

# History Illinois



University of Illinois  
Urbana-Champaign

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Spring 2024



*Rosalyn LaPier*

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# Letter from the Chair



Dana Rabin

“Several of our colleagues have completed books this year; many of us are reinvigorating our research programs after the pandemic, creating new courses, engaging the public beyond the university, and leading programs and centers across campus. This is a moment of change as we envision the future.”

It's difficult to believe that another year has flown by. As I enter the final semester of my five-year term as chair, I feel energized about the department, our faculty, and our students. This year we welcomed a new faculty member, a large class of almost 100 incoming undergraduate majors, and a class of 12 new graduate students, 9 of whom are pursuing Ph.D.s and 3 of whom are completing the joint M.A./M.S.L.I.S. degree. Our trivia night in August drew so many students that faculty gave up our seats so that more students could participate! Several of our colleagues have completed books this year; many of us are reinvigorating our research programs after the pandemic, creating new courses, engaging the public beyond the university, and leading programs and centers across campus. This is a moment of change as we envision the future.

The dedicated staff in 309 Gregory Hall provide the support we all need to keep the department running smoothly, attending to every detail. We hope to welcome two new staff members in the next few months: an Undergraduate Program Coordinator will support our undergraduate program and a Communicator will ensure that the tremendous research and teaching along with the myriad projects and initiatives we undertake rise to the sight lines of the college, campus, and beyond.

Dr. Laura Goffman joined our faculty in August. She received her Ph.D. at Georgetown University and taught at the University of Arizona before moving to Champaign. Dr. Goffman is a historian of health in the modern Middle East. Her research focuses on the Persian Gulf and the Arabian Peninsula, examining how migration, gender, citizenship, and state formation intersect with the movement of disease. Several of our faculty reached career milestones: Teri Chettiar earned tenure while Teresa Barnes, Robert Morrissey, and Carol Symes were promoted. Clare Crowston and Po-Shek Fu retired and joined our esteemed emeriti.

With close to one hundred incoming undergraduate majors, our HIST 199, History @ Illinois and You, an introduction to the major, has been a tremendous success. Guided by an excellent graduate instructor, Chloe Parrella, weekly meetings introduce students to our faculty, the library, and resources for career planning. Most important of all, the course helps to create community among our majors as they adjust to life on campus. This year we have a new Director of Undergraduate Studies, Professor Jim Brennan. Together with our outstanding Associate Director of Undergraduate Studies, Stefan Djordjevic, and the Undergraduate Studies Committee they oversee the





curriculum and programming. We celebrated our students and their research at the History Showcase events in November and April where our students presented their research through digital and poster presentations, panels, and lightening rounds.

Our offerings in public history continue to grow. We are grateful to Professor Dan Gilbert who in his spring 2023 course focused History Harvest on the first Farm Aid concert that took place in Memorial Stadium in 1985. With Digital Documentary Publishing and our internship program, our majors have opportunities to participate in Public History. SourceLab published two new editions this year, “The Great Depression and the New Deal: Transient Division Newsletter from Macon, Georgia” and “Changing Activism: Hal Baron Lays Out Strategy for Civil Rights in Public Housing.” Check them out at: <https://sourcelab.history.illinois.edu/>!

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 scintillating topics, innovative methodologies, and creative teaching styles. You can follow their diverse post graduate accomplishments, including post-doctoral fellowships, teaching and librarian positions, and academic, or academic adjacent jobs on our website.

Our faculty continue to win recognition for their excellence in research and teaching. Professor Tamara Chaplin was named a Lynn M. Martin Professorial Scholar, Professor Yuridia Ramirez was named a LEAP Scholar, and Professor Leslie Reagan was awarded a Robert W. Schaefer Professorship.

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 the University of Illinois. For all the latest news, please visit our website and follow us on social media.

Warm wishes,  
Dana Rabin

**History @ Illinois**

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# Professor Rosalyn LaPier featured in Ken Burns' documentary, *The American Buffalo*

*LaPier, an enrolled member of the Blackfoot Tribe of Montana and Métis, is an environmental historian and an ethnobotanist whose teaching and research focuses on environmental issues within Indigenous communities.*

When huge herds of bison roamed the Great Plains, the animals were not only a source of livelihood for Native Americans; they were also religious icons and vital parts of the ecology.

University of Illinois history Professor Rosalyn LaPier is featured in Ken Burns' 2023 documentary *The American Buffalo*, in which she talks about the history of the bison and their connection to Indigenous people. LaPier, an enrolled member of the Blackfoot Tribe of Montana and Métis, is an environmental historian and an ethnobotanist whose teaching and research focuses on environmental issues within Indigenous communities.

*The American Buffalo* premiered on PBS on October 16–17, 2023. Produced by Florentine Films, the documentary features LaPier discussing how Indigenous people thought about their relationships to bison and the natural world. In the film she describes their traditional ecological knowledge and explains what they knew about the connections between bison, plant life, and themselves. She was involved with the documentary project over a two-year period, acted as a historical advisor on the script, provided expertise as an interviewer, and reviewed a rough cut of the film prior to its release.

La Pier observes that what is “different about this documentary from previous documentaries is that they reached out to a lot of Indigenous people. There are a lot more Indigenous voices in this film than in previous ones.” Indeed, she adds, “You get to hear from folks that are historians and scholars who are Indigenous, and also people who are contemporary bison managers working on restoration.” In her 2017 book, *Invisible Reality: Storytellers, Storytakers, and the Supernatural World of the Blackfeet*, LaPier explores this period in Blackfeet history at length, investigating the demise of the bison and relocation of the Blackfeet to reservations, and analyzing the multiple impacts of these challenging transitions.

As she notes, LaPier's research inspires “a broader discussion of why bison are important to Indigenous people.” LaPier believes that it is “easy to fall back on stereotypes or tropes that Indigenous people suffered from the loss of bison” without fully understanding the nature of the complicated material and sacred relationship they shared. LaPier's work is unique in that it is “really talking about that long-term, thousands of years relationship that Indigenous people had with bison, both through religious practice and ecological knowledge.” She adds, “Even though there is a 100-year gap between the demise of the bison and the resurrection and strengthening of bison, Indigenous people are still here and able to continue to tell that story of why bison are important to Indigenous communities.” And this, she insists, is “a story that must be told as continuation and not disruption.”





*“Native people are still here, they maintain their religious practices, and Indigenous people still find meaning in their relationship with the natural world.”*

—Rosalyn LaPier

*The American Buffalo* is divided into three sections, showing the relationship between Indigenous people and bison, the demise of the bison, and the early conservation efforts to restore bison to the prairie. The film leaves us with a question about the extent to which we are willing to deliver on that effort. Indeed, the fourth part of the film, as Ken Burns has suggested in several interviews, rests in the current moment: in LaPier’s words, “Are we prepared to really restore the bison” such that they can freely roam once again? That, she notes, “is a conversation that will grow out of this film. We are at the point where we have restored bison to large numbers and have them in lots of different places across the U.S., but none roam free.”

LaPier is convinced that the film will let viewers see “that Native people are still here, that they maintain their religious practices, and that Indigenous people still find meaning in their relationship with the natural world.” None of these traditions have waned; native people have held deep ecological knowledge for thousands of years, and “even if it has gone dormant it has never been lost.”

Ultimately, LaPier explains that the film provides “an opportunity to learn from Indigenous communities about the knowledge they hold

about animal life, plant life, and the environment.” This knowledge includes, for example, information about how certain plants flourish in the disturbances created when bison roll in the dirt. Native Americans harvested the plants that grew on the edge of these buffalo wallows for food, medicine, or other purposes. Grasses that bison eat have co-evolved as well and need to be eaten or burned to thrive.

In sum, LaPier’s work is a commentary on the symbiotic relationship between people and the fragile planet on which we live: “It’s better for the habitat when there are bison because all those plant species that have co-evolved with bison and with humans harvesting them are healthier and thrive and are more abundant when that ecological triangle is there.”

*Adapted from an article written by Jodi Heckel for the News Bureau*

**U of I History faculty traveled to Los Angeles for the annual meeting of the Western History Association in October 2023. Pictured here are Yuri Ramírez, Dave Beck, Bob Morrissey, Rosalyn LaPier, and Dale Mize. Bob is holding the plaque for the Hal K. Rothman Prize for the best book in Western Environmental History, which was awarded for his book *People of the Ecotone: Environment and Indigenous Power at the Center of Early America*.**



# Collaborative and Innovative Research Practices in History

Stefan Djordjevic and Connor Barnes

Research lies at the heart of the undergraduate history curriculum at Illinois. Students develop the skills to become producers rather than consumers of history and are encouraged to ask interesting and hitherto unanswered questions about history and the historical record. For years, U of I History faculty have worked to increase and improve the range of research experiences available

*SourceLab is a digital humanities collective primarily operated by the U of I history department. It aims to explore the role of information technology in the historical record.*

to undergraduates by developing exciting courses rooted in innovative pedagogical approaches to historical research. These courses recast history undergraduate research as interactive, grounded in skill building as well as mastery of content. Participation in such courses energizes students and instructors alike, creating valuable opportunities for collaboration between graduate and undergraduate programs, and equipping students with

problem-solving skills they can employ both academically and professionally.

## Collaboration in the Digital Humanities

Since 2015, Professor John Randolph has led a pioneering undergraduate research program housed within SourceLab. SourceLab is a digital humanities collective primarily operated by the U of I history department. It aims to explore the role of information technology in the historical record. Undergraduates have the opportunity to learn about SourceLab in HIST 207, Digital Documentary Publishing, a course in which they work in small groups to produce richly contextualized digital editions of historical sources in response to the needs of teachers, researchers, and the public at large. Thus far, student produced editions have included collections of Civil War family letters, images from medieval manuscripts, and “How’s Crops, Dean?,” a 1932 news-reel advertising a crops-for-tuition barter program at Illinois college. Students can receive independent study credit through a separate rubric (HIST 491) as they prepare their prototypes for publication in our

peer-reviewed edition series, SourceLab, hosted by the Illinois Open Publishing Network.

SourceLab courses provide scaffolded skill-building and prepare students to identify sources housed in museums and archives, manipulate digital technologies such as Scalar, compile and manage data, oversee complex projects with multiple stakeholders, and develop an authorial voice. The final products created through these courses are part of a fully cited, open-access online primary source bank, accessible to both professional researchers and the wider public. High school teachers in the Champaign-Urbana area have begun integrating SourceLab publications in their social studies curriculum. Through this research, undergraduates contribute meaningfully to the creation of the historical record; their labor also lays the groundwork for future documentary publication by creating templates for use by professional historians. History junior Katelyn Barbour notes how students involved in SourceLab acquire a “better understanding of the publishing process,” learn “how to interrogate” the meaning and importance of language and “are often inspired to pursue careers in public and digital history.” Such experiences raise student self-confidence, improve their skills as historians and writers, and create a record of achievement beyond the traditional history transcript.

Crucially, the SourceLab curriculum is designed to be accessible to first-year students who, by progressing through the curriculum, begin to take ownership of their role as “producers” of history. This not only inspires many to seek out further research experiences in the future but also underscores that the *work* of history is a collaborative discipline. History departments everywhere can benefit from the ways in which this type of structured and collective research seminar, targeted at first- and second-year students, helps scaffold them into the research process.

