From the Chair

It is with mixed sentiments that I write this letter to the alumni. I have served in the position of chair of the History Department since September 1999, and have enjoyed my nine and a half years on the job. But I will be going on sabbatical during the Spring 2009 term, and it is time to turn the reins over to someone else. Replacing me as chair for a three-year term is John Barrington, who will run the operation with skill, wisdom and superb organization. The department will be in excellent hands.

We continue to witness many changes in the department. Joining us this fall in a tenure-track slot is Ellen (Nellie) Boucher, who recently completed her PhD at Columbia University in New York. Nellie is an expert on Great Britain and the British Empire, and offers additional expertise in the history of childhood. She replaces Jennifer Davis, a French historian, who left us to teach at the University of Oklahoma. Also new this year—but serving on one year appointments—are Jonas Kauffeldt, David (Dave) McCarthy and Matthew Gillis. Jonas teaches Middle Eastern history (including a special class on the history of Saudi Arabia) and holds the PhD from Florida State. Dave recently defended his PhD in twentieth century American history at the College of William and Mary—he will offer a course on the history of the CIA during the Spring term. Matthew is in the final stages of finishing his dissertation at the University of Virginia. He is assisting David Spear in teaching about the ancient and medieval worlds, and he will teach a Spring class on the Vikings. We are enthusiastic about all of these unusual offerings. I should note that Jim Leavell will return from retirement to teach in the Spring, and will offer three classes on Japanese history.

As you are perhaps aware, Furman initiated a new calendar and curriculum with this academic year. Included in this new configuration are first year seminars. The department is participating actively in this new program and is offering varied classes such as The History of Furman (Tollison), The Landmark children’s books of the 1950’s (Spear), The Sugar and Spice trade (Nair), and Southern Women: Black and White (Strobel). There are many others as well. We are finding all of these changes to be challenging, to say the least. But we are coping nicely, despite some bumps. As you might imagine, academic advising takes special effort, especially as we juggle students with different general education and major requirements.

The new history major went into effect this fall. We have different requirements from what most of you remember, but the major continues to be rigorous and to demand that students take classes in a variety of fields, including a pre-modern one. Senior Seminar is an on-going requirement. Our number of majors remains high and students do well in terms of graduate and law school admissions.

Right now we are in the midst of three job searches, which is a bit overwhelming. We are looking for tenure-track professors in Islamic or African history, in Japanese history (Izumi Nakayama has accepted a position at the University of Hong Kong), and in Chinese history (Jan Kiely has decided to remain at Johns Hopkins Center in Nanjing). Stay tuned to see how the process unfolds!

Finally, I want to thank each and every one of you who has contributed to the History Alumni Fund. Your generosity means a great deal and continues to allow us to supplement our normal activities, especially in lean economic times. We are grateful for your support and affirmation of our efforts. We always enjoy hearing from you, so stay in touch; we leave the lights on in Furman Hall. — Marian E. Strobel
Meet Nellie Boucher
Hometown: Rockville, Maryland
Degree and field: PhD, Modern European History
Where you did your PhD work: Columbia University
Undergraduate institution: University of Michigan

Dissertation title: *An Imperial Investment: British State-Assisted Child Emigration to Australia and Southern Rhodesia, 1869-1967*

**MB:** Do you remember how you first became interested in British history?

**NB:** I think it really stems from when I studied abroad in college. I spent my junior year at Oxford, which was wonderful. Before I went to Britain I think I was a knee-jerk Anglophile who liked Jane Austen novels and movies like *The English Patient*. You know the type. But once I got there, I found that my preconceptions were totally out-of-date. British culture was completely different from what I had imagined it to be. I started getting into the history of Britain, and I found that I really loved it. I was fascinated by it as a story of the rise and fall of global power.

**MB:** Do you have any sense of why not a few Americans seem to romanticize British culture—or what they think British culture is?

**NB:** I think that the British in some ways have done a remarkable job of PR, in presenting themselves to the world as a bastion of civilization, intellectual vibrancy, cultural sophistication. When we look at history, though, we see that this is only part of the story. In today’s Britain for example, it’s the football culture, the pubs—these are sources of cultural vibrancy as well. But of course people also love this image of wit and sophistication that is associated with British political life. Watching the parliamentary debates and *Prime Minister’s Question Time* can be completely entertaining, because it’s such a performance. They are debating really critical issues, but in a way that’s witty and engaging, and often very funny.

