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The Old South: An American Story
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About the Program
Each year, the Wyatt Exploration Program will provide a unique and exciting opportunity for students and faculty to join together in the intellectual exploration of the human past. Organized by the Department of History with financial support from the Wyatt Endowment, the program focuses on the history and culture of a specific place or on a particular historical topic. This theme will change on an annual basis, allowing our explorations to span the history of our country and the world beyond. The department’s Wyatt Fellow, a faculty member who is an expert in the field under exploration, will plan and organize the Program. Featuring affiliated course offerings, special extra-curricular events on campus, and a competition to participate in a university-funded student travel expedition, the Wyatt Exploration Program will enrich and deepen our understanding of the world and its history.

The Department of History is thrilled with this unique opportunity for learning and enrichment that the Wyatt Exploration Program will provide at the University of Michigan-Flint. The department’s faculty looks forward to sharing these incredible experiences with our students and hopes that all of you will share in our excitement as we explore the history of the world around us.

Wyatt Travel Expedition
The culmination of each year's exploration will take place in either the spring or summer semester with a student travel expedition led by our Wyatt Fellow. Selected from our history majors (including TCP and Honors), a group of students will be invited by the History Department to participate in this trip. Most student travel expenses will be fully funded by the Department of History. Selection will be based on several factors, including the student's academic record and coursework in the field under study. However, the primary factor to be considered will be active participation in that year's on campus Wyatt Exploration events. You don't need to have the highest GPA or to have taken courses in the subject under exploration to be selected. Rather, we are looking to assemble a diverse team of students who have demonstrated their enthusiasm and engagement with the on-campus exploration activities, who are most likely to benefit from the travel experience and who will work together most effectively as a group. Every history major is truly a potential candidate for selection and we encourage all of our students to participate and apply. Students will complete and submit an application form to be considered for the selection process in winter semester, 2011.
Guest Lecture Series
A central part of the Wyatt Exploration Program is our guest lecture series. During the course of the fall and winter semesters, the program will bring celebrated scholars from around the nation and world to our campus to speak on that year's theme. This is a great opportunity to meet and learn from acknowledged experts in their field while developing a sense of history as an intellectual community, endeavor, and discipline. For history majors, participation in the guest lecture series is expected of all potential candidates for the travel expedition. Although we understand that students may not be able to attend all of these sessions, please try to attend as many of these events as possible to maximize your potential as a travel expedition participant.

Coursework and Extra-Curricular Activities
A list of affiliated courses will match the subject of exploration for that year. Although primarily history courses, this list may also include courses in other disciplines that complement the theme. Students will have the opportunity to take some of these courses during the academic year. If students have already taken any of these courses in previous years, this will also be recognized in the selection process for the Wyatt Travel Expedition. The exploration program provides a wonderful opportunity for additional depth of instruction and experience for those students who are taking or have taken one or more of these courses. However, history majors are still viable candidates for the travel expedition even if they have not taken any of these affiliated courses and they are encouraged to participate in other on-campus exploration activities instead. In addition to the guest lecture series and formal coursework, the Wyatt Fellow may organize co-curricular activities and discussion sessions devoted to the year's theme. All students are invited to these activities and participation will be considered in the selection process for the travel expedition.

Wyatt Exploration Passports
To chart student participation in Wyatt events, history majors will receive a Wyatt Exploration Program Passport. Bring this passport to any Wyatt Exploration Program event or activity, and you will receive a stamp that verifies your attendance. Students will then submit this passport along with their travel application, and the number of stamps they have collected will be considered in the selection process for the travel expedition. Be sure to retrieve your passport each year from the History Department after the competition is over, as you can continue to use it for the following year. Stamps collected in previous years will be considered in the travel expedition selection process. So, start collecting stamps!
This year’s Wyatt Exploration Program, “The Old South: An American Story,” will focus on the history of the American South before the Civil War and culminate in a trip to Virginia. Rich in history, language, cuisine, music, and folklore, the South is one of the most distinctive regions in America. For better or for worse, southern men and women shaped the destiny of the American nation. The rich and multi-faceted history of the American South is the story of both America’s greatest successes and it darkest tragedies. In short, the American South represents both the best and worst of America’s History.

