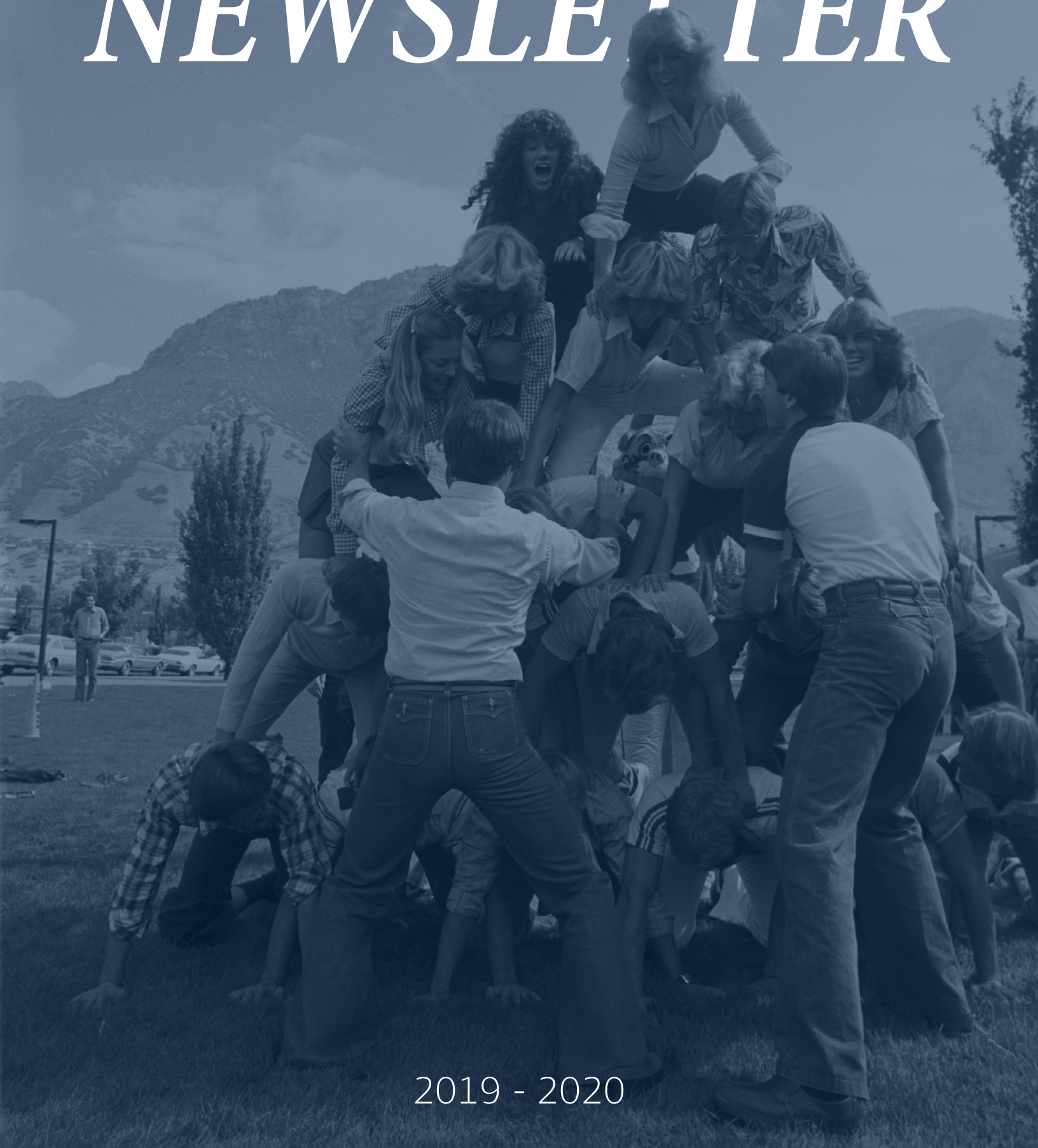


BYU HISTORY DEPARTMENT *NEWSLETTER*



2019 - 2020

What's Inside?



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

Message from the Department Chair

DR. BRIAN CANNON



“We are making history
and living in a dynamic,
dramatic era.”

“I had a little bird, its name was Enza. I opened up the window and in flew Enza!” This ditty chanted by schoolchildren during the horrific influenza pandemic of 1918 reminds us that Covid 19 is not the first pandemic society has confronted in modern times. In 1918 there was no inoculation or medication for Spanish influenza. The standard

treatment was to keep patients warm in bed, flush out the infection by administering copious amounts of liquid, and open the windows for fresh air. If pneumonia, the potentially lethal climax to the disease, ensued, patients packed their chests with hot packs or donned insulated jackets to loosen the congestion and ease breathing. To clear their patients’ sinuses and lungs, doctors also prescribed brandy and whiskey.

