

# NEWSLETTER

BYU HISTORY DEPARTMENT

2022-2023



# *What's Inside?*



3

Message from the  
Department Chair

5

Memories of George  
Ryskamp

6

Faculty Retirement:  
Susan S. Rugh

7

Faculty Spotlight:  
David-James  
Gonzales

8

Faculty Awards

11

Faculty  
Publications

15

Student Papers  
and Awards

16

Phi Alpha Theta  
& 2023  
Valedictorian

17

History Lecture  
Series

18

Alumni News

22

Family History  
Center Project  
Statistics

A special thanks to Dr. Brenden Rensink, BYU Photo, Zoe Breillatt, Macey Chatterton, Ayiana Gonzales, and all of the faculty that made this year's newsletter possible.

# Message from the Department Chair

DR. BRIAN CANNON

Greetings! We began Winter Semester 2022 with a university mask mandate in place for classrooms. Reported new cases of COVID-19 rose to over 1,100 during the second week of the semester, and absences soared. Then they began to fall, with 683 new cases in the third week and 258 in the fourth week. In the eighth week only 11 new cases were reported. In late February the university furloughed the classroom mask mandate. Blessed by improved public health conditions, we were able to host our traditional student awards banquet in late March. A few weeks later we celebrated with our graduates in a college convocation held in the Marriott Center followed by a department reception – the first one held since 2019. Legacies of the pandemic persist on campus, though – some better than others. A few faculty have retained beneficial pedagogical innovations that date from the pandemic including partially flipped classrooms in which students sometimes view prerecorded lectures and then discuss the material with the professor in class. Unfortunately, a higher percentage of our students struggle with mental and emotional ailments than before the pandemic.



Several important developments involving our faculty and staff occurred during the year. Two longtime faculty members, George Ryskamp and Susan Rugh, retired. George served for many years as the Family History Coordinator in the department; Susan served as Associate Department Chair, Associate Dean of the College of Family, Home and Social Sciences, and Dean of General and Honors Education. A reception in our colleagues' honor was held in April. We were saddened by news of George's death just a few weeks later. In the spring the university advanced Leslie Hadfield to the rank of full professor and promoted Jon Felt to the rank of associate professor. In the fall the department honored Christopher Jones with the Ted J. Warner Award for Excellence in Citizenship, Mark Christensen with the Thomas G. Alexander Award for Excellence in Scholarship, and Jill Crandell with the Frank W. Fox Award for Excellence in Teaching and Mentoring.

The History Department supports BYU's mission "to assist individuals in their quest for perfection and eternal life." The university's strategic plan highlights four ways for departments to support that mission: making mission-fit hiring decisions, advancing faith-based teaching and learning, advancing student-centered research and scholarship, and promoting a sense of belonging among all members of the campus community. As befits a university, research and scholarship remain important determinants in the department's hiring and faculty review decisions. The university's reputation in the field of history and the value of a BYU degree in history rely heavily upon the quality of scholarship we produce. Our focus on scholarship is now complemented with increased weight being given to two other equally important facets of mission fit: inspiring teaching and university citizenship/collegiality.

BYU exists to serve and educate students. During their first six years as a professor, each faculty member undergoes an annual formative peer review of their teaching. Department, college and university workshops, brown bags, and seminars equip faculty at all stages of their careers with new tools and skills for effective teaching. We are fortunate to be able to learn from two members of our faculty, Alisa Kesler-Lund and Jeff Nokes, who specialize in history and social science pedagogy. As I review student evaluations, I see evidence of effective and highly effective teaching spread broadly across the department. Several college and university seminars have been devoted to enhancing spirituality in our classrooms, and at our spring 2022 faculty retreat I was able to draw

upon comments from student evaluations to showcase ways that each faculty member inspires and spiritually strengthens students.

We were fortunate in 2022 to make two hires. We welcomed Laura Redford (Ph. D., UCLA, 2014), a gifted historian specializing in urban development and city planning, as a visiting faculty member. Tyson Reeder (Ph. D., UC Davis, 2016), assistant editor of the James Madison papers and a specialist in public history and Early American and Atlantic history, accepted an offer to join the department in 2023 as an assistant professor.

In harmony with the university's efforts to advance student-centered scholarship, faculty members mentor our students in many ways. Foremost is the individualized research and writing tutorials they provide to students in senior seminars (History 490). Some students present their research at conferences or revise and publish their papers in journals including our student-edited journal, the *Thetean*. Thanks to generous university funding, an increased number of students work as research or editorial assistants, in directed research courses and as student teachers and interns. In the Center for Family History and Genealogy Jill Crandell mentors dozens of students who build an array of solidly researched family history databases including the Immigrant Ancestors Project, the Nauvoo Community Project, and two DNA projects: the Defense POW/MIA Accounting Project sponsored by the Army and the Linking Families for Cancer Prevention Project in conjunction with the University of Washington. Students work with Ed Stratford on a digital library of Old Assyrian texts written on clay tablets, a database designed to advance research on Old Assyrian trade and society. A team of students works with Grant Madsen on a digital history project encompassing three linguistic corpora that they plumb to address historical questions. Hundreds of students have conducted research and written entries for Intermountain Histories, a free mobile app and website curated by Brenden Rensink that provides interpretive stories and information about historic sites in the Intermountain West region.

Over the past year students have also been mentored in a variety of other experiential learning initiatives with strong financial underwriting from the university. These include Study Abroad and Field Study experiences. Students accompanied Rebecca de Schweinitz, Leslie Hadfield, Chris Hodson, Jeff Nokes and Leslie Hadfield on Study Abroad adventures in Europe and Africa. Students participated in internships under Grant Madsen and Evan Ward's direction as part of the Washington Seminar. The department's internship coordinator, Alison Sondrup, inaugurated student internships in tandem with the Church History Department in Europe. Students accompanied faculty on shorter experiential learning forays as well. Amy Harris and Sarah Reed organized a 2-day archival boot camp for family history majors at the Family History Library and the Utah State Archives. Paul Kerry organized a two-day trip to the Holocaust Museum and Archive in Dallas for students. Jenny Pulsipher and Jay Buckley took a group of 12 students to North and South Dakota on the first Native American Civil Rights seminar field trip.

