# General COVER SHEET FOR A NEW COURSE PROPOSAL

Submit an electronic copy of the completed form with attachments to the Chair of the Curriculum Committee, Dr. Gary Richards (Department of English, Linguistics, and Communication)

## DESCRIPTION OF PROPOSED COURSE

<table>
<thead>
<tr>
<th>Submitted By: William B. Crawley</th>
<th>Date Prepared: 9/1/12</th>
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| Course Title: Great Lives: Biographical Approaches to History and Culture |
| Department/discipline and course number*: HIST 190 |

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed: 3</th>
<th>Prerequisites: None</th>
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<tr>
<th>Is this a “special topics” course?</th>
<th>NO X YES</th>
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| Date of first offering of this course: Spring, 2014 |
| Proposed frequency of offering for this course: Every spring semester |
| List the faculty who will likely teach the course: William B. Crawley |

| Are new resources (library, staff, space, etc.) required for this course? | NO X YES |
| Explain any resource needs in the attached rationale statement. |

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<th>This course will be (check all that apply):</th>
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<tbody>
<tr>
<td>Required in the major General Elective</td>
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<tr>
<td>Elective in the major General Education** X</td>
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**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

## Catalog Description:

Examination of various historical and cultural developments through the lives of notable individuals from ancient times to the present; specific lives change each semester and cover a wide range of areas of accomplishment.

## COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES X NO</th>
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<tbody>
<tr>
<td>If so, list prior offerings and enrollments.</td>
<td>Semester Offered</td>
</tr>
<tr>
<td>Spring, 2012</td>
<td>32</td>
</tr>
<tr>
<td>Spring, 2011</td>
<td>38</td>
</tr>
<tr>
<td>Spring, 2010</td>
<td>58</td>
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X CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.

## REQUIRED ATTACHMENTS:

1. Rationale statement (Why is this course needed? What purposes will it serve? Resource needs?)
2. Syllabus

Department Chair Signature: [Signature] Date: 9/3/12

New Course Proposal Cover Sheet (revised, October 2011)
HIST 190, Great Lives: Biographical Approaches to History and Culture

Rationale

The proposed course is essentially the same one that has been offered previously as HIST 200X, Great Lives: Biographical Approaches to History. The main changes are the renumbering to indicate that it will no longer be counted toward the history major and the addition of "and Culture" to the title to reflect more accurately the content of the course. It would count as a General Education requirement in the "Human Experience and Society" category, pending approval by the Gen. Ed. Committee.

Great Lives: Biographical Approaches to History and Culture constitutes a unique element in the UMW curriculum for several reasons. First of all, it is multi-disciplinary in that it is a vehicle for studying significant developments in a wide range of areas. It does this through examination of the lives and times of prominent individuals in diverse fields of accomplishment over a broad chronological spectrum. The figures studied vary from year to year and are chosen with concern for diversity in terms of not only areas of accomplishment and chronology, but also race, gender, and geography.

Another uniqueness is the biographical approach itself, which provides a richness of methodology to the curriculum, as few (if any) other courses use this approach. It is widely accepted that biography provides one of the most accessible avenues for examination of the past. This is largely because people tend to be attracted to, and engaged by, studying the lives of others. It is not without reason that biography has been aptly called "the human heartbeat of history." In short, while it is surely not the only means of studying the past, it is certainly a useful one.

It should be emphasized, however, that biography is more than an examination of lives in isolation; it necessarily addresses the subject’s times—that is, there must be a historical context in which to examine the subject’s contributions and to analyze the historical impact of his or her actions. This is the essence of effective biography—and thus the course offers the opportunity for understanding an exceptionally wide range of periods, movements, and cultures in addition to individual accomplishments.

Biography also presents an ideal medium for studying historiography. This course accomplishes this through classroom (i.e., non-public) lectures by the instructor on the evolution of the genre and its varying purposes from ancient times to the present. Specific lectures on figures such as Thomas Jefferson, Woodrow Wilson, and John F. Kennedy constitute case studies on how interpretations change over time in response to contemporaneous social, political, and
intellectual currents. Students are thereby introduced to revisionist theories, illustrating that our view of the past is subject to ever-changing factors that influence biographers.

