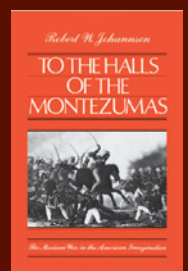
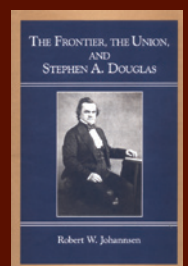
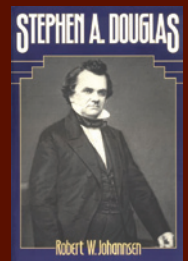
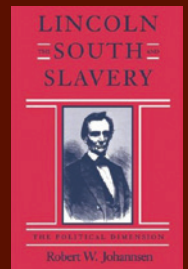


# History Illinois



University of Illinois at  
Urbana-Champaign  
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Spring 2012



*Robert W. Johannsen: Historian, Teacher, Mentor*

PAGE 2

## *Letter from the Chair*



Diane Koenker

“Here in Gregory Hall, the History Department continues, as it has since 1894, to ‘look forward to the past.’”

I joined the faculty of the History Department at Illinois in 1983, and now, as one of the more senior members of the faculty, I take my turn in leading the department as its chair for the next three years. I do so with great pleasure and pride in the program and intellectual community that exists here. We are fortunate that we have recruited an outstanding faculty and an exceptional cohort of Ph.D. students. I am grateful to Jim Barrett, whose encore performance as chair provided crucial leadership last year.

I want to make special mention of the wonderful people with whom I share the office space in 309 Gregory Hall. Each one of them is a consummate professional who is dedicated to the mission of the Department of History and who consistently help us to do our jobs better. Jan Langendorf continues to manage the myriad paperwork of promotions and searches as well as to assist my work as chair. Elaine Sampson, our graduate secretary, has established herself as an indispensable presence since she joined the Department in 2008. In the front office, Janet Abrahamson and Staci Sears greet visitors and handle departmental tasks, large and small. Our finance team is led by Tom Bedwell, our business manager whose knowledge of the university never fails to amaze me; he is ably assisted by Sandra Carley. I think we have the best staff in the University.

In this issue, we salute the great tradition of undergraduate teaching in the History Department. We remember the dedication to his undergraduates of Robert Johannsen, who passed away in August 2011. Typical of his commitment, he requested that the tribute on the occasion of his retirement in 2000 be expressed through funding the Robert W. Johannsen Scholarships for Undergraduate Research. Our inspirational Director of Undergraduate Studies for the past three years, Carol Symes, our advisor, Scott Bartlett, and the undergraduate studies committee, have been working hard to revise the curriculum, develop courses that allow our faculty to exercise their creativity and engage students, and refine the major so that our students leave the University of Illinois with a firm foundation in critical thinking skills and in research experience. Under Carol’s leadership, the Honors program has expanded each year, allowing growing numbers of students to experience the process of creating their own independent scholarly contributions.

Our graduate program remains a source of great pride. While the recent financial climate has made us conservative in bringing in new students, we are confident that we have recruited in each of the past few years absolutely stellar future historians, who challenge us in the classroom and in our reading groups, and from whom we can expect exciting and original dissertations. Our placement record remains outstanding, even in these difficult times (you can see the list on p. 25), and our students continue to garner major campus and national recognition for their work. Dana Rabin, the Director of Graduate Studies for the past two years, has provided superb leadership for the program, service appreciated greatly by faculty and graduate students alike.

*History @ Illinois* Editors:

Mark S. Micale

Craig Koslofsky

Designed by Gretchen

Wieshuber, Studio 2D

Photographs by Jerry Thomspen

As reported in these pages last year, we welcome this year two new assistant professors, Bob Morrissey in Early U.S. History, and Mireya Loza, in Mexican-American History, who has a joint appointment in the Latina/o Studies Program. We look forward to welcoming in Fall 2012 our inaugural Jorge Paulo Lemann Chair in Brazilian history, Jerry Dávila, currently a professor at the University of North Carolina-Charlotte. The recent financial climate in the country and at the University of Illinois has led to a serious erosion of faculty strength across the campus, but we are beginning to rebuild, and we are optimistic about the future. This year, we have searches underway in the history of South Asia and in modern Japan (the latter shared with the Department of East Asian Languages and Cultures).

The scholar-teachers we recruit will join a distinguished faculty who are publishing wonderful books and winning major recognition. Carol Symes was named the Lynn M. Martin Professorial Scholar by the Dean of the College of LAS for her achievements in research and teaching. Lillian Hoddeson, although retired, is still teaching a course for us, and we take pride in her receiving the 2012 Abraham Pais Prize for the History of Physics. Leslie Reagan won the 2011 Joan Kelly Prize, administered by the AHA, for her book, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America*. Bruce Levine was named the Rogers Distinguished Fellow by the Huntington Library, and he will spend the next academic year in California, exploiting the Huntington's collections in U.S. history. Ron Toby has been honored with the inaugural 2011 National Institutes for the Humanities Prize in Japanese Studies, for outstanding contributions to Japanese studies by a foreign scholar (see p. 12).

At this same time, the University of Illinois faces new financial challenges. We operate under a new funding model, due to diminished support from the State of Illinois. A large share of our revenue comes from undergraduate tuition, which continues to rise at a rate that threatens the ability of many Illinois residents to afford to send their daughters and sons to our excellent university. In the future, our work will need the support of private funding so that we can continue to maintain our excellence. Three years ago, we were invited by the Doris W. Quinn Foundation to nominate a student for a Ph.D. dissertation completion fellowship, with funds matched by the Department. The Quinn Foundation is dedicated to promoting the field of history, and we are among a handful of history departments nationwide to be selected to give this award. Our first recipient, Jason Hansen, currently teaches European history at Furman University. Last year's fellow, Jing Jing Chang, now teaches the history of China at Wilfrid Laurier University. The current Quinn fellow is Kerry Pimblott, completing her dissertation in modern U.S. history.

We have also been fortunate to be awarded several endowed chairs through the College of Liberal Arts and Sciences, which provide research funds for faculty and graduate student support. This too is a model of support for higher education. We are gratified by the growing membership in the Friends of History, who have chosen to invest in the future of the History Department with their contributions. I take great pleasure in thanking the board of the Friends for their leadership and support.

Here in Gregory Hall, the History Department continues, as it has since 1894, to "look forward to the past." We invite our alumni near and far, undergraduate and graduate, to come visit us, share your memories, and tell us about your journeys that began with your history degrees from the University of Illinois.

My door is (almost) always open!  
 With warm wishes,  
 Diane

# Contents

- The Life and Work of Robert Johannsen . . . . . 2
- Liz Pleck Retires . . . . . 3
- Sports Historian's Latest Book . . . . . 4
- The History of Brazil . . . . . 5
- The Victorian Afghan Wars . . . . . 6
- Center for Historical Interpretation . . . . . 8
- The EJP Experience . . . . . 10
- New History of U.S. Immigration. . . . . 11
- Toby Wins Major Japan Prize . . . . . 12
- In Memoriam: Blair Kling . . . . . 14
- Norman Graebner. . . . . 15
- John Buckler . . . . . 16
- A Book in Common. . . . . 17
- History Department Donors . . . . . 18
- History Scrapbook . . . . . 20
- Senior Honors Theses . . . . . 21
- Letter from the Director of Graduate Studies . . . . . 22
- Phi Alpha Theta Banquet . . . . . 24
- Graduate Jobs Obtained . . . . . 25
- Incoming Graduate Class . . . . . 25
- Dissertations Completed . . . . . 26
- Mireya Loza Joins the Department. . . . . 27
- Faculty Promotions. . . . . 27
- Faculty Profiles . . . . . 28
- Emeriti Updates . . . . . 35
- Alumni Form . . . . . 41



# Robert W. Johannsen, 1925–2011, Historian, Teacher, and Mentor

by DIANE P. KOENKER

"I cannot imagine a life without students," Bob Johannsen wrote in his seventieth year, five years before his retirement in 2000. In service to the University of Illinois since 1959, including holding the inaugural J.G. Randall Distinguished Professorship of History since 1973, Robert W. Johannsen passed away in Urbana on August 16, 2011. In remembering his career as a scholar and as a teacher, we are reminded how closely the two activities are integrated on the campus of this great research university. As we dedicate this annual issue of the newsletter to the cause of undergraduate history teaching, it is fitting to remember Bob Johannsen the consummate teacher, and his 41 years of dedication to the practice of American history.

A native of Oregon and graduate of Reed College, Bob came to the University of Illinois as an associate professor in 1959, after earning his Ph.D. at the University of Washington and teaching history at the University of Kansas. "It was the outstanding world-class research library that was virtually synonymous with the University of Illinois that drew me here," he later wrote. Over the course of his career at Illinois, Bob Johannsen wrote hundreds of articles and reviews, and a number of books, including the definitive *Stephen A. Douglas* (1973), which won the annual Francis Parkman Prize for Literary Distinction in the Writing of History; and *To the Halls of the Montezumas: The Mexican War in the American Imagination* (1985).

He loved to teach, and generations of undergraduates and graduate students can attest to his devotion, humanity, and skill. "Professor Johannsen was a great scholar and teacher," writes Vernon Burton, Professor Emeritus of History at the University of Illinois, and like Bob Johannsen, a specialist in nineteenth-century U.S. history and the history of the U.S. Civil War. "He cared deeply about the teaching of undergraduate courses and succeeded in engaging students in the excitement of history. His students continue to honor him to this day as a man who combined articulate expression, clarity of thought, and concern for the students." Students will remember the mainstays of Bob's teaching, "Nineteenth-Century America,"

"Jacksonian America," and "History of the Civil War and Reconstruction."

To honor his seventieth birthday in 1995, Bob's students created a new fund in the Department to support research by undergraduate students, the Robert W. Johannsen Undergraduate Scholarship Fund. Charles Stewart, chair of the department at that time, which coincided with the centenary of the History Department, commented, "Bob Johannsen may well be the one colleague who has taught and inspired more students than any other professor in the past hundred years of this department." To date, twelve students have received summer research grants to assist in work on their honors theses, and until nearly the end of his life, Bob asked to read each completed thesis, and he talked to the students about their work.

Bob has made a huge impression on generations of undergraduate students, some of whom signed up for his course on the Civil War due to the recommendation of their U of I alumni parents, who had enrolled in the course in their own day. One student, writing in a tribute for Bob's seventieth birthday, noted how he navigated in his lectures from Jackson and Van Buren, the Fox sisters, and Emerson, "moving surely from politics, to culture, to literature. And I thought: so few can do this, lecture with this depth, with this confidence, with this mastery of diverse sources." He was not a flamboyant or flashy lecturer, but as one reporter put it, "a quietly unpretentious, low-key person." If he wanted to use his lecture classes to deepen students' understanding about the past, he also was concerned to teach undergraduates how to research and write history. He provided one-on-one research supervision to almost thirty honors students who wrote theses under his supervision, carefully overseeing their writing skills as well as abilities to gather source materials. In their tributes, his former students acknowledged the life-long value of his insistence on clear and declarative prose, even turning his criticisms of their "florid prose" into advice for their own students and junior partners.

He treated all students with equal respect, whatever their professional objectives. One senior thesis writer recalled that he "made my undergraduate

*continued on page 9*

# U.S. Women's History Pioneer Retires

by LESLIE REAGAN

The Department of History gathered in May, 2011, to honor their retiring colleague, Professor Elizabeth Pleck.

I first “met” Liz Pleck in the form of a book. As a graduate student, I encountered her all-important volume *A Heritage of Her Own: Toward a New Social History of American Women* that she edited with Nancy Cott, a hefty handbook of pathbreaking women’s history articles written in the 1970s. And I met her article “A Mother’s Wages,” which tackled the question of why black married women since the start of the twentieth century had a higher rate of labor-force participation than their white native-born and immigrant counterparts, even when income was held constant. In that article Liz crafted a careful comparison of Italian and Black “wives” and their work patterns through U.S. Bureau of Labor surveys, Senate investigations, and census records. Amassing and analyzing the data, she took up the traditional arguments one by one examining and dismantled them. In the end, we learned that it is not the supposed black matriarchy or black men’s failure to obtain jobs, but the belief in education for their children that explains the difference in labor-force participation: “Both Italians and blacks believe in self-sacrifice, but with a difference. Whereas Italian children often submerged their needs to those of their parents, especially their mothers, black mothers deprive themselves of necessities for the sake of their children.”

As these earlier publications indicate, Liz Pleck has been one of the founders of American women’s history. She was also a leader of the new social history of the 1970s, as “A Mother’s Wages” and her first book, *Black Migration and Poverty: Boston: 1865–1900* (1979) demonstrate. Along with her co-author Joe Pleck, she was also among the first scholars to begin thinking creatively and critically about the history of men, manhood, and masculinity. Their classic edited volume *The American Man*, published in 1980 with Prentice Hall, helped to inaugurate what was at first controversial for many feminists, but is now a thriving academic field of its own: men’s and masculinity studies.

Liz then continued to investigate subjects that were hidden, difficult, or hard to talk about, such as rape and domestic abuse. In 1987, she published

*Domestic Tyranny: The Making of Social Policy Against Family Violence*. From past family violence she turned to the traditions of family holidays and to new analyses of more cultural materials, publishing in turn *Celebrating the Family: Ethnicity, Consumer Culture, and Family Rituals* (2000) and *Cinderella Dreams: The Allure of the Lavish Wedding* (2003). With graduate student Catherine Adams, Liz recently published *Love of Freedom: Black Women in Colonial and Revolutionary New England* (2010).

Liz’s latest project in progress is a history of co-habitation. It will soon be published, and some of us have already dipped into the manuscript in advance. This work will be yet another book that illuminates not only changes in social and sexual culture but that challenges many expectations. Interestingly, Pleck finds in this study that it was not white, middle-class, college students who first broke the domestic rules by living together in large numbers. The true innovators—and the ones who challenged the laws against co-habitation, thus risking arrest and the removal of their children—were mixed race couples of white women and men of color and single black mothers. Keep your eyes out for *Not Just Roommates: Cohabitation after the Sexual Revolution*, yet another important and socially resonant work by Liz, due out later this year with the University of Chicago Press.

At her retirement, Liz requested that faculty, students, and colleagues around the country donate to the history department’s graduate student fellowship fund rather than purchasing her a gift. The gesture is quintessential Liz. In the course of her career, she has mentored scores of graduate students; many of these students have not officially been “hers.” She has been remarkably dedicated to ensuring that women students survive and that students of color are nurtured and complete their dissertations. This is slow, invisible work; Liz has spent decades doing it with generosity and compassion. For all of your work on so all levels, Liz, we thank you, and we offer our very best wishes for your future.