**MB:** Could you tell us a bit about how you became interested in the particular topic of your research?

**NB:** First, I should say that I was definitely not one of those polished, “I know exactly what I want to do” kinds of students. I spent most of my time in college studying ancient history; I was an archaeology and history major and mostly studied ancient Rome and Greece. Then halfway through, I started to get interested in modern history because I wanted to know more about the world around me—the politics, the culture—and how it had taken shape. After undergraduate, I spent a year in France teaching English. I lived in Paris, which was fantastic. I think that experience made me, as a scholar, more broadly a Europeanist, rather than just a British historian. It made me want to see British history through a wider lens—in terms of Britons’ interactions with the wider world. This led to my interest in empire, which is very much a story of the unexpected consequences that come about from encounters between different cultures, peoples, identities. The way I got started on my dissertation project, though, was that I found a footnote about child migrants in a book on emigration. I was intrigued by the idea of sending children halfway around the world as a form of child welfare, which seems very strange to us now. (cont. on page 4)
Several Furman history students worked with Assistant Professor Courtney Tollison to contribute to the documentary Threads of Victory: Upcountry South Carolina During WWII, which has just been honored with the 2008 Award of Merit from the American Association for State and Local History (AASLH). Threads of Victory is the first phase of an oral history project designed to document the contributions of Upcountry South Carolina to the Second World War and to show the war’s impact on the region. The film weaves together local events and people with the larger events of World War II, from the attack on Pearl Harbor to the fighting in the European and Pacific theaters, to the death of President Roosevelt and beyond. Ansley Quiros ’08 and Tanner Ivie ’08 worked daily throughout summer 2007 with Professor Tollison as part of a Furman Advantage research internship, assisting in research preparation for oral histories and the conducting of oral histories. They also helped locate possible interviewees, and researched the history of upcountry South Carolina during the war. Lauren Brearley ’08, who did an independent study with Professor Tollison in fall 2007, assisted with the development of the documentary and with the organization and preservation of historic photographs. In addition, Quiros, Ivie, producer Don Koonce and Professor Tollison collected nearly 1000 photographs of upcountry SC during WWII and Lauren Brearley (’08) archived the photos to make them accessible long term. Other student contributors to the project were Georgia Ann O’Connor ’08, Derek Snook ’08, and Myles Surrett ’09. Tollison and select students will continue to research the history of upcountry South Carolina during the war in preparation for the opening of an exhibit in November 2009 at the Upcountry History Museum in downtown Greenville.

Faculty Book Recommendations

David Biale, Blood and Belief: The Circulation of a Symbol between Jews and Christians (Berkeley: University of California Press, 2007). Biale’s book is a fascinating exploration of the symbolic and enduring power of blood in (but more important, between) Jewish and Christian cultures from ancient times to the present. (Monica Black)

Judith Herrin’s Byzantium: The Surprising Life of a Medieval Empire (Princeton University Press, 2008) is a really good introduction for the general reader. Instead of trying to survey all the emperors and their wars, Herrin explains why Byzantine history is interesting and, without stretching the case too much, why it is important. (David Spear)

Elena Poniatowska, Tini-sima (Penguin, 1998). A fictional biography of the real-life person of Tina Modotti, an Italian photographer and political activist in the 1920s and 1930s. She spent many years in Mexico alongside Edward Weston and Diego Rivera, among others, and then more years amidst the international circles of the Spanish Civil War and the Russian Comintern. It’s fictional but, as they say, “based on true events.” (Erik Ching)
Boucher continued...

I located some personal histories of child migrants, which were fascinating, and the topic just seemed to be a great fit for me. It pulled together many of my interests, like connecting Britain to the empire, and seeing how empire shaped British culture. From there, the history of child emigration led me to an interest in social welfare, and became a way of looking at how imperial concerns influenced the development of social policy in Britain. Eventually, the question became, “how does having an empire shape views of child welfare?” I wanted to explain my first curiosity about the subject, which was why reformers believed that emigrating poor children was a good thing, when now we find the prospect so unsettling. I found that at a certain point in British history, children came to be perceived as imperial assets. People assumed that children were more malleable than adults, and so could be easily separated from their origins and sent overseas to populate the empire. Later, with the rise of psychology and the decline of imperialism, this notion changes, but the larger point is how profoundly having an empire affected ideas about children and child welfare.

