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

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

BACKGROUND

Since 2004, Humanities Texas has held summer teacher institutes around Texas with the support of the National Endowment for the Humanities We the People initiative. The 2004 “Institute on Congress and American History,” organized in partnership with the Lyndon Baines Johnson Library and Museum, the National Archives and Records Administration, and The University of Texas at Austin’s College of Liberal Arts and Center for American History, explored Congress’s role in the pivotal events of U.S. history. The following year, Humanities Texas collaborated with the Bob Bullock Texas State History Museum to hold “Gateway on the Gulf: Galveston and American Immigration, 1845–1915,” which examined the history of nineteenth-century U.S. immigration from the perspective of Galveston, the “Ellis Island of the West.”

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

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

PROGRAM DEVELOPMENT

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

In late 2007, Humanities Texas approached representatives from the University of North Texas (UNT) and Trinity University proposing a three-way partnership supporting institutes in Denton and San Antonio that explored this remarkable period in U.S. history.
“Everything was great! If all of the educational institutes were of this caliber, we would have a lower turnover rate among the profession.”

FACULTY

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

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

Heather Cox Richardson opened the Denton institute with a public lecture examining how popular conceptions of American citizenship evolved during the nineteenth century. Over the following three days, the Denton institute faculty, anchored by scholars from the UNT history department, examined key elements of U.S. history between 1850 and 1900. Richard B. McCaslin reviewed the sectional politics of the 1850s, with a special focus on the Kansas-Nebraska Act. Richard G. Leone and Carl Motyka offered fresh perspectives on the Civil War and Reconstruction. Todd Moye and Juliet E. K. Walker explored African American history during the period. Todd M. Keenstetter surveyed the resources that the Amon Carter Museum provides to social studies teachers across Texas. And art historian Mark Thistlethwaite closed each institute with an illustrated survey of American art in the second half of the nineteenth century.

CURRICULUM

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

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

Institutes for Texas Teachers...

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

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

FROM DISUNION TO EMPIRE: THE UNITED STATES, 1850-1900

Institutes for Texas Teachers...
“I loved being totally immersed in the history with such knowledgeable professors and historians is a huge honor.”

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

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

PARTICIPATING TEACHERS

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

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

Teachers received housing, a full travel reimbursement, most meals, and a $300 stipend. They will help them place state history in a broader national context. As one noted, “I now have a better understanding of events in U.S. history that I can apply to my Texas history class that will prepare [students] for 8th grade.”

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

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

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

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

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

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

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

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

**FUTURE PLANS**

“From Disunion to Empire” will reach a much larger audience than the teachers who attended the institute. Participants have agreed to share what they learned with colleagues and to promote the institute website, where digital facsimiles of historical documents and other teaching resources are available for download. Humanities Texas will also make selected sections of the faculty presentations available on its website via streaming video.
SUNDAY, JUNE 8

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

OPENING PROGRAM
Holiday Inn Hotel and Suites
5:00-6:00 p.m. Welcome and introductions (Wendy R. Wilkins, Richard B. McClain, Michael L. Gillette)
6:00-7:00 p.m. Dinner
7:00-9:00 p.m. “The United States from Disunion to Empire, 1850–1900” (Heather Cox Richardson)

MONDAY, JUNE 9

MORNING PROGRAM
Gateway Center, Room 131
9:00-9:30 a.m. “Slavery” (Randolph B. Campbell)
9:30-10:00 a.m. “Sectional Politics and Secession” (Richard B. McClain)
10:00-10:15 a.m. Break
10:15-10:45 a.m. “The Civil War” (Richard G. Lowe)
10:45-11:00 a.m. Break
11:00-11:30 a.m. “Reconstruction” (Carl H. Moneyhon)

AFTERNOON PROGRAM
Gateway Center, Rooms 131 and 132
11:30 a.m.-1:00 p.m. Primary source workshops

EVENING PROGRAM
MacLennan Performing Arts Center, Instrumental Rehearsal Room
4:30-5:30 p.m. Ragtime concert (Ron Fink and the Bourbon Street Stompers)

WEDNESDAY, JUNE 11

MORNING PROGRAM
Gateway Center, Room 131
9:00-9:45 a.m. “Ref orm in the Gilded Age” (Kathi Kern)
9:45-10:00 a.m. Break
10:00-10:45 a.m. “The Farm Problem and Populism” (Gregg Cantrell)
10:45-11:00 a.m. Break
11:00-11:45 a.m. “World Power and Empire” (Andrew A. Wiest)

CLOSING PROGRAM
Gateway Center, Room 44/47
12:00 noon-1:00 p.m. Lunch
“Picturing America: Art in the United States, 1850–1900” (Mark Thistlethwaite)
Closing remarks

SUNDAY, JUNE 15

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

OPENING PROGRAM
Chapman Center, Great Hall
5:00-6:00 p.m. Welcome and introductions (Alissa O. Konkol, Joseph R. Krier, Michael L. Gillette)

