

Michigan in the World



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UNIVERSITY OF MICHIGAN
2016 NEWSLETTER

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Sons establish writing awards to honor their mother

FROM THE CHAIR



This is a particularly exciting year for the Michigan

History Department, for in 2017 U-M alumni across the world will reflect upon the university's own two-hundred-year history. History faculty are taking a leading role in bicentennial symposia, seminars, and events; their work will highlight the many ways that the university has participated in, shaped, and responded to the changing world around it (see page 8). The bicentennial also serves as a rich teaching moment for our undergraduates as evidenced in our exciting Michigan in the World research projects (see page 5).

Once again this year History faculty have published field-defining books and articles, have been elected to national and international academies, and won prestigious fellowships, including Guggenheim, ACLS, NEH, and Fulbright awards. This past year has also seen the naming of two colleagues to Distinguished University Professorships, one to an LSA Collegiate Professorship, along with three colleagues whose teaching excellence was recognized with richly deserved teaching awards from LSA and Rackham Graduate School.

This fall we look forward to welcoming two new colleagues to U-M History: Hakem Al-Rustom (PhD, London School of Economics, 2012) will join us from the University of Cairo as the Alex Manoogian Professor of Modern Armenian History along with Matthew Spooner (PhD, Columbia University, 2015) as an assistant professor of early American history and the history of slavery.

Despite the gloom and doom about the future of the humanities, and of the study of history, U-M History remains a vital department for undergraduates, with some 5,800 students enrolling in our courses each year. Our curriculum remains robust, featuring core courses that students have come to expect, while also featuring exciting new courses that address students' changing interests—history of the environment, history of terrorism, human rights, gender and addiction, and the historical aftermaths of wars (see page 9). Our newly established Sidney Fine Teaching Partnership pairs faculty and graduate students in the development of innovative new undergraduate courses.

Career outcomes have become a major concern for both our undergraduates and our graduate students. History has participated in a Mellon-funded project at Rackham Graduate School that seeks to prepare PhD graduates in the humanities for a wide range of careers. History contributed to this project with a yearlong series of workshops on digital history and big data that brought experts to campus to work with graduate student participants. Our Undergraduate Career Workshop events are lively and inspiring, featuring alumni whose history degrees were launch pads for a range of careers in journalism, urban planning, finance, archival administration, film and theater, foundation management, and the US Department of State, among others. They offer useful advice on how to dispel parents' worries about the future uses of a history degree, making clear that the expertise they gain—processing vast quantities of information, identifying trends and patterns, synthesizing disparate sources and voices, communicating their findings, and using evidence to support their arguments—has fostered their career skills and aspirations.

We look forward to sharing more news with you about our exploration of U-M's own history during 2016-17 and hope to hear from you in the coming months!

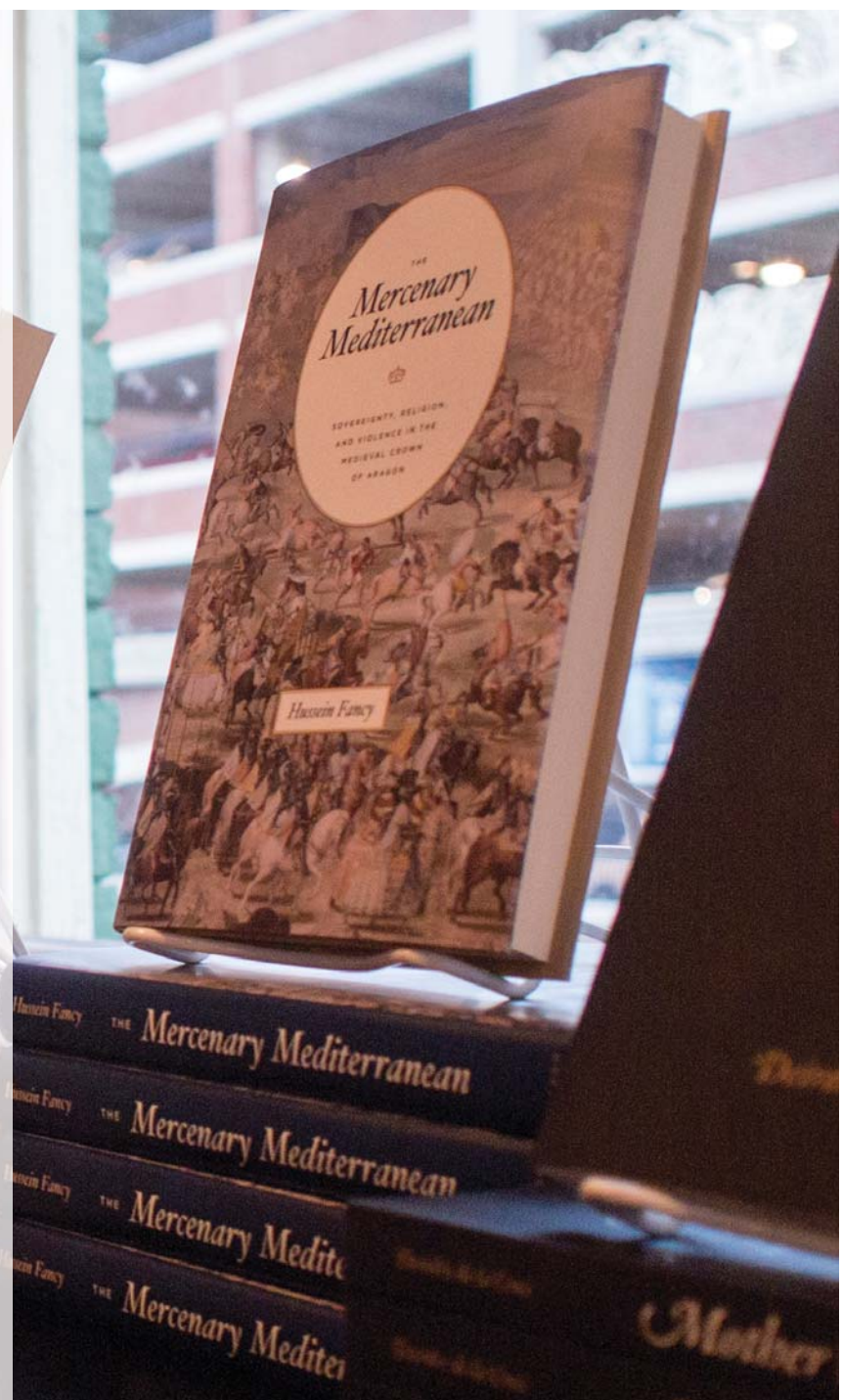
Best wishes,

Kathleen M. Canning, Department Chair
Sonya O. Rose Collegiate Professor of History
Arthur F. Thurnau Professor of History, Women's Studies, and German

