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Shannon Peterman writes about her experience in Student Teaching

This Issue

History Student Teaching	P. 1
Ex Libris: Dr. Carey Shellman	P. 2
Faculty Focus	P. 3
Alumni/ae and Student News	P. 4
World War I Conference	P. 5

## GGC's History Teacher Cert Students Benefit From "Student Teaching"

### One Student's Experience (by Shannon Peterman)

During my last semester I had to balance raising a teenage daughter, student teaching full-time, and finishing my upper level history requirements. This seemed to be a daunting task when I began, but it turned out to be one of the most rewarding challenges of my life. The skills I obtained prepared me not only for a career in teaching, but are easily transferrable to a variety of different fields. Upon beginning student teaching I quickly learned there is nothing in the world quite like

teaching. You spend all week researching and creating lectures and activities to keep students engaged, all the while

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***"The guiding light is the joy of sharing my passion with others. It's seeing students have light bulb moments."***

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most of them would rather be somewhere else. You stay up late at night making sure the next day's lesson is perfect. You research all

the strange questions you anticipate from your audience of teenagers, and then try to get some sleep so you can perform your lesson and engage five classes with a grand total of one hundred and eighty five students. At the day's end, you reflect on what you could improve next time, you beat yourself up over forgetting to discuss a specific point or not handling a situation perfectly, you help students after school, grade papers, spend time (continued, p.4)

## Student Teaching: Demanding but Rewarding for GGC Students

Press reports sometimes portray the process for preparing students to become teachers with an exaggerated sense of its ease. It is rewarding but not easy, explained Dr. David Cason, Assistant Professor of History. Cason, who teaches GGC's History Content Methods Course, explained the process. Over time students increasingly spend more days observing a teacher in a clinical (read, classroom) context.

Initial observation of classrooms occur while students are simultaneously enrolled in content courses. Full-time student teaching eventually requires work in a classroom five days per week. Students must, among other things, plan and teach lesson sequences. They also complete an EdTPA portfolio assessment. This assessment covers a two week lesson sequence. It is submitted

electronically, and scored by three "blind" assessors. A part of the EdTPA portfolio includes submission of videoed teaching segments selected by the student to demonstrate mastery of engaged teaching. "While changes may be coming to the Teacher Cert Process, there is no doubt that Clinical Field work-Student Teaching will remain a vital part of that process," said Cason.

Dr. Shellman right, at Savannah's Bonaventure Cemetery at the grave of Johnny Mercer (her favorite songwriter). She earned her B. A. and M.A. degrees from Armstrong Atlantic State University and her Doctorate from the University of Florida. Contact information: [cshellma@ggc.edu](mailto:cshellma@ggc.edu)

## Ex Libris: From the Bookshelves of GGC Historians



Dr. Carey Shellman has taught American History at GGC since Fall 2009. She teaches courses on Public History, Georgia History, the Progressive Era, and the U.S. Since 1945. Her research agenda focuses on the experience of southern women in the Gilded Age/Progressive Era. She recently presented at the Southern Historical Association on the role of women in the government bureaucracy during WW I

As a masters student back in the Dark Ages, I read Alexis de Tocqueville's *Democracy in America* (1835, 1840). I doubt I read the two volumes from cover-to cover (does anyone?), but I read enough to realize that the words of that Frenchman had great utility. His observations about the social and political aspects of American life during the first half of the nineteenth century proved extremely useful. Although I focused on the Gilded Age/Progressive Era, I could find an impressive de Tocqueville quote that connected democracy to any topic I researched: the role of women in reform, the relationship between religion and government, the power of the press, rise of civic associations, racial uplift, and so forth and so on. Not all of my professors shared my enthusiasm for de Tocqueville. Nor did they admire my ability to insert him into just about every history paper I wrote. Undeterred, I found validation of de Tocqueville's greatness elsewhere. Enter, C-SPAN.

