

History Department Alumni Newsletter



Greetings from the Chair

By William Morison

The past year has been an eventful one in the History Department. We have seen the arrival of a new faculty member, Professor Abby Gautreau, in public history and the retirement of Professor Jim Goode, our long-time colleague in U.S. foreign policy. Other things have remained the same: Colleagues have published books, articles and documentaries; and awards have been won.

When Professor Goode arrived at Grand Valley in 1986, the History Department had six regular faculty (today it has twenty-eight) and there were no courses in Non-western History.

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Professor Jim Goode Recalls Career at GVSU

Professor Jim Goode retired from the history department after thirty-one years at Grand Valley State University. Professor Goode not only taught U.S. foreign policy but also created the Middle East Studies Program and led Study Abroad programs to Egypt, Morocco, and Turkey for many years. The department hosted a farewell reception for Professor Goode on November 29, 2017. He agreed to answer a few questions as he prepared to move to California.

Why did you decide to join the Peace Corps? Did you hope to work in the Middle East?

I attended the School of Foreign Service at Georgetown University (1962-1966), and I had thoughts of becoming a diplomat. I had never traveled abroad, however, so I thought I should give it a try and see how I adjusted to life overseas. Thus, I joined the Peace Corps in 1968.

Where did you work in Iran, and what type of work did you do?

I taught English for three years in Tuyserkan, a small, rather isolated town in the mountains of western Iran. I had classes in both of the boys' high schools. As I recall most of my students were 7th and 8th graders. I had approximately 60-70 pupils in a class. Class management could be tricky, especially in the one high school that was not well administered. We did a lot of round-robin singing in the larger classes, Mary Had A Little Lamb, Row, Row, Row Your Boat, and such. I also arranged to teach some adult evening classes.

What were the greatest lessons you learned about Iranian society and culture? What did you learn that Americans and scholars may not fully appreciate about the country?

Iranians have a reputation for being xenophobic or mistrustful of strangers and outsiders. To some extent, I think this is true. This is, perhaps, the result of centuries of invasions by various forces.

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Jim and Virginia Goode discussing their travels in the Middle East with Grand Valley State students.

Alumni Spotlight: Daina Grazulis '15

Daina Grazulis graduated with a degree in history in 2015. She played on the GVSU women's basketball team. After graduation Daina played one year professionally for Boa Viagem in Portugal. She is currently substitute teaching in the Detroit area and is a Circulation Assistant at the Windham Public Library.

When and why did you decide to come to GVSU?

I decided in the spring of my senior year of high school to go to GVSU, the main reason being that I was going to play basketball there.

Why did you decide to major in history?

Second semester sophomore year. I was then an Allied Health Sciences major with an Speech Language Pathology emphasis, but I knew that's not what I wanted to graduate with. I was taking the required HST 204: World History since 1500 with Professor David Stark when we had a short two-page introductory paper on Zheng He during the first week of class. I got my paper back and he had written "You are well on your way to becoming a great historian." So I changed my major to history!

Did you study abroad?

I studied abroad in Ghana for eight weeks with the Honors College Service Learning Ghana trip. It was one of my favorite experiences in college, and it sparked an interest of mine in African history and genocide. I got to tour the Cape Coast Castle, which was one of the main slave ports from Africa to the Americas. Bone-chilling and full of tragic history, it was enriching to get to make the connection between information I was learning in classes and seeing the real thing in person.

Do you remember favorite history courses or experiences?

One of my favorite classes was HST 378: Contesting Human Rights with Professor Gretchen Galbraith. It was in a "game" format, so we got to play characters from the Enlightenment, French Revolution, and Greenwich Village.

It was interesting learning history from the perspective of the actual people that made it!

How did you manage the difficult task of balancing your academic studies and playing sports?

Staying organized, knowing when things were due, communication with professors, coffee, and a lot of procrastinating all-nighters (whoops).

I see you worked as a farm hand in Pennsylvania after graduation? Why did you choose this, and what did you learn from the experience?

That was actually the summer before my last semester at GVSU. I have always been interesting in farming and how things grow, so I thought, "Why not find a farming internship!" I learned that organic food is incredibly hard work to maintain, which is why it's so expensive!



Daina Grazulis '15

What was most surprising about playing professional basketball in Portugal, and (have to ask), did you find your history skills applicable on the court?!

It was a nice surprise to find that most of my teammates and coach spoke English. I would've had a very hard time knowing what to do on the court if there was no common language spoken. Unfortunately, I do not think I found my history skills applicable on the court.

What role do you think your study of history plays in your life or career since leaving GVSU?