Among the most significant advantages of the course is that, because of an endowment established by the family of Philadelphia philanthropist John Chappell in memory of his late wife, Carmen Culpeper Chappell (UMW ’59), it is possible to incorporate the expertise of numerous guest speakers drawn from eminent authorities across the country. For example, during the previous years when it has been offered, the course has included among visiting lecturers twenty-five professional biographers (including four Pulitzer Prize recipients) and forty-two professors from colleges and universities across the country, including, among many others: Amherst, Baylor, Columbia, Cornell, Exeter, MIT, Rice, Stanford, University of Chicago, University of Virginia, and Yale.

In addition, it has drawn broadly from within the UMW faculty, including nine participants (sometimes for multiple lectures) from History and American Studies; eight from English, Linguistics, and Communication; four from Political Science; as well as representatives from anthropology, art, biology, chemistry, CPR, economics, education, mathematics, music, physics, and psychology. In short, no other course provides students with such enriched opportunities for exposure to a comparable array of eminent scholars and outstanding instructors from our own faculty.

An ancillary advantage of the course for students involves its public dimension. As students must attend the public lectures—which draw an average audience of 500 (sometimes 800+) to Dodd Auditorium—they become acquainted with the experience of participating in a communal event that involves interaction between the speaker and a mature audience of interested laypersons. Specific advantages of this format include introducing students to a variety of methodologies and pedagogical styles; more generally, it serves as a model for cultivating the life of the mind. Such aspects of the course are firmly in accord with the goals of the University’s Strategic Plan that call for “more interdisciplinary study” and for increased opportunities “to experience the richness of the cultural life of the University.”
HIST 190, Great Lives: Biographical Approaches to History and Culture

Syllabus

Course Goals.

- Appreciation of the diversity of historical methods and processes.
- Ability to analyze sources and arguments.
- Ability to synthesize research findings.
- Comprehension of historical process.

NOTE: The course counts as General Education category "Human Experience and Society [PENDING APPROVAL]."

Purpose. The overall purpose of the course is not only to examine a wide range of significant lives, interesting though they are, but also to examine the role of biography as a historical method - - i.e., how biographers go about their craft, how their interpretations change, and what their approach contributes to an understanding of the past.

Format. The class will consist of a combination of classroom lectures by the instructor and public lectures by guest speakers from both outside the University and within the UMW faculty. There will be three tests and a term paper, as explained elsewhere in this syllabus. A detailed course schedule will be provided separately.

Required Readings.

- Rollyson, Carl. Biography: An Annotated Bibliography
- Oates, Stephen B. "Biography As History." Available in Canvas
- Biographical articles on figures in the Series, usually either brief articles or chapters from biographies. Available on Canvas, they should be read prior to the class lectures on that subject.

Written Assignments. There will be two types of written assignments, as explained in detail on a separate portion of the syllabus.

Tests. There will be three tests, each consisting of two parts. One part (worth 50%) will be a written assignment submitted on the test date; guidelines provided separately. The second part will be an in-class test covering the lectures and assigned reading to date (non-cumulative).
Grading Policy. Grades for the course, using the University's normal letter and plus-minus increments, will be determined by the formula below. NOTE: Failing grades at mid-term will be reported as “unsatisfactory.”

- 25% First test
- 25% Second test
- 25% Third test (during exam period)
- 25% Term paper

Additional Requirements

- Class attendance. Because the course is based so heavily on guest lectures, attendance at all class meetings is mandatory—i.e. required unless for an officially excused reason. Attendance will be taken at every meeting (procedure to be explained in class). There will be an automatic two-point deduction on the test grades for every class missed during the portion of the class prior to that test. Please note: any effort to evade this requirement will be deemed an honor offense. (Example: It is not permissible to sign in for a class and then leave before the end of the meeting.)

- Electronic devices. No laptops may be used during class unless permission is specifically granted from the instructor in advance. (Permission will be granted only for reasons of legitimate and compelling necessity). Absolutely no cell phones, iPods, or other electronic devices are permitted during the class.

Honor Code. All elements of the course (i.e., term paper and tests) are subject to the honor code and all must bear signed pledges attesting adherence to same – i.e., that you have received no unauthorized help (which includes, of course, plagiarism).

