

History Illinois



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Reacting to the Past

PAGE 4

Letter from the Chair



Clare Crowston

“Every edition of this newsletter seems to record a new summit of achievement.”

On the cover: A section of *Reacting to the Past*, in which students perform roles informed by historical texts. Shown l-r are Nathan Poulosky, Katie Kern, Kathryn Kistner, Jaelyn Brown, instructor Leanna Duncan, John Koenig, and Brianna Baymon, in Hist. 102B, “Conflict and Unity in American History” (page 4).

As it happens, I am writing this letter on January 20, the day of the presidential inauguration, a moment of tremendous change in our nation. As always, in uncertain times, wise minds look to the past for guidance and inspiration. We in the Department of History fervently believe that historical study has vital lessons for the present. It helps us understand previous periods of turmoil and illuminates pathways followed by those who came before us. The craft of history teaches us to ask probing questions, to be critical of sources, to examine all perspectives and ultimately to make arguments based on reason and proven evidence. History, as we practice and teach it, is a dialogue among informed and passionate thinkers. We do not always agree, but we find comradeship in the shared search for insight. This model of a community of seekers—bound not by the same opinions, but by a common dedication to the effort and joy of learning—is one that we proudly uphold to our students and our friends in Illinois and across the country.

Every edition of this newsletter seems to record a new summit of achievement. In my second year as chair, it’s a tremendous pleasure to provide you with this overview of recent accomplishments and awards. To give just a partial summary, Craig Koslofsky and Ralph Mathisen were the department’s latest Guggenheim recipients, while Carol Symes and Erik McDuffie received NEH fellowships. Peter Fritzsche and Kevin Mumford’s new books were named on several top 2016 book lists. What is remarkable, as you leaf through this newsletter, is the global reach of a department located in a small city in the prairie. From the worldwide archives and libraries scoured by our Ph.D. students, to the visit of two West African scholars organized by Mauro Nobili, to Behrooz Ghamari-Tabrizi’s remarkable autobiographical novel of a political prisoner in revolutionary Iran, and the naming of Harry Liebersohn as a fellow of the Berlin Academy, members of our department made an impact on historical scholarship across the globe.

I am especially glad to report on developments in our undergraduate program, spearheaded by Director of Undergraduate Studies Marc Hertzman. Despite reports of a national “decline” in interest in the humanities, incoming History majors are substantially up and our Phi Alpha Theta honors society is at a record membership level. This year, we rolled out exciting and innovative new classes, including *History Now!*, which works backward from the latest headlines to give students an understanding of the deep-seated roots of today’s crises, and *Reacting to the Past*, a set of game-based introductory seminars where students play the roles of real-life historical figures. Our wonderful academic advisor Wendy Mathewson—a History alum who joined us in 2015—has worked with our alumni board and our faculty to help students prepare for the job market and to translate their History skills to resumés and application letters.

Our incoming Director of Graduate Studies, Mark Steinberg, has undertaken the herculean task of reviewing and reassessing our existing graduate curriculum and the guidelines and policies for graduate studies. While the list of Ph.D.’s awarded and jobs obtained is impressive, the best way to get a sense of the vitality of our graduate program is to read the students’ own words recounting experiences in the archives and in the classroom.

Many readers will be aware that this fall, we welcomed a new chancellor to campus. Chancellor Robert Jones’ ambition to expand the university’s public outreach perfectly complements our new emphasis on sharing the fruits of research and teaching with wider audiences. Our upcoming Center for Historical Interpretation initiative will focus on the 2017 sesquicentennial of the University of Illinois and the 2018 bicentennial of the state of Illinois, with a rich slate of events open to the public. We will kick off the sesquicentennial celebration on April 28, 2017 with a presentation of *Engine of Innovation*, a history of creativity and invention on our campus edited by emeritus Professor Fred Hoxie and featuring chapters by History faculty.

In other public history news, Kathryn Oberdeck spearheaded an initiative this year that brought undergraduate students into the university archives and into the community to collect oral testimony. Their focus was the history of under-represented minorities at the university and a local African-American community. This initiative is one aspect of our ongoing efforts to uphold and increase diversity in our department—both diversity in the composition of our faculty and student body and in the range of people and topics we investigate and teach.

The department was called on this year to reflect deeply on its practices and policies, its strengths and its challenges, by a provost-mandated external review (something each academic unit undergoes periodically). While we were gratified by the mostly glowing review we received (with thanks to former chair Diane Koenker and the self-study committee she led), we take seriously the need to strive constantly for improvement. Toward this end, this fall our Diversity Committee (chaired by Sundiata Cha-Jua) hosted a forum on micro-aggressions in the classroom, which are (intentional and unintentional) slights based on racial, ethnic, and religious stereotypes. We will follow up this spring with a forum on sexual harassment and assault

While much credit goes to our faculty and students for all of the efforts and accomplishments documented in this newsletter, none of this would be possible without the stellar contribution from our staff, including the invaluable Tom Bedwell, our Business Manager. I am deeply grateful for their stalwart work in keeping the ship afloat.

Over the past year, we were fortunate to receive help from friends that allowed us to support students in unprecedented ways. We are grateful to members of our growing Friends of History board, chaired by Steve Schulwolf, for their enthusiasm and generosity. Alumna Christina Brodbeck—winner of the 2015 LAS Outstanding Young Alumni Award and an FOH board member—has created an undergraduate scholarship for achievement combining history with technology. This is crucial new direction for the department, one that beautifully complements John Randolph’s pioneering Sourcelab initiative. Emeritus professor and former chair Richard Burkhardt and Jayne Burkhardt generously “chipped” in funds to create four scholarships for outstanding undergraduate students (excuse the pun, Chip). With the help of LAS major gift officer Tony Pomonis, we are currently working on possibilities for external support for graduate fellowships.

In a challenging financial climate, these gifts—and the many donations from alumni and friends that we gratefully recognize in this

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History @ Illinois

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The Center for Historical Interpretation

by MARK D. STEINBERG

For nearly three years, the theme of the department's Center for Historical Interpretation (CHI) has been "Global Utopias." Around this theme, many faculty, students, alumni, colleagues in other departments, school teachers, and members of the public have heard lectures on various topics, attended concerts (from rock to jazz to classical), participated in our reading group, taught courses, and more.

Did we ever answer the question of what is utopia? Surely not. But we deepened our understanding of its history and potential—not least, to quote one influential thinker, as the human "impulse" found in all societies to "venture beyond" the "darkness of the lived moment" to discover an emerging "not-yet."

What lies ahead for CHI: an exciting two years of historical thinking around the sesquicentennial of the University's founding in 2017 and the bicentennial of Illinois statehood in 2018. Led by Professor Robert Morrissey, in collaboration with units across campus, a rich and exciting lineup of activities is being planned. This will begin this spring with a panel discussion with Professor Emeritus Frederick Hoxie and authors of essays in the forthcoming book *Engine of Innovation*, on the University's first 150 years. Other plans include lectures, historical walking tours, virtual exhibitions, and more.

Beyond the CHI theme, we help organize annual events in the department's intellectual life—events that represent only some of the many examples of collaborative work and innovative programing in which history faculty and students are involved, ranging from reading groups to international conferences:

- Our annual "A Book in Common" (ABC), which this fall brought faculty, students, and Friends of History together in a discussion, led by professors Antoinette Burton and Behrooz Ghamari-Tabrizi, of Professor Ghamari's remarkable autobiographical novel, *Remembering Akbar* (2016).
- Our departmental visiting speaker series, which featured, in the fall, Professor Jacob Dlamini of Princeton, who spoke about "Safari nation: A Transfrontier History of the Kruger National Park." In February 2017, Professor Prasenjit Duara (Duke) will present our annual spring semester "Friends of History" lecture.
- Professor Teresa Barnes, a specialist on South Africa, will give our annual associate professor lecture, which she is calling "Family Non-fictions: On Not Writing History."
- Also in the spring, Professor Amanda Ciafone (Media) will be the annual "Historians Among Us" speaker.
- Throughout the year, the CHI reading group has focused, under the guidance of professors Robert Morrissey and Roderick Wilson, on questions of "Utopia and Dystopia in Environmental History."
- Teaching is a priority for the CHI, so each spring we have organized a curriculum development workshop for graduate students and a professional development workshop for K–12 educators.

For more information about "Global Utopias" and CHI see www.globalutopias.weebly.com

In Memoriam

William C. Widenor (1937–2017)

William C. Widenor, Professor Emeritus of History and a former chair (1985-89) and long-time supporter of the History Department, died at his home in Champaign on January 13. He will be remembered fondly by his students, friends, and colleagues in and well beyond our department. Bill came to his specialty

in the history of United States Foreign Policy in part through practical work. A graduate of Princeton University, he served in the U.S. Foreign Service for eight years in a variety of posts in Germany, Switzerland, the United Nations, and Mexico, before attending the University of California, Berkeley, earning a Ph.D. in 1975. That year, he joined the Department of History at Illinois.

As a scholar, Bill is best remembered for *Henry Cabot Lodge and the Search for an American Foreign Policy* (University of California, 1980). A massive and ambitious biography of one of the most important and least understood figures in American

Public History and Undergraduate Research

by KATHRYN OBERDECK

“Public History and Student Research,” a Research Cluster made up of History Department faculty and graduate students, scholars from related departments, and archivists from University and local libraries, is funded by the Illinois Program for Research in the Humanities. Daniel Gilbert, of the School of Labor and Employment Relations, and I are co-directors. The project seeks to develop a network of scholars, archivists, and organizations that can engage undergraduates in public history projects. Since beginning our work in September 2015, we have reviewed a range of practices and presentations of public history that might be incorporated into historical and interdisciplinary curricula at the U of I. These include practices and public presentations of oral and community history, interactive digital venues for presenting historical material, and issues involved in the construction and preservation of community archives.

In April 2016 the cluster hosted an event entitled “Mapping Places | Telling Stories: Hidden Histories of Campus and Community.” Inspired by recent efforts to mark or redefine spaces that celebrate figures and symbols associated with histories of racial discrimination, we devised a multi-faceted project to collect similar stories on campus and locate them in an alternative historical map and tour. We engaged University of Texas anthropologist Ted Gordon to speak on tours he has developed for African American history at the UT campus in Austin, and collaborated with a number of campus units and community groups to identify important sites and stories locally.

An especially exciting dimension of this work

involved five undergraduates who signed up for Public History Internship credit during the Spring and Fall semesters of 2016 to scour University Archives about African American, Latina/o, and American Indian students, and to take oral histories from African American residents in the Fifth and Hill neighborhood in North Champaign about their connections to the University. Over the year the interns developed, refined, and offered repeated iterations of their “Hidden History” tours of campus and community, focusing on the experiences and struggles of underrepresented students. Their research also contributed to a “Story Map” linked to our website, Public History @UIUC (publichistoryuiuc.com/). The “Story Map” locates important “hidden history” events from the symposium and tours on a map of campus and the community, and provides images and documents to illustrate them. We intend the map as a beginning that can be enhanced through the suggestions of future cluster members and community collaborators.

The Public History cluster is currently at work widening our network of archivists, local historians, and community groups who might benefit from the work of undergraduate interns. The cluster is also developing links with related departmental projects such as SourceLab, which provides students the opportunity to research and publicly frame the origin and context of digitally available historical sources. In Spring 2017 we will host a symposium on Networking Public History featuring leaders in university public history programs that have successfully connected academic historians with local and regional institutions to provide public history opportunities to undergraduate and graduate students.

Since beginning our work in September 2015, we have reviewed a range of practices and presentations of public history that might be incorporated into historical and interdisciplinary curricula at the U of I.

politics and diplomacy, it was nominated for the Pulitzer Prize, and won the Frederick Jackson Turner Award of the Organization of American Historians for best first book in United States history. Reviewing it in *Foreign Policy*, Yale University’s Gaddis Smith wrote, “This superb intellectual biography explicates the full range of Lodge’s thought, and in the process illuminates the nature of American nationalism and tensions in foreign policy which still affect our perceptions and actions.” Bill continued to write on Lodge, the Versailles Treaty, and other elements of foreign policy history in the 1980s and 1990s. Bill is also remembered as a talented and popular teacher

whose name appeared on the campus List of Excellent Teachers nearly every year that he taught. His teaching accolades included the campus’ Senior Survey of Excellent Teachers (1977–79), the College of Liberal Arts and Sciences’ William F. Prokasy Award for Excellence in Undergraduate Teaching (1989), and the History Department’s George S. and Gladys W. Queen Excellence in Teaching Award (1983 and 1996).

Bill is remembered fondly by his former graduate advisees. Thomas F. Schwartz (Ph.D. 2000), Director of the Herbert Hoover Presidential Library and

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As a scholar, Bill is best remembered for Henry Cabot Lodge and the Search for an American Foreign Policy.

Reacting to the Past | A Conversation

by PETER THOMPSON and LEANNA DUNCAN

Reacting to the Past (RTTP) consists of elaborate games set in the past, in which students are assigned roles informed by historical texts. Class sessions during these games are run entirely by students; instructors advise and guide students and grade their oral and written work. RTTP seeks to draw students into the past, promote engagement with ideas, and improve intellectual and academic skills. After our first experience teaching 100-level Reacting courses in fall 2016, we reflected on the experience.

Peter: It was a great privilege to teach History 102A: Science in European Society. I intended this course to give students a broad introduction to the ways in which Europeans have understood and interacted with science from the 17th century to the present. I envisioned this course as a way to generate excitement for history among first-year history majors and a cross-disciplinary dialogue with students in the hard sciences looking to fulfill a humanities requirement. Given the long period of time that this class covers and the various fields of study grouped under “the sciences,” I chose to create thematic foci around Thomas Kuhn’s celebrated book, *The Structure of Scientific Revolutions* (1962). Through Kuhn, students investigated the claim that science is “objective” and unchanging, rather than culturally and historically fashioned. And if science is historically constructed, then students were encouraged to ask whether scientific study reflected cultural contestations in specific historical periods.

RTTP games provided my class with an experiential forum in which they could test these Kuhnian hypotheses. In the first half of the semester, we played “The Trial of Galileo: Aristotelianism, the ‘New Cosmology,’ and the Catholic Church, 1616–33.” Acting as various members of the Roman Inquisition, my students presided over both trials of Galileo and voted for a new pope. After installing a politically moderate pope and resisting the pressures of the Spanish during the Thirty Years War, students voted to allow Galileo to continue publishing his works



Peter Thompson



Leanna Duncan

under the supervision of the Church. In the second half of the semester, we jumped forward in time and across scientific disciplines in order to play “Charles Darwin, the Copley Medal, and the Rise of Naturalism, 1861–64.” While contending with debates over Biblical scholarship, the contributions of women to science, and the nature of race, students voted to deny Darwin the Copley Medal for his evolutionary theory. Admittedly, neither of these outcomes was historically accurate. Galileo was in fact found guilty of heresy for his heliocentric theories and sentenced to house arrest for life. His chief works were placed on The Index of Forbidden Books. Darwin was awarded the Copley Medal in 1864, although this honor did not include an unequivocal endorsement of Darwinian evolution by the British Royal Society.

Leanna: History 102B, Conflict and Unity in American History, centered on the ways in which different groups have struggled to define themselves as communities. Students explored social conflict and the ways in which it has historically been managed, with frequently surprising results. First, they played The Trial of Anne Hutchinson, in which the growing Massachusetts Bay Colony of the 1630s was forced to determine whether to maintain the banishment of one of their own for religious irregularity. Students delved into obscure theological concepts and trial documents, as well as the political and economic context of the time, in order to take the course of action they thought would best unify and strengthen the colony. In a surprising last-minute upset, Anne was allowed

to return to the colony after a suggestion by one of the indeterminate characters that a “probationary” period be considered (in reality, Anne was simply banished and died soon after). In the second game of the course, students jumped forward in time to Greenwich Village, 1913, in which most students were bohemian artists and thinkers over whose attentions suffrage activists and labor organizers battled. This game had a more predictable conclusion, as suffrage won the favor of bohemians and the nation alike. Finally, students completed a final project on a topic of their choosing, applying what they had learned about social conflict and unity to conflicts as diverse as the Civil War, the 1968 Democratic National Convention, and the election of Donald Trump.

Peter: You may be asking yourself by now: how does RTTP teach history “as it actually happened?” Before and after each game, there are lectures and textual discussions that mirror the content of a traditional history survey, so that students learn the historical outcome of temporally focused debates. However, it is exactly this counterfactual play that raises questions about historical contingency. My students were able to inhabit historical roles that forced them to think about paths not taken and positions foreign to their own experience. For instance, throughout the Galileo game, one student transformed himself into a particularly zealous conservative cardinal, regularly denouncing those who attempted to interpret scripture for scientific purposes as heretics. Following this game, the same student revealed that he had very little previous exposure to organized religion, but his role allowed him to empathize with the ways in which Galileo’s new cosmology threatened the worldview of seventeenth-century churchmen.

Leanna: We’ve had many conversations about the historical utility of these courses. I don’t find these courses to be a good substitute for the survey course—there’s simply no way to convey a breadth of information in an effective way. As for the content of the period that students focus on, it varies—some students absorb breathtaking amounts of information on their character; others have a more moderate level of absorption. I think the truly innovative thing that these games encourage is something it took me years to develop, something that in fact I’m always still developing—a deeper understanding of historical actors as people, and an appreciation for the contingency of historical events—they were not inevitable.

