

History Illinois



University of Illinois
Urbana-Champaign

www.history.illinois.edu

Spring 2023



Katherine J. Oberdeck

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Letter from the Chair



Dana Rabin

“Training a new generation of historians in our graduate program fulfills one of our most important missions.”

On the cover: Kathryn Oberdeck

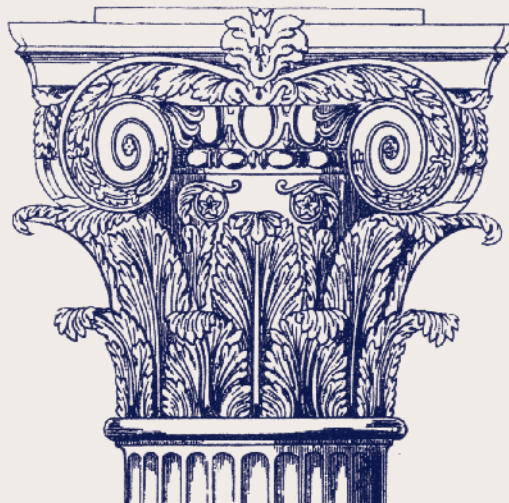
After almost three years of Covid-19, the Department of History is back to face-to-face classes, lectures, and public events. Gregory Hall is full of students and faculty, and we welcomed our undergraduate majors back with a lively trivia night in the first week of classes. Our faculty continue to research and publish, winning awards and fellowships that recognize their leadership in their fields. I feel so lucky to work with such an amazing group of scholars—faculty, graduate students, and undergraduate majors.

The dedicated staff in 309 Gregory Hall provide the support we need to keep the department running smoothly, attending to every detail. After Tom Bedwell's retirement last October, we welcomed Nathan Oliveira as our new Business Manager. Nate's calm demeanor and efficiency have ensured a smooth transition. In February our long-time staff members, Shannon Croft, Dawn Voyles, and Hollis Wildermuth, helped to on-board our new office support specialist Cindy Gilbert.

This fall we welcomed three new faculty members to campus. A specialist in Soviet and Post-Soviet history with a Ph.D. from the University of Michigan, Dr. Anna Whittington teaches courses on Russian and Soviet history, and the history of Central Asia, citizenship, and borders. Professor Rosalyn LaPier, an enrolled member of the Blackfeet Tribe of Montana and Métis, is an environmental historian and an Indigenous scholar. Her scholarship and teaching are in environmental history, the history of the American West, and Native American/Indigenous history. We also welcomed Professor David Beck who specializes in Native American history contributing to the department's strengths in Illinois and Midwestern history, urban history, and the history of labor.

The Undergraduate Studies Committee under the direction of Professor Ralph Mathisen, Director of Undergraduate Studies, and Stefan Djordjevic, Assistant Director of Undergraduate Studies, has been working on a set of nine history concentrations. Students will be able to choose a major track in Digital and Public History, Gender and Sexuality, or War and Revolution, to name just a few. We celebrated our students and their research at the History Showcase events in November and April. The Showcase provides our students the opportunity to highlight their research through digital and poster presentations, panels, and lightning rounds. Our offerings in public history continue to grow. We offer History Harvest, Digital Documentary Publishing, and Internships in Public History.

Training a new generation of historians in our graduate program fulfills one of our most important missions. Our graduate students continue to inspire us with their innovative methodologies and their inventive courses and teaching styles. This fall with the



leadership of our new Director of Graduate Studies and Associate Chair, Professor Robert Morrissey, we welcomed a class of six new Ph.D. students and four joint MA/MSLIS students. Our graduate students continue to win post-doctoral fellowships and teaching positions across the country and the world. With support from our faculty, our students continue to diversify the kinds of careers they pursue.

Faculty members continue to win recognition for their excellence in research and teaching. Professor Terri Barnes was named a Lynn M. Martin Professorial Scholar, Professor Mauro Nobili was named a Conrad Humanities Scholar, and Professor Carol Symes was named a University Scholar. Thomas Day, a Ph.D. candidate in U.S. history, won the Liberal Arts and Sciences Award for Excellence in Undergraduate Teaching for Graduate Teaching Assistants.

Our beloved colleague, Professor Kathryn Oberdeck, passed away in June. Kathy was a talented scholar, a dedicated teacher, and an outstanding department citizen. She mentored and championed countless undergraduate and graduate students. Kathy joined the department in 1993 as a specialist in U.S. cultural and intellectual history, with a focus on labor and working people. She was a driving force in developing the public history program at the U of I. Through this work, she collaborated with local community groups, and built strong relationships with archives and museums in town that offer internships to our History majors. In 2021, the College of LAS appointed her Leslie A. Watt Professorial Scholar. She was also honored with the Distinguished Campus Award for Excellence in Public Engagement. The family plans to establish a scholarship fund at the university in Kathy's memory.

More recently we lost another member of our community. John McKay, Professor Emeritus, passed away on Thursday November 24, 2022. John was an outstanding historian and a warm and welcoming colleague.

Thank you to all of our alumni, undergraduate and graduate, for your continued support. We invite you to visit with us in Gregory Hall, share your memories, and tell us what you have been doing since you began your journey with a history degree from Illinois. For all the latest news, please visit our website and follow us on Facebook and Twitter.

Warm wishes,
Dana

History @ Illinois

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Stefan Djordjevic Supports Students in History, Learns From Their Stories



“Narrative is the very quintessence of history, and the students I work with are equally fascinated by stories and driven to craft powerful narratives themselves through their study of the past.”

—Stefan Djordjevic

For four years Stefan Djordjevic has served students as the academic advisor for the Department of History. Through his experiences, he’s learned that students have histories to teach him, as well.

Briefly describe your responsibilities.

My primary responsibility is to support history students in achieving their academic and career development goals. I work with students to help them identify (and reassess) what they want to accomplish during their time at Illinois and then provide them with the support, direction, and, hopefully, the tools to get the most out of their time here. Each student has a distinct journey that is informed by their personal backgrounds, interests, and skills. I also organize a wide variety of events for students, coordinate our for-credit research apprenticeship and public history internship programs, and more generally advocate for students.

What do you remember of your first visit to campus?

The library stacks! I first visited campus in January 2009. Two of my very good friends went to Illinois for college, and one of the first places they showed me was the Main Library. Even though I was not an Illinois student, we were able to gain permission to visit the stacks. I remember spending hours gleefully taking books off the shelves and skimming through them. It wasn’t just the sheer number of books—which is mind-boggling—but the variety, from histories of the Byzantine Empire written in French, German, and Russian to anatomy textbooks from the turn of the 20th century to reprinted diplomatic correspondence. I’ve always loved books, so my first encounter with the Main Library stacks was pure bliss.

What do you enjoy most about your job?

Working in history, I am privileged to be surrounded daily by great stories and wonderful storytellers. Narrative is the very quintessence of history, and the students I work with are equally fascinated by stories and driven to craft powerful narratives themselves through their study of the past. I never quite know where a conversation with a student will go. Despite dedicating my academic career to the study of history, I am always learning about new histories from students as they share their research interests. Simply put, everything and everyone has a history,

and it's a pleasure to belong to a community so dedicated to uncovering and sharing those stories.

Do you have a favorite memory from your role with your unit?

It would probably have to be History Trivia Night, our annual welcome back event for new students. In August 2021 we were able to hold the event in-person after more than a year of all-virtual events, and it was honestly exciting to see how energized the students were for the event. Even more importantly, I could see how much it meant for some of them to have a chance to build a community with like-minded students who consumed many of the same YouTube videos, video games, movies, and books as them and who were animated by shared passions. Plus, I am a huge trivia fan, and I was impressed by how cut-throat some of them were as competitors!

But the highlight was right after the event when I talked to two of our majors who both started at Illinois during the pandemic (Fall 2020) and had spent a lot of time together that year in our history club, Phi Alpha Theta, and in multiple classes but had never before seen one another in person and so never had a chance for a handshake or hug. It was evident just how much it meant to both to have this additional physical dimension to their friendship, and I was fortunate to be able to share that moment with them.

What is the best part of your workday?

Admittedly not an everyday occurrence, but on Fridays in Fall 2021 I would work and hold my meetings with students outside on the Main Quad, because I would bring my dog Andy with me. Students definitely looked forward to “puppy advising” meetings, and I know some would schedule meetings specifically for Fridays because they wanted to get in some puppy therapy! It helps that Andy is an incredibly friendly and cuddly (for lack of a better word!) dog, and I have to give him so much credit for putting students at ease and ensuring that the conversations were always so natural and comfortable during those days.



Academic advisor Stefan Djordjevic meets with a student in the Department of History in 2019.



By Kayleigh Rahn. Adapted from LAS Staff Spotlight profile.

Christopher Span Delivers History's Convocation Speech



Distinguished alum Christopher Span grew up in culture-rich Gary, Indiana. At the age of twelve, his parents relocated the family to Posen, Illinois. As the only African American student, he faced injustices and harassment almost daily. Despite this, he found role models: his upstanding parents and his teachers. Span applied to the U of I, graduating in 1995 with a B.A. in History and later gaining an M.A. and a Ph.D. in Educational Policy Studies. He is now Associate Dean for Academic Programs in the College of Education at the U of I, pursuing opportunities whenever possible to help further discussion about race and diversity on campus. Excerpts of Span's remarks are printed below.

What an honor it is to speak before you on your special occasion. Graduates, I want you to remember that in no way could you be here today without someone's help. I ask you to continue considering three things: Change and Serendipity are Inevitable; Living and Enjoying Life in the Moment; and last but not least, Remembering Where You Came From.

Change and Serendipity are Inevitable

Life is easier when we accept that change and serendipity are inevitable. For historians it should be relatively easy because we spend our entire careers reading, studying, researching, and writing about change over time. Change is inevitable but change for the betterment of humanity is not. You've learned about some of the worst examples in history, but you've also learned about some of the best. Your professors and lessons have taught you how to appreciate otherness, and each other, and find joy—no matter how small—in our work, friendships, challenges, and victories. By studying change over time, you've learned how failure and setbacks are inevitable teachable moments and opportunities for recalibration, and how there are no structures

or problems in the world that cannot be overcome. Hopefully, you've learned from us not only to view Democracy as being a glass half full rather than half empty.

Serendipity—or chance happenings—is important in this consideration. As I reflect back on my life, I realize that much of who I am today happened by chance. When I was your age, right before I graduated with my degree in History, I had the privilege of having dinner with a Griot from Abidjan. He spoke to us how he knew the life histories of everyone in his immediate community and could trace this history back two hundred plus years. His way of knowing and practicing history was so different than my training, but the chance happening I had with this Griot forever changed the way I would research and write history. It is amazing how a few words at a chance dinner can change your future direction. Be open to change, embrace it, and you will be surprised how far it will take you in life.

While Planning for Tomorrow, Live and Enjoy Life Today

I had prepared a different life story to reinforce this point, but an event yesterday made me rethink this section of my address. Professor Dara Goldman, just a couple of years older than me, suddenly passed away. I had come to know her only briefly in my capacity as Chief of Staff for our Chancellor, but there was no forgetting her when she spoke. She loved humanity, was a soldier of light and truth for progressive change, a compassionate intellectual giant, and was without question a true believer in the transformative power of education.

If the lesson of living and enjoying life in the moment wasn't already being practiced in your life, make it a daily reminder and habit from this day forward. We should not have to experience grief or loss to be reminded of this important life lesson. Surely, tomorrow should be planned, but it is not guaranteed. We have so much discretionary power over how we live our lives and how we treat others in it. Professor Goldman was always so mindful and intentional and sincere in her interactions. She was a model of compassionate leadership for all of us



to follow, and she will be dearly missed, but never forgotten.

Many of you will leave here and start your careers and families. Build them strong, with joy, family, friendship, respect for others and each other, and love. Regardless of the challenges you have or will face, be your best self, by tackling them with these aforementioned foundation stones and you will overcome these challenges and enjoy a life well lived.

Remember Where You Came From

Anyone who knows me knows two things right away. First, my nickname is CSpan, and second, I am from Gary, Indiana. What they might not know is that I am the second person in the history of my family to attend and graduate from college. I'm the first on my mother's side. My mom earned her GED the same year I graduated from high school. My dad only attended school to the third grade because school inconveniently coincided with the cotton cycle in Mississippi. A generation before me, my dad's first cousin, Sterling Plumpp, was the first to graduate high school. He would go on to graduate from college (the first in the family) and become a world-renown poet. He taught as a professor at the University of Illinois Chicago for years.

