



UNC CHARLOTTE
College of Liberal Arts & Sciences

HISTORY

newsletter

spring

volume 1
issue 6

15

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Message from the Chair



Dr. Jürgen Buchenau, Department Chair



Greetings from the UNC Charlotte Department of History. As we start a new calendar year, it is once again time to reflect on the past year. It has been a productive and busy one. We graduated almost 200 students in the degree programs we offer (M.A. and B.A. in History, and M.A. and B.A. in Latin American Studies), and department faculty enrolled more than 7,000 students in their courses, not counting students in cross-listed sections. Among the highlights, the M.A. program in History graduated 23 students in the 2013-2014 Academic Year—the second highest total among Master’s degree programs in the College of Liberal Arts & Sciences, and easily a record for our department. In addition, the B.A. program in History will graduate 71 students this fall, also a much higher number than usual. My most sincere thanks go to the program directors who make this work possible: Drs. Oscar Larsen and Carlos Coria-Sánchez for the undergraduate programs, and Drs. Christine Haynes, Peter Thorsheim, and Aaron Shapiro for the M.A. in History. We could not make the trains run on time without the essential help of our office staff, including Office Manager Linda Smith, Office Assistant Leigh Robbins, and Student Assistants Allyson Miller, Andrea Guzmán, and Koffi Yao-Kouamé.

This space in the newsletter is always a time to reflect on transitions. A few weeks ago, the department suffered the tragic loss of our esteemed newsletter editor and alumnus, Patrick Pelosi. A tribute to Patrick appears at the end of this newsletter. Patrick gave generously of his time in order to create a newsletter of which the department could be proud. Our thoughts are with Patrick’s family during this difficult time.

After an incredible 50 years on the UNC Charlotte faculty, Dr. Dan Morrill retired effective May 2014. During his distinguished career, Dan witnessed UNC Charlotte’s growth from a small college in the UNC system to a major urban research university, and Charlotte’s, from the largest city in western North Carolina to a cosmopolitan metropolis. Dan was around to see it all, to remind those who governed our city not to tear down every single old building in sight, and to help the formation of a historical consciousness in this city where tomorrow always seems more important than yesterday. Thanks, Dan, for all that you have done for the Charlotte community.

This fall, we welcomed one new Assistant Professor, Dr. Carmen Soliz, a specialist in modern Bolivia. A native of Bolivia, Carmen obtained her Ph.D. in History from New York University. She will teach in the History and Latin American Studies programs, and she will also contribute to the Liberal Studies program. Welcome, Carmen.

Apart from the research, teaching, and service that defines our lives as teacher-scholars at UNC Charlotte, the department spent this year working on an extensive self-study. This once-a-decade process, which resulted in a 57 page, single-spaced report, identified many strengths of the department, including its strong faculty and students and its democratic and open culture. It also documented the challenges the department is facing due to higher enrollment pressures amidst declining state financial support for UNC Charlotte in particular and the public universities in the UNC system in general. Even more importantly, it highlighted opportunities for future growth, including but not limited to increasing study-abroad participation and the expansion of joint and early-entry Master's programs. An early example of such a program is the joint M.A./MBA that the Latin American Studies program created in cooperation with the Belk College of Business.

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“The department will examine ways to expand the solicitation of private giving to allow our brightest students to succeed in an increasingly competitive world.”
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As a second major project, the department has stepped up its efforts to seek external funding by means of development efforts. Beginning in 2013, the department created two new funds for student support. The first of these is the 49er Historians Fund (thus far wholly funded by past and present faculty members), which honors three emeritus faculty members by establishing

three student scholarships: the Jane Laurent Scholarship for undergraduate students; the Lyman Johnson Scholarship for Latin American Studies M.A. students and History graduate students focusing on Latin America; and the Dan Morrill Scholarship for a student in the graduate concentration in Public History. The second of these funds supports graduate student research by means of two scholarships to cover costs associated with essential research to archives for the purpose of writing an M.A. thesis. Originally funded by two generous gifts in the amount of \$25,000, this fund has recently been augmented by donations from our faculty's participation in the “salon” initiative of the College of Liberal Arts & Sciences that I pioneered a year ago. This initiative gives faculty members an opportunity to give a series of lectures to a community audience, usually held in the living room of a member of the community. Dr. Erika Edwards and I both led salons this year, and we have secured an additional \$10,000 in donations for the graduate research fund. Even more recently, we were fortunate to secure a gift of \$50,000 from the Dowd Foundation for the purpose of enhancing our curriculum in economic and business history—with another \$50,000 pending for the 2015-2016 academic year, given successful performance on this initiative this year.

