

BYU HISTORY DEPARTMENT 2014 NEWSLETTER



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MESSAGE FROM THE CHAIR BY DONALD J. HARRELD, CHAIR

A lot has changed in the history discipline during the past decade or two. The way we historians conduct our research has changed dramatically from the way all but our most junior colleagues were taught. Once upon a time, not too long ago, historians starting a research project slogged through published bibliographies, used book review indices, spent time in the periodicals room reading through the often decennial index to the important journals in our fields as we gathered together the secondary literature on our topics. We scrapped together the money we would need to visit archives around the country and around the world. The result was usually an argumentative journal article or two followed by an extended argument on our topic in “the book.”



How times have changed! The old published bibliographies are all but gone from the library as banks of computers call up far more sources than any one scholar could possibly master from databases like WorldCat, JStor, Muse and others, most all of them linked to full-text digital versions readily available for download. The archives that were once essential to our work are making more and more materials available digitally online. While our work often still takes the form of journal articles and books, that too is rapidly changing as open source e-journal initiatives, blogs, e-books, digital projects and the like proliferate.

These changes require faculty today to rethink how we teach the historian’s craft, how we present our course “content,” and how we will evaluate our students all the while trying to instill in our students the critical thinking skills we value so dearly. The twenty-first century is now. But change doesn’t come easily. Teaching and learning are becoming disruptive activities for many in the academy. Our students come to us thinking differently, often with skills we sometimes don’t value and hadn’t considered would be essential in this digital age. It will take some time for us to navigate the new environment, but I firmly believe that history, and the liberal arts more generally, will continue to play the most important role in education for centuries.

Now, as I step down off my soapbox, I want to announce that four new faculty members will join the History Department in the Fall. Jill Crandell, who has been serving as the Director of the Center for Family History and Genealogy, will transition to a full-fledged faculty member. Jill will be able to share her decades of family history experience with our majors. Also joining the faculty to further strengthen BYU’s family history program is Karen Aumen. Karen is completing her Ph.D. at New York University. She focuses on German immigrant communities to Georgia in the late-eighteenth and early-nineteenth centuries. Family history is only one of our programs that will benefit from new faculty hires. Alisa Kesler Lund, who comes to BYU from Grand Valley State University in Michigan, will join the faculty with primary teaching responsibilities in the History Teaching and Social Science Teaching programs. Alisa’s research has focused on the pedagogy of public history in the schools. Finally, I am pleased to announce that Stewart Anderson will also join the faculty. Stewart, who studies the cultural history of modern Germany, has been working for the past few years as a visiting faculty member. Please join me in welcoming these outstanding new faculty members.

ALUMNA SPOTLIGHT: “...TO THE SHORES OF TRIPOLI...”

Ambassador Deborah K. Jones, a career Senior Foreign Service member since 1982, was nominated by President Obama to serve as U.S. Ambassador to Libya in March 2013. **She received a BA in History, magna cum laude, from Brigham Young University and is a “Distinguished Graduate” of the National War College, National Defense University, with a Master’s Degree in National Security Strategy.**

She has held various academic positions, such as: Scholar-in-Residence at the Middle East Institute from August 2012 to March 2013 and Senior Faculty Advisor for National Security Affairs at the U.S. Naval War College in Newport, Rhode Island.

In the State Department, Ms Jones served as U.S. Ambassador to the State of Kuwait from 2008 to 2011 and Principal Officer at the U.S. Consulate General in Istanbul, Turkey (2005-2007). Additional overseas assignments include posts in Argentina, Iraq, Tunisia, Syria, Ethiopia (with regional responsibility for Eritrea, Djibouti and the Sudan), and the United Arab Emirates. Her Washington assignments include: Secretariat’s Seventh Floor Operations Center, as Staff Assistant to the Assistant Secretary for Near East and South Asian Affairs, Acting Public Affairs Advisor to the Assistant Secretary for Near East Affairs, Jordan Desk Officer, Director of the Office of Arabian Peninsula Affairs and Iran, and the Board of Examiners.

Ambassador Jones, how did your history degree help prepare you for pursuing a Master’s degree from the National War College, at the National Defense University?

My history degree has been invaluable in terms of both the knowledge itself, and basis for comparison (because I am one of those who believes there is nothing new under the sun in terms of human behavior, only the impact of technology on that behavior); the discipline involved in writing and researching (both bread and butter tools of the Foreign Service); and in preparation for a Master’s Degree.

Do you think, having a deeper, more informed, historical perspective of the world and its conflicts has benefitted you in your chosen career?

So that’s the answer to your second question as well: YES and YES. Ask my staff. I am always alluding to historical examples.

Do you employ historical critical thinking to better understand current events and conflicts?

