

NOMINATION COVER SHEET
2010 Virginia Outstanding Faculty Awards

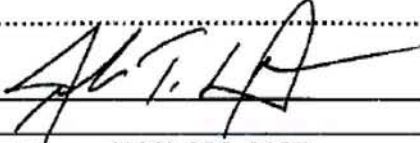
1. <u>NAME</u>	
Full (Legal): Terry L. Alford	Preferred First Name: Terry
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: Northern Virginia Community College	Academic Discipline: History
Rank/Position Title: Professor of History	Specialization/Field: United States History
Year Rank/Title Attained: 1983	Type of Terminal Degree: Ph.D.
Years at Institution: 37	Year Awarded: 1970
Campus Email Address: talford@nvcc.edu	Awarding Institution: Mississippi State University
Campus Phone: 703.323.3274	
Campus Mailing Address: Division of Liberal Arts, CN 214 8333 Little River Turnpike Annandale, VA 22003	
Campus Communications Contact: -Name: Jessica Baxter -E-mail: jbaxter@nvcc.edu	

Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
- MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
- BACCALAUREATE INSTITUTION NOMINEE:
- TWO-YEAR INSTITUTION NOMINEE:
- TEACHING WITH TECHNOLOGY NOMINEE:
- RISING STAR NOMINEE:

Table of Contents

Cover Sheet	1
Mission Statement	2
Summary of Accomplishments.....	3
Personal Statement	9
Abbreviated Curriculum Vitae	11
Letters of Support (Excerpted)	13
Additional Documentation	16

Signature (President or Chief Academic Officer)  _____

Printed Name: John T. Dever

E-mail address: jdever@nvcc.edu Telephone: (703) 323-3195

MISSION STATEMENT

NORTHERN VIRGINIA COMMUNITY COLLEGE

The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and through lifelong educational opportunities.

SUMMARY OF ACCOMPLISHMENTS

Dr. Terry Alford loves American history, and he brings it alive for everyone – in his classes, his extensive scholarly research, his presentations to community groups, and his frequent appearances on television and in documentaries as an expert commentator. A member of the history faculty at Northern Virginia Community College since 1972, Dr. Alford is a prize-winning teacher and the author of two biographies, a celebrated study of an African prince enslaved in early America and a new life of President Abraham Lincoln's assassin, John Wilkes Booth (forthcoming in 2011 from Oxford University Press). The first book, *Prince Among Slaves*, was republished last year by Oxford and also turned into a documentary that drew an estimated three million viewers on PBS. In that documentary, Dr. Alford served on screen as an expert commentator, a role he has also played for C-SPAN, The History Channel, The Biography Channel, the Discovery Network, and the Arts & Entertainment Channel. As the following summary reveals, Dr. Alford revels in sharing his extraordinary knowledge of history.

TEACHING

Dr. Alford teaches United States history survey courses. These are mainstay components in the college's Liberal Arts and General Studies degrees and are taken by students intending to transfer to a variety of four-year institutions. His classes are among the largest and most popular at the college. He has also taught the History of Western Civilization courses. For honors and supervised-study courses, he has taught classes in 19th Century American Theatre; Washington, DC, in the Civil War; Biography; Historical Research Methods; George Washington; and John F. Kennedy.

Students love his classes. His student evaluations resonate with such accolades as "best history teacher I have ever had," "loves the subject and loves to teach," and "engaging and passionate about history." Students regularly acknowledge his organization, clarity, liveliness, fairness, accessibility, and interest in their success. "Dr. Alford epitomizes what a great teacher is," wrote one student in 2008. "He brings enthusiasm, a wealth of knowledge, and a fabulous sense of humor to his classes." A student on RateMyProfessor.com, where Dr. Alford garners more entries than any other professor at the college, recently wrote, "Best prof at NOVA. Made history so much fun to learn. I was amazed when he recognized me by my name and grade out of a class of 50 students. This just says how attentive and helpful this guy is."

For students in the survey courses, Dr. Alford's goal is not simply to teach the facts of the American past. He also wants students to gain an appreciation for history and an understanding that historical knowledge can enlighten and improve their lives as well as enable them to contribute to the society in which they live. For advanced students, who generally come into class with that understanding, he offers a reflective process of discovery through original research. Students might undertake a semester-long project at the Library of Congress with Dr. Alford at hand to direct their research.

Working with original diaries and memoirs has been especially interesting to students as well as a great way to stimulate active learning. For example, one student was given the manuscript diary of a young woman named Maurine Sherman. The student's assignment was to identify the writer fully and determine the context and importance of the document, which was written in 1935. It was discovered that Maurine was living in Shanghai, China, with her husband Jimmy, a musician performing at the famous Canidrome Night Club. The life of a hard-living American expatriate community set in a great Asian city on the eve of the Japanese invasion of 1937 was vividly depicted by the text. The student's research uncovered a scrapbook and photographs kept by another member of Sherman's band, much of which will now be made available online. Other students have transcribed and edited the memoir of a Virginia farm-boy

who immigrated to Mississippi in 1857 with a party of slaves, the diary of a Southern woman in war-time exile in Paris in 1863, and the journal of a Massachusetts businesswoman and traveler in 1825. To feature work of such nature locally, Dr. Alford has organized several biennial student history conferences on campus.

Oral history assignments have proven engaging to students, too. For example, two students conducted an extensive interview recently with activist Sam Love, one of the original national staff members of the first Earth Day (1970), while another secured the recollections of environmental editor and author Peter Harnik, a Love colleague in the initial Earth Day movement. Professor Doug Neal, a colleague at Northern Virginia Community College, was also interviewed for reminiscences of his civil rights work in the Mississippi Delta in 1963.

Dr. Alford has a long history of active support of the Lifetime Learning Institute of Northern Virginia, an organization formed “to provide affordable and convenient opportunities for older adults to enjoy continuing education.” He has lectured frequently at LLI gatherings and taught a multi-part course titled “Booth and Lincoln” for the Institute. He took part in the Teaching American History Grant for the Fairfax County Public School System, speaking to high-school teachers on “The Civil War and Lincoln’s Assassination” at Ford’s Theatre National Historic Site in Washington, and he has conducted on-site programs at Ford’s Theatre for the continuing education of National Park Service employees who work there.

He taught on Lincoln and the assassination at Georgetown University’s School for Summer and Continuing Education. Among those attending the course were staff members of Time-Life Books who were then at work on a popular Civil War series. As a result, Dr. Alford was invited to serve as lead consultant for Time-Life’s book *The Assassination: Death of a President*.