**"As a historian it is my responsibility to change my interpretation of past events when new primary sources come to light and previously excluded historical figures become part of the story"**

I have to admit that, when channel-surfing in my younger days, I did not often land for long on the Cable Satellite Public Affairs Network (C-SPAN). To me, the channel's coverage of house and senate proceedings was about as interesting as watching paint dry. That changed when I watched a 1992 episode of *Booknotes* in which journalist (and then C-SPAN CEO) Brian Lamb interviewed historian David McCullough about his presidential biography, *Truman*. Lamb's rapid fire, abrupt questioning seemed more like an interrogation than an interview: Where do you write? What did your parents do? How did you get into Yale? How do you survive financially? etc. These are not the kinds of questions that get answered in academic book reviews. At the end of that hour I had learned not only about President Truman and David McCullough, but also about the craft of historical writing. I was hooked and when possible, Sunday nights at eight belonged to *Booknotes*. The series aired from 1989-2004 and featured many popular and academic historians that have influenced my own research and teaching, such as Eric Foner, Doris Kearns Goodwin, Jon Meacham, Joyce Appleby, Douglas Brinkley, Gordon Wood, Michael Kammen, and more. *Booknotes* is a resource I still use. Some of the interviews are

available on the C-SPAN website (<http://www.booknotes.org/>), but the entire collection (along with Brian Lamb's "marginalia" from each program) is housed at George Mason University Libraries' Special Collections and Archives. Over the years, the program featured several books about de Tocqueville. In spring 1997, Brian Lamb hit the road on the C-SPAN School Bus to re-trace the 1831 journey of de Tocqueville (and his companion Gustave de Beaumont) throughout the eastern United States. At each stop, histori-

ans summarized not only de Tocqueville's visit to that particular area, but also the contemporary relevance of the issues he raised in *Democracy in America*. For example, when the tour visited Augusta, Georgia, historian LeeAnn Caldwell described the city as the Frenchmen would have found it. Imperial Theater director Norman Easterbrook discussed de Tocqueville's ideas

about the relationship between theater and democracy. What an innovative program concept! I caught as many of the programs as possible. I was obsessed and even ordered the t-shirt with the C-SPAN/ de Tocqueville logo, the tour map (suitable for framing), and the video cassette of the tour introduction.

Years have passed since then and my ardor for de Tocqueville has cooled. The t-shirt, map, and video cassette are long gone. The de Tocqueville tour is available on the C-SPAN website (<http://www.c-span.org/series/?Tocqueville>), as is a variety of educational programming. As for my old French friend, I still value *Democracy in America* as a primary source and insert de Tocqueville quotes into class discussions whenever relevant. However, as a mature historian, I do so more carefully. I now find his generalizations about a single "American character" problematic and misleading for students. Although de Tocqueville's words have not changed, my interpretation of them has. As a historian, it is my prerogative to change my interpretation. No! Let me *rephrase* that. It is my responsibility as a historian to change my interpretation of past events when new primary sources come to light and previously excluded historical figures become part of the story. After all, History = Past Event + Interpretation (and it's that interpretation part that gets us into trouble every time).

# Standing Ovations! History Faculty News & Accomplishments

## Drs. Seth Kendall (Discipline Coordinator) and Michael Gagnon (Study Leave)



**Dr. Seth Kendall (left)** became the History Discipline's Point of Contact or Coordinator on January 1. He became the sixth following Michael Gagnon, David Mason, Nathan Orgill, Ellen Rafshoon, and Richard Rawls. Kendall earned his Ph.D. at the University of Kentucky. He was recently promoted to Associate Professor. **Michael Gagnon (right)** was awarded a study leave for Spring 2015. He will spend Spring semester researching a manuscript. Freed from teaching, service and mentoring responsibilities this spring, he will focus on researching Augustin Smith Clayton (for whom Clayton County is named) as a window into understanding Jacksonian America. He hopes to produce a first draft of a book by Fall Semester. As a digital humanities project, he is posting his primary research at <http://earlyushistory.net/clayton-documents/>



**Nik Ribianszky** published an encyclopedia article, "Free Black Community/Customs," in the *World of the American Revolution: A Daily Life Encyclopedia*, ed. Dr. Merrill D. Smith (Santa Barbara: ABC-CLIO).

**Fang Zhou** presented the paper, "Nationalist State Building and Urban Development in the Greater Shanghai Project" at the Southwest Conference and Midwest Conference on Asian Affairs Association of Asian Studies, at the University of Kansas, October 3-5, 2014. Zhou also published an article in Vol. 4 No. 13, November 2014 of the *International Journal of Humanities and Social Science*. The article is entitled "Understanding 'Public Sphere' and 'Civil Society' in the Chinese Context."

**Hannah Weksler**, Part Time Faculty since 2011, is leaving GGC in order to work on her Ph.D. in history at the Georgia Institute of Technology. Thanks for your service and collegiality. Good luck and congratulations!



**Michael Gagnon** published a book review of Jessica M. Lepler, *The Many Panics of 1837: People, Politics and the Creation of a Transatlantic Financial Crisis*, in the *Journal of American History* Vol. 101 No. 2 (September 2014), p. 580.

