

2018-2019 Newsletter
BYU Department of

HISTORY



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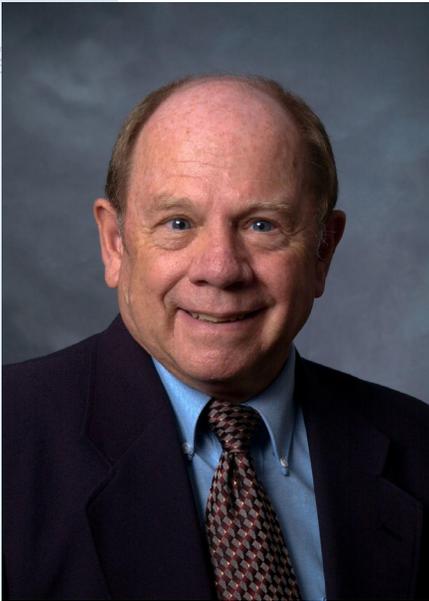
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The Numbers

A special thanks to Dr. Rebecca de Schweinitz, BYU Photo, and all the many other faculty members that made this year's newsletter possible.

In Memory of:

Dr. William G. Hartley



Bill Hartley, a former member of the department passed away last spring, after a lengthy battle with cancer. He was a member of the department for a relatively brief time, but was well-known to many of us from his many years in the Joseph Fielding Smith Institute for Church History and because of his pioneering work in Latter-day Saint History. He was a good man and an excellent historian, with an always-welcome sense of humor and common-sense perspective. Many of us have fond memories of Bill and will miss him. A few current faculty shared thoughts at his passing. Some are included below.

Bill befriended me while I was in graduate school at Chicago, and we exchanged research notes on the Midwest over the years. He was unfailingly kind to me, and an example of scholarly productivity and objectivity in the field of Mormon history. He presented on a panel I chaired last fall for Utah State History. Already in poor health, he was unsteady on his feet but delivered a fine talk in a clear voice nonetheless. He was an example to me of staying true to his craft despite his infirmities. –Susan Rugh

Bill was a humble, hard-working, generous, and model historian, very professional and helpful to all. Also, as Mormon History Association president he saved the MHA because of his level-headed and parsimonious leadership. –Mark Choate

I can't remember a time when Bill wasn't a part of my life, shadowy or otherwise. For decades, beginning in the 1970s, Bill and my father worked together, researching and writing high-class family histories (both the histories and the families) for hire. Several times a year, as a youngster, I would open the front door, recognize the short but stout figure, and yell, "Dad, Brother Hartley's here." Those doorstep exchanges introduced me to Bill and I grew to respect, admire, and love him as I came to know his family and hang out with his kids. Bill also gave me my first real history job as an undergraduate at BYU, researching trail accounts. He was invariably humble, messy, disorganized, and full of more ideas than anyone I have known. He worked his way far down the path of becoming an "entrepreneurial historian," though never quite recognized the dream. His love for history was DNA-deep, but he also preached that historians are purveyors of a trade and he worked like a master craftsman. Bill was also a terrific father and deeply devoted to his wife, Linda. The very salt of the earth. –Richard Kimball

I first met Bill while working as an undergrad research assistant for the Joseph Smith Papers. A lot of the senior historians on staff there never took the time to get to know the RAs, but Bill remembered me after our first meeting, and always said hello and asked how my studies were going when we crossed paths. I know several others in similar circumstances to me that have those same memories of him. –Christopher Jones

Bill was such a genial man. He frequently asked me about my work, knew what classes I was teaching and made useful suggestions. When I started teaching my historical narratives course, he told me about the best writing advice he had ever received—that memorable prose engaged all of the senses. I've never forgotten that. –Jenny Pulsipher

“Goodbye”s...



In 2018 the Department said goodbye to Dr. Kendall Brown, who retired after twenty-seven years in the department. Below, Dr. Brown reflects on his educational background, career at BYU, and beyond.

I attended BYU from 1967-68, served a mission in southern Brazil from 1968-70 (there were two missions in Brazil when I received my call), and then returned to finish at BYU from 1970-73. I was a history major from the time I first set foot on campus, with the intention of going to graduate school. It never really crossed my mind to change majors. Perhaps I had insufficient imagination to consider something else. George Addy was my undergraduate mentor. I remember him warning me that if I went into academia, I would have a job that I could never leave at the office: there would always be something that I should be working on. I also took several courses from DeLamar Jensen

and minored in English; a course on the modern European novel taught by Mae Blanch had a lasting impact on me.

Following graduation from BYU, I entered graduate school at Duke University. I entered just as the job market collapsed. Universities had expanded dramatically during the 1950s and 1960s to handle the returning GIs and the Baby Boomers, but by the time I arrived at Duke, the expansion had ended, and few academic jobs were available. Nonetheless, I soldiered on, earning my doctorate in 1979 with a specialty in colonial Latin American history. My initial inclination had been to focus on Spanish history, but concluded that

the likelihood of finding a position with that focus were slim. The Cuban Revolution and Missile Crisis had happened recently enough that openings in Latin American history offered more possibilities. And I thought that if I worked on colonial Latin America, I would perhaps be able to teach Spanish history also, which proved to be the case.

With doctorate in hand, I saw a job listing at the Universidade Federal de Santa Catarina, in Florianópolis, Brazil, the last city I served in as a missionary. They were creating a graduate program, and I applied and secured a visiting professorship there. My wife, Margie, gamely accompanied me to Brazil, along with our two-

year-old son Matthew. Our daughter Kimberly was born in Florianópolis, making her a dual citizen. Perhaps if things continue to fall apart here, she can immigrate to her land of birth, and we can follow as chain migrants. She is our Brazilian anchor baby. After two years in Brazil, we returned to the U.S. in 1981. I taught for a year at the University of North Carolina at Charlotte, and then secured a permanent appointment at Hillsdale College, a politically conservative liberal arts college in Michigan. From Brazil to North Carolina to Michigan, I could definitely detect a change in climate before climate change became a Thing. Hillsdale's conservatism meant that history was emphasized, as were substantial reading and writing. Western Civ took precedence over World Civ.

In 1991, BYU recruited me to return to Provo, where I remained for the rest of my career. For some reason I was made department chair in 1993, without having received Continuing Faculty Status (BYU's version of tenure). I was chair until 1997, a period when the number of history majors reached 800, and the department expanded significantly to handle a burgeoning number of history 201/202 enrollments.

