

# Shaping the **AMERICAN REPUBLIC** to 1877

AUSTIN | EL PASO | FORT WORTH | HOUSTON | LAREDO | SAN ANTONIO



2010 INSTITUTES FOR TEXAS TEACHERS

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*Humanities Texas*  
*The College of Liberal Arts at The University of Texas at Austin*  
*Lyndon Baines Johnson Library and Museum*  
*The University of Texas at El Paso*  
*Texas Christian University*  
*Center for Texas Studies at TCU*  
*University of Houston*  
*Texas A&M International University*  
*The University of Texas at San Antonio*

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A WE THE PEOPLE INITIATIVE OF THE  
NATIONAL ENDOWMENT FOR THE HUMANITIES

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necessarily reflect those of the National Endowment for the Humanities.*



Shaping the American Republic to 1877

IN JUNE 2010, HUMANITIES TEXAS partnered with leading Texas universities to host “Shaping the American Republic to 1877,” a series of six teacher enrichment institutes focusing on major topics in U.S. history through Reconstruction.

*I believe teaching is the most vital and noblest of all professions. All of us, when asked who are some of the greatest influences in our lives, would name a teacher. To the 242 teachers participating in the Humanities Texas institutes, thank you for your compassion, your concern for your students, and your dedication to a profession that will determine our future.*

MICHAEL L. KLEIN, TREASURER, HUMANITIES TEXAS BOARD OF DIRECTORS

BACKGROUND

The success of the Texas educational system depends on nurturing qualified teachers and keeping them in the classroom. According to the Texas State Board for Educator Certification, between 1996 and 2002 at least 8.3 percent of the teachers employed by the state left the profession at the end of each school year. This attrition is especially high among young teachers. The Texas Education Agency (TEA) estimates that 15.8 percent of teachers leave the classroom after their first year. Studies indicate that many of these teachers do so in part because they feel ill prepared to teach their subjects—a problem more common than is often assumed. A revealing study by the State Board for Educator Certification found that between 2001 and 2004, more than a quarter of Texas teachers were assigned to teach subjects for which they did not hold a standard teaching certificate.

For more than two decades, Humanities Texas has addressed these challenges by supporting the work of the state’s social studies and language arts teachers through a range of educational initiatives, including an awards program recognizing outstanding teaching and *Humanities Interactive*, an online exhibitions gallery with more than forty digital exhibitions. Humanities Texas also offers more than sixty traveling exhibitions and media resources to museums, schools, and libraries,



Humanities Texas board member and treasurer Michael L. Klein greets teachers at the Austin institute.

and our grants help schools and organizations pay for humanities speakers, exhibitions, and other educational programs.

Among educators, however, Humanities Texas is perhaps best known for its teacher enrichment institutes. In collaboration with an array of cultural and educational institutions, we have held rigorous, innovative workshops for the state’s classroom teachers for more than a decade. Our “Teaching with Technology” summer workshops provided instruction in integrating digital resources into humanities curricula. More recently, we have held residential summer institutes with the support of the National Endowment for the Humanities *We the People* initiative and a number of the state’s major universities (see inset).

Humanities Texas designs these institutes so that teachers find them both professionally useful and personally rewarding. Emphasis is placed on expanding teachers’ command of the subjects that they teach. Participants work closely with leading scholars, as well as with colleagues from around

*This institute was the most beneficial professional development I have attended. The faculty lectures were great. The chance to receive resources and discuss them in the primary source workshops was incredibly helpful. I plan to use many of the strategies to enhance student engagement in my classroom.*

ANDREA KLINE, LANCASTER MIDDLE (LANCASTER)

HUMANITIES TEXAS TEACHER INSTITUTES 2004–2009

2004

“Institute on Congress and American History”

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

2005

“Gateway on the Gulf: Galveston and American Immigration, 1845–1915”

with the Bob Bullock Texas State History Museum

2006

“Southwest Vistas: The Border in American History”

with the University of Houston and The University of Texas at El Paso

2007

“The West and the Shaping of America”

with Texas Christian University, Texas Tech University, and the Amon Carter Museum of American Art

2008

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

with the University of North Texas and Trinity University

2009

“The U.S. Constitution and American History”

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





TAMU President and Humanities Texas board member Ray M. Keck III, TAMU associate professor of history Deborah L. Blackwell, and Betty Lynn Hendrickson Professor of History and editor/director of The Papers of Andrew Jackson at the University of Tennessee Daniel Feller enjoy a break during the Laredo institute.

At the San Antonio institute, board member Joseph R. Krier shares information with teachers about the Humanities Texas exhibitions program.



Texas, to explore topics central to the state's humanities curricula. Teachers have the opportunity to attend dynamic lectures, participate in faculty-led workshops, and explore such major cultural institutions as the Museum of Fine Arts, Houston; Lubbock's National Ranching Heritage Center; San Antonio's Institute of Texan Cultures; and Galveston's Rosenberg Library.

Teachers attend these programs at no cost to themselves or their schools. They earn Continuing Professional Education credits toward the renewal of their professional certification, which is required every five years. They also receive a stipend, reimbursement for travel expenses, and a wealth of instructional materials. Program evaluations have been consistently superlative, with many teachers reporting that they returned home inspired to share what they learned with students and colleagues.

## 2010 EXPANSION OF THE TEACHER INSTITUTE PROGRAM

Before 2010, Humanities Texas had held no more than two teacher institutes in a single summer. The ambitious scope of "Shaping the American Republic to 1877"—with six programs involving more than 240 teachers taking place around the state during a single two-week period in June—was made possible with Humanities Texas's first-ever state legislative appropriation.

Cognizant that the quality of teachers is a critical factor in student achievement, Lieutenant Governor David Dewhurst initiated the expansion of the Humanities Texas teacher enrichment program with state funding in 2009. Through his leadership and the support of Representative Michael Villarreal and Speaker Joe Straus, the Texas legislature appropriated funding for an expanded program with an emphasis on new teachers in low-performing schools.

Humanities Texas responded to Lt. Governor Dewhurst's initiative and the challenge it presented. In late 2009 and early 2010, our staff held numerous meetings around the state with superintendents, principals, social studies coordinators, and classroom teachers to learn how our institutes could best assist early-career teachers in expanding their content-area expertise and developing professional skills. We also met with the chief instructional officers of TEA's twenty Educational Service Centers to ensure that our program would support the Agency's own professional development goals and initiatives. Finally, in January 2010, we convened a planning conference with scholars representing six Texas universities, educational experts from the National Archives and Records Administration, and a number of outstanding classroom teachers to develop an institute curriculum and partnership model for the 2010–2011 programs. The conference also identified significant scholars of early U.S. history, both in Texas and across the country, as prospective institute faculty. Many participants in this planning meeting continued their involvement by serving as university liaisons, faculty members, and master teachers.

## INSTITUTE ADMINISTRATION

Six universities committed to hosting institutes in June 2010: The University of Texas at Austin, The University of Texas at El Paso, Texas Christian University, the University of Houston, Texas A&M International University, and The University of Texas at San Antonio. The Lyndon Baines Johnson Library and Museum, the venue for the Austin institute, also served as one of the principal program sponsors, as did the Center for Texas Studies at TCU.

In order to successfully administer an expanded number of institutes while maintaining their quality and rigor, Humanities Texas negotiated a partnership



Alexander X. Byrd (left), associate professor of history at Rice University, leads a discussion on slavery.

model that divided the components of institute planning and administration between our 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. To a greater extent than in previous years, the universities assumed primary responsibility for managing local program details and coordinating such on-campus logistics as housing, meals, transportation, and videotaping. Each university appointed a faculty director and institute coordinator to manage these responsibilities.

UT Austin associate professor of history Daina Ramey Berry served as faculty director of the Austin institute; Jennifer Eckel was the institute coordinator. Keith A. Erikson, UTEP assistant professor of history and director of the university's Center for History Teaching and Learning, directed the El Paso program, with support from institute coordinator Sandra I. Enríquez. TCU associate professor of history Todd M. Kerstetter was faculty director of the Fort Worth institute, with Amber Surmiller serving as institute coordinator. At the Houston institute, UH professor of history Michael Leroy Oberg was faculty director and Kristin Deville the institute coordinator. The faculty director of the Laredo institute was Deborah L. Blackwell, associate professor of history and director of TAMU's Honors Program; Karla Denisse Garcia served as the institute coordinator. UTSA associate professor and history department chair James C. Schneider directed the San Antonio program, with support from institute coordinator Brandon Aniol.

Both Humanities Texas and our university partners worked together throughout the planning process to ensure the program stayed on budget and on schedule. Humanities Texas assumed primary financial responsibility, contributing approximately \$56,500 to the administration of each institute. Humanities Texas thus covered 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, the use of university facilities, and video recording the institute presentations. In Fort Worth, TCU's Center for Texas Studies also underwrote the stipends received by the faculty director and institute coordinator and purchased the books and instructional materials provided to participating teachers. UTEP committed significant funding from its Teachers for a New Era program, supporting the stipends paid to the El Paso institute participants as well as catering costs. UTEP also shared the cost of the opening lecture and banquet. Ray M. Keck III, the president of Texas A&M International University, hosted a festive reception and dinner for teachers and faculty at the Laredo institute.

*I was able to get resources from professionals who dedicate their time and have careers in U.S. history. Also, I was able to meet teachers from different parts of the state who have shared certain lessons, strategies, and activities with me.*

JESSICA ALVARADO, DR. JOAQUIN G. CIGARROA MIDDLE (LAREDO)



Humanities Texas board member and director of the UT Austin Liberal Arts Honors Program Larry D. Carver speaks to teachers on the opening night of the Austin institute.





Teachers in San Antonio discuss the Jacksonian era with Daniel Feller, Betty Lynn Hendrickson Professor of History and editor/director of The Papers of Andrew Jackson at the University of Tennessee.

As a first-year teacher I always welcome real and tried strategies from master teachers. The panel discussions helped translate the information provided in the academic lectures and the primary source workshops into classroom-usable projects and activities.

OLA MOHAMED, PARKER INTERMEDIATE (HOUSTON)

At the Austin institute, Charles Flanagan of the National Archives and Records Administration leads a panel discussion with master teachers, including Jim Furgeson, Beth Hudson, and James Sombathy.



Our other institutional partners made substantial contributions as well. Both the Center for Legislative Archives at the National Archives and Records Administration and the Amon Carter Museum of American Art provided a rich set of instructional resources to each of the 242 teachers who participated in the program. The Center for Legislative Archives also paid for members of their staff to travel to Texas and participate in four of the six institutes. The Lyndon Baines Johnson Library and Museum provided a venue for the Austin institute and shared the cost of the opening banquet. The Amon Carter Museum, UTSA's Institute of Texan Cultures, the Fort Worth Museum of Science and History, the National Cowgirl Museum and Hall of Fame, and the Museum of Fine Arts, Houston all provided venues for institute events at no charge.

INSTITUTE CURRICULUM

The 2010 institutes, titled “Shaping the American Republic to 1877,” explored themes within U.S. history and culture from the colonial period through Reconstruction that are central to Texas’s eighth-grade social studies curriculum. Particular emphasis was placed on topics stipulated by the state’s curriculum standards, such as the factors that encouraged European exploration during the colonial era; the challenges that faced 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.

Augmenting a strong content-based curriculum, the institutes also incorporated pedagogical sessions led by master teachers and educational specialists from leading state and national cultural institutions. These sessions centered on relevant practices and skills, including teaching with primary sources, writing in a variety of contexts, and reaching the large number of students who have been enrolled in mainstream courses but are still struggling to learn the English language.

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 Brown University; The Ohio State University; Rice University; Saint Louis University; Shepherd University; Southern Methodist University; Texas A&M University; Texas State University; Texas Tech University; Trinity University; the University of California, Davis; the University of Florida; the University of Kentucky; the University of Tennessee, Knoxville; and the University of Virginia.

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. Eighteen Texas middle and high school teachers—twelve of whom have received the Humanities Texas Outstanding Teaching Award—joined the institute faculty as master teachers. Educational specialists from the National Archives and Records Administration and the Amon Carter Museum of American Art provided their expertise and documentary resources for teachers’ classrooms.

INSTITUTE PROGRAMS

Each institute opened with a keynote presentation by a widely known and respected scholar. H. W. Brands (UT Austin), a two-time finalist for the Pulitzer Prize for History, launched the Austin institute with a public lecture on the life and times of Benjamin Franklin. In El Paso, Pulitzer Prize–winner Gordon S. Wood (Brown University) explored the history of the early Republic in a lecture drawn from his recent book, *Empire of Liberty*.



Former Humanities Texas board member and founder of the Tom Lea Institute Adair Margo opened her home to teachers and faculty for a reception during the El Paso institute. (From left to right: Lourdes Reyes; Alva O. Way University Professor and professor of history emeritus at Brown University Gordon S. Wood; Adair Margo; Gabriel Valdez; assistant professor of history at UTEP Keith A. Erekson; Humanities Texas program assistant Lane C. Cartwright; and Mark Levitt)

Alan Taylor (UC Davis) opened the Fort Worth institute with his keynote address “From American Colonies to American Revolutions.” Taylor received the Pulitzer Prize for History in 1996 for his book *William Cooper’s Town: Power and Persuasion on the Frontier of the Early American Republic*. In Houston, Peter S. Onuf, the Thomas Jefferson Memorial Foundation Professor at the University of Virginia and a cohost of the popular radio show *BackStory*, delivered a keynote presentation on Jefferson’s America. In Laredo, Lorri Glover, the John Francis Bannon, S.J., Professor of History at Saint Louis University, discussed recent scholarship on the American colonial period. Daniel Feller, University of Tennessee historian and the editor and director of *The Papers of Andrew Jackson*, opened the San Antonio institute with an assessment of Jackson’s presidency and his place in popular memory.

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 were joined not only by Onuf but also by noted historians Alwyn Barr (Texas Tech) and Kathi Kern (University of Kentucky). Richard H. Hunt and Charles Flanagan of the National Archives, Stacy Fuller of the Amon Carter Museum, and Marsha Sharp of the LBJ Library all shared their institutions’ resources with the teachers.

In El Paso, Diana Natalicio, the president of UTEP, welcomed the teachers, faculty, and the hundreds of members of the general public who attended Gordon S. Wood’s opening lecture. Wood and Kern joined historians from the UTEP faculty in covering topics from the Great Awakening and the Bill of Rights to the Civil War and its legacy. Maceo C. Dailey Jr. gave a stirring talk on slavery in America, and Flanagan and Fuller again shared their respective institutions’ educational resources. Teachers enjoyed a reception at the home of Dee and Adair Margo, a former Humanities Texas board member and the founder of the Tom Lea Institute.

At Texas Christian University in Fort Worth, the institute faculty included Taylor, former state historian Jesús F. de la Teja (Texas State University), Albert S. Broussard (Texas A&M University), George Forgie (UT Austin), and TCU faculty members such as Gregg Cantrell, Todd M. Kerstetter, Rebecca Sharpless, and Gene Smith. Teachers appreciated the cultural riches of Fort Worth, taking trips to the Amon Carter Museum, the Fort Worth Museum of Science and History, and the National Cowgirl Museum and Hall of Fame.

At the University of Houston, visiting scholars Alexander X. Byrd (Rice University), Daniel Feller, George Forgie, Alexis McCrossen (SMU), and former Historian of the U.S. House of

Attending the institute is inspiring; I find myself eager to read and delve deeper into various historical topics, and it gets me excited about the upcoming school year—something I cannot say about most professional development. The institute forces me to reflect on both how and what I teach, and I always feel as though I emerge as a better teacher as a result.

KATHLEEN REID, MEMORIAL HIGH (SAN ANTONIO)



Associate professor of history and associate chair of the UT Austin history department George Forgie leads a primary source workshop in Houston.





Mary L. Volcansek, vice chair of the Humanities Texas board of directors, welcomes teachers to the Fort Worth institute at TCU.

*I feel that these institutes help teachers meet the new TEKS. . . . By listening to college professors, we are given college-level activities to pass along to our students. Critical thinking skills and more rigor will help high school students be more prepared for college.*

JULIE WOOTEN, BROWNSBORO HIGH  
(BROWNSBORO)

Houston institute master teachers Shelley Sallee, Signe Peterson Fourmy, and Cynthia Humphries hold a discussion on classroom strategies.

Representatives Raymond W. Smock (Robert C. Byrd Center for Legislative Studies at Shepherd University) joined UH historians on the institute faculty. The Museum of Fine Arts, Houston hosted an evening reception, and MFAH director of education Victoria L. Ramirez introduced participants to the museum’s educational resources. In Laredo, the institute faculty included Feller, James C. Schneider (UTSA), and Robert Wooster (Texas A&M University–Corpus Christi), as well as distinguished TAMU faculty members such as Jerry D. Thompson and Stanley C. Green. Tara Carlisle of the University of North Texas introduced teachers to the resources available through UNT’s Portal to Texas History.

In San Antonio, the faculty of the UTSA history department were joined by prominent scholars Michael Les Benedict of The Ohio State University and Kenneth Weiher, chair of UTSA’s economics department. Lectures covered topics from “Slavery and the Transatlantic Economy” to “African American Life before the Civil War.” A trip to UTSA’s Institute of Texan Cultures complemented the institute program.

PARTICIPATING TEACHERS

The expansion of the Humanities Texas teacher institute program, coupled with a new emphasis on reaching early-career teachers in low-performing schools, required a proactive recruiting effort to reach this target group.

As in past years, we collaborated with officials at the Texas Education Agency, the state’s regional Educational Service Centers, and the teacher network Humanities Texas has developed over the past decade to solicit applications from teachers across the state. We also invited each member of the state’s U.S. congressional delegation and the Texas legislature to nominate exemplary teachers in his or her district.

Since each of the six institutes took place in an area with a concentration of low-performing schools, Humanities Texas also worked with staff from school districts in Austin, El Paso, Fort Worth, Houston, Laredo, and San Antonio 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. The superintendents of large school districts in each area were invited to nominate teachers from their districts.

Humanities Texas staff also contacted teachers directly, traveling to schools across the state to make presentations during departmental meetings. We met with social studies department chairs as they gathered for district-wide meetings, asking them to share information with teachers at their schools. In March, we spoke to attendees of the Texas Social Studies Supervisors Association conference, asking those present to disseminate information to their schools and districts. Audience members were invited to bring a Humanities Texas staff member to their region to speak about



Jay Clack, Nancy Cooper, and Signe Peterson Fourmy participate in the master teacher panel in Fort Worth, led by Charles Flanagan of the National Archives and Records Administration (far left).

the program in more detail. Finally, in an effort to reach new teachers in particular, Humanities Texas worked with district staff throughout the state to identify new teachers in their schools. We contacted these candidates directly and invited them to attend the institute of their choice, giving their applications priority consideration.

Three hundred and fourteen teachers ultimately applied to attend the six 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 ultimately selected some forty teachers for each institute, taking care to ensure a diverse mix of participants from all regions of the state. To minimize the cost associated with attending the program, Humanities Texas provided each participant with a three-hundred-dollar stipend, most meals, and if necessary, housing and a full travel reimbursement.

Participants represented thirty-one of Texas’s thirty-two congressional districts. Fifteen teachers were nominated by their congressional representatives. Among the 242 participants—who teach more than thirty-five thousand Texas students each year—were history, social studies, government, economics, and several language arts teachers. Their classroom experience ranged from one year to forty-five years, with 140 participants (58%) in their first five years of teaching, sixty-three (26%) of whom are in only their first *two* years of teaching. The teachers represent a wide variety of backgrounds; some come from urban areas, while others teach in suburban and rural communities.

Fifty-four of the participants (22%) work in schools or districts that were rated Academically Unacceptable (AU) by TEA in 2009. Forty-nine (20%) came from schools or districts that were not designated AU in 2009, but were designated AU between 2004–2008. An additional seventy-nine (33%) teach in areas with a high concentration of low-performing schools. In sum, 182 of the 242 participants (75%) work in schools, districts, or areas of the state that struggle with student performance.

TEACHER EVALUATIONS OF THE PROGRAM

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

Evaluations confirmed that teachers found the institutes to be meaningful and enriching. A second-year teacher who attended the Fort Worth program noted that “this institute was the most beneficial professional development I have attended. The faculty lectures were great. The chance to receive resources and discuss them in the primary source workshops was incredibly helpful. I plan to use many of the strategies to enhance student engagement in my classroom.” A more experienced

*This institute has gotten me even more fired up about teaching history. . . . This institute was important for someone like me because I am not a history major. So what I know I learned from the textbook mostly. Now, I have much more background knowledge, which will expand my higher-order thinking activities. I am so excited!*

SHAREEFAH MASON, BOUDE STOREY  
MIDDLE (DALLAS)



Thomas R. Mitchell, dean of the College of Arts and Sciences at TAMU; Ernesto Sandoval, social studies coordinator at United Independent School District; and Eric Lupfer, director of grants and education at Humanities Texas, at the Laredo institute.



*For the first time in all of my years of teaching, I was challenged to think beyond the level of textbook information. I plan on using more primary documents in the classroom to encourage my students to ask themselves questions and research for their answers.*

KAREN WENSKE, RUBY SUE CLIFTON  
MIDDLE (HOUSTON)

Fort Worth participant also found value in the institute: “I loved the faculty lectures and discussions and how the primary sources went along with the lectures. Even though I teach the same content year to year it is great to feel like I am back in the classroom learning the information from a new perspective. . . . I got a lot of new ideas from the master teacher panel and hope to implement them in the classroom. I feel that every part of the institute will improve my teaching and was professionally useful to me. There was not one part of the institute when I did not feel engaged.”

Participants in other institutes expressed similar sentiments. One El Paso attendee wrote, “I found all parts extremely interesting and useful. I especially enjoyed talking to all the wonderful professors, historians, and speakers. The one-on-one—even during lunch—gave me renewed energy and inspiration to go back to the classroom and teach.” A number of teachers emphasized that the faculty’s expertise resulted in a program with uncommon intellectual rigor and depth. As one Houston attendee wrote, “For the first time in all of my years of teaching, I was challenged to think beyond the level of textbook information. I plan on using more primary documents in the classroom to encourage my students to ask themselves questions and research for their answers.”

In their evaluations, participants consistently emphasized that the institute deepened their understanding of the subjects they teach. “My institute experience will absolutely enhance my teaching of U.S. history and culture,” noted one Houston attendee. “I now have more of an appreciation

of America, American history, and our Founding Fathers and major events in history due to the institute. . . . As teachers, we are limited to information we are exposed to and may never get the opportunity to hear such knowledge and expertise on this subject matter unless opportunities like these are available. I look forward to attending future Humanities Texas institutes and will highly recommend the program to other teachers.”

A Laredo participant explained that “the experience that the institute provided has touched my life forever. It has reawakened my desire and interest in the history and culture of this immediate area and of that in different parts of the world.”

A San Antonio attendee wrote, “This workshop



Richard H. Hunt of the National Archives and Records Administration (NARA) shares information about NARA’s resources for educators at the institute in Austin.

truly focused on content. . . . Not only was it history content, but it was at my grade level—and TEKS aligned! It seemed to be tailored just for me. Consequently, I left with information I can use immediately in my classroom. I didn’t have to modify it or somehow connect it to the TEKS. I also appreciated the emphasis on primary source documents.”

As in past years, the afternoon workshops drew an especially enthusiastic response. Participants worked in small groups with institute faculty to examine historical documents and photographs related to the morning presentations. One El Paso teacher “found the primary source workshops especially relevant to classroom instruction. The ability to connect students to primary source documents is extremely important in encouraging analytical thinking skills.” A teacher who attended the institute in Laredo “felt that the roundtable sessions with the faculty were by far the most useful and relevant activities. Being able to speak candidly and professionally with the faculty and receive insight on how to teach certain topics was very effective.”

New to the institutes this year were panel discussions in which master teachers discussed the craft of teaching. While some teachers suggested they would have preferred the time be spent on more faculty lectures, others felt they benefited from the knowledge of classroom veterans. One Houston attendee wrote, “The master teacher panel was the most relevant and beneficial segment of the conference for me. As a first-year teacher I always welcome real and tried strategies from master teachers. The panel discussions helped translate the information provided in the academic lectures and the primary source workshops into classroom-usable projects and activities.”

Teachers made several suggestions for the improvement of future institutes. A few noted that, with such a full schedule, presenters occasionally seemed rushed, and time for questions was limited during the morning sessions. Several teachers recommended that faculty place even greater emphasis on providing participants with ready-to-use classroom resources. Others recommended scheduling more time during the program for participants to trade ideas and strategies for incorporating institute materials in their lessons.

Overall, the evaluations were overwhelmingly positive, with many participants describing the institute as the best professional development program they had ever attended. One Austin participant concluded, “There is virtually no comparison between what we got in the workshop and what we are usually given in professional development [programs]. Take away the education-ese, the fads, and give us history and how to teach it—what an inspiring idea! I so appreciate this approach for working with teachers. We so rarely get the opportunity to meet and hear the leaders in our field, and I love this opportunity to learn from them. In addition, teaching is a very nurturing profession and we are always called upon to tend to others. To suddenly be in a situation where the tables are turned, where *we* are the nurtured, where we are fed and taken care of, and told just to sit and learn—it really is an opportunity to renew our commitment to teaching and to remember why we’re doing this.”

## OUTSIDE EVALUATIONS

This year marked the first time that Humanities Texas asked outside evaluators to attend and critique the institutes. Evaluators participated in the institutes in Austin, Fort Worth, and San Antonio. While each suggested embellishments and insights for expanding the program, all commended the institutes as rigorous, relevant, and inspiring.



Humanities Texas executive director Michael L. Gillette welcomes teachers to the LBJ Library in Austin.

*I appreciated the specialized presentations from the presenting faculty. It was validating as an educator to be in the midst of such research and revelatory work by academics in their fields. The master teacher panel was so insightful. . . . I have never learned so much about teaching in such a short time.*

STORM VANCE, MARTIN MIDDLE (AUSTIN)



UT Austin associate professor of history Erika Marie Bsumek leads a workshop in Austin on Native Americans and westward expansion.



Distinguished educators John and Donna Britt evaluated the Austin institute. A faculty member at Lee College in Baytown, John Britt is currently a member of the Texas State Historical Association (TSHA) Education Committee and has received teaching awards from TSHA, the East Texas Historical Association, and the Association of Community College Trustees. Donna Britt, the social studies department chair at Baytown’s Ross S. Sterling High School, also serves on the TSHA Education Committee, and she too has received teaching awards from TSHA and the East Texas Historical Association. In 2006, she was one of ten finalists for the Richard T. Farrell Teacher of Merit Award, which is presented annually by the National History Day organization.

The Brittts appreciated the institute’s focus on teaching with primary sources and noted the wealth of materials teachers received to that effect: “Documents, primary source material, and lesson plans were distributed to each participant along with a CD from the National Archives and Records Administration, which included primary source material. Another outstanding resource was the *Teaching with Primary Sources* [packet] given to each teacher by the LBJ Library. This type of information is invaluable to teachers who have their students researching historical topics.” The Brittts also praised the organization of the institute and “the professionalism, helpfulness, and courtesy of the Humanities Texas staff.” The Brittts offered suggestions for strengthening the program by more fully addressing the growing need for teachers to reach out to English language learners in the classroom.

Dr. Light T. Cummins, the Guy M. Bryan Professor of History at Austin College and the current State Historian of Texas, served as the evaluator of the Fort Worth institute. Cummins found the intellectual substance and rigor of the institute impressive. The faculty presentations, he wrote, “provided cogent, concise, and very accessible recent historiographical materials for the teachers.” Cummins also commended the program’s adherence to the TEKS. “The structure and content of the institute revolved around articulating and stressing the traditional historical points of reference in U.S. history through 1877 and provided descriptions of their defining characteristics. . . . In my personal conversations with the teachers, it was clear to me that they understood the overriding organization scheme that fully supported the state curricular standards.” Cummins concluded his evaluation declaring that “Humanities Texas made a significant impact on the state

this summer by sponsoring six such programs at various locations. . . . It is an absolutely impressive accomplishment for Humanities Texas to have had such a meaningful and direct impact on several hundred Texas teachers.”

The evaluator of the San Antonio institute was Mary Grace Ketner, a former schoolteacher who served as an educational specialist at UTSA’s Institute of Texan Cultures for more than a decade. In her evaluation, Ketner suggested that future San Antonio programs introduce teachers more broadly to the cultural riches of San Antonio, not just those affiliated with the host university, noting “the Daughters of the Republic of Texas Library at the Alamo or resources at the mis-

sions—or the missions themselves” as possible options. Of this year’s program she was particularly impressed by the content of faculty lectures and workshops and how the participants responded to the opportunity to strengthen their knowledge of the subjects they teach. She wrote that it would be difficult to say “too much about how this experience broadens and deepens teachers’ mastery of the humanities subjects they teach, reignites their passion for the topic, and embraces them in the thing they love most!” She concluded, “It was difficult to find improvable moments in the grand, smooth series of events. This institute, as others, was an excellent model of effective exchange between scholarship and experience.”



In Austin, Stacy Fuller of the Amon Carter Museum leads a discussion on incorporating art into the social studies curriculum.

*I especially enjoyed talking to all the wonderful professors, historians, and speakers. The one-on-one—even during lunch—gave me renewed energy and inspiration to go back to the classroom and teach.*

JOHN FERNANDEZ, DESERT VIEW MIDDLE (EL PASO)

MEDIA COVERAGE

“Shaping the American Republic to 1877” received significant media attention. More than thirty newspapers around the state featured stories about the institute and the teachers who participated. These papers include the *Dallas Morning News*, the *Denton Record Chronicle*, the *Corpus Christi Caller-Times*, and the *Midland Reporter-Telegram*. Several of the participating teachers’ school districts published articles about the institutes in their newsletters and on their websites.

FUTURE PLANS

“Shaping the American Republic to 1877” will reach a much larger audience than the teachers who attended the institutes. Participants have agreed to share what they learned with colleagues and to promote the institutes’ website, where digital facsimiles of historical documents and other teaching resources will be available for download. The institutes’ sponsors will also make selected sections of the faculty presentations available on their respective websites via streaming video. Most important, Humanities Texas and our partner institutions will work together in the 2010–2011 school year to hold follow-up programming. Also supported by the 2009–2011 state legislative appropriation, the follow-up programs represent an added, crucial component of the institutes and will ultimately deepen their impact by continuing to provide teachers with training and support throughout the school year.

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.



Martha Grove of the National Archives and Records Administration examines primary sources with teachers in Houston.

*This workshop truly focused on content. . . . Not only was it history content, but it was at my grade level—and TEKS aligned! It seemed to be tailored just for me. Consequently, I left with information I can use immediately in my classroom. I didn’t have to modify it or somehow connect it to the TEKS. I also appreciated the emphasis on primary source documents.*

COLLEEN WHITE, WALLACE B. JEFFERSON MIDDLE (SAN ANTONIO)

Texas A&M University professor of history Albert S. Broussard leads a primary source workshop at the Amon Carter Museum in Fort Worth.



AT THE AUSTIN, EL PASO, FORT WORTH, HOUSTON, LAREDO, AND SAN ANTONIO INSTITUTES, faculty and participating teachers addressed topics in U.S. history and culture from the colonial period through Reconstruction that are central to Texas's eighth-grade social studies curriculum. Faculty members placed particular emphasis on topics stipulated by the state's curriculum standards, such as the factors that encouraged European exploration during the colonial era; the American Revolution; the establishment of the Constitution; the challenges that the American government and its leaders faced during 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. The following excerpts represent some of the significant insights that faculty members presented.



George Caleb Bingham (American, 1811–1879), *The County Election, 1852*. Oil on canvas, 38 x 52 in., Saint Louis Art Museum, Gift of Bank of America 44:2001

## I: The Colonial Period

### A DIALOGUE BETWEEN THE PAST AND THE PRESENT

Lorri Glover | SAINT LOUIS UNIVERSITY

The *who* and the *what* of colonial American history has shifted, and people have been drawn to studying cultural developments: the formation of identity, what happens at the borderlands in the in-between, between older values and assumptions and new realities as they are counting racial and cultural others. And the emphasis is not on the thirteen colonies.

History has always been and always is a dialogue between the past and the present. This [has] certainly been true for colonial American history. We have far fewer sources than any other chronological field in American history. Nothing written directly by Native Americans, only a handful of African-produced documents, a smattering of text from indentured servants, poor whites, white women outside of New England. In other words, the great majority of people who lived in colonial America are absolutely silent in what we traditionally think of as historical sources. This lack of traditional evidence has made colonial historians—especially those who are pushing beyond the Massachusetts, Virginia, Pennsylvania story—it's made them particularly imaginative, innovative, and experimental. In fact, many of the most important trends in American history over the last generation or so have been introduced by colonialists: demographic analysis, interdisciplinary and theoretical approaches, even the study of identity has been, in a large measure, driven by colonial historians who have sought out these new methodologies because we don't have the sources to tell the stories that we want to tell beyond the lives of whites and their political institutions.

But this lack of traditional evidence also means that the story is a little bit more up for grabs, that it's more subject to scholars' values, especially those who want to, again, move beyond colonial leaders and their political and economic institutions. So there's an irony that a world so fundamentally, thoroughly different from our own in every regard—colonial America—there's at least as much as any other subject, and arguably even more, the imprint of the contemporary world. And one way it bears that imprint is in the *who* and the *what* of colonial America because the *who* and the *what* have shifted toward race, culture, and identity because those are issues that we privilege ourselves.

Now if the *who* and the *what* have changed because of this dialogue between the past and the present, the *where* and the *when* have changed even more. In response to our global age, we now consider colonial America as part of that larger Atlantic world. I think that this is, to borrow [Thomas] Friedman's expression, because we live in a flat world now. Because we live in a flat, global world, historians have become more aware of the importance of thinking about globalism in the past. What that has meant in colonial America is the rise again of this field of the Atlantic world. . . . The idea of the thirteen original colonies is a false, ahistorical construct. . . . We always have to remind our students that England had over two dozen New World colonies by the middle of the eighteenth century, and the majority of them remained loyal to the empire after 1776. It was only a minority group that joined the American Revolution and broke away.

If you think about North America as a seat of colonial effort, then you have to acknowledge that the English are a minority presence there. The most lucrative and desirable lands in the New World of course were monopolized by the Spanish . . . but all of the three European colonizing powers crafted a place for themselves, claimed territory, mapped part of North America.



A Map of North America from the Latest Surveys and Maps. London, [1768?]. John Blair. Engraved by Thomas Kitchin. From Blair's *The Chronology and History of the World*. Courtesy of Map Collection, Yale University Library



THE SPANISH EMPIRE AS A DYNASTY

Jesús F. de la Teja | TEXAS STATE UNIVERSITY

Spain was a union of independent kingdoms brought together only in the form of the kings or queen—Isabel. There is no “Spain” at the beginning of the sixteenth century; there are the Spains. . . . The old story about Isabel trading in her jewels in order for Columbus to make his trip, that comes out of the fact that the agreement for Columbus sailing under the auspices of the Crown of Castile meant that the New World was a Castilian possession. It did not belong to Spain; it belonged to Castile. Aragon, which Ferdinand represented, was an entirely different kingdom. They were together, and their children and grandchildren together inherited both crowns, but the two crowns

remained separate. And Aragon had its own empire. Aragon’s empire was in the Mediterranean. It controlled parts of Sicily and southern Italy and parts of Greece. So while Aragon looked toward the rest of Mediterranean Europe, the Middle East, and Asia beyond . . . Castile looked westward, looked into the Atlantic, looked southward toward Africa, but it did so with that medieval mindset. It continued to think about this development, this acquisition of territory very much in terms of royal houses, in terms of the old dynastic way of doing things that Spain inherited from the Middle Ages. I talk about the Spanish Empire in fact being a medieval empire, and that’s going to be very different from the British Empire, which is an empire of an entirely new outlook on things, the Renaissance and the Reformation. And as Alan Taylor said yesterday, the British Empire by the early eighteenth century is a commercial network. The Spanish Empire still is not. The Spanish Empire is still very much thought of as a collection of dynastic holdings. So much so that New Spain does not have a governor.

. . . Mexico doesn’t exist until 1821; before that it is the viceroyalty of New Spain. Well, where did viceroys come from? Viceroys came from the way the Crown of Aragon governed its Mediterranean possessions. The Castilians borrowed it to organize their empire in the New World. So the empire in the New World was organized as viceroyalties, as kingdoms, because that’s what a viceroy is.

A viceroy is a substitute for the king.

Even at the beginning of the eighteenth century, when there’s a dynastic change from the House of Hapsburg to the House of Bourbon in Spain, even at that time, the Spaniards are still looking at their empire in dynastic terms, as dynastic possessions. It’s a very different kind of mindset.

We have technology. We have politics. The other organizing principle is religion, which is extremely important because the Spaniards have thought of themselves as culturally Christian as far back as you can go in Christianity. In fact, Spaniards more than anybody else, think of themselves as the heirs of Rome.

Those three organizing principles are technological innovations, political integration, and Christian uniformity. Everywhere that Spaniards go, they have a top-down approach to government, and they have a very clear picture of how everybody can be a part of the Spanish Empire by becoming Christian.

SPAIN’S SPIRITUAL CONQUEST

Susan Kellogg | UNIVERSITY OF HOUSTON

Conquest wasn’t a single event. It was actually a long-term process that occurred throughout much of the rest of the sixteenth century. . . . Three additional aspects were fundamental for Spain to be able to consider the conquest something that was more or less complete and to consolidate its rule. The first

aspect of that was that Spain had to maintain the momentum of its military expeditions. It did this in part, of course, to enlarge the area that Spain controlled, but it also was doing this in order to protect its core area. The continuity of military expeditions was very important. Two other aspects . . . were that Spain had to forge a colonial regime, and it had to undertake a spiritual conquest.