*Liz Pleck has been one of the founders of American women's history.*

# Sports Historian's Latest Book

by CRAIG KOSLOFSKY

People are passionate about baseball. That's great for the public history work of Professor Adrian Burgos, Jr., historian of race and the national pastime. But fans may think they already know the history of the game, or understand how baseball was integrated—and that's where the special challenge begins for Burgos. In his new book *Cuban Star: How One Negro-League Owner Changed the Face of Baseball* (Hill and Wang, 2011), Adrian uncovers the life and times of the extraordinary Alex Pompez (1890–1974), a major force in the integration of baseball from the Negro Leagues to the Major Leagues. The son of Cuban-born parents, a lighter-skinned father and a “mulatto” mother, Pompez imported talent from Cuba, Puerto Rico, Venezuela, Mexico, and the Dominican Republic for his Cuban Stars, the most racially diverse team within the Negro Leagues. After baseball's color line fell, he applied his multicultural talents as a scout for the New York / San Francisco Giants,

*Fans see the history of their sport as already settled, so they sometimes ask, “if the story of Alex Pompez is so important to baseball, why isn't it already well-known?”*

where he masterfully acquired talent from Latin America and the Negro Leagues. And Pompez produced major-league results: his work with the Giants spurred them to acquire Negro League stars Monte Irvin and Willie Mays, and he personally participated in the signing of Willie McCovey, Orlando Cepeda, Juan Marichal, and the Alou brothers, among other great ballplayers.

Discussing the story of Pompez with diverse audiences across the country has its challenges, Burgos explains. The familiar story of Jackie Robinson threatens to pre-empt all other discussions about race and integration in Major League Baseball, especially when it comes to revealing the involvement of Latinos. Fans see the history of their sport as already settled, so they sometimes ask, “if the story of Alex Pompez is so important to baseball, why isn't it already well-known?” In these discussions Burgos starts with what is familiar to his audience, asking: “what do Willie Mays, Willie McCovey, Orlando Cepeda, Juan Marichal, and Felipe Alou have in common?” The answer: they were all brought into organized baseball by the same man: Alex Pompez. Now he can turn the question around: “why haven't you heard of him?” becomes instead the starting point for a conversation.

To understand the success of Pompez as a team owner and a talent scout, Burgos shows his audiences how Pompez blended his personal experiences in Key West, Tampa, Havana, and Harlem, on and off the playing field, to be someone who was often described as a Cuban Negro yet who operated just as comfortably in an English-speaking as a Spanish-speaking setting. His identity combined being “American” and a Spanish-speaking, black and Latino. He was not foreigner in a strange



Burgos with Tigers Live host Ryan Fields



land; instead, he was well-versed with the shifting expectations and unwritten rules that shaped race and ethnicity in the United States. When audiences ask, “well, was he black or Latino?” Burgos makes the point that Pompey successfully straddled these (and other) identities and that he used his knowledge of these identities to guide young athletes and even as part of his recruitment pitch to the parents of the prospects he sought to sign.

The lessons we can draw from Pompey’s life story apply to both the personal and the social dimensions of our understanding of history. His success in introducing the most significant group of Latino ballplayers into US professional baseball, from the era of baseball’s color line into the period of its racial integration, hinged on his use of the knowledge he acquired as a black Latino growing up in Florida during the Jim Crow era and as an adult in Black Harlem. Similarly, whether baseball aficionados and others know of Pompey’s place in the history of baseball’s “great experiment” of racial integration speaks to the power of familiar narratives, specifically how they can sometimes hide as much as illuminate. In the case of baseball, the popular tale of Jackie Robinson and Branch Rickey integrating the Major Leagues leaves out the story of those who toiled for decades in the Negro Leagues and other black institutions to bring about baseball’s transformation and in this case about one Negro League owner’s role in changing the face of baseball.



## New Historian of Brazil on Board



In 2012, the department will be joined by a remarkable scholar and teacher, Professor Jerry Dávila, who will also hold the new Jorge Paulo Lemann Chair in Brazilian History. After completing his doctorate at Brown University in 1998, Dávila taught at Gustavus Adolphus College and then, since 2002, at the University of North Carolina at Charlotte. He has been a Fulbright professor in both Rio de Janeiro and São Paulo and lectured widely in Brazil. A gifted and prolific historian, Dávila’s work has explored the worlds of education, policy, identities, race, and culture in Brazil, including connections with Portuguese Africa. The result has been a number of ground-breaking books and articles. His first book, *“Diploma of Whiteness:” Race and Social Policy in Brazil, 1917–1945*, published by Duke University Press in 2003, investigated education reforms and the subtle ways that racial barriers and discrimination persisted and were sustained. As a reviewer commented in the *American Historical Review*, “in using official sources to unmask the institutionalization of racist ideologies in the Brazilian educational system during the early twentieth century, Dávila goes beyond the standard detective work of reading against the grain; he effectively aims to break the cultural and linguistic code imprinted in the historical documentation that, in his view, has been critical in both camouflaging and effecting racially discriminatory policies in Brazilian public schools.” In 2010, Duke University Press published *Hotel Trópico: Brazil and the Challenge of African Decolonization*, a remarkable work of Atlantic and transnational history that critically examines Brazil’s self-myth of “racial democracy” in an international context. Through interviews with diplomats, intellectuals, and artists who crossed the Atlantic in the 1960s and 1970s, declassified records of the military regime, and other rare sources, Dávila has written a brilliant work examining the influence of African decolonization on Brazilian racial thought, indeed the way ideas about race have circulated across the Atlantic. Both of these books have been translated into Portuguese. Dávila has been actively involved in Brazilian academic life and public discussions in Brazil about race, education, and foreign policy. Currently, he is working on the Brazilian “economic miracle,” the emergence of the black political movement, and a comparative study of dictatorships in Argentina, Brazil, and Chile. He is an exciting new addition to our department.

# The Feedback Loop: Teaching and Researching the Victorian Afghan Wars

by ANTOINETTE BURTON

When I first came across the speech that Handel Cossham, an English M.P., made to protest the second Anglo-Afghan war (1878–1880), I wasn't, frankly, expecting, much. I had been trawling the collections of the British Library as part of a trip to London in the fall of 2010 to do research for a new project about resistance to the British empire. I had turned up masses of material on both the second and the first Anglo-Afghan wars (the latter, 1839–42) and was making my way through soldiers' memoirs and other ephemera from the conflicts. Most of the material I was looking at on this trip was in the main reading room of the British Library, but the Cossham speech—bundled in with other pamphlets from the period—was only readable in the manuscript room because the binding was a bit fragile. So I decamped down the hallway with my pad and pencil and sat down to see what the M.P. from Bath had had to say.

As I read his peroration I could not believe how modern it sounded. "My countrymen," Cossham declaims, "this war can bring us naught but dishonor and disgrace; it was begun in the dark, has been planned and pursued under the guise of deception and falsehood; it is unjust in its aims and will be ruinous in its results." His speech rehearses the pros and cons and quotes extensively from political debates leading up to the second Afghan war which, like the one before it, was a military campaign fought in the name of global imperial security. Cossham takes aim at a host of aristocrats, including Lord Beaconsfield (Benjamin Disraeli, whose second ministry was 1874–80)—and allows us to see, in the process, the long tradition of war as a partly political as well as a purely military issue. Afghanistan in 1878 was part and parcel of the "great game" in Central Asia that the British had been playing with Russia for decades, a fact to which Cossham frequently alludes.

Significantly, as a Liberal party member he wants to win that game every bit as much as his Tory colleagues across the aisle. Yet given Britain's posture at the Congress of Berlin (also 1878), where the Great Powers professed a commitment to peace and stability, he fears that British involvement in

Afghanistan proves that "our hypocrisy and selfishness and subtlety have been exposed before the whole world." Cossham was a colliery-owner as well as an M.P. but it's hard to know exactly how or why that disposed him to oppose the war. Mid-century Liberals like Richard Cobden had also been anti-war even as they were pro-empire, so his stance has resonance as part of a broader liberal-imperial formation. For Cossham, in the end, the enduring question was the cost of unnecessary war in Afghanistan: in his view, "the national disgrace, the shame" was to be found "in the crime of spilling blood uselessly."

I am sure I interrupted the sepulchral hush of the manuscript room—where no one speaks above a whisper and there is an air of high seriousness one normally associates with sacred venues—with gasps of recognition and astonishment. (Happily, no one seemed to notice.) So many of Cossham's arguments, his vocabulary even, sound contemporary—as if some Victorians had anticipated the claims made by those who opposed the Afghan and Iraq wars at the beginning of our own century. For we learn that Tories like Lord Bury "explain and defend" this campaign as a "just and necessary war"—a phrase that leaps out for its contemporary resonance. And Cossham recounts how his local alderman makes a case for Afghanistan on the grounds that it is a "defensive" strategy. "May I ask the worthy Alderman to tell me[,] if this is a 'defensive' war[,] whoever engaged in an aggressive war? We go into a neighbour's territory who has not attacked us, who has done us no wrong, we seize his strongholds, desolate his country, murder his subjects, and seek to take his capital, and then roll our pious eyes up and thank God we are only engaged in a 'defensive war.'" Reading such prose a century and a half on reminds me of why I became a historian: not simply to make "discoveries" but to appreciate in nuanced ways how profoundly we are connected to the past, even when its particulars are different. My only regret was that I was so far from home and had no one to share the immediate experience with.

As I reflected on how deeply the document I was reading resonated with both my project and





**“Remnants of an Army” (1879). Painted by the Victorian artist Elizabeth Butler, the image depicts the only member of the British army known to survive the disastrous retreat from Kabul in 1842 during the First Anglo-Afghan War.**

the headlines of the day, I began to think about how I might use what I had found in my classrooms at Illinois. I’d been teaching a unit on the Anglo-Afghan wars in my upper level Victorian Britain course since 9/11, but I didn’t have a lot of primary documentation to share with students, in part because battle per se had not been my area of interest or specialty. One thing I’ve discovered since I began this new empire project was the volumes of ink that Victorians dispensed on remembering and arguing about these two nineteenth-century conflicts on the northwest frontier (and many others besides). As I gathered more primary material I began to develop ideas for a more elaborate class session on the wars, with Cossham at the center.

A year after finding his speech in the British Library I was teaching it to a class of juniors, seniors and graduate students. We spent a class session in mid-September 2011 thinking through his arguments, both in terms of their resonance with current events and their specific historical meanings for the late 1870s. This, as headlines announcing an attack on the British Council in Kabul and myriad other “post-occupation” crises swirled around the mainstream media. In History 448 students worked with a xerox copy of Cossham’s speech that I managed to track down via interlibrary loan through our wonderful library system (the British library wouldn’t copy the one I initially read because it was too vulnerable to disintegration). This meant that students could see the typeface of the 1878 pamphlet and get a mediated yet Victorian feel from the text itself.

Students appeared to be as astonished as I was by the contemporaneity of Cossham’s prose and of his ideas about why the war was an unwise course of action. “If so many people were against the war,”

one asked, “how did it happen?” They were also amazed to realize how much of the debate as a whole—pro and con—they could reconstruct from the extensive passages Cossham cites from parliamentary debates and other speeches. At the most basic level, they were surprised to learn that there had been Victorian wars in this infamous “graveyard of empires” since for better or worse, their history training thus far had not brought them into contact with anything about these antecedents to our own involvement in the region. In the face of evidence of the utter failure of these earlier campaigns—i.e., in the face of “tribal” fighters and despite apparently “superior” British military technology—one student marveled at the lack of historical knowledge on the part of those in charge of twenty-first-century operations. Apparently, he opined, “no one did the research.”

We commented too on Cossham’s lack of attention to Afghani dead, though other readings we did for that session made the agency of tribesmen and indigenous people of the region evident. All of this gave me an opportunity at the end of class to talk about all the histories of this region that exist, and how many of those books our library has, whether they be new works or nineteenth-century accounts. I also spoke with students about my own research and described how I had found Cossham’s speech in the British Library and had gotten it up eventually on-line in the e-reserve section of our library so they could read it. I took this opportunity to talk as well about what it means to be a student of history in a research university like Illinois, where faculty have the chance to bring the fruits of their own scholarly projects directly to students either in the form of a course topic, a lecture or a primary document like Cossham’s. And I hope to persuade some, who are seniors, to do their own research projects on some aspect of one or both of the Victorian wars using our rich collection of periodical and printed materials on the subject.

Most historians undoubtedly have such tales to tell, even allowing for the diversity of research topics, archives and language/translation issues among us. And, of course, we are as interested in what marks us off from the past as we are in what

*continued on page 9*

# Center for Historical Interpretation

by KATHRYN OBERDECK

*“World Histories from Below” takes up pedagogical, methodological and empirical challenges related to “doing” world history from the bottom up.*

The Center of Historical Interpretation (CHI) was proposed in 2006 by then-chair Antoinette Burton in order to foster historically informed public discussion on the fabric of connections—military and economic, political and cultural—that link historians and their public audiences into networks of global, national, and local citizenship. Intended eventually as an endowed program promoting historical engagement across the University and beyond, the CHI has two key, interlocking purposes. It is a place where historians examine the complexities of basic questions in the discipline as they connect to the role of history and the pasts it studies in the contemporary world. It is also a space for debating these questions with wider publics interested in grappling with the significance of the past—publics drawn from other University departments, local classroom teachers, the worlds of public history and journalism, and fellow citizens seeking historical understanding in their everyday lives.

Since 2008, these goals have fueled four exciting thematic programs incorporating public lectures, linked courses developed by graduate students, training workshops for K–12 teachers, and new directions in departmental teaching and learning, in ways that have enriched the intellectual life the department shares with a range of wider communities. The first program offered a series of public lectures celebrating the Abraham Lincoln Bicentennial and linked them to a wider program of resource collection and dissemination extending from Spring 2008 to Fall 2009. Renowned historians James MacPherson, James and Lois Horton, James Oakes and Robin Blackburn lectured on various facets of Lincoln’s politics, presidency, military leadership and significance in African American memory. Undergraduates participated through graduate-student taught research seminars focusing on the significance of Lincoln in visual culture, myth, and memory and a film series sponsored by our Phi Alpha Theta chapter. Local and regional teachers were engaged in the program through two well-attended teacher training workshops. New teaching and learning methods linked to a “History Lab” envisioned for the CHI were explored through

a reading group and undergraduate course on Digital History as well as an extensive website making available the resources the CHI committee collected, still available at [lincoln.history.illinois.edu](http://lincoln.history.illinois.edu).