The success of the U of I’s undergraduate SourceLab curriculum has inspired curricular innovation at the graduate level: In Spring 2024, Randolph will offer a graduate seminar on digital documentary publishing rooted in the project-based model that he refined at the undergraduate level. The seminar





will provide history M.A. and Ph.D. candidates the historiographic and methodological training to publish their own digital editions and will also serve as a point of intersection between the undergraduate and graduate programs. Graduate students enrolled in the seminar will hold joint meetings and workshops in tandem with undergraduates enrolled in HIST 491. And, in a notable inversion of the traditional graduate/undergraduate student dynamic, undergraduates experienced in the use of Scalar and similar systems in HIST 207 will help train their graduate colleagues in this work.

### **Embedded Undergraduate Research**

As we engage in innovative approaches to undergraduate research, we remain cognizant of our responsibility to render such experiences accessible to all of our students. The considerable time demanded and lack of pay frequently discourage undergraduates from participating in advanced research projects, despite their tangible and intangible benefits. Quite simply, many students cannot afford to invest time and effort in traditional history research experiences. To address these inequities and make undergraduate research more accessible, many U of I History faculty have started reconfiguring courses to integrate research. As an example, Robert Morrissey, a scholar of early American environmental history, piloted a Colonial America course (HIST 370) centered around the Eliot Indian Bible in Spring 2023.

Morrissey's students worked closely with the Rare Book and Manuscript Library to familiarize themselves with the materiality of the source before undertaking collaborative research projects on the artifact. This culminated in the creation of a digital exhibit, with component projects ranging from the use of language in the Eliot Bible, to its role in the formation of American identity, to the production and printing of the manuscript. Throughout the semester, students also experimented with novel methods of representing their research, including creating story maps and podcasts, allowing them to become conversant in new media technologies and to learn to communicate the stakes and results of historical scholarship to diverse audiences.

Morrissey's class demonstrates the value of partnering with local museums, archives, and libraries while encouraging public facing scholarship and it does so within a structure that is accessible to students at all levels. Further, this approach can be applied to other historical texts and documents, even those not as rare or "exceptional" as the Eliot Bible. Any source or compact selection of sources thoughtfully chosen by an instructor to engage and challenge students can serve as the lynchpin for a course. The key innovation, Morrissey reminds us, is to center the class around a discrete object or set of materials that students initially encounter very much out of context. The job of the "lab" is to challenge students to see how they can use their creativity and interests to re-contextualize the object historically, *treating the source as an event*.

What matters most, Morrissey emphasizes, are the kinds of questions students pose to and about the source, and the (sometimes winding) process they undertake to answer those questions. Moreover, as history instructors grapple with the impact that Chat GPT and comparable platforms are having on undergraduate teaching and learning, curricular redesigns based on inquiry processes and research assume an even greater importance. As Morrissey notes from his own web experiment, Chat GPT "can actually write a decent paper about John Eliot," but cannot generate unexpected questions or original arguments. Purposefully integrating research into various levels of the undergraduate curriculum, and not reserving research experiences for only our most advanced students, not only enhances student experience and develops skills, but also responds to the very real concerns posed to the teaching of history by increasingly sophisticated language generating AI systems.

*Morrissey's class demonstrates the value of partnering with local museums, archives, and libraries while encouraging public facing scholarship and it does so within a structure that is accessible to students at all levels.*

# The Undergraduate History Journal at Illinois

by CONNOR BARNES

**U**ndergraduate history journals have an ever-growing and important role in the undergraduate experience. Premier history programs from Yale to Stanford are building a tradition of scholarship accessible to younger, less experienced students seeking their start in the field. To join in this expanding part of history education, students at Illinois have created our own journal—the *Undergraduate History Journal at Illinois* (UHJI). As

we prepare to publish our third issue in May 2023, we wanted to share some information about how the journal got started, its primary role on campus, and our goals moving forward.

## Origins

The UHJI began in early 2021, a project proposed by several industrious upper-division students. Over the next several

months, they worked to organize a small leadership group and recruit students from across the humanities to serve as editors for student-submitted work. Their efforts paid off, and the journal published its first issue in May 2022. In the summer of 2022, new journal leadership added to this foundation, creating a constitution for the journal, registering as an RSO, and standardizing the editorial process. Our second issue was published in November 2022, and we have seen significant growth in membership and awareness within the U of I Department of History since then. We are currently preparing our third issue for publication this May.

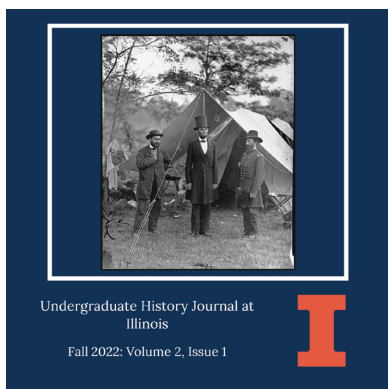
## What does the UHJI do?

The peer review process is often an intimidating and inaccessible one reserved for students pursuing graduate studies. Publications, a primary indicator of graduate and professional success, are largely unheard of at the undergraduate level. This leaves many history students out of the loop, unable to have their writing vetted in a professional forum, share their work, or learn whether historical research is the right path for them. The UHJI

exists to address these concerns. By participating in the journal or submitting something for publication, history undergraduates gain experience with one of the most crucial aspects of historical work. They practice running a professional organization and get firsthand insight into editorial practices. Students learn how to execute a double-blind review, and how to respond to feedback, edit, and revise work for publication—all key parts of strong historical writing. The journal thus provides an excellent opportunity for budding historians to practice their professional skills. Producing high-quality work under deadline is an important part of any post-graduate career, and essential to running a research journal. Pairing this work with clear, concise communication between the different levels in an organization can be even harder to master. The UHJI's formal organization and professional structure makes it easier for students to build these skills over time.

In addition to mastering the publication process, the journal pushes students to develop the quality of their writing. Editing historical research requires a depth of understanding on the part of the editor; they must know how to identify theses and topic sentences, vary sentence length, understand proper use of quotes, and more. The UHJI conducts workshops to help develop this knowledge, and editors can further perfect their technical abilities as they endeavor to polish and refine submitted manuscripts. Beyond educating journal members, the UHJI aims to provide undergraduates with the opportunity to edit and publish high-quality, peer-reviewed research. The chance to have one's research and writing edited by an anonymous third party in the field is a critical part of improving historical skills, one traditionally exclusive to graduate and professional historians. By specifically calling for undergraduate research, the UHJI provides students with the same tools to improve that are regularly accessible to their more experienced counterparts.

But the journal's role in the department goes beyond the basic practice of writing, editing, and publishing. Our goal is to create a more wholistic experience that students can use to make academic





## Mauro Nobili

as well as personal and professional growth. To this end, we organize faculty and staff talks where scholars from a variety of humanities and social science meet with journal members to discuss their research methods and specific findings. These talks are a great way for students to meet experts in the field while also learning more about how research works at the graduate and professional level. Faculty typically have diverse areas of interest, so they all bring different insights to our meetings. Ph.D. candidate Eric Denby, for example, used his visit to the UHJI to discuss how he conducts archival research and develops research questions. Professor John Randolph's discussion with journal staff centered on the growing fields of digital humanities and public history through the lens of SourceLab, an undergraduate research organization that he developed on the Illinois campus. The rich conversations that took place with Denby and Randolph were wonderful examples of the depth and range of knowledge that faculty have to offer students in these more intimate settings.

### Future Goals

In the next academic year, we will continue to expand the History Journal's imprint on the undergraduate community. Our May issue boasts work from authors at three different midwestern universities and covers topics from modern American legal history to seventeenth century British politics. In 2023–24, the journal's outreach will continue to grow across the United States. Internally, the UHJI will host faculty and staff talks and collaborate further with other student-run history groups. The journal is also seeking to provide on-call editorial services for individual student papers, providing all students at the U of I with the chance to receive feedback from experienced editors in their areas of expertise.

The Undergraduate History Journal at Illinois is primed for future development. The excellent work of our editors and contributing authors has already created a solid foundation from which to build an ever more impactful organization—one valuable not just to the Department of History, but also to the community at the University of Illinois and beyond.

How are the fabled West African Islamic manuscripts changing the way we teach African history to undergraduate students? It turns out, very little, due to the lack of easily accessible translations. To remedy this, Mauro Nobili, professor of pre-colonial and early colonial West Africa at the U of I, in collaboration with the Institute for the Study of Islamic Thought in Africa (ISITA) at Northwestern University, are collaborating on a project called *Maktaba*—meaning “library” in Arabic. *Maktaba*, supported by a grant from the NEH Humanities Collections and Reference Resources, will be an open-access digital collection displaying images of Arabic manuscripts along with English translations and brief essays providing historical and cultural context. For instance, among the featured manuscripts is a copy of the



“*Bustan al-fawa'id wa-l-manafi*” (“The Garden of Useful and Beneficial Prayers”) by the fifteenth-century scholar of Timbuktu Muhammad al-Kabari. This work is a collection of prayers aimed at achieving specific goals (cures from certain diseases, protection from evil, defense against enemies, finding love) and (although the copy displayed here is likely from the nineteenth century), is allegedly the oldest surviving text written by a West African scholar. With the collaboration of scholars around the world, the project will produce twenty translations and commentaries of manuscripts held at the U of I and Northwestern University. *Maktaba* will open the doors of Africa's Islamic Library to a broader English-speaking public and will contribute to ongoing efforts to decolonize the production of knowledge about African societies at large.

# Juneteenth: Time for Liberation Now

by SUNDIATA CHA-JUA

Juneteenth is a commemoration of African-American emancipation from slavery. Its celebration helps to center the importance of the past as a source of knowledge and as a compass by which to navigate the roiling waters of racial oppression. Remembering emancipation from slavery helps keep our minds focused on contemporary liberation.



Photograph of Emancipation Day celebration, June 19, 1900, held in “East Woods” on East 24th Street in Austin, Texas. This photograph is part of the collection entitled: [Austin History Center General Collection Photographs](#) and was provided by the Austin History Center, Austin Public Library to [The Portal to Texas History](#), a digital repository hosted by the [UNT Libraries](#). Public Doman, Wikimedia Commons.

For the enslaved, freedom came only after Union troops defeated the Confederacy where they dwelled. Thus, knowledge of abolition reached different regions at different times between the January 1, 1863, issuance of the Emancipation Proclamation and the December 18, 1865, ratification of the Thirteenth Amendment. The last areas to learn of the Emancipation Proclamation were the southwestern states and territories.

The Confederate Army in Texas did not surrender until June 2, 1865. On June 19—or Juneteenth—a

quarter of a million African-Americans learned of the Emancipation Proclamation when Major General Gordon Granger read General Order No. 3, which states, “The people of Texas are informed that, in accordance with a proclamation from the Executive of the United States, all slaves are free.”

The next year, 1866, freedpeople in Galveston, Texas sponsored the first Juneteenth commemoration. They celebrated freedom as a time to rejoice and reflect. Picnics, barbeques, and sports contests were combined with more solemn observations. They sang spirituals, read the Emancipation Proclamation, and they listened to speakers assess the state of the race and plot a path forward. For the freedpeople, emancipation meant elevating the race. Education and organization were the keys.

