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# DEPARTMENT OF HISTORY

## In This Issue

In this issue we celebrate the accomplishments of our faculty, students, and alums; announce a new scholarship fund in memory of Hugh Ambrose; and share reflections from our undergraduate students on what makes an excellent history class. Visiting Associate Professor Gillian Glaes also shares insight on on-line and in-person teaching, and we note the passing of former faculty member Robert R. Dozier. We are excited to move forward into another year of teaching and research.

UNIVERSITY OF MONTANA



Michael Dax, David Brooks, and Greg Gordon at the Montana Book Festival (see "Alumni News" p. 7).



## Chair's Update

### Robert Greene

Autumnal greetings from the University of Montana History Department! The billowing clouds of late-summer smoke have lifted from the valley just in time for us to clear our lungs and welcome back all of our students, faculty, and staff at the start of a new fall semester. This year promises to be an exciting one. A fresh cohort of five graduate students entered our program this fall, and we wish them well as they embark on their studies. In addition, we are searching

for two new tenure-track faculty: an assistant professor of Early American history and an Asian specialist (this latter position will be shared jointly between the departments of History and Political Science). We look forward to adding to our ranks a pair of top-notch scholars and dynamic teachers who will continue to carry out the department's mission of a twenty-first-century liberal arts education founded on the time-honored precepts of critical thinking, writing, and research.

In the pages that follow, you'll read more about what members of our community have been up to in recent months. As always, we appreciate your interest in the History Department and are grateful for your continued support. We're eager, as ever, to hear from our alumni, so feel free to pass along any updates, accolades, or other information that we might include in the next issue of our newsletter. Best wishes for the months ahead.

## Professor Volk Receives Two National Awards

The Organization of American Historians (OAH) awarded Professor Kyle Volk the Merle Curti Award for Best Book in Intellectual History. Kyle's book, *Moral Minorities and the Making of American Democracy*, also received honorable mention by the OAH for the Frederick Jackson Turner Prize for best first book in American history.

It is a rare honor to even be considered for one national book award. To win one such award and garner honorable mention for a second is truly a remarkable achievement. Kudos to Professor Volk for the commitment to scholarly excellence evident in his achievements.



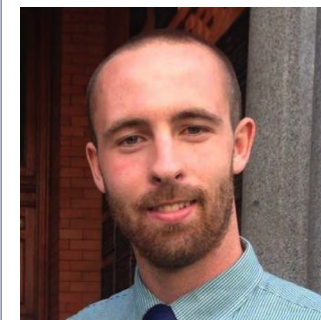
Kyle Volk and his editor Susan Ferber of Oxford University Press celebrate Dr. Volk's book awards at the Organization of American Historians.

## Students Reflect on Teaching Excellence

**Editor's note:** *Four undergraduate history majors agreed to share their thoughts on what makes an excellent history class.*



**Sydney Hayward:** An excellent history class is one where the professor shows enthusiasm for the subject and makes an effort to interact with his or her students. I have found the classes where the professor seems excited to hear what the students have to say while offering thought provoking questions the most interesting and beneficial. Lectures are not given every class but are broken up with discussions. It is a great opportunity to listen to your peers.



**Hugh Kingery:** In my opinion what makes a history class excellent is the willingness of the professor to engage in the instruction. Under-

graduate students respond positively to professors who annually update their curriculum, show enthusiasm for their subjects, and have high expectations for the students' competency. Additionally they must be available for the students when they have questions. The University of Montana's history department excels in that its faculty treats undergraduates as future colleagues.



**Eamon Ormseth:** An excellent history class begins with commitment. The students agree to critically engage with the reading, shepherded along by the professor. The best teachers treat their students like saplings. They help them find their niche, often through sharing their passion. Eventually, they build a solid foundation, and then buffet it with thoughtful criticism and questions so as to make it sounder. Eventually the saplings emerge hardened, ready to argue, question, and listen thoughtfully. In the best history classes, as the students learn to become teachers, the

teachers model what produces the best history, the careful scholarship of dedicated students.



