Greetings, graduates and friends of the Department of History, in a year in which we celebrate the 125th anniversary of the founding of UNCG! From our earliest days as the “State Normal and Industrial School,” to our years as the Woman’s College of the University of North Carolina, to 1963 when we became the University of North Carolina at Greensboro, the History Department has been an important part of UNCG’s history. As our former colleague Allen Trelease wrote in *Making North Carolina Literate*, History and English were first divided into distinct courses of study two years after the founding of the Normal School. Since then, History has kept going and never looked back!

As you read through the pages of this newsletter, you will learn more about students and alumni. A special graduate I wish to boast about this year is History major **Phil Koch**, who at 82 is the oldest graduate to receive a degree at UNCG. Phil had started college in the 1950s, but his career and family eventually filled his time and attention until 2014 when after retirement he returned to the classroom at UNCG. Phil’s wife **Anne** also graduated from UNCG as a History and English double-major in 2006. Both Phil and Anne were wonderful students to teach and delightful people to know while they studied in the History Department. You can read Phil’s article about the research he did in HIS 524 on page 13.

In his column on page 7 my colleague **Benjamin Filene** highlighted the generous planned gifts to the Public History program from **Emily Soapes** and **Margaret Drummond McKenzie**. Please read more about these two History graduates, whose active lives were engaged with teaching and service to the History profession in many extraordinary ways. Ms. Soapes and Ms. McKenzie, thank you so much for your significant support for our Public History students!

I’m also honored again to summarize for you the department’s activities in 2016-2017. We had another eventful year. **Lisa Levenstein** was named a 2017 ACLS Fellow by The American Council of Learned Societies. Levenstein will use the 12-month fellowship to work on the book “When Feminism Went Viral: The American Women’s Movement in the 1990s and Beyond.” **Emily Levine** is a fellow at the National Humanities Center for the academic year 2017-18, where she continues work on her latest project “Exceptional Institutions: Cities, Capital, and the Rise of the Research University.” Emily also co-authored and published a thoughtful op-ed essay “The Right Way to Fix Universities” in the *New York Times* on the future.

(continued on page 3)
David Wight has joined the department as a visiting assistant professor. Wight is a scholar of U.S., Middle East, and world history, with an emphasis in twentieth century international relations.

He is currently completing his first book, *Oil Money: Middle East Petrodollars and the Transformation of US Empire, 1967-1988*, which is contracted for publication with Cornell University Press in its “The United States in the World” series. Based on newly available governmental and nongovernmental sources and English and Arabic language media, *Oil Money* is the first study to comprehensively explain how the surge in petrodollar profits of oil-rich states during the long 1970s dramatically changed logics of power and relationships between the United States and the Middle East. Additional publications by Wight include the articles “Kissinger’s Levantine Dilemma: The Ford Administration and the Syrian Occupation of Lebanon” in *Diplomatic History* and “Henry Kissinger as Contested Historical Icon in Post-9/11 Debates on U.S. Foreign Policy,” in *History & Memory*.

Wight has previously served as a fellow at the Belfer Center at Harvard University and the Dickey Center at Dartmouth College and as a lecturer at the University of California Irvine and the University of Southern California. He is excited to offer courses on US, Middle East, world, and international relations history at UNCG.

By Kristina Wright

On November 2, 2017 the History Department lost a much beloved staff member. Sara Carter, known in the department as “Miss Bobbie,” came to UNCG in 1968 when we were the Department of History and Political Science. During her 30 years in the department she assisted and guided five department heads, numerous faculty and staff members, and more students than can be counted. She came to work every day with a willingness to help anyone who came to her. The guest chair in her office was often occupied by those looking for a comforting smile or sage advice. Bobbie was the quintessential southern belle who spoke softly and sweetly but took charge when she needed to. The department honors her every year by awarding an incoming freshman with the Bobbie Carter Award. She was loved while she was here and will be missed now that she is gone.
of government support for higher education and the threats posed by efforts in Congress to tax student loans and tuition waivers. Other achievements include books and articles published by our faculty, including Colleen Kriger’s Making Money: Life, Death, and Early Modern Trade on Africa’s Guinea Coast and Greg O’Brien’s co-edited volume The Native South: New Histories and Enduring Legacies. Much more about our faculty’s numerous and varied achievements may be found throughout the newsletter.

Regarding community engagement, I have several past events and a future invitation to announce. On March 23 several members of the Department participated in our second annual roundtable forum “What is Fascism? What is Authoritarianism?” to provide the forum’s audience with historical examples of fascism and other forms of authoritarianism from Europe to the Americas. The event was very well-attended. On September 14, the faculty again organized a public forum ‘Sculpting Memories: Confederate Statues in Historical Context’ at the Weatherspoon Art Museum, filling the auditorium to maximum capacity. Thanks to History faculty Mark Elliott, Benjamin Filene, and Watson Jennison for presenting! This spring the History Department will host the University-wide Harriet Elliott Lecture Series. The Department will bring Lonnie Bunch, the director of the newly-established National Museum of African American History and Culture to speak on campus on March 27th, followed by a public lecture from John D’Emilio, one of the first LGBT historians in US academia and a former History faculty member, who will speak on March 28th. We hope that you all can attend these exciting events. Please see the History Department’s Facebook page early in the spring semester for more details.

Most importantly, I would like to recognize the hard work of our staff Kristina Wright, Laurie O’Neill, and Dawn Avolio for all they do to keep the History Department office afloat. Dawn was a well-deserving recipient of the College of Arts & Sciences Staff Excellence Award for 2016-2017. Congratulations, Dawn!

As always, we welcome any news our alumni can share about your achievements during the past year. Please stay in touch, and thank you for all your support for the Department of History. I hope that you all enjoy a healthy and happy Holiday Season and 2018!

- James Anderson
HISTORY GRADUATION CEREMONY 2017

Graduating and award-winning history students were honored at our department ceremony on May 12, 2017. The speaker for the ceremony this year was Dr. Tiffany Packer. Her speech was titled “Our Duty to Go Higher.” Dr. Packer, a native of Leakesville, Mississippi, obtained her Ph.D. from the Department of History at UNCG-Greensboro and served as Visiting Assistant Professor of History at Johnson C. Smith University. In the Spring of 2012, she became the first African American to graduate with a Ph.D. in History from UNCG-Greensboro. Dr. Packer has done extensive research on the 1979 Greensboro Massacre and has a particular focus on Post-Civil Rights activism in black working class communities. Some of her most recent work has included the problems of policing in communities of color. Dr. Packer, along with her Public History class, recently co-curated the groundbreaking exhibition, “K(now) Justice, K(no)w Peace,” at the Levine Museum of the New South located in Charlotte, North Carolina.

We found evidence in UNCG’s archives that our current staff has been here much longer than we thought!

Dawn Avolio was a recipient of the Staff Excellence Award for 2016-2017 from the College of Arts and Sciences.

Laurie O’Neill spent her 30th anniversary traveling around Dublin, London, Devon, and Cornwall.

Kristina Wright celebrated 20 years in the department this year!
Dr. Lisa Levenstein interviews her former student, Dr. Hannah Dudley-Shotwell, winner of the 2016 UNCG Outstanding Dissertation Prize and the History Department Dissertation Prize.

What led you to pursue a Ph.D. in History at UNCG?
In early elementary school, when people asked what I wanted to be when I grew up, my answer was always, “I want to be a teacher and spend the summer writing books.” At the time, I had no idea that that’s pretty close to what an academic ideally gets to do, but it seemed like the perfect job to me! I never quite let go of that plan.

What is your dissertation about and how did you get interested in the topic?
My dissertation examined the feminist “self-help” movement of the late 20th century. This movement first emerged in the late 1960s when feminists, fed-up with the physician-dominated system of women’s healthcare, took control of their own bodies. Over the next several decades, ordinary women across the United States formed “self-help groups” where they learned about their bodies and reproduction by reading medical literature and conducting their own gynecological examinations. Gynecological self-help practitioners, especially white women, taught themselves skills ranging from cervical self-examination and “natural” birth control to donor insemination and abortion. Women of color and indigenous women expanded the focus of the movement to include women’s health issues important to their communities, including stress, high blood pressure, and alcoholism.

Can you describe some of the research you conducted?
I spent weeks hanging out in archives in North Carolina, Massachusetts, Iowa, and Michigan, sifting through documents from self-help activists and national and local women’s health organizations. I came home from each trip with thousands of images on my laptop and spent weeks just organizing, tagging, and making notes on them.

