

TEXAS STATE UNIVERSITY PIPER PROFESSOR AWARD NOMINATION FORM

Name of Piper Professor Nominee: Kenneth Margerison

Highest Degree Held (Abbreviated Form): Ph.D.

Rank/Title of Nominee and Department: Professor of History

Years of Teaching at College Level: 43

Years of Teaching at Present Institution: 40

Current Teaching Load: Lecture Hours/Week 6; Lab Hours 0; Other\* 3

Approximate No. Students: Undergraduate 25; Graduate 8; Other\* 1

Standard Full-Time Teaching Load at your Institution: Undergraduate 6-9 hrs; Graduate 3hrs Summer

Teaching: optional

\*Other = Conference courses; Theses/Dissertations Directed; Misc. (Describe in next section)

Please describe current additional or administrative duties, i.e., Chairman of Department, Graduate Advisor, Thesis/Dissertation Director, etc., giving numbers of Professors/Students involved and approximate number of hours devoted thereto. [\[max. 1020 characters\]](#)

I am currently supervising one M.A. thesis student which requires between 1-10 hours per week. In addition I am a member of the Department of History's Program Review Committee and joint-author of the program self-study required for the review. This work has required between 2 and 25 hours per week for the spring and fall semesters. I also serve as the personnel committee advisor to the chair requiring 1-10 hours per week. I advise colleagues on the preparation of grant proposals requiring 2-3 hours per proposal with 4-6 proposals submitted each fall. I also serve on the departmental Nominations Committee which involves writing letters of nomination for 6 to 8 faculty members requiring 2 hours per proposal, the Muir Mentoring Selection Committee, and the university fund raising committee.

Student Organizations or Scholastic Fraternities Sponsored (during past three years): [\[max. 1020 characters\]](#)

n.a.

Membership in Honor Societies, Professional Societies, Listing in Who's Who or Other, Special Educational Projects Undertaken (TV series, etc.), Special Awards/Grants Received: [\[max. 1150 characters\]](#)

Honorary Societies

Phi Beta Kappa (National Academic Honorary Society)

Phi Eta Sigma (National Freshman Academic Honorary Society)

Phi Alpha Theta (National History Academic Honorary Society)

## Professional Societies

American Historical Association  
Society for French Historical Studies

## Special Awards:

American Philosophical Society travel award, 1984  
1987: NEH Summer Seminar Fellowship: "Revolution and Ideology in France, 1770–1795," Newberry Library, Chicago  
Faculty Senate Teaching Award, 1990  
Honors Professor of the Year, 1991  
Alpha Chi "Favorite Professor," 1991, 1992, 2012  
National Education Association James Davenport Award for Outstanding Leadership on behalf of Higher Education Faculty, 2002  
Everette Swinney Faculty Senate Teaching Award, 2005, 2006  
Muir Mentoring Award, 2010

Service to off-campus community (committee work, church work, fund drives, youth groups, etc.): [\[max. 1270 characters\]](#)

n.a.

Because the Piper Foundation is primarily interested in identifying and honoring effective and dedicated teachers, the Selection Committee would appreciate any information you care to submit about your teaching. What evidence is there that you are exceptionally effective in the classroom and in personal contact with students? In what ways have you demonstrated an extraordinary dedication to the profession of teaching? How have you positively influenced your colleagues? What contributions have you made to the achievement of the mission of the institution? [\[max 1270 characters\]](#)

I believe that my teaching fulfills the University mission of “Engaged teaching and learning based in dialogue, student involvement and the free exchange of ideas.” A graduate student wrote on a course evaluation that “The class discussion in this particular seminar was excellent, and so far it was the most student participation I have seen.” On an undergraduate course evaluation a student wrote that the class “engaged my ability to analyze and think critically.” In her exit interview Jennifer Barkdull said, “Dr. Margerison is a phenomenal professor. He truly makes you think about the subject, not just learn the facts.” Another student said, “The class discussions were always fun because he allowed us to express our different views.” As a mentor, my former student Carlos Lujan wrote that I had “provided the encouragement, the motivation, and the confidence” he needed to believe in himself. Cedric James said regarding my mentoring that there was “a genuine interest on his part to help me better myself.” Regarding my influence on colleagues, Dr. Leah Renold wrote, “Ken has helped me to become a better teacher.” Dr. Ana Romo wrote that “Ken’s willingness to mentor me from my first years in the department has made a tremendous difference to me.”

PERSONAL INFORMATION

Name: ( ) Dr. ( ) Mr. ( ) Mrs. ( ) Ms. Kenneth Hilton Margerison  
First Middle Last

Home Address: [Redacted]  
Number and Street  
[Redacted] [Redacted] [Redacted]  
City Zip Telephone

College/University Address: Taylor-Murphy 214 512-245-2146  
Building and Office Telephone and Extension

Rank/Title and Department: Professor of History

Date of Birth: [Redacted] Place of Birth: [Redacted] Marital Status: [Redacted] Number of Children: [Redacted]  
Ages: [Redacted]

Military Service Record:

Branch: n.a Dates: n.a Rank: n.a.

EDUCATIONAL EXPERIENCE: Schools and Colleges Attended, beginning with High School

Name of Institution	Dates of Attendance	Degree/Diploma Received
<u>Ashley High, Gastonia, NC</u>	<u>1960-1963</u>	<u>High School Diploma</u>
<u>University of North Carolina</u>	<u>1963-1967</u>	<u>B.A. in History</u>
<u>Duke University</u>	<u>1967-1969</u>	<u>M.A. in History</u>
<u>Duke University</u>	<u>1969-1973</u>	<u>Ph.D. in History</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional Training (Summer Institutes, Seminars, etc.)