These gifts have helped us offset some, but by no means all of the most troubling effects of the declining support from state funding for our students. Now that our federal grant funding student travel to Brazil has expired, the department does not have any way to provide financial support for study abroad, and rising tuition costs have rendered our graduate stipends unattractive to potential students. As part of next year's strategic planning exercise, the department will examine ways to expand the solicitation of private giving to allow our brightest students to succeed in an increasingly competitive world without taking on burdensome student loans which graduates in humanities disciplines have a difficult time repaying. We are deeply grateful to our donors for helping us improve the student experience at UNC Charlotte.

Jurgen



Oscar Lansen, Director of Undergraduate Studies & Honors Program



The undergraduate program, the lifeblood of our department, had an exciting year. Last May, 71 majors graduated with a BA in History and 41 with a minor. In the fall the department graduated 67 majors and 22 minors; all significant improvements over the previous year.

A record 11 students graduated with the University's highest accolade, the Honors Council-sanctioned Honors in History on their diploma; while 12 new candidates have started their path to History Honors. In the meantime and despite trying times for liberal arts programs, the undergraduate major count remained steady with 468 current majors, while experiencing a significant increase in minors (100); due in part to efforts to forge dual major and major/minor collaborations with other departments on campus, develop practical skill development within the major, and educate prospective students and parents on the applicability of the major to many professional careers.

Envisioning an undergraduate major that upholds the value of a Liberal Arts education while preparing majors for the specialized demands of the American workplace, the undergraduate program has launched three major initiatives. The E-Portfolio initiative promotes pro-active, reflective, progressive critical skill development throughout the Department's entire three-course method sequence. The Dowd initiative intends to connect the analytical and expressive skill sets of undergraduate history majors with requisite background for careers in corporate America. Finally, the Minor in Legal Studies initiative will allow the department to contribute to a multidisciplinary path to careers in the legal profession. In addition, the undergraduate program has undergone several practical revisions. It now allows minors to take a methods seminar; as well as requires them to take at least one non-Western course. In addition, it has established a formal path in which honors candidates receive dual undergraduate and graduate credit for early entry into the Department Master's program.

Finally, the undergraduate program welcomed the 2014-2015 Freshmen History Learning Community Fellows Cohort. Dual History and Political Science majors and minors, this diverse group of budding scholars will spend the coming year under the tutelage of the Director of Undergraduate and Honors Studies acquiring accelerated transitional academic and social skill sets while co-teaching an innovative student-centered curriculum. Needless to say, History Learning Community Fellows program outpace their peers in GPA, as well as (major) retention and graduation rates.

Honors in History

The Department is proud to have one of the oldest and most vibrant honors programs on campus. Careful planning, a nimble curriculum, and enthusiastic support from history and affiliated faculty, has resulted in record numbers of graduates with BA with History Honors. These honors students in turn have served as summer research associates to Department faculty, participated in research conferences, and joined our Graduate Program; or Master's programs elsewhere. Honors theses included discourses as diverse as land reform in Zimbabwe, Jazz in New Orleans, Gender Imagery in Meiji Japan, Women in the French Revolution, North Carolina's governance after the Civil War, Press in the Wilmington Race Riots, War and Identity in the Pennsylvania Back County, Scottish immigrants during American Independence, and Cherokee Indians during the Civil War. The 2014-2015 honors cohort is writing about Kissinger and the Cold War, Han women and Confucian rule, the crack epidemic in America, soccer and politics in Mexico, Theodore Roosevelt in private and public view, the Lincoln Cabinet, US-Russian relations during the Russo-Japanese War, British spiritualism on the eve of the Great War, British Agricultural Companies on the French front during the Great War, the Great Influenza of 1918; and the British reaction to the American Declaration of Independence.

Dowd Initiative

Started as a conversation about the value of undergraduate history analytical and expressive skill sets in the American board room and the seeming disconnect between the theoretical



approach of American higher education and the practical needs of the American work place, the Dowd initiative is a significant collaboration between liberal arts and corporate America on campus. Sanctioned by the Undergraduate Program and supported by the Dowd Foundation, the initial phase enables the Department to offer courses on historical themes of business interest; in particular the impact of capitalism on regions and society from diverse historical perspectives. The Dowd Fellows program, a subsequent phase of the initiative, aims to establish practical internship and independent studies collaborations between history undergraduates with interest in pursuing business-oriented careers and local corporations interested in shaping leaders of tomorrow; while in the meantime identifying candidates that can contribute to diversifying the American workplace.