Under the title “Catastrophe: Global Histories of Natural, Technological and Social Disaster” the Department’s CHI committee for 2009–2010 developed a program to explore historical dimensions of the ways the people envision the impacts of catastrophes, respond to their consequences, and try to understand and explain them in varied social, temporal, and geographical contexts. Dr. Spencer Weart, former Director of the Center for the History of Physics at the American Institute of Physics, kicked off the year’s events with a lecture based on his book and website on the history of climate change research, helping to sustain the CHI’s ongoing efforts to explore multiple disciplinary connections and public media, such as the internet, as platforms for historical research and discussion. Once again theme-linked seminars—on Global Warming and Oil Dependence—integrated undergraduates in the project, and a Spring 2010 training workshop reached out to local teachers and consolidated teachable materials relevant to the theme.

In 2010–11 the CHI committee put together an engaging set of public lectures and departmental courses on the theme of “Bodies and Evidence,” exploring the historical significance of bodies as sources of knowledge. The CHI vision of engagement between historians and producers of history in journalism was realized in the inaugural lecture for this program year, a talk by investigative journalist Michael Isikoff on “Torture: A Global History.” The year’s programming also included lectures by the distinguished Oxford Professor of African History, Terence Ranger and historian of gender and empire Professor Philippa Levine of the University of Texas, Austin. Course linkages included undergraduate courses on the role of the body in war and citizenship and a comparative graduate seminar offered by Professor Leslie Reagan.

In the fall of 2010, the current CHI committee began a three-year program of activities linked to

the theme of “World Histories from Below.” This theme takes up pedagogical, methodological and empirical challenges related to “doing” world history from the bottom up in ways that address the particularities of local experience in relation to the migrations, connections, and linkages associated with various constructions of “the global” across time and space. This project has faculty and graduate students engaged in a vibrant reading group leading up to an April conference on “Empires from Below” featuring leading scholars of empire in the Atlantic, Pacific and Mediterranean worlds Marcus Rediker, Tony Ballantyne, Julia Clancy-Smith, and Patricia Goldsworthy. A website of teaching and research resources is already under construction at [worldhistoriesfrombelow.org](http://worldhistoriesfrombelow.org), and a teacher training workshop is in preparation for April as well. Graduate students are engaged in a syllabus design workshop that will yield undergraduate research seminars related to the program. The theme will continue for an additional two years with shifting focal points but ongoing engagement with the interconnection between teaching and research and an effort to consolidate many facets of departmental programming and graduate-student course development into the CHI model.

Funding for CHI activities was initially provided through the Campus Lincoln Bicentennial Committee, along with additional financial help from the Friends of History, including a generous gift in honor of University of Illinois alumnus and History major Timothy Garmager on the occasion of his retirement. A grant from their Provost Linda Katehi provided seed money that has funded ongoing activities since 2009, augmented by awards from the Illinois Program for Research in the Humanities in connection with the Mellon Foundation, the Miller Committee of the Center for Advanced Study, I-Cubed for support of Digital History initiatives, and the Provost’s Initiative on Teaching Advancement and the Office of Public Engagement to support teaching training workshops. The committee has worked as well with the University of Illinois Foundation to develop ongoing donor funding which will be crucial to this vital public face of the mission of History at Illinois.

## Robert W. Johannsen, 1925–2011, Teacher and Scholar, continued

work feel as important as the work done by his doctoral students,” and another student remembered that he showed a “never-ending respect for students of all ages and levels.”

Bob’s Ph.D. students, more than thirty of them, also reaped the benefit of his kindness, thoughtfulness, and patience, and undoubtedly they are carrying out his legacy in their own colleges and universities, reproducing the Johannsen ethos of dedicated undergraduate teaching in hundreds of classrooms across the country. As one student acknowledged in his own book in 2003, “Generous with his time, unflagging in energy, firm but kind in his critiques, reserved but never aloof, his example of professionalism and dedication to the historian’s craft is unrivaled.”

Teacher, scholar, mentor, human being, Bob Johannsen represented the spirit of the University’s dedication to its mission very well indeed, and we salute his memory.

## The Feedback Loop: Teaching and Researching the Victorian Afghan Wars, continued

sutures then and now—a dialectic shaped by our geographical specialties and time periods as well as by how our intellectual interests and commitments shift and change over the course of our careers as teachers and scholars and institutional citizens. At a historical moment when the use-value of a liberal arts education is in question and the relevance of a history degree is something parents and taxpayers are hyper-vigilant about, it’s important to remember that there is a feedback loop between teaching and research, and that faculty members working in History at Illinois are living it every semester. If Cossham’s speech gives depth to the headline news our students glance at, or propels them to seek more knowledge about Kabul and Kandahar, or just sheds a glancing light on the links between past and present, they will have had some experience of how that feedback loop works. And I plan to keep their classroom responses alive in my own work to ensure that the pathways between research and teaching run in both directions.





# The EJP Experience

by CAROL SYMES

*When you assign a paper, you don't meet resistance or get half-hearted, slapdash work: you get fifteen varied, creative, enlightening responses.*

Imagine this: you are teaching a weekly seminar course on your favorite topic, and your fifteen undergraduate students are so motivated that they have not only completed the assigned readings for the week—they've even done next week's reading, too. The three-hour class session isn't nearly long enough to contain their passionate engagement with material; you don't need to worry about keeping the discussion going, you just need to steer it. Sometimes, in fact, you're just hanging on for dear life. When you assign a paper, you don't meet resistance or get half-hearted, slapdash work: you get fifteen varied, creative, enlightening responses. Some are more polished than others, but all are worth the effort you put into evaluating them. A few are brilliant, and you find yourself urging your best students to consider expanding and publishing their work. By the end of the semester, you feel like your own understanding of the subject has been transformed. You realize that you'd always taken some things too much for granted, that you'd never really considered some elemental aspects of your own discipline, that you look at the world in a different way.

Where is this pedagogical paradise? some elite university in Europe or Asia? a tiny, quirky college in New England or the Pacific Northwest? It's actually a very special manifestation of the University of Illinois in a very unusual place: the Danville Correctional Center, a medium-maximum security state prison that houses 1,800 men who have been convicted of serious felonies, many of them drug- or gang-related. Thanks to the Education Justice Project, inmates who have already completed an associate's degree (through community college courses at the prison) can enroll in courses taught by faculty and advanced graduate students from UIUC, all of whom are volunteering their time in exchange for the kind of experience described above. Members of the history department have been active in EJP almost since its inception—it was founded in 2006 and began offering courses in 2009—and have supported its educational mission as both instructors and tutors. In the Fall of 2011, Clarence Lang and I each taught a version of HIST 396 (Special Topics) out at Danville: "Black Freedom Struggles in the United States, 1955–1975" (cross-listed with AFRO 494) and "Shakespeare's Worlds" (cross-listed with THEA



**History professors Carol Symes and Clarence Lang, who tutored during the fall, 2011 semester in the Education Justice Program.**

399). These two very different courses resonated powerfully with the students, in respectively different ways. Professor Lang's course spoke directly to the experiences of African-Americans, and thus gave students a historical basis for understanding past events and current trends, and a valued forum for intense debate. (Most EJP students, like most incarcerated men in the United States, are African-American.) My course invited students to explore the interlocking worlds of six plays (the historical world of Elizabethan England, the world within each play, and the play's relevance to their own world) and empowered them to engage with these canonical texts in scholarly and performative ways. Most had never read anything by Shakespeare, or had had a negative encounter with a play in school, or had been led to believe that this stuff had nothing to do with their own lives. But unlike most academics or classically-trained actors, incarcerated men have first-hand knowledge of the very things these plays are about—the things that Shakespeare's actors and audiences also knew: power and its abuse, cycles of vengeance and violence, the tragic consequences of a single ill-advised action. Four months later, they are preparing to showcase their interpretations of the plays' key themes by performing a series of scenes for a mixed audience of fellow inmates, prison officials, and invited guests. For my part, I am re-evaluating and reframing my own research agenda in response to the insights they've offered in class and in rehearsal. I'll also be returning to a more conventional teaching environment with new energy, heightened political and social awareness, and higher expectations for my students on campus.

*For more information on the Education Justice Project, visit its website: [www.educationjustice.net/home/](http://www.educationjustice.net/home/)*

# A Tale of Many Borders

The image is one of the most familiar and cherished in American history: emigrants from economically hard-pressed and politically repressive nations of Europe sailing past the Statue of Liberty a century ago on their way to Ellis Island, New York, where they will be judged by government inspectors to be worthy or unworthy of entrance into the United States and a new life in the fabled land of democracy and opportunity. The picture has been so appealing and powerful in fact that it has often obscured the considerable complexity of American immigration during its golden age in the early twentieth century.

Dorothee Schneider, a lecturer in the Department, has now reconstructed that fuller history in marvelous detail in her new book *Crossing Borders: Migration and Citizenship in the Twentieth-Century United States* published by Harvard University Press. Schneider's preceding book was a study of one national group of immigrants to a single city—German workers in New York City during the years 1870–1900. Herself a naturalized immigrant from Germany who earned her American citizenship in 2003, Schneider was perfectly suited for that project. Now Schneider has broadened her scholarly scope, both chronologically and geographically, to provide an impressively synthetic portrait of the American immigration experience.

In the standard view of the national imagination, the greatest challenge to immigrants was gaining admittance at an East Coast port of entry, where federal agents decided, quickly and often rather whimsically, if individual immigrants were fit—medically and morally—to become future workers and citizens in the United States. In this common account, newcomers then remained in their newly adopted homeland for the remainder of their lives, went on to Americanize socially and culturally, and eventually became legal citizens through the process of naturalization. *Crossing Borders*, however, emphasizes that there was in fact no single template experience for immigrants and goes on to explore, challenge, and revise several of these conventional ideas.

In many instances, Schneider shows, leaving one's native country was harder than gaining entry to the United States. She highlights in particular the decisive, disproportionate role played by a handful of large shipping companies in screening

aspiring emigrants who they believed were likely to be rejected for health and other reasons on the American side. Successful immigrants also developed informal networks of information and sent advice back to family and friends in their home country about how to navigate the all-important government interview. Likewise, people left their native lands with a tremendous variety of motives; single young males and women with families in particular departed for different reasons.

An intriguing appendix to Schneider's book reminds us that health issues were only one of many criteria for rejection at the point of entry. In the nineteenth century, deportations were rare, but the practice increased greatly with the advent of mass immigration and especially after the notorious law passed by Congress in 1924 that enacted an openly racist quota system. To our eyes today, government policy makers seemed obsessed with barring individuals feared to be prostitutes and their handlers, psychiatrically troubled, or politically radical. In the years following the First World War and the Bolshevik Revolution in Russia, Schneider finds, a young J. Edgar Hoover constantly urged the immigration bureau to screen for anarchists and communists, including Emma Goldman, who was forcibly deported to Russia in 1919. Quite a few successful immigrants returned to their country of birth after a few years in America, which they had planned to do all along. Furthermore, a surprising number of immigrants declined in the long run to become naturalized. Ensnared successfully in their own communities within the United States, they saw little advantage in becoming citizens and lived lives without acquiring citizenship.

As her book title indicates, Schneider conceptualizes the historical experience of American immigration as a succession of borders, the crossing of which often proved to be a life long process. Departure, arrival, deportation, assimilation, and naturalization: these five experiences form the chapters



*continued on page 13*

# Toby Wins First International Japan Prize



*Exceptionally, Toby has written most of his scholarship in Japanese, published in Japanese periodicals and with Japanese publishing houses.*



In 2004, the Japanese government formed the National Institute for the Humanities in Japan, a new and ambitious inter-university organization that united several major previously existing institutes engaged in research on human cultural activities and relations among humanity, society, and nature. Included among the initiatives of the national institute would be awarding each year a newly-created Japan Studies Prize, which would recognize scholarly achievements of the highest order in the study of Japanese history, culture, and society by a foreign scholar. The first Japan Studies Prize was awarded in January, 2012—and the inaugural recipient is University of Illinois Professor Ronald P. Toby.

The prize citation itemizes Toby's scholarly, professional, and cultural contributions. He was selected, it reads, "for his significant scholarly contributions to research in the history of early modern Japanese foreign relations, including his re-examination of the so-called 'seclusion system'; for his work in the United States as an educator fostering the development of younger Japan scholars; and for his career-long accomplishments in deepening understanding of Japan and in the advancement and promotion of Japanese studies abroad." Exceptionally, Toby has written most of his scholarship in Japanese, published in Japanese periodicals and with Japanese publishing houses. Over the course of his career, this practice has allowed him to address, in his own voice, both Asian and English-language audiences. Likewise, he has held visiting research professorships at universities in Tokyo, Kyoto, and Keio. Toby has also developed an outstanding record of mentoring young American scholars and placing them in jobs and fellowships in Japan. And for many years he has collaborated with Japanese scholars. The Japan Studies Prize recognizes Toby's deep and wide-ranging relations with the scholarly community in Japan.

Professor Toby specializes in early modern Japanese history, which in this field runs chronologically from the mid-sixteenth to the mid-nineteenth centuries. He has published on the diplomatic, economic, business, intellectual, and cultural history of the country. "Japan and Its Others," he explains, has been the unifying theme of his lifework. As the award citation also comments, since the 1980s he has been an important voice in challenging the "myth of isolation" about Japan in the generations before American Commodore Matthew Perry's famous expedition to the Far East in the mid-1850s. In contrast, his work has emphasized the openness and integration of pre-Perry Japan, particularly its exchanges with the Korean peninsula and other East Asian states throughout the early modern period. Indicatively, at the awards ceremony in Tokyo earlier this year, he delivered (in Japanese) a lecture titled "Early Modern Japanese History without 'Borders'."



Professor Toby received his college education and graduate training at Columbia University in New York City. After a brief stint at Berkeley, he joined the U of I Department of History in 1978 and has remained ever since. He has held appointments in the departments of History, Anthropology, and East Asian Languages and Cultures. Over the past 35 years, his courses on the history of Japan and Korea have reached thousands of U of I undergraduates. *State and Diplomacy in Early Modern Japan*, his first book, appeared in 1984 and “demonstrated the centrality of external relations to understanding the history of early modern Japan.” He published *The Politics of “Seclusion”* in 2008, and *Engaging the Other: Japan and Its Alter-Egos, 1550–1850* is forthcoming with the University of California Press. Toby interestingly regards his most important contributions, however, to be the scholarly articles—there are roughly forty of them—that he has published since the early 1970s on a wide expanse of topics mostly in Japanese-language venues. Collectively, his work has contributed mightily to a fundamental shift in the research paradigm of historians who now seek to situate Japanese history in its various larger pan-Asian contexts.

