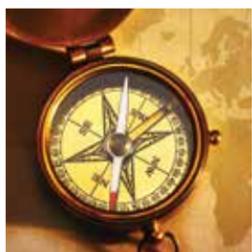


The DIETRICH School of Arts & Sciences

SUMMER 2013
VOLUME 10, ISSUE 1

DEPARTMENT OF HISTORY:

A World of Connections



Historic events, such as the horrific Boston Marathon bombings or the joyous return of American soldiers from overseas, reverberate through our country and across the waters to the other side of the globe. History intrinsically is the examination of past human experiences that connect nations and peoples. It is this inter-

connectedness that the Department of History emphasizes through its curriculum, which provides students with a comprehensive, global experience.

With more than 500 undergraduate students who are history majors, the history department is one of the largest in the Kenneth P. Dietrich School of Arts and Sciences. Through a rigorous curriculum that promotes critical analysis, students systematically develop and sharpen their research, writing, and public speaking skills. Distinguished faculty members are passionate scholars who bring the long-term perspective of history into important debates about the present.

The department's recently redesigned major focuses more deliberately on global understanding in different parts of the world, requiring students to take courses in four of six categories: Africa, Asia, Europe, Latin America, the Middle East, and world/comparative. The major, expanded from 30 to 36 credits, includes two additional writing seminar courses and enables students to choose an area of concentration that complements their interests. To further enhance the global focus, students are encouraged to take classes through the World History Center or augment their course work with a certificate through the University Center for International Studies.

"It is an exciting time for the department, with the redesigning of the major and the growth of a diverse, internationally recognized faculty," says Distinguished Professor George Reid Andrews, chair of the history department. "We have had an amazing opportunity to grow and reinvent the department in thoughtful and critical ways to provide students with an outstanding academic experience. It has been intellectually and pedagogically stimulating to engage our faculty members in a discussion about where we are heading as a department and how we want the department to look in the 21st century."

Students entering the department immediately feel a synergy and an energy from faculty and staff, much of which begin with the

department's two advisors, Tony Novosel and John Stoner. With 15 years of advising experience between them, they regularly encourage students interested in the major to stop by and see them "early and often" in their academic careers.

The history department is well known for its integration of technology into the advising process. All majors are welcomed into the department by a 20-minute orientation video posted online and presented by Novosel, the 2011 recipient of the Ampco-Pittsburgh Prize for Excellence in Advising. From blogs and Facebook pages to the use of CourseWeb, students are updated continually on the department's course requirements, internship opportunities, study abroad programs, career fairs, scholarship applications, how to prepare for graduate exams and job interviews, and other information important to students. Andrews praises



the department's dedicated advisors for their use of technology and says that the history department is "way ahead of the curve in connecting with students through electronic communication."

To better understand the complexities and commonalities of the world, many students enroll in a study abroad program to enhance their undergraduate experience. Numerous scholarships, including the A.J. Schneider Award, Ervine-McCourt Award, and Michael Jiménez Award, are available for study abroad opportunities. "By traveling abroad, students step out of their comfort zone and see the world with different eyes," says Novosel, who travels to Ireland with a group of students each spring. "It is truly a transformative experience as they begin to more fully understand the historical and contemporary context of the world in which they live."

Students graduating with a history major are sought after by employers because they are forward thinkers, are internationally focused, and learn broadly and deeply, says Stoner. "Our students go on to successful careers in law, education, biology, business, and health care because they are skilled in analyzing complex information and communicating those ideas succinctly and clearly."

For more information on the Department of History, visit www.history.pitt.edu.

DID YOU KNOW?

- Distinguished Professor Marcus Rediker received the 2013 Sol Stetin Award from the Sidney Hillman Foundation in the field of labor history.
- Phi Alpha Theta is a national history honor society that recognizes student excellence in scholarship and teaching.
- *Visions of Latin America* is a peer-reviewed academic journal created and edited by students that provides them with experience in the publishing process.

THE PITT PRIDE



MESSAGE FROM THE ASSOCIATE DEAN

Global Pathway

One of the University of Pittsburgh's overarching goals is for all undergraduate students to leave the University as world-class citizens with a global perspective. At the Kenneth P. Dietrich School of Arts and Sciences, we enthusiastically support this vision and encourage all Dietrich School students to reach outside the walls of the University of Pittsburgh to be more globally aware and enlightened by issues that impact their community, the region, and the world.

