

# History Illinois



University of Illinois at  
Urbana-Champaign  
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*Marsha Barrett on Illinois Presidents:  
What Made Them Agents of Change?* PAGE 8

## Letter from the Chair



Clare Crowston

“I know you will be as inspired as I was to see the possibilities for career success and public service made possible by a degree in History.”

I write this annual letter having just attended a celebration of the posthumous publication of emeritus professor Donald Crummey’s book, *Farming and Famine: Landscape Vulnerability in Northeast Ethiopia* (Wisconsin U. Press). At that event, co-hosted with the Center for African Studies and Lorraine Crummey, I had the pleasure of congratulating Don’s family on the book’s appearance and greeting many colleagues: including current and former graduate students, emeriti, and current faculty from History and around campus. In my fourth year as chair, events such as these remind me of the long history of departmental excellence and the ties that bind us across generations.

It is an important time of transition in History, as valued colleagues move on to new endeavors and as we welcome a number of newcomers. In August 2018, we were delighted to welcome David Sepkoski as Thomas M. Siebel Chair in the History of Science. With funds from the President’s Distinguished Faculty Hiring Program, Sepkoski has launched an ambitious initiative—including visiting speakers, new courses, and graduate research assistants—to establish Illinois as a leading center for the study of the history of science and technology.

Another outstanding new hire, Teri Chettiar, comes to us from a post-doctoral position at the University of Chicago. With specialization in the history of psychiatry, gender, and sexuality in Modern Britain, Chettiar’s work resonates with that of many department members. A third new member is Daniel Gilbert, of the College of Labor and Employment Relations, who joined us in a 25% position. In addition to revitalizing our traditional strength in U.S. labor history, Gilbert is a key player in our recent public history initiative, working with Kathy Oberdeck, John Randolph, and Bonnie Mak of the I-School, on award-winning projects to create new ways to preserve the historical record.

This year we said goodbye to two colleagues who have had formative impacts on our program. Mark Micale retired in August 2018 after almost twenty years teaching modern European history. Micale played a crucial role in establishing cultural history as a core departmental strength and deserves much of the credit for setting new standards for our *History@Illinois* newsletter, transforming it into the publication we proudly send out each year. In December, Behrooz Ghamari-Tabrizi left to take up a new position as Professor of Near Eastern Studies and Director of the Center for Iran and Persian Gulf Studies at Princeton University. In his time at Illinois, Ghamari-Tabrizi shaped the work of many graduate students through his specialized seminars and regular teaching of the graduate seminar on social theory. A particularly memorable *Book in Common* event focused on his remarkable fictional memoir, *Remembering Akbar* (2016).

We have also experienced significant transition in departmental administration. With enormous gratitude for the energy and enthusiasm they devoted to our students, the department expressed thanks and best wishes to Marc Hertzman, Director of Undergraduate Studies, and Wendy Mathewson, Academic Advisor, as they stepped down from their positions. Hertzman took a highly-deserved teaching release to return to work on his second book in Brazilian history. Mathewson has chosen to spend more time at home, devoting her incredible wisdom, empathy and good humor to her family (lucky Olive and Casey!).

Kristin Hoganson has graciously accepted to serve as Director of Undergraduate Studies, at the same time as she prepares to become President of the Society for Historians of American Foreign Relations and takes up the title of Stanley S. Stroup Professor of United States History. In January, Stefan Djordjevic, a Ph.D. candidate in History, became our new Academic Advisor. Djordjevic, who will defend his dissertation in May 2019, is an experienced and successful classroom instructor whose long experience with our department is a formidable asset. In the short time they have been in their roles, Hoganson and Djordjevic have already made an impressive impact, connecting with students, planning new initiatives, and



demonstrating an uncanny knack for mastering the bureaucratic maze of course scheduling, degree requirements, and campus regulations.

In the departmental office, we gave hearty thanks to Roberta (Robin) Price for her decades of service to the campus and welcomed a new-comer, Dawn Voyles, who will be assisting Tom Bedwell on the business side.

This was also a year of well-deserved faculty promotions. Claudia Brosseder and Daniel Gilbert achieved tenure as Associate Professors, while Eugene Avrutin, Matt Gilbert, and Dana Rabin were promoted to the rank of Full Professor. Matt Gilbert also assumed the role of Director of the Program in American Indian Studies. Faculty members continued our department’s tradition of excellence with book and article publications, research awards, and leadership across many campus units. We are extremely grateful that this excellence has been recognized by the generosity of donors such as Tom Siebel, Stanley Stroup, and Angela Hsi, who has created a new graduate student fund in Chinese history.

This was a particularly exciting year for our alumni, as reflected in the pages of this newsletter. In addition to welcoming four of our exceptional alumni for our annual career night, we were thrilled to congratulate Marie Trzupsek Lynch on receiving the LAS Alumni Humanitarian Award and Ankur Gopal on delivering the inaugural LAS Winter Convocation address. As you’ll see below, their stories of organization-building and philanthropy are remarkable. I know you will be as inspired as I was to see the possibilities for career success and public service made possible by a degree in History.

I felt a similar sense of admiration at our students’ achievements over the past year. Don’t miss news below about our graduate students’ accomplishments in research, external fellowships, and on the job market. I also highly recommend undergraduate student Terrell Spurlock’s account of the terrific research project he and fellow students conducted on the history of African-American student activism on our campus.

It is truly a privilege and a great pleasure to serve as chair for this remarkable set of students, faculty, and staff and to get the opportunity to meet alumni who have extended Illinois excellence far beyond the borders of Urbana-Champaign. Keep your stories coming and best wishes for an excellent year!

Warmly,  
Clare

**History @ Illinois**

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# The Center for Historical Interpretation

by BOB MORRISSEY

The historian Richard White once remarked that Americans don't always have much use for history, but they sure do love anniversaries. Locally, these past couple of years have witnessed the commemoration of two important historic milestones—the sesquicentennial of the University of Illinois and the bicentennial of our State. In anticipation of these anniversaries, the Center for Historical Interpretation—the programming arm of the Department of History—mounted a coordinated initiative named “Placing Illinois in History,” with the ambition to add serious and critical historical reflection and analysis to the commemoration of these high-profile anniversary celebrations. In the spring 2017, we launched our book *Engine of Innovation*, edited by Frederick Hoxie, on the history of the U of I, and we followed that with a year of programming on the history of the University. In August, we launched phase two of our initiative, now focused on the Illinois bicentennial. As we did last year, the Center for Historical Interpretation planned a speaker series, funded several student research initiatives, and partnered with other entities on campus to contribute historical perspective to a broad and public conversation.

The centerpiece of the programming for 2018–19 was the Bicentennial Speaker series. In September, we welcomed Richard Fox from the University of Southern California. Fox lectured on the subject of Abraham Lincoln (because any serious Bicentennial celebration in this state *must* feature Lincoln!). In particular Fox's work focused on the subject of Lincoln's body, or more precisely the ways in which Americans both in Lincoln's time and since have deployed images of Lincoln's striking and unusual physical appearance for political ends and meanings. In October, we welcomed Scott Heerman, author of *The Alchemy of Slavery: Human Bondage and Emancipation in the Illinois Country, 1730–1865* (2018). Anniversary celebrations rarely challenge us to focus on difficult subjects like race and slavery; Heerman's work was an object lesson in the value of a critical history on these issues.

The lecture series will continue in spring 2018 with two more lectures. Elliott Gorn of Loyola University will lecture from his new book on Emmett Till, centering the history of the Civil Rights movement within the State of Illinois. Finally, Laurel Thatcher Ulrich of Harvard wraps up the Bicentennial Series with a lecture about Nauvoo and Mormon History in the state of Illinois. Ulrich is the author of the recent book, *A House Full of Females: Plural Marriage and Women's Rights in Early Mormonism, 1835–1870*.

In addition to the Bicentennial Speaker Series, CHI has partnered with the SourceLab program to support student work publishing interesting primary texts on Illinois themes. Additionally, the “Placing Illinois in History” initiative funded the work of Kathy Oberdeck who revamped the History of Illinois course for our curriculum. Finally, the CHI sponsored its annual History Teacher Training Workshop on the subject of Illinois History in May 2018.

Taken together, the Placing Illinois in History initiative has added cutting edge history to the commemoration of the anniversaries of the University and the State, something we as historians at this great Land Grant institution view as a vital contribution. For more information about our “Placing Illinois in History” initiative, see the website at [history.illinois.edu/placingillinois](http://history.illinois.edu/placingillinois).

*The Placing Illinois in History initiative has added cutting edge history to the commemoration of the anniversaries of the University and the State.*

# History Alumna Marie Trzupek Lynch Receives the LAS Alumni Humanitarian Award

by MARSHA BARRETT

**M**arie Trzupek Lynch, founding president and CEO of Skills for Chicagoland's Future (Skills), received the LAS Alumni Humanitarian Award in fall 2018 for her leadership of the Chicago-based non-profit that provides job placement services for clients who mostly live in disadvantaged neighborhoods in Chicago's South and West Sides. Under Lynch's leadership, Skills, founded in 2012, has more than quadrupled its staff in addition to now placing over 1,200 people a year in jobs. In 2016, Skills gained a national profile when it opened a second site in Rhode Island and drew attention from the Obama administration for its innovative and demand-driven model. Lynch, who graduated from the University of Illinois with a B.A. in History in 1994, credits her time at Illinois with nurturing her passion for public policy, non-profit organizations, and community service, and setting her on the path to a fulfilling career. Lynch does not hesitate to admit that she switched majors five times as an undergraduate, in part because the College of LAS provided her the opportunity to explore a variety of interests and topics that enabled her to enter the job market with confidence and self-awareness. The ability to explore multiple subject areas allowed her to expand her view of career options and has ultimately contributed to her professional successes.

Prior to founding Skills, Lynch was selected in 2009 to be the founding CEO of Chicago Career Tech, a program that retrained unemployed Chicagoans. In 2012, Chicago Career Tech changed its name, mission, objectives, and board members resulting in the creation of Skills with former U.S. Secretary of Commerce Penny Pritzker as the founding board chairwoman. Her passion for public policy and community outreach was inspired, in large part, by her time in the Department of History at U of I where she was mentored by Professor Mark Leff. Lynch recalls: "I loved American political history and current politics. When I stumbled into his class it was like the perfect combination of the subject matter I was interested in with someone who was really invested in pushing my thinking, pushing my writing, pushing my persuasive arguments." Leff not only challenged Lynch academically, he provided the thoughtful

guidance and mentorship that made him the epitome of a faculty member who truly cares about the well-being of students.

Leff's class, the "Crises of Political Tolerance," left an indelible mark on Lynch. In addition to providing engaging subject matter, it pushed her to develop skills that she uses on a daily basis as a CEO. "For me," explains Lynch, "History was much more about a way of thinking and an approach to problem solving that [provides an] incredible foundation for how you relate to business meetings, business solutions, and strategy." Leff's much-loved course encouraged her to consider multiple perspectives around an issue, a skill that has made her more effective at establishing successful collaborations between Skills and its partner organizations. Lynch's experiences confirm that an undergraduate education in the humanities also imparts practical skills that are coveted in the business world.

Returning to Gregory Hall brought back great memories for Lynch. Although she originally intended to attend law school, she first considered the possibility of pursuing a master's degree in public policy when she saw a flyer for public policy in the hall outside the the Department of History office. Again, Leff played a pivotal role in preparing Lynch to go on to earn a master's degree in public policy from the University of Chicago. Once in graduate school, Lynch pursued two internships in her first quarter in the program: One was in the Chicago mayor's office and the other was in strategic planning at Columbia College.

Lynch's willingness to pursue multiple opportunities has always been one of her primary character traits, which manifested itself while she attended U of I where she was an active member of the Illini Union Board, the Student Alumni Association, and her sorority. In addition to being a Turner Fellow, working on projects in the Office of the Vice Chancellor for Student Affairs, she participated in many community service opportunities including volunteering at shelters for runaways and battered women. Lynch credits her time at Illinois with allowing her to find the career path she wanted to take upon graduation, unlike many graduates that can end up drifting and reconsidering their chosen career later in life. In Lynch's view, her



*Lynch, who graduated from the University of Illinois with a B.A. in History in 1994, credits her time at Illinois with nurturing her passion for public policy, non-profit organizations, and community service.*

*continued on page 5*



# Rethinking the Historical Record in the Age of Social Media: Researchers Receive Grant to Investigate How Best to Document the Modern Era

by SAMANTHA JONES TOAL, *LAS News*

**T**he nature of what counts as the historical record, and how it is made, is rapidly changing. Through social media and other methods, people are quickly becoming accustomed to digitizing and sharing the events of their lives at a furious pace—and relying upon the Internet as a kind of vast historical archive.

This trend greatly concerns historians, librarians, archivists, and information scientists, who are now grappling with the shifting ways in which documentary sources are created and shared, and with how events of the modern era will be recorded for future generations. “The long term question of how the digital environment we live in today will be preserved is very much up in the air,” said Professor John Randolph.

Thanks to a \$138,360 grant from the **Humanities Without Walls Consortium**, these issues will be the subject of a three-year, multi-institutional research project. Students, faculty, and staff from Illinois, Michigan State University, and the University of Nebraska-Lincoln will investigate what role higher education can play in the making of the historical record of the future. Professors Kathryn J. Oberdeck of History, Daniel Gilbert of Labor Relations and History, Bonnie Mak of Information Sciences, and Randolph will lead the group in Urbana-Champaign.

Not all of these issues are technological, Randolph said. “On one hand, you do have the rise in digital culture,” he said, “yet there’s also a shift in the kinds of histories people are interested in, moving beyond political and national narratives into the fields of social history and cultural history. So the question isn’t only how we can help digitize and interpret traditional kinds of documentation, but how we can help shape what counts as a source in the first place.” Then there are questions about the reliability of things we find online, and whether they truly help us better understand the past. For instance, while sites such as YouTube and Facebook allow for the creation of images, video, and film, Randolph said they often decontextualize the objects they share. Whereas traditional institutions such as libraries, archives,

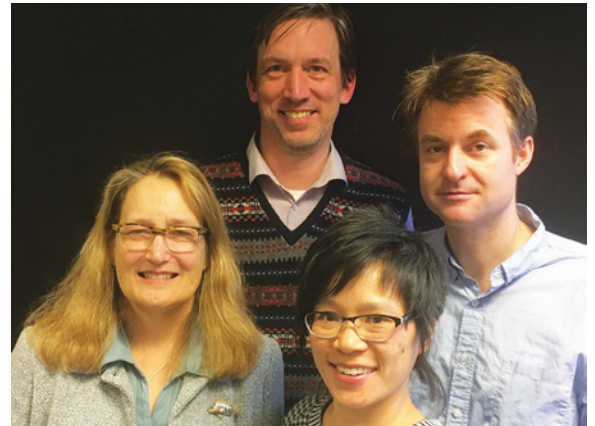
and museums provide information about origins and authenticity, much of that information gets lost in the digital sphere.

“Most of these sources online don’t provide for stable preservation and don’t mention how others could look at this object.

There’s no citation framework and no checks for authenticity,” Randolph said. “If instructors want to use a World War I film that has been digitized and presented on YouTube, they often face painfully basic questions like, ‘Is this actually a historical film? Or just something some random guy created in Photoshop? How much of it do we have? Where did it come from?’”

Much of this new historical record, Randolph added, is being built on proprietary platforms provided by IT corporations, such as Facebook and Twitter. Their primary aim is to commercialize private data, rather than to preserve and sustain knowledge of the past, Randolph said. “I think Facebook and Twitter are emblematic of both the promise and the challenges documenting history in a digital environment,” Randolph said. “On the one hand, there’s no question that future scholars who want to understand different events, such as what happened in Charlottesville last year, are going to find Twitter streams, the images, and the film that was shared through Twitter, to be invaluable. But one question is, who is collecting all of that? And then there’s the question of, what do we need to know to be able to use that information responsibly and critically. We want to figure out how people can learn to contextualize a historical record that doesn’t always provide that context for us.”

The three institutions in the newly funded project will develop curricula for documentary and data



**From left: Kathryn Oberdeck, History, John Randolph, History, Bonnie Mak, Information Sciences, and Daniel Gilbert, Labor Relations and History**

*“Most of these sources online don’t provide for stable preservation and don’t mention how others could look at this object. There’s no citation framework and no checks for authenticity,”*  
—John Randolph

literacy work in the twenty-first century. The goal is to partner with students to create better models for producing, preserving, and publishing the past.

At Michigan State University, Sharon Leon and Brandon Locke from the Lab for the Education and Advancement in Digital Research will develop a curriculum to teach students how to produce and analyze historical data. At the University of Nebraska-Lincoln, Patrick Jones, William G. Thomas, and Aaron Johnson will work with K-12 teachers to bring their innovative digitization project “History Harvest” to Nebraska public schools. The Illinois team, meanwhile, are building a curriculum that works across the entire life cycle of sources, from selection to preservation to publication and use. Researchers will work with communities interested in preserving their own pasts, in ways that have meaning to them, even as they also engage with the question of what to do with records that have been created and shared through information technology.

Humanities Without Walls funds will be used to support the work of graduate and undergraduate students on the project. Graduate students in History, Education, and Information Sciences will be designated as lead researchers on the project, as part of a special laboratory practicum. Working together, they will collaborate across institutions to develop documentary applications, skills, and practices that they can use in the future.

