



Spring/Summer 2011

Editor:

Chris Mauriello, Chair

Inside this Issue:

Faculty Essay

Notes from the Chair

Faculty News

Student News

Historical Best Friends

Internship Essay

Phi Alpha Theta

Salem State Historical
Association

News from the Graduate
Programs

Appeal from the Chair

International Travel Courses

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**Why I became a History Professor, or;
the Reformation at Home**

Donna A. Seger

Most of the key decisions that I've made in my life, including my choice of profession, have been influenced primarily by my parents. There is nothing unusual in this; one might say that it is the natural order of things. But there is something slightly different about the *way* my parents influenced my career path. Both of my parents had academic professions; my father is an English professor and my mother was a librarian. I grew up around lots of books and interesting people and enjoyed leisurely summers in Vermont and Maine and England during which no one appeared to be really "working." It sounds lovely in retrospect, and it was. Certainly I sought to replicate such a life for myself, but over the years I have come to realize that I was far more influenced by the dissonance in my family life than its harmony. For I am the product of a mixed marriage: my father is Catholic, my mother (who died when I was 20) was a Protestant, and nearly every night at the dinner table they played out their own Reformation for my brother and me.

My parents were married just before Vatican II in a Catholic ceremony. I never understood why my mother consented to this, perhaps simply to appease my paternal grandparents who were a bit more strident in their faith than the more casual gin-and-tonic Episcopalians of her family, but it was certainly an issue for the entirety of their marriage. More so than the ceremony, the real matter of contention for my mother was the "contract" which she was compelled to sign (before? afterwards? I never really knew; I have this recurrent image of a Pope-like character presenting my mother with

pen and paper right after she said her vows) in which she promised to raise her future children as Roman Catholics. Whatever contract existed between my mother and the Vatican was broken several years later when I was baptized an Episcopalian at the Church of St. John the Evangelist in Boston. In the ecumenical spirit of the late sixties, my little brother was christened a Catholic several years later, and thus we had our happy, albeit somewhat-divided, family.

Both of my parents were quite religious and sought to develop similar inclinations in their children. They seemed to have a two-pronged approach to attaining this: conventional indoctrination and intellectual disputation. My brother attended Mass with my father and weekly catechism sessions to which my mother drove him; I attended Sunday services with my mother and Episcopalian summer day camps to which my father drove me. There was no disparagement of the "opposing" faith but lots of discussion, usually at the dinner table, both between them and between us and them. Above all there were questions which deserved some sort of objective answer. Why was the Pope so all-powerful? Why did my paternal grandfather ask me repeatedly when I would "recognize" the Holy Father? Why were Catholic priests unmarried? Why did the Catholic Lord's Prayer end without "for thine is the kingdom, and the power, and the glory....?" Was my church simply the product of Henry VIII's lust? I had to find my own answers to these questions, and that's why I became a history professor.

NOTES FROM THE CHAIR

Dr. Christopher Mauriello

Welcome to the spring 2011 edition of *Past and Present*. After this long and snowy winter, spring is here and a sense of change is in the air. The focus of this issue is change and new directions. The first change is in the production and editing of our newsletter. I regret to inform the readers of *Past and Present* that our co-editors of the newsletter, Professors Gayle Fischer and Alexandros Kyrou, have stepped down from editing responsibilities. On behalf of the history department, I would like to thank them for their professionalism, commitment and skill in editing and publishing the newsletter. Their outstanding work will be missed.

Like Salem State University itself, the history department is changing and exploring new directions. As part of an ongoing university-wide program review and the department's own strategic planning, a group of faculty are working to revise and expand our "public history" curricula and programs. Responding to growing student interest in public history—including local and regional history, new media and digital history, museum studies and administration and historical tourism—the department aims to create innovative "programs" at the undergraduate and graduate level. Revising and expanding existing courses in public history, hiring new faculty with expertise in public history, seeking out regional partners (foundations, institutions, museums, local historical societies etc.) in Essex County and Salem, identifying new internship sites for our students are just some of the changes currently being explored or implemented. Key to the success of this public history initiative is collaboration with other faculty and departments at the university and regional educational, public and private partners throughout the Essex County and beyond. We intend to draw on the vast faculty expertise right here on campus to explore the vibrant social, economic, cultural and political life and history of the region. We are looking to our museums, historical foundations and associations and businesses to identify key concepts, skills and capabilities that our graduates need to get hired and succeed in public history careers and professions and for new ways to increase our collaboration with our regional partners. Ongoing this spring and continuing through next year, the department

will sponsor or co-sponsor a number of events and meetings to reach these ambitious goals. Stay tuned to the department Website (salemstate.edu/history) for updates on this public history initiative and associated events.

Our recent faculty hires are expanding the department in new directions with exciting course offerings for our undergraduate and graduate students. Michelle Louro, our recently hired South Asian historian, proposed new courses in "Topics in Asian History," and "Partition and the Making of Postcolonial India and Pakistan." Bethany Jay, our new MAT-History Graduate Coordinator and American historian has revitalized our MAT program and taught "Museum Studies," "Historical Heritage of the North Shore" and "Topics in American History: Museum Anthropology." Erik Jensen, our new ancient historian, successfully proposed and has begun teaching new courses such as "History of Ancient Greece," "History of Ancient Rome," "Roman Law" and "Barbarians in the Greek and Roman World." The addition of these faculty and new courses supports the department and university goals of educating students for a diverse global society.

