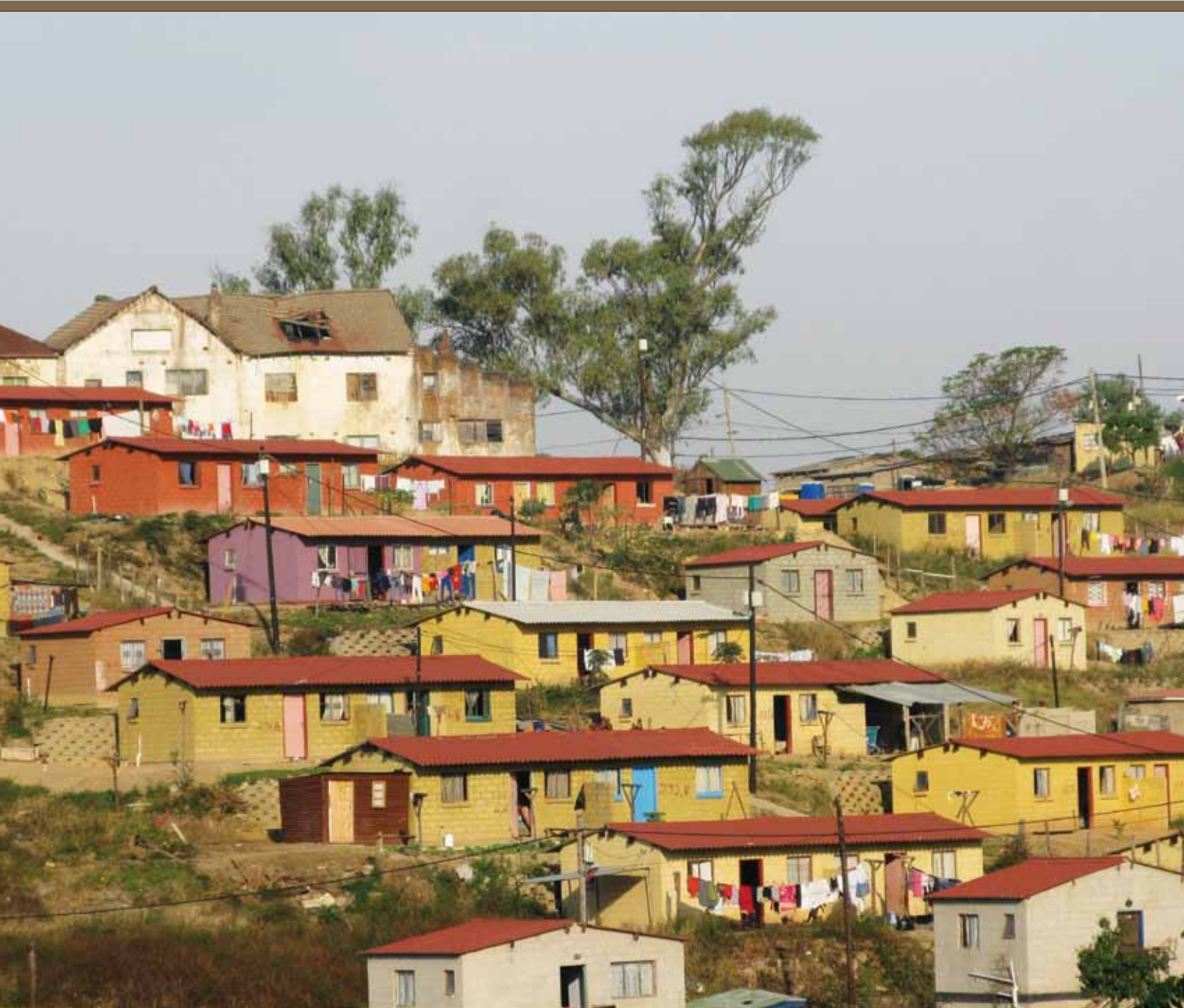


# History Illinois



University of Illinois at  
Urbana-Champaign  
[www.history.illinois.edu](http://www.history.illinois.edu)  
Spring 2014



*Shelter: World Histories from Below*

PAGE 1

## *Letter from the Chair*



**Diane Koenker**

“Wow—you’ve got something great going on here at Illinois.”

In the midst of my third year as chair, it gives me great pleasure to convey to you some of the outstanding accomplishments of the faculty, students, and alumni. This is a dynamic period in our department’s history, with an influx of new faculty, the continuing publication of prize-winning books and articles, honored achievements by undergraduates and graduate students, and underlying all of this, a vibrant department culture that sizzles with intellectual curiosity and engagement. Many of our faculty count among the leaders of their fields, and the department as a whole was ranked in the “top twenty” history graduate programs in this year’s *US News and World Report*. Here at Illinois, based on our scholarly productivity and international reputation, we are recognized as one of the most outstanding departments in the College of Liberal Arts and Sciences.

Our department is renewing itself: even as we mark the retirements of a remarkable generation of scholars, we have recruited eleven new faculty members in the last three years. You can read elsewhere in the newsletter about our most recent appointments in African-American history (Ikuko Asaka, Rana Hogarth, and Erik McDuffie) and in Brazil, where Marc Hertzman joins with Jerry Dávila to make Illinois an emerging powerhouse in the history of Brazil. Our continuing faculty have been recognized with major awards: Fred Hoxie elected to the American Academy of Arts and Sciences; Maria Todorova named a Professor in the Center for Advanced Study at Illinois; Adrian Burgos named an LAS Centennial Scholar; and Jim Brennan and Matthew Gilbert winning Petit awards, conferred upon the most outstanding of each year’s LAS promotions to associate professor.

Here in the department office, we’ve experienced another whirlwind of renewal. Our veterans Tom Bedwell, business manager, and Scott Bartlett, undergraduate advisor, were joined in the past twelve months by office manager Rhondda Chase and graduate secretary Stephanie Landess, with Robin Price, Brooke Gosewehr, and Tricia Warfield completing our dedicated and accomplished staff.

On a note less optimistic, our department has shared in the national trend of declining history enrollments. We are mobilizing this year to reverse this trend, with a new brochure that emphasizes the quality of our faculty and the ways in which a history education prepares our students for multiple careers, including business, better than many more narrow courses of study. This is in addition to the pleasure of reading and writing history, which we all cherish. In September 2013, we held our first Careers Night, bringing back to campus five successful alumni who provided our students with narratives of the ways their history degrees prepared them for life.

We are so grateful to these alumni who volunteered their stories and their time, and to all of those who support the History Department with their gifts. The annual fund contributions from the Friends of History have made a huge difference in our ability to support student research and graduate training. Thanks to these gifts we can organize state-of-the-art conferences that not only produce and share knowledge, but bring scholars from around the world to see us in action. When they observe our lively intellectual interchange, the ways in which faculty, graduate students, and undergraduates engage one another as intellectual equals, they say, “Wow—you’ve got something great going on here at Illinois.” Please help us keep this momentum going forward.

With warm wishes,  
Diane Koenker

# Shelter: World Histories from Below at the Center for Historical Interpretation, 2012–13

by KATHRYN OBERDECK



Continuing a three-year effort to highlight connections between local micro-histories and large macro-historical trends, the Center for Historical Interpretation focused our second year's exploration of "World Histories From Below" on intersections of the local and the global by examining shelter and basic services. We continued our development of perspectives beyond the conventional Western focus of the discipline. A monthly reading group began with a global survey of post-WWII informal settlements by discussing Mike Davis's *Planet of Slums* (2006). We then moved on to consider readings on early modern plantations, the built environments of U.S. slavery, plantation labor, and emancipation; spaces of incarceration; and broader themes relating to urban poverty, segregation, and activism in informal housing communities. Several of these readings were pegged to public events on campus, including the visit of Paul Cheney of the University of Chicago to deliver a departmental lecture entitled "Cul-de-Sac: Plantation Life in Eighteenth-Century Saint-Domingue," and Professor Thavolia Glymph's January campus visit to provide a lecture commemorating the 150th anniversary of the Emancipation Proclamation.

The Center also brought several visitors from South Africa to help us examine the conditions, history, and politics of informal settlements there. In October 2012, Zodwa Nsibande and Mnikelo Ndabankulu, members of the Durban, South Africa shackdwellers movement *Abahlali baseMjondolo*, along with Dara Kell, one of the makers of the film *Dear Mandela*, which traces *Abahlali's* struggles for shackdwellers' rights, visited for a screening and discussion of the film. In March 2013, Richard Pithouse of Rhodes University, South Africa, joined us for a week as Miller Visiting Professor of History. In addition to a campus lecture entitled "Thought Amidst Waste: Politics in Shack Settlements in South Africa," Professor Pithouse joined with a variety of university and community collaborators in panels addressing urban and housing activism in scholarly and activist perspectives. The year's theme-based activities culminated with a well-received workshop for middle and high school teachers focusing on intersections of the local and

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## *History @ Illinois*

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# College Honors Edna Greene Medford

by KEN CUNO

History alumna Edna Greene Medford (AM, 1976) was one of several LAS Alumni Award winners honored during Homecoming weekend, 2013. A graduate of Hampton Institute (now Hampton University) in Virginia, she earned a Ph.D. in history at the University of Maryland (College Park), and is currently the Chair of the Department of History at Howard University. She also was a director for Borders Books for several years. A specialist in nineteenth-century African-American history, she wrote her dissertation on the transition from slavery to freedom in Virginia's Lower Peninsula. She co-edited and wrote the introduction to the two-volume work, *The Price of Freedom: Slavery and the Civil War* (2000) and directed the history component of the New York African Burial Ground Project, editing the study *Historical Perspectives of the African Burial Ground: New York Blacks and the Diaspora* (2009). Dr. Medford may be best known to the public as a Lincoln scholar. "After receiving an invitation from C-SPAN to participate in their filming of the reenactment of the Lincoln-Douglass debates," she said, "I began to study him more closely and soon realized how complex he was. I have devoted the last 20 years to attempting to understand and to convey his complexity to my students and to the general public." One of the fruits of that work is *The Emancipation Proclamation: Three Views* (2006), which Dr. Medford co-authored. For her work on Lincoln Dr. Medford was honored in 2009 with an Abraham Lincoln Bicentennial edition of The Order of Lincoln, the highest honor awarded by the State of Illinois.

Speaking of her background Dr. Medford said, "I grew up in a working class family in rural Virginia, where old plantation houses and huge farms were constant reminders of the Old South. Charles City County, which is an entirely rural community,

despite the name, was rich in history itself. It was one of the original shires of the Virginia Colony and the birthplace of two presidents. When I was growing up, the county was 82 per cent African American. I wondered how it got that way and how I fit into its history. I did not begin to fully comprehend the answer until I attended Hampton Institute." Her father worked as a janitor for the Philip Morris Tobacco Co. in Richmond, which sponsored a competitive scholarship that enabled Dr. Medford to attend college. "When my father went to the mail room to pick up an application, he was told that

*"There were only three black graduate students in the History Department, and one left shortly after I began to take classes. There were professors who mentored me and challenged and helped me to hone my analytical skills. A couple of professors, however, were not as welcoming."*

I would be wasting my time if I applied, since no janitor's child (and certainly not a black child) would win. He encouraged me to apply anyway. I remember receiving the call that informed me that I had won the scholarship. I knew then that my life had the potential to be much richer—more rewarding—than I had ever imagined."

As an undergraduate Dr. Medford majored in biology at first, then switched to secondary education with a history emphasis. "I had no intention of going to graduate school. My plan was to get married and teach high school. In fact, I finished the undergraduate program a semester early just to get married. I guess I was not very liberated in those days."

Dr. Medford came to the University of Illinois accompanying her husband, who attended the School of Law. She found a job as an assistant to the African American bibliographer in the library, and took her first graduate course the following semester, eventually deciding to enter the history graduate program full time. Her time as a student at Illinois was "not easy," she said. "I had been in segregated or predominantly African-American educational institutions before coming to Illinois. At the time, there were only three black graduate students in the History Department, and one left shortly after I began to take classes. There were



**Edna Greene Medford**

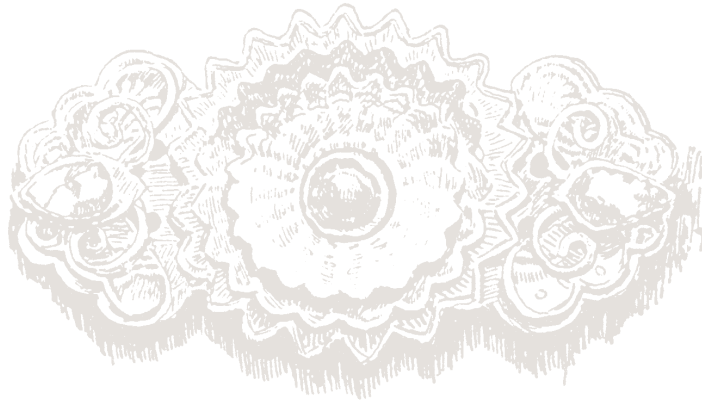
professors who mentored and challenged me and helped me to hone my analytical skills. A couple of professors, however, were not as welcoming. One suggested that I would benefit my people more if I received a degree in social work. His comments made me even more determined to get the degree in history.”

