

Doing Public History at Michigan



Americans are passionate about history. We visit museums and tour battlefields, watch documentaries, read historical novels, and track down family and local histories.

By Michelle McClellan, Assistant Professor

Over the last half century, history in the academy has set itself apart from public history, reflecting a larger trend toward professionalization and specialization, in both research and teaching.

But that is beginning to change at Michigan, where new conversations, programs, and course work are underway to broaden the skills and outlook of U-M historians. Excitement is building as we create opportunities for greater contact and cooperation between academic historians and communities across the country.

Much of this activity falls under the umbrella of “public history,” whose institutional home is the Public History Initiative (PHI) of the Eisenberg Institute for Historical Studies. Both as method and subject, public history involves broadening the definition of historical investigation and historical topics through collaborative practices. PHI contributes to the theory and practice of public history by bringing history to the widest possible audience and evaluating the ways history is written and understood. In other words, public historians do what all historians do—question what we think we know about the past and reflect on the meaning of the past for the present—but with a wider audience in mind.

In partnership with other University programs such as Arts of Citizenship and the Semester in Detroit, and with community organizations such as the Washtenaw County Historical Society, PHI has contributed to course development and fostered student engagement in community history projects. We have also brought to campus nationally known public historians who are now involved in ongoing projects with Michigan students and continue to offer mentorship and career advice.

Public history courses require students to develop a wide range of skills as well as learn historical content. For example, in “Hands-On History at Historic Fort Wayne,” offered through the Semester in Detroit program, students designed an interactive digital map, networked with local organizations, and helped organize a clean-up day. In addition to learning about the role of the fort in Detroit’s history

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A student shot from the Fort Wayne “hands-on” day. L to R: Larissa Carr, Garrett Johnson, and Rashard Haynesworth. Photo credit: MacKenzie Miller



Public history is for all ages! History Department offspring Jeremy and Sawyer Northrop throw brush from the wall at Historic Fort Wayne. Photo credit: Michelle McClellan



Letter from the Chair

Dear Friends,

This past year has been especially busy. Most notably, with the reform of the undergraduate program, we agreed that the history degree should be anchored in a mentorship system that allows all history majors to choose a faculty member to be their guide. Mentors provide general academic advice, but they also help students define a theme for their concentration, plan a course of study, choose specific classes, and decide on study abroad options. Working one-on-one with students gives us a chance to help brainstorm possible career paths and recommend them from a depth of knowledge beyond that of classroom contact. We are pleased to be providing Michigan undergraduates the familiarity of a small liberal arts college along with the vast opportunities of a research institution.

This fall we welcome **Melanie Schulze-Tanielian**, who works on the modern Middle East, in particular the impact of war on Lebanese society in the early twentieth century.

This year's theme, public history, introduces yet another of the department's training and research emphases. The historian's mission is no longer limited to writing books—as we move into the twenty-first century, the opportunities to have an impact in society extend in many new directions.

As ever, the tremendous support of our many friends and former students enables us to approach the future with anticipation and great confidence.

With warmest regards,

Doing Public History, *continued*

they analyzed the potential of historic places as catalysts for community revitalization. Another class on the history of the Waterloo State Recreation Area, developed in partnership with the Michigan Department of Natural Resources, enabled students to learn about current controversies in historical preservation and also exposed them to career opportunities in state government.

Historians oriented to wider audiences can draw on their own expertise to provide context and perspective to professionals and scholars in other fields. To give one example, this spring historians from U-M and other institutions participated in an interdisciplinary working conference on drug use and gender that brought fifty scientists, clinicians, advocates, and government officials to campus to develop new research agendas and policy recommendations. Many attendees appreciated how historical knowledge and perspective—much of which was new to them—can inform these efforts. In a related project, U-M students researched and curated an exhibit on the history of drinking and drug use on campus, and throughout Washtenaw County, for the Museum on Main Street in Ann Arbor.