Yes, critical thinking is a must for our line of work. I also believe we have the advantage, having grown up as an LDS minority in the USA, to learn how to work within and appreciate a broader culture that accepts/protects/sometimes criticizes and doesn’t understand our own culture, which can appear very insular and even strange to others. I think this gives us a certain patience and willingness to understand other cultures before analyzing their actions.

And to be honest (even though I am not a practicing Mormon), I have some things in common with many of my “clients” in the Muslim world, i.e. laws of health and dietary restrictions based on religious beliefs, conservative social norms, to include close family ties and moral obligations, relative modesty, and charitable contributions, “zakat” for them (2%), for Mormons the “tithe.” And how many Americans can claim to have a great grandparent who was polygamous, as I can?!? In fact, many Muslims call Mormons “American Muslims” only somewhat tongue-in-cheek. I also grew up in a desert culture, as the descendant of Mormon pioneers who settled in the Arizona/New Mexico territories and also Colonia Dublan in Chihuahua Mexico. Sort of like the Bedouin, no? My family even lived in tents at one point in Mexico after crossing over from the USA territories to avoid prosecution (not persecution per se).

If you could give a BYU history student any advice, what would it be?

My advice to BYU students of history: read the contemporary documents whenever you can to better understand the flavor of the times, especially correspondence. I have been reading lately Gordon S. Wood’s “Empire of Liberty” about the first 30 years or so following our revolution and it has been a fascinating eye opener in so many ways. Also, realize the relevance of the dynamics, not necessarily the “facts” – for example how developments (like the railroad) impact the economies and policies of the country, and also social norms. I love the annalist school of France, which believe it or not was just coming into vogue when I was a student of history. But for the first time we were looking at every aspect and element of society, not just the “leaders,” although leadership also plays a critical role (or the lack thereof). And leave aside your preconceptions and myths about the role of rugged individualists versus the government... It has been a dance all along between the two, who benefit from each other’s offerings. Small quiz: Which three presidents, and from which party, have introduced regulatory frameworks to protect the environment? And who was the last president to balance the budget? And which president was the last to pay against the principle of our national debt, not the interest?

Happy hunting!



From left to right three BYU graduates: Matthew H. Tueller (Ambassador to Kuwait), Deborah K. Jones (Ambassador to Libya), Robert Stephen Beecroft (Ambassador to Iraq) recently in Washington for the Chiefs of Mission conference.

AWARDS AND RECOGNITIONS

VALEDICTORIAN APRIL 2014: REBECCA STREIN

AWARDS FOR OUTSTANDING PAPERS

Recipients of Awards for Outstanding Student Papers in 2013



Women's History Award

Megan Bradford, "Rugged Trails and Remarkable Women: Thriving Pioneer Women During the Western Migration, 1840-1865".

LeRoy R. Hafen Award in North American History

Garrett Nagaishi, "Not Just a Slave: Exploring Choice and Experience in the Eighteenth-Century Black Atlantic".

Sechin Jagchid Award in Non-Western History

Cameron Nielsen, "Nobody Expects the Maoist Inquisition! How Mao Tested Khrushchev and Caused the Sino-Soviet Split, 1958-59".

Eugene E. Campbell Award in Utah History

Shalyn Schmelter, "Sevier County, Utah Remembers: Using Oral History to Discover the Advantages of Rural Communities During the Great Depression".

DeLamar and Mary Jensen Award in European History

Richard Bruner, "Why Didn't Anarchism Take Root in Transylvania?".

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

Reilly Hatch, "Sons of Patriotic Sires": "Adventure, Masculinity, and Manifest Destiny in the Doniphan Expedition, 1846-1847".

History of the Family Award

AmberLee Hansen, "The Bellamy Lineage of David Parker".

Personal Family History Award

Rebekah Purcell, "The Effects of the Agricultural Revolution on Family Life".

William J. Snow Award in Western or Mormon History

Reilly Hatch, "Dine and Bilagaana: Doniphan's Treaty with the Navajo, 1846".

Native American Studies Award

Robin Pratt, "Henry Bouquet vs Pontiac's Natives: One Man's Success Story".

Cultural History Award

Ridge Wallace, "A Relic of the Gods: Celto-Germanic Influences on the Veneration of the Holy Lance of Antioch".

