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# FROM DISUNION TO EMPIRE

## THE UNITED STATES, 1850-1900

DENTON – JUNE 8-11, 2008

SAN ANTONIO – JUNE 15-18, 2008

♦  
INSTITUTES FOR TEXAS TEACHERS



SPONSORED BY

HUMANITIES TEXAS

THE UNIVERSITY OF NORTH TEXAS

TRINITY UNIVERSITY



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# FROM DISUNION TO EMPIRE

## THE UNITED STATES, 1850–1900

DENTON – JUNE 8-11, 2008

SAN ANTONIO – JUNE 15-18, 2008

INSTITUTES FOR TEXAS TEACHERS

FINAL REPORT

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TRINITY UNIVERSITY

A *We the People* initiative of the  
National Endowment for the Humanities

Every fifty-year span of United States history encompasses significant change, but the sweeping transformation that the nation underwent in the second half of the nineteenth century was unprecedented. The escalating sectional controversy erupted into a cataclysmic Civil War, which devastated the South, uprooted slavery, and redefined the federal government's relationship to the states. With post-war Reconstruction came a shift in political power, a new economic agenda, changing roles for women, and three historic amendments to the Constitution. Industrialization and technological advances transformed a country of isolated rural communities into an urbanized society, teeming with new immigrant groups. Fifteen states were admitted to the union, and the dramatic expansion of railroad tracks, from 9,000 miles in 1850 to 193,000 miles in 1900, bound the diverse regions of the continental nation together. By the century's end, America was a world power, indeed an empire.

In June 2008, Humanities Texas partnered with the University of North Texas and Trinity University to hold "From Disunion to Empire: The United States, 1850–1900," a pair of residential teacher institutes in Denton and San Antonio that explored this remarkable period in U.S. history.

### BACKGROUND

Since 2004, Humanities Texas has held summer teacher institutes around Texas with the support of the National Endowment for the Humanities *We the People* initiative. The 2004 "Institute on Congress and American History," organized in partnership with the Lyndon Baines Johnson Library and Museum, the National Archives and Records Administration, and The University of Texas at Austin's College of Liberal Arts and Center for American History, explored Congress's role in the pivotal events of U.S. history. The following year, Humanities Texas collaborated with the Bob Bullock Texas State History



Photographs by Julia Aguilar, Stephanie Crane, Brook Davis, Michael L. Gillette, Martin Kohout, and Katie Rush.

Randolph B. Campbell leads a primary source workshop at the Denton institute.

*"[The institute] was the best professional learning experience I have ever encountered. At my school, there are limited opportunities for teachers to think deeply about the subjects they teach so this was a kind of intellectual vacation for me! I'm really looking forward to using the primary sources we explored with my Texas history students—particularly the works of fine art that will help concretize such a complex and dynamic era of history."*

SAN ANTONIO INSTITUTE PARTICIPANT



Denton institute participants gather on the UNT campus.

Museum to hold "Gateway on the Gulf: Galveston and American Immigration, 1845–1915," which examined the history of nineteenth-century U.S. immigration from the perspective of Galveston, the "Ellis Island of the West."

In 2006, Humanities Texas partnered with the University of Houston and the University of Texas at El Paso to hold "Southwest Vistas: The Border in American History." An exploration of the history and culture of the U.S.-Mexico border, "Southwest Vistas" represented a significant expansion of Humanities Texas's educational programs, as it included two teacher institutes—one in Houston, the other in El Paso, both sharing the same curricular goals. In 2007, Humanities Texas followed the same model, partnering with Texas Christian University, Texas Tech University, and the Amon Carter Museum to hold "The West and the Shaping of America." This program included institutes in Fort Worth and Lubbock, each examining the history and culture of the American West.

Through these institutes, Humanities Texas has established a reputation among the state's classroom teachers for holding intellectually stimulating summer programs. Participants work closely with leading scholars, as well as colleagues from around Texas, exploring topics central to the state's humanities curricula. Evaluations have been superlative, with many teachers reporting that they returned home inspired to share what they learned with students and colleagues.

### PROGRAM DEVELOPMENT

In 2006 and 2007, Humanities Texas held its teacher institutes along east-west axes, in Houston and El Paso (2006), and in Fort Worth and Lubbock (2007). Humanities Texas was eager for its 2008 programs to have a north-south axis, with the institutes accessible to teachers who may not have been able to travel to locations in previous years.

In late 2007, Humanities Texas approached representatives from the University of North Texas (UNT) and Trinity University proposing a three-way partnership supporting institutes in Denton

*"Without a doubt, this is the best professional development program I have ever been to. I cannot stop thinking about all that I learned and the great people I met."*

DENTON INSTITUTE PARTICIPANT



San Antonio participants gather on the Trinity campus.

and San Antonio exploring a pivotal period in U.S. history. The three institutional partners worked together over the course of the spring of 2008 to identify the institute focus, select the faculty, and develop the themes and topics to be explored. Humanities Texas had primary responsibility for promoting the programs among the state's teachers, educational administrators, and the Texas Congressional delegation; soliciting and reviewing teacher applications; and preparing all print materials. UNT and Trinity managed logistics, which included arranging participants' food, lodging, transportation, and parking; videotaping institute presentations; and overseeing the preparation of program materials.

"From Disunion to Empire" benefited from the strengths of its sponsors. The program combined UNT's outstanding faculty in U.S., military, and Texas history with two of Trinity's outstanding scholar-teachers and its attractive campus in the heart of San Antonio. Also supporting the program were the National Archives and Records Administration's Center for Legislative Archives and Fort Worth's Amon Carter Museum. Both institutions sent representatives to serve on the institute faculty and provided participating teachers with a wealth of instructional resources.

## CURRICULUM

The "From Disunion to Empire" curriculum explored U.S. history in the second half of the nineteenth century, thereby broadening participants' understanding of this period of profound and drastic change. Faculty aligned their presentations with the Texas Essential Knowledge and Skills (TEKS) for Social Studies and addressed topics central to courses in U.S. and Texas history, including the growth of sectional conflict and the Civil War; the effects of Reconstruction on the political, economic, and social life of the nation; western expansion; industrialization and urbanization; and the impact of reforms and third-party movements in the late nineteenth century.

Afternoon workshops with faculty introduced innovative strategies in the teaching of history, placing special focus on the use and interpretation of primary sources. Participants received an

*"Everything was great! If all of the educational institutes were of this caliber, we would have a lower turnover rate among the profession!"*

SAN ANTONIO INSTITUTE PARTICIPANT

impressive collection of teaching resources, including books by institute faculty, classroom-ready handouts, and dozens of digital facsimiles of historical documents, photographs, and works of art.

Participants in the Denton institute enjoyed a concert by retired UNT professor of music Ron Fink and his band, which surveyed distinctive American musical traditions that emerged during the late nineteenth and early twentieth centuries. In San Antonio, institute participants toured the University of Texas at San Antonio Institute of Texan Cultures and were introduced to its exhibits by director John L. Davis.

## FACULTY

Institute faculty members were selected on the basis of their intellectual and professional expertise and their presentation skills. Faculty included professors from not only UNT and Trinity but also a wide range of educational institutions in Texas and beyond, including the Key School of Annapolis, Maryland; Texas A&M University; Texas Christian University; the University of Arkansas at Little Rock; the University of Illinois at Urbana-Champaign; the University of Kentucky; the University of Massachusetts-Amherst; the University of Southern Mississippi; The University of Texas at Austin; and The University of Texas at San Antonio.

Several scholars participated in both the Denton and San Antonio programs. H. W. Brands delivered a public lecture in each city examining the political, economic, and social history of the Gilded Age. Randolph B. Campbell spoke about the history of slavery at the Denton institute; in San Antonio, he examined Texas history in the years immediately preceding the Civil War. Gregg Cantrell traced the history of the Grange movement and the rise of the Populist Party in the 1890s. Stacy Fuller introduced the resources that the Amon Carter Museum provides to social studies teachers across Texas. And art historian Mark Thistlethwaite closed each institute with an illustrated survey of American art in the second half of the nineteenth century.

Heather Cox Richardson opened the Denton institute with a public lecture examining how popular conceptions of American citizenship evolved during the nineteenth century. Over the following three days, the Denton institute faculty, anchored by scholars from the UNT history department, examined key elements of U.S. history between 1850 and 1900. Richard B. McCaslin reviewed the sectional politics of the 1850s, with a special focus on the Kansas-Nebraska Act. Richard G. Lowe and Carl Moneyhon offered fresh perspectives on the Civil War and Reconstruction. Todd Moye and Juliet E. K. Walker explored African American history during the period. Todd M. Kerstetter surveyed recent scholarship on Western expansion; Albert S. Broussard examined immigration and urbanization. David Kesterson surveyed the period's literary history in a talk on nineteenth-century American humorists, and Kathi Kern and Andrew A. Wiest examined Progressive Era social reform and the nation's emergence as a world power, respectively.



San Antonio participants examine online resources supporting U.S. history instruction.

*"This institute gave me a much greater understanding of an era in history about which I felt I knew a good deal. The views and analysis presented throughout the institute have helped foster a renewed sense of the importance of this era in our nation's history. It will greatly enhance my teaching."*

SAN ANTONIO INSTITUTE PARTICIPANT



Richard H. Hunt (r) leads a workshop in San Antonio examining documents related to the impeachment of President Johnson.

Orville Vernon Burton delivered the opening presentation in San Antonio, discussing his recent survey of the Civil War era, *The Age of Lincoln*. In the days that followed, the San Antonio institute faculty examined many of the same topics addressed in Denton. Richard H. Hunt delivered two presentations exploring mid-nineteenth century political history. George Forgie reviewed the central questions that scholars continue to ask about the Civil War. Carey H. Latimore spoke on both slavery and race relations following Reconstruction. Erika Bsumek and Charles Flanagan considered Western expansion and immigration and urbanization, respectively. Allan O. Kownslar offered insight into Texas history during the period with a survey of notable Texas iconoclasts; Kownslar also delivered a presentation on turn-of-the-century debates about America's role on the global stage. Janet M. Davis examined social and political reform movements of the late nineteenth century, and Eric Lupfer spoke about the revolution in communication technology following the Civil War.

Teachers at both institutes praised the faculty in the highest terms. A Denton participant wrote in her final evaluation, "The presenters were extremely knowledgeable and enthusiastic about their topics. I was constantly challenged and excited to discover more." Another wrote that he felt "like a kid going to a baseball camp where there are sixteen major league all-stars serving as instructors." A San Antonio participant was similarly enthusiastic: "having this opportunity to explore topics in U.S. history with such knowledgeable professors and historians is a huge honor."

**PARTICIPATING TEACHERS**

Program directors collaborated with administrators at the Texas Education Association (TEA), the state's regional Educational Service Centers, and the teacher networks maintained by Humanities Texas, UNT, and Trinity to solicit institute applications from social studies teachers across the state. Program directors also invited each member of Texas's Congressional delegation to nominate exemplary Texas and U.S. history teachers in his or her district.

More than 110 teachers applied to attend the institute. Selection decisions were based on applicants' experience in leadership, curriculum design, and peer professional development, as well as their years of experience, the number of students they teach, and whether their teaching environment includes underserved regions or populations. Program directors ultimately selected forty teachers to attend each institute, taking care to ensure a diverse mix of participants from all regions of the state.

Teachers received housing, a full travel reimbursement, most meals, and a \$300 stipend. They represented twenty-eight of Texas's thirty-two Congressional districts, with fifteen nominated by their Congressional representatives. Among the participants—who teach more than 5,000 Texas students each year—were history, social studies, government, and civics teachers. Their classroom experience ranged from one year to thirty-four. Some came from urban areas, while others teach in suburban and rural communities. Nearly all had distinguished themselves as leaders in their schools and communities, serving as department chairs, curriculum writers, and school board members.

*"I loved being totally immersed in the history with authors, professors, and other lovers of history."*

DENTON INSTITUTE PARTICIPANT

**EVALUATION**

In order to assess the quality of the institute experience, program directors conducted daily evaluations, asking participants to rate the program and its relevance to their work in the classroom. At the end of the institute, participants completed a summative evaluation in which they considered the program's quality and made specific suggestions for future institutes.

Evaluations confirmed that teachers found both institutes to be meaningful and enriching. A San Antonio participant wrote in her final evaluation, "this was an experience of a lifetime, and I wish that every educator could take part in it." Another described the institute as "a unique and complete workshop providing everything a classroom teacher could wish for. . . . [It] was invigorating and inspiring to all who attended and provided for an opportunity to network with colleagues from the state and nation."

Many teachers emphasized that the institute deepened their understanding of the subjects they teach. One Denton participant explained that she now has "a better working knowledge of life in the U.S. after the Civil War. I feel my instruction has been spotty in that area but now have the tools to give my kids information and activities they can learn from." A San Antonio participant made a similar observation. Teaching U.S. history next year, she wrote, "I will be able to add details to events that otherwise may have been glossed over." Several Texas history teachers emphasized that the institute will help them place state history in a broader national context. As one noted, "I now have a better understanding of events in U.S. history that I can apply to my Texas history class that will prepare [students] for 8th grade."

As in past years, participants were especially enthusiastic about the afternoon workshops, in which they worked in small groups with institute faculty to examine historical documents and photographs related to the morning presentations. One Denton participant enthused, "I really enjoyed the breakout sessions. Being able to meet with the professors in small groups was wonderful!" Many teachers praised the immediate utility of these workshops. As one teacher explained, they provided "something we could take back into our classrooms and easily use with our students. Any activity involving primary documents is good; it's something that researchers and scholars find and use regularly, but public school teachers don't always have the time to uncover."



Allan O. Kownslar delivers a presentation in San Antonio on nineteenth-century Texas iconoclasts.

*"I appreciated the consideration that was given to every aspect of the institute. It was designed to address my individual intellectual needs as well as my needs as an educator. . . . The setting was beautiful and everyone was so helpful and friendly. I would have to say that this is the best professional development workshop I have ever attended."*

SAN ANTONIO INSTITUTE PARTICIPANT



George Forgie (center) leads a workshop in San Antonio on the Civil War.



Todd M. Kerstetter leads a workshop on Western expansion at the Denton institute.

Teachers did make several suggestions for the improvement of future institutes. They noted that, with such a full schedule, presenters occasionally seemed rushed, and time for questions was limited during the morning sessions. Teachers also suggested scheduling more time for informal interaction between participants and the institute faculty.

Overall, however, the evaluations were overwhelmingly positive, with many participants describing the institute as the best professional development program they had ever attended. "The institute truly treated the teachers as valued individuals in a noble profession, and if more of this treatment occurred there would be a lower rate of individuals leaving the profession," concluded one San Antonio participant.

