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**In This Issue**

The demands on faculty and students are many. In this issue, we feature reflections from Linda Frey on the vagaries of conference attendance, from Bradley Naranch on editing a multi-authored essay collection, and from graduate student Chelsea Chamberlain on applying to doctoral programs. In addition we highlight faculty news and reports from you, our alumni. We always love to hear from you.

UNIVERSITY OF MONTANA



# Pilgrims on the Prowl

Linda Frey

Scholars of the 21st century who attend conferences across the globe resemble medieval pilgrims. Those in the medieval ages sought spiritual enlightenment whereas modern scholars seek intellectual. The early travelers wore identifying emblems as

“[pilgrims] in the medieval ages sought spiritual enlightenment whereas modern scholars seek intellectual.”

scholars do today. In earlier times, the travelers stopped along the way at shrines or holy places on what were often difficult journeys. The journeys were part of the adventure (think Chaucer).

Unlike those earlier hardy souls, today the journey more often than not deadens the soul and the body. Getting there is certainly part of the challenge. Still the more remote the school, the more important it is to reach out and touch others.

Conferences vary from the big to the small. Some are wide-ranging, such as the International Association on Research. Some, like the American Historical Association, shelter smaller organizations, such as the Association for the Study of Hungarian History. Others are more exclusive and stress narrow topics such as “(Re) Imagining the Insect.” Some seem regional such as the WAGS,

an unfortunate acronym that belies the serious nature of the Western Association for German Studies, founded in the west but that is really international in scope. Others are even more specialized, such as the one on “The Rákóczi Insurrection,” or the one on “Reading Anselm,” or yet another on “Agincourt in Context.” Some are by invitation only such as one held in Utrecht on not surprisingly

The Congress of Utrecht, or How Wars End held in Dundee. Others invite submission of individual papers or a complete panel with chair and commentator. Increasingly the latter are more likely to be accepted.

Conferences have the advantage of collecting in one place individuals who are interested in many of the same questions. This shepherding is more obvious at smaller conferences rather than the larger ones. Still although the AHA is often disappointing, one can usually ferret out interesting sessions.

Conferences often enable a scholar to think of new questions or to reformulate old ones in a new way. The formal meeting and informal discussions usually revitalize your research and your



teaching. Unless you are in a fairly large department and this holds true particularly for individuals in non-US fields, there are few who are aware of the developments in your area of research. Conferences also allow you to identify recent trends in the field from those who are reading papers or presenting the addresses but even more often from those you meet in informal conversations. While reviews in various h-nets and journals provide a glimpse of ongoing research, a conference allows you to talk with the presenter and ask questions. Even if the session does not focus on your area of research, it can provide valuable tips for readings and or presentations in the classroom.

Presenting a paper at a conference gives you the opportunity to have your work critiqued by experts and to stake out an area of research. The commentator – but even more often the

“Conferences often enable a scholar to think of new questions or to reformulate old ones in a new way.”

audience – can ask questions which focus on your issue or even redirect it. Again, often the most valuable feedback

comes at the receptions and or the luncheons or dinners where more informality reigns.

Trying to pull together a specialized multi-authored work? Here is the place to meet with your contributors or to solicit new ones. Since publishers like sheep or nuns flock together, you can also arrange to meet with a potential publisher. The book

display provides an opportunity to look over recent texts and monographs and to advertise your own. Occasionally one can even squeeze out time to see the sights. For example, Marsha and I visited the statue of Herman the German in a major tourist attraction – New Ulm. Who was that guy? It turned out to be Arminius who defeated the

Romans. Interestingly, the one in Germany had been melted down.

Lastly, even the introverted can make contacts and in some cases forge new friendships. I have been privileged to make friends who have lasted a lifetime and enriched my studies and my life. Good luck, pilgrim, and by the way where is Compostela? 🌊

## Insider's Guide to Applying to Doctoral Programs

### Chelsea Chamberlain

"You should know..." began the response from many of the potential advisers I contacted as I researched doctoral programs. Programs are shrinking and many graduates are finishing without jobs, they warned. Prospects for funding beyond five years are grim, especially at schools lacking the dependable donors of the Ivy Leagues. History faculty seemed to feel obligated to communicate that applying for their doctoral programs was generally impractical and unwise. Perhaps this is why the application process itself is unnecessarily complicated and expensive. It serves as a proving ground, an initial evaluation of an applicant's ability to complete tasks despite being frustrated, anxious, and broke.

