

Michigan in the World

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UNIVERSITY OF MICHIGAN

2017
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Class of 2017

Commencement honors
124 new U-M History
baccalaureates

Top: Diag, early 1930s. (Bentley Historical Library, University of Michigan)

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FROM THE CHAIR



Dear Friends,

Little did I ever suspect that I'd be back once again in this role of department chair, albeit this time only as interim for the fall semester. In that capacity, it's my humble and happy duty not only to thank Kathleen Canning for her four years of exceptional leadership, but also to welcome her successor Jay Cook, who'll be taking up the reins from the beginning of winter term. We're incredibly lucky in our department to have two such superbly wise and competent colleagues—brilliant scholars both—to guide us through these complicated times. We should never underestimate the scale of the loyalty and commitment that such willingness presumes.

Aside from the perennial rewards and challenges of undergraduate and graduate teaching, the past year has seen the usually intense array of events and activities. But I would especially highlight History's participation in the Bicentennial LSA Theme Semester "Making Michigan," the first term of U-M's bicentennial celebration: Howard Brick and Gregory Parker of the Eisenberg Institute of Historical Studies were deeply involved, as were an array of History faculty, graduate students, and recent PhDs. Issues of diversity, equity, and inclusion played a main part in our collective conversations last year, as did the possibilities for public history, our exciting Michigan in the World research projects for undergraduates, other teaching innovations, and discussion of career options for both undergraduates and graduate students. Each of these will continue exercising us in the coming year.

We are excited to welcome three new faculty to the department this fall. **Jason Young** (PhD, University of California, Riverside, 2002) works on Atlantic slavery and African American history. **Henry Cowles** (PhD, Princeton University, 2015) is a historian of modern science, focusing on the history of psychology and psychiatry in the United States and Britain. Finally, we welcome **Jennifer Jones**, our first LSA Collegiate Postdoctoral Fellow (PhD, Princeton University, 2014), who works in twentieth-century African American history and the history of sexuality in the United States.

Warmly,

A handwritten signature in black ink, appearing to read "Geoff Eley".

Geoff Eley
Interim Department Chair
Karl Pohrt Distinguished University Professor of Contemporary History

NEWSBITS

Congratulations to Emma Park (History), Joshua Hubbard (History and Women's Studies), and Noah Blan (History), recipients of Rackham Graduate School's Outstanding Graduate Student Instructor Awards. Park (right), Hubbard (not pictured), and Blan (left) are among the twenty winners selected by Rackham for 2017.



(photo: Gregory Parker)

CONVERSATION

U-M History Continues Commitment to Diversity, Equity, and Inclusion

By Gregory Parker

Last year the faculty leadership at the university level and within the College of Literature, Science, and the Arts announced Diversity, Equity, and Inclusion (DEI) Strategic Plans. These efforts emerged from overlapping conversations on our campus and nationally about the future of higher education. Anthony Mora, the outgoing chair of the History Department's Equity and Inclusion Committee, sat down with History staffer Gregory Parker to talk about the department's own efforts.

Mora is currently an associate professor in History and American Culture. His research focuses on the Latino/a experience in the United States, and his current projects include an investigation of the historical relationship between African Americans and Mexican Americans in the Midwest and a biography of the fictional character Zorro. This past April the university honored Mora with the Harold R. Johnson Diversity Service Award.

Gregory Parker: Could you talk a little about how the History Department approaches diversity, equity, and inclusion? How do these efforts fit with the college- and university-level initiatives?

Anthony Mora: Our history department has long been committed to thinking about a diversity of perspectives and viewpoints when interpreting the past. So many of our faculty, staff, and students have been working tirelessly on these issues for decades. A number of things converged for us, though, to create a specific Equity and Inclusion Committee back in 2015. Students brought us a number of concerns which prompted us to ask whether our department is as welcoming as we want it to be. We also recognized that the national demographics are really changing rapidly. As an example, one in five school-age children currently identifies as Latina/o or Hispanic. In order for us to train the next generation of scholars, we need to grapple with that reality in a meaningful way.

At the same time there were ever-expanding circles of discussion about these same issues. After #BBUM [Being Black at U-M, a student-led social media campaign] the campus engaged in serious introspection. This occurred alongside national conversations like Black Lives Matter and responses to anti-Mexican and anti-Muslim rhetoric. We have also seen students and faculty mobilize on our campus through efforts like Indigo, a group working to ensure that Asian and Pacific Islander Americans are included in diversity discussions and leadership positions. In a history department those are things that we can help put into context through our research and teaching.

I want to emphasize, though, we are not only thinking about race and ethnic identity in DEI. To be successful the committee needs to be constantly aware of gender, sexuality, and economic class, and countless other social identities. It is how all those intersect at different points for different students that impacts their experience.

GP: So, diversity, equity, and inclusion isn't just about numbers of students of particular underrepresented groups or people of color within the department—it's also an issue of climate, and how we can be more inclusive for students already here.

AM: That is such an important point. Even though we're always conscious of what our department looks like in relation to national demographics, we're never actually making decisions in order to get to a certain number. For a long time I think the presumption has been that if we did better in terms of increasing numbers then everything else would fall into place. In any workplace, though, you have different experiences and different sets of knowledge. If there is still just one dominant way of writing or doing history that excludes other vantage points or new ideas, then that's a problem.

GP: What accomplishments can the committee highlight?



Anthony Mora (right) and Gregory Parker (left).
(photos: Gregory Parker)

AM: The gender neutral restroom in Haven Hall is a tangible thing that we can point to as a major change. It was simply astounding to me that the number of gender-neutral restrooms on this campus really lags behind what should be in place. Most of our other work as a committee, though, has been a bit more abstract.

