

history

MATTERS

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A world center of art and music JMU's summer program in the Netherlands

BY MARY LOUISE LOE, PROFESSOR OF HISTORY

As historians we are on a constant voyage of discovery as we research the past and find new places, people and events that enrich our understanding and knowledge. Travel serves a similar purpose, taking us away from our daily routine and placing us in new, unfamiliar places. In 1967, while we were graduate students at Columbia University, my late husband and I traveled throughout Europe, getting as far as Istanbul on a shoestring, and never spending more than \$4 a night for sleeping quarters.

Those experiences have remained with me over the years, and my students have often heard me tell of one adventure or another that

happened during that summer or during my extended stay doing research in Moscow in 1971 and 1972. I believe that time is enhanced when you travel so that you remember in much more vivid detail events in foreign or unfamiliar places. A couple of years ago, on my way to Scotland with a group of JMU students, we changed planes in Amsterdam. I had not returned to the city for over 40 years although I had the fondest memories of it. The question that quickly popped into my mind was: wouldn't it be nice to organize a JMU trip here? In May of 2008, six JMU students, my daughter and I went to the Netherlands for almost three weeks. While certain things had changed — the prices being the most obvious — I was pleased to find that the Netherlands was as delightful as I remembered.

To prepare myself for the trip, I read numerous books on the history and art of the Netherlands, and watched films as well as an extensive art history program, *Dutch Art in the Age of Rembrandt* by Professor William Kloss. Students were required to read several books on Dutch history and culture beforehand, keep a daily journal while there and submit research papers upon their return. Before departure I gave them a crash course on the Netherlands and showed them some of the art lectures and films.



Dr. Loe and students in the 2008 Netherlands Program

Contents

Not the way you studied history 4

Letter from a history alumna 5

Department head's letter 6

My Peace Corps adventure 8

Madison Historians take
history beyond the classroom 10

The JMU history major 12

Remember that Tuesday in
February? 14

The Madison Century 15

Student News 19

Alumni News 23



Our trip got off to a slow start. The plane was canceled for more than 24 hours, and we had to spend the night in Herndon. That was fine except there was a massive thunderstorm that night leading to a power failure. Luckily, I am not superstitious, but I was very relieved when we finally arrived in Amsterdam a day later. Our hotel is in an ideal location in the museum district, on a quiet street around the corner from the Van Gogh Museum, one block from the Rijksmuseum and about two blocks across an open field — The Museum Plein — from the magnificent Concert Hall.

“I believe that time is enhanced when you travel so that you remember in much more vivid detail events in foreign or unfamiliar places.”

We spent the first few days in Amsterdam familiarizing ourselves with the city before venturing out to visit other places. On the second day, a guide gave us an architectural and historical walking tour of the city. It turned out that he was an historian who had written on John Adams. He told us a great deal about the architecture and history of Amsterdam enhanced by many interesting stories that deepened our understanding of Dutch society and culture today. During our last week, he gave us a guided tour of the city of Haarlem. We also took a guided boat tour on Amster-



Students in the JMU Netherlands Program walking through Haarlem, 2009

dam’s canals that offered us a different perspective and provided interesting facts and figures about the construction and care of the canals and the harbor.

Amsterdam is one of the most beautiful cities I have ever visited and even though the population has increased along with the traffic, the main advantage in Amsterdam, in contrast to Paris, Milan or Moscow, is the comparative paucity of automobile traffic. Nearly everyone rides a bicy-

cle, taking infant children and dogs along with them in boxes and baskets. (Surprisingly, nobody wears helmets.) Major streets can still be hectic with three lanes for bikes, cars and trams in each direction. Nonetheless, automobile traffic in Amsterdam, as well as other Dutch cities, is limited. The high cost of parking and of owning a car persuades most urban residents to ride their bikes; there are approximately one million bicycles in Amsterdam for three quarters of a million people. Over the next few weeks I noticed many people — including those in their 60s and 70s — riding along with great gusto.

The use of bicycles and electric trams means that the city is quite free of air and noise pollution. Moreover, as we all noted, everyone looks healthier and few seem overweight. (Despite my admiration for the public use of bicycles, I must confess that I declined to join our students in a four-hour bicycle tour through the city. Hopefully next year I’ll be in better shape.) Another important transportation note is that one can hop on a train and go anywhere, which of course is also true in other European countries. We certainly could use a network of public transportation in the United States to cut down on both our consumption of oil and the consequent air pollution.

Amsterdam and the Netherlands is a very tourist-friendly place. Everyone speaks English. The Dutch begin studying English in elementary school and because they do not dub American movies and television programs — using subtitles instead — they have plenty of practice hearing English. Amsterdam is a truly international city with people living and working there from all over the world. It has a long history of tolerance and acceptance of people of different backgrounds, religions and cultures. I had expected, however, to observe signs of ethnic tension, after my readings about the tensions between Europeans and the recent immigrants. I was pleasantly surprised to find that the Dutch people I spoke with were far more accepting of the new immigrants than I had anticipated. The Netherlands is a social welfare state and attracts many immigrants looking for work and a better life. To be sure, there are inevitable tensions, but the process of integration seems to be going along quite smoothly largely because of their historical tradition of tolerance. It’s also true, as some immigrants, working in our hotel and the restaurants we frequented, told me, that once people move to the Netherlands, they rarely want to return home.

Even though the historical high point of the Dutch Empire and of Dutch painting was in the

17th century, the Netherlands has emerged once again as a world center of art and music. In Amsterdam, Leiden, The Hague, Haarlem, Delft and other places, we visited the magnificent art museums, history and science museums, churches, and an old Portuguese synagogue, as well as some of the former mansions of the Dutch empire builders. We were able to visit important sites such as Rembrandt's former residence, the Anne Frank Museum, the World War Two Resistance Museum and the Amsterdam Historical Museum. But we didn't visit only historical places and art museums — we spent a delightful day at the Artis Zoo in Amsterdam, which houses a vast array of exotic animals and birds as well as an aquarium. We also went to the Keukenhof gardens near Leiden. Even though most of the tulips were no longer in bloom, there were acres and acres of other beautiful flowers and outdoor modern sculpture, much of it humorous.

We took a day trip to Zaanse Schans, a small village, equivalent to our Williamsburg, although not as large, with working windmills, old-style shops, and craftsmen, who actually live in the village, engaged in their trades. And the pancakes we had for lunch were delicious. Dutch pancakes are mixed with meat, cheese, fruit or sweets and are one of their specialties. As for the Dutch cuisine, I found the food and variety very good, although not inexpensive; most of the cities had lots of foreign restaurants as in any large American or European city. A bottle of beer cost the same as a bottle of water! Some of our students were put off by the use of mayonnaise on French fries. One student even bought a bottle of American ketchup, which she carried along on our daily outings in her large handbag. You can imagine the bewildered expression of the Dutch security guard at the entrance to the Franz Hals Museum in Haarlem, when he pulled a large bottle of American ketchup out of her bag. He must have thought, "These crazy Americans!"

The classical and contemporary music world is very vibrant in the Netherlands, and during our stay, we attended several concerts. Young people under 26 are able to purchase tickets for roughly \$12 by showing up at the Concert Hall ticket office 45 minutes before any performance, while students and seniors automatically get discounts to most events and transportation. Dutch society offers lots of similar benefits including free health care and education, which is certainly one of the reasons why the people seem a lot more relaxed and content. One Sunday afternoon, after viewing an impressive Egyptian exhibit in the Rijksmu-



The 2009 Netherlands Program in Leiden

seum van Oudheden in Leiden, we started strolling around to see the city. There had been a marathon race in Leiden when we had arrived and it now was over. As we approached the main canal, as far as we could see, were hundreds of people, mostly university students, but older people and children as well, sitting in front of cafés and on makeshift café/ barges along the canal, eating, drinking, singing, with live bands playing. The canals were also filled with boats carrying families and their pets, including a jolly white-haired old man with a long beard. He had two long braids, descending from his beard, tied at the end with miniature Dutch wooden clogs! The one observation we all kept making was that the Dutch know how to enjoy life.

All in all, the trip was a real pleasure and a great experience. The students learned a lot about Dutch history, art and culture. Luckily, our students were lots of fun to travel with, nobody complained, and a great time was had by all. My enthusiasm for the Netherlands is based, to be sure, on a short visit as a tourist, but I believe that it is a society that works very well. I certainly will not wait another 41 years to return.

"It's also true, as some immigrants, working in our hotel and the restaurants we frequented, told me, that once people move to the Netherlands, they rarely want to return home."

The digital age Not the way you studied history

BY DANIEL KERR, ASSISTANT PROFESSOR OF HISTORY

“Over the past decade and a half, the largest archives and museums as well as the smallest historical societies and community history projects have established a presence on the Web. In the process, they have transformed the discipline at all levels.”

In the last several years, the JMU public history program has adapted digital technology in its courses in exciting ways that will help position our students to play an integral role in history’s future on the Web.

In the early days of the Internet, many historians worried about the proliferation of unexamined histories, and we warned our students to steer clear of the Web when conducting research. It increasingly became apparent, however, that the Internet was here to stay. Rather than resisting it, professional and amateur historians have made concerted efforts to raise the bar. Over the past decade and a half, the largest archives and museums as well as the smallest historical societies and community history projects have established a presence on the Web. In the process, they have trans-

formed the discipline at all levels. JMU history students, for example, can now conduct research that would have been unimaginable a decade ago. Unlike their predecessors who were limited by Carrier Library’s collections, they can tap into the vast array of primary source documents major repositories around the world have digitized.