Frustrated because historians do not skilled web-designers make. Few department sites navigate intuitively, some even lacking a direct link to their application (I'm looking at you, Harvard). While every application asks for nearly identical information, a lack of cooperation between schools

means the same basic data must be re-entered on each one. One school required a digital official transcript but the UM registrar lacks digital copies and printed official transcripts are marked void when scanned. I uploaded a copy with the void marks and crossed my fingers—hence the anxiety.

And just how broke? Expect to pay at least one hundred dollars per application once each school's fee is paid and GRE scores are sent.

Here I'll venture from grim warnings and self-indulgent griping to say that although the application process may seem daunting, it was entirely worthwhile. Ultimately, applying was a much simplified version of graduate school itself, requiring only basic research, writing, and revision. I researched schools to find people to work with, and department sites were no more finicky than Nineteenth-Century Newspapers on its best days. I used information gleaned from websites and emails from potential advisers as evidence for the shortest, most straightforward

paper I'd had to write in years: a statement of purpose in which my argument was simply that I belonged in the school's program. Through multiple revisions, outside eyes—thanks to Kyle Volk and Pat O'Connor—helped turn the statement into a concise, professional, and (hopefully) convincing document. Typing an address and employment history ten times, while time consuming, was certainly no more monotonous than formatting footnotes in a thesis chapter.

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**Published by the  
Department of History,  
University of MT**

Chair: Robert Greene  
Editor: Tobin Miller Shearer  
Administrative Support:  
Diane Rapp  
Layout: Jana O'Connor

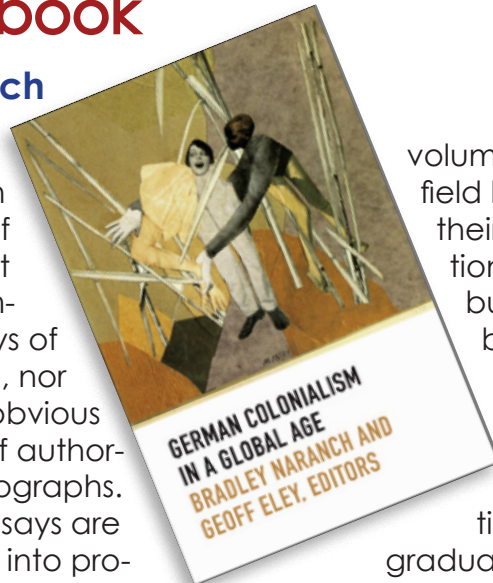
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# The Obvious Child: Edited Volume from Idea to Ebook

**Bradley Naranch**

No one becomes a historian to edit volumes of scholarly essays. It is not nearly as immersive as the joys of archival research, nor does it offer the obvious career rewards of authoring multiple monographs. Peer-reviewed essays are far faster to bring into production than a large-scale anthology of individually written historical essays. But one should not deny the importance of edited volumes for the vitality of the profession. They are the obvious children without whom our historical family, broadly understood, would be incomplete.

Anyone who has ever sat in on a graduate seminar knows that major advances in scholarship are rarely the product of a single mind. While some historians do publish horizon-widening books from time to time, it is largely the efforts of scholars working together that give a new trend the critical mass needed to take flight. Edited volumes bundle together separate acts of scholarship into a single and powerful package. The editors of the volumes are the emcees who introduce the performers in the line-up and keep things in reasonably good order, but it is the collective voice of the volume that matters. Not all edited



volumes in our field live up to their aspirational ideals, but probably all of us can think of at least one such title on our graduate reading

lists where the editors and the contributors got it just right.

I'm not sure if *German Colonialism in a Global Age* (Duke University Press, December 2014) lives up perfectly to that ideal, but I do think that my co-editor, Geoff Eley (University of Michigan Ann Arbor) and I came pretty close. So, practically speaking, how did it happen? Is it something that you should consider attempting for your special area of research? Or should you leave this kind of work to someone else?