As the summer of 1918 wound down and students prepared to return to school at BYU, the threat of an influenza epidemic in Utah Valley seemed distant. But as the death toll mounted in cities like Philadelphia and New York the possibility of an outbreak in Provo became more believable. Students and administrators instituted precautions to prevent the disease from breaking out on campus. Students donned sweaters and added extra blankets to their beds so that they could keep every dorm window open, regardless of the temperature outside, in order to promote ventilation and prevent the spread of infection. Devotionals were discontinued, and parties like the “annual hand shake” were postponed. As the pandemic tightened its grip elsewhere, the County Health Board ordered the university to close. Reflecting the martial spirit of wartime, a student newspaper reporter wrote that the closure occurred “just as the student army had struck a good swinging stride and was marching vigorously along the educational highway.” Students were told to watch the newspapers closely because the closure would “probably not be longer than a week;” instead classes did not resume until after Christmas break. (White and Blue, October 16, 1918).

Across the nation, the disease introduced an element of risk into even the most casual interchanges. In the public broadcasting documentary, *Influenza 1918*, Daniel Tonkel recalled, “People were actually afraid to talk to one another. It was almost like don’t breathe in my face, don’t look at me and breathe in my face because you may

give me the germ that I don't want, and you never knew from day to day who was going to be next on the death list." (<https://www.pbs.org/wgbh/americanexperience/films/influenza/#transcript>) The Utah State Health Department logged 72,573 Spanish influenza cases in 1918-19, with 2,607 deaths. The total number of cases was much greater. The State Health Department estimated that nearly one-third of the population had suffered through the disease.

When school reconvened in Provo on January 6, the disease was abating, but the university proceeded cautiously to stave off a possible rebound. Everyone on campus was required to wear protective face masks and large gatherings including devotionals were still banned. Two students had died of the flu in the interim and the university president was still quarantined because of illness in his home. Lucile Talmage, editor of the school paper, lamented casualties of social distancing: students had missed out on the traditional Christmas and Thanksgiving festivities on campus, as well as university athletic events, programs and dances during the enforced vacation. Even the Armistice “when the entire country went wild with excitement” celebrating the end of the First World War had been less joyous than it might have been if the students had been together on campus. Talmage reported that she and her fellow students were “eager to work” and make up for lost academic time. (White and Blue, January 15, 1919) The flu flared again briefly in the fall and winter of 1919-20, with 19,226 more reported cases in the Beehive State. Eventually enough of the populace developed herd immunity that the virus ran out of fuel. By the time it all ended, more than half a million Americans had succumbed to the disease.

Unlike our predecessors at BYU in 1918 who had to disband their classes entirely, history students and professors in 2020 have been able to adapt by trial and error to new modes of remote instruction and research. Zoom, the videoconferencing platform that most of us had seldom, if ever, used, became the *modus operandi* for university instruction. Although they are far from optimal, our hastily improvised modes of learning and discussion have allowed students and faculty to remain connected and even to converse face-to-face when separated physically by thousands of miles. At BYU there have been many disappointments, including the cancellation of our annual history awards banquet, the postponement of our Russell B. Swenson Lecture and the cancellation of university-wide graduation ceremonies. Still, appraising our own constraints and disappointments within this comparative context of 1918-19 is humbling and reminds us of the relative favorability of our present academic circumstances. We are making history and living in a dynamic, dramatic era. The historical perspective also gives us hope, reminding us that pandemics eventually abate, and the survivors vastly outnumber the victims. Just as students returned to their classrooms and the campus as the Spanish influenza relaxed its grip, the current pandemic will eventually wind down, classrooms will reopen and the campus life and interpersonal associations that we relish will resume.

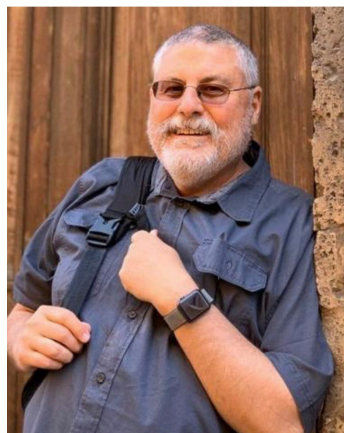


Sincerely,

Brian Cannon
Chair and Professor

IN *Memory* OF:

BILL HAMBLIN



Professor William James (Bill) Hamblin passed away suddenly from a cardiac event in Frisco, Texas on the afternoon of December 10, 2019 at the age of 65. He was born on December 1, 1954 in Ann Arbor, Michigan to William Kenneth Hamblin and Sarah Ann Peterlein. Bill had a lifelong love of learning and teaching. He graduated from Provo High School and received his bachelor's degree in history from BYU. He did his graduate studies at the University of Michigan, receiving a PhD in history in 1985. Bill worked briefly as a Middle East intelligence analyst for the United States Department of Defense before eventually joining the History faculty of Brigham Young University in 1989. As a professor at BYU, Bill was recognized as a specialist in Near Eastern history and the Crusades. He published numerous articles and wrote two books: "Solomon's Temple" and "Warfare in the Ancient Near East to 1600 BC." He also served as

a board member of the Foundation for Ancient Research and Mormon Studies (FARMS) at BYU. During this time he taught for several years at the BYU Jerusalem Center, which was another highlight of his career.

