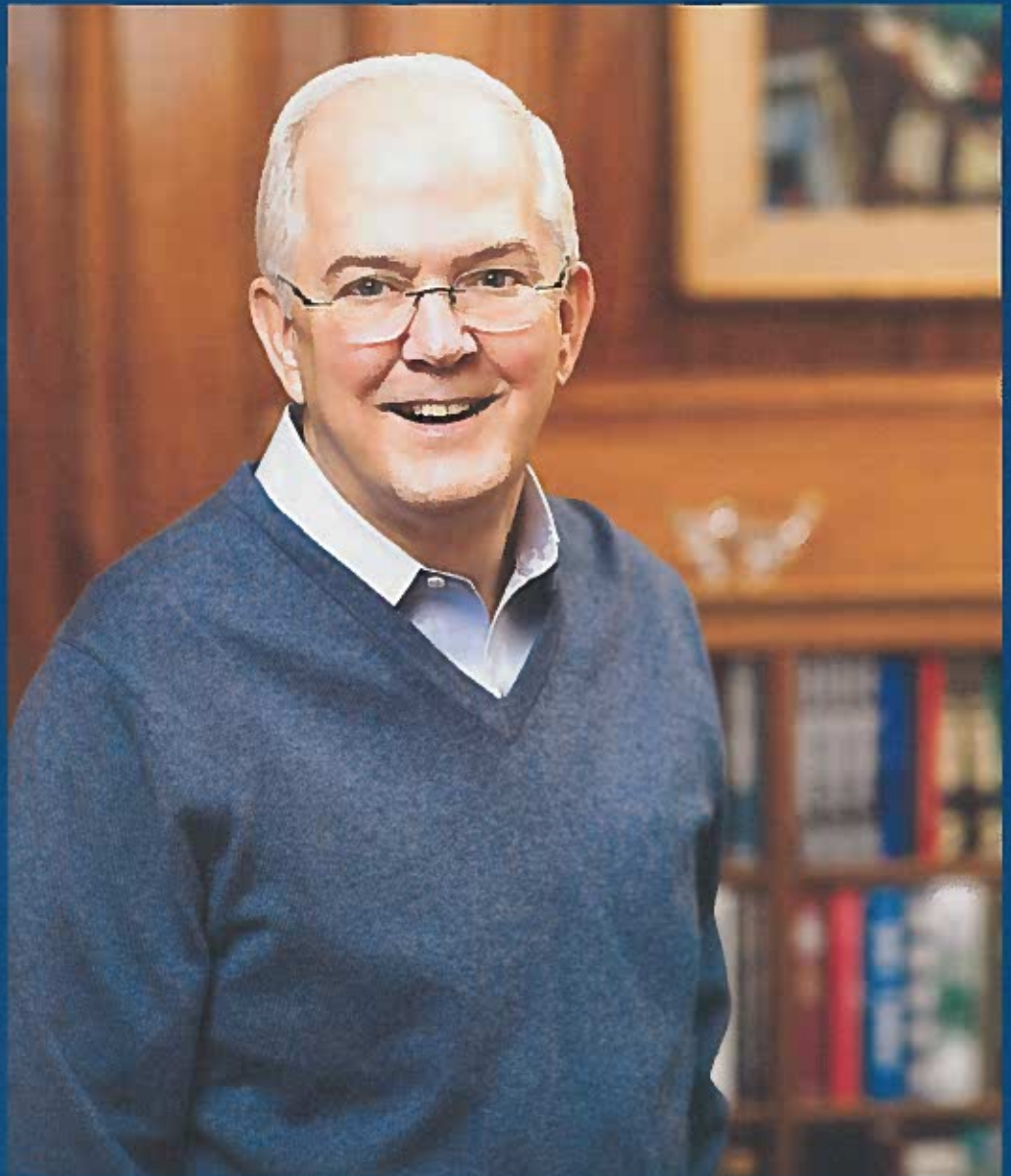


# History Illinois



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



*Historian Presidents at Illinois*

PAGE 2



## Letter from the Chair



James R. Barrett

“The Friends of History have provided resources for both graduate and undergraduate endeavors and has the potential to establish a solid base of support for many years to come.”

It is a privilege to return once again as chair of the department, though the tenure will be brief. I follow Antoinette Burton, who was a wonderful chair in difficult times, and I precede Diane Koenker who will take over for three years in August 2011. Good luck to her! Given the historical context, the department is doing extremely well. The reasons for this success are important because they give you some idea of how a place like this actually works.

In terms of growing the faculty, we have already recruited Bob Morrissey in Early American history, a field that we have been hoping to strengthen for many years now. And, as this newsletter goes to press, Mireya Loza has accepted our offer for a joint appointment between History and Latina/o Studies in Mexican American history, again a high priority for some time now. Finally, we are searching for our new Jorge Paulo Lemann Chair in Brazilian History, a major hire that will vitalize a field that has been a perennial strength in our department. In this case the key to our success was strong support from the college and the provost (and, of course, constant badgering from the department). The administration continues to authorize searches in History at a time when many other units are shrinking.

The department has been extremely active in research and publication, award-winning teaching, and programming of all kinds. I should take the time to mention every deserving person, but the quality of the faculty makes that impossible. This year Kristin Hoganson was named a University Scholar (she joins a rather long list of historians in that honor), and Kristin also received a Fulbright, while Peter Fritzsche was named Trowbridge Professor of History. The graduate students have won so many awards that I cannot begin to list them. You will find details regarding some of these activities elsewhere in the newsletter. The key here is the splendid faculty we have assembled and the students with whom we work.

The best department staff at the university allows us to do all of this work. This year they did so amidst major demolition and reconstruction inside Gregory Hall. (Don't ask... Picture the entire Department of History inside one former classroom for over five months.) We managed to lure back a familiar face, Janet Abramson, and to add a new one, Heather Grant. Scott Bartlett, our wonderful undergrad advisor, has now also become a maven of commencements. Elaine Sampson continues to serve our graduate program, while Shannon Wurmnest handles a broad range of bookkeeping and other tasks. I would like to thank all of them and especially Jan Langendorf who has saved me over and over again and Tom Bedwell who oversees the whole operation with a sense of humor and a precision that is quite remarkable. We could not thrive without their talents and efforts. All faculty and students (or at least the smart ones) understand this.

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

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

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

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

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

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

Cover photograph: Michael Hogan, eighteenth President of the University of Illinois, standing in the library of the President's House on Florida Avenue.

History @ Illinois Editors:  
Mark S. Micale  
Kenneth Cuno

Designed by Gretchen  
Wieshuber, Studio 2D

Photographs by Jerry Thompson

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# Historian Presidents at Illinois

by KRISTIN HOGANSON

When prospective majors inquire about the lasting value of a history degree, we now tell them “ask the president”—President Mike Hogan, that is—the next time you see him on campus.

Although Hogan’s appointment as the eighteenth president of the University of Illinois received considerable attention across the state and in academic circles last spring, less well known was his simultaneous appointment as the Harry E. Preble Chair and Professor in our department.

Hogan came to Illinois via several administrative posts, most recently serving as the President of the University of Connecticut and, previously, Vice President and Provost at the University of Iowa. From 1999 to 2003, he had been dean of the College of Humanities at Ohio State University. Yet before turning his considerable energies to campus governance, he established a reputation as a leading scholar of U.S. foreign relations history.

Hogan’s first two monographs—*Informal Entente: The Private Structure of Cooperation in Anglo-American Economic Diplomacy, 1918-1928* (1977) and *The Marshall Plan: America, Britain and the Reconstruction of Western Europe, 1947-1952* (1987)—focused on economic aspects of U.S. foreign relations. His third book, *A Cross of Iron: Harry S. Truman and the Origins of the National Security State, 1945-1954* (1998), considers the making of the national security state during the Truman administration and the concerns that sparked among small-government advocates.

During his long tenure at Ohio State, Hogan won a reputation as a stellar teacher and dedicated mentor. He played a major role in making his department one of the places in the country to study foreign relations history, in part through the lively speakers’ series he ran. An entire generation of foreign relations historians has fond memories of being grilled by his group until it was time to head to the China Dynasty restaurant, there to continue the conversation, chopsticks waving wildly in hand.

But it wasn’t just his skill with people that made Hogan such a program builder—it was also his intellectual expansiveness. As the long-term editor of *Diplomatic History*, Hogan knew what

everybody in the field was up to. He also knew what they weren’t up to. When social and cultural history became two of the most dynamic fields of inquiry in the discipline, Hogan took the lead in urging his colleagues in foreign relations history to broaden their approaches. Most notably, in his keynote address as the outgoing president of the Society for Historians of American Foreign Relations (SHAFR) in 2003, Hogan urged his listeners to venture beyond their traditional archives, topics, and methods so as better to elucidate issues such as globalization, colonialism, and empire. Today, SHAFR continues to advance traditional scholarship on diplomatic and international relations history. Yet its current vibrancy stems in large part from Hogan’s plea for more intellectual openness and inclusivity.

Hence it is no surprise that shortly before he took office at Illinois, the Society for Historians of American Foreign Relations awarded Hogan the Norman and Laura Graebner award for lifetime achievement. Although this recognition is commonly referred to as a career award, we like to think of it as an *early* career award, with the greatest achievements still to come. Given the challenges facing public higher education today, Hogan undoubtedly has some full days ahead. There may be days when Cold War struggles will seem tamer than university politics; when his insights into diplomacy will be greatly needed. But even then, the past may continue to offer inspiration and guidance. For you see, Hogan is not the first historian to lead the University of Illinois.

The first president of the University was John Milton Gregory, of Greg Hall fame. As head of a classical school in Detroit, Gregory won recognition as a leader in the State Teachers’ Association. In 1858 he was elected to the Michigan superintendency of public instruction, a position he held until 1864, when he became president of Kalamazoo College. He gave that up in 1868 to take up a position at the newly formed Illinois State Industrial University (later the University of Illinois). He led the fledgling institution for thirteen years, finally leaving for a seat on the U.S. Civil Service Commission. But in a sense, he never really left, as anyone who has seen his gravestone on a campus tour can attest.

