

History Illinois



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Recently Retired

PAGES 5-10

Letter from the Chair



Dana Rabin

“We are happy to report that our undergraduate major has grown again this year.”

On the cover: Maria Todorova, Mark Steinberg, Tom Bedwell, and Kenneth Cuno

After a year of online learning and Zoom teaching, we are back. Well, almost. The mask and vaccine mandates have helped us to feel more comfortable in the classroom with most of our history classes in person. Gregory Hall is full of students and faculty again, and our reading groups, workshops, and lectures are up and running. We were finally able to welcome our new undergraduate majors (both those who started in 2020 and those who arrived on campus in 2021) to a lively trivia night in the first week of classes. We also celebrated both the first- and second- year graduate student cohorts at an outdoor party.

We are happy to report that our undergraduate major has grown again this year. After a total revision of the History Social Studies Secondary Education program in 2019–2020, the number of students choosing the program has tripled! The new program continues to drive the major’s growth as well as its diversity. Our new Director of Undergraduate Studies, Professor Ralph Mathisen, brings a lot of energy and new ideas to our program. He has big shoes to fill after Kristin Hoganson’s tenure ended in August. Stefan Djordjevic, our talented academic advisor, continues to offer our student and faculty his expertise and empathy.

The dedicated staff in 309 Gregory Hall have continued to provide the support we all need to keep the department running smoothly. Just in time for the school year, we welcomed Janessa Wildermuth who staffs the front desk. At the end of October, we bid a fond farewell to Tom Bedwell, our knowledgeable, expert, compassionate business manager of twenty years. Tom ensured the successful running of all aspects of the department. His service and his dedication to our mission complemented his care and attention to each of us as individuals. We will miss him greatly and wish him well; he will always remain an important part of our community. We are pleased to introduce our new business manager, Nathan Oliveira.

We celebrated the retirement of three of our most accomplished and long-serving colleagues this past spring. Ken Cuno, Mark Steinberg, and Maria Todorova completed their teaching careers in May, and we were grateful that the timing coincided with widespread availability of the vaccine. The party for them included toasts and tributes. This was the first time the department came together in person in over a year. Although they are no longer teaching, we hope to see them at dissertation defenses and department



events. Sadly, we have lost one of our emeriti this year. John Pruett was a talented and dedicated teacher who inspired his undergraduates with his expertise.

The department's teaching talent was again on display this year as Professor Terri Barnes won the Liberal Arts and Sciences Dean's Award for Excellence in Undergraduate Teaching. Professor Barnes went on to win the Campus Award for Excellence in Undergraduate Teaching. Kathryn Oberdeck received a Campus Award for Excellence in Public Engagement, and she was named The Leslie Watt Scholar by the College of Liberal Arts and Sciences. Terri Barnes and Erik McDuffie and their interdisciplinary team won a grant from the Presidential Initiative: Expanding the Impact of the Arts and the Humanities to develop a joint Africana World Studies project on the U of I Chicago and on the U of I campuses. Our faculty continued to research and publish, winning awards and fellowships that recognize their leadership in their fields. Among them was Professor Kevin Mumford who won a fellowship at the Center for Advanced Study in the Behavioral Sciences at Stanford University as well as a Guggenheim Fellowship.

Training a new generation of historians in our graduate program fulfills one of our most important missions. With the leadership of Professor Carol Symes as our DGS we welcomed a class of eight new Ph.D. students and four joint M.A./M.S.L.I.S. students. We continued to develop programming to support our graduate students to pursue a wide range of careers.

The Executive Committee continues to provide guidance and wise counsel at our weekly meetings. Their generosity and commitment ensure that the democratic traditions of our department strengthen and endure.

Thank you to our alumni, undergraduate and graduate, for your continued support in this difficult and uncertain time. Now that the campus is open again we look forward to visiting with you in Gregory Hall. For all the latest news, please visit our website, follow us on Facebook and Twitter, and keep in touch.

Warm wishes,
Dana

History @ Illinois

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A Culture of Innovation and Collaboration

by STEFAN DJORDJEVIC

“A fantastic opportunity to engage in a fast-paced and individualized research experience that in many ways previewed what it is like to be a graduate student in this field.”

—Merrick Robinson, Senior

Undergraduate research has always played a central role in the history curriculum at the U of I. For decades, the core gateway course in the major (HIST 200: Introduction to Historical Interpretation) and the capstone senior seminar (HIST 498: Writing and Research) have challenged students to produce works of original scholarship based on the careful study of primary and secondary texts. Research is critical to the department’s pedagogical mission: Over time, our students become *producers* rather than just *consumers* of historical knowledge.

The History Department has worked tirelessly to expand the range of opportunities for undergraduate research and to further embed individual and collaborative research opportunities. In spring 2019, we developed a robust public history internship program to promote public engagement, offer valuable professionalization opportunities to our majors, and stimulate public-facing and community focused historical scholarship. Even as the Covid-19 pandemic led to the temporary closures of archives, libraries, museums, and other public-history institutions, the Public History program endured—even thrived. This success is attributed to the indefatigable efforts and leadership of Professor Kathryn Oberdeck, who helped create the program and then guide it through the tumults of the pandemic. As public history interns, students conducted research into the history of innovation at the U of I for the Illinois Distributed Museum, dove into local histories at the Champaign County Historical Museum’s archives, and chronicled the history of Amasagon, Champaign-Urbana’s premier lesbian/feminist chorus, as part of the History Harvest digital-public history initiative.

Representative of this work is Junior Tara Leininger’s collaboration with the Birmingham Civil Rights Institute and the National Park Service to assist in creating a Books to Parks subject website. Leininger’s collaborative efforts connect Christopher Paul Curtis’ children’s novel *The Watsons Go to Birmingham* to the history of Birmingham, Alabama, to educate middle-grades students about the civil rights movement. Tara states that she “loves that this project fosters interdisciplinary collaboration, as I’ve been able to work with iSchool graduate students from the U of I as well as educators from the National Park Service.”

The History Directed Research Apprenticeship program has allowed students to work closely as research assistants with History faculty and advanced graduate students. The program introduces undergraduates to the craft of historical research, encourages collaborative work, and fosters high-impact mentorship. Senior Merrick Robinson joined the program in its inaugural edition (spring 2020) as an assistant to Professor Craig Koslofsky. Robinson has since

worked closely with Dr. Koslofsky on the history of skin in the early modern world. Merrick describes the research apprenticeship as “a fantastic opportunity to engage in a fast-paced and individualized research experience that in many ways previewed what it is like to be a graduate student in this field.” Merrick met with historians from various national and international institutions and was struck by “how seriously, for lack of a better word, other scholars in the field took my work. I was notified that one of my previous research projects, also completed under Professor Craig Koslofsky, is going to be cited in an upcoming book.” Professor Koslofsky encouraged Merrick to pursue his own scholarly interests during their partnership, and we are delighted to report that an article authored by Merrick (“‘Lest wee be worthily branded with that stigmaticall mark’: Branding and Perceptions of The Slave Trade in Early Modern England”) has been accepted for publication.

Professor Mauro Nobili supervised teams of undergraduate research apprentices in fall 2020 and 2021 as they worked through a corpus of 19th century Arabic, English, and German language letters from the Foreign Office Archive at the British Library and the Hamburg State Library. Students working with Professor Nobili were charged to “explore and organize these archives, which contain handwritten letters sometimes hard to decipher, in order to expose the selected student to primary sources on original untapped archives, a basic skill of the historian’s craft.” For Junior Dylan Gunn, the project was the “first experience of actual archival research in any language, much less in Arabic, and did much to confirm my love of history as a discipline. I came away from this project with a more deeply rooted love for Arabic as a language, the mundane aspects of historical research, and a strong desire to engage in much more firsthand archival research.” Simply put, working with Professor Nobili was an “incredible experience,” which has helped prepare Dylan for his honors thesis dealing with Arabic and ancient Greek language sources.

The role of individual student initiatives in expanding the culture of innovation and research at the department cannot be underestimated. One of the most exciting developments of the past year has been the founding of the *Illini Undergraduate Journal of History*. The journal’s mission is “to provide undergraduates the chance to publish their historical writings, share their research, and give their writings more exposure.” In April 2021, a group of history undergraduates noticed that several history departments at peer institutions hosted history journals and, in April 2021, started holding meetings to lay the foundations for *Illini Undergraduate Journal of History*. They boldly recruited like-minded students to the initiative. Thanks in part to the

wonders of Zoom—which enabled student leaders to hold meetings throughout the summer—an editorial framework and organizational structure was drafted before the start of the fall term. The *Illini Undergraduate Journal of History* plans to publish two issues annually; they have received over a dozen submissions for their first issue scheduled for publication in early 2022. The journal has been incorporated as a Registered Student Organization (RSO) and more than twenty Illinois students have joined its leadership, editorial, and publishing teams.

As part of its commitment to celebrating achievements in undergraduate research, the department plans to host the inaugural History Showcase on November 16, 2021. The Showcase offers students a variety of ways to present their research to community members, peers, and faculty. By offering students a forum in which to present their research and solicit feedback from a wider community, the Showcase underscores that, although history research can sometimes seem a “lonely” endeavor, research is fundamentally a vibrant, dynamic, and collaborative enterprise. Featuring presentations ranging from “Social Production of an Internal Colony: Urban Space in Black Chicago, 1945–1970” to “Lysenko: A Case Study in Political Biology” to “Literal Words: Translation and the Refusal of Adaptation in the Russian Edition of *Our Bodies, Ourselves*,” the Showcase encapsulates the brave, innovative, and penetrative scholarship produced by its talented and socially engaged students.

These developments testify to the vital role of undergraduate research in the culture of the History Department. Central to the department’s culture are individual student initiative and departmental commitment to creating structures which enhance research opportunities. Despite the many challenges caused by the pandemic, there has not been a time in recent memory when undergraduate research has been in laudable condition as today at Illinois!

Returning to the Classroom



**Julie
Matuszewski**

In August, students at the U of I eased back to the classroom with mixed feelings of anxiety and excitement. Julie Matuszewski, a sophomore majoring in history, a member of Phi Alpha Theta, and editorial member of H@I, spoke with students about returning to the classroom. Julie is lucky to be part of a department full of interesting classes, collaborative classmates, and caring faculty. Outside of studying history, Julie plays violin in the U of I Philharmonia, and is a member of LAS Leaders.



Val Villaflor

“I am so excited to have in-person courses and activities this year! After being a freshman during Covid, I have had so much fun experiencing traditional activities like homecoming and club meetings. It’s been so great getting to chat with my classmates and professors, and I am grateful to go to class every day.”



Luke McCue

“In-person classes allow me to immerse myself in the environment of learning and discussing history. With the presence of like-minded peers and professors, I find my own passion for the subject is intensified by the collective energy of the classroom. I feel more invested in my current in-person classes than in any virtual class I took last semester, and I feel generally more satisfied with my school experience now that I am able to more closely connect with the community around it.”



**Muskaan
Siddique**

“Being able to have in-person classes again has not only re-ignited my love for learning but also it augmented my academic development. The atmosphere of these classes contain excitement, anticipation, and a desire to learn, which fuels each student to submit their best. Lastly, having in-person classes again further connects students with faculty and creates professional relationships regarding research as well as mentorships for navigating the post-undergraduate world.”



Kenneth Cuno

by LIZ MATSUSHITA

Kenneth Cuno retired earlier this year after a brilliant and decades-long career as a leading scholar of the Middle East. Ken arrived at the U of I in 1990 after receiving his Ph.D. at UCLA in 1985 and teaching at the American University in Cairo. A true anchor of the department, colleagues unfailingly describe Ken as a generous and supportive scholar with a refreshing honesty, who has welcomed new faculty and students, and whose contributions to both the department and the broader campus remain tangible and visible. It is frankly impossible to enumerate all the contributions in one short article, but I hope this will begin to paint a picture of Ken as a respected scholar, admired colleague, and beloved teacher.

First, Ken's impact on the field of Middle Eastern history has been enormous. His first book, *The Pasha's Peasants: Land, Society, and Economy in Lower Egypt, 1740–1858* (1992), unearthed a social and economic history of pre-colonial Egypt through a meticulous use of legal documents and land-tax registers. His most recent book, *Modernizing Marriage: Family, Ideology, and Law in Nineteenth- and Early Twentieth-Century Egypt* (2015), won the prestigious Albert Hourani Book Award of the Middle East Studies Association. This work on family, gender, and marital law in the Middle East has been part of a longer trajectory, including an edited collection with Manisha Desai, *Family, Gender, and Law in a Globalizing Middle East and South Asia* (2009) that innovatively brought together scholarship from the Middle East and South Asia. Ken offered a graduate seminar on the topic at the U of I, which I had the pleasure of taking in 2016, and for which Ken was always an adept and insightful interlocutor. He also co-edited, with Terry Walz, an important collection broaching the still-understudied subject of race in the Middle East, *Race and Slavery in Nineteenth-Century Egypt, Sudan, and the Ottoman Mediterranean* (2010). The importance of his interventions in Middle Eastern history cannot be understated. As Jim Brennan notes, “Ken lightly wore what is an immense depth of his knowledge about the Middle East and Middle Eastern historiography - a knowledge that is stunning and humbling all the same.”

Ken's reputation precedes him. As Antoinette Burton notes, “There are many in the department who appreciate his fine, fine scholarship but I am always struck when I encounter people at conferences [or] beyond Urbana who know his work and are in awe of him as a researcher and as a historian.” This has been my experience as well. I cannot enumerate how many times people (from undergraduate students to tenured scholars) visibly lit up when I mentioned he was my advisor. Both in and outside Champaign-Urbana, there is a vast network of academics, librarians, and other professionals in the U.S. and in the Middle East who know and respect Ken's work and contributions to the region, from social histories to a focus on gender, family, and the law. This is a true sign of the mark he has already left on the academic world and will continue to leave in the years to come.

