

Footnotes**

The Newsletter of
the
University of
Tennessee
History Department

Fall Issue 2004

FROM THE HEAD OF THE DEPARTMENT:

Todd A. Diacon

"It ain't braggin' if you can back it up." That's a phrase I hear periodically in Tennessee, and I like it. It is one thing to boast without merit, but quite another to brag on one's very real successes. History professors have accomplished many great things in the past three years—It is a stunning list, really. As you will see below, our accomplishments cover all three areas of university activity: research, teaching, and service. The citizens of the State of Tennessee are well served by our department, and I proudly present to you our accomplishments.

RESEARCH

Books

Ash, Stephen. A Year in the South: Four Lives in 1865 (Palgrave Macmillian).
Bast, Robert, ed. The Reformation of Faith in the Context of Late Medieval Theology and Piety (Brill Academic Publishers).
_____. Eleven books as Editor-in-chief, Studies in the History of Christian Thought (Brill Academic Publishers).
Brummett, Palmira (co-author). Civilization Past and Present (Longmans). Turkish translation of Image and Imperialism in the Ottoman Revolutionary Press (Iletisim Press).
Diacon, Todd A. Stringing Together a Nation: Cândido Mariano da Silva Rondon and the Construction of a Modern Brazil (Duke University Press).
Fleming, Cynthia. In the Shadow of Selma: The Continuing Struggle for Civil Rights in the Rural South (Rowman and Littlefield Publishers).
Freeberg, Ernest. The Education of Laura Bridgman, First Deaf and Blind Person to Learn Language (Harvard University Press).

Glover, Lorri, co-ed. Southern Manhood: Perspectives on Masculinity in the Old South (University of Georgia Press).
Higgs, Catherine, co-ed. Stepping Forward: Black Women in Africa and the Americas (Ohio University Press).
Kulikowski, Michael. Later Roman Spain and Its Cities (Johns Hopkins University Press).
_____, co-ed. Hispania in Late Antiquity: Twenty-first Century Perspectives (Brill Academic Publishers).
Liulevicius, Vejas. Kriegsland im Osten (Hamburg Institute for Social Research).
Norrell, Robert. J. The House I Live In: Race in the American Century (Oxford University Press).
Piehler, G. Kurt (as series editor). Angelo Spinelli and Lewis H. Carlson, Life Behind Barbed Wire: The Second World War Photographs of Prisoner of War Angelo Spinelli (Fordham University Press).
_____. (as series editor). Lawrence E. Crane, Fighting Fascism in Europe: The World War II Letters of an American Veteran of the Spanish Civil War (Fordham University Press).
Wheeler, Bruce, and Susan Becker. Discovering the American Past, fifth edition (Houghton Mifflin).
Wheeler, Bruce (co-author). Discovering the Global Past: A Look at the Evidence (Houghton Mifflin).
White, George. Holding the Line: Race, Racism, and American Foreign Policy Toward Africa, 1953-1961 (Rowman and Littlefield Publishers).

Grants and Fellowships

Burman, Thomas E., National Endowment for the Humanities (NEH) Post-doctoral Fellowship at Oxford University; Abdul Aziz Al-Mutawa Visiting Fellowship at the Oxford Centre for Islamic Studies; Solmsen Fellowship, University of Wisconsin (declined); National Humanities Center fellowship (declined).
Brummett, Palmira, National Endowment for the Humanities (NEH) Post-doctoral Fellowship at the Folger Shakespeare Library; Cambridge University Skilliter Centre Grant for Summer Research.

continued on page 2

The History Department is deeply saddened to report that the unfortunate passing of **Dr. Milton Klein** occurred as this issue of *Footnotes* went to press. We send our condolences to Margaret Klein and the Klein family. A complete retrospective on Dr. Klein's career will appear in our next issue.

INCLUDED IN THIS ISSUE

Distinguished Alumnus Dr. Charles Faulkner Bryan, Jr. 8
An Interview with Professor Thomas E. Burman.....10
Professor Bruce Wheeler Retires 4

From the Head continued from page 1

Dessel, J.P., White-Levy Publication Fellowship, Harvard University Semitic Museum.
 De Weerdt, Hilde, Harvard University-Yenching Library Travel Grant.
 Farris, Wayne, Association of Asian Studies Research Grant.
 Freeberg, Ernest, Research Grant, Gilder Lehrman Institute of American History;
 Helms Grant, Indiana University Lilly Library; Director's Grant, Indiana Historical Society; Center for Humanistic Inquiry Fellowship, Emory University.
 Glover, Lorri, Filson Fellowship, Filson Historical Society; Archie K. Davis Fellowship, North Caroliniana Society.
 Higgs, Catherine, Rockefeller Foundation Grant to support "Black Women in the Old World and New" conference.
 Kulikowski, Michael (Principle Investigator), National Endowment for the Humanities \$3 million Challenge Grant (in conjunction with Bob Bast and Tom Burman from the History Department, and several professors in other UT departments).
 Liu, Lu, Kluge Post-doctoral Fellowship, The Library of Congress.
 White, George, Geraldine R. Dodge Post-doctoral Fellowship, Rutgers University.

Invited Lectures/Presentations (select list)

Burman, Thomas E., Tulane University; University of London; Oxford University; Cambridge University; University of Chicago; Yale University; University of Barcelona.
 Brummett, Palmira, University of London (2); Oxford University; Folger Shakespeare Library; George Washington University; Library of Congress.
 Dessel, J.P., Jagiellonian University, Cracow (Poland); Duke University; Emory University; University of North Carolina; Pennsylvania State University.
 Diacon, Todd, Rice University.
 Farris, Wayne, Harvard University.
 Liulevicius, Vejas, University of Toronto; Library of Contemporary History, Stuttgart (Germany); University of Turku (Finland); Princeton University; Aarhus University (Denmark); University of Heidelberg (Germany); Yale University; Deutsches Historisches Museum, Berlin (Germany).

Kulikowski, Michael, Ludwig-Maximilians Universität, Munich (Germany); Princeton University; University of Leeds (England); Amherst College; American Academy in Rome.
 Norrell, Jeff, University of Florida.

National Prizes

Freeberg, Ernie, John H. Dunning Prize, American Historical Association (best first book on American history).

University and College of Arts and Sciences Research Awards

Ash, Stephen, Named Lindsay Young Professor in the College of Arts and Sciences; Chancellor's Senior Research and Creative Achievement Award.
 Bast, Robert, Jefferson Prize for Research Excellence at the University of Tennessee.
 Brummett, Palmira, Alexander Prize for Research and Teaching Excellence at the University of Tennessee; Provost's Senior Research and Creative Achievement Award; College of Arts and Sciences, Senior Research and Creative Achievement Award; Named Distinguished Professor of the Humanities in the College of Arts and Sciences.
 Farris, Wayne, Named Lindsay Young Professor in the College of Arts and Sciences.
 Glover, Lorri, Angie Perkins Award for the Outstanding Female Junior Scholar/Teacher at the University of Tennessee.
 Liulevicius, Vejas, Provost's Award for Professional Promise in Research and Creative Achievement; College of Arts and Sciences, Research and Creative Achievement in the Arts and Humanities Award (inaugural winner).

TEACHING

Awards

Bast, Robert, University of Tennessee National Alumni Association Outstanding Teacher Award.
 Bohstedt, John, Phi Eta Sigma Outstanding Teacher Award.
 Brummett, Palmira, James R. and Nell W. Cunningham Outstanding Teacher Award; College of Arts and Sciences, Senior Outstanding Teacher Award.
 Higgs, Catherine, Chancellor's Outstanding Teacher Award.

Kulikowski, Michael, David and Kathryn White Teaching Award.
 Liulevicius, Vejas, Provost's Outstanding Teacher Award.

Other Indicators of Excellence

Increase in the number of incoming graduate students from 11 in fall 2000 to 24 in fall 2003.
 Appier, Janis, contributor, Duke University's *Peace and Protest: The Turbulent Sixties* (an education CD for middle school students)
 Feller, Daniel, scholarly consultant for television documentary *Prince Among Slaves*.
 Freeberg, Ernest, scholarly consultant and on-camera expert for television documentary *Becoming Helen Keller*.
 Kulikowski, Michael, on-camera expert, The History Channel's four-part television documentary *The Barbarians*.
 Liulevicius, Vejas, course on "Totalitarianism in the Twentieth Century" is released on CD and DVD by the History Company as part of its "Great Lectures" series.

SERVICE

Awards

Glover, Lorri, College of Arts and Sciences, Outstanding Public Service Award.
 Piehler, Kurt, UTNAA Outstanding Public Service Award.
 Wheeler, Bruce, UTNAA Outstanding Public Service Award; College of Arts and Sciences, Outstanding Public Service Award.

Programs

The Center for the Study of War and Society (of the History Department), hosted the Annual Meeting of the Society of Military Historians.
 _____, Organized and managed, for five years, *Celebrate Freedom!: Pigeon Forge Salutes America's Veterans*.
 Department of History, Twenty-fifth Annual Workshop for Teachers of History and Social Science.
 _____, in conjunction with the East Tennessee Historical Society, hosted and judged participants in the National History Day competition.
 _____, in conjunction with the East Tennessee Historical Society and a

consortium of rural East Tennessee school districts, \$946,000 Teach America grant from the U.S. Department of Education.

_____, "History Goes to the Movies"; "The History Behind the News"; "History Returns to the Movies", on-going lecture series at the O'Connor Senior Citizens Center, Knoxville.

Medieval and Renaissance Curriculum Outreach Program (MARCO, Director: Robert Bast), Renaissance Fair for K-12 teachers and students.

These extraordinary achievements are the result of the hard work and dedication of our professors. They also result from the support we provide them through,

in part, the kind donations given by our supporters. My thanks go to you, our donors, and to the wonderful professors of the History Department at the University of Tennessee. As they put it in East Tennessee: "nuf said."

Todd Diacon

Head of the Department of History

GRADUATE STUDENT PROFILE: ANGELA FRYE-KEATON

Angela Frye-Keaton arrived in Knoxville in the Fall of 2001, and, since then, apparently has slept very little. During her graduate career, she has earned a perfect grade point average, won accolades as a stellar teaching assistant, finished her course work, wowed the Ph.D. examining committee, read papers at professional conferences, and started researching a provocative dissertation on gun culture. Her mentor, **Professor Janis Appier**, has uniformly flattering things to say about Angela. According to Janis, Angela "has demonstrated that she possesses a keenly analytical mind, a persevering spirit, and the rare ability to create intellectual bridges between realms of life and thought that are usually considered separate entities." Janis is particularly excited about Angela's dissertation, "High Noon in America: The Rise of Postwar Gun Culture" which she characterizes as "extraordinarily compelling."

"High Noon" offers an entirely new perspective on the highly charged topic of Americans' fascination with guns. Whereas other historians of American gun culture have primarily directed their attention to conflicting evidence regarding the intended scope of the Second Amendment and the pervasiveness of gun ownership in the nineteenth century, Angela addresses a completely different set of questions. Her interests lay in uncovering how advertising, technology, popular culture, gender ideologies, and Cold-War tensions simultaneously shaped Americans' attitudes toward guns, and their use of them, during the post-World War II era. She has worked on this project for several years, beginning with her M.A. thesis (Marshall University, 2001), which investigated U.S. gun manufacturers' marketing of rifles and handguns to American consumers in the late 1940s and 1950s. In Professor Appier's fall 2001 research seminar, Angela wrote, in the words of Professor Appier, "a boldly original" essay on toy guns. Specifically, her paper explored the mania for toy "six-shooters," Daniel Boone, and the Wild West that swept the nation's grade schools in the 1950s. The sources Angela mined included advice columns in parents' magazines, the proceedings of a state legislature that considered outlawing toy guns, and psychologists' published discussions of whether toy guns promoted violence among boys. Her

dissertation builds on all of this previous research and promises to bring to fruition what Janis Appier characterizes as "Angela's considerable gifts for thorough research, persuasive writing, and innovative thinking."

These days, Angela is reveling in finally—after courses and qualifying exams—being able to devote most of her energies to her dissertation. She is tremendously excited about the project and about being able to realize her professional ambitions. Angela is currently writing a chapter



Ph.D. Student Angela Frye-Keaton

on hunting, and as in her earlier work, she brings together a fascinating array of sources: advertising, motion picture westerns, toy guns, and state hunting laws. Angela does not have a strong position on the on-going gun control debate. She, in fact, laments that polemics and personal ideology sometimes cloud good historical inquiry. Angela credits Professor Appier for guiding her on this path. She characterizes Janis' mentoring style as a "perfect mix of pushing me to do things but letting me have a lot of freedom as well; a perfect blend of the carrot and stick. She has been so supportive and inspiring—after I talk with her I'm ready to run out and write." With Janis' guidance and encouragement, Angela hopes to complete the dissertation in another year. We all imagine that publishers will delight in acquiring the fine book that will emerge from this project.

Angela is as successful a teacher as she is a promising young scholar. **Tom Burman**, director of the graduate program, worked with Angela teaching Western Civilization, and he found Angela to be "one of the best TAs I have ever had. She has extraordinary poise in the

classroom, and has a nice sense of humor. All this allows her to relate to the students particularly effectively." Like Professor Appier, Professor Burman is highly optimistic about Angela's future prospects—he expects she will be an effective and accomplished professor. Angela has worked as a teaching assistant in every survey course we offer: World History, Western Civilization, and American History. She notes that she has learned as much about teaching from the professors she assisted as from her experiences leading discussion, grading papers, and mentoring students. **Professor J.P. Dessel** has, in particular, served as a model for teaching for Angela. She worked with him in a World History survey, and he inspired Angela with his conscientiousness: "He is so enthusiastic and committed to his job as a teacher. Students, even if they did not necessarily want to be in World Civilization, because they knew he was serious, they took it seriously and really learned a lot from him."

When Angela finished her classes for the Ph.D. it represented the culmination of nine years of course work. She is most proud of the fact that she maintained a 4.0 over the span of her academic career. That is, in her undergraduate program, Master's degree, and Ph.D. work, she earned only A's. Angela attributes this success to "nearly constant planning" and to taking "every assignment and every test as if that were going to be the determining factor for my career." None of her accomplishments or accolades has gone to Angela's head. She is one of the most down-to-earth, sincere folks in the department.

