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NEWSLETTER

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Dear Friends,

Greetings! Wherever you are in the U-M History diaspora, I hope this newsletter finds you well. As I write, big things are happening in our department: from dynamic new courses, research projects, and alumni achievements to the arrival of five new faculty and the launching of what is arguably our most important initiative in many years. With my limited space here, I would like to tell you about this initiative—what we are calling **U-M History in the Public Service**.

As you know, our department has long ranked among the top half dozen in the United States. Encompassing more than seventy world-class faculty, it is one of only a few today that offers cutting-edge historical scholarship across all periods and regions of the globe. In recent years, our work has been recognized with MacArthur “genius” grants, Guggenheim fellowships, a Pulitzer Prize, and many top teaching awards. Still, as the world has changed around us, we have come to believe that the considerable challenges of the present moment demand a broader range of skills from a top department—skills more fully focused on real-world impacts, innovative platforms, and broader publics beyond academia.

The articles that follow here suggest some of our efforts in these directions: our expanding modes of public engagement. These efforts cut across many topics, eras, and contexts, but they are guided by a number of collective goals. We want to develop learning experiences for our talented students beyond single-authored research papers (although we will certainly continue to train them how to do that sort of work at the highest possible levels). We want to arm them with impressive dossiers. We want to position them effectively for multiple career paths beyond their degrees at U-M. We want to make our scholarship more resonant and widely accessible through digital platforms like podcasts and electronic exhibitions; op-ed pieces and social media; radio, film, and television. We want to foster new forms of team-based collaborative research on some of the major social and political questions of our time. Above all, we want to push back against the devaluation of the humanities and mobilize the power of historical thinking—its potential to change lives and contribute to the common good.

If you are excited about these possibilities, please join us! Over the next few years, we will be adding new internships at every level, launching new HistoryLab courses (see facing page), and forging new relationships with an exciting range of institutional partners: museums and media companies, think tanks and policy centers, nonprofits and corporations. Readers like you, who already have a strong relationship with U-M History, constitute one of our most important and valued networks. So please send me a note to share your news and good ideas: [jwcook@umich.edu](mailto:jwcook@umich.edu). I’m always very eager to hear from the many friends of this remarkable department!

Warmly,

Jay Cook  
Department Chair  
Professor of History and American Studies

NEW FACULTY

The History Department welcomes five new faculty members in the 2018-19 academic year. Studying everything from the history of childbirth in ancient Rome to Chinese art collecting in twentieth-century America, these new faculty will expand the department’s already considerable course offerings and research areas. The group includes an LSA Collegiate Postdoctoral Fellow, the director of the university’s newly established Center for Social Solutions, and several joint appointments with other academic units.



Henry M. Cowles

Assistant Professor  
PhD, Princeton University  
  
A historian of modern science and medicine, Professor Cowles’s research focuses on the sciences of mind and brain, evolutionary theory, and the experimental ideal in the United States and Great Britain.



Earl Lewis

Professor  
PhD, University of Minnesota  
  
Former president of the Andrew W. Mellon Foundation and a specialist in African American history, Professor Lewis will also serve as director of the new Center for Social Solutions at the University of Michigan.



Anna Bonnell Freidin

Assistant Professor  
PhD, Princeton University  
  
Professor Freidin’s research centers on Roman culture from the first century BCE through the third century CE. Her current project explores how Romans constructed, understood, and mitigated the risks of childbirth.



Raevin M. Jimenez

LSA Collegiate Postdoctoral Fellow  
PhD, Northwestern University  
  
A specialist in Africa, gender, political economy, and comparative historical linguistics, Professor Jimenez’s current project examines the gender history of Nguni speakers in southern Africa in the ninth through twentieth centuries.



Ian Shin

Assistant Professor  
PhD, Columbia University  
  
Professor Shin specializes in Asian American history and the history of the United States in the world, 1850-1950. His current book project examines Chinese art collecting in the United States in the early twentieth century.

History for the Real World

HistoryLab takes research to the public

By Gregory Parker

Telana Kabisch signed up for Professor Jesse Hoffnung-Garskof’s immigration law course to learn more about the system that affects her loved ones.

History 335, Immigration Law: Critical Approaches to Contemporary Issues, wasn’t like most history courses. It was part of the Immigrant Justice Lab, a long-term project in which students grapple with the current immigration debate by analyzing its history.

“My experience in the lab has been different from other history courses because we did really interesting activities that facilitated deep discussion,” said Kabisch.

The Immigrant Justice Lab is part of the department’s new HistoryLab initiative, which provides students with interactive, exploratory, team-based experiences to address challenges in the real world. HistoryLab is a key component of the department’s new commitment to public engagement.

“Through HistoryLab, the department is fulfilling the university’s core mission of publicly engaged scholarship and teaching,” said Professor Matthew Lassiter, who served on the task force that helped shape the initiative. “At the same time, we’re providing our students with important career-related skills through projects designed to communicate historical research to public audiences and policymakers.”

“Many of our students are immigrants, are from immigrant families, or are thinking of careers as immigrant advocates,” said Hoffnung-Garskof, a professor in History and American Culture. “The Immigrant Justice Lab allows them to put their academic skills to work and develop new skills, as researchers for attorneys representing unaccompanied minors in asylum cases.”

Kabisch worked with a team of students on the case of a Honduran boy seeking asylum after suffering abuse at the hands of family members and gang members in his home community. Asylum petitions must show not only that clients may suffer harm if they are returned to their country of origin but also that this risk of harm is part of a broader pattern of persecution against (or failure to protect) people of a particular ethnicity, race, religion, political affiliation, or membership in some other recognized social group.

For her client’s case, Kabisch helped compile a research dossier on violence against children in Honduras and on the state of child protection services there. She continued in the lab this summer as a law clerk with the Michigan



Telana Kabisch spent her summer as a law clerk at the Michigan Immigrant Rights Center. (photo: Gregory Parker)

Immigrant Rights Center (MIRC), a nonprofit partner in the project. This fall she’ll apply the knowledge of immigration law she’s picked up at MIRC in History 477, the lab’s advanced research practicum.

In addition to doing research on behalf of individual clients here in Michigan, students in the Immigrant Justice Lab are putting the results of their historical research into a new open-access digital database that will be available to all attorneys representing asylum seekers. Immigration attorneys who take the cases of immigrant children pro bono often lack the time and expertise to do research on country conditions for each client.

History 335 students Meghan Brody and Elijah Arons spent the summer developing the database architecture. The project benefitted from Brody’s knowledge of library science and Arons’s expertise in computer science. This interdisciplinary team-based approach is integral to the HistoryLab concept.

“In the fall as a lab assistant I will be working with the students in History 477, teaching them how to input information into the database,” said Brody. As conditions on the ground change, future classes can update the database accordingly.

After she graduates, Brody plans to become a social justice librarian. She will be able to show the database to potential employers and graduate schools, a tangible demonstration of the skills she’s gained in this history course.

Students in future Immigrant Justice Lab courses will expand the database, work with community partners like MIRC, and begin new projects. The lab has received three-year funding from Instructional Support Services in the College of Literature, Science, and the Arts. This will help cover costs for undergraduate and graduate student lab assistants, travel expenses for off-site visits, and internships with community partners.

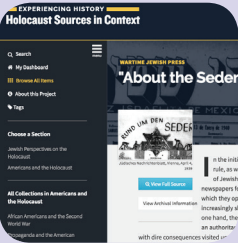
“Students often wonder what they can do with a history degree after graduation, but HistoryLab turns this question around,” said Hoffnung-Garskof. “What can history students do out in the world now? Our department is committed to teaching historical thinking and research skills by engaging students in meaningful public history projects.”

