

DEPARTMENT OF HISTORY

WASHBURN UNIVERSITY



Spring 2014

MESSAGE FROM DR. TOM PRASCH, CHAIR

This past February, I was heading down to Albuquerque for one of my regular conference stops, at the Southwest Popular Culture conference, and browsing the program before the trip I was delighted to see a number of familiar names, Washburn alumni who were working the conference circuit as well: Dustin Gann, Hannah Thompson, and Bethany Mowry-Ramos. Dustin, I could still recall, delivered his first conference paper in that forum a few years before, and for both Hannah and Bethany it was a return trip as well, the journey first made during their undergraduate years. The conjunction—and the fact that our alumni were out there engaged in scholarship still—seemed something to celebrate, so we headed to Church Street Café, where, over pitchers of margaritas and plates of New Mexican fare, I caught up on Dustin’s teaching in Tempe, on Beth’s work as a history graduate student at Oklahoma, on Hannah’s latest grumblings about the museum studies program in East Texas. And okay, maybe by

the second pitcher we had moved on to other topics, but still, it was great to hear about their continued progress.

There is, after all, so much about our alums that is worth celebrating, even if we can’t always order those Church Street margaritas. Dustin has taken a step up at Arizona State, from Instructor to Lecturer; his new position will involve developing more specialty courses in his main field of study. Bethany is also gearing up to be On-Site Coordinator for the 2014 NEH Summer Institute on “Westward Expansion and the Constitution in the Early American Republic,” and she is the inaugural Intern/Fellow at OU’s Beinecke Rare Book and Manuscript Library; Hannah has been awarded the Helen Devitt Jones Fellowship. Both were lured back to Kansas this spring for the Kansas Association of Historians conference (one talking about sea serpents, one about Victorian mediums; if you know either, you’ll be able to guess who did which), where they got to rub shoulders with the assorted other Ichabods in

attendance: Kelly Erby, Kim Morse, adjunct Jennifer (Mills) Wiard, and myself.

Other alums have been busy as well. We will likely have more news of Cara Burnidge by the time of our next newsletter, but as of now we can at least say that the University of Chicago Press has awarded her an advance contract for the book version of her dissertation. Crystal Ecton was inducted into the Washburn Hall of Fame in October for her basketball prowess, but her continued work in history is something we think equally deserves celebrating; her junior history class in Madison, Kansas, for example, took a field trip to Kansas City to visit the World War I museum and the Steamboat Arabia Museum (and Arthur Bryant’s barbecue house as well), and they have been collecting oral-history interviews of Korean and Vietnam War veterans. Danielle Evans, still teaching in Wamego, finished a master’s degree in adaptive special education in December, and has been productive in other ways as well: her new baby Kaiden was born on

January 27. Amy Billinger was an honor graduate of Air Force Basic Training. Jess Rezac, still Development Manager at Kansas City's American Jazz Museum, also served as lead organizer for Louder Than a Bomb—Kansas City this year. Chelsea Chaney's work for Senator Roberts brought her back to Kansas in 2012, and this coming year she has been selected as his Campaign Manager; she reports that the impact of Rachel Goossen's "Remembering World War II" course led her to go to all of that war's honor flights and to visit the Library of Congress's veterans' oral-history program.

That's a lot to be proud of, but we are doubtless just scratching the surface here. That is in part because of our rather haphazard mechanisms for collecting such information. We hear a few things, we scroll Facebook, but we need a better means to keep track of our graduates and to keep them plugged into our department, updated on our doings and aware of our upcoming events. And, frankly, we also need our alumni to be aware of our needs: to know what they can do to support our work and students. For that reason we were delighted to hear the ideas of one of our graduates, Cynthia Heath. She has remained a part of the Washburn community, and she had some great ideas to help the department keep connected with our graduates. We follow up on one of those ideas in this newsletter: creating a group, some "friends of history" organization, who will get advance notice of our activities (instead of just hearing about them afterwards), and who can work among themselves to find ways to support our work. There will be more about this in a few pages newsletter, but here's the initial, two-part pitch: first, let us know if you'd like to be included as a member of this group; second, help us name it (something with more panache than "friends of history").

