



BYU HISTORY DEPARTMENT
NEWSLETTER

2020 – 2021

What's Inside?



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A special thanks to Dr. Mark Christensen, BYU Photo, and all the faculty that made this year's newsletter possible.

Message from the Department Chair

DR. BRIAN CANNON



“At this critical time may we apply our best historical skills as we seek to understand others and to reappraise our assumptions and attitudes.”

2020 was a year of unanticipated challenges that pushed us out of our comfort zones, exposed our vulnerability, and stretched us in unexpected ways.

In the wake of racial violence and other manifestations of racism, I drafted the following statement on behalf of the department in early June: “The appalling torture and murder of George Floyd on Memorial Day reminds us of a long legacy of racism and violence deeply embedded in United States history. Following on the heels of less sensational but nevertheless inexcusable manifestations of racial contempt and prejudice at BYU over the past academic year, Floyd’s death reminds us that we have much to do in our own lives and communities, including our university community, to exorcise bigotry and chauvinism and to cultivate empathy and charity.

Accustomed as we are as historians to looking backward, we understand better than most how thickly engrained racism is in the American psyche and how prone scripture-reading Christians have been to justify racist sentiments using sacred texts. We carry these legacies, however unintentionally, in our individual tendencies and attitudes.

In her brief book, *Why History*, Oxford historian Marjorie Reeves identified two key reasons for studying history: first, history invites us to stand in others’ shoes, to see the world through their eyes, and to recognize that others’ experiences and worldviews differ immensely from our own. History invites us to listen and understand others’ emotions, including their rage and frustration, rooted in their distinctive experiences. Second, Reeves writes, history enables us to stand in our own shoes. We can see how our own limitations and possibilities are rooted in a broader historical context: we live ‘in a society which was there before you were and which surrounds and over-arches your personal experience.’ At this critical time may we apply our best historical skills as we seek to understand others and to reappraise our assumptions and attitudes.

The COVID-19 pandemic reached into virtually every corner of academia in 2020. In mid-March our classrooms and office buildings were locked, our annual awards banquet and Russel Swensen Lecture along with all other

department events were canceled, and all teaching shifted to virtual instruction after faculty participated in a brief orientation regarding the Zoom platform. Archives closed, research trips were deferred, and most internships and all study abroad experiences were canceled.

An email sent by department leaders on March 13 to the faculty describes some of the challenges that the sudden conversion to remote teaching posed. We observed, “There are many potential obstacles to delivering a quality learning experience over the remainder of the semester. . . . Across the campus some professors are scheduling classes in real time using Zoom to replicate as closely as possible the on-campus classroom experience of faculty-student interaction. Some are pre-recording lectures and presentations and posting them online, requiring their students to tune in at the times that are most convenient for them. . . . Each of these approaches is entirely appropriate. Each can maintain the integrity of the course.”

Faculty and students had to persist through just a few weeks of online teaching before the Winter Semester ended, but those who were scheduled to teach in the Spring and Summer Terms faced the challenge of quickly converting their entire classes to online mode. Moreover, several factors, including the early return of many missionaries, resulted in unprecedented demand for Spring and Summer courses. Faculty workloads increased as enrollment caps were lifted for classes to accommodate the increased demand.

Meanwhile the original curricular plans for Fall Semester had to be substantially revised in May and June. Most faculty and students expressed a preference for classroom instruction and President Worthen asked departments to provide as many socially distanced in-person classes as possible. Due to space constraints, though, most Fall Semester classes were offered either entirely online or in a blended/hybrid mode in which students alternated between in-person and remote attendance. Classrooms were retrofitted with cameras and microphones to facilitate this hybrid teaching mode. We prioritized in-person instruction for our required methods courses for our history, family history, and teaching majors. A few professors offered classes in the evenings as part of their regular daytime teaching load in order to teach moderate sized classes entirely in person in larger lecture halls. Ultimately our catalog offerings consisted of 31 percent classroom instruction, 50 percent blended or hybrid instruction, 18 percent live remote delivery and 1 percent on-demand remote delivery. As infection rates climbed on the campus and as more and more students were required to quarantine during the fall semester, the number of students attending in person diminished to the point that many professors were forced to shift their courses entirely online. It was disheartening but we were grateful that students and faculty acted responsibly to curb the spread of disease.

Although no one wants to repeat 2020, there are facets of our experience with virtual learning that some students say they hope will be retained going forward. One is the option of virtual consultations via Zoom with professors during office hours. Another is the opportunity to learn more about their professors outside the classroom. They have appreciated learning even small details about their professors who have taught from home, such as being able to virtually meet a professor’s family members, learning about a family pet, or glimpsing the professor’s home workspace, and they hope going forward that they will continue to be able to see their professors as people with lives and interests beyond the classroom. They have also appreciated professors’ greater empathy and leniency in the face of health or other unanticipated challenges that might delay completion of assignments, and they hope that the sense of empathy and compassion in professor-student relations will persist.

Brian Q. Cannon
Chair and Professor

IN Memory OF:

BILL FOX



William Fox passed away peacefully on May 24, 2020 at the age of 86, surrounded by family members in his home in Provo, Utah. He was born on November 16, 1934 in Tooele, Utah to Charles Samuel Fox and Josephine Miceli. Bill valued hard work. He graduated from Tooele High School in 1953 and went on to attend the University of Utah for a semester and work at the Tooele Army Depot. He then enlisted in the United States Army and served honorably for 34 months during the Korean War. After his service, Bill earned a degree in Secondary Education with a minor in

History at Brigham Young University. Bill also did graduate studies at BYU and earned a Master's Degree in History with a Minor in Religion in 1966 and a Doctorate Degree in Curriculum, Teaching, and Methods in 1984. From 1962 to 1966, Bill taught US and World History at Orem High School. He went on to teach in the History department at BYU, and later received the Karl G. Maeser Excellence in Teaching Award. His students in the Tribe of Many Feathers, a student organization, also named him the honorary Chief. He taught at BYU until 1999.