The department has been involved in several efforts to promote a sense of belonging among all members of the campus community. New artwork displays representing the experiences and perspectives of a wide array of cultures grace our hallways. The department has inaugurated and hosts the annual Fernando R. Gomez Latino Lecture and the Darius Gray Black History Month Lecture. Our History 200/217 belonging initiative spearheaded by Rebecca de Schweinitz involves a book of the year that can be integrated into the curriculum. Themes related to family history, the craft of history, and fostering belonging were showcased in a panel discussion regarding our department's 2022 book of the year, Darren Parry's *The Bear River Massacre: A Short History*. The department's gospel-centered objectives regarding belonging are expressed in an aspirational statement that the department approved last fall. The prologue states, "The BYU Department of History seeks to nurture a Zion community grounded in unity, mutual respect, and charity toward all (Moses 7:18), wherein diverse students, faculty, and staff thrive. We draw on gospel principles and historical knowledge and skills to achieve understanding and belonging."

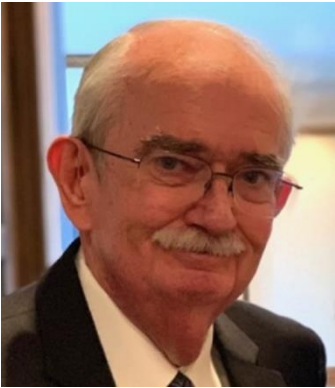
In short, many wonderful things are happening in the History Department at BYU. If you are a former student, please stop by for a visit when you can.

# In Memory Of

# George Richard Ryskamp

6 May 1950 - 1 July 2022

(Selections from tribute offered by Prof. Amy Harris at the BYU College of Family, Home, and Social Sciences Annual Meeting, August 2022)



When I was asked to give a brief tribute about George I wondered if I could pin down when I first met him. I knew I took a class with him my senior year here at BYU fall of 1996 . . . I did not know much about the then-recently-hired George on that September day 26 years ago, but let me give you a brief account of what I've learned about him since.

I learned that from his childhood George read voraciously and was a serious and focused student. As a twelve-year-old he fell in love with genealogy and family history (via a church Sunday School class, of all places). He earned a McKay Presidential Scholarship to BYU, where he double-majored in Spanish and History. He loved his time at BYU, including memories of the time he sneaked a pizza into the library in his briefcase. He served a mission to Argentina, a foundational experience for his personal and professional life. His remaining time as a BYU undergrad also built on his genealogical interests when

two semester-abroad trips to Spain allowed him his first experience with archival records.

If hard work, a studious nature, a love of history, genealogy, and Spain formed the core of George's early life and shaped his work and personality for the rest of his life – it was his marrying Peggy Hill in 1975 that channeled, refined, elevated, and made all the more spectacular his gifts and experiences. As was always completely clear in any interaction with George or Peggy, they were the centerpieces in each other's lives, each other's most trustworthy anchors, most steady sharer of faith and religious devotion, most ardent defenders and cheerleaders, most constant, beloved companions.

George studied law here at BYU, taking a break between his second and third year to conduct a BYU study abroad in Spain and travel the country doing research, with Peggy and their toddler daughter (joined by a second child, born while they were in Madrid). Although that trip failed in George's goal to "Get genealogy out of my system so I can focus on the law," it established a pattern the Ryskamps followed the rest of George's life: George's professional opportunities always being a matter of discussion and a team decision with Peggy; the incorporation of family into those opportunities characterized how George and Peggy raised a family and pursued their interests throughout their marriage.



After law school, the Ryskamps moved to Riverside, California, where George began practicing law, specializing in probate and estate planning. . . In 1984 he finished and self-published a book, *Tracing Your Hispanic Heritage*, which remains the most comprehensive introduction to the topic, still used by researchers today.

In 1993, he left his legal practice to join the history department faculty, and to teach family history. During his twenty-eight-year career here, George worked tirelessly to build BYU's Family History program. He served ten years as its Program Director and for several years as Director of the Center for Family History and Genealogy, where he spearheaded the Immigrant Ancestors Project and developed a multi-language paleography site (providing the expert content for Spanish, Italian, French, Portuguese, Latin, and Dutch pages). Even after his sudden illness in September 2013 and the permanent health challenges it brought, George and Peggy continued to work on his culminating paleography text, *Mastering Spanish Handwriting and Documents 1520–1820*. . .

He was ambitious and yet the most intellectually humble person I've ever met. He was gracious and kind, generous and unstinting in his support. He will be missed.

# Faculty Retirements

## Susan S. Rugh

BYU History Department Faculty, 1997-2022

There was never any question about my being a history major when I arrived at BYU. I took Civ from David Montgomery, history of England from Mac Thorpe, European intellectual history from Doug Tobler, Russian history from Blair Holmes, and 490 from Marvin Hill. Holmes urged me to go on to graduate school, but instead I got married and had three children while helping my husband obtain graduate degrees. A decade later, while working in the library at the University of Chicago, I decided to go back to school. I was accepted to the Ph.D. program in American History at Chicago where I earned an M.A. (1986) and a Ph.D (1993).

I joined the faculty at BYU in 1997 after teaching four years at a state university in Minnesota, where I had a heavy class load. The students at BYU were far superior to what I was used to, and integrating my spiritual and intellectual life was sheer pleasure. One of my first seminars was a group of all female students, most of whom were returned missionaries. It was a course in agrarian history, and their global experiences added an extra dimension to our discussions. I felt that being taught by a female professor would help them see more possibilities for themselves. At that time, I was one of only three female professors in the department.