The grant will also allow the team to conduct workshops to discuss the results of their experiments and present ideas. The group also intends to share its applications and model curricula through journal publications and open educational resources. Randolph said they are grateful to the Humanities Without Walls Consortium and its funder, the Mellon Foundation, for allowing researchers to address this complex and important challenge.

“What I think is important about this initiative is that it brings the strengths of these research universities to bear on a really public problem,” Randolph said. “What kind of historical record do we want in the future? What role should higher education play in its making? And how can we integrate that into the work we do in the classroom?”

## Marie Trzupek Lynch, *continued from page 3*

time as a History major was very much career-oriented. Eventually, Lynch’s open-minded nature and various experiences led her to work in the consulting industry, which helped her segue into the world of non-profits.

In an era when many students and parents question the practicality of a humanities degree, Lynch emphasizes that earning a degree in History develops a plethora of skills that are valued in industry. In fact, a candidate who has a degree in History or Music may be better-suited for a position at a consultancy than a business major because she is a well-rounded person with a broad skillset that prevents them from becoming a niche player. Lynch explains: “In consulting, you are doing a lot of data analysis, you’re taking a problem that is presented to you and you’re breaking it apart and trying to come up with solutions. It involves looking at data and information, it involves doing comparisons to other organizations or situations, it’s doing research related to finding best practices...that’s what you are doing in History.” In Lynch’s view, the work she did at Deloitte providing consulting for not-for-profits and the government was similar to being in a history class attempting to persuade classmates through arguments about different topics where everyone is armed with the same facts but arrives at different conclusions. In her opinion, the declining popularity of History and other liberal arts degrees is due to a lack of marketing. If humanists discussed the skills obtained while earning a History degree as the highly sought-after transferrable skills required in industry, even the most career-oriented student would give the humanities another look.

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Mark Micale

**M**ark Micale joined the History Department as a Faculty Excellence Hire in 2000, after periods at Manchester University and at Yale University where he was Assistant Professor of History and Assistant Director of the Humanities Center. Mark's time at Yale, where he also earned his M.A. and Ph.D., profoundly shaped him, especially his close relationship with his mentor Peter Gay, from whom he inherited a career-long fascination with modern European cultural and intellectual history.

This fascination led to a series of publications that established Mark as a scholarly pioneer, particularly in gender history and the history of medicine. He is the author of two influential books, *Hysterical Men: The Hidden History of Male Nervous Illness* (Harvard University Press, 2008) and *Approaching Hysteria: Disease and its Interpretations* (Princeton University Press, 1995). In reflecting on Mark's intellectual trajectory, former Chair Diane Koenker remarked, "As I think back on Mark Micale's career at Illinois, I have a mental picture of someone who is a superb and creative scholar, whose book, *Hysterical Men*, was a tour de force and a major intervention in the fields of history of psychiatry and masculinity."

Beyond his own monographs, it was perhaps through his many edited and co-edited volumes that his impact on these emerging fields was greatest. These included: *The Mind of Modernism: Medicine, Psychology, and the Cultural Arts in Europe and America, 1880–1940* (2004); *Traumatic Pasts: History, Psychiatry and Trauma in the Modern Age, 1870–1930* (2001); *Enlightenment, Passion, Modernity: Historical Essays in European Thought and Culture* (2000); *Discovering the History of Psychiatry* (1994); and *Beyond the Unconscious: Essays of Henri F. Ellenberger in the History of Psychiatry* (1993).

Across his time at Illinois, Mark's standing in the field was confirmed by a series of honors and awards, which included multiple NEH grants, residency at the Bellagio Center in Italy as a Rockefeller Foundation

fellow, and most recently a fellowship at the University of Texas Austin Institute of Historical Studies and a visiting professorship at the Institute for the History of Violence at the University of Newcastle, Australia. He delivered talks around the world, in North America, East Asia and Europe, including at the prestigious Max Planck Institut für Wissenschaftsgeschichte in Berlin, Germany.

Despite his world travels, Mark was a tireless supporter of the History Department. In several years as editor of this newsletter, he set a new standard of

quality, insisting on the most professional of photographs, combing the annual activity reports for newsworthy achievements and producing a publication that became the envy of our Big Ten History Department peers. He also invested tremendous energy in promoting the status of cultural history in the department, designing a poster to advertise recent hires and research projects in what was then an emerging strength.

—Dana Rabin

Colleague Kathryn Oberdeck was particularly appreciative of his role as Director of Graduate Studies, a position in which she succeeded him. As she comments, "I served on the admissions committee he chaired, and we discussed general issues about the graduate program as I took over as DGS. What I remember mostly was sharing with Mark the sense of profound privilege at having temporarily an aerial view, as it were, of the depth and breadth of graduate study in the department. Mark revels in the world of thought and appreciated the range of thoughts that went into the applications we read, and even more those that were being developed among the students moving through the stages of graduate study."

Outside the department, Mark has been a highly active member of the academic community. He served on the editorial boards of numerous journals and fellowship review panels; the list of articles, book manuscripts and tenure cases he reviewed is too long to be encapsulated here. I was privileged to serve as Co-President of the Society for French Historical Studies when we hosted the national conference in

*"Mark's curiosity about me and my project and our mutual intellectual interests made me feel valued. He offered support and encouragement and I'm forever grateful for that."*



2006 and can attest to what a heavy, yet intellectually rewarding, burden that was.

For readers of this newsletter, all of these achievements may miss the most important element of their experience with Mark Micale, which was as a classroom teacher and mentor. In his almost two decades at Illinois, Mark built a reputation as one of the most successful teachers in a department that prides itself on high quality teaching. Mark was already a prize-winning instructor as a graduate student at Yale. At Illinois, he won a series of teaching awards, each more prestigious than the last, including the History Department's Queen Prize for Excellence in Teaching in 2003; the LAS Humanities Award for Excellence in Teaching in 2005; and in the same year a Campus Award for Excellence in Teaching. In 2012, he was named University of Illinois Distinguished Teacher-Scholar and he closed his career in 2018 with the King Broderick-Allen Award for Distinguished Teaching from the Campus Honors Program, an award for which he was nominated by his students.

These awards speak to the appreciation that generations of students expressed for Mark's remarkable effectiveness as a teacher, be it through engaging and intellectually stimulating lectures in a survey course or the close attention he paid to advanced undergraduate and graduate students. As another former Chair, Antoinette Burton, remarked "Above all, Mark exhibits an ethic of intellectual care for students that is rare enough, even at Illinois." Colleague Dana Rabin points out that Mark expressed this care to junior faculty as well as students. She reminisced, "I remember with great fondness and appreciation when he took me to coffee before I became a tenure-track member of the department. Mark's curiosity about me and my project and our mutual intellectual interests made me feel valued. He offered support and encouragement and I'm forever grateful for that."

Mark's plans for retirement include travel and time with family, as well as making progress on ongoing research projects. With gratitude for his two decades of outstanding service, we wish him the best for a retirement in which he can pursue his insights into individual and collective minds, culture and thought in any direction he chooses.

—Clare Crowston

## Faculty Promotions

### ***Claudia Brosseder, Associate Professor of History***

Native Andean history; colonial history in Peru; intellectual history; chroniclers; history of religion; intellectual history in the early modern transatlantic world.

### ***Daniel A. Gilbert, Associate Professor of History and Labor & Employment Relations***

U.S. labor and cultural history; the history of public employee unionism and the role of sports in the American workplace.

### ***Eugene Avrutin, Professor of Modern Jewish History and Tobor Family Scholar in the Program of Jewish Culture and Society***

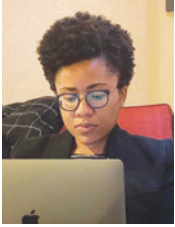
Modern Jewish History; Eastern Europe; Russia.

### ***Dana Rabin, Professor of History***

Social and cultural history of early modern Britain; empire, race, and nation in Britain; Britain in the global eighteenth-century; early modern Jewish history; the Jewish Atlantic world; the history of crime; the history of emotion; women and gender in early modern Europe; Anglo-American legal history.



# Illinois Presidents: What Made Them Agents of Change?



Marsha Barrett

*The motto “Land of Lincoln” tells you all you need to know about the greatest source of pride of the state of Illinois: the sixteenth president. In all, four men with Illinois connections have been president—Lincoln, Grant, Reagan and Obama. In December 2018, as Illinois celebrated its bicentennial, Craig Chamberlain of the U of I News Bureau spoke with Professor Marsha Barrett, who made the case that each of these presidents changed the nation in some way. Barrett specializes in modern U.S. political history and African-American history. She is completing a book on New York Governor Nelson Rockefeller and the decline of moderation in American politics.*

**Abraham Lincoln has been so mythologized for his role in the Civil War and emancipation. But what was fundamental about his influence?**

For many scholars of executive power, Lincoln’s presidency is notable because he expanded and centralized the powers of the presidency in ways that had been unseen until that time. In the face of the crisis of secession, the collapse of the Union, and civil war, Lincoln navigated our nation through terrifying times in a way that forever altered the office of the presidency and the nation.

While that is significant, I find his presidency to be transformational for the nation because, in the name of preserving the Union, he defended democracy within the political constraints of the era. African-Americans, abolitionists, and Radical Republicans took up that cause and ensured that the Civil War would actually become an opportunity to

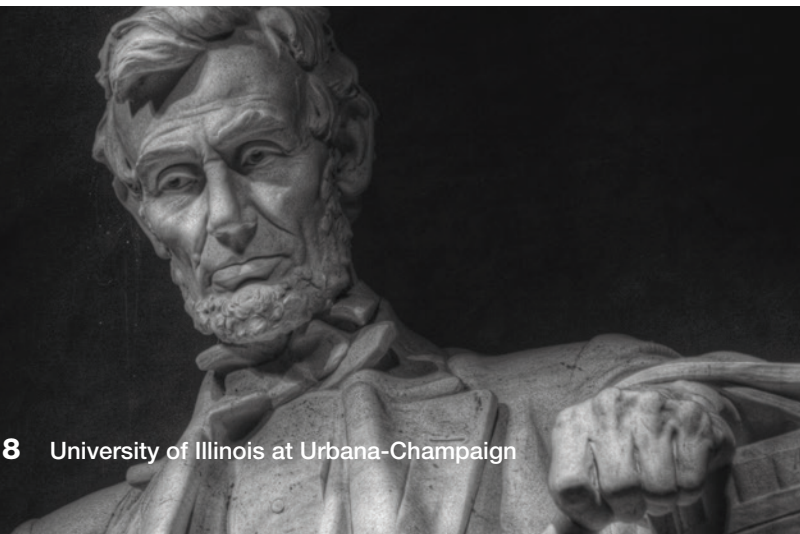
guarantee freedom for people of African descent in all corners of the nation. Ultimately, that agitation set the nation on a course to one day become more inclusive and egalitarian, a process that is unfinished and often contested.

**Ulysses S. Grant was born and raised in Ohio, so what is the claim of Illinois on him? And what is the counter to “scandal-plagued,” often the first words applied to his presidency?**

Grant’s connection to Illinois lies in his move to Galena in 1860 after a career in the Army and failed business ventures in Missouri. The outbreak of the Civil War brought him back to military service the following year, and he is remembered more as the general who led the Union to victory than as the eighteenth U.S. president.

While Grant may not have been a transformational president, he led during a period of major transition when the nation sought a new normal after the ravages of the Civil War. He has long been disregarded or disparaged because of scandals in his administration and an economic depression during his second term. However, his presidency has received favorable attention in recent decades.

The tumult of the times in which Grant served had a great deal to do with the long-standing impression that he was a leader ill-equipped for the times. Grant oversaw post-war Reconstruction, often maligned by white Southerners who resented the federal government’s intervention—in part because it sought to protect the citizenship rights of African-Americans—but also by white Northerners who saw it



as too expensive and favorable to a racial group they deemed inferior.

The difficulties of Grant's presidency in relation to Reconstruction and race relations, in particular, reveal the failure of the nation to protect the rights of all of its citizens. One could argue that Grant did not do enough to protect African-Americans from racialized terror in the South, but his efforts to end Ku Klux Klan violence and protect African-Americans' ability to vote were unmatched by his nineteenth-century successors.

Although marred by his political inexperience and missteps, Grant's presidency also points to the limitations of his office. Ultimately, it would take the work of generations of African-Americans and their allies to pressure the federal government to enforce the promises of Reconstruction.

**Ronald Reagan spent most of his adult life in California, yet he's the only president both born and raised in Illinois. Many would say we are still feeling the effect of the "Reagan Revolution?"**

Reagan, who was born in Tampico, Illinois, often earns the title of a transformational president because his legacy has loomed so large over American politics. Like his political idol, Franklin Roosevelt, he helped forge a political realignment that lured voters across party lines and ultimately reoriented mainstream American politics.

Reagan helped normalize an emphasis on deregulation that had begun before his 1980 election, along with a skepticism—and even rejection—of government domestic spending that remains a guiding principle for many Americans. Though scholars debate the impact of his economic and foreign policies, it does seem that his ability to turn once-marginal conservative ideas and rhetoric into winning strategies helped reshape for many mainstream politicians their vision of what is possible in American politics.

Reagan's political dominance left many in the Democratic establishment scrambling to reorient the party toward the center—a trend that continues to this day, although it is being actively reconsidered. The presidential nominees of the major political parties since the mid-1980s have run on policy agendas and a logic that have yet to set aside the ideas popularized by Reagan.

**Finally, we have Barack Obama, whose connection to Illinois is the opposite of Reagan's: Obama came to the state only after college. Since it is so soon after he left office, what can we say about the difference he made?**

It is difficult as a historian to determine the transformational nature of a presidency that only ended in 2017. Many commentators have concluded that Obama was not a transformational figure because the political realities solidified by Reagan remain prevalent today.

It is far too soon, however, to identify the political possibilities that were set in motion by young people—particularly for those from groups that have remained far from the levers of power—who were suddenly able to envision themselves in the White House because of the Obamas. I would assert that the work he and Michelle Obama did to diversify and democratize the White House—the people's house—could leave a legacy of inclusivity that will come to exemplify his time in office and the transformational nature of his legacy.

Whatever the outcome, it is important to remember that regardless of the accomplishments of these four presidents with ties to Illinois, the transformational power of the presidency has often resided by and large with the people who were either inspired by or moved to challenge the person elected to the highest office.

*I find [Lincoln's] presidency to be transformational for the nation because, in the name of preserving the Union, he defended democracy within the political constraints of the era.*



Official White House Photo by Pete Souza

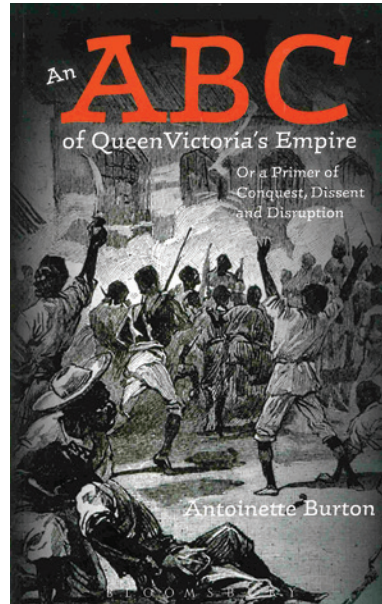


# New Books by Faculty

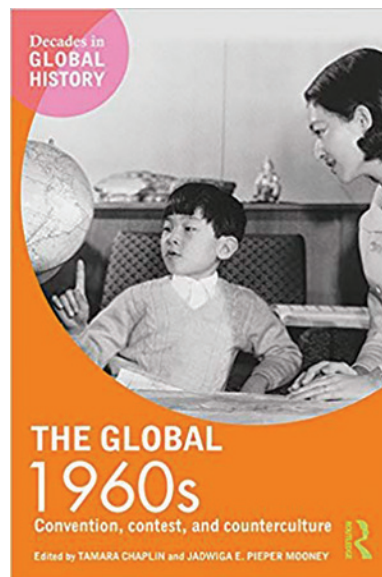
by ELIZABETH ABOSCH

“This is not your grandmother’s glorious empire story,” Antoinette Burton warns in the introduction of her 2017 book *An ABC of Queen Victoria’s Empire*. The Victorian children’s literary and pedagogical genre of alphabet readers introduced an imperial worldview along with Victorian values of self-discipline and offered the world up to children as one of simple social hierarchies of the British self and imperial subjects. Burton cleverly queers and parodies the genre in this anti-colonial ABC reader through alphabetically listed chapters such as “Convict Women,” “Jihad,” “Opium,” and “Red River Resistance” to reveal the other side of empire between the first British campaign in Afghanistan and the beginning of the twentieth century. Her book centers neglected spaces of empire and reconsiders the importance of some of empire’s most devastating effects on its subjects. By these methods, Burton writes that we should not see only Queen Victoria’s empire in a different light, but the machinations of neo-imperialism in the twenty-first century as well.