I am the great, great grandchild of formerly enslaved Mississippians. On my dad's side of the family, I've traced my roots back to the 1790 census. My people then were enslaved in North Carolina,

and shortly after Mississippi became a state in late-1817, they walked, chained behind an oxcart from North Carolina to Hinds County, Mississippi. They would share stories of family, survival, and empowerment to their children. My great grandmother, Ms. Mattie, until her passing at the age of 103, passed them on to my father, cousin Sterling, and to me. She was born in the 1880s, a member of the first generation of freeborn folk in my family, and she never let us forget who we were and how we made a way out of no way.

A poem encompassing this family's history, written by my second-cousin Sterling Plumpp, hangs in my office. When I am frustrated or feel like giving up, it is a constant reminder of where I came from, and source of inspiration to keep doing what I am doing. Few things are more powerful in life than the power of knowing what happened. Chroniclers of our past, you possess that power.

I leave you with this final summation: embrace change and serendipity, to live and enjoy life to the fullest, remember where you came from, and be the icepicks we desperately need for Democracy and Justice in this world. Once again, congratulations on achieving this important milestone in your life, and I thank you for the opportunity to speak with you this afternoon.



The Untold Stories of the Women of France



Frede (Suzanne Baule) and Miki, Paris, 1954. Frede was the director of Le Carroll's Club from 1949–1971. The American Miki was Frede's wife and Le Carroll's mistress of ceremonies. On the back, Miki has written "Newlyweds." The marriage lasted until Frede's death in 1976. (Courtesy Roy Winnick).

Tamara Chaplin's new book, *Becoming Lesbian: A Queer History of Modern France*, will be published in 2023 by The University of Chicago Press. Professor Chaplin's research seeks to upend a common narrative of lesbian "invisibility, insignificance, unaccountability, and impossibility," by centering a French Sapphic presence that is "observable, territorial, enduring, and often utopian in its collective expression." Chaplin found a significant gap in the literature that needed to be addressed. "There are virtually no comprehensive histories of female homosexuality in modern France," explains Chaplin. "There are books about gay men and about women during specific decades, but there is as yet no history of lesbianism that covers the entire century."

Becoming Lesbian explores topics such as the 1930 Parisian Sapphic cabarets that featured the public performance of female same-sex desire and the relationship between sexual identity, sexual practices, and gender performance. The book pays close attention to the role of the entertainment industry and technology by exploring how early TV brought queer female performances into living rooms throughout France and its empire in the 1950s and 1960s and how an emergent feminist and lesbian rights movement used new technologies (from the Minitel—an early form of internet—to pirate radio, video, and film) to foster lesbian community and fight for social and political freedoms.

The topic of women and gender performance in France was not easy for Chaplin to explore. The book is the result of ten years of determined research that began in various French archives and, at first, led to dead ends. One feminist library, for example, said they had no information on lesbians, and the lesbian archive in the Women's Center in Paris never seemed to be open. Despite these setbacks, Chaplin was undeterred. Her research trajectory became

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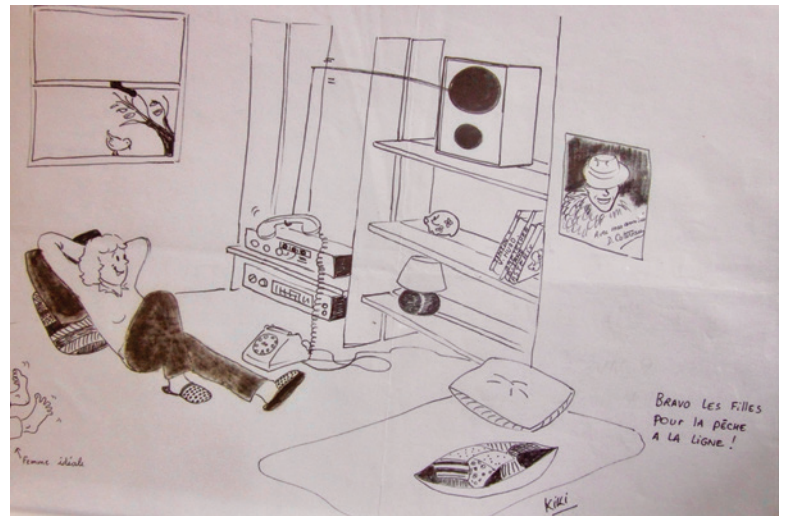
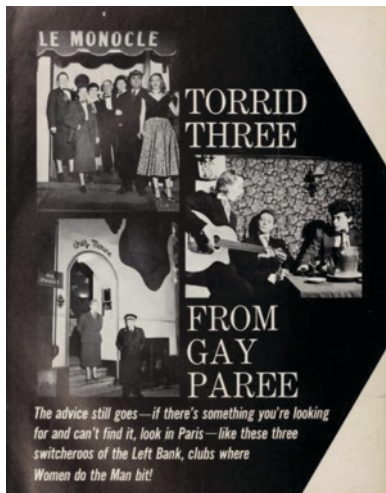
clearer when she attended a conference held for the fortieth anniversary of the feminist movement in 2010 in Angers, a small city in France. She hoped to meet women who could lead her in the right direction—and she did. She started interviewing people, learning more with each interaction and letting her findings lead to new ideas, archives, and primary sources. Several scholars told her that the police archives would not be helpful, but she went anyway. "The things I found in the police archives blew me away. I totally didn't anticipate finding them," she said. The trail of discoveries led to more opportunities to meet people and learn more about this too often overlooked chapter in history.

Chaplin's interviews allowed her to build a rich archive of documents and singular experiences. One woman shared graphic journals, which resembled comic books, describing her feelings toward other



Album cover featuring queer celebrity Colette Mars. Features her hit song from the 1957 film *La Garçonne* [The Tomboy], in which Mars is typecast as a lesbian cabaret singer. (Cover courtesy of Columbia Graphophone Company).

American
Transvestite
Magazine
Female Mimics
Vol.1, No. 3
(1963) feature
on Le Monocle,
Le Carroll's
Club, and
Chez Moune,
three Sapphic
Cabarets in
Paris.



Girl listening to the lesbian radio show “La Pêche à la ligne” [“Go Fish”] on the gay radio station Fréquence Gaie [Gay Frequency], France, 1984 (Courtesy Danièle Cottereau).

women. In a separate experience, Chaplin visited a 92-year-old woman, Liliane Robert, in a retirement home. Robert was a former cabaret performer, and at the end of the interview she sang and played the accordion for Chaplin, just as she had in the 1950s. Now, more than a dozen years later, Chaplin has over 100 filmed interviews with women, thousands of photographed documents and journals on the history of lesbianism in France, and many photographs of collected memorabilia. “One of the things that I want people who read the book to grasp is the knowledge that sexuality has a history, and that what we call ‘sexual orientation’ has always been far more fluid than we tend to think,” Chaplin explained. “People can be included in the public world regardless of any form of difference. I want

people to see this part of the history of France as important not only to French history, but to the history of the West more broadly.”

The publication of *Becoming Lesbian* does not mark the end of Chaplin’s engagement with this line of research. French producers have expressed interest in creating a television documentary using Chaplin’s filmed interviews and other research findings. She also hopes to create an archive of all the research material she has found so that it can be made accessible to other scholars and activists who may be interested in these sources. She is also considering publishing a collection of interviews to produce a written record of these women’s voices.

Adapted from an article written by Allison Winans for LAS News.



Faculty Spotlight

James Brennan spent the first half of 2022 on a Fulbright Scholars Fellowship in Prague, where he conducted research on the history of the Czechoslovak intelligence activities by the Státní bezpečnost (StB) or State Security in East Africa during the 1960s and 1970s. Czechoslovakia was actively engaged across the entire African continent during these years of decolonization, which left behind an enormous documentary legacy of their activities inside the libraries and archives of today's Czech Republic. Shortly after the country's 'Velvet Revolution' in 1989, Czechoslovak President Vaclav Havel made a political commitment to open up the records of this notorious secret police force to cast light upon its wide-ranging and frequently abusive practices. This commitment resulted in the creation of the Archiv bezpečnostních složek or Security Services Archive, situated in central Prague within the original and rather harrowing offices of the StB. The archive provides the most transparent and revealing record of Cold War-era intelligence practices available anywhere, and provides unparalleled insights into how intelligence networks inside post-colonial Africa were created and maintained.

Welcoming Students to History at Illinois

by CHLOE PARRELLA and STEFAN DJORDJEVIC

In its pilot year, HIST 199: History at Illinois and You welcomed our incoming first year and transfer History majors into the department and broader U of I community. During the fall semester, students had the opportunity to hear from both faculty and upperclassmen about their journeys, research interests, ongoing projects, and thoughts on why history matters. We invited alumni back to campus to connect with our undergraduates and share their many achievements in law, advocacy, advancement, and student support services. Hearing from our accomplished alumni showed students just

"I really value the way the panelists talk about their majors as almost a way to explore life and not just learning facts."

how versatile and fulfilling a history education can be, which many students highlighted as an enduring lesson of the course. One student wrote of the panel with upperclassmen in the major: "I really value the way the panelists talk about their majors as almost a way to explore life and not just learning facts. I think that viewing history this way opens up so many opportunities in research and life in general." Several other students indicated that they had successfully applied for research positions because of the connections they made in HIST 199. This has created a space where students are encouraged to reflect on their responsibilities as historians and share their passions and curiosities with peers. Brought together by a shared love of history, our new majors quickly built friendships with one another and created a strong support system and community on campus. We are excited to offer this course in the future and make it a mainstay in the department and a highlight of our students' experience as history majors at Illinois.



Adrian Burgos Named to the Golden Days Era Committee

Adrian Burgos, scholar of U.S. Latino History and Sports History and author of *Playing America's Game: Baseball, Latinos, and the Color Line* and *Cuban Star: How One Negro League Owner Changed the Face of Baseball*, was selected to participate as a voting member of the Early Baseball and Golden Days Era committees for National Baseball Hall of Fame. The committee met in Orlando, Florida, to vote on eligible candidates on the two ballots under consideration. Brian Campbell, a recent Ph.D. graduate specializing in sports history, spoke with Adrian about his experiences on the committee.

What is the Golden Days Era Committee? Can you describe its purpose and what your responsibility is as a voting member?

The Golden Days Era Committee is one of four committees created by the National Baseball Hall of Fame to reconsider the cases of players (retired more than fifteen years), managers, umpires, and executives. I served as a baseball historian along with Hall of Fame members (including Ozzie Smith and Mike Schmidt), executives (Joe Torre and Kim Ng), and baseball writers. Our charge was to review ten candidates whose primary contribution occurred between 1950 and 1969, and ultimately vote for up to four individuals. Those who appear on 75% of the ballots are elected.

How do committee members evaluate players from past eras like the 1940s and 1950s? What factors do you consider when selecting them to the Hall of Fame?

Each committee members evaluates candidates based on the impact of their careers. Binders are provided with overviews of their careers (including awards), statistical record, and rankings in all-time lists. Our deliberations also discussed the times in which they participated in baseball. My serving on the committee was particularly important in this regard since we covered the period in which Major League Baseball (MLB) was becoming an integrated institution.



How does your historical research on Latino baseball players and the color line inform your perspective on the committee?

My research on Latinos and the color line in baseball allowed me to provide the social and cultural contexts of the 1950s and 1960s. I was able to speak to the challenges Afro-Latino players Orestes “Minnie” Miñoso and Tony Oliva encountered as part of MLB’s pioneering generation of Black players, their migrations from Cuba, and the cultural adjustment. Their accomplishments on the field were all the more significant given these unique set of challenges as Black men from a foreign land.

The committee recently elected former Chicago White Sox great Minnie Miñoso to the Hall of Fame. Can you briefly talk about the importance of enshrining someone like Miñoso?

What an amazing feeling to have served on the committee that righted a glaring oversight in the case of Miñoso not having been elected earlier (while he was alive). Miñoso literally bridged baseball’s segregated era into its integrated era as the first Afro-Latino in MLB. Even more, he excelled as a player, in the Negro Leagues and in MLB. Not only did he integrate the Chicago White Sox in 1951, but he developed into a superstar who was the “Jackie Robinson” for Black Latinos. His excellent performance and courage in dealing with racial segregation inspired players and fans throughout the Caribbean and also the United States.