And don't think that Angela is constantly holed up in the library. She was active in sorority in college, takes part in all the department's social functions, and enjoys spending free time with her husband, Kevin, who works as a chemist for the Knoxville Utilities Board. And she also cooks and sews. She is able to accomplish so much and still have a life by setting clear, realistic goals and planning everything in advance. This planning, she finds "actually reduces stress because it breaks big, looming future worries down into manageable steps." Everyone who knows Angela sees how effective this strategy is, and anyone considering professional school would be wise to follow her example.

BRUCE WHEELER RETIRING

In the spring of 2005, Professor Bruce Wheeler will be retiring from the department of history after thirty-four years of exemplary service. A beloved teacher, generous colleague, successful author, and consummate gentlemen, Bruce has set a model for professors in the department and the whole of the university. Below is an interview conducted with Professor Wheeler in April 2004. And following that, a sampling of the students, colleagues, administrators, and community members he has touched during his career offer reflections on their experiences and Bruce's many talents.

What has been the biggest change at the University and in the department during your tenure?

I think this is so much more lively and interesting a department than the one I came to in 1970. The one I came to had no females, one minority, Yen-p'ing Hao, in Asian history, there was one Latin Americanist, one Asianist, and everyone else was either in European or U.S. history. And it was a homogeneous department but it was narrow in its focus and I think that is the best thing that has happened. I think the research excitement is much greater now, because it has to be. Publications are much more important now. And I think the teaching is, as a rule, better across the board. When I came, there were some very good teachers and there were some people who were respectable. Now I think we have a lot more really good people.

On the other hand, my opinion is that the University is not moving as fast and in as exciting ways as it was when I came. I think we have been sidetracked by a lot of internal difficulties, changes at the top, occasional lack of vision of higher administration, and a much more intrusive Board of Trustees. So I don't think the University has reached the potential that I had hoped for. But the department has exceeded all my expectations.

What has been your greatest accomplishment as a professor at U.T.?

I had always considered that I could be, if I worked hard at it, a good teacher. And I think not every semester, but a good number of semesters, I have done a decent job. I've been respectable in terms of productivity; I'm not the research scholar as most. I think the thing I like about the department is that it has allowed all of us to do the kinds of things that we feel strong in doing, as long as we are contributing. I do perhaps somewhat more public service. I like to do that. Other people like to do more

in terms of classroom teaching . . . or research scholarship. . . . The thing I think I am proudest of is that I have been able to do at least a respectable job in one of the important areas and better than that in others. Also, I have stayed. This will be 33 years, and I think maybe my greatest accomplishment is that I have not become too cynical or too bitter. . . . I've met a lot of people, not just historians, who at the end of their careers feel bitter or [regretful] and I don't feel that—I've liked the career I have had. I think it is also important to know when to stop.

And how did you know that?

I guess there was a point where I was doing a syllabus and I was afraid I was repeating my successes instead of coming up with new and different ideas. One of the wonderful things about this department is that because we are so broad in our interests, we have always been able to put each other onto new ideas and books. John Bohstedt just put something in my mailbox yesterday that I want to read, on the Atlantic community. I think those things have kept me very excited. But I felt over the last year or so that I have not done as much innovation as I would like to do, and I think that is a sign that there are some very good people, whether in my field or other fields, that deserve this place. And I would be glad to welcome them and give it to them.

Who have been some of your favorite students over the years?

Oh, that's hard. I think as far as graduate students, Rob Parkinson was a joy. He is finishing up at the University of Virginia, and he did a marvelous master's thesis here. Keith Butler who is working now on his doctoral dissertation at Washington University. There are some people who really accomplished a great deal. More recently there is DeAnna Davis, who left a very productive teaching career to go back to graduate school at the University of South Carolina. She is a person who,

if she would allow me to take a little credit, I would be more than delighted. There are just so many like them.

What are your favorite stories that you can share about your colleagues?

[Laughter] Well, my favorite story is one that I have told a lot . . . [and] it is about Catherine Higgs, who is a wonderful colleague in African history. One day I spilled something on my shirt at lunch, and I was trying to get it off with a wet paper towel. So I said to Catherine that my wife is going to be really angry, how can I get this off? And Catherine said, "Try sit-ups." I just was absolutely stunned at this . . . and I have told it many, many times.

What is your wish for the department for the future?

Well, I think the department is in terrific shape. The personnel is better, and it is better led. I would hope that we would learn as a department some of the lessons that the MARCO program wants to teach us. And that is to develop clusters of interest and expertise. We need to realize in a department of our size, that we are not going to grow a huge amount in the next five years. So, with each new position . . . we need to consider how we want to fill that. And one is hopeful that the modern Europeanists, the non-western scholars, and the Americanists will each get together to talk about areas of real strength and interest. History traditionally has been a very solitary profession. We don't see each other teach; we write alone. And we don't do a lot of sharing. If we can put our own individual desires for a time second, and realize that developing some of these clusters of strength will help us all with our careers, then we will be an even more powerful department than we already are. I have some ideas about what those strengths are, but I won't say what I think because it is not really my department anymore.

You are one of the most popular and highly regarded teachers at U.T. What advice would you give to someone starting out teaching?

Let me answer in an odd way. When I look at a teaching assistant's student evaluations, we all realize that students are competent to judge faculty in certain areas, but they are not competent in other areas. For example, the "knowledge of field" question—undergraduates are not capable of really evaluating that. But there is one question that I look for every time. And that is the one about whether the professor cares about students learning. And if that gets a respectable or high rating, I think the TA has got a career. I have always believed, or maybe deluded myself, that I was interested collectively in the students learning and doing well. Have I made mistakes in that interest? Yes, thousands. Sometimes I've undershot, made it too easy; sometimes I've been too selective in the material. The greatest problem I have had is requiring students to do something that has excited me. For example, the world history students this semester are reading Thomas Friedman's *The Lexus and the Olive Tree*, which I think is one of the most exciting books I have read in the past three or four years. But the students don't find it quite so stimulating.

I also think that Henry Adams, who is one of my heroes, was wrong . . . when he said that the profession of history had lost its way by descending into storytelling. But that, I think, is our raw material. If chemists, biologists, and geologists have these things they can put in beakers and test tubes, we have this wonderful weight of great material: our stories. . . . Adams was wrong, then. Historians don't descend into storytelling. They use stories to make larger points. So if I had any advice to a young historian, I would say, "Look at your ratings on that one question. And then don't forget why . . . general readers have always bought thousands upon thousands of history books every year—because they are fascinated with those stories. We need to keep telling them."

What is next for you?

Well, I have two book contracts. I have had a couple of invitations, sometime in the future, to teach a course. I'm not throwing away any of the lecture notes

that have not disintegrated. And then, there are things that my wife and I have not been able to do. Our daughter has been all over the western world. We've never hardly been anywhere. So we are going to travel to some places. I love to do home improvements, and my house desperately needs them. I love to do that and to flower garden. I need to weed the day after tomorrow. It's funny that when I tell people that I am going to [retire], some ask 'well, what will you do?' And I don't know if I find that says more about them than me, or whether it is insulting . . . but it's strange. I live in a community with a lot of retired people, and they all say they are busier now than when they were working. And I think, well, I sure as hell don't want to do that. I want to read some things that I never got to read, some of the classics I never got to read. There are some things I want to re-read. And I think for a couple of years, I want to read outside the fields I have been teaching, like in India. . . . Teaching the world history course in the last two years has been just a reviving experience. Milton Klein said something one time . . . that we ought to put all our course names on cards, deal them out at the beginning of a year, and the next year teach whatever cards we got. And of course we all thought that was absurd. But what Milton was saying that was right was that for ourselves as much as our students we should revive ourselves by teaching different, new things. I thought that suggestion was insane—just like, when I was young, I thought several of Milton's suggestions were insane. But now I've come to realize that most of them were really quite perceptive and quite interesting. All in all, I've had good time—and I wish you will have as good a time.

REFLECTIONS ON BRUCE WHEELER

Stephen V. Ash is professor of history at the University of Tennessee and the author or editor of seven books, including When the Yankees Came: Conflict and Chaos in the Occupied South and A Year in the South: Four Lives in 1865.

With the retirement of Bruce Wheeler, the U.T. History Department loses its

finest gentleman. I use that term quite deliberately, for in the thirty-one years that I have known him as both teacher and colleague, Bruce has consistently brought to the department the qualities of the classic gentleman, and in doing so has left a permanent mark. Self-effacing, considerate, good-humored, generous, never a polarizer, always a consensus-builder, Bruce more than anyone else has set the tone of the U.T. History Department. Our faculty, staff members, and students alike have always found this Department a congenial place to work and learn, and for that we owe a debt of gratitude to Bruce Wheeler.

Cinnamon Brown is currently a Ph. D. student at the University of Tennessee. In 2003, Dr. Wheeler oversaw her master's thesis and served as her advisor.

Over a year ago I was flying to New Orleans to attend a historical conference. To pass the time I pulled out a book I was reading for one of my classes. As I began to read the gentleman sitting next to me began to make polite conversation. He noticed my book and asked if I was a student. I explained to him that I was working on my masters in history. He immediately smiled and told me that years ago he had attended U.T. and took the most interesting history class, and he fondly remembered the instructor who taught the course. The gentleman explained that he had hated history since high school but after taking this unique professor he had actually contemplated becoming a history teacher. This man could still vividly recall the fascinating stories the professor told and found himself retelling them to his own school-aged children. This professor, unlike any teacher he had ever had before, made history and learning fun and that he would always remember him.

I was of course not surprised when my traveling companion told me that this instructor was Dr. Bruce Wheeler. I know first hand the lasting impression he leaves on everyone that he meets. As a frightened graduate student coming into the U.T. history program, Dr. Wheeler immediately took me under his wing and made me feel welcome. Three years later he continues to provide unconditional support and guidance as a mentor and friend. I remember when I worked as his teaching assistant I was amazed at how

he could captivate his students, even at 8:00 in the morning. Now that I teach classes of my own I inject some of Dr. Wheeler's stories and tell some of his famous jokes. And yes, I find myself saying "What a man" quite often. I feel so fortunate to have Dr. Wheeler as my advisor and know that he is the most memorable part of my graduate experience. Like the gentleman I had the pleasure of meeting on the plane to New Orleans, I know that I will always remember Dr. Wheeler and smile. I just hope that one day I can be half the historian, professor, and person that he is.

I wish Dr. Wheeler all of the best! I also want to thank him for his humor, guidance, confidence, and companionship. It has been one of the greatest honors of my life to have worked and befriended such an unforgettable and inspirational person.

Lynn Champion is Director of Academic Outreach for the College of Arts and Sciences at U.T. Among many other duties, she organizes the College's Faculty Speakers Bureau.

Professor Bruce Wheeler was one of the first faculty members I met when I was hired by the Dean's Office in 1982 to direct community outreach programs for the College. Known for his teaching excellence and his commitment to outreach, Bruce was at the top of my list of faculty to approach to serve on a faculty advisory council for outreach programs. Bruce offered much helpful advice with outreach program planning and some very valuable professional advice to me as well. I recall that he took me to lunch at Hawkeye's, a restaurant near campus, during the first few weeks of my employment. Over lunch he acquainted me with the culture of the College and offered this nugget of wisdom: "You're surrounded with administrators where you are, but you will not succeed if you don't cultivate strong relationships with the faculty. In the end, it is the faculty relationships that will nurture and sustain you. It is the faculty who will determine if you succeed or fail." An important and valuable collegial relationship began with that lunch and continues to this day.

Over the years, I have been privileged to

work closely with Bruce as he has been involved in many outreach programs sponsored by the College. He has been extraordinarily active in the Faculty Speakers Bureau, giving as many as two dozen talks a year throughout his long career. In addition, he has done many professional development seminars for elementary and secondary teachers and led provocative and engaging book discussions with community groups in libraries all around East Tennessee. His frequent appearances before community, civic and corporate groups has made him one of the best known faculty at the University of Tennessee, Knoxville. His talks about history, always laced with humor, have educated audiences across Tennessee and promoted enormous goodwill toward the University. In the Department of History, Professor Wheeler has contributed regularly to the Department's annual workshop for high school teachers of history which is well-attended and widely acclaimed. During his tenure as Interim Department Head, Professor Wheeler encouraged outreach among the faculty in the department and coordinated lecture series for two senior citizen groups, one in Knoxville and another in Oak Ridge.

In recognition of his tremendous contribution to the public service mission of the University, Professor Wheeler was awarded the National Alumni Association Public Service Award in 2002. That same year he received the College of Arts and Sciences Public Service Award in recognition of his sustained commitment to public service throughout his career.

On the occasion of Bruce's retirement, I wish to express appreciation for his passionate commitment to outreach and public service and for his many years of dedicated service to the College. I also want to thank him for that golden nugget of career advice that has served me so well.

DeAnna Robertson Davis (B.A. in history 1991, M.S. in education 1997) taught one year at South-Doyle High School and six years at Carter High School, both in Knox County, before returning to graduate school. She is currently working on a Ph.D. in history at the University of South Carolina.

When I was asked to write a few words about Bruce Wheeler, I eagerly accepted, expecting an easy task. As I began thinking about it, however, I realized what a daunting challenge I faced. How does one properly pay tribute to the teacher who changed her life? I can never adequately express what his mentoring has meant to me, but I will feebly attempt to do so.

Dr. Wheeler reigns supreme among teachers. He instilled in me a passion for studying history and conducting research, and he inspired me to become a historian and an educator. I taught at the high school level for seven years, and currently, as a result of his influence and encouragement, I am seeking a Ph.D. in history. Dr. Wheeler taught me how to think critically but never attempted to tell me what to think. He followed Kahlil Gibran's prescription for education: "If he [the teacher] is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." Although Dr. Wheeler advised me as a mentor and a friend and allowed me to benefit from his wisdom, he always stepped back when the time arrived for me to make a decision. He never pushed me to learn or improve, but instead he enticed me to do so. He took an interest in my education and my life, and consequently, I am a better person. Professionally, he is my role model. At the end of my career, if I can truthfully say I was half as good a teacher as he, I will have been successful.