History influences all aspects of what I look for in jobs and it always seems to creep up in my mind whenever I am learning new information in my every day life. Graduating from the history program at GVSU has left me

with a broader perception of the world, society, and myself. Everything and everyone has a history, which is what makes it so important!

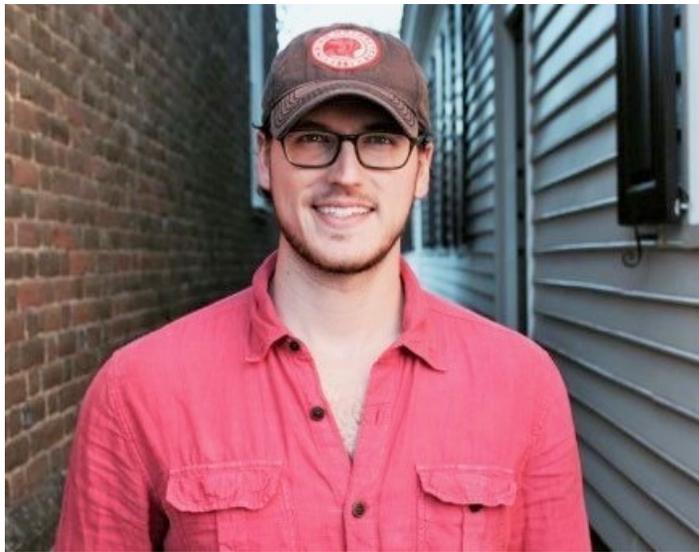
Daina Grazulis's Top Five Books

1. *The Giver* by Lois Lowry
2. *The Cunning of History: The Holocaust and the American Future* by Richard L. Rubenstein
3. *Memoirs of a Geisha* by Arthur Golden
4. *1984* by George Orwell
5. *Homegoing* by Yaa Gyasi

Undergraduate David Yanik '18 Sees History in the Cards

Senior history major David Yanik has found a way to use his love of history on the job and at play. In 2014, David began an internship with two designers of high-quality playing cards in San Diego, California. His internship with [Dan and Dave](#) became a part-time job in communications, and soon David took a hand in designing what became a best-selling deck based on the American Revolution.

The work drew on David's interest in public history. He has visited Colonial Williamsburg in Virginia to conduct research for his senior thesis on Colonial Williamsburg and hopes to pursue a career in public history. As David observes, "I have a passion for engaging and educating people about our nation's past through dynamic and interesting methods."



David Yanik '18

When an artist approached Dan and Dave about the Revolutionary deck, David volunteered ideas about the design of the packaging (coming up with a copper and charcoal color scheme inspired by an antique musket) and ended up writing historical text on the Sons of Liberty for one of the "ad cards" included with the deck. "I thought this would be a great opportunity to explain the history of the Sons of Liberty, and really try to transport the reader's mind back to the 18th century."



Dan and Dave run the Art of Play website. David's job included working with artists and designers, providing weekly team briefings, and brainstorming new products. The Revolutionary War deck has been so successful that the company issued a second edition, this time re-designing the package in "patriot" blue similar to what you see depicted on continental soldier's uniforms, in addition to a pewter foil, at the suggestion of David.

David finished his degree at GVSU in April, completing a senior thesis on the historical interpretation of slavery at Colonial Williamsburg. He studied the efforts, beginning in the 1960s, to include African-American historical interpreters in the restored village. "Educating the public on the historic institution of slavery in Virginia hasn't always been popular, and didn't occur at all in Colonial Williamsburg's early years," David says, as the interpreters aimed to replace idealized versions of the past with historically accurate ones. "Colonial Williamsburg's continued efforts to tell ALL American's stories is what drew me to this project."



Letter from the Chair (Continued from p. 1)

Professor Goode was instrumental not only in the growth of the department but also in the transformation of our curriculum and faculty to a more inclusive and international set of offerings. Professor Gautreau comes to us with the promise of expanding our offerings in public history with new classes in Museum Studies, Archival and Local History, and, of course, Public History. Just as with Professor Goode nearly 30 years ago, we expect that Professor Gautreau will work with colleagues in and outside our department to bring the digital world into our future curriculum in ways that we can only just see the outlines of today.



