

Letter from the Chair



Dana Rabin

“Despite the uncertainty, stress, and grief, the year had several high points!”

On the cover: Professor James Brennan teaching History 311, Global History of Intelligence, a hybrid course, and screenshots of other courses taught remotely in fall 2020: Teri Chettiar’s History 236, Madness and Modern Society; Ken Cuno’s History 335, The Middle East 1566–1914; Yuridia Ramirez’ History 200, Introduction to Historical Interpretation, “Latinos, Labor, and Migration;” Leslie Reagan’s History 263, History of Medicine in the United States; and Mark Steinberg’s History 260, The History of Russia.

The year 2020 has been like no other. In March, the university went online to protect all of us from the COVID-19 pandemic. With a week’s preparation, faculty and students, both graduate and undergraduate, adjusted to the online format. Graduate students conducting their research in archives across the world packed their bags and came home as did our undergraduates studying abroad. Through the rest of the spring and the summer, the campus was deserted and only the squirrels, rabbits, and an occasional mangy fox wandered the quad. Over the summer, we all retooled. Many of us attended the Online Teaching Academy, learning the difference between synchronous and asynchronous teaching and how to record our lectures, and adapted our syllabi to accommodate the online or hybrid format. We miss our classes and our students. Gregory Hall is quiet and deserted. We look forward to lectures, receptions, and in person events even as we stage webinars and reading groups online.

The raging pandemic has been difficult for our undergraduates. In addition to experiencing stress, uncertainty, and isolation from classmates and friends, many of our students faced the challenge of finding a stable internet connection and locating a quiet space in which to study. Some of our students took on extra childcare and eldercare duties at home. One student traveled to Florida to be a companion for her grandmother who was under lockdown; another student found himself juggling a sixteen credit-hour schedule with over forty hours of farm labor at his family’s rural Illinois home. Still another drove to a local CVS parking lot to use its internet connection to participate in class and another slept in their car after a fight with their parents. The strength that our students have demonstrated in the face of the hardship and adversity they have faced is a testament to their determination and resilience. We are so grateful to them for their continued commitment to learning and their endless curiosity about history.

The dedicated staff in 309 Gregory Hall have continued to provide the support we all need to keep the department running smoothly during this difficult and stressful time. I am grateful to them for their knowledge and their helpfulness. I am thrilled that Tom Bedwell, our business manager, who has ensured the successful running of all aspects of departmental operations for twenty years, was recognized this year with the LAS Staff Award and the Chancellor’s Distinguished Staff Award. Tom’s commitment, professionalism, and skill are matched by his unflagging dedication to the welfare of each of our faculty, students, and staff.

Despite the uncertainty, stress, and grief, the year had several high points!

Professor Yuridia Ramírez, a scholar of modern U.S. history, the history of migration, indigeneity, and race joined our faculty in August. She is an expert on borderlands history in the American South. Her work examines the flow of ideas about race and identity that have resulted from Mexican migration to the U.S. South and remigration to Mexico. Welcome Yuri!

Professor Rana Hogarth swept the departmental, college, and campus award competitions winning the Department of History’s George S. & Gladys W. Queen Award for Excellence in Teaching, the Liberal Arts and Sciences Dean’s Award for Excellence in Undergraduate Teaching, and the Campus Award for Excellence in Undergraduate Teaching! Our graduate student, Beth Ann Williams (Ph.D., 2020), won the LAS award for Excellence in Undergraduate Teaching for Graduate Teaching Assistants. In addition to excellence in teaching, our faculty continued to research and publish, winning awards and fellowships that recognize their leadership in their fields.

With Carol Symes as our Director of Graduate Studies, this fall we welcomed a class of thirteen new Ph.D. students and five joint M.A./M.S.L.I.S. students. Despite the slow academic job market, we will admit a small graduate cohort this year, in fulfillment of our

mission to shape the field of historical studies. We also continue to diversify the kinds of careers that our graduate students pursue.

I am particularly grateful to our Director of Undergraduate Graduate Studies, Professor Kristin Hoganson, Stanley Stroup Professor of United States History. Her direction and her vision have helped our faculty and graduate instructors to face the many demands of teaching and learning in the time of COVID-19. Our intrepid academic advisor, Stefan Djordjevic, met the needs of students throughout the spring, summer, and fall, offering compassion and empathy, as well as practical strategies for academic success.

In addition to our staff, faculty, and graduate students, I want to acknowledge and thank our executive committees! The 2019–20 team, Professors James Brennan, Antoinette Burton, Tamara Chaplin, and Kathryn Oberdeck, and this year’s committee, Professors Ikuko Asaka, Adrian Burgos, Antoinette Burton, and Tamara Chaplin, provide guidance and wise counsel at our weekly meetings. Their generosity and commitment ensure that the democratic traditions of our department strengthen and endure.

Sadly, we have lost three of our emeriti this year: Keith Hitchins, Paul Schroeder, and Clark Spence. Paul was a world-renowned historian of international relations who transformed the field of diplomatic history. He was an inspiring teacher and a generous mentor whose career at Illinois lasted from 1963 until his retirement in 1997. Clark was an historian of the American West who taught at Illinois from 1961 until he retired in 1990. He wrote thirteen books, edited three more, and mentored many students. Keith’s internationally recognized scholarship and his distinguished teaching career were a bedrock of our department and its strength in Eastern Europe and Slavic studies from 1967 until his retirement in 2019. We will dearly miss his kindness, intelligence, and generosity.

We hope that all of our alumni, undergraduate and graduate, are staying safe and healthy. We look forward to visiting with you on campus when it is safe to do so. In the meantime, visit our website, follow us on Facebook and Twitter, and keep in touch.

Warm wishes,
Dana

History @ Illinois

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The Challenges of Teaching During the Pandemic

by MARSHA BARRETT

“COVID-induced isolation was hard on most of us, but especially difficult on students with depression, anxiety, and other non-visible disabilities.”

—Stefan Djordjevic,
History Academic Advisor

Along with rest of the University the Department of History has worked tirelessly to face the extraordinary challenges posed by the COVID-19 pandemic. Students and faculty had to grapple with the suspension of in-person classes at spring break, an unprecedented virtual commencement, and a summer filled with uncertainty as details about the fall semester took shape. Virtual learning environments have largely replaced classrooms. For students, class may only be a Zoom log-in screen away, but that “convenience” means that they may not leave their dorm for days on end. It has been a disorienting and difficult time.

The majority of History faculty have chosen to teach remotely—more than three-quarters of the fall semester courses were taught entirely online. The sudden switch to remote learning was jarring, but faculty applied the lessons learned during the spring in their fall semester teaching. During the summer, also, many took advantage of the University’s Online Teaching Academy to learn how to use digital technology effectively, and in the spring and summer History offered workshops in the best practices to employ and pitfalls to avoid when teaching remotely. The challenge has been to adapt creatively while continuing to offer their students a safe, engaging, and accessible learning environment.

In the spring semester Professor James Brennan was teaching Global History, a large introductory course. He recalls, “I very quickly had to figure out how to shift large lectures online, create remote test options, and also remote discussion section activities for the section I was teaching.” For the fall, Brennan preferred to include an in-person element in his teaching rather than going entirely online, and he knew there would be some demand for face-to-face classes from students. To accommodate the varied needs of students, he opted for a hybrid format that maximizes flexibility. Just over half of the thirty-six students in his Global History of Intelligence course preferred in-person instruction, which he designed to include a weekly asynchronous recorded lecture and a second synchronous lecture, which he delivered twice on Tuesdays—once to remote students via Zoom and again in person in 112 Gregory Hall. Brennan says his experience reconfirmed how much students value in-person instruction, in which feedback from faculty and interaction among classmates is easier than in a virtual setting. “I’m happy to provide in-person teaching, particularly in what I consider to be a comparatively safe and responsible environment at Illinois during this time of the COVID pandemic,” he said.

Professor Ikuko Asaka chose to teach online and had to make numerous modifications to her courses to adapt to the new circumstances. While planning for the fall, she prioritized student discussion and individualized interaction with her students for her U.S. Gender History to 1877 course. Zoom is not conducive to spontaneous conversations, and so Asaka used the break-out function to encourage peer interaction. To

promote the sense that students were learning new information together, she designated leaders to facilitate discussion of the weekly reading in break-out rooms. Asaka assigns weekly short papers to encourage active learning and to maintain a connection with each student so that no one falls through the cracks. The weekly short paper assignment, according to Asaka, “also serves to prepare the students for the small-group discussion. Because they have written on the week’s readings in advance of the session, students are ready to speak up and contribute to the conversation.”

Teaching during the pandemic has been challenging, but for Asaka online teaching provided an opportunity to give lectures on gender and sexuality in greater depth than in a traditional classroom. “Before the pandemic,” she explained, “for fear of causing anxiety and stress among students, I was not able to delve too much into sensitive topics such as sexual violence and reproductive control, which constitute important themes in U.S. gender history. But now students can turn off their screen if they might feel uncomfortable and easily come back to class once the topic is over.” One benefit of “Zoom teaching” that Brennan’s students appreciate is that they can stop, rewind, and go over material again in a synchronous lecture because Zoom can record lectures. Brennan believes that the ability to easily record lectures is the most valuable feature Zoom has to offer.

Students’ experiences of COVID-related disruption have varied greatly. Lower-income students faced particular difficulty in the first weeks and months in which stay-at-home orders took effect. One student traveled to Florida to serve as a companion for her grandmother who was under lockdown. Another had to contend with a 16 credit-hour schedule while putting in over forty hours a week of exhausting farm labor after returning to his family farm in rural Illinois. A student in need of a Wi-Fi connection drove to a CVS parking lot to attend classes in their car. History Academic Advisor Stefan Djordjevic, an Illinois alumnus, explained that the pandemic exacerbated pre-existing inequities. “[It compounded] difficulties students were grappling with beforehand but made them much more challenging because of the added stressors and uncertainties caused by the pandemic. COVID-induced isolation was hard on most of us, but especially difficult on students with depression, anxiety, and other non-visible disabilities.” The wide variety of circumstances required a multi-faceted approach from the Department, which responded by emphasizing individualized outreach to students. Instructors have prioritized transparent communication and encouragement for weary students, and identification of at-risk students who are referred to the Office of the Dean of Students and the Counseling Center.

History prioritized regular fall semester programming, something especially important for promoting a sense of community among freshmen and transfer student majors. Djordjevic organized a Secondary Education panel, Alumni Career Night, and a professor panel to discuss the legacies of World War II seventy-five years after its conclusion. The year began

with Trivia Night, a perennial highlight of the Department’s social calendar that is co-hosted by Phi Alpha Theta (PAT), the department’s honors society and History “Club.” Djordjevic refers to PAT as “the heart of the undergraduate community.”

The student leaders of Phi Alpha Theta use the organization as a tool to combat some of the loneliness experienced by students. Executive board members met throughout the summer to decide how best to address the demands of the new circumstances. Tess O’Connell, a senior History major and the social chair for PAT, hosts bi-monthly meetings of the department’s book club to give students an opportunity to discuss something that provides a respite from classwork and the difficulties caused by COVID-19. PAT’s president Ryan Yoakum is proud of what the organization has accomplished thus far: “Phi Alpha Theta is in a sustainable format that will last for however long COVID will last. Leading Phi Alpha Theta has certainly added a new layer of responsibilities this year, but it is worth it to see students, other exec board members, and even faculty members enjoy attending our events.”

The pandemic has prevented regular access to the world-class University Library, one of the most important assets students have when it comes to studying and researching history at Illinois. Yoakum, a member of the Honors Thesis cohort, said “[I] miss the libraries the most. I honestly do not mind online classes as much as others. I loved roaming the main stacks, and I would always find books that I had not initially searched for that eventually became key parts of many of my papers in the past. Unfortunately, restrictions on the library limit that experience.” Nevertheless, Yoakum has developed his thesis with the assistance of Professor Kristin Hoganson, who teaches the thesis seminar, and his advisor Professor Carol Symes, with whom he meets regularly via Zoom.

The challenges posed by the pandemic have required our faculty and students to be resourceful, and they have made the most of an undeniably difficult situation. Teaching as well as learning during the pandemic is not for the faint of heart, but History’s response has demonstrated once again that it provides an indispensable experience for its students.

Pandemics in Historical Perspective

A Conversation with Three Colleagues

In late October, as cases of COVID-19 experienced a major resurgence in the United States, Professors Carol Symes, Rana Hogarth, and Leslie J. Reagan shared their thoughts on the current global pandemic in light of their expertise in historical precedents. Symes is a historian of medieval Europe, Hogarth is an expert in the history of US medicine and African American history, and Reagan specializes in the history of medicine and public health in the United States. The three emphasized overwhelming similarities between the current pandemic and earlier outbreaks.

Do you see similarities between past outbreaks and the current global pandemic?

Reagan: Historians have been looking at epidemics for generations and there are several things that we can predict based on past reactions to epidemic disease. The first is that people who have access to wealth, including doctors, have often immediately fled the area of outbreak. Those without the means to flee have often been additionally vulnerable to contracting disease because they have tended to live in crowded housing conditions. A second parallel is that groups who are stigmatized in society are often blamed for causing the spread of infection. Third, there has long been a practice of quarantining people who are ill, even before there was a clear understanding of infectious disease transmission. Related to this, there has also long been pushback from the trade sector because of financial losses resulting from conditions of quarantine. Fourth, there has almost always been disagreement among doctors during outbreaks of infectious disease and, additionally, we have often seen some amount of refusal to follow medical advice. One thing that we are seeing today, however, is quite different. With public officials at the very top denying the seriousness of the pandemic, people have been very confused about how to best protect themselves and others.

Hogarth: One thing that immediately occurs to me is the very difficult position of essential workers both now and in the past. During the yellow fever epidemic



Carol Symes



Rana Hogarth



Leslie J. Reagan

in Philadelphia in 1793, essential workers, including those who cared for the sick, tended to be members of the free African American community. Black people were expected to fulfill these roles in part because they were incorrectly believed to be immune to infection. Many Black people put their lives at risk to assist in a time of crisis, just as essential workers today—many of them people of color—are putting themselves at risk. When essential workers got sick during the yellow fever epidemic of 1793, they were then blamed for spreading infection. There had been hope that their assistance as essential workers would lead to better things for Philadelphia's free African American population, but the opposite occurred. People were forced to work and then blamed for cases cropping up in Black communities. This is an important parallel with the present moment.

Symes: The first thing that I would like to point out is that epidemic and pandemic diseases are a feature, and not a bug, of civilization. Every time you have humans, animals, and insects living in close quarters you have perfect incubation sites for zoonotic diseases. This is something that research makes very clear. And so, the first thing that we need to do is to recognize that this is inevitable in a civilized society. Just as you would have a fire extinguisher in a house, you want to have a pandemic plan because it's always going to happen sooner or later. The second fundamental issue to note is that climate change has also always played a causal role. The Black Death, which was the first truly global pandemic, came at the end of a climactic anomaly in the thirteenth century that involved cooling. This in turn led to famine, which exacerbated people's responsiveness to infectious disease. New research has shown that climate change was also a factor in worsening both the fighting conditions during the First World War and people's ability to ward off the Spanish flu in 1918.

