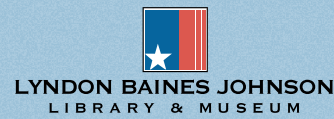




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HUMANITIES TEXAS

THE MAKING OF MODERN AMERICA: 1877 TO PRESENT

2011

THE MAKING OF MODERN AMERICA 1877 TO PRESENT

AUSTIN | EL PASO | LAREDO | SAN ANTONIO



2011 INSTITUTES FOR TEXAS TEACHERS

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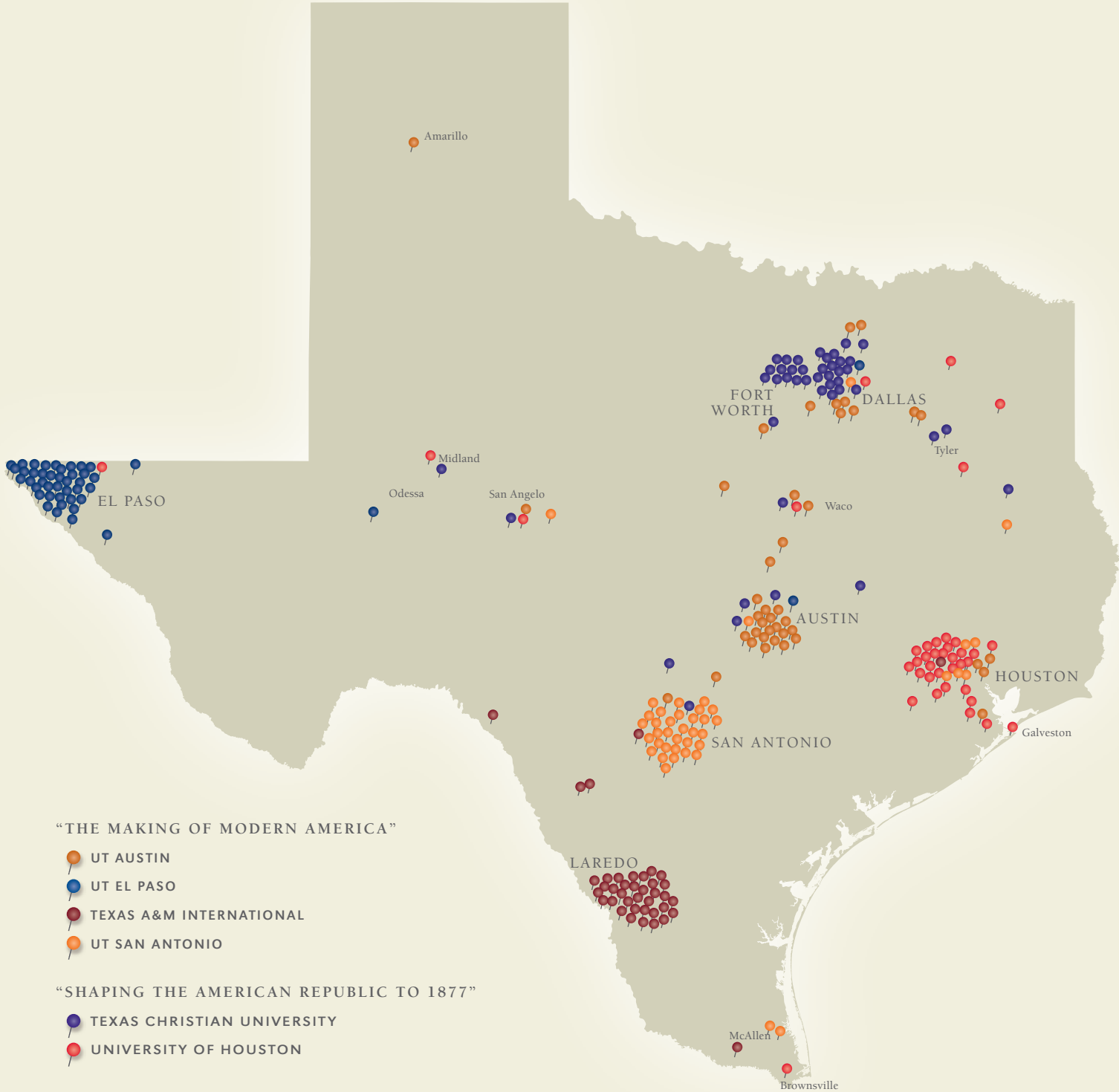
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TABLE OF CONTENTS

INTRODUCTION	02
INSIGHTS.....	12
ADVISORS, FACULTY, AND STAFF	74
INSTITUTE SCHEDULES, PARTICIPANTS, AND PHOTOS	
AUSTIN	90
EL PASO	102
LAREDO	114
SAN ANTONIO	126
2011 INSTITUTE DATA	
STATISTICS	138
PARTICIPANTS’ PROGRAM EVALUATIONS	140
PARTICIPANTS’ SCHOOLS	142
REACHING TEACHERS STATEWIDE.....	144

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THE MAKING OF

MODERN AMERICA

1877 TO PRESENT

AUSTIN | EL PASO | LAREDO | SAN ANTONIO

2011 INSTITUTES FOR TEXAS TEACHERS

SPONSORED BY

Humanities Texas

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The Making of Modern America: 1877 to Present

HUMANITIES TEXAS’S TEACHER ENRICHMENT PROGRAM is the only statewide professional development program in the fields of Texas and U.S. history. Its premise is that informed, inspiring teachers are critical to student performance, and that knowledgeable and dynamic scholars enrich classroom teachers’ command of significant topics in Texas and U.S. history, while also providing them with new insights to engage students. The institute experience energizes participants, who return to their classrooms with heightened enthusiasm, creative teaching strategies, and new documentary materials.

This program sets the standard for how content knowledge training should be designed. . . . There is no substitute for deep content knowledge when teaching history.

OAKLEY BARBER, MCCALLUM HIGH SCHOOL, AUSTIN

Beginning in 2004, with the “Institute on Congress and American History,” Humanities Texas has collaborated with leading Texas universities and major cultural institutions in sponsoring these rigorous, content-rich programs for teachers throughout the state. Universities have provided outstanding faculty presenters, classroom facilities, dormitories, transportation, and logistical support, as well as technological equipment to record the programs. Cultural institutions have enlisted their educational specialists and made their documentary resources available. In recent years, the National Archives and Records Administration (NARA) provided digital facsimiles of milestone documents from the nation’s history, guiding teachers in their classroom use. The Amon Carter Museum of American Art furnished

books and digitized images, allowing teachers to use works of art to enhance their Texas and U.S. history curricula. The Museum of Fine Arts, Houston and the Fort Worth Museum of Science and History offered behind-the-scenes tours of major exhibitions and introduced teachers to instructional resources that make use of the museums’ collections.

Teachers have consistently given Humanities Texas programs superlative evaluations, often describing them as the best professional development experiences of their careers.

EXPANDING THE PROGRAM WITH STATE SUPPORT

Before 2010, Humanities Texas’s teacher programs had been limited to two institutes per summer, involving a total of eighty teachers. Lieutenant Governor David Dewhurst effected a major expansion of the program with state funding in 2009. Through his leadership and that of Representative Mike Villarreal and Speaker Joe Straus, the Texas Legislature appropriated funding for a larger program with an emphasis on new teachers in areas of the state with a high concentration of low-performing schools. Ultimately, it is difficult to overestimate the dramatic impact that state funding has had upon the program’s capacity to serve Texas teachers. Between June 2010 and June 2011, the number of annual participants grew by a factor of ten. Humanities Texas held twelve summer institutes and thirteen one-day workshops in Austin, Dallas, El Paso, Fort Worth, Houston, Laredo, San Antonio, and Waco. The nearly nine hundred teachers who participated teach more than one hundred thousand Texas students each year. At the time of their participation, 21 percent were in their first two years of service; an additional 27 percent were in their third through fifth years of service. Sixty-three percent teach in areas of the state with a high concentration of low-performing schools.



H. W. Brands, the Dickson, Allen, Anderson Centennial Professor at UT, addresses teachers at the LBJ Library.

I feel like I learned something from every lecture since I am only a second-year teacher. The interesting details and stories will help me to get my students engaged in learning.

TINA SENKEL, SALADO JUNIOR HIGH SCHOOL, SALADO

HUMANITIES TEXAS TEACHER INSTITUTES 2004–2010

<p>2004</p> <p>“Institute on Congress and American History”</p>  <p><i>with the Lyndon Baines Johnson Library and Museum, the National Archives and Records Administration, and the College of Liberal Arts and Dolph Briscoe Center for American History at The University of Texas at Austin</i></p>	<p>2005</p> <p>“Gateway on the Gulf: Galveston and American Immigration, 1845–1915”</p>  <p><i>with the Bob Bullock Texas State History Museum</i></p>	<p>2006</p> <p>“Southwest Vistas: The Border in American History”</p>  <p><i>with the University of Houston and The University of Texas at El Paso</i></p>	<p>2007</p> <p>“The West and the Shaping of America”</p>  <p><i>with Texas Christian University, Texas Tech University, and the Amon Carter Museum of American Art</i></p>	<p>2008</p> <p>“From Disunion to Empire: The United States, 1850–1900”</p>  <p><i>with the University of North Texas and Trinity University</i></p>	<p>2009</p> <p>“The U.S. Constitution and American History”</p>  <p><i>with the College of Liberal Arts at The University of Texas at Austin, The University of Texas at San Antonio, and the Lyndon Baines Johnson Library and Museum</i></p>	<p>2010</p> <p>“Shaping the American Republic to 1877”</p>  <p><i>with the College of Liberal Arts at The University of Texas at Austin, the Lyndon Baines Johnson Library and Museum, The University of Texas at El Paso, Texas Christian University, the Center for Texas Studies at TCU, the University of Houston, Texas A&M International University, and The University of Texas at San Antonio</i></p>
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David M. Kennedy, the Donald J. McLachlan Professor of History Emeritus at Stanford University, delivers a lecture on World War II during the Austin program.



The primary source workshops were helpful because they provided us with opportunities to share experiences with other teachers and to gain new materials for the classroom. I'm a new teacher, so that really helped me.

ANDREW BENITEZ, HARMONY SCIENCE ACADEMY, EL PASO

Teachers study primary source documents with David M. Oshinsky at the LBJ Library.



The program's expansion did not diminish its quality. All institutes and workshops were designed to provide intensive, deep-content enrichment—a component lacking in most alternative certification programs, not to mention the district-level professional development workshops that teachers are required to attend throughout the year. Indeed, the faculty for Humanities Texas's 2010–2011 institutes and workshops was the strongest that the organization had ever assembled. Participating were some of the nation's foremost scholars, such as Pulitzer Prize–winning historians David M. Kennedy, David M. Oshinsky, Jack N. Rakove, Alan Taylor, and Gordon S. Wood; two-time Pulitzer finalist H. W. Brands; former historian of the U.S. House of Representatives Raymond W. Smock; current state historian of Texas Light T. Cummins; and former state historian of Texas Jesús F. de la Teja. In their evaluations, teachers continued to praise the program in the highest terms. “I have attended hundreds of hours of professional development over the last five years, and the Humanities Texas workshops are the best that I have ever attended,” wrote Mary Duty, a middle school teacher from Waco. After attending a workshop in Dallas, Michelle Acuff, past member of the State Board for Educator Certification, concluded, “Humanities Texas fosters excellence in education for the benefit of the children of Texas. . . . This organization has few competitors as the premier provider of staff development in our state.”

In December 2011, the program will reach new audiences, when Humanities Texas launches an online resource center that includes video recordings of institute faculty lectures and downloadable primary sources and curriculum materials. This resource center will ensure that the materials developed for past and future programs are freely available to all Texas teachers and their students.

2011 SUMMER INSTITUTES

Of the six summer institutes Humanities Texas held in 2011, two followed the curriculum for our 2010 program, “Shaping the American Republic,” which covered U.S. history through 1877. Presentation topics included the factors that encouraged European exploration during the colonial era; the challenges confronted by the American government and its leaders in the early years of the Republic; the effects of westward expansion on the political, economic, and social development of the nation; and the causes of the Civil War. Featured faculty members included Pulitzer Prize winner Gordon S. Wood (Brown University), Michael Les Benedict (The Ohio State University), Alexander X. Byrd (Rice University), Stephanie Cole (UT Arlington), Light T. Cummins (Austin College), Daniel Feller (the University of Tennessee, Knoxville), Rebecca Goetz (Rice University), Cynthia A. Kierner (George Mason University), and T. Michael Parrish (Baylor University), as well as distinguished scholars from Texas Christian University and the University of Houston, the host institutions.

The other four institutes, titled “The Making of Modern America,” followed the state curriculum standards for eleventh-grade U.S. history, which covers the period since Reconstruction. Four universities committed to hosting “The Making of Modern America” institutes: The University of Texas at Austin (UT), The University of Texas at El Paso (UTEP), Texas A&M International University (TAMIU), and The University of Texas at San Antonio (UTSA). The Lyndon Baines Johnson Library and Museum, the venue for the Austin institute, also served as one of the principal program sponsors.

As in past years, Humanities Texas negotiated a partnership model that divided the

components of institute planning and administration between the organization's staff and those of other program sponsors. In the early spring, Humanities Texas and the universities worked together to shape the curriculum framework, develop the institute program, select faculty presenters, and plan the schedule. Humanities Texas staff assumed responsibility for promoting the institutes statewide, actively recruiting and selecting teacher-participants, and providing books and instructional materials developed expressly for the institutes. The universities assumed primary responsibility for managing local program details and coordinating such on-campus logistics as housing, meals, parking, and transportation. Each university appointed a faculty director and institute coordinator to manage these responsibilities.

UT associate professor of history Erika M. Bsumek served as faculty director of the Austin institute; Neel Baumgardner was the institute coordinator. Keith A. Erikson, UTEP assistant professor of history and director of the university's Center for History Teaching & Learning, directed the El Paso program with support from institute coordinator Sandra I. Enríquez. The faculty director of the Laredo institute, Deborah L. Blackwell, is associate professor of history and director of TAMIU's Honors Program; Karla D. Garcia served as the institute coordinator. UTSA associate professor and history department chair Gregg L. Michel directed the San Antonio program, with support from institute coordinator Brandon Aniol.

Both Humanities Texas and its university partners worked together throughout the planning process to ensure that the program stayed on budget and on schedule. Humanities Texas assumed primary financial responsibility for each institute, covering such major cost elements as staffing, faculty honoraria and travel, teacher stipends and travel, catering, and the stipends received by the faculty directors and institute coordinators.

Each university partner made a significant investment in the program, assuming costs associated with local transportation and the use of university facilities. As they did in 2010, UTEP committed significant funding from its Teachers for a New Era Program, sharing the cost of the opening lecture and banquet. Ray M. Keck III, the president of Texas A&M International University, hosted a reception and dinner for teachers and faculty at the Laredo institute. The other institutional partners made substantial contributions as well. NARA's Center for Legislative Archives, NARA's Regional Archives in Fort Worth, and the Amon Carter Museum of American Art all provided rich sets of instructional resources to each of the teachers who participated in the program. The Lyndon Baines Johnson Library and Museum provided a venue for the Austin institute and shared the cost of the opening banquet. UTSA's Institute of Texan Cultures provided venues for institute events at no charge.



Michael Les Benedict, professor emeritus at The Ohio State University, delivers the keynote lecture at the Laredo institute.

This workshop was much better than any other workshop that I have been to in my four years as a teacher. It taught real strategies and information that will be useful in the classroom. Also, the speakers were amazing. They were energetic and extremely knowledgeable. I would love my other professional development courses to be like this one.

FELIPE CORTEZ, EASTLAKE HIGH SCHOOL, EL PASO

TAMIU president Ray M. Keck III welcomes teachers to the Laredo institute.



Teachers from across the state gather at the LBJ Library in Austin on the opening night of the institute.

“The Making of Modern America” was a first-class program! The presenters were experts in their fields. The scholars were approachable and friendly. The pedagogical strategies employed were expertly presented. The organization of the program was excellent. The organizers running the program were professional and were experts in time management. This was the best professional development program I have ever attended!

ALEX COYLE, WESTLAKE HIGH SCHOOL, AUSTIN



INSTITUTE CURRICULUM

“The Making of Modern America” explored themes within U.S. history and culture since Reconstruction that are central to Texas’s eleventh-grade social studies curriculum. Particular emphasis was placed on topics stipulated by the state’s curriculum standards, such as the political, economic, and social changes in the United States from 1877 to 1898; the emergence of the United States as a world power between 1898 and 1920; the reasons for U.S. involvement in World War I; the effects of twentieth-century reform and third party movements; the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present; the achievements of the American civil rights movement; and the conservative resurgence of the 1980s and 1990s. Augmenting a strong content-based curriculum, the institutes also incorporated pedagogical sessions led by educational specialists from leading state and national cultural institutions. These sessions centered on relevant practices and skills, including teaching with primary sources and locating and using high-quality online resources.



Dean of UT’s College of Liberal Arts Randy Diehl welcomes teachers to the Austin institute.

INSTITUTE FACULTY

As in past years, Humanities Texas and the participating universities sought to assemble a superb institute faculty—one that included scholars who are not only experts in their respective fields, but also outstanding teachers and presenters. Faculty members included professors from the host universities as well as Brigham Young University, Columbia University, Loyola University Chicago, New Mexico State University, The Ohio State University, Stanford University, Texas A&M University, Texas A&M–Commerce, Texas A&M–Corpus Christi, Texas Christian University, the University of Houston, and the University of North Texas.

Among the faculty were two recipients of the Pulitzer Prize for History, authors of important works in Texas and U.S. history, and scholars with extensive experience working with secondary school teachers. Educational specialists from the National Archives and Records Administration, the Institute of Texan Cultures, and the Amon Carter Museum of American Art provided their expertise and documentary resources for teachers to use in their classrooms.

INSTITUTE PROGRAMS

Each institute opened with a keynote presentation by a widely known and respected scholar. H. W. Brands (UT), a two-time finalist for the Pulitzer Prize for History, launched the Austin and El Paso institutes with a public lecture on America during the Gilded Age. In Laredo, Michael Les Benedict, professor emeritus at The Ohio State University, presented a lecture on constitutional history since Reconstruction specifically designed to prepare teachers for Celebrate Freedom Week, a new addition to the state’s social studies standards. Steven Mintz, director of Columbia University’s Graduate School of Arts and Sciences Teaching Center, opened the San Antonio institute with a lecture examining developments that transformed American life in the twentieth century.

During the days that followed, the classroom teachers were given the extraordinary opportunity to work alongside leading scholars of Texas and U.S. history to enrich their command of the subjects they teach and to develop new pedagogical strategies. In Austin, UT faculty members Brian A. Bremen, Erika M. Bsumek, Tiffany M. Gill, and Gretchen Ritter were joined by Pulitzer Prize winner David M. Kennedy (Stanford University), Albert S. Broussard (Texas A&M University), Michael L. Gillette (Humanities Texas), Michelle Nickerson (Loyola University Chicago), and Monica Perales (University of Houston). UT’s David M. Oshinsky, also a Pulitzer Prize winner, spoke twice during the institute, once on America in the 1950s and once on the 1965 murders of three civil rights workers in Mississippi. Michael Schwerner, James Chaney, and Andrew Goodman. Charles Flanagan of the National Archives and Marsha Sharp of the LBJ Library shared their institutions’ resources with participating teachers.



Senior executive vice president of UTEP Howard C. Daudistel welcomes teachers and local guests to the opening program of the El Paso institute.

Humanities Texas put on the best workshop I’ve ever attended. I was engaged and learning the entire time and found myself looking forward to going each day.

JENNIFER CRIZER, WILSON JUNIOR HIGH SCHOOL, DAYTON



Deborah L. Blackwell, associate professor of history and director of the University Honors Program at TAMU, discusses primary source documents with teachers in Laredo.

Stacy Fuller, head of education at the Amon Carter Museum of American Art, informs teachers in Laredo of educational resources available through the museum.



In El Paso, Howard C. Daudistel, UTEP senior executive vice president, welcomed the teachers, faculty, and members of the general public who attended H. W. Brands’s opening lecture. Over the following three days, Maggie Rivas-Rodriguez (UT), Ignacio M. García (Brigham Young University), Jon Hunner (New Mexico State University), Mark Atwood Lawrence (UT), Benedict, Brands, and Nickerson joined UTEP historians Brad Cartwright, Keith A. Erikson, and Michael M. Topp in covering topics ranging from the Progressive Era and the New Deal to conservatism in post–World War II America. Maceo C. Dailey Jr. (UTEP) spoke about African Americans and civil rights in the twentieth century. Flanagan participated in the El Paso program as well, again sharing the educational resources of the National Archives.

In Laredo, the institute faculty included Gregg Cantrell (Texas Christian University), Ricky F. Dobbs (Texas A&M–Commerce), J. Todd Moye (University of North Texas), Anthony Quiroz (Texas A&M University–Corpus Christi), and Lawrence, as well as distinguished TAMIU faculty members Jerry D. Thompson, Deborah L. Blackwell, Stephen M. Duffy, and Penny Vlagopoulos. Jenny McMillen Sweeney and Stacy Fuller introduced teachers to the resources of the National Archives and the Amon Carter Museum of American Art, respectively. In San Antonio, UTSA historians Steven R. Boyd, Patrick J. Kelly, Kirsten E. Gardner, Jerry González, LaGuana Gray, Andrew R. Highsmith, Gregg L. Michel, James C. Schneider, and Elaine Turney were joined by Duffy and Topp. Flanagan discussed strategies for teaching the 1965 Voting Rights Act with documents from the National Archives. A trip to UTSA’s Institute of Texan Cultures complemented the institute program.

PARTICIPATING TEACHERS

As in 2010, Humanities Texas focused statewide recruitment efforts on early-career teachers from low-performing schools. Humanities Texas collaborated with officials at the Texas Education Agency, the state’s regional Educational Service Centers, and the teacher network that the organization has developed over the past decade to solicit applications from teachers across the state. Each member of the state’s U.S. congressional delegation was invited to nominate exemplary teachers in his or her district.

Since each of the six Humanities Texas institutes held in 2011 took place in an area with a concentration of low-performing schools, staff worked with district officials in the host cities to recruit local teachers to attend the programs. Teachers from other areas such as Dallas, Midland, Odessa, and Waco were also recruited to attend the nearest institutes.

I think the afternoon small-group sessions were most beneficial. It was great to examine primary source documents and images with experts in the field. In addition, I liked the opportunity to have a more intimate conversation with colleagues and professors. I found myself learning just as much from the wonderful teachers in each group.

RACHEL GISH, ROBERT E. LEE HIGH SCHOOL, SAN ANTONIO

Humanities Texas staff also contacted teachers and department chairs directly, traveling to schools across the state to make presentations during faculty meetings. In March, program staff spoke to attendees of the Texas Social Studies Supervisors Association conference, asking those present to disseminate information to their schools and districts. Finally, in an effort to reach new teachers in particular, Humanities Texas worked with districts throughout the state to identify early-career teachers in their schools. These candidates were contacted directly and invited to submit applications.

More than 440 teachers ultimately applied to attend the 2011 institutes—263 for the four “The Making of Modern America” institutes and 181 for the two “Shaping the American Republic” institutes. Selection decisions were based on applicants’ years of classroom experience, the number of students they teach, and their teaching environment, as well as their experience in leadership, curriculum design, and peer professional development. Humanities Texas invited approximately fifty teachers per institute, aiming ultimately for forty attendees at each. To minimize the cost associated with attending the program, Humanities Texas provided each participant with a two-hundred-dollar stipend, most meals, and if necessary, housing and a travel reimbursement of up to three hundred dollars.

In all, the 252 participants in the six institutes represented thirty of Texas’s thirty-two congressional districts. Among the participants—who teach more than thirty-five thousand Texas students each year—were history, social studies, government, and economics teachers, as well as several language arts teachers. Their classroom experience ranged from one year to thirty-nine years, with 126 participants (50%) in their first five years of teaching and sixty (24%) in only their first two years of teaching. Teachers represented a wide variety of backgrounds; some came from urban areas, while others teach in suburban and rural communities.

One hundred of the participants (40%) work in schools or districts that were rated Academically Unacceptable by TEA at least once since 2006. An additional eighty-two (33%) teach in areas with a high concentration of low-performing schools. In sum, 182 of the 252 participants (73%) work in schools, districts, or areas of the state that struggle with student performance.

OUTSIDE EVALUATION

Humanities Texas invited Dr. Amy Jo Baker to attend the San Antonio institute and assess its quality as a teacher professional development program. (Outside evaluators also attended the “Shaping the American Republic” institutes in Fort Worth and Houston.) Formerly the director of social studies for San Antonio Independent School District, she has received over seven million dollars in highly competitive grants, including four Teaching American History grants, to improve the study of history in Texas schools. She is the founder of the San Antonio Regional History Fair and the Texas Council for History Education and the recipient of teaching awards from the National Council for Geographic



Mark Atwood Lawrence, associate professor of history at UT, works with teachers during an afternoon workshop in Laredo.

With the change from the TAKS to the STAAR, I know the standards are going to be more rigorous, so our classrooms are going to have to cover more content in depth in shorter amounts of time. With the addition to my knowledge from this institute and the weekly use of primary sources in my classroom, my students will continue to meet the passing standards and achieve those levels of commended, which we strive for on the state tests.

BRADFORD WHERRY, CARL WUNSCH SENIOR HIGH SCHOOL, SPRING

Monica Perales, assistant professor of history at the University of Houston and Humanities Texas board member, leads a discussion with teachers on the Mexican American civil rights movement.



Education, the Close-Up Foundation, and numerous others.

In her report, Baker described the San Antonio institute as both intellectually rigorous and teacher-centered. “The rich content was presented with depth and rigor by the scholars, who are published experts in their respective fields. . . . All of the speakers’ presentations tied into the TEKS, whether or not it was directly stated. The higher-order thinking and social studies skills addressed will assist teachers as they prepare students for the new round of testing: end-of-course (EOC) U.S. History, Dual Credit, and Advanced Placement U.S. History exams.” In sum, Baker writes, “It is clear that the Humanities Texas institute met and in many cases

exceeded their stated goals as well as the expectations of the Texas Education Agency’s plan for staff development.” Baker gave special commendations to the institute faculty, “who shared their research and expertise on a variety of topics relevant to the curriculum that secondary teachers must teach”; to the Institute of Texan Cultures “for modeling strategies for analyzing photographs, oral histories, primary source documents, and artifacts, as well as providing digital resources to their website”; and to “Humanities Texas for their superb organizational skills in planning and conducting this series of workshops for teachers in Texas.”

Baker made several recommendations for future programs. She suggested that all presenters note explicitly how their presentations tie directly to the state standards, since this helps teachers when developing lesson plans. Baker also suggested lengthening the primary source workshops and shortening the morning programs by one speaker. She writes that “many teachers stated that the afternoon workshops were ‘the best part of the institute’ and that they would have liked more time to interact with the presenters.” Baker concluded by emphasizing the importance of continuing “this worthwhile program that supports improving academic achievement through increasing teacher knowledge, deepening content mastery, and providing up-to-date scholarly research.”

MEDIA COVERAGE

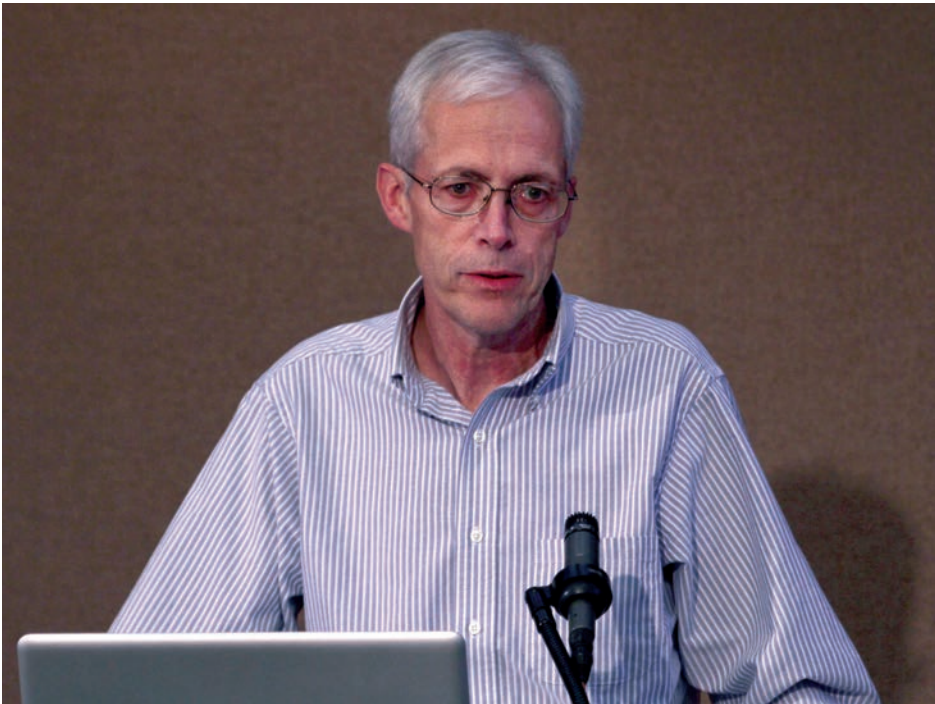
“The Making of Modern America” and “Shaping the American Republic to 1877” received significant media attention. More than forty-five newspapers around the state featured stories about the institutes and the teachers who participated. These papers include the *Baytown Sun*, the *El Paso Times*, the *Lufkin Daily News*, the *Midland Reporter Telegram*, the *San Angelo Standard-Times*, the *San Antonio Express-News*, the *Waco Tribune-Herald*, and the *Zavala County Sentinel*. Several of the participating teachers’ school districts published articles about the institute in their newsletters and on their websites.

FUTURE PLANS

Humanities Texas’s 2011 summer institutes 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 program website, where digital facsimiles of historical documents, faculty PowerPoint presentations, and other teaching resources are available for download. Humanities Texas will also make selected sections of the faculty presentations available on our website and via TEA’s channel on iTunes. Most important, Humanities Texas and its partner institutions will work together in the 2011–2012 school year to hold additional workshops and institutes for Texas teachers. Supported by a 2012–2013 state legislative appropriation, these programs will continue to provide deep-content training to Texas social studies teachers, while new offerings will support instruction in other disciplines, such as language arts and geography.

We know that one outstanding teacher can dramatically enhance the performance of students across the curriculum. Countless personal testimonials emphasize this fact, as do the latest research studies. As a recent report from the Economic Policy Institute confirms, “Teacher quality . . . is the most important school-related factor influencing student achievement.”

The goal of Humanities Texas’s teacher enrichment program is to assist classroom teachers in maximizing their talent so that they, in turn, can provide students with the best possible education. Leading scholars and master teachers serving as mentors introduce newer teachers to important historical insights and analysis, recent research, and effective teaching strategies. Listening to faculty who are dynamic lecturers also gives teachers vivid examples of how to present historical topics in compelling ways that will fully engage students. The interaction with scholars in seminar-like workshops builds the teachers’ confidence and provides inspiration. It is a measure of the program’s success that participants consistently appraise the institutes as both professionally significant and personally rewarding. Another measure is the investment of the state’s universities, which support this program because they know it affects the quality of their future students. Humanities Texas will continue to provide this extraordinary experience for the benefit of teachers, students, and the citizens of Texas.



I enjoyed the morning sessions immensely because I was the “student” and had the opportunity to learn from respected and notable historians. The presenters were both interesting and entertaining, and reinforced and expanded my knowledge and understanding of the topics. The afternoon break-out sessions allowed me to process, clarify, and enhance information presented in the morning, as well as acquire practical teaching ideas from the guest speakers and fellow participants.

JANET VALENTINE, FAIRMONT JUNIOR HIGH SCHOOL, PASADENA

Charles Flanagan, director of educational programs at the Center for Legislative Archives at the National Archives and Records Administration, participated in five of the six summer 2011 teacher institutes, including three “The Making of Modern America” programs.

AT THE AUSTIN, EL PASO, LAREDO, AND SAN ANTONIO institutes, faculty and participating teachers addressed topics in U.S. history and culture from Reconstruction through the 1980s that are central to Texas’s eleventh-grade social studies curriculum. Faculty members placed particular emphasis on major topics stipulated by the state’s curriculum standards, such as the Gilded Age, Populism, the Progressive Era, the New Deal, World War II, the civil rights movement, and the Cold War. The following excerpts represent some of the significant insights that faculty members raised in their presentations.



John Sloan, Six O'Clock, Winter, 1912. Oil on canvas, 26 1/8 x 32 in., 66.3575 x 81.28 cm, acquired 1922, The Phillips Collection, Washington, D.C.
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I. The Legacy of Reconstruction

THE CHALLENGES OF RECONSTRUCTION

Michael Les Benedict | THE OHIO STATE UNIVERSITY

Reconstruction involved a number of constitutional problems. First, how do we restore a union that was broken by the attempted secession of the Southern states? After a bitter struggle between Andrew Johnson, most white Southerners, and the Democratic Party on one side, and Northern Republicans on the other, this problem was resolved with the establishment of reconstructed Southern state governments under new state constitutions that guaranteed equal civil and political rights to men of all races. These reconstructed state governments were then restored to normal relations in the union under the control of the Republican Party, which was strongly supported by African American voters. The second problem was how to define the status of African Americans after the abolition of slavery. This was settled by the Fourteenth and Fifteenth Amendments to the United States Constitution. The Fourteenth Amendment declared that all persons born in the United States and subject to its jurisdiction were citizens. It forbade states from depriving anyone of life, liberty, or property without due process of law, and it forbade states from denying equal protection of the laws. The Fifteenth Amendment forbade either the states or the national government, the United States government, from engaging in racial discrimination in voting rights. The third problem was how to protect African Americans in these new constitutional rights, which were given to them against the wishes of most white Southerners, and this proved to be the most difficult problem. . . . In the end, Americans failed to solve this problem during Reconstruction. Southern whites resisted the Republican program, they regained control of Southern state governments, and, having done so, they deprived African Americans of equal rights in what they referred to as the redemption of the South.

The first legacy of Reconstruction was the Fourteenth Amendment, which had a great impact on the United States after 1877. One legacy of the Fourteenth Amendment itself was a nationalization of civil rights and liberties, which meant a national influence on public policy within the states that had not existed before the war. Before the Civil War, it was established constitutional law that civil liberty—the rights of ordinary citizens—was protected against state infringement only by the provisions of state constitutions. The Fourteenth Amendment protected rights against state infringement. . . . Closely related to the legacy of the Fourteenth Amendment was a legacy of growing judicial influence in the making of public policy. Even though the Fourteenth Amendment provides for congressional enforcement in the fifth section, the crucial section of the Fourteenth Amendment is Section 1. . . . When the Fourteenth Amendment is passed, probably most members of Congress and most Americans think that it’s going to be Congress that’s going to enforce these provisions and make sure that the states don’t take away people’s rights. But the language of the Fourteenth Amendment says no state shall violate its provisions. Because of that language, any law that does violate the rights of a person within the state . . . is automatically and immediately unconstitutional because it contradicts this very statement in the Constitution.

Over the course of American history since 1877, the federal courts, encouraged by the United States Supreme Court, have become more and more active, and more and more assertive in evaluating whether state laws violate the Fourteenth Amendment or not. And Americans themselves, when they are involved in some kind of dispute, have become more and more accustomed to asking the courts to rule state laws, and also federal laws, unconstitutional for taking away or violating their



Laredo institute teachers examine a political cartoon with Michael Les Benedict during the afternoon workshops.

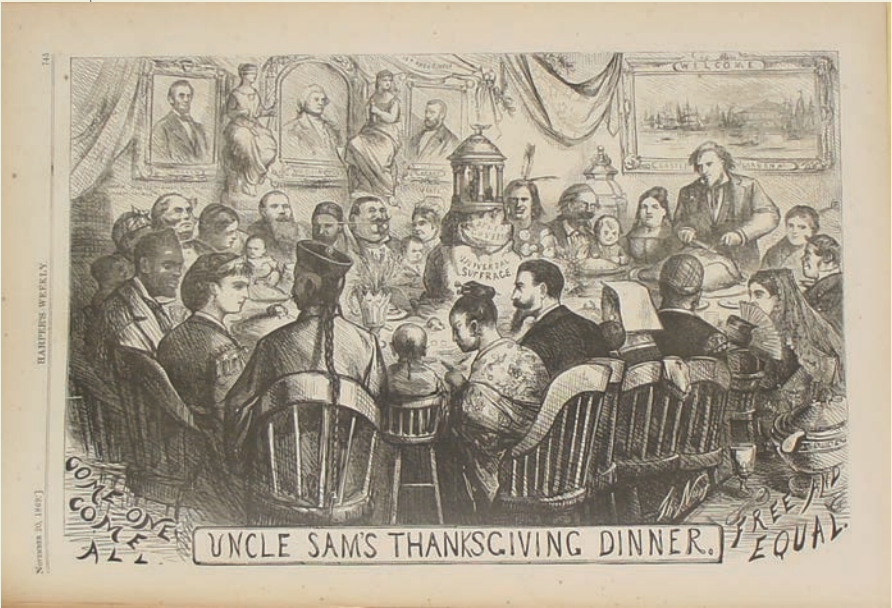
rights. The courts began by overturning laws that people and businesses claimed deprived them of property without due process of law. At the same time, the courts declared that the right to freely make contracts was a liberty that was protected by the Fourteenth Amendment.

Ironically, the courts were far more restrained in protecting civil rights and liberties from state action under the Fourteenth Amendment than they were in protecting property rights and the right to freely make contracts. But they began, more and more by the 1920s, to also protect individual rights, and they became more active as time went on after the 1920s. In the 1930s the courts began to say that the Fourteenth Amendment incorporated the most important provisions of the Bill of Rights. . . . By the 1930s the courts are saying that the Fourteenth Amendment’s language—that you can’t take away life, liberty, or property without due process of law—means that among your liberties is your right to freedom of speech, among your liberties is freedom of the press, among your liberties is the right to freely practice your religion. And so the Fourteenth Amendment has incorporated those provisions of the Bill of Rights and applied them against the states as well. Beginning in the 1930s

and through the 1960s, the court determines that more and more provisions of the Bill of Rights—your right to a jury trial, your right to a speedy trial, your right not to have to testify against yourself—are all part of the liberties that are protected by the Fourteenth Amendment, and the court more and more, therefore, begins to rule state laws that seem to infringe these rights unconstitutional. By the 1960s with the famous Warren Court, which was very oriented toward protecting civil liberties, the court has decided that most of these provisions of the Bill of Rights are actually incorporated in the Fourteenth Amendment, and that continues to the point of today, when there’s hardly any that aren’t. The last major right that the Supreme Court has quite recently decided is incorporated into the Fourteenth Amendment is the right to bear arms—the Second Amendment, which was never thought to be incorporated and applied against the states until about three years ago.

At the same time, the courts would become more active in securing equal protection to minorities and to women. *Brown v. Board of Education*, of course, is the great example of the Supreme Court acting to give equal protection to people. By ruling that state-mandated segregation is unconstitutional in education and quickly applying that to all elements of state activity, this in turn encourages the civil rights movement, which results in federal legislation that eliminates state-mandated segregation. [It also creates] a whole philosophy in American government that says that that kind of discrimination is wrong, not only when states do it, but even when private individuals do it. It’s hard to see how the courts could have played such a role in promoting civil liberties and equal rights in the absence of the Fourteenth Amendment and that choice of language that the Fourteenth Amendment included.

Reconstruction was America’s first experience with redistributive public policy: the idea that government should, in part, remedy the problems of the poorer elements in society by redistributing resources. We do this in social security and Medicare, and now in health reform. That is very problematic for Americans because it means that some people are paying taxes in order to support other people, and you can argue that that deprives you of your property without due process of law, and many Americans feel that way. So we often teach American history after 1877 as if some giant curtain came down after the Civil War and Reconstruction and there’s an intermission, and then the



“Uncle Sam’s Thanksgiving Dinner,”
Harper’s Weekly, November 20, 1869,
p.745. Wood engraving.

curtain goes up on act two. And worse, we teach it sometimes as if there’s no relation between act one and act two. I hope that I’ve adequately suggested not only that there is a relationship between the end of act one, Reconstruction, and the beginning of act two, but also that the relationship is a fruitful one to explore at the very time . . . that we celebrate freedom because the best way to celebrate freedom, after all, is to take it seriously in all of its complexities.

CONSTITUTIONAL ISSUES IN POST–CIVIL WAR AMERICA

Michael Les Benedict | THE OHIO STATE UNIVERSITY

What are the key developments and issues that characterize American constitutional history since Reconstruction? Well, first of all, there are institutional developments. And the first institutional development to notice is the growing importance of the Supreme Court in resolving constitutional issues since 1877. . . . Up until the Civil War, the Supreme Court had played only a limited role in considering constitutional questions. Its main influence had been in overturning state laws that tried to regulate areas that the Constitution had reserved to the federal government. Only once did the Supreme Court try to intervene against a federal action when it said that the government—the federal government—could not bar slavery from the territories. That was in the infamous Dred Scott case, which proved to be a disaster.