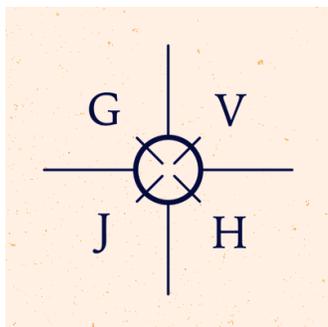
Professor William Morison

Professor David Eaton is also pushing out the boundaries of World History teaching with his *On Top of the World: A World History Podcast*, for which he put out nine episodes in 2017. He also had his book, *World History through Case Studies*, accepted for publication last year. Another colleague, Professor Louis Moore, published two books last year: *We Will Win The Day: The Civil Rights Movement, the Black Athlete, and the Quest for Equality* and *I Fight for a Living: Black Prizefighters and the Quest for Manhood, 1880-1915*, both of which address critical questions about identity, gender, and race in the history of sport and the struggle for civil rights. You can follow Professor Moore on Twitter ([@loumoore12](https://twitter.com/loumoore12)).

Last year also saw Professor Matthew Daley put on two museum exhibitions, and a new documentary series about Vietnam veterans was also produced. *Ballast Technology and Invasive Species* was exhibited at the National Museum of the Great Lakes in Toledo, Ohio. This is a grant-funded project from the Great Lakes Defense Council, in coordination with Dr. Jeff Ram, Department of Physiology at Wayne State University. After the exhibit has completed its run in Toledo, it will then travel to numerous sites throughout the Great Lakes region in both the United States and Canada. His other museum exhibition was *Captain Alexander McDougall — Sailor and Entrepreneur* at Superior Public Museums in Superior, Wisconsin. Continuing the work of the Veterans History Project, Professor Jim Smither finished the final edits of the first episode of *Boot Camp*, a documentary series about Marines in Vietnam, which was screened in 2017. Another four episodes are in production.

This year also saw our students win a number of awards. Taylor Lewis was the Outstanding History Major for this year based on his long track record of achievements in obtaining the Kelleher Award for a year-long study abroad, his work with the Veteran's History Project, and dedicated work to grow and achieve as a History major. His paper also received an Honorable Mention for the Breen Prize. The Outstanding Group Social Studies Major was Amber Gerrits for her work with underprivileged students as a tutor and mentor, her leadership roles in student government and engagement in additional service activities outside of GVSU, in addition to her impressive academic record. This year's Breen Prize went to Carla Villasana-Acosta for her paper "The Opponent and the Accomplice: The Role of the Catholic Church in Chile and Argentina during the Dirty Wars," and Thomas J. Williamson won the Kelleher Award to support his plans to study abroad.

These are just some highlights of the great things happening around the department this year. We are looking forward to the future accomplishments of our students, faculty, and alumni/ae and hope that with this newsletter we can inform our graduates about what is happening in the department. Of course, we hope that this will be a place where our alums can let us know all the great things that you are doing as well.



Established in 2011, the [Grand Valley Journal of History](http://scholarworks.gvsu.edu/gvjh/) is a student-run publication that provides undergraduates with an opportunity to share their historical research in a cross-disciplinary, peer-reviewed forum. Students work collaboratively to review and publish articles and to promote the Journal. The aim of the journal is to facilitate the development of an academic community through scholarly interaction while preparing undergraduates for the professional world. Visit online at <http://scholarworks.gvsu.edu/gvjh/>.

New Veterans History Project Documentaries Released

Professor James Smither, the director of the GVSU [Veterans History Project](#) (VHP), hosted a screening of *Unforgotten*, a documentary film based on oral history interviews with survivors of the "re-education camps" set up by the communist regime in Vietnam after the fall of Saigon in 1975, on April 2, 2018, at the Loosemore Auditorium at the DeVos Center. The film's producer, Thuy Diem, is the daughter of one of the survivors and attended the screening.

Professor Smither has directed the Veterans History Project since 2006 and conducted over 800 oral history interviews with area veterans. Over 1000 interviews (videos and text files) are now posted in a digital archive. He does oral history workshops and presentations around West Michigan on different topics, some using the archived videos to discuss specific aspects of military history.



Professor James Smither



Over the past year, the VHP has continued to conduct new interviews with area veterans, and is working on two documentary film series. One series is on Marines in Vietnam, with the first episode, entitled *Boot Camp*, completed last year. Four more episodes are in various stages of production. The second series is a set of short (10-20 minutes) films on different aspects of the experiences of women who played in the All-American Girls Professional Baseball League (AAGPBL) and will serve as a supplement to the documentary *A Team of Their Own*. These videos will go on the AAGPBL website and in the VHP archive.

Faculty News

Gordon Andrews has edited *The Role of Agency and Memory in Historical Understanding: Revolution, Reform, and Rebellion* (Cambridge Scholars, 2017) with Yosay Wangdi.

Grace Coolidge has published "Aristocracy and the Urban Elite," in Nieves Baranda and Anne J. Cruz, eds., *The Routledge Research Companion to Early Modern Spanish Women Writers*, edited by (Routledge, 2017).

