

Fall 2013

Time Lines Fall 2013

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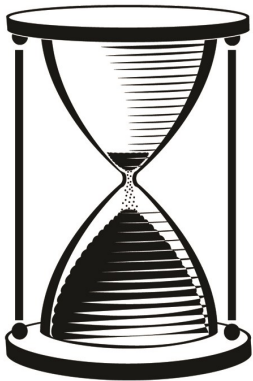


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Time Lines

DEPARTMENT OF HISTORY

THE COLLEGE AT BROCKPORT, SUNY

VOLUME 26 FALL, 2013



Brockport Historian in the SUNY Tower on the Hudson

As the 15th President of the SUNY Faculty Senate, for the past four years History Professor Ken O'Brien represented over 19,000 SUNY faculty and staff in Albany. Elected in 2009, he was our representative to SUNY Chancellor Nancy Zimpher, meeting with her regularly on a wide variety of issues. Her tribute to Ken is on page 2. Prof O'Brien also served as a member of the SUNY Board of Trustees.

Prof. O'Brien (below) at the opening of the "Boosting the Power of SUNY & CUNY: A Celebration of Graduate Research Conference" are Chancellor Zimpher, Chair of the SUNY Board of Trustees Carl McCall, SUNY Research Foundation President Tim Killeen, and Lieutenant Governor Robert Duffy.



THE CHANCELLOR'S LETTER

Dr. Kenneth P. O'Brien, past-president of the University Faculty Senate (UFS), joined the Board of Trustees on July 1, 2009, just months after I began my own tenure as chancellor of SUNY.

My first close interaction with Ken was on the *SUNY at 60* book project. Understandably, with his background in history and knowledge of the system, Ken had been tasked with co-editing the book that was to mark SUNY's 60-year anniversary. Not surprisingly, it was a task he conducted simultaneously with great verve and ease. Throughout the process, I came to learn that Ken had an impeccable fundamental understanding of SUNY. He is a true expert in the system's history and inner-workings and, to his credit, that is evident in the final *SUNY at 60* product.

As the designated faculty representative during the most formative period of SUNY's new strategic plan, Ken was also naturally cast to lead several charges throughout the process, ultimately serving on the Strategic Planning Steering Committee as well as the Education Pipeline and Student Enrollment Management and Mobility workgroups. After the plan's launch, Ken was also critical in the development of eight different teams and task forces. These were challenging roles and Ken filled them with his usual grace, keenly striking the right balance between professor and policy-maker, and ensuring that the final plan would benefit each of SUNY's diverse audiences.

Ken's ability to time and again find that balance is one of several characteristics he possesses that made ours an ideal working relationship as we lifted up shared governance as a key component of the country's largest system of higher education. Ken is highly observant and passionately inclusive of the different perspectives that inform SUNY's decision-making. And he represents our various stakeholders fairly, accurately, and candidly – a challenging combination.

He is also timely and consistent in his actions. Importantly for our purposes, they have changed the face of shared governance at SUNY, setting a higher standard for collaboration and engagement among us.

Ken's leadership has transformed and improved our processes for presidential searches, general education requirements, strategic enrollment, student mobility, strategic planning, and online education, to name a few. Through it all, Ken has never lost sight of his passions for the arts and research, making the most of his various SUNY posts to support our faculty and student art shows, showcase campus research annually in Albany, and help to form and define the role of SUNY's first Distinguished Faculty Academy. Fortunately, Ken continues his leadership role beyond UFS, as he currently chairs the Provost's Open SUNY Advisory Council.

In his four years as president of the UFS, Ken accomplished so much, with such dedication to SUNY and to the faculty he represents. Thank you, Ken, for your outstanding leadership and unwavering partnership as UFS president.

Nancy L. Zimpher, Chancellor, The State University of New York

President O'Brien opens the "Discovery: An Undergraduate Showcase" poster symposium



Student Achievement

Phi Alpha Theta

The College at Brockport's Alpha Gamma Lambda chapter of Phi Alpha Theta, the national history honor society, inducted 18 new members at our annual honors and awards ceremony at the Morgan Manning House on April 19, 2013.