GP: You also coordinate a partnership program with the University of New Mexico (UNM). Can you talk about that a bit?

AM: I do! The UNM-Michigan Pipeline Project is an LSA-funded project to build institutional relationships among humanities departments on the two campuses. UNM is a good choice because it is a traditionally Hispanic-serving institution that also has a significant Native American population. Each year two groups of faculty will travel to the other campus to present their research. While there, they will meet with students in senior classes to talk about the graduate programs at their respective campuses. We also have a visiting scholar program for UNM faculty members who have a sabbatical and would like to come to Ann Arbor. The first, Michael Ryan, will arrive next year and be based in the History Department.

GP: I know that you also helped develop another pipeline initiative called the Michigan Humanities Emerging Research Scholars program, or MICHHERS for short. Can you tell me about that?

AM: We are so proud that History jumped on board MICHHERS as one of the pilot departments along with English and Linguistics. MICHHERS brings students from across the nation to Ann Arbor for about ten days to learn what graduate work is like within specific humanities disciplines. It's a highly competitive process with just four slots open in each department. Once students are selected, they are paired with a faculty member in their discipline to think about how to revise a piece of scholarship they've already written with an eye towards applying for graduate school. While on campus they also attend seminars in their department that emulate what it is like to be in a graduate seminar. The MICHHERS program has been such a success that it has expanded to include the other departments, like Romance Languages and Literatures, Women's Studies, Sociology, and Classics. This is one of the ways we're thinking about getting the creative talent we know is out there interested in careers in the humanities.

Cultivating Great Teachers, Creating Fresh Courses

By Terre Fisher

History's new teaching partnership program, honoring the memory of Professor Sidney Fine, pairs faculty members with graduate students to collaboratively prepare a new course or revise an old one. This process gives the faculty member a fresh class to teach and the graduate student a syllabus that can be developed into a future course and included in a teaching dossier.

This collaboration means faculty provide mentoring, input, and advice on their student partner's syllabus design. Students assist with identifying and defining course goals and help to procure texts, images, film clips, and other course materials. Together they work out pedagogical approaches, the use of technologies, the balance between textual and visual materials, and the use of course websites.

The teaching partnership program began in 2016. Participants Hussein Fancy and Kate Waggoner-Karchner worked over that summer to build a broad bibliography of primary and secondary sources for a History 195 class, "Medieval Europe's Understanding of Islam." They categorized the sources by geography and period—around 750 items, which were further systematized by themes such as mission, travel, polemic, crusade, perception, literature, diplomacy, military, and captivity. For her course design, Waggoner-Karchner chose weekly themes and readings, made outlines for lesson plans, and created writing assignments.

"The partnership allowed me to create an entirely new syllabus to bolster my teaching portfolio when I go on the job market," said Waggoner-Karchner. "Hussein guided me as I practiced creating my own assignments, choosing relevant reading materials, and balancing big-picture goals for the course with the detail that is involved in a course syllabus."

With any luck, students will soon be signing up for these courses.

Selected Teams and Courses



Valerie Kivelson and Noah Blan: "Race and Racism: Application of the Past to the Present" (History 102) will engage more deeply with modern and premodern, theoretical, and historical scholarship to help formulate concrete frameworks for students trying to understand these issues today. Blan's syllabus project, "Race and Racism in Medieval Europe," presents premodern categories of difference, how they functioned, and how they have shaped the present.

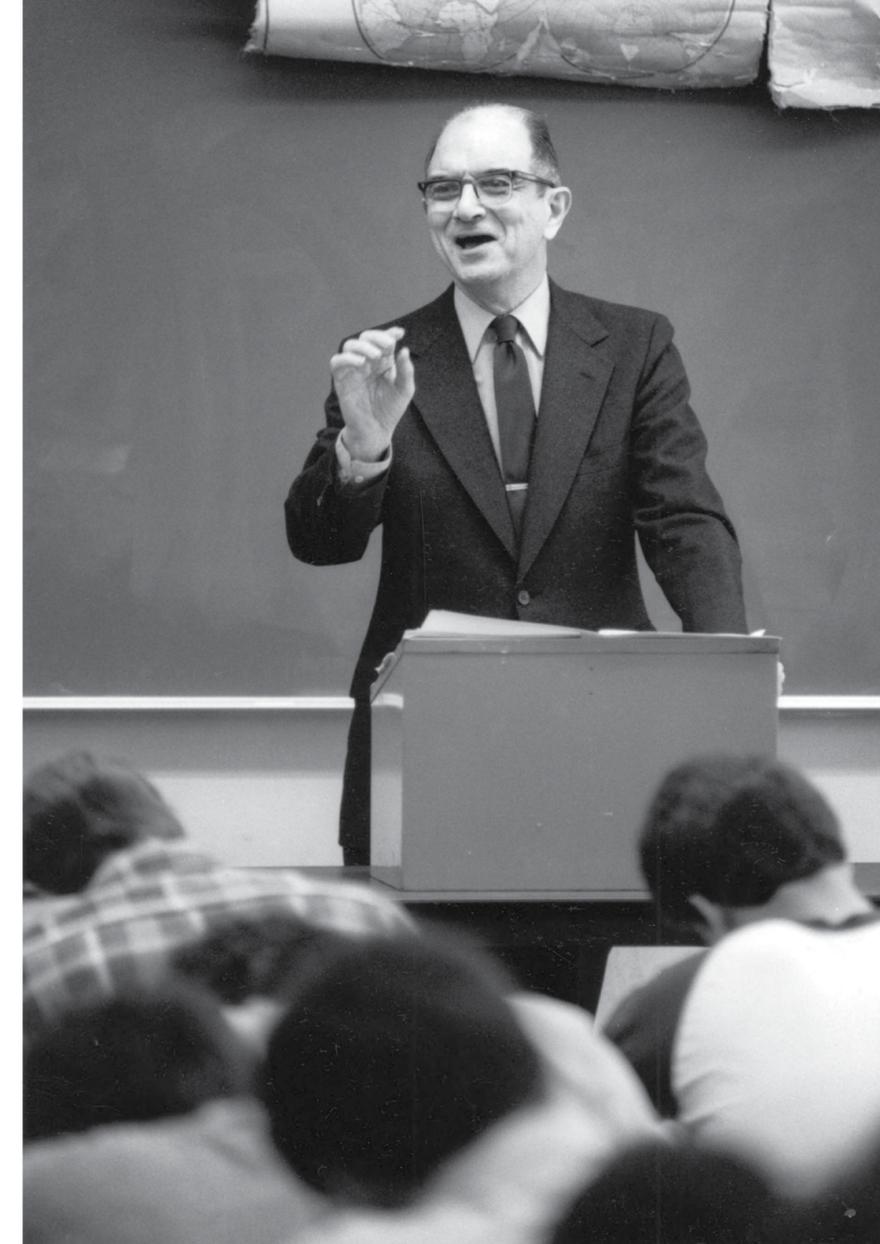
Scene from Sarajevo Haggadah (Barcelona, c. 1350). (University of Pittsburgh Special Collections)