### MEDIA COVERAGE

"From Disunion to Empire" has received significant media attention. Forty-five newspapers across the state featured stories about the institute and the teachers who participated. These papers include the Anna-Melissa Tribune, the Anvil Herald, the Bayshore Sun, the Belton Journal, the Boerne Star, the Brownsville Herald, the Cedar Hill Today, the Celina Record, the Coppell Citizen's Advocate, the Coppell Gazette, the Corpus Christi Caller-Times, the Daingerfield Bee, the Dallas Morning News, the Del Rio News Herald, the Denton Record-Chronicle, the El Paso Times, the Flower Mound Messenger, Fort Bend Now, the Gainesville Daily Register, the Hamilton Herald-News, the Hondo Anvil Herald, the Houston County Courier, the Karnes County Countywide, the Katy Times, the Lake Cities Sun, the Lamb County Leader-News, the Lampasas Dispatch Record, the Leakey Star, the Levelland & Hockley County News Press, the Lewisville Leader, the Lubbock Avalanche-Journal, the Lufkin Daily News, the McAllen Monitor, the McKinney Messenger, the Montgomery County Courier, the Mount Pleasant Daily Tribune, the Polk County Enterprise, Go San Angelo, the San Angelo Standard-Times, the San Antonio Express-News, the Temple Daily Telegram, the Victoria Advocate, the Waco Tribune-Herald, and the Wylie News.

*"I will definitely use the information, websites, books, and overall experience to bring excitement for U.S. and Texas history to my students. I'm eager to read the books we were given to enhance my own knowledge and to help my students have a deeper appreciation and understanding of this time period."*

SAN ANTONIO INSTITUTE PARTICIPANT

### FUTURE PLANS

"From Disunion to Empire" will reach a much larger audience than the teachers who attended the institute. Participants have agreed to share what they learned with colleagues and to promote the institute website, where digital facsimiles of historical documents and other teaching resources are available for download. Humanities Texas will also make selected sections of the faculty presentations available on its website via streaming video.



Alison Noyes introduces San Antonio participants to the resources of the National Archives.

*"I found all of the activities to be relevant and beneficial to my teaching of American history. I appreciated all of the primary sources that accompanied each presentation, and I was especially appreciative of the books I was given. The presentations on literature and art of the late 1800s and the ragtime band concert were most enjoyable, and they remind me that I can make my classroom just as enjoyable through the inclusion of music and art in my lessons."*

DENTON INSTITUTE PARTICIPANT

## SUNDAY, JUNE 8

Unless otherwise specified, events took place on the University of North Texas (UNT) campus.

### OPENING PROGRAM

Holiday Inn Hotel and Suites

- 5:00–6:00 p.m.** Welcome and introductions  
(Wendy K. Wilkins, Richard B. McCaslin, Michael L. Gillette)
- 6:00–7:00 p.m.** Dinner
- 7:00–8:00 p.m.** “The United States from Disunion to Empire, 1850–1900”  
(Heather Cox Richardson)

## MONDAY, JUNE 9

### MORNING PROGRAM

Gateway Center, Room 131

- 9:00–9:30 a.m.** “Slavery”  
(Randolph B. Campbell)
- 9:30–10:00 a.m.** “Sectional Politics and Secession”  
(Richard B. McCaslin)
- 10:00–10:15 a.m.** Break
- 10:15–10:45 a.m.** “The Civil War”  
(Richard G. Lowe)
- 10:45–11:00 a.m.** Break
- 11:00–11:30 a.m.** “Reconstruction”  
(Carl H. Moneyhon)

Gateway Center, Room 43/47

- 11:30 a.m.–1:00 p.m.** Lunch
- “Nineteenth-Century American Humorists”  
(David B. Kesterson)

### AFTERNOON PROGRAM

Gateway Center, Room 131

- 1:15–1:45 p.m.** “Amon Carter Museum Resources on Nineteenth-Century U.S. History”  
(Stacy Fuller)
- 2:00–4:00 p.m.** Primary source workshops

## TUESDAY, JUNE 10

### MORNING PROGRAM

Gateway Center, Room 131

- 9:00–9:30 a.m.** “The Problem of the Color Line: Race Relations after Reconstruction”  
(Todd Moyer)

- 9:30–10:00 a.m.** “Closing the Western Frontier”  
(Todd M. Kerstetter)
- 10:00–10:15 a.m.** Break
- 10:15–10:45 a.m.** “Business and Economic History”  
(Juliet E. K. Walker)
- 10:45–11:15 a.m.** “Immigration and Urbanization”  
(Albert S. Broussard)

Gateway Center, Room 43/47

- 11:15 a.m.–1:00 p.m.** Lunch
- “The Gilded Age”  
(H. W. Brands)

### AFTERNOON PROGRAM

Gateway Center, Rooms 131 and 132

- 1:15–3:15 p.m.** Primary source workshops

### EVENING PROGRAM

Murchison Performing Arts Center, Instrumental Rehearsal Room

- 4:30–5:30 p.m.** Ragtime concert  
(Ron Fink and the Bourbon Street Stompers)

Gateway Center, Ballroom 34

- 5:30–8:00 p.m.** Reception and dinner

## WEDNESDAY, JUNE 11

### MORNING PROGRAM

Gateway Center, Room 131

- 9:00–9:45 a.m.** “Reform in the Gilded Age”  
(Kathi Kern)
- 9:45–10:00 a.m.** Break
- 10:00–10:45 a.m.** “The Farm Problem and Populism”  
(Gregg Cantrell)
- 10:45–11:00 a.m.** Break
- 11:00–11:45 a.m.** “World Power and Empire”  
(Andrew A. Wiest)

### CLOSING PROGRAM

Gateway Center, Room 43/47

- 12:00 noon–1:30 p.m.** Lunch
- “Picturing America: Art in the United States, 1850–1900”  
(Mark Thistlethwaite)
- Closing remarks

## SUNDAY, JUNE 15

Unless otherwise specified, events took place on the Trinity University campus.

### OPENING PROGRAM

Chapman Center, Great Hall

- 5:00–6:00 p.m.** Welcome and introductions  
(Allan O. Kownslar, Joseph R. Krier, Michael L. Gillette)
- Chapman Center, Auditorium
- 6:00–7:00 p.m.** “The Age of Lincoln”  
(Orville Vernon Burton)
- Holt Conference Center East Lawn
- 7:00–9:00 p.m.** Reception and dinner
- Welcome  
(Michael Fischer)

## MONDAY, JUNE 16

### MORNING PROGRAM

Coates University Center, Fiesta Room

- 9:00–9:30 a.m.** “Slavery”  
(Carey H. Latimore)
- 9:30–10:00 a.m.** “Sectional Politics and Secession”  
(Richard H. Hunt)
- 10:00–10:15 a.m.** Break
- 10:15–10:45 a.m.** “The Civil War”  
(George Forgie)
- 10:45–11:00 a.m.** Break
- 11:00–11:30 a.m.** “Texas, 1850–1865”  
(Randolph B. Campbell)

Coates University Center, Skyline Dining Room

- 11:30 a.m.–1:00 p.m.** Lunch
- “Texas Iconoclasts”  
(Allan O. Kownslar)

### AFTERNOON PROGRAM

Coates University Center, Fiesta Room

- 1:15–1:45 p.m.** “Amon Carter Museum Resources on Nineteenth-Century U.S. History”  
(Stacy Fuller)
- 2:00–4:00 p.m.** Primary source workshops

## TUESDAY, JUNE 17

### MORNING PROGRAM

Coates University Center, Fiesta Room

- 9:00–9:30 a.m.** “Impeachment of Andrew Johnson”  
(Richard H. Hunt)

- 9:30–10:00 a.m.** “Race Relations after Reconstruction”  
(Carey H. Latimore)
- 10:00–10:15 a.m.** Break
- 10:15–10:45 a.m.** “Western Expansion”  
(Erika Bsumek)
- 10:45–11:15 a.m.** “Immigration and Urbanization”  
(Charles Flanagan)

Coates University Center, Skyline Dining Room

- 11:15 a.m.–1:00 p.m.** Lunch
- “The Gilded Age”  
(H. W. Brands)

### AFTERNOON PROGRAM

Coates University Center, Fiesta Room

- 1:15–3:15 p.m.** Primary source workshops

### EVENING PROGRAM

The University of Texas at San Antonio Institute of Texan Cultures

- 4:30–5:30 p.m.** Museum tour  
(John L. Davis)

The Greater San Antonio Chamber of Commerce

- 6:00–7:00 p.m.** Reception

## WEDNESDAY, JUNE 18

### MORNING PROGRAM

Coates University Center, Fiesta Room

- 9:00–9:45 a.m.** “Reform in the Gilded Age”  
(Janet M. Davis)
- 9:45–10:00 a.m.** Break
- 10:00–10:45 a.m.** “The Farm Problem and Populism”  
(Gregg Cantrell)
- 10:45–11:00 a.m.** Break
- 11:00–11:30 a.m.** “Communication”  
(Eric Lupfer)
- 11:30 a.m.–12:00 noon** “World Power and Empire”  
(Allan O. Kownslar)

### CLOSING PROGRAM

Coates University Center, Fiesta Room

- 12:00 noon–2:00 p.m.** Lunch
- “Picturing America: Art in the United States, 1850–1900”  
(Mark Thistlethwaite)
- Closing remarks

At the Denton and San Antonio institutes, participants addressed topics central to courses in U.S. and Texas history, including the growth of sectional conflict and the Civil War; the effects of Reconstruction on the political, economic, and social life of the nation; western expansion; industrialization and urbanization; and the impact of reforms and third-party movements in the late nineteenth century. The following excerpts from the faculty’s presentations offer a taste of the program’s intellectual substance.



The Center for Legislative Archives provided teachers with digital facsimiles of materials from the National Archives, including the map that accompanied President James K. Polk’s annual message to Congress in December 1848. A representation of Polk’s conception of how to divide up the new territory acquired through the Treaty of Guadalupe-Hidalgo, the map became the starting point for Congressional debates over slavery and westward expansion.

#### H. W. BRANDS (DENTON AND SAN ANTONIO)

##### “The Gilded Age”

When the Republicans take over in Washington in the 1860s they very quickly pass legislation that is conducive to the growth of capitalism. And as the economy moves off in this industrial direction, it becomes apparent that there is a tension between the values of democracy and capitalism. Democracy’s principal value is equality, and while equality still remains the touchstone of American politics, it is hard to say that equality is preserved in the political evolution of the United States during the period from 1865 to 1900, in part because the egalitarian promises of Reconstruction are gradually eroded as the North loses its commitment to Southern reform. From 1800 to 1850 democracy gets a head start on capitalism, and so the institutions of democracy are better developed by 1860 than those of capitalism. But capitalism catches up and then uses some of the institutions of democracy to get ahead of democracy. And one of the ways of looking at the Gilded Age is precisely as part of this ongoing contest between capitalism and democracy. . . . If I wanted to summarize this business about the capitalist revolution in America during the Gilded Age, I would say that from 1865 to 1900, capitalism and democracy battled for the soul of America, and capitalism won.”



Heather Cox Richardson signs books following her public lecture in Denton.

#### ALBERT S. BROUSSARD (DENTON)

##### “Immigration and Urbanization”

Immigrants did not lose their culture on their boat rides over the ocean. . . . Immigrants clustered in ethnic communities. They were able to retain their names, their customs, their clothing. They continued to cook and prepare ethnic foods and to pass down traditions to their children in this way. They could continue to practice their religion. . . . And they could continue to behave in many of the same ways that they had behaved, although that would change in time. We used to think of America as a melting pot. . . . But the term that immigration historians today use is integration rather than assimilation. It’s not so much that immigrants are melted or assimilated; this is really more a process of negotiation.



Erika Bsumek speaks about Western expansion and manifest destiny in San Antonio.

#### ERIKA BSUMEK (SAN ANTONIO)

##### “Western Expansion”

The story of Native Americans on the plains in the American West is one of extermination, domination, and cultural loss. But is that the only way that we can tell the story? What happens if we shift our view a little bit and we do not think of Native Americans being exterminated, lock, stock, and barrel; what if we think of them as agents who respond to the historical forces that are unfolding around them?

#### ORVILLE VERNON BURTON (SAN ANTONIO)

##### “The Age of Lincoln”

Lincoln’s understanding of liberty became the greatest legacy of the age; he revolutionized personal freedom in the United States. Lincoln enshrined the principle of personal liberty protected by a body of law by bringing personal rights, protected by law, into the Constitution. Thus, Lincoln elevated the Founding Fathers’ and Andrew Jackson’s more restrictive vision to a universal one. What Lincoln really did was take his beloved Declaration of Independence and, in fact, make it a part of the Constitution, which he revered.





Randolph B. Campbell speaks about slavery at the Denton institute.

### RANDOLPH B. CAMPBELL (DENTON)

#### “Slavery”

Slavery put blacks in a position where they did not threaten whites. And this is what the vast majority of whites wanted, whether they owned a single slave or not. Frederick Law Olmsted, traveling through Texas, said to a white farmer who did not own any slaves, “You don’t own any slaves. Why do you support slavery?” The man said, “If they were free, they’d think they’re as good as we are!” Everybody in this world needs status, it seems. Unfortunately, too many of us get our status by putting our hands on somebody else’s shoulder and pushing them down while we push ourselves up.

### RANDOLPH B. CAMPBELL (SAN ANTONIO)

#### “Texas, 1850–1865”

Even though Texas was a Southern state, Texans tended not to take extreme positions on sectional issues quite as quickly as did people in quite a few of the other Southern states. Don’t forget the greatest hero in Texas, the towering figure of Sam Houston, was a committed Unionist. I think when you teach this, you should emphasize Houston. Sam Houston was an all-out Unionist. Why was he a Unionist? A lot of reasons. Andrew Jackson was his hero. Houston loved to quote Jackson, “Our federal Union, it must be preserved.” He quoted that time after time. Another thing, Houston had just a mystical belief in the Union.

### GREGG CANTRELL (DENTON AND SAN ANTONIO)

#### “The Farm Problem and Populism”

[In 1896] the Democratic Party writes into its platform the re-monetization of silver. What had the Democrats done? Well, they had done what political parties have always done to third party movements—selective endorsement. That simply means, take one small part of the third party platform, put it on your platform, and that usually wins enough of that third party’s supporters over that you can wipe out the third party. And that is exactly what happened to the Populists.

### JANET M. DAVIS (SAN ANTONIO)

#### “Reform in The Gilded Age”

[During the Gilded Age,] reform was everywhere—temperance; conservation and environmentalism; purity reform; anti-vice reform; suffrage, labor, sanitation, and economic reform. All of these reform efforts were part of a society that was trying to reckon with itself, essentially. Its industrial output was exploding. This was a society in which millions of immigrants from Southern and Eastern Europe were coming in search of work. . . . This was a society that was marked also by labor upheaval. It was wracked by periodic economic depressions, and it was a society where the highest one percent of income earners earned more than the bottom half of the population combined. . . . Women of all classes were deeply involved in reform. Whether it was for suffrage, sanitation reform, or better playgrounds and parks for kids, women were central to these efforts. They believed that people were the product of their environments. So nurture over nature is the key part of this movement—that your environment shapes who you are.



Janet M. Davis speaks in San Antonio about Progressive Era reform movements.

