

# History News

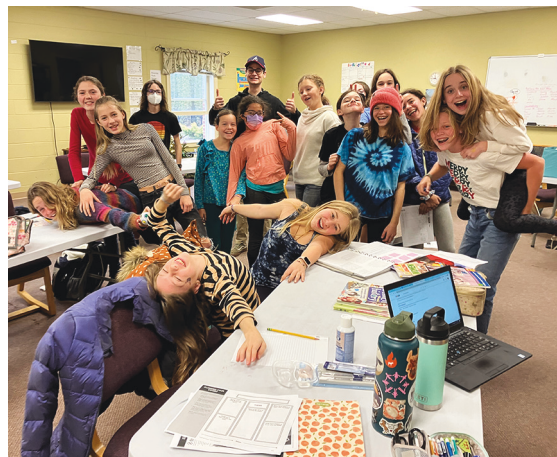
Appalachian State University's History programs provide a combination of liberal education and practical training that serves the needs of students, employers, and state residents in many ways. History graduates become lawyers and managers, museum professionals and archivists, educational administrators and teachers. A significant number of public school history teachers in the state of North Carolina were educated at Appalachian. The Department of History offers an innovative off-campus master's degree program that helps to improve the quality of education in state high schools at the same time as it offers professional development to classroom teachers. Foreign travel opportunities led by faculty expand the horizons of students. All of these programs and opportunities are generated by the Department of History faculty, who have attracted major grants from the Guggenheim Foundation, the American Council of Learned Societies, and the National Endowment for the Humanities.

Newsletter Committee:  
Michael Krenn (Chair)  
Johnathan Billheimer  
Carrie Streeter &  
Rene' Harder Horst



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Dakota Wilson (1st Year MA Public History) and students at Imagine Bilingual School pictured here after working on their research projects for History Day.

## Making History Day Happen

*Carrie Streeter*

This year's theme for National History Day, "Frontiers in History," could very well describe a new undertaking of Appalachian State University's Public History program. Because, for the first

time in known memory, Watauga County elementary- and middle-grade students are participating in this nation-wide competition that, since its founding in the 1970s, has provided millions of youth in grades 6-12 with opportunities to cultivate and exhibit skills of historical inquiry and interpretation. To help make this possible, Dr. Andrea Burns and Public History graduate students began collaborating in Fall Semester 2022 with educators at two public charter schools: Imagine Bilingual School and Two Rivers Community School. They arranged several activities that encouraged elementary and middle-school students to think historically about "frontiers," select topics of personal interest, locate primary and secondary sources, and organize their findings.

Additionally, Dr. Burns and graduate students orchestrated several field trips that introduced local youth to the variety of community resources and rich archival materials at Watauga County Public Library and Appalachian State University's

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[history.appstate.edu](http://history.appstate.edu)



## From the Chair...

March 2023

Some days I think I've been chair too long . . . other days I think I'm just learning what to do. One thing I'm certain of is that being chair, even of a fantastic department like the History Department at Appalachian, only works if you have dependable, talented, and committed staff. I've certainly been lucky in this regard—as have the chairs that preceded me. Elsewhere in this newsletter, you will read about and meet our current staff and also get a chance to reminisce with one of our recently retired staff members.

I came here in the days when Evelyn Shepherd, with the able help of Brenda Greene, “ran” the department (yes, George, with your help, but you know what I mean!). And through the succession of chairs that we've had, it's always been the staff that kept things moving and on an even keel. When I stepped into the chair role in 2014, Donna Davis and Teanna Farthing made my job easy and, along the way, as they retired and/or took other job opportunities, I've been fortunate to find immensely capable and dedicated administrative assistants without which, let's face it, I would have failed at my job! So, as I near the end of my time as chair (next year will be our search year), I'm especially grateful to have two exceptionally bright and truly wonderful young admins to pass along to the next chair and assistant chair. So whatever names end up filling those two faculty positions, this talented team of admins will undoubtedly be the single most important thing I bequeath to them.

So, here's to Renee Gamble, our super-efficient senior admin in charge of budgeting, and Haley Herman, our newest member of the staff, who greets faculty, student, and visitor alike with one of the friendliest smiles I've ever seen . . . even on those days when everything seems to have gone wrong! These two folks are golden and I feel blessed beyond measure to have them continue this strong tradition of administrative excellence. I'm not gone yet, but make no mistake, when I am gone, you won't miss me—not as long as these irreplaceable foundations of the History Department remain to keep everything in working order. Thank you to the real heroes of the History Department—past and present!

Cheers,

A handwritten signature in cursive script that reads "Jim".