Dr. Medford approaches the study of Lincoln through the experiences of African Americans in his time, which makes her atypical as a Lincoln scholar. “Often, Lincoln scholars have minimized the significance of the people who were supposed to be the beneficiaries of Lincoln’s emancipation policies. I cannot imagine how one can talk comprehensively about Lincoln without paying considerable attention to the aspirations and actions of enslaved and free African Americans. I have always felt that the quest for black freedom involved a partnership that included African Americans, Lincoln, the abolitionists, and many other groups. No one person or group was responsible. The iconic Lincoln often blocks out the real Lincoln; the latter

is much more interesting and eminently deserving of study. I have spent the last two decades attempting to present a balanced study of the man who is regarded by many as the most important president the country has ever known. He deserves the attention, but the hero worship does him a disservice. I neither worship him nor am I interested in vilifying him. I want to present him as a man of extraordinary abilities who found himself in a very difficult position and met the challenge. His actions were not perfect, but they did not have to be. I have also tried to broaden the emancipation narrative so that all players are included in a comprehensive way.”

“In the last few decades, greater attention has been placed on ordinary people and how their individual and collective struggles have helped to shape the history of this country. After all, the ‘great men’ are only great within the context of those whom they lead. It is the common folk whose actions, likes, dislikes, and needs determine what that leadership will be. As U.S. history has changed, so has the treatment of the history of people of color. African Americans (and other minority groups as well) are no longer seen as helpless victims whose efforts are mere reactions to oppression. No reasonable historian would suggest that oppression did not occur, but most would argue that African Americans were able to enjoy rich, rewarding lives in spite of such challenges because they were determined not to let that oppression define who they were. I think that is their most important legacy to us.”

*Watch an interview with Dr. Medford at the Abraham Lincoln Presidential Library and Museum at [youtube.com/watch?v=nzNcXdhVMVk](https://www.youtube.com/watch?v=nzNcXdhVMVk).*



# Trio of Historian-Ambassadors in China

by HARRY LIEBERSOHN, MARK MICALE,  
and DOROTHEE SCHNEIDER

During the early summer of 2013 professors Harry Liebersohn, Mark Micale, and Dorothee Schneider spent a month lecturing in eastern China at the invitation of five different Chinese universities. Professor Le Quilang, a historian of modern France (and former Freeman fellow at the U of I) at Zhejiang University in Hangzhou, was their first host. At Zhejiang each member of the group gave

*Sounds and smells of an older China were on display in the maze of streets in the Nanshi historic district. The artistic riches of Chinese civilization through the centuries were admired in the Shanghai Museum, which is designed in the modernist shape of an ancient Chinese cooking vessel.*

the first of several lectures they would present at other universities: Liebersohn spoke on the globalization of music, Micale on “Why Study the History of France?,” and Schneider on the study of U.S. immigration.

On a day-long excursion that took them to the outskirts of the city, Schneider and Liebersohn also presented their work to a seminar at Hangzhou Normal University. Hangzhou Normal serves as the most important institution for future teachers in Zhejiang province, a large and fast-growing part of coastal China. Hangzhou is renowned for its natural beauty and network of lakes, including the stunning West Lake, which provided a backdrop to the visit.

Milo Wang, a U of I graduate student in History who is from Hangzhou, was a particularly expert guide to his native city. He introduced them not only to the historic sites and landscapes of his hometown, but also to the mix of the old and the new, the everyday and the monumental, that make contemporary China so interesting to visitors.

The next stop was Shanghai, ninety minutes away by train, where they were hosted by colleagues from Shanghai Normal University, a teachers’ college in the center of the metropolis. Shanghai Normal, a compact urban campus, also has a lively graduate program in urban studies and related fields. Their primary host in Shanghai, Professor Hong Qing Ming, is a professor of European urban history. Schneider and Liebersohn lectured to an

attentive audience of graduate students in the M.A. and Ph.D. programs, and Micale ran an afternoon seminar for graduate students on “The New Cultural History.” A day of sightseeing followed in China’s most populous city—the latest Shanghai census tallies twenty-three million people! They saw the high—the futuristic skyline in Shanghai’s Pudong District from the River Promenade along the famous “Bund”—and the humble—spartan student dormitories where students live four or six to a room. Sounds and smells of an older China were on display in the maze of streets in the Nanshi historic district. The artistic riches of Chinese civilization through the centuries were admired in the Shanghai Museum, which is designed in the modernist shape of an ancient Chinese cooking vessel.

The trio then traveled to a very different place, Nanjing, about an hour northwest of Shanghai. Nanjing University was the most internationalized university on their itinerary and their host, Professor Wang Tao, a specialist in German history, impressed them with his flawless German and excellent English. The university has a half dozen colleagues in History and International Relations who have been post-doctoral fellows at the U of I during the past fifteen years and who gave them a warm welcome. Together, members of the two departments hosted a festive dinner for their visitors at a campus restaurant; many of the tea and orange juice toasts were made in fond memory of Champaign-Urbana and in the hope of future encounters.

The Nanjing University hosts asked their visitors to speak more informally to undergraduate history majors about their decision to become professional historians. Students were fascinated by their autobiographical narratives; indeed, throughout the trip Chinese young people seemed deeply curious about contemporary American life.

Nanjing’s dramatic past provided opportunities to study the culture of historical memory in China. The massive Sun Yat-sen Mausoleum, situated on a mountaintop outside the city, is a political pilgrimage site for throngs of people, especially the older generation. A large museum that memorializes the city’s siege and occupation by Japanese troops in 1937 (the “Rape of Nanjing”) also attracts thousands of visitors every day. Deeply moved, Liebersohn, Micale, and Schneider compared the

memorial hall and its exhibitions, completed in 1995, with Holocaust memorial sites elsewhere in the world.

The last stop, Xiamen University, was reached after a day-long southward ride via high speed train to Xiamen, a port city in Fujian Province. Located directly on Xiamen Bay, on the South China Sea, the campus is well known for its picturesque, semi-tropical scenery and its academic excellence. After another round of lectures, the group met with Qu Tianfu, a professor of history with administrative responsibilities (and a former Freeman fellow) who expressed his interest in expanding student exchanges with the U of I. A colleague in American history, Han Fu, accompanied the visitors to the Xiamen Overseas Chinese Museum, which is dedicated to the global diaspora of the Chinese people over the past two hundred years. The Xiamen University history faculty specializes in American Studies, and Schneider had the opportunity to speak to a particularly well-informed and large audience there on her immigration history research. A visit to Gulangyu Island, which was reserved in the nineteenth and early twentieth century for Westerners who lived and worked in this entrepôt, rounded out their stay in this semi-tropical part of Eastern China.

All three visitors were struck by the mix of the familiar and the new on the campuses they visited. Older campuses, usually in center city areas, had a quad ringed by administrative and classroom buildings with well-used sports fields nearby. These campuses, including the classrooms, felt familiar and not all that different from what the three colleagues knew from home. On the Shanghai campus, Micale taught a class in a coffeehouse that also would have fit in easily in Champaign-Urbana. On the other hand, brand-new campuses—now a part of nearly every university—were built on a scale hardly known in the United States. Monumental lecture buildings with many times the capacity of Lincoln Hall were flanked by supersized structures that housed administration and departmental offices. Amid architecture on such a grand scale, students at times seemed like modest features of the campus landscape.

Despite this contrast to home, the atmosphere in the classroom was quite the same, whether they were in dusty Shanghai or sunny Xiamen—indoors



**Mark Micale, Dorothee Schneider, and Harry Liebersohn in the gardens of West Lake in Hangzhou**

it might almost have been Champaign-Urbana! Wherever they went, each of the visitors lectured for about an hour and then fielded questions for a second hour. Students were attentive, their English was excellent, and their questions were insightful, ranging from the philosophical to the field-specific. More often than not the clock ran out before the questions ended, but students were eager to extend the discussions after class and emailed with further questions about the presentations.

As for the faculty response, the visitors were welcomed with great warmth and usually felt that as historians, they and their hosts shared a common craft and a common set of methodological and historiographical concerns. An appreciable number of our Chinese colleagues had been to the United States or Europe; it was not difficult to find common points of reference, whether in classic historiography such as the Annales school or the latest developments in immigrant history. During the current era of rapid intellectual modernization, the Chinese academic world is experiencing a moment of deep interest in Western universities, including a strong desire to interact with European and American counterparts. For the three visitors, the trip initiated many dialogues that will, they hope, be continued and strengthened in future years.

*All three visitors were struck by the mix of the familiar and the new on the campuses they visited.*

# Ancient History for a Modern World

by RALPH MATHISEN

Ancient history is not as ancient as someone might first believe. In fact, on the U of I campus it is all around us. Standing behind Alma Mater, for example, is the personification of “Learning,” who is modeled on a statue of the Greek goddess Athena from the Acropolis in Athens. And the University’s Spurlock Museum houses the second most significant collection of Merovingian artifacts in

*Our students learn to distinguish real history from the Hollywood version, where people are just like us except that they dress funny.*

the nation. Students encounter antiquity everywhere. They see it in the movies (“Gladiator,” “Troy,” “The 300,” and so on), they see it plastered all over the History Channel (“Ancient Aliens”), they recreate it in video games, they experience it every day in popular culture (who isn’t fascinated by barbarians and Goths?), and it even turns up in

newspaper editorials. Ancient history survives in our architecture, our literature, our coinage, our art, and our laws.

Illinois students find the people and places of the ancient world fascinating. Even exotic. To think that people who lived so long ago could create such a captivating legacy! Anyone teaching ancient history has an attentive, engaged, and motivated audience. With so many good “teaching moments” to choose from, an instructor would have to try really hard to make ancient history boring! When registration rolls around, the ancient history classes are filled within the first few days. The interest in ancient history cuts across student disciplinary boundaries. Even in upper level classes, students come from economics, engineering, business, and a host of other fields. On one occasion, four engineering students asked me whether a course I was teaching on barbarians was about “strong men.” I assured them that, yes, it had lots of strong men in it—and strong women too. Indeed, it was often the women who were the most frightening..

But how is the ancient world to be interpreted and understood? Students love the stories about Greek heroes looking for golden fleece, emperors making their horses into Consuls, or barbarians sacking Rome, but putting it all together into a coherent whole isn’t easy. In the past, I’ve asked

Western Civilization lecture courses with hundreds of students how many of them were interested in Western Civilization as a field of study. For years, there was no response. Finally one young woman raised her hand. “What is it about it you’re interested in?” I asked her. She shyly replied, “I’d like to know what it is.” I couldn’t have said it better myself. It’s our mission in the Department of History to teach students to understand the significance that ancient history has for the modern world. And, along the way, we should distinguish fact from fantasy, and separate urban legend from its historical antecedents.

Teaching ancient history—which I’ve done now for nearly 40 years at three major universities—is always an adventure. Several things make teaching the ancient world different from teaching modern history. Students of American history are immersed in the topic. There’s George Washington on the dollar bill, and Abe Lincoln on the fiver. But it is a little more difficult for students of ancient history to associate the visual with the verbal. Hence, teaching ancient history requires a lot of illustrated backup.

Our students learn to distinguish real history from the Hollywood version, where people are just like us except that they dress funny. Students learn that ancient peoples were not like us, and lived in a more culturally diverse world than ours, where every city, or every village, had its own customs, its own religious rituals honoring a multitude of different deities, and people who came from different ethnic backgrounds. Students also are fascinated by the material remains of antiquity, and by being able to handle an artifact that is thousands of years old. They’re astounded when I reward them with an ancient coin for getting the right answer to a question in class (coins are the most ubiquitous objects to survive from antiquity).

Students learn to be critical of what they see in the media, and of how antiquity has been represented, and more often misrepresented, in the modern day, by comparing films such as “Gladiator” with an ancient source on the same topic.