An excellent way for Dietrich School students to enhance their undergraduate education and expand their global reach is to include a study abroad program in their academic experience. Studying abroad is an increasingly important and attractive component of a well-rounded education and truly exemplifies what it means to be a global citizen and engage with a world of diversity.

The Study Abroad Office, which is part of the University Center for International Studies (UCIS), provides a full range of international education opportunities in more than 100 countries during the summer, fall, and spring terms. Studying abroad provides a pathway to travel the globe to such diverse places as China, Greece, Brazil, Italy, Turkey, Ireland, and Ghana. Program lengths vary from one week during spring break to a full-year program so that all students have an opportunity to fit a study abroad program into their schedule. The Study Abroad Office maintains a resource center and a staff of experienced advisors to help students to choose a program that suits their needs and interests.

Studying in a different country provides students with an excellent opportunity to explore the language, history, and culture of another land and, in the process, gain a competitive edge when it comes time to apply to graduate schools. Individual departments often sponsor a trip abroad, so students should speak with their departmental advisors about specific study abroad programs.

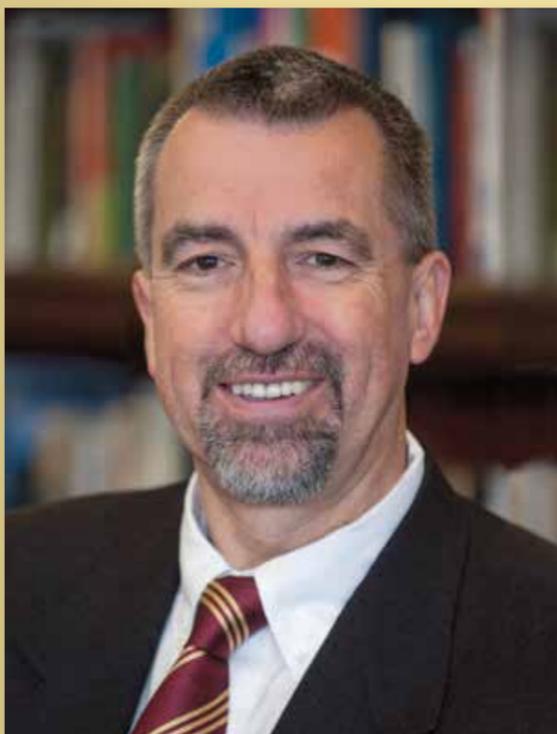
Many scholarship opportunities exist through UCIS, the Study Abroad Office, and departments to help defray the cost of a study abroad program. Students should speak with their advisors and also stop by the Study Abroad Office for scholarship application information.

To find out more about study abroad programs, please visit www.abroad.pitt.edu.

We congratulate all of our 2013 graduates and extend a warm welcome to the Class of 2017. May you all have an enjoyable and relaxing summer.

John A. Twynning

Associate Dean for Undergraduate Studies



FACULTY PROFILE

A Burning Passion for Teaching

As the door of the large lecture hall opens in Wesley W. Posvar Hall, the last strains of music by rock and roll legend Elvis Presley can be heard fading away. The class is buzzing as students talk animatedly, engaged in the music and the ongoing discussion. In the center of this spirited dialogue is Liann Tsoukas, a lecturer in the Department of History. She moves quickly around the room, speaking passionately about how Presley's music represented cultural protest and undermined racial boundaries.

Tsoukas, who has been at the University of Pittsburgh since 1999, teaches six courses a year in U.S. history, African American history, and women's history. Her research interests include interracial social movement activism, particularly the antilynching movement of the 1930s.

From a very young age, Tsoukas has had an insatiable interest in history and in teaching. "There is nothing on this planet than I would rather do than teach history," says Tsoukas. "It gives me such pleasure to spend my life reading and learning, and then to be able to share it with students has such a profound meaning to me."