Tamara Chaplin’s co-edited 2017 volume *The Global Sixties: Convention, Contest, and Counterculture* with Jadwiga E. Pieper Mooney pulls the rose-colored glasses from our understanding of the 1960s around the world. In the tradition of scholars who have documented the mass political and social movements of an era that had global implications, the contributors to this volume go even further to emphasize the ways that media connects and amplifies these movements and their effects on the rest of the world. Chaplin and Pieper Mooney emphasize the importance of global interconnection and the multiple timelines and watershed events around the world that characterize the “long 1960s.” In order to reflect on and explain the current entrenchment of right-wing and conservative states, the contributors demonstrate that the sixties was not the age of counterculture victory and liberation it is marketed as today, but a time during which media—the radio, music, television, and press—became a battleground of sorts in which states and corporations pursued their agendas

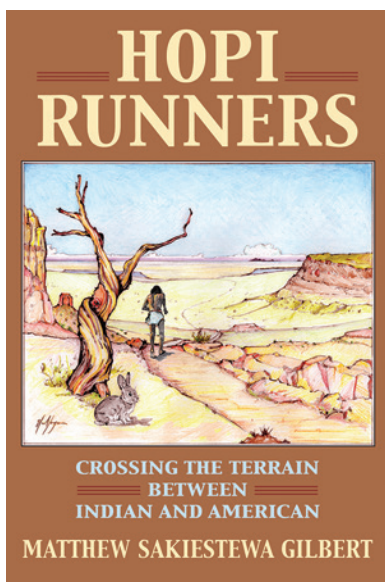


*Burton cleverly queers and parodies the genre in this anti-colonial ABC reader through alphabetically listed chapters such as “Convict Women,” “Jihad,” “Opium,” and “Red River Resistance”*



*Chaplin and Pieper Mooney emphasize the importance of global interconnection and the multiple timelines and watershed events around the world which characterize the “long 1960s.”*

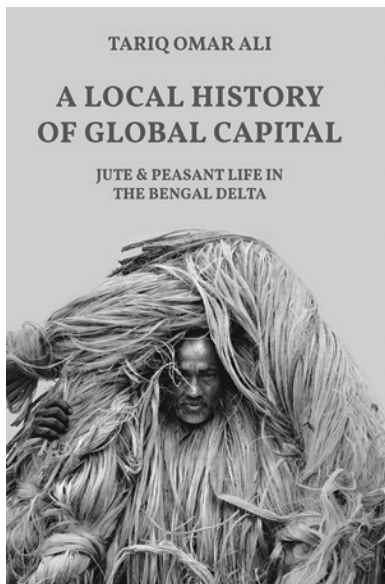
while at the same time these forms of media became increasingly vulnerable to market forces and the growing ability for individuals and groups to “speak truth to power” through accessible media. These narratives about decolonization, race, gender, and the media are stylistically diverse and interdisciplinary, including voices outside of academia in the form of



*Sakiestewa Gilbert explains that the tradition of Hopi long-distance running reflects migration and mobility, crucial parts of Hopi culture and life.*

and relationships with Hopi colleagues and runners. Sakiestewa Gilbert situates ancient and modern Hopi running culture and traditions within the history of American sport from 1880 to 1930. He explains that the tradition of Hopi long-distance running reflects migration and mobility, crucial parts of Hopi culture and life. In the late nineteenth and early twentieth centuries, however, Hopi long-distance running took on new meaning in American sport culture, as the Hopi were considered phenomenal runners, regardless of their actual performance in races. Through American sport culture, the Hopi became a part of the American cultural fabric while at the same time traditional Hopi methods of long-distance running challenged American sport's conceptions of modernity and scientific fitness.

In *A Local History of Global Capital: Jute and Peasant Life in the Bengal Delta*, Tariq Omar Ali examines how a local population embodied global economic processes. Jute, previously an unimportant material outside of its cultivators in the Bengal delta, became a crucial material for British trade after the Crimean war cut off access to Russian flax and hemp. In the latter half of the nineteenth century, Jute was used to pack commodities en route to their destinations and was second in importance only to cotton to the global economy. After the First World War, economic downturns and ecological disasters forced jute cultivators into debt and poverty. This is not a story, however, of empire and capital dominating the lives of peasant farmers. Rather, Ali emphasizes the creativity of jute cultivators in responding to the market and organizing their lives and labor and leisure rhythms around jute cultivation, as well as their methods of self-fashioning through consumption of commodities from global networks of exchange to which jute cultivation allowed them access. The processes described in *A Local History of Global Capital* were part of a pattern of local cultivation communities in spaces of empire, connected to the metropole by steam, railway, and telegraph. However, Ali devotes the most time to studying the particularities of experience and everyday life in the local context in a critique of economic histories.



*Jute, previously an unimportant material outside of its cultivators in the Bengal delta, became a crucial material for British trade after the Crimean war.*

first-hand reflections from activists who were involved in this decade of transformation.

Matthew Sakiestewa Gilbert's monograph *Hopi Runners: Crossing the Terrain between Indian and American* is informed by his personal experience as a member of the Hopi nation and interactions

### Daniel Gilbert

The Department of History welcomes Daniel Gilbert as an Associate Professor with a quarter-time appointment in the department. Gilbert is a recently tenured member of the faculty in the School for Labor and Employment Relations, where he has taught in the Labor Education program and Undergraduate Global Labor Studies Program. He is the author of *Expanding the Strike Zone: Baseball in the Age of Free Agency* (2013), which examines baseball from a number of aspects: labor and leisure, space and place, the significance of the careers of players from increasingly racially and spatially diverse backgrounds, and the meanings of the game for the cities whose baseball stadiums have become spaces of leisure with increasingly multinational meanings. This intersection of labor history and cultural critique builds on the existing strengths of our department in sport history, the history of culture, communication and media, and labor history. Gilbert's current research on the uses of sport to enhance company loyalty and the significance of public sector unionization promises ongoing contributions to histories that intersect with important emerging departmental interests, including economic history, the history of capitalism, and the changing politics and cultures of work and labor organization.

Gilbert has contributed substantially to the department's initiative in Public History by



co-directing a two-year Research Cluster on Public History and Student Research. This network represents a range of University units and community institutions seeking to provide students with opportunities in applied public history involving community history, archival curatorial skills, public museum exhibits, and digital platforms such as Story Map—an Omeka, or open source web-publishing platform—for providing public access to history. He is also a member of the related research group linking History faculty and graduate students, iSchool faculty and graduate students, and scholars at University of Nebraska, Lincoln and Michigan State in a project entitled “The Classroom and the Future of the Historical Record.”

### Teri Chettiar

Teri Chettiar is a welcome addition to the History faculty. A historian of human sciences, Chettiar has a B.A. in History from McGill University and a M.A. from the University of British Columbia. She completed her Ph.D. in History at Northwestern University in 2013 before joining the prestigious Humboldt University in Berlin for a three-year post-doctoral fellowship at the Berlin Center for the History of Knowledge. She returned to Illinois to take up an assistant professorship at the Society of Fellows in the Liberal Arts of the University of Chicago, a position she left to join our department in fall 2018.

Chettiar has already published several contributions on the history of psychology, gender, and emotion in journals such as *History of the Human Sciences*, *Medical History*, *History of Psychology* and the *Journal of British Studies*. She is currently working on her book, *The Psychiatric Family: How Private Life Became Political in Welfare-State Britain* (under contract with Oxford University Press), which looks at the rise of a wide range of psychological services promoting family and marital stability in post-1945 Britain. Her book—which draws equally on clinical and political (both state and activist) records—examines how intimate family relationships came to be highly valued and widely desired by the British state and British citizens alike. Family harmony came to be seen as the bedrock of both national prosperity and individual mental health and emotional fulfillment. Tracking the complex historical relationship between changing conceptions of healthy human development and





the rise of political interest in the psychological benefits of family intimacy in twentieth-century Britain, her book contributes to a growing body of scholarship that explores the many dynamic ways in which science and politics interact.

Chettiar has also started conducting research for her next book project, provisionally entitled *Inventing the Global Child: Science, Humanitarianism, and the End of Empire*. This new project examines how expert-driven preoccupations with children's emotional health and their access to a stable family life informed British efforts to engage with the socio-political restructuring of newly independent Asian, African, and Caribbean nations between 1945 and 1989.

Very active on the teaching front, Chettiar has submitted two proposals for new courses: "Madness and Society" (History 236) and "Sex and Science" (History 469). She will contribute to undergraduate and graduate teaching in the fields of the History of Science, the History of Gender and Sexuality, Intellectual and Cultural History, and Modern British and European History.

## David Sepkoski

Prof. David Sepkoski, the Department of History's new Thomas M. Siebel Chair in the History of Science, says, "I identify as a historian of science," on a wide range of topics, including natural history, biology, geology, the environment, and the history of information and data "from the early modern period until yesterday." His father was a well-known palaeontologist, and he grew up in a "scientific household." As a history major in college, he became interested in the history of alchemy and the occult during the Renaissance. From there, Sepkoski's interests turned to intellectual history, and he completed a dissertation at the University of Minnesota entitled "Numbers and Things: Nominalism and Constructivism in Seventeenth-Century Mathematical Philosophy," a topic that he acknowledges "was not hot at the time." It was published by Routledge in 2007.

This was followed by four years at Oberlin, where he taught Medieval History and history of science, and received a National Science Foundation grant to study the fossil record and evolutionary paleobiology, work that he continued at the University of North Carolina at Wilmington. In 2012, he received an appointment at the Max Planck Institute for the History of Science in Berlin, a position he continued to hold until being named Siebel chair. He also became a Faculty Affiliate at the University of Chicago. His work on palaeobiology bore fruit in 2012, with the publication of *Re-reading the Fossil Record: The Growth of Paleobiology as an*



*Evolutionary Discipline* by the University of Chicago Press.

By reading "deep time," Sepkoski reflects on problems of geological scale, looking at the role of humans as a geological force in what has come to be dubbed the Anthropocene Age. Sepkoski suggests that our own history eventually will be "erased in deep time." Sepkoski also is a scholar of the use of Big Data. As a student of the history of data practices, Sepkoski studied in depth the documentation of the fossil record in the nineteenth and twentieth centuries, which, by the late twentieth century, produced a narrative of at least five catastrophic mass extinctions. We now have the agency to produce our own extinction, the sixth extinction, as discussed in Sepkoski's current book project, under contract with the University of Chicago Press, *Catastrophic Thinking: Extinction and the Value of Diversity*.

# Solberg Chronicles How the Big Ten Brought Order to College Football, Then Lost its Way

by CRAIG CHAMBERLAIN, *U of I News Bureau*

**T**he mass spectacle that is now college football started small in the late 1800s, but the issues then were remarkably similar to today: amateurism versus professionalism, player eligibility, player safety, commercialization, and the role of football in higher education. Some fought against the trends and forces that have since transformed the game; others encouraged or accepted them.

Winton Solberg tells the story in *Creating the Big Ten: Courage, Corruption and Commercialization* (U of I Press), about the first half-century of a conference that would in many ways set the course for college football. Solberg, an emeritus professor, specializes in the history of higher education and of the U of I in particular. Last year he received the Chancellor's Medallion, the highest campus honor, for his work in preserving and making available the history of the university. Now 96, he has written three books on the school's history and is working on a fourth.

Most of the action in *Creating the Big Ten* is not on the field but off—in meetings, reports, policy arguments and news accounts. The “players” are mostly university presidents, faculty representatives, coaches, athletic directors, conference commissioners, critics and others at the center of the enterprise. There is no color commentary, but there are some colorful characters with colorful things to say.

As his book title suggests, Solberg takes a critical look at how the American pairing of higher education and sports came to be, and what has resulted. He writes that the U.S. is the only country in the world with such a system. Those who started what would become the Big Ten made two basic commitments, Solberg writes: to an amateur athletic code and to faculty control of intercollegiate athletics. However, those commitments “were never well-suited to American athletic culture,” in which “Americans play to win, not for love of the game.”

Intercollegiate athletics began at elite Eastern colleges in the 1880s, with students the prime promoters. Even then, the sports were often commercialized and “riddled with professionalism.” College authorities “had neither the time nor the inclination” to manage them—though some attempts were made to establish



*Last year Solberg received the Chancellor's Medallion, the highest campus honor, for his work in preserving and making available the history of the university.*

rules, with no success. That changed in 1895 with a meeting in Chicago of presidents from six leading Midwestern universities—Chicago, Illinois, Minnesota, Northwestern, Purdue, and Wisconsin—brought together to discuss football. “The presidents objected to the alleged brutality of football but did not know how to stop it without abolishing the game, which they did not wish to do,” Solberg writes. “Most of those present hoped to get what was best out of the game by regulating it.”

The next year, they formally established the Intercollegiate Conference of Faculty Representatives, known as the Western Conference and later the Big Ten. They then established a set of rules. The conference became “the pioneer in institutional cooperation in the control of intercollegiate athletics,” according to Solberg. It “held the promise of imposing order on intercollegiate football in the Midwest, and it set an example in the national reform of intercollegiate athletics.”

Concerns about football persisted, however, bringing new calls for reform. The conference faculty representatives met in 1906, and out of that gathering came a highly critical report. It suggested a choice between suspending the game and addressing two primary issues: the game’s “physical danger and brutality” and the “moral evils attending upon the gradual raising of the game into a thing of absorbing and sometimes hysterical public and collegiate interest.”

A set of fourteen rules was adopted, addressing player eligibility and training, number of games (five), the end of the season (early November), price of admission (no more than 50 cents), coaches’ salaries (no more than other faculty members of the same rank), faculty control of any financial surplus, and other matters. Solberg says that the meeting “was a high point in the history of the Western Conference.” In As Solberg frames it, the conference and college football progressed from disorder to order through World War I. With the war’s end, the future of the Big Ten, then “the nation’s premier athletic conference,” seemed bright. The college game was enormously popular and “not nearly as brutal” under reformed rules and a more open style of play. The “Big Three” of college football at the time—Harvard, Princeton



Winton Solberg

and Yale—also agreed to curb excesses in promoting the game.

“Nevertheless, a specter loomed on the horizon,” namely professional football. The link between college and professional football would tighten in the mid-1920s with the on-field exploits and popularity of Illinois icon Harold “Red” Grange and his recruitment to play for the Chicago Bears. Solberg describes the story of Grange and other post-1920 developments as part of a move from order to disorder. The Big Ten and other conferences fought a losing battle against frequent and widespread recruiting violations and subsidization of players. A prominent 1929 report that surveyed 130 schools showed that one in seven athletes was subsidized. And many critics had their say about the direction of intercollegiate athletics.

Solberg’s history ends with the Big Ten’s decision to return to participation in the Rose Bowl in 1947, something it had resisted for decades in opposition to postseason play. “For years the Big Ten was courageous in upholding its rules and in opposing postseason games, all with a view to upholding academic values,” Solberg writes in his epilogue. “But in time, corruption became widespread, and intercollegiate athletics became commercialized. The result was a strange perversion of the true spirit of university life.”

## Faculty Awards and Honors

During the past year, **Marsha E. Barrett** received a Multiracial Democracy Manuscript Award from the U of I Campus Research Board to host a book manuscript workshop. **Mauro Nobili** won a British Library fellowship sponsored by the Endangered Archives Program project to work on Islamic manuscripts from Ilorin, Nigeria. He also received a prestigious National Endowment for Humanities grant in the category of Scholarly Editions and Translations, to work on two West African chronicles, the *Tarikh Ibn al-Mukhtar* and the *Tarikh al-Fattash*. **Carol Symes** received a New Horizons Faculty Fellowship from the Illinois Program for Research in the Humanities, and **Ralph Mathisen** was a Resident Fellow at the Centre for Advanced Studies at the University of Tübingen.

**Augusto Espiritu’s** co-edited anthology, *Filipino Studies: Palimpsests of Nation and Diaspora* won the inaugural Best Book Award of the Association for Asian American Studies, Filipino Section. **Marc Hertzman’s** article, “Fatal Differences: Suicide, Race, and Forced Labor in the Americas,” took the Vanderwood Prize of the Conference on Latin American History, and the Kimberly S. Hanger Article Prize of the Latin American & Caribbean Section of the Southern Historical Association.

**Kristin Hoganson** won election to the vice-presidency of the Society for Historians of American Foreign Relations, with the presidency to follow. She also became the inaugural Stanley S. Stroup Professor of United States History. And in recognition of his scholarship and teaching, **Mauro Nobili** was named a U of I Lincoln Excellence Scholar and received the department’s George S. and Gladys Queen Excellence in Teaching Award.

# Congratulations, everyone!



# Landmark Conference on the Caliphate of Hamdallahi

In April 2018, Mauro Nobili, along with visiting scholar Ali H. Diakite and Mohamed Diagayeté (Institute of Higher Learning and Islamic Research Ahmed Baba of Timbuktu) organized an international conference on the Caliphate of Hamdallahi (1818–62), coinciding with the bicentennial of its founding. The Caliphate of Hamdallahi, which arose in the present-day Republic of Mali in the aftermath of the revolution led by the Muslim scholar Ahmad Lobbo, has attracted little scholarly attention in spite of its relevance in the history of Mali and more broadly of West Africa, and this conference was the first ever to focus on it.

“The ‘Caliphate of Hamdallahi’: A History from Within” was hosted by the Center for African Studies of the U of I in collaboration with the Institute for the Study of Islamic Thought in Africa (ISITA) and the Program of African Studies, Northwestern University. It brought together scholars from Africa, Europe, and North America.

Within the conference Laila Hussein Moustafa, the Middle East and North Africa Librarian at the U of I, organized a special event to mark the completion of the digitization of the manuscripts microfilmed by emeritus professor Charles Stewart in the 1980s, and which are now available at the University Library archive in digital form for the first time. The collection comprises 104 microfilm reels and includes 2,054 works from the library of Harun b. Baba, a descendant of the Mauritanian scholar Cheikh Sidiyya (d. 1869), in Boutilimit, Mauritania.