New Faculty



Rosalyn LaPier

by DANA RABIN

The Department of History welcomes Professor Rosalyn LaPier to the faculty. She is an enrolled member of the Blackfeet Tribe of Montana and Métis. Her research spans environmental history, the history of the American West, and Native American/Indigenous history. She is the prize-winning author of *Invisible Reality: Storytellers, Storytakers and the Supernatural World of the Blackfeet* (2017) which won both the 2018 John C. Ewers Book Award for the best book on the ethnohistory of North America and the 2018 Donald Fixico Award for the best book on American Indian and Canadian First Nations History. Before her arrival at the U of I, Professor LaPier held appointments as an associate professor of Environmental Studies at the University of Montana and a research associate with the Smithsonian Institution's National Museum of Natural History.

LaPier's current research and writing projects include "Plants that Purify," and "Protest as Pilgrimage," which has been funded by American Council of Learned Societies' Religion, Journalism & International Affairs Fellowship. "Protest as Pilgrimage" is a multi-faceted examination of Indigenous women in environmental activism and the transformation of places of protest into sacred places of pilgrimage. Through the lenses of environmental justice, climate action, Indigenous activism, Indigenous knowledge and ways of knowing, and gender analysis, this work explores the connections and continuities between contemporary Indigenous protests—as places of Indigenous women's religious revitalization—and historic female-focused religious practices. Her work as an ethnobotanist has allowed her to collaborate on projects on sustainability and Indigenous ecological knowledge. She has also been part of a research team on the recovery of Native American languages that has been the recipient of a Luce Foundation grant.

Professor LaPier participates in a variety of public engagement activities from leading community-engaged research and instructional projects to writing in the popular press. She is the founder of Saokio Heritage, a community-based organization, created by Native women interested in preserving the histories, languages, and traditional knowledge of Native peoples of the northern Great Plains. LaPier has also worked with the U.S. Environmental Protection Agency. Her article, "The Legacy of Colonialism on Public Lands Created Mauna Kea," which was published in *High Country News*, received Honorable Mention for Best Editorial from the Native American Journalist Association. She has also given interviews to media outlets on a range of issues including Standing Rock, the March for Science, the Dakota Pipeline Protest, environmental racism in Montana, and Indigenous relationships with trees and rivers.

New Faculty

David R. M. Beck

by MARSHA BARRETT

David R. M. Beck joins the Department of History as a full professor who specializes in Indigenous political and economic history. He is the author and co-author of numerous award-winning books and articles on the history of federal American Indian policy and urban American Indian history. His books, *Siege and Survival: History of the Menominee Indians, 1634–1856* (2002) and *The Struggle for Self-Determination: History of the Menominee Indians since 1854* (2005), won book prizes from the Wisconsin Historical Society, while his book, *City Indian: Native American Activism in Chicago, 1893–1934* (2015), which he co-authored with Rosalyn R. LaPier, won the Robert G. Athearn Book Award from the Western History Association. Before joining Illinois, Beck was a professor in the Department of Native American Studies at the University of Montana. Prior to that appointment, Beck served as senior resident faculty and dean of NAES (Native American Educational Services) College in Chicago.

Professor Beck seeks to write histories that are informed by his interactions with the communities he researches to produce works that are relevant to those same communities. He describes his research as focusing primarily on "Indigenous actions from within their cultural inheritance in response to settler colonial impositions into the political and economic lives of Indigenous communities in the United States." Beck's current book project continues that research trajectory by examining the U.S. government's American Indian policy in the 1950s and 1960s. Tentatively titled, "Bribed with our own money': Federal Abuse of American Indian Funds in the Termination Era," highlights federal officials' attempts to withhold money belonging to Indigenous nations to force them to relinquish their political relationship with the United States.

Beck's appointment to the U of I is particularly fitting because of his longtime interest in the

New Faculty



Midwest, the university's proximity to archival repositories, and the unique opportunity it provides to share his research. "Much of my research focuses on this region, with the books I've written both on the Chicago American Indian community and the Menominee Indian Tribe of Wisconsin," Beck explains. Now that he has returned to Illinois he looks forward to sharing his research with those communities on a more regular basis. Professor Beck plans to teach undergraduate and graduate courses that explore the intersection between Indigenous sovereignty and U.S. federal Indian policy. In particular, he is enthusiastic about teaching undergraduate courses that "focus on successful Indigenous community capacity building in North America" and developing a course on urban American Indian history.



Anna Whittington

by JOHN RANDOLPH

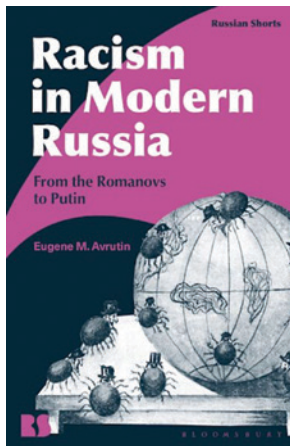
The History Department is thrilled to be joined by Dr. Anna Whittington, our new Assistant Professor in Soviet and Post-Soviet History. Professor Whittington is a historian of citizen-

ship and inequality across Soviet Eurasia. In her scholarship, she analyzes civic identity in the USSR from the October Revolution to the Soviet collapse. Her current book project, "Repertoires of Citizenship: Inclusion, Inequality, and the Making of the Soviet People," draws on archival research conducted in thirty archives and libraries in eight countries. Dr. Whittington has also held positions at the Higher School of Economics in Moscow and Washington University in St. Louis. She is the author of two chapters in edited collections, and her article, "Contested Privilege: Russians and the Unmaking of the Soviet Union," was recently accepted by the *Journal of Modern History*. Professor Whittington received her Ph.D. in history from the University of Michigan.

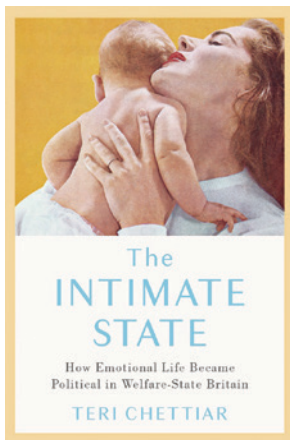
Since arriving at Illinois, Professor Whittington has revived the department's teaching strengths in Soviet History, while building out her own new courses. In fall 2022, she offered HIST 462: Soviet History (previously taught for many years by Diane Koenker and Mark Steinberg). In her reinvention of the class, she has striven to integrate a broad array of voices, reflecting her commitment to providing many perspectives on Soviet life (as well as insights gleaned from her broad archival experience). In this course, she says, she values the opportunity to spend meaningful time on history after 1991, adding, "at this point, the post-Soviet period is almost half as long as the Soviet one." In the spring, she is offering a transnational graduate seminar, "Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives." She is also developing a new general education course, "From Genghis Khan to the Taliban: War and Peace in Central Asia."

In some ways, Anna notes, coming to Illinois is a return home. She was born in Chicago, spending her early childhood in Oak Park before her family moved to Kansas. Though her academic career has taken her all over the former Soviet Union as well as to school on both coasts, she says she's glad to be back in the Midwest. She says, "Teaching for the first time since the pandemic started, it's been great to be back in the classroom. I've been blown away by students' engagement with materials and ideas. My students in Soviet history have been asking great questions, and it's been a real honor to teach them." We're honored to have you join us, Anna!

New Books by Faculty

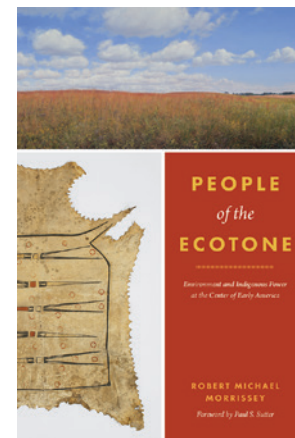


Eugene M. Avrutin's *Racism in Modern Russia: From the Romanovs to Putin*, part of the "Russian Shorts" series from Bloomsbury Publishing, traces the century and a half long story of racism in modern Russia, from the twilight of the tsarist regime through the Soviet Union and to Vladimir Putin's Russia today. Avrutin situates the narrative of racism in our contemporary moment within the complex webs of inequality, privilege, belonging, power, government policy, race, geography, and whiteness. Avrutin walks us through the role of imperialism and colonialism in shaping attitudes towards "others," who were first categorized on religious lines, but eventually through class and nationality. His exploration continues by analyzing the Soviet promotion of a singular national identity, regardless of ethnic origin, yet charts how this approach still excluded the possibility of intersectional identities. Finally, Avrutin links the rise of conservatism in modern Russia to expanding rhetoric around whiteness, culminating in a resurgence of the late-tsarist rallying cry of "Russia for the Russians." A groundbreaking *tour de force*, *Racism in Modern Russia* represents a needed shift in the conversations of identity, empire, and place in Russian History—and is one of the first of its kind.



In *The Intimate State: How Emotional Life Became Political in Welfare-State Britain*, Teri Chettiar shows that the Victorian ideal of the nuclear, domestic family found intriguing parallels in post-War Britain. Her exploration takes us on a richly detailed journey into the offices of psychologists and the halls of Westminster, showing how emotional health became intrinsically linked to inclusive democracy during the decades following the Second World War and evolved to prioritize the nuclear family as a space of urgent political consequence. Intimacy came to be a by-word of democratic inclusion and success, especially in opposition to the specter of Soviet dominance in the opening salvos of the Cold War. Yet, as scientists, politicians, and mental healthcare professionals lauded the idealization of

intimacy, British society was fundamentally changing, and those communities left out of this narrative (women, queer people, and young people) increasingly resisted its primacy. From these sites of resistance arose a new activist generation that would ultimately advocate for political power and rights through the language of emotional health. Dr. Chettiar's book weaves a fascinating tale of the personal becoming the political during the pivotal decades of the mid-twentieth century, and the afterlives of this phenomenon in our world today.



The rippling tallgrass prairies of what is now the center of the United States radically transformed in the past centuries, becoming the "Corn Belt" of our modern moment. Yet, as Robert Morrissey shows in *People of the Ecotone: Environment and Indigenous Power at the Center of Early America*, a crucial piece of this story lies at the intersection of the grand scale of evolutionary time and the short moments of human life—discernable through an intense study of the Indigenous peoples who made this region their home from the thirteenth through the eighteenth centuries. Nominally, *People of the Ecotone*, provides an exploration of the build-up to the Fox Wars, a series of eighteenth-century conflicts in what is now Minnesota and Wisconsin between French colonial forces and the indigenous inhabitants of the Great Lakes region. However, Morrissey moves beyond the minutia of this conflict and explores the multifaceted environmental and Indigenous histories that surrounded it. He maps the centuries-long rise and fall of the dominance of the Illinois, Meskwaki, and Myaamia peoples against the backdrop of millennia-long ecological changes in the grazing and migration patterns of bison and the spread of diseases. Blending Indigenous, environmental, and colonial history, Morrissey's book makes important interventions in early American history, but also in reframing how we think about Indigenous power in this period.

Katherine J. Oberdeck

by TERRI BARNES, ANTOINETTE BURTON and CLARE CROWSTON



Kathryn J. Oberdeck (January 18, 1958–June 8, 2022) was a passionate fighter against all forms of inequality. She combined an unwavering commitment to the highest intellectual standards with a selfless dedication to community and family. In every aspect of her life, Kathy “gave it her all.” She was a world traveler, a hiker, and a nature lover. Impatient with any type of pretense, she was possessed of a keen wit that she directed as often at herself as at those around her.

Her friendships span the globe and are interwoven with decades of collective activism and academic endeavor. Above all, she was a loving and devoted mother to daughters Fiona and Cara, and wife to William Munro.

Kathy and her sister Carol were raised in California by their mother Jean and father Chuck. She received her B.A. in Sociology from University of California, Berkeley, where she developed a life-long passion for the study of class and race formation (and discovered her inner hippie). She received her Ph.D. in American Studies from Yale University, where she studied under famed historian David Montgomery, and met her future husband, William. After a prestigious multi-year post-doctoral fellowship at the University of Michigan, Kathy joined the faculty of the Department of History at the U of I, joining a nationally prominent program in U.S. labor history. In 2021, the university recognized her achievements in research, public outreach, and pedagogical innovation by appointing her Leslie A. Watt Professorial Scholar.

