

HISTORY

D E P A R T M E N T

FALL 2008

EDITOR: MICHAEL WADE

Letter from the Chair



Michael L. Krenn

This marks my eighth, and last, year as chair of the Department of History. By this time next year I will be enjoying a year away from the office, indulging in my own research and working on my classes. That will mean, of course, that someone else will be sitting in this office and (hopefully) easing into the job of chairing a large and dynamic department. Before riding into the sunset, however, allow me to compose what might more accurately be called "Letter TO the Chair" in which I lay out some "dos" and "don'ts" that my successor may take with however many grains of salt they wish.

Don't obsess with the new General Education curriculum. Yes, it is certainly going to

cause mass confusion among students, faculty, and advisors. Yes, the "implementation phase" is causing mass frustration. But, remember—long after the fuss over the "new" General Education has subsided History will still be calmly going about its business. Keep in mind that for our growing number of History majors the new core curriculum will be but a faint memory once they graduate. What they will remember and retain will be the knowledge and skills they learned in their major. Our students don't come to Appalachian State University because of General Education—they come here because of excellent departments like History. The Department has too many really important issues to confront in the future, so keep your eye on the prize.

Do continue to be a squeaky wheel in terms of trying to get better conditions in our building. As those of us who work here completely realize, this was in truth a half-finished building when we were moved here some years ago. The sound-proofing between classes and offices

remains awful, with students and faculty having to listen to movies, lectures, music, etc., from numerous other classrooms. Many classrooms still lack carpeting; the ceiling tiles and overhead lighting in some rooms is leftover from the pre-renovation days; heating and cooling is still a "roll of dice" situation, with some sections of the building sweltering, while others freeze. Other classrooms still have a motley collection of furniture in varying stages of working conditions. While it is comforting to know that those attending football games will find nicer accommodations, your job will be to keep a constant stream of memos to anyone who will listen about the conditions in a building that houses over 100 faculty (and more on the way) and thousands of students every day.

Don't forget to have some fun. It's a grueling job, so be sure to set aside some time for relaxing and doing your own work. And try to make sure the department has some fun, too.

And finally, do always keep in mind what a great department you are chairing. From teaching,

to scholarship, to service, no department in the University can boast of a higher level of accomplishments from its faculty. These are extremely hardworking, capable, and professional people and if the goals are clear and worthwhile they will exert their utmost in reaching for them. It is a department to be proud of, so make sure that everyone on campus knows about its activities.

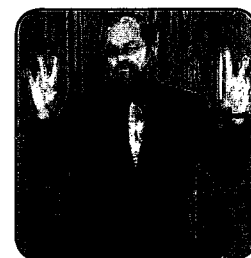
The rest of it—the meetings, the budgets, the scheduling, the annual reports, and everything else that goes into making a chair's year such a barrel of monkeys—will pretty much take care of itself if you take some of these suggestions. You will find the work to be exhausting, non-stop, and at times very frustrating. But if you keep focused on helping this department maintain its forward momentum you will also find the job to be one of the most rewarding you have ever undertaken. And my last words to the future chair of the Department of History, whoever and wherever you may be: enjoy these last few months of freedom because on July 1, 2009 I'm outta here!

Passages

This academic year will mark the leave-taking of three colleagues who have made major contributions to the History Department and to Appalachian's stu-

dents. Cultural historian (Ph. D., Duke, Modern France) **JAMES A. WINDERS** retired from teaching at the end of the Spring 2008 semester. A gifted writer and prolific researcher, he will undoubtedly continue that part of his professional career in the comfortable

environs of the Research Triangle. Jim's teaching was distinguished by his close work with students in seminar settings, his emphasis on the use of critical theory in history and his insistence that students do a great deal of thinking on pa-



James Winders

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Passages

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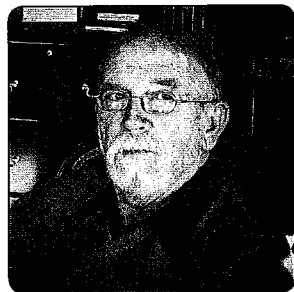
per, i.e., critical writing. In a university that seemed perpetually in transition from teachers college to university over the course of his career, Professor Winders exemplified the commitment to research, writing and professional engagement to which university scholar-teachers are supposed to aspire. In so doing, he set an important example as Appalachian sought to increase the importance of scholarship in university life. In his thirty years at Appalachian, Jim was the recipient of numerous awards, among them the History Department's I. G. Greer Distinguished Professorship, a UNC Board of Governors Excellence in Teaching Award and a National Endowment for the Humanities Fellowship for University and College Teachers. Jim produced scores of articles, reviews, essays and conference papers. He has written four books, including *European Culture Since 1848: From Modern to Postmodern and Beyond* and *Paris Africain: Rhythms of the African Diaspora*. He is actively at work on a fifth book and we expect that his retirement will be as productive as his years at Appalachian.



H. Lawrence Bond

For over thirty years, **H. LAWRENCE BOND** has brought the critical skills he acquired in earning a Duke University Ph. D. in Religion to the teaching of graduates and undergraduates at Appalachian. He will retire at the end

of the Fall 2008 semester. An internationally-known specialist in textual criticism and the work of medieval philosopher Nicholas of Cusa, Larry Bond brought his passion for this work to students in settings ranging from introductory classes in World Civilizations to specialized seminars. Also a recipient of the Department's I. G. Greer Distinguished Professorship, he directed a number of Masters theses, authored numerous articles and reviews, regularly presented his work at the annual Conferences on Medieval Studies (Kalamazoo, Michigan) and published "The Changing Face of *Posse: Another Look at Nicolaus Cusanus' De apice theoriae* (1464), pp. 35-46 in Kazuhiko Yamaki, editor, *Nicholas of Cusa: A Medieval Thinker for the Modern Age* (Richmond, England: Curzon, 2002) and "The 'Icon' and the 'Iconic Text' in Nicholas of Cusa's *De Visione Dei* IXVII," pp. 177-197 in Thomas M. Izbicki and Christopher M. Bellitto, editors, *Nicholas of Cusa and His Age: Intellect and Spirituality* (Boston: Brill, 2002).



John Alexander Williams

JOHN ALEXANDER WILLIAMS is a person of wide interests and talents. Also a Greer Distinguished Professor, he too will retire after the Fall 2008 semester, and will probably spend most of his time in Washington, D. C. He came to Appalachian in 1989 as Director of the Center for Appalachian Studies following a varied career that included teaching at

Notre Dame, the University of Illinois Chicago and West Virginia University, and serving as Assistant Director of the National Endowment for the Humanities. A Yale Ph. D., John developed a national reputation as an expert in Appalachian history. When John left the Center in 1996, he came to the History Department. Here, he continued to teach Appalachian history while adding a very successful course in urban history to his teaching portfolio. His classes have always notable for their eclectic and original nature; a fount of stimulating ideas, John has used music, film, Powerpoint presentations and just about any media or technique that one might imagine for the classroom, in the process belying the adage about not being able to teach an old[er] dog new tricks. His professional accomplishments have been impressive, including publication of *West Virginia: A History; Sinking Columbus: Contested History, Cultural Politics, and Myth in the 1992 Quincentenary*; and *Appalachia: A History*, the scholarly standard for histories of that region. John will be missed by all, but especially by fellow members of the early morning coffee klatch at Crossroads Café.