Aside from his important scholarly contributions, Ken has been a dedicated and indispensable member of the History Department at the U of I. As many noted in their retirement party tributes to him (too many and too lengthy to begin to capture here!), Ken was key to running the History Workshop—“the scholarly life's blood of the department,” according to Jim Barrett—over the years, allowing faculty both to engage intellectually across fields and to create a general atmosphere of convivial collegiality, facilitated with beer and his famous hummus. He has served on countless committees, including as editor of the H@I Newsletter. As Director of the Center for South Asian and Middle Eastern

Studies, he obtained the program's first federal Title VI grant. Wherever he was on campus, as many note, Ken was a steady and reliable presence: at department meetings, job talks, workshops, etc., where he would often listen thoughtfully before, as Terri Barnes observed, asking a single incisive or clarifying question that got to the heart of the matter.

Ken's role as a mentor to graduate and undergraduate students alike must also be mentioned. He served as an advisor to many over the years, including myself, and is widely remembered as an incredibly supportive and reliable mentor. Significantly, this mentorship does not end when his students graduate. Rosie Admiral notes, "In my current position as an Assistant Professor of History, I continue to seek his advice on research and teaching, and career trajectory in general." Archana Prakash says, "I can always count on him to offer up constructive criticism and candid encouragement, grounded in an honest assessment of the situation at hand." Notably, Rosie and Archana were the department's first Ph.D. students in Middle Eastern history since 1974. Ken's undergraduate students remember their time with him fondly as well, as evidenced by his receiving the Illinois Student Government Teaching Excellence Award in 2020. Kristin Hoganson recalls regularly seeing him in his office on the fourth floor of Greg Hall, "the door always open and a student often there seeking advice."

For my own part, I can attest to Ken's excellence as an advisor, teacher, and mentor. Since my arrival at Illinois in 2013, he has been a staunch supporter and an empathetic listener throughout the many trials and tribulations of graduate school. He is always firm about getting "the work" done—e.g., receiving the necessary amount of Arabic training—but is also always generous with his time and energy in helping you to achieve that work. Ken's ever-prompt e-mail responses, willingness to read through any and every draft, as well as how much he enjoys talking informally about scholarship and politics over a beer, are all appreciated more than he knows.

In all, Ken's rare combination of intellectual honesty and meticulous, rigorous research has made him one of the most respected scholars on campus. His no-nonsense and methodical approach to laying out complex histories, including his very popular classes on Palestine, combined with his commitment to ethical and empathetic engagement with the people and narratives he studies, has continually impressed students and colleagues alike. This approach stems from Ken's essential personality: an intellectually rigorous, hard-working, quietly supportive, and deeply committed scholar of great integrity and humanity—or, as succinctly put, independently, by both Mark Steinberg and Carol Symes: a true "mensch."

In Memoriam

John Pruett

1947–2021



Dr. John H. Pruett of Champaign, Illinois, died Friday, April 9, at Meadowbrook Health Center in Urbana, Illinois, after a seventeenth-month battle with cancer.

John Pruett was born June 3,

1947, to Anne Weaver Pruett and H. Cato Pruett in Richmond, Virginia. He grew up in Emporia, Virginia, graduated from the University of Virginia in Charlottesville and from Princeton University, where he earned a Ph.D. in history at the age of 25 after spending a year in England doing dissertation research. Dr. Pruett taught in the Department of History at Illinois, from 1973 until his retirement in 2002. He is the author of *The Parish Clergy under the Later Stuarts: The Leicestershire Experience* (1978) and several articles. He won recognition for excellence in teaching while at Illinois. His dedication to teaching and his facility as a storyteller was evident in the popularity of his lectures in American history. He will be sorely missed by his friends and former students, many of whom remained in contact with him well after leaving the university.



Mark D. Steinberg

by JOHN RANDOLPH

After twenty-five years at the U of I, Mark Steinberg retired this past May. This marked a new milestone in a long career, and drew tributes from colleagues, students, and friends from around the world. They all spoke of Mark as a miraculous spirit, a wonderful scholar who is also a wonderful mensch. “Meetings in his office gave me the freedom and space to uncover my own path as a historian,” Professor Rebecca Mitchell of Middlebury College remembers. “These experiences and conversations set a high standard of both scholarly discussion and humane interaction that I strive to achieve in my own academic life.”

Mark’s own academic achievements are many and continuing. The author of path-breaking works in Russian cultural intellectual history—including *Moral Communities* (1992), *The Proletarian Imagination* (2002), and *Peterburg, Fin de Siècle* (2011)—Mark is also an outstanding collaborator, co-editing important collections on the histories of religion, emotions, and the city in modern life. “His scholarship has been both extremely prolific and extremely creative,” observes Professor Emeritus Jim Barrett, himself an acclaimed scholar. “He literally changed the way I think about doing History. At the same time, he managed to keep his scholarship accessible to intelligent readers and students as well as scholars in his fields.”

Mark balanced this research with equally inspiring achievements in service and teaching. During his time at Illinois, Mark served as the Director of REEEC, the Editor of the *Slavic Review*, the President of ASEES, and the Director of Graduate Studies in History. Winner of the LAS Dean’s Award for Excellence in Undergraduate Teaching, he is revered by the dozens of graduate students he mentored across his time at Illinois. Professor Heather Coleman (University of Alberta) writes “like all good mentors, though, you were not interested in followers but in cultivating future colleagues. My work is and was profoundly shaped by my intellectual encounter with you, but you also encouraged us to find our own paths and always made us feel that we had expertise you wanted to learn from too.”

Where did all this wonderful energy come from? Many of his colleagues and students cite Mark’s “overflowing love of knowledge and inquiry.” From the beginning, Professor Ikuko Asaka notes, “he impressed me as the quintessential intellectual: erudite, cultured, cosmopolitan, conscientious, and, above all, lofty in the most positive sense of the word.” Patryk Reid (Ph.D. 2016) says “Your enthusiasm and curiosity, for the discipline and for life, is what shines through in my memory. You showed me, whether you knew it or not, that everything is interesting and worth engaging.”

Since his retirement, Mark has been dividing his time widely in the world, living in Brooklyn and Italy while pursuing his new book on Bombay, Odessa, and NYC. Generous as always, he’s still working with graduate students at Illinois—serving on a couple of examination committees this year! Grateful to have him as an Emeritus Professor of History, we wish him and his wife Daniela Steila joyous new discoveries in the years to come.

Maria Todorova

by FEDJA BURIC and DIANA GEORGESCU



Although her academic accolades are widely known, writing about Maria Todorova is impossible without discussing the profound impact she has had on Balkan studies. Until her retirement, Maria was the Edward William and

Jane Marr Gutsell Professor of History at the U of I. Over the past few decades, she turned the university into a Mecca of Balkan and Eastern European studies for graduate students.

As a prolific historian of the Balkans, Maria is the author of many monographs, edited volumes, and over 200 articles and book chapters. Her work is characterised by a combination of rigorous, historically specific study and engagement with broader methodological and theoretical questions that often

resonate well beyond Balkan/Southeast European studies.

We all know her as the author of *Imagining the Balkans* (1997), an international bestseller, which has been translated into thirteen languages, and continues to provide the paradigm for the field. It is the work that introduces students to the study of the Balkans and the discourse of Balkanism, the term she coined by analogy with Edward Said's Orientalism, to denote the construction of the Balkans as Europe's "Other," simultaneously European and not European enough.

In 2009, Maria Todorova's monograph, *Bones of Contention: The Living Archive of Vasil Levski and the Making of Bulgaria's National Hero* explored "weak nationalisms," the construction of national heroes and memory. Aspects of the production of history and national identity are similarly addressed in her edited volume, *Balkan Identities: Nation and Memory* (2004). Those familiar with her work over the past decade or so also know her as an untiring editor in the field of post-socialist memory with two volumes

on *Remembering Communism* (2010 and 2015) and a third on *Postsocialist Nostalgia* (co-edited with Zsuzsa Gille in 2010).

With her latest book, *The Lost World of Socialists at Europe's Margins: Imagining Utopia, 1870s-1920s*, Maria turned to a new research interest, the period of the Second International, the Golden Age of the socialist idea, which she recalibrates through the lens of the Bulgarian socialist movement. This approach allowed her to engage with a broader set of questions about the relation between core and periphery. In her review of the book, University College London's Wendy Bracewell welcomed it as "a triumphant vindication of the historian's view from the periphery." The book recalibrates the history of European socialism by questioning persuasively the persistent binary model of socialism that projects a later distinction between the Western/European and the Eastern/Russian/Soviet socialisms on the era of the Second International, the Golden Age of social democracy. From the perspective of the early twentieth century, Maria also explores the meanings and experiences of "utopia" at a time when its potential did not seem exhausted. This is acutely topical in our current political climate, worldwide, when we seem to experience what the sociologist Zygmunt Bauman identified as "the danger of living without alternative" after the fall of communism in Eastern Europe in 1989.

But no essay about Maria Todorova would be complete without mentioning the incredible generosity towards her graduate students. To illustrate this, Fedja Buric, her graduate student from the 2003 class cohort, recalls the distant days of his dissertation defense:

"Ten years after my dissertation defense, the day remains foggy, but few scenes stand out with unusual clarity: me pacing Gregory Hall as I await the verdict, Professor Keith Hitchins emerging out of the classroom telling me that 'we have decided to fail you,' his calming voice and his gentle face reveals of a joke that was meant to soothe, and Professor Maria Todorova's smile and her firm hug

after I had re-entered the classroom for the final comments and congratulations.”

“Clearer is my memory of the night of the reception Maria organized at her house to celebrate my defense. For the previous eight years of my graduate studies, Maria’s house had become a haven of cozy familiarity intricately bound up with my nostalgia for the Balkans: it wasn’t just her elegant, stylish, decorations that spoke of the Balkans, but the people who filled the house every time I was there. This evening was even more spectacular: friends and mentors mingled in her spacious living room sipping Bulgarian wine and munching on all sorts of Balkan goodies. At one point in the evening, Maria took me to her liquor cabinet from where she took out a bottle of plum brandy (*rakija*). I noticed a Made in Yugoslavia sign at the bottom. ‘I found the last one in Chicago and kept it for this occasion,’ she smiled.”

“As we stood in the circle of friends, taking shots of the Yugoslav *rakija* my nostalgia for the country that was no more was quickly transforming into a nostalgia for my graduate life that was about to be no more. And this graduate life had become a home. And Maria Todorova was instrumental in making it one.”

Despite Maria’s retirement, we are certain her writings will continue to impact the field of Balkan studies and Eastern European studies more broadly. Her voice is badly needed especially at this crucial time when area studies are either shrinking or disappearing entirely. We know that her absence in Greg Hall is already being acutely felt by professors and students alike, but her work offers an inexhaustible inspiration to both current and future generations of scholars.

Faculty Promotion

Mauro Nobili

Associate Professor of History

Muslim societies of pre-colonial and early-colonial West Africa, with a specific interest in the area of the modern Republic of Mali and the town of Timbuktu

Awards and Honors

During this past year, **David Sepkoski** was appointed as the Thomas M. Siebel Chair in the History of Science. **Craig Koslofsky** received the Fowler Hamilton Visiting Research Fellowship at Christ Church, Oxford, where he will spend the spring semester of 2023. Established in the name of the late Fowler Hamilton, former Director of the U.S. Agency for International Development under President Kennedy, this fellowship enables distinguished senior scholars and creative artists to pursue their own research or creative work as members of the college.

Terri Barnes won the Liberal Arts and Sciences Dean’s Award for Excellence in Undergraduate Teaching, as well as the Campus Award for Excellence in Undergraduate Teaching. **Kathryn Oberdeck** received a Campus Award for Excellence in Public Engagement and was named the Leslie Watt Scholar by the College of Liberal Arts and Sciences.

Kevin Mumford won a fellowship at the Center for Advanced Study in the Behavioral Sciences at Stanford University and a Guggenheim Fellowship to work on the book project, “The Strange Career of Hate: Bias Crime and the Politics of Diversity.” **Eugene Avrutin** was named the Tobor Family Professor of Jewish History. **Kristin Hoganson** received a fellowship from the Center for Advanced Studies for her research on imperialist infrastructure building at the dawn of the big carbon era. **Adrian Burgos** was selected to participate as a voting member of the Early Baseball and Golden Days Era committee for the National Baseball Hall of Fame. The committee met in Orlando, Florida, to vote on eligible candidates on the two ballots under consideration.

Congratulations, everyone!

Thomas L. Bedwell

Tom Bedwell, the History Department's invaluable business manager, retired on October 31, 2021. H@I spoke with Tom about his twenty years of service to the History Department and his post-retirement plans. Here



is an excerpt of that conversation.

Tom grew up in Rantoul, IL, where his stepfather was in the Air Force. He completed an undergraduate degree in business education and, after graduating,

briefly taught accounting and history in a local high school as a maternity leave replacement. Shortly after that, in 1988, he started working at the U of I.

What brought you to the History Department? What surprised you most about History after you joined?

Before coming to the History Department, I was a resource and policy analyst at the university's Biotechnology Center for seven years. It was a very research-oriented position, but I was not housed near the laboratories and faculty that I worked for. As an animal person, I also didn't like to go and see faculty in their research areas because they were often doing research on animals.

I had always heard that working in an academic unit was less isolating. Biotechnology researchers were in and out and, although I knew the names of faculty that I worked for, the relationships that I had with them were more distant. Here in the History Department although people are in and out, I've built relationships and really gotten to know faculty and graduate students.