UPCOMING HISTORYLAB PROJECTS



Fall 2018: Policing and Social Justice Lab

Students in History 393, Cold Cases: Police Violence, Crime, and Racial Justice in Michigan, will begin developing an online database of police killings in Detroit in the 1960s and 1970s, most of which have gone uninvestigated. Led by Professor Matthew Lassiter, students will choose cases for in-depth review, undertake extensive research in Detroit archives, interview witnesses, and present findings online. Future iterations of the lab will continue to develop a comprehensive database for the entire twentieth century. The lab will contribute historical knowledge to current debates over policing and crime, racial and social justice, and mass incarceration in modern America.



Winter 2019: Experiencing History: Holocaust Sources in Context

Graduate students in Rita Chin and Jeffrey Veidlinger’s HistoryLab will partner with the United States Holocaust Memorial Museum to develop content for the museum’s *Experiencing History* website, a tool for teaching about the Holocaust through primary sources. Student teams will work with museum staff to build a digital exhibition, presenting and analyzing primary documents for the general public. This new lab course will introduce students to skills outside the solitary reading, writing, and teaching typical of graduate training. Students will learn how to collaborate in teams, work with institutional partners, and communicate complicated historical arguments to a general audience.



PUBLIC ENGAGEMENT

# MAPPING THE HISTORY OF BLACK WOMEN AT U-M

Michigan in the World walking tour brings Ann Arbor’s past to life

By Michael Gawlik

There’s a new tour in town this fall—and rather than discuss the origin of the UGLi’s name or the best dining hall on campus, this one tells a story about the University of Michigan unlikely to be heard anywhere else.

That’s because six undergraduate students spent their summer uncovering the history of black women at the university for this year’s Michigan in the World (MITW) program.

Since 2015, MITW has offered undergraduates paid internships to engage in a significant public history project under the guidance of a faculty member and graduate student. Undergraduates immerse themselves in the archives at the Bentley Historical Library, read existing scholarship, and craft narratives about what life at Michigan was once like. The program is a partnership with the Bentley, which funded this year’s internships with a donation from Thomas C. Jones (BBA 1968, MBA 1971).

MITW’s goal is to make the past accessible to the public. This year’s cohort, working on a project titled “The Social World of Black Women at the University of Michigan, 1920-1975,” found particularly innovative ways of doing just that.

Together with Professor LaKisha Simmons and graduate student Severina Scott, undergraduate students Bryan Foster, Lakyrria Magee, Taniya Moore, Brittany Simmons, Mahal Stevens, and Chelsea Vergiels created a walking tour of Ann Arbor that brings participants to sites where black women lived, studied, and socialized. A tour of this kind is not only new for MITW—it is also groundbreaking for the university as a whole.

“Michigan’s official tour is all about presenting the best face of the university,” said Brittany Simmons, who worked as a campus tour guide before taking part in MITW. “This tour allows [people] to see for themselves what black women at Michigan experienced, which is very different than the student experience today.”

The self-guided tour is intended for Ann Arbor newcomers and locals alike. Participants aren’t simply told that African Americans were long forced to live on the periphery of town. Instead, they venture to off-campus sites like 1102 E. Ann Street, a former boardinghouse where many black women resided. Participants don’t merely hear about the Negro-Caucasian Club or its founder, Lenoir Beatrice Smith. Instead, they visit the site on Church Street where Smith led meetings alongside faculty advisor Oakley Johnson.

“I’m really interested in geography—how the built environment around us influences how we understand ourselves and informs our everyday experiences,” said Professor Simmons. According to her, navigating Ann Arbor through black women’s lives “helps you get into the past in a way that’s different than reading a book.”

Professor Simmons, a historian of African American gender history, was uniquely suited to lead this year’s cohort. Her first book, *Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans* (2015), examines how girls navigated urban spaces in the Jim Crow South. In other projects she evaluates the experiences of students at historically black colleges and universities (HBCUs) in the early twentieth century.

“I’ve done a lot of work on black college students, but never in a predominantly white institution,” said Professor Simmons. “At HBCUs, black students had all of these various spaces to gather, to be, and to do ... whereas at Michigan, there were very few black students here at the same time. The community was so small that I think it must have been pretty isolating.”

Indeed, a prominent theme on the MITW tour is the way in which black women experienced marginalization during their time at Michigan. Though students developed their own social communities, which garnered national attention in the black press, they were also barred from university housing and refused service at many Ann Arbor establishments. They received little support or protection from the university’s administration, which long resisted activist calls for gender and racial equality.

“As a campus tour guide ... I seldom speak about activism, racist incidents, or other difficult topics that will make prospective students and families uncomfortable,” said student Brittany Simmons. The MITW tour, however, aims “to show people that Michigan has not always been diverse or inclusive, that it was not equal,” she said.

Black students at Michigan also felt the burden of being “race women”—that is, representatives of all African Americans, rather than just themselves. Coming primarily from elite backgrounds, these women were acutely aware of their uncommon educational opportunities and the implications their success or failure might have on perceptions of the entire race.

This was a burden, however, that the MITW tour suggests many black women bore with pride, and used as motivation to succeed in their studies. They earned advanced degrees in mathematics, zoology, law, and medicine—fields that, Professor Simmons notes, remain difficult for black women to gain entrance to today because of racism and sexism.

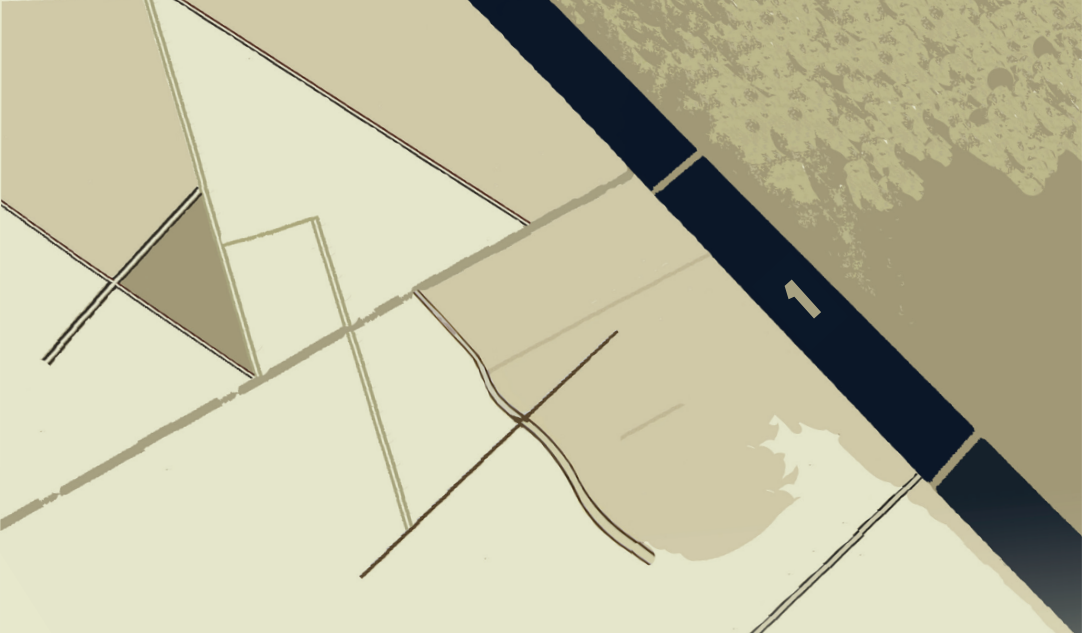
To Professor Simmons, this year’s MITW project has significance beyond what it teaches about the past. “I think this project ... helps us reflect on what black students’ lives are like on campus now,” she said.

Undergraduates who worked on the project agree. “I’m so grateful to have had this opportunity to share and amplify the stories of these women,” said Brittany Simmons. “From my research ... it’s clear that documenting the history of black women had not always been a priority in the past, but it’s reassuring that a strong attempt is being made now.”

In addition to the walking tour, this year’s MITW cohort contributed to an online mapping project and developed a web exhibit depicting the lives of black women at U-M. They also plan to create a physical exhibit that will be displayed on campus and open to the public this fall.

“I hope people will see our work and want to give us more stories, and tell us more about what happened,” said Professor Simmons. “Once we get more leads ... there will definitely be places to take it in the future.”