Jason Crouthamel has co-edited two volumes with Peter Leese: *Psychological Trauma and the Legacies of the First World War* (Palgrave Macmillan, 2016) and *Traumatic Memories of the Second World War and After* (Palgrave Macmillan, 2016). He has also published "Hypermasculine Warriors versus Effeminate Men: Masculinity and Sexuality in Print Media by German Veterans of the Great War," in Annette Timm, Michael Taylor and Rainer Herrn, eds., *Not Straight from Germany: Sexual Publics and Sexual Citizenship since Magnus Hirschfeld* (University of Michigan Press, 2017) and "Gender Order and Gender Confusion," in Andrea Peto, ed., *Gender: War* (Macmillan Interdisciplinary Handbooks) (Palgrave Macmillan, 2017).

Matthew Daley has published, with C. Robinson, "Saving Dewey Hill: The Grand Haven Tree Planting Bee of 1941," *Chronicle* (2017) and, with Jeff L. Ram, "Keeping It In Trim: Ballast and Great Lakes Shipping," *Inland Seas* (Winter 2017). He has also curated two museum exhibitions: "Ballast Technology & Invasive Species," at the National Museum of the Great Lakes / Great Lakes Protection Fund, Toledo, Ohio, Michigan. (October 2015-Present) and "Captain Alexander McDougall -Sailor and Entrepreneur," at Superior Public Museums, Superior, Wisconsin, United States. (July 2015 - Present).

David Eaton is producing [On Top of the World: A World History Podcast](#) with Matt Drwenski.

Sarah Tate received the Outstanding Faculty Member from the Office of Student Life, a student-nominated award recognizing faculty who have a significant impact on student life and engage student learning.

Douglas Montagna published "'God Bless the Methodist Church': The Origins of the Methodist-Republican Alliance Before the Civil War," *Methodist History* 54:2 (Jan. 2016).

Louis Moore published two books: *I Fight for a Living: Black Prizefighters and the Quest for Manhood, 1880-1915* (University of Illinois Press, 2017) and *We Will Win The Day: The Civil Rights Movement, the Black Athlete, and the Quest for Equality* (Praeger 2017). He commented on Colin Kaepernick's national anthem protest in "[The NFL Has Officially Whitewashed Colin Kaepernick's Protest.](#)" *Vox.com*, Sept. 28, 2017.

Patrick Shan has published "Hero, Heroism, and Hero-worship: An Analysis of the Chinese Collective Memory of Yang Jingyu," *American Review of Chinese Studies* 18:2 (Fall 2017) and "Demolition or Preservation? China's Dilemma in Urban Heritage Protection," in Xiaobing Li and Xiansheng Tian, eds., *Urbanization and Party Sur-*

vival: People vs. Party (Rowman & Littlefield and Lexington Books, 2017).

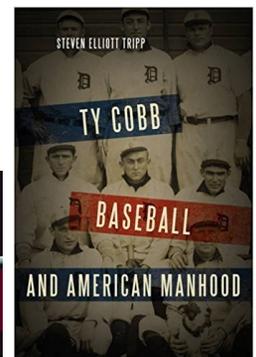
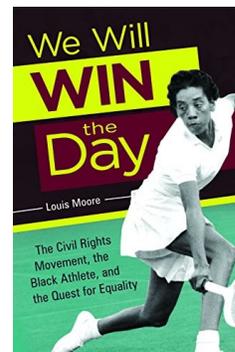
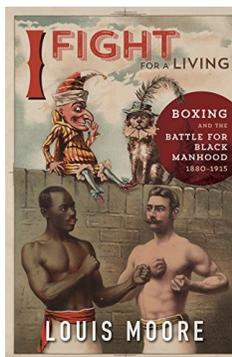
Tamara Shreiner has published "Preparing Social Studies Teachers for the Challenges and Opportunities of Disciplinary Literacy Instruction in a Changing World," in C. Martell, ed., *Research in Social Studies Teacher Education: Critical Issues and Current Perspectives* (Information Age Publishing, 2017); "Data Literacy for Social Studies: Examining the Role of Data Visualizations in K-12 Textbooks," *Theory and Research in Social Education* (2017); "Helping Students Use World Historical Knowledge to Take a Stand on a Contemporary Issue: The Case of Genocide," *The History Teacher*, 50:3 (2017), 359-380; and "Examining the PCK and Planning Phases of an Ambitious World History Teacher," *Journal of Social Studies Research* 41:2 (2017), pp. 117-130, with L. M. Harris and M. Hoelting.

