

History Illinois



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Mark Leff (1949–2015)

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Letter from the Chair



Clare Crowston

“Through it all, the department has continued its internationally recognized tradition of excellence.”

Following France’s defeat and occupation in WWII, the great historian and Resistance fighter Marc Bloch wrote a treatise on the study of history and the civic responsibility of scholars that remains a classic. In the midst of the perils he faced, Bloch managed to hang on to his sense of humor, writing: “The good historian is like the giant of the fairy tale. He knows that wherever he catches the scent of human flesh, there his quarry lies.” In the spirit of Marc Bloch, welcome to History at Illinois, a land of giants with a very keen sense of smell.

Entering my twentieth year in the History department in fall 2015, I was honored to become its chair. Having served as Director of Graduate Studies and Associate Chair as well as on the department’s Executive Committee, I thought I had a good sense of what the job entailed. But in the past six months, my eyes have opened a great deal wider and my admiration and respect for my predecessors have only increased. In particular, I wish to extend my thanks and the department’s gratitude to Professor Diane Koenker, who—with typical dedication and self-sacrifice—continued ably at the helm until August 16, 2015. As many of you know, the past year has been a challenging one; we faced financial cutbacks, questions of intellectual freedom and academic self-governance, and transitions in campus leadership. Through it all, the department has continued its internationally recognized tradition of excellence in undergraduate and graduate teaching, furthering scholarly understanding of our complex global past, and sharing this knowledge with the public of Illinois, the nation, and the world. Our ongoing success is due to the hard work and talent of the faculty, graduate students, and staff (including the invaluable Tom Bedwell, our Business Manager), but much credit is due as well to Diane’s wise leadership over the past four years.

It’s a great pleasure to highlight some of the most important departmental achievements over the past year. Our graduate students and faculty continue to win national awards and honors. To name but a few outstanding examples: Gene Avrutin and Leslie Reagan received NEH support; Claudia Brosseder, Ken Cuno and Leslie Reagan won book awards; and graduate student Utathya Chattopadhyaya was awarded the Junior Research Fellowship from the American Institute of Indian Studies. Antoinette Burton, currently interim director of the Illinois Program for Research in the Humanities, was selected to chair the campus search committee for a new Chancellor. Department members actively engaged the public sphere, with Adrian Burgos appearing on ESPN One Nacion and at the Smithsonian National Museum of American History, Peter Fritzsche contributing reviews to the *New York Times Book Review*, and Sundiata Cha-Jua taking on a regular column in the *Champaign-Urbana News-Gazette*. Even undergraduate students got in on the act, as Thomas Dowling sang the praises of an education in History in the *Daily Illini*.

Our alumni continue to distinguish themselves and embellish our reputation. In September, our annual Careers Night brought back to campus four outstanding alumni for a lively and engaged discussion of the multiple career possibilities open to History students. I’m particularly grateful to Steven Schulwolf for his participation in that event and his service as President of the Board of Friends of History, which held its annual meeting in Chicago in mid-October. I was overwhelmed at that meeting by the enthusiastic support and loyalty our eminent board members showed for the department. Their gifts have had a profound impact on the programs we are able to offer, including undergraduate research funding and scholarly lectures. Later that month, we were also delighted to welcome back Christina Brodbeck (History BA, 2001) as recipient of the LAS Outstanding Young Alumni award. A founding team member of YouTube, Brodbeck

spoke passionately to undergraduates about the power of History and other Humanities disciplines as a springboard for career success.

Brodbeck’s message was especially welcome given that, over the past decade, History has shared the national trend of stagnant or falling enrollments in undergraduate Humanities courses. Building on the great foundations established by John Randolph, former Director of Undergraduate Studies, our new DUS Marc Hertzman has launched an exciting set of initiatives to revitalize our undergraduate program, including an internship, which enrolled eleven History majors in the fall. The department initiated a new public event, “The Lecture,” with Peter Fritzsche galvanizing a standing-room only crowd with a lecture on Swiss witnesses to the Holocaust. Coming up next fall will be a suite of innovative new 100-level courses, including “History Now!” which places current world events in historical context, and “Reacting to the Past,” a set of game-based historical re-enactments.

We were pleased to welcome new faces to the History Department, while regretfully acknowledging the departure of old friends. Fred Hoxie and Bruce Levine will begin new careers as emeritus professors next year. In the meantime, this fall our new History Librarian, Celestina Savonius-Wroth, took up her duties, and Claudia Brosseder, a specialist in colonial Latin America, joined us in November. We bade a fond farewell to academic advisor Scott Bartlett, after fifteen years of involvement with the department, and welcomed his replacement, Wendy Mathewson, who received her BA in History from Illinois in 2001. We are excited about the arrival of a new LAS major gift officer, Tony Pomonis, who brings a new level of energy and ambition to the position. Amidst the joy of welcoming newcomers, the department mourns the loss of our long-term colleagues and friends, Mark Leff, Ralph Fisher, Ernest Dawn, and John Dahl, as well as that of Jane Hedges, former Managing Editor of *Slavic Review* and beloved spouse of Mark Steinberg.

As I embark on the adventure of chairing one of the best History departments in the country, I relish the opportunity to learn from my colleagues whose creativity, dedication and intellectual pyrotechnics never cease to amaze me. Read on to hear more about the amazing feats of the historical giants of History at Illinois.

Warm wishes,
Clare

“The department initiated a new public event, “The Lecture,” with Peter Fritzsche galvanizing a standing-room only crowd with a lecture on Swiss witnesses to the Holocaust.”

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History @ Illinois

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The Center for Historical Interpretation

by MARK STEINBERG

The Center for Historical Interpretation (CHI) continues its efforts on many fronts to sustain the intellectual community that so defines our department. Its mission is to nurture innovative scholarship by faculty and students, build connections across diverse areas of study and approaches, encourage the links between research and teaching, contribute to the professional development of pre-college teachers, and reach non-university publics and communities.

The CHI organizes several regular events shaped by suggestions from faculty and students in response to periodic calls for proposals. The first event of the year, in August, is “A Book in Common.” Led by Katherine Oberdeck (History) and Ruby Mendenhall (Sociology and African American Studies), we discussed *High Rise Stories: Voices from Chicago Public Housing*, by Audrey Petty. In September, Claire Lemerrier of CNRS-Sciences Po spoke on “A Different History Manifesto: Micro-History in the Digital Age,” and gave a workshop on “Quantitative Methods for the Historian.” In the annual associate professor lecture, in October, Jim Brennan gave a brilliant talk on “Adult Literacy, Liberation, and ‘the Guidelines’ in Socialist Tanzania, 1970–1975.” Last spring’s Friends of History lecture featured John Demos of Yale University, whose topic was “On the Trail of the Heathen School: Local History, American History, World History.” In the upcoming Friends of History lecture scheduled for April 13, Amy Chazkel of CUNY will discuss her work on the history of nighttime in Rio de Janeiro. The annual Historians Among Us lecture is by a scholar whose work is historical but whose appointment is in another department at Illinois. This year’s lecture, planned for April 27, will be by Sandra Ruiz of Latino-Latina Studies.

Many activities are linked to our current three-year theme, “Global Utopias,” and bring together diverse participants across the department, the

Many activities are linked to our current three-year theme, “Global Utopias,” and bring together diverse participants across the department, the university, and the community to explore what has been the utopian impulse found in all societies and times.

university, and the community to explore what has been the utopian impulse found in all societies and times, though greatly varying and entwined with politics, economics, society, science, technology, and culture. Last year’s focus was on theories and conceptualizations. This year we are looking at “practices and materialities,” including the paradoxical unity of utopian desires and everyday practices, impossible dreams and real possibilities, abstract ideas and material things, and place. Last fall the Global Utopias Reading Group read and discussed Davina Cooper’s book *Everyday Utopias: The Conceptual Life of Promising Spaces*; Philip Bohlman’s *World Music: A Very Short Introduction* and other readings on world music as utopian practice (led by Harry Liebersohn); and texts from and about the history of the Black Panther Party (led by Sundiata Cha-Jua). Spring semester meetings will discuss consumption, the environment, and other topics. In addition, as part of

a special mini-program on “Music, Utopia, and the Global 1960s,” Patrick Burke of Washington University spoke in October on “Rock, Race, and Revolution in the 1960s.”

Because teaching is a priority for the CHI, each spring we organize a graduate student curriculum development workshop and a professional development workshop for K–12 educators, which last year focused on “revolutions and utopias” and this year will look at “utopian communities.” The CHI also actively supports the new History Source Lab for undergraduates (featured in the 2015 *History@Illinois*).

Financial Support for the CHI has been provided by the Office of the Provost, the Friends of History, and other small grants. We are seeking additional support to continue and expand our work. For more information about “Global Utopias” and CHI see www.globalutopias.weebly.com.

Mark Steinberg is chair of the CHI Steering Committee

History Alumna Christina Brodbeck: Connecting History with High-Tech

by CRAIG KOSLOFSKY

Christina Brodbeck graduated from the University of Illinois with a B.A. in History in 2001. Not long after, she was part of the team that launched YouTube, working as the company's first User Interface Designer. Subsequently, Brodbeck co-founded Theicebreak, a Q&A Web site and mobile app for committed couples, and now she is a Managing Partner at Rivet Ventures, which invests in companies in women-led markets where female usage, decision-making, and purchasing are crucial to company growth. She is an experienced angel investor with investments in approximately 20 companies and was honored with the Outstanding Young Alumni Award by the College of LAS during the 2015 Homecoming Weekend. How does her story connect history with high-tech?

To start, she has a clear response to a frequent question: Yes, if she could go back to college and start over, she would still choose to study History: "If I had to go back, I would choose the same major all over again," she asserted. Entering college, Brodbeck never considered a career in computing or technology; math and science were far from her favorite subjects. She majored in Russian history and global history (she had traveled to the former Soviet Union with a high school group). She took a wide variety of courses, studying Eastern Europe with Keith Hitchins (she was pleased to hear that he is still an active member of the department!), and colonialism with Nils Jacobsen and David Prochaska: watching *The Battle of Algiers* was a memorable part of Prochaska's course. She did her senior seminar on Pacific history with Tony Ballantyne (now at the University of Otago, New Zealand).

"Never in my life," she declared, "did I think I'd be in technology." But her freshman-year roommate was a computer science major (now a physician), and Brodbeck saw her playing around with Photoshop and HTML. These were not everyday applications in the late 1990's: to learn more, Brodbeck picked up a copy of the handbook *HTML by Example* by Todd Stauffer (himself an English major, by the way). With this 1996 guide (she still has her original copy) she began to see "that science and technology could have a creative side." She spent as much time as she could building websites for people, sometimes for free. "I

thought that making websites was amazing, but it didn't really dawn on me that I was working on technology because it felt creative." Brodbeck entered college thinking she might one day be a lawyer, but by graduation her hobby—designing and building websites—was starting to look like a possible career.

The next step was a leap of faith. Among her friends at Illinois, Brodbeck knew many engineers but no web designers. After graduation (or instead of graduating), some of these engineers headed to the burgeoning tech industry in the San Francisco Bay area. She decided to move there, hoping that the Illinois tech network might lead her to a job in web design. After a brief stint at a bookstore, she landed her first tech job in California at the internet company Keynote Systems. It was her cover letter, she learned, that got her the job: as she emphasized throughout our conversation, clear and persuasive writing opens doors everywhere. After earning a Master's degree in Instructional Multimedia Design from San Francisco State University, she joined the YouTube start-up team. The rest, you might say, is history: she was the company's first User Interface Designer, then lead designer for YouTube Mobile. The company grew rapidly, and Brodbeck launched YouTube EDU as her official side project. In 2006 Google purchased YouTube for US\$1.65 billion in stock. Brodbeck went on to mentor in the tech industry, invest in new companies, and co-found Theicebreak. She speaks globally on women in technology, design, investing, and entrepreneurship.

In all these enterprises, she said, the skills she developed as a student of History at Illinois were vital. One key, she explained, is the ability to tell a story. Whether one seeks to attract investors or hire outstanding talent a clear narrative, written or spoken, makes the difference. Telling stories about real opportunities, products, and goals engages and persuades. Reading, writing, and discussing these stories, where fact and interpretation meet, is of



Christina Brodbeck

It was her cover letter, she learned, that got her the job: as she emphasized throughout our conversation, clear and persuasive writing opens doors everywhere.

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Recently Retired

Jim Barrett

After a rich and active career spanning over thirty years at Illinois, Jim Barrett retired at the beginning of 2015. It is difficult to think of another faculty member who served the departmental community in more ways, for a longer period of time, and with greater commitment. In many ways, Jim has been the essential member of the Department.

It would be easy to praise Jim's record of scholarly publications in the overlapping fields of American labor, class, and race history. Likewise, as an instructor, Jim won numerous teaching prizes in the

comparative labor history in the program established by E.P. Thompson. For his doctoral studies, Jim traveled to Pittsburgh (a logical location for studying work and class in America), where he studied most intensively with the distinguished labor historian David Montgomery. He completed his Ph.D. in 1981, and taught for three years at North Carolina State University in Raleigh before taking a position at the Urbana-Champaign campus of the U of I, where he has remained ever since.