E-portfolio Initiative

Whereas the Liberal Arts curriculum excels in offering a diverse and well-rounded education, an inherent weakness of an elective curriculum is its potential fragmentation of skill building. The E-portfolio initiative seeks to combine the diversity of liberal arts learning with the scaffolded student-centered, experiential approach to analytical thinking and writing development. Started with a pilot phase with six courses, the E-portfolio initiative would offer a reflective practicum that places the Department's three developmental methods courses into a cohesive frame work, and allows students to preserve and build on their work throughout their career as history majors; as well as gather evidence of their analytical and argumentative acumen for their professional career portfolio.

Whereas the climate continues to be challenging for the History undergraduate and honors studies in terms of budget, staffing, and (mis)perceptions of the value of the major, our program continues to thrive due to the very hard work of dedicated program administrator/advisors, faculty, staff, and students.

Director of Undergraduate Studies and Honors
Dr. Oscar Lansen
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An Undergraduate Student's Perspective



Luke Bader in Portugal.

Luke Bader

9:30 a.m. Wednesdays and especially Fridays are not my favorite times to attend a class. I doubt very much they are any student's favorite time. Yet there I sat dutifully at 9:25 a.m. in a large classroom in Denny Hall and as I "invigorated" my sleeping laptop, I walked Professor Patrick Pelosi and my life would be forever changed. He introduced himself to the class and proceeded to History 1161 or U.S. History from 1865. As a business major I needed an elective class and this seemed to suit my curricular needs.

The extraordinary difference with this class was not its substance as much as by how and by whom the course was being taught. I was fortunate to have Professor Pelosi as my instructor. During his lectures he interconnected U.S. History with American economic and business environments during each historical timeframe. He continually challenged the class to view America through the historical lens of the timeframe he was covering.

On the first day of class, Professor Pelosi needed assistance with the classroom's audio/visual equipment to facilitate his PowerPoint

presentation. I volunteered to assist him and after class he thanked me and we engaged in conversation concerning my major. During our discussion he mentioned a possible summer internship opportunity. At the end of the semester I approached Professor Pelosi to inquire about the internship. Without delay he contacted Elaine Fairman, Executive Director of the Business Funding Corporation (BEFCOR), a Certified Development Corporation (CDC) which underwrites Small Business Administration (SBA) 504 Loans for businesses and at which Professor Pelosi was a longstanding Board Member. This outstanding opportunity in an incubator-type small business environment worked perfectly with both my educational goals and plans for the future.

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"He continually challenged the class to view America through the historical lens of the timeframe he was covering."
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In June 2014, I began my paid internship at BEFCOR and from day one I was able to experience world of American business just as Professor Pelosi described in his class. I received "hands on" experience in accounting, auditing, marketing, statistics, as well as economics. Additionally, I was given the opportunity to utilize both my IT and photographic skills to benefit BEFCOR. During my tenure at BEFCOR, I was assigned the task of photographing many small companies in Charlotte that have a relationship with BEFCOR. By doing so, I experienced the length and breadth of the varied Charlotte business community.

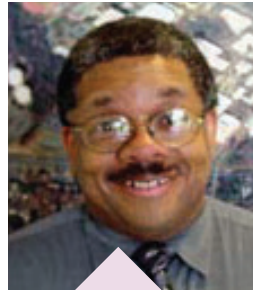
Being an intern at BEFCOR was my first, and only, experience working in a business environment. Through this I was able to apply my knowledge gained at University of North Carolina Charlotte and transfer it to BEFCOR. Never in my wildest dreams did I ever imagine that a course in U.S. History would have a positive and lasting effect upon my life as well as my future career plans. Professor Pelosi, with his vast experience in business, was a remarkable teacher, skilled in history, business, and economics. Although I am not a history major, enrolling in this class and meeting Professor Pelosi, in effect, positively changed my life by allowing me the opportunity to see the inner workings of the business world first hand and gaining invaluable business experience.

(Editor's Note: Please see the "In Memoriam" for Pelosi, page 11)

Faculty Newswire



Dr. John David Smith, *Soldiering for Freedom: How the Union Army Recruited, Trained, and Deployed the U.S. Colored Troops* (Baltimore: Johns Hopkins University Press, 2014) (with Bob Luke).



We Ask Only for Even-Handed Justice: Black Voices From Reconstruction, 1865-1877 (Amherst: University of Massachusetts Press, 2014).