We are also completing our first full year of a new initiative in alumni outreach. Administrative Assistant Alice Bianchi, with the help of the SSU alumni affairs office and annual giving, is compiling updated mailing and email lists of undergraduate and graduate history department alumni. We will be using these lists to increase two-way communication with our many alumni friends and supporters. We would like to hear from you as well as keep you updated on our campus and off-campus events. Please email abianchi@salemstate.edu or cmauriello@salemstate.edu to give us updates on your family, education, careers and successes. A separate appeal for donations for the History Department Gift Fund can be found later in the newsletter. We appreciate your generosity this past year. Thanks to you, we increased our gift fund by approximately fifteen percent despite the economic recession.

Best wishes to you and your families for 2011.

FACULTY NEWS

Publications:

Dr. **Kimberly Alexander** published “Demure Quakeress’: Rebecca Kinsman in China, 1843–1847” in *In Our Own Words: New England Diaries, 1600 to the Present*, Vol. 2, Neighborhoods, War, Travel, and History, Dublin Seminar for New England Folklife Annual Proceedings, 2006/2007 (Boston: Boston University, 2009): 102-113. Her exhibit catalogue *Painting Portsmouth: A Brush with the Past*, co-authored with Banks Gallery owner, Jamie Lafleur, came out in 2010 (Portsmouth: The Blue Tree). She has also published an essay, “The Strawberry Banke Series: A Symphony In Seasonality,” in *The Shape of Color* (The Blue Tree, 2010). Her anthology, *General Fitz John Porter: The Solider and the Scandal* (Portsmouth, NH: Blue Tree) will appear in May and will include her chapter (co-edited with Dane Morrison), “1862: General Fitz John Porter’s Enshrining Moment.”

Dr. **Emerson Baker** received a contract for *A Storm of Witchcraft*, a book on the Salem witch trials to be published by Oxford University Press in their Pivotal Moments in American History series.

Dr. **Avi Chomsky** published a new new book, *A History of the Cuban Revolution* (Blackwell, 2010). She has another book, “Undocumented”. She is also collaborating on a Spanish translation of her earlier book, *They Take Our Jobs!* She has also published two book chapters “Unions, the Environment, and Social Justice: Mining Struggles in Colombia and Appalachia,” (with Chad Montrie), in Steve Fisher and Barbara Ellen Smith, eds, *Transforming Places: Lessons in Movement-Building from Appalachia*, forthcoming and “Labor History as World History: Linking Regions over Time,” in Leon Fink, ed., *Workers Across the Americas: The Transnational Turn in Labor History!* (Oxford University Press, 2011).

Dr. **Alexandros Kyrou** recently published review articles on the following books: Richard A. Billows, *Marathon: How One Battle Changed Western Civilization*, Philip

H. Gordon and Omer Taspinar, *Winning Turkey: How America, Europe, and Turkey Can Revive a Fading Partnership*, and John K. Campbell. *Honour, Family and Patronage: A Study of Social Institutions and Moral Values in a Greek Mountain Community*. The preceding reviews were published in “Biblia,” *The National Herald* (June-September, 2010).

Dr. **Michele Louro** recently published a review of Michael Silvestri, *Ireland and India: Nationalism, Empire, and Memory* (Cambridge, Palgrave Macmillan, 2009), *South Asia Chronicle* 1, 1, (April 2011). She also received a Summer Research Grant from the School of Graduate Studies, “From Brussels to Bandung: Nehru, India, and the Global Geography of Anti-Imperialism.”

Dr. **Dane Morrison** is co-editor of the *World History Encyclopedia, Era 6: The First Global Age, 1450-1770*, 3 vols. (San Francisco: ABC-CLIO, 2010). The volume includes his essay, “The Praying Indians.” His chapters, “Porter and the Press” and “1862: General Fitz John Porter’s Enshrining Moment” (co-edited with Kimberly Alexander) will appear in *General Fitz John Porter: The Solider and the Scandal*, edited by Kimberly Alexander (Portsmouth, NH: Blue Tree), will appear in May. His essay, “Salem, 1790-1828,” co-edited with Nancy Lusignan Schultz (English) will appear in *Cities in American History A Reference Guide*, Richardson Dilworth, ed. (Washington, DC: CQ Press) later this year. His review of the film, *Into the Deep: America, Whaling & the World* appeared in *The Journal of American History* in December 2010.

Dr. **Jamie Wilson** recently published the following reviews: *Invisible Enemy: The African American Freedom Struggle after 1965*, by Greta de Jong. *The History Teacher*, vol.44, no. 2 (February 2011), 303-305, *Islam Among Urban Blacks: Muslims in Newark, New Jersey: A Social History*, Michael Nash. *The Journal of African American History*, volume 95, Nos. 3-4 (Summer-Fall 2010), 460-461 and *Black Arts West: Culture and Struggle in Postwar Los Angeles*, by Daniel Widener. *The History Teacher*, volume 43, no. 4 (August 2010), 624-625. He also published the following encyclopedia entries: “Black Panther Party,” in Leslie M. Alexander and Walter C. Rucker, eds., *Encyclopedia of African American History*. Santa Barbara: ABC-CLIO, 2010, 658-662 and “Huey P. Newton,” in Leslie M. Alexander and Walter C. Rucker, eds., *Encyclopedia of African American History*. Santa Barbara: ABC-CLIO, 2010, 930-932.