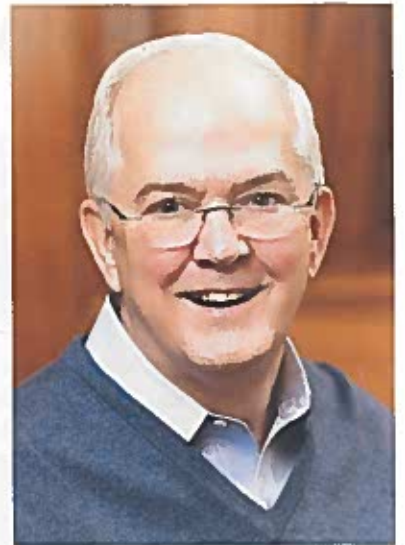
Although he was not trained specifically as a historian (he had studied the classics, math, and some sciences at Union College), Gregory taught the “History of Civilization” to the senior classes at Illinois. According to his lecture notes from 1877, he began with the premise that “civilization is the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

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

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

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

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



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



# History Faculty Books, 2009–2011



Eugene M. Avrutin, *Jews and the Imperial State: Identification Politics in Tsarist Russia* (Cornell University Press, 2010).



Eugene M. Avrutin et al., editors, *Photographing the Jewish Nation* (Brandeis University Press, 2009).



Adrian Burgos, Jr., *Cuban Star: How a Negro-League Owner Changed the Face of Baseball* (Hill and Wang, 2011).



Adrian Burgos, Jr., et al., editors, *Beyond El Barrio: Everyday Life in Latina/o America* (New York University Press, 2010).



Antoinette Burton, *Empire in Question: Reading, Writing, and Teaching British Imperialism* (Duke University Press, 2011).



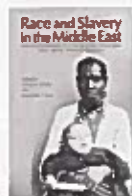
Marilyn Booth and Antoinette Burton, editors, "Critical Feminist Biography," double issue, *Journal of Women's History*, 21, (Fall and Winter, 2009).



Antoinette Burton and Tony Ballantyne, *Moving Subjects: Gender, Mobility, and Intimacy in an Age of Global Empire* (University of Illinois, 2009).



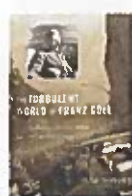
Theodore Koditschek, Sundiata Keita Cha-Jua, and Helen A. Neville, editors, *Race Struggles* (University of Illinois Press, 2009).



Terence Walz and Kenneth Cuno, editors, *Race and Slavery in the Middle East: Histories of Trans-Saharan Africans in Nineteenth-Century Egypt, Sudan, and the Ottoman Mediterranean* (American University in Cairo Press, 2010).



Kenneth M. Cuno and Manisha Desai, editors, *Family, Gender, and Law in a Globalizing Middle East and South Asia* (Syracuse University Press, 2009).



Peter Fritzsche, *The Turbulent World of Franz Goll: An Ordinary Berliner Writes the Twentieth Century* (Harvard University Press, 2011).



Matthew Sakiestewa Gilbert, *Education beyond the Mesas: Hopi Students at Sherman Institute, 1902-1929* (University of Nebraska Press, 2010).



Keith Hitchins, *The Identity of Romania*, second revised edition (Encyclopaedic Publishing House, 2009).



Craig Koslofsky, *Evening's Empire: A History of the Night in Early Modern Europe* (Cambridge University Press, 2011).



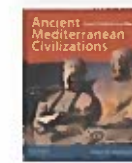
Clarence Lang, *Grassroots at the Gateway: Class Politics and Black Freedom Struggle in St. Louis, 1936-1975* (University of Michigan Press, 2009).



Robbie Lieberman and Clarence Lang, editors, *Anticommunism and the African American Freedom Movement* (Palgrave Macmillan, 2009).



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



# Major Undergraduate Achievements

by CAROL SYMES, DIRECTOR OF UNDERGRADUATE STUDIES

How can we track Southerners' changing attitudes toward "the Cause" during the Civil War? What was the relationship between British imperialism, Parliamentary politics, and royal authority in the early seventeenth century? How do the life experiences of a single World-War-II veteran complicate our understanding of "the Greatest Generation"? What can a comparison of poorhouses in Boston and St. Louis reveal about the social and cultural assumptions of the Gilded Age? Why were printing presses, public preaching, and entertainment all regulated in the same ways during the reign of Mary Tudor? What did Theodore Roosevelt and Jane Addams have in common?

These are just a few of the compelling questions that recently engaged the energies of some



DUS Carol Symes—center front—surrounded by last year's honors thesis students.

remarkable undergraduate historians: the small number of Seniors (class of 2010) who elected to spend an entire academic year working toward the completion of an Honors Thesis. While all History majors at Illinois

conduct original research in our capstone course, History 498 (Research and Writing Seminar), the students admitted to the Honors Program take on an additional challenge. After completing a special Honors seminar on "Historiography and Methodology" (History 492) in the spring of the Junior year, they will embark on a year-long independent project under the guidance of a faculty advisor. Along the way, they will meet regularly with the DUS and with fellow thesis writers to discuss shared problems and strategies. And in the beginning of May, each thesis will be evaluated by the faculty advisor and a

second faculty reader, both of whom will meet with the writer for a formal discussion of the project.

Sound intense? You bet it is. And it became even more intense last year—my first year as DUS—when I offered students the option to turn their bi-weekly thesis seminar (History 499) into a full-fledged weekly writing workshop. Traditionally, this seminar has met regularly only during the fall; in the spring, thesis writers would instead hunker down to work on their own, although they'd come together again at the end of April to present the results of their research. As an advisor to thesis writers in years past, I recognized the reasoning behind this approach; but I also wondered whether it would be possible to borrow the model employed in our first-year graduate seminar, or even in our ongoing dissertation-writing workshop: venues where graduate students read and critique one another's work, keep each other motivated, and help one another through what is usually a solitary process. I had a hunch that something like this could work for undergraduates, too. Quite by accident, a few years ago, I had three thesis students all working on various aspects of medieval history and had found it expedient to meet with them as a group—and I'd seen how much it helped them to swap sources, share anxieties, and offer feedback during the writing process. But would this approach be suitable for ten thesis writers, all exploring very different historical eras and problems?

Thanks to the commitment and collegiality of last year's cohort, it was a resounding success—and, incidentally, one of the most rewarding experiences I've had as a teacher. Every week, three or four members of the group circulated a draft chapter (or substantive portion of a chapter) a few days prior to our meeting, and every member was responsible for acting as the primary reader for two of these segments. Often, I would pair students working in similar fields, or dealing with similar methodological challenges; but the larger goal was to practice reading and commenting on historical scholarship (regardless of one's own area of expertise) while, at the same time, learning to frame the results of specialized research in ways compelling to an informed, but non-specialist, audience. This year's cohort of thesis writers will be engaging in the same

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

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

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

## Honors Theses Completed in 2009–10

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

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

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

continued on page 13



# Teaching Outside the Academy

Now in its eighth year of operation, the AHTC is a national program designed to enhance the teaching of American history in public high schools.

The university lecture hall and college classroom are the standard venues for teaching in higher education. But three members of the history department, spurred on by a sense of adventure and an interest in social service, have recently been exploring other pedagogical worlds.

Jim Barrett, for instance, the current Chair of the department and a specialist in U.S. labor history and the history of American immigration, has been teaching in the American History Teachers' Collaborative (AHTC). The AHTC is a local professional development project for teachers, which has been funded by a series of Teaching American History Grants since 2003. The Teaching American History Grants, administered through the U.S. Department of Education, are designed to increase the American history content knowledge of K-12 teachers and encourage them to work with historians, curators, and archivists. The program includes a rich variety of educational activities, such as evening historical film showings, guest lectures, group discussions, book readings, on-line training, summer fellowships for teachers, field trips to historical sites, and an annual summertime workshop lasting several days. Inevitably, topics in the history of Illinois are frequent, but a great many other subjects are also presented. One recent outside speaker for a summer workshop on the history of American civil rights was Julian Bond. The local home of AHTC is Urbana School District, but it serves social studies teachers and school librarians at various grade levels and from several rural and small urban school districts in central Illinois. Furthermore, for some activities the Urbana collective partners with other state institutions, such as the Illinois State Archives in Springfield, the Macon County Historical Museum in Decatur, and the Chicago History Museum.

For the past five years, Barrett has contributed regularly to the Collaborative and last year was designated the project's "lead university historian." He has helped to design yearly programs, propose conference themes, host visiting scholars, supervise field trips, and teach workshops. Not surprisingly, given the strength of the U of I School of Education, quite a few undergraduate alumni are also involved in the AHTC, as are a number of other department faculty members.

In contrast, Mark Micale, a historian of science and medicine in the department, has become

interested in higher education in prison. In recent years several states across the country, Illinois among them, have pioneered programs that bring upper-level courses offered through public universities to select prison inmates. Sociological studies indicate that this sort of educational experience is more effective in reducing rates of prison recidivism than work therapy, vocational training, or rehabilitation programs. UIUC's version of this idea is the Education Justice Project, which operates at Danville Correctional Center, a medium-security prison located about 30 miles east of Urbana-Champaign. EJP is currently in its third highly successful year. Out of a total inmate population of roughly 1,800, about 70 students at DCC are enrolled after meeting a set of academic and disciplinary qualifications.

Several history department graduate students had already served as writing tutors and library assistants in EJP. Inspired by their volunteer work, Micale was the first faculty member in the department to teach in the program when in the spring of 2010 he offered a semester course on the history of madness and psychiatry to fifteen student-prisoners. Classes met weekly, on Friday evenings, for three hours.

Micale emphasizes how utterly unique the experience of teaching in EJP was from his many previous years of college instruction. Needless to say, this was the first teaching he had done that required urine and tuberculosis tests as well as a criminal background check. His real surprise, though, was the passionate student responses in the classroom. Micale's students ranged in age from their early twenties to their mid-sixties. Not just conscientious about the course work, they seemed thrilled each week to have the opportunity to discuss the assigned reading in depth. It was routine to have five or six hands raised for each question. Student after student read every assigned word, and one student, misunderstanding the directions, read the entire course packet of photocopied articles for the first day of class! The short in-class student reports that Micale required of each participant often evolved into 40-minute meditations that were more thoughtful and creative than the presentations he receives from his on-campus students. "Intellectual starvation," he notes, makes for some remarkable classroom discussions.