Name of Institution	Dates of Attendance	Type of Training
<u>TYPE HERE</u>	<u>TYPE HERE</u>	<u>TYPE HERE</u>
_____	_____	_____
_____	_____	_____
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TEACHING EXPERIENCE:

<u>Institution</u>	<u>Inclusive Dates</u>	<u>Rank/Title</u>
<u>Sacred Heart College</u>	<u>1969-1972</u>	<u>Instructor of History</u>
<u>Texas State Univesity</u>	<u>1972-1973</u>	<u>Instructor of History</u>
<u>Texas State Univesity</u>	<u>1973-1982</u>	<u>Assistant Professor of History</u>
<u>Texas State Univesity</u>	<u>1982-1987</u>	<u>Associate Professor of History</u>
<u>Texas State Univesity</u>	<u>1987 to present</u>	<u>Professor of History</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

PUBLICATIONS: Although the Selection Committee is not primarily concerned with "Research /Publish or Perish," please summarize any research projects completed, and list any books/articles published and/or in use, exclusive of your Master's Thesis and/or Doctoral Dissertation. (Continue on separate sheet if necessary.)

Books:

P.-L. Roederer: Political Thought and Practice During the French Revolution. Philadelphia: American Philosophical Society, 1983.

Political Pamphlets and Public Opinion: The Campaign for a Union of Orders in the Early French Revolution. West Lafayette: Purdue University Press, 1998.

Articles and Book Chapters:

"P.-L. Roederer: The Industrial Capitalist as Revolutionary," Eighteenth-Century Studies, 11 (Summer 1978): 473-488.

"The Legacy of Social Science: Condorcet, Roederer, and the Constitution of the Year VIII," Condorcet Studies II, ed. David Williams, New York, 1987.

"History, Representative Institutions and Political Rights in Prerevolutionary France," French Historical Studies, 15 (Spring 1987): 68-98.

"The Movement for the Creation of a Union of Orders in the Estates General of 1789," French History, 3 (March 1989): 48-70.

"Political Pamphlets, the Society of Thirty, and the Failure to Create a Discourse of National Reform During the French Pre-Revolution, 1788-1789," History of European Ideas 17 (1993): 215-44.

"The Pamphlet Debate Over the Organization of the Estates General," The Origins of the French Revolution, ed. Peter Campbell, Palgrave-Macmillan, 2005.

“The Shareholders Revolt at the Compagnie des Indes: Commerce and Political Culture in Old Regime France,” *French History* 20 (2006): 25-51.

“Commercial Liberty, French National Power, and the Indies Trade After the Seven Years’ War,” *Historical Reflections, Réflexions Historiques* 35 (2009): 52-73.

Miscellaneous Publications:

“Roederer,” *Historical Dictionary of Napoleonic France*, ed. Owen Connelly, Westport, 1985.

“Politics and Political Culture in France, 1737-1794,” *H-France Review* Essay, 1997.

“Pamphlets,” *Encyclopedia of the Enlightenment*. Oxford University Press: New York, 2003.

“Gutenberg-e: A Field Report,” *Perspectives: Newsmagazine of the American Historical Association*, 41 (October 2003): 28-30.

Book Reviews:

*The American Historical Review*, *The Journal of Modern History*, *H-France*, *Eighteenth Century: A Current Bibliography*, *Social History: Histoire Sociale*. *The European Legacy*, *Journal of Interdisciplinary History*.

STATEMENT OF PURPOSE: Why are you teaching? [max 2160 characters]

My teaching is a product of my own undergraduate experience during which I saw a world of previously unimagined possibilities open before me. Since becoming a university teacher, I have tried to encourage similar transformative experiences in my own students. Specifically, I see teaching history as a means of helping students to develop a greater understanding of the world in which they live and to reach their full potential as individuals. Texas State enrolls students from a wide variety social and economic backgrounds and a high percentage are first generation university students. Many of these students have a very limited knowledge of the global environment in which they will live their lives. Students also commonly lack the skills needed to interpret the meaning of events or the character of cultures and societies different from their own. I see my teaching of history as a means of helping students to develop intellectually beyond any limitations imposed on them by their backgrounds. I think I achieve this goal through my teaching of history which emphasizes the character of cultures of societies beyond the borders of the United States and through the assignment of challenging readings and numerous research and writing assignments which expand their knowledge while forcing them to write clearly and precisely. I specifically work to improve student research and writing skills by teaching the research seminars at the senior and graduate level.

I see one of my principle obligations as a teacher to be helping students determine and achieve their goals upon graduating from the university. Students often have only vague ideas of how to think about graduate education, entering government service, finding employment in the private sector, or working for a non-profit organization. They frequently do not consider the type of courses they will need to make their goals a reality or the experiences they will need to make themselves marketable for specific types of employment. I believe that my student letters of support demonstrate my commitment to helping students think about their lives beyond graduation.

CURRICULUM VITAE: Other than what has heretofore been enumerated, please indicate the highlights of your teaching career. [maximum 1270 characters]

In the 1980s I helped improve the departmental advising system and served as one of the primary academic advisors. In the early 1990s I chaired the departmental curriculum committee (1990-94), which revised the undergraduate curriculum and an ad hoc committee that brought about a fundamental revision of the graduate program. The graduate reorganization was so successful that the American Historical Association has recognized the Texas State Department of History's M.A. Program as one of the most successful in the United States in preparing students to earn Ph.D.s in history. As Chair of the Department of History from 1994 to 2000, I encouraged and facilitated the establishment of a Public History Program at the graduate level and put into place a course in the methodology of teaching history at the secondary level for students seeking teacher certification in history. Recently, I encouraged the department to establish a senior seminar to serve as the undergraduate history capstone course and chaired the committee (2003-04) that established the scope, content, and purpose of the course. Much of my career has involved working on the various aspects of the departmental curriculum in order to improve the teaching of history to students.