After being hired by Peter Fritzsche in 2001, who was the department chair at the time, I was most surprised at how much work was involved in running the department's course offerings. When I started, we had fifty faculty and the amount of book orders was remarkable. I also hadn't expected that History staff decided on the times and room locations for our classes. When I arrived, I said in disbelief: "We do that in the department?" And the answer, of course, was: "Oh yes, all of that has to be done *here*."

The five staff members in the office are versed in a lot of different things to keep the department running. We need to wear a lot of different hats.

What stands out to you most in how the History Department has changed over the past twenty years?

Faculty had much less research money back when I started. We had no endowed chairs, but soon after I arrived, we hired Fred Hoxie, Maria Todorova, and several other internationally recognized historians.

Even though it was a larger department in 2001, there was a lot more in-person time spent together. Faculty would share things with you about their lives as you typed up their syllabi. This helped build relationships. I have always really liked the fact that I knew faculty who do research in so many different areas.

Over the years, faculty have taken on more of their own administrative work, but I've always been happy to help with tasks like paperwork for the campus research board. Faculty are hired to teach and do research. They should get to spend their time and knowledge on that.

What are your best memories of your time in the History Department?

I have a lot of good memories. This feels like home and so it's very hard to leave. I can honestly say that there was never a day when I didn't want to be here. Even during the pandemic, I wanted to come in every day.

I'm glad to have been part of the History Department for twenty years. It's always felt so good when our faculty are successful. I love seeing

Katherine B. Aaslestad

1961–2021

the books that they write. In my family, I'm one of the few who went to college. Even now, I think it's amazing that I work with so many smart people who write so many books.

I also always felt proud when we were able to hire new faculty. During the searches, I loved getting to meet people, including people that never ended up coming here. It's a job, but it's also really fun.

What are your plans for retirement?

The initial plan is to spend more time at the Humane Society, but I'm afraid that I'll adopt too many cats. I've done a lot of work for the Humane Society over the years. I donate any extra resources that I have to them and have also gotten others to donate.

I'm sure I'll take a few weeks off, but I've worked since I was thirteen. I would like to work part-time, although have no specific plans right now. I do know that I want to work with people. I also want to travel in the next few years. Hawaii is on my bucket list.

As for visits to the History Department, I plan to still be around now and then to make sure that my family is being taken care of.



On April 24, 2021, we lost Katherine B. Aaslestad, pioneer in the social and political history of the Napoleonic era, to ovarian cancer. She was a professor of history at West Virginia University and an essential member of the Central European History Society, the German Studies Association, and the Consortium on the Revolutionary Era.

Katherine was born in Pennsylvania, but she considered Louisiana her childhood home. That was where that she learned to appreciate the personal and global consequences of warfare from her paternal grandfather, a Norwegian sea captain who served in the U.S. merchant marine during the Second World

War. His life and travels intrigued her and propelled her toward a history major at Mary Washington College (now the University of Mary Washington), where she also began to study modern dance. Only three years later, she was accepted at the Martha Graham School of Contemporary Dance in New York City; she earned a teaching certificate there and then returned to Mary Washington to complete her B.A. in 1985. While a graduate student at the U of I, she continued to work as a professional dancer, partly to subsidize her studies.

At Illinois, Katherine studied with both modernists and early modernists. Although she must have been one of the few women interested in the history of warfare, her teachers recognized her promise and today still remember her and her young family fondly. One of the last pieces Katherine wrote was a *Perspectives In Memoriam* for Paul Schroeder; although grievously ill, she was determined to pay tribute to her beloved mentor.

Completed in 1997 and based on research in Germany, Denmark, and France, Katherine's dissertation focused on the lived experience of the Napoleonic wars in the crucial port city of Hamburg. Two additional summers of research and much more reading transformed her dissertation into her book, *Place and Politics: Local Identity, Civic Culture, and German Nationalism in North Germany during the Revolutionary Era* (Brill, 2005), a richly textured study of this "free" imperial city and its male and female inhabitants' response to the wars. Together with Karen Hagemann, Katherine helped to pioneer the integration of gender studies into Napoleonic history. Throughout her career, as the co-editor of several journal issues and books, as a board member of the Consortium on the Revolutionary Era, and as co-director of the

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David Sepkoski Named the Thomas M. Siebel Chair in History of Science

David Sepkoski, a professor of history at Illinois, has been named the Thomas M. Siebel Chair in History of Science. The position was endowed by Thomas M. Siebel, the founder of C3 AI. Prior to founding the company, Siebel founded and served as the chief executive officer of Siebel Systems, a global CRM software company, from 1993 until it merged with Oracle Corporation in January 2006. Siebel holds a B.A. in history, an M.B.A., and an M.S. in computer science, each from the U of I. Excerpts of Sepkoski's remarks are printed below.

An endowed chair or professorship is a coveted position for any faculty member: aside from the recognition it bestows on the holder, it offers resources for graduate and undergraduate training and support, institutional and public programming and events, and of course support for the holder's own research projects. The Siebel Chair generously supports all these initiatives and more.

Beyond that, holding the Siebel Chair in History at the U of I is particularly special to me for personal and professional reasons. Like Tom Siebel, I grew up in Chicago and have maintained close ties to the city and state for my entire life. To hold an endowed chair at the premier public university in my home state is a special honor. Moreover, Mr. Siebel's well-known philanthropy at the U of I captures the essence of the institutional values of this university, values that are in perfect alignment with my own. Rather than drawing a sharp distinction between research and teaching in the humanities and the sciences, Mr. Siebel takes an inclusive view that incorporates the natural sciences, engineering, design, and the humanities.

The U of I is a world leader in the STEM fields, but it also boasts first-class faculty and resources in the humanities, arts, and social sciences. Mr. Siebel's generous support encourages us to challenge and cross the traditional boundaries that often separate academic disciplines, reminding us not to forget the human as we pursue the sciences, to be ethical as

we research transformative technologies, and to be visionary in seeking innovative solutions to complex global problems.

To me, the Siebel Chair in History of Science symbolizes this commitment to interdisciplinary and visionary inquiry. Historians of science like myself pursue research that investigates the intellectual, political, social, cultural, and economic roles that science and technology play in societies. The Siebel Chair not only supports my own research into histories of biology, the environment, computing, and other topics, but supports broad teaching outreach initiatives that benefit the entire U of I community. Indeed, faced with the challenges of anthropogenic climate change, biodiversity crisis, pandemics, food insecurity, and social injustices of all kinds, it has only become *more* clear that science and technology are essential parts of our society and our history, and that solutions to these challenges will require generations of students who are educated to be technologically literate *and* humane.

Since I joined the faculty here three years ago, I have made my central mission building bridges between the sciences and the humanities at all levels of our university: between faculty and researchers through collaborative and interdisciplinary projects; with students, by developing interdisciplinary pedagogy, supporting student research, and recruiting people of diverse backgrounds to our undergraduate and graduate programs; and through public outreach, by bringing distinguished speakers to campus to inform our broader community about social dimensions of science. The Siebel Chair is instrumental in these efforts.

My own training is in the histories of biology, earth science, and information technology, and I have been gratified by the overwhelmingly positive response I've received from faculty colleagues in a variety of related departments. One of my current research projects is a book examining the history of scientific approaches to the study of human difference—race, gender, and sexuality in particular—over the past 50 years. This history has highlighted the



David Sepkoski and Thomas Siebel

importance of diversifying the training and personnel in fields currently engaged in this scientific inquiry *today*, to bring new perspectives to bear on past prejudices and assumptions. Together with a group of faculty in History, Biology, and other departments, I am pursuing a major collaborative grant to support fundamental changes in the way we recruit, train, and prepare graduate students at the U of I to study human difference, in particular focusing on communities that have traditionally been underrepresented in these fields. Though we come from very different backgrounds, my colleagues and I share a commitment to interdisciplinary training that emphasizes both humanistic and scientific approaches to knowledge.

In my teaching, I regularly offer undergraduate and graduate courses in history of science on topics such as biology and society, the history of modern science, science and human nature, etc. But I have also prioritized designing an innovative new general education survey—modestly titled “A History of Everything”—that offers undergraduates a continuous historical narrative beginning with the formation of our universe and concluding

with the present day. My goal here is not just to inform undergraduates about topics like the Big Bang, the evolution of life, mass extinctions, the arrival of humans, and various aspects of the global history of our species from antiquity to the present. Rather, it is to encourage students—whether they intend to become engineers or poets—to consider how history and historical processes have shaped events as diverse as the formation of stars and the daily experiences of individual people. Above all, it encourages students to use this perspective to be responsible stewards of our planet and our environment, and to approach science, technology, and society as informed citizens.

The Siebel Chair has also allowed me to bring a diverse group of experts and thought leaders to campus to share perspectives on science and technology with our community. A highlight for me was the 2019 visit of Dr. Alondra Nelson, a distinguished sociologist and policy expert who holds a chair at the Institute for Advanced Studies in Princeton and is President Biden’s Deputy Director for Science and Society. Dr. Nelson shared her research into the politics of science funding and generously made time for private conversations with graduate students and junior faculty that established valuable relationships for the future.

As I said, I’ve only been here for three years, but already I see more opportunities for engaging dialog across what C.P. Snow once called the “two-culture” divide (or Green Street, as we call it here) than any one person can possibly pursue. I’m delighted to say that, with significant support from the Siebel Chair, I’ve been able to recruit an exciting new cohort of graduate students in history of science, and I intend to use this invaluable platform to recruit partners who share my commitment—and Mr. Siebel’s—to making the U of I an international center of excellence in the study and understanding of science, technology, *and* society.



Texas's New Abortion Law Threatens Women's Health and Well-Being

by LESLIE REAGAN

In May 2021, Texas Gov. Greg Abbott (R) signed a law banning abortion at six weeks gestation. While passing such laws has become common in conservative states, Texas's law includes a novel twist. It privatizes enforcement and invites the anti-abortion movement to pursue anyone it thinks has broken the ban. The statute envisions private investigators searching for violators, collecting evidence, initiating lawsuits and convincing courts to award damages of \$10,000 minimum, plus attorney's fees.

Texas Republicans and anti-abortion leaders who cheered when Abbott signed the bill know that scores of volunteer detectives and anti-abortion lawyers are hungry to do the work that typically belongs to police and prosecutors. Indeed, for decades, the anti-abortion movement has harassed abortion providers and women seeking abortions outside of clinics. The Texas law allows anti-abortion forces to take their harassment campaigns to new levels. And even though the law expressly forbids action against a woman who has or attempts an abortion, no one should be fooled into thinking that women will go unpunished.

During the century-long history of illegal abortion in the U.S. before the Supreme Court's 1973 *Roe v. Wade* decision, women who sought abortions were punished harshly—if not always with legal ramifications. The future will not be identical to the past, indeed the Texas law is an innovation not seen before, but abortion bans threaten to restore many of the older punitive law enforcement methods. In the years before *Roe* legalized abortion everywhere in America, law enforcement used invasive methods to obtain evidence of criminal abortion from women, including incarceration and bodily invasion. Some were held in jail as hostile witnesses, then forced to testify against their abortion provider at trial.

In 1947, for example, Chicago police captured eight women outside the building of one midwife-abortionist, put them in police cars and drove them to a medical office for internal pelvic examinations by a doctor searching for evidence

of an abortion in progress. The state claimed that the police “escorted” the women, who “consented” to the exams, and volunteered to testify. In truth, the women had been coerced. Police had cursed at them, threatened to call paddy wagons, and manhandled them into police cars.

This case was not unique. It was standard practice across the country from the 1940s through the 1960s to capture abortion patients and force them to testify in court. The 1960s television courtroom drama “The Defenders” even had an episode about raiding abortion clinics. Women who had miscarriages also faced mistreatment. Law enforcement required doctors and nurses to assume that women who said they miscarried were lying to cover up illegal abortions and protect their abortionists. Like women seeking emergency care after a poorly performed abortion, miscarrying women were treated as criminal suspects and questioned by police and medical men, even on their deathbeds.

In the name of gathering evidence, police, coroners, and state prosecutors questioned women's families and associates, exposing their most intimate experiences to family members and neighbors, who might inflict shame and mental or even physical harm if they disapproved. Even if women never faced criminal sanction for seeking abortion, the routine processes of law enforcement punished them in gendered ways, through public shaming, humiliation and threats. This public naming and shaming warned all women of the danger of being caught by the police.

After abortion was legalized nationwide in 1973, anti-abortion activists assumed the role of harassing women for seeking abortions and abortion providers. They began picketing abortion clinics and physically blocking patients from reaching clinic doors. Since the mid-1980s, weekly demonstrations occur at most abortion clinics—daily at many—forcing patients to walk through a gauntlet of protesters who subject patients and providers alike to name-calling, threats, “prayers” and even sometimes assaults. The pro-life movement also

trained its foot soldiers to collect license plate numbers, follow patients home and publicize their abortions—a hint of what enforcement of the new Texas law might look like.

The law claims to protect women from legal actions, but in reality, it will fuse this harassment with the policing practices from the pre-*Roe* era. The pregnant woman will be an essential piece of the story for many cases brought under the law. And with volunteer anti-abortion investigators on the case, the harassment could escalate and target even more women than before *Roe*. While volunteer anti-abortion investigators won't be able to jail women or force gynecological exams, they are likely to ask prying questions and divulge personal information. Once a patient has been identified, these self-appointed detectives will question relatives, friends, neighbors and co-workers to find out what they know about abortion plans or practices.

Anti-abortion volunteer law enforcers may claim these interviews are merely searches for evidence of violation. But informing a woman's community about her sexual and reproductive life will resurrect the old punishment for women suspected of abortion: exposure, shame and, in some cases, physical danger, when parents or partners react violently to the implication. Additionally, employers, pastors and landlords may learn of abortions or abortion rights advocacy and fire, banish or evict people based on their medical care or their politics.

