



# Brigham Young University

## 2017 History Department Newsletter

### In this Issue:

“The Perspective of History,” pg. 3

Phi Alpha Theta offers more opportunities for BYU history majors, pg. 4-6

Asking Students: Why do you like your history class?, pg. 7

18 New Books Published by BYU Faculty, pg. 8-14

The 32nd Annual Swensen Lecture, pg. 15

Family History Program Updates, pg. 16-17

Meet the new history department faculty, pg. 21-23

How our history teaching majors are influencing the education system, pg. 24

The contributions of the Native American Studies Minor, pg. 25

Awards for the outstanding papers written by history students, pg. 27



### A Message from the New Department Chair: Dr. Eric Dursteler

*Eric Dursteler joined the History Department of Brigham Young University in 1998. He earned a BA and MA from BYU, and an MA and PhD from Brown University, the latter in 2000. He is a former Fulbright fellow, NEH fellow, and in 2006-2007 was a fellow of the Harvard Center for Italian Renaissance Studies in Florence, Italy. He works on the early modern Mediterranean, identity, conversion and the history of food, and teaches a wide range of courses.*

History is often somewhat simplistically described as the study of change over time. During the past year the BYU Department of History has certainly undergone significant changes. The most noteworthy event occurred in July when Don Harreld stepped down after six years as chair of the department. Under his steady hand the department truly thrived, and he will be sorely missed. I was asked to fill his very ample shoes, and as a new chair I have seen my job as largely staying the solid course that he mapped out for us. Our department objectives remain 1) providing excellent instruction and intellectual skills to the many BYU students who pass through our courses, and 2) producing meaningful scholarship that impacts the field of history and society more broadly. All this is to be accomplished within a context that combines faith and learning in the unique BYU way.

In the area of teaching, the department has wholeheartedly embraced one of the primary initiatives that President Kevin Worthen has emphasized, which is to provide experiential learning opportunities for a greater number of students. As a department we are working to make it possible for our many majors and minors to participate in some form of learning experience outside the classroom. This may include a study abroad, an internship, a field study, a mentored research project with a faculty member, or any other experience that expands on the campus experience. Our efforts have been supported by several generous donors, as well as temporary university funds, which allowed us to support many more students during the past year. With additional funding, we hope to be able to make these sorts of experiences available to more students in the coming years.



Some of the most interesting activities of our students have involved working closely with our excellent faculty. For example, Ed Stratford received a major university Mentored Environment Grant to work with a half dozen students on a cutting edge database of ancient Assyrian tablets. Jenny Hale Pulsipher received field grant funds to work with a student doing archival research in Massachusetts, and Jeff Hardy is collaborating with another student who is interviewing World War II survivors in Poland about life under the German and Soviet occupations. All of our family history majors are required to do an internship, and many other history majors are following in their footsteps. Our history and social science teaching majors continue to be in great demand in the local school districts, and readily find teaching positions following graduation.

In terms of scholarship, 2016 was a banner year for the department: faculty published thirteen books, and many more journal articles and book chapters, as well as giving dozens of lectures in the US and abroad. This was the most productive year in the department's history, and is evidence of the excellence and engagement, as well as the international reputations, of our faculty. While it is difficult to single out individuals, of particular note is Neil York, who as the senior member of the department continues to produce important scholarship, including two books in 2016. Jeff Nokes served on the Utah state committee charged with establishing new standards for social studies, and received the Excellence in Teaching Best of State award from the National Council for the Social Studies. Rebecca de Schweinitz played a leading role in helping develop an African-American doll and book for American Girl, which received extensive coverage in the local and national press. These few examples represent only a sliver of the important work that our faculty have been involved in.

In other faculty-related news, after over a decade of effort, the De Lamar Jensen Professorship of Early Modern History was finally fully funded in 2016. This is the first endowed professorship in the department's history, and is intended to honor one of the founding fathers of BYU's history program who was both an excellent scholar and an inspiring teacher. In the coming years we hope to build on this with a professorship in LDS History, which has been a historic area of strength in the department.

Other changes in 2016 included the addition of several new faculty to the faculty: Sarah Loose, a specialist in late medieval Italy, who comes to us from the University of Toronto; Jon Felt, who works on ancient and medieval China, and taught for several years at Virginia Tech after receiving his PhD from Stanford in 2014; and Zhidan (Diana) Duan, who earned a PhD from Renmin University in Beijing and Arizona State University, and focuses on modern China and Southeast Asia. In addition, Cameron McCoy, a specialist in US race and military history from the University of Texas, spent the past year as a Postdoctoral Fellow at the United States Military Academy, and will be joining the department this summer. We also bid farewell to Jerry Haslam, who was one of the core members of our family history faculty for many years, and contributed greatly to the expansion and growing recognition of BYU's unique family history program. Finally, two of our faculty were appointed to important administrative positions: Susan Rugh was made Dean of General Education, and Spencer Fluhman was appointed Director of the Neal A. Maxwell Institute.

As alumni and friends of the department, I hope you will feel both a connection with and a pride in your association with the BYU Department of History. I welcome your input on ways we can build on an already outstanding department and provide great opportunities for our students.

Sincerely,

Eric Dursteler  
Chair and Professor

## The Perspective of History by Dr. Mark Choate



*Mark I. Choate joined the History Department of Brigham Young University in 2001. He earned his BA, MA, MPhil, and PhD (2002) from Yale University. His book *Emigrant Nation: The Making of Italy Abroad* (Harvard, 2008), won two prizes, and he was a visiting fellow at Sciences Po, Paris, 2014-2015. He is a lieutenant colonel in the United States Army Reserve, with twenty-eight years of service in Sudan, Korea, Germany, Italy, Slovakia, and in Afghanistan (2010-2011), for which he was awarded the Bronze Star. Photo: Singing national anthem at U.S. Marine Corps Ball, Khartoum, Sudan, November 2017.*

As my colleague Dan McInerney explained at a Utah education summit, “history majors” should actually be called “future studies” majors. History provides the best depth of perspective to understand the present and future. Majors in the BYU history department, and other students who take history courses at BYU, are best prepared for future events on an unpredictable global stage. Historians are not slaves to other people’s theories, can synthesize enormous amounts of data separating the relevant from the less important, and can argue cogently in prose, in oral presentations, and in visual graphics.

My own recent experiences illustrate the contemporary relevance of historical study. I went from teaching my history classes on campus in the summer of 2015 to reporting to the Joint Military Attaché School in August, followed by taking over as the United States Defense Attaché to the Republic of the Sudan in January 2016. What field other than history could be adequate preparation for success in this assignment? All my military and diplomatic colleagues highly value history, and many themselves were history majors and continue to study ancient and modern history. Nothing else prepares as well for the unknown.

As the defense attaché, I served as the military advisor of the U.S. chief of mission (the *chargé d’affaires*) in Sudan, and represented the United States Secretary of Defense, Chairman of the Joint Chiefs of Staff, the Commander of U.S. Africa Command in Stuttgart, and the Director of the Defense Intelligence Agency. However, the United States had broken military-to-military relations with Sudan in 2007, and my predecessor had very little access to talk to people in Sudan.

I learned basic Arabic on the side during Joint Military Attaché School, and I had already researched at the Sudan Archive in Durham, England, in studying European and Ethiopian imperialism in East Africa and writing about the so-called “Mad Mullah of Somalia,” Mohammed Abdullah Hassan. His revolutionary Sufi anti-imperialism compares with the more successful revolutionary state in Sudan founded by the Mahdi, Mohammed Ahmed. The British governor who was killed in 1885, General Charles “Chinese” Gordon, was my distant relative.

The current regime of Marshal Omar al-Bashir came to power in 1989 in an Islamist coup modeled on Iran’s revolution. Bashir welcomed Osama bin Laden in 1991, as well as many other terrorists, and the United States imposed sanctions in 1993. Changing policy, in 1994 Sudan handed over Carlos the Jackal to France - in a box, unconscious but alive. Sudan tried to hand over bin Laden to the United States in 1996, but the Clinton administration refused the offer and insisted that bin Laden leave Sudan. After bin Laden planned the 1998 embassy attacks from Afghanistan, the Clinton administration destroyed with a missile strike a pharmaceutical factory in Khartoum, mistaken for a bioweapons lab. Bashir arrested the Islamist ideologue Turabi in 1999, and surprised many Americans by agreeing to end Sudan’s civil war with the secession of South Sudan: a third of the country and three-fifths of the petroleum production. The civil war spilled over into the Sudanese region of Darfur, leading to United Nations intervention, and continued along the South Sudan border in the states of Blue Nile and South Kordofan. U.S. sanctions remained intact.

Two weeks after I arrived in January 2016, the last Sudanese general trained by the U.S. Army (in 1983) was made the Sudanese Chief of Staff. Bashir was clearly reaching out to the United States. In June, President Obama agreed to a five-track engagement with the Sudanese regime. I was in charge of track 2 for the U.S. side, but all five tracks had to work for U.S. sanctions to be lifted as the promised reward. I traveled all over Sudan to verify their new policies and practices, in Darfur, in northern and central Sudan, and to the borders with South Sudan, Libya, and Eritrea. The negotiations included meetings at the United Nations General Assembly in September. By November the United States and Sudan had reestablished military relations; at the end of my tour, in December, the first U.S. general officer in over three decades visited Sudan; and in January 2017, President Obama lifted sanctions as promised.

The President’s Special Envoy for Sudan and South Sudan commented that I played my role well in never giving up on the process. Some did not want to raise false hopes. However, from my study of history I knew that geopolitics can change very quickly, based upon rational interests, perceived prestige, and religious ethics. Individual agency makes all the difference.