An interesting trend among our recent graduates, by the way, is another one featured in this newsletter. A number of them end up returning "home" to Washburn in a new role: as adjunct instructors. This trend, begun by Dustin Gann and Bethany Mowry-Ramos a few years ago, is currently embodied in the work of Theresa Young, Jennifer Wiard, and Joel Gillaspie, all of whom are teaching survey courses for the department this semester. The role of the adjunct is a complex one in contemporary higher education. On the one hand, we are delighted to welcome them back to the fold, since we can count on what they learned as students here as a foundation to their teaching, and since it gives them some sort of income as they work on dissertations or plan the next step in their own scholarly careers. On the other hand, if only we could hire more full-time professors—but we can't—we wouldn't need them at

all. Adjuncts open up a view to the dark side of higher education. In an ideal world, such positions would exist for emergencies alone; in the real world, nationwide trends show more and more classes (especially survey courses) are taken over by such underpaid short-term labor. The trends mapped out in the recent (January 2014) House Committee on Education and the Workforce Democratic Staff report, the aptly named "The Just-in-Time Professor," paints an alarming picture of job instability, low pay (and Washburn's, by the way, is lower than most), and closed-down tenure lines. Because, here at Washburn, our adjuncts are also often our own alums, we are acutely aware of the issues increases in adjunct teaching present. So we thought they deserved some special attention here.

Our current students also give us a lot to brag about. Christian Gilbert, Mary-Lucia Darst, Cassandra White, and December graduate Stephen Potter all presented papers at either national or regional Phi Alpha Theta conventions. Six of our students (Scott Brackey, Deren Onursal, Mary-Lucia Darst, Christain Gilbert, Jessa Jurgens, and Cassandra White) gave oral presentations of their research at this year's Apeiron. Three of our students in the teaching track—Jennifer Cook, Travis Desbien, and Jordan Boyd—have already landed teaching positions for the fall, and Jordan was this year's winner of the university-wide Outstanding Secondary Education Student Teacher Award. Mary-Lucia Darst is bound this fall for Paris, for the first year of her graduate career at Columbia University; Deren Onursal will begin his graduate work at the University of Kansas in the fall; Sierra Kresin is headed for Seton Hall for law school. Recent graduate Breanna Lewis is also beginning a master's program in kinesiology and coaching this fall.

To keep such students engaged, we in the faculty also have to be at the top of our game, and we have much to show for our own efforts. As the faculty notes included here show, we are actively engaged in historical scholarship, through conference presentations and publications. We have had a great year for innovative, team-taught courses, including Kelly Erby's "Dining Out in History, Literature, and Film" (with Tom Averill), Tony Silvestri's "World History and Music" (with Shiao-Li Ding), and my own "Sherlock Holmes" (with Erin Chamberlain). Bruce Mactavish also put together a travel course over spring break, visiting major sites in the American Civil Rights struggle with students, in part to commemorate the 60th anniversary of the Brown v. Board decision. Our local Phi Alpha Theta branch also has been very busy, with a range of programs from a forum on Crimea to presentations of current research to historical film nights.

In sum, then, there's a lot going on in Washburn's Department of History. We want to keep things lively. And we want to get all of you involved.

2014-2015 Scholarship Winners:

Bright-Bader Scholarship

Christopher Swan

Donald F. Danker Scholarship

Chase Sachs

C. Robert Haywood Scholarship

Scott Brackey

Robert W. and James E. Mackey Scholarship

Chloe Delatorre

Linda Wahl-Stoltenberg Scholarship

Ryan Alfson

Angela Gonzales

Mykel Patrick

Robert E. Davis Scholarship

Kathleen Longhofer

William Odell "Bill" Wagnon Scholarship

James Messer

Gilbert E. Galle History Scholarship

Cassandra White

Professor Gunnar Alksnis History Scholarship

Kinsey Ashworth

History Department Scholarship

Corinne Hoffhines

Katie McAfee

Colin Shaw

Colin Shaw

WHERE ARE THEY NOW? CAREER UPDATES FROM DEPARTMENT GRADUATES

CLARK BOATWRIGHT, '11
TEACHER, ROBINSON MIDDLE SCHOOL



"My essay has more red ink on it now than black." This was my thought as Dr. Kim Morse handed me back my first paper in my freshman course HI100. I had never received a low grade on a paper; writing was supposed to be one of my academic strengths. Yet, a capital letter D was staring back at me as I reviewed my freshly graded essay. What had gone wrong? Why was this essay, written no differently than anything else I had always casually received A's on, obliterated under the scathing red pen of Dr. Morse?

