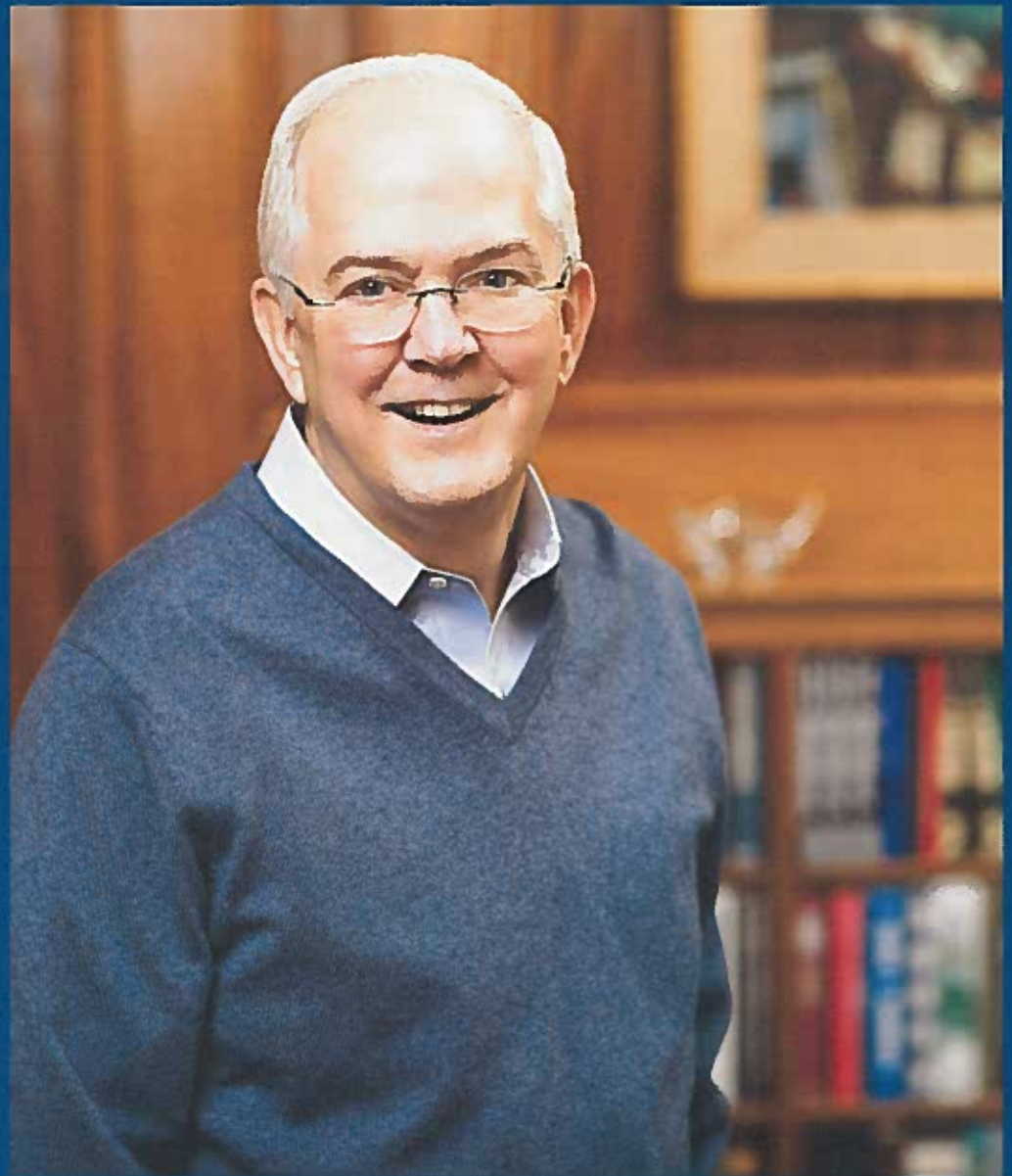


# History Illinois



University of Illinois at  
Urbana-Champaign  
[www.history.illinois.edu](http://www.history.illinois.edu)  
Spring 2011



*Historian Presidents at Illinois*

PAGE 2



Not all the news is positive. Despite remarkably strong applications, we have had to cut back on graduate admissions in order to keep up financial aid and continue to place our new PhDs. Talented undergraduate applicants from middle and working-class families find it hard to afford the increasing tuition rates. (If these conditions had applied when I was entering college and then graduate school, I would not be here today.)

As state funds dwindle, departments rely more and more on the support of friends and alumni. We have been very fortunate. A bequest from the Breyman family has allowed us to launch several new scholarships this year for undergraduate majors who demonstrate both outstanding academic achievement and need. Another gift from anonymous donors (I know who you are!) has allowed us to provide research support for our amazing honors students writing senior theses. Carol Symes, our Director of Undergraduate Studies, has helped to implement all this and has done much more. (See Carol's article on p. 6 below.) An unrestricted gift of \$5,000 from the Virginia G. Piper Charitable Trust in honor of Emeritus Professor Winton Solberg will help with a number of on-going projects.

Perhaps the most important development work of potential has come through the Friends of History. This group, which has organized a number of activities for alumni and friends over the past year or so, has provided resources for both graduate and undergraduate endeavors and has the potential to establish a solid base of support for many years to come. We are a long way from achieving this goal, however, and I hope you will read the Friends' column elsewhere in this issue (p. 12) and consider joining them—to maintain your connection to the department and to help us build one of the finest departments in the country. Here, we have to thank the members of the current Friends of History and alumni and other supporters who sustain us.

In closing I want to thank a truly wonderful executive committee—Kristin Hoggan, Mark Leff, Terri Barnes, Mark Steinberg, and, of course, Dana Rabin who has also helped me constantly as Associate Chair and Director of Graduate Studies. Likewise, Leslie Reagan who has overseen the activities of the Center for Historical Interpretation, Fred Hoxie, Peter Fritzsche, and Adrian Burgos who played key roles in our job searches, Clare Crowston and Ali who hosted all those parties at their home, and Mark Micale and Ken Cuno for their work on this newsletter.

Just as the proportion of women on the faculty was reaching respectable levels, three wonderful colleagues retired—Lillian Hoddeson and Caroline Hibbard last May and my friend Liz Pleck this spring. Congratulations to them all.

I cannot thank everyone here who deserves it, nor tell you everything that should be told. You have to come by Gregory Hall one day for the full story—just wear a dust mask because the saga continues . . .

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Although he was not trained specifically as a historian (he had studied the classics, math, and some sciences at Union College), Gregory taught the “History of Civilization” to the senior classes at Illinois. According to his lecture notes from 1877, he began with the premise that “civilization is the chief fact in history.” Well into the term, he turned to the impact of country and climate, telling his prairie-raised students that “Mountainous lands favor hardihood and the spirit of personal independence, and love of liberty, while champaign countries favor refinement.” The “torrid and frigid countries” did not fare so well, for he described them as “unfavorable to civilization.” The final lecture of the term covered the nineteenth century. This grand finale for the course reviewed the eleven distinguishing features of the modern era. Right after feature three, “The political equality and authority of the people,” Gregory turned to “Universal Education as the birth-right of men.” Why was it a birth-right? Because the “dignity of human nature” demanded it.

In his history of the University of Illinois from 1867-1894, Winton U. Solberg characterizes Gregory as an excellent extemporaneous speaker, who strenuously made the case for public higher education in his talks to farmers’ and teachers’ groups, religious and social gatherings, and at county and state fairs (p. 95). Once, when bad weather prevented travel by horseback, Gregory walked two hours to keep a speaking date in the country (p. 126). He had his work cut out for him on campus as well as off. In opposition to those who envisioned the new university as an agricultural trade school, Gregory pressed hard for a four-year general education offering with classes in the sciences, classics, French, German, rhetoric, English literature, and philology, and, for students in their junior and senior years, History, the social sciences, logic, philosophy and criticism. When he came under fire for not appointing enough Methodists, Gregory worked to diversify the faculty across Protestant denominations. Another diversity issue that confronted him had to do with educating women. Gregory was in favor, just not in co-educational institutions. The University began admitting women in September, 1870. He also worked toward

the goal of universal education by establishing a preparatory year for poorly prepared students. Nearly a third of the student body pursued the extra year of elementary work in the late 1870s. As one might imagine, based on his views of civilizational hierarchies, racial and ethnic diversification had to wait for other champions.

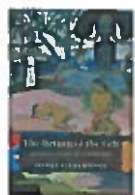
Nevertheless, according to the standards of his time and place, Gregory had grounds to regard himself as rather cosmopolitan. He made multiple trips to Europe to investigate higher education and to purchase books, scientific apparatus, and art for the University. Evidence of democratic instincts can be seen in his support of elective freedom and increased student government. (And this in a time when the faculty requested the mayors of Champaign and Urbana to enforce the laws barring minors from billiard halls and saloons). Yet by 1878 he had come under fire from students for his paternalism, as seen for example in the installation of bells to signal the change of classes. A conflict with the military department over the character requirements for drill leaders led a clandestine campus paper to denounce him as a “sniveling old lump of perdition” with an autocratic bent. Unable to regain student favor, Gregory eventually resigned. (For more on Gregory, see p. 26 below.)

