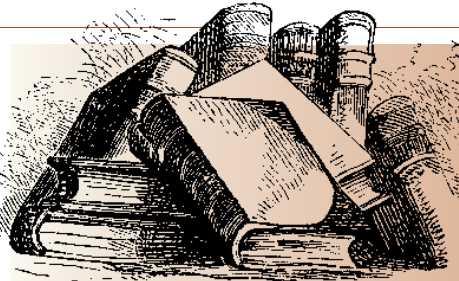


Department of History

ALUMNI NEWSLETTER



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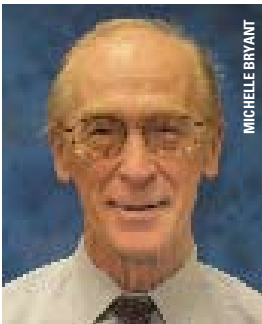
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The History Department is located at the geographical and intellectual heart of the campus. The department serves the entire university, because almost all UT students take a history course during their undergraduate years. For some students, their history course is something to be endured and survived. But not our history majors.

You are the students who chose history because you found it interesting, because probing the vast laboratory of human endeavors is a quest—a quest for some understanding of the great varieties of human experience and changes in those experiences over time. You are the students for whom the various facets of our collective challenges, ambitions, accomplishments, foolishness, malevolence, and failures are often enthralling. History emanates from our curiosity about how the world works and how we might understand it. History encompasses so much and, far from being some ivory tower discipline, it attracts people with a passion for exploring the complexities of the “real worlds” humans have faced. That quest lies at the heart of the education UT historians are committed to offer. As part of more than 6000 UT graduates with history majors in the last 30 years, you have been a significant part of this department’s mission.

You may be amazed to learn how the department has grown. Between 50 and 60 department historians provide courses through the areas of Asia, Africa, and the Middle East, Europe, Latin America and the United States, and encompass varieties of cultural, political, social, economic, gender, and foreign relations history. We can boast an excellent and distinguished faculty and an impressive breadth of offerings. On page 9 you will see a complete list of our faculty. You will note the names of many of those with whom you studied and the names of many who have more recently joined the department. In the last year, the department has welcomed four new faculty: Madeline Hsu, Martin Summers, James Wilson, and Huaiyin Li.

Many of our faculty have published highly acclaimed books and articles (see page 8), and others have received prestigious grants, fellowships, and other recognitions. For example, Alison Frazier was awarded a Guggenheim Memorial Foundation Fellowship to continue her study of the 15th century *Sanctuarium*, a two-volume collection of medieval



ALAN TULLY, CHAIR

MICHELLE BRYANT

saints’ lives; Toyin Falola was elected President of the Nigerian Studies Association; and Brian Levack and Toyin Falola joined five other department faculty when they were appointed to the university’s Academy of Distinguished Teachers.

The number of students majoring in history has grown as well. In 2000, we had around 800 undergraduate history majors; that number has grown to over 1100. Impressively, over half of all our current history majors maintain at least a 3.0 grade point average. To accommodate our growing number of majors, the department’s undergraduate advising office now includes three full-time academic advisors. The History Honors program continues with seven students who completed an honors’ thesis graduating with honors in May 2006. Phi Alpha Theta welcomed 117 members this year, and the Normandy Scholar Program shepherded 21 to Europe last summer to continue their study of World War II. The department staff has been increased so that in addition to the perennial work of course-scheduling, keeping track of the budget, and organizing departmental business and meetings, we also maintain an attractive and informative department web page (<http://www.utexas.edu/cola/depts/history/>) and are able to provide faculty with assistance in instructional technology.

We are pleased that courses in the History major combined with the university’s core curriculum provide students with many of the personal skills requisite for achievement in modern society.

As you may be aware, undergraduate education has been alternately criticized for devolving into narrow careerism and overspecialization, on the one hand, and for failing to provide relevant, applicable life and job readiness on the other. We are pleased that courses in the History major combined with the university’s core curriculum provide students with many of the personal skills requisite for achievement in modern society. Our courses stress sustained student development in research, analysis, synthesis, critical thinking and the written, visual, oral, and technological literacies that enable 21st century citizens to communicate. Above all, we stress the importance of asking questions, posing and evaluating conflicting interpretations, taking into account thinking in other disciplines, assessing evidence, trying out possible hypotheses and of presenting both our narratives and analyses with a clarity that facilitates understanding. We hope that you agree, and we hope that you will enjoy reading more about the department and its accomplishments. In turn, we would like to hear from you. — Alan Tully



PROFESSOR DAVID M. OSHINSKY

History Professor Wins Pulitzer Prize for “Polio: An American Story”

The University of Texas at Austin’s David M. Oshinsky was awarded the 2006 Pulitzer Prize in the history category for his book *Polio: An American Story*. Oshinsky holds the Jack S. Blanton Chair in History.

“This is a stunning achievement by a renowned member of our faculty,” said William Powers Jr., president of The University of Texas at Austin. “The Pulitzer Prize is well deserved recognition of another seminal contribution David Oshinsky has made to American history.”

Polio: An American Story details America’s obsession with the disease in the 1940s and 1950s. With no known cause and no available cure, polio was a frightening disease that held America in its grips until a vaccine was found. “I can remember my mother telling me not to make new friends in the summer and not to play too hard,” Professor Oshinsky recalled. “The real horror was that no one knew what caused polio so there was no way for parents to protect their children.”

Oshinsky’s book examines the race between rival researchers Jonas Salk and Albert Sabin to find a cure. It notes that polio was actually a relatively uncommon disease, but was kept in the spotlight by an aggressive public relations campaign and unprecedented fundraising efforts by the National Foundation for Infantile Paralysis, which founded the March of Dimes. This remarkable book received much notice and praise, even before the Pulitzer Prize Committee made its determination, including accolades from National Public Radio’s “Science Friday,” the “News Hour with Jim Lehrer,” the *New York Times* and other media outlets.

Richard Lariviere, dean of the College of Liberal Arts at the time of the Pulitzer announcement in April 2006, commented that “This book is the latest in a long list of superb work that David Oshinsky has given us. He examines the historical record and shares it with the world in a way that illuminates human nature. I am pleased that the Pulitzer Committee shares our view that this is a wonderful and durable contribution to American history.”

David M. Oshinsky is a leading historian of modern American politics and society. He joined the University of Texas history faculty in 2002 after nearly thirty-years at Rutgers University. Previous publications include *A Conspiracy so Immense: The World of Joe McCarthy*, which won the Hardeman Prize as the best book about the U.S. Congress, and *Worse Than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice*, which won the Robert Kennedy Prize for its contribution to human rights. He is a co-author of *American Passages: A History of the United States* and a co-editor of *The Oxford Companion to United States History*. His articles and reviews appear regularly in the *New York Times*, *Washington Post*, and *Chronicle of Higher Education*.