NEWSBITS

On March 15, Ann Arbor's Literati Bookstore hosted "The Past Is Present: New Writings from U-M Historians," the first iteration of a new annual tradition showcasing recent work by faculty members. Sponsored by the History Department and Eisenberg Institute for Historical Studies, this event featured the following publications:

- *The Cherokee Rose: A Novel of Gardens and Ghosts*, Tiya Miles
- *Elephants and Kings: An Environmental History*, Thomas R. Trautmann
- *Florynce "Flo" Kennedy: The Life of a Black Feminist Radical*, Sherie Randolph
- *Going to the People: Jews and the Ethnographic Impulse*, Jeffrey Veidlinger (editor)
- *Groundless: Rumors, Legends, and Hoaxes on the Early American Frontier*, Gregory Dowd
- *The Jim Crow Routine: Everyday Performances of Race, Civil Rights, and Segregation in Mississippi*, Stephen A. Berrey
- *Lineages of the Literary Left: Essays in Honor of Alan M. Wald*, Howard Brick (coeditor)
- *The Mercenary Mediterranean: Sovereignty, Religion, and Violence in the Medieval Crown of Aragon*, Hussein Fancy
- *Mother Figured: Marian Apparitions and the Making of a Filipino Universal*, Deirdre de la Cruz
- *A Nervous State: Violence, Remedies, and Reverie in Colonial Congo*, Nancy Rose Hunt
- *A New Insurgency: The Port Huron Statement and Its Times*, Howard Brick (coeditor)
- *The Politics of Heritage in Africa: Economies, Histories, and Infrastructures*, Derek Peterson (coeditor)
- *Radicals in America: The U.S. Left Since the Second World War*, Howard Brick (coauthor)
- *Rethinking Race in Modern Argentina*, Paulina Alberto (coeditor)
- *Tales from the Haunted South: Dark Tourism and Memories of Slavery from the Civil War Era*, Tiya Miles
- "They Can Live in the Desert but Nowhere Else": *A History of the Armenian Genocide*, Ronald G. Suny
- *Toward an Intellectual History of Black Women*, Martha S. Jones (coeditor)



Making the Invisible Visible

Kira Thurman and students map Afro-German history

By Gregory Parker, Eisenberg Institute for Historical Studies

Fragmented, isolated, and marginalized. In Kira Thurman's estimation, this describes the more than eight million people of African descent living in Europe.

They are a small but sizable minority who trace their roots to a multitude of countries, including former colonies. Some measure their time on the new continent in terms of days or years; others can look back upon a multigenerational heritage spanning centuries. They share no common language. Some were driven to Europe by violence and poverty, others by opportunity. Some followed family members north.

"Black Europeans lack constructed narratives of their own pasts that are vital for community building. Their histories and their communities are rendered invisible," says Thurman, an assistant professor of German and history.

Her mission: To return people of African descent to the narrative of European history, to make the invisible visible.

Students in Thurman's course, History/German 396, "Germany and the Black Diaspora," would help. In lieu of a term paper, they would create an online map depicting the history of Blacks in Germany, a public resource extending beyond the classroom and living online long after the course concluded.

In February, Thurman and her students met with university librarians Mara Blake and Justin Joque, who introduced the digital tools for the job.

Each student was responsible for placing five digital pushpins on the map. The markers—each with descriptive text and an image—could represent an event, an organization, where someone lived, or anything that could inform the public about Black German history.

It's impossible for the map to capture the stories of the estimated hundreds of thousands of Afro-Germans who currently reside in the country or who lived there in the past. But the map presents an undeniable representation of their presences, a visual symbol of a different kind of European history than what the public usually sees.

The students came up with nearly one hundred pushpins spanning one thousand years and reaching almost every corner of Germany. Some pins were specific to Afro-German history; others spoke to a greater history of Black travel to Germany in general. A marker in Cologne represents krauselocke.de, "a knowledgebase and support network for underrepresented Afro-German women with kinky curly hair." In Berlin, there's one for Ella Sheppard, a

former African American slave who performed in the city as a Fisk Jubilee singer in 1871.

In April, the students presented the map to a group of peers, faculty, and members of the campus community.

Amanda Nilsen, a neuroscience major, remarked on the fact the students were "making something that is beyond a one-time project or grade." The map is now public, and it's part of a larger, multidisciplinary and multi-institutional project at blackcentraleurope.com. Thurman's future students will have the opportunity to add to the map.

"The project not only develops new approaches to understanding European history, but also makes the history of Black Europe accessible to the people who need it—Black Europeans and those who would deny their history," said Thurman.

Left: Mara Blake (standing, right) and Justin Joque (standing, left) introduce mapping techniques.

Right: Kira Thurman and students pose after their public unveiling of the map. Top row, left to right: Michael Griffin, Jacqueline Dressler, Raven Odom, Taylor Ferguson, Alexandria Stehney, Kira Thurman, Cody Barlow, Imran Hakim Mohamedsha, Shadae Boakye-Yiadom; bottom row, left to right: Marcus Jackson, Amanda Nilsen, Brittany Boyle, Adelia Davis. (photos: Gregory Parker)



Teaching. Really. Matters.



Left to right: Alyssa Penick, Sophie Hunt, and Tiggy McLaughlin. (photo: Gregory Parker)

Talking tactics with award-winning History GSIs

By Terre Fisher, History

In May, I spoke with Alyssa Penick, Tiggy McLaughlin, and Sophie Hunt, three recent winners of outstanding graduate student instructor (GSI) awards. The following are highlights from the interview.

Terre Fisher (TF): Thank you all for coming! Can we first go around and get your teaching philosophies?

Alyssa Penick (AP): Because I teach American history, part of my classroom philosophy has to be getting students ready to learn something new. They've learned American history over and over. So convincing them that it's worthwhile and important is half the battle. [History is] looking at the evidence and making conclusions about it. I see my role as training students to do that deductive work on their own—to act like historians in the classroom—[to] see history not as passive, but an active endeavor.

Tiggy McLaughlin (TM): I also want my students to act like historians, to question the sources. I teach ancient history, and my challenge is getting across that history is something more than wars, trying to get students to be open to cultural history and the idea that history is how we remember and construct everything in the past.

Sophie Hunt (SH): I prioritize teaching the skills of interpreting and leveraging evidence. That is a higher priority for me than the conclusions students may draw. So my goal is to get them to form their own interpretations of sources and defend them better than they would have if they hadn't taken my class. We've done a lot of modeling about how to read sources and how to never make a claim without having a place in the text to ... support that claim. They really take pleasure in seeing themselves do it, and I enjoy challenging myself to help them make a stronger case for their own interpretations.