At U-M, public history is not separate from history; this is not an either/or proposition in intellectual content or skills. If we believe history matters, we have an interest in making sure our very best historians contribute to public dialogue and engage with the widest possible audiences, including policy makers, civic and business leaders, and K-12 educators. We need to produce scholarship that is rigorous yet accessible. Furthermore, the skills fostered through public history—collaboration, project management, the ability to clearly convey complex ideas—are personally and professionally valuable for historians inside the academy as well as out.

Faculty Honors

Philip Deloria received the **John D'Arms Award for Distinguished Graduate Mentoring in the Humanities**.

Paul Edwards was awarded the **2011 Computer History Museum Book Prize** for his 2010 book, *A Vast Machine: Computer Models, Climate Data, and the Politics of Global Warming*.

Our chair, **Geoff Eley**, has been nominated for election to the presidency of the AHA.

David Hancock received the **R. Stanton Avery Distinguished Fellowship** from the **Huntington Library**, an honor to which one is called rather than for which one applies!

David Hancock and **Mrinalini Sinha** were awarded **Guggenheim Fellowships**.

Myron Gutmann has been elected a **Fellow of the American Association for the Advancement of Science**.

Tiya Miles was awarded a **MacArthur Foundation Fellowship (2011)** and appointed the **Elsa Barkley Brown Collegiate Professor of African American Women's History**. She was also awarded the **Erminie Wheeler-Voegelin Book Award of the American Society of Ethnohistory** for her already honored

2010 book, *The House on Diamond Hill: A Cherokee Plantation Story*.

Farina Mir's *The Social Space of Language: Vernacular Culture in British Colonial Punjab* (2010) received not only the **John F. Richards Book Prize of the AHA in South Asian History**, but also the **2012 Bernard S. Cohn Book Prize of the Asian Studies Association** for the best first book on South Asia.

Deborah Dash Moore received the **National Jewish Book Award** for *Gender & Jewish History* (Indiana University Press, 2011), co-edited with Marion Kaplan. The **Academic Council of the American Jewish Historical Society** also presented Deborah with the **Lee Max Friedman Award Medal** for distinguished service in the field of American Jewish History.

Gina Morantz-Sanchez has been awarded the **Richard Hudson Professorship**.

Brian Porter-Szűcs was appointed to an **Arthur F. Thurnau Professorship**.

Rebecca Scott was appointed the **2012 Henry Russel Lecturer** and delivered her lecture, "Under Color of Law: Contemporary Slavery and the Uses of History," on February 23.

Thomas Trautmann was awarded a **Mellon Emeritus Fellowship**.

Risky Business

By Gabrielle Hecht, *Professor*

Uranium from Africa has long been a major source of fuel for nuclear power and atomic weapons, including the bomb dropped on Hiroshima. In 2002, George W. Bush claimed that Saddam Hussein had “sought significant quantities of uranium from Africa” (later specified as the infamous “yellowcake from Niger”). Africa suddenly became notorious as a source of uranium, a component of nuclear weapons. Yet that did not admit Niger, or any of Africa’s other uranium-producing countries, to the select society of “nuclear states.” Nor did it mean that uranium itself counted as a “nuclear” thing. In *Being Nuclear*, I explore what it means for something—a state, an object, an industry, a workplace—to be “nuclear.”

