

History Illinois



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Urbana-Champaign

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***First-Generation Historians Leaving a Mark:
Yasmeen Ragab, Carmen Gutierrez, Johnna Jones, Jason Smith*** **PAGE 2**

Letter from the Chair



Dana Rabin

“Celebrating our faculty and their achievements is one of my favorite tasks as chair.”

After twenty years in Champaign-Urbana and sixteen years as a faculty member, I became interim chair of the department in August 2019. I feel so lucky to lead such an amazing group of scholars—faculty, graduate students, and undergraduate majors—for the next two years. I am grateful to Clare Crowston for her advice and wise counsel throughout the summer as we prepared for the transition. My faculty joins me in wishing her all the best for a productive and restorative sabbatical this year and in the new position she’ll assume in August 2020 as Associate Dean for the Humanities and Interdisciplinary Programs in the College of Liberal Arts and Sciences.

The dedicated staff in 309 Gregory Hall provide the support we all need to keep the department running smoothly, attending to every detail. I have relied on their expertise, experience, and professionalism as I have learned the job, and I am grateful to each of them. For the past eighteen years, Tom Bedwell, our business manager, has ensured the successful running of all aspects of departmental operations. His total commitment, professionalism, and skill as a financial manager are matched by his unflagging dedication to the welfare of each and every faculty member, student, and staff. Dawn Voyles assists Tom working efficiently to reserve flights for faculty, pay honoraria to visiting scholars, and process receipts. Bonnie Crawford manages the paperwork for promotions and searches and assists my work as chair. Our graduate secretary, Shannon Croft, attends to the needs of our graduate students, communicates with the Graduate College, and schedules all of our classrooms as well! Marcia Bellafiore, the newest member of our team, greets visitors, decorates the billboards, and takes care of the needs of faculty and TAs.

In addition to the staff, I’d like to thank our executive committee! Professors James Brennan, Antoinette Burton, Tamara Chaplin, and Kathryn Oberdeck provide guidance and wise counsel at our two-hour meetings each week, as well as on nights and weekends when we discuss the issues facing the department by e-mail and on the phone. Their thoughtful work, dedication, and service ensure that the democratic tradition of our department endures.

Our undergraduate program is thriving under the direction of our Director of Undergraduate Studies, Professor Kristin Hoganson, the Stanley Stroup Professor of United States History, with the invaluable help of our academic advisor, Stefan Djordjevic. Together they have overseen changes in the secondary education curriculum and expanded our offerings with new courses on A History of Everything: The Big Bang to Big Data; The History of Africa to 1800; African Muslim Societies; Madness and Modern Society; Zionism: A Global History; and The Caribbean Since 1492: From Columbus to Castro. Our offerings in public history continue to expand with new courses on History Harvest: Collaborative Digital Public History and Internship in Public History. Our majors continue to seek research opportunities and for that we have launched our newest initiative, History 199, Directed Undergraduate Research. This course provides hands-on directed research experiences to undergraduate students under the supervision of a faculty member or a graduate student research advisor and mentor. The research topics in these collaborative historical projects vary for each student based on the research the supervisor undertakes.

Our graduate students continue to inspire us with their innovative methodologies and their inventive courses and teaching styles. With the guidance of our incoming Director of Graduate Studies, Carol Symes, we continue to place our graduate students in a wide variety of teaching positions across the country and the world. We also continue to diversify the kinds of careers that our graduate students pursue.

With Susan and Steve Donnell’s generosity and investment in the History Department, we were able to allocate funds to faculty members revamping large undergraduate courses. Whether they were devising new assignments, choosing new readings, or making new powerpoint slides, faculty had the valuable benefit of research assistants who enabled them

to innovate. We appreciate the continued giving of the Donnells and look forward to selecting new set of faculty members and graduate students and the undergraduates who will enroll in these courses who will benefit from their generosity.

In May we said goodbye to two colleagues who retired, Dorothee Schneider and Harry Liebersohn. Harry and Dorothee have been members of the department and our community for almost thirty years! We wish them well in their new lives in Philadelphia. Sadly, we also bid fond farewells to Professors Matthew Gilbert and Tariq Ali who have moved on to jobs in Arizona and Washington, DC. In September we celebrated our colleague Keith Hitchins who joined the Department of History at the University of Illinois in 1967. Keith's internationally recognized scholarship and his distinguished teaching career have been a bedrock of our department and its strength in Eastern Europe and Slavic studies. We will dearly miss his kindness, intelligence, and generosity.

Sadly, we lost our intrepid Emeritus Professor Winton U. Solberg in July. Winton's career at the University of Illinois began in 1961. Since his retirement in 1991, Professor Solberg worked tirelessly on research and writing projects, many of them centered on the history of the University of Illinois. The University awarded him its highest campus honor, the Chancellor's Medallion, in 2017. On October 4, 2019, we celebrated Winton Solberg's legacy at Illinois with his family, his colleagues, and his friends. In addition to Professor Solberg, we lost Professor Emeritus Walter Arnstein.

Celebrating our faculty and their achievements is one of my favorite tasks as chair. This fall we had a festive array of such events including the investiture of Kristin Hoganson as the Stanley S. Stroup Professor of United States History, an endowed position made possible by the generosity of Stanley Stroup (B.A. '66 History) and Antoinette Burton's investiture as the Maybelle Leland Swanlund Endowed Chair.

We invite our alumni, undergraduate and graduate, to visit us, share your memories, and tell us about where you are and what you have been doing since you began your journey with a history degree from the U of I.

My door is always open.

Warm wishes,
Dana

History @ Illinois

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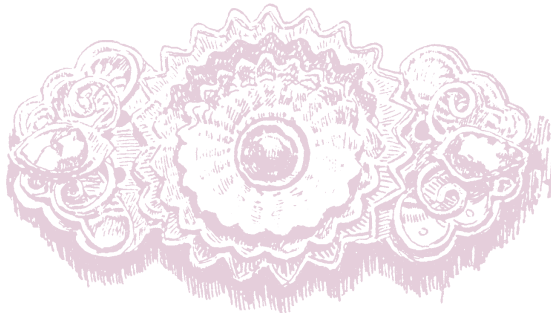
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Contents

First-Generation Historians Leaving a Mark2
History and the Global University4
The Mellon-IPRH Environmental Humanities Initiative ..6
Recently Retired: Keith Hitchins.7
Recently Retired: Dorothee Schneider.8
Recently Retired: Harry Liebersohn9
Faculty Awards and Honors11
Kristin Hoganson named Stanley S. Stroup Professor of
United States History11
Faculty Promotion12
Awards and Honors13
Visiting Faculty13
In Memoriam: Winton Solberg14
In Memoriam: Walter L. Arnstein.15
New Books by Faculty16
The Notre Dame Cathedral Fire and its Aftermath.18
Germany Transformed under Nazis in 100 Days20
HIST 103: A History of Everything21
Graduate Studies: History and Career Diversity
at Illinois22
Recent Ph.D.s Awarded23
2019 Fall Incoming Graduate Students23
History Soapbox: Ten Books That Changed the World ...24
Recent Ph.D. Employment and Postdocs24
Field Notes from Graduate Students25
2019 Senior Honors Theses25
Undergraduate Studies: Innovation and Intellectual
Breadth at Illinois26
Phi Alpha Theta | Building Community27
Department of History Awards 201928
Alumnus Clarence Lang Appointed Dean at Penn State .30
Alumni under Spotlight31
Faculty Profiles32
Emeriti Updates.....35
Alumni News36





First-Generation Historians Leaving a Mark

by STEFAN DJORDJEVIC

First-generation students face a litany of unique challenges, ranging from a paucity of knowledge about higher education to identity and development-based concerns such as the weight of family expectations, economic insecurity, feelings of inadequacy, and social class differences. More than a quarter of the Department of History's undergraduates are first-generation students, and almost all of them face these pressures and challenges at some point during their time at Illinois. Rather than wilting in the face of adversity, the first-generation historians highlighted in this article have dedicated themselves to the sustained pursuit and accomplishment of academic excellence and are already leaving an indelible mark on the History and Illinois communities.

Junior Yasmeen Ragab's family moved to Chicago from Egypt in the late 1980s. The youngest of four siblings and the only sister to three brothers, Yasmeen has been named to the Dean's List in each of her semesters at Illinois. Although she entered Illinois as a Journalism major, Yasmeen switched to history in fall 2018 because the history curriculum gave her more of an opportunity to follow her passions in studying the language, cultures, and politics of the modern Islamic world. Yasmeen has excelled not only in history courses, which ranged from surveys of colonial Latin America to advanced courses on the histories of modern Palestine and the Vietnam War, but also in intensive language study. During summer 2019, she participated in the rigorous Summer Institute for Languages of the Muslim World program held on the Illinois campus. Yasmeen's superlative academic record and commitment to language study was handsomely (and justly) rewarded in the 2019–20 academic year when she became one of very few undergraduate recipients of the Foreign Language and Area Studies (FLAS) Fellowship. FLAS funding will support Yasmeen as she continues her study of Arabic in Rabat, Morocco during the spring 2020 semester. Yasmeen intends to undertake an independent historical research project analyzing contemporary debates on gender roles and identities in the Islamic world while in Morocco, and she is seriously considering graduate study in history and Arabic upon graduation.

Not merely content with attending history courses as a student, sophomore Jason Smith helped design a brand-new history course in fall 2019. As a member of the Undergraduate Studies Committee, Jason played a crucial role in developing HIST 199: Directed Undergraduate Research, a course which provides students with hands-on experience in a collaborative historical research project alongside a faculty member or advanced graduate student. Jason's feedback and recommendations were immensely valuable to the committee as it worked to structure the course which Jason is enthused to help pilot in its inaugural run in spring 2020; as Jason deadpanned, "I definitely want to enroll in 199, and I hope it's not bad practice to do since I helped create it!"

Students travel from far and wide to attend the University of Illinois thanks to its reputation as a world-class research and teaching university. Junior Johnna Jones came to Illinois from Nolensville, Tennessee,

"I definitely want to enroll in HIST 199, and I hope it's not bad practice to do since I helped create it!"

—Jason Smith

a small town (population: 9,012) some twenty miles southeast of Nashville to pursue a major in Economics and to help cheer on the Fighting Illini as a member of the Illinettes Dance Team. A HOPE Scholarship recipient and National Collegiate Scholar, Johnna's interest in history was awakened through a literature course on media depictions of the Holocaust she took freshman year. Wanting to learn more about Jewish history, she enrolled—and subsequently excelled in two Jewish history courses (HIST 269: Jewish History Since 1700 and 355: Soviet Jewish History) taught by Professor Eugene Avrutin the following year. Johnna's final paper for Soviet Jewish History was recently awarded the Ronald Filler Prize for outstanding scholarship by the Jewish Studies program. Additionally, Johnna is deeply invested in studying the history of race relations in America and the role that race plays in the American justice system. Last summer, Johnna completed an internship at the Davidson County Juvenile Court which exposed her to “the problems arising from children unable to attend school” but also gave her the “opportunity to help relieve some of the issues with the court through implementing different programs which aid families in combatting their psychological, domestic, learning or other difficulties.” Johnna believes in the power of public institutions to better the conditions of citizens and hopes that “one day I can serve as a judge and continue to help people.”

Junior Carmen Gutierrez had always been interested in studying abroad but “never really considered it to be an option available to me, or students like me. I thought that by studying abroad I was putting myself in a position in which I had everything to lose; more specifically, I felt I would be losing my time and my money.” Time and money are valuable commodities for first-generation students, and for history majors on the secondary education track, time can sometimes feel very limited indeed. Fortunately, with assistance from the history advising office, the Illinois Abroad and Global Exchange (IAGE) staff, and the Financial Aid Office, Carmen has located a program that fit her curricular needs and found scholarships which defrayed part of the cost. Although it took a lot of preparation on her end, Carmen “couldn't be happier with my experiences abroad” in Pavia, Italy where she spent spring 2019. The LAS Humanities in Pavia program introduced Carmen not only to the architectural and artistic wonders of Italy but also to peers from across the globe. While in Pavia, Carmen met “international and Erasmus students from neighboring countries, everywhere from Brazil, to Germany, to Pakistan.” Her time in Pavia helped Carmen “get a better worldview in diplomatic and political relations due to our interconnected past” and infected her with the travel bug—she can't wait to go abroad again! In the meantime, she'll have to content herself by living vicariously through fellow Illini traveling abroad in her new campus position as a peer advisor for IAGE. Carmen will undoubtedly spread her enthusiasm for travel and for discovering and appreciating foreign cultures to her own students when she begins student teaching, the capstone experience for history majors on the secondary education track, in spring 2021.



Johnna Jones at her summer 2019 internship with the Davidson County Juvenile Court in the Metropolitan Schools and Attendance Center section.



Carmen Gutierrez by the *Ponte Coperto* (“covered bridge”) in Pavia, Italy.

History and the Global University

by JERRY DÁVILA

What role should international research and collaboration play in twenty-first century public research universities?

This question has special significance for universities like Illinois which have an extensive history of engaging with the world. In recent decades the landscape for funding international research and teaching has changed in the same dramatic ways that the budgets for the social sciences and humanities have. At the same time, global questions and their significance within the U.S. continue to demand the informed, skilled, and incisive engagement of our students and faculty.

It is in this context that we have just inaugurated the Illinois Global Institute (IGI). The IGI brings together for the first time the ten international centers and thematic programs

at Illinois. These centers and programs provide advanced research and study opportunities on questions set in national and regional contexts around the world.

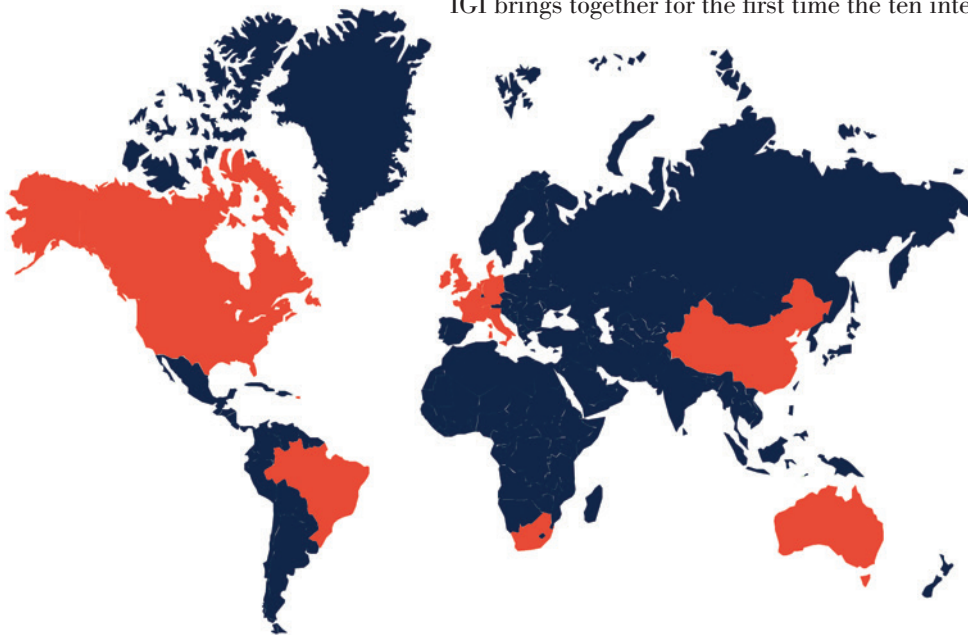
The goals of the Global Institute are to increase the voice of the area, global and thematic centers on our campus, to build campus-wide connections in global research and engagement, and to support multidisciplinary research, teaching, and public engagement that is globally engaged.