The answer, I would learn, was that the history department at Washburn University takes its students to a different level in their academic skills. The history faculty challenged me, and pushed me to become better than I ever thought was possible. A huge factor in my decision to become a history major at Washburn (aside from my love for the subject) was the challenge that I saw from each and every professor in the department. They demanded excellence and nothing less. I knew that if I became a major, I could not

just slide on by and get an easy degree; I would have to earn every grade and every credit.

Eventually, I did make it through HI100, continued on through the history program, and graduated from Washburn in 2011 with a 3.9 GPA. Today, I am a 6th grade world history teacher at Robinson Middle School in Topeka, teaching some of the same content I learned under Dr. Morse in HI100. I have been graced in receiving the 2013 Distinguished Staff Award for first-year teachers in USD 501 as well as the 2013 Horizon Award.

Much of the credit for my success as a teacher can go to Washburn's history department. More than just filling my mind with knowledge of the past, the professors at Washburn taught me how to think, analyze and persevere. In a 6th grade classroom, not every hour goes perfectly, nor is every lesson equally stimulating or enlightening. I continuously have to think about and analyze my work. I must go back and correct mistakes I have made and improve upon lessons I have created. My first attempt might cause me to fall flat on my face, but I learned through my professors at Washburn the importance of going back and improving on what I have done, whether it is an essay or a lesson plan. As I continue my work at Robinson Middle School, I will always be analyzing what I can do to improve, and persevering even when I fail, just like I was taught to do at Washburn.

COURSE SPOTLIGHT: “EXPLORING CIVIL RIGHTS,” SPRING 2014

By History Major Scott Brackey

In retrospect, *Exploring Civil Rights* was certainly not an “it’s in the syllabus” course. Unable to appreciate this fact beforehand, my original reason for enrolling was that the course would fulfill the upper-division requirements for a Political Science Minor. My initially narrow view on what was actually an extraordinary opportunity changed as soon as I witnessed the passion Dr. Mark Peterson, Dr. Bruce Mactavish and Ms. Connie Gibbons had for teaching the course. Together, we examined the politics, history, and art of the Civil Rights movement. Then, over the week of spring break, we traveled to the Southeast to see modern-day Memphis, Oxford, Jackson, Selma, Montgomery, and Birmingham for ourselves.

I discovered that the words “professor” and “student” lost their meaning when everyone was immersed in the exploration of these cities. All were vulnerable to learning or experiencing something new. To that point, exploring the history of the Civil Rights era was by no means the sole focus of the trip. Southern food, music, and culture in general left lasting impressions on all of us. The conventional fried catfish and the “offbeat” Kool-Aid pickle both exceeded expectations and positively enriched our experience of the South. The blues and B. B. King, Memphis soul, and Al Green’s transcendent gospel music expressed the experiences and emotions of southern African-Americans past and present in a way that was very moving. The familial culture of Tougaloo College, contrasted with the foreign and austere atmosphere of Selma, revealed disparate outcomes to civil rights struggles that were, in many respects, similar.



The advantage in actually visiting historic civil rights locations is the opportunity for sensory learning without walls, class times, or office hours. A textbook cannot convey such a detailed understanding of a place as visiting it for yourself, and a textbook is certainly not as exciting. The experience as a whole provided me with a more insightful, captivating, and effective understanding of the movement than standard course could hope to provide.

Many of our excursions involved museums, providing exposure to detailed information, artifacts, and the often-unique perspective of the guide. For example, the role Connie Gibbons played in creating the B.B. King Museum in Indianola, Mississippi meant that our tour there yielded great personal insight and behind-the-scenes detail. The proximity of facilities like the Civil Rights Institutes in Memphis and Birmingham to the Lorraine Motel and the 16th Street Baptist Church, respectively, enabled the synthesis of historical and physical contexts, the experiential with the scholarly.

Each student and faculty member brought his or her unique perspective and expectations to the adventure. By journey’s end, everyone had not only learned something about the South and civil rights but about themselves and each other. Because of the course, I now have a broader understanding of civil rights throughout time. I that, a country, we have made clear improvements in race relations since the 1960s, but I also encountered some of the problems that remain. The civil rights movement did not end decades ago and its relevance did not end with our return to Washburn. The fond memories and powerful lessons demand to be remembered and built upon. Fortunately, forgetting such an extraordinary experience will be difficult.