At BYU I have taught *The Historian's Craft* (History 200), *History of World Civilizations to 1500* (History 201), *History of Colonial Latin America* (History 251), *Age of Enlightenment* (History 305), *History of Spain* (History 320), *History of Mexico* (History 353), *History of the Indian in Latin America* (History 357), and *Senior Seminar* (History 490).

It is almost impossible to say what my favorite class was. I always enjoyed teaching History 251 and History 320 because they were the focus of my career. But as the years passed, I also became very fond of *Age of Enlightenment*, because it dealt with important ideas that helped shape our world. And perhaps surprisingly I

really enjoyed teaching World Civ. Of course, I didn't have great background in much of what I was teaching, as was the case for Colonial Latin America or Spain, but it was great fun to introduce students, many of whom didn't want to be there, to the achievements of their ancient ancestors.

A favorite memory is a 490 class that produced three award-winning papers. What would I like to forget? Why would a historian want to forget?

As for a favorite or funny memory from a department meeting, several things come to mind: Mark Grandstaff offering to write the entire departmental accreditation review if we exempted him from teaching; Another accreditation review incident involved Frank Fox and Lanny Britsch. At the time Lanny was one of the directors of the Kennedy Center. I was department chair and trying to promote some departmental enthusiasm for carrying out the report. Frank, however, in his typically Foxian manner, opined that previous experience had taught him that our efforts on the report would prove meaningless, that whatever changes were going to be made would result from decisions elsewhere. This upset Lanny, who was more idealistic about the endeavor than Frank. As it turned out, however, unbeknownst to Lanny, the decision had already been taken to de-emphasize the independence and role of the Kennedy Center. As the accreditation review proceeded, Lanny came to understand the reality of what was unfolding. He eventually acknowledged in a later meeting that he had come to understand the wisdom of Frank's cynicism. And then there's Karen Carter's faculty meeting bingo.

What are some changes I've seen in the department/at BYU since starting here? What hasn't changed (or changed much)? 1.) The cycle of going from some majors to a flood of majors to a dearth of majors to a modest

increase in majors. 2.) The more plentiful recruiting pool for faculty that now exists. 3.) I think faculty commitment to teaching has been and remains strong.

Something that surprised me at BYU was the University's support for faculty development, particularly research funding, along with the decline of BYU's revenue-producing and -consuming athletics.

Something about my time at BYU that inspired me was the quality of the students, when they were engaged, and being able to serve as a branch president at the MTC. Something about my time at BYU that moved me was the Department's acknowledgement of my retirement following my last class.

What professional accomplishment(s) am I most proud of? I could say my publications and the thousands of students I taught over forty years. I also received some awards and grants. But in a way, I am most satisfied with the fact that I had a career that I never second-guessed, that didn't make me rich but in the end has left me comfortable and gratified with the arc of my life and anxious to continue some parts of it post-retirement.

What will I miss most about BYU? The chance to interact with students and colleagues, research funding. The University—BYU has been very good to me.

What will I not miss at all? Grading exams and papers, outcomes assessments, and the escalating bureaucratization of CFS reviews.

What am I most looking forward to about retirement? Travel, reading for pleasure, finishing a couple of book projects, spending time with family, and, I hope, ageing gracefully.

Thank you for all that you've done, Dr. Brown!

...and “Hello”s !

In 2018 three new faculty members joined our department. We know their unique talents and specialities will complement and add to the amazing faculty we already have! Here’s your chance to get to know a little about each of them.



Dr. Sarah Reed

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Dr. Reed got a BA in German (music minor) from BYU before going on for an MA in German literature here. She then earned a PhD in German with a minor in Women’s Studies from the University of Wisconsin-Madison.

Dr. Reed grew up in Mesa, AZ with an older brother and a younger sister. She and her siblings all did exchange student programs in Germany and still have ties to Germany and speak German. Her husband, Matt, is also from Mesa and although they went to the same high school, they didn’t meet until they were both at BYU. Matt was an English major and a fellow bibliophile.

As her undergraduate minor suggest, music is big hobby for Professor Reed. She primarily plays the violin, piano, and organ. In grad school, she played fiddle in a bluegrass band with some colleagues from her department and had a great time gigging around at Madison dive bars and busking at the farmer’s market. She also enjoys singing with the local shape-note singers and in choirs.

Dr. Reed’s favorite food is Mexican. Her favorite local restaurant is Bombay House. Her favorite movie is M by Fritz Lang, although she’s currently obsessed with the directors George Miller and Taika Waititi. Probably her favorite place she’s been is Berlin, for its mixture of history, culture, and döner kebab.

Reading and being bemused by Kafka short stories in German 202 as a BYU freshman made her want to take more German classes so that she could really get what he was saying. Fortunately, those classes opened up a whole world of German culture and history that distracted her from the ultimately doomed task of understanding Kafka.



Dr. Reed with her husband and two nieces.

At BYU, Dr. Reed will be teaching Scandinavian and German family history and paleography. Her research interests include German-American and Scandinavian-American history and relations and her current book project looks at the representation of Mormons in 19th-century German literature. Germans were fascinated by the American West, and Mormons play a prominent role in their bestselling westerns, often as a warning against the perils of American religious freedom.

Dr. Reed has been surprised that the students really are as great as everyone told her they were, and has really enjoyed the wonderful supportive scholarly atmosphere here for both faculty and students. Something challenging about starting her job here has been bringing family history, which has been a hobby of hers since childhood, and Scandinavian studies, which was her secondary field in graduate school, into her professional everyday life. It’s been exciting, but a big change from teaching primarily German language and culture classes at UW-Madison. She is especially looking forward to working with the family history students and the unique environment that BYU provides for the professional rigor and religious imperative associated with genealogy.

Dr. David-James Gonzales



After returning from his mission (to Provo, UT) in 2001, Dr. Gonzales began his collegiate studies at Southwestern Community College in Chula Vista, CA, later transferring and taking a BA in History from the University of California, San Diego in 2011 (summa cum laude, Phi Beta Kappa, & Dept. Honors with Highest Distinction). He earned his MA and PhD degrees in History from USC in 2014 and 2017 respectively. It took him less time to earn the PhD (6 yrs.) than it did to complete his B.A. (10 yrs.)! This was primarily because he worked full-time throughout all but the last year of his undergraduate studies, first in typical student jobs (warehouse clerk and dock worker) and then later as a self-employed mortgage broker/banker.