In our course Roman Law and Legal Tradition, students create and present scenes from an imaginary movie. They are divided up into production groups, with a Director; a “Graphics Master”





Students in History 442, “Roman Law,” recreate the trial of Christians before a Roman governor.

who creates a movie poster; costume and scenery makers; and actors. Working from original documents, they learn that much of what they thought they knew about the ancient world is inaccurate. It is a common belief that the Romans persecuted Christians, but using the transcript of a second-century trial they learn that when Christians refused to sacrifice for the good health of the emperor, an act of treason punishable by death, the judge tried to reason with them:

*“Saturninus the proconsul said: We too are religious, and our religion is simple, and we swear by the genius of our lord the Emperor, and pray for his welfare, as you also ought to do.”*

When the Christians seemed determined to be martyred, the governor offered them additional time to think it over:

*“Saturninus the proconsul said to Speratus: ‘Do you persist in being a Christian?’  
Speratus said: ‘I am a Christian.’ And with him they all agreed.*

*Saturninus the proconsul said: ‘Will you have a space to consider?’*

*Speratus said: ‘In a matter so straightforward there is no considering.’*

*Saturninus the proconsul said: ‘Have a delay of thirty days and bethink yourselves.’*

*Speratus said a second time: ‘I am a Christian.’ And with him they all agreed.”*

It was not the beliefs of the Christians that befuddled the Romans, but rather their intransigence.

Putting themselves in the thick of the action, students learn to distrust the Hollywood view of antiquity. Along the way, they also discover that ancient history still has a vital place in the modern world. Interaction with ancient artifacts and reenactments bring ancient history to life for Illinois students, whether they plan to go into teaching, business, politics, engineering, or law—or any other field.

# Donald Crummey

(1941–2013)

by JAMES BRENNAN

Donald Crummey, Professor Emeritus in the Department of History, taught at the University of Illinois from 1973 until his retirement in 2005. He passed away on August 16, 2013 following a long struggle with prostate cancer. Widely regarded as one of the world's leading authorities on Ethiopian history, Don helped to build, alongside his long-time colleague and close friend Charles Stewart, an internationally recognized African History program in the department. He also served as director of the University's African Studies Program from 1984 to 1994, during which time he did the heavy bureaucratic lifting to upgrade African Studies from

"Program" to "Center" status. As a scholar, he authored two major monographs, *Priests and Politicians: Protestant and Catholic Missions in Orthodox Ethiopia 1830-1868* (1972), and his field-making study *Land and Society in the Christian Kingdom of Ethiopia* (2000). Don also established a major reputation in the field of African History through influential edited projects on modes of production, land, and banditry in Africa, as well as a series of articles and book chapters on Ethiopia that dealt with such themes as modernization, violence, prophecy, ethnicity, agriculture, and religion. By the

1990s he had fully embraced the topic of environmental history, which was reflected in an edited book, several articles, new undergraduate courses, and a final unfinished monograph project on the environmental causes of Ethiopia's famous famine of the 1980s, focusing on the northern region of Wollo. Taken together, he produced an extraordinary body of work.

Born in Nova Scotia, Don was one of five children of Dorothy Macdonald and Clarence Crummey, who moved in 1944 to Toronto where Don would grow up. His father was a well-regarded



family physician—indeed, fellow Torontonians and Illi-

nois historian Clare Crowston fondly recalled the elder "Dr. Crummey" from her childhood. In 1962, shortly after completing his B.A. at the University of Toronto and beginning seminary training, Don met Lorraine Legge at a Student Christian Movement project in Edmonton; they married two years later. In between, he spent nine months in Kenya working on a World Student Christian Federation service program, where he met an Ethiopian priest who kindled his interest in Ethiopian history. He enrolled as a doctoral student in 1964 at the School of Oriental and African Studies (SOAS) in London, where he completed his Ph.D. in 1967 on the role of Christian missions in nineteenth-century Ethiopia under the supervision of Richard Gray. During an era when teaching at an African university was both an expectation and a valued opportunity for newly-minted Africanist Ph.D.s, Don and his young family eagerly moved to Addis Ababa in 1967, where he would teach at Emperor Haile Selassie I University until 1973, leaving just months before the country's dramatic revolution. These years in Addis gave Don the unique opportunity to mentor Ethiopian students, to conduct extensive research and better learn Amharic, and to forge a sprawling network and several life-long friendships with Ethiopian scholars. Recruited to Illinois in 1973 for a replacement teaching contract, Don eventually secured a permanent position in 1978, where he would remain for the rest of his career and make Urbana his family home.

I first met Don Crummey when I was an undergraduate student at Illinois enrolled in History 216 (History of East and South Africa) in the fall semester of 1989—having chosen the class, like many students still today, for its attractive combination of a theoretically interesting title and definitely convenient meeting time. The memories from this class that come to mind over two decades later—the beard, the defiant pony tail, and blue-jean jacket ('Easy Rider' they called him), the outspoken enthusiasm for the Toronto Blue Jays; my struggle to manage a flurry of acronyms for African nationalist parties and liberation movements

*These years in Addis gave Don the unique opportunity to mentor Ethiopian students, to conduct extensive research and better learn Amharic, and to forge a sprawling network and several life-long friendships with Ethiopian scholars.*



## Shelter: World Histories from Below, continued

global through the study of Illinois history, local history artifacts, Old World encounters in everyday life, and South African women's biographies and autobiographies.

The Center also sponsors several ongoing departmental events outside its theme-based activities, and last year was a typically active one. The year kicked off with faculty, students, and a number of alumni discussing Tony Judt's *The Memory Chalet* (2010) memorializing many personal dimensions of the late historian's experiences in post-WWII Europe and the U.S. The Friends of History sponsored a September lecture on "The Irish Way: Becoming American in the Multi-Ethnic City" by Professor James Barrett. In October, John Randolph presented the annual Associate Professor Lecture, "When I Served the Post as a Coachman: The Space of Obligation and the Cultural History of Russia's Enlightenment." We continued our tradition of inviting a historically-oriented scholar from another department on campus to speak to us by hosting Professor Jonathan Ebel of the Department of Religion for an April lecture entitled "'This is my body': Soldiering, Salvation, and American Civic Religion."

Our programming through the Center has been generously supported by the Friends of History, the Miller Committee of the Center for Advanced Study, the Illinois Program for Research in the Humanities, the Office of Public Engagement, and the Provost's Initiative on Teaching Advancement, as well as a number of supportive departments and programs. The department continues to seek commitments inside and outside the University to establish the Center for Historical Interpretation on a permanent footing to mobilize thoughtful, critical analysis of the public uses of history. For more information on the current year's activities focusing on the theme "Grassroots Histories: Nature, Capital, Commons" see [worldhistoriesfrombelow.org/](http://worldhistoriesfrombelow.org/).

*Kathryn Oberdeck was Chair of the Center for Historical Interpretation Steering Committee, 2012-2013*



**Kathryn Oberdeck**

that structured Don's lectures; the riveting anti-apartheid videos he exhibited on early evenings; and his razor-sharp comments on term papers that highlighted the connection between precise writing (choose your prepositions carefully!) and persuasive argument. The seeds of my own interests in African history were certainly planted that semester. But I was most impressed by his kindness and patience, which lent a gentle humanity to lectures that often dealt with troubling topics, and made visits to his office hours a treat rather than a chore.

My fellow students were similarly impressed. In 1987 Don won the Distinguished Teaching Award of the College of Liberal Arts and Sciences. He particularly made his mark mentoring Ph.D. students in African History. During the 1980s and 1990s, if one wished to train as a historian of Ethiopia at a North American institution, the two acknowledged places to do so were with Donald Crummey at Illinois, and with Harold Marcus at Michigan State

University. Their towering reputations were well-earned. At Illinois, eight of Don's fourteen Ph.D. dissertation students focused on Ethiopian topics; six of those theses were by Ethiopian students, including his first Ph.D. student, Abdussamad H. Ahmad, and his last student, Habtamu Tegegne. Any one of them can attest to the familial generosity that he and Lorraine bestowed upon his advisees.

His final years were taken up with research on Ethiopia's environmental history, active participation at the Chapel of Saint John the Divine (the campus Anglican church), and a long succession of cross-country road trips, which were occasions to visit siblings, children and grandchildren, national parks, and to watch his beloved Blue Jays at the Toronto SkyDome. He is survived by his wife, Lorraine, his children Rebecca, Naomi, and Matthew, and five grandchildren, Zoey, Siobhan, Valentin, Willa, and Inigo.

# From Sex to Samba: New Faculty Books Ask Wide-Ranging Questions

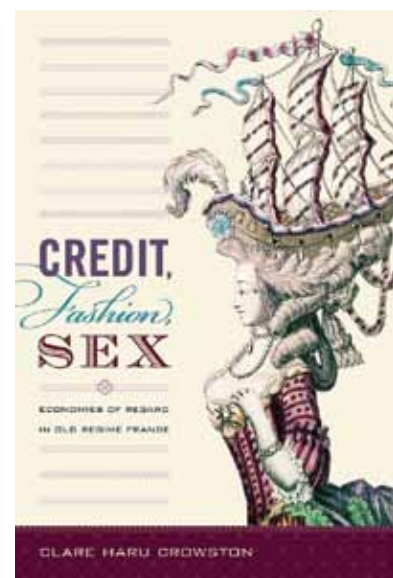
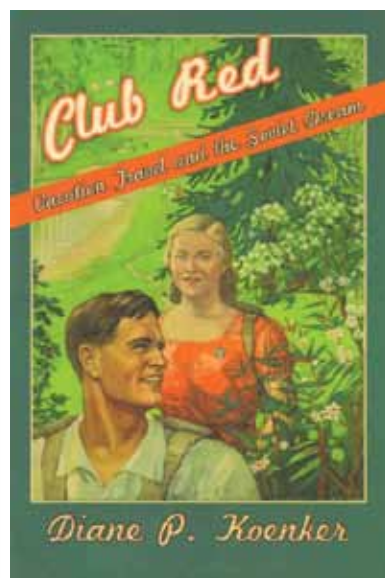
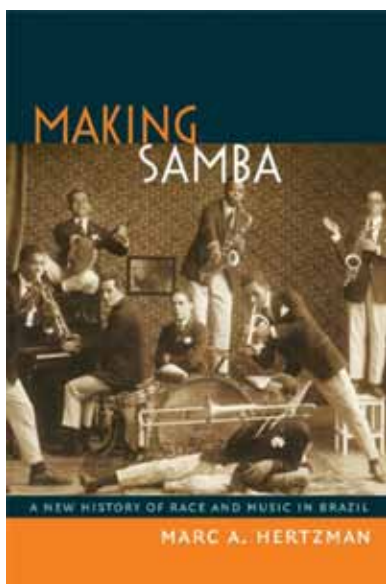
by DEREK ATTIG

Over the past several years, faculty in the Department of History have published books on a dizzying range of subjects. There's the Civil War (Bruce Levine's bestselling *The Fall of the House of Dixie: The Civil War and the Social Revolution That Transformed the South*). There's Dar es Salaam (James R. Brennan's award-winning *Taifa: Making Nation and Race in Urban Tanzania*). There's management in the U.S. (David Roediger and Elizabeth Esch's *The Production of Difference: Race and the Management of Labor in U.S. History*). There's indigenous activism (Frederick Hoxie's *This Indian Country: American Indian Activists and the Place They Made*). There's teaching (Antoinette Burton's *The Feedback Loop: Historians Talk about the Links between Research and Teaching*). There's the night (Craig Koslofsky's award-winning *Evening's Empire: A History of the Night in Early Modern Europe*). There's Irish-American identity (James Barrett's *The Irish Way: Becoming American in the Multiethnic City*). And there are many more topics alongside these examples. Clearly, it's a big, intellectually diverse department, with a big, intellectually diverse faculty tackling big, intellectually diverse questions.

Nothing makes this clearer than the fact that this department is home to the authors of three

books published in 2013 that couldn't be more different—and yet each tackles issues of consumption, production, and cultural expression.

Take Clare Haru Crowston's *Credit, Fashion, Sex: Economies of Regard in Old Regime France* (Duke University Press). In *Credit, Fashion, Sex*, Crowston explores what credit meant and how it functioned in France before the revolution. This isn't an old-fashioned economic history, however. It's not a narrow story of bankers and finance. Instead, Crowston uncovers how credit was experienced, how it shaped the whole lives (not just the pocketbooks) of men and women in France. Scouring online databases of digitized texts, she explores a system where value didn't always mean money; instead "credit"—worked out in myriad currencies (friendships, dresses, cash, wigs, party invitations)—was a way of life. *Credit, Fashion, Sex* has been enthusiastically received by Crowston's peers. No less than Lynn Hunt, prominent historian of Europe and professor of history at the University of California, Los Angeles, has praised Crowston for laying "bare a whole cultural system in which economics, fashion, marriage, and social distinction were intertwined." And the similarly-renowned Steven Kaplan declares *Credit, Fashion, Sex* to be "one of the most remarkable books that I have read in the past decade."