From Paul B. Pixton: "As History Department chair from 1987 to 1993, I witnessed first-hand the contributions made by Bill Fox to our students and to the greater student body of the University. Each year during our stewardship interview, he shared with me his use of relational learning in teaching a special section of American Heritage for Native Americans.... Even more important for me was the contributions Bill made to our History Teaching Major students. Previous to the integration of Bill Fox, Fred Gowans, and Bob Westover into the department, our History Teaching students were supervised in their student teaching experiences by a faculty member from the David O. McKay School of Education.... I urged Bill to take on that responsibility, supervising our future History teachers during those formative months of their training in approach and classroom decorum. Bill spent many hours each semester visiting the classes of our Teaching Major student teachers, and then counseling with them over his observations.

"Bill was a quiet but thoughtful and dependable colleague. I was always grateful for his support and his input. I appreciate his contributions to the department and to our students."

Faculty/ Staff

Spotlight:

Dr. Daren Ray



Dr. Ray grew up in Mesa, Arizona. He received his bachelor's degree in history and minors in African studies and Music at BYU. He received his Masters and PhD in African history at the University of Virginia. His wife, Patience, is a media and visual designer. They are the proud parents of three beautiful children, Rhys (9), Iris (6), Niall (5).

Dr. Ray's interest and passion for history started with a National History Day group project he participated in during his sophomore year of high school. His group was required to create a ten-minute documentary following all the normal steps of historical research. One day he forgot his backpack in his history class and as he went back to retrieve it, his history and English teacher pulled him aside to show him his recent test score. They pulled out his history exam, read him a line of his writing, and said "that's the writing of a historian." It was in this moment that Dr. Ray recognized he had a knack for history and that he enjoyed it. The encouragement he received from his teachers inspired him to pursue his interest in history. Dr. Ray explained that "encouragement was everything" to him and from tenth grade on he knew he was going to be a historian. Dr. Ray's research focuses on ethnic and religious identities over the past two-thousand years. He uses archeology, oral histories, and historical linguistics to understand premodern identities and how they shaped modern identities. He is interested in developing virtual-reality applications for history courses. He is currently working on a project that will allow students to recreate Swahili towns based on archeological evidence through virtual reality.

Dr. Ray's favorite research experience involved an adventure he and his wife had celebrating the solar new year, Mwaka Muvya, in Kenya. They rode motor bike taxis under a full moon on dirt roads to make it to the house of a friend. When they arrived their friend's family immediately took them in and made them part of the family and celebration with music and dance. They cleansed the house with the ashes of the last fire of the year and celebrated their ancestors by watching the men build a shrine to their departed family members and listening to the women sing. Dr. Ray described it as a "beautiful memory" that demonstrates what he loves about African history: historical oral traditions, celebrations, and rituals. He receives inspiration for his study of the past based on the lives of people today and appreciates how connections to other people help supplement learning in books and archives.

If Dr. Ray had to pick a favorite historical figure, he would choose Ndururu, a fifteen-year-old woman who grew up in Nairobi in the 1950s. She grew up during the Mau Mau uprising where she was caught in gang battles between those who supported the new regime and those who did not. Her two friends were murdered, and she was gutted by a Mau Mau gang member, but was able to pull herself back together and get help. She was later able to identify her attacker with help from the authorities and take them to court. She also helped catch the ringleader of the Mau Mau gang through her own undercover espionage. Though not a well-known

historical figure, Dr. Ray admires her bravery in the face of significant danger and her desire to help her community.

Dr. Ray encourages BYU history students to pursue another passion or area of study along with their study of history. He advises that students should take advantage of the lower credit hours of the history degree to pursue another major or emphasis. He believes that supplementing your history degree with something else you are passionate about will help you be more marketable and open the world more to you. He also suggests learning another language well because it will open a new world of discourses, books, knowledge, and people to talk to.

Dr. Cacey Farnsworth

Dr. Farnsworth is a native of Utah and grew up in Pleasant Grove. He started his college career at Utah Valley State College (now UVU) and then transferred over to BYU to pursue an undergraduate in history teaching. While pursuing his goal to eventually become a high school history teacher, Dr. Farnsworth was guided by caring and dedicated professors, such as Dr. Miller, who hired him on as a research assistant. Dr. Farnsworth's time researching for Dr. Miller inspired him to expand his horizons and consider grad school. While working to go to grad school Dr. Farnsworth worked several different careers as a truck driver, horse trainer, and certified nurses' assistant. He completed both his masters in Latin American history with an emphasis on the Spanish Caribbean, and his PhD in Luso-Brazilian history at the University of Florida.



Dr. Farnsworth served a mission for the Church of Jesus Christ of Latter-day Saints in Lisbon, Portugal. His interests in Latin American history come from his personal family history since his dad grew up in the Mormon Colonies in Mexico. Dr. Farnsworth developed a passion for history early in his childhood from his dad. He would love to listen to his dad recount the wonderful stories he read while traveling on the bus for 45 minutes every day to and from school. Inspiring and caring history teachers in Dr. Farnsworth's high school also helped to nurture an early love for history. Dr. Farnsworth has a fun approach to history because of good professors and their guidance which directed his interests and brought him to the field of history. He is the youngest of four children, and the only member of his family to be studying the humanities.