A 12-year-old Richard Robert Wright Sr.’s reply to retired General O.O. Howard embodied the dominant sentiment. When Howard visited Storr’s School, an Atlanta institution for freedpeople in 1868 he asked students what should he tell northern students about them. The precocious Wright answered, “Sir, tell ‘em we’re rising.”

Indeed, in the wake of emancipation, African-Americans were rising. In Christopher M. Span’s cogent phrase freedpeople sought “liberation through literacy.” In Texas and elsewhere, African-Americans built thousands of schools and colleges and churches. They also established thousands of associations, leagues, clubs, organizations, militias, businesses, banks, hospitals, and newspapers. And they built communities, constructing neighborhoods in white dominated towns and cities and erecting all-black towns free from direct white control.

Freedom consciousness demanded elevation, self-development, self-defense, and self-determination. As blacks fled the South during the first (1910–30) and second (1940–70) great migrations, they spread Juneteenth throughout the U.S. and the world. Yet, during the Civil Rights movement, Juneteenth, like the January 1 commemorations, struggled, as their story fit uncomfortably with that movement’s integrationist narrative. Revived, ironically by the failure of Dr. King’s Poor Peoples March, over the last 25 years, Juneteenth has become African-Americans’ preferred memorialization of the coming of freedom.



Currently, it is an official or ceremonial holiday or special day of observance in forty-five states and the District of Columbia. Since the 2006 Barack Obama sponsored resolution, the U.S. Senate has annually recognized the African-American commemoration as “Juneteenth Independence Day.” However, the U.S. House stopped issuing resolutions supporting Juneteenth after the tea party led-Republican Party seized control in 2010. Nonetheless, it has effectively become a second tribute to U.S. independence.

Juneteenth is not just a day in the park. It memorializes the most significant event in African-American history, what W.E.B. Du Bois in his magnificent “Black Reconstruction in America, 1860–1880” calls “the coming of the Lord,” the destruction of slavery.

According to the Rev. Dr. Ronald V. Meyers, chairman of the National Juneteenth Observance Foundation, it is “a time of celebration, but also a time of reflection, healing, and hopefully a time for the country to come together and deal with its slave legacy.” As the foundation continues the fight to the make Juneteenth an official federal holiday, Meyers contends, “we need this holiday to remind us that we must not forget.”

The notion of remembrance Meyers evokes ties the past to the present. In perhaps his most radical poem, Langston Hughes also addressed the power of memory. In “Air Raid Over Harlem,” of the slumbering millions of blacks, he observes, “And maybe remembers/And remembering forgets/To be peaceful and quiet.” For Hughes, knowledge of the past stimulates contemporary struggle.

Meanwhile, remembrance for Meyers serves to remind us that slavery, however horrible, was but

the form racial oppression took from 1619–1865. The Civil War abolished that particular form but racial oppression did not die, it transformed. Its new form had the dominant characteristics of sharecropping, convict lease, apartheid, and lynching. It has transformed three more times since emancipation.

For Hughes, remembrance serves to highlight the need to continue the struggle. Most of all memorials should remind us of how our ancestors responded. It is in our forbearers’ responses to Emancipation then that we should find clues to how the living generations of black people should pursue liberation now.

In a time of rampant racial terrorism newly emancipated blacks created the Union League and several state-level protective leagues. At a moment in which ninety percent of blacks were illiterate. they built thousands of schools. When the presentation of blacks in the media reflected contempt, emancipation-era African Americans launched a conscious political education project built around independent newspapers, magazines, commemorations, and mass meetings.

Liberation now demands a similar commitment to mass political education and organization.

*Originally appeared: Internet Archive Wayback Machine*  
(<https://web.archive.org/web/20220621154544/https://www.blkfreedom.org/blog/sundiata-cha-jua>)

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## Recent Ph.D. Employment and Postdocs

**Jacob Bell**, Tenure-track Assistant Professor, Texas Tech University, Lubbock, TX

**Margaret Brennan**, Associate Director of Humanities Without Walls, University of Illinois Urbana-Champaign

**Thomas Day**, Senior Product Manager, Enquizit, Inc., McClain, VA

**Silvia Escanilla-Huerta**, Postdoc Fellow, Weatherhead Center for International Affairs, Harvard University, Cambridge, MA

**David Lehman**, Tenure-track Assistant Professor, Westminster College, New Wilimington, PA

**Juan Mora**, Tenure-track Assistant Professor, Indiana University, Bloomington, IN

**Carolina Ortega**, Tenure-track Assistant Professor, Indiana University, Bloomington, IN



## Professor Laura Goffman

by ANNA WHITTINGTON

The History Department is delighted to welcome Professor Laura Goffman, our new Assistant Professor in Middle Eastern history. Goffman

is an historian of public health, empire, and social change in the Persian Gulf and Arabian Peninsula. She is currently completing her first book, *Disorder and Diagnosis: Health and the Politics of Everyday Life in Modern Arabia*, now under contract with Stanford University Press. Drawing on a wide range of state records, newspapers, local histories, religious opinions, memoirs, and scientific literature in Arabic, French, and English, Goffman's book details the origins and evolution of public health institutions and practices in the Persian Gulf from the mid-nineteenth century through the 1970s. Working at the intersection of the histories of empire, gender, and public health, her work offers an interconnected history of the Arabian Peninsula, nuancing national narratives of state-driven modernity and centering women in Gulf history. Her next project continues her focus on the history of medicine through an exploration of the life and career of an Egyptian gynecologist who played a major role in modernizing Kuwait's public health system. The project focuses on questions of reproductive health, medical modernization, and migration, while continuing her interconnected and global approach to Middle Eastern history.

In her scholarship Goffman is committed to recovering the voices, labor, and experiences of Middle Eastern doctors, practitioners, and ordinary people, whose use of local and folk knowledge often challenged prevailing imperial epistemologies. She also situates the history of public health in the Middle East in its regional and global contexts, supplementing archival and library holdings in the Middle East (Qatar, Oman, Kuwait) with additional materials from the UK, India, Zanzibar, and the US. Her writing has already appeared in five refereed publications, including articles in *Labor: Studies in Working-Class History* (2023), *The International Journal of Middle East Studies* (2021), *Radical History Review* (2021), and *Women's History Review* (2018).

Goffman received her Ph.D. in history from Georgetown University, and her dissertation won the 2019 Association for Gulf and Arabian Peninsula Studies Dissertation Award. She

also holds an M.A. in Near Eastern Studies from New York University and a B.A. in History from Grinnell College. Prior to arriving at Illinois, she held a postdoctoral fellowship at the University of Oslo (2019–20) and worked as an Assistant Professor of Health Studies of the Middle East and North Africa at the School of Middle East and North African Studies at the University of Arizona (2020–23).

At Illinois, Goffman has quickly found her footing in our Middle Eastern history sequence, teaching HIST335 this fall, covering from the mid-sixteenth to early twentieth centuries, and continuing with HIST337 in the spring, on the twentieth century. She will also teach a graduate seminar on Middle Eastern history in the spring. In her undergraduate courses she is particularly committed to helping students understand the historical origins and evolution of norms and social categories we now take for granted. She intentionally focuses on developing students' ability to recognize biases, arguments, and viewpoints when approaching texts, maps, and images. In all her classes, Goffman foregrounds the experiences of ordinary people. "Studying Middle Eastern history," she notes, "is not about trying to understand the ways in which a civilization, religion, or culture is different from our own; rather, it is about coming to terms with how the daily experiences of people in this region have been profoundly human." Already, she has been impressed by her students' curiosity and openness to new ways of understanding the Middle East and the world, and she looks forward to continuing to engage with Illinois students in the years to come.

For Goffman, the move to Illinois is a return home in two respects. After spending several years teaching in an interdisciplinary program, she is especially excited to return to a history department, where she can engage with both colleagues and students about sources and questions, that, despite being situated in specific time periods and places, are fundamentally universal. She has already been impressed by the collegial environment within the department and looks forward to contributing to our intellectual community. It is also a personal homecoming. Born and raised in Indiana, she graduated high school from St. Ignatius College Prep in Chicago, where her parents now live. After years further afield both in the US and around the world, she is thrilled to have landed so close to home. We are lucky to have her. Welcome to Illinois, Professor Goffman!



## Recently Retired



### Professor Clare Crowston

by CAROL SYMES

In January 2023, our beloved and long-time colleague, Professor Clare Haru Crowston, began her tenure as Dean of the Faculty of Arts at the University of British Columbia in her native Canada. Crowston joined our department in 1996 immediately after completing the Ph.D. at Cornell University, and quickly established herself as one of the leading European historians of her generation. Through two major monographs and an impressive series of articles in both French and English, she masterfully blended the methods and perspectives of economic, social, cultural, and labour histories to examine the daily lives and work of communities and individuals—especially women—in early modern France. Her first book, *Fabricating Women: The Seamstresses of Old Regime France, 1675–1791* (2001), excavated archival materials, images, and fiscal accounts to document the artistic, creative, and economic agency of the women who established Paris as the cultural capital of the world. Her second, *Credit, Fashion, Sex: Economies of Regard in Old Regime France* (2013), dissected the dynamics of reputation-making and appearance that rested on various forms of credit (social, political, financial) and their deployment through economies of style and sexuality. Both pathbreaking studies were lauded for their brilliance, vision, and originality; both were prizewinning contributions to fields as diverse as business history and gender studies.

At Illinois, Crowston was not only a paragon of scholarly distinction but an exemplary colleague and leader. She served the department as Chair and as Director of Graduate Studies, among many other roles; in 2019, she was appointed Associate Dean in the College of Liberal Arts and Sciences. Her reach as a teacher and mentor of undergraduate and graduate students was extended through her authorship of world history textbooks and her championship of innovative pedagogical methods; it was thanks to her initiative, for example, that we adopted *Reacting to the Past* role-playing games as part of our curriculum. Crowston was also one of the founders of our department's Premodern World Reading Group. For over twenty-five years the group has been an incubator of historical scholarship by faculty, graduate students, and visiting scholars through monthly workshops, many of which Crowston hosted. Her keen and incisive critiques improved dozens of published works fostered by these discussions. Our entire department was often enjoyed the warm and lively hospitality extended by Crowston, her husband Ali Banihashem, and their family at their home in Urbana, where many holiday parties and retirement celebrations were held. While we continue to miss her in so many ways, we are confident that she will excel in her new position and continue to be a strong advocate for, and model of, academic excellence.

## Faculty Promotions

### Teresa Barnes

#### Professor of History and Gender and Women's Studies

Political, Gender, and Institutional histories of South Africa

### Robert Morrisey

#### Professor of History

American Frontier and Environmental History

### Carol Symes

#### Professor of History and Dean's Distinguished Professorial Scholar

Medieval Globe, Theatre, Classics, and Medieval Studies

### Teri Chettiar

#### Associate Professor of History

History of the human sciences, Modern Britain and Europe, Gender and Sexuality

## Awards and Honors

During this past year, **Kevin Mumford** was elected a member of the Society of American Historians in recognition of the narrative power and scholarly distinction of his historical work. **Leslie Reagan** received the Robert W. Schaefer Professorship in Liberal Arts & Sciences. **Carol Symes** was designated a Dean's Distinguished Professorial Scholar in recognition of her important contributions to research, teaching, and service. In honor of her outstanding teaching, **Tamara Chaplin** was named a Lynn M. Martin Professorial Scholar by the College of Liberal Arts and Sciences. **Yuridia Ramírez** received an American Council of Learned Societies Fellowship and was named a Lincoln Excellence for Assistant Professors (LEAP) Scholar by the College of Liberal Arts and Sciences for her exceptional research and teaching.