AP: I agree! I hope students are going to walk out of my classroom with a much stronger argument, a more historically valid argument from the process of having to build that case from evidence.

SH: But there are wrong answers. And that seems an important thing to teach, too. College students are learning how to see multiple perspectives, but they must also be aware that if we're assessing those perspectives based on evidence, some are stronger than others.

TM: Students can make good arguments and still be wrong, but that can be OK. I've had really good papers I've highly praised that came to conclusions I knew didn't accurately reflect the situation, but the students argued effectively using the evidence at their disposal.

AP: There are wrong answers, but there's not one single right answer ever—and that's history.

TF: What advice do you give to students?

TM: I give so much writing advice! I'm a harsh grader, but I reward improvement. So when they come to ask how to improve, I give lots and lots of writing advice. Most of it has to do with being clear and concise, one idea per paragraph. ... The thinking and questioning are really important, but the writing is something tangible where I can see improvement. So that makes me happy. I get really excited when students get way better at writing.

SH: I can think of structures I put in place to try to make those things happen. American Culture 100 with Greg Dowd is an intro-level class that lots of freshmen take. At the end they write a six- to eight-page paper where the topic is very open. So it has the potential for creative deep thinking, but they need a lot of help along the way in order to do well. With Greg's support, I planned my discussion sections to guide them as they plan the papers. They spend time coming up with a list of potential topics and identifying sources. Then they peer workshop those and think of possible theses, evidence, and outlines. All the while they can come in to office hours to work with me. Working together to refine a paper is a lot of fun.

AP: A piece of advice I give is about self-advocacy. The GSI is in a unique position of relatability but also authority. Students trust what you're saying, but you're not as scary [as the professor]. If you can convince them that they need to advocate for themselves, and coming to see you is one of those steps, in college and in life, that's going to help them.

SH: That's a great piece of advice.

TM: Self-advocacy is a really, really positive way of looking at what I've always thought of as taking responsibility for your actions. It becomes advice as opposed to a chastising lecture to give when it's too late. So thank you, Alyssa!

TF: I wondered how your union [the Graduate Employees' Organization, GEO] has affected your experience.

TM: One summer class I had an hours grievance. There were no hard feelings, it was just too much grading for a summer class. That was three years ago, I think, and subsequent iterations of that course now have fewer assignments. So it resulted in compensation for the hours I actually worked, but also changed the course so subsequent GSIs have not had to work over hours.

SH: And it gives us job security. I know people at other schools can lose their appointment if a class is canceled.

AP: And [the union contract] prioritizes teaching time—it allows me to say this is important in my schedule. You know, research isn't the only thing that gets me somewhere, and Michigan reinforces that, which is so great. Teaching really matters.

Experiencing the Allure of the Archives

Michigan in the World immerses undergrads in research

By Gregory Parker, Eisenberg Institute for Historical Studies

It's no secret that historians are drawn to archives. There, they confront the raw stuff of the past—documents, photographs, films, ephemera, material objects—from which they stitch together the narratives of their histories. The reality of archival work, hours spent sifting through reams of the mundane, is countered by the thrill of discovery: a lock of hair, a photograph unseen for decades, the marginal notes penned by someone long since departed.

This year's Michigan in the World (MITW) undergraduates began their eight-week archival odyssey in May. Collectively, they spent hundreds of hours in the Bentley Historical Library uncovering the story of women at the University of Michigan for an online exhibit, "A Dangerous Experiment: Women at the University of Michigan."

"I feel drawn to the archives because I am forced to expect the unexpected," said Levi Teitel, a junior in history and communication studies. "This sort of uncertainty forces me to always be on my feet, by trying to find conclusions and connections between people, ideas, places, and events."

"The great thing about MITW is that we were based at the Bentley," said Michelle McClellan, an assistant professor in history and the Residential College and the leader of the spring 2016 program. "It became our second home, not just for research but for our meetings, conversations, even picnics on the grounds."

After an orientation and tour from Bentley archivist Cinda Nofziger, and a strategy session with McClellan and MITW graduate student coordinator Molly Brookfield, the students got to work.

Their first task: get a lay of the land. A vast paper trail follows the history of women at U-M, and as the official archive of the university, the Bentley's holdings are immense. From official records to student scrapbooks, the biggest challenge is how to focus the research. The team would spend more than one thousand hours at the Bentley, but could only examine a fraction of the related records. They needed to assess what materials were available, how they were organized, and then determine what might be most promising for the exhibit.

After some background reading, the students homed in on the themes they wanted to feature in the exhibit: educating women; student life; space and segregation; fighting for change; and beyond campus. Then they started examining the materials in detail.

For Sophia Kaufman, a junior majoring in English and history, the material nature of the archives is what makes it essential. "The benefits of tactile work like this may never be quantifiable, but I believe they include imbuing any project with some measure of empathy," she said.

"It was overwhelming to think that I held in my hands the same papers that had been used over one hundred years ago by women who were fighting for the right to vote," said Laura Marsh, a junior history major.

Abigail Esbrook traced the life of Wu Yi-Fang, a Chinese woman who attended the university and later assumed the presidency of Ginling College, the first female to hold such a position in China. "I read Yi-Fang's letters and was able to get a glimpse into her life, something so personal and inaccessible otherwise. Eventually, in one odd folder, I stumbled upon a photograph of her and then-president Chiang Kai-shek, who was honoring her," said Esbrook.

An exhibit is supposed to be a visual experience. Rather than telling a story and citing the archival sources, MITW students had to use archival materials to show the story.

Kaufmann called it "detective work without always knowing the assignment."

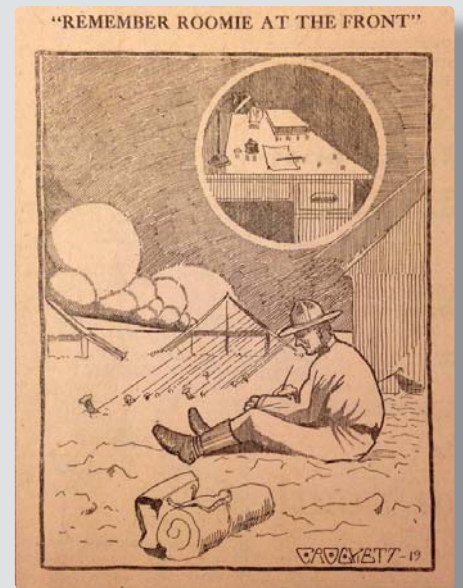
Dead ends—a futile search for an image, or a promising lead going nowhere—could jeopardize the project timeline. Yet there was the tantalizing prospect of looking at just one more box to find the perfect image or the most compelling letter.