At first, the Supreme Court mainly protected property and business rights from both state and federal regulation. After the 1930s, it turned more to protecting the civil rights of individuals and the rights of minority groups. And since the 1960s, it has played a central role in the development of this important area of public policy. The Supreme Court has become so influential in so many areas of public policy that analysts now speak of the judicialization of politics and the establishment even of a juristocracy, a complaint that the Supreme Court now does too much in the way of setting public policy.

Another major institutional development has been the growing power of the presidency. Beginning with Theodore Roosevelt, presidents have exercised ever-greater power over foreign policy and defense to the point that the Constitution’s delegation of the power to declare war to Congress has become almost meaningless. Presidents have also played an ever-greater role in establishing domestic policy. Since the Theodore Roosevelt administration, the president has become the first person we look to to propose public policies. And the president almost always sets the agenda, and if the president fails to set the agenda, we think the president isn’t doing his job. While Congress can do a great deal to frustrate a president’s efforts, it’s almost impossible for it to establish a policy over his opposition or without his participation as it often did do in the nineteenth century.

Throughout the period since Reconstruction, Americans have disagreed about how to interpret the relative authority of the state and federal governments—that is, the contours of federalism. . . . The federal government is one of delegated powers. It can only exercise the powers that the Constitution has given to it. All powers not delegated to the federal government are reserved to the states. . . . But there’s a disagreement about how to interpret this system. One school says the Constitution should be interpreted to preserve state rights. The powers delegated to Congress by the Constitution should be construed strictly and narrowly. According to state rights philosophy, even where the Constitution does delegate power to Congress, Congress can’t exercise that power in ways that would infringe upon state authority. Now another school stresses that the government of the United States is a national government. The powers that the Constitution delegates to Congress should be interpreted broadly so that the national government can deal effectively with national problems. Since the Constitution clearly says that powers *not* delegated to Congress are reserved to the states, no exercise of a power that *is* delegated to Congress can be unconstitutional for invading a reserved area of state jurisdiction. The very definition of state jurisdiction is where Congress has *not* been delegated powers. . . . For most of our history since 1877 Americans have acted on this nationalist interpretation of federalism. Congress and the president have reflected that philosophy in their

domestic policies. The Supreme Court, however, has vacillated between the two of them, sometimes creating a degree of instability. But overall, it too has sustained nationalist constitutionalism and not state rights constitutionalism. . . . State rights philosophy has gained adherence since the 1980s, when President Reagan espoused it while working to reduce federal regulation of business and the economy. And it has gained strength among those who oppose federal interference with what are often called family values. Republican presidents have named state rights–oriented justices to the Supreme Court, and a number of decisions have endorsed the state rights philosophy of federalism in the past twenty years.

A second constitutional issue important for American history since 1877 is how far the government, state or federal, can infringe on property rights. Farmers and small businessmen pressed for laws to regulate railroad shipping rates and create storage rates in the 1860s and 1870s, and they got those laws. Railroad executives said that such regulations deprived them of property without due process of law. Employers insisted that the Constitution gave them the right to negotiate wages, hours, and working conditions with their employees, free from government interference, so that laws that mandated the length of the workday, or the workweek, or that set a minimum wage deprived them of the liberty to make contracts. That’s what they argued. Opponents called this class legislation—that is, that laws like this benefitted farmers at the expense of other parts of the community. They benefitted workers at the expense of employers and other parts of the community. And you can say that about any law that redistributes resources; one of the things that you deal with in post-1877 American history is a shift in policy both in the federal and state levels from distributing resources, homestead acts, and subsidizing railroads to redistributing resources by passing laws that create minimum wages or that provide services like medical care to people who couldn’t otherwise afford it. These redistributive policies raise an issue about whether that takes away people’s property without due process of law, whether it is what they called in those days “class legislation.” We don’t use that term anymore, but the idea lives on. Class legislation of this type, which takes from the whole community or parts of it for the benefit of other parts of the community, is pretty much what Americans now call socialism.

A third constitutional issue of great importance in American history since Reconstruction involves civil liberties. The First Amendment says that Congress can make no law limiting free speech, establishing a religion, or prohibiting religious freedom. And the Fourteenth Amendment applies the same prohibitions to the states. But can we speak out against war while American soldiers are dying? Can we advocate the overthrow of the government? Can we organize with others who have a similar belief? How far can we act on our religious beliefs? Can we refuse military service because pacifism is a tenet of our faith? Can our children refuse to salute the flag when school rules require them to do so but our religion says that that’s saluting a graven image and they can’t do it? . . . People have disagreed continually on how to apply these basic American constitutional principles both in politics and in the courts. And closely related to these questions is where to draw the line between the right of individuals to seek happiness and self-fulfillment as they wish and the right of the community to foster common ideas of proper behavior and morality. At what point do regulations of behavior deprive people of liberty without due process of law? . . . Until the middle of the nineteenth century, the dominant view was that society had the right to take steps to promote traditional values. This encouraged some pretty oppressive measures with regard to free speech during World War I, a great deal of censorship of literature, art, and movies, bans on contraceptive devices, laws against abortion, and the suppression of homosexuality. Advocates of greater individual rights gained strength slowly throughout this time. And in the 1960s and 1970s public opinion shifted dramatically. The idea that each person has a basic right to seek happiness and self-fulfillment became predominant with the fight being over how to apply that rule. Ideas of individual rights that were unimaginable thirty or forty years ago, like the right of same-sex couples to marry—unimaginable when I was a kid, and unimaginable when I was middle-aged—are now widespread, reflected both in laws and court decisions.

II. The Gilded Age



Edward Steichen, (1879–1973)
© Carousel Research. John Pierpont Morgan, Sr. (1837–1913). Banker. 1903. Photograph, 20.6 x 15.7 cm. (8 1/8 x 6 3/16"). National Portrait Gallery, Smithsonian Institution, Washington, DC / Art Resource, NY

THE BOOMS AND BUSTS OF CAPITALISM

H. W. Brands | THE UNIVERSITY OF TEXAS AT AUSTIN

How shall we evaluate American capitalism during the Gilded Age? . . . Capitalism in the late nineteenth century delivered one tremendous success. And this tremendous success was to raise the American standard of living to a height never before seen in any other country anywhere in the world in all of history. Capitalism made Americans rich, and that’s no small accomplishment. However, . . . along with this achievement of great wealth, there were a couple of concerns. One concern was that wealth was not equally distributed, and, in fact, inequalities in wealth, inequalities in income, were growing during this period. . . . It was not the case that the rich were getting richer and the poor were getting poorer. The poor were not getting poorer. The poor were getting richer, but the poor were getting richer a lot more slowly than the rich were getting richer.

One of the costs of the dynamic boom in American capitalism was chronic instability. In capitalism in the 1880s and 1890s—and one could say right down to 2008—there are repeated bubbles, booms, and then busts. And this worried a lot of people because nobody knew how to control the booms and the busts, and the worst of it was that the busts often hit people who had no responsibility for the busts. And so, in the 1890s, for example, there was a financial panic in 1893 and a depression that lasted four years after that. There were millions of people who lost their jobs, though they had not done anything wrong. They had been working hard. They’d been doing what they were supposed to do, but through forces beyond their control, they were out of jobs, they were out of work. In those

days there was no social safety net. If you were out of work, you were out of a home, you were out of food, you were out of education. You were really in a tough position. . . . What happened between 1865 and 1900 is nothing less than a revolution, and it was a capitalist revolution. . . . One of the things that happened at the beginning of the twentieth century is that people responded to these perceived weaknesses in the capitalist model—the growing inequality and the chronic instability—and they decided to rein in capitalism. So the Progressive Era . . . and the New Deal . . . were precisely efforts to alleviate these weaknesses in the capitalist model.

CAPITALISM AND DEMOCRACY

H. W. Brands | THE UNIVERSITY OF TEXAS AT AUSTIN

The question is—and this is one of the reasons that I’m drawn to history generally—people like John Rockefeller, what made him do what he did? Was it the money? Some of it was the money; he grew up financially insecure, and so the idea that he would have financial security was important to him. But like most—at least in my observation and experience, and I come from a family of businesspeople—the most important characteristic among entrepreneurs who succeed big is that they identify personally with their business. If the business succeeds, I succeed. If the business fails, I fail. And they like it that way. And for Rockefeller, it was a form of self-identification. Rockefeller had a genius. And the people

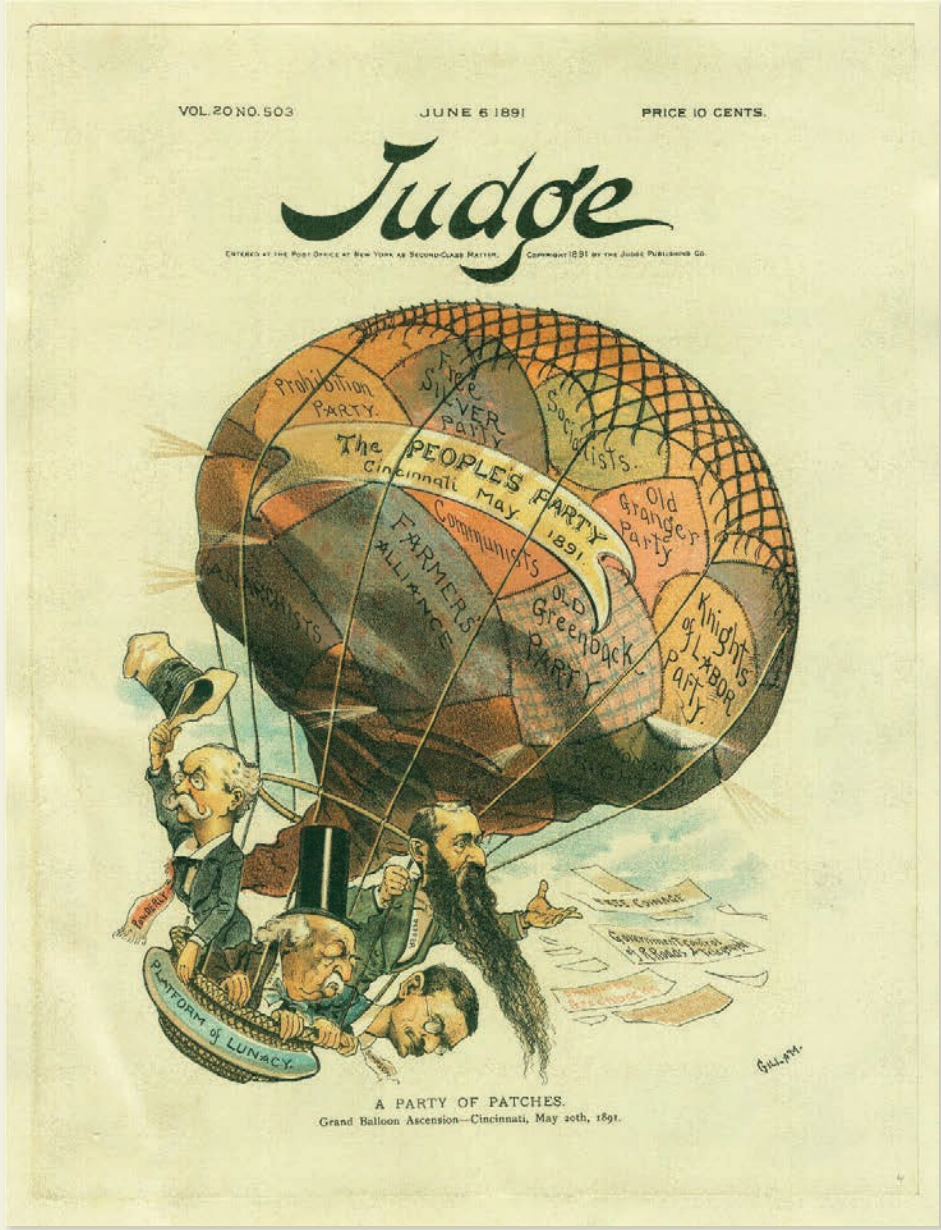
who succeed at the highest level in almost any field have to have some sort of genius, and his was a genius for efficiency. He insisted on ringing out every inefficiency in the production process, in the process of refining. . . . He believed that not only was he doing well for himself, he was providing a great product and a great service for the American people. And there’s no denying the fact that he was. . . . Rockefeller’s customers were getting a better and better deal. . . . He was getting very wealthy, but he also thought he was doing a very good thing for the United States. And he was puzzled that the American people weren’t more grateful to him because there was something that they didn’t like about this arrangement. The American people, acting through their elected representatives in Congress, passed what could be called the anti-Rockefeller law of 1890. It’s generally known as the Sherman Antitrust Act, and it was designed to rein in precisely trusts like—well, it was really aimed at—John Rockefeller’s trust. . . . Here’s somebody who got in at the very beginning of a new industry, managed to gain, effectively, complete control over this industry, who delivered a product to the American people that they got more cheaply, more efficiently than they had ever gotten before, who thought that the American people ought to be grateful to him and was surprised that they weren’t. In fact, they took measures that seemed to him to be utterly counterproductive.

In 1900 the United States was more capitalist than it had ever been before, and more capitalist than it has ever been since. Capitalism and democracy, they’ve been these twins in American history, but like a lot of twins, they’ve had a sibling rivalry. There has been a tension between the two sects, and one way of looking at American history is in terms of tension between capitalism and democracy, or a swing from one to the other. So if you look historically, during the first half of the nineteenth century, the pendulum swings toward democracy. And so in 1850, capitalism was still just trying to get its act together, but democracy was, at least in theory, pretty well understood and accepted. So by 1860, no one could say openly that democracy’s a lousy idea. . . . But in the second half of the nineteenth century, the pendulum swings from democracy to capitalism, and by 1900 all sorts of Americans are thinking . . . this country has become way too capitalist. And they looked at people like John Rockefeller and Andrew Carnegie, and especially J. P. Morgan, and said, “We’ve got to do something about this.”

During a workshop at the Austin institute, H. W. Brands listens to teachers’ comments.



III. Populism



“A Party of Patches.” Judge magazine, June 6, 1891.

THE PEOPLE’S PARTY

Gregg Cantrell | TEXAS CHRISTIAN UNIVERSITY

Let’s just hit upon the demands that later became Populism. When the [Farmers’] Alliance’s demands were basically ignored by the [Democratic and Republican] parties, they finally go in to create their own party: the people’s party, or Populist Party. . . . And here’s basically what the Populists ended up doing: they called for the creation of a new banking system that would be controlled by the government and not by private banks. The banking and monetary system had been largely left in private hands, and the Populists called for a new banking system controlled by the government. And one of their key demands was that they called for the amount of money in



Gregg Cantrell addresses teachers in Laredo.

circulation to be increased to fifty dollars per capita, in other words, fifty dollars in circulation for every man, woman, and child in the country. You know how much money was in circulation per capita in the early 1890s? It was about five dollars. . . . The idea was that there needs to be enough money in the economy to take care of the business of the economy.

They also called for what they called fiat money. In other words, let's restore the old greenback system. Let's take the country off the metallic standard altogether and let's return to a paper-based currency that would be able to expand and contract along with the needs of the economy. Now, this was political heresy in the nineteenth century, even though it had been tried with considerable success during the Civil War by the United States government. But this was abandoning the idea of sound money.

They called for an income tax, a progressive or graduated income tax, for the first time ever. Again, many of these things had had their precedents during wartime, during the Civil War as emergency measures. The income tax is another one of those. And they also identified another big problem, and that was the problem of monopoly. Most of the big industries—the biggest being railroads—of the era were effectively monopolized by the late nineteenth century. . . . So what do you do about the problem of monopoly? And this was also true of middlemen; it was true of wholesalers. What do you do about that?

If you're the Populists you call for the government ownership of the railroads—again, an unimaginable expansion of government power. That's communism. That was the charge: that this was communism or socialism.

The Populist Party doesn't get very far. . . . In the end, the combination of the old political, sectional, and racial appeals of the old parties [prevails]. . . . Those old appeals plus the power of corporate America, which desperately opposes the Populist program, [prevail], and, of course, in the absence of any sort of campaign finance rules, corporate Americans can simply bankroll their candidates all they wanted to. Because of the combination of those factors, and the fact that the American political system really isn't designed for third parties to have much success, in the end the Populists' program fails.

COMPETING VISIONS OF THE FRONTIER

Erika M. Bsumek | THE UNIVERSITY OF TEXAS AT AUSTIN

Populists, in short, claimed a frontier identity. [Members of the Farmers' Alliance] cast themselves as agents of civilization. . . . Nelson A. Dunning described the process like this: "The wave of civilization and development swept the world from east to west, and when it reached the western border, it was reflected back as a great reform movement. And it's the reflex of a higher civilization which promises to improve all existing countries as the present civilization improved upon barbarism." So he uses even the same terms that [Frederick Jackson] Turner's going to come back and use: civilization, barbarism, and stages of evolution. But according to Dunning, the frontier produced not just democracy, but a reform impulse to remake the parts of an economic and political system that had become tainted by undemocratic forces, monopolies, and things like that. Dunning imagined that such a reform impulse would continue to develop and would sweep back from west to east, and this is key.

Reform would come from the West, and it was linked to a specific set of issues that farmers in the West and the South and laborers in the North and the East were all experiencing. So in many ways, Turner's ideas weren't all that new—especially the idea that democracy developed on a frontier—and we can see this from the fact that the Farmers' Alliance published Dunning's vision of history in 1891, two years before Turner published his frontier thesis.

Between 1860 and 1890 the number of farms in the United States tripled, and acres under the plow jumped from 407 million in 1860 to 828 million in [the] 1890s. Farmers wanted to feed their families and get ahead, but they also wanted to feed the nation and other nations as well. They generally saw themselves, as Dunning implies, as part of the civilizing impulse, drawing on that proud history, those Jeffersonian ideas of agrarianism. But they also felt that their labor and the products of their labor weren't being valued. How did they combat such sentiments? In rural areas, farmers started alliances. The white Farmers' Alliance had over one million members by the 1880s, two million by the 1890s. But there were many other associations. There were colored farmers' alliances, other farmers' groups. . . . And all of these individuals wanted to form organizational systems and apply business management ideas to farms.

We can see Populism as one of the many political movements that have arisen periodically in American history, one that, like the others, won some of their points and lost others. It was all about production, who the producers were and how they were going to be treated in American society—the flip side of that capitalism that [H. W.] Brands was talking about last night. Either way we look at it, their actions profoundly affected society, and one could argue that they did so in ways that more accurately reflected Dunning's vision of the frontier and its importance in American history, rather than Turner's. While both Turner and Dunning imagined democracy flourishing on the frontier, Turner's vision of closure sparked anxiety, whereas Dunning's inspired hope. Placed next to each other, we can see that both visions provide us with a fuller picture of society from 1877 to 1898.

Erika M. Bsumek, faculty director of the Austin institute, gives a lecture on Populism.



IV. The New Century



Childe Hassam (1859–1935).
Fifth Avenue, 1919. Oil on canvas,
61.3 x 51.5 cm. The Cleveland Museum
of Art. Anonymous Gift 1952.539

REVOLUTIONS IN 20TH CENTURY AMERICA

Steven Mintz | COLUMBIA UNIVERSITY

The twentieth century was, of course, the most technologically advanced century ever, but it was also the most ideological and the most destructive. It was among the most violent, with 150 million people dead in war, or in concentration camps, or in gulags, or in government-induced famines, or deliberate campaigns of genocide. . . . But, of course, it was also the most inventive. In the early twentieth century, the life span increased thirty years. Still, it was scarred by many of history’s worst brutalities, yet it, too, underscored humanity’s idealism. So it was a century of unspeakable horror, but also a century that brought us unimagined freedoms.

In the space of twenty-five years, the life expectancy increased by thirty years and infant mortality fell by 90 percent. This is one of the most incredible transformations ever. And the reason? Mainly, it was public health measures: that is, sewer systems and clean water supplies. It wasn’t actually [an] effect of laboratory-based medicine—that will really kick in in the 1940s and 1950s—but it was doing

simple things, or seemingly simple things, that transformed American life. But beginning with a cure for yellow fever, then the elimination of smallpox, and finally the elimination of polio in the 1950s, lab-based medicine would make a huge difference in life.

During the twentieth century, the United States became the world’s first consumer society. It was the first society in history where consumer purchasing became the engine that drove the economy. And consumer goods, of course, became the source of individual identity. Indeed, consumerism proved to be the one ideology that was the strongest of all in the twentieth century. Fascism, gone. Communism, gone. Socialism, gone. But consumerism? Stronger than ever. And it would be consumerism that would fuel American economic growth.

The two big revolutions [in where Americans lived], of course, are the rise of the suburb and the rise of the Sunbelt. In 1900, the nation’s population was still confined in the Northeast. In 1900, Toledo was bigger than Los Angeles. California was smaller than Arkansas; it was smaller than Alabama. In 1900, about 60 percent of the population still lived either on farms or in rural areas. Today, of course, just one in four Americans lives in a rural area, and half of all Americans live in suburbs. Of course, suburbs grew because Americans dreamed of home ownership, . . . but they also wanted a sanctuary, a refuge from urban life. The move to the suburbs was fueled by government, by its transportation policies, by its housing policies, and the like.

One of the biggest revolutions in all of human history, of course, was the revolution in women’s lives. . . . This is the revolution of all revolutions. Gender inequality is the most deeply rooted and ancient form of human exploitation. To many men and women, male privilege is both invisible and seemingly natural. In 1900, biology was destiny. Half of all women had five or more children in 1900, and 15 percent of women, one in six, had ten or more children.

Government was America’s number one growth industry in the twentieth century—bigger than cars, bigger than computers, bigger than health care. Americans are, of course, of two minds about government; we want limited government and low taxes, and at the same time, we want activist government and more benefits. A contradiction, but apparently one we can live with easily. The growth of government, however, was not gradual, and it was not incremental. It occurred because of crises, and each crisis would ratchet up the government another notch. Some of those crises are real, like the Great Depression, and some are more . . . a product of the way people are viewing the world at a particular moment. That is, they see social problems. So at the turn of the twentieth century, the big problem was the growth of industry, and a larger government was necessary to regulate industry and to stabilize the American economy. Then, during the Great Depression, government had to provide relief measures and regulatory measures in order to provide Americans with a safety net. And then the 1960s would mark another great advance in government’s role in American life: in civil rights, in the environment, in education, health care, poverty, and, of course, the care of the elderly. Along with the growth of government was, of course, tremendous growth in the power of the presidency. In the nineteenth century, the presidency was largely passive. Presidents did not speak to Congress, and presidents did not put together a budget to give to Congress; Congress made those decisions. It was the president’s job to execute laws made by Congress. But in the twentieth century, this would all shift: the president would be responsible for budget making, [and] administrative agencies [became] more important than Congress in making the rules that govern American life.

Steven Mintz delivers the keynote
lecture in San Antonio, “Ten Revolutions
in Twentieth-Century American Life.”



In the nineteenth century, freedom’s meaning was limited. Freedom meant equality before the law, and freedom of worship, and free elections, and economic opportunity. But in the twentieth century, the definition of freedom expanded enormously. It was in the twentieth century that we got the idea of a right to privacy. It was in the twentieth century that we got the idea of a right to education for all Americans. In 1970, not so long ago, a million kids with disabilities got no education at all in the United States. It was in the twentieth century that we got the idea that the elderly have a right to health care, that the poor have a right to income support, that all of us have a right to a clean and safe environment, and that we have a right to a life free of discrimination. Free speech only became an issue during World War I, largely because the government was repressing freedom of speech and people began to fight back, and largely because government was trying to suppress birth control and feminists fought back, and largely because government was still suppressing strikes and labor unions fought back.

AMERICA’S RISE TO WORLD POWER

Brad Cartwright | THE UNIVERSITY OF TEXAS AT EL PASO

After the Civil War, foreign relations beyond the North American mainland were not a major priority to the vast majority of Americans, especially since the nation enjoyed wide oceans as buffers and militarily weak neighbors throughout the Western Hemisphere. Yet the notion of America having a Manifest Destiny, ordained by God to expand this territory and influence, remained very much alive, both in the American West and in the minds of many. And during the latter decades of the nineteenth century, several prominent political and business leaders began arguing that the rapid industrial development of the United States during the Gilded Age required the acquisition of foreign territories in order to gain easier access to vital raw materials as well as additional export markets.

Moreover, religious leaders sought to expand America’s missionary presence around the world. But the question remained: should the expansion of markets and missions lead to territorial expansion or to intervention in the internal affairs of other countries at the expense of their sovereignty and self-determination? On such points, Americans disagree. But a small yet influential group of public

Brad Cartwright discusses primary source documents with teachers at the El Paso institute.



officials embraced the idea of acquiring overseas possessions, such as Henry Cabot Lodge, Theodore Roosevelt, and naval captain Alfred Thayer Mahan. . . . In fact, Captain Mahan became a leading advocate of sea power and American imperialism, and in 1890 he published the influential book *The Influence of Sea Power Upon History*, in which he argued that national greatness and prosperity flowed from sea power because modern economic development required a powerful navy, a strong merchant marine, foreign commerce, colonies, and naval bases.

Among other things, Mahan and his many converts championed America’s destiny to control the Caribbean, to build a Panama canal, and to spread Western civilization into the Pacific. This expansionist spirit was bolstered by social Darwinism—a set of ideas that justified economic exploitation and territorial conquests on the basis of race. Among nations and among individuals, social Darwinism claimed that the fittest survived and prevailed, and, not surprisingly, they argued that the English-speaking race was destined to dominate the globe and transform the institutions, traditions, languages, even blood, of the world’s peoples. In other words, Anglo-Saxons were divinely commissioned to be [their] brother’s keeper; this, according to Rudyard Kipling, . . . was the white man’s burden.

After the “splendid little war” [as Secretary of State John Hay described the Spanish-American War], American negotiators offered the Spanish \$20 million as compensation for possession of the Philippines, as well as Puerto Rico in the Caribbean and Guam in the Pacific. . . . America began to imagine what it might look like as a world power. Of course, the Treaty of Paris was opposed by many anti-imperialists who appealed to traditional isolationism, American principles of self-government, the inconsistency of liberating Cuba and annexing the Philippines, and the danger that the Philippines would be expensive, if not impossible, to defend.

America’s tremendous territorial expansion in the nineteenth century, both continental and overseas, represented progress and national glory to those who saw America’s mission as exceptional and those who felt that their nation’s ideals exempted them from normal rules against conquest or domination of other peoples. Yet others see America’s rise to world power as being sometimes noble, but oftentimes not, as something that often resembles imperialism yet can be wreathed in idealistic rhetoric.

History is not merely a chain of facts neatly linked together to form fixed conclusions, but instead it is an interpretive enterprise, one which continually evolves as a result of new evidence, changing perspectives, and, of course, present-day concern. Thus, the story of America’s rise to world power and the question of whether or not America is truly exceptional offer students windows to the past and present, as well as into the competing ways that American history is interpreted.

V. The Progressive Era



George Bellows (1882–1925).
Cliff Dwellers. 1913. Oil on canvas,
102.07 x 106.83 cm; 40 3/16 x 42 1/16 in.
Los Angeles County Fund (16.4).
Los Angeles County Museum of Art,
Los Angeles, U.S.A./Art Resource, NY

THE PROGRESSIVE AGENDA

Deborah L. Blackwell | TEXAS A&M INTERNATIONAL UNIVERSITY

Progressive reforms were limited and moderate responses to the great changes facing the United States. Now, this is important on several levels. A large part of what we can see as the success of the Progressive Era comes from the fact that, unlike the Populists that proceeded them, [Progressives] were viewed as moderates. And even when they were confronted with some of the same issues, and even when they lobbied for some of the same responses, they did so in ways that seemed less inclined to completely upend the American way of life and much more about modifying it. So they are concerned with reshaping society, but within the frameworks that already existed.

The leadership of the Progressive movement—a second theme—is predominately white, middle to upper class, and educated. There are African Americans that we would consider Progressive leaders, but by and large we are talking about white folks of the middle and upper classes who are educated and who bring those values with them to their movements.

... Why are the Progressives going to have more success than the Populists did? One of the answers is that they are more limited in their vision of what should be done to help America. The second part of it is, frankly, they're more privileged people to begin with. Think about it: part of what animated the Populist movement is the problems of farmers. Part of the reason farmers have the problems they have is because they don't have a lot of social and economic power, right? But the leadership of the Progressive Era—these middle-class and upper-class whites who are by and large college educated—these are people who are relatively powerful in society to begin with. And it means that they are going to have an easier time getting what they want.

Progressives were responsible for the widespread expansion of the role of government, albeit in these very limited ways. ... One of the good examples [I use] when I talk about the limited versus radical [approaches of the Progressives and the Populists] is that the Populists wanted the government to *own* the railroad. Progressives wanted the government to *regulate* the railroad.

Progressives are going to combine ... ideas of both social justice and social control. ... Most Progressives are motivated, in part, by the desire to help relieve human suffering. There's genuine human suffering that they're worried about. ... But there's also an element in which most Progressive reforms are targeting the lower and working classes, so there's a sincere element of class control going on here too. ... In California in the 1910s, they passed a Home Teacher Law that sent out middle-class, white, educated women to migrant farm labor camps to talk to them—particularly the women, deliberately targeting the women of the families—to try to give them English language training, to help them cook more healthfully for their families, and to [try to help them] understand more modern means of sanitation, because so many of these people were sick, undernourished, impoverished. But part of the background to this—part of the reason they got a legislative consensus on this—was that some people saw it as a way to help relieve human suffering, but others said, “You know what? There's a shortage of qualified maids in California. If we go out to migrant labor camps and teach them how to cook and clean correctly—*correctly*—we'll have more qualified maids.”



Deborah L. Blackwell, faculty director
of the Laredo institute, leads a primary
source workshop.

REGULATORS AND REFORMERS

H. W. Brands | THE UNIVERSITY OF TEXAS AT AUSTIN

Conservatives generally believed that things probably weren't going to be made better; if you start fooling around, [they'd] probably be made worse. Conservatives don't have to believe that everything is perfect, but they would start from the position that nothing will ever be perfect, so just hang on to what you've got. It so happens that many of them did benefit pretty well from the status quo, but that's hardly surprising. Progressives, on the other hand, tended to believe that things could be made better. They looked around them, and they saw various kinds of problems. How did the Progressives believe that things would be made better? And who would do the making better? The government. . . . And, in fact, one of the ways that I sometimes develop the idea of Progressivism with my students is to observe— and this is pretty observable—that Progressivism tended . . . to be a phenomenon that emerged at the local level—city, county—and it then . . . moved to the states, then moved from the states to the federal government. And then, if you want to get interesting, you can say that it actually went beyond there and went global.

I talk about Progressives as combining two traits. There are the regulators, and there are the reformers. The regulators are—we'll call them economic progressives—the ones who particularly want to deal with the economic issues that have arisen during industrialization. They're the ones that advocate things like antitrust legislation and enforcement. For them, breaking up the big trusts is a big deal—things like railroad regulation and taking the money question out of the hands of the likes of J. P. Morgan and handing it off to a government agency, the Federal Reserve. . . . The regulators are in the Progressive game primarily for the purposes of economics. Then there are those who are

drawn to the Progressive agenda from the reforming end, and these are people who come from the long tradition of reform that goes back to the first Great Awakening, the abolitionist movement, the suffragist movement, and Reconstruction. These are the ones who advocate things like women's suffrage and prohibition.

One of the ways I characterize the Progressive movement is as a democratic counterrevolution. I talk about the Gilded Age as a capitalist revolution, where the capitalists race ahead in this ongoing struggle between capitalism and democracy. During the Gilded Age, capitalism revolutionizes American life, but then in the Progressive Era there's this democratic counterrevolution, and what the Progressives want to do is to rein in these powerful economic forces that were set in motion by the industrialization process.



*Clifford Berryman, "Life on the Mississippi," October 2, 1907.
U.S. Senate Collection, Center for
Legislative Archives, National Archives
and Records Administration.*

REFORM ON A LOCAL LEVEL

Kirsten E. Gardner | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

How do we define the Progressive Era? One of the ways a lot of historians do this is [to] say that it's an era of reform based on a notion of fairness, that society began to think there needs to be a certain level of fairness in the United States. But this is being said at the same time that racial violence is at one of the highest points in the United States. The Progressive Era is this ideology of reform that pervades the era. . . . Along with that, the reform is coming from a particular place: that the government can do more good. How can we use the government to provide more for society? So it's this belief in reform through the government.

The Progressive Era was defined by reform where, yes, we need to change work, but we don't need to break down capitalism. We need to provide safety standards for workers. We need minimum wages, maximum laws, and workmen's compensation. But getting rid of capitalism wasn't on the Progressive agenda.

Progressives found a problem and then thought, we can come up with a solution. And often, in coming up with that solution, we can create a government agency. . . . We can demand that government does this. So, we have this huge disparity in wealth. Well, the Sixteenth Amendment will allow for an income tax. It doesn't specify "graduated" in the Sixteenth Amendment, but the conversations all assumed that's what it would be. And that, of course, allows for some redistribution of wealth, and when it's passed, we do see a marked redistribution. The government seems to be in the hands of a few, and there seems to be a lot of nepotism, with friends appointing friends to political positions. So let's move the electoral process toward more direct participation so that the public can elect their senators. We see that taking place. Work conditions were horrifying, and one of the first places we see major legislation [is in regard to] women and children in particular, often the most sympathetic workers for interesting reasons. But the Supreme Court begins making regulations: you need to ensure this if women and children are working.



*Kirsten E. Gardner delivers a lecture
on Progressivism at the San Antonio
institute.*



Lewis Wickes Hine (1874–1940).
Boy Sweeper, Lincoln Cotton Mills,
Evansville, Ind. Carding Machines:
Floor Slippery. (See report for condi-
tions.) Location: Evansville, Indiana.,
photographic print

WHO WERE THE PROGRESSIVES?

Keith A. Erikson | THE UNIVERSITY OF TEXAS AT EL PASO



Keith A. Erikson, faculty director of the El Paso institute, explores a primary source document with participants.

Who were the Progressives? . . . Here is the problem we have in asking this question: everybody in the early twentieth century called themselves progressive. We can take the election of 1912, for example. The Democratic challenger, Woodrow Wilson, said, “Vote for me, I’m a progressive candidate.” The incumbent, Taft, said, “Vote for me. I’m a progressive Republican candidate.” Theodore Roosevelt, upset with both of the options, formed his own Progressive Party as a third option. Even the Socialist Party and the Prohibition Party mounted candidates for this election. . . . All of the candidates were saying, “We have the progressive agenda; we want to bring progress to America.” Who’s against progress, right? . . . Politicians were all talking about progress in the Progressive Era. But it wasn’t just the politicians. We had businessmen talking about their corporations, their plans, their proposals as being progressive, bringing progress. We have women’s groups talking about the progress they’re going to bring to a community for this reason or that reason. We have historians who called themselves progressive, we have journalists, we have preachers, who say, “We are progressive.” . . . So now we start to say, what does it really mean to be progressive, to be a part of the Progressive Era? If we keep looking, we will start zooming in on some of the national organizations and the local organizations.

One community in Vermont that I’ve done research on and written about had 402 households. That’s it. There were fourteen hundred people in the community . . . and they had seven churches and fifteen clubs. We’re talking about a very small base of adult population here belonging to these numerous clubs. They had the Grange; they had the Temperance Club. There were two women’s clubs because they couldn’t get along with each other. There was also a Ladies Drinking Fountain Sewing Society. They got together, they sewed, they sold the things they sewed, and they used it to buy an automated water fountain for the town square, bringing progress to the community. Another example, in Indianapolis, a larger city: looking at one newspaper, one week in Indianapolis, we had advertisements for four hundred meetings that weekend that you could go to from 171 different organizations. . . . One of the things about the Progressive Era is that people were engaged, they were involved. They were also applying this term—progress—to everything that they cared about, from birth control to child labor to amending the Constitution to collect income tax, prohibit alcohol, or give women the right to vote. Any cause that people were endorsing they were saying: this is a progressive cause; this is something that matters in our society. Even contradictory causes: the advocates of naval power and building a strong navy were saying this will bring progress to America, and the pacifists in America were saying we don’t need a navy because that will bring progress to America. This was a word that was thoroughly embedded in conversations, in the politics, in the rhetoric, in the names of institutions.

Religion and science are working hand in hand in the Progressive Era. We’re dealing with moral problems—prostitution, birth control, temperance—but we’re going to work with them in scientific ways. Americans today, in our context, might cringe and say that’s blending church and state. Progressives didn’t have that problem. They said that it’s part of this comprehensive view. These are big problems, and we need science to help, we need religion to help.

AMERICAN FOREIGN POLICY DURING WORLD WAR I

Stephen M. Duffy | TEXAS A&M INTERNATIONAL UNIVERSITY

This period of time shows the basic motivations of U.S. foreign policy. Every country’s foreign policy is a reflection of its aims and goals. People don’t get involved in foreign policy by accident. This is something that is developed, either out of necessity or out of choice. And there are motivations that we see emerging from the United States coming onto the world stage that are still very current in what the United States does in 2011. So what issues does the United States bring to the table? There are issues of morality, economics, and spheres of influence.

What we’ve got is a set of ideas. That’s our identity. We stand for something. We stand for something as far as ourselves, and we stand for something as far as what we’re trying to project onto other people. And that confuses the living daylights out of the rest of the world. [Europeans] see it—certainly leading up to World War I and through World War I—as an incredibly naïve way of doing business.

Economic concerns: we’re a country with a massive—or [we] used to have a massive—industrial base that’s reliant on trade. Part of the aim of the United States’ foreign policy is to feed these economic concerns—concerns for ourselves, concerns around the world. And, of course, that’s something that we see is very, very pressing for the United States today in 2011—maintaining expanding spheres of influence. The kind we’re talking about—the initial sphere of influence at the beginning of this process since the 1820s—had been, essentially, the Western Hemisphere. So we’re dealing mostly with the Caribbean and down into Latin American nations. As we move through this process, as we move through the present era, we’re going to see the United States’ far expanded sphere of influence, especially into the Pacific. This had massive ramifications for the twentieth century [in terms] of what the United States is going to do. Of course, during World War I, there is a point in time when we have the possibility of expanding our sphere of influence into Europe. We don’t do that after World War I, which is one of the reasons why we end up in World War II.

So what is the historical significance of our foreign policy to World War I? During this period of time, the United States is going to direct its power into the Pacific. We see the United States acquire Hawaii, Samoa, Midway, the Philippines. . . . And, of course, it’s this involvement that brings us into World War II because we start to encroach onto an area that is also being sought after by the Japanese. The relationship, or tensions, between the United States and Japan in the Pacific go back all the way to 1905, when Theodore Roosevelt helps end the Russo-Japanese War. What happens is [that] the Japanese and the Americans make basically a secret agreement that the Japanese are going to allow us more access to trade in Asia without causeless aggravation, and in return we’ll help them with technology and things like that. What ends up happening, of course, is that as our strength builds up, the Japanese are also building up their strength in the area, and [they] become more wary.

Stephen M. Duffy discusses World War I during an afternoon workshop in Laredo.



A WATERSHED EVENT

Stephen M. Duffy | TEXAS A&M INTERNATIONAL UNIVERSITY

[World War I] is a watershed event that destroys the underpinning of the nineteenth century and creates the contemporary world of the twentieth and twenty-first centuries. . . . World War I fundamentally alters the nature of the world. It flattens the nineteenth century. The nineteenth century is a period of growth, [marked by] a belief in liberalism, in progress, in the power of technology to do good—that somehow or other the more you know, the more you develop, the more technologically advanced you are, the better the world is going to get. And what people found in the First World War is the double-edged nature of that argument. Sure, you can move: you can use railroads to transport all sorts of goods, to facilitate trade, and to move people. You can also use it to move troops around on a scale that no one’s ever seen before. You can use increased engineering ballistics and design to help with ships, but also with cannons and all this type of stuff. World War I develops an idea of technological warfare that changes the whole ball game. . . . In the First World War we start to see things like poison gas, . . . and it really does cause people to question the idea of what progress is. People start to really look into an investigation of what humanity is actually capable of. And the war itself actually develops almost a life of its own. People are so consumed by it that it seems to be almost organic. . . . Now, many of the things that World War I deals with existed before, in other wars. But it’s the first time that they’re really integrated into the consciousness of a society, and that is what challenges and eventually destroys the nineteenth century and essentially creates the world that we live in, the twentieth and the twenty-first centuries.

[World War I] does definitely lead directly to [World War II]. Practically every aspect of the origins of World War II has its roots in World War I, including the main protagonist, Adolph Hitler. Adolph Hitler is shaped by World War I and comes to power because of World War I. You cannot remove World

War I from the story of the Nazis. It’s absolutely impossible because that is their touchstone. The experience of World War I, the results of World War I, the German humiliation of World War I is what feeds Nazism.

World War I demonstrates the difficulties and dangers in neutrality and isolationism: the idea, especially for the United States, that somehow or another we can simply keep at arm’s length, that it’s their problem, let them deal with it. When you get to this age where the world is as interconnected as it’s becoming during the start of the twentieth century—and certainly the world that we’re in—everything has a knock-on effect. When you get an event this big that affects ideology, that affects politics, that affects economies, it’s very difficult. We can’t be isolated from the war if we’re trading with the belligerents, which we’re doing. We can’t trade with the Germans because the British have them blockaded, so we trade with the British. Well, the Germans don’t like that.