At Illinois, Jim was the primary advisor of more than twenty dissertations, and another three are still being written under his primary guidance. He served, in addition, on the committees for forty-two other dissertations. Jim's dedication to his students has become the stuff of legend. He somehow always found time to give close, highly perceptive, and intricately annotated readings to any number of drafts of his students' dissertations, seminar papers, job letters, and fellowship applications. His graduate teaching style is one of a kind of empathic, individualized mentoring: he has never tried to mold his students into clones of himself but rather strives to guide them toward their own professional profile and intellectual individuality. He sees graduate students, even incoming first-year students, not as juvenile apprentices but as colleagues in the making and potential peers.

Jim's mentoring does not end when a student obtains the Ph.D. He attends his students' mock job talks, brings postdoc opportunities to their attention, advises them on career paths to follow (and to avoid), and reads article and book manuscripts in progress for his former students. Years after they completed their studies in Urbana-Champaign, many of his progeny continue to consider Jim their "first reader." Well into their professional careers, he is willing to read full book manuscripts to clarify a focus, sharpen an argument, enrich a line of analysis, or coax a former student to use stronger voice. Not surprisingly, students under his tutelage have won much national recognition, including Cornell's Philip Taft Labor History Award for the best annual book in U.S. labor history, a prize for best article in the *Journal of Women's History*, and the Herbert Gutman Dissertation Prize.

Jim's own scholarship buttressed his remarkable work in the classroom. He is a national leader in the fields of American labor and immigration history. Over the decades, he has sought passionately to place

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Jim and Jenny Barrett on the Great Wall of China in 2006

History department, the College of Liberal Arts and Sciences, and the Graduate College. His administrative service, including two terms as Chair, witnessed the strengthening of the department with several key appointments: Fred Hoxie, Antoinette Burton, David Roediger, Jean Allman, Jerry Davila, Bob Morrissey, Kristen Hoganson, Augusto Espiritu, and Mark Micale, among others. Arguably, however, the most brilliant aspect of Jim's career at the U of I has been in graduate instruction.

Born in 1950 and raised in the neighborhood of West Humboldt Park in Chicago, Jim was an undergraduate at the Chicago campus of the University of Illinois from 1968 to 1972. His encounter with the U of I system, then, began in young adulthood. After graduation, he got himself to the University of Warwick (UK), where he earned an MA in

Megan McLaughlin

Megan McLaughlin was not just a member of this Department, but one of its most stalwart and valued citizens for over thirty years—beginning even before she completed the Ph.D at Stanford University. She first came to Illinois in 1983, as a visiting assistant professor; was placed on the tenure track in 1985 after completing her dissertation; attained the rank of associate professor in 1993; and was elevated to the status of full professor in 2012. In addition to serving and improving our department and our university during that time, she was instrumental in advancing the cause of gender and women’s studies on this campus, as well as helping to found the Program in Medieval Studies. In recent years, she has been a pioneer in the globalization of medieval history, a pioneering leader of the Campus Faculty Association, and fearless champion of faculty governance, equity, diversity, and academic freedom.

With Howard Berenbaum, Megan has—in tandem with these achievements—been a pioneer of another kind: creating a family; nurturing two resilient, strong, and lovely daughters, Antonia Min and Fei Fei; and providing so many of us with a model for parenthood that is as thoughtful, committed, and impressive as her scholarship and teaching. In fact, there are marked continuities and similarities among all of her endeavors; something that many of us have reflected upon. As Kathy Oberdeck put it, “Megan [. . .] kept me honest about history, and life, in more ways than I can enumerate. It’s a bit hard to even tease apart the ways in which we have mutually enjoyed and weathered the conjoined experiences of professorhood, motherhood, and ethical citizenship in the world.” Kristin Hoganson commented, “Megan has stood out for her commitments to faculty governance, feminist principles, fairness, fine scholarship, and friendship. She [. . .] has made our department a better place to practice history.” Megan’s total integrity and unwillingness to suffer fools are other precious and sometimes discomfiting qualities, frequently mentioned by both colleagues and students: terrifyingly intelligent, disarmingly frank, intellectually and politically fierce—those are just a few of the adjectives and adverbs that I’ve seen repeated. This means that any praise from Megan is true praise, and that Megan’s appreciation is warmer and worth more than other people’s. Megan is utterly unwilling to take crap from anyone and utterly consistent in her dedication to the causes and people that she cares about.

This caring extends to the people of the medieval past, and this clear-eyed scrutiny to the authoritarian

rhetoric and elitist puffery that dominate so many medieval sources. I think of Megan’s scholarly voice as that of the unflinching child in the parable of “The Emperor’s New Clothes,” calling out what everyone else has been too blinkered or too bullied to notice—such as “the bishop in the bedroom,” to quote the title of a memorable article. In her first book, *Consorting with Saints: Prayer for the Dead in Early Medieval France* (Cornell, 1994), Megan was one of the first (and still too few) scholars to pay careful attention to the spiritual, emotional, and familial needs of average men and women in the central Middle Ages, and to show how much the most elemental ritual practices of this period owed to the social, economic, and cultural needs of the laity. The very distinguished medievalist Caroline Walker Bynum calls *Consorting with Saints* “standard reading for understanding prayer and liturgy, death and dying, the afterlife, hagiography and saint cult in the early Middle Ages; I don’t know what we would have done without it.” Indeed, our colleague in English, Charlie Wright, calls it “astonishing” in its depth and implications. Megan’s second book, *Sex, Gender, and Episcopal Authority in an Age of Reform, 1000–1122* (Cambridge, 2010), is even now having a seismic effect on the way we make sense (it’s about time!) of one of the most iconic medieval phenomena and its actual underpinnings. As the historian Maureen Miller says, this book has “breathed new life into a moribund field. Finally, something you could recommend to a student that might interest them in the interpretive possibilities of delving into the so-called ‘Gregorian’ reform!” Again and again, Megan’s sharp readings of medieval texts—many of them very well worn with use—has exposed how little they have been understood by generations of more conventional historians.

When we first met—before my job talk in January of 2002—I asked Megan what sort of candidate she was hoping to get out of the search for a junior medievalist. She said, “A good colleague.” It was only years later that I realized how much meaning was packed into that one short sentence, and how very, very fortunate I was to be the beneficiary of all that she had done to make our department a place where I—and so many other newcomers—could thrive. It was

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Megan McLaughlin

Again and again, Megan’s sharp readings of medieval texts has exposed how little they have been understood by generations of more conventional historians.

Brodbeck, continued

course a cornerstone of the History major. Another key is culture. To successfully design a tech product and market it to a specific group means “basically doing a cultural study of that demographic,” she explained. Understanding individual cultures and the dynamics of cultural encounters is necessary every time new tech ideas, user demand, product development, and marketing come together. As an example of the value of these skills, Brodbeck discussed the role of the product manager, the person entrusted to bring to market the tech products that users want. Product managers drive the vision and execution of a product by communicating with every aspect of a company, from research to sales. Brodbeck noted that in her experience “two of the best product managers that I know are history majors”—their skills fit the job best.

So what would Brodbeck say to parents who steer their children away from a humanities major for career reasons? “Statistically,” she responded, “those parents are accurate”—the best path to a job in the tech industry is through technology, logically. But there is more to the story. Not all innovators starting tech companies today hold engineering or computer science degrees. More and more entrepreneurs are starting as Christian Brodbeck did—with a humanities degree and passion to inform and communicate.

Jim Barrett, continued

the historical experience of the worker and the immigrant at the heart of the American story, a process he likes to call “Americanization from the bottom up.” His publishing career culminated a few years ago with the appearance of *The Irish Way: Becoming American in the Multi-Ethnic City* (Penguin, 2012). A collection of his essays dealing with issues of personality, identity, and emotion among working-class people will appear next year. It is difficult to overestimate the formative influence of a professor with a demonstrated track record of high quality scholarship on young historians in training.

Jim was a professional exemplar in another important way, namely his involvement in instruction outside the academy. Under the heading “Public History,” his curriculum vitae is replete with references to activities such as teaching summer classes to local high school history teachers, speaking at public libraries and schools around the state of Illinois, and lecturing to inmates at the Danville Correctional Center. Jim’s former students report that these extra-curricular commitments were not lost on them. The professional ideal he incarnates is less that of an ivory tower specialist than of a much more rounded figure, a kind of teacher/scholar/intellectual/citizen.

In light of Jim’s professional philosophy, his students’ success is not surprising. This may well be Jim’s greatest accomplishment and source of gratification. Fifteen of his advisees have secured tenure-track jobs in history, and another three have obtained permanent jobs as academic professionals—and this in an extremely constricted market for academic jobs.

You want specifics? Jim’s former students who now teach in universities and colleges include the following: Randi Storch (SUNY Cortland), Kathleen Mapes (SUNY Geneseo), Frank Tobias Higbie (UCLA), Adam Hodges (University of Houston), Michael Rosenow (Central Arkansas University), Jason Kozlowski (West Virginia University), Thomas Mackaman (Kings College, PA), Caroline Merithew (University of Dayton), Will Cooley (Walsh University, OH), Ian Hartman (University of Alaska, Anchorage), David Bates (DePaul, IL), Kwame Holmes (University of Colorado), Janine Giordano-Drake (University of Great Falls, MT), Valinda Littlefield (University of South Carolina), Melissa Rhode (St. Xavier University, OH), and David Hageman (Lynchburg College, VA).

This is surely the record of one of the great graduate mentors in the country.

—Mark Micale

Megan McLaughlin, continued

thanks to her example and striving that I flourished at Illinois. It was because of her invitation to think about “the new 11th century” that I finally found the center of my second book project. It was her embrace of the medieval globe that empowered me to think that I could tackle so big a task as the founding of a journal on that topic. In ways that are very obvious, and in ways of which I am only becoming conscious, she has influenced my whole trajectory since I came to Urbana-Champaign twelve years ago.

In the place and time that is the subject of Megan’s scholarship, there was a curious custom that I’d like to recall here. In the cathedral schools of northern France and many other regions, in the festive week after Christmas, the lowliest members of the clerical hierarchy—the children of the choir—were allowed to elect their own bishop on a day called the Feast of Fools. This Boy Bishop would preside over the cathedral and entire diocese for a single day and was empowered to point out abuses, ridicule pretension, and generally have a great time. Of course, Megan is no choirboy. But she deserves acclaim for the way she has played a similar role in speaking truth to power, and inspiring us to do the same.

—Carol Symes



“Reacting to the Past” at Illinois

by CAROL SYMES

For years, many of us have developed interactive methods for teaching history to our undergraduate students. In 2015, we decided to make these methods more central by offering courses that use the highly successful “Reacting to the Past” curriculum: an award-winning approach to historical pedagogy developed at Barnard College and now used in colleges and universities across the country. “Reacting” courses consist of one or more complex role-playing games designed to immerse students in the challenges and circumstances experienced by the people of the past, each revolving around a crucial turning point in history: the rebuilding (or dismantling) of Athenian political institutions after the disastrous outcome of the Peloponnesian War; the convening of the revolutionary National Assembly in 1790–91, which drafted France’s first constitution (and in which women lobbied for equal representation: would they win or lose?); the trial of Ann Hutchinson in Puritan Massachusetts Bay Colony (what are the limits of personal liberty?); and the trial of Galileo (what are the limits of intellectual freedom?). Rather than privileging monolithic narratives and linear causalities—something we all want to avoid—this approach makes alternative narrative possible and deepens students’ understanding of historical causation and the role of individual agency in history. Instead of focusing on large, apparently faceless forces (industrialization, modernization, technology), students learn that historical outcomes are contingent, that *they* can change history. Most essentially, they learn that their everyday choices and actions matter, and that they need to take responsibility for the outcomes.

How does it work? In each game, each student is assigned a role (either a real historical persona or an important representative type) and is responsible for enacting that character in an attempt to persuade others and build a coalition that will determine who “wins” the game—and what the course of history will

be. “Reacting” thus yields an approach to history that requires students to exercise a great deal of independence as researchers, writers, debaters, and historical actors. With this agency comes heavy responsibility toward the people of the past, meaning that students develop empathy and understanding for the lives and struggles of people from different eras, races, ethnicities, and faiths. They also perform a number of challenging intellectual tasks and learn to engage respectfully with one another. “Reacting” roles, unlike those in a play, do not have a fixed script and outcome. While students will be obliged to adhere to the philosophical, religious, social, and cultural beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively. Students write conventional expository essays, but they also produce pamphlets, speeches, newspaper articles, broadsides, propaganda, and other materials.

A few of us have taught or played “Reacting” games in recent years, but we decided that we needed to provide an opportunity for many faculty and graduate students to experience this pedagogy by being immersed in it. So for two days in October, the department hosted a regional “Reacting to the Past” conference, in which fifteen of us joined dozens of instructors from around the country to play streamlined versions of two games: *The Threshold of Democracy: Athens in 403 BCE* (in which Socrates was nearly acquitted) and *Greenwich Village, 1913: Suffrage, Labor, and the New Woman* (which involved colorful clashes between labor organizers, suffragettes, bohemians, and big bosses). This coming fall, History 102 “Reacting to the Past” will become a regular course offering, with the choice of games varying from semester to semester.