Visit [michiganintheworld.history.lsa.umich.edu/blackwomenatu-m/](http://michiganintheworld.history.lsa.umich.edu/blackwomenatu-m/) to learn more and access the walking tour.



Photos from top: Left to right, Severina Scott, Bryan Foster, Chelsea Vergiels, Taniya Moore, Brittany Simmons, Lakyrria Magee; Brittany Simmons; Chelsea Vergiels; Lakyrria Magee (left) and Severina Scott. (photos: Michael Gawlik)



PROFESSIONAL SUCCESS

# Reimagining the History PhD in the Twenty-First Century

## History launches new career diversity initiative for graduate students

By Matt Villeneuve

Would it surprise you to learn that more than 20 percent of recent U-M History PhDs build successful careers outside the academy?

This isn't by default but rather by choice. In the twenty-first century, the meaning of a PhD is changing. At Michigan, we're committed to staying one step ahead of the curve. We've been selected by the American Historical Association to take part in its two-year Career Diversity for Historians project.

I'll be serving as the department's first career diversity fellow, working with Professor Rita Chin to think broadly about the idea of a history doctorate today. Our goal is to better articulate the purpose, utility, and value of a history PhD to graduate students, the ranks of the professoriate, and future employers beyond the academy.

Our hope is that this insight about the value and versatility of the history PhD from Michigan will empower our future graduates to effectively pursue whatever path their career might follow.



As one of twenty other grant recipients across the nation, the department's Career Diversity Initiative is part of a national attempt to reimagine doctoral education in the discipline of history. To make this audacious goal feasible, we're turning to our department's greatest pool of knowledge, talent, and success stories—our alumni.

Michigan History graduates are best positioned to answer some of the department's burning questions. How have alumni translated their ability and value as researchers, communicators, and teachers into jobs beyond the academy? Which skills learned through coursework, prelims, teaching, or dissertating have alumni employed in



Matt Villeneuve is a fourth-year PhD student in American history at the University of Michigan.

their careers? In what ways can graduate education be improved to serve a variety of career goals?

To get a handle on these questions and gain a sense of their diverse career paths, we'll construct a new network of the department's alumni who might connect with current graduate students and faculty. Additionally, we'll survey graduate students to learn how they value their forthcoming PhD and how the department can help them unlock a variety of career trajectories.

So how can you help? In the coming months, we'll be reaching out to graduates both inside and beyond the academy to begin building a Michigan History alumni community. Working together, I'm confident that we can work to better understand and articulate the value of a PhD in history from the University of Michigan.

IN THE FIELD

# Learning about Life on the Inside

## Field trips, archival documents, films, guest speakers help students understand mass incarceration

By Terre Fisher

Humbling and informative. Fascinating and frightening. Intensely uncomfortable. The Cell Block 7 Museum left an indelible impression on the students of History 366, Crime and Drugs in Modern America.

Professor Matthew Lassiter organized the trip as a component of his course so the class could experience the physical environment of incarceration. The museum is a decommissioned section of the active Jackson State Prison complex, the largest walled prison in the world on its completion in 1934.

Students stepped into the original cells and viewed topical exhibits on the history of the facility. A former guard answered their questions and provided intimate details about controversies they had studied in class, including prison overcrowding, violence, and litigation.

"The class spent the previous week researching the history of Jackson State Prison, including the debate over what really happened during a major 1981 disturbance. So experiencing the facility firsthand really hit home," said Lassiter.

The course, focusing on the historical conditions leading to the United States' current position as the global leader in mass incarceration, emphasized active learning. Instead of a traditional lecture format, students worked in groups, engaged with archival documents, collaborated on digital projects, wrote policy memos, and met with prisoner reentry activists.

"In this course, we have spent a considerable amount of time researching the events that led to prison reform, as well as prisoner rights activism," wrote Emily Frucci for the class blog. "[The tour] provided us an opportunity to see aspects of the situation that are not possible through interpretation of old documents. By being able talk to a guard who was a longstanding member of the system, we could further understand the relationships and perspectives of those in the penal system."

"Visiting the prison was an extraordinary opportunity for students to consider the human consequences of topics we studied in this class," said Lassiter.



Students pose outside the old prison gates. "Actually being inside the prison made it more real to me. It made me realize how psychologically damaging prison can be and contextualized what we studied in class. I couldn't shake the feeling that I wasn't supposed to be there," wrote Kori Thomas for the class blog. (photo: Matthew Lassiter)

FACULTY RETIREMENTS



### Francis Blouin

Francis Blouin was a professor in History and the School of Information. He joined the university in 1974 as an archivist at the Bentley Historical Library and earned his PhD from the University of Minnesota in 1978. From 1981 to 2013 he served as director of the Bentley. Blouin chaired the university's Bicentennial Advisory Committee, which helped shape the campus-wide commemoration of U-M's 200th anniversary in 2017. Blouin was named professor emeritus by the U-M Board of Regents on February 15, 2018.



### Kathleen Canning

Kathleen Canning was the Sonya O. Rose Collegiate Professor of History and a professor in History, Women's Studies, and Germanic Languages and Literatures. She earned her PhD from Johns Hopkins University and joined the U-M faculty in 1988. A former History Department chair, Canning is the author of Languages of Labor and Gender: Female Factory Work in Germany, 1850-1914. She became dean of the humanities at Rice University on January 1, 2018, and was named professor emerita by the U-M Board of Regents on February 15, 2018.



### Dena Goodman

Dena Goodman was the Lila Miller Collegiate Professor of History and Women's Studies. Goodman received a PhD in history from the University of Chicago in 1982 and joined the University of Michigan faculty in 2000. Goodman is codirector of the Encyclopedia of Diderot and D'Alembert Collaborative Translation Project, a digital humanities initiative aimed at making the encyclopedia accessible to English-language readers. Goodman was named professor emerita by the U-M Board of Regents on May 17, 2018.



"We were told the prison was created with psychological effects in mind. ... Rows of five cells stacked one above the other, an intrusive buzzing from the lights was an auditory constant, and everything in the cell block was gray, with the exception of an obnoxious yellow color ... it resembled a warehouse and was meant to hold 500 inmates. My impression is that one's individuality would quickly dissipate in a place like that," wrote Austin Marks for the class blog. (photo: Matthew Lassiter)



# EVERYDAY LIFE IN MEDIEVAL JAPAN

## Michigan holds a summer workshop on the sources

By Terre Fisher

In the Asia Library seminar room, Professor Shōji Sasamoto stood next to the projection of a hand-inscribed text mounted on a hanging scroll. He gestured toward one of the participants, who had raised her hand.

“But why would the personal seal be placed there?” she asked. “In the previous document, it was at the end.”

“The last document we looked at was an order from the warlord to provide tax exemptions, but it was sent through his right-hand man,” Professor Sasamoto, the session leader, answered. “So, the seal validates that the command came from Takeda Katsuyori himself. But in this document, we’re not seeing an attempt to assert the [warlord] family’s power. Instead they’re trying to stop the unlawful distribution of goods.”

He explained that the placement of the seal was critical to understanding the document. Sasamoto translated: “The document says, [At] Uminokuchi [Village]. If a [document] does not have this seal, do not dispatch [the Takeda’s] servicemen and carrier horses.

“So the seal is right next to the ‘this seal’ phrase, for clarity, rather than trying to emphasize the overlord’s authority,” he said.

This was a typical conversation at the University of Michigan’s Medieval *Komonjo* Workshop, which ran from July 9 to August 3. Participants included graduate students, faculty, librarians, and independent scholars who got the rare chance to compare print versions of medieval Japanese documents (*komonjo* 古文書) with images of the real thing. They pored over photographs of the originals, diligently examining the calligraphy, positioning of lines, paper quality—and the placement of seals.

Intensive workshops like this are typically offered once a year at only one location worldwide. This year’s workshop was a first for U-M.