Ancient historian (that's his field) **STEPHEN SIMON** retired from teaching with the end of the Spring 2008 semester. His leave-taking occasioned a retirement roast which was turned into one of the better social events in Department history. Steve's specialty was Ancient Rome, a field in which he regularly published and presented conference papers, totaling 18 articles and research notes and more than twice that many presentations at academic meetings. Also worthy of note is his participation in five NEH Summer Seminars. Trained in the Jesuit tradition, Steve insisted that his students be well-versed in the "factual data," and he managed to make them like it. Over the course of 38 years, Steve probably taught



Steve Simon gets the proverbial retirement watch.

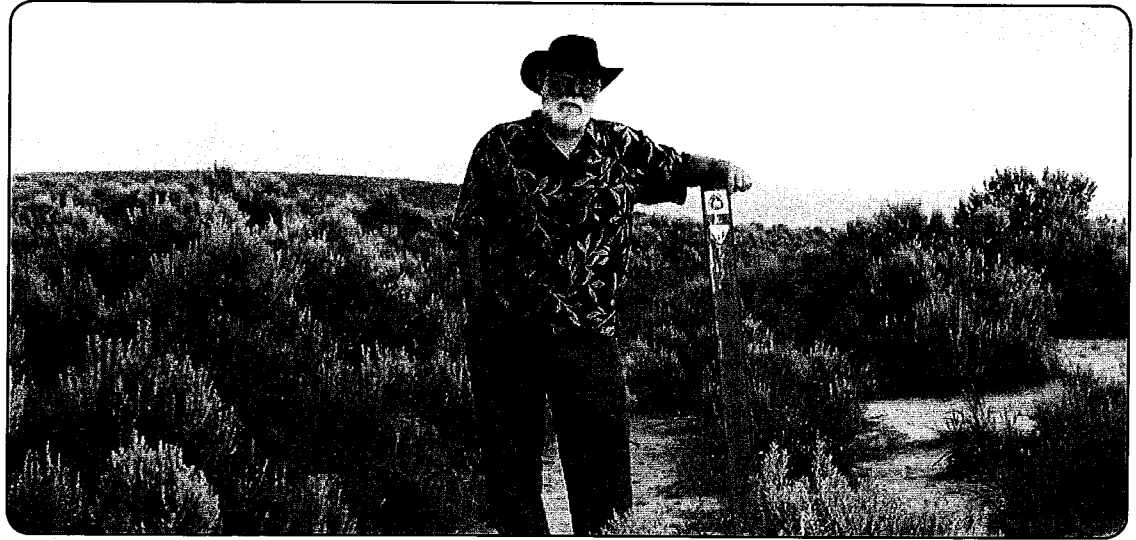
more Appalachian students the World Civilizations surveys than any other professor in the History Department. In addition, he offered courses on Ancient Greece, Ancient Rome, the Formation of the Middle Ages, The Roman Empire, the Northwestern Roman Frontier, 5th Century Athens and the Greek City. An expert on American railroading, he even taught a course on that subject. In addition, he was Director of Appalachian's first Foreign Studies program from 1972-1975. Steve served on the University Admissions Committee from 1978-1982 and was its Chair in his last year. He was an early supporter of public history and was Chair of the History Department's Graduate Committee for five years, during which time he revived interest in a program suffering enrollment declines. He served as Chair of Appalachian's Graduate Faculty for the 1988-89 academic year. For a decade or more, Steve edited the *International Social Science Review*, the journal of Pi Gamma Mu, the social science honorary. From 1989 to 1997, he was a member of the Boone Board of Adjustments, the quasi-judicial body which heard zoning appeals and applications for special use permits. With John Williams, he was also a member of the morning coffee seminar. We wish him well, and wonder how long he will be able to stay away.

“Have Pen Will Travel”: George “Mr. Actual Ground” Edmonston

by Michael Wade

George Edmonston is the proud possessor of an Appalachian 2005 football championship T-shirt and a 2006 championship cap. Other than a long, close friendship with yours truly, he has no connection to Appalachian. But, this Oregon resident is as good an ambassador as Appalachian has in that part of the country. More to the point, however, he and his career have much to say to all students, and parents, who have ever wondered about **what to do with a History major**. George and I met in graduate school. His undergraduate days at LSU centered on History and Music. As a graduate student, he focused on medieval history, writing a very good masters' thesis on the secular origins of priestly celibacy. Following graduate school, I followed the seemingly traditional path of history majors into academe. George, married with children, went in a different direction. Actually, he went in a number of different directions, and that is the reason for this story. George's subsequent, and very successful, careers are solid evidence that the writing, research and presentation skills developed in a good history major are applicable in any number of professional settings.

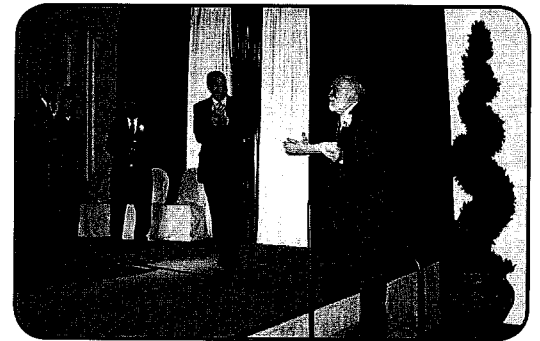
Following an unrewarding year of teaching history in a Catholic high school, George worked for several years at the Louisiana State Department of Education as a researcher and writer in the area of student discipline. In the process, he learned a good deal about media presentations and came into contact with a Baton Rouge advertising executive who suggested that he try that profession. In short order, George used his ability to dig into the company histories of his clients to become an award-winning writer-producer of advertising campaigns. That attracted the attention of his alma mater, LSU, which wanted to



“Mr. Actual Ground”, on the Oregon Trail;



George, center, with The Kingsmen, Oregon State Homecoming



Honorary Alumni Award Dinner

revamp an existing alumni publication. George's work there resulted in the renamed, award-winning *LSU Magazine*, featuring an appreciation for the institution's past which came to distinguish that publication. When LSU did not match a better offer from Oregon State University, the Edmonstons moved to Corvallis to edit OSU's alumni publication.

There George spent the next eighteen years, becoming not only an expert on the university's history, but delving deeply into the history of the region and becoming a public relations icon for the university as a speaker and leader of very popular campus tours for returning alumni. Somewhere along the way, he was dubbed “Mr. Actual Ground” for his insistence that, if possible, one should go to the sites

of historical occurrences to get a sense of place that could not be otherwise had. A prolific writer, he published a book on Oregon State sports and a contract history on a hugely successful manufacturing company begun by an Oregon Stater. Also an accomplished bass guitarist, he played in a number of bands, and appeared with the legendary Kingsmen of “Louie, Louie” fame at 2003 OSU Homecoming festivities. Following his retirement, George became only the third non-graduate in Oregon State history to be named an honorary alumni by that University. Presently, he is writing a history of Newberg, Oregon, where he lives with his wife Lucy and dog Billy in a hundred-year old house. He, Lucy and Billy just returned from a road trip that took them from Or-

egon to Louisiana and back by two different routes, with regular actual ground stops aplenty.