Honoring Sidney Fine

By Terre Fisher

Professor Sidney Fine (1920-2009) was legendary as a teacher. A specialist in twentieth-century American history, he taught at Michigan for fifty-three years, a direct result of his popularity in the classroom. Many students electing his course had a parent who had taken it, and a few families had three generations of Professor Fine students.

When he reached retirement age, former students in the Michigan Legislature drafted a bill that put an end to mandatory retirement in Michigan universities. He unretired and continued teaching until age eighty. Having earned many honors over his long career, he was especially proud of his Golden Apple Award, which is conferred by the students. The Sidney Fine Teaching Partnership program continues to celebrate his legacy.



Sidney Fine, 1984. (University of Michigan News and Information Services Photographs, Bentley Historical Library, University of Michigan)



Susan Juster and Alyssa Penick: This reworking of "Religion in America" (History 270) will consider a diverse range of religious traditions practiced by Americans from the colonial period through modern times. The course will highlight themes such as revivalism, commercialization, and the fragmentation of religious life, as well as the legal, social, and cultural history of many faith traditions. Penick's syllabus project, "History of Religious Freedom in the United States," will concentrate on the legal, political, and cultural struggles around the concept of religious freedom from the colonial era to the present.

James Barry, "Religious and civil liberty established in Maryland, 1649" (cropped). (Library of Congress Prints and Photographs Division)



Bob Bain and Kate Wroblewski: "History at Multiple Scales" (History 597/Education 547) will introduce the virtue and challenges of using different temporal and spatial scales in researching, teaching, and studying history. In one section, students focus on a commodity (sugar, cotton, coffee) and study how production, use, and control shift over time; they use history and the sciences (chemistry or geology) to explain the impact on humans and the environment. The idea is to approach scales of time and space from immediate and local to temporally and spatially distant. Wroblewski's project, "Big History of Sweetness," looks at scientific, social, and cultural perspectives—part biology of food, part history of taste—and the links between sugar and labor.

Workers thin sugar beets, Monterey County, California, 1939. (Library of Congress Prints and Photographs Division)



Christian de Pee and Paula R. Curtis: Conversion of "The Chinese Renaissance" (History 251) will change this course from a seminar to a large lecture course at a higher level and expand the range of topics covered from agriculture, commerce, religion, philosophy, and gardens to include food, science and technology, medicine, warfare, ethnicity, and diplomatic relations. The expansion will allow direct treatment of connections between China and Renaissance Europe, bringing the class fully into world history. Curtis's syllabus project, "From Edo to Roma: Imperial Encounters in the Early Modern World," will be a seminar on comparative Eurasian history.

Jean Denis Attiret, "Maison de Chou-Liang-Ho," 1788 (cropped). (The New York Public Library Digital Collections)



Sueann Caulfield and Pedro Cantisano: "The History of the Inter-American Human Rights System" is a new course to be taught in collaboration, via video conferencing, with Carlos Haddad, a professor of law and federal judge in Brazil who runs a human trafficking clinic. Cantisano's syllabus project, "The History of Human Rights in Modern Latin America," will overview the emergence of civil, political, economic and social rights, and the memory of state violence, focusing on the role of the courts in this process.

Defensores de pueblos indígenas y ambiente, Ecuador, 2015. Alicia Cahuiya (left), Organización de la Nacionalidad Huaorani Ecuador; Gloria Hilda Ushigua (right), Mujeres Saparas. (Daniel Cima, Comisión Interamericana de Derechos Humanos)

No Free Mopping Opens Doors for History Majors

By Gregory Parker

It's your junior year. You're a history major, and you've been offered a coveted internship with your state's senior senator in her Washington, DC, legislative office. It's unpaid, as these things normally are. It could be your ticket to a dream career on the Hill.

But what if you can't afford to work for free?

History's No Free Mopping started with a student who asked this very question.

Each year, this merit-based scholarship program provides assistance to U-M History majors who have accepted unpaid internships. Students have to make a case for the department's support, and how the internship fits into their career plans.

Since 2013, No Free Mopping has helped twenty-one students gain a range of experiences with organizations from Amnesty International to the March of Dimes to the *Daily Caller*.