Or take department chair Diane Koenker's *Club Red: Vacation Travel and the Soviet Dream* (Cornell University Press), which tackles a surprising, fascinating question: How does a communist state—so ideologically committed to work and working—imagine, develop, and enact a culture of leisure? Covering nearly the entire Soviet period, *Club Red* offers an innovative reading of the way vacation worked—and unworked—the state. In Koenker's telling, vacationing both illustrated and influenced significant aspects of Soviet life and politics. When the authoritarian, communist state encouraged its subjects to choose a vacation destination and take some time for themselves, for example, it encouraged the development of individual autonomy—the consequences of which the state then had to deal with. The transformation of Soviet society from production-focused to consumption-centered also plays a key role in this story, as does a fundamental tension between purpose and pleasure. In this “well-told history” (as a review in *Foreign Affairs* put it), Koenker offers what a blogger at Boston.com describes as a counterintuitive history of Soviet life that is “so fun to think about.”

Or take Marc Hertzman's *Making Samba: A New History of Race and Music in Brazil* (Duke University Press), his first monograph. *Making Samba* helps us understand how samba became central to Brazilian national identity, tracking in the process the intersections of race, gender, intellectual property, state-building, and popular culture in Brazil from the late nineteenth century through the 1970s. Focusing especially on Afro-Brazilians in Rio de Janeiro, and the work of music-making, Hertzman reimagines Brazilian history alongside and through the story of samba. Historian of Brazilian music Bryan McCann expects *Making Samba* to “attract considerable attention,” and Barbara Weinstein calls it “deeply researched and cogently argued.”

And in the coming months and years, as faculty continue to ask big questions about wide-ranging topics, the department will continue to demonstrate its intellectual breadth and productivity.



Swanlund Professor Fred Hoxie signs the book of membership of the American Academy of Arts and Sciences at his induction into the Academy in Cambridge, Massachusetts on October 12, 2013. Professor Hoxie was elected to the Academy in the class of 2013, which also included Phyllis M. Wise, the chancellor of the University of Illinois at Urbana-Champaign, and U of I alumnus Thomas Siebel. Hoxie signed alongside other inductees in the arts, sciences, public affairs, business, and administration, including historians Stuart B. Schwartz and Sarah Maza, as well as Herbie Hancock, Sally Field, Paul Theroux and Richard Stoltzman. Established in 1780, the American Academy of Arts and Sciences is one of the oldest learned societies in the United States.



# New Faculty Hires

This year the department is excited to welcome four talented new colleagues in the areas of Brazil and Latin America, Atlantic History, and the History of Science. Each of these faculty members has already begun to contribute to the department's intellectual life and educational mission.



**Marc Hertzman, Rana Hogarth, Ikuko Asaka**

Assistant Professor **Ikuko Asaka** earned her Ph.D. from the University of Wisconsin-Madison in 2010. Before joining the department, she taught women's studies courses at Barnard College and Rutgers-The State University of New Jersey, New

Brunswick. Asaka is a historian of the United States with an emphasis on African American and diaspora history, empire, and gender and sexuality. Her current project, "Geographies of Black Freedom: Diaspora, Intimacy, and Empire in the Anglo-American World, 1775-1879," demonstrates how spatial regulations of black freedom were part and parcel of British and U.S. territorial and labor designs encompassing the Atlantic. These struggles over such racialized geographic hierarchies were articulated in the languages of tropicality, domesticity, and reproduction. She has also launched a new project which connects early U.S. Pacific expansion to antebellum African American struggles for citizenship, pointing to the interplay between racial formations of blackness and the heterogeneous and often conflicting discourses about Asian sexuality and gender.

Assistant Professor **Marc Hertzman** earned his Ph.D. in Latin American History at the University of Wisconsin-Madison (2008). Before coming to Illinois, he was Andrew W. Mellon Post-doctoral Fellow in Latin American Studies at Wesleyan University and then Assistant Professor of Latin American and Iberian Cultures at Columbia University. His first book, *Making Samba: A New History of Race and Music in Brazil*, was published in 2013 by Duke University Press. His work has appeared in the *Journal of Latin American Studies* and the *Hispanic American Historical Review*, and he has several forthcoming pieces that will appear in edited volumes published in the U.S. and Brazil.

## Faculty Promotions

**James R. Brennan**, Associate Professor of History, African Studies, and South Asian and Middle East Studies

East Africa, Urbanization, Political Thought and Media in East Africa, History of Decolonization, History of the Indian Ocean

**Matthew Sakiewstewa Gilbert**, Associate Professor of History and American Indian Studies

Native American history, American Indian Studies, history of Indian education, history of the American West, American Indians and sports

This spring he will teach an undergraduate course on “The History of ‘Black Music’ in the Americas and Beyond” and a graduate seminar about race and radical politics in Latin America and the U.S.

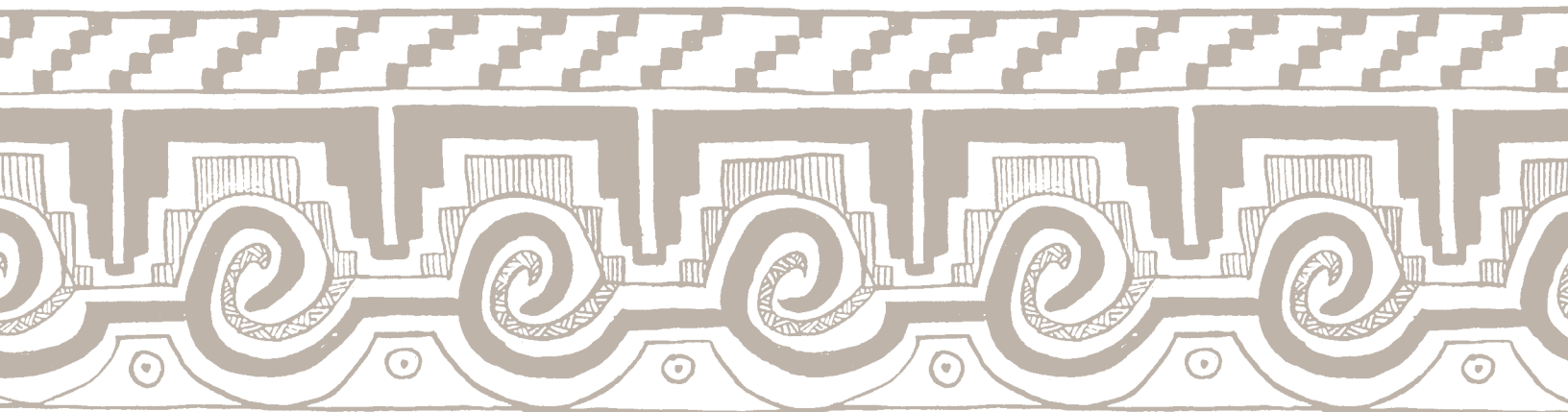
Assistant Professor **Rana Hogarth** joined the department in 2013. She earned her Ph.D. in History with a concentration in History of Science / History of Medicine from Yale University in 2012. Before joining the department, she was a Chancellor’s Postdoctoral Research Associate in the Department of African American Studies at the U of I. Her dissertation, “Comparing Anatomies, Constructing Races: Medicine and Slavery in the Atlantic World, 1787–1830,” examines how white physicians defined blackness as a medical concept in Atlantic slave societies. Her current book project builds upon the dissertation and demonstrates that Jamaica was a point of origin for medical knowledge production about black bodies, while several regions in North America, such as South Carolina, were key sites where white physicians consumed and adopted that knowledge. Rana is also working on a second project that examines how American eugenicists attempted to quantify and identify visual distinctions of mixed race skin in the early twentieth century by relying on racial nomenclature that developed during the era of slavery. Rana looks forward to teaching courses in African American history, history of medicine and public health, as well as a variety of courses on Atlantic world slavery.

In 2013 **Jimena Canales** joined the department as Professor and Thomas M. Siebel Chair in the

History of Science. She is the author of *A Tenth of a Second: A History* (University of Chicago Press, 2009) and of numerous scholarly and popular writings on the history of modernity, focusing primarily on science and technology. She received her M.A. and Ph.D. from Harvard University in the History of Science. Canales was awarded the “Prize for Young Scholars” of the International Union of the History and Philosophy of Science, and has lectured widely nationally and internationally, presenting her work at the BBC, the Juan March Institute, and the Centre Georges Pompidou. Her publications have appeared in specialized journals (*Isis*, *Science in Context*, *History of Science*, the *British Journal for the History of Science*, and *MLN*, among others) and her work on visual, film, and media studies has appeared in *Architectural History*, the *Journal of Visual Culture*, *Thresholds*, *Aperture*, and *Artforum* (in preparation). She was previously an Assistant and Associate Professor in History of Science at Harvard University, and a senior fellow at the IKKM (Internationales Kolleg für Kulturtechnikforschung und Medienphilosophie) in Germany. She is currently a recipient of the Charles A. Ryskamp Award from the American Council of Learned Societies and is finishing a book about a debate between the physicist Albert Einstein and the French philosopher Henri Bergson on the nature of time.



**Jimena Canales**



## Lucky 13!



Adrian Burgos, Jr.

by ADRIAN BURGOS, JR.

The opportunity to serve as Director of Graduate Studies (DGS) has given me a new perspective on the state of graduate education in the humanities while also deepening my appreciation for the life and times of our graduate students. The labor involved in directing the program is both intense and immensely rewarding. As DGS I witness firsthand the realization of our graduate students' aspirations as they earn their doctorates. I see their excitement as they depart to and return from conducting dissertation research,

their extensive preparation for and success with preliminary exams, and their first intellectual collaboration with faculty here on their first-year papers. These interactions with graduate students humanize the paperwork involved, bringing to life the purpose of numerous committee meetings and the steady stream of emails flowing in and out of the virtual mailbox.

Now in my second year as DGS I no longer feel like a rookie learning the inner-workings of the graduate program along with a cohort of newly-arrived graduate students. I have benefited immensely from the leadership of department chair Diane Koenker, leaned on the expert advice of my predecessors, drawn from the input of colleagues and graduate students on the graduate studies committee, and relied upon the diligent work of our graduate secretary Stephanie Landess. Beyond all this, the most fulfilling dimension of serving as DGS is witnessing the intellectual labor of our graduate students inside the classroom as students and teaching assistants as well as beyond the classroom in the scholarship they are producing.

The graduate program's vitality remains driven by the commitment to critical self-assessment, revisiting our practices, and willingness to envision new approaches aimed at improving doctoral training. Increased graduate student interest and faculty

strength resulted in approval of two new fields of study by the graduate studies committee this past year: African Diaspora and Urban History. Preparing our graduate students to teach has been just as integral to the program and we continue our collaboration with the History Graduate Student Association (HGSA) in identifying areas that could be enhanced. This influenced the formation of our "Pedagogy Workshop," a series of meetings focused on different teaching practices organized by the Director of Undergraduate Studies John Randolph. We also drew on the expertise of Kathy Oberdeck in updating the department's Teaching Assistant Orientation. Additionally, the graduate studies committee approved a new version of HIST 597, "Problems in the Teaching of College History," which aims to better prepare graduate students to teach in different kinds of institutions of higher education (including community colleges and small liberal arts institutions), with sessions devoted to syllabus construction, interactive teaching exercises, and writing and delivering lectures, among others.

This August we welcomed thirteen new graduate students from across the United States, and also from Brazil. The thirteen in the 2013 cohort reflect our continued efforts toward racial and gender diversity: the group of six women and seven men includes three Latinos, one African American, and one Asian American. Their entry into the program occurs as we congratulate thirteen students who successfully completed their dissertations, five of whom secured tenure-track assistant professor jobs while another four secured full-time academic positions. The challenging academic job market continues to be a particular concern and we continue to organize events exploring careers outside of academe with the Ph.D., highlighted by the "No More Plan B," a talk by Dr. James Grossman, executive director of the American Historical Association, which drew over 60 attendees in March. The efforts to promote retention and facilitate more timely Ph.D. completion include completing our first set of Annual Progress Reviews (APRs) of all current graduate students in April.