### CHARLES FLANAGAN (SAN ANTONIO)

#### “Immigration and Urbanization”

If you are thinking about this time period, this half century, right in the middle of it is the Centennial Exposition of 1876 in Philadelphia. This was a moment when Americans stopped and said, “O.K. we’re going to celebrate our first hundred years of independence.” What they did is build the first great American vacation destination. . . . During the seven months that Centennial Park was open, over ten million people visited it. Now if you think about it, that is really impressive, because the nation was in the middle of an economic depression, but still ten million visitors visited the park, and that was about one third of the U.S. population. . . . This was a really important national moment. If you look at the Centennial Exposition and the Civil War, what you have are the first two national experiences. These are shared experiences that everybody in the country could point to as touchstones.

### GEORGE FORGIE (SAN ANTONIO)

#### “The Civil War”

Why did the South lose the Civil War? Why did the North win? . . . Those are two very different questions. Most historical work has gone into answering why the South lost. Was it Jefferson Davis? Was it the Southern generals? Did Lee put too much of his effort into an aggressive posture that cost lives that he could not spare? Did he and Davis ignore the Western theatre? Was their strategy wrong? Did they lose because they failed to get European recognition and assistance? . . . Recent scholarship has come back to say, none of the above. The real question you should ask, says Gary Gallagher in *The Confederate War*, is why the South lasted as long as it did. And in a recent book on Southern soldiers, the answer is that Southerners fought to the very end because they expected to win. The gist here is that the war was a very close thing.

### STACY FULLER (DENTON AND SAN ANTONIO)

#### “Amon Carter Museum Resources on Nineteenth Century U.S. History”

Photography helped in the settlement of the West. This is the Denver and Rio Grande Railroad. What you see is William Henry Jackson’s own train, which was given to him by the Railroad when they commissioned him to take photographs to show the majesty and wonder of the West. . . . Not only did railroads have photographers put these images together in books. The images were also displayed in art galleries in the East. So you would go and see these and be inspired to head out west.



William Henry Jackson (1843-1942), *Canon of the Rio Las Animas*, 1882, Albumen silver print, Amon Carter Museum, Fort Worth, Texas, P1971.94.18.



*In Denton, Juliet E. K. Walker (r) leads a workshop on African American economic history in the late nineteenth century.*



*Charles Flanagan leads a workshop in San Antonio exploring online resources pertinent to nineteenth-century U.S. history.*

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### **RICHARD H. HUNT** (SAN ANTONIO)

#### **“The Impeachment of Andrew Johnson”**

The impeachment of Andrew Johnson is a fascinating topic, but one that I imagine is a tough one to teach in the classroom. . . . In our treatment of the impeachment in our new educational publication on Congress, we have focused on three types of original primary sources for the classroom. The first type is reports from the field in the South describing the unsettled and troubled postwar world. You see an anomalous, fluid, complicated, complex struggle marked by attempts to form interracial governments, which translates into the very reformulation of societies and governments in the southern states. . . . These reports are dramatic, they are tragic, and they have an emotional content that students will react to. They also begin to describe the fervor, determination, and belligerence that the Radical Republicans brought to this high-stakes battle over Reconstruction. Second, we include the speeches and messages of Andrew Johnson to present his view of the President’s role in Reconstruction and his view of Congress’s role. Students will see Andrew Johnson on the stump, where he often could not help himself, especially if someone in the audience started to heckle him. His language became more and more colorful and more and more dangerous. . . . Third, we include the letters and speeches of Radical Republicans and Moderate Republicans, so you can begin to see the dynamic as control over Reconstruction and impeachment shifted between those two factions. All of these documents together show how the battle over Reconstruction rapidly turned into an institutional battle between Congress and the president that threatened the constitutional order of the country. At the precipice of the crisis, the president and the Republicans in Congress were beginning to line up support from segments of the armed forces, beginning to contemplate that the institutional conflict could result in armed conflict.

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### **RICHARD H. HUNT** (SAN ANTONIO)

#### **“Sectional Politics and Secession”**

The Compromise of 1850 allows us to focus on the meaning and the value of compromise in our political system. Compromise is necessary in these numerous and diverse bodies to reach some sort of consensus, to command the majorities to pass legislation. But compromise often eludes us in different times and circumstances, when compromise is considered a surrender of principles. We have to evaluate compromise in two ways: does it effectively address the issues and the problems inherited from the past, and more importantly, does it create the common ground and understanding to confront new challenges as the nation faces new conflicts and new crises in the years ahead? The feeling was in 1849 that Congress was dysfunctional, and that it was so factionalized and divided that it could never solve this huge tangle of issues.

*Todd Moyer (l) discusses race relations during Reconstruction with Denton participants.*




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### **KATHI KERN** (DENTON)

#### **“Reform in the Gilded Age”**

In the Gilded Age, there was a sense that women had a unique role in solving the nation’s problems. Was it women’s moral, reforming energy that would lift this country out of its problems? Or was it, on the other side, brute force, Anglo-Saxon male competition, the survival of the fittest? . . . That was a debate that a lot of reformers and others engaged in during the Gilded Age.

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### **TODD M. KERSTETTER** (DENTON)

#### **“Closing the Western Frontier”**

By the end of the nineteenth century, as Western expansion had filled in the continent, something had changed in the American psyche. Maybe a sense of limits had been witnessed, and people started thinking about the nation differently. . . . Somehow, this notion that the frontier had closed or that the continent had been settled in did something to people’s minds and suggested that perhaps some limits had presented themselves, whereas until this time, the sky had been the limit. There had always been open free land available out to the west.



*In Denton, David B. Kesterson delivers a presentation on Mark Twain and other nineteenth-century literary humorists.*

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### **DAVID B. KESTERSON** (DENTON)

#### **“Nineteenth Century Humorists”**

The Gilded Age was one of the most interesting, and bizarre, and important developments in nineteenth century American history. It was a fastidious age in lots of ways. It was an age of very careful wording and nomenclature of what things were. For example, William Dean Howells, a famous novelist and close friend of Mark Twain’s, said in the 1880s that the Gilded Age is so called because everything is supposed to have a kind of gloss over it verbally. He said this is the day and age when we even refer to the legs of a piano as limbs. And the rapid development of humorists and satiric writing during these decades served as a sort of visceral, psychological response to the many new developments and situations that were evident in the country.



Carey H. Latimore speaks about race relations during Reconstruction at the San Antonio institute.

### CAREY H. LATIMORE (SAN ANTONIO)

#### “Race Relations after Reconstruction”

As race relations are breaking down consistently through Reconstruction, you have a period in which blacks start to see differently than whites. We often talk in America about how we constantly get better, we constantly get more free. But if you look at things from the perspective of blacks, Reconstruction is a period in which blacks have a lot more rights than they would for the next 100 years.

### RICHARD G. LOWE (DENTON)

#### “The Civil War”

Sherman’s armies stretched out sixty miles wide, marching from Atlanta to Savannah, burning and destroying everything of use to the Confederacy. General Sherman later estimated that his army used maybe twenty percent of what they took and the rest they destroyed. . . . Sherman’s March is not only dramatic, but it also demonstrated to most Southerners that the Union war machine was strong enough to march right through their backyards, and there was not a damn thing they could do about it.

### ERIC LUPFER (SAN ANTONIO)

#### “Communication”

Emerson has a wonderful observation about the changing role of newspapers during this period. In his 1854 address on the fugitive slave law, he described “the morning trains, which, from every suburb, carry the business men into the city to their shops, counting-rooms, work-yards and warehouses.” On each of these trains appears a newsboy—that “humble priest of politics, finance, philosophy, and religion.” The newsboy begins selling papers and “instantly the entire rectangular assembly, fresh from their breakfast, are bending as one man to their second breakfast.” This is relatively early in newspaper history; the big urban dailies are just cranking up. But already Emerson saw what was happening. Newspapers were becoming an essential part of Americans’ daily lives. People consumed them each morning as a “second breakfast.”



In San Antonio, Eric Lupfer examined developments in nineteenth-century communications technology.

### RICHARD B. MCCASLIN (DENTON)

#### “Sectional Politics and Secession”

By 1860, we have an irreconcilable issue. It is not tariffs. It is not railroads. It is slavery. We have gone too far past making deals, haven’t we? It is no longer just expansion; it is no longer a matter of a political compromise. . . . It is a matter of moral imperative. It has become a question of if we are going to be half-slave, half-free, or all free, as Lincoln so succinctly put it. But for Southerners, it was not just a discussion of slavery, but of an entire social, economic, and political structure—a way of life based upon slavery. Slavery was, as Alexander Stephens said, the cornerstone of the Southern way of life. If you pull that cornerstone, the whole arch collapses.



Richard B. McCaslin speaks about sectional conflict at the Denton institute.

Albert S. Broussard leads a workshop in Denton on nineteenth-century immigration and urbanization.



### CARL H. MONEYHON (DENTON)

#### “Reconstruction”

It is really critical to make a point about former slaves responding to freedom [after the war]. Because the traditional story that was told at the end of the nineteenth century and into the twentieth century gave underpinning to white racism in the twentieth century. And that was somehow that these slaves responded unreasonably to freedom. They ran off the farm, to the big city, where the Freedmen’s Bureau took care of them; they immediately sought welfare that the government provided. And the fact is, that is just not right. . . . For the vast majority of African Americans, freedom meant gaining control over their own lives, and in a sense, doing what they had done for years as slaves, accommodating themselves to the new situation. That meant most African Americans went back to work that summer of 1865, went back to work right where they had always been. Maybe they went to the next plantation and signed a tenant contract. Most of them had no choice. They understood where they were and then tried to work within the world that they now faced. . . . The problem is without economic power, without their own resources, they quickly fell prey to those landowners who had the law and power and authority on their sides.



Carl H. Moneyhon leads a workshop in Denton on Reconstruction.

### TODD MOYE (DENTON)

#### “The Problem of the Color Line: Race Relations after Reconstruction”

The story of the white South between 1865 and 1900 is the process of removing competition from the political arena. Especially later in the period, in the 1880s and 1890s, when it seems that there is a real danger of non-elite whites aligning with African Americans in coalitions throughout the South. . . . All of this is accompanied by incredible amounts of violence. I do not think we should sugarcoat that. By the turn of the century it is the low point or, however you define it, the high point of the lynching era in American history. At the end of Reconstruction we have whites using violence to overthrow the Southern Reconstruction regimes and “redeem the South.” Throughout, they are using violence and what political strategies they have at their disposal to disfranchise African Americans.



Teachers received a rich array of teaching materials from the Amon Carter Museum, including images of significant paintings such as Albert Bierstadt's *Sunrise, Yosemite Valley*, ca. 1870, Oil on canvas, Amon Carter Museum, Fort Worth, Texas, 1966.1.

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### HEATHER COX RICHARDSON (DENTON)

#### “The United States From Disunion to Empire, 1850–1900”

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So the Civil War ends slavery, but it has not actually said anything about what a free-labor nation really is. It really throws America back to the original question of Locke, but this time there are more regions and more voices involved in creating a new nation in America. There are first of all the Southerners, and it is always worth emphasizing that the South is a conquered and a devastated region. . . . And then there is the North, which is just the opposite. It has boomed during the war. And then of course there is the region we all forget, and that is the West. The North very aggressively took territories across the West during the war until the map of 1865 looks almost exactly like the map of today, with the exception of course of Indian territory and of Wyoming, which is not organized until 1868. But all those other states that we have now were actually organized during the Civil War. The North was desperate to bring those states into the Union and also to get the money out of the mines that they found there during the war.



Richard G. Lowe leads a workshop in Denton on the Civil War.

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### MARK THISTLETHWAITE (DENTON AND SAN ANTONIO)

#### “Picturing America: Art in the United States, 1850–1900”

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Landscape as a type of painting became extraordinarily important, really from the 1820s on, and it becomes very much associated with the nation. . . . You read Thomas Cole's essay “On American Scenery” from 1836. He talks about the wilderness as essentially what America is. Europe does not have it. Europe's land has a different kind of history. But this virgin land, as it is seen in the middle of the nineteenth century, is what allows the destiny of Americans to play out. In a painting of 1860 [“Twilight in the Wilderness”] Frederick Church paints this incredible scene. . . . In 1860, you could hardly think of a more American painting. Even the sky looks red, white, and blue. . . . It is wilderness. It is God's bounty in evidence for Americans to see. There is a religious dimension. And also the sense of prophetic fulfillment, of westward the course of empire.

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### JULIET E. K. WALKER (DENTON)

#### “Business and Economic History”

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With the Civil War, we begin to see the factors that contribute to the Industrial Revolution. One, with the Civil War, you have the mass production of military supplies. Two, armies had to be provided uniforms, guns, weapons. So, for the first time, mass production became important, and this mass production would escalate in the post-Civil War period along with the use of natural resources. . . . You also have agricultural expansion, the expansion of financial institutions, new inventions in transportation and communication. African Americans did not have the capital to develop these industries, but they play a significant role in pushing those industries along.



Andrew A. Wiest lectures on America's emergence as a world power at the Denton institute.

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### ANDREW A. WIEST (DENTON)

#### “World Power and Empire”

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If you look at the South as potentially the most militaristic part of the country, the Spanish-American War was a way for the South to get back into the country and prove its worth again. It is very much a unifying experience. . . . We get to turn our wrath onto someone else, as opposed to each other. We also get to ignore our problems by focusing on others' problems.



### JULIA AGUILAR

Julia Aguilar joined Humanities Texas in August 2003. She graduated from The University of Texas at Austin with a B.A. in the Plan II Honors Program and a B.S. in advertising with a minor in business. She serves as principal assistant to Executive Director Michael L. Gillette, supporting activities of the board of directors, the capital campaign, and the development of promotional materials for council-conducted programs and events.



### H. W. BRANDS

H. W. Brands was born in Portland, Oregon, where he lived until he went to California for college. He attended Stanford University and studied history and mathematics. After graduating he became a traveling salesman, with a territory that spanned the West from the Pacific to Colorado. His wanderlust dulled after several trips across the Great Basin, and he turned to sales of a different sort, namely teaching. For nine years he taught mathematics and history at the high school and community college levels. Meanwhile he resumed his formal education, earning graduate degrees in mathematics and history, concluding with a doctorate in history from The University of Texas at Austin. He worked as an oral historian at UT's School of Law for a year, then became a visiting professor of history at Vanderbilt University. In 1987 he joined the history faculty at Texas A&M University, where he taught for seventeen years. At the beginning of 2005 he returned to The University of Texas, where he is the Dickson Allen Anderson Centennial Professor of History. He has written twenty books, coauthored or edited five others, and published dozens of articles and scores of reviews. His books include *The Money Men*, *Lone Star Nation*, *The Age of Gold*, *The Strange Death of American Liberalism*, *The First American*, *TR*, *What America Owes the World*, *The Reckless Decade*, and *The Devil We Knew*. His articles have appeared in *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Atlantic Monthly*, and many other newspapers, magazines, and journals. His writings have received critical and popular acclaim. *The First American* was a finalist for the Pulitzer Prize and the *Los Angeles Times* Book Prize, as well as a *New York Times* bestseller. *The Age of Gold* was a *Washington Post* Best Book of 2002 and a *San Francisco Chronicle* bestseller. *What America Owes the World* was a finalist for the Lionel Gelber Prize in international affairs. *The Wages of Globalism* was a *Choice* Outstanding Academic Book. *Lone Star Nation* won the Deolece Parmelee Award. He is a member of various honorary societies, including the Society of American Historians and the Philosophical Society of Texas. He is a regular guest on national radio and television programs and is frequently interviewed by the American and foreign press. His books and articles have been translated into Chinese, Japanese, German, Russian, and Korean. He lives in Austin with his wife and their two youngest children.



