Faculty Development Plan

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Self-Assessment

1. **Strengths, skills and competencies**

Based on recent feedback it seems I have the core competencies necessary to succeed as an academic. At least so far everything submitted to a journal or press has been accepted (although, in fairness, one book editor retired before giving me a final decision on publishing my manuscript). The top two journals in my subfield each published an article of mine and a third journal would have published an article if I had not withdrawn it (out of fear that I might cannibalize my book too much if I published it). In terms of teaching, most evaluations have been encouraging, whether from students or fellow faculty. The numerical ratings have generally gone up each semester (and tend to be above department averages) while the written comments have also been very positive.

2. **Interests**

My long terms interests do not fit comfortably within a well-defined historical sub-field. Depending on the audience I might explain that my research focusses on “America in the World” with a special attention to economics, or sometimes American Intellectual, Political and Economic History, or sometimes American Political Development with an interest in international economic institutions. Each characterization is accurate, yet each is in its way incomplete.

Like many others, my interest lies in understanding why liberal democracy works (when it works). What combination of institutional commitments (largely political and economic) fit with which moral and ethical commitments (often described as “political culture”) to “lock in” liberal democracy as a nation’s governing practice? There are, of course, many answers to this question. My work looks particularly at transition moments (such as military occupations, the birth of the Cold War, etc.) as particularly revelatory in answering this question.
By nature, this question cuts across many disciplines since it considers politics, economics, culture, and ideas. At the same time, my interdisciplinarity has often been a liability. It slowed my progress in graduate school as I tried to master many literatures; it creates some difficult decisions as I try to decide how, exactly, to market myself (i.e. which niche to embrace); and I can sometimes allow myself to get drawn into research interests that end up as dead ends.

3. **Opportunities**

While interdisciplinarity has proven a challenge thus far, it has long-term possibilities. That is, it seems to me that at a certain point in a scholar’s career there are significant competitive advantages that come from drawing on a wider set of research questions and literatures. In short, my approach is a bit of a wager that the short-term liabilities will fade once I can establish myself within my niche and then branch out into broader questions.

For example, I recently joined a friend from the Marriott School in coauthoring an article on economic development in Africa. While I don’t have a great deal of knowledge about Africa, many of the broader issues the article engaged come out of my readings in Anthropology and Philosophical Hermeneutics along with economic development (by contrast, my coauthor has extensive research experience in Africa but wanted more theoretical heft for framing the research).

4. **Areas to Develop**

I need to go faster at everything. I want to research, write, and in general get projects off my desk much faster. Some of my delay has had to do the demands of finding a tenure-track position, buying a home, fulfilling a demanding church calling, and so on. Still, I can imagine there will always be outside pressures, so no excuses.

**Professional Goals**

1. **Citizenship (plan)**

Citizenship breaks down neatly into two categories: citizenship at BYU and citizenship in my broader profession.

**Citizenship at BYU:** at this stage of my career my service is largely circumscribed. I currently serve as Chair of the Collegiality Committee and as a co-advisor to Phi Alpha Theta (the History Honors Society). As soon as practicable, I hope to:
   - Participate in study abroad (ideally to London and Germany for research purposes)
   - Participate in the honors college—specifically, I would love to see the honors curriculum take on the role of providing undergraduates a strong theoretical underpinning in the Social Sciences and Humanities (which will provide a huge advantage for those going on to graduate school).

**Citizenship in my Broader Profession:** thus far I have largely done this through organizing panels at academic conferences. I plan, however, to become more involved in my professional societies as a way of involving myself more integrally in the profession.

2. **Teaching**
While my teaching has been strong thus far, I remain a bit fearful since in January, 2015, I will teach *American Heritage* for the first time. All the feedback I have received suggests that this course is a major time and energy commitment. Also, it has in the recent past derailed a number of faculty who have found themselves unable to get through the tenure review process in part (if not in whole) because *American Heritage* simply consumed too much of their time and focus. While it is hard to say in advance how I will avoid this outcome, my hope is that I can limit my focus on *American Heritage* to the semester when I teach it.

Moving forward, I will likely teach *American Heritage* yearly (it is part of my hiring contract), leaving a second semester in which I will likely teach a course I recently managed to get included into the course catalogue: *HIST 398: Economic Policy from Roosevelt to Reagan*. In addition it seems likely that I will rotate between *HIST 221: US since 1870* and *HIST 376: US since 1945*. These courses are a good fit for me and I think I can make each better as I teach them.