FACULTY RECOGNITION AND AWARDS

Ignacio Garcia

Texas State Historical Association awarded Dr. Garcia the Al Lowman Memorial Prize for best Texas county and local history award for his book, *When Mexicans Could Play Ball*

Paul Kerry

Maeser Excellence in Teaching Award

Matt Mason

Alcuin Fellowship

Brian Cannon

Chair Selection for Outstanding Teacher of the Year

Chris Hodson

Student Selection for Outstanding Teacher of the Year

SCHOLARSHIPS

History and Family History Department Scholarship Recipients



HISTORY DEPARTMENT TUITION SCHOLARSHIP AWARDS (2013-2014)

Arthur Becker Scholarship

Elise Petersen

Mark Earl Brotherson Memorial Scholarship

Barrett Nagaishi

History Department Scholarship

Christopher Peterson

Harman Family Scholarship

Emma Cisneros

CENTER FOR FAMILY HISTORY & GENEALOGY ENDOWED SCHOLARSHIPS

McKay Scholarship

Bob Call

Conlee Scholarship

Rebekah Purcell

Mansfield Scholarship

Megan Bradford

Mansfield Scholarship

Caroline Pedersen

Rice Scholarship

FELLOWSHIP OF THE RING(S):
THE SOCHI OLYMPIC GAMES, BRAZIL'S WORLD CUP,
AND THE HUMAN DRAMA
BY EVAN R. WARD

Introduction: Center Ring

So, what was the purpose of the Opening Ceremonies?," I asked myself as I watched teary-eyed Russian figure skater Tatiana Volosozhar melt onto the icy floor of the Iceberg Arena following her gold medal performance with Maxim Trankoff during the recent Sochi Olympics. This was the beauty of sport. Here was Russia's true spectacle of the Games. Looking a little deeper, Volosozhar and Trankoff's journey to center ice also reflected the ways in which the Olympics and World Cup connect many of the themes that we study as historians: development, democracy, immigration, identity and fraternity. For example, both of these skaters literally followed their own paths to Sochi: On the rutted economic landscapes of post-Communist Russia, Trankoff moved to St. Petersburg at the age of 15 to pursue a vocation in ice skating; likewise, Volosozhar, who trained in Kiev as a young girl, jettisoned her Ukrainian citizenship in 2010 in order to compete for the Russian Federation.



The social, economic, and political setting for the story of these two athletes underscores the way in which sport, like the overlapping Olympic rings themselves, links important contemporary and historical themes in our world. My objective in sharing the following essay is to illustrate that the skills we develop as historians are conducive to identifying these dynamic aspects of the human experience through this year's sporting mega-events: the recent Olympic Games in Sochi Russia, as well as the upcoming FIFA World Cup in Brazil. As historian John Lewis Gaddis has observed in his collection of lectures, entitled *The Landscape of History*, our training as historians prepares us to look at the world as a web of interdependent relationships instead of independent variables in white-coat, laboratory-like isolation. Rio de Janeiro and Sochi are only the most recent settings to examine these aspects of the human drama.

Ring One: Development

It has become something of a cliché to preface discussions of the Sochi Olympic Games with a reference to the cost of the event, somewhere in the neighborhood of \$50 billion. As the Games unfolded, my own views on the cost of the megaevent also evolved. It is true that the gross sum spent on the Olympics trumped every other Olympic games, including the nearly flawless pageantry of the Beijing Games in 2008, by approximately ten billion dollars. But even in agreeing that \$50 billion dollars could be used for a multitude of other objectives, I began to consider that nations, including our own, do not always make zero-sum decisions (where funds designated for one purpose would automatically be allocated for another purpose) with their money, nor do even the most austere nations always act rationally in their motivations for spending money. Putin's Games, then, could be attributed to accomplishing multiple objectives within the context of statecraft: developing tourism in the oft-neglected Krasnodar region; parading Russia on the global stage; upgrading facilities for sports training (a la Park City and the 2002 Winter Games); or, deflecting attention from the sounds of bullets ricocheting off the walls of buildings in Kiev,

where Tatiana Volosozhar once lived and trained as a little girl (but then, for those who claim the games were simply a diversion for Ukrainian unrest and the Crimean takeover, would these events have been coordinated seven years ago when the International Olympic Committee awarded the games to Russia? Regardless of our answer to this, we must consider the complexity of timing and circumstance).

Some years ago, in 2005, I spent a month studying tourism development in Turkey as part of a Rotary Club exchange for young professionals. In the town of Fethiye, a seaside town nestled next to Oludeniz, a tranquil turquoise lagoon on the Mediterranean, local architect Muhammad Abu Albar gave me a tour of the properties that he had designed. At one of the all-inclusive resorts he emphasized that an increasing number of visitors on the Turkish Rivera hailed from Russia, alongside traditional streams British and German tourists. Unlike their Western European counterparts, however, Russians spent their rubles more freely. Signs printed in Cyrillic lettering around the resort confirmed Abu Albar's observation.