Dr. Alford has received a number of teaching honors. Students voted him four annual “Peashooter” awards. Named for the campus newspaper, these awards were given for excellence in teaching. He has received five nominations for the “Golden Apple [Teaching] Award” for faculty member of the year from the Student Government Association. The SGA voted him its “Most Outstanding Faculty Award” in 1997. He has received multiple certificates-of-honor or appreciation from the Muslim Students Association, Phi Theta Kappa, and the SGA, and twice was an NOVA Alumni Federation Faculty of the Year nominee. He won the NOVA Educational Foundation Award for Excellence in Teaching, which noted his “extraordinary teaching ability,” and the “Outstanding Contributions to Education” Award of the Alumni Federation.

DISCOVERY

Dr. Alford has focused his studies in the field of American history during the 18th and 19th centuries. The overarching theme of his research and publication has been the lives of individuals — broadly representative of their time — who become engulfed by cataclysmic social forces. Then Dr. Alford examines the results for lessons into the nature of personality and of the society in which these individuals lived.

When he was in graduate school at Mississippi State University, Dr. Alford discovered a document in the Adams County Courthouse in Natchez, Mississippi, regarding a slave named “Prince.” Regional history revealed that this African, owned by a noted local family, was said to have been a prince in his own country. Dr. Alford moved to Washington, DC, in order to research this story more fully at the Library of Congress and the National Archives. He was able to determine that the individual’s proper name was Abdul Rahman (1762-1829) and that his father had been king and religious leader of Futa Jalon in the present-day West-African nation of Guinea. Over the next six years, at intervals from teaching and without any release time, Dr. Alford researched this topic at dozens of libraries in the United States. He also studied

at the British Library, the Public Record Office, and the University of London's School for African and Oriental Studies, researching and consulting with scholars of Africa and the slave-trade. Time spent at the Institut Fondamental d'Afrique Noire in Dakar, Senegal, was particularly fruitful, and Dr. Alford made contact with the slave-prince's extended family.

The result was *Prince Among Slaves*, published by Harcourt Brace in 1977. The book was very well received. "An exceptional study," wrote Dr. Stephen Middleton of the University of Cincinnati. "*Prince Among Slaves* affirms the African heritage of Afro-Americans." *Booklist* wrote that "it vividly recreates a life as dramatic as a work of fiction," while *Kirkus Reviews* said it was "a deeply felt biography that helps explain slavery's psychological burdens without the smoke of polemic." Dr. Ron Davis of California State University at Northridge wrote recently, "*Prince Among Slaves* has been a foundation reading in my seminars for years. It has inspired dozens of master's and Ph.D. students."

The continuing importance of *Prince Among Slaves* led the Oxford University Press to re-issue the book as a paperback in 1986. In 2007, at the publisher's request, Dr. Alford updated the book with his latest scholarship on the topic for the unusual honor of a thirtieth-anniversary edition.

Dr. Alford was also deeply involved in the development of a documentary based on the book. He worked on the production from its initial meeting of humanists at Howard University through on-location work as historical advisor and script consultant. Narrated by actor and hip-hop artist Mos Def, "Prince Among Slaves" premiered on PBS in February, 2008, to an audience of over three million viewers. A critic in *The Muslim Observer* wrote, "This story illustrates the tremendous capacity of a human being to endure, hope, struggle, and prevail." "Prince Among Slaves" won the award for the year's best documentary at the American Black Film Festival and has attracted national interest. Dr. Alford spoke on its themes to *Time* and *Islamic Magazine*, participated in a conference with African teachers and legislators at the U. S. Embassy in Conakry, Guinea, and led discussion groups at the National Portrait Gallery in Washington, DC, and elsewhere. The Doris Duke Foundation through its "Building Bridges" program is funding a special educational outreach for high-school teachers nationwide to develop their students' understanding of African history through use of this film.

Dr. Alford's published writings over the years touch on topics as varied as manumission, travel, drug abuse, archival research, resistance to civil rights, spiritualism, and Islam. He has published biographical articles about George Washington, Frederick Douglass, Edwin Stanton, and Abraham Lincoln, as well as their lesser-known contemporaries. He has written more than two dozen reviews of books of related interest in periodicals such as *The New England Quarterly*, the *Journal of American History*, and the *Georgia Historical Quarterly*.

His interest in John Wilkes Booth and the Lincoln assassination, a scholarly focus for the past two decades, came in part from his curiosity about opposition to emancipation. It also stemmed from the observation of the late James O. Hall, a Civil War historian who spoke frequently to Dr. Alford's Honors classes, that there had never been a full-length biography of the assassin Booth. There have been numerous books on the assassination, of course, but all suffered (and some occasionally veered in absurd directions) because of lack of an in-depth knowledge of Booth's own life. While this may sound harmless, few things are more damaging to a nation than violence against a democratically elected leader, and over the years a sizable number of ill-informed authors have contributed to a general distrust in the integrity of political institutions and officials by inadequate knowledge of the assassin.

Fortune's Fool: The Life of John Wilkes Booth, Dr. Alford's scholarly biography, is scheduled for publication by Oxford in 2011. It is a thorough and unsparing look at Booth's life and should help restore some balance in our understanding of what happened on April 14, 1865. Spark Media of Washington, D.C., has expressed interest in producing a PBS documentary on the work (which is already listed in the *Amazon.com* database).

Dr. Alford traveled extensively to trace the life of the talented actor and political extremist

who murdered the sixteenth president. He conducted research at the Harvard Theatre Collection, the Harry Ransom Humanities Research Center at the University of Texas, the New York Public Library's Billy Rose Theatre Collection, Boston Public Library, Chicago Historical Society, and many other libraries and archives.

Along the way Dr. Alford edited a memoir of Booth written by his sister Asia Booth Clarke, a poet and biographer. This memoir, in which Clarke attempts to come to grips with the terrible act of her beloved brother, was written secretly because she feared that her husband, the popular comedian John S. Clarke, would destroy it. The work is unparalleled in its insight into the childhood and psychological makeup of Booth, and it generated considerable interest when it was published, together with the first biographical treatment of Clarke herself, as *John Wilkes Booth: A Sister's Memoir* by the University Press of Mississippi in 1996.

Articles by Dr. Alford on the Lincoln assassination have appeared in *Georgetown Magazine*, *Alexandria History*, *The Northern Virginia Review*, *Dictionary of Virginia Biography*, and in chapters of books published by Mercer University Press and the University Press of Kentucky. Dr. Alford is also author of "This One Mad Act," the catalog for an exhibition of which he was curator at the Lauinger Library, Georgetown University.