# Phi Alpha Theta

Phi Alpha Theta is the History Honor Society of over 350,000 undergraduate, graduate, and professors of history nationwide. Our mission is to promote the study of history through encouraging research, teaching, publication, and the exchange of learning and ideas among historians.



“When I first heard about Phi Alpha Theta as a sophomore sitting in Historian’s Craft, I thought it was some fancy thing for upperclassmen who knew what they were doing. I wish I’d been told earlier what I found out soon enough: far from being a destination for accomplished or ambitious majors, Phi Alpha Theta--through its activities, leadership, and networking opportunities--is actually a prime vehicle through which to fashion a holistic and enriching education (in the broadest sense) outside of the classroom. I can’t thank the club or its officers enough for broadening my horizons and deepening my friendship with fellow students.”

-Ian McLaughlin, *President, Phi Alpha Theta at BYU*

“BYU is a pretty big university, so it can sometimes feel like you are an insignificant speck among thousands of students. I certainly felt that way when I first came to Provo. But joining Phi Alpha Theta was an excellent remedy for me. Phi Alpha Theta does a wonderful job of making you feel like you are part of a community, a community that shares many of your interests and career goals. The more involved you get in the many different activities and opportunities with Phi Alpha Theta, the more meaningful your experience at BYU will be.”

-Tyler Balli, *Editor-in-Chief of The Thetean*



“I think everyone who has a passion for history should be a part of Phi Alpha Theta. It has been a great way to connect with fellow history students, build relationships with professors and administrators, and get involved at BYU through History. The opportunities for involvement that Phi Alpha Theta offers, as well as the recognition and network of a national honor society, have strengthened my resume and given my degree a depth of experience. Beyond the resume, it has been a blast to work with and plan the ‘Dead Presidents/Queens Debate,’ opening social, and various events and activities that Phi Alpha Theta puts on throughout the year.”

-Tristan Torgersen, *Vice-President*

“Being involved in Phi Alpha Theta, planning and going to the activities, has given me the opportunity to actually make friends in the major. It’s been great for networking with faculty and other students in a low-key environment. Phi Alpha Theta is just a fantastic way to meet like minded people, have fun, and build your resume all at the same time.”

-Courtney Lees Cook, *Treasurer*

“Phi Alpha Theta has organized some wonderful events in the past, and they usually include pizza. One of the best events they’ve hosted since I’ve been a member was a presentation by Leslie Bates of the career options available to history majors. The information shared at this event broadened my horizon as to what I can do in the future as well as the in-depth career advice offered on campus.”

-Ellie Lewis, *Media*

“Phi Alpha Theta is awesome! Before I became a member I was unaware of all the activities and opportunities they provide for students. Since I have been a member I have had the opportunity to associate with a variety of faculty members and students who I would not have had the chance to meet. Not only are they all cool and accomplished people but they all provide interesting perspectives and valuable connections.”

-Hank Cashen, *Historian*

# Phi Alpha Theta Events

## *The Debates of the Dead*

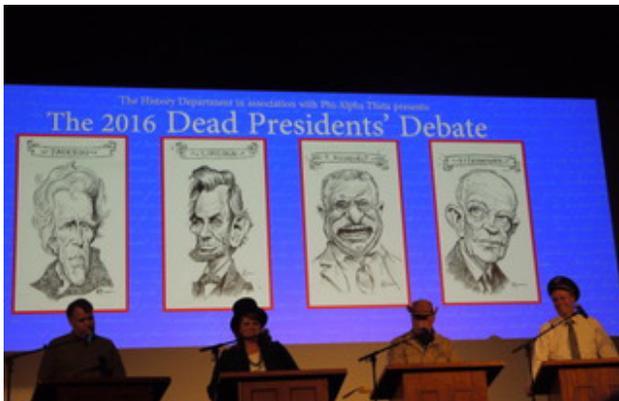
The Debates of the Dead were established in 2016 to provide a forum in which historical conditions relevant to contemporary topics can be explored in an engaging way. The Dead Presidents' Debate brought Andrew Jackson, Abraham Lincoln, Teddy Roosevelt, and Dwight Eisenhower together to debate the relative merits of candidates Donald Trump and Hillary Clinton in the fall of 2016. The Dead Queens (Joan of Arc, Cixi, Hürrem Sultan, Martha Ballard) debated in winter 2017, and featured in *Between Two Ferns* parodies on Youtube. A Dead Soldiers' Debate is planned for Fall 2017, drawing on participants of WWI to discuss the influence of war on humanity today. All participants are professors specializing in the era and/or personalities they portray.



### The Dead Presidents' Debate, Fall 2016

In the words of Professor Ed Stratford, the  $\theta$ AT faculty advisor, "the idea for the Dead Presidents' Debate arose from a hope to make historical consciousness more immediately relevant to a broader section of the student body than just history students. It takes little to convince historians that the world needs deeper perspectives, but making that connection in a larger audience, one that won't be majoring in history, or maybe hadn't considered history, requires simplifying the exercise. We had an opportunity [fall 2016] to make a big connection between historical figures and the ongoing presidential campaigns. At the time it was obvious. The presidential debate was very heated, and there were many questions whether or not this campaign season was unique. (Not terribly.) The idea was that we could connect to a large audience by having dead presidents debate the current candidates. We hope to turn the Debates of the Dead into a regular occurrence, to encourage non-history majors on campus to engage in the world more deeply by awakening a sense of historical consciousness."

In the fall of 2016, Dr. Matt Mason played Andrew Jackson, Dr. Karen Aumann played Abraham Lincoln, Dr. Richard Kimball played Teddy Roosevelt, and Dr. Grant Madsen played Dwight Eisenhower, with Dr. Ed Stratford as the moderator. In the winter of 2017, Dr. Sarah Loose played Joan of Arc (d. 1431), Dr. Diana Duan played Empress Dowager Cixi (r. 1861-1908), Dr. Christine Isom-Verhaaren played Hürrem Sultan (c. 1502-1558), and Dr. Jenny Pulsipher played republican Martha Ballard (1735-1812), with Dr. Leslie Hadfield as moderator.



# Talking with the Students

## *Why do you like your history class?*

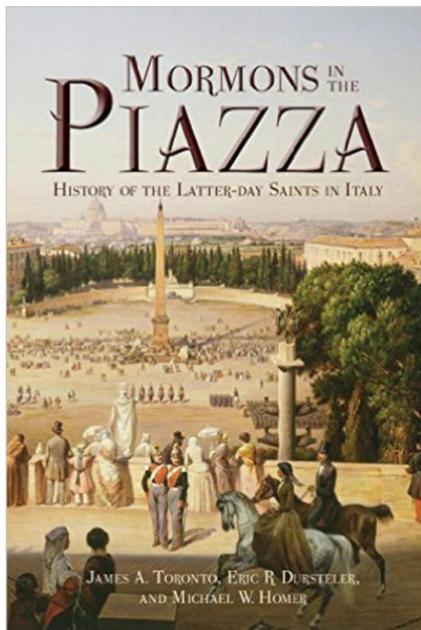
Noah Autry, Political Science major, 2nd semester at BYU

I was enrolled in HIST 331- Soviet and Post-Soviet Russia from Dr. Hardy. As an American, I have only ever seen the Cold War from an American point of view. There's nothing wrong with this, but I wanted to get the Russian point of view so my opinions could be well-thought out and well-informed. This class was my favorite class I've taken at BYU. One of the skills that I was constantly improving in this class was my writing ability. History majors are very writing intensive, and because of that I have become a much better writer. Studying history makes my life a lot more meaningful. Understanding that there have been honorable, tough, and intelligent men that not only built this nation from nothing, but were willing to give their lives to keep it safe is incredible. If that doesn't inspire you, I don't know what will. There is so much throughout history that was only possible through the intervention of God. The foundation of our country, the righteous victories we have earned, and the prosperity we enjoy all have roots in divine intervention.

Rachel Merryweather, Business major, 5th semester at BYU

I took HIST 336- South African Liberation in Winter 2017 from Dr. Hadfield and I have loved it! It has been so fun to be in such a small class where we get to know each other and share opinions. It has also broadened my perspective on people in general—I've learned how to think about things in context. I am a Civil Engagement Leadership minor, and this was an option to fulfill one of my requirements. I picked this over the other ones because I love history and don't have many chances to take this sort of class as a business major. I didn't know as much about this topic, but I was interested in how it would change my perspective on global conflict in general. I have learned about the specifics of the liberation movements against the apartheid/Afrikaner governments, such as the involvement of women and other races. I have also learned more about the other side of the conflict. It is always chilling to think how normal the Dutch/English descendants thought the discrimination was. One thing we read this semester that I feel affected my testimony was an article written by a coalition of church leaders calling for an end to racial discrimination in South Africa. They taught about Jesus Christ coming to reconcile mankind, and that because this is His mission, the worst thing we could do would be to separate ourselves—either from others or from God. That really touched me; both the idea itself, and that there is so much truth throughout the world.