Tsoukas brings her enthusiasm for history into the classroom by making the material come alive while integrating life lessons into the academic experience. She uses vivid examples to relate hard-to-understand ideas and concepts to her students. When explaining the meaning of benign neglect, for example, Tsoukas talks about how her college students' newfound sense of freedom is taken away during Thanksgiving break as their parents reassert control over them. Or she evokes a sense of empathy when discussing slavery and how the children of slave owners were sometimes ordered to whip the children of slaves, who were their friends, just to delineate and enforce racial boundaries.

Because the study of history is fundamentally a story of human interactions and relationships, Tsoukas expects her students to come prepared to participate in class discussions. "Teaching and learning are active processes that come from both sides. I jump in fully and expect my students to come to class ready to work so that we can create and cobble together the most complete and insightful narrative of the past," says Tsoukas. "It's very rewarding to see the minds of students evolve as they begin to interpret, synthesize, and analyze the material or even disagree with my perspective. I derive constant and complete inspiration from my students."

Tsoukas works intensely to get the best out of all of her students, even coming to campus on Sundays to review course material. "Because students play more than one role on campus, they have many different obligations. As an instructor, I try to recognize the variations in the room, find out about the demands and pressures that are on my students, and work to get the most out of each student when he or she can give it."

Tsoukas has received numerous teaching awards, including the 2004 Kenneth P. Dietrich School of Arts and Sciences Student Choice Award and a 2013 Tina and David Bellet Teaching Excellence Award (see story on page 4), which honors outstanding and innovative teaching.

To view a video interview of Tsoukas, please visit www.as.pitt.edu/teaching/bellet.



Registration for Summer Sessions Continues

The new summer sessions course schedule at the University of Pittsburgh provides an exciting opportunity for students to catch up on needed credits, stay on track to graduate in four years, or get ahead for the fall term. By reducing course overlap, expanding class availability, and maximizing day and evening hours, the new summer sessions schedule allows students to enroll in two classes in a row without course conflict, take additional upper-division classes in their major, and complete core requirements.

With the flexibility of four- and six-week sessions, summer sessions offer students an excellent opportunity to complete final general education or specialized requirements needed to graduate, finish core and prerequisite courses, enroll in popular courses and labs that fill up quickly during the fall and spring terms, or explore subjects in their major without the pressure of a full class load. With hundreds of classes offered during day and evening hours, students also have the flexibility to enroll in courses without forgoing summer jobs, internships, or family vacations.

For more information on specific course offerings, students should talk with their advisors or visit www.summer.pitt.edu.



STUDENT LEADER

Thirst for History Fuels Major Change

In John Hasley's junior year of high school, it was his competitive nature and the drive to outshine all of his classmates that fueled his desire to gain more knowledge and learn as much about U.S. history as he possibly could. He read more; studied harder; and, through this process of immersion, found that he actually enjoyed learning about and had a real passion for history.

A native of Pittsburgh, Hasley initially came to the University of Pittsburgh as a business major. However, his academic interests changed after he enrolled in an introductory history class taught by Rob Ruck, senior lecturer in the Department of History. Inspired by Ruck's profound history lectures as well as his knowledge of and passion and enthusiasm for history, Hasley immediately changed his major to history.

"I am completely fascinated by history because it provides an incredible opportunity to learn about the future while seeing past trends repeated in the present day," says Hasley. "Because historians are the arbiters of the past, they control what particular events are told and which ones are omitted. It is imperative that we critically analyze a variety of social perspectives to develop a more accurate picture of the past and to more fully understand the forces at work in society."

Throughout his five years at Pitt, Hasley's research interests have largely focused on the Vietnam War. He conducted extensive research on the war, surveying veterans on their experiences and learning how soldiers collectively drew strength from the identities of the platoons by adhering to group norms. This initial research was the foundation on which Hasley based his thesis for his Bachelor of Philosophy degree through the University Honors College.

Hasley encourages all students, no matter what their major, to complete the Bachelor of Philosophy program. "The BPhil enabled me to work independently with a history faculty member to formulate my own methodology and observe the research process at a deeper level," explains Hasley. "I now have a much better understanding of how works of history are produced, and through this process, I was able to improve my critical thinking skills."

Hasley's future plans include attending law school and writing a novel, both endeavors for which the study of history has prepared him. "The history department has some of the most brilliant people on this planet. I feel so fortunate to have been able to learn from these incredibly talented people the essential skills of analysis, argument, and writing, all of which will benefit me tremendously in law school and throughout my life."