Her first book, *The Evangelist and the Impresario: Religion, Entertainment, and Cultural Politics in America, 1884–1914* (Johns Hopkins University Press, 1999), used the lives and careers of two remarkable nineteenth century men, Alexander Irvine and Sylvester Poli, to challenge conventional wisdom about where the politics of culture really happened. Kathy made it clear that the stage, the street, the church pew, and the trades council were all public spaces

where ordinary people both made culture and contested it. Kathy was always able to discern not just complexity but contradiction in historical processes, and her book is the gold standard for cultural history that takes the dynamism of U.S. proletarian life seriously.

Kathy had deep family roots in the Midwest, specifically in Wisconsin. These led her to focus a second major work of scholarship on the company town of Kohler, Wisconsin, where her mother was born. The project represents a visionary analysis of the mutual shaping of racial and economic inequality with the built environment of Kohler. It led to an important period of scholarly re-tooling in digital methods, during which Kathy learned to use GIS mapping techniques to uncover how labor, ethnic, and race relations were built into and through the very streets, homes, and recreational spaces of the town. She had been looking forward to sabbatical in fall 2022 as a time to complete the final chapter of this complex and sophisticated work.

Kathy made frequent visits to South Africa with William and the girls to see her beloved mother-in-law Wendy, as well as William’s brothers and their families. The family’s time in South Africa included a sabbatical semester in Durban where her daughters Fiona and Cara enrolled in school. Kathy’s love for South Africa and her passionate engagement with inequality wherever she found it, led her to undertake a third major project, a comparative study of urbanization and public hygiene in Chicago and Durban. In the process, she also built lasting friendships and relationships, both professional and personal.

Kathy’s teaching was inspired by her research expertise and her commitments to social justice. Across a 30-year teaching career, she taught the modern U.S. history survey to over 3,500 students, as well as offering advanced courses in U.S. working class history, and intellectual and cultural history. In recent years, she was an instructor in the Odyssey Program, which offers free University of Illinois courses in the humanities to income-eligible adults

continued

in the local community. In all of her classes, students learned how the lives and experiences of ordinary people could serve as a lens through which to approach the most important themes and problems of U.S. history. She was also a regular instructor in the required graduate Social Theory class, demystifying the likes of Weber, Marx, and Foucault for generations of grateful students. Kathy was beloved by graduate students as a dedicated, compassionate, and wise mentor. She was the one who always showed up for them, someone they could turn to when they most needed support. Her students continue to spread her vision of engaged scholarship in positions across the academy, labor organizations, and other roles.

Throughout her career, Kathy's work in the academy was inspired by her determination to making all the communities with which she engaged better, more inclusive, and democratic places for all. In the Department of History, she served as TA Coordinator, Director of Graduate Studies, and Associate Chair, in addition to many terms on the elected Executive Committee and as a chair and member of many additional committees. She started a Civic Engagement committee in History, in 2009, and worked through department programming to steward opportunities for teacher training, among many other activities. She was also a stalwart member of the Faculty Senate and the Campus Faculty Association. As chair of the Senate Committee on Equal Opportunity and Inclusion, she played a vital role in the creation of a new General Education requirement for coursework in U.S. Minority Cultures.

Over the past decade, Kathy became the driving force behind the creation of a multi-faceted Public History program, the first of its kind at Illinois. She took the reins of this fledgling collective idea and persevered tirelessly with the networking, communication, inspiration, and logistical maneuvering required to bring it to life. In particular, she developed History Harvest, a 300-level course which teaches

students how to turn everyday objects into a meta-data tagged archive, co-curated with community members. Working with students and members of the LGBTQ community, Kathy created digital archives of the local Urbana-Champaign drag community and of AIDS activism. This work inspired an exhibit at the Spurlock Museum of AIDS quilt panels from Central Illinois.

Kathy was also at the center of building a Public History group, funded by the Illinois Humanities Research Institute and the U of I President's Office, consisting of faculty, students, local archivists and librarians, community activists, and everyday community people. She worked with these groups to create a "Hidden Histories" tour of the U of I, highlighting key sites of student activism and resistance on campus. The group also documented Champaign Urbana activism, like the 1970 nurse's strike at the former Burnham City Hospital, the last public hospital in this community. Through her Public History work, Kathy became involved in Champaign County health care issues as well as with groups concerned about environmental racism, such as those involved in community rights campaigns in the "5th and Hill" section of Champaign.

Dedicated to supporting and partnering with ordinary people—particularly people of color and members of historically marginalized groups - as well as community leaders, Kathy strove to meet everyone where they were and to put the needs, goals, and well-being of her collaborators first. It's so fitting that in spring 2022, Kathy received the Campus Award for Public Engagement from the U of I, recognition for her pioneering work to bridge the campus-community divide.

A historian with an abiding commitment to community and place, Kathy was widely beloved and will be remembered for the way she modeled unstinting belief in and work for the common good. She will be deeply missed.

Honors thesis writer Ruth Sussman confers with fellow students about her project "Personal Care and Medicare, Elderly People and the Workers Who Cared For Them" at the spring 2022 History Showcase.





John McKay

by Peter FRITZSCHE

John Patrick McKay, 84, passed away on November 24, 2022. Born on August 27, 1938, in St. Louis, John grew up in Webster Groves, MO. He became an Eagle Scout, played basketball, and enjoyed the high school debate team while developing a strong

academic work ethic that led to a scholarship at Wesleyan University and his B.A. in 1961. John received a fellowship to the Fletcher School of Law and Diplomacy and his M.A. in 1962 and his Ph.D. from the University of California, Berkeley, in 1968. John began teaching history at the University of Illinois in 1966. He became a professor in 1976 and professor emeritus in 1999.

If you had come into the department in 1987 as a twenty-eight-year-old, with a CV that could fit on a notecard, the 3x5s we used to transcribe and organize archival research at that time, you would have met a tall, lanky John McKay. He was a kind and gentle colleague but looked as much as a quiet cowboy as the Methodist churchgoer he was. John was solicitous of young colleagues and open to the different approaches to research and teaching they put forward. Indeed, he had already done a great deal to professionalize the department, not least by putting a great energy into making new the old Western Civ' class. What was launched as History IB at the end of the nineteenth century had been renamed History 112 by the time I arrived, and

is now renumbered as History 142: it is the oldest course in the department and John renewed it.

These efforts were given more permanent form in his best-selling textbook on Western Society, to which he added many new editors and successors over the years and the text thrives to this day. Back then, however, it was simply "McKay, Hill, Buckler." John once described the textbook as a ball and chain because it always had to be revised, a challenge he and his ever-expanding team met with great originality. His great accomplishment was to open up the textbook project to so many new voices, including my colleague Clare Crowston and my student Joe Perry.

His own research won him the Herbert Baxter Prize for *Pioneers for Profit: Foreign Entrepreneurship and Russian Industrialization, 1885–1913* (1970); he also wrote *Tramways and Trolleys: The Rise of Urban Mass Transport in Europe* (1976), a signal that he was laying new tracks to explore the history of modern experience. He also introduced Jules Michelet, the grand poet of the French Revolution, to thousands of undergraduates by editing *The People* and assigning it to his Western Civ' classes. Apparently, John's research notes for a third project were lost in the diplomatic poach somewhere between Moscow and Helsinki, a hard blow that he leveraged into the textbook project. He would have wanted to complete that book. John had a nose for new avenues of research, but I will always remember him for the ear he had for young people like me.



Covid-19 did not keep HIST 498: Material Culture Senior Seminar from assembling in the Spurlock Museum, where students selected objects from the museum collection for personal study.

Resilient, Creative, and Committed

by ROBERT MORRISSEY



I write this from Gregory Hall 305a, the office of the Director of Graduate Studies, where I have been fortunate to work since August. My task here is a big one: filling the shoes of the great Carol Symes who stepped down this summer after three years of steering the graduate program through the turbulent waters of the recent past. Carol's support and commitment to our graduate students and their success—not to mention

safety and wellbeing during the pandemic—was something truly special, and it will go down as one of the most extraordinary jobs anybody has ever performed in this role. For her amazing service to our students Carol was deservedly recognized by the college with an LAS Impact Award. I am lucky to have taken over this office in Carol's wake, and I'm excited to report the wonderful and inspiring work that U of I graduate students have done over the past year.

Our graduate program welcomed ten new students this past fall, including six in the Ph.D. program and four in our joint M.A. program we share with the School of Information Sciences. We got off to a great start with year-opening festivities and orientations, and for the first time in a long time these were conducted in-person. It continues to amaze me that two of our recent cohorts arrived here in the midst of the Covid-19 shutdowns, facing (and overcoming!) not just the new demands of history graduate work, but also the challenges of social isolation, diminished interaction, and quiet campus life that has defined our world for too long. It was a great feeling to bring our new class into what is an ever-more lively and reawakened department culture this fall. Our new students hail from

diverse backgrounds and are here to study various areas of the past, and they bring a new energy that I'm grateful for. They are also a distinguished group, with several incoming students having earned prestigious and competitive scholarships to support their work.

The new students join our wonderful group of advanced graduate students. While the pandemic forced adaptation and re-arranged plans for archival visits, our graduate students continue to impress with their creativity, dedicated teaching, and amazing scholarship.

After an extraordinary bumper crop of twenty Ph.D.s awarded in 2020–2021, we returned to a more modest (but still impressive) group of ten Ph.D.s awarded in 2021–2022, together with 3 M.A.s. Students at the research and dissertation-writing phase of the program continue to win prestigious fellowships from national sources and from the U of I Graduate College.

Our grad students also have found very interesting and impressive employment after earning their degrees. Even in the face of a constrained job market, our newly graduated students have won post-docs, tenure track college teaching positions, and positions in academic administration. Meanwhile, several of our recent grads have looked beyond academia to more “applied” roles. In so doing, they participate in an ongoing realignment and reckoning within history programs and humanities programs at large regarding the wider use and application of what professional historians do, and can do. These career diversity conversations have been a touchstone of our graduate training over the past years, and we are proud that our students and faculty are leading the way.

Of course, our graduate students have also led the way in their teaching. There's no denying that our classrooms have been less lively over the past several years, and that the pandemic and other cultural changes have challenged our educational

“Watching our graduate student teachers persevere in this climate, especially in their teaching, has been downright inspirational.”

Recent PhDs Awarded

Silvia Escanilla-Huerta, “A Fragmented Sovereignty. Indigenous Peoples, War and Political Change in the Process of Independence in the Central and Southern Andes (1783–1825)”

Olivia Hagedorn, “‘Call Me African’: Black Women and Diasporic Cultural Feminism in Chicago, 1930–1980”

Doug Jones, “Ownership of the Earth Forever and Ever: Engineering Nature, Race, and Labor in Southern Africa and North America, 1830–1924”

Eva Rogaar, “Healing Russia with Islam: Spiritual Journeys, Conversions, and Belonging in the Late Soviet and Post-Soviet Space, 1970–2020”

Felix Cowan, “On the Path of Truth and Progress: The Imperial Russian Penny Press, 1908–1918”

Cassandra Osei, “Another Urban Grammar: Black Perspective on Social Mobility in Twentieth-Century Sao Paulo”

Morgan Ridgway, “This Feeling of Being Together with Your Own: Indigenous Gatherings in Last 20th Century Philadelphia”

Ian Toller-Clark, “Carceral Democracy: Prisons, Race, and the Punitive Turn in Wisconsin, 1940–1971”

Agata Chmiel, “The Development of Islamicate Spaces in the Ottoman Balkans (1450–1600)”

Yuki Takauchi, “Okinawan Borderlands: The History of the U.S. Occupation of Okinawa, 1945–1972”

mission. But watching our graduate student teachers persevere in this climate, especially in their teaching, has been downright inspirational. Several of our students have been recognized with campus and department teaching prizes, and many more have elicited praise from their students for helping make history classes exciting and vital. As I begin my role as DGS, I am committed to keeping up this momentum, and supporting our students as they continue to excel in so many ways.