**Jennifer Pepprock:** A great undergraduate history class uses excellent storytelling to question majority opinions and re-write history. It doesn't remind you what you learned in high school; it shows you how to question everything you've ever learned. Most importantly, it asks you to produce your own historical ideas. In an excellent undergraduate history class, there are no wrong answers as long as you can prove your argument with well-synthesized substantial evidence.

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# Online vs. In-person Teaching

Gillian Glaes

During the first week of spring 2015, students in my “Discovering Africa” course introduced themselves on the week 1 Moodle forum and discussed why they were taking the class. Many replied that they were interested in learning about African history. One student, though, wrote that he was taking the class because he had to and he was not excited about it. He explained that he was a pharmacy student and he needed this class to graduate.

This might not sound too out of the ordinary, but the student in question was completing his required pharmacy internship in Kalispell and was not able to take an on campus class to meet his last General Education requirement. So, he turned to the spring semester offerings and found “Discovering Africa,” an online course. Despite his initial reticence, he turned out to be one of the best students in the class, writing stellar papers on everything from medicine in ancient Egypt to the ways in which the novel *Segu* enhances our understanding of eighteenth-century West Africa. I consider his story a success: he met a requirement, finished his degree, completed his internship, and ended up enjoying the class along the way.

From my perspective, this story represents the most powerful aspect of online education: access. Online education provides students with educational options that they might not otherwise have available to them. For example, one of my students in “Discovering Africa” was a Forestry major whose life took her to Oregon. She wanted to continue her degree through UM and found online courses to be her best option. In my first semester of teaching the course online, she showed herself to be one of the top students. On campus students also find online courses intriguing because they fit in well with their overall class schedule. The access provided through UM Online courses ensures that students from many different backgrounds can continue to pursue

just like in the traditional classroom. If instructors provide quality course material, ask challenging questions, and design stimulating assignments, students will respond accordingly. What I found in teaching online is that students are just as dedicated to completing the course as students who are in a more traditional classroom setting. With the technology available today, it is possible to connect to students through Skype, Blackboard Connect, and a host of other online platforms that enable face-to-face communication via video-conferencing. This helps to create a sense of community while connecting students individually throughout the semester.

Does this mean that online education will eventually replace the traditional classroom? After

“The key to online education is engagement, just like in the traditional classroom.”

a quality education that makes sense for their particular life circumstances.

Beyond the question of access, people often ask about the difference between online and on-campus classes. To this I answer: everything and nothing. The key to online education is engagement,

a year of teaching online and over seven years of teaching with Moodle supplements, my answer is no. There will always be a demand for face-to-face courses and more traditional formats. As an instructor, I enjoy both online and in-person teaching. There is nothing quite like the

thrill of seeing students engage a concept in the classroom. Nothing can replace that moment where a student asks a question and everyone stops to think about it. But what I notice is how many of those interactions can also take place online. Because of the technology available today, we can give students the opportunity to finish their degree while pursuing, for example, a required pharmacy internship. And the flexibility

that online teaching offers is appealing to faculty members too. As long as instructors stay engaged on a weekly basis, they can log in whenever they desire. This provides additional writing and research time that might not be available in a more traditional teaching schedule.

In reflecting on my online teaching experience, I not only come back to the pharmacy student, but I also think about the student who finished his freshman

year of college at UM and then found himself playing for a semi-professional hockey team. Because of UM Online and courses like AAS 208H, he did not have to choose between hockey and college. He could continue working on his college degree at UM while also pursuing his dream. From my perspective, his story reflects the potential and importance of online education.