From Jon Felt: "Bill was my uncle. It is largely due to his example and encouragement that I am a history professor today. I grew up with stories from him and his kids about living in the far-way and exotic land of Israel. His house was decorated with ancient Near Eastern artifacts that tickled my imagination. He gave our family a signed copy of his world history textbook (which I actually read while in high school. I know, what I nerd!). My first semester at BYU I (and his son) took HIST 201 from him, and walked to his office after class each day. This class was absolutely transformative for me. It opened my eyes to non-Western history like nothing I had ever encountered before. I very quickly dropped my Math major and switched to History. Bill encouraged me to begin studying Chinese language to increase my chances of getting called on a Chinese speaking mission, which I did in my second semester. When I got back from my mission to Taiwan, Bill took me on as a TA for HIST 201. Throughout graduate school we would meet at family parties and vacations and commiserate together about the difficulties of reading ancient languages, of writing a dissertation, and of the terrifying academic job market. He ended up retiring just the year before I joined the history department. While we never got to be colleagues, his influence upon my life path and career was indeed profound."

ARNOLD GREEN

Professor Arnold Green passed away on July 24, 2019, due to complications from a stroke. Arnie was born July 2, 1940 in Los Angeles, California, and he served an LDS mission in France. He earned an MA in history from BYU, and an MA and PhD in Middle Eastern History from UCLA. He was a Fulbright Scholar in Tunisia, France, and Yemen. He taught at the University of Miami, was the director for Arabic Studies at the American University in Cairo, was a teacher and director at the BYU Center for Near Eastern Studies in Jerusalem, and the Chair of the BYU history department in Provo, where he taught for 24 years. He earned teaching awards at both AUC and BYU, a reflection of his great love of teaching the youth, both at the university and in many church callings.



Faculty Spotlight:

— DR. CHRISTOPHER JONES —

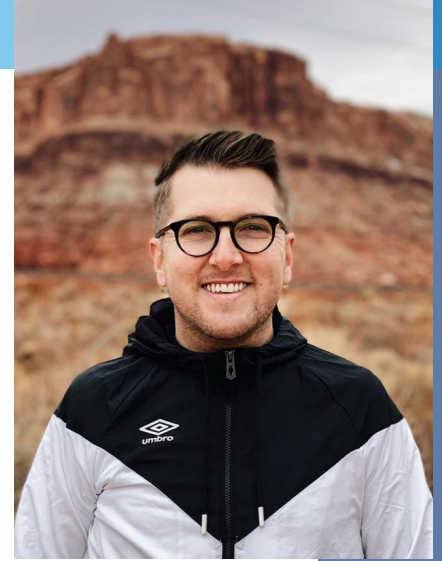
Dr. Jones completed a BA (2007) and MA (2007) in History from BYU before moving to Williamsburg, Virginia to work on a PhD at the College of William & Mary, which he completed in 2016. After spending a year at the University of Pennsylvania's McNeil Center for Early American Studies, he returned to BYU, first as an adjunct instructor, then a visiting assistant professor, and finally, an assistant professor of history in 2019.

Dr. Jones was born in Salt Lake City but grew up in the suburbs of Dallas, Texas, where he developed a love for basketball (Go Mavs!), barbecue, and Mexican food. He has one sister and two brothers. Though both of his grandfathers were college professors, he is the only member of his immediate family who pursued a career in academia, and is grateful to his parents for supporting him along the way. After initially majoring in Political Science at BYU, Dr. Jones switched to history after serving a mission in Tempe, Arizona. While at BYU, he met Karim Schwendiman, a communications major from northern New Jersey. Karim graduated with a degree in advertising and marketing in 2008. She is an accomplished writer and photographer and has worked with both large corporations and small startups on their social media strategy and campaigns. Together, they are the parents of four children: Sofía (8), Joaquín (7), Óscar (4), and Paloma (born amidst a global pandemic on the day an earthquake hit Utah – March 18, 2020).

His research focuses on religion and race in early America. He is currently at work on three book projects: a history of transatlantic Methodism in the Revolutionary Atlantic World; an edited collection of essays on the history of Protestant and Latter-day Saint missions; and a history of Latter-day Saint global missions in the 19th century. At BYU, Dr. Jones teaches a variety of courses in both history and family history, including US History to 1877, Intro to Family History, African American Family History, Revolutionary America, English Language Paleography, Slavery and the Slave Trade in Africa and the Atlantic World, Colonial American Family History, The Family and the Law in American History, and Missions and Missionaries in American History. He is an affiliate faculty member in both American Studies and Africana Studies.