In a similar vein, at our second annual Graduate Student Research showcase in September



*Increased graduate student interest and faculty strength resulted in approval of two new fields of study by the graduate studies committee this past year: African Diaspora and Urban History.*

advanced graduate students Tyler Carrington, Kristen Ehrenberger, Jason Jordan, and Emily Pope-Obeda shared their dissertation research and advice for dissertation writing. This event serves as another opportunity to focus on best practices. Additionally, retention was the focus of a March event “Graduate Student Diversity & Retention: A Campus Discussion,” which featured a keynote by Prof. Valinda Littlefield, an Illinois Ph.D. and currently associate professor of History at the University of South Carolina, and a roundtable panel “Promoting Diversity through Retention and Mentoring.” Together, these events continue our fervent commitment to maintaining a graduate program where a diverse group of graduate students can thrive and create innovative scholarship.

## Recent Ph.D.s Awarded

**Jacob Baum**, “Sensory Perception, Religious Ritual, and Reformation in Germany, 1428–1564”

**Stefania Costache**, “At the End of Empire: Imperial Governance, Inter-imperial Rivalry and ‘Autonomy’ in Wallachia and Moldavia (1780s–1850s)”

**Maria Galmarini**, “The ‘Right to be Helped’: Welfare Policies and Notions of Rights at the Margins of Soviet Society (1917–1950)”

**Sharon Green**, “‘Dropped from the Clouds’: Cincinnati, Manumission, and Networks among the Fancy and Newly Freed, 1831–1901”

**Jeffrey Hayton**, “Culture from the Slums: Punk Rock, Authenticity, and Alternative Culture in East and West Germany”

**Alice Jones-Nelson**, “Abusua, Age, and Nation Building in Post-Colonial Ghana, 1949–2000”

**Steven Jug**, “All Stalin’s Men? Soldierly Masculinities in the Soviet War Effort, 1938–1945”

**Jesse Murray**, “Community, Belonging, and Identity: Conversion in the Russian Empire, 1810–1917”

**Doyoung Park**, “Three Converts and the Rise of Professional Neoconfucianists in Early Modern Japan”

## 2013 Incoming Graduate Students



**Back Row:** Peter Wright, Nathan Tye, Matthew Harshman, Margaret Brennan, Augustus Wood III, Robert Roupail, Ian Toller-Clark, Tariq Khan;  
**Front Row:** Anna Harbaugh, Marilia Correa-Kuyumjian, Elizabeth Matsushita, Beth Ann Williams, Carolina Ortega

# Field Notes from Graduate Students

## **ARCHANA PRAKASH:** *Embracing the Unexpected*

I spent 2011–12 in Cairo, researching my dissertation on education and translation in nineteenth-century Egypt. These were turbulent times: popular protests had just brought down Hosni Mubarak, and the interim military regime was



**Archana Prakash during her research in Egypt**

holding Egypt's first democratic parliamentary elections. Amid sporadic protests and sometimes violent unrest against the interim military government, I witnessed the chaotic rounds of parliamentary elections and the presidential primary in the spring of 2012, as well as countless demonstrations calling for the Supreme Council of the Armed Forces to step down. The revolutionary situation marked my day-to-day research activities: it is hard to convey how strange it felt to travel to a place to craft a narrative about the past when the present situation was just as historically significant, or perhaps even more so.

While most historical research is governed by practical parameters like the hours of operation of the archives and the number of files researchers are allowed to request per day, I would have to check Twitter for firsthand news of whether or not it was even safe to venture outside. Far too often the demonstrations blocked my route to the archives, and I found myself adapting my research goals by turning to other more accessible sources and working around the protest sites. Then there were the weeks that I traveled to the archives not to conduct my own research, but to help preserve the documents that were practically destroyed when someone set fire to the Institut d'Égypte during a violent clash in December of 2011.

My “archive stories” are not typical. My most exciting discoveries did not come from due diligence paid in the reading room of an archive, but

rather from a chance meeting at a dinner party. During my first month as a Fulbright grantee, a few of my cohort threw a potluck. Many of us had been to Egypt before and some of the attendees were Egyptian friends from past visits. One such friend was interested in my research and, after asking several questions about my project, he casually mentioned that he was a childhood friend of a descendant of Rifa'ah al-Tahtawi (1801–73), an important translator and educational reformer who features prominently in my work. I was lucky to meet him when I did. The Tahtawi family had just returned to Cairo, as his friend's father had resigned a diplomatic post abroad to participate in the revolution. A week later, I was having tea with Tahtawi's great-great-great grandson, who kindly offered me full and unprecedented access to his ancestor's library and personal papers in their family home. Handling Tahtawi's first edition volumes of the French philosophical canon, looking through sheets of his poetry written in his own hand—these were the most thrilling finds I made.

A common piece of advice given to graduate students going to the field for research is to be ready to embrace the unexpected, as no amount of planning can prepare you for what you may or may not find. My research was informed by the trail left in the archives, but shaped decisively by the unpredictable events of the present.

## **T.J. TALLIE:** *Tracing Colonial Lives in South Africa*

In 2011–12 I lived in South Africa, researching my dissertation on race and masculinity in the nineteenth-century British colony of Natal. Reading about lives in the archives is a strange experience; I get to watch people live, love, grow old, and die in the course of an afternoon or week. Sometimes it's fun to “know the ending” in advance while reading; it lends a dramatic irony to people's schemes, knowing how they eventually turned out (although they could have gone a variety of ways). Other times, it's painful and strange to read through the archived lives of people. Nowhere is that more apparent than in the lives of two prominent settlers

I studied, T. Warwick Brooks and Thomas Phipson. Phipson was a funny, bossy man who wrote about anything and everything. Brooks was more reserved, but his personality was palpable through the pages I pored over.

These two men became my research companions for weeks, until one day they abruptly vanished from my sources. I had been advancing through the 1870s in my sources when I noticed Brooks and Phipson were both absent. Further digging the next day led me to the revelation that they had both committed suicide in 1876. I sat back in my chair in the heavily air-conditioned archive and pulled my sweater a little tighter around me, suddenly cold and self-conscious in the small academic space. Dead? Brooks and Phipson? *Well of course they are dead*, I thought to myself. *You study nineteenth century history*. I understood that logically, but the suddenness of their passings hit me through the dry pages. These were two men who ended their lives, in moments of despair, one hundred and eight years before I was born. And here I was, voyeuristically following the traces they had left, aware that each typed letter and scrawled pen mark was leading me closer to that fateful lacuna, the empty space they left behind. I

remembered in that moment that history is still the story of people, and of their lives (and deaths). And I think of the fact that the archive, despite its claims, is always imperfect, biased, and incomplete. These were “special” men, whose words were privileged and saved for me to read, safely preserved in climate controlled rooms for ages to come. How many men and women failed to take up the same privileged berth in the archive? How do I follow their lives?

For me, to work in the archive is to follow people’s stories and lives, recognizing that they are imperfectly and unevenly observed and recorded. I try to make conjecture, to draw ideas, to propose theories to explain how our fellow people occupied space, contested those spaces, and imagined their lives. And I am humbly reminded in small moments, like the empty pages in the archive, that I can not know everything, and that to even attempt such work is a strange prerogative that the living like to take from the bones of the dead.



**T.J. Tallie on Table Mountain, Cape Town, South Africa**

## Graduate Student Placement

**Jacob Baum**, Assistant Professor, Texas Tech University

**Nick Gaffney**, Full-time Instructor, North Virginia Community College

**Maria Galmarini**, Post-Doc Fellow, Davis Center for Russian and Eurasian Studies, Harvard University

**Sharony Green**, Assistant Professor, University of Alabama

**Ian Hartman**, Assistant Professor, University of Alaska-Anchorage

**Kwame Holmes**, Assistant Professor, University of Colorado

**Ryan Jones**, Visiting Assistant Professor, Washington University (St. Louis)

**Steven Jug**, Adjunct Faculty, Baylor University

**Brandon Mills**, Lecturer, University of Colorado-Denver

**Edward Onaci**, Assistant Professor, Ursinus College

**Troy Smith**, Assistant Professor, Tennessee Tech University

**Carmen Thompson**, Full-time faculty, Portland Community College (OR)

**Brian Yates**, Assistant Professor, St. Joseph’s University (PA)

# Annual Awards Celebration, 2013

## Undergraduate Awards and Honors

### *Friends of History Undergraduate Research Grants*

Michael K. Miller  
Cynthia Alexandra Piez  
Daniel J. Werst

### *Phi Alpha Theta–Epsilon Chapter Awards*

John Lustrea, “Misunderstandings Are Not Creative” *Undergraduate History Journal*—  
*Outstanding Published Paper*  
Holly Gooden, *Phi Alpha Theta Member of the Year*

### *Walter N. Breymann Scholarship*

Aryn H. Braun  
Terry W. Foster

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

Erik D. Bingham  
Michael C. Burk  
David A. Rahimi  
Sarah K. Vorreiter

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

David A. Rahimi, “Becoming Urban, Becoming American: Going Astray on the Jewish Lower East Side, 1870–1914”

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

Steven A. Grosso

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

Nicholas M. Rossi  
Misha M. Villatuya

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

Christopher A. Baldwin  
Alexander C. Ion  
Amanda R. Lawrence  
David A. Rahimi

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

Peter R. Pellizzari, “The Life of Publius: A Material Biography of the Federalist”

## Graduate Awards and Honors

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

Deirdre A. Ruscitti

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

Michael Brinks

### *Theodore Pease Scholarship for English Constitutional History*

Heather Freund

### *Joseph Ward Swain Seminar Paper Prize*

Michael Brinks, “Roman Primacy in the Late Antique West: The Evidence from Italian Sermons on Saints Peter and Paul.”

### *Joseph Ward Swain Publication Prize*

Kyle Mays, “Transnational Progressivism: African Americans, Native Americans, and the Universal Races Congress of 1911.” *American Indian Quarterly* 37, 3: 244–261.

### *William C. Widenor Teaching Appointments*

Stephanie Seawell  
David Greenstein

## Departmental Teaching Awards

### *John G. and Evelyn Hartman Heiligenstein Award for Excellence in Undergraduate Teaching*

Emily Pope-Obeda

### *George S. and Gladys W. Queen Award for Teaching Excellence*

Leslie Reagan

# Notes from the Director of Undergraduate Studies

When I arrived at the University of Illinois in August 2001, I imagined I'd find a Big State U undergraduate culture that was the antithesis of the small liberal arts college where I was a history major. Big classes; little interaction between The Faculty and undergraduate students; a focus on research to the exclusion of an interest in good teaching—such were my expectations. The fact that we had more undergraduate majors (at Illinois) than seniors in my entire graduating class did not help dispel those assumptions.

Yet as I have learned in my time here, and still more since becoming Director of Undergraduate Studies last year, such conceptions of History at Illinois are totally outdated, if indeed they were ever true. Thanks to department traditions dating back decades, most of our classes are taught by tenure-track faculty, with their unique combination of in-depth field expertise and research experience. Our graduate student instructors are a small and selective group, whose teaching promise is recognized regularly by campus teaching awards. As the curriculum grows more diverse (through the addition of new faculty and new teaching ideas), our upper-division class sizes have remained small. Every senior takes at least one small seminar (with fewer than 15 students), and most 300- and 400-level classes have 20 or so students. Indeed, for majors as well as for students sitting in from other departments, our curriculum is not that different from the classic liberal arts education, in its focus on reading, thinking, writing, and oral debate. People get to know each other in our history classes: I am reminded of this fact every time a student from another major comes to me for a letter of recommendation. Invariably, the student explains that I (historian of early modern Russia) am the

professor they have gotten to know best at the U of I!

There are distinctive benefits to being an undergraduate program at a big, world-class research university like Illinois, and in the past year we have taken steps to make sure we are taking full advantage of them. A large major means many alumni: on September 19, we hosted a roundtable of five distinguished alumni, who discussed how a history major made possible their careers in education, finance, law, and business. A research university also means opportunities for original work, and the resources to support them. We just awarded three Friends of History Undergraduate Research Grants to support student travel to archives; the Office of Undergraduate Research has just announced a supplementary competition for student travel support. Summer stipends are also in the works for research here in Urbana. The Library's new Scholarly Commons helped introduce digital mapping to history instruction this fall; next term, we hope to pilot student use of the new, web-based multimedia authoring tool, SCALAR, for which Illinois is one of a few national test sites. So we benefit from Illinois' leadership in digital technology, even if our students still study history with us face to face and in real time.

