

**College of Social and
Behavioral Sciences
Annual Report**

**Research and Instructional
Funding
2007-2008**



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Pamela Simon, Manager of Academic Resources
July 22, 2008**

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Funding Categories and Expenditures AY July 1, 2007 to June 30, 2008

FUNDING CATEGORY	FY 2006/07	FY 2007/08	GAINS +/-(-)	% CHANGE +/-(-)
Allocated Budget Total	\$16,365,769	\$19,060,820	+\$2,695,051	+16
Allocated General Fund	\$16,154,104	\$18,855,788	+\$2,701,684	+17
Allocated Lottery	\$211,665	\$205,032	-\$6,633	-3
FTES Target	5,028	5,321	+ 293	+6
FTES Achieved	5,329	5,556	+227	+4
FTES Developmental Target	61	61	0	0
FTES Developmental Achieved	48	58	+10	+21
# of Undergraduate Majors	5,032	5,308	+276	+5
# of Graduate Students	426	565	+139	+33
# of Minors	392	407	+15	+4
OE Allocated to Departments by College	\$400,169	\$439,956	+\$39,787	+10
Additional funding to departments (supplies, labs, equipment)	\$420,819	\$334,069	-\$86,750	-21
General Program support	\$22,466	\$21,853	-\$613	-3
Faculty Supported Travel	\$122,441	\$150,795	+\$28,354	+23
Staff Supported Travel	\$13,699	\$6,841	-\$6,858	-50
Student support	\$36,160	\$41,892	+\$5,732	+16
Faculty Hires (full time + lecturers)	15	18	+3	+20
Faculty Resignations	4	4	0	0
Faculty Retirements	4	4	0	0
Staff Hired	7	Regular: 2 Temp/Emergency: 7	+2	+29
Staff Resigned	3	2	-1	-33
Research Support Costs (stipends etc)	\$252,550	\$ 428,889	+\$176,339	+70
Reassigned Time Costs Total	\$569,963	\$579,768	+\$9,805	+2
• Instructionally related	\$522,255	\$506,703	-\$15,522	-3
• Research Support	\$58,708	\$73,065	+\$14,357	+24

FUNDING CATEGORY	FY 2006/07	FY 2007/08	GAINS +/-(-)	% CHANGE +/-(-)
Faculty Publications				
➤ Total	109	147	+38	+35
• # of Journal Articles	43.0	68	+25	+58
• # of Books	5.0	7	+2	+40
• # of Chapters	16.0	31	+15	+94
• # of Technical reports	2.0	8	+6	+300
• # of Book Reviews	27.0	16	-11	-41
• Other (encyclopedia/ opinion pieces)	16.0	17	+1	+6
Average Cost per Publication Based on Previous Year Expenditure	\$2,679	\$2,117	-562	-21
Average Faculty Research Support Cost	\$2,855	\$3,414	+559	+20
Faculty Conferences/Invited Presentations	196	185	- 11	-6
Average Costs per Faculty Presentation	\$624	\$814	\$190	+30
Advancement Total	\$1,066,824	\$340,959	-\$725,865	-68
Faculty External Grant /Contract Submissions	\$3,596,077	\$6,038,070	+\$2,441,993	+68
Faculty External Grants/Contracts Awarded				
• Total	\$2,330,387	\$2,295,387	-\$35,000	-2
• Grants	\$1,192,780	\$532,689	-\$660,091	-55
• Contracts	\$1,137,607	\$1,762,698	+\$625,091	-55
Internal Grants (Awarded from Units Outside College)	\$64,000	\$132,466	+\$68,466	+107
Entrepreneurial Programming Revenue (\$ received by College)	\$42,873	\$21,000	-\$21,873	-51
Faculty Compensation from Extended Learning Special Sessions	\$86,255	\$159,026	+72,771	+84
Number of Events Held Open to University, Community & Public	26	31	+5	+19
Student Accomplishments				
• Student Conferences/ Presentations	67	128	+61	+91
• Students Receiving External Grants, Awards, Fellowships	36	290	254	+706
• Student Authoring Published Papers	1	1	0	0
• Students Supported by Faculty Research Grants	11	41	+30	+273
• Students supported by Dept Grants/ Scholarships	41	100	+59	+144
• Students accepted into professional or PhD programs	37	93	+56	+151

