

SABBATICAL LEAVE PROPOSAL

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Academic Year 2013-14
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1. Briefly state the purpose of your sabbatical leave.

The purpose of my sabbatical leave is to spend the 2013-14 academic year

- a. Reading recently published academic journal articles and monographs and,
- b. Conducting research within my field of American history.

These are the core activities of a professional academic historian and require constant attention in order to stay current within the field of history. In addition, reading widely and conducting historical research are crucial activities as a classroom teacher so that I can engage my students in lively discussions on the most recent publications and can give lecture presentations based on cutting edge ideas.

2. Give all pertinent details of your proposed plan. This should include all activities, projects, research, itinerary, study, employment, expected outcomes, relationships with current coursework, etc. connected with your proposed leave.

My sabbatical plan is two-fold: a. I plan to spend the majority of my time reading and taking notes, and creating an annotated bibliography of the articles and monographs I read. b. I plan to conduct research at the Huntington Library.

a. Over my sabbatical year I plan to read a variety of academic journal articles and historical monographs within the field of American history. I teach both early and recent U.S. history as well as courses on race and ethnicity, California history and environmental history (History of the American West) and would like to immerse myself in the literature related to these fields that has been published since my last sabbatical leave. Although I read as widely as possible throughout each academic year and during summer break, I do not have sufficient time to do the volume of reading necessary to keep up in my fields of specialization. Throughout the sabbatical year, I will create an annotated bibliography of the articles and monographs I read. This will not only be a written record of what I did which I will submit to the Sabbatical Committee upon completion of my leave, it will also be a useful tool for me to reference in writing new lectures and articles in future years.

The following is a list of proposed books and articles that I plan to read. The list is not definitive, in other words, it may include these titles but is not limited to them. Inevitably, reading one source leads to others of which the reader was previously unaware. The annotated bibliography I will submit with my report will include at least this number of books and articles (12 books & 20 articles) if not more.

Books

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, 2010.

Bodnar, John. *Blue-Collar Hollywood: Liberalism, Democracy, and Working People in American Film*. Baltimore: The Johns Hopkins University Press, 2003.

Brown, Michael, et al. *Whitewashing Race: The Myth of a Color-Blind Society*. Berkeley, CA: University of California Press, 2003.

Dahl, Robert A. *How Democratic is the American Constitution?* New Haven, CT: Yale University Press, 2002.

Gerstle, Gary. *American Crucible: Race and Nation in the Twentieth Century*. Princeton, NJ: Princeton University Press, 2001.

McCullough, David. *1776*. New York: Simon & Schuster, 2005.

Molina, Natalia. *Fit to Be Citizens?: Public Health and Race in Los Angeles, 1879-1939*. Berkeley: University of California Press, 2006.

Penn, William S., ed. *As We Are Now: Mixblood Essays on Race and Identity*. Berkeley, CA: University of California Press, 1997.

Self, Robert O. *American Babylon: Race and the Struggle for Postwar Oakland*. Princeton, NJ: Princeton University Press, 2003.

Walsh, Joan. *What's the Matter with White People?: why we long for a golden age that never was*. Hoboken, NJ: Wiley and Sons, Inc., 2012.

Wilkerson, Isabel. *The Warmth of Other Sons: The Epic Story of America's Great Migration*. New York: Random House, 2010.

Wood, Gordon S. *The Americanization of Benjamin Franklin*. New York: The Penguin Press, 2004.

Journal Articles

Ankler, Peder, "Science as a Vacation: A History of Ecology in Norway," *History of Science*, (Dec. 2007) 45 (4): 455-479.

Appleby, R. Scott, "History in the Fundamentalist Imagination," *The Journal of American History*, (2002) 89 (2): 498-511.

Black, Brian C., "Oil for Living: Petroleum and American Conspicuous Consumption," *The Journal of American History*, (2012) 99 (1): 40-50.

Chang, David A., "Borderlands in a World at Sea: Concow Indians, Native Hawaiians, and South Chinese in Global and National Spaces," *The Journal of American History*, (2011) 98 (2): 384-403.

Cleveland-Peck, Patricia, "Atlantic crossings," *History Today*, (2011) 61 (9): 5-6.

Corey, Steven H., "Pedagogy and Place: Merging Urban and Environmental History with Active Learning," *Journal of Urban History*, 36 (Jan. 2010), 28-41.

Criss, Nur Bilge, "A Short History of Anti-Americanism and Terrorism: The Turkish Case," *The Journal of American History*, (2002) 89 (2): 472-482.

Dochuk, Darren, "Blessed by Oil, Cursed with Crude: God and Black Gold in the American Southwest," *The Journal of American History*, (2012) 99 (1): 51-61.

Elkind, Sarah S., "Oil in the City: The Fall and Rise of Oil Drilling in Los Angeles," *The Journal of American History*, (2012) 99 (1): 82-90.

Elmore, Bartow, "Hydrology and Residential Segregation in the Postwar South: An Environmental History of Atlanta, 1865-1895," *Georgia Historical Quarterly*, (Spring 2010) 94 (1): 30-61.

Green, David, "Managing the Environment, Managing Ourselves: A History of American Environmental Policy," *International Journal of Environmental Studies*. (June 2010) 67 (3): 461-462.