Dr. Alford's stature in this field is suggested by an unusual event. John Wilkes Booth is buried at Green Mount Cemetery in Baltimore, MD, and the cemetery is legal custodian of his remains. In 1995 a television producer wished to film the exhumation of Booth's body for scientific testing to confirm his identity. When Green Mount denied his request as mischievous and unhistorical, the producer's representatives sued the cemetery in Baltimore City Circuit Court. The cemetery subpoenaed Dr. Alford as an expert witness on Booth. He testified that from his research he was confident that the assassin had been properly identified at the time of his death and that there was no historical basis for an exhumation. A four-day trial attracting much attention ended with a victory for Green Mount, and what remained of John Wilkes Booth's bones were left to slumber undisturbed.

INTEGRATION OF KNOWLEDGE

Dr. Alford believes that integration of knowledge is every teacher's duty and privilege. It is (to use a shop-worn phrase) where the rubber meets the road – where what one learns in discovery flowers by being shared with the faculty member's many communities.

His participation in NOVA's own Northern Virginia Study Conference series provided excellent cross-disciplinary occasions. Dr. Alford has both spoken to and moderated panels at these conferences, held at Gunston Hall, Mount Vernon, and other notable regional venues. Here he worked with economists, geographers, sociologists, and poets to present programs on a variety of topics ranging from Potomac-basin archaeology to area ethnicity to women's history.

Speaking to diverse audiences has also allowed him to expand the traditional range of the historian. He has addressed librarians, journalists, manuscript collectors, classes in the humanities and social sciences, interdisciplinary faculty groups, arts festivals, community fests, alumni gatherings, and fraternal, religious and social assemblies. He has made additional presentations at public libraries, high schools, educational institutes, park groups, and universities and community colleges. Dr. Alford has been interviewed for National Public Radio's *Marketplace* program. He has testified three times in court as an expert witness on historical documents and issues.

In more than sixty noteworthy presentations, he has spoken on a variety of subjects, including Lincoln's ethics, Alex Haley's novel *Roots*, historical detective work, the extremist press of the civil rights era, the historian's craft, the writing of biography, the use of diaries as windows to the past, and the roots of Islam in the United States.

Dr. Alford spoke four times from the stage at Ford's Theatre on the topic of John Wilkes

Booth and the assassination. He delivered the coveted Annual Lecture of The Alexandria Library Company of Alexandria, Virginia. "Why Booth Killed Lincoln?" was the title of his paper delivered at the Lincoln Centennial Symposium held at Lincoln Memorial University, Harrogate, Tennessee. Booth was also his topic for the distinguished Banner Lecture of the Virginia Historical Society and for the annual American Studies Center Banquet at the University of Florida, Gainesville. Dr. Alford has also spoken to the Lincoln Groups of Washington, DC, New York, and Boston, as well as various Civil War Roundtables.

His media appearances have been extensive and have provided a way to share in the widest possible manner Dr. Alford's knowledge and enthusiasm. His appearances began in 1985 with an interview broadcast on ABC's *20/20*, in which he tackled the perennial question of Booth's burial. He has since been a consultant and interview subject in documentaries on Lincoln, Booth, and the assassination for the Arts and Entertainment Network, Biography Channel, ABC News Productions, Discovery Network, National Geographic Channel, and the History Channel. In February 2009, he appeared in *The Assassination of Abraham Lincoln*, shown on PBS. "You really made the show," producer Barak Goodman wrote Dr. Alford after the broadcast.

Support for Dr. Alford's activities indicates the regard in which he is held. He has received four grants from the National Endowment for the Humanities. Two were for research travel, one for a fellow-in-residence, and one a fellowship for independent writing and research. He received one of three Presidential Sabbatical Semester Awards in the first year the program was offered by Northern Virginia Community College. He has also been awarded a research fellowship from the Virginia Historical Society.

SERVICE

Throughout his career Dr. Alford has sought to strike a responsive balance in his service endeavors to college, community, and profession. He has taken seriously the mission of the college to meet the educational needs of the vibrant and diverse NOVA community and to act upon the college mission of lifelong educational opportunities.

Committee and peer-group work often go unnoticed, but healthy college governance as well as good academic citizenship require it, and in this area Dr. Alford has performed an impressive share. At the division level he served on both screening and interview committees (four times as chair) for the hire of both faculty and administrative positions. He has been mentor for adjunct professors in United States history, liaison for history with the campus library, chair of the Learning Resources Center committee, and faculty advisor to the NOVA College Bowl team, the Palestinian Students' Club, and the Arab Students' Club. Additionally he has served on the Minority Student Activities Committee, Food Service Committee, College Standing Committee, and numerous advisory, ad hoc and award committees. Dr. Alford was elected by his colleagues to the Campus Council (with service as vice-chair) and to the College Senate. He served on NOVA's Teaching Excellence Task Force and was chosen to attend the VCCS Faculty Leadership Seminar. His time on the College Constituency Committee (with a term as secretary) included the memorable misadventure of driving the college's van, packed with faculty and students, down I-95 in a snow storm to visit legislators in Richmond. He was NOVA'S representative on the selection committee for the first SCHEV Virginia Outstanding Faculty Awards.

Dr. Alford is frequently called upon to participate in events for his college community. He has spoken at annual Faculty In-Service Days, Honors Seminars, Classified Staff Appreciation Days, and for the Pathway to the Baccalaureate Program, supporting access to NOVA for challenged high-school students. He has also assisted with the Widening Horizons Program at Roosevelt High School, Washington, DC, designed to provide enrichment experiences for inner-

city students and to encourage them to prepare for college.

When Constitution Day began as a federally-mandated event requiring publicly funded education institutions to provide educational programming on the history of the American Constitution each September 17th, Dr. Alford was placed in charge of it. He organized an on-going series of programs which brought to campus an impressive roster of speakers. Congressman Tom Davis and author David Stewart have made presentations to large and receptive audiences. Dr. Alford has also chaired the Leonard J. Mills Memorial Lecture Series for the past twenty years. This endowed lectureship, named for a former division chair, is one of the highest speaking honors the college can confer. Under Dr. Alford's leadership, NOVA has hosted David Broder, Bertram Wyatt-Brown, and John K. Lattimer, among others.

For more than two decades, Dr. Alford has been chair of the Lyceum Committee. Under the auspices of this program, Dr. Alford helps arrange a steady stream of speakers, artists, and performers to appear at NOVA each academic year. Students are afforded a great opportunity to see and interact with exceptional individuals at these events. Recently, Kay Redfield Jamison of the Johns Hopkins University spoke on the psychology of exuberance, Oleg Kalugin on Cold War espionage, and neurologist Richard Restak on memory, just to give a few examples. These popular programs are widely publicized on and off campus and bring students, faculty, staff, and community together. Under Dr. Alford's direction, Lyceum also provides support for science seminars, concert music programs, and *Calliope*, the student literary magazine. These programs have substantially enriched NOVA's intellectual and cultural life.