History graduate student Paula R. Curtis and Professor Hitomi Tonomura conceived a plan to host the month-long program last summer. They set the topic—“Commoners and Authority in Medieval Japan”—and recruited scholars from Japan and North America to lead the daily exercises. Eleven faculty and graduate students enrolled, with eight relocating to Ann Arbor

for the course of the two-session workshop—one focused on the early medieval period (1185-1333) and one focused on the late medieval period (1336-1603). The organizers obtained funding to keep participation in the program free and provide housing support for out-of-town guests.

“Training for graduate students and scholars studying medieval Japan is hard to come by,” said Curtis. “The documents are idiosyncratic, and it’s not enough to teach yourself from a book. To master the primary sources, you either go to Japan for an extended period and receive one-on-one tutoring from a professor or enter a Japanese seminar. There are seldom opportunities like this in North America or Europe.”

Two eminent scholars, Shin’ichirō Takahashi (Historiographical Institute of the University of Tokyo) and Shōji Sasamoto (Nagano Prefectural Museum of History), led the work on the documents, which are written predominantly in Chinese characters. Eric C. Rath (University of Kansas) visited for two weeks to help participants explore sources related to food culture and other expressions of everyday life.

Each morning and afternoon, workshop members gathered in the Asia Library to review several documents, preparing medieval transcriptions and reading them aloud. The session leader corrected their work and discussed the nuances of words whose readings changed over time or were context-specific.

Participants then volunteered their modern Japanese translations and interpretations, with the instructors offering historical insights into the terms, historical practices, and documentary conventions in the medieval period. Finally, the group worked together to produce English translations that could do justice to the originals, grappling with the frequent ambiguities in the historical materials.

“Trying to decipher and make sense of these documents is more complicated than solving a complex puzzle,” said Tonomura. “Scholars spend decades learning and refining these skills but, really, a lifelong effort still isn’t enough. Translating them is surely not for the faint hearted!”

Why Japan, why now? Despite the liveliness of the historical record, certain topics—like the lives of common folk in Japan’s medieval era—



From left to right: Professor Shōji Sasamoto, Carolyn Wargula, Breann Goosmann, Tom Newhall, and Tetiana Topolian discuss methods of folding medieval documents. (photo: Paula R. Curtis)

continue to be understudied outside Japan. As the practice of history becomes increasingly global and comparative, medieval Japanese history, a field where few sources have been translated into English, is frequently left out of important conversations.

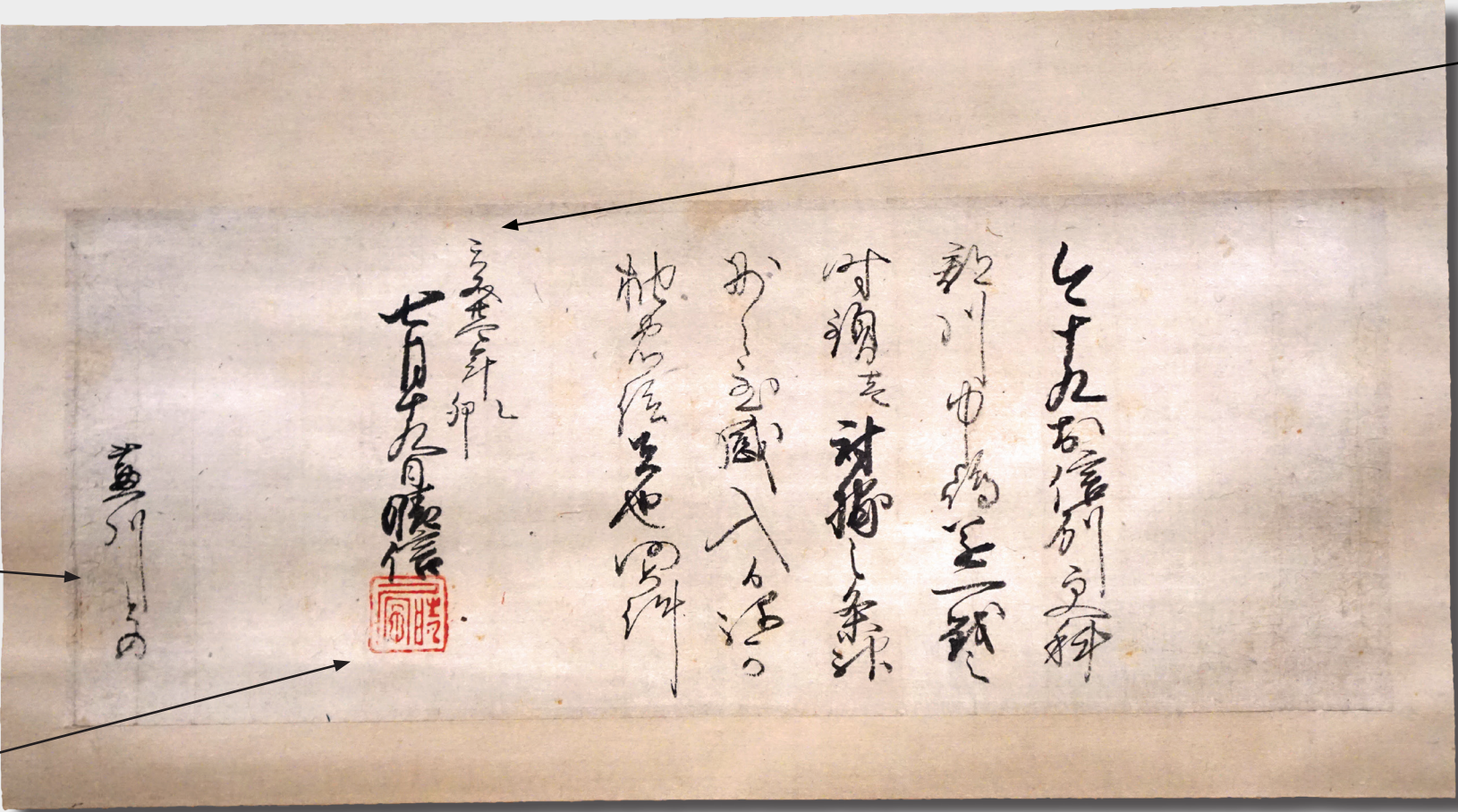
Additionally, the dearth of premodern historians outside Japan means that modern Japanese history is often taught with little understanding of its deeply layered foundation—more than a millennium of documented history. This leaves us with few tools to puncture stereotypes or challenge received accounts.

“There are relatively few people who study medieval Japan, and our opportunities to learn and grow together, especially across academic institutions, are limited,” said Curtis. “An event like this allows faculty, graduate students, and independent scholars from distant places to come together and develop these skills while building a greater sense of community.”

### The Art of Translation

A warrior received this letter in 1555 from Takeda Harunobu as a reward for his service in one of the many battles of Kawanakajima, fought on the borders of Kai Province and Shinano Province (modern day Nagano) between 1553 to 1564.

The document expresses Harunobu’s praise and appreciation to one Ashikawa for having served loyally and for taking an enemy head. Documents with the same wording were addressed to at least eleven other men. To them, receiving a document with Shingen’s red seal was meaningful. But it also proved one’s worthiness, which could translate into a reward.



The high or low placement of the recipient’s name indicates their relative status to the sender. In this case, the name is in the lower half of the page, appropriate for a subordinate receiving a letter from the *daimyo* (warlord).

The red seal of Takeda Harunobu appears below his written name, authenticating Harunobu’s words and his authority, even if his secretary actually wrote all of them. Medieval warrior seals were typically carved stone or cast in metal, so they deteriorate slowly over time, unlike those used by early modern artists after 1600.

This document is dated “Tenbun 24, 7th month, 19th day.” Checking whether or not a document has an era name—in this case, Tenbun 24 (1555)—can be one clue to its veracity. In periods of political schism, different political factions tried to assert their own calendrical systems and used individualized era names.