Dr. Farnsworth has been married for six years to his wife, Phoebe. They are the proud parents of two little girls, Ruby (4) and Daphne (9 months). Dr. Farnsworth has a passion for horses, music (especially country music), cars, and soccer (go Sporting Lisbon!) Dr. Farnsworth's research focuses on the Portuguese Atlantic world with an emphasis on the influence of the Atlantic world on Lisbon itself. He also studies the effects of conquest and indigenous collaborators in the early Spanish realm and Brazil. In addition, he teaches family history that focuses on the Spanish and Portuguese.

Dr. Farnsworth's favorite historical figure is El Cid, a Castilian knight and warlord, and Spain's national hero. He was influential for his willingness to work with both Christians and Muslims during a time where collaboration with people of other faiths was unpopular. Dr. Farnsworth feels a special connection to El Cid in the fact that El Cid was a devoted father to his two daughters, just like him.

Dr. Farnsworth's advice to BYU students going through the history program is "remember there is a reason the Lord inspired you to love history. Do not worry so much about how it will work out, it will. Don't be afraid of your passion." He encourages students to do their best, be good, and trust that things will work out.

Lenore Carrier

Lenore Carrier grew up in Cedar City, Utah. She received her bachelor's degree in business administration with a minor in marketing. Lenore attended college on a music scholarship, but never intended to go into music. However, the many hours spent in the music building paid off since the hiring manager for Lenore's first job right out of college said she got the job because she figured Lenore could use both sides of her brain since she had earned a business degree on a music scholarship. Shortly after graduation, Lenore married her husband Craig, and concentrated on raising her 4 (very) active sons, Spenser, Bryson, Coltan and Dallin.



Lenore has many interests. She loves to try new things because variety is the spice of life! Lenore's hobbies include: Racquetball (she would love a court in her basement some day!), photography, pickleball, reading (loves being in a book club where a variety of genres are read), hiking (especially to waterfalls), DIY projects (her family frequently teases that she says "I can make that" rather than buying new items, way too often!), travel (especially cruises and visiting ancestral stomping grounds), bicycling (she's rode a couple of 100-mile "century" rides with her husband, AKA "pack horse", since he carries all the extra water bottles, energy gels etc.), genealogy (so many ancestors, so little time!), occasional crafting, sewing and gardening and lastly, the most recent hobby of RV-ing (because she and her husband bought a 5-wheel along with everyone else during Covid!).

After Lenore's sons were older, Lenore returned to working part-time as a legal malpractice insurance broker, and then decided she would like a job more closely related to her passion of genealogy. She worked part-time in The Center for Family History and Genealogy at BYU and became an accredited genealogist through The International Commission for the Accreditation of Professional Genealogists (ICAPGen™) and now enjoys her work as the History Department Office Manager after joining in Spring 2020. We sure are grateful for Lenore and all her hard work in the department!



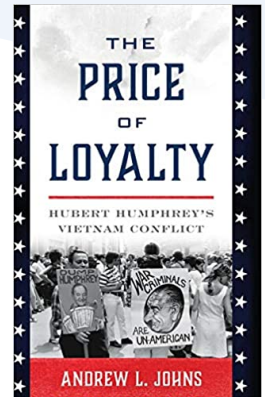
FACULTY PUBLICATIONS & AWARDS

Take a look what our faculty members have published this year!

Andrew Johns

The Price of Loyalty: Hubert Humphrey's Vietnam Conflict (Vietnam: America in the War Years)

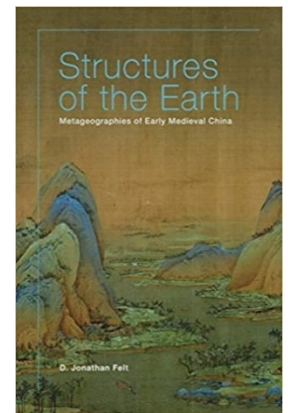
This book explores how and why Vietnam loomed so large for Humphrey as vice president from 1964 through the 1968 election campaign against Richard Nixon. It assesses how Humphrey's loyalty to Lyndon B. Johnson, who emerges as the villain of the story in many ways, would negatively affect his political ambitions. And it engages the disconnect between Humphrey's principles and the intricate politics of his convoluted relationship with the president and his unsuccessful presidential campaign. It is a complex and frustrating narrative, the results of which would be tragic, not only for Humphrey's presidential aspirations, but also for the war in Southeast Asia and the future of the United States.



Jon Felt

Structures of the Earth: Metageographies of Early Medieval China

This book is the first study of the emergent genre of geographical writing and the metageographies that structured its spatial thought during that period. Early medieval geographies highlighted spatial units and structures that the Qin-Han empire had intentionally sought to obscure—including those of regional, natural, and foreign spaces. Instead, these postimperial metageographies reveal a polycentric China in a polycentric world. Sui-Tang (581–906 CE) officials reasserted the imperial model as spatial orthodoxy. But since that time these alternative frameworks have persisted in geographical thought, continuing to illuminate spatial complexities that have been incompatible with the imperial and nationalist ideal of a monolithic China at the center of the world.