Toby’s current projects explore “visuality” and the use of non-verbal, non-textual source materials in the writing of East Asian history. Characteristically, he is now working with Japanese colleagues to curate a major exhibition at the National Museum of Japanese History, “Parades in Early Modern Japan,” which will bring to light an archive of visual cultural images.

For historians who are American citizens but who spend their careers studying a foreign country, recognition of and respect for their scholarly work in that country is a highly prized goal. Professor Toby reports that he is “deeply moved and profoundly grateful” to have been chosen as the first recipient of the Japan Studies Prize. The prize serves as a kind of career achievement award, which could not be better timed: after three-and-a-half decades of teaching at the U of I, he plans to retire at the end of the 2012 academic year. The Department and the University, for their parts, are as pleased, proud, and impressed as could be.

of her book. The “borders” she analyzes were alternately physical, legal, cultural, and psychological. Most accounts of immigration have focused on the broad picture of government policy and the domestic political environment, not always friendly, that underpinned these changes. Schneider is interested not only in government practices but in immigration as a lived, subjective, ongoing experience. Personal memoirs, family memorabilia, novels, oral histories, and social histories compiled by philanthropic institutions are among her sources, which she deftly combines with more official documents like immigration service files and reports by American government researchers. Scores of individual stories comprise the most moving and memorable parts of the narrative.

Clearly, the author is fond of her subject and seems to have reveled in gathering these rich personal anecdotes. Her readers meet Irish, English, German, Italian, Jewish, Chinese, Japanese, and Mexican immigrants, among others. Especially new to many people will be the stories of Afro-Caribbean and Southeast Asian immigrants. In a welcome departure from most histories, Schneider pays as much attention to border crossings in the Pacific states, along the Rio Grande River, and in Canada as to New York City and Miami. Women, determined to preserve their families in tact or to reunite them in one country, figure prominently in these stories. We have long known that aspiring immigrants to the United States were adventurous and courageous; in another addition to our historical understanding, Schneider demonstrates also their ingenuity and resourcefulness in traversing a government system that was increasingly complicated, impersonal, and bureaucratized.

Schneider makes few references to contemporary politics in her work. She doesn’t need to. Adages about studying history to learn from the past, including avoiding its errors, constantly spring to mind in reading her account. *Crossing Borders* should be required reading—not just for interested students of American history but for every member of Congress today.



## Blair Kling

The History Department community lost a true scholar and friend when Professor Blair Kling passed away in May of 2011. Blair joined the department in 1962, having received a Ph.D. in Indian history from the University of Pennsylvania in 1960. Born in Chicago in 1929, he received a B.A. in 1950, followed by an M.A. in 1955, from UC Berkeley. Both degrees were in History. He served in the U.S. Army during the Korean War as a staff sergeant in the Quartermasters' headquarters in Petersburg, Virginia, where he worked as a technical writer.

Blair was a historian of India whose first monograph, *The Blue Mutiny* (1966), explored the indigo disturbances in Bengal following the famous rebellion of 1857. This study, which anticipated historians' later interest in both colonial commodities and labor unrest, was translated into Bengali as *Nil Bidroha* thirty years after its initial publication. It remains a go-to book for anyone interested in histories of global trade. His other works include *Partner in Empire: Dwarkanath Tagore and the Age of Enterprise in Eastern India* (1976) and an edited collection with Michael Pearson, *The Age of Partnership: Europeans in Asia before Domination* (1979). He also wrote numerous articles on economic history, including one on the Tata iron and steel company for the prestigious journal *International Labor and Working Class History* in 1998.

As anyone who knew him would tell you, Blair and his wife Julia had a love-affair with India that dated to their first trip in the late 1950s, just a decade after Indian independence. They made lifelong friends in Calcutta and hosted a variety of American colleagues and friends there over the years as well. Blair accumulated quite an extensive collection of Indian books thanks to a local Bengali bookseller, K.L. Mukhopadhyay. According to Julia, he even saved a few volumes from destruction during the annual eastern Indian rainy seasons. Blair was a senior fellow at the American Indian Institute in Calcutta in the mid-1960s and served as the University of Illinois trustee at the American Institute of Indian Studies for 14 years.

Colleagues remember Blair as a quiet intellect and a convivial companion. Apparently he was also quite influential in shaping how we came

to inhabit our current quarters in Gregory Hall. Professor emeritus Fred Jaher recalls a department meeting where a move from the Armory was being discussed. There was great debate and indecision. "Blair, who rarely spoke at these meetings, convinced us that for community and scholarly developments we would be better off at Greg." Fred also recalls that Blair was "an excellent trainer of graduate students." One such student, Geraldine Forbes (now professor at SUNY Oswego), has fond memories of him as a graduate mentor. At a moment when there were few women in the profession and even fewer being encouraged to do Ph.D.s, Blair was extremely supportive of Forbes, urging her to take an intensive Bengali language course and pointing her toward all kinds of archives and vernacular materials. Now an internationally renowned scholar of India and winner of the Rabindranath Tagore prize for her dissertation-cum-book, *Positivism in Bengal* (1979), Forbes commented that "I would not have done a Ph.D. without his encouragement."

According to Professor Harold Gould, who was in the Department of Anthropology around the time Blair came to Illinois, when Blair arrived in Urbana "he came with a dream: it was to create what was called an 'area studies program' in South Asian Studies on the model of the one which had spawned him at the University of Pennsylvania." In this approach, "the region as a whole was comprehended from the standpoint of history, the social sciences, and the classical disciplines." At the U of I, Blair "found an institutional setting for his mission within the ambit of the recently established Center for Asian Studies, founded by Solomon Levine [Professor of Labor and Industrial Relations (1951-69) and Director, Center for Asian Studies (1963-1968)], where scholars from several relevant disciplines could be accommodated under a common programmatic roof."

Kling and Gould collaborated on the establishment of the first "Indian Society and Civilizations" course, which they taught jointly. According to Gould, this class "became the reference point from which courses in related aspects of Indian society and civilization flowed—e.g., Hindi and other

## Norman Graebner

Norman A. Graebner was a beloved teacher and prolific author who wrote, co-wrote, and edited more than twenty books, most of them on U.S. foreign relations history. He was born in Kansas in 1915 and earned his first degrees at the Milwaukee State Teachers College and University of Oklahoma. During World War II, he served in the U.S. Army in the Pacific, participating in the occupation of Japan. After the war, he went to graduate school at the University of Chicago for a Ph.D. Upon coming to Illinois from Iowa State University in 1956, he filled large lecture halls and even attracted a radio audience for one of his classes. In 1967 the University of Virginia lured him away from the U of I as its first humanities professor, causing students at Illinois to protest the loss of such a compelling lecturer. Graebner retired from the University of Virginia in 1986 but continued to publish until shortly before his death at the age of 94 this past May.

Graebner made his reputation as a Cold War realist. He criticized U.S. foreign policy for reflecting public opinion, moralism, and ideological leanings rather than what he considered to be more reasoned assessments of national interests. A sampling of his work includes *The Versailles*

*Treaty and Its Legacy: The Failure of the Wilsonian Vision* (2011); *Reagan, Bush, Gorbachev: Revisiting the End of the Cold War* (2008); *The Age of Global Power: The United States Since 1939* (1979); *Nationalism and Communism in Asia: The American Response* (1977); *Cold War Diplomacy: American Foreign Policy, 1945–1975* (1977); *Manifest Destiny* (1968), and *Empire on the Pacific: A Study in American Continental Expansion* (1955). The Society for Historians of American Foreign Relations recognized Graebner's contributions to the field by electing him to serve as its president in 1972. The Society now commemorates him through the Norman and Laura Graebner Award for lifetime achievement, a recent recipient of which was current U of I President Michael J. Hogan.

Graebner donated many of his papers to the University of Illinois Archives, which have over thirteen cubic feet of letters, clippings, photographs, course notes, household ledgerbooks, Fulbright scholar materials, and other records of his full life and active mind. Those wishing to learn more about Graebner should consult his autobiography, *A Twentieth-Century Odyssey: A Memoir of a Life in Academe* (2002).

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### Blair Kling, continued

Indian languages in the Department of Linguistics, under Professors Braj and Yamuna Kachru; political science courses initiated by Professor Stephen Cohen, etc.” Blair served as Associate Director of the Center, helping to build programming and to establish a core of South Asianist faculty on campus.

Warmth, patience and conscientiousness are the characteristics that made Blair so well-regarded among his students, graduate and undergraduate alike. He and Julia were quick to embrace fellow India-lovers, and so many more, through the wonderful dinner parties and social gatherings they

had over the years in their Champaign home. As Gould (now at the University of Virginia) recalls fondly, Blair and Julia “reached out to everyone, both students and faculty, through their warm hospitality and their caring ways . . . Blair made everyone feel ‘at home’ in the little corner of South Asia which he created in Champaign-Urbana.” A scholar who was critical to the development of Indian history and South Asian studies, Blair left a legacy that continues to be felt in History at Illinois and beyond.



# John Buckler

The death of John Buckler, Emeritus Professor of Ancient Greek History, on June 2, 2011, after a brief fight with cancer, deprived the scholarly world of one of its leading authorities on the history of Greece in the fourth century BCE. He was 66 years old.

Professor Buckler was born in Louisville, KY, on March 16, 1945, the second son of Alvin and Leona Buckler. He received his B.A. (summa cum laude) from the University of Louisville in 1967 and his Ph.D. from Harvard University in 1973. From 1984 to 1986, he held an Alexander von Humboldt Fellowship at the Institut für Alte Geschichte at the University of Munich.

Professor Buckler was one of the most prolific publishers in the Department and one of its most internationally renowned members. His doctoral dissertation, written at Harvard under the direction of Ernst Badian, resulted in 1980 in the publication of his first book, *The Theban Hegemony, 371-362 BC*, by Harvard University Press. This was followed in 1989 by *Philip II and the Sacred War*, published by Brill of Leiden, the leading European classical publisher. Both works remain the standard studies on their subjects. Also in 1989 he co-edited *Boiotika: Vorträge vom 5. Internationalen Bootien-Kolloquium*. In 2003 he published *Aegean Greece in the Fourth Century BC*, also with Brill, and in the following year appeared his editions of William Martin Leake, *Travels in the Morea* (three vols.) and *Leake's Peloponnesiaca*. He also contributed articles and chapters to the American Historical Association's *Guide to Historical Literature* (Oxford 1995), *The Oxford Classical Dictionary* (Oxford 1996), and *The Encyclopedia of Greece and the Hellenic Tradition* (London 1999), and he published a multitude of scholarly articles.

After his retirement in 2008, Professor Buckler continued to be an active scholar. In the same year, he co-authored with Hans Beck *Central Greece and the Politics of Power in the Fourth Century BC*, published by Cambridge University Press. At the time of his death, he was working on a new book on

the logistics of Greek warfare and also contributing to revisions of *Die Fragmente der Griechischen Historiker* by Felix Jacoby.

Professor Buckler was a brilliant military historian, and he believed strongly in connecting ancient history to real places. His work was based on a close familiarity not only with the ancient source material, all of which he read in the original Greek and Latin, but also with the terrain on which the principal battles of the period were fought. He was an inveterate traveler throughout Greece, visiting the sites of all the battles about which he wrote so knowledgeably. As a consequence, his descriptions of these engagements are vividly clear, and he was able to debunk many long-held views about battlefield tactics and logistics.

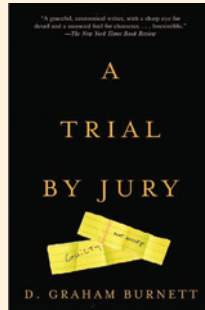
As a teacher, Professor Buckler was one of the original authors of the widely used western civilization textbook *A History of Western Society* (Houghton-Mifflin). He had a strong following among undergraduates who appreciated his dry wit, candor, and hands-on approach to the study of ancient Greek history. On a "Rate Your Professor" website, one of his many admirers commented, "very outspoken and very politically incorrect, but also knowledgeable and entertaining," and another summed up Professor Buckler's no-nonsense approach to teaching by observing, "A very difficult exam, but a worthwhile class. This guy is old-school. If you want to go to law school, take this class for a preview of what law school exams are like. Great teacher."

John Buckler was indeed the essence of an old-school professor, a scholar who lived and breathed the material that he studied, taught, and wrote about. With his passing, the academy has lost an exemplar of true dedication to scholarship and teaching. He is survived by his wife, Caroline of Gloucester; his brother, Robert of Edwardsburg, Michigan; and two stepdaughters, Cammie Edwards of San Carlos, California, and Lisi Edwards of Potomac, Illinois.

# “Book in Common” a Great Success after Five Years

Intellectual camaraderie. That is the goal behind an annual departmental event launched in 2006 and called “A Book in Common.” The project is intended to provide a site of intellectual commonality through a book that every interested person in the Department of History—faculty, graduate students, honors history undergraduates, and staff—will have the opportunity to read and discuss once a year, in the second week of the fall semester. The idea has been to come together around one exceptional piece of recent historical writing and to share ideas about the work itself, its significance for its own field, and its ramifications beyond the discipline. The larger purpose has been to be in each other’s company at the start of the school year in the context of a lively, collective discussion that reminds everyone why we want to be historians—among other reasons, out of the love of books that we engage and think through as a community. Each year’s book is selected by a committee that chooses from titles nominated by members of the Department.

Is this annual practice—now about to enter its sixth year—becoming a “new tradition?” We can only hope. To the right, we share with readers of *History@Illinois* the books that the Department has read in common thus far:



2007

**D. Graham Burnett**

*A Trial by Jury*

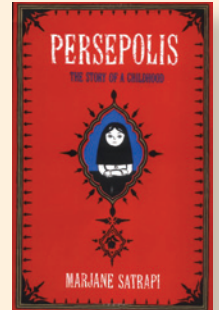
(New York: A. A. Knopf, 2001)

2008

**Marjane Satrapi**

*Persepolis*

(New York: Pantheon Books, 2003)



2009

**Greg Grandin**

*Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*

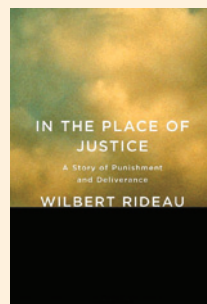
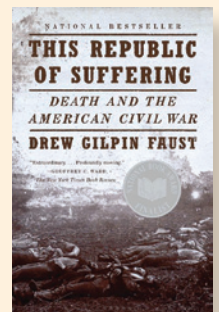
(Macmillan, 2007)

2010

**Drew Gilpin Faust**

*This Republic of Suffering: Death and the American Civil War*

(New York: Alfred A. Knopf, 2008)



2011

**Wilbert Rideau**

*In the Place of Justice: A Story of Punishment and Deliverance*

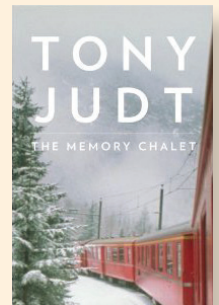
(New York: Alfred A. Knopf, 2010)

2012

**Tony Judt**

*The Memory Chalet*

(New York: Penguin Press, 2010)



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Piscopo, Philip J.	