## Recently Retired



### Po-shek Fu

by RODERICK WILSON

After almost three decades, Professor Po-Shek Fu retired from the University of Illinois in May 2023. A world-renowned historian of Hong Kong and Chinese film and popular culture, he has authored and edited multiple books, articles, and chapters, and given countless invited lectures and keynotes on this rich cinematic and cultural history.

Born in the early Cold War on the fishing island of Aplichau (Ap Lei Chau), Po-Shek recalls that it was at a small local theater called the Pearl that he first became interested in the histories behind the stories told on those flickering screens. In the early 1970s, Po-Shek moved to Canada. He attended the University of Toronto, graduating in 1978 with High Distinction. Soon after (during a period of pivotal change in Hong Kong and China), he worked as an English teacher, journalist, and translator. Throughout the 1980s, he travelled between Hong Kong, Shanghai, and the Bay Area, where he earned a Ph.D. in History from Stanford University in 1989. Those experiences and the courage he witnessed in a recently “opened” China are reflected in his *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937–1945*, one of the first books in any language to examine how Chinese writers and intellectuals survived the brutal Japanese occupation in China’s largest city.

After teaching at Colgate College from 1989 to 1994, Po-Shek joined the History Department at Illinois because he was attracted to the numerous scholars studying East Asia on this campus. He served as Director of the Center for East Asian and Pacific Studies (2008–11), President of the Midwest Conference on Asian Affairs (2020–21) and was actively involved in the local Chinese community. Nonetheless, he laments that there are fewer scholars of East Asia at Illinois now than when he arrived. In a chapter entitled, “Across the Pacific: The University of Illinois and China,” he notes how the university has been slow to develop “sustainable academic exchange programs and strong institutional relations with China.”

It was while at Illinois that Po-Shek came into his own as a historian of Hong Kong and Chinese cinema. He wrote two monographs: *Between Shanghai and Hong Kong: The Politics of Chinese Cinemas* (2003) and *Hong Kong Media and Asia’s Cold War* (2023). He also edited or co-edited volumes in English and Chinese, including *China Forever: Shaw Brothers and the Making of A Diasporic Cinema* (2008) and *The Cold War and Asia Cinemas* (2019). In a 2012 article for the American Historical Association’s *Perspectives*, Po-Shek observed: “My moviegoing experiences in Cold War Hong Kong have come to shape my work as a teacher and author. I came to recognize that movies, even those with apparent entertainment values, are never ideologically innocent. They are intricately and often ambiguously intertwined with history and politics. Carefully historicized, they are wonderful materials to illuminate the complexity of our past.”

Po-Shek lives in Champaign with his wife, Qiang Jin, who still works at the University Library. They regularly visit their sons in Colorado and New York. Although now retiring, he intends to maintain an active research agenda. Among his many current projects, he is already hard at work on a study of Chinese American cinema for the influential Oxford Handbook series.

## In Memoriam

### Janet Langendorf

by ANTOINETTE BURTON

Janet Langendorf—known to us in History as Jan—was at the center of the department for the better part of two decades. From her desk just outside the chair’s office in 309 Gregory Hall, she oversaw some of the work that was most important to faculty success, including the vetting of tenure and promotion packets. She had a keen eye for grammatical error which she often attributed to her prior experience work for the ROTC. It was an aptitude that saved many a

*From her desk just outside the chair’s office in 309 Gregory Hall, she oversaw some of the work that was most important to faculty success, including the vetting of tenure and promotion packets.*

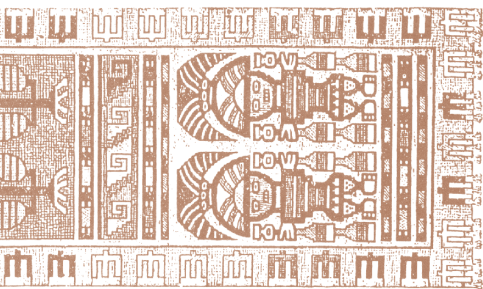






Communication No. 9 document from disaster (or worse: editorial criticism from the College office). Throughout her time in the department, she maintained an admirable dedication to high professional standards. She knew the rules and expected everyone to follow them; she took pride in getting things done right.

Jan served numerous department chairs, myself included. We relied on her remarkable work ethic and her dry humor to get us through many a crisis. Jan guided us through course scheduling, changes in procedure and office staff, and the vagaries of department life for faculty and students alike. She was always full of stories of her family and her husband Richard, and full of pride for her son Nick. She will long be remembered as part of the history of History at Illinois.



## Professor Marsha Barrett

**M**arsha Barrett's book, *Nelson Rockefeller's Dilemma: The Fight to Save Moderate Republicanism*, will be published by the Three Hills imprint of Cornell University Press in August 2024. This political study of the New York governor (1959–1973) and vice president under Gerald Ford (1974–1977), examines the life and death of Rockefeller Republicanism, a much-mythologized branch of moderate Republicanism. Rockefeller envisioned the Republican Party recommitting itself to its Lincolnian heritage as a defender of African American freedom. To become the premiere ally of the modern civil rights movement, Rockefeller believed the Party of Lincoln should secure state and federal civil rights legislation to create an open society for racial and ethnic minorities. Rockefeller failed however, and, in the process, inadvertently helped to ensure that racial inequality survived the victories of the civil rights movement. The book examines Rockefeller's most iconic moments (such as his confrontation with Barry Goldwater's supporters at the 1964 Republican National Convention) alongside lesser-known episodes (including his effort to end housing discrimination in New York state in the face of opposition from fellow Republicans). It also provides additional context for the most damaging decisions of his governorship: the retaking of Attica Correctional Facility in 1971 and the passage of the Rockefeller drug laws in 1973. The result is a fuller account of Rockefeller's career and the origins of the punitive policies he promoted that targeted urban communities. Rockefeller Republicanism, rather than signifying a more tolerant and ideologically diverse period in U.S. politics, represents an embattled position within the Republican Party and a missed opportunity that left the United States further from its goal of multiracial democracy.



**Nelson Rockefeller, a fluent Spanish speaker, campaigning in East Harlem on October 19, 1958. Rockefeller campaigned enthusiastically in Puerto Rican and Black neighborhoods, hoping to outperform fellow Republicans during his first gubernatorial campaign against incumbent Democrat Averell Harriman. Photograph courtesy of Sammy Schulman and the Rockefeller Archive Center.**



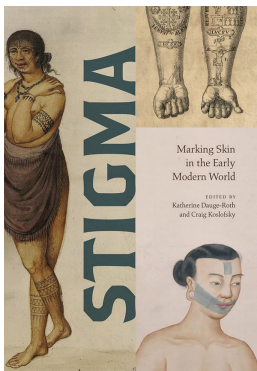
# New Books by Faculty



**Claudia Brosseder, *Inka Bird Idiom: Amazonian Feathers in the Andes* (Pittsburg: University of Pittsburg Press, 2023)**

Claudia Brosseder's *Inka Bird Idiom: Amazonian Feathers in the Andes*, recently published in the Uni-

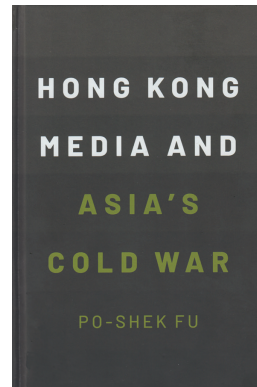
versity of Pittsburg Press' prestigious Latin America Series, investigates the multivalent meanings that birds and their feathers had to the Inka people of the Amazon and Andean regions. Brosseder's work reveals the profound significance of both birds and their feathers to Inkan political and spiritual landscapes. In her book, Brosseder recontextualizes sixteenth and seventeenth century Spanish sources, uncovering Inka experiences with and perspectives on interspecies relationships, and juxtaposing them against archaeological evidence in order to reveal fresh insights into Inka ontology and worldviews.



**Katherine Dauge-Roth and Craig Koslofsky, eds., *Stigma: Marking Skin in the Early Modern World* (University Park, Pennsylvania: The Pennsylvania State University Press, 2023)**

*Stigma: Marking Skin in the Early Modern World* is an edited volume curated by Katherine Dauge-

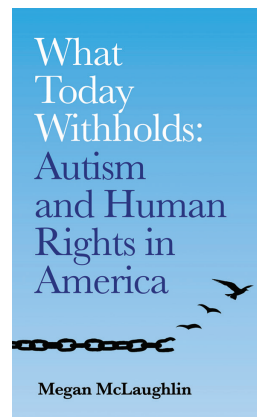
Roth and Craig Koslofsky. It explores the history of “dermal marking”—from branding, tattooing, and scarring to other types of impermanent beauty marks—in the early modern world. The authors collected in this volume bring together different forms of cutaneous markings that previous scholarship has held as separate and distinct. *Stigma* explores how the newly global and culturally interconnected early modern world redefined the changing meanings of marking skin at the intersections of race, gender, and class. *Stigma* speaks in vibrant ways to the contemporary debates on human difference centered on skin color that abound today while also making an exciting contribution to the emergent field of skin studies.



**Po-Shek Fu, *Hong Kong Media and Asia's Cultural Cold War* (Oxford: Oxford University Press, 2023)**

Heralded as essential reading by prominent scholars like John Burns and Yiu-Wai Chu, Po-Shek Fu's recent book, *Hong Kong Media and Asia's Cultural Cold War*, analyses Hong Kong as a contested cultural space caught between the interests

of Communist China, Nationalist Taiwan, and the United States. Fu uses the entertainment and print culture industries that flourished in Hong Kong's “golden age” as a lens through which to understand how the global, regional, and the local intersected in the minds of those living in Hong Kong and abroad. Fu views this text as an expansion of his previous publication, *Between Shanghai and Hong Kong*, as well as an opportunity to juxtapose previously unstudied materials from the Film Archive of Hong Kong and the Hong Kong Public Record Office against new interviews conducted with those who experienced Hong Kong's cultural Cold War firsthand.



**Megan McLaughlin, *What Today Withholds: Autism and Human Rights in America* (2023)**

Over a decade of Professor Emerita Dr. Megan McLaughlin's careful research has culminated in her newest book, *What Today Withholds: Autism and Human Rights in America*. McLaughlin's study testifies to the history of rejection, neglect, and abuse experienced

by the autistic community in the United States. By exploring their voices, experiences, and aspirations, McLaughlin confronts the systematic dehumanization of autistic individuals by neurotypical physicians, psychologists, politicians, and parents. Lauded for its sensitivity and deep empathy, *What Today Withholds* exposes the social barriers, prejudice, and violence that autistic people have historically endured and condemns the ways in which they remain a stigmatized minority today.