Dr. Alford chaired the feasibility study that led to the creation of one of the most admired and successful college undertakings — *The Northern Virginia Review*. Now at volume 23, *TNVR* is an annual publication of essays, fine arts, photography, poetry, and short stories. It provided the first forum of its kind for work produced by the NOVA faculty and staff. Recently, as the periodical has grown in stature, its pages have been opened to residents of the greater Washington, DC, area as well. Dr. Alford serves on its Board of Directors, actively involved in *TNVR*'s editorial affairs and review of submissions.

Professionally, Dr. Alford is a founding board member of the Abraham Lincoln Institute, Inc., of Washington, DC, and remains one of its directors. This organization offers the latest academic-quality research into the life of the 16th president through seminars, lectures and special events. Dr. Alford helps organize the Institute's annual symposium, held at National Archives II at College Park, MD. This symposium is the principal gathering of Lincoln scholars in the nation and draws hundreds of attendees, including NOVA faculty and students. Since 1998, Dr. Alford has also served on ALI's Book Award Committee, responsible for selecting the best Lincoln book of the year for a coveted annual prize. He is on the board of the *Lincoln Herald*, the premier academic journal in its field, and has served on the Board of Directors of the Northern Virginia Association of Historians.

Dr. Alford has done numerous reviews of textbooks in United States history to improve their content and readability for such publishers like HarperCollins, Scott Foresman, Heath, Wadsworth, Longman, and Norton. University presses regularly ask him to read manuscripts submitted for publication by his historical peers. He has read most recently for Lehigh University Press, University of Illinois Press, and University Press of Kentucky.

PERSONAL STATEMENT

I feel fortunate that I knew early on in life I wanted to teach. I recall distinctly a conversation with my older brother when I was in the ninth grade. We were in the room we shared, lounging on our beds, when he asked me what I wanted to do when I grew up. I replied immediately that I intended to be a teacher. I knew nothing about the teaching profession, of course, but I had learned one thing that never went up on any old-fashioned blackboard. Good teachers were individuals of intelligence, dedication and integrity.

What I might teach became clear to me in college because of my good fortune in studying under several fine historians. Although they are now deceased, and, having left behind no acclaim in academia or books of monumental value, it is fair to say they are largely forgotten, I like to think that they live on in their careers through the inspiration they provided to students like myself. The period of time of which I write was the 1960s, the place, Mississippi. Those days were chaotic and occasionally violent, and these teachers, with their enlightened views and broad knowledge, helped me make sense of that troubled time. They were demanding, even a little frightening, but their kindness, hard work, and encouragement of learning lit a fire whose warmth I still feel. I learned much about being a good teacher and citizen from them, and I thought, "I want to be like that."

When I moved to Washington, DC, to commence research for *Prince Among Slaves*, I enjoyed my solitary labors at the Library of Congress, but it wasn't long before I missed the classroom. Looking around, I discovered the Students' College of Arts and Sciences in Foggy Bottom, and before long I was a professor there. This college (if I may honor it with such a name) was formed by about one hundred students from Washington-area universities in revolt against the "oppression and exploitation" of the established schools. As I think about all that today, I chuckle at our naïveté, but at the time we felt as if we were an iconoclastic vanguard. We rejected titles like faculty, student and staff. We spurned textbooks, assignments, and exams. Meeting in apartments, book stores, or city parks, we engaged in intellectual brawls at the end of which students paid what they thought a lecture was worth. There were days when I was as likely to bring home a bag of bananas as a dollar. One can't pay rent with bananas, of course, and the college soon collapsed under its own happy anarchy. If there was a tear at its bier, there was also another lesson learned about teaching – namely, that structure in itself is not invariably the enemy.

Not long after this, I discovered a truly revolutionary college in the Washington suburbs, a school that had escaped my notice. It was Northern Virginia Community College. NOVA had an open-door admissions policy. It welcomed the widest possible array of learners. Anyone 18 years of age or older who had a high school diploma or its equivalent could attend. Whatever their academic delinquencies, financial difficulties, or family disadvantages, they were welcome. They could give college a try. I liked the "lifting of the masses" that this philosophy promised and I taught for a year as an adjunct. I joined the faculty full-time in 1972, and I have been here happily ever since.

The better part of four decades has passed since that time. In those years I have learned a great deal about the discipline of history, about methods of teaching it, about the community college and the college community, and about myself. Yet I believe one thing has been a constant. I remain convinced that the core of education is the contact between teacher and student. Every time I reach for a classroom door handle, I feel deeply privileged to be part of that process. Every day there is excitement, inquiry and opportunity.

I sometimes wonder if I haven't learned as much at NOVA as I have taught. I was educated in a racially segregated school system and did not sit in an integrated classroom until I was a junior in college. It is difficult to realize that now, and I have had some amazing moments explaining that to my students. The more than 60,000 students enrolled in our credit classes each year represent some 150 nations. This is a long way from old Mississippi, but that is one

good thing about being an historian. You appreciate progress, both personal and institutional.

Since NOVA has no residential students, one of the challenges of community-college life of which I grew aware was that of establishing *community* itself. Historically, our students tend to take classes and depart, making our parking lot the busiest place on campus. Therefore, I have sought over the years to enrich students' campus opportunities by helping create experiences out of the classroom which might cause them to linger. I sponsored student clubs, held history forums, worked to enrich college intellectual life, and encouraged students (and faculty) in their writing and publishing.

As part of being a professor of history I feel it is important to remember I am an historian as well as a teacher of history. This has been challenging at a college whose sole mission is teaching (and teaching a heavy load at that). NOVA does not require that its professors publish scholarly work. While I fully embrace our focus on teaching, at the same time I remain engaged in academic work beyond the classroom. The curious thing I have noticed is that this is not an impediment to good teaching. In fact, I can tell that such work matters to students and benefits them. They may know little about the fine points of what you are doing, but they can see in your face and hear in your voice the excitement that doing original and cutting-edge research produces.

That research produced my book *Prince Among Slaves*. For this work and the documentary developed from it which premiered on PBS, I was awarded the 2008 Iman Warith Deen Mohammad Humanitarian Award for "capturing the imagination and inspiring students and researchers."