To illustrate the first point, one of my students commented that before playing the Anne Hutchinson game, she thought the Puritans were “just crazy,” but afterward she had a greater understanding of the pressures that made social unity seem important enough to banish one of their fellow Christians. The second point is intrinsic to gamifying a historical conflict. While some may argue that it is better if the game follows history so that students learn the “real facts,” I think the purpose is much better served by the opposite, in order to drive home the point that many historical outcomes were far from inevitable.

Peter: Ultimately, I hope that my class encourages students to question the often teleological and authoritative ways in which science is presented, while imparting some level of historical knowledge. Through this exercise, we can examine the moments in time where the concept of science crystallized and ask ourselves what the alternatives could have been.

Leanna: Though the possibility of deeper historical thinking is exciting to me, this course also encourages general college and life skills in ways I have not experienced in other classes. As a Teaching Assistant in other courses, I had roughly two students per semester come to office hours, and maybe one every few weeks staying behind to ask a quick question. In this course, students became comfortable with the concept of seeking help or communicating with an instructor—I rarely have a class when no one stays behind to talk or follows me up to my office for a longer meeting. Students’ writing also takes on a particular level of awareness, as all of their writing will be seen and/or heard by their classmates—it’s good preparation for standing behind one’s ideas and being able to field questions about what they’ve said without necessarily speaking as themselves. The layered quality that comes with playing a character means that students can separate themselves from their words a bit—so, when they later speak in their own words, they have already practiced it in a lower-risk environment.

You may be asking yourself by now: how does RTTP teach history “as it actually happened?”

Editing and Translating a Seventeenth-Century Travel Journal, between Lausanne and Urbana-Champaign

In the first weeks of spring 2016, the History Department hosted Dr. Roberto Zaugg, Ambizione fellow of the Swiss National Sciences Foundation at the Université de Lausanne, Switzerland. A historian of early modern Europe and pre-colonial West Africa, he earned his Ph.D. at the University of Naples Federico II in 2008. He has taught early modern history at the University of Basel and at Sciences Po, Paris. Zaugg

is collaborating with Craig Koslofsky to translate and publish the journal of Johann Peter Oettinger, a seventeenth-century German barber-surgeon, whose account of his travels in Germany, the Netherlands, the Caribbean, and West Africa includes the only German-language description of a slaving voyage in this era.

Zaugg's range of interests—he has published on early modern Mediterranean and Atlantic trade, migration and citizenship rights, and Euro-African relations, and has edited several early modern diaries and journals for publication—created several valuable connections with the Department. He spoke to an audience of European historians on “Making Memory in a German Family: The Autobiographical Writings of the Oettingers from the 1680s to the

1930s,” examining the autobiographical writings in this extraordinary family archive, which he discovered in Berlin. These diaries and travel journals span seven generations, from early modern rural Hohenlohe to Berlin under Nazi rule. At the U of I's Center for African Studies, scholars of early modern Asia and the Atlantic attended along with Africanists to hear his presentation on “Smoking and Spitting: Courtly Culture and Global Trade in the Kingdoms of Hueda and Dahomey (seventeenth–nineteenth centuries),” which examined the appropriation and adaptation of American and Asian commodities—from Virginian tobacco to Chinese porcelain—by West African elites.

Zaugg and Koslofsky also spoke at the Program of African Studies at Northwestern University on their planned edition of the diary of Johann Peter Oettinger. This unique journal describes Oettinger's weeks-long stay in the West African Kingdom of Hueda in March 1693, during which he was admitted to the royal court in Savi, where he met King Agbangla and participated in negotiations for the purchase of more than 700 slaves. It contains one of the few written accounts of the royal palace of Savi, which was completely destroyed during the Dahomean conquest in 1727.

Zaugg also discovered a few personal connections during his visit to the Department. He and Mauro Nobili received their doctorates in Naples in the same year (though at different universities) and have quite a few friends in common. Zaugg and Koslofsky plan further visits in their continuing collaboration, some of which may involve Illinois graduate students.



Roberto Zaugg at l'Université de Lausanne.

Letter from the Chair, *continued from page 1*

newsletter—are increasingly vital to the ongoing mission of our department. It's been a delight for me personally to meet alumni across the country who excel in an amazing variety of occupations. There is no greater pleasure than to hear the enthusiasm with which they talk about

the career possibilities and the lifetime of learning they derived from a major in History. This year we also continued our tradition of inviting four distinguished alumni back to campus to meet students and share their professional and personal experience. We welcome all of our alumni

to return to campus, be it for a formal event or just to reminisce in Greg Hall and stop by for a chat. We want to know where your paths have taken you!

Warmly,
Clare

Studying West African Manuscripts, between Timbuktu and Urbana-Champaign

During September 2016, Professor Mauro Nobili hosted Dr. Mohamed Diagayeté who was at Illinois with the support of a West African Research Association Residency Fellowship. Diagayeté is a senior researcher at *Institut des Hautes Etudes et de Recherches Islamiques Ahmed Baba* (IHERI-AB), Timbuktu/Bamako, Mali, and former General Secretary of the IHERI-AB. In this capacity, he was also heavily involved in the 2012 move of the Arabic manuscripts from Timbuktu to Bamako during the Islamist occupation of Timbuktu. He holds a Ph.D. from the prestigious Zaytuna University in Tunis. His dissertation (in Arabic), “The Fulani and their Role in the Islamic Culture in Mali,” is a long durée history of the role of Fulani scholars in the development of an Islamic literate culture in the territories that roughly correspond with the modern Republic of Mali. The dissertation is based on Diagayeté’s extensive exploration of the manuscript libraries in Timbuktu and other libraries in the Niger Bend region. He is a renowned scholar with residencies in several foreign institutions, like the Tombouctou Manuscripts Project (the University of Cape Town) and the University of Beijing.

During his stay at Illinois, Diagayeté worked with Professor Nobili on his book project, provisionally titled “Sultan, Caliph, Renewer of the Faith.” He and Nobili also completed and submitted to *History in Africa* their “A Report on Some Collections of Islamic Manuscripts in Ivory Coast and Ghana (August 2015).” The article, accepted by the journal, makes public the result of their fieldwork in Ghana and Ivory Coast during the summer 2015, sponsored by the U of I Research Board. Furthermore, Diagayeté surveyed some manuscripts from the Charles Stewart Papers, a digital collection of Arabic manuscripts from Mauritania hosted by the U of I’s archives. His



Mauro Nobili and Mohamed Diagayeté examining a private manuscript collection in Abijan, Côte D’Ivoire

preliminary survey of the collection pointed to the existence of a large corpus of works written by members of the scholarly family of the Kunta who were the most representative figures of the vibrant intelligentsia of Timbuktu in the first half of the nineteenth century. Additionally, Diagayeté presented “The Contribution of Fulani Scholars to the Development of Islamic Scholarship in Mali, 18th–19th c.,” at the Center for African Studies, another talk on Fulani scholars at Northwestern University’s Program of African Studies, and a third on “The 2012 Crisis in Northern Mali and its Repercussions on the “Timbuktu Manuscripts”” at the Public Library of Evanston.

Recently Retired



Bruce Levine at the Ponte Vecchio, Florence

Bruce Levine

Bruce Levine, J.G. Randall Distinguished Professor of History, retired in May 2015.

Bruce accepted the Randall Chair in 2006, bringing to Gregory Hall the buzz of his recently published book, *Confederate Emancipation*, on the contested question of the condition and future of African Americans in the Confederate South as it was addressed across lines of race, class, occupation, and connection to the Confederate military cause. He also came heralded by the revised edition of his acclaimed

Half Slave and Half Free: The Roots of Civil War (2005), on the competing political economies of the free-labor north and slave-labor south that provided the foundation for division and the Civil War, as well as the labor foundations of anti-slavery. The latter had also been the topic of his dissertation and first monograph, *The Spirit of 1848: German Immigrants, Labor Conflict, and the Coming of the Civil War* (1992).

At a gathering to celebrate his years at the University of Illinois, one colleague mused about Bruce's contributions to our department, noting that "in the Land of Lincoln, the Randall Chair is king." The Randall Chair search committee was accordingly delighted "at finding a scholar who was not only a distinguished scholar of the Civil War and the legacy of Lincoln, but also a labor historian" who, when he arrived, took the helm of the department's celebration of the Lincoln Bicentennial, enabling the department to assemble a fantastic series of events. Indeed, the department benefited broadly from Bruce's marvelous capacity to simultaneously engage the popularity of Lincoln and the Civil War and channel that popular vision toward an appreciation of the complex roots of anti-slavery sentiment. Fundamental to his own earliest pedagogical and social history work was his contribution to the American Social History Project that produced the monumental two volume text *Who Built America? Working People and the Nation's Economy, Politics, Culture & Society* (1992, 2000). Bruce continued making these complex connections, persistently reminding readers, students,

and the wider public of the foundations of anti-slavery in the daily lives of African American slave laborers as well as immigrant and native born workers who embraced free labor, though not always the brother and sister workers of color who had been enslaved. As another colleague poignantly observed, "The Civil War stands at the center of a conversation about what the modern United States is and how it came to be that way. I've always thought we're very privileged to have a person of Bruce's fierce intelligence and passion, who can help us hold that conversation together, historically. . . . I think he really shows us that it is possible to stand up for history, to say we have an obligation to ourselves and our future to continue having historically-grounded conversations about subjects that it would be far easier to simply mythologize and surrender to time."

In addition to his historical witness to the hard lessons of the Civil War, Bruce has been a thoughtful, conscientious, and devoted mentor and friend to colleagues, graduate students, and undergrads alike. During his leave as a scholar in residence at the Huntington library, he invited to dinner a younger colleague who was visiting from Illinois for a conference, treating him not only to food but "stories, wise counsel, and inspiration for me as I was getting ready for the next day's conference and fretting about a meeting with my book editor." Graduate students also testify to Bruce's encouraging and intellectually invigorating influence. One gratefully recalled, "From taking me out to lunch as a prospective student to hooding me on the graduation stage, Bruce has been the single most stable and supportive pillar throughout my academic journey. . . . Bruce seemed to have a preternatural sense for when I needed a firm push forward and when I needed space to grapple on my own. His goal was never to mold me in his own image but to allow me to stand independently on intellectual ground of my own making." Another noted that, "as an advisor, Prof. Levine . . . hit the perfect note when it came to supervising my research and writing. He offered guidance and rigorous criticism to keep me on track, and yet, he trusted me to work for long stretches under my own judgment. I suspect my grad school experience may be exceptional: I had a lot of fun researching and writing my dissertation. My grad school years were a pleasant experience through and through, and Prof. Levine deserves a large share of

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Fred Hoxie

When he retired in spring 2016, Fred Hoxie could look back on a rich and varied career. He authored numerous monographs about Native American history across three centuries and co-edited a major textbook. His reputation as a leading historian of the U.S. indigenous experience rests on his research and writing, the leadership role he has taken in the field, and the emphasis he has placed on the ways that Native American history *is* American history. But as even a short review of his *curriculum vitae* reveals, Fred has never been content to be just a writer or reader of books. As Vice President for research and education at the Newberry Library, he nurtured a generation of young scholars and shaped the direction of scholarship in early U.S. history and beyond—including a young Yale Ph.D. who would become his colleague, Kathy Oberdeck. A much sought-after expert witness, he consulted in legal cases involving indigenous issues and U.S. government relations. A pioneer of the craft of public history, he captured a generation of millennial history majors with passion for curating the past for both present and future audiences. And Fred has received numerous scholarly awards and distinctions, including election to the American Academy of Arts and Sciences.

When faculty and students gathered to celebrate Fred's retirement, we admired those accomplishments as we toasted him and wished him many more to come. Colleagues near and far were eager to share their memories and appreciation for all the ways in which Fred has been, and continues to be, teacher and mentor and friend. Jim Barrett recalled when Fred was hired, and how instrumental he was in campus struggles over a native American mascot: "The idea for luring him here came in the very midst of the struggle to retire the Chief: The then chancellor proclaimed that what was really important was not the mascot, but rather developing a better understanding of and respect for Native Americans. We took him at his word and nominated a particularly distinguished scholar of Native American people for a Swanlund Chair. . . . In many respects, we have Fred to thank for our American Indian Studies program and house, an especially important institution in this time and place."

Fred threw himself into the life of the department, involving himself in its intellectual life, despite a long commute from Chicago. Diane Koenker remembers him as "always, always, always available to serve the department, the college, and the campus. I remember how he drove down one January Saturday just to



Fred and Holly Hoxie aboard the New Amsterdam in April 2016, when he lectured on a cruise through the Panama Canal

participate in the graduate admissions process. And many will also testify to the quality of his service, the importance of his leadership to the campus on the great issues of American Indian studies, campus integrity, promotions and tenure; his leadership in the department as a Director of Graduate Studies, chair of the retreat committee, and chair of the Future III committee. And despite the huge alienation we all felt in the aftermath of the Salaita affair, Fred willingly and brilliantly shouldered the responsibility to organize and edit the book we proposed to celebrate the 150th anniversary of the University, patiently meeting with all the stakeholders, navigating some pretty complicated political as well as editorial minefields, and completing the project on time. He has set an example of scholarship, citizenship, and leadership that deserves to be long remembered."

Other colleagues remembered Fred's acts of kindness and generosity. Poshek Fu said his "broad mind and genuine respect for the marginal created some bright moments for me and some Chinese international students. I always remember with fondness working with you when you were the DGS. Your leadership helped bring here our first two graduate students from China. And your insight in creating a chapter on the often overlooked history of the University's long engagement with China (not for money's sake for the most part of this history) turned out to provide exciting opportunities for some of our Chinese undergraduate students to learn about archival

continued on page 10

Bruce Levine, continued

the credit for making the 5-year dissertation project both relatively stress-free and enjoyable.”

Of course, Bruce was also an extraordinary inspiration to undergraduate students as well as a principled pedagogue dedicated to education for critical thinking. “As students like to say,” a colleague recalled, “Bruce is an awesome lecturer. When he is lecturing he moves one or both hands to his side, palms open. Unlike all these presidential candidates we see who are pointing or jabbing, Bruce is always opening up—opening up the study of the Civil War—bringing in his students and the general public—in lectures, op-eds, in interviews, say, about the Confederate flag.” A former teaching assistant who worked with Bruce recalled that students in her section remembered years afterwards that “while enrolled in Bruce’s [U.S. survey] they found themselves talking about history *outside* of class, to friends, roommates, coworkers, family, and anyone who would listen. . . . I understood, for I witnessed how Bruce used his wit and a careful measure of presentism to make even a lecture on the partisan system realignment of the mid-nineteenth century interesting and relevant to undergrads.”

For many of us, Bruce represented what it means to act out the principles of nuanced interpretation and clarity of purpose that make for both good history and good citizenship. He has done so in wide public gestures and small acts of intellectual comradeship—lunches talking about history and history writing, willingness to speak to power about injustices within the university, meetings where Bruce reminded us of basic principles that were non-negotiable. I personally found that to be a consistent theme in my historical and activist encounters with Bruce from the time he commented on one of the first conference papers I presented as a recently minted Ph.D. to the times we have collaborated in shared rejoinders to academic abuses of power. His example is fondly recalled and daily missed. Faculty, students, and alumni of the History department wish him the very best in what we trust will be a not-so-retiring new life in Michigan.

—Kathryn Oberdeck

Fred Hoxie, continued

research.” Nils Jacobsen, who taught a seminar with Fred, remarked, he “had a knack for asking questions and directing the discussion in a way that stimulated grad students to speaking out and participating actively. There was a lot of laughter and banter amidst really serious and probing discussion, at times at pretty high levels of theory... And I attribute that to Fred’s easy and inviting manner.” Carol Symes concurred in her account of co-teaching with him. “Fred wears his magisterial cloak of his learning gracefully. He exudes warmth, he makes people feel comfortable in their own skins. He truly *shares* his knowledge, and creates an atmosphere where others can share, too. The students felt all that, and they thrived on it. They became adventurous, they became nurturing. I don’t think a room in Greg Hall has ever resounded with so many good, soul-cleansing laughs as we had in that class.”

Perhaps unsurprisingly, Fred’s students offered the most passionate testimonials. Kyle Mays, currently a postdoctoral fellow at the University of North Carolina at Chapel Hill, said, “I can’t say enough about how Fred has impacted my life. He was a tailor made mentor for me. He would always check on me; he knew when to bring down the hammer and when to let me “cook” (a slang reference for letting me do my own thing). . . . And to his credit, he never made me try and fit in with any of the academic-cultural-social standards set by his peers.” Fred’s special talents as a mentor are clearly rooted in his sense of identification with them as fellow students of American Indian history. “I sincerely admire how Fred maneuvers himself into surprising positions as a scholar, an educator, and a mentor,” said Raquel Escobar. “Fred’s ability to provide support, while still challenging me and pushing me to grow, both professionally and personally, is a rare find in an academic advisor. His willingness to continue to grow and challenge himself was more surprising from a scholar of his stature (and age!), but in many ways is also the reason our relationship works so well. From the beginning Fred has encouraged me to trust my instincts and feel comfortable challenging him so that we can both grow and learn.”