What were some of the challenges you faced in your research?
Studying recent history means getting to conduct lots of oral histories, which is both a blessing and a curse. Of course, interviews can make a history richer and more meaningful. They can also be a real pain! Most of the people I write about are still alive, so not only do I get to talk to them, but there’s a good chance they will read what I’ve written about their lives and work. Some have already requested copies of dissertation chapters and conference papers. Two of the central figures in my story attended a conference presentation I gave in Boston and check in on me every few months to see how the book is going. I’ve sent them pictures of my baby, updates about my life, and they tell me about their travels, activism, and work. No matter how objective I try to be, having personal relationships with these women will always affect my writing.

Did you enjoy the writing process?
Writing is my absolute favorite thing to do. There’s lots of talk in popular psychology today about the “flow” state of mind, when a person is completely immersed in an activity, concentrating effortlessly, and fully enjoying the task. For me, “flow” is most likely to happen when I’m writing.

Does your dissertation help us to understand women’s relationship to their bodies (or women’s health) today?
Women’s health and reproductive rights are such hot topics today! Women continue to find ways to exercise control over and knowledge of their own bodies in the face of legal and financial impediments. One really interesting way I’m seeing this happen is through online communities. For example, I’m part of a couple of great “mommy groups” on Facebook where women share advice about pregnancy, childbirth, and postpartum care in a way that reminds me a lot of self-help groups. Women offer their personal experiences and share written information from a variety of health experts. I think groups like this are an important legacy and/or continuation of the self-help movement.

What is your favorite memory of graduate school?
My dissertation defense is a surprisingly great memory! My committee, other grad students in attendance, and even my husband asked such great questions, and the whole experience felt like a fantastic conversation where I could share the wealth of knowledge I had worked so hard to build.
AN UPDATE FOR 2016-2017

By Mark Elliott, Director of Graduate Studies

Enrollment remained healthy in the History graduate programs in 2016-17. We welcomed twenty-two new students in the Fall 2017. Of the new students, three were Ph.D. students, ten were M.A. students with a concentration in History and nine were M.A. students with a concentration in Museum Studies.

A new program change is on the way. Starting next year, our Ph.D. students will have an opportunity to gain experience in the field of public history. The Ph.D. program has been approved to institute an additional Minor Field in Public History that will allow students to take courses for credit in our distinguished Museum Studies program. While further integrating our programs, the Public History Minor will provide interested students with a broader training in, and exposure to, the historical profession.

Our Ph.D. students were recipients of some of the most coveted awards in 2016-17. Hannah Dudley-Shotwell, who graduated in the Spring 2016, was awarded the 2016 UNCG Outstanding Dissertation Award. Lisa Levenstein interviews Hannah on page 5. Her manuscript based on the dissertation has also been accepted for publication at Rutgers University Press. We congratulate Hannah on these recognitions of the excellence of her work!

Justina Licata was awarded the College of Arts & Sciences Outstanding Teaching Assistant Award for 2016-17. Prior to that, Justina also won the History Department Award for Teaching Excellence in 2017. As an Instructor in our Department, she has taught courses on women’s history, civil rights, American history and World history. As both an Instructor and Teaching Assistant, she has been known for the enthusiasm and joy she brings to the classroom, and her ability to excite her students’ interest in history.

Three Ph.D. students successfully defended their dissertations and earned their degrees in 2016-17: Therese Strohmer, Eric Oakley, and Jamie Mize. Their dissertation titles are on page 23. We are very pleased to congratulate Dr. Mize on her acceptance of the position of Assistant Professor at UNC-Pembroke.

M.A. student Brittany Hedrick was awarded a UNCG Graduate Teaching Fellowship for 2017-18. She will be teaching a course for the UNCG Residential Colleges curriculum on “Persecution and Genocide” in the Spring 2018 semester.

The History Department recognized Anderson Rouse as the winner of the 2016-17 Junior Award for Teaching Excellence by a Doctoral Student for a student in their first four semesters of work as a Teaching Assistant. Our teaching assistants and instructors have made outstanding contributions to our educational mission. We are glad to recognize them for their dedication to student learning and hard work assisting professors with their teaching.

Three of our new M.A. students won competitive fellowship awards given by the Graduate School. Thomas Storrs was awarded the Mary Elizabeth Barwick and C. Jackson Sink Fellowship in the Humanities which is given by the College of Arts and Sciences to an outstanding graduate student in the humanities. Jordan Strickland won the Margaret Hudson Joyner Endowed Graduate Award. Alex Harris was named the winner of the UNCG Inclusiveness Award.

The Allen W. Trelease Fellowships, generously established by the late former History Department Head and faculty member, have been a critical source of funding for our Ph.D. students at work on their dissertations. The winners of the Trelease Fellowships for 2016-17 were: Justina Licata, Jason Stroud, and Brian Suttell. Other departmental fellowship winners are listed on page 24.

I appreciate the support of Laurie O’Neill, graduate program secretary, and the graduate committee, which is comprised for 2017-18 of the following faculty members: Benjamin Filene, Watson Jennison, Thomas Jackson, Greg O’Brien and Linda Rupert. We look forward to continued success in the year ahead!
By Benjamin File, Director of Public History

Public history is resource-intensive work. Much of the labor and expense happens behind the scenes, so I thought I’d use this column to give a glimpse of what running a successful program requires. After the stage is set, I want to end with a thrilling announcement that offers reassurance and hope that the History Department’s Museum Studies program is positioned to thrive in the future!

For starters, public history research involves not only books and archives, but also meeting community partners, recording and transcribing oral histories, making high-quality scans, and hosting public information sessions. To do it right, you need a welcoming gathering space, the right equipment, and, often, coffee and donuts! As well, it takes resources to effectively share the stories and interpretations one uncovers with public audiences. In recent years, our program has created neighborhood van tours; community mapping projects; interactive websites; and, most resource-intensive of all are exhibitions, which can involve printing graphic panels, mounting objects in cases, creating video and audio listening kiosks, and custom designing hands-on interactives.

In my eleven years directing the program, we have scraped together funds for this project work through a mix of grants, support from the history department, and, for the largest projects, outside partners. Often we work on a shoestring, but to be an effective community partner—and to consistently train future professionals—we need some funds we can count on.

Those needs extend into the curriculum itself. Every year our students complete individual capstone projects (see page 14). This is real work that needs to see the light of day, so all of the resource needs described above come into play. Beyond projects, the curriculum depends on hiring outside museum professionals, who teach our graduate seminars in collections and museum education. And we have ongoing needs to furnish and maintain our Public History Lab, which we want to be both a headquarters and an inviting public space.

This quick overview doesn’t even count the pressure the program faces to hold its own in the national competition for the best students, a contest waged in part through graduate assistantships scholarships, and tuition waivers. Nor does it address the need for conference support, field trips, and professional development, nor the ongoing need for faculty to keep the ship sailing and chart new directions.

I outline this sometimes overwhelming set of needs, though, in a moment of hope. Thanks to three history-minded women, the future looks bright. This month, we were thrilled to hear from Ches Kennedy, our partner in UNCG’s Development Office, that Emily Soapes, a history major from UNCG’s class of 1973, has declared her intention, through a planned gift from her estate, to create the Alexandria Endowed Program Fund in Public History! Ms. Soapes is well attuned to the array of needs I’ve outlined, having herself worked as archivist, museum curator, oral historian, editor, guide, and administrator at a rich range of governmental and private public history institutions: the National Archives, Mount Vernon, the Franklin D. Roosevelt Library, the Library of Virginia, Gadsby’s Tavern Museum, and the White House Historical Association. The fund is named for the historic city in Virginia where Ms. Soapes has lived and worked for many years.

Ms. Soapes’s generous pledge follows another piece of wonderful news that we received this summer. Margaret Drummond MacKenzie, a history major from Woman’s College (class of ’63) established a planned gift to create an endowed fund in public history. Ms. MacKenzie, too, engaged in a long and productive career in history. She taught American History in middle school and World History in high school for thirty-four years in Virginia and Maryland. Along the way, she served as Department Chairman, was President of the Prince George’s County Historical Society, and served as a member of the Maryland State Board of Historians. The fund is named in her honor.

I am grateful for these gifts, and the hope they represent for the future of public history at UNCG.
The “Fabric of Memory: The Cone Mill Villages” a permanent exhibition at Greensboro’s Revolution Mill created by students in UNCG’s History/Museum Studies graduate program won a Leadership in History Award from the American Association for State and Local History (AASLH). The award, which recognizes achievement in the preservation and interpretation of state and local history was given to only 48 people, projects, exhibits or publications throughout the United States.