Faculty Promotion

Roderick Wilson

Associate Professor of History and the Department of East Asian Languages and Cultures

Japan, East Asia, and global environmental history

Awards and Honors

During this past year, **Emerita Maria Todorova** received the ASEEES Distinguished Contributions Award and was elected to the American Academy of Arts and Sciences, one of the oldest honors societies in the nation. She is one of 261 new members elected to the academy this year in recognition of their accomplishments and leadership in academic, the arts, industry, public policy, and research.

Rana Hogarth received an NEH Postdoctoral Fellowship in the history of science, technology, and medicine. **Mauro Nobili** was awarded grants from the NEH and the U.S. Ambassador Fund for Cultural Heritage and was named a Conrad Humanities Scholar.

Yuridia Ramirez received an HRI fellowship for “Indigeneity on the Move: Transborder Politics from Michoacán to North Carolina.” The Illinois Newspaper Project received a grant from the NEH, for which **Celestina Savonius-Wroth** serves as the principal investigator, to digitize 100,000 pages of historical Illinois newspapers, as part of the National Digital Newspaper Program, a partnership between the NEH and the Library of Congress.

Carol Symes was named a University Scholar, in recognition of excellence and the U of I’s commitment to fostering outstanding scholars and their work. **Terri Barnes** was named the LAS Lynn M. Martin Professorial Scholar. **Eugene Avrutin’s** co-edited book, *Pogroms: A Documentary History*, won the Association of Jewish Libraries Award for Reference. **Kristin Hoganson** received a Center for Advanced Study fellowship and won the Campus Award for Excellence in Guiding Undergraduate Research.

Congratulations, everyone!

Research in Russia between the Pandemic and the Invasion of Ukraine



A view of the Kremlin through the window of the State Library. A beautiful image of the golden domes of Moscow.

ELIZABETH ABOSCH

To secure a research visa to the Russian Federation under normal circumstances is difficult enough, requiring an official invitation from a university or research institution, paying for an internship with a faculty member, and sometimes taking required graduate courses while conducting fieldwork. At the beginning of 2020, I was prepared to tackle it all. The pandemic closed borders to many countries, including the Russian Federation, for a year or more. When travel restrictions finally lifted, the few universities that offered them were hesitant to reopen their programs sponsoring foreign researchers. A faculty

I had applied to before borders closed was not confident about when they would accept new applications. Another assured me they would happily take me, but nearly six months later wrote to me to say that there was no one that could advise me on my research topic and would no longer be able to sponsor my visa. I

finally secured a visa invitation through a U.S.- and Russia-based educational institution, and arrived in Moscow on February 1.

Despite initial difficulties, I managed to have a fruitful first month in Moscow at the State Archive for Literature and Art and the Russian State Library, with plans to explore the archives of the Komsomol in March. One fruitful month, followed by eight more months that would never be. Every week I received a new email from the U.S. embassy reminding American citizens to have evacuation plans out of Russia that did not rely on the help of the American government. To

many people I knew, it seemed like crying wolf. Like a bad omen in a film, on February 23 I rushed to my window after hearing what sounded like a bomb explode in my neighborhood. I saw fire reflected in the windows of the building opposite me, but could not see its source directly. I remembered, after a moment of panic as the sounds of explosions continued, that it was a holiday—Defenders of the Fatherland Day. The relief didn't last. I woke up the next morning to news of the invasion. For another two weeks I tried to reason with my family, and increasingly, myself, that to leave, when my stay in Russia would certainly outlast the war (I thought), was not worth it.

Every day I visited a bank to make sure I could still withdrawal cash as credit card companies shut down operations in Russia. *Good day, Elizabeth, are you still in Moscow?* The archivists at RGALI emailed me to ask if I would still need the documents that I had ordered a week previous, or if I had heeded the daily advice of the embassy and left. I told them that I was staying until I had finished with those documents. In my neighborhood, life seemed to go on as normal. I tried to visit Red Square once, in the afternoon. The police had surrounded its entrances with metal blockades, letting tourists out for the day but letting no one else in. I took a photo of the façade of

the State Historical Museum, only to realize after the fact that I had also captured the police shoving an early protester into a police car. I stood in front of the Tomb of the Unknown Soldier and its eternal flame dedicated to fallen soldiers in the Great Patriotic War, and thought that somewhere in Eastern Ukraine the children and grandchildren of these soldiers were now killing one another.

I finally booked a flight home through one of the few airlines that still operated in Russia. I returned to the United States worried over my research, my future, and my friends abroad. The “Special military operation” became a war of attrition. On the news,

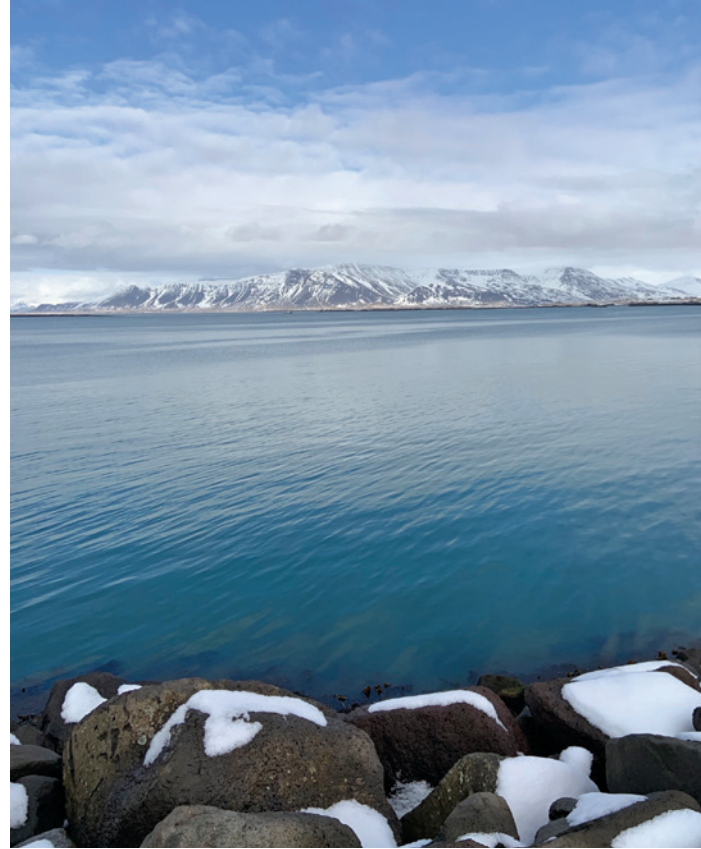
“Every week I received a new email from the U.S. embassy reminding American citizens to have evacuation plans out of Russia.”

continued

Land of Ice and Fire

JACOB BELL

Iceland is one of those places where you can never really be sure what millennium you're in. The glaciers and mountains harken back to a geological past much, much older than the roughly 1,200 years the island has been inhabited, and there are signs of this long, evolutionary time everywhere, from geysers shooting off on the horizon to the occasional volcanic eruption. Ecological time is juxtaposed against historical time—Icelandic has changed so little in the past several centuries, you're almost speaking a medieval language anytime you're ordering a coffee. Throw in a pretty consistent three feet of snow for months on end and you have a fairly interesting place to do your dissertation research. While in Iceland, I was working at Árnastöfnun, the center for manuscript research on the corpus of texts that make up the Old Norse saga tradition, attached to the Háskóli Íslands, the "University of Iceland." My dissertation primarily tells the story of young, enslaved women, trafficked from across Eurasia to this tiny island in middle of the North Atlantic. When you're standing on the shoreline in Reykjavík, looking out at the ice-clad sea, the finality of their unfreedom stands out in stark relief. For a woman like Melkorka, an Irish woman abducted when she was fifteen and sold as a slave at a market in Sweden by an Icelander, there was no escape from her life of unfreedom in Iceland. Even today, with all the conveniences of modern travel, Iceland is isolated—it's several hours flying to either Greenland or the Faroe Islands, the closest dry land—and it would take weeks on a boat to navigate the turbulent seas in the 900s. It's one thing to think about



the vast distances these women travelled when looking at a map or reading a quick line in a saga; it's quite another to see nothing but choppy, freezing seas in all directions and realize just how far you are from anything else. While the archive can give us small glimpses of the lives of enslaved women like Melkorka, it takes a winter in the land of ice and fire to even begin to grapple with the enormity of their experiences.

Research in Russia between the Pandemic and the Invasion of Ukraine, *continued*

places that I had visited and loved in Ukraine over the past few years were covered in sandbags and anti-tank spikes. People in Odessa were taking shelter from Russian shelling in the same catacombs that Soviet partisans had used to bypass the Romanian and German occupiers in the Second World War. Along the same daily commutes that I had walked in Moscow, police were arresting anti-war protesters by the thousands.

Traveling to Russia as a researcher already felt, before the pandemic and the war, like squeezing oneself through a closing door. I do not want to speculate on how much worse things can become. It is difficult to come to terms with the fact that the effects of the war will always have a presence in whatever dissertation I produce, no matter how hard I work. On a much larger scale, it is difficult to come to terms with completing my work as normal, when my field is a warzone,

and so many lives are being lost. At the same time, I felt optimism for my colleagues. Among all the chaos I watched them become activists, creating networks of supplies and support for Ukrainian families. When the invasion began, my phone was flooded with text messages and e-mails from Russian colleagues—the same ones risking their health and their freedoms at protests-- asking if I was safe, telling me to contact them if I was detained by the police or immigration authorities, and how they could help me leave. The world I began my Ph.D. was much different and more fraught than the one I will graduate in. It is something to grieve over. As I continue working despite this, watching my friends and colleagues rise to the occasion as experts and activists, I know that academics always have the ability to rise to the occasion in any way they are able.

Recent Ph.D. Employment and Postdocs

Marilia Correa, Tenure-track Assistant Professor, Loyola University

Felix Cowan, Postdoctoral Fellow, University of Toronto

Raquel Escobar, Postdoctoral Fellow, University of North Carolina at Chapel Hill

Koji Ito, Tenure-track Assistant Professor, Department of Foreign Studies, Osaka University, Osaka, Japan

Billy Keniston, Assistant Professor, Social and Behavioral Sciences, Allan Hancock College

Tariq Khan, Lecturer, Department of Psychology, Yale University

Elizabeth Matsushita, Visiting Assistant Professor, Reed College

Cassandra Osei, Tenure-track Assistant Professor, Latin American History, Bucknell University

Morgan Ridgway, Lecturer, History and Literature, Harvard University, Cambridge, MA

Robert Rouphail, Assistant Professor, University of Iowa

Zachary Sell, Assistant Professor, University of Notre Dame, Notre Dame

Ian Toller-Clark, Analyst, Government Accountability Office, Washington, D.C.

Beth Ann Williams, Visiting Assistant Professor, African History, Susquehanna University

Augustus Wood III, Tenure-track Assistant Professor, Labor and Employer Relations, University of Illinois, Urbana-Champaign

Thais Rezende Da Silva De Sant'Ana, Tenure-track Assistant Professor, University of Houston-Clear Lake

Eva Rogaar, Postdoctoral Fellowship, University of Amsterdam

2022-23 Incoming Ph.D. Graduate Students



First Row: Virginia Haverstic, Laurel Darling, George Kumasenu (Zoom), Kevin Wiggins (Zoom), Tabatha Cochran

Second Row: Cade Meinel, Andrew Stec, Lance Pederson, Camryn Burkins, Nathan Runnels

New Undergraduate Initiatives Moving into the Post-Covid Era

by RALPH MATHISEN



For the first time in three years, the undergraduate report is not about Covid. Spring 2022 saw many faculty still making Covid-19 accommodations and offering on-line options and recorded lectures. But the fall brought a real attempt at a return to normal, with classes truly in-person even though many students still continued to test positive. The mood was clear: students were delighted to be back in the classroom. The fall semester kicked off with our traditional History Welcome Back Trivia Night, hosted by Phi Alpha Theta,

the History Honors Society, and organized by our dedicated and hard-working Undergraduate Adviser Stefan Djordjevic. Speaking of whom, a bit of happy news this past spring was that Stefan was promoted to Assistant Director of Undergraduate studies in recognition of his devoted service to the department and his perpetual readiness to go over and above the call of duty in his work with our undergraduate programs. Congratulations, Stefan!