This sampling of trends in tourism on the European and Asian borderlands contradicts, in some measure, the rather simplistic narrative peddled during the Olympic Games: that the Sochi Games represented the resurrection of Stalin's failed dream to transform the thermal springs around the Black Sea port into an international destination, a dream that ultimately, like the Soviet Union, failed. A survey of the New York Times suggests a more complex reality. Although Stalin's Sochi never became what he had envisioned, the city did become an important domestic tourism destination during the Cold War. In fact, Sochi, much like Cancun in Mexico, Dubai in the United Arab Emirates, or even Kish Island in Iran, morphed into a cultural borderland between East and West, where Soviet workers found their own, although limited, window on the West. No, Sochi will never be mistaken for Monaco; however, its rationale for development follows a plausible trajectory for the city, instead of representing an aberration for a town that, according to the perception of many, simply sprang up overnight.

Halfway around the world and in the Southern hemisphere, Brazilian officials view the developmental opportunities of this year's World Cup as an opportunity to update existing infrastructure in mega-cities for streams of international tourists already familiar with Rio's iconic landscapes. As has been reported, many of the stadiums that will be built for the World Cup on the Brazilian periphery, in towns such as Cuiaba, Manaus, and even Brasilia, may not see much post-World Cup use, new and renovated facilities in Rio de Janeiro, Sao Paulo, Recife, and Salvador are badly needed for international tourism during and after the World Cup. As I noted in an article written for the Deseret News on February 23, by 2016 Rio de Janeiro, a mega-city of nearly thirteen million people, will have the same number of hotel rooms (approximately 40,000) as greater Sochi (a metropolitan area of 400,000) during the 2014 Winter Olympics. These added facilities will surely drive the high price of hotels in Rio down after the World Cup and Olympic Games in 2016.

But the question of using megaevents as a tool for economic development has not evolved independent of other forces in regional, national or global history. As has been evident in both the sphere of Russian foreign policy in the wake of the Sochi games, as well as on the streets of Brazil last June, questions of democracy are closely connected to these showcases of development. Politicians and event planners cannot choreograph world events to coincide with their designs for megaevents.

To read the rest of the article please see:

<http://byuhistory.blogspot.com/2014/04/newsletter.html>

PHI ALPHA THETA: NATIONAL STUDENT PRESENTERS

On March 29, 2014, the Beta Iota Chapter of Phi Alpha Theta hosted the Utah Regional Conference of that organization at Brigham Young University. The conference included presentations of the following papers by BYU students:

“Confederate Women: The Trials of the Civil War,” by Anne Clark.

“Clear Forecast With A Slight Chance of Accuracy: British Intelligence Reports on German Military Strategy in Late 1942,” by Chad Clayton.

“Pro-Slavery Arguments: Response to Cultural Differences,” by Timothy Gervais.

“Sons of Patriotic Sires’: Adventure, Masculinity, and Manifest Destiny in the Doniphan Expedition, 1846-1847,” by Reilly Hatch.

“Making Their Case: The Rise of the Vermont Republic,” by Daniel Huestis.

“Passive Accomplices: The United States and the Holocaust,” by Nina Linchenko.

“Don’t Shoot the Messenger: A Reevaluation of Ashanti-British Relations from Bowdich to Dupuis 1817-1820,” by Garrett Nagaishi.

“Soldiers for the Cause: How Women’s Relief Organizations Shaped the Memory of the Civil War in the Post-War South,” by Jessica Nelson.

“Keeping the Dream Alive: A History of the Joseph Fielding Smith Institute for Latter-Day-Saint History, Part One,” by Cameron Nielsen.

“Bluegrass Grays: Unionist Fathers’ Confederate Sons in Civil War Kentucky,” by Elise Petersen.

“The Role of Battlefield Tactics in the Battle of Poitiers 732 AD,” by Grant Reynolds.

“The Right of the Sonderkommando of Auschwitz to be Viewed as Victims of Tragedy,” by Taylor Rice.

“Primary Source Analyses and an Historiography on Health Care in the Early PRC,” by Jacob Valentine.

“Why Auschwitz Was Never Bombed: Military Impossibility and Moral Dilemma,” by Kylie Woollard.

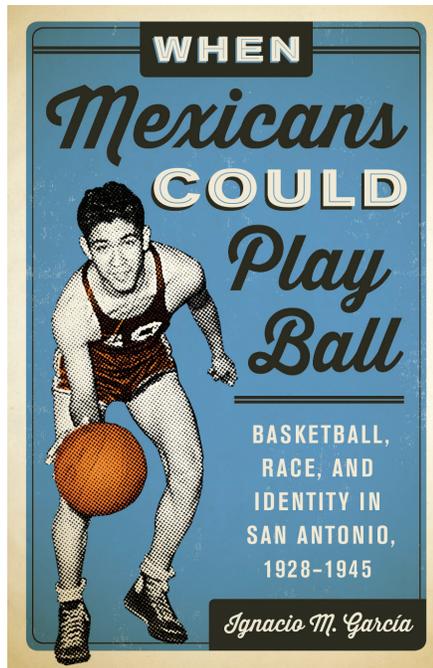
Dr. Ignacio García offered the keynote address during lunch, describing experiences throughout his life that have encouraged his pursuit of history, and Garrett Nagaishi was given 3rd-place recognition for the excellence of his paper among undergraduate presentations.