As part of its founding initiative on migrants and refugees in global perspectives, the Global Institute is funding teams of faculty, students, and staff from across campus in projects that include: study of credit networks among Syrian

war refugees; comparative research on the relationship between popular attitudes and immigration legislation in East Asia and Latin America; the development of gaming platforms on refugee experiences; and the development of surveys and community resources for Q'anjob'al Maya-speaking Central American and French-speaking West Central African refugees and migrants in our region of Illinois.

The Department of History has been a campus leader in international studies. Its faculty teach African, Caribbean, East Asian, East European, Latin American, Middle Eastern, Russian, South Asian, and Western European Histories. It is one of the few disciplines where faculty can conduct the majority of their teaching and research within regional and national experiences outside of the United States. History graduate students train in all of these areas and conduct work in thematic and transnational approaches such as African Diaspora Studies, Colonialism and Post-Post Colonialism, or Global Studies.

There are many measures of the department's globally engagement, ranging from regions of research, the many countries our students or their families hail from, and the commitment to teaching world histories. One way to see the department's global engagement is to look at the role that current faculty have played in service to doctoral and thesis committees outside of the United States. This work speaks not only to the reputations of our faculty, but also the ways in which they contribute to global projects of building the field of history.



Department of History faculty have served on thesis and dissertation committees around the world.

From early on, historians have understood the significance of national and regional context for the questions we ask. At the time of History's founding in the 1890s, the majority of course offerings focused on European histories. Latin American History has been taught at Illinois since 1909—seven years before the first U.S. journal in Latin American History was established.

“Area Studies,” the multidisciplinary study of world regions, took shape during the Cold War. Following the Soviet launch of the Sputnik satellite, the U.S. Congress passed the National Defense Education Act, which began providing support for specialized educational programs in colleges and universities. The act's Title VI funded “National Resource Centers” that focused on area and language studies. The Title VI National Resource Centers programs expanded amid the Cuban Revolution and Cuban Missile Crisis.

The first area studies center on campus, the Russian, East European, and Eurasian Center, was established in 1959. The Center for Latin American and Caribbean Studies was created in 1963, and the Center for East Asian and Pacific Studies in 1964. The Center for African Studies was established in 1970, and the Center for South Asian and Middle Eastern Studies in 1983.

The Program in Arms Control & Disarmament was established in 1978 amid global movements against nuclear arms and state efforts at arms control. The focus on global themes over geographic areas gained ground with the focus on international aspects of women and development reflected in the 1980 creation of the Women and Gender in Global Perspectives Program. In 1998 the European Union Center was established. Most recently, the Center for Global Studies was created in 2003, and the Lemann Center for Brazilian Studies was created in 2009.

The timing of the creation of these centers reflects ways in which the University of Illinois has been marked by world events, from the Cold War and conflicts in Southeast Asia to the decolonization of Africa and South Asia. The end of the Cold War raised doubts about the future of area studies. Yet the built capacity in area studies continued to be essential for students and faculty in fields like History, where

national and regional contexts play an important role in shaping the ways we ask questions and develop them.

One example is the role of language study fellowships, which give graduate students the ability to develop skills and conduct research outside of the United States. Much or all of that research is conducted in languages other than English. In many cases, students only develop their language skills when they enter their program of study. Our students have fellowship opportunities to study Arabic, Bosnian, Bulgarian, Chinese, Czech, Georgian, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Quechua, Russian, Serbian, Spanish, Swahili, Swedish, Turkish, Ukrainian, Wolof, and Yiddish.

Area studies not only remained important for the ways it supported study in fields like History. It also serves as a space for convening critical perspectives on a changing world. At the moment of this writing, protests in Chile and Hong Kong put public pressure on authoritarian political projects in those countries. Ethnic nationalism is resurgent in much of the world. There are renewed tensions around one of the oldest and most significant human experiences: migration. History brings perspective and analytical tools to understanding these experiences. While area studies places History in dialogue with other disciplines.

Let's circle back to the opening question: what is the role of international research and collaboration in a twenty-first century public university? Take the U of I as an example. It is an institution both shaped by its world and in meaningful dialogue with it. Over the last century it has built a remarkable capacity in teaching and scholarship that is seated both in world areas and which cuts across them to understand transnational themes. What is unique in a university like ours is the breadth of possibilities for engaging with the world. There is no single approach that dominates, and no part of the world that we neglect. That breadth is an incredible resource for students, who can follow almost any path in engaging with their world. And it places within a public institution the capacity to interpret and respond to changes in our world, however familiar or unpredictable they may be.



The Mellon-IPRH Environmental Humanities Initiative

by ROBERT MORRISSEY

Over the past two years, I have been fortunate to direct an initiative in Environmental Humanities at the Illinois Program for Research in the Humanities. Part of a larger grant from the Mellon Foundation titled “Emerging Areas in the Humanities,” this has been a unique opportunity. The grant funds eight researchers—myself, two postdoctoral fellows, two Ph.D. students, and three undergraduate interns—with the ambition to conduct intergenerational, interdisciplinary collaborative research work in the humanities. The grant also challenges us to pilot new undergraduate courses on campus with the goal of creating a new undergraduate certificate in Environmental Humanities. The whole initiative has been a wonderful experience, allowing us to explore this emerging field and to increase its presence on our campus.

We spent the academic year 2018–19 advancing several key goals of our initiative: public programming, interdisciplinary collaboration, individual research, undergraduate research, curriculum, and community-building. Last fall, we settled on a theme for our collaboration after doing some field work and thinking in broad terms about the landscape in which we are situated in East Central Illinois. Reading the nineteenth-century science fiction novel *Flatland* by Edwin Abbott provided a launching off point for a group study organized around the theme of flatness. As we began to articulate to one another, *flatness* worked as an organizational center of gravity both in its literal sense, as a descriptor of the literal shape of the landscape of our region, as well as in a figurative sense, as a commonly-deployed analytic in humanistic discourse (e.g. when humanists talk about themes or subjects being “flattened” or deprived of complexity).

Our work inspired us to start planning an online publication, which we have entitled: Flatland: New Directions in Environmental Humanities. As of this writing, we have completed and edited our nine essays, and we have hired a graphic design student to lay out our essays and visual material into a coherent, though minimalist, self-standing website. This will be a lasting monument to the work we have done and the attempt we have made at collaboration.

This Flatland web publication is a useful discussion piece as we move into year two, for which our theme is Experimental Environments. The idea is to explore the notion of “experiment” as a mode of knowledge production in humanities (particularly environmental humanities), building on the observation that many programs in this area have adopted language and discourse about “experiment,” “laboratory,” and “observatory,” and have sometimes adopted (as in the case of our own initiative, with its mixture of postdocs, pre-docs, and undergraduate interns) a model that borrowed from natural science “labs.” We are also exploring the politics of experimental science and the contribution humanistic work plays towards understanding experiments, labs, and other sites of knowledge production. In this context, our “flatland” publication thus becomes an artifact of our own experimentalism, and a case study in the strengths and limitations involved in the experiment that we conducted in year one.

We have hosted exciting guests over the course of the initiative, including Jenny Price, Joni Adamson, Ben Johnson, Myron Dewey, Aaron Sachs, Gregg Mitman, Paul Sutter, Kate Brown, and many others. We have launched new courses, including Wilderness in U.S. Culture, The Politics of Nature, American Wastelands. We have hosted undergrad research symposia and many conversations about the role of humanistic research in addressing environmental problems. It has been an exciting program, and one that I hope will leave a lasting legacy on our campus.



Keith Hitchins

When I came to the U of I almost twenty years ago, there were three things that attracted me: the library (reputedly the best in my field, competing only with the Library of Congress and Harvard); the Russian and East European Center (nowadays called REEEC); and most of all Keith Hitchins. For me this was the holy position, joining a legend in my field and creating a vibrant graduate program. Looking at our graduate students today, I think we have succeeded. Not only are they some of the best, but they are filling positions around the country and abroad.

So, let me start with my lament. Not only are we losing a giant in the field who has taught and has been serving the university for fifty-two years and has been a shining example of collegiality; we are losing a field which has had an august presence for half a century. The torch will flicker for another couple of years when I retire and then Eastern Europe, the Balkans, the Ottoman Empire, and Central Asia will be gone. This is not a tragedy, but it is a pity. As a leading colleague mused, all of this can be covered by someone teaching the area between Germany and China.

But this is what happens when a university becomes a corporation, when it turns a research department into a service unit of the College of Liberal Arts & Sciences and when scholars become CEOs. Luckily, East European studies are well and alive both in Europe and China (three of our former graduate students teach in London, Birmingham, and Groningen). There are a few centers in this country which cherish their tradition, and not only the Ivy League, but also Michigan, Indiana, Pittsburgh, Ohio State, Rochester, and UCLA (to mention but the biggest); in the last five (save Michigan) it is our graduate students who are the leaders. But enough with laments. We are here to celebrate.

When I came here, I did not know Keith personally, but I had read his books and had prepared my lectures on Balkan history based on them. I thought of him as the best Balkan scholar in the United States alongside the late and dearly loved Peter Sugar. A few years ago, I was presenting a promotion case and referred to my colleague as “a historian’s historian.” This to me was a compliment, but I was admonished that it is not the case in American academia. James Joyce is a writers’ writer; so is Marcel Proust. Dan Brown and John Grisham are not. For me this continues to be a compliment, and I would say that Keith is “a historian’s historian.” I wish him to continue making historians happy. I know that even at the tender age of eighty-eight, he is working on two books. I would continue with my unconventional compliments. For me the litmus test for a good historian are the footnotes. You start with them and it is clear not only how solid the edifice is but also whether the author has read them or compiled them (or asked a graduate student to compile them) for the sake of academic appearances. Keith’s footnotes are impeccable; you can learn a lot from them about the topic and you witness perfectionism at work.

It is probably redundant to speak about Keith as a human being, since this is the first thing that comes to mind. His readiness to help, his tact, his gentleness are proverbial, but let me just share a personal story. Many years ago, my sister-in-law was accompanying my brother at a conference to the Vryonis Center in California. A trip was organized to the famous California wineries, but it was unseasonably cold, and she had only summer clothes. All of a sudden, she told me, a dashing professor with the most beautiful blue eyes took off his jacket and wrapped her in it. The handsome gentleman was of course Keith.

Of the many wonderful sides of Keith as a scholar and a person, I would like to emphasize one that constantly impresses me and serves as an example: his unquenchable intellectual curiosity and thirst for new knowledge. If you were to meet Keith for coffee (very



Maria Todorova, Keith Hitchins, Carol Symes

*“I would say that Keith is
‘a historian’s historian.’”*

—Maria Todorova

early in the morning), he would have a grammar in his hand and refresh his Kurdish, Persian, and so on. Last I met him it was Georgian. His knowledge of languages is staggering. In his own modest and conservative estimation, his reading knowledge covers Romanian, French, German, Russian, Hungarian, Bulgarian, Spanish, Serbo-Croatian, Slovak, Modern Greek, Turkish, Kurdish, Tadjik, Persian, Kazakh, Uzbek, Azerbaijani, Georgian and Arabic. So, I would like to salute him with a “Felicitări” (his almost native language, Romanian) and “Честито” (my own native language, Bulgarian) in two languages that are not on the list: one from the Balkans and one from the Caucasus: përgëzime (Albanian) and շնորհավորանքներ (shenor-havoran-k’ner, Armenian).

—Maria Todorova



“I have benefitted from Dorothee’s counsel since the year I arrived on campus.”

—Professor Kristin Hoganson

Dorothee Schneider

On a warm, spring evening in Urbana, with light breezes rustling the trees, the history department gathered with food and drink to celebrate and honor our colleagues, Dorothee Schneider and Harry Liebersohn, as they reached a new milestone in their lives. We don’t give gold watches, instead, we share stories. This is our tradition at the time of retirement. Kristin Hoganson and I gave the evening’s remarks honoring Dorothee Schneider.

Students and colleagues deeply value Professor Dorothee Schneider’s friendship and her mentoring. Faculty recounted memories of dinner parties, potlucks, and a party under flowering crabapple trees celebrating the publication of Dorothee’s first book. “During my first years here,” Professor Kathy Oberdeck recalls, “Dorothee and Harry welcomed my husband and me into the fold with homey dinners that were humanly and intellectually satisfying.” Years of “lighthearted games of badminton in the backyard” followed.

“I have benefitted from Dorothee’s counsel since the year I arrived on campus,” reports Professor Kristin Hoganson. “I recall with gratitude a lunch I had with Dorothee in which she gave me a full briefing on the department. Questions about parenting? Dorothee answered them. What about the best time to take a Fulbright? If it hadn’t been for Dorothee, I would have had a dark and dreary fall in Munich instead of a glorious spring. I am grateful to have had her as an ally.”

After earning her Ph.D. from the University of Munich in 1983, Schneider went on to edit the Samuel Gompers Papers at the University of Maryland, complete a postdoc at the Smithsonian Museum of American History, and teach at Scripps College in Claremont California and Occidental College in Los Angeles, before landing at the University of Illinois in the Labor and Industrial Relations and History departments. She subsequently taught for several years at Eastern Illinois University, and held a prestigious fellowship at the Shelby Cullom Davis Center at Princeton University, before returning to the University of Illinois for posts in Sociology, the Campus Honors Program, Women and Gender in Global Perspectives, and blessedly for us, History yet again since 2001. Stints abroad include a Professeur Invité at the École des hautes études Paris and a Fulbright Lecturer at the University of Leipzig.

Schneider has amassed a record of remarkable scholarly achievement. In addition to numerous articles, she has published three books: *Trade Unions and Community: The German Working Class in New York City, 1870–1900* (University of Illinois, 1994), *My Life in Germany before and after January 30, 1933: Refugee Memoirs and Experiences* (2001 with Harry Liebersohn), and *Crossing Borders: Migration and Citizenship in the Twentieth Century United States* (Harvard, 2011).

Colleagues from across the country describe her as a “prodigious researcher,” “original thinker,” and an “engaging and generous colleague.” In many ways, they note, her thinking has been ahead of the field: her first book, for example, was written with a distinctively

transnational analytical sensibility, before scholars became enthralled with the concept. They have praised her for bridging the historiographic and generational gap between European immigration history and Asian American and Latinx history.

Professor Emerita Elizabeth Pleck lauds Schneider's accomplishments as a scholar (in addition to her talents as a knitter and gardener). In Dorothee's work, Pleck point out, "immigration is also the history of the Border Patrol, refugees, and deportees. Dorothee reminds us of the perennial conflict between state authorities and immigrants resisting them." In today's world, Pleck remarks, this is "required reading."