The conference presentations covered different aspects of the history of the Caliphate of Hamdallahi, including studies of the economy of the state, biographies of intellectuals, juridical opinions produced by local scholars, polemical literature, mysticism, the visit of European travelers, and the relationship of the descendants of the ruling elite with the French colonial power in the late nineteenth century. Many of the presentations shared a focus on manuscripts and literacy, due to the highly centralized bureaucracy of the Caliphate and by its efforts in spreading literacy in an area in which oral culture predominated. Nobili is now preparing a special issue of an academic journal that will publish selected articles from the conference.



Participants in the conference on the Caliphate of Hamdallahi (photo edited to include all) from right to left: Khaled Esseissah (Indiana University), Stephanie Zehnle (University of Kiel), Bruce Hall (University of California–Berkeley), John Hanson (Indiana University), Joey Bradshaw (Michigan State University), Shahid Mathee (University of Johannesburg), Hamadou Boly (Univeirsty of Bamako), Mohamed Diagayete (Ahmad Baba Institut of Timbuktu), Amir Syed (University of Pittsburgh), Bernard Salvaing (Univeristy of Nantes), Ismael Warscheid (CNRS, Paris), Mamadou Diallo (Independent Scholar, Abidjan), Ali Diakite (U of I), Charles Stewart (U of I), Saadou Traore (Djenné Manuscripts Library), Mauro Nobili (U of I)

## *Berenice Carroll (1932–2018)*

**B**erenice Carroll, a pioneer of women's rights, passed away on May 10 in Lafayette, Indiana. She was an early leader in peace studies and women's studies. She was also an activist, and participated in the founding of several NGOs and community organizations.

Carroll was a Lecturer in History at Illinois during 1965–66 before becoming an Assistant Professor and Chair of the Division of General Studies. She then joined the Department of Political Science (1971–90), where she achieved the rank of Professor. As the third Director of Women's Studies during 1983–87, she oversaw the creation of an official Women's Studies Program (now the Department of Gender and Women's Studies) and the approval of a Women's Studies Minor. In 1990, she became Director of the Women's Studies Program at Purdue University, and in 2009, she received the Violet Haas Award for developing an educational program that promoted the advancement of women and their rights at Purdue University.

Carroll was a researcher in the project of the American Historical Association to microfilm captured German records, and editor and co-author of titles appearing under the rubric *Guides to German Records Microfilmed in Alexandria, VA* (1956–60). She also co-authored and/or co-edited *Peace and War: A Guide to Bibliographies* (1983), *Liberating Women's History: Theoretical and Critical Essays* (1976), and *Women's Political and Social Thought: An Anthology* (2000). She was a founding co-executive editor of *Peace and Change: A Journal of Peace Research* (1972–80) and the founding chair of the Coordinating Committee on Women in the Historical Profession (1969–71, now the Coordinating Council on Women in History). She also chaired the Consortium on Peace Research, Education, and Development (1984–87) and served as President of the National Women's Studies Association (1999–2000).

Carroll was very active in community engagement. She co-founded Grass Roots Group of Second Class Citizens in Champaign-Urbana, which worked for the passage of the Equal Rights Amendment. She was

also a co-founder and board member of A Women's Place/A Women's Fund (later taken over by the Center for Women in Transition), the first shelter for battered women in Illinois, which eventually also included rape crisis counseling and assistance. Carroll was active in the American Association of University Professors and the Union of Professional Employees (IFT/AFT) at the U of I, later replaced by the Non-Tenure Faculty Coalition and the Campus Faculty Association. She served on the executive board of SANE (National Committee for a Sane Nuclear Policy), on the council on the Status of Women at Purdue, and the editorial and publication committees of *Community Times* (Lafayette, IN). Among her many activities, she co-authored an amicus brief filed in support of military personnel refusing deployment to Iraq on grounds of Nuremberg Principles starting in 2005, and served as faculty advisor for the Purdue Organization for Labor Equality, and as an observer and advisor in hunger strikes and other forms of nonviolent action.

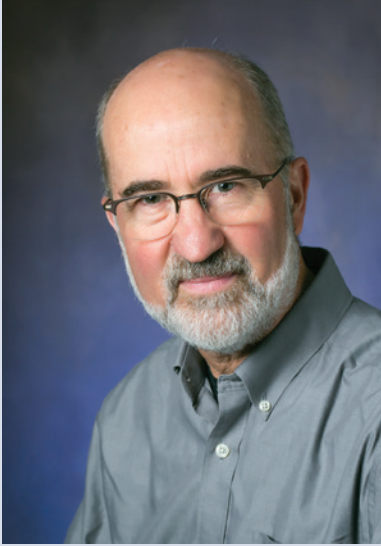
The University of Illinois at Urbana-Champaign Archives worked with Berenice for several years to preserve her papers, which document her earliest community organizing activities, and include peace newsletters and grassroots records from local, national, and international communities, plus her course work, research and publication files, and research notes. Especially noteworthy are uncompleted research projects, including an extensive index cataloging all wars known in human history (as to causes/numbers of victims/consequences), unpublished manuscripts, and conference proceedings of "Common Differences: Feminism and the 'Third World,'" the first conference of its kind and one she helped organize at Illinois in 1983.

Berenice's exceptional activism work for women's rights helped pave the way for others and she will be dearly missed.

—Based on a notice appearing on the web site of the Women & Gender in Global Perspectives Program and material provided by Prof. Susanne Belovari

*As the third Director of Women's Studies during 1983–87, Carroll oversaw the creation of an official Women's Studies Program (now the Department of Gender and Women's Studies) and the approval of a Women's Studies Minor.*

## Courage in Pursuing Careers Based on Ideas and Values



Mark Steinberg

MARK D. STEINBERG,  
*Director of Graduate Studies*

**A**s this is my last letter as DGS, I would like to express my thoughts about our graduate program in a more personal manner than usual. I have been honored to get to know and help do our best to encourage and support our amazing students. Honestly, I am in awe about the vision, drive, and intellectual acuity and imagination of our graduate students. In these times, I see our students, who come from a wide range of backgrounds and have chosen an even wider

diversity of fields of study and approaches to history, committed to careers in which ideas and critical thinking are at the center, including if their professional lives lead them to jobs outside academia, a value we have been embracing. And those ideas take them in a wonderfully rich variety of directions in their research, scholarship, teaching, and service to others.

You could see something of this at the Sixth Annual Graduate Research Symposium, in which some of the students who have been honored for their scholarship by campus or external fellowships and awards presented their work. Presenters and topics this year included Peggy Brennan on “An Exquisite and Blessed Country: Marketing Colonial Carolina in the Eighteenth-Century Rhineland,” Megan White on “Rice Empires: Japanese rice, the USDA and the Inter-Imperial Development of the Gulf Coast Rice Industry, 1880–1924,” Leanna Duncan on “‘My most radical ideas... are NOW the MAIN POINTS’: Finding ‘Crippled Children’ and Their Movement, 1890–1960,” and Gus Wood on “Dialectics, Race, and Class in the Political

Economy of Urban Apartheid: The Black Working Class in Struggle in Atlanta, 1970–2010.” Issues important to past and present about globalization, national ideas, the economy, the environment, empire, health, class, race, gender, injustice, and resistance were all in play.

This is only a small selection of what I have seen and admired about our students. As teachers, whether as TAs or teaching their own innovative courses, they excel not just in their pedagogic thoughtfulness but in their commitment and caring for students and the subjects they teach. They understand the great value and importance of a teacher’s work to inspire students. Many are also active civically in larger communities, locally and beyond. And as scholars, their work has been recognized by many prestigious and competitive awards, including, in the last couple of years, by Fulbright, the Mellon Foundation, the

American Council of Learned Societies, DAAD, the Illinois Program for Research in the Humanities, Illinois International Programs, the Lemann Institute, the Graduate College, and more.

It is easy and good to celebrate, but we live in an imperfect world and it touches us in many ways. Students and faculty strive to exemplify what we believe in, but we do not always succeed. And the continually pressing uncertainties of employment in the humanities, along with political troubles all around us, have added to the usual

strains of graduate studies. And yet, it is students’ courage in pursuing careers based on ideas and values, their generosity with each other and their own students, and their warmth and wit that make me feel hopeful and even confident in our future.

Thank you. Finally, a practical word on these lines. Please support all this, at any level you can afford, by donating to our graduate fellowship fund, especially in these times of reduced university and government funding. Just click on the “give now” button at the top right of the department website and choose “History Graduate Fellowships Fund.”

*It is students’ courage in pursuing careers based on ideas and values, their generosity with each other and their own students, and their warmth and wit that make me feel hopeful and even confident in our future.*



## Recent Ph.D. Employment and Postdocs

**Michael Abele**, Post-Doctoral Fellowship, Harvard University, Cambridge, MA.

**Maurice Amutabi**, Vice Chancellor, Lukenya University, Kenya.

**Jovana Babovic**, Visiting Assistant Professor, Institute for Advanced Study, University of Minnesota, Twin Cities, Minneapolis, MN.

**Utathya Chattopadhyaya**, Assistant Professor, University of California–Santa Barbara, Santa Barbara, CA.

**Andrew Demshuk**, Assistant Professor, Department of History, American University, Washington, D.C.

**Matthew Harshman**, Lecturer in American and Global History, Christopher Newport University, Newport News, VA.

**Veneta Ivanova**, Visiting Assistant Professor, Department of History, College of William & Mary, Williamsburg, VA.

**Annaliese Kurhajec**, Clinical Faculty, University of St. Thomas, St. Paul, MN.

**Joshua Levy**, PostDoc, University of South Florida, Tampa, FL.

**Karen Rodriguez’G**, Director of the Office of Undergraduate Research, University of Illinois, Champaign, IL.

**Deirdre Ruscitti Harshman**, Assistant Professor in Modern Russian History, Christopher Newport University, Newport News, VA (currently she is a PostDoctoral Research Fellow in the Higher School of Economics, Moscow, Russia).

**Mark Sanchez**, Lecturer, Harvard University, Cambridge, MA.

**Michael Staudenmaier**, Assistant Professor, Manchester College, North Manchester, IN.

## Fall '18 Incoming Grads

*First Row:*  
Kurtis Kelley,  
Tessara  
Dudley  
and Damir  
Vucicevic.

*Second  
Row:* Noyan  
Coskun,  
Marisa Natale  
and Ryan  
Schmitt. *Back*

*Row:* William  
Crane, Jacob  
Bell, Rhiannon  
Hein. *Not  
pictured:*  
Natalie Leoni



# Graduate Students Garner Prestigious Fulbright-Hays Fellowships

by ABBY PAETH, *LAS News*

Doctoral candidates Cassandra Osei and Billy Keniston are two of only one hundred graduate students nationwide to win a Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship. It is rare for two students in the same department to receive this highly competitive fellowship, which will fund their research endeavors abroad.

The Fulbright-Hays fellowship, which supports research in foreign languages and area studies, is awarded every year to doctoral students who conduct research in other countries for their dissertation. Clare Crowston, History chair, said she is grateful that the U.S. Department of Education, the funding organization for the fellowship program, recognized both students for their merit. “This is a great testimony to the seriousness with which the readers take the process of evaluating applications,” Crowston said. “I think also it is a testimony of the overall strengths of our graduate program and the training that students receive from our faculty.” She also noted the importance of studying race relations in a global context. Osei and Keniston “are going to contribute to vital conversations about racial inequality as a global issue. There are other important issues also that they are addressing. For example, Billy’s work examines political violence by the apartheid South African state.”

Osei said she studies history because she wants to contextualize where she is standing in the present. Beginning in April 2019, she will be in Brazil to study race, gender, region, and Brazilian social movements in the mid-20th century. She is interested more specifically in the experiences of black women and their political activism regarding labor and employment.

Osei will spend a year primarily in Minas Gerais, Rio de Janeiro, São Paulo, and Rio Grande do Sul, working in public and private archives at local, state, and national institutions. In addition, she will



Cassandra Osei



Billy Keniston

*“I think it is a testimony of the overall strengths of our graduate program and the training that students receive from our faculty.”*

— Clare Crowston

interview Brazilian women close to her research topic. “I will study black women’s trajectories as teachers, political candidates, domestic workers, street vendors, and churchwomen through their time in civic groups and organizations within black communities and broader labor and women’s movements,” Osei said.

Keniston will study the history of social movements and political activism in South Africa, having been deeply affected by what he learned about that history—and the violence government forces used to thwart it. “It is about growing up as a white person in this country and trying to figure out what my role is and relationship to racism (that) made me originally think that I should go to South Africa,” Keniston said. At the end of October, 2018, he left for nine months of study in South Africa, Angola, Botswana, and London, where he will be sorting through archival documents and interviewing key activists who fought against the apartheid movement. Part of his research will focus on the assassination of anti-apartheid activist Jeanette (Curtis) Schoon, who, along with her daughter, Katryn, was killed by a mail bomb at their home in Angola in 1984. The perpetrators, who worked for the South African apartheid government police, were later granted amnesty for the crime. “She was only 36 years old when she was murdered by the apartheid state,” Keniston said. “Fritz, the 2 year-old-son, was traumatized by seeing his mother and sister blown to bits. They were white, anti-racist South Africans. And they died in Angola, after living in Botswana. That’s why I’m going to those countries.”

Keniston wants to put the violence and corruption of the apartheid-era government into perspective. “I am trying to understand whether the apartheid state used any kind of strategic or intellectual thinking, or whether it was simply a brutal, repressive system,” Keniston said. He believes that there are disturbing parallels between the U.S. and South Africa under the apartheid state, and he wants to understand more about how government can be changed and healed.

# Career Diversity Initiative Aims to Expand Graduate Students' Career Options

by BRIAN CAMPBELL

With a grant supported by the American Historical Association, the Department of History is leading the way in innovative approaches to graduate education. Through the AHA's Career Diversity Initiative, the department will prepare graduate students for an uncertain and difficult job market. Data provided by the AHA shows that while the number of Ph.D. graduates in History has climbed steadily since 2004, the number of available tenure-track positions has declined by at least ten percent. If current trends in higher education continue, more newly minted Ph.D.s will be forced to seek employment outside of the professoriate. The two-year grant provides the department with the resources necessary to introduce students to a diversity of career pathways while maintaining its high standards for research and teaching.

A small group of faculty led by Mark Steinberg, Clare Crowston, Antoinette Burton, and Ikuko Asaka—joined by graduate fellow Brian Campbell—are working to thread career diversity programming into every aspect of graduate education. It begins by asking students to consider how their skills and mindsets can be applied to meaningful careers beyond the traditional tenure track. For example, we know that historians can synthesize large amounts of complex information into a coherent narrative, but what can our humanistic outlook and our historical methodologies bring to a variety of occupations? In fall 2018, we asked graduate students to consider these questions for discussion in the first-year proseminar and in our job search and career development workshop. In addition, the department is collaborating with the Graduate Career Development Office—led by History at Illinois Ph.D. Derek Attig—in an effort to direct students to the career preparation resources that Derek's

*A small group of faculty are working to thread career diversity programming into every aspect of graduate education. It begins by asking students to consider how their skills and mindsets can be applied to meaningful careers beyond the traditional tenure track.*



Ph.D. Alumni Panel Night (l. to r.): Karen Rodriguez'G, Christopher Prom, and Stephanie Fortado

office can provide them throughout their graduate experience.

While the majority of our Ph.D.s pursue faculty positions at research institutions and liberal arts colleges, History alumni are working in a variety of fields such as higher education administration, secondary education teaching, and library and archival sciences. Therefore, one of our primary goals is to connect current graduate students to a network of alumni who

can assist them in identifying relevant career pathways. In order to do so, we are hosting panel events, workshops, and professionalization sessions centered around the question of career diversity. In November, the department hosted its first event, a Ph.D. Alumni Panel Night where Karen Rodriguez'G, Chris Prom, and Stephanie Fortado spoke to current students on how a Ph.D. in History from Illinois prepared them to teach and work in varying capacities and settings. Each panelist spoke of the benefits of their degree for their current occupations, and of how they maintain their identities as historians in those jobs. Ultimately, our goal is to prepare graduate students for careers both inside and outside of

the academy. We expect that they will be equipped to do just that when they leave the University of Illinois.



# Gift from Alumna Angela Hsi Will Support Graduate Study in Chinese History

by POSHEK FU

**T**he Department of History is honored to have received a generous gift from Dr. Angela Hsi to establish the Graduate Fellowship in Chinese History Fund. Hsi was the first Chinese international student in the Department; and she was one of the first women awarded a Ph.D. in History at Illinois. She is indeed a trailblazer.

A Chinese exiled writer once remarked, “Twentieth-century China was a story of escape.” Hsi’s life, or at least the first part of her life, seemed to have borne this out. She was born Sun Ningzhi (孙凝芝) in 1939 to a middle-class family in the coastal city of Xiamen (Fujian Province). It was during the Second World War in China. To escape Japanese bombing, she moved around with her family. Shortly after the Japanese surrender in 1945, the Chinese civil war broke out. With the victory of the Communists in 1949, the family escaped once again, this time to Taiwan.

Always a determined and hard-working student, Hsi was accepted in 1957 at the National Taiwan University, the most prestigious college on the island, majoring in History. Alienated from the oppressive cultural atmosphere under the Nationalist rule, she dreamed of escaping to the United States in search of intellectual freedom. Her dream came true, except that what she found in the “Beautiful Country,” as the Chinese called the U.S., was not what she had expected.