Recent Ph.D. graduates after commencement. Left to right: Rebecca Mitchell, Andy Bruno, Sarah Frohardt-Lane, Jason Hansen, Jing Jing Chang, Jeff Ahlman, Emily Skidmore, and Brandon Mills.

Undergraduate winners at the 2011 spring awards banquet. Second row, left to right: Brian Levitsky, Ryan Stapinski, Ryan Schmidt, Dominic Casino, Professor Carol Symes, David Stream, Jared Black, and Christopher Baldwin. Front row, left to right: Anna Erickson, Maria Ricker, Carolyn Hinrichson, Yuxi Tian, Matthew Zieman, Megan Cavitt and Bianca Zaharescu.



The Organizing Committee of last year's Graduate Symposium on the History of Women and Gender, left to right: Courtney Pierre, Scott Harrison, Emily Pope-Obeda, Irina Spector-Marks, Derek Attig, and Ashley Hetrick.



Chair Diane Koenker and Undergraduate History Advisor Scott Bartlett, who won the LAS Academic Professionals Award for 2011–2012.



Left to right, the departmental staff: Janet Abrahamson, Chair Diane Koenker, Jan Langendorf, Scott Bartlett, Tom Bedwell, Staci Sears, and Elaine Sampson.

## 2011 Senior Honors Theses

**Bryan Becker** “‘Fill ’er Up’: Liberal Commentary during the 1973–1974 Oil Embargo”

**Jared Black** “Forcibly If They Must: The Construction of False Justifications for the White Supremacist Revolution in Mississippi, 1875”

**Dominic T. Casino** “The Citizen-Thief: The Untold Story of Crimes Committed by Civilians during the American Revolution”

**Jonathan Contrades** “Orientalists at War: The First Opium War, 1840–1842”

**Brian Levitsky** “A Constant Struggle: Inclusiveness at the University of Illinois at Urbana-Champaign, 1932–1975”

**Alex Nordlund** “Fear and Future War: Predictions of War and Military Propaganda in British Fiction, 1871–1914”

**Paul Slifer** “*Le procès de Riom*: Trial of the Century or Political Disaster?”

**Abraham Souza** “A Question of Identity: Workers and the Labor Movement in St. Louis during World War I”

**Eric Stensland** “The Ever-Changing Past: The Historiography of the ‘Abbasid Revolution’”

**Kelsie Torrenti** “Reuniting a Nation, Reconciling Identity: Southern Republicans in the Post-Civil War Era”





by DANA RABIN

It is a real privilege to serve as Director of Graduate Studies. Mentoring our talented, creative, and energetic graduate students has been tremendously rewarding and sometimes humbling. I have enjoyed working with our new chair, Diane Koenker, whose dedication and commitment to the graduate program ensures that our students and the program are always at the top of the Department's priorities.

This year the faculty and graduate students who serve on the Graduate Studies Committee continue to extend our program's reach. Among the initiatives: a new course on teaching college history. This course, designed for dissertators, will feature sessions on constructing syllabi and on writing and delivering lectures. We will also offer sessions on forms of assessment, effective grading, and interactive teaching. At least one full session will address diversity in the classroom. The course will introduce our graduate students to the full range of colleges and universities hiring faculty in history, including smaller public universities, liberal arts colleges, and community colleges. In this course we draw on the experience of our alumni with finding rewarding careers as scholar-teachers in all these different settings.

We are also working to help graduate students learn about the types of careers they might pursue outside of academia. Last year the Department of History partnered with the Graduate College to bring Dr. Amy Masciola (Masciola Campaign Consulting) to campus to discuss the transition from the Ph.D. to an alternative job track. Masciola, who holds a Ph.D. in History from the University of Maryland, spoke on April 14, 2010. Her talk, titled "Challenging Careers Outside Academia: Making the Transition," detailed her career path from the doctorate through her work with several national education nonprofit organizations to her

experience in the labor movement, where she now runs a strategic campaign consulting firm with her partner. Masciola discussed the myriad "transferable skills" she acquired in graduate school, the role of networking, and the sometimes difficult decision-making process. With support from the Graduate College, the Graduate Studies Committee plans to organize panels, bring in other speakers, and conduct workshops over the next eighteen months to highlight different career paths.

Our other big project began this past summer when an intrepid and editorially savvy group of graduate students began to overhaul the department website. Jason Jordan, Joshua Levy, Eric McKinley, Stephanie Seawell, and T.J. Tallie rewrote, revised, and edited all of the website text updating the information and streamlining its presentation on the site. It is still a work in progress, but we hope it will be easier to navigate and more consistent, concise and clear. Please visit us at [www.history.illinois.edu/graduate](http://www.history.illinois.edu/graduate).

The entering class of 2010 numbered 10 students drawn from colleges and universities across the United States. In August 2011 we welcomed seven new graduate students chosen from almost 200 applicants (see p. 25). These engaged, innovative, and thoughtful scholars-in-training represent a wide variety of historical approaches and backgrounds. Their interests span the globe. Our Committee on Diversity continues the Department's tradition of working to connect our graduate program with under-represented students. On March 7, 2011 the committee hosted a Diversity Conference titled "Critical Questions on Transnationalism and Inter-Racial Collaborations." The conference served as both a recruitment tool for prospective graduate students, especially under-represented students, and at the same time addressed the question of "retention" of under-represented doctoral students in the Department by involving them in the process of knowledge formation and sharing. The centerpiece of the conference was the roundtable discussion of the pre-circulated paper by Dr. Harvey Neptune, associate professor of History at Temple University. Dr. Neptune's discussion of his paper, titled "When

History Is in Vogue: A Primitivist Researcher's Story," was followed by thoughtful responses from graduate students Sharony Green, Kyle Mays, Joel Miyasaki, and Veronica Mendez. We are lucky again this year to have Professor Augusto Espiritu lead the Recruiting for Diversity Committee. As an addition to their charge, the committee organized a successful and thought provoking discussion titled "Beyond Admissions," which drew 40 participants from across the campus to talk about the challenges and opportunities for underrepresented students. The committee is planning another Diversity Recruitment and Retention conference to be held on campus in March 2012. The keynote speaker will be Professor Donald Fixico (History, Arizona State University).

The originality and scope of the work of our graduate students continues to win recognition from an array of external and internal funding agencies. Over the past two years the research and writing of our students has been supported by fellowships from the Fulbright Program, the Leo Baeck Program, the Truman Library, the Woodrow Wilson International Center for Scholars, the Social Science Research Council, the German Academic Exchange Service, the Social Science and the Humanities Research Council of Canada, the Council on Library and Information Resources funded by the Mellon Foundation, the Institute for European History, and the Woodson Center at the University of Virginia. On campus our students have also won competitive grants including Graduate College Dissertation Completion Fellowships, Graduate College Dissertation Travel Grants, Foreign Language and Area Studies Fellowships, and fellowships from the Illinois Program for Research in the Humanities.

Our graduate students continue to achieve across the board. Thirteen students received their Ph.D.s in 2010 while fifteen students received their Ph.D.s in 2011. There were 24 placements in 2010–2011 among them six postdoctoral fellowships and thirteen tenure-track positions.

The tremendous success of our students on the job market is due to their talent, hard work, and determination. The Department of History offers

*Mentoring our talented, creative, and energetic graduate students has been tremendously rewarding and sometimes humbling. . . . The originality and scope of the work of our graduate students continues to win recognition from an array of external and internal funding agencies.*

a series of placement workshops each semester for graduate students who are entering the job market. In 2010–2011 the committee, headed by Professors Elizabeth Pleck, Eugene Avrutin and Craig Koslofsky, provided graduate students the opportunity to share their job search experiences, discuss challenges and successes, and develop a support network during the search process. Topics covered in the fall workshops include: searching job application websites, navigating Interfolio, coordinating letters of recommendation, writing letters of application, developing writing samples, and compiling a teaching portfolio. In December the committee arranges for faculty members to conduct mock interviews that prepare our students for the AHA conference interview (or more frequently now, the Skype interview). Those graduate students who receive an invitation to give a job talk as part of the application process have the opportunity to present a practice talk to faculty and students in the Department. This provides the job candidates an excellent opportunity to practice their presentations prior to the formal interview. At the end of the presentation a question and answer period provides the candidate ample opportunity to master the content and to receive feedback about the presentation. The placement committee is also available to help students as they negotiate offers.

Our graduate students continue to excel in their scholarship, teaching, and service to the department, the university and the community. As a testament to their intellectual and personal integrity, they have been selected for leadership positions across campus. As they face today's challenges and opportunities, the Department pledges to advocate on their behalf on order to ensure the successful completion of their degrees and passage to the next phase of their careers.

# Phi Alpha Theta Annual Awards Banquet

## *Undergraduate Awards and Honors*

Friends of History  
Undergraduate Research Grants

**Dominic Casino**  
**David Stream**

Walter N. Breymann Scholarship

**Gerardo Gonzalez**  
**Maria Ricker**  
**Anna Erickson**

Robert H. Bierma Scholarship  
for Superior Academic Merit in History

**Megan Cavitt**  
**Ryan Schmidt**  
**Ryan Stapinski**  
**Yuxi Tian**

Michael Scher Award  
for Outstanding Undergraduate Paper

**Christopher A. Baldwin** "A Civilization to  
Stand the Test of Time? Sid Meier's *Civilization*  
and Historical Discourse"

Robert W. Johannsen  
Undergraduate History Scholarship

**Yuxi Tian**

Centenary Prize for Outstanding Senior  
in the Teaching of Social Studies

**Carolyn Hinrichsen**  
**Matthew Zieman**

Martha Belle Barrett Scholarship  
for Undergraduate Academic Excellence

**Jared Black**  
**Dominic Casino**  
**Bianca Zaharescu**

Martha Belle Barrett Prize  
for Outstanding Senior Honors Thesis (2010)

**Ben Jacobson** "Prechars, Pryntars, and  
Pplayers: Control, Conformity, and the Theatre  
under Mary Tudor, 1553-58"

## *Graduate Awards and Honors*

Frederick S. Rodkey Memorial Prize  
in Russian History

**Patryk Reid**

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

**Zachary Poppel**

Theodore Pease Scholarship  
for English Constitutional History

**Rachel Smith**

Joseph Ward Swain Seminar Paper Prize

**Irina Spector-Marks** "Passive Resistance and  
the Creation of Imperial Opinion, 1913-1914"

Joseph Ward Swain Publication Prize

**Julilly Kohler-Hausmann** "The Attila the  
Hun Law': New York's Rockefeller Drug Laws  
and the Making of a Punitive State," *Journal of  
Social History* 44/1 (2010)

Honorable Mention

**Bryan Nicholson** "In America, the Young  
Men and Women Would be Told HOW, not  
WHAT, to Think': Transnational Exchanges  
that Shaped U.S. Youth Politics, 1932-43," *New  
Global Studies* 4/3 (2010)

William C. Widenor Teaching Appointments

**Derek Attig** "Information in Motion: Network  
Cultures from Public Libraries to Packet  
Switching"

**Jeffrey Hayton** "History and Rock & Roll"

## *Department Teaching Awards*

John G. and Evelyn Hartman Heiligenstein  
Award (for Graduate Student Teaching)

**Derek Attig**

George S. and Gladys W. Queen Excellence  
in Teaching Award (for Faculty Teaching)

**Adrian Burgos, Jr.**



## Graduate Job Placements and Post-Doctoral Fellowships for 2010–2011

**Blunt, Nile**, Instructor of History, Phillips Academy, Andover  
**Bravo, Anita**, Faculty, Rock Valley College, Illinois  
**Bruno, Andy**, Postdoc Fellowship, Florida State University  
**Buric, Fedja**, Postdoc Fellowship, European University Institute, Florence, Italy  
**Chang, Jing Jing**, Assistant Professor, Wilfrid Laurier University, Ontario, Canada  
**Demshuk, Andrew**, Assistant Professor, University of Alabama  
**Dills, Randall**, Visiting Assistant Professor, University of Louisville  
**Du, Yongtao**, Assistant Professor, Oklahoma State University, Stillwater, Oklahoma  
**Frohardt-Lane, Sarah**, Postdoc Fellowship, Birmingham-Southern College  
**Hansen, Jason**, Assistant Professor, Furman University, South Carolina  
**Harris, Lane**, Lecturer, Furman University, South Carolina  
**Hartman, Ian**, Visiting Assistant Professor, University of Alaska  
**Hilton, Marjorie**, Assistant Professor, Murray State University, Kentucky  
**Holmes, Kwame**, Postdoc Fellowship, Carter G. Woodson Institute for African-American Studies, University of Virginia  
**Israel, Larry**, Assistant Professor, Macon State College, Georgia  
**Kohler-Hausmann, Julilly**, Tenure-Track Position, Cornell University, New York  
**Mackaman, Thomas**, Assistant Professor, King's College, Pennsylvania  
**Mills, Brandon**, Lecturer, McGill University, Montreal  
**Mitchell, Rebecca**, Postdoc Fellowship, Havighurst Center for Russian and Post-Soviet Studies, Miami University of Ohio  
**Miyasaki, Joel**, Truman Library Fellowship  
**Shimizu, Akira**, Postdoc Fellowship, Washington University in St. Louis, Missouri  
**Skidmore, Emily**, Assistant Professor, Texas Tech University  
**Tegegne, Habtamu**, Assistant Professor, Florida Gulf Coast University  
**Tillman, Ellen**, Assistant Professor, Texas State University  
**Yates, Brian**, Assistant Professor, Marist College, New York

## Graduate Students Newly Admitted, 2011

**Djordjevic, Stefan**—Eastern Europe  
**Feng, Jia**—China  
**Kosovych, Stefan**—Modern France  
**Ruscitti, Deirdre**—Russia  
**Smart, Devin**—Africa  
**Staudenmaier, Michael**—Modern US  
**White, Megan**—Modern US

## University Teaching Prizes

College of Liberal Arts and Sciences Award for Excellence in Undergraduate Teaching by a Graduate Student

Campus Award for Excellence in Undergraduate Teaching by a Graduate Student

**Ryan Jones**

Congratulations Ryan!