MB: All of us think in different ways about how our scholarship and research informs our teaching. How does that work for you?

NB: Well, of course, you always want to teach what you are passionate about, and if you spend four or five years working on something, it becomes your passion. Your research creates new questions and sometimes the answers to those questions get worked out in your teaching. In the spring I’m teaching a course called Childhood and Child Welfare in the Modern World, and I wanted to teach it because I am interested in how we reached the place we are now, where child welfare organizations are not just worried about the welfare of the nation’s children—“our” children—but about the children of the world more broadly. Because when these organizations first developed before the First World War, their goals were very nationalistic. They wanted to make poor children into strong soldiers and workers for the nation. Then, after the war, you start to see the development of welfare and voluntary societies aimed at other people’s children, such as Save the Children Fund, which dates to 1919. It was a British organization, but focused explicitly on European refugees—such as Russian children during the famines of the 1920s, or German and Austrian children. Later, after WWII, there was a growth of organizations focused on Asia and Africa, and the children of the developing world became the main priority. This shift reflects changing humanitarian sentiments, which is an interesting phenomenon in itself. But it was also tied to the emergence of a new, more universal view of childhood. Examining these international organizations helps us think about how children are often at the center of political tensions between different groups with competing agendas. These are all issues that are important in my research and writing and that I’m looking forward to discussing with my students in my courses.

MB: So what are you reading these days? Anything good?

NB: I’m reading a great book, Linda Colley’s Captives. It traces moments of British captivity throughout the early empire, like the stories of settlers and soldiers in North America being captured by Native Americans. She uses these interesting personal accounts to tell a different narrative about the empire, one that isn’t the classic tale of self-assured Brits conquering the world, but rather focuses on the vulnerabilities inherent in imperialism. And for fun I’m also reading David Sedaris’ new book When You Are Engulfed in Flames. I always need something lighter and non-historical on my bedside table.

MB: Something you said earlier, about “Britain in the wider world” got me thinking that I have noticed a real trend in your field away from the history of Britain “itself,” or in some exclusive sense—the history of the nation, let’s say—and toward the history of empire. Is that right?

NB: Yes, I would say so. There has been a real growth in looking at Britain as an imperial culture. Catherine Hall’s Civilizing Subjects, for example, starts by looking at how the extension of the vote to working-class men in Britain followed on the heels of that right being taken away in Jamaica following the Morant Bay Rebellion of 1865. The justification centered on an idea of “civilization” as something that white Britons had but the colonized did not—and on that basis, the nation was to receive privileges that were denied to the empire. It’s a good example of how closely British identity during the Victorian period was defined in relation to the empire. One of the questions that I’ll take up in my Race and Empire course is precisely that: if British culture was an imperial culture, how did decolonization in the twentieth century change the way ordinary Britons understood their nation and their place in the world?

MB: Speaking of culture, you entered a very different cultural landscape when you came to Greenville from New York City. What has that been like for you? Any interesting encounters or anecdotes?

NB: Well, I never thought I would say this, but I bought a car when I arrived here, and I am really getting used to it. I’ve even developed some affection for my car, which I never thought would happen. But seriously, I was ready for a change from New York, I like being able to ride my bike here, and I like not being woken up by car alarms every night. It’s so nice and quiet. It’s been a much easier adjustment than I thought it would be.
Meet Our New Faculty

City of birth: Horsholm (small town north of Copenhagen)
Degree and Field: PhD Middle Eastern history
School: Florida State University
Undergraduate school: University of South Florida
Dissertation title: Danes, Orientalism and the Modern Middle East: Perspectives from the Nordic Periphery
Field interest: My interest in Middle Eastern history stems largely from having lived in the region for several years. That experience helped to gradually convinced me that I should study the region in depth and investigate my own country’s ties to and relations with the Middle East.

Book Currently on Your Bedside Table: Spike Lee’s Best Seat in the House: A Basketball Memoir (1998)

David McCarthy

City of birth: Auburn, New York
Degree and Field: MA. & PhD in U.S. history
School: The College o William and Mary
Undergraduate School: Dartmouth College
Dissertation title: The CIA & The Cult of Secrecy (Defended in February, 2008)

How did you become interested in your field of study: I have long been fascinated with the mystique of the Central Intelligence Agency (CIA). My research explores how Congressional investigations in the mid-1970s threatened this mystique. In response to the widespread negative publicity during these years, Agency officials developed a far-reaching public relations campaign designed to rehabilitate the CIA's image.