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Department Expenditure Breakdown

	Instructional Related Reassigned Time	Research Support	Total	Student Support	FY0607 Summer Research Stipend	FY0708 Summer Research Stipend	College Research Competitio	New Fac Research Competitio	Total	Faculty Income from Tseng College	
										FY 06/07	FY 07/08
ANTH	9,744	4,872	14,616	0	18,926	3,150	4,124	0	26,200	0	0
GEOG	14,618	9,742	24,360	0	36,830	16,400	4,500	0	57,730	0	0
HIST	48,724	19,484	68,208	750	43,000	15,000	8,000	1,500	67,500	0	0
PAS	9,746	9,742	19,488	4,985	29,459	6,000	0	1,500	36,959	0	0
POLS	29,234	9,742	38,976	3,000	55,308	13,750	4,000	3,000	76,058	79,013	94,934
PSY	63,338	9,742	73,080	13,500	35,042	7,500	3,500	4,500	50,542	0	0
SOC	258,216	4,872	263,088	375	44,000	10,650	0	3,000	57,650	7,242	37,206
SWRK	14,616	0	14,616	0	12,500	6,250	2,000	1,500	22,250	0	0
URBS	19,488	4,872	24,360	11,330	25,000	5,000	4,000	0	34,000	0	26,886
Center for SCS	19,488	0	19,488	0	0	0	0	0	0	0	0
AIS	9,744	0	9,744	2,500	0	0	0	0		0	0
SSSMP	9,744	0	9,744	5,452	0	0	0	0		0	0
SSC/EOP	0	0	0	0	0	0	0	0		0	0
TOTAL	506,700	73,068	579,768	41,892	300,065	83,700	30,124	15,000	428,889	86,255	159,026

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Internal support for Departments/Programs - FY2007/2008

	Student Support	Program Support	Repair/Maint Supplies/ Classroom/ Lab Materials	Computers/ Software/ Furniture/ Equipment	Travel/ Relocation	Reassigned Time**	FY0607 Summer Research Stipend	FY0708 Summer Research Stipend	College Research Competition	New Fac Research Competition	Voice Mail/ Telephone	Other*	Construction Contracts	Total
ANTH	0	800	15,307	1,542	8,011	14,616	18,926	3,150	4,124	0	1,148	0	26,800	94,424
GEOG	0	0	26,072	128,114	8,465	24,360	36,830	16,400	4,500	0	1,562	0	0	246,304
HIST	750	8,500	14,079	3,084	17,951	68,208	43,000	15,000	8,000	1,500	1,687	2,700	0	184,459
PAS	4,985	5,000	1,952	7,641	12,216	19,488	29,459	6,000	0	1,500	1,975	0	0	90,216
POLS	3,000	0	1,846	3,750	18,307	38,976	55,308	13,750	4,000	3,000	1,215	8,100	0	151,252
PSY	13,500	0	35,576	41,046	31,651	73,080	35,042	7,500	3,500	4,500	3,161	1,350	0	249,906
SOC(1)	375	0	924	46,136	17,496	263,088	44,000	10,650	0	3,000	1,589	2,700	0	389,957
SWRK(2)	0	7,553	16,316	3,084	23,416	14,616	12,500	6,250	2,000	1,500	776	0	0	88,011
URBS	11,330	0	4,928	19,966	10,873	24,360	25,000	5,000	4,000	0	1,144	0	0	106,601
Center for SCS	0		4,578	0	0	19,488	9,744	0	0	0	0	0	0	33,810
AIS	2,500	0	0	0	0	9,744	0	0	0	0	0	0	0	12,244
BCBA	0	0	0	0	1,800	0	0	0	0	0	0	0	0	1,800
SSSMP	5,452	0	1,024	0	0	9,744	9,744	0	0	0	0	0	0	25,964
SSC/EOP	0	0	0	0	609	0	0	0	0	0	694	0	0	1,304
TOTAL	41,892	21,853	122,603	254,363	150,795	579,768	319,553	83,700	30,124	15,000	14,951	14,850	26,800	1,676,252