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

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



Mark Micale, Jim Barrett, and Augusto Espiritu

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

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

continued on page 10

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



*The trip in fact was not without its challenges: pirate raids out of Somalia were then at their height.*

Dubrovnik, Gibraltar, and Cadiz, Spain, before brushing past the Portuguese islands of Madeira and then making the final ocean crossing to Miami.

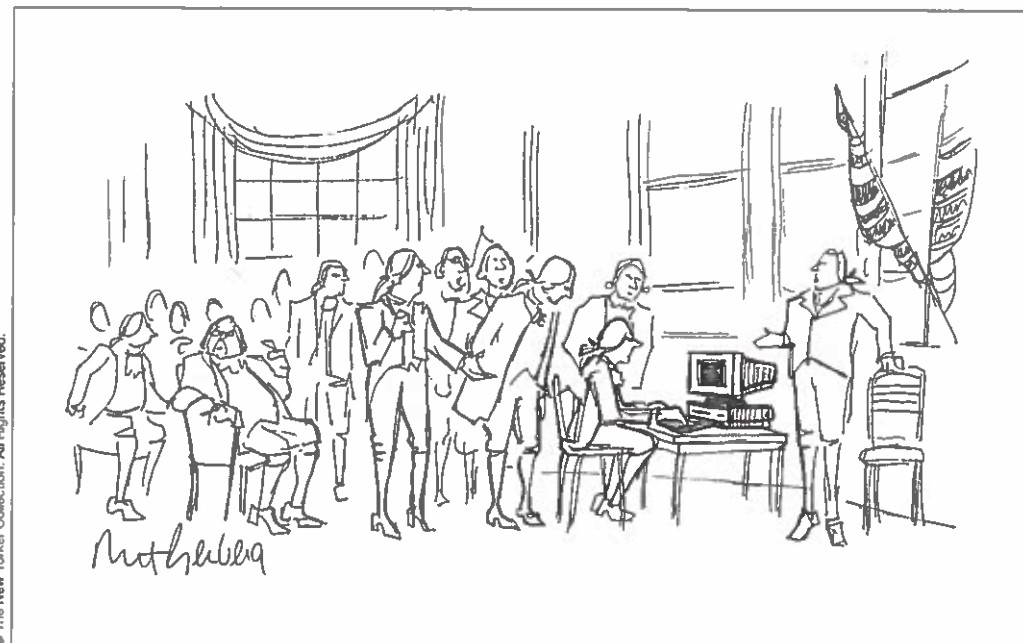
"Bohemian" and "swashbuckling" are adjectives that spring to mind for Espiritu's adventure. The trip in fact was not without its challenges: pirate raids out of Somalia were then at their height, so as a precaution the *Explorer* was escorted by a British Royal Navy vessel as it transited through the Red Sea between Yemen and Ethiopia. Espiritu, however, firmly declares the voyage "a once in a lifetime experience." Furthermore, his time on this floating university affected his professional view of the subjects he teaches, sometimes in powerful, transformative ways that he had not anticipated. Most foreign travel today targets one or two destinations quickly reached by airplane during a relatively short trip. Three-and-a-half months of travel to over twenty locations on four continents makes for a profoundly different kind of experience.

Espiritu honed his knowledge of global geography and developed a new, maritime perspective on the successive countries that he visited. He was struck by the drama and beauty of approaching some of the world's greatest cities by water. He developed a much greater appreciation of trade and transportation by sea. And the artificial nature of man-made political borders superimposed over

the natural geography of rivers, coasts, islands, and mountains became overwhelmingly clear. Educationally, his opportunity to lecture on board about site-specific historical events and cultural practices and then later to accompany students on land to the actual locations they had studied was unsurpassed. Even some practical arrangements during the trip reflected the change in cultural scenery: as the voyage progressed, the ship chefs used different local products and spices to prepare the meals. The experience of working on board ship for a common purpose with the ship's officers and crew, the academic and administrative staff, as well as with 700 students from all over the United States and other parts of the world was truly gratifying for Espiritu. It is clear that for any university interested in Global Studies, transnationalism, and many comparative and interdisciplinary studies, the Semester at Sea program is a stunning opportunity.

Based on the department's recent history, the possibilities for history teaching beyond the traditional campus seem limited only by the human imagination. Semester-in-space anyone?

For more information about the American History Teachers' Collaborative, see [www.usd116.org/ProfDev/AHTC/ahtc.html](http://www.usd116.org/ProfDev/AHTC/ahtc.html). For the Education Justice Project, see [www.educationjustice.net/contact-us/](http://www.educationjustice.net/contact-us/). For the Semester at Sea Program, see [www.semesteratsea.org](http://www.semesteratsea.org).



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## Hearing History

by JOHN RANDOLPH

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

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

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

Fortunately, last Fall's Audiohistory course was made possible by a grant from the Provost's Initiative for Teaching Advancement, or PITA, grant. Using it, I hired Derek Attig (a Ph.D. candidate in the Department) to help prepare a bibliography on audio-historical resources and technologies. Derek and I also created a website ([Audiohistory@Illinois](mailto:Audiohistory@Illinois)) to organize materials so that undergraduates could use them and also as a placeholder for future efforts.

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

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

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



## A Word from the Friends of History

by CRAIG ROSENBERG and  
JACQUELINE DAVIS

A group of alumni and friends of the Department of History—friends who were impressed by the passion, excellence, and dedication of both the Department's faculty and students and are determined to support its efforts—established the Friends of History a few years ago. Support takes several forms, whether it is sponsoring lectures, establishing new grants and awards for undergrad-



Kris from Seattle, USA

uate and graduate students, or serving as ambassadors-at-large for this great department.

The Friends of History have already sponsored a number of events and are planning more in the near future. One recent event entitled "History at the Palmer House" was a great success, providing alumni and other friends with a fascinating program about this Chicago landmark. Well-known columnist George Will described the Grecian frescoes, created by French painter Louis Pierre Rigal, that adorn the ceilings of the lobby of Chicago's Palmer House hotel as "A wonderful protest of romance against the everydayness of life." It was in this elegant and historic setting that members of Friends of History and their guests gathered this past October for brunch and an interesting and

informative lecture by local historian Ken Price followed by a walking tour of the hotel.

The Palmer House reflects the taste and vision of its namesake Potter Palmer and his remarkable wife Bertha. The original hotel celebrated its grand opening in 1871 just thirteen days before it was destroyed in Chicago's Great Fire. The hotel was quickly rebuilt across the street from its original location. The Palmer House is considered to be North America's oldest hotel in continual operation. It has recently undergone a 170 million dollar restoration.

Potter Palmer was instrumental in the development of Chicago into one of the world's major cities. Palmer was an extremely successful merchant and real estate developer. In 1871, he lost more than thirty-five properties in the Chicago Fire. He is credited with developing Chicago's retail properties along State Street and the Gold Coast neighborhood.

Bertha Palmer was a woman ahead of her time and very interested in women's rights. She was well-educated, traveled the world and was involved in business, the arts and community service. She filled the Palmer House with artistic pieces that reflected her French heritage along with Tiffany twenty-four karat gold chandeliers, bronze statues and brass door handles and hardware. After meeting Claude Monet, Bertha began collecting French Impressionist paintings, and these works eventually became the foundation for the world famous Impressionist collection at the Art Institute of Chicago. In 1893, the Palmers underwrote the cost of the Women's Pavilion at the Colombian Exposition. Bertha hired a female architect to design the pavilion and asked the Palmer House chef to create a special dessert to be served there. The result was the invention of the Brownie! (Reproduced on the facing page is the actual original recipe.)

For more information on the Palmers, you might want to read *The Jewel of the Gold Coast: Mrs. Potter Palmer's Chicago*, written in 2009 by Sally Sexton Kalmbach.

All of us involved in the Friends of History have been inspired by the talent and dedication of the

## A Taste of History

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

### Brownie Ingredients:

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

### Directions:

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

### Glaze Ingredients:

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

### Directions:

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

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

## Major Undergraduate Achievements, continued

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

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



# Phi Alpha Theta Epsilon Chapter Annual Awards Banquet

Illini Union • April, 24, 2010

## Undergraduate Awards and Honors

### Robert H. Bierma Scholarship for Superior Academic Merit in History

Carolyn N. Hinrichson  
Ann Klaus  
Brian A. Levitsky  
Joshua M. Moore

### Robert W. Johannsen Undergraduate History Scholarship

Brian A. Levitsky

### Michael Scher Award for Outstanding Undergraduate Paper

Ryan Schmidt  
"Ius vitae necisque: The Roman Father's Right of  
Life and Death"

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

James D. Pierson  
Justin Shattuck

### Martha Belle Barrett Prize for Undergraduate Academic Excellence

Christopher J. Holthe  
Meredith E. Riccio  
Sarah L. Troutman

### Martha Belle Barrett Prize for Outstanding Honors Thesis

Ben Jacobson  
"prechars, pryntars, and players: Control, Confor-  
mity, and the Theatre under Mary Tudor, 1553-  
1558"

## Graduate Awards and Honors

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

Rachel Koroloff

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

Jacob Baum

### Joseph Ward Swain Seminar Paper Prize

T.J. Tallie, "Limits of Settlement: Mapping Settler Masculinity in  
Colonial Natal, 1848-1872"

### Joseph Ward Swain Publication Prize

Habtamu Mengistie Tegegne, "Rethinking Property and Society in  
Gondarine Ethiopia," *African Studies Review*, 52 (2009): 89-106.