Clare said it best in her toast: “Fred has been such a vital presence in our department and taken on so many burdens on our behalf, that we are going to have to find a handful of people to shoulder them after his departure. From his input at the campus level, to his outreach to the wider public—including Native American scholars and communities—to his tireless work within the department and the college, Fred has been a constant, amazing leader. He has chaired every imaginable committee, with great success, and also labored in the background as an immeasurable source of wisdom, principle and integrity. It’s fitting that he is closing out his career with a formidable volume on the history of the university (*Engine of Innovation*, University of Illinois Press, 2017), because he has done so much to try to make the university live up to its great legacy. We will miss him far too much, but it’s also with delight that we wish him and Holly (and the kids and grandkids) a wonderful new chapter in life.”

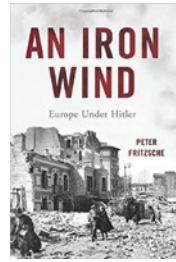
—Antoinette Burton

New Books by Faculty

by STEPHEN VITALE

This year's collection of books authored by History faculty includes Peter Fritzsche's *An Iron Wind: Europe Under Hitler* (Basic Books, 2016), which has been named one of the Best 100 Books of 2016 by the *New York Times*. Fritzsche offers a new perspective on civilian life in Europe under Hitler by examining the conduct of civilians amidst a war that swept the continent into a whirlwind of violence and social upheaval, introducing unprecedented moral challenges in the process. Analyzing hundreds of diaries, letters, memoirs, and other eyewitness accounts, Fritzsche offers a chilling narrative by focusing on how French, Polish, Swiss, and German people coped with or rationalized German atrocities inflicted on their neighbors. While no two occupations were identical, Fritzsche finds that those committing murders, and ordinary citizens, even certain German Jews, frequently responded by pitting themselves against those being killed, creating the boundaries of moral communities that worked to legitimate their selfish indifference, or hatred toward targeted populations. By engaging with everyday life, *An Iron Wind* paints a distinct picture of dread from an angle that feels familiar, and for this reason, even the slightest examples of citizens' moral ambivalence toward the murder of others are all the more frightening.

Behrooz Ghamari-Tabrizi's *Foucault in Iran: Islamic Revolution after the Enlightenment* (University of Minnesota Press, 2016), asks if it is possible to conceive of histories or logics outside of Enlightenment rationalities. After 9/11, progressives condemned Foucault's favorable writings on the 1978–79 Iranian Revolution precisely because they were unable, and perhaps unwilling, to envision a conceptual template external to post-Enlightenment contingencies. All "radical Islamists" were, they maintained, anachronistic actors intent on supplanting "universal" values and secular politics with "Muslim" totalitarianism. Foucault's defense



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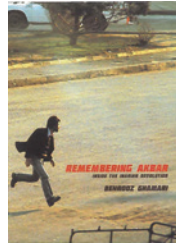


In grappling with the ideas put forth by Foucault, Ghamari-Tabrizi enriches our understanding of the Iranian Revolution, and foregrounds the possibility for cognitive methods and future potentialities outside the purview of universal History.

of Iranian revolutionaries was, at the time, taken as synonymous with an endorsement of al-Qaeda. Taking such writers to task, Ghamari-Tabrizi argues that Foucault, rather than romanticizing a pre-Enlightenment past, witnessed in the revolutionary moment not a clash of diametrically opposed phenomena (premodern/modern, secular/religious), but the manifestation of political imaginings untethered from Eurocentric paradigms. Foucault embraced what he identified as "political spirituality," an alternative to historical determinism that offered new visions for the future. This sparked his interest in ethics and spirituality, while prompting a reevaluation of his Enlightenment theories. While the author engages with Foucault and his critics extensively, *Foucault in Iran* is not simply a scholarly meditation on Foucault's writings. Rather, in grappling with the ideas put forth by

Foucault, Ghamari-Tabrizi enriches our understanding of the Iranian Revolution, and foregrounds the possibility for cognitive methods and future potentialities outside the purview of universal History. Ghamari-Tabrizi also published *Remembering Akbar: Inside the Iranian Revolution* (OR Books, 2016), a nuanced and enthralling autobiographical novel, separately reviewed by Maria Todorova in this newsletter. It is based on his experiences as a political prisoner in Tehran's Evin Prison in the wake of the Iranian Revolution, and as a Marxist-Leninist student during the revolutionary movement. Reading *Foucault in Iran* alongside *Remembering Akbar* provides the kind of textual depth that fosters both personal and intellectual revelations.

In keeping with the autobiographical theme, Antoinette Burton and co-editor Dane Kennedy's collection, *How Empire Shaped Us* (Bloomsbury Academic, 2016), features accounts of British empire historians from a range of countries, generations, and intellectual proclivities, who contemplate the inspirations that drove their scholarly preoccupation with empire. This group of influential scholars, including Burton, materialize, in a moving and poetic manner, how their intellectual genealogies were themselves shaped by empire, which has in turn catalyzed their own reshaping of Britain's imperial past. Each narrative opens a window into the mind of the historian, making visible the social relations, historiographical phases, and imperial landscapes that stimulated the multiple trajectories of their historical writing and ideological convictions. Incorporating both overviews of the field of British imperial history and factors affecting professional and intellectual developments, the book itself is an archive for the aspiring historian, and historians of future generations. By showing how historians of empire think and write reflexively, not insulated from but embedded within personal and imperial entanglements, *How Empire Shaped Us* exemplifies once again why Burton is at the forefront



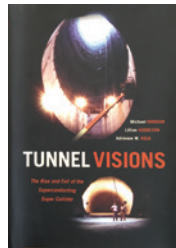
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Examining African-American newspapers, pornography, film, personal papers, and government documents, Mumford details this interplay of stigmas, while offering vivid biographical portraits of famous and lesser known individuals who resisted such caricatures



In interrogating the SSC's failure, Tunnel Visions asks whether gargantuan science projects can operate with internal cohesion and succeed under the microscope of government oversight and public scrutiny.

of new and important conceptions of the British Empire, and the practice of historical writing itself.

Kevin J. Mumford, in *Not Straight, Not White: Black Gay Men from the March on Washington to the AIDS Crisis* (University of North Carolina Press, 2016), analyzes the transformations of black gay male political consciousness from the 1950s to the 1990s. Situating his analysis within social movements such as civil rights, black power, and gay liberation, Mumford elucidates the multiple setbacks and progressions of black gay men who were at once empowered, stigmatized, and rendered invisible. Neither straight nor white, racial and sexual pathologies converged at the site of black homosexual bodies, and these interrelated representations left black gay men doubly repressed in white, heteronormative America, as well in campaigns both for civil rights and gay liberation. Examining African-American newspapers, pornography, film, personal papers, and government documents, Mumford details this interplay of stigmas, while offering vivid biographical portraits of famous and lesser known individuals who resisted such caricatures, and whose lives were affected by their activism. The lesser known Catholic reformer Brother Grant-Michael Fitzgerald, for example, risked his social status and “came out” amid black power politics and the emergence of gay liberation in the 1970s, countering black power employments of hegemonic respectability and sexual restraint by linking racism and homophobia, and fighting for what he viewed as the interconnected causes of black and gay rights. In conjoining the historiographical fields of African-American social activism and queer studies, where the presence of black gay men has been conspicuously absent, Mumford intervenes and enhances our knowledge of both, reconstructing the histories of black gay men by critically analyzing, rather than glorifying, their activism, marginalization, and contributions to multiple social movements.

In *Tunnel Visions: The Rise and Fall of the Superconducting Super Collider* (University of Chicago Press, 2015), Lillian Hoddeson and co-authors Michael Riordan and Adrienne Kolb examine the genealogy of the Superconducting Super Collider (SSC), a colossal particle accelerator developed to discover the elementary particles at the core of matter, specifically the Higgs boson. Spearheaded by American high-energy physicists, the machine’s construction began in 1988 in Texas, and, with an estimated \$10 billion in funding, was the largest basic-science project ever initiated. The SSC will ultimately be remembered as much for its massive scale as its untimely demise in 1993, when it was terminated by the U.S. congress. Examining vast archival documentation, press accounts, and over 100 oral interviews with those involved, the authors argue that a constellation of external factors, such as the end of Cold War politics, public criticism, and a lack of foreign collaboration, coupled with internal problems such as disaggregated leadership and cost overruns, led to the fall of the SSC. While histories of research laboratories tend to examine those that were successful, in interrogating the SSC’s failure, *Tunnel Visions* asks whether gargantuan science projects can operate with internal cohesion and succeed under the microscope of government oversight and public scrutiny. The authors make not only an invaluable historiographical contribution, but provide crucial insight into the particle-physics community and science-policy analysts involved in Big Science.



Recent Faculty Awards and Honors

University of Illinois President Tim Killeen announced the appointment of **Antoinette Burton** as one of two University of Illinois Presidential Fellows at the end of November. In that role, over the next year she will “help build on the U of I System’s long legacy of leadership in the arts and humanities.” This followed her appointment as director of the Illinois Program for Research in the Humanities in March.

Congratulations!

Three colleagues’ books received recognition for excellence. **Marc Hertzman’s** first book, *Making Samba: A New History of Race and Music in Brazil* (Duke, 2013), won the Arnold O. Beckman Research Award, which will help defray the cost of a Portuguese translation, due to be published in Brazil in 2017. **Peter Fritzsche’s** latest, *An Iron Wind: Europe under Hitler* (Basic Books, 2016) was named one of one hundred “notable books” for the year by *The New York Times Book Review*. **Kevin Mumford’s** *Not Straight, Not White: Black Gay Men from the March on Washington to the Aids Crisis* (University of North Carolina, 2016) was just placed by *The Guardian* on its list of top reads for Black History Month, hailing it as beautifully written, and as equally “brilliant,” “genius,” and “indispensable” as his earlier book, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (Columbia University, 1997).

Several colleagues garnered major fellowships in the past year. **Harry Liebersohn** was awarded the extremely prestigious Humboldt Research Award, a lifetime achievement prize in recognition of exceptional achievements in research and teaching. Awardees are invited to spend up to one year cooperating on a long-term research project with specialist colleagues at a research institution in Germany. Harry was also selected as a fellow at the American Academy in Berlin for spring 2017. Each semester, the Academy brings together a dozen scholars, artists, and policymakers from the U.S. with the goal of furthering trans-Atlantic relations. Liebersohn is the first colleague from the U of I to be so honored. **Craig Koslofsky** and **Ralph Mathisen** were among six U of I faculty to be awarded prestigious Guggenheim Fellowships. Craig’s fellowship is supporting his research on skin in the early modern world, in which he explores tattooing, cosmetics, branding, medicine, skin color, and race. Craig and his collaborator Roberto Zaugg (Université de Lausanne) were also

awarded a National Endowment for the Humanities grant from the Scholarly Editions and Translations Program to translate and publish the journal of the travels of Johann Peter Oettinger in Germany, the Netherlands, the Caribbean, and West Africa in the seventeenth century. Ralph’s Guggenheim is supporting his work challenging a common “rise and fall,” barbarians-versus-civilization narrative about the end of the Western Roman Empire—instead showing that the barbarians were not hostile outsiders, but rather an integral part of the Roman world. Ralph was also named a Senior Research Fellow at the Research Center for Anatolian Civilizations of Koç University in Istanbul.

Mark Micale spent the past academic year as a Visiting Senior Fellow at the University of Texas’ Institute of Historical Studies in Austin. **Tamara Chaplin** enjoyed a National Endowment for the Humanities fellowship this past summer working on her project, “Desiring Women: Lesbians, Media, and the Struggle for Gay Rights in Postwar France.” **Teresa Barnes** received a Fulbright Flex Grant for two research trips to Zimbabwe during 2016–17. **Bob Morrissey** won a National Endowment for the Humanities fellowship for this year, and was also named a Conrad Humanities Scholar at the U of I. This award supports the work of exceptionally promising associate professors in humanities units within the College of Liberal Arts and Sciences. Two other colleagues won National Endowment for the Humanities fellowships for the coming year. **Erik McDuffie** will use his award along with a John Hope Franklin Research Center for African and African American History and Culture Travel Grant from Duke University to complete his book tentatively titled *Garveyism in the Diasporic Midwest*. **Carol Symes’** project, “Activating Texts: Mediated Documents and Their Makers in Medieval Europe,” returns the many different kinds of medieval writing, such as England’s “Domesday Book,” to the lively and contested conditions of their making, and calls for a radical reassessment of medieval documents as written artifacts and historical sources.

Recognition for excellence also went to **Ikuko Asaka**, who was one of six junior faculty in the College of Liberal Arts and Sciences to be named a Lincoln Excellence for Assistant Professors Scholar. This award recognizes exceptional accomplishments in teaching and research. She was also included on the list of teachers ranked as excellent.

Charles Stewart Wins Prize for *The Writings of Mauritania and the Western Sahara*

Charles Stewart, Emeritus Professor and a former Chair of the department, received the 2016 Conover-Porter Prize awarded by the African Studies Association at the annual meeting in Washington for his *The Writings of Mauritania and the Western Sahara* (2 vols.; Brill, 2016), compiled with Sidi Ahmedould Ahmed Salim and with the assistance of Mohamed Nouhi, Babacar Mbengue, Bruce S. Hall, and Abdel Wedoudould Cheikh. The prize recognizes outstanding Africa-related reference work, bibliographies, or bibliographic essays published in any country during the previous two years.

The Writings of Mauritania is the fifth volume in the Brill (Leiden) series Arabic Literature of Africa (ALA), a project inaugurated twenty five years ago by John O'Hunwick and Sean O'Fahey. Volume 5, itself a five-year project, concludes the grand geographic sweep of the series from East Africa to the Atlantic. Stewart, working with Mauritanian literature specialistould Ahmed Salim, assembled an international team to produce this largest work in the ALA series, with citations of 1,875 writers and, roughly, 10,000 manuscripts, covering that region's literary production during the past 350 years. The volume opens with a foreword by Yale's Graziano Krätli explaining the significance of this substantial body of Arabic writing in Africa, and Mohamed Nouhi (University of Agadir) and Stewart describing the unique *mahazra* educational system that generated the writing. Authors are arranged by seventy six tribal names (*nisbas*). Most author notices contain biographical résumés, and bibliographical notes explain the importance of

particularly influential works. Five indices provide multiple ways to navigate the text.

Fifty years after British historian Hugh Trevor-Roper opined that Africa had no history for lack of the written word, ALA V authoritatively puts to rest the myth that no literary culture existed in pre-colonial Africa. Within the Arabic-writing world, moreover, high literary cultures have always been seen as the preserve of urban environments, but the book highlights a Bedouin society that developed a level of scholarship comparable to contemporary Fez and Cairo. And unlike the vaunted Timbuktu manuscripts, it documents the organic growth of a living Islamic culture in Africa across 350 years. Indeed, it was the Saharan *mahazra* that kept West Africa's Islamic learning alive and expanded it after the collapse of Timbuktu as a center of learning in the seventeenth century.

The writings referenced in ALA V include unique works of case law (substituting for state authority in legal opinions), theorizing about the nature of authority in a stateless society, and prolific poetic production in Arabic and its dialect, Hassaniyya. They reveal the subjects most widely taught (grammar, the sources of law, theology), offer a map of the intellectual culture of the region, and document the emergence of an autonomous Islamic literary culture in which Arabic was not confined to elite families, women scholars were authorities in subjects as varied as logic and the life of the Prophet, and "study abroad" (*taghrib*) was critical to advanced learning.



Symposium Celebrates Joe Love's Fifty Years at Illinois

Some of the many colleagues from U.S. and Brazilian universities at the symposium on "Regionalism in Brazilian History," hosted by the U of I's Lemann Institute for Brazilian Studies at the end of September in honor of Joe Love's fifty years at the University of Illinois. *L to R*: Glen Goodman, of Illinois' Department of Spanish and Portuguese; Elis Gomes Artz, Program Coordinator of the Lemann Institute; Barbara Weinstein of NYU's History Department; Joe Love, Professor Emeritus of History; Zephyr Frank, Joe's former student and Professor of History at Stanford; Raquel Castro Goebel, Coordinator of the Portuguese program in Spanish and Portuguese; and James Woodard, of Montclair State University's History Department.

Behroozu Akbar: an Autobiographical Novel set in Iran's Evin Prison

by MARIA TODOROVA

Readers of *Remembering Akbar* are preoccupied, for some strange reason, with the genre of this powerful book. Assessments range from political memoir, to documentary fiction, to autobiography, to primary source, to a collection of free-floating essays, to a hybrid between different forms. To the ones of us, who were receiving these short tales regularly every New Year in the course of years and treated them as sad or funny dazzling but brief glimpses into a friend's

For us, as outside observers, this is real tragedy and all of this could have been rendered justifiably in a tragic tone. But Behrooz renders it in a matter-of-fact voice and boldly challenges the narrative of trauma.

life, when put together, they all of a sudden offered a powerful panorama of a huge and complex event, the Iranian revolution, arguably the event that involved the highest percentage of a population, more than the French or Russian revolutions. But why does the genre matter? Would it matter at all for people who are opening the book without knowing the author? Is it the professional deformation of historians who, even after decades of linguistic and other turns, want to really

get to the exact “historical truth” and juxtapose it to interpretation? The author—Behrooz Ghamari-Tabrizi—somewhat defensively defines his book as an autobiographical novel with composite characters based on real people. Not simply autobiography or memoir, but also novel, implying a certain imaginative deviation from documented truth. But, then, the few survivors on death row from the Evin prison recognize themselves and their friends easily in this book. A mirror?