FACULTY NEWS cont.

Conference Papers, Lectures, and Workshops:

Dr. **Kimberly Alexander** presented a paper “Harriet Low and Rebecca Kisman: American Women in Canton” at the Conference of Asian Americans in New England Research Initiative (AANERI), University of Connecticut, November 6, 2010, and “...this wretched set of people, the Catholics:” Harriett Low’s Unitarian Bookshelf, China, 1829-1834,” at the American Historical Association Conference in Boston, January 9, 2011

Dr. **Emerson Baker** presented public lectures and talks to academic, community and educational groups. He presented public lectures at Boston’s Museum of Fine Arts, Gordon College’s Old Town Hall Lecture Series, Massachusetts Archaeological Society, The Piscataqua Pioneers, Old Berwick Historical Society, Kennebunkport Historical Society, and was the banquet speaker for the Raytheon Mechanical, Materials, and Structures Technology Network Symposium. He gave a lecture to the staff of Plimoth Plantation, as a part of their interpreter training program. He made three presentations to teachers in Teaching American History grant programs, meeting in Amesbury, Hudson, and at Old Sturbridge Village. He also presented “Teaching with Documents and Landmarks,” workshop for the Best Practices in Education Conference for professional educators, at Salem State University Saturday November 13, 2010.

Dr. **Annette Chapman- Adisho** presented a paper “Une reconsidération de la carrière révolutionnaire de Jean-Baptiste Volfius, Évêque constitutionnel de la Côte-d’Or” presented at the Colloque Religion et Révolution en Côte-d’Or sponsored by Le comité départemental pour l’histoire de la Révolution en Côte-d’Or, 25-26 November 2010 in Dijon, France. She also participated in a faculty roundtable “Political Change in the Middle East; Egypt, Tunisia and Beyond” sponsored by the Political Science Department’s Bates Center for Public Affairs. February 14, 2011.

Dr. **Avi Chomsky** presented two conference papers: “Witness for Peace, Coal Mines, and Solidarity,” Latin American Studies Association, Toronto, October 2010 and “Migration, Labor and Nation in the Americas,” American Historical Association, Boston, January 2011. She also continued her commitment to public speaking and gave numerous international, national and local talks and lectures on immigration and labor.

Dr. **Andrew Darien’s** documentary, “World Historians Speak Out: Perspectives, Projections, and Pedagogy” was featured at the Oral History Association Annual Meeting in Atlanta, GA on October 31, 2010. The documentary included video interviews with key players in the field of world history, providing insights into their perspectives on the origins, evolution, and future of the field.

Dr. **Alexandros Kyrou** presented a paper “Debates on Just War, Holy War, and Peace: Orthodox Christian Thought and Byzantine Imperial Attitudes towards War,” at the LOGOS Fall 2010 Research Forum, in Wellesley, MA, October 22-23, 2010. He was also invited to give the following lecture: “Anti-Americanism in Turkey and Turkophilia in America: A Model for US Foreign Policy Failure,” at the Hellenic Society Paideia of Maine and the University of Southern Maine 2010-2011 Greek Studies Lecture Series, Portland, Maine, May 22, 2011 and “Medicine as Philanthropy in Byzantium: Orthodoxy and the Origins of the Hospital” at the Manhattan Annunciation Spring 2011 Lecture Series, New York, New York, March 25, 2011. He also presented a campus talk, “Fallacies and Facts: Political Patronage and the Current Greek Economic Crisis,” as a discussant on the “Can Europe be Saved,” roundtable sponsored by the Political Science department’s Bates Center for Public Affairs, Salem State University, March 7, 2011.

Dr. **Li Li** organized a panel, “The East Asia Challenge and American Higher Education” at the American Association of Colleges and Universities (AAC&U) annual meeting held January 26-29, 2011 in San Francisco.

Dr. **Michele Louro** presented a paper “The Road to Bandung,” in *Crossroads and Crosscurrents: India in Transnational Networks During the Cold War*, The Cold War Cultures Conference: Transnational and Interdisciplinary Perspectives, Austin, TX, October 1, 2010. She was also an invited participant, Princeton University Workshop on Non-Alignment, August 26-28, 2011 and gave a talk to the Northeast Global Education Center on the topic of “Opportunities in India for Teachers and Learners in a Global Age” on April 7, 2011.

Dr. **Chris Mauriello** gave lectures on “Contemporary Interpretations of the Holocaust” to the Holocaust Legacy Partners of The Holocaust Center, Boston, North in Peabody and at a Teaching the Holocaust and Genocide Workshop at Salem State University in December 2010.

