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Dartmouth College

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EDUCATION

- 1979 **University of Minnesota** Minneapolis, MN
 • **M.A., American Studies**
- 1982 **University of Minnesota** Minneapolis, MN
 • **B.S., Nursing**
- 1976 **Grinnell College** Grinnell, IA
 • **B.A., American Studies, *cum laude***

TEACHING

2013-present **Lecturer, Institute for Writing and Rhetoric, Dartmouth College**
Hanover, NH

Writing 5: Human Rights, Global to Local. This first year, writing intensive course invites students to think, read, talk, and write about human rights issues on a global-to-local continuum. How do internationally recognized ideas about preserving human life and dignity apply to a home town or to the Dartmouth campus? Are human rights universal? In our increasingly interdependent world, how do cultural differences complicate the definition of human rights? What challenges the promotion and protection of human rights? We examine United Nations documents, scholarly articles from a variety of disciplines, and books written for a general audience. We also analyze and discuss the human rights implications of current events from multiple perspectives. In the process, we practice strategies for enriching and presenting our thoughts by developing effective arguments. Students participate actively in writing exercises in and out of class, in peer review workshops, research, discussions, and more formal oral and written assignments.

Fall 2012

Adjunct Instructor, Stephens College

Columbia, Missouri

Global Village. This sophomore course involves students in case studies of economic, political, cultural, and environmental globalization to increase student awareness of burgeoning global connections and to empower students to act consciously and responsibly as global citizens. The course leads students through assignments designed to sharpen their reading, writing, researching, reasoning, and speaking skills. A ten page, solution-based research essay is required.

2007 – 2011

Teaching Assistant, Stephens College

Columbia, Missouri

Government and Economics (D. Mark Thompson, PhD) This sophomore course focuses on historic and current concepts of political economy—from Adam Smith to Occupy—and the ongoing economic and political debates about the proper relationship between governments and economic systems. Students sharpen their reading, writing, researching, reasoning, and speaking skills while learning and communicating about these issues. A ten-page, solution-based research essay is required.

Global Village (D. Mark Thompson, PhD) This sophomore course involves students in case studies of economic, political, cultural, and environmental globalization to increase student awareness of burgeoning global connections and to empower students to act consciously and responsibly as global citizens. The course requires students to sharpen their reading, writing, researching, reasoning, and speaking skills. A ten page, solution-based research essay is required.

Duties as teaching assistant:

- Attended lectures.
- Organized, led and evaluated weekly tutorial discussions on globalization topics.
- Explained historical, economic, political, cultural, and environmental concepts important to understanding globalization.
- Provided additional teaching materials as relevant to the tutorial.
- Kept records of student attendance and participation.
- Guided undergraduate students formulating research questions, conducting research, defining theses, outlining, and writing ten-page term papers.
- Held office hours and arranged appointments as necessary.
- Counseled students experiencing difficulties in the course.

- Graded assignments connected to term papers as well as the term papers themselves. Graded mid-term and final examinations, and student tutorial participation; recorded grades in Blackboard.
- Met with academic staff on matters relating to preparation, teaching, administration and assessment.

2009-2011 **Academic Resource Center Associate and Writing Tutor** Stephens College

- Assisted students, from a wide range of disciplines, with all phases of the writing process including development, research skills, outlining, drafting, writing mechanics, organization, revision, and proper citation.
- Advised students seeking to improve study skills: reading academic texts, taking notes, preparing for exams and managing time.
- Led workshops for students seeking to create a written argument.
- Proctored exams by special arrangement with individual faculty members.

2010-2011 **Grader**

Stephens College

Columbia, MO

Global Ethics (Troy Hall). This senior course analyzes the dilemmas posed by a wide range of international issues – from global climate change and sustainability to human rights—considering multiple cross-cultural perspectives and seeking an ethical way forward. The class uses concepts in economics, philosophy, political science, history, sociology and anthropology across cultures in its attempt to address ethical approaches to global problems.

Duties as grader:

- Attended lectures.
- Graded essays for weekly assignments, exams, and special projects.
- Recorded grades in Blackboard.
- Held office hours and arranged appointments as necessary.
- Lectured on feminist ethics.

2000 -- 2005 **Program Assistant / Program Coordinator & Instructor**

Carrie Chapman Catt Center for Women and Politics

Iowa State University

Ames, Iowa

Supervisor: Dianne Bystrom, PhD.

Advancing Citizenship Together (ACT) Freshman Seminar

Taught civics as applied to leadership, public speaking, and writing skills through service learning experiences and field trips followed by reflection and discussion.

Legacy of Heroines: America's Women

Led a seminar on the lives and times of women leaders in American history, focusing on leadership development and communication.

