Daniel Walker Howe (Oxford), and Michael Sandel (Harvard). In the second phase of the project, the participating scholars jointly authored a report to the nation in which they summarized their research and reflected on the status and future of thrift as an American value.

* **Teaching American History Grants**
* ***“Learning through History”*** (2004-06). An $800,000 grant to the Mississippi Bend Area Education Agency and Augustana College from the US Department of Education’s Teaching American History grant program. The proposal calls for a three-year series of workshops and learning opportunities to enhance the teaching and learning of American history in eastern Iowa elementary schools grades 4-6. I will be leading workshops for 70 teachers on the theme of “That Thing We Do: Uncovering Historical Mindedness in the Secondary School Classroom,” and advising the grant director on matters relating to curriculum enhancement and assessment of the grant program.
* ***“The Future of Our Past: History for Learning and Service”*** (2003-05). A $708,000 grant to the Mississippi Bend Area Education Agency and Augustana College from the US Department of Education’s Teaching American History grant program. The program calls for a three-year series of workshops and learning opportunities to enhance the teaching and learning of American history in eastern Iowa secondary schools. I assisted in the writing of the grant proposal. As a Principle Partner, my responsibilities include leading workshops for 70 teachers on the theme of “That Thing We Do: Uncovering Historical Mindedness in the Secondary School Classroom,” and advising the grant director on matters relating to curriculum enhancement and assessment of the grant program.
* **The Quality in Undergraduate Education Project (2001-04)**

QUE (2001-2004) was an initiative by the Education Trust in partnership with Georgia State University and the Pew and Mobil-Exxon Foundations to establish learning outcomes and aligned assessments to guide the education of undergraduates in selected disciplines. As a disciplinary consultant recommended to QUE by the Teaching Division of the American Historical Association, I assisted teams of historians from eight clusters of public universities in CA, MD, NV, and GA to develop and adopt indigenous outcomes and assessments for their history programs. QUE demonstrated that feasible, meaningful alternatives exist to conventional numbers-driven assessment regimes.

* **External Department Reviews**
* Arts & Sciences Department (and the “Educated Citizen” General Education Program sponsored by this department), Nebraska Methodist College, November 2014.
* History Department, Culver-Stockton College, February 2009.
* History Department, Grinnell College, IA, April 2007
* History Department, Hope College, MI, February 2007
* History Department, Trinity Christian College, IL, March 2006

## INVITED LECTURES

* “Uncovering History in the History Survey Course,” **Texas Conference on Introductory History Courses**, an American Historical Association conference hosted by the UT-Austin History Department in partnership with the Texas State Historical Association, The University of Texas at Austin, August 28-29, 2015.
* “Decoding Bottlenecks in Teaching and Learning,” **faculty retreat for the Center for Management Communication, University of Southern California**, August 17, 2015.
* “The Future of Teaching History,” plenary address to the **Chicagoland Regional Conference on Faith and History Student Research Conference**, Trinity Christian College, April 11, 2015.
* “The Stories We (Don’t) Tell: The End of Narrativity and Why Historians Should Care about It,” address to the **Conference on Faith and History**, American Historical Association Annual Meeting, January 2014.
* "How Do College Undergraduates--THE FRUITS OF YOUR SCHOOLS--Explain the American Past?" Plenary address to Chicago public school history teachers, **Newberry Library Teaching American History Grant**, April 2013.
* “Inside the 18-Year-Old Mind: Strategies for Teaching History in the 21st Century,” **University of California, Berkeley**, March 2013.
* “Have I Flipped? Teaching Disciplinary Thinking through Signature Pedagogies,” keynote address, **University of Virginia** Teaching Resource Center January Workshop, January 2013.
* “The Future of History Teaching and Learning,” plenary address given at the annual meeting of the **Australian Historical Association**, Adelaide, AUS, July 2012.
* “Making Sense of the Civil War.” Frieze Lecture, **Rock Island Public Library**, November 1, 2011.
* “What is the Story They Tell? Narrative and Moral Inquiry in History Teaching and Learning,” address given at the After Standards Conference, **University of New South Wales**, Sydney, Australia, April 2010.
* **Covenant College 1-Hour Course**/February 2010: “Consumer Culture: History, Critics, Prospects”

Each year Covenant College (Lookout Mountain, TN) invites a distinguished academic to present a week long, 1-credit course on the speaker’s area of expertise. My course examined questions taken from an Augustana course, HIST 334: Do Americans consume too much? Why have calls to resist consumerism been so popular, yet so ineffective? What can be learned from past movements of resistance to consumerism to support a more sustainable economic future?