Other similarities between the present global pandemic and the Black Death include the disproportionate suffering experienced by marginalized groups, including slaves and those who ended up taking on the role of essential workers. We have also repeatedly seen the erosion of fragile institutions of government and the breakdown of community norms lead

to scapegoating. We have textual and archaeological evidence of pogroms spurred on by the Black Death. In many cases, Jewish communities had been living side by side with Christian neighbors for centuries, but the pandemic crisis pushed antisemitic tensions over the brink.

You each note that existing social inequities were intensified during past epidemics.

Symes: The essential workers in the fourteenth century were peasant laborers and domestic servants. We see a fascinating pattern in the latter half of the century of both peasant and urban uprisings, which were essentially early unionization movements. There was a rebellion of the clothmakers in Florence who took over the government for months. In England, Parliament passed several statutes meant to prevent peasant laborers from moving around in search of better wages. But it failed to stop people because so many workers had come to realize that their services and skills were socially valuable and that it was possible to command better wages. Workers' rebellions were also, in many cases, savagely put down by the government. Despite this, we do see a social awakening of the value of labor among the class of essential workers around the medieval world.

Reagan: More recently, in response to the AIDS epidemic, a social movement arose out of the group that was identified as most at risk of contracting HIV/AIDS—largely, gay white men. They had a preexisting movement and community centered on gay rights that was very visible in San Francisco and New York. In response to the AIDS epidemic, activists who were already primed to think about social inequities facing the LGBTQ+ community turned their attention to drug research and the provision of equitable health services. They ended up being successful in changing the rules around research so that people could get access to emergency medications sooner. The Food and Drug Administration and pharmaceutical companies listened to them and they were even represented on committees that oversaw pharmaceutical testing and distribution.

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—Rana Hogarth

Quickly it became clear that those most affected by HIV/AIDS were African American men who may or may not have identified as homosexual. The movement began to address this alongside the need for universal health care. Even white middle-class men had found themselves unable to work and support the cost of treatment when they got sick. We are in a similar moment now and it will be interesting to see what happens, and whether this will propel further support for universal health care.

Hogarth: Epidemics are so often a barometer for inequities in society, and it has been interesting to see the social media responses of people of color to “anti-masking” statements. In response to claims that mandatory masking amounts to trampling on people’s liberties, Black and Brown communities have been responding by saying that this is far from what it means to have one’s liberties trampled upon.

Seeing the disproportionate effects of COVID-19—including deeply uneven access to emergency drugs and essential workers not being granted protection against patrons who refuse to wear masks—is helping to make social inequities visible. Social media has really helped to improve that visibility. People were able to spread information quickly in the past, but we now have the ability to produce more information, spread it faster, and have it reach larger audiences. Epidemic diseases have always shed new light on existing social problems, but we now see social media playing a role in generating a response to increasingly visible inequities.

How might historians contribute to planning responses to future pandemics?

Symes: Historians have a lot to contribute to complicated issues of documentation when it comes to keeping track of the spread of the virus and numbers of people dying. Fourteenth-century Italian city-states had sophisticated notarial cultures and infrastructures. Medieval Muslim communities also had sophisticated processes for documenting mortality. These are only a couple of examples of societies in the medieval world that were highly capable of keeping track of who was dying. Societies in the past figured out

ways to get accurate numbers. Today, we are seeing in the U.S. and elsewhere varying methods of documentation. There are places where, for example, COVID-19 is not listed as the cause of death, but rather a co-morbidity. This is one reason why historians need to be on a future task force. We know how people have succeeded in the past in getting fairly accurate information about the spread of infection.

Reagan: Historians have much to contribute to our understanding of effective public health education. For example, in Milwaukee in 1894, there was enormous resistance in immigrant communities to having their children infected with smallpox removed to quarantine hospitals. Hospitals were known to be places where people went to die; no one wanted a beloved family member sent there. When police tried to take children, immigrant mothers resisted with violence. Medical information was mixed, and the foreign born, non-English speaking immigrants bore the brunt of coercive public health efforts. As a direct result of these coercive measures, the local government lost the next election. Newly elected public health authorities were forced to learn how to address epidemics differently. They learned that they needed to cultivate relationships with community leaders and organize local panels to inform and reassure people if they wanted their public health measures to succeed.

In the present, it remains important that public health information is communicated to people through local leaders. Those people need to be convinced of the importance of the broader community effort to eradicate infection. We have to do more specific messaging rather assuming that general public health statements will work for everyone. It would have helped schools and universities to have had historians on their boards to determine how students might limit the spread of infection. We already have information from the past about what has worked. Even the model that was established for our campus, which is quite amazing, could have been improved through the presence of historians. For example, we could have helped to predict initial non-compliance and have advised on the most effective methods for public health education.

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“On a more uplifting note, history also teaches us that people have often been willing to put the needs of the community first when it comes to public health.”
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—Leslie J. Reagan

Hogarth: The past also helps us to understand why certain marginalized populations might be very skeptical of vaccine development. The Tuskegee syphilis study is an obvious example of highly unethical experimentation that was done on African American people. Rather than dismissing mistrust toward health authorities and assuming that people are ignorant, we need to be more sensitive to why resistance and suspicion exist in the first place. Taking a coercive approach will only reproduce the problem. I hope that public health policy makers look at the history of minority populations in relation to the testing of new health technologies when trying to build trust. History matters here.

Reagan: On a more uplifting note, history also teaches us that people have often been willing to put the needs of the community first when it comes to public health. When people were first vaccinated for German measles in the 1960s, they did so in order to protect pregnant women from the possibility of having their babies die in utero or be born with severe birth defects. The vaccine was not primarily intended to protect those who were being vaccinated—for most of the population, German measles was a minor rash. As this example shows, public health requires that people care about one another. And the reality is that people participated in getting vaccinated for German measles because they cared about one another and the community.

That’s my hopeful final point. The media today often report on people refusing to wear masks, but a much higher percentage are following the rules. The reality is that many people are doing what needs to be done in order to limit the spread of infection, including our students. People care and are complying in larger numbers than we are sometimes led to believe.



History Faculty Share their Expertise in Discussing Racial Justice Issues

by YURIDIA RAMÍREZ

During the months of protests following the killing of George Floyd, several History colleagues used their expertise to contribute to public discussions. They drew on their research and knowledge to help us make sense of the historical moment.

On May 25, George Floyd, a 46-year-old Black man, was arrested by Minneapolis police while exiting a corner store. For eight minutes and 46 seconds, George Floyd was pinned under an officer's knee, which onlookers recorded from various angles on social media live streams, allowing millions across the world to see the death of a man in real time.

Professor **Kevin Mumford** told *LAS News* that the protests that erupted in the wake of Floyd's death reminded him of the riots at the end of the Civil Rights Movement in the late 1960s. Mumford, who has studied racial unrest in the United States in the twentieth and twenty-first centuries, found continuity both in police brutality and in government responses between the the sixties and today. In the sixties, police stops, raids, and police violence led to riots, similar to Minneapolis and Kenosha in 2020. Mumford also was intrigued by the fact that today as well as sixty years ago government officials blamed "outside agitators" and "Black nationalist influences" for the rioting and looting.

What might lead to lasting change? Mumford argues that media attention is a crucial first step, but it must be translated into political power in the form of representation in government. In the sixties, the election of Black candidates at all levels of government, local, state, and federal, ultimately brought change.

Knowledge is power, and Professor **Sundiata Keita Cha-Jua** reminded the audience of WYNC's "The Takeaway" that power must be fostered through intense study and reflection on past struggles and movements. Cha-Jua, who among many other interests investigates social movement theory and Black social movements, spoke on the significance of

Black August, a month-long observance of Black resistance that first made its debut in the seventies. Those who observe Black August are invited to take the month in intense study, particularly in the fields of Black history and revolutionary writings. Because Black August emerged as a moment that placed special emphasis on political prisoners and prisoners of war, Cha-Jua argued that the events in recent years, especially the injustice of the criminal justice system and the use of excessive (and deadly) force by law enforcement, has raised new questions regarding Black political prisoners. For obvious reasons, Black August has seen renewed popularity this year, following weeks of protests nationwide against police brutality and systemic racism.

Almost two months before George Floyd's killing, a 26-year-old Black ER technician who worked for University of Louisville Health, was fatally shot in her Louisville, Kentucky, apartment. Breonna Taylor was asleep on March 13 when plainclothes officers of the Louisville Metro Police Department forced entry into her apartment. She was hit by six of the 32 rounds fired by the officers, and was pronounced dead at the scene. Most Americans did not learn Taylor's name until after Floyd's killing, perhaps because there was no graphic video footage of the scene and it happened in March at the beginning of the pandemic, or because Black women's experiences of police brutality and their contributions to mass social justice movements often receive relatively less attention.

In response to the killings of Taylor, Floyd, and others in interactions with police officers, protesters in the United States and around the world toppled or defaced the statues of figures who harmed Black and indigenous populations. The toppling of these statues led to debate about historical and collective memory. Speaking with undergraduate news writer intern Kimberly Wilson for the *LAS newsletter*, Professor **Marc Hertzman** drew on his expertise on monuments and memory in Brazil to discuss the importance of historical accuracy and representation. "On a very basic level, the monuments we build should, at minimum, at



Kevin Mumford



Sundiata Keita Cha-Jua



Marc Hertzman



Erik McDuffie



Adrian Burgos



Teresa Barnes

least approach something resembling historical accuracy,” Hertzman said. “Instead we (currently) have a landscape of monuments dominated by one group of historical actors—white men—many of whom did terrible things.” To remedy these historical inaccuracies and the inequality these monuments represent, Hertzman believes we should monumentalize those who have been erased from mainstream histories. He and co-author Giovana Xavier proposed memorializing new historical figures in *Public Seminar*. “We dream of a day when Black women are not killed with impunity and when moments and memorials to [Atiana] Jefferson, [Breonna] Taylor, [Marielle] Franco and others are built in place of their captors,” Hertzman and Xavier write. “In a nation that, for decades, has built glorious monuments to racist, murderous men, it is well past time that Anastácia and the other countless Black and Indigenous women who built the Americas with blood, sweat, and tears, be given their due.”

Speaking to *The Washington Post* reporter Teo Armus, Professor **Erik McDuffie** was quick to point out that the success of Black women today should be contextualized within a longer history of Black liberation and Black feminist struggles. For example, Joe Biden’s running mate Senator Kamala D. Harris, now the Vice-President Elect, was the first Black woman and the first Asian American to appear on a major-party ticket. Even so, she was not the first to run for vice president. Twelve years before the Voting Rights Act was signed into law, the first Black vice-presidential candidate was Charlotta Bass, a journalist and political activist, who ran on the Progressive Party ticket in 1952. McDuffie argued that although Bass and presidential candidate Vincent Hallinan recognized they were not going to win, they knew their candidacy had broader implications. McCarthyism’s rise in the 1950s meant those associated with the Progressive Party would be especially targeted for their leftist politics, so to be publicly associated with them as a Black woman made Bass extremely vulnerable. “During such a politically repressive moment,” McDuffie said, “it speaks to her dedication to Black freedom and dignity for Black women.”

On August 23, Jacob Blake walked away from three officers trying to arrest him in Kenosha, Wisconsin. After Blake opened his SUV’s

driver-side door and leaned into the vehicle, an officer shot him seven times. Onlookers posted the video online, sparking several nights of protests and unrest in Kenosha. Blake survived, though he sustained major injuries. Two days later, a seventeen-year-old Illinois resident allegedly killed Anthony M. Huber and Joseph Rosenbaum and seriously wounded Gaige Grosskreutz. In response, Milwaukee Bucks players refused to play their first-round playoff game against the Orlando Magic. The NBA and the National Basketball Players Association followed suit, announcing that all NBA games for the day would be postponed. A broad movement of players from across US sports leagues joined the strike, including those from the WNBA, MLB, NHL, and MLS.

Professor **Adrian Burgos** specializes in minority participation in sports and has written extensively on the history of Latinxs in professional baseball. He spoke with the Illinois News Bureau about the recent athlete-led strikes, noting that similar types of political expression have occurred in past sporting events, like the 1968 Olympic Black Power salute of John Carlos and Tommy Smith. What was different in 2020 was that the strikes occurred in professional sports leagues. For Burgos, it made sense that the professional basketball players take a leading role. The WNBA’s Black women have used their platform to promote Black Lives Matter, and the Black men of the NBA, who make up 80 percent of the players, are conscious of the realities of being Black and male in the United States. Some, like Sterling Damarco Brown of the Milwaukee Bucks, have experienced racial profiling.

What surprised Burgos, however, was the postponement of Major League Baseball games, since historically there has been a precedent that the games must go on. He mentioned that during World War II, President Franklin Roosevelt allowed MLB games to continue in the hope that it would boost the nation’s morale. There was one exception, though, in 1968, when Pittsburgh Pirate Roberto Clemente and ten of his Black teammates, joined by their white colleagues, refused to play following the 1968 assassination of Dr. Martin Luther King. Burgos attributes these dramatic actions to the urgency of our current

moment, in which the pandemic has disproportionately affected Black and Latinx communities in the United States. The players' commentary and interviews following the strikes have directly expressed the pain as a result of police violence against Black men and women. At the end of the day, Burgos said, professional athletes are workers, and they used their power as laborers to take a stand on the issues facing their broader communities. Regardless of the money or celebrity they have, Black athletes will always be Black, and thus will never be immune to the racial injustices faced by Blacks in the United States. "They want others not just to see a Black athlete or coach whose worth is in the entertainment they provide," he said, "but rather to see them as whole beings who are neighbors, family members and fellow Americans."

At the time of writing, election day was underway. The staggering number of nearly 100 million citizens cast their ballots before the polls opened on November 3, contributing to a record turnout.

Professor **Teresa Barnes** is currently researching apartheid South Africa in the fifties and sixties. In in the *History News Network* she compared the present-day United States to apartheid South Africa. Though Barnes acknowledges significant differences, she illuminates the common dynamics that led to surprise right-wing electoral victories in both countries, namely racial supremacy and voter suppression in a multitude of forms. Barnes is quick to point out that "the bitter lessons and legacies of the mid-twentieth century South African elections should warn Americans against complacency now." If voter turnout was any indication, complacency does not seem to have been an issue.

What our future holds is uncertain, but Mumford said that as historians who study social movements, we should rest our hope in our youth, as they will lead the way to a brighter future. "I truly believe that the students on campus are a generation ahead of the power holders on campus in thinking about race," he said in the *LAS News Magazine*. "The way that youth are so quick and savvy on social media, this is the kind of enfranchisement that's super important."

Faculty Promotion

Rana Hogarth

Associate Professor of History

Atlantic World History; History of Medicine; Slavery; Race; African American History.