Outwardly, George Edmonston's career has not been in history, but history and the skills and sensibilities he began to develop as a history major have been at the center, each step of the way, of his varied and very successful career. But don't take my word for it. George said “If I could live my professional life over, I would do everything the same. The training and insights I received as a history major sent me on a journey that has led to both a wonderful career and experiences in life that have brought me great happiness. End of story.” So, readers and alumni out there, the next time someone questions the value or practicality of history as a major, tell them about my friend George Edmonston.

21st Century Learning

Since many of our readers are teachers, and most of our history alumni undoubtedly remain interested in the state of higher education, we offer the following summary with comment of an August 14, 2007, talk at the Broyhill Inn & Conference Center. The invited speaker was James Groccia, Associate Professor of Educational Foundations, Leadership and Technology and Director of the Biggio Center for Teaching and Learning at Auburn University. Dr. Groccia earned an Ed. D. at the University of Tennessee. His listed areas of expertise are Engaged Teaching and Learning; Student Assisted Teaching; Enhancing Productivity in Higher Education. His topic, "The 21st Century Academic: Challenges and Opportunities," was intended as a capstone of sorts to Appalachian's lengthy attempt to revise its general education requirements along the lines of a much publicized "national conversation" on higher education. This "conversation" centers on concepts such as interdisciplinary connections and learning for a new global century

One challenge is the 21st century student, whose preparation will be more questionable, who will have more psychological issues, and more debt. Higher education, Groccia said, is not as central to today's students as it was a generation ago. Contemporary students want convenience and more services, including skills remediation, financial and psychological counseling, and social and community integration programming. They want the contemporary university to function as a knowledge mall, where they can pick and choose what goes into their educational experience (sort of a "Hanes Your Way" for higher education, one might say).

What will this mean for faculty? Expectations will be "ratcheted up," said Professor Groccia. Professors will have to be more available to students, provide more individual attention, treat their charges as whole persons, communicate with technology and demonstrate the relevance of their courses to jobs. In addition, they will be

called upon to produce more research, write grants, provide greater outreach, and do extra service. Groccia forecast a great increased in cross-disciplinary work, a fragmentation of collegiality in the face of competition for resources and a decreasing identification with institutions. There will be increasing pressure for accountability in the form of measurable "student learning outcomes." These demands will come amidst much-increased enrollments and strains on funding due to increased costs.

The one-third of the professoriate which is currently 55 or older will be less affected by these developments than will younger faculty and new hires, who have their own expectations about academic life. Groccia noted that there is increased interest in tenure track positions, which are decreasing in number. As a group, younger and prospective faculty want more flexibility at work, not less. They want family-friendly policies and pro-

grams for mentoring and faculty development.

That there will be increased contention as a result of these countervailing tendencies seems clear. However, it is not at all clear that what is expected of students academically can be sustained in the face of rising enrollments, diminished student preparation and the

Professors will have to be more available to students, provide more individual attention, treat their charges as whole persons, communicate with technology and demonstrate the relevance of their courses to jobs.

growing numbers of students who have language issues or educational disabilities. This seems especially worrisome since Professor Groccia's argument was that universities should adapt themselves to these new students rather than vice versa. This issue of standards and quality, the oft-stated assurance of accountability for educational outcomes notwithstanding, is one that has been largely finessed by the professional educationists and career administrators who abound in this "national conversation" on 21st century education. Though one finds in these ranks ambitious academics from traditional disciplines who have joined this movement, what is most striking is the dominance of the committees, panels and boards by people who do not come from the liberal arts or the hard sciences. Perhaps this is why their preferred term is "liberal education" rather than liberal arts; somewhere in the terrain separating those two terms are hard is-

ues that cannot be addressed by clichés or fads. Admitting that academically capable students should have the opportunity, beyond that should college really be for everybody? Can it? If all high school graduates are to go to college, then should not the issue of expecting ever-higher retention rates be re-visited? Given the depressing news about the state of secondary education, is a lofty retention rate a sign of a university's excellence or of something less admirable? Is putting student self-esteem first, a methodology that cultural historian Christopher Lasch derided as "therapeutic education," a sound approach to education, or does enduring self-esteem come from meeting rigorous expectations? Are white-collar job training and higher education the same thing? Is the explosive, and expensive, growth of a student support services complex and the attendant rage for co-curricular programming a good thing for higher education or does it distract from a university's mission and even erode it? Will this new curricular movement address the hard problem of teaching students writing in freshman composition classes? Will courses specifically designed for freshmen, replete with trendy titles and often taught by non-faculty personnel, be of sufficient rigor and intellectual power to provide value for the taxpayers' dollars? Have colleges with sterling reputations for their academic standards and teaching bought into this national conversation, or is it primarily a phenomenon at second and third-tier institutions? Stay tuned, because these questions are unavoidable for anyone concerned with quality higher education.

The Legend of the Bell

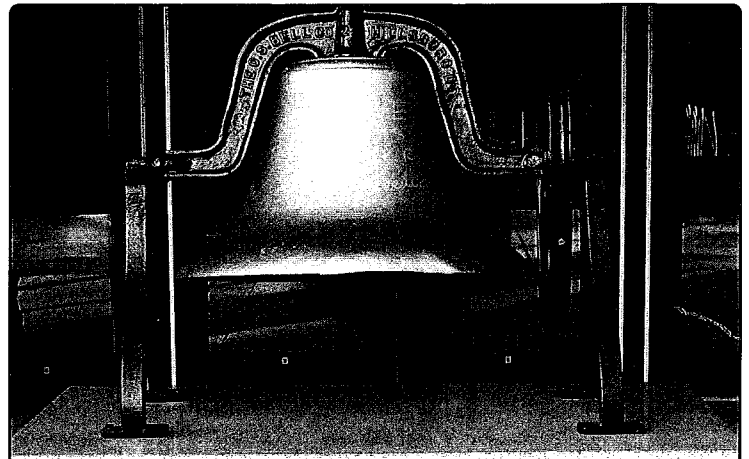
As many of you will remember, we ran a brief feature, with picture, on the bell which sits at the front entrance of the Old Library. We raised questions about the inscription claiming that "Generations of Appalachian students believed that rubbing the Founder's Bell would bring them good luck on examinations," and invited readers to tell us what they knew of the bell's history. With thanks to those readers who responded, this is what we learned.