## Kia Presents to Montana Governor and Guard

On Tuesday, September 8, 2015, in Helena, MT, **Dr. Mehrdad Kia**, the Director of Central and Southwest Asian Studies Center and Professor of Middle Eastern, North African, and Central Asian History at the University of Montana gave a two-hour presentation on the current situation in the Middle East, Central Asia, and North Africa to Governor Steve Bullock, members of his cabinet, and the Montana Army National Guard. The governor, as well as others in the large audience, asked numerous questions about the Islamic world, the conflicts in the Middle East, and U.S. foreign policy in the region. Many in the audience stayed for an hour after the presentation to ask questions and some praised the high quality of academic offerings at UM’s Department of History and the Central and Southwest Asian Studies Program.



Montana Governor Steve Bullock and UM History professor Mehrdad Kia at Dr. Kia’s presentation in Helena.

## Student News

**William Blasingame** (current MA student) will present the first chapter of his masters thesis, “The Stink Men: The Politics of Smell in Chicago, 1865-1880” at Brown University’s graduate conference “History of the Future,” October 2-3, 2015.

**Jon Del Buono** (current MA student) won the **Frederic G. Renner Scholarship**, awarded annually to a graduate student in Western American History.

**John Dunkum** (MA 2015) was the recipient of last year’s **John T. McNay Award**. The scholarship is awarded to a UM History graduate student who has distinguished himself in the course of his study.

**Patrick O’Connor** (current doctoral student) won UM’s prestigious **Graduate Student Teaching Award** in 2015.

# Hugh Ambrose: Grieving the Loss of a Department Alum

Michael Mayer

The History Department mourns the loss of one of its own. Cancer claimed the life of Hugh Ambrose on May 23, 2015. The son of Stephen Ambrose, a famous and widely read historian, Hugh established himself as an accomplished historian in his own right.

Born in Baltimore, Maryland, on August 12, 1966, Hugh grew up in New Orleans, where his father had taken a job as a professor of history. Hugh attended primary grades in New Orleans and went to high school in Ireland. His family spent vacations in Montana, and Hugh did his BA at the University of Montana, where he majored in History. Hugh also earned his MA in History at UM. His MA thesis dealt with the Truman administration and Senator Joseph McCarthy. Gracefully written and forcefully argued, the thesis contended that "in his reaction to McCarthy, . . . Truman engineered his own defeat." Hugh maintained that the president had failed to offer "a clear distinction between his anti-communism and McCarthy's." Indeed, "the president sought to prove that he was the nation's fiercest anti-communist, and he sacrificed civil liberties in order to do so."

Truman's actions, Hugh concluded, were "dishonorable" and "left him with precious few supporters."

Even while completing his thesis, Hugh began to work as his father's research assistant. As they discussed the prospect of working together, Hugh recalled, his father uttered the magic words, "I'll pay you." Hugh worked on Stephen's books on the Lewis and Clark expedition (*Undaunted Courage*), the building of

the transcontinental railroad (*Nothing Like It in the World*), and several books on World War II. *Band of Brothers* traced members of the 101<sup>st</sup> Airborne from D-Day through the end of the war. It became an enormous best-seller and was adapted as a mini-series produced by Stephen Spielberg that ran on HBO in 2001. Hugh conducted most of the interviews for *Citizen Soldiers*, which focused on the experience of common soldiers; he did all of the interviews with former German soldiers.

In the course of work on those major projects, Hugh had occasion to hire historians to help with research. A fiercely loyal alum, Hugh practiced affirmative action for

UM graduate students in history. The Ambrose history factory provided support for a number of the department's graduate students and recent graduates.

In addition to working with his father, Hugh also served as the vice-president for development of The National D-Day Museum, which became The National World War II Museum.

"Good narrative history ... [brings] alive a time, a place, and a cast of characters."