Big or small, research or teaching? Both: and walking around Gregory, I am excited to see where this unique kind of community can go in the years to come.



**John Randolph**



## Undergraduate Thesis Writers

### Caroline V. Broler

“Sites of Memory, Sites of Self: Greek Tourism in Istanbul and the Pursuit of National Heritage”

### Alexander C. Ion

“On the Shoulders of Giants: The Evolution of Dacia in the Romanian National Narrative, 1878-1948”

### Michael K. Miller

“‘Some Relaxation and Amusement’: The Making of Western Power in the Marquesas Islands, 1774-1857”

### Peter R. Pellizzari

“The Life of Publius: A Material Biography of the Federalist”—Winner of the Mark H. Leff Prize for Outstanding Honors Thesis

### Ashley N. Skowronski

“Marriage, Social Power, and the Status of Women in Early Iceland”

### Timothy M. Warnock

“Marvels, Entertainers, and Talismans: Employing Physical Deformity in the Early Roman Empire”

### Daniel J. Werst

“Red Unionism in Coal and Needle Trades: The Place of a Failed Strategy in the Evolution of the Communist Party USA”



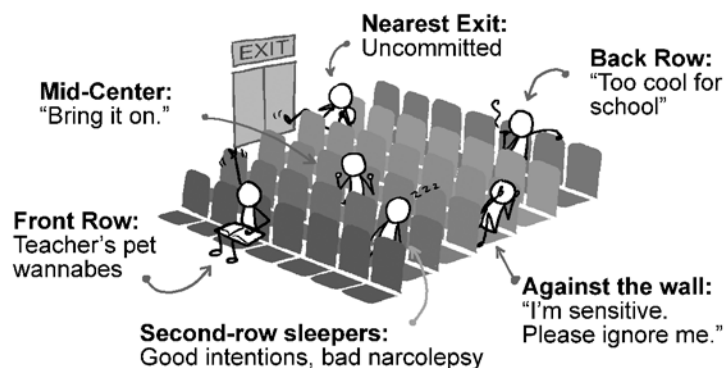
Lemann Institute Director Mary Arends-Kuenning, Jerry Dávila, and Jorge Paulo Lemann

## Dávila Invested as Lemann Chair

On October 16, 2013, Jerry Dávila was invested as the Jorge Paulo Lemann Chair in Brazilian History. Professor Dávila, a 1998 Ph.D. from Brown University, joined the Department of History in 2012. Jorge Paulo Lemann and his family have given \$14 million to establish the Lemann Institute for Brazilian studies at the University of Illinois. The gift is the largest ever to the university from a non-alumnus. The Jorge Paulo Lemann Endowed Chair in Brazilian History is the centerpiece of the Institute and is given to an internationally renowned scholar.

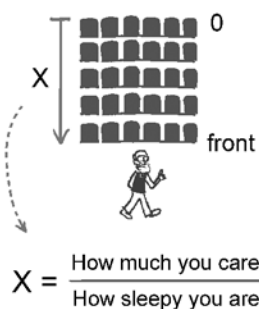
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Once again the Department has benefited from the generous Friends of History. We would like to thank all of our donors for this support and especially our wonderful FOH board members who, as always, have been generous with their time and talents:

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## Faculty Profiles

**Eugene M. Avrutin** was awarded the 2013-14 Workmen's Circle/Dr. Emanuel Patt Visiting Professorship at the YIVO Institute for Jewish Research in New York. His review article "Pogroms in Russian History" appeared in *Kritika: Explorations in Russian and Eurasian History*. Together with Yvonne Kleinmann (of Halle University), he organized the international symposium "The Micropolitics of Small Town Life in Eastern Europe," which brought a dozen leading scholars to our campus. He participated in the workshop "Life on the Peripheries: Muslims and Jews in Poland, Imperial Russia, and the Soviet Union" at Duke University, and gave invited lectures at the University of Minneapolis and the YIVO Institute.

In 2013 **Terri Barnes** gave conference presentations at the "Rivonia Trial 50 Years On" conference, University of Pretoria, Pretoria, South Africa in June; the South African Historical Society biennial meeting, Gaborone, Botswana, in July; and the African Studies Association annual meeting in November. She also gave seminar presentations at the University of the Western Cape and the University of Sierra Leone in July. When Nelson Mandela passed away in December, she was interviewed by the News-Gazette, a local TV news program, and WILL. A short piece she wrote about Mandela was featured in the U of I website column "A Minute With..." Finally, her article on "Pregnancy and Knowledge in a South African University," appeared in *African Studies Review* (56, 1, 2013).

Among a number of invited talks, **Jim Barrett** presented the Annual Hibernian Lecture at Notre Dame University and gave public lectures and seminars at Illinois Wesleyan, Northern Illinois, and Dominican Universities and at the Social Science History and Labor and Working Class History conferences. He is practicing for his coming retirement.

In 2013 **Marcelo Bucheli** was invited to spend a semester at the Ecole Polytechnique (Paris, France) with a fellowship. He also co-edited a volume with R. Daniel Wadhvani on *Organizations in Time: History, Theory, Methods* (Oxford University Press, 2014), in which he co-authored three chapters. This book brings together a group of business historians

and management theorists to provide theoretical and methodological resources for scholars interested in integrating historical research with management studies. His book *Bananas and Business* (NYU Press, 2005) was translated into Spanish as *Después de la hojarasca: United Fruit Company en Colombia, 1899-2000* (Bogotá: Universidad de los Andes, 2013). This year he was invited to give a talk on teaching business history at Harvard Business School and was also invited to speak about his research at the Université de Toulouse, University of London, University of Reading, Florida International University, Trondheim University (Norway), and ESCP-Paris. He chaired the Ralph Gomory Book Award Committee of the Business History Conference, and published articles on ITT in Chile (*Business History Review*) and on the politics of the Central American banana industry (*Management International Review*).

In September, the College of Liberal Arts and Science named **Adrian Burgos, Jr.** one of ten *Centennial Scholars* in celebration of the College's 100-year anniversary at the University of Illinois. The Office of Diversity, Equity, and Access also honored him as its 2013 recipient of the *Larine Y. Cowan Make a Difference Award for Teaching and Mentoring in Diversity*. He continues to serve as the Department's Director of Graduate Studies, and to share his scholarship, presenting at the American Studies Association meeting in San Juan, Puerto Rico and the Puerto Rican Studies Association meeting in Albany, New York. He chaired the "State of the Field in Sport History" panel at the 2013 Organization of American Historians conference, and was a featured speaker at Notre Dame's symposium "Playing with Fire II: Race and Sport in American Culture," University of Texas-Austin's "Whither Jackie Robinson?" roundtable, and Haverford College's "Consuming Bodies: The Market of Race and Sport" conference. Finally, the 2013 release of Warner Brothers' biopic *42* on Jackie Robinson resulted in a busy spring as he was interviewed about the film for newspapers and online media, appeared on radio programs, and participated in a roundtable discussion following an advance screening of *42* hosted by the Chicago International Film Festival.

Last year **Antoinette Burton** worked on her current book manuscript, *The Trouble with Empire*, under contract with Oxford University Press. In keeping with her interest in the links between research and teaching, she edited an American Historical Association pamphlet, *The Feedback Loop*, which gathers a dozen or so reflections by historians working in the U.S. about how they understand, experience, and promote connections between their scholarship and undergraduate classrooms. Among those featured is our own Carol Symes, who writes about the teaching of Shakespeare in a local prison, and our former colleagues Shefali Chandra and John Ramsbottom. She continued in that vein more locally by co-organizing a year-long workshop in which faculty across campus engaged in similar reflections about how they bring their research into Illinois classrooms and how, in turn, students' engagement with it impacts their scholarship as well. This work was generously funded by the Provost's Office. An edited collection *An Illinois Sampler*, features essays from the workshop and will be published by the University of Illinois Press in fall of 2014. Meanwhile she gave a number of talks on her Anglo-Afghan wars project, including as the keynote at the Pacific Coast Branch of the Conference on British Studies, and co-organized a research workshop in Johannesburg, South Africa, on books and the making of empire. With our former colleague Tony Ballantyne she published "Empires and the Reach of the Global," a long-form essay in Emily Rosenberg, ed., *A World Connecting, 1870-1945* (in English by Harvard University Press/in German by Beck 2012), which will be issued as a self-standing volume by Harvard in spring 2014.

With the support of the U of I Research Board and funding from a Hewlett International Travel Grant, **Tamara Chaplin** travelled around France for two and a half months in the summer of 2013, completing research on her new book project, *Sappho Comes Out: Lesbian Lives in Postwar France*. During that time she filmed 75 oral history interviews with women from towns and cities all over France. The film footage Chaplin shot on this trip will provide both primary source materials for her book and the raw footage for a documentary film project on the same topic. Last spring Chaplin presented work on sexuality and the Minitel at the "Other Lives, Other Voices" conference at Rutgers University honoring her former advisor, French

historian Bonnie G. Smith. Chaplin also spoke in Paris on the same subject. She will be delivering a talk on lesbian life in Toulouse at the European Social Science History Conference in Vienna in April 2014. Chaplin is happy to report that her new course, "Sexuality in Modern Europe" (History 397) has just been approved and she will teach it in the fall of 2014. This semester, Chaplin has been enjoying plunging back into "theory" (French and otherwise) with our graduate students while teaching the graduate "History and Social Theory" seminar. As Chair of the Placement Committee, Chaplin and committee member Marc Hertzman have been preparing our graduate students for the job market—our fingers are crossed for all of our fabulous candidates. Chaplin's article, "Lesbians Online: Queer Identity and Community Formation on the French Minitel," is forthcoming with the *Journal of the History of Sexuality*, (23, 3, 2014). Finally, Chaplin is blissfully anticipating a full semester of research and writing while on a fellowship from the Center for Advanced Study in spring of 2014.

**Clare Crowston's** book, *Credit, Fashion, Sex: Economies of Regard in Old Regime France* appeared in October 2013 with Duke University Press. Crowston is spending this academic year in Paris with her family on an ACLS Collaborative Fellowship to conduct research on a new book project, co-authored with Steven Kaplan and Claire LeMercier and provisionally entitled "Learning How: Apprenticeship in France, 1675-1850." She will deliver lectures in France and elsewhere in Europe over the course of the year. The eleventh edition of *A History of Western Society* appeared in September 2013: this textbook, created by U. of I. History faculty John McKay, John Buckler, and Bennett Hill, is now co-authored by Crowston, Merry Wiesner-Hanks and U of I Ph.D. Joe Perry.

**Ken Cuno** published "Marriage: Historical Practice," in the *Oxford Encyclopedia of Islam and Women* (2013), and presented "From Pluralism to Hanafism and Back: How Legal Modernization Set Back Women's Rights in Nineteenth-Century Egypt" at the Middle East Studies Association annual meeting in New Orleans. He was also interviewed about the Syrian civil war and lectured on the Arab Spring uprisings.

**Jerry Dávila** has been thinking about social movements in twentieth century Brazil. This spring, he is publishing an article in the *Radical History Review* about Brazil's anti-apartheid movement, which served as a space of mobilization for addressing Brazil's own structures of racial inequality. He has also authored an article in the *Cairo Review* on Brazil's transition from dictatorship to democracy, reflecting on the lasting damage caused by military rule to the country's economy and its political life. Finally, Dávila has commented for the *New York Times* about the protests this summer in Brazil, which had broad roots but which culminated in the question "why can't we have hospitals and schools as nice as the stadiums being built for the FIFA World Cup?"

**Augusto Espiritu** presented a paper, "America's Insular Empire through Interimperial and Intraimperial Optics," at the Center for Latin American and Caribbean Studies. The paper is drawn from his book manuscript in progress, "'El legado de España': The Discourse of Hispanism in America's Insular Empire." He participated in a "people-to-people" tour of Cuba in the spring under the auspices of the UCLA Alumni Association, and returned to Cuba in the summer for research. He continues to serve as the head of the Department of Asian American Studies. In 2014-15, he will be an Associate Fellow at the Center for Advanced Study.

In May, **Marc Hertzman** published his first book, *Making Samba: A New History of Race and Music in Brazil* (Duke University Press, 2013), and a few months later moved from New York to Champaign. In November, he had the honor of serving as Visiting Professor at the Federal University of Juiz de Fora (Brazil). While in Brazil, he also conducted research for his next book project and gave a series of university and public lectures in Juiz de Fora and Rio de Janeiro. At the end of the trip, he discussed *Making Samba* on a local radio show.