This document has been mounted on a hanging scroll for exhibition, using a light glue to seal it to a wider sheet of paper. Folding patterns can illuminate the statuses and relationship between sender and recipient. This information is sometimes lost with this kind of preservation for display.



Photos courtesy Professor Shōji Sasamoto.



# GI JEWS

## FROM MONOGRAPH TO MOVIE

By Gregory Parker

Deborah Dash Moore grew up in Manhattan, where it seemed everyone had a father who had been in World War II.

Moore's father served on the USS *McCormick*. His war stories were humorous, like the time, while serving as the destroyer's navigator in foggy weather in the Gulf of Mexico, he had to ask a passing tanker the way to the Panama Canal.

The ship answered, via Morse code, that he needed to turn the *McCormick* around. A U-turn. He was headed the wrong way.

"It was funny. He made it seem like he was on a cruise ship," said Moore, Frederick G.L. Huetwell Professor of History and Judaic Studies.

"He didn't talk about what it was like in the North Atlantic. He didn't talk about what it was like escorting ships to North Africa. He didn't talk about what it was like taking them to Cherbourg in 1944. He dropped all of the dangerous pieces," she said.

In 1995, the fiftieth anniversary of the end of World War II, most commemorations focused on the victory over fascism or the liberation of the Nazi death camps. Moore wondered where her father, a Jewish veteran, fit into the narrative. "I thought: let me see if my father will tell me the real story," she said.

*Deborah Dash Moore's study of Jewish WWII vets gets documentary treatment*

She asked him, and he did. Moore recorded the interview, and then she started talking with his buddies, friends from his Brooklyn neighborhood. In their seventies, these men were ready to talk about the war.

Slowly, she pieced together an understanding of what these Jewish soldiers experienced. This was the basis of her book *GI Jews: How World War II Changed a Generation* (2004).

Around 500,000 Jewish GIs served in World War II. They experienced the war as soldiers and as Jews. Those in the European theater had the unique position of confronting an enemy that was bent on the wholesale eradication of Jewish life. At the same time, antisemitism was pervasive in American society—including the military.

On the battle front and home front, Jewish participation prompted "a shift in the legitimization of Jewish identity, one that would deepen the sense that Jews were at home in America," Moore writes in *GI Jews*.

Her book landed on the *Washington Post's* best-of-year list and won the American Jewish Historical Society's Saul Viener Book Prize.

In 2012, eight years after the publication of *GI Jews*, documentary filmmaker Lisa Ades was immersed in a project on the history of Syrian Jews. When Ades was interviewing Jewish Americans of Syrian descent about their experiences in World War II, she was struck by their unique position in the conflict.

American chaplain Rabbi Hershel Schaefer conducts Shavuot services for Buchenwald survivors after liberation, May 18, 1945. (photo: United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park). Facing page: Normandy Invasion, June 6, 1944. (photo: Army Signal Corps Collection, National Archives and Records Administration, College Park)

"Their stories were fascinating and surprising," said Ades. "I was surprised that even though several films had been made on aspects of Jewish Americans in WWII, no one had yet made a comprehensive documentary on the subject."

Ades was up to the challenge. She was familiar with *GI Jews*, and she contacted Moore, who agreed to serve as senior advisor for the project.

"We would be able to tell the stories of Jews not only as victims of the war, but as Americans fighting for both their nation and their people," said Ades.

This wasn't the first time someone tried to turn *GI Jews* into a film. In 2006, it was optioned for a documentary, but the project stalled due to funding problems. Six years later, funding would still be a challenge, but the project took on a greater sense of urgency.

Moore began doing interviews in the 1990s when most World War II veterans were in their seventies. Two decades later, most were in their nineties, and according to Ades, less than 6 percent were still alive. It was a race against time to get their memories on film.

After receiving a significant grant from the National Endowment for the Humanities, Ades appealed to the agency to release "emergency funds" so she could start production right away.

"Our first day of shooting in December 2014 was at 92-year-old Carl Reiner's house in Beverly Hills," said Ades. "A gentleman and a mensch, he sat for an interview and then allowed us to interview his close friend and fellow GI Jew Mel Brooks there that same afternoon. It was an auspicious start to the project."

Ades, as producer and director, retained full creative control of the project. The documentary was Ades's vision of Moore's monograph. But the film largely adheres to the book, with the notable addition of depicting the experience of women veterans.

Moore, as senior advisor, helped with the narrative arc of the film and reviewed scripts and cuts at different stages of the production.

Because so many of the soldiers carried cameras, the film is able to show what Moore had taken great pains to describe. Snapshots depict soldiers in uniform on the front lines. Family movies show GIs on the home front. Military and news footage portrays the horrors of combat.

While Ades relied on the war's extensive visual archive and modern-day interviews of veterans, Moore had other materials at her disposal.

"I had letters. That's the one difference between the movie and the book," said Moore. "She had to rely on the memories." And these were seventy years old.

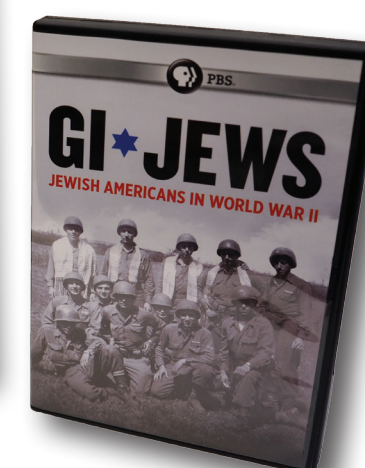
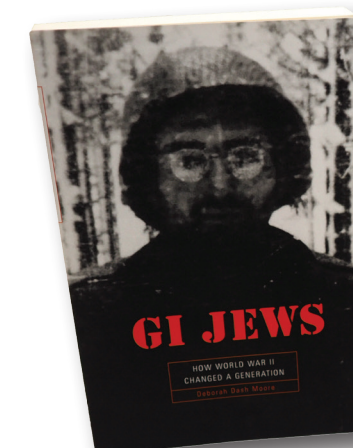
The letters from soldiers are insightful, introspective, and immediate. They were sharing their feelings in real time. As US forces marched east during the liberation, Jewish GIs first encountered the remains of Jewish society. Later, they helped liberate Nazi death camps.

"In the letters, people are ambivalent. There are a lot of different reactions," said Moore. "How do you do justice to the mix of anger, shame, disgust, fury with God?"

It's impossible to distill the nuance and detail of a 300-page book into a 90-minute documentary, but the film allows viewers to see what Moore describes in the book. When broadcast nationwide, it has the potential to reach millions.

"This was a book I wanted to reach a wider audience," said Moore.

On April 11, 2018, *GI Jews: Jewish Americans in World War II* debuted on PBS stations nationwide. It's been screened at film festivals in Ann Arbor, Dallas, Miami, and Philadelphia. Moore has arranged a showing in Ann Arbor, in conjunction with a visit by Ades, on November 6, 2018.







# The Case of the Missing Ten Minutes

## *The end of “Michigan Time”*

By Helmut Puff

The fact that time constitutes one of the basic parameters of human existence is uncontroversial. This truth notwithstanding, time’s weave has rarely been the subject of historical writings. Periods are the temporal units historians are most likely to debate. Accordingly, time’s flow is thought of as uniform and unidirectional.

For the most part, we take for granted how people come to live in the temporal dimension. Yet whether a mother expects a child or whether we are worried about conditions beyond our control, time passes differently. What is more, there are different temporal registers: liturgical time, agricultural time, calendric time, political time, biological time, cosmic time, etc. Thus viewed, time is a social phenomenon. Humans organize, structure, measure, and communicate time. In turn, time organizes us, individually as well as collectively. A recent change serves as a reminder of this fact.

The year 2018 brought a fundamental change to the University of Michigan’s temporal protocols. “Michigan Time” has ended. No longer will meetings and classes start ten minutes after the hour, as had long been the practice. As of May 1, we began starting on the hour.