Hugh and his father began work on what became *The Pacific*, but Stephen was diagnosed with cancer and died in 2002. At that point, Hugh became a consultant to the mini-series, also produced by Spielberg, along with Tom Hanks and Gary Goetzman. In addition, Hugh wrote the book that accompanied the series. It debuted as number seven on the *New York Times* bestseller list. *The Pacific* tells the story of the major battles of the Pacific war through the experiences of five American servicemen. Hugh worked hard to present events from the perspective of the servicemen who fought. "It all comes down to storytelling," he explained. "Good narrative history,"

continued Hugh, "engages the reader on important issues of cause and consequence and meaning, but it does it by bringing alive a time, a place, and a cast of characters."

After completing work on *The Pacific*, Hugh returned to the National World War II Museum as a part-time

adviser working on major gifts.

No account of Hugh's life would be complete without mentioning Andrea Loiacano Ambrose, his wife, his love, his partner, and the mother of their two children, Elsie and Brody. Hugh is also survived by his siblings, Grace Ambrose

Zaken, Andrew Ambrose, Stephanie Ambrose Tubbs, and Barry Ambrose. The History department extends its deepest sympathy to the family and in particular to Stephanie, who also did her BA and MA in history at UM.

## Contributions Welcome for Ambrose Fellowship Fund

Kyle G. Volk

In conjunction with the family and friends of Hugh Ambrose, the History Department is proud to honor Hugh's life and work by creating the Hugh Ambrose Graduate Fellowship Fund. This endowed fellowship will support graduate students who follow in Hugh's footsteps by earning their master's degree in history at the University of Montana. To give to the Hugh Ambrose Graduate Fellowship Fund, please send a check made payable to "UM Foundation--Ambrose Fund" to: Professor Kyle G. Volk, UM Department of History, 32 Campus Drive - LA 260, Missoula, MT 59812.

## Alumni News

**David Brooks** (PhD 2012), **Michael Dax** (MA 2013), and **Greg Gordon** (PhD 2010) all spoke about their respective books at the Montana Book Festival, September 10-12, 2015 (see front page photo). Brooks' monograph, *Restoring the Shining Waters*, was just released by the University of Oklahoma Press in August 2015. Dax's book, *Grizzly West: A Failed Attempt to Reintroduce Grizzly Bears in the Mountain West*, also was just released in August 2015 by University of Nebraska Press. Gordon's book, *When Money Grew on Trees: A. B. Hammond and the Age of the Timber Baron*, came out in 2014 from University of

Oklahoma Press. All three alums worked with Professor Dan Flores while at UM.

**Melissa Bruninga-Matteau** (BA 2002) graduated with a degree in history from UM and went on to UC-Irvine for the MA/PhD program. She is currently an associate professor of history at Martin Methodist College in Pulaski, TN, and co-directs the Center for Teaching Excellence there. She will also be presenting at the 50th International Medieval Congress in Kalamazoo in May.

**Chelsea Chamberlain** (MA 2015) was awarded a major fellowship, the Lilly Fellows Program in Humanities and the Arts, which will support her doctoral work

at the University of Pennsylvania through an annual \$3,000 stipend, regular conferences, and mentoring. **Greg Gordon's** (PhD 2010) 2015 book *When Money Grew on Trees* has been named a finalist for the 2015 Washington State book award. Winners of the competition will be announced on October 10 in Seattle.

**Rosalyn LaPier** (PhD 2015) was appointed to the *Montana Magazine of History* board in spring 2015. She also was appointed as a Research Associate (academic position) at the National Museum of Natural History, Smithsonian, on May 15, for three years. She also co-authored a

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## Robert R. Dozier: Passing of a Beloved Professor

Linda Frey

Robert R. Dozier, retired professor of history at UM, passed away on August 30, 2015. He was born in 1932 in New Orleans where he spent his early life. Those formative years gave his voice a Cajun cadence and a pride in his heritage. After serving in the Air Force during the Korean War, he went on to UC Berkeley where he excelled at medicine and then math before turning to history. He came to the University of Montana in 1967 and shared that love of history with his students in courses on English history, writing, and World War II. He continued to teach after his retirement in 1989, first on a three-year contract and then in various MOLL courses, which were enthusiastically received. In 1983 he published *For King, Constitution, and Country: The English Loyalists and the French Revolution* in

which he examined an often neglected topic, presenting a revisionist view based on a range of primary sources. In his retirement he turned to fiction and published three novels. He continued to be intellectually engaged; he was working on a book investigating World War II as depicted in *Life* magazine and had additional novels in draft form.