First off, prepare for a timeline of three to five years. That's what a worthy volume will take, and publishers today won't want a volume that is simply a collection of current research. Don't expect it to get you tenure or gain a leg up on the job

market, either, since your time would better be spent publishing your dissertation or producing peer-reviewed articles. Become an editor of a volume if you see yourself as a part of a wave and are willing to shoulder the task of directing that wave to a welcoming shore. In my case, I had organized at least a dozen conference panels on German colonialism before I started the informal recruitment process of getting about a half-dozen of my fellow historians to commit to writing 8,000 word essays of unpublished research. That part is key: you want the volume to showcase new and original work, and while it can be based on a dissertation chapter or be drawn from a book manuscript, most of the chapters in your volume need to be 100% new material. Publish-

**“Become an editor of a volume if you see yourself as a part of a wave and are willing to shoulder the task of directing that wave to a welcoming shore.”**

ers will want to know this before they commit, so being able to make this claim and mean it is important.

Next, try to locate an editing partner (or two), who may be at a more senior level than you or have existing ties to particular aca-

ademic publishers. For me, this was essential, since I started work on the volume about the same time that I finished my Ph.D. You may need to sell the volume to your prospective co-editor first before the idea can reach the next level of maturity. I found a highly-respected scholar in my field whose students I knew were also part of the German colonialism trend, and I convinced him after about 6 weeks of back-and-forth emailing to support the project. It was due to Geoff's connections to a series published by Duke University Press ("Politics, History, and Culture"), whose series editor (George Steinmetz, a sociologist-historian also at Ann Arbor) also *just happened* to be interested in the topic, that the project moved forward. Yes, luck and connections play pretty vital roles.

Once Geoff was on board, we were able to approach "bigger fish" in the field to round out the collection so that it truly represented the cutting-edge of scholarship. Getting that mix of scholars right (male/female, domestic/international, junior/senior) resulted in a rich and empirically solid collection of work. It wasn't simply a list of my friends or fellow junior scholars; the line-up had depth. It also didn't have obvious personality conflicts (with one exception), which made the team-building phase easier, since once we had signed on a few of the bigger names, the other hold-outs followed.

Name-dropping definitely helped!

Basically, we rounded up a group of promising but also needy junior scholars who wanted *any* opportunity to publish their work, alongside those who had tenure and status and decided

**"Don't try this to put a feather in your cap . . . You have to be more selfless than that..."**

that the project itself was worth their time and effort. They had to make an opportunity cost decision to publish with us rather than elsewhere, and we ended up getting them excited enough that no one dropped out or left in frustration as the publication process dragged on.

Our next step was to get a full draft of the manuscript ready *before* contacting the publisher. This helped convince a senior editor at the press, Valerie Milholland, that we were serious, and Geoff and I both met her in person at an AHA conference in San Diego to help sell the deal. We also had an ace up our sleeve in the form of a \$5000 subsidy for publication, which Geoff had access to through his endowed position at Michigan. And he had additional money in his budget to hire a research assistant, Ken Garner (a former Michigan graduate student), who compiled the bibliography, did the index, copy edited the essays (all 17 of them), and helped us shrink the manuscript from 220,000 words to 160,000.

When Geoff or I was caught up with other work – teaching, writing, traveling – Ken was often there to respond to emails and prepare the manuscript to the press guidelines. The result was

a much better volume without Geoff or me

having to dedicate 100% of our time to it on a consistent basis.

The result of all that teamwork was really good and the editors at the press knew it. The two outside reviewers asked to review the manuscript enthusiastically recommended publication, but they asked us to drop one of the chapters that they decided did not fit with the rest in terms of quality and originality. We swallowed hard, agreed to the recommendation, and handled the rejection as best and as tactfully as we could. Then we waited patiently for the revised chapters (20-25% shorter than the first versions) to arrive, even as this process dragged on for more than 12 additional months. Duke was able to price the book competitively (under \$25 for a paperback, less for an ebook), and we got the final version done just in time for the 2015 AHA meeting – but it was a close call in the end. The press has sent out almost 50 copies to review editors and journals, and they have given it ample coverage in their latest catalog. They

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# History Department Announces New Scholarship

Thanks to the generosity of Denise Alexander Bittner, the History Department is proud to announce a new undergraduate and graduate scholarship, the **Winifred Alice Vincent Taylor and Emmett Gordon Taylor Scholarship in Montana History**.