In reflecting on his career to date, Hogan has commented on how far he has traveled since his boyhood in Waterloo, Iowa. The son of a meat packer, he once held factory jobs and dug city ditches. But the legacy left by leaders such as Gregory—leaders who, step by tentative step, have made land grant universities truly world class in their inclusivity, scope, and vitality—created a world of possibility for this first-generation college student, upon whose shoulders now lies the task of advocating for publicly supported higher education in challenging financial times. Why study history? For the dignity of human nature, perhaps. And for the future. Just ask the president.



*When social and cultural history became two of the most dynamic fields of inquiry in the discipline, Hogan took the lead in urging his colleagues in foreign relations history to broaden their approaches.*





Harry Liebersohn, *The Return of the Gift: European History of a Global Idea* (Cambridge University Press, 2011).



Ralph W. Mathisen, *Ancient Mediterranean Civilizations: From Prehistory to 640 CE* (Oxford University Press, 2011).



Ralph W. Mathisen and Danuta Shanzer, *Romans, Barbarians, and the Transformation of the Roman World* (Ashgate, 2011).



Megan McLaughlin, *Sex, Gender, and Episcopal Authority in an Age of Reform, 1000-1122* (Cambridge University Press, 2010).



Catherine Adams and Elizabeth H. Pleck, *Love of Freedom: Black Women in Colonial and Revolutionary New England* (Oxford University Press, 2010).



Leslie J. Reagan, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America* (University of California Press, 2010).



David R. Roediger, *How Race Survived U.S. History: From Settlement and Slavery to the Obama Phenomenon*, expanded paperback edition (Verso, 2010).



David R. Roediger with Martin Smith, editors, *George Rawick: Listening to Revolt—Selected Writings* (Charles H. Kerr Publishing Company, 2010).



David R. Roediger, Jeremy Krikler and Wulf D. Hund, editors, *Wages of Whiteness and Racist Symbolic Capital* (Berlin: LIT, 2010).



Nicholas V. Riasanovsky and Mark D. Steinberg, *A History of Russia*, eighth edition (Oxford University Press, 2011).



Caroline Goodson, Anne Lester, and Carol Symes, editors, *Cities, Texts, and Social Networks, 400-1500: Experiences and Perceptions of Medieval Urban Space* (Ashgate, 2010).



Maria Todorova, *Bones of Contention: The Living Archive of Vasil Levski and the Making of Bulgaria's National Hero* (Central European University Press, 2009).



Maria Todorova, editor, *Remembering Communism: Genres of Representation* (Social Science Research Council, 2010).



Maria Todorova and Zsuzsa Gille, editors, *Post-Communist Nostalgia* (Berghahn Books, 2010).



Sharra Vostral et al., editors, *Feminist Technology* (University of Illinois Press, 2010).

exercise and with reference to a whole new set of topics: how racial segregation was mapped onto the Illini Union in the early to mid-twentieth century, the changing meanings attached to a key moment in the history of Islam (the "Abbasid Revolution") over the past 1200 years, fictional accounts of future military conflict in the decades prior to World War I, internecine violence in the rebellious American colonies . . . I relish the prospect!

In the coming years, thesis writers will be able to draw on an even wider network of peer support, thanks to the success of our recent efforts to expand access to the Honors program for qualified students. Prior to this year, anyone wishing to pursue an Honors degree had to maintain an *overall* GPA of 3.5, as well as a major GPA of 3.5; s/he also had to begin Honors coursework no later than the fall of the Junior year, since we used to require *two* research and writing seminars *in addition to* History 492. Combined with the thesis project, this made for a five-course sequence spread out over two to two-and-a-half years—a regimen that many excellent students simply could not manage to fit into their schedules: transfer students, for example, were out of luck, as were students wishing to study abroad, or those enrolled in the Secondary Education minor (which has its own intricate set of requirements). We now require only one research and writing seminar, and in some cases that can be taken concurrently with History 492. We also place more emphasis on the major GPA: although a student must still maintain a 3.5 in History, an acceptable overall GPA is 3.25. Such small adjustments have enabled us to double the number of Juniors enrolled in the program, from the usual ten to twenty. Given that we graduate some 125 to 140 students each year, this means that Honors students will soon represent 10 to 15 percent of their class.

An additional 10 to 15 percent of our most ambitious students already belong to the Epsilon chapter of Phi Alpha Theta, the national history honors society. Thanks to the strong leadership of student officers in the classes of 2009 and 2010—and the wise stewardship of my predecessor in this position, Dana Rabin—membership in PAT has not only reached record highs in the last few years, it has generated a host of new social and intellectual

## Honors Theses Completed in 2009–10

- Lloyd Baker** "The Eagle Nesting by the Rooster: How Americans Perceived Their French Creole Neighbors in the Mid-Mississippi River Valley, 1778-1830"
- Elizabeth M. Bradley** "Conversion Narratives': Native Americans and Methodists in the Early Republic"
- Colleen M. Dodge** "No Human Being Could Forget': Conditions and Themes in the Gilded Age Poorhouse"
- Christopher J. Holthe** "Virginia, James I, and the Commons: English Political Turmoil in the Formation of the Empire"
- Ben Jacobson** "*prechars, pryntars, and players*: Control, Conformity, and the Theatre under Mary Tudor, 1553-1558" (Winner of the Martha Belle Barrett Prize for Outstanding Honors Thesis)
- Connor M. McNulty** "Towards an Enemy: Japanese American Relations, the Japanese in America, and the Birth of War Plan Orange"
- Daniel E. Raymond** "Portents of Defeat: The 1863 Elections in North Carolina"
- Meredith E. Riccio** "1860 to 1866: An Examination of Catherine Ann Devereux Edmondston's *Journal of a Secesh Lady*"
- Jennifer A. Sullivan** "You Should've Seen It in Color: Thomas D. Sullivan, Jr. and the Greatest Generation"
- Sarah L. Troutman** "Analyzing Differences: Jane Addams, Theodore Roosevelt, and Progressive Rhetoric in the Context of an Ability/Disability Framework"

activities. These include a bi-weekly History Workshop for less seasoned students seeking advice on paper-writing, study techniques, and exam preparation. Our students' energies also power the History Club, founded just last year and open to everyone in the campus community, and they have prompted the department to increase undergraduate representation on key committees, notably the Undergraduate Studies Committee and a newly-formed History Student Council.

Regardless of whether or not they write a thesis or involve themselves in any of these extracurricular activities, all History majors at Illinois have numerous opportunities to practice the historian's craft at first hand. Indeed, many of the successful research papers produced in History 498 make use of local archives, from the excellent repositories here on campus to those in Chicago, Springfield, St. Louis, and beyond. Anyone who has ever done

*continued on page 13*

Micale was most impressed by the quality and integrity of his incarcerated students' written work. To prepare the end-of-the-semester essay required in the course, students could order books from the main U of I library system as well as consult the expanding resources of the prison library, which are composed entirely of donated books. (Students are forbidden access to the internet.) Micale's students brought their life experiences—which often differ profoundly from those of students in “the free world”—to bear on the assignment. One student, who as a young man had fought in the Viet Nam War and was later diagnosed with PTSD, wrote an account of psychiatric facilities at four Illinois state prisons. Another student studied the construction of the mid-twentieth-century diagnosis of “sociopathic personality type”; in his teen years, the student had once been slapped with this label by a high school guidance counselor. Not all paper topics were autobiographical in inspiration: another student applied the ideas formulated in two classic “anti-psychiatric” texts—Erving Goffman’s *Asylums* and Michel Foucault’s *Madness and Civilization*—to understanding the homicidal insanity of the French Marxist philosopher Louis Althusser. Time and again, EJP students found the course to be personally illuminating as well as historically interesting. For his part, Micale calls the experience the most fascinating and challenging teaching of his entire career. “I was deeply gratified,” he adds, “to discover that as experienced teachers we possess a set of pedagogical skills that can be used to great effect in institutional settings that differ dramatically from the usual open university.”

The most exotic teaching experience outside the academy recently performed by a history faculty member, however, took place farther afield than Urbana-Champaign or Danville. Much farther afield. During the fall semester of 2007, Associate Professor Augusto Espiritu taught in the Semester at Sea program. The Semester at Sea program, founded in 1963, currently operates out of the University of Virginia where the Institute for Shipboard Education is located. It offers courses in a rich variety of disciplines—economics, politics, religion, anthropology, history, and literature as well as the natural sciences—to interested students from colleges and universities across the country and beyond. All of the teaching takes place on



**Mark Micale, Jim Barrett, and Augusto Espiritu**

board ships during voyages with various itineraries that extend from one to three-and-a-half months. Espiritu took leave from his regular campus teaching duties and sailed on a midsize cruise vessel, the *M.V. Explorer*, for a 110-day expedition that nearly circumnavigated the globe: he departed San Diego and traveled to Miami—not eastward by airplane but westward by sea. He traveled with his wife Anna, associate vice-chancellor of students affairs here at UIUC, who worked during the trip as the Director of Student Life.