James R. Goff, Jr.  
Professor and Chair  
Department of History

**YOUR SUPPORT OF THE  
I. G. GREER PROFESSORSHIP  
MAKES A DIFFERENCE**



APPALACHIAN STATE UNIVERSITY

Thanks to your generosity, the I. G. Greer Professor Campaign concluded a couple of years ago and we now have enough funding to make a real difference in support for scholarly research in our department. Our 22nd recipient—Dr. Jeremiah Kitunda—was installed into the position this past November and, over the next three years, he will be able to access annual research resources from the Greer that parallel what other distinguished professors on our campus have at their disposal. Your support of the Greer Professorship, the oldest research-based Distinguished Professorship on campus, provides a wonderful opportunity to remember a faculty member who made a difference in your life and make a lasting imprint on our department, our students, and the larger profession. Any of the History Department related endowment funds, including our student scholarship opportunities, are excellent ways for you to give back to future generations. Please consider making a pledge or writing a one-time check to either the Greer Fund or another of our endowment funds. Your gift will make a difference!

Roy Carroll	1977-1979	John Williams	1999-2001
Lawrence Bond	1979-1981	Michael Wade	2001-2003
George Antone	1981-1983	James Winders	2003-2005
Ruby Lanier	1983-1985	Michael Krenn	2005-2007
Richard Haunton	1985-1987	James Goff	2007-2009
Peter Petschauer	1987-1989	Jeff Bortz	2009-2011
Raymond Pulley	1989-1991	Lynne Getz	2011-2013
Rennie Brantz	1991-1993	Lucinda McCray	2013-2015
David White	1993-1995	Jari Eloranta	2015-2018
Thomas Keefe	1995-1997	René Harder Horst	2018-2021
Tim Silver	1997-1999	Jeremiah Kitunda	2021-2024

Sincerely,

James R. Goff, Jr.  
Chair, Department of History  
The College of Arts and Sciences  
Appalachian State University

Donations can be made using the form below, or online on our website at: [givenow.appstate.edu/history](http://givenow.appstate.edu/history)

**Make a Gift**

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\_\_\_\_\_ I would like to pledge an annual amount to the following Foundation Fund:      OR      \_\_\_\_\_ I would like to give the following one-time amount:

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\_\_\_\_\_ Centennial History Faculty Emeriti Fund  
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Special Collections. As a result of these many exchanges, several students from Two Rivers Community School and Imagine Bilingual School developed written and digital projects about a wide variety of topics, from the history of trains to the history of telescopes, toilets, video games, coinage, eugenics, Roman architecture, bluegrass music, and women's horseback riding in Appalachia. Local youth were not the only ones learning new things; graduate students gained a good deal from these experiences too. Dakota Wilson, a first year MA student, noted his delight in seeing youth get excited about doing history. To his own surprise, Wilson also learned how much he enjoyed this type of educational outreach. Kristin Grau, a second-year MA student, noted her appreciation for having gained this practical experience and feels it has strengthened her applications for educational positions in museums and archives.

For Dr. Andrea Burns, this undertaking fulfills a long-time interest in vitalizing National History Day programming in this region. She knows from personal experience, as the former History Day Coordinator at the University of Minnesota, how meaningful these programs are for fostering public interest and appreciation for the work of history. She also recognizes that educators face real obstacles in setting up the kinds of behind-the-scenes work that is necessary for supporting student-designed research projects. "We understand that in North Carolina, social studies education is being compressed and minimized because of state requirements and testing," she notes. Dr. Burns is hopeful that this year's success can help build foundations for ongoing, and expanded, local participation in National History Day. For all involved, the intrinsic rewards of this year's work have certainly felt worth the while. In March 2023, judges at the local competitions at Surry Community College and UNC Asheville in Asheville applauded this work too. Several student's received high awards for their work and will soon compete at the state competition, which will be held on April 29 at the North Carolina Museum of History in Raleigh. For more information on North Carolina's participation in National History Day, visit <https://www.ncdcr.gov/nchistoryday>

## Leadership Transitions for the Center for Judaic, Holocaust, and Peace Studies

*Amy Hudnall, Interim Director*

Over the summer, 2022, our Leon Levine Endowed Chair and the Director of the Center for Judaic, Holocaust, and Peace Studies, Dr. Thomas Pegelow Kaplan resigned to take up a new position at the University of Colorado, Boulder. His leaving is a great loss as he established a positive worldwide reputation for the Center. Over his 8-year tenure Dr. Pegelow Kaplan created traveling scholarships for students, strengthened the Judaic, Holocaust, and Peace Studies minor, established a visiting scholar program, established a library and archives, and so much more. The Center is stronger because of his ceaseless work.

