

Lumberjack History News

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Letter from the chair

By Dr. Leilah Danielson



Welcome to the inaugural issue of NAU's history department biannual newsletter! We hope that this will become a forum for us to share news about history department programming, faculty, staff, students, and alumni. I invite all of you to reach out to share news and achievements.

The last decade brought a lot of changes to NAU and the history department that are too many to cover in this newsletter. Briefly, as is the trend nationally, our department has shrunk over the years, but we remain a vibrant intellectual community. In fact, even with the challenges of the Covid-19 pandemic, the Scholarly Research Ranking by Academic Analytics has ranked our department 49th out of 228 departments at all universities (R1 and below, public and private); 25th out of 162 departments at all public universities; and 3rd out of 74 departments at all R2 universities.

Our core identity continues to center on linking the local with the global, with strengths in themes such as borderlands and trans-regional; environment and health; race, ethnicity, and gender; political economy and culture; colonialism and nationalism; and public history. Geographically, we have specialists in U.S. and U.S. West, Latin America, Europe, the Mediterranean and Middle East, South Asia, and Southeast Asia.

The Covid-19 pandemic has made the last two academic years especially dynamic, to put it mildly. In spring 2020, we moved to all remote teaching, while during 2020-2021, we taught in a "hyflex" model that combined in person

with synchronous remote learning. The learning curve was a steep one because we had to learn virtual learning platforms such as Blackboard Collaborate and Zoom. All in-person academic conferences and research travel ceased or occurred only through virtual media. For faculty, this has meant putting research agendas on hold, more time with teacher preparation, more demanding childcare responsibilities, and concerns about our students' safety and health. For students, the switch to remote and hyflex learning also involved learning new technologies, isolation from faculty and peers, financial challenges, and fewer opportunities. It has been

LETTER FROM THE CHAIR CONT: gratifying to be back in the classroom and to see students and colleagues in hallways and on campus, though we continue to be concerned about health and safety.

Even as the pandemic was disruptive, students still finished their coursework and earned their degrees, and our faculty have also continued to be highly productive. We have highlighted some of their stories and accomplishments in this newsletter. We also had the privilege of hiring several new faculty members. Elizabeth Schwall earned her Ph.D. in modern Latin American and Caribbean

history from Columbia University in 2016 and joined our faculty as an Assistant Professor of History in spring 2021. Her research, including her recent book *Dancing with the Revolution: Power, Politics, and Privilege in Cuba* (University of North Carolina Press, 2021), explores the intersection of history and dance studies as she seeks to understand the physical movements that animated everyday politics and social relations. Hakeem Naim earned his Ph.D. in modern Middle East and Islamic history from UC-Davis in 2019 and joined our faculty as Lecturer in fall 2021. His scholarship explores how the intellectual, political, and religious encounters

between the late Ottoman Empire and Afghanistan redefined and re-conceptualized Islam, modernity, state formation, and nationalism in the broader Middle East and Islamic world.

We also hired two one-year Lecturers for fall 2021-spring 2020: Dr. Josh Hodil teaches World History, European History and Russian History, while Mr. Eric May is teaching courses for our vibrant history education program.

We've also recently launched some exciting new initiatives to foster relationships and community building with the public, alumni, colleagues, and students. These include our new speakers' series, "History

in the Headlines"; a twitter account @NAUHistDept; and, of course, this newsletter. We've also revived our student-led History Club.

Recent years have been challenging, but we also see hope for revitalization of our programming and of NAU with our new initiatives and new hires discussed above. We are excited to have a historian as our new Dean of the College of Arts and Letters, Dr. Christopher Boyer, who specializes in the history of Mexico. We also have a new university president, Dr. Jose Luis Cruz-Rivera, whose vision for the university aligns with our own.

Welcome new dean, Dr. Boyer

Dr. Christopher Boyer joined the faculty as professor of Latin American history when he became dean of the College of Arts and Letters in 2020. Dean Boyer is an incredible resource for history faculty and students alike. He has published extensively in English and Spanish. His most recent book, *Political Landscapes: Forests, Conservation, and Community in Mexico* (Duke University Press) investigates the social history of forest management in between

1880 and 2000, with special emphasis on the experiences of Chihuahua and Michoacán. It has won three book awards, including honorable mention for the Bolton-Johnson Award. He has also published a volume on the environmental history of modern Mexico titled *A Land Between Waters*. His first book, *Becoming Campesinos*, published in 2003, investigates how Mexico's post-revolutionary land reform influenced campesino political culture in the



state of Michoacán during the 1920s and 1930s. He has held Fulbright and NEH fellowships, as well as an Academy Fellowship from Harvard University. He has also served as a council member of the American Historical Association's research division. We look forward to his continuing leadership of the College of Arts and Letters!