**Kristin Hoganson's** *Journal of American History* article, "Meat in the Middle: Converging Borderlands in the U.S. Midwest, 1835-1900," won two prizes this past year: the Wayne D. Rasmussen Prize offered by the Agricultural History Society and the Ray Allen Billington Prize conferred by the Western History Association. Hoganson also published an article on the imperial politics of globavore consumption in *A Destiny of Choice?*

(Lexington Books, 2013). In addition to presenting her ongoing research on colonialism, postcolonialism, pork, and corn in various venues, she participated in a plenary panel on diplomatic history in the *longue durée* at the Society for Historians of American Foreign Relations (SHAFR). As a newly elected SHAFR council member and SHAFR delegate to the National Coalition for History, she has become increasingly involved in government documents access and advocacy issues—please keep her apprised of your archive stories! Her public outreach included radio commentary on Abigail Powers Fillmore (for Voice of America) and the 1898 U.S. intervention in Cuba (for Backstory). On the teaching front, she developed a new class on food in world history.

**Fred Hoxie** is spending the 2013-14 academic year at the Huntington Library in San Marino, California, where he is Los Angeles Times Distinguished Fellow. In October, he was inducted into the American Academy of Arts and Sciences in a ceremony in Cambridge, Massachusetts. His latest book, *This Indian Country* (Penguin Press, 2012) won the Caughey Prize, awarded by the Western History Association for the year's best book on the history of the West. In February, 2014, Fred will be the keynote speaker at the annual meeting of the New Zealand Historical Society, a meeting organized by former colleague Tony Ballantyne, now chair of the History Department at Otago University in Dunedin, NZ.

**Diane Koenker** gave the presidential address at the 2013 annual meeting of the Association for Slavic, East European, and Eurasian Studies in Boston in November, "Revolutions: A Guided Tour." In September at the Midwest Russian History Workshop, she participated in a tribute to David Ransel on the occasion of his retirement from Indiana University (David taught at Illinois from 1967 to 1985). She continues to work on her new book project, a history of consumerism in the Soviet 1960s, spending several weeks in summer 2013 viewing films at the School of Slavonic and East European Studies, University College London, and consuming in St. Petersburg.

In 2013-14 **Craig Koslofsky** is a faculty fellow at the Illinois Program for Research in the Humanities. He received the fellowship to support research

on his new project, “Skin in the Early Modern World, 1450–1750.” The IPRH theme for the 2013–14 academic year is “The Body/Bodies.”

In July of 2012 **Bruce Levine** was invited to speak about “Recent Trends in Civil War Historiography” at an NEH Summer Institute for College and University Teachers organized by the American Social History Project at the Graduate Center of City University of New York. That September he delivered the keynote address, “The U.S.’s Civil War in the Age of Revolutions,” for a conference at the German Historical Institute in Washington, D.C. on “The Transnational Significance of the American Civil War: A Global History.” He spent the rest of the academic year at the Huntington Library in San Marino, California as the Rogers Distinguished Fellow in Nineteenth-Century American History. This wonderful opportunity allowed him to begin work on a project re-evaluating the way that the Civil War played out in the four so-called loyal border (slave) states: Delaware, Maryland, Kentucky, and Missouri. He also gave a series of public lectures and seminars. He published a brief essay in *Against the Current* (September 2013) analyzing the well-known Introduction to E. P. Thompson’s *The Making of the English Working Class* (1963). In January of 2013, Random House published Levine’s new book, *The Fall of the House of Dixie: The Civil War and the Social Revolution that Transformed the South*. (Recorded Books has also produced an audio edition.) He discussed the book on National Public Radio’s “Fresh Air” and on a number of other radio programs around the country. He also discussed *The Fall of the House of Dixie* at the Abraham Lincoln Library and Museum in Springfield, at the Chicago Civil War Roundtable, at Chicago’s Abraham Lincoln Bookstore, at Vroman’s Bookstore in Pasadena, at Occidental College, and at the Massachusetts College of Law. (Several of these talks are available as podcasts.) The book went through three editions in a matter of months and was identified as a national best-seller by both Barnes and Noble and *The New York Times*.

Academic events in Berlin, China, and again Berlin were among the highlights of the past year for **Harry Liebersohn**. In December 2012 he presented a paper at a workshop in honor of the University of Illinois’ own Bruno Nettl (Musicology, emeritus), held at the Phonogram Archive,

Berlin. In May-June Harry gave five lectures during a month-long visit to China (see p. 4), where he enjoyed exchanging ideas with faculty and students. And in July-August he co-directed (with Jürgen Osterhammel, History, Konstanz) a two-week post-doctoral workshop in Berlin on “Cultural Encounters” hosted by the Wissenschaftskolleg zu Berlin (Institute for Advanced Study, Berlin). On sabbatical leave during the fall of 2013, he is writing a history of music and globalization since the later nineteenth century. A November archival visit to Thomas Edison National Park (in West Orange, New Jersey) included an exciting look at Edison’s own evaluations of early recordings, penciled by the great inventor into his laboratory notebooks.

*The Journal of Late Antiquity*, edited by **Ralph Mathisen**, was awarded the 2013 Codex Award by the Council of the Editors of Learned Journals for distinction within all disciplines and areas of the world covered in the ancient and medieval periods. Mathisen also was nominated by the U of I and selected by the University of Leuven (Belgium) to be a Visiting Fellow at Leuven during the summer of 2013. He has recently published a half-dozen articles and book chapters, including “The Citizenship and Legal Status of Jews in Late Antiquity,” in John Tolan, ed., *Jews in Early Christian Law: Byzantium and the Latin West, 6<sup>th</sup>-11<sup>th</sup> Centuries* (Brepols, 2013), 35-53, and “Becoming Roman, Becoming Barbarian: Roman Citizenship and the Assimilation of Barbarians into the Late Roman World,” in U. Bosma, G. Kessler, L. Lucassen, eds., *Migration and Membership Regimes in Global and Historical Perspective* (Brill, 2003), 191-217. He delivered scholarly papers at the University of Leeds, the University of Eichstätt (Germany), the University of Leuven (Belgium), the University of Ottawa, and the University of Vienna. He also continues to serve as editor for the series *Oxford Studies in Late Antiquity*.

**Mark S. Micale** was designated the U of I Distinguished Teacher-Scholar for the academic year 2012–13. He spent the year compiling a set of “Best Teaching Practices” for General Education courses across the curriculum which will be posted on the Provost’s website. In May, he traveled for a month with departmental colleagues Harry Liebersohn and Dorothee Schneider to China where he

delivered several lectures at universities in Hangzhou, Shanghai, Xiamen, and Nanjing.

**Bob Morrissey** continued his work on Indians and French colonists in the colonial Illinois Country, presenting papers at several conferences including the Ethnohistory annual meeting in 2013. His chapter on indigenous languages and Christian missionaries in early Illinois, titled “The Terms of Encounter,” was published in the collection *French and Indians in the Heart of North America* (Michigan State University Press, 2013). He also presented a paper about the pre-contact Illinois Indians at the William and Mary Quarterly/ USC-Huntington Early Modern Studies Institute Workshop “Before 1607” at the Huntington Library in May.

In the Spring of 2013, **Kathryn Oberdeck** oversaw the second semester of the department’s World Histories From Below initiative on issues of shelter and services. The high point of these events was the visit of Richard Pithouse (Rhodes University) who shared his perspectives on shackdwellers’ movements in South Africa with a variety of campus and community groups. The rest of the year she made progress on two writing projects and also enjoyed opportunities to present her research in a variety of venues. In February, she commented on two scholarly papers addressing the labor movement in twentieth-century South Africa at a Labor History symposium at the Newberry Library. In July 2013 she discussed histories of religion and popular working-class politics at the Church Land Programme, an independent non-profit organization in Pietermaritzburg, South Africa, which works in solidarity with the landless poor. In October she discussed her research on perspectives of residents of neighborhoods designated as “blighted” in Chicago, Illinois, and Durban, South Africa, in a session of the Education Justice Project’s “Discovery” course and the Danville Correctional Institute. In November she delivered the talk “A Garden at the Factory Gate: Contested Scales of Planning at Kohler Village” in the 2013 Lecture Series in Urban Planning History commemorating the 100 years of planning education at the University of Illinois.

The year has been productive and busy for **Dana Rabin** who enjoyed a year away from teaching (2012–2013) to work on her manuscript, *Under Rule*

*of Law: Britain and its Outsiders, 1750-1800*. In addition to conferences in Singapore and Glasgow and at the Huntington Library, she has two articles forthcoming: “Infanticide, Emotion, and Sensibility in Eighteenth-Century England” in an edited collection titled *Honour, Violence and Emotion: Historical Perspectives* edited by Carolyn Strange, Robert Cribb, and Christopher Forth (Bloomsbury Academic) and “Empire on Trial: Slavery, Villeinage and Law in Imperial Britain,” in *Legal Histories of the British Empire*, edited by Shaunnagh Dorsett and John McLaren (Routledge). In October 2013 she gave the Department’s Associate Professor lecture, “‘Wedding and Bedding’: Making and Unmaking Law in the Act of Union between Britain and Ireland (1801).” In 2014 she looks forward to teaching a new graduate course on pedagogy as well as a new undergraduate course with the Ethnography of the University Initiative (EUI) on the history of crime at the University of Illinois.

**Leslie J. Reagan** organized an interdisciplinary panel on “The American-Vietnam War in Media, Museums, and Memory” at the annual meeting of the Society for Historians of American Foreign Relations (SHAFR) held in Arlington, VA in June 2013. She presented her paper, “Agent Orange Remembered (Or Not) in Vietnam and the U.S.,” comparing the national War Remnants Museum in Ho Chi Minh city to the Smithsonian American History Museum in Washington, D.C. Professor Reagan also won the History Department’s Queen Award for excellence in teaching for 2012–13. She is proud of her three undergraduate students who have received awards from the Ethnography of the University Initiative (EUI) for their historical research on the history of Illinois students and campus life in her courses. Last year Jack Sullivan received an award for his presentation of “A Religious Perspective on the Vietnam War,” based on research in Professor Reagan’s methods class on “The Vietnam Era.”

In the last year **David Roediger** completed his term as an Illinois Program for Research in the Humanities Fellow, finishing his *Emancipation from Below: The Jubilee Slaves Made and Freedom for All* (forthcoming, 2014). He gave numerous talks in the U.S. and abroad on that book and on his 2011 book, *The Production of Difference*, co-authored with Elizabeth Esch. The latter book won the 2012 International Labor History Association

Prize and was awarded honorable mention for the C.L.R. James Prize of the Working Class Studies Association.

During the past academic year **Dorothee Schneider** began a new research project on the history of migration studies. She presented some of her new work to the Department of Sociology at UCLA in the spring of 2013, and at the Annual Meeting of the Social Science History Association in November 2013. She also gave an invited lecture on “Black Immigrants as American Citizens: Identities, Rights and Belonging” at DePaul University’s Center for the African Diaspora in October of 2013. (See also the report above on her travels in China).

**Mark Steinberg** is currently on sabbatical, working to complete his book on *The Russian Revolution, 1905–1921* for Oxford University Press, which focuses on the “experience” of revolution. He concluded his seven-year term as editor of the journal *Slavic Review* in August. But work continues to develop from the new book series he proposed to Yale University Press, *Eurasia Past and Present*, which he co-edits with a literary scholar and an anthropologist. This fall, he published a couple of new articles in edited collections—one on emotions in history (in the first volume of a new

series on the topic published by the University of Illinois Press), another on documenting and theorizing violence (in a book on poverty and slums published in Germany), and a third, a study of “the deformed and decadent modern self,” published in Russian in St. Petersburg.

**Carol Symes** is spending the academic year at the National Humanities Center in North Carolina’s Research Triangle Park, thanks to the award of a prestigious Burkhardt Fellowship from the American Council of Learned Societies. Her research project, “Open Acts: Performance, Public Media, and the Documentary Revolution of Medieval Europe,” examines the public conditions in which medieval texts were made and the performative media that enabled many historical actors to gain access to this medieval public sphere. In 2013, she continued her work with the Education Justice Project’s Band of Brothers, the theatre troupe formed by her students at the Danville Correctional Center. (Their production of *The Tempest* can be viewed online at [vimeo.com/71209846](http://vimeo.com/71209846).) In addition to serving on the editorial board of the *American Historical Review*, she has become executive editor of a new biannual journal, *The Medieval Globe*, which will be launched in 2014.