The ship’s mission was exclusively educational. A scholar of Asian-American history, transnationalism and post-colonialism, and comparative race and gender studies, Espiritu was ideally suited for the experience. To classes of 20-30 undergraduates, he taught three courses on subjects such as Global Migration, the American Empire, and Nationalism in the Twentieth Century. Pre-ordered books and articles for his courses were available from the ship’s bookstore; a small onboard library offered relevant reference works and electronic reserves as well as access to computers. The main idea behind college instruction at sea, Espiritu explains, is to connect intensive instruction with first-hand visits to foreign cultures and natural settings. From southern California, the *Explorer* sailed to the Pacific coast of Mexico, then headed westward to Honolulu, Hawaii, and on to two Japanese ports. It continued to China and Hong Kong, then made several Southeast Asian port calls in Vietnam, Thailand, Burma, India, and Indonesia, before heading toward the coast of east Africa. After passing through the Suez Canal, students and crew made stops at Cairo, Alexandria, Istanbul,

*continued on page 10*

*Micale was most impressed by the quality and integrity of his incarcerated students' written work.*

# Hearing History

by JOHN RANDOLPH

How can historians tell their stories through the spoken word and sound? What other forms of aural presentation might exist, besides the lecture?

Until quite recently, too few historians (inside or outside academia) had access to the sort of studio equipment and distribution channels that make such questions worth pondering. Aural history stayed in the classroom. But that has changed in the past ten years. Digital audio, desktop editing suites, and the rise of the Internet are combining to create new genres and audiences for historians to explore. Audiobook clubs like *Audible.com*, open source audio archives like *Librivox*, and free audio tools such as *Audacity* are making it easy for anyone to produce an audio presentation or podcast. The number of people who consume such audio files (through .mp3 players and mobile phones) has exploded. Meanwhile, historians in and outside academia are experimenting with new audio genres—from the ‘talk show’ format produced by the University of Virginia’s *Backstory*, to audio essay formats such as *The Memory Palace*, to historical audio tours such as *Invisible5* (an environmental history of the corridor linking San Francisco and Los Angeles).

But how might historians learn to work in such media? What sort of opportunities and challenges do they pose? Most basically, what happens, when we add sound to history? Last fall, I offered a new course meant to provide students with a chance to explore these questions. Like many academic departments, it should be said, Illinois is caught in something of a chicken-and-egg situation when it comes to the digital realm. Although the intellectual and creative questions it poses are fascinating, launching such new areas of expertise requires considerable start-up input, particularly in terms of organizational labor and outside consulting. New course materials must be prepared and new methods of assessment created; faculty and students alike need to spend extra effort to retrain themselves for these fields. So the new courses we need remain untaught, and the students therefore lack opportunities to learn about technologies that may well be essential to their futures, as readers, authors, professionals and citizens.

Fortunately, last Fall’s Audiohistory course was made possible by a grant from the Provost’s Initiative for Teaching Advancement, or PITA, grant.

Using it, I hired Derek Attig (a Ph.D. candidate in the Department) to help prepare a bibliography on audio-historical resources and technologies. Derek and I also created a website ([Audiohistory@Illinois](mailto:Audiohistory@Illinois)) to organize materials so that undergraduates could use them and also as a placeholder for future efforts.

Next came the trial course. History 200, “Audio-history: Coming to Illinois” asked students to study the history of the University through the prism of movement. How have the myriad transportation networks, migration patterns, and forms of mobility in which Illinois is embedded shaped the University’s past? Gathered together into small groups, the students used materials from the University’s unique Student Life and Culture Archive in order to develop half-hour audio presentations about different facets of this story. One group considered the history of access to the University and the actions the University has taken to promote and structure this access; another studied the relative roles of such icons of the post-war experience as the GI Bill, Sputnik, and the Civil Rights movement; and a third group created an audio-historical tour of Green Street, studying the competing visions of “campus town” over time. In creating their presentations, students both employed existing audio materials and learned to voice written archival material.

Teaching the course posed interesting intellectual (as well as technological) puzzles at every point. We are always talking to students about finding their ‘voice’ as historians, but here they needed to find their actual voices! How do you want to *sound* as a historian? While the final student projects are not yet posted online, I hope that they will soon be archived through the University’s Ethnography of the University Initiative. In the meantime, I want to develop this experiment further in the coming semesters, both with more courses and through a website that can house and distribute podcasts created throughout the Department. Please contact me at [jwr@illinois.edu](mailto:jwr@illinois.edu) if you would like to hear more.

*Digital audio, desktop editing suites, and the rise of the Internet are combining to create new genres and audiences for historians to explore.*



## A Taste of History

Original brownie recipe created for the Chicago 1893 World's Fair by the Palmer House pastry chef

### ***Brownie Ingredients:***

1 lb. 2 oz. of semi-sweet chocolate  
1 lb. of butter  
12 oz. of granulated sugar  
8 oz. of flour  
1 tablespoon of baking powder  
4 eggs  
2 cups of crushed walnuts

### ***Directions:***

Preheat oven to 300 degrees. Melt chocolate and butter in a double boiler. Mix sugar, flour, and baking powder together in a bowl. Combine chocolate and flour mixtures. Stir 4–5 minutes. Add eggs and continue mixing. Pour mixture into a 9x13-inch pan. Sprinkle walnuts on top, pressing down slightly into the mixture with your hand. Bake 30 to 40 minutes. Brownies are done when the edges begin to crisp and have risen about 1/4 of an inch. When brownie is properly baked, it will remain “gooey” with a toothpick in the middle due to richness of the mixture.

### ***Glaze Ingredients:***

1 cup of water  
1 cup of apricot preserves  
1 teaspoon of unflavored gelatin

### ***Directions:***

Mix together water, preserves, and unflavored gelatin in a sauce pan. Mix thoroughly and bring to a boil for two minutes. Brush hot glaze on brownies while still warm. Enjoy!

## Major Undergraduate Achievements, continued

primary research of this kind knows how exciting it is to come into contact with the material remains of the past, and I only wish that all of our students could have this experience. But it is often logistically challenging to visit an archive—even one situated relatively close by—and expenses for travel and lodging are usually beyond the means of our students. I am so grateful, then, that a recent donation will make it possible for us to support undergraduate historians who seek access to specialized collections elsewhere or who have the opportunity to present the results of their research at academic conferences.

Looking ahead, I hope to foster the ties that bind current History majors to those who are now Friends of History. A recent meeting between graduating Seniors and representative alumni showed that opportunities to exchange ideas and experiences can be mutually beneficial, in all sorts of ways. Our students are eager to share their knowledge, but they are also eager to learn from the History majors of the past—and to expand their ideas about the ways they can put their skills to work in the world. Would you be willing to write a few lines about what you've done with your degree, for posting on a new page of our website? Could you house a student who wants to do archival work in your area? Would you be willing to mentor a student, or are you able to arrange for an internship or job-shadowing opportunity? I am always looking for ways to broaden students' awareness of our discipline's far horizons, practical applications, and future possibilities. I would be glad to hear from you!

Department's faculty, first under the leadership of Antoinette Burton and now that of Jim Barrett. We are passionate about encouraging and supporting the work of this faculty and its talented undergraduate and graduate students. We invite you to follow the happenings of Friends of History, learn about future programs, and join us by going to [www.history.illinois.edu/](http://www.history.illinois.edu/) or to our Facebook page at [www.facebook.com/pages/History-at-UIUC/130973393598519?ref=ts](https://www.facebook.com/pages/History-at-UIUC/130973393598519?ref=ts)



# *Farm, Field and Fireside Repository:* Building on the Land Grant Tradition of the U of I

by MARY STUART, HISTORY, PHILOSOPHY  
AND NEWSPAPER LIBRARIAN

One of the many "hidden treasures" of the University of Illinois Library is our collection of agricultural newspapers. Distinct from the small-town or rural press, the farm newspapers were published for a regional or national audience of farmers and their families with the goal of disseminating agricultural information and advice. Occupying roughly 2,700 linear feet of shelving in the book stacks, our collection of farm newspapers ranks among the world's finest.

In the late nineteenth and early twentieth centuries, farm newspapers were instrumental in shaping rural public opinion and connecting farmers to broader social and political currents in American life. A survey of farmers published by the U.S. Department of Agriculture in 1913 revealed that more than 75% of Midwestern farmers subscribed to one or more agricultural newspapers. Farmers reported relying on farm newspapers for information far more heavily than on government bulletins, farmers' institutes, agricultural societies, or government demonstration agents. By 1930 the total circulation of farm newspapers exceeded 20 million, for an average of more than three newspapers per farm household.

Typically published weekly or biweekly, agricultural newspapers were printed in tabloid format. Rural social issues and political questions related to farming (e.g., tariff policy, railroad regulation, farm labor, educational reform) were analyzed in articles and editorials, followed by departments or sections devoted to the different sectors of the farm economy (field crops, hogs, sheep, poultry, beef cattle, dairy), as well as women's and children's departments.