As always, our primary mission during the year was to make our undergraduate programs as responsive to student needs and desires as we can. Thus, the marquee item on our agenda remains our initiative to add focused concentrations to the history major, a preview of which was presented in the Undergraduate Studies report in last year's issue of *H@I*. Since then, the proposal has been refined to include eight new concentrations in Digital Humanities and Public History; Gender and Sexuality; Global History; Government, Politics, and Law; Race and Society; Science, Technology, the Environment, and Medicine; Traditions, Ideas, and Intellectual Developments; and War, Revolution, and Society. Having passed the Department and two College committees, the proposals are continuing to make their way through the university bureaucracy.

At the same time, the lessening concerns about Covid-19 gave us the opportunity to undertake new initiatives. Our undergraduate program had a bumper crop of those. Our undergraduate teaching program continued to evolve with a proposal introduced in the Undergraduate Studies Committee to create a new class called Introduction to History to be taken by new majors. The initial prospectus

"The Department of History also is continuing to pursue initiatives to give undergraduates expanded hands-on experiences and skill building in their historical studies."

stated, "An introductory course like this would build a sense of community among undergrads. It would expose students to topics such as what history is, the role of history, the importance of history, navigating the advising process, and possible careers in history." A sub-committee of the Undergraduate Studies Committee comprising our undergraduate members, Tara Leininger, Kyle Hubert, and Render Symanski, considered how the course could be organized. At the same time, the indefatigable Stefan Djordjevic crafted a proposal for the creation of such a course, and this fall it was implemented, taught as HIST 199 by graduate student Chloe Parella. We hope that this introductory class will become a regular part of the history major program.

The Department of History also is continuing to pursue initiatives to give undergraduates expanded hands-on experiences and skill building in their historical studies, such as by giving them the opportunity to take part in our Public History internship program, which takes students out into the "real world." It does this by exposing students to the creation and use of digital resources in our Sourcelab and History Harvest projects, which allow students

continued

to do digital publishing and create on-line collections and exhibits—no less than 211 so far!—and by encouraging the use of resources outside the department such as in the History Library, the Classics Library, the Rare Books and Manuscript Library, and the Spurlock Museum.

Another of our on-going goals is to celebrate the work of our students by showcasing it for broader audiences. Thus, the past year saw the inauguration of an end-of-semester History Showcase, conceived and organized by Department Chair Dana Rabin, where undergraduates can strut their stuff by presenting their research projects either in digital or poster form or on panel presentations. The Showcase allows students to be recognized by faculty, fellow students, family, and friends for all the effort

“The past year saw the inauguration of an end-of-semester History Showcase, conceived and organized by Department Chair Dana Rabin, where undergraduates can strut their stuff by presenting their research projects either in digital or poster form or on panel presentations.”

they put into their research, demonstrating to them that their work can have broad applicability and significance outside the classroom.

At the same time, we saw the inception of the *Illinois Undergraduate Journal of History* (<https://ugresearchjournals.illinois.edu/index.php/IUJH>), a publication created and developed by several of our undergraduates and published by the Illinois Library. The inaugural issue, overseen by undergraduates Tara Leininger, Ruth Sussman, and Render Symanski, was published this past May with three articles by history majors. We look forward to more of our undergraduates having the opportunity to publish their research in this venue.

Finally, this past spring the Undergraduate Studies Committee began a practice of holding an Open Forum on Undergraduate Teaching at the beginning of each semester. These forums were initiated with the primary purpose of responding to the continuing Covid-19 crisis. But they rapidly evolved into an opportunity to discuss a multitude of topics relating to undergraduate teaching during the semester, helping to ensure that faculty and graduate student instructors all started out on the same page, so to speak.

Meanwhile, our undergraduates continue to thrive. We regularly receive testimonials from them about how their studies in history have benefited them in the pursuit of their careers. Recent graduate Caroline Albright wrote to say that she and fellow graduate Chrissy Kim had put their experiences in HIST 240: Ancient Greece to good use in a visit to the Metropolitan Museum in New York. Tara Leininger, a history major now serving her second term on the Department’s Undergraduate Studies Committee, writes, “Studying history at Illinois has fully prepared me for anything I choose to pursue upon graduating. My history major has taught me foundational writing and communication skills that are transferable to countless different professional paths, all while connecting me to a network of the most intelligent and interesting peers and faculty on campus. Beyond engaging coursework, I’ve been able to explore history outside the classroom through the Public History internship program, through which I was able to spend a year working in exhibit design and collections management for the Champaign County History Museum.”

In addition, history major and secondary-education minor Ramon Morgan (B.A., 2022) recalled, “I will never forget my experiences in history classes at Illinois. My experience inspired me to teach history, so I added a minor in secondary education. Culture and diversity are critical for society to work together to advance, and history teaches about different cultures and races and educates students to relate to people across the globe. I am prepared to accomplish my dream to teach and travel the world.” And alum Zhuhun “Tom” Wang (B.A., 2020), a history honors graduate who received the award for “Outstanding Presentation” at the annual Undergraduate Research Symposium, and now in the Ph.D. program at Yale, reminisces, “The department provided me with many of my fondest memories. I remember sitting in Professor Mathisen’s class, captivated by ancient coins, medieval manuscripts, and late Roman fibulas; hearing Professor Koslofsky elaborating about Christians getting cross tattoos in Muslim occupied territories; watching early 20th century American cinema depicting Chinese societies with Professpr Fu; and beholding Professor Symes’ sudden bursts of theatrical performances in the middle of a lecture. Bearing these fond memories, I decided to pursue an academic life in studying history.”

Looking to the future there is no rest for the weary. We not only continue to pursue these ongoing initiatives but introduce new ones as well.

2022 Senior Honors Theses

John Feeley: “Love Thy Neighbor: The Irish and Protestant-Catholic Sectarian Political Violence in Gilded Age New York City”

Alexander Joffe: “Divide and Conquer: Labor Resistance and Law in Colonial Virginia”

Tressa Jones: “War Women at Work! : University of Illinois Women and the Second World War”

James Monroe: “And thus, Editors, are we, poor Bulls, amused and abused’: British Newspapers and Partisan Opinion of the Orders-in-Council of 1807–1812”

Madelyn (Maddie) Scheuber: “Identifying Femininity: Public Perceptions of British Women Throughout World War I”

Allyson (Ally) Smerz: “The Lesbian Problem”: Illinois Feminists Organizing for Women’s Liberation in the Shadow of the Equal Rights Amendment”

Jason Smith: “Hard Work, Heavy Minds: Mental Illness, Working Conditions, and the Mitigation of Dissent, 1960–2000”

Ruth Sussman: “Personal Care and Medicare, Elderly People and the Workers Who Cared For Them”

Render Symanski: “The U.S. Nuclear Presence in Okinawa”

James (Jamie) Terassi: “A New Translation of the *Gesta Francorum*”

Faith Wenger: “Women and the Enlightenment”

New and Innovative Course

Policing in the United States

by TARIQ KHAN

For students in the humanities research lab class HIST 386: Public History: Policing in the United States, community engagement was not a single experience but built into the very structure and goals of the class. The course’s collaborations led to a student-created website exploring the rise of gun violence in Champaign-Urbana. This course was part of the Humanities Research Lab initiative supported by the Humanities Research Institute and the Office of Undergraduate Research. I conceived of this course as the dust was settling from the protests and uprisings against racist policing following the police killings of George Floyd, Breonna Taylor, and others. It was the largest, most multiracial, and most regionally diverse people’s uprising in U.S. history, and it did not come from out of nowhere. What might it look like to teach a history of policing not from the point of view of the state or policing institutions, but from the points of view, analyses, and attitudes of the uprisings? What does the history of policing look like from the points of view of communities that are historically most subject to state violence? There was a classroom component, in which the students studied the development of policing in the United States from its violent origins in slave patrols, “frontier” ethnic cleansing, border control, and industrial labor control to the present. And there was a community component, in which the students worked with and learned from formerly incarcerated people in the local organization First Followers. This was not a service project, but a collaboration with local community members to apply the study of history to addressing local social problems. Social movement organizers and experts in relevant fields from near and far shared a wealth of knowledge and experience with the students. Through serious scholarly study and “hands on” community engagement, students gained new insights, greater historical consciousness, and practical skills.



Nancy Toff, vice president and executive editor in the academic/trade division of Oxford University Press, New York, delivers a lecture on academic book publishing at the Humanities Research Institute. Toff acquires and edits all varieties of history books ranging from monographs to reference books to trade books. She is responsible for several book series, including the Very Short Introductions (on all subjects), Oxford History Handbooks, the New Oxford World History, the Oxford Oral History Series, and the Oxford Series on History and Archives.

Studying Immigration History through Community Service

by YURIDIA RAMÍREZ

Recent political debates and conversations have placed immigration as one of the most controversial topics of our generation. In my HIST 312: Immigrant America course, students learned how our contemporary immigration debates are a continuance of previous century-long deliberations on who should be allowed into the United States and what it means to be an “American.” Through readings, class discussions, and primary source and public policy workshops, students studied how anti-immigrant rhetoric, immigrant policing and surveillance, detention, and deportation have been an inextricable feature of American politics and state and federal policy since the nineteenth century.

In addition to our classroom lessons, I also invited my students to relate to this history through their own contemporary lived experiences. To do this, I required that all twenty-nine of my students work with local community partners who in some way served immigrants and their families. With the support of We CU, a campus organization that partners with local organizations to promote positive change in our community and create impactful learning experiences for students, I arranged for student placements with Champaign Unit 4 Schools, the Champaign-Urbana Public Health District, the New American Welcome Center, Immigrant Services of Champaign-Urbana, and the Community Service Center of Northern Champaign County. In these service placements, students experienced firsthand how the arc of immigration history was reflected in the lives of hundreds of people in our own community. By drawing on the themes and lessons from class, students were able to support community partners in direct client support, website design and communications, internal organizational structure and operations, and community and volunteer outreach. Through this project, I was able to bring history to life for the students, inviting them to participate in community-based service that transformed their understanding of history and centered human experience in their learning.



From left to right are Eunjoo Kim, Cindy Crawford, Andy Kulczycki, and Kay Tetlak. Kim and Tetlak collaborated and worked closely with Crawford, the service coordinator, and Kulczycki, the director, of the Community Service Center of Northern Champaign County.



For his placement, Ben Santori supported Immigrant Services of Champaign-Urbana (ISCU) by creating a brochure intended to showcase the incredible work ISCU has accomplished with generous donations from the community and encouraging people to continue to support ISCU's efforts.



On April 2, 2022, various students in HIST 312 attended the Family Day Event, sponsored by the Champaign-Urbana Public Health District, ISCU, and the Illinois Public Health Association. The event welcomed people living in Champaign County to meet the dozens of local community organizations that provide support services for immigrants and refugees. Esteven Estrada signed up community members for English language learning courses, while Zackary Landers photographed the event.

Phi Alpha Theta | Growth and Innovation

by JUSTIN WYTMAR

Phi Alpha Theta (PAT) Epsilon Chapter is the History Honor Society and History Club at the U of I. With the lifting of Covid-19 restrictions, PAT is working to grow its attendance and become more active as a social outlet for other history majors. PAT began the academic year with Trivia Night, one of our most popular events. The trivia is written by members of the PAT executive board in conjunction with our undergraduate advisor Stefan Djordjevic. The event is a great way for history majors to reconnect after the summer, and to test their mettle against other undergraduates, graduate students, and the occasional faculty member.

The week after Trivia Night, PAT hosted its first general meeting, when the new executive board introduced itself to the club, explained the basics of the club, and outlined upcoming events. As the semester progressed, members of PAT were given the opportunity to participate in or lead committees based on their interests. The academic committee, led by Will Doty, hosted events geared towards underclassmen about good historical writing. He invited Stefan to talk about next semester's course listings and has plans to host a panel about study abroad for history majors.

The social committee, headed by Josh Weiner, hosted a slew of exciting and original events which helped to further connect PAT members. The Social Committee hosted a history-themed "mini-game night" and a Halloween party and has plans for a "Jeopardy Night." Those who visited Gregory Hall on September 29 may have noticed a book sale spearheaded by our fundraising chair Samantha Thaller, and our president Gabi Kaminski. The PAT executive board hosted a few events of its own such as internship night. Executive board members shared with attendees how they acquired internships and detailed their own internship projects. For example, PAT Secretary Julie Matuszewski talked about her experience interning for the Joliet Township, where she created a comprehensive presentation comparing township data and demographic information about all the townships in Will County.