# New Faculty Publications

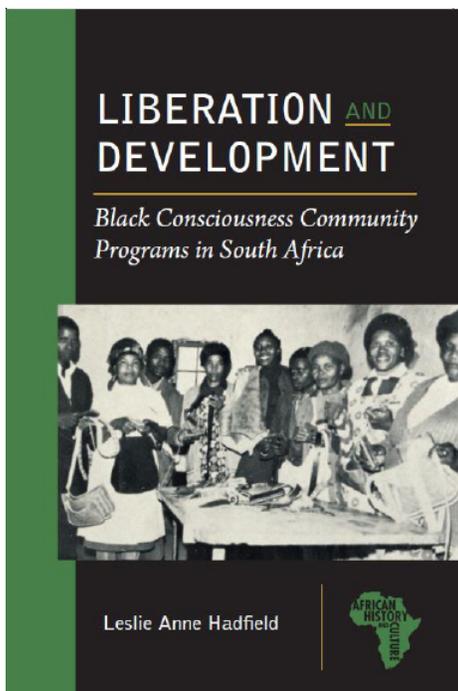


## *Mormons in the Piazza: The History of the Latter-day Saints in Italy*

by Eric R. Dursteler, James A. Toronto, and Michael W. Homer

Published by RSC/BYU and Deseret Book (January 2, 2017)

From the day Lorenzo Snow stepped out of a carriage onto Italian soil in 1850 to the day that Thomas S. Monson turned a shovel of Italian soil to break ground for a temple in 2010, The Church of Jesus Christ of Latter-day Saints has made evangelizing a high priority in Italy. Mormon missionary work unfolded against a backdrop of historical forces, political upheaval, world wars, social change, and internal Church dynamics that presented both obstacles and opportunities for growth. Over the span of a century and a half, the Church managed to establish a small but significant presence in Italy. This research offers a comprehensive account and thorough analysis of the people, events, and issues related to this important chapter in Italian and Church history. It highlights the human drama associated with encounters between foreign missionaries and local spiritual seekers and explores the implications of religious growth across obstacles of faith, geography, and culture.



## *Liberation and Development: Black Consciousness Community Programs in South Africa*

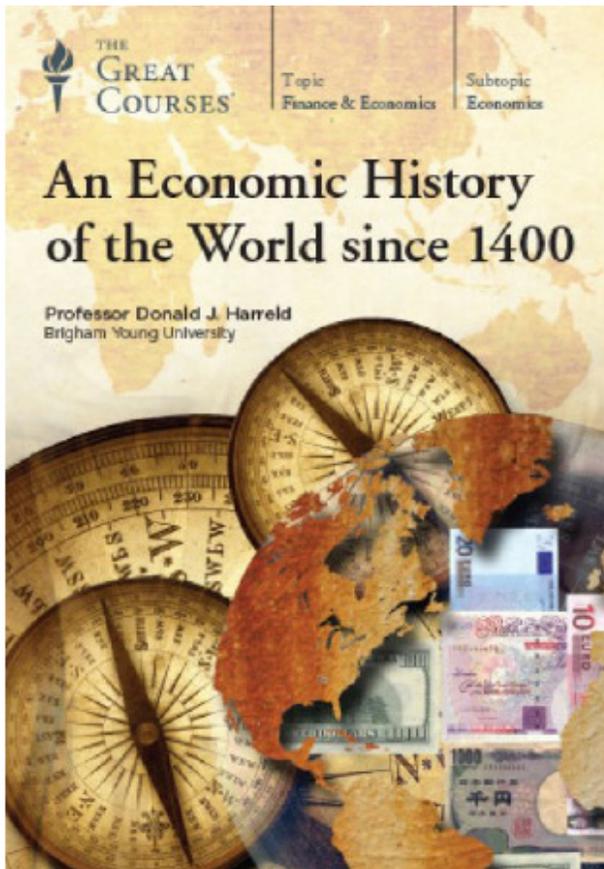
by Leslie Anne Hadfield

Published by Michigan State University Press (May 1, 2016)

An account of the community development programs of the Black Consciousness movement in South Africa. It covers the emergence of the movement's ideas and practices in the context of the late 1960s and early 1970s, then analyzes how activists refined their practices, mobilized resources, and influenced people through their work. The book examines this history primarily through the Black Community Programs organization and its three major projects: the yearbook *Black Review*, the Zanempilo Community Health Center, and the Njwaxa leatherwork factory.

“The book demolishes the pervasive belief that African women and men were inferior to other racial groups in South Africa.”

—Sifiso Mxolisi Ndlovu, honorary professor, University of South Africa, and executive director, South African Democracy Education Trust

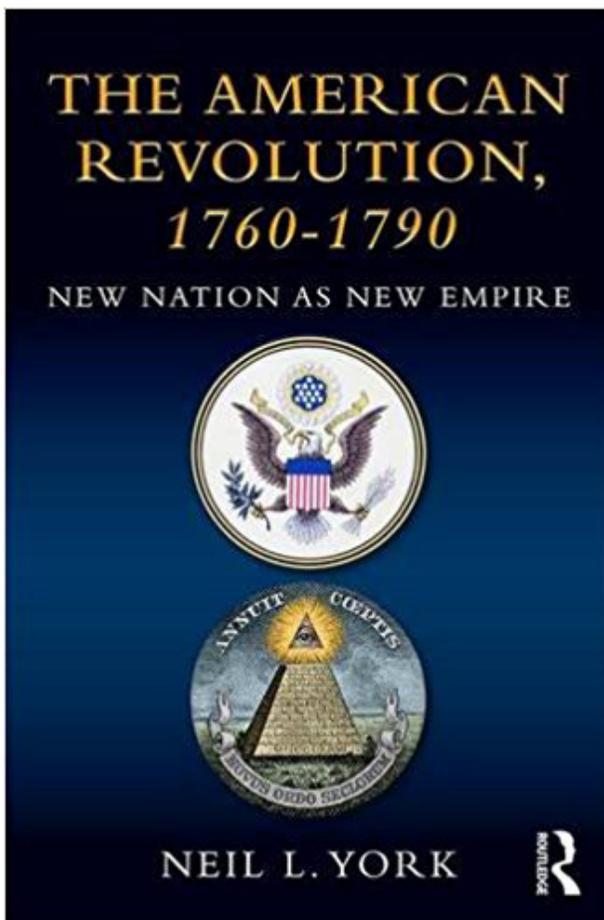


## *An Economic History of the World since 1400*

by Donald J. Harreld

Published by The Great Courses (August 19, 2016)

Designed to fill a long-empty gap in how we think about modern history, these 48 lectures are a comprehensive journey through more than 600 years of economic history, from the medieval world to the 21st century. Aimed at the layperson with only a cursory understanding of the field, *An Economic History of the World since 1400* reveals how economics has influenced (and been influenced by) historical events and trends, including the Black Death, the Age of Exploration, the Industrial Revolution, the European colonization of Africa, the collapse of the Soviet Union, and the birth of personal computing. Professor Harreld has crafted a riveting, centuries-long story of power, glory, and ideology that reveals how, in step with history, economic ideas emerged, evolved, and thrived or died.



## *The American Revolution, 1760-1790: New Nation as New Empire*

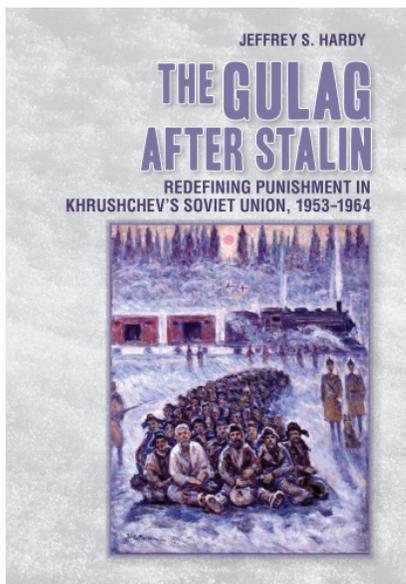
by Neil L. York

Published by Routledge (July 28, 2016)

In *The American Revolution, 1760 to 1790: New Nation as New Empire*, Neil York details the important and complex events that transpired during the creation of the enduring American Republic. This text presents a global look at the emerging nation's quest to balance liberty and authority before, during, and after the conflict with Great Britain, from the fall of Montreal through the Nootka Sound controversy. Through reviewing the causes and consequences of the Revolutionary era, York uncovers the period's paradoxes in an accessible, introductory text.

“An excellent, concise guide that reflects deep knowledge of the nature of British politics as well as the dynamics of British policy, as well as the pressures in the American colonies that led to a drive for independence. The many valuable features include the global contextualization of the subsequent war. Thoroughly recommended.”

-Jeremy Black, Professor of History, University of Exeter

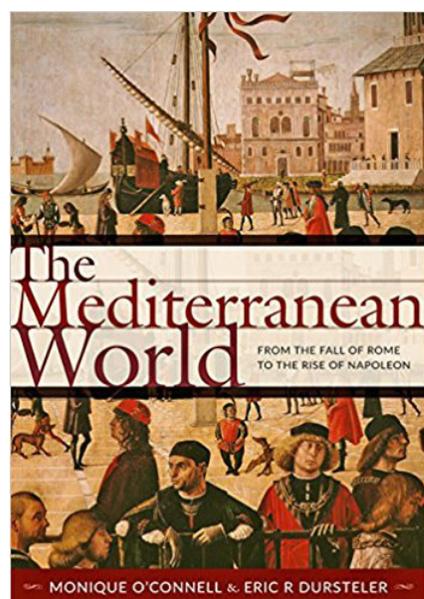


*The Gulag after Stalin: Redefining Punishment in Khrushchev's Soviet Union, 1953-1964*

by Jeffrey S. Hardy

Published by Cornell University Press (November 15, 2016)

In *The Gulag after Stalin*, Jeffrey S. Hardy reveals how the vast Soviet penal system was reimagined and reformed in the wake of Stalin's death. Hardy argues that penal reform in the 1950s was a serious endeavor intended to transform the Gulag into a humane institution that reeducated criminals into honest Soviet citizens. Under the leadership of Minister of Internal Affairs Nikolai Dudorov, a Khrushchev appointee, this drive to change the Gulag into a "progressive" system where criminals were reformed through a combination of education, vocational training, leniency, sport, labor, cultural programs, and self-governance, was both sincere and at least partially effective.