"We don't require that it's not for profit. We don't require that it's history based—we want students to think about their skills as applicable elsewhere," said Anne Berg, History's assistant director of undergraduate education and No Free Mopping's founder.

"It doesn't cover their costs if they are living in DC or New York City or Chicago, but it helps a little bit," said Berg.

And what about the name, No Free Mopping?

"I read articles about unpaid internships where people just make coffee and things like that," Berg said. "So I decided that people are basically just mopping for free, and that's not what we want. So that's where our name comes from: No Free Mopping."

The tongue-in-cheek moniker stuck.

"I am not able to afford to work for free, so No Free Mopping gave me an opportunity to gain experience in my chosen field without taking a financial hit," said Jeane DuBose (BA 2017), who had a summer position with the Legal Council for Health Justice.

For some, the experience cemented their career plans.

"Since 2013, I've been able to successfully leverage my experiences and connections from my internship at the Center for American Progress into new jobs and fellowships both at the US Department of State and abroad through the Fulbright Program and the Princeton in Latin America Program," said Conor Lane (BA 2013).

Brigid Stone (BA 2014) has a similar experience. "My internship gave me an 'in' to the editorial world that many of my future colleagues obtained through either an additional degree or internships on their own college campuses," she said. Stone wouldn't have been able to take the internship without the help of No Free Mopping.

For others, it helped them decide what they didn't want to do.

"Not long after I began my internship, I quickly discovered it was not for me," said Jose Miranda (BA 2014). "Thanks to the stipend, though, I did not feel that I

Unpaid internships are a fact of life for many students.

How is U-M History helping?

lost much, or anything, during my internship. On the contrary, No Free Mopping's cushioning allowed me to convert my experience into a life lesson, without any serious financial bruising."

No Free Mopping gave Miranda the flexibility to take a chance.

The program isn't just about funding. Its educational component encourages the students to think about their future and the meaning of their work.

"We wanted them to critically engage with what they were doing, how they were using their history skills, how they thought this was helping them," said Berg.

No Free Mopping also demonstrates the range of careers available to history majors. In fact, only two of its twenty-one participants had internships with a historical focus. The others built upon skills the students developed as history majors: research, writing, analyzing, and processing large amounts of information.

Stone found it useful to learn what others in her No Free Mopping cohort were doing. "It gave me some other ideas of what I could do with my history degree after graduation," she said.

The program's success raises a tricky issue. "We don't want to give students money so companies wouldn't have to pay them," said Berg. "But that's the conundrum we're facing." No Free Mopping won't force businesses and non-profits to end the practice of unpaid internships—some organizations simply don't have funding to do so—but it can help lower barriers to students who can't afford to work for free.

"Peeping Mophead." (Theen Moy, CC BY-NC-SA 2.0)

No Free Mopping Students
2013-2017



Donovan Alkire
Student Buyers Association



Alex Boscolo
March of Dimes



Eleanor Davis
Creative Rights



Jeane DuBose
Legal Council for Health Justice



Joseph Duncker
Office of the Cook County Public Defender



Jack Fuller
Judge George Buth (17th Circuit Court, MI)



Haley Goeckel
Spirasi



Julia Kropa
Mil Mujeres Legal Services



Conor Lane
Center for American Progress



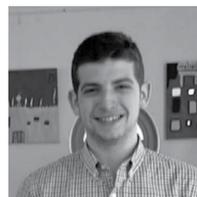
Rosie Levine
Beijing Postcards



Laura Marsh
Malile Group



Jose Miranda
Elephant Room, Inc.



Benjamin Newman
US Embassy to Sofia, Bulgaria



Keisuke Ozeki
Atsumi & Sakai Janssen



Nicole Pugliese
Amnesty International



Jason Rozbruch
New York Legal Assistance Group



Ari Schoenburg
Public Defender Service for the District of Columbia



Brigid Stone
Orbmagazine



Levi Teitel
Office of Rep. Dan Kildee (5th Dist., MI)



Georgia Williams
Daily Caller

Not pictured: Alyssa Waters

The Impostor Sea: A Report from the Archives

By Hussein Fancy

During the past academic year, as a Rome Prize Fellow at the American Academy in Rome, I began writing a second book, tentatively entitled *The Impostor Sea*. Working with Arabic, Latin, and Romance sources, I have gathered hundreds of cases of smugglers, grifters, counterfeiters, dissemblers, bandits, and other scofflaws that operated in the Mediterranean between Spain, Italy, and North Africa. These were not rare or marginal figures. At the end of the thirteenth century, at the port of Barcelona, fines collected from smugglers amounted to three times the taxes paid by ordinary merchants. The Mediterranean was a sea of hucksters.

The dangers of dissembling could touch anyone. All who traveled on the Mediterranean were at risk of becoming impostors. This was the case for two Christians, who thought they were joining a legitimate trading mission to Tunis in 1285, only to find themselves cuffed and sold as captives of war to Christian ransomers. I highlight this example because the fraud was concatenated, like the chains of their shackles. Neither the trading mission nor the captivity was real. Merely sailing into the sea turned these men into unwitting dissemblers.

To begin with a sea filled with impostors demands abandoning any approach that would treat religious categories as stable and coherent. Nevertheless, all that is solid does not melt into air. A sea of impostors presumes that religious categories were both flexible and legible. To lie, one has to know the truth. And indeed, as I argue in this book, novel efforts to define and regulate illicit commercial activity played a central role in defining and stabilizing the boundaries between Christians, Jews, and Muslims in the thirteenth and fourteenth centuries.