* “Saving and Spending: A History of the Financial Arts.” Lecture at **Western Illinois University**, Rock Island, IL, December 2009.
* “A Historian Looks at the Recession.” Lecture to the **Quad City Leadership Luncheon**, November 2008.
* “What Happened to St. Bartholomew’s’?: What Global Microfinance can Learn from the History of American Small Loan Lending.” Dinner address for **the Boulder Microfinance Institute**, New York, NY, April 2008.
* “The Other Sixties: What We’ve Forgotten about the 1960s.” Lecture presented at **Morraine Valley Community College**, October 2007.
* “Beyond Coverage: Toward a Signature Pedagogy for the History Survey Course.” Keynote address, **Associated Colleges of the Midwest “Teaching History Surveys” Workshop**, April 2007.
* “Haunted By the Fifties.” Gallery Talk for *Adventures in a Temperate Climate: A Retrospective of Paintings by Martin Mull*, **Figge Art Gallery**, Davenport, IA, January 2007,
* “For Teachers to Live, Professors Must Die”
* Keynote address to the **University Of Wisconsin Faculty College**, May 2006
* Keynote address to the **Conference on Faith and History** Biannual Meeting, Hope College (MI), October 2004
* “What QUE Can Do for History: Reflections on the Impact of the QUE Project.” Lecture at the *Quality in Undergraduate Education National Conference*, Denver, CO, April 2004
* “American Presidents: The Three Grand Strategists.” President’s Day Lecture to the **Rock Island Rotary Club**, February 2004.
* “The Use and Abuse of Rubrics to Assess and Improve Student Learning.” Lecture at the *Quality in Undergraduate Education National Conference*, Baltimore, MD, September 2002
* “History and the Scholarship of Teaching and Learning.” Lecture at **Rockhurst University (KS)** *Conference on the Scholarship of Teaching and Learning*, April 2002
* “The Secret Name of Desire: Christian Faith and the Challenge of Consumerism.” **Huntington College (IN) Forrester Lecture**, November 2001
* “The Meaning of Consumer Credit for American Culture.” Luncheon address at the **National Conference of Bankruptcy Judges**, Orlando, FL, October 2001

# “The Institutional Context for the Scholarship of Teaching and Learning.” **University of Wisconsin--Madison** Office of Professional and Instructional Development Spring Conference, March 2001

* *“*The Evolution of Consumer Credit.” **Georgetown University’s Credit Research Center**25th Anniversary Conference, Washington, D.C., November 1999