Disability Provisions. If you require any special accommodations for this class, please make an appointment with the Office of Disability Resources (654-1266). The office will require appropriate documentation of disability and will inform the instructor accordingly as to what needs you have. You should then meet with the instructor and bring your letter of accommodation with you. Any information you share with the instructor will be held in strictest confidence unless you give permission to do otherwise.

Office Hours. My office is in Monroe 229. Office hours will be held daily, 10:00-11:15 a.m., Monday through Friday. In addition, I will be glad to meet with you at
other times as well, at your convenience. Just check with me after class, or see Mrs. Patton, the department secretary, to set up an appointment convenient for you. My home phone is 371-6882, or you can e-mail me at wcrawley@umw.edu. Please do not hesitate to contact me whenever I can be of assistance in any way.
HIST 190: Writing Assignments

There will be two types of writing assignments, as described below:

I. Lecture Evaluations

There will be three of these spaced throughout the semester, with one due at the time of the test on each third of the course. Each will constitute 50% of the grade on that test, with the other 50% being an in-class test.

Purpose: To encourage perceptive listening, stimulate critical thinking, and promote skills of written communication.

Procedure: Choose any one of the lectures during that part of the course and analyze it according to the following criteria:

- What aspects of the subject’s life are emphasized? Which, if any, are overlooked?
- Did the author/speaker have an apparent bias (for or against) the subject?
- What was the historical/cultural/intellectual milieu which enabled the subject to carry out his or her accomplishments?
- How does the biography provides insight into the subject’s times?
- In what ways does the subject’s life justify (or not justify) being called “great”—that is, what was his/her historical impact?

Format
- Place name of biographical figure and speaker at the top of first page.
- Length: 2-3 pages, double-spaced.
- Use standard margins and a standard font (e.g. such as the one used in this document) and point size.
- Staple the paper together; do not use paper clips.

II. Term Paper: Comparative Book Review

Purpose

The purpose of the assignment is two-fold. First, it is designed to promote critical reading skills through an examination of how different biographers approach their subjects. Second, it is designed to allow you to demonstrate your own analytical and communication skills through developing a comparative evaluation of historical figures, based on your readings.
Procedure

A. Choose any major historical figure who interests you and find TWO biographies of him/her.

- You must meet with the instructor to have your books approved. You may wish to check with Reference Librarian Jack Bales for preliminary approval while you are in Simpson Library. It is imperative that you have the books with you when you consult either Mr. Bales or the instructor.

- Books may NOT be autobiographies, memoirs, or edited compilations of essays; they must be full-scale biographies of a single person.

B. You must find two published scholarly reviews of each book. This process will be explained in class by Mr. Bales and the instructor in a session focusing on library research.

C. Once you have read both books and the reviews of each, you must write a paper of at least five and no more than seven, double-spaced pages, in which you do the following:

1. Analyze each book. This cannot consist of a mere recitation of the books’ facts; indeed, you will be penalized for doing so. Instead, you should focus on such matters as:

   - Author’s qualifications. What is his or her background (academic, journalist, military, performer, etc.)?
   - Sources. Is the study based on original -- i.e., primary -- sources (letters, interviews, manuscripts, documents, reports, newspapers, etc.) or on secondary -- i.e., previously published -- works (books, journal articles, etc.)?
   - Method. Is the biography basically a descriptive narrative or is it argumentative?
   - Scope. Does it focus narrowly on the person or does it also take into account larger issues of the person’s era. If the latter, what are the main aspects addressed (cultural, political, economic, artistic, etc.)?
   - Balance. What aspects of the subject’s life are emphasized and which are not? Does the study cover the entire life, or does it emphasize some activities and minimize (or ignore) others?

2. Analyze the review of each book, and explain whether you think the review is fair.
(3) **Compare the two books**, explaining which is the more effective treatment of its subject and why. You must be specific in order to make your points persuasive; do not engage in mere generalities.

**Format**

1. Do not use a separate title page. Instead, put the following information at top of first page:
   - Titles of both books
   - Authors of the books
   - Publication date for each
2. Pages must be numbered, beginning with first page.
3. When quoting **from the books themselves**, put the page number of the quotation (and nothing else) in parenthesis following the quotation.
4. When quoting **from another source** (e.g., scholarly reviews of the book), use footnotes or endnotes, following the exact format presented in the “Chicago-style” citation guide found in Canvas.
5. Use standard margins and a standard font and point size (e.g., such as those used in this syllabus)
6. Staple the paper together; do not use paper clips.