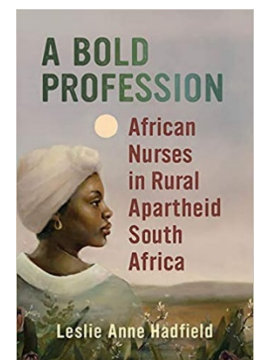


Leslie Hadfield

A Bold Profession: African Nurses in Rural Apartheid South Africa

In rural South African clinics, Black nurses played critical roles. Charged with administering valuable and life-saving health care measures despite a lack of equipment and personnel, these nurses had to navigate the intersections of traditional African healing practices, changing gender relations, and increasing educational and economic opportunities for South Africa's Black middle class between the 1960s and 1980s.

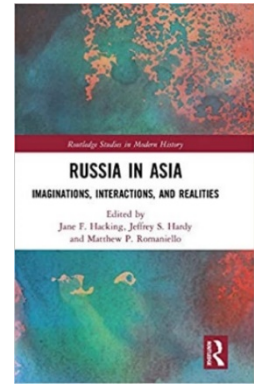
Leslie Anne Hadfield compellingly demonstrates how these women were able to successfully carve out their own professional space and reshape notions of health and healing in the Eastern Cape. Bringing forth the stories of these nurses in their own voices, *A Bold Profession* is an homage to their dedication to the well-being of their communities. Hadfield sheds light on the struggles of balancing commitment to career and family lives during an oppressive apartheid. The volume fills an important gap for scholars studying the history of women, nursing, and health care in South Africa, illuminating the humanity of health care workers.



Jeffrey Hardy, Jane Hacking, and Matthew Romaniello

Russia in Asia: Imaginations, Interactions, and Realities

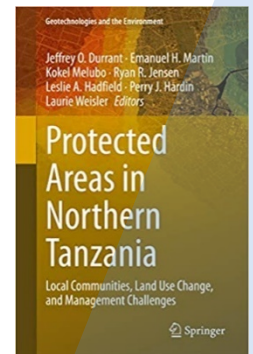
This edited volume presents new research on Russian-Asian connections by historians, art historians, literary scholars, and linguists. Of particular interest are imagined communities, social networks, and the legacy of colonialism in this important arena of global exchanges within the imperial, Soviet, and post-Soviet eras. Individual chapters investigate how Russians imagined Asia and its inhabitants, how these different populations interacted across political and cultural divides, and how people in Siberia, China, and other parts of Asia reacted to Russian imperialism, both in its formal and informal manifestations. A key strength of this volume is its interdisciplinary approach to the topic, challenging readers to synthesize multiple analytical lenses to better understand the multivalent connections binding Russia and Asia together.



Leslie Hadfield, Jeffrey Durrant, et al.

Protected Areas in Northern Tanzania: Local Communities, Land Use Change, and Management Challenges.

Northern Tanzania is an important and diverse ecological and cultural region with many protected lands. This book, *Protected Areas in Northern Tanzania*, brings to the forefront research on significant issues and developments in conservation and management in national parks and protected lands in northern Tanzania. The book draws attention to issues at the intersection of conservation, tourism, and community livelihood, and several studies use geospatial technologies—Geographic Information Systems and remote sensing data and techniques—to study land use and land cover conversion. With contributions from professors at the Mweka College of African Wildlife Management located at the foot of Mount Kilimanjaro and other Tanzanian researchers, the book provides important perspectives of local experts and practitioners. *Protected Areas in Northern Tanzania* provides a significant contribution in research and technological advancement in the areas of wildlife conservation and protected land management throughout this critical region.



Eric Dursteler and Monique O'Connell

Akdeniz Medeniyetleri: Roma İmparatorluğu'nun Çöküşünden Napolyon'un Yükselişine, Turkish translation, of The Mediterranean World: From the Fall of Rome to the Rise of Napoleon.

In *The Mediterranean World*, Monique O'Connell and Eric R. Dursteler examine the history of this contested region from the medieval to the early modern era, beginning with the fall of Rome around 500 CE and closing with Napoleon's attempted conquest of Egypt in 1798. Arguing convincingly that the Mediterranean should be studied as a singular unit, the authors explore the centuries when no lone power dominated the Mediterranean Sea and invaders brought their own unique languages and cultures to the region. Structured around four interlocking themes—mobility, state development, commerce, and frontiers—this beautifully illustrated book brings new dimensions to the concepts of Mediterranean nationality and identity.



Articles Published by Faculty This Year: 44
Book Chapter Published by Faculty: 11



University Awards

Shawn Miller

Jack Bailey Teaching & Learning Faculty Fellow, 2020

Jenny Pulsipher

Karl G. Maeser Research and Creative Arts
Award, 2020

College Awards

David-James Gonzales

FHSS Individual Research Grant, 2020

Sarah Loose

Martin B. Hickman FHSS Innovation
in Teaching Award, 2020

Brenden Rensink

Marjorie Pay Hinckley Young Scholar, 2020

Department Awards

Amy Harris

Ted J. Warner Award for Excellence in Citizenship, 2020

Andrew Johns

Thomas G. Alexander Award for Excellence in
Scholarship, 2020

Evan Ward

Frank W. Fox Award for Excellence in Teaching, 2020

Other Awards

Christopher Jones

Fellow, American Examples Workshop, 2020

Eric Dursteler

Fernand Braudel Senior Fellow, European University
Institute, 2020

Shawn Miller

Rachel Carson Center Fellow, 2020

Brenden Rensink

Metcalf Best Anthology Book Award, 2020

COPING with COVID



With the onset of the COVID-19 pandemic, life for students and professors has changed drastically. However, many professors accomplished much and found silver linings in these adjustments.