AFTERNOON PROGRAM
Coates University Center, Fiesta Room
11:15 a.m.-1:00 p.m. Break
1:00-1:45 p.m. “Race Relations after Reconstruction” (Carey H. Latimore)

MORNING PROGRAM
Coates University Center, Fiesta Room
9:00-9:30 a.m. “Slavery” (Carey H. Latimore)
9:30-10:00 a.m. “Sectional Politics and Secession” (Richard H. Hunt)
10:00-10:15 a.m. Break
10:15-10:45 a.m. “The Civil War” (George Fugate)
10:45-11:00 a.m. Break
11:00-11:30 a.m. “Texas, 1830-1883” (Randolph B. Campbell)

AFTERNOON PROGRAM
Coates University Center, Fiesta Room
11:30 a.m.-1:00 p.m. Lunch
“Texas Icons and Iconoclasts” (Allan O. Konkol)

MORNING PROGRAM
Coates University Center, Fiesta Room
9:00-9:30 a.m. “Impeachment of Andrew Johnson” (Richard H. Hunt)
9:30-10:00 a.m. “Race Relations after Reconstruction” (Carey H. Latimore)
10:00-10:15 a.m. Break
10:15-10:45 a.m. “Western Expansion” (Erika B. Bunzel)
10:45-11:15 a.m. “Impeachment and Urbanization” (Charles Flanagan)

AFTERNOON PROGRAM
Coates University Center, Fiesta Room
11:15 a.m.-1:00 p.m. Break
1:00-1:45 p.m. “The Age of Lincoln” (Orville Vernon Burton)

EVENING PROGRAM
The University of Texas at San Antonio Institute of Texan Cultures
4:30-5:30 p.m. Museum tour (John L. Davis)
6:00-7:00 p.m. Reception

WEDNESDAY, JUNE 18

MORNING PROGRAM
Coates University Center, Fiesta Room
9:00-9:45 a.m. “Reform in the Gilded Age” (Lorin J. Davis)
9:45-10:00 a.m. Break
10:00-10:45 a.m. “The Farm Problem and Populism” (Gregg Cantrell)
10:45-11:00 a.m. Break
11:00-11:30 a.m. “Communication” (Eric Lupfer)
11:30 a.m.-12:00 noon “World Power and Empire” (Allan O. Konkol)

CLOSING PROGRAM
Coates University Center, Fiesta Room
12:00 noon-2:00 p.m. Lunch
“Picturing America: Art in the United States, 1850–1900” (Mark Thistlethwaite)
Closing remarks
At the Denton and San Antonio institutes, participants addressed topics central to courses in U.S. and Texas history, including the growth of sectional conflict and the Civil War; the effects of Reconstruction on the political, economic, and social life of the nation; western expansion; industrialization and urbanization; and the impact of reforms and third-party movements in the late nineteenth century. The following excerpts from the faculty’s presentations offer a taste of the program’s intellectual substance.

**“Immigration and Urbanization”**

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

**“Western Expansion”**

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

**“The Age of Lincoln”**

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

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**Heather Cox Richardson**

Signs books following her public lecture in Denton.

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**Albert S. Broussard**

**“Immigration and Urbanization”**

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**Erika Bsumek**

**“Western Expansion”**

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**Orville Vernon Burton**

**“The Age of Lincoln”**

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

Randolph B. Campbell

“Slavery”

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

Randolph B. Campbell

“Texas, 1850–1865”

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

GREGG CANTRELL

“The Farm Problem and Populism”

[In 1898] the Democratic Party writes into its platform the re-monetization of silver. What had the Democrats done? Well, they had done what most political parties have always done to third party movements—selective endorsement. That simply means, take one small part of the third party platform, put it on your platform, and that usually wins enough of that third party’s supporters over that you can wipe out the third party. And that is exactly what happened to the Populists.

JANET M. DAVIS

“Reform in The Gilded Age”

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

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

Janet M. Davis

“Immigration and Urbanization”

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

GEORGE FORGIE

“The Civil War”

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

STACY FULLER

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

Photography helped in the settlement of the West. This is the Denver and Rio Grande Railroad. What you see is William Henry Jackson’s own train, which was given to him by the Railroad when they commissioned him to take photographs to show the majesty of the West. . . . This was the Denver and Rio Grande Railroad. What you see is William Henry Jackson’s own train, which was given to him by the Railroad when they commissioned him to take photographs to show the majesty of the West. . . . This was the Denver and Rio Grande Railroad. What you see is William Henry Jackson’s own train, which was given to him by the Railroad when they commissioned him to take photographs to show the majesty of the West. . . . This was the Denver and Rio Grande Railroad. What you see is William Henry Jackson’s own train, which was given to him by the Railroad when they commissioned him to take photographs to show the majesty of the West. . . . This was the Denver and Rio Grande Railroad. What you see is William Henry Jackson’s own train, which was given to him by the Railroad when they commissioned him to take photographs to show the majesty of the West. . . .
FROM DISUNION TO EMPIRE: THE UNITED STATES, 1850–1900