As museums, archives, parks, and other institutions expand their Web presences, greater attention needs to be paid to the unique strengths and weaknesses of presenting history in this medium. To meet this need, the JMU Public History Program has sought to expand students’ understanding of the best practices in the field of digital history. With the support of the department, the program has purchased its own Web server and built up a collection of digital cameras and professional quality audio recorders. In a variety of courses students have been engaged in a series of digitization projects, conducted and edited digitally recorded oral histories, and designed interpretive Web pages. The early results have been impressive.

In courses that examine the industrial and business histories of Harrisonburg and Staunton, Dr. Kevin Borg’s students have digitally scanned and photographed large numbers of Sanborn fire insurance maps from the late 19th and early 20th centuries. To make these maps more widely available to researchers, they have been added to the Madison Digital

Image Database. This in-house platform allows researchers to view the fine details of the maps and also offers unique tools to compare them across years on the computer screen. Students used these maps to unearth a rich history of cigar making factories, tanneries, mills, and livery stables. They presented their findings in a public tour.

Students in Dr. Gabrielle Lanier’s Introduction to Public History course worked on a project to present Carrier Library’s collection of late 19th- and early 20th-century children’s books in a Web-based exhibit. Some examples include *Tanglewood Tales for Girls and Boys* by Nathaniel Hawthorne (1879), *The Hunting of the Snark* by Lewis Carroll (1897), *Illustrated Natural History* by Rev. J.G. Wood (1897), and *Forgotten Tales of Long Ago* by E.V. Lucas (1906). When complete, the Web site will be posted on the new public history server.

Students in my U.S. Urban Social History course have begun a long-term project to digitize materials pertaining to Harrisonburg’s Urban Renewal program in the 1960s. In another class that explores the history of the poultry industry in Rockingham County, students have begun preparing an interpretive Web site supplemented with historical documents, interviews, and photographs that the students gathered and digitized. This site will also soon make its appearance on the new server.



Dr. Kerr and students interviewing David Coffman at the farm where his family has bred chickens for the poultry industry for nearly half a century.

The digital project that has made the most headway is the Shenandoah Valley Oral History Project. Over the past few years, the complete recordings and transcripts of more than 50 interviews have been posted on the project's Web page. Conducted for my environmental and oral history courses, the interviews present a unique bottom-up view of the Shenandoah Valley's history. In addi-

tion to recording the interviews, students in the oral history course learn how to use digital editing tools, meet with radio producers at WMRA (Harrisonburg's NPR station), and create their own audio documentaries.

Take a moment to browse the materials already posted on the public history server at <http://publichistory.jmu.edu/svohp/>, which is linked to the

public history Web site at <http://web.jmu.edu/history/public.html>. You will find enough .mp3s to fill a good portion of your iPod or your computer's hard drive. When you finish listening to those interviews, check the site again to see the exciting new research JMU history students are conducting and preparing for the Web.

Staying in touch A letter from a JMU history alumna

When I graduated from Madison College in 1967, I thought it was the end of term papers, reading assignments and lectures. As a double major in social science and history with a double minor in political science and psychology, I had the confidence of a newly minted "expert" in my field of study. Then reality set in as I began to teach an assortment of social studies classes over the next 10 years. I had completed a master's in education at Virginia Commonwealth University, yet I still felt there was more to do.

I stayed in touch with several of my undergraduate history professors, and I sought their advice. They suggested I return to JMU as a teaching assistant and graduate student. What a joy it was to come to campus for my 8 a.m. class and see the sun rise over Massanutten Mountain. There are times in your life when you know you are home. My days on campus have been like those special moments. I graduated with a master's degree in 1978. Three days before school began, my hometown school district hired me. I taught grades 7-12 there for the next 26 years. I was fortunate to have assignments in Advanced Placement American History and Psychology. I retired in 2004.

Throughout my teaching career, I was frequently in contact with members of the JMU history faculty. I always knew I could ask them reference questions or seek an opinion about a book or author that would provide information and perspective on a topic I was working on. JMU history faculty members have been a constant source of support throughout my academic and professional career. They made it possible for me to make a life as well as a living. Many of them have passed on, but the instructional standards they established and maintained have been an inspiration to many generations of students.

In 2006, I met with Dr. Michael Galgano to determine what criteria would be necessary to establish a history scholarship in honor of Dr. Sidney Bland, my graduate school adviser and one of my undergraduate professors. It is my joy and privilege to support current history majors in the hope that one day they will return with their financial support for the next generation of JMU history students.

Be the Change,
Anne Collins ('67)

"JMU history faculty members have been a constant source of support throughout my academic and professional career. They made it possible for me to make a life as well as a living."

Graduates and friends: A letter from the department head

BY MICHAEL J. GALGANO, DEPARTMENT HEAD

For the JMU Department of History 2008–09 was a banner year. Students, faculty members and the department gained significant recognition for a high level of achievement. There is much to celebrate as well as new challenges to face. The undergraduate program achieved national recognition during a televised special throughout January's national meeting of the American Historical Association in New York where it was featured. The documentary detailed the program's emphases on undergraduate research and public history. The special offered a good description of some of our current students along with what they have been able to achieve.



Dr. Galgano, Dr. Owusu-Ansah, and Dr. Palmer of Morgan State University signing agreement supporting annual JMU dissertation and teaching fellowship. Ph.D. candidate Godfrey Vincent (standing at right), the first recipient of the fellowship, is teaching classes for the department this fall.

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View the film at <http://web.jmu.edu/history/>.

JMU students enrolled in history classes continue to excel in research and writing, presenting the fruits of their scholarship at the campus, regional and national levels, and winning praise and prizes. Students completing the programs continue to gain admission to prestigious graduate or law schools or begin meaningful careers in the public or private sectors, despite the recession. Anna Klemm ('07) won the Lynn W. Turner prize in European History at the National Phi Alpha Theta Conference in Albu-

querque, N.M., (one of two prizes awarded nationally). Because of your generosity, the department was able to fund student travel to this and several other conferences where JMU history students distinguished themselves.

Thanks to your efforts, new scholarships were endowed and five new alumni scholarships funded. Your timely gifts are helping a new generation of majors progress toward their degrees. Though times are tough for all of us, we ask for your continued financial support. Three scholarships reached endowment levels last year and the Alumni Scholarship Fund gains new support each month. We ask that you give what you can to bring our fund drive to a successful conclusion in the coming years. Gifts to the James Madison University Foundation, Inc. should be earmarked to the History Alumni Scholarship Endowment. If you prefer and are able, you may wish to contact the Foundation at <http://www.jmu.edu/foundation/> about establishing a separate scholarship endowment to honor a professor, classmate or your graduation year. All monies received are dedicated to undergraduate scholarships and support for students to travel to collections or conferences away from JMU.

This past year also saw promotions and recognitions for some of our senior faculty members. Dr. Chris Arndt is now associate dean of the college, Dr. David Owusu-Ansah is spe-

cial assistant to the president for faculty diversity, and Dr. Raymond Hyser assumed new duties as coordinator of General Education Cluster Four. The College of Arts and Letters recognized Dr. Sidney Bland with the Distinguished Service Award, and Dr. Michael Seth was named the college's Madison Scholar. Dr. Michael Gubser received a Provost Award in International Beliefs and Values for his "research, teaching and service."

Dr. Nükhet Varlik, Ph.D., University of Chicago, joined us last year as assistant professor of early Islamic history. Dr. Christopher Versen, Ph.D., Florida State University, joined the department as Visiting Assistant Professor of U.S. Intellectual and Native American History this fall. Godfrey Vincent has been added to the department's faculty cohort. Vincent is the recipient of the first dissertation fellowship awarded by the department and will join us from Morgan State University where he is completing a Ph.D. in history. This year the department entered into an agreement with Morgan State that will bring an advanced Ph.D. student to the program each year. The individual will teach two classes and be mentored by our faculty members during the first semester and have time to complete the dissertation with assistance from the departmental and Morgan State faculty members. This is the beginning of what promises to be an exciting and fruitful relationship.

The department is also actively involved in a new partnership with the JMU Outreach and Engagement program in offering a new degree in individualized study in conjunction with the New College Institute in Martinsville, Virginia. The program offers adult students in the region an opportunity to earn their degrees in residence at New College Institute. History is one of the four areas of study, and this fall HIST 395 will be offered for the first time on that campus.

In the area of programs, the department continued its ongoing efforts to streamline and construct a richer curriculum for both undergraduates and graduates and to keep all classes and programs consist-

ent with best practice recommendations of the American Historical Association and the discipline's subfields. All courses emphasize content, methodology, historical interpretation and the development of critical skills in the discipline.

This past year, the program also continued its commitment to support interdisciplinary and disciplinary programs across the college and university, adding new sections and offerings to meet growing demands especially from other areas. For instance, this past year, the program assumed a shared responsibility to prepare secondary teachers. Many students formerly majoring in interdisciplinary social sciences are now history majors, and we are de-

lighted to assume a more active role in their education. We have added extra sections and seats in diplomatic history and the history of Virginia to meet the needs of other programs. In short, the department is maintaining its commitment to its own majors, students enrolled in other programs and to the general education of all JMU students.

Benjamin Disraeli, conservative 19th-century prime minister of Britain, described the liberal government of his rival William E. Gladstone as resembling a "bunch of exhausted volcanoes." We are tired, yet exhilarated. We have great expectations for the Class of 2013, who began their studies in August, and for those already working

diligently to complete their degrees. The opportunity to mentor our majors inspires us all, and we look forward to an even better future.

