

# History at Furman

Edited by Savita Nair and Erik Ching

## FROM THE CHAIR



Diane Vecchio,  
October 2015

Dear History Alumni,

After six years of excellent leadership, John Barrington has stepped down as Chair of the History Department. John's years at the helm were characterized by diligence, sincerity and meticulous detail to the multitude of responsibilities required by a department chair. The members of the History Department thank him for a job well-done!

We kicked off the 2015 fall semester with our annual Gilpatrick History picnic expertly prepared by Steve O'Neill, featuring a low-country boil, enjoyed by history majors and faculty and their families on a warm September evening.

During Homecoming weekend, we welcomed back many former history majors, some of whom brought the next generation of future Furman students. A lot of partying continued throughout the day until the football team's loss to The Citadel.

Since our last newsletter, the department bid farewell to Wendy Matsumura who took a job at UC-San Diego and Cengiz Sisman who is teaching at the University of Houston and welcomed back Professor Jim Leavell, who is teaching Japanese History and our former President, David Shi, who will be teaching U.S. History Since 1877.

In addition to the history department's high standard of teaching, our faculty members have been busy this year with exciting scholarly activities and engaged learning with our students. Steve O'Neill took a leading role in planning and publishing on the commemorative event: "Fifty Years: Commemorating Desegregation at Furman, 1965-2015 and worked closely with history alumnus, Brian Neumann, who wrote several excellent articles on Furman's struggle over desegregation as well as the life of Joseph Vaughn, the first African American student to enroll at Furman in 1965. Courtney Tollison also wrote the lead article in the commemorative booklet titled "In Pursuit of Excellence: Desegregation and Southern Baptist Politics at Furman University."

Jason Hansen and Marian Strobel co-led a May X trip "War and Remembrance" to Croatia, Bosnia and Serbia and Diane Vecchio co-directed an

interdisciplinary May X trip "Travel Writing in Italy." Carolyn Day presented her work at two scholarly conferences in England on "Consumptive Dress" and "Tubercular Chic;" Tim Fehler was an invited speaker at Hebrew University in Jerusalem and Diane Vecchio spoke on "African Americans from Slavery to Freedom," commemorating the end of the Civil War in Spartanburg, South Carolina. Lane Harris has been traveling all over the state of South Carolina and Georgia conducting seminars for secondary educators on teaching Asian History and Savita Nair presented a guest lecture on "Hindus/Muslims, Peace/Conflict, South Asia" for the Cothran Center for Vocational Reflection & the Interfaith Forum of Greenville. David Spear published "The Secular Clergy of Normandy and the Crusades" and Lloyd Benson published a chapter titled "The Great Family of Nations: Gender and Household Metaphors in Six mid-Nineteenth Century Nation Building Cities." Jason Hansen published *Mapping the Germans, Statistical Science, Cartography, and the Visualization of the German Nation, 1848-1914*, Tim Fehler published an edited book on *Religious*

For an online version of this newsletter, please see [furman.edu/history-newsletters](http://furman.edu/history-newsletters)

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*Diaspora in Early Modern Europe* while Lane Harris published a translation from Chinese: *Inheritance within Rupture: Culture and Scholarship in Early Twentieth-Century China* and finally, Erik Ching published *Authoritarian El Salvador, Politics and the Origins of the Military Regime, 1880-1940*.

All of you, no doubt, remember our department assistant, Carolyn Sims who was recently honored for 50 years of service to the university!

Thank you, all, for your continued support of the John Block Fund and the History Alumni Fund. We look forward to hearing about your activities, accolades, marriages and new babies!

Clockwise from left to right: Diane Vecchio and Marian Strobel with Christina Henderson ('08), Courtney Tollison and AV Huff, Lloyd Benson and Jim Leavell with Tiffany Dixon Upp ('00), Carolyn Sims, David Spear with Will Swinson ('07). Notably, both Christina and Will were not history majors but returned to visit the History faculty during Homecoming!

# Jason Hansen

MAPPING THE GERMANS (OXFORD 2015)

Interviewed by Savita Nair

*Editor's note: Last year we featured a synopsis of Jason Hansen's then-forthcoming book; this year, following its publication, we include an interview with him about a historian's craft and the research process.*

**SN:** In my History Senior Seminar, I often ask students to complete the following sentence about their final research essay: "In this essay, I argue..." Please provide a synopsis of your book.