RICHARD H. HUNT (SAN ANTONIO)

“The Impeachment of Andrew Johnson”

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

RICHARD H. HUNT (SAN ANTONIO)

“Sectional Politics and Secession”

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

CAREY H. LATIMORE (SAN ANTONIO)
“Race Relations after Reconstruction”

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

RICHARD G. LOWE (DENTON)
“The Civil War”

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

ERIC LUPTER (SAN ANTONIO)
“Communications”

Emerson has a wonderful observation about the changing role of newspapers during this period. In his 1834 address on the fugitive slave law, he described “the morning trains, which, from every suburb, carry the business men into the city to their shops, counting-rooms, work-yards and warehouses.” On each of these trains appears a newspaper—”a humble priest of politics, finance, philosophy, and religion.” The newspaper begins selling papers and “instantly the entire rectangular assembly, fresh from their breakfast, are bending as one man to their second breakfast.” This is relatively early in newspaper history; the big urban dailies are just cracking up. But already Emerson saw what was happening. Newspapers were becoming an essential part of “Americans” daily lives. People consumed them each morning as a “second breakfast.”

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

RICHARD B. MCCASLIN (DENTON)
“Sectional Politics and Secession”

By 1860, we have an irreconcilable issue. It is not tariffs. It is not railroads. We have gone too far past making deals, haven’t we? It is no longer just expansion; it is no longer a matter of economic power, without their own resources, they quickly fell prey to those landowners who had the law and power and authority on their sides.

CARL H. MONEYHON (DENTON)
“Reconstruction”

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

TODD MOYE (DENTON)
“The Problem of the Color Line: Race Relations after Reconstruction”

The story of the white South between 1865 and 1900 is the process of removing competition from the political arena. Especially later in the period, in the 1880s and 1890s, when it seems that there is a real danger of non-elite whites aligning with African Americans in coalitions throughout the South. . . . All of this is accompanied by incredible amounts of violence. I do not think we should sugarcoat that. By the turn of the century it is the low point or, however you define it, the high point of the lynching era in American history. At the end of Reconstruction we have whites using violence to overthrow the Southern Reconstruction regimes and “redeem the South.” Throughout, they are using violence and what political strategies they have at their disposal to disfranchise African Americans.
Landscape as a type of painting became extraordinarily important, really from the 1820s on, and it becomes very much associated with the nation. . . . You read Thomas Cole’s essay “On American Scenery” from 1836. He talks about the wilderness as essentially what America is. Europe does not have it. Europe’s land has a different kind of history. But this virgin land, as it is seen in the middle of the nineteenth century, is what allows the destiny of Americans to play out. In a painting of 1860 [“Twilight in the Wilderness”] Frederick Church paints this incredible scene. . . . In 1860, you could hardly think of a more American painting. Even the sky looks red, white, and blue. . . . It is wilderness. It is God’s bounty in evidence for Americans to see. There is a religious dimension. And also the sense of prophetic fulfillment, of westward the course of empire.

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

MARK THISTLETHWAITE (DENTON AND SAN ANTONIO)
“Picturing America: Art in the United States, 1850–1900”
Landscape as a type of painting became extraordinarily important, really from the 1820s on, and it becomes very much associated with the nation. . . . You read Thomas Cole’s essay “On American Scenery” from 1836. He talks about the wilderness as essentially what America is. Europe does not have it. Europe’s land has a different kind of history. But this virgin land, as it is seen in the middle of the nineteenth century, is what allows the destiny of Americans to play out. In a painting of 1860 [“Twilight in the Wilderness”] Frederick Church paints this incredible scene. . . . In 1860, you could hardly think of a more American painting. Even the sky looks red, white, and blue. . . . It is wilderness. It is God’s bounty in evidence for Americans to see. There is a religious dimension. And also the sense of prophetic fulfillment, of westward the course of empire.

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

HEATHER COX RICHARDSON (DENTON)
“The United States From Disunion to Empire, 1850–1900”
So the Civil War ends slavery, but it has not actually said anything about what a free-labor nation really is. It really throws America back to the original question of Locke, but this time there are more regions and more voices involved in creating a new nation in America. There are first of all the Southerners, and it is always worth emphasizing that the South is a conquered and a devastated region. . . . And then there is the North, which is just the opposite. It has boomed during the war. And then of course there is the region we all forget, and that is the West. The North very aggressively took territories across the West during the war until the map of 1865 looks almost exactly like the map of today, with the exception of course of Indian territory and of Wyoming, which is not organized until 1868. But all those other states that we have now were actually organized during the Civil War. The North was desperate to bring those states into the Union and also to get the money out of the mines that they found there during the war.