Alex Shanabruch awarded Gold Axe award

NAU B.S. Education graduate, Alex



Shanabruch, was honored as the Gold Axe award winner for Fall of 2021. Shanabruch, who studies secondary education history and social studies, was awarded alongside twenty-nine other distinguished undergraduate seniors. Congratulations from the History Department go out to Alex!

By Dr. Michael Amundson
 Despite the ongoing pandemic and more financial cuts to the graduate program, the M.A. in history continues to enroll new students, work closely with current ones, and graduate those working on theses, public history projects and comprehensive exams. Our recent alumni are pursuing PhDs, working at museums and national monuments, serving as university administrators, and teaching in the public schools. Two interesting developments in the M.A. program are worth watching.

First, the Covid-19 pandemic forced us to find alternative delivery methods for courses and the history department discovered that it could teach its graduate seminars, conduct advising, and hold committee meetings and defenses using NAU Flex over Zoom. We especially liked that it allowed students to do all of these things virtually in a real-time environment, far better than traditional asynchronous online classes. In spring 2021, the department voted unanimously to continue using it and now awaits approval from the University. New History



Department Chair Leilah Danielson has worked to turn LA 203 into a truly Smart Classroom with the addition of a Meeting Owl microphone and camera system to better follow discussions and also see all attendees. We will soon add a high definition, eighty-inch, flat screen TV that will replace the old projection system. When completed and approved, students from anywhere will be able to join those in Flagstaff for real-time graduate seminars. Second, the history department M.A. is also participating in the Arizona Teacher's Academy (ATA). This new state-funded program pays all tuition and fees for two years for working

teachers in the state to pursue a master's degree, on a first-come, first-serve basis, provided they commit to teach in the state's public schools for two years following completion of their degrees. We admitted our first two ATA students in spring 2022 and look forward to more. When combined with the Smart Classroom, we anticipate adding working teachers from across the state to our graduate program in the future. If anyone has any questions about the History Master's Program or Public History—or are a former student wanting to reconnect, please email me at Michael.Amundson@nau.edu

Undergraduate news

By Dr. Jeremy LaBuff

As I enter my tenth year at NAU and first as associate chair, I'm excited to welcome students back to the classroom after the challenges of hybrid learning last year. One of our goals this year is to re-create community for our history students, so be on the lookout for more news on History Club and Phi Alpha Theta! Another opportunity we are pleased to offer is our annual history scholarships. Most students don't know that we offer



these scholarships, which are awarded via an application process that takes place in the early Spring semester. All winners are then invited to an awards ceremony at the end of the term. We hope many of you will apply for these scholarships this year. If you have any questions, please don't hesitate to reach out!

Last year's undergraduate scholarship winners:

- Valeen Tippetts Avery History Scholarship: Emma Burkhart
- Dewain and Susan Barber History Teacher Scholarship: Patrick Hughes, Morgan Torres, and Ryan Stronks
- William Tinsley Scholarship: Will Tucker
- Howard B. Rourke Scholarship: Massai Gonzalez

By Ms. Christi Carlson

It has been an eventful start to the year for the history education program! First and foremost, we are excited to welcome Eric May as Lecturer of History and Social Studies Education. Mr. May joins us from Chicago Public Schools, and brings a wealth of classroom experience and expertise to our program. He will be teaching history education methods courses, a U.S. history survey, as well as helping with student teaching supervision throughout the year. We are excited to have him join our team! In more good news, we



are happy to report that our practicum students and student teachers have the opportunity to return to in-person work in the schools this fall. After nearly 18 months away from the classroom, our students are very excited about the opportunity to once again interact with secondary students and veteran classroom teachers. Many of these

cooperating classroom teachers are former students and graduates from our program, making their work with our future teachers even more special. In fact, one-third of the history and social studies teachers currently teaching in Flagstaff are graduates of the History and Social Studies program here at NAU! With eleven student teachers and thirty-five practicum students in the schools this fall, the partnership with our local schools is more important than ever. We anticipate our largest group of student teachers to date (24!) this coming spring. Helping our students

through the program is the availability of the Arizona Teacher's Academy, a program designed to support the next generation of Arizona teachers and tackle the state's teacher shortage crisis. The ATA allows students to have their tuition and fees waived in exchange for a commitment to teach in an Arizona public school. This program is available to both undergraduates, and post-graduates interested in pursuing a Master's degree in History. Please keep an eye out for future history ed events coming this spring, including National History Day and professional development opportunities!