*Includes Large Class Support

**Includes Reassigned Time awarded in College Research Competition

(1) Reassigned Time includes augmentation to department part time salary budget for social work depletion

(2) Includes accreditation costs

Status of Department Assessment Plans

Anthropology: augmented its Assessment Plan in 2007- 08. SLO-based evidence collected in 2006-07 and changes in employment prospects for students have prompted the addition of a 'skills and knowledge'- based strand (Strand 2.) Strand 2 complements the yearly measurement of SLOS (Strand 1) and investigates how and whether students are acquiring the kinds of skills and knowledge that are needed to succeed in post-graduate work. In 2007-08 we have used student and faculty surveys to elicit baseline information and held a series of assessment-based discussions with the faculty, for the purpose of setting benchmarks and finding ways to align existing curriculum with Strand 2 data collection.

Geography: continued to use the capstone course and papers as primary assessment instrument. Some areas have demonstrable improvement since the re-introduction of Geography 300. Students are more capable of finding data sources, construct bibliographies better and seem to have widened their choice of topical matter. On the other hand, instruction in Geography 300 has not rectified the serious shortcomings students demonstrate in problem conceptualization, argument, and written presentation. We continue to build a roster of students with online portfolios. Still too few of them had been far enough through the program to do authentic assessment with their portfolios. Several students have completed very instructive portfolios, though others had added little to their portfolio in two years. The department has to encourage faculty to remind or insist that students place relevant projects in their portfolio as fundamental components of course responsibilities. We also pioneered a large scale, imbedded assessment with Geography 150. It was a success in terms of the degree and level of participation by faculty and students. It will be repeated in future semesters and expanded to include other introductory level courses. The most compelling finding thus far is the significant degree of geographic ignorance among students of even the most basic building blocks of spatial understanding. The odd exception to the rule appears to be geographic knowledge that may be highly tied to history instruction at the high school level. It appears, for example, that students have a relatively better knowledge of Southeast Asia for example, which may be a product of an increased emphasis on this area in high school history courses.

History: rewrote SLOs and changed direction of plan felt that it was a more efficient and better plan to simply assess final papers from History 301:Historical Methods in spring and final papers from History 497:Proseminar in fall. Makes it easier to then assess most of the new SLOs since the bulk of them deal with the kind of written work done in these classes. Since 301 is a course students take early in their career with us and 497 is usually one of the last classes students take with us, this set up would allow us to have a baseline assessment and a final assessment. In Spring read and assessed randomly selected history 301 papers. Faculty readers were asked to rank the degree to which each paper demonstrated proficiency in each of the relevant SLOs. (SLO 4 was not included since it is primarily oral.) On the basis of a 0-3 point scale (0 being not at all and 3 being proficient). Then had a discussion of the strengths and weaknesses of students based on reading of these papers. Most of the essays that we read seemed to do relatively well at selecting a research topic and finding relevant sources (SLO #6). In general we also felt that they wrote relatively well. There were some grammatical problems, but in general the writing was readable. In general, the papers that we read had footnotes and a bibliography. We felt that they usually had a thesis (although several of the papers did not do a good job of arguing it!) (SLO#7).

From there we moved on to the problems. The biggest issue for most of us was that the papers lacked consistent argumentation.(SLOs#1 and 5) The choice of sources was also a problem in some of the paper, and for some of us the issue of analyzing secondary sources seemed to be a problem.(SLOs #2

and 5) It was pointed out that there is a tendency among our students to introduce large, splashy, controversial theses which they cannot possibly prove. We felt that it was important to stress small, incremental provable theses. We finished by debating the virtues of teaching 301 once a week versus three times a week. We also found that some of our new SLOs were ambiguous and that different faculty interpreted them differently. However, we felt that we should live with them for awhile before trying to change them again. In comparison to spring 2006's analysis of 301 and 497 papers (documented in our 2005-06 annual report), it is clear that some progress has been made. While some students still have trouble constructing an argument, the fact that most of them have a clear topic, relevant sources, and a thesis marks a departure from what we found in our earlier review. While this is incremental progress and not a great leap forward, it does represent an improvement. Therefore, it can cautiously be said that history's work on 301 over the last two years has had some success.