ANDREW A. WIEST (DENTON)
“World Power and Empire”
If you look at the South as potentially the most militaristic part of the country, the Spanish-American War was a way for the South to get back into the country and prove its worth again. It is very much a unifying experience. . . . We get to turn our wrath onto someone else, as opposed to each other. We also get to ignore our problems by focusing on others’ problems.
Julia Aguilar joined Humanities Texas in August 2003. She graduated from The University of Texas at Austin with a B.A. in the Plan II Honors Program and a B.S. in advertising with a minor in business. She served as principal assistant to Executive Director Michael L. Gillithe, supporting activities of the board of directors, the capital campaign, and the development of promotional materials for council-conducted programs and events.

H. W. Brands was born in Portland, Oregon, where he lived until he went to California for college. He attended Stanford University and studied history and mathematics. After graduating he became a traveling salesman, with a territory that spanned the West from the Pacific to Colorado. He discovered a love for teaching and educated himself, and he taught economics and history at the University of Texas at Austin. He then went to Vanderbilt University, where he earned a master’s degree in economics and a doctorate in history. He has taught at Stanford University and the University of Texas at Austin, where he is currently professor of history and the John H. Driehaus Centennial Professor of History. He has written more than two dozen books, coauthored or edited dozens of others, and published dozens of articles and scores of reviews. His works include The Money Men, Lone Star Nation, The Age of Gold, Strange Death of American Liberalism, The First American, JR, What America Owes the World, The Reckless Decade, and The Devil You Know. His articles have appeared in The New York Times, The Wall Street Journal, The Washington Post, the Atlantic Monthly, and many other newspapers, magazines, and journals. His writings have received critical and popular acclaim. The First American was a finalist for the Pulitzer Prize and the Los Angeles Times Book Prize, as well as a San Francisco Chronicle bestseller. What America Owes the World was a finalist for the Lionel Gelber Prize in international affairs. The Wages of Globalism was a Choice Outstanding Academic Book. Lone Star Nation won the D niece Paranosid Award. He is a member of various honorary societies, including the Society of American Historians and the Philosophical Society of Texas. He is a regular guest on national radio and television programs and is frequently interviewed by the American and foreign press. His books and articles have been translated into Chinese, Japanese, German, Russian, and Korean. He lives in Austin with his wife and their two youngest children.

Albert S. Broussard is professor of history at Texas A&M University, where he specializes in Afro-American history and has received several university awards for distinguished teaching. He is author of Black San Francisco: The Struggle for Racial Equality in the West, 1900–1914; American History: The Early Years to 1877; and African-American Odyssey: The Stix Harfs, 1833–1993; and coauthor of The American Republic to 1877 and The American Vision. A former president of the Oral History Association, he earned his bachelor’s degree from Stanford University and his master’s and doctoral degrees from Duke University.

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

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

Randolph B. “Mike” Campbell was born in Charlottesville, Virginia, in 1940 and received a Ph.D. in United States history from the University of Virginia in 1976. He became a member of the Department of History at the University of North Texas (then North Texas State University) in 1976 and has held the rank of Regents Professor of history at that institution since 1988. His research interests focus on the history of Texas in the nineteenth century. He and his colleague Richard G. Lowe published two quantitative studies of the economic and social structure of Texas during the antebellum years. His single-authored works include A Southeastern Community in Crisis: Harrison County, Texas, 1830-1860 (1983); An Empire for Slavery: The Peculiar Institution in Texas, 1821-1865 (1989); Sam Houston and the American Southwest (1993), and Grass-Roots Reconstruction in Texas, 1865-1880 (1997). He served as an advisory editor and wrote numerous entries for the six-volume New Handbook of Texas, which appeared in 1996. In 1993-1994, he served as president of the Texas State Historical Association. His most recent major publications are Gone to Texas: A History of the Lone Star State, published by Oxford University Press in 2003, and an annotated edition of Frederick Law Olmsted’s, A Journey Through Texas, Or, A Saddle-Trip on the Southwestern Frontier (originally published in 1847), published by Southern Methodist University Press in 2004.

GREGG CANTRELL

Gregg Cantrell received his Ph.D. from Texas A&M University in 1998. He taught at Sam Houston State University, Hardin-Simmons University, and the University of North Texas before accepting an appointment in 2003 as the first holder of the Ennis and Ralph Love Chair in Texas History at Texas Christian University. He is the author of numerous books and articles devoted to Texas history, includingKenneth and John B. Rayner and the Limits of Southern Dissent (1999); and Grass-Roots Reconstruction in Texas, 1865-1880 (1997). He served as an advisory editor and wrote numerous entries for the six-volume New Handbook of Texas, which appeared in 1996. In 1993-1994, he served as president of the Texas State Historical Association. His most recent major publications are Gone to Texas: A History of the Lone Star State, published by Oxford University Press in 2003, and an annotated edition of Frederick Law Olmsted’s, A Journey Through Texas, Or, A Saddle-Trip on the Southwestern Frontier (originally published in 1847), published by Southern Methodist University Press in 2004.