If that future is to remain bright, we need your continued help and encouragement. Please consider a donation in any amount to the History Alumni Scholarship Endowment. Each gift is critical to our students.

Finally, we ask as always that you keep in touch and let us know how you and your families are doing. If you are ever in Harrisonburg, our door is always open.

Best regards,

Michael J. Galgano,
department head

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My Peace Corps adventure in Ukraine A Q&A with Kimberly McCray ('06)

While Kimberly McCray was completing a two-year stint in the Peace Corps teaching English in Ukraine, she offered this response to a series of questions about her Peace Corps experiences there:

What made you join the Peace Corps?

Unfortunately, I don't remember specifically when or why I made that initial decision that the Peace Corps was for me — but it was my plan since I was 13 or 14 years old. I do remember that in my 10th-grade geography class we had a unit on Russia, and for whatever reason, I was instantly captivated by the culture of that part of the world. Of course many Peace Corps volunteers do not get assigned their first choice country or even region, but I was lucky enough to wind up exactly where I wanted to be.

Describe your best experience in the Peace Corps

Although my day-to-day work is teaching English to the students at my school, my most rewarding effort has been my work with Ukrainian secondary school teachers. In response to the many challenges faced by Ukrainian teachers, I started an English Teacher's Club, which allows the teachers of my region to come together in a relaxed environment and learn about teaching methodology. The club is also a great opportunity for them to practice their English, share ideas, and develop camaraderie. I believe if a

Peace Corps volunteer can affect the way a teacher will instruct her students for the remainder of his or her career, there is an opportunity to leave much more of a long-lasting, sustainable impact than is likely if the volunteer simply works with school pupils for two years.

What was your worst experience?

All volunteers have different challenges, but for me there have been two equally challenging issues. The first is simply being away from home and missing my family and friends. I grew up near Staunton, Virginia and then traveled right up the road to Harrisonburg for college. I had not been away from the Valley a lot before I joined the Peace Corps. For a person who is a bit of a homebody, heading to the other side of the globe for more than two years hasn't always been easy, and homesickness has been a regular companion.

My second challenge has to do with the language barrier. Although I've been here long enough to have learned a fair amount of Russian, I still cannot express complex ideas or

use the advanced vocabulary necessary to allow me to convey my exact thoughts. For me this is exasperating!

I also have trouble understanding what others say, as most people in my village speak Ukrainian, not Russian. I want

“For a person who is a bit of a homebody, heading to the other side of the globe for more than two years hasn't always been easy, and homesickness has been a regular companion.”



Kim McCray (right) with one of her graduating students, who is wearing the traditional outfit worn on “Last Bell” or the last day of school.

to be as immersed in my community as I can be, and I cannot help but feel left out and a little sad when everyone around me is singing a song or laughing at a joke that I don't understand.

Did JMU aid you in becoming who you are today?

Since I was planning on joining the Peace Corps long before I came to JMU, I cannot say that it was my Madison experience specifically that pushed me to apply to the Peace Corps, but JMU definitely

did help cement my interest in service work. For example, I worked at JMU's Community Service-Learning office my senior year, where I had daily contact with many students who wanted to volunteer their time and talents to give back to the local community — it's obvious that the JMU environment breeds civic-minded students.

Also, although now of course I live and breathe Peace Corps, I intend to enter grad school after I return to the States, and I feel that my academic work within the history department at JMU prepared me well for this next step.

What are you doing now?

I am a TEFL (Teaching English as a Foreign Language) volunteer, so my primary assignment is to teach English to students in a secondary school. I currently teach 5th-grade through 11th-grade English and 6th-grade through 11th-grade American Country Studies. I also host an English Club for students once a week, an English teachers' club once a month, and work with my Ukrainian counterpart to plan a region-wide English teachers' seminar once a semester. I have recently finished working with my school to write a grant to receive funds to create a teachers' resource center, and I just hosted an awareness session about human trafficking and the international sex trade, as this is a huge danger for Ukrainians, especially for women coming from poor villages or orphanages where awareness levels are low and the economic hardships are great.

Can you sum up your Peace Corps experience?

My overall view of my Peace Corps experience can be summed up by something that the character Atticus Finch says in *To Kill a Mockingbird*. He says that "you can't ever really understand a person until you step inside his skin and try to walk around in it." That idea always sounded simple to me before, but now, having served in the Peace Corps, I understand how loaded that statement truly is. In my opinion, the Peace Corps is special and necessary not so much because of the development work and aid that volunteers give to developing nations, although of course these are significant, but because of the opportunity it gives Americans to "walk around in the skin" of people who hold very different worldviews from themselves. I cannot put into words just how deeply I feel about how living in Ukraine and trying to see the world through the eyes of Ukrainians has changed me for the better. The Peace Corps' motto says it all — "It's the hardest job you'll ever love." It has been difficult, but I wouldn't trade my experience as a volunteer for anything.

Have you studied or traveled elsewhere?

The only other country outside of Ukraine where I have spent time is Ghana. In the summer of 2005, I participated in the history department's summer



The village of Sak Zavode, Kim's Ukrainian home

Study Abroad program in Ghana, where our group studied and traveled around the country for a month. Experiencing this time in Ghana further reinforced my interest in serving the Peace Corps and living abroad, and if I ever travel overseas for service again, I would love to return to West Africa.

What are your plans after you finish your service? Will you continue teaching English?

Without a doubt I want to continue teaching English as a volunteer teacher or tutor, but for a profession I want to continue with my study of history at the graduate level. I ultimately hope to achieve masters degrees in public history and library information science, the combination of which will prepare me for my dream job of working in an archive and doing historical documentary editing work.

"I cannot put into words just how deeply I feel about how living in Ukraine and trying to see the world through the eyes of Ukrainians has changed me for the better...I wouldn't trade my experience as a volunteer for anything."

Madison Historians take history beyond the classroom

By MICHAEL J. SETH, ASSOCIATE PROFESSOR OF HISTORY

The Madison Historians is JMU's history club. It was founded in the spring of 2000 as an opportunity for students to have fun doing history-related activities and to perform history-related



Madison Historians on a field trip to the Frontier Culture Museum (top) and in the archaeology lab at Montpelier (bottom)

service projects. The philosophy behind the club is that history is always interesting and goes beyond the classroom to include a wide range of venues and endeavors.

The JMU Department of History has a chapter of the Phi Alpha Theta history honor soci-

ety whose student members have won many awards at conferences. This is an honors society limited to history majors with sufficient credits and high grades. The Madison Historians, in contrast, is open to all students including freshmen, history minors as well as majors, and to any student interested in history. The two organizations complement each other, and some students are active in both. The club meets biweekly on either Monday or Tuesday evenings (times vary) in Jackson Hall. The meetings are usually attended by 15 to 25 students.

The Madison Historians have engaged in numerous service projects. They have helped with the university's annual James Madison Day celebration in March, including sponsoring essay contests and helping the James Madison Center at JMU. The James Madison Center has been generous in assisting the club. During the JMU Centennial Celebration, the Mad Historians (as they sometimes are called) helped compile an official history of the school. This included going through decades of yearbooks and hundreds of old photos.

In 2003, club members noted that there were no state historical markers connected with the school so they wrote a proposal for one, had JMU President Linwood H. Rose approve it, and then took it to the Virginia Department of Transportation. Now, there are historical markers at the Main Street and Port Republic entrances of the university. The

club has also offered its resources to assist other groups and commemorations such as Women's History Month, Black History Month and Asian Awareness Week. Members are currently planning to tutor Harrisonburg public school kids in history.

Among the service projects, the most important one for the club has been its work at Montpelier, the ancestral home of James Madison. Each semester members devote at least one Saturday assisting in the restoration of the fourth president's home. Usually students help the archaeologist, however, they have done other chores from washing windows to digging up shrubs. Mad Historians helped move the furniture from one of the sections of the mansion that was to be demolished. On another work trip, a student who was raking leaves discovered two graves that were believed to be those of freed slaves. In 2007, archaeologists discovered a trash pit that contained discarded tableware including part of the set of Marie Antoinette's china that Jefferson had acquired and given to the Madisons. History club volunteers with their little brushes were busy in November of that year cleaning the broken pieces of this important find. Each volunteer day ends with a visit to the graves of James and Dolley (prostrating oneself before them is optional), and then a stop at a Dairy Queen.

During most semesters, the club sponsors a field trip. In the past eight years these have included Antietam, Gettysburg,



Jamestown, Richmond, Williamsburg, the Outer Banks, Philadelphia, and Washington, D.C. Some of these trips have included tours conducted by JMU alumni working at historic sites. In addition to these weekend trips, the club has undertaken some one-day excursions such as attending a historical drama at Ford's Theatre. The Madison Historians have also started organizing a winter weekend at Harpers Ferry, and they stay at High Acre, a Victo-

rian home adjacent to Jefferson Rock with a commanding view of the area.

In March 2007, students hosted a Dolley Madison Ball with live period music, costumes which they made, and dances with a professional dance master. It was so successful that the Mad Historians decided to make it an annual event with a 1799 dance in March 2008. Students and the public are welcome to attend these dances. The last one

looked like a scene from a Jane Austen novel. A dance master went through the steps before each dance, and after a bit of confusion, most people got the hang of it, (one unnamed history professor being an exception).