Independent Study and Service Learning

Supervised academic credit for undergraduates associated with the center, including student interns of the **New Voters Project** (2004) and the **YouthVote Coalition** (2002)

TEACHING INTERESTS

Writing across the disciplines

Human rights

American studies

Women's studies

Global perspectives

Service Learning

RECENT ACADEMIC SERVICE

2014-2015 Student-Friendly Outcomes Committee, Institute for Writing and Rhetoric

2015-2016 Living and Learning Community Faculty Adviser for Film Appreciation LLC

RECENT PROFESSIONAL DEVELOPMENT

Institutional Research Board certification with

Faculty workshops attended at the Dartmouth Center for the Advancement of Learning (DCAL)

2015

- “Multilingual First-Year Writers: Paraphrase, Translation, and Sources,” Christiane Donahue
- “Fear(s) of Public Speaking in the Classroom: How to Talk About It and What to Do About It,” Josh Compton and Yana Grushina
- "Enacting and Negotiating Ethnic/Racial Identities," Darlene Drummond, Indian River State College
- “The Faculty Voice,” James Rice, 8–week course on effective oral presentation
- “The Implications of Ferguson for Teaching,” Rev. Starsky Wilson, St. Louis, MO

2014

- “Annotated Bibliographies: Preparing for Research, Doing Research, Imagining Research,” Laura Braunstein and Christiane Donahue
- “The Writing Conference: Micro Teaching, Macro Effect,” Christiane Donahue and IWR faculty
- “Course Design: Beginning with the End in Mind,” Prudence Merton and Adrienne Gauthier Course Design Series Session 1
- “ Space, Design, and Format: Key Principles and Teaching Practices.” Josh Compton and Alan Taylor
- “Using Canvas and Screen-Casting to Flip Your Course,” Emily Bocklet
- “Using Course Evaluation Feedback for Improvement,” Prudence Merton
- “Leveraging Openly Available Course Materials,” Library Faculty
- “First-year Writing and Canvas: New Strategies, New Possibilities" Claudia Anguiano and Doug Moody
- “ Responding to Crisis: Sexual Assault,”
- "Writing Assessment in the Post-Normative Paradigm: Possibilities for Large-scale and Classroom-based Approaches," Josh Lederman, job candidate
- “Library Research in First-Year Writing: Outcomes and Expectations,” Laura Braunstein
- "Borrowed Language, Borrowed Expertise: Teaching Students to Engage with Sources" Tom Girshin, job candidate
- “The Pedagogical Imperatives and Complications Around 'Teaching' Critical Thinking" Steven Pearlman, job candidate
- “Teaching and Learning Analysis in Student Writing,” Christiane Donahue
- “Adaptable Writing Knowledge? Case Studies from Dartmouth Research on First-year Writing,” IWR Committee
- “Status and Stereotypes,” Melissa Herman

LANGUAGES

French

PROFESSIONAL EXPERIENCE

2006-2012 **Grant Writer, Center on Religion and the Professions**
School of Journalism **University of Missouri** Columbia

- Coordinated grant proposal development with interdisciplinary Center faculty, government agencies, and private foundations in cooperation with the Office of Research, the Office of Foundation Relations and the Office of Sponsored Programs Administration.
- Identified funding sources and matched to diverse faculty interests, from agriculture to neuroscience to religious studies.
- Interpreted guidelines; created outlines and timelines.
- Completed background research as needed, including literature searches in a wide variety of disciplines.
- Promoted collaboration and facilitated communication for grant writing teams. Set up meetings. Provided reminders.
- Connected faculty with campus resources to facilitate and add value to research endeavors.
- Wrote proposal narratives as requested. Reviewed , edited, and revised proposal drafts with attention to logic, clarity, style, sentence structure, grammar, word usage, format readability and aesthetics.
- Helped faculty members navigate the proposal submission process, including online submissions.

2000 – 2005 **Program Assistant and Program Coordinator**
Carrie Chapman Catt Center for Women and Politics
Iowa State University Ames, IA Supervisor: Dianne Bystrom, PhD

- Coordinated all aspects of the interdisciplinary ACT (Advancing Citizenship Together) Learning Community for freshmen. Secured University grants. Recruited students. Promoted program to departments and advisers. Worked with departments and professors to link curriculum. Supervised student peer mentor.
- Developed and proposed an interdisciplinary undergraduate minor in Community Leadership and Public Service (CLPS) in conjunction with twelve other departments and programs.
- Established a series of three seminars, leading to a leadership certificate and enhancing the CLPS minor. Coordinated with Center staff, department curriculum heads and college curriculum committees.

- Planned and implemented “Debate Watch” events during campaigns in conjunction with the Commission on Presidential Debates, engaging young voters in the political process.
- Served as field organizer for YouthVote Coalition 2002, encouraging student voter registration and participation.
- Advised the Catt Associates student organization, supervised the Catt Associates Mentoring Project and other student-initiated projects promoting women’s leadership.
- Managed the Legacy of Heroines scholarship program: recruited women scholars, served as liaison to scholarship donors, coordinated programming
- Edited CyberCatt, a weekly e-newsletter for students, informing students, faculty and staff of Center programs, relevant campus activities and opportunities for internships, jobs and educational experiences.
- Wrote articles for the Center’s annual Voices newsletter, updating friends of the Center on activities and goals.
- Engaged students in the campus visits of notable women, arranging receptions and roundtable discussions as well as classroom visits.
- Arranged panel presentations and guest lectures for students, staff, and faculty associated with the Center.
- Created and maintained collaborative projects with government and community groups such as the Secretary of State’s Office and the League of Women Voters.

1997-2000 **Community Resources Assistant, Youth and Shelter Services, Inc.** Ames, IA

- Administered family-skills education program, including publicity, mailing list, community presentations, coordination and reports.
- Taught parenting classes.
- Supported conference planning activities, including correspondence, record-keeping, committee meeting minutes, word processing, database and publicity.
- Edited and constructed grant proposals and correspondence.
- Assisted with annual fund drive, donor relations and events.

1993–1996 **Technical Editor** Agricultural Experiment Station **Iowa State University**, Ames, IA

- Edited scientific journal articles for appropriate journal-specific form, grammar, sentence structure, spelling and word usage.