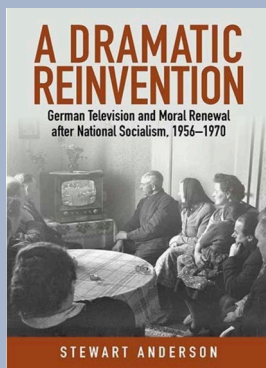
Outside of his academic interests, Dr. Jones enjoys running, hiking, podcasts, cooking, and traveling. He loves good food, and often shares and solicits favorite recipes and restaurants with/from students. He has visited 47/50 states in the U.S. and, with Karim, has traveled to

Mexico, El Salvador, Canada, England, Ireland, France, Hong Kong, Korea, and Thailand. Dr. Jones loves teaching at BYU and is passionate about helping students in his classes develop and nurture a passion for history and family history and is excited about the potential for more interaction and collaboration between students majoring in each.



Faculty Publications and Awards

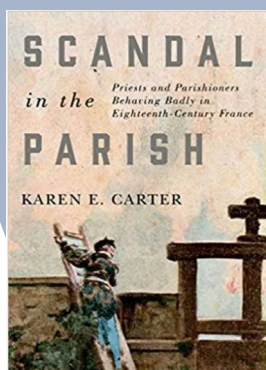
Take a look what our faculty members have published this year!



Stewart Anderson

A Dramatic Reinvention: German Television and Moral Renewal after National Socialism, 1956-1970

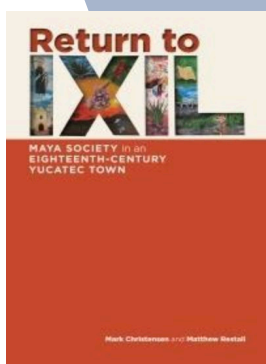
Following World War II, Germany was faced not only with the practical tasks of reconstruction and denazification, but also with the longer-term mission of morally “re-civilizing” its citizens—a goal that persisted through the nation’s 1949 split. This book shows how TV dramas transcended state boundaries and—withstanding the ideological differences between East and West—addressed shared issues and themes, helping to ease viewers into confronting uncomfortable moral topics.



Karen Carter

Scandal in the Parish: Priests and Parishioners Behaving Badly in Eighteenth-Century France

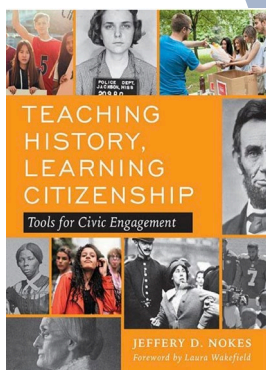
Carter considers French lay people’s relationship with their parish curé during the Catholic Reformation period. Although the priest’s role as purveyor of God’s grace through the sacraments was secure as long as he performed his duties appropriately, priests who were unable to navigate the pressures and high expectations risked broken relationships, public disturbances, and even prosecution. These scandals tell us much about rural parish life, the processes of negotiation and accommodation between curés and their parishioners, and ongoing religious reforms and enforcement throughout the eighteenth century.



Mark Christensen and Matthew Restall

Return to Ixil: Maya Society in an Eighteenth-Century Yucatec Town

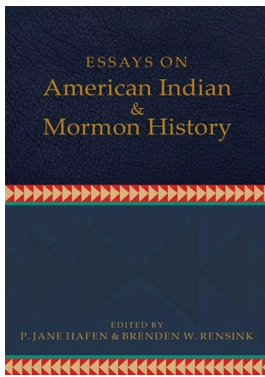
Return to Ixil is an examination of over 100 colonial-era Maya wills from the Yucatec town of Ixil, presented together and studied fully for the first time. These testaments make up the most significant corpus of Maya-language documents from the colonial period.



Jeffrey Nokes

Teaching History, Learning Citizenship: Tools for Civic Engagement

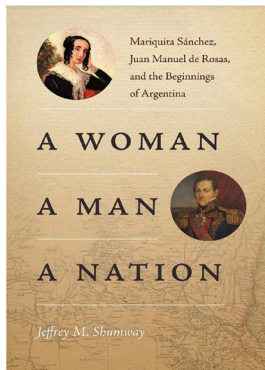
This book teaches instructors to design history lessons that foster students’ knowledge, skills, and dispositions for civic engagement. Each section of this practical resource introduces a key element of civic engagement, such as defending the rights of others, advocating for change, taking action when problems are observed, compromising to promote reform, and working with others to achieve common goals.