Created in 1945, the Leadership in History Awards Program is intended to support standards of excellence in the collection, preservation, and interpretation of state and local history. “The Leadership in History Award is AASLH’s highest distinction and the winners represent the best in the field,” said Trina Nelson Thomas, AASLH Awards Chair.

Director of Public History Benjamin Filene receives the Leadership in History award at the 2017 AASLH Annual Meeting in Austin, Texas. From left to right: Katherine Kane, AASLH Council Chair; Filene; and John Dichtl, AASLH President & CEO.

(Continued from page 7)

Council for the Social Studies, a Board Member of the Maryland Council for the Social Studies, and a member and delegate to the National Council for the Social Studies. Meanwhile, she remained active in multiple historical organizations, including the Daughters of the American Revolution, in which she held executive positions at the both local Washington D.C. level and nationally.

The Soapes and Drummond gifts build on a foundation laid by our program’s longtime friend Gayle Hicks Fripp, also a history major from Woman’s College class of ’63. Ms. Fripp had an illustrious career as assistant director of the Greensboro Historical Museum and published multiple books on our city’s history. Since her retirement, Ms. Fripp has often served as an expert source whom my students and I have consulted for information and advice when developing our local history projects. Several years ago, Ms. Fripp created a Charitable Gift Annuity to support a public history program fund. As well, the Gayle Hick Fripp Internship Award annually enables a student in our program to follow in Ms. Fripp’s footsteps by working at the Greensboro History Museum.

Public history’s credo is to build connections between past, present, and future. These three talented and committed historians have each made a powerful statement in support of that mission and have made a significant contribution to our program’s ability to make good on its promise. We thank them!
The American industrialist Henry Ford (1863-1947) spoke these famous words in 1916. This was the dawn of the machine age, when it seemed entirely possible that technology and science might finally liberate human beings from the mass poverty and social stasis that had characterized most of its existence. The quote speaks to a certain attitude that discounts—and even fears!—the relevance and value of history. Why dwell on the past? The past is full of skeletons, whereas the future is full of possibilities. Unity and progress can only occur in the future, whereas history is defined by strife and conflict. Why not leave history alone and leave the skeletons undisturbed, lest we reopen ancient wounds and become mired once again in old divisions?

Ford’s dismissal of the value of history was nothing new in US culture (not that he would have known anything about its history). A certain streak in the US has always stood out for its relative disdain for history. Let the Old World simmer in the hatreds of the past; we in America are dedicated to building, in the words of Walt Whitman, “newer, better worlds.” “The expansive future is our arena,” wrote the influential New Yorker John O’Sullivan in 1839, “and we are entering on its untrodden space...with a clear conscience unsullied by the past.” What could possibly be the role of History in such a nation, with such a mission and such a creed?

Yet despite its association with Americaness, the idea that History and the other liberal arts are “old-fashioned” and irrelevant long predates American culture. It is an untruth that requires resistance in every generation, for despite its best efforts to convince us that “History is bunk,” History simply will not be ignored. While the media and popular perceptions continue to disseminate the message that studying History is less valuable than science and technology, we cannot help but notice the role that history—and historical ignorance—plays in shaping current events across the globe, from Hong Kong to Russia to Tibet to Charlottesville, VA. History, we might say, is precisely the opposite of bunk; it remains at the driving core of our humanity, and disputes over history fuel social conflict and discord far more than, say, disagreements over mathematical theorems. Events prove it, year after year.

In fact, current events suggest that ignoring the past is just as dangerous as dwelling excessively upon it, perhaps more so. To disregard the past makes us susceptible to those who would convert us into mindless cogs in an aimless drive for an ill-defined and not-so-progressive version of “progress.” It is to accept a different kind of stasis, a moral and intellectual stagnation. What good is scientific innovation if we humans remain captive to ancient ways of understanding and relating to one another? What is the purpose of engineering newer and more efficient ways to treat one another badly?

In short, never let anyone convince you of the irrelevance of History. Far from bunk, history is of immediate, world-shaking importance, and historians have a crucial civic role to play in every generation. What you learn while studying History at UNCG is not trivial, it is a how-to guide for citizenship, democracy, and peace—all of which must be re-learned and practiced by every generation.

History, in this sense, stands in opposition to the perennial forces of injustice, ignorance, division, and hatred in ways that the material sciences simply cannot. How do we know this? History proves it!

Welcome to all our new students, and welcome back to the rest of you! I look forward to continuing our mission with you all for another year. As the Director of Undergraduate Studies, I have enjoyed getting to know you. UNCG History majors are wonderful ambassadors for our program and our university: intelligent, hard-working, and inspiring.

We were very pleased (but not surprised!) last year to applaud several of our students who were recognized in the broader university community for their fine achievements in History. In 2017 Caroline Countryman was awarded a Summer Research Assistantship from the Lloyd International Honors College. Ryan Ridpath ’17 won the University Libraries Undergraduate Research Award for his paper, “The Old Lady and Old Beardless: Gender, Emotion, and Legitimate Violence in Njal’s” (continued on page 11)
By Dr. Peter Villella

Every year, a number of History majors pursue disciplinary honors, the most important component of which is the Senior Honors Project. During their senior year, honors students pursue an individual research program of their own design under the guidance of a faculty member, and write an original work of historical scholarship based on that research. Here are examples of the fascinating work some of our current seniors are doing! To learn more about disciplinary honors in History, visit our website, https://his.uncg.edu/undergraduate/honors.html, or contact Dr. Lisa Tolbert at lctolber@uncg.edu.

Victoria Starbuck (working with Dr. Tolbert): I am researching the limitations and opportunities available to runaway slave women in North Carolina between 1835 and 1860, focusing on ways that presentation of their own character could determine their ability to portray themselves to others as worthy of freedom. This project began in Dr. Tolbert’s spring research methods class, where we digitized and collected metadata for runaway slave advertisements. I was surprised by the amount of detail subscribers used in describing runaways’ characteristics as well as the limited scholarship on runaway women in North Carolina. Existing literature seems to diminish slave women’s experiences to the role of motherhood (or lack thereof) while ignoring the barriers to running away that these women faced by being both black and female. At this point in my research, I am embracing the gravitas of both my research subject and my final product. I am excited to see how my work will develop over the next few months and look forward to discovering more about this subject!

Caroline Countryman: (working with Dr. Villella) I’m researching religious syncretism in colonial Mexico, focusing on how The Florentine Codex reflects the influence of the Spanish conquistadores and especially the Franciscan monks in the history of the Nahua religion, as documented by Nahua youths who were raised under Spanish rule immediately post-conquest. I decided to study this topic because I knew that I was interested in studying Latin American history and I have always been intrigued by religious history and how Spanish culture influenced Latin American culture. When I met with Dr. Villella to discuss what options there were for me to explore these areas of interest, Dr. Villella told me about The Florentine Codex, which is a primary source written by the Nahua people about their own history and the history of the

Honors students in Dr. Jill Bender’s Hunger, Food, and Power in the British Empire Fall 2017 class plant a plot together in the UNCG Garden.

conquest. I was thrilled to hear about this source, because it is rare to have a written document about conquest from the perspective of the conquered people. With such a rich source for cultural history, I chose to focus specifically on the religious history. As I continue with my research, I am becoming more and more aware that there is so much within this area of research that I don’t know. The more I learn, the more I realize how much more there is to learn. I am extremely excited to continue to dive into this project and keep learning about Nahua culture and religion.

Bret Dang (working with Dr. Eger): I am investigating the relationships between the Ottoman and Safavid empires from around 1500-1700 CE through shrine (continued on page 11)
UNCG HISTORY CLUB ACTIVITIES

By Aaron Riley, History Club President

The UNCG History Club is having an exciting resurgence with a name change, new members, and new adventures!

This semester the History Club is hosting two panels: “Great Discoveries in Math, Science, and History” featuring Dr. Richard Barton and “Recovering from Genocide: The Khmer Rouge” with Dr. James Anderson. Each panel will have guest speakers from outside the department. The Great Discoveries Panel will also feature Dr. Filip Saidak from the Math Department and Dr. Mary Hall-Brown from the Geography Department while the Cambodian Genocide Panel will have two special guest speakers, Sombun Kom, a survivor of the Khmer Rouge, and Dr. Sarah Lischer from Wake Forest.