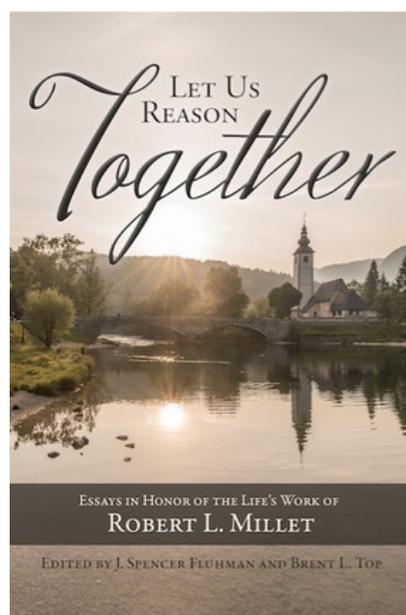


*The Mediterranean World: From the Fall of Rome to the Rise of Napoleon*

by Monique O'Connell and Eric R. Dursteler

Published by Johns Hopkins University Press (April 8, 2016)

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.

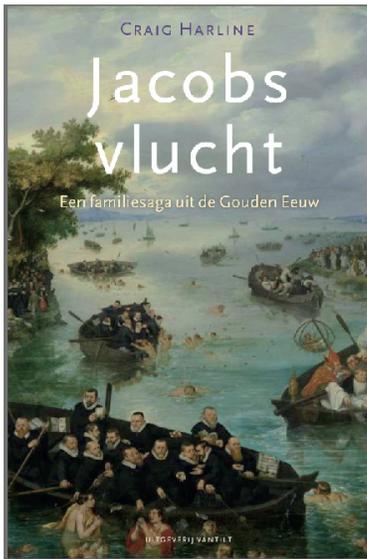


*Let Us Reason Together: Essays in Honor of the Life's Work of Robert L. Millet*

Edited by J. Spencer Fluhman and Brent L. Top

Published by Deseret Book and RSC BYU (2016)

A single volume cannot accurately measure the influence of a beloved colleague, but this one nevertheless stands as modest evidence of Robert L. Millet's prodigious impact over a career that spanned nearly four decades. His retirement provided an opportunity to gather some of those who count him as a mentor, colleague, and friend. They offer this collection of essays as a monument to his remarkable career as an administrator, teacher, and writer. That these pieces range across topics, disciplines, and even religious traditions seems especially appropriate given Millet's own broad reach. His students number in the thousands, his readers number perhaps ten times that number, and his friends in academia, the Church Educational System, and around the globe in many faiths would be difficult to number indeed. Both in terms of his staggering literary production and in his broad collection of colleagues, it is not an overstatement to place Bob Millet among the most influential Latter-day Saint voices of the past quarter century.



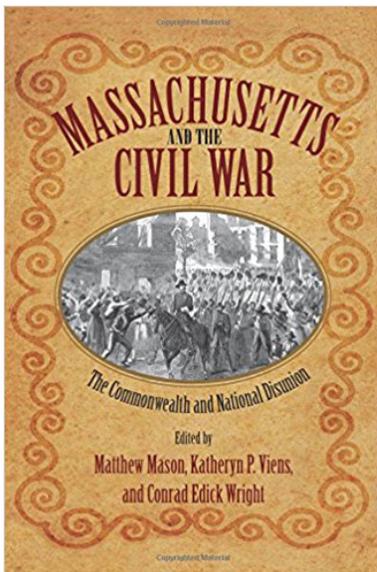
*Jacobs vlucht: Een familiesaga uit de Gouden Eeuw*  
(*Jacob's flight: A family saga of the Golden Age*)

by Craig Hairline

Published by Vantilt (October, 2016)

*Jacobs vlucht* presents an intimate and impressive portrait of one family across four generations, in flight because of their faith. The father of Jacob Rolandus converts to the new Reformed religion around 1560 and must as a consequence flee with his wife and son Jacob. Jacob turns out to be a gifted boy who, after studying in Antwerp and Basel, becomes a leading minister in Amsterdam. He makes a name for himself as translator of the Staten Bible, the first official Dutch-language Bible. Jacob's son Timothy walks in his footsteps. He is a minister in Ouderkerk at the Amstel and Boxtel, but in both places he creates trouble. Grandson Jacob Rolandus converts to the Catholic faith as a minor and flees one night to Antwerp, chased by his father. There he joins the Jesuits, and leaves as a missionary to Brazil.

Craig Harline shows in this immersive family history that life in the 'tolerant' sixteenth and seventeenth-century Northern and Southern Netherlands was much less secure than usually assumed. (summary translated by Mark Choate)

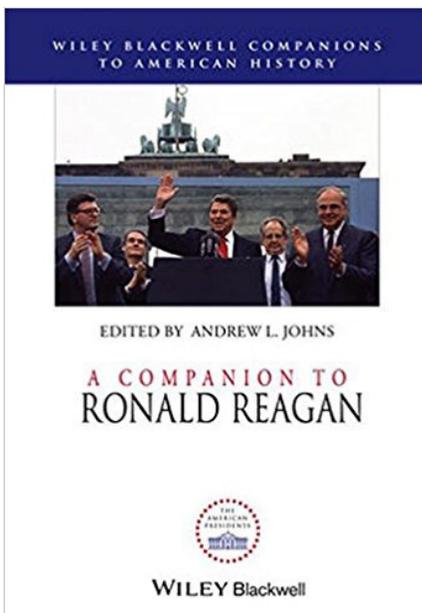


*Massachusetts and the Civil War: The Commonwealth and National Disunion*

Edited by Matthew Mason, Katheryn P. Viens, and Conrad Edick Wright

Published by University of Massachusetts Press (June 30, 2015)

All states are not created equal, at least not when it comes to their influence on American history. That assumption underlies *Massachusetts and the Civil War*. The volume's ten essays coalesce around the national significance of Massachusetts through the Civil War era, the ways in which the commonwealth reflected and even modeled the Union's precarious but real wartime unification, and the Bay State's postwar return to the schisms that predated the war. Rather than attempting to summarize every aspect of the state's contribution to the wartime Union, this collection focuses on what was distinctive about its influence during the great crisis of national unity.



*A Companion to Ronald Reagan*

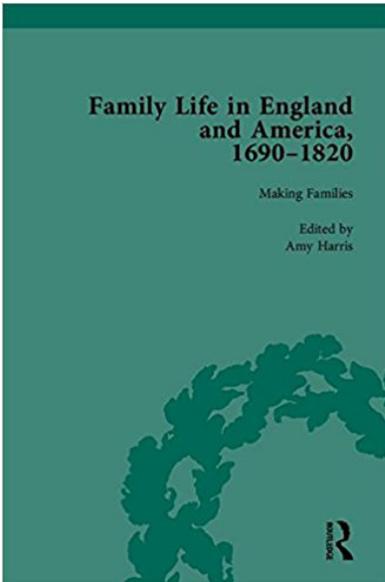
Edited by Andrew L. Johns

Published by Wiley-Blackwell (April 20, 2015)

*A Companion to Ronald Reagan* evaluates in unprecedented detail the events, policies, politics, and people of Reagan's administration. It assesses the scope and influence of his various careers within the context of the times, providing wide-ranging coverage of his administration and his legacy.

"This volume offers the fullest and fairest assessment of Ronald Reagan available today. The chapters cover Reagan's life, his policies, and the key issues of his time with clear focus and rigorous analysis. This volume defines the field, and it charts many future directions for research and debate."

–Professor Jeremi Suri, University of Texas at Austin

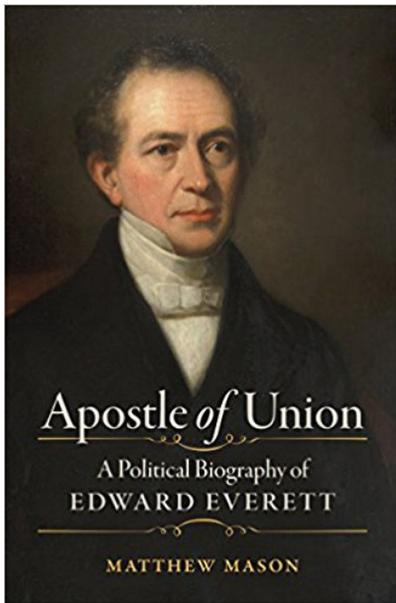


*Family Life in England and America, 1690-1820: Making Families*

Edited by Amy Harris

Published by Routledge (October 5, 2015)

This four-volume collection of primarily newly transcribed manuscript material brings together sources from both sides of the Atlantic and from a wide variety of regional archives. It is the first collection of its kind, allowing comparisons between the development of the family in England and America during a time of significant change.