Book Currently on Your Bedside Table: Alan Brinkley, Voices of Protest: Huey Long, Father Coughlin, and The Great Depression

Tindall Lecture

On December 2, 2006, George Brown Tindall, a 1942 Furman graduate and preeminent historian of the American South, died in Chapel Hill, North Carolina, at the age of 85. Tindall, the author of numerous books and more than 40 scholarly articles on the history of the American South, was Kenan Professor Emeritus at the University of North Carolina. One of Tindall’s many successful endeavors was his American History textbook that Furman President David Shi began coauthoring with Tindall at Tindall’s request.

Upon Tindall’s death, his widow, Blossom McGarrity Tindall, also a Furman graduate, and President Shi established the Tindall Lecture Series at Furman University. The inaugural speaker in this lecture series was Dan T. Carter, Education Foundation Professor of History Emeritus at the University of South Carolina. Carter was one of Tindall’s graduate students at Chapel Hill and remained close with him throughout the remainder of Tindall’s life. Tindall’s daughter Blair flew in from California to represent her family at the evening event.

Carter’s presentation, titled, “Dixie’s Long Shadow: The Persistent South in the 21st Century” took place in Shaw Hall at the Younts Center on the Furman Campus on March 26, 2008. The department is currently in negotiations with Yale historian Glenda Gilmore, another of Tindall’s graduate students, for the 2009 Tindall Lecture. If you are interested in receiving information about this lecture please email <courtney.tollison@furman.edu> or call the History Department at 864.294.2182.
I was recently asked by the history department to do some digging into the history of the department fifty years ago, when the campus moved from the banks of the Reedy River to the foot of Paris Mountain. I found many instances of forgotten moments and lost traditions, and this fifty-year anniversary is a good chance to review some of them.

Though Furman has maintained some customs over time, change has been the monumental force catapulting the university from small Southern college to a diverse liberal arts institution. In fact, cultural and academic changes taking place during the 1950s in this community, as in so many others in the United States, were fundamental for the move to the new campus. By that time, the old campus on University Ridge was getting increasingly packed with veterans returning from WWII; the Furman administration was finding the campus’ dilapidated buildings inadequate to accommodate both those new students and the female students attending Furman from the Greenville Women’s campus. Parking lots were crowded, because cars were becoming more available; almost every student owned one. And since repairs to the old campus were deemed too costly, a move elsewhere was becoming inevitable.

“Left behind after the move to the New Campus…will be traditions, customs and memories which cannot make the transition from old to new.” These words, published by the Greenville News in 1958, echoed a common concern among students and faculty, and their weight was soon felt, for traditions did indeed begin to shift. Homecoming, customarily marked by a large parade down Main Street, now took place only on campus. Other fragmented traditions were pieced together: the Furman administration was forced to ban fraternities from the new campus in order to maintain funding from the Baptist Convention.
Changes to the curriculum were also made. No longer would senior students be exempt from finals. The introduction of SATs in the admissions process meant that freshmen were better prepared to enter Furman and would no longer drop out in droves in their first year, as had been the case in the past.

While academic and social change may have been met with uncertainty by students, hope for improvement was welcomed by faculty. Despite low pay and long hours, faculty members dedicated themselves to the possibility of new opportunities in academia and the promise of expansion by volunteering their time assisting in the university’s relocation. Winston Babb, associate professor of history, organized student living arrangements and recorded the transition to the new campus in his article, “Furman University Moves Its Campus,” published in 1965 in a journal published by the Greenville County Historical Society. Albert Sanders, also a member of the history department, had driven trucks during his tour in WWII; he did his part assisting with the move by driving the moving truck while coordinating student volunteers amidst the confusion.

In the midst of all the transformations I investigated in my research, I found that some Furman traditions had slipped by barely noticed. In 1958, during the Alumni Reunion Picnic, seven of the original thirty-six members of the Greenville Women’s College’s class of 1908 unearthed a time capsule, encased in a marble box, which they had buried on the women’s campus the year they graduated. At the picnic, they reburied it somewhere near Poteat Hall to commemorate their fiftieth reunion. Though the marble box has been mentioned a couple of times over the years, (once in the Babbs records and then again in the June 1958 issue of Furman Magazine) no one knows its precise location today.