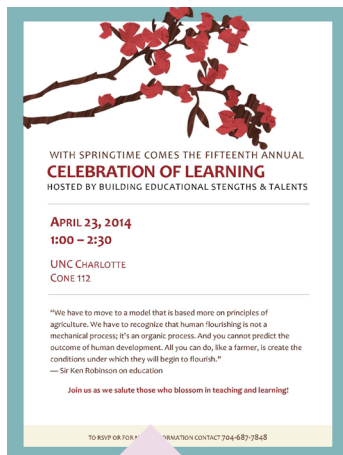
"Whither Kentucky Civil War and Reconstruction Scholarship?" *Register of the Kentucky Historical Society* 112 (Spring 2014): 223-47.

"What Did the Civil War Smell Like?" *The Chronicle of Higher Education*, October 17, 2014, B16.

Dr. Gregory Mixon presented a paper, "Opening a Window on Progressive Era Georgia Politics: The Richard Russell Library Collection or How Hoke Smith Became Governor in 1905-1906?" at the 40th Anniversary of the Richard B. Russell Memorial Library for Political Research and Studies. He was a panelist on the Scholars and Policymakers Symposium, October 27-28, 2014, University of Georgia, Athens, Georgia. The Symposium recognized researchers whose publications were based on research done at the Richard B. Russell Memorial Library during the past forty years. Research for *The Atlanta Riot: Race, Class, and Violence in a New South City* (2005) was done in part at the Russell Library.

Dr. Mixon presented a paper: "The Georgia Volunteers, Colored: Civic Responsibility and Celebrating Black Freedom" as part of a Roundtable Discussion at the first biennial conference of the International Conference on Urban Education: "Building and Sustaining Global Partnerships for Learning and Development" sponsored by the Urban Education Collaborative in the College of Education, University of North Carolina at Charlotte, Louisiana State University, Rutgers University, and the University of the West Indies, November 6-8, 2014, Montego Bay, Jamaica. The international conference examined policy implications for education in the United States and globally.

Dr. Mixon served as commentator on two panels at the 99th meeting of the Association for the Study of African American Life and History which convened in Memphis, Tennessee, September 24-29, 2014.



Crystal Moore
Presentation at:
"Celebration of Learning"
April 23, 2014



60 Seconds with an Alumnus



Kerry Only

Hometown:

- Miami, Florida

Degrees:

- B.A. History

Current Position:

- World History/Civics & Economics Teacher at West Mecklenburg High School

What is your fondest memory of the Department of History?

- The large group study sessions we held in the Atkins Library and a multitude of relationships that were established with my professors as well as my classmates.

What is your favorite hangout on the UNC Charlotte campus?

- Atkins Library

What was your most important academic lesson learned at UNC Charlotte?

- The significance of articulating your position based on a preponderance of evidence. Dr. [Christine] Haynes was instrumental in this process.

What do you find never ending inspiration in?

- In my faith and family.

What are three words that describe you?

- Positive, Humble, Persistent

What do you do when your not working?

- Spend time with family and travel.

What is your favorite part of your job?

- Having the opportunity to change the trajectory of students' lives positively on a daily basis.

What do you still wish you could learn?

- 2 more languages (Spanish, fluently and Chinese)

What are five random facts about you?

Five random facts about me:

- I spent some time as a Police Officer in Thomasville, GA.
- I am a big Miami Heat fan, sorry.
- I love all kinds of music.
- I got married in Jamaica.
- I love living in Charlotte!

We would like to get to know our alumni better! In each edition of the Newsletter we will spend a minute (or so) with an alum from a random area of the world.

Will You Be Next?



Kate Moore and Dr. Cheryl Hicks



The Graduate Student Union pub on the University of Toronto campus.

Kate Moore



With the assistance of a travel grant from the department, I was able to travel to Toronto, Ontario last summer to attend the prestigious Berkshire Conference on the History of Women. The experience was enlightening, inspiring, and educational for a rising graduate student, like myself. I was able to attend a wide array of workshops, lectures, and events, which included everything from a discussion of LGBT Mexico City in the twentieth century, a re-evaluation of some of the core concepts of the history of gender, and a workshop on how to edit and create Wikipedia articles.

One of the highlights of the trip was attending the panel organized by Dr. Cheryl Hicks entitled “Rethinking Intimacy, Violence, and the Value of Black Women’s Bodies.” Dr. Hicks was presenting research on, which I assisted through the Charlotte Research Scholars program during the summer of 2013. The panel was very well received and the room was packed with people, so much so that there was not even standing room left.