Dr. **Dane Morrison** presented “Different from What We Have Been Taught”: New England’s Early Encounters with Asia” at the Conference of Asian Americans in New England Research Initiative (AANERI), University of Connecticut, November 6, 2010, and “Manifest Destinations: Contesting Catholicism in Early American Travelogues,” for a session that he organized at the American Historical Association Conference in Boston, January 9, 2011. He presented “Teaching the China Trade: A ‘Glocal’ Approach,” for a session that he organized at the New England Historical Association meetings at Worcester State University for April 16, 2011.

Other Professional Activities:



Dr. **Kimberly Alexander**, Chief Cuartor at Strawbery Banke Museum, organized the museum’s featured exhibit for the 2010 season, “Painting Portsmouth.” Her upcoming exhibit, “Fitz John Porter: Civil War Hero or Coward?” will be the museum’s featured exhibit for the 2011 season. The exhibit will run May 1 through October 31, 2011. Her 2012 exhibits will be “Passion for Fashion: Three Centuries of Seacoast Style.” She also won a number of grants, including: A New Hampshire Charitable Foundation grant and a Northeast Auctions grant for her “Painting Portsmouth” exhibit and, for her “Fitz John Porter” exhibit, support from the Roger and Teresa Thomson Family Fund, Putnam Foundation, New Hampshire Humanities Foundation, and the Stephen and Julia Roberts Fund.

Dr. **Emerson Baker** carried out a two week archaeology survey in York, Maine, excavating the remains of a home built in 1707 and abandoned in 1724. This work was done to make sure the site could be properly protected when a subdivision is built around it. He also consulted for documentaries for national television including “History on Tap” for the History Channel, which looked at the beer the Pilgrims made when they first landed at Plymouth. It premiered on December 26, 2010. He consulted on new museum exhibits for Old Berwick Historical Society, the Old York Historical Society, and the Museum of Salem. For the third year in a row, he visited Nock Middle School to talk to seventh graders as a part of their curriculum unit on archaeology.

Professor **Arthur Burt**, a member of the Board of Directors of The First Corp of Cadets of Boston, was asked to present the history of the First Corps to the members of the Massachusetts Chapter of the Sons of the American Revolution on February 19, 2011. The lecture was at the Harvard Club of Boston. He has been invited to speak at the Lexington-Concord ceremonies on April 19, 2011.

Dr. **Annette Chapman-Adisho** attended the 30th Annual Conference on the First-Year Experience with a group of five other SSU faculty and administrators from February 4-8, 2011 in Atlanta, Georgia. On March 31, 2011, she took her section of Honors HST111H World History II to two museums in Lowell, MA, related to the Industrial Revolution: The American Textile History Museum and the Boott Cotton Mills Museum.

Dr. **Avi Chomsky** is involved in several ongoing educational and humanitarian projects. She Organized a speaking tour for Jairo Dionisio Fuentes Epiayu, Colombian indigenous leader from community displaced by a coal mine that supplies Massachusetts power plants and led a delegation to Kentucky and Colombia coal regions in July 2010. She organized a talk by photojournalist Jonas Moeller on Guatemalan history for Centro Educativo La Siembra, Lynn, MA, August 2010 and co-organized Third Annual Empire and Solidarity in the Americas conference, New Orleans, October 2010. She also organized a speaking tour for José Brito, Colombia coal union leader, October 2010. She served as Chair of the Book Prize Committee for the New England Council of Latin American Studies. She also organized ESL school at Iglesia de Dios in Lynn; training workshops for Salem State students who volunteer taught there, 15 student-teachers and 70 ESL students and taught as an ESL volunteer. In a first for the history graduate program, she taught an online course, “Sustainable Rural Development in Latin America.”

Dr. **Michele Louro** is active in civic engagement as a volunteer for *Girls Today*, an after school program for Salem teens at the YMCA (Salem) and a faculty guide for the Historical Society’s trip to the Peabody Essex Museum for Asian Studies month.

Dr. **Bethany Jay** took her Museum Anthropology students to the Mashantucket Pequot Museum in Connecticut in April 2011.



Dr. Bethany Jay’s students at the Mashantucket Pequot Museum in Connecticut.

STUDENT NEWS

Honor Society and Scholarship News:

The History department extends congratulations to **Derval Cleary-Bently**, the recipient of the McGlynn Graduate Scholarship for 2011-2012, and to **Rachel Kaye** and **Amanda Knox**, who were awarded the Kiefer Undergraduate Scholarship for 2011-2012.

Likewise, the History department takes pride in the following undergraduate and graduate students who were inducted into the Phi Alpha Theta Honor Society on April 28, 2010: **Cari L. Arnott**, **Debra L. Kelleher-Taeger**, **Ryan J. Fitzgerald**, **Nicole A. Freeman**, **Rachel E. Harris**, **Rachel M. Kaye**, **Alanna L. Keay**, **Angela M. Quinn**, **Jacqueline S. Robichaud**, **Gregory F. Shidler, Sr.**, **Sarah K. Squeglia**, **Kelsey J. Utne**, **Judith M. Valentine**.

Kelsey Utne was inducted into the Salem State University's Civic Engagement Hall of Fame at a ceremony on April 26, 2011.

Rachel Kaye and **Kelsey Utne**, both history majors received Woman of the Year Award at March 24 Women's Center Dinner.

Alan Denton has been offered a summer job with the Park Service at the Adams Historical Site in Quincy.