Woven through Professor Schneider's career is a commitment to the wider enterprise. We see this in the central part she played in the history department's women's faculty caucus and in the leadership roles she has held in the Social Science History Association and the Immigration and Ethnic History Society.

Most profoundly, Dorothee built a union. Five years ago, she and several colleagues began working with the American Federation of Teachers to see if they could organize a union of lecturers, instructors, and other non-tenured faculty. As Dorothee reports, hundreds were ready, but they were also scared. Eventually, people signed up and filed for union recognition. The University—as it tends to do—fought the union. The administration sued all the way to the Illinois Supreme Court, where the union won.

"Nearly two years and two strikes later, we ratified our first contract in May of 2016," Dorothee reports. "My colleagues and I made this history ourselves. Our historic win did not eliminate all the work-related problems among our ranks, but we made a serious dent and continue to push for a better future for ourselves in contract negotiations and organizing."

Dorothee has touched the lives of thousands of students in her courses on immigration, citizenship, gender, and the family. For 1990s alum Liesl Miller Orenic, Dorothee modeled how to be "an academic and an activist ... and how to balance professorship and parenting." Thirty years later, a freshman in 2019 reported how happy she was to have taken a class with Professor Schneider—and to have braved the library stacks as a result.

The memories shared that evening included the painful and the joyful. Hugs were plentiful. The History Department thanks Dorothee Schneider for her many years of kindness, collegiality, teaching, and service to the University, the department, our students, and to us as individuals. We wish you the best in your retirement. We will miss you.

—Leslie J. Reagan

Harry Liebersohn

Distinguished by his productivity, the originality of his thinking, the repeated invention of his intellectual self, and the sheer eloquence of his writing, Harry Liebersohn stands out as one of the great scholars at the U of I. A student of Princeton's Carl Schorske, who directed his 1979 dissertation, Harry arrived at Illinois in 1990, after the retirement of J. Alden Nichols. For an extraordinary generation, Harry impressed his undergraduate students, mentored a series of brilliant and iconoclastic graduate students from Brent Maner to Zachary Riebeling, and forged hugely profitably intellectual relationships with his colleagues. A master of the solo book project, Harry also sustained the team in intellectual and cultural history.

One after the other, each beautiful, illuminating, and even glamorous, but each one also different from the others—Harry's books, his contributions to the world. In his first book, *Religion and Industrial Society* (American Philosophical Society, 1986), Liebersohn examined the important scholarly group, the "Protestant Social Congress" which not only identified and embellished the idea of the "social question" in late nineteenth-century Germany, laying the foundations for the German sociological tradition of Max Weber and



his followers, but also sought the elusive “third way” between capitalism and socialism, making it symptomatic of the quandaries of German political culture in the years before 1914. Max Weber always remained on the tip of Harry’s academic tongue. Harry really established himself with the award-winning *Fate and Utopia* (MIT, 1988), which took as its subject the melancholy embrace of modernity which characterized German sociology in its early years and established sociologists such as Max Weber and Georg Simmel as foundational twentieth-century thinkers. Thereafter, Harry took a slightly “American” turn and moved back to the early nineteenth century by investigating the ways in which noble European travelers such as Chateaubriand saw their own dying caste in the figure of the American Indian (*Aristocratic Encounters* [Cambridge University Press, 1998]). These travelers were early and sympathetic ethnographers, but more than that they explored the existential dilemmas of modernization, colonization, and settlement as much in Europe as in the United States. Harry remained committed to exploring the wells and springs of the dilemmas of modernity and what it means to be a social agent in our world.

Harry’s fourth book, *The Traveler’s World* (Harvard University Press, 2006) is a gorgeously crafted book—a piece of perfectly fitted furniture put together without nails or screws. Here Harry emerges as the master craftsmen. This “world” examines the entanglement of science and empire in the Pacific Ocean at the turn of the nineteenth century. Harry shows travelers as self-reflective, but not always effective protagonists in the reconstruction of political theory and cultural understanding at a crucial moment of globalization. And as in *Aristocratic Encounters*, Liebersohn indicates how non-Western actors shaped Western thinking. Suddenly we see how Tahiti and Hawaii belonged at the very center of a newly considered world.

The outmoded or sidelined, but never forgotten world of gift-giving became a major theme in twentieth-century anthropology, which came to recognize the different bases of social legitimacy. This is the subject of Harry’s work of intellectual excavation, *The Return of the Gift* (Cambridge University Press, 2011), in which he regards the “European history of a global idea.” It traces the fortunes of the

“What I most remember about Harry is two interrelated things: we exchanged ideas over lunch at Timpone’s on a regular basis. . . . And I remember the exchanges that Harry and I had in the informal ‘German Colloquium’ we conducted with our graduate students for almost thirty years.”

—Peter Fritzsche

gift handed from Hobbes to Marcel Mauss. In his most recent book, Harry investigates *Music and the New Global Culture: From the Great Exhibitions to the New Jazz Age* (University of Chicago, 2019) through music’s “widening horizons” at the end of the nineteenth and the beginning of the twentieth centuries. Non-western music entered and altered the Western musical canon in the shadow of European imperialism; at the same time, Western instruments and performances moved across the globe as commodities while Western musicologists archived newly recognized global traditions. Music lent itself as a commodity and as popular culture and thus is a key site to examine globalization.

Throughout his career, Harry has been an enviably innovative thinker; with each book he has pushed against the boundaries of his field. These contributions have been widely recognized. Before his appointment as professor at the Center for Advanced Study at the University of Illinois, Harry was nominated as a guest fellow in the American Academy in Berlin, the Max Planck Institute for the History of Science, also in Berlin, and the Wissenschaftskolleg zu Berlin. Berlin, Germany, shaped Harry without delimiting him. The capstone to this distinguished career was the Humboldt Research Prize (2017) awarded to only the most prominent foreign scholars; following in the footsteps of Humboldt himself, Harry was a truly deserving recipient of this great honor.

What I most remember about Harry is two interrelated things: we exchanged ideas over lunch at Timpone’s on a regular basis, sometimes talking about the table of contents of his next book, sometimes talking about mine. And I remember the exchanges that Harry and I had in the informal “German Colloquium” we conducted with our graduate students for almost thirty years. These were prompted by the intellectual work of our students and off we went dashing into the insights they had provided, riffing off each other without becoming intellectual bedmates. We were close enough and sufficiently distant in our perspectives to create sometimes wild but always productive conversations which no longer echo in Gregory Hall. Harry turned many pages of history with his books, and now we must turn another with his retirement in 2019. Good-bye, *Tschüss*, and good luck, *mazel tov*.

—Peter Fritzsche

Kristin Hoganson named Stanley S. Stroup Professor of United States History

Kristin Hoganson, a professor of history who has been at Illinois since 2000, has been named the Stanley S. Stroup Professor of United States History. The endowed position was made possible by Stanley Stroup (B.A., '66, History), who retired in 2004 as Executive Vice President and General Counsel of Wells Fargo Company. After attending Illinois, Stroup earned a law degree at the University of Michigan in 1969 before moving on to become general counsel of Norwest Corporation, which merged with Wells Fargo in 1998. Excerpts of Hoganson's and Stroup's remarks are printed below.

Knowing how hard you work and how packed your schedules are, I appreciate your taking the time to celebrate the commitment of Stanley S. Stroup and his late wife Sylvia to the University of Illinois and to recognize what their support will mean for me, my students, and the History Department. But as a historian, before speaking about the future, I'd like to acknowledge some of the debts that I have accrued over the years.

The History Department at Illinois has made me the historian I am today. Our hardworking office staff—and especially Tom Bedwell, who has been the heart of the History Department for nearly my entire time at Illinois—enables everything we do, with the utmost professionalism, dedication, patience, and grace. The unsurpassed library staff at U of I has also provided foundational support.

My colleagues at Illinois drew me into global history and postcolonial studies; their expertise in African American, Native American, Asian American, and Latinx History and the histories of medicine, the military, labor, U.S. politics, the Midwest, local histories of global capital, and various parts of the world, has made me a better teacher and scholar.

Now that I'm starting to knock on doors with questions about environmental history, I remain as appreciative as I was at the start of your knowledge, generosity, collegiality, and commitment to advancing historical understanding. I could not ask for a better, more stimulating group of colleagues, and I feel fortunate and proud to be part of the Illinois History Department.

As everyone who has sat around the wooden conference table in 300C for a dissertation or senior thesis defense well knows, one of the greatest joys of our professional lives is shepherding students through a research project, helping them to discover something new. I will remember today for the rest of my life as a high point of my career. But I will also remember the making of this day, and especially the lively pre-defenses and class discussions in which the collective effort to wrestle with a problem leads ultimately to a greater understanding. I live for these eureka moments and am so grateful for the students who make them happen. I am especially gratified to see some of my students here today: you make my job the best one in the world.

continued on next page

A lot of history has happened since my time at Illinois, but some things are timeless. Lincoln and Gregory Halls are pretty much as I remember them. And even now when I walk through the hallways, I have that old feeling that I am about to take an exam for which I am woefully unprepared.

Endowing a history professorship is partial payment of a debt of gratitude I owe for all the University of Illinois, and, in particular the History Department, have given me. Here I learned to think critically, to evaluate evidence, and to write effectively. Here I learned from great teachers. I particularly remember Professor Norman Graebner who concentrated on United States diplomatic history and who supervised my senior thesis. I learned more about writing from Professor Graebner than from any other of my many mentors. I also remember Professor Harold Hyman who specialized in United States constitutional history and came to Illinois, in part, because of his regard for the great historian and Illinois Professor James Garfield Randall. Tradition plays an important part in history, and in history departments.

By endowing a professorship in history, I hope that I am playing a small part in building on the great tradition of history scholarship and teaching at the University of Illinois.

Over the course of the last several months I have come to know Professor Kristin Hoganson and her work. Professor Hoganson, I am delighted that you are the first Stanley S. Stroup Professor of United States History at the University of Illinois. I look forward to getting to know you better and to your continuing contributions to scholarship in United States history.

Thank you all for joining in the celebration of this special occasion.

—Stanley S. Stroup



Kristin Hoganson and Stanley Stroup

My greatest gratitude on this celebratory day is to Stanley S. Stroup. I am greatly honored to be the inaugural holder of a chair that bears your name. It is a signal distinction that I will do my best to live up to in the years ahead.

Endowed positions are great enablers. Thanks to your generosity, I have been able to hire several undergraduate research assistants, who have not only helped me by tracking down leads but have also developed their research skills.

I have also been able to offer a recruiting bonus to an outstanding first-year Ph.D. student and to provide my graduate students with funds that can help cover research and conference travel. Your support is already advancing research on the U.S. military presence in Okinawa, the origins of the Caribbean cruise industry, competition over salmon fisheries in the Bering Sea, the settler colonial origins of U.S. anti-communism, and Japanese rice production along the Gulf Coast.

Moving forward, your support will enable programming initiatives such as speakers and conferences and it will significantly advance my own research. Throughout my career, I have been driven by a desire to understand how the United States has positioned itself in the world. How has it shaped and been shaped by the larger global context? This question has taken me from foreign policy formulation, to globavore consumption (that is, to the demand side of global trade), to nationalist mythologies and commodity production. My next book is still taking form, but spurred on by concerns about water security in the face of environmental change and unsustainable human practices, I would like to write a history of the Great Lakes that explores border creation and crossings. I am grateful for the material support that will speed this work and enable me to cast both wider and deeper research nets.

I am keenly aware that being the inaugural Stanley S. Stroup chair is a responsibility as well as a privilege. This position is an investment in public higher education, evidence-based reasoning, and the value of a long-term perspective for the pressing issues of our time. This position will long outlast me, and indeed, all of us who are present today, continuing to advance our core commitments over generations. Thank you for your support for your alma mater and its ongoing mission.

—Kristin Hoganson

Faculty Promotion

Ikuko Asaka, Associate Professor of History

Pacific history; nineteenth-century U.S. empire; overseas expansion; racialized geography and labor; gender and sexuality.

Awards and Honors

During this past year, **Antoinette Burton** was appointed to the Swanlund Chair, among the most distinguished honors on the U of I campus. **Carol Symes** was honored with the Kindrick–CARA Award for Outstanding Service by the Medieval Academy of America. **Maria Todorova** received a fellowship from the Remarque Institute of New York University. **Marsha E. Barrett** was named a U of I Lincoln Excellence Scholar for outstanding research and teaching.

Claudia Brosseder received a fellowship from the IPRH for her new book project, “Redefining Andean Religion: Andean Self-Christianization in the Colonial Norte Chico Region of Peru (Fifteenth to Seventeenth Centuries).” **Tamara Chaplin** won a New Horizons Summer Fellowship from the IPRH. **Tamara Chaplin** and **John Randolph** were awarded Training in Digital Humanities Fellowships from the IPRH.

Kristin Hoganson’s book, *The Heartland: An American History*, won the Charles Redd Center–Phi Alpha Theta Book Award for the best book in Western American history, and it was also selected as an NPR’s best book of 2019 in six separate categories. **Poshek Fu’s** article, “More than Just Entertaining: Cinematic Containment and Asia’s Cold War in Hong Kong, 1949–1959,” published in *Modern Chinese Literature and Culture*, received the Outstanding Paper Award by the Academy of Hong Kong Studies in the field of Language, Literature, and Arts.

The LAS Awards Committee has chosen **Tom Bedwell** as a recipient of the LAS Staff Award.

Congratulations, everyone!

Visiting Faculty

Philip Dwyer spent the fall semester as a Distinguished Visiting Fulbright Professor of History at the U of I. Dwyer, Professor of History at the University of Newcastle, is undoubtedly the most distinguished

biographer of Napoleon Bonaparte in the English-speaking world today. His prize-winning three-volume biography of the French dictator, published by Yale University Press between 2006 and 2012, along with a clutch of scholarly articles on collateral subjects, has earned Dwyer this position. Having earned an international reputation as a Europeanist historian concentrating on the late eighteenth and early nineteenth centuries, Dwyer has more recently turned to an emerging field of scholarship that has urgent contemporary implications: the history of violence. In 2012, Professor Dwyer founded the Centre for the History of Violence at the University of Newcastle.

Dwyer offered a special seminar to U of I graduate students and faculty on a volume of essays he edited with our recently retired colleague Mark Micale. *On Violence in History*, to be published by Berghahn Books in 2020, initially appeared as a special issue of *Historical Reflections/ Réflexions Historiques* (2018) and it explicitly addresses the thesis advanced by the Harvard psychologist Steven Pinker in *The Better Angels of Our Nature* (2011), which he has since reiterated in *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress* (2018). The special seminar discussed the practicalities of writing about violence in history in the wake of Pinker’s thesis.



Friends, Family, and Colleagues Honor the Legacy of Winton Solberg (1922–2019)

by MARSHA BARRETT

On October 4, family and friends gathered to celebrate Winton Udell Solberg, Professor Emeritus of History, at the Levis Faculty Center. Solberg, who joined the Illinois faculty in 1961, died on July 10, 2019, in Urbana, IL. Attendees reflected on Solberg's presence on campus as a leader, mentor, and tireless scholar. Professor Emeritus of History Jim Barrett shared his fond recollections of his former colleague: "I remember most Wint's dignified and rather formal manner. . . . Our political opinions and even our approaches to history could not have been more different from one another, but he was always extremely friendly and supportive toward me and my work." The standing room only audience was a testament to the tremendous contributions Solberg made to the Department of History, the University Archives, the University of Illinois Press, and generations of students.