One area where I would like to improve occurred to me as a result of the New Faculty Seminar. There we discussed Bloom's taxonomy. In particular, our discussion made me aware that my assignments do not cover all facets of learning, and particularly the “synthetic” aspects that bring the information I share together into a coherent whole. While my writing assignments have generally hoped to foster synthetic learning, I have become increasingly aware that multiple choice questions can work toward that same end. As a result, I plan to change the kinds of questions I ask on exams and also the kinds of questions I ask during class discussion. On the whole, I hope to promote more “big picture” kind of learning in my teaching.

3. Scholarship

My top priority is converting my dissertation into a book manuscript, obtaining a contract with a publisher, and getting the book published. To that end, I will be submitting a book proposal near the end of February.

In addition, I have several smaller projects at various stages already underway. I am particularly excited about my next book project which deals with finance and voting patterns. If the data pans out as hoped it should become the basis of several articles in *History* and *Political Science* as well as a book.

The chart below outlines and provides timelines for each project:
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<thead>
<tr>
<th>Title</th>
<th>Where to Publish</th>
<th>Timeline</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons of Victory: Africa</td>
<td>Published</td>
<td>January 2015: Grant Proposal Submitted</td>
<td>Not written; just a concept but a lot of research already completed, revision required</td>
</tr>
<tr>
<td>The Importance of Finance and the Silent Majority</td>
<td>Published</td>
<td>January 2015: Grant Proposal Submitted</td>
<td>Not written; just a concept but a lot of research already completed, revision required</td>
</tr>
<tr>
<td>The Financial Crisis</td>
<td>Published</td>
<td>January 2015: Grant Proposal Submitted</td>
<td>Not written; just a concept but a lot of research already completed, revision required</td>
</tr>
<tr>
<td>History of 2008: Verging on the Financial Crisis</td>
<td>Published</td>
<td>January 2015: Grant Proposal Submitted</td>
<td>Not written; just a concept but a lot of research already completed, revision required</td>
</tr>
<tr>
<td>The Importance of Policy History and Research in Africa</td>
<td>Published</td>
<td>See above for revisions</td>
<td>Not written; just a concept but a lot of research already completed, revision required</td>
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<tr>
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Citizenship Project

I have long been interested in making my academic work—and the field of history more generally—accessible to the public. I have also had a growing interest in “new media”—podcasts, satellite radio, etc. Starting in February I combined these interests by working out a regular appearance on BYUradio’s “Thinking Out Loud” program. Each Wednesday morning (at 8 am) the program’s host, Marcus Smith, interviews me on historical topics.

While Marcus does the interviewing, I do the preparation. I select the topics, write a brief introduction, and then provide some questions that will start the discussion. Through this I hope to popularize and make more accessible what historians do, what BYU’s history department is up to, and what I do as a historian.

In the meantime, I have also been involved in helping the Alpine School District with a project of continuing the education of its faculty. About once each quarter I meet with top history teachers (5-12 grades) and share the most recent scholarship on a variety of topics: from war, to pop-culture, to legal history.

The relationship between individual goals and department and university aspirations and needs.

I often say in class that the goal is not to impart historical information (although that is a part of the goal); rather, the goal is to learn to think—a shorthand for BYU’s stated aim to “help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.” I try to achieve this in all the standard ways: good readings on the syllabus, effective Socratic questioning in the classroom, assignments that require analysis and synthetic reasoning, smaller group discussions in my office, etc.

In addition, I hope to help students learn how to talk about things that matter to them. In my coursework (but also my research) I suggest that disagreement often stems from unstated personal commitments which, once stated, at least allow for a fairer conversation. In American politics, for example, these commitments grow out of different definitions of freedom, democracy, and the public good. When we do a better job of ferreting out our presuppositions we often find a clearer path to understanding if not agreement.

My research largely follows President Harold B. Lee’s counsel to “push back further and further into the realms of the unknown.” Here, my interest in exploring what makes the modern liberal democratic state work seems consistent. My feeling is that my scholarly pursuit fits Doctrine and Covenants 93:53 which instructs us to “obtain a knowledge of history, and of countries, and of kingdoms, of laws of God and man, and all this for the salvation of Zion.”