History shows that the Texas law, and others like it, are deeply invasive. It obliterates any right to privacy and invites harassment of health care providers and patients. Nothing in the law protects patients' privacy when private individuals ask questions or reveal pregnancy and abortion information. Nor does HIPAA. The result: the most intimate details of a woman's life will be in the hands of the general public, activists, and paid movement professionals.

Further, while the law may appear to be directed at a small group of abortion providers, its broad language could sweep up a far larger group. The

statute specifies anyone who "aids or abets" an abortion by paying for it. That could easily apply to acts like sharing physicians' names and phone numbers, giving rides to appointments as well as helping to pay for procedures. It even could include those who repair clinic buildings, sell medical equipment, or offer insurance. Everyone from friends, relatives, partners and nurses to the handy-worker, security guard or insurance agent could be implicated in aiding or abetting abortion.

Organizations and individuals dedicated to helping people who cannot access abortion (whether because of poverty, distance from a provider, or because they need to obtain a judicial bypass in states that mandate parental notification), will surely be targeted for intending to violate the Texas law. This could threaten women's access to abortion in states far beyond Texas. While this may seem far-fetched, the history shows that when abortion is illegal, those targeted in order to stop abortion ends up going far beyond those performing abortions. And it wasn't just women who faced this invasive scrutiny. At various points, boyfriends, medical instrument distributors, and newspapers faced threats and legal consequences. Similarly, today's anti-abortion movement has tried to stop abortion by convincing landlords to evict legal abortion clinics.

If allowed to stand, the Texas law threatens to embolden vigilantism against anyone the religious right and its Republican allies find abhorrent, destroying not only privacy, but also sweeping aside many of the bedrock protections of American law.

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Slightly edited from the original, which appeared in the *Washington Post's* Made by History column. The piece is drawn from Dr. Reagan's award-winning scholarship and book, *When Abortion Was a Crime*. as Leslie J. Reagan, "Texas's New Abortion Law Threatens Women's Health and Well-Being," Made by History, *Washington Post*, June 28, 2021, <https://www.washingtonpost.com/outlook/2021/06/28/texas-new-abortion-law-threatens-womens-health-wellbeing/>

New Grant for Africana World Studies

by TERESA BARNES

In spring 2020, Associate Professors Teresa Barnes and Erik McDuffie of the History Department were part of a team that was awarded a two year grant to develop a new undergraduate program in Africana World Studies. Funded by the U of I Presidential Initiative: Expanding the Impact of the Arts and Humanities, the project will bring together faculty and staff from the U of I and the U of I Chicago to build a sequence of undergraduate-level African language instruction, travel, research, and community engagement, supported by interdisciplinary curriculum development.

Africana World Studies refers to a pedagogical approach that brings African and African diaspora histories and cultures together, while remaining respectful of cultural diversities and differences. The team consists of faculty and staff from the Center for African Studies of the Illinois Global Institute, the Departments of History and African-American Studies, the Sub-Saharan African Languages Program of the Department of Linguistics, the outreach program of the Krannert Performing Arts Center, and the Bruce Nesbitt African-American Cultural Center at the U of I, and the Department of Black Studies at the U of I Chicago.

U of I and U of I Chicago students will apply for a scholarship to learn an African language at introductory level. Importantly, U of I Chicago students will be able to study languages such as Swahili, Arabic, or Wolof which are not currently available on their campus. After a summer of language study, the students will take an interdisciplinary course in Africana World Studies, to be followed by a project-supported two week study abroad trip to a country where they can use their new language skills. When they return, they will enroll in a community engagement/practicum course focusing on engaging local youth in their discoveries in Africana World Studies.

Curriculum development workshops involving humanities and arts components—language, literature, music, film, and visual art from the two campuses and the community engagement partners will undergird the project.



Teresa Barnes



Erik McDuffie

“U of I Chicago students will be able to study languages such as Swahili, Arabic, or Wolof which are not currently available on their campus.”



When Did the United States Lose the War in Afghanistan?

by JOHN LYNN



Une autre guerre, which appeared in August 2021, is a revised and translated edition of *Another Kind of War: The Nature and History of Terrorism* (Yale University Press, 2019). The publication of the French edition was supported by the Ministère des Armées, the French department of defense. It has been favorably reviewed in *Le Monde*, *Le Figaro*, and *Le Point*.

States in 1996 and followed that proclamation with deadly attacks on two American embassies in Africa during August 1998 and the suicide bombing of the USS *Cole* in October 2000. Through channels, the Clinton and Bush administrations warned the head of the Taliban, Mullah Omar, that he must expel bin Laden from Afghanistan or face major reprisals should bin Laden launch another assault against the United States from Afghanistan.

Although we warned Omar and bin Laden of reprisals, they were not deterred. In fact, al Qaeda's military chief, Mohammed Atef, boldly informed an *al Jazeera* reporter in February 2001, "There are two or three places in the world which [are] the most suitable places to fight Americans: Afghanistan, Iraq, and Somalia. We are expecting the United States to invade Afghanistan. And we are preparing for that. We want them to come to Afghanistan."

Atef's assertion derived from the fact that bin Laden's ultimate concern was not to destroy the United States but to overthrow what he and other

With the benefit of hindsight—the historian's clairvoyance—I am inclined to say that we lost the Afghanistan war from the opening shots of Operation Enduring Freedom, the “liberation” of Afghanistan, in October 2001. Yet our ill-fateful armed response was inevitable. The United States had no alternative but to strike back after al Qaeda killed 3,000 people on American soil on 9/11. Osama bin Laden, leading al Qaeda, had declared jihad on the United

“Bin Laden hoped to ensnare the United States in warfare that would eventually exhaust American resources and resolve. Once Americans realized that they had wasted their power without result, they would withdraw from the region.”

radical Islamists condemned as apostate Muslim governments like those of Saudi Arabia and Egypt. However, bin Laden became convinced that such perfidious regimes could not be toppled as long as the United States propped them up. Only if the United States was compelled to abandon its involvement in the Middle East could the hated apostates be brought down.

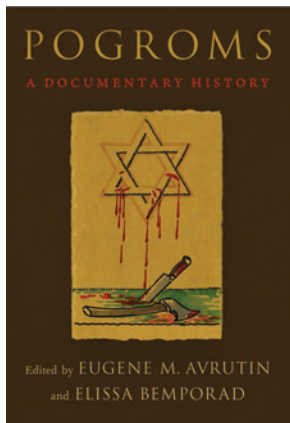
Bin Laden hoped to ensnare the United States in warfare that would eventually exhaust American resources and resolve. Once Americans realized that they had wasted their power without result, they would withdraw from the region. The Soviet Union had been worn down in Afghanistan, why not the United States? America had stopped short in the

Gulf War of 1991 and had cut and run from Somalia in 1993. And while he could not have known how badly the United States would fare in the 2003 Iraq war, bin Laden lived long enough to see it. The past decades have proven him right.

Such provocation is a classic terrorist stratagem. Sub-state terrorists are too weak to defeat their enemies, but their enemies, when afflicted with fear and incited by outrage, are strong enough to defeat themselves by wasting their strength and endurance in ill-considered or poorly executed actions. Our best chance to escape being entangled in what would become an endless war, would have been to capture

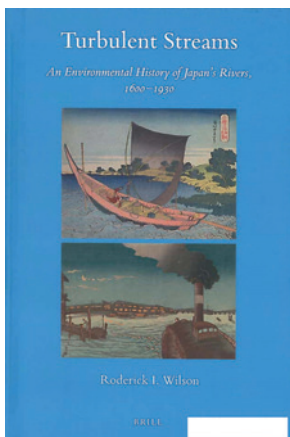
or kill bin Laden before he and the remnants of his organization fled Afghanistan. If U.S. forces had eliminated bin Laden as he took refuge in Tora Bora, we could have declared victory in decimating al Qaeda and withdrawn from Afghanistan before the American purpose morphed into unachievable nation-building in a country we poorly understood. But bin Laden succeeded in escaping, and we failed in the greater struggle that followed.

New Books by Faculty



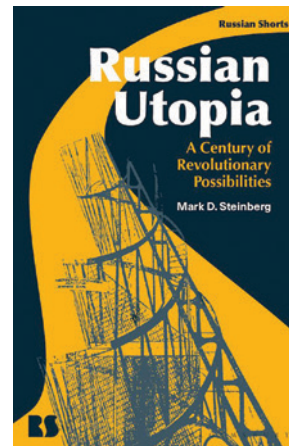
Pogroms: A Documentary History, co-edited by Eugene M. Avrutin and Elissa Bemporad, takes us to the borderlands of Europe from the 1880s to the 1940s, a region which experienced an upsurge of property-destroying and murderous riots, and in some cases, full-blown campaigns, targeted at the Jewish communities that called this area home. Widespread death, pain, and suffering of those individuals caught in the pogroms was only made worse by the First World War and the Russian Civil War, culminating

in destruction, ethnic purification, and genocide during the 1940s. Avrutin's co-edited volume conveys the complex story of violence through both archival and published primary sources in English translation. With entries ranging from eyewitness testimony in the form of journals, newspapers, and court proceedings to institutional reactions, such as army field reports, humanitarian organization records, and government documents, *Pogroms: A Documentary History* surveys both the extremes of anti-Jewish violence and the lives of the communities it destroyed.

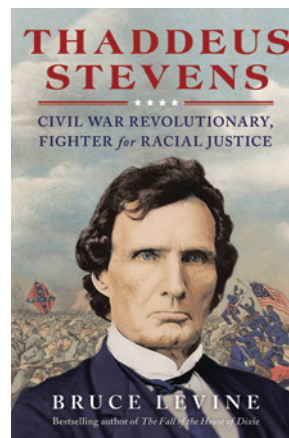


In *Turbulent Streams: An Environmental History of Japan's Rivers, 1600-1930*, Roderick I. Wilson charts the course of interactions between hydrological and historic forces across the pre-modern and modern periods which permeated interactions between the people of Japan and water systems. *Turbulent Streams* tells the story of how Japan's modern river regime was a product of a narrowing over time of both the flood-prone watersheds and the various ways in which people interacted with them in the name of

controlling the floods. In addition to excavating and interrogating the tightening of state control over Japan's waterways, Wilson also states his case for environmental relations as a useful category of historical analysis, one which can illuminate a underrepresented aspect of Japanese history, but also has the potential to change how we think about and articulate the role of environmental factors across historical and academic disciplines.



The newest title from Mark D. Steinberg, *Russian Utopia: A Century of Revolutionary Possibilities*, takes a frequent criticism of Russian revolutionary idealists, that they dreamed of a "utopia," and runs with it, examining the thought and movements of "utopians" in Russian and Soviet history. Part of the *Russian Shorts* series, Steinberg's contribution considers the perspectives of Russian and Soviet political elites, *intelligenty*, workers, artists, peasants, soldiers, and students from all sides of the political and ideological spectrum during the twilight years of the Russian Empire and the rise and solidification of the Soviet regime. It excavates the complex and fascinating world of the Russian (and non-Russian) utopians and interrogates the stakes, shortcomings, and possibilities of the worlds they strove to create. In this text, Steinberg pays special attention to the study of ideas, emotions, and lived experience to tell the story of Russia's revolutionary century from the perspective of its most avid dreamers.



Bruce Levine's *Thaddeus Stevens: Civil War Revolutionary, Fighter for Racial Justice* is a biography of a radical Republican politician who, Levine argues, saw the American Civil War as an opportunity for a second American Revolution: one which differed from the first by establishing a

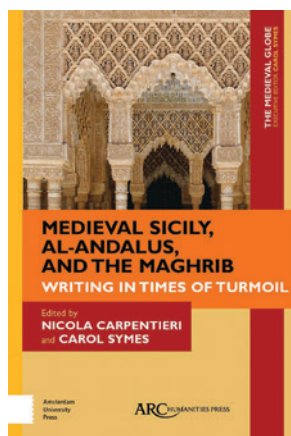
multiracial republic that made good on the promise that all are created equal. Embracing ideas of emancipation, enfranchisement, and equality long before party leaders, including President Abraham Lincoln, were willing to consider them, Stevens led the charge of abolition and civil liberties both during the war and in the years of Reconstruction that

followed. While failing at times to garner support even within his own party due to the extremes of his platform, Stevens became, as Levine depicts him, a forerunner, if not outright champion, of the causes of racial equality and civil rights in America.



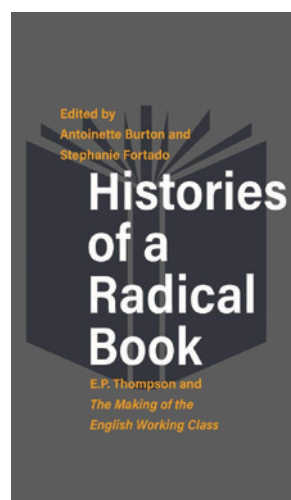
In his newest book, *Justice Deferred: Race and the Supreme Court*, Orville Vernon Burton, written along with civil rights attorney Armand Derfner, offers a comprehensive charting of the highest court in the land's race jurisprudence, arguing that, for most of the Court's history,

its decisions actively limited the rights of America's racial minorities and strove to halt the complete enfranchisement of African-American citizens, sometimes in direct contrast to Reconstruction-era Constitutional amendments. A forty-year period from the 1930s-1970s upset this trend, and the Court became a guarantor of Constitutional liberties, a period which gave us decisions such as *Brown v. Board of Education*. The authors see the recent dismantling of the Voting Rights Act as indicative of a new phase in Supreme Court jurisprudence in which the erosion of established liberties seems to be the norm. Analyzing nearly 200 cases over a 200-year period, Burton and Derfner outline the role of one branch of government in setting the national tone for historical conversations on the protection of civil rights.