Nicole Estey (history and geology major) has been accepted and will attend the Master's program in Archaeology (with a concentration in Historical Archaeology) at Boston University beginning in September 2011.

Rachel Kaye has been offered a summer job as a park ranger for the National Park Service at Salem Maritime.

Student Presentations:



Kelsey Utne presented the following papers this Spring: "A Divisive Lens: Modern Histories of the Indian Caste System" at the Massachusetts Statewide Undergraduate Research Conference, Amherst, MA; "A Way Up: Education, Income and Labor Force Participation of Women in India" Salem State University Undergraduate Research Symposium; "Gender, Literacy, and Economic Development in India" Northeast Regional Honors Conference, Portland, Maine.

Phi Alpha Theta, National Honors History Society

Notes from Dr. Andrew Darien, Faculty Coordinator

This spring a dozen Salem State students were inducted into Phi Alpha Theta (PAT), the national honors society for history



Awardees at the Phi Alpha Theta and History Awards Ceremony.

students, with a mission of developing students to become scholars. PAT is made up of more than 860 chapters and 350,000 members from colleges and universities across the country. What distinguishes these history students from their peers? In addition to fulfilling G.P.A. requirements, Phi Alpha Theta inductees are exceptional practitioners of the craft of history. PAT students are no mere chroniclers of the historical record, but those who can conduct research, weigh evidence, examine documents, identify bias and render thoughtful and informed judgments about that past.

Think about almost any field of work, and the skills that these history students bring to it. History honors students can conduct research, analyze data, distinguish between trustworthy and unreliable sources of information, write reports, articulate policy positions, translate foreign languages and foreign cultures, explore the depth of contemporary problems by explaining their foundational histories, and offer the emotional intelligence and sensitivity to navigate complicated organizations and relationships. It is skill set that will enable our best students to become outstanding academics and teachers in their own right, while empowering others to pursue careers in research, law, public policy, government, business, and education. PAT history students leave Salem State with an equally valuable resource, the capacity to make sense of the world around them, personally, politically, socially, locally, and globally. In the long run, these students will be prepared for an ever-changing job market, but will also be the kinds of citizens, family members, friends, and neighbors who enrich all of our lives, regardless of what of what careers they choose.

The seminal event for Phi Alpha Theta is its biennial convention, where students have the opportunity to present their research, serve on a panel in their field of expertise and get feedback from distinguished faculty from around the country. There are also regional conventions held in southern New England. Over the past five years students have presented their work at conferences in Albuquerque, CA; Quinnipiac University (Hamden, CT); University of Massachusetts at Lowell; and San Diego, CA. We hope to take students in the fall to the Southern New England Regional Conference at the University of New Haven (October, 2011), and the Biennial National Conference in Orlando, FL (January, 2012). In addition, several of our history students were represented at the Undergraduate Research Symposium and Graduate Research Day on May 4.

NEWS FROM THE GRADUATE PROGRAMS

The Program Coordinators Report

Dr. Andrew Darien, Coordinator, M.A. Program in History

Dr. Bethany Jay, Coordinator, M.A.T. Program in History

We are working on streamlining our application process in order to create a viable pool of graduate students who can be properly oriented to the History M.A. and M.A.T. programs. This more systematic process of admission and orientation will help us to address several challenges within our graduate programs. For example, one of the challenges of our graduate programs is that our students are disconnected from the kind of community that is prevalent among our undergraduates. Fostering connection between students at the time they formally matriculate into the program will help to provide opportunities for student collaboration and networking and may help to keep students “on pace” as they work towards their degree with their cohort of friends.

In many ways, the absence of a graduate community is the result of longstanding policies within the School of Graduate Studies. For example, it is not uncommon for our students to take classes before they are matriculated into the program. While it is a wonderful way for students to test the graduate waters, and provides us with some excellent students, many of these students continue taking courses but never receive advisement. Even when matriculated, graduate students take classes in the evening, at irregular intervals, and without a cohort with their fellow students. The rolling admissions process has also presented challenges for the faculty who are trying to evaluate student success while managing the overall numbers of our program. The School of Graduate Studies is trying to address many of these issues. As part of this process, the History Department has decided to enforce the following policies within the M.A. and M.A.T. program:

- Limiting non-matriculated students to a maximum of 3 courses before they formally apply to the program
- Creating a May 1st deadline for Fall admission and October 1st for Spring admission
- Establishing an application review committee to examine the pool of candidates in order to target qualified students and manage overall numbers
- Starting an orientation program for all new students in both the M.A. and M.A.T programs

It is our hope that these policies will allow the History Department’s graduate programs to maintain its admission standards while also creating a better graduate experience for students. We encourage you to contact us with further suggestions about how to improve the graduate experience.

R.I.P. My Historical Best Friend

Karen Goodno, Adjunct History Faculty

As a graduate student in History at Salem State, I wrote a Master’s thesis on World War I British nurse/writer, Vera Brittain. While researching and writing, I came to the amazing and thrilling conclusion that Vera and I would have been best friends! Reading her diary, her letters, and her memoir—we thought the same about tons of things and had the same interests—made me desperately wish I could meet her. (She died in 1970.)