Although he richly deserves it, Bruce Wheeler's retirement tremendously saddens me. The University of Tennessee is losing an irreplaceable asset. Future generations of students will unknowingly miss the opportunity to be directly touched by him; for one cannot encounter him in the classroom and remain unchanged. Fortunately, because he positively influenced countless students and colleagues, his legacy will continue. As Henry Adams once said, "A teacher affects eternity; he can never tell where his influence stops."

So here's to you, Bruce Wheeler! I know that right now your ears are red, but do not allow your modesty to cause you embarrassment. You earned the

accolades. As you reflect upon your career, be assured that you chose the right path. On behalf of all those whose lives you have touched, thank you, and enjoy your retirement.

John Schmid is completing his teacher certification in social studies and teaches at Austin-East Magnet High School. He also serves on the Knox County Board of Commissioners, representing the fourth district. He received a BA in Political Science and History from the University of Tennessee.

Each semester when the time begins for students to register for the upcoming semester's classes, a custom repeats itself across campus. Students will seek advice from their peers on which professors they should sign up for in their required classes. They ask their dorm hall neighbors, their RA's, club sport teammates, fraternity brothers or sorority sisters, older siblings or trusted friends. Normally this is done with one main goal in mind: to take a course that requires the least amount of effort and best chance for a good grade. A secondary goal of this research is avoidance of those professors who give an ungodly workload and require near perfection in order to obtain a "C," give lectures that could put the dead to sleep, and look down upon students as if they were annoying gnats who must be swatted away whenever they have some idiotic question. Occasionally, though, students who take part in this ritual receive a rare positive recommendation from their inquiry about a professor who demands much yet is beloved by "D" students as well as "A" students. Dr. Bruce Wheeler is such a professor.

In the fall of 2001, ten years after I had obtained a degree in Political Science from the University of Tennessee, I decided to return and seek a degree in history as well as a masters in secondary education. While having lunch with my brother that summer he asked which history classes I was going to take. I replied I had not completed my schedule. He said "Take Wheeler if he is still around. His classes were tough but always fun." I found it somewhat remarkable that he remembered a favorite professor some twenty years after he had graduated. After lunch I looked in my

schedule of classes booklet and saw that, yes, Wheeler was still around. I signed up for his *Cities and Urbanization* class and thus was allowed the opportunity to learn from one of the University of Tennessee's most beloved and gifted professors.

What I and countless other students have discovered while taking any of Dr. Wheeler's classes is that the man is downright enthusiastic about what he teaches. You cannot be bored in his class. You might not be the best student, you might not even pass the class, but you will not be bored. His style is all his own. The "Wheeler method" uses self-deprecating humor, love of eccentric characters in history, great story-telling skills, and the ability to listen to his students' comments or questions with true sincerity regardless of the brilliance or idiocy of what the student says. He uses all of this to communicate the events, their causes, and the themes of his lesson. A day spent attending a class with Dr. Wheeler is a day well spent. Dr. Wheeler's engaging personality and teaching style is long remembered by students, even years after leaving the university. A student once wrote down over the course of a semester a list of "Wheelerisms" that Dr. Wheeler sprinkled into his lectures, many of which former students will fondly remember with a smile: "What a man!," "No dog biscuit for you today!," "It's hot dog day at the café today," "Back in Weeders Clump," and countless other humorous sayings that enlivened class. A sure sign of a professor's positive impact on students is to see how many of them come up after class is over to continue a discussion or share a story. Watch the end of one of Dr. Wheeler's classes and you will see a pack of students clamoring around him. Like some rock star followed by starry-eyed groupies seeking an autograph, Dr. Wheeler always answered whatever questions they had or listened to their comments on the lesson. Dr. Wheeler's method of teaching didn't just make him a fun professor to listen to. There was a method to this madness. What all of this humor, down-home style, and accessibility did was make the student feel comfortable. And when a student is comfortable they become more familiar with the subject material. They ask pertinent questions and are interested

in what and why something happened. In so doing the student rises above just accumulating knowledge to pass an exam to being a student who reflects on how history has shaped his or her community and his or her own life. I cannot think of a more satisfying accomplishment for a history teacher.

As students today register for classes next fall, unbeknownst to them something will be missing. No longer will those students who are asked for advice on what classes to take be able to answer "Take Wheeler. It's a great class and he's a great teacher." For them and for this university that is a great loss. For those of us who have had the wonderful experience of learning under his tutelage, we are forever thankful.

Dawn von Weisenstein works with the O'Connor Senior Citizens Center in downtown Knoxville.

The Seniors for Creative Learning (SCL) is a membership program begun almost ten years ago as an educational endeavor dedicated to providing interesting and stimulating topics for its members. When in its infancy, Bruce Wheeler was contacted by Jeanne Schneider about developing a series of presentations by faculty members in the Department of History. Bruce graciously agreed and so began the single most popular series of the entire SCL program offered at the John T. O'Connor Senior Center. Year in and year out the spring History Series always has the most interest and the largest attendance of any of our programs.

We hope that in his retirement, Dr. Wheeler will continue to work with SCL and to that end, we make him an honorary member of the organization. Never to pay the hefty \$35.00 annual membership fee, his only responsibilities will be to attend all interminable Curriculum Committee meetings, identify faculty and arrange a spring program of six History lectures, prepare and present at least one annual lecture himself, attend all BBQ luncheons, and all program refreshment breaks. Did I say, "in his retirement"? You see, we know just how active retirees are and we certainly don't want to lose touch with a much-loved friend.

OUTSTANDING ALUMNUS, DR. CHARLES FAULKNER BRYAN, JR.

This year the department inaugurates a new feature in the newsletter: profiling an outstanding graduate of the department. Historians are notoriously independent minded—ask four professors their opinions, and you will get five answers. But by unprecedented consensus, we decided that Dr. Bryan was the ideal choice.

DR. CHARLES FAULKNER BRYAN, JR. (B.A., Virginia Military Institute; M.A., University of Georgia; Ph.D., University of Tennessee)

Dr. Charles Faulkner Bryan Jr., a native of McMinnville, Tennessee, currently serves as President and Chief Executive Officer of the Virginia Historical Society—one of the preeminent historical societies in the country. Dr. Bryan supervises over 100 employees and an annual budget of \$5.2 million. The Virginia Historical Society houses one of the richest collections of primary sources available to historians of Virginia and the South—working there is a delight for researchers. The VHS also sponsors conferences and lectures for the scholarly community as well as the general public. It rotates an exciting range of exhibits at its museum, which is open seven days a week. The current exhibition commemorates the Civil Rights Movement and the Brown vs. Board of Education fiftieth anniversary. A host of public programs sponsored by the VHS expands local knowledge of Virginia's rich history, and the education department serves as a vital source for training history teachers in the Commonwealth. Hundreds of thousands of teachers, researchers, and interested visitors come to the VHS every year to enjoy these myriad offerings. Since assuming his duties at the VHS in 1988, Dr. Bryan has overseen capital campaigns raising \$75 million that enabled the society to triple its size, expand its scope of programming, and solidify its position at the top of such institutions in the United States. These accomplishments are all the more impressive when one realizes that, when Dr. Bryan joined the VHS in 1988, they attracted only about 5000 visitors per year, were closed to the general public, and offered one annual lecture attended only by members of the society.

In addition to heading the Virginia Historical Society, Dr. Bryan has involved himself in virtually every part of the historical profession. He held professorships at the University of Missouri-St. Louis and at U.T. He has published books and articles in Civil War

history as well as museum studies. With Nelson Lankford, he edited Eye of the Storm: A Civil War Odyssey and Images from the Storm, both of which detail the Civil War experiences of a Union soldier. Long before heading to Virginia, he worked at the Andrew Jackson Papers, where he served as assistant editor to the documentary editing project. As president of the VHS, he oversees the publication of the Virginia Magazine of History and Biography, widely viewed by historians as one of the two or three most prestigious state history journals. Dr. Bryan also works with a number of public history foundations and institutions: as president of the American Association of State and Local History, on the board of the Smithsonian's Museum of American History, and as a consultant to numerous historical societies and museums.

Dr. Bryan is fortunate not only in his accomplishments, but also because he truly loves his work. It is, he explained in a recent phone interview, "a different job every day." One day he might devote his energies to fundraising; another might center on reviewing a newly acquired manuscript collection; a third supervising exhibition plans for the museum. But always he finds the work edifying and challenging. Of course, there are parts of the job he relishes less than others. Dr. Bryan finds that the most difficult part of his work is supervising budgetary matters and properly allocating the talents of his personnel. With a hundred people on staff, he must negotiate their competing demands as well as make sure their abilities are properly focused. And, although the VHS has thrived financially under Dr. Bryan's leadership, the varied programs of the society compete for resources, and he must decide how to most judiciously disburse his funds. Dr. Bryan does not, however, lament the long hours and hard decisions he must make to succeed in his job, because he believes deeply in the broadly conceived educational mission of the Virginia Historical Society.

As Dr. Bryan tells it, his rich and expansive career started along a rocky path, however. He finished his Ph.D. at U.T. in 1978 in the midst of an

exceedingly difficult job market. An economic downturn coupled with lower undergraduate enrollments throughout the country led to very limited prospects for newly-minted Ph.D.'s. Dr. Bryan remembers that a fellow graduate student felt triumphant at landing a one-year appointment at a community college. So he turned to "non-traditional" sources for employment. Working at the Jackson Papers Project and then at the East Tennessee Historical Society allowed Bryan to remain in the profession while providing for his family. He also discovered an unknown passion. Within a month of assuming the directorship of the ETHS, Bryan fell in love with the career he had backed into. Five years later he became Executive Director of the St. Louis Mercantile Library Association, which specializes in western and transportation history. In 1987 he was approached about applying for the directorship of the Virginia Historical Society. But he liked his work in St. Louis, and his wife, Cammy, enjoyed living there. They had decided not to apply for the job in Virginia when, by coincidence, Dr. Milton Klein came to visit St. Louis. During a dinner the three shared, Bryan casually mentioned the solicitation and noted that he was not going to apply. Dr. Klein—as only he can do—"helped" Dr. Bryan reconsider his thinking. As Dr. Bryan remembers it, "Milton really jumped my case . . . he encouraged me to throw my hat in the ring and to remember that, if they offered me the job, I could always turn it down." On the drive home, he and Cammy decided to reconsider Virginia after all—he applied, was offered the job, and moved to Richmond in 1988.

Dr. Bryan fondly remembers his professors in the history department, particularly Paul Bergeron and Milton Klein. He is particularly grateful for the opportunity to write his dissertation under the direction of Dr. Bergeron. (Bryan was the first of 12 dissertation writers that Bergeron would direct during his tenure in the history department.) Bergeron was, in Bryan's memory "a tough task master, and he did not suffer fools." But he also made Bryan, just out of the

Army and finding his way into academic life, feel welcomed, encouraged, and confident. Bryan maintains this was one of the best decisions in his career: "I could not have been more fortunate than to work with Paul." Bryan's former mentor and now friend acknowledges that he might have been tough on Bryan on occasion: "but he bore up under it all with patience and good cheer." According to Bergeron, Bryan produced an exceptional dissertation on East Tennessee, which impressed everyone on the dissertation committee, has been cited many, many times in other publications, and actually produced royalty checks for Bryan. Professor Bergeron then and now is impressed with Bryan's "engaging personality, bright and energetic mind, and articulate nature." The two men established an instant rapport and, twenty-five years later, each continues to consider working with the other to have been an honor.

Other vivid memories of Bryan's include the "fear and trepidation" that he felt when entering Dr. Klein's seminar room—and how much Bryan learned from Klein after he overcame those anxieties. He would just as soon forget the offices the teaching assistants were stuck in. But Bryan happily found himself among a particularly collegial

and talented cohort of graduate students. He recalls that he, Steve Ash, Jim Burran, Hoyt Canady, Lynda Crist, Nan Woodruff, and others competed with one another but were also very good friends. Studying for comprehensive exams, Bryan remembers, was a "nightmare"—but the group hung together and everyone passed! Each went on to distinguished careers, and they remain one of the most accomplished classes of graduate students to come out of the history department.

When queried about advice he might offer to new graduate students, Dr. Bryan counseled, "If you really are passionate, you should stick it out and find a way, any way, to continue in the profession." Many times he considered giving it up, particularly when the prospects seemed so bleak. When jobs were scarce, he considered working in his uncle's hardware store or turning his avocation, photography, into a career. But "I loved history too much." Bryan advises anyone who feels as strongly about history as he did to persist in making his or her dreams come true.

With all his accomplishments and responsibilities, Dr. Bryan might be excused for not taking time to help those who are just starting out. But nothing could be farther from the truth. The

experiences of one of our most recent M.A. students, Allison Morrill, evinces Dr. Bryan's commitment to helping others and his graciousness as a person. Allison is interested in public history and wrote her thesis on museums in early America. During a class she took with Dr. Ash, Allison discussed her desire to work in a museum or historical society; Ash suggested she contact a friend of his, who turned out to be Dr. Bryan. Allison knew him by reputation, and although she was a bit intimidated to approach him, she did what Ash suggested. The contact she made with Dr. Bryan has been transformative: "Dr. Bryan has mentored me on numerous occasions, offering professional advice to a student hoping to find a career in the sphere of public history. The sound recommendations he offered for volunteer work and a proactive approach to supplementing my core history curriculum with material studies courses has proven invaluable to me. I really respect his willingness to personally get to know me and hope one day to mentor others as he so graciously mentored me in beginning a career in public history."

The history department is honored to claim Dr. Charles Bryan as one of our own.

FOR YOUR READING PLEASURE

The individuals profiled in this newsletter all responded to the question: "What is the best book you read recently?" We hope their answers will provide our alumni and friends with interesting books to consider and further their interest in history.