An avid fisherman, he shared his love of Montana with his children and colleagues. Orphaned at three and separated from his sister, he was aware of the importance of family and of self-reliance. After the age of 13, Bob worked and educated himself. He was literally a self-made man. He and his wife of 61 years Joyce adopted a girl, Lorraine, and then three boys from one family, Ronald, Richard, and Robert. His ten grandchildren and

thirteen great-grandchildren enlivened his home as did a number of students who were taken under the wings of the Doziers. Over the years, eleven students lived with the Doziers. One of his sons joked that they should put a vacancy sign in the front window that

*"I have loved and been loved;  
I have been given much and I  
have given something in return."*

could be turned on and off. He inculcated in this family a love of country, and the importance of hard work and of individual responsibility. He expected much of himself and of others. Bob himself wrote that "I have loved and been loved; I have been given much and I have given something in return." His friends and family might change the last phrase to say, "He gave so much to so many."

## Alumni News, continued from page 7

new book – *City Indians* – and a chapter on the same subject (see Publications). The Medieval Academy of America, in collaboration with the Richard III Society - American Branch, recently announced that the 2015 Schallek Fellowship has been awarded to **Sam Rostad** (BA 2010). The Schallek Fellowship is awarded annually to a student in North America and provides a one-year

grant of \$30,000 to support Ph.D. dissertation research in any relevant discipline dealing with late-medieval Britain (ca. 1350-1500). Rostad, the 2010 UM Outstanding Senior in History, received his MasWters of Philosophy Degree with Distinction from Cambridge University in 2012, and a Masters of Arts Degree from Notre Dame in 2014. Now a History Ph.D Candidate at Notre Dame, Rostad will use

the Fellowship to work on his dissertation in England during the next academic year. Rostad's dissertation studies the Benedictines, a cloistered monastic order whose devotional obligations usually required both silence and segregation from the outside world but who played a significant role--that was both vocal and interactive--in the religious life of Britons in the medieval period.

## Faculty News

Thanks to an extraordinarily generous gift from UM alumni Sam and Julie Baldridge, the Irish Studies Program will soon hire a visiting scholar to teach two courses in Irish and/or Irish American History. The visiting scholar's position carries the title of the **David M. Emmons** Visiting Scholar in Irish Studies. Thanks to this endowed position named after a former department historian, the Irish Studies Program is put on a solid footing and the History Department will be able to offer new and exciting course to be taught by distinguished historians from Ireland and the U.S.

**Linda Frey** was the recipient of two fellowships: the Hagley H. B. Du Pont Fellowship, 2015-2016; and the Hagley Library Exploratory Grant, May 2015. She also presented "A 'Ridiculous,' 'Often Monstrous' Scaffolding: The French Revolutionary Attack on International Law," with Marsha Frey, at the Society for French Historical Studies, Colorado Spring, April 16-18, 2015. In addition Professor Frey chaired the panel, "Diplomacy and Political Culture in Eighteenth-Century France," The Society for French Historical Studies, Colorado College, Colorado Springs, CO, April 17, 2015. She likewise served as reviewer for *The International History Review*, mss. April 2015, and as a commentator for the panel,

"Diplomacy, Strategy, and War in the Western Mediterranean," Consortium on the Revolutionary Era, 1750-1850, High Point University February 19, 2015. Professor Emeritus **Harry Fritz** reports that despite travels in Germany, Istanbul, and Gallipoli, he still delivered the keynote address at the 2015 Phi Alpha Theta Northwest Regional Conference in Chelan, WA, on April 10: "Sarajevo to the Schlieffen Plan: War Guilt in 1914." He adds, "Gallipoli was Year 2 of my Great War Centennial Tours. Sarajevo in 2014, Gallipoli in 2015. 2016?"