The History Club also took a big group trip to the Renaissance Fair this year where we met up with Dr. Eric Oakley and enjoyed discussing and making fun of all the historical inaccuracies being portrayed.

The UNCG History Club is open to all students in any discipline. For more information, please attend the Club’s meetings and like the UNCG History Club on Facebook.

(Senior Honors Showcase, continued from page 10)

Saga,” which he wrote with the guidance of Dr. Richard Barton. We were also happy that not one, but two History majors, Olivia Gerald and Patrick O’Grady ’17, received Student Excellence Awards from the International Honors College, the university’s most prestigious academic award. Congratulations to these students, and all of our students, for their hard work!

As the year gets into full swing, I stand eager and ready, along with the rest of the History Department administration and staff, to assist you as you advance in our program. I invite anyone and everyone who would like more information about the History major or minor—our programs, our opportunities, and our classes—to explore our website or come by my office (2121 MHRA). If my door is shut, just knock! Good luck to you all for a successful and productive academic year.

pilgrimage from the Safavid Empire into Ottoman-ruled Iraq. The Ottomans and Safavids were two opposing Muslim empires, the basis for the ideological difference being the Ottomans were adherents to Sunni Islam and the Safavids adherents to Shi’i Islam. However, a number of important of shrines containing various saints and Imams revered to Shi’i Islam are located in Iraq, which was for the greater part of two centuries ruled by the Ottomans. My investigation is focused on how these shrines affected pilgrimage between the two empires at their peripheral frontiers, and how the presence of the Shi’i shrines affected Ottoman and Safavid legitimacy and religious ideology (how does the Ottoman religious scholar and official view or manage Shi’i shrines in a Sunni empire? How do the Safavids, who draw their legitimacy and lineage from those Imams buried at the shrines facilitate politico-religious ideology and legitimacy without having access to the shrines themselves?) These are the primary questions though there are number of smaller questions which I hope to answer in my research. [I arrived at this research because] I am interested in the way architecture and physical space affect ideologies and other non-physical aspects, such as political legitimacy in the process of empire-building. The Ottomans and Safavids have always been of interest to me for their interesting dynamic as rival Islamic Gunpowder Empires, and shrine pilgrimage and its role in the larger imperial and religious life of the two empires is worth investigating.
Students Contribute to Runaway Slave Ad Database

By Dr. Lisa Tolbert

During the Spring semester 2017, students in the history research methods classes, HIS 391 and 430, helped to expand the UNCG NC Runaway Slave Advertisements Database. The current database contains advertisements through 1840 and is one of the most widely used digital collections maintained by the UNCG Library. Colson Whitehead acknowledged the database as an important resource for his award-winning novel, The Underground Railroad. Students researched newspapers published across North Carolina in the 1850s and 1860s to add new material to the database.

The project offered valuable firsthand experience in how primary sources are digitized and how digitization changes the research process. Library staff trained students in the use of microfilm readers and archival practices for digitizing primary sources, including scanning the original documents and identifying the metadata that will assist researchers in searching the collected advertisements. Students learned how digitization changes the process of historical interpretation—what kind of information is lost and what is gained.

For example, they considered what they learned from seeing a runaway slave ad in the context of the original newspaper page and how that context is lost when ads are collected and organized in a database. On the other hand, they learned it is possible to study many more digitized ads searching the database compared to the amount of time it took to read the microfilmed newspaper and identify each advertisement.

After collecting and scanning the advertisements, students designed a wide variety of individual research projects on topics inspired by the primary sources.

Topics ranged from the experience of women runaways to constructions of African American masculinity; from medical practices documented in the ads that described marks from cupping and lancets to an exploration of the objects that runaways took with them when they escaped; from the distinctive experience of runaways in the North Carolina mountains to the maroon communities of the coast. Newspapers from the Civil War era were included in the sample, so that we could see how the last years of slavery affected runaway experience. Students made fascinating discoveries about the continued use of runaway advertisements long after the 13th Amendment ended slavery.

The Library has been awarded a strategic seed grant to expand the database and the advertisements collected by history students will be added to the database in the coming months.

Runaway—George Washington, a negro boy aged about 15 years who was indentured to the undersigned by the Assistant Superintendent of the Freedmen’s Bureau on the 25th day of September, 1865, has absconded from my service and employment, without any just cause or provocation. This is to forewarn all persons against harboring or employing the said indentured boy, as in such cases the law will be rigidly enforced against those so employing or harboring the said George. And for the apprehension and return of him to me in Greensboro a reasonable reward will be paid. 72–tf

JAMES F. PEARCE.

This advertisement for runaway George Washington was published in the Greensboro Patriot in November 1867. It inspired a student to research the role of the Freedman’s Bureau and the continued practice of indenturing workers after the Civil War ended.
A Project for HIS 524
By Phil Koch, History Major, Class of 2017

HIS 524: The Recent History of Voting Rights in the US, taught in Fall 2016 by Dr. Lisa Levenstein, offered students an opportunity to conduct primary source research and become published authors. Our class participated in a national project, run by Women and Social Movements in the United States, to publish short biographies of the militant suffragists who picketed the White House in 1917. Despite having staged one of the most dramatic and consequential events in women’s history, very little is known about the activists who stood tall and proud outside day after day, holding signs and enduring taunts and jeers from onlookers. Women and Social Movements asked students across the country to conduct research on these women and promised to publish our biographies.

The road to publication was one of the most stimulating of my entire underclass experiences. The project organizer sent Dr. Levenstein a list of militant suffragists about whom little was known. Dr. Levenstein assigned each of us a name and provided us with whatever biographical details the project organizer had already compiled. Most of us knew what state the suffragist came from. Some knew suspected birth dates or death dates or the names of their spouses. Other than that, we were on our own. The goal was for us to conduct primary source research and – hopefully – produce a 250-word biographical sketch of each woman.

I was assigned to research “Cora Kellum” from New Mexico. My research process included scouring the US Census, phoning archivists, and reading through suffrage newsletters, newspapers, and other publications. My first discovery was the correct spelling of Cora Kellam’s name. That helped me find photos, some of her correspondence with the radical suffragist Alice Paul, and a range of newspaper clippings.

My biosketch, now included in the Women and Social Movements database (http://asp6new.alexanderstreet.com/wam2/wam2.index_map.aspx) describes how Cora Kellam labored for over twenty five years for woman suffrage at both the state and national levels. She was Chairman of the New Mexico Chapter of the National Women’s Party in 1920 when the 19th Amendment was adopted granting national suffrage. Kellam helped lobby for the first Equal Rights Amendment introduced to the US Congress in 1923, The same year, she promoted the introduction of thirteen separate equal rights bills to the New Mexico legislature. Although these efforts did not yield immediate results, she continued to work for women’s rights until a disabling accident in 1928.

Oddly, I felt personally saddened by the discovery of Cora Kellam’s tragic death. In 1930, her depressed husband shot her in a horrendous murder/suicide. I had come to admire the dedication and perseverance of a woman who fought a worthwhile, righteous fight. Researching her life helped open my eyes to the need for equal suffrage for all and the efforts of the people who made it happen.
Before their graduation this spring, students in the class of 2017 completed an impressive series of capstone projects. Capstones are year-long, research-driven, individualized projects that students undertake in their final year, usually with a public partner:

- **Joshua Dacey** researched, wrote, and designed a permanent exhibition, *The Butcher, the Baker, and the Beer-Maker*, installed in Natty Greene’s Kitchen + Market, a new restaurant in Greensboro’s Revolution Mill;

- **Sonya Laney** researched, wrote, and designed *J is for Jazz*, an exhibition that opened at the Museum of Durham History, as part of the museum’s “A-Z” series;

- **Leslie Leonard** piloted the Greensboro History Museum’s new History Lab, focusing on the First Presbyterian Church Cemetery, adjacent to the museum, as a site where visitors can hone their historical detective skills;

- **Jessica O’Connor** researched and designed a website on Winston Salem’s African American experience for the New Winston Museum;

- **Karen Ploch** worked with Professor Charles Bolton and with the national StoryCorps program to gather oral interviews with veterans and to showcase them at a series of public programs at the Greensboro Public Library;

- **Lexi Schofield** used public records and oral history to create and lead a tour of the underdocumented African American Terra Cotta Cemetery in Greensboro;

- **Tamara Vaughan** conducted original research on family portraits in Greensboro’s Blandwood mansion and crafted a docent tour, website, and public lecture focused on the paintings;