The Beta Iota Chapter held an induction ceremony for newly admitted members of Phi Alpha Theta on April 9, 2014 at 7:00 PM in the Maeser Auditorium. At this ceremony, student officers for the 2014-2015 school year were selected, they are as follows: Cameron Nielsen, President; Fritz Jung, Vice President; and Christian Curriden, Secretary.

FACULTY NEWS

Ignacio M. García's book *When Mexicans Could Play Ball* was published in January and has already won a book award from the Texas State Historical Association and sold out its first printing. The book tells the story of a segregated school in San Antonio, Texas that dominated the sport of basketball in the state during the World War II years. It is a story of young boys navigating racial divides, developing an identity as both Americans and Mexican Americans, all while playing great basketball. Professor García presented several scholarly papers this past year and in June will give one of the plenary keynote addresses for the Mormon History Association conference in San Antonio. He has also begun research for his next book, a biography on Octavio Romano one of the key intellectual precursors of the Chicano civil rights movement.

Jay H. Buckley delivered a keynote address at the national Lewis and Clark Trail Heritage Foundation's 2013 annual meeting. He also published articles or book chapters on: Blackfeet Indians and the Fur Trade; John Jacob Astor's Fort Astoria; and William Clark. Buckley's Orem book received the Clarence Dixon Taylor Historical Research Award and his Zebulon Pike, Thomas Jefferson, and the Opening of the American West was a finalist for the Colorado Book Award. Buckley accompanied K-12 teachers to Boston, Philadelphia, and Santa Fe through the Driven2Teach Field Study program. He serves on the Charles Redd Center for Western Studies Board of Directors, is Chairman of the Orem Historic Preservation Advisory Commission, and is President of the Utah Valley Historical Society.



Matt Mason spent much of the past year continuing work on his political biography of 19th-century American politician and orator Edward Everett. As part of the lead-up to the world media blitz that will accompany the publication of that tome, his chapter “‘The Sacred Ashes of the First of Men’: Edward Everett, the Mount Vernon Ladies Association of the Union, and Late Antebellum Unionism,” appeared in Michael A. McDonnell, et al, eds., *Remembering the Revolution: Memory, History, and Nation-Making in the United States from Independence to the Civil War* (University of Massachusetts Press, 2013). He is grateful for department and other BYU funding that allowed him to present on all things Everett at conferences in Cambridge, England (British American Nineteenth Century Historians); and Boston (a Massachusetts Historical Society conference on Massachusetts and the Civil War). He also was very pleased to see an article of his, “The Maine and Missouri Crisis: Competing Priorities and Northern Slavery Politics in the Early Republic,” published in the leading journal in his sub-

field, the *Journal of the Early Republic* (Winter 2013). His article “John Quincy Adams and the Tangled Politics of Slavery,” appeared in David Waldstreicher, ed., *A Companion to John Adams and John Quincy Adams* (Wiley-Blackwell, 2013); and this piece has led to an ongoing collaboration with Waldstreicher on an edition of Adams’ diary focused on slavery and politics. He continued his activism/scholarship on fighting contemporary slavery with his board membership in *Historians Against Slavery* and faculty advisor-ship of BYU’s *Anti-Human-Trafficking Club*. He also made an enormous step forward in his wife and daughters’

regard for him by agreeing to camp for two nights at Yellowstone in the summer, which may have more eternal benefits than all of the above.

Dr. Miller published “Minding the Gap: Pan-Americanism’s Highway, American Environmentalism, and Remembering the Failure to Close the Darien Gap,” in *Environmental History*, which attempts to explain the failure to finish the Pan-American Highway and asks how one might commemorate something that did not happen. He continues to work on his book “Common Places: the Body, the Car, and the Nature of the Street in Rio de Janeiro, 1850-1950,” an environmental history of the streets of Brazil’s old capital, the writing of which he plans to complete this year.