"I felt like I was always a box or a file closer to discovering a missing piece of a puzzle I didn't even know I was working on," said Kaufman.

The students have wrapped up their stint in the Bentley, and "A Dangerous Experiment" is now online for the public to explore at michiganintheworld.history.lsa.umich.edu/dangerousexperiment.

"These students did an amazing job," said McClellan. "They immersed themselves fully in the archives and embraced the imaginative leap into the past that is central to historical interpretation. And with Molly's gentle guidance, they also stayed focused enough to complete the exhibit on time. What's more, we had a blast doing it—their energy and enthusiasm were infectious!"

Students in last spring's Michigan in the World program, led by Professor Melanie Tanielian, focused on the role of U-M in World War I. Three participants shared their favorite items from their time in the Bentley Historical Library. View their exhibit at michiganintheworld.history.lsa.umich.edu/greatwar. Photos: University of Michigan Bentley Historical Library.



The Bentley document that sticks in my mind is a *Michigan Daily* cartoon from 1917. The caption implores current students to "Remember Roomie at the Front." The message is simple: write a letter to the soldiers who were, perhaps only weeks ago, your peers at Michigan. They traded their books for rifles, their lectures for drills, and their dorm rooms for army tents; the least you can do, the cartoon implies, is to let them know that you haven't forgotten about them.

Will Cowell (BA 2015) is a legal assistant in Chicago.



During World War I, the university developed its relationship with its alumni. These connections led to construction of new buildings on campus, like the Alumni Memorial Hall (above), and facilitated communication between and support for alumni, students, and faculty serving abroad and at home. One manifestation of the Michigan Alumni Association's support took the form of a dinner party in Dijon, France, for Michigan alumni, students, and faculty serving abroad.

Chiara Kalogjera-Sackellares (BA 2016) is an AmeriCorps member in Denver, Colorado.



This picture depicts six intrepid nurses on the voyage to Europe in 1916. Found in a scrapbook of L. May Helmer, a nurse who trained at Michigan before being sent to numerous field hospitals in France, the photo captures a spectrum of emotions, nerves, excitement, and determination. Ordinary people such as these nurses continued to volunteer to assist in whatever way they could, risking life and limb in acts of quiet bravery.

Erin McGlashen (BA 2015) works at the Michigan Headache and Neurological Institute.



Left to right: Molly Brookfield, Mel Neal, Laura Marsh, and Emma Stout. (photo: Cinda Nofziger)

Environmental Encounters in Japan

Leslie Pincus leads a field-based extension of History 392 to Tokyo and beyond



Enjoying Okonomiyaki on Tsukishima



Michigan students on Waseda campus tour



Butchering tuna at the Tsukiji Fish Market, Tokyo

"You realize your country isn't the center of the world It's the kind of concept you understand intellectually, but experiencing it firsthand really brings the point home."
—Catherine Cerny

By Terre Fisher, History

Thanks to the student participants whose blog entries and photo contributions are the basis of this story.

It's one thing to study Japan's environmental history in the classroom and another thing to learn through direct experience in the field.

In May, History professor Leslie Pincus led students from History 392, "Doing Environmental History in Japan," on a nineteen-day extension course exploring environmental legacies and prospects for sustainable futures in Japan.

ACT ONE: After arriving in country, the group was challenged to orient to new surroundings in the Aoyama district of Tokyo. From the hotel, they were charged to locate the post office, a grocery store, and the local Shinto shrine, as well as figuring out the subway system and how to get to Waseda University, where classroom sessions were held. In the late afternoon, the group headed over to explore the century-old landfill island of Tsukishima in Tokyo Bay and finished the day with a "traditional" Japanese dining experience.

ACT TWO: Rikugien is an Edo-era strolling garden complete with ancient trees, a large koi pond, and meandering paths in the heart of bustling Tokyo. Everything was manicured "down to the smallest shrub in the far corner of the garden," wrote Kerrel Spivey. Yet the tall trees provided canopy to keep the hot day cool, and a tea house



Planting rice at WENS

there had Spivey imagining "a Tokugawa feudal lord quietly sleeping inside." Each of the garden views evoked a classical poetic site, once for the pleasure of the Tokugawa elite, but now open to the public.

ACT THREE: In a joint class, Michigan and Waseda University students explored the issues of sustainability through case studies of cellphone production from Congolese mines to Japanese corporations in Thailand. Together the students discussed ways to create a more sustainable and equitable production cycle.

ACT FOUR: Hidden beneath Tokyo's towering buildings, a series of rivers and canals connects districts across the city. Tokyo's history is inscribed in these waterways, which once served as its main transport arteries. Some are lined by early seventeenth-century stone walls, others are spanned by bridges built using modern earthquake-safe technologies.

ACT FIVE: The mountain town of Nikko is home to shrines, temples, and a museum dedicated to the first Tokugawa shogun, Ieyasu, whose rule began the relatively peaceful Edo period. The students explored the beautifully lush landscape dotted with points of historical interest.



Rikugien Garden, Tokyo



Rice field near WENS in Fujinomiya



Sunrise behind Mount Fuji

ACT SIX: Not far from Nikko are the Ashio Copper Mines. Active from the late 1700s, intensive mining operations began with Japan's industrialization and devastated the surrounding mountain environment. Restoration work continues, and the students met with the nonprofit Forest N' People Project Organization, who explained their long-term effort to reverse the damage. Each student planted a seedling in hopes that it would withstand the contaminated soils and help restore the ecology of the mountain slopes. Later, students toured part of a 1,500-meter shaft where they saw historical tableaux depicting underground labor—figures using rudimentary Tokugawa-era tools and Meiji-era mechanical drills and explosives.

ACT SEVEN: In and out. Tokyo sees more than 2,300 tons of seafood per day move through its Tsukiji Fish Market. Aside from the intense smell of fish and blood, the place is abuzz with haggling fishermen and restaurant owners, knives on the chopping blocks of fish wholesalers, and electric carts whizzing past clueless tourists. As the market winds down after 9 a.m., visitors are jostled and splashed as vendors empty their tanks onto the cobblestones. Not a scene everyone enjoyed equally! "Post-market, instead of indulging in the day's catch, I recuperated with fishless maple toast," Anna Norman blogged.