Other activities include a historical movie night, which the Madison Historians present jointly with Phi Alpha Theta. The students select a movie with a historical theme, and then ask a history faculty member to provide an introduction with a



Madison Historians at the Dolley Madison Ball (top and center) and visiting the Frontier Culture Museum (bottom)

little background to the film. Each April the Madison Historians host a spring picnic at Purcell Park, which is usually well attended by faculty members, and graduate and undergraduate students. Phi Alpha Theta organizes a history picnic each September. Money for all of these activities comes from membership dues paid each semester, by cleaning up after athletic games, and by various fundraising schemes including selling JMU History T-shirts and mugs. They may love history but the Madison Historians are not merely a bunch of history nerds. They have repeatedly defeated other student organizations in club sports contests.

The JMU history major Has your diploma held its value?

BY MICHAEL J. GALGANO, DEPARTMENT HEAD

“The subjects open to students and the approaches and methods used for historical analysis have expanded exponentially in recent years.”

Two years ago I was invited to revise a publication of the American Historical Association titled “Liberal Learning and the History Major” (2007). The pamphlet addressed the “values, principles and practices of the study of history.” The original report appeared in 1990, and the revision illuminates how the major has changed over the past two decades. At the same time, the document emphasizes the enduring qualities found in the study of history and I thought it might be appropriate to reflect upon the changes and continuities in the history major at JMU during the last quarter of a century.

In light of the many changes outlined in these pages and in previous newsletters, some of you may wonder how the major you completed years ago compares to the history major in place today? Certainly there are obvious differences, which include but are not restricted to, matters of scale, curriculum, and historical approaches and tech-

niques. Technology has also offered new opportunities to research and write online and the study of history has become more interdisciplinary.

At the same time, there remain some enduring characteristics fundamental to our history major at any time. The major calls upon all of us to know and understand the past, to develop basic thinking, analytical and communication skills, and to better appreciate historical contexts, cultures and traditions. Further, the study of history requires that our arguments be rooted in evidence and that we seek to understand rather than judge the actions, thoughts and worlds of our ancestors (or our contemporaries for that matter). Historians strive always to be honest, fair and balanced. These aspects of the major are foundational and permanent.

For many of you, the passion for the study of history nurtured in Jackson Hall classes, Carrier Library, and in residence hall and apartment conversations across Harrisonburg has not diminished though it may be channeled in different directions. Many of you still read history avidly, relish visits to historic sites, or relax with the History Channel or watching other history-based films. Many of you have applied the knowledge gained in classes taken long ago about Africa, the Middle East, Asia, Europe, or our own country to better understand or appreciate current events. For some, this knowledge informs your careers directly while others employ their knowledge in more personal ways. Other students may have learned patience from a better appreciation of examining the long sweep of history instead of being overcome by what may seem momentous changes at a particular time. In ways too numerous to mention, we all apply the elements of the major to our everyday lives and these applications enrich us and those we encounter.

The first major difference between today’s major and the major offered in the 1980s relates to scale. In 1984, there were 15 full-time faculty members in the department. Today, there are 33. In 1984, the overwhelming number of our professors offered classes in Europe and the United



Dr. Galgano awarding diplomas to History majors at 2009 graduation ceremony

States. Today, there are at least two faculty members responsible for each broad global region and many offerings each semester reach far beyond the West. There is today a greater balance between western and non-western classes. In 1984, the largest history classes numbered no more than 40 students and almost all were face-to-face lectures. Today, some classes have reached 110 students; others are offered online, and many no longer meet in traditional classrooms. Many more students than in 1984 are involved in practica, travel studies, Study Abroad and/or internships. The numbers of majors and graduates have also increased substantially. More majors learn history by practicing it and much more of the program is project-driven.

The subjects open to students and the approaches and methods used for historical analysis have expanded exponentially in recent years. Perhaps the most notable addition has been the courses in public history. The department has three full-time faculty assigned to the public history concentration, and that program also makes extensive use of adjunct instructors to meet the growing demand from students. There are courses in archives management, oral history, material culture and many others. Complementing earlier offerings in Japan, China and India, the department now also offers classes in Korea and Afghanistan. To enrich these offerings and better prepare students, the university has included instruction in several additional Asian languages. The same pattern follows for the Middle East, Latin America and Africa. Options are both more numerous and more varied. In a typical semester, students may select from about 30 classes at the upper level, and each is likely filled to capacity.

In the more traditional areas of the United States and Europe, the emphases have also changed. While many courses retain a political or diplomatic focus, many others embrace religious, social, economic, intellectual or cultural history. We offer several classes that relate to gender, the family, technology and everyday life. Some courses delve into the economic and industrial history of Harrisonburg, while others are global in scope.

There have also been substantive changes in how courses are taught and what students are asked to do. While lecturing remains common in some classes, there are more seminars in which the emphasis is placed more on individual discovery. As the AHA film about the JMU Department of History stresses, students do more history in

their undergraduate programs than was common in 1984. There is greater access to original materials and students have more opportunities to conduct independent research based upon their own questions in standard classes and in directed research experiences. The library's holdings and online services provide students with links to a world of resources impossible to contemplate in 1984.

What remains firm for every class educated at JMU, earlier, in between, and today are a dedicated faculty, interested and disciplined students, a shared learning environment, a love of history, a desire to understand the past, and a willingness to work together to reach a deeper knowledge. The names of these professors may be different as many of you remind me when you visit Jackson Hall or examine our faculty roster online. Their dedication mirrors that of those with whom you may have studied. Student commitment has also remained constant and each class challenges us to dig deeper into the evidence, explain more clearly, and mentor each student's intellectual growth. As I hear from many former students and learn of your individual achievements in virtually every walk of life, I appreciate even more what you accomplished here and how the JMU history program helped establish a firm foundation for each of you.

Aspects of the major may have changed significantly, but its fundamental elements still hold. The degree you earned here has held its value and will continue to do so in the coming years because of your efforts, curiosity and hard work shared with a dedicated faculty. That combination remains at the program's core.

“Aspects of the major may have changed significantly, but its fundamental elements still hold.”

Remember that Tuesday in February? Changes in history assessments

BY J. CHRIS ARNDT, PROFESSOR OF HISTORY

Do you remember that Tuesday in February of senior year when there were no classes, yet you had to make your way to Jackson Hall on a dreary winter morning to complete the assessment test? What was that thing? It seems certain that many Madison students and alumni have repeated that question many times over the years. As unimportant as assessment activities may seem to the average JMU student, assessment is the means by which the Department of History collects information about the undergraduate major in history. Over the years, we have used that information to improve the student experience.

Assessment began at JMU in the 1980s, and history was one of the first departments to implement an assessment program for undergraduates. For those first seniors, the assessment instrument was an essay test that probably did more to confuse us about what our students learned than to provide the department with any useful information. After a few years of trial and error, the department developed a series of assessment measures that have remained fairly consistent over the years.

Most students are familiar with the assessment test administered to senior majors on a mid-February Tuesday each year. The two-part “test” consists of an exam that tests students’ knowledge of historical content by using multiple-choice questions from World and U.S. History courses; document analysis and critical-thinking questions consisting of multiple-choice questions from HIST 395; research/library skills questions (consisting of multiple-choice questions from HIST 395 and global geographic knowledge. The second part of the exam is a survey of student attitudes concerning the program’s strengths and weaknesses.

In addition to the test, the department also collects information from other sources. HIST 395 students provide some of the most useful information. Each paper is evaluated to assess

student abilities in major categories such as student research, analysis and writing. Additional information is also collected from faculty member and alumni surveys that include many of the same survey questions used in the senior survey.

The information collected from these various sources is then examined for trends. If, for example, student assessment examination results and faculty member evaluations of student papers over a three-year period reveal that student critical-thinking skills have declined, professors will make an effort to place more emphasis on critical thinking in the classroom. Information gleaned from surveys has also been useful in determining what students think we do well and less well. While results over the years have pointed to a strong department with student satisfaction at a high level, survey results have helped us to improve student academic and career counseling, and provide better access to library and computer resources.

Technological improvements have made it possible for departments to improve the way information is collected. The most important improvement can be seen every assessment Tuesday when history majors complete the department assessment instrument. Students no longer go to Jackson Hall on that dreary mid-February morning. Why? Because that test is now administered online in the Ashby Hall Computer Lab. Students now take the test and survey during the two weeks before assessment day. So, while other majors are trekking across campus on a cold February Tuesday to complete their assessment requirements, history majors can now take full advantage of having the day off.

“...survey results have helped us to improve student academic and career counseling and to provide better access to library and computer resources.”

The Madison Century

BY SIDNEY R. BLAND, PROFESSOR OF HISTORY

On Aug. 24, 2007, Dr. Sidney Bland delivered the following remarks to a joint meeting of JMU faculty and staff members to kick off the JMU Centennial Celebration:

President Rose, Vice President Brown, colleagues, guests, friends:

I invite you to join me this morning for a quick trip back through the Madison Century.

To start, take a moment and look around you.

Look to your left! Erase the entire row of Blue-stone buildings that you see, together with the structures behind those that honor former presidents Burruss, Duke and Miller.

Now, come back to the top of the Quad. Eliminate the hall to my right (Keezell Hall) named for the six-foot-six giant of a man, Senator George Keezell, whose political maneuverings were absolutely crucial for Madison's beginning. Take away Wilson Hall, opened with great fanfare in 1931. The twenty-eighth U.S. president's widow, Edith Bolling Wilson, headed the celebrity list in attendance that day.

Now, look to your right and blot out everything except the two blue/gray limestone buildings with Spanish-tiled red roofs here at the top of the quad. Dormitory 1 (now Jackson Hall) and Science Hall (now Maury Hall), together with uneven boardwalk running between them and stretching diagonally across the muddy, grassless field, constituted the State Normal and Industrial School for Women at Harrisonburg which opened September 27, 1909, initiating the Madison Century. Right over there. That's where it all began!