PAS: PAS 100 was assessed this academic year. Preliminary investigation reveals concerns regarding standardization of material used for this introductory level course. Currently seeking input from faculty on how to address this issue. The complete report is due July 13, 2008.

Political Science: continued the dialogue about student learning and to encourage greater faculty participation. All faculty asked to include the relevant SLOs in their syllabi and provide clear instructions for papers and/or exams. Had almost 100% participation in assessment related activities. Nearly every faculty member contributed to the process, whether through serving on the assessment committee, providing materials to be assessed, developing assessment rubrics for specific classes, giving feedback on the SLOs, and/or supporting faculty research on assessment. We also dedicate time at each department meeting to discuss assessment activities, share experiences, and exchange ideas. Using a direct assessment model which we call Progressive Direct Assessment (PDA) which is designed to involve all faculty in the department, be an integrated component of the existing educational process, and provide information about student learning outcomes from students' introduction to Political Science research methods to their final courses as majors in the department. In previous years, collected assignments from a variety of core courses. In order to better align the process with the other departments in the college, we decided in 2007-2008 to request materials from only gateway and capstone courses. Allowed gathering of information about each of the SLOs.

Used copies of final exams or papers from the following courses from Spring 2007 and Fall 2007: Political Science 372, Political Science 471A, Political Science 471B, Political Science 471C, and Political Science 471F. Instructors were asked to provide the exam questions or essay prompts given to the students in order to provide context for the scoring. A sample of ten works per course were randomly chosen. Assessment teams of two faculty members per course then read the exams or final works individually, scored them according to the SLO rubrics applicable to each course. The assessment committee members then met to determine final scores on the exams/works and reported the results to the assessment coordinator. The results were synthesized into charts (see attached) that show the percentages of works meeting the 'below satisfaction', 'satisfactory' and 'exemplary' designations. These were then distributed to the department

Psychology: proposed a curriculum change for the undergrad major which places focus on outlining specific measurable SLOs, deciding as a group standards that will remain consistent across courses or course-levels, and discussing how we will assess student learning in the new curriculum. Some core required course-work will remain the same and therefore, this year, department continued assessment of those courses only. In Fall part-time and full-time faculty who teach PSY 321 met and discussed core contents of the course. Assessment results from the previous assessment were shared and served as impetus for suggested changes. Based upon findings changes were proposed (e.g., having each student

turn-in an independent research paper instead of co-authored research papers) and the department adopted as department standards or core content expected to be taught in the course. Also department approved group standards for PSY 320 as well based upon evidence from previous year's assessment.

Social Work: assessed 12 generalist year objectives and 5 concentration year objectives through the following survey instruments: A pre/posttest self-efficacy survey asking students to rate their knowledge of each objective at program entry, one year into the program, and upon program completion. Mean change will be assessed and objectives with lower mean changes will be examined for improvement; Field assessments completed by field instructors concerning our student interns and the support of the field liaisons. Both quantitative data and qualitative data were collected. Students were also asked to rate their learning in the field through several quantitative questions; A self-report from students in each course asking them to rate how well they learned each objective on a 1 to 5 scale. Each student was then asked to choose two objectives and explain how they learned about this objective during the semester (e.g., readings, lecture/discussions, assignments, etc.). Results will be presented within our core areas: practice, human behavior, research, policy, field seminars, and electives; A focus group was held with graduating students asking them to articulate strengths and weaknesses of the program; The first outcome assessment was conducted for the research course sequence. 10 final papers were randomly selected from the generalist research course. Two papers were read by all three research instructors (tenure-track faculty) and rated on an 11-item question survey. Interrater reliability was established and the remaining papers were read by one faculty each. Questions were based on operationalization of the objectives covered by this course. A separate evaluation tool was utilized for rating the final projects. All faculty acted as raters. All results will be summarized at the faculty retreat in August and small groups will be asked to discuss needed changes as well as strong areas. Changes will be made in coursework as well as field work for further assessment in 2008-2009.