“Reacting” courses consist of one or more complex role-playing games designed to immerse students in the challenges and circumstances experienced by the people of the past, each revolving around a crucial turning point in history

New Books by Faculty

by SILVIA ESCANILLA HUERTA

Among the books published by History faculty in 2015, two have received prestigious awards, reflecting the breadth and impact of the department's scholarship. Kenneth Cuno's *Modernizing Marriage: Family, Ideology, and Law in Nineteenth- and Early Twentieth-Century Egypt* (Syracuse, 2015) examines the political and socio-demographic changes that influenced development of Egypt's modern marriage system, alongside the development of a set of new ideas about family. The changing structure of the ruling family, the end of the slave trade, the pursuit of professional careers that caused men to delay marriage, and contrasting rural and urban marriage patterns figure prominently in this study. Cuno shows how the modern marriage system and family ideology in Egypt were hybrids that drew on Islamic tradition while also departing from it in important ways. Not all change was good: legal modernization imposed unprecedented disadvantages on married women. Though important features of the modern marriage system and family ideology were European in origin they became indigenized and were defended as Islamic. Cuno's study addresses issues of colonial modernity and colonial knowledge, Islamic law and legal reform, social history, and the history of women and gender. The Middle East Studies Association awarded *Modernizing Marriage* the 2015 Albert Hourani Book Award, which recognizes outstanding scholarship in Middle Eastern Studies.

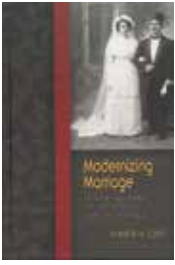
Another award-winning study, *The Power of Huacas: Change and Resistance in the Andean World of Colonial Peru* (Texas, 2014) by Claudia Brosseder, analyzes the role of the religious specialist in Andean culture in the sixteenth, seventeenth, and eighteenth centuries. The product of extensive research in several countries, as well as careful analysis of

archaeological and art historical objects, it presents the Andean religious worldview of the period on equal footing with that of the Spanish. The originality of her work lies in her use of the Andean religious specialists—or *hechiceros* (sorcerers) in colonial Spanish terminology—as a starting point to consider the different ways in which Andeans and Spaniards thought about key cultural and religious concepts. Unlike previous studies, Brosseder's book fully outlines both sides of the colonial relationship and the dynamic interaction between religious specialists and the colonial world around them. *The Power of Huacas* won the 2015 Award for Excellence in the Study of Religion in the category of Historical Studies from the American Academy of Religion.

Professor Jimena Canales' *The Physicist and the Philosopher: Einstein, Bergson, and the Debate that Changed Our Understanding of Time* (Princeton, 2015) highlights the link that connects scientific, technological and philosophical knowledge with everyday life. Canales introduces readers to the revolutionary ideas of Einstein and Bergson through the story of their 1922 debate on the nature of time, describing how they collided in Paris, and tracing how this clash of worldviews reverberated across the twentieth century. Moreover, Canales explains how the new technologies of the period—such as wristwatches, radio, and film—helped to shape people's conceptions of time and further polarized the public debate on the subjective or objective nature of time. In December, the website *brainpickings.com* named *The Physicist and the Philosopher* one of the "best science books" of 2015.

Finally, two History faculty published books that further complicate conventional notions of empire, in keeping with an Illinois tradition of pathbreaking scholarship on empire. Robert Morrissey's *Empire by Collaboration: Indians, Colonists, and Governments*

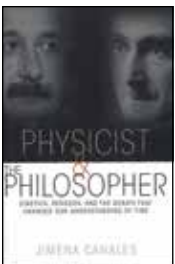




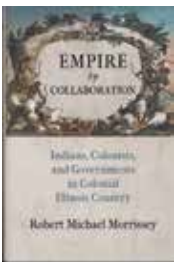
Cuno shows how the modern marriage system and family ideology in Egypt were hybrids that drew on Islamic tradition while also departing from it in important ways.



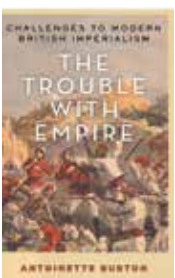
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Morrissey demonstrates how Natives, officials, traders, farmers, religious leaders, and slaves constantly negotiated local and imperial priorities and worked together to achieve their goals.



Burton argues persuasively that empires are never finally or fully accomplished but are always in motion, subject to pressures from below as well as from above.

in *Colonial Illinois Country* (University of Pennsylvania, 2015) seeks to complicate our understanding of French colonialism, and empire in general, by drawing new attention to the way that governments and peoples collaborated for mutual interests in frontier Illinois. His book explores the community and distinctive creole culture of colonial Illinois Country, which was characterized by compromise and flexibility rather than domination and resistance. Morrissey demonstrates how Natives, officials, traders, farmers, religious leaders, and slaves constantly negotiated local and imperial priorities and worked purposefully together to achieve their goals. Their pragmatic intercultural collaboration gave rise to new economies, new forms of social life, and new forms of political engagement.

If collaboration is the key concept in Morrissey's book, dissent and disruption are the defining notions in Antoinette Burton's *The Trouble with Empire: Challenges to Modern British Imperialism* (Oxford, 2015). Moving across the hundred years between the first Anglo-Afghan war and Gandhi's salt marches, it tracks commonalities between different forms of resistance in order to understand how regimes of imperial security worked in practice. This emphasis on protest and struggle not only reveals indigenous agency, it illuminates the limits of imperial power. Eschewing popular historical narratives such as "rise and fall" or "domination and resistance," Burton instead proposes dissent and disruption as constants in the imperial experience, questioning the notion of *Pax Britannica* by highlighting the instability of imperial rule in its three domains: the theater of war, the arena of market relations, and the realm of political order. She argues persuasively that empires are never finally or fully accomplished but are always in motion, subject to pressures from below as well as from above.

New Faculty Hire



Claudia Brosseder

Assistant Professor **Claudia Brosseder** joined the History department this fall as a specialist in colonial Latin America, coming from Heidelberg University in Germany where she taught and researched in an interdisciplinary center for global studies. After earning a doctorate at the University of Munich she published *Im Bann Der Sterne* (De Gruyter, 2004), on the impact of astrology in Reformation Central Europe, then developed a new research focus on religion in the colonial Andes. Her previous training in the history of religion, witchcraft, and astrology, and her painstaking familiarization

with Andean scholarship, archives, landscapes, and life worlds positioned her uniquely for a revisionist, path-breaking understanding of indigenous spirituality and cosmology as they interacted with Spanish Catholic doctrines and practices.

Her second book, *The Power of Huacas: Change and Resistance in the Andean World of Colonial Peru* (University of Texas, 2014) draws on a wide range of archival sources, art history, and material culture to

examine the domains of ritual practices of Andean religious specialists and their Jesuit/Catholic counterparts, from healing to notions of the sacred. It demonstrates mutual influences and the persistence of Andean traditions without essentializing indigenous culture or overemphasizing the force of Spanish colonialism. In 2015, it won the prestigious Award for Excellence in the Study of Religion in the category of Historical Studies from the nine-thousand member American Academy of Religion. A recent review called Claudia's book "a must read" "with a profundity rarely found in the scholarly literature on the topic" that "supersedes ... all other studies." Claudia's new project, a microhistory of religion in Cajatambo (in the cordillera of Lima department), uses both a long-durée approach combining centuries of pre-hispanic and colonial history, and a comparison of the impact of Inca and Spanish imperial penetration on the local ethnic group's religious practices and doctrines.

Claudia will offer a range of undergraduate and graduate courses on colonial Latin America, from ethnohistory to history of religion and history of the early modern Spanish Atlantic world, regional courses on Mexico and the Andes, and courses on themes of comparative world history.

New History Librarian

Celestina Savonius-Wroth took up her duties as the new head of the History, Philosophy, and Newspaper Library (HPNL, <http://www.library.illinois.edu/hpnl>) in August. A native of New Mexico, she moved here from Indiana University, where she was the librarian for History, Religious Studies, and History and Philosophy of Science for fifteen years. She also recently earned a Ph.D. in British History at Indiana. Her research focuses on eighteenth-century religious culture in Britain, particularly the fluid relationship between erudite theory (theological works, biblical scholarship) and everyday practice (public worship, pastoral concerns, popular or "folk" religion). She is currently at work on a book in which she argues for religious origins for the ethnographic disciplines in eighteenth-century Britain.

Celestina comes from a family of bibliophiles—her paternal grandfather was a rare books librarian and her parents are antiquarian book dealers. She became a librarian at the onset of the late twentieth-century "information revolution," so she combines pre-digital bibliographic know-how, still indispensable for historians, with digital fluency. She has introduced thousands of undergraduate and graduate students to the arcana of library research. At Illinois, her responsibilities include building and managing the Library's collections for history, religious



Celestina Savonius-Wroth

studies, history of science, and Jewish Studies, as well as assisting students and researchers in their work, teaching students how to use the Library, and working with the Library's Preservation Department on large-scale digitization projects. The HPNL is also home to the African American Research Center. It holds a core collection of reference works and key primary and secondary sources, highlights new books, and provides a congenial environment for reading and study.

The Library has an outstanding collection of rare original print newspapers, which researchers can consult in HPNL with the assistance of specially-trained staff. Thanks to donor and grant funding, the Library is gradually digitizing its unique newspaper

holdings (see <http://go.illinois.edu/idnc>). The digital collections so far include Illinois newspapers, agricultural newspapers (which are also a great source for cultural and social history), and early show-business publications. HPNL staff also build and manage a large collection of commercially available digitized historical newspapers.

The HPNL also houses most of the Library's microfilm collection (over 250,000 reels), and is a destination for finding, viewing, scanning, and digitally manipulating microfilmed content. The microfilm collections provide access to significant primary source materials that are otherwise not easily available without travel, such as unpublished presidential papers.

Recent Faculty Awards and Honors

Clare H. Crowston, our new Chair, was one of only seven U of I faculty from the Urbana campus to be named a University Scholar for 2015. She is the sixteenth History faculty member to be awarded this distinguished honor. Begun in 1985, the University Scholars program recognizes excellence in teaching, scholarship and service.

Three colleagues garnered book prizes during the past year in recognition of their recent scholarship. The American Association for the History of Medicine awarded **Leslie J. Reagan** the William H. Welch Medal for her book *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America* (California, 2010). The medal is awarded to one or more authors of a book of outstanding scholarly merit in the field of medical history published during the five preceding years. The American Academy of Religion awarded **Claudia Brosseder** their 2015 Award for Excellence in the Study of Religion in the category of Historical Studies for her book, *The*

Power of Huacas: Change and Resistance in the Andean World of Colonial Peru (Texas, 2014). The award honors works of distinctive originality, intelligence, creativity, and importance that affect decisively how religion is examined, understood, and interpreted. The Middle East Studies Association awarded **Kenneth M. Cuno** the 2015 Albert Hourani Book Prize for *Modernizing Marriage: Family, Ideology, and Law in Nineteenth- and Early Twentieth-Century Egypt* (Syracuse, 2015). The prize was established in 1991 in recognition of the long and distinguished career of Albert Hourani as teacher and mentor, and it recognizes the very best in Middle East studies scholarship.

Two colleagues also received prestigious research fellowships. **Eugene Avrutin** was awarded a National Endowment for the Humanities (NEH) Fellowship for 2016–17 for his project, “The Velizh Affair: Jews and Christians in a 19th-Century Russian Border Town,” and **Leslie J. Reagan** held

an NEH Summer Stipend in 2015 for her project “Seeing Agent Orange: Quilt of Tears.”

Just in time for inclusion in this newsletter, we heard that two colleagues had received awards from the College of Liberal Arts and Sciences. **Behrooz Ghamari-Tabrizi** received the Humanities Council Teaching Excellence Award. The award program is intended to emphasize the importance of superior teaching by publicly acknowledging outstanding teachers and by enhancing their instructional activities through a modest prize. In addition, **Robert Morrissey** was named a 2016–17 Helen Corley Petit Scholar; this award was endowed by the late Mrs. Petit, an alumna of LAS, to support the development of the scholarship and teaching of early career faculty in the college. In April, the Department of History awarded Bob the George S. and Gladys W. Queen Excellence in Teaching Award for 2014–15.

Congratulations!

Mark Leff

(1949–2015)

“Sweetest
man on
earth. I
wish he
was my
grandpa.”

—Student

Mark Leff, who represented the heart and conscience of our department, passed away on February 22, 2015, surrounded by his family. One of the finest human beings I have encountered anywhere, he happened also to be one of the most talented and dedicated teachers, one of the most treasured colleagues, and one of the most astute scholars to have lived among us. These attributes help to explain the deep sense of loss among his students, colleagues, and friends.

Born in Cincinnati and raised in suburban D.C., Mark received a BA in economics (which he hated) from Brown and a Ph.D. in history (which he loved) at the University of Chicago. His mother was a refugee from the Nazis whose family largely perished in the Holocaust. In 1971, he married Carol Skalnik Leff, a scholar of Eastern European politics who completed her Ph.D at Harvard. It is very difficult to imagine a better match. Mark took his first position at Washington University in St. Louis where he developed a devoted student following. After a fellowship at Harvard’s Warren Center, he came to Illinois in 1986, retiring in 2012. Shortly after their arrival Carol became a member of the faculty in the Political Science department at UIUC.