Hiking in the backcountry of Nikko National Park

Tsukiji fronts Tokyo Bay, a veritable "waste world" whose continued usefulness as a dumping site for the metropolis is projected to be less than fifty years. The students learned that Tokyo is attempting to manage these limits with public campaigns, a 2.5-kilometer extension into the bay, water purification, and metal cages to keep waste from wandering.

ACT EIGHT: On the ground at the Whole Earth Nature School (WENS), a nonprofit located on an upland plateau at the base of Mount Fuji, the group took in the bucolic scenery of Japanese rural life, waded barefoot into a muddy paddy to plant rice, and thinned out an overgrown bamboo grove on the mountainside. WENS's mission is educational—it provides outdoor experiences that encourage people (especially kids) to first enjoy nature, then to love it, and finally, motivated by that love, to preserve it for future generations. The camp experience had everyone taking turns cooking and cleaning up, working together in teams. After dinner, the group gathered around the campfire for music, song, and stories, and the next day everyone was off to explore a huge ice cave formed by Mount Fuji's volcanic lava.

FIN: The group learned something about themselves and the place they come from. "Traveling in unfamiliar places, engaging across cultures with experts and activists, getting 'down and dirty' in nature challenged and inspired us in so many ways," said Pincus. "We encountered our surroundings with all five senses and got to know one another as fully dimensional human beings, each with surprising talents and strengths."

As for being in Japan, Catherine Cerny put it best: "You realize your country isn't the center of the world It's the kind of concept you understand intellectually, but experiencing it firsthand really brings the point home."

All photos by Leslie Pincus.

Capturing the Spirit of '17

History faculty play central role in U-M bicentennial

By Gregory Parker, Eisenberg Institute for Historical Studies

In 2017, the University of Michigan will celebrate its 200th birthday. But just what and who it chooses to celebrate is not so straightforward.

The university could tout a whole laundry list of accomplishments in research, teaching, and athletics: Nobel Prizes, MacArthur “genius grants,” top-ten academic rankings, and national championships. It could name-drop stars from its massive alumni network—among the world’s largest—a veritable who’s who of movers and shakers.

But lists are not histories, and they do little to foster understanding of the past, let alone the future. U-M’s bicentennial planners have something much more interesting in mind, and History faculty are helping to lead the way.

“Most of our U-M community simply does not know much about the university’s history, whether prideful or shameful, and the bicentennial is a great opportunity to try to fix that,” said Gary Krenz, executive director of the U-M Bicentennial.

But there is inherent tension in this endeavor.

Take the history of women at U-M. The first women students enrolled in 1870, but more than a century later, in 1980, only 11 percent of LSA’s tenured and tenure-track faculty members were women. A forty-year effort from faculty, staff, and students—including lawsuits, teach-ins, grassroots organization, and other efforts to push university administrators to take action—has raised the current number to nearly 40 percent. That’s quite a leap. But what work remains to be done?

Is this a success story or a reminder of shortcomings from the past? Should the university, as an institution, take credit for this change, when it was in fact led by individuals pushing back against the institution itself?

Krenz, who lectures in the Department of Philosophy, acknowledges these questions: “Are we celebrating or are we examining? Commending or critiquing? Writing institutional history—or better, histories—or propounding institutional myth?”

The answer? All of the above. There is no one history, let alone a single institutional history.

“There’s always a tension between how much you emphasize the past and how much you emphasize the future,” said Francis X. Blouin, professor of history and information and chair of the university’s Bicentennial Advisory Committee.

“Once you establish that balance, how do you celebrate the past and how do you fully understand it?” asked Blouin.

Enter the Department of History. More than two dozen History faculty, graduate students, and recent PhDs have joined the bicentennial effort.

“One question we are asking is how history—the critical explanation of Michigan’s past—can and should inform our vision going forward,” said Martha S. Jones, a presidential bicentennial professor with appointments in History, Afroamerican and African Studies, and Law.

Jones is leading “The Future of the University Community,” a Presidential Bicentennial Colloquium examining the university’s community—what it is and what it should be. Other programming in 2017 includes two additional Presidential Colloquia; three festivals, among them a world’s-fair-style Third Century Expo; two LSA theme semesters; publications; exhibits; and scores of programs from units supported by bicentennial grants. Most will be free and open to the public.

Jones also speaks of reckoning and aspirations.

“As important to this process is memory, which is not the same as history. Here we are asking what of the university’s past can and should we remember, recall, and memorialize, and how should we do that.”



Sophomore class of 1877 in front of University Hall. (photo: University of Michigan Bentley Historical Library)

The university doesn’t exist in a vacuum. Its half-million living alumni span the globe. U-M laboratories have fostered public health and technological advances impacting the daily lives of millions.

In turn, external events like World Wars I and II transformed the campus. The Cold War shaped its postwar research agenda, and Michigan’s late-twentieth-century recession forced the university to reconsider its budget.

“Our programming concerns not U-M alone but rather the broad and deep contexts—local, national, and global, within which the university took shape,” said Howard Brick, chair of the LSA Bicentennial Theme Semesters, slated for the winter and fall 2017 terms.

“The bicentennial theme semesters will invite all members of our community to take a historical perspective on themselves as actors, here and now, who stand between the past and the future of the university,” said Brick, Louis Evans Professor of History and director of the Eisenberg Institute for Historical Studies.

The winter 2017 theme semester program is titled “Backstory,” a summing up of the actions and events that set the stage for today. The fall 2017 program, “Storyboards,” presents a way to imagine how the aspirational actions of U-M people today and in the future may play out.

Both semesters will feature related courses, a series of public programs—ranging from the history of U-M and Native Americans to the turbulent 1960s to the role of the university in the climate’s future—and a two-part exhibit at the Hatcher Library Gallery.

Bicentennial events kick off in January 2017, and the Bicentennial Office is maintaining a master calendar of activities at bicentennial.umich.edu.

“We want more people to know about forgotten moments and aspects of U-M’s history of which we can be proud, and we want more people to understand moments and aspects of U-M’s history that have not so much been forgotten as unseen, obscured, elided, or even repressed,” said Krenz.

“From the point of view of the Bicentennial Committee, the response from the History Department has been fabulous,” added Blouin.

“Wastes of War” Seminar Visits NYC

Anne Berg leads undergraduates on an immersive learning adventure

By Terre Fisher, History

It started as one of those crazy ideas.

Looking over the massive readings and hefty writing assignments for History 497, “Wastes of War: A Century of Destruction,” one student asked, “Where are we going for a field trip?” After some heated discussion, another suggested New York City.

“The wheels started spinning in my head,” recalled Anne Berg, lecturer and assistant director of undergraduate studies in the Department of History. “I thought Freshkills, 9/11, Global War on Terror, and its ripples.” The class could explore all of this firsthand. So she ran with the suggestion.