TOM BURMAN, Associate Professor "I would have to say, The Travels of Sir John Mandeville. It was written in the second half of the fourteenth century, and purported to be the travel tales of a knight. It has been studied a great deal by literary scholars and was very widely read at the time. What is interesting is that it is not at all clear that he actually went on any of these travels and he clearly stole some of the tales he told as his own. What is so interesting is . . . the complexity of medieval people conveyed in the book. Mandeville knows a great deal about people in the world. He knows about Buddhism, Hinduism, his knowledge of Islam is very sophisticated. . . . He is a Christian, but endlessly repeats the refrain that most of the folks he meets are good, even godly. I have been studying the Middle Ages for twenty-five years, and I was surprised to see this. He reacts to the world in the ambivalent sort of way that

we expect of modern people. I assigned it in my Muslim-Christian Relations class, in fact. And I had an enormously great time reading it and teaching it to my students."

CHARLES BRYAN, President and CEO, Virginia Historical Society "Well, and I am not . . . [being insincere] but Steve Ash's A Year in the South is just terrific. I finished it last month and I really enjoyed it. As a matter of fact, I gave it to one of our donors, and he loved it as well. Steve is a friend of mine, but I am not saying that for that reason. It is just a marvelous read."

ANGELA FRYE-KEATON, Ph.D. student "I just read the Autobiography of Frederick Douglass for the first time—I should have read it years before. It's a wonderful book and I think every American should probably read this account [of escaping from and triumphing

over slavery]. And I reread on a yearly basis Studs Terkel, Hard Times, which provides first-hand accounts of men and women who lived through the Depression. It gets to the heart of why I love history—everyday peoples' experiences with the past and how history shapes their views on America."

BRUCE WHEELER, Professor "Actually, the best book I have read, which is not a very new book, is Duel: Alexander Hamilton, Aaron Burr, and the Future of America. It's really good history and also interesting to general readers. We should all do so well. And I've just read Walter Isaacson's biography of Benjamin Franklin. A solid biography with WONDERFUL anecdotes. It's impossible to write a boring book about Franklin...and this is FAR FROM THAT!!!"

A CONVERSATION WITH PROFESSOR THOMAS E. BURMAN

Professor Thomas E. Burman is an internationally renowned specialist in medieval Jewish-Christian-Muslim relations and medieval intellectual history. He earned his Ph.D. from the University of Toronto and was a Visiting Fellow at the Oxford Centre for Islamic Studies in 2003. His first book, Religious Polemic and the Intellectual History of the Mozarabs, c. 1050-1200, investigated the intellectual history of the Arabic-speaking Christians of Spain based on their Arabic and Latin writings. He is currently writing a book on the study of the Koran in Europe from 1140 to 1540, a topic upon which he has published several articles. Professor Burman has won fellowships from institutions including the Rockefeller Foundation, the American Philosophical Society, and the National Endowment for the Humanities. Professor Burman is Director of the Graduate Program for the history department and a particularly popular undergraduate teacher. This interview was conducted in March 2004.



Professor Thomas E. Burman

Tell us about the new book you are writing.

The book tentatively is called “Reading the Koran in Latin Christendom 1140-1560.” It is a book that tries to use what I think is a profoundly unexplored set of sources to look at a question that has been, at least indirectly, asked before. That is, how do medieval Latin Christians react to the Koran? The sources that have been widely used before . . . are treatises of a polemical nature written explicitly to refute Islam and the Koran and advance Christianity. These have been used because there are a lot of them, including easily accessible modern published versions. In the midst of finishing my last book, I realized there was a whole other way of looking at this question and that was to look at the manuscripts of the Koran themselves that circulated in medieval Europe. Almost every such manuscript, and there are about forty-five that survive, has some Latin marginalia and some have tons on every page. But also [we can learn a great deal] from the way in which the manuscripts themselves are put together. In not a few the Koran is bound together with commentaries and study aids written by Latin scholars. All

of these give some idea about what kinds of things readers were interested in.

The argument I have made [after reading all of these materials] is—one so often made of scholars of our generation—for complexity: that is, there is no nice neat way to categorize the ways in which people reacted to this text. When you look at these sources, you realize that even to write a polemic against the Koran, one has to do a great deal of what I call philological reading of the text—that is exploring the grammatical and syntactical questions that anyone reading a difficult book must consider. The Koran is a difficult book—it was even difficult for medieval Muslims. So these Latin outsiders have to do things like turn to Muslim Koran commentaries . . . to try and understand what the Koran is teaching.

There is also another dimension to the complexity [of Latin-Christian Koran reading], and that is that while all of this philology and polemic is going on there are also complicated ways of experiencing the Koran. Perhaps the most vivid example of this is a Latin version produced in the late fifteenth century that took the Koran and made it into an expensive coffee-table book of sorts for wealthy lay Christian consumers. . . . All of this suggests that the Koranic text, which was universally seen as kind of a fraudulent scripture, could be seen at the same time as something you want to have around to impress your friends . . . [So] Latin Christians who read the Koran did not just steam at the ears, although they did do that, but they reacted in all kinds of other complicated ways as well.

How do you arrive at the question or project you want to research?

I always tell my students that as pre-modern scholars they need to get in

the habit of thinking from the sources outward. That is, they need to get to know the available sources well, rather than trying to search from the point of view of what question they want answered. Of course, this is an artificial distinction in certain ways. But I encourage them to find sources that are interesting to them and get to know those texts and let those sources suggest questions to them. Of course, they need to also . . . consider the direction the scholarly literature is going—contemporary problems may suggest to them questions that might be pursuable. But I always think you need to start with the sources.

As far as [my own work is concerned], as I said, I got this idea while working on a previous book when I was using one of these [Latin Koran translations] for a tangential purpose. And I thought that I wanted to understand this kind of source better . . . I began doing a transcription [from one of the extant manuscripts]. Then I realized that I wanted to write about this [text] . . . The more I looked at it the more I was intrigued by the question [of what could be learned from it about medieval Christian Koran reading].

You spent the last year in England, on a fellowship at Oxford University. What did you do on the project while abroad?

I mostly wrote there. I had an office at the Oxford Centre for Islamic Studies. In the mornings I wrote and in the afternoons I planned what I would write the next day and went to the library. However, since this book is based on about 45 manuscripts spread all over Europe, and since there were about a dozen or so I had never held in my hands (though I have microfilms of virtually all of them), I spent about six weeks traveling, looking at some manuscripts

for the first time, including one in St. Petersburg and another in Austria. And then I went to Rome and Milan, which have manuscripts I wanted to look at again. . . . Between Oxford and Cambridge and London, there is a great deal more material that is useful to me [too], so I . . . also spent time digging around in a lot of sources. But most of my time was spent writing.

When will the book be out?

I am finishing it up this summer and will send it out to friends in the profession then. Hopefully, I will be ready to send it to a publisher by the end of the year and it will be out a year or so after that.

What will you be working on next?

The big question that I want to explore next, and I don't know exactly how or in what form I will attempt this, is . . . the relationship between the medieval Latin intellectual tradition and the Arabic intellectual tradition in a broad sense. There is an interesting story to be told here, but it is one in which both sides [must be seen as] active in some respects and both sides as passive. So I would like to employ a much more dynamic model of cultural diffusion than is usually used.

Your family traveled with you. How did they like living in England?

My kids did quite well. My son initially did not want to go, and he was 13, so that is a hard age . . . But he quickly felt at home and . . . loved watching BBC programs on history. He went to a lovely small middle school with about 200 students . . . My daughter was six and loved it, [she] made a lot of English friends and they played "posh ladies"—what girls here call "dress-ups." So they adapted really well.

How has the transition back to teaching gone, after fifteen months away?

Well, it turned out to be kind of seamless actually. There were times in my first semester back teaching that I thought, "why did I do *that*, I know that doesn't work in the classroom." But other than occasional mistakes it went very well. And in a way it was good that in the first semester back I did not really have a moment to work on the book . . . I was

making myself crazy by the end of the fifteen months doing nothing but writing. So it was great to be back.

We are at a research school, but in a department with a strong devotion to quality teaching. How do you normally experience the balance between teaching and research? Is it more struggle or symmetry?

I would have to say both. It is difficult to balance in terms of time. Over the week, you have to make choices—do I spend time making my lecture better and rereading this book for a discussion class . . . or do I work on my research. Sometimes you decide one, sometimes the other. And I don't like that part—having to choose. But on the other hand, I actually find there are all sort of ways in which they are mutually helpful. One is that, if I just do one or the other [for extended periods of time] I usually go a little crazy. They provide nice psychological counterpoints to one another . . . when you are struggling with your writing, teaching can pull you out of your funk. And when teaching gets too much after a while, there is nothing like a morning spent with one's own work. Secondly, teaching has in many ways made my research much more fruitful. I was trained rather narrowly, just as a medievalist. And I never thought much about, for example, the Renaissance and Reformation, until I had to teach them in Western Civilization. The works of historians in these fields has very much shaped my own and now my work is going well into the Renaissance period. I don't think I would have done that I had not had to teach Western Civilization. And it works the other way as well. I teach a course on Muslim-Christian relations, which is based in large part on my own scholarly research. . . . So I guess, even if there are sometimes hard choices to make about time, I really wouldn't have it any other way.

What is your favorite class to teach?

I really enjoy teaching Medieval intellectual history, which is half lecture and half discussion and in which I get to teach how Jewish, Islamic, and Europeans traditions influence each other. However, when it is going well, there is really nothing better than the Western Civilization course.

What has been your best classroom experience since returning to teaching?

I would have to say teaching the western civilization lecture to 300 or so students. It took a long time before I was really comfortable in that setting. But after teaching it 12 to 15 times, I essentially have it like I want it. And this year I had an excellent group of students, which . . . makes all the difference.

Last year, MARCO received a \$3,000,000 challenge grant from the National Endowment for the Humanities. How is this changing your professional responsibilities at the university?

We [medieval and Renaissance scholars] have to be on call, so to speak, to meet donors, which is something I never learned how to do in graduate school. We are also arranging a lot of events to attract donors and interest in the program. For example, last weekend there were two medieval plays put on on campus. I am also on the [MARCO] steering committee, which requires me to attend a lot of meetings, but I don't have much executive responsibility. Bob Bast is doing a fine job [as Director of MARCO], and I am glad he is willing to take that on. Also, there is tremendous buzz about this thing. We have the promise of a permanent \$3,000,000 endowment, space for a permanent center—there is great optimism and energy and a tremendous sense of building momentum. A lot of good things are happening and it's exciting to be a part of it.

What is the most important change in your field and in the profession in the last decade or so?

The biggest change generally that I see is the sense in which historians of all stripes are interested in the ambivalence of people in the past. . . . [Modern scholars] see [people as shaped] by a complex mix of forces and attitudes. . . . And this means that—and you see this in lots of people's work, my own and many others—there is a refusal to see the Middle Ages as this long *duree*, this unchanging era inhabited by fairly uncomplicated and simple-minded people. Instead, it is dynamic, complex, and well, ambivalent.

2004 ANNUAL TEACHER WORKSHOP



Participants in the 2004 Teacher Workshop

The twenty-sixth annual workshop for teachers of social studies, held 6 March 2004, was a great success. Four stellar talks by faculty, a lunchtime address by the beloved (and sadly retiring) **Bruce Wheeler**, and the presence of seventy-five schoolteachers made for a wonderful day. **Daniel Feller** delivered a lively and edifying lesson on “Teaching the Trail of Tears.” The talk not only provided the audience with practical tools for teaching this subject to their students but also detailed how the present has, between the 1940s and today, forced a constant retelling of (and considerable debate over) the saga of the Cherokee Removal and the culpability of Andrew Jackson. Feller explained to the audience the necessity of precision of language in discussions of Andrew Jackson’s relations with Native American nations. One scholar’s white “pioneer”, for example, is another’s “trespasser.” The evaluations bore out the strength of Feller’s talk. In a typical evaluation, one teacher praised Feller’s ability to “remind us of the many perspectives in understanding the past.”

The largest crowd of the day gathered in **Douglas Sofer’s** room. Douglas earned his Ph.D. from the University of Texas in 2003, and he is serving as an interim faculty member in our department. He teaches Latin American history and specializes in modern Colombia. The teachers loved his presentation on “The Origins of Terrorism in Colombia”—well, as much as one can love Colombian terrorists. And his question and answer session was particularly lively, prompting rave reviews from several audience members. In addition to Feller and Sofer, **Ernest Freeberg** addressed his audience on Laura Bridgman, the first deaf and blind woman in America to learn language (yes, long before the more famous Helen Keller), and the subject of his award-winning book, *The Education of Laura Bridgman* (Harvard University Press, 2001). More than a few of the participants in his session lauded Freeberg’s “fascinating presentation and examination of the links between language and intelligence and humanity.” And the head of the history department, **Todd Diacon**, spoke on “Theodore Roosevelt’s Amazonian Adventure and the Teaching of U.S. Latin American Relations.” Todd’s talk derives from his most recent book, *Stringing Together a Nation: Candido Mariano Da Silva Rondon and the Construction of a Modern Brazil, 1906-1930* (Duke University Press, 2004). One teacher observed that “the understanding Dr. Diacon provides [will] help us and our neighbors better understand cultural exchange” and another looked forward to “sharing with my students the differing perspectives of the U.S. and Brazil”

presented in Diacon’s “fantastic” talk. Overall, participants reported that they enjoyed not only the intellectual exchange and the new ideas for teaching, but the camaraderie as well. In the highest praise we can hope for, one teacher reported the workshop “boosted my desire and thirst for knowledge and education.”

Bruce Wheeler’s lunchtime address, on “The Darker Side of the American Enlightenment” explored the American passion for individual rights and the



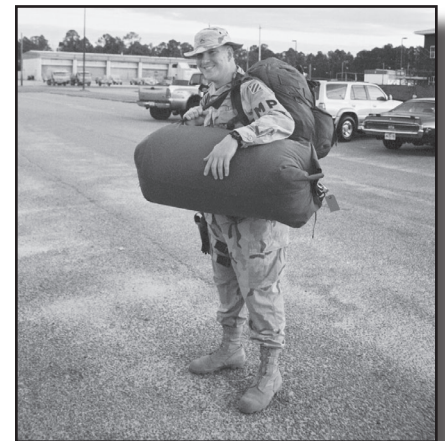
**Faculty Presenters, Teacher Workshop
Bruce Wheeler, Ernest Freeberg, Daniel**

potential and perils that has held for our nation since the late eighteenth century. The talk did what Bruce always does—it made people think, laugh, and wish for more. This was Bruce’s last talk at the teacher workshop he has attended since its inception, and an early reminder of what the community loves about him and what we will have lost when he retires next spring.