### ALBERT S. BROUSSARD

Albert S. Broussard is professor of history at Texas A&M University, where he specializes in Afro-American history and has received several university awards for distinguished teaching. He is author of *Black San Francisco: The Struggle for Racial Equality in the West, 1900–1954*; *American History: The Early Years to 1877*; and *African-American Odyssey: The Stewarts, 1853–1963*; and is coauthor of *The American Republic to 1877* and *The American Vision*. A former president of the Oral History Association, he earned his bachelor's degree from Stanford University and his master's and doctoral degrees from Duke University.

### ERIKA BSUMEK

Erika Bsumek is assistant professor of history at The University of Texas at Austin, where she has taught since 2002. She received her undergraduate degree from the University of Utah and her Ph.D. at Rutgers, The State University of New Jersey. At UT she teaches courses on the American West, Native Americans, and environmental history. She is the author of *Indian-Made: Navajo Culture in the Marketplace, 1868–1940*, which will be published by the University Press of Kansas in October 2008. She is currently working on a book titled *The Concrete West: Engineering Society and Culture in the Arid West, 1900–1970*.



### ORVILLE VERNON BURTON

Orville Vernon Burton was born in Royston, Georgia; reared in Ninety Six, South Carolina; graduated from Furman University; and received his Ph.D. in American history from Princeton University in 1976. He is director of the Institute for Computing in the Humanities, Arts, and Social Sciences (ICHASS) at the University of Illinois, where he is professor of history, African American studies, and sociology. He is also a senior research scientist at the National Center for Supercomputing Applications (NCSA), where he is associate director of humanities and social sciences. In addition, he is executive director of the College of Charleston's Program in the Carolina Lowcountry and Atlantic World. Burton is the author of more than a hundred articles and the author or editor of fourteen books (one of which is on CD-ROM), including *In My Father's House Are Many Mansions: Family and Community in Edgefield, South Carolina*. *The Age of Lincoln* was published in July 2007 and is the recipient of the *Chicago Tribune* Heartland Literary Award for Nonfiction. He was named a University Scholar in 1988 and was designated an inaugural University Distinguished Teacher/Scholar in 1999. His research and teaching interests include the Civil War and the American South, especially race relations, family, community, politics, religion, and the intersection of humanities and social sciences, especially humanities and social sciences computing.



Orville Vernon Burton (l) joins Kim and Michael Fischer at the opening reception in San Antonio.

## RANDOLPH B. CAMPBELL



Randolph B. “Mike” Campbell was born in Charlottesville, Virginia, in 1940 and received a Ph.D. in United States history from the University of Virginia in 1966. He became a member of the Department of History at the University of North Texas (then North Texas State University) in 1966 and has held the rank of Regents Professor of history at that institution since 1988. His research interests focus on the history of Texas in the nineteenth century. He and his colleague Richard G. Lowe published two quantitative studies of the economic and social structure of Texas during the antebellum years. His single-authored works include *A Southern Community in Crisis: Harrison County, Texas, 1850–1880* (1983); *An Empire for Slavery: The Peculiar Institution in Texas, 1821–1865* (1989); *Sam Houston and the American Southwest* (1993); and *Grass-Roots Reconstruction in Texas, 1865–1880* (1997). He served as an advisory editor and wrote numerous entries for the six-volume *New Handbook of Texas*, which appeared in 1996. In 1993–1994, he served as president of the Texas State Historical Association. His most recent major publications are *Gone to Texas: A History of the Lone Star State*, published by Oxford University Press in 2003, and an annotated edition of Frederick Law Olmsted’s, *A Journey Through Texas, Or, A Saddle-Trip on the Southwestern Frontier* (originally published in 1857), published by Southern Methodist University Press in 2004.

## GREGG CANTRELL



Gregg Cantrell received his Ph.D. from Texas A&M University in 1998. He taught at Sam Houston State University, Hardin-Simmons University, and the University of North Texas before accepting an appointment in 2003 as the first holder of the Erma and Ralph Lowe Chair in Texas History at Texas Christian University. He is the author of numerous books and articles devoted to Texas history, including *Kenneth and John B. Rayner and the Limits of Southern Dissent*, published in 1993 by the University of Illinois Press, and *Stephen F. Austin, Empresario of Texas*, published in 1999 by Yale University Press. He is also coauthor of *The History of Texas*, the leading college-level Texas history textbook. Most recently, he coedited *Lone Star Pasts: Memory and History in Texas*, published in 2008 by Texas A&M University Press.

## STEPHANIE CRANE



Stephanie Crane was born and raised in San Antonio, Texas. She is a senior at The University of Texas at Austin and will graduate in May 2009 with a B.S. in public relations. She is a member of Alpha Delta Pi sorority, where she has held multiple offices, and is also a member of Order of Omega, the honors fraternity. She enjoys reading and practicing yoga in her free time. She plans to go to law school in August 2009.

## BROOK A. DAVIS



Brook A. Davis holds a B.A. in history and political science from Texas State University-San Marcos. She joined Humanities Texas in September 2002 as an intern and in January 2003 was hired as a full-time administrative assistant. In January 2004 she was promoted to grants program officer and now supports the administration of Humanities Texas’s grants program. She maintains the grants database system, tracks grant-funded programs, compiles program-related statistics, and assists Texas-based nonprofit organizations in developing effective grant proposals.

## JANET M. DAVIS



Janet M. Davis received her B.A. in history from Carleton College, *magna cum laude*, with Phi Beta Kappa honors, in 1986. She received her Ph.D. in history at the University of Wisconsin-Madison in 1998. She is currently associate professor of American studies and history at The University of Texas at Austin, where she is also chair of the Department of American Studies. She is the author of *The Circus Age: Culture and Society under the American Big Top* (University of North Carolina Press, 2002), which won a 2003 Outstanding Academic Book Award from *Choice* and a Robert Hamilton Book Award in 2004. She is the editor of *Circus Queen and Tinker Bell: The Memoir of Tiny Kline*, which will be published by the University of Illinois Press in June 2008. She is currently writing an interdisciplinary social and cultural history of the animal welfare movement from 1866 to 1930. A winner of the Eyes of Texas Excellence Award and the President’s Associates Teaching Excellence Award, she teaches courses in American social and cultural history, with a special emphasis on popular culture. Her teaching areas also explore American foreign relations, animals, American social movements, working class culture, and modern South Asia.

## JOHN L. DAVIS



John L. Davis is executive director *ad interim* and director of research for The University of Texas at San Antonio’s Institute of Texan Cultures. He formerly taught at UTSA, The University of Texas at Austin, and San Antonio College, and is the author of nine books, including *The Texas Rangers: Images and Incidents; Exploration in Texas: Ancient and Otherwise, with Thoughts on the Nature of Evidence; and Texans One and All*. He holds a Ph.D. from UT Austin in literature, humanities, and philosophy. He is a freelance graphic designer, infrequent poet, and occasional metaphysician. He has completed research projects on such topics as literary explication, vampirism, ethnic studies, folktales, and urban history.

## RON FINK AND THE BOURBON STREET STOMPERS



Ron Fink and the Bourbon Street Stompers is a Dixieland band consisting of eight experienced band members who play at the Denton Jazz and Arts Festival every year. Bob Krenkel (clarinet and saxophone) is a professional musician and an instrument salesman for Williamson Music. Jack Cobb (trombone) is a professional musician and a retired professor from Tarrant County Junior College. Brian Standridge (trumpet) is a music teacher at a private school. Steve Harlos (piano) is a music professor at the University of North Texas and a member of the Dallas Symphony Orchestra. Marla Sporrer (banjo) is a professional musician. Fred Hamilton (bass) is a music professor at the University of North Texas and a professional musician. Ron Fink (band leader) is a retired professor of music at the University of North Texas and a professional musician.



Ron Fink and his band performed American music from the turn of the twentieth century.



### MICHAEL FISCHER

Michael Fischer has been vice president for academic affairs and dean of the faculty and professor of English at Trinity University since July 1, 2000. He directs Trinity University's academic programs as well as oversees intercollegiate athletics, international programs, Trinity University Press, and admissions and financial aid. Prior to joining the Trinity administration, he was dean of the College of Arts and Sciences and professor of English at the University of New Mexico in Albuquerque. He graduated *magna cum laude* with a B.A. in English from Princeton University. He earned an M.A. and a Ph.D. in English from Northwestern University. An authority on modern literary criticism and critical theory, Dr. Fischer has published five books, twenty-one articles, fifteen book chapters, and numerous reviews.



### CHARLES FLANAGAN

Charles Flanagan is the upper school humanities department chair at The Key School in Annapolis, Maryland. He has been a high school teacher for thirty years. Since his arrival at Key in 1987, he has developed and taught interdisciplinary courses in European civilization and American civilization. He received his B.A. from Assumption College, his M.A. from St. John's College, and his Ph.D. from The University of Maryland. His dissertation, "The Sweets of Independence: A Reading of the James Carroll Daybook, 1714–1721," detailed the social context and commercial career of a colonial Maryland merchant. He has served as a master teacher at several teacher institutes. During the summers of 2006 and 2007, he helped lead the House Fellows Program, which was sponsored by the Office of the Historian of the U.S. House of Representatives. In 2005, he taught at a teacher institute entitled "Teaching Congress and the Presidency" held at the Howard H. Baker Jr. Center for Public Policy, and in 2004, he taught at the "Institute on Congress and American History" held at the LBJ Library. He and his wife Jane live in Annapolis, and are the parents of two sons.



### GEORGE FORGIE

George Forgie is associate professor of history and associate chair of the history department at The University of Texas at Austin, where he has taught since 1974. He received his undergraduate degree from Amherst College and a law degree and his Ph.D. from Stanford University. At UT he teaches courses in American history from the Revolution through the Civil War and Reconstruction. He also teaches a course on the history of the United States Constitution, from its drafting to the present. He is the author of *Patricide in the House Divided: A Psychological Interpretation of Lincoln and His Age* (1979). He is currently working on a book-length study of Northern political writing during the American Civil War.



### STACY FULLER

Stacy Fuller began her tenure at the Amon Carter Museum working with the curatorial, education, and publications departments as the Henry E. Luce Foundation Works on Paper Intern (June–August 2003) and the Laura Gilpin Canyon de Chelly Intern (January–April 2004). She then served as instructional services manager for three years, developing and implementing educator and accessible programs. In September 2007, she became the Carter's head of education, where she oversees all aspects of programs and services. She received her M.A. in art history from Texas Christian University and her B.A. in museum management from Centenary College of Louisiana.

### LOIS GARZA

A native of San Antonio, Lois Garza joined the staff of what was then known as Trinity University's Office of Continuing Education in 1981. Over the past twenty-five years, she has held the positions of secretary, senior secretary, and administrative assistant. Promoted again in 2004, she is now the office manager for the Office of Conferences and Special Programs. She oversees daily operations and handles all accounting procedures. She is also an integral team member in the planning and coordination of the many summer conferences and the fall and spring programs hosted by the office.



### MICHAEL L. GILLETTE

Michael L. Gillette is executive director of Humanities Texas. Prior to his appointment in 2003, he held the position of director of the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C. He received a B.A. in government and a Ph.D. in history from The University of Texas at Austin. After joining the staff of the Lyndon Baines Johnson Library and Museum in 1972, he directed the library's oral history program from 1976 to 1991. He has served on the advisory board of the Law Library of Congress's National Digital Library Program and currently serves on the board of directors of the John Glenn Institute for Public Service and Public Policy at The Ohio State University. He is the author of *Launching the War on Poverty: An Oral History* (Twayne Publishers, 1996) and editor of *Texas in Transition* (LBJ School of Public Affairs, 1986). He has also published numerous articles on politics and civil rights and has been an active member of the oral history profession.



### RICHARD H. HUNT

Richard H. Hunt is director of the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C. He supervises a staff of twenty responsible for preserving and providing access to the historical records of the U.S. House of Representatives, the U.S. Senate, and legislative branch agencies. The Center provides both archival services and outreach programs featuring the records of Congress, including exhibits and educational publications. Before coming to the National Archives in 1989, he lectured for five years at the University of California, San Diego, and at Loyola Marymount University in Los Angeles. He was in the Ph.D. program at the University of California, San Diego, and earned a B.A. in history and social studies from the University at Albany, State University of New York.



*"This workshop was invigorating and inspiring to all who attended and provided an opportunity to network with colleagues from the state and nation."*

SAN ANTONIO INSTITUTE PARTICIPANT

### CATHERINE ITTNER



A Houston native, Catherine Ittner is a rising junior at the University of North Carolina at Chapel Hill. She worked as an intern with Humanities Texas in the summer of 2008 and is currently studying in Prague.

### KATHI KERN



Kathi Kern earned a Ph.D. in American history at the University of Pennsylvania, where she was a Mellon Fellow in the Humanities and a winner of the Dean's Award for distinguished teaching. Since 1989 she has been a member of the history department at the University of Kentucky as well as an affiliated member of the Gender and Women's Studies Program. At UK, she has won the Chancellor's Award for Outstanding Teaching (1995) and the Alumni Great Teacher Award (2003). Her research concerns gender, religion, and the women's rights movement in nineteenth-century America. She is the author of several articles as well as the book *Mrs. Stanton's Bible* (Cornell University Press, 2001). This work was selected by *Choice* as an Outstanding Academic Title for 2001. She is also actively engaged in research and service outreach to public school teachers. Through the auspices of the National Faculty, she taught summer institutes for teachers in the Mississippi Delta, Alaska, and at the Smithsonian Institution from 1993 to 1999. Currently, she is working collaboratively with the Kentucky Historical Society and the Harlan Independent School District on "American Legacies," a three-year professional development program for American history teachers in eastern Kentucky. This effort is funded through a "Teaching American History" grant awarded by the Department of Education.

### TODD M. KERSTETTER



Todd M. Kerstetter, associate professor of history at Texas Christian University, specializes in the American West, environmental history, and American Indian history. His book, *God's Country, Uncle Sam's Land: Faith and Conflict in the American West*, examines the roles played by religion in conflicts between the United States and the Church of Jesus Christ of Latter-day Saints, Lakota Ghost Dancers, and the Branch Davidians and will appear in a paperback edition this summer. His work has appeared in *Western Historical Quarterly*, *American Journalism*, *Great Plains Quarterly*, *Nebraska History*, and *Duke Magazine*. His current research includes a textbook on religion in the American West and an article on the West and western imagery in rock music from 1980 through 2005.