Oshinsky is the second Dept. of History, University of Texas at Austin professor to win a Pulitzer Prize. The other was William Goetzmann, who won the award in 1967 for his book *Exploration and Empire*.

Related stories online:

<http://www.pulitzer.org/year/2006/history/works/>

<http://www.utexas.edu/opa/news/2006/04/history17.html>

<http://www.aamc.org/newsroom/reporter/aug05/polio.htm>

<http://www.utexas.edu/cola/depts/history/faculty/profiles/Oshinsky/David%20M./>

Honors’ Program Encourages Original Research

The Honors Program in History gives students an opportunity to deepen and focus their scholarly interests through independent research and writing that results in a 60-120 page senior thesis. Students begin the three-semester program with the Undergraduate Seminar in Historiography in their junior year and spend two semesters in their senior year in research and writing under the supervision of a faculty member. Some of the students who participate in the Honors Program do so as prologue to graduate study in History, but most are considering other careers including law and teaching.

Associate Professor Mary Neuburger directs the program and teaches the junior year seminar. In this seminar, students learn about different methodological approaches to the study of history and how to analyze secondary sources. They also receive a preview of the vast primary-source repositories and archives on the campus and visit the LBJ Library and the Center for American History. Students conclude this course by identifying and defining their senior thesis topic, establishing a faculty thesis advisor, and writing a prospectus for their next year’s work. In the senior year, Honors Program students immerse themselves in original historical research, meet regularly with their faculty supervisor, and write their theses. The results have been impressive.

Admission into the Honors Program is competitive. Eligibility requires upper division standing and a 3.0 UT Austin grade point average. Participants are chosen on the basis of a writing sample, the strength of their academic background, and their demonstrated desire and ability for research and writing. Despite these requirements, the number of applicants has been steadily growing: Last May, seven students graduated with Honors in History. They are listed below with their thesis advisor and thesis title. Be amazed.

Whitney Divin Brown, Roger Louis: “Tarnishing the Golden Boy: David Low’s Cartoon Satire of the Rise and Fall of Anthony Eden, 1936-1956”

Cyrus Cousins, Roger Louis: “Educators Caught up in a Dirty War, 1976-1983”

Meghan Loisel, Julie Hardwick: “Making and Breaking Marriage: The Development of Marriage Practices in London, 1700-1720”

(cont. p. 3)

(cont. from p. 2)

Christopher H. McHone, George Forgie: “Spain and the American Revolution”

Anthony T. Ricciardelli, George Forgie: “Stuck in the Middle: Moderate Cadets at

West Point during the Election of 1860 and the Secession Crisis of 1860-1861”

Zach Smith, Neil Foley: “A Missed Opportunity: Rodriguez v. San Antonio ISD

and the Subversion of Brown v. Board”

Caroline Liegh Wilky, Martha Newman: “Guilbert’s Augustine: Confession, Conversion, and Interiority in Twelfth-Century France”



GARRISON HALL

“A Heart and Lung Transplant” for Garrison Hall

UT Austin alumni who majored in History remember Garrison Hall as clearly as they remember the Tower. Built in 1925-1926 as part of the University’s expansion plans of the 1920s and named in honor of UT’s first professor of history, George P. Garrison, Garrison Hall is one of the oldest buildings on the Forty Acres. While under construction, *The Alcalde* reported that “Garrison Hall is designed as a modern building in keeping with the architectural plan of the new campus.” That was then.

In 2001 when all the buildings on the UT Austin campus were assessed, Garrison Hall received the lowest rating: “in danger of imminent failure.” The building looks the same, and the thirty-two terra cotta-colored cattle brands (the most prominent brands in the southwest and Mexico at the time of the building’s construction, a tribute to Professor Garrison’s work in the history of Texas and the southwest) are still arrayed around the top of the building. The building is structurally sound, and the roof doesn’t leak; but it has been over thirty-five years since any significant work on the building’s systems—electrical, plumbing, heating and air conditioning—was done.

Brian Roberts, former College of Liberal Arts Associate Dean for Research and Institutional Support and current Vice President for Information Technology, explains that Garrison Hall requires extensive renovation to address three major problems: safety, the deteriorating mechanical systems, and accessibility. Building-wide sprinkler and modern fire detection systems will be installed. The air-handling systems, the electrical system, and the plumbing will all be replaced. Double-paned, UV coated windows will be installed to increase the effectiveness of the air handling system. Roberts characterizes this work as a “heart and lung transplant” for Garrison Hall. Other renovations will address accessibility issues. Garrison Hall currently poses many problems for mobility-impaired students, faculty, or staff. The elevator does not extend to the fourth floor and not all restrooms are adequate for persons with disabilities. To remedy these problems, and others, some walls will be removed in order to expand or configure particular areas. A second priority will be to improve existing areas, such as the windowless fourth floor, and to reconfigure space to provide additional offices.

The price tag for this major surgery is estimated to be between ten and fifteen million dollars. The work on Garrison Hall began August 2006. The faculty and staff have relocated to Burdine Hall while the work is done. After this temporary exile, the History Department will return to a building that will appear much the same but that will be safer, more comfortable, and more accessible.

Phi Alpha Theta, Beta Alpha Chapter at UT-Austin

UT students who have completed at least twelve hours of history and who have attained an overall GPA of 3.0 and a History GPA of 3.5 are eligible to join the local Beta Alpha chapter of the national history honor society, Phi Alpha Theta. The high level of academic achievement required for membership makes PhATH a particularly prestigious college honor society; only about ten percent of all UT history majors are eligible. Phi Alpha Theta is the largest disciplinary honor society in the United States.

The goal of Phi Alpha Theta, established in 1921 by a history professor at the University of Arkansas, is “to bring students, teachers and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication.” The Beta Alpha chapter at UT also seeks to promote a sense of community among its members and in the History Department. To this end, this year’s members sponsored a number of events, including a history trivia contest, a talk on the history of the American fascination with animals by Professor Janet Davis at which guests baked doggie treats for a local animal shelter, and a lecture on the history of the Texas Two-Step (with lessons afterward). Most recently, the local chapter treated the faculty to a brunch of bagels, pastries, fruit, and hot coffee. Faculty and students had the welcome opportunity to spend time outside of the classroom talking about current research interests, future plans, and favorite books.

Professor Susan Boettcher is the faculty sponsor of the Beta Alpha chapter. Boettcher, who can be contacted at susan.boettcher@mail.utexas.edu, is interested in receiving information from earlier chapter members on their current activities for potential inclusion in the chapter’s developing web page.