Leslie Hadfield said, "I was lucky that the archive of the Kilimanjaro Mountain Club was digitized so I can still read through records about porters and guides who worked on Kilimanjaro in the first half of the 20th century even though I couldn't go to Tanzania last year. The person managing the digital archives lives in England and we've used Dropbox for her to send the pdf copies of thousands of pages to me."

Jeff Hardy edited a volume that was published: *Russia in Asia: Imaginations, Interactions, and Realities* (Abingdon, UK: Routledge, 2020). Co-edited by Jane F. Hacking and Matthew P.

Romaniello. He also said, "Two things that helped me cope with the

pandemic were frequent camping trips to the remote corners of Southern Utah and the West Desert and plenty of birdwatching around Utah County."

Eric Dursteler wrote, "Summer trips to Grand Teton and Glacier National Parks helped maintain a shadow of sanity over the summer, and going to Italy was a welcome escape, even if we had to quarantine 2 weeks and were under semi-lockdown for a month."

From Jon Felt:

In the middle of teaching World Civ, my TA—whose job it was to manage the online chat feed—was instant messaged by one of the students in the class. He asked her out, telling her, "You are the prettiest girl in world history, and I don't just mean this class."

From Daren Ray:

Best things about teaching on Zoom:

- Teaching in my slippers
- The breakout rooms are pretty slick once you get them set up right
- Playing amazing music from around the world in the minutes before class starts

Worst thing about teaching on Zoom:

Keeping track of six windows: slides, video gallery, chat, breakout rooms, participants' window, and other web content.

From

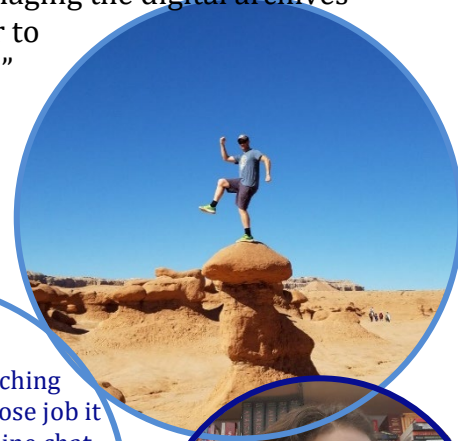
Mark Christensen:

Funny Zoom story: a student had a "hot mic" when his roommate came in and started giving him advice on how to kiss the girl he was taking out that night. I never saw such active notetaking from students....

From Karen Auman:

On zoom, I start the class playing music. My not-so-secret goal is to create an earworm in the students for the rest of their day. So far, my most successful earworm was from Hamilton, "You'll Be Back."

People are resilient, and this past year is an example of that.



STUDENT PAPER ——— ————— AWARD WINNERS

History of the Family Award

Anna Bailey

*"Ann MacVicar Grant and 'Lost Rural Idylls':
Perceptions of Adoption and Family at the turn of the
19th Century"*

Women's History Award

Kayla Beck Nuss

*"The Female Stigma: Menstruation Attitudes in
Women's Liberation Movement"*

Latin American History Award

Ana Dolder

"We'll Show the Nazis How to Do Things"

Sechin Jagchid Award in Non-Western History

Abraham Driggs

*"China vs. America: A Neo-Imperial Fight for
Developing Countries"*

William J. Snow Award in American West or Latter-day Saint History

Forrest Emmett

*"Lessons for Indian Relief Societies: Colonialism in the
Lessons and Teachings of the Relief Society"*

Interdisciplinary History Award

Bridget Garner Swanson

*"Something They Can Find Right at Home: Josephine
Spencer's 'A Trial of Hearts' in Context"*

American Indian Studies, Indigenous History Award

Haley Hakala

*"Exploration of Russian Contact with the Sugpiat
(Alutiq) from 1784-1818"*

Race in American History Award

Chandler Helvey

"The Inequalities of Prison"

African-American History Award

Ruth Hyde

*"Birthing Contention: Conflict Between Black
and White Health Officials in Southern
Midwife Training in the Mid-Twentieth
Century"*

Latino/Latina History Award

Samuel Johnson

*"Yearning to Breathe Free: American Policy's
Impact on the Experience of Imprisoned
Migrants, 1980-1989"*

Eugene E. Campbell Award in Utah History

Hovan Lawton

*"I cannot shake off my grief: Eliza Shelton
Keeler and the Challenges of Frontier Life."*

Cultural History Award

Wyatt Macfarlane

*"Adapt or Die: The End of the Small Farmer
1850-1890"*

Fred R. Gowans Award in 19th Century American Western History

Megan McConnell

*"Defenders of the Constitution and Saviors of
the Nation: What Latter-day Saint Preaching
Reveals about Mormon Loyalty During the
American Civil War"*

**Carol Cornwall Madsen Award in
Latter-Day Saint Women's History**

Karen MacKay Moss

"Losing the 'Jewels in Her Crown': Latter-day Saint Women and Pregnancy Loss in the Nineteenth Century"

History of Religious Liberty Award

Ariel Munyer

"My Conscience is Louder than the laws of France: The Church Inventories of 1906"

**De Lamar and Mary Jensen Award in
European History**

Brandon Smith

"The Crime of Witchcraft: Nicolas Remy's Legal War with the Devil"

**LeRoy R. Hafen Award in North
American History**

Johanna Smith

"Mary Ann Shadd Cary and Kit Coleman: Shifting Public Memory of Canadian Female Journalism"

**Friedrich Schiller Award for Historical
Representation**

Allison Patterson

"Nelson, Napoleon, and George IV: Public Opinion and the Creation of the Nineteenth Century's New British Gentleman"

**Beris L. and Anna E. C. Embry Award in
Global Latter-Day Saint History**

Thomas Anthony Robins

"Colonia Morelos: A Latter-day Saint Agricultural Engine in Sonora, Mexico"

**Mark Grandstaff Award in Military
History**

Robert Swanson

"Ningbo: A Tale of Triumph and Tragedy"

Family History Award

Lauren Teeple

"History and Memory: The Influence of Identity"



CLUB UPDATES



Phi Alpha Theta

Phi Alpha Theta is the History Honor Society that promotes the study of history through encouraging research, teaching, publication, and the exchange of learning and ideas among historians.