- Sarah Boyer
- Megan Crowe
- Catherine Coffee
- Rebekah Feller
- Sarah Fisher
- Katelyn Hess
- Nicholas Kingsley
- Thomas Mallaber
- Angelo Nuccie
- Catherine O'Connor
- Amy Pepe
- Brenden Pieszak
- David Pomplas
- Todd Rogers
- Joseff Smith
- Rebecca Smith
- Tiffany Staats

College Awards

- Distinguished Scholar Award Benjamin Young
- Outstanding McNair Scholar Garrett Roe
- Anne & Lynn Parsons Award

History Department Awards

- Kleehammer Departmental Scholar Katelynn Hess
- Department Scholar Linda Webber
- The Jack Crandall Award Michael Zagari
- The Robert Griswold Award Joseff Smith
- The Arthur Lee Award Stephanie Cottrell
- The Kempes Schnell Award Catherine Coffee
- Terry Gore Military History Prize Richard Deverell
- Melinda Kleehamer Senior Seminar Prize Shellie Clark
- The Arthur Lee Award Stephanie Cottrell
- The George S. Queen Outstanding Essay Awards
 - Undergraduate Essay Richard Deverell
 - Graduate Essay Benjamin Young
- The Arthur Lee Award Stephanie Cottrell
- Bermudes Research Travel Award Judith Littlejohn
- Wayne Dedman Graduate Award Benjamin Young
- Flieger Family Graduate Fellowship Benjamin Young
- Graduate Teaching Assistantships
 - Fall 2012 Natalie Walton & David Douglas
 - Spring 2013 Richard Deverell & Steven Bennett

History Majors Rebekah Feller, Rebecca Smith, & Tiffany White joined fellow Brockport students at the National Conference on Undergraduate Research at the University of Wisconsin. LaCrosse



THE 30TH SCHOLARS DAY

When our late colleague and then Academic Vice-President, Robert Marcus, pioneered the first Scholar's Day in 1984, he could hardly have imagined its growth and its evolving role in our intellectual life.

All 56 presentations in 1984 were by faculty. The 30th Scholars Day featured 438 presentations and performances as well as poster sessions, almost all by students.

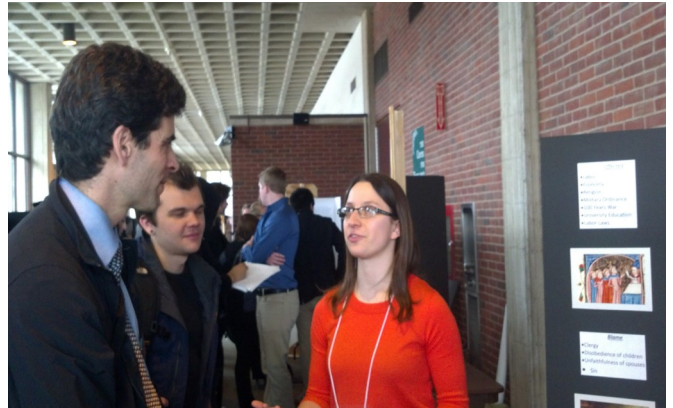
History students participated in four panels as well as preparing six posters.

Prof. Katherine Clark presided in the first session "Identity and Buildings" with papers by William Daubney and Ricky Tomczak (see abstracts on p. 5).

Then Prof. Anne Macpherson chaired a legally oriented session with papers by Stephen Owen (see abstract), and Victoria Peryea on "Prayer in Public Schools" and Meghan Haines on "Acknowledging Prejudice within American's War on Terror".

Prof. John Daly moderated a Civil War session of papers by Cody Leuttger "How the Civil War Influences the Indian Wars in the American West" and by Richard Deverell (see abstract).

The day concluded with Prof. Jose Torre chairing a panel on antebellum America with papers by Paige Doerner, "Romanticism & Ruralism: Changing 19th Century American Perceptions of the Natural World"



Sarah Zeitler discusses her "Plague in Medieval England" poster with Prof. Spiller, Dean of the Graduate School, & History major Dean Barney.

& Susanna Johnson, "The Rise of Tourism & the Picturesque in Antebellum America" & Leylan Akyuz, "Emergence of the Middle Class", and Tyler Hogan, "Martin Van Buren's Not So Practical Politics".