Childe Hassam (1859–1935),
Flags on the Waldorf, 1916,
Oil on canvas. Amon Carter Museum
of American Art, Fort Worth, Texas,
1985.301

VI. The 1920s



Edward Hopper (1882–1967),
Chop Suey, 1929, Oil on canvas,
81.3 x 96.5 cm; 32 x 38 in. Collection
of Barney A. Ebsworth

IMMIGRATION AND ETHNICITY IN THE 1920S

Michael M. Topp | THE UNIVERSITY OF TEXAS AT EL PASO

The conventional view of the era of the 1920s is that it marked the end of European immigration. The restrictive acts in 1921 and 1924 virtually put an end to European immigration, at least southern and eastern European immigration; those were the targets in those years. Basically, the golden door . . . closes between 1924 and 1965, and it doesn’t open again until the liberal era under Kennedy, or actually under Johnson in 1965. That’s true to a large extent. European immigration, and especially southern and eastern immigration, is curtailed enormously in those years, but the story is much more complicated than that. . . . The context is basically that immigrants are flooding into this country in the decades before those restriction acts. Something like twenty-three or twenty-four million immigrants come between 1880 and 1920, slowed down only by World War I, and occasionally by those economic downturns that were part of that boom-and-bust period during the late nineteenth and early twentieth centuries. But there were assaults on immigration to this country really from the beginning of that period: organizations like the Immigration Restriction League and the American Protective Association are pushing to limit immigration really from the 1880s or 1890s on. And you begin to see acts that chip away at immigration. In 1882 [there is] the Chinese Exclusion Act, [which]

is the first act that actually excludes an entire nationality—a race-based nationality—from coming into this country. The Page Act of 1875 before that established that Chinese women had to prove that they weren’t prostitutes. . . . And then during the World War I era, there’s an extraordinary amount of concern about issues of loyalty. When the United States goes to war in 1917, we wake up and realize that one out of every nine people living in this country had been born in a nation with which we were now at war. So the issue of divided loyalties scares us enormously.

What you see are two sweeping immigration acts—in 1921 and 1924. It’s a very concerted effort, so the conventional wisdom goes, to constrict southern and eastern European immigration. In 1921, they reduce the number of immigrants—the proportion of immigrants who can come into this country—to 3 percent of the population that was here in 1910, according to the 1910 census. And they

quickly realized that that doesn’t really curtail southern and eastern European immigration because there were millions of southern and eastern European immigrants coming into this country in the first decade of the twentieth century. So the 1924 act says 2 percent of the population as of 1890, and that gets them where they want to go. [The 1921 act] had cut immigration down to 357,000 a year. [The 1924 act] cuts it down to 150,000 a year, almost 100,000 of which are coming from either the British Isles or from Germany.

The conventional wisdom is . . . that the 1921 and 1924 acts end European immigration. To a large extent they do, but the real story of what happens is much more complicated, and in some ways, much more troubling and much more important. . . . It doesn’t really end immigration from Europe; there are still 150,000 people who are coming in every year, 100,000 from England, Ireland, and Germany. Italy’s cut way back, but it’s still at about 5,800; Russia’s cut way back, [but] it’s still at about 3,400. It ends immigration from Asia altogether. In 1882, Chinese couldn’t come in anymore. In 1908, the Japanese were actually powerful enough—they had just defeated Russia in a war—to not be

humiliated in those ways, so the United States formed what is called a gentleman’s agreement, that the Japanese themselves would moderate immigration from Japan. This ends Asian immigration altogether, except for the Philippines, which is an American protectorate. . . . You can see what’s essentially emerging here is not so much the end of European immigration but a racial ring that’s drawn around Europe itself. Only people from Europe are admitted into the country, and everyone else who’s excludable is excluded. You can see it when you look at the ways in which colonial legacies in certain nations play out. There are tons of countries that are only allowed a hundred people, which is nothing, right? Bhutan, China, Japan, India—and of those hundred people, actual nationals from those countries aren’t included in those hundred. Only white people who had been there as colonizers, or who were living there as expatriates, are included in those numbers. So even within those nations, that’s not a hundred Chinese, that’s not a hundred Japanese, that’s not a hundred East Indians. . . . So you can sort of see the colonial legacy of immigration getting played out there.

Ironically, given the racial implications of the 1921 and 1924 acts, the Western Hemisphere is excluded from those acts. In other words, immigration is still legal from the Western Hemisphere; there are no limits placed upon it. There are vehement arguments against immigration from the Western Hemisphere, and specifically we’re talking about Mexican immigration. . . . John Box, who was a legislator from Texas, argues that this population isn’t really needed for economic terms, and he uses the same sort of racial arguments, even more charged, that you see being leveled against southern and eastern Europeans. . . . He doesn’t win, at least in the 1920s. The arguments for allowing



Michael M. Topp delivers a lecture on immigration in the 1920s at the San Antonio institute.

immigration from the Western Hemisphere hold sway. To some extent they’re rooted in foreign policy arguments, they’re a sort of gesture toward Pan-Americanism, but essentially the reason that Mexican immigrants are allowed to continue to come to this country is economic—because they are needed principally as laborers in the West and in the Southwest.

There are several ways in which the Mexican population is implicated in this. First of all, the 1917 Literacy Act: everyone coming into the country has to pass a literacy test. If Mexicans are coming across the border, especially temporarily for work, the odds are fairly good that they’re not going to do that. They’re not going to bother with the test. And there’s a head tax. It’s eight dollars in 1917. It goes up a couple of times after that, and a lot of people try to avoid that tax as much as possible. So if you come across and you haven’t done the literacy test and you haven’t paid your head tax, you don’t have proper documentation to be in this country. The Mexican presence is complicated by the fact that there is a system of temporary labor for Mexicans coming over. In fact, there’s a system between 1917 and 1921 that at least some historians have called the first bracero program. . . . There’s a labor program established between Mexico and the United States, bringing Mexicans over supposedly temporarily, and the question of their belonging—the legitimacy of their presence in this country—is thrown into question almost immediately. So what you see is the rise of the need for documentation and the influx into this country of a population that’s seen in distinctly racial terms and thus criminalized for not having proper documentation. And that manifests itself in a number of different ways. The creation of the border patrol in 1924: although [it was] not originally for pursuing undocumented Mexicans, that quickly becomes the target of the border patrol.

What you begin to see in the 1920s is the reconsolidation of European notions of whiteness for a number of reasons. First of all, because the end, so called, of European immigration really does allow for a consolidation of European immigrant identity, and especially second-generation identity, as more homogeneously white. Second of all, [there was] the great migration of African Americans. There was movement of African Americans in the immediate aftermath of the Civil War, certainly, but you see huge migrations of the African American population during and after World War I and then later, during and after World War II. And that brings racial politics, or at least the black/white dynamic of racial politics in this country, to a national level in ways that it hadn’t been previously, and takes attention away from the scourge of southern and eastern European immigration.

What you also see is the continuing battle between biological and cultural definitions of racial identity. . . . There were people like Franz Boas . . . who argued that race and ethnicity were cultural constructs—in other words, they were defined as much by your environment, or more so by your environment, than they were by anything inherent or hereditary. . . . What you see in the 1920s is cultural arguments coming to the fore.

THE HARLEM RENAISSANCE

Brian A. Bremen | THE UNIVERSITY OF TEXAS AT AUSTIN

Along with the work of American expatriate writers in the 1920s—writers like Eliot, Pound, Hemingway, Fitzgerald, Williams, Stein, and later Faulkner—the other big literary phenomenon of the decade was the outpouring of work by African American writers in Harlem, a phenomenon that became known as the Harlem Renaissance. In 1925, there was a special issue of the *Survey Graphic* magazine—this was a popular U.S. magazine that focused on national issues—called “Harlem: Mecca of the New Negro.” Articles from this, along with works of literature, were later re-collected and expanded in a work called *The New Negro* anthology in 1926 that really announced the Harlem Renaissance as a new phenomenon, a new group of literary lights writing in New York, in Harlem. Originally viewed as two separate and distinct sites of literary production—when the writers of the Harlem Renaissance were actually recognized at all—more recent work has shown how interconnected the two phenomena of modernism and the Harlem Renaissance actually were. One way of understanding



Brian A. Bremen presents on American literature in the 1920s at the Austin program.

this relationship can be found in the work of W. E. B. Du Bois and Langston Hughes, two writers associated with the Harlem Renaissance.

I think particularly you can understand Eliot’s idea of tradition and individual talent if you locate Burke’s conversation in an exclusive all-male club where certain voices are never even allowed to be heard, let alone enter into the conversation. The problem, then, with this existing order of monuments begins to get a little bit clearer. Now the African American experience within this cultural context, the context of Eliot’s tradition and individual talent, is best articulated by W. E. B. Du Bois, one of the founders of the NAACP’s journal, *The Crisis*, along with one of the leading intellectuals of the early twentieth century. . . . I think Du Bois is in direct conversation with Ralph Waldo Emerson. In Emerson’s essay “Fate,” he propounds the double consciousness as one of the solutions to the mysteries of the world, the answer to the question “How should I live my life?” Du Bois studied at Harvard, [and] just existing during the late nineteenth and early twentieth centuries, one knew about Emerson’s work, and I think he is

directly signifying on Emerson by taking Emerson’s idea of double consciousness and saying, “Here’s what happens when I try to employ that.” . . . What Du Bois is saying here is that when I try to employ what Emerson calls double consciousness, it’s a movement between public circumstance and private thought. When I go into this realm of private thought, when I go into the realm of myself, I find, he says, I have no true self-consciousness, I have no sense of myself. I only have a sense of myself that has been put there for me by a larger dominant culture.



George Bellows (1882–1925), Tennis Tournament, 1920, Oil on canvas, 149.8 x 167.6 cm; 59 x 66 in. National Gallery of Art, Collection of Mr. and Mrs. Paul Mellon, 1983.1.5

This, then, sets up this unreconciled striving, this ideal of merging this double self into a better and truer self. The end of his striving—and Du Bois is pretty much an assimilationist at this point—is to be a coworker in the kingdom of culture, to simply participate in that conversation of history that Burke describes, to be part of that monument of existing works that Eliot had talked about. . . . When the black artisan tries to ply his trade, he finds contempt from the white world for being just a mere hewer of wood, a mere drawer of water, and yet he has his own community that he has to serve.

THE ADVENT OF MODERNITY

Penny Vlagopoulos | TEXAS A&M INTERNATIONAL UNIVERSITY

Literature reflects the environment in which it is produced, but it also transcends it. Literature gives us the tools to analyze our world, and also to reimagine it. . . . Exploring the imaginative landscapes created by literature we can tell the stories that are often left out of histories. Literature thus offers endless possibilities for illuminating, reinforcing, resisting, and revising histories.

[During the Jazz Age] you had all of these amazing, progressive, inspiring changes on the one hand. But on the other hand, you had the opposite of that, and you had a lot of backwards movement and changes that weren’t exactly progressive. So for example, in 1924, Congress enacted its first exclusionary immigration act, the immigration act hoping to control the ethnic makeup of the population. . . . At the same time, you had the first Red Scare, from 1919 to 1920, and, in general, shrinking labor unions . . . [and] a growing gap between the incomes of the wealthy and poor. We think of this as a kind of boom era, which it was, but also you had again that real difference between those who had and those who had not. As a result of these major transformations in technology, politics, and ideas, you had culture responding in interesting ways. So literature of this period was called literary modernism, and writers really responded to this kind of advent of modernity in interesting ways. You see a palpable sense of newness in the writing during this period, not just in terms of the themes, but also in terms of the actual writing. . . . A lot of writers were experimenting with new ways of telling stories, responding to this new environment. There was a sense that the old ways didn’t really work anymore, that realism wasn’t quite cutting it in the same way that it had a bit earlier. And some writers really rejoiced in these changes; others kind of lamented them. Some anticipated a future that was sort of utopian; others felt that civilization had, in some way, collapsed. But in general, the writers were asserting a break with past traditions.

Penny Vlagopoulos discusses ways to use literature in the history classroom with teachers in Laredo.



VII. The New Deal



Russell Lee (1903–1986), Child of a Migrant Worker Sitting on a Bed in Tent Home of Cotton Picking Sacks, Harlingen, Texas, February 1939. Gelatin silver print. Amon Carter Museum of American Art, Fort Worth, Texas, P1996.20

THE GREAT DEPRESSION

David M. Kennedy | STANFORD UNIVERSITY

By what historical standard should we judge the New Deal? Should we judge it first of all, and above all, on the basis of the counterpunch it delivered, or did not deliver, to the Great Depression itself? Or should we judge it on some other grounds entirely, namely the institutional legacy that it left behind, which has its consequences not in the immediate decade of the 1930s so much as it does in the half century and more since the 1930s themselves?

What if there had never been a Great Depression? What if miraculously the economy had not tanked in 1929, and not stayed in the tank for the next eleven years, down to the time of American entry into World War II? What would be different? . . . American society today, and for the last two or three generations, would have looked and would look very, very different from what it does, had it not been for the events that the Great Depression allowed to happen, or set in train to happen, namely the New Deal itself. The core of my thesis here this morning is that there would not have been a New Deal had there not been a Great Depression. And in my view, this is as much a political and social and value judgment as it is a historical and scholarly judgment: the New Deal had, on balance, very, very beneficial effects for this society for the remainder of the twentieth century.

The American banking system on the eve of the Great Depression was unique in the developed world because there were so many banks. There were about twenty-five thousand banks in the United States in the 1920s. And even in the supposedly and legendarily prosperous 1920s, banks failed in the range of five hundred to eight hundred a year. . . . The American banking system was a notoriously rickety, shaky, loosely articulated system, and it had been since the days of Andrew Jackson and the

extinction of the Bank of the United States. There's a direct historical genealogy between Andrew Jackson and the situation we have in the 1920s. And in the first four years of the Depression, or three years, from late 1929 until late 1932, five thousand banks failed. One of out every five banks failed. Three states defaulted. Thirteen hundred municipalities defaulted. There was an index of real economic and fiscal and financial collapse that is much more explanatory of the depth of this crisis and its nature than just the stock market itself. National income—that is, the remuneration for actually producing things—fell by 50 percent between 1929 and 1932.

But even that can't begin to describe the depth of this crisis. Again, we know a lot of these numbers: thirteen million people unemployed when Franklin Roosevelt took office in March of 1933. That's 25 percent of the workforce. And even that doesn't begin to describe the depth of the human toll that this inflicted. . . . When we talk about 25 percent unemployment in the early 1930s, we are, in effect, talking about 25 percent of all households that had no income, no prospects, no financial future. If, God forbid, we went to a 25 percent unemployment rate today, it would not translate so readily into 25 percent of all households because the typical household today has two wage earners in it. That was not the situation in the 1920s because of inherited cultural standards about women, the appropriateness or inappropriateness of their being in the workplace. So one of the ways we have to understand the Depression is through the lens of shifting cultural standards about women's participation in the labor force and in the society more generally. And because of that odd, culturally driven demographic characteristic of the workforce, 25 percent unemployment meant essentially 25 percent of all households without income.

This was a catastrophe on a huge scale, and it took a deep human toll. The marriage rate went down by 22 percent between 1929 and 1933. The divorce rate went down because we think access to divorce then, as now, is a function—not trivially—of women's access to employment. The birth rate went down 15 percent in this same period. And indeed, among the explanations for the baby boom birth surge after World War II is the birth dearth of the 1930s, when the normal population growth curve inflected downward to a significant degree.

So this is where we come up against what I think is the essential thing to understand about the relationship between the New Deal and the Great Depression, [and that] is that the Depression provided an opportunity for leadership, something that is very difficult to achieve in our society. We've all studied back in the day, and you teach it still, the famous stuff about checks and balances. Checks and balances is our shorthand reminder that our founders gave us, in the eighteenth century, a government that was, by design and purposely intended to be, difficult to use. That is just the political culture of the political system we have, and opportunities for political leadership are rare in our society, when a leader or set of leaders can really make the system move and effect long-term, lasting institutional change in the nature of our society. This was one of them, and this relationship between the crisis of the Depression and the capacity to actually reorient the society, to make it more secure, is the great achievement of the New Deal.

David M. Kennedy gives a lecture on the New Deal at the Austin institute.



PRESIDENTS AND PERCEPTION

Gregg L. Michel | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

[When teaching the New Deal, it is important to discuss] Herbert Hoover and the role he played in Americans' imagination. And I use that word, "imagination," intentionally because the caricature of Hoover—and it is a caricature as this image suggests—is important because for many Americans that was reality. Perception as reality. Hoover's name essentially becomes mud: Hoovervilles, Hoover blankets, and so forth. It becomes a shorthand for economic misery and the uncaring nature of government and the president. If you've ever studied Hoover, you know he was a relatively conflicted individual about these things. He was someone who, prior to serving in the presidency, was probably the one individual with the most government service at that particular point in American history. If you think about top-level, executive-level management experience, it would have been him. And he had his reputation ruined by the perceptions about him and the perceptions about his role in not stopping the Great Depression.

With Roosevelt it's interesting to think about the level of perception. [He was seen as a] man of the people. The housewife on a farm in Iowa, the African American sharecropper in the Deep South, the factory worker in Los Angeles—all of these people could relate to Roosevelt, and yet, who is Roosevelt? Talk about being born with a silver spoon in your mouth, a child of privilege, a person of the elite. And yet, his reputation is the exact opposite of Hoover's. He's the one who steps forward, who solves the problems; at least that's the perception. His great accomplishment, of course, is to

perpetuate that image and to create a revolution in expectations, to get people to see government as a force for good, to get people to appreciate the government and its ability to help solve problems.

[Roosevelt embraced] experimentation and flexibility. To his credit Roosevelt was a man of action, one who was willing to try different approaches to dealing with the economic crisis. He was not—as he was often portrayed by his opponents—ideologically rigid. He was not wedded to any one particular economic philosophy. If he was wedded to anything, it was to action.

The second point I would make is, give some thought to the phrase "New Deal." . . . What does that phrase mean? . . . There are two meanings of the term "deal" itself. [The first is:] "Let's compro-

mise. Let's have a negotiation. Let's bring people together." That's one aspect of it. . . . [The other is:] "Let's get a new hand." And so it was often pitched as, and spoken of as, certain people have got a bad hand, namely farmers, workers, and minorities. They have been dealt a bad hand. So let's take up the deck of cards and let's re-deal it, using that card game analogy.

[FDR] talked about the Depression as if the United States was at war, which it would be soon enough, of course. But the actual language, the rhetoric that he used was: this is a time of national crisis and national emergency. The normal way of governance, the normal way of doing things doesn't work. I need special, enhanced authorities in order to save the nation, to fight this battle against the enemies arrayed against us.

Gregg L. Michel, faculty director of the San Antonio institute, discusses the New Deal with teachers.



THE FIRST AND SECOND NEW DEAL

Ricky F. Dobbs | TEXAS A&M UNIVERSITY-COMMERCE

There's the first New Deal and the second New Deal. . . . Now Roosevelt's goal—although certainly his critics didn't think so . . . —was to save capitalism by humanizing capitalism, by buffing off the rough edges, by making it fit twentieth-century needs and twentieth-century expectations [that] Americans had for themselves and for their country.

The first New Deal is about relief. We have a set of problems. There's unemployment. There's a lack of confidence in banking. There's low industrial production. We are going to prescribe an immediate set, an immediate response to those problems. . . . So the first New Deal is a response, a stimulus response. It's hurriedly put together within the first one hundred days, most of these pieces of legislation. The CCC, for example, is one of those programs specifically targeted at unemployment, and the interesting thing about the CCC is that it's remarkably well targeted at a particular, discrete type of unemployment. . . . The Depression started for most people who live around here at the end of World War I, when agricultural prices collapsed. So when folks started jumping out of windows in New York City at the height of the stock market crash, there are many farmers in deep east Texas who found that amusing. They'd already been there for ten years. So to understand the scope of the CCC, you have to realize first of all that you've got a group of young men, . . . eighteen to twenty-five years old, almost a whole generation of whom had never actually experienced regular employment.

The truth is [that] the first New Deal didn't solve the Depression. It made people feel good because there were things happening. . . . But the Depression was bigger and harder to deal with than that, and so that's why we have a second New Deal. . . . There's something systemic wrong; there's something systemic that needs fixing. The systems of our capitalist economy are as much at fault as some sort of wafting wind of change. . . . So what we're shooting for in the second New Deal is big, permanent fixes—big programs that have their own set of unintended consequences that are intended to last far into the future.

Ricky F. Dobbs leads a primary source workshop at the Laredo institute.



AMERICANS AND THE ENVIRONMENT

Elaine Turney | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Environmental history is really the study of human interaction with nature, but it’s not just humans, it also examines nature as its own historical agent. . . . As the century progressed, more and more people asked about the rights of nature. Does nature, in fact, have constitutional rights? . . . Why is it important? I think it’s hard to separate the environment from history. If you just think about weather and think about major events in weather history—look at the invasion of Normandy, and what role weather played in that to the advantage of the Allies.

[Theodore Roosevelt’s] legacy is that, by both executive action and working with Congress, he put approximately 230 million acres under federal protection, enough to equal 84,000 acres for every day he was in office. This guy was committed to conservation. Why was he committed to it? He had the future of America in mind . . . in three ways: utilitarian ways, aesthetic ways, and his love of sport hunting.

I don’t think Franklin Roosevelt would have done much of what he did without the help of Harold Ickes, his secretary of the interior, and . . . Harold Ickes wished that FDR had done even more. Their ideas were really spawned, if you will, by the fact that FDR came to office really at the apex of economic and environmental disaster. The Great Depression is in full swing when he steps in to office. We have the decade-long Dust Bowl of the 1930s. We have massive flooding in the 1930s that really begins with the Great Mississippi Flood of 1927. And all of this on his plate at once really motivates him to take an environmental approach. By the time of his death twelve years later, Roosevelt will have an environmental legacy that is probably unrivaled by any U.S. president.

Elaine Turney discusses the legacy of FDR’s environmental policies with teachers in San Antonio.



VIII. World War II



THE END OF ISOLATIONISM

Patrick J. Kelly | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

The United States doesn’t get involved in World War II until basically 1942. Just as in World War I, we were two years late in getting into the war. . . . We come in, for instance, after the Germans have invaded the Soviet Union. Why the delay? There were powerful feelings of isolationism, not only in France and in Great Britain, but also in the United States. People in the United States felt like we’d been suckered into World War I, and we weren’t going to be suckered again. The big industrial interests had manipulated the situation; they had pushed us into wars because many had made loans to Great Britain. There was a lot of debt in Europe and that had to be repaid, and it wouldn’t have been repaid if Germany had won. So I cannot overemphasize to you the depth of the antiwar feeling in the United States up until December 6, 1941. On December 6, 1941, if you took a poll, probably 60 percent of Americans would have not wanted to get involved in the war—well over half. On December 7, everything changes. But on December 6, the majority of Americans were antiwar; they weren’t going to be suckered into another war. And this is a good example of that statement: “those who don’t know history are bound to repeat it.” We’ve got to learn the right lessons from history. And the American public had learned the wrong lessons from World War I, because if we

Alfred T. Palmer. Assembling B-25 bombers at North American Aviation. Kansas City, Kansas, October 1942. Reproduction from color slide. LC-USW361-238. LC-DIG-fsac-1a35291. FSA/OWI Collection. Prints and Photographs Division, Library of Congress (65)



Patrick J. Kelly speaks on World War II at the San Antonio institute.

had gotten involved earlier, maybe we could have stopped Hitler. But there was just no way; American public opinion wouldn't have allowed it. I want to talk about the road to war in the Pacific. Japan is a resource-poor country—think about the nuclear power disaster, the Fukushima plant. Japan is so dependent on nuclear energy because it has no oil. So it's a modern industrial power, and it's looking around for oil in the Dutch East Indies and rubber in French Indochina, which, of course, is Vietnam and Indonesia today. These are areas that were controlled by European powers. And by the 1940s the Japanese were stymied in China. They had captured a large part of China, but they moved to a go-south strategy where they're going to grab the Dutch East Indies and they're going to grab French Indochina. And really, what it's about is natural resources. Natural resources. And Japan argues that Asians should control the destiny of Asia. So there's very much a race element in the Japanese strategic thinking. . . . The Japanese were making a racial argument to the other peoples of Asia, but, of course, really at heart it was just a blueprint for Japanese imperialism, because once Japan controlled these countries, they treated the people horribly—millions dead in China, five million dead in Indochina. [They were] just horrible, really worse than the Europeans. But they are making a racial argument, and they ask how Europe or the United States can protest because they've been doing the same thing all along.

WORLD WAR II: THE ARSENAL OF DEMOCRACY

David M. Kennedy | STANFORD UNIVERSITY

Something happened between 1940 and 1945 that transformed the internal character of this society to a remarkable degree, and certainly transformed the status of this country with respect to the rest of the international system and the world. . . . What could it be about the way this country engaged in the war that achieved those results? . . . America's World War II was unlike everybody else's war. This country fought a very peculiar kind of war in World War II, and no other society that was engaged with that conflict in a major way had an experience that even remotely resembled the experience of this country.

The forces that deposited the United States at the summit of the world—to use Churchill's trope—were not just the result of some casual, incidental side effects of a story that really has its principal logic elsewhere. We're talking here about some very carefully taken decisions to fight the war in a particular kind of way. One of the remarkable things about the story or history of America's engagement with this war is that to a degree that is usually not given to most combatants in a major conflict like this, the United States succeeded largely in fighting the kind of war it wanted to fight, and it anticipated fighting to its maximal benefit.

Franklin Roosevelt, in a sense, summed up the logic of what I'm going to try to describe to you in a fireside chat in December of 1940, I believe, when he said that . . . we will become the great arsenal of democracy. Now, notice what he did not say in that sentence. He did not say we will become the sword of democracy, or even the shield of democracy. [He said that] we will become the arsenal of democracy. We will become the workshop where we will supply combatants with the things they need to prevail in this conflict. With some modifications, . . . that is the central core logic of this country's engagement in World War II.

Now another document: . . . this comes from the pen of Joachim von Ribbentrop, the German foreign minister, who, about a week or two later, [in] mid-December 1941, prepared a memorandum for his führer, Adolf Hitler, in which he tried to describe what would now be the implications of American belligerency. This is a much more considered and analytic document than Hitler's outburst on the morning of December 7 that Germany had now won the war. It's a long document; it's a very, very analytic document. But here's what Ribbentrop had to say on the crucial point of American belligerency. He said, "We now have just one year to cut Russia off from her military supplies. If we don't succeed, and the munitions potential of the United States joins up with the manpower potential of the Russians, the war will enter a phase in which we shall only be able to win it with difficulty." Now that was a far more shrewd appraisal of what the American entry into the war would mean than [what] Hitler himself had said just a few days earlier.

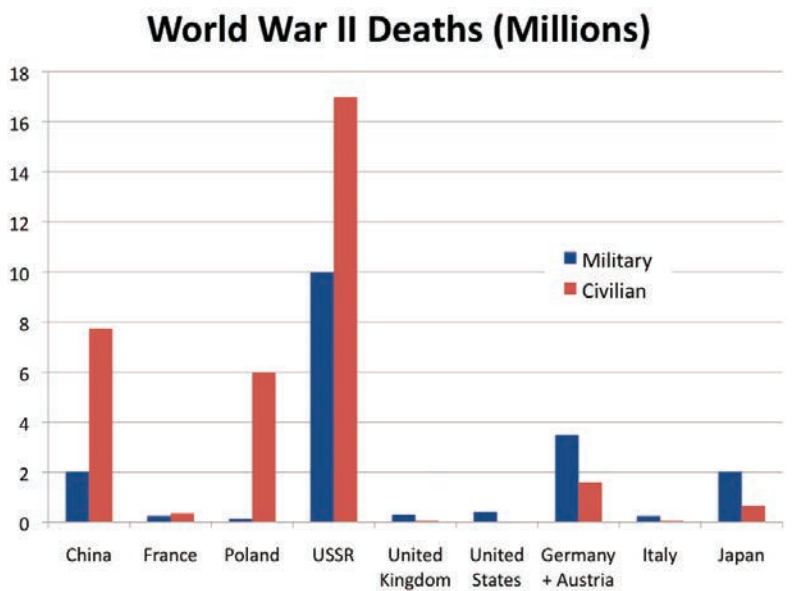
The core premise of strategic bombing was to use this new technology of the airplane not simply to support troops in the traditional field of combat. . . . That still goes on, but that's not what [Italian war theorist Giulio] Duohet was talking about. He was talking about a use of the airplane that would revolutionize warfare itself. He argued—and the United States bought this doctrine—[that] you could build fleets of what he called strategic bombers, long-range bombers, that would deliver their blow not against the enemy's troops in the field, but against the enemy's homeland. And they would so badly damage his infrastructure, his economic and industrial productive capacity, and his morale that he would be unable to wage conventional warfare in the field. So the strategic bomber would overfly the traditional battlefield, penetrate deeply into the enemy's heartland, knock out his industrial, transportation, and communication facilities, . . . and so terrorize the enemy population that they would lose their will and capacity to fight. There are only two countries that fought World War II that made their major bet on this strategic doctrine. It was the United States and the United Kingdom. Germany and Japan, to be sure, bombed civilians, as did the Italians, especially in Ethiopia, but none of those adversary or axis countries actually made a strategic air arm the central component of their force configuration. We and the British did.

The Russian victory at Stalingrad and the passage of the Russians from defensive to offensive warfare ratified the viability of these earlier American decisions to fight primarily from the air and not on the ground, to postpone the opening of the western front, or D-day, by a year, and to field a much smaller force than had been originally anticipated. Joseph Stalin had his own way of describing this. He said this, and he said this many times. He said it both to Churchill and



Franklin D. Roosevelt, Stalin, and Churchill in Teheran, Iran, 11/29/1943. Item from Collection FDR-PHOCO: Franklin D. Roosevelt Library Public Domain Photographs, 1882–1962, National Archives and Records Administration.

David M. Kennedy's presentation on World War II reminded participants of the heavy toll of the war.



to Roosevelt. He said it to their faces. He said it in correspondence. He said it looks like the Americans have decided to fight this war with American money and American machines and Russian men. Now it's a very cynical way to put the matter but it was absolutely accurate.

These numbers are a little hard to hear, but they tell a very important story. These are the numbers of dead by country. The United Kingdom: about 350,000 dead in a country roughly a quarter to a third of our size, and of that 350,000, 100,000 were civilians. China (a country we sometimes forget its belligerent status in the war): ten million dead, six million of whom were civilians. Yugoslavia, a relatively small country by our standards: two million dead, of whom one-and-a-half million were civilians. Japan: three million dead, of whom one million were civilians, most of them killed not in the atomic attacks but in the firebomb raids that started in late 1944. Poland: eight million dead, of whom six million were civilians, and somewhere in the range of four to five million of those were Jews. Germany: six-and-a-half million dead, of whom one million were civilians, most German civilians killed in the combined Anglo-American bombing raids. Soviet Union: twenty-four million dead, of whom sixteen million were civilians. And then the United States: 405,399 by Department of Defense count—even today, there has not been a rise in years. [That is] 405,399 military dead in all branches of service. That is navy, marine corps, U.S. Army, air corps, coast guard, and merchant marine, all counted together. 405,399 military dead, and on the civilian side of the ledger—in a war that we think is the first war, in modern history at least, in which the civilian death toll was larger than the military death toll, largely because of what happened in the Soviet Union—the civilian death toll for the United States is exactly six people killed as direct result of enemy action in the forty-eight continental states.

THE ECONOMICS OF WAR

H. W. Brands | THE UNIVERSITY OF TEXAS AT AUSTIN

What ended the Great Depression was not the war—not the war in Europe, not even the war when it came to the United States. What ended the Great Depression was massive federal stimulus spending. The part of the war that involves killing people didn't improve the economy. What



Russell Lee (1903–1986), John Frost and Daughter Listening to Radio in their Home. Tehama County, California, 1940. Photograph. Farm Security Administration, Office of War Information Photograph Collection, Library of Congress Prints & Photographs Division

improved the economy was all the spending in preparation for and then waging war. One could imagine, as a thought experiment, suppose we want the upside of war—that is, the federal stimulus that by everybody's acknowledgment pulled the country out of the Depression. Suppose we want the advantage, but we want to get rid of the negatives of war. . . . Suppose we just pretended to have a war. We would draft a bunch of people into the military service and we would prepare for war, but then we wouldn't actually fight the war. Wouldn't that do the job? Wouldn't that give us the economic stimulus we were looking for? Yes. And did you know that that experiment was done? And do you know what it was called? The Cold War.

TEACHING WORLD WAR II

Jerry D. Thompson | TEXAS A&M INTERNATIONAL UNIVERSITY

Students need to know that the war in Europe began with the German invasion of Poland on September 1, 1939. Some historians even argue that World War II should really be traced back to the Japanese invasion of Manchuria in 1931, or certainly the Japanese invasion of China six years later. That war in the Pacific really began when the United States started to pump in money to prop up the Chinese government of Chiang Kai-shek. If you have a really, really good class, . . . I would even go into the Italian invasion of Ethiopia. I would talk about the Spanish Civil War and how that really is a struggle between the right and the left in Europe, how Hitler and Mussolini both come in and support Franco.

[Students] need to know something about the Manhattan Project. And that's not easy because the students somehow get excited when you start talking about the Manhattan Project and how all of a sudden one day these students at the University of Chicago and Cal Berkeley came to their math and their physics classes, and all these professors were gone. And nobody even knew where they had gone. And their families were gone, and they couldn't even find out where they had gone. Well they had gone to Los Alamos, New Mexico, to a boys' ranch there, where the greatest minds—many of them who had fled Nazi Germany—gathered to build the "Little Boy" and the "Fat Man" and change the course of Western civilization.



Photograph taken when the magazine of the *USS Shaw* exploded during the Japanese attack on Pearl Harbor, December 7, 1941. *Records of the Joint Committees of Congress, National Archives and Records Administration.*

WOMEN DURING WORLD WAR II

LaGuana Gray | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

The changes that the World War II era brought to black women's status as laborers, for example, was not the fact that they worked, but that many were able to move out of domestic and agricultural labor. The percentage of black women workers employed as domestics dropped significantly, from 60 percent in 1940 to 42 percent in 1950, but a substantial minority of them continued to work in low-paid, devalued labor, as did many Latina and Asian women.

Many women joined unions to better their economic and social conditions. . . . One of the primary concerns, no matter what union they belonged to, is the wage gap between men and women. Women from a wide variety of unions viewed the achievement of economic equity with men as their primary goal. Now historically, equal pay proposals had actually been put forward by men because they thought of it as a way to protect their jobs. If the only reason a company's going to hire women is because you can pay them less, if you say you have to pay women the same amount that you pay men, then the hope is that the



LaGuana Gray leads a discussion on women's roles during the Second World War in San Antonio.

company will hire men. So historically, equal pay had been a cry for men. But increasingly during the 1940s and 1950s, it's union women who are going to take up this cry for decreasing the wage gap and for equitable pay for what they see as equal work.

CHANGES ON THE HOME FRONT

Maggie Rivas-Rodriguez | THE UNIVERSITY OF TEXAS AT AUSTIN

Fifteen million men and women—mostly men—enlisted or got drafted. People in the United States had radios—there were a lot of radios—but poor people didn't even have radios. You have people on farms and ranches, and particularly poor people, particularly a lot of Mexican Americans didn't have money for a radio. They were really isolated, and they didn't have a real sense of what it meant to be an American, or part of this big country. Their whole frame of reference was their *ranchito* someplace. The urban people were different, they had a more worldly view, but for a lot of people this was not something that was a part of their makeup. So you had all these men and women join

the military, and then you have a great need for people to work in what is now an accelerated rate of growth, to build those airplanes, to build those ships, to create all the equipment and material that is needed by these men who were going to be fighting the war. You don't always have it in south Texas, so you've got to move somebody from little towns in south Texas up to places like San Antonio or Houston, or often to the West Coast. So you see fifteen million people move from one county to another county to take those jobs and fill those places that needed to get filled. Eight million of those people moved permanently. That creates a huge change in the makeup of our country. So what happens? There aren't enough men to take all those jobs that the young men who are in the military leave behind, so women go into the workforce. Women are being encouraged [to enter the workforce], but the other thing that happens is that you need young strong men to take the harvest. And the railroad system that is going to ferry all of the equipment and tanks from one side of the country to the other so they can get shipped out to Europe or to the Pacific, those railroad tracks need to get fixed up. . . . The United States says, "We don't have enough of our people who can do it. All of our young men are otherwise occupied. Our young women can't do this really heavy work." And also, they don't really want to do this really heavy work, because they're getting paid a lot more [in factory

jobs]. If they're working for a defense contractor they're getting more money than they ever dreamed possible. So the United States talked to Mexico, and Mexico agreed to send the United States some braceros, guest workers. Not in Texas for a while, and the reason they didn't want to send them to Texas was because Texas had a really bad reputation for being very racist in treating braceros from previous generations very, very badly. So it took a while for the U.S. government to talk Mexico into letting braceros come to Texas, but we did have braceros [in Texas].



Maggie Rivas-Rodriguez delivers a lecture to participants in El Paso.

IX. The Long Civil Rights Movement



“THE MOST SIGNIFICANT REFORM OF THE 20TH CENTURY”

Albert S. Broussard | TEXAS A&M UNIVERSITY

I'm going to use the word "movement" purposefully because the civil rights struggle was, in my opinion, a reform *movement* rather than a revolution. It was not an attempt to overthrow capitalism or any of the major basic institutions in American society. At the heart of the movement, rather, was the quest to gain full inclusion, citizenship, the rights of every American irrespective of one's race, skin color, or religion. The core idea that I want to present to you is that the civil rights movement was the most significant reform movement of the twentieth century.

World War II, I believe, served as the greatest catalyst for the modern civil rights movement. . . . African Americans saw World War II as an opportune time to rid the nation of discrimination completely and to force the government to live up to its professed ideals as a democratic nation.

There's also a new spirit of militance and optimism by African Americans throughout the nation. Southern black leaders who met in conferences throughout the war said they expected nothing short of full equality, the total dismantling of Jim Crow laws at the conclusion of this war. So World War II, I believe, sets the stage for much bolder reforms in race relations that would take place in the 1950s and beyond.

The courts, particularly the federal courts and the Supreme Court, would serve as major instruments of social change in race relations after World War II. By the 1950s, the U.S. Supreme Court slowly began to chip away at *Plessy v. Ferguson*, particularly in the area of education. And this was part of a new strategy that the NAACP had implemented in the 1930s and beyond. Rather than use all of their resources to try to take on one segregation law, or overturn one segregation law after another, one of the nation's leading attorneys, a man by the name of Nathan Margold, suggested to the NAACP

Peter Pettus, Civil Rights March from Selma to Montgomery, Alabama, 1965, Photograph, 35 x 28 cm.; 11 x 14 in., Library of Congress Prints & Photographs Division

that they strike right at the heart of segregation [and] attempt to dismantle *Plessy v. Ferguson*. That is what many of these cases were designed to do.

The *Brown* decision was a landmark case in constitutional law. It overturned, it struck down the 1896 *Plessy v. Ferguson* decision, but moreover it reaffirmed the Fourteenth Amendment’s equal protection clause in the area of civil rights. The Warren court would wait one year, [until] 1955, to issue their mandate on how to implement and to enforce its decision. . . . The court interestingly declined to impose a deadline for implementing its ruling. Rather, it urged, to the confusion of every-one, “all deliberate speed” in complying with *Brown*. One certainly wise and sanguine man, Thurgood Marshall, the lead attorney for the NAACP, would state that after we get the law cleared, after we wipe segregation legally away, the hard work begins. How prophetic. And Marshall’s comment was a frank acknowledgment that it was going to take much more than just a Supreme Court decision in a

nation with a long history of segregation and racial inequality to bring about integration, not just in the public schools but in other areas of American society. What we know in hindsight was that it was going to take mass protests. It was also going to take a greater role and a more assertive role played by the federal government.

In 1955, a boycott would also take place against a city’s buses when a forty-two-year-old black seamstress by the name of Rosa Parks would serve as a catalyst for a mass movement, not just in that city, but throughout the entire South. Parks, as we know, was arrested in December of 1955 for refusing to surrender her seat to a white patron on a city bus, just one year after the *Brown* decision. And Parks had long been active in civil rights circles. She had served, for example, as secretary of the Montgomery, Alabama, NAACP branch and had worked specifically with its youth chapter. She had attended the Highlander Folk School in Tennessee in 1955, an interracial workshop established specifically for the purpose of teaching organizing for social change. Emboldened with this knowledge and a new confidence, I believe, Parks was determined to bring racial equality to Montgomery and to America. Parks, as we know, has become an icon.

After Parks’s arrest, a mass meeting was held that evening at one of the local black churches in Montgomery, and a young black minister who had only recently arrived in the city to pastor a local church was chosen to lead and to serve as a spokesperson for the bus boycott. That minister was Martin Luther King Jr. . . . The bus boycott would thrust Martin Luther King into the national and international spotlight. So here is not

just an important civil rights leader—one who is going to be clearly part of your [state curriculum] standards—but in my opinion, the most important reform leader of the twentieth century.

The events in Greensboro, North Carolina, illustrated, among other things, that African Americans would press for change. They would not wait for change to necessarily come to them, and they—and not others—would dictate the pace of change, which heretofore had been dictated by whites. The other significance of Greensboro student sit-ins is that this is a grassroots movement.