Hussein Fancy is an associate professor in the Department of History.

Let me give you an example, drawn from my research in the Secret Archive of the Vatican. Faced with the problem of Christians smuggling goods to North Africa despite the Church's prohibition on trade with Muslims, the thirteenth-century popes offered a new solution. They invited smugglers to come to Rome, confess their crimes, pay a fine, and receive absolution. What they offered was a bureaucratic version of a penitential procession. After giving a confession, a repentant smuggler proceeded through a series of offices before receiving a certificate of absolution. It is this paper trail that survives in the archive.

These confessions give a sense of the range and kinds of people involved in smuggling. For instance, families came forward together to plead forgiveness. Clerics can be found among the penitent. Sometimes the goods they smuggled were sumptuous, like saffron and gold, but more often, they were unremarkable, like cured meat. Overall, the picture that emerges of these outlaws is rather quotidian. Medieval smugglers were mostly mundane workaday types.

In general, the matter of absolution for smuggling has been viewed as evidence of strategic pragmatism on the part of smugglers and venality on the part of the medieval papacy. Both explanations, however, fall short. Many penitents said they were moved by their conscience. Many of these confessions were anonymous or secret, calling into question their strategic value. Sincere or not, all penitents had to travel to Rome, where they were instructed about right behavior and the moral and physical dangers of trade. The absolution did not excuse or contradict but rather confirmed that interactions between Christians and Muslims were spiritually and materially dangerous. In this bureaucratic purgatory, the boundary between Christians and Muslims was drawn.

In winding lines where they idled like tourists queued at the Vatican Museum, the repentant merchants, whose feet and backs ached, whose clothes were soaked through with sweat, whose hotel bills were accumulating, and whose pockets were perhaps being picked had plenty of time to think about the choices they had made. It was not on paper or from the pulpit but in those lines that the medieval papacy succeeded in convincing Christians not to trade with Muslims.



A complaint of impostors at the port of Tunis. (Arxiu de la Corona d'Aragó, Barcelona, Cartas Árabes, no. 132)

RESEARCH

Why Does the Premodern Still Matter?

By Terre Fisher

In a world of ICBMs, iPhones, self-driving cars, and virtual reality, why study premodern history?

English professor Russell Fraser, a founder (with William Ingram) of U-M's first interdisciplinary program on premodern Europe, the Medieval and Renaissance Collegium, cited a twelfth-century chronicler on the question. Wace, also known as a Norman poet when Normandy was producing English kings, justified this pursuit as connection: "Pur remembrer les ancessurs / Les diz e les faits e les murs." (To remember the sayings, the deeds, and the ways of those who came before us.)

Today this spirit continues, even as the program, now called Medieval and Early Modern Studies (MEMS), pushes out into global domains and

new areas of interest like environment, material culture, gender, health, and technologies. These combine the bedrock of language skills and textual and visual research with newer tools to ask new questions.

Besides Hussein Fancy's observations on the deterrence of Church bureaucracy on interfaith commerce (see page 8), U-M graduate students and external participants in MEMS programming are exploring other historical problems:

- A historian wonders what handscrolls that show artisans engaging in poetry competitions say about perception of non-agrarian commoners in medieval Japanese society.
- An English student looking at play across time is geeked about the possibilities offered by new online tools. His favorite interdisciplinary exchange has been working

with a biologist to do media archaeology using an electron microscope.

- A printmaker and art historian finds one course on metaphor and another on the history of early modern Europe helpful for thinking about his work on Northern European printmaking.
- A musicologist reflects on the discipline of grammar—and what the Latin language meant for different people at different moments.

These new cross-pollinations expand and deepen how we understand the ongoing reinvention of our world—how we got here, why we think what we think, and how what we think is both rooted and shaped by chance.

With many thanks to MEMS director Peggy McCracken, Paula Curtis, William van Geest, Jun Nakamura, and Nathan Kelber.



Qian Xuan, "Early Autumn," thirteenth century. (Detroit Institute of Arts)

PUBLIC HISTORY

Michigan in the World Students Research U-M Athletics History, Launch Online Exhibit

michiganintheworld.history.lsa.umich.edu/michiganathletics/

Go Blue: Competition, Controversy, and Community in Michigan Athletics

Home About Origins Athletics For All Sport & Social Change Follow the Money Values & Honors Key Players

Today, sports at the University of Michigan are big business and sometimes big controversy. Inspired by these developments, the researchers of this year's Michigan in the World project have taken a critical look at the history of sports at U-M. Along the way, we have attempted to address questions such as how athletics have contributed to what we now call diversity, equity, and inclusion, why athletic priorities have shaped the allocation of resources within the University, and how sports have contributed to a sense of community that extends well beyond the Michigan campus to include alumni and residents of the state who may never have set foot in Ann Arbor.



Spring 2017 Michigan in the World team, left to right: Nora Krinitsky, Meghan Clark, Michelle McClellan, Avi Sholkoff, Andrés Pletch, Reine Patterson, Jacob Myers, Will Sherman, and Dominic Coschino. (photo: Gregory Parker)

In May, six U-M History majors holed up in the Bentley Historical Library for an intensive look at the history of U-M athletics. Eight weeks later, they launched "Go Blue: Competition, Controversy, and Community in Michigan Athletics," an online exhibit that presents a critical history of sports at U-M.

Led by Professor Michelle McClellan and recent PhDs Andrés Pletch and Nora Krinitsky, the undergrads covered topics ranging from the business of mass marketing the block M to the saga of Willis Ward, who was benched by the university in a 1934 football game after visiting opponent Georgia Tech demanded the exclusion of black players.