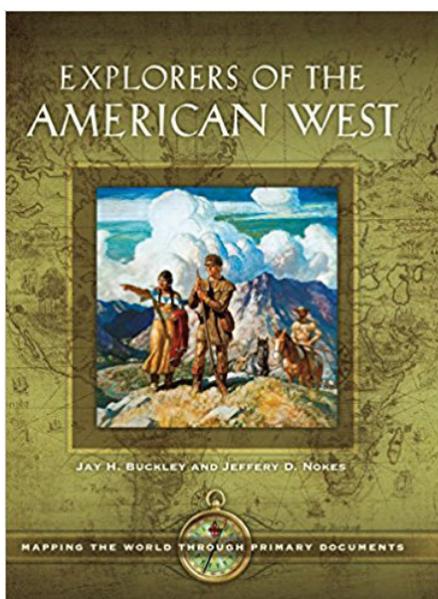


*Apostle of Union: A Political Biography of Edward Everett*

by Matthew Mason

Published by The University of North Carolina Press (September 12, 2016)

Known today as “the other speaker at Gettysburg,” Edward Everett had a distinguished and illustrative career at every level of American politics from the 1820s through the Civil War. In this new biography, Matthew Mason argues that Everett’s extraordinarily well-documented career reveals a complex man whose shifting political opinions, especially on the topic of slavery, illuminate the nuances of Northern Unionism. In the case of Everett--who once pledged to march south to aid slaveholders in putting down slave insurrections--Mason explores just how complex the question of slavery was for most Northerners, who considered slavery within a larger context of competing priorities that alternately furthered or hindered antislavery actions.



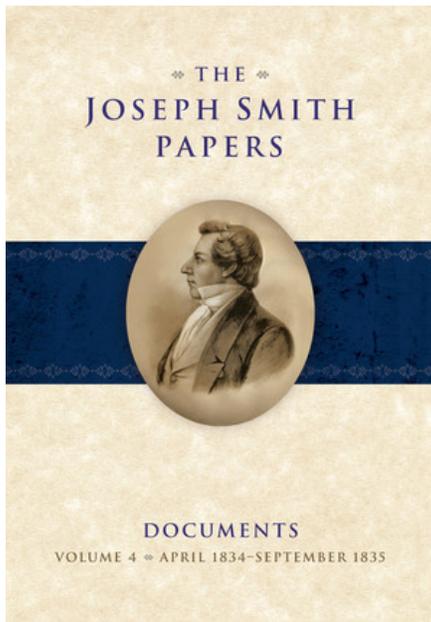
*Explorers of the American West: Mapping the World through Primary Documents*

by Jay H. Buckley & Jeffrey D. Nokes

Published by ABC-CLIO (March 28, 2016)

With original primary source documents, this anthology brings readers into the vast unknown 19th-century American West through the eyes of the explorers who saw it for the first time.

“Altogether, *Explorers of the American West* is a user-friendly collection of documentation that shares the experience of the explorer or traveler in the westward expansion in the 19th-century United States. The primary sources are engaging and bring the reader into the experience. Sourcing information is well organized and clear. This collection of written documentation and analysis will be extremely useful for scholars, researchers, and historians seeking primary source information on United States westward exploration. Highly recommended.” - ARBA

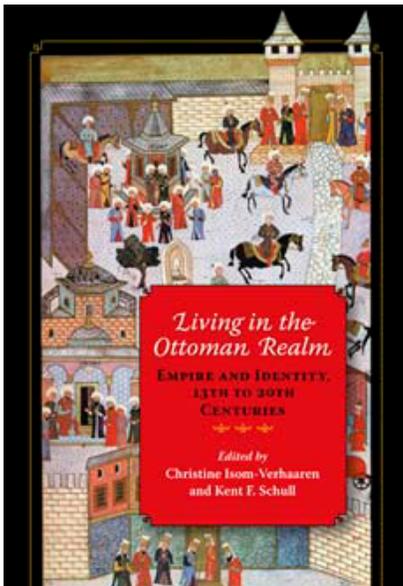


*The Joseph Smith Papers: Documents,  
Vol. 4: April 1834 - September 1835*

Edited by Matthew C. Godfrey, Brenden W. Rensink, Alex D. Smith, Max H. Parkin, and Alexander L. Baugh

Published by The Church Historian's Press (May 9, 2016)

Between April 1834 and September 1835, Joseph Smith and the church he led faced tumultuous times. The documents in this volume of The Joseph Smith Papers highlight Joseph Smith's struggle for Zion's redemption during this period, whether through the calling of the Camp of Israel (later known as Zion's Camp) or through the continued construction of the House of the Lord in Kirtland, Ohio, where the Saints would be endowed with power. Other documents highlight the development of new leadership positions in the church, such as those of Apostle and Seventy. Still other documents show the great efforts that Joseph Smith and other church leaders made to publish a compilation of Smith's revelations, called the Doctrine and Covenants, in 1835. Together, the documents provide insights into the development of the church and characteristics of Joseph Smith as a husband, father, and leader of a growing religious movement.

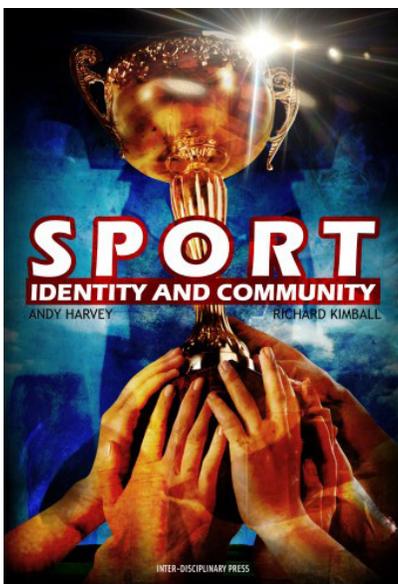


*Living in the Ottoman Realm: Empire and Identity,  
13th to 20th Centuries*

Edited by Christine Isom-Verhaaren and Kent F. Schull

Published by Indiana University Press (April 11, 2016)

*Living in the Ottoman Realm* brings the Ottoman Empire to life in all of its ethnic, religious, linguistic, and geographic diversity. The contributors explore the development and transformation of identity over the long span of the empire's existence. They offer engaging accounts of individuals, groups, and communities by drawing on a rich array of primary sources, some available in English translation for the first time. These materials are examined with new methodological approaches to gain a deeper understanding of what it meant to be Ottoman. Designed for use as a course text, each chapter includes study questions and suggestions for further reading.

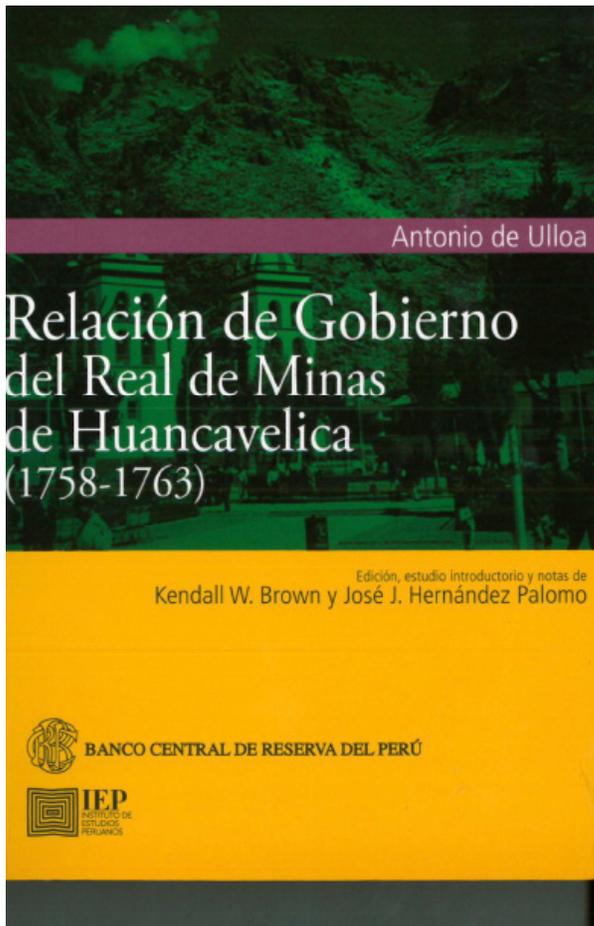


*Sport, Identity, and Community*

Edited by Andy Harvey and Richard Kimball

Published by Inter-Disciplinary Press, Oxfordshire (2016)

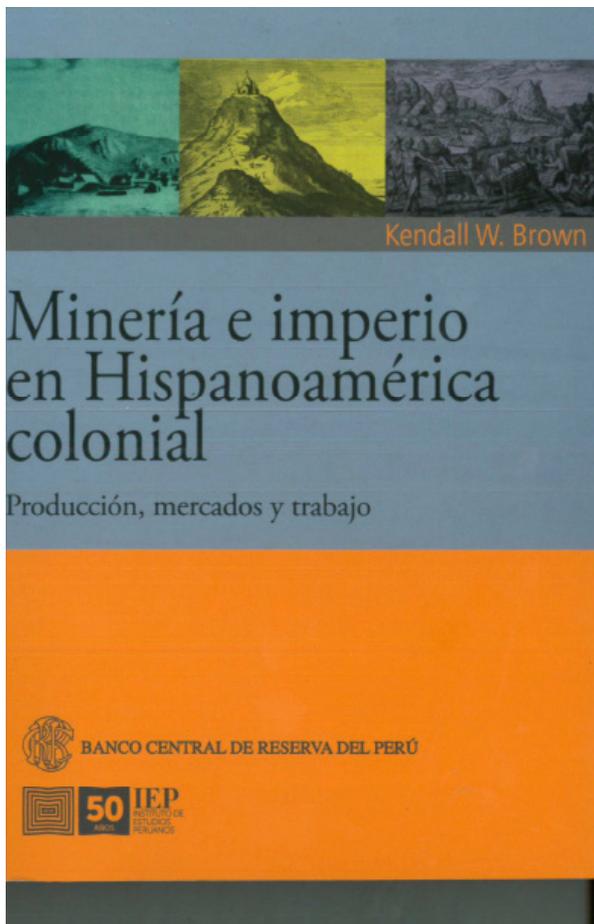
This collection explores the multitude of meanings and practices of sport as it is played, watched and understood by millions of people around the globe.