STEPHANIE CRANE

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

BROOK A. DAVIS

Brook A. Davis holds a B.A. in history and political science from Texas State University-San Marcos. She joined Humanities Texas in September 2002 as an intern and in January 2003 was hired as a full-time administrative assistant. In January 2004 she was promoted to grants program of the six-volume New Handbook of Texas, which appeared in 1996. In 1993-1994, he served as president of the Texas State Historical Association. His most recent major publications are Gone to Texas: A History of the Lone Star State, published by Oxford University Press in 2003, and an annotated edition of Frederick Law Olmsted’s, A Journey Through Texas, Or, A Saddle-Trip on the Southwestern Frontier (originally published in 1847), published by Southern Methodist University Press in 2004.

JANET M. DAVIS

Janet M. Davis received her B.A. in history from Carlton College, magna cum laude, with Phi Beta Kappa honors, in 1996. She received her Ph.D. in history at the University of Wisconsin-Madison in 1998. She is currently associate professor of American studies at The University of Texas at Austin, where she is also chair of the Department of American Studies. She is the author of The Circus Age: Culture and Society under the American Big Top (University of North Carolina Press, 2001), which won a 2003 Outstanding Academic Book Award from Choice and a Robert Hamilton Book Award in 2004. She is the editor of Circus Queen and Tinkerbelle: The Memoirs of Tony Kline, which will be published by the University of Illinois Press in June 2008. She is currently writing a interdisciplinary social and cultural history of the animal welfare movement from 1866 to 1930. A winner of the Eyes of Texas Excellence Award and the President’s Associates Teaching Excellence Award, she teaches courses in American social and cultural history, with a special emphasis on popular culture. Her teaching areas also explore American foreign relations, animals, American social movements, working-class culture, and modern South Asia.

JOHN L. DAVIS

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

RON FINK AND THE BOURBON STREET STOMPERS

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

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

CHARLES FLANAGAN

Charles Flanagan is the upper school humanities department chair at TheKey School in Annapolis, Maryland. He has been a high school teacher for thirty years. Since his arrival at Key in 1987, he has developed and taught interdisciplinary courses in European civilization and American civilization. He received his B.A. from Assumption College, his M.A. from St. John’s College, and his Ph.D. from The University of Maryland. His dissertation, “The Sweets of Independence: A Reading of the James Carroll Daybook, 1714–1721,” detailed the social context and commercial career of a colonial Maryland merchant. He has served as a master teacher at several teacher institutes. During the summers of 2006 and 2007, he helped lead the House Fellows Program, which was sponsored by the Office of the Historians of the U.S. House of Representatives. In 2010, he taught at a teacher institute entitled “Teaching Congress and the Presidency” held at the Howard H. Baker Jr. Center for Public Policy, and in 2004, he taught at the “Institute on Congress and American History” held at the LBJ Library. He and his wife June live in Annapolis, and are the parents of two sons.

GEORGE FORGIE

George Forgie is associate professor of history and associate chair of the history department at The University of Texas at Austin, where he has taught since 1974. He received his undergraduate degree from Amherst College and a law degree and his Ph.D. from Stanford University. At UT he teaches courses in American history from the Revolution through the Civil War and Reconstruction. He also teaches a course on the history of the United States Constitution, from its drafting to the present. He is the author of Patricides in the House Divided: A Psychological Interpretation of Lincoln and His Age (1976). He is currently working on a book-length study of Northern political writing during the American Civil War.

STACY FULLER

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

LOIS GARZA

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

MICHAEL L. GILLETTE

Michael L. Gillette is executive director of Humanities Texas. Prior to his appointment in 2003, he held the position of director of the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C. He received a B.A. in government and a Ph.D. in history from The University of Texas at Austin. After joining the staff of the Lyndon Baines Johnson Library and Museum in 1972, he directed the library’s oral history program from 1976 to 1991. He has served on the advisory board of the Law Library of Congress’ 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 (Texas A&M University Press, 1996) and editor of Texas in Transition (LBJ School of Public Affairs, 1986). He has also published numerous articles on politics and civil rights and has been an active member of the oral history profession.

RICHARD H. HUNT

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

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

SAN ANTONIO INSTITUTE PARTICIPANT
Catherine Ittner

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

Kathi Kern

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

Todd M. Kerstetter

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

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

David B. Kesterson

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

Ann Knoebel

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

Martin Kohout

Martin Kohout worked at Humanities Texas from September 2006 to September 2009, where he served as senior editor and as the organization’s primary grant writer. He received an M.A. in American studies from The University of Texas at Austin and a B.A. in English literature from Williams College. Before joining the staff of Humanities Texas, he worked at the Texas State Historical Association, where he edited the Handbook of Texas Online, the Southwestern Historical Quarterly, and a number of books and also wrote several hundred entries for the New Handbook of Texas. He has published an award-winning biography, Hal Chase: The Defiant Life and Turbulent Times of Baseball’s Biggest Cheat, as well as a number of articles and reviews.