Michael L. Gillette and Katie Rush give away door prizes to participants in the Denton institute.



### DAVID B. KESTERSON



David B. Kesterson, retired professor of English, taught at the University of North Texas for some forty years. Prior to his coming to Denton, he was assistant professor of English at North Carolina State University, and before that a National Defense Fellow at the University of Arkansas in Fayetteville, where he received his M.A. and Ph.D. degrees. In 1985 he served as a senior Fulbright professor in Germany at the University of Würzburg. Aside from teaching American literature at UNT, he held many administrative posts there, including chair of the Department of English, associate dean and interim dean of the College of Arts and Sciences, vice provost and then provost and vice president for academic affairs, and finally special assistant to the president for the humanities. In his professorial role, he is a specialist in Nathaniel Hawthorne, Mark Twain, and American humor, and has published seven books and numerous articles related to these and other authors and subjects. He co-founded the Nathaniel Hawthorne Society, served as its first president, and has served as president of the American Humor Studies Association. He also belongs to the Mark Twain Society of America. He received the Distinguished Alumni Professor Award at UNT and the Outstanding Educator Award. Most recently he was named Outstanding Graduate Professor in the Department of English for the academic year 2006–07.

### ANN KNOEBEL



Ann Knoebel joined the staff of Trinity University in 1979 and has served as the director of the Office of Conferences and Special Programs for the past twenty-one years. Prior to her career at Trinity, she was director of public relations for a major health organization for five years and taught at both the high school and college levels. She served on the board of directors of the Association of Collegiate Conference and Event Directors-International and as president of that association in 2002. For the past eight years, she has presented business and international etiquette programs throughout the United States. She recently received the prestigious Headliner Award for Education from the Association for Women in Communications.

### MARTIN KOHOUT



Martin Kohout worked at Humanities Texas from September 2006 to September 2008, where he served as senior editor and as the organization's primary grant writer. He received an M.A. in American studies from The University of Texas at Austin and a B.A. in English literature from Williams College. Before joining the staff of Humanities Texas, he worked at the Texas State Historical Association, where he edited the *Handbook of Texas Online*, the *Southwestern Historical Quarterly*, and a number of books and also wrote several hundred entries for the *New Handbook of Texas*. He has published an award-winning biography, *Hal Chase: The Defiant Life and Turbulent Times of Baseball's Biggest Crook*, as well as a number of articles and reviews.



### ALLAN O. KOWNSLAR



Allan O. Kownslar, with a doctorate in history from Carnegie Mellon University, is a professor of history at Trinity University and author of numerous books on American history, Texas history, and methods of teaching history.

### JOSEPH R. KRIER



Joseph R. Krier, former president and CEO of the Greater San Antonio Chamber of Commerce, has advanced the humanities through many civic and educational activities. As founding president of the Foundation for the National Archives, he played a critical role in shaping that agency's identity as a leading cultural institution. As a member of the Texas Higher Education Coordinating Board from 1994 to 1999, he formulated strategies for the expansion of the state's colleges and universities. He currently serves as chair of Humanities Texas. He has chaired the Arts Council of San Antonio, served on the San Antonio Fiesta Board of Directors, and participated in the Library and Literacy Campaign. He has been a member of the M. D. Anderson Cancer Center's Board of Visitors. A graduate of The University of Texas at Austin and the UT School of Law, he has served the university in numerous capacities, including the recent Commission of 125. He is married to former state Senator Cyndi Taylor Krier.

### CAREY H. LATIMORE



An assistant professor of history at Trinity University, Carey H. Latimore teaches courses in African American history, the Old South, and free blacks. He received a Ph.D. from Emory University. He is the faculty advisor of Trinity's Black Student Union, co-faculty advisor of Omega Tau of Phi Alpha Theta, and co-chair of Trinity's Department of African American Studies.



(l to r) Humanities Texas chair Joseph R. Krier and Laura and Weir Labatt enjoy the opening reception in San Antonio.

### WILLIAM S. LIVINGSTON



Political scientist William S. Livingston is formerly the senior vice president at The University of Texas at Austin, where he was a faculty member from 1949 to 2007. He served as vice president and dean of Graduate Studies from 1979 to 1995, acting president of the university from September 1992 through January 1993, and in 1982 was named to the Jo Anne Christian Professorship in British Studies. His previous leadership roles also include serving as president of the Southern Political Science Association and the Southwestern Social Science Association, member of the Council of the American Political Science Association, and editor-in-chief of the *Journal of Politics*. He has written and edited six books and more than twenty-five articles on federalism, democracy, and education and has been presented with several distinguished awards, including the Ex-Students Association's Distinguished Service Award, the highest award bestowed on a non-alumnus. A member of Phi Beta Kappa, he received bachelor's and master's degrees in 1943 from The Ohio State University and a Ph.D. from Yale University in 1950. During the Second World War, he was a field artillery officer in Europe and was awarded the Bronze Star and the Purple Heart for his service.

### RICHARD G. LOWE



Richard G. Lowe, Regents Professor of history at the University of North Texas, teaches and writes in the field of the American Civil War. He earned his doctorate in history from the University of Virginia, and he has served on the UNT faculty since 1968. He has published several books and numerous articles on mid-nineteenth-century United States history, including some on Texas topics. His most recent book—*Walker's Texas Division, C.S.A.: Greyhounds of the Trans-Mississippi* (2004)—was awarded the Jefferson Davis Award by the Museum of the Confederacy in Richmond, Virginia. He and another institute faculty member, Randolph "Mike" Campbell, a colleague in the Department of History at UNT, wrote two books on Texas economic and social history: *Wealth and Power in Antebellum Texas* (1977) and *Planters and Plain Folk: Agriculture in Antebellum Texas* (1987). He is a member of several professional organizations as well as the Philosophical Society of Texas and the Texas Institute of Letters.

### ERIC LUPFER



Director of grants and education at Humanities Texas, Eric Lupfer received a Ph.D. in English (2003) and an M.S. in information studies (2004) from The University of Texas at Austin. He worked at UT's Harry Ransom Center from 2002 to 2004, where he codirected the center's summer teacher institute. He has taught courses in literature and composition at both the high school and college levels. In the past several years he has published articles and book reviews on U.S. literature and publishing history, including an essay in the five-volume, collaborative scholarly work, *A History of the Book in America*.



### RICHARD B. McCASLIN

Richard B. McCaslin (M.A., 1983, Ph.D., 1988), a professor of history at the University of North Texas, is the author of *Tainted Breeze: The Great Hanging at Gainesville, Texas, 1862* (Louisiana State University Press, 1994), which won both the Tullis Memorial Prize of the Texas State Historical Association and a commendation from the American Association for State and Local History. He has also written *Lee in the Shadow of Washington* (Louisiana State University Press, 2001), which was nominated for a Pulitzer Prize for Biography and won the Richard L. Slatten Award for Excellence in Virginia Biography and the Dan and Marilyn Laney Prize. His other works include three volumes in the *Portraits of Conflict* series published by the University of Arkansas—on South Carolina (1994), North Carolina (1997), and Tennessee (2007)—as well as *The Last Stronghold: The Campaign for Fort Fisher* (McWhiney Foundation, 2003), and *At the Heart of Texas: One Hundred Years of the Texas State Historical Association, 1897–1997* (Texas State Historical Association, 2007). His forthcoming works include a history of the Civil War in the Trans-Mississippi West and an annotated edition of Joseph B. Polley's *A Soldier's Letters to Charming Nellie*. For his work, he is currently listed in *Contemporary Authors* and *Who's Who in America*, and he is a Fellow of the Texas State Historical Association.

### CARL H. MONEYHON



Carl H. Moneyhon is a professor in the history department at the University of Arkansas at Little Rock. A native of Texas, he received his B.A. and M.A. degrees at The University of Texas at Austin and his Ph.D. from the University of Chicago. A specialist in the history of the American South and the Civil War and Reconstruction, his research has focused particularly on Texas in the post-Civil War era. His scholarship in that area includes *Republicanism in Reconstruction Texas*, published by the University of Texas Press in 1980, and *Texas after the Civil War: The Struggle of Reconstruction*, published by Texas A&M University Press in 2004. His work also includes numerous scholarly articles and encyclopedia entries concerning aspects of Texas's Reconstruction history.

### TODD MOYE



Todd Moye is an assistant professor of history and director of the Oral History Program at the University of North Texas. He is the author of *Let the People Decide: Black Freedom and White Resistance Movements in Sunflower County, Mississippi, 1945–1986* and several articles and chapters on the history of race relations and civil rights in the United States after the Civil War. Before arriving at UNT, he directed the National Park Service's award-winning Tuskegee Airmen Oral History Project. He earned his bachelor's degree from the University of North Carolina at Chapel Hill and his master's and doctoral degrees from The University of Texas at Austin.



H. W. Brands delivered public presentations on the Gilded Age in both Denton and San Antonio.

### ALLISON NOYES

Until August 2008, Allison Noyes was an archives specialist for the Center for Legislative Archives at the National Archives and Records Administration. After graduating from Mount Holyoke College in 2005, she joined the staff at the Center to work on outreach programming and coordinate the Center's internship program. In August 2008, Noyes began work toward a Ph.D. at the University of Southern California's Annenberg School for Communication.



### JULIE PENNINGTON

Julie Pennington served as executive assistant at Humanities Texas from September 2007 to September 2008. She previously worked as administrative manager and special events coordinator at the Texas State Historical Association and as administrative coordinator for the Philosophical Society of Texas. Prior to that she worked as a mentor for housing self-sufficiency with Garden Terrace and as an armed forces emergency services specialist with the American Red Cross in Austin. She has a B.A. in sociology with a minor in Asian American studies and a certificate of nonprofit management from The University of Texas at Austin.



### HEATHER COX RICHARDSON

Heather Cox Richardson received her Ph.D. in 1992 from Harvard University's program in the History of American Civilization. She is the author of *The Greatest Nation of the Earth: Republican Economic Policies during the Civil War* (Harvard University Press, 1997); *The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, 1865–1901* (Harvard University Press, 2001); and *West From Appomattox: The Reconstruction of America after the Civil War* (Yale University Press, 2007). A professor at the University of Massachusetts Amherst since 2004, she taught at MIT from 1993 to 2002, and was a Charles Warren Center Fellow at Harvard from 1998 to 1999. She is a member of the editorial board of *American Nineteenth Century History* and the national advisory board for the Tredegar National Civil War Center Foundation. Firmly grounded in historical scholarship, she is committed to bridging the gap between professional historians and the public. She has appeared on a Bill Moyers documentary, "Becoming American: The Chinese Experience," and works with two educational consulting firms to train secondary school teachers and conduct public historical seminars. She reviews books for popular media as well as a wide range of scholarly journals. Her book-length projects continue her efforts to make cutting-edge scholarship available to general readers. Her second and third books were selected by the History Book Club; *West from Appomattox* was named a *New York Times* "editor's choice." She has also edited *The South Since the War* (Louisiana State University Press, 2004), a nineteenth-century account of the Reconstruction South, to make it accessible to students. She is currently writing a history of the political and economic events that led to the 1890 Wounded Knee Massacre.



Photo: Cydney Ambrose



### RICARDO ROMO

Ricardo Romo became the fifth president of The University of Texas at San Antonio in May 1999. He graduated from Fox Technical High School and is a native of San Antonio's West Side. He attended The University of Texas at Austin on a track scholarship and holds a master's degree in history from Loyola Marymount University and a Ph.D. in history from UCLA. In 1980, he returned to UT Austin to teach history before becoming a vice provost for undergraduate education. From 1987 to 1993, he directed the Texas office of the Tomás Rivera Center, housed at Trinity University, where he evaluated the impact of governmental policies on Latinos. In 2002, President Bush appointed him to the President's Board of Advisers on Historically Black Colleges and Universities. He has also been appointed to the Federal Reserve Bank Board of Directors and to the Board of Commissioners to UNESCO. A nationally respected urban historian, he is the author of *East Los Angeles: History of a Barrio*, which is now in its ninth printing. His photographs have been the subject of several regional art exhibits, including "Havana," a collection of images taken in Cuba. He is married to Dr. Harriett Romo, an associate professor in social and policy sciences at UTSA. They have one son, Carlos, and a daughter, Anadelia.

### KATIE RUSH



Katie Rush is a former program officer at Humanities Texas. During her two years at the council, she supported the activities of the board of directors and assisted with summer teacher institutes and other special initiatives. She earned a B.A. in Plan II Honors and English from The University of Texas at Austin in 2004. In the summer of 2008, she received an M.A. in communication from the University of Georgia. She is currently a Presidential Management Fellow at the National Institutes of Health.

### MARK THISTLETHWAITE



Mark Thistlethwaite holds the Kay and Velma Kimbell Chair of Art History at Texas Christian University, where he has taught since 1977. Having earned degrees in art history from the University of California at Santa Barbara (B.A. and M.A.) and the University of Pennsylvania (Ph.D.), he specializes in the art of the United States, while also teaching courses in contemporary art, modern and postmodern architecture, and the history of graphic design. As a teacher, he has received TCU's Chancellor's Award for Distinguished Teaching, the Honors Program's "Professor of the Year" Award, and been three times named a Mortar Board "Preferred Prof." As a scholar, he has published books and articles and lectured widely on nineteenth-century and contemporary art, particularly on the subject of history painting. He is actively involved in area art museums as a lecturer and serves on the board of trustees of the Modern Art Museum of Fort Worth and the visiting committee of the Amon Carter Museum. He also serves on, and has chaired, the Fort Worth Art Commission, which advises the City Council on Fort Worth's public art program.

*"This institute was exceptional. Having this opportunity to explore topics in U.S. history with such knowledgeable professors and historians is a huge honor."*

SAN ANTONIO INSTITUTE PARTICIPANT

### JULIET E. K. WALKER

Juliet E. K. Walker is a professor in the Department of History at The University of Texas at Austin and the founding director of the Center for Black Business History, Entrepreneurship and Technology (CBBH) at UT Austin. A University of Chicago Ph.D. with postdoctoral work at Harvard University, she is considered the foremost scholar in black business history, and her research and publications are recognized as providing the foundation for establishing black business history as a sub-field in African American history. She is the author of *The History of Black Business in America: Capitalism, Race, Entrepreneurship*, the first and only comprehensive scholarly study of African American business activities from the colonial era to late 1998. She is the author of some ninety published articles and essays, including "White Corporate America: The New Arbiter of Race?" She is also editor of the *Encyclopedia of African American Business History*. She has won thirteen publication awards in addition to teaching awards. She has also won numerous grants and fellowships, including a Princeton University Davis International Fellowship in addition to fellowships from the Harvard University DuBois Institute, the Rockefeller Foundation, and NEH. Formerly a professor of history at the University of Illinois at Urbana-Champaign, she also taught at the University of Witwatersrand in Johannesburg, South Africa, where she held a Senior Fulbright Teaching and Research Fellowship while researching black business in South Africa. She has also lectured at various universities both nationally and internationally. In addition, she has pursued research on black/minority business cultures in Senegal, Gambia, Ghana, Australia, New Zealand, Hong Kong, England, France, Belgium, the Netherlands, and West Germany. In December 2008, the first volume (to 1865) of the second edition of *The History of Black Business in America: Capitalism, Race, Entrepreneurship* will be available from the University of North Carolina Press. Volume two will be available in 2009. Her present project is the book *Oprah Winfrey: An American Entrepreneur*, under contract with Harvard University Business School Press.