The civil rights movement did not bring about full equality, but rather effected, in my opinion, profound change in race relations. It took all of our citizens and all of our institutions to change long-standing racial practices in this country. The civil rights movement was indeed a black struggle for freedom, but it was also an interracial movement. And because of the civil rights movement we are a much stronger nation today in 2011, as we are much closer to practicing the values and the ideals embodied in our Declaration of Independence and, indeed, in our Constitution. When you teach students about the civil rights movement, or about any radical movement, let them hear the voices of some of these people. Play even sound bites of Martin Luther King’s speeches. Let them hear James Farmer and John Lewis. Let them hear the voices of the Freedom Riders. Let them hear the voices of Fannie Lou Hamer at the Democratic Convention in 1964 and Ella Baker. And yes, let them hear Malcolm X, A. Philip Randolph, and Bayard Ruston. And I guarantee you that they will be inspired, and that they will also have a new appreciation for American history.

Albert S. Broussard leads a primary source workshop in Austin.



THE FIGHT FOR FULL EQUALITY

Andrew R. Highsmith | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

When we talk about these conflicts over Jim Crow, we immediately think of segregated bathrooms and lunch counters, and these were clearly really important targets for civil rights activists. But the battle for civil rights was about more than that, especially during this earlier era. It was also about creating jobs and more economic opportunities for black workers and opening up new possibilities for home ownership and education. In 1941, for instance, a black socialist and trade union leader named A. Philip Randolph called for a massive national demonstration in Washington, D.C., to demand jobs and full equality. President Roosevelt didn’t want to suffer through the embarrassment of a big march, and he wanted to maintain his growing support among black voters. So, in June 1941 he signed Executive Order 8802, which made it illegal for government defense contractors to discriminate on the basis of race. Now, Roosevelt’s order was important not least because it was the first presidential action dealing with discrimination since Reconstruction in the nineteenth century. For many black workers, then, it was a real sign that the government at long last was taking responsibility for protecting civil rights. On its own, however, the order did little to stop discrimination. Indeed, big corporations like U.S. Steel, General Motors, and others continued to practice job discrimination even in the wake of the order. Increasingly though, black Americans and others expressed a willingness to fight back. This new militancy of African Americans after the war had a lot to do with something that historians call the

Great Migration. During and after World War II, nearly two million African Americans moved from the Deep South to the big cities of the North and West. This migration also included large numbers of Native Americans, Latinos, and members of other racial groups as well. Quickly these migrants in the Great Migration discovered that segregation and discrimination were not simply Southern problems. In cities like Chicago, Detroit, Los Angeles, and New York, African Americans discovered terrible housing shortages and discrimination that kept all but a few black families locked in overcrowded ghettos. Now, part of the problem here stemmed from things called restrictive housing covenants. These covenants, as some of you will know, were designed to protect property values and quality of life in residential neighborhoods. So sometimes they made it illegal for homeowners to keep farm animals

Andrew R. Highsmith delivers a lecture at the San Antonio institute.



Thurgood Marshall, 1950.



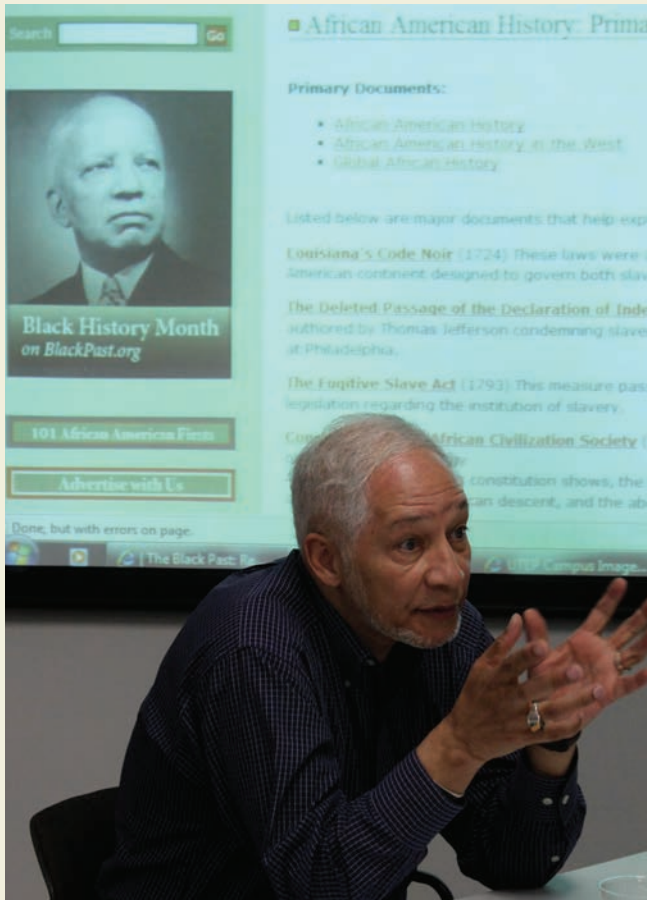
or to erect billboards in front of their homes or to operate a business from their house. Sometimes, though, they also forbade African Americans from buying or inhabiting properties in white neighborhoods. Sometimes they also blocked Jews, Mexican Americans, Native Americans, and Asians from purchasing properties as well. By the end of World War II, almost all new housing in the nation fell under restrictive housing covenants, so the scope is really mind-boggling.

During the 1940s, racial tensions exploded in the open on a number of occasions in response to these sorts of policies. In 1943, major race riots erupted in Los Angeles, Detroit, and Harlem. . . . The riots of 1943 occurred just one year after President Roosevelt had ordered the internment of Japanese civilians. In response to the internment and the riots, many blacks, Asians, and Mexican Americans made it clear that they were committed to waging an all-out struggle for civil rights and first-class citizenship. These movements that came together and exploded during and after the war were not new, however. For decades, activists in groups like the NAACP, the National Negro Congress, and others had fought for equal employment, better schools, and fair housing opportunities. Beginning in the 1920s and 1930s, for instance, the NAACP developed an aggressive strategy to undo Jim Crow in the courts. By the 1940s, they had won several important victories. In 1948, civil rights activists won a major victory in the *Shelley v. Kraemer* case, a case that essentially outlawed the use of these racially restrictive housing covenants. Still though, in spite of those victories, segregation was pretty standard practice during this postwar era because it was surprisingly durable.

VOICES OF THE CIVIL RIGHTS MOVEMENT

Maceo C. Dailey Jr. | THE UNIVERSITY OF TEXAS AT EL PASO

Maceo C. Dailey Jr. discusses strategies for teaching the civil rights movement.



The “doll-baby test” was used significantly in *Brown v. Board of Education* to reflect the inferiority complex, the reality that black students were being socialized in a different way. And it was very significant data coming out of a concept we call . . . sociological jurisprudence. That concept and law went back to Louis Brandeis, the famous Harvard-trained attorney. And of course, when the Supreme Court moved in that direction in the 1930s during the Depression, the scholars and the young attorneys who were trained eminently at Howard University recognized, under Charles Houston, the dean of the law school, and Thurgood Marshall, that one could use that concept to challenge the very basis of the concept of separate but equal in American schools.

If one is going to talk about the civil rights movement, it would behoove us to pull into the narrative some of the leaders, the thinkers, the musicians, the artists, even very empathetic whites who weighed in in a very significant way. And, of course, we have the remarkable slave and labor abolitionist, Frederick Douglass, who said, “There’s hope for a people when their laws are just,” and, of course, the great W. E. B. Du Bois, the first black to graduate from Harvard’s history department with a Ph.D., who said that the problem of the twentieth century would be the problem of the color line.

CHALLENGING SEGREGATION

Tiffany M. Gill | THE UNIVERSITY OF TEXAS AT AUSTIN

In this period [from 1920 to 1960], one of the greatest challenges that African Americans faced was being part of this legalized system of segregation. I think it’s important when demarcating social life to first talk about the legal system that kept African Americans and whites separated. It wasn’t a matter of choice; there were actual laws with actual consequences to keep people separate.

There were areas that were not covered by law. Those spaces are a great way to talk about segregation and racial inequality as a social practice. One useful way to talk about that is this term, “racial etiquette”—that there was a particular racial etiquette that operated in the South. So even if the signs weren’t there, even if the laws were not in place, children—black and white children—were taught how to act with one another. This notion of racial etiquette is a useful one for students to understand that these customs . . . went beyond the spaces of the law to govern the day-to-day interactions of blacks and whites. So we have these laws, but then we also have the spaces that the laws did not fill.

Tiffany M. Gill listens to teachers’ comments at the Austin Institute.

And I think that this is important to teach, because if segregation and racial inequality were just a matter of law, that would have meant that in 1954 when [*Plessy v. Ferguson*] gets overturned and segregation is no longer legal, then everything in the South should have kind of gotten back to normal and become harmonious, and that’s not what ended up happening. So we need to talk about what happens outside of the law to govern day-to-day interactions that African Americans face, the unwritten codes that were taught to black and white Southerners.

I think it’s important to not just stay within this idea of oppression and the horrors that African Americans faced, which were very real, but to also look at the ways in which they resisted this system. They never passively accepted lynching or Jim Crow laws or racial etiquette, but they tried to find ways to resist it. And that’s where this idea of a long civil rights movement may be useful for your students. It’s something that’s being talked about a lot within current historical scholarship. Often when we think of the civil rights movements, we think of the 1950s and 1960s, but students need to see that it wasn’t as if in 1954 and 1955 black people emerge out of a stupor and realize that segregation was bad. Yet I think that’s kind of the way the narrative in most traditional history books is: bad things are happening, then all of a sudden Martin Luther King shows up and then everything works itself out. Rather, even in the midst of this very horrific situation, African Americans were constantly trying to find ways to challenge the legal system of segregation and to challenge racial violence and the systems of racial etiquette. I think it’s a way to help your students rethink this history of African Americans in the early twentieth century.



THE STRUGGLE FOR FREEDOM

J. Todd Moyer | UNIVERSITY OF NORTH TEXAS

Maybe the civil rights movement is the struggle for black equality. More recently more historians have called it the “black freedom struggle.” Now that couches this in different terms, doesn’t it? If you need a freedom struggle in the 1960s, then what is the condition of African Americans a hundred years after freedom, after emancipation? It’s not quite freedom; it’s not quite full American inclusion in the system—all of these things. You still need freedom. And the word freedom comes up again and again and again in marches and in the names of campaigns.

Think of this not as *the* civil rights movement—the big, national, monolithic civil rights movement—but as a collection of grassroots movements that are mostly concerned with grassroots issues. That’s going to make it much easier to connect what you’re teaching about African American civil rights movement with the women’s movement, with the Mexican American civil rights movement, etc.

Why did it happen when it did, in the 1950s and 1960s? The United States enjoyed more economic prosperity across a greater part of the spectrum in the 1950s and 1960s than almost at any other point in American history. The middle class was growing; the rising tide was lifting all boats. You can certainly exaggerate this to the point that it’s inaccurate, but the fact that the civil

rights movement happened during a period of growing economic prosperity made it look very different than it would have looked if it had begun on such a large scale in, say, the 1930s. We’d be talking about something much more radical in the 1930s than we are in the 1950s and 1960s. So certainly that growing economic prosperity has to play some part, [as does] the fact that American historians tell us that more American citizens identified with religion, with organized religion, considered themselves practicing Christians, or practicing Jews, or what have you, in the 1950s and 1960s than at any other point in modern American history. And the Gallup poll numbers bear this out. . . . So there is a group of people in the United States who share that vocabulary. And when Dr. King emerges as the leader of the Montgomery bus boycott, he’s able to pitch what they’re doing in both constitutional terms—“we’re American citizens, we deserve this, here’s what we’re going to do, here’s why you need to support us”—and in Christian terms. They sing

“Onward, Christian Soldiers” right before he gets up and gives his first big civil rights speech in Montgomery in December 1954. The fact that more Americans share that vocabulary and that he can speak to that vocabulary—I think you could certainly argue—creates a broader basis of support for the civil rights movement than would have been the case in another era of American history.

J. Todd Moyer introduces documents on the civil rights movement during the Laredo institute.



DELAYED JUSTICE

David M. Oshinsky | THE UNIVERSITY OF TEXAS AT AUSTIN

I can remember being a freshman at Cornell University when Mickey Schwerner, one of the three civil rights workers who would die, came to our campus in the spring and tried to recruit us to come down to Mississippi. . . . J. Edgar Hoover had made it clear, as he said: “It’s not our job to wet-nurse Northern students going to Mississippi,” which really meant you were on your own. And you were on your own in a state where most of the state police were members of the Ku Klux Klan. So I didn’t go, but Schwerner did recruit others.

He went down himself about six months before Freedom Summer to start a Freedom School in Meridian, Mississippi, to teach African Americans how to read, how to fill out voting material, and the like. And a young African American in Meridian named James Chaney kind of became his leading assistant. Just before Freedom Summer, Mickey Schwerner and James Chaney went up to Oxford, Ohio, on another recruiting trip and recruited a young man named Andrew Goodman to come down. Andrew Goodman and Mickey Schwerner were Jewish. They were from New York City and obviously white. James Chaney was African American and local, from Meridian.

There had been a bounty on the head of Mickey Schwerner. The head of the Mississippi Ku Klux Klan, a man named Sam Bowers, had really said, “We are going to kill him,” and it was just a matter of finding the time and place. When Mickey Schwerner was on his way back to Meridian from Oxford, Ohio, he stopped near Philadelphia, Mississippi, which isn’t far from Meridian, because an African American church had been burned.

The Ku Klux Klan had purposely burned the church as a way of getting Schwerner into that area. Schwerner, Chaney, and Goodman looked at the church and then began their trip back to Meridian. On the way home, through Philadelphia, Mississippi, they were stopped by the police for speeding. A deputy, Cecil Price, pulled them over. Price put them in the Neshoba County Jail in Philadelphia, Mississippi, and then called the Ku Klux Klan; he was a member himself. He called a man named Edgar Ray Killen, a fundamentalist Baptist preacher, and said, “Preacher Killen, we have the three guys. We have Mickey Schwerner.” [Schwerner was] known as “Goatee”; that was his code name in the Klan because he had a goatee. Preacher Killen said, “You hold on to him for three or four hours. I’ll get a posse together, and we’ll take care of it.”

That evening, the three young men were let out of the Neshoba County Jail and began their trip back to Meridian. Within a mile or two out of Philadelphia, Mississippi, they were being chased by Klan vehicles and a police car. Speeds reached over a hundred miles an hour. For reasons we do not know, James Chaney, who was driving, pulled the car over. They were pulled out of the car in a place called Rock Cut Road. They were beaten and shot in the head, and they were buried in an earthen dam outside of Philadelphia, Mississippi.

The fact that two young whites from the North were missing became an enormous story. The *New York Times*, CBS News, everybody was following it. Lyndon Johnson basically said to J. Edgar Hoover, “I don’t care if you’ve got to turn that town over, I want those boys. I want to know where they are, what happened to them, and who did what to them.”

They simply could not be found. The FBI then went into Philadelphia, Mississippi, and spread a lot of money around the town. They used tactics that today we would deplore: beating suspects, keeping them basically incognito for thirty hours without bathroom breaks or food, but they really couldn’t break the big ones down. With a \$30,000 reward, they got one guy to tell them where the bodies were buried. Six weeks later, the FBI uncovered the bodies in the earthen dam, and what had been a disappearance then turned into a murder.



David M. Oshinsky delivers a compelling lecture on the “Mississippi Burning” case during the Austin institute.

The FBI put together an extraordinarily powerful federal case. Seventeen members of the Ku Klux Klan, including the sheriff and the deputy in Philadelphia, Mississippi, were put on federal trial in Jackson, Mississippi, not on state murder charges, but on federal charges of violating the civil rights of the dead workers under an 1870 Reconstruction ordinance. Eight of them were found guilty, and nine of them were acquitted.

Preacher Killen, the guy behind it, had a hung jury. There was one holdout, a woman who said she could not send a preacher to jail. The eight guys who were convicted had very short federal terms, then came back to Philadelphia, Mississippi, and that’s where the case was. The state simply refused to prosecute. I think the belief was, on the one hand, why open up this scab, and on the other hand, we may not get twelve jurors to convict and it would be even more embarrassing. So the case was just in limbo for years.

I wrote up the article [in the *New York Times Magazine*], and in the article I said that I thought the time had come—the evidence was there for a state prosecution of Preacher Edgar Ray Killen—and that Mississippi really wouldn’t bind its wound until that happened. Perhaps the time was now. That was the thesis of the article, and five years later, Preacher Edgar Ray Killen was brought up on state murder charges for the killing of each of these civil rights workers. The jury could not agree on first-degree murder, but sentenced him to manslaughter—twenty years to run consecutively—he was then eighty years old, so he will die in Parchman Penitentiary.

TEACHING THE 1965 VOTING RIGHTS ACT

Charles Flanagan | CENTER FOR LEGISLATIVE ARCHIVES AT THE NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

[The 1965 Voting Rights Act] is a very important topic for you to teach. Studying this dramatic moment in history demonstrates to students the essential role of Congress in creating important legislation. Studying this particular legislation also underscores the importance of [young people] voting because it’s one thing to have the right, but unless you exercise it, it’s not real. We want the kids to be appreciative of what history gave them, and to use the right to vote to be active and informed citizens who hold Congress accountable and who make our country really fulfill its promise.

If you take [students] right to the heart of the drama and you want to teach them how to think, you go to the House of Representatives—that’s the branch of the federal government that is the closest to the people. So if you study the evidence that the House looked at, you’re going to hear the voices of how American people felt about this legislation. Getting your kids to hear those voices is going to bring history to life for them, and it’s going to really make this more than just another set of facts. Some of the voices are pretty scary.

In addition to hearing those voices from newspapers and letters, you also can see what government officials said when they testified before the House. You see that Nicholas Katzenbach, attorney general, says, “The story of Selma illustrates a good deal more than voting discrimination and litigation delay. It also illustrates another obstacle, sometimes more subtle, certainly more damaging. I’m talking about fear.” And really what you get your students to see is that what was happening in the South wasn’t just a Constitutional issue. This is a grave social injustice, where African Americans are denied their rights and fear was the instrument used to keep them from voting. If you vote, you lose your farm. If you vote, you maybe lose your life.



Charles Flanagan speaks with teachers about the 1965 Voting Rights Act during the Austin institute.

WOMEN’S POLITICAL ACTIVISM

Gretchen Ritter | THE UNIVERSITY OF TEXAS AT AUSTIN

Women weren’t strongly represented in the community governance vision in the Bill of Rights. Women weren’t included on juries; they weren’t serving militias; they weren’t commonly part of assemblies. So to the degree that you’re thinking about how your communities are organized and how that provides a foundation for democracy, we were typically thinking of men as heads of households. And, of course, there are exclusions for women on all these things at the time. But I do want to suggest also that they may have been represented in the more freedom-of-conscience provisions. One that I want to suggest is really important for women over time, even more than free speech, is the free exercise of religion.

There is also a really great reliance on freedom of conscience. How do women enter political activism in American history? It’s often by claiming their own notions of justice, of morality, and attaching those to religion. A very early example, one that predates the founding, is Anne Hutchinson. “God told me this; I have freedom of conscience to express it.” You can think about all the activists connected with abolition. Abolition becomes the first big, national movement where women have a strong presence. Both African American and non–African American women activists are claiming religion. Many of them, in fact, are ordained.

A gender exclusion was explicitly being written into the Constitution, and that made it harder. So at that point, women said that if we’re going to get any other rights and protections, we need the right to vote. One way of thinking about why the right to vote is so significant is that there was an assumption up to this time that women’s political interests were represented by their families—their husbands or their fathers. So the most radical thing about the right to vote in this period was the idea that women would have individual interests separate from their husbands’ and their fathers’.

The civil rights legacy is so fundamental to the women’s rights movement. We can’t teach this or talk about it adequately without making this connection. There’s been a lot of great scholarship in recent years on the way that World War II and the Cold War set up what we have come to know as the rights revolution. How we start to differentiate ourselves from Nazism, from the Soviet Union, and think about what makes us a great nation is our commitment to a certain notion of rights. That gets traction first around [the subject of] race and then spreads—some would say it’s continuing to spread—through other groups, the first large one being women. And the model of this on an activist side . . . is the NAACP Legal Defense and Education Fund, which pursues a very clear legal strategy of changing our interpretation and understanding of the equal protection clause, a strategy that ultimately results in *Brown*, with a lot of other cases along the way. Women did the same thing. Ruth Bader Ginsburg consciously follows the strategy of NAACP Legal Defense and Education. She did it when she was head of the Women’s Rights Project for the ACLU. She argues a series of seven cases before the Supreme Court in the 1970s, wins all but one of them, I think, and gets the equal protection clause finally applied to sex discrimination.

Gretchen Ritter delivers a presentation on women’s activism as part of the Austin institute.



X. Mexican American Civil Rights



Mexican American Soldiers, 1945.
Photograph, 8 x 10 in. Shades of L.A.
Series, Los Angeles Public Library

*Anthony Quiroz discusses primary
source documents with Jonathan
Cherry and other Laredo teachers.*



MEXICAN AMERICANS IN THE 20TH CENTURY

Anthony Quiroz | TEXAS A&M UNIVERSITY-CORPUS CHRISTI

One of the things that affects the Mexican American generation very deeply is World War I. These young men are drafted; many of them join the military. They go off to fight to make the world safe for democracy, and they get home and their kids are still segregated in school. They still can't go to the beaches in Corpus Christi; they can't go to movie theaters. The [Mexican Americans] who are getting educations are the exceptions that prove the rule. And so they figure [they're] not going to put up with that anymore, and they begin to make organizations like the Knights of America and the Order Sons of America. . . . What's key in those two terms? America. They are not seeking special treatment; they're not seeking to be seen as different. They want to be just like everybody else. All they want is a fair shake. And so these folks began to become politically active. . . . For the Mexican American generation there's a small middle class. They're beginning to see themselves as Americans, and now they're seeing themselves as Americans who happen to be Mexican. There's a difference. As opposed to Mexicans who happen to live in America, now they're Americans who happen to be Mexican. . . .They began to understand that their future lay on the north side of the river.

THE MEANING OF CITIZENSHIP

Monica Perales | UNIVERSITY OF HOUSTON

The first point that is really critical for students to understand is the meanings—the multiple meanings—of “citizenship,” . . . but also the limits of this kind of idea, this notion of citizenship. The second major theme or issue is the long struggle for equality. . . . We think about Mexican American history as being something very recent, and in particular we focus on the events of the 1960s and 1970s. This is a pretty short view of history. But actually, Mexican American history is much longer, and this struggle, this long struggle for equality and for civil rights is one that stretches back many years. I think this is where we can make these important connections. And the final point is to think about the ways in which Mexican American history *is* U.S. history. Rather than treating it as something that's separate, something that detracts from our understanding of the larger narrative of U.S. history, it's actually very much integral to the evolution of our country and of the ideals that it possesses and espouses.

Citizenship is only in part a legal designation. There are different ways in which to conceive of national belonging, identity, how one sees oneself. And there are also ways in which citizenship is viewed in regard to other people. . . . If citizenship were as simple as what it says on a piece of paper, then we wouldn't have had to have this long struggle over civil rights, not just for African Americans but for other groups as well.

When we think about U.S. Latinos, when we think about Mexican Americans, we have to recognize that it is a diverse population. On the one hand, it is composed of individuals [who are] part of long-standing communities, people with generations-long histories in the regions of the Southwest, people for whom the border moved and created citizens out of them. But it's also an immigrant population with a very recent immigration history. In fact, at any given point in the twentieth century, we have a very mixed population that includes people who are citizens who are native born and people who are naturalized citizens, as well as undocumented residents, and [we have both] old and new communities. So I think it's critical to complicate this idea of what citizenship is.

Mexican Americans, in U.S. history, have historically been considered to be Caucasian, technically white, legally white. So the Jim Crow laws that applied to African Americans didn't necessarily apply to Mexican Americans in the same way. However, this isn't to say that there weren't other ways of seeing this group as being racially “other,” as being suspect. Factors like naturalization status, color, language, class—all of these things work together to create this kind of suspect citizenship, this kind of marker of racial difference among U.S. Latinos.

It's important to not just think about how citizenship is denied or seen as not belonging to this group, but also how individuals view themselves, to think about how Mexicans conceive of and define their own sense of self, their own sense of belonging. And here I think it's critical to engage these kinds of cultural elements of citizenship, the ways in which marginalized communities draw on their histories and claim a kind of sense of rights and citizenship based on cultural aspects and an affirmation of cultural identity as another way of thinking about citizenship.

Mexican Americans found themselves locked in low-paying, low-skill jobs often regardless of their experience or education. Restrictive covenants limited access to certain neighborhoods, but more often than not, the economic conditions that Mexicans found themselves in kept them locked

*Monica Perales presents on Mexican
Americans in the twentieth century
at the Austin institute.*



in barrios in cities where there were few services, including sanitation services and plumbing. Many times, this segregation was enforced by custom, which could be as powerful as the segregation enforced by law. There are stories across the Southwest—and really in other parts of the country where Mexican Americans established themselves—that resonate very much with the African American experience. . . . These kinds of boundaries, these social and racial boundaries, were very stark and were a reality, and in some cases were supported and bolstered by local customs and everyday practices, but sometimes reinforced by violence. The Texas Rangers notoriously used violence as a means of maintaining separation. And, of course, schools also were a place where segregation of Mexicans also occurred. . . . And because Mexicans were considered technically, legally white, this kind of segregation was not necessarily about race per se, but rather how race fused things like language and a perceived lack of intelligence. This justified the separation of Mexican children into so-called Mexican schools, whose facilities were vastly inferior to those of neighboring Anglo schools.

[The struggle for equality is] a much longer history, as suggested to us by the presence of Hector P. Garcia. In fact, labor activism and workers' rights are critical areas where we see the mobilization around a question of rights. And this history goes back into the early twentieth century, as early as the 1910s, and even before the 1910s. In 1903, Mexican workers, Mexican miners in Clifton and Morenci, Arizona, were organizing for better working conditions and for access to equal jobs, equal access to good-paying jobs at the Arizona copper mining companies. In the 1930s, using a different approach, using radical politics as her framework, Emma Tenayuca organized San Antonio's pecan shellers to strike for better wages and working conditions. Emma Tenayuca also pointed to the fact that it wasn't just about workers' rights, but it was a larger pattern of racial discrimination and a second-tier citizenship that affected Mexicans living in Texas. . . . It was a question of human rights in many ways.

Hernandez v. Texas is a case that is really powerful; it really gets to the heart of the meaning of citizenship, what it means to be a citizen and to be able to do one's civic duty. However, it's kind of hard to really rally behind because it's about jury duty. . . . But this case is fundamentally important because it speaks to this question of what are the rights and responsibilities of a citizen and what does it mean to have those rights denied.

In the very courthouse where they're arguing that there is no discrimination against Mexican Americans, there is this sign [over the restroom that reads "Colored Men, Hombres Aquí"]. The attorneys who were defending Pete Hernandez couldn't even use the [same] restroom [as whites]. The case makes its way all the way up to the Supreme Court. . . . This is the first time Mexican American lawyers argue a case before the U.S. Supreme Court, but it also gets on the record the experience and the history of discrimination against Mexican Americans in the state of Texas. And really what they're arguing for is a more capacious understanding of the Fourteenth Amendment. . . . So again [this is] a very significant case because it shows that this history, this denial of citizenship, this lack of citizenship and the recognition thereof, is something significant. And so in this way, it dovetails with the larger discussions of civil rights that you cover in your classroom already.

HERNANDEZ V. TEXAS AND THE BILL OF RIGHTS

Steven R. Boyd | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

The most important [constitutional] development of the twentieth century is the idea that the Bill of Rights, through the Fourteenth Amendment, extends and protects your rights against state action as well as against federal action. That's the most important [constitutional] development, in my judgment, of the twentieth century—that we take seriously the idea of rights, protected against both federal and state encroachment.

When the Supreme Court began the process of nationalization of the Bill of Rights, they engaged in judicial activism. They reversed by 180 degrees that which the framers intended with the creation of the Bill of Rights in the first place. It is also a set of public policy choices that most of us agree with most of the time.

[In *Hernandez v. Texas*] the court rules unanimously one month before *Brown v. Board of Education*. Hispanics are protected in the same way that African Americans are protected in their legal rights, including the right to serve on juries in east Texas, in south Texas, across the state. The court holds that when a class exists—a group of people who are treated differently in law or practice—the guarantees of the Constitution are violated. You can't exclude people simply because of their national origin, their ancestry, the character of their language, or their name. They should serve [on juries], and if the State of Texas doesn't do that, [it is] in violation of the Fourteenth Amendment and in violation of the guarantees of the Bill of Rights.



Steven R. Boyd discusses the Hernandez v. Texas case during the San Antonio institute.

THE STRUGGLE FOR MEXICAN AMERICAN CIVIL RIGHTS

Ignacio M. García | BRIGHAM YOUNG UNIVERSITY

The study of Mexican American civil rights is skewed by what we and other scholars have called the black/white binary in American history. In American history, there's only black, and there's only white. That doesn't necessarily create any advantages for African Americans, but nonetheless, for other groups it does create a dilemma. . . . In essence, there are two polar ends: white and black, and everybody fits in there. You are better the closer you get to white and [worse] the closer you get to black. So in a sense, it's a binary and the rest of us have to fit into that process, which in itself is a disadvantage immediately. The thing about Mexican American struggles for civil rights is that it is a very open-ended process because we have, as El Paso knows firsthand, we have immigration. And immigration will change every face and stage of Mexican American struggles for civil rights because once you think you won something, more immigrants come in and there is a refighting of the battle. And they themselves become an issue.

There are at least three stages to looking at Mexican American struggles for civil rights. The first stage of the struggle comes right after what we Chicano historians call the War of Conquest—that is, the war between the U.S. and Mexico. It is a Euro-white occupation of the Southwest. People lose their lands. They lose their governments. They lose their culture and social rights. So it is, very clearly, an occupation. This struggle for rights . . . begins from around 1856 to the early teens of the twentieth century. This is the first phase of the struggle of Mexicanos for their rights. It is a struggle that takes the form of internal communities. That is, when Mexicans in this land lose the war, they then have to establish an internal community because their whole sense of governance, language, rights, is

lost during the war. Despite the Treaty of Guadalupe Hidalgo, most Mexican Americans or most Mexicans who are here after the war lose much of their rights, their land, their language, the way they function. So the first thing is to survive . . . that is the form of building internal communities. Sort of making do with what you have. So you develop natural leaders because you don't have political leaders. You develop a native church because the church itself is transformed after the occupation. You have many Irish and Polish priests coming into the Southwest and so all the Spanish . . . leave and you have to develop a sort of religious community in order to replace what was the church at one time. And you have to deal with the whole notion of violence. Violence against Mexicans is extremely acute, and so people have to survive on that. You see the creation of mutual aid societies because there is no structure—political, governmental structure—to assist Mexicanos, so you have these mutual aid societies that begin to provide insurance, life insurance, . . . job referrals, schooling, . . . festivals, . . . patriotic ceremonies both Mexican and American, and that's the first stage. . . . This is a stage in which Mexican Americans are struggling to get a sense of who they are.

Ignacio M. García delivers a lecture on Hispanic Americans and civil rights to teachers in El Paso.



one is much more militant, much more radical, much more nationalistic, much more labor and grassroots focused. It will take the notions of being Mexicano, an identity, much further away.

The Chicano movement sought to create a whole new narrative. It doesn't matter if I fit in; this is my history. I was here, I had communities, I had ideas. You came in and took that away from me, and ever since I've been fighting to recuperate that. This narrative will at times follow along the American narrative, at times cross [it], and at other times reject American history.

The second stage of what I call the struggle for Mexican American rights occurs between the 1920s to the very early 1960s. This is a phase that is much more integrationist—Mexicanos, particularly well-educated, more elite Mexicanos, begin to stop looking toward Mexico as an option. This particular stage is a very traditional civil rights stage, that is, you will find that many of the elements—desegregation, voting rights, housing, political participation—these are very traditional civil rights notions. But into this traditional civil rights struggle are added the issues of immigration, language, and historical interpretation. Other groups will engage in historical interpretation. In some ways, Mexican Americans have an easier access to do that. Mexican Americans came from Mexico; African Americans came from many different countries. . . . We will be able to jump into the major Mexican notions of history to strengthen that historical interpretation.

The third stage, what we know as the Chicano movement, is one that begins in the 1950s and lasts through the late 1970s. . . . This

THE CHICANO MOVEMENT

Jerry González | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

The Chicano movement is associated with the youth movement of the 1960s and 1970s. It's generally ascribed to a generational break between what were considered more middle-class Mexican Americans and youthful Chicanos. What I hope to demonstrate here today is that there wasn't so much a clean generational break as a continuation of political activism that began in Mexican American neighborhoods and communities and [has] extended well into the present. . . . There is a very marked difference in the kind of language used by Chicano and Chicana activists from their predecessors. However, you see a continuation of the same kinds of demands for equal access to education, to health care, and to electoral representation. You see many of the same kinds of demands with a new kind of language.

This early generation saw themselves as another ethnic group akin to Italians, Greeks, Poles, etc., and sought eventually—or hoped eventually—to gain first-class citizenship. So organizations like LULAC were instrumental in bringing about legal challenges to segregated facilities. Schools were certainly a target. Segregated schools were targeted by LULAC.

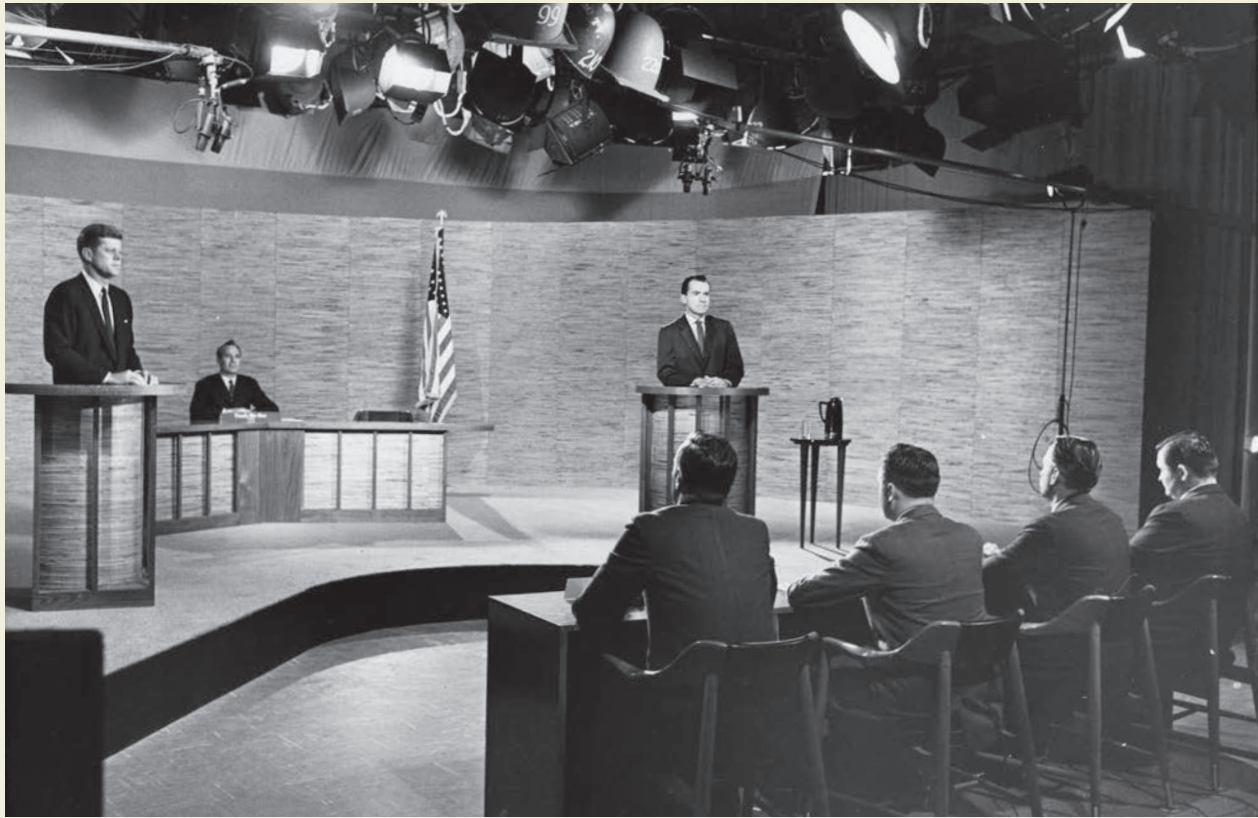
Disillusionment with the Democratic Party, however, was also tied to the Vietnam War. Chicanos were dying disproportionately to other ethnic and racialized groups, a statistic that Mexican Americans and the emerging Chicano cultural nationalist group were very aware of.

In addition to education, health care, jobs, and electoral representation, Mexican Americans began demanding recognition of their historical space and their historical identities that were tied to indigeneity and tied to the land. Corky Gonzales, as I mentioned in the outset, was absolutely pivotal in this movement because he was a Democratic Party member. He was highly active in local Democratic Party politics in Denver, Colorado, and he experienced the neglect of the Democratic Party firsthand. It was under Corky Gonzales that Chicano cultural nationalism really gained a foothold in barrios nationwide.

Teachers in San Antonio discuss primary source documents with Jerry González.



XI. Postwar America



Senator John F. Kennedy (left) and Vice President Richard M. Nixon (right) answer questions on the podium during the second in a series of debates between the two men. Frank McGee (center) of NBC News was moderator for this session. Washington, D.C., October 7, 1960. *United States Information Agency, UPI/WAP-100713.*

GLOBALIZATION, MILITARIZATION, AND INTERNALIZATION

James C. Schneider | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

There are really three key trends in the Cold War: globalization, militarization, and internalization. . . . The initial focal point of the rivalry and suspicion between the USSR and the United States and the other Western nations is, of course, Europe. That’s where the forces meet. The Americans are able to keep Russian forces out of Japan, so there’s no particular wrangling over the occupation of Japan. It’s really Europe where the initial focus of things is, and, of course, that’s where Germany and the number one threat to peace is. So the Cold War arises over what’s going to happen in Europe. There are a series of important stages in that. There was unrest in Greece, which gave rise to the Truman Doctrine. There was general economic suffering in Europe, which gave rise to the Marshall Plan. . . . But ultimately things coalesced at the end of the 1940s with the formation of NATO, the North Atlantic Treaty Organization. Nobody realizes it at the time, but by the end of the 1940s, the situation in Europe has really kind of settled. It remains an area of concern, particularly the city of Berlin, which is entirely in the Soviet-occupied zone of Germany, but there’s a sort of little Western island in there. And Berlin will remain a spot for recurrent crises all the way down through 1961. But hindsight is the historian’s greatest weapon, and what we can see in hindsight is that while there are challenges and areas of concern, basically Europe has settled into a form it’s going to take for several more decades by the end of the 1940s.

What happens beginning about 1950 or so—and, in fact, you can go earlier than that if you include China, as you should—what happens in the 1950s and afterwards is that the Cold War goes global. And what I mean by that is that increasingly those areas which are areas of prime concern are non-European: Korea, the Middle East, Southeast Asia, with Vietnam, of course, and Latin America,

above all with Cuba. So one of the trends that knits all of this together is that the Cold War goes global. It starts in Europe, but the focus spreads.

The second general trend is militarization. When the Americans are putting together their policy for how to confront this new international situation . . . the label we give to the policy is containment. And the architect of the containment policy—its intellectual architect at least—is the State Department official by the name of George Kennan [who did] long service in the Soviet Union. And Kennan sent an enormously long telegram, which is cleverly enough known as the “long telegram,” back to Washington. Somebody in the State Department asked for his assessment of Soviet affairs, and, as Kennan writes in his memoirs, “They asked for it, and they got it.” It’s about an eight-thousand-word telegram, if I remember. In the “long telegram,” and then in an article published in an influential journal, Kennan laid out a policy that comes to be called containment, which is basically that what should happen is that Soviet expansionism should be checked. That’s the basic goal here. Kennan says the internal contradictions of the Soviet system are so great that eventually it will fall apart. The language is ambiguous. Kennan insisted ever after that the primary thrust as far as he is concerned, that is, what the United States should be doing was “providing political and economic support to countries on the periphery of Soviet influence.” Kennan always insisted that he never thought there was any serious likelihood that the Red Army would march on Paris. Not a few of us look at the language and say that if that’s what he meant, he wasn’t particularly clear in his language. But the initial focus of American aid was as much economic and political support as it was anything else. The trend, however, again is increasingly to see the Cold War conflict in military terms. And here, 1949–1950 is the pivotal period.

It’s pivotal for three reasons. In the first place, Mao comes to power in China, winning the Civil War. That suggests that Communism is happy to resort to military means to advance its cause. That same year, the Soviet Union explodes the atomic bomb. People on the inside knew that the atomic technology, the theory, is not all that hard. Actually manufacturing materials is the difficult part. But all Americans on the inside of this expected the Soviet Union to get the bomb. Few of them expected the Soviet Union to get the bomb as soon as it did. In terms of the general public, this looked like an unmitigated disaster. And so that really raised the level of apprehension. But the cementing event here is Korea in 1950, when North Korea invades South Korea. To Americans this looks . . . as though Communism is on the march. So from Korea onwards, there is a clear tendency to see the Cold War in military terms.