Dormitory 1 housed students, three to a room, and served as the first dining hall, with the upstairs western end of the dorm containing a suite of three rooms and a bath for President and Mrs. Julian Burruss. Science Hall contained several classrooms, the library, a small office for the President and the office of the registrar.

While a reserved man, Julian Burruss took a personal interest in his 150 entering students,



Dr. Sidney Bland addressing the faculty and staff at the start of the JMU Centennial Celebration.

seeking to develop “a strong, noble womanly character” and to inspire them “to do as well as to think.” Burruss interviewed every entrant, carefully reviewing all academic program cards. Giving specialized, individual attention to its students has always been a feature that has set this University apart. It began early. It continues to this very day.

From the beginning, then, this institution was identified as unique, and during the first year the student body was repeatedly reminded of its responsibility as pioneers. They were building for the future, and they were creating a school that would be different! That distinctiveness was captured in the prayer of historian John Wayland to the opening Normal school assembly. His words have resonance to faculty and staff as we gather today:

“Bless ALL who have labored for this school hitherto, and ALL who shall labor for it HENCEFORTH in any capacity. Bless the school; may it become a sacred place — a shrine, as it were, devoted to liberty and to truth.”

“This University throughout its history has consisted of an alliance of many, a community, a ‘fellowship of doers,’ to borrow a phrase from Theodore Roosevelt, all committed to a common purpose.”

Great drama and celebration preceded this historic beginning. Olympic-style bidding in the spring 1908 General Assembly among 28 towns and cities for the designated site for Virginia’s next normal (teacher training) school brought forth all sorts of cajoling, strong-arming, wining and dining. Harrisonburg competed with the best of them. City fathers allayed all safety, health and accessibility concerns of the visiting legislative committee, and, together with Fredericksburg, emerged as the sites for new state normals. A sumptuous feast for the visitors beginning with caviar and including fish, roast beef, fried chicken and spring lamb might have had something to do with the decision too.

The State Normal and Industrial School for Women at Harrisonburg came into being at a time of remarkable educational innovation and experimentation and during a major reform era in American History known as the Progressive period. It was an era of optimism, excitement and exuberance. No one embodied this more than the energetic, often frenetic chief executive of the United States, Theodore Roosevelt. The toothy, ebullient president gave hope to the ideal that in education, as in other reforms, the individual could still take charge of his/her destiny and effect personal and societal change. The moment of creation for the future university was a propitious one.

The first students also entered at a critical moment in women’s history. Young women were empowered, able now to enter college by the front door, not the side door. They could pursue an education relatively comparable to that of men, and make their mark, not just as teachers, librarians or nurses, but increasingly in the public sphere. Many would go on to address local, state and national issues affecting their homes, their communities and their lives, joining record numbers in clubs and organizations.

Julian Burruss was the first in a series of strong and visionary leaders in the Madison Century. Following Burruss were the three decades of the Samuel Page Duke presidency (1919-49), the G. Tyler Miller years (1949-70), the Ronald Carrier era (1971-98) and the virtual decade that Linwood Rose has been at the helm. This institution has had only five leaders in one hundred years, fewest among most all Virginia colleges over the past century. This continuity, commitment and dedication have benefited thousands and thousands of our students.

Numerous key changes occurred during this journey. A major one came under President Duke in 1938, when the State Teachers College at Harrisonburg became Madison College, honoring the nation’s fourth president. Duke favored the name in part because he felt it would be appropriate for a coeducational institution, and with the G.I. Bill right after World War II he moved the school in that direction, enrolling men as day students.

The Founding Father connection remains a crucial one. James Madison was an early advocate of education for women. More importantly, Madison championed “an intelligent and educated citizenry” as the bedrock of human freedom and popular government. President Rose has strengthened those ties by developing several cooperative programs with Madison’s birthplace, Montpelier, and by forming the Madison Center to further study of the philosophy and ideals of the Father of the Constitution.

Even greater change occurred in the last half of the twentieth century. G. Tyler Miller led the charge for full coeducation and the construction of men’s dorms. He also initiated a graduate program. Taking over in 1971, Ronald Carrier channeled the institution long recognized as the leader in the training of teachers for the public schools through an educational metamorphosis that resulted in the naming of James Madison University in 1977.

Always mindful of the student and the future, Carrier fueled academic, artistic and athletic excellence, initiated a doctoral program, and created the College of Integrated Science and Technology, a separate campus located on the other side of Interstate 81. Under current president Linwood Rose the institution is in the midst of reshaping itself once more, insuring that JMU students are fully prepared to become effective, informed members of a technologically-based conjoined world.

But James Madison University is much more than the sum of its administrative leadership. When Madison’s peers spoke of him as “The Father of the Constitution,” he made it clear that the document was “the work of many heads and many hands.” The same can be said for this institution which bears his name. This University throughout its history has consisted of an alliance of many, a community, a “fellowship of doers,” to borrow a phrase from Theodore Roosevelt, all committed to a common purpose. It is those faculty and staff who have gone before, and those

who sit in this audience now, whom we celebrate and honor as the lifeblood of the Madison Century.

Numerous faculty members have been recognized by having buildings named for them. These include Professors Anthony and Seeger, Chapplear, Cleveland, Converse, Eagle, Frederickson, Garber, Gifford, Hanson, Hoffman and Huffman, the Ikenberrys, the Johnstons, Logan, Moody, Shorts, Varner, Warren and Wayland. But the efforts of many have gone unsung. Many have not been thanked enough.

Only one building on campus, for example, honors a staff person—the Frye Building—named for Lou Frye, longtime operations supervisor of the Physical Plant. Yet who among us does not appreciate, on a daily basis, and just now, the setting in which we find ourselves. Parents and students alike consistently identify the beauty of the surroundings, the attention and detail to upkeep of campus, as impacting the choice to attend this university. One of the enduring images of the Carrier years is that of the president and Junior Higgs, perhaps more responsible than any other for the natural beauty of this campus, strolling the grounds, vigorously engaged in flower and tree planting decisions. Higgs has a grove of trees on the CISAT campus named for him.

We have always celebrated teaching at this University. Two examples will suffice to illustrate the exceptional ability, dedication, energy and achievement that have been the hallmark of Madison faculty throughout its history. These examples also speak to love of school, loyalty, continuity and an intangible which we can label Madison family.

The link between the State Normal and Industrial School for Women at Harrisonburg and James Madison University is personified by Althea Loose. Present at the first faculty meeting of the Normal, she was also here seven decades later when Governor Mills Godwin signed the bill creating James Madison University. Loose taught physical education, Latin and German. After her marriage to popular Normal chemistry and phys-

ics professor, James Johnston, and a short teaching hiatus, Althea Johnston returned to head the physical education department from 1919-47, but for one year. She created a powerhouse in women's basketball, with six undefeated teams. Her undefeated 1929 team doubled its opponent's score in every game, ending the season with a blistering 90 – 6 victory over rival State Teachers College at Fredericksburg (now the University of Mary Washington). Johnston was one of five individuals named to the JMU Athletic Hall of Fame in its first year.



Johnston Hall honors both wife and husband. Althea Loose Johnston, who died in 1984 at age 99, was the last member of the original Normal School faculty. Her legacy includes a succession of accomplished women in Madison sports, outstanding physical education leaders, including Lee Morrison, Pat Bruce and Marilyn Crawford,

and numerous Johnston descendants, including Alison Montgomery Johnston, a member of the Class of 2006, who have kept alive Althea Loose's accomplishments and her spirit.

Even closer to a dynasty at James Madison University has been the Dingledine family, with the lives of four generations of Dingledines leaving a mark on the formation, direction and character of the institution. The first Dingledine lobbied the General Assembly for better teachers before there was a State Normal and Industrial. Father and son were history professors, though Dingledine Senior started at the Normal in 1913 in mathematics. Both also held several positions of leadership in Harrisonburg city government. Dingledine Junior was instrumental in establishing the Madison College Honor System. He became head of the History Department when it separated from the social sciences in 1965, serving until his retirement in 1984. In shaping these remarks, I gratefully acknowledge my debt to Dingledine's authoritative history: *Madison College: the First Fifty Years, 1908-58*.

But it was Dingledine Senior's wife, Agness Stribling, known affectionately to generations of students as "Mama Ding," who may have had the most lasting influence. As a student Stribling was

“It is this Johnston and Dingledine spirit and dedication, this connectedness that uniquely binds Madison community members, faculty and staff, with one another through the decades.”

president of the school’s first student government organization. The Normal’s youngest faculty member when she came in 1917, her first duties included meeting arriving students at the train station. For years she served as dormitory hostess, sorority house mother and, from 1952 until her retirement in 1967, alumnae secretary. The Dingleline Senior home was a gathering place for professors and students alike. In 1919 the two began offering an annual \$10 prize (the prize the equivalent of an average week’s pay for a public school teacher) to the best senior essay in Elizabeth Cleveland’s Literary Epochs class. Dingleline Hall was named for “Mama Ding” in 1970. “Whether you knew her or not,” wrote grandson Tom Dingleline, recent donor (with his wife Karyn) of \$2.6 million for Endowed Scholarships bearing the family name, “you are a part of her family – her Madison Family.”

It is this Johnston and Dingleline spirit and dedication, this connectedness that uniquely binds Madison community members, faculty and

staff, with one another through the decades. We are, in the words of the current university theme, All Together One. The Johnston and Dingleline histories are but part of our larger story. We have all been at times, to quote from one of Theodore Roosevelt’s more famous addresses, “the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly...who knows great enthusiasms, the great devotions; who spends himself in a worthy cause.”