Regents Professor Emeritus **Paul Lauren** was invited to deliver the keynote address on "The State of Human Rights" at the 35<sup>th</sup> Anniversary Conference of the Urban Morgan Center for Human Rights at the School of Law at the University of Cincinnati in April. In May he was inaugurated into membership in the Norwegian Academy of Science and Letters as a result of the widespread international impact of his work. The elaborate ceremony took place in Oslo at the same location where the Nobel Peace Prize dinner is held. In July he was invited to deliver two weeks of lectures on international human rights at the major law school in Beijing during a time when a growing number of human rights lawyers in

China were being arrested. **Anya Jabour** was awarded the Montana Historical Society's Friends' Choice Award for the favorite article published in *Montana: The Magazine of Western History* in 2014 for her contributions to "Women's History Matters: The Montana Historical Society's Suffrage Centennial Project." Her contribution, "Feminism Personified: Judy Smith and the Women's Movement," also can be read online at <http://montanawomenshistory.org/feminism-personified-judy-smith-and-the-womens-movement/>. Women's History Matters will receive an Award of Merit from AASLH this September. She also served as a historical consultant for the new PBS series *Mercy Street* that was recently given the green light for a second season. Dr. Jabour also presented papers at two conferences: "'World Fellowship': International Social Work and Transnational Feminism between the World Wars," June 26, 2015, Society for Historians of American Foreign Relations, Arlington, VA; and "Women's Autobiography and Feminist Biography: A Case Study of U.S. Activist Sophonisba Breckinridge," Historical Auto/Biography (international conference), March 25-27, 2015, Le Mans and Angers, France.

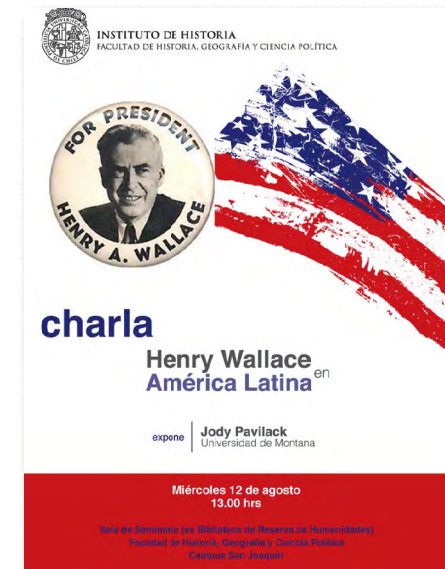
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## Faculty Publications