For many years, the bell was located near the administration building in front of I. G. Greer, on a concert landing adjacent to the steps leading to what is now the steam plant. The common belief was that the bell was a remnant of the original administration building that burned – although this was unsubstantiated. By 1999, the bell was in significant disrepair. It had become heavily rusted and there was talk of disposing of it. However, Student Development had the bell restored at a North Carolina foundry. The rust was removed, a gold restorative paint was baked onto the bell, it was covered in a protective plastic coating and then was placed under the portico of the former Belk Library to keep it out of

the weather.

The bell lacked an official name and during the Centennial it was named the "Founders Bell." Other names such as the "Centennial Bell" were discussed, but "Founders Bell" seemed to capture more of the history of the bell. A recent former administrator believed the story about students rubbing it for luck to be true, having observed students touching it on the way to graduation ceremonies in the gym, perhaps even on the way to exams. He says that students admitted that they did it, and suspects that the practice was partly due to its location on the well-traveled steps leading up to classes and down to the gym.

Others were not so sure about the rubbing tradition. 1996 History graduate Todd Robinson said: "I personally have no recollection of a magic bell anywhere on campus from 1992-1996, and I lived on campus my freshman and sophomore years. I vaguely recall something being in front of the library, but I think I would have remembered any sort of good luck charm to help on exams (especially Dr. Silver's)." Mona Brandon, who works in the Old Library, remembered two old football players being in-



FOUNDER'S BELL
1899 – 1999

interviewed on Chancellor Peacock's television show. They said that it was the Victory Bell, rung to alert dormitory residents of victories at away football games. Appalachian alumnus and veteran administrator Bob Snead confirmed Brandon's understanding of the bell's use as a harbinger of athletic triumph. John Yelton (B.A., History, 1984) said that "I'm glad it is now at least in a more central location. As for any tradition about rubbing it for good luck -- in my time at App from 1980 to 1984 I never heard of that once."

Whether students rubbed the bell,

how common a tradition this was, and whether it was "generations" or sporadic groups of students, remains open to speculation. However, the "generations" idea was the composite of stories about the bell being rung after gridiron victories, students touching the bell on the way to graduation and before exams, and knowledge that over time students would likely continue this practice if apprised of it. The word "rub" seemed to capture the behavior better than the word "touching" or "ringing." Thus was a "tradition" born.

"He Never Calls it 'Work'"



Nick Gambrell (2001),
Director/Curator of Oconee
Heritage Center, Oconee
County, South Carolina

By Associate Professor Sheila Phipps

Nick Gambrell claims that he has "found the perfect career." As Director and Curator of the Oconee Heritage Center in Walhalla, South Carolina, Gambrell has many duties at the center, including de-

signing and building exhibits and curating materials, finding it all so fulfilling that he never thinks of it as "work."

Gambrell began at ASU as a music major, but then switched to history, graduating in 2001 and going on for a master's degree in Southern Appalachian History at Clemson University. While finishing his academic studies, Nick taught in an adjunct position at a local community college and volunteered his time at the relatively new museum. When the museum was ready to hire a director, Nick stepped easily into the position.

Although a man with an easy-going smile and unassuming presence,

Gambrell has helped put the new museum on a fast track, expanding its reach to other areas of the county. Through various means, Nick was able to secure the contents of a general store in operation throughout most of the twentieth century—thousands of items that have yet to be catalogued. In the meantime, a friend of the museum donated a building in Westminster to replicate the store and preserve and exhibit the merchandise. In addition, the center handles the recently opened Stumphouse Tunnel that had been restored by Clemson University, and is also on the verge of signing an agreement with the National Forest Service to establish a "Southern Appalachian Farmstead" as a living history museum complete with costumed interpret-

ers operating a nineteenth-century farm. The land has already been chosen and they have about twelve buildings located for the farm, including a dogtrot that Nick and his father moved from Kentucky last year.

Typical of Gambrell's love of history and his skills and abilities, he built his own home during his college years. A two-room cabin that sits nestled in the woods on land where he grew up, Nick's home is an example of his faithfulness to traditional artifacts and architecture that he takes into his professional life, a life that he does not refer to as "work."

For more information about the center see <http://www.oconeeheritagecenter.org/>.

NEH Workshop Teaches Teachers About Blue Ridge Parkway

By Chris Eklund

For two weeks this past July, approximately eighty teachers from across the United States (and one from Germany) converged on Boone for a Teachers' Workshop funded by the National Endowment for the Humanities. Assistant History Department Chair Neva Specht led the project with help from Dr. David Johnson and graduate assistants Leslie White and Chris Eklund. The teachers learned about the Parkway through lectures, field trips, and primary sources, with information put on a CD for future classroom use.

Some of the most interesting parts of the workshop took place outside of the classroom. Many participants flew into either Charlotte or Greensboro airports and required a shuttle van up to Boone. A simple proposition on paper, this part of the week didn't always work out so well.

The first week's group arrived at the airport on time, with no lost luggage, and in good spirits. The following week's group, however, experienced various delays and one traveler was not able to make the van for Boone at Charlotte Douglas airport until 12:30am. On the way up the mountain on Highway 321, they came upon the



NEH Workshop, Neva Specht, Foreground Left

scene of a car accident that had just happened. They contacted 911 and stayed on the scene until emergency personnel arrived, leaving the accident scene just before 2:00am. Add bad weather and they arrived in Boone at close to 4:00am.

Fortunately, that was not the typical tone of the workshop. Much of the time was filled with field trips to notable Parkway destinations and impromptu moments of light heartedness. For instance, Chris Eklund learned to knit one afternoon from a participant who came to the classroom early for a lecture. According to her, he was quite a quick learner and was encouraged to more technique so

that he could make sweaters and scarves. That episode exemplified the came together to learn about the Parkway, and had fun doing it.

Under the guidance of Master Teachers Lisa Baldwin, Marc Gamble, and Becky Griffith, primary source analyses and lesson plan interpretations provided some of the best interchanges of the workshop. Examining documents pertaining to the creation of the Parkway, the Master Teachers encouraged participants to think about ways to work primary sources into their lesson plans. History Department Faculty Tim Silver, Bruce Stewart, Lynne Getz, and John Alexander Williams all

delivered lectures and fielded participant questions. In addition, Eric Frauman and Wayne Williams from Recreation Management, Patricia Beaver from Appalachian Studies, Fred Hay from the Appalachian Collection, and independent historians Elizabeth Hunter and Phil Noblitt also contributed to a very successful experience.

As the workshop closed on Saturday, these K-12 teachers departed not only with materials for their classes but also with a greater appreciation of the Blue Ridge Mountains and the origins of the Blue Ridge Parkway work, as well as new friends.

Outstanding Achievement

ASSOCIATE PROFESSOR MYRA PENNELL of our History Department is a 2008 recipient of a prestigious University of North Carolina Board of Governors Award for Excellence in Teaching. Myra joined the History Department in 1996 following a distinguished career as a teacher and administrator in the Caldwell County School system.