My work on slavery led ultimately to Abraham Lincoln, and for some years I have researched the life of his assassin for a biography titled *Fortune's Fool: The Life of John Wilkes Booth*, which Oxford University Press will publish. I have met with much encouragement in this undertaking from students and colleagues and was pleased to be able to tell them recently that the popular history reader *Portrait of America*, adopted at numerous colleges nationwide, is excerpting a chapter of *Fortune's Fool* for its upcoming tenth edition (Cengage, 2010).

To me the intersection of such work with the classroom is always of the most interest and value. For example there was my role as historical consultant to the 2007 film *National Treasure II*. This movie opens with the assassination of Abraham Lincoln. The historical merits of this film are laughable — indeed, they are nonexistent — but unsurprisingly my connection with this movie gave me the full attention of my media-conscious students. It led to highly productive classroom discussions about the nature of historically based films, the teaching of history by movies, and the obligation of film-makers to the facts. In such ways I strive to link research, writing and teaching into a whole.

I usually close my day with a game or two of online chess. Not long ago, one of my daughters pointed out something interesting to me. When an opponent makes a poor move, I'm likely to respond with some advice like, "Why Pawn to K3? Would Knight to K4 be better?" She laughed and said, "You can't stop being the professor, can you?"

I plead guilty to that. I'm like the Clerk in Chaucer's *Canterbury Tales*. It was said of him, "Gladly wolde he lerne, and gladly teche."

**ABBREVIATED CURRICULUM VITAE
TERRY L. ALFORD**

EDUCATION

Ph.D. in American History (1970), Mississippi State University. Dissertation: "Western Desert Images in American Thought, 1800-1860"
M. A. in History (1967), Mississippi State University
B. A. in History (1966), Mississippi State University
Post-doctoral study in family history (1978-1979) University of California, Davis

ACADEMIC POSITIONS

Professor of History, Northern Virginia Community College, Annandale, Virginia, 1972-present
On leave for research/NEH grants, 1978-1979, 1990-1991
Adjunct Professor of History, NVCC, 1971-1972
Lecturer in History, Students' College of Arts and Sciences, Washington, D.C., 1970-72
Adjunct Lecturer in American History, Western Civilization, and Mississippi History, Mississippi State University, 1966-1969, and Mississippi Valley State University, Itta Bena, Mississippi, 1967-1968

COURSES TAUGHT

Survey Courses in United States History and History of Western Civilization. Honors Classes in 19th Century American Theater; the Lincoln Assassination; George Washington; Research Methods; Biography; Washington, D.C., in the Civil War
Lincoln and the Lincoln Assassination, Georgetown University's School for Summer and Continuing Education, 1986-1989

SELECTED SCHOLARSHIP

Prince Among Slaves. New York: Harcourt Brace Jovanovich, 1977. Reprinted by Oxford University Press, 1986. 30th anniversary edition, Oxford University Press, 2007.
"This One Mad Act," *Georgetown Magazine*, 1985.
"Formerly a Slave: Frederick Douglass Comes to Lanesborough," *The New England Quarterly*, 1987.
"Charles J. Colchester's Life Among the Spirits," *Northern Virginia Review*, 1990.
John Wilkes Booth: A Sister's Memoir. Terry Alford, Editor. Jackson: University Press Of Mississippi, 1996.
"Islam," in *Dictionary of Afro-American Slavery*, Randall M. Miller and John David Smith, editors, 1997.
"Why Booth Shot Lincoln," in *Lincoln and His Contemporaries*. Charles Hubbard, ed. Macon, Georgia: Mercer University Press, 1999.
"Testimony Relating to John Wilkes Booth and Circumstances Attending the Assassination," in *The Trial*. Edward Steers, ed. Lexington: University Press of Kentucky, 2003.

WORK IN PROGRESS

Fortune's Fool: The Life of John Wilkes Booth, to be published by Oxford University Press, 2011. (tentative)

SELECTED PAPERS/PRESENTATIONS

"A Manuscript in Search of Its Author," Northern Virginia Studies Conference, Alexandria, Virginia, 1984.
"Teaching the Lincoln Assassination: An Experience in Adventure and Values," Diocesan

Education Institute, Bishop Denis J. O'Connell High School, Arlington, Virginia, 1987.
"New Perspectives on John Wilkes Booth," American Studies Center Banquet, University of Florida, Gainesville, Florida, 1989.
"Booth and John Brown," Shenandoah Valley Regional Studies Center for the Museum of American Frontier Culture, Shenandoah University, Winchester, Virginia, 1991.
"John Wilkes Booth and Lady Love," The Banner Lecture, Virginia Historical Society, Richmond, Virginia, 1992.
"To Lay My Demon," Ford's Theatre National Historic Site, Washington, D.C.
"Inventing People: On Writing Biography," at The Story of Virginia Conference, Virginia Historical Society, Richmond, 1996.
Chair, panel, Freeman and Southern Intellectual History Circle, University of Richmond, 2003.
"Abd al-Rahman Conference," U. S. Embassy, Conakry, Guinea, 2005.
"Lincoln-Darwin 200 Birthday Celebration," NVCC, 2009.
"Fateful Friendships: The Pleasures and Perils of Knowing John Wilkes Booth," Civil War Institute Conference, Gettysburg, Pennsylvania, 2009.

SELECTED HONORS

Fellow-in-Residence Award, National Endowment for the Humanities, 1978-1979.
NOVA Educational Foundation Award for Excellence in Teaching, 1987.
Recipient of Humanities Fellowship for College Teachers and Independent Scholars, National Endowment for the Humanities, 1990-1991.
"Outstanding Contributions to Education" Award, NVCC Alumni Federation, 1993.
"Most Outstanding Faculty Member" award, Student Government Association, NVCC, 1997.
Presidential Sabbatical Semester Award, NVCC, 2002.
Gold Apple [Teaching] Award, nominee, Student Government Association, NVCC, 1999, 2000, 2001, 2004, 2005.
NOVA Alumni Federation Faculty of the Year Award nominee, 2003, 2007.

CONSULTATIONS/APPEARANCES

"Booth's Burial," ABC's "20/20," 1985.
Expert witness, Baltimore City Circuit Court, Baltimore, Maryland, for exhumation case on the body of John Wilkes Booth, 1995.
"The Hunt for Lincoln's Assassin," Indigo Films, San Rafael, California, for the National Geographic Channel, 2006-2007.
"The Hunt for John Wilkes Booth," Tom Jennings Productions, Santa Monica, California, for The History Channel, 2007.
Author's appearance, *Prince Among Slaves*, Washington, D.C. documentary premiere, Cramton Auditorium, Howard University, Washington, D.C., 2007.
"The Assassination of Abraham Lincoln," Ark Media, Brooklyn, N.Y., an "American Experience" program broadcast on PBS, 2009.