Mark’s scholarship was impeccable. The implications of his book, *The Limits of Symbolic Reform: The New Deal and Taxation, 1933–1939* (Cambridge University Press, 1984), are much broader than that title suggests. He was a pioneer in employing the concept of symbolic politics to explain the character of public policy in the United States. His articles appeared in the top journals including the *American Historical Review* and the *Journal of American History* where he served on the editorial board. Mark’s study of the “politics of sacrifice” during World War II argued that the representation and promotion of wartime wage and price, tax, and labor policies was at least as important as the actual practice which often found those with the least sacrificing the most. His article, “The Politics of Sacrifice on the American Home Front in World War II” included a comparative analysis of policies in the U.S. and the U.K. He was working on a book on this subject in the years before his death.

Mark was a perfectionist, taking far too long with book and article reviews because he always wanted to be fair to the author and also to get it just right. He was always prepared to take the time away from his own work for a careful reading of the work of others. This made him a splendid reader and critic. Many of us exploited him in this capacity on a regular basis and there is no doubt that his input greatly improved our own work—even if it slowed him down with his. He was a regular at the History Workshop where colleagues from the various geographic and chronological fields gather to eat, drink, and discuss works in progress. No one penetrated to an argument—and its flaws—more effectively than Mark. He would usually begin his rare comments with an apology: “I am probably just missing something here . . .” At this point, those of us who knew him held our breath. What followed was a brilliant critique that cut to the core of some problem in the study. The critique was made in the most gracious fashion, but it often sent the author back to the drawing board.

As he never tried of reminding us, Mark had his flaws. As someone with a remarkably bad sense of direction myself, I was constantly amazed to find that Mark’s was far worse than my own. Early in his career with us, we headed out to Allerton Park for a faculty retreat and discovered that we didn’t know how to *get out* of Champaign. He was always willing to drive but you had better be ready to direct his movements. His memory was never as bad as he thought it was, but it was pretty bad. After an accident, I asked him to explain to me why he thought it had impaired his memory. “Well,” he said, comparing his brain to a file cabinet, “you know how when you are going through the cabinet . . .” I expected him to say that he could not recall which file he was looking for in the first place. “No,” he said, “it’s like someone took all the files out of the cabinet.” He had a quick mind and a wonderful sense of humor, but he was certainly capable of some wretched jokes.

It is common in memorials to recall the person’s dedication to family, but Mark’s was remarkable. He clearly placed his family above his own career and welfare, a decision I always admired. We were privileged to have our son grow up with the Leff

children who were the center of Mark's world. Both Alison and Ben show all the markings of Mark and Carol—brilliance, compassion, and humor. Alison works in higher education consulting in New York City and is raising her children in a loving household in Brooklyn. Ben, who is settled into Urbana with his own wife and son, is following in Mark's footsteps as an outstanding and beloved history teacher at University High School. It is impossible to see them without remembering Mark and all that he contributed to our own community.

Above all, Mark was the consummate teacher and mentor, someone who devoted most of his considerable creative energy to the project of helping students understand complex problems in the history of their own society. In the process, he made them more critical thinkers and engaged citizens. Even the best teachers among us simply don't devote the time and energy to the pursuit that Mark did on a daily basis. An outpouring of unsolicited recollections from Illinois graduate students at the time of his death indicates that these young scholars chose Mark for their preliminary exam and dissertation committees knowing that he would be probing and demanding but also extremely supportive. They were never disappointed.

Mark was also deeply admired by generations of undergraduates. One called him "...awesome. You'll never find a more dedicated or genuine professor," but my favorite assessment called Mark "Sweetest man on earth. I wish he was my grandpa." Such student reactions are striking when one recalls Mark's high standards. When Charles Stewart was chair he analyzed the correlation between grading rigor and undergraduate student evaluations. We all assumed the more demanding the former, the lower the latter. Students would reward an easy grader with higher assessments, right? In fact, Mark's scores ran in the opposite direction. He was among the most stringent graders and yet at the very top in terms of student evaluations. Thus, he won multiple teaching awards at the department, college, and campus level and in 1998 was named by the Carnegie Foundation as Professor of the Year for the State of Illinois. In one of the very best teaching departments on campus, Leff was recognized as the best. His discussion courses on war and society and on political intolerance were particularly popular, but numerous TAs explained that they learned most about teaching by watching Mark lecture. Whatever writing a student turned in—whether a dissertation or a short paper, Mark read and marked it line-by-line (though deciphering his handwriting was often a real challenge). As a result, he spent huge amounts of time

on that most hated of a teacher's work—grading. Then he sat down with students to go over their work in great detail. The process was both labor-intensive and extremely effective.

Mark's enthusiastic teaching often burst beyond the classroom walls. In the Odyssey Program, he taught a classic course on the modern U.S. to adults living near the poverty line; in the Education Justice Project, he lectured to inmates at a medium security prison; at the Osher Life Long Learning Institute, it was seniors.

He was a favorite among secondary teachers. Whenever I went, people offered unsolicited testimonials to Mark's inspiring teaching. It could be a little intimidating if you did not recall his genuine passion for the vocation and the fact that his high standards encouraged us to raise our own.

If the connection with democracy strengthened Mark's teaching, he found other ways to work toward the same end. He cured me forever of any animus I had felt toward liberals. He joined the faculty union from his first moment on campus and continued organizing visits to colleagues across campus long after he became ill. He was a stalwart in our local ACLU and served in the campus senate. Unlike most liberal academics, he listened to conservative pundits because he thought it important to understand their ideas and values. For Mark, these were not obligations; he was constantly engaged because he was determined to help people and to make this a better world. If the U.S. had more citizens as brilliant, informed, and dedicated to justice as Mark, we would be in much better shape as a society.

One of Mark's few faults, a sad one for those of us closest to him, was that he consistently underestimated his own strengths and how much his colleagues and students respected him. He reflexively put the welfare of others above his own. In a world shaped too often by personal ambition, he was selfless to a fault. Ours will remain a wonderful community of teachers and scholars, but it will never be the same without Mark.

To honor Mark's memory the department has established a fund for the Mark H. Leff Prize for Outstanding Honors Thesis. Those wishing to contribute to it will find the form on the back cover of this newsletter.



No one penetrated to an argument—and its flaws—more effectively than Mark.

—James R. Barrett

Ralph Talcott Fisher, Jr. (1920–2015)

Ralph Fisher, who passed away in Urbana on April 4, 2015, is universally acknowledged as a giant in the building of the interdisciplinary study of Russia and East Europe, both nationally and at the University of Illinois. With his characteristic modesty, he refused to accept such accolades, insisting that he was lucky to be in the right place at the right time and lucky to have the support of visionary administrators. In truth,

heading off to the University of California to major in history. Army duty led him to learn Chinese, and he served during World War II as an intelligence officer in several postings in China, including Shanghai. The onset of the Cold War piqued his curiosity about Russia, and upon his return to Berkeley he set about learning Russian and studying its history and culture, eventually crossing the country to pursue a Ph.D. in Russian history at Columbia University, one of a handful of centers of expertise on the region at that time. Work with Margaret Mead on a team project to develop understanding of the USSR led Ralph to his dissertation on the Soviet youth organization, the Komsomol, which became the basis for his influential book, *Pattern for Soviet Youth: A Study of the Congresses of the Komsomol, 1918–1954* (1959). Even before finishing his thesis, he was recruited by Yale University as a temporary replacement for the ailing George Vernadsky, and Ralph continued there in the precarious position of Ivy League assistant professor until the University of Illinois made him an offer in 1957 to join its history department as a tenured associate professor. “The market nationwide for historians had been bad all through the 1950s, and was not noticeably expanding,” he recalled in his 1994 memoir, “Swimming with the Current” (*Russian History/Histoire Russe*, 21, 2: 149–70). He had a young family. He accepted.

Ralph’s arrival at Illinois coincided with the Sputnik crisis, stimulating universities to ramp up their expertise to prepare to confront the newly muscular Soviet Union. Funds became available from government and philanthropic sources, and the new associate professor was asked to build a program at Illinois. The University of Illinois was not even on the map of Russian studies when Ralph called together a committee to apply for federal funding for a Russian studies center in 1959. But it had the nucleus of an interdisciplinary core of faculty who studied Russia, and the University Librarian was willing to allocate funds to build up the library collection. And from its initial success in winning Office of Education funding as a National Resource Center in 1960, Ralph staunchly and successfully advocated



Ralph Fisher in 2005 with his wife Ruth (r.) and Mary Zirin, a scholar of Russian studies, who along with her husband Hal established the Ralph and Ruth Fisher Endowment Fund with a major gift to honor the contributions of the Fishers in support of scholarship in Russian, East European, and Eurasian studies.

Ralph was one of the most visionary of these administrators. He served the History Department as a faculty member from 1957 to his retirement in 1988, teaching and mentoring hundreds of undergraduate and graduate students. Just as importantly, he created the Russian and East European Center (REEC) in 1959 and directed it for twenty-eight years until stepping down in 1987.

A native of northern California, Ralph discovered a gift for languages as a teenager, studying French in 1930s Montpellier and Spanish in Mexico before

that the main goal of REEC would be to support the development of its library resources and staff. A strong library, he reasoned, would attract scholars and graduate students. Through the support of the library administration and a major gift from the philanthropist Doris Duke, the Slavic Library continued to be at the core of the Center's activities, and the number of specialist faculty and students began to grow. By 1971, REEC had some 38 faculty whose teaching focused on Russia or Eastern Europe. The library's collection became one of the largest two or three in the country, and beginning in 1975 its staff offered reference service by mail or telephone to any and all scholars in North America. The writer and journalist Harrison Salisbury, a frequent patron, called the Slavic library "one of the world's wonders, a scholar's dream, one of the prides of this country."

A key turning point came in 1970, when the library allocated a large room to house the growing staff of Slavic librarians along with key components of their collections. The library became a gathering place not only for Illinois faculty but increasingly for scholars in the Midwest and beyond, who journeyed to Urbana to spend their summers utilizing the magnificent and ever-growing library holdings. This informal research colloquium evolved into the Summer Research Laboratory (SRL) in 1973. Leveraging a variety of internal and external grants, the SRL over the next forty years offered dormitory space, workshops, and lectures, in addition to the incomparable opportunities for research and what we now call networking.

Nor did Ralph ignore the development of Russian and East European studies within the university. He succeeded in winning federal funding for REEC as a National Resource Title VI Center almost continually from 1960, and he lobbied aggressively for departments (including history) to recruit faculty who studied the region and to expand their undergraduate and graduate programs. By 1987, his last year as director, the Center claimed fifty-five people working significantly on this region, teaching courses in eighteen disciplines.

Ralph accomplished all this while continuing to enjoy his family, to appreciate Russian culture, and to love the outdoors. He famously memorized the entire Russian-language poem by Alexander Pushkin, *Eugene Onegin*, reciting bits of its four-hour length as he walked to campus each day. He traveled every summer to his family's cabin in the Sierra Nevada mountains. He and his wife Ruth generously welcomed all scholars to their home, took them and their children canoeing on Homer Lake, and took a genuine interest in their work and lives. He really didn't care to take credit for all that he accomplished, preferring to see himself as "facilitator" or "promoter," not "director." "My role was most often that of helping others to do what *they* wanted to do and responding to their encouragement." Generations of faculty and students, including me, are the fortunate beneficiaries of his vision, his generosity, and his commitment.

The Center's annual summer conference, the Ruth and Ralph Fisher Forum, continues the tradition of "facilitation" and "promotion." And there will always be the library that Ralph helped to build, putting Illinois squarely and permanently on the national map of Russian and East European studies.

—Diane P. Koenker

The Medieval Globe: Innovative Journal Edited by Carol Symes

The Medieval Globe, the first scholarly journal devoted to the globalized study of the medieval world, was founded by executive editor Carol Symes and colleagues from the Program in Medieval Studies at Illinois. It was launched in November of 2014 with a



special issue on the Black Death as a global pandemic, edited by Monica H. Green, a noted historian of medicine and public health at Arizona State University. *Pandemic Disease in the Medieval World: Rethinking the Black Death* is available in both print and Open Access digital formats.

TMG provides an interdisciplinary forum for scholars of all world areas by focusing on convergence, movement, and interdependence. Contributions to a global understanding of the medieval period (broadly defined) need not encompass the globe in any territorial sense. Rather, *TMG* advances a new theory and praxis of medieval studies by bringing into view phenomena that have been rendered practically or conceptually invisible by anachronistic boundaries, categories, and expectations. It also broadens discussion of the ways that medieval processes inform the global present and shape visions of the future.