The book places Africa in the nuclear world, and the nuclear world in Africa. I begin by exploring uranium as a circulating object. How was the uranium market imagined? How were market fantasies related to weapons proliferation? And how did the exclusion of black African leaders from market constructions matter over time? Uranium, I argue, was not born nuclear. In 1957, uranium ore was nuclear enough to give apartheid South Africa, a major supplier of the US and the UK in the early Cold War, a central role in the creation of the International Atomic Energy Agency. A decade later, the nuclear industry in the West found that creating markets for reactors—and for uranium itself—would be better served if uranium ore lost its status as “nuclear material,” so that yellowcake (the processed form of uranium ore) could be bought and sold without undergoing the international inspections and safeguards that governed the transfer of other nuclear technologies. In the 1970s, one consequence of this denuclearization was that France could counter Niger’s attempt to price its yellowcake as an exceptional nuclear material by arguing that on the contrary, uranium had to be treated and priced like any other market commodity. This framework enabled France to obtain Nigérien uranium at low prices. But it also enabled Niger to sell uranium to Libya, Pakistan, and Iraq in the 1970s. Yellowcake from Niger may not have gone to Iraq in 2002, but chances are overwhelming that it did end up in the first Pakistani bomb, and that it would have ended up in a Libyan bomb had Qaddafi managed to have one built. Divesting uranium of nuclearity was risky business.

Nor was the nuclearity of mine labor self-evident. The second part of *Being Nuclear* examines uranium production in African places, focusing on labor and occupational health in the mines. Drawing on extensive archival and ethnographic field work in Gabon, Madagascar, South Africa, and Namibia, I explore how supposedly universal prescriptions for dealing with radiation hazards played out in different places. Treating mines as nuclear workplaces required instruments and data, national agencies and international organizations, experts and conferences and journals, technological systems and infrastructures and media. When (and where) nuclearity was densely distributed among these elements, it helped to



make occupational hazards visible and offered a means of claiming expertise, or compensation, or citizenship. But absent these elements, uranium mining in Madagascar never became nuclear, and the lasting consequences of radiation exposure and contamination there have remained invisible. Nuclearity came late to uranium mines in Gabon and Namibia; today, former mine workers in these countries seek to salvage their future by rendering their pasts in nuclear terms, most notably by trying to establish links between present illnesses and past exposures in order to obtain treatment and compensation. Rewriting the history of their workplaces is crucial to this epidemiological and political task.

The stakes of Africa’s presence and absences from the nuclear world continue to accumulate. There is currently a uranium boom in progress all over the continent, in which mine operators and state officials pit the immediate urgency of “development” against the long-term uncertainties of exposure. The outcomes of these struggles are by no means pre-determined, as people discover — over and over again — that the power of nuclear things has a price.

Historians and other scholars working in pre-modern eras and areas were delighted at this summer’s announcement of the **Medieval and Early Modern Studies Endowment Fund** (established 2012 by Thomas and Ruth Green). The MEMS community is most grateful to Tom (emeritus in history and law) and Ruth for their generosity and support.

Undergrad Notebook

History 397 Goes On the Road

In fall 2011, Professor Rudolf Mrázek's class, "Cities and History," included an 18-mile bicycle tour of Detroit. The course considered just what constitutes the sense of history in a city, with its architecture and urban planning issues. Students learned about Singapore, Berlin, and New York, and inevitably turned to Detroit—a primary source, the real thing—and so close at hand. Quite a number of people in the class actually hailed from Detroit but reported they had never been to places the tour took them.

Key to the class was exploring new methods of learning and writing history. Historians rarely get close to their subjects, but there we were, sweating and sometimes out of breath. Most instructive was how our guide, an architect, led us from site to site, excited about the

once-great city and imagine what it was like in its prime ... automobile company CEOs driving around in fancy new cars, and men and women walking the streets. ... For me, Detroit is one of the most amazing places I've been, even though it is one of the least alive. The history is evident. It's not like Paris where much has been modified and torn down, or like Chicago where its history disappeared in a great fire. Detroit has seen prosperity, terror, and abandonment, but now it is entering rebirth. (Abigail Jones)

In classes we learn about Detroit politics, economics, and history, but rarely do we get a chance to sense what it feels like to be a person in Detroit—one physical human unit on the urban stage. ... We saw children walking home from school, commuters driving in

and out of the city, professionals buying bread during their lunch break. These activities were all normal but the context was not. The children walked down miles of sidewalk through nonexistent neighborhoods, the professionals—commuters—had no relation to the environment around them. (Anthony Chase)