The third and final trend is internalization, and that is that the Cold War affects the United States, its internal institutions, and its internal attitudes. The most famous result, of course, is McCarthyism. But the more enduring thing of the Cold War . . . is the growth in the power of government and the growth, in particular, of the power of the presidency. One of the absolute marker laws that makes modern America modern is the National Security Act of 1957. It consolidates the military into the Department of Defense. It creates the National Security Council to advise the president. And, finally, it creates the CIA.



James C. Schneider speaks with teachers in San Antonio.

CONTAINMENT, CREDIBILITY, AND THE COLD WAR

Mark Atwood Lawrence | THE UNIVERSITY OF TEXAS AT AUSTIN

Mark Atwood Lawrence introduces
a few primary source documents
to teachers in Laredo.



So why American intervention? . . . The most obvious and, I think, most often discussed reason for American intervention is the American desire in 1950 to uphold containment. So in 1946 and 1947 American decision makers in the Truman administration had settled on the policy of containment as the way to deal with a threat that Americans perceived from the Soviet Union: the danger of Soviet expansion into Europe or into non-Communist areas of Asia. Containment is a very interesting policy and, I think in my experience, interesting to really push students to see how it wasn't obvious

that containment would be the choice. Containment essentially involved conceding huge swaths of the globe to the Communists: the Soviet Union, the territories that the Soviet Union controlled in eastern Europe, northern Korea, a few other places around the world. So Americans basically made the decision in 1946 and 1947 not to try to roll back Communism, but to allow it to exist in the places where it already existed. And the idea of course, capturing the "containing" metaphor, was that the United States would build foreign policy around the goal of preventing further expansion. So, in June 1950 the North Koreans cross the 38th parallel and invade South Korea, which looks like an episode that, by the logic that Americans had developed by this point, required a military response to put the containment approach into action. . . . This goal is very much on American minds.

Americans were also worried about credibility. . . . By 1950, the Truman administration had decided to wage the Cold War in a very particular way, to uphold containment in a very particular way. The Truman administration decided to do so by forming alliances. . . . I suppose you can trace it back into the Second World War, but especially in the early Cold War, Americans made a 180-degree turn from the long tradition of American foreign policy and started to form alliances. They formed alliances with Latin America, with Japan, with Australia, with New Zealand ultimately, and with, of course, western Europe—NATO in 1949 being the most obvious example. So credibility started, with the formation of these alliances, to become a major consideration for American foreign policy makers. Why would this be? Well, what scholars have emphasized over and over again is that if you decide to do your foreign policy agenda via alliances, you have to worry a lot about what decision makers—if not the public more generally—in those places you're allied with, think of you. If you are seen as not living up to your alliance commitments, suddenly your alliance starts to crumble. And there was a lot of anxiety in the early Cold War about the possibility that setbacks to the United States would tend to dissolve these alliances.

[Regarding] domestic politics, we're talking about 1950, of course, the heyday of McCarthyism in the United States. The Truman administration, by June 1950, had taken a huge amount of abuse for failing—or at least that was the way it was understood in many American minds at the time—to prevent a Communist victory in China in 1949. The culmination of the Chinese Civil War, which had been going on for decades by that point, came in October 1949, and the Truman administration was absolutely lambasted for allegedly failing to do what was necessary to keep what is, after all, the world's most populous country out of the Communist orbit. So the Truman administration, the argument goes, was very concerned to demonstrate its vigor, to show the American electorate, ultimately, that it was tough, that it would stand tall against threats to American national security.

AMERICAN INTERVENTION IN KOREA AND VIETNAM

Mark Atwood Lawrence | THE UNIVERSITY OF TEXAS AT AUSTIN

One of the most important, albeit very basic, observations to make is that there was not a singular motive that drove the United States into Korea or Vietnam, just as—we are learning—there was not a singular motive that led the United States into Iraq. These decisions for intervention are complicated and—certainly this was the case in Korea and Vietnam—represent a confluence of different calculations and different considerations, different ones of which weighed in varying degrees in the minds of various policy makers. So it's very difficult to generalize and say, that this was the reason for American intervention. . . . In connection with Korea, one can easily tease out a kind of geopolitical motive: containment, the idea embraced very early in the Cold War that the United States would basically allow the Communists to control the territory that they controlled by 1946 or 1947. The strategy would not be to roll back Communism, at least not in the short term, but rather to prevent the further expansion of Communism, to contain it. So when North Korea invaded South Korea in June 1950, it seemed to American policy makers that this was the kind of behavior on the Communists' part that should trigger an American reaction according to the logic of containment.

It turns out that American policy makers worried a great deal in 1950—as they would much more acutely, I think, in connection with Vietnam—about credibility. They asked themselves what would be the lesson that the rest of the world would learn if we didn't respond to this Communist aggression across the 38th parallel. What would our allies think? . . . American policy makers in the Truman administration believed that American credibility was at stake. They had to live up to their commitments to defend against Communist expansion if they expected other countries to line up alongside the United States in pursuing the Cold War. And then regarding domestic politics, the Korean War broke out in the early phases of the McCarthy period, and Harry Truman and the rest of his administration felt a good deal of political pressure to show toughness against Communists. It seems to me that this was very much an important part of the package of considerations that led to the American decision to intervene in Korea.

The domestic politics argument here goes something like this. In 1949, the Chinese Civil War, which had been going on for decades by that point, came to an end. The Communists, of course, prevailed. The People's Republic of China was established. Mao Tse-tung became the leader of a new Communist China. Well, back home in the United States, Harry Truman was, of course, ruthlessly attacked, so the commentary went at the time, for failing to do everything he could to prevent the world's most populous country from falling to the Communists. He was weak on national security; he was weak on Communists. Of course, this was again part of the McCarthy period in the early 1950s. What historians of the Vietnam War have said over and over again is that American politicians learned from that experience of the early 1950s; they took away a lesson. And the lesson they took away was that there would be a very steep political price that any president—possibly other politicians as well, but especially presidents—would pay if a piece of global real estate were lost to the Communists on his watch. There would be an enormous price because you would basically be giving



Men of the 1st Marine Division capture Chinese Communists during fighting on the central Korean front, Hoengsong, March 2, 1951, 1927–1981. Item from Record Group 127: Records of the U.S. Marine Corps, 1775 – 9999, National Archives and Records Administration.

the other side an argument, a very compelling and powerful argument under the conditions of the Cold War, which could be used to beat up on that president. So individual presidents, the argument runs—Truman, and then Eisenhower, Kennedy, Johnson, and Nixon—had internalized this lesson. They could not afford to see Vietnam lost on their watch. And so, to bring this back to the specific question of how the United States made the decision to escalate in Vietnam in the mid-1960s, the argument here would suggest that LBJ, who was the poor president who happened to be in office when things got really desperately bad in Vietnam, calculated that he could not back down, could not withdraw, could not scale back because his own presidency was at stake, and he was, of course, thinking about reelection in 1968. But more than that, the Democratic Party was at stake. The Democratic Party might not recover for five, or ten, or twenty years from so cataclysmic—so people believed at the time—a setback as the loss of Vietnam.

LEGACIES OF THE COLD WAR

Jon Hunner | NEW MEXICO STATE UNIVERSITY

The beginning of the end of the Cold War came about when Gorbachev became the prime minister of the Soviet Union. Gorbachev was handed a failed economic system, which failed partly because of the expensive arms race that we had been engaged in with the Soviet Union for forty years or so. Nuclear weapons are very expensive to develop and to store. But [it had also failed] partly because the communist system was not based in real economic systems, was not based on supply and demand. They didn't do cost-benefit analysis. If they wanted to build a big building that was a concert hall, they'd build it. [It] didn't matter that there wasn't the money to support that. So Gorbachev brought in openness and started changing some of the things that occurred in the Soviet Union, including this Intermediate-Range Nuclear Forces Treaty in 1987 with President Ronald Reagan, to start reducing the nuclear weapons between us.

What are the legacies of the Cold War? Well first, at the end of it, the United States emerged as the most powerful country in the world. It had been a powerful country since World War II, but it competed with the Soviet Union for land, competed for markets, competed for ideology, for political alliances. With the fall of the Soviet Union, the United States emerged as the sole superpower. Another legacy is that the economies of the United States and the Soviet Union during the Cold War period were directed to war, and the military-industrial complex was created, which distorted the economy. The United States had not had a standing army in periods of peace up until the end of World War II. We would have large armies at times of national emergencies, but then at the end of those national emergencies we would go back to a very small standing army. That was one of our complaints against the British: they had standing armies in our colonies. At the end of World War II, because we were on the verge of war, because at any moment a hydrogen bomb might drop in downtown El Paso or somewhere else and we would be at war, we had to keep on a war footing for that whole period. And so we built this huge military-industrial complex. In 2010, almost twenty years after the Cold War was over, the United States spent 4.7 percent of its gross domestic product on the military, \$687 trillion. Now, there was a tech surge that accompanied that. Some of the technological advances that we have with computers, with communications, with space, with satellites, all are spin-offs of this arms race with the Soviet Union, so that's one of the benefits. We were engaged in proxy wars, both us as well as the Soviet Union, in places around the world, Vietnam being one of them. . . . The Cold War has a reputation for not being a hot war, but there were a lot of hot conflicts: Vietnam being one of them, Korea being another one, Afghanistan when the Soviets were there. [All] were proxy wars where many, many people lost their lives. The United States and the Soviet Union were on a war footing for about forty years. The political, economic, and military legacies are still with us, even though we're about twenty years past the end of the Cold War.



Jon Hunner gives a lecture on the Cold War at the El Paso institute.

THE 1950s

David M. Oshinsky | THE UNIVERSITY OF TEXAS AT AUSTIN

The 1950s have been seen by most historians as a bleak, bland, repressive decade that is kind of squeezed in between the heroism of the 1940s and the activism of the 1960s. I think that's a mistake. I must admit that having grown up in the 1950s, I see this enormous disconnect between the way historians—particularly at the time—viewed it, men such as Richard Hofstadter, Henry Steele Commager, and David Potter. They viewed the fifties as a decade of squandered opportunity, and if you look at the books, including my own, . . . that were written on politics in the 1950s, you have things like the *Decade of Fear*, *A Conspiracy So Immense*, *The Nightmare Years*. These are all kind of pejoratives of what the 1950s were supposed to mean.

However, I must say that I remember another side of the 1950s, which for someone my age—and I think for most Americans—was quite positive: the rise of television, the birth of rock and roll, the coming of the national highway system. I mean, what can a kid want more than those three things mixed together? Peace and prosperity, enormous scientific and medical progress in terms of vaccines, antibiotics, medical research, and the like. In other words, the 1950s was not some bleak decade that got you from the 1940s to the 1960s. It was a decade loaded with energy: cultural energy, political energy, scientific energy, and the like. Indeed, when I started writing my polio book, I realized that the great Salk vaccine trials occurred in the spring of 1954; indeed, they were at their height during one week in June. At this very moment, when the biggest public health experiment in American history was going on, you had the Army-McCarthy hearings coming to their crisis, you had *Brown v. Board of Education*, which came out of the Supreme Court in that same week, and you had the fall of Dien Bien Phu in Indochina, which was really one of the keys that led to full American involvement in Vietnam. So what I'm saying to you in a way is the 1950s are more than they have been told to us by historians, journalists, and the like, who in some ways are never fully beyond what they see as the ills of the McCarthy era and the writings of John Kenneth Galbraith . . . and others about the missed opportunities of the 1950s. I don't see it that way. I see the 1950s as a vital decade, one that can be taught in all kinds of different ways.

The most important aspect was that polio, in epidemic terms, is a disease of the West, and it's mainly a disease of the twentieth century. The polio virus had always been out there, but it really becomes major in the United States in the 1930s, 1940s, and 1950s, and the question is why did this happen? And the answer is we don't know. The belief, however, among medical authorities today is that polio was a disease of cleanliness, meaning that the more antiseptic we became as a society, the less likely infants were to be exposed to polio virus at a time when they have maternal antibodies and the disease itself is less virulent. So what you see in the case of polio are not only the numbers going up to literally fifty thousand a year by the early 1950s, but also the age of polio victims. . . . By far the most famous polio survivor is Franklin Delano Roosevelt. FDR gets polio at the age of thirty-nine. He comes from this big, strapping aristocratic family with the best medical care, and yet in 1921 he comes down with polio, which means that nobody was safe from the disease. . . . The important fact is that FDR was paralyzed from the waist down, and he would remain that way until the day he died. . . . What FDR did was to begin the most important philanthropic organization in history, to my mind, and that was the March of Dimes.

By 1954, the March of Dimes was ready for the biggest public health experiment in American history, which was basically a study lining up two million American kids, giving half of them the real vaccine and half of them a placebo. It was amazing. Can you imagine parents today not knowing if a vaccine was fully safe or would work and throwing their kids into line? And yet that's exactly what happened. Why? People had faith in the vaccine, people had faith in the March of Dimes, but most of all, people were scared out of their wits by polio. They made the kind of risk-versus-reward decision that parents are unwilling to make today. . . . It turned out that the vaccine, after a year's worth of study, was incredibly effective.

THE GREAT SOCIETY

Michael L. Gillette | HUMANITIES TEXAS

Today, we’re still debating some of the same basic questions about the proper role of the federal government that Americans debated in the 1960s: what can government do? What should government do? And how should it do it?

Each generation answers these questions differently as the political pendulum swings back and forth. So it’s important to examine the Great Society within the context of the 1960s as well as from our own perspective, with the benefit of hindsight. I want to offer four basic points in discussing the Great Society. The first is that significant needs caused genuine concerns that actually shaped the public policy agenda. Urbanization and technology—the same forces that John Sloan captured in that wonderful 1912 painting that adorns the cover [of this volume]—accelerated dramatically in the decades that followed. A recognition of these needs swayed public opinion, which in turn influenced policy makers and in some cases, vice versa.

The second point is that timing and circumstances, as well as key individuals, made government expansion possible. Many of the nation’s concerns had been on the public policy agenda for years without any action. Why did legislative remedies suddenly spring forth in the mid-1960s? Perhaps because an alignment of fate, economic prosperity, generational values, and bipartisan leadership all combined to provide a rare opportunity for government action.

My third point is that government innovation is experimentation, a process of trial and error. When change occurs in a political environment subject to the legislative imperatives of concession and compromise, the result is imperfect, fraught with overreaching, watering down, and unintended consequences. The implementation of change is also imperfect, with expansion always outpacing planning and evaluation, and also always subject to the uncertainties of the budget cycle. Now many of LBJ’s Great Society programs have been refined, improved, in some cases diminished, and, in effect, housebroken by the subsequent occupants of the White House and the Congress.

My fourth point is, as Larry O’Brien, the consummate pro who steered the Great Society legislation through the Congress, observed, “There are no final victories.” Countervailing force inevitably propels the pendulum in the opposite direction, and the form, if not the substance, of many Great Society initiatives is still being debated today. On the other hand, there are some elements that have become so interwoven in the fabric of our daily lives that we have taken them for granted and are not even conscious of them.

Michael L. Gillette presents on LBJ’s Great Society.



CONSERVATISM IN POST-WORLD WAR II AMERICA

Michelle Nickerson | THE UNIVERSITY OF TEXAS AT DALLAS

The Reagan Revolution is actually not at all . . . divorced from the Christian right, because the speech that he gave, the “Evil Empire” speech, was given to a group of evangelicals, and he talks about the importance of prayer. But Reagan’s legacy is mainly seen as economic, and the way in which he brought a new attitude about government into the White House. Ronald Reagan, of course, was a career actor, and his career in politics was launched in 1964 when he gave a speech for [Barry] Goldwater, “A Time for Choosing,” that was televised; it was sponsored by General Electric. He gave the speech again at the convention when Goldwater was nominated. It was kind of like the Barack Obama speech that brought Obama to the attention of the Democratic National Convention. Everybody saw Reagan and said wow, he’s the next one. He becomes governor of California in 1966. Basically it was an antiradical campaign that he waged against student activists, among other things, that brings him to office. Then in 1980 he’s president and his centerpiece was the so-called Reagan Revolution, or Reaganomics—this focus on reducing government. To give you a quote from Reagan: “Government is not the solution to our problems; government is the problem.” And the logic behind this was that Reagan wanted to promote incentives for entrepreneurs to create new business, for capitalists to invest more and thereby create more wealth and jobs in the United States. This is also called, of course, supply-side economics. . . . Reagan promised that under his administration, government would no longer micromanage the economy or redistribute existing income—no more Johnson-era Great Society programs. In practice, this revolution included three major changes: dramatically reducing taxes; dramatically redefining the relationship between business, labor, and government; and declaring war on government.

Michelle Nickerson, assistant professor of history at Loyola University Chicago, speaks with teachers about American conservatism during a workshop.



JULIA AGUILAR | AUSTIN



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, provides support for activities of the board of directors and education programs, and acts as an events coordinator for the Byrne-Reed House.

JUDY ALLEN | AUSTIN



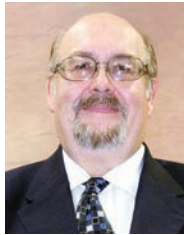
Judy Allen is the events coordinator at the Lyndon Baines Johnson Library and Museum. She has been with the Library for twenty-two years. Allen was born in Bronx, New York. She is a U.S. Air Force veteran and met and married her husband of forty-one years, Herman Allen (SMSgt, USAF, Ret.), when she was stationed at Clark Air Base, Republic of the Philippines. They have a daughter, Adrienne, who is an aircraft electrician in the U.S. Navy. Allen has lived in California, Arkansas, and Louisiana. Prior to joining the Library staff, she was a Department of Defense employee at Lindsey Air Base, Wiesbaden, Germany.

BRANDON ANIOL | SAN ANTONIO



Brandon Aniol holds a B.A. in history from The University of Texas at San Antonio (UTSA) and will complete his M.A. in history there in 2012. He has worked closely with the UTSA history department since 2009. Aniol currently works in public programs at the Witte Museum, and he recently presented a paper, "Let the Gold Dust Twins Do Your Work! Reevaluating the Role of African American Housewives in Racial Advertising, 1890–1910," at the TAAHC New Perspectives on African American History and Culture Conference at the University of North Carolina at Chapel Hill. His current research is on early concepts of race and nationalism found in the imagery of post-Reconstruction product advertisements and sheet music.

PABLO ARENAZ | LAREDO



Pablo Arenaz is provost, vice president for academic affairs, and professor of biology at Texas A&M International University (TAMIU). He came to TAMIU from The University of Texas at El Paso (UTEP), where he was vice provost for graduate studies, dean of the Graduate School, and professor of biology. At UTEP, Arenaz served as the program manager and principal investigator for the Teachers for a New Era program and as the program director of the Border Biomedical Research Center. Arenaz has a long history of working to increase the participation of individuals from underrepresented groups in higher education, especially in science, technology, engineering, and mathematics. He developed the CircLES program, a highly successful first-year student success program for engineering and science majors. Arenaz received his B.S. and M.S. in biology from the University of Nevada and his Ph.D. in genetics and cell biology from Washington State University. His research focuses on how cells repair damage to the DNA molecule and the relationship of DNA repair to cancer.

NAOMI BALDINGER | LAREDO, SAN ANTONIO



Naomi Baldinger joined Humanities Texas in July 2009. She graduated from The University of Texas at Austin with degrees in Plan II Honors and French in 2005, and received her M.A. in comparative literature from UCLA in 2008. As a UT undergraduate, she worked as a research assistant and volunteered at the on-campus Women's Resource Center. She spent her junior year in Paris studying at the Sorbonne Nouvelle and teaching English to elementary school students. In Los Angeles, she shared her passion for literature and writing with public school students through her work with 826LA, a nonprofit writing and tutoring center. She serves as an assistant to Executive Director Michael L. Gillette and is the editor of the organization's electronic newsletter.

NEEL BAUMGARDNER | AUSTIN



Neel Baumgardner is a Ph.D. candidate in the department of history at The University of Texas at Austin. His dissertation project focuses on the development of national parks and wilderness areas along the borderlands of North America, including Big Bend National Park in west Texas. Baumgardner has two daughters in Austin public schools (a kindergartener and a sixth grader).

MICHAEL LES BENEDICT | EL PASO, LAREDO



Michael Les Benedict is professor emeritus at The Ohio State University, where he joined the history department in 1970 and retired in 2005. He received his B.A. and M.A. from the University of Illinois and his Ph.D. from Rice University. He has also been a visiting professor at MIT, Yale Law School, the University of Sussex in the United Kingdom, and Hokkaido and Doshisha universities in Japan. Benedict is a recognized authority in Anglo American constitutional and legal history, the history of civil rights and liberties, the federal system, the Civil War, and Reconstruction. He has published over forty essays in leading American history and law journals in addition to half a dozen history books and textbooks. He serves as parliamentarian of the American Historical Association and is currently working on a book about the constitutional politics of the Reconstruction era.

DEBORAH L. BLACKWELL | LAREDO



Deborah L. Blackwell is associate professor of history and director of the University Honors Program at Texas A&M International University. She received her B.A. from the College of William and Mary, her M.A. from North Carolina State University, and her Ph.D. from the University of Kentucky. She is the author of "A Murder in the Kentucky Mountains: Pine Mountain Settlement School and Community Relations in the 1920s," in *Searching for Their Places*, edited by Thomas H. Appleton Jr. and Angela Boswell (2003); "The Maternalist Politics of Road Construction at the Pine Mountain Settlement School, 1900–1935," in the *Appalachian Journal*, edited by Bruce Stewart (2010); and "Female Stereotypes and the Creation of Appalachia, 1870–1940," in *Daughters of Appalachia*, edited by Connie Park Rice and Marie Tedesco (forthcoming). She teaches U.S. women's, Southern, and popular culture history as well as historical methods and historiography.

STEVEN R. BOYD | SAN ANTONIO



Steven R. Boyd is professor of history at The University of Texas at San Antonio with a specialization in U.S. constitutional history. Boyd holds an M.A. and a Ph.D. in history from the University of Wisconsin–Madison. He is the author of *The Politics of Opposition: Antifederalists and the Acceptance of the Constitution* and the editor of *Alternative Constitutions for the U.S.* His articles have appeared in various academic journals, including *Publius: The Journal of Federalism*, the *William and Mary Quarterly*, and *State and Local Government Review*. His current research is on Civil War–era patriotic envelopes. His book *Patriotic Envelopes of the Civil War: The Iconography of Union and Confederate Covers* was published in 2010. At UTSA, he teaches early American and constitutional history.

H. W. BRANDS | AUSTIN, EL PASO



H. W. Brands was born in Oregon, went to college in California, worked as a traveling salesman in a territory that spanned the American West, and taught high school for ten years before becoming a college professor. He is currently the Dickson, Allen, Anderson Centennial Professor at The University of Texas at Austin, and is the author of *The First American: The Life and Times of Benjamin Franklin* and *Andrew Jackson: His Life and Times*, among many other books. Both *The First American* and his biography of Franklin Roosevelt, *Traitor to His Class: The Privileged Life and Radical Presidency of Franklin Delano Roosevelt*, were finalists for the Pulitzer Prize. His most recent book is *Greenback Planet: How the Dollar Conquered the World and Threatened Civilization as We Know It*.

BRIAN A. BREMEN | AUSTIN



Brian A. Bremen is associate professor of English at The University of Texas at Austin, specializing in American literature, modernism, the digital humanities, writers of the Harlem Renaissance, and literary theory. He is currently at work on a book-length manuscript that examines the ways in which contemporaneous religious and scientific thought interacted in the formation of modern literature, tentatively called “What Was Modernism (and Does It Still Matter)?”

ALBERT S. BROUSSARD | AUSTIN



Albert S. Broussard is professor of history at Texas A&M University, where he has taught since 1985, and a Humanities Texas board member. Broussard has published five books: *Black San Francisco: The Struggle for Racial Equality in the West, 1900–1954*; *African American Odyssey: The Stewarts, 1853–1963*; *American History: The Early Years to 1877*; *The American Republic since 1877*; and *The American Vision*. He is past president of the Oral History Association; he received a Distinguished Teaching Award from Texas A&M University in 1997 and presented the University Distinguished Faculty Lecture in 2000. Broussard recently completed a history of African Americans in the American West from 1500 to the present for Harlan Davidson. He earned his B.A. from Stanford University and his M.A. and Ph.D. from Duke University.

JEFFREY M. BROWN | LAREDO



Jeffrey M. Brown is associate professor of psychology at Texas A&M International University, where he also serves as dean of graduate studies and research. He received his Ph.D. in psychology from Texas A&M University. He has held various leadership positions at TAMIU and currently oversees over twenty-five different graduate programs in four colleges, enrolling over one thousand students. He also manages the Lamar Bruni Vergara Education Fund, which distributes over a million dollars annually in scholarship and assistantship funds supporting graduate education at TAMIU. He supervises the operation of the Sue and Radcliffe Killiam Library and the Office of Grant Resources. He has also published in the areas of eyewitness memory, bilingual language processing, and tip-of-the-tongue phenomena, among other topics.

ERIKA M. BSUMEK | AUSTIN



Erika M. Bsumek is associate professor of history at The University of Texas at Austin, where she specializes in Native American and western U.S. history. She is the author of *Indian-Made: Navajo Culture in the Marketplace, 1868–1940*, as well as a number of other articles about Native Americans, consumerism, and the West. Her current research projects include an examination of how large-scale infrastructure projects restructured space—and social relations in the process—throughout the arid West.

GREGG CANTRELL | LAREDO



Gregg Cantrell earned his Ph.D. from Texas A&M University in 1988. He has taught history at Sam Houston State University, Hardin-Simmons University, the University of North Texas, and Texas Christian University, where he currently holds the Lowe Chair in Texas History. Cantrell is the author of numerous books and articles, including *Stephen F. Austin, Empresario of Texas* (1999); *The History of Texas, 4th ed.* (2006); and *Lone Star Past: Memory and History in Texas* (2007).

BRAD CARTWRIGHT | EL PASO



Brad Cartwright is a lecturer for the history department at The University of Texas at El Paso. He received his Ph.D. from the University of Colorado in 2006 and specializes in the study of race, gender, and nation in nineteenth-century America. He is particularly interested in the construction, deployment, and contestation of these notions in the North American West and throughout the Pacific Basin. Beyond teaching the U.S. history survey, Cartwright currently offers undergraduate and graduate courses on American imperialism in the nineteenth and twentieth centuries, the U.S. War with Mexico, and the Pacific World.

MEGHAN CHANEY | AUSTIN, EL PASO



Meghan Chaney joined Humanities Texas in December 2004. She grew up in Austin and attended Texas State University. She has worked as an office manager and bookkeeper for various companies, including 10X Contracting, Spectrum Drywall, and Stipco Construction. She assists with office management, bookkeeping, coordination of meetings, grant financial databases, and administrative and program support.

MACEO C. DAILEY JR. | EL PASO



Maceo C. Dailey Jr. received his Ph.D. from Howard University. He is the author of numerous studies of African American leaders, such as Emmett Jay Scott, Booker T. Washington, and W. E. B. Du Bois. He has extensive teaching experience at a variety of public and private institutions. He also has considerable editorial experience, having served as senior editor at the Marcus Garvey and UNIA Editorial Project at UCLA and as documents editor for the *Journal of Negro History*. He currently serves as director of the African American studies program at The University of Texas at El Paso. Dailey teaches graduate and undergraduate courses on African American history and is currently investigating African American history in El Paso and the border region.

HOWARD C. DAUDISTEL | EL PASO



Howard C. Daudistel is the senior executive vice president of The University of Texas at El Paso. He earned his Ph.D. in 1976 from the University of California, Santa Barbara. For the past thirty-five years, he has served as interim provost, professor and chair of the department of sociology and anthropology, and dean of the College of Liberal Arts. Daudistel also served as director of the UTEP Evaluation-Research Training Program and was the codirector for the UTEP–W. K. Kellogg Foundation Expanded Community Partnership Program. He was also a member of the American Council on Education President’s Task Force on Teacher Education and is now a member of the executive committee for the Carnegie Foundation–funded Teachers for a New Era Program at UTEP. Throughout his scholarly career, Daudistel has focused on legal decision making in the criminal courts and a variety of contemporary issues in higher education.

BROOK DAVIS | AUSTIN, SAN ANTONIO



Brook Davis holds a B.A. in history and political science from Texas State University. 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.

JOHN L. DAVIS | SAN ANTONIO



John L. Davis was one of the original researchers charged with developing the exhibits and content of the Institute of Texan Cultures. He joined the museum as a researcher in 1967, two years after Governor John Connally commissioned the Institute to develop the Texas Pavilion for the 1968 world’s fair in San Antonio. After HemisFair, Davis remained with the museum until the mid-1980s. In 1986, he was an adjunct professor at The University of Texas at San Antonio and a lecturer and teaching associate at San Antonio College. Davis often served as a consultant to the Institute of Texan Cultures and worked with the Texas Folklife Festival. He returned to the institute full time in 1998. At the institute, Davis was director of research and, later, associate executive director of research. Following the retirement of Jerry Barloco in 2005, Davis served as executive director, ad interim, a duty that stretched into a three-year tenure, before his retirement in August 2008. Davis resumed his role at the institute in fall 2010.

RANDY DIEHL | AUSTIN



Randy Diehl is dean of the College of Liberal Arts at The University of Texas at Austin. He served as chair of the department of psychology from 1995 to 1999, leading a period of expansion that included the construction of the state-of-the-art Sarah M. and Charles E. Seay Building. Prior to assuming the leadership of UT’s College of Liberal Arts, he served as the department’s graduate advisor. Diehl is a well-respected psychology researcher in the area of cognition and perception. As a member of the Center for Perceptual Systems, he researches perception and production of speech sounds and auditory category learning. He earned his B.S. in psychology from the University of Illinois and a Ph.D. in psychology from the University of Minnesota–Twin Cities.

RICKY F. DOBBS | LAREDO



Ricky F. Dobbs is associate professor of history and dean of University College at Texas A&M University–Commerce. He holds a Ph.D. from Texas A&M University and a B.A. and an M.A. from Baylor University. His academic specialty is twentieth-century Southern politics. In addition, he is charged with responsibility for the academic supervision of A&M–Commerce’s entering freshmen. He served on the P-16 Statewide Vertical Team for Social Studies that drew up the college-readiness standards for that area.

STEPHEN M. DUFFY | LAREDO, SAN ANTONIO



Stephen M. Duffy holds a B.A. in history from Angelo State University and an M.A. and a Ph.D. in history from Texas A&M University. He specializes in twentieth-century European history with outside fields in U.S. history and U.S. Southern history. Duffy has held previous teaching posts at Texas A&M, Texas A&M–Corpus Christi, and the University of Arkansas at Monticello. He is currently an associate professor at Texas A&M International University. At all of these appointments, spanning eighteen years, he has taught both surveys of U.S. history along with classes in world history and upper-division classes on Europe. Duffy has published a book, *The Integrity of Ireland: Home Rule, Nationalism, and Partition, 1912–1922* (2009), along with numerous writings in scholarly journals, including reviews in *Southwestern Historical Quarterly*. While at the University of Arkansas, he won an Alpha Chi teaching award and a faculty excellence award. In 2009, TAMIU selected Duffy as the University Teacher of the Year.

CAREY EAGAN | SAN ANTONIO



Carey Eagan began at the Institute of Texan Cultures as a contract employee in April of 2009, hired to develop curriculum for the *A Salute to Military Flight* exhibit. In September 2009 she joined the team permanently as an educational specialist. She coordinates video conferencing and educator workshops. Eagan has a B.S. in journalism from Texas A&M University and an M.Ed. in education, curriculum, and instruction with an emphasis in instructional technology from Houston Baptist University. She holds a number of Texas teaching certifications, including journalism, speech, English language arts, and master technology teacher. She has eight years of secondary classroom and adult technology training experience.

SANDRA I. ENRÍQUEZ | EL PASO



Sandra I. Enríquez is the teacher education assistant at the Center for History Teaching and Learning at The University of Texas at El Paso. She was born and raised in Ciudad Juárez, Mexico, and moved to the United States in 2000. She obtained a B.A. in history with a minor in Spanish in May 2009 from UTEP. In May 2011, she received an M.A. in U.S./Mexico border history with a minor in public history from the same institution. She will continue her Ph.D. studies at the University of Houston. Her research focuses on Mexican American racial politics in education and activism in the city of El Paso.

KEITH A. EREKSON | EL PASO



Keith A. Erikson is an award-winning teacher, historian, and teacher educator. He is assistant professor of history at The University of Texas at El Paso, where he directs the department’s history and social studies teacher education program and the university’s Center for History Teaching & Learning. He is the author of *Everybody’s History: Indiana’s Lincoln Inquiry and the Quest to Reclaim a President’s Past* (forthcoming).

ABIGAIL FINCH | AUSTIN



Abigail Finch began her higher education at Mt. Holyoke College, where she studied closely under professor and historian Joseph Ellis and first fell in love with U.S. history. A Texan at heart, she made the decision to transfer to The University of Texas at Austin, where she is planning on completing her B.A. from the College of Liberal Arts by the spring of 2012. She is an English and history major and also a student in the History Honors Program. In May 2010 she joined Humanities Texas as an intern and assists with education programs.

CHARLES FLANAGAN | AUSTIN, EL PASO, SAN ANTONIO



Charles Flanagan is director of educational programs at the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C. Previously, he was a high school teacher for thirty years. During his last two decades in the classroom, Flanagan was the humanities department chair and history teacher at the Key School in Annapolis, Maryland. While at Key, he led the development of an interdisciplinary literature and history curriculum that featured hands-on learning with classic literature and primary sources in history. Flanagan has a B.A. from Assumption College, an M.A. from St. John’s College, and a Ph.D. in American studies from the University of Maryland.

STACY FULLER | LAREDO



Stacy Fuller began her tenure at the Amon Carter Museum of American Art as the Henry E. Luce Foundation Works on Paper Intern in June 2003. She later held the positions of the Laura Gilpin Canyon de Chelly Intern and instructional services manager. In September 2007, she was promoted to the Amon Carter Museum’s head of education, where she oversees all programs and services. She serves as the vice president for the Museum Education Roundtable (MER), an organization dedicated to furthering museum education. She holds a B.A. in museum management from Centenary College of Louisiana and an M.A. in art history from Texas Christian University.

IGNACIO M. GARCÍA | EL PASO



Ignacio M. García is the Lemuel Hardison Redd Jr. Professor of Western & Latino History at Brigham Young University. He is the author of five books on Chicano politics and civil rights and is currently working on a sixth book, a community and sports history of a high school in San Antonio, Texas, during the World War II years. García was born in Nuevo Laredo, Mexico, and raised in San Antonio, Texas. He received his B.A. at what was formerly known as Texas A&I University and received his Ph.D. at the University of Arizona. He is a former Fulbright scholar and newspaper and magazine journalist.

KARLA D. GARCIA | LAREDO



Karla D. Garcia is an M.A. candidate in history at Texas A&M International University. A 2008 summa cum laude graduate of TAMIU, she has worked for the University Learning Center as a history tutor and for the department of social sciences as a graduate assistant. She was one of a handful of students chosen for a special summer project at Texas A&M University in 2007, where she completed a research project on seventeenth- and eighteenth-century English midwifery. Her M.A. thesis, currently in progress, examines the applicability of Betty Friedan’s *Feminine Mystique* to the lives of Hispanic women in the 1950s.

KIRSTEN E. GARDNER | SAN ANTONIO



Kirsten E. Gardner is associate professor of history at The University of Texas at San Antonio. Gardner obtained her M.A. and Ph.D. from the University of Cincinnati. She serves as the American studies coordinator for UTSA and is currently working on a grant with Jack Reynolds, Ph.D., titled “Transforming Undergraduate Education to Create Significant Learning in History and Biology Survey.” Gardner has published a number of journal articles and is the author of *Early Detection: Women, Cancer, and Awareness Campaigns in Twentieth-Century United States*.

TIFFANY M. GILL | AUSTIN



Tiffany M. Gill is associate professor in the department of history at The University of Texas at Austin, as well as an affiliate with the Warfield Center for African and African American Studies and the Center for Women’s and Gender Studies. She received her Ph.D. in American history at Rutgers University and her B.A. in American studies from Georgetown University. An award-winning teacher and scholar, Gill was the recipient of the 2010 Regents’ Outstanding Teaching Award for excellence in undergraduate education. Her book, *Beauty Shop Politics: African American Women’s Activism in the Beauty Industry* (2010), was awarded the 2010 Letitia Woods Brown Memorial Book Prize by the Association of Black Women Historians. Currently she is at work on a second book manuscript that examines the birth of an African American international tourist industry in the postwar era.

MICHAEL L. GILLETTE | AUSTIN



Executive Director Michael L. Gillette joined Humanities Texas in June 2003. Prior to his appointment, he held the position of director of the Center for Legislative Archives, with responsibility for the official records of the United States Senate and the House of Representatives at the National Archives and Records Administration in Washington, D.C. In addition to the Archives position, which he held since 1991, Gillette also served as liaison to the Foundation for the National Archives from its creation in 1992 until 1997. He received a B.A. in government and a Ph.D. in history from The University of Texas at Austin. Having joined 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 also directed the President Election Research Project at the LBJ School of Public Affairs from 1988 to 1991. He was a member of the board of directors of the Everett Dirksen Congressional Leadership Center from 1993 until 1999. He currently serves on the board of the Congressional Education Foundation and on the advisory board of the John Glenn School of Public Affairs at The Ohio State University, and the Board of Visitors of Southwestern University. He is a member of the Philosophical Society of Texas and served as its president in 2009. Gillette is the author of *Launching the War on Poverty: An Oral History* and editor of *Texas in Transition* and *Financing Presidential Campaigns, 1988 and 1992*. He has also published numerous articles on politics and civil rights and has been an active member of the oral history profession.

JERRY GONZÁLEZ | SAN ANTONIO



Jerry González is assistant professor in the department of history at The University of Texas at San Antonio. González obtained his B.A. from California State University and his M.A. and Ph.D. from the University of Southern California. His current research is on Chicana/o history and historiography, Latina/o identity, comparative race and ethnicity in the United States, immigration history, the history of Los Angeles, the history of California and the West, twentieth-century United States history, and urban history. González just completed a book-length manuscript titled “A Place in El Sol: Mexican Americans and the Postwar Suburban Dream, 1940–1990.”

YVONNE D. GONZÁLEZ | AUSTIN



Yvonne D. González joined Humanities Texas as fiscal officer in May 1988. She served as director of finance from 1995 until October 1999, at which time she was promoted to the position of associate director and chief financial officer. She served as interim executive director for Humanities Texas from April through July 2002. A Texas native from Brownsville, she worked previously as a fiscal officer and consultant for nonprofit organizations funded in part by city, state, and federal grants. From 1980 to 1985, she served as fiscal agent for two City of Austin social service and housing grant recipients. She holds a B.L.S. degree in accounting from St. Edward’s University in Austin. As deputy director of Humanities Texas, she is responsible for the organization’s finances, auditing, human resources administration, grant reporting, and compliance.

LAGUANA GRAY | SAN ANTONIO



LaGuana Gray, assistant professor of history at The University of Texas at San Antonio, received her B.A. and Ph.D. from the University of Houston and an M.A. from Louisiana Tech University. She teaches courses on recent U.S. history, African American history, and the construction of race and gender. Her current research areas include the South, black women’s history, labor history, and black-brown relations. Her research interests lie in centering the roles that women of color play in social movements, social policy, feminism, and the creation of alternative media. She is currently revising a manuscript that chronicles the history of the lives and labors of black women in the Southern poultry processing industry.

ANDREW R. HIGHSMITH | SAN ANTONIO



Andrew R. Highsmith is assistant professor of public administration in the department of public policy at The University of Texas at San Antonio. Highsmith obtained his B.A. in history and philosophy from the College of William and Mary. He also holds an M.Ed. in teaching and learning from DePaul University and an M.A. and Ph.D. in history from the University of Michigan. Highsmith is the author of multiple journal articles and the forthcoming book, *Demolition Means Progress: Flint, Michigan, and the Fate of the American Metropolis*.

SUSANNA R. HILL | LAREDO, SAN ANTONIO



Susanna R. Hill joined Humanities Texas in January 2010 as a program officer, and in September 2011 began work as the development officer for the organization. She attended the University of Virginia, where she received a B.A. in interdisciplinary studies in 2001. She then worked as the production coordinator at Laumont Photographics in New York and as the reprints coordinator at Scholastic, Inc., where she oversaw corrections to books. She received her M.A. in art history from The University of Texas at Austin in 2008. As a fellow at The University of Texas Press, she worked in acquisitions, copyediting, and rights and permissions from 2008 to 2010.

TINA HOUSTON | AUSTIN



Tina Houston is deputy director of the Lyndon Baines Johnson Library and Museum. She served as acting director of the Library from May to October 2009. Houston joined the Library as an archivist in 1972, became supervisory archivist in 1976, and was appointed deputy director in 2003. Houston has a B.A. in history and government and an M.L.S. from The University of Texas at Austin.