In addition to being geographically and conceptually capacious, *TMG*'s purview is temporally open-ended. Although many contributing authors will focus on the era from c. 200 to c. 1500 C.E., others are encouraged to probe manifestations of the medieval globe that may not fit into this time-frame. *TMG* is also committed to supporting innovative, collaborative work in a variety of genres. It will be published biannually, with at least one issue each year being devoted to the exploration of an important topic or theme. Upcoming thematic issues include *Legal Worlds and Legal Encounters* (*TMG* 2.2, forthcoming in the summer of 2016), *A World within Worlds? Reassessing the "Global Turn" in Medieval Art* (2017), and *Seals: Imprinting Matter, Exchanging Impressions* (2018). Future thematic issues might address such topics as diasporas, race and racializing technologies, maritime cultures and ports-of-call, piracy and crime, knowledge networks, markets and consumerism,

continued on page 24

IN MEMORIAM*C. Ernest Dawn***(1918–2016)**

C. Ernest Dawn, Professor Emeritus in the Department of History, passed away in Seattle in early January at the age of 97. Known to all as Ernie, he served in Army Intelligence during World War II and received a Ph.D. in Oriental Languages and Literature in 1948 from Princeton University, where he studied under Philip Hitti. He began his career at Illinois in 1949, but took a leave to serve again in Army Intelligence in the Korean War (1951–52). After returning, he continued at Illinois until his retirement in 1989. Ernie earned an international reputation as a careful and methodical scholar of the origins of Arab nationalism in Syria, the history of the Greater Syria concept, and Arab intellectual history. He is best known for his pioneering book *From Ottomanism to Arabism: Essays on the Origins of Arab Nationalism* (Illinois, 1973), and numerous other articles on Arab nationalism and pan-Arabism, King Abdallah I of Jordan's ambitions, and Islam in the modern era. A contrarian by nature, Ernie rejected the conventional analysis of Syria as a territorial unit defined by political and socio-economic structures and looked instead to the concepts and values of its seminal thinkers. He was a contrarian as well in the political debates that swept the department and the U of I during the turbulent 1960s but rejected pressures to be labeled as a proponent of either liberal or conservative causes. He was an independent thinker, a strict teacher, and an Arabist of the first order. He had a strong sense of fairness in his teaching, his writings, and his personal conduct, and would not be pushed to publish before he had thoroughly researched his subject. In his private moments, he favored time with his family, unfiltered cigarettes and Kentucky bourbon. He is survived by his daughters Julia Dawn Kuykendall and Carolyn Dawn Feldsine, three grandchildren, and the students honored to have studied under one of the first generation of American scholars of the Middle East.

—Judith Share Yaphe. *Ph.D. in Middle East History, Illinois, 1972*

IN MEMORIAM*John R. Dahl***(1923–2016)**

John R. Dahl passed away on January 15 at Carle Foundation Hospital in Urbana. A native of Tacoma, he was a graduate of the University of Washington in Seattle. After serving in the Army Air Force during World War II, he earned an M.A. in history and taught at the University of Northern Iowa before devoting some fourteen years to secondary teaching in Minnesota. In 1963 he was a John Hay Fellow in the Humanities at Yale, an Honorary Fellow of Calhoun College, and an adjunct professor in the Master of Arts in Teaching program. He came to the Department of History at Illinois in 1967, mainly to supervise the advising of students preparing for a career in secondary history and social studies instruction as well as those in the M.A. in Teaching program. During his tenure in the department the Teacher Education-Social Studies curriculum reached a peak enrollment of over five hundred majors. The notice of John's retirement in *History at Illinois* (Fall/Winter 1989–90) commented, "For more than two decades he constituted a prime department link with the wider world of secondary education, and his services as consultant have often been called on in Chicago, Springfield, and Washington, D.C." He also served as Associate Chair of the department (1972–78). At his retirement, John reflected critically on the state-mandated curriculum for social studies teachers, which required a limited number of history credits, and argued that prospective high school history teachers would be better served by a major in history combined with a teaching certificate. His colleagues recall that he was an exceptionally sociable fellow who for years enjoyed monthly emeriti luncheon meetings. John is survived by his wife, Violet, two daughters, Maureen Newman of Champaign and Lisa (Brian) McClean of Coral Springs, FL, two grandsons and two great-grandchildren.

—Walter Arnstein

New Leadership in Undergraduate Studies

Our new Director of Undergraduate Studies this year is Marc Hertzman, a Latin Americanist with a research specialization in Brazil. Marc's book *Making Samba: A New History of Race and Music in Brazil* (2013) received Honorable Mention for the 2014 Bryce Wood Book Prize awarded by the Latin American Studies Association. His current research focuses on race and radical politics in post-abolition Brazil, and will become two books. One is a study of competing narratives of the passing of the heroic leader of a runaway slave community and the ways in which these narratives have served modern political agendas. The other is a study of a father and son team of scholars, who together helped to shape the histories of race, radical politics, and intellectual inquiry in the century after abolition. Marc has enjoyed getting to know and working with our majors as the new DUS, and has been building upon the work of his two predecessors, John Randolph and Carol Symes. This year's initiatives include two new undergraduate history internships; ongoing efforts to make the department a welcoming place for underrepresented, international, and minority students; and developing new curricula, such as *Reacting to the Past* and *History Now!* He also has thoroughly enjoyed working with senior honors thesis writers, who will complete their work in the spring. Finally, Marc devoted much time to the search for a new Academic Advisor to replace Scott Bartlett.

Wendy Mathewson, an Illinois and History alumna (Bronze Tablet), is our new Academic Advisor. As a History major Wendy participated in the Campus Honors Program and wrote a senior thesis, earning the Martha Belle Barrett Price for excellence in undergraduate history work and the Bierma Scholarship in history. She also studied abroad at Glasgow University, receiving a Certificate of Merit in Scottish history. She went on to earn a Masters of Divinity at McCormick Theological Seminary in Chicago, receiving the Arthur A. Hays Fellowship in Church History. Wendy brings to her job a skill set and experience she gained in Student Affairs at Northwestern University and DePaul University, working with Residence Life, supporting LGBTQA students, and staffing interfaith student groups. She is delighted to be now serving students at her alma mater.



Marc Hertzman



Wendy Mathewson

Graduate Student Placement

Diana Georgescu, Lecturer, University College London

David Greenstein, Lecturer, Middle Tennessee State University

Kyle Mays, Postdoctoral Fellow, University of North Carolina at Chapel Hill

Lawrence McDonnell, Assistant Professor, Iowa State University

Lessie Tate, Visiting Professor, Texas Southern University

Marie Winkelmann, Assistant Professor, University of Nevada at Las Vegas

Andrew Eisen, Adjunct Professor, Stetson University

David Hageman, Instructor, Lynchburg College

Meeting the Challenges

by KEVIN MUMFORD



Kevin Mumford

In my second year of service as Director of Graduate Studies, I benefitted again from the commitment of my colleagues and our staff to maintaining excellence in graduate training and teaching in the Department of History. My work would not have been possible without the expert leadership of our new chair, Professor Clare Crowston; continual briefing from former directors of graduate studies, especially Dana Rabin; and the assistance of our extremely organized and reliable staff, especially the Graduate Secretary, Shannon Croft.

In August, we welcomed twenty outstanding students from diverse locations, backgrounds, and interests to our graduate program. Drawn from a large and impressive pool of applicants, this cohort reflects our continued efforts toward racial and gender equity as well as to the recruitment of international students (this year including students from Canada, China, Turkey, and the Netherlands). I organized the First Year Orientation for the new arrivals at the beginning of the year. Among the presentations, one highlight was the diversity workshop in which several faculty talked about their experiences with social difference in the department, university, and the profession. By all accounts, the program was a success and helped to prepare our new students for their first-year sequence and other course work.

As Director of Graduate Studies, I am responsible for leading the Pro-seminar that meets every other week to discuss a range of problems and questions, both intellectual and professional, of concern to new students. Over the semester, our faculty volunteered to make presentations on issues such as academic freedom and governance, reasons for becoming a historian, the importance of interdisciplinary methods, issues of social intersections, and the overall state

of the profession. It has been fascinating to observe graduate training from my new perspective—to see students meeting an array of new challenges with dedication and serious intellectual effort.

Our advanced graduate students continue to obtain funding from the Graduate College and from major funding agencies, such as the Fulbright Foreign Student Program, Fulbright-Hayes, as well as U of I fellowships, such as the Illinois Program for Research in the Humanities, and INTERSECT, where students collaborate with other students and faculty across a range of disciplines.

Despite the dire predictions of a flat job market, our graduates managed to obtain a variety of attractive positions. The graduates of Spring and Summer 2015 landed tenure-track jobs at Creighton University, the University of Nevada at Las Vegas, and Iowa State University; lectureships at the University College London and Middle Tennessee University; adjunct professorships or instructorships at Lynchburg College, Texas Southern University, and Stetson University. Another graduate went on to a postdoctoral fellowship at the University of North Carolina at Chapel Hill, while others have sought alternative employment.

The Graduate Studies Committee convened monthly to discuss a number of issues and requests concerning curriculum, student progress, and programming. I wish to acknowledge the service of James Brennan, Matthew Gilbert, Dana Rabin, Kenneth Cuno, and Peter Fritzche, as well as Graduate Representatives Carolina Ortega, Beth Ann Williams, and Augustus Wood. I thank them for their probing questions, valuable insights, and wise advice. Our deliberations ranged from questions of academic freedom and social diversity to policy matters such as adjusting our preliminary examinations and reconstructing the fields of graduate study.

Finally, in response to the wave of protests around diversity in the Department and across campus, the Diversity Committee organized a forum for graduate students and faculty in November on “Combating Racism in the Academy.”

Professor Kevin Mumford is Director of Graduate Studies

2015 Incoming Graduate Students



Front row L to R: Valerie Diaz, Beth Gniewek, Elizabeth Adamo, Christopher Green

2nd row L to R: Pelin Tiglay, Olivia Hagedorn, Cassandra Abena Osei

3rd row L to R: Catherine Wisnosky, Stephen Vitale, Jun Huang, Sean Ettinger

4th row L to R: Eva Rogaar, Felix Cowan, Xiao Chen, William Keniston, Eric Denby

Top row L to R: Austin Yost, Michael Ruiz, Ryan Allen

Not pictured: Christopher Anderson

Recent Ph.D.s Awarded

Pompilia Burcica, “Amateur Theater in Historical Transylvania Between the Two World Wars”

Diana Georgescu, “Ceaușescu’s Children: The Making and Unmaking of Romania’s Last Socialist Generation (1965–2010)”

David Greenstein, “Between Two Worlds: Americans and Soviets After the Bolshevik Revolution”

Sally Heinzl, “Liberty Protected by Law: Race, Rights, and the Civil War in Illinois”

Annaliese Jacobs, “Arctic Circles: The Franklin Family, Networks of Knowledge, and Early Nineteenth Century Arctic Exploration, 1818–1859”

Kyle Mays, “Indigenous Detroit: Indigeneity, Modernity, and Racial and Gender Formation in a Modern American City, 1871–2000”

Lawrence McDonnell, “Politics, Chess, Hats: The Microhistory of Disunion in Charleston, South Carolina”

Karen Rodriguez’G, “Cultivating Imperial Identity: The Garden City and Urban Landscapes in London, Calcutta and New Delhi, c. 1860–1931”

Lessie Tate, “The Power of Pan Africanism: Tanzanian/African American Linkage, 1947–1997”

Marie Winkelmann, “Dangerous Intercourse: Race, Gender and Interracial Relations in the American Colonial Philippines, 1898–1946”

Andrew Eisen, “Imperial Divides: Race, Nation, Security and the U.S.-Mexico Border, 1940–1955”

David Hageman, “Deindustrialization and the Urban Landscape: Race, Space, and Memory in Back of the Yards, 1950–1980”

2015 Senior Honors Theses

Leanna M. Barcelona, “French Torture in Algeria: American Print Discussion, 1954–1962”

Ryan D. Fane, “‘Socially Acceptable Murder’: Drunk Driving in the 1980s”

Terry W. Foster, “Carlisle Indian Industrial School: The Settler Colonial Path to Civilization”

Alicia A. Goodchild, “Access Denied: Illinois Women and Accessing Legal Abortion From 1973–1976”

Nicholas D. Hopkins, “Political Legitimacy in Nyasaland: The Creation of an Elite-Centric Malawian Nationalism”

Mariano Nava, “Uncle Sam’s Pastime: The Racialization of Jorge Pasquel, La Liga Mexicana, and the Hegemony of Major League Baseball, 1939–1948”

Edmund J. Rooney, “Ethnic Unification and the New Deal: The Intersection of Political Relationships that Created the Chicago Machine”

Field Notes from Graduate Students



Moscow City Archives

DEIRDRE RUSCITTI HARSHMAN: *How I Learned to Stop Worrying and Love the Archive Challenges*

Working in the Russian archives is notorious as a difficult process. This reputation stems mostly from the need to write up all of one's notes (due to an inability to take photos and prohibitively high photocopying costs), and limits on the number of documents a researcher can order at a time. I'd gotten a taste of that during a month of pre-dissertation research for my project, which studies the connections between the space of the home and the culture of the everyday in early twentieth-century Russia, and the prospect of working for an academic year was daunting. How would I get enough material for a dissertation if I was capped at ordering five to ten files per day? And, more importantly: if I couldn't take photos, would I be up to the task of typing up Soviet bureaucratic documents for hours at a time, day after day?