For all the glory of a sunny October day, the people we observed were sparse. When we did encounter people (elementary and high school students, homeless folks), the reaction from everyone was nearly the same. There was surprise, confusion, (and amusement I'm sure) at the sight of us. (Danielle Wilson)

I think, overall, that the trip to Detroit was a success. I grew up only a half-hour car ride away from Detroit, but had never experienced most of the places we visited last Wednesday. I think it

was a great addition to the curriculum. (Michael Schmid)

It seems as though we were (to borrow Koolhaas' language) "island hopping" from stop to stop. That is to say, with the size and condition of Detroit, it felt as though each spot had its own identity. It was very hard to feel the unity that is vital to a city. (Michael Powers)

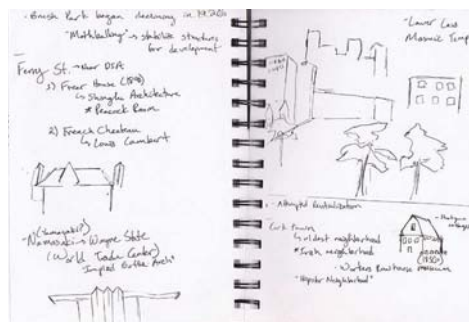


Elizabeth Parr, shots of the old Michigan Theater Building, Detroit, 2011.

wonderful art of certain buildings, but passing quickly over the "empty" places, places that in fact hold much of the city's real life. Here are a few sample observations from the students.

For me, biking through Detroit was like going back in time. I was able to see the ruins of a

Cycling through Detroit's neighborhoods was not only an educational experience, but a cultural one as well. According to the 2010 US Census Bureau, 82.7% of Detroit residents identified as African American. This is a stark contrast to the 14.2% who identified with that same demographic from the rest of the state. While the university promotes issues of diversity and cultural exchange, there is little that is quite as educational as sending a student to a city, only half an hour away, where they instantly become a racial minority, if only for a few hours. (Elizabeth Parr)



Danielle Wilson, sketches from Detroit bike tour, 2011.

Semester in Detroit

Semester in Detroit, in its fourth iteration this year, allows U-M students to live in the city for a semester, take U-M courses taught by regular faculty, and intern for 16 hours a week with a social or community organization. Some 20 students enroll each winter term, taking a core course, usually about Detroit history and current issues in the city, and program electives.

They also have access to a limited number of Wayne State University courses and enroll in a weekly reflection seminar to share their various internship experiences. The students live together on the Wayne State campus and take classes at the U-M Detroit Center on Woodward Ave. Internship opportunities have included non-profits like Neighbors Building Brightmoor and Project Healthy Schools to arts institutions like Pewabic Pottery to professional organizations like the Detroit Center for Family Advocacy. Many students, after finishing the program, have continued to work with their organizations into the summer or, graduating from U-M, have moved into Detroit to participate in various projects in the city as alumni. Details and student blogs can be seen at www.lsa.umich.edu/sid/.

Class Act

In the Fellowship of Historians

By **Kate Silbert**, Doctoral Student in History & Women's Studies

Late one night this past May, I was sitting in the lobby of a Lutheran seminary outside Philadelphia with three fellow graduate students and our professor, anxiously awaiting the resolution of a glitch with our lodging reservation there. We were in hour 17 of a day that had begun in Washington, DC, and saw the successful conclusion of our work nominating Dr. Bob's Home, the former residence of one of the founders of Alcoholics Anonymous (AA), for National Historic Landmark (NHL) status. As we sat stuck in the afternoon rush hour on I-95 North in our U-M minivan, we debriefed on the morning and started to brainstorm about our new project with Cliveden, an eighteenth-century historic house in Germantown, Pennsylvania. The process, launched in Professor Michelle McClellan's Fall 2011 seminar in public history, had come to an end, but a new chapter in our scholarly collaboration was just beginning. For me, public history combines the rigors of academia with the invigoration of a hands-on project and a tangible sense of community.