The project was the latest iteration of Michigan in the World, a public history program featuring research conducted by History majors about the University of Michigan and its relationship to local, state, national, and global events.

View the exhibit at michiganintheworld.history.lsa.umich.edu/michiganathletics/.

ALUMNI & FRIENDS

Listening to the Animal Orchestra

After starting his music career in the studio, U-M History alumnus Bernie Krause took his microphone outdoors to record a wild symphony of animal sounds.

By Elizabeth Wason

Crouched in the wilderness, Bernie Krause (BA 1960) disentangles microphone wires from thick jungle underbrush. He adjusts the mics strapped to his hat and tilts his head toward the mountain gorillas he's recording. Too bad he's staked out a spot between disputing males—one of them unexpectedly shoves Krause into stinging nettles. Krause hobbles away, but he's happy to have gotten some good sound on tape.

Other field-recording expeditions have brought Krause up close to polar bears, crocodiles, killer whales, and wolf packs. He's wiped grizzly bear saliva from his microphone, shaken rats out of his sleeping bag, and smelled the breath of an elephant. Through all this, he insists, "The only thing that makes me feel centered and calm and tranquil is working in the natural world with sound."

Krause arrived at these remote soundscapes by improvising a path through a very musical life. Born in Detroit, Krause started violin at five years old and performed with the Detroit Symphony at thirteen. He played guitar on the U-M campus with a student group of folk musicians, but he had his eye on paying gigs around Ann Arbor and Detroit. The money he earned from Motown session guitar work and audio engineering covered his student expenses as a Latin American history major.

"I wanted to be a studio musician," Krause says. "But guitar during the 1960s became very competitive, and making a living as a studio guitarist was difficult. But then the synthesizer came along, and nobody was playing it—the field was clear and open."

Krause moved to California, where he and collaborator Paul Beaver bought one of the first Moog synthesizers that rolled out of production. They played synth with the Doors, the Monkees, the Byrds, George Harrison, the Beach Boys, Stevie Wonder, Van Morrison, Frank Zappa, and David Byrne. They composed music and sound effects for TV shows, commercials, and movies like *Rosemary's Baby*, *Invasion of the Body Snatchers*, and *Apocalypse Now*. Krause continued to release albums, solo and with others. He also acquired an eccentric habit: recording ambient sounds in urban and natural spaces and mixing them with his music.

After a while, Krause quit Hollywood. He took a detour into audio forensics, analyzing court evidence like Nixon's Oval Office tapes and law enforcement



recordings. He got a PhD in creative sound arts and did an internship in bioacoustics. Advanced studies sent Krause and his microphones underwater to record marine animal sounds for his dissertation.

Then, Krause went out on a limb and applied for a job that didn't exist. He invented a position at a science and nature retail company and tried to persuade them to hire him for his sound-recording expertise. They shoed him out the door, but his tapes wound up in the company president's cassette deck. Krause ended up producing a series of nature albums for them that netted surprising commercial success.

"Sound is ephemeral," Krause laments. "It can't be seen, touched, or smelled, and to many in our culture, it is merely a shadow sense—inexplicable and not to be trusted. It doesn't have much resonance with us."

He's been fighting that perception for fifty years. His company, Wild Sanctuary, houses a sound archive of more than 5,000 hours of 15,000 animal species: earthworms moving under the soil surface, a sea anemone burping, hippos bellowing underwater, the acoustic signature of a falling snowflake, the squeaky sounds of growing corn.

When Krause first started the archive, he hunted for sounds emitted by individual creatures. But as he waited for shy animals to show up, Krause realized that the sounds of entire ecosystems surrounded him.

"From my perspective," Krause writes in his book *Into a Wild Sanctuary*, "taking the voice of a single animal from a habitat and trying to understand it out of context is a little like trying to comprehend an elephant by examining only a single hair at the tip of its tail."

Krause began recording entire soundscapes—the chorus of living communities and the noises of their habitat, such as wind and flowing water. The audio led him to a discovery: Animals in a community tend to segregate their voices. Male frogs, for example, don't speak out of turn—they sing when their neighbors pause, maybe to increase the likelihood of being heard. And different animals use a broad vocal range, chiming in at different pitches, potentially for the same reason. Listening harder, Krause noticed another thing: Almost any time he returned to a site he'd recorded before, the diversity and density of animal sounds had declined. This worried him. "The biophony sounded too thin," Krause describes in his book *The Great Animal Orchestra*. "It's as if a full pit orchestra and a cast of dozens for a Broadway show had been reduced to a trio."

Krause had started by inventorying single species. Then he worked to document biodiversity. Now he aims to record biodiversity loss.

Krause's advice for those who want to make a positive change always will be: Keep quiet and listen to the sounds around you.

Krause follows his own advice about half the time. The rest he spends spreading the word and playing sounds. One of his books, *The Great Animal Orchestra: Finding the Origins of Music in the World's Wild Places*, has been translated into seven languages. The BBC commissioned Krause and collaborator Richard Blackford to write the Great Animal Orchestra Symphony, in which natural sounds intermingle with orchestral instruments, and they composed the score for a ballet. Most recently, Krause installed an exhibition based on his recordings at the Fondation Cartier contemporary art museum in Paris.

He's searching for a place to house his archive of recordings, which demonstrates how ecosystems across the globe have changed in the last several decades. It's also a record of a Motown man exploring different worlds of sound—from the music business to the wilderness.