UT, Liberal Arts, and History Dept. Online:

[HTTP://WWW.UTEXAS.EDU](http://www.utexas.edu)
[HTTP://WWW.UTEXAS.EDU/COLA/](http://www.utexas.edu/cola/)
[HTTP://WWW.UTEXAS.EDU/COLA/DEPTS/HISTORY/](http://www.utexas.edu/cola/depts/history/)

Address on the State of The University—September 29, 2006 William Powers Jr., J.D., President, University of Texas at Austin

This is a very exciting day for me and my family. Oscar Wilde once said that very few of us are treated as we deserve, and thank God for that. I have been blessed far beyond what I deserve. But deserved or not, I am very grateful, and proud beyond words to have this opportunity to serve as the 28th president of The University of Texas at Austin....

We say—we rightly say—that the University of Texas transforms lives. One of my great pleasures is visiting with alumni throughout Texas, around the country, and indeed around the world. They say that their time here on the 40 Acres transformed their lives. I am no different....

The *Times of London* has already recognized UT as the third-best public university in the United States. I've always thought the British were learned and perceptive. After all, Britain is the land of Shakespeare and Churchill. They recognize the power of our great University.

Third best is good, but it is not good enough for Texas. I believe—I firmly believe—that the University of Texas at Austin can be the great public university in America. This is also what the Commission of 125 believes. Becoming the best public university in America is the task of our generation. This is an ambitious goal. Indeed, it is an audacious goal. But it is a goal we are poised to reach. We need to ensure that this is Texas's time. Our decade, our era.

My mission today is to convince you that this goal is within reach. Striving to be the best is not just a platitude, it is something we can achieve.

What qualities will define the great public university in the 21st century?

- A superb faculty
- The best graduate students
- Outstanding undergraduates and an outstanding undergraduate experience
- A deep connection with and a profound impact on society
- A diverse faculty and student body
- Leading international programs and a global reach, and, crucially,
- A robust research enterprise

A Great Faculty

True national leadership must begin with our faculty. No institution of higher learning is great unless its faculty is great. We have an outstanding faculty. I'm proud to be a colleague of so many talented teachers and scholars....

Great faculty work together in great departments and research units. We need to recognize that a great university is built brick by brick through its departments. When we hire department chairs, we must attract strong leaders. And we must empower existing leadership with new resources. Among our newly recruited leaders, for example, are Richard Aldrich in the Section of Neurobiology in the School of Biological Sciences and Charles Groat in our Center for International Energy and Environmental Policy at the Jackson School of Geosciences.

To support the efforts of a current chair, we have chosen to focus next on the Department of History, under the leadership of Alan Tully. This department, which is ranked in the nation's top 20, has a strong faculty that includes the recipient of the 2006 Pulitzer Prize, David Oshinsky who won for his book, *Polio: An American Story*. The faculty members in History share a vision of excellence and have built a harmonious professional environment. For these reasons, I have committed more than \$1.3 million in new recurring funds—for six new faculty members, nationally competitive graduate stipends, and a departmental excellence fund for speakers, symposia, and visiting scholars. We expect great things from the Department of History, and we will hold it accountable for making the most of these new resources. In addition, we will identify other departments that have a strong academic vision.

Building the University department by department will take resources. I have already enlisted the help of the deans, and I will be soliciting help from the department chairs as well, to guide the strategic planning for the most ambitious fundraising effort in the history of the university. It is too

early to go into detail about this effort, but I can assure you, we intend to think big! And we will involve the entire UT family in the process.

I am pleased to recognize the Department of History, because it gives me an opportunity to publicly state my support for the liberal arts, fine arts, and humanities at our university. While it is vitally important to support and expand our initiatives in STEM subjects, that is—science, technology, engineering, and mathematics—it is equally important to strengthen and enrich our studies of literature, language, philosophy, music, visual art, and other disciplines. We cannot lay claim to being a comprehensive university unless we maintain excellent programs in the humanities. As Harry Ransom once wrote, “the humanities confront all that is vague, changeable, unpredictable, immeasurable, unknown, and unknowable.” That is the challenge of the arts and humanities. It is critical that we have the best arts and humanities programs in the nation....

The Value of Higher Education

The citizens of Texas need to better understand that their future is tied to an educated workforce, intellectual resources, technological innovation, and a critical mass of intellectual capital. Bob Gates, president of Texas A&M University, and I are planning a number of events where we will emphasize to state and community leaders across Texas that major research universities are essential to economic progress. President Gates and I have joined forces in an effort we are calling, “Horns and Aggies: Together for a Change.” One of our themes will be that world-class research universities perform a special role in the state and that, accordingly, they need sustainable, reliable, and long-term funding. This is a high priority for me as we approach the 80th session of the Texas Legislature in January.

Our alumni and friends certainly understand the value of higher education. I am pleased that for the fiscal year that ended in August, total gifts to the University amounted to \$213 million, an impressive increase over the previous year's total of \$167 million. This represents our most significant year of fundraising without a capital campaign. Also, the year's total includes more small gifts, an indication that philanthropic activity is expanding to include a greater number of donors. This is a wonderful time to be a Longhorn, and our alumni and friends are responding with pride and confidence in their favorite university.

Conclusion

This is our time at Texas. Yours and mine. We're in this together. Everyone here today—and everyone who is a part of this university family worldwide—must contribute to our common goal of becoming the best public university in the country....

I have tried to show that, when we consider the attributes of the great public university of the 21st century, UT is not far off the mark. When we compare ourselves to other top public universities, we find that for most criteria, we are very near the top. We have work to do, but we have a plan to get there. That plan benefits the people of Texas as much as it benefits our institution. What starts here really does change the world.

But no president can do this alone. I need your help. Help from the faculty, from the staff, and from the students. From the Regents, from the Legislature, from our elected state leaders, from our alumni, and even from our friends at A&M. We will make our case to the state. We will make our case to our supporters with the most ambitious capital campaign in our history. We will become the leading public university in America. And Texas will be stronger as a result.

[For the full text of President Powers' speech: <http://www.utexas.edu/opa/news/2006/09/powers29.html#address>]



TIMOTHY FEIST, ALUMNUS OF HISTORY DEPT. GRADUATE PROGRAM

Alumnus has Thesis Published by American Philosophical Society

The American Philosophical Society recently published a monograph of Timothy Feist's Master's Thesis: *The Stationer's Voice: The English Almanac Trade in the Early Eighteenth Century* (Philadelphia: The American Philosophical Society, 2005). Feist is a graduate of the History Department's Graduate Program. His Master's supervisor, Professor Neil Kamil, had advised Feist to submit his thesis to the prestigious American Philosophical Society for publication. "[Publication by the American Philosophical Society] is a remarkable achievement for anyone; I'd venture to say probably singular for an

MA student in British-American history anywhere."