In addition to publishing several articles on Arabic, Byzantine, and medieval medicine (which has helped surpass 800 pages of peer-reviewed publications), **Glen Cooper** has received several speaking invitations, both in the US and Europe. He was the keynote speaker at: BYU Department of Micro- and Molecular Biology Annual Conference (“The Pre-modern Cosmological Foundations of the Bio-Medical Sciences”); invited speaker at University of London, Medical Prognosis in the Middle Ages Conference (“The Possibility of a Scientific Medical Prognosis: Medicine and Astrology in Four Medieval Thinkers”); and at Rutgers University, The Healing Arts Across the Mediterranean: Communities, Knowledge and Practices Conference (“Medicine and the Political Body:

A Metaphor at the Crossroads of Four Civilizations”). In addition, he has conducted invitational workshops at Harvard (“Graeco-Arabic Philology and Computer-assisted Textual Analysis.” Harvard Classics Department); and Kings College, London (“Reconstructing the Tradition of Galen’s *De diebus decretoriis* from Arabic and Byzantine Sources: Methods and Examples.” From Rūm to Rūm: Medical Translations in the Arabo-Byzantine Context). He continues his writing on intellectual exchanges between four Mediterranean cultures. He would like to thank the History Department, especially the Chair, for their support over the past few years.

In the past year, **Mark Choate** presented papers on his works in progress at the American Historical Association annual meeting in New Orleans, and at a workshop at the University of California - Los Angeles, sponsored by the UCLA Program on International Migration, the Fondation de la Maison des Sciences de l’Homme, and the Centre de Recherches Historiques, École des Hautes Études en Sciences Sociales.

Spencer Fluhman was appointed editor of the *Mormon Studies Review*, a publication of BYU’s Neal A. Maxwell Institute for Religious Scholarship, in the spring of 2013 and the new Review’s first volume was published in December. His book “A Peculiar People”: Anti-Mormonism and the Making of Religion in Nineteenth-Century America (UNC Press, 2012) won the Mormon History Association’s “Best First Book Award” in 2013. He was recently

COURSE SPOTLIGHT

This semester, Mark Choate is teaching a new history course, “Terrorism and Counterterrorism.” This is also supported by the political science department, and has more than 60 students enrolled. They are analyzing terrorism from the French Revolution to the twenty-first century, including anarchism, terrorism in the Cold War, and suicide terrorism. He has organized this upper-level course into ten discussion groups, with rotating discussion group leaders, to combine lectures with small and large format discussion and debate.

appointed to the Mormon Studies steering committee of the American Academy of Religion and the governing council of the American Society of Church History. Over the past year, he's given academic papers or presentations at the Abraham Lincoln Presidential Library, the annual conference of American Academy of Religion, King's College-London, National Defense University, Texas A&M University, TCU, University of Virginia, and the Zion Canyon Field Institute.

Craig Harline gave the college's Martin B. Hickman Lecture in March 2013, entitled "What Happened to My Bellbottoms? How Things That Were Never Going to Change Have Sometimes Changed Anyway, and How Studying History Can Help You Make Sense of it All," which was published in a slightly different form in the Winter 2013 issue of *BYU Studies*. He also gave talks about his research on conversion at the University of Arizona and Utah Valley University. During the summer, he continued research in the Netherlands for a Dutch version of his 2011 book *Conversions*, which he hopes to finish writing in 2014. In July, Eerdmans will publish his book *Way Below the Angels: The Pretty Clearly Troubled But Not Even Close to Tragic Confessions of a Real Live Mormon Missionary*, which is intended as much for non-Mormons as Mormons.

In the last year **Professor Rebecca de Schweinitz** has made several research presentations on her new book project, including, "Age and Voting Rights in the 'Age of Aquarius'" at the Organization of American Historians annual conference. She participated in a panel discussion,

Spencer Fluhman's book "A Peculiar People": Anti-Mormonism and the Making of Religion in Nineteenth-Century America (UNC Press, 2012) won the Mormon History Association's "Best First Book Award" in 2013.

Leslie Hadfield has published the article "Challenging the Status Quo: Young Women and Men in Black Consciousness Community Work, 1970s South Africa," in the *Journal of African History*.

"Rethinking Liberal Child Socialization: Creating Citizen Consent in the Early Republic and Today," at the Society for the History of Children and Youth Biennial Conference in Nottingham, England, and has chaired other professional conference sessions, such as "Young People, Social

Change, and Movement Politics in the Twentieth Century United States," at the 2014 American Historical Association. Dr. de Schweinitz also presented work on a new side project, "The 'Chosen Generation': Mormons and the Challenge of Youth in the late 1960s and early 1970s," at the Mormon History Association, and is currently revising that essay for a forthcoming collection on Post-1945 Mormonism. The University

of California, Riverside, invited Dr. de Schweinitz to talk about youth in the civil rights movement for their commemoration of the 50th Anniversary of the Birmingham Civil Rights Campaign, and Southern Utah University had her speak on "Civil Rights Stories: Childhood, Brown, and the American Press," for their Black History Month series. In addition to her other teaching responsibilities, she enjoyed team-teaching a course on the Civil Rights Movement with other FHSS College faculty. That course included taking students to important civil rights sites in Georgia and Alabama and meeting with former civil rights activists. Dr. de Schweinitz has also been happy to participate in campus panel discussions that help students understand the

history that grounds the Church's recent statement on [race and the priesthood](http://www.lds.org/topics/race-and-the-priesthood) (<http://www.lds.org/topics/race-and-the-priesthood>).