FROM DISUNION TO EMPIRE: THE UNITED STATES, 1850–1900

INSTITUTES FOR TEXAS TEACHERS

ADVISORS, FACULTY, AND STAFF

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ADVISORS, FACULTY, AND STAFF

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Weir Labatt enjoy the opening reception in San Antonio. (l to r) Humanities Texas chair Joseph R. Krier and Laura and faculty advisor of Trinity’s Black Student Union, co-faculty advisor of Omega Tau of Phi Alpha Theta, American history, the Old South, and free blacks. He received a Ph.D. from Emory University. He is the assistant professor of history at Trinity University, Carey H. Latimore teaches courses in African American history, the Old South, and free blacks. He received a Ph.D. from Emory University. He is the faculty advisor of Trinity’s Black Student Union, co-faculty advisor of Omega Tau of Phi Alpha Theta, and co-chair of Trinity’s Department of African American Studies.

**WILLIAM S. LIVINGSTON**

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

**RICHARD G. LOWE**

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

**ERIC LUPFER**

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

Park Service’s award-winning Tuskegee Airmen Oral History Project. He earned his bachelor’s degree and civil rights in the United States after the Civil War. Before arriving at UNT, he directed the National in Sun North Texas. He is the author of Todd Moye is an assistant professor of history and director of the Oral History Program at the University of Texas at Austin.

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

Todd Moye is an assistant professor of history and director of the Oral History Program at the University of North Texas. He is the author of Let the People Decide: Black Freedom and White Resistance Movements in Sunflower County, Mississippi, 1945–1960 and several articles and chapters on the history of race relations and civil rights in the United States after the Civil War. Before arriving at UNT, he directed the National Park Service’s award-winning Tuskegee Airmen Oral History Project. He earned his bachelor’s degree from the University of North Carolina at Chapel Hill and his master’s and doctoral degrees from The University of Texas at Austin.

Richard B. McCaslin (M.A., 1983, Ph.D., 1988), a professor of history at the University of North Texas, is the author of Tainted Breeze: The Great Hanging at Gainesville, Texas, 1862 (Louisiana State University Press, 1993), which was both the Tullis Memorial Prize of the Texas State Historical Association and a commendation from the American Association for State and Local History. He has also written Lee in the Shadows of Washington (Louisiana State University Press, 2001), which was nominated for a Pulitzer Prize for Biography and won the Richard L. Slater Award for Excellence in Virginia Biography and the Dan and Marilyn Lauer Prize. His other works include three volumes in the Portraits of Conflict series published by the University of Arkansas on South Carolina (1994), North Carolina (1997), and Tennessee (2007) as well as The Last Stronghold: The Campaign for Fort Fisher (McClure/McWhiney Foundation, 2003), and At the Heart of Texas: One Hundred Years of the Texas State Historical Association, 1897–1997 (Texas State Historical Association, 2007). His forthcoming works include a history of the Civil War in the Trans-Mississippi West and an annotated edition of Joseph B. Polley’s A Soldier’s Letters to Charming Nellie. For his work, he is currently listed in Contemporary Authors and Who’s Who in America, and he is a Fellow of the Texas State Historical Association.

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

Allison Noyes

Until August 2008, Allison Noyes was an archives specialist for the Center for Legislative Archives at the National Archives and Records Administration. After graduating from Mount Holyoke College in 2001, she joined the staff at the Center to work on outreach programming and coordinate the Center’s internship program. In August 2008, Noyes began work toward a Ph.D. at the University of Southern California’s Annenberg School for Communication.

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

H. W. Brands delivered public presentations on the Gifted Age in both Denver and San Antonio.

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

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

KATIE RUSH

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

MARK THISTLETHWAITE

Mark Thistlethwaite holds the Kay and Velma Kimbell Chair of Art History at Texas Christian University, where he has taught since 1972. Having earned degrees in art history from the University of California at Santa Barbara (B.A. and M.A.) and the University of Pennsylvania (Ph.D.), he specializes in the art of the United States, while also teaching courses in contemporary art, modern and postmodern architecture, and the history of graphic design. As a teacher, he has received TCU’s Chancellor’s Award for Distinguished Teaching, the Honors Program’s “Professor of the Year” Award, and been three times named a Mortar Board “Preferred Prof.” As a scholar, he has published books and articles and lectured widely on nineteenth-century and contemporary art, particularly on the subject of history painting. He is actively involved in area art museums as a lecturer and serves on the board of trustees of the Modern Art Museum of Fort Worth and the visiting committee of the Amon Carter Museum. He also serves on, and has chaired, the Fort Worth Art Commission, which advises the City Council on Fort Worth’s public art program.

JULIET E. K. WALKER

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

ANDREW A. WIEST

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

WENDY K. WILKINS

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

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

CAROLL ANN ADAMS

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

FAYE AINSWORTH

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

KENNETH AUSTIN

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

YVONNE AVILA

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

LOUIE J. BARTON

Louie J. Barton has been teaching at Mount Pleasant High School for the last eighteen years. He currently teaches recommended U.S. history. For sixteen years he was the debate coach and for the last ten the UIL academic coordinator. He was the high school teacher of the year in 2010–11. When he has not at school he likes to garden with his wife, read, walk, and watch grade-B science fiction movies.