Faculty Awards and Honors

Rana Hogarth was named by the College of Liberal Arts and Sciences (LAS) as one of its 2020–21 Helen Corley Petit Scholars for her contributions in education and research. She also won the department's George S. and Gladys W. Queen Excellence in Teaching Award in History, the College of LAS Dean's Award for Excellence in Undergraduate Teaching, and the Provost's Campus Award for Excellence in Undergraduate Teaching. **Bob Morrissey** has been chosen as the first recipient of the LAS James Scholar Program Faculty Mentor Award, a student nominated recognition. **Ken Cuno** was nominated for the Illinois Student Government's Teaching Excellence Award, a student run effort that recognizes and thanks excellent instructors.

David Sepkoski was awarded a Guggenheim Fellowship for his project "The Politics of Human Nature: Biological Determinism from Sociobiology to the Human Genome." **Ikuko Asaka** received an NEH Summer Stipend for her new project, "The Evolution of U.S. Imperial Engagements with Overseas Islands, from the Antebellum Era to the Spanish-American War." **Leslie Reagan** was selected as a Public Voices Fellow; the national Public Voices Fellowship is led by The OpEd Project and designed to help faculty amplify their expertise in ways that can contribute to public conversations about pressing issues. **Tamara Chaplin** and **John Randolph** won Training in Digital Methods for Humanists Fellowships, and **Craig Koslofsky** a Humanities Research Institute Summer Faculty Research Fellowship.

Business Manager **Tom Bedwell** received the LAS Staff Award last year, and this year he added the Chancellor's Distinguished Staff Award.

Congratulations, everyone!

Sports in the Age of COVID-19 | A Conversation between Adrian Burgos and Daniel Gilbert

“While I am sure that there is a sense in which we’ll look back on the 2020 baseball season as a weird anomaly, from a labor perspective I think it will have a long-lasting impact on the game, both on and off the field.”

—Daniel Gilbert

Sport historians won’t soon forget 2020. The COVID-19 pandemic altered the seasons of the professional sport leagues and college athletics. Major League Baseball (MLB) delayed the start of its season and played an abbreviated 60 game schedule instead of its usual 162 games. The seasons of the National Basketball Association (NBA) and Women’s National Basketball Association (WNBA) were halted and then completed with their athletes in a bubble. The Big 10, PAC 12, the Ivy League, and a handful of other collegiate conferences cancelled or delayed the start of their fall sports, including football, the largest revenue-producing collegiate sport. Player protests led to postponement of games in the WNBA, NBA, and MLB as African American players and other athletes spoke out after the police killing of George Floyd.

The repercussions of the COVID-19 seasons were felt throughout organized sports and that moment will be revisited by sport scholars in the years to come. Professors Adrian Burgos and Daniel Gilbert, specialists in the field of sport history, engaged in a conversation about how the sporting landscape has been affected by the pandemic and the connections between the present and the past within sport history to offer some insights into what might lay ahead for professional and collegiate sports.

Baseball labor negotiations—how will the contentious bargaining over the shortened 2020 season affect negotiations between players and owners in the months ahead?

DG: We have just seen the conclusion of what I think we can safely describe as the strangest season in the history of MLB. Teams were in the early days of spring training when the first wave of COVID-19 infections across the country forced the league to shut down. After months of contentious negotiations between players and team owners, the season finally opened in late July. A shortened regular season and an expanded playoff schedule preceded a tremendously exciting World Series, where the Dodgers captured their first title since 1988. While I am sure that there is a sense in which we’ll look back on the

2020 baseball season as a weird anomaly, from a labor perspective I think it will have a long-lasting impact on the game, both on and off the field. We saw new rules introduced, including the National League’s adoption of the designated hitter and new restrictions on teams’ ability to replace pitchers in the middle of innings. More significantly, the tense bargaining between players and team owners over the finances of the shortened season seemed to set a tone that is likely to spill over into future negotiations. The contract between the players union (the Major League Baseball Players Association) and MLB teams is set to expire after the 2021 season. I came away from this year’s crisis in baseball with the strong feeling that we’re headed for the first real threat of a work stoppage in the last quarter century.

What’s your feeling about where we’re headed?

AB: Baseball’s labor relations were probably headed toward a tumultuous period even before the pandemic disrupted the season. Professional baseball is likely to undertake the most significant alteration to its organizational structure since the creation of the minor league farm system in 1921. During the winter of 2019, Commissioner Rob Manfred reportedly proposed to eliminate 42 of the 160 minor league teams, a move that was forestalled by the COVID-19 pandemic, due to which the entire minor league season was canceled. Downsizing the affiliated minor leagues means the elimination of nearly 1,000 player positions along with hundreds of coaches and organizational officials and also hundreds of business operations and personnel of the minor league franchises. The expiration of baseball’s Collective Bargaining Agreement coming so close to playing the 2020 season under COVID-19 restrictions (and who knows about 2021?) further complicates the labor negotiations. The lost revenue from 2020 will impact what team owners are willing to agree to in the new Collective Bargaining Agreement. It’s not just players who are affected. MLB franchises have already laid off hundreds of workers from their operational staff, those who work clerical jobs, public relations, and scouting.



Daniel Gilbert



Adrian Burgos

“Black players across MLB spoke out, sometimes quite emotionally, about the impact of the police killings of Floyd and Breonna Taylor.”

—Adrian Burgos

Basketball’s wildcat strike—how can we contextualize this summer’s events in the NBA in the broader span of sports history?

DG: Surely one of the most remarkable stories of sports in the COVID era was this summer’s wave of work stoppages through which athletes expressed their solidarity with the Black Lives Matter movement. In the days after a police officer in Kenosha, Wisconsin shot Jacob Blake in the back, in a summer already defined by nationwide outrage over the killing of George Floyd in Minneapolis, athletes across several sports brought the sports world to an extraordinary moment of standstill. This wave of wildcat actions was especially powerful and widespread among basketball players, with both NBA and WNBA stars leading the way. Among the many brave acts that contributed to this moment of profound upheaval in the world of sports, Naomi Osaka, the superstar tennis player, withdrew from her semi-final match at the Western & Southern Open.

As a sports and labor historian I was struck by the newness of this moment. There have, of course, been other moments of labor upheaval and expressions of solidarity with struggles for racial justice beyond the playing field. The year 1968 stands out in this history, both for the famous actions by African American athletes at the Mexico City Olympics, and for the less-remembered actions by baseball players and others to make their sports stages for racial reckoning in the wake of Dr. King’s assassination. Nevertheless, the summer of 2020 felt different.

How do you think we might best contextualize these events in the longer span of sports history?

AB: We’ve not seen athlete protests on this scale and with such broad impact since the 1968 Olympics. But this year’s player protests were felt quite differently,

as they affected the operations of professional sport leagues and not merely the Olympic Games, which were amateur sports. What most people recall from 1968 is the Black Power salute of medalists John Carlos and Tommy Smith at their medal ceremony and the subsequent backlash they endured. In 1968 the Olympic Project for Human Rights founded by Harry Edwards focused its energy on planning powerful protest actions, including a potential boycott by Black athletes of the Mexico City Olympics. Their goal included educating a global audience about racial injustice and the socio-economic challenges African Americans were experiencing in the United States.

That player protests caused postponement of MLB games was surprising given MLB’s history and racial demographics—African Americans represent slightly over 7% of players in stark contrast to the NBA which is 75% African American. Black players across MLB spoke out, sometimes quite emotionally, about the impact of the police killings of Floyd and Breonna Taylor. The reason for the postponement of MLB games was quite different from what happened in 2015. Community protests in Baltimore after Freddy Gray’s death while in police custody led to the postponement of Orioles games, a Baltimore game being played without fans in attendance, and a series being moved to Tampa. This year, it was player protests that altered the league’s slate of games.

This type of racial protest had not been seen in baseball for decades. It is similar to what happened after the assassination of Dr. Martin Luther King in April 1968. Roberto Clemente and his Black teammates on the Pittsburgh Pirates refused to play their scheduled games in Houston in the days following King’s assassination. The ten Black players on the Pirates, joined by their white teammates, insisted that they would not play until after King’s funeral. A public statement drafted by Clemente and his white teammate Dave Wickersham declared: “We are doing this because we white and Black players respect what Dr. King has done for mankind.” Their stance forced MLB to postpone the series against the Houston Astros.

“I think it bears watching whether the connections that players have made between their campuses to advocate for their collective concerns during the pandemic will translate into a deepening of inter-collegiate athlete solidarity in the months ahead.”

—Daniel Gilbert

College athletes—what has the COVID-19 crisis revealed about the role of big-time college sports in the US?

DG: I wonder, as well, about how the current moment in college athletics will factor into the longer sweep of sports history. As summer turned into fall, and football programs on campuses like ours prepared to embark on a season unlike any in recent memory, players mobilized together to insist that their concerns about health and safety were taken seriously. I think it bears watching whether the connections that players have made between their campuses to advocate for their collective concerns during the pandemic will translate into a deepening of intercollegiate athlete solidarity in the months ahead. The current season has certainly provided plenty of evidence for players’ potential interest in ongoing shared advocacy. The large number of COVID-19 infections among football players through the fall marks the latest development in the history of the profit-driven world of college sports, wherein athletes on our campuses expose their bodies to considerable risk.

What are you paying most attention to in the COVID-19 era in college sports?

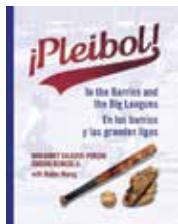
AB: Professional baseball is not alone in having to reckon with the new economic realities arising from COVID-19. Playing games with no fans or limited fan attendance has drastically affected revenues for collegiate sports. Athletic departments at colleges and universities across the country have taken serious

financial hits—and the ripple waves into local economies are also quite significant as hotels suffer from not hosting out-of-town guests for football weekends and local restaurants and shops are deprived of the sales uptick from game days.

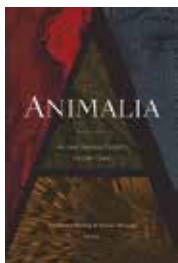
Colleges and universities have already begun to consider reducing the size of their athletic programs. Stanford, known for its all-around competitive varsity program, decided to discontinue eleven of its varsity sports teams. This will likely mean fewer scholarship opportunities for athletes outside of the revenue-producing sports of football and basketball as other institutions follow suit.

What is interesting to me is that this reassessment of what athletic programs look like is taking place as African Americans and other college students are voicing their concerns about the commitment of athletic programs and universities to Black Lives and social justice matters on and off campus. The current protests build on earlier student activism. Some draw on the public support of student-athletes, such as the “Mizzou 1950” protests in 2015 over the failure of University of Missouri officials to respond adequately to racist incidents. Nineteen fifty was the year the first Black student was admitted to the university; the protests led to the resignation of the university president and the chancellor of the Columbia campus. I am intrigued because student activism across institutions in the South was part of what challenged administrations to make the racial integration of the student body and athletic programs go beyond just “opening” opportunities but to also consider the experience of African Americans as students and members of the campus community.

New Books by Faculty



Written in both English and Spanish, Margaret Salazar-Portio and Adrian Burgos's *¡Pleibol! In the Barrios and the Big Leagues / En los barrios y las grandes ligas* tells the story of U.S. Latinx history through eight themed chapters that each feature artifacts from Smithsonian exhibits of the same name along with the voices of players, enthusiasts, and scholars. The remarkable stories of Latinxs demonstrate that baseball has been a central social and cultural force within Latinx communities throughout the United States for over a century. The game of baseball has brought Latinx players and fans alike together across gender, race, and class divides, and shaped U.S. history more broadly.



Ranging from Ape to Zebu, Antoinette Burton and Renisa Mawani's, *Animalia: An Anti-Imperial Bestiary for our Times* invites readers to reconsider the place of animals within the history of the British Empire. Focusing on the 1850s to the post-World War I world, a wide array of contributors together show that the domains British imperialists sought to conquer were not uninhabited but populated by both humans and nonhumans. Burton and Mawani's bestiary shows that nonhuman animals were a disruptive and disorderly force that deeply refigured the shape of the Anglophone imperial world. As a multispecies archive, *Animalia* charts the attempts to legitimate the supremacy of particular humans and the limits nonhuman animals continually placed upon them.



Centered on the drama of the first hundred days following Adolf Hitler's appointment as German chancellor in 1933, Peter Fritzsche's *Hitler's First Hundred Days: When Germans Embraced the Third Reich* shows how swiftly an angry and divided democracy became the Third Reich. The transformation, Fritzsche emphasizes, was rapid: in the course of one hundred days the Nazis had suspended the constitution, placed Nazi paramilitaries in the police force, and legally denied German Jews equal rights as citizens. He shows how, against a backdrop of economic crisis and political division, Nazi radio propaganda, violence, and self-deceit led to the convulsions of the first hundred days. In one hundred days, public sympathies had shifted so profoundly that Germans had become Nazis.

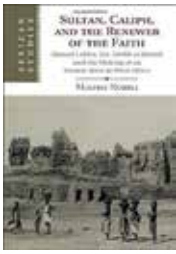


Poshek Fu and Man-Fung Yip's co-edited volume, *The Cold War and Asian Cinemas* is an interdisciplinary account of how Asian cinemas responded to the global Cold War. The volume's essays together reveal how the Cold War had different manifestations and meanings across Asian borders. With chapters covering cinema in Japan, Vietnam, South Korea, China, Hong Kong, India, Singapore, and Indonesia, many have a transnational and cross-regional focus. One considers how socialist films circulated across communist countries, shedding light on Cold War-influenced networks, while another looks at how U.S. agencies like the United States Information Service established a "free cinema" to contain communism.



Poshek Fu also co-edited, with Su Tao, *Against the Current: Rewriting Hong Kong Film History* (in Chinese), the first book published in China that provides a wide range of perspectives on the development of Hong Kong film culture. *Against the Current* recontextualizes the transformation and globalization of Hong Kong cinema from the 1920s to 1970s, a period in which the former British colony's film industry was transformed from a hub of dialect entertainment production attacked for derailing China's nation-building struggles to involving in the frontline of Asia's cultural Cold War with its global pan-Chinese reach. In the 1970s, it became the platform for negotiating local identity as Hong Kong became the leading "Little Dragon" economy and its relations with post-Mao China were beginning to change. The book brings together scholars and critics of different intellectual backgrounds from China, Hong Kong, and the United States to explore multiple themes ranging from colonialism, gender and cultural identities, geopolitical changes, and transnational connections.

continued on page 14



In *Sultan, Caliph, and the Renewer of the Faith: Ahmad Lobbo, the Tārīkh al-fattāsh and the Making of an Islamic State in West Africa*, Mauro Nobili upends historians’ understanding of one of the most significant and celebrated sources of West African history, the chronicle *Tārīkh al-fattāsh* (The Chronicle of the Inquisitive Researcher). Ever since European travelers “discovered” the chronicle in the late nineteenth century, the text has been understood as a work of the sixteenth or seventeenth century. Nobili demonstrates that in fact *Tārīkh al-fattāsh* was written in the nineteenth century by a Fulani scholar, Nūḥ b. al-Ṭāhir, in the service of legitimizing the Caliphate of Ḥamdallāhi, in what is now Mali. Nobili’s study locates the chronicle in the context of Ahmad Lobbo’s contested authority over the caliphate and as part of the turbulence of West African politics more broadly in the period.



