



**MEMORANDUM**

DATE: August 25, 2016

TO: Royce Engstrom, President

FROM: Beverly Edmond, Interim Provost and Vice President for Academic Affairs *B.E.*

SUBJECT: Regents Professor nomination for Anya Jabour

I am pleased to inform you that the Regents Professor Selection Committee has reviewed nominations for Regents Professor and has unanimously recommended Dr. Anya Jabour, Professor in the Department of History, to be the person UM nominates for Board of Regents consideration. I have included a copy of the nomination packet detailing Dr. Anya Jabour's outstanding professional trajectory for your review and final consideration.

Thank you.

BE/jzl  
edmondmem009 Regents Professor Nomination



College of Humanities and Science  
The University of Montana  
Missoula, MT 59812-5544

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April 11, 2016

Dear Provost Perry Brown, Regents Professor Nominating Committee Members and MUS System Leadership,

It is with great pleasure that we are nominating **Professor Anya Jabour** for the distinguished honor of Regents' Professor at the University of Montana. Professor Jabour fully exemplifies the ideals of a Regents' Professor – she is a renowned scholar, an engaging teacher and an outstanding mentor who serves her profession, the University and the public. Dr. Jabour has received awards, not just in one of these areas, but across the board – in scholarship, teaching and mentoring. Her recent role as an historical consultant for the PBS mini-series *Mercy Street* attests to Anya's prominence in her field and as a public intellectual. Not only is Dr. Jabour an exceptional professor with numerous accolades, but also she is deeply committed to the University of Montana, and to educational outreach across the great state of Montana.

### Scholarship

Professor Jabour is a prominent historian, specializing in the field of gender and family in the 19<sup>th</sup> Century South. Her colleagues describe her work as profoundly influential, brilliant, eloquent, original and impactful. She is a prolific writer, having published 3 major books, edited 2 anthologies, authored more than 20 articles and written numerous book reviews.

In 2013, she received the University of Montana Distinguished Scholar Award and in 2014, the George M. Dennison Presidential Faculty Award for Distinguished Accomplishment. Her work focuses on issues such as the changing notions of feminism and family, how the Civil War

transformed childhood in the South, and how activism and feminism are intertwined throughout American history.

In the sciences, the citation index often serves as an indicator of the impact of a research article. In the humanities, the impact of scholarly work is not as easy to quantify; the gold standard of success more often takes the form of in-depth books rather than articles. The impact of an historian's work can be measured by having publications included in course syllabi, being quoted by others, giving invited lectures and receiving awards. As the documentation in her file demonstrates, this is indeed the case for Dr. Jabour's work. She is a prolific and important scholar who is well respected and well known both nationally and internationally.

## **Teaching**

The Helen and Winston Cox Award for Excellence in Teaching is the highest honor given by the College of Humanities and Sciences to early career faculty who exhibit superior teaching skills and dedication to advising and mentoring. In 2001, Professor Jabour was the recipient of this award. Then and now, Jabour is known as a teacher who challenges and supports her students, who spends time advising and mentoring, who is knowledgeable and dedicated. Dr. Jabour has taught a wide variety of courses for the History Department, the Women's, Gender and Sexuality Studies Program, the Global Leadership Initiative and the MOLLI program. She has taught general education courses, graduate courses and everything in between. The topics of her courses vary from Women's Activism to the History of the American South to Film and Feminism.

In 2014, Dr. Jabour was the recipient of the Paul Lauren Undergraduate Research Faculty Mentor Award. The award was established to recognize those faculty members who excel in guiding undergraduate students in their research projects. Dr. Jabour routinely advises both undergraduate and graduate students. Many of these students have graduated and have substantial accomplishments in their own right. Dr. Jabour also offers workshops as part of her department's professional development series on such subjects as c.v.-building, presenting at conferences, and applying to graduate school.

## **Service**

Dr. Jabour has an impressive record of public service. Recently, she has been hired as a Script Reviewer and an On-Set Historical Consultant for “Mercy Street,” a PBS Civil War-era docudrama. This position has enabled Dr. Jabour to share her knowledge and expertise of the civil war with the public on a massive scale. The miniseries had approximately 5 million viewers for each episode. PBS hosts the blog “Mercy Street Revealed” which allows the show’s historical consultants to discuss various issues from the show. Dr. Jabour’s most popular post “Hoopskirts and Hospitals Don’t Mix” had over 5000 visitors in 2 months.

For the Montana Women’s Suffrage Celebration, Dr. Jabour received a grant from Humanities Montana to develop the traveling historical exhibit “Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship.” The exhibit was displayed in more than thirty Montana communities, and Dr. Jabour gave a free public lecture in conjunction with the exhibit in many of those communities, e.g. Havre, Butte and Lolo. She also served as an Advisory Board Member for the “Women’s History Matters” project that recently received an Award of Merit from the American Association for State and Local History. Currently, she is co-editing an anthology of essays on Montana women’s history to be published by the Montana Historical Society Press. Dr. Jabour also serves the state of Montana as a lecturer for Humanities Montana, in which she continues to give lectures throughout the state on Montana women’s history.

## **Conclusion**

The current and emerita Regents’ Professors at UM are well-respected faculty members who excel in teaching, research and service, they are also individuals who take the time, often quietly, to do those things that make UM an incredible place. For example, Professor Paul Lauren (UM’s first Regents’ Professor) is routinely found taking the time to talk with and listen to students – even in his retirement. Professor Ray Callaway (UM’s most recent Regents’ Professor) took over the role of Director of the Montana EPSCoR grant at a difficult time and not only provided exceptional leadership, but also strengthened relationships across the MUS campuses. Professor Anya Jabour is also one of these special individuals. She possesses not only

impeccable credentials in the areas of research, teaching and service, but also the intangible qualities of a Regent's Professor. Her students and colleagues refer to her as a brilliant yet humble individual who is passionate and inspirational and who makes others around her do better and achieve more.

We respectfully and enthusiastically present this nomination file for Professor Anya Jabour.

Sincerely,

A handwritten signature in black ink that reads "Christopher Comer". The signature is written in a cursive style with a long horizontal flourish at the end.

Christopher Comer

Dean, UM College of Humanities and Sciences

A handwritten signature in black ink that reads "Jenny McNulty". The signature is written in a cursive style with a large, stylized "M".

Jenny McNulty

Associate Dean, UM College of Humanities and Sciences

Alexander Blewett III  
**SCHOOL OF LAW**  
UNIVERSITY OF MONTANA



Bari Burke  
Professor  
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February 23, 2016

**Re: Nomination of Professor Anya Jabour for Regents Professor**

Dear Deans Comer and McNulty:

I enthusiastically nominate Professor Anya Jabour for the title of UM Regents Professor.

Professor Jabour possesses an outstanding professional record in all ways -- she has demonstrated a wholehearted commitment to the University of Montana; she has demonstrated true excellence in instruction, scholarship, and service; and her work has had a distinctive influence beyond the University. Jabour has taught at the University of Montana since 1995. Since then, she has won several of the university's most prestigious awards, e.g., the Paul Lauren Undergraduate Mentorship Award, 2014; the George M. Dennison Presidential Faculty Award for Distinguished Accomplishment, 2014; and the University of Montana Distinguished Scholar Award, 2013. As evidence of the reach of her scholarship and professional reputation, Jabour recently served as script reviewer and historical consultant to the new (and wildly popular) PBS series, *Mercy Street*; she, and the university, have received substantial attention for her work on this series.

Undoubtedly, the Dean's Office is even more aware than I am (as a professor at the law school) of the specifics of Professor Jabour's record. So, I will select just a very few highlights relevant to the selection criteria.

Evidence of demonstrated excellence in teaching

Jabour

- received the Paul Lauren Undergraduate Mentorship Award, 2014;
- received the Helen Cox Award for Excellence in Teaching, University of Montana, 2000;
- participated in the Mortar Board Last Lecture Series, University of Montana, 2000; and
- taught, and team-taught, classes in women's history, the American south; slavery; sexism and racism; families and children; feminism and film; women's biography; history through literature; as well as many other subjects.

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Evidence of demonstrated excellence in scholarship

Jabour

- was awarded the University's Distinguished Scholar Award, 2013;
- has received a book contract for her biography of Sophonisba Breckinridge; and
- has authored three published monographs, edited two monographs, and written more than two dozen articles and essays, in addition to innumerable book reviews.

Evidence of demonstrated excellence in service

- service to department, college, and University

Jabour has

served as Co-Director of the Women's and Gender Studies Program;  
regularly taught MOLL courses while simultaneously carrying a full-load of instruction in the History Department;  
lectured in the University's Community Lecture Series;  
lectured for the Provost's Faculty Development Series; and  
participated in a variety of courses in many different departments at the University.

- service to national professional organizations, etc.

Jabour has

served on the Editorial Board, Register of the Kentucky Historical Society, 2010-present;  
served on the Editorial Advisory Board, Virginia Magazine of History and Biography, 2005-present;  
served on the Prize Committee, Julia Cherry Spruill Prize, Southern Association for Women Historians, 2014;  
served on the Richard H. Collins Award Committee, Kentucky Historical Society, 2011;  
served as Book Review Editor, Journal of the Early Republic, 2000-2005;  
served as the Chair, Taylor Prize Committee, Southern Association for Women Historians, 2002; and  
served on the Program Committee, Society for Historians of the Early American Republic, 2000-2001.

- service to community, state, national bodies

Jabour

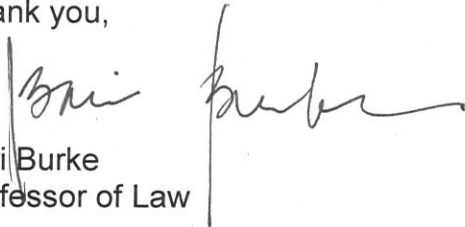
was the Principal Investigator, for "Montana Women's History Exhibit," Major Grant, Humanities Montana, 2014;

was the Project Director/Curator, "Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship" [traveling historical exhibit]; and was a nominee for the Governor's Humanities Medal, 2014.

One quick story that illustrates Jabour's collegial generosity: Almost three years ago, I contacted Jabour and asked for what I thought would be some brief help and advice about writing a biography of an early twentieth century Montana woman lawyer. That same week, another faculty member at UM contacted Jabour and asked for similar help -- this music faculty member wanted to write a biography of an early twentieth century female musician. Jabour brought us together and, before we knew it, we were a three-person writing group, and Jabour has been mentoring us ever since. We met weekly the first year, and we have met regularly ever since. Jabour has helped us individually and collectively present papers, write articles, and apply for grants. She has been extraordinarily kind, patient, and helpful. I know that without her help, I would not have been able to accomplish what I have in the past three years.

The list above includes only selected highlights. Professor Jabour has done so much more. It is difficult to imagine a professor at the University of Montana more deserving of the title Regents Professor.

Thank you,

A handwritten signature in cursive script, appearing to read "Bari Burke". The signature is written in dark ink and is positioned to the right of the typed name.

Bari Burke  
Professor of Law





**Women's, Gender, and Sexuality Studies Program**

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March 1, 2016

Dear Regents Professor Nomination Committee:

I am writing this letter to nominate University of Montana History Professor Anya Jabour for the prestigious title of Regents Professor. Dr. Jabour's commitment to scholarship, teaching, and service is unparalleled. She is an inspiration to her colleagues and students and eminently deserving of this honor. In this letter I will discuss her nationally and internationally recognized research and service; her service to UM and Montana; and her commitment to teaching and mentorship.

**Nationally and Internationally Recognized Research and Public History Service**

Jabour is widely recognized as one of the top Civil War era historians in the United States. In 2010, she was featured on C-Span as part of the National Archives series "Discovering the Civil War" Exhibit and Lecture Series in honor of the 150 anniversary of that conflict. Her talk entitled "The Impact of the Civil War on the Children of the South" drew from her one of her books, *Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children*. (See the video here: <http://www.c-span.org/video/?294910-1/impact-civil-war-children-south>.)

Because of her prominence in the field of Civil War history, the producers of the new PBS miniseries "Mercy Street" approached Jabour in 2014 about consulting for their show. "Mercy Street" focuses on a Civil-War era hospital in Richmond, Virginia. In particular, Jabour's 2007 book *Scarlett's Sisters: Young Women in the Old South* served as the primary source for the creation of characters on the show. Because of the insightful comments Jabour provided to the producers as a script reviewer, she was engaged as one of the on-set consultants in Virginia during the summer of 2015, working closely with Hannah James, the actress who portrays one of the main characters, the southern belle Emma Green. In an interview with *Broadway World* (see attached), James states, "[Jabour is] the one who really helped me with Emma and her coming of age, and her journey, and how much the war affected these young women of the time period." "Mercy Street" garnered over 5 million viewers per episode and has been renewed for a second season, and Jabour will be back in Virginia during the summer of 2016 to continue as the historical consultant. Articles about "Mercy Street" universally praise its historical accuracy (see attached articles).

In November 2015, Jabour was the Keynote Speaker for the Southern Association of Women Historians Conference in Little Rock, Arkansas. She presented "The Making of a Southern Feminist: Sophonisba Preston Breckinridge." Her current research focuses on Breckinridge, an



early 20<sup>th</sup>-century activist around the issues of family, children, public welfare, and foreign relations.

Her research into Breckinridge has expanded Jabour's sphere of influence as she presents at international conferences about American foreign relations and the history of universities. Her presentation on Breckinridge, "Separatism and Equality: Women at the University of Chicago, 1895-1945," at the Societa Italiana Per Lo Studio Della Storia Contemporanea, International Seminar on the History of Universities in Pisa, Italy, is available for viewing at [https://www.youtube.com/watch?v=0sLol6cXXow&list=UUaTK\\_MP4BC2\\_MvXx2xlj7kg](https://www.youtube.com/watch?v=0sLol6cXXow&list=UUaTK_MP4BC2_MvXx2xlj7kg).

She has also presented on Breckinridge in LeMans/Angers, France at an international conference on Historical Auto/Biography in 2015 and in the United States at the Society for Historians of American Foreign Relations (2014 and 2015). In addition, her work on Breckinridge garnered a National Endowment for the Humanities Summer Stipend at the Newberry Library in 2013.

Jabour has been invited across the country to speak about her research into the Civil War and into American social reformers, such as Breckinridge, in the wake of the Civil War. She has given invited lectures at the Newberry Library in Chicago, at the University of Georgia, at the University of Mississippi, and, as noted above, at the National Archives in 2010 where she was also invited to do a book signing.

### **Service to UM and Montana**

Jabour's service to UM and Montana cannot be summarized in this letter. She serves on numerous UM committees, including the Humanities Institute Committee (see the attached letter from Dr. Ashby Kinch); the Community Lecture Series Committee; the Global Leadership Initiative Task Force; and many others. Here I will give three examples of her service.

I had the great privilege of co-directing UM's Women's, Gender, and Sexuality Studies (WGSS) Program with Dr. Jabour from 2012 through 2015. During our co-directorship, we worked together to create the first major in a Women's Studies-related field in the state of Montana. This program growth built on an already-existing undergraduate minor and a WGSS graduate certificate for graduate students. Our newly created major (AY 2015-2016) already has over forty students enrolled. Many of WGSS' majors, minors, and graduate certificate seekers come to us directly from Jabour's history classes, and many of them pursue double majors in history and WGSS which is a testament to Jabour's mentorship and interdisciplinary focus. She co-directed WGSS while maintaining her duties to the Department of History as a professor and advisor to both undergraduates and graduates.

During her co-directorship of WGSS, Jabour took on the additional task of organizing the celebration of 100 Years of Women's Suffrage in the State of Montana in 2014. She worked with a statewide committee to design a website ("Montana Women's History Matters" at <http://montanawomenshistory.org/>), organize a travelling exhibit, and present numerous talks on the history of women in Montana. As you can see from the attached letters from the Director of Humanities Montana and staff at the Montana Historical Society, this work had a



profound impact across the state and raised the profile of UM, WGSS, and Jabour as key partners in Montana history. The recognition and media coverage of this public history work were not limited to Montana. The American Association for Local and State History recognized "Montana Women's History Matters" with a National Award of Merit in 2015. In addition, the National Centennial of Women's Suffrage is quickly approaching (2020), and national websites have featured Jabour's work on the Montana Centennial as part of that buildup (see, for example, <http://www.suffragecentennials.com/?p=502>).

Jabour's service to UM is not limited to academics and the classroom. In 2013, she went through the forty-hour Student Advocacy Resource Center's (SARC) advocate training. The decision to become a trained advocate came about as a result of the Department of Justice investigation of UM's handling of sexual assault cases. Jabour wanted to be better prepared to talk to students, faculty, and staff about the issue of gender-based violence on campus. Her dedication to this cause went well beyond just education, though. She served as an advocate, taking responsibility for the 24-hour crisis hotline on regular basis at night, responding to crisis phone calls and getting up in the middle of the night to meet victims and their friends and families at First Step, the St. Patrick Hospital medical clinic for victims of violence. SARC Director Drew Colling's letter is included in this packet.

#### **Commitment to Teaching and Mentorship**

Jabour has former students pursuing doctorates at schools such as NYU (Cody Ewert, with a full scholarship—see attached letter), and employed at such prestigious organizations as the Smithsonian Institute in Washington, DC (Katie Knowles—see attached letter). Every student I approached to write a letter of support responded within hours with an emphatic "yes" and wanted to know if there was anything else they could do to help with this nomination. Her students speak to her mentorship both inside and outside of the classroom. A current graduate student in the UM's School of Education, Julia Jackson, states, "Under her mentorship, I have been developing lesson plans for a [high school-level] women's history course, a class I hope to teach one day. She provides endless insight and expertise into Women's History and is my greatest resource for plans in my academic career" (see attached letter).

Her mentorship both of students and peers is evidenced by the numerous faculty development and graduate student professional development panels upon which she has served while at UM (see attached CV). As a scholar with a great record of publishing, Jabour is an important resource for students and colleagues hoping to publish their research. The attached letter from Julie Edwards at UM's Mansfield Library speaks to Jabour's commitment to fostering research skills in her students.

Jabour and I have team-taught a first-year Global Leadership Initiative (GLI) seminar twice in the past four years, WGSS 150X Women's Rights and Women's Roles around the World. UM's GLI Program prepares students for careers in the global world. Both semesters we have taught that class, I have been inspired by her commitment to the students and to the growth of WGSS and UM within this global framework. Her work on the history of foreign relations provides many insights as we teach this class. Many of those first-year students have gone on to take courses in history with Jabour and have signed up for the WGSS major or minor because of our



class. As you can see from the student evaluations of that course, students deeply appreciate this class.

In conclusion, Dr. Anya Jabour is a nationally and internationally recognized historian, lecturer, researcher, and teacher. She is an inspiration to students, community members, and colleagues. As I reached out to scholars, students, and others for support letters, I did not receive one negative response. Academic historians from across the nation were thrilled to write letters for Dr. Jabour, as were public historians, current and former students, and Hollywood producers.

Please do not hesitate to contact me if you have further questions about Jabour's qualifications.

Sincerely,

*Beth Hubble*

Elizabeth A. Hubble, Ph.D.  
Director, UM Women's, Gender, and Sexuality Studies Program  
elizabeth.hubble@umontana.edu



1 April 2016

As chair of the History Department at the University of Montana, I write in support of the College's nomination of my colleague, Prof. Anya Jabour, for the rank of Regents Professor. Throughout her career at UM, Anya has distinguished herself in the fields of scholarship, teaching, and service and, in so doing, has brought recognition and acclaim to our department, the College, and the University of Montana more broadly.

The author and editor of some two dozen books, volumes, and articles, Anya is recognized nationally and internationally as a leading authority on the history of the Civil War era. Her work has shed light on hitherto neglected aspects of cultural and social history, particularly the public and private roles of women and children in the American South, and has expanded immeasurably our understanding of family networks and gender construction in the long nineteenth century. Anya's current book project, a study of the Progressive-era reformer and activist Sophonisba Breckenridge, extends her research both geographically and chronologically, while remaining grounded in the central scholarly questions with which she's wrestled for the past twenty years: How have American women operated within and acted out culturally and socially constructed gender roles, even while pushing back against and challenging these norms? These are clearly more than merely academic questions, and Anya's research has garnered praise both within and beyond the academy. Anya's work has been the focus of attention in the pages of the *Atlantic* as well as CNN and CSPAN. Her current role as historical consultant for the PBS docudrama, *Mercy Street*, offers a unique opportunity for her work to reach an even broader public. In 2013, the University presented Anya with the annual Distinguished Scholar Award. This special recognition redounds to the reputation of our department but, moreover, signals to the profession and to the University community as a whole that Anya stands in the ranks of the foremost scholars in her field.

Anya's research has always informed and enhanced her teaching. Student evaluations point to the rigor and quality of her courses, which include both general-education surveys in U.S. women's history and specialized topical writing seminars, such as the capstone course in Women's, Gender, and Sexuality Studies. I actively encourage my undergraduate advisees to seek out Anya's courses, because I know that students will become better writers by learning from and working with her. A dynamic and effective undergraduate teacher, Anya is also one of the most active and in-demand participants in our graduate program, serving as lead advisor and second reader on dozens of thesis projects. As former co-director of graduate studies in the department, I can say that Anya is one of a small handful of our faculty whom prospective students mention by name in their letters of interest and applications. Her reputation in the field has attracted several fine graduate students to the program and she has been a model mentor and advisor to them. Indeed, the University recognized the quality and caliber of Anya's work with students by awarding her the Paul Lauren Undergraduate Research Mentorship Award in 2014.

Among the many highlights of Anya's record of service to the department and campus, I would point out for special attention her work with the Women's, Gender, and Sexuality Studies Program and the Student Advocacy Resource Center. She has devoted a tremendous amount of time and energy not only to teaching students but helping to advocate for their rights and safety. Further, Anya's service extends beyond the University community to include citizens across the state. Recently, she chaired a special commission to commemorate the centennial of women's suffrage in Montana, and curated an exhibit on Montana women's history that was displayed in public libraries and schools statewide. Through such efforts, and through a host of public talks and lectures delivered year round, Anya seeks to carry out what, to my mind, is one of the principal charges of a humanities professor at a public university: making learning and scholarship accessible to popular audiences, and thus helping to create and maintain an informed citizenry.

I can think of no candidate in the College better suited to become the next Regents Professor than Anya Jabour. I recommend her to you in the very strongest terms and without hesitation.

A handwritten signature in black ink, reading "Robert H. Greene". The signature is fluid and cursive, with a long horizontal line extending to the right from the end of the name.

Robert H. Greene  
Associate Professor and Chair of History  
University of Montana



Department of History  
The University of Montana  
Missoula, Montana 59812-5790

Dean Chris Comer  
College of Humanities and Sciences  
University of Montana

Dear Chris:

I have such a deep admiration for Anya Jabour's scholarly attainments and human qualities that I wish to bring her to your attention as a candidate for a UM Regents Professorship. As I understand the Regents Professorship guidelines as they are listed on the Provost's web site, only UM full professors of the highest scholarly accomplishments who also have outstanding records of commitment to the university are to be considered for this honor. Anya meets these requirements with conspicuous distinction and, therefore, eminently qualifies for your most thoughtful consideration. Her overall record as a researcher, a teacher, and a campus citizen is stellar by any measure. Having served for more than three years as the History Department chairman and eleven years before that as the Faculty Evaluation Committee chairman, I had ample opportunity to familiarize myself in detail with Anya's work here. Year in and year out she amazed her colleagues with the strong sense of professionalism and rectitude that she brought to every aspect of her job.

Virtually since Anya's arrival on campus in 1995, she established herself as one of the university's most prolific researchers. Articles, reviews and books have flowed torrentially from her computer. Moreover, she has delivered papers regularly at all of the most important conferences in her field. The cliché about the record speaking for itself is really true in her case. Eloquent as a simple catalogue of these scholarly achievements is, when it came time to promote her to full professor in 2004, we sought the opinions of three outside evaluators: James Marten of Marquette University, Sally G. McMillen of Davidson College, and Jane Censer of George Mason University. They all endorsed her work for its originality, flair, and depth. From Professor Marten we learned that Anya "is one of the few historians to integrate women's history, men's history, and family history." He praised her monograph, *Marriage in the Early Republic* (1998), as the work of a "master historian," a judgment shared by many of the book's reviewers. Professor McMillen described Anya as "a careful and exacting scholar" whose research has "raised important questions about assumptions we have made about southern families, especially the role of women." Professor Censer called her "an extremely prolific and accomplished scholar." She judged *Marriage in the Early Republic* to be "an invaluable picture of changing family ideals and practices over time." About her work as a whole, Professor Censer characterized it with such words as "seminal," "excellent," "important," and "outstanding." Such encomia induced the history department to recommend her by acclamation for a full professorship. Since receiving this promotion, she has added to her laurels as a researcher with a series of warmly received publications. In particular, the appearance of *Scarlett's Sisters: Young Women in the Old South* (2007) and *Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children* (2010) have pushed her career sharply forward, as have the two edited volumes that she has done: *Major Problems in the History*



of *American Families and Children* (2005) and *Family Values in the Old South*, coedited with Craig Thompson Friend (2010). Her current project, a biography of Sophonisba Preston Breckinridge, now under contract with the University of Illinois Press, will have the same effect. I have attended two presentations that she has given on Sophonisba. Both were promising in the extreme of a publication that will make a profound impression on the field of American history. An article on the new project already has appeared, "Sophonisba Breckinridge (1866-1948): Homegrown Heroine," in *Kentucky Women: Their Lives and Times* (University of Georgia Press).

By pioneering the teaching of women's history on our campus, Anya added an exciting new dimension to the UM curriculum. Her courses have elevated and enlarged the institution's intellectual reputation. She has taught them with rigor, balance, and perceptiveness. Over the years these courses have become very popular, and her student evaluations reflect the appreciation for the outstanding work that she does in the classroom. In 2000, she won the Helen and Winston Cox Award for Excellence in Undergraduate Teaching, which identified her as one of UM's most promising young instructors. Student evaluations from subsequent years reveal that she has built upon this early success and has acquired full mastery of her profession. She is widely known and esteemed across campus for her innovative classroom techniques, high standards, and deeply rooted sense of stewardship. She has prepared eighteen different courses for the department, three for the MOLLI program, and one for the Global Leadership Initiative. Most of these courses cover the vital but, up to her arrival on our campus, virtually untaught field of women's history. In *A Room of One's Own*, Virginia Woolf asked, where in the history books are the women. She complained that historians, for the most part, had ignored women. For our students, Anya provides an answer to Woolf's question. She does so with a historian's precision and discipline, at both the undergraduate and graduate levels. Our department has been particularly thankful for the special advising that she does on behalf of female students who are considering graduate school. As co-director of the Women's and Gender Studies Program from 2005 to 2008 and then again from 2012 to 2015, she has fostered across campus the study of women. In her capacity as co-director, she has worked with me in bringing to campus, under the auspices of the President's Lecture Series, speakers who have addressed women's issues: Susan Douglas, Cynthia Enloe, and Winona La Duke all enriched the intellectual life of the campus. We are a better university for Anya's manifold contributions as a teacher. She has enhanced the prestige of the place.

Much could be said about Anya's service record, but her c.v. lists in full the dauntingly large number of committee assignments that she has undertaken for the department, the campus, and the profession. One aspect of this service record in particular has added luster to UM's reputation: her work as the book review editor from 2000 to 2005 for the *Journal of the Early Republic*. To be named to this position on such a prestigious journal came as a singular honor for a scholar as young as Anya. In his letter to our department, Professor Marten underscored the importance of this appointment: "the reputation for scholarship and for reliability that she has earned among her peers...is displayed in her selection as book review editor of the *Journal of the Early Republic*." Professor McMillen concurred: "Serving as an editor of the esteemed *Journal of the Early Republic* says a good deal about how others regard her." This editorship is yet another way that she has brought us significant recognition.

Finally, UM stands to gain immeasurably from Anya's work as a historical consultant for the PBS television series *Mercy Street*. Recently renewed for a second season, *Mercy Street* has a viewership of over five million people. Consulting for this critically and commercially





successful program has pushed Anya's career sharply forward and gained a new readership for her books. UM basks in the glow of the honor and praise that she has received this year. *Mercy Street* bookshelves have become common features in bookstores all over the country, and there on the front shelf in all of these places are the books of UM's Anya Jabour. Could there be a more effective form of seriously intellectual publicity for our school than this and one that taps into a potential audience of millions? Now comes word of her continuing negotiations with PBS about producing a companion documentary, "The World of the Southern Belle," and a companion book, "The Southern Belle and the Civil War," both based on her research for *Scarlett's Sisters*. The documentary and the book would be marketed along with the DVD for *Mercy Street* and further enlarge the audience for her work. She clearly has become one of UM's premier faculty members.

Through her scholarship, teaching, and professional service Anya Jabour has brought intellectual distinction to the university. She is the complete embodiment of the qualities that a Regents Professorship is meant to honor and has earned the right to join the company of UM's most prized professors.

Sincerely,

Richard Drake  
Professor of History  
3 April 2016



**African-American Studies**  
Liberal Arts Bldg. 262  
32 Campus Drive  
Missoula, Montana 59812  
web Site: [www.cas.umt.edu/departments/aas](http://www.cas.umt.edu/departments/aas)  
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March 1, 2016

Regents Professor Nomination Committee,

I am writing in my capacity as African-American Studies Director in support of Anya Jabour's nomination by the College of Humanities and Sciences for the rank of Regents' Professor. I do so for the following reasons.

Brilliance can prove difficult to capture. Fleeting, at times evasive, yet always recognizable, the term should be applied only in the rarest of circumstances.

This is one of those times.

To reiterate the breadth and depth of Professor Jabour's scholarly accomplishments would be overkill. Her CV speaks for itself both in terms of the prestige of the publications in which her work has appeared and the acknowledgment it has received within and without the academy. Professor Jabour's cumulative publishing record is particularly impressive. She has published three monographs, edited two anthologies, and published more than twenty articles and essays. Moreover, as the inclusion of each of her monographs in major "state of the field" essays in leading academic journals suggests, her scholarship has had a significant impact. In a 2000 review essay for the *William and Mary Quarterly*, "Notes on Life since A Little Commonwealth: Family and Gender History since 1970," Helena Wall praises her first book, *Marriage in the Early Republic: Elizabeth and William Wirt and the Companionate Ideal* (Johns Hopkins University Press, 1998) as "a fine-grained study of the promises, failed and fulfilled, of companionate marriage." Similar accolades have followed for her subsequent monographs.

And that scholarship has garnered the attention of leading intellectuals and cultural production experts outside the academy. Few of us can hope to be quoted – not just once but repeatedly – by an *Atlantic Monthly* writer, in this case the recent MacArthur Fellowship award winner Ta-Nehisi Coates. Fewer still, to have our work broadcast on CNN and then serve as the historical basis for a major new PBS docudrama, *Mercy Street*.

Likewise, the extent of her service to the University needs no repeating. The only thing that bears emphasizing is that she has not only served often, but she has done so with verve, excellence, and aplomb. Her colleagues throughout the University report how eager they are to serve on committees with Professor Jabour. As her CV also makes evident, she has served with distinction at all levels requested by the Regents' Professor nomination

description: university (department, college, school), professional (organizational, committee, panel, and meetings), and community (local, state, and country).

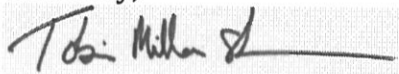
As a pedagogue, she crafts classes noted for their rigor, thoroughness, and depth. Students exclaim over how much they learn, how eager they are to learn it, and how approachable and supportive she is as an instructor. Moreover, Professor Jabour manages to teach her classes with a wry sense of humor that draws her students even deeper into the topic at hand. The awards garnered by her students at the university, state, and national level further attest to her abilities as a skilled instructor.

Yet for all her excellence in scholarship, service, and teaching, Professor Jabour's true brilliance shines in her ability to combine all three with ease and call others to do the same. She has done so with a remarkable level of commitment for two full decades at the University of Montana. Yet, rather than concentrate on her career alone, she invites others to discuss their research, shares an infectious passion for her own, and prompts us all to do better than we otherwise would.

Professor Anya Jabour has more than fulfilled the criteria for the rank of Regents' Professor. If anything, we would be tardy in awarding it to her at this stage in her career. She has been drawing attention to the University of Montana for years. She has been demonstrating true excellence - brilliantly so - for much longer.

I recommend her to you with my highest regard.

Sincerely,

A handwritten signature in black ink, appearing to read "Tobin Miller Shearer", written over a light gray rectangular background.

Tobin Miller Shearer  
Associate Professor, History Department  
African-American Studies Director

**ANYA JABOUR**

The University of Montana  
 Department of History  
 Missoula, Montana 59812-6264  
 (406) 243-4364  
 anya.jabour@umontana.edu

**EDUCATION**

Ph.D., History, May 1995, Rice University  
 M.A., History, May 1994, Rice University  
 B.A., History, May 1991, Oberlin College

**CAREER**

Full Professor, Department of History, University of Montana, 2005-  
 Co-Director, Women's and Gender Studies Program, University of Montana, 2005-2008, 2012-2015  
 Book Review Editor, *Journal of the Early Republic*, 2000-2005  
 Associate Professor, Department of History, University of Montana, 1999-2005 (tenured 2001)  
 Assistant Professor, Department of History, University of Montana, 1995-1999  
 Instructor, Department of History, Rice University, 1994  
 Editorial Assistant, *Journal of Southern History*, 1991-1994

**COURSES TAUGHT**

Women in America: From the Colonial Era to the Civil War  
 Women in America: From the Civil War to the Present  
 The American South: From Slavery to Civil Rights  
 Women and Slavery: Slave Women, Slaveholding Women, and Antislavery Women  
 Southern Women in Black and White  
 Sexism and Racism: Black Women in America  
 Families and Children in America from the Colonial Era to the Present  
 The Historian's Craft  
 The Americans: To 1896  
 History Through Literature: Women in Victorian and Modern America  
 Graduate Seminar: Gender and Sexuality in American History  
 Graduate Seminar: Gender and Politics in American History  
 Graduate Seminar: U.S. Women's History  
 Graduate Seminar: Gender, Society, and Politics in the U.S.  
 Women's and Gender Studies Senior Capstone (Co-Taught with Sara Hayden and Beth Hubble)  
 Feminism(s) and Film: First and Second Waves (Co-Taught with Sara Hayden, Comm. Studies)  
 Writing Women's Lives: Biography, Microhistory, and Local History  
 Born in the U.S.A.: American History through Children's Eyes (MOLLI)  
 Women's Rights and Women's Roles Around the World (GLI)  
 Women's Activism and Human Rights in the U.S. (MOLLI)  
 Confederate, Union, and Contraband: The Drama of the Civil War (MOLLI)

## PUBLICATIONS

### Monographs:

*Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children* (Chicago: Ivan R. Dee, 2010)

*Scarlett's Sisters: Young Women in the Old South* (Chapel Hill: University of North Carolina Press, 2007; paperback, 2009)

*Marriage in the Early Republic: Elizabeth and William Wirt and the Companionate Ideal* (Baltimore and London: The Johns Hopkins University Press, 1998)

### Edited Volumes:

*Family Values in the Old South*, coedited with Craig Thompson Friend (Gainesville: University Press of Florida, 2010)

*Major Problems in the History of American Families and Children* (Boston and New York: Houghton Mifflin, 2005)

\*\*\*Winner of Faculty Prize for Outstanding Research or Creative Activities in the Study of Women or Gender, UM Women's Studies Program, 2007\*\*\*

### Articles and Essays:

"Sophonisba Breckinridge (1866-1948): Homegrown Heroine," in *Kentucky Women: Their Lives and Times*, ed. By Melissa A. McEuen and Thomas H. Appleton, Jr. (University of Georgia Press, 2015), 140-167

"Duty and Destiny: A Progressive Reformer's Coming of Age in the Gilded Age," in James Marten, ed., *Children and Youth during the Gilded Age and Progressive Era* (New York University Press, 2014), 230-251

"Feminism Personified: Judy Smith and the Women's Movement," *Montana: The Magazine of Western History*, Vol. 64, No. 2 (Summer 2014), 18-21

\*\*\*Winner of Friends Choice Award, Montana Historical Society Volunteers, 2015\*\*\*

"Prostitution Politics and Feminist Activism in Modern America: Sophonisba Breckinridge and the Morals Court in Prohibition-Era Chicago," *Journal of Women's History*, Vol. 25, No. 3 (Fall 2013), 143-166.

"Relationship and Leadership: Sophonisba Breckinridge and Women in Social Work," *Affilia: Journal of Women and Social Work*, Vol. 27, No. 1 (February 2012), 20-34.

"Days of lightly-won and lightly-held hearts': Courtship and Coquetry in the Southern Confederacy," in Stephen Berry, ed., *Weirding the War: Stories from the Civil War's Ragged Edges* (Athens and London: University of Georgia Press, 2011), 95-121.

"Female Families: Same-Sex Love in the Victorian South," in *Family Values in the Old South*, eds. Craig Thompson Friend and Anya Jabour (Gainesville: University Press of Florida, 2010), 86-108.