Feist's thesis on eighteenth-century almanacs has received accolades from history professors at several universities. Professor Kathleen Wilson of Stony Brook University wrote, "An engaging and well-written history of early English almanacs, Timothy Feist places the Stationer's Company in the context of the burgeoning 'consumer society' of the eighteenth century and relates the almanacs' content with the political developments of the post-Revolution whig state..."

Timothy Feist is a Captain in the Marine Corps. Deployed with the 15th Marine Expeditionary Unit as an artillery officer, he was among the first US troops on the ground in Pakistan and Afghanistan for "Operation Enduring Freedom." His unit was responsible for providing security to an airfield 300 miles south of the Afghan border in Pakistan. In March 2002, his tour complete, he returned to the States and began work at UT on his Master's degree in History. His plan was to return to his alma mater, the U.S. Naval Academy, to teach history.

Feist had long been interested in early modern British history. His thesis originated in an English seminar on eighteenth-century British literature and popular culture. When he started researching almanacs at the Harry Ransom Center for a paper in this class, Feist realized that this would be the topic for his thesis. Feist said he owes a great deal to the mentorship of Neil Kamil and his second reader, Professor Brian Levack. He also acknowledged the scholarship and teaching expertise of Professors Howard Miller, Robert Olwell, Michael Stoff, and Roger Louis. "I'd have been completely incompetent to serve where I'm serving without the one-on-one mentoring and instruction that I received from these professors."

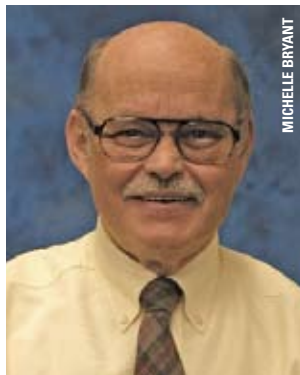
Feist now teaches at the U.S. Naval Academy in Maryland where he instructs about 72 students each semester. He also spends time selecting, training, and mentoring future Marine officers.

Jesus Comes to UT

At the crossroads, G. Howard Miller found Jesus. That is, he found new ways to teach students about the history of religion in America and, in particular, the changing role of Jesus Christ in American culture.

Professor Miller joined the department in 1971 to teach the History of American Religion. He has taught his hallmark undergraduate class, The History of Religion in America since 1800, for over thirty years, substantially revising the course several times over the years. He has taught numerous sections of the first half of the US History survey course, upper division seminars in Revivalism, Religion and Popular Culture, and Mormonism; and, for the nine years that he was the graduate advisor, Miller taught the graduate course in historiography. His inspired teaching has been recognized and rewarded. He has received the Jean Holloway Award for Excellence in Teaching, the Liberal Arts Council Teaching Award, and the Harry Ransom Award for Teaching Excellence twice. In 1999 he was named to the University's Academy of Distinguished Teachers.

But the challenge of any caring ministry--and teaching is just that for Howard Miller--is to last through the years without burning out. When he reached a point where he didn't have a new, fresh interpretive framework for the History of Religion in America, he recognized that it was either time to revise the course, yet again, or develop new courses. Knowing he was not ready for retirement, he determined to create a set of new courses that he would first introduce as upper-division seminars and then make available as lecture courses. Thus, a



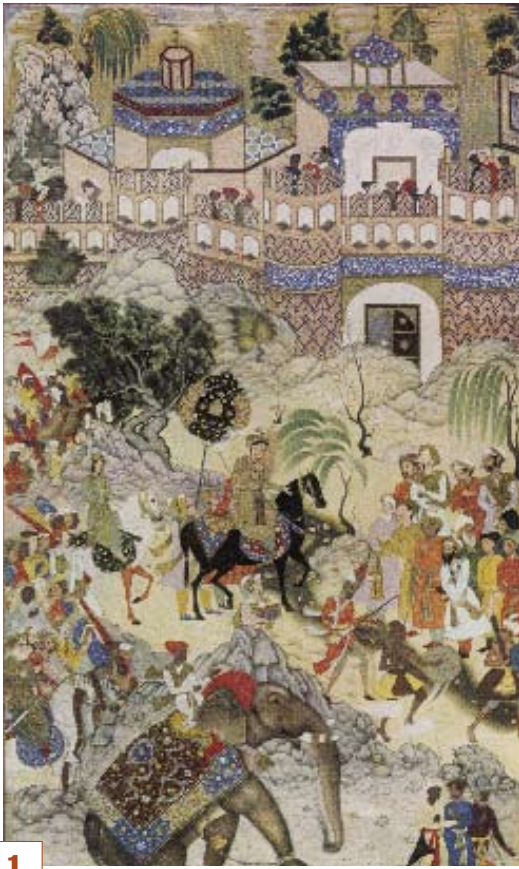
PROFESSOR HOWARD MILLER

resurrected curriculum of two new courses about Jesus.

Beginning with the Fall 2003 seminar "Reel Religion: Jesus in American Cinema and Culture," Miller guided students in viewing excerpts from eighteen cinematic depictions of Jesus or Christ figures. In addition to the 1925 and 1959 "Ben-Hur," students viewed portions of "King of Kings" (1927), "The Robe" (1953), "Jesus Christ Superstar" (1973), and the controversial "The Last Temptation of Christ" (1988). Miller then expanded the study of the cinematic Jesus to an upper-division lecture course first offered in Fall 2005: "Jesus in American Culture." This class, prepared with the assistance of an Information Technology Services grant, includes art, music, and film and presents hundreds of digitized representations of Jesus.

Miller's pedagogical goals are not to encourage, strengthen, or define students' religious beliefs. He is, however, evangelical about liberal education and is eager to help UT students appreciate something of the complexity of the human experience. As for Jesus, Miller has found that students often have a very narrow and sentimentalized view of Jesus and religion. Many are surprised to learn that there is a history and a context to how Americans have viewed and interpreted Jesus.

The inspiration for the Jesus courses came from more than just a desire to avoid burn-out. Professor Miller is writing a book on the cultural meaning of the nineteenth-century's bestselling novel *Ben-Hur* by Lew Wallace and the subsequent theatrical productions of the novel. The 1925 silent movie *Ben Hur* and the 1959 blockbuster *Ben-Hur* starring Charlton Heston and claiming 11 Academy Awards were both cinematic and cultural phenomena in their day--both reflecting and projecting a particular theology of Jesus as the Christ. So, as the best scholars and teachers do, Miller brought his scholarship to the classroom. Amen.