PAT has a vision for a tighter-knit History Department, with hopes of fostering a sense of undergraduate interconnectedness through our social and academic events.

The presentation also covered the internship of PAT Historian Muskaan Siddique at the Gilder Lehrman Institute of American History, where she was able to digitize primary sources and meet eminent historians like Eric Foner.

PAT has a vision for a tighter-knit History Department, with hopes of fostering a sense of undergraduate interconnectedness through our social and academic events. I hope that this year will be the start of many years of increased PAT attendance and a more unified undergraduate body in the History Department.

Department of History Awards 2022

Teaching Awards

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

- Ikuko Asaka
- Teri Chettiar

Dr. Charles DeBenedetti Award for Teaching Excellence by a Teaching Assistant

- Sean Ettinger

LAS Dean's Award for Excellence in Undergraduate Teaching by a Teaching Assistant

- Thomas Day

Michael Scher Award for Outstanding Undergraduate Paper

- James Monroe

Winton U. Solberg Family Scholarship

- Muskaan Siddique

Undergraduate Awards & Honors

John and Judith Steinberg-Alfonsi Scholarship for Outstanding History Undergraduate and Academic Excellence

- Nico Divizio
- Faithe Wenger

Martha Belle Barrett Scholarship for Undergraduate Academic Excellence

- Blanca Alcantar
- Ruth Sussman
- Jason Smith
- Jamie Terrasi

Walter N. Breymann Scholarship for Outstanding Undergraduate History Majors

- Tressa Jones
- Kayla Swanson
- Adam Matolak
- Jason Smith

Jayne and Richard Burkhardt Scholarship for Outstanding Undergraduate Achievement

- Ryan Feldt
- Krystos Kanellakis
- Mckayla Hendrick
- Zackary Landers

Centenary Prize for Outstanding Senior in the Teaching of Social Studies

- Blanca Alcantar
- Leah Jurkowski
- Michael De Vries
- Merrick Robinson

Graduate Awards

John and Judith Steinberg-Alfonsi Scholarship for Outstanding History Graduate and Academic Excellence

- Noyan Coşkun
- Hyewon Hong
- Lingyan Liu
- Ryan Schmitt

Laurence M. Larson Scholarship for Graduate Student in Medieval/English History

- Heather Duncan

Theodore Pease Scholarship for Graduate Student in English Fields

- Alexandra Sundarsingh

Frederick S. Rodkey Memorial Prize in Russian History

- Elizaveta Vostriakova

Winton U. Solberg Family Scholarship

- Stetson Kastengren

Winton U. Solberg Memorial Scholarship

- Christopher Goodwin

Joseph Ward Swain Prize for Outstanding Seminar Paper

- Stas Khudzik, “Challenging the Grandeur of Bolshevik History; The Istpart Publication Policy and the Singular Experience of the 1912 Siemens Strike”

Joseph Ward Swain Prize for Outstanding Published Paper

- Jacob Bell, “*Ok lá þar at óvilja hennar*: A Reconsideration of Sexual Violence in the Old Norse World”
- Silvia Escanilla Huerta Kosovych, “They Will Live without Law or Religion’: Cádiz, Indigenous People, and Political Change in the Viceroyalty of Peru, 1812–1820”

Other Awards

Chair Award

- Stefan Djordjevic

Campus Award for Excellence in Guiding Undergraduate Research

- Kristin Hoganson

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

- Ryan Feldt
- Tara Leininger
- Alexis Martínez
- Edward Ryan

C. Ernest Dawn Undergraduate Research Travel Award

- Muskaan Siddique

Friends of History Undergraduate Research Travel Grant

- Render Symanski

Friends of History Distinguished Service Award

- Riley Mueller
- Alyssa Saulsberry
- Merrick Robinson
- Sara Tolva

Robert W. Johannsen Undergraduate U.S. History Scholarship

- Muskaan Siddique and Quinn Searsmith

Mark H. Leff Scholarship for Outstanding Senior Honors Thesis

- Jason Smith

Thomas A. Manning Memorial Scholarship

- Anna Rataj



Faculty Updates

After a two-year pandemic hiatus, **Ikuko Asaka** resumed archival research for her book project on Pacific islands, taking short trips to Boston and San Francisco. Independent of her book, she was invited to contribute an article on Asia and the Civil War era, which she workshopped at Penn State's Richards Civil War Era Center. On the teaching side, she created two new courses--Birth of U.S. Empire and Global Histories of Gender--both of which reflect her desire to expand the horizons of Illinois students.

Eugene Avrutin stepped into an administration role after the unexpected and tragic death of Dara Goldman, the director of the Program in Jewish Culture & Society, in May 2022. He delivered the Larry Axel Memorial Lecture in Jewish Studies at Purdue University. Together with Valeria Sobol (Slavic at the U of I), he organized a junior scholar workshop on race in Russian history and culture for the Summer Research Lab. His co-edited volume, *Pogroms: A Documentary History*, won an award from the Association of Jewish Libraries. His *Racism in Modern Russia: From the Romanovs to Putin* appeared with Bloomsbury, and is available as an open access resource (<https://www.bloomsburycollections.com/book/racism-in-modern-russia-from-the-romanovs-to-putin/>).

Associate Professor **Teresa Barnes** was named the LAS Lynn M. Martin Professorial Scholar, recognizing teaching excellence for 2022–2025. She is serving as an associate editor on the editorial team of the journal *History in Africa*, one of the flagship publications of the African Studies Association. The editorial team just published the second volume of the journal, an annual publication. As Director of the Center for African Studies (CAS), Barnes led her team to a successful application for the Africa National Resource Center and Foreign Language and Area Studies awards in the national Title VI program of the Department of Education in the 2022–2026 cycle. These awards will bolster faculty research, community outreach, and new study abroad opportunities on the African continent, and crucially support the teaching and learning of Swahili, Wolof, and Arabic on campus.

Marsha E. Barrett published an article based on research from her upcoming book entitled, "Defining Rockefeller Republicanism: Promise and Peril at the Edge of the Liberal Consensus, 1958–1975," in the *Journal of Policy History*. The open-access article can be found on the journal's website. She also began a three-year term as an advisory board member for the

journal *New York History*. One of the highlights of the year was watching her first Ph.D. student, Ian Toller-Clark, defend his dissertation in April.

Adrian Burgos, Jr. was named to the Scholarly Advisory Committee for the National Museum of the American Latino, which finally received federal authorization in 2021. He also served on the National Baseball Hall of Fame's Golden Era and Early Days committees, which voted on the election of candidates from Major League Baseball and Negro Leagues. Burgos gave several talks, including an invited lecture, "In Clemente's Wake: Afro-Latinos as Baseball's Invisible Men," at St. Joseph University via Zoom in November. He participated as a panelist for "A League of Their Own 30th Anniversary" as part of the virtual program for the Organization of American Historians annual meeting. He continued his public-facing work which included celebrating the opening of the *Pleibol!* exhibit at the National Museum of American History on which he served as an advisor. His expertise on Latinos and baseball history was the basis for a dozen newspaper interviews, four taped media interviews, and an hour-long interview on Minnie Miñoso's legacy as part of the Baseball Hall of Fame's *Virtual Voices of the Game* series.

Antoinette Burton continued to direct the Humanities Research Institute and to be an active member of the History Department, chairing the search for our Soviet/Post Soviet historian and continuing to supervise and otherwise support graduate students in History. She published essays and curated forums in the *Journal of Colonialism and Colonial History*, *South Asia Review*, *Historical Reflections/Reflections Historiques*, *The Journal of World History*, and Bloomsbury's *Theory and Method: Key Thinkers* series. Her collection with Tony Ballantyne, *World Histories from Below*, which contains essays by Illinois Ph.D.s T.J. Tallie and Rob Roupail, saw its second edition. And she was appointed the chair of the faculty board at the U of I Press.

Tamara Chaplin recently returned from Victoria, BC, where she presented a newly published article at a roundtable at the Western Society for French History conference. Her article is part of the collection, *Histories of French Sexuality: From the Enlightenment to the Present*, now forthcoming from the University of Nebraska Press (2023). Her article, "A Woman Dressed Like a Man: Gender Trouble at the Sapphic Cabaret, Paris, 1930–1960" appeared in *French Historical Studies*, Vol. 44, No. 4 last year. She is now

serving as an editor for that journal, and was recently elected to a three-year term on the governing board of the *Western Society for French History*. Chaplin's new book, *Becoming Lesbian: A Queer History of Modern France* is beginning production at the University of Chicago Press this winter. Chaplin is currently enjoying teaching Marx, Foucault, Weber, Queer Theory, Postmodernism and other esoteric texts to our wonderful graduate students in HIST591 on History and Social Theory. Her HIST 258A on WWI in the Global Twentieth century has benefited from the participation of colleagues old and new, including John Lynn, Carol Symes, and Mark Steinberg, who have all visited her class either in person or via Zoom this semester. Chaplin is especially delighted to report that her former Ph.D. student, Dr. Ryan Allen, began teaching for the University of Chicago this fall. Chaplin looks forward to participating in the LAS Inclusive Pedagogy Program this coming spring. Finally, Chaplin was thrilled to return to her beloved Paris last summer after a three-year hiatus due to Covid-19. It was great to be back in the archives!

Kai-Wing Chow presided as chair and comment at the International conference on “Classical Studies and Politics in Qing China” 清代政治視野下的經學研究 that met November 3–4, 2022, at the Institute of Chinese Literature and Philosophy, Academia Sinica, in Taiwan.

Poshek Fu's new book on Hong Kong and Asia's cultural Cold War will come out from Oxford University Press in spring 2023. He gave a keynote address at a Leicester University (England) conference on Asian media in August and continues to co-edit a book series for the University of Hong Kong Press. One of its recent titles is a transnational Chinese-language cinemas book written by two of our former Ph.D. students. He was Past President of Midwest Conference on Asian Affairs. Illinois will host the MCAA annual meeting in 2023.

Kristin Hoganson's co-edited (with Jay Sexton) volume, *The Cambridge History of America and the World*, vol. 2, 1820–1900, hit the shelves in spring 2022. This 800-page collection includes an outstanding essay on colonial intimacies by U of I Ph.D. Tessa Marie Winkelmann. Hoganson completed her post-presidential term as a Council member for the Society for Historians of American Foreign Relations (SHAFR), continued her service on the federal Advisory Committee on Historical Diplomatic Documentation, and became involved in a not-to-be missed National Portrait Gallery exhibit on the Wars of 1898 that will open in April 2023.

Ralph Mathisen published a book chapter, “Not ‘the Other’: Barbarians and the End of the Western Roman Empire,” in *‘Otherness’ in the Middle Ages* (2022); and five entries in *Brill Encyclopedia of Early Christianity*. He delivered conference papers at the International Medieval Congress at the University of Leeds (England), the International Medieval Studies Congress at

Western Michigan University, and at the New College Medieval & Renaissance Conference at New College in Sarasota. He also delivered a Keynote Address on the occasion of the dedication of the new “Place des reines et rois wisigoths” (“Plaza of the Queens and Kings of the Visigoths”) in Toulouse (France). In addition, he served as co-organizer and session chair for an international e-conference on “Ancient Greek, Roman and Byzantine Fibulae” held in Istanbul (Turkey). In the department, he continues to serve as Director of Undergraduate Studies; in the college, he serves on the LAS Nominations Committee; and in the university, he was re-elected as Chair of the Senate Committee on the Library. He also appeared on the List of Excellent Teachers.

Bob Morrissey has stepped into the Director of Graduate Studies position in the History Department this year, and is busy learning the ropes. Meanwhile, his book *People of the Ecotone: Environment and Indigenous Power at the Center of Early America*, was published by University of Washington Press. The book is a new interpretation of the significance of the tallgrass prairie region—the modern “corn belt”—in early America. He continues to work on a collaborative project with members of the Miami and Peoria Tribes.

Kevin Mumford was on leave 2021–22, with the support of a fellowship from the Center for Advanced Study in the Behavioral Science at Stanford as well as a semester supported by the Guggenheim Foundation. He is working on a new research project about the “History of Hate.” He also reviewed books and articles for academic journals, as well as continued to serve on editorial boards, including the *Journal of American History*, the *Journal of Urban History*, and the *Journal of African American History*.