OUR Sponsors Spring Field Studies Program

This spring, the Office of Undergraduate Research, Scholarship, and Creative Activity (OUR) sponsored a weeklong field studies program in New York, N.Y., to enhance the directed research of 12 Kenneth P. Dietrich School of Arts and Sciences undergraduates. The students ranged from sophomores to seniors and majored in areas as diverse as English writing, history of art and architecture, music, and religious studies. Each student was enrolled for one to three credits of directed research with a faculty member in a Dietrich School department.

Senior architectural studies major Julia Warren says, "In New York City, I was able to visit my research site, the High Line, on a daily basis and explore the surrounding area. My unstructured explorations became a platform for conducting spontaneous interviews with local artists and residents who are affected by the High Line. These conversations provided me with unique and invaluable insights into my field of research."

Junior communication and English writing major Katelyn Blough examined portrayals of the male body in popular magazines: "Face-to-face interviews at *Fitness* and *Cosmopolitan* allowed me to view the magazines from a hands-on perspective, viewing the pages of these often-distant publications from the eyes of the editors. By immersing myself in the culture of the magazine industry, I now have an inside view on what it is like to create these constructions of the male body instead of reading the pages from an outsider's naive perspective."

OUR supplemented the students' independent research by scheduling cultural activities, including a performance of *Otello* at the Metropolitan Opera, a private tour of the Lower East Side Tenement Museum, and a guided tour of the Museum of Modern Art's abstractionist exhibit.

"Resources like rare collections at the New York University archives, access to public spaces, and in-person interviews obviously enriched the students' research," says Patrick Mullen, director of OUR. "However, it was just as rewarding to watch the students discover New York City from the ground level for the first time. I am so thankful for the support of the Office of the Associate Dean for Undergraduate Studies and the Office of the Provost, which made this program possible."

"It honestly was the best trip that I have ever taken," says Abby Czulada, a senior English writing major. "It was an amazing experience to be in New York City conducting research with such an amazing group of people."



ENJOYING SUMMER WITH YOUR RETURNING STUDENT

by Mary Koch Ruiz, University Counseling Center

When college students return home for the summer, it can be a stressful time for them and their parents. It is a period of adjustment, as students have not lived under their parents' rules for most of the year. Conflicts can emerge because house rules have remained the same since high school. Students may perceive that their parents are reluctant to view them as adults.

Students and parents can have different expectations regarding how much time to spend together. Students may envision spending more time with high school friends, while parents may look forward to more time spent together.

It also is possible that changes in the family may have occurred while the student was away. A single parent may have started dating. Parents who put divorce aside while the children were young may have decided to end their marriage. For students with blended families, decisions have to be made with regard to how much time to spend with each parent.

What if your child comes home and has new habits, a new style of dressing, or new friendships that you question? You may want your child to find a job for the summer. What if that doesn't happen? Unless healthy communication is a priority, conflicts can become disasters.

TIPS FOR PARENTS

Plan ahead: Talk in advance about the family's plans for the summer and what your adult child has planned. Have a discussion about expectations and where compromises can be made. Expect some old struggles over the bathroom, car, curfew, and remote. Again, reconsider the house rules and whether they can be compromised so as not to disrupt the limits the family needs to coexist. These compromises will become the ground rules for the summer.

Be flexible: Remember that students live in an unstructured and unsupervised environment while at school. If you establish a curfew of 11 p.m. when your student was used to going to bed at 2 a.m., that could cause a conflict. Talk with your child to establish a predetermined time for returning home and when to call if the time will be changing so you don't worry. Use of the family car must be mutually agreed upon and with the knowledge of when and where your child will be so you are not left feeling anxious.

Set aside time to deal with potentially explosive topics: Discuss important issues directly and sensitively. Create an environment that is respectful of your child's opinions and ideas. Accept your child as an adult and encourage an adult-to-adult relationship. Don't let disagreements about money, grades, and house rules pervade the summer months.

Communicate: Conversations within families can be very rewarding and comforting. The summer months can be a good time to reflect on the academic year, affirm your adult child, and acknowledge changes that have occurred. Keep your child close; you want your child to be happy in your presence and to want to return home.