- Beck, David R. M., and Rosalyn LaPier. "American Indian Urbanization." In *Why You Can't Teach U.S. History without American Indians*, edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Brien, Nancy Shoemaker and Scott Stevens. 210-226. Chapel Hill, NC: University of North Carolina Press, 2015.
- . *City Indian: Native American Activism in Chicago, 1893-1934*. Lincoln, NE: University of Nebraska Press, 2015.
- Emmons, David. "'A Tower of Strength to the Movement': Father Michael Hannan and the Irish Republic." *American Journal of Irish Studies* 12 (2015).
- Frey, Linda, and Marsha Frey. "El Teatro De Mundo: Diplomacia En El Cambio De Siglo." In *Historia Moderna: Procesos Y Representaciones*, edited by M. L. Gonzalez Mezquita. Mar de Plata: Universidad Nacional de Mar del Plata, 2014.
- . "The Olive and the Horse: The Eighteenth-Century Culture of Diplomacy." In *Performances of Peace: Utrecht, 1713*, edited by Renger E. Bruin, Cornelis van der Haven, Lotte Jensen and David Onnekink. 25-39. Leiden: Brill, 2015.
- . "Review of Timothy Tackett, *The Coming of the Terror in the French Revolution*." In *H-Net Reviews* (2015). <https://www.h-net.org/reviews/showpdf.php?id=43464>.
- . "Review of Britain, *Spain and the Treaty of Utrecht 1713-2013*, Edited by Trevor J. Dadson and J. H. Elliott." *Bulletin of Spanish Studies* (2015).
- . "Review of Morrissey, Robert. *The Economy of Glory: From Ancien Régime to the Fall of Napoleon*." *Modern Language Review* 110, no. 2 (April 2015): 548-549.
- . "Review of Laurent Bourguin, Philippe Hamon, Alain Hugon and Yann Lagadec, *La Politique Par Les Armes: Conflits Internationaux Et Politisation (Xve-Xix Siècle)*." In *H-France* 15, no. 38 (2015). Published electronically March. <http://www.h-france.net/vol15reviews/vol1no38fre.pdf>.
- Jabour, Anya. "Sophonisba Breckinridge (1866-1948): Homegrown Heroine." In *Kentucky Women: Their Lives and Times*, edited by Melissa A. McEuen and Jr. Thomas H. Appleton. 140-167. Athens, GA: University of Georgia Press, 2015.
- Price, George. *Past and Present: An Introduction to Native American Studies*. Plymouth, MI: Hayden-McNeil, 2015.
- Shearer, Tobin Miller. "Striking at the Sacred: The Violence of Prayer, 1960-1969." *Open Theology* 1 (2015): 126-133.
- . "A Prophet Pushed Out: Vincent Harding and the Mennonites." In *Mennonite Life* 69, (2015). <http://ml.bethelks.edu/issue/vol-69/article/a-prophet-pushed-out-vincent-harding-and-the-menno/>.
- . "Invoking Crisis: Performative Christian Prayer and the Civil Rights Movement." *Journal of the American Academy of Religion* 83, no. 2 (2015): 490-512.
- . "Review of *Latino Mennonites: Civil Rights, Faith, and Evangelical Culture*, Felipe Hinojosa (Baltimore: Johns Hopkins Press, 2014)." *Journal of Mennonite Studies* 33 (2015): 313-315.
- Volk, Kyle. "Whiskey on a Sunday: Blue Laws and American Democracy." *Humanities: The Magazine of the National Endowment for the Humanities*, July/August 2015. 40-43.

## Faculty News, continued from page 9



**Jody Pavilack** was in Santiago, Chile, in August, as an invited panelist at two different symposiums, and one individual talk: Seminario Internacional, "El Comunismo y Su Impacto en America Latina, 1917-1948," August 11, 2015, in the Archivo Nacional de Chile, Santiago, sponsored by the Universidad de Valparaíso de Chile and the Universidad Diego Portales; Coloquio Internacional: "Marxismo y Comunismo en America Latina contemporanea: recepciones, militancia y representaciones," August 14, 2015, in the Universidad de Valparaíso of Chile; Charla: "Henry Wallace en America Latina," August 12, 2015, at the Instituto de Historia, Facultad de Historia, Geografía y Ciencia Política, La Pontificia Universidad Católica of Chile.

**Tobin Miller Shearer** presented "Race, Sex, and the Politics of Belonging in the Mennonite Church," at the Mennonite Church USA General Assembly, Kansas City, KS, July 3, 2015. He also gave the public lecture "Homing In: The Effects of WWI on Black Women and Men," at the Mansfield Library, University of Montana, February 26, 2015. On September 19, 2015, he was elected vice-chair of Humanities Montana's board of directors.