Solberg, who was born on a farm near Aberdeen, SD in 1922, served in the army during World War II soon after graduating with honors from the University of South Dakota. His experiences in combat and, in particular, the year he spent as a member of the Army of Occupation in Germany sparked his interest in history. (Solberg recounted his experiences during the war in 2008 for the "Veterans Remember" project, which can be found online at the Abraham Lincoln Presidential Library and Museum website.) With support from the G. I. Bill Solberg earned his M.A. and Ph.D. in American History at Harvard University. While completing his doctoral work, he returned to military service during the Korean War as an instructor at West Point and continued his service as a lecturer at the Army Command General Staff School and

the Army War College. Solberg remained active in the Army Reserves until his retirement in 1982 at the rank of lieutenant colonel. Before joining the Department of History at Illinois, Solberg taught at Yale University and Macalester College in St. Paul, MN.

While his military career was long, Solberg will be remembered for his work as an intellectual and cultural historian that spanned the breadth of United States history and included works such as *Redeem the Time: The Puritan Sabbath in Early America* (1977) and *Cotton Mather, the Christian Philosopher, and the Classics* (1987). In the mid-1960s, Solberg was selected to write the history of the University of Illinois. As a result, he published a series of books on Illinois including: *The University of Illinois, 1867–1894: An Intellectual and Cultural History* (1968); *The University of Illinois, 1894–1904: The Shaping of the University* (2000); and *Creating the Big Ten: Courage, Corruption, and Commercialism* (2018). Solberg's most recent book on the U of I's role in Arctic exploration, *Arctic Mirage: The 1913–1920 Expedition in Search of Crocker Island* (McFarland), was published posthumously in October 2019. Solberg's friend and formal doctoral student, Professor David Hoeveler, is completing the manuscript for the final work in Solberg's series on the history of the U of I, which will be published by the University of Illinois Press. In 2017, Solberg received the Chancellor's Medallion, the highest honor awarded on campus, for his research and writing on the history of the University of Illinois.

During his time in History, Solberg held many leadership roles including department chair, senator and secretary of the University Senates Conference, vice president of the American Association of University Professors (AAUP), and president of the Urbana chapter of the AAUP. Solberg also taught in numerous locations around the world such as Bologna, Italy, as a Fulbright Scholar, Moscow, Calcutta, India, and Kobe, Japan. While Solberg retired from the Department of History in 1991, he remained a regular presence on campus. He worked in a study in the Illinois

Walter L. Arnstein (1930–2019)

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— Professor Emeritus of History
Jim Barrett

Main Library until he was ninety-six. Solberg married Constance Walton, his wife of fifty-three years, in 1952. He is predeceased by Constance and his two brothers Elmo and Lincoln. He is survived by three children, Gail of Florence, Italy; Andrew of Washington, D.C.; and Kristin of Urbana, IL; as well as eight grandchildren.

The Solberg family has established the Winton U. Solberg Scholarship Fund (#776121), which benefits graduate and undergraduate students focusing their studies in U.S. History.

The generous gift of Solberg’s children, Gail, Andrew, and Kristin, and grandchildren will provide essential support to students in the Department of History who are pursuing research projects within the field of U.S. History. This fund serves as a fitting tribute to Solberg’s commitment to mentorship of students at all levels, but in particular, for graduate students pursuing doctoral degrees in American history.

Walter L. Arnstein, 89, died peacefully at home on October 6, 2019, from complications due to multiple myeloma and brain cancers. His wife and daughter were at his side.

Dr. Arnstein became fondly known to decades of U of I history students as a founder and frequent host of the British History Association (BHA). Inspiration for this unique and popular off-campus organization came partly from a less ambitious organization at the University of Chicago and partly from the movie *Goodbye, Mr. Chips* (1939), in which a teacher grows to become beloved by generations of students. BHA meetings included student-prepared meals, visiting lecturers, and, in the summer, dignified games of volleyball. In retirement, Dr. Arnstein and his wife continued to host numerous reunions of BHA alumni from all over the United States, along with their growing families.

Walter Arnstein was born in Stuttgart, Germany, on May 14, 1930. His family emigrated to the United States in 1939, and they became American citizens in 1944, at which time he chose his middle name of Leonard, in honor of composer Leonard Bernstein. He received his B.S.S. degree at the City College of New York (1951), magna cum laude, his M.A. at Columbia University (1954) and—after a Fulbright year at the University of London—his Ph.D. in history at Northwestern University (1961). Between 1951 and 1953, he served in the U.S. Army, going to Korea as an assistant battalion supply sergeant in an anti-aircraft battalion. In 1952, he married Charlotte Sutphen, an Ohioan, with whom he remained married for sixty-seven years.

Dr. Arnstein was a member of the Department of History at the U of I from 1968 to 1998, and he retired with the titles of Professor of History Emeritus and Jubilee Professor of the Liberal Arts and Sciences Emeritus. He won numerous awards for his teaching, and he also served as department chair and Director of Graduate Studies. He supervised twenty-five successfully defended Ph.D. dissertations in British history and taught British history at every level from the introductory survey to the doctoral seminar.

Over the course of his career, he also taught at Northwestern University, the University of Chicago, and Roosevelt University, where he rose to be Dean of the Graduate Division. He held visiting appointments as Fellow at both Cambridge University and University of Edinburgh, and he was also a Fellow of the Royal Historical Society. He served on the editorial boards of journals *The Historian*, *Albion and Victorian Studies*, the *Midwest Victorian Studies Association*, which in 1990 established an annual graduate student prize in his honor (The Arnstein Prize). He was one of the first presidents of the North American Conference on British Studies.

Dr. Arnstein was the author of eight books, including *Britain Yesterday and Today: 1830 to the Present*, a book that for over four decades introduced more American and Canadian college students to modern British history than any other textbook. Other books included *The Bradlaugh Case* (1965), *Protestant Versus Catholic in Mid-Victorian England* (1982) and *Queen Victoria* (2003). He was the author of more than forty-five journal articles and 170 book reviews. In 1973, he competed successfully for five days on the TV show “Jeopardy!”

He is survived by his wife, Charlotte; daughter, Sylvia; son, Peter (Judy Dworkin); sister, Laura Altschuler; two grandchildren, Katharine and Julianne (Ryan Galligan); and numerous nieces, nephews and cousins of whom he was very fond.

—Based on the obituary published in *The News Gazette*

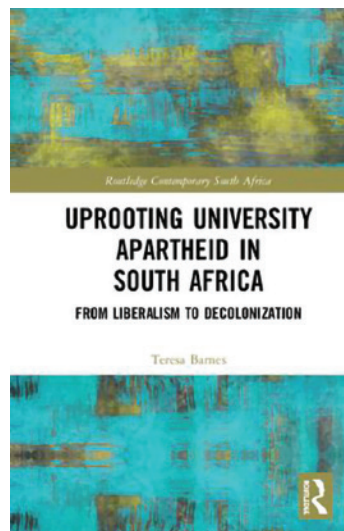
New Books by Faculty

by MATTHEW KLOPFENSTEIN

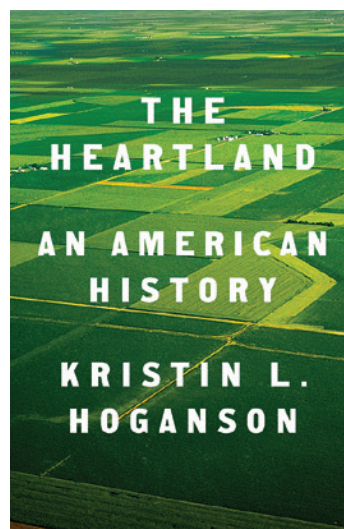
Teresa Barnes examines the complicated role played by South African universities in apartheid in her 2018 book *Uprooting University Apartheid in South Africa*. Barnes shows that universities played an important role in reproducing the legitimacy of South Africa's racial order and created apartheid-informed approaches to knowledge formation that have persisted and been contested in the post-apartheid era. Barnes offers a new understanding of South African liberalism, complicating histories that have seen South African liberals as largely opposed to apartheid. Focusing on Professor A. H. Murray, a prominent liberal at the University of Cape Town who played a major role in promoting apartheid in the university and public sphere, Barnes shows that South African liberalism played an important but overlooked role in promoting ideas and policies of white racial supremacy. Barnes examines the continuing impact of these developments on South Africa today, tying them to recent efforts by students and radical feminists to decolonize universities.

Kristin Hoganson's 2019 book *The Heartland: An American History* examines the idea that the rural Midwest represents the "heartland" of the United States. Hoganson demonstrates that the "heartland myth"—the idea that the Midwest is an isolated, inward-looking bastion of moral virtue and white conservatism—is a construction of post-World War II politics rather than historical reality. Hoganson demonstrates that the "heartland," far from being an insular region, has in fact been at the center of global economic connections and American imperial projects. Hoganson frames the histories of Native American displacement, white settlement, and commercial agriculture to reveal the Midwest as a borderland space crucial to national and international developments in the nineteenth and early twentieth centuries. From settler colonialism to the development of global agricultural markets, the Midwest has been a dynamic region that is deeply embedded in larger histories and processes. The "heartland myth," Hoganson shows, is a narrative that supports white nationalist visions of the United States and erases the complex history of the region.

Harry Liebersohn (Emeritus), in *Music and the New Global Culture: From the Great Exhibitions*



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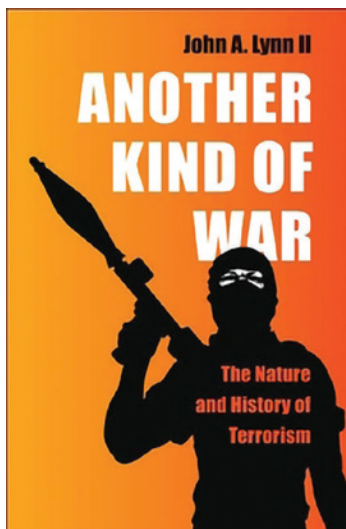
to the Jazz Age, sets out to show that a global musical culture is not simply the product of the past few decades but has a much deeper history going back to the end of the nineteenth century. Focusing on the encounter with new forms of music in Europe and North America, Liebersohn examines how a combination of important factors—from the British arts and crafts movement's interest in non-Western music, to the emergence of ethnomusicology as a discipline in Germany and the creation of recording music technology in the United States—combined to bring musical cultures around the world into contact during the decades of the late nineteenth and early twentieth centuries. Liebersohn reveals that music was a crucial form of cultural encounter and creative response to a



Focusing on the encounter with new forms of music in Europe and North America, Liebersohn examines how a combination of important factors combined to bring musical cultures around the world into contact during the decades of the late nineteenth and early twentieth centuries.

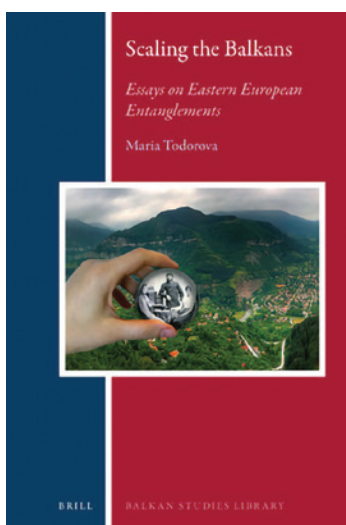
world shaped by imperial and commercial expansion that left deep impressions on Western societies and changed how music was heard and understood.

In *Another Kind of War: The Nature and History of Terrorism*, John Lynn (Emeritus) provides an “effort in civic education” aimed at students and those unfamiliar with terrorism. Lynn argues that understanding the tactics and goals of terrorism is crucial for citizens to appropriately assess dangers and avoid fearful reactions. Lynn traces terrorism across time and place, showing the wide variety of causes and techniques that have been employed historically. While groups like Al-Qaeda and the Islamic State have dominated media portrayals and public perceptions of terrorism, Lynn shows that terrorism has been embraced throughout history by states, militaries, drug traffickers, religious and secular groups, and political ideologies from the Left and Right. Beginning with the revolutions of 1848 in Europe and moving to the present day, Lynn underscores the ways in which terrorists are rational actors who seek to weaponized emotion and outrage to achieve their goals.



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Maria Todorova’s 2018 collection *Scaling the Balkans: Essays on Eastern European Entanglements* brings together thirty essays spanning several decades of scholarship. The essays engage with a wide range of historiographic and methodological approaches: modernism, backwardness, historical legacy, balkanism, post-colonialism and orientalism, nationalism, identity and alterity, society- and nation-building, historical demography and social structure, socialism and communism in memory, and historiography. Todorova demonstrates that the history of the Balkans is entangled in complex ways that have at times been obscured by narrower area studies approaches. *Scaling the Balkans* brings together a range of fields to show the interwoven connections between Balkan Studies, Ottoman Studies, East European Studies, and Habsburg and Russian Studies. Throughout, Todorova approaches the Balkans from global, regional, national, and micro-historical vantages to show the ways in which scales influence interpretations and conclusions. Scales, Todorova shows, are an important heuristic that help bring conceptual and theoretical clarity to the work of historians.



Todorova demonstrates that the history of the Balkans is entangled in complex ways that have at times been obscured by narrower area studies approaches.

The Notre Dame Cathedral Fire and its Aftermath

Last April, the world was shocked to see Notre Dame in flames. Carol Symes studies the medieval period when the cathedral was built, and Tamara Chaplin is an expert on modern France.

CAROL SYMES

What was significant about Notre Dame when it was constructed?

There has been a church on that site since the fifth or sixth century. The decision to build the current Gothic structure reflected the enormous growth of Paris to as many as 50,000 inhabitants by the twelfth century, and the ambitions of the French monarchy, competing for power and prestige. The cathedral was dedicated to Our Lady (Notre Dame), the Blessed Virgin Mother of Jesus. Christians had always venerated Mary, but promotion of her cult was very new at that time.

It was built between 1163 and 1267, and the structure was constantly updated. It stood through the Reformation and Wars of Religion, the French Revolution, the bombardment of Paris during the Franco-Prussian War, World War I, the Nazi Occupation, and modern neglect and degradation.

The fire underscored the extraordinary sophistication and durability of medieval masonry and structural engineering, nearly all of which survived. That is remarkable because the design maximized height and illumination, with relatively thin walls, pointed load-bearing arches, and few internal columns to impede the view.

The survival of the three thirteenth-century rose windows is incredible: these are enormous holes filled with delicate stone tracery and stained glass, yet they didn't explode or collapse in the heat. They are irreplaceable, since we no longer know how to replicate those techniques or those colors. What burned was the wooden roof and interior. Possibly some of the wooden beams were recycled from an earlier church on the site, and were at least 1,200 years old.

What was destroyed in the fire?