Brenden Rensink and P. Jane Hafen (eds)

Essays on American Indian and Mormon History

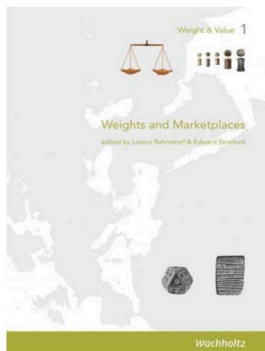
This collection of essays, many the result of a seminar hosted by the Charles Redd Center for Western Studies at BYU, explores the historical and cultural complexities of American Indian-Mormon relations. With the aim of avoiding familiar narrative patterns of settler colonialism, contributors seek to make American Indians the subjects rather than the objects of discussion in relation to Mormons, presenting new ways to explore and reframe these relationships.



Jeffrey Shumway

A Woman, A Man, A Nation: Mariquita Sánchez, Juan Manuel de Rosas, and the Beginnings of Argentina

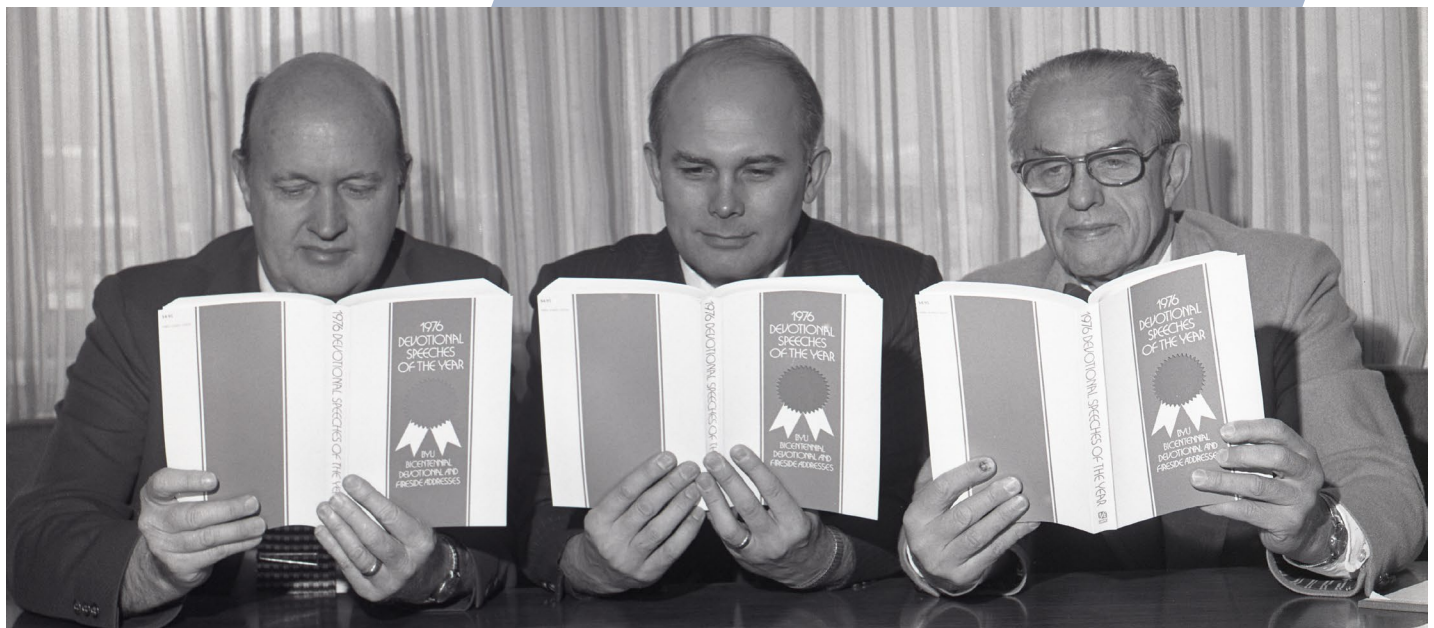
In 1837 Mariquita Sánchez de Mendeleville was so exasperated with governor Juan Manuel de Rosas that she chose to leave her beloved city of Buenos Aires. The struggle went on for nearly two decades until Rosas was overthrown and exiled in 1852. Their lives corresponded with the major events and processes that shaped the turbulent beginnings of the Argentine nation, many of which also shaped Latin America and the Atlantic World during the Age of Revolution.



Ed Stratford

Weights and Marketplaces from the Bronze Age to the Early Modern Period

This volume examines how we can identify balance weights in the archaeological record, the economic changes such objects brought about, and the complex variety of such weights, as observed in pre-modern marketplaces worldwide.



President Dallin H. Oaks, Lewis, Thomas. 1977.