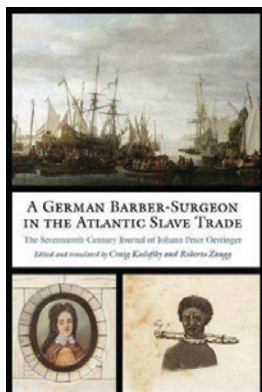
Carol Symes and Nicola Carpentieri, in their newest co-edited volume, *Medieval Sicily, Al-Andalus, and the Maghrib: Writing in Times of Turmoil*, excavate the literary production of a contentious medieval borderland over a millennium of time. Following Muslim

expansion in the seventh century, the western Mediterranean became a contact zone of Arab, Berber, Christian, Jewish, Sunnī, Shī'a, Greek, and Latin identities, genealogies of knowledge, and political alliances. These in turn generated literary artifacts that reflected a dynamic space of shifting political and regional allegiances and trauma, creating an intellectual tradition that defined the western extremities of the Islamic world. Symes' co-edited collection sits at the intersection of intellectual and cultural history, but engages with the more minute traditions of trauma studies, religious history, and documentary history, interrogating the oftentimes fraught experiences that led to the creation of a distinct literary tradition among the peoples of the Maghrib and the documentary practices that enabled that tradition to pass down to us.



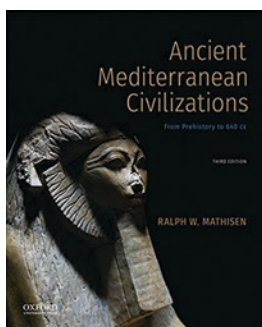
In her role as co-editor with Stephanie Fortado of a new edited collection of essays about E.P. Thompson's *The Making of the English Working Class*, Antoinette Burton supplies a social and cultural history of a book that has played a pivotal role in shaping the consciousness of generations of readers.

Growing out of a 2013 conference at the University of Illinois and including a 2021 preface concerning the rise of the Black Lives Matter movement, this collection, *Histories of a Radical Book: E.P. Thompson and The Making of the English Working Class*, treats the book as an irrefutable artifact of English history that deserves to be studied in its own right beyond its place in the cultural ethos of social and labor history. Further, it endeavors to situate the book as an intellectual project, a physical object, and an emblematic symbol that had a complex impact on British society in the 1960s when it was first published and an enduring legacy today.



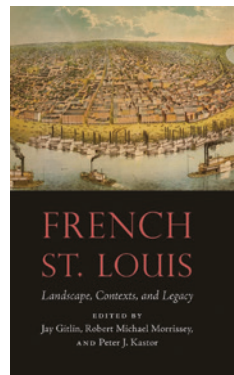
Craig Koslofsky's edited and translated edition of *A German Barber-Surgeon in the Atlantic Slave Trade: The Seventeenth-Century Journal of Johann Peter Oettinger* recounts the life of the journal's author, Johann Peter Oettinger and presents his account of the triangle trade from the decks of Dutch and Brandenburg slaving vessels traveling from continental Europe to Africa, and eventually the Caribbean. From the eyes of a surgeon, the horrors of the Middle Passage and the fates of enslaved persons

from their loading onto ships in Africa to the slave markets of the Caribbean comes into sharp relief, especially Oettinger's personal role in branding newly enslaved Africans. His detailed descriptions of societies and cities throughout the Caribbean and African coastlines offers a unique look at the role of Europeans in the burgeoning slave trade of the sixteenth century and, ultimately, its harrowing human cost.



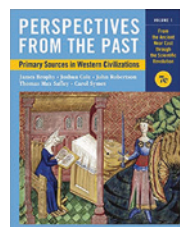
Challenging stereotypes about ancient history is a core theme in Ralph Mathisen's 3rd edition of *Ancient Mediterranean Civilizations: From Prehistory to 640 CE*. By challenging commonly held myths about the ancient Mediterranean world among students, Mathisen endeavors to outline the historicity of this particular time and place, highlighting the themes and processes that emerge and recur across various geographic

and temporal locales. Special attention is paid to more complex issues for both the peoples of the ancient Mediterranean and the modern moment: attitudes towards race, ethnicity, and issues of belonging; gender roles and expectations; the intricacies of building and maintaining the political and social fabric of a community; and empire. *Ancient Mediterranean Civilizations* invites students and instructors alike to reconsider the mythology of this world they think they know and encounter it anew on the terms of the people who called the Mediterranean home.



Considering the central role of the city of St. Louis as a window to the west in early North American history, Robert Michael Morrissey's co-edited volume *French St. Louis: Landscape, Contexts, and Legacy*, places the city at the crossroads of coastal European-American culture and the networks of indigenous peoples

living further inside the continent. Morrissey, with co-editors Jay Gitlin and Peter J. Kastor, maintains that St. Louis, one of America's "creole" cities, was the hub of a vast array of cultural, racial, and political overlaps from its time as a French colony through the present day. Various essays detail the role of historical forces, such as empire, commerce, and race in the mapping, making, and maintenance of both the French colonial experience and the early American republic. *French St. Louis* reimagines the place of the region in the American historical tradition and the intimate ways in which francophone persons played a role in its shaping.



As a contributing editor of the 7th edition of the text along with James Brophy, Joshua

Cole, John Robertson, and Thomas Max Safley, Carol Symes' two-volume *Perspectives from the Past: Primary Sources in Western Civilizations* offers students and instructors 251 primary sources for the study of "western civilization." This collection is aimed at the classroom level, reorganized and re-edited to reflect on-the-ground assignments in secondary and undergraduate western civilization courses; it focuses on being both accessible to the student reader and relevant to what instructors are finding and assigning in their own classroom experiences. With entries ranging from classical to modern times, this edition pays special attention to larger historiographical trends in the study of nationalism, ethnicity, and migration: important historical questions which find continued resonance in our world today.

Resilience and Resurgence

by CAROL SYMES



This time last year, I felt a bit like Gilgamesh—who, suddenly bereft and alone, is described in the eponymous Sumerian epic as “The One Who Saw the Abyss.” I was a few months into my second year as DGS, and I was filled with anxiety about students at all levels of our graduate program. A whole new cohort had been “welcomed” to an empty, virtual campus and were having to become acclimated to graduate studies without any of

the festive gatherings, personal conversations, impromptu social events, and lively classroom interactions we all associate with the beginning of a new academic year. Many continuing students, who had been compelled online the previous March, were learning to teach via Zoom—without ever having the experience of teaching in person. Others, who were in the midst of hard-won research trips in far-flung archives, were propelled homeward, their agendas thwarted by the pandemic. Still others, initial research trips carefully planned, were also grounded. International students found themselves unable to return home or were stranded due to the closure of government offices and conflicting Covid-19 protocols. And, staring into that abyss with me, were the twenty (TWENTY!) Ph.D. candidates who were completing their dissertations and facing an almost unprecedented dearth of academic jobs. What should have been a cause for joy and pride in the achievements of this truly bumper (Morrow-Plots-worthy) crop was instead a constant source of concern.

Reader, they were amazing. They prevailed, and they lifted one another up: a human chain of helping hands and generous hearts hoisting souls

“They prevailed, and they lifted one another up: a human chain of helping hands and generous hearts hoisting souls out of that dark space.”

out of that dark space. Despite all of the challenges and uncertainty, our new cohort managed to create and maintain a supportive and engaging environment for one another; they are now fully among us, and becoming formidable new teachers and leaders in the department. At the same time, an incoming cohort of eight Ph.D. and four M.A.-M.S.L.I.S. students was successfully recruited and heartily fêted. Students whose research was halted or upended have displayed tremendous ingenuity and creativity in re-aligning their projects with the resources available, with exciting results. And yes, we celebrated the graduating score of new

Ph.D.’s and several dual-degree students, all of whom have found employment, many in academe and others in diverse careers of their own choosing—paving the ways for others in the process. Meanwhile, a dozen of our advanced students secured prestigious external or campus-wide fellowships to support their ongoing work. Alongside all of these accomplishments are those that cannot be numbered or

named, and that represent personal victories over illness, bereavement, and adversity.

Finally, thanks to an extraordinary collaboration among many generations of graduate students and faculty members, the department has adopted a new approach to preliminary examinations: the first major reform to our curriculum in a decade and a half. These changes align with our ongoing efforts to foster a more student-centered approach to Ph.D. training (our mission as partners in the American Association of Universities’ initiative) and to prepare our students for an array of career paths within and beyond the academy (as part of our involvement with the AHA’s career diversity project). Students now have more flexibility in the ways that they approach and demonstrate mastery of their major and minor fields: details can be found on our website. This first year will be an experimental one, and we stand to learn a great

continued

deal from those piloting these new formats, which we can revise as needed. But, as a community, we are confident that this new approach will enrich the experience of preparing for prelims and make the actual exams more meaningful. I am extremely grateful to the faculty and student members of the Graduate Studies Committee for AY 20–21, who were instrumental in developing these new formats. I also commend the leadership of the HGSA, past and present, for their advocacy over the years, and our ABD students who have been so generous in their support for a re-imagined process. In particular, I warmly and thankfully acknowledge the special initiative and leadership displayed by Taryn Vaughn, now in her sixth year, who was instrumental in elevating this issue and building consensus that could catalyze real change.

Serving in the role of DGS has been a true challenge, and a true source of joy. I will relinquish this role with regret, but also with delight and confidence in my successor, Bob Morrissey, whom I know will be an excellent steward of our graduate program and its students.

Recent Ph.D.s Awarded

- Elizabeth Adamo**, “Feminizing the West African Diaspora in France, 1974–2005”
- Ryan Allen**, “Adventures in the Archaic: Bataille, Devereux, Eliade, and Lefebvre after 1945”
- Heather Freund-Carter**, “A Negotiated Passion: Law, Race, and Subjecthood in the Ceded Islands, 1763–1797”
- William Keniston**, “Cover Stories and Undercover Stories: Apartheid South Africa, 1969–1984”
- Elizabeth Matsushita**, “Disharmony of Empire: Race and the Making of Modern Musicology in Colonial North Africa”
- Thais Rezende Da Silva De Sant’Ana**, “Migrants and the Brazilian Boom-City: Manual from 1850–1940”
- Brian Campbell**, “Sporting Correspondents: African American Baseball Players in the Americas, 1910–1950”
- Leanna Duncan**, “Changing Bodies and Minds: ‘Crippled Children’ and their Movement in the United States, 1890–1960”
- Saniya Ghanoui**, “Translating Sex Culture: Transnational Sex Education and the U.S.-Sweden Relationship, 1910s-1960s”
- Koji Ito**, “The Making of an American Ichthyological Empire: How the Structure of Perpetual Exploitation of Bristol Bay Salmon Developed in Southwest Alaska, 1883–1970s”
- Marco Jaimes**, “The Unifying Habsburg Monarchy? Franz Joseph and the Bohemian Crownlands, 1867–1916”
- Tariq Khan**, “Savage Red: US Settler Colonialism, Anarchist Scares, and Anticommunism, 1840s-1920s”
- Matthew Klopfenstein**, “Performing Death: Celebrity Women’s Funerals and the Emotional Public Sphere in Late Imperial Russia”
- Veronica Mendez-Flores**, “Las Tejanas in Nineteenth-Century Texas: (En)gendering Race, Empire, and Nation in the Borderlands, 1750–1850”
- Juan Mora**, “Latino Encounters: Mexicans, Tejanos, and Puerto Ricans in Postwar Michigan, 1929–1971”
- Carolina Ortega**, “De Guanajuato to Green Bay: A Generational Story of Labor, Place, and Community, 1926–2010”
- Peter Thompson**, “Synthesizing the Chemical Subject: Poison Masks, Gas Masks, and Collective Armoring in Germany, 1915–1938”

New Research on Slavery and Science

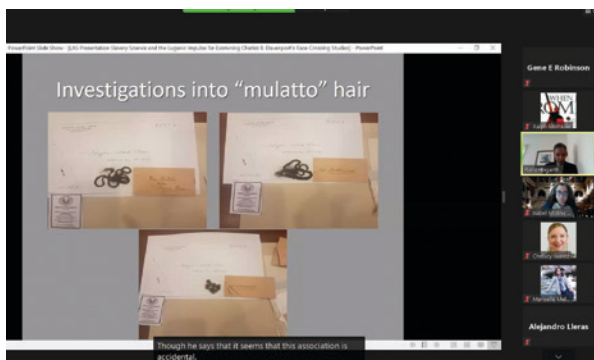
by RANA HOGARTH

It was my great pleasure and honor to give the LAS Dean's Distinguished Lecture last academic year. My presentation, "Slavery, Science, and the Eugenic Impulse: Re-Examining Charles B. Davenport's Race-Crossing Studies," was based on materials related to my second book project. While there are many books on the early twentieth century eugenics movement, there are few that examine how eugenicists isolated and identified people with African ancestry as inherently unfit. My hope with

this second project is to fill in gaps in our collective understanding of Black people's experiences with eugenics in the early decades of the twentieth

century. Beyond that, I want to draw attention to how many of the assumptions about Blackness that eugenicists adopted had their genesis in the era of slavery. I have been researching how eugenicists like Charles B. Davenport (at one point one of America's leading eugenicists) studied racial mixing between Black and white people. Men like Davenport presented these mixed race people as dangerous

to the white American public for their potential to appear white and disrupt the common assumption that racial identity was legible through skin color. In my lecture, I referenced two of Davenport's well-known race crossing studies: *Heredity of Skin Color in Negro White Crosses* published in 1913 and *Race Crossing in Jamaica*, published in 1929. As I demonstrated in my lecture, these studies did more than measure mixed race people — they rehabilitated, refined, challenged, and in some cases sanctioned, long held beliefs from the era of slavery about the physical and mental capabilities of people of African descent (i.e. susceptibility to disease, overall physical weakness, allegedly low fertility). These eugenicists relied on anthropometry, collected hair samples of mixed race people, and even created formulas for predicting the skin color of offspring with one black and one white parent. Looking at Black people as targets of eugenic policy means engaging with Black responses to eugenics. There is, for example, excellent work on how elite African American thinkers appropriated and even adopted popular eugenics such as better baby contests under the aegis of racial uplift. What this means for me is an opportunity to engage with the works of Black intellectuals who marshalled their own expertise, mastery of anthropometric and anthropological methods to refute negative claims white eugenicists made about mixed race people's bodies.