### William C. Widenor Teaching Appointments in History

Martin Smith  
Seminar: "Bodies of War: Rethinking Viet Nam from All Sides"  
(Fall 2010)

Rebecca Mitchell  
Seminar: "Music, Power, and Resistance in History"  
(Spring 2011)

Emily Skidmore  
Seminar: "National Bodies"  
(Spring 2011)

## Graduate and Faculty Teaching Awards

### John G. and Evelyn Hartman Heiligenstein Award

Long Bao Bui

### George S. and Gladys W. Queen Excellence in Teaching Award

Tamara Chaplin

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

by MARY STUART, HISTORY, PHILOSOPHY  
AND NEWSPAPER LIBRARIAN

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

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

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

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

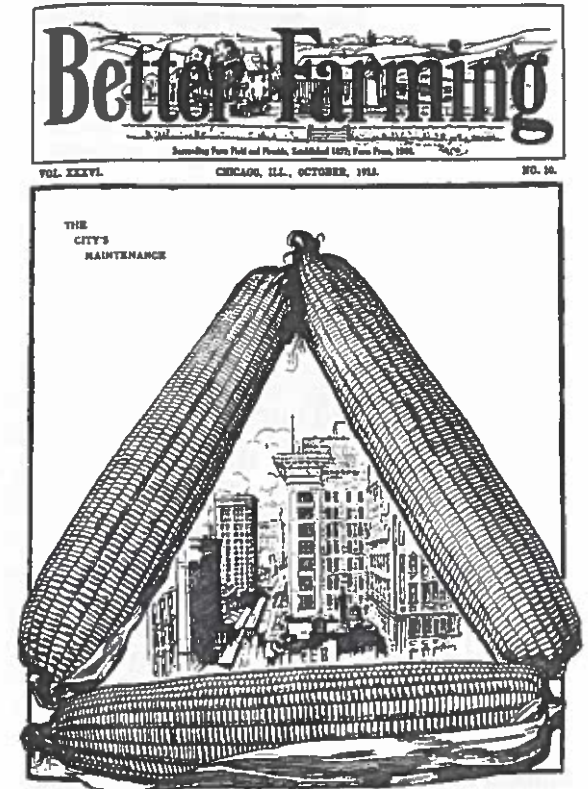
farm and often endorsing or criticizing the papers' editorial positions.

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

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

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

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



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

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



attention when it was proposed to transfer them to our remote storage facility. In the History, Philosophy and Newspaper Library we immediately realized that once the originals went into storage, the contents would be lost to scholarship, for all practical purposes, since they were unindexed and had been so little mined previously. They were perfect candidates for digitization, which has radically transformed the value for scholarship of these newspapers, providing keyword access to the entire contents. This vital part of our national heritage is now readily and widely accessible for the first

time in our *Farm, Field and Fireside* repository (named after one of the farm weeklies).

Since the farm papers were published in newspaper format, they require a special type of digital conversion, and we were able to secure a \$100,000 Library Services and Technology Act grant from the Illinois State Library in 2008 for the project. Subse-

quently we used a portion of a generous bequest to the History, Philosophy and Newspaper Library to continue the work and in 2009-10 received \$80,000 from other Library endowments to continue the project. In 2009 Pennsylvania State University Libraries donated their digital files of *Lancaster Farming*, and a private gift will enable us to add an additional title to the repository in 2011. Ohio State University plans to contribute the *Ohio Farmer* to our repository in the near future.

Apart from their obvious value for students and scholars researching the history of agriculture, agricultural economics, and agricultural

communications and technology, the farm newspapers offer rich source material for historians of education, rural sociologists, environmental historians, and especially social and cultural historians. There is a wealth of information on material and popular culture in the farm weeklies, including a large corpus of early romance fiction and adventure stories and a fascinating array of advertisements. To highlight some of this "unexpected" content, we have created subject guides for rural school reform, Indian lands, health and hygiene, immigrant labor, and women's fiction in the newspapers.

The *Farm, Field and Fireside* repository now contains nearly 400,000 pages of farm newspapers. Newspapers digitized to date are listed on the repository home page at [www.library.illinois.edu/dnc/fff/](http://www.library.illinois.edu/dnc/fff/). This resource is available for free to anyone with access to the internet. You can browse the newspapers by date or search by keyword across articles, advertisements, and photo captions, and you can print, download, or e-mail the results of your search. Subject guides are available online at [uiuc.libguides.com/fff/](http://uiuc.libguides.com/fff/).

In addition to building the *Farm, Field and Fireside* collection, the History, Philosophy and Newspaper Library is engaged in several other newspaper digitization projects. We are digitizing the *Daily Illini*, the *Urbana Courier*, and the *Sycamore (Illinois) True Republican* for our *Illinois Digital Newspaper Collection* at [www.library.illinois.edu/dnc/idnc/](http://www.library.illinois.edu/dnc/idnc/), and we have digitized the *Chicago Eagle*, *Day Book*, and *Broad Ax* for the National Digital Newspaper Program (available in *Chronicling America* at [chroniclingamerica.loc.gov/](http://chroniclingamerica.loc.gov/)). Over the next couple of years we plan to digitize the *Cairo Bulletin* and the *Bloomington Pantagraph* for *Chronicling America*, to complete digitization of the *DI* and the *Courier* for the *Illinois Digital Newspaper Collection*, and to continue to build *Farm, Field and Fireside*.

## Do You Want Your Daughter To Marry A Farmer?

IF YOU had a daughter of marriageable age, would you, in the light of your experience on the farm, want her to marry a farmer and make her future life on a farm? If so, why? If not, why not?

For the sixty-eight best answers to this question, THE FARMER'S WIFE will pay the following cash prize:

**\$500—For The Best Answers—\$500**

For the First Prize Letter - - -	\$200
For the Second Prize Letter - - -	100
For the Third Prize Letter - - -	50
For the Next 5 Best Letters, each	10
For the Next 10 Best Letters, each	5
For the Next 50 Best Letters, each	1

Your smart answers to this vital question will get The Farmer's Wife in possession of the most valuable information ever assembled concerning the factors that determine success or failure in farm life.

## Announcement of essay contest from a 1922 agricultural newspaper.

# Post-Doctoral Scholars in Residence

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

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

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

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





by DANA RABIN

It is a privilege to serve as Director of Graduate Studies, and it has been tremendously rewarding to work with our graduate students since I took up this position in August 2010. Their energy, creativity, and collegiality, and the tremendous initiative they bring to the department make it a pleasure to work with them and to advocate for them across campus. I am grateful to my predecessor, Diane Koenker, for her dedication, commitment, and organization. The graduate

program is strong thanks to the sensitive transition process Diane oversaw. Thanks also to our interim chair, Jim Barrett, for his constant support.

This year the faculty and graduate students who serve on the Graduate Committee continue to build on the program reforms begun by Kathy Oberdeck and Diane Koenker. We have standardized the guidelines for the dissertation pre-defense, generally scheduled three to six months before the final defense date. The pre-defense is an occasion for dissertator and dissertation committee to come together over a substantial amount of the text and to discuss the main arguments of the thesis as well as structure and organization. At this key juncture committee members can advise the student about major revisions and additions to the tasks of research and revision that need to be accomplished before the final defense.

When I became Director of Graduate Studies, I was aware of both the challenges and the rewards of the position. The biggest challenge our students face at present is securing funding in an era of budget cuts and shrinking resources. The Ph.D. program generally takes 7-8 years to complete, but the department can guarantee only four years of funding. Despite a decrease in the number of teaching assistantships, our students have proven resilient and resourceful in finding ways to fund their research. They have actively sought internal

*These rigorous, innovative, and thoughtful scholars-in-training are a diverse group, a testament to the consistent and diligent efforts of our Committee on Diversity, which has been connecting our graduate program with students from under-represented groups for the past ten years.*

and external fellowships, research assistantships, and other work across campus.

The entering class of 2009 numbered 14 students drawn from colleges and universities across the United States, Europe, and Asia. In August 2010 we welcomed ten new graduate students chosen from over 200 applicants. (See p. 19.) These rigorous, innovative, and thoughtful scholars-in-training are a diverse group, a testament to the consistent and diligent efforts of our Committee on Diversity, which has been connecting our graduate program with students from under-represented groups for the past ten years. This year these efforts continue under the leadership of Augusto Espiritu. The Committee is already planning for a Diversity Recruitment and Retention conference to be held on campus in March 2011.

Our graduate students continue to achieve across the board. Thirteen students received their Ph.D.s in 2009, and another thirteen received their doctorates in 2010. (See the lists below, p. 20). Eight students found new jobs last year, five of them tenure-track, and several students secured competitive post-doctoral fellowships. Ten U of I students found new jobs in 2008-2009, seven of them tenure-track. Despite the year's tough job market, many of our graduate students obtained interviews at the annual AHA convention. The department placement committee continues to assist our job applicants with their application letter and cvs and by holding practice interviews and job talks.

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

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

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

## Graduate Students Newly Admitted

### 2009

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

### 2010

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

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

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

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



## Recent Department of History Dissertations

### May 2009

- Iddrisu, Abdulai** Contesting Islam: "Homegrown Wahhabism," Education and Muslim Identity in Northern Ghana, 1920-2005
- Morris, William** *Gegenwartsbewältigung*: Drug Users and the Making of Postwar West Germany, 1968-1983

### October 2009

- Brian, Amanda** *Kinderland* in the Fatherland: Growing Children in Imperial Berlin
- Fraser, Erica** Masculinities in the Motherland: Gender and Authority in the Soviet Union during the Cold War, 1945-1968
- Hoffman, Brian** Making Private Parts Public: American Nudism and the Politics of Nakedness, 1929-1963
- Kyong-McClain, Jeffrey** Excavating the Nation: Archaeology and Control of the Past and Present in Republican Sichuan
- Mackaman, Thomas** The Foreign Element: New Immigrants and American Industry, 1914-1924
- Yates, Brian** Invisible Actors: The Oromo and the Creation of Modern Ethiopia, 1855-1913

### December 2009

- Clarke, Nathan** Traces on the Peruvian Shore: The Environmental History of the Fishmeal Boom in Chimbote, Peru, 1940-1980
- Drouble, Paul** Playing the Nation: The 1964 Tokyo Summer Olympics and Japanese Identity
- Hill, Karlos** Resisting Lynching: Black Grassroots Responses to Lynching in the Mississippi and Arkansas Delta, 1882-1938
- Hobson, Maurice** Speaking to the Spirit of the Games: A Geo-Political, Social and Cultural History of Black Atlanta, Georgia, 1966-1996
- Tartakovsky, Dmitry** Parallel Ruptures: Jews of Bessarabia and Transnistria Between Romanian Nationalism and Soviet Communism, 1918-1940

