

HISTORY

D E P A R T M E N T

WINTER 2010

EDITORS: MICHAEL WADE, SHEILA PHIPPS



Dr. Lucinda McCray Beier

This is an interesting time to become the new chair of the History Department at Appalachian State University. The department, university, and state budgets have been zapped by the global financial meltdown and are challenged, to the say the least. (The best news is that I never have to say “no”: much more important people are saying this mean little word for me.) Two days before I officially started work, the former lead secretary, Linda Willard, resigned to take a new position. There is a new Dean in the College office,

Letter from the Chair

the university is searching for a new Provost, and we are implementing a new General Education program.

Historians know that change is the rule of the world. This truth is what we explore, query, and interpret. So it will be interesting to look back in a few years to see how all the upheaval we are living through affected our department. What I hope and expect is that current challenges will bring out the best in us. Surrounded by accomplished and dedicated colleagues, as well as engaged and hardworking students, I am delighted to be part of that effort.

I was attracted to ASU because the history department's culture emphasizes both research productivity and serious attention to teaching. Our large diverse faculty offers a full range of courses to students who will go on

to teach high school, work in business and public service, attend law school, or build on their training here to become professional historians. We boast many award-winning teachers and many learning opportunities, in-class and out, off-campus and international. At the same time, this faculty is composed of serious scholars who publish and attract national and international recognition. Professor Jeffrey Bortz's recent award of the prestigious Guggenheim Fellowship exemplifies both the high quality of scholarship produced by department members and the opportunity this university has to nurture significant research.

I hope to use my somewhat non-traditional background and experiences for the good of the department. I am an historian of

medicine and public health, focusing on the sufferer's experience of health events—birth, illness, injury, disability, and death—and health care in Great Britain and the United States. Before coming to ASU, I was a member of the History Department faculty at Illinois State University (Normal, Illinois). However, I have also worked as a research administrator, contract researcher, and fieldworker in both the U.S. and in Britain. I hope these experiences will enable me to make a useful contribution as the department navigates the transitions of the coming years.

Meanwhile, the leaves are turning and students are beginning to shed flip-flops and don sweatshirts. We're looking forward to Homecoming—and I am excited about my arrival in a new personal and professional home!

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Recalling the Winter of 1960: An Appeal for Your Written Stories

Were you a student at Appalachian in the 1959-60 school year? If you were, you undoubtedly recall that just short of 7 feet of snow fell in February and March of 1960, making the North Carolina High Country in general, and Watauga County in particular, the region most severely affected by harsh winter weather that affected much of the eastern United States. Roads into the mountains were rendered impassable, and outlying areas of Watauga County were cut off from Boone and other communities. Hay had to be air-dropped to beleaguered cattle whose farmers could not replenish their feed stocks. Snow-removing equipment, such as it was, proved largely inadequate to the task of

clearing town streets. In any event, there was so much snow that there was hardly any place to put it once paved areas were cleared. Unsurprisingly, news coverage of this weather event prompted national interest, and caused people to ask if, with all that snow, there was winter skiing in the areas around Boone. There was not, but there soon would be.

This current winter, which is presenting challenges of its own in the High Country, marks the 50th Anniversary of that historic winter back when quite a few of our alumni were students here in Boone. Partly in commemoration of the anniversary, but primarily because it is a good and important story, Michael Wade

and his students (History) are working with Ray Russell and his class (Computer Science) on documenting (documents, interviews, written submissions of stories/memories, photographs) the history of the Winter of 1960. To that end, and for the purpose of a feature article on the Winter of '60 in next year's History Department Newsletter, we invite those Alumni receiving this Newsletter (and their friends from those days in Boone) to write us about their recollections and documents (photos, letters, etc.) pertaining to their experiences during that winter. We will also be grateful for any leads to other people and sources of information about that time. Submissions will be acknowledged,

properly credited and, where requested, privacy respected.

So, while this is still fresh in your mind, hurry off to your computer, and just begin to jot down a few key phrases or thoughts about what you remember so that you won't forget that we want very much to hear from you. And so do your fellow graduates! If you have materials that you wish to share, but would like to have your originals returned, we have the ability to make copies and will return originals promptly. Send responses/materials to Michael Wade, Department of History, 1082 Anne Belk Hall, Appalachian State University, Boone, NC 28608 (snail mail) or to wademg@appstate.edu.



Internship at Maidstone Museum and Bentliff Art Gallery in Maidstone, England, This ASU history student worked on a display case that went into an exhibit on embroidery and bead work.



Internship at the Museum of Ashe County History in Jefferson, NC, where students are helping to restore the 1904 courthouse.

River Street: These Professors 'Rock!'

Sheila Phipps

Two members of the History Department are working hard to destroy the image of the "dry-as-dust" professor: the self-absorbed, absent-minded, steeped in the past, unenthused with the future curmudgeon. They are nothing like Harriet Beecher Stowe's husband Calvin, who made up his own language for lectures, cried if anyone interrupted his studies, and "saw" visions of dancing imps playing violins. Well, maybe they do see visions, but economic historian Jari Eloranta and Appalachian specialist Bruce Stewart definitely do not hear violins; they hear guitars. They are two of five members of a new band called River Street entertaining campus and Boone citizens these days.

Asked how the band got started, Stewart remembers the first discussion taking place during his job interview when he and Eloranta realized that they both had an interest in playing guitar and a love of the same music genre. They were joined by Allen Bryant (bass guitar and vocals), Lincoln



Masters (vocals, drums, guitar), and Charles "Brad" Hamby (drums, vocals, guitar). Bryant teaches Curriculum and Instruction in the Reich College of Education, Masters teaches Math at Avery Middle School in Newland, and Hamby teaches Earth Science at Caldwell Early College High School in Hudson. Tony Bly (History of the Book, Popular Culture) played bass guitar at the beginning, but has since gone on to other musical pursuits.