### ANDREW A. WIEST

Andrew A. Wiest was born in Chicago but raised in Hattiesburg, Mississippi. After attending the University of Southern Mississippi for his undergraduate and master's degrees, he went on to receive his Ph.D. from the University of Illinois at Chicago in 1990. Specializing in the study of World War I and Vietnam, he has served as a visiting senior lecturer at the Royal Military Academy Sandhurst in the United Kingdom and as a visiting professor in the Department of Warfighting Strategy at the United States Air Force Air University. Since 1992, he has been active in international education, leading a study abroad program on World War II to London and Normandy each summer, and developing the award-winning Vietnam Study Abroad Program. He lives in Hattiesburg with his wife Jill and their two children, Abigail and Luke.



### WENDY K. WILKINS

Wendy K. Wilkins is provost and vice president for academic affairs at the University of North Texas. Before arriving in Denton, she served for six years as the dean of the College of Arts and Letters at Michigan State. She previously held academic and administrative positions at Arizona State University. Additionally, she has served as a faculty member at the University of Washington and at Centro de Estudios Linguísticos y Literarios, El Colegio de Mexico, and Universidad Autónoma Metropolitana, Unidad Ixtapalapa, both in Mexico City. Her research interests include the evolutionary biology of language, cognitive science, and language acquisition. She received her bachelor's, master's, and doctoral degrees from the University of California at Los Angeles.



### APRIL ADAMS



April Adams is a native of Van Alstyne and has lived in the Sherman area for the past twenty-five years. She currently teaches AP and U.S. history at Howe High School, a public school in Howe, Texas, and has been the student council sponsor there for the past nine years. In 2007, Howe ISD recognized her as one of its outstanding teachers of the month. She enjoys reading, cross-stitch, and singing when not at school.

### CAROLL ANN ADAMS



Carol Ann Adams is in her eighteenth year teaching Texas history to the students of Katy, Texas. She is a native Houstonian, which is quite rare. She is also the National Junior Honor Society sponsor for her school. When she isn't at school, she enjoys traveling, reading, and attending sporting events and concerts.

### FAYE AINSWORTH



Faye Ainsworth teaches English IV, science, and social studies at Livingston High School. She sponsors LHS Lions for Christ and is an active member of her church and community. Her interests include collecting rare children's books, reading, and spending quality time with family and friends. Her goals include raising community awareness for a greener Livingston and funds for Polk County Relay for Life.

### KENNETH AUSTIN



Kenneth Austin is a native Texan and a thirty-year veteran teaching all secondary social studies courses in a variety of educational settings. He has taught social studies at The Academy of Irving ISD since its opening seven years ago and currently teaches both AP and dual credit U.S. history, and also serves as social studies chair and a team leader. The Academy of Irving ISD is a nationally recognized suburban public school devoted to helping students focus on one of several specializations. He was chosen as the Campus Teacher of the Year in 2006 and continues to write assessments and curriculum for the district.

### YVONNE AVILA



Yvonne "Bonnie" Avila is a native of El Paso and has been teaching social studies for fourteen years. Bonnie currently teaches social studies at Montwood High School, a public school in suburban El Paso, and coaches the Rams' varsity volleyball team. She has returned "home" to El Paso this past school year after teaching the last thirteen years at Van Horn High School. When she is not teaching, she enjoys reading, traveling, playing golf, and spending time with her nine-year-old daughter Cami.

### LOUIE J. BARTON



Louie J. Barton has been teaching at Mount Pleasant High School for the last eighteen years. He currently teaches recommended U.S. history. For sixteen years he was the debate coach and for the last ten the UIL academic coordinator. He was the high school teacher of the year in 2001–02. When not at school he likes to garden with his wife, read, walk, and watch grade-B science-fiction movies.

### SHEELA BEHBAHANI



Sheela Behbahani was born and raised in Dallas, graduated from the University of North Texas, and has been a Texas history teacher for four years. She currently teaches at Robinson Middle School, a suburban public school in Plano, just north of Dallas, and leads the student group Peer Assistance and Leadership, which is involved in many community activities. She will soon become Mrs. Thomas, as she is getting married this August.

### SUSAN BOWERS



Susan Bowers is new to Boerne, Texas, but *not* to teaching! She currently teaches eighth-grade U.S. history at Boerne Middle School North, where she is the sponsor for the Friends of Rachel organization. She taught for twenty-five years in Houston. In Spring Branch ISD, Memorial Middle School recognized her as teacher of the year in 2007. She was also named Wal-Mart and Sam's Club Teacher of the Year. One of her favorite class projects included applying for and receiving a historical cemetery marker from the Texas Historical Commission. Her students researched an old cemetery in their district, and after much hard work, the historical marker was erected. In her spare time, she enjoys traveling, gardening, and spending time with her husband Greg and her two sons.

### TOMMY BURKHEAD



Tommy Burkhead is a native of Texas and has lived in the Lubbock area most of his life. In his youth he lived in Nevada, Arizona, and Colorado, but has returned to Lubbock and calls it home. He currently teaches world history, American history, and journalism at New Deal Middle School. He enjoys singing, working with the youth at his church, and especially spending time with his wife and children Trevor, Becca, Shelby, and Macie.

*"Top rate. The combination of speakers, presenters, authors, and musicians left me with a connection to the time period—unparalleled."*

DENTON INSTITUTE PARTICIPANT



### DENNIS K. BURNS

Dennis K. Burns is a native of California and served twenty years in the United States Air Force before retiring in 1995. During his service with the Air Force, he lived in Spain, Japan, Italy, and California. He served nine years with the civil service in Oklahoma before moving to East Texas, attending Stephen F. Austin State University, and receiving his interdisciplinary degree in education. He did his student teaching at Macario Garcia Middle School, where he was hired for the next school year. He has taught world cultures and is teaching Texas history, including a gifted and talented class. He has received his gifted and talented supplemental certification. When he isn't at school, he enjoys traveling, scuba diving, camping, surfing, and spending time with his family and wife Beverly, who also is a teacher.



### MEREDITH CAFFEY

Meredith Caffey is proud to say she was born and raised in Texas. She teaches and coaches at one of the finest schools in the State of Texas, Nazareth ISD. She teaches sixth- and eighth-grade social studies. In her free time she likes to hike and visit historical sites.



### MARTHA CHAPPELL

Martha Chappell is a native Texan who followed her husband, Wayne, an active duty Army pilot, for fifteen years to duty stations throughout the southern United States and Europe. Now that her husband is retired, they live outside of Belton with their two large dogs and a pond full of goldfish. She teaches all-level functional academics social studies/English at Belton High School, a public high school. Twice her peers have nominated her as teacher of the year. When she is not at school she enjoys quilting and digital photography.



### NANCY COOPER

Nancy Cooper is a sixth-generation Texan. She teaches U.S. history to 1877, world history, world geography, U.S. history since 1877, economics, government, yearbook, and art at a public school in Veribest, Texas. She earned a bachelor of arts degree from Louisiana State University and a master of science degree from the University of La Verne. In her spare time she enjoys spending time with her family, reading, aerobics, gardening, and attending church.

### CHRIS CRAVENS

Chris Cravens resides in the Piney Woods of East Texas, near the town of Crockett. He currently teaches U.S. history, government, and economics at Latexo High School, a small rural school outside of Crockett. He is also in charge of the chess team and enjoys helping with the one-act play and UIL social studies. Working as a research assistant and writer at The University of Texas, he contributed more than 200 articles published in the *New Handbook of Texas*. In his free time, he enjoys playing acoustic and bluegrass gospel music. He also attempts to keep up with his three active sons and their involvement in baseball, basketball, marathon running, fishing, camping, and playing music.



### TOM DEMETRION

Teaching is my second career. I was a police officer for twenty-two years, the last two of which I spent as an international police officer with the United Nations Mission in Kosovo. In my police career I had to deal with young adults who had fallen through the cracks. I thought that if I could enter their lives as a teacher or mentor maybe I could make a difference. I also saw first-hand the suffering of children in Kosovo who were not allowed to attend school because of their ethnic or religious affiliation. I assisted the schools in Kosovo with school supplies when I could, and I saw the faces of these children when they received these simple supplies such as paper, pens, and writing pads. I also taught criminal justice to police cadets at Grayson County College, where I realized that I enjoyed being part of the educational process and had a wealth of life experiences to share with my students. I was so sure that I had found my new calling that I obtained my Texas teaching credentials during my first year of teaching and completed my master's during the next three years and participated in the Japan Fulbright Memorial Fund. I received a strong graduate education at the University of Dallas, and I wish to attend worthwhile summer programs that will allow me to become the best teacher for my students and school district.



### MIRANDA FORGAC

Miranda Forgac is from Ohio but resides in Irving. She currently teaches U.S. history, government, and economics at The Academy of Irving ISD, a public school in the Irving Independent School District. In her first year at The Academy of Irving ISD she has been very active in school events and clubs. When not teaching, she enjoys running, scrap booking, and traveling throughout the United States looking for great historic locations.



### ARNOLD GARCIA

Arnoldo Garcia is a native of Brownsville, Texas, and has lived there for most of his life. Before entering the teaching field he served in the U.S. Army, where he did a tour in Iraq as part of Operation Iraqi Freedom. He now teaches world geography at Los Fresnos High School, a public school deep in the heart of the Rio Grande Valley, and is a sponsor of the student council. When not at school, you can find him at his Brazilian Jiu-Jitsu class with both his sons and helping his wife Verenice around the house.



### ANGELA GEIGER



Angela Geiger is a native of Texas, born and raised in Dallas. Her family can trace its roots back to the days before the Republic. After raising three children, she returned to school to fulfill a lifetime goal of becoming a teacher. She currently teaches eighth-grade U.S. history at Coppell Middle School North, a suburb of Dallas. She has been teaching eight years, all in Coppell. Her classroom reflects her love of history, and she fascinates her students with hands-on activities from the past. She is active in living history as a Civil War reenactor, traveling throughout the country, and can describe how to shoot a muzzle-loading rifle from first-hand experience.

### STACY HRICKO



Stacy Hricko is a Texas native who has been teaching for twelve years. Certified in both English and history, she has taught a variety of English and history courses over the years. Currently, she teaches English at Melissa High School. In 2007, she was presented with an Outstanding Teaching of the Humanities Award by Humanities Texas. Stacy and her husband live in Pottsboro with their daughter, who is pursuing a career in education, and three dogs. When she is not involved with school or studying, she enjoys scrap booking and riding motorcycles with her husband.

### CYNTHIA HUMPHRIES



Cynthia Humphries is a native of North Carolina and an alumna of Wake Forest University (B.S. *cum laude*, 1981; J.D., 1984). She has lived in El Paso for the past eight years. She teaches at Ross Middle School, a public school in central El Paso. Her assignment is humanities, an integrated curriculum of English, reading, and social studies for gifted and talented seventh- and eighth-grade students. She is a member of the North Carolina State Bar, the Texas State Historical Association, the El Paso County Historical Society, and the National Council of Teachers of English. In 2004, she was awarded the Linden Heck Howell Outstanding Teaching of Texas History Award, sponsored by Humanities Texas.

### JARROD IRICK



Jarrold Irick earned his political science degree from American University in 1995 and graduated from Baylor Law School in 1998. After practicing law in Lewisville and Denton, he decided to join the Lewisville Independent School District in 2001. He holds composite certification for secondary social studies. He has participated in several political campaigns, volunteers for an international adoption agency, and operates a real estate business.

### HEATHER KLOS



Heather Klos is a native Texan who has lived all over this great state. She currently teaches Texas history and theatre arts at Crownover Middle School, a public school in Corinth that is part of Denton ISD. She has also taught U.S. history for several years. She has been recognized as “teacher of the month” on several occasions throughout her teaching career. When she isn’t at school, she enjoys spending time with her beautiful daughter and husband, as well as traveling, outdoor sports, and shopping.

### RHONDA LEE



Rhonda Lee is a native of Oklahoma but has lived in Mount Pleasant, Texas, since 1990, when she began teaching at Chapel Hill ISD, a rural school outside of Mount Pleasant. She spent the first six years at Chapel Hill as a junior high math teacher and the past eleven years as the eighth-grade social studies teacher. She is also the junior high department head for social studies and the district grade book administrator. When she began teaching at Chapel Hill, the school consisted of approximately 150 students in grades K–8; it now has over 800 students in grades K–12. She served on the committee that helped make the high school a reality and was also chosen teacher of the year by her colleagues the first year that title was given. In her time away from school she loves spending time with her grandchildren, traveling with her husband, gardening, and photography.

### JOAN McCARSON



Joan McCarson is a native of Tennessee and traveled all over the world for the first twenty-three years of her life. She calls herself a “military brat,” as her Air Force father traveled extensively. She is currently teaching AP English III, pre-AP English I–II, and art I–IV at Leakey High School, a rural school about one hundred miles southwest of San Antonio. She is the UIL coordinator and a coach for literary criticism, prose, poetry, and extemporaneous speaking. When she is not involved in school activities, she helps her husband on their ranch in Real County, loves to ski in the winter, and paints in watercolors. She is currently interested in writing and illustrating children’s books.

### JAMES MCGREGOR



James McGregor is a native East Texan but has only been living in the Daingerfield area for the last four years. He currently teaches world history, government, and economics at Hughes Springs High School. He also teaches two classes a semester at Northeast Texas Community College. When not working, he enjoys hunting, traveling with his wife Heather, and spending time with his daughter Katie and his two dogs.

### JENNIFER METCALF



Jennifer Metcalf comes from Minnesota but has enjoyed learning the Texas ways for the past twelve years. She teaches AP English III and American studies and is department chair at Colleyville Heritage High School, a Dallas-Fort Worth suburban high school. Her educator husband Ben, who also teaches at CHHS, and their two daughters (ages six and three) enjoy spending time coloring, reading, and having tea parties whenever they can.

### ADAM MILLER



Adam Miller is a native of North Texas but moved his family to Austin in 2004 to enjoy the Hill Country and the music and culture of the capital city. After teaching Texas history for seven years in Denton, his latest posting is in the eighth-grade U.S. history class at Covington Middle School in southwest Austin. In 2004, he was selected as teacher of the year by the faculty on his home campus. Adam and his friends from Covington play kickball in a league game every Thursday night, and he also enjoys seeing movies with his wife Lisa at the Alamo Drafthouse, hiking, and building tree houses for his two kids, Flynn and Cleo.

### ANGELA MORROW



Angela Morrow was born in and has lived off and on in Lubbock for most of her life. She has been an educator for fifteen years, fourteen of those with Anton ISD. She currently teaches third- and fourth-grade language arts and fourth-grade social studies and science. When she isn't at school, she enjoys organizing, doing crafts, and spending time with friends and family.