**Kathryn Gray-White** was selected by the University System of Georgia's Board of Europe Council EC to teach history in London at University College, London during the summer of 2015. She will teach HIST 4250 (Intellectual and Cultural History of Colonial America) and HIST 2111 in London.

**Axel Corlu** presented on the first day of the Levantine Heritage Foundation Conference, in Istanbul, on 3 November. He discussed the academic field of food history and connected it with Levantine cuisine. He introduced a scholar who wrote a book on the subject, and then she spoke about her book. On the second day of the conference, Corlu chaired a social history session, and on the third and final day, he gave the closing speech.



In November **Michael Gunther** presented a paper, "'Crumbling to Dust': British Military Engineering Efforts in the Hudson-Champlain Corridor in the Seven Years' War and its Aftermath," at the International Conference on Military Engineering in America at the University of Seville in Spain.

**Nathan Orgill** published **ten (!)** separate entries in the four volume *Germany at War: 400 Years of Military History*. Santa Barbara: ABC-CLIO, 2014.

**Patrick Zander** gave the keynote address titled "The Relevance of History: TWA, Ethiopian Airlines, and Cold War Race Relations" at the Phi Alpha Theta Conference at Reinhardt University in February 2015.

**Joshua Luke Yoder**, Part Time Faculty, was involved in a car accident on Georgia Highway 316, on October 14, 2014. Despite several surgeries to repair various injuries and ongoing physical therapy, Yoder is teaching in Spring semester 2015. The GGC History Faculty welcome him back! Way to Go, Luke!

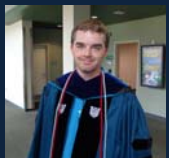


### Historian Leads CTE

Dr. Brian Etheridge (above) was appointed as Director of GGC's Center for Teaching Excellence in August. He earned a Ph.D. at Ohio State University, M.A. at University of Georgia, and his B.S. degree at Georgia Institute of Technology. Prior to coming to GGC, he worked as the Associate Provost for Academic Innovation at the University of Baltimore. His research specializes in Twentieth Century Diplomatic History.

### Orgill Receives Grant

Dr. Nathan Orgill received a GGC "Seed Grant" for Academic



Year 2014-15. The grant will help him research at the UK National Archives, British Library, and business archives at the *London Times*.

# Alumni/ae and Student News.

## Alumni News

**Jonathan Mihetiu** (2010) recently began working as a sixth grade teacher at Radloff Middle School.

**Jacob Sagel** is working on a Masters degree in Teaching at Brenau University. He is teaching at Berkmar High School in Gwinnett County. He is also the Head Coach of the wrestling team at Berkmar.

**Ryan Silva** (13) was conditionally admitted into the American Brewers Guild contingent upon the successful completion of a chemistry class. The guild is located in Salisbury, Vermont. Admission is difficult as the Guild accepts only 24 students per year. Silva will start in 2016.

**Monique Martinez** (14) was recently hired at Emory University's Library System as a Specialist for the Goizueta Business Library. She reported attending her first American Library Association Mid-Winter Conference meeting, held in Chicago. Martinez is working on her MLIS degree at Drexel University.

**Blake Harrington** (13) works for the Ravi Zacharias International Ministries. His responsibilities include fundraising and some analytics for the Development Team.

## Student Teaching continued from page 1

with your family, and then start the whole process over again. At this point you are probably wondering why anyone would subject themselves to this torturous occupation. For me, the guiding light through all of the chaos is the joy of sharing my passion with others; it's seeing students have 'light bulb' moments. It's helping shape the next generation into critical thinkers and problem solvers.

It's molding young minds into ones who look for the big picture and are not just focused on one point of view. It's helping to mold a generation who strives to be lifelong learners. Student teaching enabled me to gain real – world skills while experiencing how rewarding teaching can be, and was an invaluable part of my education at GGC.

## History Students Graduate in December



*Historians attending December Commencement included (L-R): Dr. Michael Gagnon, Dr. Ellen Rafshoon, John Gordon, Braedon Tabor, Dr. Richard Rawls, and Shannon Peterman.*

The December 2014 Commencement ceremony saw the following historians graduate with their B.A. degree in History: Braedon Tabor, Shannon Peterman, John Gordon, and Matthew Elakatt. The ceremony, held at the Gwinnett Arena, received its commencement address from Rob Woodall,

Representative from Georgia's 7th Congressional District. Woodall encouraged graduates to pursue excellence. Tabor plans on applying to graduate schools. Peterman completed her Teacher Cert courses and will work in secondary education. Gordon's and Elakatt's plans were not disclosed at press time.