She succeeded Charles Blackburn as the person in charge of the Department's History education program. An Appalachian alumna, she earned a doctorate from the University of North Carolina at Greensboro. What her colleagues recognized immediately was her deep commitment to prospective history teachers and the long hours she put

in to see that they left Appalachian with adequate preparation to begin a career in teaching. Myra also made time to publish in her field and to take an active role in the work of the History Department. In short, this is a well-deserved honor and her colleagues are very pleased that the Board of Governors recognized her excellence.



Dr. Myra Pennell

“Colonial America Class Travels to Frontier Museum”

By Sheila Phipps

Members of Sheila Phipps's Colonial America class traveled to Staunton, Virginia, in the fall semester to tour the Frontier Culture Museum. Until recently, this state-sponsored living history museum has exhibited four different working farms, each following the historic traditions of their ethnic roots. The four farms are a seventeenth-century English farm, a seventeenth-century German farm, an eighteenth-century Ulster farm, and a nineteenth-century American farm, all original farmhouses having been dismantled and moved to the museum site then faithfully reassembled. The original purpose of the museum was to spotlight the ethnic groups who migrated to the Shenandoah Valley, considered Virginia's backcountry (frontier) in the eighteenth century. At the time the class visited, however, the museum was in the throes of a very large expansion project, dividing the museum into “Old World” and “New World” sites. The former European farms, with the addition of a West African compound of an Igbo farmer, will be included in the “Old World” section, answering the call for expansion of the ethnic



Left to right: Jacob Beach, Amber Clawson, Mandy Johnson, Matthew Harder, Anna Brawley, Amber Whitley, Holly Wormald, Kristi Edwards, Lauren Futch, Caitlin Brash, Sam Duncan, Jennifer Casey, Tim McGrath, Alison Arbon, Jonathan Hodnette, Aaron Jones, and Matthew Wise, standing in front of the Ulster Farm.

groups who migrated to America, willingly or not. Students could not tour the American farm at the time of their visit because it was being prepared for moving to the “New World” site alongside a more recent American farmhouse and the future site of an American Indian encampment, another move to be more inclusive of the actual historic contributions to American culture.

Students spent a session with one of the museum's directors at the beginning of the visit, with plenty

of time for questions before getting started on a self tour of the farms. Since the class visited the farms in November, the work they witnessed was less production and more repair, but they were able to see the effects firsthand of farmers trying to milk a young cow who was not quite ready to wean her calf and give up her milk to humans. They also saw how the various ethnic groups cooked, what they ate, and how they manufactured their clothing. In one shed the implements for turning flax into

fiber were available for students to study and analyze. The Ulster Foundry was also in operation and students had a chance to talk with the blacksmith and satisfy their curiosity about his work.

Although travel time and tour time made for a long, tiring day, students took a great deal of enthusiasm with them from the visit and many stated that they intend to go back again when the museum has completed its restructuring.

Roy Carroll Chair in British Studies

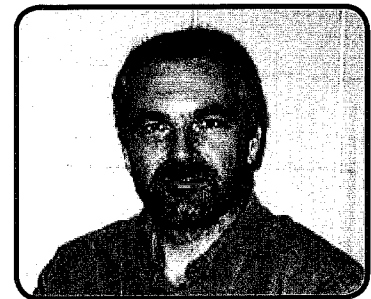
The Department of History is pleased to announce the first holder of the Roy Carroll Chair in British Studies. This professorship is named in honor of the now-retired Dr. Roy Carroll, who had a long and distinguished career in North Carolina higher education. Dr. Carroll was Chair of Appalachian's History Department prior to taking a position with the University of North Carolina General Administration as Senior Vice-President for Academic Affairs. Dr. Carroll also was instrumental in securing the funding for the Department's first endowed chair.

A prolific scholar, Michael J. Turn-

er took a BA in Modern History (Prize First) at the University of Oxford (1987) prior to completing the Ph. D. in Modern British History there in 1991. He then earned an MA in United States history at University of Rochester (NY) in 1992. Turner is the author of six books, most recently *Independent Radicalism in Early Victorian Britain* (Praeger, 2004). He has nineteen articles in refereed journals; the most recent is “Local Politics and the Nature of Chartism,” *Northern History* (September 2008). Currently, he is completing a series of books on British foreign policy (for Hambledon-Continuum Books, Lex-

ington Books, and Palgrave Macmillan). He then hopes to “get on with other stuff” an article on 19th century British radicals and the United States, another on the political and social condition of Durham miners 1919-39, and a book on Whig reformers in early 19th century Britain.

Professor Turner is British, married to an American. His wife, Catherine (BA Smith College, MA University of Rochester), also teaches History. The Turners have three children (Grace 12, Jill 9, Ethan 5). Turner enjoys films and chocolate; his favorite book is the Bible. He is a footballer (that's a soccer player, folks). He says: “I



Michael J. Turner

support QPR, a Championship team in England, and for the past 8 years I've played in a -- pretty unsuccessful -- Saturday morning team.” The Department is pleased to have the Carroll Chair in British Studies and proud to have Michael Turner as its first recipient.

FACULTY NOTES

MICHAEL C. BEHRENT



Michael C. Behrent

NEW FACULTY

comes to ASU after four years in Ohio, where he had visiting positions at two liberal arts colleges (the College of Wooster and Denison). He says that "It is a pleasure for me to be in North Carolina, as I am originally a southerner of sorts: I was born and spent my first my years in Texas. Since then, however, I have unfortunately been corrupted by long stints in Rhode Island, New York, and Paris. I did my undergraduate work at Brown, and my Ph.D. (a little bit later) at NYU. With me in Boone is my wife, Cathy Cole, a musicologist (whose work examines representations of nature in eighteenth-century French opera) who until recently taught at Cleveland State University."

Behrent will be teaching courses in modern European intellectual history and French history. He has several concurrent research projects. His dissertation, "Society Incarnate: Association, Society, and Religion in French Political Thought, 1825-1912," explores the ways in which nineteenth-century French republicans and socialists drew upon theology and religious discourse to conceptualize how the individualistic social order produced by the French Revolution might generate social solidarity. He is also interested in much more recent French political thought. In particular, he is working on a project that examines the role played by Michel Foucault played in ushering in the "liberal turn" in French thought during the 1970s. Finally, when not trying to explain France to Americans, he takes a stab at explaining the United States to the French; by writing about American politics for several online publications based in France.

His article "Le débat Guyau-Durkheim sur la théorie sociologique de la religion. Une nouvelle querelle des universaux?" appeared in the French journal *Archives de sciences sociales des religions* in August 2008. On September 7, he presented a paper (recently submitted for review), "Liberalism without Humanism: Michel Foucault and the Free-Market Creed, 1976-1979" to the French Cultural Studies Seminar that meets at Research Triangle Park.

ANTONIO T. BLY spent last year following spouse Donna's instructions on landscaping, laying sidewalks and finishing details in their new house on three acres so close to Virginia that the Old Dominion wants to tax him. Socially, Tony brought a new liveliness to the History Department with his Halloween party, an occasion he threatens to reprise this academic year. Professionally, he published one article and had another accepted for publication: "Navigating the Print Line: Shaping Readers' Expectations in Booker T. Washington's Autobiographies" *Alabama Review* 61.3 (July 2008): 190-215 and " 'Pretends he can read': Runaways and Literacy in Colonial America, 1730-1776," *Early American Studies* (forthcoming Fall 2008).