1

1. THE SHAH OF PERSIA WATCHING A POLO MATCH, 1480. *Courtesy of Mary Evans Picture Library, London*

2. GOLD MINING IN ANCIENT EGYPT. *Courtesy of Mary Evans Picture Library, London*

3. THE MUGHAL EMPEROR ENTERING SURAT, 1572. *Courtesy of Mary Evans Picture Library, London*



2



3

Professor Anthony Hopkins Brings History to Hallways

The corridors of Garrison Hall—green-tiled floors, cream-colored walls, the grand wooden doors, the stairwells with enormous paned windows—have long provided passage for our scholars, teachers, and students. Garrison Hall is one of the campus’ most stately buildings. But, except for the notices of student meetings, campus events, or looming deadlines posted on a few bulletin boards or taped unceremoniously to the walls, travel through Garrison Hall has offered little distraction. The hallways offered little hint of the kaleidoscope of human history that is written and related behind those grand wooden doors. But, no more.

There are now sixty-six pieces of framed art throughout Garrison’s halls. They range from posters to collages of book jackets of professors’ published work to photos of the building

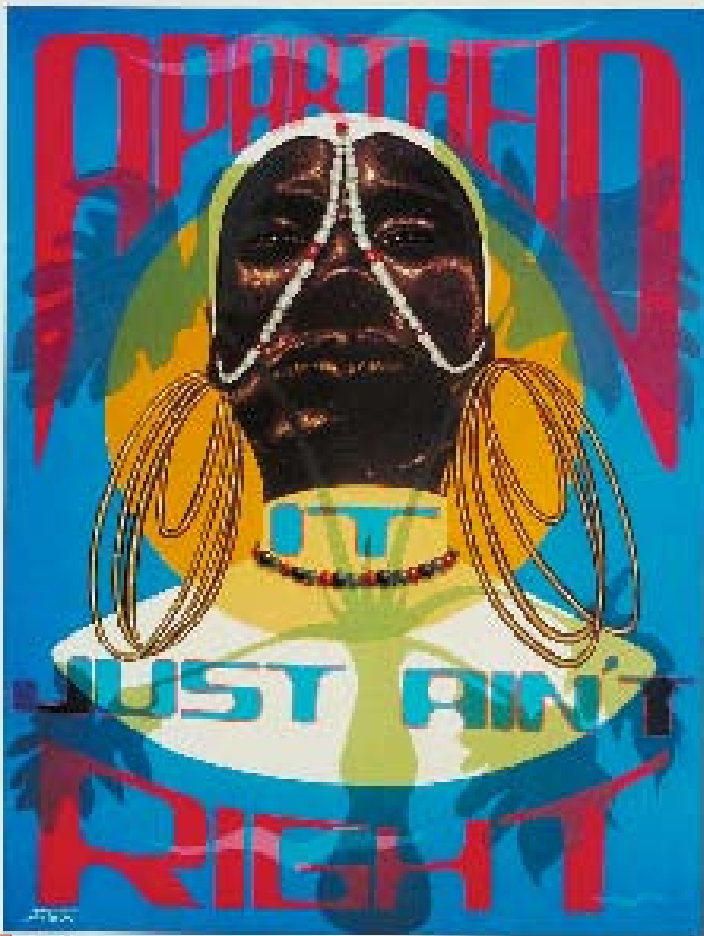
and the faculty. The artwork also represents different types of historical sources from documents to advertisements, cartoons to paintings, and more. The many varieties of history are represented: constitutional, military, and imperial history; political, economic, social and cultural history. Some posters reflect the history of childhood, gender, science, sport, and music. The ingress and egress of Garrison Hall, from basement to fourth floor, is now a visual and intellectual feast.

Professor Tony G. Hopkins, the Walter Prescott Webb Chair in the History Department, is the author of this splendid transformation of Garrison’s hallways. “The basic idea was to give Garrison Hall a little more color and character, both for our own pleasure and to please our visitors. I wanted to preserve something of our own history

and also symbolize the hope that maintaining public space also contributes to public civility,” Professor Hopkins said. Dubbed by the department, “Tony’s Poster Project,” this undertaking took two years to complete. He began by canvassing the faculty and staff for suggestions. Ron Tyler, George Forgie, Phil White, Gail Davis, Laura Flack, Tony Araguez, and Martha-Gail Moore were particularly helpful.

The aim of the selection process, Hopkins explained, “was to represent both the span of history in general and the span of the history we teach here. The posters were selected to cover diverse countries and continents and a wide chronological range.”

When Garrison Hall reopens, come take a look at our newly decorated History building and experience some global history.



4



5



6



7

4. ANTI-APARTHEID POSTER, 1986. *Courtesy of Northwestern University Library, Evanston, IL*

5. GANDHI DEFYING THE BRITISH LION, 1933. *Courtesy of Mary Evans Picture Library, London*

6. LADIES JOINING AN EVENING FESTIVAL IN TOKYO, C. 1800. *Courtesy of Mary Evans Picture Library, London*

7. FRENCH TROOPS ENTERING DAHOMEY, 1892. *Courtesy of Mary Evans Picture Library, London*



HISTORY DEPARTMENT FACULTY, SEPTEMBER 2004

Booknotes: Recent UT Department of History Faculty Book Publications

H. W. Brands, *The Money Men: Capitalism, Democracy, and the Hundred Years' War Over the American Dollar*. New York: W. W. Norton, 2006; *Andrew Jackson: His Life and Times*. New York: Doubleday, 2005; *Lone Star Nation: How a Ragged Army of Volunteers Won the Battle for Texas Independence and Changed America*. New York: Doubleday, 2004; *Woodrow Wilson*. New York: Times Books, 2003; *The Age of Gold: The California Gold Rush and the New American Dream*. New York: Doubleday, 2002; *The Strange Death of American Liberalism*. New Haven: Yale University, 2001.

Jonathan C. Brown, *A Brief History of Argentina*. New York: Checkmark Books, 2004 and *Latin America: A Social History of the Colonial Period*, 2nd ed., Belmont, California: Wadsworth, 2005.

Alfred Crosby, *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy*. New York: W.W. Norton, 2006.

