

INFORMATION UPDATE 2007

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Timelines

DEPARTMENT OF HISTORY NEWSLETTER

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Editor: Kevin J. Fernlund, Ph.D.

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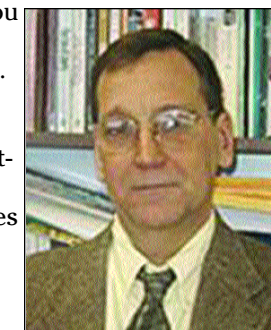
Faculty

In Memoriam

LOUIS S. GERTEIS

Dear History Alums and Friends:

It is always a pleasure to write to you about new developments in the History Department at UM-St. Louis. In my last letter, I described how retirements and new faculty hires have changed the face of the department. In this letter, I would like to discuss the major curricular changes we are making in our expanding graduate program.

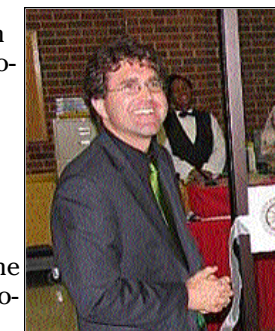


Louis S. Gerteis

The MS program in history has grown steadily in recent years. The Museum Studies, directed by Dr. Jay Rounds, attracts talented students from across the country. The regular MA program continues to grow as well. At the undergraduate level, UM-St. Louis trains more secondary education social studies teachers than any other institution in the state; increasingly, the History Department provides these teachers with their graduate training as well. We are proud of the high quality of this program. Two teachers currently enrolled in the MA program have been awarded prestigious James Madison Fellowships.

Graduate training will remain an important part of what we do as part of the region's public research university. Dr. Winston Hsieh, Director of Graduate Studies, is working with a select group of faculty at Missouri Southern State University (formerly Missouri Southern State College) in Joplin to make graduate work in history available to secondary educators in rural regions of the state. This effort is supported by a major grant from the United States Department of Education.

Our graduate program promotes a transnational and global historical perspective. To strengthen this perspective, we have redesigned the curriculum to identify Metropolitan history, Regional history, National history, and Transnational history as distinct areas of study. The revised MS curriculum will help us to meet the educational needs of graduate students in the early twenty-first century by promoting connections between local communities and the wider world.



Kevin J. Fernlund

Growth continues in other areas as well. Since I last wrote to you, UM-St. Louis has become the home of the Western History Association, one of the nation's leading regional history organizations. When the WHA held its annual meeting in St. Louis in October 2006, it formally opened its UM-St. Louis office with Dr. Kevin Fernlund as the Association's Executive Director.

The Virtual City Project continues to receive national recognition. The Project received a major National Leadership grant from the Institute for Museum and Library Services to work in partnership with the Campbell House Museum, the Museum of Westward Expansion (at the Arch), and a museum being developed by the Old North St. Louis Development Group. The partnership will provide small museums around the country (indeed, around the globe) with the capacity to locate their institutions in three dimensional environments that replicate lost landscapes of the past.

As always, I encourage you to contact *Timelines* editor Kevin Fernlund regarding your own activities and accomplishments. I also encourage you to visit the campus to see the new residential housing facilities, the Millennium Student Center, the Touhill Performing Arts Center, and the St. Louis Mercantile Library. Let me close by reminding you that UM-St. Louis hosts the St. Louis Regional History Day competition. The event will be held on campus on Saturday, February 24, 2007. Dr. Peter Acsay is the History Day Coordinator. The event brings more than three hundred students, parents, and teachers to campus, and Dr. Acsay would greatly appreciate your participation as an organizer, guide, or judge.

Best wishes,

Louis S. Gerteis
Professor and Chair

Editor's Note: In the Letter from the Chair, Louis Gerteis notes the importance of teacher education. Below, Laura Westhoff, an Assistant Professor of History and Education, discusses the theory and practice of working in a program jointly-administered by History and the College of Education.