Beginning as the "Electric Gypsies," then morphing into the "Suspicious Looking

Moles," the band members finally settled on "River Street." They have performed at Crossroads, the second annual High Country Beer Fest at the Broyhill, and at Earth Fare in Boone. For those who have yet to hear them play, check local places with live music; they played Murphy's in November. Inspired by artists such as Eric Clapton and Jimi Hendrix and groups such as the Eagles and Creedence Clearwater Revival, the band plays a mix of classic rock, hard rock, and blues. Check them out at: <http://www.myspace.com/riverstband>

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In Memorium

The History Department sadly notes the passing of long-time and recently-retired **PROFESSOR H. LAWRENCE BOND** on November 17, 2009. A Duke Ph. D., Larry Bond specialized in medieval church history and was one of the world's leading authorities on the philosopher-theologian-mathematician Nicholas of Cusa, one of the key figures in late medieval and early modern Western thought. A gifted teacher and man of many parts, Larry shared his passion for history, Latin and religion with Appalachian students over the course of a thirty-five year career in Boone stretching from the early 1970s to this past academic year. Larry's funeral service was at the Linville (N. C.) Community Church, where he served as pastor for the past twenty-six years, preaching his last sermon there only a couple of weeks before his death. Next Fall's Newsletter will feature a more detailed tribute to Larry Bond's life and work.

Hard Work, Flexibility, and Tolerance: The Chauvin Family's History in *La Patrie*

Kenneth Chauvin, Instructor

[Editor's Note: *La Patrie* is a town of 805 people in the Haut-Saint-Francois area of Quebec. Located on the banks of the Salmon River near the base of *Mont Megantic*, where the forests give way to agriculture. There are many dairy farms, a sawmill and several wood processing businesses. There, the world-famous Guitabec factory manufactures guitars loved by musicians from Québec and around the globe. The town owes its name to the many French Canadians who returned there in 1875 after trying to earn a living in New England. *La Patrie* also gained notice when Trappist monks attempted to establish a monastery there – in vain.]

Like many people, I have become very interested in my family history, a bit embarrassing for this "professional" historian, since so much of my knowledge comes from the amateur efforts of other family members: an aunt, a niece, distant cousins from the United States and Canada. Even my wife, Melinda, has become entranced by exotic French family names and locales stretching from Louisiana to the Canadian Maritimes, and even to France itself. It seems ironic that the rediscovery of the Chauvin family's past is so intimately tied to technological innovations; without the computer and the Internet, most of this information would be inaccessible.

In Chauvin family documents, Melinda noticed that the 'occupation' listing in Canadian census records changed with the seasons, literally. At any given time throughout the year, Chauvins were farmers. At others they were woodcutters, itinerant "labourers," or even petty crafters. "What gives?" she asked. I discovered that my French Canadian forebears were a very resourceful lot from whom we could learn much about how to survive in an economically

unstable world.

The Chauvins came from France in the mid-seventeenth century when Canada was still New France. They became *habitants* (small farmers) in the backwoods of Quebec, planting turnips, corn, hay, and broom corn while also raising pigs and cows. Since one couldn't feed a large family by just farming, older sons left the farm every winter to become woodcutters; big logs could only be moved easily when the ground was frozen solid and slippery with snow. They returned in early spring for the maple syrup harvest. Local farms couldn't produce enough sap to be profitable, but the *habitants* pooled their tappings, selling them through the *La Patrie* community cooperative. Younger sons spent summers cutting long straight saplings to store in a special curing barn and tending broom corn (harvested in the fall, stored in the curing barn). During the long cold Quebec winters, they turned the cured saplings into broom handles while their sisters wove brooms onto the handles from the broom corn. By spring, diligent effort by the family's youngest members had produced enough brooms to trade at the local general store for flour, sugar, clothing, seed, and tools for the coming year.

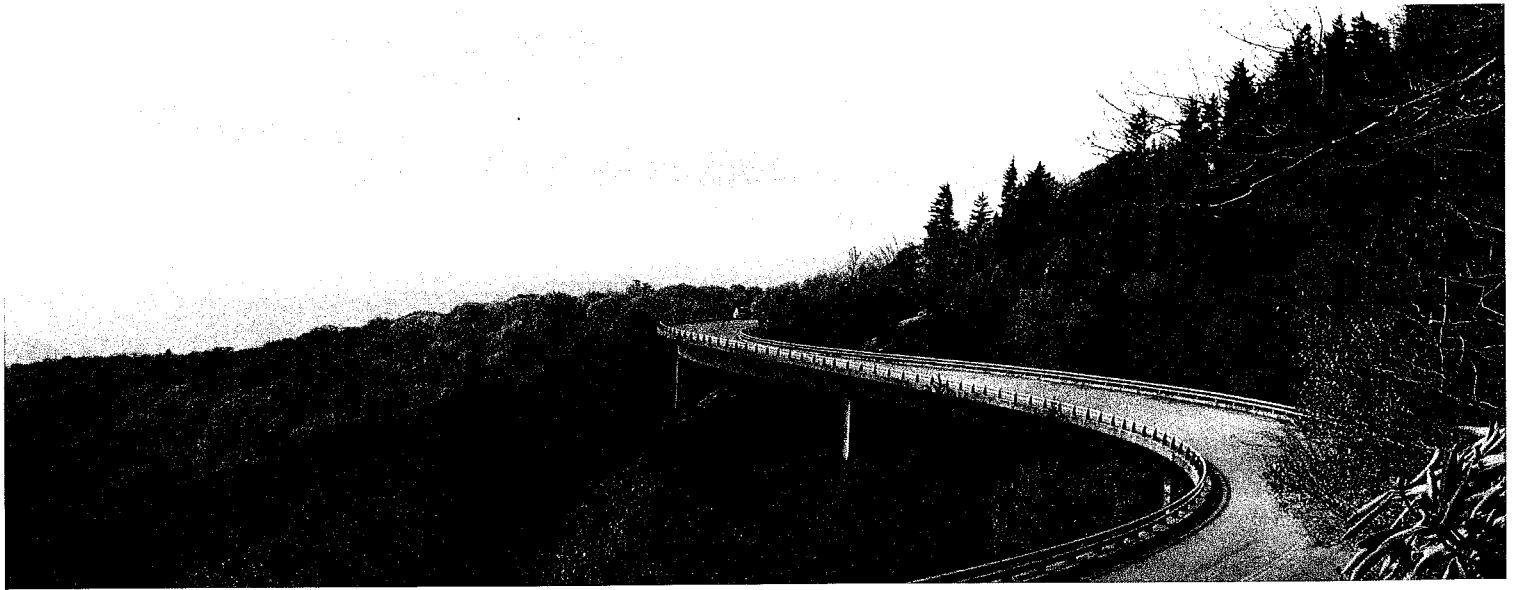
Today specialization is the norm; basing one's economic future on being 'jacks-of-all-trades' seems counterintuitive. However, specialization

also makes us vulnerable to the twists and turns of the marketplace. The Jacques and Janes who turned their minds and hands to multiple tasks were better prepared for economic uncertainty. Strong family and communal ties provided a more reliable safety net than either church or government was willing or able to provide. Mobility within the context of one's proper place provided a physical and psychological *bailiwick* (a good French word) against a modern, mobile, and seemingly rootless culture.