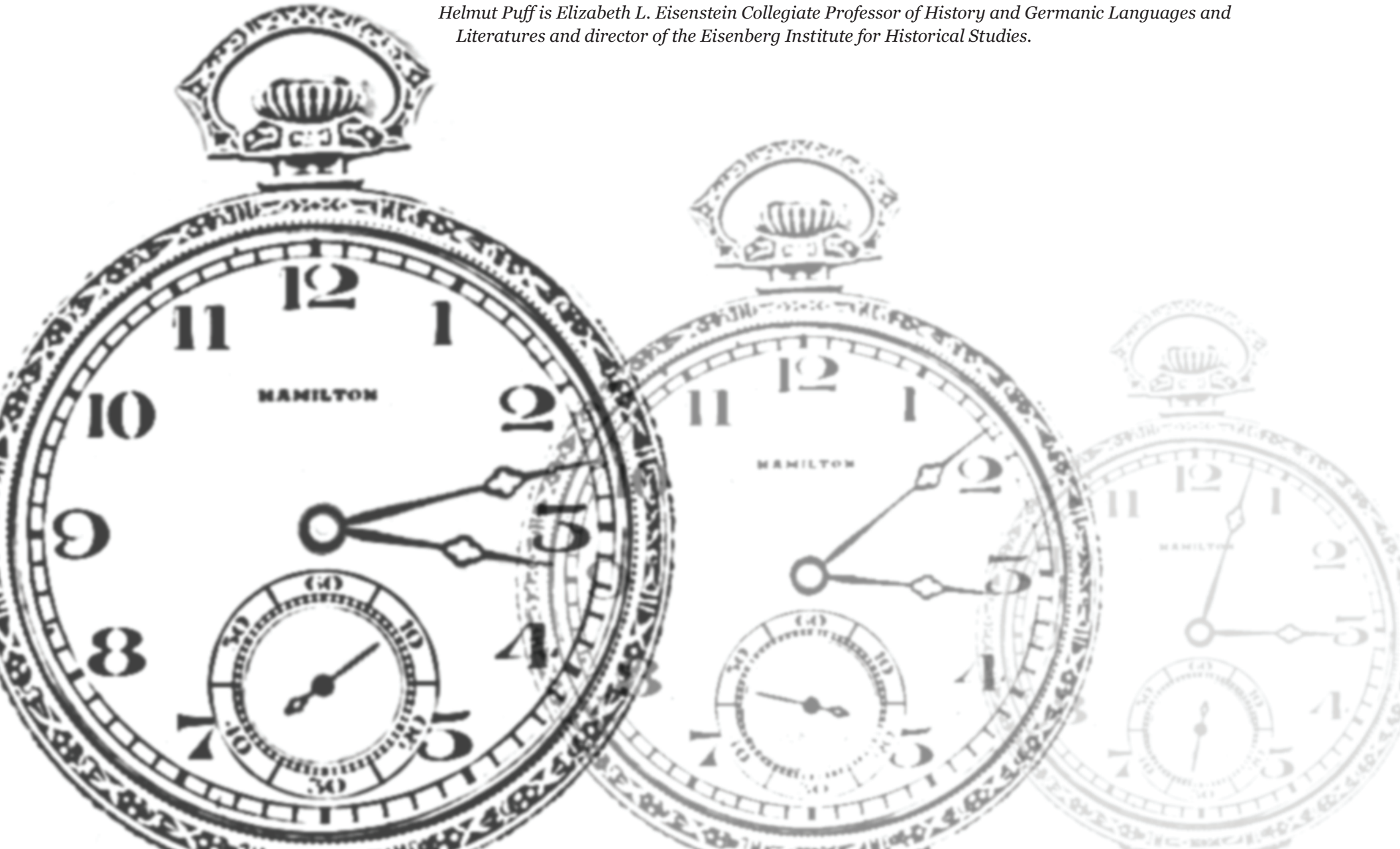
Many of us seemed surprised when the university announced this reform early this year. The express rationale for the switch, efficiency, resonates with similar reforms in the past. Since the eighteenth century, local time, defined by sunrise and sunset in a particular locale throughout the year, increasingly made way for standard time, variously defined. Through timekeeping, people, wherever they lived, connected with scientific or industrious-industrial communities. In the nineteenth century, the expanding train system with its need to coordinate schedules across vast geographic spaces pushed the process of unifying time forward.

Now, Time’s time has come. At least, this is what one of the surprise bestsellers of the past year argues, *The Slow Professor*. The slow professor? Maggie Berg and Barbara K. Seeber throw down the gauntlet on what the subtitle announces as “the culture of speed in the academy,” arguing that “we need ... to protect a time and a place for timeless time,” the time for intellectual creativity.

Indeed, it is high time we lived consciously in time. After all, every one of us has a stake. Our lives unfold within temporal registers. The good news is: We are not at the mercy of the strike of the Bell Tower (which is often slow) or our cell phones. Once we recognize the social character of time, we are able to manage how we bide it.

Thursday afternoons and Friday noon hours on the Eisenberg Institute’s schedule provide everyone on campus with the regular opportunity to unwind or be transported to new intellectual shores. Even if you live elsewhere, you can partake of our routine times together through our online archive of talks ([bit.ly/eihs-archive](https://bit.ly/eihs-archive)). This is no escapism. Quite the contrary. Exchange and dialogue about historical themes that matter profoundly are what we need to stay afloat in our troubled times.

*Helmut Puff is Elizabeth L. Eisenstein Collegiate Professor of History and Germanic Languages and Literatures and director of the Eisenberg Institute for Historical Studies.*



# The Itinerant Historian

By Robert J. Donia

After completing my PhD at Michigan in 1976, I failed to find a teaching job at a major university. I was devastated. At the time I believed I had missed my last and only chance to work as a historian—to do the research, writing, and teaching that make up the rich life of a history faculty member. As it turned out, I was wrong.

With my post-grad fellowships exhausted, I took a job in 1981 as a broker with a major financial services firm. To my surprise, that became a twenty-year career of rewarding work and many great experiences. The work had nothing to do with my interest in the modern history of Southeast Europe, but every day I drew upon my graduate school experiences in teaching, critical thinking, notetaking, and framing everyday events in the context of long-term developments.

After ten years at the firm, the wars in the former Yugoslavia began to draw me back into the history of an area about which I’d written extensively, Bosnia and Herzegovina. I was deeply troubled by the wars and worried about the fate of my many friends and former colleagues there, so I accepted opportunities to become a historian again in my spare time. Professor John Fine, my mentor and dissertation committee chair, graciously invited me to co-author with him a survey history of Bosnia and Herzegovina. Stealing time by the minute from my day job (then in Fort Worth, Texas), I was able to write my part of that joint history and to see it published in 1994 by Hurst and Co. in England and Columbia University Press in the United States.

Once the book appeared, I began receiving invitations to speak about Bosnia’s history from universities, book clubs, and even Rotary clubs in the Dallas-Fort Worth area. Then, in May 1997, prosecutors at the newly established International Criminal Tribunal for the Former Yugoslavia (ICTY) invited me to testify as an expert historical witness at the first trial of a major military leader in the Bosnian war. A trip to The Hague, Netherlands, and an extensive interview there showed me what was expected of that role, and I agreed to give it a try.



Robert J. Donia at “Peace or Ceasefire? Bosnia Twenty Years After Dayton,” a symposium at the University of Michigan marking the twentieth anniversary of the Dayton Accords. (photo: Peter Smith)

Armed with my employer’s permission to testify, I travelled again to The Hague and gave to the court, under solemn oath, an extended lecture on the history of the country, followed by two days of cross-examination by defense attorneys. My answers seemed to satisfy the judges’ and prosecutors’ wishes to get a sense of the background and context of the war and the war crimes at issue. Two years later, I was again invited to testify at the ICTY in a different case.

By my third appearance at the ICTY, I began to realize I had two full-time jobs. Fortunately I was able to take early retirement from my financial services job in 1998, and over the next two decades (1999–2018), I testified in sixteen additional war crimes cases. My role gradually expanded beyond describing prewar history to analyzing and contextualizing key documents produced by alleged perpetrators of war crimes in the former Yugoslavia.