Connor Barnes, a junior in the secondary education track in History, participated in the first annual History Showcase. Connor's research project, "Social Production of an Internal Colony: Urban Space in Black Chicago, 1945-1970," is an examination of Black Chicago during the Second Great Migration. It seeks to understand space as socially constructed, utilizing an internal colonial model to analyze the ways in which Black space was shaped and controlled. By combining these two theories in this analysis, he explored the intentionality with which Black Chicagoans were exploited during this period, and how closely this exploitation paralleled traditional colonial relationships.

Moving Beyond the Economic History of Disability in Germany



The Monument to the Battle of the Nations commemorated the defeat of Napoleon in the 1813 Battle of Leipzig in Saxony. In 1945, it served as the city's final defense against the Allies, its precipitous steps and vigilant sculptures the setting for the tattered remains of Hitler's army: young boys, old and disabled men.

CHRISTOPHER GOODWIN

I spent the 2021–2022 academic year conducting research in Germany for my dissertation “Broken Supermen: Disabled Veterans and Soldiers in Nazi Germany, 1939–1951.” As is still too commonly the case for many of the nation's histories, the history of German veterans has focused primarily on economics. I traveled to Leipzig, Freiburg, and Berlin to find the veterans themselves. How did they experience injury? How did medical science inform their journey toward recovery? How did they enter and face their new lives, lives to be experienced under a regime around which rumors swirled that the disabled were sterilized or killed? On the other hand, not all disabilities are socially or culturally constructed equally. Did these veterans, as the so-called “Honored Citizens of the Nation,” possess a status that

might shield them from Nazi Germany's murderous policies? These are the questions I sought answers to at the National Library and the Federal Archives.

I was aided in my search by Germany's well-funded infrastructure dedicated to historical and cultural preservation, but also its strong commitment to coming to terms with the national past. The National Library holds more than forty million books, and the Federal Archives make accessible nearly any official document not destroyed during the upheavals of the twentieth century. One of the biggest challenges was to learn to navigate highly organized systems of categorization. Furthermore, as historians, we know that cultural and social norms influence the structure and design of the archive itself. In the Federal Archives, for example, multiple governments' concern with the

expenditure on economic work productivity of disabled veterans privileged related documents. These documents were relatively easy to find. More difficult was the correct nomenclature to use to dig beyond the surface level. Historians of Germany have focused almost exclusively on First World War disabled veterans, known as *Kriegsbeschädigte* (war-damaged). My findings were minimal using this term. After reviewing the small scraps that I could find, however, I discovered I should be searching for *Kriegsversehrte* (a word closer to war-maimed, but somewhat more poetical). Although the regime attempted to maintain the older noun for newly disabled soldiers when war began in 1939, the broader public used the latter word to distinguish recently disabled veterans from their First World War counterparts. Eventually, even the Nazi regime began to frequently employ the newer term. This realization heralded a flood of new material to research. My main point is that, despite a copious amount of research before leaving for my field year, ideas and conceptions of my project changed as I interacted with the material available only in the archives. The relationship between historian and sources is never static, but always changing. Governments and archivists often designed archives in such a way that purposely or inadvertently shrouded people, conditions, or ideas. We, as historians, have the immense privilege of learning these contours and banishing the shadows they create.

Of course, Covid-19 has circumscribed greatly the historian's ability to travel and interface with other cultures. Though we are currently past the logistical travails of the 2020–2021 year, many restrictions are still in place. During my summer of exploratory research in 2019 it was a rather trivial matter to acquire an appointment at the Federal Archives. I planned to visit the archives in Berlin first in my field year. Six months prior to leaving, I discovered that the Archives now required booking appointments. Unfortunately, the archives allowed booking up to one year in advance—and researchers had seized an entire year of appointments within days of the system's inauguration. I was fortunate that the National Library in Leipzig released

appointments only one week in advance and I hurriedly changed my plans to visit the library first while I worked on finding availability at the archives. Thankfully, it all worked out in the end. Although Covid-19 has caused tremendous heartbreak and anguish for nearly two years, it has also highlighted some things to remember for our profession. The historian should always be adaptable—the sources do not simply appear before you. It takes a great amount of personal sacrifice, dedication, and hard

work to pursue a Ph.D., to pursue the sources you will use to craft a dissertation that adds something new to our profession and, I dare say, humanity. And even then, the sources are not self-evident, nor are they changeless artifacts of a story waiting to be told. Each piece of our writing contains the story not only of others, but our own autobiographies as well—the stories of our failures, our triumphs, the history we wrangle out of the sources, and the self-discoveries we wrest out of our experiences.

Recent Ph.D. Employment and Postdocs

Leanna Duncan, Faculty Engagement Specialist, Everspring, Inc., Chicago, IL
Heather Freund-Carter, Postdoctoral Research Fellow, Saxo Institute, University of Copenhagen, Copenhagen, Denmark
Saniya Chanoui, Program Director for Our Bodies Ourselves Today, Center for Women's Health and Human Rights, Suffolk University, Boston, MA
Koji Ito, Lecturer, Haboromo University of International Studies, Sakai, Osaka, Japan

Marco Jaimes, Lecturer, History Department, University of Illinois Urbana-Champaign, Urbana, IL
Tariq Khan, Postdoc, History Department, University of Illinois Urbana-Champaign, Urbana, IL
Matthew Klopfenstein, National Fellowships Coordinator, University of South Carolina, Columbia, SC
Stefan Kosovych, Historian, Independence National Historical Park, Philadelphia, PA
Elizabeth Matsushita, Visiting Assistant Professor, Claremont McKenna College, Claremont, CA
Juan Mora, Postdoctoral Fellow, Center for Research on Race and

Ethnicity in Society (CRRES), Indiana University, Bloomington, IN
Carolina Ortega, Assistant Professor, Tenure Track, Texas A&M University - Corpus Christi, Corpus Christi, TX
Christine Peralta, Assistant Professor, Tenure Track, Asian American History, Amherst College, Amherst, MA
De Sant'Ana, Thais Rezende Da Silva, Postdoctoral Fellow, Latin American and Caribbean Studies, Rollins College, Winter Park, FL
Peter Thompson, Postdoc, Science History Institute in Philadelphia, Philadelphia, PA

2021-2022 Incoming Graduate Students



Incoming Ph.D. Students

First row: Grace Eberhardt, Ganiyat Alli, Mariana Kellis, Cheryl Trauscht. *Second row:* Jake Harms, Daniel Rodriguez, Bishop Lawton.



Incoming M.S./M.A. Students

Left to right: Elias Hubbard, Isaac Wink, Katherine Ashcraft, Spencer Bailey.

Dealing with the Present and Preparing for the Future

by RALPH MATHISEN



Even though the Covid-19 vaccine was rolled out at the very end of 2020, it had not been widely distributed when spring classes started, and teaching once again was almost all on-line. By then, faculty and students knew the drill. Faculty had become very adept at delivering on-line lectures (or if they were very technologically savvy, pre-recording studio-quality lectures). And students now were used to logging in as best as they could, any way and anywhere. Using laptops or cell phones, squeezed in a corner of a kitchen, or tuning

in at 2 AM from China. By now we had gotten used to the different look and feel of on-line classes. They had a very democratic ambiance. Everyone had the same space on the screen. No one could lurk in the back corner of a room. But by March it was wearing pretty thin, and most of us had had enough. We all missed not only the personal interaction, but also just getting out of the house. The increasing spread of vaccinations couldn't come too soon!

We thus greeted the announcement that classes in the fall again would be in-person with both anticipation and trepidation. Anticipating being back together again, but anxious about the pandemic, which by no means was under control. The huge surge in Covid-19 cases right when classes began caught us by surprise. The department had to pivot quickly to develop protocols for dealing with the many students and faculty who tested positive. This meant strictly enforcing mask guidelines, attempting to monitor building access, and, when necessary, briefly returning to on-line teaching. Many of us continued, and still continue, to get tested regularly for Covid even if we already are vaccinated. Many students still feel safer attending in-person lectures via Zoom. And most university meetings once again are being held

on-line. Covid is far from being behind us, and we all need to be vigilant.

So, yes, these are trying times for our undergraduate program, but we are proving to be imaginative, resilient, and resourceful. Good things are happening. The continuing Covid crisis has not kept us from looking to the future. Thanks to the diligent efforts of Kristin Hoganson, my predecessor as Director of Undergraduate Studies, and Stefan Djordjevic, our dedicated Director of Undergraduate Advising, our number of majors has continued to grow, and now is up to nearly 370. Stefan believes that 400 is within reach.

Our undergraduate program is constantly confronted by the challenge of continuing to give students what they want and need. Today's undergraduates are ever more desirous of knowing exactly what they are getting from their majors and what they can do with them. They want more than just stimulating classes taught by dedicated and knowledgeable professors. They are seeking focused career-oriented programs that also might offer various forms of practical skill building. The department already does this in our recently revised, much more user-friendly, and very successful Secondary Education concentration, which has contributed to our increase in majors. So, in that spirit, the undergraduate studies program, with Stefan's invaluable guidance, now is looking into the possibility of adding additional focused concentrations to our major. These include a technical track, "Digital Humanities and Public History," a STEM track, "Science and Technology," and a pre-law track, "Government and Law." Other suggestions include "The Global World," "Gender and Sexuality," "War and Conflict," "Ideas and Intellectual Movements," and "Constructing Difference in America."

The "concentrations" concept has proven to be very popular with our undergraduates. In a survey of current and former students, one of our graduates responded, "I wish we had concentrations while I was there. Especially on resumes or talking with potential employers it would be good to say what my



When classes began this fall, everyone masked up for the annual undergrad "Trivia Night" get together organized by Undergraduate Adviser Stefan Djordjevic.

concentration was." A current major wrote, "I believe that is a good idea and will be beneficial to students as this can augment how they market themselves to employers." And another replied, "As someone who is a history major and Arabic studies minor, a concentrated major would be beneficial for me to gain a career working for the government."

Meanwhile, our students continue to do well in many venues. We currently have a bumper crop of eleven students writing Honor's theses, also attesting to our students' desire to have a more in-depth history major experience. Several of our honor's thesis students also have demonstrated their intrepidity and initiative by being involved in the launch of a new Illinois Undergraduate History Journal, the first issue of which is planned for spring 2022. The journal prospectus states, "Submissions from all disciplines are encouraged, provided they have a historical focus and line of inquiry."

And as for undergraduate success stories, we recently heard from 2017 graduate Alex Villanueva, who has demonstrated what one can do with a history major in his post-graduation career as an Account Manager with Ball Consulting Group in Massachusetts, which advises business and non-profit leaders. Alex writes, "My experience as a history major at Illinois undoubtedly prepared me for life after college. The supportive faculty and staff, friendly peers, and collaborative culture where students could actively play a part in the classroom and within the undergraduate program fostered critical thinkers, persuasive writers, and team players. Both the 'soft' and 'hard' skills learned in expansive surveys and hyper-focused seminars have been useful in my work in public affairs and strategic communications. I'll always be grateful for the countless hours spent in Gregory Hall and for the many opportunities being a history major gave me." We would like to hear from all of you about how your history degree has benefited you in your post-university careers!

So, yes, the future is looking bright for undergraduate studies at the U of I. We are emerging from the Covid lockdowns eager to confront new challenges and respond to the challenges of an everchanging world.

2021 Senior Honors Theses

Mary Danner: "Nothing but Warts: Dermal Marking in Early Modern Witch Trials"

Benjamin Escobar: "A Place to Call Home: Families and Space in 1950s Suburban America"

Pranav Gulukota: "Politics or Pilgrimage: Nationalism and Hindu Pilgrimage in Late Colonial India"

Qirui Ju: "Why did China Outpace the Soviet Union in the Economic Reforms? Analysis from a Legitimacy Perspective"

Kassidy Mahoney: "Prostitutes, Charity Girls, and Women of Ill Repute: How the First World War Reshaped Interpretations of Prostitution and Gender Relations within the United States"

Samantha Ottley: "Depictions of Women in Palmyran Funerary Art"

Patrick Sullivan: "Reading Revanche: French Irredentist Novels from 1872 to 1906"

Ryan Yoakum: "Origins of the Reformation: Origen of Alexandria's Influence on the Theology of Martin Luther and Huldrych Zwingli and the Construction of the Protestant Understanding of Church History"



The Senior Honors Thesis class of 2021-2022

Phi Alpha Theta | Rebounding from Uncertainty and Turbulence

by MARCELO VARGAS and MUSKAAN SIDDIQUE

Phi Alpha Theta (PAT) Epsilon Chapter is the History Honor Society and History Club for the U of I. Like a lot of registered student organizations (RSOs) on campus, they are rebounding from the uncertainty and turbulence of the last school year. With a positive outlook on this semester, PAT hopes to recapture the feeling of community and resilience on the U of I campus prior to Covid-19. The executive board knows that this will not be easy but nevertheless wants to make sure that this year—under safe Covid-19 policies—will still be an enjoyable year that engages people in history, a vast and fun subject.