Toyin Falola, *A Mouth Sweeter than Salt: An African Memoir*. Ann Arbor: University of Michigan Press, 2004; *Economic Reforms and Modernization in Nigeria, 1945-1965*. Kent, Ohio: Kent State University Press, 2004; *Key Events in African History: A Reference Guide*. Westport, Connecticut: Greenwood Press, 2002; *The Power of African Cultures*. Rochester, New York: Rochester University Press, 2003; *Nationalism and African Intellectuals*. Rochester, New York: University of Rochester Press, 2001; *The Politics of the Global Oil Industry: An Introduction*. Co-authored with Ann Genova. Westport, Connecticut: Praeger, 2005; *The Yoruba Diaspora in the Atlantic*

World. Co-authored with Matt D. Childs. Bloomington, Indiana: Indiana University Press, 2004; *Culture and Customs of Ghana*. Co-authored with Steven Salm. Westport, Connecticut: Greenwood Press, 2002; *Yoruba Warlords of the Nineteenth Century*. Co-authored with G.O. Oguntomisin. Trenton, New Jersey: Africa World Press, 2002; *Culture, Politics, and Money Among the Yoruba*. Co-authored with A.G. Adebayo. New Brunswick, New Jersey: Transaction Publishers, 2000.

Alison Frazier, *Possible Lives: Authors and Saints in Renaissance Italy*. New York: Columbia University Press, 2005.

Lewis Gould, *The Most Exclusive Club: A History of the Modern United States Senate*. New York: Basic Books, 2005.

Neil Kamil, *Fortress of the Soul: Violence, Metaphysics, and Material Life in the Huguenots' New World, 1517-1751*. Baltimore: The Johns Hopkins University Press, 2005.

Mark Lawrence, *Assuming the Burden: Europe and the American Commitment to War in Vietnam*. Berkeley and Los Angeles: University of California, 2005.

Brian Levack, *The West: Encounters and Transformations*. New York: Longman, 2004; *The Witchcraft Sourcebook*. London: Routledge, 2004.

Louis, Roger, ed., *Burnt Orange Britannia*. London: Tauris, 2005.

Mark Metzler, *Lever of Empire: The International Gold Standard and the Crisis of Liberalism in Prewar Japan*. Berkeley: University of California Press, 2006.

Joan Neuberger, *Ivan the Terrible: The Film Companion*. London: I.B. Tauris, 2003.

Mary Neuberger, *The Orient Within: Muslim Minorities and the Negotiation of Nationhood in Modern Bulgaria*. Ithaca, New York: Cornell University Press, 2004.

David M. Oshinsky, *Polio: An American Story*. Oxford: Oxford University Press, 2005. Winner of the Pulitzer Prize in History, 2006.

Cynthia Talbot, *Precolonial India in Practice: Society, Region, and Identity in Medieval Andhra*. New York: Oxford University Press, 2001; *India Before Europe*. Cambridge: Cambridge University Press, 2006. Co-authored with Catherine B. Asher.

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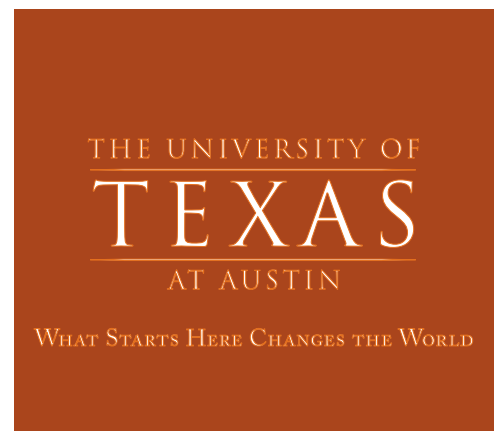
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Ph.D., 1984, Cambridge University. Latin America: colonial Mexico and Peru.

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Ph.D., 2004, Princeton University. Middle East: Modern Arab Intellectual History.

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Ph.D., 2001, Johns Hopkins University. United States: 18th and 19th century America, women's history and gender studies.

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Frances Higginbotham Nalle Centennial Professorship in History. Academy of Distinguished Teachers. Ph.D., 1981, University of Ife. Africa: 19th and 20th century; United States; Latin America.

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Ph.D., 1990, University of Michigan. United States: American Southwest, race, civil rights.

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Friar Centennial Teaching Fellowship and Academy of Distinguished Teachers Ph.D., 1972, Stanford University. United States: political and cultural history, US Constitution.

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Ph.D., 1997, Columbia University. Europe: medieval, early modern.

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Ph.D., 1996, Yale University. Latin America: Brazil.

Gill, Tiffany, *Assistant Professor*

Ph.D., 2003, Rutgers University. United States: African American history, gender, business.

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Graham, Richard, *Professor Emeritus*

Ph.D., 1961, University of Texas at Austin. Latin America.

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Ph.D., 1999, University of Chicago. United States: Women, gender, race and ethnicity.

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Ph.D., 2002, University of Michigan. Latin America: Cuba, Caribbean, U.S. in Latin America, African Diaspora.

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Ph.D., 1956, Johns Hopkins University. United States: Colonial America.

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Ph.D., 1991, Johns Hopkins University. Europe: Early Modern.

Hart, Roger P., *Assistant Professor*

Ph.D., 1997, University of California, Los Angeles. East Asia: China; Europe: early modern.

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Walter Prescott Webb Chair in History. Ph.D., 1964, University of London. Africa, Europe: modern; South Asia. Imperialism and globalization.

Hsu, Madeline, *Associate Professor. Director, Center for Asian American Studies*

Ph.D., 1996, Yale University. United States; East Asia.

Hunt, Bruce, *Associate Professor. Graduate Advisor*

Ph.D., 1984, Johns Hopkins University. Europe: modern, early modern; United States. History of science and technology.

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Ph.D., 1992, The University of Texas at Austin. Europe: early medieval, modern.

Kamil, Neil D., *Associate Professor*

Ph.D., 1989, Johns Hopkins University. United States; Europe: early modern.

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Alice Jane Drysdale Sheffield Regents Professor Emeritus in History. Ph.D., 1962, University of California, Los Angeles. United States.

Lawrence, Mark, *Associate Professor*

Ph.D. 1999, Yale University. United States: 20th century; Europe: modern.

Li, Huaiyin, *Assistant Professor*

Ph.D., 2000, University of California at Los Angeles. East Asia: Modern China; Chinese religions.

Levack, Brian P., *Professor*

John E. Green Regents Professorship in History. Academy of Distinguished Teachers. Ph.D., 1970, Yale University. Europe: early modern, modern.

Louis, Wm. Roger, *Professor*

Kerr Chair in English History and Culture. Academy of Distinguished Teachers. Ph.D., D. Litt., 1962, Oxford University. Middle East; Europe: modern, British Empire/Commonwealth; South Asia.

Lustig, Abigail, *Assistant Professor*

Ph.D., 1997, University of California, Berkeley. Europe: modern; United States. History of science.

Marcus, Abraham, *Associate Professor*

Ph.D., 1979, Columbia University. Middle East: early modern and modern.

Martinez, Anne M., *Assistant Professor*

Ph.D., 2003, University of Minnesota. United States; Latin America: Mexico.