**WORKSHOP PRESENTATIONS**

* Beyond Coverage: Teaching Disciplinary Thinking in Introductory Survey Courses
* University of St. Francis, Joliet, IL, September 2012.
* “After Standards” Workshop, Adelaide, AUS, July 2012.
* University of Texas – El Paso, May 2012.
* University of Wisconsin—Eau Claire, February 2012
* History of Education Society annual meeting, Cleveland, OH, October 2007
* University of Arizona, History Department Workshop, January 2005
* University of Virginia, Center for Teaching Excellence Fall Faculty Conference, October 2003
* Trinity University, Chicago, October 2003
* University of Kansas, Center for Teaching Excellence Spring Faculty Conference, March 2003
* Baylor University, Humanities Faculty Lecture, February 2003
* Valparaiso University, Honors College Faculty Lecture, February 2003
* University of Illinois—Urbana Winter Faculty Retreat, January 2003
* University of Wisconsin--Parkside Faculty Conference, March 2002
* University of Wisconsin--Green Bay Faculty Development Conference, January 2002
* University of Wisconsin--Superior College Retreat, August 2001
* University of Wisconsin--Madison Office of Professional and Instructional Development Spring Conference, March 2001
* Rice University, October 2000.
* That Thing We Do: Historical Thinking for Teaching and Learning
* Wheaton College Conference for Local History Educators, Wheaton, IL, March 2012
* American History Cowboy Coalition, Teaching American History Grant Workshop, Caspar, WY, February 2009.
* Central Michigan University, Teaching American History Grant Workshop, October 2005
* Lewis University History Department Weekend Seminar, November 2003
* Trinity College, Chicago, October 2003
* University of Wisconsin--Parkside History Department Lecture, March 2002
* What Were They Thinking?: Using Think Alouds to Open Up Hidden Worlds of Student Learning
* 6 hour workshop for the University Of Wisconsin Faculty College, May 2009
* 6 hour workshop for the University Of Wisconsin Faculty College, May 2008
* 2 hour workshop for the Rockhurst University *Ethics of Inquiry: 2004 Scholarship of Teaching and Learning* *Institute*, Kansas City, MO, June 2004
* 2 hour workshop for the Rockhurst University *Ethics of Inquiry: 2004 Scholarship of Teaching and Learning* *Institute*, Kansas City, MO, June 2004
* Mary Silliman’s War: Using Film and Primary Documents to Deepen Historical Understanding, 1 day workshop for Hometown American History (OH) TAH Grant, April 2012.
* “Completing SoTL Projects”
* 2006 Carnegie Academy for the Scholarship of Teaching and Learning Institute: Developing Scholars of Teaching and Learning, Columbia College, Chicago, IL, June 2006
* 2005 Carnegie Academy for the Scholarship of Teaching and Learning Institute: Developing Scholars of Teaching and Learning, Columbia College, Chicago, IL, June 2005
* The Future of College Teaching: A View from the Scholarship of Teaching and Learning
* Salisbury State University Faculty Teaching Conference, August 2003
* University of Wisconsin Colleges Faculty Workshop, August 2003
* University of Illinois—Urbana Winter Faculty Retreat, January 2003
* University of Wisconsin—Stevens Point Winter Faculty Conference, January 2003

* Course Design for Deeper Understanding. Faculty Workshop for Youngstown State University, May 2000
* Past Imperfect: New Models for History Teaching Today*.* Faculty Workshopfor Lewis University, Joliet, IL, March, 2000

**CONFERENCE PAPERS**

* “Measuring College Learning from a Historian’s Perspective,” for the session “New Initiatives to Improve Teaching, Learning, and Assessment: Projects and Perspectives,” American Historical Association Annual Meeting, New York, January 2015.
* “Teaching with Primary Sources: What Students Wish Professors Knew,” chair of the session, American Historical Association Annual Meeting, New York, January 2015.
* “Conceptualizing a SoTL Project,” for the workshop “Introduction to the Scholarship of Teaching and Learning,” American Historical Association Annual Meeting, New York, January 2015.
* “Uncoverage as a Theory for Course Design,” for the session “Beyond Coverage: Toward a Signature Pedagogy for History Surveys,” Organization of American Historians, Atlanta, April 2014.
* “Fifteen Years On: What We’ve Learned about Disciplinary Approaches to SoTL.” International Society for the Scholarship of Teaching and Learning Annual Meeting, Raleigh, NC, October 2013.
* “Preparing Future Teachers: What Graduate Programs Can Do.” For the panel “Teaching: The Oldest Alternative Profession,” *American Historical Association Annual Meeting*, New Orleans, LA, January 2013.

<http://www.insidehighered.com/news/2013/01/07/aha-session-focuses-role-teaching-discipline#.UOyQK0MnG6c.facebook>

* “The End of the History Survey,” *Organization of American Historians Annual Meeting*, Milwaukee, WI, April 2012.