Sociology: revised, administered, and created a SPSS file, and trained a student to input data for the SPSS knowledge instrument. Additionally, revised the SLO's for simplification, begun searching for an appropriate alumni survey, researched the ETS instrument for Sociology and devised a plan to implement the document.

Urban Planning: Consistent with URBS 5-Year Assessment Plan developed in Fall 2007, seven sections of URBS 310 were administered pre and post test to assess SLO #1: "Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere in the world." Faculty developed the 20-Question item test during the Spring 08 semester. Assessment Liaison is currently entering and analyzing data. A summary of the findings will be available for faculty review and discussion by Fall 2008.

Faculty Publications by Department 2007/08

Anthropology

Cathy L. Costin

Thinking About Production: Phenomenological Classification and Lexical Semantics. In *Thinking About Production*, edited by Z. Hruby and R. Flad, pp. 143-162. Archaeological Papers of the American Anthropological Association 17.

Christina Von Mayrhauser

Gainsburg, J.; S. Scheld, **C. von Mayrhauser**, M. Spagna, and C. Rothstein-Fisch (2008). "Results of a Study of a Teaching-Credential Program's Impact on Recent Graduates: Sub-Report 1, Behavioral Observations". Teachers For A New Era Technical Report, Carnegie.

Scheld, S; **C. von Mayrhauser**, J. Gainsburg, M. Spagna, and C. Rothstein-Fisch (2008). "Results of a Study of a Teaching-Credential Program's Impact on Recent Graduates: Sub-Report 2, Anthropological Triangulation of Interview, Survey and Fieldnote Data". Teachers for a New Era Technical Report, Carnegie.

Michael W. Love

Recent Research in the Southern Highlands and Pacific Coast of Mesoamerica. *Journal of Archaeological Research*. 15: 275-328. <http://www.springerlink.com/content/104889/>

Michael Love and Julia Guernsey

Monument 3 from La Blanca, Guatemala: A Middle Preclassic Earthen Sculpture and its Ritual Associations. *Antiquity* 81: 920-932. <http://antiquity.ac.uk/>

Cerámica y piedra: relaciones entre alfarería, figurillas y escultura en el Preclásico de la Costa Sur. In Laporte, J.P., Arroyo, B., and Mejía, H.E. eds., *XXI Simposio de Investigaciones Arqueológicas en Guatemala, 2007*, Ministerio de Cultura y Deportes, Instituto de Antropología e Historia.

Sabina Magliocco and John M. Bishop

"Oss Tales." Media Generation Productions, June 2007. [documentary film]

Sabina Magliocco

Review of *Charms and Charming in Europe*, ed. Jonathan Roper. *Journal of the Folklore Institute Online Reviews*, Fall 2007. <http://www.indiana.edu/~jofr/review.php?id=315>

Review of *The Land of Remorse*, by Ernesto DeMartino (translated by Dorothy L. Zinn). *Journal of the Folklore Institute Online Reviews*, Summer 2007. <http://www.indiana.edu/~jofr/review.php?id=177>

Suzanne Scheld

"Youth Cosmopolitanism: Clothing, The City and Globalization in Dakar, Senegal." *City and Society*. 19 (2):232-253.

Evidence of the Impact of Pre-Service Preparation on Secondary Education Math Teachers with Christina von Mayrhauser, Julie Gainsburg, Michael Spagna and Carrie Rothstein-Fish. Report for Teachers for a New Era Initiative at California State University, Northridge.

“Introduction: Youth Engage the City and Global Culture” with Rhoda Halperin in *City and Society*: (Co-editor of Special Theme Issue on Youth and Globalization). 19 (2): 169-178.

“Africa’s Legacies of Urbanization: Unfolding Saga of a Continent by Stefan Goodwin” *American Anthropologist*. 109 (3): 559-560.