News in Public History

By Dr. Michael Amundson

Public History focuses on historical work outside of the academy or public schools. This includes places such as museums, historical societies, archives, and National Parks. All M.A. public history students are required to take an introductory seminar, an elective outside of history, and complete a 120 hour internship at partner institutions such as Lowell Observatory Archives, Riordan Mansion State Park, Wupatki National Monument, and the Ar-

izona Historical Society Pioneer Museum. This past year, Public History has also been available to seniors in a co-convened seminar. Because Public History is an applied field, it is important for students to have an experiential learning component in the class where they take a public history project through the entire process from conception to publication. For the first three years of the program, the class worked with Cline Library Special Collections Archivist Todd Welch and created the Louie's Legacy



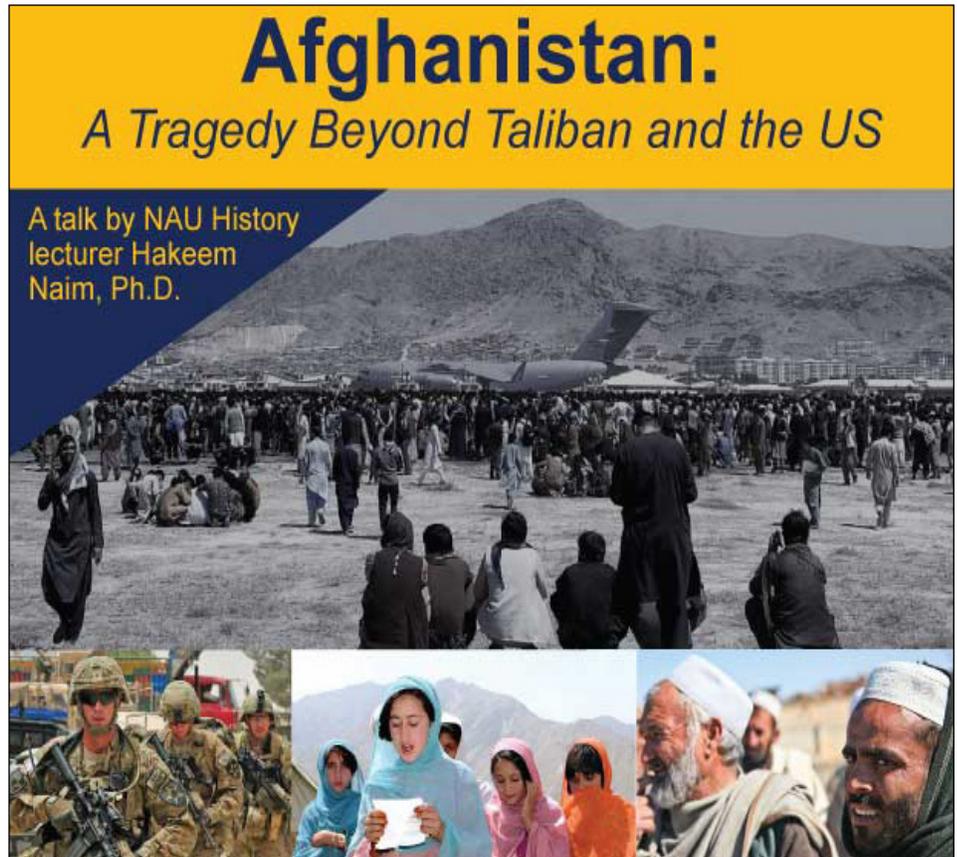
Digital History Project on the NAU Mountain Campus. Anyone with a smartphone can simply scan a QR code on the front door of any building on campus and instantly learn its history, be shown historic photographs, connect to period news

stories, hear audio clips of oral histories, and find information on nearby statues and other campus objects. In 2016, NAU awarded the project its Service Learning Award. Since completing Louie's Legacy, CONT. ON PAGE SIX

Dr. Hakeem Naim explores the history of Afghanistan in light of recent events

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presentation

Dr. Hakeem Naim, Lecturer in Islamic and World History at NAU, gave our inaugural “History in the Headlines” presentation on September 8, 2021. Entitled “Afghanistan: A Tragedy Beyond Taliban and the U.S.,” the talk was very well attended with 69 zoom attendees and approximately 60 folks in person. His talk focused on how the understanding of Afghanistan’s history and current events is mediated through “dehumanized knowledge production” by outside powers that have viewed the country through the lens of geostrategy. In fact, Afghanistan consists of diverse peoples and has had a dynamic and changing history. He highlighted its origins in the Durrani Afghan Empire of 1747-1809 and the cosmopolitan influence of the Ottoman, Safavid, and Mughal Empires in the formation of the modern Afghan state in the 18th century. In the 19th century, the British Empire competed with Russia over control of the region and managed to shape perceptions of Afghanistan as warlike, primitive, and unchanging, stereotypes that persist today. Dr. Naim emphasized the dynamism of the post-1919 period in which Afghanistan gained independence and embarked upon an extended period of modernization and reform. Unfortunately, starting in the 1960s the country grew increasingly divided over ideology, with left-