FACULTY FOCUS: TONY SILVESTRI, HISTORIAN AND LYRICIST

Tony Silvestri is the department's specialist in Ancient and Medieval history, teaching surveys and upper division offerings such as Civilizations of the Ancient Near East, Ancient Greece, Ancient Rome, the Medieval Experience, and Traditional Japan. But Silvestri is also busy outside of the halls of Washburn, with an active second career as a lyricist, working with classical composers from all over the world. He specializes in providing custom-made texts in English and in Latin for choral compositions. Since 2001 he has published twenty-three works with seven different composers, including Eric Whitacre, Ola Gjeilo, and Dan Forrest. His lyrics have appeared on several recordings, including four tracks on Eric Whitacre's *Light & Gold*, the winner of the 2012 Grammy Award for Best Choral Performance.

In 2013 he attended, with composer Dan Forrest, the world premieres of his lyrics for "Cantate Canticum Novum" in Dublin, Ireland (for the World Choral Fest), and for "Himenami" in Osaka, Japan. "Himenami" was commissioned by the Tenjo Hanabi Choir of Osaka to memorialize the victims of Japan's 2012 earthquake and tsunami. "It was very powerful to be able to present this work to a Japanese audience," Silvestri says. "The challenge for both of us was to be sensitive without being sappy, to provide a Japanese context without being stereotypical. The overwhelming reaction of the audience in Osaka told us that we had been able to speak to some of what they had experienced. It was a great honor."

Later this year Silvestri will attend two world premieres of his major works at Carnegie Hall in New York: in April, of his fractured fairy-tale "St. George and the Dragon" with composer Timothy Powell; and in May, of "The Dreamweaver" with the Norwegian composer Ola Gjeilo. Based on the Old



poem *Draumkvedet*, "The Dreamweaver" tells the tale of a vision of Heaven and Hell akin to Dante's *Divine Comedy*. Silvestri is also proud to announce that he has been commissioned by the Houston Grand Opera to write the libretto for their 2015 Opera-to-Go season, with composer Mark Buller. This childrens' opera, entitled *The Pastry Prince, or Un Bello Pasticcio*, weaves together several Italian fairy tales into a whimsical *Commedia dell-Arte* spoof.

As if all this activity were not enough, in 2013 Silvestri published an illustrated children's book, *SLEEP*, based on the lyrics to his most successful collaboration with composer Eric Whitacre. The Dutch artist Anne Horjus painted evocative illustrations to go with the choral lyrics, and the two published the work in September. Silvestri and Horjus plan to publish the second in their series of choral books, *Leonardo Dreams of His Flying Machine*, in 2015.

For more information on all of the wonderful things Silvestri is up to, see his website at www.charlesanthony-silvestri.com.

SPRING 2014 PHI ALPHA THETA INDUCTEES

This spring, Phi Alpha Theta, the History Honorary Society, was pleased to induct the following students: Kinsey Ashworth, Angela Gonzales, Corinne Hoffhines, Kathleen Longhofer, Katie McAfee, James Messer, Chase Sachs, Alejandro Salomon Rivarola, Joshua Tommaso, and John Vogt. Students are inducted into Phi Alpha Theta after completing a minimum of 12 semester hours in History and earning at least a 3.1 GPA., demonstrating excellence in the history coursework.

COURSE SPOTLIGHT: “BORDERLANDS & BEYOND,” SPRING 2014

Professor Kim Morse’s course “Borderlands & Beyond” explores the concept of borders and borderlands from a variety of perspectives. Using the history of the space that joins the United States and Mexico as a starting point, the course assesses the evolution of the borderlands region, key developments in U.S./Latin American relations, the significance of the Spanish-America-Cuban-Phillipine-Guam-Puerto Rican War, as well as factors that shape immigration from Latin America and the Caribbean. The course uses primary sources, literature, music, film and food to enhance our understanding of the diversity and complexity of the Latino experience in the United States, borderlands and beyond.