# A Tribute to Winton U. Solberg



I first became aware of the depth of Professor Winton U. Solberg's impact on me in September 1964 in Addis Ababa, Ethiopia. After graduating from the University of Illinois the prior June, I spent the summer in the Peace Corps' Ethiopia teacher training program at UCLA. Arriving in Ethiopia that September, I was assigned to teach ancient history and English at Ethiopia's premier secondary institution, Tafari Makonnen School in Addis Ababa. The theoretical education we Peace Corps trainees had endured that summer provided

absolutely no practical guidance on how to succeed in the classroom, so I was understandably apprehensive as classes approached. I vividly recall sitting at my desk before fall term began, filled with dread, when I suddenly realized that over the course of four classes in American constitutional and intellectual history at Illinois, Professor Solberg had taught me how to teach.

Guided by what I came to think of as the Winton U. Solberg Instructional Model, I made it clear from the get-go that my students and I were engaged in a critically important—indeed solemn—educational enterprise: among other things, I dressed the part—always appearing in suit and tie—employed a disciplined, let's-get-down-to-business style, and cultivated a distant but friendly relationship with my students. Professor Solberg taught me that I must earn my students' respect by never failing to arrive prepared and by carefully reviewing and critiquing homework. I am pleased to report that the Solberg Model worked, and I quickly began to thrive in the classroom.

Over the years, many of my most consequential decisions were made with scant foresight. This is certainly how I invited Wint Solberg into my life. I grew up in the small town of Vandalia, Illinois, 100-some miles south of Urbana-Champaign. Despite graduating at the top of the class of 1960 at Vandalia Community High School, I felt sorely over my head in my first semester at Illinois and I wasn't certain I'd measure up. But, as a matter of pride (not to speak of my solemn obligation to parents who could barely

finance my education), I got to work and managed to end my freshman year with all "A's". Feeling reasonably secure when registering for my sophomore year, I came across an upper division course in American constitutional history that looked intriguing, but as a sophomore, it required the professor's permission. Thus, did I encounter Professor Winton U. Solberg. During our first meeting, Professor Solberg (who only became "Wint" in later years) was cordial but not particularly encouraging. Not long into my first semester, however, I realized that enrolling in his class was one of the wisest choices I'd ever made. I went on to take three more classes under his tutelage.

Professor Winton U. Solberg was a master teacher whose style was to *profess* in the classical sense. His meticulously crafted lectures were invariably stimulating and thought-provoking. Clearly the product of considerable effort, they made me—and I'm confident the great majority of my classmates—feel respected and valued as colleagues, albeit junior ones. Wint not only delivered superb lectures, he also required students to write research papers, which he carefully critiqued. I often asked myself how he found time to read undergraduate papers so carefully and prepare such brilliant lectures, all while working with doctoral candidates.

Professor Winton U. Solberg was a distinguished historian who mentored a number of outstanding historians over the course of his long career. While I am not a historian, Wint Solberg's tutelage also had a tremendous impact on my professional development. I have spent the last thirty-five years writing consulting reports for clients, articles for journals, and books in my field (public/nonprofits and chief executive leadership). I have often wondered what Wint might have thought of my work and how he might have suggested that I improve it. I have no doubt that the four courses that I took with him at Illinois were critical to my professional success.

In the early 1980s, I got to know Wint on a more personal level after I recommended to the president of Cleveland's Cuyahoga Community College (where I served as vice president) that he hire Wint to advise faculty members who were preparing a history of CCC's first quarter-century. Wint was our houseguest over the course of his first two consulting trips to Cleveland. During long walks along the

*continued on page 16*

Shaker Lakes we discussed our common rural upbringing, American history, politics, favorite novelists, classical composers, and art, and we forged a cherished friendship. I feel so fortunate that over sixty years ago I mustered the courage

to ask his permission to register for his constitutional history course. Little did I know how rich the return on my investment would be.

*Edited for length from a tribute by Douglas Eadie.*

## Honoring Keith Hitchens



by MARIA BUCUR

With the passing of Professor Keith Hitchens on November 1, 2020, those of us who worked with him began looking for ways to honor his unmatched legacy in shaping Romanian

history over the second half of the twentieth century. Soon after his passing, the Society of Romanian Studies arranged a memorial issue of their newsletter, with remembrances from students and colleagues, as well as a detailed curriculum vitae of his many publications and conferences which ranged from themes related to the history of Central Asia to Central and Eastern Europe.

The biannual International Conference of the Society for Romanian studies was held in June 2022 in Timisoara, a city whose multilingual cosmopolitanism comes close to matching Keith Hitchens' own polyglot talents. This event offered us the opportunity to honor him. Although no longer with us, his legacy was present through many streams of historical research. Three generations of scholars spoke about three aspects of Hitchens' remarkable work: as the author of the most comprehensive synthesis ever written of modern Romanian history; as an American scholar courted by the Romanian secret police; as a historian who puzzled Romanian historians of the Ceausescu regime; and as a teacher who inspired generations of students. These papers provided a rich kaleidoscope of Hitchens' long

career, revealing even to those of us who knew him well new reasons to appreciate his life and work. These essays are now being edited for a special issue of the *Journal of Romanian Studies*, which will appear in 2024.

In 2022 the Keith Hitchens Dissertation Prize in Romanian history was awarded for the first time after The Society of Romanian Studies accepted a proposal I made in 2021 to begin awarding this prize in recognition of Hitchens' lasting impact on a new generation of scholars. The jury—comprised of Radu Vancu, a prominent Romanian literary critic and writer, Calin Cotoi, a rising historical sociologist, and me—received Ph.D. theses from seven countries, with disciplinary foci extending from cultural studies and art history to anthropology and history. The prize was jointly awarded to two outstanding scholars, Cosmin Koszor Codrea and Rucsandra Pop, who were unanimously recognized for the quality of their work. Codrea (who defended his dissertation at Oxford Brookes University under Marius Turda), produced a deeply researched, examination of the popularization of bio-sciences in nineteenth century Romania, whereas Pop (a cultural anthropologist with exceptional literary talents who received her Ph.D. from the University of Bucharest under Ion Bogdan Lefter), analyzed the complex life of the famed Romanian folklorist and semiotician Mihai Pop. The Hitchens Prize will be offered biannually. The next competition will be held in 2024. Interested applicants should contact Maria Bucur at [mbucur@indiana.edu](mailto:mbucur@indiana.edu).

*Maria Bucur, the John V Hill Professor of History and Gender Studies at Indiana University, received her Ph.D. at the U of I in 1996.*



# Producing New Knowledge about the Past



by ROBERT MORRISSEY

There are many great things about being Director of Graduate Studies (DGS) in History, a job I have been privileged to hold for the past year and a half. It is wonderful to get to know our graduate students, to learn from them, to watch them thrive in campus leadership roles, in the classroom, and in the various employments they undertake on our campus. But the biggest joy of the job is

that I get a front-row seat to how our students create new knowledge every day.

It is no secret that the U of I is a research university; that means it has a special function. There are many kinds of institutions of higher learning, but the research university's mission is to foster discovery and advance what we know. Our graduate students in history are doing this in myriad creative and innovative ways. They are inventing new ways of seeing the past, teaching the past, and presenting the past. They are also redefining what research and knowledge-making are really about.

In spring 2023, our department graduated five Ph.D. students. I was lucky to sit on the dissertation committee for three of them. It was a wonderful way to end my first year as DGS. The job is not always easy, especially when it comes to supporting students through some of the challenges they've faced in the recent past. More than a few are still gathering momentum after the global pandemic and international conflicts closed archives and interrupted research trips. To be present at dissertation defenses and witness the end of the long road of dissertation research and writing was energizing and exciting.

Graduate dissertations are book-length works of scholarship. Arguably, they are *the* essential product of the research university, representing a scholar's first true and bona fide original contribution to knowledge. But in this generation of young historians, they are also more than that. One of the dissertation-writers last year built a massive database of land sales in the nineteenth-century Midwest using old records from the General Land Office. He then used this database to map the chronology of colonialism in relation to long-standing

Indigenous settlement patterns and land-use. Another dissertation-writer used obscure court records from antebellum America to explore how free Black communities in the Northern states defined and asserted citizenship within the emerging American political system. A third student studied German religious refugees in early America, especially from Germany, uncovering communities that were at once victims as well as colonizers. She studied these people in the light of "ethnogenesis"—a concept referring to the historical creation of identity.

In each of these research projects—as well as so many others that our students are working on—U of I graduate students demonstrate not just new interpretations of, but fundamentally new ways of *doing history*. Databases, digital mapping, close readings of nineteenth-century American court testimony, dogged research of transnational migrant communities across Germany, England, Pennsylvania, Carolina, the Caribbean—these are the marks of wholly new ways of creating historical knowledge. And meanwhile, other students are generating knowledge through community engaged research, intern-ing in Urbana non-profit organizations, leading our amazing annual Gender and Women's History Symposium, joining on-campus research collectives,

*“Graduate dissertations are book-length works of scholarship. Arguably, they are the essential product of the research university, representing a scholar’s first true and bona fide original contribution to knowledge.”*

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## Producing New Knowledge about the Past, *continued*

and undertaking many other innovations. It's not your typical Ph.D. anymore!!

In other words, it's a great time to be DGS. This past fall we welcomed nine new Ph.D. students, as well as six new students in our joint master's degree program in partnership with the School of Information Sciences. Nine of our current students passed their portfolios and began their general examinations. More than a handful earned fellowships to spend a year abroad on archival projects. I feel lucky to have a front-row seat to all of the ways in which each of these graduate students will produce new knowledge in the coming year.

## Recent Ph.D.s Awarded

**Jacob Bell** (Carol Symes), "Ambattar: Unfreedom, Mobility, and Women's Reproductive Labor in the North Atlantic World, 750–1050," August 2023

**Margaret Brennan** (Craig Koslofsky and Dana Rabin), "From Refugees to Settlers: 'Palatines' in the British Isles, New York, Carolina, and the Bahamas, 1709–1755," August 2023

**David Lehman** (Fred Hoxie), "Keeping Fires, Tending Lands: The Practices and Legacy of Potawatomi Farming around Lake Michigan, 1700–1900," August 2023

**Thomas Day** (Rana Hogarth), "A Liminal Citizenship: Race, Slavery, and the Law in the Early Republic, 1776–1813," May 2023

**Sean Ettinger** (Adrian Burgos), "Phantoms of the Barrio: Chicana/o Urbana Spatial Politics and Muralism, 1965–1985," May 2023

## Recent M.A.s/M.S.s Awarded

**Katherine Ashcraft**  
(John Randolph)  
Summer 2023

**Spenser Bailey** (Dan Gilbert) May 2023

**Elias Hubbard** (Dana Rabin) May 2023

**Isaac Wink** (Yuridia Ramirez) May 2023

## 2023–24 Incoming Ph.D. and M.A./M.S. Graduate Students



**Front Row:** Lily Denehy, Alyssa Hirsch.  
**Second Row:** Rebecca Stover Vongai Sagonda, Chloe Attrel.  
**Third Row:** Andrew Thomas, Sophia Warner, Albert Lopez.  
**Fourth Row:** Dale Mize, Richard Young, Jason Smith.