Each department included articles on farming methods, new technologies and practices, marketing, price trends and outlooks, and an opinion forum. The women's section addressed domestic questions and sometimes broader social issues, and also featured serialized fiction. Children's departments offered stories, puzzles, and contests. Each section or department published numerous letters from readers describing their experiences on the

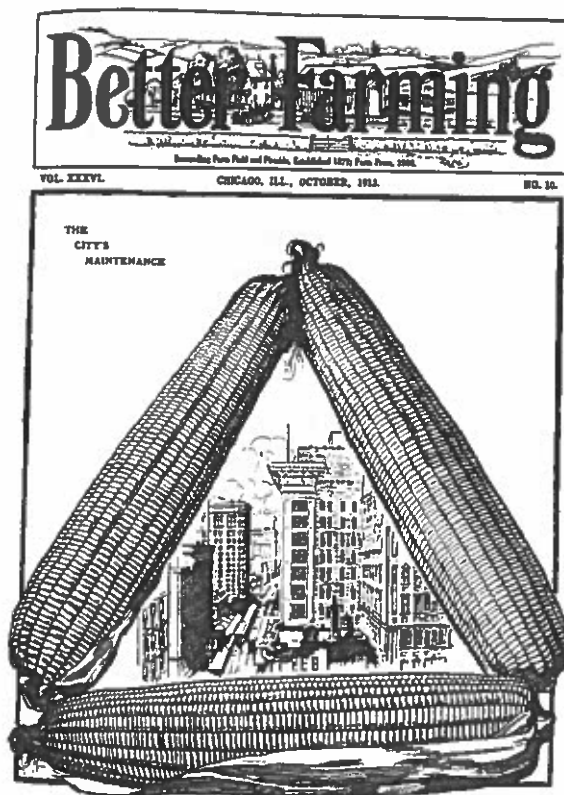
farm and often endorsing or criticizing the papers' editorial positions.

Structured on a subscription-based publishing model for most of the nineteenth century, by the twentieth century the farm newspapers were heavily reliant on advertising revenue, and for some of the newspapers, advertisements occupied more than half of the pages of an average issue. Advertising shifted from farm implements, seeds, and the occasional tonic in the nineteenth century

to consumer products in the twentieth. The farm press was largely sympathetic to the reform movements of the early twentieth century, particularly the efforts of the reformers associated with the Country Life Movement aimed at stanching rural outmigration by improving the quality of life on the farm and raising agricultural productivity.

Until now, this rich source material has remained largely unavailable to scholars. Almost without exception, the farm newspapers were never indexed, and unlike general interest newspapers, the date of publication gives little or no indication of what was being reported. The only way to find material on a particular subject was to wade through thousands of pages at one of the very few repositories in the country that preserved these papers.

The original farm newspapers languished in our book stacks for decades and came to our



Front-page illustration from a 1913 agricultural newspaper suggesting the importance of the farm economy for urban prosperity.

*By 1930  
the total  
circulation  
of farm  
newspapers  
exceeded 20  
million, for  
an average  
of more  
than three  
newspapers  
per farm  
household.*

# Post-Doctoral Scholars in Residence

**Patricia Goldsworthy** (Ph.D. University of California, Irvine, 2009) is one of the first Andrew W. Mellon Post-Doctoral Fellows in the Humanities at the Illinois Program for Research in the Humanities. Dr. Goldsworthy will spend two years at Illinois conducting research on her project "Colonial Negatives: Muslims, Jews, and Europeans in Moroccan Photography," participating in IPRH and other campus activities, and teaching courses in the Department of History. Her recent activities include the publication of "Images, Ideologies, and Commodities: The French Colonial Postcard Industry," in *Early Popular Visual Culture*, 8, 2 (2010), 147-67; and a paper presented at the French Colonial Historical Society in Paris entitled "Rethinking Orientalism: Harems and Wars in Moroccan Colonial Photography." In the spring she is teaching "France and the World since 1939."

**Jennifer Liu** (Ph.D. University of California, Berkeley and University of California, San Francisco, 2008) is in her second year as a Freeman Post-Doctoral Fellow in Chinese Science and Technology at the Center for East Asian and Pacific Studies and the Department of History. Since coming to Illinois a year-and-a-half ago she has published "Making Taiwanese (Stem Cells): Identity, Genetics, and Hybridity" in *Asian Biotech: Ethics and Communities of Fate*, ed. Aihwa Ong and Nancy Chen, (Duke, 2010), and made several

presentations on bio-technology and identity in the U.S. and Britain. Liu organized the Science and Technology in the Pacific Century Initiative Conference in fall 2010 on "East Asian Biosciences: Transnational Collaboration and Competition" and taught courses in Asian Studies and History at the undergraduate and graduate levels, including "Bioethics: Historical, Contemporary and International Contexts."

**Rhona Seidelman** (Ph. D. Ben-Gurion University, 2009) arrived in the fall of 2010 as the Schusterman Visiting Israeli Professor at the Program in Jewish Culture and Society and the Department of History. Dr. Seidelman's field of expertise is in quarantine, disease, and immigration in Israeli history. Her dissertation is the first comprehensive scholarly work on the history of Shaar Haaliya, Israel's "Ellis Island." She co-authored "'Healing' the Bodies and Souls of Immigrant Children: The Ringworm and Trachoma Institute, Shaar Haaliya, 1952-1960," in *The Journal of Israeli History* (2010) and "That I Won't Translate: The Experiences of a Family-Member Medical Interpreter in a Multi-Cultural Environment" in *Mt. Sinai Journal of Medicine* (2010), and published "Immigrants, Disease and the Zionist Ethos" in *Ha'aretz* (2009). She taught the course "History of Israel" in the fall of 2010 and is teaching "Epidemics in History" and "Debating Israel's History" this spring.

Over the past two years our students have held an array of external and internal grants that have funded their research and writing. Funding has come from the Social Science Research Council, the German Academic Exchange Service, the Social Science and the Humanities Research Council of Canada, the Council on Library and Information Resources funded by the Mellon Foundation, the Institute for European Research, the Woodson Center at the University of Virginia, the Association of American University Women, and the University of Rochester. On campus our students have also won competitive grants including Graduate College Dissertation Completion Fellowships, Graduate College Dissertation Travel Grants, Foreign Language and Area Studies Fellowships, and fellowships from the Illinois Program for Research in the Humanities and the Center for Democracy in a Multicultural Society.

Graduate students engage in activities all over campus that bring faculty and students together to discuss shared thematic, geographic, and chronological interests. They organize reading groups and speakers, exchange and comment on the work of their fellow graduate students in dissertation proposal and dissertation chapter writing workshops, critique one another's conference papers, and mentor undergraduate students. Graduate students from the Department of History also serve as leaders of the Graduate Employees Organization (GEO), and they are prominent among civic engagement groups. Several students have worked with the Education Justice Project, an education program at Danville Correctional Center, a men's medium-high security prison about thirty-five miles from the Urbana-Champaign campus. They tutor prisoners and teach courses there.

History graduate students and faculty have also collaborated on Focal Point, a program sponsored by the Graduate College to encourage the design of projects that address critical national and human need. This initiative, now in its second year, features historians in three of the seven interdisciplinary projects selected, including: "Public Histories of Social Struggles against Inequality and 'Downstate' Landscapes," "Race, Religion, and Sexual

## Graduate Students Newly Admitted

### 2009

Abele, Michael  
Brinks, Michael  
Codek, Laura  
Godwin, Katherine  
Harrison, Scott Ryan  
Jovanovic, Milos  
Lubeiski, Lance  
Mandru, Anca  
Murphy, Evan  
Pope-Obeda, Emily  
Rashidi, Edrina  
Sell, Zachary  
Spector-Marks, Irina  
Zou, Dongxin

### 2010

Akinci, Ersin  
Bruce, Stephen  
Colon, Ricardo  
Green, Sharony  
Levy, Joshua  
McKernan, Andrew  
Mendez Johnson, Veronica  
Taylor, Monica  
Mays, Kyle  
Pierre, Courtney

Diasporas," and "Reinventing East Asia: The Global Political Economy of Information." More details on each project are available at: [www.grad.illinois.edu/focalpointprojects](http://www.grad.illinois.edu/focalpointprojects).

The eleventh annual Graduate Symposium in Gender and Women's History was held March 4-6, 2010. (See p. 20 below.) The plenary speaker was Kevin Floyd (Kent State University) who spoke on "The Importance of Being Childish: Futurity, Death, and Utopia in Edelman and Adorno." The conference featured graduate students from disciplines across campus, from all over the country, and from Canada and Great Britain. Panels focused on the themes of religion and feminism, social activism, patriarchy, and family. Check out the program for the 2010 Symposium as well as progress on the planning for this year's event at: [wghs.history.illinois.edu/](http://wghs.history.illinois.edu/)

The excellence of our graduate students and their intellectual and personal integrity is evident both on and off campus. They have proven resourceful and creative in meeting the challenges and opportunities facing higher education today. The department pledges to advocate on their behalf in order to ensure the successful completion of their doctoral degrees and their passage to the next phase of their careers.