The Spanish depended upon the indigenous city-state structure that already existed, and began to transform it to their needs through the institution known as *encomienda*, which were grants of tribute and labor to Spanish conquistador settlers, but in 1527 the king of Spain, Charles V, moved to take greater control over the region and instituted a high court known as the *alianza* to control the activities of the Spanish and curb abuses against the native population. In 1535, the king ultimately appointed a viceroy . . . who became the king’s direct representative in order to centralize control and cut off any development of a New World Spanish elite that was outside the king’s direct political and economic control. . . . From the top to the bottom, the Spanish were transforming the political structure that had existed in the late pre-Hispanic period.

The 1520s and 1530s also saw religious institutions created in order to spread the Catholic faith, and this was also fundamental to the Spanish effort. . . . The methods of conversion relied upon mass conversion, the learning of native languages by priests in order to preach and minister in those languages, which also entailed learning about past cultural beliefs in an effort to destroy those beliefs and substitute a new faith.

A new society was being created. A political, economic, and religious institutional structure was coming into being. . . . Catholicism syncretized with indigenous beliefs and practices, and an indigenous kind of Catholicism, which melded aspects of pre- and post-conquest religious practice, developed. Cities also formed that were highly pluralistic, and in which the songs, dances, and street life of each group existed and over time blended together into a popular culture that reflected this early, dramatically multicultural society.

CABEZA DE VACA: THE ACCIDENTAL VOYAGER

Stanley C. Green | TEXAS A&M INTERNATIONAL UNIVERSITY

[The] initial Spanish exploration of this period [from 1528] was part of that early impulse that accompanied the conquest of Mexico by the Spaniards. We’re all familiar with the greatest of these earlier explorers. He was somewhat of an accidental explorer because, as we all know, Cabeza de Vaca was exploring Florida and that area [and] gets shipwrecked. [He and his crew members] came on makeshift rafts after their ship was carried out to sea, and landed on the coast of Texas. . . . It’s interesting that some of our earliest knowledge of the Native American peoples comes from Cabeza de Vaca. Some historians say that he probably is one of the great ethnographers of the early days, and that he was fairly accurate in what he put down. We’ve found now . . . that historians and anthropologists can put considerable credence in some of these early Spanish explorers or military men, some of whom apparently were much more objective in studying peoples than we had earlier thought.

We always talk about Texas as being settled for defensive reasons, and of course the defensive reason was the arrival of the French in the area. . . . As a result of the arrival of the French, the interest of the Spaniards perked up in settling the area. . . . The first Spanish settlement is usually considered the mission San Francisco de los Tejas. It only lasted for three years, and in general the missions of Texas were only moderately successful in the early days. They were unable to convince many of the Native Americans to come in. . . . As a result the Spanish emphasis on missions led to what was really de facto slavery. The way that they populated these missions was to send out expeditions to capture Indians.

Stanley C. Green leads a primary source workshop in Laredo.







Juliana Barr leads a discussion in Austin on the Spanish colonial period.

“THE MYTH OF CONQUEST”

Juliana Barr | UNIVERSITY OF FLORIDA

Texas has a direct trajectory from Columbus and Cortés. If you think about it, Cabeza de Vaca is going to be here in Texas nine years, only nine years after Cortés and Montezuma are fighting in Mexico City. And after that, we think about these two great Spanish expeditions: Coronado and de Soto. They actually almost connected across Texas in 1541. . . . Texas absolutely is the perfect illustration of the myth of the conquest, or the myth of successful conquest, of all Indians in North America. . . . In the traditional narrative of early America, we start in Plymouth and we start in Jamestown, and as soon as we have these colonial outposts, hugging the Atlantic coast, then we declare all of America conquered, all of America can be deemed European domains, all Indian land suddenly becomes remarked and renamed. . . . We need to remind our students that all of America was Indian, not European, and it is interactions with Indians that define every moment, pattern of European exploration, European settlement, conflict, competition across North America. . . . This was a continent controlled and populated by all these other nations that were *not* European. . . . It makes us rethink our terms for frontiers and borderland. . . . We tend to think then that somehow all of North America is up for grabs, and that either side could take it. Actually all of North America was Indian, and they have their own borders. So the whole continent is not up for grabs; you have Indians who are defending their borders.

GENDER PARALLELISM

Julia Schiavone Camacho | THE UNIVERSITY OF TEXAS AT EL PASO

[In the Americas] we have what scholars have called gender parallelism. These societies in the Americas were not perfect; they were not even matriarchal. They were characterized by gender parallelism, which means that everyone in society had roles that complemented each other. It was perhaps more egalitarian than gender relations in Europe. Women did a variety of things in the society including working in the fields, and this gave them power in society. . . . Many of the societies in the Americas were matrilineal, which means that the naming and family and inheritance lines were drawn along female lines. In Europe, by contrast, there’s a stricter gender and class division of labor. You wouldn’t see women working in the field, certainly not middle- and upper-class women. . . . In Europe during this time, people look down on working with your hands. So we have a lot of sources in which European men are struck by seeing indigenous women working in the fields and, of course, they interpret this through their own cultural eyes, and they say things like “indigenous men are lazy” and “they’re forcing their women to work.” They interpret this as a way of mistreating women.



Julia Schiavone Camacho leads a workshop in El Paso on gender roles in the Americas during the Spanish colonial period.

RIVAL EMPIRES IN THE NEW WORLD

Francis X. Galán | NORTHWEST VISTA COLLEGE AND  
OUR LADY OF THE LAKE UNIVERSITY

In the case of New England, you have the breaking away from the Church of England and the whole idea of separatism, if you will. And in the case of Spanish colonization, you’re bringing all that baggage from the medieval period: the Roman institutions, Christianity—this very zealous effort at making people into Christian subjects of the king of Spain at the expense of Jews and Moors.

In terms of [British] settlement, you don’t have the same kind of pressure occurring in Spain as in England with the massive enclosures, the movement into overcrowded cities, and people coming over as indentured servants. In the case of the Spanish, they wanted to be like their forefathers of the *Reconquista*; they wanted to be like Hernán Cortés and gain these titles. So you have this stark contrast in terms of immigration. But I think that eventually Spain realizes that they cannot continue to hold out in terms of monopolizing trade by the eighteenth century because, from the Spanish perspective, they were not going to open up trade. From everybody else’s perspective, trade with the Spanish colonies was considered free trade. But as far as French settlement, they were going all the way down the Mississippi, establishing themselves in New Orleans. . . . [They were] basically locking in the British on the East Coast and, for the most part, settling along the ports. And the French did the same in Quebec and Montreal, but they moved down the Mississippi. And basically you have the British colonies that are hemmed in.

MYTHOLOGY AND NATIVE AMERICANS

R. Todd Romero | UNIVERSITY OF HOUSTON

What we know about Squanto is that he was born sometime between the 1580s and 1590s, so that by the time he’s captured by Captain Thomas Hunt in 1614 and makes his way to Spain with about two dozen Patuxet Indians—some of them are sold into slavery, others, including Squanto, find themselves under the care of some Spanish monks—he’s in his twenties. The record about Squanto is very, very spotty, so we don’t know how he moves from hanging out with Spanish monks and presumably learning about Catholicism to being in London in 1617. . . . Here’s a guy that’s traveling widely, from North America to the Mediterranean, to Málaga, Spain, onto London. [Squanto] finds himself a year later in Newfoundland, [where he] meets a man named Thomas Darmer, a sailor and merchant. . . . [Squanto] finds himself back in New England a year before the pilgrims land. So he is someone who’s traveled widely, someone who is extremely culturally knowledgeable, knows Wampanoag and other dialects from his region, knows English, is a savvy observer of people, more than just a friendly Indian. . . . Patuxet was a busy place. According to Squanto, before he returns to New England, there were about two thousand Indians that lived right around his area. When he returns, there had been a series of virgin soil epidemics between 1616 and 1619. Estimates range that between seventy-five and ninety percent of the population was wiped out. He returns to see his village, Patuxet, gone. . . . So it’s within this context that his narrative comes together with those pilgrims that presumably he was so friendly to. Samoset introduces him to the pilgrims. As the storybook version would have it, he’s just a friendly guy who pursues an agenda that fits with what the Plymouth colonists need and provides some sort of multicultural harmony in early America.



R. Todd Romero lectures on Native Americans during the colonial era.

## BEN FRANKLIN AND THE WITCHES

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

*H. W. Brands delivers his keynote address on Benjamin Franklin to teachers and guests in Austin.*



When I'm writing about [Benjamin] Franklin, my principal chore is to figure out how Franklin and his generation—and generations are problematical things, I'll be the first to admit, but roughly Americans who lived in the eighteenth century—how they made this transition from, let's call it “the age of witches” to the age of enlightenment. . . . This is the most important question that historians can ask of the past: what were they thinking? Now, to get at this requires a couple of things that historians are not trained to do. In fact, I would contend that historians are trained to do just the opposite. If you want to know what somebody was thinking in 1836, if you want to know what Benjamin Franklin was thinking in 1723 or 1750 or 1776, you as the historian have to forget everything that happened after that particular moment in time. . . . What was Benjamin Franklin thinking when he decided at the age of seventy to become a revolutionary? Now, I perhaps don't have to impress upon you how remarkable this decision was, how strange this decision was. Septuagenarians are not typically the revolutionaries in society. It is young people who are revolutionaries.

## THE GREAT AWAKENING AND THE REVOLUTION

Brad Cartwright | THE UNIVERSITY OF TEXAS AT EL PASO

With the [Great] Awakening came an awareness of a larger community, a union of fellow believers that extended beyond local villages, large cities, or colonies. Historians have, in turn, argued that evangelical religion helped bring scattered colonists into contact with one another for the first time, which led to the gradual creation of an American identity. . . . In other words, the Great

Awakening is going to be a national experience before a nation actually existed. Others have suggested that the Great Awakening had important political implications as it offered colonists an opportunity to actively participate in a public debate that affected the direction of their lives. Choice about religious styles, ministers, doctrines were openly disputed and, thus, ordinary people began to believe their opinions actually counted for something. This line of interpretation suggests that members of the revolutionary generation had faced, as individuals, important choices about their fundamental religious beliefs, and that experience may have prepared them to make equally crucial decisions about their political beliefs. So there is this tying together of the Great Awakening and the American Revolution. The Great Awakening created this ability of Americans to see themselves as unique people who had already been schooled in the importance of self-determination and rebellion against the existing hierarchies of power.



*Brad Cartwright discusses the Great Awakening with teachers in El Paso.*

## THE REVOLUTION: AMERICA'S FIRST CIVIL WAR

Alan Taylor | UNIVERSITY OF CALIFORNIA, DAVIS

It was not actual oppression that the colonists were rising up against; it was the prospect of potential oppression. The British were changing the rules in an empire that had been working very nicely for the colonists, an empire which had been providing them with more liberty, more prosperity, and better protection than any other empire in the world. It was a very peculiar empire that was providing so many benefits for its colonists, but during the 1760s, the British proceeded to start to erode those privileges of the empire. And it was that erosion that invited the colonists to suspect that the British were up to no good. So it was to try to recover the empire that they had known before the 1760s that they initially resisted the British innovations. And it was only when it became clear that the British were not going to revert to the empire of 1763, that they were out to change the empire, that the Americans, with a great deal of reluctance, staged a revolution. And it was not a united American people that did so; it was a divided American people. By the end of the Revolution, a clear majority did support independence, but throughout a very long and hard war, they had to fight against a substantial minority of Americans who remained loyal to the empire. So the American Revolution was our first civil war.



*Pulitzer Prize–winner Alan Taylor speaks to Fort Worth teachers about the American Revolution.*

## THE BIRTH OF DEMOCRACY

Peter S. Onuf | UNIVERSITY OF VIRGINIA

Jefferson is not your typical Democrat. He's not an ordinary person by any stretch of the imagination, but he sees in the crisis of the British Empire the compelling need to mobilize popular support in order to defend provincial liberties. The American Revolution begins as a movement on behalf of provincial elites to defend themselves against reform efforts from the British parliament—their threat to deprive them of their political power and their wealth and position. . . . In many ways their responses, their reactions are aristocratic. . . . In order to promote their interests, these assemblies, these privileged groups in the colonies, in order to resist royal authority, had to turn to the people. The democratizing impulse of the American Revolution comes from the mobilization of a broadening political public in order to secure and defend the rights of the colonies, and the rights particularly of the leading colonists. But to make a plausible argument on behalf of resistance, resistance leaders had to say, it's not just *our* rights that are in jeopardy, *your* rights are as well. Here they played on a notion that Anglo Americans had that they possessed the rights of Englishmen. There was widespread property holding; everybody had a stake in society. *Your* rights are in jeopardy just as mine are. This was the beginning of democracy in America, the idea of expanding the definition of the corporate interests of elite groups to a broader political public in order to resist the reform efforts of the British Empire.



*Peter S. Onuf leads a primary source workshop in Austin.*

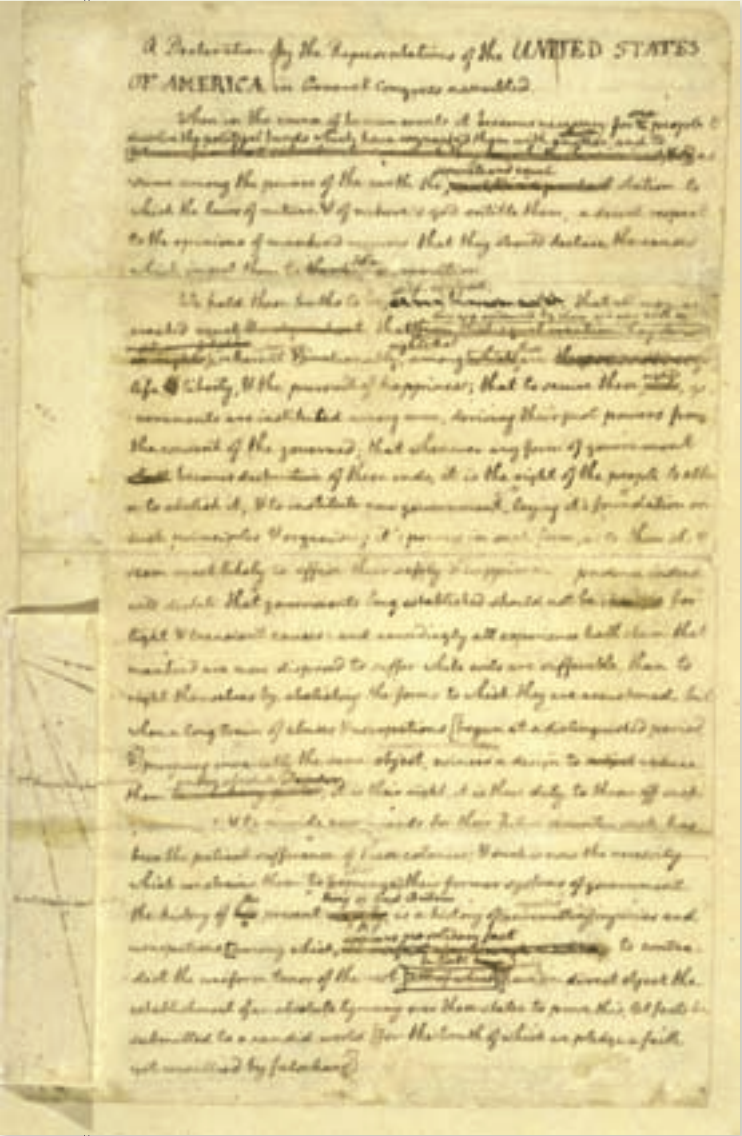


PATRIOTS AND LOYALISTS

Alan Taylor | UNIVERSITY OF CALIFORNIA, DAVIS

In American history, there is a tendency to divide people into heroes and villains. We are very good at saying who are the good guys and who are the bad guys. Now, how many of you have seen the movie *The Patriot*? It is pretty clear who the good guys are—the patriots. And it is pretty clear who the bad guys are; they are the British. It presents the American Revolution as pretty clearly a war of the Americans against the British, and that is how the Revolution in general is taught. It is a war

of two nationalities, of this new nationality—the Americans—against the British, who have been oppressing them. . . . I want to argue [that] the American Revolution is a civil war in which Americans are on both sides. It's actually a much more interesting story if we look at it and see people divided by the Revolution. We can more clearly understand what the patriots were up against and what they stood for if we know who their enemies were. Their enemies were not simply the British; they were also the Loyalists, other Americans. We don't have any precise figures of how Americans broke down, but I would say that in general, historians would agree that in 1776, only a minority of Americans were staunchly committed to independence, about forty percent. That's not to say that sixty percent were opposed to independence. Those who were clearly opposed, the Loyalists, were a much smaller minority, probably twenty percent. So that leaves a lot of Americans who are out there still in play, still trying to decide whom they would support in this civil war. Probably forty percent were trying to lay low, trying to wait, trying to delay their decision as long as possible. They wanted to tend to their farms; they didn't want to get caught up in this violence if they could avoid it. . . . Over the course of the war this group will swing pretty decisively into the patriot column, so that by the end of the Revolution, the Revolution has much more support than it had at the start. . . . The argument I want to make today is that we have to bear in mind this twenty percent of American people who preferred the union of the empire, and that we should not just treat them as villains, as stooges, as the dupes of the British, or as people who were really just British in their hearts. . . . They are real Americans; they are conservative Americans of their time. If we take them seriously . . . it is really the best way to take the patriots seriously. Being a patriot wasn't easy. . . . It was something people had to wrestle with, to make a real commitment to, because their opponents were quite serious people in their own right.



Thomas Jefferson, "Original Rough Draught of the Declaration of Independence," holograph with minor emendations by John Adams and Benjamin Franklin, June 1776. Manuscript Division, Library of Congress

PATRIOTS AND PROPAGANDA

Robert Olwell | THE UNIVERSITY OF TEXAS AT AUSTIN

The American radicals or patriots were very astute managers of opinion. They were playing to a British audience trying to influence British public opinion. They knew that whoever gets their message out first has a great advantage. After Lexington and Concord, the Massachusetts patriots hired the fastest ship they could find to carry their version of April 19, 1775, to London, and it beat the British official dispatch by a number of weeks. So for a couple of weeks all the British knew was, in a sense, the American version of what happened, and as you can imagine it was somewhat biased. . . . This idea of public relations or propaganda is, I think, an interesting one to think of, and it continues certainly through the Declaration of Independence.



In Austin, Robert Olwell speaks about the American Revolution.

AMERICAN EXCEPTIONALISM

James Kirby Martin | UNIVERSITY OF HOUSTON

A question that bubbles up to the surface and has been a hot-button issue has to do with American "exceptionalism." Is the United States—or the country that comes out of the Revolution—an exceptional nation? . . . If we're so exceptional, why did we have slavery until the 1860s? If we're so exceptional, why did women have to wait to gain the right to vote until 1920? If we're so exceptional, why do we have all the problems on the borderlands with Mexico? . . . That's one way to look at it. Then there's another way to look at it, as some historians do, and that is that what the Revolution did in the end is establish certain fundamental principles. . . . [America] was to be a constitutional republic. It was not supposed to be a military dictatorship. Consider this—how do most of the major modern revolutions end? Let me mention some names—Mao Tse-tung, Nikolai Lenin, Joseph Stalin. . . . Compare those people with George Washington, who, by the way, when he died, provided that his slaves would be freed upon Martha's death. . . . What I want you to understand is, with the theme of American exceptionalism, you can argue it either way.

II: Experiments in Self-Government



John Trumbull, Declaration of Independence, 1818, placed 1826. Oil on canvas, 12 x 18 ft., the Architect of the Capitol

THE ARTICLES OF CONFEDERATION

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

The Articles [of Confederation] are the logical culmination of the resistance to “British tyranny”—the creation of an institutional framework that fulfills, that implements that which those elite patriots said they wanted in 1765 and 1767. . . . The key words in the Articles of Confederation are, “all powers not expressly granted to the central government are reserved to the states,” because authority resides in the states after 1776 under the Articles. . . . It took four years to get the Articles of Confederation ratified, and there were two issues involved in the opposition. One was the western lands problem. Maryland didn’t like the Articles because they didn’t have any western lands. Virginia has got western lands all the way to the Pacific theoretically. Connecticut has western lands, Maryland doesn’t. But the other more compelling problem was that many citizens of this nascent republic in 1777–1779 objected to the Articles of Confederation because they gave too much power to a foreign, distant, central government called the Congress Assembled. We tend to look at the Articles and say they’re weak, they’re decentralized, they’re ineffectual. The people of 1777–1779 said that the problem with these Articles is that you’re recreating a British system, you’re putting too much power in the center, far away from the citizens, and we don’t want that.

“WHY THE CONSTITUTION?”

Gordon S. Wood | BROWN UNIVERSITY

Why the Constitution? What happened? The Confederation was not doing too bad a job. Economic conditions weren’t all that desperate. Why did the Constitution have to be created? That is a major problem that we take for granted, of course, because we live with it and assume it had to be. Most people collapse that decade between 1776 and 1787. Some students don’t realize that there were two different things: the Declaration of Independence and the Constitution, separated by ten years. So what happened in those ten years to change all these minds?

The question is not easily answered, and the problem led the Progressive historians—that is, starting with people like Charles Beard and going up to the present time—to suggest that the making of the Constitution was something of a fraud, something foisted on the American people by a tiny minority who had certain kinds of commercial or economic interests. There was no justification, no social or economic reality for this traumatic change, so it had to be in the nature of a conspiracy. “The critical period,” wrote Charles Beard, “was perhaps not so critical after all, but a phantom of the imagination produced by some undoubted evils, which could have been remedied without a political revolution.” And so this notion of a conspiracy, “a sense of crisis,” writes Jackson Turner Maine, who wrote into the 1970s and ‘80s, “was conjured up by the Federalists when actually the country faced no such emergency.”

The crucial document in this whole interpretation is Charles Beard’s book, *An Economic Interpretation of the Constitution*, written in 1913. This book created a sensation. It is probably the most important book in American history ever written. . . . At the time, it made the Founding Fathers seem to be a bunch of cynics who were looking after their bankbooks and not looking after the welfare of the country. You can’t imagine how much of a controversy this created. . . . Beard was probably the most prominent historian of the period. His interpretation, known as the Progressive interpretation, was based on a Progressive’s notion of reality: that politics went on in the back room . . . and that what really counts is what’s below the surface, not what people say.

I think we can combine the Federalist interpretation, the John Fiske interpretation, with the Progressive interpretation. I think the two, if you look at it rightly, complement one another. There is some truth in both of them. I think what you have to do is see the problem of the 1780s as two sets of problems. One, a national crisis, a crisis of the confederation. . . . The other: a problem within the states. If you separate these two, I think you can analytically see the situation. There are really two reform movements in the 1780s. One, a national reform: to change the Articles [of Confederation]. The other, to do something about what is happening in the states. By 1786 and 1787, those hitherto separate movements come together and coalesce to create the setting for the Convention of the summer of 1787.

One way of looking at the Confederation Congress is as a substitute for the Crown, as many Americans did. Congress was given all the powers that the Crown hitherto had had, which is the power to declare war, to create post offices, to deal with the Indians—a whole host of problems that belonged to the Crown alone. They don’t have to get permission from Parliament, the legislature. The things they can’t do, which the Crown couldn’t do in England, is to tax or regulate trade. Congress does not have either of those two powers simply because it was a substitute for the king in Americans’ minds. That is the best way to think of the Confederation Congress. They do some things, like wage and declare war and print money, but not tax or regulate trade.

Eventually a consensus is reached by 1786 among political leaders that those two powers have to be given to the Confederation Congress. They cannot continue without some kind of tariff power,



Pulitzer Prize–winner Gordon S. Wood, who delivered the keynote address in El Paso, leads a primary source workshop.



maybe five percent, on goods imported into the United States. And they should have the power of commercial regulation so that it can develop the Navigation Acts to retaliate against the British, who were not doing anything to help our trade.

A series of interest groups came together promoting reform of the Articles. The army interests, who realized as early as the war that there had to be greater power in the national government in order to win the war. . . . Then you have the public creditors—people who had lent money to the United States—whose bonds are virtually worthless. If those bonds are going to be paid off, they have to have a strong government that has taxing power. . . . Third, there were commercial interests, who wanted the central government to have commercial regulatory power. There were a number of people who wanted that. Of course, artisans in the cities who were manufacturing goods wanted to stop competition from English-manufactured goods. They need tariff protection—prohibitory tariffs—so they need a strong central government. So there were very strong supporters in the urban areas of strengthening the central government with the additional amendment of regulatory power. There were various other commercial interests, interests in interstate commerce who found it chaotic that Massachusetts, Connecticut, and New York all had different navigation systems. That made it very difficult for trade. And then there were Southern farmers who were trying to sell staple

crops abroad. They needed to be able to retaliate against England in order to open up markets in England for their tobacco and rice. So you have a number of interests who say, look, you've got to strengthen the Confederation.

And then there were the international problems, foreign policy problems. A number of individuals had come to

the conclusion that the United States was being humiliated internationally. The Barbary pirates . . . in the Mediterranean were seizing our ships and enslaving the sailors. We had enslaved sailors that we could not ransom because the government had no money. This is just humiliating. . . . Britain refused to get out of the western posts: Detroit, Niagara, and so on. This was humiliating; the territorial integrity of the United States was not being respected. They didn't even send a minister to the United States. The Spanish in the South did the same kind of thing.

So you have all these problems mounting up, and by 1786, I think every political leader was willing to have two amendments added to the Articles of Confederation: a taxing power and a commercial regulatory power. This gave some Federalists—or nationalists, if you will—an opportunity. . . . There was an opportunity for many nationalists, who had other problems with the states, to use the federal problem—that is, the problem of the weak Confederation—to take advantage of that to accomplish even greater reforms. A lot of the Anti-Federalists were willing to have this meeting in Philadelphia . . . but they did not expect any great thing to come out of it. They expected some reform of the Articles, and Congress expects the same thing, that is, the Confederation Congress endorses the meeting but expects amendments to be added.

They don't expect what they got: a total overhaul of the whole system, throwing out the Articles, and a new Constitution. Almost nobody expected that kind of change. . . . So in order to explain what happened, to explain the Virginia Plan, which is a working model of the Convention, you have to go to the second level of problems that I mentioned, the problems within the states. The Constitution—it's the same Constitution we have—is not a league, it's not the EU, it's not a bunch of separate states coming together in a treaty. It's a totally new government that operates directly on individuals, and that is not what most people expected.



*Gordon S. Wood discusses the Constitution with teachers in El Paso.*

## TWO VISIONS OF AMERICA

Raymond W. Smock | ROBERT C. BYRD CENTER FOR LEGISLATIVE STUDIES, SHEPHERD UNIVERSITY

James Madison said it best . . . “if men were angels no government would be necessary.” So right away that says we're dealing with imperfection. The task of the Founders was to build this new nation that would provide stability and safety for the citizens, and figure out a way to lead a better life than you could without government or with an inadequate government. They knew they needed a stable government, but they disagreed on what it should be like. And we have these two visions of America that were discussed at the time, even before, and certainly as the nation was built. We've come to see those as primarily the visions of Alexander Hamilton on one side . . . who wanted the United States to become this big commercial giant that would rival Great Britain and actually exceed Great Britain in its reach. And we have Jefferson, the rural agrarian, who saw a nation of farmers who would basically govern themselves, and that the government that governs best governs least. And all of these ideas that were going around in the eighteenth century—you hear them now every day. . . . We're still trying to figure some of these things out. Jefferson didn't like big government. Hamilton did; he wanted a strong central government. . . . The Hamilton vision, the Federalist vision, has triumphed, and that's the world that we have now. The U.S. Constitution reflects a lot of this.

One of the things I think students need to understand, and all of us need to understand, is how little time has passed since the Constitution was drafted. . . . September 17, 1787—that's the day the Constitution was adopted. Take an average lifetime of seventy-five years. . . . Go seventy-five years from the adoption of the U.S. Constitution, and where are you on September 17, 1862? You're right in the middle of Antietam on the bloodiest single day of American history. You go another one lifetime, and you're in the middle of the Depression in 1937. You're encompassing most of American history here in a couple of full lifetimes.



*Raymond W. Smock addresses teachers in Houston about the formation of the Constitution.*

## THE CONSTITUTION'S BIG IDEAS

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

There are six big ideas—limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty—in the Constitution. I would challenge students to find those ideas. . . . The kids have to work as historians, they have to read what's in the document, they have to think about the context of the document, and sometimes things that are written on the documents in the margins will actually be helpful to them. But again, they are going to sort things out according to the six big ideas. And what they will see from that is that the six ideas weren't just there at the Constitutional Convention. Throughout our history, these have been the six big topics that Americans have debated when it comes to constitutional questions.



*Charles Flanagan speaks about the Constitution in Austin.*



THE BILL OF RIGHTS

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

Senate revisions to House-passed  
amendments to the Constitution  
(Bill of Rights) September 9, 1789,  
Records of the U.S. Senate,  
National Archives



Congress created the Bill of Rights to fulfill political purposes and answer political questions that arose in several states at different times between 1776 and 1787. The Constitution’s first ten amendments are elements of legislation that Congress passed and the states ratified. Additional rights were subsequently added by the same legislative process. All this history and its legislative vernacular underscores the idea that we cannot take rights, such as those enshrined in the Bill of Rights, for

granted. It is up to every generation to renew our commitment to those rights. That’s where you come in because your classes are the critical venue for preserving our civic legacy of the Bill of Rights. You train the next generation of voters. From your classroom to the voting booth is a trip that doesn’t have many intervening stops. Sometimes you’re the last one to teach students about civic life, so it becomes very important that you inspire your kids to think about how the Bill of Rights is an important part of our national heritage.

III: The Early Republic



James Hamilton (1819–1878), Scene on the Hudson (Rip Van Winkle), 1845. Oil on canvas, 96.6 x 145.1 cm, Smithsonian American Art Museum, Washington, D.C. / Art Resource, NY

EMPIRE OF LIBERTY

Gordon S. Wood | BROWN UNIVERSITY

["Rip Van Winkle"] was Washington Irving’s most popular story. Irving wrote it in the second decade of the nineteenth century and is looking, I think, at the changes that are taking place in the country as he had experienced it. . . . Rip wakes up after twenty years and enters into his village, and everything is changed. The village was altered. There was a “busy, bustling, disputatious tone about it” instead of the accustomed “drowsy tranquility.” It was a terrifying situation for Rip, who had an “insuperable aversion to all kinds of profitable labor.” That’s an important point because a big change that takes place in this period that I’m talking about is the celebration of work, the celebration of labor. “Even the language was strange,” writes Irving. “Rights of citizens—elections—members of Congress—liberty,” and other words were “a perfect Babylonish jargon to the bewildered Van Winkle.” When people asked him “on which side he voted” and “whether he was Federal or Democrat,” Rip could only stare in “vacant stupidity.” Now, as I say, this became the most popular of Irving’s many stories, and I think it was popular because it resonated with his readers. They felt, as Rip did, that everything had changed in a very short period of time. Before the Revolution of 1776, America had been merely a collection of disparate British colonies composed of some two million subjects huddled along a narrow strip of the Atlantic coast, a European outpost three thousand miles from the center of civilization, from London. By 1815, not a long period later, following a second war with Great



Britain—often called the second American Revolution—these insignificant provinces had become a single giant continental republic with nearly ten million citizens, many of whom had already spilled across the Appalachians into the land of the West. The cultural focus of this huge expansive nation was no longer abroad, but rather inward at its own directive, at its own boundless possibilities.

In this period, ordinary Americans develop a sense of their own worth, their sense of equality, which is, I think, quintessentially American. The sense that they’re as good as the next guy. Equality becomes the most powerful ideological force in our entire history, and it still is. An aristocracy of any sort was put on the defensive, and any pretension to aristocracy was attacked.

It strikes me that every generation lives with illusions, different ones for each generation, and that is how history proceeds. History, in a sense, is a record of exploded illusions, one generation after another. Each generation’s get exploded and replaced by a new set. And that’s what, in a sense, the historical process is really all about. So one lesson that I would hope would come out of reading my book is that of humility. Ultimately, that is what history teaches us, I think, humility.

A FRAGILE REPUBLIC

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



James C. Schneider, faculty director of the San Antonio institute, presents on the early Republic.

In the early national period, the United States is characterized by an extraordinary and quite genuine sense of its own fragility. It is a republic. Republics in their understanding have a terrible track record. The one [the Founding Fathers] all knew about, of course, was the Roman Republic. It indeed had endured for a long time, and I would remind you that the political generation in that period was extensively schooled in classical education. The Roman Republic lasted for a long time, but it failed. The other examples of republics that they had came from Italy in the Renaissance, and those had proved extraordinarily ephemeral as well. So there is a tremendous sense of fragility here, which colored all kinds of events in that period.

[The early Republic] is a period characterized, quite markedly, by a tension between idealism . . . [and] practicality. And those things are at war time and time and time again. . . . We can use the same lens of fragility and practicality versus idealism for point after point after point, from Hamilton’s Bank of the United States to the Louisiana Purchase to the War of 1812.

JEFFERSON’S PRESIDENCY

Peter S. Onuf | UNIVERSITY OF VIRGINIA

Jefferson enables us to get into some of the paradoxes, contradictions, and contingencies of American history. . . . We have a highly skewed vision of American history, and it is not just that it is an East Coast perspective or a . . . Virginian perspective. . . . We don’t understand how our subjects saw the world. We are so determined to make use of them that we fail to understand their perspective. . . . They understood—that is “the Founders,” the people who drafted the Constitution—Jefferson understood that they very much lived in a dangerous world, that their world, their horizons were not confined to the United States, that the United States was an experiment, not only in republican government, or people capable of governing themselves, but also an experiment in federal government. The idea that somehow you could combine independent state republics, sovereign in some sense of the word, into an effective collective security organization that would protect those states from dangers at home and abroad, dangers in Indian country. And of course much of the Americas, not just North America, was effectively under control of Indian peoples well into the nineteenth century.

	Jefferson	Burr	Adams	Calhoun	Other
New Hampshire	6	6			
Massachusetts	16	16			
Rhode Island	4	3	1		
Connecticut	9	9			
Vermont	4	4			
New York	12	12			
New Jersey		7	7		
Pennsylvania	3	3	7	7	
Delaware		3	3		
Maryland	5	5	5	5	
Virginia	21	21			
Kentucky	4	4			
North Carolina	3	3	4	4	
Tennessee	3	3			
South Carolina	3	3			
Georgia	4	4			
Total	73	73	65	64	1

What a vision of world peace! Here’s something to keep in mind—that’s what the Founders thought that they were doing. They didn’t know they were creating us. . . . They didn’t know that they were creating a great nation, a continental, indeed a global power. They didn’t have any idea of what was going to happen. What they did hope was given the realities that they lived with in the late eighteenth century in the wake of a successful war of independence—successful as we know because the Americans were fighting as proxies for the French in yet another Anglo-French war—they didn’t know that this experiment was going to survive. They created a peace plan, however. A pact among these states. Union is the key word. . . . It is the word that Jefferson obsesses on. They created a union and they promoted it. And they glorified it as providing an example to the world of how to guarantee peace.

Jefferson had a vision of the modern presidency and a new conception of presidential powers that is in many ways the direct opposite of that limited executive that Americans began their republican experiment with and the state constitutions. It comes perilously close, we might say, to a model of prerogative power in a king. And here’s our paradox: in some ways Jefferson becomes a kind of democratic king. The most unlikely person. And the usual response to this is when Jefferson did exceed the strict constitutional limits on his power, which he did frequently, Henry Adams—the great historian and the grandson of John Adams—suggested that this was a violation of constitutional limitations. For instance, the Louisiana Purchase just gives the lie to the whole Jeffersonian line of limited government. After all, Jefferson is supposed to be our libertarian icon—that is, the person who of all the Founding Fathers we now identify with “rights,” with a robust conception of “individual rights.” And of course, when the practicalities of governance confront him during his administrations he does what he has to do against the Barbary pirates, the Louisiana Purchase, and ultimately in this disastrous effort at commercial warfare in the embargo when he cuts off trade.