It was in the American South that the English established their first permanent colonial settlement in North America in 1607 in Jamestown, Virginia. Men and women from England, Virginia, and the Caribbean soon afterward established and settled the colonies of Maryland, North and South Carolina, and Georgia. By the mid 18th century, America’s southern colonies had become very prosperous, and the successful establishment of plantation agriculture led to a lucrative trade and the large-scale production of staple crops such as tobacco, rice, and indigo. American colonists participated in a dynamic Atlantic trade that dramatically changed their standard of living, selling staple crops and buying clothing, furniture, sugar, tea, and slaves. Within these new plantation societies, a powerful generation of men accumulated large tracts of land, built political reputations, and constructed beautiful homes filled with lavish furniture. Southern plantation owners achieved such great financial success, however, by using the forced labor of African slaves. Approximately 250,000 people of African descent lived and worked in the American South on the eve of the American Revolution.

Southerners played a crucial role in the movement for American independence and in the Revolutionary War. Key battles in South Carolina and Virginia ultimately ended in the surrender of British General Cornwallis to American troops in Yorktown, Virginia in 1781. Southerners also dominated the politics of the early republic. Well-known southerners Thomas Jefferson and James Madison drafted sacred American texts, like the Declaration of Independence, the United States Constitution, and the Bill of Rights. Moreover, 9 of the first 12 U.S. presidents were born and raised in the South.

A boom in cotton cultivation in the early 1800s drove southerners westward. Cotton became “king” of the South, and southerners like Henry Clay and John C. Calhoun shaped national politics in the antebellum era. As southerners flooded into Kentucky, Tennessee, Alabama, and Mississippi to establish cotton plantations, they became increasingly reliant on slave labor. Debates over the expansion of slavery into the West pitted northerners against southerners and eventually led 11 southern states to leave the Union. Slavery proved to be the Gordian knot of southern society, cut only by the sword of civil war and the death of over 600,000 Americans.
Affiliated Courses:

- HIS 314: History of the Old South (Winter 2011)
- HIS 315: American Civil War and Reconstruction (Fall 2010)
- HIS 335/AFA 335: History of African Americans to 1877 (Fall 2010 online)
- HIS 409: Colonial America (Fall 2010)
- HIS 410: Era of the American Revolution (Winter 2011)
- HIS 411: America before the Civil War
- HIS 415: The Early American Republic
- AFA 301: Early African–American Literature
Wyatt Lecture Series

Lorri Glover (Friday, October 15, 2010)
“The Founders as Fathers: Family Values and Revolutionary Politics”

Lorri Glover is the John Francis Bannon Professor in the Department of History at Saint Louis University, where she teaches courses on colonial America, the American Revolution, and gender history. She has written broadly in early American history, focusing particularly on family and the southern provinces. Her recent works include Southern Sons: Becoming Men in the New Nation (2007) and, with Daniel Blake Smith, The Shipwreck that Saved Jamestown: The Sea Venture Castaways and the Fate of America (2008).

David W. Blight (Thursday, December 2, 2010)
“Sesquicentennial Blues: Has Civil War Memory United or Divided America?”