Based on years of listening to, studying, and teaching about global musical icon Gilberto Gil, and a “serendipitous encounter” when, as he writes, the record found him in Tokyo in 2015, Marc Hertzman’s *Gilberto Gil’s Refazenda* connects the Brazilian musician’s extraordinary 1975 album, along with its lives and afterlives, to a wide array of people and places across the world. Hertzman traces the album’s national and transnational histories, arguing that *Refazenda* was ultimately about conjuring painful contemporary realities while also suggesting a path forward. Hertzman shows that our usual categories for music and politics don’t fit the mercurial and elusive album, and instead guides readers and listeners to a more serendipitous approach.

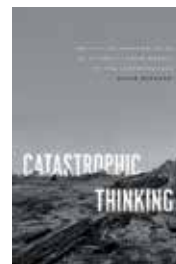


Building on the recent transnational, global, and imperial turns in historical writing, Kristin Hoganson and Jay Sexton’s co-edited volume, *Crossing Empires: Taking U.S. History into Transimperial Terrain*, brings sharper definition to this scholarship by examining the connections between empires. While histories of U.S. imperial formations have been especially inward looking, the collected essays reveal many forms of U.S. transimperial connections, including migration, trade, and anticolonial resistance. Together, the essays counter the denial of U.S. empire, and also the tendency to render it exceptional, by demonstrating that U.S. empire is tightly woven into the fabric of global history.



Maria Todorova’s *The Lost World of Socialists at Europe’s Margins: Imagining Utopia, 1870s–1920s* tells the story of the movement for social democracy in Bulgaria around the time of the Second International. Todorova shows that a focus on the supposedly

peripheral Bulgarian experience, which was home to one of the principal and most influential social-democratic movements in Eastern Europe, instead shows that socialist ideas did not play out in a simple Western (European) and Eastern (Russian/Soviet) binary. Drawing on a database of 3,500 individuals, Todorova reconstructs the world of several generations of Bulgarian leftists, and from memoirs and diaries, analyzes the intersection of subjectivity and memory in the emotional worlds of heretofore unknown individuals like the peasant teacher Angelina Boneva. By considering the experience of those who dreamed of and struggled for utopia, *The Lost World of Socialists at Europe’s Margins* captures what in socialist ideology appealed to people.



A history of scientific ideas about extinction from two hundred years ago to the present, David Sepkoski’s *Catastrophic Thinking: Extinction and the Value of Diversity from Darwin to the Anthropocene* addresses how “extinction imaginaries” have shaped and been

shaped by broader cultural understandings of society, technology, and the environment. While Darwin believed biological diversity remained constant over time, sensational paleontological findings in the 1970s and 1980s revealed catastrophic mass extinctions had been central to the history of life, which Sepkoski shows redefined extinction in terms of diversity. Scientific ideas about extinction have, in turn, caused major changes in how Western society has considered both biological and cultural diversity. Ultimately, Sepkoski shows how issues of diversity came to become so contested.



Yuridia Ramírez

The Department of History is excited to welcome a dynamic and talented historian, Assistant Professor Yuridia Ramírez, who joined the faculty in August. Ramírez earned her B.A. in history and journalism from the University of Minnesota–Twin Cities and her M.A. and Ph.D. in history with a certificate in Latin American Studies from Duke University. She came to Illinois after serving as an Assistant Professor in the Department of Global and Intercultural Studies at Miami University for one year. Prior to that, Ramírez was a Chancellor’s Postdoctoral Fellow in the Department of Latina/Latino Studies at the U of I.

A historian of race and indigeneity, diasporic communities, and decoloniality, Ramírez examines indigenous and non-indigenous Mexicans and Mexican-Americans in the twentieth and twenty-first centuries. She is completing a manuscript tentatively titled, *Indigeneity on the Move: Transborder Politics from Michoacán to North Carolina*. This is an innovative interdisciplinary study of indigenous P’urhépecha migrants from Cherán, Michoacán, Mexico as they migrate to and from North Carolina. By tracing this community as it navigates borders and a changing sense of identity, Ramírez upends common narratives about a Black-white racial binary in the New South and conceptions of place-based indigeneity. As a result, her work challenges the notion of a homogenous “Mexican migration” that privileges the Southwest and other traditional migration destinations and intervenes in a range of historical narratives on labor, ethnicity, race, and gender. Her research synthesizes a wide range of transnational sources including newspapers, personal papers, institutional and organizations papers, and oral histories. Ramírez’s work has been recognized by the Ford Foundation and the Young Scholars Symposium sponsored by the Institute of Latino Studies at the University of Notre Dame. During the symposium in 2019, Ramírez presented her research on P’urhépecha women’s organizing at the turn of the twentieth century.

Ramírez has published her research in venues geared toward academic as well as general audiences. In January 2020, she, with co-author China Medel, published “When is a Migrant a Refugee?: Hierarchizing Migrant Life,” in *Migration, Identity, and Belonging: Defining Borders and Boundaries of the Homeland*. The year before, she contributed an open-access microsyllabus entitled, “Latinxs in the U.S. South,” to the *Radical History Review*’s “The Abusable Past” series. She also participated in a collaborative digital history project, *Borders Beyond the Border*, which documents and makes accessible to the public articles, photographs, and documentary films that explore the contemporary experiences of immigrants in North Carolina. Ramírez has given public talks at Illinois, Purdue University, Miami University, and Illinois State University and has served as a community organizer in Minneapolis, MN, and Durham, NC.

At Illinois, Ramírez will teach (or has taught) courses on Mexican-American History; Latina/os and the City; and Latinos, Labor, and Migration. In her short time as a postdoctoral fellow and faculty member at the U of I, Ramírez proved herself to be a dedicated teacher. We are excited that Ramírez has joined the faculty and will contribute her research and teaching to the History community and broader public.

Clark Christian Spence

1923–2020



Clark C. Spence, Professor of History Emeritus, died in Urbana on October 24, 2020. Clark was a member of the “greatest generation.” Born in 1923 in Great Falls, Montana, he grew up on a fruit farm in Glens Ferry, Idaho, and served in the Army Air Corps as a tail gunner on a B-26 bomber.

Following the war, the GI Bill helped support Clark at the University of Colorado in Boulder, where he received a B.A. and M.A. in history with Robert G. Athearn as his mentor. He took his Ph.D. at the University

of Minnesota under Athearn’s own mentor, Ernest S. Osgood. At Minnesota, Clark found his passion for mining and economic history and his future bride, Mary Lee Nance. Clark later recalled the frantic days in September 1953, when he and Mary Lee married on a hot day in Kyle, Texas, boarded a train for New York the next morning and then the *SS United States* for their honeymoon research trip to England for work on what would become his dissertation and first book, *British Investments and the American Mining Frontier, 1860–1901* (Cornell, 1958).

Clark subsequently wrote twelve and edited three books, the most prominent of which was *Mining Engineers and the American West: The Lace-Boot Brigade, 1849–1933* (Yale, 1970), and was co-editor with western historians Ray Billington, Howard Lamar, Rodman Paul, and Earl Pomeroy in a microform collection entitled *Western Americana: An Annotated Bibliography* (1976) and editor-in-chief of the Xerox University Microfilms Western Americana Microfiche Project (1975–76), which anticipated modern sources such as Hathi Trust Digital Library and JSTOR.

Clark taught at Carleton College (1954–55) and then went to Penn State (1955–1960) where he left as an associate professor. He spent 1960–61 as a visiting lecturer at the University of California, Berkeley, and came to Illinois as an associate professor in 1961, advancing to full professor two years later. Succeeding agricultural historian Fred A. Shannon, Clark stayed

at Illinois until his retirement in 1990. During his three decades in Urbana, Clark served as department chair (1967–70), supervised seven doctoral students, received Ford and Guggenheim Fellowships, summer research stipends from the Social Science Research Council, the American Philosophical Society, the American Academy of Arts & Sciences, and the American Association for State and Local History. He was a founding member of both the Western History Association and the Mining History Association (MHA) and was president of both in 1969–70 and 1990–91, respectively. He was often recognized as the dean of mining historians, and the MHA book award is named in his honor.

Clark was a prolific writer and encouraged his graduate students’ writing. In addition to his many books, he authored or co-authored more than 40 articles and chapters in books of readings and approximately 150 book reviews. He enjoyed following interesting leads he ran across in his research, and the scope of his publications reflects that. He wrote on such far-flung topics as agricultural technology, hobos, Montana politics and politicians, “rain-makers,” the Salvation Army’s farm colonies, mining litigation, and three end-of-career books on dredge mining in Montana, Alaska, and Idaho. When one of his students asked why he had written an article in *American Heritage* on dogs in the West, the answer simply was that it was fun. All of his graduate students were guided by his insistence that we focus on “the little people with dirty faces.”

He urged his students to write their dissertations as first drafts of a book. Sometimes additional coaching was needed. One student remembered that Clark found his dissertation comprehensive and generally well done, but the conclusion a catastrophe. He drolly noted that he had often seen dissertations that overlooked the forest for the trees, but never before one “so focused upon the roots as to miss the tree.” Providing the student with a stack of books he concluded: “Go out, read widely, and bring me a new version in a month!”

Keith Hitchins

1931–2020

Clark made important contributions in the identification and collection of archival resources and personal papers. Longtime friend and former archivist, Wyoming's Gene M. Gressley, credited Clark with sharing invaluable leads to both corporate and personal records which helped make Wyoming's American Heritage Center a Mecca for mining history researchers, including Spence's students over the years.

Clark possessed a wry sense of humor. He invariably suggested that when students or colleagues attended professional association meetings that they spend more time in book exhibits and at coffee klatches than in the sessions. Though perhaps a bit unorthodox, he claimed that paper sessions normally had one of two outcomes. "You'd listen to good papers that would soon be published, or you'd struggle to stay awake through boring ones that would require major revision!" It was best to wait for the finished products. Time spent with press representatives, in conversations with leading scholars, or just mingling with the conference participants was better spent. Besides the sharing of research tips, such socializing would aid his students get into print and find jobs in academia. Ironically, this was an area of historical socializing that placed Clark at odds with his beloved wife, also long a professor in the department, who attended sessions conscientiously. He listened politely to her occasional reports of what she had learned, but he was never persuaded. He once remarked that the only sessions he attended were those where close friends or his mentees were on the program, and those as a courtesy.

Clark's office, being at the west end of the fourth floor of Gregory Hall, provided him ample opportunities to stroll by the offices of his colleagues, socializing, sharing information, and learning as he went. He was an important member of the generation of department professors who created a friendly, supportive, and scholarly atmosphere in Gregory Hall in the latter half of the twentieth century.



Six months short of his ninetieth birthday, Professor Keith Hitchins, the venerated doyen of Romanian and East European studies, passed away on November 1, 2020. The field has lost a giant but his august presence as a prodigious scholar, inspired teacher, and exemplary human being has left a shining legacy. Keith Arnold Hitchins was born on April 2, 1931 in Schenectady, New York and will be resting next to his parents, Henry Arnold Hitchins and Lillian Mary Turrian, at Woesztina Cemetery in Schenectady. After graduating from Union College in Schenectady

in 1952, Hitchins continued his graduate studies at Harvard University with an M.A. in 1953 and a Ph.D. in 1964. Specializing in East European and Soviet studies, he studied Romanian language and literature in Paris in 1957–58 and at the Universities of Bucharest and Cluj in 1960–62. He started his teaching career as an instructor and then assistant professor of history at Wake Forest University from 1958 until 1965. For two years he was an assistant professor at Rice University, and in 1967 he accepted a tenured position in East European history at Illinois. He was a beloved professor, teaching generations of students for fifty-two years, before retiring in 2019.

A scholar of tremendous range and vision, Keith spanned the area from Eastern Europe to Central Asia. There is no doubt, however, that his heart and tremendous achievement lay in the history of Romania. Described as the American Nicolae Iorga, the legendary Romanian historian, Keith was celebrated and beloved not only for his impeccable and balanced work but for his beautiful accentless Romanian. His first book, *The Rumanian National Movement in Transylvania, 1780–1849* (1969), is over a half century old but has remained unsurpassed as the definitive study of the evolution of the Romanian national movement. Already in this work, he exhibited his proverbial sense of tact and balance in an issue that has been strongly contested. This was followed by *Orthodoxy and Nationality: Andreiu Şaguna and the Rumanians of Transylvania*,

1846–1873 (1977), *The Idea of Nation: The Romanians of Transylvania, 1692–1849* (1985), and his magisterial two volumes *Rumania: 1866–1947* (1994) and *The Romanians 1774–1866* (1996).

Keith was a role model for several generations. One of the litmus tests for a good historian is the footnotes. You start with them and it is clear not only how solid the edifice is but also whether the author has read them or asked a graduate student to compile them for the sake of academic appearances. Keith's footnotes are impeccable; you can learn a lot from them about the topic and you witness perfectionism at work. Describing Keith as “a historian's historian” is the highest compliment. James Joyce is a writers' writer; so is Marcel Proust. Dan Brown and John Grisham are not. Keith continued with several synthetic volumes on Romanian history: *A Nation Discovered: Romanian Intellectuals in Transylvania and the Idea of Nation, 1700–1848* and *A Nation Affirmed: The Romanian National Movement in Transylvania, 1860–1914* (1999), *The Identity of Romania* (2003), *Ion Brătianu: Romania. The Peace Conferences of 1919–23 and Their Aftermath* (2011) and, above all, his long-awaited *A Concise History of Romania* (2014) which today is the standard introduction in undergraduate and graduate courses alike. He also produced important edited volumes, among them *The Nationality Problem in Austria-Hungary: The Reports of Alexander Vaida to Archduke Franz Ferdinand's Chancellery* (1974) and, with Miodrag Milin, *Romanian-American Relations: Diplomatic and Consular Documents, 1859–1901* (2001). In his hundreds of articles and encyclopedia entries, Keith made important contributions to Hungarian, Bulgarian, Georgian, Azerbaijani, Kurdish, Tajik, and Arab history and literature. In his retirement, he continued to work on two projects, a history of Romanian communism and a history of Southeastern Europe.