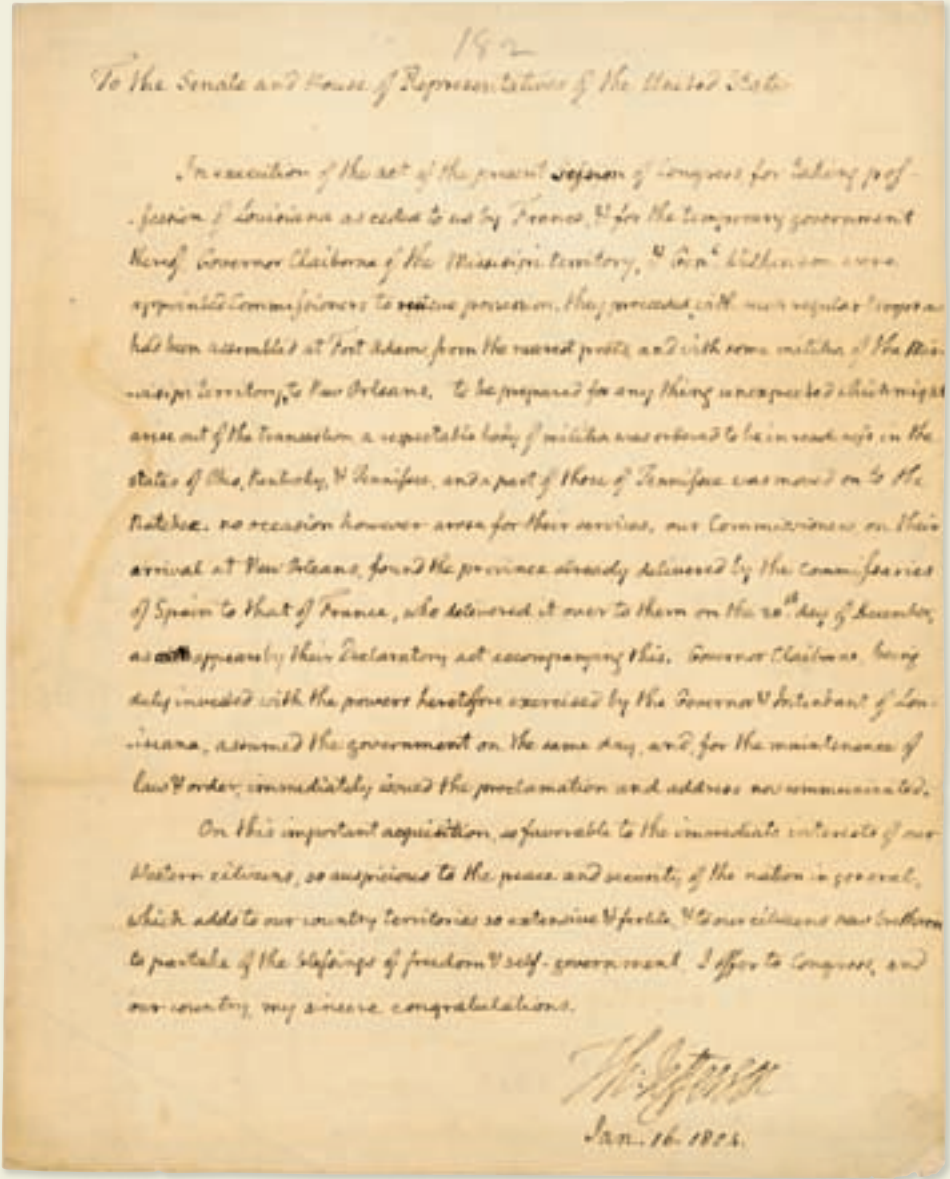
Tally of electoral votes for the 1800 presidential election, February 11, 1801, Records of the U.S. Senate, National Archives



In all of these instances we find Jefferson seemingly violating a Constitution, a Constitution that guarantees legislative supremacy.

Jefferson is a federalist with a small *f*. When asked to define what he meant by that he would say as he does in his inaugural address, it should be a limited government. The states are the bulwarks of our liberty, and we must preserve them in their integrity. But the national government is the sheet anchor. We need the national government to defend us collectively in the larger world. And when it comes to that larger world, if we had that perspective of looking out on that world, we understand that we are one great people. We may be Virginians, we may be from Massachusetts, but we are one people. We are all willing to make the ultimate sacrifice. That is the source of our power.

President Thomas Jefferson's Message to Congress regarding the Louisiana Purchase, January 16, 1804, Records of the U.S. Senate, National Archives



THE REPUBLIC IN TRANSITION

Gene Smith | TEXAS CHRISTIAN UNIVERSITY

The early Republic is not just this dark period [from] 1780–1830. It’s really a period that is a transition leading to the creation of modern America. All the things that we take for granted today in modern America—such as money—the foundations for this were laid during the early Republic. In fact, Congress gave the power to coin money, and between 1780 and 1830 more than three hundred banks opened across the country to store that money. . . . This was a step forward. The early Republic is also a period of trade. Every story—every political, ideological story in the early Republic—centers on the question of trade. Whether it be the shipbuilding industry, whether it be the tea trade to China or the Pacific whaling trade, the conflicts with Spain, France, [and] England are all going to be centered around this question of trade. The period of the early Republic is also a period of territorial expansion. . . . And then there’s that question that no one really wants to talk about: internal improvements [in the form of] dikes, roads, canals, bridges, dredging rivers, having the things that permit expansion to occur. Industrialization. After 1793, Eli Whitney’s cotton gin breaks a bottleneck in the transformation of cotton to finished cloth. And once you have Eli Whitney’s cotton gin, soon after that you have the industrialization of New England and Samuel Slater and other Englishmen helping textile mills take advantage of the flowing water of New England [and] the power of the rivers.

And as Americans move west because of roads, dredging rivers, and digging canals, you also will have Americans wanting the products that they were producing. Instead of sitting on wooden stools, how about chairs? Instead of using wooden bowls and plates, how about china, stoneware? In fact, what’s going to happen during this period is that by the 1830s, by the time we get to Jackson, you are going to have an established United States, which has a distinct culture. It’s a culture that’s going to be terribly, terribly hated by Washington Irving because it’s a culture that had discarded the elite in favor of the common average man. “Rip Van Winkle” is a social commentary on that, and if [Irving] understood today that students read this [story] as a parable about alcohol, [he] would be rolling over in his grave.

In Fort Worth, Gene Smith leads a primary source workshop on Washington Irving’s “Rip Van Winkle.”





IV: Economic Transformation



Fitz Henry Lane (1804–1865), Boston Harbor, 1856. Oil on canvas, Amon Carter Museum of American Art, Fort Worth, Texas, 1977.14

FROM FRONTIERS TO BORDERS

Raúl Ramos | UNIVERSITY OF HOUSTON



Raúl Ramos leads a primary source workshop in Houston.

There’s a transition that happens in the nineteenth century where the West is thought of initially as this vague, amorphous area that becomes concretized. It becomes concrete; it becomes defined. The best example of that is Lewis and Clark. Why were Lewis and Clark sent out on this expedition? . . . To find out what was out there. Imagine buying something when you don’t know what you’re getting. The Louisiana Purchase had this vast territory and there was this intense interest in what it was, what it looked like, who was there, what was possible in this area. Now there are folks that knew this already, but Americans had to know it for themselves. But there’s another element—that it had to be documented, and that documentation was part of making it concrete, making it marketable, bringing it into an economy. When we start thinking about the shift from frontiers to borders, a market-capitalist economy is driving the need for definition.

THE TRANSPORTATION REVOLUTION

Kenneth Weiher | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Economic growth took off and accelerated between 1790 and 1840. . . . One of the things [that triggered it] would be the transportation revolution that came in the early 1800s. First it was the steamboat. . . . Then came the canals, the Erie Canal being the most famous canal . . . and that opened up the West. The United States had this problem: it was so big. There were a lot of people but they were so far spread out that the market for any one factory was relatively small because the people were so far away. . . . The combination of steamboats on the lakes and the Erie Canal opening brought the markets to the factories, so the factories could then send their products out there and could bring the raw materials in. One of the disadvantages that the United States suffered was not enough market, not enough scale for their textile mills. So this allowed them to tap into scale economies.

THE ERIE CANAL

Sean Patrick Adams | UNIVERSITY OF FLORIDA

So what you’re asking New Yorkers to pay for [in building the Erie Canal] is a project that we estimate probably cost in the billions in current dollars. And it broke down to five dollars per capita, so that’s five dollars for every man, woman, and child living in New York state. . . . You can imagine why DeWitt Clinton had a hard time pitching this to New Yorkers. Imagine asking residents of Texas to pay for a program that would cost the equivalent of ninety-four thousand dollars per capita. We often don’t think about it because we know it was built, we know that it was really successful, but when Clinton was trying to get the legislature to actually pay for this thing he really faced an uphill struggle, and that was why they called it “Clinton’s big ditch.” But in 1817 he has the political capital to do it, he pushes it through, and it is a resounding success. It’s actually completed fairly quickly, it opens in 1825, and what we see is that the Erie Canal has an immediate impact on time and space.

The American North by the 1830s and 1840s is pretty well connected. But what’s going on in the South? I don’t mean to suggest that the American South is not dynamic, that the American South is not moving. Folks are moving, but they’re moving different things and different people. . . . The internal slave trade—at the same time that the Erie Canal is reshaping the American North—the internal slave trade is reshaping the American South. This is the time of the cotton boom. This is the time in which, to make a little bit of money, all a white planter needed was land and labor, and the slave trade was a wildly profitable, although shameful, part of Southern history. It literally remakes, it creates, the Old South during the cotton boom of the 1820s and 1830s. . . . The concentration of slavery by 1860 is very much limited to the Southern states. This is in part created by those migration patterns and by the fact that the Northern states are moving in opposite directions.

So although [John C.] Calhoun . . . talked about how internal improvements would bind the nation together—it did bind a particular part of the nation together, it bound the American North together—the American South was moving in a different direction. . . . [The Southern slave economy] was moving and developing in the same way that the Northern economy was, it was just doing so in a dramatically different fashion.

[Canals are] bringing a number of things that are also producing sectional differences. In addition to transporting goods, they’re also transporting people. . . . The Midwest owes a lot of its settlement to the creation of the Erie Canal. What we also see is the movement of ideas—religious revivals along the Erie Canal and along the North’s canals. . . . Temperance speakers used these canals to move from city to city to give temperance lectures. Historians of social reform refer to this as the “benevolent empire.” . . . The benevolent empire follows the lines of the canals. . . . Along with those temperance ideas of social reform came abolition ideas, and it is one more way in which the North and the South were becoming different.

In Austin, Sean Patrick Adams discusses the social and economic impact of the Erie Canal.



V: The Jacksonian Era



Robert Cruikshank (1789–1856),  
President's Levee, or all Creation  
Going to the White House, 1841.  
Aquatint, Library of Congress  
Prints and Photographs Division,  
Washington, D.C.

THE MAKING OF THE PRESIDENT, 1828

Kenneth Stevens | TEXAS CHRISTIAN UNIVERSITY

The Jacksonians employed new kinds of methods—more democratic methods—to help their candidate win the presidency. They did things like organize; they had a central committee in Nashville, Tennessee, to raise money, to get people in the states to vote for Andrew Jackson. It was a very organized campaign. . . . One important aspect of the Jacksonian campaign in 1828 was the impact of newspapers and of communications. It's a new age of communications coming along, fostered greatly by the development of the steam rotary press. Thanks to the development of the steam rotary press, you can print out a lot more campaign materials than you could before. Something else that goes along with that is the postal system, which is starting to be developed and organized. So you can print out all these thousands and thousands of campaign materials and put them in the postal system, and they'll be delivered. . . . In 1828, the Jacksonians take advantage of this new kind of organization and these new methods of communication to put their candidate into the presidency.

If you were against Jackson, [you thought] this is a man that is totally unfit for the presidency on the basis of his moral character. For the Jacksonians, it's a contest between democracy and aristocracy. It's a contest in 1828—a campaign—to reverse the corruption of 1824 [and] to restore government to the will of the people. It's an issue of virtue versus corruption. And in 1828, Jackson won that election, and won it going away. This is how Jacksonian politics changes American politics. In 1824, 357,000 people voted . . . and about twenty-five percent of those eligible to vote, voted. In 1828, over one million people voted, and about fifty percent of those eligible to vote, voted. The Jacksonians, this Jacksonian political system, the main thing behind it was to get out the vote, and they are very good at doing that. In fact, the system continues, and by 1840, eighty percent of the people eligible to vote, voted. . . . We don't have anything like that today. . . . So Jackson won the presidency on the basis of this new democratic politics. . . . It doesn't include women, it doesn't include African Americans, even free African Americans, just white men. But, it's democracy as they see it.

JACKSON: THE SYMBOL

Daniel Feller | UNIVERSITY OF TENNESSEE, KNOXVILLE

Andrew Jackson has become a symbol, and I think, despite all of the qualifications, deservedly so. He is a conflicted symbol. Jackson's own life story is a classic saga of a poor man grown up to be well-to-do. [He] became a national hero, became president. It's a tale of resourcefulness, self-reliance, and perseverance. Looked at from another side—and you can look at it from that other side—it's also a tale of a man who rose through brutality, domination, and exploitation, of a white man's rise through the exploitation of black labor and through the eviction of Indians.

Jackson symbolizes American democratic politics and I think correctly so, but it's not democracy as some kind of textbook ideal. It's democracy, warts and all. It's practical democracy much as we know it today, with rabid partisanship, with politicians sometimes putting party above the interest of their county, with rabid demagoguery—anything you can say about the opposition. Jackson's party newspaper in 1828 specialized—I will say it bluntly—in lying. I mean just plain lying about the opposition. It's democracy by hook or by crook and win-at-all-cost campaigns. It appears in the 1830s and we certainly still have it today. Jackson and his era, in short, don't make a simple picture. That's precisely why I find him so fascinating.



Daniel Feller delivers the keynote  
address in San Antonio on the legacy  
of Andrew Jackson.

ASSESSING ANDREW JACKSON

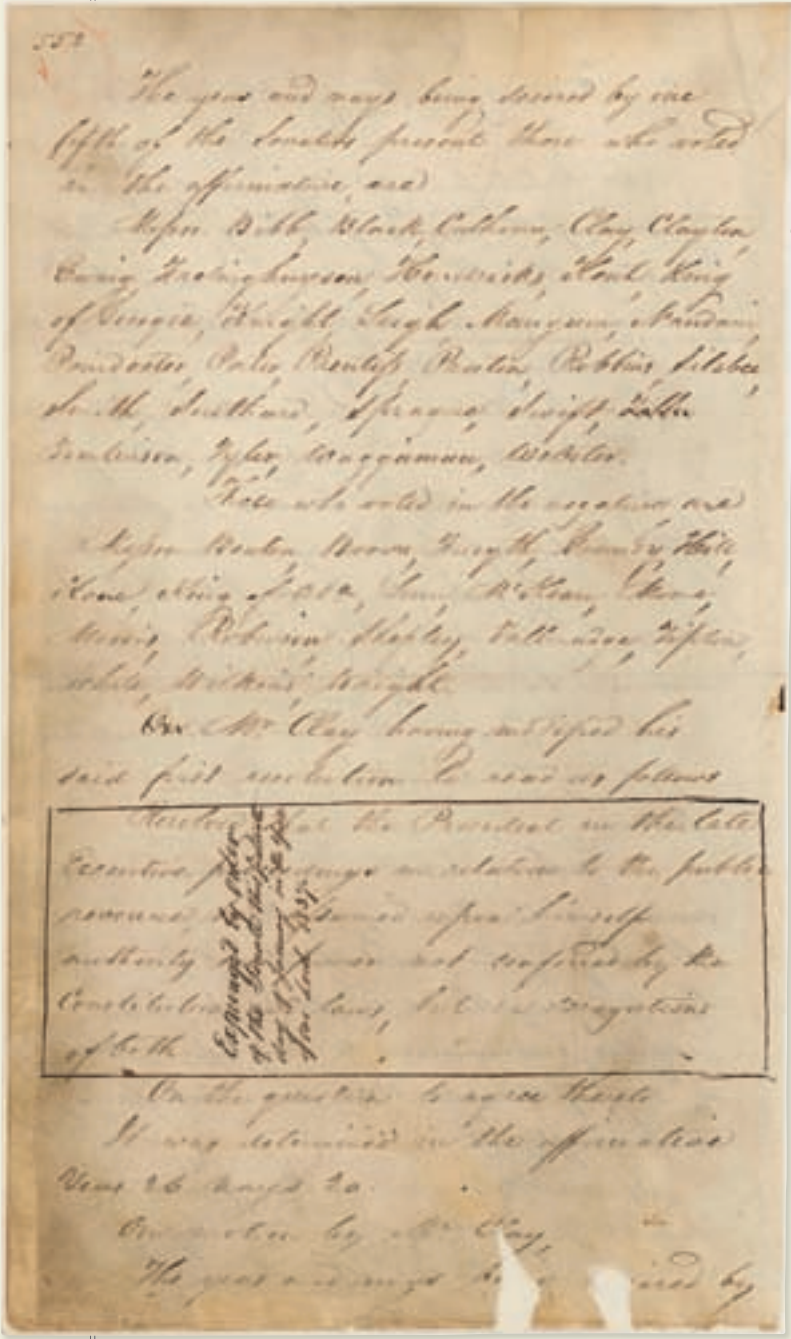
H. W. Brands | THE UNIVERSITY OF TEXAS AT AUSTIN

What do we do with these difficult characters in history? Why is it that Jackson doesn't suit us these days? Why do we remember Jackson for [the Trail of Tears]? Jackson's contemporaries by and large praised his Indian policy, and you may or may not know that Jackson's Indian policy was *comparatively* humane—that is, compared to the policies of other presidents and, more precisely, the people on the frontier. And why is it that, shall I say, the good things that Jackson did have been forgotten? . . . When I was writing about Andrew Jackson, I knew first of all, that in a very broad sense Andrew Jackson was the most popular political figure in America during the first half, perhaps two-thirds, of the nineteenth century. And I knew that Andrew Jackson was considered a hero second only to George Washington. Washington had won American independence; Jackson had confirmed American independence—Washington in the Revolutionary War, Jackson at the Battle of New Orleans. Jackson, after the Battle of New Orleans at the beginning of 1815, for the rest of his life often was addressed simply as “the Hero,” and if you spoke of “the Hero,” everybody knew you were talking about Andrew Jackson.

If you ask me, there are three parts of the indictment of Andrew Jackson. Number one is that he was a slaveholder. Now, this alone wouldn't necessarily rule him out . . . but Jackson's problem is that he was an unrepentant slaveholder. . . . Jackson simply accepted the world as it was. Slavery was just a part of his world, and he was going to leave it for another generation, another group of people, to deal with. He did know that slavery was trouble, and he thought that slavery might be the rock on which the union potentially would break, although he was determined if he were president, the union would not break. . . . The second problem with Jackson is that he's a militant expansionist. It was Jackson who seized Spanish Florida by force. It was Jackson who was going to push the Indians off the land that had been, not exactly set aside for them, but who was going to push them out into the West, and seize what's now the southeastern portion of the United States. And Jackson made no apologies for



Senate Journal page showing the expungement of Henry Clay's resolution to censure President Andrew Jackson, March 28, 1834, Records of the U.S. Senate, National Archives



the fact that the United States was going to expand across North America by force. Now, this doesn't suit us so well because there is this desire to think that the United States somehow achieved its modern form by the power of American example or values or something like that. . . . But in fact it didn't happen [like that] at all. It was accomplished by war, one war after another, or the threat of war. And in Jackson's day, people understood that. In our day, we like to wish that part of our history away. So we're certainly not going to celebrate Jackson as this armed expansionist. . . . The last thing of course is the Trail of Tears and Jackson's Indian policy. This is one where it's really tough to make a case for Andrew Jackson, because it's really hard today not to feel as though Native Americans

really got the short end of the stick in relations with the white majority. Now again in Jackson's day, that wasn't considered a particularly bad thing. Jackson's Indian policy, first of all, was quite akin to, was no worse than, the Indian policy of every president from George Washington to Ulysses Grant and furthermore, it was quite popular.

How do we deal with this when we try to teach the subject of Andrew Jackson? . . . Can you, in your seventh-, eighth-, and ninth-grade classes, raise fundamental questions about the validity, let's say the positive value of an institution like democracy? Can you suggest to your students that democracy sometimes doesn't get things right? . . . It seems to me that what we hold against Andrew Jackson—to the extent that we do hold stuff against Andrew Jackson—is really (if you want to call it an indictment) an indictment of democracy. Because the policies that Jackson pursued, the things that we remember him for, those three counts of the indictment, were popular policies endorsed by democracy in Jackson's day. [There is] the fact that he was a slaveholder—do you know that every Southerner who became president before the Civil War was a slaveholder? . . . Jackson's Indian policy, I've tried to explain in the last couple minutes, was thoroughly popular. It might not have been right, but it was thoroughly popular. Jackson's endorsement of the use of military force to expand, again this was overwhelmingly popular. There was an entire ideology built around it—Manifest Destiny.

## VI: Westward Expansion



Albert Bierstadt (1830–1902), *Emigrants Crossing the Plains*, 1867. Oil on canvas, 67 x 102 in., National Cowboy & Western Heritage Museum, Oklahoma City

### MANIFEST DESTINY

Ernesto Chávez | THE UNIVERSITY OF TEXAS AT EL PASO

[Think about] the concept of Manifest Destiny and how it is put into action. . . . In some ways, what is driving Manifest Destiny is U.S. racial superiority, but really the limits of Manifest Destiny are also U.S. racial superiority. Because you want land, and you say, “hey, this is our Manifest Destiny, this is our God-given right,” which basically means [indigenous people] don't belong here. But then, when it comes right down to it, when you incorporate Mexican lands, what's going to happen is . . . these racist ideas are going to kick in again. So what's driving it is also, in some ways, stopping it. . . . It breaks down when it comes to race. . . . In this way, it helps us think about race in a more complex way.

Ernesto Chávez speaks about Manifest Destiny to teachers in El Paso.





TURNER’S “FRONTIER” THESIS

Todd M. Kerstetter | TEXAS CHRISTIAN UNIVERSITY

Todd M. Kerstetter, faculty director of the Fort Worth institute, speaks on westward expansion.



One of the things that has really influenced historians, or at least Western historians, is westward expansion and how [Frederick Jackson Turner] tried to explain it. Even though he is in some ways discredited or out of date, this article he wrote . . . shaped the way a lot of people have thought about it. His argument was that the so-called frontier explains American history. [It] made us who we were, made us as Americans uniquely equipped to put together a representative democracy and a republic. The frontier is this meeting point where civilization is expanding westward and running into savagery and wilderness. There were dynamic processes at work there that made people new, different, better, and able to be the Americans that we know and love.

TEXAS EXCEPTIONALISM

Charles H. Martin | THE UNIVERSITY OF TEXAS AT EL PASO

The traditional narrative of Texas history is what most Texans—outside of El Paso and to some extent perhaps the lower Rio Grande valley—are familiar with. It is a very traditional, triumphalist narrative: the idea of Texas being a special place with special people. This is popular and, some-



Richard Caton Woodville (1825–1855), War News from Mexico, 1848. Oil on canvas, 27 x 25 in., Courtesy Crystal Bridges Museum of American Art, Bentonville, Arkansas

what recently, professional history as well. It’s kind of a Texas exceptionalism, which goes along with American exceptionalism—Americans as a chosen people, divinely chosen for a special mission. Texas exceptionalism really works in the same way. Texas has a special people divinely chosen to carry out this larger, preplanned mission. . . . This kind of Texas traditional narrative takes the triumphalist narrative from Western history and from borderlands history. That is, culture and enlightenment coming in 1821, a dynamic Anglo society pushing aside a static and declining Mexican society. Also, Texas identity is formed out of conflict and bloodshed. The Texas Revolution was violent. It’s a bloody struggle for independence, so it constitutes a formative or foundational experience. Therefore, people who go through this kind of formative or foundational experience tend to be very strong in their identity. So the traditional narrative talks about chosen people, rugged individualism. Things really begin in 1821. The Texan is a strong, rugged individualist.

INDIAN REMOVAL AS A TEST

Theresa Strouth Gaul | TEXAS CHRISTIAN UNIVERSITY

American Indians were extremely important players politically. . . . [Their] history explains much to us about the current state of America—politics, race relations, culture. . . . When you look at the areas that native tribes inhabited, as well as their removal patterns, you learn a lot about geography. [You also learn about] government—government policies, for example, and Americans’ and American Indians’ resistances and reactions to those policies. Citizenship: many early Americans argue that the treatment of Native Americans by the U.S. government was the very first crucial moral test that this country faced, and its answer to that would set the nation on a particular moral course for the future. As it worked out, many people felt that the United States government failed that test and implemented Indian removal. And the questions surrounding Indian removal were very much connected to the questions surrounding slavery as it was emerging as a major controversy in American society as well. Culture: perhaps most obviously, we have two cultures coming in contact and having all sorts of outputs from that. . . . Understanding the various perspectives [and] putting various perspectives into dialogue with each other are very appropriate for studying American Indian history.

Theresa Strouth Gaul discusses the history of Indian removal at the Fort Worth institute.



Frances Flora Bond Palmer (ca. 1812–1876), drawn on stone by James Merritt Ives (1824–1895), lithography firm of Nathaniel Currier (1813–1888) and James Merritt Ives (1824–1895), Across the Continent. “Westward the Course of Empire Takes Its Way.”, 1868. Hand-colored lithograph, Amon Carter Museum of American Art, Fort Worth, Texas, 1970.187



NATIVE AMERICAN NATIONS RESIST MANIFEST DESTINY

Erika Marie Bsumek | THE UNIVERSITY OF TEXAS AT AUSTIN

The Sioux see themselves as equals to the United States; they don't think much of the U.S. nation-state, or empire-building. There's been a "French father." They've encountered the "English father" through various traders. They've heard about these various "fathers," but to them, they have a very strong nation. They think of themselves as strong as, if not stronger than, the representatives of the American government. So in the early nineteenth century the Sioux see themselves as, and really are, a force to be reckoned with.

[U.S.–Native American] interactions are framed by the ideology of Manifest Destiny, at least from the U.S. side, which means that native peoples are going to have to respond in turn. Manifest Destiny really represents a system of beliefs that form the basis of a political program, and political reactions on the part of Native Americans. The question that I think is worth considering . . . is how do Native Americans respond to Manifest Destiny? [And] especially . . . how is it that the U.S. empire that the United States' political theorists envisioned really allows no place for Indians within it? The whole idea of Manifest Destiny—expansion from coast to coast, predestined [and] ordained by God—what's going to happen to Native Americans within that process?

Thomas Jefferson in 1801 . . . imagines this world where white Americans would cover the whole northern, if not southern, continent with "the same people speaking the same language governed in a similar form." . . . And of course there's an economic component to expansion and then Manifest Destiny, which is the government's form—it takes religious form in the case of the Puritans—that Indians have no right to continue "wasteful and inefficient" land use practices. . . . Those ideological roots of expansion turn into Manifest Destiny when we acquire all this land and expansion from coast to coast becomes possible.

Where do Indians fit into this? Indian tribes for the government are viewed to some extent as nations with limited sovereignty, but the majority of U.S. policy makers, from military to political theorists, really envision nothing less than extinguishing all Indian land claims.

By the time we get to 1851, when things really heat up with the federal government and . . . the government needs the land or is negotiating with the Sioux for the land, the Sioux do something really interesting by adopting an American political strategy or at least American political rhetoric. They keep the other tribes away from the treaty signing at Fort Laramie; they claim the land by right of conquest. If we look at Black Hawk's rhetoric, his response when the United States attempts to limit their hunting territory to the east of the Platte River, he says to the United States government, "These lands once belonged to the Kiowas and Crows but we whipped those nations out of them, and in this we did what the white men do when they want the lands of Indians. We took it by the right of conquest."



Charles Deas (1818–1867),  
A Group of Sioux, 1845. Oil on  
canvas, Amon Carter Museum  
of American Art, Fort Worth,  
Texas, 1980.42

CHEROKEE REMOVAL IN HISTORICAL PERSPECTIVE

Michael Leroy Oberg | UNIVERSITY OF HOUSTON

How unique was the Cherokees' experience [of the Trail of Tears]? Why in Texas, why in New York, do we talk about Cherokee removal and not the many, many dozens of other native groups that experienced removal? Why do we talk about Cherokee removal and not the blood-drenched history of Indians in this state? What is it about Cherokee removal that absorbs so much of our attention? . . . When you mention Indian removal, it is the Cherokees' Trail of Tears that comes to mind. . . . A point that I always have to emphasize to my students in college is that removal is a fact of life in Native American history. Removals began long before Andrew Jackson ascended to the presidency. They began long before the United States existed. Removals were a product of the harrowing work of epidemic disease, of warfare, and of the encroachment of settlers on Indian lands. Native peoples always were being forced to move, and I think that's something to keep in mind when we talk about this policy. There's a much longer history than just this episode during Jackson's first term.

With Jackson's election in 1828, there's no doubt that a change occurs—that the pace and the strength of the sentiment for removing Indians increases dramatically. . . . Jackson's supporters argued that a new era had dawned when they came into office. . . . Much of the controversy about the policy of Indian removal focused on the long, troubled relationship between the state of Georgia and the Cherokee nation, and it did so to a great extent because the Cherokees made the story of Cherokee removal about themselves. They sent delegates to Washington, D.C., to lobby. All the Indian nations sent delegates, but the Cherokees' were very, very good. They talked to the media; they published their petitions. They were very, very good at making this whole story about themselves.



Faculty director Michael Leroy  
Oberg discusses the Trail of Tears  
with teachers in Houston.

THE CHEROKEE NATION-STATE

Jeffrey P. Shepherd | THE UNIVERSITY OF TEXAS AT EL PASO

The Cherokees were essentially a nation and also a nation-state, in that they had laws and ordinances. They controlled their territory, and they controlled their boundaries. They policed the boundaries of their nation; they had a police force to enforce their laws. This was a nation-state that was modeled in large part [on] the United States. This is a key issue in talking about Manifest Destiny, westward expansion, [and] discussions of citizenship. . . . In particular, the Cherokees had a written language that had a dictionary. They used a newspaper [the *Cherokee Phoenix*], which is one of the things that some scholars of nationalism, in particular Benedict Anderson, feel is very important in creating a sense of national identity among people who have never met each other.

In the Cherokee cases, known as the Marshall trilogy, we have the base about the relationship between the United States federal government and Indian nations; the relationship between the Indian nations and the states; between the states and the federal government; and between the judicial branch in the rulings of John Marshall and Jackson, and the executive branch, responding, saying we're not going to follow what the judicial branch says. We also see the Cherokees' use of standard measures of protest in American history: writing letters and petitions, getting signatures, appealing to Congress, and using the mechanisms of democracy, and then, at the same time, using the court system to defend what they thought were their aboriginal rights. These two cases highlight this contradictory phrase, "domestic dependent nations." Marshall said that the court can't hear this particular court case because the Cherokees, as sovereigns, don't have access to U.S. courts. But how can you have sovereigns inside the territorial boundaries of the United States? Thus this paradoxical phrase, "domestic dependent nations."



Jeffrey P. Shepherd speaks about  
Native Americans during the early  
Republic.



Teachers in San Antonio join Elaine Turney (left) for a discussion of westward expansion and Indian policy.



“ACCULTURATION, ASSIMILATION, REMOVAL, AND ANNIHILATION”

Elaine Turney | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Lincoln, as a Western president, has a very Western background. . . . He was a self-described man of the West. He was also recognized by his followers and his fans as a man of the West for multiple reasons, not the least of which is that the three states he was raised in—Kentucky, Indiana, and Illinois—were all considered parts of the West when he was growing up. In 1786 his grandfather was killed by Indians in Kentucky—probably the Shawnee—and he said that this had a profound impact on his father’s life and subsequently on his own. In 1832, Abraham Lincoln fought in the Black Hawk War. He said it was probably the easiest thing that he ever did. He said he saw little action; in fact I think technically he saw no action. But this is leading into the Civil War period. This is the age of Jackson, and in the age of Jackson, Indian experience is a great political advantage. So he really played that up when he was running for office.

The nineteenth-century Indian policy can be summed up in four terms . . . acculturation, assimilation, removal, and annihilation. When Lincoln comes into office, he has the opportunity to make some great strides in changing or at least dealing with the so-called Indian problem. I think he ends up being, in large measure, a man of his times. That’s the debate that is raging right now about Lincoln and his Indian policy. In general, he is a man who has little experience, as all presidents before him, with Indian policy. He is a man who takes, as presidents before him, a paternalistic view of Indians, both in policy and in his interpersonal relations with them. . . . He had made references to Native Americans in the Lincoln-Douglas debates, where he called them inferior as a race, but he did stop short of referring to them, as Douglas did, as savages. In his third annual message to Congress he refers to them as wards of the government. And of course by signing the Homestead Act and the Pacific Rail Act, he opens up millions of acres to European settlement at the cost, in many cases, of Indian lands.

VII: Slavery

THE INSTITUTION OF SLAVERY

Albert S. Broussard | TEXAS A&M UNIVERSITY

Slavery remains, in my opinion, one of the most interesting and one of the most perplexing subjects we teach at any level because it forces us to confront some difficult issues about American society.

Our values, our best belief in democracy, equality, fair play, our belief in the rights of man, [and] freedom are all put to the test when we teach this subject. Lurking behind this controversial and sensitive subject are the voices or the cries of four million former slaves asking the perplexing question, “Am I not a man? Am I not a brother? If I am indeed a man and a brother, how do you reconcile your treatment of me and my fellow slaves with these concepts, these abstractions of freedom and democracy?”

The institution of slavery is as old as human civilization. People of all races and nationalities have enslaved one another almost from the beginning of recorded history. Europeans, however, began enslaving Africans in the fifteenth century, and this trade in African slaves spread rapidly over the next three centuries. The peak in what we call the Atlantic slave trade occurred during the eighteenth century. About six million Africans were brought to the New World as slaves. By the time the Atlantic slave trade had concluded, approximately ten million Africans had reached the New World slave societies alive; about two to three million died en route, in capture, before they made it to the New World. About forty percent were taken to Portuguese Brazil and did not come to mainland North America. Indeed, only about four to five percent of that ten million reached the American mainland and what we call the American colonies, so a relatively small number.

Slavery was of course an economic system; it was a system of forced labor. It was also a system of social control. And the most important contribution that slaves or enslaved people made to this society, the New World society, the American colonies, in my opinion, was their labor. Slave labor, combined with the labor of immigrants, indentured servants, and free white labor, built not only America but also all of the New World societies. In colonial South Carolina, for example, slaves were a majority of the population, a majority of the labor force, numbering about sixty percent of the colony’s population. [This was] the only American colony, in fact, that had a black majority. In colonial Virginia, slaves comprised about forty percent of that colony’s population. And slaves cultivated most of the tobacco in Virginia, the key cash crop, along with rice, South Carolina’s key cash crop during the colonial era. Slaves, although human, were considered property. The word frequently used in the eighteenth and nineteenth centuries was “chattel.” Chattel was moveable property, so [slaves] could be bought, sold, and traded just like any other commodity. They were listed in the slave codes first and foremost as property, and most colonies, and later most states, gave their owners (or someone designated by their owners) the power of life and death over enslaved people. The Virginia slave code in 1669 contained a provision, for example, known as “an act about the casual killing of a slave” that gave owners the legal right to discipline their slaves as severely as they desired, including death in the course of that punishment. It gave owners the right to designate that punishment to someone else—an overseer,



John Quincy Adams Ward (1830–1910), *The Freedman*, modeled 1862–1863 possibly cast 1863. Bronze, Amon Carter Museum of American Art, Fort Worth, Texas, 2000.15

a driver, or anyone else for that matter. And there was an extensive body of these slave codes, also interesting because Negro laws in Southern colonies [were] designed to regulate the behavior of slaves so everyone knew what rights they had. Their rights as property always superseded under the law their rights as human beings.

So what was life like for slaves on a day-to-day basis in the American colonies and later the American states? Well this is not easy to answer because it varies widely depending on the era, the region, and the size of the farm or the plantation. It also varied widely depending on the disposition, the attitude of the master and the overseer. In other words, slavery was not the same everywhere. Some of the most exciting research on slavery in the past decade or so has been conducted by

historians looking at the wide variations in slavery over time as well as in different regions. Plantation slavery, for example, could resemble a modern-day factory, where enslaved people were assigned specific tasks and rated by their masters or by overseers based upon their age, their gender, and what that owner perceived to be their capability. A full hand, an adult male or female slave in the prime of life, on a cotton plantation was expected to pick about 130 to 150 pounds of cotton [per day]. If you've ever picked cotton, you know that's a lot of cotton. Some slaves picked up to 200 pounds of cotton per day. . . . Children, elderly slaves, or pregnant women would be assigned a lighter load, but they would still be expected to work.

In the Chesapeake colonies, tobacco was a major staple crop, and slave labor was just as critical in the production of tobacco in colonies and states like Virginia and Maryland as cotton was in the Deep South. Slavery existed all over the American colonies, including the New England colonies as well as in the North. Slaves in New England, for example, worked small farms, often alongside their masters and other hired hands. The difference was that most New England farmers as slave

owners owned one or two slaves per household, so they were hired much like servants. While slaves were used in every occupation in the North and in New England, most worked small farms producing foodstuffs and the like.

One of the several advantages that slaves had in the North and in New England was they were far more literate. Their legal rights as human beings were recognized. They had the right to marry, they had the right to own property, they had the right to testify in court. It was a capital crime to kill a slave in the New England colonies. This kind of system allowed white New Englanders to educate their slaves and integrate them freely into American society.

African slaves did not leave their cultural baggage on the European slave ships that brought them to the New World. They brought their culture over with them, and that culture helped them to survive. I argue that slave culture was one of the main survival mechanisms that African people used not only to develop the New World societies but also to keep their sanity and their dignity. This culture and this know-how, for example, helped them to cultivate rice in South Carolina. It was not Europeans, it was Africans, as the historian Peter Wood wrote in his book *Black Majority*, that brought the expertise that allowed rice to become the major staple crop in South Carolina at this time. It was African techniques in fishing that resulted in slaves ultimately supplanting the Indians as masters of the rivers and waterways.

It was African culture that continues to manifest itself through the folktales, the riddles, the proverbs that were taught and transmitted orally from generation to generation. It was African languages that continued to be spoken in various forms in many New World colonies and later states throughout the eighteenth and the nineteenth centuries. . . . We see slave culture manifesting itself in African American religion, which is still today largely a product of the American slave experience, where slaves developed a full religion that was highly devotional, where the language was colorful and metaphorical, and where spontaneity and improvisation were present, and where audience participation was encouraged through a call-and-response pattern. In other words, that slave church, just like the black church today, was an active church; it was a participatory church.



Humanities Texas board member  
Albert S. Broussard speaks to teachers  
in Fort Worth about slavery.

## AFRICA AND AGENCY

Alexander X. Byrd | RICE UNIVERSITY

I think it's best not to start in the Americas when you're teaching slavery in the Americas, but to start in Africa. I think one of the things that's important to do . . . is just some basic work with maps of Africa. Here's a map that is from the eighteenth century, and it's very much a European view of what Africa looks like. We have the continent divided into various trading zones.