## Recent Graduate Job Placements and Post-Doctoral Fellowships

**Dills, Randall** (Russia) Visiting Assistant Professor, University of Alabama in Huntsville

**Ford, Eileen** (Latin America) Assistant Professor, California State-Los Angeles

**Guiliano, Jennifer** (U.S.) Research Assistant Professor, University of South Carolina

**Hansen, Jason** (Germany) Visiting Assistant Professor, Western Washington University

**Hobson, Maurice** (African American) Assistant Professor, University of Mississippi

**Kinsey, Danielle** (Britain & Empire) Assistant Professor, Carleton University (Ottawa)

**Phoenix, Karen** (U.S.) Visiting Lecturer, Georgia State University, Atlanta

**Tillman, Ellen** (Latin America) Assistant Professor, U.S. Military Academy, West Point

**Williams-Black, Joy** (Africa) Assistant Professor, Guilford College, North Carolina

**Brian, Amanda** (Modern Europe) Assistant Professor, Coastal Carolina University, South Carolina

**Corrado, Sharyl** (Russia) Assistant Professor, Pepperdine University, Malibu, California

**Fraser, Erica** (Russia) Assistant Professor, Goucher College, Maryland

**Hill, Karlos** (African American) Assistant Professor, Texas Tech University

**Hobson, Maurice** (African American) Assistant Professor, University of Mississippi, and a Post-Doctoral Fellowship, W.E.B. DuBois Center, University of Massachusetts-Amherst

**Iddrisu, Abdulai** (Africa) Assistant Professor, St. Olaf College, Minnesota

**Kyong-McClain, Jeffrey** (China) Assistant Professor, University of Arkansas

**Morris, William** (Modern Europe) Visiting Assistant Professor, Illinois Wesleyan University

**Yates, Brian** (Africa) Post-Doctoral Fellowship, Oberlin College, Ohio

**Hoffman, Brian** (U.S.) Post-Doctoral Fellowship, University of California-San Francisco

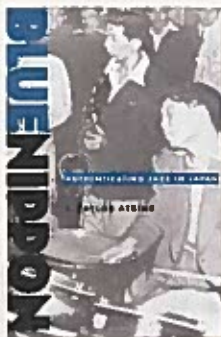
**Buric, Fedja**, (Eastern Europe) Post-Doctoral Fellowship, European University Institute, Florence, Italy

**Merithew, Caroline**, Five Colleges Women's Studies Research Center, Mount Holyoke, Massachusetts, Post-Doctoral Fellowship and Research Assistanceship

# Record of Graduate Achievement: UIUC Dissertations Recently Published

**Aaslestad, Katherine B.**, *Place and Politics: Local Identity, Civic Culture, and German Nationalism in North Germany during the Revolutionary Era* (Brill, 2005).

**Atkins, E. Taylor**, *Blue Nippon: Authenticating Jazz in Japan* (Duke University Press, 2001).



**Auslin, Michael**, *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy* (Harvard University Press, 2004).

**Bucur, Maria**, *Eugenics and Modernization in Interwar Romania* (University of Pittsburgh Press, 2002).

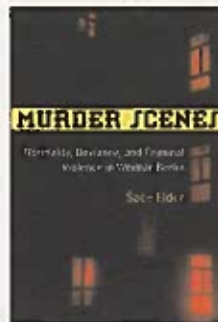
**Coleman, Heather J.**, *Russian Baptists and Spiritual Revolution, 1905-1929* (Indiana University Press, 2005).

**Croxton, Derek**, *Peacemaking in Early Modern Europe: Cardinal Mazarin and the Congress of Westphalia, 1643-1648* (Susquehanna University Press, 1999).

**Curry, Lynne**, *Modern Mothers in the Heartland: Gender, Health, and Progress in Illinois, 1900-1930* (Ohio State University Press, 1995).

**Dragostinova, Theodora**, *Between Two Motherlands. Nationality and Emigration among the Greeks of Bulgaria, 1900-1949* (Cornell University Press, 2011).

**Elder, Sace**, *Murder Scenes: Normality, Deviance, and Criminal Violence in Weimar Berlin* (University of Michigan Press, 2010).



**Ganaway, Bryan**, *Toys, Consumption, and Middle-Class Childhood in Imperial Germany, 1871-1918* (Peter Lang, 2009).

**Higbie, Frank Tobias**, *Indispensable Outcasts: Hobo Workers and Community in the American Midwest, 1880-1930* (University of Illinois Press, 2003).

**Huener, Jonathan**, *Auschwitz, Poland, and the Politics of Commemoration, 1945-1979* (Ohio State University Press, 2003).

**Hughes, Michael J.**, *Forging the Grande Armée: Motivation, Military Culture, and Masculinity in the French Army, 1800-1808* (New York University Press, 2011).

**Johnson, Molly Wilkinson**, *Training Socialist Citizens: Sports and the State in East Germany* (Brill, 2008).

**Mapes, Kathleen**, *Sweet Tyranny: Migrant Labor, Industrial Agriculture, and Imperial Politics* (University of Illinois Press, 2009).

**McCullough, Roy L.**, *Coercion, Conversion and Counterinsurgency in Louis XIV's France* (Brill, 2007).

**Moran, Michelle T.**, *Colonizing Leprosy: Imperialism and the Politics of Public Health in the United States* (University of North Carolina Press, 2007).

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# Robert Morrissey to Join the Department

by FRED HOXIE

Despite budget pressures, the History Department was authorized this fall to search for a historian of Early America. Because there has been no full-time person in this important area for two years, we were eager to fill the position as quickly as possible. A field of more than 100 candidates narrowed in late November and by early December the department voted to extend an offer to Robert Morrissey of Lake Forest College. He quickly accepted, and we expect him to join us this coming fall.

Robert Morrissey is a native Midwesterner having grown up in Ernest Hemingway's home town of Oak Park, Illinois, and attended Carleton College (as an undergraduate he also spent a semester studying at Chicago's Newberry Library). Bob entered the doctoral program at Yale immediately following his graduation from Carleton in 1999. There he pursued an interest in early American frontiers under the guidance of John Faragher and John Demos, ultimately producing a dissertation on the French colonial outpost of Kaskaskia, in what eventually became southwestern Illinois, and receiving his Ph.D. degree in 2006. He is now

revising that project and expects to publish it as "Bottomlands and Borderlands: Empire and Identities in the Illinois Country, 1673-1783" with the University of Pennsylvania Press.

In addition to scholarly interests that fit well with the department's strengths in cross-cultural interaction, global history and the history of race, Bob brings to us important skills as a teacher and mentor. (In fact, in his application Morrissey confessed that "I went to graduate school to become a teacher.") He was an Assistant Professor at the University of Tennessee from 2006 to 2009 before moving back to Chicago to teach at Lake Forest. As a consequence he brings broad experience with large lecture classes, intimate seminars, and student advising. We are delighted to have him join us and are eager for him to become an advocate for the study of early America at the U of I.



## Recent Faculty Promotions

### Clarence E. Lang

Associate Professor of History

twentieth-century African American social movements;  
urban history; the history of black communities and class

### Mark S. Micale

Professor of History

modern comparative European intellectual and cultural history;  
the history of science and medicine, especially psychiatry;  
the history of masculinities

### Leslie J. Reagan

Professor of History

twentieth-century U.S. social and cultural history;  
the history of medicine and public health;  
women, gender, sexuality, and the law



amidst much political controversy, Champaign-Urbana won out.

At the request of the trustees, Gregory set forth a detailed plan of organization for the new institution. According to one sentence in the Morrill Act, "The leading object of the University shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts." Although many Illinoisans distrusted "book learning" and visualized the new institution as primarily a vocational trade school, from the start Gregory sought to encompass far more than agriculture and mechanics alone. His proposed curriculum included engineering and military tactics, as well as trade and commerce, chemistry, natural history, english language and literature, ancient languages and literature, history and social sciences, and philosophy, intellectual and moral. His long-term goal was a university comparable to those to be found in the Ivy League or in modern Europe, but he recognized from the start that the semi-literate farm boys he initially attracted would also require remedial courses.

The first classes were held in March 1868, in the odd, isolated five-story building ("The Elephant") that the twin cities had provided. It was situated on a bare piece of prairie land, half way between Champaign and Urbana amidst a scattering of large farm plots but nary a single sheltering tree. The structure was to house the classrooms, the dormitory rooms, the kitchen, the dining-room, and the chapel. Students had to be at least fifteen years old, and the annual tuition was to be \$15 for in-state students, \$20 for out-of-staters. The dormitory rooms cost students \$12 a year, the meals \$2.25 a week. The initial student body involved only fifty students and three professors (including Gregory himself), but by September 1868, the student body had grown to 125, and by 1871 to 350. The number of faculty members expanded accordingly.

After the admission of women students in 1870—a Gregory daughter among them—the Regent insisted on finding and appointing a Professor of Household Science and a Lady Principal (i.e. Dean of Women). In 1874 those tasks were undertaken by the twenty-three year-old Louisa Catherine Allen, the "sometime milkmaid" (as she defined herself), a teacher-training graduate and state-wide lecturer. By then Allen had briefly attended Harvard as a "special student" and had made exploratory visits to Vassar and Wellesley. With Gregory's

enthusiastic assent, she fostered among her students discipline, decorum, and simple dress, as well as required calisthenics. Five years later, Louisa Allen also became the second wife of the widowed John Milton Gregory.