DANIEL HARRISON DEPLOYED TO IRAQ

On 6 March 2004, Daniel Harrison, the elder son of Doug and **Kim Harrison**, our department’s administrative services assistant, left Savannah, Georgia, to begin a one-year tour of duty in Iraq. Daniel serves in the Army as an M.P., and he is attached to the 293rd Military Police Company, 3rd Military Police Battalion, in the 3rd Infantry Division. He and the 160 men and women in his company

will be providing law enforcement and convoy and personal security for the 18th Airborne Corps. Kim and Doug are not sure how frequently they will hear from him, but are heartened by the confidence and sense of mission that Daniel and his friends showed during their deployment and by the well-wishes of many friends, relatives, and co-workers.



Daniel Harrison at His Deployment

HISTORY ALUMNI SHINE IN THE STATE DEPARTMENT

Two U.T. history graduates hold prominent positions in the U.S. Department of State. **Margaret Scobie** (B.A., M.A.) is currently U.S.

Ambassador to Syria. She began her foreign service career in 1981, and served most recently as minister counselor at the United States Embassy in Saudi Arabia.

Anthony Benesch is Senior Foreign Service Officer, stationed currently at the U.S. Consulate in Rio de Janeiro.

DEPARTMENT ANNOUNCES HAMER ENDOWMENT

Thanks to the generous gifts and pledges of **Mrs. Alice Lynn Howell** (B.A. 1932, M.A. 1934), the Department of History has created a graduate scholarship endowment in honor of her major professor, Dr. Philip M. Hamer.

Dr. Hamer (1891-1971) received his Ph.D. from the University of Pennsylvania, served in World War I, and came to the University of Tennessee in 1920. In his fifteen years at U.T. he held appointments as head of the Department of History and Political Science, dean of the graduate school, and interim dean of the College of Liberal Arts. In 1925

he was one of the founders of the East Tennessee Historical Society and from 1930 to 1935 served as the managing editor of the *ETHS Publications*. He also helped to establish the Southern Historical Association in 1935. His multi-volume *Tennessee: A History* (1933) is perhaps the best known of his many publications.

In 1935 Dr. Hamer left U.T. to join the staff of the newly-established National Archives, serving in a number of important posts. In 1950, when President Harry S. Truman urged the National Historic Publications Commission to plan for the editing and publication of the

papers of prominent American leaders, Hamer was chosen as the NHPC's first executive director, and he served in that capacity until his retirement in 1961. His 775-page *Guide to Archives and Manuscripts in the United States* (1961) for many years was an invaluable tool for researchers.

The history department gratefully acknowledges the generosity of Mrs. Howell, and encourages alumni and friends to donate to the Philip M. Hamer Fellowship Fund, which will be used primarily to recruit and fund outstanding graduate students.

HISTORY FACULTY WIN TRIPLE CROWN

Professors Steve Ash, Catherine Higgs, and Kurt Piehler received the top research, teaching, and service awards at the 2004 Chancellor's Honor Banquet. This "triple crown" demonstrates their hard work and dedication, as well as the department's commitment to the three major areas of program excellence at The University of Tennessee. **Dr. Steve Ash** received the Chancellor's award for outstanding research and creative achievement by a senior faculty member at The University of Tennessee. The award recognizes his entire career as an historian of the Civil War, but especially the quality and impact of his most recent book, *A Year in the South: Four Lives in 1865* (recently issued in paperback by Harper Collins Press). In his letter of nomination, Dr. Diacon praised Ash not

only for his publications, but also for his successes as a director of doctoral dissertations. **Dr. Catherine Higgs**, recipient of the Chancellor's Senior Outstanding Teacher Award, is a dedicated professor who instructs students in African history courses, and who tutors students especially in their writing mechanics during hours of one-on-one sessions. As Dr. Diacon noted in his nomination letter, "students are taken aback by how much is expected of them, yet they consistently rate Higgs a successful teacher. This is the most meaningful evaluation, in my opinion." Higgs is also an accomplished scholar and author, and is currently writing a book on the use of slave labor on West African cacao plantations. At the awards banquet the University of Tennessee National Alumni Association

named **Dr. Kurt Piehler** the recipient of its award for outstanding public service. Piehler, Director of the Center for the Study of War and Society, collects oral histories especially of veterans of World War Two, and the Korean Conflict. He then transcribes these interviews, and posts them on the Center's website for use by teachers, relatives, and the general public. "If you stop a veteran on the street in Knoxville," Diacon noted in his nomination letter, "he or she is likely to have heard of Kurt Piehler. He is likely to have interviewed this veteran, and this person has likely attended one of the many events Kurt produces each year to study the veteran experience, and to honor their service."

The Department of History salutes Drs. Ash, Higgs, and Piehler.

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THE PAPERS OF ANDREW JACKSON

by **Professor Daniel Feller**, editor and director, Andrew Jackson Papers

The History Department at the University of Tennessee hosts The Papers of Andrew Jackson, one of the landmark documentary editing projects in the country. The project has collected photocopies of all the surviving letters to and from Jackson, official records from his military and government service, financial and legal papers, and miscellaneous notes and memoranda. The project is now presenting these documents in a sixteen-volume chronological series published by the University of Tennessee Press. Volume VI, covering the period of Jackson's successful campaign for the presidency in 1828, was completed in 2002. The next eight volumes will cover Jackson's two presidential terms, from 1829 to 1837. Bringing to light many previously unknown documents, these volumes will

open up Jackson's presidency for scrutiny by both scholars and the general public.

At the end of 2003, Harold Moser, who had headed the project for twenty years and produced five of its volumes, retired. His successor as Editor and director of the project is Daniel Feller, who is also a Professor in the History Department. Feller is the author of two books and numerous essays on Jacksonian America, and has special expertise on the years of Jackson's presidency. The presence of this project helps make the University of Tennessee one of the premier places in the country to study Andrew Jackson and his tumultuous era.



**Professor Daniel Feller, Editor and Director
Andrew Jackson Papers**

NEWS FROM PHI ALPHA THETA

by **Victoria Ott**, faculty advisor

This has been an exciting year for the Alpha Zeta Kappa chapter of Phi Alpha Theta. We kicked things off with a new slate of student officers: Troy Kickler, president, Mike Taylor, Steven Davis, and Alison Baker, board members. Our research colloquiums continue to draw a good mix of faculty and students. The first colloquium featured Angela Frye-Keaton, a Ph.D. candidate from the U.T. History Department, who presented a

paper on toy gun culture in the Cold War era. We were fortunate to have guest speaker Pierangelo Castagneto, professor of history from University of Genoa, discuss his research on John Taylor of Virginia. Aaron Purcell from Hoskins Library Special Collections gave an informative talk about sources in the U.T. archives and career opportunities in public history. Several members represented our chapter at the regional

Phi Alpha Theta conference hosted by Lee University in Tennessee in February 2004. We are proud to announce that Mike Taylor, Scott Hendrix, and Travis Hardy won prizes for outstanding papers. Alpha Zeta Kappa is gearing up for the spring initiation to be held in April 2004 in the Student Center. We hope that this year will be our largest in terms of new recruits. Look for more exciting events to come from Phi Alpha Theta!

FROM THE DIRECTOR OF GRADUATE STUDIES

by **Professor Thomas E. Burman**

The graduate program in the department history continues to grow impressively. One index of this is the total number of students enrolled in our seminars. In Fall of 1998 we had 68 enrollments. In the fall of 2003 we had 103. At the moment we have fifty-eight graduate students actively working on MA and PhD degrees, with fully 27 new students having registered for the past Fall semester. Our number of applicants is well above what it was five years ago as well. This year we had more than one hundred applicants, of which we admitted about fifty. This upswing is in part due to natural cycles in the graduate student market, but, we think, also is the result of our more aggressive attempts to recruit

students by means of our department web page.

A shift in the composition of the students is also becoming increasingly apparent. Quite consciously the department decided half a decade ago to try to bring about a better balance between graduate students working on American history and those working on European history. At the time the ratio was about 80/20. The department believed that it would be better for our students and our faculty if that ratio were closer to even. As of the beginning of March of this year, we had accepted 53 students of whom 30 were Americanists, 23 Europeanists. This improvement is a result not only

of the department actively recruiting Europeanist graduate students, but also of the successes of the MARCO program (now the MARCO Institute for Medieval and Renaissance Studies) in attracting graduate students interested in pre-modern Europe to UT.

Finally, we are pleased that our graduates continue to get good jobs at the end of their time in the department. Most recently Victoria Ott (Ph.D. 2003) accepted a tenure-stream position in the history department at Birmingham Southern University, and John Pinheiro (Ph.D. 2002) took a tenure-track job at Aquinas College in Grand Rapids.

NEWS FROM MARCO

by **Professor Robert J. Bast**, director of the Marco Institute for Medieval and Renaissance Studies

As many of you are aware, in 2001 the Department of History joined forces with six other departments in the College of Arts and Sciences to create the Medieval and Renaissance Curriculum and Outreach Project (MARCO), a short-term interdisciplinary project funded by an initiative from the University of Tennessee President's office. As part of our mandate, the MARCO steering committee was to seek outside funding to secure its future. It is our great pleasure to announce that under the guiding hand of Professor Michael Kulikowski, MARCO was awarded a \$3 million Challenge Grant by the National Endowment of the Humanities (NEH), the fourth largest award of its kind in the entire United States. Under the terms of that grant, the University has committed to raising \$2.4 million in new money

from outside sources by 2007. Chancellor Loren Crabtree, Dean Stuart Riggsby, and our development officer Polly Laffitte, among many others, have shown tremendous support for our efforts to make this goal a reality.

Two crucial pillars of that support are now in place. Chancellor Crabtree has promised to provide us with bridging funds for the next three years, allowing us to begin implementing a full range of our programming even before the NEH endowment is in place. The second piece of good news came just weeks ago, when the Office of Research approved our application for formal recognition as an Institute within the University of Tennessee system. The University does not grant such status lightly, and the process is somewhat daunting:

last December Michael Kulikowski and I submitted a rigorously detailed application that had to meet approval along a chain of command extending from the head of our own Department, to the Dean's Office, to the Office of Research, and finally to the Chancellor's desk. The success of that application now gives us a formal and prestigious institutional framework in which to operate. Taken together, the bridging funds and the authorization to organize as an Institute speak volumes about the commitment of the UT administration to our endeavor. They also mark an important and substantive transformation: the expiration of the MARCO Project and its rebirth as The Marco Institute for Medieval and Renaissance Studies at the University of Tennessee.

2004 EAST TENNESSEE HISTORY DAY

by **Lisa Oakley**, Curator of Education, ETHS

125 East Tennessee students participated in the 2004 East Tennessee History Day (ETHD) competition on March 8, 2004 at the Carolyn P. Brown University Center. Co-sponsored by the East Tennessee Historical Society and the University of Tennessee Department of History, the fourth year of district competition in the National History Day program was a rousing success. Established in the 1970s, National History Day is an exciting way for middle and high school students to study history and learn the skills and techniques of the historian through researching and developing historical papers, dramatic performances, documentaries or exhibits. The top four entries in each category at ETHD proceeded to the state Tennessee History Day competition at the University of Memphis on April 17th. From there, first and second place winners have the opportunity to compete at the University of Maryland in the National History Day competition in June (Third place winners serve as alternates). Sixteen students from the East Tennessee district placed first or second in their categories at state, and four will serve as alternates.

East Tennessee district winners at Tennessee History Day are as follows:

Individual Documentary, Senior Division

First Place: Steven Bulman, Gatlinburg-Pittman High School

Individual Documentary, Junior Division

Third Place: Melissa McKenzie, St. John Neumann Catholic School

Individual Dramatic Performance, Junior Division

First Place: Grant Geist, St. John Neumann Catholic School

Third Place: Eric Karlstad, St. John Neumann Catholic School

Group Dramatic Performance, Junior Division

First Place: Ashley Ramsey, Kassie Pitts, Rebecca Ward, Casey Westmorland, and Allan Cremins, Mosheim Middle School
Second Place: Hannah Price, Jacob Parks, Kelsey Solomon, Kerry Miller, and Brandon Campbell, Mosheim Middle School

Individual Exhibit, Junior Division

Second Place: Rachele DiFebbo, St. John Neumann Catholic School

Group Exhibit, Junior Division

First Place: Chris Prince and Alex Khaddouma, Greenway School
Third Place: Emily Paulus and Leah Petr, St. John Neumann Catholic School

Historical Paper, Junior Division

First Place: Allen Carpenter, Greenway School

HONORS BANQUET 2004

On 27 April 2004, faculty, students, and friends of the history department gathered for our annual awards banquet. Professor Todd Diacon, head of the history department, welcomed everyone, particularly two members of our Board of Visitors, Tracy Smith and Dr. Harold Difler. Awards (listed below) were given to distinguished undergraduates, graduate students, and faculty members. The highlight of the night was Professor Robert Bast's lively and provocative after-dinner talk, "'It is as it was' . . . In the Middle Ages: Mel Gibson's The Passion of the Christ." Professor Bast contextualized the controversy surrounding the film by explaining the sources, anti-Semitic implications, and historical evolution of passion plays.

Undergraduate Awards:

Outstanding Senior in History 2003-2004,

Colonial Dames Award:

Kristen Molt

Nettie Rollins Scholarship

Nancy Barnhart

J. Harvey Mathes DAR Scholarship:

Ann Marie Bennett

Maud Callaway Hays Scholarship:

Jamie Clariday

LeRoy Graf Scholarship:

Luci Curry

Claude K. Robertson Award for Best Honors Paper:

Michael Donovan



**Undergraduate Award Winners,
Honors Night 2004**

Paul Pinckney Scholarship:

Rachel Graves

Stephens and Hoffman Scholarship:

Jason Johnson

Norman Stanley Smith Scholarship:

Eric McFarlane



**Professor Robert Bast
2004 Honors Night Speaker**

Graduate Awards:

William Anderson Award:

Mark Boulton

This award is given to the outstanding graduate student studying military history.