Throughout the semester, we faced the intensity and expectations of a standard graduate class. We read scholarship on preservation and historical memory and considered it in light of the structure (and strictures) of the National Park Service's landmarks program. There also was much in the experience that fell outside the boundaries of a typical seminar. On day one, six humanities grad students, used to working independently, jointly authored a letter of inquiry to the National Parks Service, the first step in moving a site through the NHL nomination process. Two weeks later, we stood inside Dr. Bob's Home in Akron, Ohio, as the AA volunteers who lead tours there powerfully conveyed their sense of the site's history and lasting meaning in the present.

Back in Ann Arbor, the collaboration continued. Over several weeks, we researched, wrote, and knitted together the full nomination, a document that combines an article-length scholarly narrative about the site's significance with architectural descriptions and floorplans, photographs, USGS maps, a letter of support from the site's stewards, and a PowerPoint presentation to be delivered before the Landmarks Committee, which adjudicates NHL nominations, the following spring.

We were on the move a lot in Michelle's class—intellectually, disciplinarily, and physically—and this fluidity has set many of us on course to explore additional public history channels. In partnership with U-M's Arts of Citizenship program, several of us are working to revise and update the NHL status of Cliveden, whose staff hope to make the site more accessible and meaningful to the surrounding community. Others have pursued internships directly with the National Parks Service, have incorporated material from the course into conference papers and blogs, or have devoted a prelim field to scholarship on historic preservation and historical memory.

While preparing the Dr. Bob nomination, we gained considerable familiarity with AA culture and lingo. One of the core concepts is "fellowship"—the support and sense of mutual responsibility necessary for individuals to brave and sustain sobriety. Though I hesitate to make an analogy between academia and addiction, I have learned that fellowship is both a necessity and a reward for engaging in public history work. Professionalism, scholarly rigor, collaborative thinking, and bridging institutional boundaries—all that I would expect of my graduate training at Michigan—certainly have mattered too. But at the end of the day, a 17-hour day, sitting in the lobby of a

Lutheran seminary in late-night lodging limbo, it's good to be in the fellowship of historians.



Michelle McClellan's class outside Dr. Bob's Home in Akron, OH, with Harmon Velie, chairman of the foundation that oversees the site. Clockwise from top right: Matthew Woodbury, Kate Silbert, Antonio Ramirez, Michelle McClellan, Harmon Velie, Adam Fulton Johnson, Jacqueline Antonovich, Joseph Ciadella

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EISENBERG INSTITUTE *for* HISTORICAL STUDIES

As the new director of the Eisenberg Institute for Historical Studies (EIHS), I am well positioned to look back and appreciate the Institute's amazing achievements over its seven-year history. In 2006, Kenneth Eisenberg, a holder of our own history degree, and his wife Frances signed an enormously generous gift agreement that would enhance the national position of the U-M History Department. Since then, we have held 64 lectures and 56 workshops, and offered more than 100 fellowships to internal and external scholars and students. The Institute has reached out also to high school teachers and other members of the public through initiatives in global history and public history. EIHS's newest initiative incorporates undergraduate student interests into our programs. For someone like myself who arrived here more than two-and-a-half decades ago, the transformation in the department's atmosphere is nothing short of phenomenal.

Years before postmodernity made a soft landing in the History corridors, I found myself situated on the fourth floor of Haven Hall. The offices were cozy and their walls upheld the principle of transparency, since we could practically take part in our neighbors' phone conversations. Earth and trees separated Haven and Angell Hall then, and Tisch Hall had not even been conceived. Members of the department, about 55 in all, made a highly stimulating group, always intellectually engaged—chatting in the hallways, before department meetings, and in the mailroom. More formally, regulars gathered on Fridays at 11:30am in the homey faculty lounge for sherry hour, where drink was served in stemmed glasses, accompanied by cashews and even pipe tobacco, impressive and gentlemanly (there were only five female faculty) as a page out of Dickens. For department meetings, we trekked across the Diag to the West Conference Room of the Rackham Graduate School. The bi-weekly evening colloquia for faculty and graduate students took place in the Faculty Dining Room of the Law School and featured lively discussions fortified by industrial-strength coffee and sugar-heavy cookies.