The 1995 Dayton Peace Agreement ended the Bosnian war and authorized the deployment of NATO-led peacekeepers, including thousands of American troops. I was invited by the team of peacekeeper trainers to help prepare US units for deployment by giving a lecture (the army called it a briefing) on the history and culture of the region. From 2001 to 2014 I gave several dozen such talks, speaking at training locations as varied as Fort Polk, Louisiana, and Monterey, California.

As my work with the ICTY and the US military wound down, my wife Jane and I moved from California to Ann Arbor. Back at Michigan after forty years, we have been delighted to attend public talks and other activities of the History Department that interest us. I’m particularly pleased to have been able to teach several courses as a visiting professor or instructor, and I continue to research, write, and publish as opportunities arise. We feel privileged to support the department by appreciating and coming to know its great faculty and with donations as we are able.

*Robert J. Donia and his wife Jane Ritter established the Fred Cuny Chair in the History of Human Rights in the Department of History and founded the Donia Human Rights Center at the University of Michigan.*

## IN MEMORIAM



### EDWIN G. BURROWS

Edwin G. Burrows (BA 1964) died May 4, 2018, at his home in Huntington, New York. In 1999 he and Mike Wallace shared a Pulitzer Prize for *Gotham: A History of New York City to 1898*. In 1973 he joined Brooklyn College, where he was a distinguished professor of history. He retired in 2013. Other books included *The Finest Building in America: The New York Crystal Palace, 1853-1858* (2018) and *Forgotten Patriots: The Untold Story of American Prisoners During the Revolutionary War* (2008). According to the *New York Times*, “Professor Burrows’s passion for history was piqued when he was in college. (At least he found it more penetrable than his original major, physics).”



### MARK A. GREENE

Mark A. Greene (MA 1984) died June 21, 2017, after an automobile accident near Laramie, Wyoming. He was the director of the American Heritage Center at the University of Wyoming from 2002 to 2015. Greene was born on September 2, 1958, in Rockville, Maryland. He served as president for both the Society of American Archivists and the Midwest Archives Council. His best known publication was “More Product, Less Process: Revamping Traditional Archival Processing” (*American Archivist*, 2005). Known as “MPLP,” this article influenced archival processing techniques nationwide. In 2002 he married Kathy Marquis (BA 1977). He was a devoted husband, supportive friend, and much valued by his friends and colleagues as a mentor, administrator, and leader.





## Obadiah Brown (BA 2016)

### What have you been up to since graduating?

After graduating, I worked at the US Department of Transportation in Cambridge, Massachusetts. I worked as an analyst in acquisitions, where I gained experience in program management and procurement. While at Michigan I explored the idea of applying to a master's program, and I ultimately decided on public policy. I started at Brown University last June in their Public Affairs program. It has been a great experience, and I've enjoyed my time there despite the fast pace of the one-year program. I've been able to travel to Southeast Asia with the program as well.

I'm currently working in London with a charity organization called Participatory City, which focuses on scaling up "participatory culture" in one of the city's boroughs. I recently attended a Michigan alumni event in London, where I met another History major; it was amazing to be able to talk about classes and the department despite being several years apart.

### What do you feel was the most valuable part of studying history?

I enjoyed exploring the diverse contexts and disciplines that history offers. I learned how to do research, write concisely, and interview people—all skills that translate to different career paths. The ability to think critically and creatively while being able to solve problems is important. My interaction with History classes and professors helped foster those skills. It was great to have the opportunity to uncover new facts by analyzing documents and to see how what I learned translates to what I currently do.

### Is there a particular class or instructor that changed the way you think? Can you tell us more?

Matt Lassiter's History 497, Global Activism at U-M, and History 329, Crime and Drugs in Modern America, were eye opening for me. Both classes changed my view on what history can offer. I started to think "outside the box" and see how history interacts with other fields. In the Global Activism class, we delved into the various historical

libraries and collections at Michigan. It was nice to have a small class where we had the chance to collaborate with each other in the first Michigan in the World cohort. It was fun working in the archives and seeing the remarkable primary documents. I was previously interested in the Vietnam War, but I was glad to focus on the social aspect, which was influential at the end of the war. Crime and Drugs in Modern America was similar as it gave me the chance to learn how our views on prevalent issues today are shaped by their history.

### You're pursuing a master's degree—what kind of advice do you have for current students interested in graduate school?

The best advice I have is to use the resources at Michigan while you're there. I was unsure of whether or not I wanted to get a master's degree and what I would study. When I realized I wanted to pursue a master's degree, I talked to different professors in the History Department and [elsewhere] to get their perspective on different programs and possible career paths. They helped provide me with the basis for my choice to apply to a public policy program, which I think complements my undergraduate degree. A degree from History offers a lot of skills that can be used for graduate school, so I think it's important to be open to exploring different options and career paths that come with a specific degree.

### Any favorite memories from your time in History (or Michigan in general)?

Global Activism at U-M provided a lot of cool opportunities. The fiftieth anniversary of the Vietnam War teach-ins occurred at the same time as our class and it was nice to be there and take part in related events. I enjoyed learning that Michigan was the location of the first teach-in for the war, and I had the chance to meet and interview different people from the time period including Al Haber, Tom Hayden, and Bill Ayers. I also enjoyed speaking at History Commencement and having the chance to work with Anne Berg and John Carson. My favorite memory from Michigan as a whole would be football games in the Big House, especially the Under the Lights Notre Dame game.



## Jeane Emily DuBose (BA 2017)

### What are you currently doing in your career, and what are your goals for the future?

I currently work as the education coordinator for the National Alliance on Mental Illness (NAMI) Metro Suburban, which is based in the western suburbs of Chicago. My job is to create educational opportunities for residents interested in learning more about mental health. I also coordinate our programming in local middle and high school health classes to inform students about common warning signs of mental health conditions and suicide, and to therefore reduce associated stigma. In the future, I plan to go to graduate school to pursue a dual degree in public health and social work, in hopes of one day running a mental health nonprofit.

### Why did you decide to major in History?

I always planned on being a History major. In high school, I loved learning about the people who came before me and how their actions shaped the current world. My interest in learning about others and their worlds meant I never had any doubts about studying history.

### How did your experiences in History influence your career choice and opportunities?

Quite simply, if I hadn't been a History major, I would not be where I am now. I took History 284, Health and Sickness in Society, in the fall of my sophomore year, and it fundamentally changed what I wanted for myself and my future. The class, and especially Professor Martin Pernick, showed me how health, law, and history could intersect in ways I hadn't previously imagined. These connections were part of what sparked my interest in mental health, as I found myself continually drawn to projects centered on the historical relationship between law and medicine. I ultimately wrote my thesis about this convergence and came to see through my research and writing that stigmas around mental health are as present today as they were in the past. Without History, I never would have found my current path.

### What advice do you have for current History students?

My advice to History students is to find what you're passionate about and go for it! I had so many jobs and internships throughout college that led me where I am. I learned what I didn't want to do (e.g., be a lawyer, focus only on fundraising, etc.) and instead found what is truly a post-graduation dream job. I would advise current students who know what they want to chase down their dreams—but for those who don't know, be unafraid to try different things.

### What are your fondest memories of your time in History?

My best memories from Michigan are from working on my thesis. It was hard and grueling and oftentimes I thought about quitting and having a relaxing senior year. But being in the archives and touching one-hundred-year-old prison records, finding something I didn't know existed but so desperately needed, was thrilling and rewarding. Moreover, I made some of my best friends sitting in the Honors Lounge, editing late into the night, and going to Buffalo Wild Wings trivia to let off some steam with onion rings and cheap drink specials. I wouldn't have had any of that if not for History.

## Morgan Meyer (BA 2017)

### What have you been up to since graduating?

I've been in Honduras for the past eight months teaching English, math, and science to first graders at an orphanage. When I wasn't teaching or lesson planning, I was working on my Spanish and adjusting to life in a different part of the world. I learned how to hand-wash my own clothes, take cold bucket showers, and work and live in a tropical environment that had only thirty minutes of running water a day, power outages, and spotty internet.