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**and Patrick Zander: pzander@ggc.edu**

# GGC's World War I Conference: A Roaring Success!

## Liulevičius Keynote Speech Highlights Successful Conference



The address of University of Tennessee Associate Professor of History, Dr. Vėjas Gabriel Liulevičius remained one of the highlights of the WW I conference. Liulevicius, pictured here during

the speech, presented on the ways that Germany attempted to describe its Eastern and Central European neighbors to its east as the “other Germans” as a means of justifying its occupation of their countries. Following the address, Liulevicius entertained a lively question and answer session. “He helped me to see that the ‘Cold War’ period was really an anomaly in terms of the migrations of people in Europe,” said Richard Rawls, GGC Professor of History. “People were locked in during that half century.”

## Expressions of Gratitude

The participants in the World War I Conference would like to thank the following organizations and people: Employees of Georgia Gwinnett College, Dr. Roma Kličius (Honorary Consul of Lithuania), the Lithuanian Foundation, Atlanta’s Lithuanian community, Dr. Adolfo Santos, GGC, Dean, School of Liberal Arts, GGC’s Chapters of the Honors Societies Sigma Iota Rho and Phi Alpha Theta, Dr. Vejas Liulevicius, Kevin Kennedy, Dr. Ronald Bobroff, Rex Smith and Morgan Vick, Mike Van Wie and his generous contribution, and finally, Drs. Evelyn Finklea, Dr. Graydon Tunstall, and Dr. Frank Plantan.

## Student Paper Awards



From left to right, Dr. Nathan Orgill, Erika Dillingham, and D.J. Melville, at the Best Student paper ceremony, sponsored by Sigma Iota Rho.

Dillingham won first place, Matthew Needham (Winston-Salem State University) took second, and Jessica Hannan (GGC) won third.

## Georgia Gwinnett College’s School Of Liberal Arts Faculty and Students Host Successful Conference

“Georgia Gwinnett College’s faculty and students in the School of Liberal Arts deserve credit for making *The Great War a Hundred Years On: Origins, Lessons, and Legacies* such a major success,” said Dr. Nathan Orgill, Assistant Professor of History. Orgill, one of six conference co-organizers, spread the praise liberally. The other co-organizers included Drs. Dovile Budryte (Political Science), Carey Shellman (History), Michael Gunther (History), Patrick Zander (History), and Joshua Beall (English).

The conference (November 6-8, 2014) hosted faculty and students from all over the USA and the world. But, it was the work of GGC’s faculty and administrators that made the difference. The following faculty members and administrators chaired panels and sessions: Drs. Carey Shellman (twice), Joshua Beall, Michael Gunther, Brian Etheridge, David Mason, Lia Schraeder, Kathryn Gray-White, Funwi Ayuninjam, Fang Zhou, Dovile Budryte, Richard Rawls, Edward Simmons, Seth Kendall, Patrick Zander, Wayne Ackerson, and Mazin Tadros.

The following GGC faculty presented papers or participated in panel discussions: Drs. Ryan Gaston, Jeff Marlin, John Haydock, Joseph Henderson, Amir Azarvan, Dovile Budryte, Clemente Quinones-Reyes, Michael Lewkowicz, Paul Grant, Matthew Gunning, Michael Gunther, Ellen Rafshoon, Scott Boykin, and Nathan Orgill. GGC History alumna Katheryn Nikolich also gave a paper.

GGC’s students actively participated both in presenting and in keeping the conference running smoothly. Those presenting included: Paul Amato, Richard Lancaster, Laura Walsh, Shannon Peterman, Jose Mendez, Kristina Ortiz, Erika Dillingham, Jessica Hannan, Geoffrey Powers, Colby McCoy, and Manuela Mileta. Panelists were Erika Dillingham, Geoffrey Powers, Caitlin Sinclair, Dejan Calvic, Colby McCoy, Ann Malkoc, and Andrea Rivera Rocha. Student helpers were Caitlyn Hanrahan, Mallory Holt, D. J. Melville, Senceria McDivitt, Jessica Rayman, Manuela Mileta, Collin Scanlan, Denise Norton, Jessica Hannan, Sean Herzog, John Hall, Radica Kajanovic, Kyla Neill, Tiara Davis, Tomi Davis, Victor Camargo-Fouche, Braedon Tabor, Adam Melcher, Ann Malkoc, Erika Dillingham, and Nichelle Akins.