PAT starts every year with its monthly general meeting. This meeting focuses on informing both returning and new members what PAT is all about, be it their goal, their upcoming events, who their executive board is, and much more. As the semester progresses, PAT allows its members to take charge by splitting them into committees: academic, social, and fundraising. They are headed by committee chairs who meet with their members and plan events for the semester, one such being the internship night.

The PAT internship night was hosted by the executive board where they presented internships that they had or have been working on up until that point. Executive board members shared with attendees how they acquired such internships and details regarding their own projects within each internship. For example, PAT President Muskaan Siddique spoke about her internship experience at the Elgin Historical Museum in summer 2020 where she created a virtual PowerPoint exhibit highlighting the Covid-19 crisis regarding public health, economics, and social justice. Additionally, she spoke about working with Professor Oberdeck on the History Harvest project this past summer which caught the eye of many general members. Following



the presentation, general members quickly asked the executive board a myriad of questions ranging from resume tips to the benefits of being a history major while searching for internships and/or employment opportunities.

While PAT makes sure to give students plenty of professional opportunities, a big part of what makes it a community are the fun events it hosts. One event, a favorite of many, is the annual trip to the Curtis Apple Orchard and Pumpkin Patch. PAT goes as a group and spends time together picking apples and pumpkins, visiting the petting zoo, and of course sipping apple cider slushies! Another loved event is the annual scavenger hunt where people split into teams and search across campus for various items. This event is always a blast especially for freshmen since it gives them an excuse to explore our lovely campus.

Overall, PAT is more than professional opportunities or the hosting of fun, silly events; it is a community of people who share one simple thing in common: a love for history! While on paper that seems like a thin excuse to draw people together, it shouldn't matter.

In this day, where many people search for excuses to navigate the lonely post-Covid world, why not choose to come together for a shared love of history and connect through PAT?

While PAT makes sure to give students plenty of professional opportunities, a big part of what makes it a community are the fun events it hosts

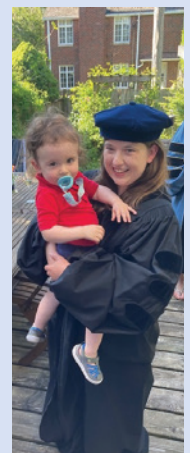
German Studies Association's War and Violence Network, she promoted new approaches to military history. Able to read Danish and Norwegian, she was also instrumental in connecting Scandinavian, European, and American historians of the period.

At the time of her cancer diagnosis in spring 2019, Katherine was engaged in what would have been a career-crowning achievement, a book project titled *After the Wars: German Central Europe after Napoleonic Conquest, 1815–1840*. Pathbreaking in conception, this book would have treated the long-term memory and consequences of the wars for individual families and localities, as well as for the German Confederation as a whole. After years of collecting materials, including caricatures and popular memorabilia, Katherine was readying herself to write. It is one of the many tragedies surrounding her death that her National Endowment for the Humanities fellowship for 2020–21 came too late for her to complete what would have been a field-changing book about an

era so often passed over in the rush to get to the revolutions of 1848.

In 2017, West Virginia University named Katherine a Benedum Distinguished Scholar, but her legacy there was chiefly in the many students to whom she devoted herself wholeheartedly. Those who knew her remember that every conversation with Katherine turned quickly to teaching and mentoring; she advocated ceaselessly for her students, many of whom came from rural and poor backgrounds. We will also remember her for her passionate environmentalism; her dedication to her husband, John Lambertson, and children, Morgan, Alaine, and Rafe; and her joyous, room-brightening smile.

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By Suzanne Marchand. Originally printed as "Katherine B. Aaslestad (1961–2021)," *Perspectives on History*, September 2021. [https://www.historians.org/publications-and-directories/perspectives-on-history/october-2021/katherine-b-aaslestad-\(1961%E2%80%932021\)](https://www.historians.org/publications-and-directories/perspectives-on-history/october-2021/katherine-b-aaslestad-(1961%E2%80%932021))



Dr. Beth Ann Williams, Dr. Saniya Ghanoui, and Dr. Heather Freund (with her son Danny Carter) earned their doctorates during Covid-19. Despite the cancellation of graduation ceremonies, these recent alumnae were able to don the regalia gifted to the department by Thomas Hardin (M.A. History 1971; Ph.D. History/Higher Education Administration and Management, 1975) and celebrate in style.

Department of History Awards 2021

2021 Teaching Awards

QUEEN AWARD: *George S. and Gladys W. Queen Excellence in Teaching Award in History*

- Marsha Barrett
- Ralph Mathisen

DEBENEDETTI AWARD: *Dr. Charles DeBenedetti For Teaching Excellence by a Graduate Teaching Assistant*

- Marco Jaimes

WIDENOR TEACHING APPOINTMENTS: *William C. Widenor Teaching Appointment*

- Eric Denby 498—A Queer United States
- Sean Ettinger 498—Race, Ethnicity, and US Cities

2021 Graduate Awards

PEASE SCHOLARSHIP: *Theodore and Marguerite Pease Scholarship for Outstanding Ph.D. Candidate in English Constitutional History*

- Thomas Day

RODKEY MEMORIAL PRIZE: *Frederick S. Rodkey Memorial Prize in Russian History*

- Stanislav Khudzik

SWAIN SEMINAR PAPER PRIZE: *Joseph Ward Swain Prize for Outstanding Seminar Paper*

- Marcos Gildemaro Alarcon Olivos “Two Tales of Love, Forced Displacement, and Betrayal: The Construction of a Colonial Economy in the Andes and the Reconfiguration of Gender Relations in Native Peasant Communities (1573–1600).”

SWAIN PUBLICATION PRIZE: *Joseph Ward Swain Prize for Outstanding Published Paper*

- Eric Toups, “More Than Just a Missionary: the Jesuits, the Wyandot, and Colonial Crises in French Detroit, 1728–1751”

2021 Undergraduate Awards

ALFONSI SCHOLARSHIP: *John & Judith Steinberg Alfonsi Scholarship*

- Esther Armenta
- Kyle Hubert

MARTHA BARRETT SCHOLARSHIP: *Martha Belle Barrett Scholarship for Undergraduate Academic Excellence*

- Kassidy Mahoney
- Yasmeen Ragab
- Patrick Sullivan
- Ryan Yoakum

BIERMA SCHOLARSHIP: *Robert H. Bierma Scholarship for Superior Academic Merit in History (College of LAS)*

- Blanca Alcantar
- Aubrey Matlak
- Allison Smerz
- Jason Smith

BREYMANN SCHOLARSHIP: *Walter N. Breymann Scholarship for Outstanding Undergraduate History Majors Demonstrating Both Academic Merit and Financial Need*

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

BRODBECK SCHOLARSHIP: *Christina A. Brodbeck Digital Humanities Scholarship*

- Austin Justice

BURKHARDT SCHOLARSHIP: *Jayne and Richard Burkhardt Scholarship for Outstanding Undergraduate Achievement*

- Anna Adela Rataj
- Edward Casey Ryan
- Muskaan Ahmed Siddique
- Susan Whelton

CENTENARY PRIZE: *Centenary Prize for Outstanding Senior in the Teaching of Social Studies*

- Diamond Dadej
- Carmen Gutierrez
- Patrick Weber

DAWN AWARD: *C. Ernest Dawn Undergraduate Research Travel Award*

- Render Symanski

FRIENDS OF HISTORY: *Friends of History Undergraduate Research Travel Grant*

Friends of History Distinguished Service Award

- Ryan Yoakum
- Tess O'Connell
- Taylor Mazique

JOHANNSEN SCHOLARSHIP: *Robert W. Johannsen Undergraduate U. S. History Scholarship*

- Render Symanski
- Ruth Sussman

LEFF SCHOLARSHIP: *Mark H. Leff Scholarship for Outstanding Undergraduate Honors Thesis*

- Benjamin Escobar "A Place To Call Home: Families and Space in 1950's Suburban America"

MANNING MEMORIAL SCHOLARSHIP: *Thomas A Manning Memorial Scholarship*

- Annabella Nelson

RaANE SCHOLARSHIP

- Patrick Weber

SCHER AWARD: *Michael Scher Award for Outstanding Undergraduate Paper*

- Taylor Mazique "Sacrificed Childhood: The Sacrifices of Free and Enslaved Black Girls in the Antebellum Period"
- Ryan Feldt "The Perceived Dangers of Agent Orange"

WATERMAN SCHOLARSHIP: *William and Virginia Waterman Scholarship in Academic Excellence*

- Yoss Arianlou
- Carmen Gutierrez
- Claudia Krok
- Amina Malik
- Merrick Robinson
- Susan Whelton
- Ryan Yoakum



Faculty Profiles

Ikuko Asaka participated in a conference at the McNeil Center for Early American Studies to present from her new project on imperialism, resource extraction, and anthropocentrism. She has been working on scholarly articles based on her recent research. Looking on the bright side, two graduating seniors she worked closely with both received multiple departmental awards for their academic excellence. Their achievements were the highlight of last year.

Marsha E. Barrett received the George S. and Gladys W. Queen Award for Excellence in Teaching from the Department of History. In the weeks after the 2020 presidential election, she participated in a virtual panel organized by the American Historical Association entitled “History Behind the Headlines: Historians Reflect on the 2020 Election.” In March, research from her forthcoming book on Nelson Rockefeller was featured in an article by Jelani Cobb for *The New Yorker* entitled, “What is Happening to the Republicans?” Barrett also offered comment on panels sponsored by The Labor and Working-Class History Association and the Humanities Research Institute.

James R. Brennan is on sabbatical for 2021–2022, during which time he will be working to complete two biographical manuscripts, as well as a few research articles. He will also spend the spring semester at Charles University in Prague as a Fulbright Scholar, where he will pursue research on the intelligence activities of Czechoslovak State Security (Státní bezpečnost) on the African continent during the 1960s and 1970s.

Adrian Burgos, Jr.’s co-authored with Margaret Salazar-Porzio *Pleibol! In the Barrios and Big Leagues*, published by the Smithsonian Institution Scholarly Press. The dual-language (English and Spanish) book is the culmination of a multi-year collaboration with the National Museum of American History in which Burgos served as a scholarly consultant on the development of the Smithsonian’s first exhibit dedicated to Latinos and baseball. In October, Burgos co-organized “Pleibol Now! Contemporary Stories of Latina.o/x Baseball,” a webinar co-hosted by the National Museum of American History and the U of I that served as a book launch event. He also participated in multiple virtual events, including as the featured Speaker for the Illinois Alumni Association, and as a panelist for “Colorism in Baseball,” organized by MLB Somos and University of Illinois Press Spring Press Publishing

Symposium. He continued engaging in public-facing work as an interview subject for “El Ultimo Home Run” documentary by CNN en Español (aired October 25, 2020), and for WGN-TV’s news segment “White Sox Legend Minnie Miñoso Receives Renewed Push for Hall of Fame,” (aired February 26, 2021), and also appeared as a guest on five podcasts. He was also interviewed for eleven newspaper articles discussing athletic involvement in Black Lives Matter protests, presidential reaction to athletic activism, and Latinos in baseball, and the Negro Leagues.

Antoinette Burton continued to direct the Humanities Research Institute, remotely of course due to the pandemic. She served as Ph.D. advisor to a number of History students and supervised a senior thesis in the department by Pranav Gulukota, who was admitted into the Ph.D. program in History at UCLA. Her co-edited volume, *Animalia: An Anti-Imperial Bestiary for Our Times*, was published by Duke University Press in 2020. She and her co-author did Zoom presentations on it for seminars in London and Berlin, among others. With Illinois History Ph.D. Stephanie Fortado, she published a collection, *Histories of a Radical Book: E.P. Thompson and the Making of the English Working Class*, with Berghahn Books. Her work appeared in several refereed journals, including *Historical Reflections/Reflexions Historiques*, and she was the guest editor for a special issue of *The Journal of World History* on “Digital Methods, Empire Histories.”

When she wasn’t teaching her students on Zoom, writing her book, or exercising with her dad, **Tamara Chaplin** spent the first year of the pandemic learning to edit film with support from a Training in Digital Methods for Humanists fellowship from the Humanities Research Institute. She is now working on a documentary (on French lesbians) with assistance from Les Films du poisson, a French film production company. Last spring Chaplin appeared on the list of Teachers Ranked as Excellent for her graduate teaching on the History of the Body, Sexuality, and Gender. Thanks to Antoinette Burton, Chaplin received expert feedback on her second book manuscript that same semester. Revisions are now underway. To Chaplin’s great delight, her article, “A Woman Dressed Like a Man: Gender Trouble at the Sapphic Cabaret, Paris, 1930–1960” was published in *French Historical Studies* in fall 2021. It was a special pleasure for Chaplin to see two outstanding graduate students, Elizabeth Adamo (currently teaching in Chicago) and Ryan Allen (now

a postdoc in our department) defend their dissertations in June. Finally, Chaplin is currently exploring World War One with one set of students and guiding another set through their research projects on Queer Sexualities as they collectively ponder what it means to study the histories of human brutality, loss, love, and desire.

Poshek Fu is president of Midwest Conference of Asian Affairs. The presidential panel for this year's annual meeting focuses on a timely topic: "Power, Culture, and Democracy: China's Rising Influences in Asia," with speakers from Asia and the US. His co-edited book, *The Cold War and Asian Cinemas* (Routledge, 2019), has just released a paperback. His essay on Asia's cinematic Cold War was published in Italian as "La politica dello spettacolo: il cinema di Hong Kong, 1946–1976," *Cinema e storia* (October 2021).

During the last year, **Marc Hertzman** dedicated most of his time to teaching and developing an online version of HIST 104 (Black Music). He continues to work on his book manuscript about Brazil's Palmares, one of the largest fugitive slave settlements in history. He was awarded an NEH Summer Stipend and will be a U of I Center for Advanced Study Associate in spring 2022 to advance work on the project.