The course was inspired by Berg’s interest in how war and the waste it produces affect and sometimes structure our physical, social, and political environments. From the South African (or Boer) War to the War on Terror, Berg and the students looked at wars as destructive and transformative processes rather than simply events.

The trip to New York would get them up close to a recent example.

It was also exciting. After dropping their bags at the hostel in Brooklyn, the group took the subway to the Staten Island Ferry and embarked for Freshkills, where New York City’s trash had been buried since the 1950s and where remains and debris from Ground Zero were sorted and eventually buried. A team from the Freshkills Park Authority shared the history of the landfill and its ongoing transformation into a park. The tour demonstrated just how massive the place was.

“What stood out for me was how rewarding it was to bridge classroom knowledge and first-hand experience,” said Jacob Ziff, a senior majoring in history. “I think we are often so busy focusing on a concept for the sake of succeeding in class that we lose focus on why what we are studying is actually important in the real world.”

Day two took them to the 9/11 Memorial Museum. After a self-guided tour, they met with the vice president of exhibitions and asked some tough questions. The discussion lasted more than an hour and a half.

“We were not satisfied that an emotional response, which the museum clearly and powerfully elicited, would necessarily



Above, left to right: Jacob Ziff, Katrina Anderson, Anne Berg, Alexander Pietrantonio, Claudia Lahr, Nikki Pugliese, Jackie Matyszczyk, Sameer Bhagavatula, Alex Boscolo, Mariah Breakey. Below: The Manhattan skyline viewed from Freshkills Park. (photos: Ezra Gerard)

lead to insight, active citizenship, reconciliation, and healing,” Berg said. “For instance, the museum did not explain US engagement in the Middle East, but reported historical developments there as purely local.”

The vice president observed that Berg and the students were “studiers,” not the strollers for whom the museum had been designed. When the students returned to the exhibit to fact check and corroborate their earlier impressions, sure enough, Berg said, “It felt different the second time around. We talked about the museum’s flaws, strengths, and the strategies it uses to make arguments.”

“This was the epitome of history majors in their natural state: inquiring, interpreting, and considering our society,” said Nicole Pugliese, a senior history major.

The last day they headed to the United Nations, where they met with Ahmed Kamal, former ambassador of Pakistan to the UN, who filled in the part of the story the museum had left out. He spoke of poverty and global inequality as a structural problem. He talked about terror as a weapon of the weak. He recognized the inertia built into the UN as an institution.

The students disagreed with some of his views. They posed careful questions, but in the end they left the meeting somewhat disillusioned. Later, on the official tour, they heard the rose-colored account of the UN and its programs. The contrast was stark.

Back in Ann Arbor, the conversations have continued. And soon the class will be able to share their experiences with a wider audience. A team is in the process of editing video and photographs from the trip into a short documentary.



The Structure of Climate Change

Paul Edwards thinks pairing infrastructure history with climate models can help plot a better future for the planet

By Susan Hutton, LSA

In 1844, Samuel Morse sent the first message over the telegraph, marking the biggest leap in communication technology since Gutenberg added movable type to the printing press. Telegraphs were electrical signals transmitted over wires, which meant they could only be sent between stations where wires had been laid—and then only if the stations used the same system. The telegraph was transformative, eagerly embraced, and very slow to spread. Stringing the wires took an enormous investment of time and money, but once messages could be sent instantly across large distances, telegraphs became essential. By 1861, there was a transcontinental telegraph system in the United States. By 1866, people were sending telegraphs across the Atlantic.

Mikael Miettinen (CC BY 2.0)

The path the telegraph and its supporting infrastructure took is a pattern that appears in almost all developing infrastructure says Paul Edwards, a professor in the Department of History and the School of Information. Electricity, canals, and the radio are also examples. The pattern interests Edwards, particularly when it's combined with climate data, computer models, and global warming.

“One of the more interesting things about calling something an infrastructure,” Edwards says, “is that it has become this kind of invisible background to everyday life. Electric power is a great example. What would you do if it just disappeared tomorrow? Our whole society would collapse.”

A world without electricity is hard to conceive, but having it comes with a cost: carbon. In the United States, we generate almost 70 percent of our electricity by burning fossil fuels, and we generate carbon dioxide alongside it. Everyone agrees we need to transition away from fossil fuels, but there's very little agreement about how. Edwards sees it as an infrastructure problem, and he uses two different types of models to address it.

Model Behavior

The first model Edwards uses is historical, and it lays out the steps through which infrastructure develops. Infrastructure starts with innovation, followed by a long, slow period when a new technology begins to be adopted by a few people and starts to spread. The technology is still expensive and awkward at this stage, and it doesn't connect to existing systems or similar technologies very well. When it moves into the take-off phase, the technology becomes widely adopted and the infrastructure required is quickly built. It peaks when nearly everyone who can afford the new technology has it, at



Paul Edwards

which point infrastructure historians consider the infrastructure built out. In general, physical infrastructures take between thirty and one hundred years to complete this process. Communication infrastructure has sometimes been faster, taking between thirty and fifty years.

The second model Edwards uses is a climate model in which computers run complex equations that simulate interactions between mathematical representations of, say, ice or oceans. These models demonstrate how current climate systems work, and they illustrate how the future climate might respond to changes, such as a massive reduction in carbon dioxide or a sudden increase in methane.

Edwards says these climate models are among the most complicated ever made. “Some are more than a million lines of computer code.” The trick, of

course, is getting the models to resemble the real climate. How do you know if you have the right answer, or that you got the right answer for the right reasons?

There are many different groups of people in the world doing this type of modeling, and about twenty-five important ones, Edwards says. Each time the Intergovernmental Panel on Climate Change releases a report with new data, these modeling groups run a set of standard experiments and compare their results.

With these climate models, scientists can examine theoretical scenarios and the futures they would produce. One is particularly salient: If we let the existing fossil fuel infrastructure run until its power plants wear out and replace each dilapidated coal or natural-gas power plant with one powered by renewables, how would that affect global warming?

The answer got people's attention because results suggested that this alone might keep the planet within the two-degree Celsius range scientists say is the allowable boundary. And here Edwards returns to history: “This is where the historical model becomes useful.”

A Bundle of [Renewable] Energy

If you map the historical model to renewable energy's growth, you can see the same developing-infrastructure pattern. “Solar is in the middle of the take-off curve,” says Edwards. “You can see it clearly. It's the same with wind energy. Those two in particular are really well along and beginning to grow faster than any other energy source right now, even with the steep drop in oil prices and coal's collapse.” But despite the renewable energy surge and the modeled benefits of phasing out older power plants, Edwards says we're still replacing fossil-fuel power plants with newer fossil-fuel power plants. “This is one of the things about infrastructure: Once it's in place it's hard to veer away from it,” he says. “Developing countries that haven't inherited this infrastructure can leapfrog over that obstacle entirely.