Martinich, Al, *Professor*

Roy Allison Vaughan Centennial Professorship in Philosophy Ph.D., 1973, University of California, San Diego. Europe: early modern, intellectual history.

Matysik, Tracie, *Assistant Professor*

Ph.D., 2001, Cornell University. Europe: modern, Germany, intellectual history and history of sexuality.

McKiernan-Gonzalez, John, *Assistant Professor*

Ph.D., 2002, University of Michigan. United States; Latin America; Ethnic studies.

Meacham, Jr., Standish, *Professor Emeritus*

Ph.D., 1961, Harvard University. Europe: 19th and 20th century England.

Meisel, Janet A., *Associate Professor*

Ph.D., 1974, University of California, Berkeley. Europe: medieval.

Metzler, Mark, *Assistant Professor*

Ph.D., 1998, University of California, Berkeley. East Asia: Japan, international political economy.

Miller, G. Howard, *Associate Professor*

Academy of Distinguished Teachers. Ph.D., 1970, University

of Michigan. United States: religion in America, American intellectual history.

Miller, Karl Hagstrom, *Assistant Professor*

Ph.D., 2002, New York University. United States: cultural, African-American, intellectual history.

Minault, Gail, *Professor*

Ph.D., 1972, University of Pennsylvania. South Asia: 19th and 20th century India, women in Asia; Middle East.

Monas, Sidney, *Professor Emeritus*

Ph.D., 1955, Harvard University. Europe: Russia.

Morgan, M. Gwyn, *Professor*

Ph.D., 1962, University of Exeter, UK. Europe: Roman history, medieval.

Neuberger, Joan., *Associate Professor*

Ph.D., 1985, Stanford University. Europe: modern Russia; 19th century Europe, gender.

Neuburger, Mary, *Assistant Professor*

Ph.D., 1997, University of Washington. Europe: modern south-eastern; Middle East.

Newman, Martha G., *Associate Professor*

Ph.D., 1988, Stanford University. Europe: medieval

Olwell, Robert, *Associate Professor*

Ph.D., 1991, Johns Hopkins University. United States: South, slavery; Europe: early modern.

Oshinsky, David M., *Professor*

Jack S. Blanton Chair in History Ph.D., 1971, Brandeis University. United States: 20th century political and cultural history.

Pells, Richard, *Professor*

Ph.D., 1969, Harvard University. United States: 20th century cultural and intellectual history.

Restad, Penne, *Senior Lecturer*

Ph.D., 1994, University of Texas at Austin. United States.

Rhoads, Edward J. M., *Professor Emeritus*

Ph.D., 1970, Harvard University. East Asia: China.

Seaholm, Megan, *Lecturer*

Ph.D., 1988, Rice University. United States: women, history of medicine.

Sidbury, James, *Associate Professor*

Ph.D., 1991, Johns Hopkins University. United States: 18th and early 19th century social and cultural history; African American history.

Smith, Mark C., *Associate Professor*

Ph.D., 1980; MSSW, 1990, University of Texas of Austin. United States: cultural and social history.

Spellberg, Denise, *Associate Professor*

Ph.D., 1989, Columbia University. Middle East: medieval Islam; Islamic civilizations.

Stalker, Nancy, *Assistant Professor*

Ph.D., 2002, Stanford University. East Asia: modern Japan, Japanese religions.

Stoff, Michael B., *Associate Professor*

Academy of Distinguished Teachers. Ph.D., 1977, Yale University. United States: modern.

Summers, Martin, *Associate Professor*

Ph.D., 1997, Rutgers University. United States: African-American, gender, sexuality.

Sunder, John, *Professor Emeritus*

Ph.D., 1954, University of Washington, St. Louis. United States: West.

Talbot, Cynthia, *Associate Professor*

Ph.D., 1988, University of Wisconsin. South Asia: precolonial India, medieval Hindu-Muslim relations.

Tully, Alan, *Professor*

Eugene C. Barker Centennial Professorship in American History. Ph.D., 1973, Johns Hopkins University. United States: colonial America.

Twinam, Ann, *Professor*

Ph.D., 1976, Yale University. Latin America: colonial Spanish America, gender, family, race.

Villalon, Andy, *Lecturer*

Ph.D., 1984, Yale University. Europe: Medieval, Early Modern.

Walker, Juliet E.K., *Professor*

Ph.D., 1976, University of Chicago. United States: African-American history, African-American business history, African-American women's history.

White, Philip L., *Professor Emeritus*

Ph.D., 1954, Columbia University. United States: American Revolution, national period.

Wilson, James A., Jr., *Assistant Professor*

Ph.D., 2002, Princeton University. Africa: colonial and post-colonial, Kenya, South Africa, gender and sexuality in modern Africa.

Wynn, Charters, *Associate Professor*

Ph.D., 1987, Stanford University. Europe: modern, Russia, Soviet Union.

Zamora, Emilio, *Associate Professor*

Ph.D., 1983, University of Texas at Austin. United States: Mexican American history, Mexican Archival Enterprise in Texas and Northern Mexico.

Still Reading History? Recommendations from the Faculty

“When I started teaching, I was surprised to find that not all college students liked to read. That’s one of the things I love about history majors. They read, and they think about what they read.” —member of UT History faculty.

* * *

Haruko Taya Cook and Theodore F. Cook. *Japan at War: An Oral History.* New York: New Press, 1992. Recommended by **Mark Metzler.**

* * *

John W. Dower. *Embracing Defeat: Japan in the Wake of World War II.* New York: W.W. Norton, 1999. Recommended by **Mark Metzler:** “Pulitzer Prize winning account of the U.S. occupation of Japan.”

* * *

Barbara Engel and Clifford Rosenthal, eds. *Five Sisters: Women Against the Tsar.* New York: Knopf, 1975. Recommended by **Joan Neuberger:** “These exceptionally revealing memoirs take readers into the hearts and minds of the Russian girls who abandoned lives of privilege to devote themselves to the impoverished peasants, from their first acts of social service to their decision to assassinate the tsar.”

* * *

Saul Friedlaender. *Nazi Germany and the Jews, Volume 1: The Years of Persecution, 1933-1939.* New York: Harper Perennial, 1998. Recommended by **David Crew.**

Stephen Greenblatt. *Will in the World: How Shakespeare Became Shakespeare.* New York: Norton, 2004. Recommended by **H. W. Brands:** “...an engaging, insightful account.”

* * *

Jeffrey F. Hamburger. *The Visual and the Visionary: Art and Female Spirituality in late Medieval Germany.* New York: Zone Books, 1998. Recommended by **Jorge Canzales-Esguerra.**

* * *

Neil Kamil. *Fortress of the Soul: Violence, Metaphysics, and Material Life in the Huguenots’ New World, 1517-1751.* Baltimore: The Johns Hopkins University Press, 2005. Recommended by **Jorge Canzales-Esguerra.** “Both books [Hamburger and Kamil] show the importance of objects (from furniture to needle work) as primary sources for historians often blindsided by the written text.”