Habitant culture also forged a toleration of others willing to work as hard, regardless of religion, ethnicity, or race. The Chauvins had no qualms about marrying Indian brides, usually Mohawk or Algonquin. That tolerant circumstance helped turn the Chauvin family farm into a stop on the Underground Railroad, at least in the family's oral traditions. When my branch of the Chauvin family moved to New England, my contractor grandfather resisted every pressure to "red line" our town to keep Hispanics or Asian immigrants out. My father, a member of the town's Historic Commission, used library exhibits to show that our town had welcomed Quakers and Baptists well before the Massachusetts General Assembly legalized religious non-conformity in the 1830s. French Canadian Catholics were welcomed in the 1870s and Armenian Orthodox Christians in the 1920s. Toleration made Quebecois culture stronger and America what it hoped to be.

Our world today faces many of the same unsettling forces my Quebecois ancestors confronted: economic uncertainty, social instability, the desire for enduring roots and values. Wouldn't it be nice if we could take a leaf from the *habitant's* book of life? Work hard but also work smart; you're stronger working together than working alone; embrace change when it's for the better because in an open-minded and tolerant society there is much less to fear when you're willing to learn instead.

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Two Opportunities At Appalachian To Learn About The Blue Ridge Parkway As It Celebrates 75 Years

Blue Ridge Parkway Conference to be held at ASU in April 2010

On April 22-24, 2010 Appalachian State University will host the first of a 2-part conference called "Imagining the Blue Ridge Parkway for the 21st Century." The second meeting will be at the Hotel Roanoke in October 2010.

The interdisciplinary conference will be held at Appalachian's Plemmons Student Union in Boone, North Carolina. The focus will be on Blue Ridge Parkway's history, scenery, conservation, and community.

Close to seventeen million visitors annually visit the Blue Ridge Parkway and experience the natural beauty of its landscape. Thousands of neighbors in the Parkway corridor and surrounding communities live in a mutually-supporting relationship with the nation's most popular National Park unit. September 2010 will mark seventy-five years since construction began on what early planners called a "super- scenic motorway."

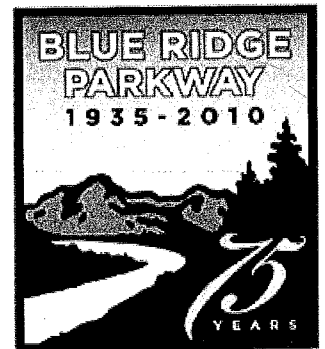
Yet few visitors or Parkway neighbors understand the complexities that led to the construction of this monumental public works project, or the challenges faced by those who manage and preserve the Parkway for future generations. Presentations will inform participants about the Parkway's past, present and future. This event will be the first opportunity since the Parkway's 50th anniversary in 1985 for scholars, professionals, and other students of the Parkway to engage in a single conversation featuring the substantial research about the Parkway done in the past twenty-five years. Schedule and registration information can be found at the Blue Ridge Parkway's 75th Anniversary official website: www.blueridgeparkway75.org or by contacting Dr. Neva J. Specht, University Liaison to the Blue Ridge Parkway at asubrp75@appstate.edu or 828.262.6879

Teacher Workshops on the Blue Ridge Parkway, July 2010

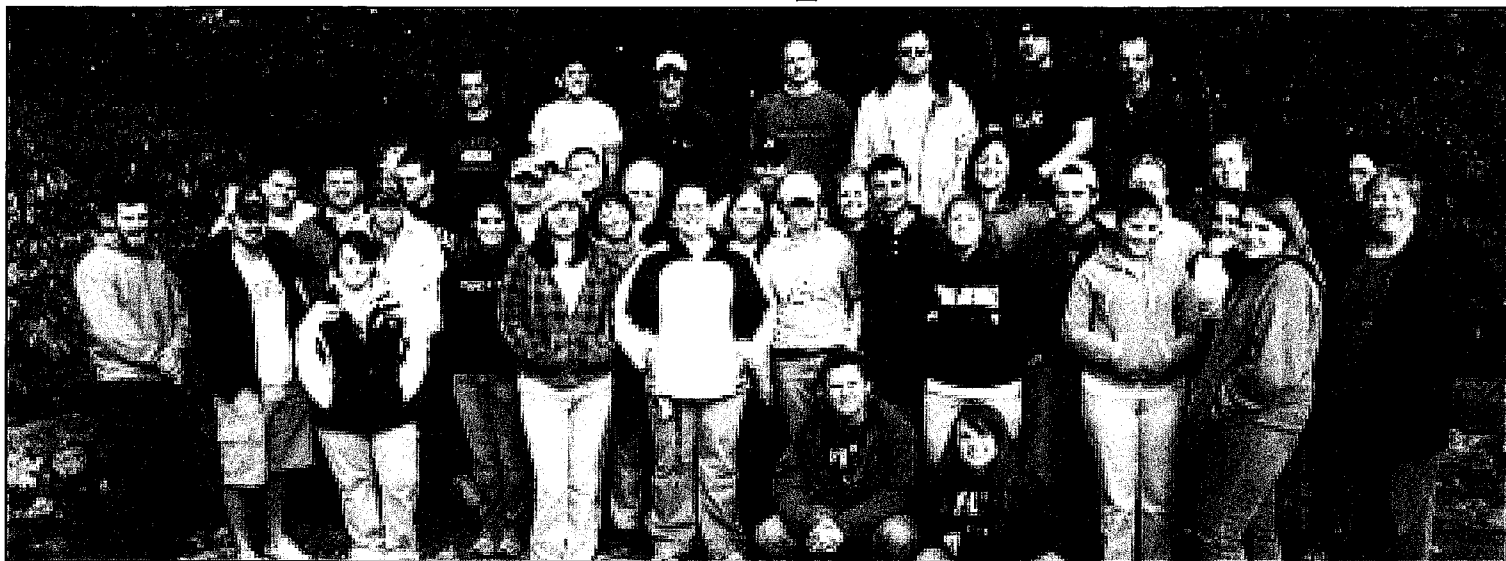
Appalachian State University will host two, one-week workshops (K-12 Teachers) exploring the history and culture of the Blue Ridge Parkway. The workshops are part of the National Endowment for the Humanities Landmarks in American History and Culture program. Week 1: July 4-10, 2010; Week 2: July 11-17, 2010.