AUTOBIOGRAPHICAL SKETCH: Short personal history. [max 3200 characters]

Growing up in a home with few books in a small textile town in Piedmont North Carolina, I found the environment of learning at the University of North Carolina, where I had enrolled as a freshman, both perplexing and exhilarating. This environment, where literally everything was questioned and analyzed from perspectives that, at the time, I could barely understand, seemed a world apart from the life I had led at home. Intimidated by the knowledge of the professors and the profundity of the best students, I feared I would not last until Christmas. Contrary to my expectations, I performed better than I had anticipated in this strange world of ideas. Far from the most gifted student in my classes, I substituted hard work for brilliance and was encouraged by my freshman adviser to enter the university honors program.

In my sophomore year I enrolled in an honors seminar on the History of Modern Europe which was, as it turned out, to set the course for my career and my life. My initial reaction to the course, however, was simple panic. The professor informed the class that we would undertake two substantial research projects resulting in two, twenty-five page papers which were to be critiqued by the students. I had never written a single paper over ten pages, let alone had a class of what I believed to be brilliant students critique my work. Certain that my effort on the first of these papers was completely inadequate, I was flabbergasted when I was walking from my dorm to classes a few days later and the professor hailed me as he emerged from his car. As we walked toward the classroom buildings, he complimented the paper and encouraged me to think of becoming a professional historian, specifically a historian of France, which was his area of speciality. For a nineteen-year-old with little self-confidence in his abilities, this short chat had an enormous effect. Of course, I understood that his encouragement was the highest form of compliment regarding my academic potential. More significantly it helped me to decide to become a historian.

I went on to specialize in the French Revolution, the specific field in which my professor conducted his own

I went on to specialize in the French Revolution, the specific field in which my professor conducted his own research. After completing an honors thesis under his direction, I enrolled in the Ph.D. program at Duke University and began to undertake an in-depth study of French history. I was extremely fortunate to land an excellent position at what was then Southwest Texas State University in 1972, where my career brought me into contact with thousands of history students, many of whom I came to know on a personal basis. When I spoke to these students at the end of a class period or in my office, I frequently saw in them some of the same doubts and hidden potential that I had possessed as a student. With the example of my own experience clearly in mind, I endeavored to provide these students with the same sort of encouragement that my professor gave to me all those years ago, and the success that many enjoyed after graduation continues to provide the stimulus that underlies my approach to teaching.

7/28/2012

Date

Kenneth Margensen

Signature of Nominee



24 September 2012

Dear Selection Committee:

I am thrilled to nominate Kenneth Margerison for the Minnie Stevens Piper Award. I have been trying to convince him to let me nominate him for this award for years because I can think of no one who deserves it more than Ken does. His availability, his keen eye for situations and people that need a little push in the right direction, and his dedication to his craft make him a wonderful teacher to students and faculty alike. He exemplifies the term “teacher.”

Ken is one of the most effective classroom teachers I have known in twenty-five years in the profession. Part of his success comes from his recognition that classroom presentations cannot remain static. Although he has been teaching for almost forty years, he continually works on his courses, adding the latest research and technology, refining his strategies, and honing his lectures. In fact, he is still creating new courses. Recently, he developed a class on Modern France that has been very popular. As department Chair, I certainly appreciate this diversity of course offering; students value their increased knowledge of the world in which they live. Even in his Revolutionary France class, however, he is able to draw parallels to the present; a fact student Jennifer Barkdull told me helped her see the big picture of history more clearly. Ken’s determination to keep updating courses he has been teaching for years and to add new ones to his roster means that he combines his years of experience with the enthusiasm of a first year instructor. Students can tell that he is fascinated by history.

They also recognize that he is interested in their education. Both undergraduate and graduate students remark on his evaluations and in their comments to me, first as Graduate Director and now as Chair, that Ken significantly improved their writing and reasoning skills. Not only is he a thoughtful, careful editor, but he has a way of pointing out problems without demeaning the student (or his colleagues when they ask for help!). Most important, he provides suggestions as to how to fix the problems. Undergraduate Christian Penichet-Paul appreciated the “feedback” on his papers. Looking back over his work, he “note[d] the improvements as the semester passed.” Ken works to ensure that students do not just learn the facts of history, but that they leave the class knowing how to “do” history.

Ken’s interaction with Sandra Davidson provides an example of an instance in which Ken’s dedication helped a student. She had received her MA from us almost ten years ago and had never taken a class with him, but, when she attended a presentation on campus, Ken recognized her because she had worked for the department as a student worker during her undergraduate studies. Ken approached the student and asked about what she had been doing since her graduation. When she mentioned that she was considering going on to a doctoral program at the

DEPARTMENT OF HISTORY

601 UNIVERSITY DRIVE | SAN MARCOS, TEXAS 78666-4616 | phone 512.245.2142 | fax 512.245.3043 | [WWW.HISTORY.TXSTATE.EDU](http://WWW.HISTORY.TXSTATE.EDU)

*Texas State University-San Marcos, founded in 1899, is a member of The Texas State University System.*



institution of the evening's speaker, Ken made certain that she met the speaker. The next day he contacted me about making arrangements for the student to have some help with getting her writing sample and letters of recommendation together for her application.