So as we gear for battle once again, prepared to fight the good fight, spend ourselves in a worthy cause, work our special magic with students—the magic of learning, let us remember the rich heritage that has brought us to this place. And later in the morning, when we all share in cake and celebrate the Madison Century, we might echo Mayor O.B. Roller’s toast when the city’s lobbyists returned in triumph in 1908, a toast to “the proudest moment in the history of Harrisonburg.”

LET US HEAR FROM YOU! We love to hear alumni news.

Alumni Information Form

Full name (include maiden name) _____ Class Year _____

Address _____

City _____ State _____ ZIP _____

Phone: home (_____) _____ work (_____) _____

Spouse (include maiden name) _____ JMU Class Year _____

Employer/Graduate School _____

E-mail _____

Information for future *History Matters* newsletters _____

Please send your responses to: Newsletter Editor; Department of History, MSC 2001; James Madison University; 800 South Main Street; Harrisonburg, VA 22807.

Student News

HISTORY DEPARTMENT AWARDS

Carleton B. Smith Award

2009 — Timothy Van Schaick, “‘The Sun Do Move,’ But Who Moves the Highway? Urban Renewal, Community Activism, and the Preservation of Richmond’s Sixth Mount Zion Baptist Church”

2008 — Amy Larrabee, “African American Female Shipyard Workers in the San Francisco Bay Area”

2007 — Daniel J. Buxhoeveden, “The Hellenic Ideal of Hegel’s Bern Period”

Mary A. Jackson Award

2009 — Corey LeCompte

2008 — Kathryn Manning

2007 — Joshua D. White

Raymond C. Dingledine Scholarship

2009 — Alexander J. Carroll

2008 — Corey LeCompte

2007 — Kathryn Manning

Demetric Walker Memorial Scholarship

2009 — John L. Hughes

2008 — Theodore Dubinsky

2007 — David L. Allen

Sidney R. Bland Scholarship

2009 — Benjamin Earman

2008 — William Hayes

2007 — W. Michael Yarborough

History Alumni Scholarships, 2009

Sarah H. Berlinger

Gabriel M. Hochstetler

John L. Hughes

Katherine K. Smith

Madison Achievement Scholarship

2009

Kacy Bassignani

Patrick Foliard

2008

Patrick Foliard

Kate McFarland

2007

Alexander J. Carroll

George C. Marshall Undergraduate Scholars

2009

John Hughes, “The Life and Work of Hanson W. Baldwin of the *New York Times*, 1937-1968”

Caitlin McPartland, “The Evolution of Propaganda and its Influence on American Families at the Conclusion of World War II”

2008

Stephen Powers, “The Air War Over the Northern Caucasus and Eastern Crimea: July 1942 through July 1943”

Samuel Riley, “The Partition of Palestine: An Issue in Dispute Resolution”

2007

Sarah A. Carver, “Joseph Stalin and the Nazi-Soviet Pact of 1939”

W. Michael Yarborough, “U.S. Army Civilians in Germany”

Undergraduate Theses: Graduating with Distinction in History

2009

Thomas Bluestein, “Henry Knox and the Native American Policy of George Washington’s First Administration”

Adam Dec, “The Origin and Motivations of the American Colonization Society in Early 19th Century America”

Justin Fiedler, “Queen Elizabeth I: Why Didn’t She Marry”

William Hayes, “The English Concertina: A Cultural Journey”

John L. Hughes, “Mosby and Mahone: Conflicts in the Civil War Memory of Virginians”

Corey LeCompte, “The French Army and the Artois Offensives: Summer 1915”

Anne Toms, “Anthony Johnson and Slavery in the Early British American Colonies”

2008

Amanda Bowman, “Historical House Tours: A Change in American Ideals”

Kevin Elliker, “A Decision Deferred: The Virginia State Convention of 1861”

Kyle Hart, “Palestine and the Nak****: Migration as the Essence of National Identity”

Michael Kelly, “Thornton Stringfellow: Defender of Slavery”

Kristie Kendall, “‘The Stereotypes Do Not Apply’: Reconstructing the African-American Community of Newtown in Harrisonburg, Virginia, 1945-1965”

Hilary Pauli, “Medical Understandings, Responses to and Epidemiology of the 1665 Great Plague of London”

Stephen Powers, “Here Lies Suworov: The Military Accomplishments of Alexander Suworov”

Andrew Waring, “A Comparative Study of the Cross-cultural Interaction between the Jesuits and the Native Inhabitants in New France: 16th through the 18th century”

W. Michael Yarborough, “Flung to the Four Corners of the Globe: British and American Expeditionary Logistics in World War I”

2007

David Allen, “Robert McNamara and the Establishment of Flexible Response”

Hadley Bassett, “Belle Isle and Libby: Perceptions in the North and the Reality”

Justin Boshers, “A Convoluted Conspiracy: The U.S.-Iranian Arms Deals”

Tiffany Dann, “The Social Implications of the 1348 Black Death in England”

Sarah Friedfeld, “Statelessness and U.S. Policy to Afghanistan: The Problems of the Opium Economy and Weak Border with Pakistan”

Kathryn Kearns, “The Contribution of Separation to the Troubles in Northern Ireland”

Kyle Lawrence, “American Indian Reservations and the Homelands of South Africa: A Comparative Study in Internal Colonialism”

Mallory Lopata, “Terrorists or Martyrs? England, Jesuits, and the Gunpowder Plot of 1605”

Jessica Norman, “The Knights Templar: Scapegoats of Crown and Papacy”

Lisa Pannucci, “The Oregon Trail: Where Her Life Was Changed”

Elyse Poinsett, “Military and News Photography and the Creation of the Wartime Still Photographic Pool”

Julia Pfaffenberger, “A Sublime Mediator Between Old and New Worlds: Revolution and the Virgin of Guadalupe”

Best Undergraduate Honors Thesis

2009 — Lorraine White, “A Forgotten Community: The African American Presence in Highland County, Virginia”

2008 — Kristie Kendall, “‘The Stereotypes Do Not Apply’: Reconstructing the African-American Community of Newtown in Harrisonburg, Virginia, 1945-1965”

2007 — Tiffany Dann, “The Social Implications of the 1348 Black Death in England”

Master of Arts Degrees

2009

Betsy J. Anderson, "Policy, Punishment and Perspective: Ohio Prisons and the 1993 Lucasville Riot"

Andrew C. Baker, "Uplifting the 'Small Farm Well Tilled': The Progressive Farmer, the Southern Planter and Agricultural Reform in the Progressive Era Upper South"

Jeffrey M. Bennett, "A Real Small War: The U.S. Marine Corps Advisory Mission to the Nicaraguan Guardia Nacional from 1927-1933"

Heather M. Browne, "The Records of Project Concern, Inc."

Heather Crabtree, "The Victimization of Appalachia: Unraveling the Stereotype; An Oral History Project: Coal Towns of the New River Valley, West Virginia"

John C. Erdos, "Submission vs. Stewardship: The Quaker Contribution to American Environmental Ethics"

Walter A. Ghant, "Colored Teachers in Harrisonburg and Rockingham County, Virginia, 1900-1940: Building Lives for Community Improvement and Societal Progression"

Stephan P. Harutunian, "Kennedy and Khrushchev: Personal Correspondence and Signs of Détente"

Julianne M. Herczeg, Non-thesis option

Annie Lorsbach, Non-thesis option

Kenneth A. Mason, Non-thesis option

Christopher P. McCoy, "Thou Art That: Schopenhauer's Philosophy and the Chandogya Upanishad"

John A. Miller, "Jalalabad and the World"

James A. T. Modlin, Non-thesis option

Charlotte M. Petty, Non-thesis option

Michael H. Taylor, "James Wilson: A Willing Target in the Battle for Ratification of the Constitution: The State House Yard Speech, October 6, 1787"

Matthew S. Woodard, "Satan Among the Children of God: Radical Reformers, Rebellious Peasants and the Shaping of Martin Luther's Small Catechism during the Years of the German Peasants' War"

Zachary A. Zuro, "A Muscular Millennium: The Rhetoric of Masculinity, Militarism, and Conservative Political Action in Dispensational Premillennialist Prophecy Writings 1968-1984"

2008

Emily Beeson, "Successes of the 504 Demonstrations: Overcoming Disability as Definition in the Public Birth of the Disability Rights Movement, April 1977"

Matthew Cain, "The First Crisis in the Commonwealth: Virginia's Salt Scarcity during the American Revolution"

J. Michael Jeffries, Non-thesis option

Craig Lawhorne, Non-thesis option

Michael Lewis, "Power and Humility: the Interplay of Violence and Restraint in the 4th Century Church"

Shawn Skinner, Non-thesis option

Paula Smith, "Transformative Technology in 'The Joy of Cooking,' 1931-1951"

Michael Stanton, Non-thesis option

Timothy Van Schaick, "'The Sun Do Move,' But Who Moves the Highway? Urban Renewal, Community Activism, and the Preservation of Richmond's Sixth Mount Zion Baptist Church"

Brandon Williams, "The Pedagogical Inquisition: Purge of the Local 555 New York Teachers' Union"

2007

Ricardo Chellini, "Constitutional Problems Shared By the Virginia Secessionists and the Antifederalists"

Heather Campbell, "The Tightrope Walker: An Examination of Max Beckmann as Artist and Statesman"