THIS YEAR'S OFFICERS:



Kyleigh Cooper
President



Robert Swanson
Vice President



Makoto Hunter
Communications Officer



Matthew Tyler
Historian



Ellie Hancock
Historian

This year, Makoto Hunter served as the Communications officer. He said, "Phi Alpha Theta, the national history honors society, continues to have a strong presence at BYU through its local chapter, providing students and professors chances to interact and learn from each other. Phi Alpha Theta events give students opportunities to submit and present papers, learn more about historical scholarship that doesn't quite fit in a classroom or syllabus, and encourage each other as aspiring historians. Nineteen students have joined since the Fall 2020 semesters, and we continue to accept new members.

The COVID-19 pandemic has required significant adaptation. In the interest of safety, we and our friends at Utah State University have pivoted our regional conference to a virtual meeting on March 27 wherein students will take advantage of the virtual format to pre-record their presentations and engage in Q&As with audience members. We have also had to forego our usual roster of in-person events, but we've replaced that with a series of virtual webinars, including a discussion about the history of the Mulan story with Dr. Felt and a "Stories of Hope" event from Dr. Hadfield about her encounter and research with Zotshi of Ginsberg, South Africa. We also look forward to our March 27 virtual regional conference, where students will present papers and local professors will discuss the history of health inequity. Phi Alpha Theta is grateful for participation from students and support from faculty. We hope to continue cultivating critical thinking and reflection as a community of historians."



CENTER FOR FAMILY HISTORY AND GENEALOGY

BYU's Family History/Genealogy program prepares students for countless professions and community service by providing training in a combination of evidence analysis, technology, and paleography skills. Students majoring in Family History have opportunities to put their studies into practice and give back to the community through conferences, experiential learning programs, internships, and more.

Linking Families



Since 2019, BYU's Center for Family History and Genealogy has partnered with the University of Washington to fight hereditary cancer with a family history program called "Connect My Variant." Working with participants referred by the University of Washington, students and faculty at the Center were able to use DNA and traditional genealogical research to identify common ancestors shared by two or more people with the same genetic variant. The research then identifies the living descendants of those ancestors so that participants can inform extended family of their increased risk of hereditary cancer. This program has been both challenging and inspiring for all those working on it. Through this project more lives can be saved as participants are able to connect with their living relatives, who can then take preventative measures. *Featured above: Jill Crandell and Julie Stoddard helping students create family trees to trace rare genetic variants back to a common ancestor.*

Other Projects

Employees on the **Nauvoo/Mormon Battalion Project** have completed foundational research for over 3250 people since the end of April last year. They are rapidly approaching a total of 11,000 residents researched. Last calendar year, they averaged over 1500 visits to the website each month.

The **Script Tutorial** student employees have greatly expanded the number of pages available on the Spanish, Portuguese, French, German, Dutch, and Swedish pages of the site. They have researched the content and then created these pages in both English and the native language. The Script Tutorial site has been used by people in over 180 countries. This site is recognized for its value in helping researchers learn old scripts, and they are currently averaging almost 19,000 page views a month on the site.



The Early British Census Project

The Early British Census project is designed to help family historians discover their ancestors, offer training for students, and provide data for scholarly research, particularly for local and population studies.

The project brings disparate pre-1841 census records into one searchable database. The first stage of the project is to extract data from various 1801-1831 English censuses. Later stages will focus on records from other parts of the British Isles and earlier periods.

Currently supervised by Professor Amy Harris, student researchers consult original records, extract parish, household, and individual data, and where possible upload the digital image. The extractions are checked by two researchers, they consult with other team members and their faculty supervisor. In 2020 there were nine students and three volunteers who worked on the project.

Not only does this project provide valuable insight into household and occupational structures of early industrial Britain, but it also offers mentored research opportunities for students with historical and genealogical training. Thank you to the donors who make it possible to employ students on the project. To learn more or to volunteer, please visit ebc.byu.edu.

CURRENT PROJECT STATUS

Number of parish extractions: 96
Number of parish verifications: 39
Number of households today: 41,261
Number of individuals today: 49,551



HISTORY DEPARTMENT IN ACTION

The History Department is in constant motion, from study abroad programs to research in the archives. Take a look at some of the extraordinary things that have happened in the department this year!

Professors in the Archives

Rebecca DeSchweinitz

Dr. Rebecca de Schweinitz started off 2020 in the nation's capitol as the director of BYU's Washington Seminar Program where she and her family and students enjoyed historic sites, museums, outdoor adventures, and being in the middle of the action before Covid



sent everyone home. She also enjoyed sharing her research on the movement to lower the voting age to eighteen with various public and academic audiences, including as a speaker for BYU's Kennedy Center Lecture Series ("From Protest to Politics: Vote 18 and the Crisis of American Democracy"), and was excited to see her article, "'Loving Hearts' and 'Brave Ones': Slavery, Family, and the Problem of Freedom in Antebellum America," published in the Fall issues of *Slavery and Abolition: A Journal of Slave and Post-Slave Studies*. She was also happy to share her expertise as we celebrated the 100th anniversary of the ratification of the nineteenth amendment.