MELISSA HUBER | EL PASO, LAREDO



Melissa Huber is director of exhibitions at Humanities Texas. She joined the organization in December 2007. She holds a B.A. in art history from Arizona State University and an M.S. in historic preservation from The University of Texas at Austin. Prior to joining Humanities Texas, she worked as an exhibitions technician at the Blanton Museum of Art and as a graduate research assistant in UT's Architectural Conservation Lab. Her combined focus on collections, exhibitions, and historic buildings developed during her previous role as conservation assistant for the Arizona State Museum Preservation Division at the University of Arizona in Tucson. At Humanities Texas, Huber oversees the traveling exhibitions program, and she served as point-person for the Byrne-Reed House restoration project.

JON HUNNER | EL PASO



Jon Hunner is the head of the history department at New Mexico State University (NMSU). He has been at NMSU since 1995, when he became the director of the Public History Program. In 2004, he published *Inventing Los Alamos: The Growth of an Atomic Community*, a social and cultural history of the birthplace of the atomic age. Hunner also released a biography, *J. Robert Oppenheimer, the Cold War, and the Atomic West*, in the fall of 2009. In addition to the above research and writing, Hunner is active in preserving history and heritage through serving on many boards and committees in New Mexico, across the country, and around the world.

LIZ JAMES | AUSTIN



Liz James, coordinator of educational programs, joined Humanities Texas in September 2008 as a program officer. Originally from Austin, she attended Vanderbilt University in Nashville, Tennessee, and graduated with a B.A. in art history in May 2008. As an undergraduate, she developed a passion for education through her involvement with ArtReach, a program designed to bring art and education programs to the underprivileged Nashville community. She supports Humanities Texas's education programs and coordinates the Outstanding Teaching Awards.

RAY M. KECK III | LAREDO



Ray M. Keck III is president of Texas A&M International University. Prior to assuming this post in 2001, he was a faculty member of the university and served as department chair and provost. He holds an A.B. and a Ph.D. in Romance languages and literatures from Princeton University. Keck serves on various higher education boards in Texas and is a member of the Philosophical Society of Texas. Over his forty-year scholarly career he has taught, studied, and written about Spanish literature, with an emphasis on the Golden Age. Since his undergraduate days, he has also studied and played the organ, especially the music of J. S. Bach. Keck has often performed with orchestras and ensembles, and has served as director of church music for parishes in New Jersey, Connecticut, Massachusetts, Virginia, and Texas. In Laredo, Keck has served as president of the regional P-16 Council and is a Humanities Texas board member.

PATRICK J. KELLY | SAN ANTONIO



Patrick J. Kelly, associate professor of history at The University of Texas at San Antonio, received a Ph.D. from New York University. Before coming to UTSA in 1997, he served as lecturer in social studies at Harvard University and visiting professor of history at Tufts University, and he has also received fellowships from the National Endowment for the Humanities and the American Council of Learned Societies. His book, *Creating a National Home: Building the Veteran's Welfare State, 1860–1900*, focuses on how the National Home for Disabled Volunteer Soldiers served as precursor to the Department of Veterans Affairs. His current project is an examination of the economic, military, and ideological connections between the U.S. Civil War and French intervention into Mexico.

DAVID M. KENNEDY | AUSTIN



David M. Kennedy is the Donald J. McLachlan Professor of History Emeritus at Stanford University. He received the Dean's Award for Distinguished Teaching in 1988. He was awarded the Pulitzer Prize for History in 1999 for *Freedom from Fear: The American People in Depression and War, 1929–1945*. He received an A.B. in history from Stanford University and his M.A. and Ph.D. from Yale University. Reflecting his interdisciplinary training in American studies, which combined the fields of history, literature, and economics, Kennedy's scholarship is notable for its integration of economic and cultural analysis with social and political history. His 1970 book, *Birth Control in America: The Career of Margaret Sanger*, embraced the medical, legal, political, and religious dimensions of the subject and helped to pioneer the emerging field of women's history. *Over Here: The First World War and American Society* (1980) used the history of American involvement in World War I to analyze the American political system, economy, and culture in the early twentieth century. *Freedom from Fear* recounts the history of the United States in the two great crises of the Great Depression and World War II.

MICHAEL L. KLEIN | AUSTIN



Michael L. Klein is engaged in independent oil and gas exploration and production in Midland. He graduated from The University of Texas in Austin with a B.S. in petroleum engineering in 1958 and an LL.B. in 1963. While attending law school, he worked summers as a petroleum engineer with Continental Oil Company and later served as an attorney for that same company. He divides his time between Houston, Austin, Santa Fe, and Midland. He serves on the development board for The University of Texas at Austin and The University of Texas Press Advisory Council. He also is a member of the Longhorn Foundation, the Site Santa Fe board of directors, and the board of trustees of the Hirshhorn Museum and Sculpture Garden in Washington, D.C. He has previously served as a member on the board of trustees for the Museum of Fine Arts, Houston; the Chinati Foundation; the Whitney Museum of American Art; and the Cate School in Carpinteria, California. Klein has also served as the chair of the board at the Contemporary Arts Museum Houston, and he currently serves as vice chair on the Humanities Texas board of directors.

MARK ATWOOD LAWRENCE | EL PASO, LAREDO



Mark Atwood Lawrence, associate professor of history at The University of Texas at Austin, is author of *Assuming the Burden: Europe and the American Commitment to War in Vietnam* (2005), and *The Vietnam War: A Concise International History* (2008). He has also published articles and essays on various topics in Cold War history and is now at work on a study of U.S. policy making toward the third world during the 1960s and early 1970s.

ERIC LUPFER | EL PASO, LAREDO, SAN ANTONIO



Eric Lupfer, director of grants and education at Humanities Texas, received a B.A. from Bowdoin College (1991) and 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*.

SANDRA MCCUTCHEON | SAN ANTONIO



Sandra McCutcheon is the coordinator for extended education at The University of Texas at San Antonio. McCutcheon holds a B.A. in government and politics from the University of Maryland–European Division and an M.A. in adult and higher education from The University of Texas at San Antonio. She previously worked as on-site coordinator/field representative for the University of Maryland in Germany. There she coordinated all administrative functions and student support services of two off-campus centers, and worked closely with local officials and community outreach organizations to promote interest in university programs. Additionally, she designed intensive marketing strategies, as well as organized and instructed educational seminars on study skills, financial aid, and career planning. She has served as the coordinator for extended education at UTSA since October 2009.

GREGG L. MICHEL | SAN ANTONIO



Gregg L. Michel is associate professor and chair of the department of history at The University of Texas at San Antonio. Michel received a B.A. from the University of Chicago and his M.A. and Ph.D. from the University of Virginia. His scholarly work focuses on movements for social change in post–World War II America, particularly in the 1960s South. Michel has published several articles and delivered numerous papers on this topic. His book, *Struggle for a Better South: The Southern Student Organizing Committee, 1964–1969*, examines the turbulent history of the leading progressive white student organization in the 1960s South. His current work focuses on government surveillance of student activists in the South in the 1960s and 1970s.

STEVEN MINTZ | SAN ANTONIO



Steven Mintz was a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford and John and Rebecca Moores Professor of History and director of the American Cultures Program at the University of Houston before becoming the director of the Graduate School of Arts and Sciences Teaching Center at Columbia University. An authority on the history of the family and of children, he is the author and editor of thirteen books, including *Domestic Revolutions: A Social History of American Family Life*, *Huck's Raft: A History of American Childhood*, and *Moralists & Modernizers: America's Pre–Civil War Reformers*. A pioneer in the application of new technologies to history, he is the creator of the Digital History website (<http://www.digitalhistory.uh.edu>) and past president of H-Net: Humanities and Social Sciences Online. He is also national co-chair of the Council on Contemporary Families and president-elect of the Society for the History of Children and Youth. He chairs the Organization of American Historians Teaching Committee and is a member of the advisory boards of *Film & History*, *The History Teacher*, the *OAH Magazine of History*, and the Gilder Lehrman Institute of American History.

THOMAS R. MITCHELL | LAREDO



Thomas R. Mitchell is dean of the College of Arts and Sciences and professor of English at Texas A&M International University. He received his Ph.D. from Texas A&M University. He has served TAMIU in a number of capacities, including Faculty Senate president from 2006 to 2008. He teaches a wide range of American and British literature courses, serves on the board of the Nathaniel Hawthorne Society, and is a past board member of the Margaret Fuller Society and Humanities Texas. Mitchell has published scholarly articles on Hawthorne, Melville, Fuller, Keats, and Browning, and from 2002 to 2004 he reviewed the year's work in Hawthorne studies for *American Literary Scholarship*. His book, *Hawthorne's Fuller Mystery*, was nominated in 1998 for the American Studies Association's John Hope Franklin Publication Prize and for the 1999 Modern Language Association Prize for a First Book.

MARGE MORTON | AUSTIN



Marge Morton is a fifth-generation Texan. She began her career at the Lyndon Baines Johnson Library and Museum thirty-four years ago as social secretary to Mrs. Lyndon B. Johnson. In 1990 she relocated to the Library's administrative offices as special assistant to the director and events coordinator. She is married to Charles Morton, and they have two children, Marjorie McKinnon and Charles Campbell.

J. TODD MOYE | LAREDO



J. Todd Moyer is associate professor of history at the University of North Texas (UNT) and director of the UNT Oral History Program. Moyer is the author of *Freedom Flyers: The Tuskegee Airmen of World War II* (2010), a narrative history of the most significant civil rights struggle of the World War II era based on a collection of more than eight hundred oral histories. Moyer has also written *Let the People Decide: Black Freedom and White Resistance Movements in Sunflower County, Mississippi, 1945–1986* (2004), in addition to numerous scholarly articles, review articles, and op-eds. A graduate of the University of North Carolina at Chapel Hill, where he earned his B.A. in history, and The University of Texas at Austin, where he earned his M.A. and Ph.D. degrees, Moyer directed the National Park Service’s Tuskegee Airmen Oral History Project from 2000 to 2005.

JOAN NEUBERGER | AUSTIN



Joan Neuberger, professor of history at The University of Texas at Austin, studies modern Russian culture in social and political context, with a focus on the politics of the arts. She is the author of an eclectic range of publications, including *Hooliganism: Crime and Culture in St Petersburg, 1900–1914* (1993) and *Ivan the Terrible: The Film Companion* (2003). She is the coauthor of *Europe and the Making of Modernity, 1815–1914* (2005) and is the coeditor of *Imitations of Life: Melodrama in Russia* (2001) and *Picturing Russia: Explorations in Visual Culture* (2008). She currently is also editor of Not Even Past, a popular history website and blog sponsored by the department of history at UT.

MICHELLE NICKERSON | AUSTIN, EL PASO



Michelle Nickerson is assistant professor of history at Loyola University Chicago, where she teaches U.S. women’s and political history. Nickerson received her Ph.D. in American studies from Yale University in 2003. She studies gender and social movements, urban history, and American conservatism after World War II. Her research probes the grassroots activism of conservative women of the Cold War era and its impact on the American right as a whole. This work has led to her interest in regional and metropolitan political-economic development, which she explores in a volume of essays, coedited with historian Darren Dochuk, titled *Sunbelt Rising: The Politics of Place, Space, and Region* (2011). Nickerson’s book about conservative women, *Mothers of Conservatism: Women and the Postwar Right*, will be published by Princeton University Press in early spring of 2012.

DAVID M. OSHINSKY | AUSTIN



David M. Oshinsky is the Jack S. Blanton Sr. Chair in History at The University of Texas at Austin. Oshinsky’s book *Polio: An American Story* won both the Pulitzer Prize for History and the Hoover Presidential Book Award in 2006. His other books include the Hardeman Prize–winning *A Conspiracy So Immense: The World of Joe McCarthy* (2005) and the Robert Kennedy Prize–winning *Worse Than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice* (1997). His articles and reviews appear regularly in the *New York Times*, the *Washington Post*, and *The Chronicle of Higher Education*.

MONICA PERALES | AUSTIN



Monica Perales is assistant professor of history at the University of Houston and is a member of the board of directors of Humanities Texas. She received her Ph.D. in history from Stanford University in 2004, and holds a B.A. in journalism and an M.A. in history from The University of Texas at El Paso. She is the author of *Smeltertown: Making and Remembering a Southwest Border Community* (2010), which explores the creation, evolution, demise, and collective memory of Smeltertown, the predominantly ethnic Mexican “company town” for the American Smelting and Refining Company copper smelter located in El Paso, Texas. Perales’s general research and teaching interests include Chicana/o labor and social history, memory and history, immigration, race and ethnicity in the American West, borderlands, and oral history.

ANTHONY QUIROZ | LAREDO



Anthony Quiroz is professor of history and chair of the department of humanities at Texas A&M University–Corpus Christi. He teaches undergraduate and graduate classes on U.S., Texas, and Mexican American history. He earned his Ph.D. in American history from The University of Iowa in 1998. Although his training was in American labor history, his research interests turned to Mexican American history. In 2005 he published his first book, *Claiming Citizenship: Mexican Americans in Victoria, Texas*, which was based on his dissertation. He has authored numerous book chapters, journal articles, and book reviews, and has served as a referee for scholarly journals. He is currently completing work on an anthology of biographical essays on key leaders of the Mexican American Generation (1920–1960), which is under contract with the University of Colorado Press and will be out in 2012. Quiroz is also researching a book-length manuscript on the American G.I. Forum.

GRETCHEN RITTER | AUSTIN



Gretchen Ritter is professor of government and vice provost for undergraduate education and faculty governance as well as the director of the Course Transformation Program at The University of Texas at Austin. She is also the former director of the Center for Women’s and Gender Studies and former co-chair of the Gender Equity Task Force at UT. She received her B.S. in government from Cornell University and her Ph.D. in political science from MIT. She has published three books as well as numerous articles and essays. Her research focuses on women’s political activism, democratic movements, constitutional law and history, and work-family policy. She is the recipient of several fellowships and awards, including a National Endowment for the Humanities Fellowship, the Radcliffe Research Partnership Award, and a Liberal Arts Fellowship at Harvard Law School. She has taught at UT, MIT, Princeton, and Harvard.

MAGGIE RIVAS-RODRIGUEZ | EL PASO



Maggie Rivas-Rodriguez, a native Texan, is associate professor of journalism at The University of Texas at Austin. She received her Ph.D. as a Freedom Forum doctoral fellow from the University of North Carolina at Chapel Hill. Her M.S. is from Columbia University’s Graduate School of Journalism, and her B.J. is from The University of Texas at Austin. She worked in daily major-market news media (the *Boston Globe*, United Press International, WFAA-TV, and the *Dallas Morning News*) for over seventeen years. Her research interests include the intersection of oral history and journalism, as well as U.S. Latinos and the news media, both as producers of news and as consumers. Since 1999, she has spearheaded the U.S. Latino and Latina World War II Oral History Project. In 2007, she received the National Council of La Raza’s Ruben Salazar Award for Communications, the National Association of Hispanic Journalists’ Leadership Award, and the American Association of Hispanics in Higher Education’s Outstanding Support of Hispanic Issues in Higher Education Award.

JAMES C. SCHNEIDER | SAN ANTONIO



James C. Schneider is associate professor of history at The University of Texas at San Antonio. He received a B.A. from St. Lawrence University and an M.A. and Ph.D. from the University of Wisconsin–Madison. Schneider has taught courses in his areas of professional specialization—twentieth-century America and American foreign relations—as well as both halves of UTSA’s introductory readings courses in U.S. history. His dissertation on the foreign policy debate in America prior to Pearl Harbor was subsequently published to favorable reviews. Since then, he has published a number of short pieces on a variety of topics while working on a major project concerning the inception, development, and demise of the Model Cities program of the Great Society era.

MARSHA SHARP | AUSTIN



Marsha Sharp, education specialist at the Lyndon Baines Johnson Library and Museum, has been at the Library since November 1999. She uses primary documents and artifacts in the Library’s textual and museum archives to design curriculum and activities for teachers and students, and conducts workshops, seminars, and presentations for educational professionals, other adults, and children. She holds a B.F.A. from The University of Texas at Austin and M.A.’s in education from both Southwest Texas State University (now Texas State University) and The University of Texas at Austin. She is also a certified mediator and a trained facilitator. After teaching art and counseling in the Austin and Round Rock Independent School Districts for twenty-nine years, she retired. Before working at the Library, she conducted training for financial advisors and collaborated with a fabric designer to create unique handmade articles.

RACHEL SPRADLEY | EL PASO, LAREDO



Rachel Spradley joined Humanities Texas in January 2010. After working as an intern during her last semester of college, she joined the staff full time in June 2010. Originally from Dallas, she moved to Austin in 2006 to attend The University of Texas at Austin. While at UT she interned for Billingsley Company, a real estate development firm in Dallas, during the summer of 2008. She studied abroad in Vienna, Austria, during the summer of 2007 and in Buenos Aires, Argentina, during the spring semester of 2009. She graduated with honors from UT in May 2010 with a B.A. in Plan II Honors and Spanish and a minor in art history. Spradley supports the Humanities Texas education programs.

JENNY McMILLEN SWEENEY | LAREDO



Jenny McMillen Sweeney is the education specialist for the National Archives at the Fort Worth regional facility. She conducts teacher workshops, presents distance learning programs, and assists educators and students in finding archival materials for research purposes and classroom needs. Previously, she was the education and tour programs manager at the Legends of the Game Baseball Museum at Rangers Ballpark in Arlington, Texas. She has presented at numerous conferences, including the National Council for History Education (2011), Arkansas Library Association (2010), LOEX of the West (2010), Texas Council for the Social Studies (2009), Oklahoma Council for the Social Studies (2009), and the National Council for the Social Studies (2008). Sweeney holds an M.A. in public history with a certificate in archival administration from The University of Texas at Arlington and a B.A. in anthropology from Texas Tech University. While working on her graduate degree, she completed an internship at the National Baseball Hall of Fame in Cooperstown, New York, as part of the Frank and Peggy Steele Internship for Youth Leadership program.

JERRY D. THOMPSON | LAREDO



Jerry D. Thompson is Regents Professor of History at Texas A&M International University. He is the author or editor of twenty-two books on the history of the Texas-Mexico borderlands. He has received awards from the Texas Historical Commission (T. R. Fehrenbach Book Award), the Texas State Historical Association (Kate Brooks Bates Award), the Historical Society of New Mexico (Gaspar Pérez de Villagrà Award), and the Arizona Historical Society (Barry Goldwater Award). In 2008, he received the Carr P. Collins Award for Best Book of Nonfiction from the Texas Institute of Letters for his book *Cortina: Defending the Mexican Name in Texas*. The previous year, he received the TIL Award for Most Significant Scholarly Book from the Texas Institute of Letters for his biography of General Samuel Peter Heintzelman. He is a fellow of the Texas State Historical Association and served as its president in 2000. Thompson received his B.A. from Western New Mexico University, his M.A. from the University of New Mexico, and his Ph.D. from Carnegie Mellon University.

MICHAEL M. TOPP | EL PASO, SAN ANTONIO



Michael M. Topp is an associate professor of history and the associate dean of the College of Liberal Arts at The University of Texas at El Paso. He specializes in racial and ethnic history, working-class history, and the history of social movements in the United States. He is the author of *Those Without a Country: The Political Culture of Italian American Syndicalists* and *The Sacco and Vanzetti Case: A Brief History with Documents*, as well as numerous essays on the Italian American Left, masculinity and nationalism, immigrant historiography and its relevance to the border, and racial and ethnic identity in the United States. His next project is a history of cultural identity and mental illness in the United States.

ALAN TULLY | AUSTIN



Alan Tully is the Eugene C. Barker Centennial Professor in American History and chair of the history department at The University of Texas at Austin. A scholar of early American history, he is the author of *Forming American Politics: Ideals, Interests, and Institutions in Colonial New York and Pennsylvania* (1994). He received his Ph.D. from The Johns Hopkins University.

ELAINE TURNEY | SAN ANTONIO



Elaine Turney is a lecturer in the department of history at The University of Texas at San Antonio. She holds an M.A. in history from UTSA and a Ph.D. in history from Texas Christian University. Turney has worked with high school history teachers from all over the country for the past eleven years through the Advanced Placement Program in U.S. history with Educational Testing Services. She is coeditor of the three-volume *Encyclopedia of Tariffs and Trade in U.S. History* and is presently working on a manuscript examining sociocultural influences on wildlife policy in the National Park Service. She teaches various courses, including Texas history and the history of the American West.

JUDE VALDEZ | SAN ANTONIO



Jude Valdez is vice president for community services at The University of Texas at San Antonio, where he oversees the university's outreach services and extension programs, including the Institute for Economic Development, the Institute of Texan Cultures, the Office of Community Outreach, the Office of Extended Education/Special Events, the UTSA Mexico Center, and the Child and Adolescent Policy Research Institute. He was responsible for the planning and development of the university's downtown campus. His twenty-year career at UTSA has included serving as associate dean of the College of Business, assistant to the president of the university, and founding director for the Institute of Economic Development. While his principal duties at UTSA are in the area of administration, he has taught and continues to teach in the department of management. He sits on the editorial board for two national small business and entrepreneurship journals. He obtained his Ph.D. from The University of Texas at Austin, where he later served as assistant dean in the College of Liberal Arts.

PENNY VLAGOPOULOS | LAREDO



Penny Vlagopoulos is assistant professor of English at Texas A&M International University. Her areas of concentration are twentieth-century American literature and culture, ethnic American literature, and transnationalism and globalization. She wrote an introduction to *On the Road: The Original Scroll* by Jack Kerouac, published by Viking in 2007, and has an article in the spring 2010 issue of *Studies in American Fiction*. Currently, she is at work on a book-length manuscript titled "Voices from Below: Locating the Underground in Post–World War II American Literature."

LINDSEY WALL | AUSTIN



Lindsey Wall is exhibitions coordinator at Humanities Texas. She graduated from Carnegie Mellon University with a B.A. in architecture. Prior to joining Humanities Texas in September 2008, she worked as the curatorial assistant for the Mattress Factory, a contemporary art museum and artists' residence program in Pittsburgh, Pennsylvania. There she helped to coordinate the fabrication of exhibits and collaborated with artists, curators, staff, and contractors. She has also handled exhibits at the Regina Gouger Miller Gallery and the Pittsburgh Cultural Trust's Wood Street Galleries. As exhibitions coordinator, she manages the circulation of exhibitions and the promotion of related programs.

EDITH E. YÁÑEZ | EL PASO



Edith E. Yáñez is a lifelong borderland resident of El Paso, Texas–Ciudad Juárez, Mexico, and is a proud graduate of The University of Texas at El Paso with a B.A. in history and a minor in women's studies. She joined the UTEP staff as an administrative assistant to the department of history in 2000 and previously worked in an industrial medical clinic as projects coordinator. She genuinely enjoys working with UTEP faculty, students, and staff and advising undergraduate students. Yáñez enjoys spending time with family and friends as well as reading, going to the movies, and traveling.

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE of LIBERAL ARTS

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Unless otherwise specified, events took place on the tenth floor of the Lyndon Baines Johnson Library and Museum.

SUNDAY, JUNE 5

OPENING PROGRAM

4:30–5:15 p.m. Local teacher registration
5:15–6:00 p.m. Participant introductions
Michael L. Gillette
6:00–6:15 p.m. Welcome and opening remarks
Tina Houston, Randy Diehl
6:15–7:00 p.m. “How the Rich Got Rich:
The Gilded Age in America”
H. W. Brands

GREAT HALL, LBJ LIBRARY

7:00–8:30 p.m. Dinner

MONDAY, JUNE 6

MORNING PROGRAM

8:00–8:45 a.m. Breakfast
8:45–9:00 a.m. Announcements
9:00–9:45 a.m. “Populism, the Railroads, and the West”
Erika M. Bsumek
9:45–10:30 a.m. “Women’s Citizenship and Political
Activism, from the Bill of Rights to
the Equal Rights Amendment”
Gretchen Ritter
10:30–10:45 a.m. Break
10:45–11:30 a.m. “American Literature in the 1920s:
The Historical Sense, Tradition,
and the Racial Mountain”
Brian A. Bremen

11:30 a.m.–12:15 p.m. “African Americans, the Color Line,
and the Long Civil Rights Movement,
1920–1960”
Tiffany M. Gill
12:15–1:45 p.m. Lunch
“The Progressive Era”
H. W. Brands

AFTERNOON PROGRAM

1:45–2:00 p.m. Presentation on Not Even Past website
Joan Neuberger
2:00–4:00 p.m. Primary source workshops
Brands, Bremen, Bsumek, Gill

EVENING PROGRAM

6:00–8:00 p.m. Dinner

TUESDAY, JUNE 7

MORNING PROGRAM

8:00–8:40 a.m. Breakfast & announcements
8:40–9:00 a.m. Group photo
9:00–9:45 a.m. “The New Deal”
David M. Kennedy
9:45–10:30 a.m. “Mexican Americans in the 20th Century”
Monica Perales
10:30–10:45 a.m. Break
10:45–11:30 a.m. “World War II”
David M. Kennedy
11:30 a.m.–12:15 p.m. “The 1950s”
David M. Oshinsky
12:15–1:30 p.m. Lunch
“Delayed Justice: Tracking the
Infamous Civil Rights Murders in
the ‘Mississippi Burning’ Case”
David M. Oshinsky

AFTERNOON PROGRAM

1:30–2:15 p.m. “Teaching the 1965 Voting Rights Act”
Charles Flanagan
2:15–2:30 p.m. Break
2:30–4:30 p.m. Primary source workshops
Flanagan, Kennedy, Oshinsky, Perales

EVENING PROGRAM

THE BYRNE-REED HOUSE

5:00–6:30 p.m. Reception

WEDNESDAY, JUNE 8

MORNING PROGRAM

8:00–8:40 a.m. Breakfast & announcements
8:40–9:00 a.m. “LBJ Library Resources for Educators”
Marsha Sharp
9:00–9:45 a.m. “Teaching the Civil Rights Movement”
Albert S. Broussard
9:45–10:30 a.m. “LBJ’s Great Society”
Michael L. Gillette
10:30–10:45 a.m. Break
10:45–11:30 a.m. “Conservatism in Post–World
War II America”
Michelle Nickerson

CLOSING PROGRAM

11:30 a.m.–12:15 p.m. Lunch
12:15–1:45 p.m. Primary source workshops
Broussard, Gillette, Nickerson
1:45–2:00 p.m. Closing remarks
2:00–3:00 p.m. Optional: Tour of LBJ Library

NICOLE ALLEN



Nicole Allen is a native Texan who grew up in the small community of Coleman. She previously taught government, economics, and U.S. history, and has coached volleyball, basketball, and softball in Hamilton, Texas. In the fall of 2011 she will be teaching and coaching in High Island, Texas. She has attended several National Endowment for the Humanities Landmarks of American History and Culture workshops and *We the People* state and regional institutes. When she is not playing coach, banker, and taxi driver to her two daughters, she might be found reading, cooking, working out, or running.

ALEXANDRA ATKINSON



Alexandra Atkinson is a native of Dallas. She currently teaches English II at Melissa High School, a public school in Melissa, Texas, and coaches the school’s junior varsity volleyball team. When away from school, she enjoys running, painting, and spending time with her two dogs and her fiancé, Justin.

KEVIN BAKER



Kevin Baker graduated from Texas State University with a B.A. in history. He currently teaches social studies and is in the search for an opening at the secondary level. Over the past year he has been subbing in two districts in central Texas. He has completed over one hundred substitute days in all different grades and subjects. Baker’s pastimes include cycling, fishing, and spending time in the great outdoors.

OAKLEY BARBER



Oakley Barber came to Texas from Colorado, where he attended Colorado College as a thirtysomething-year-old undergraduate. He has lived in Austin for the past twenty years, attending graduate school and teaching in the Austin Independent School District. For the last five years he has been teaching U.S. history at McCallum High School. He credits his mentor, Jim Furgeson, with helping him to hone his educational craftsmanship and appreciate the value of lifelong learning. In his free time, he enjoys motorcycle road racing, motorcycle mechanics, photography, and making things with his head and hands.

JESSICA L. BENCH



Jessica L. Bench is a 2007 graduate cum laude of Cameron University in Lawton, Oklahoma, where she majored in English with a minor in foreign language. She currently teaches English language arts and chairs the English department at Bonham Middle School in Temple, Texas. In August 2011, Bench will begin coursework for a graduate degree in education administration at Texas A&M University–Central Texas. She remains happily married to her husband, Paul, after fifteen years, and has two children, Britny, born in 1998, and Jared, born in 2000. She enjoys spending time with family, is actively involved with youth activities in her church, and is a fan of science fiction movies and television, especially the MGM series *Stargate SG-1*. Her favorite American poet is Anne Bradstreet. She also greatly appreciates the works of Edgar Allan Poe, Nathaniel Hawthorne, and Phillis Wheatley.

AMBER BERMUDEZ



Amber Bermudez was born and raised in Dallas. She currently teaches U.S. history at South Grand Prairie High School. In addition to teaching, she attends Southern Methodist University for a master’s degree in education.

RONALD BLOW



Ronald Blow is a native Texan who relocated from Wichita Falls to Austin. He has taught for thirty-one years at both the middle and high school levels. He currently teaches AP U.S. history, U.S. history, and world history at LBJ High School. He has also taught government. Outside the classroom, he teaches and coaches basketball to kids of all ages. He has worked in basketball at the CBA, the NBA Summer League, and at the collegiate, high school, and middle school levels. He also coaches three AAU select teams. He and his wife, Shelley, have three sons, Logan, Cooper, and Bradley.

WILLIAM BOLCH



William Bolch currently teaches AP U.S. history at the Yvonne A. Ewell Townview Magnet Center in Dallas. In 2010, he led a group of twenty students to Cheonan, South Korea, as a part of a student exchange program—the first of its kind in the metroplex. As a sponsor of the National History Day contest, Bolch has led groups of students in different categories to the state finals in 2010 and 2011. For leisure, Bolch reads, spends time with his son, and attends family outings.

DREW CALVER



Drew Calver grew up in Dallas, but has lived in Austin for nine years. He majored in anthropology at the University of Virginia and received an M.Ed. in secondary education from Texas State University. He currently teaches AP U.S. history, humanities, and American pop culture at Stephen F. Austin High School. He and his wife, Erin, recently had their first child, Eleanor, who is now nine months old. During their free time, Calver and his family enjoy biking, swimming, and dining all around Austin.

NICOLE CHAPLIN



Nicole Chaplin, a native of southern Maryland, presently lives in the Fort Worth area. She teaches world history at Godley High School, a public school in a rural area south of Fort Worth, and coaches the school’s UIL social studies team. Outside of work, Chaplin likes watching movies, being outside, and spending time with her family.

ANGELINE CLEMENTS



Angeline Clements was born and raised in Amarillo, Texas, where she attended Tascosa High School and West Texas A&M University. She graduated in 2003 with a B.A. in history and a minor in political science. She is currently working on her M.A. in history. Clements has taught U.S. history at Tascosa High School for five years and will be teaching U.S. history AP and dual credit for the first time in the 2011–2012 school year. She also is the assistant swim coach for her school district. She enjoys running, swimming, and spending time with her family, friends, and dog, a great dane named Lealand.

KIRK E. COPELAND



Kirk E. Copeland is a native of Yonkers, New York, but has lived in Texas for the past sixteen years. He currently teaches social studies at Lincoln High School, a public school in sunny south Dallas, and is a senior advisor. He is retired from the U.S. Marine Corps since 1995. He loves jogging and exercising, and is a working Christian.

ANDREW CORPUS



Andrew Corpus hails from Johnson City, Texas, and has lived in Texas for thirty-four years. He has been teaching for nine years and has worked at Del Valle High School for five years. He teaches inclusion U.S. history and coaches varsity football and powerlifting. He has been married for eleven years to his wife, Cristol, and they have two children: Caylee, age five, and Collin, age two. When away from school, he enjoys jogging, teaching a cardio fitness class, snow skiing, working in the yard, and playing with his children.

KORIE CREEL



Korie Creel is a native of Texas and has lived in Austin for the past seven years. She currently teaches all high school social studies classes at the Discipline Alternative Education Program in the Del Valle Independent School District. In her spare time, she takes pleasure in spending time with her family, watching movies, reading, and traveling with her husband, Andy.

MELANIE DECKER



Melanie Decker grew up in Nebraska but has lived in Texas for close to thirty years. She presently teaches at Midway High School in Waco, Texas. In addition to teaching, she tutors students after school in a program called Homework Club. She also likes to garden, travel, and spend time with her family.

CAITLIN FARLEY



Caitlin Farley was born in Kansas but spent most of her young life in southern New Mexico and Austin, Texas. She graduated from McCallum High School in Austin in 2002, and she has taught social studies and coached there for five years. She taught inclusion ninth grade world geography for one year and was promoted to senior AP government the next year. She has coached girls' volleyball, basketball, and track for four years. She graduated from The University of Texas at Austin in 2005, cum laude, with a B.A. in history and a minor in psychology. She starts her graduate work this fall for a master's degree in history/public history at Texas State University. She loves sand volleyball, running, and hiking with her dog, Jackson. She recently went on a two-week trek through central Europe, where her boyfriend of ten years proposed in Munich. She looks forward to furthering her education and getting married.

ELIZABETH FRITH



Elizabeth Frith was born in Chicago but has called Texas home since she was ten years old. She currently teaches U.S. history and world geography at North Mesquite High School, a public school in Mesquite, Texas, and she coaches the school's Academic Decathlon team. When she isn't at school, she enjoys biking, reading, and spending time with her husband, Jason, and their sons, Aidan and Ian.

JIM FURGESON



Jim Furgeson is a native of Lubbock and has lived in Austin for the past thirty-plus years. He received an undergraduate degree from Texas Tech University and a graduate degree from the University of Georgia. He has taught in both private and public schools and at both the elementary and secondary levels in his thirty-seven-year teaching career. For the past eighteen years he has taught at McCallum High School in Austin. He currently teaches U.S. history and practical law. His wife, Barbara Anderson, teaches at The University of Texas School of Social Work. They have three sons: Will, who lives and works in Austin; Andy, who lives and works in Portland, Oregon; and James, who is a graduate student at the University of California, Berkeley.

ELIZABETH GILLEY



Elizabeth Gilley is a native Texan and has never lived outside of Texas. She currently teaches AP U.S. history and speech at Yvonne A. Ewell Townview Magnet Center in Dallas. Her leisure activities include playing with her grandchildren.

IAN GRAYSON



Ian Grayson is a native Austinite. He currently teaches U.S. history at Stephen F. Austin High School, the oldest public school in Texas. In 2009 he won the TCSS NOVA Teacher of the Year Award. He has worked on curriculum initiatives for the Austin Independent School District. When not teaching, he takes pleasure in raising his two children, Natalie and Thomas.

STEPHANIE HARRIS



Stephanie Harris is a Texas native and has lived in the Austin area since 2004. She received a B.A. in government from McNeese State University in Lake Charles, Louisiana, and a post-baccalaureate certification from LeTourneau University. Currently, she teaches U.S. history and economics at Stephen F. Austin High School. She anticipates teaching AP economics and AP government in 2011 in the school's Academy for Global Studies. She enjoys traveling and spent fourteen months teaching in Bucheon, South Korea. She welcomes the challenge of new technology and sponsoring students in the Youth & Government program.

ARLENE HASTINGS-HILL



Arlene Hastings-Hill is a native Texan and has lived in Baytown for the past twenty-five years. She currently teaches eleventh-grade U.S. history and AP U.S. history at Ross S. Sterling High School. Outside of work, she spends time jogging, biking, and cooking.

ERIC HOOD



Eric Hood is a native of Louisiana but has lived in Dallas for the past eleven years. He currently teaches social studies at Yvonne A. Ewell Townview Magnet Center, a public school in Dallas. He wants his students to be top performers in academia and in their personal lives and to use social studies to better themselves and their society. For leisure, he reads, swims, and spends time with his family.

STACY HRICKO



Stacy Hricko has lived in Texas all her life and spent the last twenty-seven years in Lake Texoma. She currently teaches English at Melissa High School in Melissa, Texas. In 2007, she was named an Outstanding Teacher of the Humanities by Humanities Texas. She lives with her husband and two dogs. She and her husband have two grown children and two beautiful granddaughters.

ANN MARGARET HUDSON



Ann Margaret Hudson is a native Texan who has taught in the state's capital for the past sixteen years of her twenty-two-year teaching career. She will be starting her twenty-third year this fall. In 2007, she earned her national board certification in adolescent and young adult history. Her pastimes include traveling, shopping, reading, and spending time with her family and friends.

BETH HUDSON



Beth Hudson is a sixth-generation Texan. She currently teaches U.S. and Texas history at O. Henry Middle School in Austin, where she is also the sponsor for National History Day and Model United Nations. She is a grateful recipient of the 2007 Outstanding Teaching of the Humanities Award from Humanities Texas, and the 2010 Texas Middle School Social Studies Teacher of the Year Award. When not teaching or reading, she plays the piano, practices yoga, roughhouses with her golden retriever/collie, Gracie, writes, and especially enjoys time with her son and daughter.

CANDACE L. HUNTER



Candace L. Hunter has been teaching since 1998. She is currently a curriculum and instructional specialist for social studies with the Austin Independent School District. Hunter teaches U.S. history at John H. Reagan High School, an inner-city high school. She was Teacher of the Year at Webb Middle School, where she taught U.S. history, and semifinalist Teacher of the Year in 2010.

MICHAEL KAHOE



Michael Kahoe, originally from El Paso, has lived in Austin for the past eleven years. He currently teaches U.S. history and AP U.S. history at Del Valle High School, a public school just east of Austin. At Del Valle, he serves as his department's PLC leader in U.S. history, sponsors the Movie Club, and coaches girls' junior varsity soccer. Outside of school, Kahoe has been working on his M.A. in history at Texas State University. He loves playing soccer on the weekends and spending time with his family, Kelly, Daniel, and Artemis.

STEPHEN KOHAN



Stephen Kohan is from Long Island, New York. He is a graduate of Binghamton University, where he earned a B.A. in history in May of 2002. He currently teaches world history, pre-AP world history, and a U.S. history course at La Marque High School. In addition to teaching, he is also the teacher-sponsor for the Key Club. When not teaching, Kohan enjoys baseball, golf, and running. He and his wife, Kristin, have a two-year-old daughter, Brooke Lynn.

SCOTT LLOYD



Scott Lloyd, a native of California, has lived in the Austin area for the last nineteen years. He currently teaches special education social studies at Del Valle High School in Del Valle, Texas. Lloyd is the UIL social studies sponsor. He is an active member of his church, is married, and has two wonderful kids.

LUIS LUGO



Luis Lugo is a proud Texan who currently teaches world geography, U.S. history, and AP U.S. history at Grape Creek Independent School District. He finished his first year and is looking forward to leading the UIL current events team for the upcoming year. His leisure activities include jogging, biking, working out, and spending time with his family.

RYANN A. MADDEN



Ryann A. Madden teaches AP U.S. history at Judson High School in Converse, Texas. He has been teaching for one year.

KENETRA MALONE



Kenetra Malone has taught history for the last six years. She currently teaches U.S. history in Round Rock, Texas. The Austin Area Alliance of Black School Educators recognized her as a Teacher of Promise. During her free time, she takes pleasure in traveling, bicycling, knitting, and reading.

LARRY RENFRO



Larry Renfro is a native Texan who grew up in Pasadena and has lived in Waco for the last twenty years. He currently teaches U.S. history at University High School in Waco and coaches football and soccer. He was recognized as Outstanding Teacher of the Year at Cesar Chavez Middle School in 2005. When he isn't teaching, Renfro participates in hunting and all sports.

SUL D. ROSS



Sul D. Ross is a native Texan. He has taught at Westlake High School for twenty-one years. He also has coached football, baseball, basketball, and track and field. When he is not involved with high school activities, he practices outdoor sports and athletics of any kind. Teaching young people is important in his life.

TINA SENKEL



Tina Senkel was born in Liberty Hill, Texas, and resides in Killeen, Texas, where she is newly engaged to her fiancé, Dan. She teaches seventh-grade mass communications at Salado Junior High and has a degree in political science. She coaches seventh- and eighth-grade girls' athletics and junior varsity softball. When not busy at school, she likes to jog, quilt, and spend time with her fiancé, when he is home from deployment.

GLENN STIRRAT



Glenn Stirrat is a native of Chicago but has lived in Austin for the past eighteen years. He currently teaches economics and government at John H. Reagan High School, a public school in Austin, and coaches soccer. In his spare time, he enjoys jogging, playing soccer and tennis, and traveling around the United States and South America with his wife, Jenny.

BRAD TANSIL



Brad Tansil is a native of Dallas but has lived in Austin for the past twenty years. He currently teaches U.S. history and AP U.S. history at Del Valle High School, a public school outside of Austin. In 2004, his school recognized him as Teacher of the Year. When he isn't at school, he likes spending time with his family and playing poker.

ROBIN VILLARREAL



Robin Villarreal is a native Texan who has lived in the Austin area for two-thirds of his life. He currently teaches U.S. history at Manor New Tech High School, a public school in suburban Austin. When not teaching, he enjoys riding motorcycles, cooking and eating, traveling, and reading.

BRADFORD WHERRY



Bradford Wherry is a native of North Carolina but has lived in Texas for the past twenty-seven years. He currently teaches AP U.S. history and dual credit U.S. history in the Spring Independent School District at Carl Wunsche Sr. High School, a career and technology academy located north of Houston. His pastimes include reading, cooking, and spending time with his three sons and wife in The Woodlands.