Some medieval statuary is intact, and many of the gargoyles, which date from the nineteenth century. Perhaps the most famous relic, the Crown of Thorns, survived, along with a fourteenth-century statue of the Virgin. The timing of the fire was tragic, because some treasures were removed before work on the roof began and were returned for display on Good Friday. Paintings and other artworks suffered significant damage from the heat and smoke.



For me, as a scholar of medieval liturgy and performance, perhaps the most terrible loss is the building's unique acoustics. It is not an exaggeration to say that music as we know it was invented in, and for, the resonant space of Notre Dame. Musicians at the cathedral school, inspired by the way that singing was amplified and manipulated by the soaring height of the building, began composing songs for multiple voices singing different melodic lines, which is called polyphony. They also invented our modern system of musical notation, which enabled them to capture those parallel lines of music and the exact length of each note, so that singers can stay in time with one another. To lose the very soundscape that inspired so much beauty and innovation—well, it is devastating.

Thousands of medievalists, from around the world, have petitioned President Emmanuel Macron to consult broadly and fully with experts in an array of fields before settling on a restoration plan.

TAMARA CHAPLIN

What is the present-day significance of Notre Dame?

Today, Notre Dame is regarded as the beating heart of France due to its enduring, highly visible presence at the very center of Paris. A marker on the pavement in front of its portal designates “Point Zero,” the geographic center from which all distances in France are measured.

Since the separation of church and state in 1905, Notre Dame has been owned by the government in the name of the French people—a fact that speaks to the ways in which the nation's worldview gradually transformed from religious to secular after the French Revolution. The cathedral is not only a Christian symbol, but a symbol of France.

A UNESCO World Heritage site, Notre Dame also embodies a global reverence for beauty, harmony, and the sacred. The intensity of the international response—shock, disbelief, despair—to the news of the fire testifies to its importance as an architectural, cultural, and artistic jewel.

While we grieve the damage, it is important to remember that Notre Dame is a living monument that has been desecrated, re-envisioned, and restored multiple times. The Gothic spire that toppled in the flames was a highly contested addition in the mid-1800s—as were the sculptures of the apostles that descended it. The sculptures, miraculously, had been removed as part of a renovation project.

President Macron promised to lead an effort to repair the cathedral. What motivated him, and what progress has been made?

This tragedy posed an opportunity for France's embattled president. Macron had been trying for months to calm the Yellow Vest protesters. He was about to give a speech to rally the nation in response to those protests when he was called to the conflagration. However, his impassioned pleas for unity in the aftermath of the fire failed to turn public opinion in his favor.



Fundraising for restoration of the cathedral had the potential to forge solidarity between France, Europe, and the world. In the past six months, French and international donors contributed more than fifteen percent of the funds required. Yet reconstruction remains a subject of dispute. The Senate rejected President Macron's “inventive reconstruction” in favor of rebuilding the cathedral exactly as it was—but that measure also failed to pass. Proposals to use old-growth wood also proved controversial, when fires are devastating the Amazon and threatening the climate.

The threat of contamination from over 400 tons of lead that melted in the fire has also slowed reconstruction. Decontamination and testing continue. A temporary nave housing some of the rescued holy relics in the adjoining Hotel-Dieu accommodates pilgrims. One thing that delighted Parisians was the survival of the honeybees housed in hives on Notre Dame's rooftop.

—Updated Illinois New Bureau story
by Craig Chamberlain

Germany Transformed under Nazis in 100 Days

On September 1, 2019, world leaders convened in Warsaw, Poland to commemorate the eightieth anniversary of the start of World War II in Europe when Germany invaded Poland. Peter Fritzsche, the W. D. and Sara E. Trowbridge Professor of History, in the days leading up to the ceremony, discussed the rise of Nazism and what it may reveal about the worldwide upsurge of authoritarianism today with Craig Chamberlain of the U of I News Bureau. Fritzsche explores the transformation of Germany after Adolf Hitler and the National Socialist Party's electoral success in 1933 in his forthcoming book, *Hitler's First Hundred Days: When Germans Embraced the Third Reich* (Basic).

The one hundred days in your title date from Nazi leader Adolf Hitler's appointment as the German chancellor in 1933, the result of a political deal. What do you find in those one hundred days that is so surprising?

What is surprising is the speed by which a very partisan and divided society, fragmented between left and right, between Social Democrats, Communists, and National Socialists (Nazis), between Catholics and Protestants, seemingly transformed itself – by terror from above and “conversion” from below – into a seemingly unified society recognized widely as a “people’s community.”

And how do you explain the transformation?

The Nazis represented themselves as a “third force,” neither left nor right, neither simply nationalist or only socialist, a force that would renew the nation and restore its future. They spoke in the future tense. Their violence appeared as a reckoning on the way to national redemption. The Nazis mobilized enormous hope and energy in the first one hundred days, tentatively at first, then decisively through “new days” of national celebration and thanksgiving, including May Day, traditionally a socialist day of protest. They promised to break with austerity economics and put the interests of ordinary Germans first.

You contrast Hitler's first one hundred days with U.S. President Franklin Roosevelt's first one hundred days, which overlapped in the depths of the Great Depression. What do you find striking in that comparison?

Roosevelt's one hundred days were an imaginative and improvised effort to restore confidence and put Americans back to

work through government legislation. They did not seek to destroy or cleanse the “system.” Hitler's one hundred days were to consolidate power around his party, which then spoke for the nation at large.

Roosevelt spoke in an inclusive voice, especially when he addressed Americans in fireside chats; Hitler divided Germans into friends and foes, and promised a final reckoning with enemies. Hitler and his conservative allies wanted to smash the Weimar Republic, not save the fiscal or economic ship of state.

We've seen a rise of authoritarianism worldwide, as we did in the 1930s, which has caused some to raise the specter of the German experience. Are there any universal lessons to learn?

There is a loss of faith today, as in the 1930s, with liberalism and liberal process and its inclusive multiethnic premise, and much more faith in the so-called “people,” a more homogeneously defined ethnic and religious whole. Back then, the idea of the “Volk” (people) was pitched against the republic or the “system”; today ethnic democracy is pitched against liberalism or the “system.” Then as now, there is deep mistrust of the austerity economics promoted by elite institutions. There is a regroupment of the idea of community.

However, liberal institutions have been far more durable and responsive in the 2010s than their European counterparts were in the 1930s. Issues such as economic austerity and immigration cannot become the sole property of illiberal actors. What is very different is that there is no organized, violent, paramilitary array of forces poised to clobber the left.

To put it somewhat bluntly: back then, fascism and Nazism attracted young people, students and intellectuals in a way that right-wing populism today simply does not. In Germany in 1933, the most National Socialist institution was the university.

The lessons: political actors must defend their opponents on questions of process and procedure. Extreme partisanship signals the illegitimacy of the constitutional system. If opponents are demonized as “others” and not recognized as citizens living in a complex and diverse society, new in-group solidarities will trample society in favor of a newly and more narrowly defined community that prioritizes what they want to hear over democratic process.

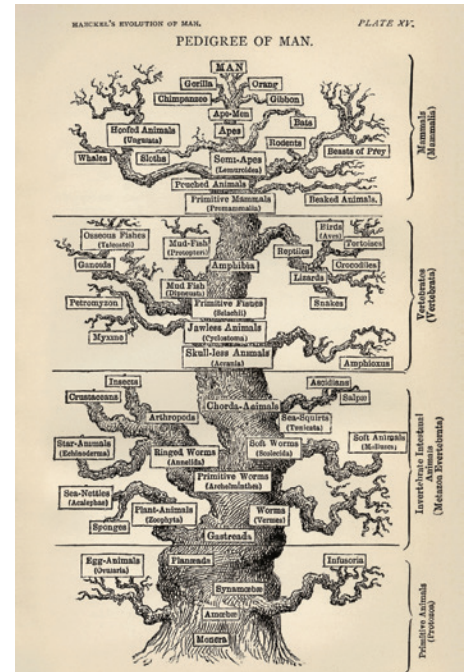
After 1933, Germany became far less diverse, religiously, politically, intellectually; the Nobel Prizes it used to win are now won by the United States, with its large emigré population. 1933 always stands as a choice.

Timely and Innovative Course

HIST 103: A History of Everything

by DAVID SEPKOSKI

We often think of history as describing only the activities of our species and covering only the past few thousand years. As geologists, astronomers, biologists, and anthropologists know, however, human history is just a small part of a much larger natural history that extends back nearly fourteen billion years—to the Big Bang—and includes events such as the formation of the solar system and the earth, the emergence and diversification of life, major geological upheavals and catastrophes, and broad cycles of climate and ecological change. While scientists in various disciplines use specialized tools and methods to analyze these phenomena, the events they describe all obey the same fundamental rules of history: events are contingent, and historical patterns are not predictable in advance. There is, in other words, no single way to study and narrate history, but all history forms a continuous narrative—from the birth of our universe to the events of yesterday. This course considers the entire sweep of this “Big History,” and challenges students to not only absorb its broad outlines, but to reflect on how each of our individual lives has been shaped by forces and chains of cause and effect extending across multiple scales of time and space.



History and Career Diversity at Illinois



by CAROL SYMES

In recent years, History at Illinois has been helping to pioneer a new movement within the American academy, driven by the recognition that trained historians can and should have intellectually fulfilling and impactful careers of many different kinds—within and beyond the university. Under the leadership of Antoinette Burton and my predecessor, Mark Steinberg, we have been participating in the American Historical Association’s Career Diversity program,

which is actively working “to expand the occupational presence” of historians and other humanists in the public sphere, by widening the employment options and horizons for scholars with Ph.D.s for our mutual benefit and for that of the country at large. Beginning this year, we are also one of a handful of history departments chosen for the American Association of Universities’ Ph.D. Education Initiative, whose goal is “to promote more student-centered doctoral education” and to ensure that diverse pathways for Ph.D. holders are “visible, valued, and viable.” Together with the Graduate College and colleagues in English, Mathematics, and Physics, we will join select departments from seven other member universities in a three-year series of activities designed to foster institutional changes and implement effective strategies for supporting students from diverse backgrounds, providing them with the resources to achieve their intellectual and professional goals.

Although this is certainly a practical and ethical response to the continuing constriction of the academic job market, it is also a proactive and positive measure driven by the indisputable fact that the world needs more trained historians who truly reflect the

The world needs more trained historians who truly reflect the diversity of their communities, and who can engage with a broad array of audiences and interlocutors.

diversity of their communities, and who can engage with a broad array of audiences and interlocutors. We can continue to prepare our students for tenure-track jobs and more traditional career paths while, at the same time, opening their eyes—and our own—to ways that their research methods, deep knowledge of a given field, problem-solving skills, teaching expertise, and talents as writers make them highly valuable professionals. Through graduate seminars, casual conversations, and (now) in my role as DGS, I am also acutely aware of how passionately our students want to make a difference in society; for many, their work as historians is a form of activism, on a continuum with the advancement of social and racial justice, political equality, and the health of our global environment. Embracing career diversity is another way of capturing and directing these powerful energies and ambitions, while creating opportunities for a new generation of historians.

These welcome developments have already been anticipated by our establishment of a joint M.A.–M.S. degree in History and Information Sciences. The iSchool at Illinois is the top-ranked program in library and information sciences in the United States, and it attracts students who go on to work in any field where data and information management are of crucial importance. Those who are attracted to this joint degree will practice the historian’s craft in museums, archives, national parks, rare book collections, universities, and throughout the public and private sectors. Having these students in our graduate seminars, as active

members of our program and Ph.D. cohorts, enriches our entire community. This December, our first ever joint degree will be awarded to Natalie Leoni, a former History major (class of 2014). Our incoming graduate cohort this fall included three new students, and we anticipate welcoming several more in 2020.

An emphasis on the worth and dignity of *any* career in which a history Ph.D. can be put to work is also, I anticipate, going to help us to address another important issue that has come to the fore: the

urgent need to remedy a crisis in the mental health of graduate students, across every academic discipline. The more diverse this population, the more we need to anticipate the range of challenges students face during the many years of working toward their degrees. By clearly conveying that historians are not expected to follow a single career path, that they are not in thrall to the vagaries of the academic job market, and that their life choices are not limited by what that job is and where it might take them, we are already taking a step in the right direction. But we must do even more to destigmatize discussions about mental health and work-life balance, among other topics. For this reason, it is especially important that the Graduate College is working ever more closely with Disability Resources and Educational Services, in recognition of the fact that some Ph.D. students, like many undergraduates, require and deserve adequate accommodations to safeguard their health and ensure their success.

When I was asked to consider taking on this position, I was frankly apprehensive about the weight of its responsibilities—precisely because mentoring students through the trajectory of the Ph.D. means being attentive to the development of the person, as well as the historian. Having worked through the first few months of the job, I have been heartened by the honesty and trust with which students have shared their concerns and suggestions, and by the advice and wisdom of my colleagues. I look forward to advancing the objectives and aspirations we all share.

Recent Ph.D.s Awarded

Benjamin Bamberger, “Mountains of Discontent: Georgian Alpinism and the Limits of Soviet Equality, 1923–1955.”

Marilia Correa Kuyumjian, “Unusual Suspects: Expelled Officers and Soldiers under Military Rule in Brazil, 1964–1985.”

Lydia Crafts, “Mining Bodies: U.S. Medical Experimentation in Guatemala during the Twentieth Century.”

Beth Eby, “Building Bodies, (Un)making Empire: Gender, Sport, and Colonialism in the United States, 1880–1930.”

Scott Harrison, “The State of Belonging: Gay and Lesbian Activism in the German Democratic Republic and Beyond, 1949–1989.”

Anca Mandru, “‘Socialism of Sentiment’: Culture, Progress, and Community in the Early Romanian Left, 1870–1914.”

John Marquez, “Freedom’s Edge: Enslaved People, Manumission, and the Law in the Eighteenth-Century South Atlantic World.”

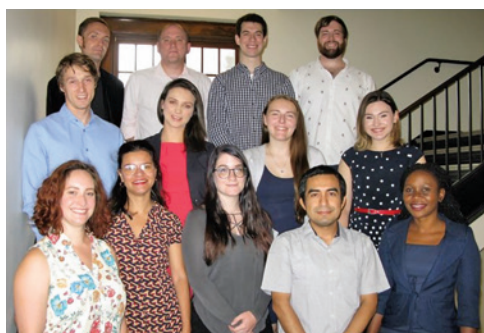
Christine Peralta, “Medical Modernity: Rethinking the Health Work of Filipina Women under Spanish and U.S. Colonial Rule, 1870–1948.”

Stefan Peychev, “The Nature of the Ottoman City: Water Management and Urban Space in Sofia, 1380s–1910s.”

Zachary Riebeling, “Wounds of the Past: Trauma and German Historical Thought After 1945.”

Robert Rouphail, “Essentially Cyclonic: Race, Gender, and Disaster in Modern Mauritius.”

Nathan Tye, “Making Homes on the Road: Transient Mobility, Domesticity, and Culture in the United States, 1870s–1930s.”