One example of the impact Kaplan and the Center has had on students came out of a trip five students took to Israel after taking a Department of History course on Medicine and the Holocaust. The week-long trip allowed students to meet with their Israeli teachers and student colleagues from Western Galilee College and spend time completing their historical research at a variety of Israeli archives. It was a rare opportunity for learning skills used by historians. One student's journal entry read:

The trip opened me to so many more opportunities than I had before, I mean this both in the way of connections for Grad school as well as connections at the archives for furthering my research. This trip gave me so much more than seeing Israel, it reinvented maybe, reinvigorated certainly a passion and drive for learning that for a second I feared was leaving.

Amy Hudnall, Senior Lecturer in the Department of History, stepped into his shoes as interim director. Long associated with the Center, Hudnall welcomed the opportunity to make a mark on a program she has supported for many years.

Twenty years ago, Center founders Rennie Brantz from the Department of History and Zohara Boyd from the Department of English began teaching classes on the Holocaust through the History Department. Hudnall was one of their first students and what she learned there left an indelible mark on her, guiding her research and historical expertise to genocide and trauma studies. As the Center

reached more students, Hudnall stepped in to serve as Peace Studies Coordinator and later the Advisor to the JHP minor while teaching and advising full time in the Department of History. She has consistently taught JHP (Judaic, Holocaust and Peace Studies courses) courses in the Departments of History and Global Studies.

The Judaic, Holocaust, and Peace Studies Center stands as a moral compass at Appalachian State, guiding students in the history of Judaism, the Holocaust, genocide, and Peace Studies while supporting them as they explore their moral boundaries and expectations. The Center supports faculty as they push their intellectual boundaries in teaching and research related to Center topics and will continue to do so. We wait with anticipation to see who will join the Center and the Levine Chair to carry on this important legacy.

## History Club Updates

*James Moser, Secretary of the History Club*

“Never let the future disturb you. You will meet it, if you have to, with the same weapons of reason which today arm you against the present.” Roman emperor Marcus Aurelius offered this advice in his seminal work, *Meditations*. Almost two thousand years later, it aligns remarkably well with the challenges faced by our very own History Club—the fate of which hung in the balance as universities nationwide were ravaged by COVID-19. It pleases me to report that the club has done more than survive; we have managed to regain our footing and ensure continued involvement on campus. Under new leadership, the History Club brands itself as an accepting community where majors and non-majors alike can partake in historical trivia, field trips, and volunteering opportunities. A “come as you are” philosophy guides our approach to club meetings, which are scheduled every Tuesday evening in Anne Belk Hall, and encourages everyone to consider unique interests and perspectives. There is no dancing around the reality that residual COVID burnout and limited funding have impeded our efforts. And yet, despite these difficulties, the club has noticed an increase in membership, as well as an increase in the diversity of that membership. Current president Robert Richardson recalled a time when the History Club felt as if it were composed only of a few friend groups with little room to grow. Now, dozens of people from disparate backgrounds—seniors and freshmen, his-

tory buffs and emergent hobbyists, club devotees and others just looking for something to do—make their way to Anne Belk each week. There they can enjoy a game of Jeopardy!, or perhaps a competitive instance of Family Feud as hosted by our social media manager. They might even join us on a trip to the annual Renaissance Festival in Huntersville, or to the Museum of Ashe County History, where the club helped build display cases that are currently being used for various exhibits. Activities like these keep our members engaged and help facilitate learning in a fun and inclusive manner.

In more recent news, we have started upon an entirely new endeavor: a collaboration with the Art History Club. Alongside Connor Johnson, the AHC Vice President, we have laid and executed plans for joint events. Just this fall, for example, our clubs put together a well-attended board game night with historical and art historical themes. We have also set about brainstorming ideas for upcoming movie nights, educational discussions, museum visits, and synergistic Club Expo presentations. This is only the beginning of what we believe will be a productive and mutually beneficial partnership that helps both organizations thrive.

My fellow officers and I have been thrilled at the opportunity to revitalize the club this past semester, and we all look forward to what the future may hold. I harbor no doubt that we will continue to face challenges. It will take time and effort to keep this machine running. So long as we heed the words of Marcus Aurelius, however, my confidence in the History Club remains high. There is value in the past, after all, and looking back on our own history elicits excitement for what is to come.