Scott Stabler has published "'No More Auction Block for Me': The Fight for Freedom by the United States Colored Troops at the Battle of Nashville" in *The Tennessee Campaign of 1864: Spring Hill, Franklin, and Nashville*, ed. Steven E. Woodworth and Charles D. Gear (Southern Illinois University Press, 2016) with Danette Turner.

David Stark has published "Failure to Show Reverence to the Dead: Death and Dying in Late Eighteenth Century Mayagüez, Puerto Rico," *The Journal of Caribbean History* 51:2 (2017): 113-142, and "Preparing for the Afterlife: Death, Dying, and Religious Practice in Eighteenth-century Puerto Rico," *Colonial Latin American Review* 25:4 (2016): 512-536.

Steve Tripp has published *Ty Cobb, Baseball, and American Manhood* (Rowman and Littlefield, 2016). It will appear in paperback August 2018.

Yosay Wangdi has edited *The Role of Agency and Memory in Historical Understanding: Revolution, Reform, and Rebellion* (Cambridge Scholars, 2017) with Gordon Andrews, which includes her chapter on "Tibetan Identity: Transformations within the Diaspora."



Undergraduate Phi Alpha Theta Inductees, Award Winners

Award Winners, 2017-2018

Outstanding History Major

Taylor L. Lewis

Outstanding Social Studies Major

Amber Gerrits

History Award for High Merit

Cole Robinson

Allison Ribick

Social Studies Award for High Merit

Amber Lutman

Kayla Baker

Quirinus Breen Prize

Carla Villasana-Acosta

Honorable Mention

Nicholas Busby

Frances A. Kelleher Memorial Scholarship

Thomas Wilkinson

The GVSU Omega Theta Chapter of Phi Alpha Theta History Honor Society inducted six new members in the Winter 2018 term: Nicholas Busby, Kellen Dykstra, Darwin Harris, Ashley Kippes, Andrew Monroe, and Kira Rosol.

Six members of the chapter attended the regional Phi Alpha Theta conference: Samuel Jones, Nathaniel Wos, David Bolhuis, Taylor Lewis, Cole Robinson, and Mitchell Mockerman. *“Every single participating student of our chapter gave professional-level presentations of their pre-submitted papers,”* chapter advisor Professor Michael Huner noted, *“with every paper also being of extremely high quality.”*



Three students won awards at the conference:

Best Paper in Military History – Taylor Lewis, *“A Self-Evident Victory: The Grand Army of the Republic and Civil War Memory”*

Best Original Research – Mitchell Mockerman, *“Kitchen Town: Detroit’s Broadmoor Community and Residents, 1922-1930”*

Best Paper in Atlantic World History – Cole Robinson, *“Questions of Loyalty: Middling Carolinian Elites and the Construction of Sovereignty in the Atlantic World, 1772-1776”*

Department Welcomes Professor Gautreau in Public History



Professor Abigail Gautreau

The Department of History welcomed Professor Abigail Gautreau to the faculty this year. Professor Gautreau brings expertise in public history, historic preservation, oral history, community history, and digital history and has helped the department expand its offerings in public history. Much of her work focuses on the history of the civil rights movement in Selma, Alabama, where she created an oral history project recording the memories of young people who fought for voting rights in the 1960s and contributed to the Selma Civil Rights Movement (1865-1972) Multiple Property Submission to the National Register of Historic Places.

Professor Gautreau earned her Ph.D. in Public History from Middle Tennessee State University. She wrote a dissertation on heritage creation as a political act, undertaking case studies in Selma and Johannesburg and Cape Town, South Africa. She is also collaborating with Denise Meringolo on *“Radical Roots: Civic Engagement, Public History, and a Tradition of Social Justice Activism.”*

Learn more about Professor Gautreau’s work at [The Past Presently](http://thepastpresently.org) (<http://thepastpresently.org>).

Alumni Visit Campus , Discuss Careers in History

By Alice Chapman

What can I do with my history degree? This is a question that our alumni can certainly answer. On Tuesday, Feb. 20, the History Department hosted a panel of former history majors who returned to campus as part of the three-person alumni panel to help current history majors consider future career paths.

Caitlin Phillips '07, now Business Director at Camp Newaygo, James Draper '99, Registrar at the Gerald Ford Presidential Museum, and Leigh Rupinski '11, an Archivist at Grand Valley State University, all spoke about finding their careers, preparing for the job market, and the importance of making professional connections.