2019 Fall Incoming Grads

First Row (left to right): Bridgette Hammond, Alexandra Sundarsingh, Samantha Merritt, Marcos Alarcon Olivos, Ruth Mandala

Second Row (left to right): Samuel Froiland, Elizaveta Vostriakova, Chloe Parrella, Grace Moran

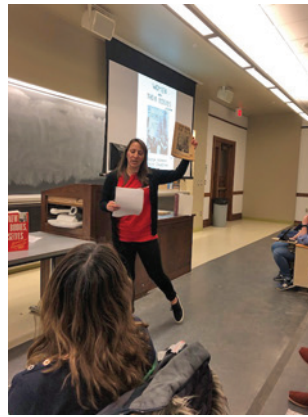
Third Row (left to right): Stanislav Khudzik, Michael Bradley, Eric Toups, Owen MacDonald

History Soapbox: Ten Books That Changed the World

by ANTOINETTE BURTON

For the past five years, faculty and students in History have taken to the podium to make their case for a book that changed the history of the world. The premise of the annual History Soapbox is that everyone has a book they think has been powerful enough, influential enough, that it has changed the world. So, in the spring we gather together to have a friendly, public debate about which ten books we think fit the bill. I say friendly, and it is. But it's also a competition: each participant has six minutes to go to bat for their title. They can use any props they have at their disposal—costumes, music, images—but the main feature is their rhetorical power. Can they persuade us that “their” book has had the most impact? On whom, for whom? When and where? The question of influence and the nature of historical change are as much at stake as any given book itself. And only one book can win.

The idea for this arose from a conference I attended on the global history of the book at Oxford in 2014. The organizers did something similar as part of the conference program and it was really lively and engaging. I myself had just co-edited a collection (*Ten Books that Shaped the British Empire*) so the number ten was at the forefront of my mind. Marc Hertzman was Director of Undergraduate Studies then and he was always looking for ways to help History students create community. We've used Phi Alpha Theta authors as judges, and they have a really difficult task choosing among the books and the performances.



*Can they
persuade
us that
“their”
book
has had
the most
impact?*

As you might imagine, the participants get very excited. There's lots of laughter and clapping and even some moderated booing. We've had Mark Steinberg doing an imitation of Leon Trotsky while making the case for More's *Utopia* and Courtney Joseph (Ph.D. 2017, now teaching at Lake Forest College) making a rousing argument for the autobiography of Assata Shakur. And the Phi Alpha Theta judges' decisions have not always been popular. Several faculty and graduate students (who shall remain nameless) felt they

were robbed of the title—and in some cases they have cause. The winner the first year was *The Justinian Law Codes* by Carol Symes; Zachary Riebeling (Ph.D. 2019 and now teaching at Southern Illinois) won last year with Giambattista Vico's *The New Science*. Competitors last year included *Our Bodies, Ourselves* (proposed by Ph.D. student Saniya Ghanoui) and Dr. Seuss' *Oh, The Places You'll Go* (proposed by undergraduate History major Taylor Mazique).

“In my experience, the Soapbox is one of our most successful events as a department and probably the only one that manages to bring together undergraduates, graduates and faculty aside from convocation,” said Stefan Djordjevic, Academic Advisor in History—and former Soapbox contestant (for *Rules of Association Football*). It's “one of the highlights of the department social calendar for me.”

Are you game?

Recent Ph.D. Employment and Postdocs

Michael Brinks, Adjunct Faculty, Cornerstone University

Marilia Correa Kuyumjian, Postdoc, University of Michigan

Lydia Crafts, Assistant Professor, Manhattan College

Beth Eby, Postdoc, University of Texas at Austin

Erica Fraser, Assistant Professor, Carleton University

Scott Harrison, Director of Liberal Studies and Assistant Vice President of Academic Affairs, Boston Architectural College

Ashley Howard, Assistant Professor, The University of Iowa

Annaliese Jacobs, Teaching Fellow, University of Birmingham

John Marquez, Postdoc, Center for Research on Race and Ethnicity in Society, Indiana University

Emily Pope-Obeda, Assistant Professor, Lehigh University

Zachary Riebeling, Assistant Research Professor, Southern Illinois University at Edwardsville

Devin Smart, Assistant Professor, West Virginia University

Nathan Tye, Assistant Professor, University of Nebraska at Kearney

YUKI TAKAUCHI: *Hot Days in Okinawa*

My year in Okinawa was full of surprise and discovery both inside and outside of the archives. I did my archival research on the history of the American occupation of Okinawa (1945–72), mostly at the Okinawa Prefectural Archives. The archives preserve not only Okinawan/Japanese sources but also copies of American sources from the occupation period from various national archives in the United States. In the archives, I kept thinking about Anjali Arondekar's words about the visibility of sexuality in colonial archives. She argues that we have to critically ask how sexuality is made visible in colonial archives, instead of fetishizing it as something that is lost or hidden and needs to "come out." She makes a great



point, but I could not help but wonder what such an approach entails in the actual practice of archival work. However, as much as it was a challenge, asking this question allowed me to approach archival materials more productively. Instead of trying to "discover" something explicitly sexual or queer (and skipping all the other files in between), I asked how the material in front of me, seemingly unrelated to my project, could also tell a story about sexuality. By the end of the research year, I realized that I had many findings from unexpected places—from the history of the family

registry system to the widespread black-marketing of guns and narcotics—to help my project of "queering" our understanding about the relationships between occupier and occupied.

2018 was a politically crucial year for Okinawa: the Japanese government started landfill work to build a new US Marine base in Henoko Bay. The plan had been there since 1995, but the Okinawan people's protests had stopped the start of construction until recently. In response to the Japanese government's horrible actions, the Okinawan people elected Denny Tamaki, a new governor who opposes the construction of a new military base like his predecessor, Takeshi Onaga. The win for an anti-base candidate is not a surprise in Okinawa, but his victory was still significant. Tamaki's father is a U.S. Marine, who left Okinawa before his son was born and never returned. Tamaki openly talked about the difficulties he had faced because of his difference from other people. He convinced the voters that his experience made him a stronger candidate to lead Okinawa to a more inclusive society. Watching his campaign, in support of which elderly people sang protest songs from the 1960s and young people used social media to spread Tamaki's message, taught me a lot about the persistence and strength of the Okinawan people in the face of adversity.

Lastly, the most surprising finding in Okinawa was the support I received. Archival work is often a solitary activity, but I managed to meet prominent Okinawan women at rallies and protests. When I told them that I was studying in the United States, they always shared their families' stories with me. They encouraged me to keep writing because they wanted their stories to be heard by American people, as well as mainland Japanese people. As I write my dissertation working through stories, not unlike their own, I think of their faces.

2019 Senior Honors Theses

Zain Al-Khalil, "History, Law, and Memory in Postwar France."

Brandon Nakashima, "From the Shadows of Hickory Hill: An Archeological and Historical Analysis on the Lives of the Enslaved Laborers of the United States Saline."

Grant Neil, "Mind the Gap: An Analysis of the Merging Relationship, Between Irish Republicans and the Catholic Clergy, 1976–1981."

Terrel Spurlock, "And You Say Chi-City!: Chicago's Untold Hip-hop, History."

Innovation and Intellectual Breadth at Illinois



by KRISTIN HOGANSON

These are exciting times for the undergraduate History program at Illinois. This August we welcomed an incoming class of fifty-five first-year students and twenty-three transfer students. Along with new arrivals from other majors, they have helped bring our major up to around 350 students. Our minor has also been growing in recent

years to around sixty students at present. Our students cannot be easily

characterized since they come from a wide array of communities, bringing with them a staggering wealth of experiences and breadth of interests. But they are united in their conviction that historical understanding continues to be of fundamental importance to the pressing issues of our time.

We had some excellent news from the campus this fall that we hope will give an additional boost to our recruitment efforts: the Illinois Senate has approved our revised History major with a concentration in Secondary Education. The greater flexibility of our revised curriculum will enable our secondary education students to take more classes in specific fields such as Economics, Psychology, and Political Science, thus qualifying to teach advanced (AP and honors) high school classes in these subjects as well as in History. We are committed to helping Illinois meet its need for Social Studies teachers and believe that upon approval by the Illinois licensing board, these curricular changes will enable us to grow our Secondary Education program while enhancing its reputation for excellence.

Another significant development this past year was the rollout of a new learning template for public history internships. This sets out expectations for students and partner institutions and provides for a workshop for public history interns to consider wider theoretical and intellectual issues. The first cohort of students to participate in this program presented on

their internships in a November showcase organized by Professor Kathy Oberdeck. Our students have gained valuable experience in curriculum development, exhibit design, collection curation, and public engagement through this program.

We have benefitted tremendously over the past year from alumni support. Thanks to the generosity of our Friends of History, current seniors were able to conduct thesis research in Berlin and the U.S. National Archives. Last January, one of our honors students presented his thesis research at the flagship American Historical Association conference and

this fall another student presented thesis research at a conference on South Asian history, both with Friends of History support. We are especially grateful to History alum Marie Trzupke Lynch for offering a spring break externship for two of our students at Skills for Chicago-land's Future. Thank you, Friends, for being such great enablers!

Our alums have also proven their loyalty to their alma mater through participation in the annual Alumni Careers event. This fall Kristen Allen (2016), Cassidy Burke (2017), Chad Kahl (1993), David Mungenast (1982), and Yuxi Tian (2012) returned to campus (in one case virtually), to discuss their paths since graduation. Students expecting stories of linear career paths were fascinated by accounts of unexpected twists and turns. They also appreciated the practical advice and sense of some of the directions they might head in with their History degrees in hand. If you would like to participate in future alumni mentoring endeavors, please let me know.

In addition to thanking our alums, I'd like to end on a note of appreciation for our Phi Alpha Theta leadership team, which has fostered a lively sense of community among our students. The back-to-school trivia night, conversations with professors, and other events organized by Phi Alpha Theta have enabled History students to connect with each other outside of the classroom. I'd also like to acknowledge the excellent work of our new Undergraduate Advisor, Stefan Djordjevic. The counsel he provides on coursework, campus life, university resources, and postgraduate possibilities helps our students get the most out of their all-too-brief years in Greg Hall.

They are united in their conviction that historical understanding continues to be of fundamental importance to the pressing issues of our time.

Phi Alpha Theta | Building Community

Phi Alpha Theta (PAT) is both the history honors society and the history club at the University of Illinois. This year, PAT has continued its upward trend and welcomed many new and transferring students to the Department of History. The PAT executive board strives to provide fun and engaging weekly events based on the concepts put forward by the social, academic, and finance committees.

PAT began the year with a new collaborative trivia game in which groups of professors and students competed against each other in a variety of categories. Traditionally PAT has celebrated the beginning of the year with a round of “stump the professor” in which students try to come up with questions of historical significance to trip up professors. This year PAT chose a more cooperative trivia game to allow new students to work closely with professors. The game included teams such as Carol’s Chevaliers, The KGB, and Red team which competed in a variety of categories including infamous assassinations, famous quotes, and military history. After a close match, Professor Brennan and team Just Happy To Be Here came away with the win.

This year has seen many other new events including an enlightenment night in which members gathered in Gregory Hall to discuss a variety of contemporary topics while enjoying tea and cookies. PAT also organized a new and very successful ‘phi apple theta’ outing to the Curtis Apple Orchard in Champaign this fall. PAT members enjoyed the apple orchard, the pumpkin patch, and the petting zoo while also bonding with fellow history enthusiasts.

As in previous years, PAT hosted a Halloween party this past October. The festivities included a candy buffet and several episodes of a spooky historical TV show. Members also had the opportunity to participate in a costume contest, and contestants included Freddy Mercury, a cowboy, and a deviled egg. It was a close competition, but members decided on PAT Treasurer Spenser Bailey’s Freddy Mercury costume as the winner. Other popular events, including game nights, also returned this semester, giving students the opportunity to relax and play a wide variety of board games with other fun-loving history enthusiasts.

In one of the first academically oriented events of the year, PAT hosted a history internship panel for students to share their experiences from a wide range of summer internships. There were presentations on

the Smithsonian Museum, Naper Settlement, the Abraham Lincoln Presidential Library and Museum, the Chicago Public Library Special Collections and Preservation Division, and more. The event allowed new students to learn about potential internships as well as potential careers in history.

Relatedly, PAT again hosted a professor meet & greet and welcomed Professors Hoganson, Chaplin, Brennan, and Oberdeck to eat food and have a discussion with students in a relaxed environment. In contrast to a panel discussion, students were invited to ask professors whatever questions come to mind such as what they did in their free time or what they did before they were professors. The event is consistently a favorite with professors as well as students and seems destined to become a PAT tradition going forward.

PAT’s annual book sale also made a return this year. Members volunteered their time to re-sell a large variety of books that had been kindly donated by professors at a large discount. The sale is a major source of revenue for PAT and provides books to students that professors are no longer using. This year the book sale performed beyond expectations and succeeded in raising over \$200 for the organization.

Throughout this year, PAT has benefited greatly from the enthusiasm of its membership. “After attending the regional Phi Alpha Theta conference at Indiana State University last spring I appreciated the enthusiasm of our chapter even more,” said current PAT president Jensen Rehn. “As president, I hope to emphasize how much we appreciate the people who come to individual events as much as people who show up every week.” Going forward PAT will continue to be an inclusive and welcoming place for everyone who loves history.



Department of History Awards 2019

2019 Teaching Awards

Queen Award

*George S. and Gladys W. Queen
Excellence in Teaching Award in History*
■ Tariq Ali

Heiligenstein Award

*John G. and Evelyn Hartman
Heiligenstein Award for Teaching
Excellence by a Teaching Assistant*
■ Eric Denby

Widenor Teaching Appointments

*William C. Widenor Teaching
Appointment*
■ Ryan Allen, HIST 365—Fact and
Historical Imagination
■ Matthew Klopfenstein, HIST 498—
Research and Writing Seminar

2019 Graduate Awards

Pease Scholarship

*Theodore and Marguerite Pease
Scholarship for Outstanding Ph.D.
Candidate in English Constitutional
History*
■ Adam LoBue

Rodkey Memorial Prize

*Frederick S. Rodkey Memorial Prize in
Russian History*
■ Elizabeth Abosch

Swain Seminar Paper Prize

*Joseph Ward Swain Prize for Outstanding
Seminar Paper*
■ **Elizabeth Abosch**—“Moldavanka on
the Magnitofon: The Heterochronotopia
of “Old Odessa,” Brezhnev’s Hooligans
and the Criminal Reinterpretation
of Society in the Music of Arkady
Severn, 1971–1980.”

Swain Publication Prize

*Joseph Ward Swain Prize for Outstanding
Published Paper*
■ Peter Thompson—“The Chemical
Subject: Phenomenology and German
Encounters with the Gas Mask in World
War I,” in *History and Technology* 33/3
(2017): 249–271.