\*\*\*Winner of Faculty Prize for Outstanding Research or Creative Activities in the Study of Women or Gender, UM Women's and Gender Studies Program, 2010\*\*\*

- “Families, Values, and Southern History,” with Craig Thompson Friend, in *Family Values in the Old South*, eds. Craig Thompson Friend and Anya Jabour (Gainesville: University Press of Florida, 2010), 1-15.
- “Southern Ladies and She-Rebels; or, Femininity in the Foxhole: Changing Definitions of Womanhood in the Confederate South,” in *Manners and Southern History*, edited by Ted Ownby (Jackson: University Press of Mississippi, 2007), 1-19.
- “Marriage and Family in the Nineteenth-Century South,” in Anya Jabour, ed., *Major Problems in the History of American Families and Children* (Houghton Mifflin, 2005), 121-130
- “‘College Girls’: Community and Identity in the Antebellum South,” in John Salmond and Bruce Clayton, eds., *“Lives Full of Struggle and Triumph”: Southern Women, Their Institutions and Their Communities* (University Press of Florida, 2003), 74-92
- “Resisting the Altar: A Case Study of Conversion and Courtship in the Antebellum South,” *Maryland Historical Magazine*, Vol. 96 (Spring 2001), 28-51
- “Laura Wirt Randall: A Woman’s Life, 1803-1833,” in Michael A. Morrison, ed., *The Human Tradition in Antebellum America* (Scholarly Resources, 2000), 165-80  
 \*\*\*Reprinted in Charles W. Calhoun, ed., *The Human Tradition in America from the Colonial Era through Reconstruction* (Scholarly Resources, 2002), 211-226\*\*\*
- “‘Quite a Woman of Business’: Elizabeth Washington Gamble Wirt, 1784-1857,” *Virginia Cavalcade*, XLIX (Spring 2000), 65-75
- “Male Friendship and Masculinity in the Early National South: William Wirt and His Friends,” *Journal of the Early Republic*, XX (Spring 2000), 83-111
- “Albums of Affection: Female Friendship and Coming of Age in Antebellum Virginia,” *Virginia Magazine of History and Biography*, CVII (Spring 1999), 125-58  
 \*\*\*Winner of Faculty Prize for Study of Women & Gender, University of Montana\*\*\*
- “Masculinity and Adolescence in Antebellum America: Robert Wirt at West Point, 1820-1821,” *Journal of Family History*, XXIII (October 1998), 393-416
- “‘The Language of Love’: The Letters of Elizabeth and William Wirt, 1802-1834,” in Laura McCall and Donald Yacovone, eds., *A Shared Experience: Men, Women, and the History of Gender* (New York University Press, 1998), 119-40
- “Between Mistress and Slave: Elizabeth Wirt’s White Housekeepers, 1808-1825,” in Janet Coryell, Martha Swain, Sandra Treadway, and Elizabeth Turner, eds., *Beyond Image and Conventions: Explorations in Southern Women’s History* (University of Missouri Press, 1998), 28-52
- “‘Grown Girls, Highly Cultivated’: Female Education in an Antebellum Southern Family,” *Journal of Southern History*, LXIV (February 1998), 23-64  
 \*\*\*Reprinted in Leslie Paris and Miriam Forman-Brunell, eds., *The Girls’ History and Culture Reader: The Nineteenth Century* (Chicago: University of Illinois Press, 2011)\*\*\*
- “‘It will never do for me to be married’: The Life of Laura Wirt Randall, 1803-1833,” *Journal of the Early Republic*, XVII (Summer 1997), 193-236  
 \*\*\*Winner of Faculty Prize for Study of Women & Gender, University of Montana, 1998\*\*\*

“‘The Privations & Hardships of a New Country’: Southern Women and Southern Hospitality on the Florida Frontier,” *Florida Historical Quarterly*, LXXV (Winter 1997), 259-75

“‘No Fetters But Such as Love Shall Forge’: Elizabeth and William Wirt and Marriage in the Early Republic,” *Virginia Magazine of History and Biography*, CIV (Spring 1996), 211-50.

\*\*\*Winner of Mary Hayes Ewing Prize in Southern History, Rice University, 1997\*\*\*

“Slave Health and Health Care in the British Caribbean: Profits, Racism, and the Failure of Amelioration in Trinidad and British Guiana, 1824-1834,” *Journal of Caribbean History*, XXVIII, No. 1, 1994.

“Perspectives on the Historiography of the Slave Family,” *Southern Historian*, XIII (Spring 1992), 48-65.

#### Book Reviews:

Review of *Born in the Delta: Reflections on the Making of a Southern White Sensibility*, by Margaret Jones Bolsterli (Knoxville: University of Tennessee Press, 1991), in *Southern Historian*, XIII (Spring 1992), 87.

Review of *A New Face on the Countryside: Indians, Colonists, and Slaves in South Atlantic Forests, 1500-1800*, by Timothy Silver (Port Chester, N.Y.: Cambridge University Press, 1990), *Ibid.*, 123-124.

Review of *Mistress of Riversdale: The Plantation Letters of Rosalie Stier Calvert, 1795-1821*, edited by Margaret Law Callcott (Baltimore: Johns Hopkins University Press, 1991), *Maryland Historian*, XXIII (Spring/Summer 1992), 57-59.

Review of *Unruly Women: The Politics of Social and Sexual Control in the Old South*, by Victoria E. Bynum (Chapel Hill and London: University of North Carolina Press, 1992), *Southern Historian*, XIV (Spring 1993), 76-78.

Review of *Sweet Chariot: Slave Family and Household Structure in Nineteenth-Century Louisiana*, by Ann Patton Malone (Chapel Hill: University of North Carolina Press, 1992), *Southern Historian*, XV (Spring 1994), 125-126.

Review of *A Fictive People: Antebellum Economic Development and the American Reading Public*, by Ronald J. Zboray (New York: Oxford University Press, 1993), *Southern Historian*, XVI (Spring 1995), 166-167.

Review of *Becoming Southern: The Evolution of a Way of Life, Warren County and Vicksburg, Mississippi, 1770-1860*, by Christopher Morris (New York and Oxford: Oxford University Press, 1995), in *Journal of Southern History*, LXII (November 1996), 802-803.

Review of *Tokens of Affection: The Letters of a Planter's Daughter in the Old South*, edited by Carol K. Bleser (Athens: University of Georgia Press, 1996), in *Georgia Historical Quarterly*, LXXXI (Spring 1997), 187-189.

Review of *Born in the Country: A History of Rural America*, by David B. Danbom (Baltimore and London: Johns Hopkins University Press, 1995), in *Montana Magazine of History*, (Autumn 1997), 88-90.

Review of *Mistresses and Slaves: Plantation Women in South Carolina, 1830-1880*, by Marli F. Wiener, in *Journal of the Early Republic*, XVIII (Summer 1998), 351-54.

Review of *From Virtue to Character: American Childhood, 1775-1850*, by Jacqueline S. Reinier, in the *Journal of Southern History*, LXIV (May 1998), 355-56.

Review of *Sex and Citizenship in Antebellum America*, by Nancy Isenberg, in the *Journal of the Early Republic*, XIX (Fall 1999), 555-57.

Review of *We Mean To Be Counted: White Women and Politics in Antebellum Virginia*, by Elizabeth R. Varon, for H-SHEAR, Winter 1998.

Review of *New and Improved: The Transformation of American Women's Emotional Culture*, by John C. Spurlock and Cynthia A. Magistro, in the *Journal of Interdisciplinary History*, XXX (Spring 2000), 722-24.

Review of *She Glanceth from Earth to Heaven: The Phenomenon of Love Mysticism Among Women in Antebellum Virginia and Maryland*, by Laura Hobgood-Oster, in the *Journal of Southern History*, LXVI (August 2000), 632-33.

Review of *Disloyal Mothers and Scurrilous Citizens: Women and Subversion During World War I*, by Kathleen Kennedy, in *Historically Speaking*, II (September 2000), 16-17.

Review of *A Family of Women: The Carolina Petigrus in Peace and War*, by Jane H. Please and William H. Pease, in the *Journal of American History*, (December 2000), 1037-38.

Review of *The Sabbath Journal of Judith Lomax (1774-1828)*, edited by Laura Hobgood-Oster, in the *Virginia Magazine of History and Biography*, CVIII, (2000), 188-89.

Review of "If You Love That Lady Don't Marry Her": *The Courtship Letters of Sally McDowell and John Miller*, ed. by Thomas Buckley, in the *Virginia Magazine of History and Biography*, forthcoming.

Review of *To Read My Heart: The Journal of Rachel Van Dyke, 1810-1811*, ed. by Lucia McMahon and Deborah Schriver, in the *Pennsylvania Magazine of History and Biography*, forthcoming.

Review of *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government*, by Catherine Allgor, in the *North Carolina Historical Review*, LXXVIII (July 2001), 392-93.

Review of *Scarlett Doesn't Live Here Anymore: Southern Women in the Civil War Era*, by Laura F. Edwards, in the *Register of the Kentucky Historical Society*, XCIX (Winter 2001), 82-84.

Review of *Sarah's Choice, 1828-1832*, by Ramsay MacMullen, in *American Nineteenth-Century History*, II (Autumn 2001), 128-29.

Review of *Between North and South: The Letters of Emily Wharton Sinkler, 1842-1865*, edited by Anne LeClercq, in *Register of the Kentucky Historical Society*, XCIX (Summer 2001), 314-15

Review of *All Our Relations: Blood Ties and Emotional Bonds among the Early South Carolina Gentry*, by Lorri Glover, in *Journal of American History*, 207-8

Review of *Negotiating Boundaries of Southern Womanhood: Dealing with the Powers that Be*, edited by Janet L. Coryell et al, *Alabama Review*, Vol. 56, No. 1 (January 2003), 61-63.



- Review of *A Rebel Wife in Texas: The Diary and Letters of Elizabeth Scott Neblett, 1852-1864*, edited by Erika L. Murr, in *Journal of Southern History*, CXIX (Spring 2003), 421-22
- Review of *The Confederate Belle*, by Giselle Roberts, in *Journal of American History*, (June 2004), 62.
- Review of *Masterful Women: Slaveholding Widows from the American Revolution Through the Civil War*, by Kirsten Wood, in *Journal of Southern History*, Vol. 71, No. 3 (August 2005), 684-685.
- Review of *Seduced, Abandoned, and Reborn: Visions of Youth in Middle-Class America, 1780-1850*, by Rodney Hessinger, in *Journal of the Early Republic*, (Summer 2006), 331-332.
- Review of *The Divided Family in Civil War America*, by Amy Murrell Taylor, for H-CivWar. Spring 2007.
- Review of *Claiming the Pen: Women and Intellectual Life in the Early American South*, by Catherine Kerrison, for *American Historical Review*, Vol. 112, No. 4 (October 2007), p. 1166.
- Review of *Southern Sons: Becoming Men in the New Nation*, by Lorri Glover, for *Journal of American History*, Vol. 94, No. 2 (September 2007), pp. 556-557.
- Review of *Confederate Daughters: Coming of Age During the Civil War*, by Victoria Ott, for *Register of the Kentucky Historical Society*, Vol. 106, No. 1 (Winter 2008), 107-8.
- Review of William Benemann, *Male-Male Intimacy in Early America: Beyond Romantic Friendships* (San Francisco: Arrington Park Press, 2006) in *Men and Masculinities*, Vol. 10, No. 4 (June 2008), 516-517.
- Review of *Mary Telfair to Mary Few: Selected Letters, 1802-1844*, ed. By Betty Wood, for *Journal of Southern History*, Vol. 75, No. 1 (February 2009), 141-142.
- Review of *Gender and the Sectional Conflict*, by Nina Silber, H-Net, Summer 2009.
- Review of *Confederate Phoenix: Rebel Children and Their Families in South Carolina*, by Edmund L. Drago, for *Civil War Book Review*, Summer 2009.
- Review of *Revolutionary Conceptions: Women, Fertility, and Family Limitation in America, 1760-1820*, by Susan E. Klepp, for *Journal of the Early Republic* (Winter 2010), 655-657.
- Review of *The Big House After Slavery*, for *Journal of American History*, by Amy Feely Morsman, for *Journal of American History*, December 2011, pp. 840-841.
- Review of *Madeline McDowell Breckinridge and the Battle for a New South*, by Melba Porter Hay, for *Kentucky Historical Register*, Vol. 109, No. 1 (Winter 2011), pp. 75-77
- Review of *Born Southern*, by V. Lynn Kennedy, for H-Net, Spring 2011
- Review of *Raising Racists*, for *Kentucky Historical Register*, forthcoming
- Review of *Martha Jefferson Randolph, Daughter of Monticello*, by Cynthia A. Kierner, for *Journal of Southern History*, forthcoming.
- Review of *The Charleston Orphan House: Children's Lives in the First Public Orphanage in America*, for *Journal of Interdisciplinary History*, Vol. 44, No. 3 (Winter 2014), 401-402

Review of *Playing House: Homemaking for Children*, for *Journal of American History*, forthcoming June 2014.

Review of *Families in Crisis in the Old South: Divorce, Slavery, and the Law*, by Loren Schweningen, for *Reviews in American History*, September 2014

Review of *Gendered Resistance: Women, Slavery, and the Legacy of Margaret Garner* ed. By Mary E. Frederickson and Delores A. Frederickson and Delores M. Walters, and *Fannie Barrier Williams: Crossing the Borders of Region and Race*, by Wanda A. Hendricks, in *Women's History Review*, January 2015

Review of *Intimate Reconstructions: Children in Postemancipation Virginia*, by Catherine A. Jones, *Civil War Book Review*, Summer 2015  
[\[http://www.cwbr.com/index.php?q=6029&field=ID&browse=yes&record=full&searching=yes&Submit=Search\]](http://www.cwbr.com/index.php?q=6029&field=ID&browse=yes&record=full&searching=yes&Submit=Search)

Review of *Regulating Desire: From the Virtuous Maiden to the Purity Princess*, by J. Shoshanna Ehrlich (SUNY Press, 2014), *Choices*, forthcoming

Review of *The Struggle for Equal Adulthood: Gender, Race, Age, and the Fight for Citizenship in Antebellum America*, by Corinne T. Field (Chapel Hill and London: University of North Carolina Press, 2014), for *Journal of the Civil War Era*, forthcoming.

Review of *Founding Friendships: Friendships between Men and Women in the Early American Republic*, by Cassandra A. Good (Oxford University Press, 2015), for *Journal of American History*, forthcoming

Review of *Riotous Flesh: Women, Physiology, and the Solitary Vice in Nineteenth-Century America* (University of Chicago Press, 2015), *Choices*, forthcoming

Review of *Raising the World: Child Welfare in the American Century* (Harvard and Cambridge: Harvard University Press, 2015), *Women and Social Movements*, forthcoming

#### Work in Progress:

“Who am I?: Memoirs of a Southern Feminist,” in Giselle Roberts and Melissa Walker, eds., *Women of the South: The Progressive Era*, under contract with University of South Carolina Press

“Forgotten Feminist: Sophonisba Breckinridge and Women’s Activism in Modern America,” book manuscript under contract with University of Illinois Press

“Separatism and Equality: Women at the University of Chicago, 1895-1925,” essay to be included in an anthology edited by Andrea Mariuzzo, forthcoming from Berghahn Books

#### **PROFESSIONAL PRESENTATIONS**

Keynote Presentation, “The Making of a Southern Feminist: Sophonisba Preston Breckinridge,” Southern Association for Women Historians, November 14, 2015, Little Rock, Arkansas (invited lecture)

“War ain’t nuthin’ but hell on dis earth’: Children in the Civil War South,” Historical Trauma Symposium, November 6, 2015, Missoula, Montana (invited lecture)

“World Fellowship’: International Social Work and Transnational Feminism between the World Wars,” June 26, 2015, Society for Historians of American Foreign Relations, Arlington, Virginia

“Women’s Autobiography and Feminist Biography: A Case Study of U.S. Activist Sophonisba Breckinridge,” Historical Auto/Biography (international conference), March 25-27, 2015, Le Mans and Angers, France

“A Lesbian Love Triangle at the University of Chicago: Sophonisba Breckinridge, Marion Talbot, and Edith Abbott,” invited lecture in conjunction with “Closeted/Out in the Quadrangle” exhibit at the Special Collections Research Center, Regenstein Library, University of Chicago, January 14, 2015, Chicago

“From Romantic Friendships to Sexual Deviance: Analyzing Women’s Same-Sex Relationships in a Transitional Era,” Center for the Study of Gender and Sexuality, University of Chicago, January 15, 2015, Chicago

“Separatism and Equality: Women at the University of Chicago, 1895-1945,” Societa Italiana Per Lo Studio Della Storia Contemporanea, International Seminar on the History of Universities, “Universities, Institutions, and Society (1914-1968),” September 6, 2014, Pisa, Italy  
[[https://www.youtube.com/watch?v=0sLol6cXXow&list=UUaTK\\_MP4BC2\\_MvXx2xlj7kg](https://www.youtube.com/watch?v=0sLol6cXXow&list=UUaTK_MP4BC2_MvXx2xlj7kg)]

“A Tempest in a Teapot?: Debating Women’s Rights at the Pan American Conference in Montevideo, Uruguay, 1933,” Annual Meeting, Society for Historians of American Foreign Relations, June 20, 2014, Lexington, Kentucky

“An Activist Academic: Sophonisba Breckinridge, Social Work, and Social Reform,” Western Association for Women Historians, May 1-3, 2014, Pomona, California

“Spheres of Influence: Sophonisba Breckinridge and Social Reform in Modern America,” January 6, 2012, annual meeting of the American Historical Association, Chicago, Illinois

“The Child in the City: Sophonisba Breckinridge and Child Welfare in Twentieth-Century Chicago,” June 24, 2011, Fifth Biennial Conference of the Society for the History of Children and Youth, Columbia University, New York

“Sophonisba Breckinridge, Social Work, and Social Justice,” May 23, 2011, Unsettling Feminisms, University of Illinois, Chicago

“The Professor and the Prostitute: Sophonisba Breckinridge and the Morals Court in Prohibition-Era Chicago,” November 12, 2010, Newberry Library Seminar on Women and Gender, Chicago, Illinois (invited lecture)

“Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children,” August 4, 2010, National Archives “Discovering the Civil War” Exhibition and Lecture Series, Washington, D.C. (invited lecture and book signing)

“Gone With the Wind: Changes in Courtship in the Civil War South,” October 23, 2009, Weirding the War Symposium, Watson-Brown Foundation/University of Georgia, Athens, Georgia (invited lecture)

“Gender, Race, and Politics in Girls’ Play in the Civil War South,” June 6, 2009, Eighth Southern Conference on Women’s History, sponsored by Southern Association for Women Historians, Columbia, South Carolina

- “Learning One’s ‘Place’: Race, Gender, Class, and Childhood in the Old South,” September 29, 2007, Symposium on Children and Education in the Transmission of Regional Culture, Watson-Brown Foundation/Institute for Southern Studies Conference, Hickory Hill, Georgia (invited lecture)
- “Southern Schoolgirls: Curriculum, Purpose, and Competition in Female Academies in the Old South,” July 22, 2007, Annual Conference of Society for Historians of the Early American Republic, Worcester, Massachusetts
- “Confederate Childhoods: Family and Identity in the Civil War South,” June 9, 2006, Annual Meeting, Southern Association for Women Historians, Baltimore, Maryland
- “Southern Ladies and She-Rebels; or, Femininity in the Foxhole: Changing Definitions of Womanhood in the Confederate South,” October 6, 2004, at the Porter Fortune, Jr. History Symposium, “Manners and Southern History,” University of Mississippi, Oxford, Mississippi (invited lecture)
- “‘That vexed riddle Self’: Girls’ Private Writings in the Nineteenth-Century American South,” August 13, 2003, at the Conference of the International Federation for Research in Women’s History, Belfast, Northern Ireland
- “Daughters of the Confederacy: Southern Girls in the Civil War Era,” July 28, 2001, at the Second Annual Conference on the History of Children and Youth, Milwaukee, Wisconsin.
- “‘College Girls’: The Female Academy and Female Identity in the Antebellum South,” November 8-11, 2000, 66th Annual Meeting, Southern Historical Association, Louisville, Kentucky
- “‘Pleasant and congenial companions’: Same-Sex Relationships Among Women in the Victorian South,” June 15, 2000, Fifth Southern Conference on Women’s History, sponsored by the Southern Association for Women Historians, Richmond, Virginia
- “Resisting the Altar: Conversion and Courtship in the Antebellum South,” November 14, 1998, 64th Annual Meeting, Southern Historical Association, Birmingham, Alabama
- “Albums of Affection: Female Friendship and Coming of Age in Antebellum Virginia,” July 17, 1998, annual meeting of the Society for Historians of the Early American Republic, Harpers Ferry, West Virginia
- “Daughters of the Old South: Community and Identity in the Female Academy,” March 7, 1998, South Central Women’s Studies Association Conference, Houston, Texas
- “‘Useful members of society’: Female Education in an Antebellum Southern Family,” June 14, 1997, Fourth Southern Conference on Women’s History, sponsored by the Southern Association for Women Historians, Charleston, South Carolina
- “‘All the Ardor & Sincerity of Friendship’: Male Friendship and Masculinity in Early Nineteenth-Century Virginia,” June 7, 1997, Third Annual Conference of the Institute of Early American History and Culture, Winston-Salem, North Carolina
- “‘Quite a woman of Business’: Elizabeth Wirt and Widowhood in Antebellum America,” May 15-17, 1997, Third Carleton Conference on the Family, Ottawa, Canada
- “‘The Privations & Hardships of a New Country’: Southern Women and Southern Hospitality on the Florida Frontier,” May 24, 1996, 94th Annual Meeting, Florida Historical Society, Cocoa Beach, Florida

“‘Troublesome strangers in my house’: Elizabeth Wirt’s Housekeepers and Houses in Richmond, Virginia, 1806-1817,” April 8, 1995, Tenth Annual Interdisciplinary Nineteenth-Century Studies Conference, Santa Cruz, California

“Between Mistress and Slave: Elizabeth Wirt’s White Housekeepers, 1808-1825,” June 3, 1994, Third Southern Conference on Women’s History, sponsored by the Southern Association for Women Historians, Houston, Texas

“A Southern Woman’s Life: Laura Wirt Randall, 1803-1833,” March 31, 1994, meeting of Southwestern Social Science Association, San Antonio, Texas

“William Wirt and the Contradictions of Masculinity, 1802-1817,” July 24, 1993, annual meeting of Society for Historians of the Early American Republic, Chapel Hill, North Carolina

“Slave Health and Health Care in the British Caribbean: Profits, Racism, and the Failure of Amelioration in Trinidad and British Guiana, 1824-1834,” March 19, 1993, meeting of Southwestern Social Science Association, New Orleans

“Family Reaffirmed on the Texas Frontier: The Case of the Archers, 1846-1860,” February 19, 1993, meeting of East Texas Historical Association, Huntsville, Texas

“Flexible Gender Roles in the American South: The Family Circle of Elizabeth and William Wirt, 1802-1812,” September 22, 1992, meeting of Houston Area Southern Historians, Houston, Texas

#### SELECTED PUBLIC PRESENTATIONS AND PANELS

“Making Meaning out of Memories: Autobiography of an Activist,” Community Lecture Series, University of Montana, Missoula, Montana, February 17, 2016

“Making *Mercy Street*: Creating a Civil War Docudrama,” Rocky Mountain Museum of Military History, November 22, 2015 (invited lecture)

“Montana Women Making History,” John White Lecture Series, The Museum at Central School, Kalispell, Montana, January 11, 2015 (and other venues)

“Peer Reviewed Publications,” Provost’s Faculty Development Series, Fall 2014

“Mutually Reinforcing or Mutually Exclusive? U.S. Women’s Rights and Racial Justice in Historical Perspective,” Missoula YWCA Racial Justice Brown Bag Lecture Series, January 17, 2014

“Spheres of Influence: Sophonisba Breckinridge and Women’s Activism in Modern America,” History of Public Policy, School of Social Work, October 2013

“The Peer Review Process,” Professional Development Workshop Series, History Department, October 2013

“‘The Work of the World’: Sophonisba Breckinridge and Women’s Activism in the U.S. and Abroad, 1900-1950,” GLI First-Year Lecture, October 2013

“The Job Search,” Professional Development Workshop Series, History Department, November 2013

Guest Lecture, "Seeking Sophonisba: Researching a Forgotten Feminist, Pioneering Social Worker, and Social Justice Activist," History of Public Welfare, UM School of Social Work, January 28, 2011

Presenter, "C.V. Building," Graduate Student Professional Development Seminar Series, UM History Department, February 3, 2011

Interview, "International Women's Day," KECI, March 8, 2011

Interview, "This Is What a Feminist Sounds Like," KGBA, October 26, 2010

Panelist, "Getting Published," Provost's Faculty Development Series, November 5, 2010

"Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children," August 4, 2010, National Archives "Discovering the Civil War" Exhibition and Lecture Series, Washington, D.C. [Televised on C-Span 3 September 25, 2010; available online at <http://www.c-spanvideo.org/videoLibrary/search-results.php?keywords=jabour>]

"An Activist Academic: Sophonisba Preston Breckinridge," Women's History Month Lecture, Women's and Gender Studies Program, University of Montana, March 2, 2010, Missoula, Montana

Facilitator, *Sisters of '77* Film Screening and Discussion, Women's History Month Event, Women's and Gender Studies Program, University of Montana, March 25, 2009, Missoula, Montana

"Cooperation, Conflict, and Commitment in the Woman Suffrage Movement," International Women's Day Celebration, Women's Opportunity and Resource Development, March 6, 2009, Missoula, Montana

Panelist, "How the Gays Saved Civilization," Out at the Library, Missoula Public Library, May 1, 2008, Missoula, Montana

Panelist, "Homosexuality: Biology or Choice?" UM Multicultural Alliance, April 24, 2008, Missoula, Montana

"Woman Suffrage," Thinking Through American History (workshop for students, grades 7-12), March 13, 2008, Fort Benton, Montana

"Women, Reform, and Politics in Progressive-Era America," Thinking Through American History (training for teachers, grades 5-12), June 6, 2007, Helena, Montana

Panelist and Moderator, "Community Panel Discussion: Bias-Based Bullying and Hate Crimes," Montana Human Rights Network, June 4, 2007, Whitefish, Montana

"Worse than Before?" Black and White Women's Perspectives on Emancipation and Reconstruction," Missoula Public Library, April 18, 2007, Missoula, Montana

"Women's Rights and Racial Justice: Southern Women and the Anti-Lynching Movement," YWCA, March 30, 2005, Missoula, Montana

"International Women's Day," International Week Celebration, Missoula, March 8, 2004 (and other venues)

“African American Children in Slavery and Freedom,” Teaching American History Grant, Missoula County Pubic Schools, December 2003.

“Historical Perspectives on Domestic Violence,” TRACKS Program, Ronan High School, April 2002.

“Marriage, Family, and Domestic Violence in the Old South,” Women’s History Month, UM Women’s Studies Program, March 2002.

“Higher Education and Broader Horizons: A History of Women’s Education in the United States,” Mortar Board Last Lecture Series, University of Montana, March 8, 2000 (and other venues)

“Elizabeth Wirt: A Woman’s Life, 1784-1857,” Women’s History Month Lecture Series, Flathead Valley Community College, March 22, 2000 (and other venues)

## SERVICE

### Departmental Service

Early America Search Committee, 2015-present  
 Co-Coordinator, Professional Development Workshop Series, 2013-present  
 Faculty Development Committee, 2005-2009; 2011-present  
 Faculty Evaluation Committee, 2001- present  
 Personnel Committee, 2000-present  
 Chair, Atlantic World Search Committee, 2011-2012  
 Hammond Committee, 2011-2012  
 Chair, Curriculum Committee, 2010-2011  
 Chair, Unit Standards Committee, 2005-2010  
 Curriculum Committee, 2007-2009  
 Commencement Committee, 2007-2009  
 African American History Search Committee, 2007-2008  
 Chair, U.S. History (1789-1861) Search Committee, 2006-2007  
 Scholarships Committee, 1995-2005 (Chair 2001-2002)  
 Middle Eastern Search Committee, 2005, 2006  
 Latin American Search Committee, 2003-2004  
 Chair, U.S. Social History Search Committee, 2001-2002  
 Graduate Committee, 2001-2002  
 Administrative Assistant Search Committee, Summer 2001  
 Chair, Curriculum Committee, 1996-1999  
 Guest lecture, Historian’s Craft (Women’s History), Fall 1999  
 Guest speaker, History Club (Writing for Publication), Fall 1997  
 Library Committee, 1995-1996  
 Unit Standards Committee, 1995-1996  
 Latin American Search Committee, 1995-1996  
 Coordinator, Professional Development Seminar, 1995-1996  
 Coordinator, Graduate Student Seminar Series, Rice University, 1992-1993

### University Service

Community Lecture Series Committee, 2015-present  
 Humanities Institute Committee, 2014-present  
 “Publishing in Peer-Reviewed Journals,” UM Faculty Development Workshop, Spring 2015  
 Women’s History Month Committee, 2010-present  
 Women’s and Gender Studies Executive/Steering Committee, University of Montana, 1995-present

Women's and Gender Studies Curriculum and Graduate Committee, 2010-2015  
 Co-Director, Women's and Gender Studies Program, 2005-2008, 2012-2015  
 Global Leadership Initiative Taskforce, 2013-2014  
 Global Leadership Initiative Capstone Subcommittee, 2013-2014  
 Representative, UM Days, 2013-2015 (multiple events)  
 University Council on Sexual Assault, 2012-2014  
 Organizer, Jackson Katz Lecture, Fall 2012  
 Introduction, President's Lecture Series, James McPherson, Fall 2012  
 Administrative Assistant Search Committee, Women's & Gender Studies, Summer 2011  
 Charlotte Perkins Gilman Conference Program Committee, 2010-2011  
 CAS Academic Advisory Committee, 2007-2008  
 Susan Koch Library Scholarship Committee, 2004-2008  
 African American Studies Search Committee, 2006-2007  
 Introduction, President's Lecture Series (Cynthia Enloe), February 2007  
 University Writing Committee, 2003-2005  
 Introduction, President's Lecture Series (Allan Matusow), February 2004  
 Panel Chair, Graduate Student and Faculty Research Conference, April 2002  
 General Education Task Force, 2001-2002  
 Women's Studies Programming and External Outreach Committee, 2001-2004  
 Women's Studies Research Group, 1995- 2000 (Coordinator, 1998-1999)  
 African American Studies Advisory Board, 2000-2005  
 Coordinator, Women's History Month Displays, Mansfield Library, 1998-2000  
 Chair, African American Studies Director Search Committee, 1999-2000  
 Women's Studies Long-Term Planning Committee, 2000-2001  
 Women's Studies Administrative Assistant Search Committee, Summer 2000  
 College of Arts & Sciences Dean Search Committee, University of Montana, 1999-2000  
 Preceptor, Freshman Interest Group, 1997-2001  
 Workshop, "Women Leaders in History," Center for Leadership, Fall 1998 & Spring 1999  
 Introduction, President's Lecture Series (Drew Gilpin Faust), March 1999  
 Guest Speaker, Center for Leadership Development ("Women Leaders in History"), Fall 1998  
 Guest Speaker, Liberal Studies 395 ("Lesbian Subcultures in the Cold War Era"), Fall 1998  
 Introduction, President's Lecture Series (Eugene Genovese), December 1997  
 Guest Speaker, Honors College 395 ("The American Family in the Arts"), Fall 1997  
 ASCRC Subcommittee for Humanities and Social Sciences, 1996-1997  
 Women's Studies Director Search Committee, University of Montana, 1996-1997  
 Women's History Month Planning Committee, University of Montana, 1995, 1996 (acting chair)  
 Guest speaker, Women's Studies Brown Bag Lunch, University of Montana, Spring 1996  
 Guest speaker, Undergraduate Scholars Program, Rice University, Fall 1994

### Professional Service

Editorial Board, *Register of the Kentucky Historical Society*, 2010-present  
 Editorial Advisory Board, *Virginia Magazine of History and Biography*, 2005-present  
 Prize Committee, Julia Cherry Spruill Prize, Southern Association for Women Historians, 2014  
 Richard H. Collins Award Committee, Kentucky Historical Society, 2011  
 Book Review Editor, *Journal of the Early Republic*, 2000-2005  
 Chair, Taylor Prize Committee, Southern Association for Women Historians, 2002  
 Program Committee, Society for Historians of the Early American Republic, 2000-2001  
 Manuscript Proposal Referee, *A Different Voice* (U.S. women's history textbook), 2000  
 Outside Referee, *Women and Power in American History* (Prentice-Hall), 2000  
 Content Reviewer, *Boyer's The American Nation* (Holt, Rinehart, and Winston, 2001)  
 Membership Committee, Southern Association for Women Historians, 1996-present  
 Manuscript Referee, NYU Press, University of Georgia Press, Holt, Rinehart, and Winston,



*Journal of Southern History, Journal of Family History, Journal of the Early Republic, Pennsylvania Magazine of History and Biography, William and Mary Quarterly, Journal of American History, Maryland Historical Magazine, Journal of Women's History, Register of the Kentucky Historical Society, Cornell University Press, Palgrave MacMillan, Lexington Books, Prentice-Hall, Book Reviewer, Journal of American History, American Historical Review, Journal of Southern History, Journal of the Early Republic, Georgia Historical Quarterly, Journal of Interdisciplinary History, Southern Historian, Journal of Negro History; Maryland Historian, Virginia Magazine of History and Biography, Pennsylvania Magazine of History and Biography, Alabama Review, North Carolina Historical Review, Civil War Book Review, H-Net, Men & Masculinities; Montana: The Magazine of Western History; Ohio Valley History*  
Associate Editor, *Southern Historian*, 1994-1995  
Editorial Assistant, *Journal of Southern History*, 1991-1994

### Public Service

Speaker, Humanities Montana, 2011-present  
 Member, Montana Women's Chorus, 2007-present  
 Instructor, Montana Osher Institute for Lifelong Learning (MOLLI), 2011-present  
 Coordinator, Montana Woman Suffrage Centennial Committee, 2013-2014  
 Organizer and Judge, "Women Making Montana" Essay Contest, 2014  
 Member, Advisory Board, Women's History Matters, Montana Historical Society, 2013-2014  
 Missoula International Women's Day Planning Committee, 2011  
 Speaker, Thinking Through American History Grant, Montana Public Schools, 2007-2008  
 Speaker, Teaching American History Grant, Missoula County Public Schools, 2003-2005  
 Board Member, Women's Opportunity and Resource Development, 2002-2004  
 Volunteer, Francetich Group Home, Missoula Youth Homes, 2001-2004  
 Speaker, Women's History Month Speakers' Bureau, 1998-1999  
 Mentor, Job Shadowing Program, Hamilton High School, 1995-1996

### Public History Projects

Script Reviewer/On-Set Historical Consultant, *Mercy Street*, PBS Civil War-era docudrama, 2013-  
<http://www.pbs.org/about/news/archive/2015/mercy-street-cast/>  
 Contributor, "Mercy Street Revealed" Blog, 2016-present,  
<http://www.pbs.org/mercy-street/blogs/mercy-street-revealed/>  
 Principal Investigator, "Montana Women's History Exhibit," Major Grant, Humanities Montana, 2014  
 Project Director/Curator, "Leading the Way: Montana Woman Suffrage and the Struggle for Equal  
 Citizenship" [traveling historical exhibit; for more information on the exhibit, visit  
<http://vimeo.com/91021365> ; <http://montanawomenshistory.org/traveling-suffrage-exhibit/details-of-traveling-suffrage-exhibit/>; and <http://mtpr.org/post/exhibits-explore-highs-and-shameful-lows-montana-s-early-suffrage-movement>.  
 Contributor, "Women's History Matters," <http://montanawomenshistory.org>, 2014

### HONORS, FELLOWSHIPS, AND GRANTS

Award of Merit, American Association for State and Local History, "Montana Women's History Matters," 2015  
 Friends Choice Award, Montana Historical Society Volunteers, for "Feminism Personified," 2015  
 Nominee, Governor's Humanities Medal, 2014  
 Paul Lauren Undergraduate Mentorship Award, 2014  
 George M. Dennison Presidential Faculty Award for Distinguished Accomplishment, 2014  
 Humanities Montana Major Grant, 2014  
 NEH Summer Institute, "Making Modernism," Newberry Library, Summer 2013  
 University of Montana Distinguished Scholar Award, 2013  
 NEH Summer Stipend, 2012  
 Short-Term Academic Enrichment Grant, University of Montana, Spring 2013  
 University Research Grant, Summer 2013  
 Boone Faculty Development Fellowship, Department of History, Fall 2011  
 Short-Term Academic Enrichment Grant, University of Montana, Spring 2011  
 Faculty Development Fellowship, Department of History, Spring 2011  
 Faculty Prize for the Study of Women & Gender, Women's & Gender Studies, UM, 2010  
 Short-Term Academic Enrichment Grant, University of Montana, 2010  
 Short-Term Academic Enrichment Grant, University of Montana, 2009  
 Faculty Development Fellowship, Department of History, 2009 (two awards)  
 Faculty Prize for the Study of Women & Gender, Women's Studies, University of Montana, 2007  
 Hall Fellowship, Department of History, 2007

Faculty Prize for the Study of Women & Gender, Women's Studies, University of Montana, 2005  
Boone Fellowship, Department of History, 2005  
Boone Fellowship, Department of History, 2003  
Ambrose Fellowship, Department of History, 2001, 2002  
Helen Cox Award for Excellence in Teaching, University of Montana, 2000  
Mortar Board Last Lecture Series, University of Montana, 2000  
Faculty Prize for the Study of Women & Gender, Women's Studies, University of Montana, 2000  
Boone Fellowship, Department of History, University of Montana, 2000  
Ambrose Fellowship, Department of History, University of Montana, 2000  
Finalist, Recognition Award for Emerging Scholars, AAUW, 1999  
University Research Grant, University of Montana, 1998  
Faculty Prize for the Study of Women & Gender, Women's Studies, University of Montana, 1998  
Merit Award for Excellence in Research, University of Montana, 1997  
Boone Fellowship, Department of History, University of Montana, 1997  
University Research Grant, University of Montana, 1997  
Mellon Research Fellowship, Virginia Historical Society, 1997  
Women's Studies Research Grant, Special Collections Library, Duke University, 1997  
Mary Hayes Ewing Publication Prize in Southern History, Rice University, 1997  
University Research Grant, University of Montana, 1996  
Boone Fellowship, Department of History, University of Montana, 1996  
Barbara Field Kennedy Prize in American History, Rice University, 1995  
Presidential Fellowship, Rice University, 1994-1995  
Ben Procter Award for Best Student Paper, Southwest Historical Association, 1994  
American History Award, National Society of the Colonial Dames of America, 1993  
Honorable Mention for Latin American Paper, Southwest Historical Association, 1993  
Phi Beta Kappa, Oberlin College, 1991  
George Grant and Carrie Life Prize in American History, Oberlin College, 1991  
Mardie Wheatley Blanchard Scholarship in History, Oberlin College, 1991  
Ohio Regents Scholar, 1987-1991



**THE NEWBERRY**

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February 25, 2016

Regents Professor Nomination Committee  
University of Montana

To Committee:

It gives me great pleasure to write a letter recommending Anya Jabour for a University of Montana Regents Professorship. Anya is a brilliant scholar and teacher, whose scholarship has greatly enriched the fields of Southern and Women's history, and whose forthcoming book on social worker and activist Sophonisba Breckinridge will contribute greatly to the history of women and social activism. I taught women's and Southern history for fifteen years at Northeastern Illinois University, have authored several books and numerous articles in women's history, and now work in the Office of the Provost at Northwestern University. I am delighted to be able to offer my support for such a brilliant historian, champion of public and women's history, and nationally respected colleague.