Dr. Gonzales with his family at Dodger Stadium.

Professor Gonzales was born in Oxnard, CA, but spent most of his childhood and adolescence in Chula Vista, CA (suburb of San Diego, 10 min. from U.S.-Mex border). He has four sisters (one of whom is his twin) and comes from a long line of educators. His grandmother taught elementary school, and his grandfather taught drafting and architecture at Glendale Community College. Both parents were bilingual educators who worked with underserved Title 1 schools in Southern California. His father was an elementary school principal for 25 yrs. With all that background though, he reports having a typical suburban childhood; he loved baseball and basketball and had little interest in academics!

Dr. Gonzales and his wife, Karla, met on their missions. She was raised in Lawndale, CA, has an A.A. and A.S. from San Jacinto Community College, and has been a licensed cosmetologist since 1999. Once their eldest daughter was born in 2002, Karla opted to postpone her educational and professional ambitions to care for their children full-time. The Gonzales family now has four children: Ayiana, a junior at Provo High; Belicia, an eighth grader at Dixon Middle School; and twins Joaquin and Cadiz, at home with Karla.

For hobbies Dr. Gonzales enjoys running, hiking, camping, and long road trips. Picking a favorite food is really tough, he says. It's a toss-up between any kind of Indian goat cheese dish, like Paneer Masala or Saag Paneer, or Mexican chicken mole. Not surprisingly, Dr. Gonzales is also a big fan of Bombay House.

A favorite movie is *My Big Fat Greek Wedding* (2002), and favorite place, Big Sur, CA. A noteworthy book from undergraduate days is Carey McWilliams, *Southern California: An Island on the Land* (1946). This book changed the trajectory of his studies! Prior to this, he thought of history very traditionally, and planned on studying early American religious and political history. McWilliams' booster-busting narrative of Southern California history introduced him to the possibility of analyzing regional race relations as they intersected with the development of cities and economies throughout the late 19th and early 20th centuries.

At BYU Dr. Gonzales's specialty classes will include U.S.-Mexico Borderlands (currently HIST 363, The Spanish Frontier); Migration, Ethnicity, and Citizenship in U.S. History; Comparative Civil Rights History, and Latinos in the U.S. (HIST 385).

His research centers on examining three intersecting developments in 20th century U.S. history: migration, urbanization, and social movements. His current book project analyzes the role of Latina/o civic engagement and politics on the metropolitan development of Orange County, CA throughout the 20th century.

At BYU, Dr. Gonzales has been surprised by how many students have on campus jobs. Everywhere he looks, students are busy working to keep this campus beautiful and clean, doing it all with big bright smiles. It's very cool! He's also really enjoyed students' genuine interest in and engagement with history, despite majoring in unrelated disciplines. He's found, as always, time management, a challenging part of his new job and looks forward to mentoring students in exploring their individual research interests.



Dr. Mark Christensen

Mark Christensen earned a BA from BYU, a MA from the University of Utah, and Ph.D. from Penn State (all in history). Before coming to BYU, he was an Assistant and then Associate Professor of History at Assumption College in Massachusetts (2010-2018).

Dr. Christensen hails from Encinitas, California. His house was a few miles from the beach and he grew up surfing, snorkeling, and scuba diving. He learned how to spearfish and catch a lobster long before learning to drive. These hobbies introduced him to Mexico via Baja California as a boy—which has amazing

surfing, snorkeling, and scuba diving. As an undergraduate, he worked at the Orem Fitness Center as a lifeguard and swim instructor then later as the Aquatic Director. This is where he met his wife, Natalie, who was also a lifeguard. Natalie worked as an elementary school teacher for 8 years and is brilliant at childhood literacy. Their family now includes five kids (ages 9, 7, 5, 3, and 1.5).

When not at work, Professor Christensen enjoys playing with his kids, skateboarding, playing guitar, and free diving and scuba diving. When he's feeling posh, he loves to eat King crab. The other 364 days of the year his favorites include fettuccini alfredo and mole poblano. Favorite books include the Isaac Bell series by Clive Cussler. A favorite place to visit in the U.S. is Singing Beach, Cape Ann, Massachusetts; and overseas, Venice.

A book that had a big impact on Dr. Christensen's trajectory was Louise Burkhart's *The Slippery Earth*. This book was one of the first to use Aztec (Nahua) texts to reexamine the spiritual conquest of Mexico and begin to expose the role of native culture in influencing evangelization.

Professor Christensen's specialty classes at BYU include Colonial Latin America and Religion in Colonial Latin America, and his research involves Nahua and Maya ethnohistory in central Mexico and Yucatan, and the translation of Nahuatl and Maya texts. His various publications explore the colonial experience of Nahuas and Mayas to illustrate how they negotiated their everyday religious, economic, and social lives with Spanish colonialism. Dr. Christensen's current book project, *Return to Ixil: Maya Society in an Eighteenth-Century Yucatec Town*, employs over 100 last wills and testament in Maya to reveal new insights into the socioeconomic, religious, and even military experience of the Yucatec Maya. It's in press and should be out summer or fall 2019.

Surprises since coming to BYU include amazing support and great colleagues who care about the department and in seeing others succeed. On the negative side, however, he's found that students here can sometimes act entitled, and unfortunately aren't immune from cheating. But also on the positive side, Dr. Christensen has really enjoyed the beautiful campus and the library, which is fantastic for his research. We have some unique, really amazing collections. And while Professor Christensen and his wife miss the east coast, the ocean, friends, etc., and he's had issues (like every faculty member!) with Learning Suite, he's really excited to be a part of a department and a larger university that encourages and supports research.



Book Recommendations

Looking for something to read? These books are recommended by our own faculty!