The Blue Ridge Parkway celebrates its 75th Anniversary in 2010. Participants will experience the beautiful Blue Ridge Mountains while learning about the history of the most visited National Park Service site. Based on the Appalachian campus, mornings will feature lectures, discussions and hands-on sessions working with a variety of primary sources. Participants will also collect materials and ideas for use in developing curriculum projects. Afternoons are for field trips to explore the cultural resources along the Parkway. Evenings will be free to explore the Appalachian mountain town of Boone, work in state of the art Belk library, or relax at a local coffee shop while enjoying some traditional Appalachian music. Throughout the week, participants will interact with faculty experts on the Blue Ridge Parkway and Appalachia as well as meet rangers and managers from the National Park Service.

Selected participants will receive a stipend of \$1200 at the end of the residential workshop session. Stipends help to cover living expenses, books, and travel. Deadline for applications is March 2, 2010. For more information on the workshops, how to apply, and workshop faculty see the website at <http://www.history.appstate.edu/NEH/NEH.html>.



Parkway Field Trip Collaboration



The students pictured are: BACK--Chris McBurney, Ryan Dunlevy, Dustin Smith, Paul Holcomb, Nathan Ward, Jerry Byers, Aaron Jones; MIDDLE--Corey Tucker, Otis Cough, Lloyd Walker*, Kevin Douglas, Joe Sikes, Scott Coulson, Chris Walz*, Matt White, Sandra Oldendorf, Carol Deal, Anna Brawley, Matt Wise, Jamie Walker, Kristi Edwards, Lauren Futch, Jacob Beach, Jared Fehr; FRONT--Brian Post, Kyle Sargent, Jerry Whitener, Rachel Christian, Amber Burns, Lisa Miles*, Kelly Michalski*, Rebecca Jones, Adam Sexton, Amber Whitley, Robert Simpson, Katie Smith, Angel Ledbetter* Carrie Barlowe, Neva Specht; KNEELING--Jon Russell, Maria Schell. All of the students were History Majors except for those indicated by (*).

Sheila Phipps

Dr. Neva Specht, Dr. Sandra Oldendorf (C&I), and Marc Gamble (Ashe County High School) took Oldendorf's Teaching High School Social

Studies class on a field trip to Doughton Park on the Blue Ridge Parkway in October 2008. With transportation furnished by C&I, the trip represented a collaboration between university departments and the public schools. Specht led

discussion about Parkway history, including the discriminatory practices of creating separate picnic areas for black and white visitors. She also used the time to teach the class how to effectively lead field trips for high school students.

The History Graduate Program

Dr. Lisa Holliday, Director

This has been a busy so far year for our graduate program! Both students and faculty have been busy with research, conference presentations and workshops. We welcomed one of our largest incoming classes of new students. Several of our MA graduates went on to doctoral programs at universities including Auburn, the University of Kentucky and the University of Georgia.

Many of our students have presented their research at regional and national conferences. Allison Wonsick presented "The North Carolina Eugenics Program: Racism under the Guise of Science." at the spring Phi Alpha Theta conference. Justin Philbeck presented papers at both the local and regional Phi Alpha Theta conferences, the World History and Economics Conference, and at the University of Virginia's College at Wise Medieval History conference. Jamie Hager presented



research at NC State's Graduate Student Association conference, the Phi Alpha Theta Regional conference, the UNC-Charlotte Graduate Association conference and the World History and Economics conference. (I would like to add that Jamie is also the recipient of the 2009-2010 Clara Dougherty Brown Scholarship for Outstanding Public History Graduate Students, as well as the president of our newly formed Graduate Student History Association.) I am happy to note that several of our students have published reviews. Allison Wonsick published a review on the *Tuskaseegee*

Valley Spring and Jeremy Land is reviewing *Why we Fought* for the *Journal of Southern History*. Jamie Hager has three book review submissions pending at the *Public Historian*.

The History Department offers numerous graduate workshops on teaching and professional development for graduate students as well as new opportunities for community involvement with Appalachian's Senior Scholars program. A list of upcoming workshops, times, and places can be found at <http://www.history.appstate.edu/Graduate/Events.html>.

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ASSOCIATE PROFESSOR EDWARD BEHREND-MARTÍNEZ

has continued work on his current book project about wife-battery and family violence in Golden Age Spain and its empire. His article "Making Sense of the History of Sex and Gender in Early Modern Spain" appeared in *History Compass* in August, 2009, and last Spring he presented a paper titled "Sins and Sex Crimes: a Comparison of Ecclesiastical and Secular Campaigns against Adultery" at the conference of the Association of Spanish and Portuguese Historical Studies in Kansas City, Missouri. In addition, he has recently agreed to serve as the department's Assistant Chair, beginning in January 2010.

ASSISTANT PROFESSOR MICHAEL C. BEHRENT

has been busy since joining the faculty. His article "Liberalism without Humanism: Michel Foucault and the Free-Market Creed, 1976-1979" will be appearing in the November 2009 issue of *Modern Intellectual History*. It is part of a project exploring some of the ways in which a philosopher associated in the United States with "postmodern" radicalism played a part in the critique of Marxism and the revival of liberalism in France during the seventies. Behrent also developed a course that he will be teaching for the first time through the new First Year Seminar program on Alexis de Tocqueville's classic work, *Democracy in America*.

PROFESSOR RENNIE BRANTZ

continues to co-direct Appalachian's Center for Judaic, Holocaust, and Peace Studies. In this capacity he took ten students to France, Germany, and Austria this past summer to study the Holocaust, co-directed the annual Martin and Doris Rosen Summer Symposium for public school teachers on "Remembering the Holocaust" (July 18-22), and continues to serve on the North Carolina Council on the Holocaust. Fall semester he is teaching a First Year Seminar entitled "Jews and the Holocaust," and offering an advanced history course on "The Nazi Holocaust." Brantz is also working on an article entitled "Vera Lachmann and Camp Catawba," and presented at the Middle Tennessee State University Holocaust Conference (Oct. 2009) on "New Directions in Holocaust Studies: Italy and France." As a member of the Boone Town Council he serves on the Boone Historic Preservation Commission, the Southern Appalachian Historical Association board, and the Jones House Advisory Board.