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(illustrations: Julia Lubas)

Helmut Puff Begins Term as Eisenberg Institute Director

By Helmut Puff

Dear U-M History Faculty, Students, Alumni, and Friends,

As I am writing this letter, I have yet to move into the Eisenberg Institute office. Trust me, I very much love the prospect of directing for several years what, to my mind, is one of the premier historical institutes of its kind in the country. The Eisenberg, entering its second decade, is an excellent example of what makes History at U-M exceptional—it is a vibrant forum for ideas on the past and a motor of change in the present. Whether we are rethinking pedagogy, making a case for public history at a major research university, or supporting diversity initiatives, EIHS has made its contributions felt in many discussions over the years. To keep pushing the boundaries of historical thought, urging historians to reflect on their practices, and making connections between the people who are the true force behind reimagining the future of history—this is how I approach my mission in these coming years.

In fact, the EIHS space itself conveys much of its message as an institute. Its central location has an important story to tell. Located in Haven Hall, the Eisenberg looks out onto the Diag, the center of campus. This is where throngs of students, faculty, and visitors pass through every day. It is where antiwar rallies were held in the 1960s as well as many student protests before and since. More recently, a sea of 950 empty maize-and-blue chairs “remembered” the African American, Latino, and Native American students not admitted as a result of Proposal 2, which bans the use of race in admissions in the state of Michigan.

I see the institute’s spatial centrality with its many associations as a call for action. Creatively linking units across campus and appealing to the various disciplines that engage in a historical enterprise or plan to do so is what the EIHS stands for. The design of the institute space and its location serves a function. Its openness connects the outside and the inside. Most of all, it is meant to signal that it is inviting.

In order to move EIHS forward in a changing intellectual, academic, and political environment, we want to experiment with what many people have helped build so successfully over the years. For the academic year 2017-18, we—current director Howard Brick, Steering Committee members, and I—decided to take a break from the themes that have structured many of our activities in the past. This is to give all the stakeholders in the institute space to reflect on what themes achieve and whether or what themes we may want in the future.

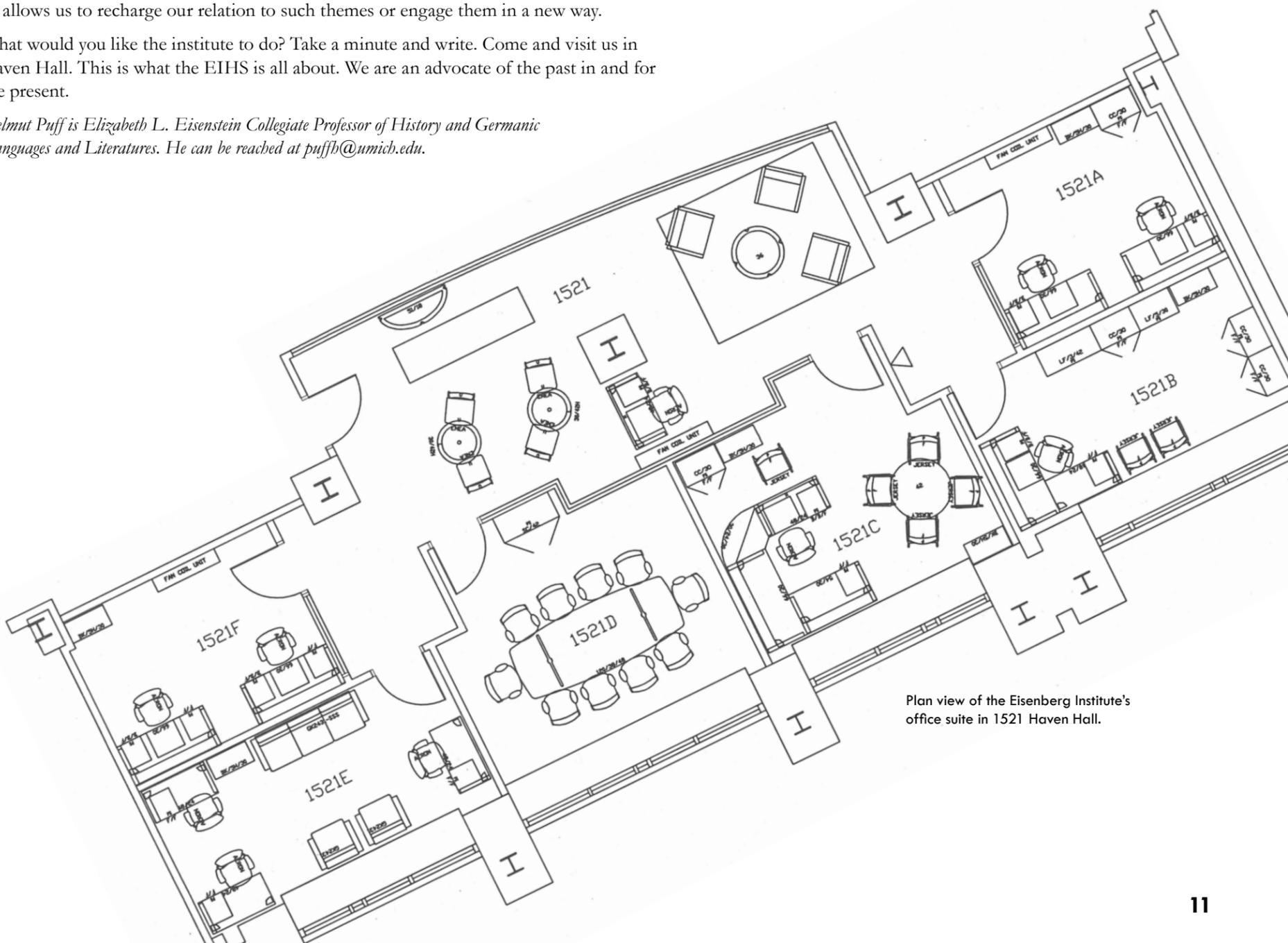
Disrupting a standard, if only for a moment and even if the change is a small one, offers a respite to raise questions about what frequently remains unquestioned. Importantly, doing so allows us to recharge our relation to such themes or engage them in a new way.