The scholarship supports students who demonstrate financial need, are pursuing an undergraduate or graduate degree in history, and whose coursework and research displays a demonstrated interest in Western United States history, preferably Montana history.

The scholarship is named in honor of the donor's grandparents.

Winifred Alice Vincent Taylor (1895-1971) is the granddaughter of true Montana pioneers, her grandfather, William Asbury Fletcher (1829-1905) having traveled to Bannack with his brother in 1863. He returned with his new bride, Ellen Gordon Fletcher (1841-1919), in 1866 in a covered wagon over the precarious Bozeman Trail. They settled in Summit then purchased ranch land near Meadow Creek (McAllister). Ellen's diary and letters to her New York family are detailed in Susan Badger Doyle's book *Diaries from the Bozeman Trail*. Winnie's parents, Mary Fletcher Vincent (1870-1918) and Jasper William Vincent (1866-1932), had their own

ranch in the Madison Valley. Mary died in the 1918 flu pandemic that ravaged rural Montana. Born in Science Hill, KY, Emmett Gordon Taylor's (1890-1980) family moved to Livingston when he was ten years old. Managing the A.W. Miles grocery store in Livingston, he then worked as a salesman for Montana Flour Mills before opening his own real estate company in Missoula. Emmett and Winnie were married in 1914, first living in Livingston, where their two daughters, Cleda Taylor Laing and Dorothy Taylor Alexander, were born, then moving to Missoula. 🌊

## Insider's Guide, continued from page 3

If you're considering applying to doctoral programs, as the people I contacted advised, it's important to know the odds you're up against and be prepared to pursue a career other than academia even with a doctorate in hand. But if you love history, why let "You should know..." keep you from trying for a chance at five years spent reading, writing, and teaching your passion?

All my applications are in. I don't know if acceptance

or rejection will be the theme of the next two months. Still, a shot at more time spent in meaningful dialogue with thoughtful colleagues about big ideas was well worth a few weeks of frustratingly, anxiously filling out applications and subsisting on leftover Lockridge workshop pizza. 🌊

**Editor's note:** As of this publication, Chelsea has



Griffin Hall, Montana State Training School Historic District, Jefferson, MT. Used with permission of Montana State Historic Preservation Office, 2014.

received positive letters of acceptance from Brandeis University, Northwestern University, University of Chicago, University of Minnesota and University of Pennsylvania.

# Report from Prague: On History and the Benefits of Travel

Casey Panarese

I could give an obvious answer for what I hope to learn and accomplish studying abroad — adventure, personal growth, new perspectives on the world, and perhaps career enhancement — but I rather think of it in terms of the role and importance it has on my education as a global citizen against the backdrop of changes in the world we inhabit. Today, unlike most of the twentieth century, we live in a vastly different world. Nowhere on earth is truly remote. We can go everywhere, and in turn, everywhere can come to us.

To live and succeed in the world as it is today, we need to develop new ways of thinking and acting. To do this we need to develop new ways of learning. It is no longer enough for me as a student to “know the material.” I need to know what to do with the material in a changing, diverse, and often contradictory global environment. As a soon-to-be historian, it is extremely important to me to be able to put a context around the content of a particular knowledge area: global competence, for example.

The global competencies

necessary for application are usually described in terms of knowledge of global events and affairs, attitudes of tolerance, curiosity and openness, and skill at learning and working across cultures. Acquiring these global competencies is one of my many goals while studying abroad.

Developing global competence for me matters tremendously because the world's diversity is not trivial. We may be more globally connected than ever before, and our issues may be global ones, but not everyone sees these issues in the same way. Helping students learn to work together with people of different backgrounds to solve global problems is arguably one of our main educational challenges in the United States today. And in tomorrow's world, our economic or military power will be far less useful to us than our understanding. Indeed, most of our most pressing issues are what might be termed “adaptive problems” for which there will never be simple, fixed and technically orthodox solutions. It will be through dialogue with differently minded others that we will

make progress.