Only a few years after I arrived, an energetic faculty member from California suggested a colloquium venue with more windows and light and fewer portraits of great men looking down. But the move to the Eldersveld Room in the Department of Political Science energized the “congregation” only to an extent. Our brilliant minds were still homeless, without the sense of ownership in a location we could imagine being filled with exciting ideas, stimulating questions, and unfettered discussion.

With the inception of the Eisenberg Institute for Historical Studies, and the glad support of the College of Literature, Science and the Arts, the department has finally gained ample room for meetings and lectures along with a spacious EIHS office headquarters. I write from this new home with some trepidation and much excitement as I accept the challenge to carry forward the EIHS mission. I look forward to working with everyone and wish to express again our collective gratitude to Frances and Kenneth Eisenberg for a gift that has transformed the Department of History into a hub of creative historical inquiry.

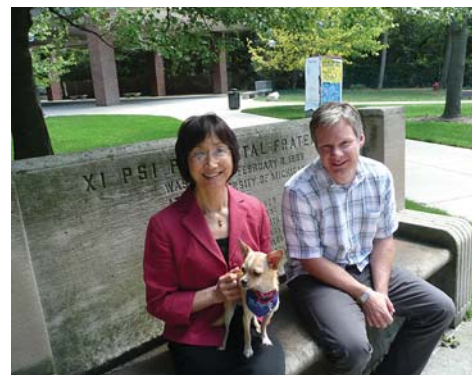
Please be sure to look for this year's schedule at www.lsa.umich.edu/eihs



U.S.-Mexican border at Imperial Beach, California



Eisenberg Institute for Historical Studies office



EIHS director Hitomi Tonomura and administrator Gregory Parker, with Buster, the department mascot!

Alumni News

Michael Aung-Thwin (PhD 1976). My son Mairii (PhD 2001) and I wrote a book together coming out in 2012 from Reaktion Books (London) entitled *The History of Myanmar: Traditions and Transformations*. Some of my teachers (Tom Trautmann, John Whitmore) were also my son's teachers—that shows how old they are! Anyway, I'm chair of Asian Studies at the University of Hawai'i and he's coming up for tenure at the National University of Singapore.

Steven Cartright (AB 1979). I received a PhD in medieval history from Western Michigan University in 2001. I just published the first complete English translation of Peter Abelard's *Commentary on the Epistle to the Romans* with Catholic University of America Press.

Sara Fitzgerald (AB 1973). My new biography, *Elly Peterson: "Mother" of the Moderates*, has just been published by University of Michigan Press. Peterson was a key leader of the moderate wing of the Republican Party in the 1960s and became co-chair of ERAmerica in 1976. My research brought me to the Bentley Historical Library, where Peterson's personal papers are housed.

Tracy Flemming (MA 2001; PhD 2010). I was visiting assistant professor of African and African American Studies at Grand Valley State University in 2011-2012.

Andrew Goss (MA 1999; PhD 2004). I am now associate professor and chair of the History department at the University of New Orleans. In early 2011, the University of Wisconsin Press published my new book, *The Floracrats: State-Sponsored Science and the Failure of the Enlightenment in Indonesia*.

John Hardin (PhD 1989). I helped NFL star Jerome Bettis discover his ancestors in 1850s Kentucky for, *Who Do You Think You Are?* on NBC-TV, March 9, 2012.