**JH:** The book is about how people quantify nationalism. It is about how they measure and map, and spread information, and then how they spread that knowledge.

There are two primary arguments: 1-that the process of measuring nationality is not obvious. It is a process that ends up being worked out over seventy years, and there are a lot of cultural factors that shape that knowledge. It isn't people saying: "let's go measure nationalism." It is: more about social practice and how people learn to see and measure nationality and 2- that radical nationalism is a product of scientific practice. It is a product of the way people see nationality. The emergence is less about abandoning classical liberalism, disillusionment, racism, but more about how people measure nationality.

To put it in another way, by the beginning of the 19th c. many intellectuals wanted to organize politics based on nationality, but couldn't because they didn't know where the members of each nation lived in a spatially specific sense. The radicalization of nationalist politics at the end of the nineteenth century then was less

of a change in ideology and more of a shift in terms of being able to see nationality, or being able to measure nationality in geographically specific ways.

**SN:** While doing research in the 100°F Bombay Presidency Archives (in Mumbai, India), cooled only by ceiling fans, I recall a moment when desiccated bookworms fell out of a 19th century British Indian emigration file and how that sparked a conversation with a new archival clerk. He was puzzled about the existence of the archives themselves. He wondered: who saves what and for what purpose? I had an illuminating conversation about sources, history, and historiographical significance with someone who is charged with managing and controlling records that are part of The Government of India's contemporary bureaucracy inherited from those *about whom* I sought to gain insights. It just got me thinking.

Do you have an anecdote about doing archival work or procuring primary source materials for your work that our readers might find intriguing?

**JH:** I worked with mostly published material. One archive was the Klett-Perthes archive in Gotha, Germany. It was a geographic publishing factory and now its archives are held in that office. It was a leading geographic publisher

in the 19th/20th century. When I visited, there was a group of 20-25 senior citizens (approx. early 70s) walking through the factory. I talked to them and learned that they were on a class reunion trip. As children, they used to live in a town called Breslau which is today called Wroclaw. They were in about 3rd grade class when the war ended in 1945. At that time, Breslau was transferred from Germany to Poland and the German residents of the town were scattered as refugees all across West Germany. Every year since this expulsion, these expellees have gathered together to celebrate their former lives in Breslau. What really struck me about this experience was how profoundly the memory of expulsion had shaped their lives and identities. These men and women were only in grade school when this event occurred, they did not have a long history together as perhaps a group of high school friends might. And yet they had maintained and grown these friendships through the years and across the miles. One of them pulled out a map and showed me the name of the Breslau still on the map. The geographic publisher continued to publish with German names even though town was now in Poland. I found it fascinating. I mean, what do you remember from when you were nine years old? Here they are still keeping this town, those connections, alive.



Jason Hansen

# Summertime Teaching & Learning

## HISTORY FACULTY OVERSEAS

### *War and Remembrance: World War One*

Jason Hansen and Marian Strobel

One hundred years ago, the nations of Europe engaged in one of the most destructive wars in human history. This past May, a group of Furman students led by Jason Hansen and Marian Strobel traveled to Europe to examine the way this tragic event has been remembered. Starting in London, the course took the students to a variety of memorials and museums (including the newly refurbished Imperial War Museum) before heading out to the battlefields of the Great War such as the Marne, the Somme, and Verdun. For comparative purposes, the group also traveled to Croatia, Bosnia and Serbia to see how World War I has been remembered there, as well as to compare it with the more recent ethnic wars of the 1990s and to meet those adversely affected by the fighting there. Though somewhat of a whirlwind, the trip was an eye opening experience for all participants. They walked in the cemeteries and memorials of France and Belgium, explored underground caverns and tunnels in Arras and Sarajevo, and discovered exciting cultures in Belgrade and Dubrovnik. Students had gained a much deeper understanding of the difficult relationship between war and memory – an awareness that came in handy when the debate started here in South Carolina about the Confederate flag and its symbolism for Americans today.