I believe that all students should study abroad and we should make an indispensable and affordable part of a well-rounded education system. We live in an increasingly interconnected global world, and it is very important to experience another language, education system, environment, and culture. Experiencing these things, and the intellectual development and enrichment that comes along with them alone, would be enough reason for me to study abroad. However, I also have a deep interest and passion for European history and as a historian I could not imagine a better place to study and experience it first hand. I know that my educational future is bright and look forward to where this adventure will lead me. I know I will take full advantage of any and all opportunities afforded to me along the way because I am poised to do so. I wish everyone a great semester as I am off to stroll across Charles Bridge. 🌊

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“Die beste Bildung findet ein gescheiter Mensch auf Reisen.”

- Johann Wolfgang Van Goethe

The best education for a clever person is found in travel.

# Celebrating the Centennial: 100 Years of Woman Suffrage

**Anya Jabour**

The year 2014 was the 100<sup>th</sup> anniversary of woman suffrage in Montana, and a group of UM faculty, students, and graduates made sure everybody knew it.

The Centennial Committee included Anya Jabour, History/Women's and Gender Studies (chair); Kayla Blackman, History; Julie Edwards, Mansfield Library; Tobin Miller Shearer, History/African-American Studies; Nancy Cooper, School of Music; Donna McCrea, Archives and Special Collections; Janet Finn, School of Social Work; Carlie Magill, Archives and Special Collections; and Diane Sands, president of the Missoula chapter of the American Association of University Women.

The Centennial Committee developed an exhibit on the history of woman suffrage in Montana that has traveled to more than thirty communities around the state.


The traveling exhibit was funded by a grant from Humanities Montana, with matching funds from the African-American Studies Program, the History Department, Mansfield Library, the Office of the President, the Women's and Gender Studies Program, and the Missoula chapter of the American Association of University Women.

Kayla Blackman, who completed her M.A in History and Women's and Gender

Studies in Spring 2014, was the lead researcher and content developer for the traveling exhibit, which she co-curated with Anya Jabour. Kayla reflected: "Celebrating the centennial of woman suffrage in Montana is important. Today we consider voting a fundamental right of living in a democracy. One hundred years ago, women fought for that right. They organized, protested, and ultimately succeeded in securing their own suffrage. This exhibit will hopefully remind Montanans what a great privilege it is to live in a democracy and encourage the political participation which women fought so hard to attain."

The Centennial Committee also provided free programming to accompany the exhibit. Anya Jabour and Kayla Blackman co-authored a 45-minute illustrated lecture, "Montana Women Making History." The lecture provides biographical sketches of some of Montana's most significant women reformers: Jeannette Rankin, the Missoula pacifist who voted against U.S. entry into both world wars; Hazel Hunkins, a Billings woman who went to federal prison for picketing the White House on behalf of suffrage; Maggie Smith Hathaway, who pioneered child welfare legislation in the state; and Helen Piotopowaka Clarke, the first

Native American woman elected to public office in the Montana Territory. While Kayla has graduated and moved on to Boston, Anya has presented the lecture to several Missoula community groups, including the YWCA and the Sunrise Rotary Club. In January, she delivered the kickoff lecture in the John White Lecture Series at the Museum at Central School in Kalispell. In March 2015, she will present it at MSU-Havre as part of the Chancellor's Lecture Series.

The Centennial Committee, in conjunction with the Montana Historical Society, also sponsored an essay contest on the theme "Montana Women Making History." In the first round of the contest, two UM alums and one MSU graduate student won cash awards. In the second round of the contest, more than thirty essays are under consideration for a special issue of *Montana: The Magazine of Western History* and/or an anthology to be published by the Montana Historical Society Press. The judges and co-editors of this project are Anya Jabour, Janet Finn (Social Work), Mary Murphy (MSU), and Molly Holz (MHS). 



## Student News

In November, Masters student **Chelsea Chamberlain's** nomination for a Montana State Training School Historic District was approved and officially added to the National Register. She wrote the nomination for the proposed district during her summer internship for the State Historic Preservation Office. In September she used the research from writing the nomination to give a presentation at the Montana Historical Society called "'A Matter of Right and Not of Charity': The Early

History of the Montana State School in Boulder, 1893-1950".