John Lewis Gaddis, *On Grand Strategy*

Sam Wineburg, *Why Learn History (when it is already on your phone)*

Kori Schake, *Safe Passage: The Transition from British to American Hegemony*

Lynn Viola, *Stalinist Perpetrators on Trial: Scenes from the Great Terror in Soviet Ukraine*

Monica Muñoz Martinez, *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*

Louis S. Warren, *God's Red Son: The Ghost Dance Religion and the Making of Modern America*

D. Colin Jaundrill, *Samurai to Soldier: Remaking Military Service in Nineteenth-Century Japan*

Antoine Acker, *Volkswagen in the Amazon: The Tragedy of Global Development in Modern Brazil*

Rachel Devlin, *A Girl Stands at the Door: The Generation of Young Women Who Desegregated America's Schools*

Jieun Baek, *North Korea's Hidden Revolution. How the Information Underground is Transforming a Closed Society*

John Chaffee, *The Muslim Merchants of Premodern China: The History of a Maritime Asian Trade Diaspora, 750-1400*

Jonathan Wilson, *Angels with Dirty Faces: How Argentinian Soccer Defined a Nation and Changed the Game Forever*

2018 Faculty Awards

Sarah Loose

Frank W. Fox Award for
Excellence in Teaching

Karen Carter

Ted J. Warner Award for
Excellence in Citizenship

Matthew Mason

Thomas G. Alexander
Award for Excellence in
Scholarship





Student News

2018-2019 History Department Valedictorians

August 2018: Berklee Baum

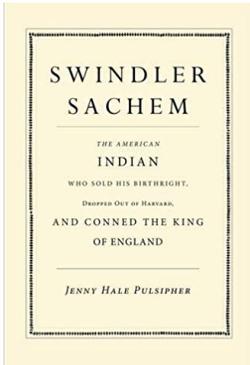
Berklee is a teaching social science major with minors in both history and teaching English as a second language. She grew up in Orem, Utah, and served a mission in Los Angeles, California. Berklee has always had a passion for learning about history and culture. During her education at BYU, she participated in a social work internship in Italy and was able to do historical research in Germany, Poland, and Austria. She was a member of Phi Alpha Theta History Honors Society, which gave her opportunities to present her research at multiple historical conferences. She also worked for two years as a teaching assistant for several professors in the BYU history department. These professors inspired and encouraged her to continue her education in history. This past year, Berklee interned as a high school history and geography teacher in Lehi, Utah, where she will continue on as a full-time teacher this fall. She has plans to apply for a history master's program in the UK, where she will focus on studying Cold War politics in Europe.

April 2019: Emma Chapman

Emma is a history major with an editing minor from Provo, Utah. She participated in the McNeil Center for Early American Studies Undergraduate Research Workshop in Philadelphia and was the recipient of a mentored research grant to do research in Massachusetts about women in early America. During her time at BYU, she worked as a research assistant for Drs. Jenny Hale Pulsipher and David-James Gonzales and as a teaching assistant for Dr. Sarah Loose. She is planning to pursue a PhD in history at the University of California, Davis this fall.

Faculty Publications

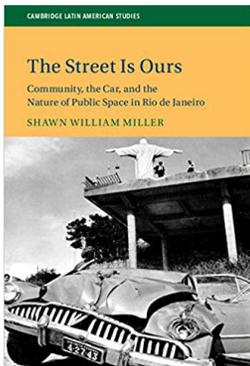
BYU History faculty published a variety of articles, book chapters, and edited volumes last year, but the mainstay of our profession remains the monograph. Congratulations to each of these professors. Their new books represent years of work!



Jenny Hale Pulsipher

Swindler Sachem: The Nipmuc Indian Who Sold His Birthright, Dropped Out of Harvard, and Conned the King of England

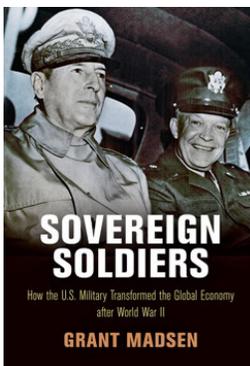
Jenny Hale Pulsipher's biography of John Wompas offers a window on seventeenth-century New England and the Atlantic world from the unusual perspective of an American Indian who, even though he may not have been what he claimed, was certainly out of the ordinary. Drawing on documentary and anthropological sources as well as consultations with Native people, Pulsipher shows how Wompas turned the opportunities and hardships of economic, cultural, religious, and political forces in the emerging English empire to the benefit of himself and his kin.



Shawn Miller

The Street is Ours: Community, the Car, and the Nature of Public Space in Rio de Janeiro

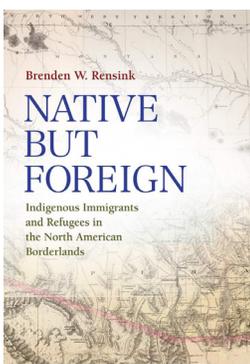
Rio de Janeiro's streets have long been characterized as exuberant and exotic places for social commerce, political expression, and the production and dissemination of culture. *The Street is Ours* argues that the automobile, by literally occupying much of the street's space, significantly transformed the public commons. Shawn Miller's environmental approach surveys the costs and failures of this spatial transformation and demonstrates how Rio's citizens have resisted the automobile's intrusions and, in some cases, even reversed the long trend of closing the street against its potential utilities.



Grant Madsen

Sovereign Soldiers: How the U.S. Military Transformed the Global Economy After World War II

Grant Madsen tells the story of how military officials assumed an unfamiliar and often untold policymaking role after WW II. Seeking to avoid the harsh punishments given after World War I, military leaders believed they had to rebuild and rehabilitate their former enemies. Although they knew economic recovery would be critical in their effort, none was schooled in economics. They managed to rebuild not only their former enemies but the entire western economy during the early Cold War. *Sovereign Soldiers* thus traces the circulation of economic ideas around the globe and back to the United States, with the American military at the helm.



Brenden W. Rensink

Native but Foreign: Indigenous Immigrants and Refugees in the North American Borderlands

Brenden Rensink presents an innovative comparison of indigenous peoples who traversed North American borders in the nineteenth and twentieth centuries. The resulting history questions how opposing national borders affect and react differently to Native identity and offers new insights into what it has meant to be "indigenous" or an "immigrant." Rensink's findings counter the idea that the East was the center that dictated policy to the western periphery. On the contrary, Rensink employs experiences of the Yaquis, Crees, and Chippewas to depict Arizona and Montana as an active and mercurial blend of local political, economic, and social interests pushing back against and even reshaping broader federal policy.

The history department has been making a big push to prepare our students for life beyond college through internships, experiential learning, study abroad programs, field studies, and student teaching.

This past year our students have participated in these opportunities in the following countries: United Kingdom, Ireland, France, Spain, Italy, Poland, Latvia, Russia, Romania, Austria, Germany, Norway, Tanzania, Benin, China, Mexico, Ecuador, as well as twelve states in the US.