### May 2010

- Corrado, Sharyl** The "End of the Earth": Sakhalin Island in the Russian Imperial Imagination, 1849-1906
- Guiliano, Jennifer** An American Spectacle: Collegiate Mascots and the Performance of Tradition
- Phoenix, Karen** 'Not By Might, Not By Power, But By Spirit': The Global Reform Efforts of the Young Women's Christian Association of the United States, 1895-1939
- Wood, Mihaela** Superpower: Romanian Women's Gymnastics During the Cold War

### August 2010

- Demshuk, Andrew** The Lost East: Silesian Expellees in West Germany and the Fantasy of Return 1945-1970
- Hansen, Jason** Where Lies Germany?: Science and the Visualization of the German Nation, 1848-1914

### December 2010

- Dills, Randall** The River Neva and the Imperial Facade: Culture and Environment in Nineteenth Century St. Petersburg Russia
- Gambino, Matthew** Mental Health and Ideals of Citizenship: Patient Care at St. Elizabeths' Hospital in Washington, D.C., 1903-1962
- Kinsey, Danielle** Imperial Splendor: Diamonds, Commodity Chains, and Consumer Culture in Nineteenth-Century Britain
- Kohler-Hausmann, Julilly** Forging a Punishing State: The Punitive Turn in U.S. Criminal and Social Policy, 1968-1980
- May, Michelle** The Republic and Its Children: French Children's Literature, 1855-1900
- Rohde, Melissa** Living and Working in the Enchanted Lands: American Indian Tourism Labor, Development, and Activism, 1900-1970
- Tillman, Ellen** Imperialism Revised: Military, Society, and U.S. Occupation in the Dominican Republic, 1880-1924

## Recent Graduate Job Placements and Post-Doctoral Fellowships

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

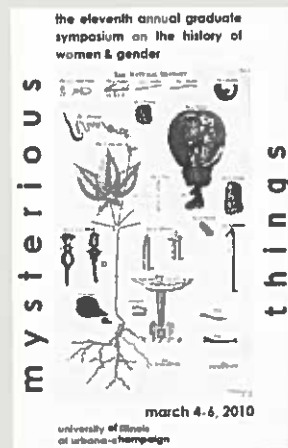
**Hoffman, Brian** (U.S.) Post-Doctoral Fellowship, University of California-San Francisco

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

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



## Annual GSHWG Conference Enters Second Decade



On March 4-6, 2010, the graduate students of the Department of History hosted the Eleventh Annual Graduate Symposium on the History of Women & Gender. The conference—which featured presentations by graduate students from across North America, as well as talks by scholars in the field—was organized by an executive committee led by co-coordinators David Greenstein and Derek Attig, and including graduate students drawn from the departments of History and English: Rachel Heeter Smith, T.J. Tallie, Archana Prakash, Ashley Hetrick, Ariana

Ruiz, Tyler Carrington, Elizabeth Quick, and Nicolle Rivera. It was made possible by generous contributions from the History Department, the *Journal of Women's History*, and a wide variety of other programs and organizations, from the School of Labor & Employment Relations to the Graduate Employees' Organization and the Beckman Institute.

The theme for the 2010 conference—"Mysterious Things," drawn from Karl Marx's description of the strange life of commodities—invited graduate students from a variety of disciplines to come together in order to discuss the role that "things" (from blankets to paper to comic books to narratives to bodies) have played in the construction and experience of gender and sexuality. Appropriately for the theme, the conference included a keynote presentation by Kevin Floyd, Associate Professor of English at Kent State University and author of *The Reification of Desire: Toward a Queer Marxism* (University of Minnesota Press, 2009). Floyd's talk, "The Importance of Being Childish: Futurity, Death & Utopia in Edelman and Adorno," drew an enthusiastic crowd and prompted spirited discussion and debate about the usefulness of utopia in queer politics.

Also fitting the capaciousness of the conference theme were the nearly thirty papers presented by graduate students who came from institutions as

varied as Harvard Divinity School, Florida State University, the University of Toronto, and the University of New Mexico. The presentations dealt with a broad and impressive range of topics, from Latina activism to paper data storage to ultra-sound technology to Swamp Thing. Carla Hustak, a doctoral candidate in History at the University of Toronto, examined the philosophy and politics of Mabel Dodge, who ran a radical salon in early twentieth-century Greenwich Village, and Dodge's search for ways to "spiritually dynamit[e] the gendered self." Hustak won the prize, sponsored and selected by the journal *Gender & History*, for best paper submitted to the conference.

In collaboration with the History Department's Diversity Recruitment Committee, the symposium also included a luncheon and discussion, "Evidence of Things Not Seen: Intersections of African American Studies and Women's & Gender History," featuring Valinda Littlefield (Ph.D., Illinois, 2003), Associate Professor of History at the University of South Carolina, and Minhak Makalani (Ph.D., Illinois, 2004), Assistant Professor of History at Rutgers University. The lunchtime presentations provided a wonderful opportunity to show off the Illinois History Department to prospective students, as well as a chance for valuable dialogue about the intersections of race and gender in the historical profession today and in the wider world.

From its origins as an opportunity for Illinois History graduate students to present their work to its status today as widely respected international conference, the Graduate Symposium on the History of Women & Gender has played a role in offering a venue for graduate students to come together and discuss major issues facing the field. Planning for the twelfth annual symposium, under the direction of T.J. Tallie and Rachel Heeter Smith, is in full swing. Under the theme of "Genealogies," it will be held March 3-5, 2011 and looks to continue the tradition of innovative scholarship and intellectual community.

## Record of Graduate Achievement: UIUC Dissertations Recently Published

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

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



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

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

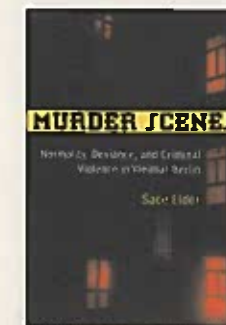
**Coleman, Heather J.**, *Russian Baptists and Spiritual Revolution, 1905-1929* (Indiana University Press, 2005).

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

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

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

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



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

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

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

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

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

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

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

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

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**Murphy, David T.**, *The Heroic Earth: Geopolitical Thought in Weimar Germany, 1918-1933* (Kent State University Press, 1997).

**Owens, Robert M.**, *Mr. Jefferson's Hammer: William Henry Harrison and the Origins of American Indian Policy* (University of Oklahoma Press, 2007).

**Palmer, Scott W.**, *Dictatorship of the Air: Aviation Culture and the Fate of Modern Russia* (Cambridge University Press, 2006).

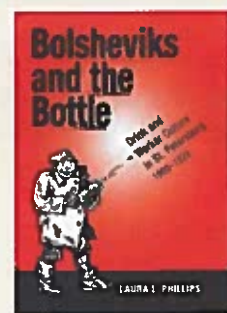


**Penny, H. Glenn**, *Objects of Culture: Ethnology and Ethnographic Museums in Imperial Germany* (University of North Carolina Press, 2002).

**Peris, Daniel**, *Storming the Heavens: The Soviet League of the Militant Godless* (Cornell University Press, 1998).

**Perry, Joseph**, *Christmas in Germany: A Cultural History* (University of North Carolina Press, 2010).

**Phillips, Laura L.**, *Bolsheviks and the Bottle: Drink and Worker Culture in St. Petersburg, 1900-1929* (Northern Illinois University Press, 2000).

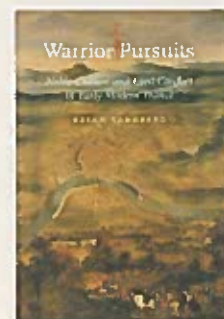


**Platt, Brian**, *Burning and Building: Schooling and State Formation in Japan, 1750-1890* (Harvard University Press, 2004).

**Rieder, Paula M.**, *On the Purification of Women: Churching in Northern France, 1100-1500* (Palgrave Macmillan, 2006).

**Sahadeo, Jeff**, *Russian Colonial Society in Tashkent, 1865-1923* (Indiana University Press, 2007).

**Sandberg, Brian**, *Warrior Pursuits: Noble Culture and Civil Conflict in Early Modern France* (Johns Hopkins University Press, 2010).



**Satterfield, George**, *Princes, Posts and Partisans: The Army of Louis XIV and Partisan Warfare in the Netherlands (1673-1678)* (Brill, 2003).

**Saxe, Robert Francis**, *Settling Down: World War II Veterans' Challenge to the Postwar Consensus* (Palgrave Macmillan, 2007).

**Smith, Jeffrey**, *A People's War: Germany's Political Revolution, 1913-1918* (University Press of America, 2006).

**Storch, Randi**, *Red Chicago: American Communism at Its Grassroots, 1928-35* (University of Illinois Press, 2009).

**West, Sally**, *I Shop in Moscow: Advertising and the Creation of Consumer Culture in Late Tsarist Russia* (Northern Illinois University Press, 2011).

## Robert Morrissey to Join the Department

by FRED HOXIE

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

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

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

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



## Recent Faculty Promotions

### Clarence E. Lang

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

### Mark S. Micale

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

### Leslie J. Reagan

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



# The Founder: John Milton Gregory (1822–1898)



by WALTER L. ARNSTEIN

Although Evarts Boutell Greene (1870-1947) became in 1894 the first full-time historian at the University of Illinois, he was not the first faculty member to teach history there. That distinction is borne by John Milton Gregory, who served as the first Professor of History, the first Professor of Economics, and the first Professor of Philosophy, as well as the first President (then known as "Regent") of the brand new institution that was founded in 1867 and whose first classes began a year later.

John Milton Gregory was born on July 6, 1822 in a village ten miles east of Albany, New York, one of eleven children whose father owned and operated a local tannery. It was his father's expectation that this frail and sensitive lad would follow the family business. His mother, who died when John Milton was only four, had named him after her favorite poet, however, and the boy soon developed an "insatiable appetite for books." Elder siblings ultimately persuaded their father to permit the youth to leave the tannery. As soon as he could read and write himself, he supported himself as a teacher in a nearby elementary school. Financial support provided by an elder sister and an elder brother enabled him to learn enough English grammar, Latin, and Greek to win admission to Union College (Schenectady), the first college to be chartered by the Board of Regents of the State of New York.