ist parties drawn into the Soviet orbit and resistance by extreme Islamists who found support from Pakistan. By the 1970s and 1980s, Afghanistan became a ground for a bloody proxy war between the Soviet Union and the United States, as the Soviets attempted to stabilize the shaky communist government and the U.S. funded the Mujahadeen in their struggle against Soviet domination. With the Soviet withdrawal and the end of the Cold War, Afghanistan became the site of a brutal civil war in which the Taliban emerged triumphant. As we know, the U.S. helped overthrow the Taliban after the September 11 attacks and the subsequent war on terror, yet Dr. Naim pointed out that the newly created government

was marked by corruption and weakness. Still, some important changes were made, particularly in expanding women’s rights and opportunities. Dr. Naim emphasized the role of women in nonviolently resisting Taliban 2.0, and called upon Americans to refuse to accept dehumanizing narratives of the Afghan people, which serve to normalize their suffering and preclude the possibility of change. Dr. Naim’s talk was followed by an extended and illuminating question and answer session in which the audience learned more about the role of NGO’s, contractors, and capital in the U.S. occupation and the role of women in Afghanistan society and politics.

“History in the Headlines” updates can be found on Twitter at @NAUHistoryDept!

Dr. Lina-Maria Murillo speaks on the history of abortion centering around the Mexico-U.S. border



Dr. Lina-Maria Murillo, Assistant Professor of Gender Studies and History at the University of Iowa, was the second speaker in our “History in the Headlines” series this fall. Her presentation, entitled “Before Roe: Abortion in the Mexico-U.S. Borderlands,” highlighted the transnational networks of activ-

ists and medical providers that allowed thousands of American women to obtain abortions in Mexico when it was illegal in both countries. Indeed, Dr. Murillo suggested that northern Mexico served as a “trans-border abortion corridor” in the three decades before the legalization of abortion in the United States.

Her talk focused on underground feminist organizations like the Society for Humane Abortion (SHA), based in San Francisco, California, that played a key role in connecting American wom-

en to Mexican abortion providers.

Abortion is, of course, one of the contested topics in American society today, and Dr. Murillo spent some time discussing the relevance of this history to the thousands of restrictions on abortions that have been passed by local and state governments since the early 1990s. Among the most recent and controversial of these new laws is Texas Senate Bill 8, a near-total ban on abortions. Dr. Murillo noted that Texans seeking abortions have flooded nearby states as

well as Chihuahua, which suggests that we may see a revival of the “trans-border abortion corridor” of pre-1973. In the discussion that followed, audience members raised questions about the culture of shame and secrecy around abortions and the implications of Mexico’s recent decriminalization of abortion. Students clearly loved the talk, as they crowded Dr. Murillo with more questions after the event ended.

News in Public History continued:

our students have contributed to BYU’s Intermountain Histories Project, a student-based collaboration of seven western universities that is accessible online as well as through smart phone apps. For this, students create digital tours of five sites in the intermontane region along a common theme such as WWII locations, CCC camps, etc. Each site contains a brief history, historic photographs, and links to other digital content. As of October 2021, Intermountain Histories has published eighty entries created by eighteen NAU Public

History students. Public History students can write theses, take comprehensive exams, or most likely, create Public History Final Projects in cooperation with our Public History Partners. For these, one of the student’s committee members must be a working professional from the partner institution. So far students have completed projects with the Wupatki National Monument, Cline Library and Special Collections, Riordan Mansion State Park, the Flagstaff Pioneer Museum, and Montezuma Well National Monument.

Congratulations Fall 2021 graduates

<p>Undergraduates: Lindsey Cillis Chandra Van Leuven Kasi Winkle Evan Baar Shawn Behrens Joseph DeGroot Samantha Dunne Tyler Gonzales Kayla Hellmich Kelsey Noll Marley Oakes Blake Smith Victoria Szabo Will Tucker Megan Wagner Leslie Wolbert Thomas Flannigan Jacob Hazekamp</p>	<p>Patrick Hughes Drew Krider Shane Kube Laughlin Murphin Madeleine Sehlbach Alec Shanabruch</p> <p>Graduate: Patrick Conley</p>
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Service spotlight: Dr. Martel

Dr. Heather Martel was honored with an award for “Distinguished Service to the LGBTQIA Community” from the NAU LGBTQIA commission for 2020-21. According to Dr. Martel, the award “recognized my 15 years of teaching queer history and of being a mentor to queer students, as well as my resilience through discrimination for being queer.” She also noted that “It meant a lot to receive this recognition.” One virtue that Dr. Martel strives to promote in her classroom is inclusivity.