In the meantime, Gregory had busily admitted new students, appointed new faculty members, and coped with often quarrelsome members of the Board of Trustees. As he helped plan new university buildings and proposed new courses, he also chose the university motto, "Labor and Learning," and composed a four-part "University Anthem." He encouraged the inauguration of student clubs and societies as well as a monthly magazine, *The Illini*, but he strongly discouraged social fraternities. He deplored them as secretive and sectarian entities that undermined the development of a single university community. In loco parentis, he regarded it as his responsibility to guard his students from smoking, drinking, gambling, "and other immoral practices," and he therefore instituted a form of elective student government that included judicial student officers who were granted genuine authority to penalize fellow students who violated the established rules of conduct. He began each school day with a brief assembly in "the Old Chapel," and on Sunday afternoons he provided nonsectarian "Chapel Talks" on questions of the day as well as problems of social ethics. As one alumnus recalled, "Character building was usually the theme—good habits, good manners, love of the true and the beautiful,—interspersed with touches of humor...."

*continued on page 28*



*Above the tomb an engraved bronze plate was affixed to a glacial boulder half way between Altgeld Hall and what is now the Henry Administration Building.*

## Faculty Profiles, 2008–10

**Eugene Avrutin** published *Jews and the Imperial State: Identification Politics in Tsarist Russia* (Cornell, 2010), and co-edited *Photographing the Jewish Nation: Pictures from S. An-sky's Ethnographic Expeditions* (Brandeis, 2009), which was a finalist for the National Jewish Book Award. His article "Jewish Neighborly Relations and Imperial Russian Legal Culture" appeared in the *Journal of Modern Jewish Studies*, 9, 1 (2010), 1-16. He also was awarded fellowships from the National Council for Eurasian and East European Research and the American Philosophical Society and gave invited talks in the U.S. and Europe.

**Jovita Baber** published "Empire, Indians and the Negotiation for Status in the City of Tlaxcala, 1521-1550" in *Negotiation within Domination: New Spain's Indian Pueblos Confront the Spanish State*, ed. Ethelia Ruiz Medrano and Susan Kellogg (Colorado, 2010), and "Categories, Self-Representation and the Construction of Indios" in the *Journal of Spanish Cultural Studies*, 10, 1 (2009), 27-41. She has continued to use wiki technology in her course on the history of Mexico, in which students write original work in a collaborative internet wiki site and publish it electronically. This site will soon be publicly accessible. She is incorporating digital technology in her other courses as well while making campus presentations on the use of wiki technology in the classroom.

**Teresa Barnes** co-edited *The Restructuring of South African Higher Education: Rocky Roads from Policy Formulation to Institutional Mergers, 2001-2004* (University of South Africa, 2009). She was elected to the Board of Directors of the African Studies Association in 2009 and continues to serve on the editorial advisory boards of the *Journal of African History* and *Kronos* (South Africa). In October 2010 she co-organized a conference in honor of Professor Terence Ranger, "Making History: Terence Ranger and African Studies," that brought scholars from the U.S., Britain, and Zimbabwe to Illinois.

**Jim Barrett** took over as chair of the department in August. In addition, he continued working as lead historian with Urbana's American History Teachers' Collaborative, gave talks in Chicago, Detroit, and at the University College of Ireland in Galway, published "Rethinking the Popular Front" in *Rethinking Marxism: A Journal of Economics, Culture and Society*, 21, 4 (2009), 531-50, and won the Dean's Award for Excellence in Undergraduate Teaching.

**James Brennan** published "Lowering the Sultan's Flag: Sovereignty and Decolonization in coastal Kenya," in *Comparative Studies in Society and History*, 50, 4 (2008), 831-61; and "Radio Cairo and the Decolonization of East Africa, 1953-1964," in *Making a World after Empire: The Bandung Moment and Its Political Afterlives*, ed. Christopher J. Lee (Ohio University, 2010), 173-95. He gave several conference presentations in the U.S., Europe, and South Africa, and joined the editorial board of *Africa*. Since arriving at Illinois he has taught new courses on the Western image of Africa and the decolonization of Africa.

**Marcelo Buceli** received an award for the Article of the Year by the Petroleum History Institute for "Canadian Multinational Corporations and Economic Nationalism: The Case of Imperial Oil Limited in Alberta (Canada) and Colombia, 1899-1938," which appeared in *Entreprises et Histoire*, 54 (2009), 67-85. He published additional articles in *Business History Review*, *Enterprise and Society*, *Management International Review*, *Journal of Management Studies*, and *Harvard Business Review*. He also became an associate editor at *Enterprise and Society* and at the *International Journal of Organizational Analysis*, and gave an invited lecture at Oxford University.

**Adrian Burgos** co-edited *Beyond el Barrio: The Politics of Everyday Life in Latina/o America* (NYU, 2010), in which he co-authored an essay, "Becoming Suspects: Latinos, Baseball, and Belonging in a Multi-racial America." He also published "Left Out: Afro-Latinos, Black Baseball, and the Revision of the History of Jim Crow Baseball," *Social Text*, 27, 198 (2009), 37-58; "Teaching Migration, Race, and Place: A U.S. Latino Historian's Perspective," *Journal of American Ethnic History*, 28, 2 (2009), 65-70; and "Integrating Afro-Latinos: Interrogating Narratives of Baseball's Racial Past and Present" in *The Afro-Latin@ Reader: History and Culture in the United States*, ed. Juan Flores and Miriam Jimenez Roman (Duke, 2010), 127-41. His op-ed article "Is Bud Selig Branch Rickey or Judge Landis?," written for the *Progressive Media Project* in May 2010, was distributed to over 200 McClatchey-Tribune newspapers. A new book, *Cuban Star: How One Negro League Owner Transformed Modern Baseball* (Hill & Wang) is scheduled for publication in April 2011.

the Filipino Diaspora," at California Polytechnic University, Pomona, in May 2009.

**Rayvon Fouché** published "Following the Artifacts: Hip Hop, Japan, and Technological Knowledge" in *International Urban Society* (Osaka City University, 2010), 59-85, and "Cycling's 'Fix'" in *Journal of Sport and Social Issues*, 33, 1 (2009), 97-99. Two web articles, "Building New Bridges: Rethinking the Relationships between African Americans, Science, and Technology" and "Hip-Hop and African American Innovation," appeared on the pages of the *Oxford African American Studies Center and Prototype* of the Smithsonian Institution's Lemelson Center for the Study of Invention and Innovation. He appeared on the Discovery Channel program *Inventions That Shook The World* and gave several lectures in the U.S., Europe, and Japan.

**Behrooz Ghamari-Tabrizi** was promoted to associate professor with tenure after publishing *Islam and Dissent in Post-Revolutionary Iran* (I. B. Tauris, 2008/ Palgrave-Macmillan, 2009). He co-edited a special volume of *Radical History Review*, 105 (2009) entitled "The Iranian Revolution Turns Thirty," in which he contributed "Mourning, Memory and Memorializing: The Iranian Veterans of Iran-Iraq War (1980-1988)," 106-21; and he published "'When Life Will No Longer Barter Itself': In Defense of Foucault on the Iranian Revolution," in *A Foucault for the 21st Century: Governmentality, Biopolitics and Discipline in the New Millennium*, ed. Sam Binkley and Jorge Capetillo (Cambridge Scholars, 2009). His article "Contentious Public Religion: Two Conceptions of Islam in Revolutionary Iran" was reprinted twice, in *Secularism*, ed. Bryan Turner (SAGE, 2010) and *Islam*, ed. Mona Siddiqui (SAGE, 2010). In the fall of 2009 he was honored as a Distinguished Fellow in Global Studies at the Center for Global, International, and Regional Studies of the University of California, Santa Cruz and Berkeley campuses. He is currently a fellow at the Wissenschaftskolleg zu Berlin, Institute for Advanced Studies.

**Matthew Sakiestewa Gilbert** published *Education beyond the Mesas: Hopi Students at Sherman Institute, 1902-1929* (University of Nebraska, 2010). He also published "Dark Days: American Presidents and Native Sovereignty, 1880-1930" in *American Indians/American Presidents: A History*, ed., Clifford E. Trafzer and National Museum of the American Indian (HarperCollins, 2009), 109-43; and "Hopi Footraces and American Marathons, 1912-1930," in *American Quarterly*, 62, 1 (2010), 77-101. He is currently working on a second monograph entitled *Hopi Runners and the American Sport Republic*.

**Kristin Hoganson** is one of UIUC's eight faculty Fulbrighters this year, thereby helping to place the University in first place nationally for its number of grantees. Regardless of the rumors that her real motive was to escape the construction project that is bedeviling Greg Hall, she is thrilled to have an opportunity to teach for a semester at the Ludwig-Maximilians-Universität in Munich. In addition to brushing up her rusty German, she has run a number of teaching workshops this past year on the topic of "American Empire" (she is always happy to see her former UIUC students at these Chicagoland events) and delivered several talks on nineteenth-century beef production, derived from her current research on the global origins of the U.S. heartland. Thanks to a Center for Advanced Studies fellowship, she made considerable strides on that research this fall. Among her recent publications are an essay titled "Buying into Empire" in *Colonial Crucible: Empire in the Making of the Modern American State*, ed. Alfred W. McCoy and Francisco A. Scarano (Wisconsin, 2009), 248-59. Among her recent professional services are stints on the program committee for the Society of Historians of American Foreign Relations and the editorial board of the *Journal of American History*. Although she was greatly honored to receive a University Scholar award in September, she sees her greatest accomplishments in the successes of her students, including her first advisee to earn a Ph.D. (Karen Phoenix) and her latest senior thesis writer (Sarah Troutman).