Internships

Women's Studies in London

Dr. Paul Kerry serves as the honorary secretary to the All Party Parliamentary Group for the Prevention of Sexual Violence in Conflict (APPG PSVI) and in 2018 was also a visiting fellow in Women, Peace, and Security at the London School of Economics and through these capacities helped BYU interns in London who are a part of BYU's new Global Women's Studies Program to understand both academic theory and governmental practice in these critical areas. Interns have attended APPG meetings, including the one picture here (APPG PSVI) with Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles and Sister Sharon Eubank, first counselor in the general presidency of the Relief Society and director of LDS Charities.

In the photograph I (Dr. Kerry) am standing next to Roza Saeed Al-Qaidi, a Yazidi activist. Yazidis are a religious minority in Northern Iraq whose strongly gendered genocidal suffering at the hands of ISIS included the execution of men and boys and the sexual enslavement of thousands of Yazidi women and girls who were sold, raped, and beaten.



Teaching in China

Cameron Helvey is majoring in Teaching Social Science and minoring in Teaching History. He completed his internship at Clifford International School in Guangzhou, China. For his internship he taught high school history and geography as part of the American Program, a new program designed for Chinese students that are planning on attending universities in the United States.

About the experience Cameron wrote, "This was a great experience and really opened up my view of international education and specific strategies I can implement to help my students understand history and geography content and the impact it has on our world today. This internship helped me fulfill my student teaching requirement as part of my major and also will act as a springboard to excel me further in my career. I am in the process of applying to graduate school and employers and has seen how my potential schools and employers have taken quite an interest in my experience here in China. I believe it makes me more marketable and distinguishes me from other candidates."





At the Front of the Classroom *by Katie McGuire*

Katie had the opportunity to intern as a 7th grade teacher. This is what she wrote about the experience

When I tell people I teach seventh grade, I often get the same look. I can see in their eyes that they are wondering how crazy I am. They say something to the effect of, “Wow, kuddos to you, I can’t imagine that.” I smile and tell them, “I think we could all be a little more like seventh graders.”

Seventh graders may have a reputation for being difficult but I could share many sweet and caring things I have observed my students doing for each other or for me. One particular experience sticks out to me. I have a class this semester with 41 students, making it difficult for me to help each student individually. As I was teaching and running around to help students with an assignment, I looked across the room. I saw a girl, Jenny (name changed), helping the confused boy sitting next to her. She repeated my instructions and kept him on task. Then, during the group project, she tutored him through the entire assignment and quietly made sure he understood what was going on. She didn’t do this because she was asked to or because she would be rewarded for doing it, but simply because she is a good person and an awesome Seventh grader. As I witnessed this, I thought, “I should be more like Jenny.”

Seventh graders aren’t perfect and admittedly have areas to work on, including organization. I will never forget my bewilderment as I had a conversation with a student who was notorious for losing assignments. I asked him to explain to me his system for keeping track of papers for his classes. He said very seriously, “Well, what I do is each night I fold up my papers that I need for school the next day and put them in my pockets. That way I won’t lose them.” I just sort of stared at him and waited for him to say, “Just kidding!” But he actually wasn’t. I said, “Really? And that works for you?” “Yeah,” he responded. So I stared at him for a couple more seconds, and then I grabbed a binder. I wrote his name on it and then explained we were going to try a new organization technique called a binder --much bigger than pockets!

One of the most memorable things I have taught this year is the historical skill of sourcing. In one of my undergraduate classes I learned that I should not expect 7th graders to be “professional sourcers,” just like I should not expect them to play basketball as well as Michael Jordan. This advice has been helpful, as I have learned that teaching this historical skill is not a walk in the park. Through many lessons and a lot of practice, I felt by the end of the semester that most of my students had a good, basic understanding of sourcing. Once, I was out in the hall with a student who speaks English as a second language. She had struggled on many assignments because of a learning disability and difficulty understanding English. I plopped down next to her in the hallway, and we started discussing her sourcing quiz. It was an excerpt from Dominguez’s journal, one of the first non-Native American people to explore Utah. My goal was for her to realize that his perspective was somewhat skewed because he was not a Native American himself. She could not quite get there. I then had a zap of inspiration and said, “Hailey (name changed), where is your family originally from?” “Mexico,” she replied. I continued, “Hailey, who knows more about Mexican culture, me or you?” “I do...” “Exactly!” I exclaimed. “Now think about Dominguez. What might make him a less reliable source?” She thought for what seemed like forever, then BOOM, she made the connection! “Well”, she said slowly, “He isn’t Native American, so he might not understand everything about them and what they believe, just like you don’t understand everything about Mexican culture!” BINGO! I wanted to sprint around the hall yelling in victory. Of course, I did not do that, but those victories feel so good. Seventh graders are not Michael Jordans, but they sure know how to dribble.

It’s one thing to think about teaching, to learn about it, to study about it, to dream about it (yes that happens), but it’s another thing entirely to stand up in front of a classroom that is YOURS, full of students with struggles, hopes, dreams, insecurities, passions and love. The responsibility to help them learn at high levels can be overwhelming. The days can be long, but I have never done anything more rewarding in my life.

Experiential Learning



Family History in Austria

As a double major in Family History–Genealogy (with an emphasis on German and Danish) and German Studies and a double minor in Editing and Scandinavian Studies, Charlotte Champenois was absolutely thrilled to have participated in this past semester’s internship and study abroad in Austria as her culminating BYU experience.

Charlotte spent over 126 hours working on genealogical projects, using original records online and in person at the Schwadorf parish church to compile family trees for people with Austrian ancestry. Starting out with just a couple of generations in a family tree, she traced several family lines back to the late 1600s and placed over 200 names into family trees. For Charlotte it was thrilling to pore over the sometimes gorgeous, other times messy handwriting from so long ago to determine names and dates.

As part of this program, Charlotte traveled to repositories in and near Vienna and ascertained the types of genealogy-related records available there, and then Dr. Roger P. Minert (the program director and her mentor) and Charlotte took the information gathered from her hands-on experience working with the records and this additional research and incorporated it into a book they are co-authoring about how to conduct Austrian family history research.



“Party like its 1870” *by Jackie Davis*

Jackie Davis and the rest of Dr. de Schweinitz’s U.S. Women’s History and Transnational Women’s Rights History Classes attended a Better Days 2020 event in SLC.