David W. Blight is Class of 1954 Professor of American History at Yale University. As of 2004, he became Director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale. In 2010-11, Blight will be the Rogers Distinguished Fellow in 19th century American History at the Huntington Library. He is currently writing a book on the anticipation of the Civil War sesquicentennial (2011-15), tentatively entitled “Gods and Devils Aplenty,” which compares the 100th anniversary of America’s most pivotal event to its 150th. At the Huntington he will begin work on a new, full biography of Frederick Douglass that will be published by Simon and Schuster by 2013. Blight has written many book and articles on abolitionism, American historical memory, and African American intellectual and cultural history.
He is the author of A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation, (Harcourt, 2007), and Race and Reunion: The Civil War in American Memory (Harvard University Press, 2001), which received eight book awards. Other published works include a book of essays, Beyond the Battlefield: Race, Memory, and the American Civil War (University of Massachusetts Press, 2002); and Frederick Douglass’s Civil War: Keeping Faith in Jubilee (LSU Press, 1989). Blight lectures widely in the US and around the world on the Civil War and Reconstruction, race relations, Douglass, Du Bois, and problems in public history and American historical memory. He also has been a consultant to many documentary films, including the 1998 PBS series, "Africans in America," and "The Reconstruction Era" (2004).

Jennifer R. Green (Friday, February 4, 2011)
"Was There a Middle Class in the Old South?"

Jennifer R. Green is associate professor of history at Central Michigan University. Her research focuses on class formation and professionals in the nineteenth century, especially using the lens of antebellum education. In addition to numerous articles, she has published Military Education and the Emerging Middle Class in the Old South (Cambridge, 2008), which won the American Education Research Association’s New Scholar Book Award. She just completed an edited volume, The Southern Middle Class in the Nineteenth Century (with Jonathan Daniel Wells, LSU press, forthcoming). She currently serves as Book Review Editor for the Michigan Historical Review.
Many of the key events in southern history occurred in Virginia. As part of the 2010-2011 Wyatt Exploration trip, students will explore southern and Virginia history and visit the Jamestown Settlement site, the battlefields at Yorktown, Colonial Williamsburg, Berkeley Plantation, Historic Richmond, Monticello, and the American Civil War Center at Tredegar Iron Works.

**Colonial Williamsburg**
Adjacent to the historic College of William & Mary, this 300-acre living history park gives visitors an opportunity to experience life in colonial and revolutionary Virginia. The site includes many living history tours, costumed interpreters, and museums. Students will have the opportunity to participate in Interactive events, dine in “eighteenth-century” taverns and attend candlelit evening events.

**Historic Jamestowne**
Historic Jamestowne is the site of the first permanent English settlement in North America. The site tells the story of three cultures, European, Native American, and African, that came together to lay the foundation for British North American government, language, enterprise, and society. Students will tour the site’s fascinating archaearium which houses a sampling of the colonists’ original belongings. They will also have the chance to view seventeenth-century skeletons in order to learn about the colonists’ health, diet, and daily lives.

**Yorktown, Virginia**
On October 19, 1781 in Yorktown, Virginia, British army General Lord Cornwallis surrendered to General George Washington’s combined American and French army, effectively ending the American Revolution. Students will tour the battlefield, Victory Center museum, and the surrounding historic town of Yorktown.
Monticello
Nestled in the Blue Ridge Mountains outside of Charlottesville, Virginia, Monticello was the home of Thomas Jefferson. In addition to authoring the Declaration of Independence and serving as the United States’ third president, Jefferson was also a skilled architect and horticulturist. He designed Monticello and its gardens himself. Students will tour the house, plantation grounds, and gardens and learn about Jefferson and the slave families that lived at Monticello.

Berkeley Plantation
Located between Williamsburg and Richmond on scenic Route 5 and along the James River, Berkeley was an important tobacco plantation in eighteenth-century Virginia. It was also the birthplace of President William Henry Harrison. Students will tour the house and the grounds of one of Virginia’s most powerful original families and hundreds of slaves.

American Civil War Center, Richmond
The Center is located on the site of Richmond’s Old Tredegar Iron Works. Tredegar was an important fixture of antebellum life in Richmond and a key cannon-making site during the Civil War. The Center’s award-winning permanent exhibit, The Cause of Liberty, explores the history of the Civil War—its causes, its course, and its legacies from the Union, Confederate, and African American perspectives.