Justin Dunning, Non-thesis option

Joshua Durbin, "Tainted Temptress, Virtuous Virgin: Polar Perceptions of Women and the Reign of Elizabeth I"

Jennifer Farkas, "From the Outside In: Understanding Initial Encounters Between the English and Non-European Cultures, 1533-1585"

Kathryn Hall, "The War Fought on Paper: The Examination of Chroniclers and their Accounts of the Battle of Bosworth Field, 1485-1550"

Amy Larrabee, "African American Women Shipyard Workers in the San Francisco Bay Area: Utilization of the Fair Employment Practices Committee"

Joseph Locke, "Shielded by Neutrality: A Look at Moravians in Wachovia During the Revolutionary War Years"

Stephani Moore, "The Mysterious Path to Fame: An Examination of the Historical Legacy of Charles Darwin and Alfred Russell Wallace"

Merryn Pinch, "World War II Films and Propaganda in American Society: 1942 to 1946"

Michael Raskys, "The Grand Baseball Tour: An American Event"

Joseph Russell, "Nineteenth Century Diplomacy: Don Pacifico, The Trent Affair, and the Laird Rams"

STUDENT CONFERENCE PAPERS

2009

Colonial Academic Alliance Conference

Erin Stevenson, "Solidarity Through Civil War: The Development of Class Consciousness in the Coal Fields of West Virginia, 1912-1922"

Mid-Atlantic Regional Conference of Undergraduate Scholarship

Alexander Carroll, "'Natural Order' to 'Economic Evangelism': The Christian Defense of Slavery in Virginia, 1785-1831"

Alyssa Fisher, "The Lowell Mill Communities: Regulation and Freedom in the Textile Mills of Lowell, Massachusetts"

Holly Hartman, "The Dangers of Paddy and the Pope: Nativism and Anti-Irish Sentiment in America 1820-1860"

MaryAlyse Klement, "Backbone of the Capital: Activism of Richmond Women During the Civil War, 1861-1865"

Shannon Kudlick, "The Moon to the Rescue: John F. Kennedy's Personal Agenda in the Apollo Program"

Tyler Stuart Maupin, "The Duel in Early Modern England: Dueling for False Honor and for Reputation"

Kimberly Parsons, "December 16, 1773: The Ultimate Refusal"

Emily McCarty, "Female Workers During the 1950s: The Overlooked Movers and Shakers Who Empowered the Women's Rights Movement of the 1960s"

Caitlin McPartland, "The Impact of Submarines on American Intervention in the Great War: Focusing on the Attack on the Lusitania"

Yousef Rabie, "The Transformation of the Nation of Islam: Wallace Muhammad vs. Louis Farrakhan"

Mary Lynne Smith, "Powell, Plecker and Unprecedented Power: The Institutionalization of Scientific Racism through the Racial Integrity Act of 1924"

Erin Stevenson, "Solidarity Through Civil War: The Development of Class Consciousness in the Coal Fields of West Virginia, 1912-1922"

Kelly Weber, "The Effects of the Civil War on the Confederate Women of the Shenandoah Valley"

National Conference on Undergraduate Research

John Hughes, "Mosby and Mahone: Conflicts in the Civil War Memory of Virginians"

Phi Alpha Theta Regional Conference

Amy Cerminara, "St. Francis of Assisi and the Gothic Revival"

Alyssa Fisher, "The Lowell Mill Communities: Regulation and Freedom in the Textile Mills of Lowell, Massachusetts"

John Hughes, "Hell is busted back thar!"

Corey LeCompte, "Exceptional Violence: Wars of the Vendee, 1793-1795"

Kate McFarland, "America and the Barbary States: A Critical Review of Diplomatic Events During the Articles of Confederation"

John Napier, "The Contribution of Imperialism and Extended Terms of Command on the Fall of the Roman Republic" **First Place, Undergraduate Europe and World**

David Robinson, "'As Safe in Battle as in Bed...' The Impact of Christian Faith on the Military Command of Thomas 'Stonewall' Jackson"

Ashley Sako, "Cultural Assimilation in the Seleucid Empire"

Amanda Scheffer, "Symbolism in Eighteenth Century Revolutions: A Comparative Study of the Liberty Cap in America and France"

Erin Stevenson, "Solidarity Through Civil War: The Development of Class Consciousness in the Coal Fields of West Virginia, 1912-1922"

Kelly Weber, "The Effects of the Civil War on the Confederate Women of the Shenandoah Valley"

Virginia Social Science Association Conference

John Hughes, "Mosby and Mahone: Conflicts in the Civil War Memory of Virginians"

Lorraine White, "A Forgotten Community: The African American Presence in Highland County, Virginia"

2008

Colonial Academic Alliance Conference

Amanda Bowman, "Historical Interpretation in the Old Dominion: Influential Virginians and their Homes"

Anna Klemm, "Pulpits, Pews, and Patronage: The English Protestant Reformation's Effect on Architecture"

Florida State University 2008 Graduate Student Religious Symposium

J. Michael Jeffries, "History Proliferated by Theoretical Interpretation: A Brief Study of Karl Marx and Max Weber in the Interest of Historical Truth"

Mercyhurst Colloquium on the Americas: Environmentalities

John Erdos, "Call and Response: The History of the American Environmental Ethos in the Context of Global Warming Advocacy"

Mid-Atlantic Regional Conference of Undergraduate Scholarship

Amanda Bowman, "Historical House Tours: A Change in American Ideals"

John Hughes, "An Unparalleled Feat: Mosby's Raid on Fairfax Court House, 1863"

Jeffrey Joyce, "How the Battle for Hetch Hetchy Affected American Environmentalism"

Anna Klemm, "Pulpits, Pews, and Patronage: The English Protestant Reformation's Effect on Architecture"

Laura Lloyd-Braff, "The People's Temple: From Paradise to Prison"

Kathryn Manning, "Southerners at Heart: The Motives of Virginia Soldiers in the Civil War"

Hilary Pauli, "Medical Understandings, Responses to and Epidemiology of the 1665 Great Plague of London"

William Poole, "The American Colonization Society during Reconstruction and its Implication on Modern Race Relations"

Stephen Powers, "The Allied Intervention in the Russian Civil War"

Daniel Prendable, "Cautious Courage: President Kennedy's Decision Making During the Cuban Missile Crisis"

National Conference on Undergraduate Research

Kristie Kendall, "The Color of Urban Renewal: The Removal of Harrisonburg, Virginia's African-American Community"

Hilary Pauli, "The Great Plague of London, 1665: An Analysis of the Medical Understandings and an Epidemiological Evaluation of the Disease"

North Carolina State University Graduate Student History Conference

J. Michael Jeffries, "Food, Fun, and Drink—Ordinaries on Colonial Virginia's Frontier: A Brief Study of Ordinary 'Gentlemen,' Thomas Jefferson, John Madison, and William Russell"

Zachary Zuro, "In the Arms of Satan: Salman Rushdie, Ayatollah Khomeini, and the Stratified Response Within Islam to Blasphemy"

Phi Alpha Theta National Conference

Amanda Bowman, "The Appalachian Trail: The Inspiration and Design of MacKaye and Avery"

John L. Hughes, "An Unparalleled Feat: Mosby's Raid on Fairfax Court House, 1863"

Anna Klemm, "Pulpits, Pews, and Patronage: The English Protestant Reformation's Effect on Architecture"

Phi Alpha Theta Regional Conference

GRADUATE DIVISION

Emily Beeson, "'To Take the Calculated Risk': Overcoming Disability as Definition in the Independent Living Movement, 1962-1972"

Michael Taylor, "The Two Faces of the Fight Over the Bill of Rights: James Wilson and James Madison" **Second Place, Graduate History**

Zachary Zuro, "Children of the Electric Church: Televangelism, Christian Nurture, and the Evolution of Christian Education" **Second Place, Graduate History**

Phi Alpha Theta Regional Conference

UNDERGRADUATE DIVISION

Molly Campbell, "The Powhatan Indians and Jamestown Colonists: A Clash of Two Cultures"

Amy Cerminara, "Lincoln Cathedral: Defining What it Means to be English"

John Hughes, "An Unparalleled Feat: Mosby's Raid on Fairfax Court House, 1863" **First Place, U.S. History Undergraduate Division**

Stephen Powers, "The Effects of the Allied Intervention in Russia"

Anne Toms, "Conservatively Radical: Abigail Adams and Women's Education" **Second Place, U.S. History Undergraduate Division**

William Hayes, "The English Concertina: A Cultural Journey through Nineteenth Century England" **First place, European History Undergraduate Division**

W. Michael Yarbrough, "Sustaining the Force: U.S. Army Civilians in Germany, 1954 to 2007"

Southern Regional Honors Conference

Kristie Kendall, "Economic Development in Augusta County, Virginia, 1880-1920"

University of Memphis— Graduate Studies in African American History

Timothy Van Schaick, “*Ribbon of Roadway or Racial Maginot Line?*”

Virginia Military Institute— VSSA 2008 Annual Meeting

Emily Beeson, “*To Take the Calculated Risk: Overcoming Disability as Definition in the Independent Living Movement*” and “*Successes of the 504 Demonstrations: Overcoming Disability as Definition in the Public Birth of the Disability Rights Movement*”

Virginia Tech—2008 Bertoti Graduate History Confer- ence

Emily Beeson, “*To Take the Calculated Risk: Overcoming Disability as Definition in the Independent Living Movement*”
Michael Taylor, “*James Wilson’s Constitution*”

Timothy Van Schaick, “*Sixth Mount Zion Baptist Church and Community Resistance in Richmond, Virginia*”