*Relación de Gobierno del Real de Minas de Huancavelica (1758-1763)*

Edited by Kendall W. Brown and José J. Hernández Palomo Published by The Institute of Peruvian Studies (2016)

Antonio de Ulloa (1716-1795) was a Spanish expert in natural sciences, a naval officer, and a colonial administrator. Along with Jorge Juan y Santacilia, he was a member of the geodetic expedition of Charles-Marie La Condamine to Quito in 1735. They returned to Spain in 1744, after having analyzed the economic and political conditions in the Andean region. They also wrote a report that described the fraud and abuse that raged in the Andes. Ulloa was one of the discoverers of platinum, and toured Europe in early 1750 in order to study new technologies and recruit technicians to Spain. He served as governor of the Huancavelica mercury mines between 1757 and 1764. During the 1780s, he commanded Spanish naval operations. As a scientist Ulloa was one of the leading figures of the Spanish Enlightenment.



*Minería e imperio en Hispanoamérica colonial. Producción, mercados y trabajo*

by Kendall W. Brown

Published by The Institute of Peruvian Studies (2016)

Mining was the sector that, from the 16th to the 19th centuries, linked the economy of the great viceroyalties of Mexico and Peru to that of the Spanish empire. While Zacatecas and Potosí produced the silver circulated as currency throughout Europe and Asia, Huancavelica and Almadén provided the mercury used by Spanish-American mine operators for the refining of the precious metal. The provision of mercury was thus a key mechanism for the functioning of the imperial economy. Most of the eight articles in this book address the organization of Peruvian and American mining production, as well as the role played by the Spanish government. The author combines a panoramic look at the Hispanic empire with a focused study of local circumstances in important sites such as Potosí and Huancavelica, and in lesser places such as Huantajaya. The volume is complemented by studies of the Jesuit economy, and of inflation and deflation in Peru during the colonial period. (summary translated by Mark Choate)

# Lecture Spotlight

32nd Annual Russel B. Swensen Lecture

## Patrick Griffin



“The Provincial Imagination, Empire, and Revolution: Four Painters and the Crisis of the Eighteenth Century”

*Patrick Griffin is the Madden-Hennebry Professor and Chair of the Department of History at the University of Notre Dame, where he teaches courses on British Atlantic and early American history. He has written widely on eighteenth-century British North America and the American Revolution, as well as on the history of Ireland and Britain. His latest book, about to appear with Yale University Press is entitled The Townshend Moment: Two Brothers and the Making of Empire and Revolution in the Eighteenth Century. He lives with his wife and four children in South Bend.*

Dr. Griffin’s talk reconstructed the provincial worlds of four eighteenth-century painters: the Americans John Singleton Copley and Benjamin West, the Irishman James Barry, and the Scot Allan Ramsay, in order to analyze the different ways those living in the provinces of a dynamic British empire came to think of themselves, of the empire, and of each other. The painters, therefore, offer a means of appreciating the tensions inherent in the empire that led to its fracturing with the American Revolution. In addition to discussing broad historical dynamics, the talk focused on a number of important paintings, offering one eighteenth-century historian’s interpretation of each work and, more important, the age that gave rise to it.

# Family History

The Family History Program spearheaded the large combined BYU booth at RootsTech again this year. Approximately 20 family history students traveled to the Salt Palace and took turns manning our section of the booth and answering a variety of questions from attendees about family history at BYU. The conference was attended by approximately 30,000 people, so our students kept busy informing people from all over the country (and the world!) about the Family History Program and the Center for Family History and Genealogy. The other BYU booth participants (Family History Library, Print & Mail, Computer Science, Independent Study, etc.) also enjoyed a good response to the information they shared with conference attendees. Our new t-shirts (designed and created by students) were a hot commodity and brought additional traffic to our booth. Apparently, genealogists have a sense of humor and they don't mind showing people – via their apparel! It was good to have so many Family History alumni stop by the booth to update us on what they are doing in the vast field of genealogy. Even BYU grads from programs other than Family History stopped by to chat – once a Cougar, always a Cougar! Our BYU booth was one of the largest in the exhibit hall and gave the university a great deal of exposure.



# The Nauvoo Project



The Nauvoo Community Project began in 2011. The goal of the massive project is to research everyone believed to have been in Nauvoo, prove their identity, and uniquely identify all of their information, including marriage, death, burial, parents, spouses, and children. The team has worked these past four years to correct dates and relationships, clean up sometimes inaccurate pioneer data, and organize all of it for others to use. As trained genealogists, they have the resources and the skills to sort through mounds of available records. In Prof. Crandell's eyes, it honors the pioneers to get each individual's genealogical information right. Since the program began, some 3,600 people have been documented. Please visit [nauvoo.byu.edu](http://nauvoo.byu.edu) to learn more!

## From the Student Researchers:

"The Nauvoo Project has taught me that everyone's story is different. When we look at a historical event, we tend to only see the big picture, but with the Nauvoo project, we are able to delve deep into the lives of the individual. A lot of these people were our ancestors, and it is exciting to get to know them more."

-Alyssa Fonoimoana

"Working on the Nauvoo Project has been an incredible experience. It has helped me to feel a deeper appreciation for the sacrifice that the early LDS communities made in order to come west and allow the church to grow. I can feel myself getting closer to my own ancestors spiritually as I research the records for the Nauvoo Residents. It has also helped me to realize how much easier family history is than I expect it to be. So many of the records that can lead us to our ancestors are available to us online. Doing family history is just a matter of taking initiative to figure out the basics of how to find your ancestors and then allowing time for it to happen."

-Devrie Rozsa

# Faculty Updates

**Dr. Jenny Pulsipher** has been putting the final touches on her book manuscript, *John Wompas's World: An American Indian Life in the Early English Empire* (Yale University Press, 2018). She submitted the whole kit and caboodle (illustrations, maps, tables, MS) on Wednesday, March 1.

**Dr. Jay H. Buckley** published *Explorers of the American West: Mapping the World through Primary Documents*, co-authored with Dr. Jeffery D. Nokes. He and Jeff presented their research on Zebulon Pike at the National Council for History Education Conference in Niagara Falls, New York. Buckley and his research assistant Kristen Spencer conducted numerous oral interviews with American Indian missionaries. He has written up their findings in "A History of the Northern Indian Mission, 1964-1973," an article that will be published in a forthcoming anthology on American Indians and Mormons. Buckley serves on the Board of Directors for the Charles Redd Center for Western Studies and the Utah Valley Historical Society. He accompanied K-12 teachers to Boston, Philadelphia, Colonial Williamsburg, and Washington, D.C., through the Driven2Teach Field Study program <[www.driven2teach.org](http://www.driven2teach.org)>.

In 2016 **Dr. Jeffrey S. Hardy's** first book, *The Gulag After Stalin*, was published with Cornell University Press. This is the culmination of many years of research and writing and so it was quite exciting to hold the finished product. Dr. Hardy was also able to spend a couple of months this past year in Russia doing archival research for his next book project, which explores how religion was practiced and repressed in the Soviet penal system. His favorite part of this trip was a week on the remote and stunningly beautiful Solovetsky Islands, located in the White Sea just below the Arctic Circle. This was the location of an important monastic complex in Russian Orthodoxy that under the Soviets was turned into a massive forced-labor camp. The weight of this historical legacy was tangible as he visited the sites and museums and marveled at the current transformation that is restoring the monasteries to their former purpose and glory.

**Dr. Spencer Fluhman** was appointed executive director of BYU's Neal A. Maxwell Institute for Religious Scholarship in 2016 and continues as editor-in-chief of *Mormon Studies Review*. Volume 4 of the *Review* appeared in late 2016 (see [publications.mi.byu.edu/periodicals/msr](http://publications.mi.byu.edu/periodicals/msr)). He is currently editing for publication (with coeditors Kathleen Flake and Jed Woodworth) the proceedings of a Maxwell Institute Scholars' Colloquium, held in June 2016, to be titled *To Be Learned is Good: Faith and Scholarship Among the Latter-day Saints, Essays in Honor of Richard Lyman Bushman*. The volume features LDS scholars from a range of academic disciplines and non-LDS specialists who introduce and contextualize various chapters. It will be published by the Institute in late 2017. In early 2017 Professor Fluhman concluded a stint on the council of the American Society of Church History and currently serves as co-chair, with University of Utah scholar Colleen McDannell, of the American Academy of Religion's Mormon Studies Unit.

**Dr. Andrew L. Johns** was elected as President-elect of the Pacific Coast Branch of the American Historical Association for 2017-2018. He will be President of the PCB-AHA in 2018-2019, and will be the third member of the BYU Department of History to hold the position (Thomas G. Alexander, 2001-2002; Leonard J. Arrington, 1981-1982).

**Dr. Matthew Mason** was pleased to see his latest book, *Apostle of Union: A Political Biography of Edward Everett*, published by University of North Carolina Press in the fall. This means the world will soon know so much more about “that other speaker at Gettysburg” than they thought they wanted to know. He also saw articles published in *The Journal of the Civil War Era* and the online journal “Common-place.” He presented his work in a rather diverse list of places including Oxford, Cambridge, New Haven, and Chattanooga. He enjoyed teaching classes including an “Unexpected Connections” university class on slavery and freedom with Megan Sanborn Jones from the Theater (or maybe Theatre?) department. He also did a variety of media interviews and continued his work as co-director of Historians Against Slavery and faculty advisor to BYU’s excellent Anti-Human Trafficking Club, despite wishing he could convince the otherwise excellent student leaders to add an extra hyphen between “Human” and “Trafficking.”