Historic Shockoe Slip, Richmond
The pre-Civil War commercial center of Richmond, Shockoe Slip is located in the heart of downtown Richmond near many of the City’s attractions such as the James and Kanawha canal, Tredegar Iron Works, and old tobacco warehouses.
I am very pleased to be the history department’s second Wyatt fellow and I am grateful to Dr. Wyatt for leaving our department such an extraordinary gift. I travelled with the students last year on the department’s first Wyatt trip to Poland, and it was very rewarding to watch the students connect what they had learned in the classroom to what they were experiencing as they visited Polish historical sites. I am looking forward to repeating that experience with students this year as we travel to Virginia.

I have been interested in the history of the Old South, and in Virginia particularly, since I was a teenager. The summer before I started college, I travelled with my father to Virginia for the first time. I visited Monticello and other historical sites, and I was hooked. I pursued a bachelor’s degree in History at the University at Buffalo, and then went on to earn my master’s degree in History at the University of Maine, where I wrote my master’s thesis on Thomas Jefferson and Virginia Constitution of 1776. I returned to the University at Buffalo, and in 2005 I graduated with a Ph.D. in American History, focusing on the history of antebellum Virginia for my doctoral thesis.

I joined the History Department at UM-Flint in 2006. I teach a range of courses on the history of Colonial America, the American Revolution, Early American politics and culture, southern history, U.S. Women’s history, and Caribbean and Atlantic history. In May 2010, my book *Brothers of a Vow: Secret Fraternal Organizations and the Transformation of White Male Culture in Antebellum Virginia* was published by the University of Georgia Press. Currently, I am working on a second research project that focuses on Mary Willing Byrd, wife of Virginia patriarch, philanderer, gambler, and loyalist William Byrd, III. After her husband’s suicide in 1777, Mary Byrd took charge of caring for her ten children, running Westover plantation, and paying off her husband’s debts. My research on Byrd’s life investigates the complex relationship between gender expectations and political loyalties in Revolutionary America.

Many years have passed since my first trip to Virginia, and although I am much older (and hopefully wiser) my enthusiasm for the history of Virginia and the Old South has not waned. I am thrilled to have this opportunity to engage students in southern history and to travel with them to the many important historical places in Virginia.

Ami Pflugrad-Jackisch
History Department
UM-Flint
The generous bequest of Dr. Dorothea E. Wyatt has made the Wyatt Exploration Program possible. A stalwart supporter of her university and her discipline, Dr. Wyatt made this extraordinary gift to further develop and improve the program in history here at UM-Flint.

A graduate of Stanford University, Dr. Wyatt was one of the original sixteen faculty members of the Flint College of the University of Michigan when it was founded in 1956. She was the first chair of the Department of History and she served as the University's Counselor to Women, the Secretary to the Governing Faculty, and on countless university, college, and departmental committees throughout her career. An adored teacher, Dr. Wyatt specialized in American cultural and women's history. She was an unflagging advocate for the humanities and women's issues. In 1989, the UM-Flint recognized her dedication to the university and these issues by creating an award in her name for faculty and staff members who work to better the status of women on campus. In 1974, Dr. David M. French spoke of Dr. Wyatt's uniquely personal contribution to the university, writing, "Her greatness of spirit, her generosity, her sincere interest in students young and old... and the uninhibited way she has always shared her joy in learning and scholarship with those around her have run like a golden thread through the eighteen years since the Flint college was founded." As a scholar, Dr. Wyatt is primarily known for her biography of Julia S. Tutwiler (1841-1916), an early advocate for women's rights and educational reform in Alabama.

Dr. Wyatt was active in the local community and served a variety of organizations, including the American Association of University Women, the Zonta Club, Delta Kappa Gamma, and the Genesee County Library Board. She retired as a Professor Emeritus in 1975. Shortly before her retirement, Dr. Wyatt wrote:

What has brought us together as students and faculty in our University of Michigan-Flint College has been an abiding faith in education. We have all been seekers after knowledge: of ourselves, of the world about us, and of the ideas and ideals that have stirred and enriched mankind... For the true object of a college education is not to learn all that one will ever want to know but to acquire the ideas, habits, and methods needed in the continuous process of educating oneself during the years to come.