It seems that in all these decades of change, some memories – like the attempt of the women of the class of 1908 to ensure the continuance of their footprint in history – were almost forgotten. Therefore, let this year be a time of remembrance for old memories and the patience to acceptance of the new.
The past year has been a productive and successful one, professionally, for the department’s faculty. InsideHigherEd.com recently featured a discussion of the University of Richmond’s History Engine project—an endeavor in which Lloyd Benson has been closely involved<http://www.insidehighered.com/news/2008/09/04/engine>. Benson’s innovative work teaching his urban history class “from the road” in cities like New Orleans and Boston has been celebrated with a Campus Technology Award in the area of interactive and remote learning<http://www.campustechnology.com/articles/65878/>.


Dave McCarthy reviewed David M. Barrett’s The CIA and Congress: The Untold Story from Truman to Kennedy for the H-Net Discussion Network.


Congratulations

In fall 2007, history major Myles Surrett ’09 and Assistant Professor of History Courtney Tollison created an exhibit to mark the 50th anniversary of Furman’s move to its present location from its former campus in downtown Greenville. The exhibit, called “The New Digs: Furman Campuses and the Evolution of a University, 1939-1973,” opened in September and will be on display in the rare books section of Duke Library through December, when it will travel to the Upcountry History Museum, in downtown Greenville (on the former campus of the Greenville Woman’s College). Surrett and Tollison received a Furman Advantage research grant last summer to research those vestiges of the men’s and women’s downtown campuses that were moved to the new campus in 1958 and to develop an exhibit detailing the history behind the decision to move to the new campus. To create the exhibit, they researched the area of downtown Greenville where Furman’s men’s campus was located from 1851-1958. The former campus property now hosts county government offices and the South Carolina Governor’s School for the Arts and Humanities, but several structures from the men’s campus remain. However, those structures are likely to be pulled down in coming years and thus the research Surrett and Tollison conducted on them will help preserve that era of Furman’s history. The exhibit features historic photographs of Furman campuses from the 1930s to today, objects from the old campuses (such as the chandelier that hung in the Carnegie Library on the men’s campus and the shovel used to break ground in 1953 on the new campus), and also contains an oral history component. If you are in the Greenville area anytime in the next several months, plan to stop by and visit.
Briefly, for those readers who don't know, what is the Landmark Series?

It was a series of history books and biographies for young readers published by Random House between 1950 and around 1965. It began with a focus on U.S. history, but pretty quickly expanded to include world history topics as well.

How many books are there in the series?

There were about 175 titles.

How many do you have?

I have one run of the whole collection, and about two-thirds of a backup set.

How did you become interested in the series?

I read these books as a kid. Not just read them, but really enjoyed them. I’d check them out from the public library. And I even bought a few of them for my own budding library. During high school and college and graduate school I didn’t pay much attention to them. They sat on my bookshelf in my parents’ house minding their own business. Fortunately I didn’t chuck them like I did with my baseball card collection. Aargh. Anyway, when my son Sam turned five, this would have been around 1991, we developed a sort of ritual where I read to him every night. We plowed through about twenty-five of these books over the years, until high school distracted him with other concerns. Discovering these books anew I decided to build up a collection of my own, which at first meant checking the kids’ section at every used book store I visited, but eventually meant resorting to e-bay and bookfinder.com. You can still find the books today because they were sturdy, because they sold a lot of copies, and because they are still popular with home schoolers.

Do you have a favorite one, and if so why that one?

My favorite is probably Quentin Reynolds’s The Wright Brothers. It’s so well written--most of the books in the series are--and the story is deftly told. Oddly, I think one of the worst books in the series is by the same author. It’s his The F.B.I. which, as you can imagine, is incredibly dated. Most of the titles have held up well over the years, but The F.B.I. is laughable today.

Are there any other history series like this in existence, as far as you know? If so, what sets the Landmark Series apart?

There were other series for young readers. I can’t remember the particulars, but they just didn’t seem to have the same drawing power. The Landmark Series was highly respected by schools, librarians, and book store owners so it simply had better visibility. The whole series had a nice look to it, which helped as well.

(cont. on page 10)
What compelled you to design a freshman seminar around the Landmark Series?

At first I thought I would go with something medieval, that being my area of expertise. But then I figured most freshmen would be interested in something a bit more general, which this seminar is, once you get past the title. It also seemed to me that this was a quality series of books that have held up well, would be enjoyable to read, and that at the very least students would learn about various episodes and personalities in history.