Geography

Amalie Orme

“Late Pleistocene shorelines of Owens Lake, California, and their hydrodynamic and tectonic implications” in M.C. Reheis, R. Hershler, and D.M. Miller (editors) *Late Cenozoic Drainage History of the Southwestern Great Basin and Lower Colorado River Region: Geologic and Biotic Perspectives: Geological Society of America Special Paper 439*, pp. 207-225 (with **A.R. Orme**).

Douglas Fischer

“The influence of summertime fog and overcast clouds on the growth of a coastal Californian pine: a tree-ring study” *Oecologia* 156 2008 (with A. P. Williams, C. J. Still, and S. L. Leavitt).

Edward Jackiewicz

“Life Between the Stars: To Dwell and Consume in Hollywood, California” *Association of Pacific Coast Geographers Yearbook* 69: 45-73 2008 (with Giorgio Curti and John Davenport).

“Introduction: A Roadmap to Placing Latin America” (with Fernando Bosco) in **Edward L. Jackiewicz** and Fernando J. Bosco (editors) *Placing Latin America: Contemporary Themes in Human Geography* Rowman and Littlefield Publishers, pp. 1-15, 2008; “Eras and Errors: A Historical and Geographical Overview of Latin America’s Economic and Political Development” (with Linda Quiquívix) in Edward L. Jackiewicz and Fernando J. Bosco (editors) *Placing Latin America: Contemporary Themes in Human Geography* Rowman and Littlefield Publishers, pp. 17-30, 2008; “Spaces of Tourism” (with John Davenport) in Edward L. Jackiewicz and Fernando J. Bosco (editors) *Placing Latin America: Contemporary Themes in Human Geography* Rowman and Littlefield Publishers, pp. 97-114, 2008; “Scales of resistance: Billy Bragg and the creation of activist spaces” In *Turn Up The Volume* O. Johansson and T. Bell Hants (editors) UK: Ashgate Publishing (forthcoming 2008; with J. Craine).

Editor (with Fernando J. Bosco) of a textbook *Placing Latin America: Contemporary Themes in Human Geography*, Rowman and Littlefield Publishers, 2008.

Eugene Turner

“Migrants Between California and Other States” *The California Geographer* 47: 1-26 2007 (with James P. Allen).

“New Patterns in Boston’s Ethnic Quilt” *AAG Newsletter* 42(10): 1, 8-9 2007 (With James P. Allen).

Helen Cox

"El Niño" and "Stratospheric Ozone Depletion," chapters for a new Laboratory Manual for Geog. 311L: The Atmosphere Lab, Pearson Custom Publishing.

James Craine

"Virtualizing the cinematic map" *Cartographic Journal* (forthcoming 2008); "Virtualizing Los Angeles: Pierre Levy" *The Shield* (<http://theshieldrap.proboards45.com/>) and *GeoJournal* (forthcoming 2008); "Today's Inspiration" *Visual Culture* (forthcoming 2008; with C. Dando); "Geographic media literacy" *GeoJournal* (forthcoming 2008; with C. Lukinbeal).

"The emotional life of maps and other visual geographies" in M. Dodge and C. Perkins (editors) *Rethinking Maps* London: Routledge (forthcoming 2009; with S. Aitken).

"From ivory towers to New England noir" *AAG Newsletter* 43(4): 1,9 2008 (with P. Adams).

Ronald Davidson

"Recalcitrant Space: Modeling Variation in Humanistic Geography" *Journal of Cultural Geography* (forthcoming June 2008).

Shawna Dark

"The Modifiable Areal Unit Problem (MAUP) in Physical Geography" *Progress in Physical Geography* 31(5): 471-479 2007 (with Danielle Bram).

Steven Graves

"Usury Law and the Christian Right: Faith Based Political Power and the Geography of American Payday Loan Regulation" *Catholic University Law Review* 57(3) June, 2008.

Created maps for Department of Defense study, regarding the effects of the Military Protection Act, 2007; Data Analysis and Map Production submitted to the Federal Reserve Bank of St. Louis as part of a study on the spatial distribution of payday lenders in Missouri and Arkansas, 2007; Data Analysis and Map Production submitted to Consumer Federation of American as part of a study on the spatial distribution of Refund Anticipation Loan Office near military bases, 2007.