RENNIE BRANTZ

continues to co-direct Appalachian's Center for Judaic, Holocaust, and Peace Studies. In this capacity he continues to team-teach an honors Holocaust class each fall semester with survivor Dr. Zohara Boyd (English), takes Appalachian students (15 in 2008) to France, Germany, and Austria each summer to study the Holocaust, co-directs the annual Martin and Doris Rosen Summer Symposium for public school teachers on "Remembering the Holocaust" (June 21-26, 2008), and serves on the North Carolina Council on the Holocaust. In addition, he continues to teach courses on modern Germany, the Holocaust, and World Civilization, and is working on

an article entitled "Vera Lachmann and Camp Catawba, a study of a German-Jewish refugee from Nazi Germany who directed a summer camp for boys outside Blowing Rock from 1943-1970. He also serves as an elected member of the Boone Town Council.

JUDKIN BROWNING

has been active on the publication front. He has had two articles appear in print this past year. His article, "Bringing Light to our Land... When She was Dark as Night': Northerners, Freedpeople, & Education during Military Occupation in North Carolina, 1862-1865," appeared in the March issue of *American Nineteenth Century History*. His essay, "Visions of Freedom and Civilization Opening Before Them': African Americans Search for Autonomy During Military Occupation in North Carolina," appeared in Paul D. Escott, ed. *Struggles over Change: North Carolinians in the Era of the Civil War and Reconstruction* (Chapel Hill: University of North Carolina Press, 2008).

Two articles have been accepted: " 'I am Not so Patriotic as I Was Once': The Effects of Military Occupation on the Occupying Union Soldiers during the Civil War," will appear in *Civil War History* in early 2009. His article on an innovative teaching technique, "Using Wargames as Active Learning Tools to Teach the Historical Process," has been accepted by *The History Teacher*, and is also scheduled for publication in the spring of 2009. In addition, he was awarded

a University Research Council Grant in April 2008 to complete research and revisions on his manuscript on the effects of Union Military Occupation during the Civil War, which is currently under review by the University of North Carolina Press.

Dr. Browning attended the West Point Summer Seminar in Military History at the United States Military Academy in June 2007. He also led a seminar on the Myth of the Lost Cause in the Civil War for a Teaching American History Institute held at McNeese State University in Lake Charles, Louisiana, in June 2008. He wrote four book reviews in the last year, edited a diary for publication with the University Press of Florida, and is looking forward to working on his second book sometime in the near future.

KARL CAMPBELL

hopes you will visit your favorite bookstore and buy a copy of his book *Senator Sam Ervin, Last of the Founding Fathers* (University of North Carolina Press) which won the North Caroliniana Society Book of the Year Award for 2007. Karl has been hitting the roadways, and the airwaves, to discuss the book and its relevance to contemporary debates over civil liberties, civil rights, and southern politics. He has delivered dozens of lectures and appeared on radio and television programs ranging from a heated debate on a San Francisco AM talk show to a friendly discussion with Bill Friday on *North Carolina People*. Karl was also featured

Continued on next page

FACULTY NOTES

on C-SPAN's *Book TV* and *Appalachian Today* with Chancellor Ken Peacock. In addition to the book Karl published a review of Richard Starnes, *Creating the Land of the Sky: Tourism and Society in Western North Carolina* (Tuscaloosa: The University of Alabama Press, 2005), in *The Journal of Social History* (Fall, 2007) and several entries in the *Yale Biographical Dictionary of American Law*. Karl presented several lectures and workshops on U.S. political history for public school teachers, government organizations, and community groups. He remains an active member of the North Carolina Humanities Council Speaker's Bureau. In the spring he accepted an invitation to serve as a Visiting Scholar at Western Piedmont Community College and he was one of two professors inducted into the ASU College of Arts and Sciences Teaching Academy.

LYNNE GETZ

was awarded an ASU Foundation Fellowship for the year 2007-2008. This award enabled her to travel to a number of collections to do further research on several book projects, including a family history of the Wattles-Faunce-Wetherill family and a study of the Wetherill wives. She spent a week at the Bancroft Library at the University of California at Berkeley working on the history of the Wetherills. This pioneering family of the Four Corners region explored many Ancestral Pueblo sites, including Mesa Verde, and operated trading posts on the Navajo reserva-

tion in the late nineteenth and early twentieth centuries. Dr. Getz also spent a week working at the Newberry Library in Chicago, which has one of the nation's finest collections on American local and family history and the history of western expansion and settlement. Getz presented a paper entitled "The Quaker, the Primitivist, and the Progressive: Three Cultural Brokers in New Mexico's Quest for Multicultural Harmony" at the Organization of American Historians annual meeting in New York City. (The "Quaker" in question was Richard Wetherill.) This paper has been accepted for publication by the *Journal of the Gilded Age and Progressive Era*. She also attended the Berkshire Conference on the History of Women in Minneapolis, where she commented on a panel presentation on women's participation in the anti-slavery movement. Finally, Dr. Getz received the John Topham and Susan Redd Butler Faculty Research Fellowship from the Charles Redd Center for the History of the American West. This award enabled Getz to make a research trip to the Southwest, following the trail of the Wetherills. She visited Chaco Canyon, where Richard Wetherill once excavated ruins and ran a trading post. She spent a week researching in the Wetherill family archives at the Anasazi Heritage Center in Dolores, Colorado. And she spent a week working with Carol Ann Wetherill, who owns a large collection of papers and memorabilia from the Wattles-Faunce-

Wetherill family. Ms. Wetherill was staying at her family mountain cabin at Lost Trail Ranch, located at nearly 10,000 feet in elevation on the headwaters of the Rio Grande River in the heart of the San Juan Mountains, so Dr. Getz was obligated to spend the week there as well. Oh, the sacrifices a historian must make!

JAMES R. GOFF, JR.

published "Conflicted by the Spirit: The Religious Life of Elvis Presley" in *Assemblies of God Heritage* 28 (2008):22-31. He also appeared in a documentary entitled "Glorryland: The Story of White Gospel" aired by the British Broadcasting Corporation in late March 2008. Jim continued his roles as Historical Consultant for the Southern Gospel Music Association in Sevierville, Tennessee, as president of the Board of Trustees of the Klauadt Indian Memorial Foundation, and as the department's Graduate Director. He also continues to share his own political and social commentary as co-host of "On the Right Side" every Wednesday on local station WATA-1450. You can stream the show at <http://www.goblueridge.net> on Wednesday mornings following the 9:00 news.