Between conference events I was able to explore the beautiful University of Toronto campus and soak in the energy and history of the city. I was especially impressed by the Graduate Student Union Pub, located just next to the dorms I was staying in, and their craft-brewed GSU Lager did not disappoint. I also attended a meetup of “Twitterstorians,” where I made some great connections with several historians from a range of academic levels and backgrounds.

I truly feel that this opportunity was a once-in-a-lifetime for me and I am very grateful for the assistance provided by the History Department. This conference led me to my first trip out of the country, my first experience traveling alone in a vibrant urban center, and my first exposure to numerous high-level academics discussing issues of gender, sexuality, and the practice of historical research. I left feeling inspired to take my own research to new levels and I feel the benefits for my graduate career and beyond are innumerable. I also can’t help but feel we need our own pub, ASAP.

Steve Roswold



On September 11, 2014, the History Department lost one of its own. Steve Roswold passed away in Denton, Texas, just as he was preparing to start his second year in the PhD program at the University of North Texas. He was a still young 63.

I was so excited for Steve when UNT accepted him in its graduate program because I understood his dream to earn the PhD. He wanted to teach, he wanted to tell the stories of history, and he wanted to share with students the passion that he discovered later in life. While at UNT, Steve planned to expand his Master's thesis, which examined the establishment and evolution of Native police forces on the Kiowa Reservation in Oklahoma. One might say that he was nervous about leaving UNC Charlotte to begin this new journey, but he quickly embraced it.

I first met Steve when he enrolled in our Master's program, though I certainly never thought I might work so closely with him. Steve wanted to study American history, but he really wanted to study Native American history and he asked me to serve as the director of his thesis. It was a joy to work with him. Indeed, his enthusiasm for the research and learning was infectious. I marveled at the fact that while writing his thesis, Steve traveled frequently to Wilmington to help his wife tend to her ailing father. He never complained, he never asked for more time to complete something, and he was remarkably never discouraged or disheartened. He simply did what he knew he had to do and got on with life. I do not know how he found the time or energy. Steve often came to my office, just to talk, simply to chat about some article he read or some book he discovered. We talked about history, the profession, the work, and sometimes we simply talked about fishing.

He loved working in the archives in Oklahoma and he had an insatiable appetite to read everything he could find, literally to the point that I occasionally had to focus him on the task at hand. He simply loved learning. While working in the archives, Steve periodically sent an email describing what file or document he read, the number of copies he made, and the thrill he experienced discovering something new. Steve was a big guy, with a big smile, and always keen to laugh. When he returned to Charlotte after those exciting times in the archives, he stopped by my office bearing a small gift. Handing it to me he said, "I know Oklahoma's not Kazakhstan or Russia, but I wanted to get you something." I opened it and, now, resting behind me on my shelf is a coffee mug that proudly states "My friends went to Oklahoma and all they bought me was this lousy mug." It means more to me than he likely knew. The gift itself means little; the thought behind it means everything. Steve was a friend. I miss him.

Dr. Steven Sabol
Associate Professor of History

Patrick Pelosi



Mr. Patrick J. Pelosi was many things to me: student, thesis writer, colleague, and above all friend. His intellectual curiosity brought us together as professor and student in 2001 when he took my graduate level racial violence course. How I became the chair of his Master's thesis committee, which Patrick completed in 2009, is no longer clear to me, but he was willing to take a chance with someone who had up to that time not chaired such an endeavor. Yet, his personal initiative to explore the history of the International Workers of the World started us down a road where we discussed not only his thesis writing and the history surrounding the project, but a variety of intimate topics including politics, the nature of history as a profession, and his personal life as a businessman and family in New York City. In many ways, I suspect his Master's work opened up a new world for him as our conversations about History as a profession and his observations about how each of us in the History Department

did our work excited him to enter this world first to initiate the History Newsletter with a great deal of passion and then in 2012 to join the Department as an instructor. From then on, Patrick has been a promoter of History both through the newsletter and in the classroom. Yet, Patrick J. Pelosi gave us all more. He was a cheerleader, a person who recognized the contributions historians make to people personally and to the society in general. He encouraged and made it all rewarding. Thanks, Patrick for making it all fun, you will be sorely missed.

Dr. Gregory Mixon
Associate Professor of History

Professor Pelosi was, without a doubt, the most genuine, compassionate, and understanding educator I will have ever had the privilege of knowing. I won't forget staying after class and discussing our favorite eras of music, or talking about his time with the McCoys, and certainly I will remember his love for fast cars and a life fulfilled. His passion for his students' understanding of history, and the connection between the past and present, was always apparent in his tone. The passing of Patrick, as I was lucky enough to be able to call him, comes as a great loss to the students he taught, those that he had yet to teach, and to any and all who knew him. Professor Pelosi, you will not be forgotten. Thank you for all you taught me, and for the friendship that formed along the way. Rest in power.