The Department of History at the University of Michigan-Flint is proud to be the heir of that spirit and philosophy. We believe that the Wyatt Exploration Program and other opportunities provided by Dr. Wyatt’s generosity will be a fitting testament to the life of this fine teacher, scholar, and advocate.
The theme of the Wyatt Exploration Year 2009-2010, “Poland between East and West,” focused on Polish history and culture with special emphasis on Poland’s position as a bridge between Eastern Europe and Russia and the West. A member of the European Union since 2004, Poland has returned to her historic position in the heart of the continent and has resumed her role as an integral part of the vibrant culture of west Europe while remaining a crucial bridge to the newly independent states to the east.

The travel itinerary focused on Polish history and Poland’s East-West role in Europe through its former capital, Kraków. Dating from the 10th century, Kraków was the site of royal coronations on its castle mound (the Wawel), the home of Jagiellonian University (the second oldest university east of the Rhine), the locus of a large Jewish population, and a center of arts from medieval times through the twentieth century. The continuity of Polish political and cultural tradition is concentrated and preserved in the city of Kraków as in no other Polish city.

Travel began with an unexpected cancellation of the first flight out of Flint and re-routing via Amsterdam. Students reacted with energy and negotiated the changes with good spirits: they found their way in Schiphol airport, traveled in 2 groups from Amsterdam to Prague, and then again in 2 groups from Prague to Kraków.

Once in Kraków, students toured the Old Town and the Wawel (the castle mound with its palace and Cathedral), and they were fascinated by the city’s medieval cobbled streets, enormous Market Square, and monuments virtually untouched by wartime destruction.

We also visited the Centre for European Studies, part of the Jagiellonian University, and introduced students to a master’s level graduate program and academic study of Poland through a lecture by Prof. Edyta Gawron about the history of Jews of Kraków. Then with Prof. Gawron as guide, the group walked to Kazimierz, Kraków’s old Jewish quarter and visited several major sites (synagogue, Szeroka St., mikvah, slaughterhouse, the ghetto in Podgórze).
Using Kraków as a home base and taking day trips, students visited the Wieliczka salt mines, one of the European continent’s most extensive mineral deposits and mined since the 13th century, where they learned about salt mines as part of medieval Poland’s resource wealth and power and about pre-modern mining technology in Europe. They also enjoyed trips to Nowa Huta, Zakopane, Ojców, and Pieskowa Skała.

Having learned about the life and culture of the Jews, students also travelled to Auschwitz-Birkenau. Through Prof. Gawron’s lecture and Kazimierz tour, students had a strong concept of the position and significance of Jews and Jewish culture in pre-war Poland (Jews accounted for 10% of Poland’s population in 1939). Thus, our day at Auschwitz-Birkenau was moving not only in its human dimension of suffering, but also in its particular tragedy for Poland as a multi-cultural state.

The final excursion in the Kraków region was a raft ride on the Dunajec river, a tributary of the Vistula River, that runs beneath limestone cliffs in the mountains of the Pieniny National Park along the border with Slovakia and an important trade route to Hungary. The trip was quick this year (1.5 hrs) because heavy rains made the river swift. The weather was cool; we ended with hot “mountaineers’ tea” (tea with a shot of cherry liqueur) in Szczawnice.

By the day of return to Flint, students were firmly bonded as a group and found special friends within the group as well. Students’ development in the learning outcomes of knowledge, skills, and attitudes was already observable. Many of the students had regularly made “site notes” and kept a journal (and taken countless photos); all of them were more knowledgeable about the basics of European travel and the essentials of Interpersonal communication. Students had had an experience in which knowledge of a foreign language (in this case, Polish) was invaluable—despite the prevalence of English. The students’ Final Reflection paper, due in September, 2010, may reveal more tangible evidence of the extent of these learning outcomes.