Although Gregory found time to play the flute (Puritan hymns and old English folk melodies were his specialty), he read incessantly; he also joined the Philomathian Literary Society and gained admission to Phi Beta Kappa at Union College. Once he received his B.A. degree in 1846, he began legal study in a Schenectady law firm, but an invitation in a nearby town led him to become a pastor, and a year thereafter he was ordained as a Baptist

minister. Ultimately the clergy was not to become his prime vocation either, but in the course of his life he was to serve as guest preacher in numerous churches. In 1848, his marriage to a second cousin, Julia Gregory (the daughter of a physician and active abolitionist), led him into a full-fledged career in education, first in Akron, Ohio, and then from 1854 on in the state of Michigan. There he served first as principal of Detroit's first teacher training school and then as editor of the new *Michigan Journal of Education*. In 1858, he was elected for a two-year term as Michigan's Superintendent of Public Instruction and later twice reelected. During those years, he traveled widely, inspected schools, organized institutes, wrote, and lectured. His prime concerns included moral and religious education, vocational (especially agricultural) training, the promotion of higher educational opportunities for women, and the setting up of teacher training institutions. "It is the grand educational problem of the times," Gregory declared, "how shall we obtain the men and women, wise, commanding, and pure, fitted by grace of character and grace of manners, to train the millions of children in this land?"

By the mid-1860s Gregory had won a wide reputation as a vibrant orator as well as an influential educator. As the husband of a sickly wife and the father of four children, he found it impossible between 1861 and 1865 to become a soldier, but he was an inspirational champion of the Union cause during the Civil War. In 1864 he agreed to become the president of a small Baptist institution, Kalamazoo College. Then, in 1866, Madison University (the future Colgate) conferred on him an honorary doctorate of letters, and he came generally to be known as Doctor Gregory. By 1867, he was being considered as the possible president of several eminent institutions, and it was in February, 1867, that the Board of Trustees of the new Illinois Industrial University asked Gregory to become Regent (i.e. chief executive officer). The institution was being established under the auspices of the federal Morrill "Land Grant" Act of 1862; numerous Illinois towns subsequently bid for the location, but,

amidst much political controversy, Champaign-Urbana won out.

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

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

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

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

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

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



An additional monument was erected in the form of Gregory Hall, the academic home of the Departments of History and Philosophy ever since 1970.

Gregory's expanding administrative duties did not prevent him from continuing to teach. His lectures on economics were to lead to his longest book, *The Political Economy* (1882), a work that he described as "a modest contribution to the growth of that science which seeks to explain and promote the industrial progress of the world." The book was widely used for two decades as a college and university text. His favorite subject, however, was history—both the history of the United States and the History of Civilization. Even before his arrival at Illinois, he had published his *Handbook of History and Chronology and The Map of Time* (1867), a chart of all the principal events in all the major European powers from 1500 to 1861 and the names and dates of all eminent rulers, scholars, artists, and writers. Although he used that publication in his highly popular courses, the book was not republished after the plates burned up during the Great Chicago Fire of 1871; in 2005, however, the University of Michigan Library Press reprinted the book. Gregory insisted that "History, wisely read, is one of the most fruitful sources of knowledge and pleasure." Let students of history emulate a painter who first sketches an outline and later systematically fills in the colors and a myriad of details. Then let them "assume more and more the character of the investigator, following out the new historical questions which will constantly arise.... We never read so profitably, or with such intense interest, as when we read to satisfy a doubt, or answer our own questions."

The outgrowth of his teaching career was *The Seven Laws of Teaching* (1886), a brief volume that was translated into French, German, Spanish, and Chinese, and repeatedly reprinted (with minor revisions by later authors), and it remains in print as well as freely available via Google Books. In the year 1880, however, Gregory resigned as Regent. The immediate grounds involved a complex dispute about military training at the university (as required by the Civil War era Morrill Act), but his new wife felt certain also that Gregory was

literally wearing himself out. Yet he was to live on for another eighteen years and to assume a series of other responsibilities. Thus he became the first President of the Board of Health of the State of Illinois and later the General Superintendent of the American Baptist Home Mission Society—where he advocated better education for black ministers in the South. Gregory's one-time Union College classmate, President Chester A. Arthur, appointed him one of the first United States Civil Service Commissioners after the passage of the Pendleton Act in 1883. That latter post caused Gregory and his wife to move to Washington, D.C., but in subsequent years they also traveled widely in Western Europe, and in the 1890s, when his erstwhile Illinois colleague George W. Atherton fell ill, Gregory for two years became Acting President of Penn State University.

Gregory never forgot, however, the institution that in 1885 had officially become the University of Illinois. In 1892, he returned to Urbana to give the Baccalaureate Address and in 1896 once more to provide the Commencement Address. After Gregory died on October 19, 1898, his will provided that at the University of Illinois scholarships be established in his and his wife's name after the latter's death. He also asked that he be buried in the grounds of his beloved university. And so, above the tomb an engraved bronze plate was affixed to a glacial boulder half way between Altgeld Hall and what is now the Henry Administration Building—not far from his longtime house on East John Street. On that gravestone, President Edmund J. James inscribed his name and the words, "If you would seek his monument look about you." Forty years later an additional monument was erected in the form of Gregory Hall, the academic home of the Departments of History and Philosophy ever since 1970.

(Prime sources: Winton U. Solberg, *The University of Illinois, 1867-1894: An Intellectual and Cultural History* (1968); Allene Gregory, *John Milton Gregory: A Biography* (1923))

## Faculty Profiles, 2008-10

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

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

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

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

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

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

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



**Antoinette Burton's** final two years as chair of the department were also the culmination of a six-year term as co-editor of the *Journal of Women's History*, with Jean Allman. She and Jean published "Gender, Colonialism, and Feminist Collaboration" in *Radical History Review*, 101 (2008), 198-210, that chronicled their experiences of co-teaching a graduate seminar, "Gender and Colonialism." In 2009 she published *Moving Subjects: Gender, Mobility and Intimacy in an Age of Global Empire*, co-edited with another former Illinois colleague, Tony Ballantyne (Illinois). At the end of her term as chair and coinciding with a well-earned sabbatical, Antoinette was awarded a John Simon Guggenheim Fellowship for a new project on the British Empire. Since August she has traveled to London, Delhi, Durban, and Sydney to give talks and do research connected with the project.

**Sundiata Cha-Jua** was co-winner with Clarence Lang of the 2009 Organization of American Historians EBSCOhost America: History and Life Award for "The 'Long Movement' as Vampire: Temporal and Spatial Fallacies in Recent Black Freedom Studies," which appeared in the *Journal of African American History*, 92, 2 (2007), 265-88. He also was elected President of the National Council for Black Studies, for 2010-2012. In addition to these achievements he published "Black Audiences, Blaxploitation and Kung Fu Films, and Challenges to White Celluloid Supremacy," in *China Forever: Shaw Brothers and Diasporic Cinema*, ed. Poshek Fu (Illinois, 2008), 199-223; he co-edited *Race Struggles* (Illinois, 2009), contributing a chapter, "The Changing Same: Black Racial Formation and Transformation as a Theory of the African American Experience," 9-47; and he guest edited a special issue of *The Black Scholar* entitled "Black Political Economy," 41, 1 (2010), in which he contributed an introductory essay "Obama and the Deteriorating Condition of African America," 2-6, and "The New Nadir: The Contemporary Black Racial Formation," 38-58.

**Tamara Chaplin** was awarded tenure and promoted to the rank of associate professor in 2008 and is now pursuing a new project on the history of sexuality. Her article on the history of French sex education, "Émile perverti? ou 'Comment se font les enfants'. Deux siècles d'éducation sexuelle en France" appeared in *Les jeunes & la sexualité : initiations, interdits, identités (19<sup>e</sup>-21<sup>e</sup> siècle)* (Paris: Éditions Autrement, 2010). She gave several talks in North America and Europe, and this year she is enjoying a sabbatical and research fellowship.

**Clare Haru Crowston** published new editions of the texts *A History of Western Society* and *A History*

of *World Societies*, co-authored (among others) with Illinois emeriti John McKay, John Buckler, and Pat Ebrey, as well as Illinois History Ph.D. Joe Perry. Her article "Family Affairs: Wives, Credit, Consumption and the Law in Old Regime France" appeared in *Family, Gender and Law in Early Modern France*, ed. Suzanne Desan and Jeffrey Merrick (Pennsylvania State, 2009), 62-100, and she delivered several scholarly talks and lectures in the United States and Europe. In September 2009 she co-organized, with Craig Koslofsky and Brian Sandberg, a conference in honor of John Lynn on the occasion of his retirement, "Campaign Communities: New Historical Perspectives on Armies, Gender, and the State," which featured several graduates of the department's doctoral program. Her work was recognized in the Fall 2009 by a Fellowship from Illinois' Center for Advanced Study and in the Fall 2010 with a five-year appointment as LAS Conrad Humanities Scholar. She has recently completed the first draft of a new book manuscript on credit and fashion in eighteenth-century France and hopes to see it in production shortly.

**Ken Cuno** co-edited two collections, *Family, Gender and Law in a Globalizing Middle East and South Asia* (Syracuse, 2009) and *Race and Slavery in the Middle East: Histories of Trans-Saharan Africans in 19th-Century Egypt, Sudan, and the Ottoman Mediterranean* (American University in Cairo, 2010), contributing chapters to both volumes. His chapter "Egypt to c. 1919" appeared in *The New Cambridge History of Islam*, vol. 5, *The Islamic World in the Age of Western Dominance* (Cambridge, 2010). Shorter articles on slavery in 19<sup>th</sup> century Egypt and a co-authored biography of Ibrahim al-Bajuri, a rector of al-Azhar, were published in the *International Journal of Middle East Studies* and the *Encyclopaedia of Islam*. At the annual Middle East Studies Association meetings in Boston and San Diego in Nov. 2009 and 2010 he presented papers on "Nineteenth Century Egyptian Intellectuals and the Family Question" and "Women with Missing (*mafqud*) Husbands: Marriage in Nineteenth Century Egypt." Locally he was interviewed about the Israeli-Palestinian conflict and President Obama's June 2009 speech in Cairo.