Behrooz was a young engineering student in Tehran University in the 1970s, an activist and leader in the secular, leftist, and Marxist opposition, which itself was split in numerous subgroups. His face was well-known in Tehran, he was speaking at rallies, negotiating with other opposition formations, and writing theoretical pieces, including two monographs on the strategy of the struggle. His revolutionary alias was Akbar, although it is unclear whether he was named after the Moghul Emperor Akbar, or whether it

was decided to let God off, so that the signifier would stay, but the signified would change from Allah to Behrooz, thus Behroozu Akbar. He was a passionate participant in the Iranian Revolution. It unleashed creative energies and myriads of alternative visions of what the revolution should accomplish and how. Yet, very soon it became clear that, except for the anti-Shah fervor and support for the republic, these myriad alternatives for Iran's future could barely co-exist. Democrats, liberals, socialists, communists, nationalists, different Islamic factions, women, proletarians, ethnic minorities, each claimed the true meaning of the revolution and struggled to impose it. By 1980 the Khomeini regime had managed to consolidate its power, unleashing a fierce suppression of the opposition. Behrooz was arrested in September 1981 and spent the next over three years in prison on death row. He was released on medical parole with advanced cancer on December 31, 1984. For him, this is the date of Akbar's death. Miraculously, Behrooz survived to share the memories of Akbar. He would pen a story each year on the 31st of December.

Twenty seven of these memories have made it to *Remembering Akbar*. We are taken to the cell of those condemned to death. It is a crammed cell, with eighty five occupants, of whom at least sixty are executed. We hear of friends arrested and tortured, of friends who betray and who are betrayed. There are the innumerable deaths: Arzhang, Mohammad, the Colonel, Farhad, Shehin, Ali, Nemat, Mansour. . . . And then, looming above all, there is the Mother, never broken in her belief that her child cannot be taken from her. For us, as outside observers, this is real tragedy and all of this could have been rendered justifiably in a tragic tone. But Behrooz renders it in a matter-of-fact voice and boldly challenges the narrative of trauma. On the inside, he says, the experience is different. Of course, there is the suffering and pain, but there is also bonding, human dignity, playfulness, the celebrations of Norouz, the Spring Equinox, and birthdays, the poetry of Rumi and Shamlou, the rare treat and hasty smoke and, above all, laughter. *Remembering Akbar* will undoubtedly join other outstanding prison memoirs on the bookshelves, like Primo Levi's *Survival in Auschwitz*, Nawal El Saadawi's *Memoirs from the Women's Prison*, Yevgenia

Ginzburg's *Within the Whirlwind*, to mention but a few, yet it should be placed immediately next to Rubino Romeo Salmoni's *In the End I Beat Hitler* which was the inspiration for Roberto Benigni's film *La vita e bella*. The prison experience can be also constructive. There are courses in German, Italian, and English. Behrooz/Akbar is teaching classical music, with a clear preference for the early and late romantics, from Beethoven to Mahler. He cannot offer a course on Marxism, although at one point he is coaxed by a snitch to offer his opinion on the exchange value of pickled garlic, which after seven years reaches almost the price of gold. Behrooz would have to wait to get to the US before he could teach a course on Marxism (usually to graduate students who are already Marxists) and have pickled garlic to his heart's desire.

For me, one of the most powerful, although admittedly not the most memorable, episode is one in the last story, *The Ayatollah*. The ayatollah is Hussein-Ali Montazeri, a great Islamic scholar and unflinching defender of Islamic democracy and the rights of prisoners, who at the time was considered to be the heir apparent to Khomeini. He opposed the mass executions and was locked in a struggle with Asadollah Lajevardi, the chief prosecutor of Tehran and warden of Evin prison, known as "the butcher of Evin." In December 1984 Ayatollah Montazeri won the day, Lajevardi resigned, and Behrooz won his life, a happy casualty of the power struggle within the regime.



Behrooz Ghamari-Tabrizi

Years later Lajevardi was assassinated. Montazeri was demoted for his consistent defense of human rights, living the rest of his life under house arrest until his widely mourned death in 2009. The regime clearly was not simply black and its victims were not necessarily only white. The greatest achievement of *Remembering Akbar* is that it manages to transcend the binary good-evil. And this can be accomplished only by someone with a clear mind and a great heart: Behrooz Akbar!

Graduate Student Placement

Long Bui, Visiting Assistant Professor, Ball State University

Ruth Fairbanks, Instructor, Indiana State University

Anca Glont, Assistant Professor, University of Dayton

Sandra Henderson, Adjunct Lecturer, U of I

Jason Jordan, Visiting Assistant Professor, University of Toledo

Milos Jovanovic, Junior Researcher, Max Planck Institute for the Study of Religious and Ethnic Diversity, Gottingen

Anna Kurhajec, Community Faculty, Metropolitan State University

Julianne Laut, Assistant Editor at the University of Illinois Press

Eric McKinley, Writing Tutor at Pearson, the education company

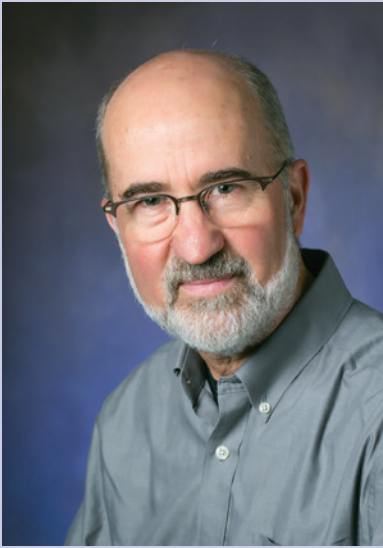
Emily Pope-Obeida, Visiting Scholar, James Weldon Johnson Institute for the Study of Race, Emory University

Archana Prakash, Lecturer, Stanford University

Rachel Smith, Registered Nurse in the Intensive Care Unit at the University of Maryland Medical Center

Michael Staudenmaier, Adjunct Lecturer, Aurora University

Vitality and Challenges



Mark Steinberg

by MARK D. STEINBERG,
Director of Graduate Studies

Since becoming Director of Graduate Studies (DGS) in late August 2016, one of the most enlightening and inspiring discoveries for me has been our students. In times of uncertainty about the future of academic and humanistic professions, they have chosen to devote themselves to the advanced study of history with passion, creative vision, and drive. Of course, they recognize the challenges—reduced university budgets (affecting the availability of fellowships and teaching assistantships, for

example), lower societal and administrative regard for history and other humanities fields (evident, most tangibly, in declining undergraduate enrollments and the redirection of funding), a tight job market, and more. But these realities seem to make many students all the more determined and aspiring—precisely because they feel and understand the great value and necessity of humanistic learning and teaching.

They are an accomplished group, evident in many fellowships, conference presentations, amazing dissertations, and postdoctoral employment. To offer one illustration, this fall, we held the fourth annual Graduate Research Symposium, where students who have been honored for their scholarship with campus or external fellowships and awards present parts of their dissertation. This year, a crowd of faculty and students heard and discussed the work of Heather Freund (“Loyal Subjects or Internal Enemies?: Reconsidering ‘newly adopted subjects’ in the British Ceded Islands, 1763–1797”), Courtney Cain (“A Moment of Hope: Haitians in Chicago, 1934–1956”), Raquel Escobar (“Reconcile the Indian, Reconcile the Nation: Transnational Indian Reform in the Era of Inter-American Politics”), Mark Sanchez (“Human Rights and the Task Force Detainees of the Philippines: Religious Opposition to the Marcos Dictatorship, 1972–1986”), Anca Mandru (“Making Socialists: Literature and

Science in the Service of the Romanian Left, 1880–1914”), Stefan Djordjevic (“From National Liberation to State Formation: Genesis of the Yugoslav State within an International Context, 1914–21”), and Zachary Riebeling (“Trauma and the Philosophy of History in Postwar German Thought”). It was a stimulating and impressive event. These topics alone give you some idea of the range and depth of research by our doctoral students.

We regularly review and reform our graduate program, with students as partners in this work, to ensure it best serves their needs

and desires and reflects changing times. In conjunction with our departmental self-study and external review, I have been involved in many discussions with graduate students and faculty about our program, ranging from available fields of study to degree requirements to information resources. Among recent new trends, I would mention growing attention in our program to public history, digital humanities, and career diversity.

Mentoring and advising is a major commitment. In addition to individual faculty advisors, the DGS, and the graduate secretary, Shannon Croft, we have a special first-year advisor (currently Professor Tariq Ali) and a new position of “Graduate Teaching Mentor” (Professor Dana Rabin is the first faculty member in this new position—indeed, she helped design it). The History Graduate Student Association (HGSA), indispensable in so many ways, also has a peer mentorship program.

There are lots of debates underway about why history matters in the world today. But the best answer is the work of our students and faculty.

These realities seem to make many students all the more determined and aspiring—precisely because they feel and understand the great value and necessity of humanistic learning and teaching.

Recent Ph.D.s Awarded

Rosemary Admiral, “Women and Islamic Law in Marinid Morocco.”

John Andrick, “A Modern Mecca of Psychic Forces: The Psychical Science Congress and the Culture of Progressive Occultism in Fin-De-Siècle Chicago, 1885–1900.”

Long Bui, “‘I Feel Impelled to Write:’ Male Intimacy, Epistolary Privacy, and the Culture of Letter Writing during the American Civil War.”

Heidi Dodson, “‘We Cleared the Land with Our Own Hands:’ Space and Place in African American Community Building and Freedom Struggles in the Missouri Bootheel, 1890–1968.”

Ruth Fairbanks, “A Pregnancy Test: Women Workers and the Hybrid American Welfare State, 1940–1993.”

Anca Glont, “Nihil Sine Carbo: Politics, Labor, and the Coal Industry in the Towns of the Jiu Valley, 1850–1999.”

Sandra Henderson, “The Face of Empire: The Cultural Production of U.S. Imperialism in the Panama Canal Zone and California, 1904–1916.”

Michael Hughes, “Inventing ‘Crime’ in a Lawless Land: Legal Conflict, Racial Formation, and Conquest in the North American Interior.”

Jason Jordan, “Between North and South: The Politics of Race in Jim Crow Memphis.”

Milos Jovanovic, “Bourgeois Balkans: World-building in Belgrade and Sofia 1830–1912.”

Anna Kurhajec, “Impossible Allies: SNCC, Black Freedom, and the Civil Rights Liberal Alliance.”

Julianne Laut, “India at the United Nations: A Postcolonial Nation-State on the Global Stage, 1945–1955.”

Michael Lehman, “Nuisance to Nemesis: Nuclear Fallout and Intelligence as Secrets, Problems, and Limitations on the Arms Race, 1940–64.”

Zsuzsanna Magdo, “The Socialist Sacred: Athesism, religion, and Mass Culture in Romania, 1948–1989.”

Eric McKinley, “Intimate Strangers: Intermarriage among Protestants, Catholics, and Jews in Germany, 1875–1935.”

Emily Pope-Obeda, “When in Doubt: U.S. Deportation and the Local Policing of Global Migration during the 1920s.”

Archana Prakash, “Negotiating Modernity: Education and Translation in Nineteenth Century Egypt.”

Patryk Reid, “Managing Nature, Constructing the State: The Material Foundation of Soviet Empire in Tajikistan, 1917–1937.”

Rachel Smith, “‘A Disgrace to Her Colours:’ The Mediterranean Population Problem & Tactics of Governmentality in Eighteenth-Century Gibraltar.”

Michael Staudenmaier, “Between Two Flags: Cultural Nationalism and Racial Formation in Puerto Rican Chicago, 1946–1994.”



2016 Incoming Graduate Students

Front row L to R: Lisa Mercer, Thomas Day, Taryn Vaughn

2nd row L to R: Adam LoBue, Adrian van der Velde

Not pictured: Nicholas Ortiz

Field Notes from Graduate Students



Ben Bamberger enjoying a break from the archive at the Gergeti Trinity Church in Kazbegi with friends



Utathya Chattopadhyaya at the ruins of the waterfall of the Hauz-e-Shamsi, built by the slave emperor Iltutmish, in Mehrauli, Delhi

BEN BAMBERGER: *The Research Experience Mediated by Personal Relationships*

During 2015–16 I spent nearly 10 months in Tbilisi, Georgia, and Moscow, Russia, researching my dissertation on the intersections of Georgian mountaineering and Soviet nation building. I began in Tbilisi, working at the National Archives and the National Parliamentary Library of Georgia, tracing the evolution of the Georgian alpinist community from the first summit in 1923 through the immediate postwar period. Having already lived for several years in Georgia and having conducted research in Tbilisi the previous summer, I expected the transition to be an easy one. But my expectations were challenged by the enormity of dissertation research and the difficulties of starting an impermanent yet long-term life in a new city.

After several months of archival starts and stops, the dissertation slowly came into focus and I began to look forward to my long walk to the library through the Vera district and the friendly population of stray cats that would greet me on my way. In time I reconnected with old friends and made new ones, but just as I had built a comfortable life in Tbilisi I exhausted my sources there. After spending so much time around Georgians who have a complicated and fraught relationship with the Russian center—a relationship that was reproduced in my research—I worried about the move to Moscow. How would an American researching Soviet empire in the Caucasus be received? Would my Russian, now accented with Caucasian idioms, mark me even more as an outsider?

My fears proved to be unfounded, and I found a welcoming community of Russian friends, fellow researchers, and friendly archivists and librarians (and of course, a new community of stray cats). In time, like Tbilisi, Moscow became a second home, but again just as it became this home, it was time to leave. Ultimately, the research year was much like the archive itself—an experience fragmented and incomplete, mediated only by the personal relationships that gave some meaning to the disjointedness.

UTATHYA CHATTOPADHYAYA: *Diverse Archival Experiences*

The experience of researching colonial society and history is incomplete without an acknowledgement of how much the colonial archive aides, conditions, and complicates history writing. London made me more acutely aware of empire's lasting legacies in that respect, both in the archives and the city itself. The British Library's expansive collections of colonial records made research easy—catalogues were digitized and rarely misplaced, archivists were helpful and caring, and the infrastructure welcoming to scholars. My research on the drug trade in colonial South Asia and the Indian Ocean focuses on how commodity cultures around intoxicants were created under empire, how they circulated between dispersed markets, and constituted specific transformations in political economy, gendered bodies, and laboring life. The imperial archives helped me study how the British state in colonial Bengal approached and perceived the habits and practices of colonized subjects. Similarly, the vernacular tracts collection there allowed me access to texts in Bengali and Hindi published a century ago in urban and *mofussil* towns in colonial India. I spent my five months in a council house on the North Peckham estate, living among diverse working class families which traced their roots and culture to places in West Africa, the Caribbean, and Turkey. Once built for the “respectable poor,” the maintenance of such housing estates have faced several uphill battles in municipal politics over the years. Subsequently, I left for research in

New Delhi and Calcutta followed by a short spell in Dhaka. Each of these archival experiences, mediated through such inventions of the imperial modern as visas and bureaucratic officialdoms were coupled with looking for hitherto unwritten histories of everyday life under empire—together making up the necessary rites of passage for every student of colonial history.

LYDIA CRAFTS: *Globalizing the History of Bioethics: A Perspective from Guatemala*

In an August 2015 protest against government corruption in Guatemala City's central plaza, medical doctors from major public hospitals were among the most fervent activists. I began talking to Dr. Jamie Cáceres, of San Juan de Dios Hospital, who said that the government was literally robbing people of basic healthcare services. He distributed a pamphlet that read, "We don't have medicine, we don't have diagnostic exams, we don't have plastic bags for trash. . . ." The International Commission Against Impunity in Guatemala had just uncovered a corruption network that reached the highest levels of government and was bleeding funds from public services; government leaders were augmenting their cash reserves at the expense of Guatemalan lives.

I originally went to Guatemala City to conduct research on the United States Public Health Service-led experiments with sexually-transmitted infections in the 1940s. In these experiments, U.S. and Guatemalan physicians infected healthy Guatemalans with syphilis, chancroid, and gonorrhea. They did not obtain consent or provide treatment to the majority of these so-called "volunteers." After speaking with medical doctors at protests and during my research year, I expanded the timeframe of my project. I learned about other examples of National Institutes of Health-funded research on malnutrition in the country between the 1950s and 1970s. I also started to talk to physicians about how the history of the U.S.-backed counterinsurgency efforts in the country during the Cold War and neoliberal policies had led to Guatemala's public health crisis and had affected clinical practice.

The evolution of bioethics has typically been told within a U.S. historical framework. My project challenges this model by looking at the development of a medical ethics movement in Guatemala during the 1960s and 1970s and how it was repressed by Cold War policies. I also examine how Guatemalans who were subjected to experimentation have understood the ethical breaches of this research and their own bodily harm. As last year's protests show, Guatemalans are still living this history today.