SELECTED SERVICE

Chair, Leonard J. Mills Memorial Lecture Series, NVCC, 1977-present.
Chair, Feasibility Committee Establishing the *Northern Virginia Review*, 1984-1985.
Board member, *Northern Virginia Review*, 1991-*passim*.
Chair, Lyceum Program, Annandale Campus, which brings to campus distinguished figures in the arts and humanities, 1996-present.
Founding board member, The Abraham Lincoln Institute, Washington, D.C., 1997-present.
Service on Campus Council, College Senate, Minority Student Activities Committee, Standing Committee and Learning Resources Center Committee; Faculty Advisor to College Bowl Team, Palestinian Students' Club, Arab Students' Club.

LETTERS OF SUPPORT (EXCERPTED)

Dr. Terry Alford is the quintessential professional teacher and scholar. I vividly recall Dr. Alford's most recent student evaluations. Students noted his enthusiasm, passion, energy, and dynamic teaching style. They were impressed by Dr. Alford's organized, structured, and concise methodology in presenting history. They used phrases such as "an amazing teacher," "the best teacher I have ever had," "he loves the subject and loves to teach," "he brings a wealth of knowledge and a fabulous sense of humor to his chosen subject," and "he epitomizes what a great teacher is." His research is extensive, as are his publications, book reviews, television productions, and awards. He serves on numerous professional boards and committees. Dr. Alford has organized the College's Lyceum presentations for the past three decades, thereby giving students and faculty members the opportunity to learn from experts and recognized leaders in many careers. Dr. Alford is especially active sharing his knowledge with the community. He has made more than sixty presentations to schools and professional associations. I recall Dr. Alford's comment one morning, "I love teaching at NOVA." Students and colleagues would respond by expressing their gratitude to Dr. Alford for choosing NOVA as his enduring legacy.

Dr. William Kinsella, Assistant Dean of History, Annandale Campus, NVCC

It goes without saying, yet merits reiteration, that Dr. Alford's passion for his subject, his teaching, and his research are extremely impressive; he is the Gold Standard, the Jedi Master, and an inspiration to those of us fortunate enough to collaborate with him. I have had numerous occasions over the past few years to interact with Dr. Alford, as our research areas overlap; I am currently completing a book on the actors, managers and stagehands of Ford's Theatre in April 1865, which dovetails with his work on John Wilkes Booth. Dr. Alford has been consistently generous and gracious in sharing the fruit of his phenomenally extensive research, and in analyzing and deconstructing various aspects of the Lincoln Assassination. I have never encountered anyone as exacting in his search for historical truth and accuracy as he is, nor anyone as perceptive in his insight to character and motivations related to events of American history. His research has contributed significantly, innovatively, and authoritatively to the body of knowledge about Booth and others involved in that tragic era.

Dr. Thomas A. Bogar, Assistant Professor of Theatre History, Hood College

I am honored to support my friend and colleague, Dr. Terry Alford, for SCHEV's Outstanding Faculty Award. Terry is both a superb teacher and an outstanding scholar. I have had the pleasure of reading his manuscript on John Wilkes Booth and can assure you that it will be a blockbuster when Oxford University Press publishes it next year. In spite of a heavy teaching load, Terry has published extensively and appeared on television dozens of times. As a fellow community college professor and OFA recipient, I am proud of his accomplishments. Terry has earned a national reputation and represents the very best of the professors at two or four-year colleges in Virginia.

Dr. Charles J. Errico, Professor of History, Woodbridge Campus, NVCC

I have been Terry's colleague and friend since 1972 and was his immediate supervisor from 1974 until my retirement in 2008. For over a third of a century I have observed his professional activities at close range, and marveled at his effectiveness as a teacher, an author, and a great historian. I can state unequivocally that Dr. Terry Alford is the most effective teacher in the classroom that I have ever seen. An even better evaluation would be the collective unsolicited comments of his students, which can be seen by punching up his name on "ratemyprofessor.com" on the computer. Let me therefore contribute something original about Terry Alford by giving some examples of how his persona has had an influence on the far

corners of the Commonwealth of Virginia. First, I attended a major historical conference in the Hampton Roads area in 2003. The speaker was renowned Lincoln scholar Frank J. Williams, who was also the chief justice of the Rhode Island state supreme court. After his talk, when I mentioned that I was from Northern Virginia Community College, Judge Williams enthusiastically responded with "Oh, that's where Terry Alford is," and he then expounded on Terry's many virtues for the rest of the conversation. Secondly, a couple of years later in the extreme southwestern corner of Virginia, I was about to cross Cumberland Gap. A Lincoln studies center is located a couple of miles east of the gap in Tennessee. Stopping there to chat, the subject matter with the center's host soon became -- Terry Alford, his reputation as a Lincoln scholar, and his helpfulness and importance to the center. Finally, near Terry's campus in Northern Virginia, a third example should be mentioned. The documentary film of his book, *Prince Among Slaves*, had its area premiere at Howard University. I was one of the 700 people in attendance at Cramton Auditorium. A highlight was the announcement that Mayor Fenty had officially declared that day, December 1, 2007, to be "*Prince Among Slaves Day*" in Washington, DC, a fitting tribute to its author, Dr. Terry Alford.

Dr. Wallace S. Hutcheon, Professor Emeritus of History, NVCC

I am a Lincoln scholar and as such have had the good fortune to get to know Dr. Alford, whom I befriended over a decade ago. He and I have served together on the board of directors of the Abraham Lincoln Institute since its founding and on the Institute's Book Prize Committee for several years. In both capacities he has been a thoughtful, intelligent, and genial colleague. I have the greatest respect for any historian, like Dr. Alford, who carries a truly heavy teaching load (such as faculty members at NOVA do) and still manages to be a productive scholar. Dr. Alford is an indefatigable researcher, a graceful and cogent writer, and a persuasive (as well as humorous) speaker. His forthcoming biography of John Wilkes Booth (the first such work to be written by a professionally trained historian) promises to be a major contribution to the literature.