What would you like the institute to do? Take a minute and write. Come and visit us in Haven Hall. This is what the EIHS is all about. We are an advocate of the past in and for the present.

Helmut Puff is Elizabeth L. Eisenstein Collegiate Professor of History and Germanic Languages and Literatures. He can be reached at puffb@umich.edu.



Helmut Puff began his term as EIHS director in July.



Plan view of the Eisenberg Institute's office suite in 1521 Haven Hall.

UNIVERSITY OF MICHIGAN HISTORY CLASS OF 2017

On April 28, 2017, the Department of History honored the class of 2017 at its annual Commencement Ceremony, packing a Modern Languages Building auditorium with family, friends, and History faculty and staff, all celebrating the 124 students who earned history bachelor's degrees from the University of Michigan this year. Earlier that day, twenty-two graduating seniors presented theses at the annual Honors Symposium.



Haley Goeckel shows off her certificate. (photo: Eric Bronson, Michigan Photography)



2017 History Honors Cohort. (photo: Austin Thomason, Michigan Photography)



Members of the History class of 2017 pose after the department's commencement ceremony. (photo: Eric Bronson, Michigan Photography)

ALUMNI UPDATES

Iris Brown Berger (BA 1963) is professor emerita at the University at Albany, SUNY, and recently published *Women in Twentieth-Century Africa* (Cambridge University Press, 2016) and the co-edited book, *African Asylum at a Crossroads: Activism, Expert Testimony and Refugee Rights* (Ohio University Press, 2015).

Barbara Carney-Coston (BA 1973) writes: My historical fiction novel for young readers, *To the Copper Country*, will be published by Wayne State University Press in September 2017.

Timothy D. Egan (BA 1986) wrote in to tell us that his brother, **Daniel P. Egan** (BA 1989), recently published *The Death and Life of the Great Lakes* (Norton). It was also a cover review in the *New York Times Book Review* and a key resource for the recent documentary *Making Waves: Battle for the Great Lakes*. Dan writes for the *Milwaukee Journal Sentinel* as a senior general assignment reporter.

Joanne Goodwin (PhD 1991) stepped down on July 1, 2017, as the founding director of the Women's Research Institute of Nevada (WRIN) and returned full time to the History Department at the University of Nevada Las Vegas. She reports that the research projects developed at WRIN over the past eighteen years will be archived in the UNLV University Archives.

John Hardin (PhD 1999) received a Humanitarian Award from the Martin Luther King Jr. Planning Committee at Western Kentucky University in Bowling Green. Dr. Hardin was recognized for his work with the African American Museum and the *Kentucky African American Encyclopedia* as well as other publications on African American history.

Jeffrey Lipshaw (BA 1975) teaches at Suffolk University Law School in Boston. He recently published *Beyond Legal Reasoning: A Critique of Pure Lawyering* (Routledge, 2017) and was featured on the cover of *Legal Business World* for his article on the recent public relations crisis at United Airlines.

John Merriman (BA 1968, MA 1969, PhD 1972), Charles Seymour Professor of History at Yale University, shared recent publications: a paperback edition of *Dynamite Club: How a Café Bombing Ignited the Age of Modern Terror* (Yale University Press, 2016) and a Chinese translation of *A History of Modern Europe*. Nation Books will be publishing his recently completed project, *Rampage: When Terror Gripped Belle Époque Paris*, in 2017. He gets to three Michigan football games each season.

Edwin Moise (PhD 1977), professor of history at Clemson University, has a new book, *The Myths of Tet: The Most Misunderstood Event of the Vietnam War*, scheduled for release from University Press of Kansas in November 2017.

Bethany Nagle (BA 2013) graduated from American University with a masters of public history in 2017; she is now employed as the digital education manager at the Maryland Historical Society.

Mary Beth Norton (BA 1964) has been elected president of the American Historical Association and will assume office in 2018.

Carl Paulus (BA 2006) reports: My book *The Slaveholding Crisis: Fear of Insurrection and the Coming of the Civil War*, which blossomed from my conversations at Michigan with Professor Mills Thornton, was published in January by LSU Press.

Robert Rockaway (PhD 1970) officially retired from Tel-Aviv University in 2008, but remains active. In the 2017 spring semester, he had 122 students from around the world in his class "The Jewish World in the Modern Era."

James Shultz (MA 1970) published an article on aviation history, "The U.S. Air Mail Service and Clarion's Aero Field," in the fall 2015 issue of *Western Pennsylvania History*. He is on the board of directors of the Historic Eppington Plantation Foundation.

Lori Verderame (BA 1987) is appearing on *The Curse of Oak Island* on the History Channel. She has been featured as an appraiser and commentator on Fox Business Network, Discovery's *Auction Kings*, and *The Tonight Show*. Her syndicated column, "Art & Antiques by Dr. Lori," appears in publications nationwide.

Alice Weinreb (PhD 2009), assistant professor at Loyola University in Chicago, writes: My book *Modern Hungers: Food and Power in Twentieth-Century Germany* (based on my U-M dissertation) was just published with Oxford University Press.

Arthur J. Wollam (BA 1980) recently completed the first phase of a family history project, including digitization and transcription of the correspondence and associated military records of his father and an uncle. Both were veterans of the Mediterranean Theater of Operations in World War II; his uncle was killed in Italy in June 1944. His ultimate goal is to have this memoir published.

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