LECTURE SPOTLIGHTS



2014 SWENSEN LECTURE

Deborah Cohen, a Peter B. Ritzma Professor of the Humanities and Professor of History at Northwestern University, presenting her lecture: “The Children Who Disappeared: Learning Disabilities and Families in Modern Britain”

She asks, “What did families keep secret in the past -- and why?” Drawing upon scores of previously sealed records, Deborah Cohen offers a sweeping account of how shame has changed over the last century and a half. She delved into the familial dynamics of shame and guilt – focusing in particular on the story of learning disabilities – to investigate the part that families have played in the transformation of social mores from the Victorian era to the present day.

Visiting Lecturer Highlight by Rebecca de Schweinitz

Professor Rachel Devlin, Associate Professor of History at Rutgers University, recently came to campus and talked with History and Women’s Studies students about her new research on gender and school desegregation. In addition to making a formal presentation, “Girls on the Front Line: The Battle to Desegregate the Public Schools Before and After Brown v. Board of Education,” Dr. Devlin met with some of the History Department’s 490 students to talk about her research, discuss research strategies and questions, and to give students feedback on their own projects.

THANKS TO THE DONORS

Each year the History Department awards cash prizes for outstanding student papers and excellent past performance, and helps students obtain an education through generous scholarships. These funds do not come from the general operating budget of the university, but are provided by alumni of the History Department. Thank you to all who have contributed so generously in the past. If you are an alumnus we hope you will consider a donation to the department endowment, which is used to fund awards and scholarships.

For more information, contact the History Department: hist_sec@byu.edu.

BYU PROFESSORS ARE “DRIVEN2TEACH” BY EMILY DOCKERY

Dr. Jay Buckley and Dr. Jeff Nokes have developed a partnership over the last few summers through their participation in the Driven2Teach program, sponsored by the Larry H. Miller Corporation and Zions Bank. The program sponsors Utah teachers, both elementary and secondary, for a week-long field study of historical sights. Driven2Teach was the brainchild of Larry H. Miller. A 2013 press release about the program quotes Larry H. Miller’s autobiography saying, “David {McCullough} and I both believe it is important to educate people about our heritage. Otherwise, many of the freedoms we have had in America are going to be lost to future generations, and they won’t even know what they’ve lost.” Inspired by a program from historian, McCullough’s home state of Maine and filling a spot left vacant by the now defunct Department of Education “Teaching American History” program, private enterprise has taken up slack where the federal government has fallen short. The program is now seven years old, and BYU’s own professors, Dr. Buckley and Dr. Nokes, have each taught various field studies for five and three summers, respectively.



I interviewed both professors to find out more about this program and what inspired them to be a part of it. Dr. Nokes, a professor of historical pedagogy, is passionate about what this program aims to achieve and said “I’m really driven to try and improve teaching and I think this is a great way to improve it—both because of the experience that they have, but then also the opportunities to reflect on teaching and think about ‘Ok, how can I really teach this?’ And it’s not just a matter of becoming a better lecturer. They need to become a better teacher and find ways to get the kids actively thinking about the things they are taught.” The program endeavors to teach better methods of pedagogy in various ways. One pedagogy specialist and one content specialist always lead the field programs. Dr. Buckley gives an example of this for the “Foundations of America” field study explaining, “I’ll give a lecture on the founding fathers, from the various colonies, and their contributions, or I’ll give one comparing the documents of freedom, looking at the Declaration of Independence, the Articles of the Confederation, Constitution and the Bill of Rights.” Dr. Buckley focuses on the historical content of the trips while Dr. Nokes elaborates on how to better utilize that knowledge in lesson plans.

Each field study accommodates thirty teachers. Their per diem, travel, lodging, and expenses are all paid by the program. Although a fun experience, each field study is also a rigorous week. The group gets up early in the morning and they don’t stop until late at night. Additionally, teachers can receive college credit for this program. In fact, it’s much like a college course; the teachers create lesson plans, have reading assignments, and write a research paper. The field study groups meet in the spring before the program commences; then the participants from all three field studies come together in the fall and they teach each other what they learned on their respective trips, reinforcing and enhancing their knowledge.