<http://hnn.us/articles/oahncph-sessions-%E2%80%9Cchart-future-teaching-past%E2%80%9D>

* “Dropping the Atomic Bomb: Moral Inquiry in History Teaching.” *Conference on Faith and History Biannual Meeting*, Shawnee, OK, September 2006.
* “An Evaluation of the Teaching American History Grant Program.” *American Historical Association Annual Meeting*, Philadelphia, PA, January 2006.
* “Is There a Signature Pedagogy in History?” *Second* *International Conference on the Scholarship of Teaching and Learning*, Vancouver, B.C., October 2005.
* “Toward a Distinctive Pedagogy for History: Coverage vs. Uncoverage in the History Survey.” *Innovation in the Scholarship of Teaching and Learning at Liberal Arts Colleges*, Carleton College and St. Olaf College, April 2005.
* "I Have a Question: Teaching Students to Ask Good Historical Questions." *First International Conference on the Scholarship of Teaching and Learning*, Indiana University, October 2004.
* “For Teachers to Live, Professors Must Die.” *Christianity and the Soul of the University Conference*, Baylor University, Waco, Texas, March 2004.
* “Alternatives to Assessment Regimes: the Quality in Undergraduate Education (QUE) Project.” *American Historical Association Annual Meeting*, Washington DC, January 2004.
* “The Future of the US History Survey Course.” *Organization of American Historians Annual Meeting*, Memphis, TN, March 2003.
* “When ‘Hope and History Rhyme’: The Impasse of Christian Social Thought.” *Conference of Faith and History*, Huntington College, IN, October 2002.
* “Lowering Barriers to the Scholarship of Teaching and Learning.” *American Association of Higher Education Faculty Roles and Rewards Conference*, Chicago, IL, March 2002.
* “Re-Thinking the US History Survey: Can Novices Learn to Think Historically?” *Organization of American Historians Annual Meeting*, Los Angeles, CA, April 2001.
* “Institutional Styles in the Scholarship of Teaching and Learning.” *American Association of Higher Education Faculty Roles and Rewards Conference*, Tampa, FL, February 2001.
* “Chapter 13: *Financing the American Dream* Continued.” *Business History Conference*, Palo Alto, CA, March 2000.
* “Historians and the Scholarship of Teaching and Learning.” *American Association of Higher Education Faculty Roles and Rewards Conference*, Los Angeles, CA, March 2000.
* “Crediting the Consumer: The Legitimization of Consumer Debt in the 1920s.”

*Winterthur Museum Conference*, “Luxury Consumption in America, 1840-1940,” October 1995.

* "Gender in the History Survey Course," *New Hampshire Council of Universities and Colleges Conference*: “Higher Education in New Hampshire: The State of the Art,” September 1995.
* "From Consumptive Debt to Consumer Credit: E. R. A. Seligman and the Moral Legitimation of Debt." *Economic and Business History Conference*, April 1995.

# "Gilded Age Debt and the Myth of Lost Economic Virtue." Great Lakes History Conference, April 1991.

COLLEGE SERVICE, AUGUSTANA

Leadership

* *Department Chair, History* (2001-07). Successful briefs for 3 new positions (’03-’04, ’04-’05, ’05-‘06); chaired four searches; led program review of the secondary education/history major to bring curriculum in line with new state Board of Education teacher education standards (completed fall ’03); supervision of jr. faculty; led program review of the history major to construct competency-based outcomes and a new major curriculum (’04-‘07).
* *Team Leader, AGES First Year Spring Term* (2005-07). Coordinated and designed programming for faculty teaching the spring term LS 113 general education courses.
* *Center for the Study of Teaching and Learning* (2002-07). Co-founder and organizer of a faculty-sponsored initiative to promote the study of teaching and learning at Augustana. Programs include study groups, resource sharing, and an annual conference.
* *Faculty Senate* ,1997-01; 2002-04, 2005-06, 2010-.

Committee Service

* *Dean Search Committee* (2010-11).
* *General Education Committee* (2010-). Meets weekly to evaluate AGES course proposals, consider issues relating to general education, and monitor the effectiveness of the AGES program.
* *Budget Committee* (2009-). Advises the President and Administration regarding priorities and allocation of the College budget.
* *Assessment Review Committee* (1998-04). Monitors the progress of departments in implementing and acting upon assessment plans.
* *Greek/Faculty Liaison Committee* (2001-04). Monitors Greek organizations’ compliance with College policies; advises and furthers communication between the Greek system and faculty, staff, and administration.
* *Budget Committee* (2000-03). Advises the President and Administration regarding priorities and allocation of the College budget.
* *Faculty Welfare Committee* (1998-01). Advises the President on tenures, promotions, and sabbaticals.
* *Teacher Education Committee* (1997-00; 2012-). Oversees Teacher Education programs.
* *Campus Ministry Committee* (1997-01). Advises professional staff in Campus Ministry.