**Evaluation**

Papers will be graded on the bases of both content and technical proficiency - i.e., clarity, grammar, spelling, punctuation, etc. - so do not neglect such details, especially proper citation format. Late penalty: one letter grade per day.
Great Lives
Biographical Approaches to History and Culture

Please note that this calendar is basically the schedule for the most recent offering (Spring 2012) with some minor changes; it is submitted in order to demonstrate the structure of the course, not the specific topics of individual lectures that will be included in 2014. It is not possible at this point to provide an exact schedule for the 2014 spring semester since the guest speakers and their dates have not yet been determined. They will be inserted as soon as they are finalized, a process that is usually completed in early fall prior to the spring offering. However, the lectures by the instructor will be essentially as listed, though additional lectures on the theories of biography and their evolution may be added in lieu of some guest lectures.

[NOTE: All classes meet in Dodd Auditorium except as indicated.]

Tuesday, Jan. 17  Introduction  Professor Crawley (Monroe 116)
Thursday, Jan. 19 Biography as History  Professor Crawley (Monroe 116)

The lecture will trace the evolution of the genre of biography (bios=life + graphein=to write) from ancient times to the present, analyzing the purposes for which it has been used and the varying influences that have shaped trends of interpretation.

Tuesday, Jan. 24  Kurt Vonnegut  Charles J. Shields
Author, And So It Goes: Kurt Vonnegut, A Life, and Associate Director, Great Lives

*And So It Goes* is the culmination of five years of research and writing—the first-ever biography of the life of Kurt Vonnegut, author of the now-classic *Slaughterhouse Five*. Vonnegut's World II experiences turned into fiction. Published in November 2011, Charles J. Shields' biography has been nominated for a Pulitzer Prize and been widely acclaimed by reviewers. Shields is also the author of *Mockingbird: A Portrait of Harper Lee* (2006), which spent 15 weeks on the *New York Times* bestseller list. In August 2011 he was named associate director of the Chappell Great Lives Lecture Series.

Thursday, Jan. 26  Research Methods  Professor Crawley (Monroe 116)

Professor Crawley, assisted by Reference Librarian Jack Bales, will discuss techniques to be used in biographical research, with particular emphasis on the skills necessary for writing the term paper in the course. Specific attention will be devoted to finding and using critical book reviews.
Tuesday, Jan. 31  Lafayette  Marc Leepson  
Author, Lessons in Leadership from the Idealist General

The American Revolution attracted volunteers from far away. One of the most famous is the legendary Marie Joseph Paul Yves Roche Gilbert du Motier, better known as the Marquis de Lafayette. Marc Leepson has published a crisp new portrait of Lafayette with the emphasis on his life as a military man. According to one reviewer, Leepson's "eye for the telling detail and his devotion to journalistic brevity shine in all his work, and his affectionate Lafayette is the latest example." The author is a journalist, historian, and the author of seven books.

Thursday, Feb. 2  Noah Webster  Joshua Kendall  
Author, The Forgotten Founding Father

Noah Webster (1758-1843) was more than just America's greatest dictionary-maker. He also helped define American culture. His legendary spelling book taught generations of Americans to read. "This is by far the best, and best written, life of Webster. Kendall makes a convincing case that Webster invented American nationalism long before the American nation came into existence."—Joseph J. Ellis, author of Founding Brothers: The Revolutionary Generation and His Excellency: George Washington. Joshua Kendall is an award-winning freelance journalist.

Tuesday, Feb. 7  Aaron Burr  David O. Stewart  
Author, American Emperor

"If you feel that our contemporary politics are off the rails," wrote a reviewer for the Christian Science Monitor, "you should read David O. Stewart's vivid account of 19th-century American machinations." Aaron Burr—Revolutionary war hero, duelist, and secessionist—was the only United States presidential candidate even tried for treason. David O. Stewart, a Washington trial lawyer who has twice argued before the U.S. Supreme Court is also publisher of the online Washington Independent Review of Books. His other books include the acclaimed Summer of 1787.