Briefly what will the students be doing with the series in the seminar; for example, how many of the books will each of them be expected to read?

So the format is that they read a Landmark Book of their choosing, and then couple that with a modern treatment of the same topic. They do an oral presentation and write a comparative book review. They’ll end up reading about six Landmark Books and six modern studies. In the second half of the course the students will be doing a research paper on the topic that interested them most.

What are your hopes and expectations for student learning by their participation in the seminar?

As I mentioned, at worst they’ll just learn some cool things about history. But the comparative approach leads to a broader, on-going discussion about how the doing of history changes over time. Why do we have a new approach to studying the F.B.I.? Or another good example is MacKinlay Kantor’s excellent account of Gettysburg set alongside Margaret S. Creighton’s The Colors of Courage: Gettysburg’s Forgotten History (2006) which introduces the students to the whole realm of social history, which of course was virtually non-existent in the 1950s. And a second theme for the course is what actually was going on in New York City in the 1950s such that a series like this could be conceived of and successfully carried out? So we spend some of our discussions on the culture of N.Y.C. at that time. A final theme, the one I hope to end the course with, is what were the values that were espoused in the series as a whole, by such a wide array of artists? What did it mean to be an American in the 1950s and what did it mean to be a citizen of the world? I think one reason the series has held up so well, at least from my point of view, is that most of the authors didn’t shy away from the tough questions about life and about history, they didn’t talk down to their young readers, and therefore the books transcend some of the cliché aspects of the 1950s.

This series was being produced at about the time that Furman was moving out to its new “suburban” campus. I wonder if any of Furman’s history faculty at the time was aware of the series as it was being produced?

Probably not. But their kids probably were. I know a lot of historians of my generation who were first engaged by history because of this series.

Anything else you would like to add about the series or your seminar?

If any of the alumni have any reminiscences or observations about the series, I’d be glad to hear from them.
First Year Seminar Offerings

FALL 2008

Doing History in the 1950s
David Spear
FYW-1106
The purpose of this seminar is, first, to explore changing tastes in the field of history by comparing what was written in the previous generation to what is being written today, and second, to examine the Landmark Series, published in 185 volumes by Random House in New York City in the 1950s and early ‘60s. Students will read on topics, mostly of their choice, comparing books written in the United States in mid-century to the best of current scholarship on those same topics.

Southern Women: Black & White
Marian Strobel
FYW-1148
This seminar will explore the experiences of Southern women from 1800 to the present through the literature written by and about them. The method of study will include: describing the culturally defined image of Southern women, tracing the effect of this definition on female behavior, defining how the realities of Southern women’s lives were often at odds with the ideal, and examining the struggle of black and white women to confront racism and cultural expectations and to find a way to achieve self-determination.

Sugar and Spice
Savita Nair
FYW-1150
Imagine your day without sugar and spice. Unsweet cappuccino. Cinnamon-free apple pie. An omelet without pepper. This seminar traces the history of common staples, sugar and spices, that became highly desirable items for European dining tables. With a focus on 16th century through 19th century networks that connected Europe, Asia, Africa and the Caribbean and by using primary and secondary sources, we explore the movement of goods and people that have shaped our social and culinary worlds.

Modernity and Its Discontents
Monica Black
FYS-1115
Course explores intellectual, artistic, literary and cultural responses to the transformations associated with modernity in Europe around the turn of the 20th century (urbanization, industrialization, development of “mass” culture, politics and society).

Tolkien and Medieval Myth
Matthew Gillis
FYW-1166
This course introduces students to the fascinating world of medieval myth through the writings of J.R.R. Tolkien, the creator of the Lord of the Rings, and selected medieval texts that influenced his creation. Students will examine how both Tolkien’s Middle Earth and its medieval sources were attempts to interpret the pre-Christian European past for a Christian audience. Course readings will also include modern scholarly works about medieval history, mythology and memory that will help students develop key analytical skills for interpreting these works. The goal of the course is to develop a greater appreciation for both Tolkien and his medieval predecessors as myth creators and a good knowledge of the medieval cultures that produced these stories.

SPRING 2009

US Civil War through Biography
Lloyd Benson
FYW-1153
This seminar will examine the Civil War era using the perspective of biography. In addition to considering biographical interpretations of leaders such as Robert E. Lee, Abraham Lincoln and Frederick Douglass we will consider memoirs of ordinary participants and approaches such as collective biography. Students will, with guidance from the instructor, have an opportunity to research and write their own biographical interpretations of individuals from the period.