Yifei Sun

"Globalization of R&D and China: an Introduction" *Asia Pacific Business Review* 13(3): 311-319 2007 (with Maximilian von Zedtwitz and Denis Fred Simon); "Uncertainties, Imitating behaviors and Foreign R&D Locations: Explaining the Over-concentration of Foreign R&D in Beijing and Shanghai within China" *Asia Pacific Business Review* 13(3): 405-424 2007 (with Ke Wen); "A Spatial Strategy for High-Quality Labor in Rural Development: A Case Study of Jiangsu, China" *Chinese Geographical Science* 17(2): 117-126 2007 (with Hongyang Wang).

(with Max von Zedtwitz and Denis Fred Simon) Guest Editors

"Special Issue on Global R&D in China" *Asia Pacific Business Review* 13(3) 2007 (The special issue has been published as a book by Routledge as well, carrying a title *Global R&D in China* 2007).

History

Christopher Magra

Magra, Christopher P. "Beyond the Banks: The Integrated Wooden Working World of Eighteenth-Century Massachusetts' Cod Fisheries" *The Northern Mariner/ Le Marin Du Nord* 17.1 (January, 2007; actual printing 2008): 1-15.

Magra, Christopher P. "The New England Cod Fishing Industry and Maritime Dimensions of the American Revolution" *Enterprise and Society* 8.4 (November, 2007): 799-806.

Review of Clifford Beal. Quelch's Gold: Piracy, Greed, and Betrayal In Colonial New England in the *International Journal of Maritime History* 19.2 (December 2007): 488-489.

Review of Claude Berube and John Rodgaard. *A Call To the Sea: Captain Charles Stewart of the USS Constitution* in *The Northern Mariner/ Le Marin Du Nord* 16.4 (October 2006; actual printing 2007): 80-81.

David Parker

"Little Magazines in Los Angeles: The Case of *Opinion*, 1929-1930," Southwestern Historical Association, Las Vegas, Nevada (March 12-25, 2008).

"Is South Florida the new Southern California? Carl Hiaasen's Dystopian Paradise," Florida Conference of Historians, Jacksonville Beach, Florida. (February 29-March 2, 2008).

Donal O'Sullivan

For Europe-Asia Studies, July 2008 issue: Marlies Bilz, *Tatarstan in der Transformation: Nationaler Diskurs und Politische Praxis 1988-1994*. Stuttgart: Ibidem-Verlag, 2007, 445pp., € 24.90 p/b.

For The Russian Review, October 2008 issue: Skinner, Kiron, ed. *Turning Points in Ending the Cold War*. Stanford: Hoover Institution Press, 2008. xxiv+ 358pp. \$15.00 (paper). ISBN 978-0-8179-4632-6

For H-Net (June 2008 deadline): Werner, Hans: *Imagined Homes. Soviet German Immigrants in Two Cities*. University of Manitoba Press 2007.

James E. Sefton

Essay Review of Jay Winter, [Remembering War: The Great War Between Memory and History in the Twentieth Century](#), in [History: Reviews of New Books](#), Spring 2007 (released in Fall 2007), pp. 113-14.

Jeffrey Auerbach

Review of Zoë Laidlaw, *Colonial Connections 1815-45: Patronage, the Information Revolution, and Colonial Government* in *Itinerario* 31:3 (2007): 137-9.

Josh Sides

"Renewal Through Retail? The Impact of Corporate Retail Investment in South Los Angeles," Center for Southern California Studies, California State University Northridge, 2008.

"California in the Sexual Revolution," in ed. Deverell, *Blackwell Companion to California History*.

Joyce Broussard

Broussard, Joyce L. "Occupied Natchez, "Elite Women, and the Feminization of the Civil War." *Journal of Mississippi History* (summer 2008).

Broussard, Joyce L. "Slave Families," *Women in the American Civil War: An Encyclopedia, Volume II*, ed., Lisa Tendrich Frank (Santa Barbara: ABC CLIO, Inc., 2008).

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