Thursday, Feb. 9  Christopher Columbus  Laurence Bergreen  
Author, Columbus: The Four Voyages

Christopher Columbus, said a New York Times reviewer of Laurence Bergreen's biography, was a "terribly interesting man — brilliant, audacious, volatile, paranoid, narcissistic, ruthless and (in the end) deeply unhappy." Part explorer, part entrepreneur, part wannabe-aristocrat, Columbus initiated the most important period in Western history as a result of an error. Laurence Bergreen, a frequent lecturer at major universities and symposiums, also serves as a featured historian for the History Channel. Among his many other books are biographies of Magellan and Marco Polo.
Tuesday, Feb. 14  Richard & Mildred Loving  Bernard Cohen, Peggy Fortune
(Panel discussion and clips from HBO film: The Loving Story)

In 1958, the sheriff of Caroline County charged into the bedroom of Richard and Mildred Loving in the dead of night and arrested them. Although legally married in Washington, Richard was white and Mildred was black, which was against the law in Virginia and 13 other states. The case on their behalf was brought by the ACLU before the U.S. Supreme Court, which ruled that marriage is one of the "basic civil rights of man," leading to the overturning of all such laws in the United States. Panelists on the program will be Bernard Cohen, one of two lawyers who argued the case before the Court, and Peggy Fortune, the Lovings' daughter.

Thursday, Feb. 16  Jackie Robinson  Jonathan Eig
Author, Opening Day

April 15, 1947, marked the most important opening day in baseball history. When Jackie Robinson stepped onto the diamond that afternoon at Ebbets Field, he became the first black man to break into major-league baseball in the 20th century. World War II had just ended; democracy had triumphed. Now Americans were beginning to press for justice on the home front— and Robinson had a chance to lead the way. But his biggest concern was his temper, and playing well, despite race-baiting by segregationists. Author Jonathan Eig, in addition to publishing three nonfiction books, writes a monthly sports column for Chicago magazine.

Tuesday, Feb. 21  Test # 1  Monroe 116

Thursday, Feb. 23  Clarence Darrow  John Farrell
Author, Clarence Darrow, Attorney for the Damned

Following graduation from the University of Virginia, author John A. Farrell embarked on a prize-winning career as a newspaperman, most notably for the Denver Post and the Boston Globe. His biography of Darrow -- "impeccably researched, beautifully written, and timely," said the San Francisco Chronicle -- describes the career of the limelight-stealing, two-fisted attorney who resigned from corporate law to defend union organizers, powerless minorities, and those accused of sensational crimes. He is perhaps best known for his devastating attack on his former friend (and three-time presidential candidate) William Jennings Bryan, when the pair faced off during the notorious Scopes "Monkey Trial" over the teaching of evolution in Tennessee schools.
Tuesday, Feb. 28  **Thomas Jefferson**  Professor Crawley (Monroe 116)

Few historical figures have undergone more drastic historical revisionism than Thomas Jefferson, who, once almost without critics among American biographers, has become increasingly under fire in recent years. This lecture will examine the factors behind this historiographical reversal, illustrating how contemporary events inevitably affect attitudes towards historical figures.

Thursday, Mar. 1  **Theodore Roosevelt**  Professor Crawley (Monroe 116)

This lecture will illustrate how a powerful individual personality (namely, Theodore Roosevelt’s) can dramatically affect the historical processes of the time—in this case through the ability to marshal latent sentiment for change into the first great modern American reform movement, Progressivism.

Tuesday, Mar. 13  **Louisa May Alcott**  Harriet Reisen  
*Author, Louisa May Alcott*

Louisa May Alcott spent her childhood in Boston and in Concord, Massachusetts, where her days were enlightened by visits to Ralph Waldo Emerson’s library and excursions into nature with Henry David Thoreau. When she was 35, she wrote the beloved *Little Women* in her childhood home, basing the novel on her family during the Civil War. Author Harriet Reisen’s diverse credits include historical documentaries for PBS and HBO, co-producing National Public Radio (NPR) and teaching film history and criticism at Stanford University. *Publishers Weekly* called her biography of Alcott “heart-rending.”