My bread and butter was teaching the first half of the U.S. survey. I started each lecture with a historical problem for students to ponder. I had taught from documents at the University of Chicago, and imported that methodology into my class. Thursdays in the MARB (with its immovable chairs) found my students and I sprawled on the floor in small student-led discussion groups. In 2014 I had two Ukrainian students in class at the time of the Ukrainian Revolution, and their experiences added so much to our discussion of democracy. Twice I taught the Washington Seminar, supervising students who interned in Washington DC, giving me yet another perspective on democracy.

During my career at BYU I served in administrative positions, including associate dean (2008-2011) of FHSS under David Magleby. In 2016 I was appointed Dean of Undergraduate Education, where I oversaw General Education, Honors, and First Year Experience programs. Serving as dean was the capstone to my career, as I worked with associates to elevate the quality of the overall undergraduate experience at BYU. I retired in July 2022.

As I look back, I fondly recall friendships with my history department colleagues. I value my continuing relationships with former students who are making their own mark in the profession. The department and the profession have changed, but the BYU history faculty (now with more women historians!) has maintained its excellence in preparing our graduates. I cherish my identity as a historian, a lifelong commitment to interpreting the past. I'm grateful to BYU for the opportunity to develop myself and make a contribution to the common good.

Susan Rugh is the author of *Our Common Country: Family Farming, Culture, and Community in the Nineteenth-Century Midwest* (Indiana University Press, 2001); *Family Vacation* (Gibbs Smith Press, 2009), and *Are We There Yet? The Golden Age of American Family Vacations* (University Press of Kansas, 2008). She recently published "Motel Builders of the Modern West," *Utah Historical Quarterly* (2022) 90 (4): 260-277





# FACULTY SPOTLIGHT:

## David-James Gonzales

Dr. Gonzales was born and raised in Southern California by Mexican American parents that instilled in him a love for education, faith in Jesus Christ, and a commitment to family and community. From 1999-2001, he served in the Utah Provo Mission, where he especially enjoyed his time in small towns like Salina, Helper, and Hurricane. This experience opened his eyes to the problem of social inequality and awakened a passion for teaching and life-long learning.

Dr. Gonzales began his collegiate studies at Southwestern Community College in Chula Vista, CA, in 2001 but did not complete his bachelor's degree until ten years later. During this time, he co-owned and operated a mortgage brokerage and later worked in for-profit higher education. His professional experience, combined with the financial crisis of 2008-09, deepened his interest in structural inequality and underserved communities, which became the basis of his studies. He completed a B.A. in History at the University of California, San Diego, in 2011 and a Ph.D. in History at the University of Southern California in 2017. Dr. Gonzales married Karla Rodriguez in 2001, and they are the parents of Ayiana (20), Belicia (17), Cadiz (8), and Joaquin (8). The Gonzales' moved to Provo in 2018 after Dr. Gonzales

accepted his current position as Assistant Professor of History. Courses taught by Dr. Gonzales include HIST 221 US Since 1877, HIST 362 US Immigration history, HIST 385 Latinos in the US, and FHSS 351 Latino Civil Rights Seminar.

Dr. Gonzales' scholarship and teaching center on the experiences of ordinary people responding to forms of systemic inequality. He is a third-generation educator and recently discovered that his father's family led one of the nation's first successful school desegregation cases, *Maestas et al. v. Shone et al.* (1914). Because of the Mexican American community's resistance and organization in Alamosa, CO, Dr. Gonzales' grandparents did not attend segregated schools. Both later graduated from college and became teachers. His parents also devoted their careers to education, teaching the children of farmworkers, immigrants, and other under-resourced communities in Oxnard and Chula Vista. Dr. Gonzales thinks his family history is related to his scholarly interests. As an undergrad, he began studying the history of segregation and Latina/o politics, writing an honors thesis on the grassroots movement that led to the historic *Mendez et al. v. Westminster et al.* (1947) case, which ended school segregation in California seven years before *Brown v. Board* (1954). Since then, he has published several scholarly articles and book chapters on Mexican Americans and desegregation. He has also presented his

research to public and academic audiences, consulted on documentaries and children's literature, been interviewed for local and national news stories, and published an Op-Ed in the *Salt Lake Tribune*. He is also a producer and host of the podcast *New Books in Latino Studies*, which is part of the New Books Network.

His current book project, tentatively titled "Breaking Down the Walls of Segregation: Mexican Americans and Civil Rights in Orange County, CA," explores the entangled relationship between citrus agriculture, segregation, and ethnic politics. The book provides a detailed look at the long history of Mexican American civil rights activism in what he argues was one of the most segregated places in California during the early-to-mid twentieth century. His research has been supported by generous fellowships and funding from the National Science Foundation, the Andrew W. Mellon Foundation, the Institute for Latino Studies at the University of Notre Dame, the Institute for Citizens and Scholars at Princeton University, the BYU College of Family, Home, and Social Sciences, and currently, the Charles Redd Center for Western Studies at BYU. In all his public and academic endeavors, Dr. Gonzales strives to illuminate how ordinary people do extraordinary things and, in the process, help our nation live up to its founding ideals.

Dr. Gonzales is an avid Los Angeles Dodgers and USC Trojans fan. He enjoys family fishing, hiking, and camping trips, working on his "beater" pickup truck, and serving in the church. The Gonzales family takes every opportunity to travel home to Southern California for fresh strawberries and time at the beach but has grown to love the scenic beauty of the Wasatch Mountains.