Linda Webber, Juan Carlos Acosta, Shellie Clark, Elizabetha Dunaevsky, Victoria Peryea, and Sarah Zeitler created posters which attracted a large audience.

STUDENTS HUDDLE AROUND THE HISTORY POSTER SESSIONS



SCHOLAR'S DAY PRESENTATIONS

A SAMPLING

Wm Daubney '14 "Kilmainham Goal: Representing the Whole of Ireland"

Reported on the turning of Kilmainham Goal, where the Easter Rebellion rebels were executed, into a historical site. He developed this interest as a participant in Prof. Clark's Maynooth program last summer, "Memory and Monuments in Irish History and culture". The site of the execution of the Easter Rebellion leaders, the Goal was left to the elements for years, too controversial and expensive to handle. But then it was restored and has become a touchstone of Irish culture.

Ricky Tomczak '12 M.A. '14 "Forging Identity thru Architecture: A History of Infrastructure, Architecture, and Geography of the BSNS, 1867-1940"

Examined how the evolving architecture of the campus reflected and promoted the academic mission of the Brockport Normal School. After bitter debate in the Village over taxes, the leaders secured state normal school status by creating an impressive Romanesque structure. Continued improvements (e.g., running water, steam heating, a cafeteria) kept campus life up to date and a dark-wood library was the center of academic life. Students, like today, played sports on the lawn and lobbied for their organizations. Having all facilities in one building and on the adjacent lawns promoted a close community for over seven decades until replaced by the Georgian colonial building we now call Hartwell Hall.

Stephen Owen '13 "Public Opinion Triumphs the Constitution"

In 1942, President Roosevelt signed Executive Order 9066, resulting in the internment of 120,000 Japanese Americans on the West Coast for three years. While public opinion helped cultivate the ostracism of Japanese Americans, President Roosevelt initiated this separation through the Order. Hysteria was perpetuated through laws created by the Legislative branch and military orders, but more so through decisions of the Supreme Court. Under the guise of "military necessity," all three branches of government fell victim to and perpetuated the vicious cycle of fear mongering that charged those of Japanese ancestry in the United States with secretly conspiring against the country. Thus their loyalty was automatically in question due to the attack on Pearl Harbor.

The Supreme Court, having catered to public demands, denied its most basic responsibility of establishing constitutionality where it may be in question, and failed the American people in three separate Supreme Court cases. As a result of the Court's repeated ignorance, several blatantly unconstitutional laws and Orders were enforced in our country.

Paige Doerner Brockport '12 & M.A. '13 "Romanticism and Ruralism, Changing 19th American Perceptions of the Natural World"

Romanticism and Ruralism is a digital public history research initiative that examines the correlation between European Romantic art and literature and 19th century American culture, particularly in regards to perspectives on the natural world, landscape painting, landscape design and sanitarium reform. Romantic ideology was transplanted into American culture through the mediums of art and design.

The creation of visual representations of the natural world through landscape art and architecture provided the American populace with a means of understanding and appreciating the natural world, seeing themselves as a viable part of it, and even drawing physical and emotional rejuvenation from it.

My interdisciplinary approach utilizes art history, cultural anthropology, and material culture history as a means of understanding the growing sensitivity between the individual and the natural world in

Richard Deverell Brockport '12 & M.A.'13 "Captain Joseph Deverell and the 108th NYV Infantry"

While taking Dr. Daly's Civil War and Reconstruction class during Fall 2012, I discovered that a cousin possessed my great-great grandfather's paperwork from the 1850s-1880s, including his papers from his service during the Civil War with the 108th New York Volunteer Infantry. The wealth of information fit into three categories: battles, personal letters, and articles of interest, including records of a duel and desertion.

In researching the 108th, I found a book by George H. Washburn, a contemporary of my ancestor, documenting the history of the unit 30 years after the war. Using James McPherson's *Battle Cry of Freedom* and Gerald Linderman's *Embattled Courage*, I fit Washburn's account and my ancestor's records into the larger Northern narrative of the war. The most exciting part for me was reading my ancestor's writing and recognizing a pattern of speech I'd heard from my grandfather and even my father at times, allowing these records to transcend the paper and become living documents as I read them.

From the Chalkface

Practice teaching has been a rite of passage of many History students. Erin Beach '13 records her thoughts on her baptism by fire last Spring.