At this point, Borderlands and Beyond is the only course in the History Department's regularly offered courses that assesses Latino history within the nexus of national and international dynamics. It is a course that forces students to push their boundaries in their understanding of United States history, think about race in ways they have not before, and to work in an interdisciplinary context as readings draw from history, literature, political science, economics, education, and anthropology. According to Morse: “Personally, I think it is a course that all of our teaching majors should take as they will teach in classes defined increasingly by diversity and shaped by the Latino experience.”

WASHBURN STUDENTS PRESENT AT BIANNUAL PHI ALPHA THETA MEETING IN ALBUQUERQUE, NEW MEXICO

In January, students Mary-Lucia Darst, Christian Gilbert, Stephen Potter, and Cassandra White, accompanied by Professor Kelly Erby, traveled to Albuquerque to present their research at the biannual national meeting of the Phi Alpha Theta History Honors Society. According to Erby: “I was extremely impressed by both the quality of our students’ scholarship and their poise in presenting to an audience.” The students’ scholarship varied widely in topic and approach. White’s research examined the influence of Calvinism on abolitionist John Brown; Potter illuminated the ethnic dimensions of the Taiping Rebellion; Darst considered the influence of Wolfgang Amadeus Mozart upon German composer Felix Mendelssohn; and Gilbert looked at women’s economic empowerment in post-colonial Kenya and Guinea Bissau. In addition, the students got a chance to enjoy the beautiful southwest scenery and tasty New Mexican food, while interacting with history majors from across the country.



Above: Cassandra White presenting her research on John Brown

CELEBRATING THE DEPARTMENT'S CONTINGENT FACULTY

The Department's contingent faculty members are perhaps its greatest unsung heroes. "Contingent faculty," or "adjuncts" are non-tenure-track teachers employed part-time by the university to teach 1-2 courses per semester. Nationwide, the number of contingent faculty members has increased dramatically in recent years. In 1970, adjuncts made up 20 percent of all higher-education faculty. Today, they represent half.¹ Universities hire contingent faculty members because they can pay them less than a full-time tenure-track professor.² But, unfortunately, relying on contingent faculty members creates numerous problems, including the devaluation of higher education.³ Washburn's Department of History certainly does not advocate the model of adjunct teaching; however, it is very happy to have such an outstanding team of current adjuncts working on its behalf and the behalf of its students.

Three of the four current adjuncts are actually the Department's own graduates. Joel Gillaspie, Jennifer Wiard, and Theresa Young each received their B.A. from Washburn where they majored in history. All three then went on to pursue graduate-level work in history, Gillaspie from Utah State, Wiard from the University of Missouri, and Young from Kansas State. Gillaspie and Wiard are currently completing PhDs; Gillaspie at the University of Mississippi and Wiard at the University of Missouri. They both are teaching at Washburn while they write their dissertations. A fourth

contingent faculty member, Ginette Alley, is not a Washburn graduate but she has been teaching at Washburn since 2010. She holds a Ph.D. from Iowa State.

The Department and the students it teaches benefit from these individuals' extremely rich and diverse areas of research expertise, which range from early modern Europe and transatlantic world history to the American Civil War, nineteenth-century environmental history, and twentieth-century evangelicalism. Gillaspie's dissertation research, for example, examines the lives and identities of Englishmen captured by Muslim pirates after England opened trade relationships with the Ottoman Empire in 1580. Many of those captured converted to Islam. Gillaspie considers the way their communities treated them and the ways they represented themselves once they returned to England. On the American front, Alley has just published a book which she co-edited (with J.L. Anderson) entitled *Union Heartland: The Midwestern Home Front during the Civil War*. She has also published in the areas of land and Indian policies, as well as rural history and agrarianism. Wiard's dissertation focuses on Billy Sunday and his revival team. Sunday was the most popular revivalist of the Progressive Era, attracting crowds of 20,000 people two to three times a day. The question driving Wiard's research is how evangelicals began adapting to a more secular 20th century, taking

Sunday and his team as a microcosm of that adaptation. Finally, Young has pursued an interest in environmental and agricultural history, which she first developed as an undergraduate at Washburn. Her M.A. thesis considers the 1873 Timber forests that were planted on the Great Plains states as a result of it.

The three Washburn graduates all say that they have enjoyed returning to Washburn and interacting with their former professors as colleagues. Gillaspie acknowledges that the adjunct pay at Washburn is poor, but he appreciates the teaching experience that the Department is providing him and says that faculty members have been very helpful in his development as a teacher. Young has also made every effort to take advantage of faculty-development workshops at Washburn, though she is not always able to attend since she also holds a second job to make ends meet.