**Graduate Student Award Winners,
Honors Night 2004**

Stevenson/Stephenson Award:

Steve Davis

This award goes to the most promising student working in Tennessee history.

Colonial Dames Award:

Angela Frye-Keaton

This award recognizes the best student in American history.

Susan Becker Award:

Scott Hendrix

In honor of Susan Becker, an incomparable teacher and mentor, this award goes to the most highly regarded teacher among the graduate students.

Lee Verstandig Award:

Troy Kickler

This award recognizes excellence in nineteenth-century American history.

Charles Jackson Award:

Troy Kickler

This award goes to the best graduate student whose work reflects the spirit of Dr. Jackson's scholarship in American social and cultural history.

Claude Robertson Award:

Eric Martin

This newly endowed prize goes to the most promising first-year graduate student.

Bill and Rena Johnson Award:

Henry Staruk

This new award goes to the best student working in a field outside U.S. history.

Faculty Awards:

LeRoy Graf Award:

Professor Lorri Glover

David and Kathryn White Teaching Award:

Professor Michael Kulikowski



**Faculty Award Winners,
Honors Night 2004
Lorri Glover, LeRoy Graf Award and
Michael Kulikowski, David and Kathryn
White Teaching Award**

DEPARTMENT LECTURES

CHARLES O. JACKSON LECTURE

The Charles O. Jackson Lecture this year was delivered Professor Jeanne Boydston. A leading scholar of early national and women's history, Professor Boydston teaches in the history department at the University of Wisconsin. Her widely-praised scholarship includes books on the early women's rights movement (The Limits of Sisterhood: The Beecher Sisters on Women's Rights and the Women's Sphere), the economics of women's work (Home and Work: Housework, Wages, and the Ideology of Labor in the Early Republic) and most recently, the interplay of political ideology, economy, and gender (a forthcoming book entitled Free Men and Masterless Women: Gender and Labor in the Political Culture of the Early American Republic).

Professor Boydston is an alumnus of the University of Tennessee, earning bachelor and masters degrees in English before attending Yale University for her Ph.D. Delivering the Jackson lecture was a special honor for her, as it represented a homecoming. Boydston's talk centered on the published writings of Judith Sargent Murray, a prominent essayist in late-eighteenth-century America. Boydston's exploration of Murray's writings and their public reception reveals a gradual constriction of gender roles between the late eighteenth and early nineteenth century. That is, between the 1780s and the 1800s, Murray's writings narrowed in their range of subjects and her confidence in speaking about economic and political matters waned. Likewise, readers lost interest in her opinions on matters increasingly deemed "male." Boydston also explained to the audience the intersections of class and gender in the early Republic. Judith Sargent Murray thought of herself not simply as a woman, but as a member of the gentry class.

The audience, comprised of undergraduates and graduate students, faculty from throughout the humanities, and community members, found the talk provocative and accessible, not to mention delivered in an exceptionally

graceful, engaging style. Professor Boydston must be a huge hit with students at Wisconsin, because she is simply a marvelous lecturer.

I will end where Professor Boydston began. She started her talk by fondly acknowledging her undergraduate advisor, Nathalia Wright. Boydston remembered that her mentor encouraged her to pursue a graduate degree—which she did in large part because someone Boydston admired so much believed in her talents and encouraged her ideas.

CHARLES W. JOHNSON LECTURE

by **Cynthia Tinker**, Program Coordinator, Center for the Study of War and Society

The Annual Charles W. Johnson Lecture was held on March 31, 2004 in honor of Professor Charles Johnson, who taught military history at UT for more than 30 years and founded the Center for the Study of War and Society in 1984. This year's lecture was delivered by Dr. Judy Barrett Litoff, Professor of History at Bryant College in Smithfield, Rhode Island and the author of 11 books, two of which are pioneering works on the history of American midwifery, American Midwives, 1860 to the Present and The American Midwife Debate: A Sourcebook on its Modern Origins.

Over the last decade Litoff has focused her research and writing on American women and the Second World War. During the lecture entitled "Letters to and From the Front: WWII Correspondence between Soldiers and their Families" she discussed how she began "reading other people's mail" for a living. When she began her research in the early 1980s, which included a nationwide search for women's correspondence, only a handful of historians were interested in collecting letters of the World War II generation. One of those she contacted for support was Dr. Chuck Johnson. She and Dr. Johnson encouraged each other in their work even as most of their peers expressed skepticism, and some

even told Dr. Litoff that the genre of women's letters was "trivial." But she continued to believe it was important to the history of our country to preserve the personal letters and papers of ordinary Americans. As a result of her efforts, she has a collection of approximately 30,000 wartime letters from 1,500 women. Professor Litoff explained that many of the letters contained frank commentary on the stresses of being a wartime worker and [single] mother. She described the letters as "powerful documents that must be preserved" because they help expand our understanding of war through incorporation of the women's voice. Litoff's books on World War II include Miss You, Since You Went Away: Dear Boys; We're In This Too; Dear Poppa; American Women in a World at War; and What Kind of World Do We Want? Most recently she served as an historical consultant for the highly acclaimed PBS documentary, "The Perilous Fight: America's World War II in Color." Professor Litoff also discussed the subject of her latest book, Fighting Fascism in Europe: The World War II Letters of an American Veteran of the Spanish Civil War. David Cane was a veteran of the Spanish Civil War who fought in World War II, landing with the invasion forces on D-Day. What makes his letters unique is that he was a member of the Communist Party and ideologically driven in his desire to join the battle against fascism in Europe.

During his introduction Dr. Piehler acknowledged the presence of Mrs. Joan Johnson in the audience, which included students, veterans, faculty, and friends of the Center. Dr. Litoff's relaxed but enthusiastic style fully engaged the approximately 80 people in attendance. The zest she has for her work is obvious not only in her presentation, but in the way she has forged admirably her own path in a field that was initially of such little interest to so many of her peers in the academic world. Professor Litoff's devotion to the perspective of "ordinary Americans," especially women, continues to be a significant contribution to our understanding of the history of World War II and the home front.

MILTON M. KLEIN LECTURE

The 2004 Milton M. Klein Lecture was given on 4 March 2004 by Christine L. Heyrman, Distinguished Professor of American History at the University of Delaware. The Klein Lecture, established by Margaret Klein in honor of her husband, Professor Milton Klein's distinguished career as a colonialist at the University of Tennessee, annually brings a top scholar in early American or legal history to give a public address. This year's Klein Lecture was among the best in recent memory. Professor Heyrman is one the nation's most highly regarded early American historians, the author of Commerce and Culture: the Maritime Communities of Colonial Massachusetts, co-author of the widely popular college textbook Nation of Nations, and the recipient of fellowships from the Guggenheim Foundation, the American Council of Learned Societies, the National Humanities Center, the American Antiquarian Society, and the National Endowment for the Humanities. Professor Heyrman won the Bancroft Prize, the highest award given by the American Historical Association for her latest book, Southern Cross: The Beginnings of the Bible Belt. That book explains how the South, the least religious region of colonial America,

became the center of evangelical Christianity in the nineteenth century—the “Bible Belt” that we know today. The book is elegantly written, treats religion and faith sincerely, and explains how



Milton and Margaret Klein and Todd Diacon at the 2004 Klein Lecture

southerners and evangelical Christians changed one another in the early nineteenth century.

Professor Heyrman's talk, “Holy Wars in Beulah Land: The Contest Among Evangelical Protestants in the Early Nineteenth-Century South” grew out of Southern Cross and focused on the erosion of ecumenicalism in the late 1770s and the growing tensions between Baptists, Methodists, and Presbyterians in the wake of the American Revolution.

Heyrman explained that throughout the early national era, clergymen and the laity belonging to these three denominations debated both theological matters (such as beliefs in free will and predestination) and practices (baptism vs. sprinkling, for example). Newspapers, magazines, sermons, public debates, and private homes all served as venues for these often heated, always informed conversations. And the contests continued during the antebellum era when the Cambellites, or Disciples of Christ, joined the controversy. What was clear throughout the talk was that southern whites were intellectually enthusiastic about these theological debates and very knowledgeable in their understanding of the Bible and Christian tenets. Challenging the perception of southern evangelicals as driven by emotionalism, even irrationalism, Heyrman demonstrated that these early evangelicals were quite thoughtful, discerning, and sophisticated.

The crowd, consisting of students, faculty, and community members warmly received Heyrman's lecture. Members of the history department are particularly grateful to Margaret and Milton Klein for their generosity, which allows us to enjoy such fine talks from leading historians.

2004 SENIOR HONORS PROJECTS

Rebekah Byrd, “The Catholic Church during the Irish Revolution,” directed by Professor John Bohstedt
Michael Donovan, “Ideological Conflict at the Trial of Louis XVI,” directed by Professor Owen Bradley
Valerie Rhodes, “Housework and Women's Liberation in Soviet Russia,” directed by Professor Vejas Liulevicius
Mark Scaewater, “Christian Resistance to the 3rd Reich,” directed by Professor Vejas Liulevicius
Becky Senecal, “Constantine's Anti-Pagan Legislation,” directed by Professor Michael Kulikowski

2003-2004 GRADUATE DEGREES

M.A., Fall 2003

Cinnamon Brown, “The Youngest of the Great American Family: The Louisiana Experiment in the Early Republic,” directed by Professor Wheeler

Carrie Galliford, non-thesis degree, early American history, directed by Professor Glover

Kari Williams, “Crazy Like a Fox: Historians' Perceptions of General Lucius D. Clay in the 1961 Berlin Crisis,” directed by Professor White

M.A., Spring 2004

Alyson Baker, “Competing Visions of Spain: Joaquín Costa and Miguel de Unamuno's Searches for National Identity,” directed by Professor Bradley

Gregory Kupsky, “Making the Most of a Bad Situation: Coddling, Fraternization, and Total War in Camp Crossville, Tennessee,” directed by Professor Piehler

Allison Morrill, “From Useful Knowledge to Rational Amusement: Museums in Early America,” directed by Professor Glover

Bradley Pardue, “The Evolution of Early Franciscan Thought and Practice As Evidenced By the Rules and Testament of Francis of Assisi,” directed by Professor Bast

Abby Thompson, “Dissident Peace Movements Inside the German Democratic Republic: The Search for Reform, Freedom, and Toleration 1979-1986,” directed by Professor Liulevicius

FACULTY UPDATES:

Janis Appier has a forthcoming article in the *Journal of Urban History* that is an excerpt from her current book project on urban crime prevention from the mid-1920s through World War II. She plans to present more research from this project next fall at the Urban History Association Conference. Additionally, Mercer University Press is currently reviewing for publication an anthology of essays, including one written by Janis, on the history of the Second Amendment. With respect to teaching, Janis taught a new upper-division course in Fall 2003, "Crime and Criminal Justice in the United States." This course is part of the research and teaching efforts of the UT Criminal Justice Initiative, an interdisciplinary group of faculty; Janis serves as a member of the group's Executive Committee. Finally, Janis's work as an expert witness in an Ohio gender discrimination lawsuit concluded in 2003.

Steve Ash has had a rewarding and productive year filled with teaching, scholarship, and the convivial company of good friends. He enjoys teaching his Civil War and Tennessee history courses as much as ever, and is continually gratified by the enthusiasm for history manifested by his students. In April, Steve won the Chancellor's Award for Research and Creative Achievement. Steve's most recent book, *A Year in the South: Four Lives in 1865*, has now been published in paperback by HarperCollins, and he has begun a new research project dealing with the South Atlantic coastal region in the Civil War. An anthology of historical essays honoring his mentor Paul Bergeron, edited by Steve and Todd Groce, will be published soon. Steve's favorite hangout, Charlie Pepper's, has recently added pool tables, but Steve has thus far declined all requests to play eightball with the other regulars.

Palmira Brummett was awarded an NEH Fellowship for research at the Folger Shakespeare Library and Library of Congress in Washington D.C. from January to June, 2004. Her project, entitled "Mapping the Ottomans: Early Modern Visions of the Afro-Eurasian Space," focuses on maps and travel narratives to explore the religious, political, and cultural rhetorics used to imagine and portray the territories, sovereignty, and society of Ottoman lands. Brummett was also named the winner of the U.T. College of Arts and Sciences

Senior Research & Creative Achievement Award for 2003. She presented two papers: "The Ottoman Campaign: Moderating Violence, Celebrating Incorporation, and Securing Submission in the Sixteenth Century" at Oxford University in September 2003; and "World Phenomenon" at a symposium at George Washington University in April 2003.

Hilde De Weerd continues to work on her manuscript "Negotiating Standards for the Civil Service Examinations in Imperial China (1127-1279)". Last December she was invited to give a presentation at the Inaugural Conference of the Center for the Study of East Asian Civilizations at National Taiwan University. Her paper, "Changing Minds and Hearts through Examinations: Examination Critics from Medieval through Late Imperial Times" will be published in the forthcoming conference volume. Dr. De Weerd organized a panel titled "Political, Legal and Cultural Conflicts in Chinese Examination Culture" for the Annual Meeting of the Association of Asian Studies in San Diego in March. In this panel she presented a paper titled "The Twelfth-Century Context and the Later Reception of Zhu Xi's Testament of Examination Reform." In August Dr. De Weerd will present new research on the image of the teacher in twelfth-century China in a joint panel with Japanese scholars at the 37th International Congress for Asian and North African Studies in Moscow.

In 2004, **Todd Diacon** published *Stringing Together a Nation: Candido Mariano da Silva Rondon and the Creation of a Modern Brazil, 1906-1930* with Duke University Press. In addition to continuing to serve as head of the history department, he was named Faculty Athletics Representative at U.T.