West central Africa has the vast majority of the migrants who are coming from Africa, but west central Africa is also the farthest possible place from Europe. . . . These distributions are not random. . . . Look at Senegambia. Fewer than six hundred thousand Africans from Senegambia come to the Americas. That makes no sense whatsoever from a logistical standpoint. You look at the map, and Senegambia should be sending hordes of people to the Americas. Why? It's the closest to Europe . . . and sailing times from Senegambia to the Americas are the shortest in western Africa with the possible exception of the direct trade from Angola straight to Brazil. . . . Yes, possibly it's unfriendly territory. . . . Now, we're adding a certain historical agency to the people in Africa itself. Maybe what you said is completely untrue, but still we have these Africans in Senegambia as historical actors. Once you look at these numbers, you can no longer present the slave trade as Europeans going to Africa to get slaves.

Alexander X. Byrd leads a primary  
source workshop in Houston.



## THE MIDDLE PASSAGE

Rhonda M. Gonzales | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

The [slave] ship was a place of extreme insecurity and anxiety for everyone. We have to remember that part of the story for everyone involved. The ship captain lived in fear of uprisings, mutinies from the ship crew. They lived in fear of uprisings from the enslaved. The shipmate, or sailor, lived in fear of the captain's wrath if things were not going as desired: too many deaths, too many slaves dying, too little provisions, too much resistance. The ship crew feared the captain. And they lived in fear of slave insurrections. The slave suffered at the hands of the enslavers on the African continent, and once onboard feared both the crew and the captain. So if you can imagine living on this vessel for more than three months, it wasn't a place that was too comfortable materially or psychologically. Everyone was on edge. The idea in this environment was to squash any semblance of self-determination through a clear message of violence. The vessel was one in which the captain, the crew, and the slave experienced violence as the predominant culture.

Rhonda M. Gonzales speaks in  
San Antonio about the Atlantic  
slave trade.





## THE DYNAMICS OF SLAVERY

Lorri Glover | SAINT LOUIS UNIVERSITY

Slavery was a fundamental part of colonization. We often think of slavery as a Southern institution, and after the 1820s or so it was, but that was an aberration in a 150-plus-year tradition on the mainland of North America and longer if you, as we should, look beyond the colonies that become a part of the American Republic. From both the North American and the larger Atlantic perspective, slave trading was a central part of colonization in the New World. . . . From the sixteenth through the middle of the nineteenth century, somewhere between ten and twelve million Africans were forcibly transported to the New World, so in terms of numbers, that's the majority of the people who made the trek from some part of the Old World into some part of the New [World]. So this is not

something, in terms of numbers . . . that is ancillary; it is central. Most slaves went to Central and South America, so North America and the United States were not alone in embracing and profiting from racial slavery. It was not an English phenomenon; it certainly was not a Southern phenomenon. It was lawful, practiced, and mostly unquestioned in all of the mainland North American colonies, throughout the English Atlantic world, and flourished throughout most of the larger Atlantic world. If we were to narrow our focus just on the colonies that then become part of the United States, from Massachusetts to South Carolina, slavery was very much a part of the mainstream people's economy, and of their worldview in the seventeenth and the first half of the eighteenth century.

There's a shift after 1776 in the entire dynamics of slavery, and that is because increasing numbers of white Americans are seeing the hypocrisy of continuing slavery in a free republic. . . . The almost universal worldview in which slavery was not to be embarrassed about, not to be questioned, begins to shift in people's minds. Now, we must underscore

that none of the people debating the efficacy and morality of slavery in the early Republic period were racial liberals in the modern sense; they're not even in the sense of abolitionists. . . . Some did oppose the institution, but most who were antislavery were in opposition to the international slave trade; Benjamin Franklin is an example of that. Some who owned slaves began gradual programs of emancipation; George Washington is a good example of that. It is debated within states, and many states begin gradual emancipation programs, although not immediate emancipation programs, and those gradual emancipation programs were not married to the integration of blacks as full, equal citizens.

I think our job is really twofold: to show how thoroughly ingrained racial slavery was in colonial enterprises and to explain how slavery shaped the fate of the American nation from its creation in 1776 to its attempted destruction in 1865. Slavery was central to the story of the Atlantic world and English America, and it was central to the story of the early American Republic, but for completely opposite reasons. In the first case, in the colonial period, slavery was virtually universally accepted. In the second, in the case of the American Republic, it became the most divisive issue in our nation's history. And that provides us a window linking the colonial world, where slavery was promoted and advertised, to understanding the radicalism of the American Revolution, where it is first questioned, and then to understanding the long-term significance of the Civil War, where this great American hypocrisy was finally reconciled.



*Lorri Glover (right) leads a primary source workshop in Laredo.*

## THE AMERICAN CONTRADICTION

Carey H. Latimore | TRINITY UNIVERSITY

How do you deal with [the] contradiction in what America is? If the Declaration of Independence is America, then the fact that slavery existed at that time has to be part of the equation as well. And I think that putting it into this American foundation really helps us to answer that question of how do we fit slavery into all of American history. Well, the fact is, it is. Without slavery I don't think Jefferson and some of the other Founding Fathers could know what freedom is all about, because one of the ways you find out about what rights and privileges are, is to see someone who does not have them. If you look at the language that the Founding Fathers used . . . they're almost using slavery as a guide point: England is enslaving them; they're making us their vassals.

*Carey H. Latimore (right) discusses slavery with teachers in Austin.*





Thomas Hovenden (1840–1895),  
Chloe and Sam, 1882. Oil on canvas,  
Amon Carter Museum of American  
Art, Fort Worth, Texas, purchase  
with funds provided by the Council  
of the Amon Carter Museum of  
American Art, 1992.3



NORTH OF SLAVERY

LaGuana Gray | THE UNIVERSITY OF TEXAS AT SAN ANTONIO

What does it mean to be free in the North? Freedom for African Americans is a relative term. . . . Even as slavery is disappearing in the North, race is not. There are a lot of racialized issues and beliefs about African Americans, so that African Americans in the North don't experience freedom the same way that white people in the North do. One reason for this was black laws, which are based on the idea that black people were inferior, incapable of being subsistent. White America wanted nothing to do with them, so you have widespread disfranchisement. Few black men voted in the North before the Civil War, and that's pretty common except in New England. . . . In Jacksonian democracy—which is often credited with bringing more people the right to vote and into politics, and actually helped the system evolve or devolve, however you want to look at it—the system transformed from one in which voting rights are based on class into one in which voting rights are based, for men, on race. So it doesn't bring everybody into electoral politics.

SLAVERY AND HISTORIOGRAPHY

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

Maceo C. Dailey Jr. speaks about  
pioneering African American scholars  
during a primary source workshop in  
El Paso.



The scholarship on the American slave community was basically carried on by white scholars up until the civil rights movement. Now that's not to say that there were not black scholars writing. We had some brilliant African American scholars: W. E. B. Du Bois in the 1890s, the first African American to graduate from Harvard with a Ph.D., and Dr. Carter Woodson, who became known as the father of Negro history when, in 1924, he created Negro History Week in the second week in February because we know Abraham Lincoln was born in that week, and we think Frederick Douglass may have been born in that week. These were profound scholars . . . all were writing about slavery, but they had great difficulty getting their works published because they were producing scholarship in a period of prejudice and bigotry, and their works were not accepted. Indeed, many of these pioneering historians were self-published, and they spoke eloquently and cogently to the question of slavery, but by and large, that debate was monopolized by, if you will, Anglo scholars.

VIII: Antebellum Reform



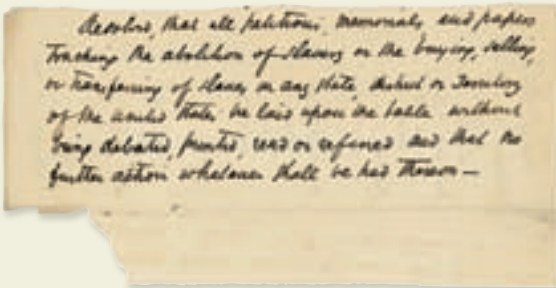
George Caleb Bingham (1811–1879), Stump Speaking, 1853–1854. Oil on canvas, 42 1/2 x 58 in., Saint Louis Art Museum, Gift of Bank of America 43:2001.

THE RISE OF REFORM MOVEMENTS

Angela Murphy | TEXAS STATE UNIVERSITY

[In the middle of the nineteenth century,] a lot of people are moving from rural areas into urban areas. A lot of people are now working for the first time as wage laborers. There was this enormous amount of freedom in that, but there was also a lot of anxiety because if you can go get a job, you can also lose a job. So there's a lot of worry and concern about the instability of the new system. Many people questioned wage labor at this time as they did slave labor, probably more actually, I would say. So there were a lot of social changes going on. People were moving away from old communities, places where everybody knew everyone. Now people are moving about, moving into cities; there are more strangers. So how are you going to deal with all these problems? Well you come up with institutions and societies to try to help people because you've lost some of that personal connection of the past. So that's one reason why you have the rise of reform movements.

Gag Rule Resolution, December 12, 1837, Records of the U.S. House of Representatives, National Archives





THE REFORMERS' INFLUENCE

Deborah L. Blackwell | TEXAS A&M INTERNATIONAL UNIVERSITY



Deborah L. Blackwell served as faculty director of the Laredo institute.

Antebellum reform movements had very few followers compared to the number of people in the United States—very few followers, and lots and lots and lots of detractors. It's really easy when we study antebellum reformers to think that they might have been a majority, or even just a lot of folks. The fact is these people are the fringes of Northern society for the most part. . . . So why do we know so much about these people, why do we think they're dominant? Because they are a particularly well-educated and articulate bunch. One of the things to think about . . . [is that] historians love written records, so the things we know the most about are the things that were written about. And the people who knew how to write were most likely going to be political, cultural, and social elites. The fact that these people write a lot and write very well is part of the reason why we think they're a much bigger group than they are.

Women are an essential component of the antebellum reform process. . . . Not just within the women's reform movement . . . but in the move for abolition, in the temperance movement. They weren't auxiliary; they were central. A lot of this has to do with this idea that women are more moral than men. This is a nineteenth-century notion that women should be segregated from public society, and because of that they are more moral, they are superior when it comes to issues of family. That moral superiority also means that they might have a moral imperative to help out the general public. And the women who will lobby for temperance, who will lobby for reform of women's rights, for insane persons and so on, are going to play on that idea of their moral superiority to make that happen. You can't ignore that fact, and the fact that the prejudice that they face in arguing for these things is going to feed into the antebellum women's movement.

WOMEN IN THE PUBLIC SPHERE

Rebecca Sharpless | TEXAS CHRISTIAN UNIVERSITY

Rebecca Sharpless speaks in Fort Worth about women and antebellum reform movements.



Antebellum women [reformers] in the North [were] primarily a group of white, relatively well-educated women . . . [who] leave their homes and go out into the public sphere for really the first time in the American experiment. . . . There [have] always been women who are exceptional, but the period from about 1830 on is really the first time that you see women out of their homes, advocating for things. The two things they were advocating for were abolitionism—antislavery—and . . . women's rights . . . and the two things go together.

When the Constitution and Declaration were created . . . there was a lot of really great rhetoric, but in all practicality, most of the legal rights belonged not just to white males, but to white males who owned property. . . . But you've always got people—like Andrew Jackson's friends, like the early abolitionists, like the early feminists—who are going, "Wait a minute. Where do I fit into this picture? They have something I want." . . . It's a long, slow process of opening up not just political rights, but property rights. . . . It's a two-hundred-year process, but it starts with someone having the idea.

Women, prior to this [period], have not had a huge public voice. There are always a few exceptional women here and there. You've got women cross-dressers serving as soldiers in the Revolutionary War. . . . But you get this doctrine of so-called separate spheres—that men do everything that's out in public, and women do everything in private. . . . This model applies to only a certain class of white people; it certainly doesn't apply to slaves, and it certainly doesn't apply to farm people. . . . But the idea is that women have their place, and men have their place, and this is a very powerful doctrine, up until today. . . . And what you have are these women reformers . . . [who] start to step out of their separate sphere, start to go out into the public, doing something really different.

PRINTING, CULTURE, AND CHANGE

Alexis McCrossen | SOUTHERN METHODIST UNIVERSITY

I think one of the most important achievements or expressions of culture in the antebellum period was in the realm of print culture. Americans were a highly literate society, and this largely was due to the fact that we were primarily a Protestant society and Protestantism depends on the ability to directly read the Bible—that is, to have no mediator between oneself and the written word of God. And so that religious mandate led to most Americans learning how to read, knowing how to read. This then, in turn, promoted and created a great deal of energy in the realm of print culture. . . . With steam printing ten thousand copies could be printed in a day, could be printed in an hour, and this introduces a revolution in the realm of print. Nowhere is this revolution more evident than in the United States, and nowhere is it more evident than in the realm of newspapers. . . . By the 1850s there were twenty-five hundred newspapers being printed in the United States. Many of these were printed on a weekly basis, but two hundred and fifty of them were printed every single day. . . . [This was] an explosion of information, but also an explosion of cultural expression.

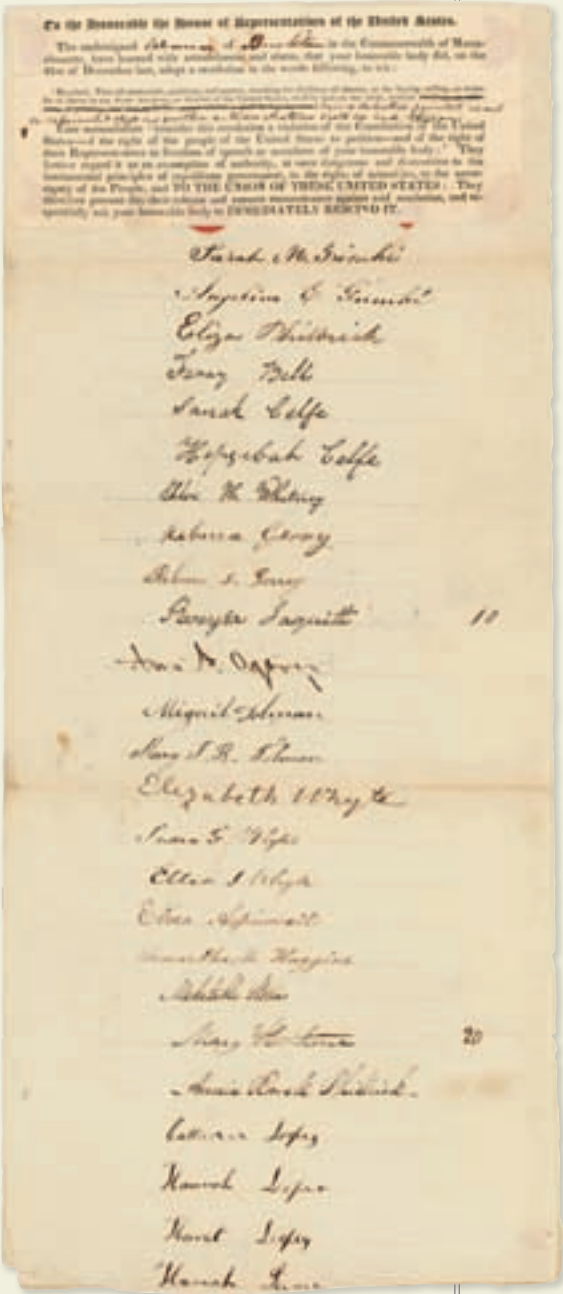
To achieve change, abolitionists had to challenge the dominant value system. They had to challenge the prevailing culture. Yes, they formed advocacy organizations like the Anti-Slavery Society. Yes, they got involved in politics. Yes, they ran for office. But they did not neglect culture. They sought to change hearts and minds. They sought to do it with [John Greenleaf] Whittier's poems, with ex-slave narratives delivered in person and print by people like Harriet Jacobs and Frederick Douglass. They sought to change hearts and minds through sermons. They sought to change hearts and minds with various publications, or through great works of literature like *Uncle Tom's Cabin*, which not only went through hundreds of printings but also was performed onstage. So they sought to use culture to change hearts and minds. Culture here is a key component in change. Culture can cause change. It can also reflect changes in values.

As much as religion influenced American life and culture, American life—particularly our market-oriented, capitalist-focused culture—influenced religion. So at a camp meeting . . . not only were there enthusiastic preaching and conversions and Bible reading, but there was also the liquor trade. . . . There was also a sort of informal market set up in which all sorts of things were being sold. The revivals themselves took many of the same practices and forms as other kinds of traveling shows. So American life influenced the practice of religion just as much as religion influenced American life.



Alexis McCrossen leads a primary source workshop in Houston.

Petition from women of Brookline, Massachusetts (including Sarah and Angelina Grimke), praying that the gag rule be rescinded, February 14, 1838, Records of the U.S. House of Representatives, National Archives



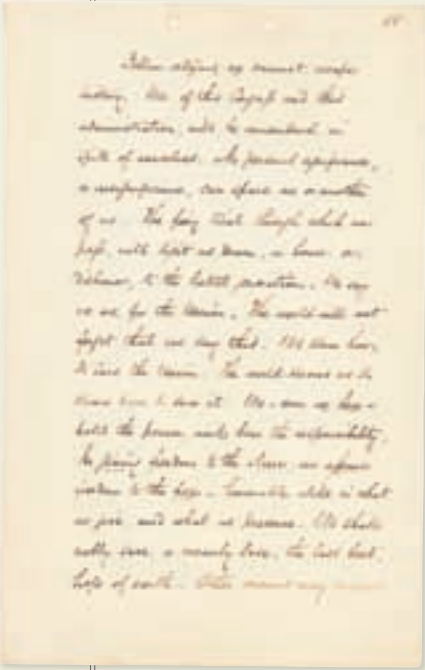


IX: Sectionalism and Civil War



Battle of Gettysburg, ca. 1887. Print, Library of Congress Prints and Photographs Division, Washington, D.C.

President Abraham Lincoln's second annual message to Congress (Fiery Trial), December 1, 1862, Records of the U.S. Senate, National Archives



“A CONFLICT AMONG THREE REGIONS”

Adam Arenson | THE UNIVERSITY OF TEXAS AT EL PASO

We should think about the Civil War as a conflict among three regions: the North, the South, and the West. If we can understand what the West wanted and the way the West fails to get what it wants, then we can understand the conflict between the North and the South better. Because in many ways we have this narrative of the North and South fighting over the West: western expansion or what was going to happen to slavery in the West—that's the key thing. But the West has some of its own ideas. . . . [Western leaders] are really interested in railroads, and how railroads are in a position to unite the country and bring it together—East and West, North and South. They think that putting money into railroads is the most important thing the federal government can do, even more than expanding into new territories, to integrate that territory . . . [which] often means integrating the people who lived in that territory into the United States as they understood it.

[Western leaders] turn out to be kind of agnostic about slavery. . . . Because they think the West's climate is not going to support slavery—which is something I think they're wrong about—they hope the West's climate will prevent slavery from really growing to be a plantation society, and they can't figure out what else slaves might be used for. Because of that, they're not so worried about slavery, and so they're willing to welcome things like popular sovereignty as a way to compromise on slavery but get their railroad. That's what I see as the Western agenda. Where the North is very focused on stopping slavery, and the South is very focused on continuing slavery, the West is really interested in integration and making sure that those railroads get built, that the cost of moving things from California to St. Louis or to New York is not too expensive, and that's their key issue.

NORTHERN VIEWS OF SLAVERY

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

Most Northern whites . . . did not oppose the institution of slavery. What they opposed was the expansion of slavery. . . . The issue is the expansion of slavery as the United States organizes continentally from the Atlantic to the Pacific. Would these areas be guaranteed? Would they be saved for free labor, for wage labor, or would slave labor be allowed to infiltrate these areas? This is the fight. Abraham Lincoln is the most notable example of the feeling of most Northern whites. Abraham Lincoln was explicitly willing to let slavery exist where it existed after he was elected. The Republican platform could not have been more clear about this. He wanted to put slavery on the road to “ultimate extinction.” His view was that if you contain slavery where it existed in 1860, it would die out.

So U.S. expansionism is a very dynamic process that leads directly to the Civil War because of this question: would these new territories, as they were developed . . . be slave or free? But it's also, you could argue, a dynamic process that ends slavery in the United States maybe more quickly than it would have ended otherwise because it culminates in a Civil War that leads to the elimination of slavery. Of course, Abraham Lincoln, as he grows, he realizes that he has to kill slavery by 1863 in order to defeat the South. . . . That's the greatness of Lincoln. By 1863 he realizes that you have to kill slavery to kill the South. And then, before he's assassinated, he's even amenable to some African Americans getting the vote.



Patrick J. Kelly examines the roots of sectional conflict during his lecture in Laredo.

SECESSION

Eric Walther | UNIVERSITY OF HOUSTON

The last secession movement, which was the only successful one—and it was not fully successful for the South in many ways—was the election of Abraham Lincoln. And it wasn't even Lincoln per se; it was because he embodied his new political party, the Republican party, which came to life very quickly as the Kansas-Nebraska Bill was proposed and went into effect. As Lincoln said after his election—he carried only Northern states, his name was not even on the ballot in most of the South—Lincoln said that his election represented a judgment and a feeling in the North against slavery, that people who just were uncomfortable with it, were embarrassed by it, felt it tarnished the Declaration of Independence, all the way to abolitionist extremists. The North was just tired of this. He was right. South Carolina, the best-organized state led by [Robert Barnwell] Rhett, was the first to go, followed by the other six Deep South states. Other states waited, and of course after the gunfire at Fort Sumter four more seceded. Four would remain, and there would be guerrilla fighting in many of them, so again there was not a monolithic South about secession.

In Houston, Eric Walther leads a discussion on secession and the Civil War.







George Forgie speaks to Fort Worth teachers about the causes of the Civil War.

## WHY SECESSION? WHY CIVIL WAR?

George Forgie | THE UNIVERSITY OF TEXAS AT AUSTIN

As one historian said, “The United States was born perfect and then it improved.” It started off with about three million people clinging to the East Coast, and by 1860 it had filled out pretty much our modern boundaries, except of course for Alaska and Hawaii, and had grown ten times to thirty million people, from a few states to thirty-some states, from reasonable prosperity to the richest nation on earth. And it was now bidding to become the most powerful nation on earth. It had everything going for it; Americans were convinced they were God’s chosen people. And then, it all fell apart. Between 1861 and 1865, six hundred and twenty thousand Americans were killed in the Civil War, out of a population of thirty million. Now think about that; we have ten times that amount of people in our population today, and how much attention do we pay to the number of dead in Iraq and Afghanistan? Tiny by comparison. How did they bear it? Why did they do it?

Why secession? . . . You need to begin by asking, “How did people become self-identified as Northerners and Southerners?” How did this sense of sectional consciousness develop among Americans? And once you’ve done that you really haven’t explained difference, maybe you’re beginning to, and once you have explained difference, you have not explained antagonism. You need to explain antagonism. And once you explain antagonism, you need to explain hostility, and violence, and murder, and death to this extent. Once you explain difference, you have not explained causation. There are differences among us in this country: sectional, racial, sexual, class, etc., and we have only had one civil war. How did this difference lead to this kind of hostility and this kind of death?

You can make a very good case [that] the American people in 1860 were more homogeneous, more similar to each other than they have ever been since. Overwhelmingly white, overwhelmingly Protestant. Not only Protestant, but overwhelmingly Evangelical Protestant. They all spoke the same language. They had the same values: belief in private property, belief in democracy and republicanism, at least in theory. And touching back to the economic argument, two-thirds of male adults in the Northern states and the Southern states were farmers of corn. Why is the farmer of corn from Michigan sacrificing everything to throttle and kill the farmer from Alabama, who—except for the accent—sounds exactly like him? So there are all kinds of similarities that get in the way of saying two different societies. Why are we holding together now, if differences lead us apart?

1848 map of the United States that accompanied President James K. Polk’s annual message to Congress (Compromise of 1850), c. 1848, Records of the U.S. House of Representatives, National Archives



Historians point out that emancipation is not the same as abolition. When you emancipate, you free individuals; when you abolish, you destroy the institution. And that came of course with the Thirteenth Amendment. One of the reasons for the Thirteenth Amendment was the perception by people that the Supreme Court might step in at the end of the war and say that the Emancipation Proclamation was a war measure, and the war is over and it’s no longer necessary, it’s void. The only way you put freedom beyond constitutional question is to put it into the Constitution, and it’s the Thirteenth Amendment.

Lincoln didn’t free the slaves. He certainly didn’t move in that direction willingly or with any enthusiasm. So some people argue the slaves freed themselves. The slaves freed themselves by walking away from slavery, by abandoning slavery, by going behind Union lines and volunteering to help in the Union cause. Lincoln himself acknowledged by the end of 1863 that the United States would not be where it was in the war without black troops in the army. . . . Two hundred thousand African Americans were in the Union Army by the day the war ended. There are two ways of putting this that have never ceased to be striking to me. One is, on the day that Lee surrendered to Grant at Appomattox, there were more blacks in the Union Army than there were soldiers of any kind in the Confederate army. Another way of putting this is, did you know that more Mississippi men fought for the Union in the Civil War than fought for the Confederacy? How can that be? Because they were black.

Jerry D. Thompson leads a primary source workshop in Laredo.



## WALKING TO FREEDOM

Jerry D. Thompson | TEXAS A&M INTERNATIONAL UNIVERSITY

One of the ways some slaves freed themselves long before the Emancipation Proclamation was just by going into the Union lines. . . . The Union generals refused to return these black men and women to slavery, saying that they were considered contrabands of war, saying under the Articles of War, these Rebels had declared war on the federal government, and the Union has the right to seize the Rebels’ property. . . . They freed thousands of “contraband” in northern Virginia and coastal Carolina long before the Emancipation Proclamation became reality.

## THE SECOND REVOLUTION

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

One of the challenges that we have with the Civil War is that there is so much written about it. . . . The last time somebody counted was in 1993, and there were over fifteen thousand books just about Abraham Lincoln. In the Library of Congress, [Lincoln] has more [books about him] than any other person except Jesus Christ. We’re just talking about Lincoln. We’ve [also] got biographies of every general. Every soldier who left letters has been published. We have histories of battles. We have histories of the artillery. . . . There are people out there that know, to a very specific level of detail, about the Civil War. Because there is so much detailed information the big picture gets lost.

One of the preeminent historians of the Civil War, James McPherson, called the Civil War the Second Revolution. . . . He is looking at the story of American nationhood, the issues that weren’t solved by the Founders, the revolutionary generation.

In El Paso, Keith A. Erikson served as faculty director, and Sandra I. Enriquez was the institute coordinator.





X: Reconstruction



Theodor Kaufmann (1814–1896), *On to Liberty*, 1867. Oil on canvas, 36 x 56 in., *The Metropolitan Museum of Art*, New York, Gift of Erving and Joyce Wolf, 1982 / Art Resource, NY

DIFFERING VIEWS

Alwyn Barr | TEXAS TECH UNIVERSITY



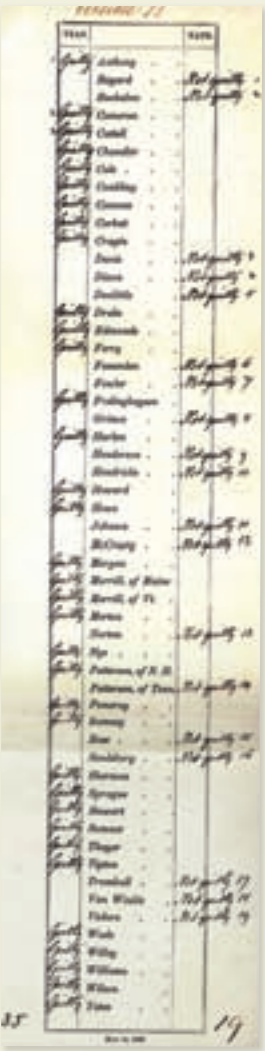
Humanities Texas board member Alwyn Barr presents on Reconstruction in Austin.

We need to recognize that there are differences in opinion, different views of Reconstruction. If we think about the North, we have the majority party, the Republican party, which has led the government during the war and continues to lead on into Reconstruction, that clearly has these as goals: the end of secession and the development of loyalty, the end of slavery and some clear proof that it has come to an end, that the lives of the former slaves are changing. . . . At the same time, there is the minority party in the North, the Northern Democrats, who generally supported the war effort, but probably were less committed to the end of slavery. Their views were more mixed on the subject. They recognize that if they can get the former Confederate states back into the Union fairly quickly, then they’ve got a good chance of developing among the white voting population, which is the only voting population at the end of the Civil War. They might very well be able to develop majorities in those states and thus strengthen their party, the Democratic party. So, their view of Reconstruction is a little different. They’re not as worried about these long-term goals as the Republicans are.

In the South, we have at least three different viewpoints. There are the ex-Confederates, who in these eleven states presumably made up a majority. They succeeded in getting secession passed and supporting the Confederacy. And obviously, their view is that, while they have been defeated, they would still like to hold on to as much as possible of antebellum Southern society. On the other hand, in each of those states there is a Unionist minority, and it varies in size, but these are people who opposed secession and in some cases actually served on the Union side in terms of the war—Southerners who

didn’t agree with the Confederate effort. And finally, of course, we have this large population of former slaves, the freedmen, or the freed people. In some states, like South Carolina, they are the majority of the population. Mississippi, Louisiana, probably fifty percent. Across the rest of the Deep South, except for Texas, over forty percent of the population. A very significant group of people who certainly have hopes and aspirations about what the end of slavery means, about what freedom should mean. And so, obviously, we have different viewpoints again. That sets the stage for sorting out this struggle, over what the results of the Civil War will mean.

What [can we] say about Reconstruction? One thing we can, I think, say fairly clearly is that secession has come to an end, and perhaps reluctantly in the case of the former Confederates. Nevertheless there is a clear sense of stronger United States nationalism. The nation has remained a nation, one nation, and that sense of nationalism is confirmed. Secondly, despite the depression, despite the conflicts over what kind of new agricultural system will develop in the South, the United States economy is basically growing in the postwar period. It will stumble through this depression of the 1870s and yet it will renew itself in terms of growth afterward, and it’s a more diverse economy. Southerners are starting to get involved in industry. It is an expanding economy that includes more people in the West. And it is a more flexible society. The end of slavery does create some flexibility. There is not going to be a major migration out of the South on the part of African Americans until later, but that possibility exists. People have more control over their lives. And so, the United States is moving toward what historians would call a more modern society as it abolishes slavery and gains greater flexibility. The idea of that free labor force that can negotiate and can try to find new jobs is a part of more people’s lives. And finally, winning the Civil War, as the United States did, impressed the world. The United States had put these huge armies in the field and defeated the Confederacy. And the result is that there was a growing respect for the United States. It was clearly . . . a nation to be reckoned with.



Senate roll call votes from the impeachment trial of President Andrew Johnson, May 26, 1868, Records of the U.S. Senate, National Archives

RECONSTRUCTION VS. RESTORATION

Robert Wooster | TEXAS A&M UNIVERSITY–CORPUS CHRISTI

We need to remember that Reconstruction is arguably the most controversial period in American history. . . . The traditional historical interpretation was that Reconstruction is a terrible disaster because of the horrors it inflicts upon the South, that Southerners are punished unfairly by Reconstruction. By the late twentieth century, historians have almost completely changed their position, and we are now arguing Reconstruction was a failure, not because of what it did to the South, but instead because of what it didn’t do for African Americans. That is, African Americans don’t leave with full equality.

[Andrew] Johnson is very sympathetic to Southerners. . . . Some historians have even suggested that Johnson had a psychological need to get back at rich planters. Johnson hated rich planters and blamed them for the war. So Johnson’s plan essentially is make it difficult on the rich guys, but take the South essentially as it is. Johnson’s plan for Reconstruction is often known as “Restoration.” Note the difference in terminology. To reconstruct means to suggest you’re really going to change, but to restore . . . you’re going to make a few minor changes but essentially turn it back to the way it was.

Robert Wooster (right) leads a primary source workshop in Laredo.





RACISM AND EQUAL RIGHTS

Michael Les Benedict | THE OHIO STATE UNIVERSITY



Michael Les Benedict addresses teachers in San Antonio.

One of the things that it’s hard for us to think about today is that it is possible both to be a racist and to believe that the people who you think are inferior are entitled to equal civil and political rights. Nowadays we identify racism itself as such an evil that we argue that the two are intimately linked, and that the only way to secure equality and equal treatment for people is to end racism itself. In the nineteenth century that wasn’t the view. Racism was extremely deep. Very few white people in the United States thought that African Americans were the equals of white people themselves, but a very large number, and ultimately the majority, felt that they were nonetheless entitled to equal civil and political rights, and that majority lasted for a long time. The willingness to use the powers of the federal government to enforce that understanding did not last as long. In the end, the effort to protect black rights was largely unsuccessful in the nineteenth century. And the dominant view among historians became—and probably still is—that racism was so strong among Southern whites that they absolutely would not accept equal rights for African Americans, and that Northerners gave up trying to protect those rights of African Americans either because of their own racism or out of simple exhaustion.

DOES FREEDOM MEAN CITIZENSHIP?

Gregg Cantrell | TEXAS CHRISTIAN UNIVERSITY



In Fort Worth, Gregg Cantrell speaks about citizenship for African Americans following the Civil War.

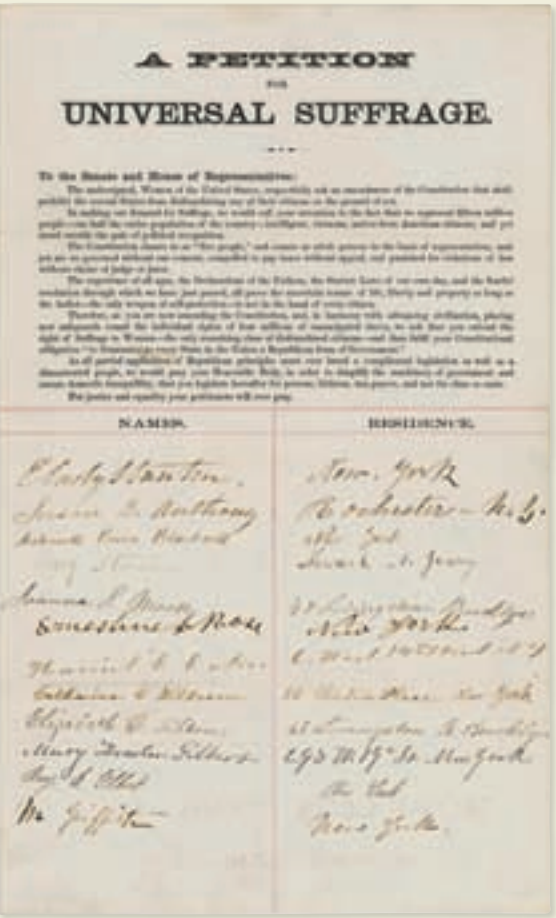
I would argue that there are two basic positions on the question of the status of the black man in American society. The first position was the position largely advocated by the man who becomes president two weeks after the end of the Civil War—Andrew Johnson—and by political conservatives in the North, and by most white Southerners who were realistic. That [position] is that . . . blacks in general in the South would occupy some status that was clearly different than the status of a citizen. I think it’s very useful, any time you’re teaching Reconstruction, to think about citizenship and what it means to be a citizen. The conservative position advocated by President Andrew Johnson, and ultimately advocated by most white Southerners, most former Confederates, and even many white Southerners who weren’t particularly enthusiastic about the Confederacy, was that former slaves, the freedmen . . . would occupy some sort of intermediate status between slave and citizen . . . a status that would guarantee their position as coerced laborers who would have some privileges or freedoms that they had not had as slaves. They’d probably be able to marry, maybe to own property, maybe to make contracts, but certainly [would not have] the rights and privileges guaranteed to U.S. citizens under the Constitution.

The second position, advocated by some in the North, was what we could call the radical Republican position. That was the position that argued black men should be guaranteed the rights of citizenship, the same rights that whites had—equality. And that black women would enjoy a parallel status to that of white women. . . . The citizenship position would be a very controversial and very radical position to say the least. It would require an activist role by the federal government, a proactive, indeed coercive role by the federal government that was in many ways unprecedented in American history.

The lines are really drawn, in the first few years after the Confederates surrender, between these two major positions: blacks in some sort of subordinate position, something less than citizens, and blacks as citizens with rights equal to whites. When you think about it in those terms, then you can start making sense of all the rather complicated events that take place between 1865 and 1877. You can make sense of the black codes for example, those harsh sets of laws that are drafted by the Southern states in 1865 and 1866 that were intended to define the status of former slaves. You can make sense of the Civil Rights Act of 1866, the first real attempt by radical Republicans

in Congress to define former slaves as something approaching citizens. And you can make sense of the Fourteenth Amendment and later the Fifteenth Amendment, the tremendously important postwar additions to the Constitution that wrote into the Constitution the ideas of black citizenship. And then you make sense of the complicated process of congressional Reconstruction whereby the South was divided into military districts, placed under martial law, and required to go through a second Reconstruction process. . . . Then you can make sense of the bitter battle between radical Republicans and white Southern Democrats to try to displace those Republican governments. And then you can finally make sense of this so-called redemption of the Southern states, the overthrow of Reconstruction, and the return to power in the 1870s of Southern Democrats. . . . You can set things up for your students about the next century of Southern and American history, and talk about which one of these visions of the future that the country faced in 1865—blacks as citizens, blacks as noncitizens—ultimately triumphed, and if that struggle is even over. You can make sense of the whole era of Jim Crow, segregation, and disfranchisement, and even get set up for the so-called second Reconstruction, the Civil Rights Movement in the 1960s.

Petition for Universal Suffrage, January 29, 1866, Records of the U.S. House of Representatives, National Archives



RETROFITTING THE FOURTEENTH AMENDMENT FOR WOMEN

Kathi Kern | UNIVERSITY OF KENTUCKY

Does national citizenship exist in the years after the Civil War and during Reconstruction? This effort to retrofit the Reconstruction Amendments . . . to women’s rights is part of a larger intellectual project begun by American women, particularly Susan B. Anthony and Elizabeth Cady Stanton, this idea of taking the concepts of natural rights and applying them to women.