Teaching in Prison

Matthew Mason

"For the past few years, as a board member and co-director of the international collection of scholar-activists in Historians Against Slavery, I've had a growing concern over mass incarceration in the United States. Then in recent months I was inspired by the documentary 'College Behind Bars,' and searched what programs like that might be available in Utah. The idea of providing the numerous benefits of

"In many ways UPEP is the pure essence of what education should be: teaching students who are there because they want to learn."

education to some of our society's most marginalized people was something I wanted in on. That's how I found the University of Utah Prison Education Project (UPEP).

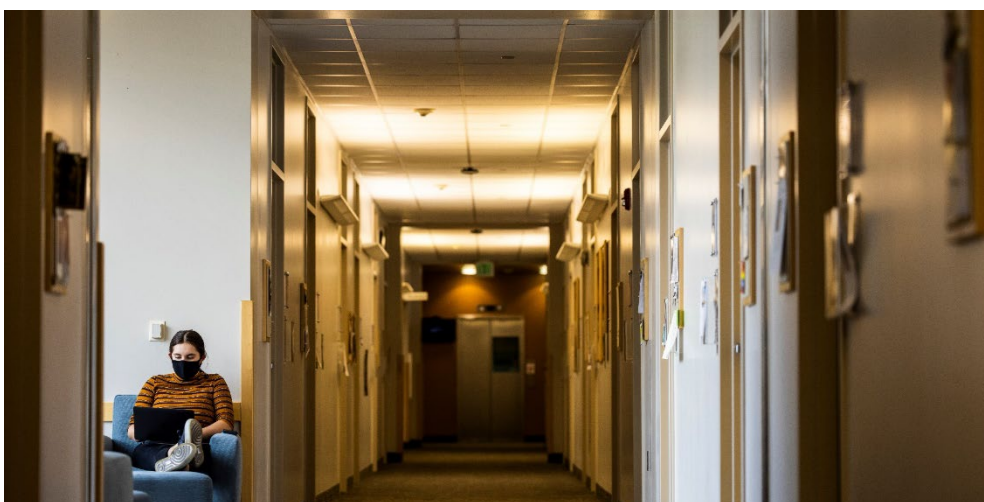
I taught History 373, the U.S. Civil War Era, at the Timpanogos facility (the women's prison at the state prison in Draper) in 'Fall 2020'. I put that in scare quotes because disruptions (most but not all COVID-related) meant that we did not finish the course until late January 2021. Carry over into Winter 2021 as well. I and my TA Grace Soelberg learned that we could never be sure how many students would show up for class, when that class would begin and end, whether we'd have tech working, etc. – plus of course whether the prison will be shut down to visitors for weeks at a time, as happened more than once. It should be noted, of course, that the unpredictability we experienced was as nothing compared to that experienced in the lives of our incarcerated students, for whom 'a lockdown' in COVID times was not an exaggerated term.

Despite all that unpredictability – which I knew to expect going in – the experience was really good. The students were very eager to learn, to participate in our discussions, to ask questions during lectures, to discuss the readings, etc. There was a wide range in terms of their background knowledge, but less of a range in terms of their eagerness to learn. And that was all the more impressive given that they were not receiving college credit for this class, and that it came at the expense of other opportunities for them. In many ways UPEP is the pure essence of what education should be: teaching students who are there because they want to learn."

Speaking with Political Exiles

Mark Choate

Mark participated in an interview for Gunaz TV. Güney Azərbaycanın Azadlıq [in English, the Sound of Azerbaijani Freedom] is an Azerbaijani diaspora broadcast, produced by political exiles from the occupied regions of East Azerbaijan, West Azerbaijan, and Ardabil in the Islamic Republic of Iran. Ensafali Hedayat interviewed Mark on the topic, "What does a Fascist system do?," where Prof. Choate was able to share his expertise on the subject.



Social Science & History Teaching

Teaching majors in the History Department encounter a wide range of field experiences in their preparation to teach. These experiences have become even more diverse as they have had to cope with the Covid 19 pandemic and the ever-shifting conditions, policies, and practices in public schools. During the 2020-2021 school year, student teacher and interns have faced personal quarantine, school closures, illness, online teaching, blended teaching, socially distanced classrooms, and mask mandates, in addition to submitting to the random testing and other policies students on campus have encountered. These conditions have created unique challenges that have enhanced and complicated students' experiences in public schools.



One student, MacKenzie DuBois reported “I felt my last four years of university prepared me for teaching effectively, but most often that includes groups and in-person activities.” She was thankful for the courses on technology offered by the Department of Instructional Psychology and Technology. Those courses helped her be ready for the online teaching she was required to do. Emily Averett agreed, “I have learned so much about online teaching, technology, and making sure that all my instructions are simple enough for all students to understand, wherever they are.” Incidentally, Dr. Alisa Kesler-Lund of the History Department developed

a course on teaching history and social studies with technology, which she taught for the first-time during Winter semester of 2021. Online teaching will undoubtedly remain a part of the post-pandemic world, and this course will help history teachers in traditional classrooms as well as those working with students virtually.