Keith served the profession selflessly as the long-time editor of *Rumanian Studies*, *Studies in East European Social History*, and the *Journal of Kurdish Studies*. He was a consultant of the Council for International Exchange Scholars, the Joint Committee on Eastern Europe of the American Council of Learned Societies and Social Science Research Council, and a member of numerous editorial boards, including the *Slavic Review*. Last but not least, he authored hundreds of reviews in which he promoted the work of younger colleagues, continuing

to write until the last year of his life. He was also one of the pillars who contributed to making the holdings of the Slavic and East European Library at Illinois legendary. A tireless and dedicated teacher, Keith mentored generations of students, sharing his fabulous private collection of rare books assembled in the course of a lifetime, converting his modest home in Urbana into a virtual library. He possessed a quality that would always make him young: an unquenchable intellectual curiosity and thirst for new knowledge, an almost protestant work ethic. Even while he was fighting illness, he would get up at 4 a.m. and walk to his office by 6 a.m., waiting for Espresso Royal to open at 7. If you were an early riser and met Keith for coffee, he would have a grammar in his hand and be refreshing his Kurdish, Persian, or Georgian. His knowledge of languages was staggering. In his own modest and conservative estimation, his reading knowledge covered Romanian, French, German, Russian, Hungarian, Bulgarian, Italian, Spanish, Serbo-Croatian, Slovak, Modern Greek, Turkish, Kurdish, Tadjik, Persian, Kazakh, Uzbek, Azerbaijani, Georgian, and Arabic. Keith received numerous awards for his scholarship and service, including an award from the Romanian Academy of Sciences and honorary degrees from eight Romania universities: Bucharest, Cluj, Iași, Sibiu, Alba Iulia, Timișoara, and Târgu Mureș. He was twice distinguished with the National Order of Merit from the President of Romania in 2000 and 2016. His exceptional contributions to the field were recognized by the Association for Slavic, East European, and Eurasian Studies in 2000 with its Distinguished Achievement Award.

There are so many wonderful sides of Keith as a scholar and teacher that it might seem redundant to speak about him as a human being. Yet this is the first thing that people who knew and remember him emphasize: his modesty, given his vast erudition and major achievements, “the true embodiment of a scholar and gentleman,” his generosity, his sweet sense of humor, his disarming gentleness. One of his students remembered Keith reminiscing about a personal meeting with Nicolae Ceausescu while doing research in Bucharest. Keith was the epitome of a moral human being and was not shy of his liberal views but did not have an unkind or demeaning word to say about the dictator. His kindness was limitless. Such qualities are very rare. Keith will be fondly remembered and greatly missed.

Paul W. Schroeder

1927–2020



Paul W. Schroeder
1963-1997

Paul W. Schroeder was born in Cleveland, Ohio in 1927. He grew up in a large family with seven siblings. Initially, he followed in his father Rupert's footsteps and attended seminary in St. Louis, where he met his wife Violet Doolin; they married in 1950. He became an ordained Lutheran pastor but left the ministry in 1954. In a sermon many years later, he claimed he was "not unfrocked, just unsuited." Two daughters arrived: Jan in 1952, and Susan in 1956. They were part of a large, multigenerational family that loved and

honored him. Paul is survived today by his wife of 70 years; his beloved daughters; two brothers; eight grandchildren; eighteen great-grandchildren; and twelve nieces and nephews.

All who knew Paul as colleague, professor, and mentor recognized a powerful intellect, a meticulous and innovative researcher and highly productive author who transformed his field, and a kind and warmhearted man with an underappreciated sense of humor. His thoroughly documented, rigorously argued, and innovative scholarship fostered both admiration and scholarly debate. Many of his books were recognized for their excellence: *The Axis Alliance and Japanese-American Relations, 1941* (1958, awarded the AHA Beveridge Prize); *Metternich's Diplomacy at its Zenith, 1820–1823* (1962, awarded the Walter Prescott Memorial Prize); *Austria, Great Britain, and the Crimean War: The Destruction of the European Concert* (1972); and the "book that keeps on giving" with its "layers of meaning" in the words of University of Oxford Professor Hamish Scott, *The Transformation of European Politics, 1763–1848* (1992). This transformative study demonstrated Paul's unparalleled expertise in international relations and generated numerous conferences and speaking engagements, a forum on the Vienna System in the *American Historical Review* (1992), and a special edition of *International History Review* (1994). Fourteen of his most influential articles and book chapters were collected in *Systems, Stability and Statecraft. Essays on the International History of Modern*

Europe (2004). He served the profession on many councils, associations, and editorial boards.

Among Paul's awards were a Fulbright (1956–57), a National Endowment for the Humanities Fellowship (1973), and the accolade of which he was most proud, designation as University of Illinois Jubilee Professor of Liberal Arts and Sciences (1992). He was a Fellow at the Woodrow Wilson International Center for Scholars (1983–84), a Visiting Research Fellow at Merton College, Oxford (1984), and a Visiting Scholar at the Mershon Center for International Security at the Ohio State University (1998). Perry Anderson, himself a renowned historian and sociologist, flatly stated in the *London Review of Books* in 2012 that Paul was "arguably the greatest living American historian." Scott described him as "by far the leading historian of international relations of the past generation and a scholar who re-shaped the way in which we all think about and study diplomatic contacts in the past."

Teaching, as much as research and writing, was a passion of Paul's, and his students benefited from his devotion to it. While completing his dissertation, he taught at Concordia Senior College, in Indiana (1958–63). After receiving his Ph.D. from the University of Texas (1963), Paul joined the History faculty at Illinois, where he primarily taught courses on diplomatic history and historiography. His students remember his lectures as riveting. He pushed all to think in new ways about history and historical interpretation. Former student David Murphy (Ph.D. 1992), Professor at Anderson University in Indiana, recalls Paul's "assessments of the great and powerful with lapidary conciseness. His critique of Napoleon and Napoleon's admirers was typical: 'I am willing to concede many of the great traits upon which his admirers insist, if they will also concede the fundamentally criminal nature of his character.'" This was Murphy's first exposure to someone who spoke with such clarity and precision about historical figures, and it opened his eyes to the ways in which an accomplished historian can convey telling assessments of complex literature in a few words. Professor Emeritus Joe Love remembers that although Paul was by nature soft-spoken, he drew on his Lutheran pastor voice and charisma to command

the attention of students and peers. Professor Geoffrey Parker recalls Paul's presence in departmental meetings. His voice was "very soft but very authoritative—you never disagreed with Paul. (And why would you?)"

Paul fiercely sought to convey the relevance of history in making sense of and seeking solutions to contemporary challenges. In the mid-1980s, asked to

Interest (2001–02) to show students the important perspectives gained by studying history and how to apply them to contemporary events.

Former students and colleagues alike recall Paul as modest, generous with his time and intellect, helpful and polite, and extremely kind. Murphy remembers that Paul "neither promoted himself to others nor used his reputation to take the place of measured and rational argument in the course of scholarly disputation." His former graduate assistants remember long and amiable conversations during the research and writing of *Transformation*. He was never too busy to read, encourage, and clarify ideas for his students. Aaslestad recalls that after having three babies during her doctoral research and writing, she was tempted to give up on the prospect of completing it and seeking a professional career, but Paul did not give up and continued to support and encourage her. Professor John Beeler of the University of Alabama Tuscaloosa (Ph.D. 1991) remembers Paul's underappreciated dry humor. John used to tote his books around in a beer case box with a guitar strap through it. When Paul saw this contraption he said, "Mr. Beeler, I understand that some graduate students drink, but I think you might be taking it to excess."

One cannot write a remembrance of Paul without acknowledging his great faith and commitment to and engagement in the Lutheran Church. Family was Paul's top priority, and he was devoted to his wife Vi. He loved classical music and passed that passion on to his family. He was an avid tennis player through his seventies and built his own tennis court. He also taught himself woodworking and construction and built a three-bedroom house nearly by himself. He especially enjoyed cooking in his later years and prided himself on his pies. A man of many talents, virtues and interests, one cannot appreciate Paul's character and stature by his academic accomplishments alone. His publications have left a rich and transformative legacy, but not as powerful a legacy as the man himself. His very life was a gift that kept on giving.



Paul with Vi and Katherine Aaslestad

identify the greatest danger to international stability, he mentioned the approaching disintegration of the Soviet empire and instability in the Middle East. Much of his class questioned whether the demise of the Soviet Union, a long-sought goal of the U.S., could produce international volatility. The events of 1989–91 and afterward bore out his prescience. Paul later deployed his expertise and reputation to speak out against the American invasion of Iraq. Professor Peter Fritzsche regards Paul's "The Case Against Pre-Emptive War," in *The American Conservative* (2002) as "one of the most powerful academic statements against the war." One of Paul's students, Professor Katherine Aaslestad of West Virginia University (Ph.D. 1997), says she still uses "The Risks of Victory: an Historian's Provocation," in the *National*

The Challenges of Graduate Studies in an Age of Extreme Uncertainty



by CAROL SYMES

Graduate school is always an uncertain time of change and growth, but 2020 has ushered us all into an era of truly existential unknowns. With the closure of university libraries, national and regional archives, and other repositories, many ABD historians at Illinois lost precious months in the field and had to return to their homes, as communities around the world struggled to contain the

pandemic. Students who had been looking forward to exploratory pre-dissertation research travel stayed home and found other ways to channel their energies. While the 2019 cohort of new students benefitted from the close ties they formed in the fall semester, those who entered this year had to rely entirely on virtual gatherings via Zoom, or occasional socially-distanced outings. New and experienced teachers alike had to transition abruptly to online instruction in March, striving to connect with a sudden diaspora of undergraduate Illini fanned out across the globe, turning bedroom closets and kitchen counters into impromptu offices. Many of our students had to entertain small children or care for family members at the same time.

I have been amazed, moved, and inspired by the ways in which our students have adapted to these rapid changes, made time and space for their work, and maintained systems of support despite these challenging circumstances. The elected officers of the History Graduate Students' Association have been especially helpful in keeping channels of communication open and ensuring that no one in need is left to fend for themselves. We have also been grateful to the University administration and the leadership of the Graduate College, who took the unprecedented step of

making additional summer block grant funding available for all graduate students, ensuring that everyone had access to health care coverage and securing stipends for students who would usually have “toughed out” the summer or found some other type of employment. This went quite a way toward alleviating novel forms of stress.

But then the summer only became more volatile, with the murder of George Floyd exemplifying the horrific prevalence of systemic racism and violent policing that have destroyed communities of color, and especially the lives of Black people, in this country. As usual, our graduate students immediately called for the department to issue a statement condemning police brutality and committing ourselves to the enactment of anti-racist policies and practices. Their activism has since prompted us to strengthen the mission of our department's Diversity Committee, and we are also building anti-racism measures into our ongoing

work with the American Association of Universities' initiative to improve the diversity of the academy and expand the career paths pursued by Ph.D. historians.

This year, we have an exceptionally large number of advanced students who are completing their dissertations and, as a result, preparing for a job market that has been decimated by the pandemic's short-term and projected effects on the economy, within and beyond academe. I have been so grateful for the resolve and resilience shown by these gifted scholars, our next generation of historians, whose research and talents may not immediately find the outlets they deserve—but who are rightly proud of the ways that their work is creating new and valuable knowledge in a range of fields. As Marc Bloch's extraordinary testimony reminds us, the historian's craft cannot yield to dark times or dark forces. In that spirit, we have decided that we will not call a halt to graduate admissions for 2021, as some of our peers have done. Instead, we seek to recruit a small but dedicated cohort of apprentices in that craft who will help us to renew our collective commitment to its pursuit.

Those who entered this year had to rely entirely on virtual gatherings via Zoom, or occasional socially-distanced outings.

2020 Incoming Graduate Students

Recent Graduate Degrees Awarded

Ph.D. degrees

Katherine Godwin, “Strategic Litigation: Legal Culture and Daily Life in Sixteenth-Century Normandy.”

Raquel Escobar, “Reconcile the Indian, Reconcile the Nation: Transnational Indian Reform in the Era of Inter-American Politics, 1930–1960.”

Stefan Kosovych, “Nourishing the Political Body: Banquets in Early Third Republic France, 1878 -1914.”

Ethan Larson, “The New, Old Country: The Kingdom of Yugoslavia and the Creation of a Yugoslav Diaspora 1914–1951.”

Augustus Wood, “Apartheid and Resistance in the Political Economy of Gentrification: The Dialectics of Black Working-Class Struggles in Atlanta, Georgia, 1970–2015.”

Beth Ann Williams, “God Gave Women Power: Intersections of Faith, Gender, Agency, and Well-Being in Christian East Africa.”

Peter Wright, “The Business of Solidarity: Socialist Yugoslavia and Development Aid in Non-Aligned Africa (1954–1991).”

M.A./M.S. degrees

Natalie Leoni



Benjamin Wallis



Brian Po-Huei



Brunna Bozzi Feijo



Brynlee Paige Emery



Charlotte Lerner-Wright



Elizabeth Liska



Heather Duncan



Hyewon Hong



Jennie Eagle



Jerilyn Pia Tinio



Johna Metcalf



Margarita Garcia Rojas



Michael Steffen



Priyanka Jacob Zylstra



Reanne Zheng



Tristan Emil Navarro



You Lan



BILLY KENISTON

Doing dissertation research in Angola was in many ways the hardest part of my research year, and also the most rewarding. Angola is only barely, and only recently, opening up to outside researchers, after decades of civil war. The processes of getting a visa are arcane and obstructive. Once in the country, the archives are often in disarray (as the picture shows) and the staff frequently attempt to block people from accessing the archives. For example, at the National Library, I was told “fechado” (closed) as soon as I arrived at the front desk. When I pointed to the sign on the desk that clarified that the library was open for two more hours, the staff member replied, “yes, but that’s not very long.” And so on. In essence, archival research is not quite possible at this point in time. On the other hand, I encountered a whole series of very supportive and friendly people, who helped put me in touch with anyone and everyone that might be relevant to speak to regarding my project on white resistance to South African apartheid. And, I found that the story of the assassination of the South African schoolteacher Jeannette Schoon was well known amongst people in Lubango, where she lived and taught. In fact, the school where she was a teacher has erected a memorial plaque and planted a memorial garden in her honor.



Recent Ph.D. Employment and Postdocs

Raquel Escobar, American Council of Learned Societies/Mellon fellow, as Public Engagement Manager of the Humanities Action Lab at the ACLS, New York, NY

Brian Ingrassia, promotion to Associate Professor with tenure at West Texas A&M University, Canyon, TX

Julia Laut, Ward 2 Representative on the Urbana City Council.

Josh Levy, Historian of Science and Technology, Manuscript Division, Library of Congress, Washington, D.C.

Anca Mandru, Visiting Scholar, Birmingham Research Institute for History and Culture, University of Birmingham, UK

Kent Navalesi, Postdoctoral Scholar, Lewis Honors College, University of Kentucky, Lexington, KY

John Marquez, Assistant Professor, Colorado College, Colorado Springs, CO, and Omohundro Institute-National Endowment for the Humanities Postdoctoral Fellow at the College of William & Mary, Williamsburg, VA

Stefan Peychev, Visiting Assistant Professor, Boston College, Boston, MA

Zach Sell, Visiting Assistant Professor, Drexel University, Philadelphia, PA

Beth Ann Williams, Postdoctoral Fellowship in the Department of Religion at Florida State University, Tallahassee, FL

Augustus Wood, Postdoctoral Research Fellow, School of Labor and Employment Relations, University of Illinois at Urbana-Champaign, IL

Peter Wright, Visiting Assistant Professor, Slavic Languages, University of Illinois at Urbana-Champaign, IL

The Challenges of COVID-19



by KRISTIN HOGANSON

This has been a challenging year for undergraduate education. Our first students to be significantly affected by COVID-19 were our study-abroad students located in Europe. The campus decision to bring them back to the United States in early March presaged the events to come.