Anya's first three monographs on children, young women, coming of age, and marriage in the South have been extremely well received and personally enormously helpful to my own books on Southern women's clubs in the Progressive era and Southern women who went North for college at the seven sister colleges. These books are considered models of clear prose and thoughtful analysis in Southern history and are often included on syllabi for Southern history and women's history classes. Furthermore, Anya's edited volume, *Major Problems in the History of American Families and Children* beautifully pulls together important and lesser known primary sources as well as historical essays on topics in family history. The book is a perfect tool around which to organize a class in family history. Anya's production of these monographs and edited collections in only twelve years is nothing short of remarkable.

I was very excited several years ago to learn that Anya is now writing a biography of Sophonisba Breckinridge. Breckinridge was enormously important during her time at Hull House and the University of Chicago, although no historians have written her biography. Given Breckinridge's importance, yet her invisibility in most histories, Francesca Morgan and I invited Anya to present at the Newberry Library Seminar on Women and Gender here in Chicago. That session was one of the best-attended seminars in our six-year history. Anya published that paper in the *Journal of Women's History*, the gold standard for women's history, and has published and presented papers on Breckinridge elsewhere. Notably, she was invited to give the keynote presentation at the Southern Association for Women Historians at the Historical Association Meeting. This is a reception attended by approximately two hundred scholars and is a great honor in the field of women's history. In

addition, her work is recognized internationally, as she traveled to Bologna, Italy and to Le Mans, France to present her work at international conferences.

Anya now has a contract with the University of Illinois Press. A biography of Sophonisba Breckinridge is long overdue, and Anya fills this void with an eloquent, well-researched, and thoughtful book. Breckinridge is an important progressive era reformer, academic leader, and feminist activist from the early 20<sup>th</sup> century, who, as the author indicates, has largely been forgotten while her colleagues, including Jane Addams, are better studied and celebrated. Anya has thought deeply about both the life and times of Breckinridge: she presents a brilliant account of Breckinridge's life, her influences, her relationships, her personality; and she makes a forceful argument into how Breckinridge's biography helps us to understand better the contours of women's activism in the early twentieth century. I am confident that this book will be extremely well received when it is published.

The biography traces Breckinridge's long career in Chicago and her connections with not only Jane Addams and Hull House, but also with the larger single-sex networks of women reformers of the Progressive era and beyond, analyzing their role in promoting social justice activism. This book is particularly important for several arguments in particular that Anya makes about Breckinridge's enormous influence. Most significant to me is Anya's analysis of Breckinridge's "feminism" and the way that she connected her academic research to her social activism. Historians of women are still untangling the meaning of feminism across the twentieth century, and the ways in which women connected their beliefs about gender equality to their activism in many fields. Furthermore, understanding the connections among these women, with Breckinridge at the center of many circles, is critical to understanding how feminist activism operated in society. Finally, Anya's book on Breckinridge will be extremely important because Breckinridge's activism went beyond the progressive era, continuing after women won the right to vote. Too many histories stop with passage of the 19<sup>th</sup> amendment, which distorts our understanding of feminism in the period between 1920 and the women's liberation movement of the 1960s and 1970s.

The book also emphasizes the relationship that Breckinridge had with her life partner, Edith Abbott. Anya's work on same-sex relationships more than effectively analyzes the relationships among women who did not self-identify as lesbian, demonstrating the importance of these relationships to the work that reformers and activists accomplished, even as definitions of sexuality and lesbians shifted under their feet. Anya also has the background in Southern history that allows her to understand the influence of Breckinridge's Southern youth and family, as she carefully analyzes Breckinridge's attention to racial justice.

Recently, Anya has captured the attention of not only the historical profession, but also the public across the nation through her work as a consultant to the acclaimed PBS drama, *Mercy Street*. Anya's expertise was sought because her book and other publications on Southern women are held in such high regard. She is now blogging about the series and bringing high quality history to the public on a massive scale. Her engagement with Montana women's public history, through the humanities council there, also speaks to her ability to reach general audiences as well as academics, as well as to her dedication to the state of Montana.

Anya Jabour's CV will demonstrate to you the breadth of her teaching and writing, her vast experience, and the high regard in which she is held in the field of women's and Southern history. She has served both her university and the profession in so many capacities. She is a superb scholar and a wonderfully generous and intellectually curious colleague. I firmly believe that her latest work, her biography of Breckinridge, will have an enormous impact on the field of women's history, that it will be widely read and cited by many other scholars, and that it will be enjoyed by the general public. I highly recommend her for this prestigious honor at the University of Montana.

Sincerely,

Joan Marie Johnson, PhD  
Program Coordinator, Northwestern University Office of the Provost  
Co-director, Newberry Seminar on Women and Gender  
Newberry Library, Chicago  
joanmjohnson@northwestern.edu



6 MARCH 2016

DEAR REGENTS PROFESSOR NOMINATING COMMITTEE  
OF THE UNIVERSITY OF MONTANA,

It is my great pleasure to recommend one of the outstanding scholars in my field for your REGENTS PROFESSORSHIP, as I have known Dr. Jabour for two decades and am an admirer and fan of her work.

First and foremost, her book on the Wirts drew my attention to her sensitive and serious interrogation of the Old South. This was an excellent first study and she has built on its solid foundation to establish herself as the leading scholar in the field of gender and family in the 19<sup>th</sup> century South.

Many of us in southern women's history have appreciated the rich and expansive investigation of adolescence in the plantation South, *Scarlett's Sisters*. This book really opened the eyes of many of us to significant developments in gender ideology and the limits imposed on women within antebellum society. Her sensitivity to issues of race and class advanced the field considerably.

Her considerable expertise has been recognized and enhanced by her contributions to key texts within the fields, most recently, *Family Values in the Old South*. Her 2005 *Major Problems in the History of American Families and Children* is a signature example of her status within the field.

She has established herself as the premiere scholar working on kinship and gender in the Civil War South. Her editing of major anthologies, her collection of books in the field, including her most recent monograph, *Topsy-Turvy*, all contribute to national recognition of her as the leading scholar in this field.

It is no surprise to me or anyone else in American history that when the new series on Civil War America, *Mercy Street*, required an expert on Civil War southerners, that Dr. Jabour was the natural candidate for this important. Her role as historical consultant stems quite naturally from her outstanding scholarship, but also her wide range of public service and engagement with larger projects.

I know of her current research topic--and I am confident that her current, ongoing and future projects will be as outstanding as previous work.

She is a great ambassador for the University of Montana and I am hopeful you will recognize her talent and accomplishments with this singular honor.

All best,  
Cathering Clinton  
Denman Chair of American History &  
International Research Professor at Queen's University Belfast



THE UNIVERSITY OF  
**MISSISSIPPI**

ARCH DALRYMPLE III DEPARTMENT OF HISTORY

February 24, 2016

To the Regents Professor Nomination Committee:

Anya Jabour, Professor of History, has been nominated for recognition as a Regents Professor at the University of Montana. I am delighted to support her nomination. Dr. Jabour is an ideal candidate for this prestigious honor. She excels at every level—as a teacher, a scholar, and contributor to the well-being of the University. I will not enumerate each of the many ways which make Jabour the ideal candidate for this honor. The Committee can read her impressive CV as well as I can! I will, however, point out a few of the areas in which to my mind she stands out.

I have known Dr. Jabour for well over two decades, and in that time have become increasingly impressed with both the quality and the quantity of her scholarship. Known both nationally and internationally, Jabour has spread the good news everywhere she goes about the kind of person whom the University of Montana always seems able to hire. She has been an invited speaker both in the United States and abroad, presenting the results of her ongoing research in venues as varied as Paris, Dublin, and Little Rock, Arkansas. Just last year she was the keynote speaker for the Southern Association for Women Historians (SAWH), giving a speech that was the talk of the conference for the entire, star-studded weekend. And of course she is now the on-set historical consultant for the very successful PBS docudrama, *Mercy Street* which has begun airing this fall, and promises to have a run at least as long as *Downton Abbey*.

Jabour's written work is truly breathtaking. Her first book, *Marriage in the Early Republic*, has become something of a classic for historians of the Early Republic. Beautifully written and tightly argued, it makes cogent arguments about changing notions of masculinity and femininity, changing configurations of family life, and patterns of education for both men and women in this crucial time. That book, however, focused on just one family: the family of Elizabeth and William Wirt of Virginia. Her second monograph, *Scarlett's Sisters: Young Women in the Old South*, casts a much wider net. Examining the personal manuscripts of hundreds of women, she analyzes the contested meanings of "coming of age" for elite, white, southern women in the Antebellum period. It promises to be of even greater importance than her first, highly respected and widely used monograph has been.



Jabour is a prolific scholar. She is the author of a vast number of articles dealing with gender issues in the early South. She compiled and edited one of Houghton Mifflin's highly regarded "Major Problems" series, focusing on the history of American families and children from colonization to the present. And for five years she was the Book Review Editor for the *Journal of the Early Republic*, the most prestigious scholarly journal in the field. She is currently on the editorial board of the *Virginia Magazine of History and Biography*. She has also been the recipient of a number of highly competitive scholarly grants, including grants from the NEH and the American Association for State and Local History. It is important to note that scholars in the humanities have a very difficult time getting any funding from the very few venues open to them. That Jabour has managed to achieve national recognition for her scholar work is truly remarkable. The University of Montana has also recognized her as one of the most valuable members of the scholarly community. She has received numerous research and teaching awards at both the Departmental and University levels. And in 2014, she became the first recipient of the George M. Dennison Presidential Faculty Award for Distinguished Accomplishment.

Jabour is now hard at work on—and actually beginning to write—a new manuscript. "Forgotten Feminist: Sophonisba Breckenridge and Women's Activism in Modern America" is an exciting project that is long over due. It is all too often the case that I pick up a biography of some famous person and wonder why we need yet *another* book about, say, Benjamin Franklin or Franklin Roosevelt. Very seldom do I finish a book and wonder why it took so long for someone to get around to writing it. Anya Jabour's biography of Breckenridge will clearly fall in the latter category.

Breckenridge is an important figure at both the national and international levels. A feminist, a pacifist, and a social reformer, a professional academic and an actor on the world stage, she was directly involved in virtually every major progressive undertaking that occurred throughout her very long and fruitful life. This book will attract the attention of scholars on both sides of the Atlantic, bringing recognition to Jabour (and to the University) from Europe as well as the United States. Breckenridge was a bundle of contradictions. A member of Kentucky's elite Breckenridge family, she disavowed her roots and her heritage as she fought a persistent battle against racism, and became a dedicated advocate for impoverished people everywhere. Someone who was expected to grow up, marry, have children, and serve tea, she instead became a leading light in the newly conceived discipline of social work, establishing high standards of academic rigor for the field. Her interests were myriad. And thus an analytical narrative of her career will attract the attention of both academics and lay readers. Breckenridge was involved in educational reform, public policy, social welfare, and foreign affairs. This book, when it is completed, will surely reach a wide and diverse audience.

Jabour's decision to place Breckenridge's life within the conceptual framework of "feminism" is a brilliant one. Her analysis will tell us about Breckenridge, herself; but it will also tell us a great deal about feminism—its methods and goals, its successes and failures—throughout the late nineteenth and early twentieth centuries. In particular, it

will highlight the collaborative nature of feminism—a nature that Jabour argues, helps explain, at least in part, our “collective amnesia” about a woman who was extremely important in her own lifetime. It also provides important evidence to challenge the popular assumption that feminism virtually “died” once women won the right to vote, and did not appear again in any meaningful way until the late 1950s.

Not only is Breckenridge, herself, an important figure, but she has left a rich trove of sources that would please even the most ambitious and rigorous biographer. Jabour has painstakingly tracked down every piece of paper that pertains to Breckenridge. She will be able to shed light on her subject’s personal life, as well as to integrate the personal with the public and political. Thus, this will be a comprehensive and engaging biography. And once again, it will bring recognition to the University of Montana.

A glance at her Vita indicates just how valuable a colleague Jabour is. Her service to the University—and to the community—is stellar. She is one of the most stalwart supporters of the fledgling Women’s Center at the University, an underfunded enterprise that has grown exponentially under her astute leadership. She has twice served as the co-director of the Center. She was the Principle Investigator for the “Montana Women’s History Exhibit” in 2014 and the Project Director for “Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship,” both of which enterprises connected the University to the broader public, forging much-needed connections between the University and the state. Her service on a myriad of Department and University committees is remarkable—and surely is an indication of the trust her colleagues have in her judgment and in her ability to get things done. How she manages to be as active on campus as she is, and still be such a productive scholar is a mystery to me. Youth might have something to do with it. But even at her age, I was not as energetic as Anya Jabour is now, and will continue to be. At any rate, the teaching load at Montana is very heavy, and her ability to continue to be a prolific scholar under such demanding circumstances surely says a great deal about her ability and her determination.

I am less familiar with Jabour’s attributes as a teacher. I did, however, teach summer school at the University of Montana in the mid-nineties, and met a number of students who talked about her with admiration and genuine affection. She and I have “talked teaching” on many occasions, and I came away from those conversations enlightened, inspired, and totally convinced that Jabour takes her teaching responsibilities very seriously. She is innovative, dedicated, and talented in this—as in all other—regards.

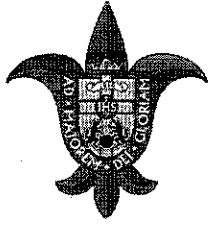
The University of Montana is fortunate to have such a fine member of the academic community as Anya Jabour. She is well-known and well-respected throughout the historical profession. And for very good reason. I recommend her to you with no hesitation or qualification. Please don’t hesitate to call me if you have any questions.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sheila Skemp". The signature is written in dark ink and is positioned above the printed name.

Sheila Skemp

Clare Leslie Marquette Professor Emerita of  
American History



3800 Lindall Boulevard  
Adorjan Hall, Room 137  
St. Louis, MO 63108-3414  
Phone: 314-977-2910  
Fax: 314-977-1603

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SAINT LOUIS  
UNIVERSITY

Department of History  
College of Arts and Sciences

29 February 2016

I am delighted to recommend Professor Anya Jabour as an extraordinary candidate to be named the Regents Professor at the University of Montana. She is a prolific and deeply influential scholar whose books have redirected the fields of family and gender history. It has been your university's very good fortune that she has chosen to dedicate her entire esteemed academic career to the University of Montana, and I hope you will honor her many outstanding achievements by conferring on Professor Jabour this much-deserved honor.

Twenty years into her career, Professor Jabour has authored a remarkable number and range of books. She worked her way through the nineteenth century, publishing three major books in southern family and gender history. *Marriage in the Early Republic: Elizabeth and William Wirt and the Companionate Ideal* (Johns Hopkins, 1998), her revised dissertation, used an extraordinarily deep case study approach to follow one couple's marriage across three decades. In the process, Jabour illuminated—and transformed—scholars' thinking about companionate marital ideals and gender roles in the early republic. Next, in *Scarlett's Sisters: Young Women in the Old South* (North Carolina, 2007), she adopted a much different perspective while continuing to explore similar themes. Working across the whole South, she studied the lives of several hundred young women to investigate the intersection of girlhood with the politics of southern nationalism. Jabour was among the first scholars to rigorously interrogate stage of life as a category of analysis, and *Scarlett's Sisters* became an instant classic for women's, gender, and antebellum and Civil War historians. *Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children* (Ivan Dee, 2010), took yet another promising and innovative turn, considering gender for boys as well as girls and interrogating how the Civil War transformed childhood for African American and white children. Building on the writing skills she honed in her earlier works, she crafted an interpretatively fresh work of scholarship that was also engaging for lay readers.

While researching and writing these three major books, Professor Jabour also published over twenty articles and essays. Her research, which explores topics from sexuality studies to foreign policy, has appeared in every major journal in her field (*Journal of Women's History*, *Journal of Southern History*, *Journal of the Early Republic*, and *Journal of Family History*) and in many important edited volumes. She has been invited to speak about her wide-ranging scholarly pursuits around the country and abroad, to the great credit and visibility of the University of

Montana. As a mark of her intellectual leadership within the history profession, Jabour was invited to serve as editor of *Major Problems in the History of American Families and Children* (Houghton Mifflin, 2005), one of the most successful textbook series in the United States. With Craig Thompson Friend she edited the influential collection of essays, *Family Values in the Old South* (Florida, 2010). And, in addition to serving on the editorial boards of several journals, she did a five-year stint as book review editor for the *Journal of the Early Republic*.

Currently Professor Jabour is at work on a biography of Sophonisba Preston Breckinridge. At the November 2015 meeting of the Southern Historical Association, she delivered the annual address for the Southern Association for Women Historians, offering a prelude to this very promising book. The talk, like all of Jabour's written work, was provocative, empathetic, lucid, and compelling. And it was beautifully delivered.

Colleagues at Montana will be able to fully describe Professor Jabour's many accomplishments at the university. But I do want to say how very impressed I am with the range of teaching and mentoring awards she's won at Montana and the diversity of courses she's taught. Often scholars with her professional visibility and scholarly productivity either don't have or don't take the time to experiment with new courses. Sometimes they give short shrift to service obligations or mentoring of students or academic outreach. But Professor Jabour has somehow found the time and energy to do just the opposite, both inside the classrooms of the University of Montana and out. She has immersed herself in the larger community, working with museums, public schools, and civic groups. The long list of public presentations on her vita speaks volumes about Jabour's capacious commitment to history education. Most recently her influence had extended to include the highly acclaimed PBS scripted series, *Mercy Street*, on which she serves as historical consultant.

Professor Anya Jabour is supremely deserving of being named Regents Professor at the University of Montana and I strongly urge you to seize the opportunity to recognize all she has done to elevate the academic profile of the university. If I could provide any more insight into her brilliant career, please let me know.

Lorri Glover  
John Francis Bannon Endowed Chair  
Department of History  
Saint Louis University  
[lglover1@slu.edu](mailto:lglover1@slu.edu) / 314-352-0642



February 26, 2016

Regents Professor Nomination Committee  
Office of the Provost  
125 University Hall  
University of Montana  
32 Campus Drive  
Missoula, MT 59812

RE: Dr. Anya Jabour's Nomination for Regents Professor

Dear University of Montana Board of Regents:

I am delighted to hear that Dr. Anya Jabour is being nominated for Regents Professor at the University of Montana. I write to you today regarding her excellence in scholarship. I am fortunate to have been working with Dr. Jabour for several years as her editor at University of Illinois Press (UIP). We initially met and discussed her current book project on Sophonisba Breckinridge at the NWSA meeting in 2012. Through our years of working together, I have observed Dr. Jabour to be an impeccable scholar as well as a responsive and diligent author. In February of 2015, based on glowing reviews of her manuscript proposal, I was happy to be able to offer Dr. Jabour an advance contract for her book, *Forgotten Feminist: Sophonisba Breckinridge and Women's Activism in Modern America*.

Dr. Jabour's book promises to be the first full-length biography of the activist, social reformer, and educator Sophonisba Breckinridge (1866-1948). Comprehensive in scope, Dr. Jabour eloquently presents the rich life and works of a figure whose impact spanned decades and expands the definition of women's activism in modern America and offers fresh insights into the development and legacy of feminism. UIP is honored to be a home for this much-needed, comprehensive biography of a figure that is key to understanding the shape of activism over the waves and interwave of feminism, and whose life we feel will be of interest to both academic and general readers interested in American history, women's history, and Chicagoans. UIP has a legacy of publishing books on important women's history issues and figures, and Dr. Jabour's work will be a fine addition to our extensive list of books on Jane Addams, civil rights activists, female educators, and women's movements. The project will contribute to UIP's women's, gender, and sexuality history, general history, and biography lists. It will be a book in our series *Women, Gender, and Sexuality in American History* edited by Susan Cahn, Wanda A. Hendricks, and Deborah Gray White.

The reviewer support for this project was unequivocal and indicated the originality and quality of the research and writing that will make the book a crucial intervention in scholarship. Based on a prospectus and three sample chapters, the reviewers lauded the scope, merit, and contribution of the book. One reviewer wrote that "a biography of Sophonisba Breckinridge is long overdue, and

the proposal gives every indication that the author will fill this void with an eloquent, well-researched, and thoughtful book” and “the proposal . . . indicates that the author has completed the research and will be capable of producing the manuscript in a timely manner. The chapters submitted are well-written and polished and suggest that the entire manuscript will be the same.” A second reviewer had the following assessment that indicates the caliber of Dr. Jabour’s scholarship and her appropriateness for writing a broadly reaching work on Breckinridge:

I enthusiastically recommend the acceptance of this proposal on Sophonisba Breckinridge for publication by the University of Illinois Press. The author is extremely well equipped to write an important book about Breckinridge. Breckinridge is a significant subject and Anya Jabour is the person to write the book about her.

Dr. Jabour is truly exemplary. I take great joy in having the opportunity to work with her, and her project promises to be a valuable addition to our women’s, gender, and sexuality history, general history, and biography lists as well as the Women, Gender, and Sexuality in American History series. If I can provide you with any additional information as you make your consideration for the Regents Professorship, please do not hesitate to be in touch with me.

Sincerely,



Dawn Durante  
Acquisitions Editor  
University of Illinois Press  
durante9@illinois.edu  
217.265.8491

NATIONAL ARCHIVES PRESENTS FREE CIVIL WAR-THEMED FILMS AND AUTHOR LECTURES IN JULY AND AUGUST

**States News Service.** (June 16, 2010):

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Full Text:

WASHINGTON – The following information was released by the National Archives and Records Administration:

The National Archives presents a special series of programs in July and August including author lectures, and film screenings, inspired by its current exhibit *Discovering the Civil War*. The programs are free and open to the public and will be held at noon in the William G. McGowan Theater of the National Archives Building on Constitution Avenue between 7th and 9th Streets, NW. Use the Special Events entrance on the corner of Constitution Avenue and 7th Street.

*Discovering the Civil War Part I: Beginnings*, is featured in the Lawrence F. O'Brien Gallery of the National Archives Building in Washington, DC, through September 6, 2010. Part II: *Consequences*, opens November 10, 2010 and runs through April 17, 2011. The exhibit peels back 150 years of accumulated analysis, interpretation, and opinion to reveal a Civil War that is little-known and even more rarely displayed. The exhibition offers visitors the chance to join researchers in unlocking secrets, solving mysteries, and uncovering unexpected events in the Civil War records of the National Archives. Museum Spring/Summer hours (through Labor Day) are 10 a.m. to 7 p.m., daily. The exhibition is presented by the Center for the National Archives Experience and the Foundation for the National Archives.

Saturday, July 17

#### The Red Badge of Courage

John Huston directed this drama based on Stephen Crane's novel, published in 1895, about a young Union soldier facing the horrors of war. Starring Audie Murphy. (1951; 70 minutes)

Wednesday, July 28

#### Reluctant Rebels: The Confederates Who Joined the Army after 1861

After the feverish mobilization of secession had faded, why did Southern men join the Confederate army? Kenneth Noe, author of *Reluctant Rebels*, examines the motives and subsequent performance of "later enlistees." He discusses the men who have often been cast as less patriotic and less committed to the cause, rekindling the debate on these later enlistees—who they were, why they joined, and why they stayed and fought. A book signing will follow the program.

Wednesday, August 4

#### Topsy-Turvey: How the Civil War Turned the World Upside Down for Southern Children



Join us as Anya Jabour discusses her latest book, *Topsy-Turvy*, which presents the Civil War as a major turning point in the lives of Southern children, while also illuminating the interplay between continuity and change in the history of the American South. Because the war was fought largely on Southern soil, parts of the region became a permanent landscape of war and children in the Confederacy experienced the struggle in an especially profound and personal way. A book signing will follow the program.

Saturday, August 21

Shenandoah

James Stewart stars as a Virginia widower who is indifferent to the Civil War until his family becomes involved. (1965; 105 minutes.)

To verify the date and times of the programs, the public should call the Public Programs Line at: (202) 357-5000, or view the Calendar of Events online. To request an accommodation (e.g., sign language interpreter) for a public program, e-mail [public.program@nara.gov](mailto:public.program@nara.gov) or call 202-357-5000 two weeks prior to the event.

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Report Video Issue

Impact of the Civil War on the Children of the South Anya Jabour talked about her book Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children (Ivan R. Dee, 2010). In... read more

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- 00:00:21 Unidentified Speaker THE LIVES OF SOUTHERN CHILDREN. A HISTORIAN RECENTLY SPOKE TO THE NATIONAL TIMES ABOUT A PROGRAM THEY DIDN'T UNDERSTAND. I'M NATIONAL COORDINATOR...
00:02:25 Unidentified Speaker GOOD AFTERNOON. THANK YOU SO MUCH FOR COMING, AND THANK YOU DOUG, AND EVERYONE ELSE AT THE ARCHIVES FOR ARRANGING THIS. IT'S SO LOVELY TO ...
00:34:05 Unidentified Speaker SCREAMING AND TREATING THEM ALL THE TIME TO SPARE MY SON

PEOPLE IN THIS VIDEO

- Anya Jabour Professor University of Montana->History Department
Douglas Swenson Coordinator National Archives and Records Administration->Public Programs

HOSTING ORGANIZATION

National Archives and Records Administration

ONE OF THEM SAID, ALL RIGHT, MOUTH. ALL THIS TIME MY NEAT, 16 OF AGE....

SERIES  
The Civil War

\*This transcript was compiled from uncorrected Closed Captioning.

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 Edwin Bearss, noted battlefield tour leader and former chief historian of the National Park Service, talked about his...



**MAY 27, 2010**  
**Jewish Experience During the Civil War**  
 A panel discussion was held on the experiences of Jewish men and women during the U.S. Civil War. Professor Zola....



**MAY 13, 2010**  
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 Songs of the Civil War era were presented. Sung by soldiers in camps and on the march, the songs were learned by...



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## Marriage in the Early Republic: Elizabeth and William Wirt and the Companionate Ideal

A Jabour - 2002 - JHU Press

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## Scarlett's Sisters

A Jabour - 2007 - books.google.com

"Scarlett's Sisters" explores the meaning of nineteenth-century southern womanhood from the vantage point of the celebrated fictional character's flesh-and-blood counterparts: young, elite, white women. Anya Jabour demonstrates that southern girls and young women ...

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## Albums of affection: Female friendship and coming of age in Antebellum Virginia

A Jabour - The Virginia Magazine of History and Biography, 1999 - search.proquest.com

Abstract Jabour examines keepsake volumes as a way to understand the emotions and experiences of young women in antebellum Virginia. Despite the last quarter century's outpouring of historical literature on white women in the Old South, relatively little research ...

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## Male friendship and masculinity in the early national South: William Wirt and his friends

A Jabour - Journal of the Early Republic, 2000 - JSTOR

"My dear Aminadab," wrote William Wirt to his friend Dabney Carr in 1804, "I look to you as one of those few, well tried and dearly beloved friends, who will often relax my brow of care, and checker with soft and genial light, the dusky path of life." Dabney Carr was only one ...

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## "It Will Never Do for Me to Be Married": The Life of Laura Wirt Randall, 1803-1833

A Jabour - Journal of the Early Republic, 1997 - JSTOR

Complaining of the dull routine of her parents' home in Washington, DC, Laura Wirt concluded definitively in 1826 "it will never do for me to be married." At twenty-three, Laura had seen other young women give up friendships, age rapidly, and die young following ...

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## "Grown Girls, Highly Cultivated": Female Education in an Antebellum Southern Family

A Jabour - The Journal of Southern History, 1998 - JSTOR

Cabell, her brother-in-law, suggesting that she turn the supervision of her Washington, DC, household over to her two oldest daughters, Laura and Elizabeth G. ("Liz"), in order to visit her relatives in Richmond, Virginia. This was a visit of "duty" that Elizabeth had been ...

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## Relationship and leadership: Sophonisba Breckinridge and women in social work

A Jabour - Affilia, 2012 - aff.sagepub.com

Abstract This article explores the career of Sophonisba Preston Breckinridge (1866–1948), a pioneering social work educator and a key figure in the professionalization of social work, to suggest how contemporary female social workers may reclaim their historic leadership ...

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## Topsy-Turvy

A Jabour - 2010 - books.google.com

"The Civil War overtook Southern children but did not overpower them. As this engaging, story-filled study shows, black and white children of the South lived through these fearful times with resourcefulness and amazing perception. Anya Jabour reveals children as ...

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## Major problems in the history of American families and children: Documents and essays

A Jabour - 2005 - Houghton Mifflin College Division

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## Masculinity and Adolescence in Antebellum America: Robert Wirt at West Point, 1820-1821

A Jabour - Journal of Family History, 1998 - [jfh.sagepub.com](http://jfh.sagepub.com)

Abstract This article uses the family correspondence and private writings of Robert Wirt, a young cadet at the US Military Academy, to explore masculinity and adolescence in antebellum America. While boys in previous generations assumed they would simply ...

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## Gone with the Wind

M Mitchell - 2008 - Pan Macmillan

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## On Slavery's Border: Missouri's Small Slaveholding Households, 1815-1865

DM Burke - 2010 - books.google.com

On Slavery's Border is a bottom-up examination of how slavery and slaveholding were influenced by both the geography and the scale of the slaveholding enterprise. Missouri's strategic access to important waterways made it a key site at the periphery of the Atlantic ...

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## A history of marriage

E Abbott - 2011 - books.google.com

What does the "tradition of marriage" really look like? In *A History of Marriage*, Elizabeth Abbott paints an often surprising picture of this most public, yet most intimate, institution. Ritual of romance, or social obligation? Eternal bliss, or cult of domesticity? Abbott reveals ...

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## The maid narratives: Black domestics and white families in the Jim Crow South

KS Van Wormer, DW Jackson, C Sudduth - 2012 - books.google.com

The *Maid Narratives* shares the memories of black domestic workers and the white families they served, uncovering the often intimate relationships between maid and mistress. Based on interviews with over fifty people—both white and black—these stories deliver a personal ...

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## Music and the Southern Belle: From Accomplished Lady to Confederate Composer

C Bailey - 2010 - books.google.com

Candace Bailey's exploration of the intertwining worlds of music and gender shows how young southern women pushed the boundaries of respectability to leave their unique mark on a patriarchal society. Before 1861, a strictly defined code of behavior allowed a ...

Cited by 8 Related articles Cite Save More

## 14 Setting an Agenda for Future Research on Military Service and the Life Course

JD Teachman - Life course perspectives on military service, 2012 - books.google.com

Research on military service has a long and rich history. Indeed, the roots of quantitative Sociology can be traced to research sponsored by the military during World War II. The *American Soldier* (Stouffer et al. 1949a, b) represents a watershed in empirical Sociology ...

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## Women and Slavery in Nineteenth-century Colonial Cuba

SL Franklin - 2012 - books.google.com

Scholars have long recognized the importance of gender and hierarchy in the slave societies of the New World, yet gendered analysis of Cuba has lagged behind study of other regions. Cuban elites recognized that creating and maintaining the Cuban slave society ...

Cited by 5 Related articles All 2 versions Cite Save More

## "The Highest Pleasure of Which Woman's Nature Is Capable": Breast-Feeding and the Sentimental Maternal Ideal in America, 1750–1860

N Doyle - *Journal of American History*, 2011 - jah.oxfordjournals.org

In 1809 the American midwife Mary Watkins published a treatise on mothering in which she admonished that any mother who neglected to breast-feed was being "deprived of a very high source of pleasure, of the most tender and endearing kind." 1 Watkins was joining a ...

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## Martha Jefferson Randolph, Daughter of Monticello: Her Life and Times

CA Kierner - 2012 - books.google.com

As the oldest and favorite daughter of Thomas Jefferson, Martha "Patsy" Jefferson Randolph (1772-1836) was extremely well educated, traveled in the circles of presidents and aristocrats, and was known on two continents for her particular grace and sincerity. Yet, as ...

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## Making Hero Strong: Teenage Ambition, Story-Paper Fiction, and the Generational Recasting of American Women's Authorship

DA Cohen - *Journal of the Early Republic*, 2010 - [muse.jhu.edu](http://muse.jhu.edu)

Abstract During the early 1850s, Mary Gibson, a teenage orphan from Vermont, moved to Massachusetts and became, under the pseudonym Winnie Woodfern, a frequent contributor to several Boston "story papers"(weekly periodicals that mimicked the format of ...

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## Gender, Race and Family in Nineteenth Century America: From Northern Woman to Plantation Mistress

R Fraser - 2012 - books.google.com

Born to a privileged middle-class family in 1830s New York State, Sarah Hicks' decision to marry Benjamin Williams, a physician and slaveholder from Greene County, North Carolina, in 1853, was met with slight amazement by her parents, siblings and friends, not least her ...

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## From Interdependence to 'Modern' Individualism: Families and the Emergence of Liberal Society in Canada

N Christie - History Compass, 2012 - Wiley Online Library

**Abstract** This article canvasses the two leading trajectories in the historiography of Canadian families: the demographic and the social and state regulatory. It also critically assesses the dominant historiographical view of the liberal order and the family which sees the latter ...

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## The Mistress, the Midwife, and the Medical Doctor: pregnancy and childbirth on the plantations of the antebellum American South, 1800–1860

TE Tunc - Women's history review, 2010 - Taylor & Francis

This article represents a step towards examining the relationship between three key figures in the antebellum American South: the plantation mistress, the slave-midwife, and the professional male physician. It elucidates how the experiences of pregnancy and ...

Cited by 2 [Related articles](#) [All 3 versions](#) [Cite](#) [Save](#)

## Absent Voices: Searching for Women and African Americans at Historic Stagville and Somerset Place Historic Sites

KE Taft - 2010 - repository.lib.ncsu.edu

**Abstract:** This thesis examines the interpretation at Somerset Place and Historic Stagville, two North Carolina Historic Sites. While the interpretation of slavery at plantation museums has received increased attention, much remains to be explored regarding the ...

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## REMEMBERING IN BLACK AND WHITE: MISSOURI WOMEN'S MEMORIAL WORK, 1860-1910

MB Boccardi - 2011 - gradworks.umi.com

In the late nineteenth century, at the height of the memorialization movement in the United States, varying groups of women, northern, southern, white and black, used the memory of the Civil War to achieve their specific social, economic, and political goals. In Missouri, ...

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## Families in Crisis in the Old South: Divorce, Slavery, and the Law

L Schweninger - 2012 - books.google.com

In the antebellum South, divorce was an explosive issue. As one lawmaker put it, divorce was to be viewed as a form of "madness," and as another asserted, divorce reduced communities to the "lowest ebb of degeneracy." How was it that in this climate, the number ...

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## Children and Youth During the Gilded Age and Progressive Era

J Marten - 2014 - books.google.com

In the decades after the Civil War, urbanization, industrialization, and immigration marked the start of the Gilded Age, a period of rapid economic growth but also social upheaval. Reformers responded to the social and economic chaos with a "search for order," as ...

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A Randall, I Scarlett - The Wind Is Never Gone: Sequels, ..., 2011 - books.google.com

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KA ADAMS - Journal of Psychohistory, 2016 - search.ebscohost.com

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Kontarinis, Evan A  
Journal of the Early Republic, 2007, Vol.27(4), pp.760-763 [Peer Reviewed Journal]  
. By Lori Glover. (Baltimore: Johns Hopkins University Press, 2007. Pp. 250. Cloth, \$50.00.)  
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The Journal of Southern History, 1 August 2008, Vol.74(3), pp.735-737 [Peer Reviewed Journal]


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 ☆ **Scarlett's Sisters: Young Women in the Old South (Book Review)**  
Gross, Jennifer Lynn  
The Register of the Kentucky Historical Society, 1 April 2008, Vol.106(2), pp.262-263  
Review **"studying 'Scarlett's sisters," she has made possible... women's lives. Anya Jabour's Scarlett's Sisters is a... "Scarlett's sisters," Jabour asserts two**  
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
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☆ Confederate Daughters: Coming of Age during the Civil War (Book Review)  
Jabour, Anya  
The Register of the Kentucky Historical Society, 1 January 2008, Vol.106(1), pp.107-108  
) Any a Jabour teaches U.S. women's history and southern history at the University of Montana. She is the author of Scarlett's Sisters: Young Women in the  
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The North Carolina Historical Review, 1 October 2007, Vol.84(4), pp.432-433 [Peer Reviewed Journal]  
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Kessel, Elizabeth  
The History Teacher, 1 November 2007, Vol.41(1), pp.130-131 [Peer Reviewed Journal]  
lives of "Scarlett's sisters," one can see the birth of Southern feminism. They... Scarlett's Sisters: Young Women in the Old South, by Anya Jabour. Chapel  
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☆ Grandeur in Her Daughters: Florida's Women During the Civil War (Book Review)  
Jabour, Anya  
The Georgia Historical Quarterly, 1 July 2006, Vol.90(2), pp.291-293 [Peer Reviewed Journal]  
to contrib- ute to serious scholarship on southern women and the Civil War. Anya.Jabour University of Montana Ms. Jabour is the author of Scarlett's Sisters...  
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☆ Scarlett's Sisters: Young Women in the Old South (Book Review)  
Frank, Lisa Tendrich  
The Georgia Historical Quarterly, 1 December 2007, Vol.91(4), pp.501-504 [Peer Reviewed Journal]  
category, Scarlett's Sisters details the path that elite... . Read together, Scarlett's Sisters and Southern Sons... 's Scarlett's Sisters and Glover's  
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☆ Book Review: "Music and the Southern Belle: From Accomplished Lady to Confederate Composer," by Candace Bailey  
Von Glahn, Denise Jun 2012  
Nineteenth-Century Music Review, Vol.9(1), pp.93-96 [Peer Reviewed Journal]  
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Confederate Phoenix: Rebel Children and Their Families in South Carolina.[Book review]

Glover, Lorri

Journal of Southern History, May, 2010, Vol.76(2), p.450(2) [Peer Reviewed Journal]

, the book fits well alongside other recent works that use stage of life as a compelling category of analysis, most notably Anya Jabour's *Scarlett's Sisters*...