Ken's actions in this encounter exemplify what make him a master educator. First, and most important, he noticed the student. One of the students who wrote a letter about him put it best when she explained that "he makes a point of seeking out promising students and encouraging them to explore their academic potential." Note that he does not wait for students to come to him; he makes the effort to seek them out. But it is not just the obviously "promising students" that Ken takes under his wing. Ken's sharp eye can see the diamond in the rough in students who do not know that they have potential. I have witnessed on countless occasions the pride that comes into students' voices when they mention Dr. Margerison's interest in their academic work and his encouragement for them to continue that work in graduate school.

The second significant facet of this story is that Ken took action. A lot of people pay compliments to students; Ken follows through and offers aid to them, going out of his way to help students find resources to fulfill their potential. For example, when one student mentioned that she wouldn't be able to travel to Europe because she did not know how to go about it, Ken told her to come to his office. When she got there, he provided her with information about student resources for traveling in Europe. He recognized how vital it was for this student's development to travel abroad and he helped her to find a way to make it happen. In another case, a student was thinking about taking an internship that would have led to a dead end in terms of advancing his career. Ken would not hear of it and helped the student search out other possibilities. Students see that, as Michelle Seiler wrote in her letter, Ken is "interested in students and helping them develop their scholarly pursuits."

Ken's efforts on the students' behalf extend to his work with his colleagues on their teaching. Those of us who have been here a while know that Ken is the person to turn to for advice on dealing with students, the administration, other faculty, or our research. He is never too busy to listen and try to help. On any given day, there is a steady stream of people stopping by his office. As Chair, I have regularly assigned him as a peer evaluator to our newest faculty members. His insight into their strengths and advice on how to improve their weaknesses is crucial to young faculty adjusting to a new campus. He makes an effort to check in with them regularly not just on their courses, but also to find out how their scholarly work is going, and to ask about their lives. For newer faculty who are feeling overwhelmed by all of their new responsibilities, Ken's calm presence can be just what they needed to get through the rest of the week.

Perhaps because he has such an excellent overview of the history faculty's research interests and teaching strategies, Ken has worked diligently to insure that the department gets the recognition it deserves across campus. The History Department has won a significant number of awards in the past five years: four Presidential Excellence Awards for Teaching, one Presidential Excellence Award for Research, two Mariel Muir Mentoring Awards (of which he was the recipient) and numerous College of Liberal Arts Golden Apple Awards. This extraordinary accomplishment is due almost entirely to Ken. He has encouraged and prodded people into applying; read and re-read application packets; written countless nomination letters; and agonized over deadlines. He did all of this work because he believed in his colleagues and

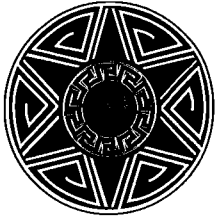
wanted the university to recognize their efforts. Whether they won or lost the award, each applicant emerged from the process with a renewed belief in their abilities.

That is really Ken's gift as an educator. He helps students and faculty find the best in themselves. He brings his insight, his willingness to act, and his belief in the potential of those who come to see him into all of his interactions. As a university community, we are lucky to have Ken in our midst. He makes all of us the best people we can be. I am very proud to nominate him for the Minnie Stevens Piper Award.

Sincerely,

A handwritten signature in cursive script that reads "Mary C. Brennan".

Mary C. Brennan  
Professor and Chair  
History Department  
Texas State University—San Marcos  
San Marcos, TX 78666



Center for the Study of the  
**SOUTHWEST**

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18 September 2012

Dear Piper Professor Selection Committee:

I write in support of Professor Kenneth Margerison's nomination for Piper Professor. It is a distinct pleasure and honor to recommend my long-time colleague for this distinguished award. I have known Professor Margerison since my arrival at what was then Southwest Texas State in 1991. I have related to him as colleague, mentor, department chair, and as advisor. In every capacity he has demonstrated the ability to apply the best teaching practices to get the most from undergraduate and graduate students, fellow faculty, and staff.

Being a great teacher is not just about being a good lecturer, it is about a set of skills and attitudes that make the teacher a role model, a mentor, and a colleague. As far as being a teacher is concerned, one of his students put it perfectly in a letter in support of a previous nomination for this award: "Many professors have certain areas of strengths such as content mastery, organization, creativity, and rapport with students. Dr. Margerison was the only professor I have known that excelled in all of these areas." I second that former student's assessment wholeheartedly. Forty years into classroom teaching, he is still working at making the learning experience as engaging and rewarding as possible for students. A student in his recently developed class on "France and the Modern World" commented that not only were the selected texts "interesting reads[,] he also utilized the Internet, slides, and other such material in class . . . In addition, Dr. Margerison influenced my decision to focus on the period from 1820 to the present for my graduate studies in French cultural studies."

His supportive manner, confident demeanor, and good judgment are on display day in and day out not just at class-time but just as importantly during office hours. In fact, I would say that much of what makes Professor Margerison such an effective teacher goes on outside the classroom. As a recent graduate student commented in her exit survey, "Dr. Margerison is an amazing professor. His focus on the mechanics of writing for history is so valued by the students. A student cannot leave his class without being a better writer than they were before his class." That commitment to spending time with student work outside the classroom is highly respected by the rest of us on the faculty, who have come to see Professor Margerison as setting the standard for student feedback. In fact, it was Professor Margerison who proposed and helped organize a capstone course in which students work on their research and writing skills in order to produce term papers that demonstrate their mastery of basic history skills. Also thanks to his efforts, the department has been recognized for its preparation of Master's students to go on to doctoral programs.