- **Lance Wheeler** researched, wrote, and designed an oral history-driven banner exhibition for the Kannapolis African American Museum and Cultural Center: *Remembering George Washington Carver High School.*
James Anderson continued work on his second monograph project, *On the Road to Dali: Trade, Security and State Formation on Imperial China’s Southern Frontier*. While working on this larger project, he also published a co-authored article with John Whitmore, “The ‘Dong World’ Trade, Security and State Formation on Imperial China’s Southern Frontier,” in *On the Road to Dali: Trade, Security and State Formation on Imperial China’s Southern Frontier*. During the past year Anderson presented on his research at conferences in the US and overseas and as an invited speaker. In the spring he offered a presentation for the 2017 UNC System Asia Scholar Network Conference at UNC-Chapel Hill and later in the semester he gave a talk “The Poetry of Diplomacy: 10th-Century Assertions of Vietnamese Autonomy in a Sinic Cultural Discourse” for the conference “Vietnam and Korea as ‘Longue Durée’ Subject of Comparison: From the Pre-modern to the Early Modern Periods” at the VNU University of Social Sciences and Humanities in Hanoi, Vietnam. During the summer Anderson was invited to give the talk “Trade between the Yangtze River Region and Southeast Asia along the Silk Road during Song and Yuan Dynasties” at Shanghai University, as well as a related talk and a series of lectures at Zunyi Normal College in Guizhou and Southwestern University in Chengdu, Sichuan, PRC.

Richard Barton continues to work on his second book project, to be entitled *Representing Anger in Medieval France, c.1000-1200*. He was invited to contribute to a symposium on “Europe’s Orders and Peace-Making,” held at Duke University in April 2017; his contribution was entitled “Peace-Making and Counsel-Giving in Northwestern Europe, c.1050-1200.” As President of the Haskins Society, he presided over the annual meeting of the society held in Northfield, MN, in November 2016. He served on the program committee for the Medieval Academy of America’s annual meeting.

Jill Bender is the 2017-2018 Rebecca A. Lloyd Distinguished Resident Fellow for UNCG’s Lloyd International Honors College. As a result, this fall, she has enjoyed teaching a new Honors course, *Hunger, Food, and Power in the British Empire*, and is looking forward to teaching another new course, *War, Gender, and Crime in Victorian News*, this coming spring. Last March, Bender organized and moderated the second annual UNCG History Department Forum on the topic: *What is Fascism? What is Authoritarianism*, and was thankful to her colleagues for their enthusiastic support and participation. In early 2017, she published “The ‘Piniana’ Question: Irish Fenians and the New Zealand Wars” in *Ireland in an Imperial World: Citizenship, Opportunism, and Subversion*, eds. Michael de Nie, Tim McMahon, and Paul Townend (Palgrave MacMillan). She also continues to work on her current research project, exploring the state-sponsored migration of Irish women across the nineteenth-century British Empire, and has enjoyed the opportunity to present her research at numerous conferences. Finally, last March, Bender was elected to a two-year term as the History Representative for the American Conference for Irish Studies.

Jodi Bilinkoff was thrilled to be able to spend two weeks in southern Spain from July 21-Aug 5, 2017, as she continued to work on her book project, “John of the Cross (1542-1591), the History, Mystery, and Memory of a Spanish Saint.” To this end, she carried out archival research in the beautiful city of Ubeda, where this important mystic and poet died. She also visited the extraordinary city of Granada, site of the last stronghold of Muslim power in medieval Spain. October 26-29, 2017 found Bilinkoff in Milwaukee attending the annual meeting of the Sixteenth Century Studies Conference. Here she presented a paper, “From Holy Theft to Sacred History: Two Cities Remember John of the Cross,” and participated in two sessions in honor of an esteemed colleague. Free time allowed her to sample German cuisine, purchase Wisconsin cheese, and visit the city’s spectacular lakeside art museum.

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In July, Charles Bolton became an associate dean in UNCG’s College of Arts and Sciences. In March, he gave two presentations: as a panelist at the 200 Years of Review: Education and the Mississippi Constitution, Mississippi College Law Review Symposium and as a presenter at the Winning the Race: Advancing Education in the Mississippi Delta Conference. Bolton also continues research and writing for his book project on the World War II home front in the Deep South.

Asa Eger was on leave with an ACLS Fellowship. In the fall, he worked on finishing a volume he is editing, *The Archaeology of Islamic Frontiers*, that is now in press. In the spring and summer, he researched and wrote a new book that he is co-authoring with Andrea de Giorgi, *Antioch: A History*. His first book, *The Spaces Between the Teeth: A Gazetteer of Towns on the Islamic-Byzantine Frontier* came out as a second revised edition, and his second book, *The Islamic-Byzantine Frontier: Interaction and Exchange Among Muslim and Christian Communities* was released in paperback. An article he co-authored along with C. Swan, T. Rehren, and L. Dussubieux, “High Boron and High-Alumina Middle Byzantine (10th-12th century CE) Glass Bracelets: A Western Anatolian Glass Industry,” came out in the journal *Archaeometry*. He also was a lecturer for the Archaeological Institute of America and gave talks in Albany, Ottawa, Ithaca, and Charleston; gave a guest lecture at St. Paul in Ottawa; a paper at the ASOR meeting in Atlanta, as well as invited talks at the Mary Jaharis Center for Byzantine Studies and University of Kansas.

Mark Elliott continues to serve as Director of Graduate Studies for the department. In 2017, he published a chapter in an edited volume from Louisiana State University Press, *Remembering Reconstruction: Struggles Over the Meaning of America’s Most Turbulent Era*. Elliott’s chapter, “The Lessons of Reconstruction: Debating Race and Expansionism in the 1890s,” examined the political uses of Reconstruction memory in the context of disenfranchisement, segregation, and American expansionism in the late nineteenth century. Elliott also organized and arranged for UNCG to host the Historical Society of North Carolina meeting on October 14, 2016. The theme of the conference, “Wrestling with Governor Aycock and His Legacies,” examined the challenges of appropriately honoring historical figures, and the controversies about the removal of Charles Aycock’s name from buildings across the state, including the UNCG auditorium. Elliott also won a Teaching Innovations Grant for a new course he is developing, “HIS 210: Human Rights in Modern World History.”

Two essays by Benjamin Filene appeared this fall: “History Museums and Identity: Finding ‘Them,’ ‘Me,’ and ‘Us’ in the Gallery,” in *The Oxford Handbook of Public History*, and “Things in Flux: Collecting in the Constructivist Museum,” in *Active Collections*. Filene began a two-year term as Statewide Scholar and Exhibition Consultant for the North Carolina Humanities Council, as it hosts the Smithsonian Institution’s traveling exhibition *The Way We Worked*. He also is serving as co-chair for the National Council on Public History’s 2018 conference. Meanwhile, he is working on a traveling version of his exhibition *Reading, Writing, and Race*, with the North Carolina Collection of UNC Chapel Hill, and a series of essays to accompany UNC Press’s reissue of the children’s book on which the exhibition is based.

Thomas Jackson’s May 2017 invited lecture to the University of Richmond’s Jepson Leadership Forum, “Embattled Leader, Contested Icon,” drew an audience of over 300 people and can be viewed on Youtube. The talk reflected new research on popular audiences for his book project, *American Gandhi: Martin Luther King, Prophetic Leadership, and the Culture of Celebrity*. Dr. Jackson also added several chapters to his book manuscript *Summer of Discontent: The Black Revolution of 1963 and the Framing of Civil Rights*. That book examines an overheated ecology of communication at a watershed moment in US history, in which movement, media, government, and popular audiences struggled over the scope and meaning of civil rights. He also co-organized and kicked off the plenary session at the biennial Media and Civil Rights History Symposium at the University of South Carolina School of Journalism and Mass Communication, entitled “Hidden Sources, Unheard Voices: Mining the Elite Archives for Bottom Up History.”

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His lecture at the University of Virginia Miller Center for Public Affairs 50th Anniversary Commemoration of the Civil Rights Act, “Civil Rights Revolution and Reform: What the White House Tapes Reveal,” has also been posted online.

In teaching, Dr. Jackson currently mentors 1 PhD candidate and 4 MA students, serving on several PhD committees. He also rotated into teaching History 702, the Graduate Colloquium, and takes special pleasure in offering History 511A, the capstone undergraduate research seminar, and History 316, “Interpreting American History” for Social Studies Licensure students. Finally, he wrapped up his fourth year of service to the College’s Faculty Leave Committee, joined the Dean’s College Budgetary Advisory Committee, and continues to serve on the Department's Graduate Studies Committee.