## Teaching and Learning History in the Time of Covid 19

*René Harder Horst*

People have taught history—and many have even survived—during and after previous pandemics, even before COVID 19 hit a few years back. Despite millions of tragic deaths around the world, teachers have continued to engage students successfully amidst threats by viruses. I was born back when we still pecked out college papers on clackety machines called typewriters, and when COVID hit and we moved online, I faced an uphill battle recording lectures for students to watch in the safety of their rooms. I was taken aback when one tired

student consistently turned on the Zoom and laid down on the couch to sleep through my brilliant lectures! To jump this new hurdle, history faculty pooled experiences in several “Teaching during COVID” seminars and together learned how to manage, and even thrive, while engaging students online. This article summarizes the challenges and successes for both teaching and learning.

To begin with, what have we faculty found most challenging about online teaching? Some students seem to assume that online learning will be easier and expect to receive a higher grade than what they earned. Also a new issue has been coordinating individual Zoom meetings to explain assignments again carefully, rather than talking through them once as a class. Low participation is often the result. Despite offering optional Zoom meetings, begging students to discuss how to improve their performance, and even compelling meetings with grades, often no more than 5 out of 40 students join Zoom meetings or show up to discuss their issues.

History faculty met on occasion to process teaching during the pandemic, and these are some of our takeaway points. COVID produced frequent changes and transitions for both students and teachers, and both increased their flexibility. Students seemed to approach learning online like a TV show, without much preparation for class. Because students came and went so frequently, it was easy to lose contact with them. Intro-level students seemed to face more challenges, and more failed our classes. COVID forced teachers to spend much more time on preparation, instruction, and availability to students. The pandemic also left both students and faculty emotionally drained and disoriented, and challenged those courses, such as Public History, that depend so much on in-person contact. We have all learned so much about teaching and learning during challenging times. These are some of the positive takeaways that we faculty have learned, and which will better serve us and students going forward. Technology has generally helped us. The Chat tool on Zoom created more face-to-face discussion between students than possible in a typical classroom setting. Students also prefer digital submissions and feedback, and the pandemic forced some faculty to learn new grading venues. Besides paying more attention to students’ mental and emotional con-

ditions, faculty also enhanced their teaching with new technologies. The OMEKA digital platform allows students to do Deep Dives into primary and secondary sources, post bibliographies, address argumentative essays with research done by other students, and successfully allows students to analyze and think together. Six History professors also participated in the Agile Teaching Academy, an initiative piloted by App State’s Center for Excellence in Teaching and Learning for Student Success, where they explored flexible teaching policies while keeping high discipline standards. The “Ungrading” model they tested encourages students to take ownership of learning through repeated self-assessment, with qualitative feedback from their professor. Students evaluate how much they have learned, as well as provide evidence through assignments, and then propose and negotiate their own grade, which professors can then adjust as needed. Dr. Kristin Baldwin Deathridge even published a chapter about this positive learning/teaching experience, “Do Public Historians Need Grades? Ungrading During a Pandemic,” published in a book *History in Action: Essays on Teaching Public History*.

People have most often adapted and adjusted to unexpected events, even as devastating as global pandemics, which has allowed us to survive. Students and teachers alike have learned and even benefited from the unexpected changes that COVID brought to Appalachian State University. Hopefully better times for learning and teaching history lie ahead as COVID-19 recedes from our planet.

*Michael L. Krenn*

When the push for online teaching began a number of years ago, I assumed I would be one of those at the barricades, protecting the institution of university teaching from the insidious encroachment of technology. But then IT happened: I was forced to teach online. It began slowly, as our department began to shift to an all-online schedule of Summer classes. When COVID hit shortly thereafter, like nearly everyone else on campus I was forced to take all of my carefully crafted History and First Year Seminar courses and crunch them into the somewhat frightening and confusing world of AsU-Learn. Like nearly everyone else, I complained long and loud about how online courses marked



the death of traditional teaching, the purpose of a university, and, very likely, the end of humanity as we have come to know it. Just like that, I was forced to completely reconsider my approach to teaching, my definition of what it meant to be a teacher, and my expectations for my students. It wasn't always pretty (although students seem to get enormous enjoyment out of watching me blunder my way through "screen sharing" and other technological challenges), and online teaching has some enormous drawbacks. But, as much as it pains me to say, it also had some quite unforeseen advantages.