World War I Memorial, Belgrade Serbia



In Flanders Fields Museum, Ypres Belgium



Diane Vecchio with Jennie Ryung, Jiazhen Wang, Sam Phuong, and Kathleen Smith



Roman Ruins, Pompeii

### *With Asian Studies: John Barrington in China*

Last summer, I enjoyed the privilege of accompanying Dr. Harry Kuoshu (Asian Studies) and 14 incoming freshmen on a two-week visit to China. Among the highlights of the program were a walk along the Great Wall, a visit to the Forbidden City and the Temple of Heaven in Beijing, a river cruise through the classic, steep-sided Karst Mountains of Guilin, an acrobat show in Shanghai, and a tour through a model village at Yonglian, where capitalist means are used to fulfill communist social goals. We finished at Suzhou University for a lecture program and a chance to get acquainted with Chinese students and faculty. One of many informative presentations was Professor Qinggen Xu's account of his upbringing in an impoverished rural community: he made it possible to understand Mao's appeal for so many ordinary Chinese people in the 1950s and 1960s. Throughout our travels I was surprised by the sheer scale of everything – Suzhou, described to me as a "small city," turned out to have 13 million inhabitants! – but I was most of all struck by the extraordinary friendliness of everyone we met and the relaxed atmosphere we encountered everywhere.



Great Wall



Temple of Heaven, Beijing

### *Travel Writing in Italy*

Diane Vecchio

Diane Vecchio accompanied Nick Radel (English) and Rich Letteri (Communication Studies) and 28 students to Italy for a May Experience course, Travel Writing in Italy. The group flew into Rome and promptly boarded a bus to Vico Equense, a charming village outside of Naples with a view of Mount Vesuvius. In Southern Italy the group visited the rugged coast of Amalfi, Pompeii and Naples. Returning to Rome, they spent five days in the Eternal City and caught Pope Francis in his Pope-Mobile during a Wednesday morning service at the Vatican. Vecchio took a group of students to the ancient Roman ghetto, toured the oldest

synagogue in Italy and sampled the local Italian Jewish cuisine: Jewish-style artichokes and dolci ebraici (sweets) such as sfratto (a nut and honey filled dessert). After five days of Florentine Renaissance art (and leather shopping), the group concluded their Italian sojourn in enchanting Venice. By the end of the trip the professors were happy to report that the students' writing had greatly improved after endless hours of class meetings in hotels. Congratulations to history major, Katie Foster, who published her travel essay from Italy in *Cahoots* 1.3: The Tourist Issue.

# Alumni Spotlight

ANSLEY QUIROS '08

## Interviewed by Savita Nair

Ansley Quiros graduated summa cum laude with a BA in History and a minor in Latin American studies. In 2014, she completed a PhD in History at Vanderbilt University. Her dissertation is entitled: 'God's on our Side, Today': Lived Theology in the Civil rights Movement in Americus, Georgia, 1942-1976.



*This interview is part of series over the past few issues of the History Newsletter. In our 2012 issue, we interviewed assistant district attorney, Keith Johnson '05, in 2013 we interviewed the father/daughter team of technology sales professional, Ben Vereen '84 and public historian, Caroline Vereen Sexton '10, and last year we had a discussion with hotel assets/investment advisor, Chip Wilson '84. Previously we focused on history majors who followed paths other than academic careers as professional historians, but this year we decided to highlight Ansley Quiros who continued her study of history beyond Furman. Ansley's recently secured a position as an assistant professor at the University of North Alabama.*

*Ansley's story is particularly commendable given the often-changing and complex academic job market. According to a Spring 2013 Report to the American Historical Association by L. Maren Wood and Robert B. Townsend, recent PhDs whose geographic focus was US history were almost twenty-five percent less likely to be employed in a tenure-track position than other geographic specializations. [The authors analyzed the employment of 2,500 history PhDs granted between 1998 and 2009. For the complete study, see: <http://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/the-many-careers-of-history-phds>]*

**SN:** What led you to your dissertation topic?

**AQ:** When I went to Vanderbilt for graduate school, I initially intended to pursue the study of American immigration history. I spent the first years of my coursework imagining the tenements of turn of the century New York, considering the cultural exchanges occurring in urban centers, and wondering about the enduring power of the state to create and enforce national borders. But the deeper I got into my studies of immigration, the more persistent one issue became: race. At every turn it seemed, American history and life were shaped by racial divisions--inclusions and exclusions. And this discovery led me to a different line of questioning, one more personal and closer to home; indeed, another field of study altogether. As I pressed into the racial issues at the heart of immigration history, I began to think more about the South, particularly about the befuddling relationship between race and religion. These were issues that had long dogged at the corners of my consciousness as a child of the South, raised in Atlanta, but now I brought to them a historian's perspective as well as native's inquisitiveness.