Lydia Crafts at the Mayan ruins of Tikal

continued on next page

William C. Widenor, continued from page 3

Museum in West Branch, Iowa, recalled, "Bill's great strength was to get students to engage with ideas and ideological assumptions. He did not want students politely taking notes on his lectures. Rather, he wanted to know what you thought and why. He cared less about a person's ideological beliefs and values as long as you could make a logical argument to support them." Schwartz credits his career to Bill's "wise counsel, generosity of spirit, and unfailing support." David Krugler (Ph.D. 1997), Professor of History at the University of Wisconsin-Platteville, recalled Bill as "an exemplary mentor in many ways: as a teacher, adviser, and scholar. His knowledge of U.S. diplomatic history seemed boundless and was enhanced by his years as a Foreign Service Officer. The stories he told his students about his time as a diplomat were always engrossing and often entertaining (how many professors do you know who rescued actor James Garner from arrest by the Munich police?). Yet the anecdotes were far more than stories; each revealed something important about how diplomacy works and how nations act." Those who were Bill's teaching assistants "benefited greatly from observing a master teacher whose lectures were polished, engaging, and memorable." Robert D. Ubriaco (Ph.D. 1992), Adjunct Professor of History at St. Louis Community College, recalled that Bill helped him, a first generation working-class student, navigate both professional and personal academic life. "Not one to judge but constructively assess, Bill's insight into my writing and research methodology vastly contributed to my historiographical understanding of both the complexities and nuances associated with American foreign policy." John "Jay" Dwyer (Ph.D. 1998), Chair of the Department of History of Duquesne University, described Bill as "a gentlemen as well as a great teacher and mentor who influenced the research of many Illinois doctoral students,

"Bill's great strength was to get students to engage with ideas and ideological assumptions. He did not want students politely taking notes on his lectures."

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Heather Freund on Petit St. Vincent, one of the Grenadines

HEATHER FREUND: *The Archival Tour: From Metropoles to Peripheries*

I experienced the pleasure and challenge of visiting multiple archives in multiple countries to research my dissertation on the eighteenth-century Caribbean. I see research as like a treasure hunt, trying to figure out what kinds of sources are available and where they are; many documents from my period that do survive are in poor condition. I spent most of my research year in London. The UK archives, mostly The National Archives, contained an overwhelming number of sources—fortunately, they are well organized and access is usually not difficult. Chasing references was fun. After I arrived in Aix-en-Provence, France, I realized how spoiled I had been by the modern facilities and equipment in England, including Wi-Fi. In Aix and Paris, I could not quickly look up unfamiliar French words and was relegated to using poor-quality negatives of microfilm on old readers, despite the fact that there were newer readers sitting unused. Fortunately, I could photograph. My biggest challenge, though, was my poor spoken French, which made asking questions and getting assistance much more difficult. The most helpful resources were often other scholars I met who shared tips about working in French archives and France in general.

I concluded my archival tour in the southern Caribbean, where my challenges were of a different variety—Zika and access. Although most of the archival staff tried to be helpful, my document requests were frequently denied, and the documents I did see were often in dire need of restoration. Despite the travel difficulties and archival frustrations, it was a rewarding journey. Seeing Dominica, St. Vincent, and Barbados crystallized in my mind the topographical and regional descriptions I had been reading for months. In a sense, the islands themselves were just as much my archive as the brittle documents held in their repositories.

ZACHARY RIEBELING: *The Necessity of Intellectual and Social Communities for Scholarship*

During the 2015–16 academic year, I spent six months researching at the Deutsches Literaturarchiv Marbach, in Baden-Württemberg, Germany. Situated in the birthplace of Friedrich Schiller overlooking the Neckar River, the DLA houses the literary estates of numerous German writers, poets, and philosophers. I visited with the purpose of examining the papers of three twentieth-century German thinkers who wrote about philosophy of history and historical consciousness: Hans Blumenberg, Karl Löwith, and Reinhart Koselleck. The experience of navigating the labyrinthine collections of manuscripts, essay drafts, notes, and correspondence left behind by intellectuals such as these was daunting and often overwhelming, especially in the first few weeks of my stay.

Although intellectually invigorating, in my experience the archive is also a site of isolation and loneliness. The separation from the rhythm of the university, the absence of the structure of an academic department, and distance from close friends, colleagues, and family made the task of adjustment a strenuous one. However, with time I came to feel more comfortable, thanks to a thoroughly kind and helpful staff and a few wonderful friendships made with other students at the archive. These relationships instilled a sense of comfort and belonging that was essential to the successful completion of my research.

My time at the DLA therefore positively reinforced an appreciation for the necessity of intellectual and social communities for the practice of historical scholarship. In charting the connections, friendships, and disagreements between the intellectuals who were my historical subjects, I saw how engagement was central to academic life both in the past and in the present. Although the scholarly products of my research will be seen for better or worse as primarily mine, my work remains only possible due to the supportive relationships on which I continue to rely.



Zachary Riebeling at the Feuersee in Stuttgart, with St. John's Church in the background

New Initiatives, New Vibrancy



Marc Hertzman

by MARC HERTZMAN, *Director of Undergraduate Studies*

It has been an exciting year in the undergraduate program. A little over a year ago, we welcomed Wendy Mathewson as our new Academic Advisor, and the program has flourished since her arrival. Building especially on the work of my predecessors, Carol Symes and John Randolph, we have focused our efforts in three broadly construed areas: Curricular, Communications, and Extra-curricular/Social. These categories were proposed in a self-study directed by Symes and in which

Randolph and I participated. Though we always strive to develop our undergraduate program and make it excel, this is a particularly pressing moment, as history enrollments and history majors have fallen nationwide, and as funding for public education continues to decline. I am happy to report that despite these large structural challenges, and thanks to the amazing people in our department—faculty, staff, and student alike—we have made great strides in the last year and that this year, remarkably, we have seen an increase in enrollments and majors.

Curricular

In addition to our updating of course numbers and titles, faculty have responded to the challenge of developing innovative courses that will attract broad audiences without sacrificing rigor. A great example of this is Randolph's SourceLab, the History Department's new digital publishing initiative, in which students have individual writing assignments and participate in team-based final projects, developing new, prototype electronic editions of historical sources.

In another initiative, Antoinette Burton created "History Now!"—a course that places current events in historical context. Inaugural sections of History Now! being taught in spring 2017 include one that takes the crisis in Ferguson as a point of departure, by Kevin Mumford, and another on the Panama Papers and money laundering by Tariq Ali.

In yet a third initiative, under the leadership of Clare Crowston, we have developed a suite of "Reacting to the Past" (RTTP) courses, which allow students an unparalleled opportunity to dive into history through elaborate role-playing games. In fall 2016, graduate students Leanna Duncan and Peter Thompson taught the first sections of RTTP on "Conflict and Unity in American History" and "Science in European Society," respectively (see the separate article on RTTP in this newsletter). By all accounts these courses were smashing successes. Additional sections are being taught in spring 2017 by Leslie Reagan on the multiple issues facing Americans on the eve of World War I ("Idealism and Debate in 1913"), and by graduate student Stefan Djordjevic, on Christianity and the State, from the Council of Nicaea to the Reformation ("Controversy, Heresy and Power"). We envision RTTP as a staple of our curriculum moving forward. Additional new courses on offer this spring are Mauro Nobili's "African Muslim Cultures," Poshek Fu's "Modern China through Film," and my own course, "Black Music." The intellectual value of our new courses is self-evident, and they keep our curriculum fresh and dynamic.

Communications

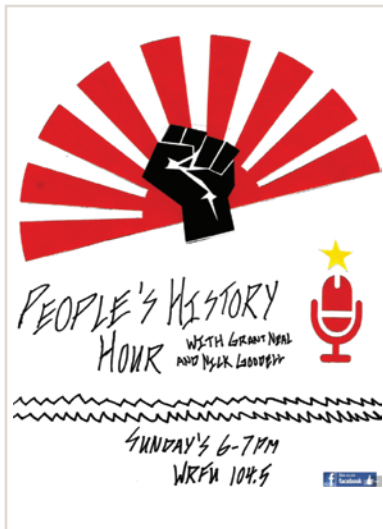
We are taking steps to get the word out about all the exciting things that we have been doing. We have created new internship positions in the department for students to work with social media, course publicity, and recruitment. We also have greatly expanded our campus-wide course advertising and are now meeting on a semester basis with representatives from a number of other departments—Economics, General Studies, Anthropology, and various Engineering departments—to develop cross-department initiatives and to attract more students from outside the major to our outstanding courses.

We have also worked closely with English and other departments to give the humanities a higher profile on campus and in high schools across the state. Similarly, we have partnered with LAS admissions to attract more applicants and to secure more acceptances from those who are admitted to study history at Illinois. The results here have been palpable. This fall we welcomed our largest class of incoming history majors (freshmen and transfer students)

in years—more than twice as many students as in the previous year!

Extracurricular/Social

Our majors are helping to create and participate in a rich and dynamic department culture. Our primary student organization, Phi Alpha Theta (PAT), is flourishing (see the separate article in this newsletter).



There have also been noteworthy Initiatives by individual students. One is the Everything History Podcast by Thomas Hendrickson (History '17), which last year was a co-winner of the department's Michael Scher Award for Outstanding Undergraduate Paper (see the separate article in this newsletter). Another is the "People's History Hour" program on WRFU 104.5 FM, hosted by Grant Neal (History '19) and Nick Goodell (History '18).

Meanwhile, Mathewson has worked with campus partners to create a dazzling, ever-expanding collection of internships and career opportunities for students. History students are gaining valuable experiences, such as researching a nineteenth-century printer's scrapbook at the Rare Books and Manuscript Library, working on the Mapping History project at the University Archives, and interning on various collections and exhibits at the Spurlock Museum. In fall 2016, Dana Rabin taught a new career orientation course for majors, "Career Planning for History Majors," which was very

successful. Friends of History board member Jennifer Sullivan is busy creating an alumnus mentoring network that will be one of a kind and a wonderful resource for our students. Through PAT, our students are also collaborating with the Illinois Program for Research in the Humanities and the Odyssey Project, which provides courses and college-level credit for income-eligible adults with limited to no access to higher education.

Finally, we have launched two events conceptualized by the tireless Antoinette Burton: The Lecture and History Soapbox. The Lecture is an annual event that showcases one of the staples of history education that we do well: delivering a riveting lecture on a topic of interest to a large audience. Peter Fritzsche delivered the inaugural Lecture, "The Murderers Speak," about Swiss girls who discover their German cousins are "Nazis, killers, and Jew haters," in November 2015 to a packed Illini Union ballroom. Carol Symes gave the second Lecture, "Doodling to Domesday," on the "real story" behind the Domesday Book, in October 2016 to an equally large and rapt audience. History Soapbox asks faculty, students, and staff to choose a single book and explain in five minutes why it is the most important book in the history of the world. The first two installments have been entertaining, even raucous affairs, and the competition has been fierce. Symes won the first competition and Crowston was victorious last year. We are all excited to see what happens this year and beyond.

These projects represent just a portion of what we have been up to in the last year. Thanks to the amazing people in the department, and to support from the Friends of History, our undergraduate program has become even more vibrant.

William C. Widenor, continued from page 21

especially regarding how domestic forces shape a nation's foreign policy."

Bill sometimes taught courses with Paul Schroeder, who had complementary interests in international history. Paul remarked that Bill "was a very good, conscientious, cooperative, and genial colleague and ... an outstanding teacher. His interest in his students and ability to capture their interest and guide their work was really remarkable." Bill, Paul, and Bob McColley retired together in 1997. In light of Bill's exemplary teaching, it was especially fitting that the department created a graduate student teaching award

in his honor. The William C. Widenor Teaching Fellowship, awarded on a competitive basis, has enabled advanced doctoral students to teach an undergraduate seminar of their own design and has been the source of many innovative and outstanding undergraduate classes over the years. Contributions to the Widenor Teaching Fellowship fund can be made using the form on the back of this newsletter.

Bill is survived by his daughter, Victoria Harris, of San Ramon, CA, and two grandchildren, Madeline and Maya. He will be missed.

—James R. Barrett and Kenneth M. Cuno

How many professors do you know who rescued actor James Garner from arrest by the Munich police?

“Everything History” Podcast

Senior Thomas Hendrickson, a double major in History and Classical Civilization, has produced the podcast “Everything History” since 2015. Editor Ken Cuno asked him some questions.



What are your particular areas of interest?

I am interested in Roman History and ancient history in general. I’m especially fascinated with the transitional period between Classical and Late Antiquity—roughly 192 CE–337 CE, or from the succession of Septimius Severus to the death of Constantine—and all the influence and impacts that period had on the world during and after that trying time. Currently I am writing my history honors thesis under Professor Mathisen on the now fallen Column of Arcadius (401/402), a quite unknown piece of historically significant architecture.

How did you become interested in the study of history and decide to major in it? Weren’t you deterred by the state of the economy, and worried about employability?

I have always been rather engrossed with the study of history. That, I believe, is the natural inclination of my mind but my luck of having exceptional history teachers has helped. I had no doubt I wanted to major in history but I actually started college at the United States Military Academy, West Point. There I realized that I did not want to be in the military for another decade and that I actually did have the ability to study history at a high level. As for the economy—yes, that was a concern but not one that really disturbed me because I knew I was an academic and that I would be quite miserable if I pretended to not be an academic. So, quite frankly, I do not feel it was a choice to study history; it was either that or be miserable (and that is not really a choice).

Where did the idea of the podcast come from? What was involved in creating and producing it? How often do you produce an episode?

The idea of creating the podcast came from listening to them for entertainment. At some point I realized that while there were a few history-oriented podcasts,



they were all geared toward a certain field or time period, leaving a lot of history uncovered. I decided to do something about it myself. The difficulty in creating a podcast comes from navigating regulations and technological red tape, and mainly from figuring out how and where to host your content because podcasts are not hosted directly on iTunes or most of the places you listen to them. They are hosted on a server of some sort and many of these cost money. Part of the difficulty comes from the fact that the system was designed for the internet of circa 2005–06, but it has changed since then. It costs me about five dollars a month to cover server costs. When I stop, I will likely upload the entire catalog onto YouTube and just leave it there. I now release an approximately 20 minute episode twice a month although for the first five months I produced an episode every week, but I soon realized that writing 10–12 pages every week while still in school was very difficult.

What content do you choose to feature in your podcasts, and why?

The content I host are either my own narrative explanations of a certain event or time period, or my recording of historical documents in the public domain that are not available, for free, in audio format. For example, I am recording the entirety of Ammianus Marcellinus’ *Res Gestae* for anyone to listen to. His *Res Gestae* is incomplete—we only have the latter half—but it is one of the most

So, quite frankly, I do not feel it was a choice to study history; it was either that or be miserable (and that is not really a choice).

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outstanding and detailed works written in the fourth century CE. I also plan on doing this with Aurelius Victor's *De Caesaribus*, Eutropius' *Breviarium*, and T.E. Lawrence's *Seven Pillars of Wisdom*.

What do you think is the value of the podcast as a medium for communicating about history?

Podcasts are a splendid and severely underutilized tool of education. They allow an audience to engage through audio. Some thought that this avenue of engagement and communication was dead when film

Podcasts have proven that audio is still a terrific source of communication. Audio allows someone to learn by simply listening, and it does not demand full concentration.

and television came along, but podcasts have proven that audio is still a terrific source of communication. It is a form that is natural, since people have always listened to stories. Video can provide a breadth of resources and information but it demands all of the observer's attention, and reading remains the quickest form of learning but it too demands absolute, *active* concentration. Audio

allows someone to learn by simply listening, and it does not demand full concentration. One can listen while driving, working, playing a game, exercising, etcetera. Is that "better"? That is a matter of perspective, and depends on the person and the moment. But,

yes, in many situations audio is a better education format. It is also on demand at any moment and free.

What kind of reaction/feedback have you gotten from listeners? Do you have any idea how large your audience is?

I only get snippets of information from my listeners, primarily through email (everythinghistorypodcast@gmail.com) or the podcast's Facebook page. One impactful example of interaction comes from nearly a year ago when a teacher from Melbourne, Australia reached out to say she appreciated my episodes on the French Revolution that apparently really helped her students (seniors at an all-girl high school). I get somewhere between 600–1200 listeners every month.

Finally, what are your plans for after graduation? Do you plan to keep the podcast going?

After graduation I plan on attending graduate school to continue studying Roman History. I will try to maintain the podcast as long as I feel it is providing a useful service. Considering the almost complete lack of audio for public domain works this might be a while.

Readers can find the Everything History Podcast in the iTunes Store or at everythinghistorypodcast.libsyn.com/podcast.

Senior Honors Theses

Sydney K. Battle, "Ramifications of Race Riots: A Scope of Multiethnic Conflict in L.A. and New York"

Nicholas A. Cohen, "'Let Them Produce for Themselves': Cooperation, Ideology, and Americanism in the Great Depression Self-Help Movement, 1931–1939"

Salman Khan, "The Punjab Peasant in Austerity and Fret: Legitimizing Agrarian Rule in Colonial Punjab, 1849–1939"

MacKenzie Kienitz, "'The Stories of Witches and Conjurers': The Textual Objectification of African Women in Eighteenth-Century Travel Narratives"

Jasmine S. Kirby, "The Defection of David Fagan and the African American Experience of American Imperial Expansion 1898–1908"

Jiayi Li, "Rethinking the Politics of Apolitical Intellectuals in Modern China: A Study of Two Returnee Scientists— Bao Wenkui and Tan Haosheng"

Alex. J. Villanueva, "The Stamp Act of 1765 in the Halifax Gazette: A Case Study of the Use of Print Media for Political Purposes in Colonial Nova Scotia"

Phi Alpha Theta: Growing, Active, and Fun

by CASSIDY BURKE

Phi Alpha Theta (PAT), the History Honor Society at the U of I, aims to promote historical learning both inside and outside the classroom. Kellie Clinton, a junior double major in history and political science, has been the president of PAT for two years, and a lot has changed since her freshman year.