In addition to enjoying interacting with History colleagues, Gillaspie, Aley, Wiard, and Young indicate that they also appreciate Washburn students. Aley explains that Ichabods tend to "take ownership of their education" in a way that she has not seen at other institutions and, in general, are "friendly, respectful, and have a good sense of humor." Young and Gillaspie both indicate that they like the variety of income levels, ages, and backgrounds in the typical Washburn classroom.

Their students return the compliments, giving all four excellent teaching evaluations.

While the model of adjunct teaching is far from ideal, the Department appreciates the efforts of these four individuals and celebrates their accomplishments. We look forward to seeing where they go next!

NOTES: ¹ Adrianna Kazar, "Changing Faculty Workforce Models," TIAA-CREFF Institute, 2013. ² The average pay nationwide to adjuncts per course is \$2,000-4,000. Washburn adjuncts receive substantially less than this, at just \$1,800 per course. Adjuncts do not receive insurance or retirement benefits. At Washburn, adjuncts are required to have a Master's degree. ³ Many, if not most, contingent faculty members are overworked and underpaid. To make ends meet, they often teach at numerous different schools. Maintaining high standards, performing research, and forming relationships with students is difficult under these conditions. For more on this, see James Hoff, "Are Adjunct-Professors the Fast Food Workers of the Academic World?"

<http://www.theguardian.com/commentisfree/2014/jan/24/exploitation-of-adjunct-professors-devalues-higher-education> and Betty Tuch, "Professors in Homeless Shelters: It's Time to Talk Seriously about Adjuncts,"

http://www.salon.com/2014/03/17/professors_in_homeless_shelters_it_is_time_to_talk_seriously_about_adjuncts/

Congratulations!

Congratulations go to Dr. Tom Prasch, who was selected from faculty across the university to receive this year's Robert A. Roy Meyers Award for Excellence in Research.

Professor Rachel Goossen Undertakes New Research Project



Professor of History Rachel Goossen has begun a new scholarly project, investigating patterns of sexual abuse attributed to John Howard Yoder (1927-1997), who is widely regarded to be America's most influential pacifist theologian. Yoder spent his career at Associated Mennonite Biblical Seminary in Elkhart, Indiana, and at the University of Notre Dame. Late in his life, dozens of women (former students and professional associates) divulged experiences of sexual misconduct by Yoder, resulting in a disciplinary process in which Yoder lost his ministerial credentials. Goossen's new research will focus on present-day efforts of religious and academic institutions to interpret how Yoder's sexual misdeeds--and the responses of women survivors--complicate the legacy of this renowned ethicist.

Goossen has been invited by the Mennonite Church USA Discernment Group, formed in 2013, to engage in historical research regarding institutional accountability pertaining to John Howard Yoder's abuse of women in the late twentieth century. Yoder died in 1997, shortly after completion of the church's multiyear disciplinary process. In the years since, Yoder's influence as a theologian has continued to grow, while some of those who were harmed by Yoder have raised questions about ways in which church officials responded to the allegations of sexual abuse during the 1980s and 1990s. Some have suggested that the church continued to "protect" this influential church leader at the expense of women who resisted and reported his abusive behavior. The Mennonite Church USA Discernment Group's stated goal is "In light of the reality that many and varied assumptions are being voiced about what occurred, we will design a process to fairly and accurately document the scope of John Howard Yoder's sexual abuse and the church's response to it."

Goossen has begun studying previously unreleased written reports and correspondence, and she will conduct oral-history interviews with individuals who were involved in institutional accountability and discipline processes. She plans to make her findings available through scholarly publications in 2015, and expects that a synthesis of historical evidence will help illuminate church-related accountability processes -- both what they achieved in healing and reconciliation, and ways in which they failed. Goossen, as well as others interested in the Yoder case, hope that this historical study will offer lessons in how to intervene more effectively to prevent sexual abuse, as well as how to care for survivors and perpetrators of abuse.