## Newly Completed Department of History Dissertations

**Ahlman, Jeffrey:** LIVING WITH NKRUMAHISM: NATION, STATE, AND PAN-AFRICANISM IN GHANA (May 2011)

**Blunt, Nile:** THE CHAPEL AND THE CHAMBER: CEREMONIAL DINING AND RELIGION RITUAL AT THE COURT OF KING CHARLES I (August 2011)

**Bruno, Andy:** MAKING NATURE MODERN: ECONOMIC TRANSFORMATION AND THE ENVIRONMENT IN THE SOVIET NORTH (August 2011)

**Chang, Jing Jing:** TOWARDS A LOCAL COMMUNITY: COLONIAL POLITICS AND POSTWAR HONG KONG CINEMA (May 2011)

**Eisemann, Amanda:** THE HUMAN HORSE: EQUINE HUSBANDRY, ANTHROPOMORPHIC HIERARCHIES, AND DAILY LIFE IN LOWER SAXONY, 1550-1735 (December 2011)

**Frohardt-Lane:** SARAH RACE, PUBLIC TRANSIT, AND AUTOMOBILITY IN WORLD WAR II DETROIT (May 2011)

**Hartman, Ian:** FROM DANIEL BOONE TO THE BEVERLY HILLBILLIES: TALES OF A "FALLEN" RACE, 1873-1968 (August 2011)

**Holmes, Kwame:** CHOCOLATE TO RAINBOW CITY: THE DIALECTS OF BLACK AND GAY COMMUNITY FORMATION IN POSTWAR WASHINGTON, D.C., 1946-1978 (August 2011)

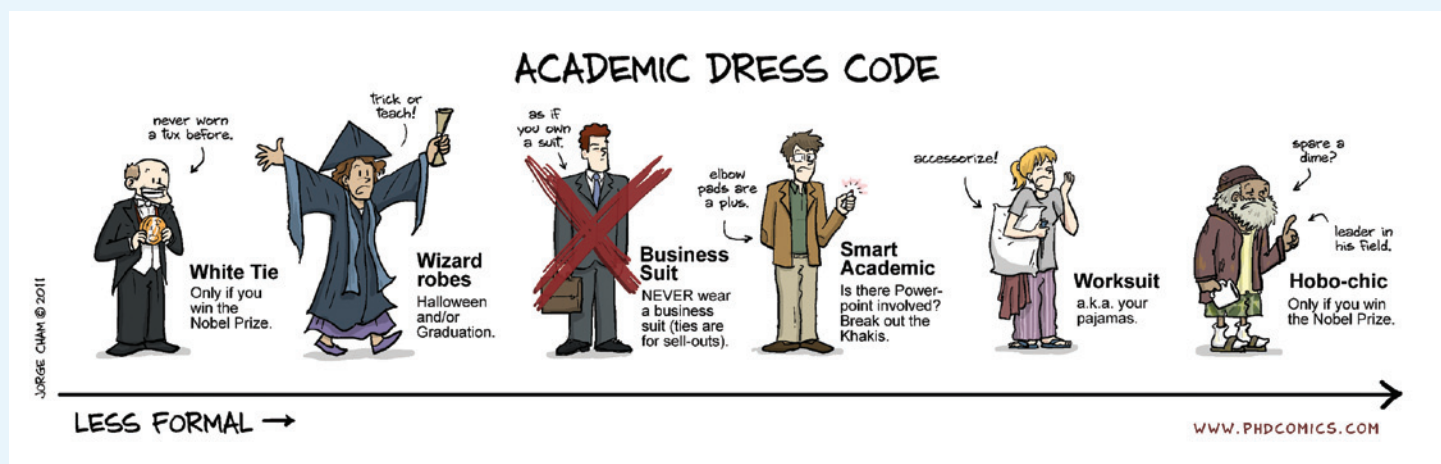
**Kamm, Jessica:** GERMAN FILM, WORLD TRAVEL: BERLIN, HOLLYWOOD, BOMBAY (August 2011)

**Kozlowski, Jason:** WILL GLOBALIZATION PLAY IN PEORIA? CLASS, RACE AND NATION IN THE GLOBAL ECONOMY, 1948-2005 (December 2011)

**Mills, Brandon:** EXPORTING THE RACIAL REPUBLIC: AFRICAN COLONIZATION, NATIONAL CITIZENSHIP, AND THE TRANSFORMATION OF U.S. EXPANSION, 1776-1864 (May 2011)

**Mitchell, Rebecca:** NIETZSCHE'S ORPHANS: MUSIC AND THE SEARCH FOR UNITY IN REVOLUTIONARY RUSSIA, 1905-1921 (May 2011)

**Shimizu, Akira:** EATING EDO, SENSING JAPAN: FOOD BRANDING AND MARKET CULTURE IN LATE TOKUGAWA JAPAN, 1780-1868 (August 2011)



# Scholar of Modern Mexican History Joins the Department

The Department of History is indeed fortunate to add to its faculty this year Dr. Mireya Loza. This is, in a sense, a homecoming. In May, 2001, Mireya earned her Bachelor of Arts degree from the U of I. She graduated, with Highest Distinction, from both the Department of Anthropology and the program in Latina/Latino Studies. Born and raised in Chicago, Mireya then traveled southward, to the University of Texas, a national center of Latin American historical studies, where she earned her M. A. through the Mexican Borderlands Program at that institution. For her doctoral work, she moved to Brown University; there, in 2010, she received her Ph.D. with a dissertation titled “Braceros on the Boundaries: Activism, Race, Masculinity, and the Legacies of the Bracero Program.” Ironically, Mireya’s primary advisor for the doctorate was Matthew Garcia, who during the 1990s taught in the history faculty at the U of I.

Mireya describes herself as a scholar of “trans-national Mexican American History” with a chronological concentration on the decades of the mid-twentieth century. Race, labor, gender, and political activism are among the themes she studies most intensively. At the U of I, she plans to teach courses—much in demand by our undergraduates, regardless of their field or major—such as “Mexican American History,” “Race and Migration in Chicago,” and “Latina/o Social Movements.” Mireya also boasts a methodological expertise in

the theory and practice of oral history. This is a skill set that she developed throughout her years as a graduate student when she worked on the archival team of the Smithsonian Institute’s Bracero History Project.

Unfortunately, most Americans today know little about the Bracero Program. This government initiative was the nation’s largest experiment with foreign guest workers. The economic and social upheaval stemming from both the Great Depression and World War II forced the United States to seek out a source of inexpensive labor to meet its manpower needs in both agriculture and railway maintenance. Due to this need, a treaty was signed in 1942 between the United States and Mexico to alleviate the shortage of labor. With many American men sent off to fight in Europe and elsewhere, the recruitment and processing of an available pool of laborers from Mexico created what became the bracero program. (“Bracero” is a Spanish term that can be defined loosely as “one who works with his arms,” or as a close equivalent, as a field hand.) Under this program, Mexican workers, many of them rural peasants, were allowed to enter the United States on a temporary basis. Between 1942 and 1964, the year the program ended, approximately 4.6 million Mexican nationals came to work in the U.S. as braceros.

The Bracero Program ended more than four decades ago. However, current—and often highly acrimonious—debates about immigration policy, including discussions about a new guest worker program, have put the program back in the news and made it all the more important to understand this under-appreciated chapter of American history, which, Mireya points out, provides countless lessons.

We are delighted to welcome Mireya back to her undergraduate alma mater!



## Recent Faculty Promotions

### **Marcelo Bucheli**

Associate Professor of History

### **Peter Fritzsche**

W. D. & Sara E. Trowbridge Professor of History

### **Carol Symes**

Lynn M. Martin Professorial Scholar and Associate Professor of History



## Faculty Profiles, 2011–12

**Eugene M. Avrutin** continued to work on his new book project, “The Velizh Affair: Ritual Murder in a Russian Border Town,” which will be published by Indiana University Press. He participated in two events at the University of Michigan: the international workshop “Imperial Nation: Tsarist Russia and the Peoples of Empire,” and the fiftieth anniversary celebration of the Center for Russian, East European, and Eurasian Studies. Avrutin also presented his work at Indiana University and Northwestern. Together with Robert H. Greene, he translated and edited a critical edition of Anna Pavlovna Vygodskaya’s memoirs (Northern Illinois University Press, 2012).

**Teresa Barnes** had her “pedal to the metal” this past year. In addition to regular teaching and departmental duties in History and Gender/Women’s Studies, she co-organized an international conference in October 2010 honoring Professor Terence Ranger of Oxford University: “Making History: Terence Ranger and African Studies.” She was also involved in a lively interdisciplinary Graduate College “Focal Point” project on social history in downstate Illinois landscapes, which produced a short video “Race, Class, Police, Place, Labor and Truth All at the Same Time” which can be found at [www.grad.illinois.edu/video](http://www.grad.illinois.edu/video) (search for “focal point”). She then led a graduate student research project which interviewed members of the Congolese diaspora community in Champaign-Urbana on how the legacies of violence in their home country should be remembered and addressed in the future. This project also produced a short video, which has been posted to YouTube at [www.youtube.com/watch?v=qkYCZ12qxkY](http://www.youtube.com/watch?v=qkYCZ12qxkY) and to a local community website, [www.eblackcu.org](http://www.eblackcu.org).

In early 2011 **James Brennan** traveled across the Midwest giving talks at the University of Iowa, Northwestern University, and Notre Dame University on subjects ranging from political opposition in Tanzania, to Islamic festivals in Dar es Salaam, to the history of anti-colonial radio broadcasting in East Africa. He also traveled to Tanzania in May, where he gave a talk on radio listening across the Western Indian Ocean World at a workshop held in Zanzibar. The following month he traveled to Sweden to give a talk entitled “Money, Mobility and Citizenship in Coastal East Africa” at the bi-annual European

Conference on African Studies, held in Uppsala. He capped off his year by giving the keynote address on new directions in Africa’s urban history—“Desires, Rents & Entitlements”—at a symposium on Urban Africa at Ghent University in Belgium. Brennan also taught a new course this fall on Africa’s decolonization and published an article, “Politics and Business in the Indian Newspapers of Colonial Tanganyika,” in his field’s leading journal, *Africa: Journal of the International Africa Institute* [volume 81:1 (2011), 42-67]. He looks forward to the publication of his book ‘Taifa: Making Nation and Race in Urban Tanzania’ in mid-2012.

**Marcelo Bucheli** was promoted to associate professor with tenure in summer 2011. He was a fellow at the Center for Advanced Study at the University of Illinois during 2009–2010. In 2009 he received the Article of the Year Award by the Petroleum History Institute for an article published in *Entreprises et Histoire*, and in 2011 he received the Mira Wilkins Award in International Business History for an article he published in *Enterprise and Society* in 2010; a Spanish translation of this article also appeared in an edited volume. In addition to these two articles he has recently published articles in *Business History Review*, *Management International Review*, the *Journal of Management Studies*, and *Harvard Business Review*. In 2011 he was also elected a trustee of the Business History Conference.

In late April, Hill & Wang published the second book of **Adrian Burgos, Jr.**: *Cuban Star: How One Negro League Owner Changed the Face of Baseball*. Over the summer and fall Burgos delivered invited lectures at the National Archives, the Negro League Museum and the National Baseball Hall of Fame; he also gave book presentations at the Off the Page Summer Book Festival, Hue-Man Bookstore in Harlem, and Esowon Bookstore in Los Angeles, among others. Burgos was an invited panelist for “the art of biography” panel at the Chicago Tribune Printers Row Literary Festival and speaker on the “Baseball as Tradition” panel at Wrigley Field as part of the inaugural Chicago Ideas Week. The publication of *Cuban Star* also led to appearances on the “Michael Eric Dyson” radio program, National Public Radio’s “Only a Game,” and sports radio programs in New York City, Chicago,

Detroit, and Pittsburgh. Increasingly called on by the media for his expertise on Latinos and baseball integration, Burgos appeared on WGN's "White Sox Warm-Up" program to speak on the sixtieth anniversary of Minnie Miñoso's breaking the color line for the White Sox and on "Tigers Live" (the Detroit Tigers' pre-game show) to discuss Latino contributions to baseball history. In November he participated in the Minnie Miñoso Hall of Fame Forum hosted by the Chicago White Sox and also appeared on WTTW's "Chicago Tonight" program to speak about Miñoso's possible election to the Baseball Hall of Fame. His work in the classroom was recognized this past year by the Department of History with the George and Gladys M. Queen Award for Undergraduate Teaching.

**Antoinette Burton** was awarded a John Simon Guggenheim Foundation Fellowship for 2010–11, which she took up with renewed enthusiasm for the historian's craft after serving for five years as chair of the Department of History at Illinois. She spent her year's leave doing research and giving talks in Britain, India, South Africa, and Australia. She finished several book projects, including *Brown over Black: Race and the Politics of Postcolonial Citation* (Delhi, 2011) and *A Primer for Teaching World History* (Duke, 2012). Now that she is a civilian again, she is happily back to teaching courses on Victorian Britain and world history. She is also heading the fledgling Center for Historical Interpretation's three-year theme, "World Histories from Below" (see [www.worldhistoriesfrombelow.wordpress.com/](http://www.worldhistoriesfrombelow.wordpress.com/)).

Sabbatical leave granted by U of I and the Department of History combined with a fellowship from the Illinois Program for Research in the Humanities enabled **Tamara Chaplin** to spend the academic year 2009–10 researching and writing her second book manuscript, "Sappho Comes Out: Lesbian Life in Postwar France," an examination of how lesbians have made claims on the French public sphere in the post-WWII era. Her year was an exciting combination of travel for research (to personal and public archives in Paris, Toulouse, Angers, Lyon, Le Croisic and Tours), for conferences (at the Barcelona Museum of Contemporary Art in Spain, in Amsterdam, and at an international seminar on sexual revolutions), and for pleasure (December is the ideal time for a trip to Venice!). Her work with colleagues in France resulted in an invitation to serve as a board member for the new French archive for LGBT history, L'Institut Arc-en-ciel. Centre d'archives et de documentation

LGBT, under the direction of Louis-Georges Tin. October 2011 saw the publication of her article, "Orgasm without Limits: May '68 and the History of Sex Education in Modern France," in *May '68, Rethinking France's Last Revolution* (Palgrave 2011). She was awarded a zero-time faculty appointment in the department of Gender and Women's Studies last spring and will be teaching a new, cross-listed undergraduate course on the history of sexuality in the spring of 2012, as well as a graduate course on the same topic the following fall.