## Emeriti Updates

**Walter L. Arnstein** was honored at the 60th Annual Midwest Conference on British Studies in Chicago on October 11–13, 2013. Five of his erstwhile U of I doctoral advisees presented papers in specially designated panels: John Beeler (U. of Alabama), Chet DeFonso (Northern Michigan U.), Tamara Hunt (U. of Southern Indiana), Scott Myerly (U. of Southern Indiana), and Stephen C. Shafer (U of I).

**Richard W. Burkhardt, Jr.’s** article, “Lamarck, Evolution, and the Inheritance of Acquired Characters,” appeared in the journal *Genetics* (194, 2013). Chip continues to write on the menagerie of the Muséum d’Histoire Naturelle in Paris in the eighteenth and nineteenth centuries, and on the history of evolutionary theory and twentieth-century animal behavior studies.

Clemson University has named **Vernon Burton** the Creativity Chair of Humanities. He directs the Clemson Cyber Institute and is Professor of History, Sociology, and Computer Science. He had a number of publications, including a co-edited (with Ray Arsenault) festschrift, *Dixie Redux: Essays in Honor of F. Sheldon Hackney* (New South Books, 2013). His lecture on Southern Identity was made available in “Lectures in History” on the C-Span site ([www.c-span.org/History/](http://www.c-span.org/History/)) and was downloaded many times in 2012 and 2013. With the publication of Part IV, *Age of Emancipation* (2013), he completed editing the series *Slavery and Anti-Slavery: A Transnational Archive* (Gale, 2009–13), the largest digital archive on the history of slavery. And Burton and U of I History graduate student Simon Appleford were awarded an NSF grant to study how social media influences the

opinions of U.S. citizens about elections. Among the many lectures he gave this year, he keynoted the Radical Summit on Innovation underwritten by NSF at the Organization of American States (OAS) in Washington, DC, he was on the plenary panel of the Association for the Study of African American Life and History 2013 annual meeting, and he presented the 2013 Auburn University Weil Fellows Lecture. As past president, he presided at the 2013 Southern Historical Association Annual meeting in Saint Louis. He continues to serve as a Senior Research Scientist at the NCSA, chairs the Advisory Board for the University of Illinois Institute for Computing in Humanities, Arts, and Social Science (ICHASS), and serves as vice-chair of the Board of Directors of the Congressional National Abraham Lincoln Bicentennial Foundation. He appeared numerous times on national and local television and radio, including an appearance on NPR's "On Point" on June 27, 2013, discussing the Supreme Court Ruling on the Voting Rights Act (see [onpoint.wbur.org/2013/06/27/scotus-voting-rights](http://onpoint.wbur.org/2013/06/27/scotus-voting-rights) and [wbur.fm/138DolQ](http://wbur.fm/138DolQ)).

**Joe Love** has published several articles since his last report. These include "The Brazilian Federal State in the First Republic (1889-1930): Did Regime Change Make a Difference?" in Miguel Centeno and Agustín Ferraro, eds., *State and Nation Making in Latin America and Spain: Republics of the Possible* (Cambridge, 2013), pp. 100-115; "Saberes del Estado: Comentarios Finales" ["Bodies of Knowledge of the State: Final Comments"], in Mariano Ben Plotkin and Eduardo Zimmermann, eds., *Los Sabres del Estado* (Buenos Aires: Edhasa, 2012), pp. 213-222; and "O Brasil foi uma cara nova para minha geração" ["Brazil was a new subject for my generation" (Interviews with Flávio Madureira Heinz and Luiz Araujo)], in *Zero Hora* (Porto Alegre), 15 Dec. 2012, *Caderno Cultura*, pp. 1,3, 5.

**John Lynn** taught two classes for the department during the fall semester. When he is not teaching, he is consumed by writing his history of terrorism for Yale University Press. He also squeezed in the time to write the chapter on the army of Louis XIV for the new West Point Military History. This chapter is the future of writing history, because the seventy-nine chapter project will only be on the iPad—no paper involved at all. John's chapter is being beta tested at the United States Military Academy this year.

2014 is the fiftieth anniversary of the publication of **Robert McColley's** first book, *Slavery and Jeffersonian Virginia*, his contribution to the reevaluation of slavery and abolitionism that has now been going on for more than half a century.

**Elizabeth Pleck** was named to the Fulbright Specialist Roster for 2013-2018. As a Fulbright Specialist she will be teaching family history and historical methods at the University of Johannesburg in the spring of 2014. She lectured on why cohabitation is illegal in Florida at the University of South Florida in St. Petersburg in November of 2012 and as the keynote lecturer on the Global History of Domestic Violence at Florida International University the same month. She helped to draft the amicus brief of historians for Windsor in the landmark United States v. Windsor case; this brief was submitted to the U.S. Supreme Court for its deliberations on the case, which was decided in June 2013. She wrote an entry on Beate Sirota Gordon for the Jewish women's archives, and served as a guest blogger for the Legal History Blog.

**David Prochaska** has retired, that is, he has quit working in order to get some work done (including presentations at conferences in Chicago and Honolulu).



## Alumni News

At Framingham State University in Massachusetts **Richard B. Allen** (Ph.D., 1983) teaches African, Indian, and Middle Eastern History. His scholarship focuses on the history of Mauritius, on slavery and indentured labor in the colonial plantation world, and on slave trading in the Indian Ocean from the seventeenth through the nineteenth centuries. His publications include *Slaves, Freedmen and Indentured Laborers in Colonial Mauritius* (Cambridge University Press, 1999), and he currently serves as editor for the Indian Ocean Studies Series at Ohio University Press.

Northern Illinois University has recognized **E. Taylor Atkins** (Ph.D., 1997) as a 2013 Presidential Teaching Professor. Atkins came to Northern Illinois University in 1997 as an assistant professor in History, researching and teaching in modern Asian history with a focus on Japan. The Presidential Teaching Professorship is awarded to outstanding teachers who have demonstrated rigorous standards for student performance as well as extraordinary commitment to students and their welfare. Each receives budgetary support and release time for the enhancement of his or her teaching skills. After four years as a Presidential Teaching Professor, each is designated a Distinguished Teaching Professor.

**Harry Butowsky** (Ph.D., 1975) retired from the National Park Service in June 2012 after 35 years of service. He wrote many National Historic Landmark Theme Studies, focusing on World War II in the Pacific, U. S. constitutional history, American astronomy and astrophysics, aerospace history, U.S. labor history, and the history of science and geology. He also co-edited *An American Family in World War II*, a moving collection of letters to and from Captain Ralph Minker and his family during the war years (Word Association Publishers, 2005). One of his crowning achievements was working closely with local citizens and members of Congress to create the Brown v. Board of Education National Historical Park in Topeka, Kansas. He continues to teach courses on World War I and World War II at George Mason University.

**Courtney Bzymek** graduated from Illinois in 2008 with a Political Science major and a History minor. She is in her second full year of teaching high school social studies in Pueblo, Colorado. She plans to receive her M.A. in teaching from Wayne State University in the spring of 2014.

**Derek Croxton's** latest book, *Westphalia: The Last Christian Peace* was published by Palgrave Macmillan in July 2013. Croxton (Ph.D., 1996) is also the author of *Peacemaking in Early Modern Europe: Cardinal Mazarin and the Congress of Westphalia, 1643-1648* (Susquehanna University Press, 1999).

**Jim Ducker** (Ph.D., 1980) retired at the end of 2012 with over 31 years of service for the U.S. Bureau of Land Management. The BLM in Alaska hired Jim as an historian in 1981, and he produced three book-length histories focusing on transportation and development in different large areas of Alaska. He later shifted to a position as a planner for the BLM and led or served as the National Environmental Policy Act coordinator on numerous large environmental impact statement teams, primarily focused on the environmentally responsible development of the National Petroleum Reserve-Alaska. In his spare time he continued his historical work, publishing several articles and serving since 1985 as editor of *Alaska History*, the journal of the Alaska Historical Society. He lives with his wife and daughter in Anchorage, Alaska, and has resumed research on the workers of the Atchison, Topeka & Santa Fe Railway, now bringing that history into the twentieth century.

**Ankur N. Gopal** (B.A., 1996), CEO of Interapt of Louisville, Kentucky, was honored with a Louisville Business First "40 Under 40" Award for his entrepreneurship and community involvement. Gopal earned the award for founding and running Interapt, a fast-growing tech firm that develops smartphone solutions, and also for his many philanthropic activities in the community, including improving marketing, infrastructure and organization for St. Elizabeth's Catholic Charities. He also

serves on the Regional Board of Directors of Junior Achievement of Kentuckiana.

**James M. Haas** received his Ph.D. from Illinois in 1960. He retired as Professor Emeritus from the Department of Historical Studies at Southern Illinois University Edwardsville in 1995. He now resides in Pullman, Washington.

**Kevin Hagan** graduated from the University of Illinois in May 2012 with a major in History and minor in Secondary Education. Currently he works as a substitute teacher and is looking to secure a full-time teaching position.

Historian, author and professor at Wayne State College **Don Hickey** (B.A., 1966; M.A., 1968; Ph.D., 1972) was honored by the USS Constitution Museum with the Samuel Eliot Morison Award in October 2013. This award, named in honor of the renowned maritime historian, is given for artful scholarship and the desire to preserve our past for future generations. A longtime student of the War of 1812, Hickey has written seven books and nearly 100 articles on the conflict. He is best known for *The War of 1812: A Forgotten Conflict* (University of Illinois Press, new ed. 2012) and *Don't Give Up the Ship! Myths of the War of 1812* (University of Illinois Press, 2006).

**Jason G. Karlin** (Ph.D., 2002) is a tenured Associate Professor in the Interfaculty Initiative in Information Studies at the University of Tokyo. He specializes in gender and media studies, and is the co-editor of *Idols and Celebrity in Japanese Media Culture* (Palgrave Macmillan, 2012) and author of the forthcoming *Gender and Nation in Meiji Japan: Modernity, Loss, and the Doing of History* (University of Hawaii Press, 2014).

**Robert Spude** (Ph.D., 1989), historian for the Intermountain Region of the National Park Service, retired in December 2013 after 35 years

with the NPS. Bob's career with the Park Service began in the summer of 1977 in Georgia, followed by a decade working in Alaska as a regional historian. In 1988 he moved to the NPS program in Denver, and in 1998 he was selected as chief of Cultural Resources and National Register Programs for the Southwest Support Office, Santa Fe. He has been the fortunate recipient of an Albright-Wirth grant that led to other grants, such as National Science Foundation grants, in order to participate in international workshops and history conferences in Germany, Greece, Mexico, Canada, and the U.K. His most adventurous project was travel to Admiral Byrd's East Base, Antarctica to develop a preservation plan for the site. The polar site and its preservation are described in the April 1993 *National Geographic*. With two National Park Service colleagues, Art Gomez and Joseph Sanchez, Bob has just co-authored *New Mexico, A History* (University of Oklahoma Press, 2013). In retirement, Bob and his wife Cathy will do some research and writing, travel, and enjoy life in the Southwest from their home base at Santa Fe.

Bob recently served as president of the Mining History Association (2012–2013) and would like to call attention to the Association's new Mary Lee Spence Award, given every other year to the author/editor of a publication of mining history documents, letters, or records in book form, and in the manner and high standard set by Mary Lee Spence (Professor Emerita of History, University of Illinois) in her works. See [www.mininghistoryassociation.org/awards.htm](http://www.mininghistoryassociation.org/awards.htm) for details.

After nine years as a pastor in the Orthodox Presbyterian Church in the Chicago area, **Charles Telfer** (B.A., 1986) has been appointed as Assistant Professor of Biblical Languages at Westminster Seminary California. He is also finishing a doctoral dissertation in Old Testament Studies at Trinity Evangelical Divinity School. He and his wife Rhonda have four children, the oldest of whom is now twenty-five and the third of whom is a student at the U of I.



Adrian Burgos, American Historical Association  
Director Jim Grossman, and Diane Koenker



Jorge Paulo Lemann and the Illinois historians of Brazil Marc  
Hertzman, Joe Love, and Jerry Dávila at the Dávila investiture

## Scenes from Department Life, 2013



Erik McDuffie and Diane Koenker at the reception following  
the Dávila investiture



Alicia Goodchild, Ken Cuno, Megan McLaughlin,  
and John Randolph at a Phi Alpha Theta  
workshop



Terri Barnes and Kristen Ehrenberger at the Department  
holiday party, 2013



Craig Koslofsky, Bob Morrissey, Dana Rabin, and Agata Chmiel at  
a meeting of the Premodern World Reading Group