RESOURCES

College Parents of America
www.collegeparents.org

University Counseling Center
334 William Pitt Union
412-648-7930
www.counseling.pitt.edu

IMPORTANT CONTACTS

Advising Center	412-624-6444
Academic Resource Center	412-648-7920
Office of the Associate Dean for Undergraduate Studies	412-624-6480
Office of Undergraduate Research, Scholarship, and Creative Activity	412-624-6828
Office of Freshman Programs	412-624-6844
Office of Student Records	412-624-6776
www.as.pitt.edu/undergraduate	

Questions or concerns? E-mail us at pittpride@as.pitt.edu.



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Bellet Awards Presented

The University of Pittsburgh Kenneth P. Dietrich School of Arts and Sciences has named Annmarie Duggan, an associate professor in and chair of the Department of Theatre Arts, and Liann Tsoukas, a lecturer in the Department of History, winners of the 2013 Tina and David Bellet Teaching Excellence Awards. The Bellet Award recipients were honored at a dinner on April 3 in the ballroom of Pitt's University Club.

The Bellet Awards were established in 1998 and endowed in 2008 with a \$1.5 million gift from Dietrich School alumnus David Bellet (BA '67) and his wife, Tina, to recognize extraordinary achievement and innovation in undergraduate teaching in the Dietrich School.

A committee appointed by the Dietrich School associate dean for undergraduate studies evaluates teaching skills based on student and peer evaluations, student testimonials, and dossiers submitted by the nominees. Full-time faculty members who have taught in the Dietrich School during the past three years are eligible. Each award recipient receives a cash prize of \$5,000.

For more information about the Bellet Awards, visit www.as.pitt.edu/teaching/bellet.



Pictured from left to right are Associate Dean for Undergraduate Studies John A. Twyning; Provost and Senior Vice Chancellor Patricia E. Beeson; David Bellet; 2013 Bellet Award winners Annmarie Duggan and Liann Tsoukas; Tina Bellet; N. John Cooper, Bettye J. and Ralph E. Bailey Dean of Arts and Sciences; and Chancellor Mark A. Nordenberg.

CALENDAR OF EVENTS

July

- 4 Independence Day (University closed)
- 5 Summer term and 12-week session deadline for students to submit Monitored Withdrawal forms to the dean's office; summer 6-week-2 session Grade Option/Audit forms due in 140 Thackeray Hall by 5 p.m.
- 6 Summer 4-week-2 session ends; final examinations scheduled during last class meeting
- 8 Summer 4-week-3 session registration period ends and classes begin; deadline to apply for December 2013 graduation
- 10 Summer 4-week-2 session grades must be approved by instructors by 11:59 p.m. before final posting can begin; summer 4-week-3 session add/drop period ends; fall term deadline for continuing students to register without penalty fee
- 12 Summer 4-week-3 session Grade Option/Audit forms due in 140 Thackeray Hall by 5 p.m.
- 19 Summer 6-week-2 session deadline for students to submit Monitored Withdrawal forms to the dean's office
- 24 Summer 4-week-3 session deadline for students to submit Monitored Withdrawal forms to the dean's office

August

- 3 Summer 12-week, 6-week-2, and 4-week-3 sessions end; final examinations scheduled during last class meeting
- 10 Summer term ends; final examinations scheduled during last class meeting; official date for awarding of degrees
- 11 Residence halls close
- 14 Summer term grades must be approved by instructors by 11:59 p.m. before final posting can begin
- 20 Residence halls open for fall term
- 26 Fall term enrollment period ends for all students and fall term classes begin

For the online academic calendar, go to www.provost.pitt.edu/information-on/calendar.html.

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DIETRICH SCHOOL OF ARTS AND SCIENCES
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The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, as fully explained in Policy 07-01-03, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities*. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs, please contact: University of Pittsburgh; Office of Affirmative Action, Diversity, and Inclusion; Carol W. Mohamed, Director (and Title IX, 504 and ADA Coordinator); 412 Bellefield Hall; 315 South Bellefield Avenue; Pittsburgh, PA 15260; 412-648-7860.

For complete details on the University's Nondiscrimination Policy, please refer to Policy 07-01-03. For information on how to file a complaint under this policy, please refer to Procedure 07-01-03.

*Except where exempt by federal or state laws.

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