* * *

Isabel de Madariago. *Ivan the Terrible.* New Haven, Connecticut: Yale University Press, 2005. Recommended by **Joan Neuberger:** “Though few contemporary records exist to document the life of Russia’s infamously cruel medieval tsar, this new book offers a definitive and fascinating biography of Ivan’s reign.”

* * *

Charles C. Mann. *1491: New Revelations of the Americas Before Columbus.* New York: Knopf, 2005. Recommended by **James Sidbury.**

* * *

Lauro Martines. *April Blood: Florence and the Plot Against the Medici.* New York: Oxford University Press, 2004. Recommended by **Alison Frazier:** “Martines brings a lifetime of scholarship and a winning prose style to the gripping story of the Pazzi Conspiracy in fifteenth-century Florence.”

* * *

Alberto A. Martinez. *Negative Math: How Mathematical Rules Can be Positively Bent.* Princeton, New Jersey: Princeton University Press, 2006. Recommended by **Susan Boettcher.**

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J. Lorand Matory. *Black Atlantic Religion.* Durham, North Carolina: Duke University Press, 2005. Recommended by **Toyin Falola.**

* * *

David M. Oshinsky. *Polio: An American Story.* Oxford: Oxford University Press, 2005. Recommended by the **UT History faculty.**

* * *

Amoz Oz. *A Tale of Love and Darkness.* Orlando: Harcourt, 2004. Recommended by **Susan Boettcher:** “...a memoir of growing up in the new state of Israel.”

* * *

Pablo Piccato. *City of Suspects: Crime in Mexico City, 1900-1931.* Durham, North Carolina: Duke University Press, 2001. Recommended by **Jonathan Brown:** “... a fascinating study of the relationship of Mexico City’s urban poor to the sometimes corrupt police forces that were supposed to ‘control’ them and the relatively honest judges who listened to their cases...still relevant to Mexican urban life today.”

Piccato received his Ph.D. in history from UT History and now teaches at Columbia University.

* * *

Louis A. Perez, Jr. *On Becoming Cuban: Identity, Nationality, and Culture.* Chapel Hill, North Carolina: University of North Carolina Press, 1999. Enthusiastically recommended by **Frank Gurdy.**

* * *

Leslie Reagan. *When Abortion Was a Crime: Women, Medicine, and Law in the United States, 1867-1973.* Berkeley: University of California Press, 1997. Recommended by **Julie Hardwick:** “It’s wonderfully written, very accessible, and a model of rigorous scholarship. Plus, it is so pertinent to both sides of the abortion debate.”

* * *

Laura Restrepo. *La Novia Oscura [The Dark Bride].* New York: Harper Collins, 2001. Recommended by **John McKiernan-Gonzalez:** “...an astonishing meditation on the ethics of research. A novel about a scholar who, while researching the Colombian oil fields, discovers a photo portrait of a working girl and decides to change her research plans. She constructs the social world of small towns, prostitutes, and the oil workers.”

* * *

William Souder. *Under a Wild Sky: John James Audubon and the Making of The Birds of America.* New York: North Point Press, 2004. Recommended by **H. W. Brands:** “John James Audubon, his birds, and a wild America that was slipping away.”

* * *

Barry Unsworth. *Sacred Hunger.* London: Penguin Press, 1992. Recommended by **Robert Olwell** and **Julie Hardwick:** “A novel about colonial projects in 18th century Florida...wonderfully written and unusually perceptive and accurate about time-appropriate sensibilities.”

* * *

Henry Wiencek. *An Imperfect God: George Washington, His Slaves, and the Creation of America.* New York: Farrar, Strauss, and Giroux, 2003. Recommended by **James Sidbury:** “... one of the best popular history books I’ve ever read...very readable, but not at all inclined toward simplification.”

Normandy Scholars Study World War II

Since 1989 the department's Normandy Scholar Program (NSP) has offered students a remarkable opportunity to learn about World War II. There are two parts to the program. Students accepted into the program spend a spring semester studying the origins, causes, experiences, and consequences of World War II from a variety of national perspectives (see Spring 2007 curriculum listed below). At the end of the semester, these students travel to Europe with the Normandy Program faculty and spend three weeks visiting key historical sites of World War II. As Program Director David Crew explains, "students learn from these field trips what cannot be taught in the classroom alone." In France, students visit Omaha Beach, the American military cemetery in Normandy, and local World War II museums. In London, they visit the Imperial War Museum, the Cabinet War Rooms the Churchill Museum, and other British World War II sites. Students then travel to Berlin to visit memorials and museums such as the Sachsenhausen concentration camp, the Museum of the German-Russian War, and the Jewish Museum in Kreuzberg.

This remarkable program began in 1989 as a pilot project "to keep alive the memories and lessons of the Second World War." Its popularity among students and its academic rigor quickly earned the program a permanent place in the Department of History's curriculum. It is supported by three UT endowments: the *Frank Denius Normandy Scholars Endowment* (established to honor decorated WWII veteran, UT Law graduate, and program supporter, Frank Denius), an excellence fund called *America's Turning Point: Normandy and World War II*, and the *Derek Jon Schaver Memorial Scholarship*.

The program is open to all UT undergraduates who have a minimum grade point average of 3.5 and who have completed 30 hours of course work at UT Austin. History majors have been

prominent among the participants, but Normandy Scholars have also been Communications, Business, English, Biology, Economics, and Government majors. Normandy Scholars often report that they learned as much about themselves as they did about World War II. For example, Kristina Rodemann wrote: "I have learned humility as a consequence of constantly being challenged to put myself in the position of people in WWII... [The classes were] a lot of work, but the combination of the workload, the readings, the relationships with the professors and classmates made for a learning 'chemistry' that sharpened my thinking, my priorities, and my ambitions." Government/Economics major Kelli Benham wrote: "I knew this program would be special and rewarding when I applied. I never imagined how life-changing it would be. I interacted with twenty incredible people and five great professors on a daily basis. The classes I took through the program were some of the most challenging of my life. They were also the most rewarding. It was great to have in-depth discussions about such historically significant events."

NSP courses of instruction, Spring 2007:

The Cultural and Intellectual History of France and Germany, 1870-1945, Professor Jean-Pierre Cauwin

Stalin's Russia at War, Professor Charters Wynn

The United States and the Second World War, Professor Michael Stoff

Hitler, Nazism, and World War II, 1919-1945, Professor David Crew

French Language and Culture, Professor Françoise De Backer

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