*Gonzales fam in Los Angeles  
(December 2022)*



*Dr. Gonzales speaking on a panel in Orange, CA with members of the Ramirez and Guzman families, plaintiffs in the Mendez et al. v. Westminster et al. (1947) desegregation case  
(June 2022)*



*Dr. Gonzales and students from HIST 385 Latinos in the US class at the Museum of Mormon History of the Americas in Provo (Feb 2023)*



# FACULTY AWARDS

## College Awards

**Karen Carter**  
Mary Lou Fulton Professorship

**Jon Felt**  
Martin B. Hickman FHSS  
Excellence in Teaching Award

**Leslie Hadfield**  
Martin B. Hickman Diversity  
and Inclusion Award

**Christopher Hodson**  
Mary Stovall Richards History  
Research Professorship

**Grant Madsen**  
General Education Alcuin Award

**Jeff Nokes**  
Neil L. York History Research Professorship

**Aaron Skabelund**  
FHSS Civic Engagement Award

## Department Awards

**Mark Christensen**  
Thomas G. Alexander Award  
for Excellence in Scholarship

**Jill Crandell**  
Frank W. Fox Award  
for Excellence in Teaching

**Christopher Jones**  
Ted J. Warner Award  
for Excellence in Citizenship



# FACULTY ADVENTURES

## Experiential Learning and Archaeology, Prof. Daren Ray

Dr. Ray's Early African History class took over the Handcart Memorial Foyer on the second floor of the JFSB to simulate an archaeological dig. Teams deposited "artifacts" from home in layers of sand, gardening soil, fish tank pebbles, and mulch in a fish tank. Then they swapped tanks and tried to accurately record both the layers of stratigraphy and the horizontal and vertical location of the artifacts. The activity gives history students an appreciation for the complexity of archaeological research: imagine if historians had to literally destroy their archival files while reading through them! We would probably take much better notes.



## Researching, Publishing, and Presenting with Students Prof. Jay Buckley

I love mentoring students. One of my experiential learning projects resulted in a peer-reviewed article with BYU undergraduate Nathan Benavidez, "Mountain Men Reveal Yellowstone: Observations of Daniel Trotter Potts, Warren Angus Ferris, and Osborne Russell in the 1820s and 1830s" in the *Rocky Mountain Fur Trade Journal* 16 (2022): 92–127. Nathan and I also spoke at a professional conference commemorating Yellowstone's sesquicentennial (1872–2022) in Bozeman, Montana, in June and another conference focused on the fur trade at the Museum of the Mountain Man in Pinedale, Wyoming, in July.





## Teaching and Eating Cultural History Prof. Matthew Mason

Research highlights for Matt Mason this past year included presenting draft chapters of his ongoing book manuscript on Anglo-American politics of slavery to various cool groups. In person, he presented to the Washington Early American Seminar at his alma mater the University of Maryland. Virtually, he presented to the David Center for the American Revolution (hosted by the American Philosophical Society) and a conference at Oxford University. Among his teaching highlights was taking groups from his History 323 (Modern Britain) class to dinner at Bombay House, thanks to experiential learning funds from BYU and the History Department. This class read Lizzie Collingham's book *Curry: A Tale of Cooks and Conquerors* as part of its explorations of the British Empire and its impacts both abroad and in Britain. After reading of the syntheses of culture that have created what we think of as iconic Indian food over the centuries, it was rewarding as well as fun to eat these meals together and discuss issues like what makes a cuisine, or its particular restaurant iterations, "authentic."

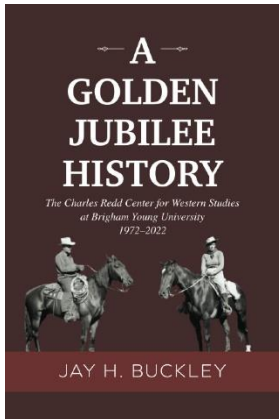


## Family History Students in the Archives, Profs. Amy Harris and Sarah Reed

Professors Amy Harris and Sarah Reed took 30 family history majors/minors overnight to Salt Lake City for tours/research at the Utah State Archives, the Church History Library, and the Family History Library. Preparing for this took several weeks' work, and it was a great success. Students who had had limited hands-on research experience, particularly due to Covid, built their skills and overcame fears about researching offline. They plan to do something like this every 3-4 years. Generous funding was provided by FHSS and the History Department.



# Faculty Publications



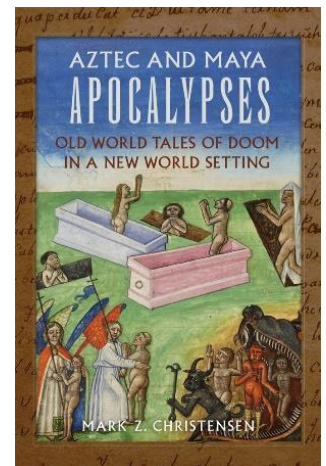
The mission of the Charles Redd Center for Western Studies is to promote the study of the Intermountain West by sponsoring research, publication, teaching, and public programs in a variety of academic disciplines including history, geography, sociology, anthropology, politics, economics, literature, art, folklore, range science, forestry, and popular culture.

This administrative history celebrates the 50th anniversary of the Redd Center. It highlights the lives and contributions of directors, associate directors, and donors.

Jay Buckley, *A Golden Jubilee History: The Charles Redd Center for Western Studies at Brigham Young University, 1972-2022* (Charles Redd Center for Western Studies)

The Second Coming of Christ, the resurrection of the dead, the Final Judgment: the Apocalypse is central to Christianity and has evolved throughout Christianity's long history. Thus, when ecclesiastics brought the Apocalypse to Indigenous audiences in the Americas, both groups adapted it further, reflecting new political and social circumstances. The religious texts in *Aztec and Maya Apocalypses*, many translated for the first time, provide an intriguing picture of this process—revealing the influence of European, Aztec, and Maya worldviews on portrayals of Doomsday by Spanish priests and Indigenous authors alike.