**SN:** Please provide readers with a brief synopsis of your doctoral work.

**AQ:** My dissertation explores the ways in which the civil rights movement was a theological as well as a social, cultural, and political conflict. Since both activists and segregationists claimed that God was on their side, racial issues were imbued with religious meanings. The struggle over civil rights was not, for many, just about lunch counters and waiting rooms or even access to the vote; it was also a struggle over Christian orthodoxy. In order to examine this idea, the dissertation attempted a prolonged case study of a small town in Georgia. By tracing the people, events, and conflicts in this town, I tried not only to write a dramatic narrative of the black freedom struggle, but also show how this drama was, at its heart, theological.

**SN:** What was the most intellectually challenging aspect about your doctoral work?

**AQ:** Hmm, that's an interesting question. I would say the most intellectually challenging part of my doctoral work was asserting some sort of intellectual control over such massive amounts of material. Whether in a seminar course where I was expected to quickly opine over the contents of a thousand pages, or in the dissertation where I had to somehow make sense of a million seemingly disparate details, it was a constant challenge to not only understand what I was reading or seeing, but to offer an authoritative or informed judgment about it.

**SN:** Did your Furman experience prepare you for graduate school?

**AQ:** Yes, though it was challenging, I was prepared well by Furman to do precisely that sort of thinking. My early years of graduate school were marked by reams of reading. While other students became overwhelmed by the volume and often left some portions unread, I was able to read everything carefully, because of the reading load I had had at Furman. My nights at James B. Duke prepared me well for days in Nashville's coffee shops. Reading thoroughly and carefully is, of course, the best preparation for thinking clearly. And thinking clearly is the first step toward thinking creatively. Furman absolutely equipped me to work hard and think well. Oh, and to write. At Furman I wrote 1 page papers, I wrote 20 page papers and everything in between. That was also excellent prep for grad school.

**SN:** How did your liberal arts undergraduate education help you with your interdisciplinary-minded doctoral work, combining fields of religion, race, history, and politics?

**AQ:** My years at Furman taught me to ask big, complicated questions--to link a discussion from English class to a Spanish short story to my course on the postwar

United States. This ability, and really this desire, to see how themes connect, how ideas matter, has animated all of my work. My time at Furman also allowed me not to be overly intimidated by new concepts or even new fields (Except math. And biology. Both of which I had to take at Furman!) Furman fostered my curiosity. And curiosity was essential to writing a dissertation, at least for me.

**SN:** And what do you wish you had in your FU History major to prepare you for PhD work?

**AQ:** Well, my immediate response is that a methods course of some sort--practical advice regarding doing historical research, examining historical methodology, even writing a cover letter--would have been helpful. I'm sure it would have been, actually. But I also wouldn't have wanted to take a course like that if it meant I'd had to skip out on Russian History or History of South Asia or US History to 1945. I'm just hesitant to



Ansley Quiros and Savita Nair, 2008 Commencement

advocate for course in professionalization when the beauty of liberal arts in some ways is learning as an inherent good.

*Editor's note: Since Ansley graduated, the History Department now offers a course on historiography "Interpreting the Past" that is a team-taught course about the historian's craft, and theories and methodologies for thinking about and writing about the past.*

**SN:** What advice would you give to a current Furman History major who is considering pursuing a PhD in History for an academic career?