This Spring semester I have been completing my student teaching placements in the Churchville-Chili and Holley school districts. My first placement was at Churchville-Chili High School teaching 11th grade regents U.S. history and AP psychology. For the first time I felt really confident about my choice to become a teacher. I thoroughly enjoyed teaching history and coming up with discussion questions to get the students relating the lessons to their own lives. It was a lot of fun to teach an AP class too. The level of discussion and insight in the AP psychology classes more closely mirrored a freshman college course than the average high school class, and it was refreshing to see students working at that level and it challenged me personally by putting me in charge of teaching content that I am not nearly as familiar with as social studies. The relationships I created with the students greatly surpassed my expectations and it was a very sad day when I had to leave. I loved the teachers at Churchville as well and I would be thrilled if I got to work with them in the future. I could not have had a better experience at my first placement.

Now I am teaching special education classes at Holley Middle School. It is a huge change from my experience at Churchville, but it is providing great learning opportunities for me as an educator. Sometimes I struggle because I prefer to teach older students and focus on social studies. As of now I have to teach not only social studies, but science, math and English at the 7th and 8th grade levels. I have a passion for history which shows when I get to teach that content. I am still learning to bring that kind of excitement into the other areas. Teaching special education classes is a challenge in itself. People told me before I started that teaching high school would be hard because older students are often not respectful or willing to listen. But I am finding that it is much harder for me to keep these middle school students on task. Granted, most of my

classes are almost completely comprised of students with IEPs, but every younger student just seems to have so much more energy and wants to use it in every distracting way possible. So it has been hard to adjust to this new atmosphere, but I am still having fun getting to know the kids and teaching some different topics that I may never get to cover in my own classroom.

Luckily for me, this was also the year that the Brockport Women's Soccer team I have been a part of the last four years took a training trip to Costa Rica. I was able to start my first student teaching placement a week early and finish a week early in order to take a week off and travel with my team. It was definitely the experience of a lifetime.

Needless to say, I have had a memorable semester inside and outside of the United States borders. I would recommend the SBTEs (School Based Teacher Educators) I have worked with to future student teachers and the districts I have taught in as well. This has been the perfect semester to end my undergraduate career at Brockport.

Erin Beach '13

2013 Maynooth Lecture

Prof. John Bradley's lecture "Why Study History?" explored reasons to study the past. He told students



that an important reason "for studying history is that you learn a set of skills to evaluate evidence. You can learn how to evaluate different news reports like Fox News and CNN with conflicting information and analyze the material to find out what's the truth, if there is such a thing as a single truth".

The *Stylus* picture above was taken by History major Rory Patrie.

Alumni Commentary

Brockport was a leader in the 'new' social & political history of the 1970s and 1980s. Tom Verso M.A. '91 reflects on the value of its quantitative methodology.

In 1965 Roderick Floud, writing his Oxford Ph.D. dissertation on the nineteenth century machine tool industry, located an engineering firm offering him records back to 1856. So many records that Floud “filled a transit truck with the books”. After unloading, he writes: “I can remember very vividly sitting and thinking: *What on earth do I do with them now? There were such a very large number.*” A colleague suggested: “Use a computer”! At first Floud’s response was essential: “HUH?!?” In 1965 how many historians used computers? Virtually none.

Floud learned the computer/statistical methods to study **large quantities of ‘source document’ data**, and became a promoter of quantitative methods for historians, writing one of the best *Introductions to Quantitative Methods for Historians*. Floud writes: “**Students of history especially need basic quantitative research skills to enable them to access the treasure-trove of social, economic and political data...**”

At first, the profession seemed to respond. In the 1970s and 80s there was a significant movement toward *Quantitative Methods*. However, that proved to be an *ephemeral affair*. Generally, **historians deny the relevance of computers/statistics; thereby denying themselves access the “treasure-trove of social, economic and political data.”** They **ignore source documents** about the very subjects they study, because they refuse to learn the necessary skills to transcribe, access and analyze the **‘source documents’**.

How can an historian write, for example, “*Women’s History*” without accessing *census and other demographic ‘source documents’*? Anytime **an aggregated population** (‘women’, ‘slaveholders’, ‘Democrats’, ‘Catholics’, etc.) **is the subject of an historiographic sentence**; if it is not supported by *inductive statistical logic*, then the historian has committed the “**Hasty Generalization**” fallacy. The sentence is epistemologically meaningless. It conveys no knowledge of the past.

