

Ryan S. Pettengill

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Education

Ph.D., American History, Michigan State University, May 2009

Dissertation: “Communists and Community: Unionism and the Rise and Fall of Community-Based Activism in Detroit, 1932-1968”

Advisors: Lisa Fine and Mark Kornbluh

M.A., American History, Michigan State University

Thesis: “Detroit Worker Counterpoint: Working Class Foundations in the African American and Mexicano Communities, 1915-1929”

Advisor: Lisa Fine

Employment

Mountain View College, Professor of History

University of Texas at Dallas, Lecturer

Research

Dissertation, “Communists and Community: the Rise and Fall of Community-Based Activism in Detroit, 1932-1968”

- Designed and carried out a 24-month study that examines grassroots community activism in Detroit, Michigan. This study is currently under review for publication at Temple University Press and Rutgers University Press. *Communists and Community* uses Detroit as a analytical tool to examine how and why labor leaders decided to abandon community mobilization as an effective means of lobbying for the uplift of the city’s working class as well as a form of resistance to employer exploitation. I argue that Communist organizers and unionists, especially those in the United Automobile Workers (UAW), played a central role in uniting workers

from a wide range of backgrounds. These organizers were the glue that brought together an exceptionally heterogeneous working class. Equally important, they tied labor organizing to grass roots community activities. The removal of Communist organizers and unionists from the ranks of the UAW and Congress of Industrial Organizations (CIO) is one explanation as to why community mobilization was taken out of the labor movement. This manuscript is currently under review at Temple University Press.

Oral Histories Project, *Detroit Oral Histories Project*

- Conceptualized and conducted an 8-month survey of auto workers who were living and/or working in the city of Detroit throughout the 1950s and 1960s. The information assembled through this project will eventually be deposited in a local library or archive.

Teaching with Technology, *Digital Media and Teaching Assistants*

- Conceptualized and conducted an 18-month collaborative action research project with two colleagues, designed to analyze the use of technology in the classroom and the potential it has with respect to facilitating student learning.

Publications

“Beyond the Dreams of Loveliness: Film, Unionism, and Working Class Community Formation in Detroit, 1933-1939,” *History Research* (forthcoming)

Encyclopedia entry, “The GM Strike of 1945,” *Oxford Encyclopedia of American Business, Labor, and Economic History*, 2012

“Do You Want Joe Stalin to Run Your Union?": Anti-Communism, the UAW, and the Decline of Community Organizing,” submitted to the *Journal for the Study of Radicalism*

“Digital Media and Teaching Assistants” in progress and in collaboration with Jason Friedman, to be submitted to the *Journal of Technology Education*.

“Go Get ‘em Tigers: Race, Class, and Culture in Detroit’s Working Class Community,” submitted to the *Journal of Social History*

Review of *Recasting the Machine Age: Henry Ford’s Village Industries*, by Howard P. Segal in *Michigan Historical Review*, Vol. 32, no. 2, pp. 147-149

Invited Talks and Conference presentations

“Beyond the Dreams of Loveliness: Film, Unionism, and Working Class Community Formation in Detroit, 1933-1939,” North American Labor History Conference, Detroit, October 2012

“Coalition of Conscience’: Unionism, Community Protest, and Civil Rights in Working Class Detroit, 1960-1967,” Working Class History Association Conference, Chicago, June 2011

“Digitizing ‘Blue Jeans, USA’: Using Digital Technology in a Labor History Course,” North American Labor History Conference, October 2010, Wayne State University, Detroit, Michigan

“Go Get ‘em Tigers: The 1968 Detroit Tigers and Working Class Culture,” Michigan State University Brown Bag Lecture Series, February 8, 2008

“Go Get ‘em Tigers: The 1968 Detroit Tigers and Working Class Culture,” Working Class Studies Association Conference, Macalester College, St. Paul, Minnesota, June 14, 2007

“Labor’s Finest Hour: Working Class Community Mobilization and the Ford Hunger March of 1932,” Twelfth Annual James A. Barnes Club Graduate Student Conference, Temple University, Philadelphia, Pennsylvania, April 14, 2007

“Race, Class, and Religiosity: Our Lady of Guadalupe Church and Social Control in Detroit’s Mexican Community, 1918-1929,” History and Power Across American Borders, Graduate Student History Conference, University of Massachusetts-Amherst, November 4, 2006

“The Detroit Repatriation Campaign, 1929-1932,” North American Labor History Conference, October, 2005. Wayne State University, Detroit, Michigan

Teaching Experience

Instructor, History 1301, U.S. History to 1877, Department of Arts, Humanities, and Social Sciences, Mountain View College, Fall 2009 – Present

- Responsibilities included course design, lectures, conducting class discussions, and grading. This course surveys American history from the European contact to the Reconstruction period. The lectures focus on economic and social development, political conflict, and the cultural responses of Americans to the enormous changes. Topics include Native American and European contact, the development of the colonies, the rise of slavery, the American Revolution, industrialization, reform movements, westward expansion, and the Civil War.

Instructor, History 1302, U.S. History since 1877, Department of Arts, Humanities, and Social Sciences, Mountain View College, Fall 2009 – Present

- Responsibilities included course design, lectures, conducting class discussions, and grading. This course surveys American history from the end of Reconstruction to the present. The lectures focus on economic and social development, political conflict, and the cultural responses of Americans to the enormous changes over the past 130 years. Class discussions in recitation included analyzing primary and secondary materials. Major topics and themes in U.S. history from 1876 to the present include political development, social change, women's history, race and ethnicity.

Lecturer, History 4378, Special Topics: The History of Sport in the United States, Department of Arts and Humanities, University of Texas at Dallas, Spring 2013

- Responsibilities included course design, lectures, discussion, and grading. The course is designed to afford students an opportunity to examine the social and cultural ramifications sports have imposed on American life. To that end, the issue of “sport” is used as a lens through which to examine the broader context of American history.