Hollinger, David A., "After Cloven Tongues of Fire: Ecumenical Protestantism and the Modern American Encounter with Diversity," *The Journal of American History*, (2011) 98 (1): 21-48.

Kolchin, Peter, "Whiteness Studies: The New History of Race in America," *The Journal of American History*, (2002) 89 (1): 154-173.

Levene, Mark, "Only Connect: Why History Really Matters," *History Today*, (Nov. 2007) 57 (11): 42-44.

Makdisi, Ussama, "'Anti-Americanism' in the Arab World: An Interpretation of a Brief History," *The Journal of American History*, (2002) 89 (2): 538-557.

Nadeau, Robert, "The Economist has No Clothes," *Scientific American*, (April 2008) 298 (4): 42.

Perez, Louis A., "We are the World: Internationalizing the National, Nationalizing the International," *The Journal of American History*, (2002) 89 (2): 558-66.

Ruiz, Vicki, "Nuestra Americana: Latino History as United States History," *The Journal of American History*, (2006) 93 (3): 655-673.

Schulte, Terriane K., "Citizen Experts: The League of Women Voters and Environmental Conservation," *A Journal of Women Studies*, (2009) 30 (3): 1-29.

Turner, James Morton Turner, "'The Specter of Environmentalism': Wilderness, Environmental Politics, and the Evolution of the New Right," *The Journal of American History*, (2009) 96 (1): 123-149.

Steele, Brian, "Thomas Jefferson's Gender Frontier," *The Journal of American History*, (2008) 95 (1): 17-42.

b. I also plan to conduct a research project at the Huntington Library in San Marino, California which has recently acquired new collections containing original documents related to environmental history as well as race and ethnic history, both emerging fields within American history. Many of these documents have never been viewed by scholars. This presents an exciting opportunity to do cutting edge research myself. I have contacted the Huntington research staff and have been assured of a position there as an academic "Reader" during my sabbatical year. This research will provide the basis for future lectures and it is my hope that a publishable article will result from my research at the Huntington after the sabbatical year is over. I will provide an abstract for a proposed article from the research I have conducted.

3. Provide a timeline indicating how the activities in your plan will be completed within the time frame of the proposed leave.

I plan to read for 60 percent of my sabbatical leave time and to conduct research for 40 percent of the time. I generally get up between 5:30 and 6:00 in the morning in order to enjoy quiet work time before the rest of my family gets up at 7 am. This allows me to organize my time in order to make efficient use of each day. Once everyone is off to school and work, I will use my time from 9 to 3 each day to read and research. I plan to take my laptop computer to the Huntington Library for note taking purposes.

4. Describe how the proposed leave will contribute to your professional development, including how it relates to your current assignment.

The core work of academic historians is reading, researching and writing. My sabbatical leave project will give me time to read and research, two activities I do not ordinarily have time to do sufficiently. My plan to read broadly will contribute directly to my professional development by giving me time to understand recent developments within the field and will result cutting edge classroom presentations and the opportunity to analyze recent findings in classroom discussions. My readings will focus within the field of American history with particular emphasis on the fields of race and ethnicity, California, and environmental history. This aspect of my project will also give me time to reflect and re-energize professionally.

The research side of my project will give me time to “do history” by reading and analyzing primary sources. Research is crucial to a historian’s understanding of the field as well as being a vital contribution to the discipline itself. My experience will bring the craft and practice of doing history into the classroom which is essential to students’ understanding of history as well as being one of the goals of our department.

5. Describe how the proposed leave will benefit the college and students.

This project will benefit the college and LBCC students directly in a variety of ways. First, our students deserve to have instructors who are knowledgeable regarding the most recent findings in their fields and who are also participating in the creation of that knowledge. On a basic level, I will be utilizing my findings to create new lectures and courses in addition to allowing me to bring in the latest findings. I hope to also uncover materials in my research that will provide the basis for an academic journal article in the future.

My students will benefit directly from my readings and research. These new materials will enhance my classroom lectures and will give my students exposure to the latest in historical research in the fields I teach. The research I do will directly benefit the college and students by becoming the basis of a future journal publication. Of course, anything published by LBCC faculty benefits the college and our students by enhancing the college’s academic reputation. Although the publication of an article is not within the purview of this sabbatical proposal, it is within my future goals and certainly a realistic goal based on my prior track record of publications.

6. List and describe the specific, tangible products you will bring to the college within 90 days after you return to your assignment.

I will submit an annotated bibliography of the historical monographs and journal articles I read as well as an abstract for an article based on the research I conducted at the Huntington. I will also submit a sabbatical report describing my project and what I accomplished during my leave.

7. Describe how you will share the outcomes of your proposed leave with other interested parties upon your return.

I will submit a sabbatical report that accounts for all that I have done during my ten months of leave. Included in the report will be the annotated bibliography with summaries of each book and article I have read, and the article abstract based on my research at the Huntington. I will be happy to share my findings with my colleagues, the board of trustees, my students, and any other audience that the college might like me to address. I will also be happy to share my findings at a Faculty Brown Bag lunch should others be interested in hearing about it. I believe faculty would be most interested in my research findings at the Huntington Library as it is a fantastic local resource for academics and independent scholars in the L.A. region.

8. If applicable, please disclose any additional sources of employment earnings during the proposed leave.

None anticipated.

Signature of Applicant

Date Originally Submitted