THE HISTORIAN'S ROLE IN TEACHER EDUCATION

By: Laura Westhoff



Laura Westhoff

Over the past few years, historians have given greater attention to issues of collaboration with Schools of Education and practicing teachers. Several sessions at both the 2005 and 2006 Organization of American Historians' annual meetings were devoted to such collaborations and an entire day was devoted in 2006 to examining the historian's role in Teaching American History grants. The AHA's 2006 annual meeting also noted in its program for the first time sessions devoted entirely to teaching and collaboration with schools. As an academic historian with a joint appointment in the History Department and the College of Education at the University of Missouri-St. Louis, I have worked to bridge the divide between History and Education and am pleased to find so many others doing the same at their institutions. Increasingly, departments of history are involved in teacher education programs, with historians teaching social studies methods courses, working with student teachers, and offering professional development workshops to practicing teachers. Such collaboration is vital for the health of history education at all levels and is part of our professional responsibility. Below I offer several ways to think about our role in teacher education.

Since strong content knowledge is one of the foundations of successful teaching, it is incumbent on both historians and teacher educators to work together to articulate the content knowledge and skills required to future teachers. Given the historical tensions between Colleges of Education and Arts and Sciences, this kind of collaboration can be difficult; yet, it is critical if teacher education programs are to prepare their students to teach content. The North Central Association for Teacher Education (NCATE), the accrediting body for teacher education programs, has standards regarding content knowledge, while the value of NCATE standards is debatable, we might recognize that NCATE encourages teacher educators to work with historians to outline the knowledge and skills taught in content area courses. Such conversations might be a catalyst for more substantive discussion with our colleagues in education about the kind of content and skills preparation we should be offering our students. At UM-St. Louis, collaboration between the History Department and the College of Education has resulted in significant content course requirements for our students. Most of our undergraduate students seeking certification are required to major in history. This includes upper-division coursework and the Senior Seminar, in which they must demonstrate writing skills, familiarity with historiography, and the ability to read and analyze primary sources. Development of such skills is vital if history teachers are to foster them in their own students.

Beyond preservice education, historians' collaboration with K-12 teachers must be built on a commitment to the needs of practicing teachers and must encourage the development of professional communities that include historians as well as teachers. Participants in the 2005 OAH session, "Tear Down this Wall": Building Collaboration between Schools of Education and Departments of History," confirmed what I have observed in my work: classroom teachers are hungry for content-specific professional development (which has been seriously compromised in many school districts), and they welcome interaction with practicing historians. This interaction has been the strength of the U.S. Department of Education's Teaching American History grants, Gilder Lehrman Institutes, NEH seminars, and National Council on History Education programs, all of which bring historians and teachers together. Opportunities offered by such interaction is magnified when historians are committed to on-going work with teachers and are attentive to the challenges teachers face in turning content knowledge into workable and engaging lessons. Indeed, as a profession, we historians miss a valuable opportunity to impact history education when we take what some have described as a "parachute approach" to our interactions with teachers: dropping in to offer a lecture when called upon, but without engaging in real dialogue with classroom teachers about their needs and ideas about how to teach history. This approach does not build the kind of collaboration likely to positively impact history education. While we might include scholarly concerns in our interactions with teachers, we might also discuss how we wrestle with questions of what content and skills to emphasize in our own courses, what primary sources we draw upon to do so, and how we pique our students' interests in seemingly remote events and cultures. Making the intellectual processes surrounding research and teaching more transparent not only models them for teachers, but also invites us to reflect on our own practices as we build professional communities that value rigorous standards for history education. Listening to college of education faculty and to teachers might even help us become more cognizant of our own approaches to teaching, more aware of what works and what does not in our college classrooms, and more articulate in expressing our own teaching goals.