Similarly, women take on the issue of Republicanism and take what is often seen as a kind of gendered concept of virtue and apply it to women’s particular contributions as citizens. . . . When you read the documents and papers of nineteenth-century suffragists, in particular during the Civil War and after, you come away with a sense that this is a foundational moment in the American Republic. And we have spent a lot of the historiography talking about the conflicts among American reformers and perhaps overlooked the powerful message of universal suffrage, or the ways in which black and white reformers in this period saw the Civil War as an attempt, a moment, to finally fix what was promising about the Republic, but what had not come to fruition.

Women who fought for the abolition of slavery and then who become the leaders of the national women’s rights movement in the post–Civil War period were very interested in the idea of universal citizenship and universal rights. And the question was, could you take those Reconstruction Amendments and apply them to women? Were women covered by the Fourteenth and Fifteenth Amendments?

The “New Departure” was the testing of this legal theory—the idea that women could assert a right to vote through the Fourteenth Amendment. . . . Record numbers of women voted in 1868, 1869, 1870 . . . and this becomes part of the strategy for the women’s rights movement.

[Susan B.] Anthony is arrested nine days after voting. She enters a plea of not guilty and her attorney argues that she has the right to vote, that the Fourteenth Amendment took away the right of the state to deny or exclude a class of citizens.



Kathi Kern speaks in Austin on early movements for women’s suffrage.



SEAN PATRICK ADAMS | AUSTIN



Sean Patrick Adams is associate professor of history at the University of Florida. He received his B.A. in history at Purdue University (1990) and his M.A. (1992) and Ph.D. (1999) in U.S. history from the University of Wisconsin. His primary research interests are in nineteenth-century U.S. history, with a particular emphasis on political economy and energy policy. His latest books include *Old Dominion, Industrial Commonwealth: Coal, Politics, and Economy in Antebellum America* (2004) and *The Early American Republic: A Documentary History* (2008). He has recently published articles in the *Journal of American History*, the *Journal of Policy History*, and Common-place.org, and has several chapters in published collections. His next book project is a study of the consumption of heat in early America. He is also working on a history of an antebellum iron furnace community in Spotsylvania County, Virginia.

JULIA AGUILAR | AUSTIN, FORT WORTH, HOUSTON



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

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-one years. Allen was born in Bronx, New York. She is a U.S. Air Force veteran and met and married her husband of forty 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.

MATTHEW ANDERSON | SAN ANTONIO



Matthew Anderson is an educational specialist at the Institute of Texan Cultures (ITC), located on The University of Texas at San Antonio HemisFair Park Campus. He is responsible for working with museum content to facilitate social studies and education curricula at various grade levels, from elementary school through college. Anderson has more than thirteen years of teaching experience. He came to the ITC from San Antonio's North East Independent School District, where he was a ninth-grade geography teacher from 2006 to 2008. Anderson's duties at the ITC include training college-level education majors to utilize museum resources, such as those available at the Institute of Texan Cultures, in their everyday school curricula.

BRANDON ANIOL | SAN ANTONIO



Brandon Aniol has a B.A. in history from The University of Texas at San Antonio (UTSA) and is in the process of obtaining his M.A. in history from there as well. He works closely with the UTSA history department and is a teaching assistant for faculty members Patricia Thompson and Marian Aitches. His goal is to teach U.S. history at the university level. His current research is on early blackface minstrel performance and the popular racial stereotypes of the early American Republic.

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.

ADAM ARENSEN | EL PASO



Adam Arenson is assistant professor of history at The University of Texas at El Paso. He holds an A.B. from Harvard College and a Ph.D. from Yale University. He is a historian of nineteenth-century North America, investigating the cultural and political history of slavery, the Civil War, and Reconstruction, and tracing the development of American cities, especially in the American West and its borderlands. His first book, *The Great Heart of the Republic: St. Louis and the Cultural Civil War*, is forthcoming from Harvard University Press in late 2010. He has published half a dozen articles, including pieces on Dred Scott's family. He is a regular contributor to the Making History Podcast blog.

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 the University of California, Los Angeles (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 for the organization's electronic newsletter.

ALWYN BARR | AUSTIN



Alwyn Barr is professor emeritus of history at Texas Tech University and former chair of the history department. Among his five authored books are *Polignac's Texas Brigade* (1964, 1998) and *Black Texans: A History of African Americans in Texas* (1971, 1995). Those volumes and several of his articles, in professional journals such as *Civil War History*, *Journal of Negro History*, *Military Affairs*, and *Military History of the West*, focus on or include discussion of the Civil War and Reconstruction. He is a former president of the Texas State Historical Association and a board member of Humanities Texas.

JULIANA BARR | AUSTIN



Juliana Barr received her M.A. and Ph.D. (1999) in American women's history from the University of Wisconsin–Madison and her B.A. (1988) from The University of Texas at Austin. She is now associate professor at the University of Florida. She specializes in the history of early America, the Spanish borderlands, American Indians, and women and gender. Her book, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*, was published by the University of North Carolina Press in 2007. She is now working on a new project on Spanish-Indian religious exchanges across the seventeenth-century Southwest.



MICHAEL LES BENEDICT | SAN ANTONIO



Michael Les Benedict, professor emeritus at The Ohio State University, 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 the constitutional politics of the Reconstruction Era.

DAINA RAMEY BERRY | AUSTIN



Daina Ramey Berry is associate professor of history at The University of Texas at Austin. She received her Ph.D. in American history from UCLA in 1998. Her research interests include nineteenth-century American history, comparative slavery, and Southern history. Her first book, *Swing the Sickle for the Harvest Is Ripe: Gender and Slavery in Antebellum Georgia*, was published by the University of Illinois Press (2007). Berry has articles in the *Georgia Historical Quarterly*, the *Journal of African American History*, and the *Journal of Women's History*. The Ford Foundation, the American Association of University Women, and the American Council of Learned Societies have all supported her research. Currently, she is completing a study of slave prices in the United States and editing an encyclopedia of enslaved women.

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 in Laredo. 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 (forthcoming); 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.

LIZ BOHMAN BARGER | AUSTIN, FORT WORTH, HOUSTON



Liz Bohman Barger 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. Bohman Barger supports the Humanities Texas education programs and coordinates the Outstanding Teaching Awards.

STEVEN R. BOYD | LAREDO, 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. 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 next book, *Patriotic Envelopes of the Civil War: The Iconography of Union and Confederate Covers*, is forthcoming in November 2010 (Louisiana State University Press). At UTSA, he teaches early American and constitutional history.

H. W. BRANDS | AUSTIN



H. W. Brands was born in Oregon, went to college in California, was 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.

ALBERT S. BROUSSARD | FORT WORTH



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 is currently writing 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 Killam 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 MARIE BSUMEK | AUSTIN



Erika Marie 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 articles about Native Americans and consumerism. 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.

ALEXANDER X. BYRD | HOUSTON



Alexander X. Byrd is associate professor of history at Rice University. He received his B.A. from Rice and his Ph.D. from Duke University. His area of expertise is Afro-America, especially black life in the Atlantic world and the Jim Crow South. He recently completed a history of free and forced transatlantic black migration in the period of the American Revolution titled *Captives & Voyagers*. Other published work addresses teaching the history of lynching and explores practicalities of civic engagement in African American studies research. Byrd's oral history of Magdalene Dulin is included in *Remembering Jim Crow: African Americans Tell About Life in the Segregated South*.



GREGG CANTRELL | FORT WORTH



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* (Yale University Press, 1999); *The History of Texas, 4th ed.* (Harlan Davidson, Inc., 2006); and *Lone Star Pasts: Memory and History in Texas* (Texas A&M University Press, 2007).

TARA CARLISLE | LAREDO



Tara Carlisle is the project development librarian at the University of North Texas and is responsible for coordinating digitization projects for the Portal to Texas History. The content of the Portal embraces all geographic areas of Texas and covers prehistory through the twentieth century. Designed to appeal to historians, students, and lifelong learners, the Portal emphasizes access to primary sources. On a daily basis, Carlisle works with professionals from museums, archives, colleges, and public libraries to add new material to the Portal. She also oversees the Portal's companion website, Resources 4 Educators, which features over fifty lesson plans designed for fourth- and seventh-grade classrooms. Tara earned her M.A. in art history and M.S. in information science from the University of North Texas.

BRAD CARTWRIGHT | EL PASO



Brad Cartwright is a lecturer in the history department at The University of Texas at El Paso. His scholarship focuses on 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 course, Cartwright currently offers undergraduate and graduate courses on American imperialism in the nineteenth and twentieth centuries, the U.S. war with Mexico, and the teaching of the U.S. history survey.

LANE C. CARTWRIGHT | AUSTIN, EL PASO



Lane C. Cartwright has been a program assistant with Humanities Texas for the past two summers. He graduated summa cum laude from St. Edward's University and received his M.A. in public history from Texas State University. While at Texas State, he worked for the department of history as an instructional assistant helping students meet their educational goals. Cartwright contributed an article to the Texas State Historical Association's *Handbook of Texas Music History*. He also worked extensively on Texas State's ongoing Aquarena Springs Historical Project. Cartwright managed promotion for Humanities Texas's 2010 summer teacher institutes.

LARRY D. CARVER | AUSTIN



Larry D. Carver holds the Doyle Professorship in Western Civilization at The University of Texas at Austin, where he specializes in eighteenth-century British literature and rhetoric. He received his Ph.D. from the University of Rochester. Carver also serves as director of the UT Liberal Arts Honors Programs and the Humanities Program, having previously served as associate dean of the College of Liberal Arts. His numerous honors include the UT Pro Bene Meritis Award, which recognizes outstanding dedication to the liberal arts, the Friar Centennial Teaching Fellowship, the Chad Oliver Plan II Teaching Award, and the Liberal Arts Council Award for Outstanding Advising. Carver is also a board member of Humanities Texas.

LILIA G. CASTILLO | LAREDO



Lilia G. Castillo is a thirty-four-year veteran teacher with experience ranging from third graders to seventh graders and from freshmen to seniors. She has taught in diverse programs, from bilingual education to gifted and talented education, and from a communication and fine arts magnet school to an early college high school in partnership with a university. Castillo was recruited to the Laredo Early College High School at TAMIU to teach English, support students taking English at the university, teach THEA (Texas Higher Education Assessment) and SAT strategies, and publish the first edition of a literary magazine, titled *Enflame Magazine*. At her previous school, Castillo served as faculty advisor for eight literary magazine staffers. She looks forward to the 2010–2011 school year and publishing the second edition of *Enflame Magazine*. In 2009, she received an Outstanding Teaching of the Humanities Award from Humanities Texas while she was teaching at Laredo's Vidal M. Treviño School of Communications and Fine Arts.

MEGHAN CHANEY | AUSTIN



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

ERNESTO CHÁVEZ | EL PASO



Ernesto Chávez is associate professor of history at The University of Texas at El Paso. He received his Ph.D. in U.S. history from UCLA in 1994 and specializes in Mexican American–Chicano/a history with an emphasis on the construction of identity, culture, and community. His works include *¡Mi Raza Primero! (My People First!): Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles, 1966–1978* and *The U.S. War with Mexico: A Brief History with Documents*. He is currently working on a critical biography of Mexican-born actor Ramón Novarro. He serves on the National Council of the American Studies Association and is the Ford Foundation Diversity Fellowship's regional liaison for Arizona, New Mexico, and west Texas.

JAY CLACK | FORT WORTH



Jay Clack is a sixth-generation Texan; his mother's ranch has been in continuous operation by her family since 1890. He received his M.Ed. from the University of Arkansas in 1984. He has been teaching in Texas since 1985 and has taught English at Breckenridge High School for twenty-one years. Clack also teaches at the Cisco Junior College campus of the Abilene Education Center. He lives in Albany with his wife, Barbra, a teacher, illustrator, and children's book author. He is an active trustee of the Old Jail Art Center in Albany, chairing both the exhibitions committee and the standards and acquisitions committee. Over the last decade, he and Barbra have taken ninety-five high school students on tours of Europe. One of his greatest pleasures is seeing so many of his former star students entering the teaching profession. Last year Humanities Texas presented Clack with the James F. Veninga Outstanding Teaching of the Humanities Award.

ELLEN COHEN | HOUSTON



Texas State Representative Ellen Cohen was elected in 2006. She represents District 134, which includes the Houston areas of Bellaire, West University, River Oaks, and parts of Meyerland and Montrose, as well as Rice University and the Texas Medical Center. A thirty-year resident of Houston, Representative Cohen served for eighteen years as the President and CEO of the Houston Area Women's Center. In July 2005, she was honored by the Equal Employment Opportunity Commission as an outstanding contributor to civil and human rights in Houston. Her other numerous awards include the Woman of Wisdom Award, the Woman of the Year Award, the NAACP Outstanding Service Award, and the Vivian Miles Lifetime Achievement Award. She is also a former president of Leadership Houston. A member of the House Committee on Appropriations and the House Committee on Higher Education, Representative Cohen has been instrumental in passing cancer research and prevention legislation.



NANCY COOPER | FORT WORTH



Nancy Cooper has been teaching at Veribest Independent School District for the past six years. She currently teaches world cultures, U.S. history to 1877, world and regional geography, world history, U.S. history since 1877, U.S. government, economics, and journalism. Her husband Jim served in the U.S. Air Force for twenty years, and they were stationed in Clovis, New Mexico; Lajes Field, Azores, Portugal; Bossier City, Louisiana; Fairbanks, Alaska; and San Angelo, Texas. Cooper is active in her local church and enjoys reading and gardening.

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 researching African American history in El Paso and the border region.

CHRISTINA T. DANCAUSE | LAREDO



Christina T. Dancause is dean of social studies at Laredo Independent School District, where she oversees the district's social studies curriculum and instruction program. Prior to holding this position, she served as assistant principal at Carrizo Springs High School, and taught government, economics, and U.S. history at Laredo's Vidal M. Treviño School of Communications and Fine Arts.

HOWARD C. DAUDISTEL | EL PASO



Howard C. Daudistel received his Ph.D. from the University of California, Santa Barbara in 1976. He is professor of sociology at The University of Texas at El Paso and has served as dean of UTEP's College of Liberal Arts since 1997. Throughout his scholarly career he has focused on legal decision making in the criminal courts and a variety of contemporary issues in higher education. Daudistel has 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 has also been chair of the department of sociology and anthropology and assistant vice president for academic affairs. He was 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. Daudistel is also a Leadership Associate and has been a Tripartite Council member for the National Network for Educational Renewal.

BROOK DAVIS | AUSTIN, HOUSTON, 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.

JESÚS F. DE LA TEJA | FORT WORTH



Jesús F. de la Teja chairs the history department at Texas State University. He has published extensively on Spanish, Mexican, and Republic-era Texas, including a recent edited volume of biographies, *Tejano Leadership in Mexican and Revolutionary Texas*. He is book review editor for the *Southwestern Historical Quarterly*. He served as the first State Historian of Texas (2007–2009) and has been president of the Texas State Historical Association. He is a recipient of the Americanism Medal from the Daughters of the American Revolution, a fellow of the Texas State Historical Association and the Texas Catholic Historical Society, and a member of the Philosophical Society of Texas.

KRISTIN DEVILLE | HOUSTON



Kristin Deville is program coordinator for the Center for Public History at the University of Houston. She graduated from the University of Houston in 2005 with a B.M. in Music Business.

RANDY L. DIEHL | AUSTIN



Randy L. 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.

JENNIFER ECKEL | AUSTIN



Jennifer Eckel is a Ph.D. candidate in the history department at The University of Texas at Austin. She completed research on agrarian movements and the Woman's Commonwealth of Belton, Texas, before settling into her dissertation project on higher education in the Progressive-Era South. Eckel came to Texas in 2005 from a middle-school classroom in New Jersey, where she spent two years as the social studies half of a team-taught humanities classroom. Originally from the Midwest, Eckel attended Washington University in St. Louis and graduated with a B.A. in political science and American culture studies.

SANDRA I. ENRÍQUEZ | EL PASO



Sandra I. Enríquez is the teacher education assistant for the Center for History Teaching & 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 and is working on an M.A. in U.S./Mexico border history. Her research focuses on Mexican American education in the Southwest, specifically in El Paso, as well as the Chicano movement in the border town of El Paso.



KEITH A. EREKSON | EL PASO



Keith A. Ereksen 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 currently writing a book about popular interest in history.

DANIEL FELLER | HOUSTON, LAREDO, SAN ANTONIO



Daniel Feller is Betty Lynn Hendrickson Professor of History and editor/director of *The Papers of Andrew Jackson* at the University of Tennessee, Knoxville. He received his Ph.D. from the University of Wisconsin and taught previously at Northland College and the University of New Mexico. His books include *The Jacksonian Promise: America, 1815–1840*, *The Public Lands in Jacksonian Politics*, and a new edition of Harriet Martineau’s 1838 American tour narrative *Retrospect of Western Travel*. Feller was the lead scholar for the PBS special *Andrew Jackson: Good, Evil, and the Presidency* and has appeared on *History Detectives*.

ABIGAIL FINCH | AUSTIN, HOUSTON, SAN ANTONIO



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, Finch transferred 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, FORT WORTH



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 a 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.

GEORGE FORGIE | AUSTIN, FORT WORTH, HOUSTON



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

SIGNE PETERSON FOURMY | FORT WORTH, HOUSTON



Signe Peterson Fourmy currently teaches eighth-grade U.S. history at South Houston Intermediate School, where she has taught intermediate-level social studies for nine years and served as department co-chair for six years. She has a J.D. from the University of Houston Law Center and a B.A. in American studies from the University of Notre Dame. She received the Humanities Texas Outstanding Teaching of the Humanities Award for the 2008–2009 academic year. In addition to her classroom duties, she serves on the committee to write concept-based curriculum for the district, creates benchmark exams for district use, serves as a mentor within her school district, participates as a campus coordinator for the Teaching American History grant, and has presented workshops on using interactive notebooks and implementing concept-based curriculum in the classroom.

STACY FULLER | AUSTIN, EL PASO, FORT WORTH



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 Carter’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.

JIM FURGESON | AUSTIN



Jim Furgeson is a native of Lubbock and has lived in Austin for over thirty years. He received a B.A. from Texas Tech University and an M.A. from the University of Georgia. He has taught at both private and public schools and at both the elementary and secondary levels in his thirty-two-year teaching career. For the past sixteen years, he has taught at A. N. McCallum High School in Austin. He currently teaches U.S. history, practical law, and constitutional 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 senior at Pomona College in Claremont, California.

FRANCIS X. GALÁN | SAN ANTONIO



Francis X. Galán teaches at Northwest Vista College and Our Lady of the Lake University in San Antonio. He completed his dissertation, a history of the Los Adaes tribe in Texas and Louisiana during the eighteenth century, at Southern Methodist University in 2006. In addition to extensive archival research, Galán located and translated many obscure documents that were later showcased in an exhibition about the Los Adaes. He is currently working on a book about the Los Adaes with Texas A&M University Press and is in the process of publishing several journal articles.

KARLA DENISSE GARCIA | LAREDO



Karla Denisse Garcia is an M.A. candidate in history at Texas A&M International University. A 2008 summa cum laude graduate of TAMU, 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.

Theresa Strouth Gaul | Fort Worth



Theresa Strouth Gaul, associate professor of English at Texas Christian University, specializes in American literature before 1900 and women's writing. She is editor of *To Marry an Indian: The Marriage of Harriett Gold and Elias Boudinot in Letters, 1823–1839* (University of North Carolina Press, 2005) and *Letters and Cultural Transformations in the United States, 1760–1860*, coedited with Sharon M. Harris (Ashgate, 2009). She is also coeditor of *Legacy: A Journal of American Women Writers*, and author of numerous articles on Indian-white contacts and Native writers in the early republic, as well as women's writing. She is currently at work on a volume titled “The Life and Letters of Catharine Brown, Cherokee.”

Daniel J. Gelo | San Antonio



Daniel J. Gelo joined the faculty of The University of Texas at San Antonio in 1988. He was previously chair of the department of anthropology and interim director of the Division of Behavioral and Cultural Sciences. A cultural anthropologist who specializes in the symbolic study of American Indian expressive culture, he holds a Ph.D. from Rutgers University. He has an active field research program in Texas and Oklahoma and has produced numerous publications and films on such topics as the Comanche Indian language, Tigua Indian ritual and cultural identity, and Southern Plains Indian music. He is the author of an entry on Native North Americans in the *Encyclopedia of Cultural Anthropology*. Gelo is a recipient of the President's Distinguished Achievement Award for Creative Activity and the Chancellor's Council Outstanding Teaching Award.

Timothy J. Gette | San Antonio



Timothy J. Gette is executive director of the Institute of Texan Cultures, a part of The University of Texas at San Antonio located in downtown San Antonio on the UTSA HemisFair Park Campus. The 182,000-square-foot complex features 65,000 square feet of interactive exhibitions and displays that tell the stories of Texans. Prior to joining the ITC, Gette served as executive director of the Virginia Museum of Natural History, chief operating officer at the Dallas Museum of Natural History, and director of operations for the Sixth Floor Museum at Dealey Plaza in Dallas. He holds an M.A. from the University of Arkansas and a B.A. from Angelo State University. Gette and his wife, Kristi, have been married since 1977 and maintain residences in both San Antonio and Arlington. They have two adult children, Brent and Rebecca.

Michael L. Gillette | Austin, El Paso, Fort Worth, Houston



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

Lorri Glover | Laredo



Lorri Glover is the John Francis Bannon, S.J., Professor in the department of history at Saint Louis University. She is the author of *All Our Relations: Blood Ties and Emotional Bonds Among the Early South Carolina Gentry* (2000); *Southern Sons: Becoming Men in the New Nation* (2007); and, with Daniel Blake Smith, *The Shipwreck That Saved Jamestown: The Sea Venture Castaways and the Fate of America* (2008). She teaches courses on colonial America, the American Revolution, and family and gender history.

Rhonda M. Gonzales | San Antonio



Rhonda M. Gonzales, assistant professor of history at The University of Texas at San Antonio, received her B.A., M.A., and Ph.D. from UCLA. She teaches courses on all eras of African history, the African diaspora, and world history to 1500. Her research areas include comparative historical linguistics, the history of Bantu religion, and the African presence in colonial Mexico. She was awarded the 2004 American Historical Association Gutenberg-e Prize for Outstanding Dissertation in History. Her book *Societies, Religion, and History: Central-East Tanzanians and the World They Created, c. 200 B.C.E. to 1800 C.E.* was published by Columbia University Press in 2009.

Yvonne D. González | El Paso



Yvonne D. González is deputy director of Humanities Texas. She joined the organization as fiscal officer in May 1988, served as director of finance from 1995 until October 1999, and was then 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 award 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.

David Grebel | Fort Worth



David Grebel has served as director of extended education at Texas Christian University for thirteen years. As director, his responsibilities include support for outreach and engagement opportunities for the university. Grebel is a member of two community boards in Fort Worth and is the university's representative to the Association for Continuing Higher Education. He has a B.A. in history and an M.A. in both education and theology.

Stanley C. Green | Laredo



Stanley C. Green is professor of history at Texas A&M International University. He received his B.A. from The University of Texas at Austin and his M.A. and Ph.D. from Texas Christian University, for which he conducted research in Mexico City as a Juárez-Lincoln Fellow. He is the author of numerous publications about south Texas, including *A History of the Washington Birthday Celebration* (1999) and *The Republic of Mexico: The First Decade* (1987). In recent years, he has been involved in cataloging the valuable historic archives of Ciudad Guerrero. He teaches courses in Latin American, Mexican, religious, and Renaissance and Reformation European history, as well as world history and geography.



MARTHA GROVE | HOUSTON



Martha Grove is an archivist with the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C., where she specializes in making the historical records of Congress available to the general public. Her publications include *Our Mothers Before Us: Women and Democracy, 1789–1920*. Grove created a traveling exhibition featuring women’s petitions to Congress, and was a curator of the recent political cartoon exhibition *Running for Office: Candidates, Campaigns, and the Cartoons of Clifford Berryman*. Grove joined the staff of the National Archives in 1988 and holds a B.A. in history from Bates College and her M.A. in museum studies from George Washington University.

BRENDA GUNN | AUSTIN



Brenda Gunn is associate director for research and collections at the Dolph Briscoe Center for American History at The University of Texas at Austin. Active in professional organizations, she is a past president of the Society of Southwest Archivists and received a Distinguished Service Award from that organization. She is also a certified archivist and has served as regent for examination development for the Academy of Certified Archivists. Gunn holds an M.L.I.S. with an emphasis in archival enterprise from The University of Texas at Austin, a B.A. in history, and an M.A. in English from The University of Texas at Tyler.

JULIE HARDWICK | AUSTIN



Julie Hardwick is professor of history and director of the Institute for Historical Studies at The University of Texas at Austin. She works on early modern European history, especially family history and legal history. Her books include *The Practice of Patriarchy: Gender and Household Authority in Early Modern France* (1998) and *Family Business: Litigation and the Political Economies of Daily Life in Early Modern France* (2009). Her research focuses on the histories of marriage, debt, domestic violence, and access to the legal system. Hardwick has a direct connection to social studies in Texas public schools through her daughters, who have just finished eighth and fourth grades.

SUSANNA R. HILL | EL PASO, LAREDO, SAN ANTONIO



Susanna R. Hill joined Humanities Texas in January 2010. 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 a 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 an editorial fellow at The University of Texas Press, she worked in acquisitions, copyediting, and rights and permissions from 2008 to 2010. Susanna supports the Humanities Texas education programs.

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.

STACY HRICKO | SAN ANTONIO



Stacy Hricko is a Texas native who lives in Pottsboro with her husband. They have two grown children and one granddaughter. In her fourteen years of teaching, Hricko has taught every English course from grades seven through twelve, as well as U.S. and world history classes and numerous electives. She is currently the student council advisor at Melissa High School, a job of which she is very proud. Hricko is currently working on her M.A., although at this time she is not ready to leave teaching for a different position. In 2007, she received the Outstanding Teaching of the Humanities Award from Humanities Texas.

MELISSA HUBER | LAREDO



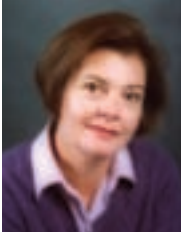
Melissa Huber is director of exhibitions at Humanities Texas. She joined the organization in December 2007. She holds a B.A. in art history from Arizona State University and an M.S. in historic preservation from The University of Texas at Austin. Prior to joining Humanities Texas, she worked as an exhibitions 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 in her previous role as conservation assistant for the Arizona State Museum Preservation Division at the University of Arizona in Tucson. At Humanities Texas, Melissa oversees the traveling exhibitions program and serves as point-person for the Byrne-Reed House restoration project.

BETH HUDSON | AUSTIN



Beth Hudson teaches U.S. and Texas history at O. Henry Middle School in Austin, where she also heads the Model U.N. program for twenty-two students. A former journalist, Hudson covered the Southwest for the *Washington Post* for ten years and taught journalism at The University of Texas at Austin before her love of history finally led her to the secondary classroom. Hudson is a sixth-generation Texan, the proud mother of Cole and May, an amateur musician, and will always be a writer. She completed her undergraduate work at the University of Oklahoma and her M.Ed. at Texas State University, and has studied U.S. history extensively in college classes and teacher institutes across the country. In 2006, she was recognized with the Outstanding Teaching of the Humanities Award by Humanities Texas.

CYNTHIA HUMPHRIES | HOUSTON



Cynthia Humphries is a native of North Carolina and an alumna of Wake Forest University (B.S. cum laude, 1981; J.D., 1984). She lives in Sugar Land. Humphries has been teaching middle school English language arts and history for eight years, first in El Paso Independent School District and currently in Fort Bend Independent School District. She is a member of the Texas State Historical Association and the National Council of Teachers of English. In 2004, she was awarded the Linden Heck Howell Outstanding Teaching of Texas History Award by Humanities Texas.

RICHARD H. HUNT | AUSTIN



Richard H. Hunt is director of the Center for Legislative Archives at the National Archives and Records Administration. Hunt began his career at the Center for Legislative Archives in 1989 and has served as assistant director and congressional outreach specialist. Before coming to the National Archives, Hunt was a lecturer and visiting assistant professor for five years at the University of California, San Diego, and at Loyola Marymount University in Los Angeles, where he taught courses in U.S. history.

RAY M. KECK III | LAREDO



Ray M. Keck III is president of Texas A&M International University in Laredo. 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.

SUSAN KELLOGG | HOUSTON



Susan Kellogg is a scholar of Mexican and Latin American history whose research focuses on indigenous peoples, law, and women in Latin America, particularly Mexico. She also studies colonialism and cultural change and the impact of each on Latin American history. Kellogg received her Ph.D. in anthropology from the University of Rochester. She has been both chair and director of graduate studies at the University of Houston and currently serves as director of the Latin American Studies Program. Kellogg is author or editor of four books, including *Law and the Transformation of Aztec Culture, 1500–1700* and *Weaving the Past: A History of Latin America's Indigenous Women from the Prehispanic Period to the Present*.

PATRICK J. KELLY | LAREDO, 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.

KATHI KERN | AUSTIN, EL PASO



Kathi Kern is associate professor of history at the University of Kentucky and served as the Stanley Kelley, Jr., Visiting Associate Professor for Distinguished Teaching at Princeton University in 2009–2010. She is the author of *Mrs. Stanton's Bible* (Cornell University Press, 2001). At the University of Kentucky, she has won several university-wide teaching awards. Kern has authored several successful grants funded through the Teaching American History Grant program, with awards totaling nearly four million dollars. In 2008, she was the cowinner (with Linda Levstik and Kathy Swan) of the National Technology Leadership Initiative Award in Social Studies for their research project on digital storytelling and history instruction.

TODD M. KERSTETTER | FORT WORTH



Todd M. Kerstetter, associate professor of history at Texas Christian University, specializes in the history of the American West. His book, *God's Country, Uncle Sam's Land: Faith and Conflict in the American West*, examines religion's role in conflicts among the United States and the Church of Jesus Christ of Latter-day Saints, Lakota Ghost Dancers, and the Branch Davidians. His articles have appeared in the *Western Historical Quarterly*, *Great Plains Quarterly*, *American Journalism*, and *Nebraska History*. His current research includes projects on popular culture and religion in the West.

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 at 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 of 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, and as the chair of the board at the Contemporary Arts Museum Houston. He serves as treasurer on the Humanities Texas board of directors.

JOSEPH R. KRIER | SAN ANTONIO



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

MARK LACROIX | EL PASO



Mark LaCroix teaches world geography at Midland Freshman High School and serves as the social studies chairman. Originally from New Hampshire, LaCroix came to Texas as a firefighter in the United States Air Force. After his honorable discharge, LaCroix earned a B.B.S. in social studies secondary education from Hardin-Simmons University. At HSU he met and married Jenny, his wife of twelve years, who is also a teacher. They have two children, Phillip and Avery. In his eleven years as an educator he has taught eighth-grade U.S. history, world history, and world geography. LaCroix has been a finalist for both the Texas Secondary Teacher of the Year Award and the HEB Secondary Teacher of the Year Award, and is currently the Department of Texas Veterans of Foreign Wars High School Teacher of the Year. He also holds an M.A. in American history from The University of Texas of the Permian Basin. In 2010, Humanities Texas awarded him with the Outstanding Teaching of the Humanities Award.

CAREY H. LATIMORE | AUSTIN



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

TERRY LOESSIN | SAN ANTONIO



Terry Loessin is a 1986 graduate of Southwestern University in Georgetown. He received his M.Div. from the Austin Presbyterian Theological Seminary in 1990. He received his history certification through Southwest Texas State University in 1994, after completing his student teaching at Round Rock High School. He began his high school teaching career there the following year, teaching his passion—world history. In 1999, he and several other Round Rock veterans joined the founding faculty of Austin's Akins High School. In 2006, he was named one of the recipients of the Outstanding Teaching of the Humanities Award by Humanities Texas. In that same year, he also began his new job as a curriculum specialist in the Austin Independent School District Bureau of Curriculum's social studies department. In 2008, Loessin received the Leon Jaworski Award for Teaching Excellence in Law-Focused Education presented by the State Bar Association.



ERIC LUPFER | EL PASO, LAREDO, SAN ANTONIO



Eric Lupfer is director of grants and education at Humanities Texas. He 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*.

ADAIR MARGO | EL PASO



Adair Margo was chairman of the President's Committee on the Arts and the Humanities during the Presidency of George W. Bush. During her eight-year tenure, Margo focused on international cultural diplomacy. She was a member of the White House delegation to Paris, France, for the United States' reentry into UNESCO and served on the U.S. National Commission for UNESCO. Margo was recognized by President Felipe Calderón with the Águila Azteca, the highest recognition given by the government of Mexico to a non-Mexican citizen, and by President George W. Bush with the Presidential Citizen's Medal. In his citation, President Bush noted Margo's "rallying of support for the cultural agencies and strengthening of international relationships from Mexico to China." Since 1985, she has owned the Adair Margo Gallery in El Paso (now Adair Margo Fine Art). She is especially devoted to the legacy of Tom Lea and founded the Tom Lea Institute in 2009. She recorded Lea's oral history; coedited *Tom Lea, An Oral History*, which won the Border Regional Library Association Award; and wrote the forward to *The Two Thousand Yard Stare: Tom Lea's World War II*, winner of the Texas Institute of Letters Award. Margo also recorded the oral history of National Humanities Medalist José Cisneros, coediting *José Cisneros, Immigrant Artist*. She is a graduate of Vanderbilt University (B.A., art history) and New Mexico State University (M.A., art history). She is also a former member of the Humanities Texas board of directors.

CHARLES H. MARTIN | EL PASO



Charles H. Martin received his B.A. from Texas A&I University and his M.A. and Ph.D. from Tulane University. He is currently associate professor of history at The University of Texas at El Paso and has also taught in Louisiana, Alabama, and New York. His publications include *Benching Jim Crow: The Rise and Fall of the Color Line in Southern College Sports, 1890–1980* (University of Illinois Press), *The Angelo Herndon Case and Southern Justice* (LSU Press), and various articles and essays on Southern history, African American history, and sports history. He is also the director of El Paso History Day.

JAMES KIRBY MARTIN | HOUSTON



James Kirby Martin chairs the department of history at the University of Houston. His research focuses on early American history, especially the era of the American Revolution, as well as American military and social history. He received his M.A. and Ph.D. from the University of Wisconsin. He began his teaching career at Rutgers University, where he helped found the Papers of Thomas Edison project. He was also on the advisory board of the Papers of William Livingston project. Martin is currently serving on the advisory board of editors for the Critical Historical Encounters book series sponsored by Oxford University Press. He has done consulting with some of the nation's most eminent law firms in regard to the history of various consumer products, including alcohol and tobacco, and has both appeared on and advised television programs aired by the History Channel.

ALEXIS McCROSSEN | HOUSTON



Alexis McCrossen is associate professor of history at Southern Methodist University, where she teaches courses in American social and cultural history. She is the author of *Holy Day, Holiday: The American Sunday* and is currently completing a study titled "Marking Modern Times: Keeping Time in the U.S., 1840–1940."

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 TAMU 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.

WILLIAM MONROE | HOUSTON



William Monroe is a professor in the department of English as well as Nancy O'Connor Abendshein Professor and dean of The Honors College at the University of Houston. In addition to his administrative duties, he teaches courses in contemporary American fiction and poetry and the interdisciplinary course Literature & Alienation. Since 1994, he has directed the Common Ground Teachers Institute, a summer program for secondary school teachers focusing on multicultural literature. This program falls under the aegis of Honors and the Schools, through which The Honors College supports K–12 teacher professional development and enrichment for their students. Recently, he was awarded the University of Houston Teaching Excellence Award. Monroe received his Ph.D. from the University of Chicago.

MAGGIE MOODY | EL PASO



Maggie Moody has taught for twenty-four years in most grades from pre-kinder through middle school. She is most passionate about developing readers and critical thinkers. She enjoys sharing history with her students and uses many hands-on activities in her teaching. In 2010, Humanities Texas awarded her with the Outstanding Teaching of the Humanities Award.

J. SAM MOORE JR. | EL PASO



J. Sam Moore Jr. was born in Kansas City, Missouri. A retired lawyer, he practiced law in El Paso from 1957 to 1994 with the law firm of Scott, Hulse, Marshall, Feuille, Finger and Thurmond (formerly Burges, Scott, Rasberry and Hulse, founded in El Paso in 1889 by William H. Burges). He was educated in the public schools of Lawrence, Kansas, and received a B.S. from the University of Kansas in 1952. During the Korean War, he went overseas to Korea with the United States Army from 1952 to 1954. He attended the School of Law at The University of Texas at Austin and graduated in 1957. He is a former chair of the Texas Council for the Humanities (now Humanities Texas). Moore has been heavily involved not only in the community of El Paso but also statewide. He is married to Greta Karlbom Moore, and they have one son, Samuel Adams Moore, and a granddaughter, Mia Moore.

MARGE MORTON | AUSTIN



Marge Morton is a fifth-generation Texan. She began her career at the Lyndon Baines Johnson Library and Museum thirty-three 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.

ANGELA MURPHY | SAN ANTONIO



Angela Murphy is assistant professor of history at Texas State University. She received her B.A. and M.A. from Texas A&M University and her Ph.D. from the University of Houston. Murphy specializes in mid-nineteenth-century U.S. social history, with particular interest in issues of race and ethnicity and in the social reform movements of the era. She is the author of “Daniel O’Connell and the American Eagle in 1845,” which appeared in the *Journal of American Ethnic History*, and “It Outlaws Me and I Outlaw It: Resistance to the Fugitive Slave Law in Syracuse, New York,” which appeared in *African Americans in New York Life and History*. Her current research topics include black/white resistance to the Fugitive Slave Law of 1850 and Irish American attitudes towards slavery and the abolition movement in the United States.