“However,” he continues, “we already have an electric power grid renewables can use, which might help them to accelerate. It's easier to add them than to build a new coal-powered plant and the thousand-mile-long wires needed to connect it to everything.”

Infrastructures are not discrete systems. They have different histories and champions, as well as financial, political, and cultural influences. But Edwards says we might be at a tipping point with regard to energy. “History shows there are ways to accelerate changes to an infrastructure, and this might be a moment when a lot can happen very fast.”

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EISENBERG INSTITUTE FOR
HISTORICAL STUDIES

Institute Charts Second Decade

By Howard Brick, Eisenberg Institute for Historical Studies

In 2016-17, we enter our tenth year operating as the Eisenberg Institute for Historical Studies. Admittedly, there's some debate—like the argument years ago about whether U-M began in 1817 or 1837—on how to count.

Actually, the History Department first established an Institute for Historical Studies under director Bill Rosenberg in 2004. A generous gift by alums Kenneth (History) and Frances Aftel Eisenberg (Education) made it possible to begin a workshop series and invite the first slate of guest lecturers. The college designated a highly appealing space overlooking the Diag and Hatcher Library for the institute's suite of offices, which opened under the Eisenberg name in fall 2007 with Kathleen Canning as director. Let's call that the beginning of our first decade.

At its inception, the institute sought to bring together the History Department's far-flung faculty—nearly one hundred, many of whom also have appointments in other units—and graduate students to a common intellectual community with vigorous intellectual exchange on the latest trends in historical research. To do this, the institute implemented a guest speaker and workshop series, a fellowship program, and occasional major conferences on select topics.

One indication of our success came in a recent message from a 2016 PhD in our department, who is about to assume a post in Atlantic history at Emory University:

I just wanted to thank you for the fantastic Eisenberg programming and for involving me in it during my time in Ann Arbor. When Emory



let me know that they wanted to hire me, they told me that what made me stand out was the breadth of my interests and curiosity. Eisenberg and the Anthropology and History workshops were the places where I learnt to engage with scholarship on topics really far afield with ease and comfort.

So where do we go from here? The department's faculty will soon begin discussing options for further development. Can we find new funding to offer more than one postdoctoral fellowship to our recent PhDs and to other young scholars? Perhaps we can begin an annual series of public (and publishable) Eisenberg lectures by an eminent visiting historian who spends a week or two in residence here. Can we address an ever-larger audience among members of the broad university community and the public at large in ways that convey why and how historical knowledge and historical analysis really do make a difference for all of us? Let us know your recommendations to help us chart the next ten years of the institute.

IN MEMORIAM



David D. Bien, age eighty-five, a professor emeritus of French history at the University of Michigan, died under hospice care on September 25, 2015, after a lengthy illness. Christened David Duckworth Bien by his parents, he was born April 2, 1930, in Baltimore, Maryland. He graduated from St. Paul's School in Baltimore, which he attended on a voice scholarship, and received his AB degree in 1951 from Washington and Lee University. He received his MA and PhD degrees in history in 1956 from Harvard University. In 1967, Bien accepted a professorship at the University of Michigan, from which he retired in 1996.

An expert on the history of eighteenth-century France, David Bien was one of the few American historians whose work has had as major an impact on French and European scholarship as on that of American scholars. He was also a remarkable teacher.

Vital to his career, and the love of his life, was his wife of sixty-four years, Peggy. David Bien also had a passion for cultivating roses and for U-M football. He is survived by his wife and four children, Clark David (Genevieve), Matthew William (Grace), Ellen Jane Karpiuk (Robert), and Alexander John (Karen), as well as nine grandchildren and two great-grandchildren.

Adapted from an obituary provided by the Bien family.



Elizabeth L. Eisenstein, who died in January at the age of ninety-two, was a renowned historian and a member of the U-M faculty from 1975 to her retirement in 1988. Her intellectual and physical quickness stood out in the classroom as student and teacher, among historians as colleague and independent scholar, and on the tennis court (in her late fifties she began playing in tennis tournaments, continuing through her eighties, having won some thirty-three national titles).

Her PhD dissertation at Harvard was published in 1959 as *The First Professional Revolutionist: Filippo Michele Buonarroti (1761-1837)*, a study that established her as a significant American historian of the French Revolution. After she and her husband, Julian, a physicist, settled in Washington, DC, she became active in the city's intellectual life. Throughout this period, she also taught, primarily at American University, yet rarely full time and without full professorial title.

In 1975 she became the Alice Freeman Palmer Professor of History at Michigan. In 1979 her two-volume study, *The Printing Press as an Agent of Change*, brought her world-wide fame. In 2004 the University of Michigan awarded her the honorary degree, doctor of humane letters.

Adapted from an obituary written by Thomas N. Tentler and Raymond Grew.



Lifelong community and civil rights activist **Ahmad Rahman** died September 21. The University of Michigan-Dearborn associate professor of history was sixty-four. A Chicago native, Rahman joined the Chicago branch of the Black Panther Party in 1968, where he became involved in community organizing.

In 1971, Rahman was sentenced to life in prison after a jury found him guilty of murder. He served nearly twenty-two years before his sentence was commuted, and he would later speak about how he was a victim of the FBI's domestic counterintelligence program, COINTELPRO. While incarcerated, he earned a bachelor's degree from Wayne State University and later earned an MA and PhD in history from U-M Ann Arbor.

Rahman authored two books: *The Regime Change of Kwame Nkrumah: Epic Heroism in Africa and the Diaspora* and *Liberated Territory: Untold Perspectives on the Black Panther Party*. Rahman joined the UM-Dearborn faculty in 2004, teaching courses in history and African and African American studies. The Michigan Council for the Social Studies recognized Rahman in 2013 as its College Professor of the Year.

Adapted from an article from University of Michigan-Dearborn News.

ALUMNI & FRIENDS

Bratmans Establish Writing Awards to Honor Their Mother

By Ben Bratman (Pittsburgh, Pennsylvania) and David Bratman (Sunnyvale, California)

Upon deciding to honor the memory of our mother, Nancy Bylan Bratman, through a major charitable donation, we—two of her sons—knew exactly what we wanted to do. By endowing awards for excellence in writing by undergraduate students in the U-M History Department, we could simultaneously pay tribute to three of our mother's lifelong passions: good writing, the study of history, and the university where she did a lot of both.