In 1961, with \$250 in her pocket, Hsi arrived in the U.S., struggling with her English, ignorant of American culture, and “fierce and argumentative in nature,” as she described herself in her memoir, *An Uncut Jewel* (2016). She experienced all kinds of prejudices and frustrations. In five years, she moved from the University of Oregon to the University of California at Berkeley (where she earned an MA in History), the University of Kansas, Colorado State College, and then the University of Michigan. Poor and steeped in cultural shock, she was at a loss about what she should do. Should she quit school or change to another field? It is difficult to be an international student, and it is even more difficult to be one from a Third World country and pursuing a degree in humanities. Most Chinese students studied science



*In 1972, she completed her dissertation, “Social and Economic Status of the Merchant Class of the Ming Dynasty, 1368–1644,” with distinction and became the first Chinese international student to receive a Ph.D. in History at Illinois.*

or engineering, which required less advanced English skills. They had strong training for their study back at home, and better job prospects. However, studying humanities was lonely and frustrating. As Hsi remembered her sense of predicament many years later, “[Our] goal was to obtain new knowledge so that someday [we] could contribute after [we] returned home. The reality set in after [we] arrived. Instead of finding happiness, [we] experienced pains.... In this new environment, [we] could finally understand the corrupt and suffocating society from which [we came]. Returning to Taiwan ceased to be a real option. The language barrier made integration into the new country difficult.... [We] felt trapped... More often, some [of us] felt no hope and were overwhelmed by the emptiness around them and within themselves. A few [of the students] dropped out and made a living as professional cooks, busboys, or waiters in Las Vegas, Lake Tahoe, or San Francisco.”

Fortunately, Hsi decided to stick it out, as she could not bear giving up her desires of “learning new ideas and methods of writing history,” in contrast to the rote learning she had been subjected to in Taiwan. Nonetheless, she decided to switch her academic focus from modern China to Ming-Qing China, because, in her opinion, it was much less controversial, both politically and academically.

This switch brought her to the University of Illinois in 1967 in part because of the eminent Ming historian, Prof. Robert Crawford. At Illinois, she finally found a home away from home. She felt comfortable with the simple charm of the campus. She earned straight As, from classes in Chinese history to ancient Greek history, and made many new American friends. As she reminisced later with “a sense of sweet appreciation:”

At the end of my first year in Champaign-Urbana, I finally regained all my confidence as a top-notch student. I felt so loved by and was so in love with my university. I was reappointed to a half-time teaching assistantship for the coming academic year, 1968-1969, for twenty-five hundred dollars plus a tuition-and-fees waiver. The professors were inspiring and cordial; and my roommates were caring and considerate.

In 1969, Hsi was one of the two students in the College of Liberal Arts and Sciences to win the competitive Babcock Fellowship, for which she remains enormously grateful. In 1972, she completed her dissertation, “Social and Economic Status of the Merchant Class of the Ming Dynasty, 1368–1644,” with distinction and became the first Chinese international student to receive a Ph.D. in History at Illinois. In the meantime, she was married to another Taiwanese student, Dr. George Hsi, and had two children.

Looking for jobs after leaving Illinois was, however, frustrating for Hsi, and that opened her eyes to racial and gender prejudices in academia. After hopping from one job to another, balancing teaching with raising their children, she made up her mind to change fields. She chose accounting, obtained her C.P.A. license in 1982, and set up her office and family in Southern California.

After over thirty years of a highly successful C.P.A. career, she recently decided to retire, in part because of the “Donald Trump tax reform.” While enjoying her new work, she “never lost [her] love for Chinese history” or lost her appreciation of the joy of learning as a student at the Department of History at Illinois. She used her historian’s skills to write her well-regarded memoir, *An Uncut Jewel: A Memoir*, and has continued research to revise her dissertation for publication, which she tentatively entitles “Incipient Capitalism: The Rise and Fall of the Chinese Merchant Class, 1368–1700.”

Hsi decided to establish a Graduate Fellowship in Chinese History Fund at Illinois as a way to express her love and appreciation of the Department of History and to promote cultural diversity on campus and better understanding of China in the US by encouraging talented students to study Chinese history. Thank you, Angela, for your generosity, and for your love of studying history here:

Thoughts of Paltry House  
 Along the house the creek water flows  
 In the front yard huge trees sway in the wind  
 Living alone in this paltry building  
 The one who lives there can only experience  
 contentment

—Angela Hsi, 1968

## SILVIA ESCANILLA HUERTA: *The Wonders and Pains of the Research Year*

Gabriel García Márquez famously said that the crux of Latin America’s solitude is “a lack of conventional means to render our lives believable.” Describing my year of research in Latin American archives is a daunting task since a reader might think I am trying my hand at magical realism instead of writing notes from the field. But nothing could be farther from the truth. Undoubtedly, in Latin America graduate students face some typical problems such as

slow bureaucracies, limits on access to documents, and tiny apartments with bad plumbing. But in Latin America you will also find that life can be an unpredictable journey, populated by eccentric characters, inconceivable rules and horrible traffic, all framed by breathtaking landscapes and delicious food. It is the kind of experience that makes unforgettable memories, even for Latin Americans like me, who are accustomed to the eccentric and the unexpected. Before my trip to Peru, Bolivia, and Argentina, I had visited the archives more than a few times and already had memories to last a lifetime. This trip proved to be no different, and not surprisingly, I went through a spectrum of feelings alternatively loving and hating my research as days, weeks and months unfolded. I often wished I could access all my sources online while painfully traveling by bus through dusty and dangerous roads in the Peruvian countryside, dealt with archivists who protect the documents as if I were a pirate ready to plunder their holdings, and fought altitude sickness and cold (my kingdom for a space heater!) near lake Titicaca on the border between Peru and Bolivia. Sitting for hours in the traffic in Buenos Aires or Lima strengthens one’s spirit and resolution to narrow the research, access the documents, finish, and return home. The research year is a trip of self-discovery, where you find supplies of patience, resilience, and accommodation you never thought you possessed. You learn a great deal about the people you are researching, and you embrace the chaos and pain of navigating societies whose logic is only revealed to you in slow and painful doses. The true wonder of the research year is that you achieve a level of comprehension of the realities you have to face, of the past that you explore, and also of the person you are becoming. For all of that I am truly grateful. I would not change a thing, except perhaps for a little bit less traffic and a space heater, obviously.



**MATT KLOPFENSTEIN:**  
*The Everyday and the Spectacular  
 in the Russian Archives*

I conducted dissertation research in Russia during 2017–18, working mostly in Moscow but also in St. Petersburg, immersing myself in the world of the popular press of the late Russian empire. I am exploring how the deaths and funerals of popular female performers became empire-wide news and a way for commentators to discuss pressing issues in a rapidly changing society in the decades before the 1917 Revolution.

Archival work is an art of solitary persistence marked by setbacks and moments of revelation. As I pored over press accounts and other documents, I grappled with the porous boundaries between public and private for celebrity performers. What did it mean to live a life that was a spectacle, always on public view? No single document unlocked the complexities of celebrity subjectivity and its meaning, but I did gain a revealing look into the material reality that lay behind it.

In St. Petersburg, I stumbled across a collection of files containing legal documents for the estate of the singer Anastasiia Vial'tseva, arguably Russia's most famous female celebrity, who won huge audiences with her concerts and gramophone recordings of popular sentimental songs. Her unexpected death from a mysterious disease in 1913 was the subject of immense press attention and public mourning. I had read hundreds of articles about her illness, death, and funeral that revealed the many ways her life was perceived and interpreted, but the St. Petersburg

documents revealed a different side. In eight notebooks filled with handwritten entries, the executor of her estate provided an exhaustive list of all of her belongings, offering an intimate glimpse into the objects that helped transform

Vial'tseva from a provincial peasant woman into a glamorous icon. Hundreds of entries, often encompassing many items, revealed the accessories of fame: bolts of fabric, dozens of pairs of silk stockings, a huge number of furs and coats, and numerous hats, rings, necklaces, and earrings with valuations ranging from cheap costume jewelry to items of great expense. One entry simply read, "84 dresses and various costumes." In addition to her singing voice and famous smile, Vial'tseva used these material objects to craft her public self.

Vial'tseva's infinite combinations of clothing and jewelry made her a symbol of self-definition and self-transformation for Russian audiences. Reading more than 700 entries, I gained a new appreciation for the ways that consumer goods offered performers like Vial'tseva the tools for constructing images of themselves for public display. Yards of velvet promised not merely the new clothes, but the ability to create a vision of oneself to project before the world. In an unadorned list of objects celebrity spectacle and everyday life came together, pointing to the material realities used to construct the glittering promises of fame.



*"I am exploring how the deaths of popular female performers became empire-wide news and a way to discuss pressing issues in a rapidly changing society in the decades before the 1917 Revolution."*

## Recent Ph.D.s Awarded

**Michael Abele**, "Peasants, Skinners, and Dead Cattle: The Transformation of Rural Society in Western Japan, 1600–1890."

**Michael Brinks**, "A Community of Preachers: The North Italian Episcopacy, 397–451."

**Utathya Chattopadhyaya**, "Naogaon and the World: Intoxication, Commoditisation, and Imperialism in South Asia and the Indian Ocean, 1840–1940."

**David Harris**, "The Late Roman Frontier in Arabia: a Landscape of Interaction."

**Deirdre Ruscitti Harshman**, "A Space Called Home: Housing and the Management of the Everyday in Russia, 1890–1935."

**Joshua Levy**, "Eating Empire, Going Local: Food, Health, and Sovereignty on Pohnpei, 1899–1986."

**Mark Sanchez**, "Let the People Speak: Solidarity Culture and the Making of a Transnational Opposition to the Marcos Dictatorship, 1972–1986."



# New Stanley S. Stroup Professorship in United States History

by TERI CHETTIAR

The newly-endowed Stanley S. Stroup Professorship in United States History has been bestowed upon Professor Kristin Hoganson. The donors of this generous gift, Stanley S. Stroup (B.A. History, 1966) and the late Sylvia D. Stroup (B.S. Home Economics, 1968), met as undergraduate students at the University of Illinois. Stroup explained that his decision to major in history came out of a longstanding fascination with the subject, saying that he had not had a second choice in mind when he began his studies at the U of I. During his years as a history major, he was drawn particularly to the study of U.S. constitutional history, diplomatic history, and economic history. Studying history at the U of I was not only intellectually fulfilling, Stroup recalled, but the politically-charged atmosphere of the university in the 1960s made his decision to write his senior thesis on U.S. foreign relations additionally meaningful (“The League of Nations in American Thought—1920–1924”). The esteemed diplomatic historian Norman Graebner advised his thesis, and Stroup recalls his mentorship and intellectual guidance fondly.

Stroup went directly from the U of I to earn a J.D. from the University of Michigan. Emphasizing Graebner’s influence on the course of his career as a lawyer—acting as general counsel for several major financial institutions, including Wells Fargo—Stroup noted that the study of history had a deeply positive impact on his life. It helped hone his ability to think critically, evaluate evidence effectively, and write clearly and persuasively. These are skills, he emphasized, that were absolutely vital in contributing to success in a long and varied career dedicated to negotiating the legal and governmental relations issues that the financial service industry has faced.

Stroup’s decision to invest in a professorship in U.S. history stems from the importance that he attributes to a liberal arts education in making young



*Stroup noted that the study of history had a deeply positive impact on his life. It helped hone his ability to think critically, evaluate evidence effectively, and write clearly and persuasively.*

people not only better thinkers and communicators, but also more engaged citizens. In his view, “People tend to underestimate the value of a liberal arts education. There is currently much more emphasis on technical skills. Our society lives in the present without a clear understanding of its historical context. Studying history not only makes you more intelligent, it also makes you a better and more engaged participant.” Stroup emphasized that he “would love to see more students at Illinois studying the liberal arts, particularly history.”

Kristin Hoganson received her Ph.D. in 1995 from Yale University and was an assistant professor at Harvard for four years prior to joining the Department of History at Illinois in 2000. She is a renowned scholar of US foreign relations, empire, and environmental history. Her third, and most recent, book—*The Heartland: An American History*—examines the dense global connections that have gone into the making of the American Midwest. It is forthcoming with Penguin Press in April 2019.

As Professor Hoganson notes, the Stroup professorship will open up many new opportunities for the History Department. The funds will be channeled toward undergraduate program development and support graduate research in U.S. history, particularly in the field of foreign relations. The Stroups’ generous contribution will also help to fund workshops and conferences investigating the intersections between U.S. foreign relations and environmental history, which is the subject of Professor Hoganson’s next book project.

Stanley and Sylvia Stroup have three children and nine grandchildren, one of whom is currently an undergraduate major in the Department of Mechanical Science and Engineering at the U of I. Previously, Sylvia Stroup funded a faculty position in Human Nutrition and Cancer in the College of Agricultural, Consumer, and Environmental Sciences, where she earned her undergraduate degree. The Department of History is grateful for the generosity of the Stroups.

## The Many Sides of Directing Undergraduate Studies



Kristin Hoganson

by KRISTIN HOGANSON,  
*Director of Undergraduate Studies*

One of the joys of becoming Director of Undergraduate Studies (DUS) this fall has been getting a more comprehensive sense of the happenings in my colleagues' classrooms and beyond the reaches of Gregory Hall. Some of this has emerged in conversations prompted by our new series of pedagogical workshops, most recently on teaching international students. I have also gotten a greater glimpse into Phi Alpha Theta's activities, such as its information session on summer

internships and jobs. Our students are doing research across many fields, presenting their findings in research colloquia, end-of-semester open houses, and even at the American Historical Association conference in Chicago. If you would like to see an example of the kind of work done by students who have completed public history internships, check out the on-line exhibits of the Illinois Distributed Museum.

Another fascinating part of my job as DUS involves shepherding new classes through the college and campus approval process. And what a wealth of proposals have crossed my desk in the past few months: *Madness and Society*, *Zionism: A Global History*, *The Caribbean since 1492*, *The Science of Human Nature*, *History Harvest: Collaborative Public Digital History*, *Sex and Science*, and *A History of Everything*. Despite its sweeping title, the last class won't put the rest of the department out of business. Zipping along from the big bang to big data, it explores different scales of time—cosmological, geological, ecological, and human—and different disciplinary approaches to understanding change over time.

These curricular innovations prompted me to travel back in time to the geological era in which I was in college: the 1980s. Back in the day, the most

popular History courses at Illinois included Western civilization, the U.S. survey, East Asia, Islamic Africa, ancient Greece, ancient Rome, military history, and the twentieth-century United States. Now, the list of perennial favorites has broadened to courses such as global history, Jewish history since 1700, the twentieth-century world, modern China, the Holocaust, Asian American history, the history of medicine in the United States, and a class titled *Constructing Race in America*. Our gateway class—*Introduction to Historical Interpretation*—also merits note, for it has been growing in pace with the number of students choosing History as either a major or minor.

Along with overseeing the curriculum, another deeply satisfying part of my job is helping to select some of our scholarship and research award recipients. These include the 2018–19 winner of the Christina A. Brodbeck Digital Humanities Scholarship (Austin Justice), the inaugural winners of the William and Virginia Waterman Scholarships for Academic Excellence (Krishna Appalaneni, Austin Justice, Rocky Khoshbin, Kavi Naidu, Jensen Rehn, and Sara Temple), and the inaugural History of Science Scholarship recipient (Donte Winslow). On the research front, Brandon Nakashima won the C. Ernest Dawn Undergraduate Research Travel Award to visit Shawneetown collections for his senior thesis on enslaved salt workers, and Grant Neal won the Friends of History Undergraduate Research Grant for a senior thesis research trip to Ireland.

Recent alumni will want to know that our beloved academic advisor, Wendy Mathewson (a U of I History alum), has moved on to other opportunities. But I am pleased to report that we have recruited an outstanding new advisor, Stefan Djordjevic, who brings to the post a deep understanding of History education and a profound commitment to helping students make the most of their college years, so as to prepare themselves for post-college life.

If you find yourself back in Gregory Hall, please stop by to tell us where your path has taken you since graduation—we never cease to be amazed by the places reached via an Illinois History degree.

## Stefan Djordjevic

The History Department is pleased to announce that one of our very own Ph.D. candidates, Stefan Djordjevic, is our new academic advisor. Stefan, who spent the first eight years of his life in Bosnia-Herzegovina and Serbia, is completing his Ph.D. dissertation, entitled “Yugoslavia: Imagining and Building a ‘National’ Community, 1914–34,” which examines the complex project of nation-building in the early years of Yugoslavia’s existence as an independent state. In addition to his wide-ranging expertise in European history—which includes not only Balkan, but also Polish, Ukrainian, and Russian history—Stefan is a highly committed and accomplished teacher. He has been both a teaching assistant and primary instructor for several large and medium-sized courses in the history department, has organized pedagogy workshops in the Graduate College, and was awarded the John G. and Evelyn Hartman Heilligenstein Award for Excellence in Undergraduate Teaching in 2018.

As our new academic advisor, Stefan will focus on developing closer relationships between our

undergraduate students and our graduate student and faculty communities, building upon shared interests and our potential to act as resources for one another. Stefan emphasizes that “strengthening these relationships is critical to increasing morale in the department and also helps reassure students that they are being supported—rather than “assessed”—by our faculty and graduate students.” Stefan looks forward to contributing to our undergraduate students’ personal and academic development over the course of their entire undergraduate careers, from the first day of their freshman year to graduation.