At the end of 2010, "Saginaw Chippewa Tribe v. Grenholm et al.," a case filed in 2005 for which **Fred Hoxie** served as an expert witness, was resolved in federal court by way of a negotiated settlement. The settlement recognized and affirmed the conclusions contained in a historical report he had prepared previously and affirmed the tribe's continuing jurisdiction over its reservation in central Michigan.

**Diane Koenker** is completing a book on the history of tourism and vacations in the Soviet Union from the 1920s to the 1980s. She recently published an article from this project, "Whose Right to Rest? Contesting the Family Vacation in the Postwar Soviet Union," *Comparative Studies in Society and History*, 51, 2 (2009), 401-25. In June 2010 she co-organized an international conference under the auspices of LAS and the Fisher Forum of the Russian, East European, and Eurasian Center, "The Socialist 1960s: Popular Culture and the City in Global Perspective." During 2010 she also participated in a conference on the television program *Mad Men*, presenting a paper, "Behind the Curtain: Sex and Style in the Soviet 1960s," based on Soviet films of the decade. Finally,



Witnessing Episcopal Sexuality in an Age of Reform," *Journal of the History of Sexuality*, 19 (2010), 17-34.

**Mark Micale** was promoted to full professor in the past year. He gave major conference lectures at the Davis Medical Center, the National Institutes of Health, and Humboldt University in Berlin, as well as several interviews about his new book *Hysterical Men: The Hidden History of Male Nervous Illness* (Harvard, 2008). A Japanese translation of his earlier edited volume on the history of psychological trauma is in preparation. During the spring semester of 2010, he had the remarkable experience of working in the University's new Education Justice Project, which entailed teaching a history seminar to student-inmates at the nearby Danville Correctional Facility. He has also continued his work as the principal editor of *History@Illinois*.

**Kathryn Oberdeck** spent part of a sabbatical leave in Durban, South Africa in the Winter 2009, drafting articles on her current research project on the culture of space and place in Kohler, Wisconsin and beginning to research a projected comparative project on hygiene and working-class housing in the U.S. and South Africa. She presented papers at the "Labour Crossings" conference in September 2008 and the "Comprehending Class" in June 2009, both at the University of the Witwatersrand, and more recently at an interdisciplinary conference on Gender, Place and Space at the University of Notre Dame in March 2010. Recent publications include "Competing Geographies of Welfare Capitalism and Its Workers: Kohler Village and the Spatial Politics of Planned Company Towns," in *Handbook of Employment and Society: Working Space*, ed. Andrew Herod, Susan McGrath-Champ and Al Rainnie (Cheltenham 2010) and "Of Tubs and Toil: Kohler Workers in an Empire of Hygiene, 1920-2000," *International Review of Social History*, 55, 3 (2010), 447-83.

**Elizabeth Pleck** co-authored *Love of Freedom: Black Women in Colonial and Revolutionary New England* with Catherine Adams (Oxford, 2010). Her book *Living Together: A Recent History of Cohabitation* will be published by the University of Chicago Press in 2011. She gave a talk on "The Future of Lavish Weddings" at the Marial Center at Emory University in November and presented her research on child custody disputes among divorced cohabitators at the Social Science History Association conference the same month. For the spring semester she is teaching a new course, History 200: U.S. History from 2001 to 2008.

**David Prochaska** co-edited *Genealogies of Orientalism: History, Theory, Politics* (Nebraska, 2008) as well as *Postcards: Ephemeral Histories of Modernity* (Pennsylvania State, 2010). He published "The Self as Other" in *Transnational Spaces and Identities in the Francophone World*, ed. Hafid Gafaïti, Patricia M. E. Lorcin, and David C. Troyansky (Nebraska, 2009), 388-411 and "Death and Resurrection of Chief Illiniwek (1926-2007)," *Studies in Symbolic Interaction*, 34 (2010), 87-135, and gave a number of presentations in the U.S. and Europe.

During a trip to Korea in June 2009 **Dana Rabin** presented her work on race, gender, religion, and ethnicity in eighteenth-century England at Hanyang and Yonsei Universities in Seoul. She published "Seeing Jews and Gypsies in 1753" in *Cultural and Social History*, 7, 1 (2010), 35-58 and edited a Roundtable on "Using Legal Sources to Teach Women's and Gender History" in the *Journal of Women's History*, 22, 2 (2010), 133-35. During a sabbatical leave spent in Chicago in 2009-2010 she began work on a new book project that examines the legal arguments related to slavery, villeinage, and abolition in eighteenth-century Britain. Upon returning to Urbana-Champaign in August she took up the position of Director of Graduate Studies.

**John Ramsbottom**, lecturer in British and Empire history, is teaching his last course at Illinois this spring before joining the Department of History at Butler University in Indianapolis. For the past two years he has taught both parts of the 200-level British history survey. His interest in social history informed his teaching of History 200 on the topics of the history of children and poverty. He also enjoyed directing two senior theses, whose authors are now attending law school at John Marshall and pursuing museum studies at the University of Missouri in St. Louis.

**John Randolph** taught a new course on the creation of digital audio podcasts about history. "Audiohistory: Coming to Illinois" asked students to research, script, and record original presentations about the University's past. He hopes that this course will serve as a starting point for future efforts in the realm of digital media and instruction. With Gene Avrutin, John is completing an edited volume on Russia's role in human mobility, 1860-2000 and in the past year he continued his research on the history of Imperial Russia's post horse relay system. He gave talks on this subject in Boston, Berkeley, Moscow, Tuebingen, and Lucerne.

**Leslie J. Reagan** was promoted to full professor in 2010. She recently conducted research in Vietnam

**Richard W. Burkhardt, Jr.** gave invited lectures at the University of Minnesota and Virginia Tech University. He also contributed papers to a conference entitled “Transformations of Lamarckism,” held in Israel, and to the Darwin Bicentenary Celebration held at the University of Chicago. He additionally presented the History of Science Society’s biennial Joseph H. Hazen lecture at the New York Academy of Sciences, choosing for his subject “Lamarck at the Zoo.” His paper “Ethology’s Traveling Facts” appeared in the volume *How Well Do “Facts” Travel?* ed. Peter Howlett and Mary S. Morgan (Cambridge, 2010), 195–222.

In 2008 **Vernon Burton** published *The Age of Lincoln* and took early retirement, returning to his hometown of Ninety Six, South Carolina. He was the Burroughs Distinguished Professor of Southern History and Culture at Coastal Carolina University until August 2010 and is now Professor of History and Computer Science and Director of the Cyberinstitute at Clemson University. As an emeritus professor Vernon served the Chancellor as a consultant for the University of Illinois during the past two years and currently chairs the Advisory Board of the Institute for Computing in Humanities, Arts, and Humanities (ICHASS) where he was the founding director. *The Age of Lincoln* was featured in sessions of three historical associations, one of which was published as an issue in *The Journal of the Historical Society*, 9, 3 (2009). Vernon enjoyed speaking about Lincoln (including to the Congressional Black Caucus) during the Bicentennial celebration and wrote a monthly blog for LAS ([www.las.illinois.edu/news/lincoln/](http://www.las.illinois.edu/news/lincoln/)). He also co-authored with Georganne Burton “Abraham Lincoln’s Beardstown Trial: The Play,” which premiered Sept. 29, 2009, in Beardstown, Ill. ([www.lincolnbicentennial.gov/calendar/beardstown-trial-11-10-09.aspx](http://www.lincolnbicentennial.gov/calendar/beardstown-trial-11-10-09.aspx); [www.civilwar.org/aboutus/events/grand-review/2009/almanac-trial.html](http://www.civilwar.org/aboutus/events/grand-review/2009/almanac-trial.html)). He also served as the interim President of the Abraham Lincoln Bicentennial Foundation (ALBF) and is now vice-chair of the ALBF, as well as vice president and president elect of the Southern Historical Association.

A number of Vernon’s essays have recently appeared in print, including “Abraham Lincoln at Two Hundred,” in the *OAII Newsletter*, 37, 4 (2009) and “Cyberinfrastructure for the Humanities, Arts, and Social Sciences,” in *ECAR (Educause Center for Applied Research) Bulletin* 9, 1 (2009). He edited *The*

*Essential Lincoln* (Hill and Wang, 2009) and *Slavery in America: Gale Library of Daily Life*, 2 vols. (Gale, 2008) and co-edited *Remembering Brown at Fifty: The University of Illinois Commemorates Brown v. Board of Education* (Illinois, 2009) and *Toward the Meeting of the Waters: Currents in the Civil Rights Movement in South Carolina during the Twentieth Century* (South Carolina, 2008). Vernon continues as the Editor in Chief of the Gale digital archive, *Slavery and Anti-Slavery: A Transnational Archive*. Part I of the archives, “Debates Over Slavery and Abolition,” appeared on line in 2009 and received both the Choice Outstanding Academic Title and the *Booklist’s* Editors’ Choice Title awards. He was also featured on television and radio, including on C-Span and NPR.