History Alumni News

Erika Barefoot Mosteller ’07 married Tucker Mosteller ’06 this past July. She is teaching world history and economics at First Presbyterian Day School.

Jessie Cochran ’05 is in a new position as the development events coordinator at the National Building Museum in Washington, D.C.

Steve Feyl ’94 was recently promoted to associate university librarian for Outreach, Planning and Development at the Pace University Library.

Andrew Foy ’00 is working as an associate in the Washington, DC office of Fish & Richardson PC, an international intellectual property law firm.

Katie Grubbs Price will be graduating from the MUSC College of Medicine in 2008. She will then begin her family medical residency at the University of Hawaii. (cont. on pg. 12)
History Alumni Donors
THANKS TO ALL OF YOU!
Editor’s Note: If I missed anyone, first forgive us, and then email Marian.

Elizabeth McKay Barrington
Kyle Bradbury
Susan Clayten Kenny
Jessie Cochran
Steve Feyl
Andrew Foy
George H. Gibson
Ronald E. (Ron) Goodwin
Katie Grubbs Price
Brad Harmon
Alexia Jones Helsley
Robbie Higdon
Sharon A. Holshouseer Manning
Rock T. Hurst
Bobby D. Jackson
Ray Langdale
Sandy Manly
Scott Davis Mauldin
Tony McDade
Michael McDavid
Scott McPherson
Mary Lynn Miller
Erika Barefoot Mosteller
Tucker Mosteller
Archie C. Neal
Kam Neely
Martha Royal Shafer
David Shi
Susan Shi
Kent Simmons
Jean Margaret Smith
Lewis T. Smoak
James A. Taylor III
Buck Wall
Brenda Whisonant
Diane Whitehead Respess
Jeffrey R. Willis

History Alumni News (cont.)
Alexia Jones Helsley ’67 retired in 2001 from the SC Department of Archives & History.

Diane Whitehead Respess ’95 is a mom to James Samuel, 2007 and his sister Lucy.

Ray Langdale ’84 recently relocated to Germany working as a civilian operations officer for the United States Army Corps of Engineers.

Brad Harmon ’97 received his PhD in counseling and student personnel services from the University of Georgia.

Chris Osborne is in his third year of law school and will be employed on Capitol Hill in Washington upon graduation.

David M. Head ’73 is teaching history and political science at John Tyler Community College in Virginia.

Troop Brenegar ’08 is moving to Colorado to be a snow mobile guide.

Cathy Lane Watson ’00 is living in Atlanta, working at Home Depot Corporate.

Yendelela Neely ’03 working in labor & employment at Kilpatrick Stockton, LLP in Atlanta.

Jennifer Brown Leynes ’93 is a preservation consultant of historic preservation in Trenton, NJ.

Michael C. Robertson is in Historic Preservation and Urban Planning in Mount Pleasant, SC.

Ansley Quiros ’08 is a graduate student in history at Vanderbilt.

Jarod Green ’06 is teaching high school English and history.

Lindsay Keaton ’04 is teaching middle school history in Spartanburg, South Carolina.

Elizabeth McKay Barrington ’81 has a son attending Furman. David is a freshman, premed major, on the football team and a KA member. Younger son Jonathan is a junior in high school.

Tucker Mosteller ’06 married Erika Barefoot ’07 and is in his second year at Mercer School of Law.

Jeffrey R. Willis ’57 was awarded the South Carolina Governor’s Award for the Humanities in 2007.

Rock T. Hurst ’86 just completed filming Amateurs which he produced and was a principal actor in. The film, currently in post-production has a release date of fall 2008.

Mary Lynn Miller ’87 is the Peabody Awards Collection Archivist in the Walter J. Brown Media Archives & Peabody Awards Collection at the University of Georgia.

Jean Margaret Smith ’86 is working for MTV Networks Kids and Family Group on an environmental initiative for Nickelodeon kids channel.

Sharon A. Holshouser Manning ’82 and Peter J. Manning ’81 celebrated their silver anniversary in Furman’s Rose Garden with a ceremony to rededicate their wedding vows.

Robbie Higdon ’94 is the magnet program coordinator at the Hughes Academy of Science and Technology in Greenville, S.C.