Jeff Jones continues to research and write a book on the Soviet-Afghan War, Smoke, Mirrors, and Memories: Perspectives of the Soviet-Afghan War, 1979-2014. In addition he is also redrafting an article based mainly on materials from the KGB archive in Vilnius, Lithuania. The article, entitled “A Cold War Crusader: Andrew Eiva, the KGB, and the Soviet-Afghan War,” will be resubmitted to the London-based journal Cold War in 2018. On November 9, 2017, Jones participated in a Roundtable titled “The Soviet Union’s Last War: An Interdisciplinary, Multi-National Look at the Conflict in Afghanistan” as part of the annual conference of the Association for Slavic, East European, and Eurasian Studies (ASEEES) in Chicago. He also has a forthcoming article in the leading Canadian journal in the field of Soviet studies, The Canadian Slavonic Papers, entitled “Mothers, Prostitutes, and the Collapse of the USSR: The Representation of Women in Svetlana Alexievich’s Zinky Boys.” That article will appear soon as part of an upcoming special edition of The Canadian Slavonic Papers dedicated to Alexievich, who won the 2015 Nobel Prize for Literature.

Colleen Kriger’s third book is now out (October 2017) in the Africa in World History Series, Ohio University Press, titled Making Money: Life, Death, and Early Modern Trade on Africa’s Guinea Coast. She has several other projects in production. One is a chapter and two short essays for the catalogue Striking Iron: The Art of African Blackssmiths, a major international exhibition which will be on view in Paris next year at Musée Quai Branly. She also has a chapter in the volume African Women and the Atlantic World: Power, Labour, and Mobility to be published in the James Currey series, Boydell and Brewer. Her contribution this November to a roundtable in honor of historian Jan Vansina will be published in the journal History in Africa. She is having a great time collaborating with her African History colleagues from around the world.

**Anne Parsons** has been finishing her book manuscript *From Asylum to Prison: Deinstitutionalization and the Rise of Mass Incarceration after 1945*, which comes out in Fall 2018, and she presented her work at the International Academy of Law and Mental Health in Prague in July 2017. Most importantly, though, she and her partner welcomed their new daughter Etta Rose in February 2017 - the most historic event of the year in their opinion.

**Linda Rupert** spent AY 2016-17 as InterAmericas Fellow at the John Carter Brown Library (JCBL), where she completed the draft of her book manuscript, *Seeking Spanish Sanctuary*, which documents how Caribbean slaves found freedom by crossing imperial boundaries. She also conducted geographic reconnaissance in the former Danish West Indies, retracing the routes some slaves took towards freedom, and did follow-up research in Danish, Spanish, and British archives, to fill in some gaps in the manuscript. She presented her research at the JCBL, Brown University’s Center for the Study of Slavery, Duke University, and at several venues in the Caribbean, Denmark, and Germany as part of the transatlantic lecture series, Histories from a Shared Past. At the JCBL she began research on her next major project, a study of the inter-Caribbean mule trade, and discussed this work at a JCBL roundtable, *The Early Modern Menagerie* (0:49-1:01). She is completing her tenure as President of the Forum on European Expansion and Global Interaction. She is happy to be back in the classroom this year, where she is teaching several new courses, including the survey, “The Caribbean in World History: Columbus to Haiti.”

Over the past year, **Peter B. Villella** has continued investigating the historiographical traditions of early colonial Mexico (New Spain), particularly the important roles therein of indigenous men and women. He published an article in the journal *Ethnohistory* that details the ways that native leaders under Spanish rule in sixteenth-century Mexico resisted the encroachment of Spaniards and other rivals into what they portrayed as patrimonial lands by telling and re-telling the history of their own communities before Spanish officials in ways that strengthened their claims while painting rivals as looters and squatters, all with long-term consequences for the trajectory of Spanish-American legal culture vis a vis indigenous peoples. He also published a review essay in the *Latin American Research Review* examining recent scholarship on colonial-era transformations in labor, culture, religion, geographic knowledge, and the environment. Finally, he spent a second summer in residence at the University of Iowa in Iowa City—and the third overall—and concluded a three-year collaborative project, sponsored by the National Endowment for the Humanities, to study, edit, and translate into English the influential *History of the Chichimeca Nation* by Fernando de Alva Ixtlilxochitl, a seventeenth-century historian descended from pre-Hispanic royalty. Villella’s current work is a history of how indigenous, mixed-heritage, and Spanish antiquarians in the sixteenth and seventeenth centuries collaborated to compile and assemble the “Aztec epic,” the synthetic story of origins and ethnic triumph that would quickly became central to defining Mexican nationhood and national belonging. In 2016 Villella was elected to the governing council of the American Society for Ethnohistory, while closer to home he continues to serve on the advisory boards for the Atlantic World Research Network, the International and Global Studies Program, and as the History Department’s Director of Undergraduate Studies.
Karen Cox, M.A. 1988

Dr. Karen Cox is an award-winning historian who has authored three books and many articles and essays about Southern history and culture and has written op-eds for publications such as the New York Times and the Washington Post. She is a professor of history at UNC Charlotte. Her latest book is Goat Castle: A True Story of Murder, Race, and the Gothic South.

When did you first develop an interest in history?

My interest in history may have first developed when my mother bought me and my brother a set of the World Book Encyclopedia; it was a great source of inspiration. I think the first time I realized how intrigued I was by history was in the 8th grade at Allen Junior High School in Greensboro. I had a great teacher whose enthusiasm inspired my own. I think my first paper was on Thomas Jefferson.

What do you value most about your history degree?

What I value most about it is that it gave me a broad knowledge of the world and different cultures, as well as about the vast differences among people and what motivates them to act, or stay silent, during a particular historical moment in time.

How would you say that you have used the skills and knowledge you developed as a history major in your career?

I knew that I wanted to be a historian, regardless of what that looked like. I took courses that first prepared me to become a public historian and my first professional job was with a museum. In addition to working at museums, I've also worked in special collections and for a non-profit in Washington, DC. I also worked in a for-profit heritage marketing firm. Of course, now I'm a professor of history. Throughout, however, studying history has meant that I don't jump to conclusions, but think critically about a problem. History has also been important to making me a good writer. Never underestimate the importance of good writing. It will take you places!

What advice would you give a graduating history major setting out in today's job market?

History majors should market themselves as critical thinkers who can problem-solve AND who can communicate informed responses to problems as writers and speakers. These kinds of skills are useful in a variety of jobs—from business and government to the non-profit sector.

What advice would you give a first year student considering majoring in history?

Do what you love. If history is what you love, then make it your major. Fill it in with other kinds of classes, of course. Learn some digital skills, for example. Also, by all means, get yourself an internship. It gives you experience, skills, and adds to your professional network. Whatever you do, do not run away from a history major because your parents don't think you'll find a job. That's simply not true. Over the course of their lives, history majors often have very fine careers.

Is there anything else you would like to share with our students about your passion for history and/or its relationship to your professional experience?

I have had one of the most rewarding careers because I majored in something I love: HISTORY. I've met fascinating people, traveled to interesting places, and held jobs in a variety of workplaces where I've been able to engage with history. I cannot tell you how many people I've met in my life who said they wished they'd majored in history. Don't be one of those people.
REBECCA LOWE, B.A. 2012

Rebecca Lowe received a B.A. with disciplinary honors in history and anthropology. She is currently a park ranger at Guilford Courthouse National Military Park in Greensboro, NC.

When did you first develop an interest in history?
When I was a child I had a history coffee table book that was a survey of world history. I would read different sections and write essays on the topic. I was also fascinated by National Geographic and discovering different cultures. These early experiences set me on the path for enjoying history classes from elementary through high school and taking the initiative to contact professors at UNCG to discuss the possibility of a history degree.

What do you value most about your history degree?
My Bachelor’s degree in history from UNCG, and my Masters in Public History from NCSU provided a strong foundation in historical theory and established the importance of a person’s agency whether historical or current. I also value my connections with the professors who recognized my interest in pursuing a history career professionally, and that they took the effort to guide me towards a career. Take the time to visit your professors in their office hours, and learn about their journey. Take a leap to develop a project with them! I worked with Dr. O’Brien to research the Iroquois Nation’s involvement in the American Revolution, and he brought an entire microfilm collection to the Jackson Library permanently.

How would you say that you have used the skills and knowledge you developed as a history major in your career?
I use my skills of historical interpretation and research, as well as my knowledge of historical time periods from my studies at UNCG in my position as a Park Ranger Interpreter with the National Park Service (NPS). Thanks to the knowledge I developed about different time periods, and the historiography I was exposed to, I can combine my degree and field experience to interpret history to different age groups.