The Better Days 2020 event celebrated the upcoming 150th anniversary of Utah being the first place where a woman cast a ballot in the United States, and the 100th anniversary of the 19th amendment being passed. It was an amazing experience that highlighted the importance of women in Utah since the first days it was settled, until today. There were numerous activities and presentations that taught me so much about the history of Utah women that I had never known before. I particularly enjoyed the stories that women told about important female figures who lived during the years Utah was settled. Eliza R. Snow, Emmeline B. Wells, and Martha Hughes Cannon were a few of the characters that women portrayed and recited stories from their life. While I have heard of these women and read articles they published, the women who portrayed them highlighted aspects of their life I had never heard of and repeated things they said that are not commonly known. It was wonderful to get a more in depth look at who these women were.

One aspect of the event that I loved, was the booths where modern day female run businesses, women’s groups, and projects/initiatives focused on women, were featured. At each booth you could learn about an important Utah woman and the contribution they made in the fight for women’s equality. The event also featured several musicians who played songs that highlighted the strength of women and their efforts. I found the music and lyrics very moving and inspirational. My favorite part of the whole evening was when the Utah Constitutional Convention was reenacted by current political leaders in Utah and event coordinators. The reenactment helped me to see how hard these women fought for the right to vote and while I felt annoyed and angry at what some of the politicians said in opposition to women’s suffrage, it moved me to see “Emmeline B. Wells” and other politicians fight for equality for women.

Study Abroad & Field Study

Which study abroad & field study programs happened this year?



Dr. Brian Cannon co-directed a field study, Integrated Natural History of Utah, during Spring term 2019. The class studied the history of human-environment interaction in an interdisciplinary fashion (biology, history, English and recreation management) as they traveled to sites along five river systems in Utah: the Green, the Escalante, the Virgin, the Provo, and the Bear.



This past summer Dr. Mark Choate lead a History Department study abroad program in Central Europe and the Baltic states.



Thanks to Professors Jeff Shumway and Evan Ward, BYU students participated in the Model Organization of American States meeting in Washington D.C. Spring 2019. This year marks the first time that BYU had a team at this conference.

What study abroad & field study programs programs are coming up this school year?



It's great time for History students to take advantage of BYU's Washington Seminar! The program will be led by Dr. Aaron Skabelund, Fall 2019, and by Dr. Rebecca de Schweinitz, Winter 2020.



Spring 2020, Dr. Rebecca de Schweinitz will teach the next Field Study 490 class in Washington DC.





Professors in the Archives

Research is a huge part of our professors' jobs. Here's a peek at some of our faculty's recent research adventures and finds.

Miller, S

Although **Dr. Shawn Miller** hasn't yet found the original manuscript, he was able to locate published portions of a 1930s diary of the first official automotive expedition to cross from one American hemisphere to another. Sponsored by the Brazilian government, the expedition's leaders, rather than rush through to set some kind of record, as was the common practice, took ten years to carefully survey the full route, from Rio de Janeiro to the existing network of highways in northern Mexico.

Carter, K

Dr. Karen Carter's research for a book about eighteenth-century French parish scandals has led to many a chuckle while working in the archives. Her favorite line from a court case appeared in a suit against a priest in the village of Mareuil-sur-Ay: "It cannot be imagined that a man of fifty would take a bath with a thirty-year-old schoolmistress, in the presence of a thirty-five-year-old priest, unless he had lost his head."

de Schweinitz, R

Before it was a sci-fi thriller, *Midnight Special* was a late-night television series. In doing research on the movement to lower the voting age to eighteen, **Dr. Rebecca de Schweinitz** found that it first aired in August of 1972 as a gimmick to encourage newly enfranchised youth to vote in the upcoming presidential election. NBC wanted to experiment with late-night programming while youth-vote advocates were looking for ways to use the music and television industry to increase voter registration among young voters. The first episode included performances by John Denver, Mama Cass Elliot, the Everly Brothers, Linda Ronstadt, Harry Chapin, and others. Youth Vote strategists were disappointed that the network didn't include the scripted youth-voting "spots" they created, but their formula—partnering with music celebrities to promote youth voter-registration—took off and helped change modern political campaigns (not to mention late-night television).

Hadfield, L



Dr. Leslie Hadfield conducts traditional archival research but oral histories also play an important role in her work. In 2018 she held a discussion in Ginsberg, South Africa with retired nurses she had interviewed for next book. She presented a draft of the manuscript to them and asked for their feedback. During the session, some participants who had not previously been interviewed added their own experiences, and the nurses she had already interviewed reminded her of aspects they felt were important to include. They enjoyed a fruitful discussion about the complexities of Ciskeian history and nurses' history. This "debriefing session" both strengthened Dr. Hadfield's book and helped these nurses make sense of what happened to them in the past.

Larsen, K

Dr. Kirk Larsen was thrilled to track down and confirm the location of the “Generalissimo’s Flag” (sujagi; 수자기), taken by American troops in their 1871 attack on Korean coastal fortifications (the second-largest overseas deployment of American troops between the Mexican-American and Spanish-American Wars), and kept in the Naval Academy in Annapolis for more than a century. The Republic of Korea, a treaty ally of the United States, had repeatedly requested the return of its flag but was repeatedly denied due to “naval regulations.” Finally, in 2007, it was agreed to “loan” the flag to Korea. However, it wasn’t entirely clear where the flag ended up as several prominent Korean museums hosted convincing replicas of the original. Professor Larsen finally tracked down and confirmed that the original was housed in the Ganghwa War Museum. After taking many photos of the coastal fortifications where the Americans had attacked in 1871, Dr. Larsen’s camera battery ran out as he reached the War Museum. Still, he was able to take a couple of shots of the sujagi with his phone.



Harris, A

Dr. Amy Harris is working with a team of student research assistants to reconstruct poor families in 17th and 18th century Britain. They’ve gathered information on thousands of individuals and are analyzing patterns of generational poverty and how kinship worked among the poor. Find out more about their research here: <https://kinshipandpoverty.byu.edu>. As part of this project, they’ll soon be heading to England where some of their research will be conducted at Bamburgh Castle in Northumberland. Archival research in a castle. Can’t beat that!