DIANA NATALICIO | EL PASO



Diana Natalicio is president of The University of Texas at El Paso and a former board member of Humanities Texas. She was named president of UTEP in 1988. During her long and distinguished career with the university, Natalicio has served as vice president for academic affairs, dean of liberal arts, chair of the modern languages department, and professor of linguistics. A graduate of Saint Louis University, she earned an M.A. degree in Portuguese and a Ph.D. in linguistics from The University of Texas at Austin.

MICHAEL LEROY OBERG | HOUSTON



Michael Leroy Oberg received his Ph.D. from Syracuse University and joined the faculty at the University of Houston in 2009. He has also taught at the State University of New York at Geneseo and at Montana State University Billings, and has served as a consultant to Native American tribes and the United States Department of Justice in matters relating to Iroquois land rights in New York state. He is the author of five books including, most recently, *Native America: A History* and *The Head in Edward Nugent’s Hand: Roanoke’s Forgotten Indians*.

ROBERT OLWELL | AUSTIN



Robert Orwell was raised in Wisconsin and educated at the University of Wisconsin–Milwaukee and The Johns Hopkins University. He moved to Austin in 1993 to teach at The University of Texas at Austin. He has served as a historical consultant for the PBS television series *Africans in America*, for the National Geographic Society book series *Voices from Colonial America*, and as resident scholar for a National Endowment for the Humanities Summer Seminar for High School Teachers in Charleston, South Carolina, on the subject of slavery in early America. He is the father of two native Texans, both enrolled in public school.

PETER S. ONUF | AUSTIN, HOUSTON



Peter S. Onuf, Thomas Jefferson Memorial Foundation Professor in the Corcoran Department of History, specializes in the history of the early American Republic at the University of Virginia. Educated at The Johns Hopkins University, where he received his Ph.D. in 1973, Onuf taught at Columbia University, Worcester Polytechnic Institute, and Southern Methodist University before coming to Virginia in 1990. His work on Thomas Jefferson’s political thought, culminating in *Jefferson’s Empire: The Language of American Nationhood* (2000) and *The Mind of Thomas Jefferson* (2007), both published by the University of Virginia Press, grows out of his earlier studies on the history of American federalism, foreign policy, and political economy. In 2008–2009, Onuf served as Harmsworth Professor of American History at the University of Oxford. He appears on the radio program *BackStory with the American History Guys* with cohost Ed Ayers and Brian Balogh, available on many public radio stations and on the web at <http://www.backstoryradio.org/>.

CATHY PATTERSON | HOUSTON



Cathy Patterson is a scholar of early modern British and urban history. She received her M.A. and Ph.D. from the University of Chicago. Patterson has been the director of undergraduate studies and the director of graduate studies in the University of Houston history department. She is currently the associate dean for graduate studies in the College of Liberal Arts and Social Sciences.

MONICA PERALES | HOUSTON



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* (University of North Carolina Press), which explores the creation, evolution, demise, and collective memory of Smeltertown, the predominantly ethnic Mexican “company town” for the American Smelting and Refining Company (ASARCO) 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.

VICTORIA L. RAMIREZ | HOUSTON



Victoria L. Ramirez is the W. T. and Louise J. Moran Education Director at the Museum of Fine Arts, Houston (MFAH). She received her Ph.D. in curriculum and instruction from the University of Houston’s College of Education. She also holds an M.A.T. in museum education from George Washington University and a B.A. in art history from the University of Maryland. Ramirez served as the chair of the Texas Art Education Association’s museum division in 2007. In 2006, she was awarded Museum Educator of the Year, Western Division, from the National Art Education Association, and in 2003, the Texas Art Education Association named her Museum Educator of the Year. From 1996 until she came to the MFAH in 1999, Ramirez served as curator of education at the Georgia Museum of Art; she was the 1999 museum representative-elect to the Georgia Art Educators Association, and in 1998, she was a nominee for Georgia Arts Educator of the Year.

RAÚL RAMOS | HOUSTON



Raúl Ramos received his A.B. in history and Latin American studies from Princeton University in 1989 and his Ph.D. in history from Yale University in 1999. He joined the history faculty at the University of Houston in 2002 from his position as an assistant professor in history and ethnic studies at the University of Utah in Salt Lake City. Ramos was a fellow at the William P. Clements Center for Southwest Studies at Southern Methodist University from 2000 to 2001. His book, *Beyond the Alamo: Forging Mexican Ethnicity in San Antonio, 1821–1861*, is the winner of numerous prizes, including the 2008 T. R. Fehrenbach Book Award from the Texas Historical Commission and the 2009 NACCS-Tejas Book Award from the National Association for Chicana and Chicano Studies. His current research examines Mexican Independence parades and *Fiestas Patrias* in the American Southwest during the early twentieth century.



KATHLEEN REID | SAN ANTONIO



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

PATRICIA W. RILEY | FORT WORTH



Patricia W. Riley has been the executive director of the National Cowgirl Museum and Hall of Fame in Fort Worth's Cultural District since 1996. During her tenure, she led the museum through a capital campaign and opened its current facility in June 2002. Prior to joining the museum, she was a documentary filmmaker based in New York City. She spent most of her time traveling between projects across the globe. She holds a B.A. in journalism and lives in Fort Worth with her husband, Kelly, and her two dogs.

JENNIFER RODRIGUEZ | SAN ANTONIO



Jennifer Rodriguez was born in Seattle, Washington, but has lived in Texas for six years. She has taught in Texas and in Mexico since 2001 and currently teaches eighth-grade U.S. history and nonfiction studies at KIPP Aspire Academy in San Antonio. Jennifer loves to travel, and one of the highlights of her professional career was traveling to Kazakhstan in 2008 through a program sponsored by the U.S. Department of State to lead professional development workshops for teachers there. When not busy with school, she enjoys reading, traveling, and watching her husband coach soccer and basketball.

VAN A. ROMANS | FORT WORTH



Van A. Romans is the president of the Fort Worth Museum of Science and History. After more than twenty-five years with the Walt Disney Company, Romans was recruited to head the museum in February 2004. Through his leadership, the museum has undergone a dramatic transformation on multiple levels. As Disney's executive director of cultural affairs, he founded the Disney gallery concept, negotiating with governments, cultural institutions, and private lenders from around the world, and overseeing the company's exhibition development program for theme parks worldwide. For more than thirty years, Romans was also a professor of exhibit design and museum management at the college level. He has also served as a key advisor to numerous museums both in the U.S. and abroad. Romans received his B.A. at the University of California and his M.F.A. at the University of Southern California.

R. TODD ROMERO | HOUSTON



R. Todd Romero received his B.A. from the University of Colorado at Boulder and his Ph.D. from Boston College. Before joining the University of Houston history department, he was a postdoctoral fellow at Boston College from 2004 to 2006, where he taught American and European history. Romero's research has been supported by fellowships from the Newberry Library, the John Nicholas Brown Center for American Civilization, the Huntington Library, and the Massachusetts Historical Society. Romero is currently revising a manuscript on the role of masculinity in Anglo-Indian relations for publication by the University of Massachusetts Press. His scholarly interests include religion, colonialism, gender, childhood, violence, labor, and race in early America.

FRANK A. SALAZAR | SAN ANTONIO



Frank A. Salazar serves as director of the Office of Extended Education and director of the Downtown Special Events Office at The University of Texas at San Antonio. He has served in this capacity since July 2001. Before joining UTSA, Frank had a twenty-year career with the United States Air Force. He held such positions as superintendent of the 59th Medical Training Squadron at Wilford Hall Medical Center, Lackland Air Force Base, Texas, and armed services administrator and lead instructor for resuscitative medicine programs at the Uniformed Services University of the Health Sciences (DoD Medical School) in Bethesda, Maryland. Frank holds a B.S. in computer information systems management from the University of Maryland and an M.B.A. from the University of Redlands.

SHELLEY SALLEE | HOUSTON, SAN ANTONIO



Shelley Sallee is originally from Cookeville, Tennessee. She attended Smith College in Northampton, Massachusetts, and graduated with a B.A. in American studies in 1990. After working for a year at the American Political Science Association in Washington, D.C., she enrolled in the graduate program in history at The University of Texas at Austin and earned her Ph.D. in 1998. Currently, she teaches history and serves as department chair at St. Stephen's Episcopal School in Austin, where she lives with her husband and two children. She is the author of the book *The Whiteness of Child Labor Reform in the New South*.

JULIA SCHIAVONE CAMACHO | EL PASO



Julia Schiavone Camacho is assistant professor of history at The University of Texas at El Paso. She is working on her book manuscript, "Becoming Mexican across the Pacific: Expulsion from the Northern Mexican Borderlands, Community and National Identity Formation in Southeastern China, and Repatriation to Mexico, 1910s–1960s." Schiavone Camacho received a research grant from the Macau Foundation to study Latin American Chinese families and their descendants in the former Portuguese colony in China in the summer of 2010. She teaches Mexican–U.S. borderlands history, U.S. history, and gender and sexuality studies at UTEP.

JAMES C. SCHNEIDER | LAREDO, 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 curricula 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.

REBECCA SHARPLESS | FORT WORTH



Rebecca Sharpless is associate professor of history at Texas Christian University, where she teaches courses on U.S. history, women's history, labor history, and Texas. Her first book was *Fertile Ground, Narrow Choices: Women on Texas Cotton Farms, 1900–1940* (University of North Carolina Press, 1999). Her next book, *Cooking in Other Women's Kitchens: Domestic Workers in the South, 1865–1960*, is forthcoming in October 2010 (University of North Carolina Press). From 1993 to 2006, she directed the Institute for Oral History at Baylor University.

JEFFREY P. SHEPHERD | EL PASO, LAREDO



Jeffrey P. Shepherd, associate professor of history at The University of Texas at El Paso, received his Ph.D. from Arizona State University in 2002 and is interested in the histories of indigenous people, especially in the American Southwest and northern Mexico. His book, *We Are an Indian Nation: A History of the Hualapai People*, draws upon archival research, participant observation, and oral histories to investigate the relationships between indigenous nation building and American colonialism. He received a grant and contract from the National Park Service to write an environmental history of the Guadalupe Mountains in west Texas and southern New Mexico. He is beginning a history of indigenous peoples along the Mexico-U.S.-Canada borders, tentatively titled "Creating Homelands, Contesting Borders: Race, Space, and Belonging among the Tohono O'odham and Blackfeet Peoples." He teaches graduate and undergraduate courses on indigenous, Western, border, and public history and is managing editor of *H-Borderlands*.

GENE SMITH | FORT WORTH



Gene Smith, professor of history at Texas Christian University, also serves as director of the Center for Texas Studies and curator of history at the Fort Worth Museum of Science and History. He specializes in the early Republic period of U.S. history. Smith's books include *Nexus of Empire: Negotiating Loyalty and Identity in the Revolutionary Borderlands, 1760s–1820s*; *A British Eyewitness at the Battle of New Orleans: The Memoir of Royal Navy Admiral Robert Aitchison, 1808–1827*; *Thomas ap Catesby Jones: Commodore of Manifest Destiny*; *Filibusters and Expansionists: Jeffersonian Manifest Destiny, 1800–1821*; and *"For the Purpose of Defense": The Politics of the Jeffersonian Gunboat Program*. He is working on a study of African American combatants during the War of 1812 and an American military history textbook.

RAYMOND W. SMOCK | HOUSTON



Raymond W. Smock, director of the Robert C. Byrd Center for Legislative Studies, is the former Historian of the U.S. House of Representatives (1983–1995). He is a graduate of Roosevelt University in Chicago and holds a Ph.D. in history from the University of Maryland at College Park. He was coeditor of the fourteen-volume documentary series *The Booker T. Washington Papers*. His latest book is *Booker T. Washington: Black Leadership in the Age of Jim Crow* (2009). With Roger Bruns and David Hostetter, he is currently editing *Congress Investigates*, a two-volume compilation of scholarly articles and government documents covering the history of congressional investigations from 1792 to the present. Smock is a member of the adjunct history faculty at Shepherd University, where he teaches U.S. and public history. He is past president of the Association for Documentary Editing, the Society for History in the Federal Government, and the Association of Centers for the Study of Congress. In 2006, West Virginia Governor Joe Manchin III appointed Smock to the West Virginia Humanities Council board. In 2009 he was appointed to the National Historical Publications and Records Commission, an independent agency of the federal government affiliated with the National Archives and Records Administration.

JAMES SOMBATHY | AUSTIN



James Sombathy has been an educator and coach for the past thirteen years in Texas. He was an initial designer and curriculum writer for the Fulmore Humanities and Law Magnet for International Studies in the Austin Independent School District and served there as the law coordinator and teacher of various law classes. In addition, he taught the only AP human geography course in Texas at the middle school level. Sombathy served as the TAGT Region XIII Director as well as on the ABA Pipeline for Diversity committee. He is a world traveler and governmental consultant. There are only eleven countries he has yet to visit. He currently teaches AP world history and is head tennis coach at Pflugerville High School; he is also completing his Ph.D. in international diplomacy. In 2006, he received the James F. Veninga Outstanding Teaching of the Humanities Award from Humanities Texas.

RACHEL SPRADLEY | EL PASO, FORT WORTH, LAREDO



Rachel Spradley, program officer, came to 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. Rachel 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 and Spanish and a minor in art history. Rachel supports the Humanities Texas education programs.

KENNETH STEVENS | FORT WORTH



Kenneth Stevens is professor of history at Texas Christian University. He received his Ph.D. in American history from Indiana University. He is the author of *Border Diplomacy*, a study of Anglo American–British diplomacy in the 1830s and 1840s, and editor of two volumes of *The Diplomatic Papers of Daniel Webster*. He teaches, in addition to the U.S. history survey, courses on nineteenth-century America, American constitutional history, and the American presidency. He has published a number of articles, presented several papers at historical conferences, and served as consultant for historical journals, book publishers, and the National Endowment for the Humanities.

MARILEE STOCKTON | LAREDO



Marilee Stockton was born in Omaha, Nebraska, and moved to McAllen, Texas, when she was in the eighth grade. She graduated from Texas A&M University with a B.A. in history and English in 1975. After graduation, she attended The University of Texas–Pan American in Edinburg, Texas, and received certifications in elementary, bilingual, and special education. Stockton has taught with the McAllen Independent School District since that time. Her professional experience includes positions in elementary special education and a third-grade classroom. For the past twenty years, she has been teaching eighth-grade U.S. history, which she plans to teach until retirement. Stockton has two children: a son, age twenty-six, and a daughter, age twenty-two.

AMBER SURMILLER | FORT WORTH



Amber Surmiller received a B.A. in history from The University of Texas at Austin in 2003. She went on to obtain an M.A. in history and public history from the University of West Georgia in 2006. Currently working toward her doctorate in history at Texas Christian University, her research concentrates on early America and families. For the last two years, she has served as the graduate research assistant for the Center for Texas Studies, where she coordinates various outreach programs for both Texas Christian University and the Fort Worth community.



ALAN TAYLOR | FORT WORTH



Alan Taylor, professor of history at the University of California, Davis, teaches courses in early American history, the history of the American West, and the history of Canada, and is a contributing editor for *The New Republic*. He is active in UC Davis's History Project, which provides curriculum support for K–12 teachers in history and social studies. Taylor has written five books: *Liberty Men and Great Proprietors: The Revolutionary Settlement on the Maine Frontier, 1760–1820*; *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic*; *American Colonies*; *Writing Early American History*; and *The Divided Ground*. *American Colonies* won the 2001 Gold Medal for Nonfiction from the Commonwealth Club of California and *William Cooper's Town* won the 1996 Pulitzer Prize for History as well as the Bancroft and Beveridge prizes. In 2002, he won the UC Davis Prize for Undergraduate Teaching and Scholarly Achievement and the Phi Beta Kappa, Northern California Association, Teaching Excellence Award. His next book, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies*, will be published in October 2010 by Alfred A. Knopf.

JERRY D. THOMPSON | LAREDO



Jerry D. Thompson is Regents Professor of History at Texas A&M International University in Laredo. 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 Broocks Bates Award), the Historical Society of New Mexico (Gaspar Pérez de Villagr  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.

ALAN TULLY | AUSTIN



Alan Tully is professor of 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 has worked with high school history teachers from all over the country for the last ten 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 on subjects including Texas history and the history of the American West as a lecturer in the history department at UTSA.

RON TYLER | FORT WORTH



Ron Tyler, director of the Amon Carter Museum of American Art, received his Ph.D. from Texas Christian University. He was director of the Texas State Historical Association from 1986 to 2005 and is editor or author of more than two dozen books, including *Alfred Jacob Miller: Artist as Explorer*; *Nature's Classics: John James Audubon's Birds and Animals*; *Visions of America: Pioneer Artists in a New Land*; *Posada's Mexico*; and *The Image of America in Caricature and Cartoon*. He has received numerous grants; published many articles in scholarly journals across the country; organized a number of major exhibitions; and lectured widely on exploration art, American and Western art and history, and John James Audubon in the United States as well as in Mexico, Poland, Romania, and Australia.

MARK K. UPDEGROVE | AUSTIN



Mark K. Updegrove was named director of the Lyndon Baines Johnson Library and Museum in October 2009. He is the fourth person to be appointed to the position since the Library's opening in 1971. Updegrove is the author of two books on the presidency, *Second Acts: Presidential Lives and Legacies After the White House*, published in 2006, and *Baptism by Fire: Eight Presidents Who Took Office in Times of Crisis*, published in 2009. In a career in media that spanned over twenty years, he served as publisher of *Newsweek*, Los Angeles manager of *Time*, president of *Time Canada*, and vice president of sales and operations of Yahoo! Canada. As a historical and political commentator, Updegrove has appeared on CNN, ABC News, CBS News, Fox News, and NPR, among others, and has lectured on the presidency at the National Constitution Center and numerous universities. A native of Philadelphia, Updegrove earned a B.A. in economics in 1984. He and his wife, Evelyn, have two children.

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.

ANA VILLARREAL | AUSTIN



Ana Villarreal was born in Mexico City, Mexico, but has resided in Texas for the past ten years. She is currently working on her B.A. in urban studies from The University of Texas at Austin. She currently serves as the education coordinator for the Eastside Community Connection. She has also been involved in numerous organizations devoted to social change such as Alma de Mujer, Blackland, and Mobile Loaves and Fishes. In January 2010 she joined Humanities Texas as an intern and assists with grants and education programs.

MARY L. VOLCANSEK | FORT WORTH



Mary L. Volcansek, professor of political science and former dean of Texas Christian University's AddRan College of Liberal Arts, serves as executive director of the Center for Texas Studies and vice chair of the board of directors for Humanities Texas. She specializes in judicial politics, comparative judicial politics, American constitutional law, and West European, Italian, and EU politics. She has published five monographs and edited or coedited seven collections.

LINDSEY WALL | AUSTIN, FORT WORTH, HOUSTON



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.

ERIC WALTHER | HOUSTON



Eric Walther has taught U.S. history at the University of Houston since 1991. His specialty is the antebellum South and the coming of the Civil War. Walther received his B.A. in history and American studies from California State University, Fullerton, and his M.A. and Ph.D. in history from Louisiana State University. Before coming to the University of Houston, he held a postdoctoral fellowship with the Papers of Jefferson Davis at Rice University and taught at Texas A&M University. Walther is the author of three books, numerous articles, and many book reviews. *Shattering of the Union: America in the 1850s* was selected as a *Choice* magazine Outstanding Academic Title in 2004. His biography of the foremost leader of secession, *William Lowndes Yancey and the Coming of the Civil War*, was published by the University of North Carolina Press in the spring of 2006 and received the James Rawley Award from the Southern Historical Association and the Jefferson Davis Award from the Museum of the Confederacy.

KENNETH WEIHER | SAN ANTONIO



Kenneth Weiher is chair of the economics department at The University of Texas at San Antonio. His published work includes *America’s Search for Economic Stability: Monetary and Fiscal Policy Since 1913* (1992).

GORDON S. WOOD | EL PASO



Gordon S. Wood is Alva O. Way University Professor and professor of history emeritus at Brown University. He received his B.A. from Tufts University and his Ph.D. from Harvard University. He taught at Harvard and the University of Michigan before joining the faculty at Brown in 1969. He is the author of many works, including *The Creation of the American Republic, 1776–1787* (1969), which won the Bancroft Prize and the John H. Dunning Prize in 1970, and *The Radicalism of the American Revolution* (1992), which won the Pulitzer Prize for History and the Ralph Waldo Emerson Prize in 1993. *The Americanization of Benjamin Franklin* (2004) was awarded the Julia Ward Howe Prize by the Boston Authors Club in 2005. His book *Revolutionary Characters: What Made the Founders Different* was published in 2006, and *The Purpose of the Past: Reflections on the Uses of History* was published in 2008. His volume in the Oxford History of the United States, titled *Empire of Liberty: A History of the Early Republic, 1789–1815* (2009), was given the Association of American Publishers Award for History and Biography in 2009 and the American History Book Prize by the New York Historical Society in 2010. It was also a 2010 finalist for the Pulitzer Prize for History and for the *Los Angeles Times* Book Prize in History. Wood is a fellow of the American Academy of Arts and Sciences and the American Philosophical Society.

ROBERT WOOSTER | LAREDO



Robert Wooster is Regents Professor of History at Texas A&M University–Corpus Christi, where he has taught since 1985. In 1998, he was named a Piper Professor for his distinguished teaching. A fellow and past president of the Texas State Historical Association, he is author of ten books, most recently *The American Military Frontiers: The United States Army in the West, 1783–1900* (University of New Mexico Press, 2009).

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.





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

SUNDAY, JUNE 6

OPENING PROGRAM

5:15–6:00 p.m.	Participant introductions
6:00–6:15 p.m.	Opening remarks <i>Tina Houston, Michael L. Klein, Larry D. Carver</i>
6:15–7:00 p.m.	“Ben Franklin and the Witches” <i>H. W. Brands</i>
<i>Great Hall, LBJ Library</i>	
7:00–8:30 p.m.	Cocktails and dinner

MONDAY, JUNE 7

## MORNING PROGRAM

8:00–8:45 a.m.	Breakfast
8:45–9:00 a.m.	Announcements
9:00–9:45 a.m.	“The Spanish Colonial Period” <i>Juliana Barr</i>
9:45–10:30 a.m.	“The Revolutionary Period” <i>Robert Olwell</i>
10:30–10:45 a.m.	Break
10:45–11:30 a.m.	“The Constitution” <i>Charles Flanagan</i>
11:30 a.m.–12:15 p.m.	“Jefferson’s Presidency” <i>Peter S. Onuf</i>
12:15–1:30 p.m.	Lunch “Amon Carter Museum Resources for Educators” <i>Stacy Fuller</i>

## AFTERNOON PROGRAM

1:30–2:15 p.m.	“National Archives & ‘President’s Vision’ Teaching Resources” <i>Richard H. Hunt and Charles Flanagan</i>
2:15–2:30 p.m.	Break
2:30–4:30 p.m.	Primary source workshops <i>Barr, Flanagan, Howell, Onuf</i>

## TUESDAY, JUNE 8

## MORNING PROGRAM

8:00–8:45 a.m.	Breakfast
8:45–9:00 a.m.	Announcements
9:00–9:45 a.m.	“Economic Development and Expansion” <i>Sean Patrick Adams</i>
9:45–10:30 a.m.	“Native Americans and Western Expansion” <i>Erika Marie Bsumek</i>
10:30–10:45 a.m.	Break
10:45–11:30 a.m.	“Slavery” <i>Carey H. Latimore</i>
11:30 a.m.–12:15 p.m.	“Social Reform Movements of the Nineteenth Century” <i>Kathi Kern</i>
12:15–1:45 p.m.	Lunch
	“The Jacksonian Era” <i>H. W. Brands</i>

## AFTERNOON PROGRAM

1:45–2:30 p.m.	Master teacher panel discussion <i>Charles Flanagan (chair), Jim Furgeson, Beth Hudson, James Sombathy</i>
2:30–2:45 p.m.	Break
2:45–4:45 p.m.	Primary source workshops <i>Adams, Brands, Kern, Latimore</i>

## EVENING PROGRAM

*Z'Tejas Southwestern Grill*  
6:00–8:00 p.m. Reception

## WEDNESDAY, JUNE 9

## MORNING PROGRAM

8:00–8:45 a.m.	Breakfast
8:45–9:00 a.m.	Announcements
9:00–9:30 a.m.	“LBJ Library Resources for Educators” <i>Marsha Sharp</i>
9:30–10:15 a.m.	“Sectionalism and the Civil War” <i>George Forgie</i>
10:15–10:30 a.m.	Break
10:30–11:15 a.m.	“Reconstruction” <i>Alwyn Barr</i>
11:15 a.m.–12:45 p.m.	Primary source workshops <i>Barr, Bsumek, Forgie, Brenda Gunn</i>

## CLOSING PROGRAM

12:45–2:00 p.m.	Lunch Closing remarks
2:00–3:00 p.m.	Optional: Tour of LBJ Library

## RONALD BISHOP



Ronald Bishop teaches world history at West Orange-Stark High in Orange. He has taught for two years.

## CASI COOK



Casi Cook teaches Texas history at O. Henry Middle in Austin. She has taught for three years.

## KARYN BOYD



Karyn Boyd teaches U.S. history at Manor Middle in Manor. She has taught for seven years.

## ALLISON CORNELL



Allison Cornell teaches social studies at Cesar Chavez Middle in Waco. She has taught for two years.

## JAMIE CAMPBELL



Jamie Campbell teaches world geography at West Orange-Stark High in Orange. She has taught for four years.

## JENNIFER DANCLAR



Jennifer Danclar teaches U.S. history, world geography, and sociology at West Orange-Stark High in Orange. She has taught for three months.

## ANDREW COLLINS



Andrew Collins teaches Texas history at Gus Garcia Middle in Austin. He has taught for one year.

## MELANIE DECKER



Melanie Decker teaches English at Midway High in Waco. She has taught for fourteen years. Decker also attended a Humanities Texas teacher institute in 2007.

## KATHLEEN CONNORS



Kathleen Connors teaches world geography, pre-AP world geography, and teen leadership at A. N. McCallum High in Austin. She has taught for two years.

## MARY DUTY



Mary Duty teaches U.S. history at Tennyson Middle in Waco. She has taught for eleven years.

## ANDREA EAGLE



Andrea Eagle teaches Texas history at Richardson West Junior High in Richardson. She has taught for one year. She was nominated to attend the institute by State Senator Florence Shapiro.

## MARIBEL FLORES



Maribel Flores teaches U.S. history at Bowie Junior High in Odessa. She has taught for four years.

## NORA GARCIA



Nora Garcia teaches history at Carl O. Hamlin Middle in Corpus Christi. She has taught for twelve years. Garcia also attended a Humanities Texas teacher institute in 2009.

## BRANDY GRATTEN



Brandy Gratten teaches U.S. history at Gus Garcia Middle in Austin. She has taught for three years.

## BARNEY GUERRA



Barney Guerra teaches U.S. history, U.S. government, economics, world history, world geography, and girls' soccer at Manor High in Manor. He has taught for three years.

## CANDACE HUNTER



Candace Hunter teaches U.S. history at Webb Middle in Austin. She has taught for three years.

## DIZTORSHA JEFFERSON



Diztorsha Jefferson teaches U.S. history, government, and AP psychology at West Orange-Stark High in Orange. She has taught for two years.

## HERSCHEL JOHNSON



Herschel Johnson teaches U.S. history at Covington Middle in Austin. He has taught for one year.

## KEVIN JOHNSON



Kevin Johnson teaches history at Manor Middle in Manor. He has taught for six years.

## JOHN KENNADY



John Kennady teaches U.S. history, world geography, art, industrial technology, and yearbook at Grady School in Lenorah. He has taught for twenty-four years.



DOUG KUBICEK



Doug Kubicek teaches Texas history and world geography at Hallettsville Junior High in Hallettsville. He has taught for twenty-three years. Kubicek also attended a Humanities Texas teacher institute in 2008. In 2010, he received the Linden Heck Howell Outstanding Teaching of Texas History Award from Humanities Texas.

ALONZO McADOO



Alonzo McAdoo teaches U.S. and Texas history at University Middle in Waco. He has taught for two years.

GARY MILLIKAN



Gary Millikan teaches world geography at Manor High in Manor. He has taught for one year.

ELIZABETH ORTIZ



Elizabeth Ortiz teaches world cultures at Martin Middle in Austin. She has taught for eight years.

MARIANNE PITTS



Marianne Pitts teaches U.S. and Texas history at Tennyson Middle in Waco. She has taught for four years.

HEATHER RAMIREZ



Heather Ramirez teaches U.S. history at Brentwood Middle in San Antonio. She has taught for two years.

MARIO RAMIREZ



Mario Ramirez teaches U.S. history at Webb Middle in Austin. He has taught for four years.

STEPHEN RAY



Stephen Ray teaches U.S. history at Mendez Middle in Austin. He has taught for sixteen years.

TINA SENKEL



Tina Senkel teaches U.S. history at Tennyson Middle in Waco. She has taught for one year.

OLINDA SMITH



Olinda Smith teaches Texas history and U.S. history at Bonham Middle in Temple. She has taught for three years.

MELISSA SOLIS



Melissa Solis teaches Texas history at Live Oak Ridge Middle in Killeen. She has taught for three years.

ERIC SOSA



Eric Sosa teaches U.S. history at Martin Middle in Austin. He has taught for one year.

JOE THOMASSON



Joe Thomasson teaches U.S. history, world geography, world cultures, government, and economics at Leakey High in Leakey. He has taught for twenty years. Thomasson also attended a Humanities Texas teacher institute in 2009.

JOE UNDERWOOD



Joe Underwood teaches U.S. history at Reagan High in Austin. He has taught for five years.

JOHNA UNDERWOOD



Johna Underwood teaches English literature, language, and composition at Taylor High in Taylor. She has taught for five years.

STORM VANCE



Storm Vance teaches U.S. history at Martin Middle in Austin. She has taught for four years.

LARSON WASHINGTON



Larson Washington teaches social studies at Decker Middle in Manor. He has taught for three years.

ROGER WHITE



Roger White teaches U.S. history at Alamo Heights Junior in San Antonio. He has taught for three years. He was nominated to attend the institute by Texas House Speaker Joe Straus.

KATHERINE WHITEHURST



Katherine Whitehurst teaches U.S. history and sociology at A. N. McCallum High in Austin. She has taught for three years.

RON ZACHARY



Ron Zachary teaches U.S. history at Decker Middle in Manor. He has taught for three years.



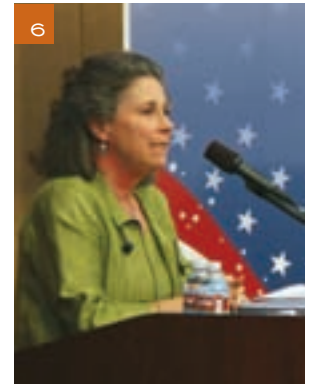


1 Participants in the Austin institute.

2 Peter S. Onuf (left) leads a primary source workshop on Jefferson's inaugural addresses.

3 Marsha Sharp, education specialist at the LBJ Library, speaks about the Library's resources for teachers.

4 Participant Alonzo McAdoo raises a question after a lecture.



5 Associate professor of history and associate chair of the UT Austin history department George Forgie (left) discusses strategies for teaching the Civil War.

6 Tina Houston, deputy director of the LBJ Library, welcomes teachers to the institute.

7 Teachers and guests gather to hear H. W. Brands's keynote lecture at the LBJ Library.

8 Participants introduce themselves on the opening night of the institute.

9 Teachers Nora Garcia, Marianne Pitts, and Mary Duty enjoy a reception at Z'Tejas Southwestern Grill.







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Unless otherwise specified, events took place in the El Paso Natural Gas Conference Center on the campus of The University of Texas at El Paso (UTEP).

TUESDAY, JUNE 8

OPENING PROGRAM

Undergraduate Learning Center

- 6:00–6:30 p.m. Participant introductions
- 6:30–7:30 p.m. Opening remarks  
Howard C. Daudistel, Michael L. Gillette, Maceo C. Dailey Jr.
- “Empire of Liberty”  
Gordon S. Wood
- President’s welcome  
Diana Natalicio
- 7:30–9:00 p.m. Reception and dinner

WEDNESDAY, JUNE 9

MORNING PROGRAM

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Life in the British and Spanish Colonies”  
Julia Schiavone Camacho
- 9:45–10:30 a.m. “The Great Awakening”  
Brad Cartwright
- 10:30–11:00 a.m. Break
- 11:00–11:45 a.m. “The Articles of Confederation and the Constitution”  
Gordon S. Wood
- 11:45 a.m.–12:30 p.m. “The Bill of Rights”  
Charles Flanagan
- 12:30–1:30 p.m. Lunch

AFTERNOON PROGRAM

- 1:30–2:15 p.m. Master teacher panel discussion  
Charles Flanagan (chair), Mark LaCroix, Maggie Moody
- 2:15–2:30 p.m. Break
- 2:30–4:30 p.m. Primary source workshops  
Cartwright, Flanagan, Schiavone Camacho, Wood

EVENING PROGRAM

Home of Dee and Adair Margo

- 5:00–6:30 p.m. Reception

THURSDAY, JUNE 10

MORNING PROGRAM

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Native Americans and Westward Expansion”  
Jeffrey P. Shepherd
- 9:45–10:30 a.m. “Slavery in America”  
Maceo C. Dailey Jr.
- 10:30–11:00 a.m. Break
- 11:00–11:45 a.m. “Texas and the American Frontier”  
Charles H. Martin
- 11:45 a.m.–12:30 p.m. “Social Reform Movements of the Nineteenth Century”  
Kathi Kern
- 12:30–1:30 p.m. Lunch

AFTERNOON PROGRAM

- 1:30–2:15 p.m. “National Archives and Records Administration and ‘President’s Vision’ Teaching Resources”  
Charles Flanagan, Eric Lupfer
- 2:15–2:30 p.m. Break
- 2:30–4:30 p.m. Primary source workshops  
Dailey, Kern, Martin, Shepherd

EVENING PROGRAM

Union Building breezeway

- 5:00–6:30 p.m. Dinner

FRIDAY, JUNE 11

MORNING PROGRAM

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “The U.S.-Mexico War”  
Ernesto Chávez
- 9:45–10:30 a.m. “The Coming of the Civil War”  
Adam Arenson
- 10:30–11:00 a.m. Break
- 11:00–11:45 a.m. “The Civil War and Its Legacy”  
Keith A. Erikson
- 11:45 a.m.–12:45 p.m. Lunch

CLOSING PROGRAM

- 12:45–1:30 p.m. “Amon Carter Museum Resources for Educators”  
Stacy Fuller
- 1:30–3:30 p.m. Primary source workshops  
Arenson, Chávez, Erikson, Fuller
- Closing remarks

NORA ARENAS



Nora Arenas teaches special education math, inclusion science, and inclusion social studies at Canutillo Middle in Canutillo. She has taught for four years.

JOHN FERNANDEZ



John Fernandez teaches Texas history and U.S. history at Desert View Middle in El Paso. He has taught for thirty years.

MARK LEVITT



Mark Levitt teaches U.S. history at Coronado High in El Paso. He has taught for fifteen years.

CHELSE MALONE



Chelse Malone teaches science, social studies, language arts, math, and reading at Canutillo Middle in Canutillo. She has taught for one year.

LISA BORUNDA



Lisa Borunda teaches world geography and world history at Americas High in El Paso. She has taught for one year.

BARBARA FOURZAN



Barbara Fourzan teaches U.S. history at East Montana Middle in El Paso. She has taught for nineteen years.

CECILIA LIZAOLA



Cecilia Lizaola teaches U.S. history at Bassett Middle in El Paso. She has taught for two years.

LISA MARROQUIN



Lisa Marroquin teaches world geography, sociology, and psychology at Permian High in Odessa. She has taught for one year.

PATRICIA A. BURTON



Patricia A. Burton teaches Texas history at Eastwood Middle in El Paso. She has taught for five years. Burton also attended Humanities Texas teacher institutes in 2006 and 2007.

MIKE HIGGINS



Mike Higgins teaches Texas history, U.S. history, and world history at Morehead Middle in El Paso. He has taught for twenty-five years.

DANIEL LOPEZ



Daniel Lopez teaches U.S. history and Texas history at Guillen Middle in El Paso. He has taught for one year.

KRIS MENA



Kris Mena teaches world history, U.S. history, and government at Franklin High in El Paso. She has taught for thirty-five years. Mena also attended a Humanities Texas teacher institute in 2006.

MEREDITH CAFFEY



Meredith Caffey teaches world geography, Texas history, and U.S. history at Nazareth Middle in Nazareth. She has taught for five years. Caffey also attended Humanities Texas teacher institutes in 2007 and 2008.

JOSE HOLGUIN



Jose Holguin teaches social studies and athletics at Dell City School in Dell City. He has taught for fifteen years.

MARIO LOPEZ



Mario Lopez teaches social studies at Nolan Richardson Middle in El Paso. He has taught for three years.

MYRNA MENDOZA



Myrna Mendoza teaches U.S. history and Texas history at Desert View Middle in El Paso. She has taught for thirteen years.

LINDA DUNCAN



Linda Duncan teaches U.S. history at Morehead Middle in El Paso. She has taught for eight years.

ADRIANA JIMENEZ



Adriana Jimenez teaches gifted and talented humanities at Wiggs Middle in El Paso. She has taught for four years.

JEANETTE LOZANO



Jeanette Lozano teaches U.S. history, world history, and pre-AP world geography at Coronado High in El Paso. She has taught for three years.

LYNN MERCHANT



Lynn Merchant teaches Texas history, speech, and study skills at Terrace Hills Middle in El Paso. She has taught for twenty-six years.



CESAR PADILLA



Cesar Padilla teaches world history at Bowie High in El Paso. He has taught for one year.