**AQ:** First, I suppose I would say, *Good! I'm glad you are.* History is an important field of study and we need bright young people bringing their ideas and experiences to it. I'll answer this one with a story. When I was at Furman, spring of my junior year, I had breakfast with the then-President, the wonderful David Shi. It was one of those meetings to talk about The Future. When prompted, I told Dr. Shi that I was considering going to graduate school. He responded, not unkindly, with a host of important questions--(What are you going to study, specifically? With whom? What foreign languages are required? How will you find this venture?--none of which I had an answers to. I went to graduate school anyway. I tell you this story because I think there's advice on both sides. Dr. Shi



Tim Fehler and Ansley Quiros at a Gilpatrick Picnic

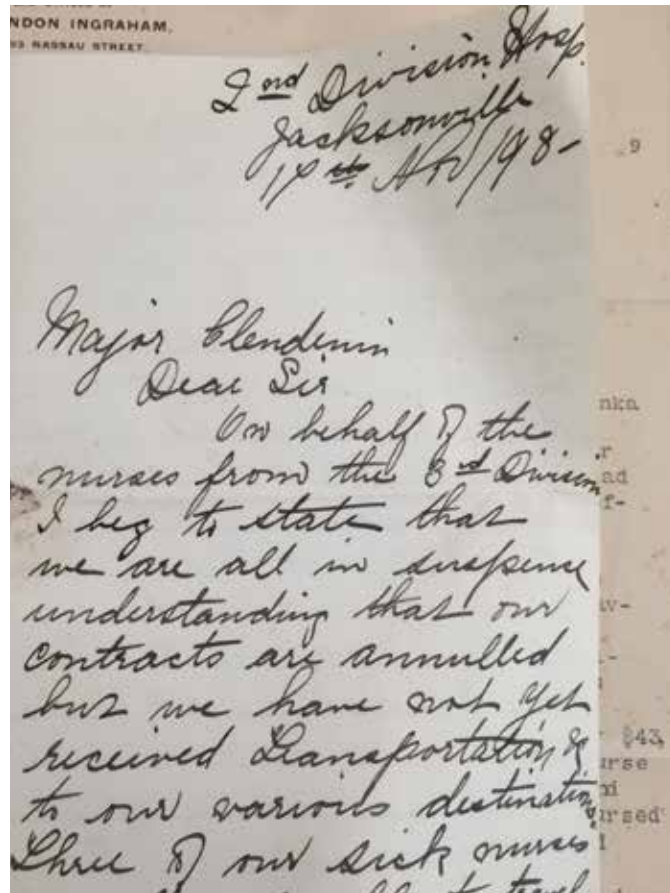
was right. Going to graduate school is an important decision, especially in today's market; one should have a pretty good idea of a course of study, an advisor, the skills required. But, though I was terribly naïve, I was right too. Sometimes, if you love something, you just have to try and figure it out along the way, hoping and trusting that things will work out.

**SN:** Can you give us a glimpse of the joys and challenges of your current position as an assistant professor of history at the University of North Alabama?

**AQ:** Oh, there so are so many of both! Carving out time to do research as a young professor is certainly a challenge, but I continue to find joy in that process, arduous as it is. I teach a 4/4, which is four classes in the Fall semester and four in the Spring, quite a serious teaching load. Though it is taxing, I enjoy preparing class, re-learning the material constantly. I always discover new things as I teach--sometimes the material catches you by surprise. For example, last fall in the survey course, I unexpectedly got choked up talking about the Corps of Discovery. It just hit me anew that the opening of the West created new possibilities for Black Americans and women and my voice thickened with emotion--and on the third class of the day no less! History continues to give me joy, even as I struggle to present it accurately and coherently. It can be a challenge, too, to make the material accessible to my students while also maintaining the integrity of history's complexity. Narrative helps with this--so I try to tell the story of the past every day in class, something I learned from listening to Tim Fehler's masterful lectures. My students are, by far, the most challenging and most joyful part of my job. Some days I think I cannot possibly answer another question that is already on the syllabus, or answer another email about absences, and then, a student will make me laugh, or their brimming youth will stare up at me in all its openness, or they will just really get it on a test and my heart will melt. It's a job full of books and full of people and, though it's sometimes too full of paperwork and grading, it is a happy one for me.