ASSISTANT PROFESSOR JUDKIN BROWNING

had two articles and a book published in 2009. His article, "I am Not So Patriotic as I was Once": The Effects of Military Occupation on the Occupying Soldiers during the Civil War," was published in *Civil War History* (June 2009). Another article on his innovative teaching technique entitled, "Of Water Balloons and History: Using

Wargames as Active Learning Tools to Teach the Historical Process" was published in the May 2009 issue of *The History Teacher*. His book, *The Southern Mind under Union Rule: The Diary of James Rumley, Beaufort, North Carolina, 1862-1865* was just published by the University Press of Florida (2009). He has a book manuscript on the effects of Union military occupation during the Civil War, based on his dissertation, under contract with the University of North Carolina Press, hopefully forthcoming soon. In November 2008, Browning won the William C. Strickland Outstanding Young Faculty Award from the College of Arts and Sciences at Appalachian State University. In April 2009, he presented a paper on the social effects of military occupation at the Society for Military History Conference in Murfreesboro, TN. But all of that pales in comparison to the really important news that he and his wife, Greta, became proud parents to Bethany Ellen Browning (7 lbs., 9 oz.), on June 9, 2009.

PROFESSOR TONY CAREY

joined the department in 2008 and serves as Vice Provost for Faculty Affairs. Tony came to Appalachian in 2008 after sixteen years at Auburn University, where he was chair of the History department. His Ph.D. is from Emory University, and he is a specialist in the history of the Old South. His book, *"Sold Down the River": Slavery in the Lower Chattahoochee Valley of Alabama and Georgia*, is forthcoming from the University of Alabama Press.

He is teaching a Senior Seminar on Slavery in North America in Fall 2009.

PROFESSOR JAMES GOFF

appeared in a BBC documentary entitled *Gloryland: The Story of White Gospel* this past year. He also concluded a five-year stint as the department's graduate advisor and is currently enjoying an off-campus scholarly assignment while researching and doing preliminary organization for a religious biography of Elvis Presley. Goff's project is tentatively titled "Elvis Presley and the Changing Face of American Christianity."

ASSOCIATE PROFESSOR RENÉ HARDER HORST

continues to serve his community by trying to keep two miles of county road relatively free from trash. He volunteers as a Blowing Rock school representative for gifted education to the Watauga County School Board and presented introductions to Latin America in two sixth grade classes at Blowing Rock School. Horst also works for the Parent Teacher Organization. At Appalachian, he serves on the Faculty Senate, the Faculty Welfare Committee, and the University Welfare of Students Committee. At the department level he serves on Department Personnel and Educational Advancement committees. Horst is teaching two new courses this fall—an upper level history of U.S./Latin American Relations and Society and History, an introductory General Education class. Horst finished his second

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book, *Military Struggle and Identity Formation in Latin America: Race, Nation and Community During the Liberal Period*, for publication by University Press of Florida in Spring of 2010. In addition, he has completed the translation of his first book into Spanish. Titled *El Regimen Stronista y la Resistencia Indígena en el Paraguay*, this third book has been accepted for publication by CEPAG press in Asunción, Paraguay, after good local reviews. Horst's "The Peaceful Revolution: Intellectuals, Upper-class Women, and the Construction of a Multicultural National Identity in Paraguay, 1975-1992" will appear in *Latin American and Caribbean Ethnic Studies* (Spring 2010). His "Indigenous Integration and Legal Changes in Paraguay" is a chapter in Erin O'Connor and Leo Garofalo's *Gender and Race, Empire and Nation: A Documentary History on the Making of Latin America*, due for publication as a classroom text by Prentice Hall. In his work with history graduate students, Horst directed the MA thesis of Alexander Wisnoski, titled "Women, Space and Production in Colonial Peru," a graduate student who entered the History PhD program at the University Minnesota-St. Paul this fall. Horst also served as a thesis committee member for MA students Brent Ray, Rebecca Kasserman, and Sarah Cusik.

ASSOCIATE PROFESSOR ANATOLY ISAENKO

has two current research projects: "Polygon of Satan: Ethnic Traumas and Conflicts in the Caucasus," and "Sarmato-

Alans and Their Impact on the Civilizations of the West and East." He has submitted for publication "The North Caucasus Beslan Tragedy in the Context of Ethnic Extremes," and "Chosen Traumas and Ethnocentric Mythology in Ethnic Conflicts in the Caucasus: Georgia, South Ossetia, Abkhazia (1988-1993)." Isaenko's "A Failure that Transformed Russia: The 1991-94 Democratic State Building Experiment in Chechnya" (revised) appears in *H Highbeam Encyclopedia*, 2008: 1-17, <http://www.enyclopedia.com/doc/lgl-70378610.html>. This article also has been published by the *Encyclopedia of the Chechen Republic*, the *Encyclopedia of Kabardino-Balkaria*, and the *Encyclopedia of Ingushetia*.

PROFESSOR MICHAEL L. KRENN

is now enjoying a well-deserved break from meetings, memos, and budgets after eight years as chair of the Department of History. With the benefit of the next year off, he is busy with a number of projects: an NEH Picturing America School Collaboration Projects grant proposal just went in; a research grant to the American Philosophical Society also just left his desk; he is reviewing an interesting book about the POW/MIA issue from the Vietnam War for *Proceedings*, the magazine of the Naval Institute; he has been asked to write a chapter on the history of race and U.S. foreign policy during the Cold War for a two-volume collection of essays due out some time in 2011; and he finished up work on a chapter about Appalachian culture and

U.S. cultural diplomacy that will appear in a volume on U.S. public diplomacy coming out in February 2010. The big project is his next book, which represents a real departure for him: a biography of Dr. Samuel G. Morton, an early-nineteenth century leader in the development of the "science" of race in the United States. Most of Morton's theories were based on his studies of his massive collection of human skulls from all around the world. It is a disturbing story of how a man of intellectual power, deep religious convictions, and an abiding respect for science could be so easily drawn into a world of racism, bigotry, and inhumanity. Beyond that, Krenn also will be working on a new course for the First Year Seminar program—a history of boxing in America.

PROFESSOR DOROTHEA MARTIN

has focused her research this past year on the Chinese labor diaspora to Latin America in the late nineteenth and early twentieth centuries. A paper on this topic presented at the regional Association for Asian Studies hosted by Emory University looked at the Chinese indentured workers in the guano mines of Peru from 1854-1875. A small research travel grant from Duke University aided Martin in locating and accessing materials for the next phase of this on-going project on Chinese workers who helped build railroads in Northern Mexico. This past spring [2009], Martin guest edited the *World History Bulletin* that focused on Asia, and wrote the

introductory article dealing with the question of which region of the world was stimulating and responding to the other in the growth of East – West trade from 1700-1850, with special attention to cotton textiles. She also wrote the entry on Mao Zedong for the new *Berkshire Encyclopedia of Modern China*. As are many of her colleagues in the History Department this fall, she launched her new General Education course on Migrations in World History as part of the Local-to-Global Perspective within the Origins and Migrations Theme. On this new course, Martin reports, "so far so good!"