She explains that “Within the classroom, I facilitate respectful, challenging, fun, often inspiring discussions where students come to terms with conditions of structural inequality while they learn the history of those conditions.” This allows for students to explore their own identities and opinions in a welcoming and open environment. In addition to inclusivity in the classroom, Dr. Martel also believes that Northern Arizona University has some room for growth in this arena.

“NAU can certainly get better at including and affirming diverse experiences and knowledges,” Dr. Martel explained. She expanded, adding that, specifically, NAU could use some more diversity among its faculty members. She noted that a diverse faculty “[is] fundamental to creating positive educational experiences for a diverse student body at NAU.” Overall, Dr. Martel stated that she “appreciate[s] the recognition by the Commission,” and is grateful for the support and affirmation.

The history department offers a wide variety of courses, and, in the Spring of 2021, Dr. Sanjay Joshi introduced a new “topics in world history” course entitled “Cricket, Colonialism, and Nationalism.” The course covers the history and development of the sport of cricket, and the countries that it dominated in- namely, England, Australia, India, Pakistan, South Africa, and the West Indies. Dr. Joshi noted that, in regards to the time periods that the class covers, “though we touch on the pre-history of cricket possibly as early as the middle ages in England, much of the course covers the 19th-20 centuries.” Dr. Joshi’s inspiration for the course stems from “a lifelong passion for following the sport.” It also reflects his research interests in the history of colonialism and nationalism, which is crucial for history students to understand because “the modernity we inhabit is as much shaped by colonialism and nationalism as it is by anything else,” stated Dr. Joshi. The class is offered in the Spring semester, and fills up quickly, so students should enroll as soon as possible.

What in the world is Dr. Reese up to?

Greetings, everyone! As you know, I’m spending the next three years at the Centre for the Study of Manuscript Cultures at the University of Hamburg where I’m involved in several projects. My primary project is “The Complicated Relationship between Manuscripts and Print in Muslim East Africa.” This project examines the world of textual production from the mid-19th through mid-20th centuries as a case study in the

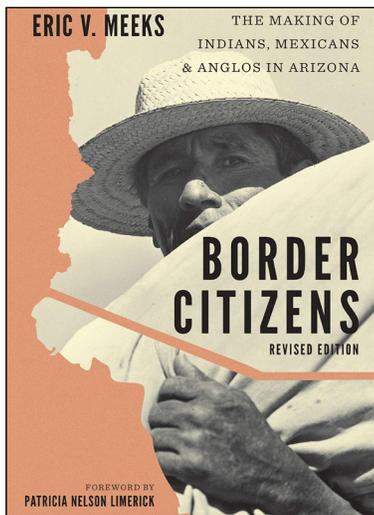


written Islamic tradition. Looking at a range

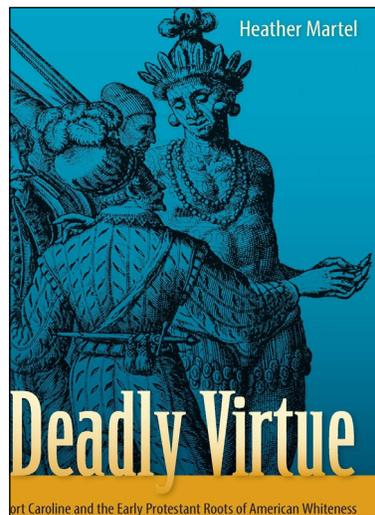
of genres produced in various locales, technologies and formats, for diverse audiences, the project examines the impact of technological change on the Islamic written tradition among East African Muslims. The project challenges the idea that mechanical print naturally and inevitably displaced handwritten texts as well as the notion that the so-called transition from manuscript to print was unidirectional.

Rather than distinct technologies that emerge in a progressive series (one naturally following the other), this project sees manuscript and print as deeply intertwined forms, co-existing in complex, complementary and often non-linear relationships. In addition, I am also a member of a Norwegian research team undertaking a three year mapping survey of Islamic text collections in Kenya and Tanzania. And finally heading up a grant from the Prince Claus Fund for the conservation of the Maalim Idris Library, a private collection of books and manuscripts in Zanzibar.