It's been over a year since I left for Moscow, and since returning I have pieced together an outline and a first chapter draft. From a purely practical perspective, the trip was a success. The challenges, while formidable at times, did not prevent me from getting the material I needed to write a dissertation. However, they did cause me to question my expectations of the archive, and the role it plays in my research.

Over the past decades, scholars have rightly questioned the role of the archive, including in this department, as Antoinette Burton's book *Archive Stories* shows. For many projects, including my own, the archive plays a crucial role, but there can be a temptation to fetishize it. Of course, we know that the archive cannot provide a full history, no matter how detailed it is. Life is too slippery, too filled with wonderful ambiguity and messiness, to fit into the neat divisions that archives tend to encourage. Still, knowing that does not completely mute the hopeful voice that insists that if we only had one more document, we'd be able to reconstruct the narrative just a little more neatly. It is a natural urge, this desire to impose a degree of order on piles of data, but it is also a desire we need to keep in check to avoid speaking over our subjects, muting their voices with ours.

The policies of the Russian archive helped me move past this tendency, precisely by limiting the amount of information I could pull from it. Restricted in both the number of files I could order and the amount of information I could copy, I had to quiet that voice that wanted to find the "whole story." I knew my records would always be incomplete, and that I would have to find analytical value among the gaps. The things that most worried me about the archive experience ended up helping me the most.

STEFAN KOSOVYCH:
*Researching Third Republic France
while Living in the Fifth*

My dissertation research year in France was a challenging yet rewarding experience on many levels: scholarly, linguistic, social, and personal. During ten months, I lived in Tours, Paris, Aix-en-Provence, and Angers. When I arrived, I could read French competently, but had difficulty in conversations. In Tours, during the first month, I improved my listening and speaking abilities in an intensive French course. I lived with a family there, which enabled me to practice French on a full-time basis. On weekends, I traveled with other international students to visit the magnificent *châteaux* along the Loire river valley.

After a tremendously rewarding experience in Tours, I headed to Paris to conduct archival research for seven and a half months on my dissertation, “Politics and Culture of Banquets in Early Third Republic France.” I worked in the Archives Nationales, the Archives de l’Académie des Sciences, the Archives de la Préfecture de Police, L’Association des Amies et Amis de la Commune de Paris 1871, the Bibliothèque Nationale, the Bibliothèque Historique de la Ville de Paris, the Bibliothèque Marguerite Durand, the Bibliothèque Forney, the Musée de l’Histoire Vivante, and L’Office Universitaire de Recherche Socialiste. Despite a general consensus that French archivists are unfriendly or even obstructive, I found them on the most part to be cordial, helpful, and very engaged with my project. One archivist at the Archives Nationales invited me to dinner with his wife and children. In Paris, I not only discovered a large number of historical documents on Third Republic banquets but also participated in an exciting present-day banquet commemorating the 144th anniversary of the Paris Commune. During the first six months in Paris, I lived in a very small (17 m²), moldy studio apartment



Championnat du Monde de Conversation

located behind a Kebab fast-food restaurant. The location, in the Bastille area of central Paris, was ideal, but I eventually sought a more habitable apartment. I moved to an African neighborhood, known as the Goutte d’Or, into the apartment of a beautiful and absolutely fascinating French woman and had a memorable time.

I spent the final five weeks in Aix-en-Provence and Angers. Aix-en-Provence, a wealthy town in southern France close to the Mediterranean, is the home of the Archives Nationales d’Outre Mer. Although I found many valuable sources there, the head archivist denied access to four important documents, saying that they were missing, which I doubt. Afterward, I worked at the Centre des Archives du Féminisme in Angers, in western France. While there, I competed in the Championnat du Monde de Conversation (World Conversation Championship) against sixty-one French men and women. It was quite an experience to be on stage in front of over a hundred spectators and holding four French conversations totaling thirty minutes. I was facing incredibly witty French people, and, predictably, I did not advance to the final round. Nevertheless, the year was an overall victory for the progress I made in French and in my research.

Annual Awards Celebration, Spring 2015

Undergraduate Honors and Awards

Friends of History Undergraduate Research Grant

Alicia A. Goodchild
Nicholas D. Hopkins

C. Ernest Dawn Undergraduate Research Travel Award

Alex J. Villanueva

Walter N. Breymann Scholarship

Elizabeth J. Ray
Alex J. Villanueva

Robert H. Bierma Scholarship for Superior Academic Merit in History

Katherine E. Bora
Nicholas A. Cohen
Allyson R. Cubr
Jasmine S. Kirby

Michael Scher Award for Outstanding Undergraduate Paper

Hannah Y. Park, "Rebellion, Reform, and Foreign Invasion: The End of Korean Slavery in Comparative Perspective"

Robert W. Johannsen Undergraduate History Scholarship

Nicholas A. Cohen

Centenary Prize for Outstanding Senior in the Teaching of Social Studies

Michael L. Norton

Martha Belle Barrett Scholarship for Undergraduate Academic Excellence

Ryan D. Fane
Julia M. O'Brien
Trent M. Rehusch

Mark H. Leff Prize for Outstanding Honors Thesis

Ryan D. Fane, "'Socially Acceptable Murder': Drunk Driving in the 1980s"

Graduate Awards and Honors

Frederick S. Rodkey Memorial Prize in Russian History

Anna Abigail Harbaugh

Joseph Ward Swain Seminar Paper Prize

Nathan Tye

Joseph Ward Swain Publication Prize

David R. Greenstein

William C. Widenor Teaching Appointments

Joshua A. Levy
Devin Smart
Anca Mandru
Stefan Peychev

Laurence M. Larson Scholarship for Studies in Medieval or English History

Kent E. Navalesi

Departmental Teaching Awards

John G. and Evelyn Hartman Heiligenstein Award for Excellence in Undergraduate Teaching (by a Graduate Student)

Michael J. Brinks

George S. and Gladys W. Queen Excellence in Teaching Award (for Faculty Teaching)

Professor Robert M. Morrissey

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Once again, the Department has benefited from the generous Friends of History. We would like to thank all of our donors for this support and especially our wonderful FOH board members who, as always, have been generous with their time and talents.

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The Medieval Globe, continued from page 15

entertainment, spoils and spolia, global localities, comparative cosmographies, or slavery and social mobility.

For more information on *The Medieval Globe*, to download the inaugural issue, or to subscribe, please visit arc-humanities.org/index.php/series/arc/tmg/.

Faculty Profiles

Ikuko Asaka is completing the final revision of her book manuscript on the interplay between emancipation processes and the solidification of settler colonialism in North America (eighteenth and nineteenth centuries), while taking part in a lively intellectual community at the Illinois Program for Research in the Humanities as a faculty fellow. In October she attended the North American Labor History Conference at Wayne State University to participate in a roundtable discussion on *Freedom's Frontier*, the inaugural Organization of American Historians David Montgomery Book Prize winner, written by her fellow Wisconsin Ph.D. Stacey Smith.

Eugene M. Avrutin continued to work on his next book, *The Velizh Affair: Ritual Murder in a Russian Border Town*, and recently was awarded a National Endowment for the Humanities Fellowship for 2016–17 for this project. He also participated in a conference on criminal law and emotions at the Max Planck Institute for Human Development in Berlin. He is also collaborating with co-editors Jonathan Dekel-Chen (Hebrew University) and Robert Weinberg (Swarthmore) on a collection of essays, *The World of Ritual Murder: Culture, Politics, and Belief in Eastern Europe and Beyond*, to be published by Indiana University.

James R. Brennan was on sabbatical during 2014–15, which he spent concluding his research on a biography of Oscar Kambona and beginning new research on Mozambique. He visited Britain, Tanzania, and France, while also spending four months in Lisbon, Portugal, doing archival research. He continues to serve as co-editor of the *Journal of Eastern African Studies*, and saw through publication of a number of articles and book-chapters, including his first foray into nineteenth century history in a comparison of the development of Reuters and the Associated Press in Britain and the United States in the collection *Making News: The Political Economy of Journalism in Britain and America from the Glorious Revolution to the Internet*, ed. Richard R. John and Jonathan Silberstein-Loeb (Oxford, 2015). This year he is teaching two new classes, a 200-level introductory history of East Africa, and a 300-level class on the Global History of Intelligence.

Antoinette Burton edited a special issue of *Historical Reflection/Réflexions Historiques*, 41/1 (2015), entitled “Radical Book History: E.P. Thompson and The Making of the English Working Class,” featuring essays from the anniversary conference on E.P. Thompson that she organized last year at Illinois, including two by Illinois graduate students, Utathya Chattopadhyaya and Zach Sell.

Jimena Canales published *The Physicist and The Philosopher: Einstein, Bergson and the Debate That Changed Our Understanding of Time* (Princeton, 2015). She continued writing for a general-audience with “Art+Science: Gyorgy Kepes,” in *Aperture Magazine*, 221 (2015), and “Recto Verso,” “Time Shape,” and “Breath,” in a volume on the work of the artist Daniel Steegmann Mangrané entitled *Animal That Doesn't Exist* (Centre rhénan d'art contemporain d'Alsace, 2015). Her essay “Dead and Alive: Micro-Cinematography between Physics and Biology” appeared in *Configurations*, the journal of the Society for Literature, Science, and the Arts, and “The Media of Relativity: Einstein and Telecommunications Technologies” was published in *Technology and Culture*, the journal for the Society for the History of Technology. Canales' radio interviews aired as “Einstein and Bergson” for KPFA Public Radio in Berkeley (Letters and Politics) and “Battle of the Time Lords,” for The Philosopher's Zone at RN Australian Broadcasting Corporation. She was invited to lecture at Humboldt-University, the Haus der Kulturen der Welt in Berlin, and at John Hopkins University, McGill University, SUNY Binghamton, and the Goethe Institute of NYC. She joined the Fellowship Selection Committee for the American Council of Learned Societies, the Committee on Honors and Prizes for the History of Science Society, and the Advisory Board of *Catalyst: Feminism, Theory, Technoscience*, and became an advisor for the National Endowment for the Humanities for California Humanities for a documentary entitled “Splitting the Second: The Brilliant, Eccentric Life of Eadward Muybridge.” Canales also participated in the INTERSECT grant for “Seeing Systems: Technology Studies and Knowledge Infrastructures across the Humanities,” awarded by the Graduate College at Illinois.

Tamara Chaplin has begun working with Jadwiga E. Pieper-Mooney (a Latin Americanist at the University of Arizona) on an edited collection on the Global Sixties for Routledge, and is completing an article for a forthcoming volume on Queering Archives for Duke University Press. In addition to teaching Western Civ and a team-taught graduate course on Global Sexualities with Kevin Mumford in the fall, Chaplin had the privilege of teaching FAA110 with our colleague from the Department of Dance, Philip Johnston, which meant introducing our undergrads to eighteen different performances at the Krannert Center for the Performing Arts. It was also a busy year for conferences, starting in New York at the American Historical Association and then at Cornell, the Newberry Library in Chicago, the Society for French Historical Studies in Colorado Springs, the Women in French conference in Leeds, and most recently (with her wonderful new grad students Ryan Allen and Liz Adamo, who helped run the registration desk) at the Western Society for French History in Chicago, and the Social Science History Association in Baltimore. A Zwickler Memorial Research Grant supported ten days of research in the Human Sexualities Collection at Cornell University Library in October. It has also been Chaplin's privilege to chair the Teaching Awards Committee, which meant learning about the stellar talents of our colleagues in the classroom.

Kai-wing Chow was elected President of the Midwest Conference on Asian Affairs for 2014–15. He organized an International Conference on “History of Non-book Publishing in China, Tang (618–907) through Qing (1644–1911)” at Illinois in September, and he made a presentation on “Printing from Stone: Steles, Law, and Local Order in Qing China,” at the conference. He also presented a paper on “Healing the Public: Shishang Public Culture and Medical Services in Qing China” at the Workshop on “Doctors, Patients, and Historians—Relationship between Doctor and Patients,” at the Center for Comparative Study of Modernization, Fudan University, Shanghai, in July, 2014.

Over the past year, **Clare Crowston** delivered lectures and participated in conferences in Colorado Springs, Chicago, Tallahassee, Paris, and Zagreb. With Chris Higgins, she co-chaired a new provost's lecture series, Prioritizing Undergraduate Education at Illinois, which brought to campus Nancy Folbre (Amherst), Rick Levin, (CEO, Coursera) and Carolyn Dever, (Provost, Dartmouth College). She served on

the book prize committee of the Berkshire Conference of Women Historians, joined the editorial board of the *Journal of Social History* and hosted a regional conference of the Reacting to the Past consortium. She continued work on co-authored projects on apprenticeship in France from 1670 to 1880. In fall 2015, she was named University Scholar, one of five History department colleagues to receive this award since 2000.