Harline, C

Since 2018 was the 501st anniversary of Martin Luther’s 95 theses, **Dr. Craig Harline** didn’t give quite so many talks and instead got back to what he likes most, which is looking around in archives and libraries for details about really obscure people. One was at a castle in western Belgium, where the resident noble family prefers to handle its precious documents themselves, and where the elderly baroness makes a warm lunch for the rare and odd patron who appears, since the castle is way out in the country, far removed from cafés. At one meal she wanted him to show her, on an old French map, exactly where Utah was, because she wasn’t sure she knew it, but then a flicker of recognition—“Aren’t there a lot of Mormons there,” she asked? “Yes, many,” Dr. Harline conceded. “But you can’t be one yourself, right?” “Ah,” he said, “I am.” “That’s something like a Martian for me,” she admitted matter-of-factly. Also memorable was a visit to the “archive” (some documents in a cupboard) of the Passionist convent in Tielt, Belgium. The convent was sold last year, and the sole survivor, Sister Bernadette, now lives in a wing of the local hospital, with a few hospital nuns. She stood over Professor Harline’s shoulder as he read and photographed various things, wondering exactly what it was that interested him on that particular page? It turned out she was worried that he might see in the convent chronicle that in 1917 the nuns had secretly buried a German soldier, which would have been scandalous at the time, but which by now would probably be seen as a kindly act. The Passionist monk (and historian) who’d come along with Dr. Harline, to ease her suspicions, kept reassuring her that “this is what historians do,” and she relaxed a bit. By the end, she was very nice to our Professor Harline, and he offered to take her to lunch. She happily agreed, as long as they ate downstairs in the cozy confines of the hospital cafeteria, where she always ate. But when Dr. Harline went to pay, it was cash only, and he had a card only. Luckily Sister Bernadette fetched some euros from one of the many pockets in her habit, and paid—or he might still be washing dishes at the hospital. He tried to make up for his clumsiness by sending her some flowers, which his Passionist friend told him she really liked. So, you see, there is constant negotiation and diplomacy required in archives.

Professors in the Archives Cont'd.

Anderson, S

Dr. Stewart Anderson visited three archives in southwest Germany last spring; the Diözesanarchiv in Rottenburg, the Erzbischöfliches Archiv in Freiburg, and the Landeskirchliches Archiv in Baden. His favorite anecdote from this trip comes from a box at the Catholic archive in Freiburg about the activities of dangerous religious fringe groups and cults. The priest responsible for observing these groups' activities in the late 1940s and 1950s liked to describe their adherents and missionaries in colorful (often derogatory) terms. For instance, Seventh-Day Adventists were "obnoxious," the Jehovah's Witnesses "hysterical," and the New Apostolics "donkey-like." There are very few references to Latter-Day Saints in his folder, but in one passage he explains that the Mormon missionaries in Freiburg are "cheerful to the point of disbelief." He continues, "I know very little about this strange American religion, but I surmise that Mormons are terrific brewers. Only large amounts of alcohol can explain their incessant happiness."

Loose, S



Dr. Sarah Loose took a month-long research trip to Siena, Italy to do research in the Archivio di Stato there. One of the fun volumes she went through was a record of dowry payments made for the orphaned girls raised by the hospital of Santa Maria della Scala. The hospital would contract marriages and pay dowries for those girls who wanted to marry. The volume runs from the late 1300s into the 1600s and records the names of the girls and their husbands, as well as where the husbands were from and their professions. Professor Loose learned a lot from these records; one of her surprising finds was that there were several marriages contracted between girls raised by the hospital and orphaned boys raised by the hospital. She also learned that the most common professions of the husbands were shoemakers, weavers, and carpenters. Volumes like this one are helping to give her a better picture of the people who were part of the hospital's family and daily life.

Pulsipher, J

Like her colleagues, **Dr. Jenny Hale Pulsipher** loves archival research. She also loves the fact that the Church Historical Library has put so many of its holdings online. Here are just a couple of the interesting pieces of information she's found as she's been researching Fort Supply, the 1853-1857 settlement/mission to the Shoshone Indians in what is now southwestern Wyoming.

1.) James S. Brown, president of the mission in 1855, wrote, at a time of high tension between missionaries and surrounding Shoshones, "They have told Sally Ward that they intended to kill us all of[f]." Sally Ward was the Shoshone wife of missionary Elijah Barney Ward, and my 4th great grandmother. This phrase provides evidence that Sally—with her native language ability and kinship with local Native people—was an intermediary between the Shoshone and the missionaries. [James Brown III to Brigham Young, Oct. 10, 1855, Fort Supply, BY incoming correspondence, 1839-1877, box 39 fd. 21, CR 1234 1, CHL.]

2.) One of the earliest missionaries at Fort Supply was Asa O. Boyce, a man who seems to have been part African-American, based on his angry outburst on Christmas Day, 1853: "Bro A Boyce said that he was part white and a free man and calculate to do as he damn please. and would go to the Fort when he pleased. and swore a number of Oaths About the Authoritys in this place." [Green River Company Journal, Nov. 1853 to July 1854, MS 2038, CHL.]

Isom-Verhaaern, C

Presenting at the 2nd International Congress on Ottoman Studies at Tirana, Albania, gave **Dr. Christine Isom-Verhaaren** the opportunity to take a short research trip to Herceg Novi, Montenegro which became more significant than she had first imagined. Visiting two fortresses in Herceg Novi, and seeing the nature of the fortifications, clarified the actions of an Ottoman castle warden there in 1538. He surrendered the fortress, which had been constructed in the 15th century, after a few days siege and his daughter married one of the captains, Cigala, a Genoese nobleman from Sicily. Professor Isom-Verhaaren always wondered why a nobleman from the conquering fleet married this woman rather than enslaving her and making her his mistress. Viewing the walls of the fortress provided the answer. The 15th century fortress was not built to withstand artillery fire and could not be defended when a fleet, well-supplied with artillery, appeared to attack it. The fortress warden must have negotiated a quick surrender, with the stipulation that his daughter be well-taken care of with an honorable marriage. This marriage produced a famous Ottoman Admiral, Cigalazade. As a youth corsairing with his father, Cigalazade had been captured by the Ottomans and educated to enter the Ottoman elite. When the Ottomans retook Herceg Novi in 1539, they built a fortress with state-of-the-art walls able to withstand artillery fire and with artillery platforms to respond to any major attackers. Lesson learned!