Tabitha Cochran (Ph.D. student in Russian History) won The Association for Women in Slavic Studies Graduate Essay Prize for her seminar paper, "Ukrainians to Their Very Soul: Discourses on Motherhood and Revolutionary Reproduction in Interwar Ukraine (1932–1936)." The award committee commended the paper not only for its focus on the interwar period but also for the ways its conclusion ties the historical discussion to the current moment in Ukraine and shows how this discourse has been altered yet persists today.



# Engine of Innovation

by JAMES R. BRENNAN



In August 2023, I took the baton from Professor Ralph Mathisen to serve as our department's Director of Undergraduate Studies. I was fortunate to inherit a thriving undergraduate history program. Credit for this goes not only to innovative leaderships of Mathisen and his predecessor, Professor Kristin Hoganson, but also to the Stakhanovite labors of Stefan Djordjevic, our recently promoted Associate Director of Undergraduate Studies. Above all, credit goes to our undergraduate history students, who have taken the lead in

forming and maintaining vibrant organizations that connect the classroom to a wider sense of student community.

This year we welcomed ninety-five new students into our History Major program—consisting of about seventy-five freshmen and twenty transfer students—which bring our total program numbers to around 370–80 total students. Particularly useful for our new majors this year is HIST 199 'History at Illinois and You', taken by all incoming History majors. In only its second year of existence, under the leadership of Chloe Parrella the course has already become an immersive way for new students to meet each other as well as other advanced undergraduate students, graduate students, alumni, and faculty

members. New students learn how the department functions and they also engage in conversations about the importance of historical study while learning about how a History Major in history can open untold career opportunities.

Three of our undergraduate History students deserve special mention. Izzy Sauer, the President of the Society of Minority Students of History (SMSIH), organized faculty and graduate student panels and cultural potlucks in the fall 2023 semester. SMSIH has also collaborated closely this year with Phi Alpha Theta and its President, Justin Wytmar. Among Justin's innovations for Phi Alpha Theta are his newly launched film series for which faculty lead discussions of historical films. Previous faculty speakers have discussed *Thunderheart* (Professor Dave Beck) and *Chungking Express* (Professor Po-Shek Fu). Last but not least, Will Doty has taken over Justin's editorship of the *Undergraduate History Journal at Illinois*, now in its third year of publication. I have had the pleasure of working with Izzy, Justin, and Will on our department's Undergraduate Studies Committee, and their perspectives have been invaluable in committee discussions that range from how to cope with generative AI to the possibility of creating a History B.S. degree in History + Data Science.

The more advanced students in our undergraduate program also continue to make a mark outside Gregory Hall. We currently have over thirty students doing Public History internships at institutions ranging from the Spurlock Museum and Champaign

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History Senior Muskaan Siddique presented her Honors Thesis project, "Life in the Hyphen: South Asian Muslims after 9/11," at the spring 2023 History Showcase. Muskaan's thesis, completed with the guidance of Assistant Professor Yuridia Ramirez, explores the history of the South Asian Muslim community in Elgin, Illinois in the aftermath of the 9/11 attacks using the methodology of oral history. In lieu of a traditional thesis paper, Muskaan created an online archive so that she could share her research and oral histories with the community.



## Undergraduate Studies, *continued*

County Museum to the Education Justice Project and Champaign Unit 4 Schools. We also have a growing number of majors who are taking advantage of our revised secondary education curriculum. This

*“We also face new challenges, including those posed by generative AI and by controversies over the role of the Humanities in higher education.”*

spring, around thirty of these will enter classrooms to teach some 2,500 Illinois high school students, and graduate with a State of Illinois educator licensure. My position as Director of Undergraduate Studies has also afforded me the privilege of coordinating this year’s eight Senior Honors theses, which range in subject matter from identity formation in the late imperial Russian Navy to sexuality in early New Spain. They follow in the wake of last year’s thesis group who have since gone on to law school and paralegal work, as well as to postgraduate programs in History and in Preservation Studies.

Finally, our faculty continue to innovate how they teach history in the classroom. Among the classes that have captured campus-wide attention are Professor Marc Hertzman’s Black Music (300 students), Professor David Sepkoski’s History of Everything (225 students), and Professor Teri Chetiar’s Madness and Modern Society (150 students). Professor John Randolph’s SourceLab continues to

## 2023 Senior Honors Theses

**Rachel Burdette:** “Native American Narratives in Museum Interpretation: Case Studies in Illinois”

**Thomas Demouy:** “Yugoslavia Comes Apart: How the Cult of Tito Shaped the Narrative”

**Dylan Gunn:** “The Coins of the Khawarij and Islamic Historiography”

**Eddie Ryan:** “Jewish American Reactions to the Bosnian Genocide”

**Quinn Searsmith:** “Associationism: American Socialism in the Age of Revolution”

**Muskaan Siddique:** “Life in the Hyphen: South Asian Muslims after 9/11”

set a high standard for digital humanities publishing while immersing undergraduate and graduate students in the methods of primary source collection and publication. Recent hires Professors Anna Whittington and Laura Goffman have enabled us to offer new courses on the Soviet Union, Central Asia, and the Middle East.

The Undergraduate History Program has a vibrant culture: it is robustly enrolled, has terrific student leadership, and is brimming with faculty innovation. But we also face new challenges, including those posed by generative AI and by controversies over the role of the Humanities in higher education. I feel fortunate that we have such engaged students and colleagues working with us as we shape the future of History at Illinois in 2024.



On April 1, 2023, students in Dan Gilbert’s HIST358 class hosted a History Harvest event to document memories and artifacts from the inaugural Farm Aid concert, held at Memorial Stadium in September 1985. The students conducted over twenty oral histories and digitized hundreds of photographs and other materials for inclusion in the Champaign County Historical Museum’s growing Farm Aid collection. As part of their coursework, HIST358 students also worked on preliminary plans for the Spurlock Museum’s planned Farm Aid exhibit, which will open in fall 2025. Photograph courtesy of Perry Morris / Champaign County History Museum.

# Phi Alpha Theta | Exploring New Horizons

by JUSTIN WYTMAR

Phi Alpha Theta (PAT) Epsilon Chapter is the History Honors Society and History Club at the U of I. Now that Covid-19 is better controlled, PAT is working to increase our membership by focusing on outreach and making our events more exciting. So far, we are off to a great start. Members of PAT's executive board and general membership represented the department at both LAS Liftoff and Quad Day and were able to generate significant interest in our first few events.

As always, we started off the academic year with Trivia Night. Over eighty people attended PAT Trivia, including a team of graduate students and several faculty members. The event was well-received and marked a strong start to our semester. By planning ahead and advertising forthcoming events at Trivia Night, our attendance throughout the semester impressively doubled from last year's numbers.

Although we are only at the halfway through the year, we have already conducted a number of events that haven't been held since before Covid-19. Before the pandemic, movie nights were a fixture of History's social life. During the pandemic, they disappeared. In September, we revived the tradition with a showing of Taika Waititi's historically inspired comedy *Jojo Rabbit*. Stefan Djordjevic, our undergraduate advisor, introduced the event with some thoughtful commentary on the film's historical background.

In October, we showed Wong Kar Wai's masterpiece *Chungking Express*. The film was introduced by U of I Professor Emeritus Poshek Fu, a scholar of Hong Kong cinema, who graciously introduced the film and explained its historical significance. Thanks to a successful poster campaign, the film attracted both an audience of PAT's general members and a healthy new cohort of U of I students who had never previously attended our events.

In addition to movie nights, PAT hosted a "Getting to Know the History Department" event to help guide freshmen through their first weeks as college history students, a resume workshop with HPRC Director Kirstin Wilcox, and a tour of the Spurlock Museum's new exhibit on Japanese Americans. We also had a number of other events scheduled in fall 2023. Thus, for example, PAT set up



*By planning ahead and advertising forthcoming events at Trivia Night, our attendance throughout the semester impressively doubled from last year's numbers.*

a "pay-what-you-want" history book sale on the first floor of Gregory Hall, invited Dr. Djordjevic to advertise the spring semester's course offerings, and sponsored a panel of Secondary-Ed Majors who talked about their experiences navigating the career path of high school teaching.

Although the academic year is far from over, it is clear to me that PAT is in a period of revival. I can't wait to see the range of events that will be planned in the semesters ahead. This refreshing energy is thanks in part to the executive board, which includes Julie Matuszewski (VP), Devin Manley (Secretary), and Gabe Dubowski (Treasurer). But it is also thanks to an engaged Freshman class and the earnest, strong support of general members, Dr. Djordjevic, and faculty.



**Sophomore Travis Huynh brought home-made Vietnamese treats to share with everyone in HIST400 (War, Society, Politics, and Culture: Viet Nam). The class sat outside on the Library steps to enjoy this delicious culinary learning experience before taking a Library tour.**



# Department of History Awards 2023

## Teaching Awards

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

- Professor Erik McDuffie

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

- Stephen Vitale

## Other Awards

### Chair's Award

- Marco Jaimes, Ph.D.

### Adele M. Suslick Award for Historical Research

- Rachel Mulick, "Roger Ebert's Hometown"

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

- Eunjoo Kim
- Aidan McMahon
- James O'Connor
- Zhilingyun Zhang

## Undergraduate Awards & Honors

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

- Elizabeth Janecek
- Morgan Paoli

### Martha Belle Barrett Scholarship for Undergraduate Academic Excellence

- Tara Leininger
- Eddie Ryan
- Quinn Sears Smith
- Danielle Weimerskirch

### Walter N. Breymann Scholarship for Outstanding Undergraduate History Majors

- Krystos Kanallakis
- Chrissy Kim
- James O'Connor
- Jacklyn Vargas

### Jayne and Richard Burkhardt Scholarship for Outstanding Undergraduate Achievement

- Nic Brandon
- Haley Jin
- Zion Trinidad
- Justin Wytmar

### Centenary Prize for Outstanding Senior in the Teaching of Social Studies

- Connor Barnes
- Ryan Feldt
- Alexis Luz Martinez
- Susan Whelton
- Friends of History

### Distinguished Service Award

- Connor Barnes
- Rachel Burdette
- Tara Leininger
- Muskaan Siddique
- Robert W Johannsen

### Undergraduate US History Scholarship

- Devin Manley
- Julie Matuszewski

### Michael Scher Award for Outstanding Undergraduate Paper

- Tara Leininger, "Don't Ask, Don't Tell: Failures and Responses"
- James Perkovich, "The Historiography of Asian Involvement in U.S. Imperialism"
- Winton U. Solberg Family Scholarship
- Eunjoo Kim



## Graduate Awards

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

- Cheryl Trauscht

### L Frederick S. Rodkey Memorial Prize in Russian History

- Tabitha Cochran

### Winton U. Solberg Family Scholarship

- Thomas Day

### Winton U. Solberg Memorial Scholarship

- Eric Toups

### Joseph Ward Swain Prize for Outstanding Seminar Paper

- Heather Duncan, “Are Fines Romanorum:  
Peripheral Regions of the Peutinger Table”



Professor Carol Symes (pictured with Chloe Parrella, Jacob Bell, and Lingyan Liu) has been named a University Scholar in recognition of her excellence in teaching, scholarship, and service. Begun in 1985, the scholars program recognizes faculty excellence and provides \$15,000 to each scholar for each of three years to enhance their academic career. The money may be used for travel, equipment, research assistants, books, or other purposes.