University Awards

Jeffrey D. Nokes

Karl G. Maeser Excellence
in Teaching, 2019

Rebecca L. de Schweinitz

Wells & Myrle Cloward Teaching and
Learning Faculty Fellowship, 2019

College Awards

Jenny Pulsipher

Martin B. Hickman FHSS
Excellence in Teaching, 2019

Ignacio Garcia

Martin B. Hickman FHSS
Diversity & Inclusion, 2019

Department Awards

(Announced April 2019 by Eric Dursteler)

Jeffrey D. Nokes

Frank W. Fox Excellence
in Teaching, 2019

Jenny Pulsipher

Thomas G. Alexander Excellence
in Scholarship, 2019

Brian Cannon

Ted J. Warner Excellence
in Citizenship, 2019

Thank you to the amazing
History Department faculty
for all that you do!

Student Paper Award Winners and Valedictorian

AWARDS FOR OUTSTANDING PAPERS

Labor History Award

Sam Heywood
“Forgetting the Mine Wars: the Erasure of
Insurrection in West Virginia History”

African or Middle Eastern History

Emme Corbett
“Theatre in South Africa: The Hidden Messages
within Plays during the Apartheid Era”

Carol Cornwall Madsen Award in Mormon Women’s History

Susan Youngfleisch
“Latter-Day Saint Women Fight for Their Rights”

Cultural History Award

Alexa Ginn
“The Viking Funeral: A Ritual to Explain the
Worship and Culture of an Ancient Northern People”

DeLamar and Mary Jensen Award in European History

Andrew Limpin Done
“The End of Slavery in a Nation of Shopkeepers”

Eugene E. Campbell Award in Utah History

Taylor Tree
“Isolation, Instillment of Inferiority, and Illness: the
Widespread Effects of the Nineteenth Century Mormon
‘Adoption’ Program on Native American Children”

US Colonial History Award

Robert Swanson
“‘Not Having any Friends or Connections in these United
State[s] of America’: an Examination of the Combatant
Canadian Refugees in the American Revolution”

History of Empire

Zoe Trepineer
“Arctic Mania: Nineteenth Century British
Imperialism in the Far North”

History of the Family Award

Miranda Jessop
“‘The Men Spoke Among Themselves How
Commanding the Woman Still Was’: Analyzing
Viking Women in Norse Sagas”

Latino/Latina History

Evan Gibbons
“Mythology of the Twentieth Century: Indigenismo
and the Creation of Chicano History”

LeRoy R. Hafen Award in North American History

Emma Griffin
“The Effeminate: Moravian and Delaware Gender
Inversion of the Sifting Period”

Family History Award

Leslie Thomas
“The Lineage of George Scothan”

William J. Snow Award in Western or Mormon History

Jared & Katelyn Cooper
“Utah Naming Conventions and the LDS
Community: 1850-1940”

Women’s History Award

Allie Patterson
“‘Hard Work is Nothing New to Us’: Women’s Work
and Life during the Troubles in Northern Ireland”

2020 VALEDICTORIAN: MIRANDA JESSOP

Miranda Jessop, an honors student double majoring in history and Spanish Studies and minoring in German, is a scholar at heart. Her parents Christopher and Tiffany Jessop often tease her about her first word, “book,” because it proved to be indicative of her future. She will graduate with four published works to her name (including one in Spanish) and has won multiple awards for her writing. Miranda interned in Vienna, transcribing audio recordings of interviews with concentration camp survivors for the Mauthausen Survivors Project, and studied European History at the University of Cambridge. She belongs to numerous honors societies and has enjoyed serving as the president of Phi Alpha Theta and editing The Thetean. She would like to thank the outstanding faculty members and wonderful friends and family who have encouraged her to follow her dreams.

CLUB UPDATES



The History Department provides diverse ways for students to get involved, one of them being clubs! Various clubs and programs within the department allow students to get involved, focus on what they love, and meet other students who share their same passion for history. Check out what we have been up to this year!

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:



Miranda Jessop
President



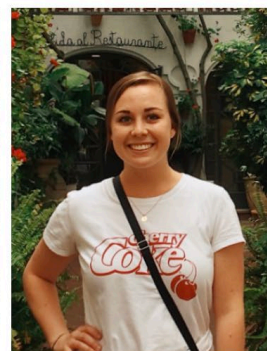
Brianna Selph
Vice President



Thomas Richens
Treasurer



Kyleigh Cooper
Media Specialist



Macie Anderson
Historian

This year, Miranda Jessop served as the club's president. She said, "Phi Alpha Theta provides history students and professors alike with a unique opportunity to meaningfully connect with other history aficionados. At the national, regional, and local level, this honor society facilitates intellectual and social exchanges among members while promoting the study of history generally."