Ken Cuno published *Modernizing Marriage: Family, Ideology, and Law in Nineteenth- and Early Twentieth-Century Egypt* (Syracuse, 2015), which won the 2015 Albert Hourani Book Prize of the Middle East Studies Association. His article “Reorganization of the Sharia Courts of Egypt: How Legal Modernization Set Back Women's Rights in the Nineteenth Century,” appeared in the *Journal of the Ottoman and Turkish Studies Association* 2/1 (2015). In spring 2015, he taught a new course on modern Palestinian history, which now is a regular course offering. In September, he presented “Claiming heirship: a litigant strategy in the Sharia Courts of nineteenth-century Egypt” at the National Institutes for the Humanities of Japan Program for Islamic Area Studies Fifth International Conference, in Tokyo, and in November he presented the same paper at the Middle East Studies Association Annual Meeting in Denver. Ken and his co-editor Terence Walz copy-edited the Arabic translation of *Race and Slavery in the Middle East* (American University in Cairo, 2010) which should appear next year in Cairo, and he is collaborating with another author in revising and updating a textbook on Egyptian history. As in past years, he was in demand for interviews and public presentations on modern Middle Eastern history and politics, including the Israeli-Palestinian conflict.

Jerry Dávila began a two-year term as President of the Conference on Latin American History (CLAH). The CLAH is the largest affiliate of the American Historical Association, and is the professional association dedicated to promoting research and teaching on the history of Latin America in the United States. As President of the CLAH, he is focused on steps to build the organization's endowment so that it is positioned to offer increased support to graduate students beginning seed research in the field, as well as support for recent Ph.D.'s who are working to develop publications out of their dissertations. Jerry also continues to direct the Lemann Institute for Brazilian Studies on campus.

Augusto Espiritu was on sabbatical in the fall of 2014. In the spring of 2015, he was associate fellow in the Center for Advanced Study. He presented a paper on cultural nationalism and Hispanism out of his current book project, *In Defense of Spain: Resistance to American Empire in Cuba, Puerto Rico and the Philippines in the Twentieth Century*, at the tenth conference of Cuban and Cuban American Studies at the Cuban Research Institute, Florida International University. His review of Camilla Fojas and Rudy P. Guevarra, Jr.'s edited collection *Transnational Crossroads: Remapping the Americas and the Pacific* appeared in *Pacific Historical Review* 84/1 (2015). Augusto conducted research at the Archives of the University of the Philippines, the Main Library of the Far Eastern University, and the Library of Women's Writings of the Ateneo de Manila University, with a grant from the Research Board. He also received a Beckman Award. Later in the spring, he gave an invited paper at the University of Hawai'i's Center for Philippine Studies for its Forty-Year Anniversary International Symposium and participated in an invited author's roundtable at the Association of Asian American Studies Conference. Last summer, Augusto was Visiting Scholar in the Instituto de Estudios del Caribe of the University of Puerto Rico, Río Piedras, and conducted research in the University's Colección Puertorriqueña. Augusto also appeared in the radio talk show, "El sur también existe" ("The South Too Exists") via Radio Once, Hatillo.

Marc Hertzman spent most of his time getting to know and working with our majors as the new Director of Undergraduate Studies. In that capacity, he has been building upon the initiatives of his two predecessors, John Randolph and Carol Symes. This year's new initiatives include two new undergraduate history internships; ongoing plans and conversations to make the department a welcoming place for underrepresented, international, and minority students; and working with faculty on the development of new curricula, such as *Reacting to the Past* and *History Now!* The search for a new Academic Advisor to replace Scott Bartlett was successful with the appointment of Wendy Mathewson. Marc has thoroughly enjoyed working with the senior honors thesis writers, who will complete their work in the spring. He also published two articles, "Beyond Renewal? Colonialism, the Canon, and the Challenging Spaces between Martí and Chakrabarty," *A Contracorriente* 12/2 (2015); and "Where's the Empire in Brazilian Empire?: Race, Gender, and Imperial Nostalgia in

Turn-of-the-Century Brazil," *Luso-Brazilian Review* 52/1 (2015), and gave invited lectures at Harvard, Michigan State, Penn State, and Wesleyan University.

Much as she enjoyed her three years of service on the Beveridge Prize Committee (for the best book in American, understood hemispherically, history), **Kristin Hoganson** is looking forward to getting her summers back, so that she can finish her own book on the American heartland in global context. This year she published an essay on consumerist geographies, "Struggles for Place and Space: Kickapoo Traces from the Midwest to Mexico," in *Transnational Indians in the North American West*, ed. Clarissa Confer, Andrae Marak, and Laura Tuennerman (Texas A&M, 2015); and a thought-piece on trans-imperial histories, "Twenty Years since the Imperial Turn: Time for Trans-imperial Histories," *The American Historian* (February 2015). She finished a term on the Society for Historians of American Foreign Relations council and assumed the duties of vice president and president-elect for the Society for Historians of the Gilded Age and Progressive Era. Starting in August, she assumed the year-long post of the Visiting Harmsworth Professor of American History at Oxford University, a public diplomacy position aimed at advancing international understanding through the humanistic pursuit of history. She is the second professor from Illinois to hold this position, the first being Arthur Bestor in 1956.

Harry Liebersohn was a Visiting Professor for two weeks in May at Central European University and Eötvös University, both in Budapest. In addition to leading graduate seminars, he gave a lecture at each place. He also gave presentations in Konstanz, Rome, and Washington, D.C. Together with William Kinderman (Musicology) he is in the second year of co-directing a Center for Advanced Study Initiative, "Dissonances: Music and Globalization since Edison's Phonograph." Under the auspices of the Initiative, A.J. Racy performed classical Middle Eastern music in March to an audience of two hundred fifty-one people. Last fall the Initiative took the form of a graduate seminar on dissonance in the era of the Weimar Republic; outside guests from German as well as American universities, and from a variety of disciplines, commented on dissonance in politics and culture. His essay, "Harry Partch and Jacques Barzun: A Historical-Musical Duet on the Subject, 'Western Civ'," appeared in *This Thing Called Music:*

Essays in Honor of Bruno Nettl, ed. Victoria L. Levine and Philip V. Bohlman (Rowman & Littlefield, 2015).

Bruce Levine is working on his next book *Thaddeus Stevens, Revolutionary*, which is under contract with Simon & Schuster. Meanwhile, the Italian publisher Giulio Einaudi in September brought out a translation of his last book *The Fall of the House of Dixie: The Civil War & the Social Revolution that Transformed the South* (Random House, 2013). The Italian translation, entitled *La guerra civile americana: Una nuova storia*, has already sold out. An excerpt appeared in the September 23, 2015, edition of *L'Osservatore Romano*. He also published a few essays, including "Lessons of the Second American Revolution," in *Jacobin: A Magazine of Culture & Polemic* (2015); and "The confederate flag was always racist," in *Politico Magazine*. He reviewed the collection *After Slavery: Race, Labor, and Citizenship in the Reconstruction South*, ed. Bruce Baker and Brian Kelly in the *American Historical Review*, and Jonathan Sperber's *Karl Marx: A Nineteenth-Century Life in Labor: Studies of Working-Class History of the Americas*. In September, Bruce, with James Oakes, opened a symposium in Pennsylvania on pre-Civil War politics with a plenary conversation about the political world of James Buchanan and Thaddeus Stevens.

Mark S. Micale taught, during the fall semester, a new graduate seminar on "Readings in the History of Masculinity." He published two articles, and Princeton University Press reprinted his first book, *Beyond the Unconscious* (1993). He also gave lectures in London, Oxford, Geneva, and Lausanne. During the first half of the summer, he was Professor in Residence at the Institut universitaire d'histoire de la médecine at the University of Lausanne, Switzerland.

Bob Morrissey published in March 2015 *Empire by Collaboration: Indians, Colonists, and Governments in Colonial Illinois Country* (University of Pennsylvania). He also published articles in *Historical Methods*, *Early American Studies*, and *Environment and History*. Additionally, he gave the Gentry Lecture at Washington University in St. Louis, as well as lectures at Yale University and Notre Dame. He won a fellowship for a new project on the Illinois Indians from the Illinois Center for Advanced Study.

Kevin Mumford is in his second year of service as Director of Graduate Studies. He presented papers at the annual meetings of the Organization of American

Historians and the American Studies Association. He gave an OAH Distinguished Lecture at Case Western University. He contributed an article to the new Organization of American Historians publication, *The American Historian*, on the Ferguson Crisis; and an article on the pedagogy of the intersection to an anthology, *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History* (Wisconsin, 2014) that was awarded a 2015 Lambda Literary prize. He also completed a new book, *Neither Straight Nor White: Black Gay Men From the March on Washington to the AIDS Crisis* which will be published next year with the University of North Carolina Press.

Mauro Nobili completed his first year at the University of Illinois. He taught both undergraduate and graduate courses on African History and on the history of Islam in Africa. He also started working on his next book, *Empowering Texts: The Tarikh al-Fattash and the Writing of History in 19th Century Islamic Africa*. As an appetizer of his book he published, along with Shahid Mathee from the University of Johannesburg, the article "Towards a new study on the *Tarikh al-Fattash*," in *History in Africa* 42 (2015). Mauro also presented parts of this project in lectures he gave, among others, at Columbia University, Northwestern University, and the University of Birmingham. Thanks to the Research Board's Support Award, he spent two months during the summer doing fieldwork in West Africa (Senegal, Ivory Coast, and Ghana). In October, he led a workshop on cataloguing Arabic manuscripts from West Africa at the Bibliothèque Nationale in Bamako, Mali. He has also joined the editorial advisory board of the journal *Islamic Africa*, and continues to serve as co-editor of *Annual Review of Islam in Africa*.

Kathryn Oberdeck is co-director of an Illinois Program for Research in the Humanities Research Cluster entitled Public History and Student Research, investigating networks and projects that could consolidate and inform instruction engaging public and community history projects. In August, she co-facilitated, with Ruby Mendenhall (Sociology), a discussion of Audrey Petty's edited collection *High Rise Stories* (McSweeney's, 2013), on the experiences of residents of Chicago high rise projects, as part of the History Department's A Book in Common program. In October, she presented a paper on themes of gender and race in organizing among residents of neighborhoods designated as "blighted" in post-World War II Chicago at the American Studies Association meeting

in Toronto. In November, she presented a paper on perceptions of “blight” from the perspectives of communities so designated in post-World War II Durban, South Africa, at the Annual Meeting of the African Studies Association.

Dana Rabin completed a draft of her manuscript *Under Rule of Law: Britain and its Internal Outsiders, 1750–1800*. She presented a paper at the British History Seminar at the Newberry Library and attended conferences in Lewiston, ME, Bloomington, IN, and Riverside, CA. She published “Empire on Trial: Slavery, Villeinage and Law in Imperial Britain” in *Legal Histories of the British Empire: Laws, Engagements and Legacies*, ed. John McLaren and Shaunnagh Dorsett (Routledge, 2014). To help our undergraduate history majors as they navigate the job market, she is developing a new course called “Career Planning for History Majors.” This year she began a term as Associate Director of the Program for Jewish Culture and Society. With the help of Jim Barrett, she is developing a course on the history of Jewish Chicago that will be taught up in the Windy City in May 2016. It will include excursions to The Spertus Museum, Maxwell Street, and Jane Addams Hull-House Museum. When they are not out and about in the city, students will meet at the Newberry Library where they will work with the library’s rich collections of family research files, diaries, ship manifests, Chicago newspapers, and neighborhood guides.

John Randolph finished his term as Director of Undergraduate Studies in August. He was a fellow in the fall at the Illinois Program for Research in the Humanities, working on his book, *When I Served the Post as a Coachman: Empire and Enlightenment in Russia’s 18th Century*. In collaboration with colleagues in the Department of History and other units on campus, he is also helping to launch our new digital publishing initiative, the SourceLab (for more, see <http://tinyurl.com/qxuvrcb>).

Leslie J. Reagan won the prestigious 2015 William H. Welch Medal for “a book of outstanding merit in the field of medical history” for her *Dangerous Pregnancies: Mothers, Disabilities, and Abortion* (University of California, 2010). She also won a National Endowment for the Humanities 2015 Summer Stipend for her project “Seeing Agent Orange: Quilt of Tears.” She presented the OAH Distinguished Lecture, “Forests, Veterans, Children: Symbols of the Catastrophe of Agent Orange and the

American Vietnam War” at Michigan State University in March; and the Keynote Speaker lecture, “Thalidomide: A Turning Point in Pharmaceutical and Reproductive Rights Histories,” at the 13th International Conference of Gender and Health, Taipei, in April. She also joined the advisory board of *Medicine at the Borders of Life: Foetal Research and the Emergence of Ethical Controversy* in Sweden, Department of Science and Ideas, Uppsala University.

Mark Steinberg is completing the final revisions for *The Russian Revolution, 1905–1917* for Oxford University Press and revising the ninth edition of his *A History of Russia* (Oxford). He coordinates programming for Year II of the “Global Utopias” project of the Department’s Center for Historical Interpretation (see the report in this issue of History at Illinois). His most recent publication is “The Violence of the Petersburg Street, 1905–1917: Experience, Interpretation, Theory” in *Russia and the United States: Perceiving Each Other*, published by Nestor-Istoriia in St. Petersburg, Russia.