Stefan brings to this position a great deal of experience teaching undergraduate students in the history department as well as a semester of advising history minor students alongside our previous advisor, Wendy Mathewson. He has been serving as interim advisor since October, and has shepherded the History Department through a period of transition. We are thrilled to have Stefan join our department more permanently in this undergraduate advisory role.



Stefan  
Djordjevic

## 2018 Senior Honors Theses

**Joshua Altshuler**, “Eluding the Panel: Jewish American Identity and Memory through Graphic Life Writing”

**Andrew Dawkins**, “The Inquiry: Understanding United States Involvement in the Aftermath of the Fall of the Ottoman Empire in the Near East”

**Thomas Dowling**, “The Last Machine: Mayor Daley, the Cook County Democratic Party, and the Collapse of the Chicago Political Machine”

**Nick Goodell**, “The Experience of the Working Class in the German Revolution of November 1918”

**Payton Heyen**, “The Refusal of the Tired, Poor, and Huddled Masses”

**Caitlin Manwaring**, “Slow-burn Christianization: Post-Conversion Social Transition in Anglo-Saxon England and Iceland”

**Rebeca Martínez**, “Afro-Mexican Sexuality in New Spain, 1720–1789”

**Juliana Reschke**, “Shaping Public Opinion: The Los Angeles Times, ‘Operation Wetback,’ and the Manipulation of Media Power”

**Mary Elizabeth Schiavone**, “An Unnatural and Detestable Crime: Accusations of Sodomy in the British Royal Navy, 1680–1830”

**Bennett Stewart**, “Labor Activism and Community Organizing in the Quad Cities: Reimagining Latino Lives in the Midwest”

**Maria de la luz Valenzuela**, “Remaking the Southwest Side: Race, Space and Neighborhood Stability in the Aftermath of the Chicago Freedom Movement”



# Recovering the History of Black Students at the U of I

by TERRELL SPURLOCK

During the summer of 2017, we members of the student organization Black Students for Revolution (BSFR) learned of the impending demolition of the former Bruce D. Nesbitt African American Cultural Center (BNAACC), closed in 2014 due to asbestos, and were moved to action. Three of our members, Sunny Ture, Dimitri Love, and Karen Olowu, visited the old BNAACC building with the help of staff members from BNAACC, and found priceless historical materials including documents, photographs, artifacts, and audiovisual content relating to Black history at the U of I and in the Champaign-Urbana community. They worked with the Student Life and Culture Archives (SLC) staff to transfer these records to the Archives Research Center to be recovered and digitized, making them accessible to anyone who may be interested.

We were not able to begin the recovery and digitization process until April 2018 because the SLC staff had to make sure there was no sign of asbestos or mold on any of the material recovered. When we were given the okay to begin the process, we worked with Anna Trammell of the SLC Archives in going through multiple boxes. We started with a box of five folders that were filled with photographs. The folders were labeled: Drums (the first Black student-run publication at the U of I); Cultural Center Photos and Black

Faculty; Community; Guest Lectures; and Workshops. We wore gloves and used an archival spatula to carefully detach photos that were stuck together. It was touching to see the individuals who came before me and helped shape the Black campus community I am a part of today. I was also amazed by some of the guest lecturers who came to speak during the late 1960s and 1970s, such as civil rights activist Dick Gregory, co-founder of the Black Panther Party Bobby Seale, and Congresswoman Shirley Chisholm. Were it not for BSFR, the photos commemorating these lectures would have been lost when the former BNAACC building was destroyed. After checking each photo within a folder, we took the folder to a computer room to scan and save the contents in a digital folder.

Having been unable to start this project until end of the semester, many members of BSFR were unable to go into the archives and work on the recovery project continuously. However, one of our members, Donté Winslow, was able to continue over the summer while being compensated through funds BSFR crowd-funded through the U of I Library newsletter. Since the start of the fall 2018 semester, BSFR has not been able to continue the archival project mainly because of organizational changes in the SLC. We hope to get back into the archives in the spring semester and continue the project so this history can be digitized and available to all.

*Three of our members found priceless historical materials including documents, photographs, artifacts, and audiovisual content relating to Black history at the U of I and in the Champaign-Urbana community.*



The staff of *Irepodun*, a yearbook published by the Black Student Association (1971–73). Photo from 1972.

# Phi Alpha Theta | Improving and Expanding

by JAKOB DOMAGALA

**P**hi Alpha Theta (PAT) Epsilon Chapter, the History Honors Society and History Club, seeks to encourage the study of history and foster lasting relationships among undergraduate History students at the U of I. This year, PAT welcomed new and returning students with a variety of events aimed at furthering their personal and academic goals. PAT's academic, fundraising, and social committees recommended these events.

A PAT tradition is to welcome new History students with a game of "stump the professor." Students pose questions of historical significance to a panel of professors who attempt to answer them or challenge their historical significance. This fall, in a close game, the students defeated Professors Tamara Chaplin, Poshek Fu, and David Sepkoski.

Many of Phi Alpha Theta's events are focused on fostering academic growth and interactions between students and faculty. One of these was a professor panel in celebration of National Hispanic Heritage Month. Speakers included Professor Adrian Burgos, Jr., graduate student Carolina Ortega, and Assistant Director at La Casa Cultural Latina Jorge Mena Robles, who delivered engaging presentations on the issue of immigration and Hispanic experiences in American society from both contemporary and historical viewpoints.

Sadly, for the last time before her departure from the department, History Adviser Wendy Mathewson came to a PAT registration information session for spring 2019. Attendees heard about courses offered in the upcoming semester and asked questions about the registration process. Ph.D. Candidate Saniya Lee Ghanoui attended as well to inform students about the opportunity to become involved with SourceLab, a digital humanities initiative that allows undergraduate students to research digital historical sources and receive credit for their publications. SourceLab publishes student research periodically through its website which is the publicly accessible.

This fall, PAT held its bi-annual sale of books donated by professors. As in previous years, the sale succeeded in raising a significant amount of money.

PAT President Alicia Ortman, along with the rest of the PAT executive board, has placed an emphasis this year on events that facilitate socializing between



**Pictured from left to right: Jakob Domagala (treasurer), Hailey Vasquez (historian), Hanna Jin (Vice President), Alicia Ortman (president), Jensen Rehn (secretary), and Spenser Bailey (Social media)**

members. As they have in years past, PAT hosted a Halloween party that allowed students to play games and get to know other History enthusiasts, as well as dress up in historically inspired costumes. In another returning event, PAT hosted a quiz tournament that gave students the opportunity to work with each other to answer challenging questions from a variety of categories.

In a new event this year, PAT organized a review and discussion of the historical accuracy (or lack thereof) of the movie *National Treasure*. Students were invited to come and watch clips of the popular 2004 film, eat popcorn, and offer their comments on the movie. The new event was well received by members, and the executive board hopes to make this a recurring event in years to come.

Going forward the PAT executive board would like to continue with its plans to get involved in a regional or national conference. This would enable PAT members to have a platform to share and potentially publish their research, and network with other like-minded students from across the country. PAT is also considering ways to bring back its history tutoring service, which would provide first and second-year history students a place to receive help preparing for finals or to have someone review their papers. Overall PAT will continue to be a place where history majors, as well as history enthusiasts, can meet like-minded individuals and grow personally and academically.

# *Annual Awards Celebration* | Spring 2018

## Undergraduate Honors and Awards

### **John & Judith Steinberg Alfonsi Scholarship**

- Bennett Stewart

### **Martha Belle Barrett Scholarship for Undergraduate Academic Excellence**

- Joshua Altshuler
- Madeline Marie Alvendia
- Thomas Dowling
- Rebeca Martinea

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

- Nicholas David Goodell
- Gabrielle Angela Marback-Pehler
- Michael Lars Pihl
- Nathan Michael Simmons

### **Walter N. Breymann Scholarship**

- Caitlin Lopez-Battung
- Taylor Ann Mazique
- Raul Salazar, Jr.

### **Christina A. Brodbeck Scholarship**

- Hailey Vasquez

### **Jayne and Richard Burkhardt Scholarship**

- Payton Heyen
- Kyle Kavanaugh
- Cassandra Masters
- Juliana Reschke

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

- Teodora Lojanica
- Alec Soer
- Amanda Wernert

### **C. Ernest Dawn Research Award**

- Terrell Spurlock, Jr., Donté Winslow,  
and Dimitri Love, Representatives of  
Black Students for Revolution

### **Extraordinary Service to the Department**

- Kellie Clinton

### **Friends of History Research Grant**

- Thomas Dowling
- Nick Goodell
- Mary McDonald
- Taylor Mazique

- Mary Schiavone
- Artur Stasiek

### **Friends of History Recognition of Career Excellence Award**

- Ljubica Basica
- Kellie Clinton
- Amanda Hedberg
- Anqi Pan
- Maria de la luz Valenzuela

### **Robert W. Johannsen Undergraduate History Scholarship**

- Hanna Jin
- Brandon Nakashima

### **Mark H. Leff Prize for Outstanding Senior Honors Thesis**

- Nicholas Goodell, “The Experience  
of the Working Class in the German  
Revolution of November, 1918”

### **Michael Sher Award for Outstanding Undergraduate Paper**

- Spenser R. Bailey, “Dean Thomas  
Arkle Clark: Space as a Medium for  
Control”

## Graduate Awards and Honors

### **Laurence M. Larson Scholarship**

- Rob Roupail

### **Theodore and Marguerite Pease Scholarship**

- Stephen Vitale

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

- Felix Cowan

### **Chester G. Starr Dissertation Research Travel Award**

- Agata Chmiel
- Yuki Takauchi

### **Joseph Ward Swain Prize for Outstanding Seminar Paper**

- Adam LoBue, “Whither Kenya?  
Diasporic Networks, Print Cultures,  
and Radical Publics in the Indian  
Ocean World”

### **Joseph Ward Swain Prize for Outstanding Published Paper**

- Beth Ann Williams, “‘Call Us Ms.’:  
Viva and Arguments for Kenyan  
Women’s Respectable Citizenship  
1975–1980”

### **William C. Widenor Teaching Appointments**

- Leanna Duncan, Hist 365: Fiction and  
the Historical Imagination
- Margaret (Peggy) Brennan, Hist 352:  
Europe and the World

## Departmental Teaching Awards

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

- Stefan Djordjevic

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

- Professor Mauro Nobili





## Faculty Profiles

**Tariq Ali's** first book, *A Local History of Global Capital: Jute and Peasant Life in the Bengal Delta*, was published by Princeton University Press. The book examines how global capital shaped peasant jute cultivators' material and cultural lives, ideas of ethics, morality, and religiosity, and political commitments and actions in nineteenth and twentieth century Bengal.

**Ikuko Asaka** published "Different Tales of John Glasgow: John Brown's Evolution to 'Slave Life in Georgia,'" in the *Journal of Black Studies* and contributed a book chapter, "Exiles in America: Canadian Anti-Black Racism and the Meaning of Nation in the Age of the 1848 Revolutions," in *Race and Nation in the Age of Emancipations* (University of Georgia Press). She also spoke at Rice University's Re-Framing the Constitution: Futures of the Fourteenth Amendment Symposium and the Geography Colloquium at the University of California-Berkeley.

**Eugene M. Avrutin** began a three-year term as the Associate Director of the Program in Jewish Culture and Society. In 2018, he gave book talks on the Velizh ritual murder case at Northwestern, Pepperdine, and the University of Illinois, Chicago, and was invited to serve on the academic advisory committee for the Research Center of the Jewish Museum and Tolerance Center in Moscow. Supported by developmental grants from the Center for Global Studies at the U of I and the Israel Institute (Washington D.C.), he is currently designing a new course, "Zionism: A Global History," which will be launched in Fall 2019.

**Marsha E. Barrett** received a Multiracial Democracy Manuscript Award funded by the U of I Campus Research Board, which she used to host a manuscript workshop for her first book project. She also presented papers at the Policy History Conference and the Society for U.S. Intellectual History Conference. In August, she discussed the 1968 Democratic National Convention in Chicago on "The 21st" on WILL Radio, the NPR affiliate.

**James R. Brennan** taught a new graduate course in 2018 entitled "Perspectives on Global History," which felt like time travel to his own graduate school years, with late nights and early mornings spent reading several new and very long books. Progress continues on his biography of a fascinating Tanzanian politician named Oscar Kambona, deeply enriched with newly-unearthed intelligence documents from, of all places, the Czech Republic. He continues to serve as editor of *Journal of Eastern African Studies*, and has recently published an article entitled "Sir Philip Mitchell and the Indian Ocean, 1944-49" in *Journal of Imperial*

*and Commonwealth History* (2017), another entitled "Popular Politics in East Africa from Precolonial to Postcolonial Times" for the online project *Oxford Research Encyclopedias* (2017), a short biography of David Martin, Tanzania's leading political journalist during the 1960s and early 1970s, in the book *African Muckraking: 100 Years of Investigative Journalism in Africa* (2017), and a host of book reviews. Most importantly, he and his wife Theresa welcomed their son Anthony James Brennan into the world in November 2016—a hopeful development when hope was most needed.

After receiving tenure, **Claudia Brosseder** continued her archival studies in Peru for her new book "Re-defining Andean Religion." She has finished a manuscript entitled "Colorful Feathers and Andean Meaning Making." She has re-designed the crucial undergraduate class "History of Mexico from 1519" to make it speak to more History and non-History students. It has been very gratifying to hear how students felt that this class—for the first time in their lives—was about their "own" history. She has also been teaching a novel class on "Inca history." If only virtually and in the classroom, students loved to explore Machu Picchu. They discussed with unbound enthusiasm the different paradigms on which Inca Imperialism rested, comparing the Inca Empire with an astonishing ease with other empires in world history.

**Adrian Burgos** returned to full-time teaching in fall 2018, after completing a two-year stint as the Interim Director of American Indian Studies. He also served as Chair of the University's General Education Board committee in 2017-18. In addition to teaching courses in U.S. Latino History and Sport History, he team-taught courses on inequalities as a Grand Challenge Teaching Fellow as part of a team that included History colleagues Kathryn Oberdeck and Dan Gilbert. He continued his public engagement work and writing through his role as editor-in-chief of *La Vida Baseball* and participated in radio, podcast, and television shows discussing issues about Latinos, baseball, and immigration.

As director of the Illinois Program for Research in the Humanities (IPRH), **Antoinette Burton** keeps history close. She led IPRH's twentieth anniversary year with the theme of *Paradigm Shifts* and brought Andrew W. Mellon Foundation President and historian of the African American experience Earl Lewis to campus for the plenary event. She was also the program chair for the 132nd annual meeting of the American Historical Association, whose 2018 theme was "Race, Ethnicity and Nationalism in Global Perspective." She is the series editor for both the 6-volume *Cultural History of*

*Western Empires* (Bloomsbury, 2018) and “Primers for Teaching History” at Duke University Press, now at four volumes (World History, African History, Environmental History, and Women, Gender and Sexuality in Global History).

**Tamara Chaplin** spent the 2017–18 year on sabbatical, working on a new book manuscript entitled *Desiring Women: Female Same-Sex Intimacy and the French Public Sphere, 1930 to 1999*, which is now under contract review with The University of Chicago Press. She divided her time between reading and writing in Urbana and research trips to France in the fall, winter, and summer. Thanks to a Faculty Travel Grant from the European Union Center, Chaplin was able to return to Paris in June of 2018 in order to conduct research on criminal investigations against lesbians in the Paris Police Archives. The Prefecture of Police in Paris granted her special access to these materials, which were then used to produce Chapter Three of her manuscript, in which she draws on ninety-eight arrest records compiled between 1933 and 1952 in order to analyze the surveillance of queer female urban life in France during those years. An article based on this material is under submission with *French Historical Studies*. During her sabbatical year, Chaplin was also invited to contribute to the forthcoming edited collection *Sexualities in French History* (University of Nebraska Press); her chapter on same-sex desire on French state television during the 1950s–1970s will appear in that book. Chaplin also presented work at conferences in the U.S.A., and was invited to join the *Comité Scientifique, Société Pour l’Histoire des Médias* in Paris as a governing board member. This semester, she delighted in bringing materials that she worked on last year back to the classroom in her courses on the History of France and the History of Sexuality in Modern Europe, as well as co-teaching FAA 110 (a Mellon initiative that introduces undergraduates to the performing arts) with the brilliant Philip Johnston from the Departments of Dance and Theatre.

**Teri Chettiar** joined the department in August 2018. During her first semester, she proposed two new courses in the history of the human sciences (“Madness and Society” and “Sex and Science”) that she looks forward to teaching next year. She is nearing completion of her book manuscript, *The Psychiatric Family: How Private Life Became Political in Welfare-State Britain*, which examines how marital monogamy and family intimacy were medicalized and targeted as key areas of social reconstruction and reform in Britain in the early Cold War era. In October, she contributed a paper to a workshop at Northwestern University focused on “Writing History Through Children.” Her paper, “Inherently Unstable: Adolescent Sexuality and the Boundaries of Private Life,” examined how campaigns to reduce the age of sexual consent in 1970s Britain emboldened the state to assume an increasingly protective role with respect to young people’s emotional and sexual development.

**Clare Crowston** made good progress on her project on apprenticeship in France from 1660 to 1880, co-authored with Claire Lemerrier and Steven Kaplan. The team submitted two articles for publication and signed a contract for a French-language book with the academic press Fayard. She delivered talks and papers on apprenticeship and other topics and co-organized a

conference “Voices in the Legal Archives of the French Empire,” held in Hatley, Quebec in May 2018. On campus, she continued to serve on the campus Budget Model Reform committee and to serve as chair of History. In spring 2019, she is teaching History 100: Global History for the first time.