As an adjunct history professor at Salem State teaching World History, I encourage my students to find their own “Historical Best Friend.” World history is required for all students, so the happy-and-excited-to-be-there-history-major is rare. Many students think history is facts, names and dates. That’s where I use Historical Best Friends to grab their attention and pull them in!

Each student chooses a Historical Best Friend (HBF)—ideally someone related to their major. They research their HBF, give an oral presentation using PowerPoint, and use this one individual to highlight the importance of history in their own non-history-major life. The reactions of the students to this project have been so encouraging that I created a Facebook group called Historical Best Friends. Approaching 70 members, this is a way for my students and I to stay in touch and aware of special events.

I have also started holding Historical Best Friend campus events—such as movie nights showing “Julie & Julia,” “Iron Jawed Angels,” and “My Boy Jack.” I’ve also presented to Bowditch Hall (together with RA and history major convert Christyn Lazzaro) a program called Name That Building! How many of the residents knew that their building was named after a famous Salem navigator, Nathaniel Bowditch?

Historical Best Friends as a project has escalated to the point that I will be teaching a “passion course” during Spring 2012 totally on Historical Best Friends. Using a person of the students’ choosing, we will work on research tips, writing skills, and presentation flair. My students have loved the experience. Many remain in contact with me and each other through the Facebook page even after our semester ends. If you are on Facebook I encourage you to join Historical Best Friends, and come down to campus for one of our events!

Created by SSU History department alum and Professor Karen Goodno.

Questions? Email kgoodno@salemstate.edu

The Salem State University Student Historical Association

Rachel Kaye, President and Alvaro Witt Duarte, Treasurer

This past year, the Historical Association has gone through much transformation both in the club's leadership and structure. Yet, despite these initial challenges, it continues to thrive within the Salem State community and the history department.



Good times and good cheer at the 2010 history department Holiday Open House.

The Association's first event, a World War II lecture with Dr. Christopher Mauriello, addressed the manifestation of ethical dilemmas in post-WWII Germany. Specifically, students discussed the

ethicality of the American-sanctioned forced tours of German civilians through concentration camps. This event stimulated an animated discussion on an often overlooked subject and granted a forum for students to hear unpublished research. Later in the month the Association continued the WWII theme by hosting a viewing of the German movie "Sophie Scholl: The Last Days." The movie depicted the repercussions that occurred after a small group of Bavarian university students printed propaganda against the Nazi party. This viewing not only prompted a student discussion on the Bavarian students' act of resistance but of different German resistance movements as a whole.



SSU Historical Association members dancing at the Bicentennial Regency Period Vintage Ball at Town Hall, Salem, MA.

In December, the Historical Association took a break from academic events and co-hosted a Holiday Party at the History Office. This event, well attended by both students and professors, created a comfortable atmosphere for

interaction. This event also helped welcome a new group, Amnesty International, to the campus.

In January, Dr. Erik Jensen, the club's advisor and Salem State's resident scholar on Greco-Roman History, guided a group of over a dozen students through exhibits at the Boston Museum of Fine Arts. Highlights of this event included Etruscan translations and brief historical backgrounds which Dr. Jensen delivered for different artifacts at the museum.

In February, over twenty-five members of the Historical Association attended a Bicentennial Regency Period Vintage Ball entitled "Dancing with the Dashwoods." This event, hosted by the Vintage Players of Salem, took place at the Salem Town Hall and involved a night of eating, dressing in period clothing, and, of course, dancing! Students learned a variety of period appropriate dances including different quadrilles and reels, various English country dances and waltzes. This event went over so well that many students have expressed an interest in going to other vintage dances later in the year.

In March, the Historical Association focused on South Asian history by taking another guided museum tour. This time, the club was directed through various exhibits at the Peabody Essex Museum by Dr. Michelle Louro. After visiting the museum, Dr. Louro accompanied members out to the local eatery, *Passage to India*, for an experience in traditional South-Asian cuisine. Members experimented with a variety of dishes including Masala Dosa, thin crepes stuffed with potato and onions, and Uttapam, a thin pancake made with rice and lentils, topped with onions, tomatoes, peppers, coconut and fresh coriander. Additionally, on Saturday, April 2, from 8:30 pm-12 am there will be a Bollywood night at the PEM called *Sensational Bollywood* which will celebrate the cultural impact Bollywood has had on India.

The Historical Association would also like to extend a thank you to Alice Bianchi, the History Office's Administrative Assistant, who not only prompted students in the History Department to fill the empty positions in the Association, but also offered her guidance for every step of the process.

Future events for the Association will be posted both on the groups Facebook page "Salem State Historical Association" and on flyers throughout campus. Also, emails will be sent out through sshistoricalassociation@gmail.com. If you wish to receive updates on upcoming events please send an email to us and we will put you on our email list!

More than Role-Playing: My Internship at Strawberry Banke Museum

Rachel Kaye, Undergraduate History Major

This past summer, I was fortunate enough to work for Strawberry Banke Museum in Portsmouth, NH, as an intern for the Education Department. Without prior museum experience, I truly did not know what my work would entail. Was this the type of internship that would have me perform meaningless tasks or would I be able to conduct legitimate work? I hoped for the latter.