2019 Undergraduate Awards

Alfonsi Scholarship

John & Judith Steinberg Alfonsi Scholarship

- Yoss Arianlou
- Michael J. Ruby

Martha Barrett Scholarship

Martha Belle Barrett Scholarship for Undergraduate Academic Excellence

- Zain Al-Khalil
- Taylor Marcusson
- Nathan Simmons

Bierma Scholarship

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

- Spenser Bailey
- Jensen Rehn
- Michael J. Ruby
- Michael A. Strom

Breymann Scholarship

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

- Aidan Guzman-Perez
- Caitlin Lopez-Battung
- Taylor Ann Mazique
- Raul Salazar, Jr.
- Special: TyKira DuBose
- Tressa Jones
- Austin Justice
- Akilah Mouzon
- Terrell Spurlock
- Donte Winslow

Brodbeck Scholarship

Christina A. Brodbeck Digital Humanities Scholarship

- Austin Justice

Burkhardt Scholarship

Jayne and Richard Burkhardt Scholarship for Outstanding Undergraduate Achievement

- Bethany Johnson
- Jensen Rehn
- Michael Strom
- Jazmin Tejeda

Centenary Prize

Centenary Prize for Outstanding Senior in the Teaching of Social Studies

- Michael Pihl
- Sara Temple

Dawn Award

C. Ernest Dawn Undergraduate Research Travel Award

- Brandon Nakashima

Friends of History

Friends of History Undergraduate Research Travel Grant

- Rubab Hyder
- Grant Neal

Friends of History Distinguished Service Award

- Hanna Hyeon Seung Jin
- Alicia Ortman
- Rachel Thompson

Johannsen Scholarship

Robert W. Johannsen Undergraduate U. S. History Scholarship

- Rubab Hyder

Leff Scholarship

Mark H. Leff Scholarship for Outstanding Undergraduate Honors Thesis

- Brandon Nakashima “From the Shadows of Hickory Hill: An Archaeological and Historical Analysis on the Lives of the Enslaved Laborers of the United States Saline.”
- *Honorable Mention:* Terrel Spurlock “And You Say Chi-City!: Chicago’s Untold Hip-hop History.”

Scher Award

Michael Scher Award for Outstanding Undergraduate Paper

- Austin Justice “‘Will This Cruel War Never Be Over?’: Competing Memories of the Mexican American War in the Nineteenth Century.”

Science And Society History Scholarship

- Donte Winslow

Waterman Scholarship

William and Virginia Waterman Scholarship in Academic Excellence

- Krishna Appalaneni
- Austin Justice
- Rocky Khoshbin
- Kavi Naidu
- Jensen Rehn
- Sara Temple

Alumnus Clarence Lang Appointed Dean at Penn State



Clarence Lang

The best advice that I can give prospective graduate students is to consider seriously the ways that doctoral training can prepare them for multiple and diverse career trajectories—not only within academia but also beyond.

In July, Clarence Lang, a former colleague and student (Ph.D. 2004), began a new job as the Susan Welch Dean of the Pennsylvania State University College of the Liberal Arts. He held a joint appointment in History and African American Studies at Illinois during 2004–11. He then moved to the University of Kansas, where he became the Dean's Professor of Liberal Arts and Sciences in the Department of African and African-American Studies and a professor of American studies, and served as interim dean of the College of the Liberal Arts and Sciences. He is the author of *Grassroots at the Gateway: Class Politics and Black Freedom Struggle in St. Louis, 1936–75* (2009), *Black America in the Shadow of the Sixties: Notes on the Civil Rights Movement, Neoliberalism, and Politics* (2015), and *Malcolm X: A Political Biography of Black Nationalism and the African American Working Class* (under contract), plus two co-edited volumes, and numerous articles. He took some time from his busy schedule to answer a few questions.

Why did you choose Illinois for your doctoral program, and which professors had a major impact on you?

I was fortunate to have mentors like Sundiata Chajua, who encouraged me to pursue history and pointed me in the direction of his advisor, Juliet E.K. Walker. Juliet is an African American business historian, but she made sure that I had solid footing in African American historiography more generally. She also championed my interests in black labor and working-class history—as did Jim Barrett, who pushed me in incredibly important ways to understand labor history as a field. Vernon Burton did his best to ground me in cliometrics, but no one will mistake me for a quantitative historian. Mark Leff was perhaps the most skillful classroom instructor I encountered, and I stole a lot from him when I later began teaching.

What was your experience as an African American student and professor at Illinois?

I had a great experience as a graduate student and as a faculty member. I enjoyed the relationships that I built during my time in Urbana-Champaign, and I still value them. I also appreciated the opportunities

I had for social engagement with a black community large and independent enough to make some collective demands for resources, equity, and power. At the same time, I can say that Illinois is typical of most public universities in having a way to go in creating an environment where all students, faculty, and staff can thrive professionally and personally. But this is the larger task that we all face in public higher education, and it is something that I think about a lot in my administrative role. Thankfully, national efforts like Black Lives Matter and #MeToo have forced us all to reckon with the deep legacies of exclusion and marginalization in academia, and to think about the responsibility of universities for building our collective capacities for empathy, care, and social justice.

Do you miss teaching and research?

I definitely do, but I'm finding ways to adjust. I've made it a point as dean to find opportunities to meet and interact with students, especially undergraduates. I enjoy hearing about their interests and career goals, and figuring out how to help facilitate their success. As for research and writing, I'm remaining as active as possible, but I've had to adjust my expectations about how quickly I can complete projects. But it's been rewarding to be in a position to meaningfully support the progress of faculty colleagues and graduate students, particularly those like me who come from populations that have not been well served by most predominantly white institutions of higher education. Serving on external review committees for programs and departments also keeps me connected to my fields as a scholar and practitioner. External reviews of interdisciplinary ethnic studies units that intersect with the historical profession are particularly important and necessary to sustaining the work we do as scholars.

What advice would you give to a prospective graduate student in history?

The academy is changing in rapid and dramatic ways—most significantly, the expansion of teaching faculty, lecturers, adjuncts, and other categories of academic laborers not eligible for tenure. The best advice that I can give prospective graduate students is to consider seriously the ways that doctoral training can prepare them for multiple and diverse career trajectories—not only within academia but also beyond.

Alumni under Spotlight

Yuxi (XiXi) Tian (2012)



XiXi went straight to Harvard Law School after her time at Illinois, which included four years working at the *Daily Illini*. During law school, she interned at a major law firm in Washington, D.C., the Federal Communications Commission, the

Clean Air Task Force, and a clerkship in the office of Senator Ed Markey (D-Mass.). After graduating in 2015, she took a job as an associate at a boutique telecom regulatory law firm in Washington, D.C., for two years, before moving to New York to become an Associate Corporate Counsel for Google Fiber.

What did you enjoy most about being a history major at the U of I?

I enjoyed the opportunity to take a diverse range of classes. I didn't focus on one particular area. I got to take classes from early Russian history to the decolonization of Africa. The professors were so great at teaching that even the lectures were good – I remember my classes on the Ottoman Empire and the Balkans were lecture-based, but I loved going to those lectures every week.

What was the best class you took in the history department and why?

I honestly can't think of a class I didn't enjoy, so it's hard to pick a favorite. I have to say my favorite professor was my thesis advisor, Professor Hoganson. We spent a lot of time together working on my thesis, and getting that kind of detailed attention on my writing and research was invaluable.

What aspects of your education as a history student have been the most beneficial to you?

Many things, but probably most importantly, the ability to write concisely and the ability to ask a lot of questions to get the most complete point of view. A critical part of my job now is asking a lot of questions to understand how the business works and what the problem is so I can give the best legal advice.

Chad Kahl (1993)



Chad is an Associate Dean at Illinois State University's Milner Library. In that role, he administers the Public Services unit that provides collection development, government documents, instruction, reference and research services, and subject librarian services and the Information Technology unit. Chad also serves as the Law Librarian that supports the needs of students,

faculty, and staff of the Legal Studies program in the Department of Political Science.

What is your favorite part about your current position?

I got into librarianship because I have a strong desire to help people. Libraries have been and are continuing to undergo dramatic change due to the paradigmatic shift from print to online for many of our information services and resources. In my current position, I have the ability to challenge the library to explore new directions as many traditional expectations for library resources and services are changing.

What did you most enjoy about being a history major at the U of I?

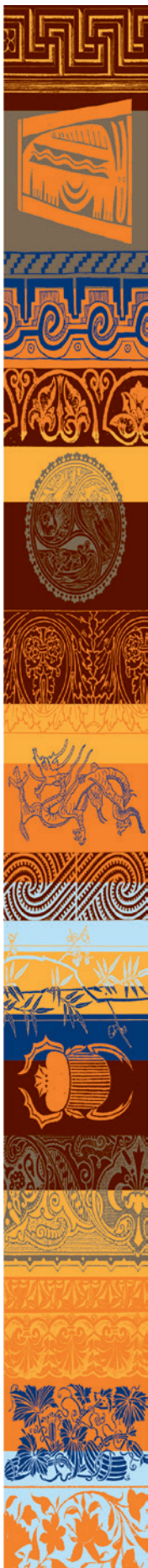
I absolutely loved the research process. I was fascinated by exploring what others had researched and written on issues, events, and people that had intrigued me for years. I always had my nose stuck in a book growing up so being a history major just built on those lifelong pursuits.

What was the best class you took in the history department and why?

My favorite courses were Professor John Lynn's two-semester military history sequence. Not only was he a very entertaining lecturer, but he challenged my lifelong focus on the battles, tactics, and generals. I had never really stopped to think that all the logistics that ensured the soldiers, sailors, or pilots were fed, clothed, and equipped.

What aspects of your education as a history student have been the most beneficial to you?

I may not remember all the dates, facts, and names that I learned nearly thirty years ago, but I daily utilize the critical thinking, research, and writing skills that I honed as a student.



Faculty Profiles

With the support of a LAS Online grant, **Eugene Avrutin** spent the bulk of the summer writing and recording lectures for a new course, *Zionism: A Global History*. He presented a paper on Jews, empire, and race at a conference on rethinking violence in Jewish history at Stanford University. Together with Elissa Bemporad (professor of Jewish history at CUNY), he organized a workshop on the history of anti-Jewish violence in Eastern Europe at the Center for Jewish History in New York, with plans to publish the presentations in a book provisionally entitled *Pogroms: A Documentary History* with Oxford University Press. His book, *The Velizh Affair*, will soon appear in a Russian edition.

Marsha E. Barrett won an American Council of Learned Societies fellowship to complete her project tentatively titled “The Decline of Centrist Politics and the Rise of the Punitive State: A Political History of Nelson Rockefeller.” She published an article, “‘Both Parties Hedging’: Reassessing Party Loyalty Among Black New York Voters, 1952–1961,” in *Afro-Americans in New York Life and History*. In addition to presenting her research at the Remaking American Political History Conference, she gave lectures on political partisanship and the women’s suffrage movement, respectively, at Millikin University and Rend Lake College.

James R. Brennan is nearing completion of a book project with co-author Andrew Ivaska at Concordia University (Montreal) that explores the fascinating life of Leo C. Aldridge Jr., aka Leo Milas, aka Seifulaziz Milas, a Texas-born and California-raised African-American who claimed a Mozambican identity and lived most of his life in Eastern Africa. He also taught a revamped version of *Global History of Intelligence* in spring 2018 and again in fall 2019, with greater focus on post-9/11 cyberspace events. He is currently publishing an article on the intelligence activities of a Malawi-born Pan-Africanist politician, Dennis Phombeah, in a forthcoming issue of *International History Review* in 2020. He presented a paper on Tanzania’s 1970 Treason Trial at the African Studies Association Meeting in Atlanta in December 2018, as well as a paper on the history of the OAU’s African Liberation Committee at the 8th European Conference on African Studies (ECAS) in Edinburgh in June 2019.

In 2019, **Claudia Brosseder** has been working on her book *Colorful Tropical Feathers and Andean Meaning Making. Reading Objects and Chroniclers in Contexts*, which is contracted with

University of Pittsburgh Press. She has presented finds from her new investigation at Harvard and Notre Dame Universities. This book will be the first in-depth study of the meanings of tropical feathers for Inca and early colonial Andean people. Brosseder has also been awarded an IPRH fellowship for Fall 2019 for her other project: *Redefining Andean Religion: Self-Christianization In the Norte Chico Region of Colonial Peru*.

In 2019, **Adrian Burgos** and co-author Margaret Salazar-Porzio finished the book “Pleibol: In the Barrios and the Big Leagues” (Smithsonian Institution Press, forthcoming) based on the multi-year collection initiative and 2020 exhibit on Latinos in baseball that will be hosted at the National Museum of American History in Washington, D.C. He also delivered the Harrison Distinguished Lecture at Western Kentucky University and continued being active in public engagement through his work as editor-at-large of *La Vida Baseball*, producing writing content and advising on video content focused on Latinos and baseball. Two of his graduate students, Beth Eby in History and Lisa Ortiz-Guzman in Education Policy Studies, successfully defended their dissertations and secured postdoctoral fellowships at the University of Texas and the University of Iowa, respectively.

Last year saw the publication of *The Cultural History of Western Empires* in six volumes (Bloomsbury UK) of which **Antoinette Burton** was the general series editor. She did research in London on the postwar British writer Barbara Pym and co-organized a conference on campus about detective fiction in historical perspective. As director of the Illinois Program for Research in the Humanities she oversaw programming and events around the theme of “Race Work,” and helped to bring a \$650,000 grant from the Andrew W. Mellon Foundation to support IPRH’s community-based adult-education initiative, The Odyssey Project.

Teri Chettiar spent part of the summer in the Hall-Carpenter Archives at the London School of Economics conducting research on the history of the rise of counseling aimed at LGBTQ people in 1960s and 70s Britain. She then spent the fall semester on teaching leave, completing most of the remaining work on her first book manuscript, entitled *The Psychiatric Family: How Private Life Became Political in Welfare-State Britain*. In December, she presented new work on the history of sexual counseling at Cambridge University. She is excited to begin teaching two new courses in

spring 2020, one on the history of madness in modern Europe and the other on the history of the sexual sciences.

Ken Cuno finished editing the Arabic translation of his recent book, *Modernizing Marriage*, and published “Ismail Pasha,” in *The Encyclopaedia of Islam Three*.

This October, **Marc Hertzman** delivered a keynote address at The Third International Conference on Research in the Arts at the State University of São Paulo. He then traveled to Natal, in northeastern Brazil, to continue research on his book about Zumbi, the last leader of Brazil’s famous runaway slave kingdom, Palmares. He published two essays in Brazil, one about the politics of slavery and memory (in the journal *Z Cultural*), and the other about a uniquely Brazilian form of “Playing Indian,” which appeared in an edited collection about race in Brazilian history. He also enjoyed teaching his Black Music course in History, and Introduction to Latin America in Latin American & Caribbean Studies.

Kristin Hoganson was greatly honored to be named the inaugural Stanley S. Stroup Professor in United States History and deeply appreciates what this support will mean for her research and students and for the History Department. She is also pleased to announce the publication of *The Heartland: An American History* (Penguin Press), which takes Champaign County as its starting point. In addition to material on Anglo-Saxonist pigs, displaced people, converging borderlands, agrarian alliance politics, and economic ornithology, it alludes at various points to an institution dear to alumni hearts: the University of Illinois. Upon completion of her term as president of the Society for Historians of the Gilded Age and Progressive Era (SHGAPE) she began a term as Vice President/President Elect of the Society for Historians of American Foreign Relations. This, in conjunction with her position as Director of Undergraduate Studies for the History Department is keeping her rather occupied, but she was delighted to hood Lydia Crafts (co-advised with Leslie Reagan) at commencement and to see former senior thesis advisee Yuxi (XiXi) Tian at the fall Alumni Careers night.