Each member of the panel said that the history degree played an important part in their professional lives and gave them skills that were integral to their success. For example, writing and verbal skills developed during their undergraduate degrees helped them succeed and flourish in their chosen careers. Caitlin Phillips pointed out that learning to write well as a history major has helped her with preparing grants and other materials necessary for her career. Our other panelists noted that they had used many different databases and other research methods that have really helped them in their current positions.

All the panelists encouraged the students to reach out, meet people in the community, and pursue opportunities like internships or volunteer work in their chosen career prior to landing their first job. They encouraged students to get to know their professors, develop relationships with them, and ask for advice. A theme emerged: Seize your opportunities in preparation for success! Thank you panelists and best wishes to all our current history majors.



Alumni James Draper '99, Caitlin Philips '07, and Leigh Rupinski '11 discuss careers with undergraduate History and Social Studies majors

Integrative, Immersive, Place-Based Learning!

In an effort to engage social studies majors in an integrative, immersive, place-based learning experience, Professor David Zwart has invited students in his winter sections of SST 495, the Social Studies capstone course, to go on a camping trip to Sleeping Bear Dunes National Lakeshore. He has done it for three years now, and it has been a resounding—if sometimes chilly—success.



Professor Zwart and his capstone students in at Sleeping Bear Dunes in April 2018

Students learned to ask questions about the place and integrate the history, geography, economics, and political sciences as they learned about Sleeping Bear Dunes. They are encouraged to think about how to incorporate field trips and local resources in their future classrooms. Many students have appreciated the time to connect with other Social Studies majors outside of the classroom.



Professor Zwart and students at Sleeping Bear Dunes in 2016.

In Memoriam

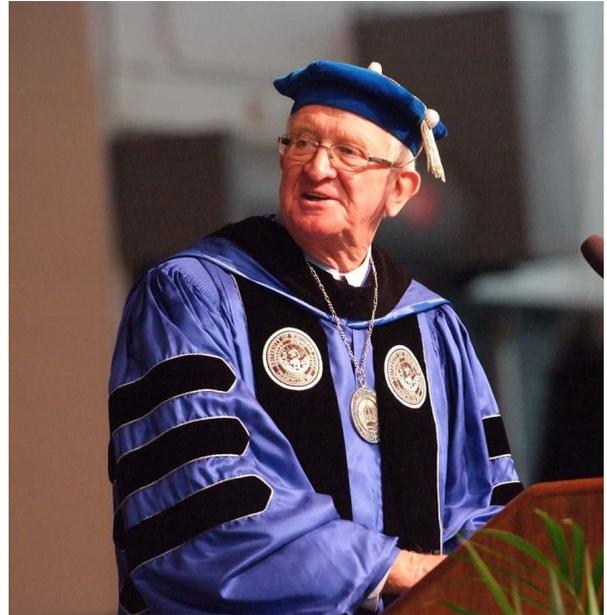
The History Department recently lost two retired faculty members. Professors John Tevebaugh and Charles Sorensen were both crucial faculty in creating the GVSU History Department and setting it on its path in the early days to becoming what it is today.



John Tevebaugh

One of the first two History professors at GVSU, Professor John Tevebaugh, died in Muskegon on November 17, 2017. A specialist in early American History with a Ph.D. from the University of Illinois, he taught both U.S. and European history, as well as being first Social Studies coordinator and supervisor of teacher training for the Department. He was Department chair from 1967 to 1975 and from 1982-1985. He was one of the most popular professors at GVSU in its early days. He had a fine sense of humor and was always available to students for advice and help. Professor Tevebaugh retired in 1988 and lived in Muskegon until his death but remained involved with the department's affairs after leaving.

See a brief recollection of the university's early years from Professor Tevebaugh at <https://www.youtube.com/watch?v=ZFFxM125Lw0>



Charles Sorensen

Former GVSU History Professor Charles Sorensen died on Feb. 23, 2018, at his winter home in Florida. He earned his Ph.D. from Michigan State University and was hired in 1970 to teach U.S. colonial history and other U.S. history courses. He became the Department chair in 1975, assistant dean of the College of Arts and Sciences (CAS) in 1977, and Dean of CAS from 1978 until 1985, when he left to become provost at Winona State University. In 1988 he became Chancellor of the University of Wisconsin—Stout, retiring in 2015. Establishing the Great Lakes History Conference was largely his idea. He directed the conference its first three years and provided strong support for it later as Dean. As a teacher he was very well liked and admired by students and, as Dean, was well respected by faculty and staff.

See a memorial to Professor Sorensen from the University of Wisconsin—Stout at <https://www.youtube.com/watch?v=LcfnzZZ7q5s>

Follow us on Facebook

Stay in touch and share ideas through the Grand Valley State University Social Studies and History page. Please join us.