The historian's role in teacher education extends beyond coursework and professional development, however, into current political debates about assessment and standards. Teacher education programs and history departments must work together to assert a stronger response to the way that history education has been politicized at this particular moment. Indeed, debates about history curriculum and standards at the state level (like the controversy over the national standards in the early 1990s) have drawn historians into public conversations about the purposes and content of K-12 history education, and since its establishment in 1974, the AHA Teaching Division has put educational issues on the organization's agenda. Furthermore, in today's climate of high stakes testing, history instruction that values critical examination of such issues and that stresses historians' emphasis on reading sources and written augmentation that draws on plausible evidence places teachers in a bind. This was, in fact, one of the most disheartening parts of our conversation at the 2005 OAH, and in other history professional circles of late. No Child Left Behind (NCLB) legislation, which seeks to improve reading and math competencies and requires state testing in both subjects has cut into time spent teaching history, especially in elementary schools.

UM-ST. LOUIS History Alumni Fund

Enclosed is my contribution of \$ _____ Yes I work for a matching gift Corporation.

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“Talking History,” the National Public Radio program sponsored by the Organization of American Historians. The Maryland Historical Society named one of Fred’s previous articles “one of the greatest hits of the 17th century” and re-published it for the centennial issue of the *Maryland Historical Magazine*.

Deborah J. Henry received a UM-St. Louis “Women Trailblazer’s Award” in March 2006, Women’s History Month. Deborah also had an entry published in the *Encyclopedia of the Great Black Migration* titled “Black Employment in the Construction and Building Trades” in May 2006. Deborah’s article, “Gendered Identities: Growing Beyond Traditional Expectations,” was published in the March 2006 publication of the Professional Woman Network of *Customer Service and Professionalism for Women*. Previously, her essay “Race, Power, and the Building Trades in Postwar St. Louis” was published in *The Other Missouri History: Populists, Prostitutes, and Regular Folk*. She also served on the Network’s 2006 International Advisory Board. Deborah’s biography appeared in the article “Women of Achievement in Construction” in the July-August 2005 issue of *St. Louis Construction News & Review*.

Chuck Korr has conducted research since 1997 on how South African political prisoners on Robben Island (known throughout the world as the place where Nelson Mandela was imprisoned) used sports as a way to continue their struggle against apartheid even while in prison. Sports was a way to maintain their morale, create a sense of community, take control over some aspects of their lives, and to gain the administrative skills they would need when they were part of a free, democratic South Africa. They gained the right to play soccer. Before they kicked a ball, they created a highly organized set of leagues and made sure everything met the standards that would apply in the world outside the prison.

In November, Anant Singh, the leading film maker in South Africa announced that his company was starting production of a documentary/docudrama, “More Than a Game,” which will tell this remarkable story. The film is based on Chuck’s research in the documents left by the prisoners and the interviews he has conducted since 2000. He is the historical consultant and co-producer for the film. The project has gained the support of FIFA (the international governing body of soccer) and is scheduled to be previewed in November 2007 as part of the ceremonies leading up to the 2010 FIFA World Cup in South Africa.

Steven Rowan will be on faculty of the University of Graz, Austria, from the beginning of March to the end of June 2007, occupying the “Karl Kranzens Fulbright Distinguished Chair of Cultural Studies.” By mid-July, Steve will be back to resume teaching at UMSL in the Fall 2007 semester.

Also, Steve is currently completing a German-language article on the history of law for an Austrian publication. He has completed work on a book about Baron Friedrich Wilhelm van Egloffstein and his images of the mountain West for the University of Missouri Press. It will use images at the Mercantile Library and be published by the Library in conjunction with the UM Press.

IN MEMORIAM

M. James “Jim” Kedro passed away October 13, 2006. He was 59 years old. Jim was a senior research evaluator for St. Louis Public Schools and an associate professor of History at St. Louis Community College at Meramec. He graduated magna cum laude with a BA and an MA from UMSL. Jim then earned his PhD. in psychohistory from the University of Denver. Born in St. Louis, Jim earned the rank of Eagle Scout with Boy Scout Post 319. He served stateside in the Marine Corps, earning the National Defense Service Medal and an expert rifle award. Jim’s book, “Aligning Resources for Student Outcomes: School-Based Steps to Success,” was published in 2004. His research has appeared in several education journals and professional publications. While teaching at St. Louis Community College, Jim encouraged his students to learn the value of accountability from the lessons of the past and to shape their own expectations for the future. He was a member of the Affton Alumni Association and American MENSA Ltd., as well as a supporter of the American Legion and other veterans groups. Jim is survived by his wife, Prudence, four children, and his parents and two sisters.