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Blauvelt, Martha Tomhave  
Gender & History, 2008, Vol.20(2), pp.444-445 [Peer Reviewed Journal]  
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Young, Pearl J.  
Methodist History, April, 2009, Vol.47(3), p.179(13) [Peer Reviewed Journal]  
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. Drew Gilpin Faust, James Henry Hammond and the Old South: A Design for Mastery (Baton Rouge, 1982), 241-45. (13) Anya Jabour, Scarlett's Sisters: Young  
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History of Women's Education in the United States (2 vols.; New York, 1929); Rable, Civil Wars, 18-22; Anya Jabour, Scarlett's Sisters: Young Women in  
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Criticism. Baton Rouge: Louisiana State University Press, 2007. Pp. 208. \$35.00. Jabour, Anya. Scarlett's Sisters: Young Women in the Old South. Chapel  
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Duke University ANYA JABOUR. Scarlett's Sisters: YoungWomen in the Old South. Chapel Hill: University of North Carolina Press. 2007. Pp. x,  
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 Journal of Social History, 2012, Vol. 46(1), pp.219-230 [Peer Reviewed Journal]  
 (Chapel Hill, 2003), 265, 279. 32. Anya Jabour, Scarlett's Sisters: Young Women in the Old South (Chapel Hill, 2007), 263, 280.  
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**Database**  
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 JSTOR Archival Journals (4)  
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**Author/Creator**  
 Rubin, Anne (1)  
 Censer, Jane Turner (1)  
 Wallace, Maurice (1)  
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**Journal Title**  
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 The Virginia Magazine of History and Biography, 1 January 2007, Vol.115(4), pp.486-575 [Peer Reviewed Journal]  
 ; Jabour, Scarlett's Sisters, pp. 142-43. Lee's practice echoed Cowper's frequent use... , 1780-1835 (New Haven, 1977), pp. 80-81. 45. See Anya Jabour, Scarlett's  
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☆ **Occupied Territory: The Gendered Politics of Space in Sarah Morgan's Civil War Diary**  
 Putzi, Jennifer  
 Auto/Biography Studies, 2008, Vol.23(2), p.264-290 [Peer Reviewed Journal]  
 Cynthia A. Huff. Amherst: U of Massachusetts P, 1996. 123-38. Jabour, Anya. Scarlett's Sisters: Young Women in the Old South. Chapel  
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 Journal of the Early Republic, 1 April 2010, Vol.30(1), pp.85-136 [Peer Reviewed Journal]  
 Jackson, The Business of Letters: Authorial Economies in Antebellum America (Stanford, CA, 2008), 190-98; Anya Jabour, Scarlett's Sisters: Young Women in the  
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☆ **Families in extremis: South Carolina in the Early Republic**  
 McIntyre, Ivy Glover, Lorri (advisor) ; Siddali, Silvana (committee member) ; Popiel, Jennifer (committee member) 2015  
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 Cascio, Brigitte Rubin, Anne (advisor) ; Meringolo, Denise (committee member) ; Bouton, Terry (committee member) 2012  
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 Jabour, Anya (3)  
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**Database**  
 Oxford Journals (Oxford University Press) (5)  
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**Author/Creator**  
 King, Wilma (2)  
 Roberts, Giselle (1)  
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 Roberts, Giselle  
 Journal of American History, Sept, 2011, Vol.98(2), p.528-529 [Peer Reviewed Journal]  
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☆ **Topsy-turvy : how the Civil War turned the world upside down for southern children**  
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 King, Wilma  
 American Historical Review, Oct, 2011, Vol.116(4), p.1136-1137 [Peer Reviewed Journal]  
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☆ **Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children.**(Book review)  
 Revels, Tracy J.  
 Journal of Southern History, May, 2012, Vol.78(2), p.472(2) [Peer Reviewed Journal]  
 . Topsy-Turvy would be a stronger and more definitive... . Topsy-Turvy: How the Civil War Turned the World... Topsy-Turvy: How the Civil War  
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 Ott, Victoria E.  
 The Journal of the Civil War Era, 2011, Vol.1(4), pp.569-571 [Peer Reviewed Journal]  
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 The American Historical Review, 2011, Vol. 116(4), pp.1136-1137 [Peer Reviewed Journal]  
 of Florida ANYA JABOUR. Topsy-Turvy: How the Civil War Turned the World Upside Down for Southern Children. Chicago: Ivan R. Dee. 2010.  
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 Gallman, J. Matthew  
 The American Historical Review, 2011, Vol. 116(4), pp.1135-1136 [Peer Reviewed Journal]  
 understanding of the northern home front. J. MATTHEW GALLMAN University of Florida ANYA JABOUR. Topsy-Turvy: How the Civil War Turned  
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 The American Historical Review, 2011, Vol.116(4), p.1259-1267 [Peer Reviewed Journal]  
 , 1078  
 Topsy-Turvy, by Jabour... Black, 1223

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Jabour, Anya  
Children  
United States  
Children & Youth



Article

☆ Index to , Volume 116  
The American Historical Review, 2011, Vol.116(5), p.1627-1660 [Peer Reviewed Journal]  
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Torpey, John (R).  
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Regents Professor Nomination Committee  
University of Montana  
Missoula, MT 59812

April 3, 2016

Dear Regents Professor Nomination Committee:

I am honored to recommend Dr. Anya Jabour for the 2016 Regents Professorship. Dr. Jabour personifies the sustained commitment to excellence in scholarship, teaching, and service that distinguishes the Regents Professor. For more than twenty years, Dr. Jabour has brought her critical thinking and creative energies to bear through program development at the University of Montana, engagement as a public scholar expanding knowledge of women's history in Montana and nationally, and publication of cutting-edge literature that has informed and transformed historical knowledge of the lives of women, children, and families of early Colonial America and the Civil War era. Jabour has clearly made an impact from the local to national levels.

I have known and worked with Professor Jabour since she joined the University of Montana history department in 1995. In addition to quickly distinguishing herself as a teacher and scholar of American history, she became actively engaged in support of the Women's Studies Program. Over the ensuing years, Jabour gave her talents and energies to the Program, serving as Co-Director for eight years and leading the Program as it expanded to offer an undergraduate major and graduate certificate and developed into the Women's Gender, and Sexuality Studies Program. Just as her significant historical scholarship has transformed thinking about women and gender and made the faces and voices of women and children visible and heard in the historical record, so has she made women and gender studies a visible and vibrant core component of Liberal Arts education at UM. I have taught courses in the Women's Gender, and Sexuality Studies since 1996, and have witnessed Professor Jabour's tireless dedication to the Program, its students, and their success. From engaging students in critical inquiry about gender and history, to long-term advocacy for program development, to tireless efforts to bring top-notch scholars to the UM campus over the years, Jabour has truly made her mark.

Professor Jabour's CV speaks to the richness of her scholarly contributions, the breadth and depth of her teaching, and the range of her service to her department, the university, and the profession. Her remarkable contributions have been recognized through numerous awards for her scholarship, and through specific UM accolades, including the Helen Cox Award for Excellence in Teaching, the UM Distinguished Scholar Award, and the George M. Dennison Presidential Faculty Award for Distinguished Accomplishment. Recently, she has gained widespread recognition as the historical consultant to the PBS series "Mercy Street." I wish to highlight a few examples of Jabour's outstanding contributions based on my direct experience in working with her. First, I want to highlight Jabour's work as a public scholar and her contributions to the 100<sup>th</sup> anniversary of Woman Suffrage in Montana. In 2013, Jabour took the lead in organizing an education and outreach effort to recognize the anniversary. Her indefatigable energy was in high gear as she secured grant funding, built a committee, and inspired action. Jabour and the committee developed a plan of action that brought the history of woman suffrage and the

**School of Social Work**

Jeanette Rankin Hall 004 | Missoula, Montana 59812

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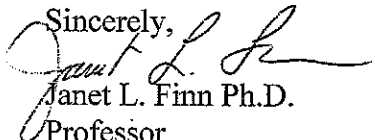
struggle for equal citizenship in Montana to life through traveling exhibits available for free to schools, libraries, and museums across the state.

Jabour took to the road herself, giving presentations around the state and offering workshops to Montana state history teachers on the integration of women and gender in the classroom. She worked as a consultant and contributor to the highly successful “Women’s History Matters” online project sponsored by the Montana Historical Society throughout 2014 in honor of woman suffrage. Her contributions earned her an Award of Merit from the American Association for State and Local History in 2015. This, to me, exemplifies Professor Jabour’s commitment to public scholarship in which she goes above and beyond her professional responsibilities and finds ways to engage a broader community in an appreciation of women’s history. Her long-term contributions as an instructor for the Montana Osher Institute for Lifelong Learning (MOLLI) Program also speak to this commitment to engaging a broader community audience.

Second, I wish to speak to the significance of Dr. Jabour’s current scholarship on social reformer and social welfare leader Sophonisba Breckinridge. Breckinridge was a key player in a host of social reform efforts and in the development of the social work profession in the early to mid-20<sup>th</sup> century. While the work of Jane Addams is broadly acknowledged and celebrated, the contributions of Breckinridge are largely unknown and unnoticed. About six years ago, Dr. Jabour began researching the life and work of Sophonisba Breckinridge. She generously shared her work in progress with my graduate social work students, illuminating for them the importance of Breckinridge’s leadership role in the nascent profession. She has since published key scholarly articles in leading social work journals that examine Breckinridge’s contribution to social reform and social work education, and she has presented at national conferences on women and social work. Jabour’s scholarship fills a significant gap in 20<sup>th</sup> century American social welfare history. Jabour is currently completing a book on Breckinridge, which will be a welcome and needed addition to the scholarship on American social welfare and social reform. It both challenges and expands the historical grounding of the social work profession. And it speaks to Dr. Jabour’s ability to engage and influence diverse academic and popular audiences. And even as her work on Breckinridge gains national recognition, Dr. Jabour is always willing to share her scholarship with my graduate students, bringing 20<sup>th</sup> century social reform and women’s contributions therein to life for them, and encouraging them in pursuit of their own questions of history.

The University of Montana has benefitted greatly from Dr. Jabour’s outstanding contributions as a scholar, teacher, and public servant over the past two decades. I strongly support her nomination for the Regents Professorship.

Sincerely,



Janet L. Finn Ph.D.

Professor

School of Social Work

109 Rankin Hall

janet.finn@umontana.edu



Sara Hayden, Ph.D.  
Department of Communication Studies  
Vox 406.243.4333  
Fax 406.243.6136  
sara.hayden@umontana.edu

February 22, 2016

Regents Professor Selection Committee  
University of Montana  
Missoula, MT 59812

Dear committee members:

It is my pleasure to write this letter in support of Dr. Anya Jabour's nomination for Regents Professor. As you can see from her vita, Dr. Jabour clearly meets the selection criteria for this prestigious award. I have had the good fortune of working closely with Dr. Jabour for over twenty years, and rather than repeating what is so evidently spelled out in her record, I'd like to share some of the ways in which I have personally seen her contribute to the University, the larger Montana community, and her profession.

I met Dr. Jabour in 1995 when we were both assistant professors with interests in what then was referred to as Women's Studies. At the time, the Women's Studies program had a small presence on campus. We had neither a minor nor a stand-alone major and faculty involvement was thin. Dr. Jabour was instrumental in helping grow the program through a variety of initiatives. For example, recognizing that there were numerous assistant professors with interests in women's issues, she helped to develop a faculty research group. Members of the group met regularly to read and respond to one another's work, and many of us, myself included, profited from this effort in the form of well-regarded publications in our fields. Dr. Jabour also helped to re-establish the Women's Studies Speakers Bureau, a group of faculty who offer lectures to community groups upon request. I should point out that Dr. Jabour is one of the most sought after speakers in the bureau; she regularly travels the state to speak on issues of women's history, LGBTIQ issues, and the American South. Perhaps even more important, Dr. Jabour has helped lead the way for the program to develop in terms of our offerings to students. She served as co-director of the program for six years, and during that time the program grew so that it now includes a minor, a stand-alone major, and a graduate certificate. Following national trends, we have also expanded our curriculum as reflected in our name change to the Women's, Gender, and Sexuality Studies program – and we did this on a very, very small budget. Dr. Jabour was instrumental in bringing all of these initiatives to fruition.

I had the pleasure of co-directing WGSS for two years with Dr. Jabour. During that time, we created and taught several classes together. Most important, we revamped our capstone class for minors and majors. This innovative course includes a "fill-in-the-blank" syllabus through which students choose areas of interest, create relevant reading lists, and lead discussions. This self-directed, cooperative format encourages students to experience themselves as capable of independent learning and growth once they leave the university setting. Additionally, the course includes a "pay-it-forward" segment through which students work in groups to develop a project

that offers WGSS knowledge and/or services to members of the University, Missoula, and/or Montana communities. The WGSS program continues to use this model for its capstone experience and students often comment that the course is one of the most impactful of their college careers. More recently, Dr. Jabour co-developed a GLI course on women's rights around the world. This effort, of course, contributes to the goal of creating a global university for the twenty-first century.

Finally, Dr. Jabour's publication record speaks for itself. She has published three books with prominent presses; a fourth book is forthcoming. She has edited two major volumes, and she has published over twenty essays in peer-reviewed journals, many of which were recipients of important awards. There is so much more that I could say about Dr. Jabour's contributions to the University, the larger Montana community, and her field, but I know that many people are writing letters on her behalf and so I will stop here. As I hope I have made clear, I can think of no other member of the campus community more deserving of this prestigious award. I hope you agree and see fit to name Dr. Jabour Regents Professor of the University of Montana.

Feel free to contact me at [sara.hayden@mso.umt.edu](mailto:sara.hayden@mso.umt.edu) if I can be of further assistance.

Sincerely,

Sara Hayden, Ph.D.  
Professor

March 8, 2016

Julie Biando Edwards  
Associate Professor, Ethnic Studies Librarian and Diversity Coordinator  
Maureen and Mike Mansfield Library  
32 Campus Drive  
University of Montana  
Missoula, Montana 59812  
406-243-4505  
julie.edwards@umontana.edu

To the Regents Professor Selection Committee,

I was pleased to be asked to provide a letter of support for the University of Montana College of Humanities and Sciences nomination of Professor Anya Jabour for the honor of Regents Professor. As the liaison librarian to the Department of Women's, Gender, and Sexuality Studies I have worked with Professor Jabour for nearly nine years now.

When I was first introduced to Professor Jabour she was the co-director of WGSS, and from the start I marveled at her nearly boundless energy for the department, the subject, and especially her students. This energy, coupled with a demonstrated dedication to student success, a keen mind, well-received and important scholarship, and passion for taking history and making it come alive, has continued to impress me. I would like to use this letter to specifically touch on two of the above aspects – dedication to student success, as demonstrated through her teaching, and her passion for making history real.

I have taught information literacy classes for Professor Jabour for several years. In these classes, students are introduced to the many tools available to them in the library and taught how to critically evaluate these tools and synthesize what they find into their own research arguments. Professor Jabour and I have worked together to design instruction that is tailored to her students' needs in two classes: Writing Women's Lives: Biography, Microhistory, and Local History and Women's Rights and Women's Roles Around the World. In preparing for both classes I have been impressed with the ways in which Professor Jabour carefully considers what she wants her students to get from their library instruction and with the care she takes in reviewing resources I put together for her students. Collaboratively, we come up with research tools that will help her students achieve the high standards she sets for them.

Beyond the preparation, though, I am continually amazed by her rapport and interaction with students in the classroom. She clearly takes joy and pride in teaching and her students – each of whom she quickly knows by name – pay close, careful, and concentrated attention to her instruction. She is the type of teacher I would have loved to have had in a WGSS course – passionate, funny, profoundly intelligent, and obviously as interested in what her students have to teach her as in what she has to teach them. She is accomplished as a researcher in her own right and weaves this into the classroom in a way that helps her students understand that she too uses the library, that she too wades through primary and secondary sources in search of what is useful, that she too is familiar with the frustration and unique sense of elation that comes from finding just what you need and knowing what to do with it. I always enjoy interacting with her in the

classroom. Her intelligence and genuine interest in research is infectious, and her students pick up on this – making my job as their librarian much more engaging and gratifying.

In addition to collaborating with Professor Jabour in the classroom, I have worked with her on an ambitious, well-received public history project to celebrate the Centennial of Woman Suffrage in Montana in 2014. “Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship” used historic photographs, archival documents, and other rare materials to highlight Montana women’s role in fulfilling the promise of democracy in the United States. This exhibit came about when Professor Jabour convened an ad-hoc committee of UM students, faculty, and staff to talk about ways to mark the centennial. As a former public librarian, I am always interested in how we can take learning outside the classroom and beyond the bounds of campus, and I suggested that we look at creating a traveling exhibit that could tour the small public, rural, and tribal libraries in Montana so that we could help all citizens become more aware of this history. Immediately, Professor Jabour took up the idea and worked tirelessly over many months to develop the exhibit. She taught an independent study with a graduate student in History and worked with a small group of colleagues to come up with the content, context, and related primary documents. She also wrote and secured grant funding to have the exhibit professionally printed. All of this resulted in three sets of five-paneled exhibits that toured the state of Montana in 2014. Working with the State Library, we coordinated visits to 24 libraries and six cultural institutions. Reported gate counts indicated that this exhibit reached over 100,000 people throughout Montana, from cities like Bozeman and Billings to small rural communities across the length and breadth of the state. The exhibit was written up in the American Automobile Association’s *Via* magazine and many people who were not aware of the centennial learned something new about their state and about the struggle for equal citizenship. People who viewed the exhibit learned, too, about the passion, dedication, and intellectual expertise of students and faculty at the University of Montana. As a piece of public history produced by students and scholars at UM, this exhibit reached many, many people and highlighted the good work that comes out of our campus.

I am honored to write this letter sharing just a bit about the work that Professor Jabour has done as a teacher, scholar, and historian. I am proud to be her colleague and can assure you without hesitation or hyperbole that she would well represent the Montana University System as a Regents Professor. I would be happy to talk with you more if you have any questions.

All the best,

A handwritten signature in cursive script that reads "Julie B Edwards". The signature is written in dark ink and is positioned below the text "All the best,".

Julie Biando Edwards, Associate Professor, Mansfield Library





Department of English  
Liberal Arts Building  
The University of Montana  
Missoula, Montana 59812-5790

March 22, 2016

To the Regents Professor Nominating Committee,

I am writing to express my unqualified and enthusiastic support for Anya Jabour's nomination as a University of Montana Regents Professor. She is an exemplary scholar, a committed citizen of the University, and a treasured colleague of many scholars beyond the History Department in which she works.

In my 13 years at UM, I have been increasingly aware of Anya's excellent scholarship, and the respect she has earned among her colleagues in History, Women's and Gender Studies, and English. Only in the last two years, however, have I come to realize how fully why she is so respected and admired. Anya and I have been working together to establish UM's Humanities Institute, first as members of a working committee, then as representatives of the proposal presenting in various venues around campus. Anya has a razor-sharp mind, and focuses quickly on the problem that needs to be addressed, posing practical solutions. During meetings that would push in the direction of potential conflict, Anya remained preternaturally calm as she listened attentively and waited for a moment to share her insight, which invariably moved the meeting forward. She wrote judicious and clear contributions to the Mission Statement, and kept the group focused on the first principle of creating an institute that would reflect our deepest sense of intellectual mission.

That sense of intellectual mission is what she and I have been trying to maintain in our various presentations around campus to humanities faculty, to interested faculty in other colleges, and to the H&S All-Faculty meetings. As a scholar with a phenomenal record of publication, Anya brings a legitimacy to these venues. Her colleagues respect her creativity and persistence as a scholar, and this respect makes her an important voice of advocacy for research in the humanities. As a Regents Professor, that platform for advocacy will only increase the scope of her influence.

Because we had worked well together on the Humanities Institute Proposal, Dean Comer recommended that we organize this year's Alumni Lecture Series on the Humanities. Having had such a positive experience working with her in the past, I was delighted to do that, and she and I shared several weeks of productive lunches and emails as we brainstormed speakers, shaped topics, and organized the panel. Having worked on collaborative projects productively in the past, Anya brings a gracious spirit of cooperation that I deeply appreciate. She also gave the inaugural lecture, which was a wonderful, engaging reflection on her current project, a biography of the women's activist Sophonisba Brekenridge. Hearing her lecture made it clear why she is sought out so often for public lectures and community



engagement. Warm, witty, funny, and grounded, her lecture realized the highest ideals of public history: bringing to life an obscure historical figure whose energies, passions, and commitments made a decisive, positive impact on American society.

Those same attributes describe Anya, who richly deserves recognition as a Regents Professor. I warmly recommend her to you, and wish her the best.

Sincerely,

Dr. Ashby Kinch  
Professor of English  
Director of Graduate Studies



**SARC**  
Student Advocacy  
Resource Center

Tuesday, March 1, 2016

Re: Nomination of Dr. Anya Jabour

It is with great pleasure that I write this letter in support of Dr. Jabour's nomination for Regents Professor.

I primarily know Anya because she has generously given of her time to volunteer at SARC. In 2012, Anya served as a volunteer peer advocate at SARC. She attended an intensive 40 hour training as preparation, and then took weekly office shifts. Anya assisted our student clients by providing emotional support and academic advocacy. She approached the work we do at SARC with kindness, integrity and warmth. Each year since that time, she has since given presentations to our new advocates that describe her experience as a SARC advocate, that prepare students to work from an empowerment model, and that share tenants of Feminist theory in relation to sexual assault and applied practice. Anya is a wonderful mentor to many of our volunteers.

In closing, I believe Dr. Jabour is the perfect candidate for Regents Professor. She is a true advocate and has worked hard to do her part in making the University of Montana a safe and welcoming environment.

Sincerely,

Drew Colling, MS, LCPC  
Director of SARC  
University of Montana  
Drew.colling@mso.umt.edu  
406.243.5244

**Student Advocacy Resource Center**

Curry Health Center, Room 108 □ Missoula, Montana 59812 □ t: 406.243.4429 □  
umt.edu/SARC



**Women's, Gender, and Sexuality Studies Program**

Liberal Arts Building – Room 138A

The University of Montana

Missoula, Montana 59812-5790

[www.cas.umt.edu/wsprog](http://www.cas.umt.edu/wsprog)

Phone: (406) 243-2584

Fax: (406) 243-4076

Dear Regents Professor Selection Committee,

In my time at the University of Montana, I have had the unique pleasure of working with, and being a student of, Professor Anya Jabour. I completed two of Professor Jabour's women's history courses for my undergraduate degrees. Professor Jabour's courses are engaging and challenging. I owe my writing skills in part to her feedback on major papers and exams in those courses. She not only made history interesting, but provided something that so few history courses do: a focus on women and women's issues. For a young feminist, that exposure changed the course of my studies and helped me see the value in adding a second major in Women's and Gender Studies.

For the majority of my time as the administrative assistant for the Women's, Gender & Sexuality Studies Program, Professor Jabour acted as co-director. As co-director she worked on recruitment, promotions, and spearheaded Women's History Month events. We worked closely to brainstorm new ways to reach out to students and manage the program efficiently. Professor Jabour took recruitment of new students and faculty to our program very seriously. She committed herself to contacting new faculty members to encourage participation in our program and to provide support during the time of transition.

Since the end of her most recent three year tenure as co-director, Anya has stayed actively involved in the program by assisting with events, actively recruiting to the College of Humanities and Sciences, and serving on the Women's, Gender and Sexuality Studies Executive Committee. Professor Jabour's achievements have sparked a wave of additional interest in history among our students. Her knowledge and teaching style are raved about, and students look forward to her courses and seminars. Professor Jabour's commitment to students is strong, and in particular her commitment to bringing new students to the Humanities has been a draw for our program.

It has been a pleasure to come to know Professor Jabour on a personal and professional level. I can think of no one more worthy of the distinction of Regents Professor.

Sincerely,

Jamie M. Boschee  
Administrative Assistant and Alum  
Women's, Gender & Sexuality Studies Program

MONTANA WOMEN'S HISTORY MATTERS: 1914-2014 WOMEN'S SUFFRAGE  
CENTENNIAL WORK

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March 18, 2016

Dear Board of Regents,

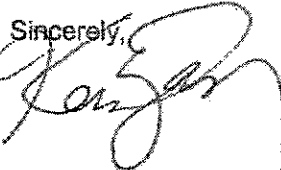
I write to support Dr. Anya Jabour's nomination as a Regents Professor in the Montana University System. Dr. Jabour is not only an exemplary scholar and teacher but an outstanding public humanities practitioner. She brings her expertise to diverse audiences throughout Montana, extending the reach, impact, and value of her work. She makes a difference to all of Montana.

As executive director of Humanities Montana, the state's nonprofit affiliate of the National Endowment for the Humanities, I have had the rare privilege of observing Dr. Jabour's impact beyond the academy. In 2014, she received a \$7,500 grant from us to create a traveling exhibit dedicated to commemorating the centennial of women's right to vote in Montana. Working with a team of first-rate scholars, Dr. Jabour planned, designed, and produced banners incorporating significant information about the anniversary. The exhibit consisted of five free-standing, double-sided banners that addressed issues such as early organizing, women's organizations, tribal politics, racism in the movement, anti-suffrage efforts, and political legacies and ongoing struggles. As this list indicates, the exhibit encouraged critical thinking and in-depth analysis by addressing difficult questions surrounding the women's suffrage movement.

To assure impact and reach for the exhibit, Dr. Jabour worked with the Montana State Library to tour the exhibit in 30 communities, including Fort Benton, Billings, Lewistown, Browning, Dillon, Box Elder, and more. She also gave two teacher workshops in Helena and Missoula to encourage teachers to incorporate this vital information in their classrooms and stimulate thoughtful discussions among students. This is a first-rate public humanities initiative that shows Dr. Jabour's combination of intelligence, commitment, and superb planning.

Building on this exemplary work, Dr. Jabour now serves on our Montana Conversations roster, presenting the program "Montana Women Make History." She shares stories of some of Montana's most significant women reformers, including Jeannette Rankin, Hazel Hunkins, Maggie Smith Hathaway, and Helen Pitopowaka Clarke, the first Native American woman elected to public office in the Montana Territory. Through Montana Conversations, Dr. Jabour makes herself available to any cultural nonprofit organization that wishes to learn more about these important historical figures. Her presentations have received strongly positive reviews, and she will no doubt continue to deliver these informative, engaging talks in years to come. Given Dr. Jabour's commitment to teaching and scholarship, these community service efforts are especially impressive.

As a final sign of Dr. Jabour's dedication to public humanities, she recently delivered a superb lecture on her cutting-edge research on Sophonisba Breckenridge as part of the University of Montana's alumni lecture series. Her lecture was substantive, thought-provoking, and delightful, introducing an audience of adult learners to this unfamiliar but important cultural leader. The lecture demonstrated Dr. Jabour's talent for bringing original research to Montanans of all ages. Dr. Jabour deserves recognition as a Regents Professor for her outstanding service to Montana both within and beyond the university.

Sincerely,  


Ken Egan, Executive Director



Historic Preservation  
Museum  
Education and Outreach  
Publications  
Research Center

March 10, 2016

Dear Members of the Regents Professor Nomination Committee,

I am writing to express my enthusiastic support for bestowing the title of Regents Professor on University of Montana history professor Anya Jabour.

I will let those who know it better speak to Professor Jabour's excellence in teaching and scholarship and focus my comments on her commitment to community service and her work's distinctive impact beyond the University.

I met Professor Jabour through her participation in the Montana Historical Society's Women's History Matters Advisory Board. Created as part of a commemoration of the hundredth anniversary of women's suffrage in Montana, Women's History Matters was a project designed to help the Montana Historical Society promote an increased appreciation and understanding of the role of women in the Treasure State's past.

In her service on this committee, Professor Jabour went above and beyond. She was instrumental in setting the intellectual framework for the project and offered useful professional guidance. She volunteered her time to present to a group of 25 K-12 teachers who met in Helena for a workshop on integrating women's history into the K-12 classroom. She reviewed and crafted articles for the Montana Women's History Matters website, <http://montanawomenshistory.org/>, helping to create a public history forum backed by strong scholarship.

In addition, and even more impressively, Professor Jabour took the lead on several components of the project that would never have happened without her enthusiasm and commitment. She was a prime organizer of two Women's History Matters Essay Contests (one designed specifically for students and the other an open call to all women's historians writing about western and Montana history.) The essay contests encourage scholars to return their attention to women's history and resulted in a fascinating array of articles, several of which have since been published in our magazine, *Montana The Magazine of Western History*. The magazine bridges a popular and scholarly audience; thus, Professor Jabour's efforts have born fruit both within and without the academy.

Equally impressive, Professor Jabour was instrumental in creating the traveling exhibition "Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship," which used historic photographs, archival documents, and other rare materials to highlight

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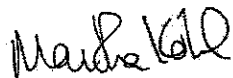
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Montana women's role in fulfilling the promise of democracy in the United States. The traveling exhibit told the complicated story of Montana suffrage, including the fact that Montana Indian women did not receive the vote until 1924, ten years after women's suffrage passed in 1914. Yet while it refused to simplify or sugar coat the suffrage story, the exhibit did a grand job making it accessible to a wide audience. In fact, thousands of Montanans learned more about women's suffrage and the suffrage centennial because of this exhibit, which traveled to over thirty venues across the state, from Butte to Box Elder and Poplar to Polson.

Finally, Professor Jabour has been a key part of building a community of women historians practicing in Montana. She was a founding member of the Sleeping Child History Group—an informal network established to provide a forum of support and exchange to Montana women historians. The network, which includes graduate students, public historians, and faculty, hosted its first meeting in 2015—and, with Professor Jabour's instrumental support—will reconvene for its second annual meeting in the summer of 2016.

The Montana Historical Society has benefited markedly from Professor Jabour's willingness to share her knowledge. Her passion for building community, for nurturing junior historians, for making complex history accessible to the general public are exemplary. She has—and will continue to have—a distinctive impact on our state we are grateful for it. For these and other reasons I fully support naming her Regents Professor.

Sincerely,



Martha Kohl  
Historical Specialist

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# Women's History Matters



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## About

Created as part of a commemoration of the hundredth anniversary of women's suffrage in Montana, Women's History Matters is designed to help the Montana Historical Society promote an increased appreciation and understanding of the role of women in the Treasure State's past.

Explore this website to find

- [Bibliographies](#) of manuscript collections, oral histories, government documents, pamphlets, magazine articles, videos and dvds, and published material
- Over [130 articles](#) published in *Montana The Magazine of Western History* to download and read
- Information on [oral histories](#), including what's been collected and how to conduct your own
- [Educator resources](#), including lesson plans
- Suggestions for ways communities, individuals, and organizations can [celebrate the centennial](#)
- Information on selected [historic places](#)—from homesteads to hospitals—associated with Montana women's history
- Resources specifically related to the [suffrage campaign](#), including links to newspaper articles published in the Montana press debating the issue in 1914
- A gallery of [intriguing photographs](#) that hint at the diversity of Montana women's lives
- Information about speakers willing to travel to your community, along with other commemorative activities happening around the state
- [blog posts](#) that feature a wide range of Montana women's stories and topics, from [women bootleggers](#) and the [Women's Christian Temperance Union](#) to early Virginia City business woman [Sarah Bickford](#) and twentieth-century Blackfeet banker [Elouise Cobell](#).

**Project Manager:** Martha Kohl

Listen to Kohl describe the project here:

## Women's History Matters



**Project Assistant:** Kayla Blackman

**Website writers:** Ellen Arguimbau, Ellen Baumler, Kayla Blackman, Maegen Cook, Laura Ferguson, Jodie Foley, Kate Hampton, Annie Hanshew, Jennifer Hill, Anya Jabour, Martha Kohl, Kirby Lambert, Mary Murphy, Natalie F. Scheidler, Ken Robison, Marcella Sherfy Walter

**Montana Historical Society Women's History Matters Committee:** Ellen Baumler (interpretive historian), Jodie Foley (state archivist), Rowena Harrington (assistant registrar), Kate Hampton (community preservation coordinator), Molly Holz (director of publications), Kirby Lambert (director of outreach and interpretation), Delores Morrow (photograph archives manager)

**Advisory Committee:** Benjamin Clark (executive director, MonDak Heritage Center, Sidney), Anya Jabour (professor of history, University of Montana), Elizabeth Jameson (Imperial Oil and Lincoln McKay Chair, department of history, University of Calgary), Mary Murphy (professor of history, Montana State University), Diane Sands (community historian, Missoula), and Karen Stevenson (community historian, Miles City).

**MONTANA  
CULTURAL  
TRUST**



Partial funding for this project was provided by Montana's Cultural Trust.

### 3 thoughts on "About"



**Beth Judy | January 7, 2014 at 6:04 pm**

How wonderful! What a wonderful resource, and so well done. Kudos!

[Reply](#)



**Katie Knowles | March 10, 2014 at 9:29 am**

Hey! I just gave this awesome site a shout out at this collaborative blog: Teaching United States History. Thanks for creating such an amazing resource!!

Reply



**WHM | March 10, 2014 at 1:46 pm**

Thanks, Katie! You made our day.

Reply

### Leave a Reply

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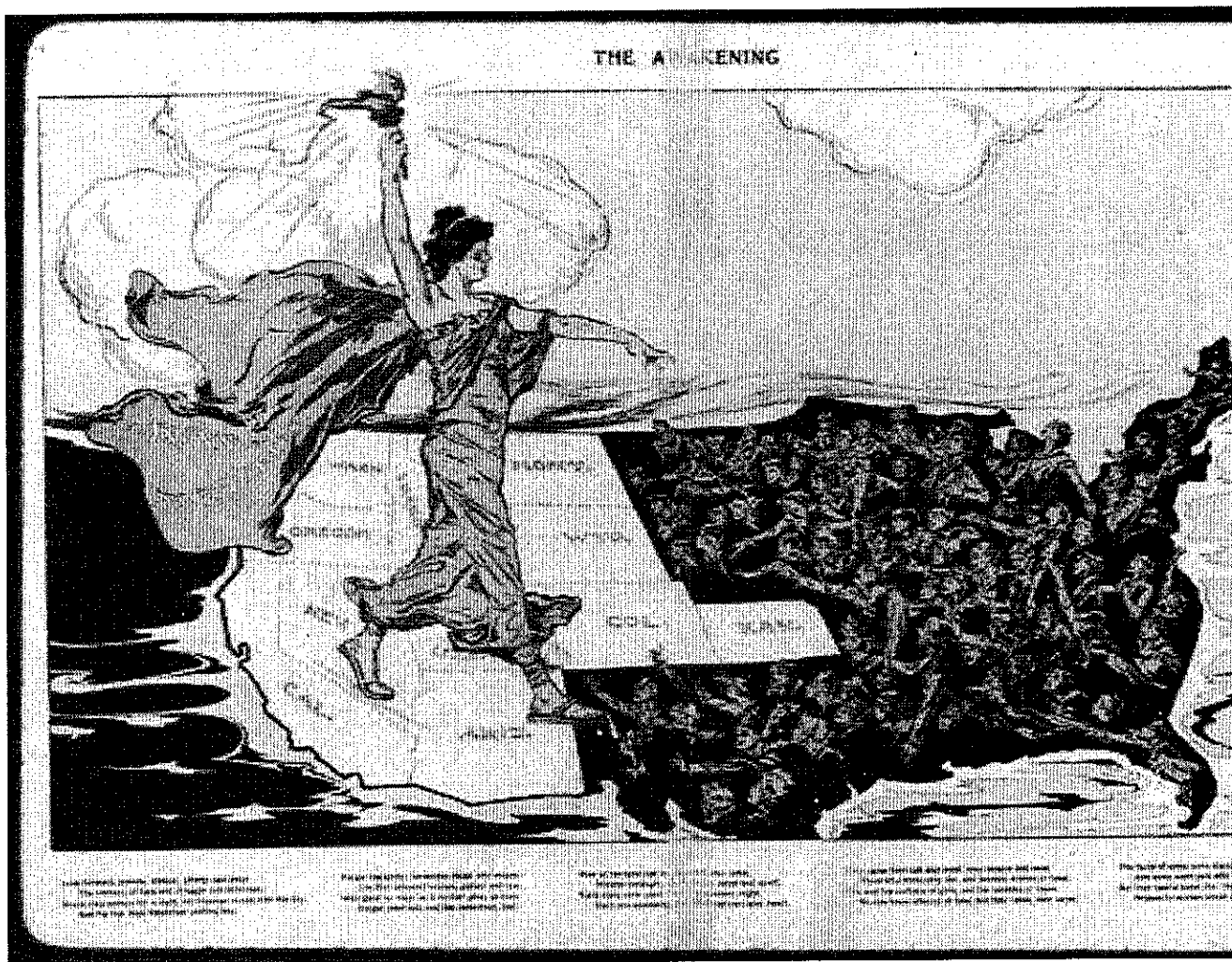
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http://mtstandard.com/news/local/suffrage-exhibit-opens-today/article\_0f9f0186-0723-11e4-805f-001a4bcf887a.html

# Suffrage exhibit opens today

Jul 9, 2014



Above is an example of “brochure art” that highlights Montana women’s role in fulfilling the promise of democracy in United States. The show at the Clark Chateau, 321 W. Broadway St., opens Wednesday and runs through Aug. 4. The chateau is open noon to 5 p.m. Wednesday through Monday; closed Tuesdays.

The Clark Chateau, 321 W. Broadway St., is hosting an exhibit that celebrates the centenn women’s suffrage in the state of Montana.

“Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship” uses historic photographs, archival

documents, and other rare materials to highlight Montana women's role in fulfilling the promise of democracy in the United States.

The exhibit, on loan from the University of Montana, was developed by an ad hoc group of students, faculty, staff and alumni. The exhibit opens Wednesday in the first floor gallery and will run for four weeks, concluding Monday, Aug. 4.

In addition to the exhibit, history professor and co-director of Women's and Gender Studies Anya Jabour and Kayla Blackman (UM Class of 2012, MA 2014), the co-curators of the exhibit, will speak at a Brown Bag Lunch at the Butte Archives, 17 W. Quartz St., at noon Wednesday, July 30.

Other members of the exhibit committee include Julia Biando Edwards (Mansfield Library), Miller Shearer (African-American Studies/History), and Diane Sands. In addition, Dave Beaman and Richard Clow of UM's Native American Studies Department consulted on the material pertaining to Native Americans included in the exhibit.