Masters student **Jordan Graham** received a History Department Hampton Grant to fund a research trip to the Eisenhower presidential library in Abilene, KS.

Environmental Studies Instructor and History Department doctoral candidate **Rosalyn LaPier** has been invited to join the national editorial board of *Montana: The Magazine of Western History*, which showcases the people, places, and events

that shaped the state and the western region. LaPier also presented the paper "Storytellers: A New Economy on the Blackfeet Reservation, 1880s to 1920s" at the Western History Association's annual conference at Newport Beach, CA, on Oct. 17.

Doctoral student **Clinton Lawson** also received a Hampton Grant to fund a research trip to the National Archive in Washington, DC.




## Alumni News

UM alum **Kathryn Beth Togle** won the New York State Labor History Association's 2014 Barbara Wertheimer Prize for a paper she wrote in Professor **Anya Jabour's** class, "Writing Women's Lives." Togle's paper is titled, "In the Wake of Disaster and Disease: Widowhood

in Butte, America, 1900-1920."

Join your classmates and the graduating Class of 2015 on the field for a Commencement Day celebration. **All University of Montana alumni are invited to be recognized as Class Representatives during**

**the May 16 Commencement Ceremony.** Luncheon with President Royce Engstrom and University deans and directors will be served on the field following the ceremony. Visit [www.grizalum.com](http://www.grizalum.com) for details. 

## Naranch, continued from page 5

want us to succeed and seem to believe that the volume will turn a profit. The research is, I can confidently say, the best out there at the moment, so hopefully the volume will find appreciative readers. It will help me shape a profile in my field, but I still need to publish my first monograph to seal the deal, and at times the edited volume got in the way of that process.

So, now that you know what a "best case" scenario looks like, are you still

willing to take the risk and attempt this on your own? I hope that you are, but it only makes sense if you are truly passionate about your field and if you can compile the *collective* scholarship to prove it. Don't try this to put a feather in your cap, or land a good job, or win personal acclaim. You have to be more selfless than that and see the value for the profession as a whole rather than for you or your circle of scholarly allies. We all do unsung labor in the teach-

ing trenches, and editing a volume is a far cry from that. You get your name on the cover, you earn some royalties, and you help make the profession a little bit better in the process. Future graduate students (and hopefully others) will thank you, not in words necessarily, but in their minds. And, truth be told, that's probably the best reason of all to do it.



## Faculty News

Visiting Associate Professor **Gillian Glaes** presented "Colonially Influenced Policing in the Cold War: African Dissidents, Immigrant Organizations, and French Policing Tactics in Paris after 1960" at the Western Society for French History Conference, San Antonio, TX, November 13-15, 2014, as part of the panel "Contested Visions of Metropole and Colony: From France to French West Africa in the Twentieth Century." The panel was selected to be video recorded for the H-France Salon.

Emeritus Professor **Harry Fritz** reports, "I attended an annual conference in Dickinson, ND, September 25-27, 2014: 'Theodore Roosevelt and World War I.' I'm teaching WWI as a MOLL class this term." He adds, "I also attended the 4th annual (and my fourth) International Conference on World War II, sponsored by the National WW II Museum in New Orleans, December 4-6. While there, I took in the Saints vs. the Panthers on Sunday the 7th in the Superdome. It was the worst game of the entire NFL season."

Professor **Anya Jabour** gave an invited lecture, "A Lesbian Love Triangle at the University of Chicago: Sophonisba Breckinridge, Marion Talbot, and Edith Abbott," on January 14,

2015, in conjunction with "Closeted/Out in the Quadrangle," an exhibit at the Special Collections Research Center, Regenstein Library, University of Chicago. She also gave the lecture, "From Romantic Friendships to Sexual Deviance: Analyzing Women's Same-Sex Relationships in a Transitional Era," at the Center for the Study of Gender and Sexuality, University of Chicago, on January 15, 2015. Earlier in the month, Professor Jabour presented, "Montana Women Making History," as part of the John White Speaker Series, at the Museum at Central School, Kalispell, January 11, 2015. She also gave the talk, "Maggie Smith Hathaway and Women's Civic Engagement," to the Sunrise Rotary Club, Missoula, on January 21, 2015.