Since arriving last summer from New Mexico, **Daniel Feller** has been settling in to his new duties in the History Department and as editor of *The Papers of Andrew Jackson*. He was a session commentator at the 2003 conferences of the Society for Historians of the Early American Republic and the Social Science History Association, and has given talks on various topics in Knoxville, Nashville, and Savannah. Feller has been named to the National Advisory Council of The Hermitage, Jackson's plantation home outside Nashville, and was the dinner

speaker at the Council's annual meeting. His publications in 2003 included "Jacksonian Democracy" and five other entries in the *Dictionary of American History*. Also *Documentary Editing* republished Feller's 1987 essay, "What Good are They Anyway? A User Looks at Editions of Statesmen's Papers," in its 25th anniversary greatest-hits issue.

Lorri Glover is pleased that a collection of essays she edited with Craig Friend, a graduate school friend, will be out soon. *Southern Manhood: Perspectives on Masculinity in the Old South* will appear in June from the University of Georgia Press. She is also finishing her monograph on young men in the early South, tentatively entitled "Southern Sons: Becoming Men in the New Nation" and she published an essay in the *Journal of Southern History*. Lorri was delighted to share important milestones with two of her favorite former students. She attended Carrie Galliford's (B.A. and M.A., U.T.) lovely wedding in the winter and met Andy Roskind's (B.A. and J.D., U.T.) beautiful baby daughter Lilly last fall.

Catherine Higgs spent part of the summer of 2003 in the small West African nation of São Tomé and Príncipe, where she witnessed an initially disconcerting but ultimately peaceful coup d'état at the Presidential Palace from across the street. She'll continue her research on "Chocolate Slavery: British Humanitarians, Portuguese Planters and African Labor in São Tomé, 1901-1917" this summer in Lisbon, and visit Angola and Cape Verde in the summer of 2005. Prof. Higgs was honored to be nominated for the University of Tennessee's 2004 National Alumni Association Teaching Award and for the Chancellor's Award for Excellence in Teaching.

Michael Kulikowski has published several recent articles, including one on judicial violence in the later Roman empire in *Early Medieval Europe*. His book on *Late Roman Spain and Its Cities* will appear from Johns Hopkins University Press in June, and he has begun work on *The Gothic Wars of the Fourth Century* for Cambridge University Press. In January 2004 he appeared in two episodes of the History Channel's series on the barbarians. He is the project director for the MARCO Institute for Medieval and Renaissance Studies' \$3,000,000 NEH Challenge Grant.

Lu Liu presented a paper "Forming National Identity in the 'Great Retreat'", in the conference "Cities in China: The Next Generation of Urban Research Continued," Hong Kong, Dec. 2003. She gave another presentation on "Gender and Wartime Displacement" at the Annual Conference of Association for Asian Studies, March 2004 in San Diego. She is currently working on an article on the use of gendered visual images during the War of Resistance for the purpose of total mobilization. The article might contribute to a teaching volume sponsored by the Chinese Studies program, UCSD.

Vejas Gabriel Liulevicius was awarded the first University of Tennessee College of Arts and Sciences Award for Research and Creative Achievement in the Arts and Humanities, 2003-2006, with a generous research stipend. He produced a 24-lecture taped course for the "Great Courses Series" of the Teaching Company of Arlington, Virginia, which offers courses by faculty from top universities. The course was entitled "Utopia and Terror in the Twentieth Century" and examines the ideologies, dictatorships, and violent trajectory of the age. Germany's main magazine, *Der Spiegel*, published his article on the Eastern Front in World War I in March 2004. Another article, "Representations of War on the Eastern Front, 1914-1918" appeared in *Power, Violence, and Mass Death*, ed. Joseph Canning et al. (Aldershot: Ashgate, 2004), and other articles are appearing in German and French translation. He gave invited lectures at conferences at the University of Turku, Finland, the University of Lüneburg, Germany, University of British Columbia in Vancouver, and Yale University. This summer, he has been invited to give a public lecture on his research at the German Historical Museum in Berlin. He also served on the program committee for the Association for the Study of Nationalities conference at Columbia University, New York.

Robert J. "Jeff" Norrell continues to teach graduate students and work on his research projects in southern history and race relations. This past year he published an article aimed at revising interpretations of the career of Booker T. Washington and gave a conference paper on the history of the civil rights organization the Southern Regional Council for a national conference at the University of Florida. He also completed his manuscript, *The House I Live In: Race in the American*

Century, to be published in the fall of 2004 by Oxford University Press.

As Director of the Center for the Study of War and Society, **Kurt Piehler** continues to interview veterans of the Second World War, Korea, and Vietnam. To read the interviews he and his students have completed, please visit the Center's Website at: <http://web.utk.edu/~csws>. He is also working on a book for Columbia University Press focusing on the American response to Nazi Germany, and he continues to edit a book series for Fordham University Press focusing on the Second World War. This Spring, Fordham issued the second work in the series, Angelo Spinelli's memoir, *Life Behind Barbed Wire: The Secret World War II Photographs of Prisoner of War Angelo Spinelli*. In March, Professor Piehler visited Minsk to advise a new project at the European Humanities University seeking to document the experience of Soviet women during the Second World War. A team of graduate students at the Center for the Gender Studies will be interviewing women who fought with the Soviet military or who remained on the "homefront." Dr. Piehler is excited to help an enthusiastic group of students seeking to document a largely forgotten chapter in the history of World War II.

Paul Pinckney gave his "Churchill and Hitler" talk to the Torch Club meeting at the University Club and to the Oak Ridge Institute of Continued Learning in September 2003. He was one of four history professors honored by Bert and Jennie Ritchie in connection with their gift to the University. His review of Austin Woolrych's 800-page *Britain and Revolution, 1625-1660* appeared in *Albion*. He is stepping down this summer after twenty-five years from the Undergraduate Council and its various committees, being most proud of successfully leading the campaign in the 1980s for B+ and C+ grades and the Academic Second Opportunity Program.

During the past year **Bruce Wheeler** co-authored three problems books, the most recent of which was *Discovering the Contemporary World*, published by Houghton Mifflin. He completed the second edition of the monograph *Knoxville, Tennessee: A Mountain City in the New South* to be published by the University of Tennessee Press. Bruce continues to serve on the editorial board of *The Tennessee Historical Quarterly*, on the advisory board of McClung Museum, and on the board of directors of a Sevier

County historical preservation committee. And with the appearance of the film "Cold Mountain," his avocation of singing shaped-note music has become popular—at least until people hear him sing it.

RETIREE UPDATES:

Susan Becker published a book review in the *American Historical Review* last year. Currently, she and her coauthor, Bruce Wheeler, are beginning work on the sixth edition of *Discovering the American Past*. She is now serving her second year as an elected member of the Board of Directors of A1LabArts, and is active in her neighborhood association and local political organizations.

Paul Bergeron continues to serve on the Advisory Board of Directors for The Papers of Abraham Lincoln (Springfield, IL), the East Tennessee Historical Society Board of Directors, and as a consultant for the ETHS Museum. He recently accepted an appointment of the spring semester 2004 as Brown Foundation Fellow and Visiting Professor of History at the University of the South (Sewanee), where he has recently been teaching. Dr. Bergeron gave a lecture on "The Three Lives of Andrew Johnson during the Civil War," to the Friends of the Library at the University of the South in March 2004, and in June the *American Historical Review* will carry his review of C. Edward Skeen, *1816: America Rising*.

This past year **J.B. Finger** has given invited lectures commemorating the bicentennial of the Lewis and Clark expedition, and he has been a member of the city-county task force assessing the proposed extension of the James White Parkway and improvement of Chapman Highway. He serves on the executive committee of the Harvey Broome Group of the Sierra Club and remains active in hiking and backpacking. He and his wife, Judi, continue to enjoy traveling within the U.S. and abroad.

The University Press of the South is publishing **Milton Klein's** *An "Amazing Grace": John Thornton and the Clapham Sect* in April 2004. It is a biography of an eighteenth-century English merchant and philanthropist, who, among other things, was a patron of John Newton. Thornton also contributed to the founding of Dartmouth and Hamilton Colleges in America. Klein also contributed a biography to the forthcoming *Yale Biographical Dictionary of American Lawyers*.

IN MEMORIAM

Ralph W. Haskins, 1915-2002 by Milton M. Klein

Dr. Ralph W. Haskins, retired professor of history at the University of Tennessee, Knoxville, died in Knoxville on December 14, 2002, after a long illness. Born in Dexter, Ohio, on September 26, 1915, where he attended public and private schools, his family early moved to Oklahoma. He earned his bachelor's degree at Northeastern State Teachers College (now Northeastern State University), in Tahlequah, Oklahoma. Here he met his future wife, Florence Brady, who received her own baccalaureate degree in 1937, at the same time as her future husband. He attended the University of Oklahoma, where he acquired an M.A. degree in 1939, and then entered the University of California at Berkeley. His graduate studies at Berkeley were interrupted by two years of service in the Navy during World War II.

Despite his rearing in Oklahoma, he considered San Francisco his hometown, and for years he continued to receive the *San Francisco Chronicle* by mail. His football preference, however, was still the Sooners, and if an Oklahoma football game was not being televised in Knoxville, he would travel to another city where it was available.

He arrived in Knoxville in 1950, almost immediately after securing his doctoral degree, with the highest recommendations from his mentor, Kenneth Stampp, and from John D. Hicks, the chairman of the department, and remained at UT until his retirement in 1981, rising steadily to the rank of full professor. Besides teaching the History of the South, his specialty, he had enough knowledge of Latin American history to teach that subject also in the days when the department was small and had no Latin American specialist. Always modest and self-effacing, indeed almost a recluse, he desired no festivities on his departure, and the department honored his wishes. He left behind, however, a host of students who profited from his rigorous standards, his emphasis on good writing, and his dynamic lectures. Despite a brusque exterior, he really loved his students and was a sympathetic and understanding taskmaster. His colleagues were amused by the lengthy critiques he provided to his students on term papers, master's theses, and doctoral dissertations, either in his cramped but clear handwriting or in micro elite type on his antique typewriter.

His concern for his students and the time he spent guiding their research kept him from completing much of his own scholarly work, although he published and edited a number of articles in scholarly journals; but in 1956, he

and his colleague, the late LeRoy Graf, initiated a major project, collecting the writings of President Andrew Johnson and editing them for publication by the University of Tennessee Press. By 1967, the first volume was off the press, and the occasion was celebrated at a ceremony in the White House, where President Lyndon Johnson received the first copy. Coincidentally, the book was the millionth accession to the UT Library. Before Haskins retired in 1981, six volumes had been completed. Professor Paul Bergeron took over as editor in 1987, upon Graf's retirement, and completed the 16-volume project in 2000. The project received support from the National Historical Publications and Records Commission and the Tennessee Historical Commission.

Haskins was known as the literary stylist of the department, and this skill was recognized by the administration when it asked him to edit the University's 1970 Self-Study. Its readability led LeRoy Graf to praise it as "a blinding beacon in the murky night of academic prose." Haskins was also known for his speed in taking notes in the shorthand he had learned in high school and for his typing skills, which exceeded those of the secretaries in the department. Haskins was the butt of some collegial jokes for his fastidious dress and his frequent resort to athletic fitness centers to maintain his powerful figure. When he retired, the department head said it would be preposterous to find a replacement for one person who combined the talents of Beau Brummel, Charles Atlas, and E. B. White.

Haskins's wife and his son James predeceased him. He leaves no heirs.

Lawrence F. Silverman, 1922-2003 by John Muldowny

Sadly I must report the death of my former colleague and close friend, Larry Silverman, who died in Charlottesville, Virginia, on September 10, 2003, at age 81. A native of New York City, he served as a bombardier in the U.S. Army Air Corps in World War II; Silverman earned a bachelor's degree in history at the University of Missouri and a Ph.D. in Russian History from Harvard. In 1951-53 he served as Research Assistant at the Russian Research Center and the following year became a Research Analyst at the Center for Field Studies, also at Harvard.

Larry began his teaching career in the History Department at the University of Tennessee in 1954. After I joined the department in 1960, we immediately became close friends. Perhaps it was our New York backgrounds, perhaps our many mutual interests, to say nothing of Larry's winning and friendly personality that drew us together. We also shared a suite of offices on the third floor of Ayers Hall, and since we all

taught three or four classes per quarter, we spent much time together there. By the time I arrived on campus, Larry was one of the most popular teachers in the college. His Western Civilization classes were always oversubscribed, and his survey course in Russian history attracted large numbers of both undergraduate and graduate students. Year after year, it proved to be the most attractive and popular of the department's offerings and was one of the first upper division classes to go to large lectures. In recognition of his skills as a classroom lecturer, he received in 1963 the Phi Eta Sigma award for teaching, one of the very few honors for teaching given at that time.

In 1964 Larry became Associate Dean in the College of Arts and Sciences where he served until his appointment in 1968 as Vice Chancellor for Academic Affairs. In 1970 he left Tennessee to become Vice President and Provost of the University of Colorado at Boulder, then in 1971 became Chancellor of the University's campus in Colorado Springs. He remained as Chancellor until 1979 when he was named Distinguished Visiting Professor at the United States Air Force Academy, Colorado Springs. In 1980 he returned as Professor of History at the Boulder campus where he taught for eleven years, during which time he authored numerous articles for the *Modern Encyclopedia of Soviet History*. In the same period he was recognized for charismatic teaching once by the Boulder Faculty Assembly and again by Student Organizations for Alumni Relations for Outstanding Teaching. He especially treasured the latter since it was spontaneously forthcoming from his students.

After 1970 when Larry left Tennessee, and despite the geographical distances, we remained in close contact. We exchanged visits several times during those years and kept up with each others activities through mail or phone. But our friendship was truly revived when Larry moved east to Virginia first to Farmville, where his wife, Grace, taught art history at Longwood College and subsequently to Charlottesville after she retired. We visited frequently back and forth and were often joined by mutual friends who knew Larry from his days at Tennessee.

Larry was a rare individual who could hold forth on many subjects besides history: politics, films, theater, jazz music, sports. I feel privileged that he was part of my life and despite the separation of geography, we were able to sustain our friendship for more than forty years. And as one of his friends once said to me about Larry, "All his accomplishments, awards, and accolades do not do justice to the man who was warm, generous, witty, and a real mensch!"

Larry Silverman is survived by his wife, a son, a daughter, and three granddaughters.

ALUMNI UPDATES

Cynthia Johnson Amason (B.A. 1984) works in human resource/new staff development for Campus Crusade for Christ, Int. in Athens, Georgia.