One of the biggest changes has been a drastic increase in membership. According to Kellie, when she was a freshman and ran for president, there were only about 5 people in the organization. Now about 35 members attend PAT meetings on a consistent basis. Not all of them are officially initiated into the group, but Kellie and her executive board decided not to require formal initiation in order to participate in PAT activities. It is a little expensive to initiate into the national organization, and Kellie and the board think it is more important to the organization that members love to promote history in every aspect of their daily life rather than having the certificate that verifies their membership at the national level. Because the financial burden was removed, this amazing organization has grown a lot in recent years.

The growth has enabled PAT to form several committees. In addition to the six-member executive board, a blog committee, and a social committee, the most popular committee is the academic committee, which is in charge of putting together panel discussions and other events with professors and graduate students in History. For example, the academic committee organized a panel on graduate school since many History undergraduates want to explore their career options after graduation. The panel included graduate students in History, Library and Information Sciences, and Law. It was a great way for the undergraduates to explore some of their future options, and a good way for them to see how their History degrees will help them in the future.

PAT also hosts events with professors to discuss their work and research with members in a fun, one-on-one environment. For example, earlier this semester, PAT hosted a pizza luncheon with Adjunct Lecturer Gracjan Kraszewski, who spoke about his research and the class he will be teaching, Hist. 374, Civil War and Reconstruction, during the spring semester. With their busy schedules, it can be hard for students to find the time to reach out to professors that they may not have in class to talk about

their research. Social events like this one are a perfect way that PAT inspires its members to form relationships with professors in the department in order to enhance their educational experience.

Another popular event that PAT puts on along with the History Department is the annual Stump the Professors event. In it, students try to stump their professors with various questions about historical facts and trivia. This is a really fun night, as students really put their professors' knowledge to the test—it is a favorite of the PAT membership and the entire department.

The best part about PAT events is that they are open to all History undergraduates. For instance, around class registration time, PAT hosts a meeting in which the more advanced History students will talk about their experiences in different courses being offered in the upcoming semester. With so many classes to choose from, it can be difficult to figure out which are the right fit for you. PAT events like this one make it easier for students to get their questions answered and to decide which courses best fit their specific academic interests.

PAT's activities are largely academically focused, but they are also a philanthropic organization. In the fall semester PAT hosts a sale of secondhand books donated by professors. The sale raises funds for PAT, but they have also started a new partnership with the Urbana Adult Education Center (UAEC). The UAEC offers continuing education classes to adults in the Champaign-Urbana area to increase their educational and career skills and help them reach their professional goals. Following their most recent book sale, PAT donated 20 per cent of the proceeds to UAEC. Their partnership is more than just financial, as



Phi Alpha Theta on Quad Day. L-R: Lisa Van (treasurer), Mallory Untch (vice president), Thomas Hendrickson (historian), Kellie Clinton (president), Lindsay Cardosi (director of public relations), Bennett Stewart (secretary).

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Paying It Forward: New Undergraduate Scholarships Awarded

by MARC HERTZMAN

Members of the U of I History community continue to do amazing things and remain connected to the department long after they have left. This year, we have the good fortune of announcing two scholarships funded by former members of the History community: alumna Christina Brodbeck (History BA, 2001) and Professor Emeritus Richard (Chip) and Jayne Burkhardt.

Brodbeck, who was profiled in last year's *History@Illinois*, cofounded YouTube and now has an independent career in tech and investing. The Brodbeck Scholarship, which will provide a \$2,500 stipend to an outstanding undergraduate this year and in the next three years, recognizes excellent achievement and potential at the crossroads of history and technology. Brodbeck has a passion for undergraduate learning and especially wishes to encourage talented women pursuing careers in tech. While the scholarship will be awarded based on traditional academic metrics such as GPA, it is also designed to identify students with remarkable potential displayed in other ways—amazing comments made in class, creative independent projects, and so on.

The Burkhardt Scholarship recognizes outstanding undergraduate achievement and is made possible by the gift of Chip and Jayne Burkhardt. The Burkhardt Scholarship will provide a \$2,500 stipend to four outstanding history majors this year and in the following nine years. Chip, profiled separately in this newsletter, is a former chair of the History Department, had a love for teaching the history of science to undergrads and took on the challenge of trying to get students from a wide range of fields to think historically. He was adored by students, as evidenced by his twice receiving the All-Campus Award for Excellence in Undergraduate Teaching.

It is exciting to see how Burkhardt and Brodbeck are now transforming and passing on their intellectual and professional passions and successes in a way that highlights and nurtures talented young minds following in their paths. The success of both of these “paying it forward” projects are evident in the exciting early careers of this year's awardees.

Our first Cristina Brodbeck Scholar is Mallory Erin Untch (History '17). Mallory is an exceptional student with a cumulative GPA of 3.67. She has

shown a great generosity of spirit, helping to galvanize her fellow history majors into a real community, as a Vice President of Phi Alpha Theta, our Honors Society. Not only her academic success, then, but also her leadership skills make us confident that she can make a real contribution to any field of endeavor she chooses.

As a participant in the Spring 2016 prototyping seminar directed by professor John Randolph in conjunction with his digital publishing initiative, SourceLab, Mallory and her co-authors explored the origins of the classic American folksong, “The Big Rock Candy Mountain.” They discovered and digitized its earliest known manuscript variant, jotted down from memory by an orchard worker in 1927 and now preserved at the Library of Congress. Still underway, this project is not only publishing the first reliable edition of the original text of “The Big Rock Candy Mountain,” it is also producing a simple but beautiful audio recording of the song. Mallory, meanwhile, has moved on to become a leader in SourceLab, adding her talents to its steering committee and helping us plan the next stages of our publishing platform's development. After graduating in May, Mallory is interested in pursuing various kinds of archival work and is considering applying to graduate school in Information Science.

The first Burkhardt Scholars are an equally talented group. Indeed, in choosing this year's winners, we were unable to select just four, and so the Friends of History generously stepped in to provide a fifth award. Here are this year's winners (in alphabetical order):

Jillian Davis (History and Global Studies '18) is a junior whose excellence extends far beyond the classroom. As her professor in History 200, our seminar on “Introduction to Historical Interpretation,” I nominated her to be a tutor at the campus Writing Center, where she has thrived. She also volunteers with local immigrants, and I wrote, in nominating her for the Burkhardt, “has an exceptionally sharp and thoughtful mind. Jillian is a fantastic writer and thinker, and it was a real pleasure to have her in class.”

Makayla Dorsey (History '20) is a member of the recently revived Undergraduate Student Advisory Council. Claudia Brosseder, her professor in History 200, said, “Makayla is a thoughtful student who

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Burkhardt Scholarships Recognize Undergraduate Excellence: “Majoring in history is...a serious intellectual choice.”

by KEVIN MUMFORD

Richard (Chip) Burkhardt grew up in Indiana, and earned a Bachelor’s, Master’s, and Ph.D. (1972) from Harvard University in the history of science. He joined the University of Illinois faculty in 1972 and remained on the faculty until his retirement in 2005. He offered both general surveys of the history of science and more specialized seminars on Charles Darwin and science and society that also addressed important social issues of the times, such as the meaning of race and the nature of sex and gender. His teaching awards included the School of Humanities, College of Liberal Arts and Sciences, and All-Campus Excellence in Undergraduate Teaching Awards and the LAS and Campus Awards for Excellence in Undergraduate Teaching. Burkhardt also published widely on topics in European and United States intellectual history. The recipient of numerous distinctions, including the Guggenheim Fellowship and National Science Foundation grants, his books include *Patterns of Behavior: Konrad Lorenz, Niko Tinbergen, and the Founding of Ethology* that won the History of Science Society’s 2006 Pfizer Prize. He continues to work on a manuscript entitled *The Leopard in the Garden*, which is a history of the early decades of the first public zoo of the modern era, the menagerie of the Museum of Natural History in Paris. He routinely travels to Europe with his wife Jayne to work through the hundreds of manuscripts in the French archives having to do with the zoo.

As active members of the U of I community, in 2015 Chip and Jayne have generously endowed an undergraduate scholarship program that each year provides

stipends of \$2500 to four students for outstanding achievement, which will be awarded for at least the next ten years. According to Burkhardt, the “idea of the [scholarships] is to provide history undergrads (and perhaps their parents, university administrators, and others) with at least a small index and reminder that majoring in history is valued as a serious intellectual choice.” This donation provides the History Department with an additional means by which to recognize and encourage our best students, drawing attention to the overall quality of the history major at a time when the humanities and social sciences struggle to maintain their standing in the university. When asked if he could offer advice to students currently pursuing the major or considering doing so, he counseled them to be “confident that the interpretive skills you are developing in History courses are essential for an informed and thoughtful citizenry and that these skills will help you in later life regardless of the career you choose. Society needs citizens who have learned to think critically about evidence and who have a historically-informed sense of what the future can be.”

The Burkhardt Scholarship is the second major gift designated for undergraduate history majors, and Chip hopes that his example will inspire other benefactors to consider making a donation. The Department of History is very excited about this initiative and grateful to Chip for his thoughtful generosity.

This donation provides the History Department with an additional means by which to recognize and encourage our best students, drawing attention to the overall quality of the history major at a time when the humanities and social sciences struggle to maintain their standing in the university.



Jayne and Chip Burkhardt

Annual Awards Celebration, Spring 2016

Undergraduate Honors and Awards

Friends of History Undergraduate Research Grant

Nicholas A. Cohen
Thomas Hendrickson
Connor Monson
Mindi Zhang

C. Ernest Dawn Research Travel Award

Samantha Yadron

Walter N. Breymann Scholarship

Cassidy Burke
Jacklyn Montiel
David Stage

Robert H. Bierma Scholarship for Superior Academic Merit in History

William A. Ringhofer
Rebecca Martinez
Huiyi Chen
Junyi Tang

Ronald E. McNair Scholars

Michelle Favela
Maria Valenzuela

Michael Sher Award for Outstanding Undergraduate Paper

Hernando Sevilla-Garcia,
“Regulating Emancipation: An
Analysis of Manumission Legislation
from 1814–1851 in Colombia”
Thomas J. Hendrickson, “Everything
History” Podcast

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

Katherine E. Bora

Martha Belle Barrett Scholarship for Undergraduate Academic Excellence

Nicholas A. Cohen
Alison Jones

Mark H. Leff Prize for Outstanding Senior Honors Thesis

Nicholas A. Cohen, ““Let Them Produce for Themselves: Cooperation, Ideology, and Americanism in the Great Depression Self-help Movement, 1931–1939”

Honorable Mention:

Mackenzie Kienitz, “The Stories of Witches and Conjurers: The Textual Objectification of African Women in Eighteenth-Century Travel Narratives”

Jiayi Li, “Rethinking the Politics of Apolitical Intellectuals in Modern China: A Study of Two Returnee Scientists—Bao Wenkui and Tan Haosheng”

Bronze Tablet Recipients

Nicholas A. Cohen
Dylan Hoyer
Alison Jones

Graduate Awards and Honors

Frederick S. Rodkey Memorial Prize in Russian History

Matthew Klopfenstein

Joseph Ward Swain Prize for Outstanding Published Paper

Stefan Peychev, “The Image of the City: Public Baths and Urban Space in Western Travelers’ Descriptions of Ottoman Sofia”

Theodore Pease Scholarship for Outstanding Ph.D. Candidate in English Constitutional History

Heather Freund

William C. Widenor Teaching Appointments

Stefan Djordjevic
Deirdre Ruscitti Harshman

Departmental Teaching Awards

John G. & Evelyn Hartman Heiligenstein Award for Excellence in Undergraduate Teaching (by a graduate student)

Irena Spector-Marks

George S. & Gladys W. Queen Award for Excellence in Teaching (by faculty)

Professor Dana Rabin



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

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New Undergraduate Scholarships Awarded, *continued from page 28*

grasps historical changes in a very sensitive, careful, and deliberate manner. In her term paper about the 'religious conquest' she has really nicely shown how religious identities of Mexican and Andean inhabitants changed under the impact of the Spanish spiritual conquest."

Austin Justice (History '20) moved from Kentucky to attend U of I, where he is pursuing his passion for history, with special interest in ancient Rome and Greece. His professor Ikuko Asaka wrote, "Austin demonstrated his excellence in research and writing. I was impressed with his close reading and deft use of primary sources. His prose was clear and concise, showing his ability to communicate complex ideas in succinct and understandable ways. It was a pleasure to see Austin develop into a rising history major."

Jackson Turner (History '17) transferred to U of I last year, and has been a constant and positive presence in SourceLab and at department events. His professor John Randolph wrote, "It was a real pleasure to work with Jackson. . . . He has a creative and curious mind, and always seems eager to think more deeply about a problem, rather than remaining content with first impressions. When Jackson was in class, you always knew the discussions would be that much better, and the other students that much more inspired."

María de la Luz Valenzuela (History and Latino/a Studies '18) is a McNair Scholar and currently serves as a Resident Assistant. An Honors Program student, she plans to do graduate work in either History or American Studies. Her former professor Mireya Loza wrote, "Maria Valenzuela is a historian in the making. She is committed to understanding the past in ways that advance social justice in the present. She is an impressive young scholar who has the potential of becoming a great researcher and teacher!"

Phi Alpha Theta, *continued from page 27*

starting in Spring of 2017, PAT members will volunteer as tutors at the center. This is an amazing new partnership that shows how PAT is truly promoting historical learning in all aspects of life. PAT is giving back to the community in a small, but very vital way to show the community just how important continuing education is.

PAT has changed a lot over the past few years. Kellie attributes its growth and success to the amazing executive board and committees, but largely it all boils down to great undergraduate students who really love investing in their historical education, inside and outside of the classroom.

As PAT continues to grow, Kellie said the next thing PAT wants to focus on is alumni relations. This year, the History Department has put more effort into helping students understand how to leverage their degrees upon graduation. Kellie said they would like to engage more with history alumni to discuss what they have done with their degrees, as well as learn any tips history alumni may have for future graduates.

PAT is making amazing changes and adding a lot to the fabric of History undergraduate education at the University. It will be exciting to see how this organization evolves over the next few years and how these amazing undergraduates promote the learning of history in every aspect of life. To learn more about Phi Alpha Theta, visit their website at philphathetauiuc@weebly.com.



Faculty Profiles

Eugene M. Avrutin co-edited and co-wrote the introduction for *Ritual Murder in Russia, Eastern Europe, and Beyond: New Histories of an Old Accusation*, (Indiana University Press, 2017) while on leave with a National Endowment for the Humanities Fellowship. He gave the Russian Studies Annual Lecture at the University of Montana. He also participated in the First International Conference in Jewish Studies at Shanghai International Studies University, as well as in workshops at Brandeis University and the University of Michigan. He is at work on a short book, *Race in Modern Russia: Critical Perspectives*, which explores the problem of racialization from the nineteenth century to Putin.

Teresa Barnes spoke on a roundtable on “African Futures” at the conference Innovation, transformation, and Sustainable Futures in Africa, in Dakar, Senegal in June. The conference was co-sponsored by the African Studies Association, American Anthropological Association, Codesria and the West African Research Association. Earlier this year, she received the good news that she had been awarded a Fulbright Flex Grant for two short-term research trips to Zimbabwe in 2016–17. She spent the month of September in Harare, where she was honored to give the keynote address to the second annual meeting of the Zimbabwe Historical Association, and act as a resource person for the Departments of History and Economic History at the University of Zimbabwe. On sabbatical in the fall, she worked on the final chapters of her book about South African higher education in the apartheid period. She also began work on a piece of creative non-fiction on family history. Finally, she is editing a collection of documents and writing an introduction to *Women in the Anti-Apartheid Struggle* which will be published online in 2017 in the database and archive, Women and Social Movements in Modern Empires since 1820. The larger collection views modern empires through the eyes of women. The series will be available in academic libraries and is co-published by the Center for the Historical Study of Women and Gender at the State University of New York and Alexander Street of Alexandria, VA.

James R. Brennan taught two new courses in 2015–16. The first is a new Introduction to Eastern Africa, in which students learned about the many wonders of Rwanda, Uganda, Kenya and Tanzania. He also taught a new course on the History of Global Intelligence, which showed just how important information, espionage, and intelligence analysis has been throughout world history. He also published a number of articles,

book chapters, and book reviews, including one article entitled “The Cold War battle over global news in East Africa: decolonization, the free flow of information and the media business, 1960–1980,” in the *Journal of Global History* (2015), as well as another article on the history of a market in his favorite city of Dar es Salaam, coauthored with Luce Beeckmans and entitled “In between improvisation, compensation, and negotiation: a socio-spatial analysis of Kariakoo market dynamics under British Colonial Rule,” in the journal *History of Retailing and Consumption* (2016). After still more travels to Tanzania, Britain, Portugal, and College Park, Maryland, he has finally completed research on his biography of Oscar Kambona, and is currently writing the book. Last, he has taken his first footsteps into the histories of Mozambique and Malawi, presenting a paper at the University of Cambridge on the diplomatic relations between the two countries during the wars of liberation of the 1960s and early 1970s.