PROFESSOR MYRA PENNELL

had a busy year supervising 47 student teachers and teaching classes. It also was a busy year in program design. All teacher education programs in North Carolina are currently under revision, and Pennell served on the statewide committee to write new program approval standards for middle grades and secondary Social Studies programs. At Appalachian, she served on committees to revise methods courses and student teaching so they will meet the new standards and, since last spring, has been working to revise the Department's History, Secondary Education program. This year Pennell is participating as a reviewer for the statewide committee to revise the NC Standard Course of Study for K-12 Social Studies. All of these changes are part of the nationwide reevaluation of public education to focus on

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preparing students to live in the twenty-first century. Everything is on the table—from teacher evaluation to the K-12 curriculum to statewide testing. Of course, when teaching changes in the public schools, teacher preparation programs change, too. Pennell believes that these revisions are the deepest she has seen over the course of her career. Over the next year, Dr. Pennell will continue to implement changes in the History Department's programs. Next up for revision is the MA program for secondary education. Another important task for this year will be to search for a replacement for Dr. David Johnson, who took a position at UNC-Charlotte this year. We all are glad for Dr. Johnson because working at the same university as his wife will give him more time to devote to being a husband and a father to his new baby girl. However, we miss him terribly. The Department currently is advertising for his replacement.

ASSOCIATE PROFESSOR SHEILA PHIPPS

has recently completed the indexing—a sign that the end is in sight—for *Entering the Fray: Gender, Culture, and Politics in the New South* that she co-edited with Jonathan D. Wells of Temple University. The book is scheduled for publication with University of Missouri Press this coming winter. Along with two book reviews coming out this year, Phipps is continuing work on "Appreciate All the Little Curses": *Crossing the Boundaries of Gendered Labor*, a book-length study that compares and contrasts the efforts of both men and women during the Civil War to take on tasks normally assigned to the opposite sex. This fall she is teaching a new General Education linked course,

HIS 3000 Writing in History. Each faculty member will structure this new course to his or her own field but Phipps has entitled hers, "Good Wives, Wenches, and Witches," and is enjoying the challenge of finding the correct balance of content and technical skills. Fortunately, the class involved in this initial offering is full of bright and energetic students who are willing to remain flexible in order to help Phipps find this balance. In the spring, Phipps will attempt another new General Education course, HIS 1200, American History, which will cover the history of America from "Columbus to Clinton." In addition, Phipps is once again teaching the graduate course, Nineteenth-Century American Women, and is enjoying a fine mix of bright students who are on the verge of producing some intriguing papers, investigating such topics as how society viewed women who entered the Civil War as soldiers, a little-known women's journal that ran for three years at the beginning of the century, what aid pregnant single women found to see them through their condition, why women began to keep their maiden names after marriage, and whether or not women's fashion was driven by patriarchal controls. Over this past year Phipps has served on the undergraduate Honors Thesis Committees for Kristi Abrecht in the College of Fine and Applied Art, and for Dennis Dorsey in the College of Business. She sat on the MA thesis committees for Kathy Staley, Tammy Wilmesherr, and Eric Young, and is directing the MA thesis for Stella Pierce, tentatively entitled "Locating the Transformation from Cooks to Chefs." On a personal note, this past summer Phipps single-handedly applied twelve cubic yards of new mulch to her flower

gardens and grew—for the first time in her life—pumpkins.

PROFESSOR TIM SILVER

spent far too much of the past year away from his research, doing the sorts of things that help keep the wheels of the university turning (or at least skidding along). Tim chaired a committee that conducted a national search for a department chair, a year-long venture which resulted in the hiring of Lucinda Beier from Illinois State University. Tim also chaired one of the Faculty Coordinating Committees that established social and historical themes for the new general education curriculum. On the scholarly front, he did find time to publish "Three Worlds, Three Views: Culture and Environmental Change in the Colonial South," for The National Humanities Center's Teacherserve web site. He was also selected to give the James Morton Callahan Lecture at West Virginia University, in April 2009, as part of the WVU's Rush D. Holt History Conference. For the first time in the fall of 2008, Tim taught a First Year Seminar titled "Wistful Dreams, Apocalyptic Visions: People and Nature in the 21st Century," a class that involved, among other things, two canoe-camping trips (one in a November chill) on the New River. On the home front, the Silver family adopted a new dog (this makes two) and christened a new tree house (replete with deck and arched doorway) in the backyard. Daughter Julianna won two bronze medals at the season's final swim meet; wife Cathia won her age group in two local 5K races. In the midst of all this family athletic achievement, Tim managed to have his second knee surgery. Rumor has it that the procedure actually improved his golf swing.

ASSOCIATE PROFESSOR NEVA JEAN SPECHT

continued her work with the Blue Ridge Parkway as the University's Liaison. She's in the process of organizing a major conference on the Parkway to be held at ASU in April and planning the second NEH funded teacher workshop on the Blue Ridge Parkway in July 2010 (see additional information elsewhere in the newsletter about both of these events) all in celebration of the Parkway's 75th Anniversary. This past spring she was elected to the Board of Trustees for the Blowing Rock Art and History Museum and was also appointed to the North Carolina Humanities Council for a three-year term. She also received one of the Board of Governor's teaching awards. Last May, Neva and her family spent 10 days in Iceland on the hunt for Vikings, geysers, and waterfalls. Starting in January, Specht will assume a new position as Associate Dean in the College of Arts and Sciences.

PROFESSOR MICHAEL J. TURNER

joined the Department as Roy Carroll Distinguished Professor of British History in September 2008. According to Turner, his "first year at Appalachian has been enjoyable and busy." In Fall 2008 he taught a small—"but keen and lively"—group of MA students. Together they explored "Victorian Britain: Social and Political Discourse in the Mid-Nineteenth Century." In Spring 2009 he taught "Research in British History" for another small—"but even more keen and lively!"—group of MA students. This course included some common readings to familiarize the students with important trends in British historiography, followed

Continued on next page

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by independent research projects that the students conceived and carried out themselves. Their final papers were mostly very good. Over the past year Turner has made progress with his own work, publishing "Local Politics and the Nature of Chartism," in *Northern History*, 45 (2008), several book reviews in *History* and the *Labor History Review*, and finished some short entries for the *Encyclopedia of Utilitarianism* (Thoemmes Continuum). Turner's new book *British Power and International Relations during the 1950s: A Tenable Position?* has recently been published (September 2009) by Lexington Books, and *Britain and the World in the Twentieth Century: Ever Decreasing Circles* will be published in March 2010 by Continuum History. He is currently completing books for Palgrave Macmillan and for Cambria Press.