# Collect, Catalogue, & Create the Past

MORGAN FOX ('16) AT THE NATIONAL ARCHIVES IN WASHINGTON, DC



Above: Clendenin letter, 1898

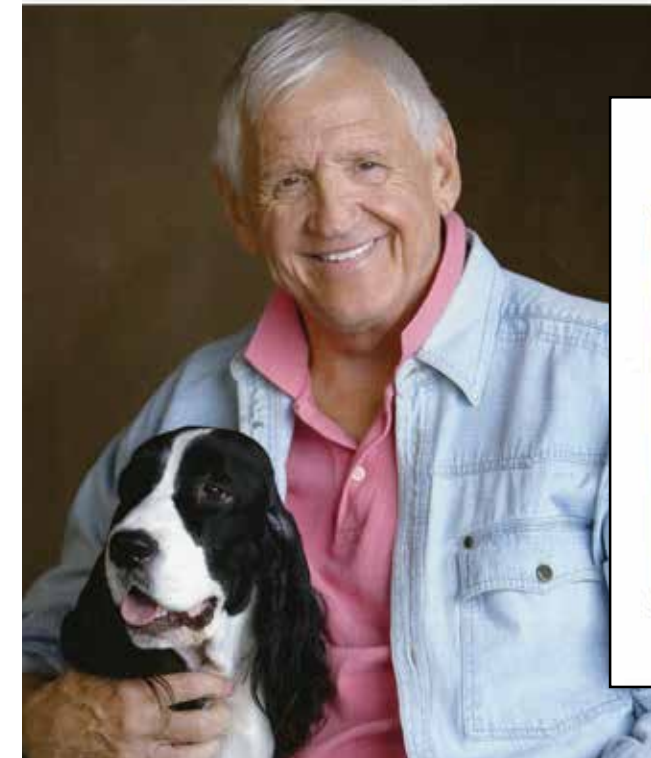
Right: Fox National Archives



Throughout the nine weeks that I interned at the National Archives, I thoroughly enjoyed learning, in-depth, how records are processed, catalogued and presented to the public researchers. My job as Processing Intern was described as the “arrangement, organization, and description of federal and military documents that are housed in the National Archives.” My function was to carefully prepare the collections in this way and present an index for the researchers to utilize when searching for information. In one case, I created a folder list for the U.S. Scouting Force Fleet, assisted the vault manager with descriptions of Presidential laws from Monroe to Lincoln, and created “UD Entry Descriptions” for the U.S. Navy Yard. I was also given projects that were considered “outside of my department,” such as writing Congressional inquiries to Senators in Washington, DC and standard requests for the Reference Department.

I was also given a special project relating to documents/papers found in an antique desk formerly belonging to Major Paul Clendenin, an army surgeon in the Spanish American War, that were donated by the Clendenin family. Being in the Processing Department allowed me to observe how a document is prepared, described, catalogued, and filed for future use. The Clendenin letters helped me discover how documents are processed into the National Archives from beginning to end — from the time they are received, processed, put in protective plastic sheets to the time they are stored inside one of the preservation stack areas ready to be pulled for future researchers. Holding documents that were signed and approved by presidents of the United States was the most indescribable and memorable aspect. The most rewarding part was to physically handle historical records that not everyone has the chance to see, let alone hold. Working with these historical documents (that were older than what I have dealt with in past internships) carries significant meaning for me. I had the opportunity to interact with history at a whole new level and I saw the whole “process” of how the Archives implements and makes said documents available for the researching public.

# Vietnam Memoirist, J. L. “Bud” Alley ('64) Returns to Campus



On November 12th, 2015, J.L. “Bud” Alley, returned to campus to discuss his book, *The Ghosts of the Green Grass* (2015), a memoir of his experience as a soldier in Vietnam. He appeared alongside another Vietnam memoirist, James Lawrence, author of *Reflections on LZ Albany: The Agony of Vietnam* (2013). Recipient of the Silver Star and the Purple Heart, and son of Furman’s former athletic director, Lyles Alley, Bud is a 1964 graduate of the history department who earned a M.A. in history in 2011. An ROTC graduate at Furman, Alley, who served in Vietnam between 1965 and 1966, was part of an experimental program in which untrained 2<sup>nd</sup> lieutenants went directly from college to active duty. As it turned out, Alley’s introduction to

Vietnam occurred at the infamous battle of Ia Drang Valley, in October 1965, portrayed in the film “When We Were Soldiers.” In that battle, the U.S. suffered devastating losses, but the military high command declared it a victory based on body counts, a decision that arguably contributed to the definition of what “winning” meant in Vietnam. In his book, Alley describes the final stage of the battle—the 2nd Battalion/7th Cavalry’s engagement with North Vietnamese forces at Landing Zone Albany, but he also portrays the chaotic weeks leading up to the battle, when his battalion was assembled haphazardly at Fort Benning, GA.