Dr. Michael Burlingame, Lynn Distinguished Chair in Lincoln Studies, University of Illinois

Prior to my appointment as Provost of the Annandale Campus, I was the Division Dean for Liberal Arts. As Academic Dean it was my responsibility to evaluate the instruction of my division faculty at periodic times. I not only enjoyed sitting in Dr. Alford's class, learning information that I still remember today because of the wit, diagrams and humor that he used in the classroom, but I also came away with the feeling of "leave this professor alone. He is doing an outstanding job. No wonder his students love his instruction." Dr. Alford is known not only as an excellent instructor, but also as a highly respected researcher. The community college places an emphasis on teaching and not research. So when a professor goes beyond teaching, it is a sign of his/her love of the subject matter. Dr. Alford has given a great number of presentations, reviewed many books, and published numerous articles and several books. In fact, I gave my father, a history enthusiast, an autographed copy of Dr. Alford's *John Wilkes Booth: A Sister's Memoir*. In addition to Dr. Alford's scholarly accomplishments, he has also served the campus and college in numerous ways. This service includes Organizer for the Biennial Student History Conferences, service on division hiring committees, board member of the *Northern Virginia Review*, Chair of the Campus Lyceum Program (I have asked him to continue to serve as Chair since 1996 because of the outstanding job he does), and Chair of the Leonard J. Mills Memorial Lecture Series for 22 years. I have enjoyed working with Dr. Alford. He is truly an outstanding faculty member, and I am proud that he is a member of my campus.

Dr. Barbara Saperstone, Provost, Annandale Campus, NVCC

As I got to know him over the years, I became more and more impressed with his mission, to bring excitement into the history classroom, to keep history alive in the wider community. I have visited the NVCC campus more than once, and been impressed with the seriousness with which

Professor Alford takes this mission. His Lyceum Program not only exposes the students to scholars, but exposes scholars to the way in which community colleges can excite and entice new kinds of students--as well as serving groups underserved by universities. I was impressed by the older students, returning students, and first-generation college students I met during my visits to see Terry. Naturally, when I began my work on Lincoln, Terry's presence in the field was something widely acknowledged and admired. He has been generous in sharing his research and insights, and I look forward---as do many---to his eagerly anticipated biography of John Wilkes Booth. Terry has made himself well-known to a wide historical audience through his outreach in public history, but also his presence in documentary and other public television media. I have found him to be a generous and giving colleague, an exemplary scholar, a dedicated teacher. He does not rest on his laurels but encourages others to make the journey with him, which is an infectious and welcome talent.

Dr. Catherine Clinton, Professor and Chair of U.S. History, Queens University, Belfast, UK

Professor Terry Alford has been my mentor since I began teaching at Northern Virginia Community College in 2004. I could not have asked for a better role model in combining dedication to teaching and excellence in independent scholarship. Students at NOVA clearly adore Professor Alford and his engaging teaching style by routinely filling his courses and advising their friends to take his American history classes. In the classroom he combines the presentation of solid historical information with a sense of humor that makes the study of history enjoyable for both his students and himself. For the exceptional students in his survey courses he offers the opportunity for independent research projects, often involving previously unexplored primary sources. While these sorts of research opportunities are more common at four-year colleges and in graduate school, it is rarer for community college students to work with primary source material. Despite a challenging teaching load, Terry Alford still finds time to work on his own research. He was a principal interviewee in the recent PBS documentary, *The Assassination of Abraham Lincoln*, which attests to Professor Alford's prominence in the community of Abraham Lincoln scholars as an expert on actor John Wilkes Booth.

Dr. Michelle Krowl, Assistant Professor of History, Annandale Campus, NVCC

As director of historic Surratt House Museum in Clinton, Maryland, it has been my pleasure to assist Dr. Alford for well over a decade in both his research as well as in his class instruction. Our museum focuses on the Civil War era. We have an excellent research center as part of our complex, and Dr. Alford has taken full advantage of our holdings as well as contributing to them. He has also shared some of his finds with our members through the monthly newsletter and at meetings and conferences sponsored by the museum and its international associate membership, The Surratt Society. We frequently query him for assistance, and he has been especially helpful in working, via e-mail and telephone, with middle school and high school students involved in National History Day projects related to John Wilkes Booth and the Lincoln assassination. We frequently refer film companies and those developing documentaries to Dr. Alford because of his outstanding knowledge. As a museum director, I especially appreciate the cooperative effort that Dr. Alford makes in referring his students to our museum and research center as part of their training in doing original research. It is so important that educational institutions (and museums are definitely educational institutions) work together to encourage the study and appreciation of American and world history.

Laurie Verge, Director of the Surratt House Museum, Clinton, MD

ADDITIONAL DOCUMENTATION

Responses to questions about Dr. Alford by NVCC students on the 2008 evaluation form

"A good teacher and always there to help me."

"I never thought it would be fun to learn about history until I took it with Terry Alford."

"Best history teacher I have ever had."

"He made history fun to learn and kept everyone involved."

"Excellent teaching style."

"His speeches sound like a story and you never want to miss the next chapter."

"Wonderful class."

"I learned about our Founding Fathers in great detail."

"Professor clearly knows his stuff, yet can relate to students extremely well, too."

"Makes history relevant to today."

"He epitomizes what a great teacher is."

"He brings enthusiasm, wealth of knowledge, and a fabulous sense of humor to his chosen subject."

"Very passionate about what he does."

"Teacher who loves the subject and loves to teach."

"Awesome time and learning experience."

"An amazing teacher. He makes history come alive."

Comments assembled by Dr. Bruce Mann, Division Dean, from 2008 student evaluation forms for History 121 and 122, U.S. History I and II.

Excerpts from student letters

I met Dr. Alford in 2000 when I enrolled in his US History 121 class. Immediately I was enthralled by his animated stories of historical figures traipsing through harsh terrain, crossing unforgiving seas, and of pacts made between Indian tribes and newcomers. In Dr. Alford's class, I felt as though History really did come alive – I could imagine myself with the figures we were conversing about. Dr. Alford asks questions of his students that spark an inquisitive mind with What ifs, Why, and How. As a major book report, I wrote about Dr. Alford's book *John Wilkes Booth: A Sister's Memoir*. I was highly impressed with the work Dr. Alford had done and I knew extensive research, commitment and high-content knowledge were necessary to complete such a concise work. Due to Dr. Alford's zeal for teaching, gusto for making learning fun for others, and his thorough knowledge of American History, I enrolled in his US History 122 course. Dr. Alford is undoubtedly the best History professor I have had in my college career. *Sarah Lumer, M.A. in History, Social Studies Teacher, Greenville County High School*

During the academic year 2005-2006, I was a student in Dr. Alford's US History 121 and 122 classes. Currently, I am a senior at George Mason University in Social Work. Without hesitation, I can say that Dr. Alford is the most outstanding teacher I have had during my college career. It didn't take me long to experience how passionate Dr. Alford is about history. I joined other students in wanting to hold on to every word. Dr. Alford has a gift for storytelling, and he has a great sense of humor. The most important reason I recommend Dr. Alford for the Virginia Outstanding Teaching Award is that his value as a teacher goes far beyond the classroom. I had the special privilege of working with Dr. Alford in performing research related to the assassination of President Lincoln, concentrating on "Peanut John" and his connection to John Wilkes Booth. (I hope I have stimulated your curiosity.) Since graduating from NVCC, I have

visited the museum at Ford's Theatre and the Mary Surratt house, which is connected with Booth's escape route. I follow the National Geographic and the History Channels and have been excited to find Dr. Alford appearing on these shows.