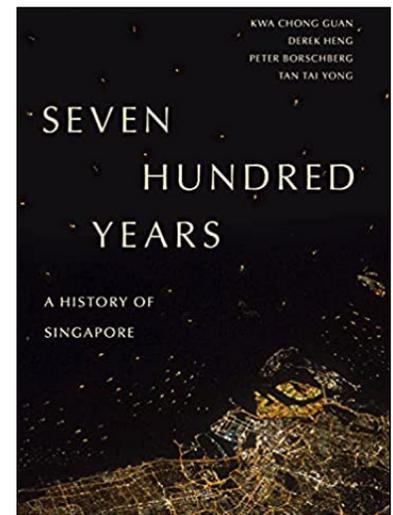
Here are some recent books from the history faculty. See faculty profiles on the department website, directory.nau.edu, for a more comprehensive list of publications.



In 2020, Eric V. Meeks published an updated edition of *Border Citizens* which explores how the racial classification and identities of the diverse Indigenous, mestizo, and Euro-American residents of Arizona's borderlands evolved as the region was incorporated into the United States. The revised edition features an introductory essay by historian Patricia Nelson Limerick, and an afterword by the author that details and contextualizes Arizona's aggressive response to undocumented immigration and ethnic studies in the decade after *Border Citizens* was first published, demonstrating that the broad-based movement against these measures had ramifications well beyond Arizona.



In *Deadly Virtue*, Heather Martel argues that the French Protestant attempt to colonize Florida in the 1560s significantly shaped the developing concept of race in sixteenth-century America. Telling the story of the short-lived French settlement of Fort Caroline in what is now Jacksonville, Florida, Martel reveals how race, gender, sexuality, and Christian morality intersected to form the foundations of modern understandings of whiteness.



Derek Heng was one of four authors of *Seven Hundred Years*, a book which utilizes a multi-disciplinary range of archival, textual and cartographic records, as well as the latest archaeological discoveries. The authors cast a singular historical trajectory for Singapore over the last seven centuries, animating its history in a way that has never been done before. The book was shortlisted for the Singapore History Book Prize.

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- Contributors: Dr. Leilah Danielson, Program heads, Dr. Susan Deeds

Melissa Valenzuela



The NAU History department's public history director Michael Amundson has developed a variety of enriching partnerships within the Flagstaff community, and throughout the surrounding areas. Junior Melissa Valenzuela had the opportunity to participate in one of these partnerships through an internship with NASA at the Lowell Observatory. Valenzuela, who is a history major

and a museum studies minor, is creating a virtual exhibit that will explore the discovery of Pluto at Lowell. She explained the purpose of her exhibit as "tell[ing] the story of Pluto, how it was discovered, what was its impact."

Lauren Amundson, the archivist at Lowell, noted that Valenzuela is the only intern taking a humanities approach with their project. Valenzuela is focusing on the pop culture surrounding Pluto in the 1930's, and is mostly researching documents like the letters sent to the observatory with name recommendations for the new planet. The interns working with Lowell are using the software Omeka to create their virtual exhibits. Valenzuela described the software as an online catalog, and explained that it would

be used to simulate real, physical exhibits.

Valenzuela's Pluto exhibit, as well as the other interns, will be made available to the public after they have been presented at a symposium in March of 2022. The internship is year round, so Valenzuela will be working and developing this project through the end of the spring semester.

The internship offered through NASA is a huge opportunity, Valenzuela stated. She explained that participating in this internship has reassured her of her passions and allowed her to get "hands-on experience with what [she] want[s] to do for a living." She also wanted to express her gratitude for the opportunity, saying "I feel really grateful to Lauren, to Lowell, to the NASA program for letting me do this."

Outstanding senior Thomas Flannigan

Every year, the History department selects a senior who exemplifies academic excellence and integrity. This year, the faculty chose to honor Thomas Flannigan as the department's Outstanding Senior.

Flannigan, who is a history-education major, has especially enjoyed taking classes about Islamic history, Native American history, and contemporary India. These courses ultimately influenced his decision to center his

capstone project around police violence against African-Americans, an issue which has become increasingly timely following the death of George Floyd last summer and the protests that ensued. Flannigan's essay explored the narrative that African-American protesters were "violent rioters." Flannigan noted that the subject was difficult to write about, because he considers himself "detached from the suffering that African-Americans and other people of color go through as I have not suffered any of the discrimination that they have." This fall Flannigan

is a student teacher at Flagstaff High School, working alongside Mrs. Susan Merkli. "I'd say in all it has been... a wonderful... experience," stated Flannigan. He explained that he is working on an online interactive lesson about the Golden Age of Islam in order to take advantage of the high school's access to technology. Flannigan stressed the need to adapt lessons virtually and "utilize the internet to teach the students more." He noted that, despite changes and adjustments due to the pandemic, student teaching has been an incredibly insightful opportunity.