The Apocalypse and Christian eschatology played an important role in the conversion of the Indigenous population and often appeared in the texts and sermons composed for their consumption. Through these writings from the sixteenth to the early nineteenth century—priests' "official" texts and Indigenous authors' rendering of them—Mark Z. Christensen traces Maya and Nahua influences, both stylistic and substantive, while documenting how extensively Old World content and meaning were absorbed into Indigenous texts. Visions of world endings and beginnings were not new to the Indigenous cultures of America. Christensen shows how and why certain formulations, such as the Fifteen Signs of Doomsday, found receptive audiences among the Maya and the Aztec, with religious ramifications extending to the present day.



These translated texts provide the opportunity to see firsthand the negotiations that ecclesiastics and Indigenous people engaged in when composing their eschatological treatises. With their insights into how various ecclesiastics, Nahuas, and Mayas preached, and even understood, Catholicism, they offer a uniquely detailed, deeply informed perspective on the process of forming colonial religion.

Mark Christensen, *Aztec and Maya Apocalypses: Old World Tales of Doom in a New World Setting* (University of Oklahoma Press)

This book is a collection of primary source documents and analysis that illustrates the forgotten history of the fight to lower the voting age to eighteen in the twentieth-century United States.

Proposed, passed, and ratified in 1971, the 26th Amendment gave the right to vote to eighteen-, nineteen-, and twenty-year-olds and prohibited discrimination in voting "on account of age." Recognizing young Americans as first-class citizens with a political voice, it was the last time the United States extended voting rights to a new group. From the early 1940s to the early 1970s, Americans debated the merits of a younger voting age and built a movement across age, party, and regional differences for the 26th Amendment. The struggle for youth suffrage intersected with key events and developments during these years, such as World War II, the Vietnam War, the African American movement for civil and voting rights, and the "baby boom" and youth activism. With historical images and excerpts from government documents, pamphlets, organizational and personal collections, mainstream and campus newspapers, and magazines, this book presents a rich portrait of the struggle for youth enfranchisement.

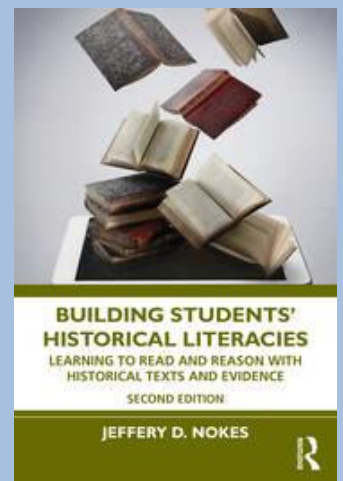
*Achieving the 26th Amendment: A History with Primary Sources* is an ideal resource for students and professors in twentieth century United States history, civics and government, and social movements and activism.

Rebecca de Schweinitz, *Achieving the 26<sup>th</sup> Amendment: A Reader* (Routledge)

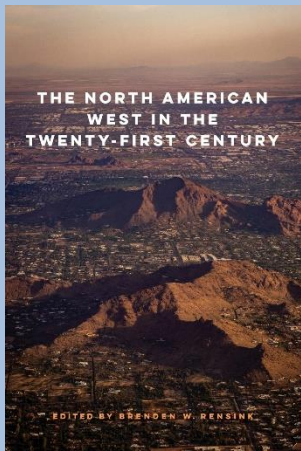
How can teachers incorporate the richness of historical resources into classrooms in ways that are true to the discipline of history and are pedagogically sound? Now in its second edition, this book explores the notion of historical literacy, adopts a research-supported stance on literacy processes, and promotes the integration of content-area literacy instruction into history content teaching. Providing an original focus on the discipline-specific literacies of historical inquiry, the new edition presents a deeper examination of difficult histories and offers new strategies that can be applied to all genres of historical inquiry. Nokes surveys a broad range of texts, including those that historians and non-historians both use and produce in understanding history, and provides a wide variety of practical instructional strategies immediately available to teachers. Featuring new examples and practical resources, the new edition highlights the connection between historical literacies and the critical reading and communication skills that are necessary for informed civic engagement.

Equipped with study guides, graphic organizers, and scoring guides for classroom use, this text is an essential resource for preservice and practicing teachers in literacy and social studies education.

Jeffrey Nokes, *Building Students' Historical Literacies: Learning to Read and Reason with Historical Texts and Evidence*, 2nd Edition (Routledge)







In 1893 Frederick Jackson Turner famously argued that the generational process of meeting and conquering the supposedly uncivilized western frontier is what forged American identity. In the late twentieth century, “new western” historians dissected the mythologized western histories that Turner and others had long used to embody American triumph and progress. While Turner’s frontier is no more, the West continues to present America with challenging processes to wrestle, navigate, and overcome.

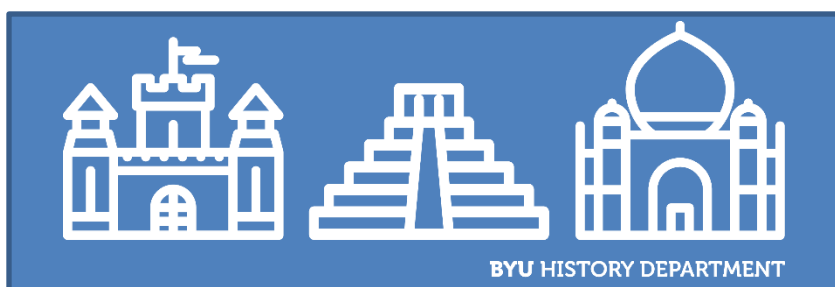
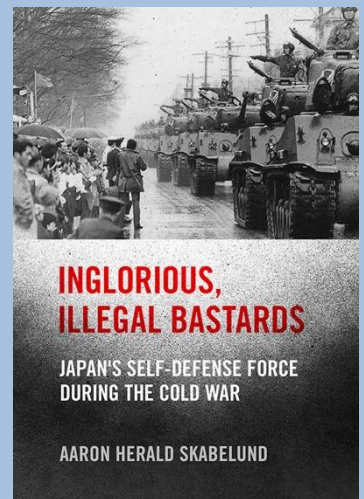
*The North American West in the Twenty-First Century*, edited by Brenden W. Rensink, takes stories of the late twentieth-century “modern West” and carefully pulls them toward the present—explicitly tracing continuity with or unexpected divergence from trajectories established in the 1980s and 1990s. Considering a broad range of topics, including environment, Indigenous peoples, geography, migration, and politics, these essays straddle multiple modern frontiers, not least of which is the temporal frontier between our unsettled past and uncertain future. These forays into the twenty-first-century West will inspire more scholars to pull histories to the present and by doing so reinsert scholarly findings into contemporary public awareness.