For **Kristin Hoganson**, serving as DUS during the Covid-19 pandemic overshadowed everything else this past year. Some of the lessons learned through the self-study on pandemic teaching and learning conducted by the Undergraduate Studies Committee can be found in "Our Learning Curve Was Steep: Preparing a Department to Teach Online," published in the American Historical Association's freely available online newsmagazine, *Perspectives on History*. Hoganson's learning curve involved developing an asynchronous online U.S. survey class (with synchronous Zoom discussion sections) and smaller synchronous Zoom classes. One upside to a terrible situation was being able to Zoom into colleagues' classes on other campuses and being able to invite book authors into her classes in return. Hoganson published her SHAFR presidential address, "Inposts of Empire," in *Diplomatic History* and saw three outstanding Ph.D. advisees (Koji Ito, Tariq Khan, and Yuki Takauchi) across the finish line. Text from her recent book, *The Heartland: An American History*, was featured as part of an exhibit curated by Rafael Salas at the Museum of Wisconsin Art, Downtown. She also began a term on the Historical Advisory Committee (HAC) to the Office of the Historian in the U.S. State Department.

In December 2020, **Craig Koslofsky** and co-author Roberto Zaugg (University of Zurich) published *A German Barber-Surgeon in the Atlantic Slave Trade: The Seventeenth-Century Journal of Johann Peter Oettinger* in the series *Studies in Early Modern German History* with the University of Virginia Press. Koslofsky and Zaugg edited and translated the journeyman barber-surgeon's account

of travels in Europe, Africa, and the Caribbean and provided an extensive Introduction and supplementary documents for teaching. This is the first primary source publication on the slave trade in early modern German Atlantic history. Koslofsky also published on another aspect of the German Atlantic world: a chapter on "Slavery and Skin: The Native Americans Ocktscha Rinscha and Tuski Stannaki in the Holy Roman Empire, 1722–1734" in the collection *Beyond Exceptionalism: Traces of Slavery and the Slave Trade in Early Modern Germany, 1650–1850* (De Gruyter, 2021). His article on colonialism, the Enlightenment, and early modern Christianity also came out last spring: "Offshoring the Invisible World? American Ghosts, Witches, and Demons in the Early Enlightenment," in *Critical Research on Religion* (2021). In June 2021, he gave a keynote lecture on "Tattooed Servants and Slaves in the Early Modern World" at the conference "Experiencing the Material Body in Early Modern Europe" hosted by the Department of History at Stockholm University. Alas, the trip to Sweden was only via Zoom. Koslofsky was named an Associate of the U of I Center for Advanced Study for 2021–2022, and in June 2021 he was awarded the Fowler Hamilton Visiting Fellowship at Christ Church, University of Oxford for spring 2023.

Ralph Mathisen published "Monetary Fines, Penalties, and Compensations in Late Antiquity," in the edited volume, *Wergild, Compensation and Penance-The Monetary Logic of Early Medieval Conflict Resolution* (Brill, 2021), and was pleased to see two more volumes appear in his book series, "Oxford Studies in Late Antiquity," published by Oxford University Press. He also presented a named lecture, the 32nd Annual Chadwick Lecture, on the topic of "Barbarians, Hacksilver, and Hoards: The New Monetary Economy on Rome's Northern Frontier," at Cambridge University (on line, March 2021), along with two other conference papers, "Propagator imperii: The Scale of Empire," at the Shifting Frontiers in Late Antiquity Conference at Ohio State University (online, June 2021); and "Manuscripts for the Masses: Student Study of a Fragmentary *Antiphonarium*," at the International Medieval Congress, Leeds (online, July 2021). In the department, he was named DUS; in the College of LAS, he serves on the Nominations Committee; and in the University, he became Chair of the Senate Committee on the Library. He also appeared on the Teachers Ranked as Excellent for four different classes.

In 2021, **Bob Morrissey** finished his second book manuscript, *Edge Effect: A New History of Indigenous Power and Environment at the Heart of Early America*. The book will appear in fall 2022 in the Weyerhaeuser Environmental Books Series from University of Washington Press. He also continued working on a collaborative project about Indigenous artworks from the contact period together with tribal scholars from the Miami and Peoria communities.

Faculty Profiles, *continued*

While working with colleagues Ali Diakite (Hill Museum and Manuscript Library) and Zachary Wright (Northwestern University in Qatar) to complete a critical edition and translation of two important West African chronicles, **Mauro Nobili** was glad to see the publication of the translation into French of *Sultan, Caliph, and the Renewer of the Faith* (Cambridge University Press). He edited a special issue of *Afriques*, a cluster of articles on the West African caliphate of Hamdallahi (1818–1862), selected from a conference hosted at the U of I in 2018. Nobili published articles in the *Journal of African History* and the *Oxford Research Encyclopedia*. He was awarded grants by the Center for Research Library (for The Cooperative Africana Materials Project) and the Thomas Jefferson Fund. He also participated in several online workshops and conferences, as well as his first in-person talk since the beginning of the Covid-19 crisis at the Summer School “Storia e Tradizioni Popolari” (History and Popular Culture) in Italy.

Kathryn Oberdeck continues to develop Public History initiatives in the department. She is grateful for departmental support in successfully nominating her for a Campus Distinguished Award for Excellence in Public Engagement for this work. It has included a second iteration of History 358: History Harvest: Collaborative Digital Public History, taught in spring 2021. Students in the class worked with LGBTQ+ community members and activists with the Independent Media Center to produce digital collections and exhibits from documents and artifacts held privately by members of these communities. She has also continued mentoring Public History Interns undertaking work in a number of local and campus public history projects. In addition, Oberdeck is teaching for a third year in the Odyssey program run by the Humanities Research Institute, which offers Illinois courses to financially challenged community members. She anticipates completing a manuscript on her research on spatial dimensions of class conflict in the company town of Kohler, Wisconsin, as well as articles on neighborhood activism focusing on housing in South Side Chicago and on lessons learned about community digital

public history from the History Harvest project. She has given virtual conference presentations about her History Harvest work for both the American Historical Association and American Studies Association annual meetings.

On April 7–8, **Dana Rabin** participated in a conference on “Atlantic Jewish Worlds, 1500–1900” organized by the McNeil Center for Early American Studies, in partnership with the Herbert D. Katz Center for Advanced Judaic Studies. A few days later, on April 11–12, she and Dara Goldman (Director of the Program for Jewish Culture and Society at the U of I and Associate Professor of Spanish and Portuguese) co-hosted a Zoom symposium titled “Next Year in the Caribbean: Race, Religion, and Roots in the Jewish Atlantic World.” A cluster of articles based on the collaborations from the symposium will be published in a special issue of *Shofar: An Interdisciplinary Journal of Jewish Studies*. Rabin and her co-authors, Vivien Dietz, Richard Floyd, and Thomas Mockaitis await the publication of the second edition of *Islands and Empire: A History of Modern Britain* published by Cognella Academic Publishing early in 2022.

The U of I awarded **Leslie Reagan** a 2020–21 Public Voices Op-Ed Fellowship. She published several op-eds, including, “Why Spit-Hoods Should be Banned,” Public Seminar, (March 4, 2021), <https://publicseminar.org/essays/why-spit-hoods-should-be-banned/> and “Why we need a Covid-19 memorial and a national commitment to public health funding as infrastructure,” Op-ed., *Chicago Tribune* (April 28, 2021). She also spoke with National Public Radio about the history of abortion, October 24, 2020. She presented her research on Agent Orange, disabilities, and reproduction at Yale University and at the University of Minnesota. Dr. Reagan co-chaired the Programming Committee for the 2021 Annual Meeting of the American Association for the History of Medicine (AAHM). She serves on the ACLU of Champaign County Steering Committee, where she has worked on racial inequities in the local schools. Finally, Professor Reagan was delighted to see two of her graduate students complete their Ph.D.s and obtain jobs. Congratulations to Saniya Ghanoui and Leanna Duncan.



Emeriti Updates

Jim Barrett wrote reviews for the *American Historical Review*, the *Journal of American History*, *LABOR*, and the *Canadian Historical Review*. A roundtable contribution is in press at the *American Historical Review* and an essay on “Laughter and Love Between the Irish and the Jews” will appear shortly in a volume entitled *If It Wasn't for the Irish and the Jews* with New York University Press.

For **Vernon Burton**, Covid-19 isolation allowed him the time to finish his co-authored *Justice Deferred: Race and the Supreme Court* (Belknap Press, Harvard University, 2021), which was officially released to enthusiastic reviews. Burton discussed the book in various venues and at various book festivals and the Wilson Center/National History Center seminar. Another book by Burton, co-authored with his daughter Beatrice Burton, *Fort Sumter and Fort Moultrie National Historical Park, Charleston, SC: Administrative History*, is the result of a three-year grant from the National Park Service (2021). In addition to these books, Burton participated in a variety of public history engagements: C-SPAN's Historians Survey of Presidential Leadership for 2021, interview on race and criminal justice in *The Village Voice*, NPR *Here and Now* discussion of “Confederate Monuments Continue to Come Down In Racial Justice Protests,” newspaper interview on African American Museums in *USA Today* for Black History month, and NPS video on Abraham Lincoln, the Civil War, and Fort Sumter. He participated in the first virtual Lincoln Cottage's Scholar Session, “The Civil War - Confederate Monuments and Memorials,” broadcast on YouTube and on C-SPAN. He has been reappointed Associate Editor of *Social Science Computer Review*, and he continues to edit two book series at the University of Virginia Press: *A Nation Divided: Studies in the Civil War Era Series* and *The American South Series*.

Diane Koenker continues as Director of the UCL School of Slavonic and East European Studies. In the past year, working exclusively from home, she presented a paper at the virtual annual meeting of the Association for Slavic, East European, and Eurasian Studies in November 2020, “Self-Service and the Gendering of the Soviet Consumer Experience.” In May 2021, she presented a virtual keynote lecture to the Association for Tourism and Leisure Education and Research (ATLAS), Workshop on Social Mobility Goes on Holiday, University of Padua, Italy, “The Paradox of Soviet Tourism: Pleasure Travel in the Passport

State.” She also remotely taught the M.A. seminar on Historical Methods and Approaches.

In March 2021, Simon & Schuster published **Bruce Levine's** latest book, a political biography entitled *Thaddeus Stevens: Civil War Revolutionary, Fighter for Racial Justice*. He has given book talks and interviews (via Zoom) for the American Civil War Museum in Richmond, Va., the National Archives in Washington, D.C., and for numerous local television shows, podcasts, and bookstores. The paperback edition will appear in March 2022.

As usual, **John Lynn** taught his courses on modern military history and on the history of terrorism in 2021, spring and summer. The online version of his terrorism course for summer 2020 earned him inclusion on the List of Teachers Ranked as Excellent. He took off fall 2021 in order to work on his still unfinished manuscript concerning the history of surrender for Cambridge Press. It seems an endless project, but he hopes to complete it by June 2022. In August 2021, the French edition of his 2019 book on terrorism, now *Une autre guerre: Histoire et nature du terrorisme*, came out with Passés/Composés, a division of Humensis. Its publication was supported by the French ministry of defense. A review of his book, along with an interview with him, received three-pages in an issue of *Le Point*, essentially a *Time* or *Newsweek* magazine for France. It has also been favorably reviewed in *Le Monde* and *Le Figaro*. Hopefully, in next year's issue, he will finally be able to report not only on his teaching but on completing the surrender manuscript!

Dorothee Schneider continued her scholarly and advocacy work. She also co-chairs the Committee on Part-time, Adjunct and Contingent Employment of the Organization of American Historians and partners with recent refugee immigrants in Philadelphia, to help in adjustment and understanding their new hometown.

Mark Steinberg retired this past summer and relocated to two new homes: New York City and Turin (Italy). In October, his book, *Russian Utopia: A Century of Revolutionary Possibilities*, was published by Bloomsbury press in the book series “Russian Shorts.” Among recent articles published: “The New Socialist City: Building Utopia in the USSR, 1917–1934,” in *International Critical Thought*, from the Chinese Academy of Social Sciences. He also prepared video lectures for incarcerated men at Danville Correctional

Faculty Profiles, *continued*

Center (Illinois) as part of Education Justice Project's prison education program; gave a talk on utopia at the Peoria Area World Affairs Council; and did an interview on the history of protest in Russia for an independent Russian media project called "Russia of the Future" (Reforum.io).

Robert A. Waller has been an active historian since retiring in 2000 to The Villages, Florida, publishing three articles and a book on the activities of the Civilian Conservation Corps in South Carolina State Parks during the 1930s. His recently published autobiography is entitled *R.A.W.: A Life Well Lived*. Further particulars may be obtained at <http://www.wallerbooks.com>.



Alumni News

Lindsay Cardosi (B.A.), law student at Chicago-Kent College of Law, competed in the Phi Alpha Delta Mock trial competition.

Genevieve Clutario (Ph.D.), Assistant Professor of American Studies at Wellesley, co-wrote "It's Time to Reckon with the History of Asian Women in America," in the *Bazaar*, on the recent shootings in Atlanta.

Ashley Howard (Ph.D.), a professor of history and African American studies at the University of Iowa, authored "The Midwest has always been a site of Black political activism in the Midwest" in the *Washington Post*.

Ethan Larson (Ph.D.) accepted a position of Case Writer at the Tobin Project, in the Institute of Politics of Harvard University.

Karen Phoenix (Ph.D.) published *Gender Rules: Identity and Empire in Historical Perspective* with Oxford University Press.

Robert Roupail (Ph.D.), Assistant Professor of History at Susquehanna University, received an ACLS Project Developmental Grant.

Zach Sell's (Ph.D.) new book *Trouble in the World: Slavery and Empire in the Age of Capital* (University of North Carolina Press) was featured on the New Books Network.

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