**Dr. Brian Cannon’s** chapter on the history of the rural West was published in *The Routledge History of Rural America* last year. His article entitled “Ezra Taft Benson and the Family Farm” is slated for inclusion in an edited collection of essays about Benson to be published by the University of Illinois Press. His paper “Millions of Acres in Our State’: Mormon Agrarianism and the Environmental Limits of Expansion” is part of a volume on Mormons and the environment currently under review for publication by the University of Utah Press. His book *The A wkward State of U tah: C oming of Age in the N ation, 1896-1945*, coauthored with Charles S. Peterson, received an award of merit from the Utah State Historical Society. He serves on the editorial boards of *BYU Studies* and the *Utah Historical Quarterly*, as an associate editor for *Agricultural History*, and as president of the Mormon History Association. He directs the Charles Redd Center for Western Studies at BYU and is working on a study of Native American indenture in pioneer Utah and a book on the depopulation of rural America.

**Dr. Brenden W. Rensink**, an Assistant Professor in the History Department and Assistant Director of the Charles Redd Center for Western Studies, recently launched a new public digital history project at the Redd Center, entitled *Intermountain Histories*. The project features a free mobile app (search “Intermountain Histories” in the Apple iOS or Google Android app stores) and website (<http://www.intermountainhistories.org>) that provide scholarly information and interpretive stories of historic sites and events around the Intermountain West regions of Idaho, Wyoming, Montana, Nevada, Utah, Colorado, Arizona, and New Mexico. Using an interactive GPS-enabled map, you can take virtual or physical walking tours of historic sites. As your personal tour guide, *Intermountain Histories* provides historical information, photographs and images, documentary videos, audio interviews, oral histories, bibliographic citations, and other resources as you explore. Each historical “story” was researched and developed by students and professors in classroom settings from universities around the Intermountain West. New content is created and published each semester. To receive notifications about new stories on the site, follow the project at <http://www.facebook.com/IntermountainHistories> or <https://twitter.com/InterMtnHistory>.

**Prof. Jill Crandell** is directing the Center for Family History and Genealogy. This year, the center employed 45 students who worked on multiple projects. The Nauvoo Community Project now has over 5000 early Mormon residents who have been researched and documented. This year, the center has started a program to offer grants for industry partner projects, and several exciting projects are currently under consideration. Jill presented at national family history conferences in Springfield, Illinois, and Salt Lake City, and this summer she will present in Raleigh, North Carolina, and Pittsburgh, Pennsylvania. Research trips are planned for New York, Rhode Island, and Washington DC. She serves as the treasurer of the International Commission for the Accreditation of Professional Genealogists (ICAPGen) and received the History Department Outstanding Teacher Award, chair selection, for 2016-2017.

**Dr. Craig Harline's** book, *Jacobs Vlucht*, a three-generation saga about a family divided by religion during the Reformation, appeared in November 2016 from the Dutch publisher Vantilt. He also finished, in the nick of time for his mental and physical health, a book about Martin Luther's early years of trouble, called *A World Ablaze: The Rise of Martin Luther and the Birth of the Reformation*, to be published in September 2017 by Oxford University Press. He is currently still recovering from that process, hopefully in time for all the big Luther celebrations coming this fall.

## Faculty Recognition and Awards



Chair Selection for Outstanding  
Teacher of the Year

Jill Crandell



Student Selection for Outstanding  
Teacher of the Year

Alisa Kesler-Lund

# Meet Our New Faculty

*Dr. Sarah Loose*  
Assistant Professor, BYU



*Dr. Sarah Loose obtained her Bachelor's degree in history from BYU, a Master's degree from BYU, and a PhD from the University of Toronto.*

*Her specific research interest is in the late Middle Ages, especially the period of transition from the late medieval to the Early Modern world in the geographic area of Italy. In an interview with Hannah Julien, Dr. Loose in her own words expresses her views on the importance of history in the modern world, along with advice for other history majors.*

**Why did you get into history?** “I liked it! The original plan was law school so why not major in something relevant? But by my second year I decided not to go to law school and got my PhD instead. I have always been fascinated by stories about people and the way they understand the world, and why they thought about the world the way that they did. I really never thought about majoring in anything else.”

**Why is studying history important?** “When you study history, you learn how to think differently. You learn to be analytical, to evaluate material, and how to put yourself in someone else's shoes. You learn to write, and communicate, and to tackle problematic questions. With these skills you gain an edge, becoming critical, not just taking things at face value, and learning to be objective while also realizing it is impossible to be completely objective.”

**What advice would you give to history majors?** “Even though writing is often a big challenge and there are heavy reading loads, stick with it because you do become a better writer as you practice. See those assignments as an opportunity to practice and get better at it. Find what part of history you love and learn all that you can about it, even if you're not planning on going into academia.”

**What are you currently working on?** “My current manuscript focuses on a hospital in Siena, Italy during the fifteenth and sixteenth centuries. It examines the various ways that charity was performed and analyzes the ways that charitable institutions, like this hospital, exercised religious, economic, political, and social power. In the fall I will also be teaching a course on digital history and how to use digital technology and media in historical research.”

## Dr. Jonathan Felt

Assistant Professor, BYU



*Dr. Jon Felt started at BYU in the history department before going on to obtain his Master's degree in Chinese Literature at the University of Colorado. He later earned a PhD at Stanford University in history. His professional emphasis focuses on medieval China. Dr. Felt shares some insights in an interview with Hannah Julien on the place of history in our lives.*

**Why did you choose history?** “I first declared as a math major but within a week realized that math was not going to hold my interest the way history would. I quickly changed my major in that first semester. I had always been a sucker for period piece films. I liked medieval and ancient history more than modern history. I always had medieval Lego sets growing up. I couldn't have articulated it then, but looking back, it interested me how different the past was from the modern world. I had always been interested in China and started learning Chinese before I was called on a mission to Taiwan.”

**What is the relevance of ancient Chinese history in our lives?** “It is precisely because of the foreign-ness of ancient Chinese history that we can see how different the world can be. People will try to convince you that the way things are is the way things have always been; however, the real value of history is to evaluate and understand that the past is a foreign country. It is an empowering message that things can change and it is because of people like us that things do change. It also builds empathy. When you study people in the past and see the things they do as weird, but try to understand them on their own terms anyway, that is a life skill.”

**What are you currently working on?** “My work deals with geographical thought in early medieval China. It was a very messy point in Chinese history; it wasn't unified, and there was chaos in the intellectual world. It is because of the messiness that the old ideas had to be reevaluated and they began grappling with the concept of their place in the world.”

**What advice would you give to history majors?** “Take advantage of the opportunities and funding that BYU offers to participate in research. The administration has made it clear that they want to involve undergraduate students in the research process and so there are lots of opportunities for that. Take the opportunities that BYU offers to publish and to research and that will help you in whatever you decide to do after college.”

## Dr. Diana Duan

Assistant Professor, BYU

Diana Zhidan Duan was raised in Dali, Yunnan Province of China. Her ancestry includes Tibetan, Muslim, and Han Chinese. Professor Duan's current focus is on the borderlands of China and Mainland Southeast Asia. She is interested in migration and immigration, cross-border communities, ethnic groups and economy, and environmental history. Professor Duan received her doctoral degrees from Renmin

University, Beijing, China, in Modern Chinese History (Ph.D., 2008) and Arizona State University, Tucson, Arizona, USA, in Asian History (Ph.D., 2015). At Brigham Young University, Professor Duan teaches courses in World Civilization from 1500, China Since 1200, and Chinese Cultural History.



## Dr. Cameron McCoy

Assistant Professor, BYU



Professor Cameron D. McCoy was born in Washington, D.C. and graduated from Brigham Young University. Upon graduation, he was commissioned a second lieutenant in the United States Marine Corps and served as an infantry officer. He served in various assignments ranging from platoon commander to battalion executive officer in support of Operation Iraqi Freedom, U.S. Forces Korea, and domestic training commands. Following his active duty tours he entered the Marine Corps Reserves and began graduate school at Texas A&M University where he earned an MA in 20th Century U.S. Military History. Upon receiving his MA, with the Master's thesis "Jim Crow America and the Marines of Montford Point in the World War II Era," he transferred to the University of Texas at Austin to complete his doctoral studies, writing the dissertation, "Mr. President, What of the Marines?: The Men of Montford Point and the Contest for Legitimacy in Cold War America." As a fellow at the United States Military Academy, he teaches the History of the United States and researches American Foreign Relations, 20th Century Military and American History, and Minorities in the U.S. Armed Forces. Dr. McCoy will begin teaching at BYU in summer 2017.

# History Teaching Updates

## *Internships:*

Students now complete a teaching internship in the place of student teaching, during which they are the teacher of record for their classes, with a mentor teacher in the building and a BYU supervisor. Thirteen students are currently completing a full year teaching internship, with half salary and full benefits. Many of these have been rehired by school districts or schools where they completed their internship. Eight students have been hired as interns for next year (which was all of our applicants, and schools are begging for more). A new State Social Studies Curriculum was adopted by Utah State Office of Education in December, 2016. It integrates skills into content at a developmentally appropriate level, using evidence to defend a historical interpretation. Preparation for civic engagement is also a key to keeping history in public schools.