Seeking: Alumni News!

In our next issue, we would like to inaugurate an Alumni News section.

To all GVSU History and Social Studies alumni, please e-mail and tell us about what is new in your life — what you are doing, where you are working, professional and personal milestones, awards and honors received, or just memories of GVSU. We are eager to share the news.

Send a photo along as well!

Contact Paul Murphy at murphyp@gvsu, or Alice Chapman at chapmali@gvsu.edu, or Michelle Duram at duramm@gvsu.edu.

Supporting History Students at Grand Valley State University

If you are interested in supporting current Grand Valley State University undergraduates, consider making a donation to one of the following funds established to honor past history faculty or advance current historical work. Contact the History Department with any questions (616-331-3298) or the University Development Office (<https://www.gvsu.edu/giving/>).

Quirinus Breen Prize Scholarship Benefits students regularly enrolled in any history course.

Frances Ann Kelleher Endowed Memorial Scholarship History or Social Studies students studying abroad.

James F. and Virginia L. Goode Global Programs Endowed Scholarship Need-based scholarship for students planning to study abroad.

Glenn A. and Betty J. Niemeyer History Scholarship Endowment Benefits deserving junior or senior history majors.

Veterans History Project Endowment Funds oral history interviews, documentaries, educational materials, and live presentations by U.S. veterans.

Kathleen Underwood Endowed S3 Fellowship Assists students in the Student Summer Scholars (S3) Program and who are conducting research on social inequality in women and gender studies and/or history.

Interview with Professor Goode *(Continued from p. 1)*

Once, you have a contact or connection within Iran, however, everything changes, and you discover how open and friendly the people can be. Iranians will spare no expense or effort to look after their guests. This kinder, gentler side of Iran is an aspect that few Americans have experienced in the last forty years. Living in the country for five-and-a-half years and maintaining contact with Iranian friends, I have realized that generally their concerns are similar to ours. Parents wish to provide a decent living standard for their children, to see them well educated with access to good health care and pursuing rewarding careers. We must remember that people and cultures we don't know can be easily demonized.

What were your feelings at the time about the Iranian Revolution? What is your assessment of its results and the achievements or failings of American policy toward Iran?

Honestly, the revolution took me completely by surprise. I, like most officials in the Carter administration, assumed that the shah's government would last indefinitely. He had faced internal challenges before, and he had always prevailed. At the time, no one would have believed that the religious leaders would have been able to set up a stable regime that would last so long. My Iranian friends, who were mainly secular in their orientation, used to tell jokes about the ignorant and greedy members of the clergy, who could not do anything right. How could they possibly govern a relatively sophisticated nation? Well, they have surprised everyone. As far as pre-revolutionary policy is concerned, the U.S. government made a number of errors by intervening in Iranian affairs. The most egregious act was the coup d'etat, which overthrew Prime Minister Muhammad Musaddiq in 1953. Americans knew little of this affair, but Iranians were well informed on the U.S. role. As far as the revolution itself, we probably exaggerate what the Carter administration could have done

one way or the other to impact the revolution. Many of the causes arose internally, and by 1978 it was unlikely Washington could have stopped the shah's overthrow even if it had determined to do so. The administration was admittedly in something of a muddle at the time. American policy toward Iran since the revolution has been largely unwise, I would say. Tehran has several times reached out to different US presidents, and each time they have been rebuffed. Many of our officials, who have no direct experience with Iran or Iranians, have come to view both as the other. Those we do not know are all the easier to demonize. See President George H. W. Bush's "Axis of Evil" speech, where he included the Islamic Republic of Iran, which had recently assisted the United States in the Afghanistan campaign.

What was the department and the university like when you started teaching at GVSU?

The history department was very small. I joined a department of only five colleagues in August 1986. Michigan and the university had faced difficult financial issues over the previous decade, and I was one of the first new hires in the humanities in a number of years. The number of students was not quite 6,000, and there were few graduate programs. In the department most of the history courses focused on the United States or Europe only. Little internationalization had taken place, and the few study-abroad programs centered on Europe and Mexico. One advantage was knowing most of the faculty on the Allendale campus. That would soon change, of course. What pleased me the most was the receptiveness of the administration to new ideas and new programs. Through their supportive attitudes, the president, provost and dean unleashed creative energies among the faculty. These energies would help create the institution we know today.



In Fall 2017, the GVSU Art Gallery hosted "Afghanistan to Morocco: Journeys of Jim and Virginia Goode," which featured ceramics, rugs, and textiles they collected in eleven countries over the past fifty years.

Do you have particular students or classes that stand out in your memory?