This exhibit not only provides information about Montana history to all state residents, but also represents a unique collaboration across multiple units of the University of Montana and between the University of Montana and state and local organizations.

Admission to the Clark Chateau is \$7 per person, \$15 per family and \$5 for seniors (65+) and students. Details: 406-490-6678 or "Like" us on Facebook.

"Celebrating Butte's Architectural History" continues throughout all four floors of the Chateau through Nov. 30. The exhibit features architectural elements, photographs, quilts and fine art pieces inspired by Butte scenes and buildings.

## Currents



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# Teaching Montana History

Monday, March 31, 2014

## Teaching Women's History Matters! Montana Historical Society's Summer Educator Workshop

Looking for Summer professional development that will help you integrate into your classroom:

- primary sources
- new teaching techniques to meet Common Core standards
- women's history, and
- Montana Indian history?

Look no further than our upcoming workshop: "Teaching Women's History Matters!"

**Where:** Montana Historical Society, 225 N. Roberts St., Helena, Montana

**When:** Monday, June 16, 1:00-6:30, Tuesday, June 17, 8:30-5:00, and Wednesday, June 18, 8:30-12:30 (Participants must attend all three days)

**Who:** Grades 4-12 Social Studies teachers, English Language Arts teachers, and Librarians

**What:** FREE, hands-on workshop. Taking women's history as the theme, the workshop will focus on

- building content knowledge,
- practicing techniques, and
- uncovering free, easily accessible primary and secondary source material that can be used with students to meet Common Core ELA standards and IEFA.

Participants will engage in hands-on learning activities and leave the workshop with ready-to-use lessons and primary sources to integrate into their current curriculum.

**Sixteen OPI Renewal Units will be provided.**

**Why:** 2014 is the hundredth anniversary of women's suffrage in the state of Montana, yet women are still largely overlooked as historical actors. To rectify this situation, and in honor of the centennial, the Montana Historical Society created *Women's History Matters*—a web-based project designed to make Montana women's history visible. Workshop attendees will learn

- how to use these newly created resources in their classrooms
- how looking at history from a female perspective changes the stories we choose to tell



This blog aims to nurture a supportive and enthusiastic network of educators committed to place-based learning and teaching Montana history. Here you will find tips on using primary sources in the classroom, information about resources for teaching Montana history, examples of exceptional heritage education projects, and notices about professional development opportunities.

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Blog Archive

- ▶ 2016 (25)
- ▶ 2015 (71)
- ▼ 2014 (70)
  - ▶ December (7)

- how they can find primary and secondary sources to meet common core standards
- how women's history can be integrated into classes that are already being taught

**Cost:** FREE, including Monday evening reception, Tuesday and Wednesday continental breakfast and lunch. A limited number of travel scholarships are also available.

**Limit:** 25

**Registration Deadline:** Wednesday, June 1, 2014 (Deadline for scholarship applicants May 1, 2014)

**How:** Register for the workshop.  
Apply for a travel scholarship.

Want to know more? See the Workshop Agenda, below, or contact Martha Kohl at [mkoehl@mt.gov](mailto:mkoehl@mt.gov).

### Montana Women's History Matters Agenda

#### Monday, June 16

1:00-1:40 *Introductions*

1:40-2:30 *Women's History 101: An Introduction to Workshop Themes* (Anya Jabour, University of Montana Professor in the History and past co-director of the Women's and Gender Studies Program)

2:30-2:50 *Writing Reflection/Discussion*

2:50-3:00 *Break*

3:00-5:00 *Mining Childhood/Doing Oral History* (Janet Finn, University of Montana Professor of Social Work and author of *Mining Childhood: Growing Up in Butte, 1900-1960*)

5:00-6:30 *Opening Reception/Scavenger Hunt*

#### Tuesday, June 17

8:30-8:45 *Discussion of Day 1* (especially scavenger hunt results)

8:45-10:30 *Women's History for Elementary Students* (Deb Mitchell, Montana Historical Society Program Specialist)

10:30-10:40 *Break*

10:40-11:30 *Women and the Changing Law: A Historical Overview*, Montana State Law Library staff

11:30-12:30 *Lunch*

12:30-1:20 *Taking Action: A Political History of Women in Montana* (Diane Sands, independent scholar on women's history, Montana state representative)

1:20-2:50 *Using Personal Narratives to Learn about Indigenous Women's Lives during the Treaty Period* (Laura Ferguson, Indian education consultant and curriculum developer and a contributor to the Women's History Matters blog)

2:50-3:00 *Break*

3:00-5:00 *Women's History Tour* (Ellen Baumler, Montana Historical Society)

- ▶ November (6)
- ▶ October (9)
- ▶ September (9)
- ▶ August (1)
- ▶ July (1)
- ▶ June (2)
- ▶ May (6)
- ▶ April (7)
- ▼ March (7)
  - Teaching Women's History Matters! Montana Historic...
  - Teaching Strategies for Using Historic Newspapers
  - More on the 1964 Flood--and Student-led Community ...
  - 1964 Flood
  - Searching Chronicling America
  - History Mystery Kits--A Great Way to Incorporate P...
  - Celebrate Women's History Month; Check out the Wom...
- ▶ February (5)
- ▶ January (10)
- ▶ 2013 (70)
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- ▶ 2011 (46)

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- art (6)
- awards (5)
- best of (8)
- building research (4)
- census (1)
- Common Core (15)
- contemporary Montana (11)
- crowdsourcing (4)
- digital collections (28)
- elementary (21)
- grant opportunities (12)
- heritage keeper award (4)
- high school (23)
- holidays (17)
- homesteading (4)
- IEFA (68)
- literature connections (16)
- local history projects (29)
- maps (11)
- MHS lesson plans (45)
- middle school (13)
- Montana: Stories of the Land (18)
- museum-school partnerships (13)
- National History Day (14)
- National Register of Historic Places (2)



Interpretive Historian)

Wednesday, June 18

8:30-9:00 *Discussion of Day 2*

9:00-9:45 *Overview of Available Resources* (Martha Kohl, Montana Historical Society Historical Specialist and Women's History Matters Project Manager)

9:45-10:00 *Break*

10:00-11:15 *Crowd-Sourcing Project: Gathering Resources to Integrate Women's History into the Teaching of Montana History* (participants, led by Martha Kohl)

11:15-12:15 *Crow Women in the Twentieth Century* (Mardell Hogan Plainfeather, retired National Park Service supervisory park ranger, Crow field director of the American Indian Tribal Histories Project at the Western Heritage Center in Billings, and coauthor of *The Woman Who Loved Mankind: The Life of a Twentieth-Century Crow Elder*, by Lillian Bullshaws Hogan, As told to Barbara Loeb and Mardell Hogan Plainfeather) (awaiting confirmation)





12:15-1:15 *Lunch/Evaluations/Depart or Research on your own*

- online resources (128)
- oral history (5)
- photographs (13)
- professional development (89)
- student opportunities (10)
- teachable moments (9)
- teaching strategies (20)
- teaching with primary sources (59)
- tech tools (16)
- Then and now (9)
- Top ten events in Montana history (10)
- twentieth century (8)
- Women's History (10)
- worksheets (3)

**Contributors**

- mhsdigitaladmin
- dgh
- Natasha Holienbach
- Martha Kohl

**My Blog List**

-  **Montana History Revealed**  
EXTRA! Montana Newspaper Stories 1864-1922: Bison Recovery and Protection  
*1 week ago*
  -  **Montana Moments**  
Thank you!  
*1 month ago*
  -  **The Extreme History Project**  
Archaeology and Technology, more on the Nevada City Cemetery Project. Part 3 by John W. Olson  
*2 months ago*
  -  **This Week in Montana History**  
*2 months ago*
- Women's History Matters**  
Welcome  
*1 year ago*

Posted by Martha Kohl

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Labels: professional development, Women's History

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**Great Links**

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- Headwaters News: Reporting on the Rockies
- Montana: Stories of the Land Companion Website
- Library of Congress American Memory Project
- Teachinghistory.org
- Montana Historical Society

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All News Releases

**December 23, 2014**

Each year on alternate Sundays at 2:30 PM in January and February the Museum at Central School offers a chance to hear noted speakers presenting on Montana history and culture. It is an educational and entertaining way to perk up your winter.

The 13<sup>th</sup> annual John White series begins Sunday, January 11, 2:30 PM with University of Montana history professor **Anya Jabour** speaking on "**Montana Women in History**".

Jabour is Professor of History and Co-Director of Women's and Gender Studies at the University of Montana, where she has received several awards for teaching and scholarship. She has been active in commemorating the centennial of woman suffrage in Montana, serving on the advisory board for the Montana Women's History Matters project at the Montana Historical Society and chairing the Centennial Committee at the University of Montana. Dr. Jabour has published several books and articles on U.S. women's history and the history of families and children in the U.S. She is currently working on a biography of an early twentieth-century feminist, Sophonisba Breckinridge.

Next up on Sunday, January 25, 2:30 PM, will be "**Flathead Memories**", a panel presentation featuring two local couples with a wealth of history in the Flathead Valley. **Cliff & Lynda Collins** were among the founding members of the Northwest Montana Historical Society and the Museum at Central School, and Cliff served on the Kalispell City Council, being one of the five council votes in 1997 that saved Central School and funded the restoration that created the Museum we have today.

**Bill and Lois McClaren** are well known throughout the valley, for many civic contributions, and also as preeminent dahlia growers and breeders. Bill McClaren is the last living founder of Flathead Valley Community College, and served as FVCC's first employee, head guidance counselor, and dean of students in the challenging first years of the college. Bill and Lois have remained active these many years teaching, volunteering, and supporting many community service activities.

Sunday, February 8, 2:30 PM features a **living history representation of Montana artist Charlie Russell's wife, Nancy Cooper Russell, presented by Mary Jane Bradbury**. Nancy Russell is credited with helping Charlie Russell become the highest paid living artist of his time, and art historians believe without Nancy Russell, the world might never have seen Charlie Russell's work.

Presenter Mary Jane Bradbury draws on over 25 years as an actress, speaker, educator and author to bring history to life. She is a Chautauqua speaker for Humanities Montana and the Colorado Humanities, and has been an Artist in Residence for the Charles M. Russell Museum in Great Falls, MT and the National Wildlife Museum in Jackson, WY. Mary Jane is an interpreter/enactor for the Denver Museum of Nature and Science, and has written and produced historic events for Four Mile Historic Park in Denver. A member of the Single Action Shooting Society, her alter ego Alice Palmer enjoys spending time on the range channeling the spirit of frontier women.

Closing out the 2015 series will be wildlife biologist and local author, **Doug Chadwick, speaking of his experiences exploring ecosystems from Siberia to the Congo, and Canada to Northwest**

**Montana.** Doug received his bachelor's degree in zoology from the University of Washington and a master's degree in wildlife biology from the University of Montana. After working as a seasonal biologist in Glacier National Park, he turned to popular writing about nature and conservation. The author of 11 books, Mr. Chadwick has also produced hundreds of articles for publications as varied as Reader's Digest and the New York Times Review of Books.

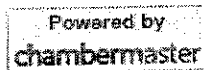
He contracts mainly with the National Geographic Society, which has sent him to explore ecosystems from Siberia to the Congo. Doug has had a special interest in grizzly bears for 30 years. As a scientist, he played a role in getting the species listed as threatened in 1975. His recent book, "The Wolverine Way" is a chronicle of adventure and discovery while helping study one of the least-known wild animals on the continent. His latest book (May 2014) is Crown of the Continent: The Wildest Rockies, with photographer Steven Gnam. A founding board member of Vital Ground, Doug lives in Whitefish, Montana, with his wife, Karen Reeves, whose professional background is in forestry.

The John White speaker series honors beloved Central School bell ringer and custodian, John White, the son of a Texas slave, who served at Central School for over 30 years. He knew all the students, and they knew and respected him, as did the citizens of Kalispell in the 1920s through the 50s. John White graduated from Flathead County High School in 1922 and became perhaps the most central figure in the history of Central School.

All four presentations are at 2:30 PM on alternate Sundays in January and February starting January 8 at the Museum at Central School, 124 2<sup>nd</sup> Ave E. in Kalispell.

Tickets for Museum members are \$20 for the series of all four, or \$6 for any single event. General public tickets are \$30 for the series, or \$9 for any single event. Tickets are available at the Museum, Monday through Friday, 10 to 5, or at the door before each event. Call 756-8381 for more information.

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# Exhibits explore the highs - and shameful lows - of Montana's early suffrage movement

By [EDWARD O'BRIEN \(/PEOPLE/EDWARD-OBRIEN\)](#) • MAR 3, 2014

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March is Women's History Month and 2014 is also the 100th anniversary of woman suffrage in Montana.

The occasion is being marked this year with exhibits at the Maureen and Mike Mansfield Library at the University of Montana.

U-M History professor Anya Jabour was part of the team that helped create these exhibits. Jabour, the Co-Director of Women's and Gender Studies at U-M also chairs the Montana Woman's Suffrage Centennial committee.

In this interview with Edward O'Brien, Jabour tell us about the people who fought to bring equality to women. It was tough going and came with its own set of blemishes and shortcomings; but then, most revolutions are like that.

Jabour says she's always been interested in women's history - even before she knew there was such a thing.

Listen

14:17

*Edward O'Brien talks with UM history professor Anya Jabour about new exhibits honoring the 100th anniversary of women's suffrage in Montana*



[http://mediad.publicbroadcasting.net/p/kufm/files/styles/x\\_large/public/201403/Jabour\\_Picture1.jpg](http://mediad.publicbroadcasting.net/p/kufm/files/styles/x_large/public/201403/Jabour_Picture1.jpg)

University of Montana history professor Anya Jabour

**TAGS:** [ANYA JABOUR \(/TERM/ANYA-JABOUR\)](#)

[WOMENS SUFFRAGE \(/TERM/WOMENS-SUFFRAGE\)](#)

## UM News

### UM Professor Offers Free Lecture in Honor of Montana Woman Suffrage Centennial

August 27, 2014

**MISSOULA** – In honor of the 100th anniversary of woman suffrage in Montana, University of Montana History Professor and Co-Director of Women’s and Gender Studies Anya Jabour, will make herself available to deliver a free local lecture titled “Montana Women Making History.”

Her lecture offers biographical sketches of some of Montana’s most significant women reformers such as Jeannette Rankin, the Missoula pacifist who voted against U.S. entry into both world wars; Hazel Hunkins, a Billings woman who went to federal prison for picketing the White House on behalf of suffrage; Maggie Smith Hathaway, who pioneered child welfare legislation in the state; and Helen Piotopowaka Clarke, the first Native American woman elected to public office in the Montana Territory.

A group of UM faculty, staff and students, together with Missoula community members, have formed an ad hoc centennial committee to coordinate a variety of local and statewide projects to commemorate the 100th anniversary year. The projects include a traveling historical exhibit, “Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship,” which will be displayed in more than 30 communities statewide.

For more information or to schedule a lecture, email Jabour at [anya.jabour@umontana.edu](mailto:anya.jabour@umontana.edu) (<mailto:anya.jabour@umontana.edu>).

###

**Contact:** Anya Jabour, UM professor of history and women’s and gender studies, 406-243-4364, [anya.jabour@umontana.edu](mailto:anya.jabour@umontana.edu) (<mailto:anya.jabour@umontana.edu>).

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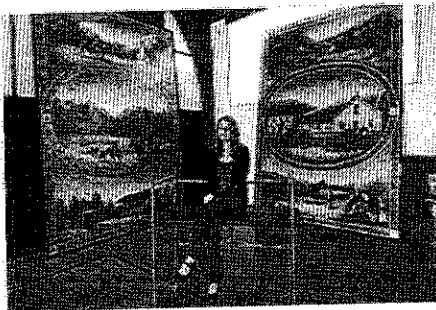
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http://missoulian.com/news/state-and-regional/um-celebrates-women-s-history-month-suffrage-in-st  
/article\_f65966ca-a0df-11e3-a9dc-001a4bcf887a.html

# UM celebrates Women's History Month, suffrage in state

Missoulian Feb 28, 2014

On 100th anniversary of suffrage in Montana, exhibit tells stories of Montanan women



Missoula artist Ferguson to paint Montana Women's Mural at state Capitol



Women's rights, peace activist Judy Smith remembered for her legacy

Throughout March, departments and programs in the University of Montana College of Humanities and Sciences along with the Maureen and Mike Mansfield Library and the UM School of Music, will host events and exhibits in celebration of Women's History Month and the centennial of woman suffrage in Montana.

On Nov. 3, 1914, women won the right to vote in Montana. During the past 100 years, women in Montana have continued to fight for reform and equality. The exhibit "Women in Montana Politics" will be on display through Aug. 30 in the Theta Rho Room on the fourth floor of the Mansfield Library. The exhibit also is online at [exhibits.lib.umt.edu/women-in-politics](http://exhibits.lib.umt.edu/women-in-politics).

A separate exhibit, "Leading the Way: Montana Woman Suffrage and the Struggle for Equal Citizenship," will be on display in the Mansfield Library Lobby from March 17 to 18. The exhibit was created through a \$7,500 grant from the College of Humanities Montana. Following its display at UM, the exhibit will be donated to the Montana State Library, allowing other libraries, museums and community groups across the state to borrow and display it.

Several events will be held in conjunction with the exhibit.



Diane Sands leaves Fort Missoula museum with legacy of development

Missoula Public Library Shelf Life: Get account information via text message

UM Diversity Advisory Committee to give out student awards

UM lecture to look at women's work in U.S. Indian Service



Stacks of books at AAUW, Phi Delta Kappa sale to fund UM scholarships

also in recognition of national Women's History Month. events are free and open to the public. The schedule is

- Monday, March 10: "Picturing the Arguments about W Suffrage," a lecture by Catherine Palczewski, professor communication studies and women's and gender studi the University of Northern Iowa, 3:40-5 p.m., Liberal Ar Building, Room 302, sponsored by the UM Women's an Gender Studies Program and the Department of Communication Studies.
- Wednesday, March 12: "Taking Action: A Political Histc Women in Montana," a lecture by Diane Sands, women history scholar and former Montana state representati 5:30-7 p.m., Mansfield Library, Theta Rho Room, spons the Mansfield Library and Humanities Montana.
- Thursday, March 20: Women's History Month Recital, featuring suffrage songs performed by the UM Women Chorus, 2:10-3 p.m., Music Recital Hall, sponsored by th School of Music.
- Thursday, March 20: "Federal Mothers: What Happen When Women Went to Work in the U.S. Indian Service," Maxine Van de Wetering "Women Making History" lectu presented Cathleen Cahill, associate professor of histori University of New Mexico, 7 p.m., Gallagher Business B Room 106, sponsored by the UM African-American Stu Program, Department of History, Women's and Gender Program and Faculty Development Office.
- Wednesday, March 26: "Leading the Way: Montana W Suffrage and the Struggle for Equal Citizenship," exhibit opening reception featuring suffrage songs performed



UM Women's Chorus, 1:10-2 p.m., Mansfield Library lot sponsored by the UM African-American Studies Program, Department of History, Mansfield Library, Women's and Gender Studies Program, Office of the President, the V chapter of the American Association of University Women and Humanities Montana.

For more information, contact UM professor Anya Jabo at 243-4364 or [anya.jabour@umontana.edu](mailto:anya.jabour@umontana.edu), or Mansfield Archives and Special Collections at 243-2053 or [library.archives@umontana.edu](mailto:library.archives@umontana.edu).

Reach the Missoulian newsroom at @missoulian, at [newsdesk@missoulian.com](mailto:newsdesk@missoulian.com) (406) 523-5240

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Pale People: Misfit music-school piano rock with off-kilter subject matter

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2/29/2016

Lisa Quijano Wolfinger  
Executive Producer/Co-creator  
PBS/*Mercy Street*  
Lone Wolf Media

Dear Dr. Elizabeth Hubble,

I am writing to express my enthusiastic support for Anya Jabour and recommend her for the Regents Professorship in the College of Humanities and Sciences. I cannot think of a worthier candidate. I stumbled on Anya's book, "Scarlett's Sisters, Young Women in the Old South" early on in my research. Not only was it a lively read, it also gave me the in depth scholarly research and analysis I needed to bring our story and characters to life. I contacted Anya when we began writing scripts and recruited her, along with professors James McPherson, Jane Schultz and Shauna Devine among others, to review our scripts for factual inaccuracies. Anya's notes were always extremely helpful, not only did she catch inaccuracies she also provided insight into the world-view and mores of the time. The Green family storyline in our series owes a tremendous debt to Ms. Jabour.

Once we moved on to the production phase, I decided to bring Anya on as a technical advisor on location, specifically to help us with the Green family scenes. She was truly invaluable in that capacity. She helped the actors understand their characters and gave them insight into the world they were supposed to inhabit. She helped the wardrobe, hair and set dressing departments with their research. She watched every rehearsal and answered questions and gave notes to the director and producers. And most impressive, even if she didn't know the answer to a question, she very quickly found the information we needed. As we begin production on season two of *Mercy Street* we are hoping to lure Anya back to Virginia once more. Our series would not attain the level of authenticity we strive for without Anya's help.

All the best,

Lisa Q. Wolfinger

http://www.montanakaimin.com/news/article\_32404c8a-dffe-11e5-9fc5-5f1bc68b29ed.html

FEATURED

# Professor recruited as historical consultant for PBS drama

Erin Goudreau Mar 1, 2016



Will Mcknight / Montana Kaimin @WillMcK\_Photo

Professor of History and Co-Director of Women and Gender Studies Anya Jabour was recently a crew member on the PBS television series *Mercy Street*. The show details two American Civil War nurses on opposing sides. Her role as a crew member was to give historical advice in regards to how everyday people were to behave.

When University of Montana professor Anya Jabour showed up to the set of the PBS Civil War Drama “*Mercy Street*” in Alexandria, Virginia, she didn’t know what to expect. Jabour had never worked on a television show before and she was amazed by how many people and how much work it took to produce a show. During breaks, Jabour would walk through the costume department to check out the Civil War era dresses and through the various pieces of set design to see just how one goes about creating the year 1862 in 2015. Using her expertise of the fields of U.S. women’s history and the history of women and families during the Civil War, Jabour spent five weeks in the summer of 2015 as a historical consultant for the first season of “*Mercy Street*,” a historical drama set in Virginia in the spring of 1862.

In early 2013, "Mercy Street" executive producer Lisa Quijano Wolfinger came across Jabour's nonfiction book "Secret Sisters," the story of how elite Southern women used the intensity of rebellion against the Union to gain independence and step outside their traditionally gendered roles. In her book, Jabour analyzes 350 letters written by women between the ages of 15 and 25 during the mid-19th century.

"The principle character of the show, Emma, is an 18-year-old daughter," Jabour said, "which is exactly the demographic I focus on in my book."

"Mercy Street" follows the lives of two volunteer nurses: Emma Green, a young, elite Confederate daughter and Mary Phinney, an abolitionist from New England. Green and Phinney meet in the occupied town of Virginia, a border between the Union and Confederacy.

Wolfinger said Jabour was central to the creation of the characters of Emma Green and her family.

"Her research helped us shape the characters of the Green women in particular," Wolfinger said. "On set she was able to work with our actresses to finesse every detail of their performances, whether it was how to sit or hold a fan."

Jabour's work as an on-set consultant was very different from her work as a script reviewer. For five weeks, Jabour spent up to 14 hours per day on set, working with eight other consultants who were experts on various aspects of Civil War history. Jabour had to be on set at all times to answer detailed questions about daily Southern life.

"Questions would arise like, 'When people toasted, would they clink their glasses?'" Jabour said, laughing. "The answer is no."

While there were many questions that Jabour could answer on her own, some of the more specific questions required extra research.

"Her ability to tackle any question on any subject, no matter how obscure, made her an exceptional on-set historical advisor," Wolfinger said. "Even if she didn't know the answer off the top of her head, she was always ready to go hunting for the information we needed."

"There was a question about embroidery that totally stumped me," Jabour said. "I ended up having to go online to find a 19th century women's magazine called Godey's. It was great, filled with fashion, advice columns and short stories."

While much of the shoot was enjoyable, the racial and sexual violence of the Civil War era made

certain days on set difficult. As someone who has spent her entire academic career dealing with the atrocities of the Civil War, Jabour wasn't surprised by any of the depictions of violence in the show. That was not the case for many of the show's viewers, however.

"There are frank depictions of violence, both racial and sexual, in the show that were shocking to some viewers," Jabour said. "I think because it's a visual medium, it is more compelling and grotesque. Even for me, it was profoundly disturbing to watch actors portraying a lynching scene, no matter how much I've read about it."

Jabour's work as a UM history professor has also inspired many of her students to watch "Mercy Street." Michelle Knowles, a graduate student in UM's Nurse Practitioner program, referred to Jabour as a passionate historian whose work on "Mercy Street" has inspired Knowles to watch the show.

"I was fortunate enough to tour the actual Carlyle House in Alexandria with her and my daughter last spring," Knowles said. "It was an exhilarating experience and that began my love affair with 'Mercy Street' and the real people who make up the characters."

Knowles said Missoula is lucky to have such a passionate and dedicated professor and historian in Missoula.

"I could go on and on," Knowles said. "Anya is amazing."

Jabour has already begun reviewing scripts for the second season of "Mercy Street," and Wolfinger said they have been discussing ideas for future collaborations.

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Erin Goudreau

## Features

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Silas Miller

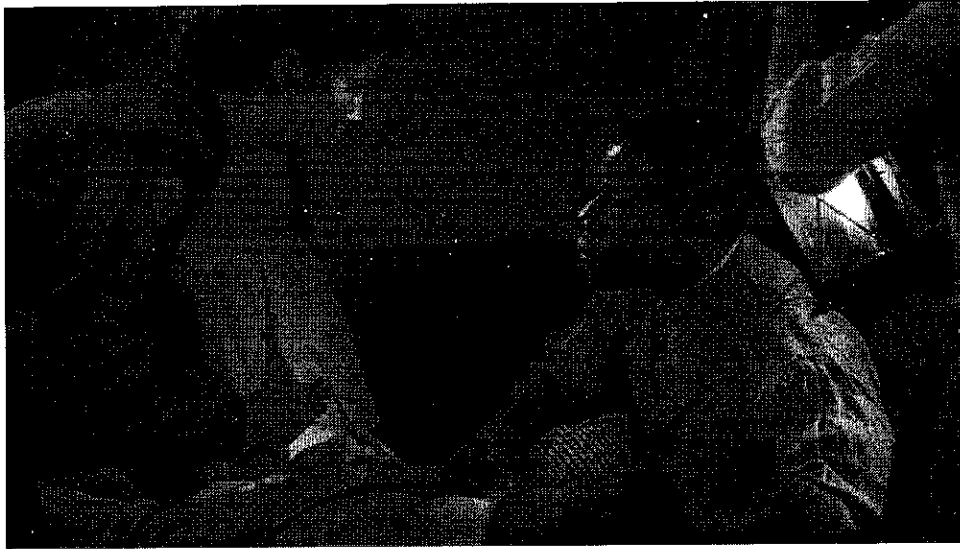
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Michael Siebert



## **PBS Announces Second Season of Original Drama Series MERCY STREET**

**- Civil War Era Series' Premiere Drew Strong Audience of More Than 5.7 Million Viewers -**



McKinley Belcher III as Samuel Diggs and Mary Elizabeth Winstead as Nurse Mary Phinney. Courtesy of Antony Platt/PBS.

March 09, 2016 10:00 AM Eastern Standard Time

ARLINGTON, Va.--(BUSINESS WIRE)--PBS announced today that it has given the greenlight to a second season of **MERCY STREET**, PBS' first original drama in more than a decade. The first season, executive produced by Ridley Scott (*The Martian*, *Gladiator*, *Thelma and Louise*); David W. Zucker ("The Good Wife" and "The Man in the High Castle") of Scott Free; Lisa Q. Wolfinger ("Desperate Crossing, The untold story of the *Mayflower*") and David Zabel ("*ER*"), drew a 3.85 rating (Nielsen Live + 7) for the January 17 premiere, reaching more than 5.7 million viewers (persons 2+). The series' six episodes have streamed 2 million times (from January 14-February 28) across all platforms, including PBS station websites, [PBS.org](http://PBS.org) and PBS apps for iOS, Android, FireTV, ROKU, Apple TV, Xbox 360 and Windows 10.

**MERCY STREET** trended nationally on Twitter for more than two hours on its January 17 premiere and was the #2 most social broadcast drama on TV that night (Source: Nielsen, 1/17/16, ranked on unique authors/tweets/impressions). The series also trended nationally during its third and sixth episodes. The **MERCY STREET** website has had more than 600,000 unique visitors since its launch (December 21, 2015-February 28). The site is dedicated to connecting fans to the real history behind the drama. Visitors can create tintype-style photos, read about the real life events that inspired each episode, flip through historical photographs and take a quiz on Civil War medicine.

"We are thrilled with the overwhelmingly positive response to **MERCY STREET** and the return of high-quality American drama on PBS stations," said Beth Hoppe, Chief Programming Officer and General Manager, General Audience Programming, PBS. "We're looking forward to a second season offering more fascinating stories inspired by historical events. The effort from everyone involved, including the producers, directors, historical consultants, actors and PBS stations, resulted in an extraordinary series that exemplifies PBS' world-class programming."

**MERCY STREET**'s first season took place in the spring of 1862 in Alexandria, Virginia, a border town between North and South and the longest-occupied Confederate city of the war. Ruled under martial law, Alexandria was the central melting pot of the region, filled with civilians, female volunteers, doctors, wounded soldiers from both sides, free blacks, enslaved and contraband (escaped slaves living behind Union lines) African Americans, prostitutes, speculators and spies. **MERCY STREET** follows the lives of all of these characters, who collide at Mansion House, the Green family's luxury hotel, which has been taken over and transformed into a Union Army hospital.

Season two picks up directly from the dramatic events at the end of the season one finale, continuing to explore the growing chaos within Alexandria, the complicated interpersonal dynamics of Dr. Foster, Nurse Mary and the Mansion House staff, the increasingly precarious position of the Green family and the changing predicament of the burgeoning

Confederate power, all set against the intensifying war, starting with the Seven Days' Battle and culminating with Antietam.

"It has been a privilege for all of us on **MERCY STREET** to be able to tell these stories at the intersection of drama and history, and we are thrilled to have the opportunity to build on what we've already done," said co-creator and executive producer David Zabel. "The quality entertainment and educational value that **MERCY STREET** provides have made the show a perfect fit for PBS, and we're elated that the first season has resonated with its audience."

"The success of season one of **MERCY STREET** proves how captivating this series is and how viewers have identified and connected with the characters' lives, even during a much different time in our nation's history," said executive producer David W. Zucker. "We are looking forward to continuing to expand on these important themes with the next season."

"Several years ago, I went searching for a fresh take on the Civil War and stumbled on the world of Union-occupied Alexandria, Virginia," said co-creator and executive producer Lisa Q. Wolfinger. "The history inspired us to create a complex ensemble drama about life on the home front told from multiple points of view: women, African Americans, doctors and civilians. This wasn't easy or glamorous history; it wasn't about battles and glory; this was challenging material rife with provocative themes and fully three-dimensional and often flawed characters. In so many ways, PBS was the perfect fit for us. The fact that **MERCY STREET** has been so well-received by PBS' audiences is exhilarating. We are looking forward to season two and the opportunity to expand our storylines while digging deeper into this pivotal time in American history."

The ensemble cast for season two of **MERCY STREET** includes Mary Elizabeth Winstead ("The Returned," *The Spectacular Now*) as nurse Mary Phinney, Josh Radnor ("How I Met Your Mother," *Liberal Arts*, *Broadway's Disgraced*) as Dr. Jedediah Foster, Gary Cole ("Veep," "The Good Wife," "Entourage") as James Green, Sr., Hannah James as Emma Green, Brad Koed Jr. as James Green, Jr., Norbert Leo Butz ("Bloodline") as Dr. Byron Hale, Tara Summers ("You're the Worst," "Rake," "Boston Legal") as nurse Anne Hastings, McKinley Belcher III ("Show Me a Hero," "Chicago PD") as Samuel Diggs, Jack Falahee ("How to Get Away With Murder") as Frank Stringfellow, AnnaSophia Robb ("The Carrie Diaries," *The Way, Way Back*, *Bridge to Terabithia*) as Alice Green, Donna Murphy ("Resurrection," "Hindsight," *Broadway's Passion* and *The King and I*) as Jane Green, Suzanne Bertish ("Rome") as Hospital Matron Brannan, and Luke Macfarlane ("Brothers and Sisters," "Over There") as Chaplain Hopkins.

"I am so pleased that **MERCY STREET** has already had such tremendous success and will be returning to Virginia to film season two," said Governor Terry McAuliffe. "This outstanding show is a great illustration of the enormous opportunities Virginia offers to film and television producers and to tourists who enjoy history and natural beauty. I hope everyone will continue to support **MERCY STREET** and take advantage of our many exceptional Civil War sites and attractions, particularly those in Alexandria, where the original story of **MERCY STREET** took place, and in Central Virginia where the PBS series is filmed."

To ensure historical accuracy of the first season, the producers engaged a team of advisors headed by noted historian Dr. James M. "Jim" McPherson and including leading experts on Civil War medicine, military history, African-American history, women in the Civil War era and more. McPherson will return for season two along with Shauna Devine (*Learning From the Wounded, the Civil War and the Rise of Medical Science*), Jane Schultz (*Women at the Front: Hospital Workers in Civil War America*), Audrey Davis, director of the Alexandria Black History Museum, and Anya Jabour (*Scarlett's Sisters, Young Women in the Old South*). New additions include James Downs, (*Sick from Freedom: African American illness and suffering during the Civil War and Reconstruction*) an Andrew Mellon New Directions Fellow at Harvard University; Dr. Anthony Tizzano, a member of the clinical faculty of obstetrics and gynecology at Case Western Reserve University and Cleveland Clinic's Lerner College of Medicine; Walton Owen, ex-curator of the Fort Ward museum in Alexandria, VA; Dr. Gordon Dammann, founder of the National Museum of Civil War Medicine; and Jay Sexton, (*Debtor Diplomacy; Finance and American Foreign Relations in the Civil War era.*) director of the Rothermere American Institute.

Leading up to and during the first season of **MERCY STREET**, PBS stations held more than 30 screening events resulting in thousands of attendees.

PBS LearningMedia introduced a special collection of Civil War-inspired videos from the PBS Digital Studios series THE



**MERCY STREET** correspond to **MERCY STREET**'s themes, while framing topics for social studies and U.S. history classrooms. So far the episodes have drawn more than 65,000 views across Digital Studios, LearningMedia and the [pbs.org/mercystreet](http://pbs.org/mercystreet) sites.

The full second season will be available on Blu-ray and DVD from PBS Distribution: [ShopPBS.org](http://ShopPBS.org); 800-PLAY-PBS, 24 hours a day, 7 days a week. The film will also be available for digital download. Season one can be purchased now.

Amazon Prime Video is the exclusive premium subscription streaming home for **MERCY STREET**, with each episode available to Prime members in the U.S. seven days after its broadcast on PBS stations.

**MERCY STREET** season one was made possible by the Anne Ray Charitable Trust, the Alfred P. Sloan Foundation, Virginia Tourism, Visit Alexandria, FAGE and public television viewers.

**MERCY STREET** is a production of Scott Free Productions and Lone Wolf Media. Executive producers: Ridley Scott, David W. Zucker and co-creator Lisa Q. Wolfinger and David Zabel; co-executive producer Clayton Krueger; producer David Rosemont.

### About Scott Free Productions

Scott Free Productions is the film and television production company of acclaimed film director Ridley Scott. In the 20 years since Scott Free was formed, the company has earned over 70 Emmy nominations with 20 wins, and 20 Golden Globe nominations for its highly acclaimed television projects, which include: the Peabody Award-winning "The Good Wife," which is in its seventh and final season on CBS; a series adaptation of Philip K. Dick's classic "The Man in the High Castle" for Amazon; the Civil War medical drama "Mercy Street," PBS' first scripted series in over a decade; "BrainDead" a satiric-thriller CBS summer series from Robert and Michelle King; and the acclaimed "Killing" telefilms ("Killing Kennedy" "Killing Lincoln" and "Killing Jesus") for National Geographic, each of which premiered to record numbers for the channel. Current productions in 2016 include: "Taboo" for FX and BBC; "Killing Reagan" for National Geographic; "The Terror" for AMC; "Sensory" for CBS; and "JCVJ" for Amazon.

### Lone Wolf Media

Lone Wolf Media is an independent television production company with a longstanding reputation for developing and producing award-winning programming across a variety of genres. Founded in 1997 by Kirk and Lisa Q. Wolfinger, Lone Wolf Media has grown since then to become a leader in factual entertainment. Recent primetime specials include "D Day in HD" for History Channel and THE BOMB for PBS. Current projects include a 9/11 special about the attack on the Pentagon for PBS and a series of programs about World War 1 for Smithsonian Network. President and owner Lisa Q. Wolfinger created the new PBS American drama concept in collaboration with David Zabel, showrunner and lead writer on NBC's hit series "ER." **MERCY STREET** was inspired by the sesquicentennial of the Civil War and a shared passion for history.

### PBS Distribution

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### About PBS

[PBS](http://PBS.org), with 350 member stations, offers all Americans the opportunity to explore new ideas and new worlds through

television and online content. Each month, PBS reaches more than 100 million people through television and nearly 33 million people online, inviting them to experience the worlds of science, history, nature and public affairs; to hear diverse viewpoints; and to take front row seats to world-class drama and performances. PBS' broad array of programs has been consistently honored by the industry's most coveted award competitions. Teachers of children from pre-K through 12<sup>th</sup> grade turn to PBS for digital content and services that help bring classroom lessons to life. PBS' premier children's TV programming and its website, [pbskids.org](http://pbskids.org), are parents' and teachers' most trusted partners in inspiring and nurturing curiosity and love of learning in children. More information about PBS is available at [www.pbs.org](http://www.pbs.org), one of the leading dot-org websites on the Internet, or by following [PBS on Twitter](#), [Facebook](#) or through our [apps for mobile devices](#). Specific program information and updates for press are available at [pbs.org/pressroom](http://pbs.org/pressroom) or by following [PBS Pressroom on Twitter](#).