Brenden Rensink, *The North American West in the Twenty-First Century* (University of Nebraska Press)

In *Inglorious, Illegal Bastards*, Aaron Herald Skabelund examines how the Self-Defense Force (SDF)—the post-World War II Japanese military—and specifically the Ground Self-Defense Force (GSDF), struggled for legitimacy in a society at best indifferent to them and often hostile to their very existence.

From the early iterations of the GSDF as the Police Reserve Force and the National Safety Force, through its establishment as the largest and most visible branch of the armed forces, the GSDF deployed an array of public outreach and public service initiatives, including off-base and on-base events, civil engineering projects, and natural disaster relief operations. Internally, the GSDF focused on indoctrination of its personnel to fashion a reconfigured patriotism and esprit de corps. These efforts to gain legitimacy achieved some success and influenced the public over time, but they did not just change society. They also transformed the force itself, as it assumed new priorities and traditions and contributed to the making of a Cold War defense identity, which came to be shared by wider society in Japan. As *Inglorious, Illegal Bastards* demonstrates, this identity endures today, several decades after the end of the Cold War.

Aaron Skabelund, *Inglorious, Illegal Bastards: Japan’s Self-Defense Force During the Cold War* (Cornell University Press)



# STUDENT PAPER ————— ————— AWARD WINNERS

## **African or Middle Eastern History Award**

**Paul Guajardo**

*"The Nigerian Slavery Crisis in Equatorial Guinea (1958-1965)"*

## **American Indian Studies Indigenous History Award**

**Maren Burgess**

*"Buried Three Times? Contradictory Accounts of Sacagawea's Death"*

## **Bertis L. and Anna E.C. Embry Award in Global Latter-day Saint History**

**Megan Ketchum**

*"Civil War and the Apocalypse: Insights from the Millennial Star"*

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

**Rebecca Smith**

*"Little Utah: The Story of Mormon Polygamy in Southern Alberta"*

## **Cultural History Award**

**Harrison Endicott**

*"Home Sweet Home"*

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

**Hailey Steinagel**

*"Labor Camp Antisemitism: Oppression and Jewish Identity in Stalin's Gulag"*

## **Eugene E. Campbell Award in Utah History**

**George Smith**

*"Of Miners and Mormons: Latter-day Saint Reactions to 'Gentile' Influence in Beaver County, 1856-1900"*

## **Family History Award**

**Brittany Leonard**

*"Birdie Lucene Crane: A Life Built by Reliance on Faith and Family"*

## **Faith and Reason Paper Competition**

**Michael Green**

*"'To Inherit God Himself?': The Metaphysical Transformation of Man as Theorized in Cotton Mather's Biblia Americana (1693-1728)"*

## **Fred R. Gowans Award in 19<sup>th</sup> Century American Western History**

**Madison Sommer**

*"Conflict in Coeur d'Alene: Understanding the 1890 Mining Conflicts"*

## **Friedrich Schiller Award for Historical Representation**

**Ellie Hart**

*"Proving Conquest vs Existence: How Putin and Zelenskyy Use History"*

## **History of Empire Award**

**Jack Vassau**

*"T.E. Lawrence: The Overlap of British Archaeology and Empire"*

## **History of the Family Award**

**Izzy Maire**

*"Hurrem, the Empress"*

## **History of Memory Award**

**Allison Haack**

*"Remembering the Lady: Representations of Abigail Adams in the Women's Rights Movement"*



**History of Religious Liberty Award**

**Hyrum Veach**

*"'The Priesthood and the People': Political Unity, Dissent, and the Twilight of Theocracy in Utah Territory"*

**Interdisciplinary History Award**

**Spencer Clark**

*"Power and Sound: How Negative Public Opinion and Government Legislation Changed Sound in the Dirt Bike Industry"*

**Latin American History Award**

**Kara Molnar**

*"'We Fight Against the Yankee, Enemy of Humanity': Sandinista Interpretations of William Walker and the Filibuster War, 1979-2021"*

**Latino/Latina History Award**

**Sarai Silva**

*"The Women in the Wrong Uniform: Mexican American Women During World War II"*

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

**Caleb Child**

*"'Inhumane, Unrealistic, Unworkable, and Unenforceable': The Carter Administration and Unsuccessful Immigration Reform"*

**Mark R. Grandstaff Award in Military History**

**Nathan Hale**

*"Blood in the Snow: The Mormon-Timpanogos Conflict at Battle Creek"*

**Oral History Award**

**Avril Carranza**

*"Unsung Heroes: Telling the Unspoken Stories of Mexican Immigrant Women in Utah"*

**Public History Award**

**Kristilee Manuel**

*"A History of the Office of the Utah Notary Public: Are Technological Advances and Modern Business Practices Hastening the End of Traditional Notarizations?"*

**Sechin Jagchid Award in Non-Western History**

**Jackson Keys**

*"Yingying's Vow: The Evolution of Female Chastity in the Stories of Feng Menglong"*

**U.S. Constitutional History Award**

**Emily Peterson**

*"Vanguards of Change in the 'Georgia of the North': Youth Activism in the New Jersey Civil Rights Movement, 1935-1950"*

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

**Jackson Keys**

*"Gone After Yee Yen: A Chinese American Embezzler's Brief Prominence in the 19<sup>th</sup> Century Salt Lake City"*

**Women's History Award**

**Izzy Maire**

*"'Frightened About Nothing': Elizabeth Garrett Anderson's Context Entering the Medical Profession of Victorian England"*

# PHI ALPHA THETA

BYU's Beta Iona Chapter of the history honor society Phi Alpha Theta held a number of activities this academic year. In the fall, the PAT hosted the annual opening social for all history majors, including running games and activities.