The reallocation of precious school minutes has created a dilemma. I find that history teachers have rarely welcomed standardized tests that measure only one facet of historical knowledge, namely factual information, while ignoring critical reading, writing, and thinking skills. Yet, they now find themselves lobbying for the return of mandatory social studies assessments as a way to put more history back into the curriculum. Regrettably, the more important conversation about appropriate ways to assess the full range of historical literacy skills has taken a backseat to the priority of mandating any type of test as a strategy for increasing time devoted to history instruction.

While increasing students’ factual knowledge may be a laudable goal, its overemphasis on standardized tests undermines the ability of teachers to develop in their students the habits of mind and skills not only necessary to the historical discipline but of undisputed value in our democracy. These skills include the ability to think critically about information and sources, to recognize bias and perspective, to understand present events in light of those past. Furthermore, history as a discipline compatible with – indeed a vehicle for – developing reading and writing skills and encouraging critical thinking, goes unrecognized. It is perhaps an irony that legislation meant to improve children’s literacy skills runs the danger of depriving them of the historical literacy fundamental to their role as thoughtful, questioning citizens. When we remember that a majority of Americans never take a history course beyond high school, the importance of collaborating with teacher educators and practicing teachers is magnified. Historians and faculty in schools of education must work together to promote such quality teaching, appropriate assessment, and sound curricula that incorporate the best developments in the historical profession and encourages the discipline’s attention to the value of history education in a democratic society.

In conversation with faculty from schools of education, we historians might more fully act on a cogent set of public responsibilities. While such public demands may not be appropriate for all institutions, close collaboration is a laudable goal for both history departments and schools of education. Given the existing demands on us and the lack of institutional rewards, it is tempting to delegate responsibility for teacher education and professional development to a single faculty member or solely to schools of education. Yet doing so ignores our potential and our larger public responsibility to enhance the study of history. As recent events have made clear, a climate of high-stakes testing and ongoing conflict over history curriculum requires a more concerted response; historians and teacher educators must build alliances in order to engage with the issues affecting history education at all levels in this country.

TOWER GROVE PARK STATUARY REPAIRED AND RETURNED

Donald Bergmann, a friend of the History Department at UM-St. Louis, is currently a member of the Campbell House board and President-Emeritus of the St. Louis Chapter of the Victorian Society in America. He also serves on the boards of the German-American Heritage Society and the Friends of Tower Grove Park. During a May 2004 storm, the two stags on the limestone pillars inside the north entrance of Tower Grove Park were smashed. Don collected the fragments for safekeeping and then supervised the restoration of these

handsome sculptures the following September.

ΦΑΘ

The Psi Psi Chapter of Phi Alpha Theta began the 2006-2007 academic year by bidding “farewell” to one of our faculty advisors, **Dr. Kevin Fernlund**, who is focusing on his duties as Executive Director of the Western History Association. We will miss his wise counsel.

The Executive Committee, composed of President **Mike Beatty**, Vice President **John Sauter**, Secretary **Mary Barcroft**, Treasurer **Mary Lagerstrom**, SGA Representative **Andrea Lowe**, and Publicity Chair **Shannon Conn** have an eventful year planned for the Chapter. In October, we had a presentation by Mr. Kenn Thomas, of the Western Historical Manuscripts Collection, speaking on “Alternative Paths to Publication.” For the Winter semester, we are planning to hold a symposium in mid-March 2007, including History programs throughout the metro St. Louis area.