Fall 2014 Upper-Division History

Courses

History 303A Colonial America: MWF 9-9:50 (Wiard)

History 304 A American Revolutionary Period: MWF
10-10:50 (Erby)

History 307A American Civil War, 1848-1877: MWF
12-12:50 (MacTavish)

History 309A: America in the 1920s and 1930s: online
(Wynn)

History 312A/512A War's Impact on America: TR1-
2:15 (Goossen)^S

History 300A Medieval Experience: M 5:30-8 PM
(Silvestri)

History 300B The Great War: WWI and its Legacy: W
5:30-8 PM (Prasch)

History 300C Hitler and the Holocaust: TR 11-12:15
(Newland)

History 354VA History of the Middle East: online
(Tucker)

History 361A Colonial Latin America: TR 8-9:15
(Morse)



Gilbert Presents at Undergraduate Research Day

History major and Women's and Gender Studies minor Christian Gilbert ('14) was selected to represent Washburn at this year's Undergraduate Research Day, held at the Kansas State House. Gilbert shared his research project, "A Lion Can Run Fast But We Can Run Father: Women's Economic Empowerment in Post-Colonial Kenya and Guinea Bissau," with undergraduates from across the state as well as legislators. About his experience, Gilbert said: "I really enjoyed Undergraduate Research Day at the Capitol because it provided me with the opportunity to share my senior capstone research project. I also enjoyed learning about other students' research projects. I hope the tradition continues for future students." Nice work, Christian!

The History Department is pleased to announce that three of its majors won university-wide scholarships this year:

Dean's Scholarship

Kinsey Ashworth
Alejandro Salomon Rivarola

PKP Scholarship

Scott Brackey

ANNOUNCING

A NEW WAY TO KEEP INVOLVED WITH WASHBURN'S DEPARTMENT OF HISTORY

THE...

(um, ok, we don't know what we're going to call it yet, but keep reading)

A circle of friends of the Washburn Department of History but with a cooler name than that

What we hope to get from you:

- Support for the development of current history students (engaging with their projects in the newsletter, Phi Alpha Theta presentations, funding scholarships)
- Connections with history graduates (maintaining a social network, mentoring students before or after graduation)
- Encouragement for historical study (keeping the department informed of their own historical work, funding research and conference opportunities, facilitating internships)
- Efforts to build the department (meeting prospective majors, endowing positions)
- Engagement with the community (participating in History Day, suggesting programming for Phi Alpha Theta or other presentations)

What we will give you in return:

- Regular email blasts of events and opportunities, faster even than our newsletter (advance notice of lectures, Phi Alpha Theta events, movie nights, upcoming courses)
- Social events for alums and current students (keyed to Washburn events like homecoming, for example; maybe even some field trips)
- Deeper connections to the Washburn Department of History and its graduates
- PRIZES! (starting right now; just keep reading)

SO what we need from you right now is two things.

FIRST: The Name That Group Contest

Historians' Circle? Too generic. Friends of Clio? Too clearly borrowed from that other school. Salon de Histoire? Just too French. What are we going to call ourselves? Send your suggestion to newsletter editor Kelly Erby (kelly.erby@washburn.edu). A committee of the Washburn history faculty will pick our favorite suggestion. The person who submitted the winning suggestion will WIN: A three-pack of I-Read selections (courtesy of Dean of Libraries Alan Bearman). As some of you know, each fall for the last several years, Washburn University has run an I-Read program, encouraging all of the Washburn community to read the work together. Our PRIZE PACKAGE includes: Joe Drape, *Our Boys: A Perfect Season on the Plains with the Smith Center Redmen*; Thomas Fox Averill, *rode*; Juan Williams, *Eyes on the Prize: America's Civil Rights Years, 1954-1965*

SECOND: Join up. Trust us, we'll get the name sorted out. Meanwhile, let us know you want to be a part of it all. Send your emails to newsletter editor Kelly Erby at kelly.erby@washburn.edu.