This was **Claudia R. Brosseder's** first academic year at Illinois. While she has focused on getting to know students and colleagues from different departments here at the university—teaching and giving presentations in the Spanish Department and in the Center for Latin American and Caribbean Studies—she has written two articles on native Christianities in the Andes and the history of occult sciences in sixteenth century Lima. She has used the superb Andean collection at the library to pursue research for her book on the socio-political foundations of Andean religion, studied from a multidisciplinary and *longue durée* perspective (1200–1700 AD). She has also proposed an AHA panel on indigenous religiosities in a comparative framework and was asked to participate in a future panel on “malleable geographies” at the Renaissance Society of America in Chicago 2017.

Adrian Burgos and his research on Latinos in Baseball was the subject of a Big Ten Network (BTN) documentary “Playing America’s Game” which premiered in May 2016 (now available online <https://www.youtube.com/watch?v=qsYaH6CSwP4>). He continued writing in scholarly and public venues on the intersections of sports, race, and history. He was a co-author in a special forum “Teaching Forum on Sport and Politics,” which appeared in the May 2016 issue of *Radical History Review* and also wrote “Teaching Sport and Society,” for *Process: A Blog for American History*, affiliated with the Organization of American Historians. He continued to be active in public engagement, appearing

on ESPN's *One Nacion* and WTTW *Chicago Tonight* broadcasts, writing as a contributor for *Sportingnews.com*, participating as an invited speaker at the Smithsonian, the Society of American Baseball Research annual meeting, and the Kansas City Public Library, among others, in addition to over 20 print, electronic, and radio interviews. Finally, he spent the 2015–16 academic year learning about the workings of academic administration as a Consortium for Institutional Cooperation-Academic Leadership Program Fellow, and began this academic year as Interim Director of the American Indian Studies Program.

At the end of November President Tim Killeen appointed **Antoinette Burton** one of two Presidential Fellows. In March, she was appointed director of the Illinois Program for Research in the Humanities (IPRH). IPRH is effectively our campus humanities center, supporting faculty and graduate research fellowships and sponsoring programs that grow out of our shared intellectual interests or aim to stimulate them in new directions (www.iprh.illinois.edu). In that capacity, she is also the principal investigator of a multi-million dollar grant from the Andrew Mellon Foundation, Humanities Without Walls (HWW). The grant funds a major research initiative and an annual summer workshop for pre-doctoral students in the humanities who are looking for a variety of post-Ph.D. career options, including but not limited to academia. (For more on HWW see www.humanitieswithoutwalls.illinois.edu). Her own work on the British Empire continues apace. In the fall of 2015, she published *The Trouble with Empire: Challenges to Modern British Imperialism* (Oxford). She also published a collection edited with Dane Kennedy, *How Empire Shaped Us* (Bloomsbury UK, 2016). Last spring, she organized workshops on campus with contributors to her *Primer for Teaching History* series with Duke University Press. Primers on how to teach Environmental History (Emily Wakild and Michelle Berry), African History (Trevor Getz) and Women's, Gender and Sexuality History (Merry Wiesner-Hanks and Urmi Engineer) should be out by the end of 2017. And just as this newsletter is going to press, the textbook that she co-edited with Tony Ballantyne, *World Histories from Below: Disruption and Dissent, 1750 to the Present* (Bloomsbury UK, 2016), is hitting the bookstores and, hopefully, undergraduate classrooms as well.

Thanks to U of I Humanities Released Time and a fellowship from the Camargo Foundation, **Tamara Chaplin** spent Spring 2016 researching and writing in the south of France. While there, she completed an article for *Turning Archival*, an edited collection

forthcoming from Duke University Press, as well as filming interviews in Cagnes-sur-mer, Nice, Cannes, and Toulouse, and drafting a chapter for her next monograph. Routledge will publish her co-edited collection (with Jadwiga E. Pieper Mooney), *The Global Sixties: Convention, Contest, and Counterculture*, in Spring 2017. Another article on feminist utopias will appear in *Making Waves: French Feminisms Revisited* (Liverpool University Press, 2017). This year Chaplin is teaching courses on World War I, contemporary France, Western Civilization since 1660, and the History of Sexuality in Modern Europe. Finally, she is looking forward to returning for a second time to Leeds, England for the biannual "Women in French" conference next May.

Kai-wing Chow was invited to give a lecture on "Society of Mercantile Literati and Public Culture in Qing China" at the School of Historical Studies, Nankai University, in China in July 2015. As President of the Midwest Conference on Asian Affairs, he also spoke on the "Experience of Print in Everyday Life in Imperial China" at the Presidential Panel on "Print Culture in East Asia," in October 2015.

Ken Cuno was promoted to the rank of full professor, and took even greater pleasure in the dissertation defenses of Rosemary Admiral and Archana Prakash, who earned the first doctorates in Middle Eastern history at Illinois in over forty years. His previously published journal article, "Reorganization of the Sharia Courts of Egypt: How Legal Modernization Set Back Women's Rights in the Nineteenth Century," appeared as a chapter in *Law and Legality in the Ottoman Empire and Republic of Turkey*, ed. Kent Schull, M. Safa Saraçoğlu, and Robert Zens (Indiana University Press, 2016). In March and May, he gave invited lectures at the University of Connecticut and Northwestern University on "Reinventing Marriage in Egypt." In October, he spoke on the Suez crisis and war of 1956 in a symposium organized by the U of I's Russian, East European, and Eurasian Center on the anniversary of the Hungarian revolution, and on the implications of the presidential election for Middle East policy in the International Seminar Series at Illinois State University. As usual, he was in demand for interviews and presentations on modern Middle Eastern history, politics, and the Israeli-Palestinian conflict.

Jerry Dávila continues to direct the Lemann Institute for Brazilian Studies, which this year received \$1.5 million in gifts to support a graduate fellowship in the social sciences. He is released from teaching with a Center for Advanced Study Faculty Associate Fellowship, which is allowing him to do research and writing

for a book that explores ways in which black Brazilians defined and challenged racial discrimination in the twentieth century.

Peter Fritzsche's latest book, *An Iron Wind: Europe Under Hitler* was published by Basic Books in fall 2016. In November it was named one of one hundred "notable books" by *The New York Times Book Review*.

Behrooz Gamari-Tabrizi has published two books, *Remembering Akbar* (OR Books, 2016) and *Foucault in Iran: Islamic Revolution after the Enlightenment* (University of Minnesota, 2016).

Marc Hertzman was promoted to associate professor. He is now in his second year as Director of Undergraduate Studies, after spending most of the past year preparing for and welcoming a new baby to the family. He provided commentary about political events in Brazil for Al-Jazeera English and published pieces about the same in *New York Magazine* and *Notches*, a scholarly journal-blog about the history of sexuality. An opinion piece about Muhammad Ali and the Illinois state budget crisis appeared online at RebootIllinois.com. In the spring, his first book, *Making Samba: A New History of Race and Music in Brazil* (Duke University Press, 2013), won the Arnold O. Beckman Research Award, which will provide funding to help defray costs of the Portuguese-language translation, due to come out in Brazil in 2017. Together with Mike Silvers, in Music, he organized a week-long visit by two Brazilian musicians, who visited a number of classes on campus, gave a concert to a full house at Spurlock Museum, appeared twice on local radio, performed at a local elementary school, and held an instrument-making workshop for students at Allen Hall.

Keith Hitchins is finishing two books, *Romania during the Communist Era, 1944–1989* and *Elites and the Modern Idea of Nation in Southeastern Europe, Kurdistan, the Caucasus, and Central Asia*. He has written a chapter, "Tajik Literature in the 20th Century," for Volume 9 of *A History of Persian Literature* (Tauris). Recent published articles are: "A Bukharan Poet between Tradition and Revolution: Pairav Sulaimoni;" "Iranian and Persian Studies in Hungary;" "Romania's Role in the First World War;" and "The Serbian Orthodox Church and the Romanians of the Habsburg Monarchy, to 1761." He gave the keynote address at a conference in Venice on Italy and Romania in the First World War sponsored by the University of Padua and the Romanian Research Institute in Venice. He serves as Consulting Editor for Caucasian Studies and Kurdish Studies of the *Encyclopaedia Iranica*

(Columbia University) and is on the Scholarly Committee and Editorial Board of *Nuova Rivista Storica* (Milan).

Kristin Hoganson has returned from a stint at Oxford as the Harmsworth Visiting Professor of American History, in which capacity she gave a number of talks around the U.K. on isolationism as an urban legend and several other topics as well. Whilst there, she also co-convened a conference on Transimperial U.S. Histories, visited archives, chaired a program committee, participated in six dissertation defenses (mostly by dialing in), and published an article, "Struggles for Place and Space: Kickapoo Traces from the Midwest to Mexico," in *Transnational Indians in the North American West* (2015). She was delighted to cross paths during her time away with Augusto Espiritu (at the Transimperial conference), David Greenstein, Ph.D. 2015 (at a conference on Americans Overseas), Bao Bui, Ph.D. 2016 (in Oxford for a conference on letter writing), and Heather Freund (in town for dissertation research). Shortly after her return, her primary source reader, *American Empire at the Turn of the Twentieth Century: A Brief History with Documents* (Bedford Press, 2016) finally rolled off the press. Her lively students in History 380 (The United States in an Age of Empire) made that possible, and many of them will find themselves in the acknowledgements. Even more acknowledgements are due to the Romano family. As her term as a Richard and Margaret Romano Professorial Scholar comes to a close, Kristin would like to once more express her appreciation to the Romanos for their generous support, which has done so much to advance her research and that of her Ph.D. students.

Diane Koenker spent the first semester after leaving the chair's office enjoying research travel, including trips to the Republics of Georgia, the U.K., and Russia in Fall 2015. She also presented a lecture on Soviet vacations at the Princess Dashkova Centre for Russian Studies of the University of Edinburgh in November 2016 and contributed a second paper on the history of the Soviet package tour to a conference on the "Global Russian" there. She returned to Russia in May 2016 to continue research on consumer culture in the Soviet 1960s, and participated in a conference on the 1917 revolutions at the European University of St. Petersburg.

In 2016 **Craig Koslofsky** was awarded support for his research from the John Simon Guggenheim Memorial Foundation and the National Endowment for the Humanities. The Guggenheim Foundation selected him for a year-long fellowship to support his new book project, "The Deep Surface: Skin in the Early Modern World, 1450–1750." The NEH awarded Craig and his collaborator Roberto Zaugg (Université de Lausanne) a grant

from the Scholarly Editions and Translations Program to translate and publish the manuscript journal of Johann Peter Oettinger, a seventeenth-century German barber-surgeon. Oettinger's unique account of his travels in Germany, the Netherlands, the Caribbean, and West Africa includes the only German-language description of a slaving voyage in this era. This year Craig was named Chair of External Grants Faculty Advising in the Office of the Vice-Chancellor for Research, where he is working to build upon the legacy of Nancy Abelmann, a vital and treasured colleague whom we lost in January 2016. The staff at External Grants Faculty Advising assist faculty with funding applications, book proposals, research project design, and professional development in general. Craig recently published book chapters on the cultural origins of the Protestant Reformation, and on German involvement in the Atlantic Slave Trade. His article "Parisian Cafés in European Perspective: Contexts of Consumption, 1660–1730" will appear in *French History* in early 2017.

Harry Liebersohn received a residential fellowship award from the American Academy in Berlin. He will spend spring semester 2017 at the Academy, where he will complete his book on music and globalization. He also received a Humboldt Research Prize, a lifetime achievement award, from the Alexander von Humboldt Foundation. Beginning in summer 2017, he will use the prize money to work with colleagues in Konstanz, Berlin, and Marbach, Germany. During the past year, he completed his co-direction of the Center for Advanced Study/UIUC Initiative, "Dissonances: Music and Globalization since Edison's Phonograph." In addition, he was one of four organizers (with colleagues from Madison and Chicago) of the project "A History of World Music Recording," sponsored by IPRH's Humanities Without Walls. Following his involvement in public discussions of the subject, he served in spring 2016 as a member of the Provost's Task Force on the future of the Center for Advanced Study. The 2015 holiday season brought several requests for interviews from journalists in search of gift-giving advice, a reflection of the ongoing interest in his book on gift exchange. For his ideas, the perplexed in need of a holiday or birthday guide may turn to: Talk of Iowa, Iowa Public Radio, hosted by Charity Nebbe, with Emily Woodbury, "Giving Gifts That Shape Community and Tradition," December 9, 2015. (Podcast at iowapublicradio.org/post/giving-gifts-shape-community-and-tradition#stream/0.)

Ralph Mathisen served as Co-Director for a Summer Seminar, "Luminous Limes: Geographical, Ethnic, Social and Cultural Frontiers in Late Antiquity," at Central European University in Budapest (June, 2015). He published the second edition of *Ancient*

Mediterranean Civilizations: Prehistory to 640 CE (Oxford, 2014), and a journal article, "La création et utilisation de « dossiers » dans les lettres de Sidoine Apollinaire," in *Caesarodunum* (2014). He also published several book chapters, among them "Attila and the Huns," in *Oxford Bibliographies in Medieval Studies* (Oxford, 2016) edited by P. Szarmach, and "Barbarian Immigration and Integration in the Late Roman Empire: The Case of Barbarian Citizenship," in *Minderheiten und Migration in der Antike: Rechtliche, religiöse, kulturelle und politische Aspekte* (Paderborn, 2016), edited by Patrick Sängler. He delivered conference papers, "'Arctum ei victum et tenuem relinquentes': Hard Times in Late Antique Gaul," at the Eleventh Shifting Frontiers in Late Antiquity XI Conference at the University of Iowa in 2015; "Pacus and His Brothers: A Romano-Alamannic Family from Post-Roman Heidelberg," at the International Medieval Congress, in Leeds (England) in 2015; "Sidonius' People," Keynote Address at the "Sidonius Apollinaris, His Words, and His World" Conference, Edinburgh (Scotland) in 2014; "The Earliest Circulation of Sidonius' Letters," at the same conference; "Monetary Fines, Penalties, and Compensations in Late Antiquity," at the "Wergild, Compensation, and Penance" Conference, Berlin (Germany) in 2014; and "Targets of Opportunity: Blank Space, Obscure Texts, and the Preservation of the Past in Early Medieval Manuscripts," at the Leeds International Medieval Congress in Leeds (England) in 2014. In addition, he delivered invited lectures, "Putting the Romans back into Alamannia" and "Whatever Happened to the Dark Ages?: How the Barbarians Saved Civilization" at the Central European University in Budapest (Hungary) (2015); "An Ounce of Prevention: The Creation of Prosopographical Databases," at the Medieval Studies in the Digital Age Seminar, Leeds University, Leeds, England (2014); and "Being 'Roman' in Late Antiquity," at the Workshop on Late Antiquity and Byzantium at the University of Chicago (2014). He also won a Guggenheim Fellowship for his project *Romans, Barbarians, and the End of the Western Roman Empire: Emperors, Tyrants, Generals, and Kings*, and was named to a Senior Research Fellowship at the Research Center for Anatolian Civilizations of Koç University in Istanbul (Turkey).

For **Erik McDuffie**, 2016 was a very productive year. He made steady progress towards completing his book, tentatively titled *Garveyism in the Diasporic Midwest: The American Heartland and Global Black Freedom, 1920–1980*. The first book of its kind, it establishes the importance of the Midwest to twentieth-century black transnational politics and demonstrates the vibrant political exchanges between the heartland and African world through Marcus Garvey's

Pan-African movement. McDuffie traveled to Liberia, Jamaica, Ghana, and Canada, for original research related the book. He won a National Endowment for the Humanities Fellowship and a John Hope Franklin Research Center for African and African American History and Culture Travel Grant from Duke University. Material drawn from *Garveyism in the Diasporic Midwest* was published in *Gender, Women, and Families of Color* and the *Journal of West African History*. In the past year McDuffie taught courses on the African diaspora, African American women's activism, and African American history since 1619, and remained actively involved in numerous national and international scholarly organizations, as well as in campus and community affairs.

Mark Micale spent the past academic year as a Visiting Senior Fellow in Austin, Texas at the UT Institute of Historical Studies. He also delivered lectures at the University of Toronto, the University of Lausanne, and Oxford (St. Anne's College), as well as in several venues at the University of Texas.

Bob Morrissey was promoted to associate professor in 2016, capping off a productive year. In the Fall of 2015, he was an associate of the Center for Advanced Studies at U of I, and he worked on his new book project, a new history of the Illinois Indians and the tallgrass prairies. He gave talks at several universities, including giving the Gentry lecture at Washington University St. Louis. In 2016, he won a National Endowment for the Humanities Fellowship, and was named Helen Corley Petit Scholar and Conrad Humanities Scholar at U of I.

Kevin Mumford completed his term as Director of Graduate Studies at the end of academic year 2016, and also developed and co-taught a new graduate course on Global Sexualities that engaged an exciting diversity of students. In the spring, his new book, *Not Straight, Not White: Black Gay Men from the March on Washington to the AIDS Crisis* was published in the John Hope Franklin Series by the University of North Carolina Press (2016). He presented lectures based on his book for the University of Illinois LGBT Resource Center and the Urbana Adult Education Center, and gave interviews to the Daily Illini and Illinois Public Media, as well as venues in Chicago. He continued his work on the advisory board of the Geber/Hart Library and Archives, and headed its Archives Committee, serving the LGBT community in Chicago and the Midwest. He presented new research on the politics of black masculinity in the Reagan era for a seminar in the Department of African American studies at Princeton University.