Professor Margerison is not just a master teacher; he is the consummate advisor both to students and colleagues. His office door is always open and more often than not, whether it is a student or a fellow faculty member, it is the visitor explaining a problem, an issue, an idea to Professor

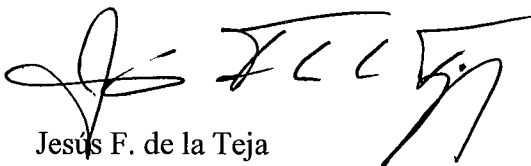
Margerison, who listens carefully and invariably provides sound advice. A tenure-track member of the department writing in support of Professor Margerison's nomination for another award commented: "He has always had time for me when I dropped by his office to talk about my classes. His manner of guidance is never demeaning or disheartening. I always feel inspired to do my best after speaking with him." Not surprisingly, during my tenure as department chair, Professor Margerison not only served as my chief advisor but also as my principal advising resource for new faculty. While department chair, I established a nominating committee to help our faculty when applying for grants, awards, and honors. I asked Professor Margerison to chair the committee because I knew he would devote his skills as teacher and mentor to the applications of young faculty. Indeed, our tenure-track faculty has universally praised Professor Margerison for making their proposals better, for motivating them to attempt projects they felt unsure about, and encouraging others to participate in programs they felt to be beyond their reach.

At some point advising becomes mentoring and there is plentiful evidence of Professor Margerison's contributions in this area, as his receipt of the Muir Mentoring Award in 2010 illustrates. One recent student, writing in support of the nomination for the Muir award wrote: "Dr. Margerison has become like the father I never had, being there to listen when no else would; being there when I felt I had no one to turn to and couldn't go on. He has provided the encouragement, motivation and confidence I have needed to believe in myself, especially in times of self-doubt and despair. He has made me feel valued as a person and as scholar." For younger faculty, Professor Margerison is always there to provide support and encouragement in dealing with professional and personal challenges.

It is in Professor Margerison's nature to put others ahead of him. He is constantly thinking about how to promote the work and careers of students. This, I believe, is the hallmark of the best teachers, that they put their students ahead of themselves. In Professor Margerison's case, those students are not just the undergraduate and Master's students that for the past forty years he has been preparing for the next step in their careers, it is also his colleagues in the history department, who are his *de facto* students in learning to be better teachers and scholars.

As someone who has been learning from Professor Margerison for the past twenty years, I ask that you recognize his contributions to the lives of his students and colleagues through his teaching in and outside the classroom. I cannot think of a more fitting recognition of his efforts than the Piper Professor award.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. de la Teja', with a stylized flourish at the end.

Jesús F. de la Teja  
Supple Professor and Director  
Center for the Study of the Southwest

Michelle Seiler  
1445 2<sup>nd</sup> St  
Coralville, IA 52241  
michelle-seiler@uiowa.edu

Piper Professor Committee  
Texas State University-San Marcos  
San Marcos, Texas

Dear Sir or Madam:

I am delighted to recommend Dr. Kenneth Margerison for the Piper Professor Teaching Award. I believe that Dr. Margerison deserves this award because of both his mentoring and teaching ability. As a former graduate student at Texas State, I know that many graduate students chose this program over others because of the professors. The professors in the Texas State history department are genuinely interested in helping students succeed, and Dr. Margerison is an important part of this student-centered attitude.

I can personally attest to Dr. Margerison's desire to help students. In my first course with Dr. Margerison as an undergraduate, he noticed my potential as a student and recommended me for a Supplemental Instructor position. His continued encouragement and mentoring led me to attend graduate school. Dr. Margerison was important to my development as a graduate student in several different ways. He provided valuable advice for my master's thesis (despite the fact that it was in an area outside his expertise) and helped me improve my French language skills through an independent study. Dr. Margerison also had a vital role in my PhD applications. He spent weeks helping me edit my statement of purpose and writing sample and even consulted other professors so that I could present the best possible application. His assistance was important to me being accepted at the University of Iowa where I am currently working on my PhD. During and even after my time at Texas State, Dr. Margerison has been a professor I could turn to for advice and assistance in all areas of my academic career.

Dr. Margerison was important to my academic development in the classroom as well. His undergraduate courses are one of the reasons I became interested in the study of history, and both his undergraduate courses and graduate seminars helped me improve my skills as a historian. In his Interpreting the Eighteenth Century graduate seminar, I not only gained a better understanding of eighteenth century France, but more importantly learned about historiographical trends and methodologies and good historical writing. These are skills that I have continued to use as I develop as a historian.

Dr. Margerison deserves an award for teaching because of the time and attention he invests in his students. Dr. Margerison is sincerely interested helping students develop their scholarly pursuits. He takes the time to discover the potential in students and helps students

develop this potential. For these reasons, I believe that Dr. Margerison deserves this teaching award. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Seiler". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Michelle Seiler

September 25, 2012

Piper Professor Selection Committee  
Piper Professor Award  
Texas State University  
601 University Drive  
San Marcos, Texas 78666

Dear Selection Committee,

**Professor:** A faculty member of the highest rank at an institution of higher education. One that teaches or professes special knowledge of an art, sport, or occupation requiring skill. (*Merriam-Webster's* 2003). Dr. Margerison not only epitomizes what a professor is, he serves as a shining example of excellence who sets the standard for others to emulate by going above and beyond and exceeding any expectations or definition of what a professor is and should be.