I will always remember a small group of students I taught during my first years at Grand Valley. They were five or six returning female students. Most of them had worked as nurses and had suffered a degree of burn out. They decided, each separately, to return to the college and to pursue their interests. They studied history or international relations. They were phenomenal students, taking advantage of every opportunity to expand their knowledge. Several of them had families, so going away to graduate school was often not an option for them. I often thought if they had been born a decade or so later, their educational trajectory and their careers might have been quite different.



Students from Professor Goode's Junior Seminar on the foreign policy of the Gerald R. Ford Administration at the Ford Library in Ann Arbor.

How did the Middle Eastern Studies program come about, and what role did you play in developing it?

There were several faculty members who shared my interest in the Middle East. We came to identify each other over my first decade at GVSU. My own expanded interest in the Middle East was due to travel grants I received from the National Council on U.S.-Arab Relations (NCUSAR). My first extended trip abroad with NCUSAR was to Egypt in 1987. In subsequent years, I visited Syria, Jordan, Israel and Palestine under its auspices. These experiences rekindled my interest in the region and sparked my determination to develop programs here for our students. There were five of us originally from anthropology, school of communications, modern languages, and geography. Actually, we were the last area studies minor program to be approved. That was in 1997. I served as director, 1997-2007.

When and how did you begin taking students abroad? How has working with students abroad affected you? What do students gain from it?

Having traveled with NCUSAR on their excellent, depth programs, I gained confidence and knew that I could set up and lead a student program to Egypt myself. When I first started organizing, I don't think I really fully appreciated how important this program could be for our students. It took a year or more to get the program functioning. I had a Fulbright grant to Turkey in 1999-2000, and I came back early in order to prepare students for the first program in May-June 2000. It proved to be a great success. Over the years, I have seen the most remarkable transformations in students who participated in these programs. They gain confidence and a new perspective on foreign cultures and on their own culture as well. It is quite remarkable what a

five-week immersion in a different culture can achieve. Taking groups to Egypt, Turkey and Morocco has provided some of my most rewarding teaching experiences over the past thirty-two years.

How have you involved students in your research?

The most significant project working with students was the study of the old Syrian Orthodox community of Grand Rapids. I worked with six history majors to carry out about forty interviews over two semesters. Then, all the material had to be transcribed from tapes. They also worked in the Grand Rapids city archives and the local history section of the Grand Rapids Public Library. Eventually, the students co-authored a very interesting article published in *Grand River Valley History* (2003). I continued collecting material after the students had graduated, and I published a book-length study of the same community. I have also taken students a number of times to work in the collections of the Gerald R. Ford Presidential Library in Ann Arbor.

As a scholar of U.S. foreign policy and Middle Eastern societies, what do you feel Americans need to know about this region?

Americans need to understand that the peoples of this region are more like us than they are different. They have similar aspirations in life. As Americans, we need to take more responsibility for the actions of our government in that region. U.S. policy is frequently contributing to the problem rather than helping to achieve solutions. The crisis in Yemen today, for example, has only been worsened by U.S. support for Saudi Arabia. We cannot afford, as citizens, to look the other way as if we bear no responsibility for what is done in our name.

The History Department Alumni Newsletter is published by the Outreach Committee:

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History Department Upcoming Events

Oct. 11-13, 2018 – Great Lakes History Conference: “Playing with History”

Since 1975 the History Department has brought together academic and non-academic scholars, local teachers, and students to present their historical research. Professors David Eaton and Michael Huner coordinate the conference, which features panels, workshops, roundtables, and film viewings. This year, Professors Gretchen Galbraith and David Eick (Modern Languages and Literatures) will coordinate sessions on [Reacting to the Past](#) (RTTP), an innovative, interdisciplinary pedagogy based on complex role-playing games, which Professor Galbraith brought to GVSU in 2011. Professor Mark Carnes (Barnard College), who created RTTP, will be the keynote speaker.

March 16, 2019 – National History Day Regional Competition

The History Department, led by Professor Sean O’Neill, has hosted the regional competition for many years, inviting middle- and high-school students to campus to present papers, posters, websites, and performances based on their original historical research. History faculty, students, and local teachers (often GVSU alumni) volunteer to judge the competition and provide feedback to the students.

Grand Valley State University Department of History

The Department of History advances public knowledge and understanding of the past as it informs the present and future. It offers a multidisciplinary approach that combines our global cultural heritage with long-neglected voices, uses a range of tools and perspectives, and provides the knowledge and skills necessary for informed decision making. Students choose from among 100 course offerings and can major and minor in History, major in Social Studies, or minor in the History of Science.

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