I recall telling my senior honors thesis students as they left class on March 9 that I would see them next week. They

laughed and said I wouldn't—for the next week was spring break. Little did we know that we would never meet in Greg Hall again. Although there was a lot of speculation about having to move to remote instruction, the assumption was that it would hit us several weeks after spring break, when cases contracted during the holiday would begin to manifest on campus. Nobody expected that the situation would escalate so quickly. Nor did we expect it would last so long—seeing how China, Korea, Japan, and European countries were able to turn things around led to misguided hopes that the United States would be able to do so soon as well.

The emergency switch to all-remote instruction was not easy. The History Department is known on campus as a department of dedicated teachers. As lists of LAS and campus teaching awards show, this reputation is well deserved. Our faculty and grad instructors have long excelled at the give-and-take of real-time in-person instruction. Our star lecturers can play to the audience; our skilled discussion leaders know how to set up debates and small group exercises; our sought-after seminar instructors can sense when a quiet student would like to venture a remark.

We like to get to know our students in one-on-one office hours and by falling into step with them on the way to or from class. We like to welcome our students back with pizza; to treat them with bagels before

exams. We like to honor them at our annual awards ceremony, shake their hands at graduation, and commend their families before sending them out into the world. None of that happened this past spring.

After the switch to remote instruction, everyone had a hard time. Some of our students did not have a good place to go. Many suffered from a lack of a computing capacity, from internet connectivity issues, from unexpected demands on their time, from loneliness and isolation, from noisy workspaces, from worries about families and friends. Faculty too faced unprecedented challenges: how to work from home? How to reach out to students who had suddenly disappeared? How to use new platforms such as Media Space (for taped lectures) and Zoom? How to teach research skills without being able to send students into libraries and archival collections? How to handle assigned films? Reserve readings? How to keep students engaged?

In some ways my students seemed closer to me than ever before. They Zoomed into class from attics and basements and childhood bedrooms. I saw pets and parents and siblings wander in and out of the frame.

In some ways my students seemed closer to me than ever before. They Zoomed into class from attics and basements and childhood bedrooms. I saw pets and parents and siblings wander in and out of the frame.

In other ways, my students seemed enormously distant. Some students would direct their cameras at ceiling fans and light fixtures or at the very top of their heads. Some students chose not to turn their cameras on and others could not for bandwidth and hardware reasons. I could not tell what was behind the photos or initials that represented them on my screen. Were they even there? How were they doing? Were they paying attention? The students who suddenly went missing caused the greatest concern. Had their computers broken down? Were they sharing a computer with siblings who had also had to make a sudden shift to remote studies? Were their internet connections as inadequate as mine? I found it hard to focus on conversations disrupted by time lags, on a screen that would freeze up and then unfreeze in a torrent of words. It was hard to anticipate who wanted to speak and all too easy to cut someone off inadvertently, not knowing that their contributions

to the class were struggling to make their way through cyberspace to my machine.

Somehow, we muddled through with the help of emergency tech workshops, information sharing, mentoring efforts, and campus support for students with especially pressing needs. Actually, I think we did more than muddle through. Instructors and students alike rose to the occasion, doing their best to make the most of a terrible situation; working long hours and drawing on inner reserves to make it through the term. And yet, when we took stock of how things had gone, the take-away was clear: the move to all-remote instruction hit our students hard. There is a reason that most of our classes have been in-person. Most of our faculty teach better that way; most of our students prefer to learn that way. It can be profoundly alienating to stare at a screen all day, whether from a basement or attic or wireless hot spot parking lot.

So, we dedicated countless summer hours to enhancing our remote teaching skills. Many of our faculty participated in a campus-wide Online Teaching Academy that walked us through a realm of online teaching issues. Campus experts offered individual help. We provided additional teaching support through departmental workshops for faculty and graduate students. We continued to share ideas, best practices, and concerns.

Most of our curriculum is remote this year. We are following public health guidelines advising that work which *can* be done remotely *should* be done remotely to reduce transmission. The decision to go mostly remote made all the more sense upon realizing that in-person instruction in the middle of a pandemic is not in-person instruction as we formerly knew it. Everyone must wear masks and sit at least six feet apart. This means that it is hard to read faces. Students cannot pair and share or talk in small groups. Foellinger Hall has been dedicated to classes capped at 49 students, with students in the back being advised to ask questions via Zoom. Small seminars no longer meet around intimate tables—they are booked in medium sized lecture rooms, often with fixed seats. And some students cannot attend in-person classes, meaning that in-person instruction is likely to have hybrid dimensions. Some instructors are also unable to come to campus. I for one have done some mandatory time in isolation.

I am tremendously grateful to our students who have been adhering to campus and public health guidelines, meaning that we can offer some in-person instruction and that students who need to be on campus and who desperately want to be on campus can have this opportunity. I also appreciate the extraordinary efforts that the U of I has put into its testing, tracing, distancing, and disinfecting program and the trust it has put in academic units to figure out how to best teach our students during the current disaster. And I stand in awe of my colleagues and our grad instructors who have dedicated themselves to offering the best possible undergraduate education.

These are, indeed, soul-trying times. But the harder the times the more apparent the value of our work. Our current crisis is not just the artifact of some renegade virions. It is a social, political, and economic crisis magnified by pre-existing conditions. Our goal is not just to hang in there until things get back to normal, but to learn from the current emergency much as we learn from the past so that we can build a better normal moving forward.

2020 Senior Honors Theses

Spenser Bailey, “Tower Town: Chicago’s Bohemia and the Realities of Urban Life, 1906–1936”

Rubab Hyder, “Inside and Outside the Archive: New Histories of Women in Indian Anticoloniality During Twentieth Century Germany”

Corbin Kakac, “Eyes on an E'er-Retreating Prize: Understanding Evolution in the War-Making Strategy of Alexander the Great”

Broderick Khoshbin, “The Hidden War: Injustice in the Wake of the Philippine-American War”

Kavi Naidu, “Administrators and Acid: Mid-Level Administrators Moderate Highs in Higher Education, 1967–1974”

Jensen Rehn, “Envisioning Emancipation in the Land of Lincoln: Contextualizing Commemorations in Illinois, 1863–1963”

Zhuhun (Tom) Wang, “Roman Cistophori: Economic Policy and Political Messages in Asia Minor (133 B.C.E–18 B.C.E)”



The Honors History Cohort

Phi Alpha Theta | Engaging in a Time of Crisis

by KAYLA SWANSON

COVID-19 has affected a lot of registered student organizations this semester, including Phi Alpha Theta (PAT), a professional society for history majors. Although activities cannot be done like they were in regular years, the executive board of PAT is determined to make their activities enjoyable and relevant for its members. This organization is a hub for students to come and pursue their historical interests. When asked what PAT's theme for this semester is, the President, Ryan Yoakum replied: "Engaging with history in a time of crisis." The executive board is aware that COVID-19 has affected people in different ways and has come up with unique ways to provide meetings for everyone.

At the beginning of every month Phi Alpha Theta starts with a general meeting. This is a time when the members are reminded of what the organization is, the events for the month, and any important updates. Next are committee meetings. During the semester, members of PAT are split into committees: academic, social, and fundraising. The committee chairs meet with other members and plan events for the semester. Although there is a lot of administrative work that needs to be done, PAT still makes sure to plan fun activities. One such event is "game night." It is a night of relaxation when students can take their minds off of school and hang out while playing board games. Another activity is "trivia night." This is a favorite event that is done yearly. This semester, the executive board of PAT created a quiz fashioned to work on zoom. Some other events include bowling night, a scavenger hunt, and film critiques. The short film reviews are not hosted by PAT but rather by History advisor Stefan Djordjevic. One film that PAT was able to view with Mr. Djordjevic was JoJo Rabbit.



The group discussed how the media portrays history, what the media is saying about it, and what the media leaves out. The scavenger hunt was an opportunity for safe fun for students in the campus area. PAT also hosts academic events. The first event is a professor panel. Multiple professors and grad students meet with PAT members once or twice a semester and give presentations on specific subjects for around fifteen to twenty minutes. Past lecture themes have been the Russian Revolution, Women's History month, the Olympics, and more. This semester's theme was World War II, a continuation from spring semester. Sometimes, professors simply come to chat with students, since it is unlikely that a history student will encounter every professor in the department. A second event is the Internship and Graduate School Application night. This is a time when PAT members are able to share any internship opportunities that they have done and the process of applying to them. This semester, PAT welcomed grad students who participated and shared information about their prospective programs.

PAT has been given a variety of challenges, but its leaders and members have been able to rise above and "engage with history in a time of crisis," as President Ryan Yoakum said.

The group discussed how the media portrays history, what the media is saying about it, and what the media leaves out.

Memory and Art in the Service of Liberation

by SUNDIATA CHA-JUA

Senior History major Amina Malik is an artist and a published author, in addition to her work in museum and archival studies. She has worked as an archival research assistant for the Illinois History and Lincoln Collections in the U of I Library and is currently completing an internship at History Colorado where she works as an oral historian documenting the history of rural agricultural communities.

Amina was born in Lahore, Pakistan's second largest city and the capital of Punjab Province, and attended school there until fifth grade when her family immigrated to the United States. Amina's artwork and

historical essays focus on the marginalized minority Ahmadi Muslim religious community to which her family belongs. Immigration, she notes, is "[a] way Ahmadis are able to resist their oppression."

The pejorative terms "kafir" (infidel), applied to Ahmadis, and "kaffir," to Black South Africans, suggest similarities between the legal and extralegal treatment of

the Ahmadis and Blacks under apartheid. Ahmadis are administered by an oppressive law, initially a 1974 Constitutional Amendment and since 1984, Ordinance XX. This restrictive law offers Ahmadis two choices, be deemed an infidel or renounce Ahmadi religious beliefs. Consequently, according to Amina, Ahmadis are denied the right to practice their religion and suffer systematic discrimination in education, employment, and housing. And like Black South Africans, Ahmadis are subjected to state sanctioned and private violence.

Two of Amina's essays were published this year, "Chasma" (Eyeglasses), in *Medium* (medium.com/@am947a/chashma-6fff05f91e93) and "'Kafir': a Label Used against Minorities in Pakistan," in *Brown-girl Magazine* (browngirlmagazine.com/2022/05/kafir-label-pakistan/). The former deals with oral history, memory, and the trauma of Partition in the Punjab; the latter with the persecution of Ahmadis in Pakistan.



Widow Wood Workers

Amina describes herself as "a visual learner." Her paintings and historical work are a product of a kind of dialectical dance in which art and historical narrative contribute to each other. Her acrylic painting "Widow Wood Workers of Bhera" which appears with "Chashma" was inspired by an historical account of the craftsmen and craftswomen of the town of Bhera in Punjab. It's not surprising that Amina focused on the women. Her foremothers are her models. Their successful negotiation of "multiple hardships"—gender oppression, sexual harassment, and religious identity—taught Amina resilience and serve as her "radical inspiration."

"Chashma" refers to the eyeglass frames of her *dadi ama* (grandmother). Seeing the world through her grandmother's frames, stories and lullabies taught her to value multiculturalism—unity among Hindus, Sikhs, and Muslims—and to resist oppression. Memory is a recurring theme in her work. She writes, "Memory helps sustain what once was, and what could have been." This speaks powerfully to the world she distills through the stories of her *dada abbu* and *dadi ama* of their life in Bhera. She contrasts the memories of people like her grandparents to that of former English colonial administrators and zealots.

Amina brings a sense of justice to her artistic and historical work in preserving her family's history and their tale of resistance.



Amina Malik

Amina's artwork and historical essays focus on the marginalized minority Ahmadi Muslim religious community to which her family belongs.

Annual Awards, 2019–2020

Sadly, the COVID-19 pandemic forced the Department of History to cancel its annual awards celebration which was planned for April. Although we were unable to gather for the celebration, we hope that this list of presentations conveys our pride in the achievements of our undergraduate students, our graduate students, and our faculty.

It is with grateful appreciation that we recognize our esteemed benefactors who continue to make these awards possible year after year. We also wish to offer our special thanks to the families who have encouraged and supported their students. In ordinary circumstances, these would be outstanding achievements. This year we hope you know how extraordinary you are!

Undergraduate Awards and Honors

Martha Belle Barrett Scholarship for Undergraduate Academic Excellence

- Spenser Bailey
- Jensen Rehn
- Gabrielle Marback-Pehler
- Thomas Weller

Walter N. Breymann Scholarship for Outstanding Undergraduate History Majors

- Aidan Guzman-Perez
- Taylor Ann Mazique
- Caitlin Lopez-Battung
- Raul Salazar, Jr.

Christina A. Brodbeck Digital Humanities Scholarship

- Spenser Bailey

Jayne and Richard Burkhardt Scholarship for Outstanding Undergraduate Achievement

- Johnna Jones
- Katherine Mutka
- Caitlin Kingsley
- Jason Smith

Centenary Prize for Outstanding Senior in the Teaching of Social Studies

- Michael Ruby
- Mary Elizabeth Zerwic

C. Ernest Dawn Undergraduate Research Travel Award

- Broderick Khoshbin

FRIENDS OF HISTORY

Friends of History Undergraduate Research Travel Grant

- Rubab Hyder

Friends of History Distinguished Service Award

- Jakob Domagala
- Jensen Rehn
- Rubab Hyder
- Hailey Vivian
- Vasquez Giana Poerio

Robert W. Johannsen Undergraduate U.S. History Scholarship

- Cassidy Mahoney

Mark H. Leff Scholarship for Outstanding Undergraduate Honors Thesis

- Broderick Khoshbin, “The Hidden War: Injustice in the Wake of the Philippine-American War”

Michael Scher Award for Outstanding Undergraduate Paper

- Amelia Watkins, “Evaluating the Indigenous Food Sovereignty Movement as an Opportunity for Reconciliation”

William and Virginia Waterman Scholarship in Academic Excellence

- William Crimmins
- Kavi Naidu
- Diamond Dadej
- Raul Salazar
- Nathan Jolley
- Krista Zamora

Graduate Awards and Honors

Frederick S. Rodkey Memorial Prize in Russian History

- Jacob Bell

Joseph Ward Swain Prize for Outstanding Seminar Paper

- Rhiannon Hein, “In a Queer Time and Place: Rachel Varnhagen’s Life and Letters”

Joseph Ward Swain Prize for Outstanding Published Paper

- Ryan Allen, “Resurrecting the Archaic: Symbols and Recurrence in Henri Lefebvre’s Revolutionary Romanticism,” published in *Modern Intellectual History* (2019).