Margaret P. Fischer

A great history professor brings history to life. He accomplishes this by describing historical figures as real, live people who his students might imagine walking down the street. But Dr. Alford is more than just a great history professor-- he doesn't just bring history to life; he makes history personal. People who students previously thought of as distant historical figures are described so vividly that his students think of them like our relatives or peers – people who have had direct significance on our lives, and will continue to impact our future. As an example, I will try to do my best to describe the way that Dr. Alford taught about Theodore Roosevelt's presidency. Dr. Alford began by describing Theodore Roosevelt's family background, almost like he was gossiping about a classmate, using primary sources as his informants. He explained that the Civil War strained the relationship between his parents because Roosevelt's mother came from a slave-owning Southern family, and many of her relatives fought for the Confederacy. Dr. Alford described Roosevelt's background so vividly that I could imagine myself as Roosevelt himself, with two parents from opposite sides of the Mason-Dixon line, and could almost feel the kind of tension he would have felt.

Lauren Webster

As a former student of Dr. Terry Alford's, I had the extraordinary experience of learning United States history from a gifted and passionate educator. Dr. Alford is one of those rare professors able to teach while striking the perfect balance of imparting knowledge, inspiring, encouraging and entertaining. He consistently creates a challenging and exciting environment for students while ensuring a non-threatening atmosphere conducive to learning. At Northern Virginia Community College, where the student body is internationally, culturally, and economically diverse, this skill alone is particularly critical for the academic success of many of his students. And Dr. Alford truly wishes his students to succeed. He is encouraging on assignments, regularly working independently with students who need extra help or who show a special interest, and often provides the opportunity for students to take on special research assignments. These may lead them to conduct research at the Library of Congress or the National Archives, or to collect oral accounts from actual participants of significant historical events, such as the Civil Rights Movement and the Vietnam War. Not only do these assignments make history more tangible and relevant to students, but the experience they gain through the process serves them well as they continue their education and their lives. Dr. Alford is a tremendous asset to Northern Virginia Community College and to the Virginia higher education system.

Suzanne Gilbert

Photograph and excerpts from correspondence and article about *Prince Among Slaves*



Dr. Terry Alford (standing) watches the action on the *Prince Among Slaves* set. Co-producer Alex Kronemer is shown at left; Bill Duke, the director, is on the right.

I first met Dr. Alford through his Oxford University Press book, *Prince Among Slaves*. This well-researched, true story of an African royal enslaved in America's ante-bellum south, immediately inspired me as a documentary film producer. It is a work of original scholarship, cleanly told with a sense of drama. Rarely does one come across a story so entirely new in a subject area as well-trodden as the history of American slavery. I immediately began lobbying PBS to produce a film based on Dr. Alford's book. Over the next several years, while planning and then producing the film, I had the opportunity to correspond with Dr. Alford and then to meet him. Not only did his book form a solid basis for the film, but when we interviewed him on camera, Dr. Alford proved to be that rare thing: a scholar who knew his subject in all its detail, yet could communicate the arc of the film's story warmly and succinctly. Though other scholars of considerable stature were interviewed and appear now and then in the finished film, Dr. Alford's contributions appear at most of the major turning points in the story, because again and again his was the most useful interview material we had at hand. In effect, clips of his interview became the principal counterpoint to our film's narration. Dr. Alford not only performed brilliantly before the camera. He answered critical questions as we edited the film, providing tips on scholarship and interpretations of the historical record. Later, when reviewing early versions of it, he offered valuable suggestions. The finished film was largely supported by a grant from the National Endowment for the Humanities, a tribute in itself to the contribution Dr. Alford's story

makes to the American historical record. The finished film received a national, prime-time PBS broadcast leading off their February 2007 Black History Month programming, went on to win Best Documentary of the Year in the American Black Film Festival that year, among other awards, and continues to be used widely in high schools and universities around the country. *Michael Wolfe, Executive Producer, Unity Productions Foundation, San Juan Bautista, CA*

The image of an African slave in North America does not include a man who spoke three languages. History books do not tell us about a slave who, even after forty years of captivity, still remembered how to recite the Fatiha. Not many people have ever heard of the African prince that worked on a plantation in Natchez, Mississippi for forty years before President John Quincy Adams and Secretary of State Henry Clay shook hands with him and helped him return to Timbuktu. . . . Abdul Rahman's story was a lost treasure until Terry Alford, currently a professor of history at Northern Virginia Community College in the suburbs of Washington, DC, began following Rahman's paper trails through Ohio, Kentucky, Mississippi, and Boston. Alford began his research in the 1960s and, without grants or funding, was the first to uncover the story of the enslaved prince. Unity Productions Foundation (UPF), a non-profit educational corporation based in Washington, DC., is currently filming a documentary targeted for release in 2007.

Saleha N. Ghani, in his article for Islamica Magazine (2006).

This film brought home the tragedy and inhumanity of the transatlantic slave trade. I was impressed by how moved my Guinean colleagues were at the uplifting story of one man's dignity in the face of brutality. I highly recommend both the film and the book for anyone who wants to know more about the slave trade and the common bonds that tie the United States and West Africa together.

Phillip Carter III, U.S. Ambassador to Guinea (November 2007)

Dear Dr Alford: J'ai vu sur internet le programme de sortie du film tv "**Prince Among Slaves**" à l'occasion du **30ème anniversaire** de votre livre. Je vous félicite encore une fois. Je vous prie de m'aider à disposer de la **copie DVD du film** pour le présenter au public du Fouta Djallon et de la Guinée. (Please help me to get DVD of Prince documentary TV) Merci !

Dr Bonata Dieng, Directeur scientifique du Musée du Fouta Djallon (Rahman's home country)

I wanted to let you know that I truly enjoyed the documentary last night and look forward to reading the book. It was a wonderful and humbling learning experience. Also it was a strong reminder of the sacrifices and struggles that those like Abdur Rahman endured in the past for the freedoms in which so many people today unfortunately take for granted. Stories like this can definitely be very insightful and motivating particularly for our college students and children. Congratulations!

Sherri Anna Robinson, Counselor, NVCC