Without computers/statistics, the only meaningful sentences about social history an historian can write are sentences with **singular subjects** (a **women, a slaveholder, a Democrat, a Catholic**, etc.). Essential they write hiSTORY; anecdotal narratives about ‘a women’, ‘a slaveholder’, ‘a Democrat’, ‘a Catholic’, etc.

A good example of these “*Two Roads to the Past*” comes from French Revolution historiography. There are uncountable biographies written about guillotine victims (e.g. *Marie Antoinette*) based on traditional literary sources (e.g. *diaries, letters, memoirs, etc.*).

However, J. M. Thompson in his *The French Revolution*, using public records, aggregated nearly 1500 victims; demonstrating the class character of the executions, and the point in time predominately upper class executions transitioned to working class. He posits (see the table below - **The Terror of 1794: Victims by Social Class and Month** (approximate) **percentages of total executions per month for each social class**).

Notice that Middle and Lower class executions increased respectively from 21 to 33% and 20 to 42%. The other four classes decreased as a percentage of total monthly executions (note especially “*Nobles*”).

Thompson writes: “*It needed no statistician to show that the victims of the Tribunal, in the summer of '94, were no longer aristos, treacherous generals, or dishonest officials, but ordinary citizens of the professional and working classes*” (p.538).

True, “*It needs no statistician...*” but, it takes an historian who can enter 1500 records into a computer and generate percentages and table formats. Historians who cannot use computer/statistics, cannot ascertain the facts of history described in table 3.1 – *that’s a fact!*

Also, notice the implication of this analysis has for “**People’s (Social) History**” (i.e. *history of the masses of ill- or marginally literate that don’t leave, diaries, letters, memoirs for the historian’s convenience*). Traditional history is the history of the elite’s experiences and worldviews; Thompson documents the experience of the **ordinary citizens**.

Quantitative methods are the ONLY METHODS capable of describing the experiences of the **ordinary citizens**. J. M. Clubb et al in their book *Everyday lives of Working Americans* write: “*This social history about industrial workers and families employ data for 3,043 families... we must use tools of quantitative analysis...*”

In sum: For reasons that cannot be explained in *epistemological, logical or historiographic terms*, the vast majority of university historians rejecting quantitative methods insist on writing anecdotal hiSTORY.

Month	# Victims per month	Clergy %	Nobles %	Army %	Officials %	Middle Class %	Lower Class %
April	200	9	23	13	22	21	20
May	300	7	14	13	16	28	25
June	600	7	10	4	14	24	41
July	400	5	0	10	7	33	42

Emeriti Adventures

Prof. Bob Strayer's Reflections on Retirement

"Retirement on the installment plan" has been my way of withdrawing from academic life. After retiring from Brockport in 2002, my wife and I moved to California where I taught part-time or as an adjunct at several places: CSU Monterey Bay, UC Santa Cruz, and Cabrillo College.

Having retired from each of them in succession, I am now wholly without institutional affiliation and therefore authentically "retired." I have been surprised to learn just how much a formal job served to structure life and without it I am more "on my own" to construct a life at this age and stage.

Doing so has involved some continuation with the task of a historian: revising my world history textbook (*Ways of the World*) for a second edition; creating an on-line module of documents and images on "Experiencing the Collapse of the USSR; teaching in an NEH seminar for high school teachers in Istanbul in the summer of 2013; and occasional presentations at conferences.

In addition I've offered several community-based courses aimed at inter-religious dialog: one on Islam, another on world religions, and a third dealing the many worlds of Christendom. I've had time to volunteer in a local hospice and to lead meditation groups at Salinas Valley prison.

Unlike many retirees, I do not find myself terribly busy and so have some time for reflection and contemplation, which seems appropriate to this time of li

Prof. John Ingham

While teaching at Brockport from 1970 to 1977, Prof. Ingham played a critical role in the M.A. Program and lead a memorable team-taught American history survey.