Despite my worries, as my first day at Strawberry Banke drew to a close, I knew this would be a positive experience. I was given the same responsibilities as the full-time employees and was treated not as an intern but as a member of the staff. I was asked to make lesson plans, direct improvisation sessions, and synthesize data. I also worked closely with my supervisor, Sarah Batterson, to help run two different sessions of the Junior Role Players camp. In the first session, entitled “The New Republic,” Sarah and I taught students how Americans from 1780-1800 would think, feel, and act. We taught campers for two weeks, gave lectures, and engaged them with interactive activities, including velvet painting, carving scrimshaw, and making pomanders. These activities later served as talking points for the campers when they were assigned to role-play for visitors at their characters’ houses. The second session dealt with teaching campers about the Victorian Era. We conducted this camp much like the first, barring the chronological differences between the New Republic and Victorian Eras. While running these camps I not only taught, but also learned, about different time periods in Early American history; and

as the sessions progressed, I felt less dispensable, and more like a valued member of Strawberry Banke.

Further, this internship not only served as a means of gaining on-site experience and boosting my resume, it also introduced me to new people and places. As part of the internship program we were given behind the scene tours of local museums, like the John Paul Jones House and the Portsmouth Discovery Center. We were also introduced to museum professionals across the New England area and were privy to the stored collections of the Carter Collections Center.

While at Strawberry Banke, I also took a summer institute on Everyday Life in Early America. This institute, taught by both Salem State’s Early American Professor, Dr. Dane Morrison, and Strawberry Banke’s curator, Dr. Kimberly Alexander, added another layer to my summer. For the first half of the summer I had learned about the museum as an employee, but through the institute, I was able to appreciate the museum as an outsider, and therefore, gained an additional perspective. Additionally, I worked with Dr. Morrison to craft a mock lecture on John Paul Jones and the Maritime History of Portsmouth. This assignment, fostered by my time at Strawberry Banke, sparked an interest in Maritime History that continues to this day.

Over this past summer, the staff of Strawberry Banke was extremely accommodating and helpful, serving as mentors, colleagues, and friends. And through them I grew not only as a scholar, but also, as a person, and for that, I will always have fond memories.

DONATING TO THE HISTORY DEPARTMENT GIFT FUND

An Appeal from the Chair

Thanks to the generosity of the many friends of the History department, we have been able to sustain and grow the History Department Gift Fund. This fund is essential to supporting department activities including student travel to national conferences to present their research, faculty travel to support research and professional development, and activities aimed at promoting the department on campus and in the community. Next year, we will use the money from the gift fund was used to partially support four undergraduate students, two graduate students and a faculty advisor to attend and present their research at the national Biennial Phi Alpha Theta Conference in Orlando, Florida and the NE Regional Conference in New Haven Connecticut. This unique opportunity is not been possible without your donations.

We need your help to continue offering such valuable student and faculty experiences. Any amount helps. If you wish to make your tax deductible donation, please send a check made out to “History Department” and mail to Salem State College Foundation, 352 Lafayette Street, Salem, MA, 01970. Your donation will go directly into the History Department Gift Fund and be used exclusively for activities related to the department.

Archaeological Field School at Strawberry Banke Museum, Portsmouth, NH July 2010

Nikki Estey

Prior to starting archaeological field school in the summer of 2010, I did not have too much field experience. I had been working in an archaeology lab since January, but it was different than field work. It was decided that the second component of my geological field school should contain archaeological field school so that I will be more prepared for a historical archaeology MA program. After searching around, Strawberry Banke Museum in Portsmouth, NH seemed to fit all of the criteria.

Strawberry Banke Museum offers a two week long field school in early July. The site being excavated is a historical archaeology site, meaning it was a site settled by Europeans. Though prehistoric Native American artifacts can be found at historical archaeology sites, the archaeologist is more interested about finding out about Europeans who lived there during the seventeenth, eighteenth, and nineteenth centuries. The archaeological excavation currently taking place at Strawberry Banke is the Chase House site (c. 1762). The home was built in the Georgian style and lived in by a wealthy merchant and his family. The past two field seasons had uncovered a possibly multiple person privy pit (pit under the outhouse, often filled in with trash after it is done being used as a privy) in the back yard, as well as a foundation for a possible outbuilding in the back of the house. After the Chase family moved out of the home in the nineteenth century, they donated it to Portsmouth when

it became the Chase Home for Children. During this time, a dozen children who were orphaned called this house home, and evidence of this period was discovered in the first and second field seasons in the form.

The third field season was started to establish how deep the privy pit went. The privy pit at the Chase House was brick lined, which indicates that he was a very successful merchant since most privy pits were lined with wood or field stone. The other goal of the excavations was to find more evidence of outbuildings in the back yard (i.e barn). Finding this information out would greatly improve our knowledge of what the site looked like over time.

Archaeologists work in 10 cm units. A trowel is used to scrape soil away, then the soil that has been removed is placed in a bucket for later screening. If an artifact is found, it is important to keep it in place (this goes against all impulses) since other pieces of the artifact could be located adjacent to it. After the bucket is filled, it must be screened. If the soil is closer to a loam, it can be dry screened. If the bucket is filled with glacial marine Boston Blue Clay from the Presumpscot Formation, it must be wet screened. The clay is placed in the screen, and water from a hose is projected toward it until the clay washes off of any possible rocks or artifacts. For a more in depth visual of wet screening, please see my interview for New Hampshire Chronicle below. After wet screening is done, if any artifacts are found they are noted and bagged.