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ENTERTAINMENT / TELEVISION

# PBS' Civil War series 'Mercy Street' moves drama from battlefield to hospital



Emma Green in the PBS series "Mercy Street." (Antony Platt / PBS)

By **Meredith Blake** · Contact Reporter

JANUARY 15, 2016, 10:00 AM | RICHMOND, VA.

**O**n a sweltering June afternoon, women in heavy hooped skirts and men in thick wool suits bustled around a historic building in the former capital of the Confederacy as it was transformed into a Civil War hospital for the new PBS drama "Mercy Street."

Despite the commitment to period authenticity on set, evident in the artfully distressed walls, sullied cots and dozens of background players in bloodied uniforms, the cast and crew looked forward to the minutes between takes when the air conditioning was switched on, allowing them to appreciate at least one very modern comfort.

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Dubbed "'Gone With the Wind' meets 'MASH'" by its creative team, "Mercy Street" is inspired by real events and, in a novel twist for a Civil War series, features two female protagonists who are volunteer nurses at the hospital — Mary Phinney, a staunch Northern abolitionist (Mary Elizabeth Winstead)

and Emma Green (Hannah James), a genteel Southern belle from a wealthy slave-owning family.

The series, which premieres Sunday on PBS, presents a fresh perspective on this great American cataclysm by focusing not on battlefields and bayonets but on the drama at a luxury hotel-turned-hospital in Union-occupied Alexandria, Va., in the early days of the war.

"Mercy Street's" ensemble also includes Josh Radnor as a pioneering, morphine-addicted surgeon, McKinley Belcher as a free black man with a natural talent for medicine and Gary Cole as Emma's entrepreneurial father, who refuses to sign an oath of loyalty to the Union. Director Ridley Scott and former "ER" show runner David Zabel executive produce the series, which is PBS' first original scripted drama in more than a decade.

With the end of the wildly popular "Downton Abbey" in sight, the public broadcaster is betting that the perennial fascination with this era, particularly among its viewers — Ken Burns' "The Civil War" remains the network's most-watched series after all — will help establish "Mercy Street" as its next marquee drama.

"The themes are completely relatable, and they're relevant today," said executive producer Lisa Quijano Wolfinger on the show's set. This was no mere platitude: Five days earlier, nine black churchgoers had been gunned down in a racially motivated attack in Charleston, S.C., — the very city where the Civil War began — sparking a heated national debate about the Confederate flag.

The series was created by Wolfinger, a documentary filmmaker who originally planned to make a docudrama about Civil War medicine. She turned to Zabel for help marrying the medical science with the narrative drama — something he knows plenty about, having written 45 episodes of "ER" over the course of eight seasons.

The duo originally envisioned a one-off special, but Beth Hoppe, chief programming executive at PBS, saw the potential for an ongoing series.

"She and I always talked about the fact that PBS was stuck in the hamster wheel of just acquiring British drama," Wolfinger recalled, referring to scripted programming such as "Sherlock," "Call the Midwife" and of course "Downton Abbey." "It's time for Americans to tell American stories, as far as I'm concerned."

In the course of her research, Wolfinger came across the memoir of a woman with a mouthful of a name — Mary Phinney, the Baroness von Olnhausen — who'd volunteered as a nurse at Alexandria's Mansion House Hotel. Owned by the wealthy Green family, the hotel was converted into a hospital during the war.

The Greens' daughter Emma, whose sweetheart was a Confederate spy, tended to wounded Southerners at the hospital. The surrounding city of Alexandria was also a destination for escaped slaves — or "contraband," as they were designated by the Union — on their way to freedom in the North.

The discovery of Mansion House, with so many diverse people coming together in a single space, represented a "light bulb moment," according to Zabel.

"I didn't want to get into cliché binary oppositions of North and South, black and white," he said. "I felt like in this place with all of these various agendas bumping up against each other, you could really explore this moment in a much more variegated way, diverse way. It didn't reduce itself to certain simplistic attitudes and perspectives."

Another key inspiration was Louisa May Alcott's "Hospital Sketches," a collection of letters the "Little Women" novelist and abolitionist wrote during her time as a Union nurse. Wolfinger was excited by the opportunity to create a series about interesting and messy women. "I took the gamble, because I wanted to make TV that I wanted to watch," she said. The hospital setting also conveniently provided a way to tell a Civil War story without having to film expensive battle sequences, which would have been exceedingly difficult on a PBS budget.

This being PBS, historical accuracy was of paramount importance. The network enlisted a panel of advisors, including military historian James McPherson and Anya Jabour, an expert in Southern women of the Civil War era. "We are held to a higher standard, and we should be," said Hoppe, noting with pride that documentarian Burns had given the series a ringing endorsement.

On location at the Laburnum House, a Neoclassical revival building in Richmond standing in for Alexandria's Mansion House, the series' medical consultant Dr. Stanley Burns shows Radnor a complicated surgical procedure using a model abdomen. Burns, a collector of early medical photography and devices, gently scolds Radnor for referring to a tenaculum as a shepherd's hook: "That's like referring to rocket propulsion in 1862!"

For all the carnage it created, the Civil War also led to critical innovations in the world of medicine. These changes are reflected in Radnor's character, Jedediah Foster, who trained in Europe and is an early adopter of new-fangled inventions like painkillers and hypodermic needles that are viewed with skepticism by some of his peers. "He is a cynic about human nature but an idealist when it comes to medicine," explained the actor, best known for his work as Ted Mosby in the long-running sitcom "How I Met Your Mother."

In the chaos of wartime, many women saw an opportunity to step out of their traditional gender roles, particularly by volunteering as nurses, Wolfinger said. "They're flying in the face of social

convention by being in an all-male environment. Those constraints all are temporarily broken, and so you've got these women busting through the door, and trying to make a difference in a very difficult world."

This is particularly true for Emma Green, played by James in her first professional role. In the series pilot, Emma treks through the filthy streets of Alexandria dressed in a pristine white dress, enormous hoop skirt and perfect spiral curls. The Scarlett O'Hara look is wildly ill-suited for work at the hospital, where rats scurry between beds filled with maimed, battle-scarred young men.

For James, who grew up on a farm in nearby Madison County, Virginia — just 10 minutes from the town where the real Emma eventually settled with her husband — "Mercy Street" represented a kind of homecoming. And while she made a point of trying to understand her character's Southern pride, she was more troubled by a conversation with a cab driver who discovered she was working on a Civil War series and asked if she was fighting "for the right side." (Hint: Not the guys in blue.)

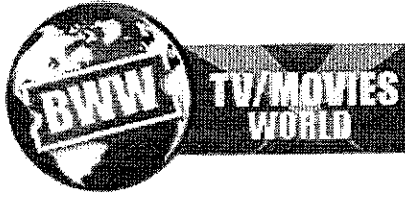
"This seems like it was ages ago, but the issues are so prevalent," she said. "People feel like they're so affected — are still affected — by what happened years and years ago."

*meredith.blake@latimes.com*

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A version of this article appeared in print on January 17, 2016, in the Entertainment section of the Los Angeles Times with the headline "Much drama off the battlefield - The Civil War-era PBS series 'Mercy Street' unfolds in a hotel-turned-hospital." — Today's paper | [Subscribe](#)

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# **BWW Interview: Hannah James on Creating an Authentic Southern Belle on PBS's MERCY STREET**

by

**Matt Tamanini**

January 24

<http://www.broadwayworld.com/bwwtv/article/BWW-Interview-Hannah-James-on-Creating-an-Authentic-Southern-Belle-on-PBSs-MERCY-STREET-20160124>



Last Sunday, [PBS](#) debuted its first scripted drama in over a decade with the star-studded Civil War hospital drama, [MERCY STREET](#). Despite the fact that most Civil War stories focus on the men leading the charge on the battlefield, [MERCY STREET](#) instead endeavors to tell the stories of a collection of women fighting to find their own sense of self in a world that no longer subscribes to the rules that they were raised on.

The two women at the center of most of the show's stories are nurses at Alexandria, Virginia's Union hospital, Mansion House. [Mary Elizabeth Winstead](#) plays head nurse Mary Phinney, and newcomer [Hannah James](#) plays [Emma Green](#), a debutante inexplicably drawn to caring for the injured Confederate soldiers being held at the hospital, despite having no medical background.

Throughout the course of the season's six episodes, Emma encounters death and danger that her Southern belle upbringing hasn't prepared her for. However, these experiences force her to mature and decide in what she truly believes.

"I think she starts out as a very good symbol for a lot of young women during that time period. She was brought up in a very high social class," she said. "She would have just finished her formal education, but she is actually still very young and very naïve. She goes into the hospital thinking that it's going to be easy, and she can just go in there and be a nurse and stand up for these Confederate men. She doesn't really think through the consequences and the reality that's going to face her when she's actually around all of these events."

The realities of war quickly hit home for Emma, and the pain and death have an almost immediate impact on her. The fact that this war story focuses more on the people left behind than it does on those doing the fighting is an important part of the series. As James explains, the impact that war can have on the people at home, especially women, is equally as compelling and important as what is happening on the battlefield itself.



"It's really wonderful that we get to portray the women's point-of-view. A lot of times when you study war," she said, "you're on the battlefield, and you want to know what was going on with the men that were on the field and witnessing the



**Hannah James and Mary Elizabeth Winstead**  
Photo Credit: Antony Platt | PBS

bloodshed and all of the action. But, we forget how much the civilians back at home are dramatically affected by war and how savage it is and how destructive it can be.

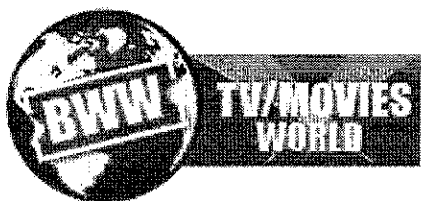
"Obviously being in a hospital, we get some of the wounded men and we see the bloodshed and some of the destruction the war can cause," James continued, "but the women having to deal with that is really brought (into focus), and we're also able to see how much the women wanted to fight for the cause, and nursing was a way that they could do that."

Despite being an untrained, volunteer Confederate nurse in an otherwise Union hospital, Emma develops a begrudging respect with Phinney, a fact that the series creators picked up on as shooting began. While James and Winstead shared a handful of scenes in the initial drafts of the script, when series co-creator David Zabel saw the relationship developing on screen, he decided to add more between the two as the series progressed.

"It was wonderful. Even though Emma doesn't agree with Mary, she definitely looks up to her," James said. "She sees a very prominent and independent and strong female character, and she wants to have that power and independence. I think she does really value Mary, even though she doesn't necessarily agree with her point-of-view."

James grew up in Madison County, Va., just an hour and a half from where MERCY STREET filmed in Richmond and Petersburg. She was home-schooled and grew up on a farm, so she came to the project with a tremendous amount of first-hand knowledge of the area and her character. As co-star Donna Murphy [discussed in our discussion about the show](#), Zabel's co-creator Lisa Q. Wolfinger gave each member of the cast large, detailed historical character-specific packets to help with their research. James also relied heavily on Anya Jabour, a University of Montana professor who was on set during filming, whose work focuses on young women of the time period.

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<http://www.broadwayworld.com/bwwtv/article/BWW-interview-Hannah-James-on-Creating-an-Authentic-Southern-Belle-on-PBSs-MERCY-STREET-20160124-page2>

"She's the one who really helped me with Emma and her coming of age, and her journey, and how much the war affected these young women of the time period," James said. "They were very much young Southern belles, and they were taught to uphold their Southern traditions and their hospitality and to be very kind and soft-spoken and gentle, but with the war coming, that was so contradicted. They wanted to express their loyalty towards the South, but they weren't able to, because that wasn't what being a young lady was."

James landed her role on MERCY STREET soon after moving to Los Angeles after graduating from England's Guilford School of Acting. Despite being her first time on set, James said that her castmates were vital in helping her feel at ease during the filming of MERCY STREET.

"They were just really, really supportive, and I think the reason why I was able to get acclimated to set life so quickly was because I felt so comfortable with the people I was working with," she said. "I learned more on my three months of MERCY STREET than I did in the rest of my life to that point. I garnered so much knowledge from these incredible actors that I was working with. I feel so lucky to be able to learn from some of the best."

In addition to Winstead, the cast features a myriad of stars of stage and screen, including Josh Radnor, two-time Tony-winner Norbert Leo Butz, Cameron Monaghan (SHAMELESS), Jack Falahee (HOW TO GET AWAY WITH MURDER), Anna Sophia Robb (THE CARRIE DIARIES), and more. Gary Cole and two-time Tony-winner Donna Murphy play her James' parents.

"Donna Murphy and Gary Cole hadn't officially signed on to do the roles until after I was on set, so I was intrigued to see who my parents would be," James said. "Then discovering who had signed on to these roles and playing opposite them, I could never have imagined doing



**Hannah James and Josh Radnor**  
 Photo Credit: Antony Platt | PBS

anything like it. It was wonderful having little chats with them, or simple conversations over tea, or in the hair and makeup ward, where we were able to discuss their careers and their career paths and little words of wisdom was

amazing."

With its blend of drama, authenticity, and romance, James believes that the show has something for every type of viewer.

"I think MERCY STREET harkens on a lot of different aspects of what people might be looking for, and what people might love in, a TV series," she said. "It definitely gives you that wonderful feel of a period drama, with a bit of history and the beautiful costumes, and the old Southern accents, but what I really love about it is that it doesn't skirt around the realities of the Civil War, and it doesn't pretend like it wasn't as bloody as it was. It's very gritty, it's very dirty, and it's real. We don't try to be polite about it, which I really appreciate, and I hope that other people might see that or appreciate that."

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What did you think of the first episode of MERCY STREET? Let me know in the comments below, or on Twitter @BWWMatt. If you want to follow along with my "366 in 366" articles, you can check out #BWW366in366 on Twitter.

Banner Image: Hannah James. Photo Credit: Antony Platt | PBS

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[http://missoulian.com/news/local/monday-s-montanan-anya-jabour-went-from-academia-to-show/article\\_b66cd9db-aca8-59fd-986a-e17c5769472c.html](http://missoulian.com/news/local/monday-s-montanan-anya-jabour-went-from-academia-to-show/article_b66cd9db-aca8-59fd-986a-e17c5769472c.html)

MONDAY'S MONTANAN

# Monday's Montanan: Anya Jabour went from academia to show business

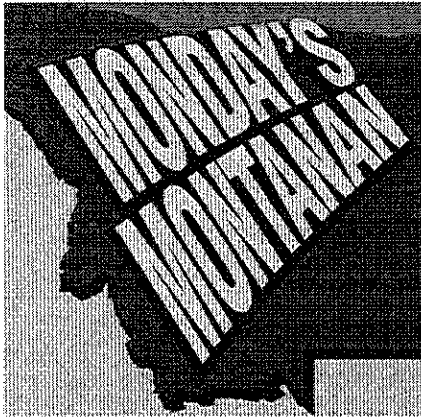
From the Monday's Montanan series

KEILA SZPALLER [keila.szpaller@missoulian.com](mailto:keila.szpaller@missoulian.com) Jun 14, 2015



KURT WILSON, Missoulian

Anya Jabour, a history professor at the University of Montana, just returned from four "exhausting" weeks of working as a historical consultant for a new PBS drama, "Mercy Street," that follows the lives of two volunteer nurses working on a



Monday's Montanan logo

Anya Jabour is a professor in academia who recently jumped into show business.

Jabour, who teaches history at the University of Montana and serves as co-director of its program in women's gender and sexuality, got an unexpected phone call at the end of the semester.

The author of "Scarlett's Sisters," a book about young women in the South before and during the Civil War, Jabour has also served as a script reviewer for a new historical PBS drama.

In the call, a show representative asked her to be on set in Virginia while the crew shot the first season's six episodes.

"I was totally flabbergasted. I was completely flummoxed. It happened two weeks before the end of the semester," she said.

She took a day to figure out if she could adjust her schedule and then she said yes.

To be clear, watching television is not Jabour's favorite pastime. When she turns on the tube, she's more interested in viewing a show with a female superhero in the lead and a science-fiction twist than she is a historical drama.

She's watched episodes of "Downton Abbey," but she's not a devotee.

Last week, though, Jabour returned from her stint as hi



Monday's Montanan: Don Beller plays Missoula's musical foundation



Monday's Montanan: Hometown educator takes helm

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Monday's Montanan: Ron Wakimoto rearranged how we think about fire



129,000 plant specimens: It's a large collection in a small space



UM's Mansfield Library organizes new Max Baucus Collection



consultant on "Mercy Street," and she said the work on exciting and exhausting, and she's hoping for a second

"The creative team already has lots of ideas, really interesting ideas for a second season," Jabour said.

\*\*\*

According to a news release from PBS, "Mercy Street Sunday night show set to air in winter 2016, "the first American drama to air on PBS in more than a decade." The episode were filmed on location in Virginia.

"Mercy Street follows the lives of two volunteer nurses opposing sides of the Civil War – New England abolitionist Mary Phinney and Confederate supporter Emma Greer the release. "The Green family's luxury hotel in Alexandria Virginia, has been transformed into Mansion House, a Union Army hospital tending to the war's wounded.

"Inspired by memoirs and letters from real doctors and volunteers at Mansion House Hospital, this new drama tells the stories of those struggling to save lives while managing their own hardships," PBS said.

In a statement, co-creator and executive producer Lisa Wolfinger described the show as depicting "perhaps the most challenging time in our nation's history." She created the series in collaboration with David Zabel, a lead writer on NBC's "The Mindy Project" according to PBS; the series also is produced by Ridley "Thelma and Louise" and David Zucker of "The Good Wife"

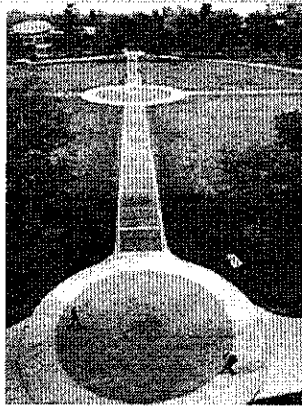
Jabour was on set for four weeks, and as part of the crew she worked 14-hour days, minus weekends.



Monday's Montanan: Chris Siegler creates lasting bonds at Missoula YMCA



'Mercy Street' opens to positive reviews, party for UM consultant



Students laud women's studies program, contemplate taking action to stave off budget cut

"Everything was new, and therefore interesting," said Jabour who has taught at UM for 20 years. "But it was exhausting and was really tiring. I understand why actors get paid the big bucks," she said.

\*\*\*

**Etiquette was important** in the South, and Jabour was the person on scene who knew about gloves, for instance.

"This was a huge thing. When do you wear your gloves? And when do you take them off?" she said.

The question was particularly important with the ball scenes, she said. "The people would wear gloves in the ballroom, but they would remove them in the separate dining area.

In other words, "a lady with a fan is going to have her gloves on. A lady who is going to have her gloves off," Jabour said.

She also gave notes on how people would enter and exit the dance floor. "Where? What would have been appropriate?"

"The dances are scripted, but what's not scripted is how do you get on and off a dance floor?" said Jabour, originally from Atlanta.

The historian even helped with a crowd scene, none of which was written in advance. For instance, she made sure couples walked together correctly, giving the women the wall, "because the wall side is considered the more appropriate side."

A black person would yield the sidewalk to a white person, and children would be afraid of Union soldiers. Groupings also were important to ensure authenticity, Jabour said.

"Is it appropriate to have a woman walking alone? Well, no, not unless she's supposed to be a prostitute," she said.

\*\*\*

**The series** is an important one for PBS because it doesn't typically produce scripted dramas, Jabour said. It's important for her own interests, too.

"The show, then, is all about social history. It's about the history of family about the history of women, it's about the history of African Americans," Jabour, who has a Ph.D. from Rice University in Houston. "In other words, history of the things I personally care about, in a show that could potentially attract a lot of viewers.

"So that's very exciting for me to think this side of the history of the Civil War finally get some exposure instead of just the military tactics and the political maneuvering, the personal side of the war and the way that the war affected and day-to-day life."

When it airs, she and her friends already have plans to go house to house for potluck dinners and watch the show together. Jabour isn't sure if she'll be the host, though.

"Ironically, I don't have a particularly big-screen TV," she said.



**Keila Szpaller**

Reporter for the Missoulian

## In this Series

### Monday's Montanan





Dec 6, 2015 article

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Current.org | (<http://current.org/2015/10/historical-details-set-bar-for-mercy-street-a-rare-american-drama-on-pbs/>)

## Historical details set bar for 'Mercy Street,' a rare American drama on PBS

By **Barry Garron** | October 27, 2015



(<http://239982a23f1d2a63qz3akhtv.wpengine.netdna-cdn.com/files/2015/10/Mercy-Bedside1521.jpg>)

Hannah James stars in *Mercy Street* as Southern belle and volunteer nurse Emma Green; Josh Radnor plays the worldly and dedicated Jedediah Foster, one of the surgeons she assists. (Photo: Antony Platt/PBS)

Of the approximately 375 scripted series on TV this season, it's unlikely that any come close to the demanding standards of historical authenticity found in *Mercy Street*.

The six-episode Civil War drama, which debuts on PBS Jan. 17, is the first episodic American drama to be greenlit by PBS since Gregory Nava's *American Family*, which concluded its two-season run in 2004.

A cross between the *North and South* miniseries and *ER*, *Mercy Street* revolves around life in a posh hotel that was converted into a hospital by occupying Union forces in Alexandria, Va.

For the sake of accuracy, producers consulted Civil War specialists, especially medical historians with expertise on treatments provided to wounded soldiers. Other advisors weighed in on period details, such as costumes, accessories and men's hairstyles.

David Zabel, co-creator and e.p., said he appreciated PBS's emphasis on precise historical details. "It's nice to not have . . . notes that tell you to take it to a more overblown place, but instead say, 'Keep it real. Keep it truthful. Tell the story and tell the history,'" said Zabel, a former showrunner on *ER*. "That's something that PBS was more diligent about than other networks might be."

The attention to detail is partly a reflection of the project's roots. Co-creator Lisa Wolfinger conceived of it as a docudrama on medical practices during the Civil War. She had taken a similar approach with *Desperate Crossing: The Untold Story of the Mayflower*, a three-hour series she produced and directed for the History Channel in 2006.

A mutual friend introduced Wolfinger to Zabel, thinking his experience on *ER* made him the perfect advisor on dramatizing the subject. Together, they pitched the idea to Beth



Historical details set bar for 'M  
Hoppe, chief programmer  
at PBS.

Instead of going for the docudrama treatment, Hoppe suggested that it be transformed into a dramatic series, Zabel said. "They wanted to make an American drama of the same caliber as *Downton Abbey*, *Call the Midwife* and *Sherlock*," he said.

Much of the action in *Mercy Street* occurs in Mansion House, the former grand hotel owned by the Green family.

Unlike many Civil

War-era residents of Alexandria, hotelier James Green, played by Gary Cole, chooses not to flee

before the advance of Union soldiers. However, he isn't about to swear allegiance to the occupiers.

One of his daughters, Emma (played by Hannah James in her first major acting role) volunteers as a nurse. She works alongside trained nurse Mary Phinney (Mary Elizabeth Winstead), a widow from New England. They assist three doctors: Jedediah Foster (Josh Radnor of *How I Met Your Mother*), a contract civilian surgeon and a Southerner from a privileged background; Byron Hale (Norbert Leo Butz of *Bloodline*), an old-school army surgeon; and Alfred Summers (Peter Gerety of *The Wire*), the barely competent chief surgeon who rose through the ranks.

Also in the mix are Samuel Diggs (McKinley Belcher III), a black laborer whose previous work exposed him to medical knowledge; and Aurelia Johnson (Shalita Grant of *NCIS: New Orleans*), a laundress with a secret buried in her past.

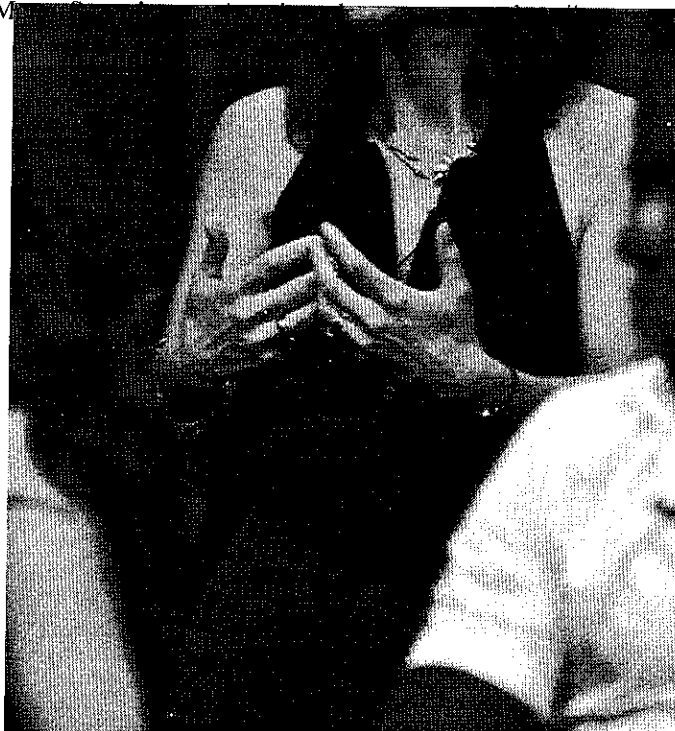
"I was in love with this period and setting it in Alexandria in 1862," Zabel said. "It was the great crossroads of the war. You've got the North coming into a Southern town and occupying it. Union soldiers, Southern denizens of a city, a black slave who comes for freedom, freed black people coming here for the war cause. As a storyteller, it got me really excited."

Most of the characters were based on real people from the time. Few were notable historical figures, but *Mercy Street* includes scenes with actors portraying Dorothea Dix, a crusader for the indigent insane who became superintendent of army nurses; and Frank Stringfellow, a notorious Confederate spy. Though unseen, there's also a reference to a visiting Abraham Lincoln.

Cast members were given a huge binder of resource materials, including books and films about the period, said AnnaSophia Robb, who plays the Green's younger daughter, Alice. Some cast members pored over episodes of Ken Burns's *Civil War* miniseries.

Winstead studied the actual memoirs written by the character she portrays. "I was shooting this at the same time I was discovering things about her," she said.

Should the series be renewed, Zabel said, he plans to work in appearances by Florence Nightingale, whom the Union Army asked for advice on organizing field medicine; and poet Walt Whitman, who put his literary career aside temporarily to volunteer as a nurse in army hospitals.



(<http://23291825fd2a63qz3akhv.vpengine.netdna-cdn.com/files/2015/10/Mercy-Wolfinger1521.jpg>)

Wolfinger, co-creator of *Mercy Street*, originally conceived the show as a docudrama on medical practices during the Civil War. (Photo: Rahoul Ghose/PBS)

g/2015/10/historical-details-set-bar-for-mercy-st...

Filming on location in Richmond and Petersburg, Va., gave *Mercy Street* a sense of place. So meticulous was the design of Mansion House, with its period furnishings, Winstead said, "that I really felt like I was experiencing what Mary was experiencing when she first came to this hospital."

Among those who lent their expertise to *Mercy Street* are Dr. Stanley Burns, medical historian and advisor to *The Knick*, a period hospital drama on Cinemax; Shauna Devine and Jane Schultz, authors of books on Civil War medicine; and George Wunderlich, former director of the National Museum of Civil War Medicine.

Other elements of the production involved close attention to historical details. Costume designer Amy Andrews Harrell found on eBay a bolt of floral fabric from the 1860s that hadn't faded after more than a century; she used it to make an overskirt and built a dress around it. Anya Jabour, author of a book about young women in the antebellum South, weighed in on gloves, hats and coats worn in the production.

A dialect coach helped actors find the appropriate accent, be it the clipped New England speech of nurse Mary Phinney or the mashup of Southern drawl and Britishisms spoken by Emma Green.

Hairstyles were scrutinized, as well. "We were all told vehemently not to touch our hair," said Butz, who played an Army surgeon. "Men wore their hair longer, but there was tremendous variety. For three or four days before shooting, we all were in the makeup and hair trailer for hours."

As Winstead prepared for a scene in which her character reads a letter that isn't seen on the screen, she approached the props master to ask if she could write it out so that she would be able to react to it as an actor. "I went to the props master and said, 'Would you mind if I wrote out a letter so that, as an actor, I could be reading something and reacting to it?' And he said, 'I've already written it out for you,'" Winstead recalled. "And it was the most beautiful, authentic piece of writing. It made me cry just reading it."

At other times, the authenticity elicited feelings of revulsion. Winstead recalled recoiling from the realism of an amputation scene early in the series. "It was so incredibly ugly and painful," she said. "It was quite easy to perform the scene because my character was supposed to be repulsed."

With the production set up to be so true to the period, the actors were able to lose themselves in the drama. "The beard helps," Radnor said. "And the tie and the vest and the bloody extras everywhere. You didn't have to do a lot of closing your eyes and imagining. You just opened your eyes and you were there."

Overall, cast members said, their experiences during the three-month shoot left them hoping for more.

"I don't think I expected to fall in love with it to the extent that I did," Winstead said, echoing sentiments expressed by Radnor and other cast members of *Mercy Street*. "We all went into it feeling that this is a really cool job. . . . I think we all came away from it feeling we learned so much and we had grown so much and that we had done something special."



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## "Mercy Street" to premiere January 17 on PBS

Posted by **WMHT Web Editor** on Nov 10, 2015 at 1:10 pm



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### Premiering Sunday, January 17, 2016 at 10pm on WMHT TV

PBS announced today that **MERCY STREET**, a new Civil War era drama produced in and around Richmond, Virginia, will debut Sunday, January 17, 2016, at 10:00 p.m.

**MERCY STREET** will follow the final season of "Downton Abbey" on **MASTERPIECE** highlighting PBS as a home for internationally acclaimed television drama.

The series is executive produced by Ridley Scott (*Gladiator*, *Thelma and Louise*); David W. Zucker ("The Good Wife" and "The Man in the High Castle") of Scott Free; Lisa Q. Wolfinger ("Desperate Crossing, The untold story of the Mayflower") and David Zabel (ER). Dean Devlin's Electric Entertainment secured all foreign rights to the series early in the process, and will continue to sell to international territories.

Based on real events, **MERCY STREET** takes viewers beyond the battlefield and into the lives of Americans on the Civil War home front as they face the unprecedented challenges of one of the most turbulent times in our nation's history.

Set in Virginia in the spring of 1862, **MERCY STREET** follows the lives of two volunteer nurses on opposite sides of the conflict; Mary Phinney, (Mary Elizabeth Winstead), a staunch New England abolitionist, and Emma Green, (Hannah James), a naive young Confederate belle. The two collide at Mansion House, the Green family's luxury hotel that has been taken over and transformed into a Union Army Hospital in Alexandria, a border town between North and South and the longest-occupied Confederate city of the war. Ruled under martial law, Alexandria is now the melting pot of the region, filled with soldiers, civilians, female volunteers, doctors, wounded fighting men from both sides, runaway slaves, prostitutes, speculators and spies.

The intersection of North and South within the confines of a small occupied town creates a rich world that is chaotic, conflicted, corrupt, dynamic and even hopeful — a cauldron within which these characters strive, fight, love, laugh, betray, sacrifice and, at times, act like scoundrels. This series is not about battles and glory, it's about the drama and unexpected humor of everyday life behind the front lines. It's a fresh twist on an iconic story, one that resonates with larger themes we still struggle with today.

**MERCY STREET** cast in leading roles includes:

- Mary Elizabeth Winstead ("The Returned," *The Spectacular Now*) as nurse Mary Phinney, a feisty New England widow who is a newcomer at Mansion House Hospital.
- Josh Radnor ("How I Met Your Mother," *Liberal Arts*, *Broadway's Disgraced*) as Dr. Jedediah Foster, the civilian contract surgeon who grew up in a privileged slave-owning household as the son of a wealthy Maryland landowner.
- Gary Cole ("Veep," "The Good Wife," "Entourage") as James Green, Sr., patriarch of the Green family, struggling to maintain his family business while living in an occupied city.
- Newcomers Hannah James as Emma Green, an entitled Southern young woman who volunteers as a nurse at Mansion House Hospital, and Brad Koed as James Green, Jr., working alongside his father on the family businesses while he desperately wants to be on the front lines for the Confederate cause.
- Norbert Leo Butz ("Bloodline") as Dr. Byron Hale, an old-school Army Surgeon who does everything by the book.
- Tara Summers ("You're the Worst," "Rake," "Boston Legal") as nurse Anne Hastings, whose claim to fame is her experience working with Florence Nightingale in the Crimean War.
- McKinley Belcher III ("Show Me A Hero," "Chicago PD") as Samuel Diggs, a black laborer who works in Mansion House Hospital and harbors a secret knowledge of medicine.

- Shalita Grant ("NCIS: New Orleans," "Bones") as Aurelia Johnson, a stoical "contraband" working as a laundress at the hospital.
- Peter Gerety (*Syriana*, *Charlie Wilson's War*, "The Wire," "Prime Suspect") as Chief Surgeon Alfred Summers, a career Army surgeon who has risen to the rank of major by virtue of his age, not his skill
- Jack Falahee ("How to Get Away With Murder") as Frank Stringfellow, a Confederate spy who is betrothed to Emma.
- Anna Sophia Robb ("The Carrie Diaries," *The Way, Way Back*, *Bridge to Terabithia*) as Alice Green, Emma's younger sister who at first frivolous and naïve, becomes the most radicalized member of her family.
- Cameron Monaghan ("Shameless") as Tom Fairfax, a Confederate soldier and Alice's childhood friend and secret beau.
- Donna Murphy ("Resurrection," "Hindsight," *Broadway's Passion* and *The King and I*) as Jane Green, wife of James Green, Sr. and mother to three, she is the quintessential Southern belle.
- L. Scott Caldwell ("Southland," "Lost," "ER," *The Fugitive*) as Belinda, the Green family servant adjusting to life as a free woman.
- Suzanne Bertish ("Rome") as Hospital Matron Brannan, the formidable Irish head nurse who sees and knows all at Mansion House.
- Wade Williams ("Prison Break," *Draft Day*) as hospital steward Silas Bullen, a scheming, conniving, morally bankrupt man.
- Luke Macfarlane ("Brothers and Sisters," "Over There") as Chaplain Hopkins, who, with a dark past, is newly committed to God and his work.
- And special guest star Cherry Jones as Dorthea Dix, known as "Miss Dix," the formidable superintendent of Union Army nurses.

Based on both historical and composite characters, **MERCY STREET** combines real and dramatized places and events as backdrops for an absorbing array of colliding storylines. A pair of nurses from opposite worlds and political persuasions opens a window into a world where the unprecedented medical demands create a chaotic atmosphere and challenge doctors, nurses and patients in unimaginable ways, while the pressures of Union occupation threaten to tear apart a proud Confederate family.

To ensure historical accuracy, the producers engaged an all-star team of advisors headed by noted historian James McPherson and including leading experts on Civil War medicine, military history, African-American history, women in the Civil War era and more. Each script was vetted with the entire advisory team, many of whom were on set during the show's filming in Richmond and Petersburg, Virginia.

Along with McPherson, the advisory team included Dr. Stanley Burns (19th century



medical historian, "The Knick"), Shauna Devine (*Learning From the Wounded, the Civil War and the Rise of Medical Science*), Jane Schultz (*Women at the Front: Hospital Workers in Civil War America*), George Wunderlich, director of the National Museum of Civil War Medicine, Audrey Davis, director of the Alexandria Black History Museum, and Anya Jabour (*Scarlett's Sisters, Young Women in the Old South*).

**"MERCY STREET** is a story about love, war and medicine. Thematically, it's about how the experience of war brings out the very best and worst in our characters. It's also about the consequences of social upheaval: the war creates unique opportunities unthinkable just a few years before. Doctors are pushing the boundaries of medical science, women are leaving the confines of the home and volunteering as nurses, and thousands of escaped slaves are getting their first taste of freedom. All of these elements come together in Alexandria's Mansion House Hospital. It's a dysfunctional and unpredictable world filled with conflict and passion," said Lisa Q Wolfinger.

The show also has deep roots in another of television's longest running medical themed shows thanks to David Zabel, former "ER" showrunner and writer of 45 of the NBC hit show's episodes. "This is such a quintessentially American story that encompasses not only history, but also so many themes that are relevant today, issues like economic imbalance, racial struggles, the morality of war and medical progress."

"What is so enticing and compelling about this material," David W. Zucker said, "is that you recognize the challenges these characters are facing. These are people who were trying to survive and find love, find purpose and find meaning in this turbulent time, and **MERCY STREET** brings audiences very much into the very heart of that world, and into the grit and the reality and sweat of these lives."

**"MERCY STREET** exemplifies the very best of what PBS has been, is and hopes to be," said Beth Hoppe, Chief Programming Officer and General Manager, General Audience Programming, PBS. "It speaks to our extraordinary track record of world-class dramatic and historical programming that both educates and entertains."

Roxann Dawson directed the pilot and next two episodes of **MERCY STREET**. Her recent credits include "Hell on Wheels," "Bates Motel," "Bosch," "Aquarius", "The Good Wife" and "Treme." She has been producer-director on multiple shows, including "Scandal," "Cold Case" and "Crossing Jordan." She is also known for portraying B'Elanna Torres on the series "Star Trek: Voyager."

Jeremy Webb, who directed episodes four-six, has recently directed episodes of "Masters of Sex," "Turn," "The Red Road" and "Downton Abbey" for **MASTERPIECE** on PBS, for which he received a 2013 Primetime Emmy nomination for Outstanding Directing for a Drama Series. The extensive body of his television work in the UK includes episodes of "Doctor Who" and "Merlin" for BBC1 and Shine, respectively.

**MERCY STREET** producer David A. Rosemont has produced more than 45 films for almost every major television studio including ABC, NBC, CBS, Showtime, Lifetime, The History Channel, A&E, among others. Rosemont is best known for his work on the critically acclaimed "Door To Door" (Emmy Award for Best Picture, 2003), "Gifted Hands" starring Cuba Gooding Jr., and "America" starring Rosie O'Donnell. His recent credits include "In My Dreams" and "One Christmas Eve," for the Hallmark Hall of Fame and ABC, respectively.