**Clare Haru Crowston** completed her second monograph, *Credit, Fashion, Sex: Economies of Regard in Old Regime France*, under contract with Duke University Press and expected to appear in Fall 2013. Her article "Credit and the Metanarrative of Modernity" appeared in *French Historical Studies*, and she delivered several scholarly talks in Canada and the United States drawn from her research. The tenth edition of *A History of Western Society*, co-authored with University of Illinois emeriti John McKay and the late John Buckler as well as Illinois Ph.D. Joe Perry, appeared in May 2011. In fall 2011, she taught a new version of "The Age of Revolutions," featuring an extended reconstruction of the French Constituent Assembly of 1791–92. She and the students (who took on the roles of Louis XVI, Lafayette, Robespierre, anonymous legislators, and the riotous crowd) had a great time living and learning the Revolution and gained new perspectives on our own era of popular protest and uprisings.

**Ken Cuno** published "Family Ideals, Colonialism and Law," a review essay on five recent books dealing with family history, in the *Journal of Women's History* (Winter 2010). He made progress on his book during a Humanities Release Time leave while giving a number of radio and television presentations on current events in Egypt, the "Arab Spring," and President Obama's May 2011 speech on Israeli-Palestinian negotiations. He gave presentations on campus and at Illinois State University about the codification of Islamic law in the nineteenth century, and he served as chair of the department's search committee for the position in South Asian history.

**Augusto Espiritu** published "The Japanese in the Filipino American Imagination" in *The Philippines and Japan in America's Shadow*, ed. Kiichi Fujiwara and Yoshiko Nagano (Singapore: NUS Press, 2011), an essay which was simultaneously abridged and translated into Japanese for publication in *Under the*

*American Shadow: Japan and the Philippines*, ed. Yoshiko Nagano and Kiichi Fujiwara (Tokyo: Hosei University Press, 2011). He presented portions of his new research as “Anti-Americanism or Romantic Hispanism: The Overlapping Careers of Pedro Albizu Campos, Claro Mayo Recto, and Ramon Grau San Martín” for a panel discussion on Anticolonialism in the Twentieth Century at the annual meeting of the Organization of American Historians. Espiritu was awarded the Outstanding Asian American Faculty/Staff Award at the University of Illinois and the UCLA Filipino Alumni Association Royal Morales Community Achievement Award, both in 2011.

**Rayvon Fouché** published “From Black Inventors to One Laptop Per Child: Exporting a Racial Politics of Technology,” in Lisa Nakamura and Peter Chow-White, *Race After the Internet* (Routledge) and “Analog Turns Digital: Hip-hop, Technology, and the Maintenance of Racial Authenticity,” in Trevor Pinch and Karin Bijsterveld, *The Oxford Handbook of Sound Studies* (Oxford University Press). In addition, he published “‘Selling’ Women: Lillian Gilbreth, Gender Translation, and Intellectual Property,” in *Gender, Social Policy, & the Law* (co-authored with fellow history department faculty member Sharra Vostral) and “Shepherding Science and Technology Studies beyond Matthew and Matilda” in the journal *Archaeologies*. He has given invited lectures on his new book project examining the evolution of technology in sport at the Chicago Humanities Festival, Carnegie Mellon University, and the University of California at Berkeley. Beginning in the fall semester 2011, the Graduate College appointed him an Associate Dean.

**Peter Fritzsche** was appointed W. D. & Sara E. Trowbridge Professor in History in 2010. He spent the 2011–12 year on sabbatical in Germany to research his new book on the cultural history of World War II. In 2011 Harvard University Press published his latest book, *The Turbulent World of Franz Göll: An Ordinary Berliner Writes the Twentieth Century*.

**Poshek Fu** completed three-year terms on the American Historical Association Nominating Committee and as the Director of the UIUC Center for East Asian and Pacific Studies. During his tenure as the Director of CEAPS, the Center received a Department of Education Title VI grant and a China Scholar Exchange Grant from the Freeman Foundation. Fu has been appointed Zijiang Visiting Professor at the East China Normal University, Shanghai, a highly

ranked research university best known for interdisciplinary research in the humanities. Also, in collaboration with three scholars from China and Hong Kong, he has received a two-year grant from the Research Grants Council (Hong Kong) for the web-based project “Beyond Shanghai: A History of the Chinese Film Industry, 1900–1950.” His Chinese-language book *China in Hong Kong: The Shaw Brothers Cinema*, co-edited with Shenzhen University Media Studies Professor Liu Hui, has been published by the Oxford University Press in Hong Kong.

Last spring, **Kristin Hoganson** fulfilled a longtime dream of serving as a Fulbright teaching professor. She taught two classes at the Ludwig-Maximilians Universität in Munich, one on U.S. history after the transnational turn and one on U.S. empire around the year 1898. In addition to learning a great deal about supranationalism, imperial amnesia, superpower decline and other topics from her students, she also learned about the politics and challenges of doing American Studies outside the United States from colleagues at LMU and at the many other places where she gave talks.

In 2010 and 2011 **Fred Hoxie** spoke at several locations where the traveling version of his exhibit “Lewis and Clark and the Indian Country” has been on display, including St. Cloud, Minnesota; Poughkeepsie, New York; Wooster, Ohio; and Milwaukee, Wisconsin. Originating at the Newberry Library in 2005, the exhibit’s national tour will conclude in the summer of 2012. Later this academic year Fred will end his second six-year term as a trustee of the National Museum of the American Indian at the Smithsonian Institution. Named a founding trustee in 1990, Fred participated in planning for what has become a highly-visited museum on the national mall in Washington, D.C. as well as a cultural resources center in suburban Maryland and a satellite exhibition site (the George Gustav Heye Center) in lower Manhattan.

**Nils Jacobsen** lectured at the Universidad Nacional de Colombia—Sede Medellín, presented a paper at the Convention of the Latin American Studies Association in Rio de Janeiro, and commented on papers at the Convention of the Latin American Studies Association in Toronto. In June 2009 he gave an intensive Masters-level course in the Department of Anthropology of the Universidad Nacional de Córdoba on “Indians and Nation-State Formation in Latin American History.” He was guest professor

of Latin American History at Universität Hamburg during the German summer semester of 2011. The symposium on “Revolutions and Civil Wars in Latin America Before Mass Politics, 1810–1910,” which he organized with Hilda Sabato (Universidad de Buenos Aires), was held at the University of Illinois in April 2009 with scholars from Europe, Latin America and the U.S. Jacobsen also did further research in Lima, Ayacucho and Arequipa, Peru, on his ongoing book project, “Peru in Revolution: The Civil War of 1895 and the Nation’s Modern Political Culture.” In fall 2011 he published, together with Nicanor Dominiguez, *Juan Bustamante y los límites del liberalismo en el Altiplano: La rebelión de Huancané, 1866–1868*. (Lima: SER). He published two article-length entries on “Nationalism in Peru, 1780–1919” in *Nations and Nationalism in Global Perspective: An Encyclopedia of Origins, Development, and Contemporary Transitions* (2008) and on “Agriculture” in Scribner’s *Encyclopedia of Latin American History and Culture* (2008).

**Diane Koenker** spent part of a sabbatical year in London, where she completed her book manuscript on the history of Soviet tourism and vacations. While in the UK, she gave talks based on her project at the University of Sheffield and at the School of Slavonic and East European Studies of University College London. In London, she viewed films from the extensive video collection at SSEES as part of the research for her next book project, “The Soviet Sixties: Consumer Communism in the Soviet Union, 1961–1973.” She also conducted participant-observation tourism research in several European cities, with a focus on culinary tourism. Her article “Pleasure Travel in the Passport State” will appear in the collection edited by John Randolph and Eugene Avrutin, *Russia on the Move: Essays on the Politics, Society and Culture of Human Mobility, 1850–Present* (University of Illinois Press, 2012). She has been elected Vice-President / President-Elect of the Association for Slavic, East European, and Eurasian Studies for 2012, and in 2013, she will assume the presidency of the ASEES.

**Craig Koslofsky** published *Evening’s Empire: A History of the Night in Early Modern Europe* (Cambridge, 2011) and began research in Berlin for his new project on the role of Brandenburg-Prussia in the Atlantic slave trade in the seventeenth and eighteenth centuries. In January 2012 *Evening’s Empire* was named the Longman–History Today Book of the Year for 2011. The award recognizes an author’s first or second book that has contributed significantly to

making its subject accessible and rewarding to the general reader of history while displaying innovative research and interpretation in its field.

The bicentennial of Abraham Lincoln’s birth and the sesquicentennial of the Civil War has kept scholars in those fields very busy, reports **Bruce Levine**. He has been very well occupied giving talks and writing essays, Op-Ed pieces, and books on these and related subjects. During the last two years he presented lectures that examined the causes of the U.S. Civil War from various angles at a conference in New York sponsored by the American Social History Project; at the annual Chicago Civil War Symposium; and in an opening plenary session of the Organization of American Historians 2011 annual meeting in Houston. He discussed “Abraham Lincoln as a Revolutionary Leader” at a University of Illinois Law School symposium, at a ceremony at the Old Urbana Courthouse sponsored by the Abraham Lincoln Association and at Western Illinois University. The latter presentation was televised by C-SPAN. He worked to debunk “The Myth of the Black Confederates” at the Virginia Civil War Sesquicentennial Commission’s 2010 Signature Conference. That presentation, too, aired on C-SPAN and was later published in *Race, Slavery and the Civil War: The Tough Stuff of American History and Memory*. Addressing a more immediate topic, he joined a roundtable discussion of “The Resurgent Relevance of Marxism and the Black Experience in the Era of Global Capitalism” at the U of I Department of African American Studies.

For the past five years, Levine has been writing a book entitled *The Fall of the House of Dixie: The Destruction of Slavery and the Old South during the Civil War*. The manuscript is now complete, and Random House has scheduled it for publication in January 2013, coinciding with the 150th anniversary of the Emancipation Proclamation. He has been invited to join the Coalition for the Civil War Sesquicentennial’s Council of Scholars and has been asked to serve a second time as one of the Organization of American Historians’ “Distinguished Lecturers.” He has also been named the Rogers Distinguished Fellow in Nineteenth Century American History at the Huntington Library in San Marino, California, where he will spend the academic year 2012–2013.

**Harry Liebersohn** is researching a book tentatively titled “The Sounds of Music: The First Wave of Global Musical Encounters, 1877–1939.” Between May and



November 2011 he gave talks in Paris, Groningen, New Haven, and Copenhagen.

**Ralph Mathisen** published *Ancient Mediterranean Civilizations: Prehistory to 640 CE* (Oxford University Press, 2011) and *Romans, Barbarians, and the Transformation of the Roman World: Cultural Interaction and the Creation of Identity in Late Antiquity* (edited, with D.R. Shanzer) (Ashgate Press, 2011). His earlier book on *Roman Aristocrats in Barbarian Gaul: Strategies for Survival in an Age of Transition* was reissued as a paperback. He delivered conference papers in Rome and at the Villa Vigoni (Italy), Fontevraud, Clermont-Ferrand, Metz, and Toulouse (France), Leeds (England), Heidelberg and Augsburg (Germany), and in Sarasota, Kalamazoo, and Berkeley. He was an Invited Professor at the University of Metz and this past summer was a Distinguished Guest Professor at the University of Heidelberg. He also served as editor for two issues of the *Journal of Late Antiquity*, which won the Association of American Publishers Award for Professional and Scholarly Excellence as Best New Journal in the Social Sciences & Humanities for 2010; he continues to serve as editor for the series Oxford Studies in Late Antiquity.

In addition to his work as editor of this newsletter, **Mark Micale** spent the year enjoying a University Fellowship in a Second Discipline. This remarkable opportunity allowed him to take courses in psychiatry and neurology at the medical school. (He is now well-equipped to diagnose his colleagues.) In addition, he spoke at conferences at Washington D.C. and Pittsburgh.

**Robert “Bob” Morrissey** published an article, “I Speak It Well”: Language, Cultural Understanding, and the End of a Missionary Middle Ground in Illinois Country, 1673–1712,” in the Fall 2011 issue of *Early American Studies*. He continued revisions on his book, which will appear with the University of Pennsylvania Press, and contributed a chapter to a book of new essays about French colonists and Indians in early North America, forthcoming from Michigan State University Press. In addition, he finished an article about French-Indian intermarriage and social networks in the eighteenth-century Mississippi Valley. He presented this new material at the Social Science History Association annual meeting in Boston in November.

**Kathryn Oberdeck** continues to teach in the areas of cultural and intellectual history and social theory while developing new courses connecting urban landscapes to history. She presented papers on her current project on meanings of space and place in the company town of Kohler Wisconsin at an interdisciplinary conference on “Gender Space and Place” at the University of Notre Dame, Indiana and at the Comprehending Class conference at the University of Witwatersrand, Johannesburg, South Africa in June 2010. In June 2011 she presented a paper on a new project comparing perspectives on urban hygiene and blight from below at the South African Historical Association biennial conference held at the University of KwaZulu-Natal in Durban, South Africa. Recent publications include “Of Tubs and Toil: Kohler Workers in an Empire of Hygiene, 1920–2000,” *International Review of Social History* 55 (2010); 447–483; “Popular Religion and Popular Culture: Civil War to the Mid-Twentieth Century,” *Encyclopedia of Religion in America*, (CQ Press, 2010), and “Competing Geographies of Welfare Capitalism and its Workers: Kohler Village and the Spatial Politics of Planned Company Towns,” *Handbook of Employment and Society: Working Space*, ed. Andrew Herod, Susan McGrath-Champ and Al Rainnie (Edward Elgar, 2010), 179–196.

In 2010 **David Prochaska** published his second co-edited book in three years. *Postcards: Ephemeral Histories of Modernity*. It is an interdisciplinary collection edited with art historian Jordana Mendelson; it includes essays written by historians, art historians, anthropologists, literature specialists, and museum studies scholars. Noteworthy is the large number of illustrations—200 in color and black and white—plus facsimile reproductions of earlier postcard essays by photographer Walker Evans and poet Paul Eluard.

**Dana Rabin** continues to enjoy her time as Director of Graduate Studies, a position she finds both challenging and rewarding. In September her article titled “‘In a Country of Liberty’: Slavery, Villeinage and the Making of Whiteness in the Somerset Case (1772)” was published in *History Workshop Journal*. She looks forward to having time next year to dedicate to her current book project: “‘Fixing the Rule of Law’: Managing Difference in Britain’s Imperial Age, 1754–1800.” Through an examination of contests and struggles over rights, the book explores the relationship between empire and the emergence of the rule of law.