We did not have an initiation this fall, due to administrative concerns. We have had a number of inquiries from interested students at both the undergraduate and graduate level, and look forward to a strong initiation class this Spring.

The major project for the Chapter this year is planning to e-publish a semi-annual scholarly journal, “The Psi Psi Historian.” **Dr. Louis Gerteis** has graciously offered to host “The Psi Psi Historian” on the History Department’s server. Editor **Mike Beatty** has sent a call for papers to the UM-St. Louis History faculty and looks forward to being able to publish by the middle of the Winter semester. “The Psi Psi Historian” is happy to consider submissions from both faculty and students. Submissions may be sent to mwbc50@umsl.edu. Please send submissions as Microsoft Word attachments. As the project matures, we anticipate being able to expand into a regional publication. We also anticipate coordinating with **Dr. Peter Acsay** and the Region V Missouri History Day competition to offer publication of the winning papers from that contest as a special edition of the journal.

HISTORY DAY

Peter J. Acsay, the Region V Missouri History Day Coordinator and Affiliate Assistant Professor, would like to thank the faculty, staff, and alumni who served as volunteers and judges at Region V History Day 2006. This event was a success only through the support of the UMSL History community. *Please note:* the 2007 Region V History Day contest will be held on the campus of the University of Missouri-St. Louis on Saturday, February 24, 2007. Anyone interested in serving as a volunteer or judge should contact Peter Acsay at 314-516-5700 or email acsayp@msx.umsl.edu. Volunteering at History Day is a lot of fun, is a great opportunity to renew old friendships and make new ones, and helps maintain interest in and commitment to history among young people in the St. Louis region. See you February 24, 2007!

AWARDS

The 2006 James Neal Primm Lecture was given by **T.J. Stiles**, on “The War on Terror, 1865: The Civil War in Missouri and the Rise of Jesse James.”

The 2006 Thomas J. Knapp Memorial Scholarship winner was **Aleksey Kazakevich**.

The 2006 Arthur H. Shaffer Memorial Scholarship went to **Colleen Buckley**.

The 2006 George Rawick Award in History went to **Suzanna Love**.

The 2006 R. Gene Burns Scholarship winner was **Jason Troske**.

The History Alumni Award winner was **Rebecca Joye Mantia**.

ALUMS

Tracy Hardgrove-Baird, BA ‘95, earned an MA from Washington University in 1998 in Art History & Archaeology. She is the Vice President of Operations and Administration with the Better Business Bureau. Tracy is presently studying for the exam to qualify her as a Certified Association Executive.

Katharine Corbett, BA ‘74, MA ‘77, co-authored the essay, “A Shared Inquiry into Shared Inquiry” with Dick Miller in *The Public Historian*, vol. 28 (Winter 2006). Dick is a Professor Emeritus of UM-St. Louis’ History Department. Theirs has been a bi-coastal collaboration since Kathy lives in Maine and Dick is in California.

Irene Cortinovis, BA and MA, teaches history at the Lifelong Learning Institute, a program at Washington University designed for seniors.

Robert D. Cowger, BA ‘91, is currently employed with BNSF Railway as a switchman.

Josh Newby-Harpole recently accepted the position of Historical Museum Preservation Director for the city of Mountain Home, Idaho. Josh says that he is very excited about this career opportunity, and appreciates the opportunities that UM-St. Louis’ History Department provided him.

Jack and Dorothy Hitt still volunteer for the Missouri Historical Society as Lewis & Clark tour guides. Dorothy also volunteers as a Senior Instructor at the Missouri Botanical Gardens, a position she has enjoyed for over 20 years. She is also an active member of the Hazelwood Historic Preservation Commission. Jack is also involved with AARP Assistance for low income people.

Annora K. Koetting, BA ‘69, is retired from the St. Louis Public Schools. Annora is proud to report that at the age of 86, she is still writing protest articles and letters.

Rebecca Mantia wishes to thank the History Department for awarding her the History Alumni Scholarship that will enable her to continue her education.