William Rosebrough Ardison (B.A. 1992) currently plays in the Knoxville based band Nug Jug and teaches in Kingston and at Fountainhead College.

B. Diane Axley Arnold (B.A. 1972) is a real estate agent with Harry Norman Realtors in Atlanta, Georgia.

Fred Arthur Bailey (M.A. 1972, Ph.D. 1979) is Professor and chair of the Department of History at Abilene Christian University in Abilene, Texas. He chaired the C. Vann Woodward Prize for Outstanding Dissertation in Southern History Committee in 2002 and is scheduled to deliver a keynote address at the Southern Historical Association in Memphis in November 2004.

Anthony Benesch (M.A.) was promoted to Senior Foreign Service Officer for the U.S. Department of State in October of 2003.

Lucas G. Boyd (Ph.D. 1977) retired from teaching after 41 years but continues to teach World Civilization as an Adjunct Professor at Columbia State Community College in Columbia, Tennessee. His book of short stories entitled Coon Dogs, Outhouses, and Other Southern Samplings is going into its second printing.

Thomas W. Brothers (B.A. 1973) was elected Presiding Judge of the 20th Judicial District in Nashville, Tennessee.

Jonas Leigh Buring (B.A. 1998) serves in the United States Marine Corps and recently returned from service in Iraq. He was selected for promotion to Captain and is currently completing his Master's in Military Science.

Jeffrey W. Burris (B.A. 1994) accepted a new position as Legal Counsel for Waste Management's southern group in the fall of 2003.

Mary Ann Gunter Calahan (B.A. 1962) retired after 40 years from the State of Tennessee Department of Human Services. She is currently completing a U.T. Extension Service Master Gardening Course.

Thomas D. Carter (M.A. 1973) received his Doctor of Arts from Middle Tennessee State in May of 2003 and is currently teacher and chair of the social studies department at Northwest High School in Whitfield County, Georgia.

Patricia P. Clark (M.A. 1965) travels and volunteers.

Jeremy Coffey (B.A. 2002) is a credit manager for Wells Fargo Financial.

Cliff Collins (B.A. 1976) is a freelance writer. He edited an upcoming book on the history of Oregon's trolleys.

Mary Cynthia Connor (B.A. 2001) will receive a Master's Degree in Higher Education and Student Affairs from the University of South Carolina in May 2004.

Dianne Bruner Cosby (B.A. 1971) is currently pursuing her Master's Degree in Theology, and she devotes much of her time to volunteering.

Brad C. Cowart (M.A. 1995) recently founded MouseWise.net, a web development company.

Molly Rebecca Cripps (B.A. 1994) is an attorney for Farrar and Bates, LLP and will marry David Hartmann in June 2004 in Edinburgh, Scotland.

Michael Kenneth Cromwell (B.A. 1996) is the Southeast Sales Manager for Decker Truck Lines.

Patricia Pate Cunningham (B.A. 1955) is retired. She worked at the Smithsonian's American History Museum for 26 years, giving tours in the Presidential and First Ladies Exhibits.

Diana M. Damewood (B.A. 1967) is a self-employed restaurant consultant.

Jayne Crumpler DeFiore (M.A., Ph.D. 1989) is expecting twin grandchildren anytime and has recovered from breast cancer after being diagnosed in 2002.

Peter Ellertser (M.A. 1966) is a professor at Springfield College in Illinois. He published "Praise in the Prairie: The Dark Poetry of the Missouri Harming" in the March-April 2004 issue of Illinois Heritage.

Dana Gwendolyn Evans (B.S. 1959) is an award-winning documentary filmmaker and screenwriter.

Rachel Elizabeth Evans (B.A. 1996) is working on her MBA at the University of Tennessee, Knoxville.

G. Mallon Faircloth (B.S. 1965) is a U.S. magistrate judge and recently published Behind the Names a documentary addressing the first major battle of American forces in Vietnam.

Sean P. Farrell (B.A. 2001) was recently promoted to lead the Birmingham Office of Maxim Healthcare and was recognized for outstanding performance in his company.

Mark S. Farris (B.A. 1991) recently accepted a position at training system analyst with BWXT Y12 in Oak Ridge.

Stephen B. Farrow (B.A. 1979) is an attorney in Dalton, Georgia, and was appointed by Governor Sonny Perdue to serve on the Georgia State Ethics Commission.

Gary Andrew Ferguson (B.A. 2003) will enter graduate school this fall at Middle Tennessee State University to pursue a Master's in Public History.

Henry Dawson Fincher (B.A. 1991) graduated from Harvard Law School in 1994. He served as Chairman of Putnam County Democratic Party from 1995-1997.

John Derrick Fowler (Ph.D. 2000) is an assistant professor at Kennesaw State University in Georgia. His first book Mountaineers in Gray: The Story of the Nineteenth Tennessee Volunteer Infantry Regiment, C.S.A. will be released by U.T. Press later this year.

Donald L. Friederichsen (B.A. 1999) works for the Campus Crusade for Christ at the University of Kentucky. In the summer of 2003, he took 15 college students to Saraton, Russia.

William Montgomery Gabard (A.B. 1947) retired from Valdosta State University as Professor of History and Director of International Studies.

Ben Gates (M.A. 1989, Ph.D. 1997) teaches at both Indiana University and Purdue University.

Gill R. Geldreich (B.A. 1997) is an Assistant Attorney General for the State of Tennessee.

Bradley Lynn Goan (B.A. 1995) has just begun his third year at the University of Kentucky as Director of the Robinson Scholars Program, a scholarship and student support program for first-generation college students from eastern Kentucky.

Del Grissom (B.A. 1984) is a Lt. Colonel in the U.S. Air Force and will be receiving his Masters of Science in National Security Strategy from the National War College in June 2004.

Cline Edwin Hall (Ph.D.) is Associate Professor of History at Liberty University. He recently stepped down as chairman of the department after 18 years, but he still teaches full time.

Ida Janie Hall (M.A. 1962) is a retired professor from Cumberland College. She received a Certificate of Appreciation from Upsilon Chapter of Phi Alpha Theta in 1996 on retirement for 35 years of service and support.

Edwin T. Hardison (B.A. 1961, M.A. 1971, Ph.D. 1981) recently retired from Virginia Highlands Community College after 32 years of service.

Carlanna Lindamood Hendrick (M.A. 1959) is the Humanities Chair for the South Carolina Governor's School for Science and Mathematics. She is approaching retirement and looking forward to spending time with her granddaughter.

Wilson Clark Higgs (B.A. 1993) has his own pediatric dentist practice in Nashville, Tennessee.

Jason Michael Holland (B.A. 1999) is currently working on his Doctorate Degree in Clinical Psychology at the University of Memphis.

Alice Hunt Howell (B.A. 1932, M.A. 1934) published Adventures of a 19th Century Medic in 1998.

J. David Hughes (B.A. 2000) is the Director of Golf for the Chicago Public School System.

Jenny Varghese Idichandy (B.A. 1992) recently went to Los Angeles to compete on the "Weakest Link" and placed second.

Timothy David King (B.A. 1998) is an International Account Manager for Emerson Process Management.

Amy L. Landis (M.A. 1998) is an adjunct professor at Pellissippi State.

Elizabeth Kelly Irwin Lister (B.A. 1985) is Manager of Technical Services at Wright & Company, in Nashville, Tennessee.

Douglass Lewis (B.S. 1957) retired in 2002 after serving twenty years as president of Wesley Theological Seminary in Washington D.C.

Anna Irene Madrona (M.A. 1991) is Senior Historian and acting Principal Investigator for Hardy-Heck-Moore, Inc.

Dewitt Jackson Maxwell (B.A. 1984) is an educational consultant for Memphis City Schools. In 2003 Dr. Maxwell became the first library media specialist in west Tennessee to earn the National Board for Professional Teachers Certification.

Ben Harris McClary (B.A. 1955, M.A. 1957) for two years has been running his own business "The Literary Dog," which specializes in dog-related cultural items and literary memorabilia.

John Ignatius McCusker, Jr. (B.A. 1991) is the Senior Project Manager at Kinko's.

John C. McManus (Ph.D. 1996) is Assistant Professor of History at the University of Missouri-Rolla, where he received the campus outstanding teaching award for the '02-'03 and '03-'04 academic years. His new book, The Americans at D-Day: The American Experience in Operation Overload, will be released in May 2004.

James Larry Minton II (B.A. 1996) has started a new job in Charlotte, North Carolina as a real estate appraiser for Lindsley Appraisal Services.

Aaron R. Mitchell (B.A. 1997) is a Business Analyst at Life Way Christian Resources. Aaron and his wife just celebrated their daughter's first birthday.

William Joshua Morrow (B.A. 1995) graduated from University of Baltimore School of Law and is now Assistant State's Attorney in the Baltimore County State's Attorney's Office.

Kristopher D. Muir (B.A. 2002) is a M.A. student in Spanish literature at the University of Wisconsin-Madison.

Lauren Mulkey (B.A. 1999) is Manager of Resource Development at the United Way of Greater Knoxville.

Bill Myers (M.A. 1977) recently bought and is now renovating a 1914 bungalow in the historic 4th and Gill neighborhood in Knoxville.

Joy Samantha Naifeh (B.A. 2001) is currently working on her Master's in Historic Preservation at Cornell University.

Devon Robert Nicholson (B.A. 2001) is a Sales Representative at Cintas and is head coach of the Karns Middle School baseball team.

Sarah Jane Norsworthy (B.A. 2000) is an On-Site Counselor for Teen Rescue Inc. in Julian, California.

Brian Christopher Patterson (B.A. 1995) recently moved to Tampa, Florida where he is Quality Assurance Supervisor at Travelers Insurance.

Judith Bergeron Paulsen (B.A. 1976) is an RN at UTMCK.

Michael J. Petrone (B.A. 2002) has been accepted to the University of Oregon to study community and regional planning.

Mary Ellen Pethel (B.A. 1998) is a high school teacher and is also working on her Ph.D. in history at Georgia State University.

Angela Michele Rickman (B.A. 1997) is in regional account sales/marketing for St. Clair Foods in Memphis, Tennessee.

Ethan James Ritz (B.A. 1996) is Production Manager for the Golf Channel.

William Robert Rogers (B.S. 1962, M.A. 1969) retired in 2003 from Isothermal Community College in Spindale, North Carolina, after nearly 34 years of service. He teaches part-time at Gardner-Webb University.

Tom Ryder (B.A. 1989) is a 7th grade social studies teacher at Deepwater Junior High in League City, Texas, and sails on Galveston Bay whenever possible.

Michael C. Russo (B.A. 1975) is Managing Attorney at GEICO and was named to the Executive Committee of the Smithtown Republican Party in Smithtown, New York.

Ramaah Sadasivam (B.A. 2003) has accepted an offer to attend Tulane University this fall to pursue a Ph.D. in sociology.

Richard Rogers Sanderson (B.A. 1978) is a regional consultant for Nationwide Financial Services.

Jerry Alan Sayers (B.A. 2001) received his M.A. in history from University of Virginia in 2002. He is currently a teacher intern at Science Hill High School in Johnson City, Tennessee and is working on his Masters in Education at Milligan College.

Megan Taylor Schockley (M.A. 1995) received her Ph.D. in history from the University of Arizona in 2000. She is currently Assistant Professor at Clemson University. She is the winner of the Anita S. Goodstein Junior Scholar's Award for Best Article in Women's History.

Roberta Jones Shults (B.S. 1940) retired from teaching in 1983 but keeps active with various retired teacher activities and civic organizations.

Gordon Sisk III (M.A. 2000) is a teacher and Social Studies Department Chair at Central High School in Knoxville, Tennessee. He just started a two-year term as President of Tennessee Council for the Social Studies. In May 2003 he won the Teaching Excellence Award from the East Tennessee Historical Society.

Chad Michael Smith (B.A. 2000) is a Ministerial Intern at Covenant Presbyterian Church in Knoxville, Tennessee. He and his wife are in the process of entering seminary at Reformed Theological Seminary in Jackson, Mississippi.

Murphy D. Smith (B.A. 1949, M.A. 1950) was a librarian until his retirement in 1984. He now enjoys traveling.

L. Thomas Smith, Jr. (Ph.D. 1990) is completing his fourteenth year as Professor of History and Theology at Johnson Bible College in Tennessee. He is on the Editorial Board and contributes articles to the Encyclopedia of the Stone-Campbell Movement.

Robert Stewart (B.A. 2003) is currently in the Masters program in the history department at U.T.

Joseph E. Suppiger (Ph.D. 1970) is a retired college dean and vice president. He enjoys teaching history at Big Bend Community College in Washington.

Gary L. Taft (B.A. 1996) is the Social Studies Department Chairman at Lenoir City High School. He is completing requirements for a school administrator license.

Phillip Troutman (B.A. 1991) is leaving a post-doc. fellowship at Duke University for a position at George Washington University as an Assistant Professor of Writing.

Lee Lovely Verstandig (M.A. 1961) is Senior Vice President, Government Affairs for the National Association of Chain Drug Stores.

Robert Anderson Vest (B.A. 1998) is an attorney for Sproul & Hinton and was elected as a delegate to the 2004 Democratic National Convention.

Charles Terry Webber (B.A. 1987) is an attorney in Clinton, Tennessee.

R. Lee Webber (B.A. 1992) is an attorney for Morton & Germany.

Jacob G. White (B.A. 2003) graduated from the Field Artillery Officer Basic Course in 2004. He is currently part of the 17th Field Artillery Brigade, which is redeploying from Iraq.

Paul Richard White (B.A. 1972) is a self-employed attorney in Nashville, Tennessee.

Jack Edward Williams (B.S. 1964) is the Vice President of Development and Alumni Affairs at the University of Tennessee, Knoxville.

Jane Farkas Wolk (B.A. 1987) is a self-employed attorney and stay at home mom living in New Jersey.

Sarah Dickerson Woods (B.A. 1992) is a stay at home mom.

Wesley Alan Wright (B.A. 2000) is a filmmaker for Aeternum Pictures. His website is in the top ten of Yahoo film sites.



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