Thursday, Mar. 15  **Juliette Low**  Stacey Cordery  
*Author, Juliette Gordon Low*

**Special Lecture in Honor of 100th Anniversary of Girl Scouts**

Juliette Gordon Low spent several years searching for something useful to do with her life. Her search ended in 1911, when she met retired British officer Sir Robert Baden-Powell, founder of the Boy Scouts and Girl Guides. On returning to the United States in 1912, she called her cousin. “Come right over! I’ve got something for the girls of Savannah, and all of America, and all the world, and we’re going to start it tonight!” Within ten years, the Girl Scouts organization was indeed worldwide. Stacey Cordery’s biography of Juliette Gordon Low is the first of its kind. An historian teaching at Monmouth College in Illinois, she is also the author of *Alice Roosevelt Longworth, from White House Princess to Washington Power Broker.*

Tuesday, Mar. 20  **Woodrow Wilson**  Professor Crawley (Monroe 116)

This lecture will show, through analysis of the career of Woodrow Wilson, how an individual’s principles—especially, in Wilson’s case, religion—can shape far ranging events (notably, World War I). It will also demonstrate the difficulty of succeeding in the face of a resistant culture, and also address the long-term impact of Wilsonian ideals of United States foreign policy.
Thursday, Mar. 22  John F. Kennedy  Professor Crawley (Monroe 116)

The popular image of John F. Kennedy furnishes a classic historiographical case study in the evolution of a charismatic figure whose reputation has undergone considerable transformation since his assassination. This lecture will trace the vicissitudes of his once-iconic status over the years, noting the influences that have led to the currently prevailing assessment of him.

Tuesday, Mar. 27  Sherlock Holmes  Jeremy Black
University of Exeter

The game’s afoot when British historian and professor of history at the University of Exeter Jeremy Black elucidates the scintillating mind of Sherlock Holmes; the tenebrous character of Dr. Moriarty; and the rather obtuse Dr. Watson, who chronicled Holmes’ adventures. Professor Black analyzes Arthur Conan Doyle’s most famous character and the escapades that emanated from Holmes’ digs at 221B, where it is always 1895 in London. Black is the author of more than 100 books on European (and especially British) history, including London: A History. He has previously given highly popular Great Lives lectures on figures ranging from George III and Napoleon to James Bond.

Thursday, Mar. 29  Test # 2  Monroe 116

Tuesday, Apr. 3  J.E.B. Stuart  Emory Thomas
Author, Bold Dragoon

James Ewell Brown “Jeb” Stuart was the most famous Confederate cavalryman of the Civil War -- and one of its most dashing figures. Born in Virginia and educated at West Point, he was a trusted associate of Robert E. Lee, leading the Army of Northern Virginia’s cavalry in important battles including Antietam, Fredericksburg, Chancellorsville, and the Wilderness -- as well as Gettysburg, where his actions proved controversial. His death in Richmond in spring 1864 marked the decline of the superiority of the Confederate horse during the war. Emory M. Thomas is Regents Professor of History Emeritus at the University of Georgia, a long-time member of the history department faculty, and the author of eight books, including authoritative biographies of Lee and Stuart.

Thursday, Apr. 5  Marie Curie  Lauren Redniss
Author, Radioactive: Marie & Pierre Curie

Lauren Redniss is a graphic biographer whose writing and drawing have appeared in the New York Times, which nominated her for the Pulitzer Prize. Her idea for a life of the Curies occurred to her because, she told the online magazine, Intelligent Life, “I had been thinking about love stories....What struck me as an interesting challenge was that the two main themes were love and radioactivity. And both of those things, of course, are invisible. I loved the idea that I could try to make a visual book out of invisible things.” Radioactive: Marie & Pierre Curie is a finalist for the National Book Award. Redniss teaches at Parsons the New School for Design in New York City.
Tuesday, Apr. 10  Madam C.J. Walker  A'Lelia Bundles
Author, *On Her Own Ground*

Born into a former-slave family in 1867, Sarah Breedlove transformed herself into Madam C.J. Walker, an entrepreneur who built her empire developing hair products for black women. After the bloody East St. Louis Race Riot of 1917, Madam Walker devoted herself to having lynching made a federal crime; she later donated part of her financial legacy to support black schools, organizations, individuals, orphanages, retirement homes, and the YMCA and YWCA. Author A'Lelia Bundles is the great-great-granddaughter of Madam Walker. Bundles enjoyed a 30-year career as an executive and producer in network television news, including as a producer for ABC’s “World News Tonight with Peter Jennings.” *On Her Own Ground: The Life and Times of Madam C.J. Walker* was named a 2001 *New York Times* Notable Book.