**Leslie J. Reagan** won two awards for her new book on the personal, political and cultural effects of German measles (rubella) epidemics, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America* (University of California Press, 2010): the Joan Kelly Memorial Prize from the American Historical Association for women's history/feminist theory and the Eileen Basker Memorial Award from the Society of Medical Anthropology, a section of the American Association of Anthropology. A related article, "Rashes, Rights, and Wrongs in the Hospital and in the Courtroom," *Law and History Review* (Summer 2009), also won scholarly recognition from the Society for Legal History, which gave it an Honorable Mention for the Surrency Award, and from the Illinois Program for Research in the Humanities, which awarded the article the inaugural Faculty Award for Research in the Humanities. She also served as Guest Editor for the *Journal of Women's History*, producing an issue on "Reproduction, Sex, and Power" (Fall 2010).

Reagan has begun a new project on Agent Orange in the United States and Vietnam. She published "Representations and Reproductive Hazards of Agent Orange," which analyzes two documentaries about Agent Orange's bodily effects in Vietnam, in the *Journal of Medicine, Law, and Ethics* (Spring 2011). She is also an IPRH Fellow for 2011-12, and she received an Arnold O. Beckman Research Award in 2010.

**David Roediger** has co-edited *Listening to Revolt: Selected Writings of George Rawick* and *The Wages of Whiteness and Racist Symbolic Capital*. He has also co-authored *The Production of Difference: Race and the Management of Labor in U.S. History* (Oxford, 2012; with Elizabeth Esch). His invited lectures included keynotes at the International Marcuse Conference, the Working Class Studies Association Conference, the Historical Materialism Conference, the Charles Hamilton Houston Forum for Law and Social Justice at Amherst College, and the American Studies Symposium at Purdue University. He has also given the E.P. Thompson Memorial Lecture at the University of Pittsburgh, the Martin Luther King Lecture at Highline Community College, Seattle, the American Studies Distinguished Lecture at the University of Notre Dame, and the Ida Cordelia Beam Distinguished Professor Lecture at the University of Iowa.

**Dorothee Schneider** published *Crossing Borders: Migration and Citizenship in the Twentieth Century United States* in May 2011 with Harvard University Press (see page 11). Since then she has been asked to comment on immigration issues past and present in the blogosphere, at the Annual Meeting of the Social Science History Association (which organized a panel on the book) and, of course, in the classroom. On September 10, 2011 she spoke on "Immigration and Immigrant Policies after 9/11" at the Heidelberg Center for American Studies on occasion of the tenth anniversary of 9/11.

**Mark Steinberg's** most recent publication is *Petersburg Fin de Siècle* (Yale University Press, 2011), a study of the Russian capital city in the final decade of the old regime, which examines topics such as street life, crime, violence, sexuality, suicide, and social and political emotions. He is now at work on a new book for Oxford University Press called "Experiencing the Russian Revolution, 1905-1921." And he is beginning his second term as editor of the international and interdisciplinary journal *Slavic Review*.

In 2011, **Carol Symes** was designated Lynn M. Martin Professorial Scholar in the College of Liberal Arts and Sciences, a renewable three-year appointment recognizing outstanding achievements in research and teaching. She also collected a fourth prize for her first book, *A Common Stage: Theater and Public Life in Thirteenth-Century Arras* (Cornell, 2007): the John Nicholas Brown Prize of the Medieval Academy of America now joins the Herbert Baxter Adams Prize of the AHA among other awards on her shelf. In the spring of 2012, she completes an extended term as the department's Director of Undergraduate Studies. Recent publications include a brief edition of W.W. Norton's bestselling *Western Civilizations* textbook, which she co-authors with Joshua Cole, Judith Coffin, and Robert Stacey (one of her own undergraduate mentors at Yale), as well as "When We Talk about Modernity," a contribution to the *AHR's* forum on "Historians and Modernity; "The Medieval Archive and the History of Theatre," in *Theatre Survey*; and other articles calling for the decolonization of the medieval past and a fresh perspective on its sources.

**Ronald P. Toby** was named the inaugural recipient of the National Institutes for the Humanities Prize in Japanese Studies. The National Institutes awarded the prize to Toby for his significant contributions to

the study of early modern Japanese foreign relations, including his re-examination of the so-called ‘seclusion’ system; for his work in the United States fostering the development of younger Japan scholars; and for his career-long accomplishments in deepening our understanding of Japan; and in the advancement and promotion of Japanese studies abroad. Toby’s recent publications include *The Politics of “Seclusion”* (Shogakukan, 2008) and the co-edited volume *Introduction to Early Modern Mapping* (University of Tokyo Press, 2011), both in Japanese.

**Sharra Vostral** continues her studies of the historical relationship of gender and technology. Her edited volume, *Feminist Technology* (University of Illinois Press, 2010) calls for more thoughtful design practices that encompass a multiplicity of users and include proactive interventions to prompt better-designed objects for women that ultimately benefit us all. She

extended her historical reach by publishing articles in the disparate fields of art and design, law, biology and medicine. Her article “How to Add Feminist Approaches into Design Courses” co-authored with Deana McDonagh in *Design Principles & Practices: An International Journal* (2010) reported upon the challenges and successes of implementing a gender-conscious philosophy in the design process. With Rayvon Fouché, she examined women’s relationships to the ownership of intellectual property in “‘Selling’ Women: Lillian Gilbreth, Gender Translation, and Intellectual Property,” *Journal of Gender, Social Policy and the Law* (2011). Lastly, she published research related to her book project on emergent technology and its relationship to disease in the *Yale Journal of Biology and Medicine* (2011) as an article on “Rely and Toxic Shock Syndrome: A Technological Health Crisis.”



## Emeriti Updates, 2011

**Walter L. Arnstein** edited *Lives of Victorian Political Figures, Part III* (Pickering and Chatto, 2008) and book reviews for *H-Net Reviews*, *The International History Review*, *The Historian*, *Victorians Institute Journal*, and *The British Scholar*. He served as plenary lecturer at the October 2009 meeting of the Midwest Conference on British Studies where his topic was “Gladstone at 200: Historical Reflections.” In November 2010, at the annual meeting of the North American Conference on British Studies, he contributed a paper on the origins of that organization. His article on “The Americanization of Queen Victoria” was published in the Winter 2010 issue of *The Historian*.

**Richard W. Burkhardt, Jr.** published an article titled “Lamarck, Cuvier, and Darwin on Animal Behavior and Acquired Characteristics” in the volume *Transformations of Lamarckism: From Subtle Fluids to Molecular Biology*, eds. S. B. Gissis and E. Jablonka (MIT, 2011). In December 2011 at the American Philosophical Society Museum in Philadelphia he gave the keynote address for the conference “Of Pictures & Specimens: Natural History in Post-Revolutionary and Restoration France.” He continues to work on his study of the history of the zoo of the Muséum d’Histoire Naturelle in Paris.

**Vernon Burton** is currently Director of the Clemson University CyberInstitute, Distinguished Professor of Humanities, and Professor of History and Computer Science at Clemson University. Selected as the new President of the Southern History Association, Burton will deliver his presidential address in Mobile, Alabama on November 2, 2012. He continues as the vice-chair of the Congressional Abraham Lincoln Bicentennial Foundation and Executive Director of the College of Charleston Lowcountry and Atlantic World program. He is also the series editor for the University of Virginia’s *A Nation Divided: Studies in the Civil War Era*. His recent publications include “Lincoln at Two Hundred: Have We Finally Reached Randall’s Point of Exhaustion?” which was his keynote at the Harvard University Lincoln Bicentennial Conference and appeared in *The Living Lincoln: Essays from the Harvard Lincoln Bicentennial Symposium* (2011). Another keynote, “The Age of Lincoln: Then and Now,” for the South Carolina Historical Association Annual meeting, was published in *The*

*Proceedings of the South Carolina Historical Association*, 2010. His co-edited volume, *Toward the Meeting of the Waters: Currents in the Civil Rights Movement of South Carolina during the Twentieth Century* (University of South Carolina Press) was released in paperback this year. He organized an international conference, “Writing the South in Fact, Fiction, and Poetry” in February 2011 and is editing these papers into a book.

**Donald Crummey’s** last Ph.D. student, Habtamu Mengistu, successfully defended his dissertation in June 2011. Following a quiet first half of the year, Don was in Denver in June for the marriage of his older daughter, Rebecca. In September and October, he and his wife Lorraine spent six weeks on a car camping trip to the West Coast and back with Charles Stewart and Sena Leikvold. At the end of October he flew to Norway for a workshop, and he ended the year in Big Bend National Park.

Since her retirement in May 2010, when she enjoyed a wonderful dinner at the home of Clare Crowston and the company of many current and former colleagues, **Caroline Hibbard** has spent much time dismantling and packing up her office, and trying to get many of those books and papers into her small home. She has also continued work on her book project about the court politics in early modern England. In January 2011 she bought a small 1825 house in Bath, Maine, where she will move in the spring of 2012. Since then she has been devoted to the Great Divestiture, as she tries to find appropriate homes for the many books and other possessions that are no longer needed enough to move them 1,000 miles. A high point of the last year was her student Nile Blunt’s successful defense of his thesis on “Dining at the Royal Court” and his subsequent move to a teaching position at Phillips Andover Academy in Massachusetts.

**Lillian Hoddeson** has continued to work with her collaborators, Adrienne Kolb and Michael Riordan, on a history of “The Decline of the Superconducting Super Collider.” The final 300-page report of this NSF-supported project will be submitted in December 2011. Most of Hoddeson’s recent efforts, however, have been devoted to work on her biography of the prolific inventor of alternative energy devices, Stanford Ovshinsky. In the fall of 2011 she worked on the

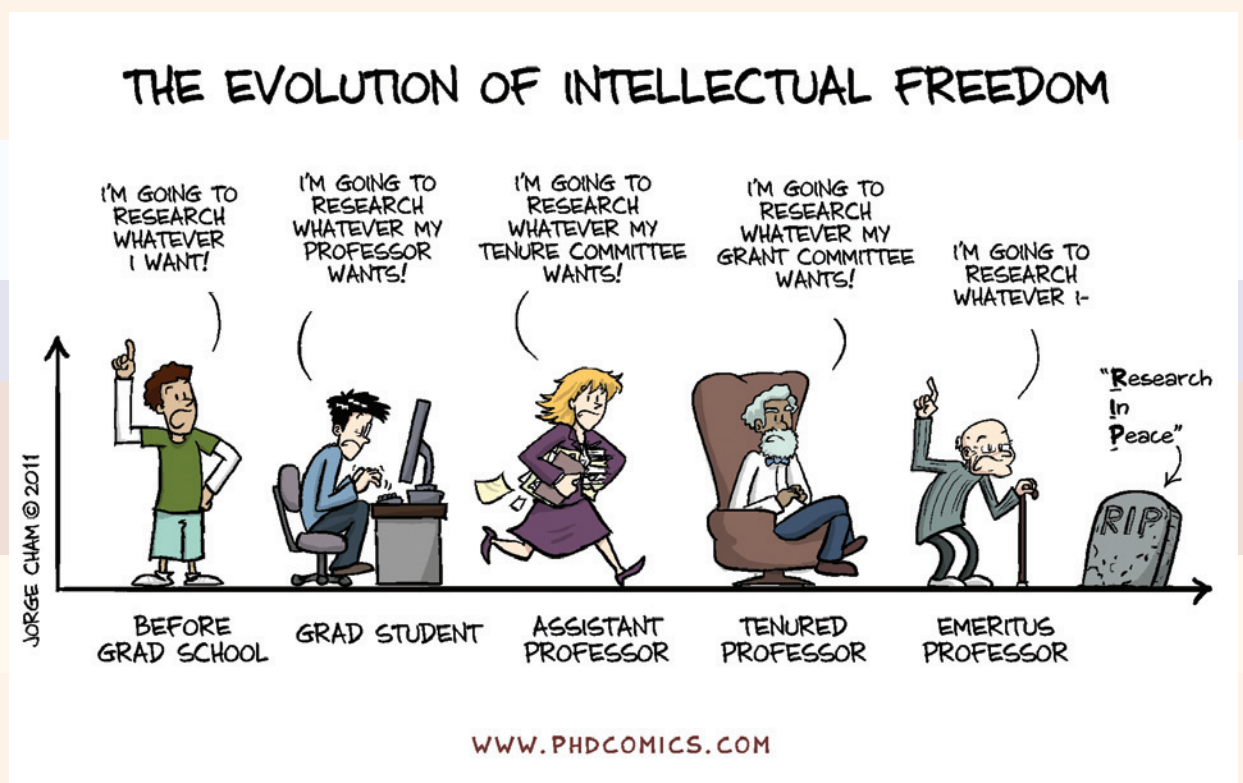
first seven (of fourteen) chapters of the study while teaching a Campus Honors course on “Scientific Creativity and Invention.” In late September 2011 she was surprised to learn that she had won the highest award for the history of physics presented by the American Physical Society, the Abraham Pais Prize. The citation for her prize reads: “For her leadership and contributions to writing the history of twentieth-century physics, her pioneering studies of American research laboratories—particularly Bell Labs, Los Alamos and Fermilab—and her perceptive scientific biography of John Bardeen.” On this last topic she also recently published “John Bardeen: The Only Person to Win Two Nobel Prizes in Physics,” *Physics Education*, 46 (2011) 661–668.

**John McKay’s** “classic” *Tramways and Trolleys: The Rise of Urban Mass Transport in Europe* (Princeton, 1976) was the subject of a session featuring papers and discussion at the 2010 meeting in the Netherlands of the interdisciplinary International Association for the History of Transport, Traffic, and Mobility. The papers and responses, along with

an long interview with McKay, were included in the Association’s 2011 Yearbook, pp. 45–103, published by Presses universitaires suisses. McKay continues to review several new books in European and world economic and demographic history for *Choice*, the library journal.

**Elizabeth Pleck** retired in May of 2011. Her latest book, *Not Just Roommates: Cohabitation after the Sexual Revolution*, will be published by the University of Chicago Press in April of 2012. Her first major trip since retirement was a visit to her relatives in South Africa.

**Winton Solberg** presented a paper titled “President Edmund J. James and the University of Illinois, 1904–1920: Redeeming the Promise of the Morrill Land-Grant Act” at a conference on “The Legacy and the Promise: 150 Years of Land-Grant Universities” held at Penn State University in June 2011. The paper will be included in a forthcoming volume of papers presented at that conference.



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