Joshua Meyers, MA ‘06, is a history teacher at Clayton High School, hired right out of college. This is his tenth year as a teacher. Josh’s MA is his second master’s degree, after receiving his MAT from Webster University in 2001. Josh serves as the Academic Director of Clayton High School, a position to which he was appointed two years ago. He also runs the North Central School Improvement Process and chairs the Leadership Council of the High School. Josh teaches a collaborative English-History films course called “Film in American Society,” a current issues class, as well as a World History class. Josh and his wife, Amy, are the proud parents of 3-year-old Ana, and the expectant parents of identical twins, due later this year.

Carol Hennessey Novak, BS ‘68, is employed by the City of New York as a Computer Specialist and web administrator. She works as a project manager for NYC’s Citywide Technology Emergency Preparedness.

Diane Rademacher, BA ‘72, is employed with the National Archives/National Personnel Records Center as a Management Analyst. In October 2003, Diane had her book “Still Shining! Discovering Lost Treasures from the 1904 St. Louis World’s Fair” published by Virginia Publishing.

Bruce A. Reznick, AB ‘70, is currently employed with Southwest Securities in Austin, TX as a Vice President and Branch Manager. In October 2004, Bruce was appointed manager of a 10-employee branch specializing in risk arbitrage, special situation, and recapitalization.

Victoria Rodriguez, MA ‘99, is an adjunct History instructor at Jefferson College in Hillsboro, MO. She delivered a paper on her dissertation chapter at Cambridge University in England for the Renaissance Society of America. Vicky received her Ph.D. in August 2006.

Jerome Verba, BA ‘74, is retired from the federal government and still enjoys studying history.

Michael J. Whaley, MA ‘82, is an Associate Professor of History and the Chair of the Honors Program at Lindenwood University. He is faculty advisor to the History Club and is supervisor of History tutors at Lindenwood. Mike also participates at UMSL’s History Day as a judge. Mike is currently ABD and is in the process of writing his dissertation.

Deborah Workman, after receiving both her BA and MA from UMSL, completed her defense of dissertation in French history at the University of Kansas. Her dissertation was entitled “Refusing the Unacceptable: The Women of the Association Nationale des Anciennes Déportées et Intérieures de la Résistance (ADIR).” Debbie’s advisor was the noteworthy senior scholar in 20th century France, John Sweets.

HISTORY STUDENT NEWS

Adam Michalski, a History Graduate Student, reports that a Graduate Student Organization is in the works!

A meeting was held in late January 2007 for those interested in creating a constitution and by-laws for the organization. In addition, in March 2007, the group intends to send representatives to Columbia for the National Association of Graduate and Professional Students – South Central Region Conference.

For more information concerning the graduate student organization at UM-St. Louis, please feel free to contact Adam at atmzp5@umsl.edu.

Dave Reiter began his career in sales and sales management in health care. A strong interest in early American history emerged after Dave retired in February 2000 from Quest Diagnostics Clinical Laboratory and he began volunteering at the Museum of Westward Expansion in the Jefferson National Expansion Memorial (the Arch). After taking Louis Gerteis’ class in early American history, Dave really immersed himself in history graduate studies. He also enjoyed Fred Fausz’s course on Lewis and Clark, which he took after bicycling the Lewis and Clark trail from St. Charles to Seaside, Oregon. Dave writes, “My trip came to life in his class.” Over the last six years, he has enjoyed each course. A side study of Colonial Latin America helped him in the winter in Tucson, where Dave is a docent at the Tumacacori Mission National Park. That old Spanish Mission, for Dave, is a wonderful, peaceful place to meet tourists and introduce them to the early history of the area.

Dave reports that he will continue to visit the campus after graduation, because the office of Gateway Hostelling International, of which he is a board member, is located in Normandie Hall. Gateway Hostelling International looks forward to its partnership with the University in providing inexpensive lodging and camaraderie for diverse people of all ages.