What advice would you give a graduating history major setting out in today’s job market?
Strongly consider applying to federal and state government history jobs. Even though these are competitive, you will be placed into a broad network of people, and once you make a great impression and develop strong ties for your coworkers, they will help you look for work in the field. As a seasonal park ranger with NPS, I have to move from one park to another, and it is very difficult to get your foot in the door on your own, but thanks to my coworkers and supervisor I know that I have a greater chance to succeed because of networking. To successfully place in a federal position, say with the National Park Service or other Department of Interior (DOI) agencies, you can consider a pathways internship with DOI while in school.

Most importantly, BE FLEXIBLE! Realistically it will take a long time for you to find a position and move up the ladder, but that is ok! By volunteering and interning, and then in your first paid position, you will develop critical skills that will take you higher in the field. Also consider pursuing a Masters Degree, but only when you are 100% sure that you are ready to take your studies further, and that it will pay off in your professional career.

What advice would you give a first year student considering majoring in history?
As soon as you begin your classes and college career find a volunteer position or internship with a museum, library, historic park, anything related to your major, or consider a school club! Not only will you begin creating your skills in networking, you will be exposed to different ideas, interesting theories and practices, and you will begin developing an idea of what you want to do in the future with this degree.

History is not a fluff degree! With these skills you will build through the UNCG history program you will find it easier to become more engaged in society, and offer historical insight to current events and issues. You can use these skills in plenty of jobs, but if you want to be a historian, you absolutely must explore the field to know what you want to to do, and how that will effect your life in terms of cost of living, job availability, etc. You can look at these federal and state agencies websites or go to Volunteer.gov to look in your local area. Be willing to look at youth programs such as the Student Conservation Association, where you might be working a bit outside of your field, but you could spend the summer in a new place gaining special hiring authorities to apply to a federal career.

Is there anything else you would like to share with our students about your passion for history and/or its relationship to your professional experience?
History has always been my first love, and I am thankful to be in the Public History field because I can create historical conversations with the public and the volunteers I manage. I believe in shared authority where the historian collaborates with their audience to interpret and discover history. As a historian, it is my civic duty to empower the public and my volunteers to explore the past and the present. Looking back I wish I had known about federal historical agencies and began my volunteer experience sooner. Also, I’ve learned from my field experience and from my degree that you can’t always reach people through books, so it is important to explore other methods of interpretation. If you have a passion for history, and you want to connect with people no matter where you may live or how long it takes to get to where you want to be, pursue this path and you will feel the reward when you connect with audiences, students, and your coworkers.
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<thead>
<tr>
<th>Name</th>
<th>Degree Year</th>
<th>Position/Role</th>
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<tbody>
<tr>
<td>Elizabeth (Ebie) Baker</td>
<td>M.A. 2013</td>
<td>Collections Manager at Longwood Center for the Visual Arts, Farmville, Virginia</td>
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<td>Stephanie (Krysiak) Balaconis</td>
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<td>Kimberly Mozingo</td>
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<td>Michelle Palmore</td>
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<td>M.A. 2014</td>
<td>History Teacher, Greensboro Day School, Greensboro, NC</td>
</tr>
<tr>
<td>Keri Petersen</td>
<td>Ph.D. 2017</td>
<td>Assistant Professor, Johnson C. Smith University</td>
</tr>
<tr>
<td>Karen Ploch</td>
<td>M.A. 2017</td>
<td>Curator, Historical Society of Montgomery County, PA</td>
</tr>
<tr>
<td>Shawn Reagin</td>
<td>M.A. 2017</td>
<td>Accepted into the doctoral program at Georgia State University</td>
</tr>
<tr>
<td>Charlotte (Wolfe) Ross</td>
<td>M.A. 2011</td>
<td>Teacher Programs Manager at The Newberry Library, Chicago, IL</td>
</tr>
<tr>
<td>Annie Rubel</td>
<td>M.A. 2014</td>
<td>Site Coordinator, Fair Lane: Home of Clara and Henry Ford, Dearborn, MI</td>
</tr>
<tr>
<td>Alexis Schofield</td>
<td>M.A. 2017</td>
<td>Education Coordinator at the Florida Maritime Museum, Cortez, FL</td>
</tr>
<tr>
<td>Angela Thorpe</td>
<td>M.A. 2014</td>
<td>Associate Director, N.C. African American Heritage Commission, N.C. Dept. of Natural and Cultural Resources</td>
</tr>
<tr>
<td>Lance Wheeler</td>
<td>M.A. 2017</td>
<td>Manager of Exhibitions, Mississippi Civil Rights Museum, Jackson, MS</td>
</tr>
<tr>
<td>James Whitely</td>
<td>B.A. 2017</td>
<td>Accepted into Wake Forest Law School</td>
</tr>
<tr>
<td>Amber Williams</td>
<td>M.A. 2013</td>
<td>Program Coordinator for the Special Collections Division, Nashville Public Library, Nashville, TN</td>
</tr>
</tbody>
</table>

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO  FAL 2017 PAGE 21
<table>
<thead>
<tr>
<th>Donations 10/1/2016 to 9/30/2017</th>
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<tbody>
<tr>
<td>Dr. Meredith Lentz Adams &amp; Mr. David B. Adams</td>
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<tr>
<td>Ms. Kay Albright</td>
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<tr>
<td>Ms. Brittney Marie Arnold</td>
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<tr>
<td>Dr. James D. Arthur and Mrs. Terry Arney Arthur</td>
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<tr>
<td>Miss Elizabeth R. Baker</td>
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<td>Mr. Mark Baridon</td>
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<td>Mr. Antonio Nigel Bartlett</td>
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<td>Mr. Christopher Lynn Beal</td>
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<td>Ms. Gertrude Beal</td>
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<td>Ms. Jessica M. Bierman</td>
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<td>Mr. Robert Morris Browning</td>
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<td>Mr. Scott Dunham Brownlow</td>
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<td>Mrs. Julie Olsen Buck</td>
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<td>Mr. Jacob Chilton</td>
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<td>Mr. Joshua Chilton</td>
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<td>Mr. Chris Clark</td>
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<td>Mr. Wes Clifton</td>
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<td>Ms. Tara Jordan Cook</td>
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<td>Ms. Karina Susan Diaz</td>
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<td>Mrs. Robbin Glenn Dodson &amp; Mr. Barry Z. Dodson</td>
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<td>Mr. William Stephen Edwards</td>
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<td>Mr. Erik Arnie Enberg</td>
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<td>Ms. Betsy Ervin &amp; Mr. Kenneth Anthony Razza</td>
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<td>Mrs. Betty Crawford Ervin</td>
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<td>Mrs. Claudia Parks Ferrell</td>
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<td>Mrs. Betsy Paramore Fidalgo</td>
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<td>Mr. Michael Franklin Fogleman</td>
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<td>Dr. Stuart B. Fountain</td>
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<td>Mr. Jonathan Martin Fowler</td>
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<tr>
<td>Miss Michelle Lee Fox</td>
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<td>Mrs. Vickie Sorensen Gates</td>
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<td>Ms. Brittany Arionna Gillespie</td>
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<td>Ms. Bailey Leann Glover</td>
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<td>Ms. Sarah Marie Gray</td>
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<td>Mr. Benjamin Lawrence Gulley</td>
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<td>Mr. Arlen Meredith Hanson</td>
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<td>Dr. Karen Medlin Hawkins</td>
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<td>Mr. John K. Heitzman</td>
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<td>Mr. Andy Hobbs &amp; Mrs. Sarah C. Hobbs</td>
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<td>Mr. Leo Mark Hodson</td>
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<td>Dr. Will F. Huntley, Jr.</td>
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<td>Ms. Vicky Lynn Ingram</td>
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<td>Mr. Anthony Maurice Jeffries</td>
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<td>Mr. Eric Daniel Johnson</td>
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<td>Ms. Stacie Lee Keevil</td>
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<td>Miss Talecia Nichole Kelly</td>
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<td>Mr. Vincent S. Kelly, Jr</td>
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<td>Mrs. Carole Knotts Kirby &amp; Mr. Marion Kirby</td>
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<td>Mr. Matt Larson</td>
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<td>Ms. Lauren Christine Lewis</td>
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<td>Mrs. Margaret Drummond MacKenzie</td>
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<td>Mr. Daniel Loyd Martin</td>
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<td>Ms. Carolyn A. McClure</td>
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<td>Mr. Christopher Allen McIntosh</td>
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<td>Mrs. Janet Jacombs McLamb</td>
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<td>Ms. Megan Elizabeth Phifer</td>
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<td>Mr. Eric P. Ries</td>
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<td>Mr. Donegan Root</td>
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<td>Mr. Joseph Ross</td>
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<tr>
<td>Dr. Bonnie Flinchum Saunders &amp; Mr. Kenneth Saunders</td>
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<td>Mrs. Betty Hare Schellhorn &amp; Mr. Geoffrey G. Schellhorn</td>
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<td>Mrs. Mary Setzer Schmullung &amp; Mr. Henry L. Schmullung, Jr.</td>
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<td>Mr. Lunsford Richardson Smith &amp; Mrs. Moira Smith</td>
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<td>Mrs. Emily Williams Soapes &amp; Mr. Thomas Soapes</td>
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<td>Mr. Brandon Michael Solomon</td>
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<td>Mr. Leonard Stadler</td>
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<td>Ms. Lydia Ann Swortzel</td>
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<td>Ms. Tasheeka Jawanna Thompson</td>
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<td>Ms. Cathy Tisdale</td>
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<td>Mr. Danell Kyree Williams</td>
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<td>Mrs. Sara Coggin Wolff</td>
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<td>Mr. Stephen Wray Wood</td>
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</tbody>
</table>
Degrees Awarded
2016-2017