He and his wife have moved to San Diego. An inveterate baseball fan, he now follows the Padres and recently published "Managing Integration: Clemente, Wills, 'Harry the Hat,' and the Pittsburgh Pirates' 1967 Season of Discontent" in *NINE: A Journal of Baseball History & Culture*. The article examines the impact of race and racism among American-born and Caribbean-born blacks on the 1967 Pirate team, focusing on baseball greats, Roberto Clemente and Maury Wills, and their southern-born manager, "Harry the Hat" Walker.

Prof. John Killigrew

Prof. Killigrew remains a regular presence on campus. Every day he comes to Drake Library to work on Chinese history in his appropriately decorated carrel (see above).

He recently published "The Role of the Moushi in the WeiShu and JinShu during the Northern Kingdoms, 307-450AD" in the *Journal of Asian History*



Prof Lynn Parsons

At Commencement Prof. Parsons was not only present, but he was a star attraction, delivering the address at the Graduate Ceremony in the spectacular new Special Events and Recreation Center (aka SERC). His oration was a passionate defense of higher education as a public good deserving more generous support.

Shortly after retirement, he published *The Birth of Modern Politics: Andrew Jackson, John Quincy Adams, and the Election of 1928* in the Pivotal Moments in American History series.

Since then he has turned to history of their retirement home, Castine, Maine. Prof. Parsons and his wife Anne have co-edited the Castine Maine Historical Society newsletter. And last year he published *Missions and Meetings Houses, Chapels and Churches, Four Centuries of Faith in Castine, Maine*.

Alumni News

George Mantzidis '07

Now a practicing lawyer in Florida, George is opening his own practice in which he will focus on Corporate and Business law and wills, trusts,

Judith Littlejohn MA '13

Her degree has been put to immediate use. She is now the Elba Town Historian. Her M.A. thesis was on rural delivery mail inspired by the fact that Elba was one of the first three post offices in the United States to provide that service. Her dissertation can be read on Drake Library's Digital

Rachel Trapp Newton '96

Going to law school after Brockport, Rachel is now an Assistant D.A. in Buffalo, focusing on sex

Michael Moulton. '02

Mike has decided to enter the ministry and has just completed his studies at the Northeastern Seminary at Roberts Wesleyan College.

Joseph Meli, B.A. '70

After Brockport, Joseph taught and worked in retail. In semi-retirement he runs seminars at Senior Citizen Centers in the Rochester area.

Jane Oakes, M.A. '03

Visit Jane's Pantry at 84 Main St. in Mt. Morris! There she is playing an important role in the inspiring revival of the village.

Jane has worked on the restoration of opera houses and other valuable historic landmarks in western New York and recently assisted the author of a book on the history of wine-making in New York State.

Joel Freedman M.A. '97

A semi-retired instructor of history at Finger Lakes Community College, Joel is an inveterate contributor to the local press on a variety of historical and subjects as well as contributing book reviews..

Dan Cody '07 MA '10

As I have said to you earlier, I have really fallen in love with teaching. It is something that I should have pursued years ago but having said that, perhaps years ago I would not have been so enthusiastic about it as I am now. I just finished my third semester at GCC. I teach 2 sections: The Physiology of Sleep, and Sleep Instrumentation. The "bar has been set" by the state and it's my job to get my students over the bar (what ever that takes). So far....so good. All my students have passed.

And there is better news. **Dr. Robert Brown (Brockport '91)** offered me an adjunct position! I am teaching HST 111, American History from 1877 to the Present. That is such a perfect match for me with my historical interests. I have been developing the period of 1898 to 1918 as my area of specialty. I call it "End of Empires" During my undergrad work at Brockport, I took a similar class which was probably what got me hooked on that time period. It's funny how things have a way of going full circle. I just had to share my good news. I have my foot in the door for my dream job. The History Department at Brockport got me started. Thank you.

Mindy Cater Wallington '07

Mindy is an Assistant in Rare Books and Special Collections at the University of Rochester, a job she attributes to her undergraduate internship working on the Mary Anne Crupzak Papers.

She has co-curated the current exhibit "Nurturing Inquiry: Exploring Special Collections Research" which continues until February 28.

More Alumni News

Christopher K. Sielaff '06

After graduating from Binghamton University's Graduate School of Education, I earned a position with Binghamton City Schools teaching Social Studies. I am in my 4th year of teaching and have just received tenure. I have taught Government, Economics, Contemporary Global Issues, American History, Global History, and AP World History.