FACULTY

Deborah Cohen has a book under review entitled *Bordering Modernities: Race, Masculinity, and the Cultural Politics of Mexico-US Migration*. Deborah also had an article published: “From Peasant to Worker: Migration, Masculinity, and the Making of Mexican Workers in the US,” in *International Labor and Working Class History* 69:2006.

In July 2006, Deborah was invited as moderator of the 2o Coloquio Internacional de Francisco Villa y La Revolución Mexicana en el Norte in Durango, Mexico, from July 20-22, 2006.

Also during 2006, Deborah presented several papers. On October 13, 2006, at the Western History Association, she presented “The Desire for Modernity: Masculinity, Mexican, Migration, and the Dynamics of US National Belonging.” On October 6, 2006, Deborah presented “Migration and the Production of Modern Citizens” at the XII Conference of Mexican, United States, and Canadian Historians, which was held in Vancouver, British Columbia. She also presented “Sex, Loyalty, and Betrayal: The Long Arm of Patriarchy in a Transnational US-Mexican Social World” at the Conference of

the Society for Cultural Anthropology on May 6, 2006.

At the Missouri History Graduate Conference on April 5, 2006, Deborah was a commentator on her panel on “US During the Cold War: Women in the Armed Forces, Students Doing Drugs, and Farmworker Women.” She also served as a commentator on the American Women and Minority Groups during the Cold War panel in that conference. On March 24, 2006, Deborah presented “Ties that Bind: Race, Democracy, and Mexican Migration to the US in the Age of Modernity” at the European Social Science History Conference in Amsterdam. She also presented “Mexico and the 1940s: The Bridge Decade” at the Latin American Studies Association Conference in San Juan, Puerto Rico on March 15, 2006. Deborah presented “Outside Modernity’s Borders” at the Midwest Association for Latin American Studies conference here in St. Louis on November 5, 2005.

The University of Missouri-Columbia selected Deborah as Fellow for the Cambio Center for Research and Outreach on Latinos and Changing Communities in Missouri. In addition, Deborah has been elected to serve from 2006-2009 on the Publications Committee of the Social Science History Association. The Western History Association has also appointed Deborah to serve from 2006-2009 on its Bolton-Kinnaird Award Committee.

Priscilla Dowden-White has been selected to serve as Faculty-in-Residence and Co-director for the Fall 2007 “Missouri in Africa Program” at the University of Ghana-Legon. The program has been in existence for ten years and rotates to the four campuses of the University. Priscilla’s appointment is the first from the UMSL History Department. We congratulate Priscilla for receiving this honor. Please support Priscilla by recruiting UMSL students to participate in the program.

Fred Fausz was the lead organizer and program chair of the joint international meeting of the Ninth North American Fur Trade Conference and the Twelfth Colloquium for Rupert’s Land Studies, held in St. Louis from May 24-28, 2006. Sponsored by the Mercantile Library and coordinated with the Division of Continuing Education and Outreach, that successful fur trade conference featured 108 presentations and attracted over 220 attendees from every Canadian province, most states, and some European countries. Fred’s personal collection of fur trade artifacts that was exhibited at the conference remained on display in the Mercantile Library until December 31.

In the last year of the Lewis and Clark Bicentennial, Fred drove over 12,000 miles as an NEH-funded public lecturer, delivering show-and-tell history presentations in small rural communities throughout Missouri, Kansas, Nebraska, and Iowa. He also presented papers at the Western History Association annual conference; the convention of the Lewis & Clark Trail Heritage Foundation; and the Mound City Archaeological Society in 2006.

Fred’s book on the 1622 Jamestown Massacre is nearing completion. In April 2006, he presented a paper on his latest research at the first Virginia Forum, held at Shenandoah University in Winchester. His essays on the “Origins of Terrorism in Early America” and the “Missing Women of Martin’s Hundred” were published on the History News Network website and The History Net.com, respectively. He also recorded details about his terrorism research for