Lecturer, History 4378, Special Topics: “America’s ‘Second Reconstruction’: The Civil Rights Movement,” Department of Arts and Humanities, University of Texas at Dallas, Fall 2012

- Responsibilities included course design, lectures, discussion, and grading. The course is designed to afford students an opportunity to examine the movement to empower African Americans (and other people of color) and the impact that this movement imposed on American life. To that end, the issue of “civil rights” is used as a lens through which to examine the broader context of American history.

Instructor, History 1302, U.S. Labor and Working Class History since 1877, Department of Arts, Humanities, and Social Sciences, Mountain View College, Fall 2009 – Present

- Responsibilities included course design, lectures, conducting class discussions, and grading. This course surveys American history from the Reconstruction period to the present, paying particular attention to labor and working class issues. To that end, the course examines the development of American society, politics, and the economy and the impact that these issues had on the lives of working class Americans (broadly defined). Other topics include the expansion of the American government and the role it has played in American society, social change, women's history, cultural development, and race and ethnicity.

Instructor, Department of Integrative Study of the Arts and Humanities, Michigan State University, African American Leadership and Social Movements, Spring 2009

- Responsibilities included course design, lectures, discussion, and grading. This course examines three different social movements throughout American history – the Abolition Movement, the Labor Movement, and the Civil Rights Movement – and discusses the role that African American political figures, religious leaders, and intellectuals have played in them.

Instructor, History 201, Immigration and the American Labor Movement, Michigan State University, Fall 2007, Fall 2008

- Responsibilities included course design, lectures, discussion, and grading. The course introduces research and writing techniques and the nature and discipline of history by closely examining several case studies of labor migrations over the course of the nineteenth and twentieth centuries. Students analyze a variety of readings and discuss their significance as examples of historical interpretation and analysis, and

then write a term paper that utilizes primary sources and methodologies, ideas and issues raised throughout the course.

Instructor, History 203, U.S. History since 1876, Michigan State University, Spring 2008

- Responsibilities included course design, lectures, conducting a recitation section, and grading. This course surveys American history from the end of Reconstruction to the present. The lectures focus on economic and social development, political conflict, and the cultural responses of Americans to the enormous changes over the past 130 years. Class discussions in recitation included analyzing primary and secondary materials. Major topics and themes in U.S. history from 1876 to the present include political development, social change, women's history, race and ethnicity.

Instructor, History 324, History of Sport in the United States, Michigan State University, Summer 2005, 2007, 2008

- Responsibilities included course design, lectures, discussion, and grading. The course is designed to afford students an opportunity to examine the social and cultural ramifications sports have imposed on American life. To that end, the issue of "sport" is used as a lens through which to examine the broader context of American history.

Instructor, Department of Integrative Study in the Arts and Humanities, IAH 201, the U.S. and the World, Michigan State University, Fall 2005, Spring 2006, Summer 2006

- Responsibilities included course design, lectures, discussion, and grading. This course offers students common opportunities to explore both the unities and diversities of the American experience through the study of history, philosophy, literature, and other disciplines.

Teaching Assistant, History 203, U.S. History since 1876, Michigan State University, Spring 2007

- Responsible for sections of 25 students in Professor's Mark Kornbluh's lecture course on the history of the United States from 1876 to present. Led weekly discussion sections, which included analyzing primary and secondary materials, designed quizzes, and graded exams

Teaching Assistant, Department of Integrative Studies in the Arts and Humanities, IAH 231B, Michigan State University, Fall 2006

- Responsible for sections of 25 students in Professor John Coogan's Integrated Arts and Humanities lecture course entitled "Faces of Human Conflict and Conflict Resolution." Led weekly discussion sections, which included analyzing primary and secondary materials, designed quizzes, and graded exams.

Grader, History 304, the American Civil War, Michigan State University, Spring 2005

- Responsible for conducting office hours and grading weekly assignments and exams.

Grader, History 213, U.S. Business and Economic History, Michigan State University, Fall 2004

- Responsible for conducting office hours and grading weekly assignments and exams.

Institutional Service Responsibilities

Quality Enhancement Committee Member, Mountain View College, Spring 2010 – Present

- Responsible for working with colleagues to establish a plan for reaccreditation for Mountain View College. Formulated student/faculty survey to select a topic for review and presentation to the Southern Association of Colleges and Schools (SACS)

Service Learning Committee Member, Mountain View College, Spring 2010 – Present

- Responsible for coordinating and executing student service to uplift the Oak Cliff community in southwest Dallas County. Target areas include literacy proficiency, feeding the hungry, and cultivating community gardens

Government Search Committee, Mountain View College, Spring 2010

- Responsible for working with colleague to find a political scientist to serve as a Government instructor in the Department of Arts, Humanities, and Social Sciences at Mountain View College

Mountain View College History Club, Mountain View College, Spring 2010 – Present

- Responsible for working with colleague to establish, maintain, and oversee the History Club at Mountain View College. Activities and engagements include field trips to historical sites throughout Dallas and Tarrant counties, maintaining social network websites, and sponsoring extracurricular educational activities to enhance general study skills

Fellowships and grants

Michigan State University Travel Fellowship, Summer 2008

Harry Brown Graduate Fellowship Award in American History, 2008

Michigan State University Graduate Recruitment Fellowship, 2003-2004

Professional Affiliations

American Historical Association

Labor and Working Class History Association

Community Service

Graduate Employees Union, Union Steward

USA Hockey/Michigan High School Athletic Association, Referee

Michigan High School Athletic Association, Baseball and Softball Umpire