SHEELA BEHBHANI

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

SUSAN BOWERS

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

TOMMY BURKHEAD

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

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

Yvonne Avila

DENTON INSTITUTE PARTICIPANT
DENNIS K. BURNS

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

MEREDITH CAFFEY

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

MARTHA CHAPPELL

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

NANCY COOPER

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

CHRIS CRAVENS

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

TOM DEMETRON

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

MIRANDA FORGAC

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

ARNOLD GARCIA

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

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

STACI HRICKO

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

CYNTHIA HUMPHRIES

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

JARROD IRICK

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

HEATHER KLOS

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

RHONDA LEE

Rhonda Lee is a native of Oklahoma but has lived in Mount Pleasant, Texas, since 1996; when she began teaching at Chapel Hill ISD, a rural school outside of Mount Pleasant. She spent the first six years at Chapel Hill as a junior high math teacher and the past eleven years as the eighth-grade social studies teacher. She is also the junior high department head for social studies and the district grade book administrator. When she began teaching at Chapel Hill, the school consisted of approximately 150 students in grades K-8, it now has over 800 students in grades K-12. She served on the committee that helped make the high school a reality and was also chosen teacher of the year by her colleagues the first year that title was given. In her time away from school she loves spending time with her grandchildren, traveling with her husband, gardening, and photography.

JOAN McCARSON

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

JAMES McGERGOR

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

JENNIFER METCALF

Jennifer Metcalf comes from Minnesota but has enjoyed learning the Texas ways for the past twelve years. She teaches AP English III and American studies and is department chair at Colleyville Heritage High School, a Dallas-Fort Worth suburban high school. Her educator husband Ben, who also teaches at CHHS, and their two daughters (ages six and three) enjoy spending time coloring, reading, and having tea parties whenever they can.
"The fact that I had the opportunity to work one-on-one with the institute’s presenters made “From Disunion to Empire” much different from the lecture-only professional development programs that I have attended in the past."
CRAIG PRITCHETT

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

WENDY SEELIGER

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

DORA REINERT

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

JOE RUSSELL

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

PAULA SEIPP

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

JOHN T. SCHMIDT

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

ELIZABETH SHARP

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

NICHOLAS TAYLOR

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

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

FROM DISUNION TO EMPIRE: THE UNITED STATES, 1850–1900

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

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

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

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

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

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

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

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

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

ELIZABETH CHAPMAN

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

KATHRYN CRAIG

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

MONICA DAILY

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

LUIS GARZA

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

TONY GONGORA

Tony Gongora is a native El Pasan. He graduated from Bowie High School in 1973, North Idaho Junior College in 1975, and The University of Texas at El Paso in 1977 with a B.S. degree. He received his educational certification from UTEP in 1982 and teaches eleventh-grade social studies and coaches the boys’ and girls’ wrestling teams at Ysleta High School. He has taught for the past twenty-six years in the Yoleta Independent School District in El Paso. In 1998, he was selected Texas history teacher of the year by the Daughters of the Republic of Texas. He enjoys spending time with his wife of twenty years and two teenage children. He also loves camping and traveling.

JESSICA GRIFFITH

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

ANN HALE

Ann Hale is a native of Texas, venturing outside the state only for a three-year stint during graduate school at Wake Forest University in North Carolina and occasionally on vacation to attend scholastic journalism conventions. A teacher for thirty-one years, she has taught English and journalism at Haltom High School in suburban Fort Worth for the past twenty-three years. She is a former Haltom High teacher of the year, Birdville ISD high school teacher of the year, Region 11 Association for Supervision and Curriculum Development high school teacher of the year, and University Interscholastic Press League Max Haddick Journalism Teacher of the Year. When she isn’t at school, she enjoys writing, reading, watching movies, taking pictures, antiquing, participating in church single adult activities, and making brief forays across the Red River to visit relatives in Oklahoma and Arkansas with her sister. She lives in Arlington.
Pam Kennedy is a native of the South Plains. She grew up in Littlefield and graduated from Texas Tech University. She resides in Lubbock and has taught at Anton ISD, a small rural school, for twenty-three years. She is also in charge of her campus’s Gifted and Talented program. She serves as her church’s organist and music director. She enjoys cooking, traveling to the mountains with her husband, and spending time with her pets and grandchildren.

DOUG KUBICEK

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

A seventh-grade Texas history teacher, he has twenty years of experience in education and is currently employed by the Halletsville Independent School District.

EDELIA LIRA

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

ROBERT McConnell

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

SAMMY JONHSON

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

LUANA HANLEY

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

ELIZABETH HUDSON

Elizabeth Hudson, a sixth-generation Texan, teaches fifth-grade American history and language arts at Travis Heights Elementary School, a public school in central Austin. In 2009 she was named the Austin Area Gifted and Talented Teacher of the Year, and in 2007 received the Outstanding Teaching of the Humanities Award from Humanities Texas. Her first career was as a journalist, but after twenty years she found her new calling as a teacher. She is married to a writer, is the mother of two fine teenagers, and is an amateur musician.