Ralph Mathisen published “The End of the Western Roman Empire in the Fifth Century CE: Barbarian Auxiliaries, Independent Military Contractors, and Civil Wars,” in N. Lenski, J. W. Drijvers, eds., *The Fifth Century: Age of Transformation* (Edipuglia). His conference papers included “Coin Hoards and the Migrations of Barbarian Hordes,” International Medieval Congress, Leeds (England), and “Fight or Flight?: Local Roman Responses to the ‘Barbarian Invasions’,” Shifting Frontiers in Late Antiquity XIII Conference, Claremont College. In line with the Department’s increasing focus on digital humanities, he participated in a workshop “Humanist Computer Interaction” at Edinburgh (Scotland) University and

enjoyed the activities of the European Summer University in Digital Humanities at the University of Leipzig (Germany). He again appeared on the University’s List of Excellent Teachers, and during the past two years he also was pleased to see six volumes appear in his book series, *Oxford Studies in Late Antiquity*, published by Oxford University Press.

In 2019–2020 **Bob Morrissey** continued his work as Faculty Fellow for the Mellon-funded initiative in Environmental Humanities at the Illinois Program for Research in the Humanities. He published an article, “Climate, Ecology, and History in North America’s Tallgrass Prairie Borderlands” in the journal *Past & Present*.

Kevin Mumford continued researching his new book on domestic terrorism. He visited archives at Cornell University, Duke University, and collections in New York City, San Francisco, and Chicago. He presented at a Newberry Library Seminar on Gender and Sexuality and at the Graduate Center of the City University of New York. His special issue of the *Journal of African American History* appeared in the spring, his contribution to a forum on Stonewall in *QED* was published in the fall, and he completed a teaching reader on Stonewall for Bedford/MacMillan forthcoming this year. He presented at the annual meetings of the American Historical Association and the Organization of American Historians.

Mauro Nobili has been on teaching leave all year thanks to the generous support of the NEH Scholarly Edition and Translations grant. This time off allowed him to complete his book *Sultan, Caliph, and Renewer of the Faith: Ahmad Lobbo, the Tarikh al-fattash, and the making of an Islamic State in West Africa*. He has progressed on the translation of the main primary sources used for his book, namely the 19th century Tarikh al-Fattash and its hypotext, the Seventeenth century Tarikh Ibn al-Mukhtar. He conducted fieldwork in Nigeria and Morocco. He gave several presentations in the U.S. and abroad such as at Indiana University, Northwestern University, Georgetown University in Qatar, Kwara State University (Nigeria), and the University of Nantes (France).

With archival trips to Jamaica and London in 2019, **Dana Rabin** began work on her new project, “Jews, Suffrage, and Whiteness in the British Empire, 1740–1858,” which examines Jewish civil rights throughout the British Empire between the passage of the Naturalization Act of 1740—allowing Jews and Quakers living in the British colonies to be naturalized without a Christian oath—and “Jewish Emancipation” in 1858, when Jews received the right to vote in Britain. In February she delivered the Alexander Grass Chair in Jewish Studies Keynote Lecture, titled “The Struggle for Jewish Naturalization from Jamaica to London, 1748–1753,” at the sixty-eighth annual conference on Jews in the Americas held at the University of Florida, Gainesville. She published two

articles, “Arguments: Reputation and Character in Eighteenth-Century Trials,” in *A Cultural History of Law in the Age of Enlightenment*, edited by Rebecca Probert (Bloomsbury Press), and “‘It will be expected by you all, to hear something from me’: Emotion, Performance, and Child Murder in England and Scotland in the Eighteenth Century,” in *Criminal Justice During the Long Eighteenth Century: Theatre, Representation and Emotion*, edited by David Lemmings and Allyson May (Routledge). On August 16, 2019, Rabin became Interim Chair of the Department of History.

Leslie J. Reagan published a chapter in *The Oxford Handbook on Disability History* (Oxford University Press). Her chapter, “Monstrous Births, Birth Defects, Unusual Anatomy, and Disability,” begins in early modern England and ends with an analysis of how the *New York Times* participates in perpetuating the freak show in the twenty-first century. The new, ninth edition of one of the most widely used textbooks in U.S. gender history, *Women’s America: Refocusing the Past* (Oxford University Press) excerpted from Reagan’s award-winning book, *When Abortion Was a Crime*. In April, Reagan participated in a seminar held by the Consortium for History of Science, Technology, and Medicine. As public events kept intersecting

with her research, Professor Reagan fielded calls from the media. She wrote a column for *Time*, “History’s Warning on Abortion Bans Like Alabama’s,” which appeared in both the magazine and online. She spoke on the local Champaign-Urbana NPR affiliate, WILL Radio, “The 21st,” contributed to the *New York Times Retro Report* for “Code Name Jane: The Women Behind a Covert Abortion Network,” and spoke with reporters from *CNN*, *Vanity Fair*, and the French periodical, *America*.

During 2019, **Mark Steinberg** completed his three-year term as Director of Graduate Studies and also completed a few articles (in both Russian and English) on religion and utopia in the Russian Revolution and on the emotional landscape of the Russian empire from the perspective of St. Petersburg. He is serving in 2019 as President of the Association for Slavic, East European, and Eurasian Studies. During the summer, he was the co-chair and co-organizer of an international conference (in Russian) on the Russian Civil War held in St. Petersburg. And since July 2019, he has been in Odessa, Ukraine, conducting research on his new project, *The Crooked and the Straight in the City: Morality and Everyday Life Bombay, Odessa, and New York City, 1919–1939*.

This autumn, **Carol Symes** began her tenure as Director of Graduate Studies and welcomed a new graduate student in medieval history, Chloe Parella (B.A. Gettysburg College). In the spring of 2019, she was honored with the Kindrick–CARA Award for Outstanding Service by the Medieval Academy of America, in recognition of her contributions to the globalization of medieval studies: the theme of the Academy’s annual meeting. This year marks the fifth anniversary of *The Medieval Globe*’s founding publication; the newest thematic issue, which she co-edited with Nicola Carpentieri (a scholar of Arabic literature at the University of Connecticut) is *Medieval Sicily, al-Andalus, and the Maghrib: Writing in Times of Turmoil*. With colleagues at Stockholm University, she also convened a major three-day conference on the Global North, from the Iron Age to 1700.

Maria Todorova published a book, *Scaling the Balkans: Essays on Eastern European Entanglements* (Brill), as well as a refereed article (in Greek), two chapters (in German and Bulgarian), and four book reviews. During the spring semester she was a fellow at the Remarque Institute of NYU where she finished her new book manuscript “The Lost World of Socialists at Europe’s Margins: Imagining Utopia, 1870s–1920s” which has been accepted for publication by Bloomsbury. She was invited to give guest lectures and keynotes at the Charles University in Prague, the University of Graz in Austria, and NYU. As a panel member she participated twice in the evaluation of the synergy competition at the European Research Council in Brussels. In the summer she also worked at the State Archives in Sofia, Bulgaria.



Odessa (Ukraine) Gay Pride Parade, August 31, 2019. Although there were disruptive and threatening anti-LGBTQ demonstrators (several were arrested), and the marchers had to be protected by cordons of police, it was a joyous parade for equal rights.



Emeriti Updates

Jim Barrett received the Distinguished Service Award from the Labor and Working-Class History Association, chaired the group's Herbert Gutman Dissertation Award committee, and served on its Nominations Committee. He spoke on "The Irish and the Jews" at Temple Shalom, Chicago, on "Racial Integration and Conflict on Chicago's Lakefront" at the Chicago History Museum's Urban History Seminar, and on "Immigration, Race, and Ethnicity" in a NEH seminar on the Gilded Age and Progressive Era, and on film panels for "The Killing Floor" at the University of Chicago's Logan Center and "Salt of the Earth" at the Art Theatre in Champaign. Barrett was interviewed on the history and prospects for American Socialism for Amsterdam's *Green Paper* and on «Blue-Collar Cosmopolitans» for Pacifica Radio, Berkeley. Barrett published "Gatekeepers and Americanizers: Irish American Workers and the Creation of a Multi-Ethnic Labor Movement," in Greg Patmore and Shelton Stromquist, eds. *Frontiers of Labor: Comparative Histories of the United States and Australia*, University of Illinois Press, 2018.

Chip Burkhardt published "Jean-Baptiste Lamarck: Biological Visionary," in Oren Harman and Michael R. Dietrich, eds., *Dreamers, Romantics, and Visionaries* (University of Chicago Press); and the essay "An Orangutan in Paris: Pondering Proximity at the Muséum d'Histoire Naturelle in 1836," in *History and Philosophy of the Life Sciences*.

This year **Vernon Burton** received the inaugural Clemson University Research, Scholarship and Artistic Achievement Award and the College of Architecture, Arts, and Humanities Dean's award for "Outstanding Achievement in Service." He published nine essays, including an article on the fourteenth amendment in *Louisiana Law Review*, and his 2005 article "American Digital History" has been translated into Turkish in *Tuhed*; the editor noted this "will be the mainstay of the digital history." He hosted an international conference, "Lincoln's Unfinished Work," where he conducted a workshop for schoolteachers on how to teach about the history of race relations. In addition to lecturing widely around the country and appearing on C-Span and NPR, the Library of Congress brought his class to a gala where they celebrated their partnership with the Clemson Veterans Project.

In this past year, **Lillian Hoddeson** continued to give talks (invited talks in San Diego and Berkeley, and conference papers at the Society for the History of Technology and the History of Science Society) based on the material covered in her last book, Lillian

Hoddeson and Peter Garrett, *The Man Who Saw Tomorrow: The Life and Inventions of Stanford R. Ovshinsky* (MIT Press). Publications include an essay in *Proceedings of the Institute of Electrical and Electronics Engineers* and a book review in *Endeavor*.

Diane Koenker continues as Director of the UCL School of Slavonic and East European Studies, a little more confident about speaking UK Higher Education jargon and a little less confident about post-Brexit UK Higher Education. During the past year, she presented a paper, "The Strange Case of the Disappearing Soviet Waiter," at conferences in Boston and Tallinn, Estonia, a talk to the annual meeting of the British Association for Slavonic and East European Studies, "We Used to Have It But We Don't Anymore," a lecture on the Soviet consumer service sector at the Tallinn Summer School's course on "The Soviet Otherwise," and a lecture to the Slavonic and Feminism Societies at Eton College, "The New Soviet Man and the New Soviet Woman Go Shopping." As Professor of Russian and Soviet History at SSEES, she taught a graduate seminar on Comparative Consumer Regimes and contributed to the first-year history course, *Frontiers of History*, with lectures on Stalin and the purges.

Harry Liebersohn's book, *Music and the New Global Culture: From the Great Exhibitions to the Jazz Age*, was published by The University of Chicago Press. The product of more than a decade of research and writing, it defines the new global culture as it traces the origins of global music to transformations in scholarship, science, and recording technology from the mid-nineteenth to the early twentieth century. He was an invited commentator at a workshop in Jesus College, Cambridge University, and at a forum on Alexander von Humboldt at the German Society of Pennsylvania (Philadelphia); gave a keynote speech at the U of I Library celebration of its thirteen millionth volume; and presented papers in Princeton, Bern/Switzerland, Regensburg/Germany, and Barcelona, including a paper read to the Princeton early modernists called "Beethoven Imagines India." At the American Academy in Berlin, he served as moderator for a memorial event, Peace, Culture, and Remembrance, in memory of the tragic attack one year before in the Tree of Life Synagogue in Pittsburgh.

John Lynn spent the entire year of 2018 supported by a NEH Public Scholar Grant for his current book project, *Surrender: A Military History* (Cambridge University Press). During fall 2018 he gave keynote

Alumni News

addresses at a conference on military history and the history of emotions held in Montreal and at another conference dealing with the history of surrender held in Paris. Both addresses will be published. He recently published “Les âges du terrorisme,” in Bruno Cabanes, Thomas Dodman, Hervé Mazurel, and Gene Tempest, *Une histoire de la guerre XIXe-XXIe siècles* (Seuil). His book, *Another Kind of War: The Nature and History of Terrorism*, appeared from Yale University Press. There are already plans for it to be translated and published in French. Lynn continues to teach, offering courses in the history of war and the history of terrorism in the classroom and online during the spring, summer, and fall semesters of 2019. He will be offering courses in the spring and summer of 2020 as well. This is what he calls “retirement.”

Robert McColley's review of *Creating the Land of Lincoln: The History and Constitutions of Illinois, 1778–1870* appeared in the *Journal of the Illinois State Historical Society*.

Mark S. Micale retired last year, after thirty years of teaching, and now lives in Santa Monica, California. He is making splendid progress on several edited projects, and he gave lectures at Yale, the University of Hawaii Medical School, Pepperdine University (Malibu), and Tampere University (Finland) as well as at the University of Sydney. The cultural highlight of his year was a three-week sojourn in Sicily.

Harry Butowsky (Ph.D. 1975) is the author of *I Survived, My Name is Yitzkhak* (2015), based upon oral interviews with the late Yitzkhak Neiman, a Holocaust survivor. In 2016, *I Survived* won the award for First Place in Biography from The Authors' Zone. Harry's previous publications include *An American Family in World War II*, with Ralph Minker and Sandra O'Connell (2005); *Appomattox Manor-City Point History* (1978); *Leopold von Ranke and the Jewish Question* (1975); and five National Historic Landmark Theme Studies: *Geology* (1990); *Astronomy and Astrophysics* (1989); *The US Constitution* (1986); *Warships Associated with World War II in the Pacific* (1985); and *Man in Space* (1983). He has published more than sixty articles on the history of the Space Program, and Constitutional, social, military and labor history. He has also conducted the primary research for Brown v. Board of Education National Historic Site for the National Park Service. Since retiring from the National Park Service in 2012, he has continued teaching at George Mason University and Northern Virginia Community College. He operates two private web sites, National Park Service History Electronic Library (npshistory.com), and History of Parks Canada Electronic Library (parkscanadahistory.com/), which together contain 40,000 items.

Sally Gregory Kohlstedt (Ph.D. 1972) received the Sarton Medal from the History of Science Society, awarded annually for lifetime achievement in the history of science. The medal is named for George Sarton, founder of the field.

Ed Maliskas (B.A. 1972) is the author of *John Brown to James Brown* (2016), the story of John Brown's farm in Western Maryland, where in 1859 Brown trained his men for the raid on the federal arsenal in Harpers Ferry. In 1950, the Improved Benevolent and Protective Order of the Elks of the World (“Black Elks”) purchased the property as a memorial to Brown and a gathering place for fellowship and civic activities. The Black Elks contributed to the civil rights movement through their financial and legal support of fellow Elk Thurgood Marshall. The site also became a stop on the Chitlin' Circuit, hosting James Brown, Aretha Franklin, and Ray Charles. While at Illinois, Ed performed in the popular soul band “Eddie and the Sensations.” He also holds masters and doctoral degrees from Gordon-Conwell Theological Seminary (1984) and Knox Theological Seminary (2001) respectively.





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