Since my unit was 100 cmbd to begin, I was at an older time than many of the people who started at 30 cmbd. The principle of horizontality works to a point in archaeology, unless someone has dug it up for building or other purposes. In my case, I was in the builder's trench, directly next to the privy where the mason had worked to build the privy pit. The builder's trench was filled in with trash and older material. When I was excavating, I found a number of artifacts that gave clues to the approximate age of the strata.

Through working in the archaeology lab, I have become well versed in ceramics. I absolutely adored that a tiny sherd of ceramic could tell you the location of manufacture, time period, and other information about the strata. In my unit I was finding mostly redware, creamware, pearlware, and some porcelain and tin-enameled sherds. All of these date to the seventeenth and eighteenth century. Also, most of these wares were



Chase House Archaeological Excavations 2010: Brick wall is privy lining.

imported, which makes sense because Portsmouth was a trading port. The tin-enameled sherd was a white and blue glaze with a pink body. This could have come from either England or the Netherlands and dated to the late seventeenth century to early eighteenth century. Also found was a French gun flint. Gun flint was imported as ballast and the different colors dictate what country they come from. The honey yellow one was French and could have been from a time predating the building of the Chase House. Aside from the ceramics and flint, many bones (mostly pig, bird), bricks, wood, mortar, and iron fragments were found that give archaeologists information about the land use over time.

Besides just excavating, we had a very busy two weeks. We visited a number of historic homes and studied material culture throughout Portsmouth. Since I work in Salem guiding tours on trade and material culture, it was interesting to be able to compare what I was seeing in Portsmouth to what I knew from Salem.

Overall, archaeological field school was everything I wanted and more. Aside from just doing field work, we saw how artifacts got washed, cataloged, and displayed. The field work was very interesting and I would like to know more about the Chase House site with the upcoming field school continuing to excavate the site. The two weeks were very valuable as it gave me a well rounded idea of how artifacts got to the lab. Since I had lab experience, I was greatly aided in the field because I could identify ceramics directly in the field which gave us an idea of approximately what time we were in as we excavated through the stratum.

Additional Material:

New Hampshire Chronicle Special on Strawberry Banke Museum Field School

(I am the one in blue shirt and khaki pants)

<http://www.wmur.com/chronicle/24253873/detail.html>

Strawbery Banke Museum Archaeology Field School Official Blog

<http://digsstrawberybanke.blogspot.com/>



Green shell edge Pearlware, top. This ware was mentioned in the Chase probate and could possibly be traced back to the wealthy merchant living here during the eighteenth century.



Final day of excavations, taking the shovel to my unit to find the base of the privy pit.

Educating you for life

INTERNATIONAL STUDY AND TRAVEL

Summer 2011 Study and Travel Institute

History and Geography of WWII: War in France, Belgium and Germany—July 5-19

This institute is the second part of a two-summer theme studying the history and geography of World War II (you did not have to take the first part to join us). The theme of the 2011 institute is the war as it played out in France, Belgium and Germany from 1943-1945 including the the liberation of Paris, Battle of Bastogne, Battle of the Bulge and the final battles in Germany and Berlin. If taking the institute for 3 or 6 undergraduate or graduate credits (history, geography and education credit available), it begins with three full days of seminars, map analysis, multimedia presentations, documentary viewing and discussion of the major events of the war during this period. This in-class learning will be followed by 11 days of travel and experiential learning in England and France (can be taken separately without credit).

Specific site visits include:

- Paris, France (Paris Walking Tour, Monuments, optional visit to Les Invalides)
- Bastogne, Belgium (Bastogne Historical Centre, Guided Tour of Battlefield, Patton Memorial)
- Luxembourg City, Luxembourg (American WWII Cemetery)
- Remagen, Germany (Remagen Bridge and Peace Museum)
- Nuremburg, Germany (Nazi Documentation Center, Rally Grounds, Palace of Justice)
- Dresden, Germany (Military History Museum of the FRG, Dresden City Museum)
- Potsdam, Germany (Cecilienhof Castle-site of Potsdam Conference)
- Berlin, Germany (Berlin Walking Tour, Jewish Museum Berlin, German Historical Museum, Memorial to the Murdered Jews of Europe)

The trip is priced at \$2,910 per person (double occupancy). Please stay tuned to the Study and Travel bulletin board outside the History department for updates and brochures. For more information about the course, the travel portion or getting on the email list, contact Professor Chris Mauriello in the History department at cmauriello@salemstate.edu or 978.542.7129 or Professor Steve Matchak in the Geography department at smatchak@salemstate.edu or 978.542.6181. Find us on the Web at salemstate.edu/~cmauriello/study_Travel.htm or join our Facebook group: SSU 2011 World War II-France Belgium Germany.



SSU graduate students, teachers and travelers at the memorial at the site of the former Plaszow Concentration Camp in Krakow, Poland during the Dr. Mauriello's April 2011 "Poland and the Holocaust Study and Travel Institute."