**Augusto Espiritu** spent part of his sabbatical year in Spain doing research at the Archivo Histórico Nacional (National History Archive) and the Biblioteca Nacional (National Library) in Madrid and the Civil War Archives in Salamanca. He also published "Journeys of Discovery and Difference: Transnational Politics and the Union of Democratic Filipinos" in *Transnational Political Behavior and Asian Americans*, ed. Pei-te Lien and Christian Collett, (Temple, 2009), 38-55, and presented "Gender Violence and

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

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

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

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

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

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

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



she was honored to participate in a retirement symposium for William G. Rosenberg at the University of Michigan in April 2010, *Rosenberg's Russia*, giving a paper, "Tourism and the Good Life in the Soviet Union, 1917-1954." In August 2010, she completed her two-year term as Director of Graduate Studies and gave two lectures at Illinois Valley Community College in connection with the traveling exhibit of the Perm-36 Soviet Gulag museum.

**Craig Koslofsky** spent the 2009-10 academic year at the Newberry Library in Chicago as a National Endowment for the Humanities long-term fellow. The fellowship year allowed him to finish writing his second book, *Evening's Empire: A History of the Night in Early Modern Europe*, which will appear in June 2011 with Cambridge University Press. In September 2009 he co-organized, with Clare Crowston and Brian Sandbery, a conference in honor of John Lynn on the occasion of his retirement, "Campaign Communities: New Historical Perspectives on Armies, Gender, and the State," which featured several graduates of the department's doctoral program. In the last two years Craig presented his work on darkness and the night to scholars in the U.S., Europe, and Korea.

**Clarence Lang** was a co-winner, with Sundiata Chajua, of the 2009 Organization of American Historians EBSCOhost America: History and Life Award for "The 'Long Movement' as Vampire: Temporal and Spatial Fallacies in Recent Black Freedom Studies," which appeared in the *Journal of African American History*, 92, 2 (2007), 265-88. In 2010 he was tenured and promoted to the rank of associate professor after publishing *Grassroots at the Gateway: Class Politics and Black Freedom Struggle in St. Louis, 1936-75* (Michigan, 2009); and co-editing *Anticommunism and the African American Freedom Movement: "Another Side of the Story"* (Palgrave Macmillan, 2009). In the past year he was a fellow of the Illinois Program for Research in the Humanities and a contributor to the IPRH blog "The Place of the Humanities," and he gave several invited talks.

**Bruce Levine** is completing a book tentatively entitled *The Fall of the House of Dixie: The Destruction of Slavery and Slave Society during the Civil War*. In the past year he published "The Riddles of 'Confederate Emancipation,'" in *History Now*, the online journal of the Gilder-Lehrman Institute of American History ([www.gilderlehrman.org/history](http://www.gilderlehrman.org/history) now), and his essays "The Myth of the Black Confederates" and "'Southern Independence' Not Defended by 'Black Confederates'" appeared in *The Washington Post* (October 31) and the *Free-Lance Star* of Fredericksburg, VA (Sept. 19). Since 2009 he has served as

a member of the Council of Scholars Coalition for the Civil War Sesquicentennial, and in 2010 he was appointed a Distinguished Lecturer for the Organization of American Historians. He gave numerous presentations on Lincoln, slavery, and the Civil War around the country.

**Harry Liebersohn's** new book, *The Return of the Gift: European History of a Global Idea*, appeared in December 2010 with Cambridge University Press.

**Ralph Mathisen** published "Provinciales, Gentiles, and Marriages between Romans and Barbarians in the Late Roman Empire" in the *Journal of Roman Studies* 99 (2009), 140-55 and also the chapters "L'adventus consulaire pendant l'antiquité tardive" in *Les entrées royales et impériales : histoire, représentation et diffusion d'une cérémonie publique, de l'Orient ancien à Byzance*, ed. Agnès Bérenger and Eric Perrin-Saminadayer (Paris, 2009), 139-56; "The Use and Misuse of Jerome in Gaul," in *Jerome of Stridon*, ed. A. Cain and J. Lossi (Ashgate, 2009), 191-208; "Ricimer's Church in Rome: How an Arian Barbarian Prospered in a Nicene World," in *The Power of Religion in Late Antiquity*, ed. N. Lenski and A. Cain (Ashgate, 2009), 307-26; "Les pratiques de l'excommunication d'après la législation conciliaire en Gaule (V<sup>e</sup>-VI<sup>e</sup> siècle)" in *Pratiques de l'Eucharistie en Orient et en Occident*, ed. B. Casseau, et al. (Etudes Augustiniennes, 2009), 539-60; "D'Aire-sur-l'Adour à Agde: Les relations entre la loi séculaire et la loi canonique au fin du royaume de Toulouse" in *Le Brévière d'Alaric. Aux origines du Code civil*, ed. M. Rouche and B. Dumézil (PUPS, 2008), 41-52; "Palaeography and Codicology" in *The Oxford Handbook of Early Christian Studies*, ed. D. Harvey and S. Hunter (Oxford, 2008), 140-68; and "Seething Adolescence, Suspect Relations, and Extraneous Women: Extra-Marital Sex in Late and Post-Roman Gaul" in *In Pursuit of Wissenschaft Festschrift für William M. Calder III*, ed. S. Heilen, et al. (Olms, 2008), 303-14. For the past two summers he has been a Distinguished Guest Professor at the University of Heidelberg, and he served as editor for four issues of the *Journal of Late Antiquity*, which was awarded Honorable Mention/Runner Up as Best New Journal in Social Sciences & Humanities for the American Publishers PROSE Awards and was named Honorable Mention/Runner Up for Best New Journal by the Council of Editors of Learned Journals. He also continued to serve as editor for Oxford Studies in Late Antiquity.

**Megan McLaughlin** published *Sex, Gender and Episcopal Authority in an Age of Reform, 1000-1122* (Cambridge, 2010) and "The Bishop in the Bedroom:

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

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

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

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

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

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

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

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

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



for her new project, “Agent Orange, Activism, and Film in the United States and Vietnam,” supported by an Arnold O. Beckman Research Award. Her book *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America* (California, 2010) appeared over the summer. Her article “Rashes, Rights, and Wrongs in the Hospital and in the Courtroom: German Measles, Abortion, and Malpractice Before *Roe* and *Doe*” in the *Law and History Review*, 27, 2 (2009), 241-79, won the inaugural Faculty Award for Research in the Humanities for 2010 from the Illinois Program for Research in the Humanities (IPRH). The article was also recognized by the Society for Legal History and awarded Honorable Mention for the Surrency Award. Her chapter on “Law and Medicine” appeared in *The Cambridge History of Law in America* (2008), and she guest edited a special issue on “Reproduction, Sex, and Power” for the *Journal of Women’s History*, 22, 3 (2010). Leslie gave several invited presentations and served on the Governing Council for the American Association for the History of Medicine. She also appeared on the List of Teachers rated Excellent.

After publishing *How Race Survived U.S. History* (Verso) just before the 2008 election, **David Roediger** spoke extensively in the U.S. and internationally placing the Obama presidency in context. His authored and co-authored articles over the last two years have appeared in *South Atlantic Quarterly*, *Historical Materialism*, *Studies in Symbolic Interaction*, *Dialectical Anthropology*, and elsewhere. Roediger’s co-edited collection *Listening to Revolt: Selected Writings of George Rawick* (Kerr) appeared in 2010.

**Dorothee Schneider** recently completed her book *Crossing Borders: Migration and Citizenship in the Twentieth-Century United States* (Harvard University Press, 2011). She is busy teaching American social history from the Mill Girls to Walmart and the history of migration in the United States and beyond.

**Mark Steinberg** has recently completed work on a number of books and articles. Appearing in 2011 will be *Petersburg Fin de Siècle* (Yale) and *Interpreting Emotion in Russia and Eastern Europe*, a co-edited volume (Northern Illinois University). Recent major publications include the 8th edition of *A History of*

*Russia* (Oxford, 2010), with Nicholas Riasanovsky, and *Urban Cultures in the Russian Empire at the Turn of the Century*, an edited collection published in Russian in 2010, along with several articles and book chapters, in both Russian and English, on urban Russian decadence, melancholy, and masquerade.

**Carol Symes** is now in her second year as the department’s Director of Undergraduate Studies and has launched a number of curricular and pedagogical initiatives, among them the growth of the Honors Program (see p. 6 of this issue). She is also in her second year as co-chair of the campus General Education Board and has completed her term on the editorial board of the journal *French Historical Studies*. Recent publications include *Cities, Texts, and Social Networks, 400-1500: Experiences and Perceptions of Medieval Urban Space*, a co-edited volume (Ashgate, 2010); and articles on the medieval reception of classical Greek tragedy, the devotional use of the French vernacular in the twelfth century, and the performative possibilities of medieval historical documents. In addition, she and a co-author have completed work on a new edition of the highly successful *Western Civilizations* textbook published by W. W. Norton. She was honored to be chosen as the Twentieth Annual Burkhardt Lecturer at Ball State University in 2010 and to have been involved in a recent workshop on the performance of medieval liturgy at the National History Museum of Wales in Cardiff.

**Maria Todorova** was invested as a Gutsell Endowed Professor in the College of Liberal Arts and Sciences in 2008. She also was a visiting professor at the European University Institute, Florence. She published *Bones of Contention: The Living Archive of Vasil Levski and the Making of Bulgaria’s National Hero* (Central European University, 2009) and an updated, revised, and enlarged edition of her earlier book *Imagining the Balkans* appeared (Oxford, 2009). She co-edited *Postcommunist Nostalgia* (Berghahn, 2010) and edited *Remembering Communism: Genres of Representation* (Columbia, 2010). Several articles and chapters appeared in English and other languages. She also organized the second conference on “Remembering Communism” in Sofia in September 2008, and gave several invited lectures in Europe.