Departmental Teaching Awards

George S. and Gladys W. Queen Excellence in Teaching Award in History

- Rana Hogarth

Dr. Charles DeBenedetti Award for Teaching Excellence by a Teaching Assistant (and the College of Liberal Arts and Sciences award for Excellence in Undergraduate Teaching for Graduate Teaching Assistants)

- Beth Ann Williams

William C. Widenor Teaching Appointment for 2020–2021

- Fatma Pelin Tiglay, HIST 495/498, “Nations and Nationalism”
- Adrian van der Velde, HIST 495/498, “Violence in the Early Modern Atlantic World”

A Virtual Graduation

by STEFAN DJORDJEVIC, *Academic Advisor*

Severe restrictions on in-person gatherings in May dictated that this year’s History convocation ceremony would look very different from its predecessors. While planning it, we focused on what might be gained from the online format rather than obsessing over all the ways that the “remote” experience would not measure up to “in-person.” We wanted to reassure graduating students that the virtual celebration would not be a sub-par online copy of a traditional convocation ceremony, but rather something special and unique. For most graduates, it was their relationships with individual faculty and fellow students that defined their time at the U of I, so the revised ceremony was designed to highlight those voices.

All faculty and graduating students were invited to submit a short video or audio clip or a written message

or photograph for the video. Altogether, we received ten faculty videos and approximately fifteen student recordings. More students sent in short written messages and photographs. Although the messages varied in tone, from joyous to somber, they were universally heartfelt. One student recorded himself playing the saxophone, while another quoted Virgil’s *Aeneid* in the original Latin in his message.

We aired a real-time Zoom premiere of the video at the time when the convocation ceremony would have been held. Many of the graduating seniors, along with parents, grandparents, loved ones and even a parrot Zoomed in for the real-time event. We could see several parents and grandparents tearing up, which is always a good sign at a graduation! In an unscripted moment, one student’s parents decided to share baby photos of their graduating senior, demonstrating once again that “remote” and “intimate” can coexist in the Digital Age.

Revisions Add Flexibility to the Secondary Education Program

by STEFAN DJORDJEVIC, *Academic Advisor*

2020 was a banner year for the History Secondary Education Program. At the start of the year, the State Educator Preparation and Licensure Board approved revisions to the history/social studies secondary education curriculum. The revisions had been in development for several years and, although the process was laborious and riddled with bureaucratic

hoops, the positive impact of the changes is already being felt.

The size of the history secondary education cohort nearly tripled in 2020 compared to 2019, an increase largely attributable to the curricular revisions that provide students increased flexibility in navigating degree requirements and speed up time to completion. The added accessibility of the program has also led to more students transferring to history from other departments and colleges—among them business, mathematics, political science, and engineering—to pursue teaching licensure.

Illinois has long been committed to educating exceptional teachers, and these curricular changes further that mission, helping to meet the need for highly qualified Social Studies teachers in Illinois and other states during a historical teacher shortage. According to Dr. Jay Mann, History alum (B.A. 2000) and former Director of School and Community Experiences and Lecturer in the College of Education, “with the revisions, students can more readily enrich and extend their academic experiences, while maintaining their commitment to becoming highly successful secondary social studies educators. Illinois will maintain its exceptionally rigorous preparation program for future high school teachers.” Thanks to the curricular changes, students will be able to take fuller advantage of transformative and experiential learning opportunities available at Illinois such as internships and study abroad and seek additional teaching endorsements that will position them even more strongly on the job market.

Prior to the revision, many secondary ed students—because they were required to complete a litany of lower-level, large general education courses in the social sciences—could not take full advantage of the research opportunities offered by the History major, causing them to feel isolated academically and socially from their history peers. Fortunately, the curricular revision has already allowed students pursuing the secondary education track to immerse themselves in the rigorous undergraduate research that is a hallmark of a history education at Illinois. The revision has allowed Junior Sara Tolva to pursue an honors thesis in addition to her secondary education coursework: “I have been adamant about not wanting to be a half-priced student of history simply because I plan to teach. The best thing I can do to prepare myself for future students is to be confident in my history knowledge and develop my own niche in history. An honors thesis is allowing me to express my interest in the history of education which combines both my major and minor. Since I am studying the historical context of standardized testing and its effects on minority students, I will be better equipped to represent and advocate for my future students.”

Similarly, the curricular revision has allowed junior Merrick Robinson to pursue his passions for studying the history of race formation and slavery in the Atlantic World. The flexibility offered by the amended curriculum allowed Merrick to participate in the inaugural edition of the Undergraduate Research Assistantship program launched by the Department of History in Spring 2020. Merrick assisted Professor Craig Koslofsky in researching the history of the slave trade in the eighteenth century. Professor Koslofsky was “impressed with his organizational skills, his tenacity, and his interest in research,” and remarked on the “scope and quality” of the research Merrick completed. Merrick and Professor Koslofsky are continuing their fruitful research partnership in 2020–21 and Merrick plans to present his research at the 2021 Undergraduate Research Symposium.

In one of the highlights of the year, the department was delighted to bring back (via Zoom) recent History-secondary education graduates and Centenary Prize winners (Lisa McGovern 2017, Sara Temple 2019, and Michael Ruby 2020) for a special panel in September to talk to History majors currently

“Illinois has long been committed to educating exceptional teachers, and these curricular changes further that mission, helping to meet the need for highly qualified Social Studies teachers in Illinois and other states during a historical teacher shortage.”

Alumni Career Night

by STEFAN DJORDJEVIC, *Academic Advisor*

progressing in the program. The panelists discussed the challenges of remote teaching, how they approach difficult conversations with students, how the student teaching experience offered by the program prepared them to manage their own classrooms, and the lessons they learned from their time as history majors and how those lessons continue to serve them as full-time teachers. They also spoke powerfully about the critical role that social studies teachers play in shaping students into critical thinkers and empathetic and socially aware citizens. It is not always easy. McGovern explained, “I frame it [to students] a lot of the time as: You’re still learning, if you don’t get it yet that’s fine but all that I ask is that you keep trying to learn about it and sometimes they change their minds for the better and it is cool because you are impacting our country and our democracy so much. Gosh, social studies is awesome.” That theme was affirmed by Temple: “It makes me feel good thinking that I am sending these kids out into the world and maybe someday they’ll share what they learned and then slowly it spreads... I only teach 100 or so kids a year but it’s nice to think that I’m making the world a better place.”



History hosted its Annual Career Night this past October. In a pandemic-enforced break from tradition, the event was held on Zoom rather than in Gregory Hall. The Department was delighted to welcome Steve Donnell, Josh Drake, Christine Hegemann, Megan MacDonald, and Richard A. McMenamín to our “virtual campus” to speak to current History students about their careers and how studying history shaped their professional journeys.

The format of Alumni Career Night has been refined over the last few years to promote more interaction among alumni and between them and the audience. Although our alumni guests came from varied fields and industries—for example, Donnell served in the Department of State and held senior level positions with the Social Security Administration, and MacDonald directs major gift fundraising campaigns and alumni engagement at Caltech—they were united in the conviction that studying history equipped them with the tools necessary for lifelong professional success by developing their communication, critical thinking, data analysis, intercultural fluency, public speaking, and research skills.

One of the highlights of the event was learning more about the individual stories of the panelists. McMenamín, vice president of business development at V Capital Management and the elder statesman in the group, spoke powerfully of the importance mentoring played in his life and encouraged students to deepen their relationships with alumni and faculty and also to “pay that forward” by taking on the responsibility of mentoring others later on in their careers. Drake spoke about how his professional journey was closely intertwined with that of his spouse, U of I Ph.D. Janine Giordano Drake, assistant professor of history at Indiana University. Drake admitted that “college me” would be as surprised as anyone to find himself at present working in the cybersecurity sector. Hegemann, a former associate general counsel for the CIA, was no stranger to interservice rivalry, growing up as she did with an FBI agent for a father. An audience member quipped that she and her father probably had to compare security clearances before sitting down to Thanksgiving dinner. The alumni also took advantage of the opportunity to fondly reflect on their experiences as undergraduates at Illinois: Donnell and McMenamín remembered the 1974 campus streaking fad (to no small amusement for the audience), Drake looked back wistfully at the legendary 2004–05 finalist men’s basketball team, recalling that he and his friends did not miss a single game that season.

A recurring motif of the panel was studying history in historical times. The alumni encouraged students to reflect on their own experiences in the era of COVID-19 and to seize the opportunity to engage with their communities and stand up for causes they believe to be just. McMenamín reminded students that his freshman year (1970) was defined by mass campus protests and the mobilization of the National Guard; MacDonald’s senior year (2008) was “the year we killed the Chief.” The alumni entreated students to be lifelong learners, retain confidence in themselves and in the skills that they learned through the study of history, and to commit themselves to service.



Faculty Profiles

Ikuko Asaka contributed a chapter to an edited volume, *Crossing Empires: Taking U.S. History into Transimperial Terrain* (Duke). In the spring she spent three weeks at the National Archives, College Park, to conduct research for her new project on U.S. insular imperialism. Due to the pandemic, the research was cut short. On the bright side, she received funding for future travel from the National Endowment for the Humanities (Summer Stipend), the American Philosophical Society, and the Funding Initiative for Multiracial Democracy Program. The Illinois Radio Network conducted an interview with her on the removal of a statue of Stephen Douglas from the Illinois capitol grounds. She contributed an essay to H-Diplo Roundtable XXII-8, “A Teaching Roundtable on Teaching Colonialism in History.” Finally, she is honored that her book, *Tropical Freedom* (Duke, 2017), is featured in an online curated series by Scottish artist/writer Camara Taylor exploring “the cold in its various registers and realities.” The series is commissioned by the Glasgow-based *MAP Magazine* and the Scottish Black, Asian, and Minority Ethnic Writers Network.

Eugene Avrutin spent the bulk of the spring editing (with Elissa Bemporad) *Pogroms: A Documentary History* (forthcoming with Oxford), consisting of short essays and primary sources intended primarily as a teaching tool. He gave virtual talks on his current book project, a short history of racism in modern Russia, at the conference “Thinking ‘Race’ in the Russian and Soviet Empires,” at the U of I Chicago and the University of Chicago, as well as the Carolina Russia Seminar. A Russian edition of *The Velizh Affair* appeared in the series Contemporary Western Rusistika with Academic Studies Press. Together with Joseph Lenkart, Harriet Murav, and colleagues at the U of I Chicago, he received a grant from the American Academy for Jewish Research to organize a Junior Scholars workshop, which will take place virtually in May 2021.

Marsha E. Barrett was named a Lincoln Excellence for Assistant Professors (LEAP) Scholar by the College of Liberal Arts. In January, she participated on a panel about writing the history of conservatism in the era of Donald Trump at the American Historical Association annual meeting and discussed the history of presidential conventions on WNYC’s “The Takeaway” in August. She also published an article entitled, “‘Millionaires are More Democratic Now’: Nelson Rockefeller and the Politics of Wealth in New York,” in *New York*

History that was featured online by the New York History Museum.

James R. Brennan continued to work on his intelligence history research and teaching. He published an article in the *International History Review* on Dennis Phombeah, an African nationalist figure who served as an informant for multiple intelligence agencies. He is completing a book with Andrew Ivaska on the life of Leo Clinton Aldridge, Jr., an African-American who reinvented his identity as a Mozambican to become an important nationalist figure in Mozambican politics during the decolonization era.

The COVID-19 pandemic motivated **Claudia Brosse** to adapt once again her teachings to the many challenges that this world, and this undergraduate generation, faces. With new means and methods, and even more pointedly than before, she uses the histories of the native peoples of Latin America to make undergraduates care for their contemporary fellow human beings, take on responsibilities for nature and the environment, and start thinking in global dimensions.

Much of **Antoinette Burton’s** time this past year was occupied with directing the campus humanities center, which got a new name—the Humanities Research Institute—in summer 2020. She also helped secure two multi-million dollar grants for HRI from the Andrew W. Mellon Foundation—one called “Interseminars,” which supports interdisciplinary graduate training and prioritizes historically underrepresented Ph.D. students; the other a renewal of “Humanities Without Walls,” which has sixteen university partners and is headquartered at Illinois. She managed to keep her hand in the writing of history, with essays and commentaries in *The Journal of Asian Studies*, *Law and History Review*, *The History of the Present*, and *The American Historical Review*, where she also serves on the Board of Editors. One highlight of the year was serving as the senior thesis adviser for an undergraduate History major, Rubab Hyder, who presented her research on diasporic South Asian women in Germany at the 2020 American Historical Association. Rubab now works at Apna Ghar, a human rights organization working to end gender violence in Chicagoland.

Teri Chettiar completed her first book manuscript, *The Intimate State: How Emotional Life Became Political in Welfare-State Britain*, which will be published by Oxford. She organized a manuscript workshop that was held virtually in March, and spent the remaining spring, summer, and fall in her

home office revamping a large lecture class on the modern history of “madness,” teaching students online, and finishing up the final chapter and revisions on her book. She also spent this time preparing an article for publication in a special journal issue on the history of reproductive health counseling.

After stepping down as department chair, **Clare Haru Crowston** spent an academic year on sabbatical and as a fellow in the Training in Digital Methods for Humanists program at Illinois’ Humanities Research Institute. She was delighted to devote the year to working toward completion of her book, *Learning How: Apprenticeship in France, 1680–1880*, co-authored with Claire Lemerrier and Steven L. Kaplan. The co-author team published an article, “Les apprentissages parisiens, XVIIIe-XIXe siècles,” in *Annales. Histoire, Sciences Sociales* and another article, “Apprenticeship in 18th and 19th-century France: Surviving the End of the Guilds,” co-authored with Claire Lemerrier, appeared in the edited volume *Apprenticeship in Early Modern Europe* (Cambridge). In August, she began a new position in the College of Liberal Arts and Sciences as Associate Dean of Humanities and Interdisciplinary Programs. She was also extremely fortunate to spend 10 days in February doing research in Paris right before the global shutdown.

Ken Cuno was nominated for the Illinois Student Government Teaching Excellence Award, the awarding of the award delayed indefinitely due to the pandemic. During a spring sabbatical, and the summer, he finished an article and two more chapters of a short history of Egypt and attended the Online Teaching Academy to prepare for the fall semester.

Augusto Espiritu directed a prize-winning senior honors thesis on the Philippine-American War. He also reviewed a book manuscript for UC San Diego on late nineteenth century inter-imperial politics in Hawaii, which utilized a paradigm of empire he had previously developed. Augusto also conducted a tenure review for the SUNY system. This past summer, he was also one of two outside advisors for a dissertation in the School of Music on Latino opera representations. He is hard at work on his book manuscript on Hispanism in the U.S. insular empire (Cuba, Puerto Rico, and the Philippines). Finally, he spends much of his time in this age of the virus learning French, brushing up on his Filipino, playing guitar, catching up with friends and family, and, weather permitting, hitting the tennis courts.