JAIME REYES



Jaime Reyes teaches U.S. history at Paso Del Norte Elementary in El Paso. He has taught for five years.

LAURA STRELZIN



Laura Strelzin teaches geography, world history, and U.S. history at Franklin High in El Paso. She has taught for ten years.

MYRIAM VARGAS



Myriam Vargas teaches Texas history, U.S. history, Spanish, and reading for ESL at Jose Alderete Middle in Canutillo. She has taught for five years.

BECKY RAMIREZ



Becky Ramirez teaches U.S. history at Permian High in Odessa. She has taught for twelve years.

LOURDES REYES



Lourdes Reyes teaches world geography, government, and economics at Anthony High in Anthony. She has taught for two years.

JENS TILLMANN



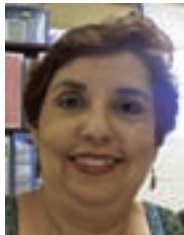
Jens Tillmanns teaches world history, AP world history, and dual-language world history at Eastwood High in El Paso. He has taught for three years.

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 five years.

EVANGELINE RAMIREZ



Evangeline Ramirez teaches U.S. history at Desert View Middle in El Paso. She has taught for twenty-nine years. Ramirez also attended a Humanities Texas teacher institute in 2006.

JULIE ANA RICHARDSON



Julie Ana Richardson teaches history and English language arts at Sierra Blanca Secondary in Sierra Blanca. She has taught for four years.

HAZEL TIPTON



Hazel Tipton teaches U.S. history and AP U.S. history at Austin High in El Paso. She has taught for twelve years.

RUTH ZONA



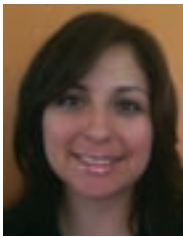
Ruth Zona teaches world cultures and U.S. history at Morehead Middle in El Paso. She has taught for six years.

EDITH RAMOS



Edith Ramos teaches U.S. history at Bassett Middle in El Paso. She has taught for sixteen years.

JOANNA RIVERA



Joanna Rivera teaches economics, government, and U.S. history at Jefferson High in El Paso. She has taught for one year.

GABRIEL VALDEZ



Gabriel Valdez teaches world cultures at Rosemont Sixth Grade in Fort Worth. He has taught for two years.

HENRY ZUBIATE JR.



Henry Zubiate Jr. teaches U.S. history and Texas history at Desert View Middle in El Paso. He has taught for ten years.

GREGORIO REYES



Gregorio Reyes teaches social studies at KEYS Academy in El Paso. He has taught for five years.

NORA SANCHEZ



Nora Sanchez teaches ESL social studies at Guillen Middle in El Paso. She has taught for nine years.

ADRIAN VALLES



Adrian Valles teaches U.S. history at Indian Ridge Middle in El Paso. He has taught for nine years.





1 Participants in the El Paso institute.

2 Teachers and guests listen to Pulitzer prize-winning historian Gordon S. Wood's keynote lecture, "Empire of Liberty."

3 Teachers Myrna Mendoza and Evangeline Ramirez at the reception hosted by Dee and Adair Margo.

4 Charles Flanagan of the National Archives and Records Administration leads a panel discussion with master teachers Mark LaCroix and Maggie Moody.



5 Participant Mark Levitt shares his thoughts following a lecture on antebellum reform movements delivered by Kathi Kern, associate professor of history at the University of Kentucky.

6 Teachers examine works of art from the Amon Carter Museum during a primary source workshop led by the museum's head of education, Stacy Fuller (right).

*It is natural for us to host events like this for teachers in our region, and from elsewhere in our state, because we understand that we share a responsibility with our colleagues in the K–12 schools for the young people whose future success will determine the quality of life in this region. These K–12 teachers are the ones who prepare eighty-three percent of UTEP's twenty-one thousand students from this region who bring their dreams and aspirations to the UTEP campus. Because of these teachers' good work, our students bring with them the knowledge and skills they need to be successful at UTEP. We, then, are able to launch them into a far higher orbit than they might have initially anticipated because of the fine preparation that they receive from teachers in this region. . . . The future of this region really is in our collective hands. We share that responsibility, and we greatly appreciate the opportunity to work with our colleagues in the schools.*

DR. DIANA NATALICIO, PRESIDENT, THE UNIVERSITY OF TEXAS AT EL PASO



7 Teachers examine the Constitution with Gordon S. Wood, Alva O. Way University Professor and professor of history emeritus at Brown University.

8 Teachers discuss Texas history with UTEP associate professor of history Charles H. Martin (center).

9 Teachers attend a morning program.  
10 Adam Arenson, assistant professor of history at UTEP, delivers a lecture on the sectional conflict preceding the Civil War.





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*Shaping the American Republic to 1877*  
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Mary L. Volcansek  
Director  
Gene Smith

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

SUNDAY, JUNE 13

OPENING PROGRAM  
*Brown-Lupton University Union, The Chambers, 3rd Floor*  
5:30–6:30 p.m. Participant introductions  
*Brown-Lupton University Union Auditorium*  
6:30–6:45 p.m. Opening remarks  
*Mary L. Volcansek*  
6:45–7:30 p.m. “From American Colonies to American Revolutions”  
*Alan Taylor*  
*Dee J. Kelly Alumni and Visitors Center*  
7:30–9:00 p.m. Dinner

MONDAY, JUNE 14

*Brown-Lupton University Union cafeteria*  
8:00–8:45 a.m. Breakfast  
MORNING PROGRAM  
*Smith Entrepreneurs Hall Room 314*  
8:45–9:00 a.m. Announcements  
9:00–9:45 a.m. “The Spanish Colonial Era”  
*Jesús F. de la Teja*  
9:45–10:30 a.m. “American Indians”  
*Theresa Strouth Gaul*  
10:30–10:45 a.m. Break  
10:45–11:30 a.m. “The American Revolution”  
*Alan Taylor*  
11:30 a.m.–12:15 p.m. “The Constitution”  
*Charles Flanagan*

*Brown-Lupton University Union Ballroom*  
12:30–1:30 p.m. Lunch

AFTERNOON PROGRAM  
*Brown-Lupton University Union Ballroom*  
1:30–2:30 p.m. Master teacher panel discussion  
*Flanagan* (chair), *Jay Clack*,  
*Nancy Cooper*, *Signe Peterson Fourmy*  
2:30–2:45 p.m. Break  
2:45–4:45 p.m. Primary source workshops  
*de la Teja, Flanagan, Gaul, Taylor*

TUESDAY, JUNE 15

*Brown-Lupton University Union cafeteria*  
8:00–8:45 a.m. Breakfast  
MORNING PROGRAM  
*Smith Entrepreneurs Hall Room 314*  
8:45–9:00 a.m. Announcements  
9:00–9:45 a.m. “The New Republic”  
*Gene Smith*  
9:45–10:30 a.m. “Slavery”  
*Albert S. Broussard*  
10:30–10:45 a.m. Break  
10:45–11:30 a.m. “Sectional Crisis and Civil War”  
*George Forgie*  
11:30 a.m.–12:15 p.m. “Westward Expansion”  
*Todd M. Kerstetter*  
*Brown-Lupton University Union Ballroom*  
12:30–1:30 p.m. Lunch  
“National Archives and ‘President’s Vision’ Teaching Resources”  
*Charles Flanagan*  
AFTERNOON PROGRAM  
*Amon Carter Museum of American Art*  
2:00–2:45 p.m. “Amon Carter Museum Resources for Educators”  
*Stacy Fuller*  
2:45–4:45 p.m. Primary source workshops  
*Broussard, Forgie, Kerstetter, Smith*

EVENING PROGRAM  
*Fort Worth Museum of Science and History*  
5:00–6:00 p.m. Tour  
*National Cowgirl Museum and Hall of Fame*  
6:00–7:30 p.m. Reception and tour

WEDNESDAY, JUNE 16

*Brown-Lupton University Union cafeteria*  
7:45–8:30 a.m. Breakfast  
MORNING PROGRAM  
*Smith Entrepreneurs Hall Room 314*  
8:30–9:15 a.m. “The Jacksonian Era”  
*Kenneth Stevens*  
9:15–10:00 a.m. “Antebellum Women”  
*Rebecca Sharpless*  
10:00–10:45 a.m. “Reconstruction”  
*Gregg Cantrell*  
10:45–11:00 a.m. Break  
11:00 a.m.–12:30 p.m. Primary source workshops  
*Cantrell, Light T. Cummins, Sharpless, Stevens*  
CLOSING PROGRAM  
*Los Vaqueros Restaurant*  
12:45–2:00 p.m. Lunch  
Closing Remarks

AMBER BERMUDEZ



Amber Bermudez teaches U.S. history at South Grand Prairie High in Grand Prairie. She has taught for two years.

AIMEE DENNIS



Aimee Dennis teaches world history, Texas history, and U.S. history at James S. Hogg Middle in Tyler. She has taught for three years. She was nominated to attend the institute by State Representative Leo Berman.

JULIAANN FOSTER



Juliaann Foster teaches U.S. history at Athens Middle in Athens. She has taught for one year.

JENNIFER HUDSON ALLEN



Jennifer Hudson Allen teaches U.S. history, geography, Russian history, Texas history, African American history, and government at Bishop Lynch High in Dallas. She has taught for ten years.

MEGAN BOWARD



Megan Boward teaches U.S. history at Schimelpfenig Middle in Plano. She has taught for three years.

DALE DRISKILL



Dale Driskill teaches social studies at Gene Pike Middle in Justin. He has taught for eighteen years. He was nominated to attend the institute by U.S. Congressman Michael Burgess.

JENNIFER GILPIN



Jennifer Gilpin teaches Texas history at Keller Middle in Keller. She has taught for two years.

DEMETRIA IVORY



Demetria Ivory teaches U.S. history at Lancaster Middle in Lancaster. She has taught for one year.

KATHERINE BOZICK



Katherine Bozick teaches Texas history and U.S. history at Richard B. Hubbard Middle in Tyler. She has taught for five years. She was nominated to attend the institute by State Representative Leo Berman.

LORALEA EPPERSON



Lorelea Epperson teaches English II and ESL at Brownsboro High in Brownsboro. She has taught for two years.

KELAN GRIMES



Kelan Grimes teaches U.S. history at Apollo Junior High in Richardson. She has taught for five years.

SAMMY JOHNSON



Sammy Johnson teaches U.S. history, government, and economics at Houston Heights High in Houston. He has taught for thirteen years. Johnson also attended Humanities Texas teacher institutes in 2008 and 2009. He was nominated to attend this year's institute by U.S. Senator John Cornyn.

MICHAEL CLEAR



Michael Clear teaches U.S. history at John B. Hood Middle in Dallas. He has taught for three years.

CARRIE FALTYSEK



Carrie Faltysek teaches pre-AP and regular U.S. history at Forest Meadow Junior High in Dallas. She has taught for three years.

ASHLEY HEMPHILL



Ashley Hemphill teaches language arts and U.S. history at Boude Storey Middle in Dallas. She has taught for three years.

ANDREA KLINE



Andrea Kline teaches U.S. history at Lancaster Middle in Lancaster. She has taught for two years.

CYNTHIA COOPER



Cynthia Cooper teaches U.S. history at Bessie Coleman Middle in Cedar Hill. She has taught for four years.

SARAH FEZIO



Sarah Fezio teaches social studies, science, math, and ELA at W. P. McLean Sixth Grade Center in Fort Worth. She has taught for five years.

JOANNE HOWARD



Joanne Howard teaches Texas and U.S. history at Summer Creek Middle in Crowley. She has taught for twenty years.

SHAREEFAH MASON



Shareefah Mason teaches U.S. history at Boude Storey Middle in Dallas. She has taught for four years.



RYAN MCBRYDE



Ryan McBryde teaches world geography, world history, U.S. history, government, and economics at Leverett's Chapel High in Laird Hill. He has taught for three years.

CLARISSA OLIVARES-PARMER



Clarissa Olivares-Parmer teaches U.S. history and athletics at Shirley Hall Middle in Weatherford. She has taught for four years.

STACY REED



Stacy Reed teaches world history, pre-AP U.S. history, language arts, and reading at Dallas Environmental Science Academy in Dallas. She has taught for three years.

STEPHEN SMITH



Stephen Smith teaches English at Lancaster Middle in Lancaster. He has taught for one year.

CHARLES MCGEE



Charles McGee teaches social studies at Sam Tasby Middle in Dallas. He has taught for twenty-four years.

DANNA ORABO



Danna Orabo teaches U.S. history at Central Junior High in Euless. She has taught for nine years. Orabo also attended Humanities Texas teacher institutes in 2007 and 2008.

BRANDON REYNOLDS



Brandon Reynolds teaches Texas history and world history at Liberty Hill Middle in Killeen. He has taught for two years.

MURRAY SOMBRIO



Murray Sombrio teaches AP U.S. history at Cedar Hill High in Cedar Hill. He has taught for six years.

LACHELLE MCLANE-VEAL



Lachelle McLane-Veal teaches Texas history at W. C. Stripling Middle in Fort Worth. She has taught for two years.

ELSIE POSERN



Elsie Posern teaches language arts and drama at Graham Junior High in Graham. She has taught for twenty-six years.

SARAH RICE



Sarah Rice teaches U.S. history at Brandenburg Middle in Garland. She has taught for four years. She was nominated to attend the institute by State Representative Joe Driver.

SCHRETTA STEWART-MAYS



Schretta Stewart-Mays teaches English and language arts at Bessie Coleman Middle in Cedar Hill. She has taught for eight years.

MAGGIE MILES



Maggie Miles teaches U.S. history at Barnett Junior High in Arlington. She has taught for twelve years.

ELISSA RAMIREZ



Elissa Ramirez teaches U.S. history at Sam Houston Middle in Garland. She has taught for three years. She was nominated to attend the institute by State Representative Joe Driver.

ERIN SHANKS



Erin Shanks teaches U.S. history and athletics at A. O. Calhoun Middle in Denton. She has taught for two years.

JOHN TABOR



John Tabor teaches U.S. history at Howard Eighth Grade Center in Waxahachie. He has taught for seven years.

JENNIFER MOON



Jennifer Moon teaches U.S. history at Shirley Hall Middle in Weatherford. She has taught for eight years.

ALICIA RAMIREZ-SERRATO



Alicia Ramirez-Serrato teaches U.S. history and world studies at Francisco Medrano Middle in Dallas. She has taught for two years.

MICKIE SIEK



Mickie Siek teaches U.S. history at North Richland Middle in North Richland Hills. She has taught for fifteen years. Siek also attended a Humanities Texas teacher institute in 2007. She was nominated to attend this year's institute by U.S. Congressman Michael Burgess.

NICHOLAS TAYLOR



Nicholas Taylor teaches Texas history and U.S. history at Celina Middle in Celina. He has taught for four years. Taylor also attended a Humanities Texas teacher institute in 2008.



JENILEE TUTTLE



Jenilee Tuttle teaches U.S. history and athletics at Sam Houston Middle in Garland. She has taught for one year. She was nominated to attend the institute by State Representative Joe Driver.

MARA WEBSTER



Mara Webster teaches U.S. history and Texas history at Westwood Junior High in Dallas. She has taught for two years.

VICKIE WILLIAMS



Vickie Williams teaches Texas history and U.S. history at Sarah Zumwalt Middle in Dallas. She has taught for fourteen years.

ALLISON WOOD



Allison Wood teaches Texas history at Handley Middle in Fort Worth. She has taught for three years. Wood also attended a Humanities Texas teacher institute in 2009.

JULIE WOOTEN



Julie Wooten teaches world history and U.S. history at Brownsboro High in Brownsboro. She has taught for sixteen years. Wooten also attended a Humanities Texas teacher institute in 2009.



1 Fort Worth institute faculty director Todd M. Kerstetter (left) leads a primary source workshop at the Amon Carter Museum.

2 Participants in the Fort Worth institute.

3 TCU professor of history Kenneth Stevens speaks with teachers about the Jacksonian era.

4 State Historian of Texas Light T. Cummins discusses two "President's Vision" posters with teachers.

5 Teachers explore the Constitution with Charles Flanagan (left) of the National Archives and Records Administration.





UNIVERSITY of  
HOUSTON

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- Kristen Lindley, *Houston*

Chancellor and President  
Renu Khator

Senior Vice President and  
Senior Vice Chancellor for Academic Affairs  
John J. Antel

Interim Dean of the College of  
Liberal Arts & Social Sciences  
Cynthia Freeland

*Shaping the American Republic to 1877*  
Faculty Directors  
Michael Leroy Oberg  
Monica Perales

Unless otherwise specified, events took place on the campus of the University of Houston (UH).

TUESDAY, JUNE 8

OPENING PROGRAM

*Philip Guthrie Hoffman (PGH) Room 232*

- 5:00–6:00 p.m. Participant introductions
- 6:00–6:15 p.m. Opening remarks  
*Cathy Patterson, Monica Perales,  
Michael Leroy Oberg*
- 6:15–7:00 p.m. “Jefferson’s America”  
*Peter S. Onuf*

*Honors Commons, 2nd Floor, MD Anderson Memorial Library*  
7:00–9:00 p.m. Reception and dinner

WEDNESDAY, JUNE 9

MORNING PROGRAM

*Science and Engineering Classroom Building (SEC) 202 & 203*

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Early Spanish Colonization in Texas  
and Latin America”  
*Susan Kellogg*
- 9:45–10:30 a.m. “The Colonial Era”  
*R. Todd Romero*
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “The Revolutionary Era”  
*James Kirby Martin*
- 11:30 a.m.–12:15 p.m. “The Constitution”  
*Raymond W. Smock*

AFTERNOON PROGRAM

*Melcher Board Room, UH Athletics and Alumni Center (ATH)*

- 12:30–1:30 p.m. Lunch  
“‘President’s Vision’ Teaching Resources”  
*Shelley Sallee*
- 1:30–2:30 p.m. Master teacher panel discussion  
*Sallee (chair), Cynthia Humphries,  
Signe Peterson Fourmy*
- 2:30–2:45 p.m. Break
- 2:45–4:45 p.m. Primary source workshops  
*Kellogg, Martin, Romero, Sallee, Smock*

THURSDAY, JUNE 10

MORNING PROGRAM

*SEC 202 & 203*

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Jacksonian Democracy”  
*Daniel Feller*
- 9:45–10:30 a.m. “Pre–Civil War American Culture”  
*Alexis McCrossen*
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “Westward Expansion”  
*Raúl Ramos*
- 11:30 a.m.–12:15 p.m. “Slavery”  
*Alexander X. Byrd*

AFTERNOON PROGRAM

*Melcher Board Room, ATH*

- 12:30–1:45 p.m. Lunch  
“Teaching Native American History”  
*Michael Leroy Oberg*
- 1:45–3:45 p.m. Primary source workshops  
*Byrd, Feller, McCrossen, Oberg,  
Sallee*

EVENING PROGRAM

*The Museum of Fine Arts, Houston*

- 5:00–6:30 p.m. Reception and museum tour

FRIDAY, JUNE 11

MORNING PROGRAM

*SEC 202 & 203*

- 8:00–8:45 a.m. Breakfast
- 8:45–9:00 a.m. Announcements
- 9:00–9:45 a.m. “Dissolution of the Union”  
*Eric Walther*
- 9:45–10:30 a.m. “The Civil War and Reconstruction”  
*George Forgie*
- 10:30–10:45 a.m. Break
- 10:45–11:30 a.m. “Women’s Petitions to Congress and  
Other National Archives Educational  
Resources”  
*Martha Grove*

CLOSING PROGRAM

*Melcher Board Room, ATH*

- 11:45 a.m.–1:00 p.m. Lunch
- 1:00–2:30 p.m. Primary source workshops  
*Grove, Forgie, Ramos, Walther*
- 2:30–2:45 p.m. Closing remarks

CHERYL ANDERSON



Cheryl Anderson teaches Texas history at Ruby Sue Clifton Middle in Houston. She has taught for twenty-one years.

PAUL BLUME JR.



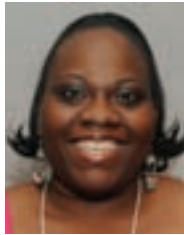
Paul Blume Jr. teaches world cultures, Texas history, and U.S. history at Alternative Learning Center in Houston. He has taught for twenty-four years. Blume also attended Humanities Texas teacher institutes in 2005 and 2007.

MEREDITH BOENEMAN



Meredith Boeneman teaches government and economics at Santa Fe High in Santa Fe. She has taught for sixteen years. Boeneman also attended Humanities Texas teacher institutes in 2007 and 2008.

MARCIA BURRELL



Marcia Burrell teaches world cultures, Texas history, and U.S. history at Crispus Attucks Middle in Houston. She has taught for ten years.

ANGELA COVERSON



Angela Coverson teaches world history at North Forest High in Houston. She has taught for two years.

WILLIAM DAUGHERTY



William Daugherty teaches AP U.S. history and contemporary U.S. history at J. Frank Dobie High in Houston. He has taught for twenty-four years. Daugherty also attended a Humanities Texas teacher institute in 2009.

FAITH DAVIS JOHNSON



Faith Davis Johnson teaches U.S. history at John B. Hood Middle in Dallas. She has taught for five years.

ROBIN DUERR



Robin Duerr teaches U.S. history, U.S. government, and economics at Cesar E. Chavez High in Houston. He has taught for four years.

KARLA DURAN



Karla Duran teaches Texas history, technology, and keyboarding at KIPP Aspire Academy in San Antonio. She has taught for three years.

REGINA ELLIS



Regina Ellis teaches world geography, world history, and U.S. history at Clear Brook High in Friendswood. She has taught for five years.

MARY CLAIRE FORD



Mary Claire Ford teaches U.S. history at Nolan Ryan Junior High in Pearland. She has taught for two years. She was nominated to attend the institute by State Senator Mike Jackson.

JERRY FRAZIER



Jerry Frazier teaches Texas history and U.S. history at Moore MST Magnet in Tyler. He has taught for twenty-two years. He was nominated to attend the institute by State Representative Leo Berman.

SAN JUANA GAMEZ



San Juana Gamez teaches Texas history and science at Spring Oaks Middle in Houston. She has taught for six years.

KARI JOHNSON



Kari Johnson teaches U.S. history and Texas history at Quail Valley Middle in Missouri City. She has taught for fourteen years.

STACI JONES



Staci Jones teaches U.S. history at Humble Middle in Humble. She has taught for eleven years.

ASHLEY JORDAN



Ashley Jordan teaches U.S. history at Humble Middle in Humble. She has taught for four years.

STEPHEN KOHAN



Stephen Kohan teaches pre-AP world history at La Marque High in La Marque. He has taught for six years. Kohan also attended a Humanities Texas teacher institute in 2009.

KYLE KRUEGER



Kyle Krueger teaches Texas history at Mattie B. Hambrick Middle in Houston. He has taught for one year.

LONG LE



Long Le teaches U.S. history at Killough Middle in Houston. He has taught for one year.

JOAN LINSLEY



Joan Linsley teaches U.S. history and community service learning at Pin Oak Middle in Bellaire. She has taught for twenty-nine years.



LAURA MCINTYRE



Laura McIntyre teaches art, technology, and global studies at Galveston Early College High in Galveston. She has taught for two years.

CHRISTINA ANN MURPHY



Christina Ann Murphy teaches world cultures at West Briar Middle in Houston. She has taught for ten years.

DYLAN ROBERTSON



Dylan Robertson teaches Texas history at Weis Middle in Galveston. She has taught for three years.

GEORGE TZANNIS



George Tzannis teaches U.S. history, government, and economics at W. R. Wood Alternative in Sugar Land. He has taught for ten years. Tzannis also attended a Humanities Texas teacher institute in 2004.

LARITA MERRITT



Larita Merritt teaches Texas history at Thomas J. Stovall Middle in Houston. She has taught for nine years. Merritt also attended Humanities Texas teacher institutes in 2005 and 2006.

ALEXANDRA PEDERSON



Alexandra Pederson teaches U.S. history at Daniel Ortiz Middle in Houston. She has taught for one year.

CASSANDRA SANFORD



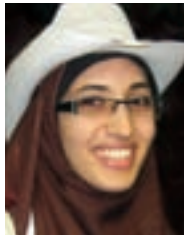
Cassandra Sanford teaches U.S. history at Carthage Junior High in Carthage. She has taught for one year.

MARK VETITOE



Mark Vetitoe teaches U.S. history at Creekwood Middle in Kingwood. He has taught for four years.

OLA MOHAMED



Ola Mohamed teaches social studies at Parker Intermediate in Houston. She has taught for one year.

STACY PHILLIPS



Stacy Phillips teaches Texas history and world history at Deer Park Junior High in Deer Park. She has taught for three years. She was nominated to attend the institute by State Senator Mike Jackson.

CATHERINE STEPHENS



Catherine Stephens teaches U.S. history at Blocker Middle in Texas City. She has taught for one year.

KAREN WENSKE



Karen Wenske teaches Texas history at Ruby Sue Clifton Middle in Houston. She has taught for nineteen years.

MICHAEL MOSER



Michael Moser teaches world cultures and U.S. history at Ross Sterling Middle in Humble. He has taught for three years.

DALE PRIOLEAU



Dale Prioleau teaches U.S. history and Texas history at Thomas J. Stovall Middle in Houston. He has taught for two years.

KAM THOMAS



Kam Thomas teaches Texas history and U.S. history at Contemporary Learning Center Middle in Houston. She has taught for two years.

CHERRY WILLIAMS



Cherry Williams teaches U.S. history at Knox Junior High in The Woodlands. She has taught for thirteen years.

ADELHEID MURPHREY



Adelheid Murphrey teaches U.S. history at Hudson Middle in Lufkin. She has taught for six years. Murphrey also attended a Humanities Texas teacher institute in 2008.

RENAE REDMOND



Renae Redmond teaches pre-AP English and pre-AP reading at Henderson Middle in Sour Lake. She has taught for five years.

MARVIN TODD



Marvin Todd teaches Texas and U.S. history at David Crockett Middle in Richmond. He has taught for five years.

TRACEY WILLIAMS



Tracey Williams teaches Texas history at Stelle Cloughton Middle in Houston. She has taught for twelve years.



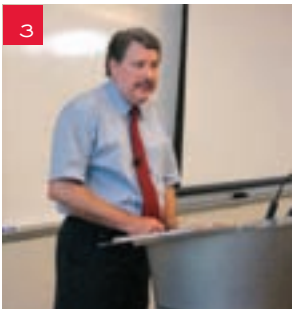


1 Participants in the Houston institute

2 Humanities Texas Executive Director Michael L. Gillette (second from left) is joined by Barbara Ellis Stanley, chief of staff to the chancellor of the University of Houston System and president of UH; Texas State Representative Ellen Cohen; and Humanities Texas board member and assistant professor of history at UH Monica Perales, at the Houston institute.

3 James Kirby Martin, chair of UH's history department, lectures on the Revolutionary era.

4 UH assistant professor of history R. Todd Romero discusses the colonial period with participants.



5 Director of the Robert C. Byrd Center for Legislative Studies and former Historian of the U.S. House of Representatives Raymond W. Smock (right) leads a primary source workshop on the Constitution.

6 Running for Office: Candidates, Campaigns, and the Cartoons of Clifford Berryman, an exhibition created by the National Archives with the support of the Foundation for the National Archives and organized for travel by Humanities Texas, was on display during the institutes.

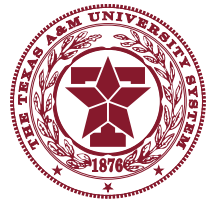
*It speaks volumes about all of you that you are here today because you have obviously sought out professional development on your own. If we want our children to have the brightest futures, we must attract the brightest individuals to teach them. We must recruit and retain the best teachers for our public schools. And in order to attract those individuals, we must pay our teachers commensurate with their skill sets.*

REP. ELLEN COHEN

7 Participants speak with UH associate professor of history Eric Walther (right) about students' understanding of the onset of the Civil War.

8 Teachers discuss the Spanish colonial period with Susan Kellogg (right), professor of history and director of the Latin American Studies Program at UH.





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Michael D. McKinney



President  
Ray M. Keck III

Provost and Vice President for Academic Affairs  
Pablo Arenaz

Dean, College of Arts and Sciences  
Thomas R. Mitchell

*Shaping the American Republic to 1877*  
Faculty Director  
Deborah L. Blackwell

Unless otherwise specified, events took place on the campus of Texas A&M International University (TAMIU).

SUNDAY, JUNE 6

OPENING PROGRAM

Western Hemispheric Trade Center 111

6:00–7:30 p.m. Participant introductions  
Dinner  
7:30–7:45 p.m. Opening remarks  
*Ray M. Keck III*  
7:45–8:30 p.m. “The American Colonial Period”  
*Lorri Glover*

MONDAY, JUNE 7

MORNING PROGRAM

Student Center 236

8:00–8:45 a.m. Breakfast  
8:45–9:00 a.m. Announcements  
9:00–9:45 a.m. “The Spanish Colonial Period”  
*Stanley C. Green*  
9:45–10:30 a.m. “The Constitution and the Bill of Rights”  
*Steven R. Boyd*  
10:30–11:00 a.m. Break  
11:00–11:45 a.m. “The Early Republic”  
*James C. Schneider*  
11:45 a.m.–12:30 p.m. “Slavery”  
*Lorri Glover*

Student Center 203A

12:30–1:30 p.m. Lunch

AFTERNOON PROGRAM

Student Center 236

1:30–2:15 p.m. Master teacher panel discussion  
*Lilia G. Castillo, Christina T. Dancause, Marilee Stockton*  
2:15–2:30 p.m. Break  
Student Center 203B  
2:30–4:30 p.m. Primary source workshops  
*Boyd, Glover, Green, Schneider*

TUESDAY, JUNE 8

MORNING PROGRAM

Student Center 236

8:00–8:45 a.m. Breakfast  
8:45–9:00 a.m. Announcements  
9:00–9:45 a.m. “Jacksonian Democracy”  
*Daniel Feller*  
9:45–10:30 a.m. “Native Americans and Western Expansion”  
*Jeffrey P. Shepherd*  
10:30–11:00 a.m. Break  
11:00–11:45 a.m. “Antebellum Reform and Abolition”  
*Deborah L. Blackwell*  
11:45 a.m.–12:30 p.m. “Sectional Controversy”  
*Patrick J. Kelly*

Student Center 203A

12:30–1:30 p.m. Lunch

AFTERNOON PROGRAM

Student Center 203B

1:30–3:30 p.m. Primary source workshops  
*Blackwell, Feller, Kelly, Shepherd*  
3:30–3:45 p.m. Break  
Student Center 236  
3:45–4:30 p.m. Master teacher–led discussions

EVENING PROGRAM

Student Center

5:00–6:30 p.m. Reception

WEDNESDAY, JUNE 9

MORNING PROGRAM

Student Center 236

8:00–8:45 a.m. Breakfast  
8:45–9:00 a.m. Announcements  
9:00–9:45 a.m. “The Civil War”  
*Jerry D. Thompson*  
9:45–10:30 a.m. “Reconstruction”  
*Robert Wooster*  
10:30–11:00 a.m. Break  
Student Center 203B  
11:00 a.m.–12:30 p.m. Primary source workshops, including an introduction to the “President’s Vision” teaching resources  
*Blackwell, Thompson, Wooster*

CLOSING PROGRAM

Student Center 203A

12:30–2:00 p.m. Lunch  
“Portal to Texas History Resources for Educators”  
*Tara Carlisle*  
Closing remarks

BLANCA AGUILAR



Blanca Aguilar teaches U.S. history and world history at United South Middle in Laredo. She has taught for six years.

JESSICA ALVARADO



Jessica Alvarado teaches world history at Dr. Joaquin G. Cigarroa Middle in Laredo. She has taught for three years.

PATRICK ARNEY



Patrick Arney teaches pre-AP world geography at McAllen High in McAllen. He has taught for fourteen years. Arney also attended a Humanities Texas teacher institute in 2006.

GUADALUPE AYALA



Guadalupe Ayala teaches U.S. history at Los Obispos Middle in Laredo. She has taught for eight years.

RAFAEL BARRERA



Rafael Barrera teaches pre-AP world history and U.S. history at Santa Gertrudis Academy High in Kingsville. He has taught for ten years.

ELISA BARRY



Elisa Barry teaches Texas history and U.S. history at Spring Branch Middle in Houston. She has taught for nineteen years.

ERIC BAYNE



Eric Bayne teaches U.S. history at Del Rio Middle in Del Rio. He has taught for six years. Bayne also attended a Humanities Texas teacher institute in 2008.

ADRIANA CARDENAS



Adriana Cardenas teaches U.S. history at Lyndon B. Johnson High in Laredo. She has taught for seven years.

RONNIE CASTRO



Ronnie Castro teaches U.S. history, geography, psychology, and English language arts at Lyndon B. Johnson High in Laredo. He has taught for four years.

GERARDO CHAVERA



Gerardo Chavera teaches social studies, math, reading, and science at Alma A. Pierce Elementary in Laredo. He has taught for nine years.

MARIA ELENA ESTRADA



Maria Elena Estrada teaches U. S. history at Katherine F. Tarver Elementary in Laredo. She has taught for thirty years.

LONNIE GIGNAC



Lonnie Gignac teaches world history and world geography at Lyndon B. Johnson High in Laredo. He has taught for three years.

VITA GILPIN



Vita Gilpin teaches math and social studies at United Day School in Laredo. She has taught for forty-five years.

ELSA REBECCA GONZALEZ



Elsa Rebecca Gonzalez teaches world history at United South High in Laredo. She has taught for three years.

MARY LOUISE GONZALEZ



Mary Louise Gonzalez teaches reading and English at Raymond & Tirza Martin High in Laredo. She has taught for seven years.

MARIE NEUMAN GRAY



Marie Neuman Gray teaches U.S. history and AP U.S. history at Royal High in Pattison. She has taught for twenty-three years. Gray also attended Humanities Texas teacher institutes in 2005 and 2007.

LETICIA HENRY



Leticia Henry teaches world history at Dr. Leonides G. Cigarroa High in Laredo. She has taught for twenty-two years.

GUILLERMO JIMENEZ



Guillermo Jimenez teaches world history and U.S. history at L. J. Christen Middle in Laredo. He has taught for two years.

JUDITH KILBURN



Judith Kilburn teaches world geography and history, Texas geography and history, and U.S. history at Los Obispos Middle in Laredo. She has taught for three years.

GINA LARA



Gina Lara teaches world history at M. B. Lamar Middle in Laredo. She has taught for two years.



CYNTHIA LEYENDECKER



Cynthia Leyendecker teaches U.S. history at Trautmann Middle in Laredo. She has taught for one year.

REBEKA LONGORIA



Rebeka Longoria teaches world geography, world history, U.S. history, and social studies TAKS at Zapata High in Zapata. She has taught for three years.

LIZETTE LOZANO



Lizette Lozano teaches Texas history at L. J. Christen Middle in Laredo. She has taught for thirty years.

ROBERTO LUNA



Roberto Luna teaches Texas history at Dr. Joaquin G. Cigarroa Middle in Laredo. He has taught for one year.

MONICA Y. MARTINEZ



Monica Y. Martinez teaches world history and geography at Los Obispos Middle in Laredo. She has taught for one year.

PATRICIA MOORE



Patricia Moore teaches world geography and U.S. history at Del Rio High in Del Rio. She has taught for three years.

MARIA ELENA OLIVARES



Maria Elena Olivares teaches English language arts at Dr. Leonides G. Cigarroa High in Laredo. She has taught for thirty-six years.

JULIAN PALACIOS



Julian Palacios teaches social studies at S.T.E.P. Academy in Laredo. He has taught for seven years.

JAIME PERYAM



Jaime Peryam teaches U.S. history at L. J. Christen Middle in Laredo. He has taught for one year.

ANGELICA RAMIREZ



Angelica Ramirez teaches social studies and ESL at L. J. Christen Middle in Laredo. She has taught for three years.

CARLOS RAMIREZ



Carlos Ramirez teaches Texas history at United Middle in Laredo. He has taught for one year.

PEDRO SAENZ



Pedro Saenz teaches U.S. history at L. J. Christen Middle in Laredo. He has taught for four years.

EDWARD TENIENTE



Edward Teniente teaches U.S. history at Trautmann Middle in Laredo. He has taught for one year.

ALICIA TREVINO



Alicia Trevino teaches Texas history at Memorial Middle in Laredo. She has taught for two years.

EDUARDO VALDEZ II



Eduardo Valdez II teaches Texas history and U.S. history at St. Augustine Middle in Laredo. He has taught for five years.

ERNIE VELA



Ernie Vela teaches world geography and cultures, Texas history, and U.S. history at Brownsville Academic Center in Brownsville. He has taught for three years.

SARA VILLANUEVA



Sara Villanueva teaches English and reading at Laredo Early College High at TAMU in Laredo. She has taught for four years.

ROY WIGEN



Roy Wigen teaches AP U.S. history and world geography at Port Isabel High in Port Isabel. He has taught for twenty-three years. Wigen also attended a Humanities Texas teacher institute in 2009.

SARAH WILSON



Sarah Wilson teaches English at PSJA North High in Pharr. She has taught for two years.



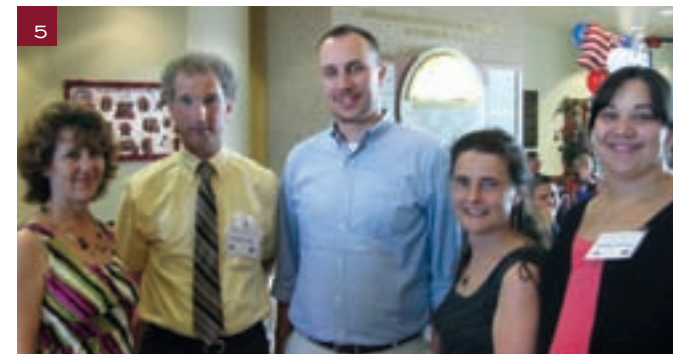


1 Participants in the Laredo institute

2 Teachers Gerardo Chavera, Maria Elena Estrada, Jessica Alvarado, Gina Lara, and Roberto Luna enjoy a reception hosted by university president Ray M. Keck III.