RENÉ HARDER HORST

continues trying to keep four miles of county roads relatively free from trash. He volunteers as a Blowing Rock school representative for gifted education to the Watauga County School Board, serves the department as a faculty senator

and on several departmental committees. Horst published *The Stroessner Regime and Indigenous Resistance in Paraguay* in May of 2007. The book has received positive reviews from peer historians, especially in the April 2008 issue of the *American Historical Review*. During his OCSA leave in fall of 2007 he worked on his second book *War Protest and Identity*, edited with Professor Nicola Foote of Florida Gulf State University, which was very positively received by military historians of Latin America and is scheduled for publication in 2009. This book covers the experience of indigenous and Afro-Latin American people during Latin America's liberal period of 1850-1945. René's article "Indigenous Integration and Legal Changes in Paraguay" will appear as a chapter in Erin O'Connor and Leo Garofalo's textbook *Gender and Race, Empire and Nation: A Documentary History on the Making of Latin America*, due for publication as classroom text by Prentice Hall. Horst's review of Frank Mora and Jerry Cooney's book *Paraguay and the United States, Distant Allies*, appeared in the April 2008 issue of the *American Historical Review*. Horst is currently working on an article "The Peaceful Revolution: Professional Indians, Women, and the Construction of Popular Dissent in Paraguay, 1970-1989" for a special edition of the *Journal of Latin American and Caribbean Ethnic Studies LACES*. This past year he presented a paper "Teaching Indigenous History" at the American Historical As-

sociation in Washington and another at the Latin American Studies Association in Montreal. This fall René is for the first time teaching a graduate course "Indigenous Resistance in Modern Latin America" and an undergraduate course on indigenous history, in addition to World Civilizations II.

DOROTHEA MARTIN

had her first ever Off Campus Scholarly Assignment in the Fall of 2007. She completed translation work on several of Qiu Jin's poems, traveled to Lima, Peru for a conference with an amazing side trip to Cuzco and Machu Picchu – a magical place. She continued to look for materials on Chinese immigrants in Peru and presented a preliminary report on that work at the regional Association for Asian Studies at Hilton Head, SC last January. She wrote an invited entry on Mao Zedong for the new *Berkshire Encyclopedia of Modern China*. This Fall [2008], she is guest editing an issue of the *World History Bulletin* that focuses on Asia. As are many of her colleagues in the History Department she is working on new course proposals for the new General Education Core curriculum.

SHEILA PHIPPS

has finished the first phase of research for "Appreciate All the Little Curses": *A Cross-Gender Labor Study of the Civil War*, and is now in the process of organizing materials for the book. In addition, *Entering the Fray*:

Continued on next page

FACULTY NOTES

Gender, Culture, and Politics in the New South, the seventh volume of a collection of papers given at the Southern Association for Women's Historians, co-edited with Jonathan Wells of UNC Charlotte, has been sent to University of Missouri Press for approval.

TIM SILVER

published two articles last year. The first, an invited essay for a special commemorative issue of *The Journal of Southern History*, explored what historians have learned about the southern colonial environment 400 years after Jamestown. The second, an extended film review of *Deliverance*, looked at the classic film as a response to the environmental movement of the 1970s and the ways in which it challenged prevailing perceptions of wilderness. In addition, Tim spent a lot of time in committee meetings helping to revamp Appalachian's general education curriculum, gave lectures in Charleston, SC and Wilmington, NC, and participated in Neva Specht's NEH-sponsored seminar on the Blue Ridge Parkway.

On the family front, Tim and wife Cathia shifted into full chauffeur mode as daughter Julianna took

to the pool for the Watauga Swim Team, played soccer for Beef O' Brady's and basketball in the Greenway Church League, participated in several clogging competitions, and began to learn the violin. Throw in a couple of family camping trips to Mt. Mitchell, a bit of golf with the history department foursome, the bevy of duties associated with the Silver menagerie of pets (a dog, a cat, and two fish tanks), time to watch the Red Sox win (another!) World Series, and the year went by quicker than a Josh Beckett fastball.

NEVA JEAN SPECHT

continued her work with the Blue Ridge Parkway as the University's Liaison during the past year. She directed a hugely successful National Endowment for Humanities Landmark's workshop hosted by Appalachian State University for 80 K-12 teachers from all over the country. Many of her history colleagues helped to make the workshop a success. She was also named to the board of the Blue Ridge Parkway 75th, the non-profit group organizing the 75th anniversary commemoration of the Parkway. This October, she served on a panel at the kickoff-event of BRP

75th about the place of the Parkway in the nation's history and its future. She also gave a paper in Newport, RI at a historic preservation conference about Flat Top Manor and Estate (a.k.a. The Cone Estate near Blowing Rock). Last spring, she reviewed Anne Mitchell Whisnant's new history of the Parkway for the *Appalachian Journal* and completed an instructor's manual with colleague Amy Hudnall for W.W. Norton's textbook *World's Together, Worlds Apart*, which appeared this fall. She continues in her role as assistant chair spending much or her time on trying to figure out the new General Education curriculum. In her spare time she's been making grape jelly, canning corn, attending her son's Kung Fu tournaments, soccer games and helping her husband Ricky build the coolest tree house in Deep Gap.

MICHAEL WADE

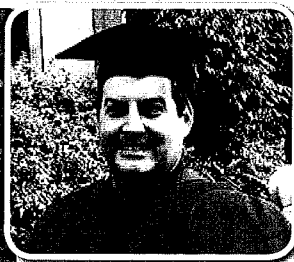
is editor of the History Department Newsletter. Otherwise, he is on sabbatical this fall, working on a draft manuscript of *College Desegregation in Louisiana, 1950-1975*. His "Four Who Would": *Constantine v. Southwestern Louisiana Institute* (1954) and the Desegregation of Louisiana's

State Colleges," appeared in Peter Wallenstein, ed., *Black Southerners, College Campuses and the Civil Rights Struggle* (University Press of Florida, 2008). His article, "Villainy, Virtue and Louisiana Political Culture: Paul Hebert and the Augean Stables at LSU, 1939-1941," appeared in the Winter 2008 issue of *Louisiana History* and his review of John A. Salmond's *Southern Struggles: The Southern Labor Movement and the Civil Rights Struggle* appeared in the Spring 2008 issue. He presented "Salvation Through Sacrifice: Clementine Barnabette and Ritual Murder in Rice Country, 1912" at the March meeting of the Louisiana Historical Association in Lafayette, where he was installed as President of the LHA. Wade is also at work on the story of a young airman, the only survivor of a B-29 crash in northern Honshu (Japan) at the end of WW II, who was rescued by fishing villagers responding to a vision had by the grandmother of their Buddhist priest. This spring, in addition to "Race, Rock and Rebellion," he will offer a new graduate seminar, "The New Doomsday Prophets," which is an examination of apocalyptic environmental thought since World War I.

ALUMNI NEWS



John, Teresa and sons



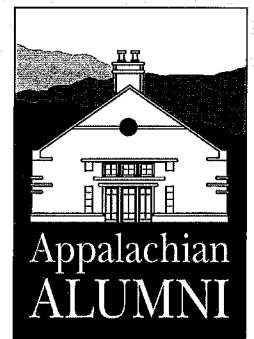
Dr. John Jackson

JOHN JACKSON, PH. D.