## Faculty Updates

**Eugene Avrutin** started a five-year term as the editor-in-chief of *Slavic Review*, the flagship publication of the Association for Slavic, East European, and Eurasian Studies. As the director of the Program in Jewish Culture & Society, he is working with colleagues in the Department of Religion and the Department of Comparative and World Literature on a cluster hire initiative. He published a review article, “The End of Everything? Pogroms in War and Revolution,” in the *Journal of Modern History*. An educational video based on his book, *Racism in Modern Russia: From the Romanovs to Putin*, appeared in the *PONARS Eurasia Online Academy*. Together with Elissa Bemporad (CUNY), he is working on *Pogroms: A Very Short Introduction* for Oxford University Press.

**Dave Beck** began teaching courses in American Indian and Indigenous history in the department in spring 2023. He also held a Visiting Scholar position at the East-West Center in Honolulu for the year and began working on a new book project on U.S. treatment of Indigenous people in its Pacific territories, protectorates, and states during the Cold War. His book *Unfair Labor? American Indians and the 1893 World’s Columbian Exposition in Chicago* (University of Nebraska Press, 2019) was released in paperback.

Most of **Antoinette Burton’s** energies this past year have been devoted to her work as director of the Humanities Research Institute, where a combination of campus programming and Mellon Foundation grants contribute to and help to nurture a vibrant ecosystem of humanities scholarship, teaching, and community-engaged projects at Illinois. She also served her first term as chair of the faculty board at the University of Illinois Press and the most recent of her many terms on the History department’s executive committee. She continued to publish in the field of British and empire history, and gave a number of talks in person and virtually. In January 2023, she was appointed to the board of directors of Illinois Humanities, a state council supported in part by the National Endowment for the Humanities. Her new book *Gender History: A Very Short Introduction* will be out from Oxford University Press in 2024.

As for **Tamara Chaplin**, she spent last year wrapping up research and writing on her new book, *Becoming Lesbian: A Queer History of Modern France*, now forthcoming from the University of Chicago Press (November 2024). Chaplin’s article on homosexuality in modern French history, “Queering Modern France:

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## Faculty Updates, *continued*

Between Emancipation and Repression,” just appeared in David Andress, ed, *Routledge Handbook of French History* (2023). Chaplin’s 2014 article on lesbians on the Minitel was republished in Nina Kushner and Andrew Israel Ross, eds. *Histories of French Sexuality: From the Enlightenment to the Present* (U Nebraska Press, 2023). Chaplin serves on the editorial board of *French Historical Studies* through 2025. In Fall 2022, she appeared on the list of Teachers Ranked As Excellent for her graduate teaching. As Chair of the George A. Miller Committee for UIUC’s Center for Advanced Study, she was privileged to introduce a slate of marvelous scholars and artists to our campus and community. She also attended conferences nationally and internationally. But Chaplin’s favorite part of last year was returning (post-Covid restrictions) to France for two months of summer research—a trip on which she was able to bring her then 84-year-old father along for his very first (but hopefully not last!) visit to Europe.

**Kristin Hoganson** published an essay titled “The Portraits in the Gallery Have Never Been Only National,” in *1898: Visual Culture and U.S. Imperialism in the Caribbean and the Pacific* (Princeton University Press), produced in connection with an exhibit at the National Portrait Gallery on the Wars of 1898. Thanks to a UIUC Center for Advanced Study fellowship and several assiduous undergraduate research assistants, she also drafted the first chapter of her new book on imperialist infrastructure building in the circum Caribbean at the dawn of the big carbon era. She completed a term on the Illinois State Historical Society Advisory Board and continued her term on the Advisory Committee on Historical Diplomatic Documentation, which works with the Office of the Historian in the U.S. Department of State.

**Rosalyn Rae LaPier** was in “The American Buffalo, a new Ken Burn’s documentary.” She spent the summer with Florentine Films promoting the film and being interviewed by lots of press including Judy Woodruff for a special PBS NewsHour (<https://www.pbs.org/about/about-pbs/blogs/news/new-ken-burns-film-explores-history-of-the-american-buffalo/>).

**Ralph Mathisen** published a book chapter, “Propagator imperii”: The Scale of Empire in Late Antiquity,” in *Scale and the Study of Late Antiquity* (Edipublia, 2023), edited by Tina Sessa and Kevin Uhalde. Another volume appeared in the book series he edits, the Oxford Studies in Late Antiquity. He also presented conference papers, including “The Role of Base Metals in Roman Law, Administration, and Culture,” at the “Bronze between Money and



**Yuridia Ramirez** received a 2023 American Council of Learned Societies Fellowship to write a manuscript entitled, “Indigeneity on the Move: Transborder Politics from Michoacán to North Carolina.” As the first historical study of Indigenous Mexican migration to the U.S. South, the book traces the movement of Indigenous P’urhépecha migrants from Cherán, Michoacán, to and from North Carolina during the late 20th century. It analyzes both sides of the transborder circuit and contextualizes the racial and spatial logics of each with regard to the transformation of indigeneity. Esperanza Quereapa Orozco, pictured here, known affectionately to many as “la abuela” (the grandmother), sits on a stool in front of her house on August 4, 2022, in Cherán, Michoacán. La abuela passed away at age 94 on March 4, 2023. Some of her living family members—children, grandchildren, and now great-grandchildren—live in Champaign, Illinois.

Scrap in Late Roman and Early Medieval Europe” conference at Bonn University (Germany); “The Orders of the Clergy in the *Opus imperfectum in Matthaeum*,” at the “*Opus Imperfectum in Matthaeum. The Text in Its Contexts*” conference at the University of Fribourg (Switzerland); “All the Glitters is not Gold’: The New Silver Economy beyond Rome’s Northern Frontier,” at the “Shifting Frontiers in Late Antiquity XIII” conference at UC Santa Barbara; “Paying the Army during the Last Century of the Western Roman Empire,” at the “International Medieval Studies Congress,” Leeds (England); and “Clipped Siliquae in Fifth-Century Britain: Who, When, and Why,” at the “International Medieval Studies Congress” at Western Michigan University. In the Department, in the spring, he completed his appointment as Director of Undergraduate Studies; in the College, he completed his service on the LAS Nominations Committee; and in the University he was re-elected as Chair of the Academic Senate Committee on the Library. He also appeared on the List of Excellent Teachers.

**Bob Morrissey** won the Hal K. Rothman Prize for Best Book in Western Environmental History from the Western History Association in 2023. He continued to work on community collaboration with members of the Peoria and Miami Tribes. In the classroom, he created two big research





The 2023 George Rosen Prize Committee for the American Association for the History of Medicine (AAHM), chaired by **Leslie Reagan**, awarded the prize to Michelle Browder, activist and artist, for *Mothers of Gynecology*. The Mothers of Gynecology monument, unveiled in 2021 in Montgomery, Alabama, is a stunning sculpture that honors the enslaved African women whose bodies were used by J. Marion Sims for experimental gynecological surgery on vaginal fistulas. (<https://www.anarchalucybetsey.org/>). Sims has long been honored by medicine, nineteenth century patients (and historians in the past) as “the father of gynecology” with statues and memorials to his name. Browder’s work, and this award, recognizes the pain and central contribution of these enslaved women to gynecology and medical science. The AAHM audience stood on its feet in applause at the presentation of this award to Ms. Browder. Reagan is planning to take a field trip to Montgomery in the near future to see the monument.

experiences for his students—a “Humanities Research Lab” on midwestern environmental history, and a class research project (and website) on the John Eliot Indian Bible in colonial America.

**Mauro Nobili** has spent half of the year in Urbana-Champaign and half as a visiting fellow at the Center from Manuscript Studies and the University of Hamburg, Germany. Benefitting from being in Europe, he gave talks at the Leibniz-Zentrum Moderner Orient (ZMO), Berlin; at the Khalili Research Center at Oxford University; at the European Conference on African Studies in Cologne; at the Medieval Studies Conference, in Leeds; and at the Institut National d’Histoire de l’Art, Paris. He also organized the International Workshop “A Voyage into West African Manuscripts” at the Center for the Study of Manuscript Cultures, University of Hamburg and, with UIUC European Union Center, the International Conference “Racialization: A Plurality of Paradigms” at the Collegio Ghisleri, Pavia. He was interviewed at the Apple Podcasts Fascinating People, Fascinating Places, by Daniel Mainwaring on the history of the *Tarikh al-fattash* (<https://podcasts.apple.com/us/podcast/fascinating-people-fascinating-places/id1586886761?i=1000627237677>) and published with Said Bousbina an article in the *Journal of African History*.

The 250th anniversary of the Somerset Case (1772) allowed **Dana Rabin** several opportunities to revisit her work on the subject. In November 2022, she published an invited response to the work of Holly Brewer titled “Slavery, Law, and Race in England and its New World Empire” in *Law and History Review*. In December she attended “Somerset v. Steuart @ 250: Facts, Interpretations, and Legacies,” a conference organized by Matthew Mason (Brigham Young University) and David Waldsreicher (Graduate Center, CUNY) at the David Center for the American Revolution at the American Philosophical Society’s Library and Museum in Philadelphia. She spoke on “The Legal History of Whiteness in the Somerset Case (1771–1772): An Historiographical Overview, 2010–2023.” In June, as part of a project on Policing Black Presences in Europe in the Long Eighteenth Century, Rabin presented “Entangled Lives: James Somerset and Dido Elizabeth Davinier and Self Emancipation in Eighteenth-Century Britain.” This Project Workshop was held at Abbaye de Royaumont outside of Paris. In March, she gave the Carl L. Becker Memorial Lecture at Northern Iowa University. She spoke on “Travelers, Trade, and Transportation: The Trials of Mary Squires, Susanne Wells, and Elizabeth Canning, 1753–1754.”

**Yuridia Ramírez** received the ACLS fellowship for the Academic Year 2023–24 AY and also had an article accepted into the *Journal of Southern History*, which will be published in late 2023.

In recognition of her scholarship, public engagement, and contribution to diversity, equity, and inclusion, the College of Liberal Arts & Sciences named **Leslie Reagan** the Robert W. Schaeffer Professor. Since the Supreme Court’s 2022 decision in *Dobbs v Jackson Women’s Health Clinic* to overturn its own decisions since 1973 that protected abortion as a constitutional right, American and international media have called upon Reagan to reflect on the history of abortion, law enforcement, and health. For months, she spoke with at least one journalist every day while also writing opinion pieces and speaking with students, scholars, medical professionals, and the general public, at the Chicago Public Library at the American Association of University Women forum among others. She contributed to the amicus brief submitted by the American Historical

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## Faculty Updates, *continued*

Association and Organization of American Historians in *Dobbs*, which detailed decades of scholarship showing that “American history and traditions from the founding to the post-Civil War years included a woman’s ability to make decisions regarding abortion, as far as allowed by the common law.” She is part of an amicus brief submitted by historians with expertise in the history of abortion medicine, law, and regulation in *Zurawski v. the State of Texas*, the case filed by the Center for Reproductive Rights on behalf of twenty women denied abortion care and two obstetrician-gynecologists. In the past year, she was a keynote speaker at Northwestern University and Johns Hopkins University, joined panels on reproductive rights and *Dobbs* at the OAH and the AHA, and spoke on WILL-NPR, Illinois state-wide show, The 21st. Special forums in *The Bulletin of the History of Medicine* and *Feminist Studies* published her articles reflecting on her experience as a scholar of abortion history and a historical report of the immediate consequences of the *Dobbs* decision.