Meghann Dyke
BA Candidate in History



Christine Haynes: Director of Graduate Studies



Thanks to the hard work of Interim Director of Graduate Studies Dr. Peter Thorsheim and the graduate committee for 2013-2014, 11 new students joined our M.A. program last fall. Some of these are graduates of our own B.A. program, including several honors students. Others have come from other colleges and universities, including Gardner-Webb University in Boiling Springs, NC; Wofford College in Spartanburg, SC; and Bridgewater State University in Bridgewater, MA. Their areas of interest include colonial America, antebellum South, modern Latin America, British history, 20th-century African-American history, especially jazz, and public history. Joining four new students admitted last spring, they focused on coursework in the fall colloquia (pre-Civil War U.S., 19th-century Europe and colonial Latin America) and topics courses, including Dr. Aaron Shapiro's public history course "History in the Digital Age." Eight of these students have been awarded assistantships, helping faculty with teaching or editorial work.

Since last spring, students in the program have pursued a number of interesting opportunities. Even before he officially enrolled, Kyle McLain used a student-faculty collaborative research grant from the German Language and Culture Foundation to spend a week in Vienna, with a mentor from Languages and Culture Studies, Dr. Anabel Aliaga-Buchenau, at Die Simon Wiesenthal Archiv to research two Nazi fugitives brought to justice, Gustav Wagner and Franz Stangl. The archival sources he found there, before going on to spend a month perfecting his German at a Goethe Institute in Munich, will form the basis for the master's thesis he plans to write on this subject. Along with Candie Almengor in Latin American Studies, Alison Steigerwald received one of the department's Rawlinson travel grants, which she used to travel to England to conduct research in government papers related to the Union of Democratic Control at the British National Archives in Kew, for her thesis on dissent and the government and publication reaction to

it during World War I. Drew Hill, who spent his second year in the program as a lecturer in the Anglophone studies department at the Université de Limoges, to study French and pursue research at the French colonial archives in Aix-en-Provence, loved the experience so much that he renewed his lectureship for another year there.

Closer to home, Allyson Miller used the summer between her first and second year to complete an internship with Charlotte Parks and Recreation, where she helped to inventory and catalog the artifact collection of the Alumni Association of Second Ward High School, the city's first African-American high school, for a future exhibit in the school's former gym. Another advanced student in public history, Andrew Pack, worked as an intern in the university library's Special Collections, inventorying the Kelly Alexander Senior and Kelly Alexander Junior Papers. Two second-year assistants, Mike Gregory and Michael Ervin, have been pioneers in the new "Prospect for Success" liberal studies courses, alongside Professors Peter Thorsheim and Heather Perry.

In the past few years, one of the biggest successes of the program has been the large number of graduates. In 2013 alone, we graduated 23 students, the highest in our history (and tied with Public Policy for the highest number of graduates in the College of Liberal Arts & Sciences). In spring of 2014, the following students graduated: Sarah Beaver (with a public history thesis project on "The Museums of the Bozart: The Role of North Carolina Art Museums in Redefining Southern Identity"); Amanda Elzey (with a thesis, "'I Think I Prefer His Face': Studying Physiognomy in Jane Austen's Letters and Novels"); Jessica Kapota (comprehensive exams in history of medicine, medicine and colonialism, and gender and the body); Maria Labbato (thesis, "Spanish Civil War Exiles in Mexico City: Intellectual Refuge from a Gendered Perspective, 1939-1960"); Mike Lindquist (comprehensive exams in U.S. military history, U.S. 20th-century political history, and 19th-century European history); Daniel Norby (thesis, "Origins of American Naval Deployment Policy, 1815-1844"); Juan Pimentel Otero (thesis, "Latin Americanism in the Music of Ruben Blades and Calle 13"); Jillian Staurowsky (public history thesis project, "The Echo Incident of 1858: South Carolina and the Illegal Trans-Atlantic Slave Trade"); Sean Whittaker (comprehensive exams in film in modern Europe, U.S. military history, and U.S. gender history);

and Christine Wilkie public history thesis project, "Early Gravestone Carvers and Acculturation in the Carolina Backcountry: The Bigham and Caveny-Crawford Stonecutter Workshops".