Program Support

* *AGES First Year Liberal Studies*, (2004-). Designed and taught LS 111-XX and LS 113-XX “To Love & To Wed: A Different Kind of Sex Ed”
* *First Year Student Advisor*, (1997-04). Advisors provide academic counseling and a friendly ear to 10-12 FY students from the summer before they matriculate until a major advisor is chosen.
* *TRAC: Teaching Resources Advisory Council* (1996-). Monthly conversations and programs related to the state of the art of teaching at Augustana.
* *Carnegie Teaching Academy at Augustana* (1998-00). Conversations and programs related to research on teaching and learning.
* *Faculty Mentor* (1998-99).
* *Teaching Partners* (1996-99). Program pairing faculty in dyads and triads for regular classroom visitation and peer review.

Other College Service

* Teagle Grant Assessment Project (2005-2007)
* Phi Beta Kappa Selection Committee (1999-2001; 2004-06).
* Faculty Advisor: InterVarsity Christian Fellowship (2001-); STAND (2009-)
* Host for The Monday Night Book Group (1999-2006), a weekly student book reading group

**Campus Lectures and Presentations**

* “Who Killed Martin Luther King?” for MLK Day Office of Student Activities Lunch Series, January 2013.
* “Consumership vs. Citizenship?” Symposium Day, September 27, 2012.
* “’Never Forget’: The 9/11 Digital Archive.” Talk to CUBOM’s Live, Lead, Learn Program, September 13, 2011.
* “’Never Forget’: The 9/11 Digital Archive.” *9/11 in 2011: A Decade of Learning and Living*, September 10, 2011.
* “Forgive Us Our Debts: A Historian Looks at the Panic of 2008.” Augustana 150th Anniversary Event, Chicago, April 2010.
* “Forgive Us Our Debts: A Historian Looks at the Panic of 2008.” Augustana Presidents’ Society Dinner, December 2008.
* “What Were They Thinking?! Using Think Alouds to Uncover Hidden Worlds of Thinking,” Celebration of Faculty Scholarship and Teaching, October 2007.
* IVCF, 10/24/08: “Salt.”
* Breakout Presentation, August Faculty Retreat 2007: “Models of New Pedagogy”
* Breakout Presentation, August Faculty Retreat 2007: “Using *They Say I Say* with Primary Texts”
* Friday Conversations on Scholarship: “Uncoverage: Toward a Signature Pedagogy for History,” 3 April 2006.
* Augustana Center for the Study of Ethics Community Lecture Series: “The Moon, Mars, & Beyond: The Ethics of Space Exploration.” 22 March 2005.
* TRAC, 4/30/04: “Where are the Liberal Arts Now?”
* EXPLORE luncheon talk, 1/6/04: “Finding the Work You Love.”
* TRAC, 10/03: “Teaching What Teachers Have Forgotten: Uncovering the Mental Habits of Our Disciplines”

# War in Iraq Convocation Teach-In, 3/03: “How to Think about Going to War.”

# Biology Club, 12/12/01: “A History of Bioterrorism.”

* TRAC, 9/21/01: “Beyond Course Evaluations: How Do We Know What Our Students are Learning?”

# 9/11 Convocation Teach-In, 9/20/01: “How Should the US Respond? Lessons & Warnings from Past Wars.”

# IVCF, 9/7/01: “Why Am I Here?”

# Chapel Talk, 2/6/01: “Like News from Another World.”

* IVCF, 12/00: “The Meaning of Advent.”
* Faculty panel for second presidential debate, 10/11/00: “The Two Parties Since the 1960s”

# Global Affect, 10/10/00: “Parables from the History of Environmentalism.”

#  IVCF, 4/14/99: “The Making of a Christian Mind.”