For many years I became increasingly reluctant to devote much of my class time to discussion. It took away from my "vital" lectures, and in the face-to-face setting students seemed extremely reluctant to engage with me and almost never engaged with their fellow students. I would ask questions and got few answers. I usually chalked this up to their being unprepared (and some of them were), but some of the literature on teaching posited some other factors: the rather sterile environment of most classes, with people fixed in their seats; shyness about public speaking; fear of being "wrong"; etc. I certainly didn't think this would improve with online teaching and, at least initially, it didn't. Because, once again, I simply replicated what I did in a face-to-face class: demanded that students turn on their cameras; asked them questions; had one person speak at a time; and evaluated the students on how well they mouthed the "correct" answers. And then some colleagues introduced me to the "chat" tool for Zoom which I had initially ignored as simply some kind of ineffective social media. My first class (one of the UCO 1200 courses) utilizing "chat" was eye-opening. I started out with my typical question, grew impatient as the chat board remained empty, and then came the explosion. Students started commenting so fast and furiously that I could barely keep up. Most surprising, however, was how much time students were spending talking to EACH OTHER. This would have been impossible in the confines of a small classroom trying to cope with the cacophony of voices, but with "chat" the students went wild. When I looked over the log of comments after the class was done, I found well over one hundred questions, answers, responses, and reflections! And EVERYONE had engaged.

Who knew? Old dogs—and dinosaurs—can actually learn a few new tricks.

## Changes at the Department of History Office!

There have been some big changes in the Department of History main office, with new job titles, new people, and a fond farewell to a dear colleague.

### Meet Our New Administrative Specialist: Renee Gamble



I received my undergraduate degree here at Appalachian State and then worked at a number of other organizations, small businesses, nonprofits and state institutions before coming back to work at Appalachian State. I worked in the Faculty Senate Office for a few years and then joined the History Department as the Administrative Associate for almost five years. Once Donna Davis retired, I was promoted into her position as Administrative Specialist for the History Department. I enjoy working with the History Department faculty, staff and students, and am glad to get to stay within the department!

Aside from work, I enjoy spending time in nature with plants and animals. My husband and I have spent the last six years renovating a house originally built in the 1890's and turning the property into a small farm. We have several different gardens, chickens, geese, dogs and a barn cat. I've begun growing test patches of various berries to see what will grow best on our land. My plan is to expand this year and plant an orchard with many varieties of berries and fruit trees.

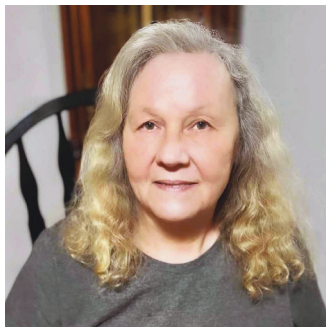
## Meet Our New Administrative Associate: Haley Herman



After a few years of working for Environmental Services on campus I joined the History Department in August of 2022, as the new Administrative Associate. I have been a student here at Appalachian State for several years, working towards my undergraduate degree in public health. I absolutely enjoy working with the History Department faculty, students and my new office colleague, Renee Gamble. The best part of my workday is getting to see the faculty members who stop by the office simply to say “hello” and chat for a few minutes.

I’m an avid hiker and coffee drinker. When we are not working, my fiancé and I enjoy traveling, staying in quirky Airbnb’s and exploring new cities and towns. We also enjoy supporting Appalachian State’s football team and following them to their away games. We live on a mini farm with dogs, cats, rabbits, chickens and ducks that keep us happily entertained and very busy.

## Gone, But Never Forgotten: Donna Davis



Before my tenure at ASU I worked for United Telephone Company, which later became Sprint. I worked there for 17 years. I was interested in working at ASU but at the time you had to work on a temporary position before being considered for a full-time position, which I did for 15 months. I was then hired for a position in Academic Affairs.

A position became available in the History Department. I was interviewed for the position by Dr. Michael Wade and Ms. Brenda Greene to whom I will always be grateful. I was made welcome from my first day in the History Department by the faculty and staff. The faculty and staff were not only co-workers but we became friends. I loved it when they came to my office and when time allowed we would chat mostly about our families or about some event that took place during the day. I loved my job but working with such wonderful people made my job very special. Working with students was also a highlight for me. They were always appreciative of what little help I could offer them. I worked at ASU for 25 years and I worked in the History Department for 23 years. I will always think of the History Department with the fondest of memories with love in my heart and a smile on my face.

Now that I am retired I spend a lot of time with my family. I have two grandchildren that I adore and see almost every day. My Mom is 93 years young and I’m glad to be able to spend more time with her. I stay very busy which I love. My husband and I talk about traveling, maybe someday, but for now I’m just enjoying retirement.