GABRIELLE WHITLOCK



Gabrielle Whitlock is a sixth-generation Texan who has lived in Houston, Manvel, La Grange, and Spring. She is a graduate of Spring High School and is returning to teach at her alma mater this fall. For the last five years she taught at Carl Wunsche Sr. High School Career Academy in the Spring Independent School District. She has been named an Educator of Distinction three years in a row by the students of Spring and was a recipient of the Claus Nobel Educator of Distinction Award. She spends most of her time outside of school taking care of her two children and her husband. She loves to scrapbook, read, and work on flower arrangements when she has time.

SUMMER WIESE



Summer Wiese is a native of Texas and currently resides in Dallas. She teaches social studies at North Mesquite High School. When not working, she loves jogging, hiking, drawing, and reading.



- 1 Participants in the Austin institute.
- 2 Erika M. Bsumek, associate professor of history at UT, served as the faculty director of the Austin institute.
- 3 Jane Oshinsky, institute faculty members David M. Kennedy and David M. Oshinsky, and UT history department Chair Alan Tully gather for dinner at the home of Humanities Texas Vice Chair Michael L. Klein. (left to right)
- 4 Teachers, board members, and staff enjoy a reception hosted by Michael L. Klein (third from left) and his wife, Jeanne (fourth from right).
- 5 Teachers gather in the LBJ Library for primary source workshops with faculty.
- 6 Stephanie Harris, Beth Hudson, and Candace Hunter look on as institute coordinator Neel Baumgardner shows a video during an afternoon workshop.
- 7 Marsha Sharp, education specialist at the LBJ Library, informs teachers of the institution's resources available to them.



THE UNIVERSITY OF TEXAS SYSTEM
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Unless otherwise specified, events took place on the campus of The University of Texas at El Paso.

TUESDAY, JUNE 14

OPENING PROGRAM

UNDERGRADUATE LEARNING CENTER (UGLC), ROOM 216

- 5:00–5:30 p.m. Local teacher registration
- 5:30–6:00 p.m. Participant introductions
Eric Lupfer

UGLC, ROOM 116

- 6:00–7:00 p.m. Opening remarks
Howard C. Daudistel, Maceo C. Dailey Jr.
“How the Rich Got Rich: The Gilded Age in America”
H. W. Brands

EL PASO NATURAL GAS CONFERENCE CENTER (EPNGCC)

- 7:00–8:30 p.m. Dinner

WEDNESDAY, JUNE 15

MORNING PROGRAM

EPNGCC

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “The Progressive Era”
Keith A. Erikson
- 9:45–10:30 a.m. “Immigration and Ethnicity in the 1920s”
Michael M. Topp
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “FDR and the New Deal”
H. W. Brands
- 11:30 a.m.–12:30 p.m. Lunch
“America Becomes a World Power”
Brad Cartwright

AFTERNOON PROGRAM

- 12:30–2:30 p.m. Primary source workshops
Brands, Cartwright, Erikson, Topp
- 2:30–2:45 p.m. Break
- 2:45–3:00 p.m. Announcements

THURSDAY, JUNE 16

MORNING PROGRAM

UNIVERSITY LIBRARY, BLUMBERG AUDITORIUM

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Using Digital Resources of the National Archives”
Charles Flanagan
- 9:45–10:05 a.m. Break & group photo
- 10:05–10:50 a.m. “World War II”
Maggie Rivas-Rodriguez
- 10:50–11:35 a.m. “African Americans and Civil Rights”
Maceo C. Dailey Jr.
- 11:35–11:45 a.m. Break
- 11:45 a.m.–12:30 p.m. “Hispanic Americans and Civil Rights”
Ignacio M. García
- 12:30–1:20 p.m. Lunch

AFTERNOON PROGRAM

- 1:20–3:20 p.m. Primary source workshops
Dailey, Flanagan, García, Rivas-Rodriguez
- 3:20–3:30 p.m. Announcements

FRIDAY, JUNE 17

MORNING PROGRAM

EPNGCC

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Constitutional History since 1877: The Legacy of Reconstruction”
Michael Les Benedict
- 9:45–10:30 a.m. “The Cold War”
Jon Hunner
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “Conservatism in Post–World War II America”
Michelle Nickerson
- 11:30 a.m.–12:30 p.m. Lunch
- 12:30–1:15 p.m. “Korea and Vietnam”
Mark Atwood Lawrence
- 1:15–1:30 p.m. Break

AFTERNOON PROGRAM

- 1:30–3:30 p.m. Primary source workshops
Benedict, Hunner, Lawrence, Nickerson
- 3:30–3:45 p.m. Closing remarks

BRANDY ACOSTA



Brandy Acosta is a Texas native. Born and raised in San Antonio, she has lived in El Paso for the past twenty years. She currently teaches social studies at El Paso High School, a public school in suburban El Paso. In 2006, the Diocese of El Paso Catholic Schools recognized her as Teacher of the Year for Secondary Schools. Nominated by her students and fellow colleagues, she also earned the title of Friendliest Teacher that same year. When she isn't at school, she enjoys traveling with her husband, Richard, and their two children, Belisa and Benjamin.

ANDRES AGUIRRE



Andres Aguirre was born and raised in El Paso, moved in 1993 to join the U.S. Air Force, and returned home in 2000 due to Chico's Tacos. He currently teaches world history, U.S. history, and Texas history at Harmony Science Academy–El Paso. He has assisted students who compete in local Academic High Q tournaments, moot trial competitions, and the UIL social studies and current events competitions. Aguirre has been a teacher for the past six or seven years—he lost track after the second year. Whenever he is not teaching, Aguirre spends his time in the great outdoors. He likes camping, fishing, hunting, and just having a barbecue with good friends. He is looking forward to spending time with other social studies teachers in order to learn new methods of keeping social studies fun and exciting.

LOURDES BALDERRAMA



Lourdes Balderrama is a native of El Paso but has lived in Austin for the past year. She currently teaches world geography at Taylor High School, a public school northeast of Austin. She coaches the freshmen girls' volleyball team and is the head soccer coach. When she isn't at school, she could be found running, playing volleyball or soccer, or spending lots of time with her beautiful daughter, Mackenzie.

ANDREW BENITEZ



Andrew Benitez was born in El Paso and lived in the southern United States and in Germany as part of a military family. He moved back to El Paso for high school before going to Cambridge, Massachusetts, for college. He returned after graduating to begin a career in education. He teaches social studies at Harmony Science Academy–El Paso, a K–12 public charter school. When he isn't grading papers, he might be reading, playing basketball, or traveling throughout the United States.

LISA BORUNDA



Lisa Borunda is an El Paso native and second-year teacher. She currently teaches world geography at Americas High School in El Paso's Socorro Independent School District. Borunda is a graduate of The University of Texas at El Paso (UTEP), where she is currently working on her master's degree in history. In her free time, she watches baseball, particularly her favorite team, the Boston Red Sox.

GREGG CARTHY



Gregg Carthy was born and raised in southern Illinois, and has been a diehard St. Louis Cardinals fan from birth. He finished high school in El Paso, and has taught government, U.S. history, and economics at Franklin High School for fifteen years. Outside of academics, Carthy belongs to a Celtic folk band, and has hosted a music show on his local NPR station for twenty-six years. It is called Folk Fury, and can be heard on KTEP 88.5 FM every Saturday night.

PABLO CERVANTEZ



Pablo Cervantez, originally from Houston, first arrived in El Paso in 1972, courtesy of the U.S. Army. He went on to make a career of the army for twenty years. He served tours of duty in Europe and Asia and taught for eight years at Brooke Army Medical Center in San Antonio, Texas. He returned to El Paso to retire in 1992. He currently teaches U.S. history and world history at Chapin High School.

JESÚS CHAVIRA



Jesús Chavira was raised in Juárez, Mexico, but has lived in Texas since 1988. He currently teaches social studies at Harmony Science Academy–El Paso, a charter school with over thirty campuses in Texas. He also teaches AP human geography, a class that he enjoys very much. For enjoyment, Chavira camps, travels, and learns about different cultures around the world.

FELIPE CORTEZ



Felipe Cortez is a native El Pasoan. He attended Bel Air High School and Baylor University. He currently teaches world geography at Eastlake High School, a public school in the Socorro Independent School District, and is a soccer coach. When he isn't at school, he enjoys playing soccer, playing video games, and traveling with his wife, Lauren, and daughter, Jocelyn.

RAMIRO ESPARZA JR.



Ramiro Esparza Jr. is from Fabens but has lived in El Paso most of his life. He currently teaches at Anthony Middle School in the Anthony Independent School District. He has been educating students for five years. He teaches grades six through eight in world, Texas, and U.S. history. Esparza also is defense coordinator of the varsity football team and an assistant coach of the varsity basketball and baseball teams. When he is not teaching or coaching, he likes to spend time with his wonderful wife and four kids.

CHRISTINA GALVAN



Christina Galvan is a native of Colorado but has lived in El Paso for the past twenty years. She currently teaches world history and world geography at Anthony High School, a public school in Anthony, Texas. She is also the basketball and track coach for Anthony Middle School. In her free time, Galvan likes to swim, ski, and spend time with her family.

THELMA GRANADOS



Thelma Granados is a native of El Paso. She has been teaching at Clarke Middle School for the past nine years and is a basketball, softball, and track coach. In addition, Granados coaches the UIL dictionary skills team and the social studies team and serves as the social studies department chair. Her colleagues voted her Teacher of the Year on her campus. When not at work, she likes working out, eating buffalo wings, and watching movies with her children, Vanessa and Julian.

JAMES E. HICKS



James E. Hicks, a native of New York, has lived in El Paso for the past twenty years. He currently teaches social studies and Texas history at Guillen Middle School, a public school in central El Paso. In his free time, he enjoys reading at the library, bike riding, and traveling throughout the Southwest with his wife, Carol.

JOSE HOLGUIN



Jose Holguin teaches for the Dell City Independent School District. He has taught U.S. history to the sixth, seventh, and eighth grades at Dell City School. He has taught for fifteen years. Holguin also coaches junior high and high school football, basketball, and track. He jogs and fishes during his free time. He and his wife, Maria, have three kids, Javier, Luis, and Sarah.

AMY HOLZMAN



Amy Holzman started teaching in 2007. She currently teaches AP world history at Eastwood High School in the Ysleta Independent School District and sponsors her school’s History Day team. She is a graduate of UTEP and is currently working on her M.A. in history.

KENNETH HOLZMAN



Kenneth Holzman is an expatriate Midwesterner who came to El Paso in the winter of 1986 and was immediately smitten with the mild winters and spicy food of the region. He earned a B.A., with honors, in anthropology with a minor in history from UTEP in 1995 and a J.D., cum laude, from the Creighton School of Law in 1998. He has completed thirty hours of postgraduate studies in sociology at UTEP. He was recognized as one of the Top Ten Teachers in the Ysleta Independent School District in his first year of teaching and currently teaches AP human geography, AP world history, and debate at the Northwest Early College High School in Canutillo, Texas. He also coaches the school’s mock trial, moot court, and forensics teams. According to his wife, Holzman has no free time.

MARK LEVITT



Mark Levitt is an army veteran with tours of duty in Germany and Korea, as well as Iowa, Kansas, Kentucky, and Texas. He retired as a lieutenant colonel. He has an undergraduate degree from the University of Minnesota and a graduate degree from the University of Southern California. He currently teaches U.S. history and coaches the swim team at Coronado High School in El Paso. A former competitive runner, he now runs for fun and enjoys traveling with his wife, Kyta.

DANIEL LOPEZ



Daniel Lopez is originally from Brownsville, Texas, but has lived and taught in El Paso for the past two years. He completed his B.A. at Baylor University and his M.S. at UTEP. He currently teaches world geography, U.S. history, and Texas history at La Farelle Middle School. He also coaches high school football and middle school track.

MARIO LOPEZ



Mario Lopez has lived in El Paso for all forty-six years of his life. He currently teaches social studies and Texas history at Nolan Richardson Middle School, a public school in El Paso, and coaches the soccer and track teams for both seventh and eighth grade. When he isn’t at school, he enjoys spending time with his family and grandchild. His hobbies include playing basketball, jogging, weightlifting, and reading. But most important, he relishes spending time reading his Bible for discernment and to distinguish between right and wrong.

TARA LOPEZ



Tara Lopez is a native of Washington, D.C., but she has lived in El Paso for many years. She has a B.A. in anthropology and art history from UTEP, an M.A. in interdisciplinary studies with an emphasis on history, also from UTEP, and an M.A. in secondary education from the University of Phoenix. She has almost completed a third M.A., in political science, also from UTEP. Lopez has been a teacher in the El Paso area for thirteen years. She currently teaches dual credit U.S. history and dual credit government at Irvin High School.

JULIAN LUEVANO



Julian Luevano was born and raised in El Paso. He served in the U.S. Navy for four years, then spent another year on the missionary field. He taught for seven years as an elementary school teacher, then taught at Guillen Middle School for six years in the ESL department. He now teaches social studies at Canyon Hills Middle School. His hobbies are reading, listening to music, and playing the electric guitar.

LISA MARROQUIN



Lisa Marroquin, a native of Colorado, lived in Odessa, Texas, for fourteen years and recently moved to Andrews, Texas. She currently teaches world history at Permian High School, a public school in Odessa. In her spare time, she sings at her church, teaches Sunday school, and travels the country with her husband, Phillip.

KRISTINA MILLS



Kristina Mills was born in Fort Gordon, Georgia, but has lived in El Paso most of her life. Her father, an army doctor, was transferred to William Beaumont Army Medical Center when she was a child. She loved being an army brat because it afforded her the opportunity to live in many different places and experience different cultures. However, El Paso has always been “home” to her. She just completed her fifth year of teaching U.S. history, psychology, and sociology at Chapin High School in El Paso. Apart from work, she likes reading, traveling, and spending time with her husband, Quent, and her family. The family’s favorite and most meaningful place to travel to is Washington, D.C., especially Arlington National Cemetery, where Quent’s youngest brother, SSG Joshua M. Mills (KIA September 16, 2009), is buried along with the rest of our country’s heroes.

ISABEL MORA



Isabel Mora is a native of El Paso and a veteran of the United States Air Force. She has taught and learned in the Ysleta Independent School District for the past fourteen years. She teaches dual credit U.S. history at Valle Verde Early College High School, where she also acts as faculty advisor for the Model United Nations team. She is also adjunct instructor of U.S. history at El Paso Community College. She earned her M.Ed. as an instructional specialist in social studies at UTEP, and she is finishing an M.A. in history with a concentration on teaching and learning in history.

DAVID R. MORENO



David R. Moreno is a native of El Paso. He currently teaches social studies and Texas history at East Montana Middle School, a public school in the Clint Independent School District. Moreno coaches the seventh-grade basketball team and the Chess Club. He is also working on his M.Ed. at UTEP. In his free time, Moreno works on his yard at home and works out at EP Fitness and San Juan boxing gym. Most of all, he cherishes the time he spends with his wife and family.

WM. KEVIN NEWMAN



Wm. Kevin Newman is a native of Texas and has lived in El Paso for thirty-five years. He has taught U.S. history and government for the last nine years at Chapin High School, a school in the El Paso Independent School District on Fort Bliss property. Twice in the last five years he has been nominated for Teacher of the Year at Chapin High School. When he is not at school, he enjoys reading, playing golf, and traveling across the United States.

CÉSAR PADILLA



César Padilla is a native of El Paso and Juárez, Mexico. He has lived in this surrounding area for all of his twenty-six years. He currently teaches world history at Irvin High School, a public school located in northeast El Paso. He also coaches football and baseball at Bowie High School. The 2011–2012 school year will be his third year teaching. For fun, he travels, reads, and plays basketball.

IRENE PAEZ



Irene Paez is a native of El Paso and has lived there her entire life. She currently teaches social studies at Henderson Middle School, a public school in El Paso, and sponsors the National Junior Honor Society. Outside of work, Paez enjoys spending time with her two grandchildren. She also enjoys reading.

DANIEL QUIÑONES



Daniel Quiñones was born, raised, and has lived all his life in El Paso. He has taught government, economics, world history, and geography. Most recently he taught sociology at Coronado High School. In his spare time, he tutors students in all social studies topics. Quiñones likes to seek out professional development programs so that he can stay up to date in his field to benefit his students. He also likes sharing the experiences with his colleagues.

JULIE A. RICHARAAON



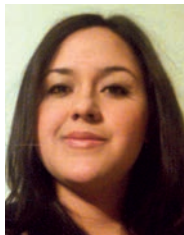
Julie A. Richardson is a native of El Paso. She graduated from Eastwood High School in 1994 and obtained two bachelor’s degrees from UTEP in 2000. She later obtained her teaching credentials from Region 18 in Midland. For the past two and a half years she has lived in Sierra Blanca, Texas. She currently teaches social studies, U.S. history, and English language arts at Sierra Blanca Middle/High School, a public school eighty-five miles east of El Paso. Richardson is also the National Honor Society and National Junior Honor Society advisor, and she volunteers with various organizations that her children are involved in. When not at school, she cherishes spending time with her three amazing children, Janae, Derreck, and Bryana. They enjoy outdoor activities and spending time with family and friends.

PABLO SAENZ



Pablo Saenz is a native of El Paso, where he has lived all his life. He currently teaches sixth- and seventh-grade social studies at Henderson Middle School, a public school in south central El Paso. This is his first year teaching. Outside of work, he reads, watches movies, and travels.

GUADALUPE SALDAÑA



Guadalupe Saldaña is a native El Pasoan and teaches social studies to the seventh through ninth grades at Harmony School of Innovation, a K–12 charter school in northeast El Paso. She is the National Honor Society and National Junior Honor Society advisor and holds social studies competitions, such as the geography bee and the Texas citizen bee. In her free time, Saldaña enjoys spending quality time with her family, traveling, and playing soccer.

STEPHEN SCHLETT



Stephen Schlett is a native of Philadelphia, Pennsylvania, but has lived in El Paso for the past twenty-three years. Currently he is teaching government and U.S. history at Chapin High School, near Fort Bliss. He has a strong interest in tennis, including assistant coaching. Much of his time away from school is spent playing USTA league tennis, bike riding, and enjoying the company of his wife, Perla, and their son, Stephen.

PAUL JAMES SMITH



Paul James Smith is a native of Houston but has lived in El Paso for the past twelve years. He currently teaches social studies and coaches baseball and football at Andress High School. Smith just completed his first year of teaching and is looking forward to many more. He enjoys outdoor activities, movies with his family, and coaching his children and his students.

SHAENA STEWART



Shaena Stewart is a native of El Paso. She graduated from The University of Texas at El Paso in 2008 with a B.A. in history. She has been at Chapin High School for two years, where she teaches U.S. history, government, and economics. Stewart is also an assistant softball coach and a junior class sponsor.

LAURA STRELZIN



Laura Strelzin was born and raised in El Paso. She was part of the first graduating class of Franklin High School, went to Texas Tech University, and returned to teach at Franklin. Having taught for ten years, she is a member of the Campus Improvement Team and the Curriculum Instructional Leadership Team. Other duties include chairing the social studies department and cosponsoring the class of 2012. She also writes social studies curriculum for the El Paso Independent School District. This year she was honored to be Teacher of the Year for Franklin High School and Teacher of the Year for the El Paso Independent School District’s top five for secondary schools. When she isn’t teaching, she volunteers in the community and in her church. This is her second year to be part of a Humanities Texas program.

LAWREN TAQUI



Lawren Taqui attended UTEP and now lives in Richardson, Texas. She teaches social studies at Sachse High School in the Garland Independent School District. Additionally, she coaches the Academic Decathlon and Octathlon teams. This past year her Academic Decathlon team qualified for the state competition, a first for the high school. In her spare time, Taqui enjoys international travel, reading, and gardening. She shares her home with her husband and two very comfortable mutts.

BIANCA NICOLE TIDWELL



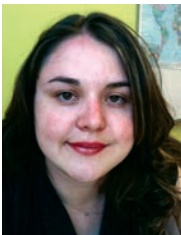
Bianca Nicole Tidwell is a native of El Paso and has had the opportunity to work in Plano, Pflugerville, and El Paso over the last six years. She currently teaches Texas history and U.S. history at Hornedo Middle School, a public school in El Paso. Apart from work, she enjoys working out, attending musical concerts, doing ballet, and spending time with her husband and son.

HAZEL TIPTON



Hazel Tipton was born and raised in El Paso. She currently teaches U.S. history and AP U.S. history at Austin High School in central El Paso. She also serves as the department chair, advisor to the history club, HQ coach, UIL coach of current events, and coach of the social studies team. She has been teaching for twelve years and was recognized this year as her campus Teacher of the Year. A history buff, she and her husband, Dan, are members of the Society for Creative Anachronism, an international organization dedicated to researching and re-creating the arts and skills of pre-seventeenth-century Europe.

CLAUDIA TREVIZO



Claudia Trevizo was born in Würzburg, Germany, but raised in El Paso. She currently teaches social studies at Harmony Science Academy–El Paso, a charter school. If she’s not at school, grading papers, or creating new lesson plans, Trevizo is most likely eating chocolate ice cream with her daughter, Brianna, and her husband, Phillip.

GONZALO VALLES



Gonzalo Valles is a native of El Paso, where he has lived all his life. He currently teaches Texas history at Henderson Middle School, a public school in south central El Paso, and coaches sixth- and seventh-grade UIL social studies. When he isn't at school, he enjoys eating, reading, and traveling throughout the Southwest with his wife.

JOSE L. VASQUEZ



Jose L. Vasquez teaches U.S. history, world history, world geography, government, and economics at Plato Academy in El Paso. He has taught for seven years. Vasquez also attended a Humanities Texas teacher institute in 2010.

JENNIFER VILLA



Jennifer Villa is a native of El Paso, where she has lived most of her life. After working in retail for almost eighteen years, she decided to go back to school in order to pursue her longtime goal of becoming a teacher. She currently teaches U.S. history at Austin High School in El Paso, where she is also the junior varsity volleyball coach. Outside of school, she spends time with her husband, Fernie, and their three children, Jennelle, Ethan, and Alec, usually at the kids' various sporting events.

DEBORAH ZAMORA



Deborah Zamora is a native of California but has lived in El Paso for the past twenty-six years. She currently teaches U.S. history at Irvin High School and coaches the Irvin Academic Decathlon team. Off the clock, she reads, goes to the movies, and enjoys time with her family.



1 Participants in the El Paso institute.

2 Participants examine and discuss primary sources at the El Paso institute.

3 Maceo C. Dailey Jr., director of the African American studies program at UTEP, introduces keynote speaker H. W. Brands at the opening program of the El Paso institute.

4 Maggie Rivas-Rodriguez, associate professor of journalism at UT, explores primary source documents with teachers in El Paso.

5 Michael M. Topp, associate professor of history and the associate dean of the College of Liberal Arts at UTEP, discusses immigration in the 1920s with teachers.

6 Participants listen to a lecture during the El Paso institute held on the UTEP campus.



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Faculty Director
Deborah L. Blackwell

Unless otherwise specified, events took place in the Student Center on the Texas A&M International University campus.

SUNDAY, JUNE 5

OPENING PROGRAM

BALLROOM A-B

- 5:30–6:00 p.m. Local teacher registration
- 6:00–6:30 p.m. Welcome and opening remarks
Ray M. Keck III
- 6:30–7:15 p.m. “Constitutional History since Reconstruction”
Michael Les Benedict
- 7:15–8:30 p.m. Dinner

MONDAY, JUNE 6

MORNING PROGRAM

ROTUNDA, SECOND FLOOR

- 8:00–8:45 a.m. Breakfast

ROOM 231

- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “The Legacy of Reconstruction”
Michael Les Benedict
- 9:45–10:30 a.m. “Populism”
Gregg Cantrell
- 10:30–11:00 a.m. Break & group photo
- 11:00–11:45 a.m. “The Progressive Era”
Deborah L. Blackwell
- 11:45 a.m.–12:30 p.m. “World War I”
Stephen M. Duffy

BALLROOM A-B

- 12:30–1:15 p.m. Lunch

AFTERNOON PROGRAM

BALLROOM C

- 1:15–3:15 p.m. Primary source workshops
Benedict, Blackwell, Cantrell, Duffy
- 3:15–3:30 p.m. Announcements

TUESDAY, JUNE 7

MORNING PROGRAM

ROTUNDA, SECOND FLOOR

- 8:00–8:45 a.m. Breakfast

ROOM 231

- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “The New Deal”
Ricky F. Dobbs
- 9:45–10:30 a.m. “World War II”
Jerry D. Thompson
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “Mexican Americans in the 20th Century”
Anthony Quiroz
- 11:30 a.m.–12:15 p.m. “The Civil Rights Movement”
J. Todd Moyer

BALLROOM A-B

- 12:15–1:15 p.m. Lunch

AFTERNOON PROGRAM

BALLROOM C

- 1:15–3:15 p.m. Primary source workshops
Dobbs, Moyer, Quiroz, Thompson
- 3:15–3:30 p.m. Announcements

PLANETARIUM, LAMAR BRUNI VERGARA SCIENCE CENTER

- 3:45–4:45 p.m. Video resources for social studies

EVENING PROGRAM

ROTUNDA

- 5:00–6:30 p.m. Reception

WEDNESDAY, JUNE 8

MORNING PROGRAM

ROTUNDA, SECOND FLOOR

- 8:00–8:45 a.m. Breakfast

ROOM 231

- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Using Literature to Enhance History Teaching”
Penny Vlagopoulos
- 9:45–10:30 a.m. “The Cold War, Korea, and Vietnam”
Mark Atwood Lawrence
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “Resources of the National Archives”
Jenny McMillen Sweeney
- 11:30 a.m.–12:15 p.m. “Teaching History through Art”
Stacy Fuller

CLOSING PROGRAM

BALLROOM A-B

- 12:15–1:15 p.m. Lunch

BALLROOM C

- 1:15–3:15 p.m. Primary source workshops
Fuller, Lawrence, Sweeney, Vlagopoulos
- 3:15–3:30 p.m. Closing remarks

CRISTINA AGUERO



Cristina Aguero is a native of Laredo and has lived there all of her life. She is currently teaching world history at Louis J. Christen Middle School, a public school in Laredo. She is a new teacher, having taught for about two years. Her free time activities include bike riding, working out, and spending time at home.

ROBIN ANDERSON



Robin Anderson was born in Frankfurt, West Germany, on a U.S. Army base hospital. When her family moved stateside in 1965, she relocated to her mother's hometown of Laredo. Anderson attended public school, and finally attained her degree, magna cum laude, in history with a minor in sociology in May 2010 from Texas A&M International University (TAMIU). She is currently teaching U.S. history at J. B. Alexander High School in Laredo. Apart from work, she enjoys technology, reading, playing with her grandsons, and being mom/best friend to her two grown daughters.

PATRICK ARNEY



Patrick Arney is a native of Stillwater, Minnesota, but has lived in McAllen, Texas, for the past fifteen years. He currently teaches pre-AP world history at McAllen High School and coaches the girls' varsity soccer team. He and his wife, Deborah, have two children, Liam, age seven, and Moira, age five. When not teaching, his job is the transportation of children to their various activities. Arney's family enjoys visiting South Padre Island and traveling.

ELISA BARRY



Elisa Barry is a fifth-generation Texan and has taught art and history for twenty years in Texas. She currently teaches U.S. history and Texas history at Spring Branch Middle School, a public school in the Spring Branch Independent School District in Houston. In 2009–2010 she was recognized as her school's Teacher of the Year, and she also received the Lifetime Achievement Award in 2011 from her school's PTA. Away from school, she stays busy raising her three boys, reading, painting, and traveling with her husband, Patrick.

URSULA BEHRENDT



Ursula Behrendt is originally from Germany but has lived in Laredo for the past twenty-seven years. She currently teaches U.S. history at United South High School, a public school in suburban Laredo where she has taught for the last fifteen years. In her free time, she reads and watches old movies.

JULIA BENAVIDES



Julia Benavides was born in Killeen, Texas, but has lived in Laredo for the majority of her life. She has taught social studies at Raymond & Tirza Martin High School, the first high school in Laredo, for the past three years. She currently serves as geography team leader. In her spare time, she reads, gardens, travels when possible, and spends time with her family.

ANGELICA BYRD



Angelica Byrd, a native of Texas, currently teaches U.S. history and AP U.S. history at J. B. Alexander High School, a public school in Laredo. She has been teaching for fourteen years.

GINA R. CAVAZOS



Gina R. Cavazos is a native of Laredo and has settled there with her family. She currently teaches sixth-grade social studies at M. B. Lamar Middle School, where she also coaches the cheer and dance squads. Under her direction the squads have won numerous competitions and awards. Apart from work, she spends time with her husband and two young children.

JONATHAN CHERRY



Jonathan Cherry, originally from Katy, Texas, has lived in Laredo for the last two years, where, in addition to teaching history at United South High School, he is also the girls' head basketball coach. As a child he lived for eight years in the United Kingdom, where his favorite activity was visiting the many castles. After playing college basketball and earning a history degree with a minor in political science, Cherry began coaching basketball and teaching history. When not in the classroom or on the court, you can find him racing around in his turbocharged Miata.

LUIS EDUARDO DE LA GARZA



Luis Eduardo de la Garza is a native of northern Mexico and a by-product of Catholic education. He attained a B.A. in political science from The University of Texas at San Antonio. He then proceeded to attain two master's degrees from TAMIU in the fields of public administration and history. He enjoys chess, reading European military history books, swimming, traveling to Europe, going to museums, and playing basketball. He currently teaches at Memorial Middle School in Laredo, where he teaches world history and is a boys' athletics coach. He is recently married to the former Miranda I. Kimble, and they have a five-month-old son, Christian Alexander.

SANDRA DELGADO



Sandra Delgado, a native of Chicago, has lived in Laredo for the past twenty-nine years. She currently teaches English language arts and English as a second language at Premier High School, a charter school in Laredo, and she volunteers for Literacy of America. In her leisure time, she reads and travels with her three sons and her husband, Greg.

RUBEN GARCIA



Ruben Garcia is a native of Laredo and has a B.B.A. from TAMIU. He currently teaches sixth-grade world history at Louis J. Christen Middle School, a public school in the Laredo Independent School District. He is pursuing a graduate degree in education administration from TAMIU. When he isn't teaching at school or learning at the university, he enjoys working out, keeping up with current events, and traveling as much as possible with his wife, Cynthia.

GREGORIO GARZA JR.



Gregorio Garza Jr. was born in Laredo. Until recently, he always lived in the border city of Nuevo Laredo, Mexico. He has a wide range of personal and academic experience. He has been a newspaper (Spanish section) reporter/editor, a soldier, and a counselor. He currently teaches social studies and Spanish at the Vidal M. Treviño School of Communications and Fine Arts in Laredo. Garza is popular for incorporating the arts into the classroom and for coordinating many activities in school. When he is not in school, he enjoys drawing, music, poetry, bike riding, and listening to foreign radio stations. One particular interest is gardening at his ranchito in the Mexican state of Coahuila.

LETICIA HENRY



Leticia Henry is a native of Laredo. She currently teaches AP U.S. history, world history, and Laredo history at Dr. Leo G. Cigarroa High School, a public school in Laredo. In 2011, she was commended by Humanities Texas for her teaching of the humanities. For pleasure, she likes reading a good book, spending time with her family, and traveling.

GUILLERMO JIMENEZ



Guillermo Jimenez teaches U.S. history at Louis J. Christen Middle School, a public school in Laredo. He has been teaching for three years. Jimenez also attended two Humanities Texas workshops in 2010.

SHANE JOHNSTON



Shane Johnston is a native of the West but has lived in the border city of Laredo for the past eleven years. He currently teaches world history at Memorial Middle School, a public school in Laredo, and has taught Texas history and U.S. history in the past. He spends his free time traveling throughout Latin America, visiting historical and educational sites throughout the United States, and using computers with his wife, Virginia, and his daughter, Nicole.

JUDITH KILBURN



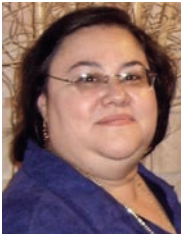
Judith Kilburn is a native of Mississippi who moved to Laredo six years ago from Storrs, Connecticut. She currently teaches world geography and history at Los Obispos Middle School, a public school in south Laredo. Outside of school she enjoys cooking and swimming, and is actively involved at St. Peter's Catholic Church in Laredo.

REBECCA LINK



Rebecca Link was born and raised in Laredo. She taught U.S. history for five years and currently teaches Texas history at Memorial Middle School, a public school centrally located in Laredo. She has taught for six years in the same school district and campus. Her leisure time is spent playing card games and relaxing with her family.

LIZETTE LOZANO



Lizette Lozano, a native Laredoan, has lived most of her life in the border city. She currently teaches Texas history at Louis J. Christen Middle School, a public school in Laredo, and coaches UIL impromptu speaking and U.S. history. In 2011, she was recognized by the Webb County Heritage Foundation for her participation in writing the curriculum for Laredo history. In her free time, she travels to historical sites, reads, and makes jewelry.

ROBERTO LUNA



Roberto Luna is a native of Laredo. He attended Texas A&M University in College Station. He currently teaches social studies and Texas history at Dr. Joaquin G. Cigarroa Middle School in Laredo. He has been teaching for two years and greatly enjoys his work and also likes freshwater and saltwater fishing, hunting, and traveling.

DANTE MADRIGAL



Dante Madrigal, a first-year teacher, has lived all his life in Laredo. He currently teaches social studies and Texas history at Los Obispos Middle School and coaches girls’ softball at LBJ High School. His favorite pastimes are traveling and going to baseball games with his family. He has two daughters and is married to lifelong friend Elvira.

ARACELI MAGAÑA



Araceli Magaña was born and raised in Laredo, where she has chosen to raise her own daughter. She currently has the pleasure of teaching English language arts and reading to seventh-grade students at Dr. Joaquin G. Cigarroa Middle School, a public school in south Laredo. In 2010, she completed her M.S. in school counseling. When she isn’t working, she enjoys spending time with family and friends and, when time permits, reading for pleasure.

GILBERT MARTINEZ



Gilbert Martinez has lived in Laredo for all of his forty-six years. He has taught for the Laredo Independent School District for twenty-two of those years. He currently teaches U.S. history and coaches both football and golf at Raymond & Tirza Martin High School, where he has been the head coach for the last seventeen years. For fun, he rides around on his Harley with his wife, Irene, or spends time on the golf course with his daughter, Alexa Jo.

T. ROBERT MELENDEZ



T. Robert Melendez is a native of Laredo, but he went to college in San Antonio and now works there as well. He currently teaches Texas history at Jack C. Jordan Middle School, a public school in the Northside Independent School District. He also coaches football, basketball, and golf and coordinates the History Fair for his school. When he is not teaching, he enjoys golfing, running, traveling, and reading.

JESÚS MENDIOLA



Jesús Mendiola is a native of east Texas but has lived in Laredo for five years. He currently teaches world geography and world history at Laredo Early College High School. Away from school, he likes taking long road trips, reading, and spending time with his family and friends.

PATSY MOORE



Patsy Moore is a native of Texas and has lived in Quemado, Texas, for the past thirty years. She currently teaches social studies at Del Rio High School. For leisure, she reads and spends time with her family.

ANA PATTERSON



Ana Patterson was born and raised in Laredo. She has been teaching social studies at LBJ High School for the past five years. This past year she taught world history and world geography. Patterson is also the assistant varsity coach for the girls’ soccer team. Any free time she has she likes to spend at home with her husband, Jason, and their five-year-old daughter, Cassie.

MARISA GÁMEZ PEREZ



Marisa Gámez Perez is a native of Crystal City, Texas. She has ten years of teaching experience and currently teaches tenth-grade world history at Crystal City High School, a public school in Crystal City. At home, she enjoys baking, reading books, and spending time with her husband, Robert, her daughter, Katherine, and her son, Robert Jay. Her parents, Bertha and the late Roberto Gámez, are the main influences on her teaching career.

BLANCA E. POLANCO



Blanca E. Polanco, a native of Laredo, currently teaches social studies at United South Middle School, a public school in the United Independent School District in Laredo. In 2010, she received her master’s in educational administration. Polanco spends her leisure time with her friends and family and traveling with her husband, Adrian.

ANGELICA RAMIREZ



Angelica Ramirez is a native and current resident of Laredo who currently teaches world history, Texas history, and U.S. history for ESL students at Louis J. Christen Middle School, a public school in Laredo. Ramirez also codirects the school’s UIL one-act play. When away from school, she takes pleasure in spending time with her family.

CARLOS U. RAMIREZ



Carlos U. Ramirez is a native of Del Rio, Texas, but moved to Laredo to pursue a degree in education and has lived there for the past six years. He currently teaches Texas history at United Middle School, where he also coaches UIL maps, graphs & charts, cross-country, and soccer. Ramirez has taught for two years.

JEANETTE RAMIREZ



Jeanette Ramirez is a native of Texas, where she has lived all her life. She has been an educator for twelve years, both at the elementary and middle school levels. She currently teaches social studies and Texas history at George Washington Middle School in Laredo. Off the clock, she travels and spends time with her family.

DOUGLAS RIEDEN



Douglas Rieden is a native of San Antonio, but has lived in Laredo for the past twenty-four years. He currently teaches world history/world cultures at Louis J. Christen Middle School, a public school in the inner city of Laredo. He has coached girls' sports since 1999 and has been a UIL academic coach for over fifteen years. Some of his other after-school activities include watching comedies and reading the works of Stephen King.

JOSÉ L. RIOS



José L. Rios is a native of Texas and has lived in this great state for the past sixty-five years. He did a short stint with the U.S. Navy in Vietnam. He was a marine corps medic attached to the 1st Marine Division. He was wounded twice and was awarded the Bronze Star with Combat V. He worked for Southwestern Bell Telephone Company for twenty-seven years before retiring in 1997. He decided to return to college and become a teacher. He has been teaching world geography at United South High School since graduating from TAMIU. In his spare time, he works with other disabled and Agent Orange veterans, filing claims for benefits and compensation.

PEDRO SAENZ



Pedro Saenz has lived in Laredo for the past thirty years. He is currently teaching social studies and U.S. history at Louis J. Christen Middle School, a public school in Laredo, and has been the sponsor of the yearbook club for the past three years. For leisure, he practices photography, travels, and spends time with his wife, Erin, and their two-year-old son, Matthew.

RUBEN SALAZAR



Ruben Salazar is native of Texas and lives in Crystal City, Texas. A twenty-seven-year veteran teacher, with twenty-four years in La Pryor, Texas, he currently teaches U.S. history at Crystal City High School. He also coaches football, basketball, and track. Salazar was recognized in the Who's Who Among Teachers 2004–2005. He received his B.S. from Texas A&I University–Kingsville. His hobbies include golfing, swimming, and traveling to historical places in Texas with his wife, Lily.

ALICIA C. TREVINO



Alicia C. Trevino was born and raised in Laredo. A graduate of TAMIU, she is currently employed with the Laredo Independent School District. She teaches Texas history at Memorial Middle School. Trevino is about to embark on her fourth year of teaching. During the 2010–2011 school year, she was the Student Council sponsor. Trevino likes spending her free time with her two children and her husband, Robert. She also enjoys reading, exercising, and spending time with her sisters.

BLANCA TRUJILLO



Blanca Trujillo is a native Texan who graduated from TAMIU with a major in history and political science. She has six years of teaching experience. Trujillo currently teaches seventh-grade social studies and dual language social studies at George Washington Middle School. For leisure she prefers reading, horseback riding, and spending time outdoors.

MONICA VALDERRAMA



Monica Valderrama, who was born in Chicago, moved to Laredo when she was just a little girl. She calls Laredo her hometown and has enjoyed living here for most of her life. Valderrama currently teaches at Los Obispos Middle School. She has been teaching social studies, U.S. history, and Texas history for the past five years. When she is not at school, she enjoys jogging, reading, traveling, and meeting people from different places.

LAURA A. VELEZ

Laura A. Velez, a native of Laredo, currently works for the Laredo Independent School District, teaching Texas history at Dr. Joaquin G. Cigarroa Middle School. For fun, Velez studies philosophy, travels, and spends quality time with people she loves.



1 Participants in the Laredo institute.

2 Jeffrey M. Brown, dean of graduate studies and research at TAMIU, informs teachers about graduate school opportunities during the opening program.

3 Laredo teachers join Deborah L. Blackwell, associate professor of history and director of the University Honors Program at TAMIU, for a primary source workshop.



4 Stacy Fuller, head of education at the Amon Carter Museum of American Art, examines works of art from the museum's collection during a primary source workshop.

5 Jerry D. Thompson, Regents Professor of History at TAMIU, and Thomas R. Mitchell, dean of the College of Arts and Sciences and former Humanities Texas board member, enjoy a reception on the TAMIU campus.

6 Jenny McMillen Sweeney, education specialist for the National Archives at the Fort Worth regional facility, shares her institution's resources with teachers in Laredo.

7 Laredo teachers listen to the keynote lecture by Michael Les Benedict, professor emeritus at The Ohio State University, during the opening program of the Laredo institute.

Unless otherwise specified, events took place in the University Room of the Business Building on UTSA's 1604 campus.