As a teacher, my focus has been literacy, in particular writing in the Social Studies classroom. In 2011, I worked with professor Dr. Erin Washburn from Binghamton University on some action research using Self-Regulated Strategy Development (SSRD) and the Gradual Release of Responsibility Model in my classroom. We are currently co-authoring a paper and hope to submit it to a publication shortly.

It's funny that at Brockport you talk about corrections being "an act of love". I will be having that exact conversation with my AP students tomorrow. I'm handing back essays and there is much room for improvement. Most of these students (as 9th graders) are used to getting an A on every assignment, so I know their grades will seem as an attack on their intelligence. However, if they want to earn credit on the AP exam, we have to find a way grow as writers.

Recently, on curriculum night I received a mix of sneers and smiles from my student's parents. The thanks always outweigh the criticisms.

Philip Maples '71 M.A. '76

We sadly report Phil's passing. However he left an enduring mark on the Rochester historical scene. He nurtured the Baker-Cederburg Museum and Archives of the Rochester General Hospital from a small operation into an archive of 6,000 square feet of climate-controlled space which meets professional archival preservation standards.

Under Philip's leadership Baker-Cederburg received the New York State Archives and Records Administration's Annual Archives Award in 1996, and in 1994 received the Award of Merit from the Western New York Association of Historical Agencies. The Archives also received a Certificate of Commendation from the American Association for State and Local History.

Nate Thompson M.A. '11

I am teaching MSC 310 Survey of American Military History in Brockport's ROTC Program. To prepare I took a two-week course at Fort Leavenworth which included getting to fire a "Brown Bess" (the British army's main weapon c.1800) and the Springfield rifle (standard issue to WWI "Doughboys") in summer 2012. Then I went to Fort Knox for a course on pedagogy.

My course examines the old question of whether generals "fight the last war" by surveying American conflicts from the French and Indian War to 21st insurgencies.

In my spare time I am doing genealogy of my family from their farm near the Cobblestone museum in Gaines back to the Mayflower and to 16th century England.

Mary Stabb Shaw B.A. '72

Living and teaching in California, Mary received a Teacher of the Year Award for Innovative Teaching for using drama to portray the history of California. She also received the California Music Education Association's Maynard-Moreland Award for her use of music across science and social studies curricula.

Verdis Robinson '02 M.A. '05

Now a Professor at Monroe Community College, Verdis teaches a range of courses across American and European history. He is very active on campus, coordinating the Democracy Commitment Project and editing the Scholars Day e-journal.

Stephen T. Bragg '?? M.A. '01

A veteran, Steve is in his 14th year working as a Veteran's Representative for New York State. Having served in the Air Force in East Anglia, England and having written his M.A. thesis on the reception of American airmen there during WWII, he recently re-visited area and particularly enjoyed the Duxford Museum dedicated to the U.S. Air Force.

The New Masters of History

Prof. Martin, Director of the Master of Arts in History Program,
announces the graduation of 15 newly minted MAs in History

Kimberly Barber
Andrea Dawson
Richard Deverell
Paige Doerner
Kyle Gilzow
Stephanie Haibach
Judith Littlejohn
Ryan Maier
Daniel Paganin
David Pomplas
Ann Stachowski
Michael Tobin
Cierra Wallis
Jonathan Whiteside
Benjamin Young

Please send your news to us either by email to the History Department Secretary Teri Rombaut at trombaut@brockport.edu or clip the form below and send it by snail mail.

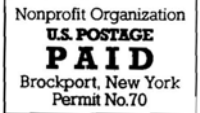
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The College at
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STATE UNIVERSITY OF NEW YORK

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Department of History



Alumni News

Attention, History alumni! We'd like to hear from you. To make it easier, please fill out, clip and mail this form to: Newsletter, Department of History, The College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2956. Or reach us by email: trombaut@brockport.edu. You can also fax us: (585) 395-2620. Check us out on the Web on Facebook and at www.brockport.edu/history Many thanks!

Name: _____

Address: _____

Date of Graduation: _____

Degree: _____

Current Position: _____

Any news that you'd like to share (career, hobbies, travel, family, etc.) _____