John was one of the late Professor Thomas Keelin Keefe's last Masters students. Tom Keefe was a great

teacher and a mentor to "his" students in the best sense of that word. With Tom and assorted other worthies, John was a member of a small target shooting coterie known as the Whitener Hall Irregulars. Following Tom's passing after a courageous, lengthy battle with non-Hodgkins lymphoma, John completed his thesis on the Norman Pipe

Rolls under the tutelage of Scott Jesse and accepted a fellowship for Ph. D. work at the University of Sheffield in England with Tom's friend and colleague, Edmund King. As the accompanying photographs indicate, John has now earned his doctorate from one of the world's premier research universities. At present, he continues to teach at Blake High School in Tampa,



Florida, but we expect that he will be searching for a university teaching position in the near future. Congratulations to John, Teresa, and their two boys.

OUR STUDENTS

MA student **ALEX WISNOSKI** received the Edward H. Moseley Award for the outstanding graduate student paper at the 55th Annual Conference of the Southeastern Council on Latin American Studies. The award comes with \$100 and publication of the paper in the *SECOLAS Annals*. In addition, Alex was awarded a \$1500 International Student Research Grant from the Office of Student Research. Finally, Alex was selected as this year's recipient of the Professor Thomas K. Keefe History Scholarship (Graduate). **PETER KALAJIAN**, another of our fine MA students, received a Charles Redd Research Award of \$1300 from the Charles Redd Center for Western Studies. He was also awarded an internship to work for a month this summer in the archives of Brigham Young University as he continues his study of Mormonism. His paper, "Joseph Smith or the Sword: The Missouri War of 1838 and the Mormon Cult of Personality," won

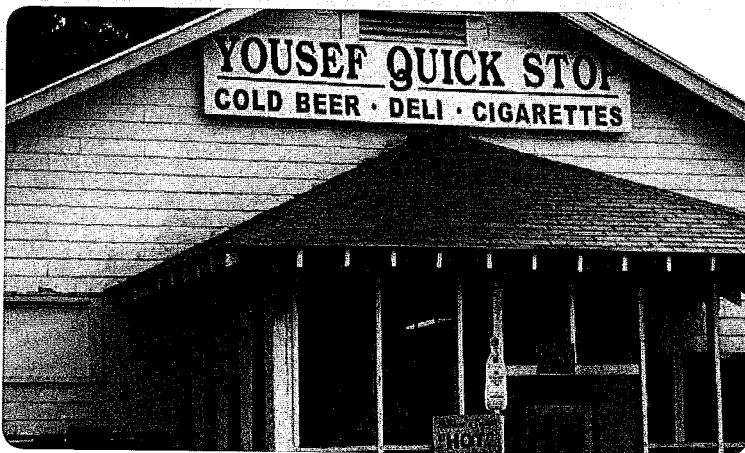
second place at ASU's annual Phi Alpha Theta History Forum and Women's History Symposium.

Former student **BRANDON MILLER** is a graduate assistant in the Ph.D. program at Michigan State University. Another former MA student, **ALICE THOMPSON**, has a full-time position with the History Press in Charleston. She also recently worked with the Historic Charleston Foundation and is developing a book for the foundation. Former student **JEREMIAH DANCY** was accepted to the Ph.D. program at Exeter University. However, when his advisor at Exeter took a position at Oxford he asked Jeremiah to join him. Oxford agreed and he will complete his doctoral studies there. Recent MA graduate **STEVE KNAUSS** is now working for the Service Employees International Union as their Chief Researcher. He calls it his "dream job" because "All day long I get to do research on labor and our

employers."

Undergraduate **JOSHUA MANING** was invited to present his research findings from his HIS 4100 seminar on "Al Qaeda as a Super Ethnicity" at the Duke University Undergraduate Research Forum. Our **PHI ALPHA THETA** chapter sent six students to the PAT Regional Conference at UNC-Pembroke in late-March. ALL SIX students won the "Best in Panel" prizes for their papers: Jeremy Land, "Lyman Beecher: Conservative Abolitionist, Theologian and Father"; Katrin Deil, "Angela Merkel: 'Das Madchen' Who Grew up to be Chancellor"; Peter Kalajian, "Joseph Smith or the Sword: The Missouri War of 1838 and the Mormon Cult of Personality"; Derek Green, "The Last Gasp of Paganism: Julian the Apostate's Rival Church"; Rebecca Kaserman, "Russian America: The Lasting Cultural Colony"; and Jennifer Spivey, "In Search of Dakinis: Representations of the

Feminine in Tibetan Buddhism." At the 2008 Department of History **Honors Day Reception**, the following students were recognized: Jonathan Drew Carpenter won the Professor Thomas K. Keefe History Scholarship (Undergraduate); Allison Brooke Wallace won the Worth Sweet History Scholarship in Secondary Education; Lori Ann Eggers won the Evelyn Shepherd and Brenda Greene History Scholarship; Derek Green won the Dr. Robert D. Warren Scholarship in History; and Jessica Copeland won the Clara Dougherty Brown Scholarship. Samuel P. Duncan was selected as the Outstanding Graduating Senior and Derek Green was selected as this year's Junior Marshal. Jeremy Land was also recognized for winning the First Place paper prize ("Lyman Beecher: Conservative Abolitionist, Theologian, and Father") at the PAT History Forum and Women's History Symposium.



"Cajun Yosef"

This small general store in Carville, Louisiana, is literally where the famed Democratic political analyst James Carville grew up. Originally The Old Carville Store was also the Post Office and Carville's father, Chester, was Postmaster. Carville is best known as the site of the U.S. Public Health Service Hospital where victims of leprosy (Hansen's Disease) patients were treated for a century. Close to Baton Rouge, it is now the site of the National Hansen's Disease Museum.

University Bookstore

By: Bill Pillow

Finally, you've asked about them, and we've finally got them. *The Scholars Bookshop now has an eclectic array of magazines available for sale.* Magazines from such subjects as music, politics, current events, entertainment, literature, cooking, sports and leisure, healthy living, and popular culture are all represented, and we tried to make our selection an interesting mix of titles that you might not expect to find in our area, while also emphasizing outdoor and regional journals. Come check them out, a sampling of just some include: *The New York*

Review of Books, Bluegrass Now, Ski, Skiing, Climbing, Vegetarian Journal, Mother Earth News, The Paris Review, Fine Cooking, Fader, The Advocate, Dirty Linen, Appalachia, Surfer, The Economist, Time, Dissent, Bust, Harper's, Snowboarding, Fly Rod & Reel, Wired, Smithsonian, Bass Master, The New Republic, Ms., Poetry, The Believer, Wine Spectator, and The Bloomsbury Review. Again, this is just fraction of the titles and we hope to add even more soon. And don't forget that daily we sell *The New York Times* (also offered through subscription with an Educator's Discount) and *The Wall Street Journal*.

Department of History Newsletter/Change of Address Form

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II. Other news for the Newsletter:

Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees on the basis of race, color, national origin, religion, sex, age, disabling condition or sexual orientation. Moreover, Appalachian is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of African-American students.

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