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The Making of Modern America

Faculty Director

Gregg L. Michel

SUNDAY, JUNE 12

OPENING PROGRAM

- 4:30–5:15 p.m. Local teacher registration
- 5:15–6:00 p.m. Participant introductions
Eric Lupfer
- 6:00–6:15 p.m. Opening remarks
Jude Valdez
- 6:15–7:00 p.m. “Ten Revolutions in 20th-Century American Life”
Steven Mintz
- 7:00–8:30 p.m. Dinner

MONDAY, JUNE 13

MORNING PROGRAM

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Progressivism”
Kirsten E. Gardner
- 9:45–10:30 a.m. “Americans and the Environment in the Twentieth Century”
Elaine Turney
- 10:30–11:00 a.m. Break & group photo
- 11:00–11:45 a.m. “American Foreign Policy: Progressivism to World War I”
Stephen M. Duffy
- 11:45 a.m.–12:30 p.m. “Immigration and Ethnicity in the 1920s”
Michael M. Topp
- 12:30–1:15 p.m. Lunch
Remarks from UTSA Admissions Office
George Norton

AFTERNOON PROGRAM

- 1:15–3:15 p.m. Primary source workshops
Duffy, Gardner, Topp, Turney
- 3:15–3:30 p.m. Announcements

TUESDAY, JUNE 14

MORNING PROGRAM

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “The New Deal”
Gregg L. Michel
- 9:45–10:30 a.m. “World War II”
Patrick J. Kelly
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “The Long Civil Rights Movement”
Andrew R. Highsmith
- 11:30 a.m.–12:15 p.m. “Women’s Reform Movements”
LaGuana Gray
- 12:15–1:15 p.m. Lunch

AFTERNOON PROGRAM

- 1:15–3:15 p.m. Primary source workshops
Gray, Highsmith, Kelly, Michel
- 3:15–3:30 p.m. Announcements
- 4:00 p.m. Bus to the Institute of Texan Cultures (ITC)
- 4:30–5:45 p.m. Tour of the ITC

EVENING PROGRAM

- 6:00–9:00 p.m. Evening on the Riverwalk
- 9:00 p.m. Bus to UTSA

WEDNESDAY, JUNE 15

MORNING PROGRAM

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “The Chicano Movement”
Jerry González
- 9:45–10:30 a.m. “The Cold War”
James C. Schneider
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “Teaching the 1965 Voting Rights Act”
Charles Flanagan
- 11:30 a.m.–12:15 p.m. “The Constitution in the 20th Century”
Steven R. Boyd
- 12:15–1:15 p.m. Lunch

CLOSING PROGRAM

- 1:15–3:15 p.m. Primary source workshops
Boyd, Flanagan, González, Schneider
- 3:15–3:30 p.m. Closing remarks

JOHN M. AREVALO



John M. Arevalo graduated from Texas A&M University in 1972 and received his M.A. from The University of Texas at San Antonio in 1983. He has taught world history and U.S. history at Harlandale High School and Palo Alto College since 1987. He has served on the Bradley Commission on History in Schools and the Summerlee Commission on Texas History. Arevalo was awarded a fellowship by the German Marshall Fund to study in West Germany, and he represented the United States at the Proyecto Enseñanza de la Historia Reunión de Expertos at Cáceres, Spain. He has served as a member of the National History Standards task force at UCLA. Arevalo was named a Master Teacher by the Farmers Insurance Company and was a recipient of the Golden Rule Award from JCPenney. Texas A&M recognized him with the Educators Shape the Future Award, and he received the Outstanding Teaching of the Humanities Award from Humanities Texas.

MICHAEL BELL



Michael Bell is originally from San Antonio, but he spent twenty-three years away pursuing a career in the Navy. Bell has spent the last nine years in San Antonio since he retired from active duty and entered the education profession. He currently teaches U.S. history at Southwest High School, a public school in suburban San Antonio. Bell also coaches the school's golf team. Bell was chosen as a James Madison Fellow for Texas in 2001. In his free time, he likes jogging and traveling outside the country with his wife, Lili.

LOUIS J. BENAVIDES



Louis J. Benavides is a native San Antonian and Tejano who once had a radio program in Abilene, Texas, that covered Hispanic history and community contributions to the Big Country area. He currently teaches social studies and Texas history at Dwight Middle School in the South San Antonio Independent School District, and he is the advisor to the Stock Market Investment Team. He is active as a high school football official, and he participates in Los Bexareños Genealogical and Historical Society. He and his wife, Sandra, have six children and nine grandchildren.

STELLA BENAVIDEZ



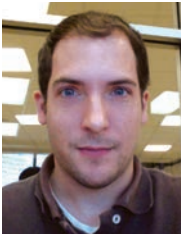
Stella Benavidez is a sixth-grade world cultures teacher at Alan B. Shepard Middle School. She is also a club sponsor for the Shepard Stars, an organization that promotes school spirit and student involvement in school. When she is not at school, she and her husband, Mark, keep busy by raising their four children.

KATY BENNETT



Katy Bennett is a native of Dallas who currently teaches regular and AP U.S. history and coaches Academic Decathlon at West Mesquite High School, a public school in suburban Dallas. She was inducted into the Mesquite Independent School District's Apple Corps in 2005, a group that honors excellence in teaching. Outside of teaching, Bennett enjoys horseback riding, traveling, and doing crossword puzzles.

MATTHEW BOWDEN



Matthew Bowden has lived and worked in Houston his entire life, working as an educator in the Houston suburb of Spring for the last ten years. He currently teaches AP human geography and U.S. history at Carl Wunsche Sr. High School, a career academy.

ELLEN BROOKER



Ellen Brooker is a native of San Antonio and the surrounding area. She is Chickasaw. Her Chickasaw name is Holisso Pisachi', which means teacher. Brooker received her B.A. and teaching certificate in history and government from The University of Texas at San Antonio in 1985, and she earned her M.Ed. in curriculum and instructional technology from Houston Baptist University in 2003. Brooker has been a professional educator for twenty-six years, twenty-four of which have been at Southwest High School, where she has been the social studies department chair for thirteen years. She has taught world history, government, and economics, but she currently teaches U.S. history. She was selected as Southwest High School's 2010–2011 Teacher of the Year and was awarded finalist status as one of three representatives for the Southwest Independent School District Secondary Teacher of the Year. She enjoys traveling with her husband, Daniel, and her two sons, Shawn and Michael. She likes to garden and work on projects around the house when she is out of school.

ALEX COYLE



Alex Coyle is a native of San Antonio but has lived in Austin for the last thirty-two years. He currently teaches U.S. history and coaches tennis at Westlake High School, a public school in suburban Austin. In 2008, the Capital Area Tennis Association selected him as High School Coach of the Year. He was commended for his teaching by State Senator Kirk Watson, and he was recognized for his outstanding work at Westlake High School by State Representative Donna Howard in 2010. In his free time, he likes to run, surf, and hang out with his wife, Margie, and his daughter, Rachel.

PATRICIA MARIE DELGADO



Patricia Marie Delgado, a native Texan, has lived in San Antonio for the past ten years. She currently teaches Texas history at Stevenson Middle School, a public school in a suburban San Antonio, where she also coaches and volunteers in various activities. In 2002, the San Antonio Area Chapter of the American Red Cross recognized her as Volunteer of the Year for Health and Safety Services. When she isn't at school, she enjoys volunteering for the San Antonio Area Chapter of the American Red Cross and participating in the Volunteering in Policing program with the San Antonio Police Department. She also enjoys reading and traveling throughout the areas around San Antonio.

CYNTHIA ALEXANDER DUBOSE



Cynthia Alexander DuBose was raised in the Rio Grande Valley and taught in the PSJA and McAllen Independent School Districts over a twelve-year period. In 2006, she was named McAllen Independent School District Technology Teacher of the Year. She moved to San Antonio in 2009 and currently teaches AP U.S. history and coaches tennis at Claudia Taylor Johnson High School. Her hobbies include tennis, golf, and cooking. She is married to David DuBose, also an employee of the North East Independent School District.

VALERIE ESTRADA-MEJIA



Valerie Estrada-Mejia is a native Texan. She currently teaches world history and U.S. history at Highlands High School, a public school in San Antonio, and is one of the sponsors for the school’s National Honor Society. Besides teaching, she enjoys reading, going to the movies, and working out at the gym. She also loves spending time with her niece and nephew, as well as her husband, Macario.

HARRY C. FERRELL



Harry C. Ferrell has lived in San Antonio for over forty years. He currently teaches social studies at Katherine Stinson Middle School, a public school located in northwest San Antonio. He is also a cosponsor of the National Junior Honor Society and is the sponsor and coach of the Stinson Fencing Club.

RACHEL GISH



Rachel Gish has lived in the San Antonio area for the past ten years. She currently teaches U.S. history at Robert E. Lee High School, a public school in the North East Independent School District. In addition, she serves as a Student Council sponsor. In 2009, Gish was recognized as the campus Teacher of the Year. In her free time, she travels and volunteers with local charities.

SYLVIA ZALDIVAR GONZALES



Sylvia Zaldivar Gonzales is a native of San Antonio. She is currently a special education teacher, teaching U.S. history, Texas history, and world history at Picket Academy in the San Antonio Independent School District. She has three children and three grandchildren. Gonzales has been married for thirty-seven years.

ERIN GUTIERREZ-HARBOR



Erin Gutierrez-Harbor is a native of Michigan but has lived in San Antonio for eight years. She currently teaches social studies at Lanier High School, an inner-city Title I school in San Antonio. Every year for the last six years she has taken students to Europe to experience history. When not at work, she enjoys reading, playing basketball, and traveling with her husband, Tony, and their two boys, Jelani and Thaine.

ROBYN HERNANDEZ



Robyn Hernandez is a native of New Jersey but has lived in San Antonio for the past sixteen years. She currently teaches social studies at Judson High School, a public school in Converse, Texas. Apart from school, she spends time with her family, reads, and travels.

ISHMON HESTER



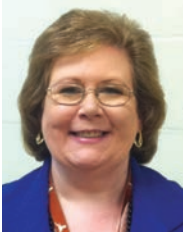
Ishmon Hester, a native of Indiana and veteran of the United States Air Force, has been an administrator and secondary social studies teacher for the past ten years. He currently teaches all social studies subjects for grades six through twelve in the Discipline Alternative Education Program at the Judson Secondary Alternative School in San Antonio. Recognized as one of the districts distinguished educators, his passion is working with at-risk and disadvantaged students. He is an avid sports fan who enjoys golf, travel, and quality time with his friends, his wife, Allean, his daughters, Alexis and Kayla, and his grandson, Naz.

CAROL HILL



Carol Hill has lived all over the United States, yet has resided in San Antonio for seventeen years now. She is the social studies department chair, teaches Texas history, and is the AVID teacher and coordinator at Poe Middle School. In addition, Hill conducts training for the San Antonio Independent School District and enjoys teaching GED classes at the Willie Velasquez Center in downtown San Antonio. In her spare time she enjoys spending time with her two children, reading, volunteering at church, and listening to music.

MEG IRWIN



Meg Irwin has lived in San Antonio for over twenty-five years. She has taught AP U.S. history and dual credit classes for over fifteen years now. Irwin holds B.A., M.A., and J.D. degrees. She currently teaches at John Paul Stevens High School. This summer, she was one of twenty-eight teachers from around the nation chosen to take part in the Gilder Lerhman Institute on the Civil War.

MATTHEW IWANICKI



Matthew Iwanicki is a native of Bridgeport, Connecticut, but has lived in San Antonio for eighteen years. He currently teaches dual language Texas history and U.S. history at Katherine Stinson Middle School in the Northside Independent School District of San Antonio, in addition to coaching football and track. He earned a B.S. from Central Connecticut State University in finance and Spanish. He has also attended the Universidad de las Américas in Puebla, Mexico. According to his wife of twenty years, “He is the best husband ever.” In his spare time, he enjoys playing sports, traveling, cooking, eating, and spending time with his family.

JENNIFER JONES



Jennifer Jones has lived in the San Antonio area for the past five years. She has worked at Tejeda Middle School, teaching eighth-grade U.S. history, and is currently teaching eleventh-grade U.S. history at Claudia Taylor “Lady Bird” Johnson High School, in the North East Independent School District. She also coaches basketball and track. When not working, she can be found watching television, reading books, exercising, or spending time with her friends.

MARY LAGLEDER



Mary Lagleder recently finished her second year teaching in San Antonio. She currently teaches AP/dual credit and on-level U.S. history at Earl Warren High School, a public school in suburban San Antonio. She spends her free time traveling, sewing, reading, and playing pretty much any sport.

MATT LÓPEZ



San Antonio native Matt López teaches at Louis D. Brandeis High School in the Northside Independent School District. He has previously taught eighth-grade U.S. history, world geography, and a social studies elective. He currently teaches U.S. history and AP U.S. history to eleventh graders. His hobbies include gardening and exercising, as well as chasing after his one-year-old daughter.

FRANK MARTINEZ



Frank Martinez, a resident of San Antonio, has taught U.S. history at Somerset High School for the past seven years in Somerset, Texas, a mostly rural area on the outskirts of San Antonio. He has served as the department chairperson for the past five years and also serves as Student Council advisor. He was recognized as Teacher of the Month in February of 2008. Martinez enjoys traveling when not in school, in addition to reading and spending time with family and friends.

BETTINA MELTON



Bettina Melton grew up in San Marcos but has lived in San Antonio for the last five years. She currently teaches U.S. history at Louis D. Brandeis High School, a public high school in suburban San Antonio, and sponsors the school’s UIL social studies team. She has consistently served as a ninth-grade mentor teacher. Besides teaching, she likes reading, hiking, and spending time with her husband, Kevin, and their son, Finn.

MARK MITCHUM



Trained as a scholar, with ten years of postgraduate education, Mark Mitchum is now a high school social studies department coordinator and teacher specializing in U.S. history and global geography. He is also a former sports editor, senior bank executive, and pastor. While he grew up in Europe and east Africa, his family roots lie in Tennessee. In his third year in San Antonio’s Northside Independent School District, he has twice been honored as an Educator of the Year. He taught previously at the University of Tennessee and more recently in the Gateway to College program at San Antonio College, a second-chance dual credit program for high school dropouts. Certified in ELA, as well as in social studies, special education, and GT, he works primarily with able but emotionally disturbed students in his current position at the Holmgreen Center. An avid golfer, he is married with three sons, all thriving in excellent public schools.

JOSÉ NAVARRO



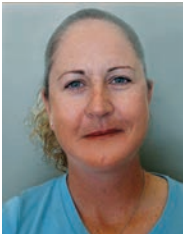
José Navarro is a native of Cuba but has lived in the United States for the past fifty years. He currently teaches U.S. and Texas history at Dwight Middle School, a public school in San Antonio. His hobbies include reading and traveling with his wife, Aileen.

PETE PADRON



Pete Padron has lived in San Antonio since 1971, when he was discharged from the U.S. Marine Corps. He is currently the social studies coordinator at Stevens High School, in the Northside Independent School District. When he’s not teaching at Stevens, he’s teaching federal and state government at Northwest Vista College. He likes traveling with his wife, Linda, around the United States, especially to Disney World.

MYLISSA PANNELL



Mylissa Pannell is a native of San Antonio. She currently teaches social studies at Shepard Middle School in the South San Antonio Independent School District. When she isn’t teaching or taking part in other school-related events, she and her husband stay busy watching their son play in club soccer and football. She appreciates all types of sports and is an avid motorcycle rider.

MAILE PARKER



Maile Parker teaches social studies in sixth through eighth grade at the James Bonham Academy in San Antonio. This is her second year teaching middle school, and she also sponsors the school’s geography club and annual campus geography bee. In April, she earned recognition as Texas History Teacher of the Year from the Alamo chapter of the Daughters of the Republic of Texas. Outside of school, she cooks, travels, and visits museums.

JEAN PLANT



Jean Plant, a native of England, is an honorary Texan and an American citizen who has lived in Houston for twenty-six years. She currently teaches AP art history, AP U.S. history, and AP government and economics at the High School for Engineering Professions, which is part of Washington High School, a public school in Houston. She is also sponsor of the Mexican American Engineering Society and coordinator of the History Fair. In her spare time, she enjoys exploring technology and traveling—the latter inspires and fuels her love for art and history.

KELLI PRICE



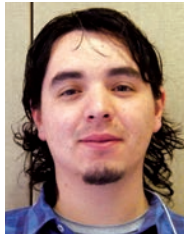
Kelli Price has lived in Lufkin, Texas, all her life. She currently teaches history at Pineywoods Community Academy, a charter school in Lufkin. She spends her free time with her three children, Rhett, Sadie, and Ashby.

SUZANNE SCHATZ



Suzanne Schatz is a native Texan who has lived in Houston for the past three years. She currently teaches U.S. history at Klein Forest High School, a public school in suburban Houston. For leisure, she plays sports, watches movies, travels, and spends time with family and friends.

JOSÉ SERRATO



José Serrato, a Texas native who currently lives in Brownsville, Texas, has taught for one year, currently teaching at Port Isabel High School. Serrato teaches social studies and coaches the school’s soccer team. His hobbies include playing soccer, traveling, watching films, and going to the beach.

DANIELLE SMITH



Danielle Smith has lived in San Antonio for over twenty years. She currently teaches Texas history at Barbara Bush Middle School, a public school in the North East Independent School District in San Antonio. In addition, Smith serves as the school’s coordinator for the UIL academic team. When she’s not teaching, she enjoys practicing photography, volunteering with her church’s youth group, playing board games, and traveling anywhere an airplane can take her.

JENNIFER SOREM



Jennifer Sorem is originally from Iowa but three years ago moved to Texas and began teaching. She has taught world history and U.S. history. Most recently she has worked at Carl Wunsche Sr. High School in Spring, Texas, just north of Houston. This past school year she was the recipient of one of the student-nominated Distinguished Educator Awards, and she served as one of the coordinators for the student mentoring program. She likes traveling, and, in addition to personal trips, she also plans and chaperones student travel.

JACK STEERS



Jack Steers is a retired army officer who has lived in San Antonio for the past twelve years. He currently serves as the social studies department chair at Central Catholic High School in San Antonio, where he teaches honors world history, AP U.S. history, and a course on America and the Cold War. In addition to these duties, he is the coordinator of the school’s Academic Team. Steers spends most of his leisure time at home with his wife, Barbara, and their children.

LINDA TRAYLOR



Linda Traylor is a native of the Rio Grande Valley and has taught in several districts in the area. For the past eleven years, she has taught social studies (primarily government, economics, and U.S. history) at Harlingen High School in Harlingen, Texas. Her passion is helping her students discover what a wonderful country we are blessed with and watching them as they grow into responsible citizens who take part in our government with an understanding of their rights and responsibilities as Americans. For pleasure, she spends time with her family and friends, reads, and raises and trains dogs and horses.

TRACY TRICHE



Tracy Triche is a native of Ama, Louisiana, but she has lived in the Houston area for the past fourteen years. She has been an educator for the past eighteen years, currently teaching AP U.S. history and on-level U.S. history at Aldine Senior High School in Houston. Triche is the head varsity tennis coach and also the lead sponsor of a campus mentoring organization. In 2005 she was selected as the campus Teacher of the Year. In her spare time she likes to run, read, and play tennis. Triche, a four-time marathoner, loves participating in local running events.

TYLER WARREN



Tyler Warren was raised in Snyder, Texas, and currently resides in San Angelo, Texas. He teaches government/economics and world geography at Wall High School. He also coaches football and baseball. His hobbies include playing sports, hunting and fishing, and spending time with his daughter, Madison Grace.

GRETCHEN WICKES



Gretchen Wickes was born and raised in California, moved to Washington, D.C., to work and attend graduate school, and has lived in San Antonio for the past fourteen years. She teaches U.S. government and world geography at Robert E. Lee High School in San Antonio. She keeps busy outside the classroom supporting the sports and other activities of her three children, ages eleven, fourteen, and seventeen. Her husband, Brian, is a professor at the UT Health Science Center.

ANNETTE WILLS



Annette Wills is a native of Chicago but has lived in San Antonio for the past twelve years. She currently teaches world geography at Judson High School, a public school in Converse, Texas. Wills has been with the Judson Independent School District for three years. When not working, she can be found running, biking, or traveling.

ELIZABETH WOLFF



Elizabeth Wolff is a native and resident of San Antonio with only a six-year displacement to Laredo. She just finished her third year of teaching social studies, including world history, U.S. history, and geography. Her career started with the Northside Independent School District at O'Connor High School. After an eight-year absence to be an at-home mom, she returned to the Northside Independent School District, teaching at Louis D. Brandeis High School. While she is passionate about teaching, her true love is her family: eight-year-old twins, Korbin and Wyatt, and her wonderful husband, Kirk.



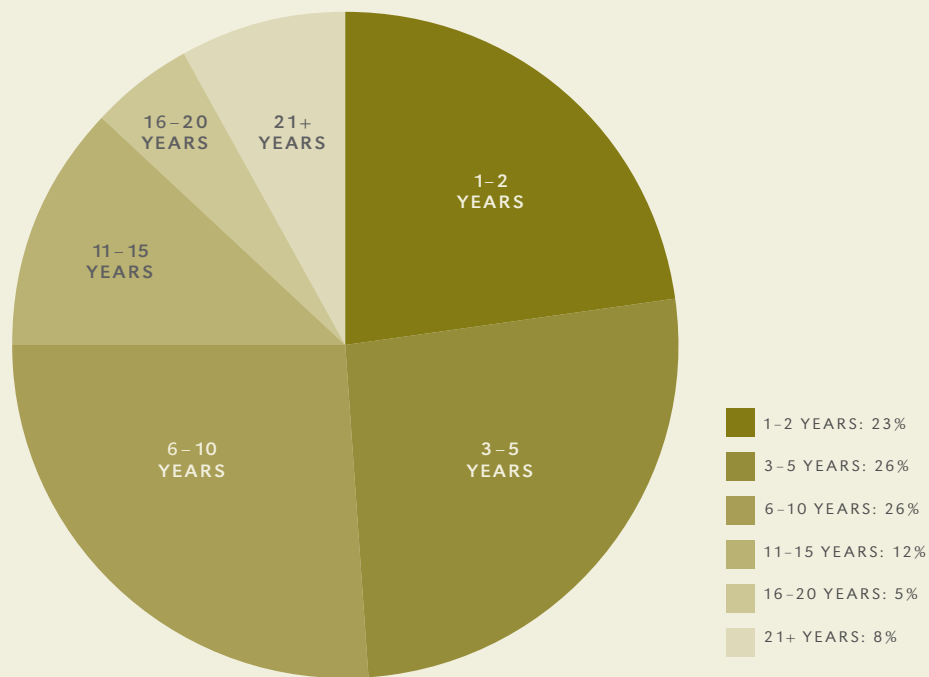
- 1 Participants in the San Antonio institute.
- 2 San Antonio teachers listen to a lecture on the Progressive movement by Kirsten E. Gardner, associate professor of history at UTSA.
- 3 San Antonio teachers join Steven R. Boyd, professor of history at UTSA, in a discussion of primary source documents.
- 4 Institute participants explore resources of the Institute of Texan Cultures in San Antonio.
- 5 Teachers at the San Antonio institute enjoyed Q&A sessions after each lecture.
- 6 Jude Valdez, vice president for community services at UTSA, addresses institute participants at the opening program.

2011 INSTITUTES: STATISTICS

IN 2009, THE TEXAS LEGISLATURE appropriated funding to expand the Humanities Texas teacher institute program targeting teachers in their first or second year of service in geographic areas with low student achievement on state assessments. Humanities Texas responded to this challenge, focusing recruitment efforts on early-career teachers in low-performing schools and districts throughout the state.

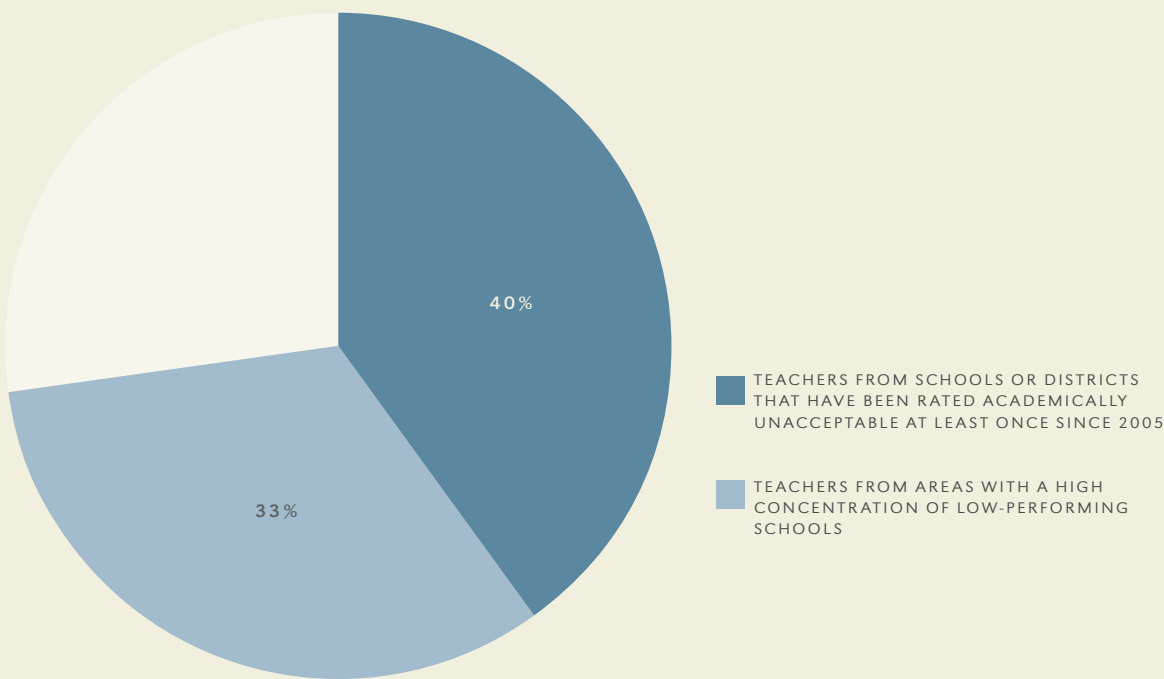
2011 INSTITUTE PARTICIPANTS' YEARS OF TEACHING SERVICE

In June 2011, Humanities Texas held four institutes titled “The Making of Modern America,” which focused on the eleventh-grade U.S. history standards, and two institutes titled “Shaping the American Republic to 1877,” which focused on the eighth-grade U.S. history standards. The six institutes served a large number of early-career teachers. Of the 252 teachers who participated, fifty-nine (23%) were in their first two years of service, and an additional sixty-six (26%) were in their third through fifth years of service.



ACADEMIC RATINGS OF 2011 INSTITUTE PARTICIPANTS' SCHOOLS AND DISTRICTS

The 2011 institutes also served many teachers from low-performing schools and districts. One hundred of the participants (40%) teach in schools or districts that have been rated Academically Unacceptable at least once since 2005. An additional eighty-two (33%) teach in areas with a high concentration of low-performing schools. In sum, 182 of the 252 participants (73%) work in schools, districts, or areas of the state that struggle with student performance.



There was significant overlap in the two teacher populations that Humanities Texas sought to reach.

- Seventy-seven participants (30%) were teachers in their first five years of service who work in schools or districts rated Academically Unacceptable between 2005–2011 and/or areas with a high concentration of low-performing schools.
- An additional twenty-eight teachers in this overlap population applied and were invited to attend the 2011 institutes but ultimately decided not to participate. Applicants from the institute waiting list were invited to attend in their stead.

2011 INSTITUTES: PARTICIPANTS’ PROGRAM EVALUATIONS

HUMANITIES TEXAS CONDUCTED daily evaluations at each of the six institutes, asking participants to rate each day’s program and its relevance to their work in the classroom.

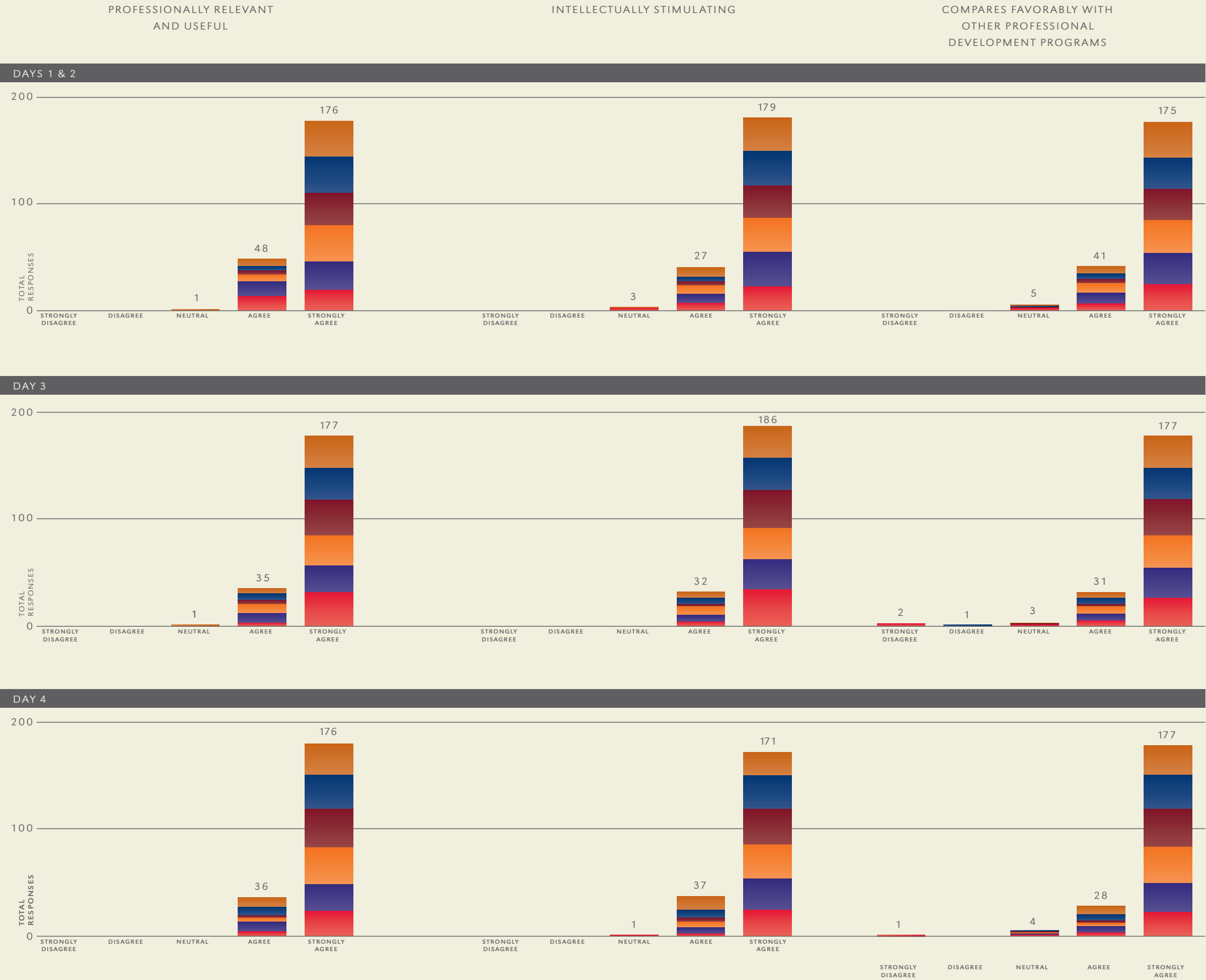
As indicated here, the evaluations were overwhelmingly positive, with many participants describing the institute as the best professional development program they had ever attended. One participant wrote, “There really is no comparison to the level at which this training is taught. . . . I have never been in a workshop that was run so efficiently and effectively. I love the fact that teachers are treated like professionals, and the professors and presenters are so willing to answer questions and help us take the correct information back to our students. I know that I am a better history teacher because of the two summers that I have spent at Humanities Texas institutes.”

“THE MAKING OF MODERN AMERICA”

- UT AUSTIN
- UT EL PASO
- TEXAS A&M INTERNATIONAL
- UT SAN ANTONIO

“SHAPING THE AMERICAN REPUBLIC TO 1877”

- TEXAS CHRISTIAN UNIVERSITY
- UNIVERSITY OF HOUSTON



2011 INSTITUTES: PARTICIPANTS’ SCHOOLS

THE 252 TEACHERS who participated in “The Making of Modern America” and “Shaping the American Republic to 1877” represented 181 different schools in sixty-nine towns and cities throughout the state.

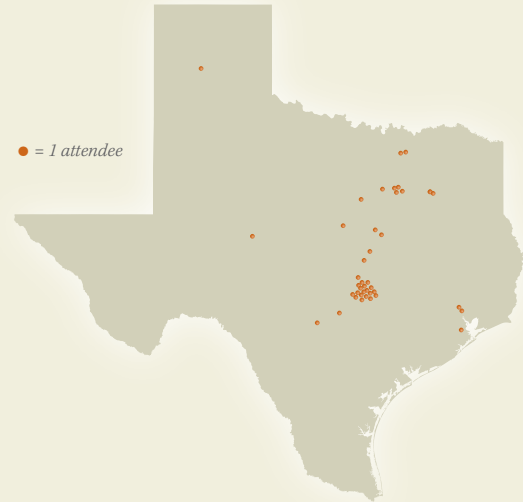
ATTENDEES	ATTENDEES	ATTENDEES
AMARILLO	DALLAS	FORT WORTH
Tascosa High	Forest Meadow Junior High	Center for New Lives
	Highland Park Middle	Handley Middle
ANTHONY	Lake Highlands High	Hillwood Middle
Anthony High	Lincoln High	Marsh Middle
Anthony Middle	Parkhill Junior High	Polytechnic High
ARLINGTON	Quintanilla Middle	Wedgwood Middle
Gunn Junior High	Smith New Tech High	GALVESTON
Shackelford Junior High	Spence TAG Academy	Ball Preparatory Academy
AUSTIN	Townview Magnet Center	
Austin High	DAYTON	GARLAND
Cedar Valley Middle	Wilson Junior High	Lakeview Centennial High
Discipline Alternative Education Program	DELL CITY	GODLEY
LBJ High	Dell City School	Godley High
O. Henry Middle	DEL RIO	GRAND PRAIRIE
McCallum High	Del Rio High	South Grand Prairie High
Reagan High	DEL VALLE	HAMILTON
Travis High	Del Valle High	Hamilton High
Westlake High	DUNCANVILLE	HARLINGEN
BAYTOWN	Byrd Middle	Harlingen High
Sterling High	EL PASO	HOUSTON
BELLAIRE	Americas High	Aldine Senior High
Pin Oak Middle	Andress High	Chavez High
BOERNE	Austin High	Cloughton Middle
Boerne Middle North	Canyon Hills Middle	Dean Middle
BROWNSVILLE	Chapin High	Forest Brook Middle
Brownsville Academic Center	Clarke Middle	Hambrick Middle
BRYAN	Coronado High	Henry Middle
Davila Middle	Eastlake High	Houston Heights High
CANUTILLO	East Montana Middle	Jones High
Northwest Early College High	Eastwood High	Kahla Middle
CONVERSE	El Paso High	Klein Forest High
Judson High	Franklin High	Klein Intermediate School
Judson Secondary	Guillen Middle	Lee High
Alternative School	Harmony School of Innovation	North Forest High
COPPELL	Harmony Science Academy	Northbrook Middle
Coppell Middle North	Henderson Middle	Pershing Middle
CRANDALL	Hornedo Middle	Rogers Secondary
Crandall High	Irvin High	Spring Branch Middle
CROWLEY	La Farelle Alternative Middle	Stovall Middle
Stevens Middle	Plato Academy	Stovall Middle
CRYSTAL CITY	Richardson Middle	Washington High
Crystal City High	Sun Ridge Middle	Westchester Academy
	Valle Verde Early College High	for International Studies
	FORNEY	Yes Prep Southwest
	Brown Middle	HUMBLE
		Humble Middle
		JACKSONVILLE
		Jacksonville Middle

ATTENDEES	ATTENDEES	ATTENDEES
JUDSON	ODESSA	SANTA FE
Judson Middle	Permian High	Santa Fe High
LA MARQUE	PASADENA	SIERRA BLANCA
La Marque High	Fairmont Junior High	Sierra Blanca School
LAREDO	PLANO	SOMERSET
Alexander High	Otto Middle	Somerset High
Christen Middle	PORT ISABEL	SPRING
Cigarroa High	Port Isabel High	Spring High
Cigarroa Middle	RICHARDSON	Wunsche High
Lamar Middle	Pearce High	TAYLOR
Laredo Early College High	Richardson High	Taylor High
Los Obispos Middle	ROUND ROCK	TEMPLE
Lyndon B. Johnson High	Round Rock High	Bonham Middle
Martin High	ROWLETT	TYLER
Memorial Middle	Schrade Middle	Hubbard Middle
Premier High of Laredo	SACHSE	VERIBEST
United Middle	Sachse High	Veribest High
United South High	SALADO	WACO
United South Middle	Salado Junior High	Lake Air Intermediate
Vidal M. Treviño	SAN ANGELO	Midway High
Washington Middle	Glenn Middle	Tennyson Middle
LEAGUE CITY	Grape Creek High	University High
Creekside Intermediate	SAN ANTONIO	Waco High
LUFKIN	Bonham Academy	WALL
Pineywoods Community Academy	Brandeis High	Wall High
MANOR	Bush Middle	WINNSBORO
Manor New Tech High	Central Catholic High	Memorial Middle
MCALLEN	Dwight Middle	
McAllen High	Harlandale High	
MELISSA	Highlands High	
Melissa High	Holmgreen Center High	
MESQUITE	Johnson High	
North Mesquite High	Jordan Middle	
West Mesquite High	Lanier High	
MIDLAND	Lee High	
Abell Junior High	Pickett Academy	
San Jacinto Junior High	Poe Middle	
MISSOURI CITY	Shepard Middle	
Missouri City Middle	Southwest High	
NACOGDOCHES	Stevens High	
Central Heights Elementary	Stevenson Middle	
NEW BRAUNFELS	Stinson Middle	
Canyon High	Warren High	
NORTH RICHLAND HILLS	Young Women's Leadership Academy	
North Ridge Middle		
Smithfield Middle		

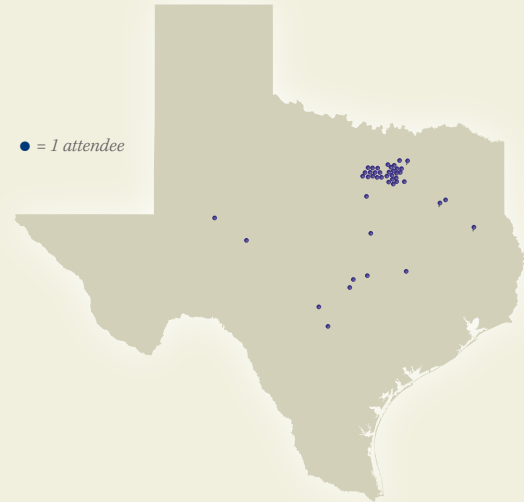
2011 INSTITUTES: REACHING TEACHERS STATEWIDE

WHILE EACH INSTITUTE drew largely from the region in which it took place, the overall reach of the program was statewide, with the participants representing thirty of the state's thirty-two U.S. congressional districts.

UNIVERSITY OF TEXAS AT AUSTIN



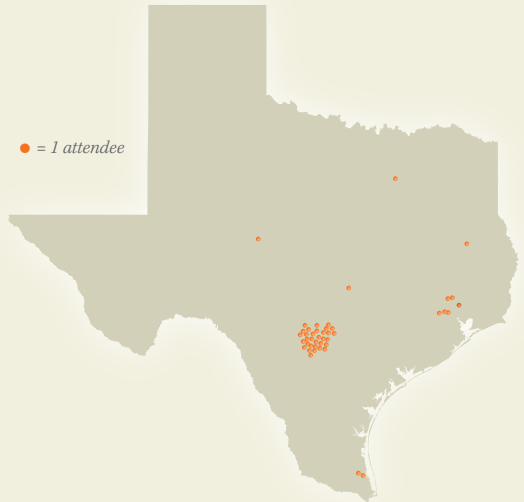
UNIVERSITY OF TEXAS AT EL PASO



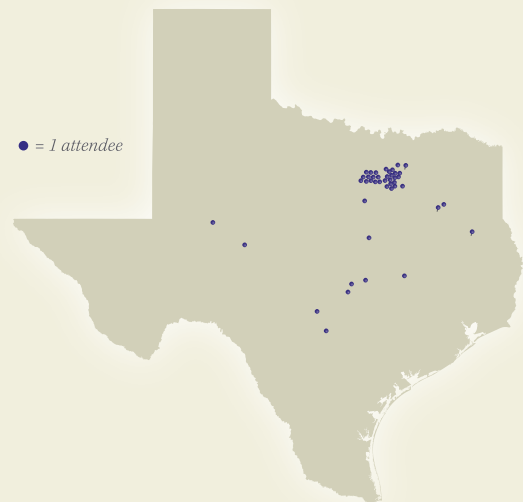
TEXAS A&M INTERNATIONAL UNIVERSITY



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TEXAS CHRISTIAN UNIVERSITY



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