## A Call to Action: Participate in the "History Alumni Career Advice and Internship Program"

As many of you know, each year in the donation sheet, we ask if you would be willing to "let us put any of our majors in touch with you for the purpose of internships, shadowing or career information." We have received many responses from you and have created some valuable contacts for our majors. Your advice and guidance has proven invaluable. We want to draw upon your vast experiences to help our majors by enhancing this program and creating a more robust database of contact information and careers. We are tentatively naming this the "History Alumni Career Advice and Internship Program."

So, if you would ever be willing to be contacted by one of our majors or recent alums in regard to career advice and you haven't responded to us in the last five or six years, would you please do so? Either send an email directly to Dr. Diane Vecchio (diane.vecchio@furman.edu) or fill out that portion of the donation sheet (regardless of whether you donate or not) and we'll compile the responses. In advance, thanks so much for any willingness you can show to help our students.

## 2015 Student Awards

2015 Student Awards were given to History majors at the Senior Awards Banquet in April.

The Endel award is given to the top male student in history  
**Donny Santacaterina**

The Gilpatrick award is given to the top female student in history  
**Grace Tuttle**

The DAR is the Daughters of the American Revolution award—given to the outstanding performer in U.S. history  
**Mary Elizabeth Morse**

The alumni awards are given for general excellence in the major  
**Austin Charles**  
and  
**John Glaze**

## Alumni News

**Jeannine Pregler Chewning** ('91) was selected as the John Marshall Foundation's High School Teacher of the Year for Excellence in Teaching the Constitution. In addition, she has received the Robert H. Jackson Center National Award for Teaching Justice for her work in prevention education surrounding human trafficking. She received the award in November at the National Council for the Social Studies Annual Conference in New Orleans.

**Robert Dreslin** ('99) is project coordinator at Franklin Templeton Investments.

**Jay Miller** ('12) is an English teacher in Utashinai, Hokkaido, Japan as part of the JET Program.

**Laura Simms** ('01) works as an independent career coach and welcomed her first child, Wyatt Simms Hanks, with husband Zach Hanks, in March 2014.

**Matthew Teevan** ('02) is general manager at Milestone AV Technologies.

# Thank you to our donors!

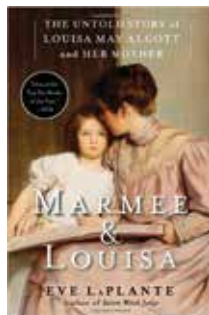
We would like to thank very much the following people/organizations for donating to the History Alumni Fund and/or the John Block Fund. The latter is a new fund dedicated specifically to supporting history faculty research. Your financial support is a valuable contribution to our mission here in the department. If you happen to donate through an alternative venue, be sure to stipulate specifically the fund you are supporting so your gift is placed in the proper location.

Carol McCombs Anderson '57  
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Mary C. Crisp '09  
Fannie Iselin Cromwell '70  
Thomas T. Cullen '00  
Deborah McCurdy Cushing '87  
Dakota Ridge Real Estate  
Brenda Hatcher DeLeo-Totaro '75  
Jean Perrin Derrick '74  
Mark M. Dixon '80  
Monica Handa Dongre '07  
Robert Dreslin '99  
Jon K. Dumitru '03  
John G. Eichelberger '94

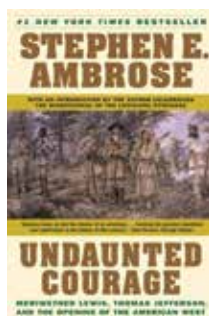
Holly Daniel Eldred '99  
Kenley P. Farmer '02  
Warren E. Fowler '49  
Timothy A. Fox '88  
Bill Freeman '78  
Guy S. Garcia  
Michael C. Garvey '69  
Arthur R. Giles '00  
Anna M. Gilmore '99  
Ransom F. Gladwin '94  
Julia Meeks Glenn '63  
Paul E. Good '67  
Ron Goodwin '63  
Brad V. Harmon '97  
Courtney Tollison Hartness '99  
Robbie Higdon '94  
James R. Hinnant '73  
Paul A. Hoover '99  
Janet Southern Huskey '62  
Bobby D. Jackson '61  
Edward B. Jones '54  
Jayda Biddix Justus '98  
Susan Clayton Kenny '91  
Bruce L. Kleinschmidt '74  
Glen M. Knight '78  
Katherine Larder '69  
Regan M. Le Blanc '05  
Frederic H. Lord '79  
Basil Manly '47  
Sandy Manly '76  
Janet Bennett Martin '61  
Scott D. Mauldin '90  
Laura Kranefeld Mavretic '71  
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Dorothy Davidson McCulloch '60  
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Susan Thomson Shi '71  
Laura Simms '01  
Jerry K. Smith '63  
Leslie L. Smith '91  
Daniel L. Sperry '06  
Robert M. Steele '78  
Elizabeth Loving Stephens '84  
Kara Stewart '95  
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James A. Taylor '83  
Matt Teevan '02  
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Louis A. Wilson '84  
Philip E. Wright '73