### SANDRA NEAL



Sandra Neal has lived in Dallas County her entire life. She currently teaches Texas history at Jackson Technology Center for Math and Science in Garland ISD. She was recognized in 2004 as Jackson Special Education Teacher of the Year and in 2005 as Jackson Teacher of the Year. In 2006 she received the Mary Jon and J. P. Bryan Leadership in Education Award from the Texas State Historical Association. Her passion is history, and when not working she enjoys spending time with her five children and two grandchildren and traveling throughout Texas seeking unusual and interesting historical spots.

### MONICA OLVERA



Monica Olvera was born and raised in Brownsville and is currently teaching world geography, government, and economics at Brownsville Learning Academy, an alternative school in Brownsville. Once she graduated from the University of Texas at Brownsville/Texas Southmost College, she decided to stay and give back to her community and found the perfect opportunity at Brownsville Learning Academy. She is also an assistant tennis coach at Gladys Porter High School. When she is not at school or on the courts, she enjoys spending quality time with her three children and spouse, Tony.

*"The fact that I had the opportunity to work one-on-one with the institute's presenters made "From Disunion to Empire" much different from the lecture-only professional development programs that I have attended in the past."*

SAN ANTONIO INSTITUTE PARTICIPANT

### DANNA ORABO



Danna Gallow Orabo was born and raised in Beaumont, Texas, and graduated from the University of Houston. She has lived in the Fort Worth area for the past twenty-two years. She currently teaches U.S. history and coaches the ninth-grade girls' basketball and track teams at Central Junior High, a public school in the center of the Dallas/Fort Worth Metroplex. In her time off, she stays involved in her community as a volunteer. She is on the board of the Fort Worth chapter of the Texas Association of Basketball Officials. She has two children, Shaunice (19) and Demarques (15). She enjoys golf, working out, reading, watching sports, and spending time with family and friends.

### EDWARD PERKINS



A native of New England, Edward Perkins has lived almost half of his life in the American Southwest. After a short period in the U.S. Army as a meteorological observer and almost fifteen years in the business world, he entered the teaching field. He currently teaches eighth-grade U.S. history at J. T. Hutchinson Middle School, a state-recognized school in Lubbock. He received the Staked Plains Council for the Social Studies Teacher of the Year Award in 2005. He and his wife Michele live in Lubbock with their daughter Marie while his eldest daughter is a senior at the University of the Pacific majoring in theatre arts. His hobbies include traveling, hiking, golf, and reading history when time permits.

### PETER PERRY



Peter Perry entered the teaching arena following a successful career in aerospace and civil engineering. Most recently, he left employment with MCI Telecommunications Corporation after fifteen years, followed by a two-year stint with Alcatel, to complete his studies at the University of Texas at Dallas through the alternative certification program. He subsequently became certified as a classroom teacher at the secondary level in history, economics, geography, and government, and later obtained certification in English as a second language. He teaches at McKinney High School, where he significantly increased the passing rate in AP U.S. history, besting the Texas state average passing rate for the 2005–06 school year, and both the Texas and U.S. passing rates for the 2006–07 school year. He is a father of three, including a son on active duty with the U.S. Marine Corps, and grandfather of three. He enjoys reading, studying his family history, and walking.

### KIMBERLY POPE



Kimberly Pope is a native of Wichita Falls but resides in the Dallas-Fort Worth area. She teaches world cultures and pre-AP Texas history at Coppell Middle School West, a public school in Coppell, Texas, where she also coaches volleyball and basketball and is head coach of the track program. In 2006, she was one of only two teachers in the district elected to be a part of the Region X Target Scholar Program. She was also awarded the "Gem" Award by her principal, Vern Edin, for her outstanding leadership and dedication to the track and field program. When she is not at school, she enjoys reading, running, and playing sports with her son Kaleb and fiancé Tony.

### CRAIG PRITCHETT



Craig Pritchett is a native of Pratt, Kansas. He has lived in the Waco area for the last nine years. For the past eight years he has taught American history, government, and economics at Riesel High School in Riesel, Texas. Outside of school, he enjoys spending time with his wife Peggy and their three children and one grandson. He enjoys working in his yard and watching high school and college basketball games.

### DORA REINERT



Dora Reinert has lived in Flower Mound for the last twenty years. She spent most of her life prior to this residing in Lubbock. She currently teaches fifth grade at Prairie Trail Elementary, a public school located in Flower Mound. During her nine years at this suburban school, she has taught social studies, science, and language arts. In 2007, Lewisville ISD recognized her with a Golden Apple Award for outstanding curriculum work in science. When not at school, she enjoys reading and traveling to different areas of the United States with her husband and two children.

### JOE RUSSELL



Joe Russell is a Texas native who makes his home in McKinney with his lovely wife Jill. He currently teaches social studies at Winfree Academy Charter School in Richardson. When he is not teaching, he enjoys outdoor activities as well as traveling to enhance his knowledge base for the classroom.

### JOHN T. SCHMIDT



John T. Schmidt is a 1977 graduate of the University of Missouri-Kansas City, a Vietnam veteran, and a “seasoned” history teacher at Grape Creek High School. While having taught just four years, John spent more than twenty-five years in broadcasting, working in both radio and television news. This, and having lived through the last nine chapters of most history books, gives him a unique perspective on both history and today’s events. Bringing the past and the present together has been John’s goal since he began teaching. He serves as both department head and as the high school’s master teacher and also works with the student council. John and his wife Angel enjoy their eight kids and twelve grandkids and traveling to visit them all.

### WENDY SEELIGER



Wendy Seeliger is a native Texan who has taught both in and out of the country. Currently she teaches social studies at Lewisville High School, a public school in Lewisville, Texas. She also sponsors the Junior World Affairs Council and the junior class. In 2000, she was named teacher of the year by both O. W. Holmes High School and the Northside Council for the Social Studies. When she is not in school, she enjoys swimming, water-skiing, boogie-boarding, camping, hiking, and live music.

### PAULA SEIPP



Paula Seipp was born and raised in El Paso, Texas, where she graduated from Eastwood High School. She attended Sul Ross State University and received both bachelor’s and master’s degrees. She has one son who is also an educator. She has received the Mirabeau B. Lamar Award for Excellence in Education. When she is not teaching, she loves to read and work on her family ranch in the Texas Hill Country.

### ELIZABETH SHARP



Elizabeth Sharp has been teaching for twenty-seven years, the past seven in Garland ISD. After sixteen years as a fifth-grade social studies teacher, she will be making the move to eighth-grade American history. She is an award-winning teacher, having been named teacher of the year at every campus where she has taught. She is married to another teacher and is the mother of three grown sons (and a beautiful daughter-in-law). Having her middle child become a teacher has been one of her proudest moments.

### NICHOLAS TAYLOR



Nicholas Taylor is a native Texan, originally from Muenster. He is a 2005 graduate of Texas A&M University, where he was a member of the Corps of Cadets. He has been teaching Texas and U.S. history at Celina Junior High School for the last two years. Outside of school, he is an active member of the Knights of Columbus and enjoys reading, running, and playing his guitar.

*“I am already reworking my first seven lesson plans to incorporate the new slant on information on Reconstruction, the Gilded Age, the expansion of the West, and becoming an empire. It’s given me a new perspective on what I’ve been teaching, and my goal is to filter that new perspective down to my students.”*

DENTON INSTITUTE PARTICIPANT





### REBECCA AIRHART

Rebecca Airhart is a native of the Winters area. She graduated from Winters High School in 1976 and Texas Tech University in 1980. She began her teaching career at Wingate ISD in 1981 while also attending graduate classes at Abilene Christian University. In 1990, she began teaching physical education and health at Blackwell CISD before returning to Winters ISD in 1996. Her first teaching assignment in the Winters district was fifth-grade math and social studies. In 2002, she accepted a position to teach social studies as well as coach basketball and softball at Winters Junior High. She is also an active member of the North Main Church of Christ. When she is not involved with coaching and teaching, she enjoys snow skiing, traveling, do-it-yourself projects, and spending time with her husband Paul and their three children, Jared, Kinsey, and Kellyn.

### ERIC BAYNE



Eric Bayne is proud to be a native Texan. A former practicing attorney, he retired from the law in 2003 and began to live his dream as a teacher. He teaches Texas history at Del Rio Middle School and has served as a member of the adjunct faculty at Southwest Texas Junior College. He also coaches football, but swears he isn't one of "those" coaches. He was selected by his peers as Texas history teacher of the year for the 2006–07 and 2007–08 academic years. He is a voracious reader, consuming several books per week from pulp fiction to philosophy. His favorite authors are Terry Pratchett, Robert Heinlein, and Søren Kierkegaard, more or less in that order.

### JOHN BEDNARCZYK



John Bednarczyk was born at Reese Air Force Base near Lubbock, Texas, in 1968. Because his father served for more than twenty years in the U.S. Army, he was able to travel to and live in Germany as well as several states. He currently lives in Victoria, Texas, where he began his teaching career in 1992. He taught physical education for his first six years at the elementary level and is currently teaching U.S. history to eighth graders at Howell Middle School. He was a presenter at both a summer and winter conference for the Texas Association of Health, Physical Education, Recreation, and Dance. He serves on several committees for the district and is a supporter and participant in Drama for Schools. When he isn't at school, he enjoys camping, baseball games, spending time with his family, and serving as Cub Master for Cub Scout Pack 104 at Vickers Elementary.

### FRANKLIN S. BLALACK



Franklin S. (Sid) Blalack is a native of Corpus Christi, Texas. He teaches U.S. history and GT Texas history at Flour Bluff Junior High School, a public school in Corpus Christi. He is also a UIL academic coach. At home, he enjoys gardening and especially enjoys the company of his wife of thirty years, Genie, and his two Chinese daughters, Julia (Han Juan) and Sydnie (Sha Jie). The two girls keep him and his wife very busy.

### JOSIE BLUNDO

Josie Blundo is a native of McAllen, Texas. She teaches social studies at Sharyland High School and has been in education for the last nineteen years. Prior to teaching, she lived in Italy for a couple of years. She has traveled extensively throughout Europe as well as the U.S. One of her favorite hobbies while traveling is to visit museums. She has been to several of the Smithsonian Institution museums in Washington, D.C. While in Massachusetts she visited the Plimoth Plantation (a living museum) and Old Sturbridge Village. In New Hampshire she visited the American Independence Museum. Additionally, she has visited some of the foremost museums in the Vatican, Florence, and Pompeii.



### MEREDITH BOENEMAN

Meredith Boeneman has been a Texas history teacher at La Porte Junior High for two years. Prior to teaching in La Porte, she taught U.S. history, world history, and world geography at Friendswood High School for eleven years. Although she possesses five certification areas, she has always been passionate about social studies. She loves to travel the state of Texas and share those experiences with her students. This past year, she had the opportunity to travel to New York City, fulfilling a lifelong dream. She is known personally and professionally as a leader. She lives in Friendswood with her three children, who are actively involved in school and community activities. She is happily married to her husband Brent.



### BETHANY BOOTH

Bethany Booth was born and raised in Irving, where she still resides. She teaches eighth-grade U.S. history at Crockett Middle School, a public inner-city school in Irving. She takes a group of students to Philadelphia every summer to experience history firsthand, and she is a cheerleading coach. When not in school, she and her husband Matt love going to the beach to relax, read, and scuba dive.



### SUE CASEY

Sue Casey is originally from Chicago, Illinois, and has lived in San Antonio since 2006. Prior to that, she lived in Houston; Fort Worth; Clovis, New Mexico; Egypt; and Portugal. She has traveled all over the world. She teaches at Helotes Elementary in the Northside Independent School District. In the 2008–09 school year, she will be part of a core team selected to open Scarborough Elementary, Northside ISD's newest elementary school. She is a three-time grant recipient and constantly seeks opportunities for her school to enrich its environment. She has one daughter, Nicole, who is an avid dancer at Tom C. Clark High School, and has been married to her husband, Mike, for twenty-one years. In her spare time, she enjoys cooking Rachael Ray recipes, traveling, scrap booking, and reading.



### SHAROL CAW



Sharol Caw is a native of Kansas but has lived in the Dallas area for the past four years. Currently, she is a Texas history teacher and cosponsor of the student council at Permenter Middle School, a public school in Cedar Hill. When she is not at school, she enjoys spending time with her daughter, watching ESPN, reading, and watching history films.

### ELIZABETH CHAPMAN



Elizabeth Chapman teaches seventh-grade English and Texas history at Westbrook Intermediate, in the same gifted magnet program she attended as a student. She will spend the rest of the summer of 2008 in North Dakota at a National Endowment for the Humanities summer seminar for classroom teachers. In her spare time, she enjoys reading books, watching films, cooking, and traveling.

### KATHRYN CRAIG



Kathryn Craig is a native of Houston, where she left her corporate job to pursue her calling of becoming a teacher. She has taught for six years in Spring ISD, where she teaches integrated English III and American studies at Carl Wunsche Senior High School. She is actively involved in various activities in her school, including sponsoring the WIC (Wunsche in Christ) Christian Club and assisting with the coordination of Career and Technical Education (CTE) summer camps for Spring ISD students. When not devoting time to her students, she is spending it with her husband and 4½-year-old daughter, teaching the youth at Bear Creek United Methodist, working out at the gym, and reading murder/mystery books.

### MONICA DAILY



Monica Daily is a native of Garland, Texas. She graduated from The University of Texas at Dallas in December 2004 and currently teaches Texas and U.S. history to seventh and eighth graders at Cooper Junior High School, a public school in Wylie, Texas. When not at school, she enjoys spending time with family and friends, reading, traveling, watching movies, and spending time with her dogs.

### LUIS GARZA



I have been teaching for nine years with the Brownsville Independent School District and have been involved with the school district for fifteen years altogether. I worked at Russell Elementary, Stell Middle School, Villa Nueva Elementary, and Southmost Elementary between the years 1992 and 1998. I was involved with attendance and parental involvement programs during those years. In 1998, I temporarily worked as an in-school suspension teacher and later began my teaching career at Oliveira Middle School teaching U.S. history and Texas history for two years (1998–2000). Since 2000, I have been teaching world history at Porter High School, where I am also the head basketball coach. As a coach and teacher, I find that it has been an easy transition into the classroom and vice versa in the ability to capture students' attention and teach them the necessary character traits needed to be successful in our competitive world.

### TONY GONGORA



Tony Gongora is a native El Pasoan. He graduated from Bowie High School in 1973, North Idaho Junior College in 1975, and The University of Texas at El Paso in 1977 with a B.S. degree. He received his educational certification from UTEP in 1982 and teaches eleventh-grade social studies and coaches the boys' and girls' wrestling teams at Ysleta High School. He has taught for the past twenty-six years in the Ysleta Independent School District in El Paso. In 1990, he was selected Texas history teacher of the year by the Daughters of the Republic of Texas. He enjoys spending time with his wife of twenty years and two teenage children. He also loves camping and traveling.