When reflecting on the transition from college life to a post-graduation career, Flannigan states "I am thankful for my professors, classmates, and now school colleagues to have persevered thus far in continuing to deliver an education and informed discussion on the topics at hand."



History department recent graduate Josie Teegardin and spring 2021 “Outstanding Senior” is putting her history skills to work as a new Social Studies teacher at Mount Elden Middle School where she teaches 6th and 7th grade, and helps to lead the Alpine Academy, a place-based educational program that involves outdoor expeditions, service-learning projects, and project-based learning. Teegardin’s role

at Mount Elden Middle School reflects her love of history, teaching, and the outdoors.

Teegardin grew up in Cave Creek, Arizona, the daughter of outdoors’ enthusiasts. She had heard “good things” about NAU and thought Flagstaff was an ideal location for hiking and other outdoors’ activities. At NAU, she found herself especially interested in the history of the U.S.-Mexico Borderlands, Indigenous history, and the history of race and ethnicity after taking “U.S.-Mexico Borderlands” with Dr. Eric Meeks the second semester of her freshman year. “I just loved it,” she said in an interview. “The reading and discussions

were really engaging” and helped her to imagine how to teach in a culturally responsive way. She went on to take Dr. Meeks’ class in U.S. Race and Ethnicity and his capstone class for which she conducted research on the history of Navajo Livestock Reduction. Ms. Christi Carlson’s mentor-ship in the history/social studies program was also instrumental in helping Teegardin to develop an inclusive, inquiry-based pedagogy. For example, Teegardin recently designed an inquiry lesson on the American Revolution from the perspective of Native Americans, enslaved African Americans, and women. Students loved exploring

the question of why many members of these groups supported the British. “I’ve found that students want to be the ones discovering things, not me telling them.” Teegardin has found her first year of teaching “really fun so far.” She appreciates NAU history faculty in helping prepare her for the secondary classroom. It also helps that the other social studies teachers at Mt. Elden Middle School have been incredibly helpful and supportive. The NAU history department is exceedingly proud of Josie and of all the incredible social studies teachers in the Flagstaff Unified School District.

Student excels in the Graduate program



Second-year MA student Amy Megowan is researching the history of Verde Valley mining towns under the direc-

tion of Professor Eric Meeks. Her thesis examines community building among women from the late nineteenth century through the 1930s. Using analytical categories of gender, race, class, and spatial/environmental, her working hypothesis is that it progressed in three phases, beginning with seclusion, developing into separate ethnic enclaves, and eventually transforming into a level of multicultural integration. She expects to defend her thesis in spring 2022. Amy grew up in Los

Angeles, but hates wind and heat, which is why she attended University of Washington in rainy Seattle for her undergraduate degree. There, she discovered her love of archival research and learning about the history of the borderlands/west, gender, and labor history. After obtaining her MA at NAU, she plans to pursue doctoral study, most likely at a university located in the western U.S. Amy hopes to become a professional historian working as a consultant, archivist, or public historian.

Staff shout-out

We are deeply grateful for Program Coordinator Rachael Glover’s support over the past 8 months. We had been without administrative support for several months until May 2021 when she was asked to support us, along with serving as the sole Program Coordinator for the much larger English program. She took on the challenge with consummate professionalism. Honestly, we don’t know where would be without her! She is an incredible kind and helpful person with tremendous organizational and administrative skills. We wish her the best of luck as we on-board a new, part-time Program Coordinator, Jordan Ramirez.

Alumni Rob Estrada finds connection to his Public History project

Recent MA (spring 2021) Rob Estrada's public history project, "The Mystery of Lulu Verde: 1870-1900," focuses on an Apache girl described in local folklore as the "adopted daughter" of Wales and Sarah Arnold, homesteaders at Montezuma Well in 1871. Working under the direction of committee members Dr. Michael Amundson (chair), Dr. Eric Meeks, Dr. Maurice Crandall (of Dartmouth University), and Dorothy Firecloud (Native American Affairs Liaison for the National Park Service), Estrada discovered that Lulu was one of two children who survived a massacre by the Third Calvary on the Mogollon Rim on April 11-12, 1871, at a location known as "Rattlesnake Tank." Soldiers named the girl "Lulu" and most likely sold her to Sarah Arnold in 1871 with whom she lived as a child slave until the age of eighteen. Estrada discovered that the Arnolds sometimes referred to her as a "coon" and kept her in a crate when she was a toddler.