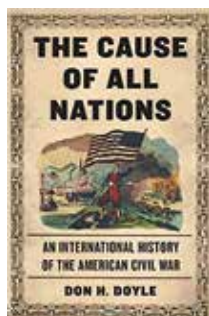
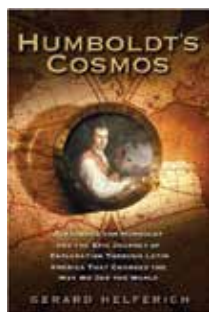
## Faculty Book Recommendations



Marian Strobel recommends Eve LaPlante's *Marmee and Louisa; The Untold Story of Louisa May Alcott and Her Mother* (New York: Simon and Schuster, 2012). It might seem strange to recommend a literary biography, yet LaPlante's story of Louisa May Alcott and her mother Abigail May ("Marmee") Alcott, reveals more about life in antebellum New England than most historical monographs. A member of the extended Sewall clan, Abigail was related to some of the most prestigious of Massachusetts' leaders, including John Hancock. Willfully marrying the brilliant but indigent Bronson Alcott, Abigail found herself wedded to a philosopher and educator who was unable to support his growing family of daughters due to his own impracticality and dreaminess. The result was poverty and frequent moves, at least thirty in all. Meanwhile, the family participated in the intellectual and reform ferment normally associated with the pre-Civil War era. Born into such circumstances in 1832, Louisa May Alcott yearned for a literary career and frequently supported her family while writing for popular fiction magazines. Not until the late 1860's with the publication of *Little Women*, did she achieve lasting fame and financial security. Basing the novel on her own experiences, she created one of the most beloved of nineteenth century literary works. What Eve LaPlante (herself a relative of the Alcotts) has accomplished in this dual biography is to separate fact from fiction about the Alcott family and also to add needed detail about the arduous lives of women at a turbulent time in America.



Erik Ching recommends Stephen Ambrose's *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West* (NY: Simon and Schuster, 1996) and Gerard Helferich's *Humboldt's Cosmos: Alexander von Humboldt and the Latin American Journey that Changed the Way We See the World* (NY: Gotham Books, 2004). I didn't like Ambrose's book when I first read it in graduate school: a non-analytical narrative with nationalistic pretenses. It still is that book. But my Dad's eyesight has given way and I read it to him; we thoroughly enjoyed it. It's a great story and Ambrose tells it well. Inspired by Ambrose, Dad and I moved on to Humboldt's five-year sojourn through Spanish America between 1799 and 1804. Helferich is equal to Ambrose as a narrator; he substitutes western scientist-ism for Ambrose's American exceptionalism. Still, another great read about a true-life adventure. Humboldt is in vogue it seems, given Elizabeth Kolbert's review of a new book about him in the *New Yorker* (Oct 26, 2015). And HBO recently approved a six-hour miniseries based on Ambrose's book, backed by Tom Hanks, Ed Norton and Brad Pitt.



Lloyd Benson recommends Don Doyle's *The Cause of all Nations: An International History of the American Civil War* (Basic Books, 2014). It is an engaging contribution to the new scholarship on the Civil War in a global context. Doyle charts how U.S. and Confederate leaders conceived their war aims and sought to manage diplomacy in terms of broader political and economic transformations taking place in the Atlantic world during this era. Doyle's interpretation is accessible to a general audience with an interest in how this defining American crisis fits into the larger story.

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