Mom was an immensely proud alumna of Michigan, where, as a history major, she was proudest of her A+ junior-year thesis on the Boer War. We hope that our gift will serve in its own small way to advance the causes in which she believed, as do we: the study of history and the development of strong writing skills in college students.

Mom was born June 7, 1929, in Detroit and grew up in Grand Rapids. After a year at Wellesley College, she transferred happily to U-M to complete her undergraduate education. Outside of her academic work, she was active on the *Michigan Daily*, where she served as a reporter and associate editor, and in the Gilbert & Sullivan Society, for which she was a chorister and treasurer. After receiving her BA in 1951, she worked for several years as an editor in New York and Chicago, mostly for trade publications. She married our father, Dr. Robert Bratman, in 1956, and they moved to California where they raised four sons. She died on March 15, 2014, at the age of eighty-four.

Top: Nancy Bylan Bratman in the *Michigan Daily* newsroom. (photo: *Michigan Daily*) Bottom: Nancy Bylan Bratman on her eighty-fourth birthday, flanked by Ben Bratman (left) and David Bratman. (photo: Berni Phillips Bratman)



ALUMNI UPDATES

Michael Barera (BA 2012) now works as an archivist in the Special Collections of the Texas A&M University-Commerce Library.

Mitchell Bickman (BA 2003), director of K-12 social studies in the Oceanside School District, received the 2016 New York State Social Studies Supervisory Association's Supervisor of the Year Award.

Robert Black (BA 1973) tells us that in May 2015 his sixth book, *Instead of Work*, was published by LBC Books.

Adrian Burgos's (PhD 2000) documentary, *Playing America's Game*, which tells the story of Latinos and baseball, premiered on May 21. It was produced by Big Ten Network and the University of Illinois.

David Churchman (BA 1960, MA 1964) was named a 2017 Fulbright senior scholar at the Nobel Institute in Norway.

Claude Clegg (PhD 1995) was recently named Lyle V. Jones Distinguished Professor at the University of North Carolina at Chapel Hill.

Francis G. Couvares (PhD 2000) is E. Dwight Salmon Professor of History and American studies at Amherst College. In the last few years he published three review essays in *Modern Intellectual History* and an article in the *Journal of American Studies*.

Nathaniel Davis (BA 2002) has assumed duties as the director of defense and strategic studies at the United States Military Academy at West Point.

Ada Ferrer (PhD 2012) won three 2015 prizes from the American Historical Association for her book *Freedom's Mirror: Cuba and Haiti in the Age of Revolution*.

Roger L. Geiger (MA 1966, PhD 1972) retired in June 2016 as distinguished professor of higher education, Pennsylvania State University. His latest book, *The History of American Higher Education: Learning and Culture from the Founding to World War II* (Princeton 2015), received the 2015 Outstanding Publication Award of the Higher Education Division of the American Educational Research Association.

Christopher Gorham (BA 1992), who teaches modern American history at Westford Academy, a public high school in Middlesex County, Massachusetts, won a 2016 grant to initiate publication of the *Westford Academy Journal of History*.

John Hardin (PhD 1989) is general co-editor of *Kentucky African American Encyclopedia*, published August 15, 2015, by University Press of Kentucky.

Owen Johnson (MA 1970, PhD 1978) writes that although he retired from teaching at Indiana University in 2014, he actively continues his research and writing. His book *At Home with Ernie Pyle* will be published by the Indiana University Press in 2016.

Young Kim (PhD 2006) in July 2015 published *Epiphanius of Cyprus: Imagining an Orthodox World* with the University of Michigan Press.

The Fondation Cartier pour l'Art Contemporain will exhibit the life work of **Bernie Krause** (BA 1960) in Paris until January 2017. Recent publications include *Voices of*

the Wild: Animal Songs, Human Din, and the Call to Save Natural Soundscapes (2015) and *Wild Soundscapes: Discovering the Voice of the Natural World* (2016).

Jennifer Levasseur (née Skomer) (BA 1999) was promoted to museum curator in the Space History Department at the Smithsonian National Air and Space Museum following the completion of her PhD dissertation on astronaut photography at George Mason University.

Thomas Maentz (BA 1980) served as editor for the recently published book *The Reign in Spain: Fall & Rise of the Spanish Monarchy* by W. Kristjan Arnold.

Brad Meltzer (BA 1992) delivered the address for the 2016 U-M Law School commencement and published (with Tod Goldberg) *House of Secrets*, his 11th novel.

Mark Molesky (BA 1990), an associate professor of history at Seton Hall University, published *This Gulf of Fire: The Destruction of Lisbon, or Apocalypse in the Age of Science and Reason*. The book grew out of research he conducted for his senior honors thesis in history at U-M.

Bethany Nagle (BA 2013) is currently enrolled in the first year of the public history master's program at American University. She's also working for the Education Initiatives Department at the United States Holocaust Memorial Museum.

Carl Paulus (BA 2006) announced the 2017 publication of his book *The Slaveholding Crisis: Fear of Insurrection and the Coming of the Civil War*, which includes research from his honors thesis.

Robert Rockaway (MA 1992, PhD 1970), based in Tel Aviv, officially retired in 2007 but continues to teach in the international student program. His recent articles have appeared in *Michigan Historical Review*, *Et Mol*, and *Jewish Sports Heritage*.

This fall, **Sam Schotland** (BA 2015) will simultaneously pursue an MD at the University of Michigan Medical School and a history PhD at Yale University.

Ronald E. Seavoy (MA 1963, PhD 1969), an emeritus professor at Bowling Green State University, recently published *Mining, Agriculture, Religion: The Three Frontiers of Indonesian Borneo in 1970*.

Jonathan Skaff (MA 1992, PhD 1998) delivered the 2016 M. I. Rostovtzeff Lectures at the New York University Institute for the Study of the Ancient World. The four lectures will be published as *Silk Roads and Steppe Roads of Medieval China: History Unearthed from Tombs* (Princeton University Press).

Stephanie Smith (BA 2010) has taught church history at Divine Child High School in Dearborn, Michigan, for the past three years.

Darin Stockdill (BA 1991) is working as instructional and program design coordinator for the U-M School of Education's Center of Education Design, Evaluation, and Research.

Arthur Wollam (BA 1980) is recently retired and living in Crozet, Virginia.

Nancy L. Woolworth (MA 1959) published the chapter "Miss Densmore Meets the Ojibwes: Frances Densmore's Ethnomusicology Studies among the Grand Portage Ojibwes in 1905" in *Travels with Frances Densmore: Her Life, Work, and Legacy in Native American Studies* (University of Nebraska Press, 2015).