As part of her promotion to full professor, **Carol Symes** was designated as a Dean’s Distinguished Professorial Scholar in recognition of her contributions to research, teaching, and service. In June, she celebrated the completion of an extraordinary doctoral dissertation by her advisee, Dr. Jacob Bell, who is now an assistant professor of history at Texas Tech University. The title of this project, “Ambáttar: Unfreedom, Mobility, and Women’s Reproductive Labor in the North Atlantic World, 750–1250,” references an Old Norse term for women and girls trafficked into the settler colony of Iceland during the Viking Age, many of them from the British Isles and western Europe but some from as far away as Central Asia and North America. A proof-of-concept for the methods pioneered by *The Medieval Globe*, the journal Symes founded in 2013, Bell’s dissertation blended evidence from archeology, recent analyses of ancient DNA and the findings of genomic science, and textual sources in eight languages, including Old Church Slavonic, Old English, Russian, and Greek.



## Emeriti Updates

This year, **Jim Barrett** published two essays. The first “An Interethnic Paradox: Chicago’s Irish and Everyone Else” appeared in the *Journal of the Illinois State Historical Society*, and the second “Settling in: The Irish and Labor in the Industrial Era, 1880–1930,” in the *Routledge History of Irish America*, edited by Cian T. McMahon and Kathleen Costello-Sullivan (Routledge 2024). He also coedited a book with David Montgomery, titled *A David Montgomery Reader: Essays on Capitalism and Worker Resistance* (University of Illinois Press). An interview with Barrett will appear in the summer 2024 edition of the *Journal of the Illinois State Historical Society*. He continues to coedit the University of Illinois Press series “The Working Class in American History.”

**Vernon Burton** continues as the Judge Matthew Perry Distinguished Professor of History and professor of Sociology and Anthropology, Global Black Studies, and Computer Science at Clemson University. His co-edited book, *Reconstruction at 150: Reassessing the New Birth of Freedom* was published in 2023 by the University of Virginia Press. He published an online essay, “Reconstruction Revolution” where he rebutted other scholars at “Liberty Matters, April 2023” (<https://oll.libertyfund.org/page/liberty-matters-did-we-have-a-constitutional-revolution-but-not-reconstruct-the-south-burton-essay>). Burton’s co-authored book, *Justice Deferred: Race and the Supreme Court* (Belknap Press, 2021), was featured at sessions of the 2023 annual meetings of the American Historical Association and the Organization of American Historians. Burton was quoted on issues related to the Supreme Court in international publications, and he published op eds and opinion pieces in a number of newspapers including the *Miami Herald*, the *Washington Monthly*, and the *Charleston Post and Courier*. Burton recorded podcasts, TV and radio interviews, and gave a number of speeches and keynotes, such as “Ann and Andrew Tisch Supreme Court Lecture at the New York Historical Society”; he was the respondent to Drew Faust’s opening keynote “Slavery and the Past and Future of Southern Intellectual History,” at the University of Miami, and he debated Devon Westhill of the Federalist Society on “Affirmative Action Cases at the Supreme Court this Term” at the Federalist Society in Raleigh, NC. He was featured in the documentary “Ku Klux Klan: Secret Society of Terror” which aired on French Network television on BFM/RMC, RMC Story. He continues to edit two book series at the University of Virginia Press: *A Nation Divided: Studies in the Civil War Era Series*, and *The American South Series*.

**Chip Burkhardt** published the article “Commentary: New Directions in the History of Ethology,” in the *Berichte zur Wissenschaftsgeschichte/History of Science and Humanities*.

As for **Ken Cuno**, he is enjoying retirement and working on a history of modern Egypt. His 2015 book *Modernizing Marriage* (Syracuse University Press) was recently published in Arabic translation by the National Center for Translation in Cairo.

**Frederick E. Hoxie** continues his research in Hawaiian history and in the fall 2023 issue of *Western Historical Quarterly* published an article entitled, “Murder and Memory in Territorial Hawai’i: A Moloka’i Microhistory.” Former colleague Maria Todorova’s “Microhistory” course syllabus was an important guide as he worked on this essay. He also continues as a Scholar in Residence at the Newberry Library.

**John Lynn** taught two courses in the academic year 2022–2023 and, after years of work, his book *Leaving the Fight: Surrender, Prisoners of War, and Detainees in Western Warfare* is now in press with Cambridge University Press. It will appear early in 2024.

*What Today Withholds: Autism and Human Rights in America*, **Megan McLaughlin’s** new book, was published in August 2023.

**Mark Micale** has partnered with two other historians, Joanna Bourke of Britain and Philip Dwyer of Australia, to found the first journal of the history of violence. He is also the senior editor of a forthcoming double issue of the *Journal of The History of The Neurosciences* that will celebrate the bicentennial birth of the French physician Jean-Martin Charcot. The publication of the journal will coordinate with an international conference to be held at the Salpêtrière Hospital in Paris. For the spring and fall semesters of 2023, he returned to the UIUC campus to teach as a Visiting Emeritus Professor in the history department.

**Charles Stewart’s** new edited collection, *Manuscripts and Arabic-script writing in Africa* (Hali Publications Ltd) was published earlier this year. This book contains the proceedings of a conference held by The Islamic Manuscript Association and Bibliotheca Alexandrina. He also contributed to the online explainer site, *The Conversation*: “Timbuktu manuscripts placed online are only a sliver of West Africa’s ancient archive,” <https://theconversation.com/timbuktu-manuscripts-placed-online-are-only-a-silver-of-west-africas-ancient-archive-179772>. His engagements with West African manuscripts led him to feature in several panels in the past couple of years. These include a conference at Illinois on Arabic Manuscript documentation and preservation; a Timbuktu Talks panel, “Timbuktu Manuscripts Now” chaired by Mauro Nobili; and the public lecture for a Northwestern University (Institute for the Study of Islamic Thought in Africa) and University of Hamburg (Center for the Study of Manuscript Cultures) joint workshop on African manuscripts.

**Mark Steinberg** now divides his time between Brooklyn (New York) and Turin (Italy). He continues to work with graduate students at Illinois, study Italian, and write. He recently completed the extensively revised tenth edition of *A History of Russia* for Oxford University Press, including the history of the present situation in Russia and Ukraine, which is due out in print in 2024. In summer 2023, he published in the journal *Slavic Review* and article called “Crooked and Straight: Street Stories and Moral Stories in Early Soviet Odessa.” Soon-to-be-published essays in edited collections include “Dual Power” in the *Encyclopedia of Critical Political Science* (Elgar); “The Russian Revolution as Utopian ‘Leap’: The Socialist ‘New Person,’” in *Rethinking Democracy for Post-Utopian Worlds* (Palgrave); and “The Revolution We Have Lost: 1917 as Future Possibility,” in *The Russian Revolution of 1917: Memory and Legacy* (Routledge). His major book-in-progress is *Moral Storytelling on the Streets of New York, Odessa, and Bombay in the 1920s*.

After her retirement, **Maria Todorova** is sharing her time between Paris, Champaign, 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,” NYU. She published two journal articles: “Southeast European Studies between debates and trends,” in *Südosteuropa Mitteilungen*, and “Greek? Revolution? Historiographical Inscriptions of a Historical Event” in *Etudes balkaniques*, as well as three chapters in collaborative volumes: “The Balkan Wars in Memory: The Carnegie Report and Trotsky’s War Correspondence” (in English) and “Is socialism Utopia?” and “Women socialists or socialist wives” (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 to Slavic, East European and Eurasian Studies Award from the ASEES (2022) and was elected member of the American Academy of Arts and Sciences (2022).

## Alumni News

**Richard B. Allen** (Ph.D.) continues to serve as editor of Ohio University Press's Indian Ocean Studies series. His recent publications include: "Merchant Capital and Slave Trading in the Western Indian Ocean, 1770–1830," in *The Atlantic and Africa* (2021); "Exporting the Unfortunate: The European Slave Trade from India, 1500–1800," *Slavery and Abolition* (2022); and *Slavery and Bonded Labor in Asia, 1250–1900* (2022). In January 2023, he and three colleagues were awarded a \$400,000 NEH Digital Humanities Grant to create an Indian Ocean and Asia slave voyages database as an integral part of the *SlaveVoyages* website.

**Parks M. Coble** (Ph.D.), James L. Sellers Professor of History at the University of Nebraska, published *The Collapse of Nationalist China: How Chiang Kai-shek Lost China's Civil War*, with Cambridge University Press (2023).

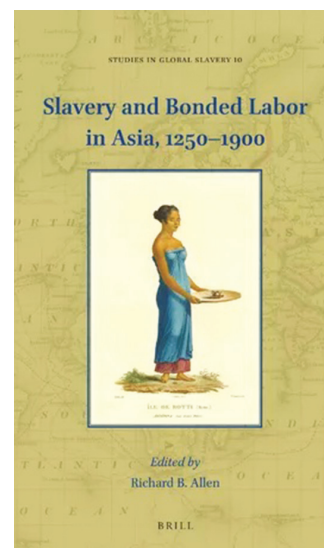
**Lydia Crafts** (Ph.D.) received a prize from The Forum for Science and Knowledge in Latin America and the Caribbean for her article "Making Medical Subjects: Regeneration, Experimentation, and Women in the Guatemalan Spring," published in the *Hispanic American Historical Review*.

After thirteen years of non-tenure-track visiting positions at a dozen institutions and three years as a historian with the United States Holocaust Memorial Museum (1991–94), **Anthony Di Iorio** (Ph.D.) found less temporary employment with Arlington Public Schools where he is still employed. His book, *Virginio Gayda, the Yugoslav Question and the Italian Irredenta: The Twentieth-century War of the Austrian Succession*, came out with Brill in 2023.

**Ryan Jones** (Ph.D.), Associate Professor of History (Modern Latin America) at SUNY Geneseo published an article in the *Journal of Latin American Studies* and "Check Your Narratives: Essentials for Understanding Latin American History, 1400–Present" in the collection, *Insights on Latin America and the Caribbean: An Ethnographic Reader*.

**Tariq Khan** (Ph.D.), lecturer in the history of psychology at Yale University, published *The Republic Shall Be Clean: How Settler Colonial Violence Shaped Antileft Repression* with University of Illinois Press.

**Roberto Sánchez** (Ph.D.), Associate Professor of History at Gallaudet University in Washington, DC., was named Interim Dean of Academic and Career Success.



*Slavery and Bonded Labor in Asia, 1250–1900* (Brill, 2022), edited by **Richard B. Allen**, is the first collection of studies to focus on slavery and related forms of labor throughout Asia. The fifteen chapters by an international group of scholars assess the current state of Asian slavery studies, discuss recent research on slave systems in Asia, identify new avenues for research, and explore new approaches to reconstructing the history of slavery and bonded labor in Asia and, by extension, elsewhere in the world.



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