Carol Symes heralded the successful launch of *The Medieval Globe* by giving numerous presentations on the journal and its mission, notably at a forum organized by the Institute for Historical Research in London and at the conference on *Medieval Africa* convened at Harvard. She also showcased her own work on medieval documentary culture in a keynote address to the Société internationale des médiévistes in Paris and as featured speaker at the Eisenberg Institute for Historical Studies at the University of Michigan. She was also honored to deliver this year’s Comparative Drama Distinguished Lecture at Western Michigan University and to have been invited to participate in a seminar on her award-winning book *A Common Stage* (Cornell, 2007) at Duke University. At Illinois, she now works with the Office of the Vice Chancellor for Research as an External Grants Faculty Advisor, assisting colleagues in preparing successful applications for prestigious fellowships and research funding opportunities. She is also a co-convenor (with Craig Koslofsky) of the OVCR’s First Book Writing Group for tenure track faculty. A new brief edition of her *Western Civilizations* textbook, co-authored with Joshua Cole (Michigan), was published by Norton this fall, and is poised to become a best seller in that field.

Maria Todorova was elected a Permanent Fellow of the Graduate School, Institut für Ost- und

Südosteuropaforschung, Regensburg, and Member of the Academic Council of the Geisteswissenschaftliches Zentrum Geschichte und Kultur Ostmitteleuropas, Leipzig, two of the most important centers for East European Studies in Germany. She gave a number of invited lectures in Macedonia, Germany, and elsewhere; most notably the keynote to the conference Sites of Memory of Socialism and Communism in Europe, Schloss Münchenwiler, Switzerland,

Emeriti Updates

Walter L. Arnstein contributed an essay entitled “The British Home Front,” in *The Routledge Handbook of the War of 1812*, ed. Donald R. Hickey and Connie D. Clark. He also reviewed a new book, *Papists’ and Prejudice: Popular Anti-Catholicism and Anglo-Irish Conflict in the North East of England, 1845–1870*, by Jonathan Bush in *The Historian* and gave two lectures at Clark-Lindsey Village.

Jim Barrett published two articles, “Making and Unmaking the Working Class: E. P. Thompson and the ‘New Labor History’ in the United States,” in *Historical Reflections/Réflexions Historiques* 41/1 (2015) and “The World of the Immigrant Worker” in *The Oxford Handbook of American Immigration and Ethnicity* (2014). He presented papers at the American Historical Association, The Labor and Working Class History Association conference, the University of Texas at Arlington, and at a special conference on Dissenting Traditions at Trent University in Ontario. His students organized a panel on his work at the annual conference of the Labor and Working Class History Association and an interview with him will appear shortly in the journal *Labor*. He continues to serve on the executive board of the Organization of American Historians.

Vernon Burton is Creativity Chair of Humanities, Professor of History, Sociology, and Computer Science at Clemson University, where he also continues to direct the Cyber Institute. He delivered a number of invited lectures this year and participated in symposiums, including one on the Voting Rights Act at Louisiana State University Law School. His “Tempering Society’s Looking Glass: Correcting Misconceptions About the Voting Rights Act of 1965 and Securing American Democracy” is the lead article

dedicated to the centenary of the Zimmerwald conference. She published several new articles, among them “Is There Weak Nationalism and Is it a Useful Category?” in *Nations and Nationalism* 21/4 (2015); and “On Public Intellectuals and Their Conceptual Frameworks,” in *Slavic Review* 74/4 (2015). She is also the Chair of the European Research Council, panel SH6, on social science and humanities.

for the *Louisiana Law Review* 76/1 (2015), and one of six articles he published this year. After the somber and tragic murder of African American worshippers at Mother Emanuel Church in Charleston, and the subsequent removal of the battle flag of Northern Virginia and of the Army of Tennessee from the South Carolina state house grounds, Burton was interviewed by numerous international radio and TV programs including BBC, SKY UK, CTV-Canada, France24, NPR, and Sirius Radio. Moreover, with the winding down of the sesquicentennial of the Civil War and the assassination of Abraham Lincoln, Burton did a number of interviews for U.S. newspapers, radio, and TV. Burton continues as a Senior Research Scientist at NCSA and chairs the Advisory Board for the Institute for Computing in Humanities, Arts, and Social Science at Illinois. He also serves as vice-chair of the Board of Directors of the Congressional National Abraham Lincoln Bicentennial Foundation. He is the Executive Director of the College of Charleston’s Carolina Lowcountry and Atlantic World program, and 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*.

Lilian Hoddeson gave a number of presentations about portions of her biography-in-progress about the inventor Stanford Ovshinsky. The book, now being coauthored with Peter Garrett, has been retitled *The Man Who Saw Tomorrow: The Science and Inventions of Stanford Ovshinsky*. Her presentations about the work on Ovshinsky include: the History of Science Physical Science Forum Distinguished Lecture, “More Interesting than Science? The Physical Discoveries of Stanford Ovshinsky,” at the annual meeting of the History of Science Society (November 2014);

the Lyne Starling Trimble Lecture, “Stanford Ovshinsky and the Creation of the Nickel Metal Hydride,” at the Center for History of Science of the American Institute of Physics in College Park, Maryland (April 2015); a video seminar for the Consortium for History of Science, Technology, and Medicine (formerly PACHS, physical sciences working group), “Stanford Ovshinsky’s Invention of the Nickel Metal Hydride Battery,” Philadelphia (October 2015); and “Memory and Biography,” Roundtable on The Role of Biography in the History of the Physical Sciences at the annual meeting of the History of Science Society in San Francisco (November 2015). Hoddeson also presented an invited talk at Columbia University on her work half a century ago at Columbia, titled “The History of Physics Laboratory at Barnard College,” (December 2014).

Joseph Love presented papers at the University of Sao Paulo and the European Society for the History of Economic Thought, Belo Horizonte, Brazil, both in November 2014. He also published “Agrarismo en Rumania y Brasil: procesos similares en períodos diferentes,” *Revista Puente@Europa* 12 /1 (2014).

John Lynn was back in the classroom one more once for the 2015 fall semester, teaching general military history since 1815 and the history of terrorism. In the last issue of *History@Illinois* he reported that he had accepted the Ewing Chair of Military History at West Point for the academic year 2016–17, but unfortunately he had to withdraw his acceptance for family reasons. The Long Gray Line will have to wait. At least they can read his chapter on the Army of Louis XIV in the new *West Point History of Warfare*

(Simon & Schuster, 2014), which is now completed. In June, he presented a paper on terrorism at a conference on world military history, although it had a distinctly Ottoman flavor, in Istanbul. In November, he flew off to Paris to deliver the keynote at a conference on the military history of Louis XIV, after which he delivered a paper on the history of terrorism at the Sorbonne (Paris I). He continues to make progress on his book on the history of terrorism for Yale University Press, having now completed eleven of the projected fourteen chapters. He also contributed to *The Greatest Honor*, a Midwest/Chicago Emmy award winning documentary, on the story of an Illinois farmer who fought in World War II. It is rumored that he is thinking about actually retiring one of these days, but seems to be in no rush.

Paul W. Schroeder gave the closing banquet address at the annual meeting of the Consortium on Revolutionary Europe held on 18–21 February. The title of his talk was “World War I and the Vienna System: The Last 18c War and the First Forward-Looking Peace.”

Charles C. Stewart finalized the last volume of the series *Arabic Literature of Africa* initiated by the late John O. Hunwick. The volume, *The Writings of Mauritania and the Western Sahara* was published in December 2015 by Brill. He presented this volume in several venues at the University of Hamburg, Leiden University, University of Birmingham, and Cambridge University. He also became Director of Programming at the Institute for the Study of Islamic Thought in Africa, Northwestern University.



Alumni News

Parks M. Coble (M.A. 1972; Ph.D. 1975), James L. Sellers Professor of History, University of Nebraska-Lincoln, published *China's War Reporters: The Legacy of Resistance against Japan* (Harvard University Press: 2015).

Jennifer C. Edwards (Ph.D. 2008) became chair of the Department of History of Manhattan College in Fall 2015. She also won the 2015 William Koren, Jr. Prize, awarded by the Society for French Historical Studies, for her article "My Sister for Abbess: Fifteenth-Century Power Disputes over the Abbey of Sainte-Croix, Poitiers," *Journal of Medieval History* 40/1 (2014).

William Graebner (M.A. 1966; Ph.D. 1970), Emeritus Professor of History at the State University of New York at Fredonia, published "Age and Retirement: Major Issues in the American Experience," in *Age in America*, ed. Corinne T. Field and Nicholas L. Syrett (New York University Press, 2015). He delivered the paper "After Watergate and Vietnam: Politics, Community, and the Ordinary American Hero, 1975–2001" at the conference on Everyday Heroism in the United States, Germany, and Britain from the 19th to the 21st Century, at the Goethe-University of Frankfurt in March 2015.

Tom Hardin (M.A. 1971; Ph.D. 1975), retired in 2012 after eleven years as Director of Curriculum and Instruction and Advanced Placement and teaching U.S. history at Mater Dei Catholic High School in Chula Vista, CA. Previously he had taught and was principal in a number of schools in Illinois, South Carolina, Massachusetts, and Missouri. In May, he wrote to former Chair Diane Koenker, and we thought his friends and colleagues would enjoy his reminiscences (lightly edited) as much as we did: "That was an especially nice tribute to Professor [J. Alden] Nichols, one of many excellent professors I had back in the Sixties. I also was blessed to have studied with a then very young Paul Schroeder and Walter Arnstein as well as Papa Stearns, Bob Johanssen, Clark Spence and Norman Graebner. My proudest A was from Chester Starr in his excellent but challenging course A History of Historiography. Then there was Bob Sutton who I first met when I was writing my master's thesis at EIU on the National Road in Illinois (my first and I'm proud to add still cited article) in 1963. After teaching high school for some years, I

went to Illinois and he invited me to be his RA as he became Director of the Illinois Historical Survey. He later served on my dissertation on the history of the Illinois community-junior college after I had moved into higher education administration. As with Graebner, we kept in touch though the years, and the last time I saw Sutton was in St. Louis at the Illinois Historical Society annual event. I heard from his daughter that he had died a few years later. He especially but Graebner as well were really like Dutch uncles or even closer to me; they both watched Jess and Chris grow up via Christmas letters and pictures and no matter how busy they were, they always replied to my letters. In the same year that Norman agreed to be my dissertation advisor, he accepted an endowed chair at UVA. I felt honored when he invited me to join him but I decided to stay. I did later send him a copy of my article based on my effort in his seminar on American Foreign Policy in the 1890's. However, with my course work done and Graebner gone, I began to drift and spent my time only teaching my evening course at Parkland and eventually moved to get my degree in that field. Of course, by then, the market had largely dried up so I returned to my secondary roots and have had a wonderful career. The reason for the many moves is the career of my wife, who I met on the elevator in 1970 the first year the all-male Sherman Hall high rise went coed. Sally wrote grants as a Professor of Nursing, and various universities around the country recruited her. I went along and got a principal-ship. I'm retired now but she is still going strong, in her 12th year as Dean of the School of Nursing Science at the University of San Diego."

Catharine W. Harris (M.A. 1967) is retired minister emerita of the Boulder Valley Unitarian University Fellowship, in Lafayette, Colorado. In 1966, while was working on her MA degree, she was asked by the late Dr. Leonard Nates to publish an article based on her research. For forty-eight years she regretted not doing it. After having cancer during her retirement she decided it was time to write it, and published "The University of Illinois and the drive for Black Equality, 1945–1951," *Journal of Illinois History* 17 (2014).

Don Hickey (M.A. 1968; Ph.D. 1972) continues to serve as professor of history at Wayne State College in Nebraska and as series editor for Johns Hopkins

Books of the War of 1812. His latest publications are: *Glorious Victory: Andrew Jackson and the Battle of New Orleans* (Johns Hopkins University Press, 2015); *The Routledge Handbook of the War of 1812*, co-edited with Connie D. Clark (Routledge, 2016); “A Note on the Origins of ‘Uncle Sam,’ 1810–1820,” *New England Quarterly* 88/4 (2015). Hickey also consulted with the U.S. Post Office on the four stamps issued to mark the bicentennial of the War of 1812 and was quoted on the stamp sheet commemorating the Battle of New Orleans.

John D. Krugler (M.A. 1966; Ph.D. 1971) retired as Professor Emeritus in May 2015 after forty-six years at Marquette University. His major publications include *Creating Old World Wisconsin: The Struggle to Build an Outdoor History Museum of Ethnic Architecture* (University of Wisconsin Press, 2013) and *English & Catholic: The Lords Baltimore in the Seventeenth Century* (Johns Hopkins University

Press, 2004). Krugler taught Colonial and Revolutionary America and Public History. He was acting editor of the *William & Mary Quarterly* in 1989 and, from 1993 to 1996, Associate Dean in the College of Arts & Sciences. He also served on the St. Mary’s City Commission from 1997 to 2005 and on the Board of Trustees of the Old World Wisconsin Foundation from 2005 to 2008. He is now working on his major retirement project: completing the writing of *Saving its Past: The State of Maryland and Historic St. Mary’s City, 1933–1985*.

Gordon Oyer (M.A. 1992) published a book in US religious and social history entitled *Pursuing the Spiritual Roots of the Protest* (Cascade Books, 2014). In 2015 the International Thomas Merton Society awarded it their biennial Thomas Merton Award. Thomas Merton (1915–1968) was a Trappist monk known for his prolific writing on various religious and social topics.

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