PROFESSOR MICHAEL WADE

is teaching the third incarnation (more blues, some punk) of HIS 3240 (Race, Rock & Rebellion) to a class full of enthusiastic students this Fall. In Spring 2010, in addition to Recent U. S. History, he will offer two Civil Rights History seminars, one for Junior Honor students, the other for graduate students. He was the 2008-2009 President of the Louisiana Historical Association and is currently on the LHA Board of Directors. His "Does Louisiana's Past Have a Future?" will be the lead article in the next issue of *Louisiana History*. "Lost, Stolen and Strayed: Marcus Christian's Crusade Against Segregationist History" is a book chapter in Michael Martin, ed., *Race and Civil Rights in Louisiana: Recent Interpretations* (University of Louisiana—Lafayette Press, forthcoming). Wade's "Desegregation (College) in Louisiana," is forthcoming in the *New Encyclopedia of Southern Culture* (UNC Press). Peter Wallenstein, ed., *Higher Education and the Civil Rights Movement* (Univ. Press of Florida), which contains Wade's "Constantine v. SLI and the Desegregation of Louisiana's State Colleges," is now available in paperback. The work on the book version of state college desegregation continues, but has been slowed by a reinvestigation of an 1887 sugar workers' strike in south Louisiana which produced some of the bloodiest labor violence in American history. That resulted from learning that Marcus Christian's father fled that strike when white vigilantes targeted Lafourche Parish strike leaders for execution. The strike revealed not just labor issues, but also growing white concern over miscegenation and a determination to teach younger blacks born in freedom that white supremacy was inviolate. This digression has, thus far, resulted in a substantial original documents exercise for U. S. history survey students and a scholarly paper for the 2010 LHA meeting.

ANDREA BURNS

The History Department is pleased to welcome Dr. Andrea Burns to the faculty. Burns earned her undergraduate degree at Michigan State University in History with concentrations in Art History and Anthropology, and earned her Ph.D. in History at the University of Minnesota. Her dissertation, entitled "Show Me My Soul: The Evolution of the Black Museum Movement in Postwar America," is a study of black museum development in five cities: Chicago, Detroit, D.C., New York, and Philadelphia. She has taught at the University of Wisconsin at Oshkosh and at Stevens Point, and has also worked in Delaware, organizing conferences for the Urban Affairs Association.



Andrea Burns

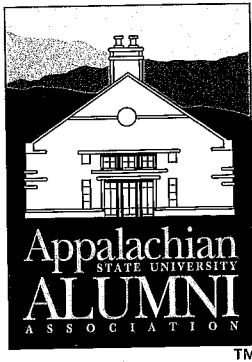
The newest member of the Public History Faculty, Burns envisions growing the program by increasing community involvement with both undergraduate and graduate students. At present, she is guiding graduate students in their research efforts to help get the Blowing Rock Art and History Museum off of the ground. Additionally, she is committed to helping graduate students coordinate a National History Day program based at ASU, which will provide—among other things— invaluable experience for jobs in the field of museum education. She is also considering a collaboration with the Hickory Ridge Museum.

Burns credits her hometown of Flint, Michigan—where she grew up just down the street from a struggling auto plant—for generating her interest in twentieth-century African-American and Urban History. At the age of seven, her family toured Auto World, an "odd combination of museum and theme park" that opened in Flint in 1984 (and went bankrupt shortly thereafter). Consequently, one of her future

projects will be a study of heritage tourism in postindustrial cities. Another project on her horizon is an exploration of continuing efforts to commemorate the Detroit riot of 1967. According to Burns, "these efforts coalesced on the riot's 40th anniversary with a series of prayer gatherings and unity ceremonies," a rather serious observation that has yet to produce a historical marker for the site of the riot's beginning. At this point, her plans include a comparative examination of efforts in cities such as Birmingham and Memphis to "publicly remember their own dark moments in the black freedom struggle" and to suggest "ways in which Detroit could do the same."

In March, Burns will travel to Portland, Oregon, for a conference of the National Council on Public History. She has organized and will chair a panel entitled "Negotiating a Balance: Interpreting the Multiple Histories within 'Wilderness' Landscapes."

The History Department is fortunate to have Dr. Andrea Burns on board to aid the growth of the Public History Program. It will be exciting to watch her put her own enthusiasm for the discipline to work for the students, the department, the university, and the community.



ALUMNI TRANSITIONS

Matthew Pence (2003), an Advocate in the Making

Matthew Pence recently left his teaching position to enter John Marshall Law School, following two of his long-time dreams of practicing law and living in Atlanta, where he finds all of the “excitement of the big city coupled with the magnolia essence of southern charm.” It was time for a change, though the process, he states, took “a huge leap of faith.” Determined that he would not let the fear of failure stop him, he made the move.

Pence graduated from ASU with a BS Secondary Education degree in History. His first position upon graduation was teaching social studies at Randleman High School in Randolph County. Four years later he moved to Randolph Early College High

School. He thoroughly enjoyed working at both schools and believes that the high points were working with the students, “being their champion and advocate.” He concentrated on instilling a deep knowledge of the U.S. Constitution, “working myself to the point of exhaustion for a principle.” He also focused on taking “dense material and making it exciting for high school” students. In the process he earned a reputation for flexible and creative thinking.

History faculty who taught Pence won't be surprised to learn that he was involved with the North Carolina Association of Educators and then became local president of the Randolph County Association after “giving an impromptu speech to a panel of legislators regarding the lackluster pay for teachers” in North Carolina. Given Pence's undergraduate penchant for political activism, it is not a stretch to imagine his willingness

to advocate for public school students against the politicians who, in his words, “use the school system as a battleground for political show.”

When asked his estimation of his undergraduate preparation for this career, he credited Appalachian for teaching him to think for himself. Small class sizes and the atmosphere of acceptance and personal growth by the faculty trained him well. “Above all,” he states, “I was taught to have no shame for how I felt, or to feel a need to justify what I believe. I appreciate that and will remember it always.”

Pence believes that John Marshall Law School is the best fit for him. It is a small school with a broad diversity policy where “social justice is a cornerstone of the curriculum.” At this point he plans to go into trial law, finding the thought of arguing his case in front of a judge and jury exciting. This will come as

no surprise to those who taught him. Although he will initially work for a District Attorney or a Public Defender's office, ultimately he will open his own practice.