PBS Digital is creating a comprehensive web experience to complement the **MERCY STREET** broadcast. In addition to materials about the characters and the show episodes, the site will focus on the medical history presented in the series. Additionally, there will be special features covering various aspects of the production, from costume design to set dressing, with an eye to the series' historical and social elements.

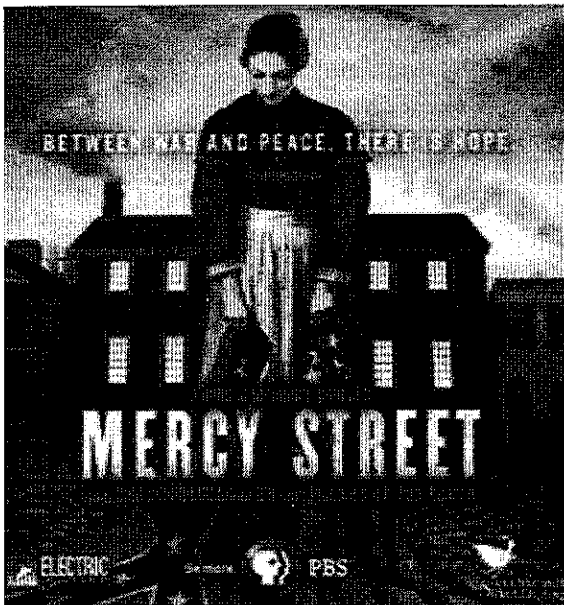
PBS LearningMedia will offer a range of materials designed to bring **MERCY STREET** into classrooms around our nation including a series of student-facing videos that will explore ties between current events topics with roots in Civil War era history, clips from **MERCY STREET** and teacher-focused classroom support materials, such as background essays and lesson activities. These resources will enable teachers to connect content covered in **MERCY STREET** with curricula topics in Civil War era history, and connect themes covered in the series to issues relevant to students' lives today.

In February 2016, Little Brown will publish Dr. Pamela D. Toler's *Heroines of Mercy Street*. The book explores the lives of the real nurses of Mansion House – such as Dorothea Dix, Mary Phinney, Anne Reading, and more – as depicted in the **MERCY STREET** series. Toler highlights the contributions of the women who gave their time freely and willingly to save lives and aid the wounded during an astounding time of medical advancement. Toler has also authored *Mankind: The Story of All of Us* and *The Everything Guide to Socialism*.

Full episodes of **MERCY STREET** will be available for viewing on the PBS Video Portal for a limited time after each national broadcast. The series will also be available on Blue-ray and DVD from PBS Distribution: [ShopPBS.org](http://ShopPBS.org); 800-PLAY-PBS, 24 hours a day, 7 days a week. The film will also be available for digital download.

## PBS's Mercy Street: Series Premiere "The New Nurse" Offers More Than Blue and Gray's Anatomy

🕒 January 11, 2016   📁 [Blog, Muster](#)   📌 [1862](#), [Dorothea Dix](#), [Emma Green](#), [Gender](#), [Hospitals](#), [Jedediah Foster](#), [Louisa May Alcott](#), [Mary Phinney](#), [Medicine](#), [Mercy Street](#), [Nursing](#), [Race](#), [Samuel Diggs](#), [Slavery](#), [Television Reviews](#)   👤 [Elizabeth Motich](#)



"Mercy Street," PBS, 2016.

*Mercy Street*, Ridley Scott's, fresh, compelling six-part drama captures the gritty, dangerous experience of medical caregiving during the Civil War. The series debuts January 17th on PBS, immediately following *Downton Abbey*. Set inside Mansion House Hotel, a makeshift hospital in Alexandria, Virginia in 1862, *Mercy Street* is narrated from the perspective of two nurses, Boston abolitionist, Mary Phinney (aka Baroness von Olnhausen), and Emma Green, the daughter of the hotel's owner.

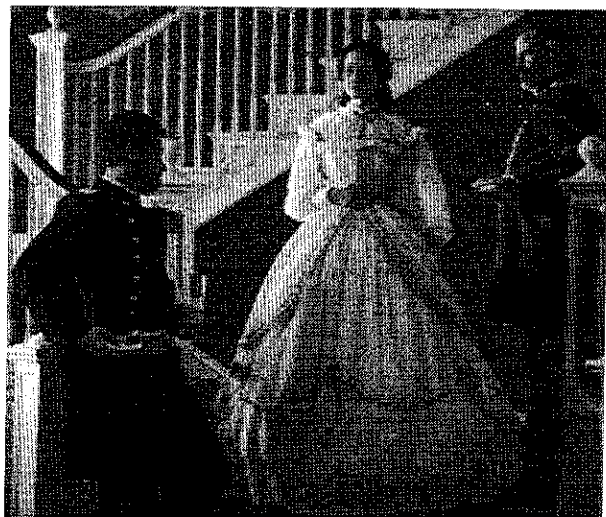
The first episode captures the intense resistance and suspicion female nurses faced when they entered wartime field hospitals. Before taking over operations at Mansion House, Phinney endures a sharp interroga-

tion from Dorothea Dix, Superintendent of Nurses for the U.S., and then faces jeers from the male medical staff. Like Louisa May Alcott in *Hospital Sketches*, Phinney spends much of her time doing menial cleaning tasks, and like Alcott, Phinney perseveres. This episode's depictions of nurses' trials reflects the expertise of the show's stellar team of historical consultants, including Anya Jabour, Jane E. Schultz, and Shauna Devine.



"Mary Elizabeth Winstead as Mary Phinney and McKinley Belcher as Samuel Diggs," Antony Platt, PBS.

The show's other main characters complement Phinney and Green, including Dr. Jedediah Foster, a wise-cracking proponent of new medical techniques and advocate of the cause of Union salvation rather than abolition and Samuel Diggs, a Philadelphian of color with a mysterious past and brilliant surgical skills. The stories of contraband slaves unfold in the background in a complex interwoven subplot reminiscent of the Crawley family's servants in *Downton Abbey*.



"Hannah James as Emma Green," Antony Platt, PBS.

Despite well-developed plotlines, some of the characters fall prey to goofy stereotypes. Foster yells "hoop-skirt!" and "von Outhousen!" at Green and Phinney, reflecting a grumpy misogyny that seems at times overblown. Green initially floats through scenes with a flower basket and a frilly white dress, resembling a close cousin to Melanie Wilkes, but she is wrestling with the limitations of her position as an elite white

woman sitting atop a crumbling society. This tension should be further developed if the show's writers hope to avoid making Green into another stereotypically shallow Southern belle.

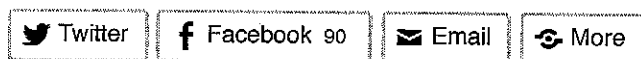


"Mary Elizabeth Winstead as Mary Phinney and Josh Radnor as Jedediah Foster," Antony Platt, PBS.

In its early stages, the show provides a fascinating look at the war beginning in its second year, before the Union's Peninsula Campaign and the United States Sanitary Commission began to officially train nurses. Outside Mansion House Hospital, the violence was escalating and society was being radically transformed. Emancipation was yet uncertain, and the Union Army was faltering. It will be entertaining to watch *Mercy Street's* characters develop as the war intensifies and to think about the real-life people they represent. Mansion House's "McDreamy" Dr. Foster's sharp tongue and medical brinkmanship could cut both ways. How and where did Diggs learn to yield a scalpel? Phinney's idealism might yet be tested, as was Alcott's. And Green's fluffy white dress will surely be soiled—her hands dirtied by the unfolding bloodshed. We'll be watching the show alongside you and would love to hear your thoughts! Tweet us @JCWE1.

Elizabeth Motich, JCWE Editorial Assistant, Villanova University

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*3 thoughts on "PBS's Mercy Street: Series Premiere  
"The New Nurse" Offers More Than Blue and Gray's  
Anatomy"*



January 11, 2016 at 9:18 am

Nice post! I will have to look out for the show!

Stephanie

Ann



January 19, 2016 at 10:48 am

Watched it last night. Will definitely be back. Intrigued as to how these characters will develop.

D. Gaither



February 4, 2016 at 1:46 pm

I was very happy to discover this site. I wanted to thank you for your time for this particularly fantastic read!! I definitely enjoyed every part of it and i also have you saved as a favorite to look at new information oon your blog.

Franklyn

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TELEVISION

# PBS Makes a Civil War Medical Drama With 'Mercy Street'

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POSTED BY: JAMES BARBER JANUARY 14, 2016

This weekend, PBS debuts its first homegrown drama in decades with *Mercy Street*, a series set in a military hospital during the Civil War. Set in Union-occupied Alexandria, VA, the show chronicles life in a medical ward that cares for both Union and Confederate troops and the trials of the Southern family that owns the hotel that's been commandeered for the hospital facility.

The show stars Josh Radnor (*How I Met Your Mother*) and Mary Elizabeth Winstead (*A Good Day to Die Hard*) and features Gary Cole (*Talladega Nights*). It follows the public television model of portraying both upper class and working class characters and the ways in which their lives cross. Kind of like that *Downton Abbey* season that saw the estate used as a WWI hospital, except with even more blood and less advanced medical techniques.

We've got a video clip that shows the producers' efforts at historical accuracy and producer Lisa Wolfinger talked to us about the show.

## Post-Snowden World

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*Mercy Street* producer Lisa Wolfinger talked to us about making the series.

*I can't remember the last time I saw a made in America drama series like this on PBS.*

Yes, it is a little unusual. It was a long journey getting here, but thanks to PBS and specifically one woman, Beth Hoppe, who is the Chief of Programming at National PBS, we got this made.


Beth shared my vision for this. She very much wanted to create an original, homegrown American drama. When I came to her with this idea about a Civil War Hospital in Alexandria, Virginia, a border town between North and South. Alexandria was occupied by the Union all four years of the war, so that gave us North and South built in.



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The general hospital setting gave us an opportunity to explore Civil War medicine. It was a very dynamic time in American medical history because doctors were pushing the boundaries of medical science. They were faced with mass casualties on an unprecedented scale, so they had no choice. There were huge jumps in medical science during that time.

A couple more elements made it very interesting. This era was the beginning of female nursing. We found the memoirs of some very strong female nurse characters and they were very lively and filled with wit.



Alexandria was a destination point for thousands of escaped slaves heading north to freedom behind Union lines. Once they reached Alexandria, since it

was Union occupied, they could stop. They ended up with huge shanty towns around Alexandria.

The final element was the Southern civilians living in Alexandria. We specifically chose the Green family who owned the Grand Luxury Hotel Mansion House. The hotel was turned into a Union hospital by the army at the beginning of the occupation. We knew that that family had stayed in the town throughout those four years, so it gave us a family saga to juxtapose with the medical drama. A lot of different elements came together in this world, in this setting, and it got us very excited.



*How much of it is docudrama and how much of it is the writers using historical background and people as jumping off points?*

It's a fully dramatized series. But in terms of historical accuracy and our inspiration, just about all the characters are drawn from real people or they're a composite character based on several different real people. Of course, the setting is real and the place is real, so I would say it's heavily inspired by the historical record. It's inspired by history, but it is drama. Because we're not dealing with iconic figures, we certainly filled in the blanks and wove some of our characters together in a way that maybe we wouldn't if we were going to be

strictly historically accurate.

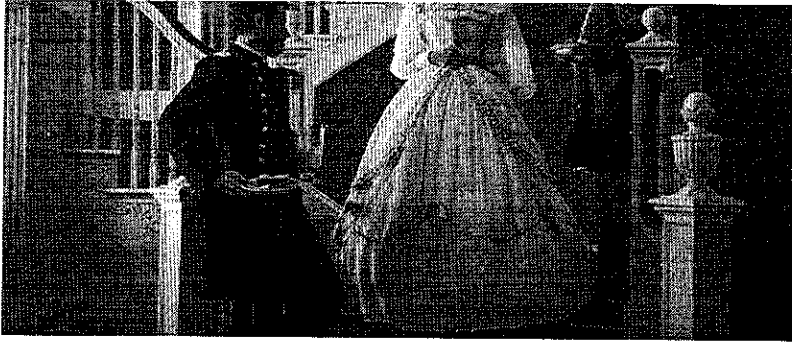


*There's a lot more blood than most viewers would expect from a PBS drama.*

We spent a lot of time making sure that the world feels authentic. We have a whole panel of advisors because there are so many different aspects to our story. We couldn't find just one generalist, so we have an array of experts. Everybody from James McPherson, who is the preeminent Civil War scholar for military history. We have Shauna Devine, who has written wonderful books about Civil War medicine. We have Audrey Davis, who runs the Black History Museum in Alexandria. We've got Anya Jabour, whose specialty is young women in the Old South.

We wanted to make sure that both the scripts and the world that you see on the screen felt as authentic as possible. So yes, we paid great attention to historical detail, including the surgical scenes. We actually worked with Dr. Stanley Burns, who was Steven Soderbergh's advisor on *The Knick* as our on-set technical advisor for all our surgical scenes.





*The first season's six episodes feel like a first act of a longer story, a setup for future seasons.*

That's very perceptive. In some ways, the first season is our pilot because we didn't do a pilot. We wrote all six hours and we shot all six hours as though we were shooting a six-hour film. In many ways, we are introducing our characters and hope to be able to develop those stories in future seasons.

A very important reason for setting it in the hospital was really the ER model. My partner David Zabel was the executive producer on ER and wrote many, many episodes of ER. The ER model is to have a revolving door of patients and bring in new patient stories in every episode.

We really wanted to bring in wounded soldiers and be able to focus on patient stories or soldier stories within the hospital and have the freedom, much like ER, that every episode can focus on a different case and a different story. We're just starting to play around with that in season one.





For instance we have a young man, Tom Fairfax, who is clearly suffering from battle trauma. In those days, nobody really knew what that was or had a diagnosis or treatment for it. We wanted to explore that and what it would have been like for this young man and I'm sure thousands of other soldiers during the Civil War who suffered from battle trauma. Nobody understood that there was a psychological component to it. They thought it was a cardiac condition.

We wanted to explore themes that are very relevant for veterans today but explore them within the context of the Civil War, putting viewers into that world with the limited understanding and knowledge that they had back then.



*The series shows Confederate and Union soldiers receiving treatment in the same hospital. Is that based on history?*

Absolutely. The Civil War was very messy and the whole North and South divide thing was a lot messier than we like to portray it nowadays. You

certainly ended up with Confederate soldiers in Union hospitals, especially near the front lines.

Alexandria, of course, was near the front line for many prominent battles during the Civil War. So it was not that unusual. We didn't have to stretch the truth to make that happen. And, obviously, it enhances the drama.

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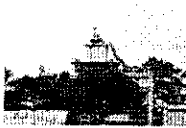
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**Katie C Knowles, PhD**

5 E Monroe Ave #205  
Alexandria, VA 22301  
Cell: (406) 544-6382  
E-mail: knowles.katie.c@gmail.com

March 1, 2016

Dear Regents Professor Nomination Committee,

I am writing with enthusiastic support for the nomination of Department of History Professor Anya Jabour for the Regents Professor title. I have known and worked with Dr. Jabour since my time as an undergraduate student at the University of Montana from 2002 to 2005. Her teaching and mentorship were crucial to my decision to become a professional historian, and she is now a close and respected colleague.

Dr. Jabour taught me in an upper-level course about women in the Civil War era that was challenging, fulfilling, and incredibly important to my later career. She uses both established and new scholarship when teaching her students, allowing them to be aware of the ways we continue to reevaluate our understandings of the past. Her enthusiasm for her work is incredibly infectious and she expects her students to perform at their very best. My experience in her class coincided with her role as advisor of my senior honors thesis for the Davidson Honors College graduation requirements. Dr. Jabour oversaw my research project about the abolitionist writings of Louisa May Alcott and encouraged me in this rather unusual topic for a history major by helping me understand how to approach historical literature by placing the fictional tales within the context of the times they were written. Her embrace of my desire to do an interdisciplinary project and her commitment to demonstrating how to do this kind of scholarship well continues to impact my work to this day.

Dr. Jabour's role as mentor began in the classroom and was extended through her role as my senior thesis advisor. During my final year at the University of Montana she also devoted many hours advising me about pursuing a doctorate in history, including what to expect in graduate school and how to decide where to apply. She read and edited my application materials several times and wrote letters of support for those applications. Her assistance aided my successful admission into the history program at Rice University, where I received my PhD in history in 2014. I now specialize in similar research areas as Dr. Jabour. Scholars of these topics consider Dr. Jabour's scholarship to be at the top of the field and I regularly refer back to her publications when doing my own work. While it falls outside my own research area, I know that several colleagues who study early twentieth century history are eagerly awaiting the publication of her current manuscript on Sophonisba Preston Breckinridge, as demonstrated by her invitation to give the keynote speech last fall at a major professional organization's annual conference.

As someone who now works in the museum and public history side of the profession, I also greatly admire Dr. Jabour's commitment to continued education and service to the community beyond campus. In addition to the regular service work she performs for the department and the university, Dr. Jabour teaches MOLLI classes, collaborates with other institutions to produce

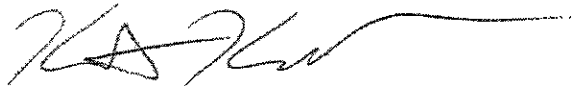


online projects, and works with a PBS drama series as a historical consultant. All of this work is very important in demonstrating to the public that history is fascinating and that the University of Montana is the place to go for learning about the past. Dr. Jabour's interactions beyond campus provide a level of service to the university that is rarely acknowledged in the academic tenuring process, yet this kind of work is crucial to the continued relevance of the historical profession and raises the profile of the university far beyond the mountains of Missoula.

Last summer, Dr. Jabour and my mother happened to be visiting the DC area at the same time. We met up with a curator at the Smithsonian National Museum of American History to see part of an exhibition I assisted with during a fellowship. Seeing my name listed in the acknowledgements of a Smithsonian exhibition was a truly rewarding moment. That I got to share the experience with the two women who have had the greatest impact on my life was an incredibly proud day. Now, after taking Dr. Jabour's latest MOLLI class offering I cannot get my mom to stop sending me links to history articles! This is only further proof that Dr. Jabour's passion for history is contagious.

The University of Montana faculty consists of many talented individuals, but Dr. Jabour's combined commitments to excellent teaching, research, and service both on and off campus set her apart. She is exactly the type of faculty member who deserves to be recognized through the Regents Professor title. Please feel free to call (406.544.6382) if you have further questions regarding my strong support for Dr. Jabour's nomination.

Sincerely,



Katie Knowles  
PhD

Virginia L. Summey  
303C Village Lane  
Greensboro, NC 27406

February 29, 2016

Regents Professor Nomination Committee  
The University of Montana  
Missoula, MT 59812

Dear Nomination Committee,

I am writing this letter in support of Dr. Anya Jabour's nomination for the title of Regents Professor at the University of Montana (UM). She is eminently qualified and deserving of this honor. From her excellence in teaching to her outstanding contributions to her field, Dr. Jabour represents the University with honor and distinction.

I initially met Dr. Jabour in August, 2010, when I entered the Master of Arts program in History at UM. Having been out of school for six years, Dr. Jabour took me under her wing, reintroducing me to the rigors of academia while providing mentorship, encouragement, and guidance. She guided me not only through the Master's program, but also through the graduate certificate program in Women's and Gender Studies at UM. Largely due to her investment in me as her student, I am now a Ph.D. candidate at the University of North Carolina at Greensboro (UNCG). When I stand in front of a classroom, write a chapter of my dissertation, or present my work at academic conferences, the knowledge and advice given to me by Dr. Jabour is always in the forefront of my mind.

When I selected my dissertation committee at UNCG, I carefully considered professors who combined academic excellence and experience, leadership, and an investment and interest in my work and career. Needing a professor who specialized in women's history, Dr. Jabour was the obvious choice. Her impressive list of publications, combined with her knowledge and establishment in the field, would make any scholar proud to work with and be associated with her. After six years, I am still in awe of Dr. Jabour's achievements, work ethic, and dedication to her students. I am proud to call her my advisor, mentor, and friend.

Dr. Jabour's service at the University of Montana, combined with her academic achievements and distinction in the classroom, make her the ideal candidate for the title of Regents Professor. I am honored to support her nomination for this title she so richly deserves. She is truly a gift and an asset to the University.

Sincerely,

Virginia L. Summey

Kayla Blackman  
429 E. Pine  
Missoula, MT 59802

March 10th, 2016

Dear University of Montana Board of Regents,

I am writing in support of Anya Jabour's nomination for Regents Professor. I truly believe there is no one more qualified or more deserving of the distinction. Anya is a passionate, dedicated, and inspiring professor. She has changed the course of my life for the better, and I am very pleased to write a letter of support so that she might be recognized for her efforts.

I met Anya during my freshman year. Bored with the introductory history and anthropology classes, I signed up for her upper division women's history class. I remember taking one look at the syllabus and knowing I was in over my head. Then Anya started speaking, and instead of dropping the class I added a second major in history and a minor in Women's and Gender Studies. It's difficult to convey how electrifying I found her class. She didn't lecture her students; she engaged us in a discussion, challenged our perceptions of the world, and expected nothing less than the best when it came to our analytical essays. It was not an easy class. It was hard, harder than anything I had ever attempted, and Anya didn't make it easier. She was always available to answer questions, but she did not expect any less of me than she did of her upper division history students. For the first time, I felt as though I earned a grade rather than just received one.

For the next four years, I relied on Anya's advice and guidance. She never once questioned whether I was capable of heavy class loads or difficult courses. She trusted me to know my own limits, and because her expectations were limitless I often felt as though there was nothing I couldn't achieve. Anya always set an example of advocacy and community involvement that demanded respect. It was easy to contemplate the rigors of schoolwork when she seemed to effortlessly balance teaching in the History department, leading the Women's and Gender Studies Department, guiding professional development seminars, publishing articles, hosting lecture series, and advising students.

I leapt at every opportunity to take classes with Anya. Her courses, despite their historical content, resonated with current events. In her capable hands history became an analytical tool, a way of understanding the world around us. Because she fostered such a strong sense of community in her classes, I made connections with other students that have lasted well beyond the college classroom. I never felt as though I was memorizing material for a test or a paper; Anya took every chance to encourage her students to find their own interests and pursue their own academic inquiries. She displayed a fierce intellectual curiosity that was equal parts exciting and inspiring.

For Anya, academia is a passion more than a profession. Some professors are content to lecture and maybe host a few cursory office hours. Anya, on the other hand, is almost always available. She has written countless letters of recommendation for me. She pointed me towards different scholarship opportunities. She served as a ruthless editor through numerous drafts of research papers. When I expressed interest in pursuing a graduate degree, she helped me apply to a half-dozen programs across the United States.

But when the opportunity presented itself, I knew I wanted to stay in Montana. I wanted to study with Anya. Her sharp editorial skills had already helped me secure several nominations for best paper prizes at conferences; including a nomination for Portz Scholar, a national award spanning numerous disciplines. Anya recommended me for the Gilder-Lehrman scholar program, and though only fifteen graduating seniors from across the country were honored with a trip to New York, I often felt that the real award should have gone to the professors such as Anya who cultivated us as the next generation of historians.

Unsurprisingly, Anya continued to provide a phenomenal classroom experience at the graduate level. Her seminar-style classes were open to students of other departments. She encouraged interdisciplinary study as a way of better preparing us for an increasingly dynamic workplace, one where the skills of critical thinking and analysis are almost as important as specialized knowledge. She encouraged her students to use their academic skills outside the classroom in service of the community; I was extremely privileged to work with her on a traveling exhibit celebrating Woman Suffrage in Montana. We collaborated on a Humanities Montana lecture to pair with the exhibit. Even before I completed my degree, I had the experience of working as a public historian, and I have Anya to thank for the opportunity.

Anya's concept of history has never been limited to the university classroom. She became involved with the Montana Women's History Matters (WHM) project in 2013. WHM, sponsored by the Montana Historical Society, involved a year-long celebration of women's history. It focused on the spectacular and the mundane, the individuals and the organizations. It never avoided challenging subjects such as racial prejudice or women's health care. The collaborative effort united historians from across the state, and Anya contributed several blog entries (which will be combined into a forthcoming book from the Montana Historical Society Press). Anya is a phenomenal representative of the University of Montana because she is constantly looking for new opportunities.

I have come to appreciate that she is not only an inspiration to me personally, but to the entire fields of social history and women's history. Her monographs--such as *Scarlett's Sisters: Young Women in the Old South* and *Topsy-Turvy: How the Civil War Turned Life Upside Down for Southern Children*--earned the attention of PBS, and she has for the last year served as a historical consultant for their docudrama *Mercy Street*.

Even with this new and exciting project to engage her attention, she found time to continue advising me. I graduated two years ago, but we have remained collaborators and friends. Anya

was the one who forwarded me a job announcement; it is thanks to her that I now work as a research historian, which I can say without exaggeration is my dream career. Without a doubt, I would not have been able to seize this employment opportunity were it not for Anya. She taught me not only what it means to be a historian, but what it means to be an engaged citizen and a good person.

She has always led by example, and has set one that we would all do well to follow. This letter could go on for several more pages. There is not a single aspect of my professional and academic career that was not somehow shaped by Anya's influence. I sincerely hope that you will consider her for the distinction of Regents' Scholar. There is no one who deserves the recognition more.

Sincerely,

A handwritten signature in black ink, appearing to read "Kayla Blackman". The signature is written in a cursive style with a large, stylized initial "K".

Kayla Blackman

Dear Regents Professor Nomination Committee,

I am writing this letter in support of the nomination of Professor Anya Jabour for the title of Regents Professor. I have had the great pleasure of taking many undergrad classes with Dr. Jabour in both the departments of History and Women's, Gender, and Sexuality Studies. This fall I was fortunate enough to take a graduate level history course with her as well. Dr. Jabour has taught me to be a better historian and writer. Her classes are challenging, they require students to engage in critical thinking and writing. While challenging, Dr. Jabour supports and encourages her students throughout their course of study. Whenever I had a question about an assignment or a paper, she would gladly meet with me to discuss the parameters of the assignment or to help me explore the topic for my paper. She encourages her students to think in new ways, ways and perspectives they may never have thought through before.

I had a long stay as an undergraduate at the University of Montana. I began at UM in the fall of 2007. By the end of spring semester 2009, I needed to take a break from school to figure out what I really wanted to do with my life. I had a class with Dr. Jabour in spring semester 2009, and although I was not committed to class at the time, she was committed to me as her student. She did everything to help me succeed. When I re-entered school in the fall of 2011, Dr. Jabour was there to encourage me and to help me enter one of my desired areas of study—history. Since then, I have worked in Dr. Jabour in many classroom settings, including an upper-division writing course titled, "Writing Women's Lives." Before taking this class I knew I wanted to be a historian, but I felt as though I was a terrible writer. Knowing that to make it in the history profession you had to be able to write, I was filled with anxiety that I would not be able to complete a substantive research paper. I felt like my goal of being a good historian would not come to fruition. Dr. Jabour took the time to encourage me, to let me know that I am a good scholar, and to help me learn the ins and outs of writing history. This class was absolutely life changing. Through the mentorship of Dr. Jabour I discovered that I could indeed write a substantive research paper, I could be a good historian, and I could pursue my personal dreams for my future. Without this encouragement and training, I could have easily convinced myself that I was not good enough and never would be. Dr. Jabour's classes have taught me that people are not born great writers, but they cultivate and continue to hone their craft throughout their lives. Becoming a historical writer is something I now know I am capable of, and this is thanks to the guidance and mentorship provided to me by Dr. Jabour.

My mentorship with Dr. Jabour did not stop the day I graduated with two Bachelor's degrees—one in History and one in Liberal Studies with an emphasis on Women's and Gender Studies—in the spring of 2015. Dr. Jabour knew that I wanted very much to go to graduate school for American History. My plan was, initially, to take a year off to figure out where I wanted to complete my Master's degree. Dr. Jabour contacted me during the summer of 2015 and helped me figure out a way to take her graduate seminar course as a non-degree seeking graduate student in the fall of 2015. She also introduced me to a librarian, Tammy Ravas, who wanted to work with a graduate student to construct an exhibit on Civil War surgeon, Dr. Mary Edwards Walker. Dr. Jabour knew I was interested in the field of women's American history and helped put me on the project. This has been the best "year off" I could hope for, thanks to Dr. Jabour! This experience helped me figure out where I wanted to complete my Master's, and that is right here at the University of Montana. I am happy to say that I was accepted into the graduate

History Program at UM with Dr. Jabour as my advisor. I do not think that I could possibly hope for an advisor better suited to my interests as a scholar at any other university.

All of this to say, Dr. Jabour is more than deserving of the title of Regents Professor. She is brilliant in the classroom, she teaches from many perspectives, and she fully supports and encourages her students in all of their academic pursuits. I often tell people that, when I eventually complete graduate school and become a professor of American history, if I can be half of the professor Dr. Jabour has been for me, I will count myself as a complete success.

Thank you for your consideration,

Breanna "Johnny" Barber

# Nebraska Library Commission

Allison Badger  
Cataloging Librarian  
Nebraska Library Commission  
Lincoln, NE 68508

Regents Professor Selection Committee  
The University of Montana  
Missoula, MT 59812

April 6, 2016

Dear Regents Professor Selection Committee,

It is my honor to write this letter in support of Professor Anya Jabour's nomination for the title of Regents Professor. In the process of earning one undergraduate and two graduate degrees, I have worked with many excellent professors. Of those professors, I cannot think of one more deserving of this recognition than Anya. Through her commitment to teaching undergraduate and graduate classes, her outstanding scholarship in women's and southern history, and her involvement in projects such as Women's History Matters; Anya embodies the values outlined in the selection criteria.

Since completing my thesis and graduating from The University of Montana with a master's degree in history, I have been employed as a historian by the Missoula-based Heritage Research Center, received a master's in library science from the University of North Texas, and worked as a cataloging librarian for the Nebraska Library Commission. I could not have experienced this success without Anya's mentorship and guidance. During the two years I spent as her graduate student, Anya not only taught me the craft of history, but also imparted the wit and wisdom needed to navigate bureaucracies, as well as the politics of the history profession. Her efforts were not limited to me. Anya's office was open to all the women of the history department.

More than ten years have lapsed since I sat in Anya's Women's History Seminar. Yet, she continues to influence my professional activities. In particular, her skills as an editor and writer impact my writing endeavors. While working on my thesis, Anya brought the same critical lens she utilized as the Book Editor for the *Journal of the Early Republic*. Whether I am writing a post for the Nebraska Library Commission's NCompass Blog or a book review for *Great Plains Quarterly*, her critiques shape my writing. She taught me write to in a simple and direct manner that conveys my message using a minimum of words.

I know that if the committee recommends Anya for this honor, she will not rest on her laurels. She will continue to teach, to write and to serve The University of Montana community. Her impact will be felt beyond Missoula.

Thank you for your consideration.

Allison Badger, MA, MLS  
University of Montana, Class of 2003



To the Regents Professor Selection Committee:

As one of my mentors while I pursued a master's degree in history at the University of Montana, Professor Anya Jabour offered invaluable guidance and support. I benefited immensely from the example she set as a scholar, teacher, and community member. Based on my experiences working with her and in light of her accomplished career, I believe Professor Jabour deserves to be named Regents Professor, and I hope you will strongly consider her candidacy.

Of the courses I took while pursuing my master's, Professor Jabour's graduate colloquium "U.S. Women's History" stands out. While it served as an overview of how scholarship in the field developed over the course of nearly a half-century, Professor Jabour also used the assigned works to open up conversations about the process of writing and publishing history. We read books and articles with a variety of methodological and narrative approaches written at different stages of their respective authors' careers. As a graduate student who at the time had scant knowledge of either the vagaries of shepherding scholarly works to publication or the vast array of models historians could employ, I found this approach illuminating. It allowed students to discuss not only the content but also the labor that went into creating the works we read. Meanwhile, Professor Jabour pushed us to produce rigorous, nuanced work that adhered to strict word counts. In recent years as I've submitted articles to peer-reviewed academic journals — where reviewers typically demand more analysis while editors urge brevity — those lessons have proven invaluable. Thanks in large part to Professor Jabour, both my technical and analytical skills sharpened considerably during my time at the University of Montana.

Working with Professor Jabour both in the classroom and on my thesis ably prepared me for doctoral work. I am currently a PhD candidate in American History at New York University, one of the top programs of its kind in the country. Atypical among my peers in NYU's history department, I'm a first-generation college student with a rural, working class background. Yet despite my counterparts' supposedly elite training and relatively privileged upbringings, I have never felt out of place in academic life here at NYU. For this I credit many of the first-rate historians working at the University of Montana, Professor Jabour chief among them. Having the opportunity to study with Professor Jabour allowed me to receive the kind of exceptional training that supposedly comes with a steep price tag, available to a select few at exclusive colleges.

While Professor Jabour's lengthy list of works published, courses taught, and honors accrued are impressive, her efforts to engage the Missoula community and the general public deserve to be celebrated as well. Professor Jabour has given countless public lectures and interviews, reaching out to non-academic audiences and helping spark broad discussions of why history matters. Indeed, she has been a staunch and necessary voice of support for the importance of the humanities. Her advocacy is heartening, and as I hope this letter suggests, Professor Jabour exemplifies the way that great training in the humanities can have a positive influence on students' lives. For all of these reasons, I strongly encourage Professor Jabour's nomination for Regents Professor.

Sincerely,  
Cody Ewert  
PhD Candidate  
Department of History  
New York University

Dear Regents Professor Selection Committee,

I'm writing in regards to Dr. Jabour's nomination for the Regents Professor. As a former student of Dr. Jabour's, I wanted to take the time to explain how she had a huge impact on many areas of my life.

I first took a class from her, History of the American South, when I was still a Social Work major. I looked forward to it every week and was captivated by all her lectures. Not only because I was from Tennessee originally myself, but because the content she was teaching was mind-blowing. I'd never heard about most of the things we covered in that class. It helped me see things differently— my upbringing, my family, my belief systems. And it helped me finally understand my grandparents and why they felt the need to make such racist comments all the time.

My third week into Dr. Jabour's class, I realized I'd never been so excited about a school subject like this before. So I changed my major that day, dropped all my social work classes, and signed up for four more history classes. It took me weeks to catch up but it didn't matter. I finally cared about what I was studying, possibly for the first time in my life.

I took several more classes from Dr. Jabour and thoroughly enjoyed every single one of them. And because Dr. Jabour cares so much about the content she's covering and the students she's teaching, I felt comfortable approaching her after class about anything we went over. One particular class was so upsetting, the class about lynching, that I ran to her office afterwards and cried a good twenty minutes. As a southerner it sickened me to know my family had most likely participated in those hate crimes. And yet, I needed to know this important, dark chapter of our history. The fact I'd never heard about any of this insanity before now was the most upsetting part of it all. But Dr. Jabour is fearless, never shying away from the truth, while always being compassionate and kind and supportive to her students.

Dr. Jabour soon became my advisor and mentor after this class. I took yet another class with her my senior year and it nearly killed me. My OCD was getting out of hand at the time and I was quickly becoming obsessed with my research. To the point where it paralyzed me from writing. I might have gone crazy if she hadn't been patient and helped me figure out a way to complete my assignments despite my OCD. I may have even failed my senior year of college had Dr. Jabour not been so committed to helping me stay on task and meet my deadlines.

Despite all these reasons above - the fascinating material she teaches, the attention and care she gives to her students, the measures she takes to help us meet our potential regardless of our limitations - the thing I am most grateful to Dr. Jabour for is that she changed the way I looked at the world and my place in it. My relationships with my family members back home even changed, especially with my mom. Because, for the first time in my life, I had some historical context to go by, which helped me stop judging them so harshly. Before her classes, I hated the South and never liked going back. I've made peace with it now.

Lastly, my career path changed as a result of changing my major to history and taking so many of Dr. Jabour's classes. Instead of becoming a therapist, which was a terrible, terrible idea, I became a writer and a professional storyteller (as well as activist). I've been published in magazines and books, I'm on multiple podcasts, I perform regularly in NYC and LA, where I live now, and I have a literary agent out shopping my memoir around. I fell in love with writing and seeking truth and I only have Dr. Jabour to thank for this.

Please give her this award.

Sincerely,

Melanie Hamlett

p.s. I even went back to Montana five years later, after I'd moved to New York City, to take her to lunch and thank her for being such a great influence in my life. She has no idea I'm writing this letter for her either. A fellow student told me about her nomination.

Regents Professor Selection Committee  
University of Montana  
Missoula, MT 59801

March 29<sup>th</sup> 2016

Dear Regents Professor Selection Committee,

My professor, Dr. Anya Jabour, profoundly inspires me. I look up to her like no other teacher, and cannot imagine another candidate more worthy of the esteemed title of Regent's Professor. I am a graduate student studying Curriculum and Instruction in the Department of Education, with an emphasis in teaching History. I am taking a class from Dr. Jabour for Independent Graduate Study credit, in which I frequently work one on one with Dr. Jabour. Under her mentorship, I have been developing lesson plans for a women's history course, a class I hope to teach one day. She provides endless insight and expertise into Women's History and is my greatest resource for plans in my academic career.

In class, Dr. Anya Jabour brings in historical archives and books for us to examine. She structures class discussions in such a way that students feel comfortable speaking-up and using what they have learned through dialogue. Dr. Jabour's teaching techniques enable me to retain information more readily, and reduce my anxiety around school. And I am not the only one who is especially receptive to her unique style of teaching, as well her ability to instill a passion for History: In-fact, there are several of us in class who are audio recording her lectures, so that we do not miss a word.

She is not only an outstanding teacher but also an incredible speaker. I have had the pleasure of attending two presentations she has given. One took place earlier this month at the University of Montana, about female doctors during the Civil War. Upon the delight of the crowd, she discussed the historical figures prominent in the PBS television series, *Mercy Street*. Dr. Jabour was a historical script advisor for season one of the PBS TV series about the Civil War. In-fact, *Mercy Street* depicts characters based on the very book Dr. Jabour wrote, *Scarlet Sisters: Young Women in the Old South*. Dr. Jabour was also asked to be on set, and was asked to attend the world premier. She will be an advisor for the script again and be on set for season two as well. It is clear what an important role she plays in this national, and international, hit series. The other talk I attended, given by Dr. Jabour, took place in the Missoula community at the YWCA where she passionately spoke about female-historical figures of Montana.