Dr. Margerison's passion for teaching is obvious to all who know him and is clearly visible to students watching him enter a classroom. You will find Dr. Margerison is always on time, in a good mood and with a smile upon his face. Dr. Margerison makes his expectations clear, his teaching style is easy to comprehend, concise and to the point. Dr. Margerison's lectures are chronological and build upon one another, easy to follow and create an image of the big picture by incorporating previously learned concepts and material. Dr. Margerison's mastery of subject matter is evident as he is always prepared and when something unexpected happens or goes wrong, he can just as easily continue his lecture from memory with no flash cards or power point. Dr. Margerison has the ability to keep his classes interesting and entertaining prompting students to arrive on time and rendering discipline unnecessary since students are hungering for more knowledge. In Dr. Margerison's class students do not have to watch the clock waiting for class to be over, instead they complain class has ended too soon and time has gone by too fast. Dr. Margerison is approachable, inviting and makes time to answer each and every question, never giving the slightest hint of condescension or making students feel uneasy or stupid for asking something which may be obvious to others. Dr. Margerison is willing to stay after class or meet during office hours, often engaging in discussions going well past designated appointment times all without making his students feel rushed or pressured to leave.

Dr. Margerison is not just a good professor; he is an excellent professor, who excels at his profession. But not all of Dr. Margerison's teaching is to be found in the classroom, in textbooks, Senior Seminars and Thesis Committees; what Dr. Margerison teaches transcends the walls of the university. Dr. Margerison teaches about life, how to deal with it, how to make sense of what it throws at you and to look at the bright side even when all options seem unfavorable. Dr. Margerison teaches students that life is all about choices, choices we are empowered to make, choices we will make. Most importantly Dr. Margerison empowers students to trust in themselves and to realize they have what it takes to be successful. Dr. Margerison challenges students to reach deep down inside and find the strength to push themselves beyond anything they thought themselves capable of doing, to go out of their comfort zone by trying new and different things, and that if one encounters obstacles it is ok to redirect.

Being a first generation college student has been a journey full of difficult and unexpected challenges, all of which can seem daunting and overwhelming. Finding someone who genuinely cares and makes time to listen can be next to impossible. I know that in Dr. Margerison I have found a professor and mentor I can trust and rely on to provide sage advice, unique insight and prudent guidance to any problem I may encounter in school and in life. Dr. Margerison allows students the opportunity to make their own decisions and choose things for themselves. I can always count on his door to be open, for him to answer all my questions and listen without being rushed or passing judgment.

Dr. Margerison has become like the father I never had, being there to listen when I felt no one else would, being there when I felt I had no one to turn to or couldn't go on. Dr. Margerison has provided the encouragement, motivation and confidence I have needed to believe in myself, especially in times of self-doubt and despair. He has made me feel valued as a person and as scholar. Dr. Margerison has taught me nothing is impossible or beyond my reach and the only limitations on me are those I place myself. Dr. Margerison has inspired me to realize my true potential, pursue my dreams and has helped me find the courage to attempt what I once thought impossible.

I owe much to Dr. Margerison; no amount of words can ever convey my gratitude for everything he has done or repay him for all the wisdom he has imparted. I would not be who I am or where I am, both academically and in life if it had not been for the tireless effort and selfless sacrifice of Dr. Margerison's personal time in helping guide me through life's difficult problems and the challenges of being a first generation university student.

Respectfully,

A handwritten signature in cursive script that reads "Carlos Lujan". The signature is written in dark ink and is positioned above the printed name.

Carlos Lujan



Christian Penichet-Paul  
1518 Old Ranch Road  
San Marcos, Texas 78666  
(512) 868 -7602  
Cp1430@txstate.edu

September 20, 2012

Dear Piper Professor Committee,

It is an honor to recommend Dr. Kenneth Margerison for the Piper Professor Award. I had the good fortune last spring to be in Dr. Margerison's course on "France in the Modern World." I know from firsthand experience that Dr. Margerison is a distinguished professor.

I found Dr. Margerison's course to be interesting and challenging. I enjoyed the examination of social and political events in modern France. Dr. Margerison presented these events in a coherent manner that thoroughly explained their cause and effects. The course required four writing assignments. While the topics for the assignments were complex, they were also very interesting. Dr. Margerison always provided feedback on the writing and advice for improvement. On my first assignment, I used extravagant language to enhance my paper. Dr. Margerison correctly noted that the opulent synonyms distracted from the paper's substance. As I read my writing assignments, I note the improvements as the semester passed. I have also found myself using the information that I learned in the course on many occasions. Furthermore, I have seen other students who were in Dr. Margerison's class referencing the course in other classes.

Dr. Margerison organized the course very well. He provided a syllabus with a clear schedule and grading scale. Dr. Margerison was always prepared for class and ready to begin a new lecture or class discussion. For me, this class quickly became the most enjoyable course of the semester.

Dr. Margerison's office door is always open. When a student enters, Dr. Margerison puts down his work and greets the new visitor. I have visited Dr. Margerison to discuss my thoughts on French politics and ask questions on the French Revolution. During the French presidential election, Dr. Margerison and I exchanged articles and thoughts on the election results. I truly enjoy sharing Dr. Margerison's interest on French politics and history.

An old family friend once told me that there are some professors whose names a student will never forget. I believe I will not forget Dr. Margerison's name. I will continue to seek Dr. Margerison's advice on my journey through higher education. I am proud to be a history major in a department with a professor like Dr. Margerison. I know Texas State is equally proud.

Sincerely,

*Christian Penichet-Paul*

Christian Penichet-Paul  
Student at Texas State University – San Marcos

## TEXAS STATE VITA

Please note: For all entries, list most recent items first. Headings without entries may be eliminated, but the heading lettering/numbering should remain consistent with this template.