**Michael Krenn:** As I prepared for my interview for the position of Chairman of the Department of History at Appalachian State University in the Spring of 2001, the chair of the search committee (David White, I believe) asked me who I wanted to talk with first upon my arrival on campus. Without a moment’s hesitation I answered, “The office staff.” I had been in academia long enough (and actually worked my way through my undergraduate years serving as a workstudy office assistant) to know who REALLY kept academic departments running smoothly. And so, my first meeting on campus was with Brenda Greene and Donna Davis. After an hour with these two wonderful people, I knew that if I was lucky enough to get the job as Chairman I would be in good hands!

And so I was. I started my new position here at ASU in the Fall 2001 and my fellow historians soon got used to overhearing the constant yells from my office—“Brenda, what is this document that has landed on my desk?” “Donna, how do I approve travel for faculty?” And, perhaps more often than not, “How do you work this \_\_\_\_\_?” (Insert “computer,” “copy machine,” “scanner,” and anything else that has to be plugged in.) Brenda



retired a few years after my arrival, but Donna was the one constant during my eight years as Chairman. I could not have been more fortunate. Her unending patience (and she needed plenty of it) in dealing with a newbie Chair was impressive, but so was her kindness, her sense of humor, her collegiality toward faculty and students alike, and her absolute devotion and loyalty to the Department of History were palpable to anyone who came in contact with her.

She loved this Department and the people in it, and we loved her right back. Donna was recognized by the Staff Shout Out Program during every year of that program, right up to her retirement. This initiative, created by Staff Senate's Staff Recognition Committee, aims to highlight App State staff members for their positive contributions to the university. I think it's safe to say that Donna earned a shout out from the Department of History every single day she was one of our colleagues.

## Faculty Notes

**Judkin Browning** was selected for induction into the Graduate School's Academy of Outstanding Mentors for 2021-22.

**Andrea Burns** was appointed to the Board of Trustees for the Blowing Rock Art and History Museum in June.

**Karl Campbell's** promotion to Professor of History was approved.

**Kristen Baldwin Deathridge's** article "The Public and the National Council on Public History" has been published in the organization's Perspectives on the National Council on Public History on its 40th Anniversary.

**Allison Fredette** was awarded a College of Arts and Sciences Research Development Summer Grant in support of her project entitled "Tumult and Temptation: Love and Divorce in Postbellum Western North Carolina."

**Xi He published** "Transforming through Words: Sudhana's Experience in the Gaṇḍavyūhasūtra" in *The Language of the Sūtras: Essays in Honor of Luis O. Gómez* edited by Natalie Gummer (Mangalam Press, 2021), 105-146.

**René Harder Horst** was recently elected to serve as a council member for the Ethnicity, Race

and Indigenous Peoples Section of the Latin American Studies Association.

**Michael L. Krenn's** "The Age of Discrimination: Race and American Foreign Policy After World War I," was published in *Genealogy* 2022, 6:1; <https://doi.org/10.3390/genealogy6010016>.

**Elizabeth Perego** received an NEH Summer Stipend for and an American Institute of Maghrib Studies Fellowship to conduct research in Algeria for her project entitled "Algerian Women in Conflict: Representations of Gender, 'Terrorism,' and Islam on the Verge of the War on Terror."

**Scott Relyea's** chapter entitled "Toward Simla: Proposing Provinces and Claiming Territory on the Tibetan Plateau" was published in *Boundaries and Borderlands A Century after the 1914 Simla Convention* (Routledge).

**Rwany Sibaja** presented his paper "1928 as a Transformative Year for Argentine Sports" at the 2022 Southeastern Council for Latin American Studies (SECOLAS) conference in Charlotte, NC.

**Carrie Streeter's** article, "Breathing Power and Poise: Black Women's Movement for Self-Expression and Health, 1880s-1900s," was awarded the Peter Coleman Prize by the Australasian and New Zealand American Studies Association. In March, she also completed her PhD program in History at the University of California San Diego after successfully defending her dissertation, "Wings to Their Heels: Self-Expression and Health and the Rise of the New Woman."

**Mary Valante** published her essay, "Power and Literacy in Viking-Age Dublin," in *Rethinking Medieval Ireland and Beyond: Lifecycles, Landscapes, and Settlements, Essays in Honor of T.B. Barry*, ed. Victoria L. McAlister and Linda Shine (Brill, 2023), 109-124.

## Emeritus Notes

**Bettie Bond** has just been announced as the first inductee into the Watauga County Historical Society's new Hall of Fame.

**Dorothea Martin-Hoffman** contributed the section on China to Ukraine and the Global South at <https://digitalcommons.georgiasouthern.edu/agss-publications/>. She also presented a paper at the Annual meeting of the Southeast World Histo-

ry Conference on the Origins of the Non-Aligned Movement - The Bandung Conference 1955.