## Emeriti Updates, 2008–10

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

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

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

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

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

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



two years he co-edited *Brazil under Lula: Economy, Society, and Politics under the Worker-President* (Palgrave Macmillan, 2009), in which he contributed "The Lula Government in Historical Perspective," 305-15. He also published the following articles: "The Roots of Unequal Exchange: Mihail Manoilescu and the Debate of the 1930s," in *Ragnar Nurkse (1907-2007): Classical Development Economics and Its Relevance for Today*, eds., Reiner Kattel, Jan A. Kregel, and Erik S. Reinert, (Anthem, 2009), 103-18; "Latin America, UNCTAD, and the Postwar Trading System," in *Economic Development in Latin America: Essays in Honor of Werner Baer*, eds., Hadi Salehi Esfahani, Giovanni Facchini, and Geoffrey Hewings (Palgrave Macmillan, 2010), 22-33; "Late Agrarianism in Brazil: Kautsky and Chayanov in the 1970s and 1980s," in *Bauerngesellschaften auf dem Weg in die Moderne: Agrarismus in Ostmitteleuropa 1880 bis 1960*, eds., Helga Schultz and Angela Harre (Harrassowitz, 2010), 257-74, and "Liberalism: Overview," in *The Oxford Encyclopedia of the Modern World* (2008), 4:499-504; and co-authored "A Reversal in the Historical Role of Tariffs in Economic Growth? The Cases of Brazil and Portugal," *Estudos Econômicos*, 38, 3, (2008), 461-92.

**John Lynn** retired in June 2009 to take a half-time position as Distinguished Professor of Military History at Northwestern University, where he began teaching in the fall. There he continues to offer the basic military history classes and the history of terrorism course he taught at Illinois. The jump to Northwestern is creating only one problem for John: who to cheer for when the Orange and Blue clashes with the Purple and White on the gridiron. John's latest book, *Women, Armies, and Warfare in Early Modern Warfare* (Cambridge) appeared in 2008. It has received generous reviews and won the Phi Alpha Theta book prize. His *Wars of Louis XIV* appeared in a French edition (Perrin) in 2010. He is now engaged in a book project on the history of surrender. In the past two years he has spoken at a number of venues, including the U.S. Joint Forces Command, the Defense Intelligence

Agency, the U.S. Army War College, and West Point. He presented the annual Smith Lecture at the University of St. Thomas in Houston and participated in academic conferences in the U.S. and Europe.

**Richard Mitchell** taught in the Study Abroad program for nearly a decade but after the summer of 2008 decided that younger legs and minds should take over. Nevertheless, he and his wife Cynthia traveled to Rome and northern Italy in 2009 and expect to return to Italy again next year. He has regularly attended the Association of Ancient Historians annual gatherings and, most recently, chaired and commented on a session dealing with Roman politics and Roman law, in Salt Lake City in April, 2010. At the conference banquet he was presented with a collection of some of his essays, including two previously unpublished papers, edited and introduced by a former student, Randall Howarth, entitled *Hearsay, History, and Heresy: Collected Essays on the Roman Republic* (Gorgias Press, 2010). At the Association of Ancient Historians in May he will chair and comment on papers devoted to unraveling the history of the First Punic War and the origins of the Roman navy.

**Paul Schroeder** published "The Transformation of European Politics: Some Reflections," in *Das europäische Mächtelkonzert Friedens- und Sicherheitspolitik vom Wiener Kongress 1815 bis zum Krimkrieg 1853*, ed. Wolfram Pyta (Böhlau, 2009) and "Not Even for the 17th and 18th Centuries: Power and Order in the Early Modern Era," in *History and Neorealism*, eds., Ernest R. May, Richard Rosecrance, and Zara Steiner, (Cambridge, 2010). Along with General Wesley Clark, he also gave a lecture in a seminar held by UCLA's Center on Social Theory and Comparative History on the theme "A Multilateral Moment: A New U.S. Foreign Policy?" In December 2010, his essay "The Secret Life of Nations" on the Wikileaks affair in the light of international history appeared on the op-ed page of *The New York Times*.

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

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

## In Memoriam

### David Herbert Donald, 1920–2009

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



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

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



## Alumni News: Where They Are Now

**Trevor Eissler** earned his undergraduate degree with a major in history in 1995. He learned to fly airplanes at the U of I Willard Airport and is currently a pilot for a private business jet company. Trevor's true calling, however, has turned out to be something completely different: his book *Montessori Madness! A Parent to Parent Argument for Montessori Education* was published by Sevenoff Press in 2009.

**Aaron Freeman** graduated in 2005 with a bachelor's degree in history. After teaching English at Université Paul Verlaine in Metz, France, he enrolled at UCLA in 2007, where he is now a Ph.D. candidate in history.

**Robert Frizzell** received his Masters degree in European history in 1973 after which he embarked on a career in librarianship. He recently completed 35 years as a professional librarian and 20 years as a library director. He has worked at Illinois Wesleyan University, Hendrix College, and, for the past ten years, Northwest Missouri State University. He helped to plan and led the move into the new library building at Hendrix College, and in Missouri he served as a leader of MOBIUS, the state academic library consortium. Frizzell has not, however, abandoned history: in addition to teaching occasional classes on historical topics, he is the author of several scholarly articles and book reviews. Most importantly, in 2007, he published *Independent Immigrants: A Settlement of Hanoverian Germans in Western Missouri* with the University of Missouri Press. The book won a Governor's Book Award from the Missouri Humanities Council. Post-retirement, Robert hopes to devote himself to further historical research.

**Donald R. Hickey** received his B.A. in 1966, his M.A. in 1968, and his Ph.D. in 1972, all from UIUC. Hickey continues to serve as professor of history at Wayne State College in Nebraska. In 2006, his fifth book, *Don't Give Up the Ship! Myths of the War of 1812*, was published by the University of Illinois Press, and in 2009, his co-authored book *The War of 1812 in the Chesapeake* was published by Johns Hopkins University Press. He is also on the editorial boards of the *Journal of the War of 1812* and the *War of 1812* magazine.

**Eric James**, who received his B.A. with a History major in 1995, completed his Ph.D. in International Development from the University of Manchester in 2008. He now serves as Emergency Coordinator for the International Rescue Committee as well as Adjunct Professor at the School of Public Service at DePaul University. His first book, titled *Managing Humanitarian Relief: An Operational Guide for NGOs* appeared in 2008.

**Dimitri D. Lazo**, who received his Ph.D. from UIUC in 1977, continues as Professor of History and Director of the International and Intercultural Center at Alverno College in Milwaukee, Wisconsin. The International and Intercultural Center administers study abroad and student exchange programs and provides on-campus service and support to all international students. His work allows him to interact with young people from around the world and to travel extensively. In the summer of 2008, he conducted workshops on studying abroad at universities in Belfast, Northern Ireland, and Leeds, England. He also served as Visiting Professor, teaching two courses on American history, in the School of International Studies at the Catholic University in Seoul, Korea. While in Asia, Dmitri gave lectures to students and faculty at the Tokyo Women's Medical University and the Institute of International Education in Hong Kong.

Since graduating in 2009, **Kyle Libberton** has been teaching history at St. Charles East High School. This summer he will be marrying Megan Berebitsky, a fellow '09 graduate and social studies teacher. He plans on pursuing his Ph.D. in history in the near future.

Completing his UIUC history doctorate in 2003, **Robert M. Owen** joined the Department of History at Wichita State University in 2004 after a visiting appointment for a year at Iowa State University. He now serves as Chair of the Department at WSU. Owen is completing his second book manuscript, tentatively titled *Pan-Indianism in Panic: Anglo-American Indian Policy, 1763-1815*.

**Chelsey Parrott-Sheffer** received a B.A. in history at UIUC in 2004 and now works as a trademarks paralegal at a law firm in downtown Chicago. She is

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

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

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

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

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

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

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

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



Editors' Note: Of all the communications we received from alumni of the department this past year, one stood out. We are pleased to publish in slightly edited form this handwritten letter, addressed to the former department Chair:

2 August 2009

114 Charlton Road  
Rincon, CA

Dear Dr. Burton,

I have read the Spring 2009 issue of *History @ Illinois* with much pleasure. In five days, I shall celebrate my 91st birthday. I am a World-War-II veteran (a reconnaissance officer in the First Army). You can learn more about me by typing "George Rogers/Remagen Bridge" on the internet. A sniper missed me by a few inches on that mission. . . . I later served under Patton in the occupation.

I was on terminal leave when I enrolled as a graduate student in History at the University of Illinois in June 1946. I received my Ph.D. in June 1950 and began teaching History and Geography at South Georgia Teachers College (now Georgia Southern University). I retired in 1983. My wife died in 1993, and I now live with my daughter and son-in-law, both with doctorates in history. My daughter, Dr. Vivian Rogers-Price, is in charge of records and research materials at the Eighth Air Force Museum in Pooler, Georgia. Any student of air warfare in Europe during World War II might find useful materials there....

I read the article [in the newsletter] about Dr. James Randall carefully. I took one course with Randall on the Civil War and Reconstruction and learned much. Two other professors, Raymond Stearns and Charles Nowell, also stand out in my memory as distinguished lecturers. Stearns would march into the classroom at the precise start of the hour, place his pocket watch on the podium beside his typed notes, to which he never referred, and deliver materials that were not found in any textbook. I still remember an experiment he conducted outdoors with weapons of the Thirty Years War. . . .

I also took a lecture course with Professor Nowell, and it was a gem. His lectures were crammed with information about Spain and Portugal, which I knew little about. Frederick Dietz was a specialist in Tudor England. I took his graduate course in "Tudor England, 1530-1540." I think we must have read every document that has survived and did a paper about them. We met in his office, and he asked questions about the reading. On one such day, I answered that nothing in the document provided an answer to his question. Dietz chuckled and observed that "then one has to think and write imaginatively." I remember that detail with amusement.

I was a TA for Ray Werner, and we monitored his exams. We became suspicious of one well-dressed young woman who frequently hitched her skirt up and studied her thigh. We determined that she had notes on strips of paper under her sheer nylons. We later heard that Werner was establishing a new test grading procedure. . . .

I could ramble on but perhaps you perceive that the Illinois Department of History helped me transition from combat soldier to a skilled professional civilian. I am eternally grateful. It was there that I met my wife, and we had many wonderful years together. My eldest granddaughter is a doctoral candidate at the University of Texas in International Relations. My grandson commences graduate work in Psychology at Georgia Tech later this month. Another granddaughter is a junior at UGA and plans later to study art and literature in Italy. My Virginia granddaughter enters college this fall and professes interest in marine biology. I intend to watch them for as long as possible.

George A. Rogers  
(Ph.D., 1950)

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