In June 2018, **Ken Cuno** presented “Abd Allah al-Nadim’s ‘School for Girls’ (Madrasat al-Banat): domestic ideology in fin de siècle Egypt,” in the workshop “Beyond Circulation: The Intellectual and the Material in the History of the Arab Nahda,” at the University of Oxford. He is redacting the Arabic translation of his recent book, *Modernizing Marriage*, and revising a textbook on modern Egyptian history.

**Augusto Espiritu’s** co-edited anthology, *Filipino Studies: Palimpsests of Nation and Diaspora* received the inaugural Best Book Award, Association for Asian American Studies, Filipino Section. He presented several papers, including “The Feminist and Anti-Feminist Sources of *Hispanidad*: Encarnación Alzona, Margot Arce de Vázquez, and Nationalist Politics in the U.S. Insular Empire,” for the annual meeting of the Latin American Studies Association in Barcelona; “Specters of Comparison: American Subjects and Self-Discovery in Spain,” for the Center for Latin American and Caribbean Studies of the U of I; and “Overlapping Colonial Practices of Spain and the United States and Their Impact on Society and Culture in the U.S. Insular Empire,” for an NYU symposium, “Insular Possessions: Imperial Legacies of 1898 with a special screening of *Call Her Ganda*.” He also participated in the National Endowment for the Humanities Summer Institute on Women’s Suffrage in the Americas in Carthage College, Wisconsin.

**Poshek Fu** published “More Than Just Entertaining: Cinematic Containment and Asia’s Cold War in Hong Kong, 1949–1959,” in *Modern Chinese Literature and Culture*. He just launched a new book series, “Crossings: Asian Cinemas and Media Cultures,” with Hong Kong University Press (one of the first titles will be by a U of I History Ph.D.). He gave lectures at Peking University, Renmin University (Beijing), and the Nanjing Institute for Arts.

**Dan Gilbert**, who has been a faculty member in the School of Labor and Employment Relations since 2011, was thrilled to move 25% of his appointment to the Department of History beginning this fall. A labor and cultural historian of the modern United States, Dan was recently promoted to Associate Professor. His latest article, “The Gridiron and the Gray Flannel Suit: NFL Football and the Modern U.S. Workplace,” appeared in the *Journal of Sport & Social Issues* in April 2018.

**Matthew Sakiestewa Gilbert** recently published *Hopi Runners: Crossing the Terrain between Indian and American* (University Press of Kansas) and an article entitled “Revisiting the Hopi Boarding School Experience at Sherman Institute and the Process of Making Research Meaningful to Community,” in the *Journal of American Indian Education*. He is also currently serving as the Director of the American Indian Studies Program.

During the summer and fall, **Marc Hertzman** concluded his time as DUS, handing off the program to Kristin Hoganson. In June, he traveled to Japan to visit family and wrap up research for

a piece of his forthcoming book about *Refazenda*, a landmark album by the Brazilian musician Gilberto Gil, which developed an interesting afterlife in Tokyo. He also spent time in northeastern Brazil for an ongoing project about slavery and historical memory seen through the death of Zumbi, the last leader of Palmares, one of the largest runaway slave communities in the Americas, which stood for most of the seventeenth century. An article from that project, “Fatal Differences: Suicide, Race, and Forced Labor in the Americas,” won the Vanderwood Prize from the Conference on Latin American History and the Kimberly S. Hanger Article Prize from the Latin American & Caribbean Section of the Southern Historical Association.

**Kristin Hoganson** continued her term as President of the Society for Historians of the Gilded Age and Progressive Era, which has rolled out new prizes and revamped its website. As her days in that office began to wind down, she won election to the Society for Historians of American Foreign Relations vice-presidency, with the presidency to follow. The same week, she received another great honor: an appointment as the inaugural Stanley S. Stroup Professor of United States History. Further highlights of the year included publishing an essay in *Farming Across Borders: A Transnational History of the North American West* (edited by Sterling Evans), presenting a talk on “Birding in the Age of Economic Ornithology,” at the Illinois History Conference, co-convening a conference on America in the World in the long nineteenth century, advising an outstanding senior thesis by Juliana Reschke, and catching up with recent graduate Genevieve Clutario at a conference at Harvard.

**Harry Liebersohn** co-organized a conference on “Reinhart Koselleck and the Conceptual History of the Twentieth Century,” an exchange on one of the post-1945 era’s most important historians; it took place in June 2018 at the German Literary Archive/Marbach. In addition, he gave talks at the Humboldt Forum/Berlin, the University of Zurich and the University of Heidelberg. In October 2018, he gave the Zhu Kezhen Distinguished Lectures at Zhejiang University, China. His book, *Music and the New Global Culture: From the Great Exhibitions to the Jazz Age*, will be published by The University of Chicago Press in August 2019.

**Ralph Mathisen** published *Ancient Roman Civilization. History and Sources. 753 BCE to 640 CE* (Oxford); two book chapters, “‘Roman’ Identity in Late Antiquity, With Special Attention to Gaul,” in W. Pohl, ed., *Transformations of Romanness in the Early Middle Ages* (De Gruyter), and “The ‘Publication’ of Latin Letter Collections in Late Antiquity,” in Gernot Müller, ed., *Zwischen Alltagskommunikation und literarischer Identitätsbildung. Kulturgeschichtliche Aspekte lateinischer Epistolographie in Spätantike und Frühmittelalter* (Steiner); and “The Settlement of the Goths in Aquitania: 418 or 419?” in *Revue des Études Tardo Antiques*, not to mention two book reviews. He presented three conference papers, “Citizenship and Local Identities in the Late Roman Empire,” Conference on Civic Identity and Civic Participation in Late Antiquity and the Early Middle Ages, Rome; “Frankish Federates and the Creation of the Merovingian Kingdom,” International Medieval Congress, Leeds; and “The Reception of

Arian-cum-Homoian Migrants in a Nicene World,” conference on “The Micropolitics of Mobility in Late Antiquity,” University of Tübingen. In the summer of 2018, he enjoyed a Resident Fellowship at the Centre for Advanced Studies at the University of Tübingen (Germany). He also was very pleased to have two of his PhD students, Michael Brinks and David Harris, be awarded their degrees.

This fall **Bob Morrissey** began a two-year stint leading an interdisciplinary initiative in Environmental Humanities funded by the Mellon Foundation at the Illinois Program for Research in the Humanities. He continues to work on his book project on the significance of the tallgrass prairie region in early American history. A part of this book on climate changes in the late seventeenth century will be published this year in *Past & Present*. Bob also has enjoyed directing the Center for Historical Interpretation’s “Placing Illinois in History” initiative, which this year focused on the State Bicentennial. For outreach, he spent the past year as a member of the Illinois Humanities Council’s Road Scholars Speakers Bureau, and continues to help organize the Colonial History Lecture Series at the Newberry Library.

**Kevin Mumford** was named a Romano Professorial Scholar (2018–20), a generous research award that he has already drawn on for his new book on the resurgence of prejudice in recent times. He has served on the jury of the Gabrielle Dissertation Prize for the American Studies Association, and evaluated numerous books and articles for publication in a range of venues. He volunteered to advise local activists on the “Legacy Walk” in Boystown, Chicago, a series of sidewalk markers about the gay past, specifically one about the queerness of the Harlem Renaissance. He was appointed by the National Parks Commission to a committee to deliberate on the designation of the Stonewall Inn as a national park. He also appeared on public radio and at a local fundraiser to speak about black gay history. In addition to completing an essay for publication that compares race and gay politics in Chicago, Harlem, and London, to be published next year, Mumford guest edited a special issue of the *Journal of African American history* that features LGBT themes. He was also invited to join the journal’s editorial board. This fall he presented a new paper at the Newberry Library seminar on gender and sexuality and appeared on a panel for an exhibit at the New Museum in Manhattan. Currently, he seeks to mobilize a new coalition of minority scholars to challenge multiple discriminations in scholarly and university funding agencies.

**Mauro Nobili** organized, in April 2018, an international conference called “The Caliphate of Hamdallahi: A History from Within,” which gathered scholars from North America, Africa, and Europe. He lectured on West African script styles within the Program in Scripture and Arts at Boston University, as well as on the Arabic chronicle known as Tarikh al-Fattash at the African Studies Association at the University of Birmingham. At this conference, he was the convener, with U of I alumnus Bruce Hall (University of California Berkeley) and Shahid Mathee (University of Johannesburg), of a stream of panels on African Muslim Intellectuals. Nobili published a chapter, “New Reinventions of the Sahel: Reflections on the Tarikh Genre in the Timbuktu Historiographical Production, Seventeenth to



Twentieth Centuries,” in the festschrift honoring Prof. Paulo de Moraes Farias titled *Landscapes, Sources and Intellectual Projects of the West African Past* (Brill), edited by Toby Green and Benedetta Rossi. This past year Nobili received a Center for Advanced Studies fellowship, won a British Library fellowship sponsored by the Endangered Archives Program project to work on Islamic manuscripts from Ilorin (Nigeria), was named a Lincoln Excellence Scholar for assistant professors, and received the prestigious National Endowment for Humanities grant, in the category of Scholarly Editions and Translations, to work on the text of two West African chronicles, the *Tarikh Ibn al-Mukhtar* and the above-mentioned *Tarikh al-Fattash*. In the meantime, he also managed to submit to the press the full draft of his next book provisionally titled *Sultan, Caliph, and Renewer of the Faith: Ahmad Lobbo, the Tarikh al-Fattash, and the Making of an Islamic State in 19th-Century West Africa*.

**Kathryn Oberdeck** helped to coordinate a working-group at the National Council for Public History meeting in April 2018, focusing on ways to facilitate Public History opportunities better suited to the needs and concerns of students, faculty, university programs, and collaborators among non-profit and community organizations by setting up regional networks that could work collaboratively rather than competitively to provide student opportunities. She has also been developing curriculum for the department's Public History initiative by teaching an introductory Public History course and proposing a new History Harvest course to be taught beginning fall 2019. The History Harvest course will be part of the Humanities Without Walls project, funded by the Illinois Program for Research in the Humanities, on “The Classroom and the Future of the Historical Record,” in which she is collaborating with Professors John Randolph, Daniel Gilbert and Bonnie Mak of the U of I along with several others at University of Nebraska, Lincoln, and Michigan State University. In order to facilitate the digital history applications being developed for the HWW project, she also applied for and received a fellowship for Training in Digital Methods for Humanists from IPRH, which granted a two-course teaching release to take courses in Geographic Information Systems and programming for humanities applications. She is also closing in on a book manuscript about class conflict and cultures of planning and space focused on Kohler, Wisconsin.

**Dana Rabin** was promoted in 2018. She was named Lynn M. Martin Professorial Scholar 2018–21. Rabin is currently designing her new project on Jews in the British Caribbean. After a search of the British archives this past summer, she is planning a trip to Barbados and Jamaica. Rabin's recent publications include “Arguments: Reputation and Character in Eighteenth-Century Trials” in *A Cultural History of Law in the Age of Enlightenment*, ed. Rebecca Probert (Bloomsbury) and “It will be expected by you all, to hear something from me”: Emotion, Performance, and Child Murder in England and Scotland in the Eighteenth Century,” in *Criminal Justice During the Long Eighteenth Century* ed. David Lemmings and Allyson May (Routledge).

**John Randolph** is on research leave this year, having served as Director of REEEC in during 2017–18. While at REEEC, he led the development of our successful 2018 Title VI and Title VIII grant proposals, securing funding for FLAS Fellowships and the Summer Research Lab. This fall, John was a Visiting Researcher at the Institute for East European History and Area Studies at the University of Tübingen, Germany. He continues to work on his book on the history of the imperial Russian horse relay system, and on Illinois's new digital documentary editing curriculum, SourceLab. A team of undergraduates from Illinois recently presented on SourceLab at Chicago's Colloquium on Digital Humanities and Computer Science. “It was very satisfying to see these students take the initiative to go this conference on their own,” says John.

**Leslie J. Reagan** was invited to present her research at Westfälische Wilhelms Universität in Muenster, Germany at a workshop on “Reproductive Decision Making in Comparative Perspective.” Her paper, “Abortion Travels: An International History” is scheduled for publication in a special issue of the *Journal of Modern European History*. The Barbara Bates Center for the Study of the History of Nursing at the University of Pennsylvania invited her to speak at the Measey Colloquium, for faculty and students in nursing, medicine, and public health. Reagan spoke as an invited panelist at the Plenary Session, “Zika in Historical, Political, and Global Contexts,” of the 2017 meeting of the American Association for the History of Medicine. At the same meeting, she also presented a paper on “Agent Orange and Disabilities.” Reagan has been interviewed by national newspapers and heard on the radio discussing Zika (on “the State of Things,” WUNC, NPR affiliate, June 2017); on Agent Orange (“The 21st,” WILL NPR affiliate, Sept. 18, 2017); and on Jane: Underground Abortion Service (on Radio Diaries, “All Things Considered,” NPR, Jan. 19, 2018). All can be found online.

**Dorothee Schneider** continued to work on a book about unionization in Higher Education, entitled *A Thousand Conversations*. She is not only building on her experience as a union activist but also on the University of Illinois' tradition of union activism which began in 1919 on the Urbana-Champaign campus with the founding of the country's second professor's union, a local of the American Federation of Teachers.

**David Sepkoski** joined the department this fall as the Thomas M. Siebel Chair in the History of Science, and is designing new graduate and undergraduate courses in the history of biology, data and information, and Big History. He published several articles, including “‘An Image of Science’: Cameralism, Natural History, and the Visual Language of Statistics in the Nineteenth Century” (co-authored with his former Heidelberg University Ph.D. student Marco Tamborini), and “Data in Time: Statistics, History, and the Visualization of Data,” both in *Historical Studies in the Natural Sciences*, as well as “The Unfinished Synthesis?: Paleontology and Evolutionary Biology in the 20th Century” in *Journal of the History of Biology*. His popular article “What a Fossil Revolution Reveals about the History of Big Data” was published by the online science magazine *Aeon*, and was reprinted by *The Atlantic* and *Discover* magazines. He also completed a book manuscript titled *Catastrophic Thinking: Extinction and the Value of*

A vertical strip of 15 decorative borders from the 'Decorative Borders' book. The borders feature various patterns including Greek key, stylized architectural elements, floral motifs, and animal figures.

**Maria Todorova** was elected Doctor Honoris Causa of Panteion University in Athens, Greece. She gave the William A. Douglass Distinguished Lecture of the Society for Anthropology of Europe at the American Anthropology Association Meeting in Washington, DC. For a month, she was guest professor at Beijing University and Shanghai East China Normal University. Besides chairing the History Panel at the European Research Council in Brussels for 2018, she published four articles and five book reviews. Two of her graduate students (Anca Mandru and Stefan Peychev) successfully defended their dissertations.

**Lillian Hoddeson's** recent biography, coauthored with Peter Garrett, *The Man Who Saw Tomorrow: The Life and Inventions of Stanford R. Ovshinsky*, appeared in April 2018. Since then, she and Garrett have signed books in several cities (Bloomfield Hills, MI, Akron, OH, and Cambridge, MA) and given a number of talks based on portions of the book (Cambridge, sponsored by the MIT Press Bookstore; Los Alamos National Laboratory, at the Conference on Laboratories; Center for Latin American Studies, University of California at Berkeley; Annual meeting of the Society for the History of Technology in St. Louis; and Annual meeting of the History of Science Society in Seattle.) An early publication based on the book is "The Discovery of Ovshinsky Switching and Phase-Change Memory," which appeared in *Physics Today*.

**Diane Koenker** began her new position as Director and Professor of Russian and Soviet History at UCL School of Slavonic and East European Studies on January 1, 2018, and she has been in rapid-learning mode ever since. In addition to figuring out the peculiarities of UK higher education (learning to distinguish, for example, REF, TEF, and KEF) and doing some teaching, she also published an article, “The

Taste of Others: Soviet Adventures in Cosmopolitan Cuisines,” in *Kritika*. She gave two keynote lectures, one on “Bonuses, Bribes, and Tips: The Status of Soviet Service Work in the 1960s,” at a conference on labor history at the University of Vienna, in May 2018, and another, “Encounters with Others: Tourism and the Internationalization of Soviet Cuisine,” at a conference of the Graduate School of East and Southeast European Studies, University of Munich, in October 2018. She presented a paper on Soviet cuisine at St Antony’s College, Oxford, in October 2018, and imported the U of I History Workshop to London, inaugurating the first SSEES Interdisciplinary Research Workshop by presenting work in progress on Soviet shopgirls. And in August, she was announced as the recipient of the 2018 award for Distinguished Contributions to Slavic, East European, and Eurasian Studies by the Association for Slavic, East European, and Eurasian Studies. In her spare time, she has enjoyed walking to Wigmore Hall for chamber music concerts and to the Marylebone Farmers Market for a mouth-watering array of local edibles.

**Bruce Levine** is now completing a book for Simon & Schuster tentatively entitled, *Thaddeus Stevens: The Making of a Revolutionary*.