3 University of North Texas project development librarian Tara Carlisle, TAMIU's Vice President for Institutional Advancement Candy Hein, and Humanities Texas staff member Naomi Baldinger enjoy a break (left to right).

4 Guadalupe Ayala (center) addresses her colleagues during a primary source workshop.



5 Tara Carlisle and Daniel Feller join teachers Lonnie Gignac, Judith Kilburn, and Adriana Cardenas during a reception (left to right).

6 Teachers share ideas on how to use "President's Vision" posters in the classroom.

7 Betty Lynn Hendrickson Professor of History at the University of Tennessee and editor/director of The Papers of Andrew Jackson Daniel Feller leads a discussion about the presidency of Andrew Jackson.



8 President of Texas A&M International University Ray M. Keck III welcomes teachers during the opening program.

9 Steven R. Boyd (right), professor of history at UTSA, speaks with participants about strategies for teaching for the Bill of Rights.





THE UNIVERSITY OF TEXAS SYSTEM  
BOARD OF REGENTS 2009–2010

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***Shaping the American Republic to 1877***  
**Faculty Director**  
James C. Schneider

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

SUNDAY, JUNE 13

OPENING PROGRAM

5:15–6:00 p.m. Participant introductions  
6:00–8:00 p.m. Dinner  
Opening remarks  
*Jude Valdez, James C. Schneider*  
  
“Andrew Jackson: Hero or Villain?”  
*Daniel Feller*

MONDAY, 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 Spanish Colonial Period”  
*Francis X. Galán*  
9:45–10:30 a.m. “Slavery and the Transatlantic Economy”  
*Rhonda M. Gonzales*  
10:30–11:00 a.m. Break  
11:00–11:45 a.m. “The Articles of Confederation and the Constitution”  
*Steven R. Boyd*  
11:45 a.m.–12:30 p.m. “Andrew Jackson and Jacksonian Democracy”  
*Daniel Feller*  
12:30–1:30 p.m. Lunch

AFTERNOON PROGRAM

1:30–3:30 p.m. Primary source workshops  
*Boyd, Feller, Galán, Gonzales*  
3:30–3:45 p.m. Break  
3:45–4:30 p.m. Master teacher panel discussion  
*Terry Loessin* (chair), *Stacy Hricko, Kathleen Reid, Jennifer Rodriguez*

TUESDAY, 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 Early Republic”  
*James C. Schneider*  
9:45–10:30 a.m. “Native Americans and Western Expansion”  
*Elaine Turney*  
10:30–11:00 a.m. Break  
11:00–11:45 a.m. “Economic Growth and Industrial Expansion”  
*Kenneth Weiher*  
11:45 a.m.–12:30 p.m. “Antebellum Reform Movements”  
*Angela Murphy*  
12:30–1:30 p.m. Lunch

AFTERNOON PROGRAM

1:30–3:30 p.m. Primary source workshops  
*Murphy, Schneider, Turney, Weiher*

EVENING PROGRAM

*Institute of Texan Cultures*  
4:30–6:00 p.m. Museum tour  
*Matthew Anderson*

WEDNESDAY, JUNE 16

MORNING PROGRAM

8:00–8:45 a.m. Breakfast  
8:45–9:00 a.m. Announcements  
9:00–9:45 a.m. “African American Life before the Civil War”  
*LaGuana Gray*  
9:45–10:30 a.m. “Sectionalism and the Civil War”  
*Patrick J. Kelly*  
10:30–11:00 a.m. Break  
11:00–11:45 a.m. “Reconstruction”  
*Michael Les Benedict*  
11:45 a.m.–1:00 p.m. Lunch  
Remarks  
*Joseph R. Krier*

CLOSING PROGRAM

1:00–3:00 p.m. Primary source workshops and introduction to the “President’s Vision” teaching resources  
*Benedict, Gray, Kelly, Shelley Sallee*  
3:00–3:30 p.m. Closing remarks

NADINA BARREIRO



Nadina Barreiro teaches world history at Gladys Porter High in Brownsville. She has taught for one year. Barreiro also attended a Humanities Texas teacher institute in 2009.

FRANKLIN BLALACK



Franklin Blalack teaches U.S. history at Flour Bluff Junior High in Corpus Christi. He has taught for twenty-three years. Blalack also attended a Humanities Texas teacher institute in 2008.

DAVID BOLSTER



David Bolster teaches science at Dr. Bernard A. Harris Middle in San Antonio. He has taught for twenty years. He was nominated to attend the institute by Texas House Speaker Joe Straus.

SUSAN BOWERS



Susan Bowers teaches Texas history and U.S. history at Boerne Middle North in Boerne. She has taught for twenty-eight years. Bowers also attended a Humanities Texas teacher institute in 2008.

ANN BRUGGER



Ann Brugger teaches world history at Alice High in Alice. She has taught for one year.

KATHERINE BURCH



Katherine Burch teaches Texas history at Gus Garcia Middle in San Antonio. She has taught for four years.

TOMMY BURKHEAD



Tommy Burkhead teaches history, journalism, and theater arts at New Deal Middle in New Deal. He has taught for five years. Burkhead also attended Humanities Texas teacher institutes in 2007 and 2008.

REBECCA CAMARILLO



Rebecca Camarillo teaches U.S. history at Heritage Middle in San Antonio. She has taught for two years.

MARY JANE CHEUVRONT



Mary Jane Cheuvront teaches U.S. history at Whittier Health Science Academy in San Antonio. She has taught for thirteen years.

PATRICIA DELGADO



Patricia Delgado teaches world cultures and Texas history at Coke R. Stevenson Middle in San Antonio. She has taught for thirteen years.

CRYSTAL DILLARD-MACK



Crystal Dillard-Mack teaches U.S. history at Richard Dowling Middle in Houston. She has taught for eight years.

HARRY FERRELL



Harry Ferrell teaches social studies and Texas history at Katherine Stinson Middle in San Antonio. He has taught for ten years.

GILBERT FLORES



Gilbert Flores teaches U.S history at Edgar Allan Poe Middle in San Antonio. He has taught for three years.

TODD FREESE



Todd Freese teaches Texas history at San Jacinto Junior High in Midland. He has taught for three years.

DAVID FRESHOUR



David Freshour teaches U.S. history at Southmore Intermediate in Pasadena. He has taught for six years.

NICHOLAS FURMAN



Nicholas Furman teaches U.S history at Southmore Intermediate in Pasadena. He has taught for five years.

JOHN GONZALEZ



John Gonzalez teaches world cultures, Texas history, and U.S. history at Abraham Kazen Middle in San Antonio. He has taught for two years.

ELIZABETH GUERRERO



Elizabeth Guerrero teaches Texas history and U.S. history at Rhodes Middle in San Antonio. She has taught for thirteen years.

ERIN GUTIERREZ-HARBOR



Erin Gutierrez-Harbor teaches world history and AP world history at Sidney Lanier High in San Antonio. She has taught for seven years.

SYLVIA HINOJOSA



Sylvia Hinojosa teaches social studies at the District Alternative Education Program in Donna. She has taught for one year.



SAMANTHA HOPKINS



Samantha Hopkins teaches U.S. history at Barbara Bush Middle in San Antonio. She has taught for thirteen years.

PETE O'CONNOR



Pete O'Connor teaches U.S. history at Barbara Bush Middle in San Antonio. He has taught for nineteen years.

SHELLY MACNAIR



Shelly MacNair teaches economics, government, U.S. history, world history, world geography, and Texas history at Alamo Heights Junior in San Antonio. She has taught for eighteen years. She was nominated to attend the institute by Texas House Speaker Joe Straus.

MARY PACHECO



Mary Pacheco teaches world history and U.S. history at Raymond & Tirza Martin High in Laredo. She has taught for six years. Pacheco also attended a Humanities Texas teacher institute in 2009.

TIFFANY MCKINNEY



Tiffany McKinney teaches Texas history, world cultures, and U.S. history at Dwight Middle in San Antonio. She has taught for six years.

MYLISSA PANNELL



Mylissa Pannell teaches world cultures, Texas history, and U.S. history at Alan B. Shepard Middle in San Antonio. She has taught for one year.

AMANDA MESSER



Amanda Messer teaches English at the Bea Salazar Center in Carrollton. She has taught for five years.

NATHAN PIPES



Nathan Pipes teaches social studies at Earl Warren High in San Antonio. He has taught for three years.

YOLANDA MORAN



Yolanda Moran teaches U.S. history, sociology, and psychology at Thomas A. Edison High in San Antonio. She has taught for twenty-three years.

JORGE REYES



Jorge Reyes teaches theater arts and theater productions at J. M. Hanks High in El Paso. He has taught for six years.

CHRISTINA REYNA



Christina Reyna teaches U.S. history and world cultures at Krueger Middle in San Antonio. She has taught for ten years.

RUBEN TEJEDA



Ruben Tejeda teaches U.S. history at Abraham Kazen Middle in San Antonio. He has taught for three years.

JUAN RODRIGUEZ



Juan Rodriguez teaches Texas history at Rhodes Middle in San Antonio. He has taught for eight years.

PAUL WENZLAFF



Paul Wenzlaff teaches U.S. history, psychology, macroeconomics, art history, government, and sociology at Memorial High in San Antonio. He has taught for twenty years. Wenzlaff also attended Humanities Texas teacher institutes in 2008 and 2009.

JEANETTE SHAKESNIDER



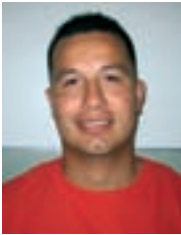
Jeanette Shakesnider teaches Texas history at Richard Dowling Middle in Houston. She has taught for eleven years.

COLLEEN WHITE



Colleen White teaches U.S. history at Wallace B. Jefferson Middle in San Antonio. She has taught for eleven years.

EDUARDO SIFUENTES



Eduardo Sifuentes teaches U.S. history at Robert C. Zamora Middle in San Antonio. He has taught for five years.

NANCY WILSON



Nancy Wilson teaches Texas history and ESL at Andrews Middle in Andrews. She has taught for nine years. Wilson also attended a Humanities Texas teacher institute in 2006.

CISSY SMITH



Cissy Smith teaches Texas history, government, and law-related education at Baker International Baccalaureate World School in Corpus Christi. She has taught for ten years. She has received the Leon Jaworski Award for Teaching Excellence in Law-Focused Education and the HEB Excellence in Education Secondary Leadership Award.





- 1 Participants in the San Antonio institute.
- 2 Angela Murphy, assistant professor of history at Texas State University, discusses the antebellum period with Paul Wenzlaff and other participants.
- 3 Jude Valdez, vice president for community services at UTSA, addresses institute participants at the opening program.



- 4 Kenneth Weiher, chair of UTSA's department of economics, delivers a lecture on U.S. economic expansion in the early nineteenth century.
- 5 Teachers join Patrick J. Kelly, associate professor of history at UTSA, for an afternoon workshop.
- 6 Teachers examine a primary source document with UTSA associate professor of history James C. Schneider.
- 7 Francis X. Galán of Northwest Vista College and Our Lady of the Lake University speaks about competing powers in colonial America.
- 8 Teachers discuss primary sources related to Reconstruction with Michael Les Benedict (right), professor emeritus at The Ohio State University.

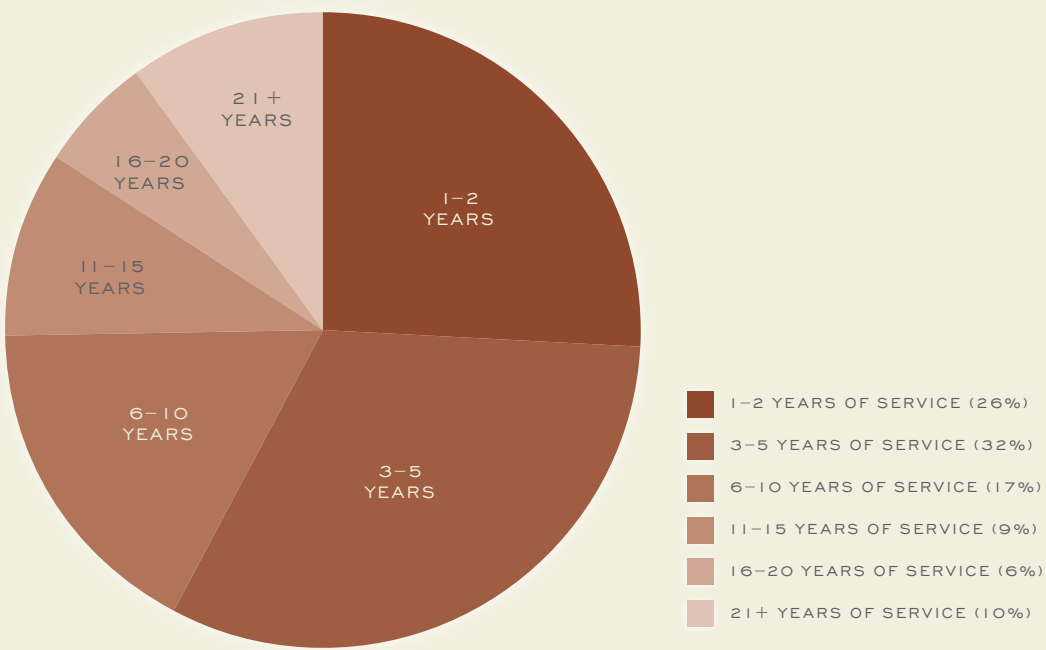




IN 2009, THE TEXAS LEGISLATURE appropriated funding to expand the Humanities Texas teacher institute program targeting teachers in their first or second year of service in geographic areas with low student achievement on state assessments. Humanities Texas responded to this challenge, focusing recruitment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

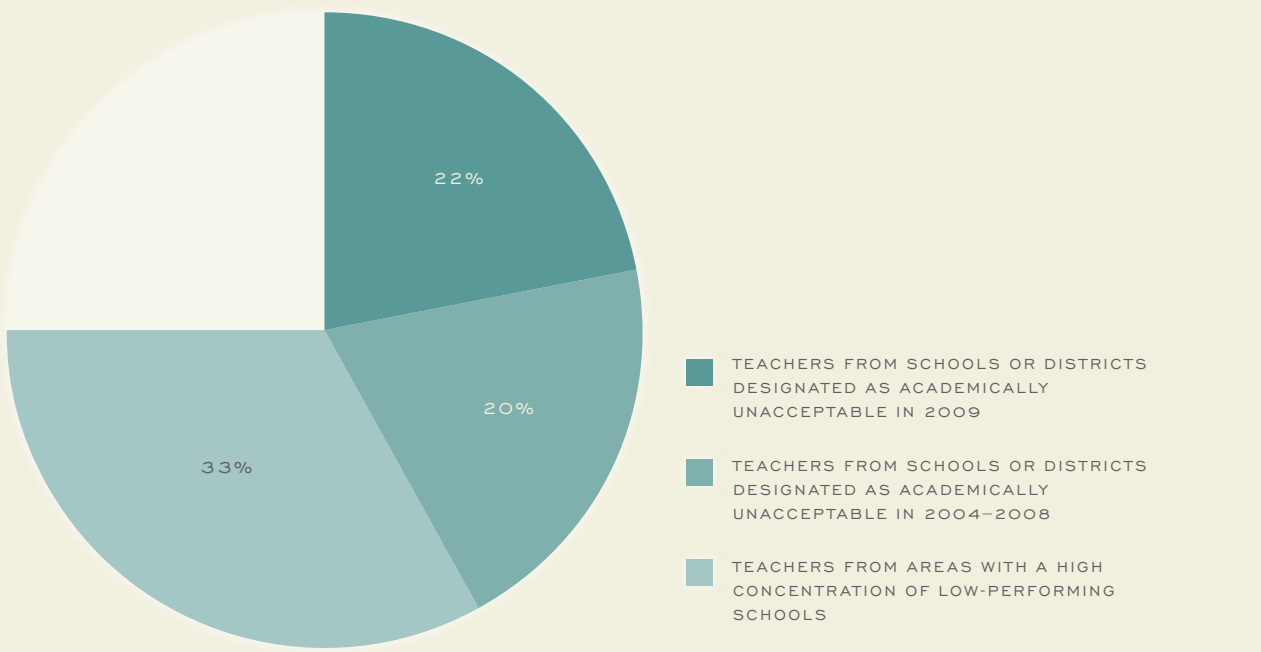
2010 INSTITUTE PARTICIPANTS' YEARS OF TEACHING SERVICE

“Shaping the American Republic to 1877” had a significantly higher percentage of early career teachers than any previous Humanities Texas institute. Of the 242 teachers who participated, sixty-three (26%) were in their first two years of service, and an additional seventy-seven (32%) were in their third through fifth years of service.



ACADEMIC RATINGS OF 2010 INSTITUTE PARTICIPANTS' SCHOOLS AND DISTRICTS

The 2010 institutes also drew more teachers from low-performing schools and districts than any previous Humanities Texas institute. One hundred and three of the participants (42%) teach in schools or districts that were rated Academically Unacceptable in the past six years. An additional seventy-nine (33%) teach in areas with a high concentration of low-performing schools. In sum, 182 of the 242 participants (75%) 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.

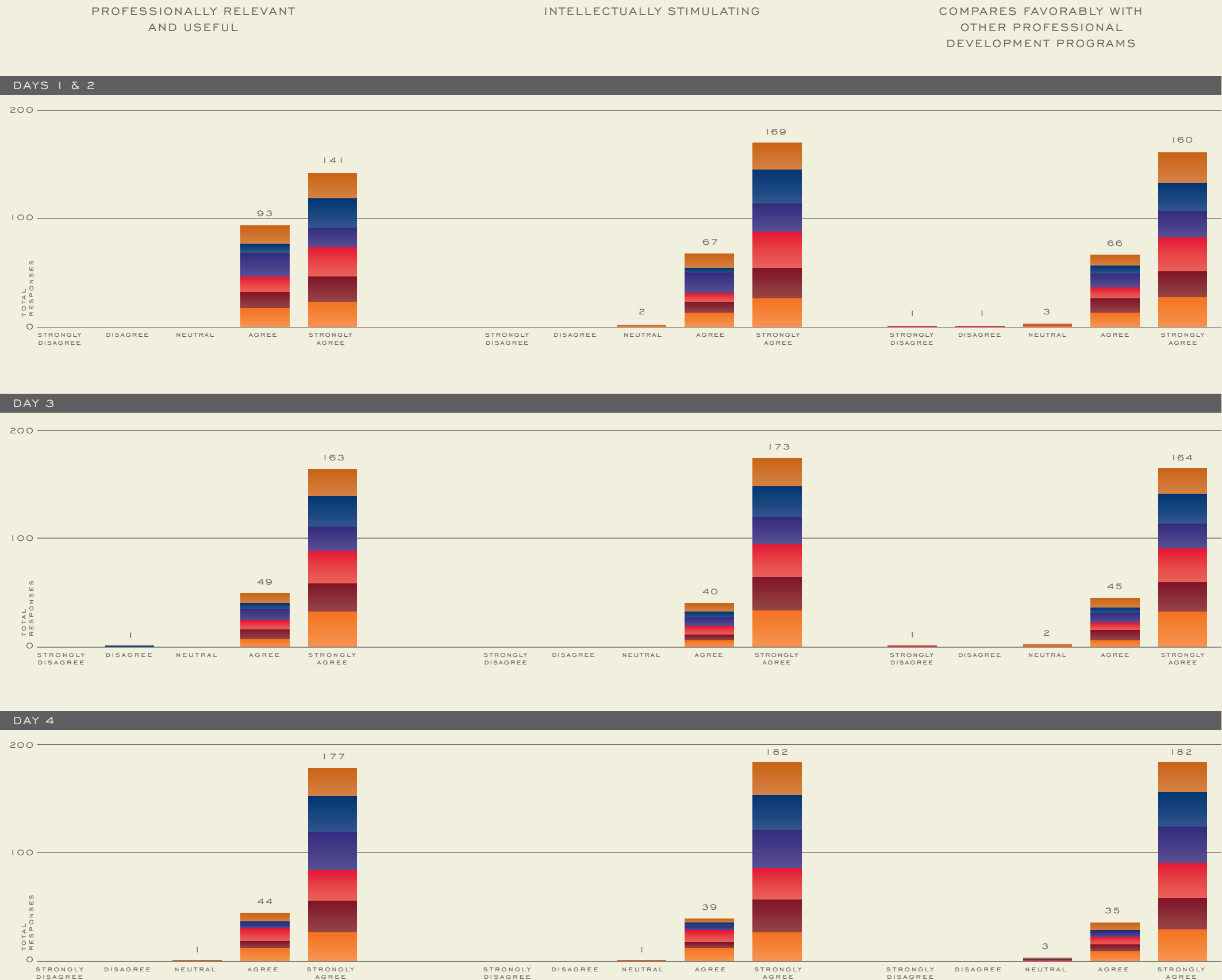
- Fifty-one participants (21%) were teachers in their first two years of service who work in schools or districts rated Academically Unacceptable between 2004–2009 and/or areas with a high concentration of low-performing schools.
- Forty-eight participants (20%) were teachers in their third to fifth years who work in schools or districts rated Academically Unacceptable between 2004–2009 and/or areas with a high concentration of low-performing schools.
- An additional twenty-one teachers in this “overlap” population applied and were invited to attend the 2010 institutes but ultimately decided not to participate. Applicants from the institute waiting list were invited to attend in their stead.

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 Austin participant wrote, “[Teachers] so rarely get the opportunity to meet and hear the leaders in our field, and I love this opportunity to learn from them. In addition, teaching is a very nurturing profession, and we are always called upon to tend to others. To suddenly be in a situation where the tables are turned, where we are nurtured, where we are fed and taken care of, and told just to sit and learn—it really is an opportunity to renew our commitment to teaching and to remember why we’re doing this.”

- INSTITUTE ATTENDED
- UT AUSTIN
  - UT EL PASO
  - TEXAS CHRISTIAN UNIVERSITY
  - UNIVERSITY OF HOUSTON
  - TEXAS A&M INTERNATIONAL
  - UT SAN ANTONIO





PARTICIPANTS’ SCHOOLS

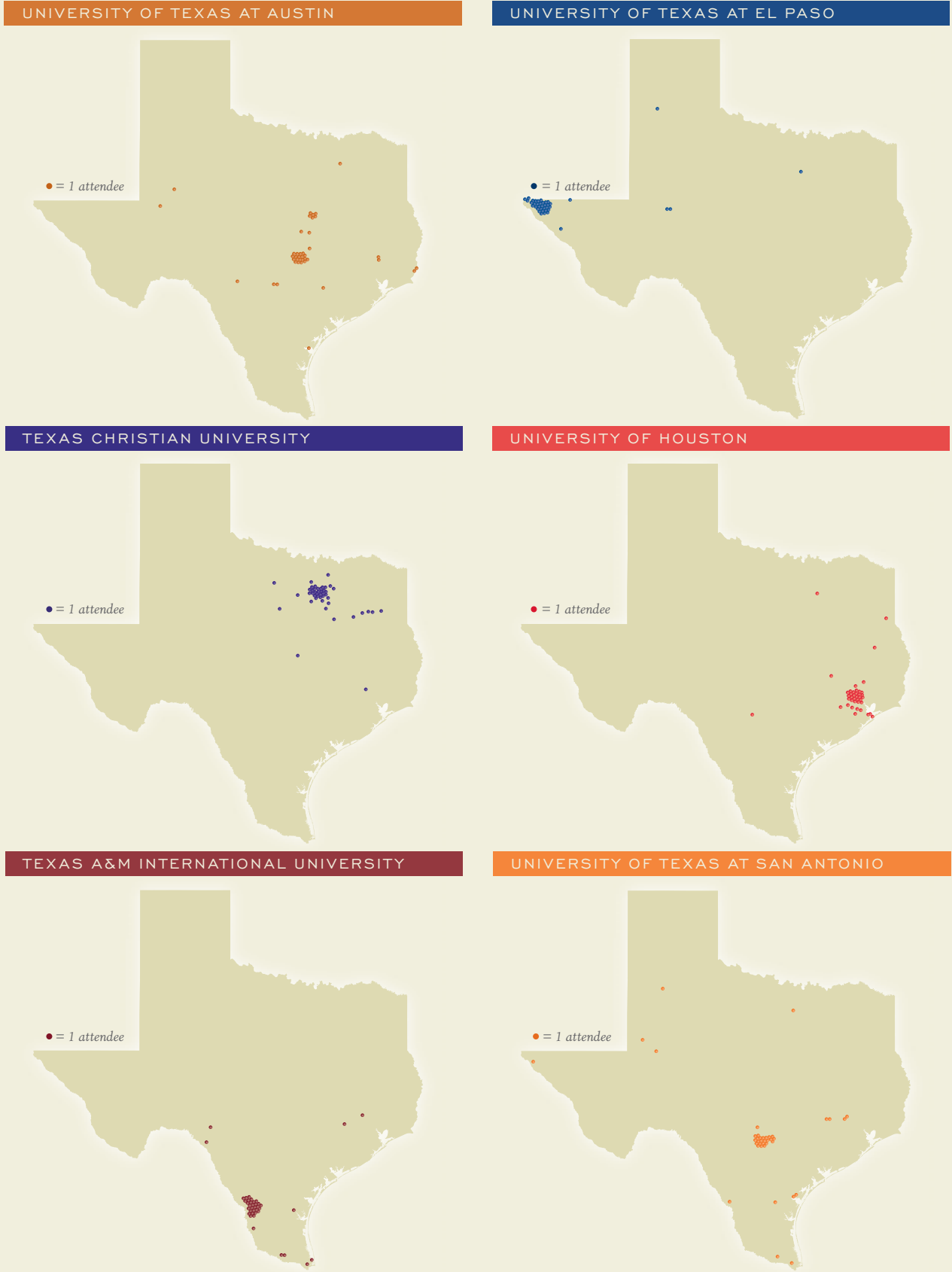
THE 242 TEACHERS who participated in “Shaping the American Republic to 1877” represented 189 different schools in seventy-seven towns and cities throughout the state.

ATTENDEES	ATTENDEES	ATTENDEES
<b>ALICE</b> Alice High	<b>CROWLEY</b> Summer Creek Middle	<b>EULESS</b> Central Junior High
<b>ANDREWS</b> Andrews Middle	<b>DALLAS</b> Bishop Lynch High Boude Storey Middle	<b>FORT WORTH</b> Handley Middle Rosemont Sixth Grade
<b>ANTHONY</b> Anthony High	Dallas Environmental Science Academy	W. C. Stripling Middle
<b>ARLINGTON</b> Barnett Junior High	Forest Meadow Junior High	W. P. McLean Sixth Grade Center
<b>ATHENS</b> Athens Middle	Francisco Medrano Middle	<b>FRIENDSWOOD</b> Clear Brook High
<b>AUSTIN</b> A. N. McCallum High	John B. Hood Middle	<b>GALVESTON</b> Galveston Early College High
Covington Middle	Sam Tasby Middle	Weis Middle
Gus Garcia Middle	Sarah Zumwalt Middle	<b>GARLAND</b> Brandenburg Middle
Martin Middle	Westwood Junior High	Sam Houston Middle
Mendez Middle	<b>DEER PARK</b> Deer Park Junior High	<b>GRAHAM</b> Graham Junior High
O. Henry Middle	<b>DELL CITY</b> Dell City School	<b>GRAND PRAIRIE</b> South Grand Prairie High
Reagan High	<b>DEL RIO</b> Del Rio High	<b>HALLETTSVILLE</b> Hallettsville Junior High
Webb Middle	Del Rio Middle	<b>HOUSTON</b> Alternative Learning Center
<b>BELLAIRE</b> Pin Oak Middle	<b>DENTON</b> A. O. Calhoun Middle	Cesar E. Chavez High
<b>BOERNE</b> Boerne Middle North	<b>DONNA</b> District Alternative Education Program	Contemporary Learning Center Middle
<b>BROWNSBORO</b> Brownsboro High	<b>EL PASO</b> Americas High	Crispus Attucks Middle
<b>BROWNSVILLE</b> Brownsville Academic Center	Austin High	Daniel Oritz Middle
Gladys Porter High	Bassett Middle	Houston Heights High
<b>CANUTILLO</b> Canutillo Middle	Bowie High	J. Frank Dobie High
Jose Alderete Middle	Coronado High	Killough Middle
<b>CARROLLTON</b> Bea Salazar Center	Desert View Middle	Mattie B. Hambrick Middle
<b>CARTHAGE</b> Carthage Junior High	East Montana Middle	North Forest High
<b>CEDAR HILL</b> Bessie Coleman Middle	Eastwood High	Richard Dowling Middle
Cedar Hill High	Eastwood Middle	Ruby Sue Clifton Middle
<b>CELINA</b> Celina Middle	Franklin High	Parker Intermediate
<b>CORPUS CHRISTI</b> Baker International Baccalaureate World School	Guillen Middle	Spring Branch Middle
Carl O. Hamlin Middle	Indian Ridge Middle	Spring Oaks Middle
Flour Bluff Junior High	Jefferson High	Stelle Claughton Middle
	J. M. Hanks High	Thomas J. Stovall Middle
	KEYS Academy	West Briar Middle
	Morehead Middle	<b>HUMBLE</b> Humble Middle
	Nolan Richardson Middle	Ross Sterling Middle
	Paso Del Norte Elementary	<b>JUSTIN</b> Gene Pike Middle
	Plato Academy	
	Terrace Hills Middle	
	Wiggs Middle	

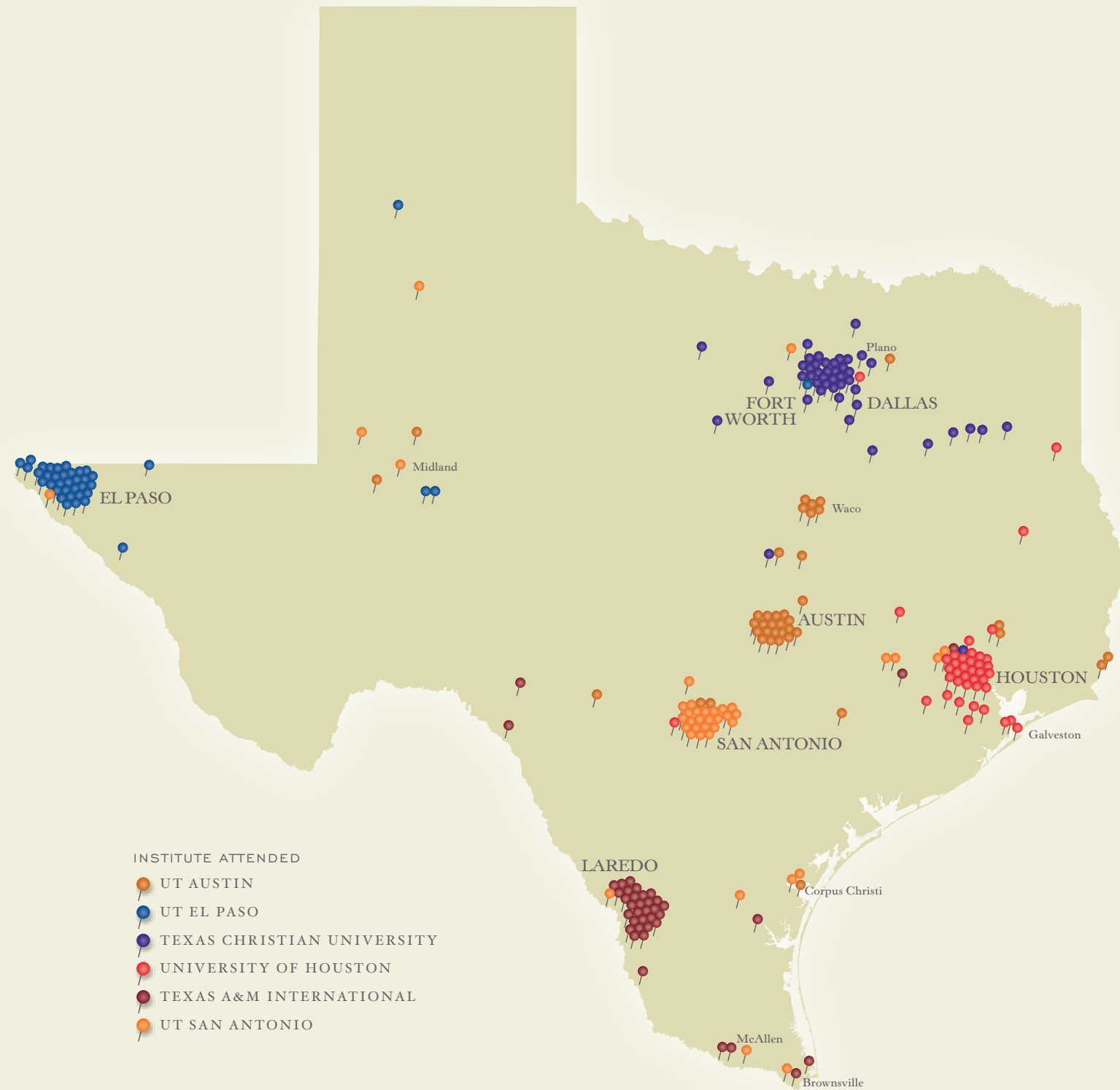
ATTENDEES	ATTENDEES	ATTENDEES
<b>KELLER</b> Keller Middle	<b>MCALLEN</b> McAllen High	<b>SAN ANTONIO</b> Edgar Allan Poe Middle
<b>KILLEEN</b> Liberty Hill Middle	<b>MIDLAND</b> San Jacinto Junior High	Gus Garcia Middle
Live Oak Ridge Middle	<b>MISSOURI CITY</b> Quail Valley Middle	Heritage Middle
<b>KINGSVILLE</b> Santa Gertrudis Academy High	<b>NAZARETH</b> Nazareth Middle	Katherine Stinson Middle
<b>KINGWOOD</b> Creekwood Middle	<b>NEW DEAL</b> New Deal Middle	KIPP Aspire Academy
<b>LAIRD HILL</b> Leverett’s Chapel High	<b>NORTH RICHLAND HILLS</b> North Richland Middle	Krueger Middle
<b>LA MARQUE</b> La Marque High	<b>ODESSA</b> Bowie Junior High	Memorial High
<b>LANCASTER</b> Lancaster Middle	Permian High	Rhodes Middle
<b>LAREDO</b> Alma A. Pierce Elementary	<b>ORANGE</b> West Orange-Stark High	Robert C. Zamora Middle
Dr. Joaquin G. Cigarroa Middle	<b>PASADENA</b> Southmore Intermediate	Sidney Lanier High
Dr. Leonides G. Cigarroa High	<b>PATTISON</b> Royal High	Thomas A. Edison High
Katherine F. Tarver Elementary	<b>PEARLAND</b> Nolan Ryan Junior High	Wallace B. Jefferson Middle
Laredo Early College High	<b>PHARR</b> PSJA North High	Whittier Health Science Academy
L. J. Christen Middle	<b>PLANO</b> Schimelpfenig Middle	<b>SANTA FE</b> Santa Fe High
Los Obispos Middle	<b>PORT ISABEL</b> Port Isabel High	<b>SIERRA BLANCA</b> Sierra Blanca Secondary
Lyndon B. Johnson High	<b>RICHARDSON</b> Apollo Junior High	<b>SOUR LAKE</b> Henderson Middle
M. B. Lamar Middle	Richardson West Junior High	<b>SUGAR LAND</b> W. R. Wood Alternative
Memorial Middle	<b>RICHMOND</b> David Crockett Middle	<b>TAYLOR</b> Taylor High
Raymond & Tirza Martin High	<b>SAN ANTONIO</b> Abraham Kazen Middle	<b>TEMPLE</b> Bonham Middle
St. Augustine Middle	Alamo Heights Junior	<b>TEXAS CITY</b> Blocker Middle
S.T.E.P. Academy	Alan B. Shepard Middle	<b>THE WOODLANDS</b> Knox Junior High
Trautmann Middle	Barbara Bush Middle	<b>TYLER</b> James S. Hogg Middle
United Day School	Brentwood Middle	Moore MST Magnet
United Middle	Coke R. Stevenson Middle	Richard B. Hubbard Middle
United South High	Dr. Bernard A. Harris Middle	<b>WACO</b> Cesar Chavez Middle
United South Middle	Dwight Middle	Midway High
<b>LEAKEY</b> Leakey High	Earl Warren High	Tennyson Middle
<b>LENORAH</b> Grady School		University Middle
<b>LUFKIN</b> Hudson Middle		<b>WAXAHACHIE</b> Howard Eighth Grade Center
<b>MANOR</b> Decker Middle		<b>WEATHERFORD</b> Shirley Hall Middle
Manor High		<b>ZAPATA</b> Zapata High
Manor Middle		

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 242 participants representing thirty-one of the state’s thirty-two U.S. congressional districts.



GEOGRAPHICAL DISTRIBUTION OF ALL INSTITUTE PARTICIPANTS







*Humanities Texas, the state affiliate of the National Endowment for the Humanities, conducts and supports public programs in history, literature, philosophy, and other humanities disciplines. These programs strengthen Texas communities and ultimately help sustain representative democracy by cultivating informed, educated citizens.*

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*Fort Worth Museum of Science and History*

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*Additional funding from the Albert and Ethel Herzstein Charitable Foundation,  
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Dee and Adair Margo, the UTEP Teachers for a New Era Program: A Model  
for Teacher Preparation, and the Tenneco Lecture Series*

Cover image: George Caleb Bingham (American, 1811–1879), *The County Election*, 1852.  
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