Some of these graduates are now employed in teaching. Mike Lindquist, for instance, is teaching U.S. history in the upper school at Providence Day School, and Maria Labbato is teaching liberal studies courses here at UNC Charlotte. Maria also recently presented work related to her thesis on exiles from the Spanish Civil War in Mexico at the South East Conference on Latin American Studies. Another graduate and former instructor in our program, Crystal Moore, has obtained a full-time position at Central Piedmont Community College. Jessica Kapota was hired by our own campus Center for Teaching and Learning. Other recent graduates are working in the field of public history, including Sara Blanchett, who is an intern at the Harvey B. Gantt Center for African-American Arts and Culture in Charlotte; Sarah Beaver, who is working for Charlotte-Mecklenburg Public Libraries; and Jillian Staurowsky, who is currently a ranger at Grand Canyon National Park. Congratulations to all of these alumni.

Plans are underway for the next Graduate History Association Forum, which will take place at the Cone Center on campus March 27-28, 2015. On Friday night, there will be a lecture by UNC Charlotte department of history faculty member Dr. Mark Wilson. On Saturday, the keynote lecture will be given by invited guest, Dr. Karen Petrone of the University of Kentucky, whose specialty is the history and memory of the Great War, particularly in Russia. Given the number of events to mark the centennial of the outbreak of that conflict this academic year, we are very lucky to get her.

In short, this academic year looks very promising for the M.A. program in history at UNC Charlotte. As always, we welcome your news, comments, and inquiries.

Director of Graduate Studies
Dr. Christine Haynes
chaynes@uncc.edu

A Graduate Student's Perspective



Amanda Elzey

As my final semester in graduate school wound down, I was able to look back and appreciate how much I have changed in the less than two years since I entered the MA History program. The classes I have taken, the extracurriculars I have participated in, and, most importantly, the people I have met have all had a tremendous impact on my experience here at UNC Charlotte.

I was born and raised just east of Charlotte in the little community of Fairview. After leaving home and venturing out into the world—insomuch as Campbell University, a small, private college 120 miles east, is representative of the world—I found my way back to Charlotte to attend graduate school. Since moving back, I have become more attached to the city of Charlotte—and to UNC Charlotte—than I had ever imagined.

My first day at UNC Charlotte was terrifying. To a shy, unobtrusive soul, the swirl of student foot- and car traffic was overwhelming. During the History Department orientation, I hid in the back of the room where I wouldn't bother anyone. By the time my first graduate class started that night, however, several members of my cohort and a couple professors had already introduced themselves and helped me to meet others. Starting over in a new school was easier than I could have hoped.

At the end of my first semester, I lucked into a teaching assistantship for the spring, working with Dr. Sonya Ramsey and learning what it's like for UNC Charlotte undergraduates in one of the famous liberal studies courses. The LBST I assisted with was unlike anything I'd experienced at Campbell: Students from all majors were brought together by this course and were expected to learn something about history, culture, and life.

Starting this past fall, I have worked in the History Department office as the graduate assistant at the front desk. This opportunity has allowed me to meet many professors with whom I would never have interacted, because their research or course offerings were outside my own field. As I valiantly attempt to stand guard in the history office, encountering innumerable undergraduates with complex and intriguing questions, I appreciate more every day what staff members Leigh Robbins and Linda Smith do. I can only hope that what I accomplish alongside them has made a difference for the students and staff I encounter daily.

I cannot say enough about my adviser Dr. Amanda Pipkin, who has been helpful to my work and my sanity since the day I met her. I am so thankful to be working with a professor with whom I share interests (and a name!) and who keeps my thesis on track. As nervous as I was in choosing my adviser, Dr. Pipkin has offered me direction and encouragement as I have honed my topic into something both feasible and unique. Exploring Jane Austen's writings through physiognomy and history has been a challenging yet rewarding endeavor.

An account of my graduate school experience would not be complete without a mention of my fiancé, who is also working toward a history master's degree. I never anticipated meeting someone with interests and a sense of humor so akin to my own, but I suppose that graduate school, with its intense focus and tendency to bring like-minded people together, is the place to look for—and find—just that.

I am thankful most of all for my cohort, which has the distinction of being large enough to form cliques yet friendly enough not to. Our camaraderie was evident from the start, and I hold the courses we all took together—struggled through, complained about, and enjoyed together—in the highest regard. Completing this phase of life is a joyous and somber time, as I will deeply miss my daily interactions with the family I have found here at UNC Charlotte.

The Department Outside the University



Dr. Jim Hogue's Annual Class excursion to the King's Mountain Battleground.