Pictured above: Jay Buckley and Jeff Nokes ambushing teachers at Lexington, Mass. with wooden muskets.

Both Dr. Buckley and Dr. Nokes enjoyed participating in this program. Each regional field study has a plethora of experiences to offer. In the Northeast, the participants can walk the Freedom Trail, go to Lexington and Concord to see where the first shots were fired, visit John Adams' home, or walk the steep incline of Bunker Hill. In the Southwest, or "Spanish Borderlands Field Study", the teachers start in Santa Fe at Mesa Verde and study the area's prehistory, then move on to cover the Spanish and Mexican periods of Albuquerque and Santa Fe, and culminate their study by visiting the oldest continually occupied community in the United States—Taos pueblo. For the field study on westward expansion, the teachers learned about Dr. Buckley's area of expertise, Lewis and Clark; the group traveled on the Missouri river in canoes, camped, and held a mock trial on the death of Meriwether Lewis during a night sitting around the campfire. However, the program is not just fun and games, Dr. Buckley elaborates, "They're getting instruction but it's in different settings, so it doesn't feel like a classroom." Dr. Nokes discussed these immersive experiences, saying, "One of the strategies of historical thinking is contextualization. Which just means being able to place yourself in the context. Part of that is a social issue, like thinking the way people thought at the time and understanding how they viewed the world. But part of it is a physical context too." Experiencing history up close and in person helps to build excitement for history among teachers and, as a result, for their students. Dr. Buckley discussed this point, commenting, "I think it's a really effective way to teach history."

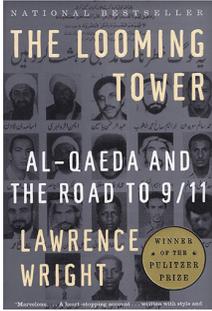
The format of the program allows the teachers to grasp historical content to a great depth so that they can then adjust that knowledge to whatever level they're teaching. This program helps teachers reignite their passion for history and facilitates a greater understanding of certain historical periods. I asked Dr. Nokes about the endemic "bored high school history student" and he replied that, "There's something that's lovable about history if it's approached in the right way. But there are a lot of teachers that struggle to find that way." Dr. Buckley concludes that this program can make a great difference in a teacher's life, commenting that, "It helps them relate better to the history [...] they talk about going back to their classrooms and telling their students about this and they get excited to see the light come on in their eyes—that history's not just a bunch of dead people from the past that we don't know or understand." Through their work with the Driven2Teach program, Dr. Buckley and Dr. Nokes help bring history alive to Utah teachers and their students, perhaps paving the way for a new and enthusiastic generation of historians.

For more information, please visit:
<http://www.driven2teach.org/>



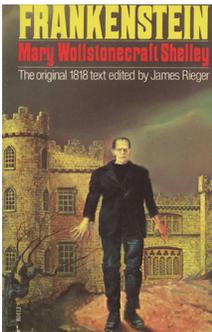
The Driven2Teach "Westward Expansion" field study canoeing down the Missouri River.

RECOMMENDED READING



The Looming Tower: Al-Qaeda and the Road to 9/11

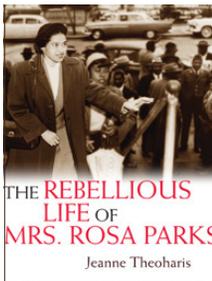
By Lawrence Wright, published by Vintage/Random House, 2011 (with afterword). This is an outstanding international religious, political, and cultural history.



Frankenstein

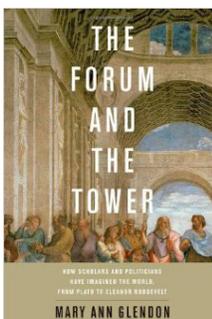
By Mary Shelley, published in 1818, this may be one of those books you think you've read because you've seen so many adaptations (loose and otherwise), but haven't. Either way, in our age awash with technological innovation with scant regard to the consequences thereof, this is a timely as well as gripping read.

Pictured on left: Pocket Books, Published 1976 Cover Artist: Mara McAfee



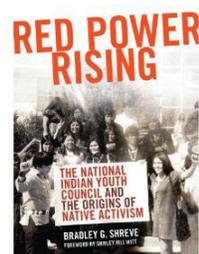
The Rebellious life of Mrs. Rosa Parks

By Jeanne Theoharis, published by Beacon Press, 2013



The Forum and the Tower: How Scholars and Politicians Have Imagined the World, from Plato to Eleanor Roosevelt

By Mary Ann Glendon, published by Oxford University Press.



Red Power Rising: the National Indian Youth Council and the Origins of Native Activism

By Bradley Glenn Shreve, published by University of Oklahoma Press, 2011

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