**Mark Micalé** had a busy academic year with conferences or workshops in Washington D.C., Los Angeles, Oxford, Sydney, and Tampere (Finland). At the University of Sydney, he taught a summer school course on “New Directions in the History of Psychiatry” to an international group of early career historians. His publications included “Toward a Global History of Trauma,” which served as the Critical Epilogue to a volume of essays titled *Psychological Trauma and the Legacies of the First World War* (2017), and a special issue of the journal *Historical Reflections* on History and the Pinker Thesis, which he edited with the Australian historian Philip Dwyer. After 30 years of teaching at a number of institutions, Mark retired on in May 2017 and now lives in Los Angeles.

**Elizabeth Pleck** published a review essay, “Slavery in Puritan New England,” in the *Journal of Interdisciplinary History*.

**David Prochaska** delivered a paper in absentia, “*Vanity* in Mykonos,” at the American Historical Association, Pacific Coast Branch, annual meeting, in Santa Clara. He also self-published two books of his own street photography-style photos. Based on two junkyard and antique shops, *Shrines to Stuff*, consists of 115 mostly full-page color photographs plus a six-page essay, “Sorting Through Stuff” ([blurb.com/b/8911491-shrines-to-stuff](http://blurb.com/b/8911491-shrines-to-stuff)). The second, *Μύκονος Mykonos*, includes 115 pages of color

photographs of street scenes and vernacular architecture from Mykonos plus a seven-page essay, “Mykonos Today and Yesterday” and three pages of notes on the photos ([blurb.com/b/8932108-mykonos](http://blurb.com/b/8932108-mykonos)). In addition, he published three pieces of political journalism, concerning among many other things, the Tariq Khan affair: “Interview with Kristina Khan,” *Public i* (March 2018) ([publici.ucimc.org/interview-with-kristina-khan/](http://publici.ucimc.org/interview-with-kristina-khan/)); “Alt-Right Comes to Town,” *Public i* (March 2018) ([publici.ucimc.org/the-alt-right-comes-to-town/](http://publici.ucimc.org/the-alt-right-comes-to-town/)), and “The Alt-Right Extends Its Reach,” *Public i* (June 2018) with 25 illustrations ([publici.ucimc.org/the-alt-right-extends-its-reach/](http://publici.ucimc.org/the-alt-right-extends-its-reach/)).

**Charles Stewart** presented papers at the inaugural meeting of Northwestern University’s Institute for the Study of Islamic Thought in Africa (ISITA) “Conversations” series in February; the “Ifriqiyya Symposium” at Columbia University in April; a celebration of the digitization of the 105 reels of microfilm from a private Mauritanian manuscript library he filmed in 1987 housed at the U of I Archives, also in April; a workshop on Timbuktu manuscripts at the Hill Museum and Manuscript Library, St. John’s University, in August; and at the African Studies Association, UK meeting in Birmingham in September. His introduction and co-curation, with Amir Syed, of four papers from the April 2016 ISITA symposium, “Sacred word: Changing Meanings in Textual Cultures of Islamic Africa,” was published in *Islamic Africa*, and his “Calibrating the Scholarship of Timbuktu” appeared in *Landscapes, Sources and intellectual projects of the West African Past* (Brill) and as “Évaluer le Niveau de la Culture Savante à Tombouctou” in *Islam et sociétés au sud du Sahara*. In November, he appeared (virtually) at an international conference on Arabic manuscripts at the University of Adrar in central Algeria. He continues to putter with his 30-year database project/hobby, the on-line, open-access bilingual Arabic Manuscript Management System (rechristened the West African Arabic Manuscript Database, WAAMD, to be hosted at the UC Berkeley Library in the fall of 2018, thanks to efforts by U of I alum Bruce Hall). WAAMD now contains over 40,000 manuscript records; Stewart is currently entering manuscript inventories from private libraries in Timbuktu, in collaboration with the Hill Museum and Hamburg University’s Center for the Study of Manuscript Cultures.

**Ron Toby’s** student Michael Abele defended his dissertation in the spring and is a postdoctoral fellow at the Reischauer Institute of Japanese Studies, Harvard University. His new book, *Engaging the Other: ‘Japan’ and Its Alter Egos, 1550–1850*, is in production at Brill for early 2019 publication.



## Alumni News

**Madeline Alvendia** (B.A. 2018) received a James Madison Fellowship from the James Madison Memorial Fellowship Foundation of Alexandria, VA, which supports further study of American history by college graduates who aspire to become secondary school teachers of American history, government, and social studies.

**John K. Butterfield** (B. A. 1955) has worked at the office of Secretary of Defense and the Pentagon.

**Thomas E. Cherry** (B. A. 1975) retired in 2015 from the town of Normal, IL Parks & Recreation Department as Parks Supervisor.

**Bruce R. Dalgaard** (B. A. 1969, M. A. 1974, Ph.D. 1976) has taught for fifty years at academic institutions. Most recently, he served as Visiting Professor of Economics at Carleton College.

**Gerald L. Gutek** (B.A. 1957, M. A. 1959, Ph.D. 1964), is professor emeritus of education at Loyola University Chicago, where he taught, with a joint appointment in history, from 1963 to 1997 and also served as dean of education from 1979 to 1985. He has been a visiting professor at Loyola University of Los Angeles (now Loyola Marymount), Michigan State University, Northern Michigan University, Otterbein College, and the University of Glasgow in Scotland. He is the author of more than twenty books on the history of education, biography, philosophy of education, and historical travel. Most recently, he is the coauthor, with Patricia A. Gutek, of *Bringing Montessori to America: S. S. McClure, Maria Montessori, and the Campaign to Publicize Montessori Education* (2016), a *Choice* outstanding academic book.

**George E. Kontanis** (M. A. 1969) retired as supervisor of Barnes and Noble Bookstore. In retirement, he volunteers at the Dartmouth Library.



### Alumni Career Night

In September, in its annual Alumni Career Night, the Department of History welcomed (l. to r.) Brian Levitsky (2011), Jackson Turner (2017), Melissa Hatfield (1996), and Matthew M. Thomas (2001) back to campus to speak with students about how their History degree shaped their professional journey. Levitsky is a prosecutor working in the Cook County State's Attorney's Office in Chicago. Turner leads an Information Technology and Services team for Hyatt Hotels Corporation in their corporate headquarters in Chicago. Hatfield is a partner in the Financial Services and Private Equity branch of DHR international, where she serves as an executive search leader helping companies address talent and hiring challenges. Thomas is a Senior Design Partner with Design Group International, a process consulting company built on helping organizations and their leaders transform.

—Taylor Mazique

### Career Mentors Wanted!

Our students are eager to learn about the many kinds of career paths that History majors have pursued. If you would be willing to offer informational interviews and provide professional development and career advice to our current majors, please send the following to [djordje1@illinois.edu](mailto:djordje1@illinois.edu):

- A biographical paragraph focusing on your work experiences
- An email address that we can share with students keen to learn about career possibilities

Please write History career mentor in the subject line.

Thank you!

—Kristin Hoganson, Director of Undergraduate Studies

—Stefan Djordjevic, Academic Advisor for History

# Alumnus and Founder of Successful Tech Training Program Delivers Inaugural LAS Winter Convocation Address



Ankur Gopal

*“Attending the University of Illinois was one of the best decisions that I have ever made and gave me a lot of opportunities to be successful,”*

Back in 2011, in an era of outsourcing American jobs overseas, Ankur Gopal (B.A. 1997) had an idea: Why couldn't more tech jobs move inland from Silicon Valley and the coasts instead of leaving the country? As it turns out, they could.

From his basement in Louisville KY, Gopal founded Interapt, an IT service firm specializing in mobile and web application development for businesses. But it is the company's training program, enabling individuals in rural Kentucky to land promising new jobs in tech, that has turned Interapt into one of the feel-good stories of this era. With Interapt's growing success, Gopal has been featured on Trevor Noah's *The Daily Show* for the training program, and Interapt was featured in a *New York Times* story describing how the training program equipped people in low-income Appalachian towns to overcome the loss of coal mining jobs and land high-paying positions in the tech sector. Gopal's work was also profiled by Politico, *USA Today*, Quartz, *The Guardian*, and other news outlets. He won the EY Entrepreneur of the Year award, was named to *Business First*'s 40 under 40 list, and has been inducted into the Kentucky Entrepreneur Hall of Fame.

In December, Gopal was the inaugural winter convocation speaker of the College of Liberal Arts and Sciences. “It's obviously a tremendous honor, I never would have thought about doing it but it's very gratifying to know that your alma mater thinks that you did something worth speaking about,” Gopal said.

After graduating from Illinois, Gopal earned an M.A. at the University of Dayton and went on to attend the University of Chicago Booth School of Business. He started his career as a strategy and IT consultant for Accenture, and he went on to become a founding partner of Revasyst Inc., a revenue cycle

management firm serving hospitals and physicians, and served as the chief operating officer for Agent511, where he helped develop mobile marketing and interactive messaging solutions for customers in the public sector. He is on the board of directors at Fifth Third Bank. He is an outstanding example of the creativity and innovation of our History alumni and the world of exciting career opportunities open to our graduates.

At Interapt, Gopal created a six-month paid training program that became the first successful IT apprenticeship program in the United States. He did so with bipartisan political support, as Interapt received funding from the Appalachian Regional Commission for its training program and the U.S. Department of Labor granted apprenticeship status to Interapt graduates. Interapt expects to train more than 150 people next year.

As a student at Illinois, Gopal was active on the men's tennis team and the Indian Students Association. He paid for college by DJ-ing at the Zone nightclub on Green Street.

Gopal said he hoped his speech would be both encouraging and entertaining for the graduates, saying it is a gratifying way to “pay it forward” to future alumni.

“Attending the University of Illinois was one of the best decisions that I have ever made and gave me a lot of opportunities to be successful,” he said. One of his most valuable lessons he took from Illinois is that being a student in life never really stops. With that in mind, he considers himself a constant student and an avid learner, and he hopes to encourage graduates to do the same. “Get the most experience that you can,” Gopal said. “You're a student of the world. You're a student of life.”

—Abby Paeth, Heather Schlitz,  
and Dave Evensen, LAS News

# Brad Evans Explains How He Became a Famous Sports Analyst

**W**hat was Brad Evans (B.A. 2001), aka “The Big Noise” on Yahoo! Sports, doing prior to becoming a must-read analyst for fantasy football and college basketball fans? He taught history in Champaign, Illinois. Evans says that majoring in history and teaching students about the Battle of Tippecanoe helped him become one of the most recognized and award-winning personalities in the field of sports writing. He is married to Illinois alumna Danielle (BA, ’01, philosophy; MS, ’03, library and information science), and their “awesome” sons are Zane and Rowan.

## ***What is a typical day on the job for you?***

“Atypical” best sums up my line of work. As a fantasy football, college basketball, and sports wagering analyst, tasks vary from season to season. A normal fall day involves combing through various NFL information channels—reading player notes, dissecting advanced stats, and crunching game tape. That’s just the prep work. Podcasts and television/webcast video sessions are also outlined and executed. Social media conversation is also a constant. Every day brings unique challenges and unpredictable twists. It’s what makes the gig so enjoyable.

## ***What was your first job?***

Before transitioning to sports writing full time, I taught at-risk high school students U.S. History, American Government, Psychology, and Introductory Meteorology at the Ready Program in Champaign. My time as an educator was a rollercoaster ride, but I wouldn’t trade the experience for anything. Alternative students, like any youth, deserve quality education. It was a thrill to impart the knowledge gained at Illinois in my classroom. Watching kids grow and mature mentally was very rewarding.

## ***How did you go from teaching to sports writing?***

The road was rather circuitous. During my fourth year in teaching, in 2005, I began writing fantasy football and baseball articles pro bono for a fledgling website called TalentedMrRoto.com, a venture launched by Matthew Berry who now is the senior fantasy voice at ESPN. The site, featuring a menagerie of quality



*“I still get chills watching Illinois’ historic come-from-behind victory over Arizona in the Elite Eight of the 2005 NCAA Tournament.”*

*—Brad Evans*

scribes many who went on to achieve great success elsewhere, exploded. In 2006, Yahoo approached me about becoming one of their full-time fantasy mouthpieces and college basketball analysts. I jumped at the opportunity. Close to thirteen years later, Yahoo, for some strange reason, continues to deposit funds into my bank account.

## ***How did college and your studies in history prepare you for your career?***

The learning environment and diversity at Illinois fired synapses. Interactions with people from all walks of life opened my mind to new perspectives. The rigorous curriculum forced me to organize thoughts cogently and analyze information with pinpoint focus, enhanced curiosities, and triggered an insatiable desire to uncover the truth. I learned to organize thoughts clearly while presenting information creatively. After all, the best lecturers are usually the best entertainers. They’re well-prepared and enthusiastic in their presentation. Gleaning insights from professor deliveries along with the knowledge gained influenced me greatly. Whether teaching students about the Battle of Tippecanoe or fantasy players about the virtues of value-based drafting, I realized “info-tainment” was the key to success. Illinois unlocked that approach.

## ***What’s your proudest achievement?***

In 2017, the Fantasy Sports Writers Association inducted me into the organization’s Hall of Fame. For a fantasy writer, it’s the industry pinnacle. It was an honor to be recognized by my colleagues. Close second, calling former Illini running back and then New Orleans Saint Pierre Thomas a breakout candidate before he took the NFL, and fantasy leagues, by storm Week Twelve of 2007. Honorable mention, securing syndication for “The Fantasy Football Hour,” a television show available in over 90 million homes coast-to-coast on regional sports networks I created, co-produce, write and co-star on.

## ***Any additional comments?***

I still get chills watching Illinois’ historic come-from-behind victory over Arizona in the Elite Eight of the 2005 NCAA Tournament.

*—Dave Evensen, LAS News*



# Richard Saller Steps Down after Successful Tenure as Dean at Stanford

It is no small feat of the mind to lead university faculty, students, and staff in academic programs ranging from Greek to economics and physics. But Richard Saller (B.A. 1974, history and classics) has spent a career doing it at some of the nation's most high-profile universities. It began with an enlightening—and sometimes intense—education at Illinois.

Saller, 65, stepped down in 2018 as the Vernon R. & Lysbeth Warren Anderson Dean in the School of Humanities and Sciences at Stanford University, a position in which he has served since 2007. He oversaw some 600 faculty, 700 staff members, and 4,500 students each year. He intends to resume full-time teaching.

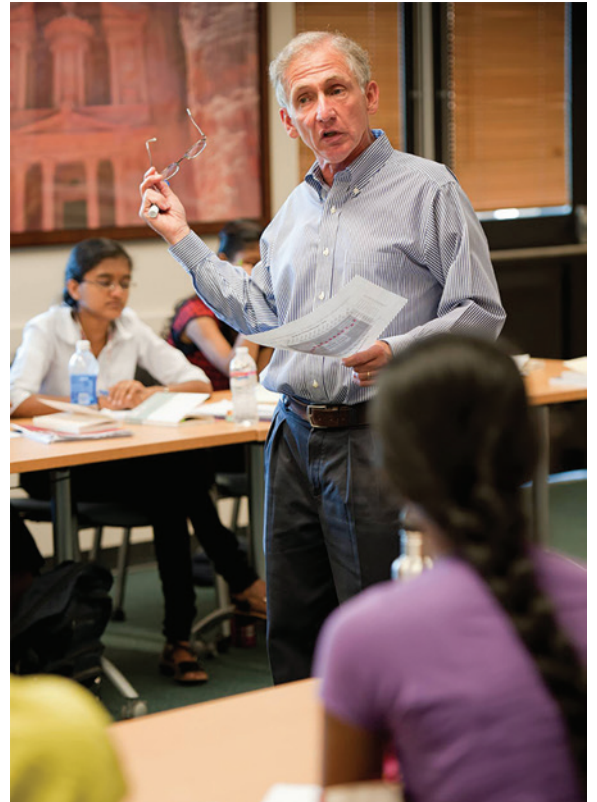
“In addition to his strategic oversight, what also stands out about Richard is his deep interest in the students and faculty who make up the school,” said Stanford President Marc Tessier-Lavigne, in an announcement in Stanford News. “He set high standards for faculty recruitment and helped to build a stellar teaching and research team. He has been attentive to mentoring them and utterly devoted to their success.”

Saller told LAS News at the U of I that he is often reminded of what he learned at Illinois. He attended Illinois during a turbulent time, when the U.S. was fighting in Vietnam. Studying the classics in the midst of sometimes violent student protests (which he did not participate in) required a lot of help—and he received it from professors such as Richard Mitchell, David Bright, Vernon Robbins, and Dan Taylor, whom he recalled for their attentiveness and enthusiasm. “The circle of classics majors was small and very friendly,” Saller said. “Altogether, I felt that I received an intimate education on a large campus.” Saller did not start in the humanities at Illinois, but a course in Roman history changed his trajectory. “The fact that I started at U of I in engineering, and then switched to classics after taking a Roman history course, showed me how important it is to encourage students to explore a breadth of intellectual interests,” Saller recalled.

That Roman history course served him well, as he went on to author and edit seven books on Roman history, focusing on patronage relations, the family, and the imperial economy. Before he joined Stanford, he served as dean and provost at the University of Chicago for more than 10 years. Saller has also taught at the University of California-Berkeley, Swarthmore College, and Jesus College, Cambridge.

After 24 years of full-time administration, Saller is excited to return to a career full-time scholarship and teaching. “I am very grateful for the educational foundation that U of I gave me,” Saller said.

—Taylor Hoffman, LAS News



*“The fact that I started at U of I in engineering, and then switched to classics after taking a Roman history course, showed me how important it is to encourage students to explore a breadth of intellectual interests.”*



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