Finally, I try to exhibit the best attributes of a faithful scholar: to show how one can question without doubt, can argue without contention, can speak the language of the academy without abandoning the language of faith, and can succeed in a secular world as a faithful Latter Day Saint.
Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.

No surprises here: it’s all about time and money. I have already started to burn through the $5,000 start-up grant to finish my research for my book. I have applied for an additional $6,500 from the College to begin work on my second book project. I will need every penny of this money to finish both projects.

I will say that computer services has proven a disappointment. When I received my initial computing package I heard many promises about software and hard drive storage. When I finally got my rig, most of what I wanted wasn’t there. It now looks like I will have to use my own research money to get the kind of software (data base software for research; video editing for teaching) that I really need.

Hopefully I will have enough money to cover the costs of research assistance (largely in the form of data mining), research trips and software necessary to complete my projects.

Time is, of course, tougher to come by and finding it largely falls to me. In this regard, I have tried to carve out short spaces where I can write and research. But this is an ongoing process.

The faculty member's activities and accomplishments so far in achieving the goals.

This is pretty well outlined above.

The faculty member's comments, if desired, on measures used to assess success in his or her professorial or professional responsibilities and in accomplishing the goals set forth in the plan

At this point I don’t have much insight about the metrics used for evaluating me. Let us say I am cautiously optimistic that the measures my department and college use will help me succeed as a scholar and saint.
HIST 376: The United States History since 1945

Course Description
This course explores the history of the United States since 1945 through three thematic concerns: (1) political history (including US foreign relations and economic policy; (2) intellectual history (including the justifications for social movements such as Civil Rights); and (3) cultural history (including the relationship between cultural artifacts such as movies and music to broader social and political issues). We will consider each of these themes in order, making connections as we go. Ultimately, you should be able to synthesize the separate themes.

Outcomes:
In taking this course you should be able to:
- explain the major changes in American (1) politics, (2) social movements, (3) economics, (4) culture (5) intellectual currents, (6) constitutional interpretation and (7) foreign policy since 1945.
- analyze, interpret, and debate the meanings and historical significance of primary source documents.
- produce an analytical, source-based historical essay examining a key issue, theme, or individual from U.S. history since 1945.
- synthesize and evaluate the major developments in recent American history so as to better understand and evaluate contemporary issues in American life.

Course Design
Most weeks you will watch a documentary that will provide the basic historical framework for that week’s discussion. The readings go in depth on particular questions of interpretation—often asking you to compare multiple historical approaches as a way of encouraging you to evaluate historical evidence and argument. The assignments (midterms and final paper) require you to synthesize the different approaches and arguments we have covered through the course.
Texts:

- *Course Packet* (available at the Book Store)
- Videos, songs and pieces of art (on *LearningSuite*)

Assignments:

- Quizzes that follow specific readings, movies, and other assignments
- Three midterms at the conclusion of each thematic section.
- One Final. The final is a take-home essay. I will provide 5 documents that correspond to the themes of the class. You will write a 10-page essay contextualizing, analyzing and evaluating one of those documents consistent with the readings and themes of the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Collectively worth 15% of final grade</td>
</tr>
<tr>
<td>Midterms</td>
<td>Worth 20% each (collectively 60%) of final grade</td>
</tr>
<tr>
<td>Final</td>
<td>Worth 25% of final grade</td>
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</table>

Grading:

Grading follows the usual scale (A: 94-100%, A-: 90-93%: etc.). However, I reserve the right to curve scores if it becomes apparent that there is a flaw in the way I worded an exam question. I will only curve to improve grades, never to lower them.

In grading written work I will only give full credit to an answer that:

1. directly engages the themes and issues raised by the question;
2. refers to specific course readings;
3. avoids clichés and generalities;
4. is clearly worded and grammatically correct.

By contrast, an answer that fails in one or more of these areas receives proportionally less credit.
Schedule:

Week 1
Sep 3  Introduction: Why1945?