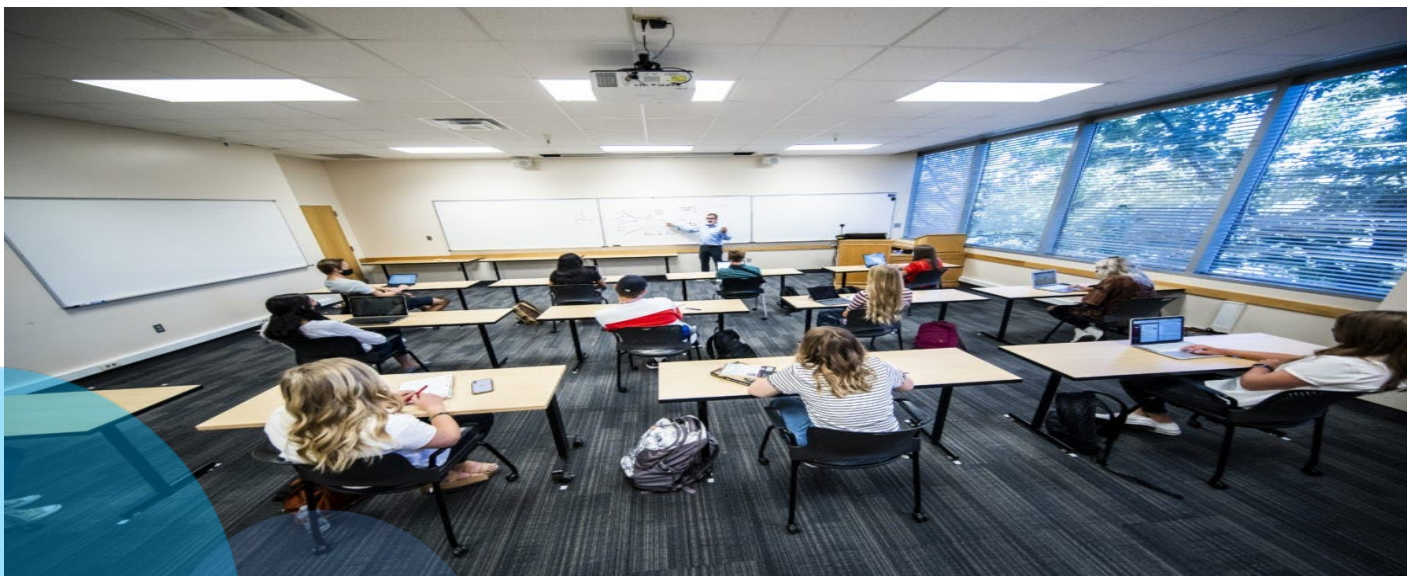
Social studies teaching interns from BYU, who are under contract with partnership school districts and receive a partial salary as they teach in their own classrooms, had significant challenges when they contracted Covid-19. Their convalescence came with the expectation to develop lesson plans for substitute teachers to teach in their absence. They continued to grade papers and create

assessments, through their recovery. Student teachers who were sick were expected to cooperate with their mentor teachers to make sure the students in their classes continued to receive high quality instruction. Interns and student teachers who had students who became ill, or students who were placed on quarantine, were expected to work one-on-one with that student to help them make up the work from the extended absence. Student teachers carried out this one-on-one help while continuing to teach their normal classes. Student teachers and interns in blended environments prepared lessons for students who would attend class live as well as lessons for students who would work online. Needless to say, the student teachers and teaching interns from the History Department gained a wide range of experiences as a result of the increased workload.

Even some of the little things in teaching became more complicated by the pandemic. For instance, wearing the required masks made teaching more difficult. Teachers worked in the trenches to enforce mask mandates at their schools. They found ways to communicate with students whose native language is not English with their faces covered. They developed “teacher voices” that boomed through their masks. Skilled teachers use facial expressions to assess students’ comprehension—a resource that was unavailable to student teachers this year. Emily Averett reported that she had “been surprised by the willingness of students to not only consistently wear their masks but have a positive attitude and patience despite the circumstances.”



Overall, the interns and student teachers from BYU’s History Department completed their assignments with professionalism and maturity. Emily Averett concluded, “I am very grateful for this experience and the unique lessons that I have learned through it!” We wish well to all of the History Department teaching interns and student teachers as they enter an interesting career.



THE NUMBERS

Total BYU Day School Students: 34,499

Total History Majors: 438

HISTORY MAJORS

214 students

SOCIAL SCIENCE TEACHING MAJORS

98 students

56 declared and 42 premajors

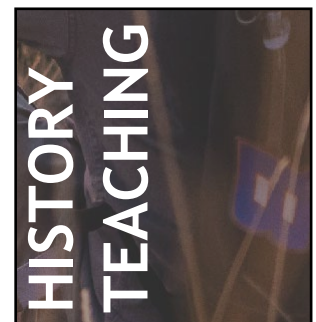
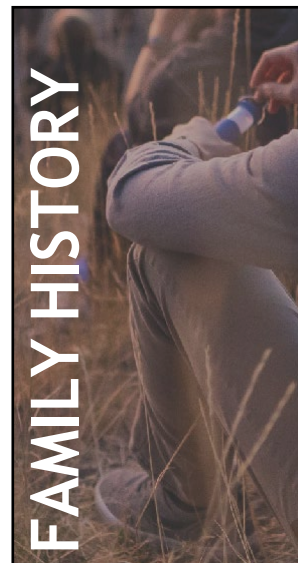
FAMILY HISTORY MAJORS

79 students

HISTORY TEACHING MAJORS

47 students

14 declared and 33 premajors



Information provided by Dave McMillan and the Liberal Arts Advisement Center.