### I. Academic/Professional Background

A. Name: Kenneth Hilton Margerison

Title: Professor of History

#### B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
Ph.D	1973	Duke University	History	"The Revolutionary Thought and Activity of Pierre-Louis Roederer"
M.A.	1969	Duke University	History	
B.A.	1967	University of North Carolina	History	

#### C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Professor of History	Texas State University	1987-present
Associate Professor of History	Texas State University	1982-1987
Assistant Professor of History	Texas State University	1973-1982
Instructor of History	Texas State University	1972-1973
Instructor of History	Sacred Heart College	1969-1972

### II. TEACHING

#### A. Teaching Honors and Awards:

- 2006: Everette Swinney Faculty Senate Teaching Award
- 2005: Everette Swinney Faculty Senate Teaching Award
- 1991: Honors Teacher of the Year
- 1990: Southwest Texas Faculty Senate Teaching Award

#### B. Courses Taught:

##### History:

- Western Civilization
- World Civilization
- Renaissance and Reformation
- Old Regime Europe, 1600-1760
- Revolutionary Europe, 1760-1815
- France and the Modern World
- Interpreting the Eighteenth Century (Graduate)
- The French Revolution for High School Teachers (Graduate)

The French Revolution (Graduate)  
General Research Seminar (Graduate)

Honors:

The Political Culture of the French Revolution  
God, Man and History  
Ideal Society

C. Graduate Theses/Dissertations, Honors Theses, or Exit Committees (if supervisor, please indicate):

2003: Director, Erika Galan  
2003: Director, Josh Bashara  
1996: Director, Lynette Herr

D. Courses Prepared and Curriculum Development:

History:

Western Civilization  
World Civilization  
Renaissance and Reformation  
Old Regime Europe, 1600-1760  
Revolutionary Europe, 1760-1815  
France and the Modern World  
Senior Research Seminar  
Interpreting the Eighteenth Century (Graduate)  
The French Revolution for High School Teachers (Graduate)  
The French Revolution (Graduate)  
General Research Seminar (Graduate)

Honors:

The Political Culture of the French Revolution  
God, Man and History  
Ideal Society

E. Funded External Teaching Grants and Contracts:

F. Submitted, but not Funded, External Teaching Grants and Contracts:

G. Funded Internal Teaching Grants and Contracts:

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:

**III. SCHOLARLY/CREATIVE**

## A. Works in Print (including works accepted, forthcoming, in press)

## 1. Books (if not refereed, please indicate)

## a. Scholarly Monographs:

*Pamphlets and Public Opinion: The Campaign for a Union of Orders in the Early French Revolution.* West Lafayette: Purdue University Press, 1998

*P.-L. Roederer: Political Thought and Practice During the French Revolution.* Philadelphia: The American Philosophical Society, 1983.

## b. Textbooks:

## c. Edited Books:

## d. Chapters in Books:

"The Pamphlet Debate over the Organization of the Estates General," *Origins of the French Revolution*, (ed.) Peter Campbell, London: Palgrave Macmillan, 2005, 219-38.

"The Legacy of Social Science: Condorcet, Roederer, and the Constitution of the Year VIII," *Condorcet Studies II*, ed. David Williams. New York: Peter Lang, 1987

## e. Creative Books:

## 2. Articles

## a. Refereed Journal Articles:

"Commercial Liberty, French National Power, and the Indies Trade After the Seven Years' War," *Historical Reflections, Réflexions Historiques* 35 (2009): 52-73.

"The Shareholders' Revolt at the Compagnie des Indes: Commerce and Political Culture in Old Regime France," *French History* 20 (2006): 25-51.

"Political Pamphlets, The Society of Thirty, and the Failure to Create a Discourse of National Reform During the French Pre-Revolution, 1788-1789," *History of European Ideas* 17 (1993): 215-244.

"The Movement for the Creation of a Union of Orders in the Estates General of 1789," *French History*, March 1989.

"History, Representative Institutions, and Political Rights in Prerevolutionary France," *French Historical Studies*, Spring 1987.

P.-L. Roederer: The Industrial Capitalist as Revolutionary," *Eighteenth Century Studies*, Summer 1978.

b. Non-refereed Articles:

3. Conference Proceedings

a. Refereed Conference Proceedings:

b. Non-refereed:

4. Abstracts:

5. Reports:

6. Book Reviews:

*American Historical Review*  
*Journal of Modern History*  
*H-France*  
*Eighteenth Century: A Current Bibliography*  
*Social History: Histoire Sociale*  
*The European Legacy*  
*Journal of Interdisciplinary History*

7. Other Works in Print:

"Gutenberg-e: A Field Report," *Perspectives: Newsmagazine of the American Historical Association*, 41 (October 2003): 28-30.

"Pamphlets," *Oxford Encyclopedia of the Enlightenment*, 2003.

"Politics and Political Culture in France, 1737-1794," *H-France Review* Essay, 1997.

"Roederer," *Historical Dictionary of Napoleonic France*, ed. Owen Connelly, Westport, 1985.

B. Works not in Print

1. Papers Presented at Professional Meetings:

"The *Compagnie des Indes* and Public Opinion at the End of the Old Regime," Winter Conference of French Historical Studies in Texas, Houston, Texas, 2002

"Representing the Nation: The Society of Thirty versus the Abbé Sieyès in the Estates General," Conference of the Society for French Historical Studies, Lexington Kentucky, 1997

"The Society of Thirty and the Patriot Pamphlet Literature: of 1788-1789," Conference of the Society for French Historical Studies, Vancouver, 1991.