### What led you to Honduras? While there, did any skills you learned in History come into play?

I chose Honduras because of both the specific teaching program I found there and the country's recent history with immigration to the United States. I was drawn to teaching because education has proven to be one of the most successful ways to improve living conditions, and the Bilingual Education for Central America program offered local communities ownership and input into the nonprofit's schools, curriculum, and mission. I've also been seriously considering studying immigration law for a while, and I saw this as the perfect opportunity to help in what little ways I could with a matter I wanted to learn more about.

My History degree was extremely helpful in designing classroom curriculum and understanding the context in which I was teaching. While I never took a history class focusing specifically on Honduras, my Latin American history courses taught me about the powerful pattern of US involvement in the region, which was typically insidious and deleterious. This allowed me to understand the importance of respecting Honduran culture, especially as an American teaching English there.



### Why did you decide to major in History?

I majored in History because I have always loved reading and stories, and history, for me, is the most genuine way of studying stories from distinct people, places, and cultures. In high school, I was exposed to a touch of world history, along with American and European history, but in college I was drawn to specific areas I had never been exposed to: Russian, Latin American, American Indian, and African histories, specifically. For me, history was a way to travel to times and places that could teach me so much, plus it allowed me to spend a lot of my time reading. Additionally, I had the chance to hear lectures from world-renowned professors and feel the passion they have for their work. I don't think I could have picked a better major.

### Tell us about your favorite History class at U-M.

My favorite class was History 367, American Indian History, specifically because of Professor Gregory Dowd. Professor Dowd told us at the beginning of the term that, though our American history classes might lead us to believe that American Indians had disappeared after the Trail of Tears in 1830, American Indian history continues to the present day. We learned about American Indian participation in the Civil War and World Wars, the Bureau of Indian Affairs, and American Indian activism in modern times. The class stuck with me not only because of the depth of Professor Dowd's knowledge, but also because of how surprised I was to learn this hugely important chunk of American history left out of every textbook I had read. I had thought I learned American history in high school, but History 367 showed me I was clearly wrong about that.

### You're off to law school at New York University in the fall—do you think your time in History helped prepare you? How so?

I believe that a History degree is enormously helpful to anyone thinking about law school, because it is a discipline that requires considerable reading, critical thinking, and analysis across vast amounts of time and vastly different contexts. Moreover, during my time in History, I learned about so many of the injustices that society continues to perpetuate, which gave me the motivation to pursue a career in public interest law. I strongly believe that to make a difference, you first must understand a problem from the perspective of those experiencing it, and history provides an essential avenue to do so.





History's newest alumni take the stage to conclude the 2018 History Commencement Ceremony. (photo: Roger Hart, Michigan Photography)

## ALUMNI UPDATES

**Michael Aung-Thwin** (PhD 1976), currently professor of Asian studies at the University of Hawaii at Manoa, published *Ava in the Fifteenth Century: A Tale of Two Kingdoms* (University of Hawaii Press, 2017). In 2012 he published *A History of Myanmar Since Ancient Times: Traditions and Transformations* (Reaktion Books, 2012), which he co-authored with son **Maitrii Aung-Thwin** (PhD 2001), who is an associate professor of history at the National University of Singapore.

**Katharine Brophy Dubois** (PhD 2001) writes under the pseudonym Katharine Ashe, a *USA Today* bestselling author of more than a dozen historical novels, including an Amazon Best Book of 2017. She also teaches history, writing, and popular culture and organizes the UNSUITABLE Speakers Series at Duke University.

**Nasim (Deylami) Fussell** (BA 2004) left Capitol Hill to join the Pitney Bowes government affairs team in 2016. She has two little girls, ages two and four-months old, and lives in Old Town, Alexandria, Virginia.

**Michael Franczak** (BA 2011) received his PhD in history from Boston College in April 2018. This fall he will join Yale University as a Henry Chauncey '57 Postdoctoral Fellow in Grand Strategy and International Security Studies.

**Thomas J. Hrach** (BA 1985) was selected by the American Journalism Historians Association as winner of its 2017 Book of the Year Award for *The Riot Report and the News: How the Kerner Commission Changed Media Coverage of Black America* (University of Massachusetts Press, 2016).

**Mark Jacobson** (BA 1990) writes: In Autumn 2018 I will begin serving as the John J. McCloy '16 Visiting Professor of American Institutions and International Diplomacy at Amherst College. I have also accepted a role on the Advisory Council of the LePage Center for History in the Public Interest at Villanova University.

**Pauline Lewis** (BA 2007) is preparing to finish her doctorate in Middle Eastern history at the University of California, Los Angeles. Her research is on the social and cultural implications of the telegraph in the modern Ottoman Empire.

**Maud S. Mandel** (PhD 1998) was named the eighteenth president of Williams College. At Brown University, Mandel had been dean and professor of history and Judaic studies.

**Brad Meltzer** (BA 1992) topped the *New York Times* bestseller list last winter with his latest thriller, *The Escape Artist* (Grand Central Publishing, 2018).

**John Merriman** (BA 1968, MA 1969, PhD 1972), Charles Seymour Professor at Yale University, received the American Historical Association 2017 Career Award for Scholarly Distinction. He recently published *Ballad of the Anarchist Bandits: The Crime Spree that Gripped Belle Epoque Paris* (Nation Books, 2017).

**William Ritchey Newton** (PhD 1974) was named to the *Ordre des Arts et des Lettres* (Order of Arts and Letters) by the French Ministry of Culture in April 2018.

**Donn C. Neal** (PhD 1973), since his 2001 retirement from the National Archives, has devoted much of this time to volunteering. His activities include establishing an archive for the oldest church in Pittsburgh, directing the friends group of a museum focused on the French and Indian War, serving on the board of a county historical society in Virginia, and advising a family history association (not his own family) that is preserving its original records.

**Gerald J. Prokopowicz** (BA 1980, JD 1983) writes: I dreamed of glory in the Big House. Didn't get it, but did manage to appear on the scoreboard at East Carolina University's stadium for winning a teaching award.

**Michael Rutz** (BA 1992), a professor of history at University of Wisconsin Oshkosh, published *King Leopold's Congo and the "Scramble for Africa"* (Hackett, 2018).

**Helena Schrader** (BA 1975) won Best Biography 2017 from Book Excellence Awards and "gold" for Christian historical fiction from Readers' Favorite for the third book of her biographical novel on Balian d'Ibelin, *Envoy of Jerusalem: A Novel of the Third Crusade* (Wheatmark, 2016).

**Kenneth Swope** (PhD 2001) recently published *On the Trail of the Yellow Tiger: War, Trauma, and Social Dislocation in Southwest China During the Ming-Qing Transition* (University of Nebraska Press, 2018) and the chapter "War and Society in East Asia" in *The Routledge Global History of War and Society* (Routledge, 2018).

**Joel Thurtell** (MA 1968) and **Emily Merchant** (PhD 2015) published the article "Gender-Differentiated Tarascan Surnames in Michoacán" in the spring 2018 issue of the *Journal of Interdisciplinary History*. Thurtell writes: The idea for using Mexican parish registers came out of a History class I took from Emmanuel Le Roy Ladurie in fall of 1969. Almost fifty years!

**Alice Weinreb** (PhD 2009) published *Modern Hungers: Food and Power in 20th Century Germany* (Oxford University Press, 2017). It won the 2017 Wiener Library Fraenkel Prize for Outstanding Work in Contemporary History.

**Christopher Wilson** (BA 1989) became director of experience design at the National Museum of American History in 2017. His new play on the Civil Rights Movement, *Cramton 1961*, was read at the National Museum of African American History and Culture on February 17, 2018. Wilson wrote and produced the play, which focused on the 1961 Howard University debate between Bayard Rustin and Malcolm X.