Doctoral Degrees

Jamie Mize+
“Sons of Selu: Manhood and Gendered Power in Cherokee Society, 1700-1860”
(Advisor: Dr. Greg O’Brien)

Eric Oakley
“Columbia at Sea: America Enters the Pacific, 1787-93”
(Advisor: Dr. Phyllis Hunter)

Therese Strohmer*
“Soldiers, Not WACS: How Women’s Integration Transformed the Army, 1964-1994”
(Advisor: Dr. Lisa Levenstein)

Baccalaureate Degrees

William A. Bullard*  
Ian Caldwell  
Nathan W. Cales*  
Laura G. Cashwell+  
Eamon J. Clarke  
Savannah Cole+  
Roger L. Costello*  
Jonathan T. Dennis+  
Ian M. Dunbar  
Lauren E. Everhart*  
Garett E. Fesperman  
Anna K. Fulp  
Daniel L. Gambill*  
Rachel M. Garner*  
Luciano J. Conzalezvega, Jr.  
Sara M. Gottschalk  
Steven M. Heitter*  
Joseph J. Hinnant  
Brandy M. Hinrichs  
Leo M. Hodson*  
Jordan L. Holcomb  
Robert F. Hutwagner*  
Michael S. Isenhour*  
Mary S. King  
Anna L. Krulder*  
Timothy R. Lomberk, II  
Toni Lucente  
Gabriele Matarrese  
Kevin M. Miller  
Mary E. Moorhouse  
Mary J. O’Dell  
Patrick J. O’Grady  
Cailin B. O’Kelley  
John M. Ornatto, Jr.  
Masami L. Oshita  
Lindsey A. Parrish  
Jasper V. Perry  
Luke A. Pickering+  
Nicolas D. Pruitt*  
Marisa D. Reece*  
Ryan A. Ridpath  
Alexa J. Savelli*  
Jessica Serrano-Morgan  
Michelle S. Shadrouti  
Nicholas T. Stuart  
Alexander M. Towery*  
Carter A. Watkins*  
James C. Whitley, III  
Kelsey L. Wilkins*  
Alexander P. Williams*  
Heather R. Wrench+  
Aaron J. Wright*

Master’s Degrees

Hailey Ayers+  
Joshua S. Dacey  
Gina S. Ingraham*  
Crystal K. Kulhanek*  
Sonya J. Laney  
Thomas G. Langland  
Leslie J. Leonard  
Jessica L. O’Connor  
Karen A. Ploch  
Shawn M. Reagin  
Alexis R. Schofield  
Tamara T. Vaughn  
Lance E. Wheeler

Majors:
Caroline Countryman  
Rachel Garner  
Olivia Gerald

Minors:
Mehik Iqbal  
Jordan Peiitz  
Allison Smith

Phi Beta Kappa
Induction

Therese Strohmer*
“Soldiers, Not WACS: How Women’s Integration Transformed the Army, 1964-1994”
(Advisor: Dr. Lisa Levenstein)

Phi Alpha Theta
Gamma Delta Chapter
Initiation

Travis Sutton Byrd  
Bailey E. Hardin  
Tammy Joyce Jones  
Philip H. Koch  
Matthew A. Larson  
Timothy R. Lomberk, II  
David A. Mabe  
Cailin B. O’Kelley  
Christopher A. Peck  
Karen A. Ploch  
Ryan A. Ridpath  
Nathanael Rosenberger  
Victoria R. Starbuck  
Jessica L. Towns
Allen W. Trelease Graduate Fellowships:
Justina Licata
Jason Stroud
Brian Suttell

Betty Crawford Ervin Fellowship in History:
Robert Price, III

College of Arts and Sciences and History Department Senior Teaching Assistant Award:
Justina Licata

Draper-Gullander-Largent Graduate Fellowship:
Drake Smith

Gayle Hicks Fripp Museum Studies Internship:
Caitlin Johnson

Graduate Dean’s Awards, 2016-2017:
Kathleen DeMeritte
Nils Skudra

Greensboro Graduate Scholarships, 2016-2017:
Arlen Hanson
Njeri Jennings

Hilda B. Fountain History Fellowship:
Caitlin Johnson

History Department Junior Teaching Assistant Award:
Anderson Rouse

Karl A. Schleunes Graduate Award in History:
Kyra Turnage

Kathryn Cobb Preyer Fellowship in History:
Cadence Wilmoth

Margaret Hudson Joyner Endowed Graduate Award:
Jordan Strickland

Mary Elizabeth Barwick and C. Jackson Sink Fellowship:
Thomas Storrs

Rebecca Chambers Wright Scholarship:
Carolyn McClure

Richard G. Lane Memorial Scholarship:
Lacey Wilson

UNCG Inclusiveness Award:
Alex Harris

UNCG Outstanding Dissertation Award:
Dr. Hannah Dudley-Shotwell

Graduate Assistants 2016-2017

Richard Bock
Joshua Dacey
Jessica Eder
Elizabeth Ellis
Kimber Heinz
Njeri Jennings
Sonya Laney
Hugh Latham

Leslie Leonard
Megan Letrick
Hannah Mahnken
Carolyn McClure
Karen Ploch
Shawn Reagin
Katherine Simmons
Kyra Turnage

Teaching Assistants 2016-2017

Andy Bedingfield
Kimberly Cheek
Matthew Esterline
Arlen Hanson
Matthew Hintz
Matthew Larson
Justina Licata
Ethan Moore
Timothy Reagin

Joseph Ross
Anderson Rouse
Ethan Roy
Richard Smith
Jason Stroud
Virginia Summey
Brian Suttell
Kelsey Walker
Bobbie Carter History Enrichment Award:
Sara Lewandowski

Converse D. Clowse Award:
Patrick O’Grady

Ethel Stephens Arnett Scholarship:
Sarah Maske

Hilda Burton Fountain Scholarship:
Victoria Starbuck

Katherine Robinson Everett Award:
Caroline Countryman
Amber Hayden

Mina Weil Memorial Scholarship:
Bret Dang

Oliver Perry & Betty Carol Clutts Scholarship:
Garrett Forrister

Outstanding History Major with Social Studies Licensure Award:
Kevin Miller

Outstanding History Research Paper:
Sara Gottschalk

Sadie Adeline Barineau Shipman Endowed Scholarship in History:
Olivia Gerald

Sophomore Recognition Awards:
Jared Gordon
Michael McCord

Vera Largent Scholarship:
Christopher Simpson

University Libraries Undergraduate Research Award:
Ryan Ridpath
“The Old Lady and Old Beardless: Gender, Emotion, and Legitimate Violence in Njal’s Saga”
(Advisor: Dr. Richard Barton)

Disciplinary Honors in History:
Timothy R. Lomberk, II
“Decoding Public Opinion”
(Advisor: Dr. Mark Elliott)

Patrick J. O’Grady
“You Are Losing Touch with the People: Revolutionary Practice and United States Interventionism in Nicaragua, 1979-1990”
(Advisor: Dr. Jeff Jones)

Lloyd International Honors College Student Excellence Honors Awards:
Olivia Gerald
Patrick O'Grady