"The Movement for a Union of Orders in the Estates General of 1789," Conference of the Society of French Historical Studies, Columbia, S.C., 1988.

2. Invited Talks, Lectures, and Presentations:

1985: Southwest Texas Presidential Seminar lecturer

2011: "How the Huguenots Recovered Their Rights in 18<sup>th</sup> Century France," invited talk to Huguenot Society of Texas, San Antonio, Texas, February 5, 2011.

2011: "French Lessons for Americans: Immigration, Islam, and the Declaration of the Rights of Man and the Citizen," Rondel Davidson Memorial Lecture, University of Texas-Pan American, February 24, 2011.

3. Consultancies:

4. Workshops:

5. Other Works not in Print:

- a. Works "submitted" or "under review"
- b. Works "in progress"  
"France and the Liberation of India," journal article in progress
- c. Other works not in print

C. Grants and Contracts

1984: American Philosophical Society travel award

1. Funded External Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

3. Funded Internal Grants and Contracts:

2010: Research Enhancement Grant

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

1987: NEH Summer Seminar: "Revolution and Ideology in France, 1770–1795," Newberry Library, Chicago

E. Organizations

1. Honorary:

Phi Beta Kappa  
Phi Eta Sigma  
Phi Alpha Theta

2. Professional:

American Historical Association  
Society for French Historical Studies  
Texas Faculty Association

**IV. SERVICE**

A. Institutional

University and College of Liberal Arts:  
Recent Committees:

2012  
Muir Mentoring Committee

2011  
Muir Mentoring Award Selection Committee  
Liberal Arts Review Committee

2009  
Liberal Arts Faculty Advisory Committee

2008  
Liberal Arts Faculty Advisory Committee

2007  
Member, Liberal Arts Faculty Research Enhancement Committee

2006  
Member, Liberal Arts Dean's Advisory Committee  
Member, Liberal Arts Faculty Research Enhancement Committee

2005  
Member, Liberal Arts Dean's Advisory Committee  
Member, Liberal Arts Faculty Research Enhancement Committee

2003

Member, University Post-Tenure Review Committee  
Editor Post-Tenure Review Committee report  
Member, University Fulbright Committee  
Member, L.A. Budget Committee

2002

Faculty Senate replacement for Mary Brennan, January-February 2002  
Chair, Faculty Senate Ad Hoc Committee on Post-Tenure Review  
Member, Liberal Arts Research Committee, Spring 2002

2001

Member, Liberal Arts Social Science Composite Committee  
Member, Marketing Chair Search Committee  
Primary author for TFA Post-Tenure Review Policy

2000

Member, Marketing Chair Search Committee  
Member, Ad Hoc Senate/Council of Chairs Committee on Merit Pay  
Alternate chair representative to General Education council

1999

Member, SWT Diversity Task Force  
Member, Marketing Chair Search Committee  
Member ad hoc Senate-Council of Chairs Committee on Merit Pay  
Alternate chair representative but frequent participant on the General Education Council

1998

Member, SWT Diversity Task Force  
Member, University Orientation Planning Committee  
Chair, General Studies International Perspective Committee  
Alternate Chair Representative, General Studies Council

Department:

Acting Director of Public History, Spring 2007  
Chair, Department of History 1994-2000

Recent Committees

2012

Personnel Committee Representative to the Chair  
Member, History Department Nominations Committee  
Member, History Department Program Review Committee  
Chair, Department of History Family Campaign

2011

Personnel Committee Advisor to Chair



Chair, James Pohl Recognition Committee  
History Department CLEP Evaluator for History 2310-20

2010

Personnel Committee Advisor to the Chair Spring 2010  
Member, History Department Nominations Committee  
Chair, James Pohl Recognition Committee  
History Department CLEP Evaluator for History 2310-20

2009

Personnel Committee Advisor to Chair  
Chair, History Department Chair Review Committee  
Chair, History Department Nominations Committee  
History Department CLEP Evaluator for History 2310-20

2008

Personnel Committee Advisor to Chair  
Chair, History Department Nominations Committee

2007

Personnel Committee Advisor to Chair  
Chair, History Department Nominations Committee  
Chair, South Asia Search Committee

2006

Personnel Committee Advisor to Chair  
Chair, History Department Nominations Committee  
Chair, History Department IT Committee  
Chair, South Asia Search Committee

2005

History Department Personnel Committee Advisor to Chair  
Member, History Department Public History Advisory Committee

2004

Chair, History Department Program Review Committee  
Chair, History Department Senior Seminar Committee

2003

Chair, History Department Travel Committee  
Chair, History Department Senior Seminar Committee  
Chair, History Department Program Review Committee\

2002

Member, Public History Search Committee  
Chair, History Department Travel Allocation Committee

2000

Member Ad Hoc Summer School Policy Committee, Department of History

B. Professional:

2004

Member, National Endowment for the Humanities Peer Review Panel for Grants  
in European History  
Program Chair, 12<sup>th</sup> Annual Conference: World History Association of Texas

2000

Member Organizational Committee, World History and Geography 2000  
Meeting held in Austin, Texas in February 2000

C. Community:

D. Service Honors and Awards:

2010 Muir Mentoring Award, Texas State University

1998: James M. Davenport Memorial Award 2002, presented by the National Council of  
Higher Education, NEA, for leadership and advocacy on behalf of NEA higher education  
members.

E. Service Grants and Contracts

1. Funded External Service Grants and Contracts:
2. Submitted, but not Funded, External Service Grants and Contracts
3. Funded Internal Service Grants and Contracts:
4. Submitted, but not Funded, Internal Service Grants and Contracts:

Updated 6/2012