### JESSICA GRIFFITH



Jessica Griffith is a resident of Victoria, Texas. She received her teaching degree from Texas A&M University in 2005. Since graduation, she has been employed with Cypress-Fairbanks ISD and Victoria ISD teaching third-grade math and science. Currently she teaches seventh-grade Texas history and coaches girls' sports at Crain Middle School. In her "spare" time she enjoys exercising, working in her garden, scrap booking, and traveling. This past April, she completed the MS 150 bike ride from Houston to Austin and enjoys challenging herself in order to reach self-rewarding goals. She and her husband plan to tour the Hawaiian islands in August and hope to see many more places.

### ANN HALE



Ann Hale is a native of Texas, venturing outside the state only for a three-year stint during graduate school at Wake Forest University in North Carolina and occasionally on vacation or to attend scholastic journalism conventions. A teacher for thirty-one years, she has taught English and journalism at Haltom High School in suburban Fort Worth for the past twenty-three years. She is a former Haltom High teacher of the year, Birdville ISD high school teacher of the year, Region 11 Association for Supervision and Curriculum Development high school teacher of the year, and University Interscholastic Press League Max Haddick Journalism Teacher of the Year. When she isn't at school, she enjoys writing, reading, watching movies, taking pictures, antiquing, participating in church single-adult activities, and making brief forays across the Red River to visit relatives in Oklahoma and Arkansas with her sister. She lives in Arlington.

### LUANA HANLEY



Luana Hanley is a native of New Jersey but got to Texas as fast as she could. She has lived in North Texas for more than sixteen years. She teaches AP U.S. history and government at Marcus High School in Flower Mound, a suburb twenty miles north of Dallas. She is a proud sponsor of the student Habitat for Humanity club at Marcus. In her free time, she enjoys traveling with her family throughout the U.S. and Europe.

### ELIZABETH HUDSON



Elizabeth Hudson, a sixth-generation Texan, teaches fifth-grade American history and language arts at Travis Heights Elementary School, a public school in central Austin. In 2006 she was named the Austin Area Gifted and Talented Teacher of the Year, and in 2007 received the Outstanding Teaching of the Humanities Award from Humanities Texas. Her first career was as a journalist, but after twenty years she found her new calling as a teacher. She is married to a writer, is the mother of two fine teenagers, and is an amateur musician.

### SANDY HUTSON



Sandy Hutson has lived and taught in Hondo since 2002. As a child, she lived in Germany, Africa, and all over the United States while her father served in the U.S. Air Force. She moved to Texas in 1973 and graduated from The University of Texas at San Antonio. She teaches language arts and Texas history to fourth graders at Woolls Intermediate, a rural public school in Medina County. She thoroughly enjoys teaching fourth grade and coaching the UIL fourth-grade oral reading team. In 2006, Hondo ISD recognized her as teacher of the year at Woolls Intermediate. When she isn't at school, she loves hanging out with her children and husband, going to church, skiing, gardening, reading, and traveling to see her new granddaughter.

### SAMMY JOHNSON



Sammy Johnson is a native Texan, grew up in Houston, and still lives in the Houston area. He is a social studies teacher at Houston Heights High School, a charter school located in the Heights vicinity. When he is not at school, he enjoys spending time with his beautiful wife Mindora; together they attend worship services at their local church, study the Bible, travel, exercise, attend plays and cultural events, and have a good time with friends. He also works with the Positive Black Male Association, building, empowering, and strengthening the lives of young inner-city males. In addition, he is attending graduate school and will receive a master's degree in August 2008.

### PAM KENNEDY



Pam Kennedy is a native of the South Plains. She grew up in Littlefield and graduated from Texas Tech University. She resides in Lubbock and has taught at Anton ISD, a small rural school, for twenty-three years. She is also in charge of her campus's Gifted and Talented program. She serves as her church's organist and music director. She enjoys cooking, traveling to the mountains with her husband, and spending time with her pets and grandchildren.

### DOUG KUBICEK



Doug Kubicek is a native Texan, born and raised in Shiner. He graduated from Sam Houston State University in Huntsville with a degree in U.S. history and cultural geography. He is a charter member of the Texas Czech Genealogical Society and the Czech Heritage Society of Texas. He is a thirty-nine-year member of the Texas Historical Commission and the Lavaca County Historical Commission, which he currently serves as chairperson. Specializing in Lavaca County history and cultural geography, his publications include *Grand, Complete and Perfect: The Lavaca County Courthouse, 1897-1899*, and he has published articles in various genealogical publications including *Stripes*, the quarterly of the Texas State Genealogical Society. He is a popular speaker at Texas genealogical/historical conferences and has spoken all over the state to groups such as the Daughters of the Republic of Texas, Sons of the Republic of Texas, Houston Genealogical Forum, International Genealogical/Cultural Conference in Houston, and the Alton C. Allen Historical Conference. He received the Lucy Posey Texas History Teacher Award in 2000, and in 2003 was selected as educator of the year by the Sons of the Republic of Texas. A seventh-grade Texas history teacher, he has twenty years of experience in education and is currently employed by the Hallettsville Independent School District.

### EDELIA LIRA



Edelia Lira is a native Texan who has taught high school students for twenty-nine years. She teaches AP and regular U.S. history at Sidney Lanier High School, a public school in San Antonio. She also sponsors the academic decathlon team. In her spare time, she enjoys reading, hiking, watching Texas sports teams, and traveling.

### ROBERT McCONNELL



Robert McConnell is a native of Texas and currently resides in Katy, Texas, where he teaches world geography to ninth graders at Foster High School in Lamar Consolidated ISD. After spending the majority of his youth in St. Johns, Michigan, he made his way to Texas A&M University, earning a bachelor's degree in history and studying geography as a minor. Currently, he is working on a master's degree in educational administration and is in the process of forming the school's first Amnesty International Club to help students better understand the world around them and help achieve equality for all citizens around the globe. As a young teacher, he credits many of his high school teachers and college professors for passing on valuable lessons in working with young people. During his much-valued spare time, he enjoys traveling across the country, hiking and camping in our nation's many state and national parks.

**BENJAMIN MONTEMAYOR**



Benjamin Montemayor is a native of South Texas. He teaches world history and geography at Jimmy Carter High School and has coached UIL maps, graphs, and charts. Prior to entering the field of education, he served his nation as a commissioned officer in the army. When he is not teaching, he enjoys gardening, hunting, and traveling throughout the Americas.

**JOSÉ C. MORALES**



José C. Morales is a native of Matamoros, Tamaulipas, Mexico, but is proud to call Brownsville, Texas, where he has lived for twenty-eight years, his home. He teaches eighth-grade U.S. history and coaches the chess team at Louise Perkins Middle School. When not at school, he enjoys outdoor activities such as jogging, playing soccer, bike riding, and gardening with his lovely daughter Abby and wonderful wife Belinda.

**ADELHEID MURPHREY**



Adelheid Murphrey teaches seventh-grade advanced Texas history and eighth-grade U.S. history at Hudson Middle School. She is also the coach of the seventh- and eighth-grade UIL social studies team. She is very dedicated to her profession and students. She seeks out meaningful professional development opportunities during the summer that will benefit her students. When she is not at school, she enjoys outdoor activities and traveling with her husband, her children, and friends.

**PHYLLIS NAWROT**



Phyllis Nawrot is a native of Connecticut but has lived in the Houston area for more than ten years. She teaches Texas history and world cultures at Cinco Ranch Junior High, a public school in Katy, and is cosponsor of the history club. In 2007, she received a grant from Funds for Teachers that allowed her to travel El Camino Real. When she isn't at school, she enjoys reading, decorating, and traveling abroad with her husband Richard.

**CAROL PUGH**



Carol Pugh has lived in Texas for sixteen years. She teaches U.S. and Texas history at Peet Junior High School, sponsors the Peet Junior Historians, and cosponsors the Bleacher Creatures. When she is not at school, she enjoys spending time with her family.

**KATHLEEN REID**



Kathleen Reid was born in Maryland but spent most of her childhood in Germany. She has lived in San Antonio for the past twenty-five years. She teaches U.S. history, AP U.S. history, and academic decathlon at Memorial High School in the Edgewood Independent School District. She is heavily involved in numerous extracurricular activities, including sponsoring the senior class, coaching UIL and academic decathlon, and serving as adviser for the National Honor Society. She has received numerous awards for her teaching, including the 2006 Trinity Prize. She enjoys traveling to Alaska in the summer to visit her nephews.

**DOUGLAS RIEDEN**



Douglas Rieden is a native of San Antonio, graduating from McCollum High and The University of Texas at San Antonio. After receiving his teacher certification in 1985 he continued to work at the UTSA athletic department. In late 1987 he moved to Laredo and has lived and worked there for the past twenty-one years. He currently teaches sixth-grade social studies in suburban Laredo. He is an academic coach in UIL maps, graphs, and charts as well as a coach in girls' sports. When he is not at school, he enjoys reading novels by Steven King and watching comedies starring Bill Murray.

**MELANIE RINGMAN**



Melanie Ringman is a native of Texas and has lived in Dallas the last three years. She attended Texas A&M University and is a proud Aggie. She currently teaches eighth-grade humanities, GT history, GT language arts, and language arts, as well as being a student council cosponsor and UIL oral reading coach at Coppell Middle School North.

*“Reconstruction comes at the end of my school year, and somehow it tends to get overlooked. Now, with better insight into the importance of the time period, I will devote more time to it. I will have more and better resources to share with my students.”*

SAN ANTONIO INSTITUTE PARTICIPANT



### DENISE SCOTT

Denise Scott is a seventh-generation Texan and has lived in Texas all of her life. She has lived with her family in the McAllen area for the past twelve years. She teaches social studies and English at Lamar Academy, a public high school in McAllen, and is the International Baccalaureate middle years program coordinator. In 2005, she was recognized by Humanities Texas as an Outstanding Teacher of the Humanities and as the McAllen area Wal-Mart Teacher of the Year. When she isn't at school, she enjoys collecting Confederate currency, reading historical fiction and nonfiction, research, and traveling throughout the United States with her husband Joe.



### JEFF STEELE

Jeff Steele is a resident of Refugio, Texas, and is currently teaching social studies at Runge High School. This is his first year teaching and his second profession, as he retired in 2005 from the Texas Army National Guard after a twenty-year career that consisted of both active and guard duty time. He is a decorated veteran of Desert Storm and Iraqi Freedom and has traveled worldwide with the military. When not at school, he enjoys reading American history books and being involved with the community through volunteerism and community clubs. He and his wife Jennifer are raising four boys who are active in sports and UIL competitions. They are members of the Refugio First Baptist Church.



### JACK STEERS

Jack Steers is a retired Army officer who has been living in San Antonio for the past nine years. He has been teaching at Central Catholic High School in San Antonio since 2001, and is currently the chair of the social studies department. He is the moderator for the school's academic teams as well as junior year division chair and moderator of one of the school's small faith-based communities.



### GERARD VAN DEN DRIES

I am the fifth child of first-generation immigrants from Europe. I was raised in Houston and am a graduate of The University of Texas at Austin. I have lived in San Antonio for the last sixteen years. I am the department head of my school. I was KMOL television's San Antonio teacher of the month in May 2004 and was a semifinalist for Disney's Educator of the Year. My interests are sports and investing.

*"The way the sessions were put together provided optimum information in a short amount of time. . . . The professional development I received at this institute is the best ever!"*

DENTON INSTITUTE PARTICIPANT

### HERSHEL WALKER

Hershel Walker is a native West Texan. He was born in Andrews, Texas, in 1957, and grew up in Brownfield, where he graduated from high school in 1976. He attended Texas Tech University and received his bachelor of arts degree in history, and received his secondary teaching certificate in 1981. He was hired by the Giddings Independent School District in 1981, and has taught world history and U.S. history for the past twenty-six years. He received his master of arts in history from Texas A&M University in 1995. He is currently the head of the social studies department at Giddings High School, where his current teaching assignment is ninth-grade world history and eleventh-grade AP U.S. history. He lives in Bryan, Texas, with his wife of twenty-four years, Mary. When he is not teaching, he enjoys visiting family and friends, traveling, reading, and gardening.



### CYNTHIA ANN MARIE WAREHAM

Cynthia Ann Marie Wareham was born in Brownsville, Texas, but spent most of her childhood in Los Fresnos, Texas. After moving to Brownsville at the age of seven, she finished primary school and went on to attend middle and high school there. She graduated from Hanna High School in the top fifth percentile of her class, ranking number thirteen out of more than two thousand students. She decided to continue her education at the University of Texas at Brownsville, where she graduated with a social studies composite and a degree in secondary teaching. She currently teaches social studies and special topics at Los Fresnos High School. She is one of the UIL academic coordinators and is also a sponsor of the school's Constitution Club, which was formed as part of a *We the People* Bookshelf grant from the National Endowment for the Humanities. In her spare time, she enjoys reading, exercising, and exploring and traveling the ruins in Mexico with her two young sons, Sebastian and Damian.



### PAUL WENZLAFF

After graduating from high school I enlisted in the U.S. Air Force and served as a civil engineer assigned to an emergency engineering force. My active tour of duty included two deployments to Korea, with the second tour coming as a response to the *Pueblo* crisis. After my honorable discharge from active service, I joined Motorola Communications in Chicago as part of the Midwest management team. I held various executive positions with Motorola until my decision to leave that firm and change my career field. While serving with the Texas Air National Guard in San Antonio, I attended both San Antonio College and The University of Texas at San Antonio, where I graduated with a grade point average in excess of 3.9 and earned bachelor's and master's degrees in history. Having completed my formal education, I went to work as a teacher with the South San Antonio ISD and, later, the Edgewood ISD.



### PEDRO ZUNIGA

Pedro Zuniga is a native of Rio Hondo, Texas, but has called San Benito home for the past eight years. He teaches economics and U.S. history at San Benito High School, the only public high school in the community. This is his first year in the field of education, and he hopes it is the beginning of a personally fulfilling and rewarding career.



## PROGRAM EVALUATIONS

In order to assess the quality of the institute experience, program directors conducted daily evaluations, asking participants to rate each day's program and its relevance to their work in the classroom.

### DENTON

#### MONDAY, JUNE 9

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	11	22

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	9	24

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	7	27

#### TUESDAY, JUNE 10

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	10	30

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	1	9	30

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	10	30

#### WEDNESDAY, JUNE 11

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	8	29

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	7	29

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	3	33

### SAN ANTONIO

#### MONDAY, JUNE 16

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	5	34

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	5	32

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	4	35

#### TUESDAY, JUNE 17

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	10	26

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	5	29

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	6	30

#### WEDNESDAY, JUNE 18

I found the day's activities relevant and professionally useful.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	10	25

My experience today compares favorably with other professional development programs I have attended.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	4	28

I found the day's activities intellectually stimulating.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	5	30

## FROM DISUNION TO EMPIRE

### THE UNITED STATES, 1850-1900

DENTON – JUNE 8-11, 2008

SAN ANTONIO – JUNE 15-18, 2008

#### GEOGRAPHICAL DISTRIBUTION OF PARTICIPATING TEACHERS