**Jeff Wiltse's** article, "America's Swimming Pools Have a Long, Sad, Racist History," appeared in the *Washington Post*, June 10, 2015. The essay relates the pool incident in McKinney, TX, to the history of swimming pools as socially contested spaces. The article was picked up by other newspapers as well, including the *Chicago Tribune*, the *Miami Herald*, the *Denver Post*, the *Pittsburgh Post-Gazette*, the *Memphis Commercial-Advertiser*, the *New Zealand Herald*, and several more. His scholarship on the history of swimming pools also served as the basis for several other articles in major media outlets that provided historical context about the McKinney pool incident, including: An op-ed piece in the *New York Times*: Brit Bennet, "Who Gets to Go to the

Pool?" June 10, 2015. A story on Slate.com: Jamelle Bouie, "Out Segregated Summers," June 9, 2015. A story on TheAtlantic.com: Yoni Appelbaum, "McKinney, Texas, and the Racial History of America's Swimming Pools," June 8, 2015. Professor Wiltse was also interviewed this summer on eight public radio programs: "How Pools Became Democratizing Forces in Rapidly Changing Washington, D.C.," NPR's Morning Edition, August 18, 2015. "Children of Color Disproportionately Represented Among Drowning Victims," KUT News, August 4, 2015. "D.C. Swim League Busting the Myth That Black People Don't Swim," WAMU's Metro Connection, July 24, 2015. "D.C.'s Once Segregated Public Pools are More Mixed, But for How Long?" WAMU's Metro Connection, July 17, 2015. "Swimming Pools and Racial Tension," WAMU's The Kojo Nnamdi Show, June 15, 2015. "Arrests of Black Teenagers at Texas Pool Party Shock America," BBC's 5 Live Hit List, June 14, 2015. "Racial Tension Bobs at the Surface of Public Pools," KPCC's Take Two, June 9, 2015. "Pools and Segregation," KCRW's For the Curious, June 9, 2015.

## UM History's 2015 Graduate Cohort

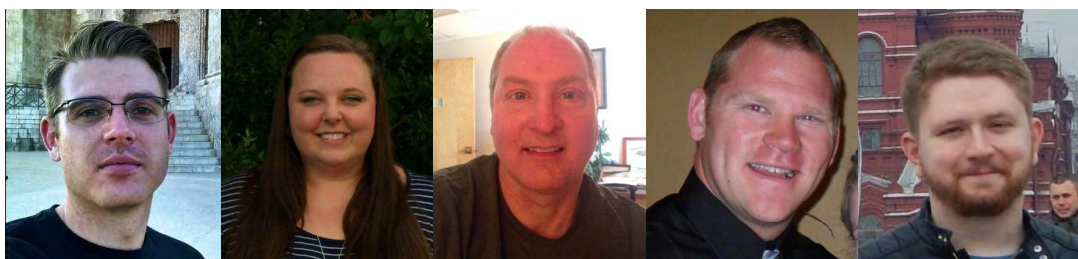
Marlin Earp (PhD student), BA, UNC-Chapel Hill (2008); MA, UNC-Wilmington (2012). Interests: Early American Republic; Women, Gender, and Sexuality. Advisor: Anya Jabour.

Larry Mansch (PhD student), BA, Hamline University (1980); JD, Creighton University (1983). Interests: Nineteenth-Century U.S.; Civil War; Abraham Lincoln & the West. Advisor: Kyle G. Volk.

Justin Nielsen (PhD student), BA, CSU-Sacramento (2013); MA, CSU-Chico (2015). Interests: Early Modern Europe; Britain; Religion, Culture, Government. Advisor: John Eglin.

Jon Del Buono (MA student), BA, CSU-Fullerton (2014). Interests: Nineteenth-Century U.S.; Manifest Destiny & American Empire. Advisor: Kyle G. Volk.

Garett Tree (MA student), BA, University of Alaska-Anchorage (2015). Interests: Russian and Soviet History; Social and Religious History. Advisor: Robert H. Greene.



pictured left to right: Jon Del Buono, Marlin Earp, Larry Mansch, Justin Nielson, Garett Tree

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