Winter semester was very busy for the club, as some members joined Dr. Skabelund's field trip to Topaz Internment Camp near Delta, Utah to learn about Japanese-American experience during World War II. On March 31 seven students presented scholarly papers at the Phi Alpha Theta Regional Conference held at the University of Utah. The papers covered a broad range of topics and time periods, including the Enlightenment in America, Cotton Mather's theology, and Latina Activism. New members were inducted into the national society in an April lunch and ceremony, which featured a keynote address by Dr. Jay Buckley and brief remarks by club president Madison Roney. The meeting also included electing next year's president, Emma Griffin.



2022-23 PAT presidency at the April Induction Ceremony and lunch: [l-r] Emma Griffin, Michael Green, Jackson Keys, President Madison Roney. Emma Griffin is the incoming president for the 2023-24 academic year.

## 2023 Valedictorian Megan Ketchum



Megan Catherine Ketchum is a history teaching major. She received the Bertis L. and Anna E.C. Embry Award in Global Latter-day Saint History for her capstone paper on the Mormon Pioneers and the American Civil War. She interned with the Department of Education in Washington, D.C. and completed her student teaching with eighth-grade U.S. history students. She took a variety of history and political science classes at BYU and even worked in the History Department as a receptionist. Megan looks forward to working as a full-time ninth-grade world history teacher at Springville Junior High School. Megan grew up in the shadow of Y Mountain in Springville, Utah. She first developed her love of history after reading Michael Shaara's *Killer Angels* in high school and visiting Gettysburg, Pennsylvania, with her family. Her love of teaching grew after serving a mission in Lima, Peru.



# History Lecture Series

This year the History Department chose Darren Parry's *Bear River Massacre: A Shoshone History* as the book of the year. Parry is the former chairman of the Northwestern Band of the Shoshone Nation and was invited to offer a lecture for the department. This lecture was especially significant for Indigenous students. Micah Tewa Wimmer (Hopi), offers the following reflection:

*"Darren Parry's book— Bear River Massacre demonstrates the survival and resilience of a Native people on the brink of destruction. The Latter-day Saints failed that day to protect their fellow brothers and sisters, for those complicit their judgment will come, and for the majority of Shoshoni that later converted amidst betrayal, they will surely have their reward as latter-day saints. While some possess the capacity to forgive, our Native people will never forget, for those who forget are bound to repeat. While the time for justice has long passed and reparations are little comfort to those whose ancestors were massacred, we honor those who came before by sharing their stories—sharing the full truth and nothing but the truth."*



The History Department also hosted its four annual lectures. These were well-attended, and the campus community greatly benefited from learning from these world-class scholars. Richard Blackett, the Andrew Jackson Professor of History Emeritus at Vanderbilt University gave the annual Darius Gray Black History Month Lecture, entitled "Samuel Ringgold Ward and the Struggle Against Slavery." Jennifer Ortiz, the Director of the Utah Division of State History, gave the annual Fernando R. Gomez Lecture, entitled "What Kind of Ancestor Will You Be: The Public History Field and Latines." James Sweet, the Vilas-Jartz Distinguished Professor at the University of Wisconsin, gave the annual DeLamar Jensen Lecture, entitled "Mutiny on the Black Prince: Slavery, Piracy, and the Limits of Liberty in the Revolutionary Atlantic World." James R. Swensen, Associate Professor of Art History at Brigham Young University, gave the annual Russel B. Swensen Lecture, entitled "Not by the Hand of God: Maynard Dixon, Everett Thorpe, and the Mural Contest for Provo's Post Office."

# Alumni News

## Grace Soelberg

After graduating from BYU in the summer of 2021, I began working as a member of the research staff at the Maxwell Institute for Religious Scholarship. While at the Institute, I continued my research regarding race, Mormonism, and BYU. I had the amazing opportunity to complete oral history interviews with the descendants of Norman Wilson, BYU's first Black student, as well as facilitate the transfer of personal documents from the family to Special Collections. During this time, I also led a team of research assistants to help develop materials for the upcoming BYU Slavery Project website. We aimed to translate work done by previous students of the program into accessible essays and biographies.

I am currently working as the LDS Collections Assistant at the library where I am helping the Special Collections department to diversify its collections, complete more oral histories of BIPOC Latter-day Saints, and

to curate exhibits highlighting the important contributions of racial minorities. My first exhibit, "Go Make Great: The Norman Wilson Story," outlines the life and legacy of Dr. Wilson, and many of the documents previously donated by the family are on display.

Starting in the fall of this year I will be a graduate student at the University of Utah where I will be working towards a master's degree in U.S. History with an emphasis on interracial interactions in the 20<sup>th</sup> century.