Associate Professor **Tobin Miller Shearer** gave an invited lecture, "The White Church and the Murder of Black Men: A Critique of Christian Whiteness," as part of the Religion and Politics in American Public Life lecture series at Columbia University, New York, on November 20, 2014. On January 22, 2015, he presented "Unlocking the Mystery of the Plain People: The Amish, Mennonites, and Hutterites in the Anabaptist Movement," for the UM/MSU Alumni Association,

at Great Falls College, MT. He also presented, "Why Ferguson Matters to Whitworth: The Importance of Black History to Us All," at Whitworth College, Spokane, WA, on February 17, 2015, and "Homing In: The Effects of WWI on Black Women and Men" at the Mansfield Library on February 26, 2015.

Associate Professor **Kyle Volk** received honorable mention for the 2015 Frederick Jackson Turner Prize, the highly prestigious best first book in U.S. History award presented by the Organization of American Historians. His book *Moral Minorities and the Making of American Democracy* came out last year from Oxford University Press. Professor Volk also gave the Constitution Day Lecture at Carroll College in September. His talk was titled, "Moral Minorities & the American Constitutional Tradition."

## 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. Chapel Hill, NC: University of North Carolina Press, 2015.

**Jabour, Anya.** "Review of *Gendered Resistance: Women, Slavery, and the Legacy of Margaret Garner*, ed. Mary E. Frederickson, Delores A. Frederickson, and Delores M. Walters, and *Fannie Barrier Williams: Crossing the Borders of Region and Race* by Wanda A. Hendricks, in *Women's History Review* (January 2015).

**Naranch, Bradley, and Geoff Eley, eds.** *German Colonialism in a Global Age*. Durham, NC: Duke University Press, 2014.

**Shearer, Tobin Miller.** "Review of *The Constructed Mennonite: History, Memory, and the Second World War*, Hans Werner (Winnipeg, Manitoba: University of Manitoba Press, 2013)." *Journal of American Ethnic History* 34, no. 2 (2015): 116-18.

**Wiltse, Jeff.** "The Black-White Swimming Disparity in America: A Deadly Legacy of Swimming Pool Discrimination." *Journal of Sport and Social Issues* 38 (2014): 366-89.

———. "Review of *The Land Was Ours: African American Beaches from Jim Crow to the Sunbelt South*, by Andrew Kahrl," in *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 21 (2014): 127-28.

## Graduate Student Publications

**Vaughn, James.** "International Balboa: The House of Pacific Relations." *The Journal of San Diego History* 60, no. 4 (2014): 311-32.

## Undergraduate Scholarships

### Carman Skari Memorial Scholarship

One scholarship will be awarded to a Freshman or Sophomore student who has distinguished himself/herself in the study of history. Must be a History major.

### Edward Earl Bennett Memorial Scholarship

Two scholarships will be awarded to outstanding History or History/Political Science Teaching majors who will be Seniors during the 2014/2015 year.

### Harold E. Blinn Scholarship

One scholarship will be awarded to a History major. Helen J. Olson Scholarships One or more scholarships based on academic quality and financial need. Amount yet to be determined.

Must submit Need Analysis Form with application.

### Jules A. Karlin Endowment

One scholarship will be awarded an outstanding History major who will be a Senior during the 2014/2015 year.

### Jules A. Karlin Scholarship

One scholarship will be awarded to a History major who will be a Junior during the 2014/2015 year.

### Paul Lauren Human Rights Scholarship

One scholarship will be awarded to a History student who has demonstrated excellence in the study of human rights.

### Robert O. Lindsay Scholarship

One scholarship will be awarded to a History major of high academic merit.

### Scott Allen Meyer Memorial Scholarship

One Scholarship will be awarded to an out-of-state History major who will be a Junior or Senior during the 2014/2015 year and came to Montana to also participate in outdoor activities. You must submit a one page essay explaining why you chose Montana with your application.

Applications available at [www.cas.umt.edu/history/scholarships.php](http://www.cas.umt.edu/history/scholarships.php)

Deadline for all required materials is 4:00 p.m., Friday, March 27, 2015.

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HISTORY

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