Thomas Hochstettler (MA 1970; PhD 1980). I currently serve as provost of the American University of Sharjah in the UAE, where I am also professor of history. Previously, I was president of Lewis & Clark College in Portland, Oregon, and was earlier the founding vice president for academic affairs and professor of history at International University Bremen, now Jacobs University, in Bremen, Germany. My fields of study are early modern Germany and European military history.

Alan Jones (AB 1968). After a 23-year career in the investment business in Syracuse, NY, where my history degree was very helpful, my wife and I moved in 1999 to Kodiak, Alaska. Here we work with St. Innocent's Academy, a school for troubled young men. I currently am

Retirements

Todd Endelman, who retired June 1, 2012, has had a significant impact on the development of modern Jewish historical scholarship in the United States and abroad. He helped to establish the Frankel Center for Judaic Studies at the University of Michigan in the 1980s and, along with other pioneering scholars, helped to broaden and deepen Jewish historical scholarship beyond its earlier focus on a handful of male intellectuals. Indeed, Todd's most recent book, *Broadening Jewish History: Towards a Social History of Ordinary Jews*, which appeared last year, continues to demonstrate this commitment. Todd has made Jewish history the core discipline in Jewish Studies, not only through his own writing but also through his students, whose work has proved vigorous, diverse, and influential.

teaching colonial and Revolutionary War history to a very interested group of students and am enjoying every minute of it.

Peter Laipson (PhD 2000). I am now provost and vice president of Bard College at Simon's Rock.

Steven Mercatante (AB 1996). In January 2012 ABC-CLIO (Praeger Imprint) published my new book, *Why Germany Nearly Won: A New History of the Second World War in Europe*. It has been very well received and currently has seven endorsements, including from the former president of the Society of Military History.

Christopher Schmidt-Nowara (PhD 1995). I published a new book, *Slavery, Freedom, and Abolition in Latin America and the Atlantic World* (University of New Mexico Press, 2011) and also accepted a new position as professor of history and Prince of Asturias Chair in Spanish Culture & Civilization at Tufts University.

Mitchell Snay (AB 1975). I am the William T. Utter/Clyde E. Williams, Jr. Professor at Denison University. My most recent book is *Horace Greeley and the Politics of Reform in Nineteenth-Century America*.

Tony Sullivan (PhD 1976). Since 1976 I have published a vast number of articles, essays, and reviews dealing primarily with the Middle East and the Islamic world. I am now working on a book on Towfiq al-Suwaidi,

distinguished Iraqi statesman of the first half of the 20th century. Emphasis will be on the Arab liberal tradition in order to contextualize the Arab Spring.

Howard J. Wiarda (AB 1961). I was honored by President Leonel Fernandez on February 10, 2012 with the Dominican Republic's highest honor, the "Orden de Colon" (Order of Columbus). I am Dean Rusk Professor and head of the Department of International Affairs at the University of Georgia and have written seven books on the Dominican Republic.

Lora Wildenthal (PhD 1994). I am halfway through my term as chair in the History Department at Rice University. My new book, *The Language of Human Rights in West Germany, 1945-1990*, will appear in Fall 2012 with University of Pennsylvania Press.

Christopher Wilson (AB 1989). I continue to direct the Program in African American History and Culture and Daily Programs at the National Museum of American History at the Smithsonian Institution. We recently debuted a new educational drama, *The Time Trial of John Brown*, which invites visitors to discuss and debate the legacy of the radical abolitionist. I also led our programming on the 1961 Freedom Rides including our National Youth Summit on the subject. I live in Takoma Park, MD with my wife Elizabeth (MPA 2005) and two children, Norah and Nathaniel. Go Blue!

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Living Michigan history: Semester in Detroit students join other U-M students, members of the Historic Fort Wayne Coalition, and local Boy Scouts for National Park Day at Historic Fort Wayne. All are shown here in front of the barracks building of the 160-year-old fort. Photo courtesy of Geronimo Patton, Coalition Photographer