## Miya Jensen

My time as a student in BYU's family history program was the training grounds for my career as it is today and what it will yet be. At the time, I was one of the only students of color enrolled



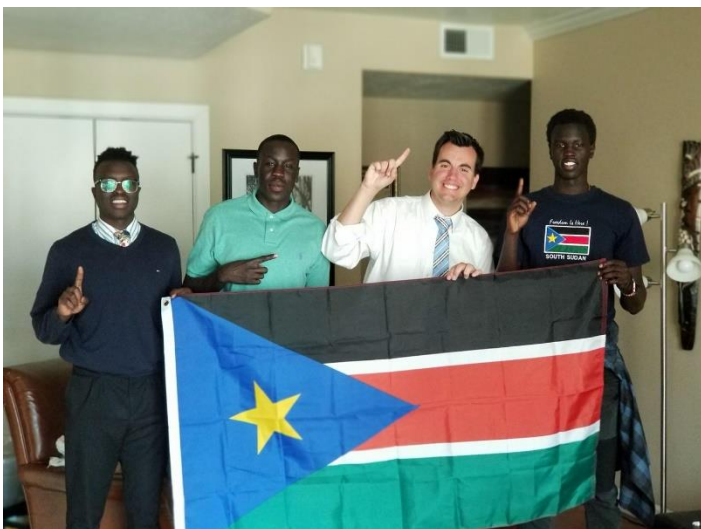
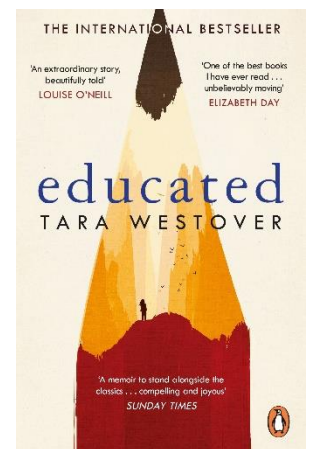


and, I was the only student interested in pursuing a specialty in Polynesian family history work. As I attended classes, conferences, and workshops to develop my skills and network, I noticed a theme. Overall, there is a strong absence of diversity and inclusivity in the genealogy industry, and something needed to be done about this. I began talking about my culture's way of doing family history on social media and how the diaspora can connect to their ancestors in authentic, meaningful ways. This is where I connected with an incredible community of friends who also believed in my mission and were actively inclusive of one another. In this space, important discussions about race, gender, sexuality, identity, social justice, equity, and more were happening.

My best friend, Michelle Franzoni Thorley, and I knew that we needed to amplify our discussions on these topics but with a family history lens. This is where our podcast show "Love Your Lineage" (<https://www.ldsiving.com/loveyourlineage>) was born. We highlight the Black, Indigenous, People of Color experience in genealogy by bringing on guests that are willing to discuss with us challenging topics ranging from poverty, shame, generational trauma, enslavement, to the healing, comforting, and empowering grace our earthly and divine heritage offer us.

## Tara Westover

It was recently announced that BYU History graduate Tara Westover will be presented with a 2021 National Endowment for the Humanities Award by President Joseph Biden for her 2018 book, *Educated: A Memoir*. This is the most recent in many awards received for her work. Tara Westover's memoirs of family, religion, and the transformative power of education, has moved millions of readers and served as a powerful example of how the humanities can set people—and a Nation—free. After graduating in 2008 with her B.A. in history from BYU she went on to receive an M.A. and Ph.D. from Cambridge University.



## Scott Catt

Scott Catt (BA, 2012) is an assistant professor of history at Nightingale College and served as the head men's basketball team coach for the nation of the South Sudan in Africa. While sitting in Dr. Hadfield's African history class the day the South Sudan voted to secede from Sudan and become its own country, Scott had the impression the South Sudanese people would play a profound role in his life. Since his term of service ended with the South Sudanese national team, Scott has worked with the Ukrainian Women's national team and the men's national team for the Apache nation.





# 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!



# INTERNSHIP EXPERIENCES

Several of our students have had opportunities to work in unique internships. Their experiences teach how knowing history enhances interactions and learning.

**Hailey Steinagel:** Last semester, I found an internship through the Virtual Student Federal Service where I worked with EducationUSA Russia. This program helps Russian students prepare for and apply to American universities. It also helps students learn about American culture. I helped students understand more about university life and led sessions each month about American news, culture, and history. I want to work in the foreign service and this internship allowed me to use my history and research training as well as grow my interpersonal skills so I can be more prepared to work with people from other cultures.



**Joshua Topham:** My internship working for the *History that Doesn't Suck!* podcast was thrilling: I immersed myself in primary and secondary sources and practiced critical writing skills. Notably, I practiced writing in another person's voice, which was a unique, but useful challenge, especially given my goals of eventually working as a law clerk. The most impactful thing about my internship experience, however, was gaining inspiration from the women and men of the past, whose contributions have created the world in which we live.



# Family History Center Project Statistics

## Nauvoo Community Project

11,995 residents have their foundational research completed.

4000 more residents have been identified and are waiting for research (and there will be thousands more before we're done)

The database includes relatives of residents who were not residents of Nauvoo, so the full database currently contains 88,084 people.

## Mormon Battalion

There were 507 men who served in the Mormon Battalion, and 314 have foundational research completed.

## Early British Census Project

Completed indexing covers nearly 300 parish returns, which includes nearly 116,000 households and over 134,000 individuals.

## Linking Families for Cancer Prevention

Since September 2019, the Center research team has worked with 40 different participants who have 23 different pathogenic variants. This is a public service initiative to help prevent hereditary cancer.

## Repatriation Project

The Center research team has completed research for 231 cases. We work in partnership with the Defense POW/MIA Accounting Agency (DPAA) to assist in identifying living next of kin and DNA donors for WWII service members who are unaccounted for. When remains are located, the DNA helps in the identification process, so the service members can be returned to their families.

## Welsh Saints

This database now includes 5,003 immigrant profiles, 1,892 biographies, 298 general resources, 139 resources on Welsh missionary work, 433 personal writings, 200+ photos.

## Spanish Village Project

This project is studying families from Garganta La Olla, Spain. The students have extracted 7317 baptisms, 1817 marriages, 2381 burials, and 9480 notarial entries. They are currently linking all these people into family groups.