Mauro Nobili spent 2016 teaching and working on his forthcoming book. He published "A Short Note on Some Historical Accounts from the IFAN Manuscripts," in *History in Africa* (2016), the result of his research stay in Dakar in summer 2015. He also submitted two new articles and a book chapter. His new course on the history of Muslim Cultures in Africa has been approved and will start in Spring 2017. He also hosted two Malian scholars, Dr. Mohamed Diagayeté (senior researcher at Institut des Hautes Etudes et de Recherches Islamiques Ahmed Baba (IHERI-AB), Timbuktu/Bamako, Mali) with the support of the West African Research Association Residency Program 216, and Ali Diakite (Post-Doctoral Fellow at the ENS de Lyon) with the support of the Gerda Henkel Foundation.

Kathryn J. Oberdeck continues research on a comparative project that examines Durban and Chicago, while completing a manuscript on cultural politics of space and place in Kohler, Wisconsin. She presented a paper titled "Southern Sanitation Syndromes in Comparative Perspective: Resisting Regimes of Urban Hygiene in Durban, South Africa and Chicago's South Side, 1945–1960" at an international Conference on "Rethinking Cities in the Global South: Urban Violence, Social Inequality, and Spatial Justice," Centre for Urban Policy and Governance, Tata Institute for Social Sciences, Mumbai, in January 2016. She is co-coordinator of a Research Cluster on Public History and Student Research, funded by IPRH. She also chairs the Senate Committee for Equal Opportunity and Inclusion

Dana Rabin has completed her book *Britain and its Internal Outsiders, 1750–1800: Under Rule of Law*, which will be published by Manchester University Press in its Imperial Studies series in Fall 2017. In addition to her writing, Rabin has worked on several curricular projects. In fall 2016, she taught a new course on "Career Planning for History Majors." The class helps students to locate job opportunities, write resumes and cover letters, and speak with future employers about the skills they have honed as history majors. With the help of Nathan Tye, a graduate student in modern US history, Rabin is developing a second new course on the history of the University of Illinois. Offered in fall 2017, the class will coincide with the University's sesquicentennial. Using the university archives students will write their papers on any subject relating to the theme of crime.

As the world learned about the Zika virus and its disabling effects on the developing fetus when pregnant women were infected, **Leslie J. Reagan** was often called upon to discuss what might be learned from the history of German measles (rubella), another virus with

very similar effects that similarly produced global panic in the early 1960s. Her interviews and talks drew on her book on German measles, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion* (University of California Press, 2010). National Public Radio's "On the Media" and Canadian Broadcasting Radio, and numerous magazines, newspapers, and on-line blogs, such as *National Geographic*, interviewed her about Zika and rubella. At the University, she spoke on a special Lehmann Institute Panel, "Interpreting Zika: Brazil and Beyond," in April. She also presented her research at several conferences. She was the invited keynote speaker at the Conference on Nordic Abortion convened at Uppsala University, Sweden, in October 2015, where she presented "Abortion in Transit: Refugees for Reproductive Rights." In January 2016, she presented "Agent Orange, as Remembered in Vietnam's Museums and International Film" at the 6th International Conference on the History of Medicine in Southeast Asia held in Siem Reap, Cambodia. The editors of *Gender and History* invited her to attend the Workshop on Gender and Global Warfare, held in May 2016 in Minneapolis, where she presented her working paper, "My 4-year-old Daughter has birth defects and it kills me . . . knowing in my heart it is my fault: War Veterans, Bodies, and Gender in the U.S. and Vietnam, 1980–2000s." She also participated in the Department's "Reacting to the Past" training workshop—a role-playing course for undergraduates, had a grand time dressing up as a "working girl" of 1913, and looks forward to teaching "Greenwich Village, 1913" in the near future.

In addition to starting his first year as Director of Graduate Studies in History and as chair of the Senate's Academic Freedom and Tenure Committee, **Mark D. Steinberg** has published, in Russian, an essay in the influential Moscow journal *New Literary Observer* on "the concept of modernity" in relation to Russian and Soviet history as part of a "debate about modernity," and *The Russian Revolution, 1905–1921*, published by Oxford University Press in January 2017 at the start of the centenary of the revolution.

Carol Symes won a National Endowment for the Humanities fellowship for 2017, which she will use to pursue her project, "Activating Texts: Mediated

Documents and Their Makers in Medieval Europe," which looks at the many different kinds of medieval writing, such as England's "Domesday Book," created by multiple historical actors, some of them technically illiterate. She aims to return these works to the lively and contested conditions of their making, and calls for a radical reassessment of medieval documents as written artifacts and historical sources. During the past year Carol published articles on the reception of ancient drama in the medieval world, the relationship between liturgical texts and performance practices, the affective impact of medieval documents, and "Medieval Battlefields and National Narratives, 1870–1918." She made her fourth visit to Poland and her first visit to Hungary as an ongoing participant in an international symposium on the representation of East-Central Europe in Anglophone scholarship and textbooks. A new edition of her own *Western Civilizations* textbook, co-authored with Joshua Cole, is hot off the presses (Norton and Company). In addition to giving invited lectures beyond Illinois, she was honored to deliver The Lecture, the History Department's annual showcase of faculty teaching, in October. Her talk, "Doodling to Domesday: The Real Story behind William the Conqueror's Survey of England and the Making of 'the King's Book,' 1066–1100," presented new evidence for the dating and uses of Domesday Book. Carol continues as executive editor of *The Medieval Globe* and as a translator and advocate of medieval plays. In December, her translation of the 12th-century Anglo-Norman *Play of Adam* had its premiere at The Cloisters, the medieval branch of the Metropolitan Art in New York City, in a production directed by her student Kyle A. Thomas, a Ph.D. candidate in Theatre Studies.

Maria Todorova gave the annual Droysen Lecture at Humboldt University in Berlin in May 2016. She chaired the History Panel at the European Research Council in Brussels for 2016 and published an article and four book reviews. As a holder of an IPRH fellowship, she advanced in her current book project. Two of her graduate students (Milos Jovanovic and Veneta Ivanova) successfully defended their dissertations, and are at present a postdoctoral fellow at the University of Goettingen, Germany, and lecturer in Greek at the University of Illinois at Urbana-Champaign, respectively.



Emeriti Updates

Walter L. Arnstein served as a plenary lecturer at the annual meeting of the Midwest Victorian Studies Association (at the University of Missouri, Columbia). His topic was “Victorian Memories.” In a monthly lecture series at Clark-Lindsey Village, he provided two talks: “Votes for Women in Victorian Britain” and “One Hundred Years Ago: Britain and World War I.” He also reviewed a book for *The Historian*.

Jim R. Barrett gave talks at the AHA and at the University of Texas at Arlington. He published essays in *Polish American Studies*, *Historical Reflections/Reflexions Historiques*, and *The Oxford Handbook of American Immigration and Ethnicity* (2016). He continues on the executive board of the Organization of American Historians and the editorial board for the University of Illinois Press series, *The Working Class in American History*. He recently welcomed an extremely cute first grandchild, Siobhan.

Vernon Burton is Creativity Chair of Humanities, Professor of History, Sociology, PanAfrican Studies, and Computer Science at Clemson University, and he continues to direct the Clemson CyberInstitute. Elected in 2015 and inducted in 2016, Burton is now a member of the South Carolina Academy of Authors. This academic year he published a number of articles, ranging from the Civil War and Lincoln to Reconstruction to the Voting Rights Act of 1965. He wrote an article for and was editor of *Becoming Southern Writers: Essays in Honor of Charles Joyner* (University of South Carolina Press, 2016), a book developed from a S.C. Humanities conference Burton organized. In his work on voting rights, Burton served as an expert for the NAACP Legal Defense Fund in the Texas in person voting identification case, and his report was relied upon and cited by the judge in ruling the Texas law unconstitutional. In a televised briefing, Burton testified before Congress about the factors that led to the passing of the Voting Rights Act of 1965 and about challenges to voters’ rights today in the aftermath of the Supreme Court’s invalidation of part of the act in 2013 (www.c-span.org/video/?401528-1/voting-rights-act-1965). He delivered a number of invited lectures last academic year, including one on “Proving Intent in Voting Rights and Discrimination Cases” at Harvard University. He participated in a number of symposiums, keynoted the South Carolina Humanities Literary Festival, and presented a paper, “Rewriting Reconstruction” as part of an invited roundtable sesquicentennial on Reconstruction at the

annual meeting of the American Historical Association. This year he received the Clemson University College of Architecture, Art, and Humanities Dean’s Award for Research. Burton continues as a Senior Research Scientist at NCSA and chairs the Advisory Board for the Institute for Computing in Humanities, Arts, and Social Science (ICHASS) at University of Illinois. He also served as vice-chair of the Board of Directors of the Congressional National Abraham Lincoln Bicentennial Foundation. He is the Executive Director of the College of Charleston’s Carolina Lowcountry and Atlantic World (CLAW) program and continues to edit two book series at the University of Virginia Press, *A Nation Divided: Studies in the Civil War Era Series* and *The American South Series*.

Frederick E. Hoxie edited *The Oxford Handbook of American Indian History* (2016), and to commemorate the sesquicentennial of the U of I he edited *The University of Illinois: Engine of Innovation*, which will be published by the University of Illinois Press in 2017.

Robert M. McColley published extensively in 2016. He wrote two essays, “The Treaty of Ghent” in *The Routledge Handbook on the War of 1812*, edited by Donald R. Hickey and Connie D. Clark (Taylor & Francis Group, 2016); and “America, United States of: I. Continental expansion after 1776,” in *The Encyclopedia of Empire*, edited by John Mackenzie (Wiley-Blackwell, 2016). He also reviewed three books about Illinois history: *Collaborators for Emancipation: Abraham Lincoln and Owen Lovejoy*, by William F. Moore and Jane Ann Moore (University of Illinois Press, 2014) for the *Journal of the Illinois State Historical Society* (2015); *Empire by Collaboration: Indians, Colonists, and Governments in Colonial Illinois Country*, by Robert M. Morrissey (University of Pennsylvania Press, 2015) for *American Indian Culture and Research Journal* (2015); and *Herndon on Lincoln: Letters*, by William H. Herndon, edited by Douglas L. Wilson and Rodney O. Davis (University of Illinois Press, 2016) for the *Journal of the Illinois State Historical Society* (2016). He also wrote a brief foreword for *Roger C. Sullivan and the Making of the Chicago Democratic Machine, 1881–1908* by Richard Allen Morton (McFarland, 2016). Bob added that he has known Don Hickey and Rich Morton, both of whom earned doctorates in history at the U of I, for several decades.

Alumni News

Elizabeth Pleck served on the committee for the Mary Jurich Nickliss Prize in 2015–16. The Organization of American Historians bestows this prize on the most original book in Women’s and Gender History published in the previous year. She also wrote a biographical entry about Joseph McVicker Hunt for Fred Hoxie’s forthcoming *Engine of Innovation*, to be published this year by the University of Illinois Press.

The University Press of Colorado just published **Clark J. Spence’s** fourteenth book, *A History of Gold Dredging in Idaho* (2016). This will be his last contribution. Having been retired for over twenty-five years and reaching the age of ninety-three, he has decided to stop writing.

David Prochaska published “What’s in a Name? Place Names in Annaba Past to Present,” in *Maghreb Review* (2016), and “Scenes from the Museums: Palace Museum, Beijing and National Palace Museum, Taipei,” in *Conference Proceedings, Inheriting the City: Advancing Understandings of Urban Heritage*, ed. Mike Robinson, Li-Jung Wang, Hui-Mei Chen, and Yung-Neng Lin (2016). The latter piece grew out of a paper he gave at an international conference, “Inheriting the City,” in Taipei, Taiwan, last April. He also continues doing political journalism with his “Cuba Libre?”; “*News Gazette*: Always Right”; “The World According to the *News Gazette*,” all published in *The Public i* (and accessible respectively at publici.ucimc.org/cuba-libre/, publici.ucimc.org/news-gazette-always-right/ and publici.ucimc.org/the-world-according-to-the-news-gazette/)

Charles C. Stewart’s retirement project, *Mauritania and the Western Sahara* (compiled with Sidi Ahmed wuld Ahmed Salim, et. al.), was published as volume V of the *Arabic Literature of Africa* series V (Brill, 2015), and won the 2016 Conover-Porter Prize of the African Studies Association, awarded in recognition of outstanding Africa-related reference work. He delivered papers on the project at The Center for Manuscript Studies of the University of Hamburg, the University of Leiden, Birmingham University, Cambridge, Oxford, and the University of Bergen; and in this country at Northwestern and Duke. He was appointed Director of Programming at Northwestern University’s Institute for the Study of Islamic Thought in Africa in the fall of 2015 and convened a symposium of international scholars there in April on “Sacred word: Changing Meanings in Textual Cultures of Islamic Africa.” He presented a paper on Saharan libraries at a meeting at the University of Birmingham in July, and published an Obituary, “John Owen Hunwick,” for *Islam in Africa* (2016).



Katherine B. Aaslestad (M.A. 1987; Ph.D. 1997), Professor of History at West Virginia University, received a prestigious J. William Fulbright Research Award to Germany. Aaslestad’s Fulbright Flex Award will support three research trips to Germany in 2016, 2017 and 2018 for her book project, “After the Wars: German Central Europe after Napoleonic Conquest, 1815–1848.” She also recently contributed to the international workshop “The Persistence of Civic Identities in the Netherlands, 1747–1848” in June at the University of Leiden in the Netherlands.

Fedja Buric (Ph.D. 2012), Assistant Professor at Bellarmine University, published three articles in the online magazine *Salon*, on the Republican primaries.

Gerald L. Gutek (B.A. 1957; M.A. 1959; Ph.D. 1964), Professor Emeritus at Loyola University Chicago, completed with his wife Patricia A. Gutek their book *Bringing Montessori to America: S.S. McClure, Maria Montessori, and the Campaign to Publicize Montessori Education* (University of Alabama Press, 2016). He adds that he first learned about McClure as a student of J. Leonard Bates, “an engaging lecturer who was a master of his subject.” Bates directed his MA thesis “and he taught me much about writing the historical narrative.” Together he and Pat, whom he met at the U of I, have published the travel guides *Experiencing America’s Past: A Travel Guide to Museum Villages* (1994); *Visiting Utopian Communities: A Guide to the Shakers, Moravians, and Others* (1998), and *Pathways to the Presidency: A Guide to the Lives, Homes, and Museums of the U.S. Presidents* (2011), all published by the University of South Carolina Press.

James Haas (M.A. 1955; Ph.D. 1960), Professor Emeritus at Southern Illinois University Edwardsville, and his wife Mary Jo Russell moved to Pullman, WA several years ago where their son is a professor of art at Washington State University. He has published, at the age of eighty nine, “Low Labour Intensity and Overmanning in the Royal Dockyards, 1815–1914,” *The Mariner’s Mirror*, 102, 4 (November 2016).

David J. Hoeveler (Ph.D. 1971), Distinguished Professor at University of Wisconsin Milwaukee, published his latest book *John Bascom and the Origins of the Wisconsin Idea* (University of Wisconsin Press, 2016). He will retire in May 2017 after forty-six years at the University of Wisconsin Milwaukee.

Jeff Kyong McClain (Ph.D. 2009) was tenured at the University of Arkansas Little Rock. In 2013, Jeff

published a volume coedited with another U of I history grad, Yongtao Du, *Chinese History in Geographical Perspective* (Lexington Books). He also published “Barbarian Caves or Han Tombs? Republican-Era Archaeology and the Reassertion of Han Presence in Ancient Sichuan,” *Twentieth-Century China*, 35, 2 (April 2010).

Richard McMenamin (B.A. 1978), has become Chief Operating Officer of Scott Byron & Co, a company founded by a U of I alumnus and with many U of I Landscape Architects on the staff.

Kerry Pimblott (Ph.D. 2012), Assistant Professor in African American & Diaspora Studies and History at the University of Wyoming, has accepted a position as Lecturer at the University of Manchester, beginning January 2017. Her book *Black Power: Religion, Race, and Resistance in Cairo, Illinois* (University Press of Kentucky), should appear that month. It is dedicated in memory of her advisor Mark H. Leff.

Donald E. Shepardson (M.A. 1964; Ph.D. 1970), Professor at the University of Northern Iowa, was honored recently for forty-five years of teaching. He is

still teaching and enjoying the fun of using PowerPoint in class.

Wayne C. Temple (A.B. 1949; M.A. 1951; Ph.D. 1956), retired as Chief Deputy Director of the Illinois State Archives in February 2016 after more than 56 years of service with the State of Illinois. The year before, he published *Lincoln’s Surgeons at His Assassination* (Mayhaven Press, 2015). He also gave the 150th Charter Day Address at Lincoln College, receiving the Doctor of Humane Letters degree; and spoke on “The Surgeons at Lincoln’s Assassination” for the Abraham Lincoln Bicentennial Foundation at Springfield, and on “The Fight for Lincoln’s Burial Site” at the University of Illinois Springfield. His decision to retire came after serious gall bladder surgery, but he is still working on a new book about Lincoln at Pittsfield.

Michael Shaogui Zhang (B.A. 2015) is working as an educational operator in the Museum of Science and Industry of Chicago, and pursuing a writing career.

IN MEMORIAM: **Noreen M. Heyde** (B.A. 1985) passed away on June 3, 2015, after a long battle with cancer.

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