His advice for undergraduates thinking about law school is to give it careful thought. He is convinced that having another career before making this move was the best thing he could have done. It gave him time to gain financial footing, and to develop greater self-awareness and discipline. He warns that “law school is prime time; you start out behind” and have to meet the demands of an extraordinary amount of reading. “If you want to extend the joy of college years, then do not go to law school.” He advises working for awhile—teaching, traveling, joining AmeriCorps, or something else—especially if not absolutely convinced about the choice. Once enrolled, law school takes over. Pence says “you will hardly have time to write the checks to pay bills at the end of the month,” much less “have the time to write the great American novel.”

On the other hand, he loves it. He loves “the idea of applying legal rules to situations, the intellectual challenge, deciphering the gray area of the law.” He hangs on to his “dreams daily.” When times get tough, he sees himself “arguing a case before the Supreme Court and being a champion” for something he truly believes is right. One thing he truly believes is right is his decision to make this monumental change in his career.

ANNOUNCEMENT

Now Recruiting for the MA in History, Secondary Education

The History Department has moved the MA in History for Secondary Education off campus. Students in the program are full-time teachers; locating the program at sites more convenient to them has allowed more people to participate. The third cohort will graduate in Summer 2010, and we are now recruiting students for the fourth cohort that will run from Fall 2010 through Summer 2012 at the ASU Center (formerly the Hickory Metro Higher Education Center) in Hickory. Applications are due by March 15, 2010. If interested in more information, contact Dr. Myra Pennell at pennellm1@appstate.edu.

ALUMNI TRANSITIONS

Sarah Weis Neggers (2004): “Life Long Learner”

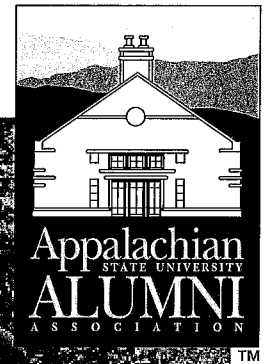
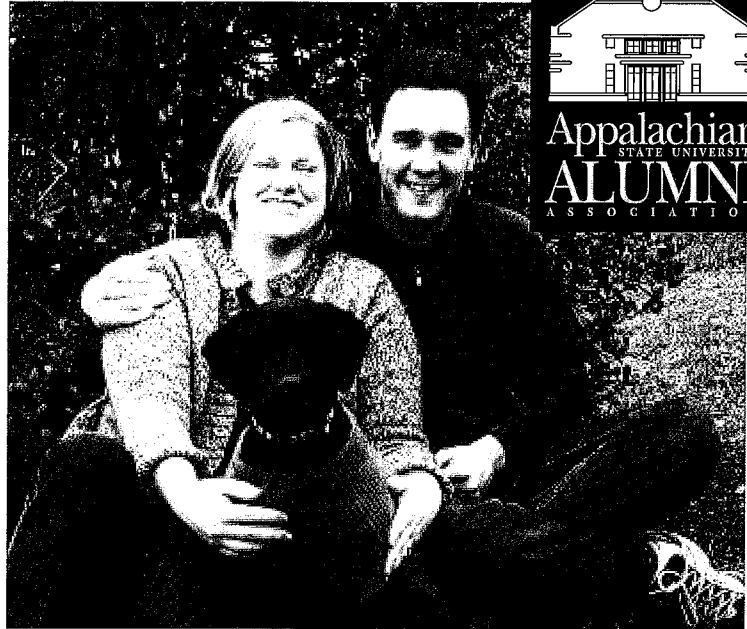
As Sarah Neggers, her husband Chris, and their dog Sally (named for Chris's student loans) travel back and forth to visit family in Massachusetts and Indiana, they always arrange to stop at a historic site to “learn more history and have a lot of fun.” Married since 2005, Sarah enjoys teaching Chris the traditional history she lives and breathes, while Chris, a Forester with Casey & Company Forestry out of Wilkesboro, teaches Sarah some of the environmental history he incorporates into his profession as a scientist. As Sarah encourages in her students, so is she a “life long learner.” Recently she took a leave of absence from teaching and earned a Master's degree in Teaching at Wake Forest University, not just for the pay raise it would bring, but also to make her parents proud and enrich her teaching skills.

After graduating from Appalachian, Neggers taught mostly World History to freshmen at Davie High School in Mocksville, North Carolina, her first year, before moving on to teaching United States History to juniors. A Teaching Fellow at Appalachian, she was aware that she wanted to work with high school students but had no idea how much she would enjoy actually teaching them. “It seems like every year, every semester even, there is a new reason I love my career,” she says.

Asked what her most difficult

classroom challenge had been, she said she had to learn that not all of her students were as motivated as she was in high school. Where she had reveled in every higher level of achievement, she has come to learn that some students are just happy to earn a C instead of a D. She still pushes them to do better but she has come to appreciate that she cannot consider herself a failure as a teacher just because her “students' goals are not the same as” hers.

She credits ASU for the level of confidence she felt walking into



When Neggers decided to put her teaching on hold to become a student again, she knew it was the right time and place. Although the Teaching Fellows program accommodates

certain she wanted to stay there.

She was admitted to the Wake Forest Master Teaching Associates program in 2008. Designed to take thirteen months for full-time students,

the program fit Sarah's needs perfectly. She could afford to take off that much time in order to focus solely on her studies rather than dividing her attention “between being a student and

a teacher.” This enabled an intellectual focus on her growth as a teacher.

Neggers now teaches U.S. History at North Iredell High School (Olin, NC) where she is building new relationships. Those who knew and taught Sarah can imagine that she is putting the same effort into her new position as she has into her academic career. And now she has the added skills to find even more reasons to love her career.

“It seems like every year, every semester even, there is a new reason I love my career.”

her first teaching situation. “Dr. [Myra] Pennell did an excellent job of explaining the reality of teaching to her students. It's been my experience that very few people can express, and have their students understand, both the idealistic classroom as well as the harsher reality of teaching.” She believes that ASU prepared her for the “real world” by having a “program and professors who were very much in touch with the world” she would be entering.

students who want to go on for their Masters, Sarah wanted to complete her obligation to the state before taking that step. Uncertain of what degree she wanted to pursue, she also believed that it best to “explore the classroom and the public school system” before choosing a direction. She toyed with getting a Masters in educational technology or curriculum development but, after two years in the classroom, she was

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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