**Caroline Hibbard** spent the academic year 2008-09 on an NEH Research Fellowship at the Folger Library in Washington D.C., living right on Capitol Hill through the presidential election and inauguration, and observing close up the lure of power and the behavior it evokes—which also happens to be a major theme of her book on European court politics in the early seventeenth century. In addition to completing several chapters of that book while there, she co-authored an article on the creation of the postmortem inventory of Queen Henrietta Maria and wrote a review article on recent studies of early modern queens, which appeared in the *Journal of Women’s History* (Summer 2010). Returning to Urbana-Champaign for her last year of teaching in 2009-2010, she managed to make two international escapes. The first was to a conference on Henrietta Maria and the European context of the British court, in London and Oxford in November, where she delivered a paper, derived from her book manuscript, on the politics of the queen’s bedchamber. Caroline also travelled to Venice, Italy, to give a paper at the Renaissance Society of America conference in April 2010. She enjoyed a wonderful dinner to mark her retirement last May; since then she has spent a lot of time dismantling and packing up her office and trying to get many of those accumulated books and papers into her small home.

**Joseph Love** is finishing a two-year term as the first Director of the Lemann Institute for Brazilian Studies, which was created thanks to a generous endowment from Jorge Paulo Lemann. In the past



**Winton Solberg** published “Cotton Mather, the Biblia Americana, and the Enlightenment,” in *Cotton Mather and Biblia Americana—America’s First Bible Commentary: Essays in Reappraisal*, eds., Reiner Smolinski and Jan Stievermann (Mohr Siebeck, 2010). In June of this year, he will also present a paper on Edmund J. James, president of the University of Illinois from 1904 to 1920, at a conference on American land-grant universities at Penn State University.

**Charles Stewart** continues his association with the Northwestern University Institute for the Study of Islamic Thought in Africa where he has been a Visiting Scholar since he and his wife Sena moved to Chicago in June 2007. Under a Ford grant to the Institute, he has been compiling volume VI in the Brill series on the Arabic Literature of Africa, *The Writings of Mauritania and the Western Sahara*, projected for simultaneous publication in 2012 in Arabic and English editions. During the past two years his articles in the *Encyclopedia Britannica*, the *Encyclopedia of the Islamic World*, and the *Dictionary of African Biography* have appeared in print. He has also been named to the international advisory board of *Islamic Africa*, he was an invited speaker at the Islamic Manuscript Association annual meeting in Cambridge, and he received funding for an expansion of his on-line, bi-lingual data base of Arabic manuscripts in West African public and private libraries from al-Furqan Islamic Heritage Foundation (London). His major recent publication was a book chapter, co-authored with a former student and now assistant professor at Duke, Bruce Hall, titled “The Historic ‘Core Curriculum’ and the Book Market in Islamic West Africa,” in *One Thousand Years of the Trans-Saharan Book Trade*, eds., Graziano Kratli and Chislaine Lydon (Brill, 2010).

## In Memoriam

### *David Herbert Donald,* 1920–2009

Professor David Herbert Donald, one of the most prolific, highly-regarded, and influential historians of Abraham Lincoln and the U.S. Civil War era, died on May 17, 2009 at the age of eighty-eight. Professor Donald received his doctorate in history in 1946 here at the University of Illinois, where he worked under the supervision of the prominent Lincoln scholar James G. Randall.



During a long and illustrious career, David Donald wrote, co-wrote, edited or coedited some thirty books and won the Pulitzer Prize twice—once, in 1961, for the first volume of a two-volume biography of radical Republican senator Charles Sumner, and a second time, in 1988, for a biography of the writer Thomas Wolfe. Donald’s other works included a study of Abraham Lincoln’s law partner, William Herndon (1948); an influential essay collection entitled *Lincoln Reconsidered: Essays on the Civil War Era* (1947; second edition, 1961); *The Politics of Reconstruction, 1863-1867* (1965); *The Nation in Crisis, 1863-1867* (1969); a widely-used textbook on *The Civil War and Reconstruction* (1961, 1969, 2001); and a much-lauded full-scale biography of Lincoln (1996). Donald edited the wartime diaries of Republican senator and Lincoln cabinet member Salmon P. Chase (1954) and co-edited the early diaries of future Republican congressman and diplomat Charles Francis Adams (1964). He contributed to and edited a stimulating collection of essays on the subject *Why the North Won the Civil War* (1962), whose other contributors included Henry Steele Commager, Richard N. Current, T. Harry Williams, David M. Potter, and Norman A. Graebner.

David Donald taught at Smith College, Columbia, Princeton, Johns Hopkins, and Harvard universities, among other institutions. At his death, he was the Charles Warren Professor of American History emeritus at Harvard. Graduate students who worked under his supervision included many who went on to become prominent scholars in their own right, including Jean H. Baker, William J. Cooper, Jr., Michael Holt, Peter Kolchin, Grady McWhiney, and Irwin Unger. In 1985, a number of his students published a book of their own essays in his honor. Its title conveyed their feelings about Donald: *A Master’s Due*.



married to a fellow alum, Adam Parrott-Sheffer, an administrator in the Chicago Public Schools. Chelsey is the author of two children's books on American historical landmarks—*The Gateway Arch* and *The Lincoln Memorial*—that are published by Chelsea Press. She is also former membership Chairperson of the Hyde Park Historical Society in Chicago. Most importantly, Chelsey has completed the draft of a novel set at the History Department of the University of Illinois. She promises to use pseudonyms in the book.

**Kass A. Plain** completed her undergraduate studies in Urbana-Champaign in 1985. Today she works as Assistant Public Guardian and Supervisor of the Appeals Unit in the Office of the Cook County Public Guardian in Chicago. Her office represents abused and neglected children, children in custody disputes, and disabled adults. She has also recently been elected one of the Directors of the Illinois Appellate Lawyers Association.

After graduating with his bachelors degree in history in 2010, **William Reed** is now working for Fulbright as an English teaching assistant at the Federal Secondary College for Agriculture and Food Economy in Linz, Austria. He plans to return to the U.S. in June 2011 and begin working in Chicago.

In 2009, after nearly 34 years, **Keith A. Sculle** retired from the Illinois Historic Preservation Agency. Sculle, who earned his Ph.D. from the University in 1972, was first drawn to historic site surveying by the enactment of the National Historic Preservation Act of 1966. His career has included historic site administration and participation in the program of the National Register of Historic Places. As Head of Research and Education, he founded and edited the *Illinois History Teacher*, a peer-reviewed publication of curriculum materials for teachers (grades 6-12) of Illinois history. Sculle has published numerous articles, for academic as well as general readers, and co-authored (with John Jakle) some seven books for university presses on aspects of America's automotive landscape. Most recently, in 2009, the Illinois Geographical Society named him the Distinguished Illinois Geographer of 2009.

After completing his Master's degree at the University of Chicago, **Jordan Stanton**, a UIUC undergraduate History major, received his Ph.D. in History from the University of California at Irvine in December 2009. Congratulations, Jordan!

**Rose Stremlau** is presently Assistant Professor of History and American Indian Studies at the University of North Carolina at Pembroke. She won UNCP's University Teaching Award in her first year of eligibility, and a few days later she won a fellowship from the American Association of University Women, which will enable her to complete her manuscript on Cherokee families during the allotment era. The following month, Rose married Stephen Herbster in a boisterous ceremony at a vineyard in North Carolina's Yadkin Valley. Her undergraduate mentor (class of 1999) Vernon Burton and his wife Georganne were present and dominated the dance floor.

**Wayne C. Temple's** University of Illinois degrees include a B.A. in 1949, M.A. in 1951, and Ph.D. in 1956. He is currently Chief Deputy Director of the Illinois State Archives, where he has worked for 45 years. For his lifetime of service, on February 7, 2009 Temple was awarded the Bicentennial Order of Lincoln, the highest such honor that the State of Illinois bestows, at a dinner in the Union Theater of the Abraham Lincoln Presidential Museum. He also participated in numerous activities commemorating the recent Lincoln bicentennial, including speaking to a full house at Illinois College on "Lincoln's Unused Tomb." In numerous quarters, Temple is now referred to affectionately as "the Dean of Lincoln Scholars," a designation he hopes his old mentor, Professor James Randall, would have been proud of.

**Frank Valadez** received his M.A. from the department in 1991. He now serves as Executive Director of the Chicago Metro History Education Center. CMHEC is a nonprofit organization that engages pre-collegiate students in the study of history by encouraging them to conduct research projects. The organization is best known for administering the Chicago Metro History Fair, an annual academic competition in which some 15,000 students from more than 100 Chicago-area schools participate. Students present research projects in the form of papers, exhibitions, documentaries, and performances on topics related to Chicago history. CMHEC relies on local volunteers—more than 400 in 2009—to serve as History Fair Judges; UIUC history alums are invited to join as judges for the upcoming season ([fvaladez@chicagohistoryfair.org](mailto:fvaladez@chicagohistoryfair.org)).

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