Our BYU chapter of Phi Alpha Theta has had an exciting year! At the Dead Suffragists Debate last November, we learned about complex, competing interests that were at play during the struggle for female suffrage as well as the importance of compassion and activism by listening to the stories of four prominent suffragists. We were also inspired by our Faith and Scholarship panelists, who explained that history and faith are both a search for truth that bring meaning to our lives. Our members continue to conduct relevant and fascinating research. As we experience an historic period of time together, I am thankful to be a part of an academic discipline and society that exemplifies critical thinking and empathy."

Family History Program

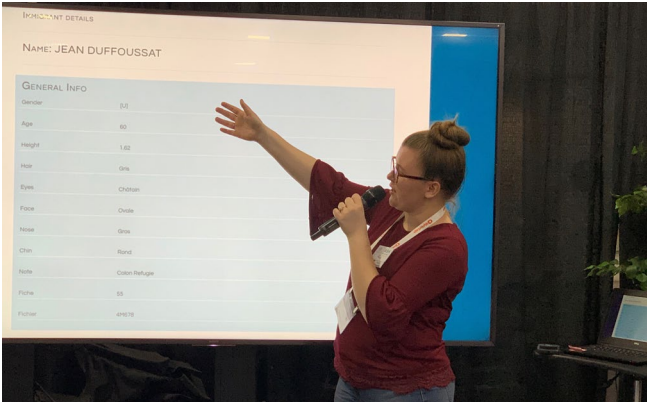
BYU's Family History/Genealogy program prepares students for countless professions and community service through a combination of evidence analysis, technology, and paleography skills. Students majoring in Family History have opportunities to put their studies into practice and give back to the community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

RootsTech 2020



Many BYU family history students, faculty and alumni attended the RootsTech conference this year. They all took advantage of the great educational and professional networking opportunities that were available, but also had time to have some fun!

Pictured counter clockwise: the BYU Family History booth, Ariel Munyer (a current family history student) giving a presentation, and the RootsTech event.



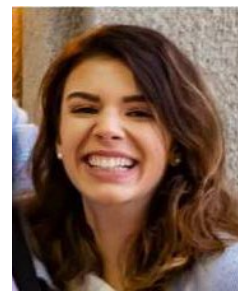
Family History Club

The Family History Club is another great opportunity for students to participate in family history and expound on what they are learning. Through events like student presentations, internship nights, and professional writing workshops, students are given a chance to connect with other students and further their skills.

Earlier this year, students Ariel Munyer and Rachael Kay presented genealogical research looking at both French and Canadian research to fellow students and professors.



ARIEL MUNYER
French Research



RACHAEL KAY
Canadian Research



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; when they cannot agree on the correct transcription, they consult with their faculty advisor and compare their extraction against existing transcripts at the Society of Genealogists.

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. To learn more about the Early British Census Project, please visit ebc.byu.edu.

CURRENT PROJECT STATUS

Number of parish extractions: 48

Number of parish verifications: 39

Number of households today: 16247

Number of individuals today: 17719



HISTORY DEPARTMENT **IN ACTION**

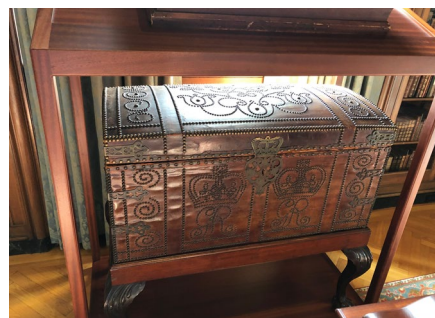
The History Department is in constant motion, from study abroad programs to research in the archives. Take a look at some of the extraordinary things that have happened in the department this year!

Professors in the Archives

PROFESSOR MATT MASON

“I did a 19-day research trip to archives in Michigan, Virginia, and DC, taking advantage of BYU’s sterling support for research including being on leave winter semester. Just two days into this trip, while working at the William L. Clements Library at the University of Michigan, I had a cool experience. After a couple of days of working in the papers of Henry Clinton, who was commander in chief of the British forces for most of the American Revolutionary War, I learned that they had an ornate trunk that he probably used to transport his uniforms. It came with some of the 25,000 documents this library got from his family. Less cool but a reality of getting older is reflected in another of these pictures: glasses rather than contacts are a must for my old eyes to read documents these days!”

Pictured: Dr. Mason in the Archives; Clinton’s trunk.



Research Trip in DC

FAMILY HISTORY

In August 2019, a group of BYU family history students traveled to Washington DC with Professor Jill Crandell to do research at the National Archives, the Daughters of the American Revolution Library, and the Library of Congress. Many also stayed longer to attend the Federation of Genealogical Societies annual conference, where they attended classes taught by top genealogy experts and networked with industry professionals.

Pictured: Family History students in Washington DC.