Mauro Nobili has recently seen the publication in Francophone West Africa of the French translation of his latest book, under the title of *Sultan, Calife et Rénovateur de la Foi: Aḥmad Lobbo, Le Tārīkh Al-fattāsh et la Création d'un État Islamique en Afrique de L'Ouest* (2021). He has also submitted to the British Academy the full draft of a new book, titled *The Seventeenth-Century Tārīkh Ibn Al-Mukhtār and the Nineteenth-Century Tārīkh Al-Fattāsh: The Authenticated Arabic Texts and English Translations of Two West African Chronicles*. A new article of his also appeared on *History in Africa*. Nobili also successfully applied and received two grants. The first, in collaboration with the Institute for the Study of Islamic Thought in Africa, came from NEH and supported the construction of a database of English translations of Arabic manuscripts from West Africa to be used in undergraduate classroom. The second, received in collaboration with U of I alumnus Bruce Hall (University of California Berkeley), is the US Ambassador Fund for Cultural Heritage to promote the completion of the over 43000 Arabic manuscripts held at the Institut des Hautes Etudes et de Recherches Islamiques de Tombouctou, in Mali.

Faculty Updates, *continued*

“The struggle for Jewish Naturalization from Jamaica to London, 1748–1753,” the first publication from **Dana Rabin’s** new project on Jews, whiteness, and empire, appeared in *Jewish Experiences across the Americas: Local Histories through Global Lenses*, edited by Katalin Franciska Rac and Lenny Valerio Urena (University of Florida Press). In August Rabin’s 2017 book *Britain and its Internal Others, 1750–1800: Under Rule of Law* (Manchester University Press) appeared in paperback. The special issue of *Shofar: An Interdisciplinary Journal of Jewish Studies* based on the symposium “Next Year in the Caribbean: Race, Religion, and Roots in the Jewish Atlantic World,” held at Illinois in April 2021, will appear next year. It will be dedicated to the symposium’s co-organizer Dara Goldman, Director of the Program for Jewish Culture and Society at the U of I and Associate Professor of Spanish and Portuguese, who died suddenly in May 2022.

Yuridia Ramírez spent the summer completing research in North Carolina and Mexico City with support from the Funding Initiative for Multiracial Democracy. This research will allow her to complete her book manuscript, tentatively titled *Indigeneity on the Move: Transborder Politics from Michoacán to North Carolina*, which is under advance contract with UNC Press. For the 2022–23 academic year, she is a Humanities Research Institute Faculty Fellow. The Fellows Seminar provides opportunities for extended conversations and extensive feedback about her project. In the spring, she will teach “Borders and Migration,” a U.S. history graduate seminar, and she has support from the Humanities Research Lab to teach Immigrant America as a community-based research experience.

In 2022, **Carol Symes** completed her three-year term as Director of Graduate Studies, celebrating the successful defense of more than thirty Ph.D.s during that period while welcoming three new first-year cohorts. She was the Medieval Academy of America’s keynote speaker at the annual International Medieval Congress in Leeds (UK) in July; in August, she was honored with the designation of University Scholar in the U of I system. September saw the release of her 36-lecture series on *The Medieval Legacy* for The Great Courses/Wondrium (also available on Audible); as well as the publication of the newest issue of her journal, *The Medieval Globe*, devoted to path-breaking scholarship on the appearance of the Black Death in Central Asia and North China by the 1220s—over a century before its devastating arrival in the Mediterranean basin. She is enjoying a year-long sabbatical, re-immersing herself in an overdue book manuscript and several other ongoing projects.

Roderick Wilson was promoted to Associate Professor in 2022. He also presented papers at the annual World History Association conference in Bilbao, Spain and a workshop focused on nineteenth-century Japanese history at the National University of Singapore. In the Department of East Asian Languages and Cultures, he served as Chair of the Curriculum Committee where he oversaw multiple improvements to the curriculum and creation of seven new courses, including his own new urban history course “Tokyo: Then and Now.” In the 2022–23 academic year, he is on sabbatical during which time he will return to Japan, which finally reopened after being closed to foreign travelers due to the Covid-19 pandemic, to begin researching and writing his new book about the social and environmental history of Tokyo.



Emeriti Updates

Vernon Burton continues to work on his second retirement as the Judge Matthew Perry Distinguished Professor of History at Clemson University. This year he was awarded The John Hope Franklin Lifetime Achievement Award by the Southern Historical Association, inducted into the Martin Luther King Jr. Collegium of Scholars at Morehouse College, received the Benjamin E. Mays Legacy Award, was appointed to the South Carolina African American Heritage Commission, and received the Clemson University Alumni Award for Outstanding Achievements in Research. The College of Charleston Carolina Lowcountry and Atlantic World (CLAW) Program honored Burton by designating the best conference paper given annually, the Vernon Burton Research Award. His co-edited book, *Lincoln’s Unfinished Work:*

A New Birth of Freedom from Generation to Generation, was published by LSU Press. Burton’s guest edited special issue of *The Southern Quarterly* on the “Digital South,” (Fall 2020/Winter 2021) and published six essays, including “Digital History Memories,” an autobiographical essay on his work in digital Humanities (much done at the U of I) in *The Southern Quarterly*. He published opinion pieces in a number of newspapers including the *Washington Post*. He also gave a number of speeches and keynotes, including one at the celebration of the 160th anniversary of Penn Center.

In 2021, Simon & Schuster published **Bruce Levine’s** book, *Thaddeus Stevens: Civil War Revolutionary, Fighter for Racial Justice*. It is now also out in paperback. Last October, he published an essay based on that book

Emeriti Updates, *continued*

that further elaborated its central thesis: “Thaddeus Stevens: Bourgeois Revolutionary,” in the journal *Against the Current*. Throughout 2021, he worked on the scholarly advisory committee in an effort to restore and transform Stevens’s home and office into a museum in Lancaster, Pennsylvania.

Mark S. Micale spent the past year in Baltimore working at the Johns Hopkins Institute for the History of Medicine. He published two edited volumes: *Traumatic Pasts in Asia: History, Psychiatry, and Trauma from the 1930s to the Present* (Berghahn) and *The Darker Angels of Our Nature: Refuting the Pinker Theory of History and Violence* (Bloomsbury). During spring 2022, he taught a Zoom seminar on Darwin at the U of I Campus Honors Program.

Mark Steinberg, now based in New York City and Turin (Italy), is viewing his recent retirement as a transition into the profession of a full-time researcher and writer. He is working on two books-in-progress: *Crooked and Straight in the City: Moral Stories of the Street from New York, Bombay, and Odessa in the 1920s* and the tenth edition of *A History of Russia* for Oxford University Press, which will include the history of the present situation in Russia and Ukraine. He worked on a translation into Russian of his book *Proletarian Imagination: Self, Modernity, and the Sacred in Russia, 1910–1925*, which was published just before the war began, which now makes such collaborations very difficult. He published an article, “The Realness of Utopia: Stories from the Russian Past and Future” in the online journal, *The Montréal Review*, March 2022, and has four articles forthcoming in the next few months: on Chekhov, on the urban space of “the corner,” on the art of public memorialization during the Russian revolution, and on interpreting the Russian revolution as lost possibility. He misses all the wonderful students and colleagues in Urbana-Champaign.

Charles Stewart published “What’s in the Manuscripts of Timbuktu? A Survey of the Contents of 31 Private Libraries” *History in Africa*, (<https://www.doi.org/10.1017/hia.2020.18>). He co-edited, with Ahmed Binebine, and wrote the Introduction and an Epilogue to a tri-lingual volume, *Manuscripts and Arabic script writing in Africa: Proceedings of The Islamic Manuscript Association/ Bibliotheca Alexandrina/Thesaurus Islamicus Foundation 2021 Conference on ‘Arabic-Script Manuscripts in Africa’*. The book is due to appear in November 2022. In March he contributed to *The Conversation*: “Timbuktu manuscripts placed online are only a sliver of West Africa’s ancient archive”, March 29, 2022, <https://theconversation.com/timbuktu-manuscripts-placed-online-are-only-a-sliver-of-west-africas-ancient-archive-179772> In April he participated in a conference at the U of I on Arabic Manuscript documentation and preservation and contributed to the Timbuktu Talks panel, “Timbuktu Manuscripts Now.” In May he delivered the concluding paper for a joint workshop on African manuscripts co-organized by Northwestern University (Institute for the Study of Islamic Thought in Africa) and University of Hamburg (Center for the Study of Manuscript Cultures). He continues to putter with his 30-year data-base project, the online, open-access, bilingual West African Arabic Manuscript Database, WAAMD, now hosted at the UC Berkeley Library. WAAMD now contains about 80,000 manuscript records.



Maria Todorova (left), the 2022 Distinguished Contributions Award Recipient. Established in 1970, the Distinguished Contributions to Slavic, East European, and Eurasian Studies Award honors eminent members of the profession who have made major contributions to the field through scholarship of the highest quality, mentoring, leadership, and/or service. The prize is intended to recognize diverse contributions across Slavic, East European, and Eurasian Studies.

After her retirement, **Maria Todorova** is sharing her time between Paris (France), Champaign (USA), and visits to Bulgaria, Canada, and Morocco. She gave keynotes to the Fritz Exner Kolloquium at Viadrina University, Frankfurt/Oder, Germany; to the International Conference on Divergent Temporalities, Athens, Greece, and the Fourth Conference in Balkan Studies, Marseille, France. She participated in a discussion of her latest book at INALCO in Paris and several online panels: “The Danube in Collective Memory,” Vienna, Austria; “Postcommunist nostalgia,” Tirana, Albania: 25 years of “Imagining the Balkans,” NUU. She published an article “Southeast European Studies between debates and trends,” in *Südosteuropa Mitteilungen*, and two chapters in collaborative volumes: “The Balkan Wars in Memory: The Carnegie Report and Trotsky’s War Correspondence” (in English) and “Is Socialism Utopia?” (in Bulgarian). A volume of her new and translated essays, *The Game of Scales: Balkans, Bulgaria, Socialism*, came out in Greek and had a book launch in Athens. She received the Distinguished Contributions Award to Slavic, East European, and Eurasian Studies from ASEES (2022) and was elected member of the American Academy of Arts and Sciences.



Alumni News

James A. Edstrom (B.A., M.S., M.A.), Professor of Library Services and History at William Rainey Harper College, published *Avenues of Transformation: Illinois's Path from Territory to State*.

Louis Haas (Ph.D.) passed away on January 12, 2023. Dr. Haas received his B.A. from both Indiana State University and the University of Southern Indiana, his M.A. from The Ohio State University, and his doctorate from the U of I under the direction of Professor Donald Queller. Haas was a tenured history professor at Duquesne University (1990–2001) and Middle Tennessee State University (2001–2022).

Ryan Jones (Ph.D.) was awarded a system-wide SUNY Chancellor's award for Excellence in Teaching.

Gary Reger (B.A.) retired as Hobart Professor of Classical Languages and Professor of History after thirty-four years at Trinity College. Gary received a Fulbright to work at the University of Western Australia at Perth.

Robert D. Samson (Ph.D.), Retired Visiting Professor of History at Millikin University, was appointed editor of the *Journal of the Illinois State Historical Society*.

Carmen P. Thompson (Ph.D.) published *The Making of American Whiteness: The Formation of Race in Seventeenth-Century Virginia* and wrote the introduction to the forthcoming book, *Protest City: Portland's Summer of Rage*, a photo book that chronicles the yearlong protests in Portland, Oregon after the murder of George Floyd.

XiXi Tian (B.A.) published *This Place is Still Beautiful*, a Young Adult novel about two estranged sisters whose family becomes the victim of an anti-Asian hate crime.

Russell Wigginton (Ph.D.) serves as president of the National Civil Rights Museum in Memphis, Tennessee.



Tian's debut novel offers an incisive look about complicated family dynamics and what it means to be mixed race and Asian American in a largely white Midwestern town. The Flanagan sisters are as different as they come. Annalie is sweet and self-conscious, whereas Margaret is sharp and assertive. When their house is vandalized with a shocking racial slur, Margaret rushes home from her summer internship in New York City. For Annalie, this was meant to be a summer of possibilities, and she resents her sister's sudden presence and insistence on drawing negative attention to their family. As the sisters navigate this unexpected summer, an explosive secret threatens to break apart their relationship once and for all.

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