SANDY HUTSON

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

FROM DISUNION TO EMPIRE: THE UNITED STATES, 1850–1900

INSTITUTES FOR TEXAS TEACHERS
BENJAMIN MONTEMAYOR

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

CAROL PUGH

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

JOSÉ C. MORALES

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

KATHLEEN REID

Kathleen Reid was born in Maryland but spent most of her childhood in Germany. She has lived in San Antonio for the past twenty-five years. She teaches U.S. history, AP U.S. history, and academic decathlon at Memorial High School in the Edgewood Independent School District. She is heavily involved in numerous extracurricular activities, including sponsoring the senior class, coaching UIL and academic decathlon, and serving as 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.

ADELHEID MURPHREY

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

DOUGLAS RIEDEEN

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

PHYLLIS NAWROT

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

MELANIE RINGMAN

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

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

SAN ANTONIO INSTITUTE PARTICIPANT

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

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

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

GERARD VAN DEN DRIES
I am the fifth child of first-generation immigrants from Europe. I was raised in Houston and am a graduate of the University of Texas at Austin. I have lived in San Antonio for the last sixteen years. I am the department head of my school. I was KMOL television’s San Antonio teacher of the month in May 2014 and was a semifinalist for Disney’s Educator of the Year. My interests are sports and investing.

HERSHEL WALKER
Hershel Walker is a native West Texan. He was born in Andrews, Texas, in 1957, and grew up in Brownfield, where he graduated from high school in 1976. He attended Texas Tech University and received his bachelor of arts degree in history, and received his secondary teaching certificate in 1981. He was hired by the Giddings Independent School District in 1981, and has taught world history and U.S. history for the past twenty-six years. He received his master of arts in history from Texas A&M University in 1993. He is currently the head of the social studies department at Giddings High School, where his current teaching assignment is ninth-grade world history and eleventh-grade AP U.S. history. He lives in Bryan, Texas, with his wife of twenty-four years, Mary. When he is not teaching, he enjoys visiting family and friends, traveling, reading, and gardening.

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

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

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

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

#### DENTON

**MONDAY, JUNE 9**

- I found the day’s activities relevant and professionally useful:
  - **Strongly Agree**: 11
  - **Agree**: 22
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- My experience today compares favorably with other professional development programs I have attended:
  - **Strongly Agree**: 24
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- I found the day’s activities intellectually stimulating:
  - **Strongly Agree**: 27
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

**TUESDAY, JUNE 10**

- I found the day’s activities relevant and professionally useful:
  - **Strongly Agree**: 30
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- My experience today compares favorably with other professional development programs I have attended:
  - **Strongly Agree**: 30
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- I found the day’s activities intellectually stimulating:
  - **Strongly Agree**: 30
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

**WEDNESDAY, JUNE 11**

- I found the day’s activities relevant and professionally useful:
  - **Strongly Agree**: 29
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- My experience today compares favorably with other professional development programs I have attended:
  - **Strongly Agree**: 29
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- I found the day’s activities intellectually stimulating:
  - **Strongly Agree**: 33
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

#### SAN ANTONIO

**MONDAY, JUNE 16**

- I found the day’s activities relevant and professionally useful:
  - **Strongly Agree**: 34
  - **Agree**: 5
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- My experience today compares favorably with other professional development programs I have attended:
  - **Strongly Agree**: 29
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- I found the day’s activities intellectually stimulating:
  - **Strongly Agree**: 35
  - **Agree**: 4
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

**TUESDAY, JUNE 17**

- I found the day’s activities relevant and professionally useful:
  - **Strongly Agree**: 26
  - **Agree**: 10
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- My experience today compares favorably with other professional development programs I have attended:
  - **Strongly Agree**: 29
  - **Agree**: 0
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- I found the day’s activities intellectually stimulating:
  - **Strongly Agree**: 30
  - **Agree**: 6
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

**WEDNESDAY, JUNE 18**

- I found the day’s activities relevant and professionally useful:
  - **Strongly Agree**: 25
  - **Agree**: 10
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- My experience today compares favorably with other professional development programs I have attended:
  - **Strongly Agree**: 28
  - **Agree**: 4
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

- I found the day’s activities intellectually stimulating:
  - **Strongly Agree**: 30
  - **Agree**: 5
  - **Neutral**: 0
  - **Disagree**: 0
  - **Strongly Disagree**: 0

### FROM DISUNION TO EMPIRE

**THE UNITED STATES, 1820-1900**

**DENTON** – JUNE 9-11, 2008

**SAN ANTONIO** – JUNE 15-18, 2008

**GEOGRAPHICAL DISTRIBUTION OF PARTICIPATING TEACHERS**

![Map of the United States highlighting the geographical distribution of participating teachers.](image)