Because of Dr. Anya Jabour, I hope to one day be a professor of Women's and Gender Studies, particularly a professor of Women's History. She has been a professor at the University of Montana since 1995, has written several books, and has published 25 articles, many of which have won awards. Her inspirational teaching, expansive expertise in Women's History and contributions to the local and national community, make her the perfect candidate for Regent's Professor. I am grateful and humbled to be able to study under her mentorship.

Sincerely,

*Julia Jackson*

[Julia.Jackson@umontana.edu](mailto:Julia.Jackson@umontana.edu)  
(505)699-7391  
Missoula, MT 59802



Regents Professor Nomination Committee  
Office of the Provost  
125 University Hall  
University of Montana  
Missoula, MT 59812

March 31, 2016

To the Regents Professor Nomination Committee:

I am writing this letter in support of Dr. Anya Jabour's nomination for the title of Regents Professor. I had the privilege to work with Dr. Jabour as my academic advisor while earning my master's degree in the University of Montana's History Department, and owe much of my professional and academic success to her mentorship. The guidance she provides to her students and her commitment to public service make her more than deserving of the title of Regents Professor.

Dr. Jabour combines high expectations for her students with active support. As a professor and advisor, she demonstrated a committed interest in my continued academic success, and guided me as I worked to develop my master's thesis. Even when various obligations drew her attention elsewhere, Dr. Jabour always showed her belief in the value of my research, and would often leave me books or articles in student mailbox that encouraged me to explore new interpretive approaches. She also stressed the importance of sharing academic research, and pushed me to engage with the broader academic community. One of the most memorable courses I took with Dr. Jabour was her history seminar *Writing Women's Lives*, which she structured around the Phi Alpha Theta history conference. Participation in the conference was not mandatory, but each student was required to present their work to the class and provide their peers feedback on discussion panels. That class gave me my first experience presenting original scholarship, and offered a supportive and rigorous environment in which to do so.

Even after I left the University of Montana, Dr. Jabour offered me the necessary support to build a career as an aspiring scholar. Prior to my graduation in 2012, I discussed my interest in entering the academic history profession with Dr. Jabour. She was direct about the competitive nature of the field and the limited job opportunities that exist in academic history, but nonetheless provided me with enough knowledge and experience necessary to pursue a career in history. I have since begun a promising career as an archivist at New York University, and credit Dr. Jabour's mentorship with fostering my interest in a profession that promotes a collaborative exchange of ideas and openness in scholarship.

Dr. Jabour's most recent work on a variety of public history projects demonstrates her continued commitment to the promotion of scholarship beyond the University of Montana campus. She worked as consultant for the first season of the PBS period drama *Mercy Street*, and has agreed to continue lending her expertise on Southern women's history on the show's next season. She has also been a consistent voice in discussions about the history of women in

Montana, contributing to the 2014 “Montana Women’s History Exhibit” and Montana Historical Society’s “Women’s History Matters” project. Dr. Anya Jabour is a dedicated educator and scholar, who continually seeks to extend historical knowledge into the broader community, and for these reasons I strongly support her for nomination for Regents Professor.

Best regards,

Heather Mulliner, M.A.  
Cold War Collections Project Archivist  
Archival Collections Management  
New York University

March 31, 2016

Regents Professor Nominating Committee  
University of Montana  
32 Campus Drive  
Missoula, MT, 59801

To the Regents Professor Nomination Committee,

I am writing in support of Professor Anya Jabour's nomination for the University of Montana's 2016 Regents Professorship.

I graduated from UM in 2012, and Professor Jabour was instrumental in my decision to continue on to graduate study. Her passion for scholarship—and her ability to convey the facts of historical events in an engaging and meaningful way—broadened my perspective. I took two of the courses she teaches: “Women in America: From the Civil War to the Present” and “Families and Children in America from the Colonial Era to Present.”

Through Professor Jabour's classes, I gained an emergent understanding of American history as a tapestry of diverse experiences—experiences differentially affected and partially shaped by social policies. This new awareness contributed to my decision to pursue a Master of Social Work degree, here, at the University of Montana. Without a strong background in historical concepts from her classes, I likely would not have the same ability to critically analyze policies designed to address the needs of people in local, national, and global contexts.

Professor Jabour has a way of infusing her subject matter with both empathy and humor. In her class about American families, her attention to diversity—and deconstruction of a monolithic conception of “traditional American family values”—helps students understand the importance of embracing pluralism, practicing cultural awareness, and ethically engaging in local, national, and global citizenship. At the same time, her lectures show students that history is filled with entertaining anecdotes and enduring ideological legacies.

Professor Jabour encourages active engagement with course material by dedicating an entire class period each week to discussion. Students drew discussion points from personal experience, other classes, and current events. Those discussions helped students locate history in the present and develop their critical thinking. This emphasis on student contribution increased my ability to engage in the material and explore my own ideas related to women's movements, politics, and societal values in the United States.

Professor Jabour also helped facilitate my decision to apply for the MSW program, by writing a letter of recommendation, as well as lending support and encouragement. Throughout my time in her classes, I knew I could reach out to her for support. She takes an interest in student learning. She encouraged me to take a graduate class with her while I was still completing my undergraduate degree. That suggestion helped me believe in my abilities and gave me the confidence to pursue an MSW degree.

Professor Jabour's commitment to history that goes beyond prominent figures, to the everyday experiences of people whose stories have been marginalized, has had a lasting impact on my life. I hope you will select her to be UM's 2016 Regents Professor.

Sincerely,

Rebecca Calabrese

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

JABOUR	Anya	
LAST NAME	FIRST NAME	M.I.
Professor		
PRESENT ACADEMIC RANK		
History	CHS	
ACADEMIC UNIT	COLLEGE/SCHOOL	

*THE SEC'S EVALUATION OF THE TEACHING AND ADVISING EFFECTIVENESS OF THE FACULTY MEMBER* (Faculty member's service or research should not be evaluated. Summary table of student course evaluations should be included):

Instructor: Anya Jabour	Term: Autumn 2013
Course Number: HSTA 370 01	Course Name: Women in America Colonial to Civil War
Enrollment: 23	
The course as a whole was:	4.9
The course content was:	4.8
The instructor's contribution to the course was:	4.9
The instructor's effectiveness in teaching the subject matter:	4.9
Course organization was:	4.9
Instructor's interest in whether students learned was:	4.9
Amount you learned in the course was:	4.8
a) What were the major strengths of this course and what did you find most beneficial? N/A	
b) Were there any major weaknesses in the course and what would you do to improve it? N/A	

Instructor: Anya Jabour	Term: Spring 2014
Course Number: HSTA 371 01	Course Name: Women in America Civil War to Present
Enrollment: 33	
The course as a whole was:	4.7
The course content was:	4.7
The instructor's contribution to the course was:	5.0
The instructor's effectiveness in teaching the subject matter:	4.9
Course organization was:	4.4
Instructor's interest in whether students learned was:	4.8
Amount you learned in the course was:	4.8
a) What were the major strengths of this course and what did you find most beneficial? N/A	
b) Were there any major weaknesses in the course and what would you do to improve it? N/A	

(append additional pages, as needed)

Signed by:	I have read the evaluation of the Student Evaluation Committee.
SEC Chairperson	Date
Faculty Member	Date

PLEASE SUBMIT THIS AND SUPPORTING DOCUMENTS TO FACULTY EVALUATION COMMITTEE BY OCTOBER 15.

**COPIES TO:**  
 DEAN (2)  
 DEPARTMENT CHAIRPERSON/DIRECTOR  
 FACULTY EVALUATION COMMITTEE  
 FACULTY MEMBER




STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:

JABOUR	Anya	
LAST NAME	FIRST NAME	M.I.
Professor		
PRESENT ACADEMIC RANK		
History	CHS	
ACADEMIC UNIT	COLLEGE/SCHOOL	

THE SEC'S EVALUATION OF THE TEACHING AND ADVISING EFFECTIVENESS OF THE FACULTY MEMBER (Faculty member's service or research should not be evaluated. Summary table of student course evaluations should be included):

Instructor: Anya Jabour                                  Term: Spring 2011  
Course Number: HSTA 371:01                              Course Name: ?  
Enrollment: 28  
(Twenty-eight students provided responses with the electronic IAS System survey.)

	Median
The course as a whole was:	4.4
The course content was:	4.6
The instructor's contribution to the course was:	4.8
The instructor's effectiveness in teaching the subject matter was:	4.6
Course organization was:	4.6
Instructor's interest in whether the student's learned was:	4.5
Amount you learned in the course was:	
N/A	

What were the major strengths of this course and what did you find most beneficial?  
N/A

Were there any weaknesses in the course and what would you do to improve it?  
N/A

Instructor: Anya Jabour                                  Term: Spring 2011  
Course Number: HSTA 491:01                              Course Name: Special Topics  
Enrollment: 8  
(Eight students provided responses with the electronic IAS System survey.)

Median

(append additional pages, as needed)

Signed by:	I have read the evaluation of the Student Evaluation Committee.
SEC Chairperson	Faculty Member
Date	Date
PLEASE SUBMIT THIS AND SUPPORTING DOCUMENTS TO FACULTY EVALUATION COMMITTEE BY OCTOBER 15.	COPIES TO: DEAN (2) DEPARTMENT CHAIRPERSON/DIRECTOR FACULTY EVALUATION COMMITTEE FACULTY MEMBER

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

The course as a whole was:	4.8	
The course content was:	4.5	
The instructor's contribution to the course was:		4.9
The instructor's effectiveness in teaching the subject matter was:	4.8	
Course organization was:	N/A	
Instructor's interest in whether the student's learned was:	4.9	
Amount you learned in the course was:		
N/A		

What were the major strengths of this course and what did you find most beneficial?  
N/A

Were there any weaknesses in the course and what would you do to improve it?  
N/A

Instructor: Anya Jabour                      Term: Fall 2011  
Course Number: HSTA 361:01              Course Name: The American South  
Enrollment: 38  
(Thirty students provided responses with the electronic IAS System survey.)

		Median
The course as a whole was:	4.1	
The course content was:	4.1	
The instructor's contribution to the course was:		4.4
The instructor's effectiveness in teaching the subject matter was:	4.4	
Course organization was:	4.1	
Instructor's interest in whether the student's learned was:	4.1	
Amount you learned in the course was:		
N/A		

What were the major strengths of this course and what did you find most beneficial?  
N/A

Were there any weaknesses in the course and what would you do to improve it?  
N/A

Instructor: Anya Jabour                      Term: Fall 2011  
Course Number: HSTA 370:01              Course Name: Women in America: Colonial to Civil War  
Enrollment: 26

(Twenty-six students provided responses with the electronic IAS System survey. There is also an additional evaluation for this course done through the Women's and Gender Studies Program.)

		Median
The course as a whole was:	4.5	
The course content was:	4.6	
The instructor's contribution to the course was:		4.6
The instructor's effectiveness in teaching the subject matter was:	4.7	
Course organization was:	4.8	
Instructor's interest in whether the student's learned was:	4.6	

The following information comes for an Evaluation done by the Women's and Gender Studies program for this course:

In what ways has your knowledge of gender/women's issues changed as a result of taking this course?

-“This course has provided me with a wider view of women's struggles throughout history.”

-“Now I have a deeper understanding of issues that I did not know existed.”

-“Overall all, this course broadened my perspective.”

What aspects of the Women's or Gender Studies content in this course were you most satisfied with?

-“The romantic friendships in the 19th century and their less rigid concept of sexuality was interesting.”

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

- “I like the life stories of women and their journal entries.”
  - “The professor and the book were great.”
  - “I like how the course was broad, and how we discussed all women like Native American and Colonial women.”
- What aspects of the Women’s or Gender Studies content in this course were you least satisfied with?
- “Some students ‘stole the show’ and that was distracting.”
  - “The essay tests were my least favorite.”
  - “I felt like the book could have been more helpful.”
  - “I would have liked more readings.”

Instructor: Anya Jabour  
Course Number: HSTA 358:01  
Enrollment: 26

Term: Spring 2012  
Course Name: Images of the American West

(Twenty-one students provided responses with the electronic IAS System survey. Eighteen Students provided written commentaries.)

	Median
The course as a whole was:	4.5
The course content was:	4.5
The instructor’s contribution to the course was:	4.8
The instructor’s effectiveness in teaching the subject matter was:	4.8
Course organization was:	4.6
Instructor’s interest in whether the student’s learned was:	4.6
Was this course intellectually stimulating?	

All eighteen students who provided written commentaries answered yes to this question.

- “I learned a ton in a short amount of time.”
  - “This class made me analyze what I thought life for American families was like compared to what it was actually like.”
  - “There were many issues brought up that I wasn’t aware of or that I didn’t know how the issues existed.”
- What were the major strengths of this course and what did you find most beneficial?
- For this question, most of the students cited the readings, the professor, and the discussions as major strengths of the course.
- “Discussion every week helped illuminate certain aspects of the lectures.”
  - “I’m sad I didn’t take more of Professor Jabour’s classes before graduation. She is an excellent facilitator of discussion and very intelligent.”
  - “The readings were excellent. They added greatly to my learning in lecture.”

Were there any weaknesses in the course and what would you do to improve it?

There was hardly anything cited for weaknesses of this course. The only weakness was the “buzzing light fixtures.” The following are the two suggestions for improving the course:

- “Perhaps three take home exams instead of just two. It seems like we covered much more material the second half of the semester compared to the first.”
- “Less harsh grading on papers. Impossible to get above a 17/20 and keep it under three pages.”

Instructor: Anya Jabour  
Course Number: HSTA 371:01  
Enrollment: 24

Term: Spring 2012  
Course Name: Women in America: Civil War to Present

(Twenty-four students provided responses with the electronic IAS System survey. Nineteen Students provided written commentaries.)

	Median
The course as a whole was:	4.8
The course content was:	4.7
The instructor’s contribution to the course was:	4.9
The instructor’s effectiveness in teaching the subject matter was:	5
Course organization was:	4.8
Instructor’s interest in whether the student’s learned was:	4.9
Was this course intellectually stimulating?	

All nineteen students who provided written commentaries answered yes to this question.

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

-“It was an alternative view of American history not taught in any other class.”

-“This class made me broaden my way of thinking.”

-“This class made me think about feminism and women’s place in society a lot more and gave me immense joy in learning.”

What were the major strengths of this course and what did you find most beneficial?

Most students felt that the discussions, reading, and the Professor’s lectures were the major strengths of the course.

-“The discussion sections were awesome.”

-“I really appreciated Professor Jabour’s effects to deliver the information.”

-“Books, different viewpoints, etc. made it easier to picture what was going on during that time”

Were there any weaknesses in the course and what would you do to improve it?

Out of the nineteen students who wrote commentaries only one mentioned a weakness and four that had suggestions. The one weakness of the course mention was “people talking excessively.” The following are suggestions for the course:

-“I strongly feel it would be more beneficial for students if instructors would not functionally rush through a certain amount of material at all costs, but rather get through less material.”

-“I would have liked to see more varied readings.”

-“I suggest trying to show both sides of the debate. It seems like it was portrayed that feminists were the good guys, others the bad guys.”

-“I’m really not sure how, but I would like to see more male students in this course involved in discussion.”

Instructor: Anya Jabour

Term: Fall 2012

Course Number: HSTA 570:01

Course Name: U.S. Women’s History

Enrollment: 8

(Eight students provided responses with the electronic IAS System survey. Eight provided written commentaries.)

	Median
The course as a whole was:	4.2
The course content was:	4.3
The instructor’s contribution to the course was:	4.7
The instructor’s effectiveness in teaching the subject matter was:	4.8
Course organization was:	4.5
Instructor’s interest in whether the student’s learned was:	4.8

Was this course intellectually stimulating?

All eight students answered yes to this question.

-“I learned more in this class about the uses and construction of different kinds of monographs.”

-“The well chosen books and comfortable class setting were excellent!”

-“Learned how to evaluate sources and think about books as a contribution to an already existing scholarship.”

What were the major strengths of this course and what did you find most beneficial?

-“The instructor-she cares a lot.”

-“Extremely good readings which allowed broad discussions of many different historical approaches.”

-“Reading a lot of different styles of books was helpful.”

-“The variety of texts and wandering discussion topics guaranteed that I approach these subjects in at least a few new ways.”

Were there any weaknesses in the course and what would you do to improve it?

-“[The course] occasionally wandered into topics astray but Anya did a pretty good job of reigning them in.”

-“External articles occasionally hard to find.”

-“More ‘History the Board Game,’ please.”

-“Maybe read a book about religion.”

-“Moodle would be very handy.”

Instructor: Anya Jabour

Term: Spring 2013

Course Number: HSTA 471:01

Course Name: Writing Women’s Lives

Enrollment: 13

(Nine students provided responses with the electronic IAS System survey. Six provided written commentaries.)

	Median
The course as a whole was:	4.0
The course content was:	3.6

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

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The instructor's contribution to the course was:	4.6
The instructor's effectiveness in teaching the subject matter was:	4.3
Course organization was:	N/A
Instructor's interest in whether the student's learned was:	N/A

Was this course intellectually stimulating?

All six students who provided commentaries answered yes to this question.

-“Love the challenge of analysis.”

-“It was stimulating but it was so intimidating and demanding that stimulation was severely detracted.”

-“My writing has improved immensely over the semester.”

What were the major strengths of this course and what did you find most beneficial?

-“All the writing tips and corrections on my writing.”

-“Mechanics of writing.”

-“Instructor feedback.”

-“Learning about the layout of the paper.”

Were there any weaknesses in the course and what would you do to improve it?

-“The worksheets. If you must do the worksheets, let people find info for their topic”

-“The long class time...be more positive.”

-“There are a lot of extra readings in the beginning of the class.”

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

JABOUR	Anya	
LAST NAME	FIRST NAME	M.I.
Professor		
PRESENT ACADEMIC RANK		
History	CHS	
ACADEMIC UNIT	COLLEGE/SCHOOL	

*THE SEC'S EVALUATION OF THE TEACHING AND ADVISING EFFECTIVENESS OF THE FACULTY MEMBER* (Faculty member's service or research should not be evaluated. Summary table of student course evaluations should be included):

IHistory 300, Fall 2008

Total Evaluations Returned: 6

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.				
1) The professor was organized, prepared, and informative.	6	0	0	0	4.0			
2) The professor was challenging, fair, and accessible.	4	2	0	0	3.67			
3) The professor was enthusiastic and stimulated interest.	3	3	0	0	3.5			
4) The professor provided useful feedback on assignments.	6	0	0	0	4.0			
5) Overall teaching effectiveness	4	2	0	0	3.67			
6) Class discussions were relevant and helpful.	4	1	1	0	3.5			
7) Overall effectiveness of this class.	3	3	0	0	3.5			

No significant student comments for this section.

(append additional pages, as needed)

Signed by:	I have read the evaluation of the Student Evaluation Committee.
SEC Chairperson	Faculty Member
Date	Date
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**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

History 300 Sect. 01, Spring 2009

Total Evaluations Returned: 10

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.				
1) The professor was organized, prepared, and informative.	7	3	0	0	3.7			
2) The professor was challenging, fair, and accessible.	6	4	0	0	3.6			
3) The professor was enthusiastic and knowledgeable	3	3	0	0	3.5			
4) The professor was accessible and helpful.	8	2	0	0	3.8			
5) The professor provided useful feedback on assignments.	7	3	0	0	3.7			
6) Overall teaching effectiveness	7	3	0	0	3.7			
7) Overall effectiveness of this class.	8	2	0	0	3.8			

No significant student comments for this section.

History 371H Sect. 01, Spring 2009

Total Evaluations Returned: 36

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.				
1) The Professor was well prepared for class.	32	3	1	0	3.86			
2) The Professor showed knowledge of the subject.	30	6	0	0	3.83			
3) The Professor gave individual help when asked.	27	9	0	0	3.75			
4) Overall teaching effectiveness	26	7	3	0	3.64			
5) The course offered opportunities for discussion.	27	8	1	0	3.72			
6) Overall effectiveness of this class.	23	9	3	1	3.56			

**Comment Section**

Many commented on the professor's vast knowledge of the subject. Several also commented positively on the interesting lectures as well as the format of two lectures and one discussion per week.

History 371H Sect. 01, Spring 2008

Total Evaluations Returned: 39

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.				
1) The Professor was well prepared for class.	35	3	1	0	3.87			

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

2) The Professor showed knowledge of the subject.	34	5	0	0	3.87
3) The Professor gave individual help when asked.	24	12	2	1	3.49
4) Overall teaching effectiveness	22	13	3	1	3.44
5) The course offered opportunities for discussion.	22	9	7	1	3.33
6) Overall effectiveness of this class.	21	12	6	0	3.38

**Comment Section**

Students enjoyed multimedia materials that accompanied the course. They also appreciated the outlines that made lecture material more comprehensible.

History 361 Sect. 01, Fall 2007

Total Evaluations Returned: 29

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.	
1) The Professor was well prepared for class.	25	4	0	0	3.86
2) The Professor showed knowledge of the subject.	22	7	0	0	3.76
3) The Professor gave individual help when asked.	19	8	2	0	3.59
4) Overall teaching effectiveness	14	13	2	0	3.41
5) The course offered opportunities for discussion.	17	12	0	0	3.59
6) Overall effectiveness of this class.	13	14	2	0	3.38

**Comment Section**

Students found the lectures interesting and informative. They also appreciated the outlines that the professor included to supplement the lectures. In addition, they found most of the readings very interesting. Many commented favorably on the professor's organization and knowledge.

History 367 Sect. 01, Fall 2008

Total Evaluations Returned: 21

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.	
1) The Professor was well prepared for class.	19	1	1	0	3.86



**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

2) The Professor showed knowledge of the subject.	17	4	0	0	3.81
3) The Professor gave individual help when asked.	12	7	2	0	3.48
4) Overall teaching effectiveness	10	8	3	0	3.33
5) The course offered opportunities for discussion.	18	2	1	0	3.81
6) Overall effectiveness of this class.	10	10	1	0	3.43

**Comment Section**

Students praised the instructor's vast knowledge and said they learned a lot in this challenging class. They found discussions particularly valuable.

History 370H Sect. 01, Fall 2008

Total Evaluations Returned: 16

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.	
1) The Professor was well prepared for class.	15	1	0	0	3.94
2) The Professor showed knowledge of the subject.	16	0	0	0	4.0
3) The Professor gave individual help when asked.	13	3	0	0	3.81
4) Overall teaching effectiveness	10	6	0	0	3.63
5) The course offered opportunities for discussion.	15	1	0	0	3.94
6) Overall effectiveness of this class.	11	4	1	0	3.63

**Comment Section**

Students praised the instructor's vast knowledge, and said they learned a lot in this class. They found discussions and lectures particularly valuable.

History 370 Sect. 01, Fall 2007

Total Evaluations Returned: 16

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.	
1) The Professor was well prepared for class.	14	2	0	0	3.88
2) The Professor showed knowledge of the subject.	13	3	0	0	3.81
3) The Professor gave individual help when asked.	14	2	0	0	3.88
4) Overall teaching effectiveness	13	3	0	0	3.81
5) The course offered opportunities for discussion.	14	2	0	0	3.88
6) Overall effectiveness of this class.	12	4	0	0	3.75

**Comment Section**

Students claimed they learned a lot in this class. They enjoyed the class format of two lectures and one discussion per week.

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

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They also found individual meetings with the instructors very valuable.

History 471H Sect. 01, Spring 2008

Total Evaluations Returned: 11

Excellent (4)	Good (3)	Average (2)	Poor (1)	Avg.				
			11	0	0	0	0	4.0
			10	1	0	0	0	3.91
			10	1	0	0	0	3.91
			8	3	0	0	0	3.73
			8	2	1	0	0	3.64
			9	2	0	0	0	3.82
			7	3	1	0	0	3.55

Comment Section

Students appreciated the feedback the instructor made on their papers. They also enjoyed the readings selected for this course.

**STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:**

JABOUR	Anya	
LAST NAME	FIRST NAME	M.I.
Professor		
PRESENT ACADEMIC RANK		
History	CHS	
ACADEMIC UNIT	COLLEGE/SCHOOL	

*THE SEC'S EVALUATION OF THE TEACHING AND ADVISING EFFECTIVENESS OF THE FACULTY MEMBER* (Faculty member's service or research should not be evaluated. Summary table of student course evaluations should be included):

History 367 - Fall 2004, 24 students

66% of students rated the overall class as excellent and 33% as good. 75% of students considered the professor's overall effectiveness as excellent and 25% good. The majority of students (83%) found the course content, including texts and other media, and the professor's knowledge to be the greatest assets to the course. Several students praised the professor's practice of encouraging original thought and challenging student assumptions about women's history. Two students felt that the professor displayed her personal bias in discussions of particular subjects. Overall, the majority of students (83%) would recommend the course to their friends and hoped/planned to take other courses from this professor in the future.

History 370 - Fall 2004, 23 students

52% of students assessed this course as excellent, and 41% assessed it as good. 65% of students described the effectiveness of the professor as excellent, while 34% considered it good. No student rated any aspect of the course as poor. Student suggestions for future courses would be to provide more individual assistance and to discontinue workshops (which several found "unhelpful"). Many students appreciated the use of films and relevant texts, the productive feedback on papers and exams from the professor, superlative lectures, and the professor's general enthusiasm for and knowledge of the subject. 78% of students commented that they would recommend the class to others and hope to take future classes from this professor.

History 371 - Spring 2005, 39 students

69% of students rated the overall course as excellent, and 28% considered it good. 76% of students judged the professor's effectiveness as excellent, and 20% rated it good. No one rated any aspect of the class poor. Several students found the workshops unproductive and the lectures too quickly delivered or complicated to follow. Otherwise, comments such as "Dr. Jabour is the best teacher I've had at UM", were common. Many students appreciated her knowledge, enthusiasm, use of handouts and outlines, entertaining lectures, and availability to students the particular strengths of the course. The course content including texts and other media was another popular part of the class. 76% of students commented that they would recommend the course to others and look forward to taking further classes from this professor in the future.

History 370 - Fall 2005, 31 students

(append additional pages, as needed)

Signed by:	I have read the evaluation of the Student Evaluation Committee.
SEC Chairperson	Faculty Member
Date	Date

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## STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:

48% of students rated the overall class as excellent, 25% rated it above average, 25% rated it average, and no one considered it poor. 54% of student assessed the professor's overall effectiveness as excellent, 29% assessed it as above average, 16% considered it average, and no one rated it poor. Two students commented on what they viewed as the professor's bias when discussing certain subjects (not specified). Overall, students were very satisfied with the course based on the texts and films, fast-paced lectures, the presentation of multiple perspectives, the professor's organization, knowledge, and enthusiasm. Several students also commented that the course structure, providing two days of lectures and one day of discussion per week, was extremely useful in developing their understanding of the subject. 80% of students wrote that they would recommend the course to others and would like to take other classes from this professor in the future.

History 470 - Spring 2005, 14 students

92% (13 of 14) of students rated the overall effectiveness of the course and the professor as excellent. No student rated any part of the class as poor. Several students commended the challenging nature of the class, the successful use of class discussions, the use of handouts, and the course content and assigned texts. Most students commented that they felt they had improved as writers and critical thinkers as a result of this class and appreciated its "graduate seminar" format. Several students suggested the inclusion of lecture-based topical introductions to new material before class discussions ensued. Overall, students were impressed with the professor's knowledge and dynamic class presence and all 14 intended to recommend the class to others and attempt to take future classes from this professor.

History 371 - Spring 2006, 36 students

83% of students rated the overall class as excellent, and 16% rated it as good. 88% judged the professor's overall effectiveness as excellent, while three students rated it good, one student rated it fair. No student assessed any part of the class as poor. 28% of students stated that they had no suggestions for changes to the class and were thoroughly satisfied with their learning experience. Most students extolled the professor's entertaining and thought-provoking lectures, choice of texts and films, knowledge and wit, energy, class organization, and academic standards. Many appreciated the weekly discussions of lecture and reading material and the multiple perspectives presented on many different subjects. Several found the professor's willingness to meet with students and provide honest feedback on assignments extremely helpful. Overall 86% of students commented that they would recommend the class to others and intend to take future classes from this professor.

History 595 - Fall 2005, 4 students

Most of the students in this graduate seminar rated the academic rigour, professor's knowledge, reading and writing assignments, and the overall usefulness of the course as excellent. A few found the professor's grading too exacting and her feedback on assignments inconsistent. Several students praised the professor's availability for discussions outside of class and appreciated the challenging nature of the class.

History 367 - Fall 2006, 18 students

66% of students rated the overall class as excellent, while 33% rated it good. 84% of students assessed the professor's overall effectiveness as excellent, and 16% (3 of 18) found it good. No student rated any part of the class as poor. Many students determined the strengths of the class to be the use of outlines and handouts, the professor's organization, engrossing lectures, choice of texts (particularly primary sources) and the class structure, allowing one day a week for discussion. Most students found the professor's expectations to be clearly stated in class and in written assignments and appreciated the professor's feedback on papers and accessibility for students seeking help outside of class. Several students felt the professor's grading was "unfair", but overall, 16 of 18 students commented that they would recommend the course to others and take future classes offered by this professor.

History 370 - Fall 2006, 29 students

65% (19 of 29) students rated the overall course as excellent, 27% (8 of 29) students rated it good and 10% (3 of 29) rated it fair. 72% of students (16 of 29) found the professor's overall effectiveness to be excellent, 20% of students (6 of 29) rated it good and two students rated it fair. The majority of student comments were positive, particularly concerning the knowledge, organization, entertaining lectures, enthusiasm, and humor that the professor brought to the class. Many found the class challenging, but rewarding and appreciated the opportunity given for extra credit, the well integrated lecture and reading materials, the weekly discussions, and the use of handouts and outlines to aid student comprehension and organization. Several students suggested the inclusion of additional assignments to allow for grade improvement. 82% of students commented that they would recommend the class to others and hope to (or are already registered to) take further classes from this professor in the future.

History 371 - Spring 2007, 33 students

## STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:

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61% of students rated the overall course as excellent, and 33% rated it as good. 72% assessed the professor's overall effectiveness as excellent, while 24% (8) of students rated it good. Only one student rated any aspect of the course poor (regarding the comprehensive overview provided by the course). The overwhelming majority of comments were positive. Most students appreciated the use of handouts and outlines to aid their understanding of material and like the use of multimedia (print and film) to enhance the students' learning experience. Many praised the clear and erudite lectures, the professor's organization, knowledge, and enthusiasm, and the challenging nature of the class. Several found the professor's willingness to meet with students outside of class a particular strength of the class along with the weekly discussion days. 70% of students commented that they would, or already had, recommended the class to others with only a few who felt that the class was only of particular interest to history or women studies majors. Nearly all expressed an interest in taking classes from this prof

JABOUR LAST NAME	Anya FIRST NAME	M.I.
Professor PRESENT ACADEMIC RANK		
History ACADEMIC UNIT	CHS COLLEGE/SCHOOL	

*THE SEC'S EVALUATION OF THE TEACHING AND ADVISING EFFECTIVENESS OF THE FACULTY MEMBER* (Faculty member's service or research should not be evaluated. Summary table of student course evaluations should be included):

**IHist 371 (Spring 2004):**

Women in America: Civil War – 2004, Hist 371, received a very high rating by the students; roughly, three quarters of the class believed the course was “excellent,” while the remaining quarter rated it as “good.” Professor Anya Jabour’s personal ratings mirrored the high marks of the course; three quarters of the students rated Professor Jabour as “excellent,” while one-quarter rated her as “good.” The students overwhelming desire to take another course from Professor Jabour reflected her ability as an effective teacher for this course. The students especially liked her “fun and innovative” teaching techniques: sing along’s, show and tell, and various “workshops.” A small percentage of the students expressed a concern over lack of feedback on graded work. However, all students believed Professor Jabour was available for individual help.

**Hist 300 (Fall 2004):**

The Historian’s Craft, Hist 300, was a highly rated course; half the students rated Hist 300 as “above average,” the other half rated it as “excellent.” Professor Anya Jabour received extremely high adulation; practically every student believed her performance as a teacher was “excellent.” An overwhelming majority of the students said they would take another class from Professor Jabour. They particularly appreciated the challenges of the course and the accountability Professor Jabour placed upon them. Many of the students’ believed their improvement in research and writing skills reflected her effectiveness as a teacher. A fourth of the class expressed a concern regarding the syllabus; due-dates were unclear.

**Hist 370 (Fall 2003):**

Women in America: to the Civil War, Hist 370, received a very high course rating. Ninety percent of the students rated Hist 370 as “excellent” (67%) or “above average;” the course did not receive a mark below “average.” Professor Anya Jabour received personal marks reflecting the ratings of the course; the vast majority of students rated Professor Jabour as “excellent.” According to the written commentary, the major asset of the course and of Professor Jabour’s teaching effectiveness was her ability to create an “enthusiastic” class atmosphere. In addition, many students cited their improvement in writing skills as one of the main benefits of the course. A very small percentage of the students expressed a concern regarding lack of written feedback on graded assignments.

(append additional pages, as needed)

Signed by:	I have read the evaluation of the Student Evaluation Committee.
SEC Chairperson	Faculty Member
Date	Date

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Form revised 09/2013

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09/2013

## STUDENT EVALUATION COMMITTEE (SEC)'S EVALUATION OF THE PERFORMANCE OF:

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Hist 594 (Fall 2003):

U.S. Women's History, Hist 594, is a graduate level course. The student evaluation forms for this course emphasized instructor's knowledge of subject matter," "organization of the class," and "course content." All the students believed Professor Anya Jabour was very knowledgeable with regard to "subject matter." In addition, all the students believed the organization of the course was superb; expectations regarding weekly readings and book reviews were clear and consistent. Three of the four students cited "course content" as "interesting," while one student described the content as "sometimes frustratingly" narrow in breadth.

**STUDENT EVALUATION OF INSTRUCTION**

E=Excellent; VG=Very Good; G=Good; F=Fair; P=Poor; VP=Very Poor

PERCENTAGES <sup>1</sup>

Respondents	PERCENTAGES <sup>1</sup>						MEDIAN	DECILE RANK	
	E (5)	VG (4)	G (3)	F (2)	P (1)	VP (0)		Institution	College
1. The course as a whole was:	10	70	20	10			4.8	8	8
2. The course content was:	10	80	20				4.9	9	9
3. The instructor's contribution to the course was:	10	60	20	20			4.7	6	6
4. The instructor's effectiveness in teaching the subj. matter was:	10	70	20	10			4.8	8	8
<b>COMBINED ITEMS 1-4</b>	<b>40</b>	<b>70</b>	<b>20</b>	<b>10</b>			<b>4.8</b>	<b>8</b>	<b>8</b>

5. Course organization was:	10	50	30	10	10		4.5	7	7
6. Instructor's preparation for class was:	10	60	10	20	10		4.7	6	6
7. Instructor as a discussion leader was:	10	60	20		20		4.7	6	6
8. Instructor's contribution to discussion was:	10	70	30				4.8	6	5
9. Conductiveness of class atmosphere to student learning was:	10	60	20	20			4.7	6	6
10. Quality of questions or problems raised was:	10	80	20				4.9	8	8
11. Student confidence in instructor's knowledge was:	10	70	30				4.8	6	6
12. Instructor's enthusiasm was:	10	90	10				4.9	9	9
13. Encouragement given students to express themselves was:	10	80	20				4.9	8	8
14. Instructor's openness to student views was:	10	70	20	10			4.8	7	7
15. Interest level of class sessions was:	10	70	30				4.8	6	6
16. Use of class time was:	10	80	20				4.9	9	9
17. Instructor's interest in whether students learned was:	10	90	10				4.9	8	8
18. Amount you learned in the course was:	10	80	20				4.9	9	9
19. Relevance and usefulness of course content were:	10	80	20				4.9	9	9
20. Evaluative and grading techniques (tests, papers, etc.) were:	10	60	40				4.7	8	8
21. Reasonableness of assigned work was:	10	70	30				4.8	8	8
22. Clarity of student responsibilities and requirements was:	10	70	20	10			4.8	8	8

Relative to other college courses you have taken:

Respondents	Relative to other college courses you have taken:							MEDIAN	DECILE RANK	
	Much Higher (7)	(6)	Average (5)	(4)	(3)	Lower (2)	(1)		Institution	College
23. Do you expect your grade in this course to be:	10	40	50	10				6.3	9	9
24. The intellectual challenge presented was:	10	40	40	10	10			6.3	9	9
25. The amount of effort you put into this course was:	10	50	30	10		10		6.5	9	9
26. The amount of effort to succeed in this course was:	10	30	30	20	20			5.8	7	7
27. Your involvement in course (assignments, attendance, etc.) was:	10	40	30	10	20			6.2	8	8

28. On average, how many hours per week have you spent on this course?	29. From the total average hours spent, how many do you consider were valuable in advancing your education?	30. What grade do you expect in this course?	31. In regard to your academic program, is this course best described as:
<b>Percent</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
Under 2	Under 2	30 A (3.9-4.0)	In your major
10 2-3	2-3	50 A- (3.5-3.8)	A distribution requirement
20 4-5	40 4-5	20 B+ (3.2-3.4)	An elective
60 6-7	50 6-7	B (2.9-3.1)	In your minor
8-9	10 8-9	B- (2.5-2.8)	78 A program requirement
10-11	10 10-11	C+ (2.2-2.4)	Other
12-13	12-13	C (1.9-2.1)	
14-15	14-15	C- (1.5-1.8)	
16-17	16-17	D+ (1.2-1.4)	
18-19	18-19	D (0.9-1.1)	
20-21	20-21	D- (0.7-0.8)	
10 22 or more	22 or more	E (0.0)	
Respondents: 10	Respondents: 10	Pass	
Class median: 6.2	Class median: 5.9	Credit	
Hours per credit: 2.1	Hours per credit: 2.0	No Credit	
		Respondents: 10	
		Class median: 3.7	

In your major  
A distribution requirement  
An elective  
22 In your minor  
78 A program requirement  
Other

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Challenge and Engagement Index  
CEI = 5.7  
(1=lowest; 7=highest)

1. Percentages are based on the number of students who rated each item