Thursday, Apr. 12  Wright Brothers  James Tobin
Author, *To Conquer the Air*

Wind, sand, and a dream of flight brought Wilbur and Orville Wright to Kitty Hawk, North Carolina where, after four years of experimentation, they achieved the first successful tests of a heavier than air, engine-powered machine in 1903. The Wright brothers, high school dropouts who were self-taught mechanical and aeronautical engineers, typified the legendary ethic of American know-how. Author James Tobin is a specialist in literary journalism and narrative history at Miami University of Ohio. His first book, *Ernie Pyle’s War: America’s Eyewitness to World War II* won the 1998 National Book Critics Circle Award in biography.

Tuesday, Apr. 17  Ataturk  Nabil Al-Tikriti
University of Mary Washington

Mustafa Kemal Atatürk is the George Washington of today’s Republic of Turkey. After he gained his military reputation by repelling the 1915 Allied invasion of the Dardanelles, he first directed Turkey’s 1920-22 “War of Salvation” and then became Turkey’s first president. He immediately embarked on a fifteen-year campaign to modernize Turkey, which included the empowering of women, abolition of key Islamic institutions, and introduction of Western legal codes, dress, calendar, and alphabet. His adopted surname means “Father of the Turks.” Nabil Al-Tikriti, Associate Professor of History at the University of Mary Washington, earned a Ph.D. in Ottoman History from the University of Chicago. In addition, having served in various field capacities with Médécins Sans Frontières (Doctors Without Borders) since 1993, he has just been elected to a three-year term as a member of MSF-USA’s Board of Directors.

Thursday, Apr. 19  Anne Frank  Sid Jacobson
Author, *Anne Frank: The Frank House Authorized Graphic Biography*

Drawing on the unique historical sites, archives, expertise, and the authority of the Anne Frank House in Amsterdam, bestselling authors Sid Jacobson and Ernie Colón created the first authorized and
exhaustive graphic biography of Anne Frank. "More than simply poignant, this biography elucidates the complex emotional aspects of living a sequestered adolescence as a brilliant, budding writer. Naturally, this book has significant appeal for teens as well as adults."— *Booklist*. Sid Jacobson was formerly the managing editor and editor in chief for Harvey Comics, and an executive editor at Marvel Comics; artist Ernie Colón has worked at Harvey, Marvel, and DC Comics.

Tuesday, Apr. 24  P.T. Barnum  Neil Harris
Author, *Humbug: The Art of P.T. Barnum*

Contrary to legend, he never said, "There's a sucker born every minute." Phineas Taylor Barnum was a showman, hoaxer, and impresario who provided entertainment to a nation hungry for it. "I am a showman by profession . . . and all the gilding shall make nothing else of me," Barnum wrote defiantly in his autobiography. In an authoritative biography of Barnum, author Neil Harris, professor of history at the University of Chicago, describes the culture and climate of America in the 19th century that produced such an outsized, and sometimes outrageous, figure. Harris has written widely on various aspects of the evolution of American cultural life and on the social history of art and design.

Thursday, Apr. 26  The Civil War Soldier  James I. "Bud" Robertson
Author, *The Untold Civil War*

Having spoken previously in Great Lives on Stonewall Jackson, Professor Robertson returns to UMW to discuss the daily lives of the Civil War soldiers. That topic is treated in the latest of his numerous books, *The Untold Civil War*, which is a visually striking collection of the 132 episodes of his popular public radio "Civil War Series" stories, illustrated with 475 rare images of battle scenes, artifacts, and people. Having retired recently from the history faculty at Virginia Tech, he achieved iconic stature as a Civil War scholar, going back to his appointment as executive director of the U.S. Civil War Centennial Commission, working with Presidents Kennedy and Johnson in marking the war's 100th anniversary. The recipient of every major award given in the Civil War field -- and a mesmerizing lecturer of national acclaim -- Bud Robertson is probably more in demand as a speaker before Civil War groups than anyone else in the field.

Tuesday, May 3  Test # 3  7:00 p.m. (Monroe 116)