Kerry, P

Americans were drawn to German universities in the nineteenth century, particularly students from Harvard, such as J.L. Motley, William Emerson (brother to Ralph Waldo), and W.E.B. Dubois. **Dr. Paul Kerry** researched in Germany trying to find evidence of what George Bancroft studied and who taught him. As attendance at lectures was never taken (a practice still observed today), one has to piece together and cross reference evidence. He found university catalogues and letters and checked them against Bancroft's journals to help provide a picture of his intellectual world during his studies in Germany.

Hodson, C

Dr. Chris Hodson continues to write about the early modern French Empire, when he is not dabbling in the history of lecherous American loyalists-turned-German counts (a next book project, he hopes). While working in the British Library in London, he recently discovered a never-before cited 238 page account of the final years of the Haitian Revolution.

Nokes, J



A favorite archival find, so to speak, for **Dr. Jeff Nokes** was the "situation room" at the Reagan Presidential Library in Simi Valley, California. There is a replica Oval Office, situation room, and press room where students can engage in a simulation of Reagan's decision to invade Grenada. Students play the role of the president, advisors, and members of the press as they make decisions about the invasion.

Shumway, J

Dr. Jeff Shumway spent time researching the Records of Argentine privateer Hipólito Bouchard's meeting with King Kamehameha in Hawai'i in 1818 in the Hawai'i State Archives

390R Classes

The 390R classes are classes that focus on special topics in history that aren't offered every semester. These classes shouldn't intimidate you; they should excite you! These classes are one-of-a-kind experiences. Here are a few testimonials about 390R classes that were taught in the last year.

Dr. Sarah Loose, "Digital History"

By Katrina Goodwin

Professor Loose's Digital History 390R class helps introduce students to different methodologies and tools used within digital history. The class is structured in week-long units that focus on different tools and technologies, as well as main themes in public history. Each week in lecture after getting familiar with the field and methodologies of digital history, students learn about how to use timeline tools, digital maps, text and image analysis software and other tools to create meaningful digital tools for studying and presenting history. Additionally, students are able to explore and learn about other career options available within public history as well as how to engage general audiences in history. Students are organized into groups for the entire semester to work on the different projects due each week. Students learn how to effectively collaborate on projects and papers as a result of the class. At the end of the semester, each group gets to create a project using one or more of the tools learned throughout the semester. As a student in this course, I really enjoyed learning how to use maps and ArcGIS tools to try to look at land differently. As part of my group's final project, we were able to use interactive maps, timelines and links to show the settlement and importance of a town in late eighteenth century Ohio. The class was engaging, challenging, and fun—one of my favorites here at BYU.



Dr. Spencer Fluhman, "LDS Political Engagement: Past, Present, and Future"

By Harper Forsgren

We all entered the class as a group of strangers, with personal reasons for taking interest in a course of this magnitude. I, for one, was searching for a place at BYU where I could have open, honest discourse about challenging themes in the Church. I found that I was in the right place from the very first class discussion, where we discussed Joseph Smith's political pursuits. I was fascinated by the fact that our pre-discussion readings included very candid excerpts from the Joseph Smith Papers, highlighting many aspects of Joseph Smith's political desires that aren't commonly discussed. We, as students, didn't shy away from these topics, though. Instead, we engaged in honest dialogue about reactions to what we read, what the implications of these actions might be, and what this new information meant for us as students now and might later, beyond BYU's walls. Our professors enlightened us and encouraged us to take the information we were given and create a new way to view the Church and its politics. This class was a place for differing opinions to be considered and the status quo to be challenged. Along the way, our testimonies were strengthened as we confronted difficult questions head-on. Where we may have begun as strangers, our journey into the details of LDS political history led us to become a family.

Dr. Rebecca de Schweinitz, “Radicals, Revolutionaries, and Middling Rebels: A Transnational History of Women’s Rights”

By Miranda Jessop

Examining a variety of women’s issues in the History 390R class “Radicals, Revolutionaries, and Middling Rebels: A Transnational History of Women’s Rights” reconfigured my own perspective of history. Beginning with the early modern era and extending to the 21st century, we discussed issues of gender and power, nationalism, the intersectionality of race and gender, violence, women’s work, social policies and the female body. Studying the works of many great feminist writers, including Mary Wollstonecraft, Anna Julia Cooper, Virginia Woolf, Emma Goldman, Betty Friedan, Audre Lorde, and more within their respective historical contexts was absolutely fascinating. I was particularly impressed with Simone de Beauvoir’s *The Second Sex*, in which she comments on how the “otherness” assigned to women appears to be absolute because it is not connected to any specific historical event or fact, like other historical examples of subjugation. We also explored women’s movements around the world, including those in Egypt, China, Korea, Russia, New Zealand, and Africa in addition to those more familiar to us in the United States and Western Europe. As a result of this class, I am now properly equipped to consider the role of gender in answering historical questions, and am committed to doing so throughout my academic and professional career. This class also taught me compassion, courage, and the importance of finding, claiming, and living my own self-fact, which has changed my life.



Dr. Mark Choate, “Terrorism and Counterterrorism”

Professor Choate decided to teach this class because terrorism has shaped so much of international history in the twenty-first century. He first developed it after returning in 2011 from serving with the United States Special Operations Command in Afghanistan, and updated it after returning in 2017 from serving as the United States Defense Attaché in Sudan. The course approaches theory and practice in terrorism starting with Rousseau’s philosophy of the general will and his idea of “forcing people to be free,” through the anarchists, Marxist-Leninists, Maoists, revolutionary nationalists, and Islamist terrorists, as well as the successes and failures of counterterrorism. Both times he taught it, Dr. Choate had more than 50 students, and it’s now on its way to being one of our regular course offerings, with its own number!



Civil Rights Seminar

Now in its 8th year, and sometimes listed as a History 390R class, in 2018 Dr. Leslie Hadfield and Dr. Rebecca de Schweinitz again helped team-teach a seminar on the African American Civil Rights movement that included visits to important civil rights sites in Georgia and Alabama, and meetings with former movement participants.

History Dept. Majors

The Numbers

Total BYU Total Day School Students: 29,909

Total History majors: 410

History Majors

198 Students
48% of department

Teaching Social Sciences Majors

92 Students
47 declared (12.%) and 45 premajors (11%)

Family History Majors:

72 Students
17% of department

History Teaching Majors:

48 Students
12 declared (3%) and 36 premajors (9%)