**Peter Petschauer** had a busy year, with publications including the lead article in *Clio's Psyche* (28/2, Winter 2022), "COVID-19 and the Changing Spaces We Inhabit" (pp. 131-37) and "The False Neutrality of Corona Maps" (pp. 165-68); and "My Circuitous Route into Psychohistory," in *The Many Roads of the Builders of Psychohistory*, ed. Paul Elovitz (ORI Academic Press, 2021), pp. 61-67.

**Timothy Silver**, who retired last June, was awarded the rank of Professor Emeritus.

### Former and Current Student Notes

**Deziree Baker** ('18) earned an M.A. in Urban Education in May 2022. She is now enrolled in a Ph.D. program in Curriculum & Instruction/Urban Education at UNC-Charlotte and works in Charlotte-Mecklenburg Schools.

**Kate Bloom** (MA, Public History, 2018) was featured in a "Then and Now" segment on the College of Arts and Sciences web page: <https://cas.appstate.edu/news/then-and-now-kate-bloom-public-history>

**Krystal Carter** (BS, 2019), a student in the master's program in Appalachian Studies, presented her paper, "From the Picket Lines to The Frontlines: The Role of Central Appalachian Women in Social and Environmental Justice Movements," at the Appalachian Studies Association.

**Nathan Colvard** ('16) was named the 2022 Ashe County Schools Teacher of the Year.

**Sarah Davis** was the recipient of the new **Scott Syfert Scholarship in History**. It goes to a first year Appalachian student who intends to major in History. Sarah intends to pursue the BA, History degree.

**Derek Green** (B.A. History, 2009) completed his PhD in Ancient and Classical History last year (2021) at The Ohio State University and is now teaching in the Department of History and Philosophy at Kennesaw State University.

**Adam Moore** ('18) joined the Davidson County (NC) Board of Elections as Deputy Director.

**10** **Laurel Sanders** (M.A., Public History, 2011) recently completed her dissertation, "Knowledge of Every Home: Health Sovereignty, Native Nurses' Labor, and the Field Nurse Program in the Early

Twentieth Century," and graduated with a PhD in History from the University of Iowa in December 2021. She joined the University of North Dakota Department of History and American Indian Studies as an assistant professor in the fall.

**Rachel Shepherd** ('04) earned her Doctor of Education from ETSU this year. She currently serves as Assistant Principal at Watauga High School.

**Allen Smith** (BS, History, Secondary Education, 2013) teaches at UNCSCA and was just awarded a BOG UNCSCA Excellence in Teaching Award. (<https://www.uncsa.edu/news/20220210-excellence-in-teaching-awards.aspx>). Allen teaches in the High School Academic Program.

**Adam Warren** ('07) is the new Director of the James Center at the Reich College of Education.

### **In Memory: Leighton Ross Scott, Jr. (1938 - 2022)**

Leighton R. Scott, Jr. who for many years made his home on the banks of Cove Creek in Western Watauga County, North Carolina, died Tuesday, December 20, 2022.

Born and brought up in Easton, PA, Leighton was the only child of Margaret and Leighton Ross Scott, Sr. He received a Bachelor of Arts in English from Haverford College in 1961. Following graduation, he joined the staff of the Dallas Post, a weekly newspaper in Dallas, PA. He covered stories, wrote a column entitled "Better Leighton Never," assisted with production and distribution of the paper, and became president of the Dallas volunteer fire company.

During this time, he developed an abiding interest in history, eventually moving to Penn State to complete his Master's degree in 1968. He continued his education at Jesus College of Cambridge University in England, earning his PhD in 1973. His dissertation area was Generals of the Eastern Roman Empire in the Fifth Century.

Dr. Scott joined the faculty of Appalachian State University in Boone, North Carolina, in 1973, first as a member of the History Department and later as a member of the Interdisciplinary Faculty at Watauga College where he taught such popular courses as "Dangerous Ideas," "Big Fat Books," and "The New Yorker." He was an active member of the In-

ternational Society for the Comparative Study of Civilizations. During his teaching years and in retirement, he made multiple study trips to Greece, the Balkans, Italy, and other areas associated with the Eastern Roman Empire. He developed a fascination with the conflict in the former Yugoslavia and spent a good deal of time in Bosnia, in particular.

In addition to his scholarly publications, Leighton published both short stories and poetry and wrote a sonnet to his wife on Valentine's Day for more than 45 years. In retirement, he also took race car driving lessons and became certified as a bail bondsman.