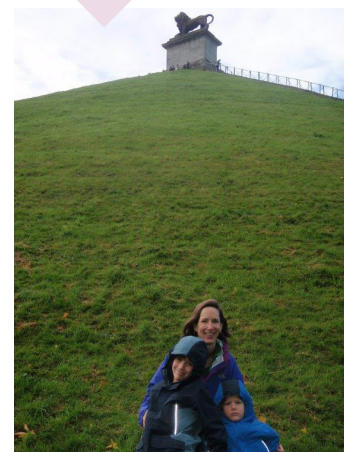
Dr. Mark Wilson and "friends" at the U.S. Embassy in Prague.



Dr. David Goldfield lecturing on the subject of religion and politics in the U.S. at the Lauder School of Government in Herzliya, Israel.



Dr. Christine Haynes and her children at Waterloo.





Bethany Johnson

One of the greatest privileges of working at UNC Charlotte is the access I have to resources allowing me to test new ideas in the classroom. Last spring I received a grant from the “Top 40 Academy,” which provides a Preceptor (UTA) for full-time faculty. With the support of Dr. Buchenau, Preceptor Danille Orrey and I launched a semester-long project. My LBST 2102 course, “Surviving: Women and Children in the Developing World,” focuses on the particular challenges women and children face in developing countries. As such, our course readings and lectures cover a range of difficult topics including: child sex trafficking, child slavery, child soldiers, early marriage and the long-term impact of abject poverty. The vast majority of available research suggests that education is one of the most effective tools for eradicating the challenges faced in the developing world; hence our Think Tank project required eight groups of students to design a primary school for girls.

I imagined the portfolio project as a way for students to focus on one solution to the complex, interconnected problems we study.

Moreover, this project placed the students in a simulated real-life work scenario testing effective communication, research, writing, analysis and critical thinking skills. Students worked on individual research projects, which went through three rounds of edits, and teams underwent a mock stress test in the final weeks of the semester to evaluate their readiness to present their work at the event on the final day of class, which we called the Plenary Session.

At the beginning of the semester the class was broken up into groups composed of five to six students by anonymous selection according to year and program of study. On the second day of class, students met their groups for the first time, then randomly selected one of five locations: Lagos, Nigeria, Tacloban, Philippines, Kerala, India, Guatemala City, Guatemala and an area outside the capital city of Bishkek in Kyrgyzstan. [Two of the locations were chosen twice.] Within each group, members decided who would take on the required roles, which included: a recent history expert, a religious climate advisor, a gender consultant, a fundraising and sustainable development expert, a current event and security expert and an architect. Group meetings occurred during class time, focusing on

specific tasks. I also held “break-out sessions” for each group role. These meetings allowed me to hone in on the particular challenges students were facing in terms of research, citation, source analysis and more.

My fellow professors acted as another valuable resource this semester. In the early stages of designing this project, I met with Dr. Carol Higham. I found her experience in teaching large classes and navigating in-class projects invaluable; she suggested the break-out sessions, which proved extremely successful. Speaking with my colleagues at lunch was also helpful—Drs. Mims, Sabol, McEachnie, McKinley and others provided useful feedback on the project. Individuals outside of the department contributed as well—two graduate architecture students came to a class session and led a discussion on urban planning and architecture in the developing world. They were able to answer the students’ questions regarding building materials, architecture styles and energy efficiency with a level of expertise far surpassing my own; it was a learning experience for all of us.

The Plenary Session occurred on April 25th from 9:30 a.m. to 10:45 a.m. and the students’ performance was excellent. Each team came

early to set up a booth to exhibit its research and school design. Some groups brought food, some wore mock uniforms, one group had T-shirts made, four groups brought models they built of the schools, and every team had a unique brand and message. Fourteen individuals came from around the community to judge the results. Our judges included members of a local refuges resettlement agency, a lawyer, an architect, a landscape designer, two real estate agents and individuals familiar with engineering and construction work. The judges helped themselves to breakfast and watched a short presentation—both arranged by Ms. Orrey—and then moved from booth to booth, asking the students questions and taking notes. The students also judged each other, and midway through the plenary students rotated from behind the booths, so every student had a chance to present and judge. The guest judges impressed upon me how passionate the students were, and many of the students confessed they finally understood why the project had taken a full semester. The goals of this class include improved writing, research and presentation skills. However, my hope is that students also left with a new or renewed interest in global politics and international events, as well as knowledge about how to get involved with these issues at home or abroad.

Designed by: Irina Bakalenko with Ceci Peake, *UNC Charlotte Fine Arts major*

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