2007

Colonial Academic Alliance Conference

Mallory Lopata, “*Terrorists or Martyrs? England, Jesuits, and the Gunpowder Plot of 1605*”

Southern Regional Honors Conference

Kristie Kendall, “*Bound by Their Labor and Plunged into War: A Comparative Study of Antebellum Augusta and Franklin Counties*”

Matthew Kennedy, “*Science Fiction: A Mirror for Gilded Age America*”

National Conference on Un- dergraduate Research

Tiffany Dann, “*The Social Implications of the 1348 Black Death in England*”

Phi Alpha Theta Virginia Con- ference, Graduate Division

Joseph Russell, “*The Trent Affair: A Civil War Interlude*”

Phi Alpha Theta Virginia Con- ference, Undergraduate Divi- sion

Amanda Bowman, “*The Appalachian Trail: The Inspiration and Design of MacKaye and Avery*”
Presentation Award

Scott Burwell, “*Where has Mother Jones Gone? Coal Mining in Appalachia in the 21st Century*”
Presentation Award

Daniel Carleton, “*From a Corruptible to an Incorruptible Crown: The Trial and Execution of King Charles I*”

Amy Cerminara, “*The Other 1492: A Look into the Relationship between the Spanish Jews, Muslims and Christians on the Iberian Peninsula*”

Lauren Clark, “*Land and Lords: The Cromwellian Settlement of Ireland*”

Aaron George, “*The Nylon Revolution: A Historical Assessment of the Cultural and Social Circumstances of Nylon Technology*”

Adam Gosney, “*Getting the Job Done: Atomic Atmospheric Testing in Nevada*”

Kristie Kendall, “*Bound by Their Labor and Plunged into War: A Comparative Study of Antebellum Augusta and Franklin Counties*”

Anna Klemm, “*Pulpits, Pews, and Protestants: The Protestant Reformation and its Effect on English Architecture*”
First Place, Undergraduate European History

Jessica Norman, “*The Trial of the Templars: Absolved but Not Condemned*”
Presentation Award

Hilary Pauli, “*Health Care in Zimbabwe from British Missionaries to Structural Adjustment*”

Julia Pfaffenberger, “*A Sublime Mediator Between Old and New Worlds: Revolution and the Virgin of Guadalupe*”

Nicole Caroline Snyder, “*The Amplification of Injustice in New Orleans*”

Michael Stratmoen, “*Arson on Vail Mountain: A Case Study of the Earth Liberation Front*”

W. Michael Yarborough, “*The Army Behind the Army: U.S. Logistics and the Services of Supply in the First World War*”
Second Place, Undergraduate U.S. History, Presentation Award

Mid-Atlantic Regional Confer- ence of Undergraduate Scholarship

Joseph Beatty, “*Bilali: African Muslim Patriarch of Sapelo Island, Georgia*”

Kevin Elliker, “*A Decision Deferred: Unionists in the Virginia State Convention of 1861*”

Laura Fitzgerald, “*Remember the Titans, But Don’t Forget the Big Picture: School Desegregation in Alexandria, Virginia, 1950-1980*”

J. Sloan Kuykendall, “*The 1919 Chicago ‘Black Sox’: A Scandal Revealed*”

Lisa Pannucci, “*The Overland Trail: Where Her Life was Changed*”

Joyce Presley, “*Virginia’s Reaction to the Brown Decision*”

Kristen Schoenberger, “*Family and Culture in Internment Camps: Changes and Consequences*”

Matthew Small, “*Alexander Hamilton and the Deterioration of Franco-American Relations, 1792-1800*”

Jenna Stephenson, “*The Lavender Menace*”

Joshua D. White, “*Black Swan Records: An Experiment in ‘New Negro’ Ideology*”

W. Michael Yarborough, “*The Army Behind the Army: U.S. Logistics and the Services of Supply in the First World War*”

WRITING CONTEST AWARDS

2009

Peter Fogarty
Second Place, Junior/Senior
“*The Issue of Representation at the Constitutional Convention of 1787*”

Ibrahim Kikale Lamay
Honorable Mention, Junior/Senior
“*East, West and Cuba: An Analysis of the Cuban Missile Crisis*”

Corey LeCompte
First Place, Junior/Senior
“*Exceptional Violence: Wars of the Vendee, 1793-1795*”

2008

John Erdos
Second Place, Graduate
“*The Philosophy of History*”

William Jeffcoat
Honorable Mention, Junior/Senior
“*The Colonial Sudan: A Region in Turmoil*”

Anne Toms
Honorable Mention, Junior/Senior
“*Conservatively Radical: Abigail Adams and Women’s Education*”

2007

Matthew Cain
Second Place, Graduate
“*Preempting Tyranny: American Executive Role 1775-1786*”

Elyse Poinsett
Second Place, Junior/Senior
“*Stereotypes, Persecution and Exclusion: Marginality in Medieval Society*”

Michael Stratmoen
First Place, Freshman/Sophomore
“*Arson on Vail Mountain: A Case Study of the Earth Liberation Front*”

Alumni News

1980s

Linda Aileen Ryder Wolf ('84, M.A.T. '87) works as a fitness instructor for the Summit, New Jersey-area YMCA and also works as an EMT for the Summit Volunteer First Aid Squad. She is married to Steven S. Wolf and lives in Summit with their two children, Rachel and Matthew.

1990s

John Summers ('93), who holds a Ph.D. from the University of Rochester, published "The Epigone's Embrace, Part II: C. Wright Mills and the New Left" in the latest issue of *Left History*, an interdisciplinary journal of historical inquiry and debate.

Mitchell Bell (M.A. '96) served as a Marine in Kabul, Afghanistan.

David Günther Bloom (M.A. '96) and Jennifer Ellen O'Connor were married in September, 2007 in Manchester, Vermont. They met at and graduated from the State University of New York at Oswego.

Patrick Creed ('93) published the book *Firefight: Inside the Battle to Save the Pentagon on 9/11* (Random House, 2008).

2000s

Jeff Brundage ('05) interned with the Museum management section of the Smithsonian's National Museum of American History in Washington DC, where he was able to combine his history skills with his interest in learning to manage a large organization. He began attending the University of Richmond School of Law in 2007.

Craig Daigle (M.A. '00) completed his Ph.D. at George Washington University and is now Assistant Professor of History at the City College of New York.

John Davis ('00) works as Project Manager in the Customer Relationship Management department of Six Sigma Black Belt in Atlanta, Georgia.

Aaron George ('07) is pursuing his Doctor of Osteopathy degree at the Philadelphia College of Osteopathic Medicine.

Lauren Gniazdowski ('06) finished her graduate program in journalism in May 2008 and works as an editorial assistant with *Reader's Digest*.

Matt Hogan ('01) received his Master's in Public Policy degree from Harvard's Kennedy School of Government and worked in the Obama campaign's headquarters in Chicago.

Anna Klemm ('08) worked at the Virginia Department of Historic Resources before moving to Slovakia to teach English for a missions organization.

Ken Mason (M.A. '08) was selected as the James Madison Memorial Foundation Fellow for the state of Virginia. Ken received a scholarship to help defray the cost of his graduate education, and attended the James Madison Memorial Foundation's summer institute at Georgetown University.

Kim McCray ('06) completed a stint in the Peace Corps in Ukraine and is a student in the dual degree program in Archives at North Carolina State/University of North Carolina at Chapel Hill.

John McKay ('01) lives in Colorado and uses his historical research skills in his job as a legislative editor at the state capitol.

Elyse Poinsett ('07) received her M.A. from the Winterthur Program in American Material Culture in 2009, and works as Development Assistant for Winterthur Museum and Gardens in Winterthur, Delaware.

Jason Richards ('06) enrolled in the M.A. program in Security Policy Studies at the Elliott School of International Affairs at George Washington University. His article, "Denial-of-Service: The Estonian Cyberwar and Its Implications for U.S. National Security" was published in the March 2009 issue of *International Affairs Review*. He made a presentation with a group of stu-

dents from the Elliott School on national security issues in Russia and Eurasia to the Defense Intelligence Agency, and also presented a collaborative project at the ISA National Convention in New York City.

Lisa Riley ('06) works at Montpelier as a Research Assistant.

Jeffrey Stottlemeyer ('04) won the 2004 Phi Kappa Phi award for his B.A. thesis, "Erosion of Will: Concentration Camps, Safe Areas and the Realities of Ethnic Cleansing in Bosnia-Herzegovina, 1992-1995." He also completed an internship at the Center for Democratic Development in Ghana. CDD (Ghana) is an internationally respected Non-Governmental Organization with an established record of monitoring

elections in Africa, collecting economic information for international research centers and funding agencies, and providing critical commentary on government politics across Africa. Jeff was charged with collecting relevant information for the Center, and in some cases wrote CDD reports. He subsequently enrolled in the Graduate Program in Middle East and African Studies at the University of London and returned to Africa under a Fulbright.

Roger Strother ('06) works as a policy analyst for government transparency issues concerning homeland security, national security, and environmental issues for a government watchdog organization called OMB Watch.

The JMU Faculty Emeriti Association chose **Dr. Raymond "Skip" Hyser** as the winner of their Legacy Award in 2007. The award is given annually to a deserving tenured faculty member with an exemplary record of teaching, scholarship, and service.



Department of
HISTORY

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JMU History Department featured in American Historical Association Video

JMU's History Department was featured in a video highlighting excellence in undergraduate research programs shown at the 2009 American Historical Association conference. See the video on the History Department website at: <http://web.jmu.edu/history/>