Experiences Abroad

PAUL KERRY

Dr Kerry supported the humanitarian work of the AMAR international charitable foundation in its projects which includes the provision of healthcare for refugees and IDPs in the Middle East and education initiatives. The charity strengthens civil society through the delivery of courses on human rights, the rule of law, and citizenship to women, and works to end discrimination and violence against minorities by promoting tolerance between religious groups. Dr Kerry also served as the honorary secretary to the All-Party Parliamentary Group on the Prevention of Sexual Violence in Conflict, and was a visiting fellow at both the Centre for Women, Peace and Security at the London School of Economics and the University of Oxford. He also facilitated the advancement of UNSCR 1325 and 1820, and the aims of the UK Government's Prevention of Sexual Violence Initiative.

JAY BUCKLEY AND CIVIL RIGHTS FIELD STUDY

Dr. Jay H. Buckley directs the Charles Redd Center for Western Studies as well as BYU's interdisciplinary American Indian Studies Minor. He and his students developed an "Indigenous Peoples and Identities at BYU" Education in Zion Exhibit and community outreach program during 2019. He led a Civil Rights Field Study throughout the American South with the Driven2Teach program.

Pictured: Utah teachers in Tuskegee with Fred Gray, Rosa Parks' attorney; Jay with JoAnn Bland, footsoldier who marched from Selma to Montgomery.

MARK CHOATE & STUDY ABROAD IN CENTRAL EUROPE

During the Spring 2019 Semester, Professor Mark Choate (History) and Jennifer Brown (German and Russian) accompanied students on a study abroad to Central Europe and the Baltics. They visited museums, memorials, and universities in Germany, Poland, Estonia, Latvia, and Lithuania.



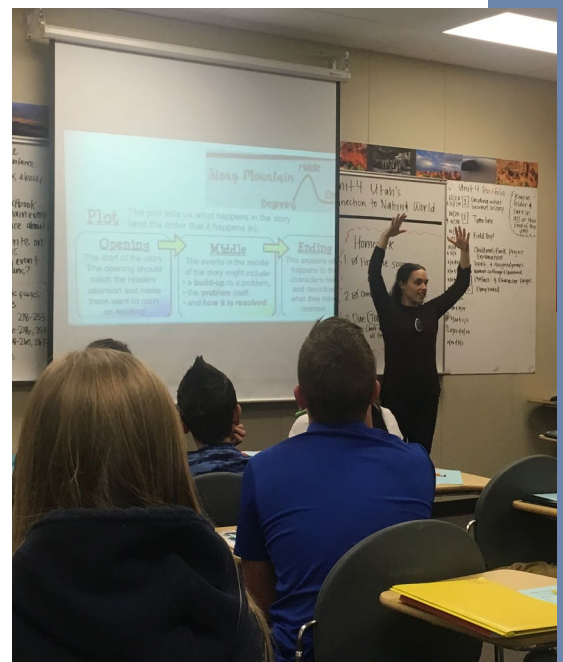
Social Science & History Teaching

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gradually assume all of the responsibilities of a history or social studies teacher, including planning and teaching lessons, dealing with classroom management issues, conducting parent teacher conferences, designing assessments, meeting with colleagues in professional learning communities, and grading students' work. The experience is challenging but rewarding as student teachers apply the historical knowledge they have gained throughout their coursework on campus as they teach young people.

THINGS TO KNOW

Recently, the Utah legislature passed a law requiring evaluators from outside the university to assess student teachers. In response, BYU will start to use the Praxis Performance Assessment for Teachers (PPAT). This assessment will be piloted with some student teachers during the Fall 2020 semester and used by all student teachers by Fall 2021.



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

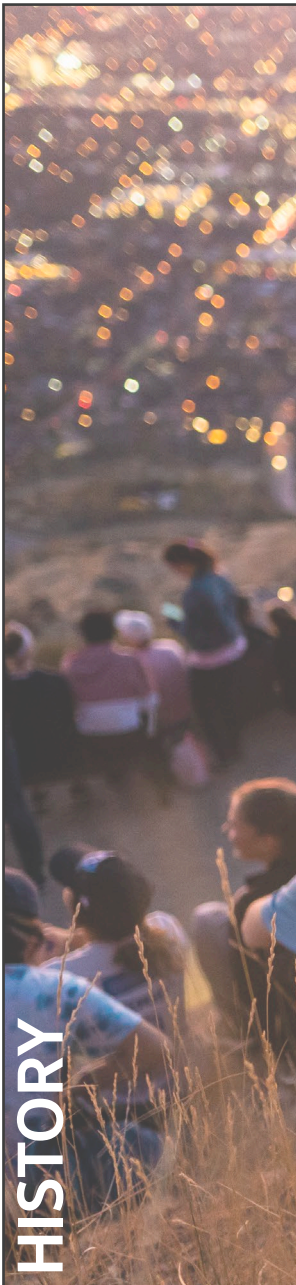
FAMILY HISTORY MAJORS

79 students

HISTORY TEACHING MAJORS

47 students

14 declared and 33 premajors



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