While on sabbatical, **Marc Hertzman** continued research on his project about the Brazilian fugitive slave community Palmares and its most famous leader, Zumbi. His second book, *Gilberto Gil’s Refazenda*, was published with Bloomsbury’s 33 1/3 Series. The text draws on his experience teaching HIST 104 (Black Music) and is enriched by the engagement and insights of his

students in the course. With a Brazilian colleague, he co-authored an essay in *Public Seminar* about the need for monuments to honor women of color and others who helped build the U.S. and Brazil but remain marginalized from mainstream historical narratives.

Kristin Hoganson published a co-edited volume (with Jay Sexton) titled *Crossing Empires: Taking U.S. History into Transimperial Terrain* (Duke). This was followed by a virtual book tour with various radio outlets for the paperback edition of *The Heartland: An American History* (Penguin). *The Heartland* was selected as an NPR best book of 2019 and it received the Charles Redd Center-Phi Alpha Theta Best Book in Western History Prize as well as recognition from the Illinois State Historical Society. Another highlight of the year was serving as the President of the Society for Historians of American Foreign Relations (SHAHR). After more than a year of advance planning for the 2020 SHAHR conference, four painful months were devoted to taking the conference down due to COVID-19. On a happier note, thanks to a team of ace undergraduate research assistants, made possible by the Stanley S. Stroup Professorship in United States History, Hoganson met the deadline for delivering her presidential address. She is the first SHAHR president to have delivered the address in a University of Illinois T-shirt, and the first to have delivered the address via podcast. Hopefully she is the last to deliver it from a quiet corner of an attic.

Along with the third edition of his *Ancient Mediterranean Civilizations: Prehistory to 640 CE* (Oxford), **Ralph Mathisen** published four book chapters: “Sidonius’ People” and “Sidonius’ Earliest Reception and Distribution,” in *The Edinburgh Companion to Sidonius Apollinaris* (Edinburgh); “Goths as Auxiliary Forces in the Roman Army,” in *Empire in Crisis: Gothic Invasions and Roman Historiography*; and “*Alors commença la France: Merovingian Expansion South of the Loire, 495–510 CE*,” in *Oxford Handbook of the Merovingian World*. He published a socially relevant study, “A Statistical Look at the Spread of COVID-19: What it Means for the US” ([academia.edu](https://academia.edu/6/15/2020): 6/15/2020). He presented “The Curious Case of the Byzantine Glass Weight” at the online Early Medieval Europe Conference, and “‘Full Steam Ahead’: Mike Clover and Late Antiquity,” at the online International Medieval Congress. Along with his regular teaching assignments, he also taught an overload seminar on “Fibulas”; and he appeared on the List of Excellent Teachers for three different classes.

Bob Morrissey completed his second and final year as Faculty Fellow for the Mellon-funded Environmental Humanities initiative at the Humanities Research Institute, the results of which included two publications, a web-based group study (flatlandproject.web.illinois.edu) and a book showcasing U of I Undergraduate Research in the Environmental Humanities, titled *Defining Environments*

Faculty Profiles, *continued*

(https://issuu.com/iprh/docs/defining_environments). In addition, he contributed a chapter to a new volume, *City of Lake and Prairie: Chicago's Environmental History*.

Kevin Mumford quarantined with his current research in government and organization records for a new book project on domestic terrorism. He published his research comparing Black activism in Chicago and London, several book reviews, a Black gay bibliography, and gave numerous interviews about the civil disorders arising from the death of George Floyd. He kept up a full schedule of service to the profession and community, and recently accepted an appointment to a new campus Committee on Racism and Social Injustice. He will serve on the Teaching and Scholarship subgroup, and he hopes to bring both his personal experiences and professional training to help stimulate conversations on anti-bias strategies across campus.

This year, **Mauro Nobili** saw the publication of the book *Sultan, Caliph, and Renewer of the Faith* (Cambridge). This book is currently being translated into French and will be published for a Francophone West African market next year by the Center for Higher Islamic Learning and Research Ahmed Baba of Timbuktu (in its French acronym: IHERI-ABT). After the completion of this work, he has begun a new book that explores the history of colonial expansion from an African perspective. He also published one new article in the *Sankore* journal and submitted one piece for the *Journal of African History*, as well as another piece for the *Oxford Research Encyclopedia of African History*. At the same time, along with colleagues Ali Diakite (Hill Museum and Manuscript Library) and Zachary Wright (Northwestern University in Qatar), Nobili is completing a critical edition and translation of two important West African chronicles, which will be published by The British Academy.

Kathryn Oberdeck has been involved in launching and continuing the department's "History Harvest" course, which engages students in public history collaborations with communities interested in gathering and displaying documents and exhibits of their history. A first course was held Fall 2019 and since then she has been elaborating its model with added community input for a second course for Spring 2021. As part of the Humanities Without Walls project "The Classroom in the Future of the Historical Record," she also assembled a panel accepted for the 2021 American Historical Association meeting, which will now be a virtual event as the conference has gone online. In addition, she has overseen a workshop for undergraduate Public History Interns. She is engaged in projects related to these public history endeavors, histories of housing, and completing a manuscript on meanings of space and place in the company town of Kohler Wisconsin.

In November 2019, **Dana Rabin** presented a paper at the North American Conference on British Studies in Vancouver, Canada

on "The Struggle for Jewish Suffrage in Jamaica, 1750–1820." Sponsored by the Program in Jewish Culture and Society at the University of Illinois, she co-organized a conference titled "Next Year in the Caribbean: Race, Religion, and Roots in the Jewish Atlantic World," with Dara Goldman, Director of the Program and Associate Professor in Spanish and Portuguese. Although planned for May in Urbana, it has been rescheduled for April 2021 on Zoom. Rabin and co-authors Thomas Mockaitis, Vivien Dietz, and Richard Floyd are at work on the second edition of *Islands and Empire: A History of Modern Britain* (Cognella Academic Publishing).

Leslie Reagan published "Abortion Travels: An International History," in a special issue on reproductive history in the *Journal of Modern European History*. The paper was first presented at a special workshop in Sweden. Reagan has been called upon as an expert by numerous media outlets, including the *Washington Post* and *The Nation*. The Science History Institute (Philadelphia) recorded a "Distillations" Podcast with her titled *Episode 245, Roe v. Wade v. Rubella*. The podcast is based on Reagan's book, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion*. It may be heard here: sciencehistory.org/distillations/podcast/roe-v-wade-v-rubella. She was honored to be invited by University of Illinois law students to speak at a panel on the Illinois Reproductive Health Act and Abortion History in November.

David Sepkoski has been awarded a Guggenheim Fellowship, which will allow him to take time away from teaching to work on a new project examining the history of racial and gender bias in biological science over the past fifty years. This is a project he has long wanted to pursue, since his teaching has, for many years, focused on implicit and explicit racism and sexism in theories of human nature from the 18th century to the present. This fall also saw the publication of his latest book, *Catastrophic Thinking: Extinction and the Value of Diversity from Darwin to the Anthropocene* (Chicago). Explicitly aimed at both scholars and general readers, this book traces the history of theories about extinction over the past 200 years, arguing that a series of shifts in the cultural appreciation of extinction (as a threat to both nonhuman species and human societies) has driven our current concern with threats to both biological and cultural diversity. Finally, while mostly on leave from teaching this year, during the fall he continued to teach the large survey he introduced last year, "A History of Everything: The Big Bang to Big Data."

While on sabbatical, **Mark Steinberg** was working in archives in Moscow, Odessa, New York City, and Bombay (with a grant from the American Institute for Indian Studies) for *Crooked and Straight in the City: Street, Night, and Morality in New York, Odessa, and Bombay in the 1920s and 1930s*, until he left India early due to the worsening COVID-19 pandemic. Back in Illinois, he completed a draft of *Utopian Russia* for a new series

of short and accessible books on Russian history (co-edited by our own Eugene Avrutin), and an essay on Anton Chekhov and the *fin de siècle*. In addition to a couple of Russian media interviews, he spoke (in person and online) at the European University Institute in Florence, Italy, about “Invisible and Visible Cities: Utopia, Dystopia, and Revolutionary Russia.” At the end of this academic year, he will retire in order to spend more time with family (in New York and Italy) and continue research and writing.

Carol Symes welcomed two new students to the pursuit of medieval history this year: Jacob Bell, currently in his third year, began his graduate career as a historian of imperial Russia and is now formulating a fascinating dissertation proposal on the movement of slaves and pilgrims throughout medieval Rus’, Scandinavia, and the wider global North; and Charlotte Lerner-Wright, who recently completed her BA at Willamette University. She was also glad and proud to serve on the dissertation committee of Kent Navalesi, who earned his Ph.D. at the end of 2020. Her

own work is represented by articles on Johan Huizinga’s critique of medievalism, for a major retrospective marking the centenary of his masterwork, *The Waning of the Middle Ages*; the transmission and reception of ancient tragedy for a volume which she also co-edited; and the career of the medieval composer and playwright Adam de la Halle of Arras. As executive editor of *The Medieval Globe*, she presided over the publication of two new issues, including a thematic issue on acts of recycling, revision, and recreation.

Maria Todorova published *The Lost World of Socialists at Europe’s Margins: Imagining Utopia, 1870s-1920s* (Bloomsbury). Before the COVID-19 crisis, she gave lectures at UCLA, the University of Chicago, and Pittsburgh. After the lockdown, she participated online in a conference at the Leipzig Book Fair “The Years of Change” and her contribution was published in the proceedings of the conference. She also gave several interviews.



Emeriti Updates

Jim Barrett wrote a short essay to accompany the release of the film “The Killing Floor,” another essay for a roundtable on a new biography of the Brazilian Workers’ Party leader Lula in the *American Historical Review*, and an article on awards and the state of the field in the journal *LABOR: Studies in Working Class History*. He continues to coedit the Illinois series *The Working Class in American History* which now has 160 volumes in press or in print.

Lillian Hoddeson’s *The Man Who Saw Tomorrow: The Life and Inventions of Stanford R. Ovshinsky* (co-authored with Peter Garrett) has just been awarded the IEEE Middleton Award for a historical study in the fields of electrical and electronic technologies. The award recognizes “a book... that both exemplifies exceptional scholarship and reaches beyond academic communities toward a broad public audience.”

Diane Koenker made the shift to working from her London home in her continuing role as Director of the UCL School of Slavonic and East European Studies. In the past year, she co-authored an article with Ben Bamberger (Ph.D., Illinois), “Tips, Bonuses, and Bribes: The Immoral Economy of Service Work in the Soviet 1960s,” in *Russian Review*, and she also published “The Smile behind the Sales Counter: Soviet Shop

Assistants on the Road to Full Communism,” *Journal of Social History*.

John Lynn has less to say about the past year than he had to report in 2018–19. As announced in the last year’s H@I, his *Another Kind of War: The Nature and History of Terrorism* came out in July 2019. It has gone on to be well reviewed and was listed by *Choice* as an Outstanding Academic Title for 2019. A most satisfying accolade arrived just this past August: a very complimentary letter from General James Mattis praising the book. The book is also slated to come out in French early in 2021. Lynn’s only publication since the appearance of *Another Kind of War* is “The Intersection of Military History and the History of Emotions: Reconsidering Fear and Honor,” in a special issue of the *British Journal of Military History*. He taught five straight semesters from January 2019 through August 2020, but is taking the fall off to write, and hopefully complete, his history of surrender for Cambridge, so there should more to say in the next issue.

Megan McLaughlin is close to completing her book, *What Today Withholds: Autism and Human Rights in the United States*, and she is in pursuit of a publisher.



Alumni News

E. Taylor Atkins (Ph.D.), Distinguished Teaching Professor of History at Northern Illinois University, published *A History of Popular Culture in Japan, From the Seventeenth Century to the Present* (Bloomsbury Academic). In October 2019, his first doctoral student, Heeyoung Choi, successfully defended her dissertation.

Derek Attig (Ph.D.), Director of Career Development in the Graduate College, was nominated to serve as a Councilor in the Professional Division of the American Historical Association.

Jakob Carter and **Michael Ruby** (both B.A. in History-Secondary Education) began their post-college careers as teachers at Rantoul Township High School, teaching English and Social Studies (respectively).

Raquel Escobar (Ph.D.) was appointed Public Engagement Manager of the Humanities Action Lab at the American Council of Learned Societies, as an ACLS/Mellon Fellow.

Michael Grafagna (B.A.) has been named to Legal 500 Hall of Fame Asia Pacific.

Brian Ingrassia (Ph.D.) was promoted to the rank of Associate Professor with tenure at West Texas A & M University.

Ryan M. Jones (Ph.D.) was promoted to Associate Professor of History at SUNY Geneseo, where he teaches courses on Latin American History and gender and sexuality.

Josh Levy (Ph.D.) took up a new post in the Manuscript Division of the Library of Congress as a historian of science and technology. He and seven other specialists manage some 700 science and technology manuscript collections.

Brandon Mills (Ph.D.) published *The World Colonization Made: The Racial Geography of Early American Empire* with the University of Pennsylvania Press. He is currently an instructor in the Department of History at the University of Colorado at Denver, as well as Undergraduate Advisor for Individually Structured Majors.

Edward Onaci (Ph.D.), Professor of History at Ursinus College, published *Free the Land: The Republic of the New Afrika and the Pursuit of a Black Nation-State* (University North Carolina Press).

Sarah Elizabeth Penry (M.A.), Associate Professor of History at Fordham University, published *The People are King: The Making of an Indigenous Andean Politics* (Oxford University Press).

Wayne C. Temple (B.A., M.A., Ph.D.), Chief Director of Illinois State Archives, retired after 57 years. He published *Lincoln's Confidant: The Life of Noah Brooks* (U of I Press). Temple received the Lifetime Achievement Award from the Abraham Lincoln Association.

Larry Thornton (Ph.D.) retired from Hanover College after 34 years as Professor of History (including a three-year term as Associate Dean of Academic Affairs).

Yuxi (XiXi) Tian (B.A.), in addition to serving as Corporate Counsel for Google Fiber, has just signed a book deal with Random House's Children's Books division for the publication of her first book, which she has been working on since law school (Harvard).

First Lieutenant **Eric Vernsten** (B.A.) was sworn in as a Judge Advocate for the Illinois Army National Guard in August. In addition to his work as a prosecutor, Eric hosts a comedy podcast "Laugh & Learn with Vern."

Alonzo Ward (Ph.D.) won the Harry J. Dunbaugh Distinguished Professor Award for 2020. It is the highest faculty award given at Illinois College.

Brian Yates (Ph.D.), Professor of History at St. Joseph's College, Philadelphia, published *The Other Abyssinians: The Northern Oromo and the Creation of Modern Ethiopia, 1855–1913* (University of Rochester Press).

In Memoriam

Michael Perman (M.A.), in July. He was professor emeritus and former chair of the Department of History at the University of Illinois at Chicago.

Leonard Olson (Ph.D.), in February 2019. He retired from the Urbana Fire Department in 2001.

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