The massacre was part of a series of violent clashes between former union troops and Apache as the area became incorporated as "Arizona Territory." Despite the 13th amendment outlawing slavery, Arizona Territory was governed by the Howell Code, which regulated relations between whites, African Americans, and Indigenous peoples. Among them were laws that prevented intermarriage between whites and Native Americans and that prevented whites from adopting Native Americans as children but allowing for their indenture until they reached the age of eighteen years. After she was released from her indenture, Lulu became the common law wife of a white miner "Link" McKesson with whom she had five children. Estrada discovered that their children's lives continued to be shaped by Arizona's racial order, as those with lighter skin tones identified as white and those with darker skin tones identified as Mexican Americans. None identified as Native,

likely because they would not have enjoyed citizenship rights.

Estrada found this research fascinating in part because it intersected with his own



family history. Born and raised in Los Angeles where he had a successful career as a broadcaster and television producer, Estrada's roots were in Arizona. On his mother's side were Basque merchants from Ray, Arizona, while his paternal grandfather was mestizo and his paternal grandmother was from the San Carlos Apache Reservation. Estrada moved to Arizona with his ailing father about ten years ago and began volunteering for the National Park Service at Montezuma Well where he heard stories about Lulu. His interest in Lulu further peaked when he was researching his own genealogy at the Yavapai Cultural Center. There, he met Vincent Randall, an Apache who asked him to keep his eyes open for anything about Lulu's descendants, with whom he

was related. He also met Yavapai Apache historian Maurice

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Crandall, who encouraged him to pursue graduate study in history. Estrada's public history MA helped him to advance his career

within the National Park Service. He now works as an interpreter at Montezuma's Well and as ethnobotanist and historical archeologist for the Verde Valley Archeology Center. He had a piece on Lulu published in the *Pittsburgh Courier* and gave a presentation at Sharlot Hall Museum in November 2021. He is currently working on two public history projects. The first examines the little-known Battle of the Five Caves in the Verde Valley, which took place in 1866 and involved a group of mostly Mexican American union soldiers who massacred 32 Apache. The second looks at the history of the "Gizmo," the second most classified project of World War II that took place in the Arizona desert. We wish Rob Estrada the best of luck in his career as a public historian!

Dr. Lomayumtewa Ishii

By Dr. Susan Deeds
Emeritus Professor of History

I feel deep sorrow at the death of Lomayumtewa Ishii. I first met him in 1994 when I served as the History Department graduate advisor. Loma entered the History Ph.D. program from a background in English and linguistics. He excelled in History graduate seminars as he re-examined Hopi history from a completely different perspective than that of historical and anthropological work of mostly non-Hopi scholars. In classes and in internship experiences at the Smithsonian Institution and the Museum of Northern Arizona, Loma continued to develop new perspectives on how to incorporate Hopi understandings and epistemology in the writing of history. At the Smithsonian, he developed a clearer understanding of how Hopi history and experiences had been shaped by “anthropological science” and U.S. intellectual history of the late 19th century. And he became more determined to provide a Hopi-centered perspective on a seemingly pivotal incident that has occupied the imagination

of outsiders--the Hopi destruction of Awatovi. While at the Smithsonian, he began to collect documentation on this topic. After successfully completing his comprehensive examinations, he also carried out research at the

new perspective based on Hopi oral tradition and memory at the same time as it deconstructed the existing archaeological and historical record. While pursuing his doctoral studies, Loma taught English and cultural

the complexities and politics of diversity in the university and the very thorny issue of the ethics of doing Indian history. He held positions as a visiting scholar outside NAU and gave presentations on Hopi culture in several European universities. After I retired from NAU, I did not have much personal contact with Loma, but I had lots of time to reflect on the importance of his contributions not only to Hopi history but also more generally to Native American history and anthropology in the Southwest. His path to these achievements involved not only serious study and thought but also the more everyday interchanges with his fellow students and professors. The milieu in which Loma interacted with his close friend and Navajo scholar, Jennifer Denetdale, could often be funny, just as it could be thought provoking. Even though I was officially a mentor to them, their grounding in Native American cosmologies forced me to think outside the boundaries of my own experience and in the end proved the greater teacher.



Peabody Museum. Under the mentor-ship of Dr. Karen Powers, he competed successfully for a Ford Minority Dissertation Fellowship (1999) and used it productively to complete the research and writing of the dissertation on Hopi “historicide.” The destruction of Awatovi by Hopis themselves represented a determining moment/process for Hopi self-definition against outsiders. Dr. Ishii’s portrayal furnished a

studies at Diné College and had a variety of mentoring roles at Northern Arizona University where he worked to retain and guide American Indian students. After he began to work as a professor of History as well as Applied Indigenous Studies at NAU, he continued to foster community outreach projects in his work at the Museum of Northern Arizona and Diné College. In papers at academic conferences, he addressed