Political History

Sep 5  Before the War
Weekend Assignment Watch: World War II from Space
Quiz 1: Due by class Sep 7

Week 2
Sep 8  (1941) Henry Luce - The American Century
(1942) Henry Wallace - The Century of the Common Man
Sep 10 (1946) John Lewis Gaddis, “Prologue,” Strategies of Containment (packet)
Sep 12  Major Problems:
• “George F. Kennan's 'Long Telegram' 1946” (39)
• “Soviet Ambassador Nikolai Novikov Reports on the U.S. Drive for World Supremacy, September 1946” (43)

Weekend Assignment Watch: American Experience: Truman
Quiz 2: Due by class Sep 15

Week 3
Sep 15  NSC 68 (packet)
Sep 17  Major Problems:
• Arnold A. Offner,“President Harry S Truman and the Origins of the Cold War” (55)
• John Lewis Gaddis, “Two Cold War Empires” (63)
Sep 19  David Halbestram – “McCarthyism,” The Fifties (packet)
Paul Lashmar – “Stalin's Hot War” (packet)

Weekend Assignment Watch: Eyes on the Prize (ep 1 & 2)
Quiz 3: Due by Class Sep 22

Week 4
Sep 22  Brown v Board of Education (1954) (packet)
Cass Sunstein, “Did Brown v Board Matter?” (packet)
Sep 24  Major Problems:
• Charles M. Payne, “The View from the Trenches” (193)
• Thomas J. Sugrue, “The Continuing Racial Crisis” (203)
Sep 26  Mary Dudziak, “Losing Control in Camelot,” *Cold War Civil Rights* (packet)

Weekend Assignment  Watch: *The Cold War: Cuba* (ep 10)

Quiz 4: Due by class Sep 29

**Week 5**

Sep 29  

**Major Problems:**
- Soviet Premier Nikita Khrushchev Appeals to President Kennedy, October 26, 1962 (144)
- Soviet Ambassador Anatoly I. Dobrynin Reports on His Meeting with Robert Kennedy, October 28, 1962 (147)
- Thomas G. Paterson “Spinning Out of Control: Kennedy's War Against Cuba and the Missile Crisis” (148)
- Ernest R. May and Philip D. Zelikow, “Aftermath” (159)

Oct 1  Sergei Khrushchev, “The Cold War Through the Looking Glass,” (packet)

Seymour Hersh, “Nov 22,” *The Dark Side of Camelot* (packet)

Oct 3  

**Major Problems:**
- President Lyndon B. Johnson Declares War on Poverty, 1964 (214)
- Congress Strikes Down Segregation in Public Accommodations: The Civil Rights Act of 1964, Title II (1964) (216)
- Two White House Aides Report the Achievements of the Great Society, 1966 (218)
- Earth Day, 1970 (224)
- James T. Patterson • “The Rise of ‘Rights Consciousness’” (226)

Weekend Assignment  Watch: *The Cold War: Vietnam* (ep 11)

Quiz 5: Due by class Oct 6

**Week 6**

Oct 6  

**Major Problems:**
- The Vietnamese Declare Their Independence, 1945 (325)
- The Gulf of Tonkin Resolution, 1964 (331)
- Michael H. Hunt, “The Wages of War” (338)
- Arnold R. Isaacs, “Competing Memories” (342)


Review of Robert Caro, *The Passage of Power*

Oct 10  John Lewis Gaddis – “Détente,” *Strategies of Containment*

Weekend Assignment  Watch: *American Experience: Nixon*

Quiz 6: Due by class Oct 13
**Week 7**  
**Oct 13**  
Gerald Ford, “Speech Pardoning Richard Nixon” (packet)  
Carrol – “Crisis of Confidence,” *It Seemed Like Nothing Happened* (packet)  
Mattson – “Carter’s Malaise Speech Reconsidered” (packet)