## *Faculty:*

Elaine Peterson will be leaving after four years as a Clinical Faculty Associate (CFA). She is retiring after a great career with the Nebo School District. Krista Thornock will stay one more year, and we have just hired a new CFA in a two year position. Craig Jeppson from Wasatch School District will be here for the next two years. Our plans are to replace one CFA each year so that the one who stays can help train the replacement on an ongoing basis. The CFAs' responsibilities include team teaching History 276 (Explorations of Teaching), supervising student teachers and interns, and perhaps teaching Hist 477 and Hist 478 (Methods of Teaching/Practicum).

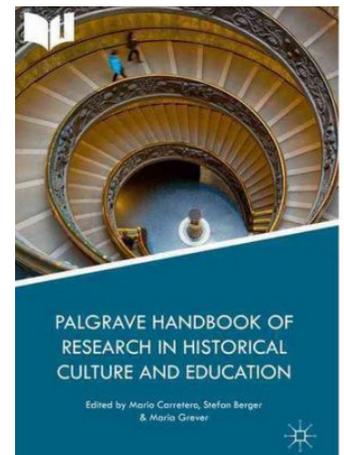
## *BYU Student Involvement in the Utah Council for the Social Studies:*

About twenty secondary and a few elementary teaching majors are members of UCSS, and many attended the UCSS annual conference. Students have published in the last two journals of the UCSS and two book reviews should be published in the next journal. UCSS had a movie day in which BYU student prepared lesson materials associated with the movies *Race* (2016) and *Hidden Figures* (2016). Two students have begun work on an NCSS organization affiliate at BYU.

## History Teaching Advisor Dr. Jeff Nokes

Dr. Nokes has recently published a chapter entitled "Historical Reading and Writing in Secondary School Classrooms" in the Palgrave Handbook of Research in Historical Culture and Education. This is a handbook with respected international editors and contributors from around the world.

He was also asked by the Church History Department to prepare lesson materials on the Mountain Meadows Massacre, which he presented at the National Council for History Education in Atlanta, Georgia, in April.



# Native American Studies Events



Professor Jay Buckley joined with the BYU multicultural student club, the Tribe of Many Feathers, to gather and send food, clothing, sleeping bags, coats, and money to the water protectors protesting the Dakota Access Pipeline in South Dakota. One of his students, Erin Tapahe, and her father, Eugene, took the supplies to Standing Rock. They returned and reported their experience in Buckley's American Indian history class.



Edna Watchman & Donna Sitake attended the BYU Native American Alumni banquet in March. Dr. Jay Buckley and BYU student Kristen Spencer conducted oral interviews with these two former sister missionaries and their contemporaries to compile an oral interview collection and history of the Northern Indian Mission.



Native American Studies Minor participants Lauren Nabahe and Brandon Benally represented BYU as the Headman and Headwoman at the Harold R. Cedartree Pow-wow at BYU in March 2017.

# Scholarships

## History Department Tuition Scholarship Awards (2016-2017)

Amy Carpenter	Arthur Becker Scholarship
Mathew Taylor Bouton	De Lamar & Mary W. Jensen Scholarship
Devin Hart	James B. Allen Scholarship
Megan Vore	Mark Earl Brotherson Memorial Scholarship
Carly Bagley	Mary Kathleen McKay Scholarship
Tatum Frampton	Mary Kathleen McKay Scholarship
Miriam Harper	Minority Scholarship
Emily Truman	Mary Ruth Cannon Spencer Scholarship
Nicole Wechsler	William J. Snow Scholarship

## Center for Family History & Genealogy Endowed Scholarships

Altheda Geurts	Conlee Grant
Lauren Atkinson	Ingersoll Grant
Wendy Brimhall	Ingersoll Grant
Amy Woodward	Ingersoll Grant
Miyamoto Jensen	Morse Grant
Tatum Frampton	Trejo Grant
Marie Johnson	Trejo Grant
Becca Curtis	Mansfield Scholarship

### 2016-2017 History Valedictorians

August 2016: Christian Curriden

April 2017: Claire Woodward

## Awards for Outstanding Papers Written in 2016

### **Women's History Award**

Katie Richards, "The American Revolution and American Independence as Depicted in The Lady's Magazine, August and September 1776." Written for a personal project.

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

Taylor Rice, "Harbingers of Empire: Re-examining the Creation of the North-West Mounted Police and Their Role in Securing the North-West Territories for Canada and the Crown." Written for Jay Buckley, Hist 490.

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

Natalie Larsen, "Slim Winnings for Tubby Taft: Utah and the Presidential Election of 1912." Written for Spencer Fluhman, Hist 364 & Timothy Davis, Hist 200.

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

Susannah Morrison, "'No Nation More Tenacious of Its Past': National Historical Memory in Interwar Scotland, 1920-1934." Written for Matt Mason, Hist 323.

### **Fred R. Gowans Award in 19th C. Western US History**

William King, "'Wanton Destruction': Wildlife in Yellowstone National Park before the National Park Protection Act." Written for Jay Buckley, Hist 490.

### **Carol Cornwall Madsen Award in Mormon Women's History**

Kaytlin Nalder, "Polygamy and Women: A Look at Women's Arguments For and Against Polygamy in Utah." Written for Spencer Fluhman, Hist 364.

### **Personal Family History Award**

Brianna Baker, "Eldon M Tolman: A Life of Service." Written for Jeff Nokes, Hist 200.

### **William J. Snow Award in Western or Mormon History**

Lauren Wake, "Faith-based Utilitarianism: Early LDS Perceptions of the Salt Lake Valley." Written for Shawn Miller, Hist 490.

### **Native American Studies Award**

Erik Perterson, "The Lawyer, the Politician, and the Secretary: Mormon Involvement in Federal Indian Termination Policy." Written for Jay Buckley, Hist 490.

### **Latin American History Award**

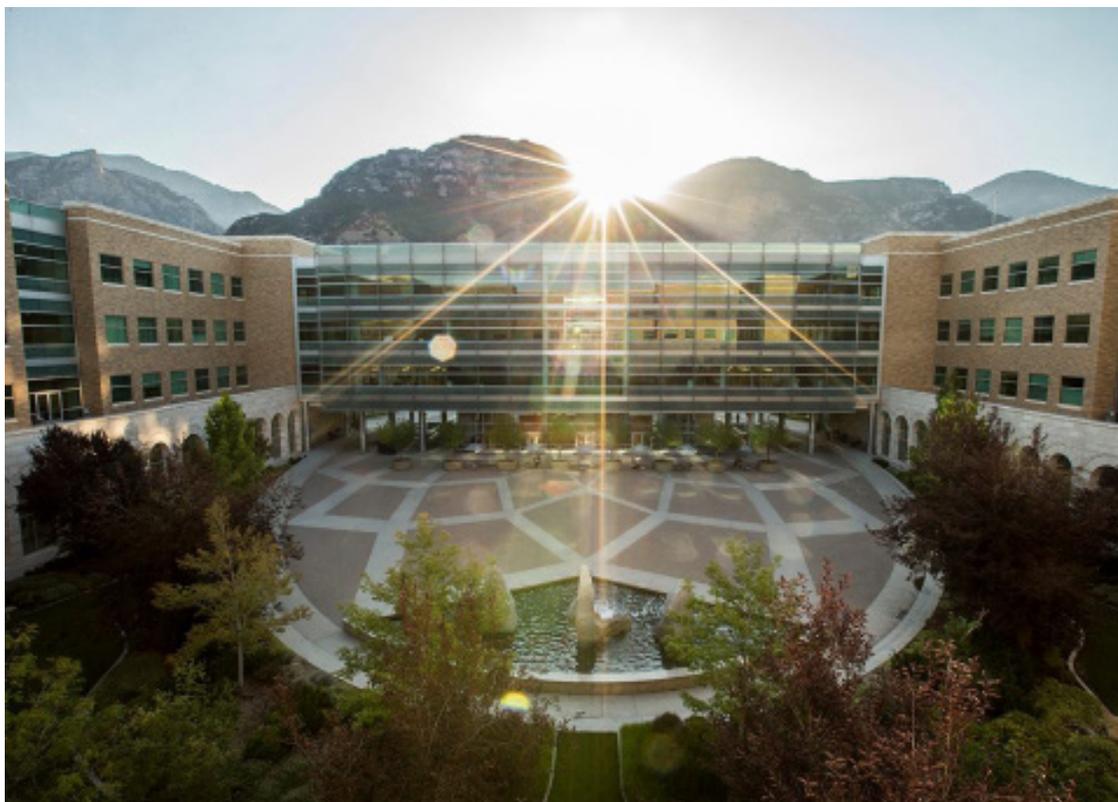
Tyler Balli, "'Aventureros Sin Patria y Sin Ley': The Mexican Reactions to Henry Crabb's Filibustering Expedition of 1857." Written for Evan Ward, Hist 326.

### **Cultural History Award**

Kira Haddock, "Marlon Brando: The Original Contender." Written for Matt Mason, Hist 490.

### **History of Empire**

Berklee DeBry, "The Politics of Memorialization: Analyzing Former Nazi Concentration Camps to Understand Contemporary Politics." Written for Stewart Anderson, Hist 495R.



## Acknowledgments

Special thanks to the students, teachers and staff for their contributions to this year's edition of the History Department newsletter.

Edited by Dr. Mark Choate and Hannah Julien



College of Family, Home, and Social Sciences

Department of History

Brigham Young University

2130 Joseph F. Smith Building

Provo, UT 84602

801.422.4335

[history.byu.edu](http://history.byu.edu)