Tom Prash received Washburn's A. Roy Myers Award for Excellence in Research this year. His most recent publications are "Ethnicity as Marker in Henry Mayhew's *London Labour and the London Poor*," in Marlene Tromp, Maria K. Bachman, and Heidi Kaufman, eds., *Fear, Loathing, and Victorian Xenophobia* (Ohio State University Press) and "Wessex Goes West: From Thomas Hardy's *Mayor of Casterbridge* to Michael Winterbottom's *The Claim*" in Cynthia J. Miller and A. Bowdoin Van Riper, eds., *International Westerns: Re-Locating the Frontier* (Scarecrow Press). This past semester, he has presented papers at four conferences: Southwest Popular Culture Association (on Margarethe von Trotta's *Hannah Arendt*), Kansas Association of Historians (on John Thomson's photographic expedition to Cyprus in 1897), the national Popular Culture Association (on categorization at the South Kensington complex from the Great Exhibition of 1851 to the cycle of thematic exhibitions held from 1871-74), and the Midwest Victorian Studies Association (on the 1897 Punitive Expedition to Benin and the Victorian discourse about the Benin art looted by the expedition). This semester, he has been team-teaching (with Erin Chamberlain) a new course, "Sherlock Holmes," and will be team-teaching another new course, "The Great War: World War I and Its Legacies," with Kara Kendall-Morwick in the fall.

Rachel Goossen presented "Cartoonists on the Theme of War Toys: An Illustrated History of Resistance," in October 2013 at the Peace History Society's biennial conference at Southern Illinois University. She serves as a "Talk" scholar with the Kansas Humanities Council and as a member of the KHC's Speaker's Bureau; her latest presentation (beginning 2014) is "War Toys in American Cartoons." She

frequently publishes book reviews on Mennonite history and women's history, and in the past year has contributed to *Canadian Historical Review*, *American Studies Journal*, *Indiana Magazine of History*, *Journal of Mennonite Studies*, and *Mennonite World Review*.

Kim Morse presented research at two conferences, the the Kansas Association of Historians and the Rocky Mountain Conference of Latin American Studies. The KAH paper focused on the complex relationships between Native Venezuelans, Franciscan missionaries, and Spaniards in eastern Venezuela at the turn of the eighteenth century. The RMCLAS paper analyzed the evolution of indigenous religious citizenship in eastern Venezuela in the nineteenth century. In addition to teaching two sections of HI102, and one section each HI395, and HI363 *Borderlands and Beyond*, Kim also co-organized the Fourth Annual Hermanitas Conference, co-sponsored by MANA de Topeka and Washburn University. The conference brought nearly 180 middle and high school aged girls, most of them Latinas, for a day focused on career and educational empowerment. The conference was held on March 3.

Alan Bearman continues to teach courses in early American and religious history. He also serves as the Dean of the Libraries at Washburn.

Bruce MacTavish is currently the director of the Bachelor's of Integrated Studies Degree and Master's of Liberal Studies Degree while he continues to serve as Associate Dean of the College of Arts and Sciences. For the past three years he has been a content expert for "A Century of Progress." This federal grant project is a part of the Teaching American History program involving forty Kansas middle school history teachers. His current research project involves analyzing the ideals and actions of the Seventh Kansas Cavalry as they carried their abolitionist motives into the Confederate South in 1862.

Kerry Wynn received a Sweet Sabbatical grant from the university for travel in Europe. She spent a month abroad studying local culture and emigration in Ireland, Germany, and the UK. She returned with scores of new ideas for teaching the history of 19th-century immigration to the U.S. and a fairly serious addiction to Bavarian pretzels.

Tony Silvestri is working on the libretto for an opera commissioned by the Houston Grand Opera, for their educational outreach program, entitled "The Pastry Prince, or Un Bello Pasticcio." The composer is Mark Buller, and the premiere will be in January 2015. He also has another premiere, "St. George and the Dragon" with composer Timothy Powell, at Carnegie Hall in New York in April. Dr. Silvestri's "The Dreamweaver," with Norwegian composer Ola Gjeil, also premieres in New York in May.

Kelly Erby taught two new upper-division history classes this academic year. "John Brown" examined the controversial abolitionist; "Dining Out in History, Literature, and Film," co-taught with Washburn writer-in-residence Tom Averill, looked at the function and history of the restaurant in American society and culture. Erby contributed to the journal *Kansas History* and her essay "Between Bolted Beef and Bolted Pudding': Boston's Eating Houses and Nineteenth-Century Social and Cultural Change" was published in *Consuming Cultures: Food as Identity*, Cammie Sublette and Jennifer Martin, eds.

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Attention Alumni & Friends!

Keep us current on your activities and contact information! Complete this form and send it to Dr. Kelly Erby, Department of History, Washburn University, 1700 SW College Ave, Topeka, KS 66621

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