**Oct 15**  
Hugh Heclo, “The Mixed Legacies of Ronald Reagan” (packet)

**Oct 17**  
… “Who ended the cold war?”  
(1988) *NYTimes* - Reagans Tear Down the Wall Speech

**Weekend Assignment**  
**MIDTERM #1**  
DUE BY 11:59 pm OCT 19

**End of Political Theme, Beginning of Intellectual Theme**

**Week 8**  
**Oct 20**  
John Dewey, “Liberalism”

**Oct 22**  
Friedrich Hayek, “The State,” *Road to Serfdom*

**Oct 24**  
David Riesman, “Chapter 1,” *The Lonely Crowd*

**Weekend Assignment**  
Watch: *Making Sense of the Sixties*  
Quiz 7: Due by Class Oct 27

**Week 9**  
**Oct 27**  
Herbert Marcuse, “The New Forms of Control,” *One-Dimensional Man*  

**Oct 29**  
Port Huron Statement

**Oct 31**  
Rachel Carson, selections from *Silent Spring*  
Betty Friedan, selections from *The Feminine Mystique*

**Weekend Assignment**  
Watch: *Vietnam: The Home Front (ep 10)*  
Quiz 8 due by Class Nov 3

**Week 10**  
**Nov 3**  
Noam Chomsky, “The Responsibility of Intellectuals” (1967)

**Nov 5**  
**Major Problems:**  
- Jerry Rubin Declares Himself a “Child of Amerika,” 1970 (250)  
- Radicals Proclaim: “You Don't Need a Weatherman to Know Which Way the Wind Blows,” 1969 (251)  
- *Maurice Isserman and Michael Kazin* • The Contradictory Legacy of the Sixties 260  
- *Hugh Heclo* • The Sixties and the Origins of “Postmodern” America 270

**Nov 7**  
**Major Problems:**
- NOW Statement of Purpose, 1966 (284)
- Redstockings Manifesto, 1970 (286)
- A Redbook Magazine Reader Discovers Consciousness-Raising, 1973 (290)
- Equal Rights Amendment, 1972 (295)
- Phyllis Schlafly Proclaims the Power of the Positive Woman, 1977 (295)
- Alice Echols • “Women's Liberation and Sixties Radicalism” (298)

Beth Bailey • “Women at Work” (310)

Weekend Assignment
Watch: Making Sense of the Sixties: Legacies of the Sixties (ep 6)
Quiz 9 Due by Class Nov 10

Week 11
Nov 10

Nov 12
(1986) Alan Bloom - Closing of the American Mind
(1990) Newsweek - Taking Offense (Political Correctness)

Nov 14

Weekend Assignment
MIDTERM #2
DUE BY 11:59 pm NOV 17

Week 12
Nov 17
No Class: Watch Casablanca

Nov 19
John Clellon Holmes, “This is the Beat Generation” (packet)

Major Problems:
- Kelly Schrum • “Making the American Girl” (109)

Nov 21
Elaine Tyler May - Consumerism and the Modern Home

Major Problems:
- Roland Marchand • “Visions of Classlessness” (97)
- Kelly Schrum • “Making the American Girl” (109)

Weekend Assignment
Watch: American Experience: The Summer of Love

Quiz 10 Due by Class Nov 24

Week 13
Nov 24
Lee and Schlain, selections from Acid Dreams (packet)

Nov 26
Thanksgiving Break: No Class
Nov 28  Thanksgiving Break: No Class

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<tr>
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<td>Watch: <em>The Breakfast Club</em></td>
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**Week 14**

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<th>Date</th>
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<tr>
<td>Dec 1</td>
<td>Mildred Newman, selection from <em>How to be your own Best Friend</em> (packet)</td>
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<tr>
<td>Dec 3</td>
<td>Christopher Lasch, selection from <em>Culture of Narcissism</em></td>
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<tr>
<td>Dec 5</td>
<td>Kevin Mattson, “Did Punk Matter” (2001)</td>
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<table>
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<th>Weekend Assignment</th>
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<tr>
<td>MIDTERM #3 DUE BY 11:59 pm Dec 8</td>
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End of Cultural Theme

**Week 15**

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<th>Date</th>
<th>assignment</th>
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<tbody>
<tr>
<td>Dec 8</td>
<td>Francis Fukuyama, “The End of History”</td>
</tr>
<tr>
<td>Dec 10</td>
<td>Conclusion and Review</td>
</tr>
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**Final Exam: Dec 17**
Electronics in the Classroom:

Many recent studies of college classrooms suggest that laptops, cellphones, iPads and other electronics interfere with learning. Not only are the users of electronics affected, but also those who sit near or (especially) behind users. If you use class time to check Facebook on your laptop, it is nearly impossible for those within sight of your screen to remain focused on class discussion or lectures. A growing number of faculty have decided to ban electronics in the classroom as a result.

I see advantages to electronics in the classroom provided those who bring them use them responsibly. If you use your phone, laptop, or iPad in class, please be responsible and only use it to take notes and/or follow-up on discussion. Be aware that your electronics use affects others who want to learn.

University Policies

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Plagiarism Policy
Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.