Dr. Scott is survived by his wife of 52 years, Rebecca, his daughter Laura and her husband Erik, son Bruce and his wife Melissa, and daughter Amy. He is also survived by his beloved grandchildren, Rosie, Nate, Ena, Annabelle, Leo, Arlo, and Patrick.

A memorial service will be held next summer in Cove Creek.

#### *Some Memories from Dr. Scott's Colleagues*

##### **Michael Moore:**

I remember when Leighton arrived in our History Department in 1973 and of quite a few parties, welcoming and otherwise, in that first year. In 1974 I was appointed director of Watauga College, the university's new residential college, and Leighton moved over to become one of the college's first full-time faculty members. That environment suited Leighton to a "T." In addition to his early and continuing scholarly interest in Late-Roman Empire military history, Leighton was an innovative and widely respected teacher, who had a large and solid student following.

##### **Marv Williamsen:**

**Professional remembrance.** In 1973 as we got to know each other I gained indelible respect for Leighton's intellect. I sometimes wondered if he had ever forgotten anything encountered in his elite educational tutoring at Haverford and Cambridge, in combination with his working history as a rural journalist among the Pennsylvania peasantry, a part-time combination of First Responder and ambulance chaser. It did not take long to accumulate respect and admiration.

Appalachian was undergoing profound changes as it joined the North Carolina university system. Among several adventurous conceptions was a

leading-edge curricular innovation. Professor Michael Moore stepped up when called upon to assume leadership of the new residential college, a program in the College of Arts and Sciences. Mike recruited Leighton to serve in Watauga College to help implement an extraordinary vision for building a groundbreaking interdisciplinary undergraduate curriculum for general education. Faculty from disciplines across campus were invited to join teaching teams and create novel and demanding undergraduate encounters. Leighton's wide-ranging experience in America and Europe was of great benefit, and over the years he team-taught and bonded with a variety of colleagues from diverse disciplines.

Over a decade or so, Leighton and I joined forces in several undergraduate explorations featuring Chinese and European history and military affairs. Teaching together was fun and fulfilling. Leighton was a demanding instructor who attracted self-disciplined, intellectually curious students to cranial pilgrimages like "DANGEROUS IDEAS" and "THE NEW YORKER", which explored literary fiction as well as foreign policy and politics. Standards were high, resolutely maintained and minds stretched.

Leighton and his family traveled the borders of the late Roman empire by VW van before the collapse of the Warsaw Pact. In later years Leighton traveled regularly to the remnants of the modern Yugoslavian states in the Balkans, gaining updated friendships and awareness, all corroboration for his continued creative writing well beyond the boundaries of research in ancient times.

**Life together.** Leighton was part of a new faculty contingent hired by Roy Carroll and senior faculty, outsiders trained in major research universities now joining survivors of the local teacher college past. Faculty parties stimulated close friendships among the newcomers and made it easy to recruit a core group of beer drinking urbanites for regular Friday afternoon gatherings at The Library Club, a new pub in Blowing Rock. (Remember? No booze in Boone.) Leighton and I and Dale Simmons and Rennie Brantz were the originating culprits. The group of historians met there for several years, joined in the evening by families and friends. The owner of the establishment, an Ohio transplant, enhanced the attraction of his place for faculty by answering the telephone with a stentorian shout: "LIBRARY". We belonged there, a haven for gregarious, thirsty historians. Eventually, Leighton encouraged friends



from the ASU English Department to show up and, inevitably among the young, guzzling contests ensued. The chairperson of ASU's literature aficionados, Lloyd Hilton, offered a challenge: If we could induce our leader, Roy Carroll, to have a beer with us, The Englishers would pay for all our beer for the entire evening. That might amount to 16 or 18 pitchers of beer. We failed. I think Hilton knew he was on safe ground. Good times. We were tight! Over the years Leighton and I shared our mountain existence, searching together for live balledup Christmas trees, solving vehicle repair issues, calling on each other with most problems in search of solutions. We were together when his second and third (Bruce, Amy) children were born. We got together whenever we could to discuss our reading, current global affairs, and especially domestic politics. He started as a solid upper middle class Republican, but Richard Nixon, Ronald Reagan and George W were beyond tolerance. Heavily armed, I beat him into submission.

Our families stayed close over the years, until Leighton endured a series of freakish medical catastrophes resembling strokes. He barely survived a crisis in one hospital after another, with the constant loving sup-

port and guidance of his children in Durham and Winston-Salem. Our final discussions and heartfelt encounters were in a long term care institution in Winston. As awful as these conditions were, I found myself grateful that we still had each other until the end. Fifty years of professional brotherhood.

