

# History Illinois



University of Illinois at  
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Spring 2015



*Teaching the Great War*

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## *Letter from the Chair*



**Diane Koenker**

“*The Illinois Department of History really stands out, whether one measures numbers of books and articles published, prizes won, or articles cited.*”

I write in the middle of my fourth and final year as chair of the Department of History, where I have spent more than thirty years engaged with students and colleagues, producing and reproducing historical knowledge. I began my professional career with a strong interest in “cliometrics”: the use of statistical analyses to interpret historical events. That historical method was subsequently eclipsed by the “cultural turn,” which privileged texts over numbers. I have now returned to a concern with “metrics,” this time engaged with the university’s concern to measure its faculty’s productivity and to use such measures to drive its decisions. According to these metrics, the Illinois Department of History really stands out, whether one measures numbers of books and articles published, prizes won, or articles cited. In particular, our faculty continue to reap campus and national honors. Tariq Ali won the Sardar Patel Dissertation Prize for the best dissertation on South Asia written in any U.S. university in 2012. Antoinette Burton and Bob Morrissey have received National Endowment for the Humanities fellowships to support their research next year—and these NEH fellowships are among the most prestigious and competitive fellowships in history. Kristin Hoganson has been invited to become the Harold Vyvyan Harmsworth Visiting Professor at Oxford, an honor given to American historians of the U.S. at the top of their field; she will be in residence in Oxford in 2015–2016. In addition, Kristin and Erik McDuffie were named Richard and Margaret Romano Professorial Scholars by LAS. Tamara Chaplin won both the LAS Undergraduate Teaching Award and the Campus Undergraduate Teaching Award.

Our undergraduate and graduate students challenge us and push us to explore new connections we might not have thought of on our own. Our graduate program, as you will read elsewhere, is hugely successful. But as I reported last year (and the trend is occurring all over the country), the number of university students majoring in history or even taking history courses continues to drop. Why is it that today’s university students are less inclined to see history as a gateway to an unlimited field of opportunity that builds on the knowledge and skills developed in reading and writing about the past? We invite your comments. When students ask, “What can I do with a degree in history besides teach?” we say, “Anything!” Employers want broadly educated students who can be flexible and open-minded. The history degree, and liberal arts education in general, is the best training we can think of for a lifetime of work in which graduates might pursue two, three, or even four different careers.

And of course, history-mindedness helps us make sense of our place in the world and in our times. It helps us understand the logic and process of transitions, for example. Here in Gregory Hall, flux has been a constant feature over the last several years. Our students and faculty continue to be superbly served by Tom Bedwell as business manager and Scott Bartlett as Senior Academic Advisor. We also welcomed Shannon Croft (graduate secretary) and Carol Parker (receptionist) to join Rhondda Chase, Robin Price, and Tricia Warfield in the front office. We have also said farewell this year to Megan McLaughlin and Jim Barrett, who have chosen to transition to new careers as emeritus professors. And we are pleased to greet Mauro Nobili, our new faculty member in African history.

In other ways, this has been a challenging year in which the centrality of academic freedom and faculty decision-making has been in the forefront of local and even national news. The History Department has carried on its tradition of free and robust discussion about issues of the world and the university. We remain committed to values of academic freedom and free speech, values that help define a distinguished institution of higher learning.

Warm wishes,  
Diane

# Teaching the Great War: World War I and the Global Twentieth Century

by TAMARA CHAPLIN

In 2014 we mark the hundredth anniversary of the onset of World War I, humanity's first experience with modern industrial warfare on a truly global scale. The conflict, lasting from 1914 to 1918, was known as "The Great War" to those unaware that more carnage would soon blight the twentieth century. World War I permanently recast the ways in which nations and peoples have considered, experienced and commemorated not just military conflict, but Western and global culture, society, industry, politics and economics writ large. Aware of the enduring impact that the war has had on the contemporary world, faculty at the University of Illinois came together in the spring of 2014 to develop a cross-campus initiative on the Great War. (See "The Great War: Experiences, Representations, Effects" for more information: [www.thegreatwar.illinois.edu](http://www.thegreatwar.illinois.edu)). This initiative, directed by Marcus Keller and Michael Rothberg, has grown to encompass an art exhibit, lectures, films, readings, a conference and a theatrical production. At its center was the development of a "core course" on the history of World War I to be offered by the Illinois Department of History. To that end, Peter Fritzsche and I collaborated to create HIST 258: World War I in the Global Twentieth Century, a general education class that we team-taught to over 100 undergraduates during the fall of 2014.

It was clear to Peter and myself, as historians of Germany and France—the two nations whose countries were at the very center of the conflict—that this anniversary was an important opportunity to engage our students in a sustained reflection about World War I's astonishing historical legacy. Our canvas was broad: we wanted students to learn about the chronology of the war, from its origins and military operations to its political ramifications (including the demise of empires and the rise of Soviet socialist communism). But we also wanted our class to investigate how battlefronts and homefronts are inextricably linked. We've examined technological and industrial innovations—from aerial and trench warfare, to the use of poison gas and chemical weapons—but we've also studied food rationing, war bonds, sexuality in homo-social spaces and the feminization of the workforce. In addition, we've asked our students to consider the war's psychological and embodied effects (shell-shock, trauma, amputation, prosthetics, plastic surgery, and disability) as well as artistic and cultural attempts to acknowledge, represent, and memorialize its devastation (in poetry, art,

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## *History @ Illinois*

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### **Front Cover:**

"Appearance of the Holy Mother to the Russian Troops before Battle, an Omen of Victory," c. 1914. Hoover Institution Poster Collection, Stanford, CA.

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# “Global Utopias”: The New Three-Year Theme of the Center for Historical Interpretation

by MARK STEINBERG

The Center for Historical Interpretation (CHI), a project of the Department of History since 2008, has explored the legacy of Abraham Lincoln, histories of catastrophe, and, from 2011 to 2014, “world histories from below,” specifically questions of empire, the natural environment, and shelter. The CHI exists to support innovative research by faculty and students, build connections across disciplines, nurture the links between research and teaching, contribute to the training of pre-college teachers, and reach out to non-university publics and communities. Our activities have included reading groups, conferences, visits from leading scholars, lectures, performances, pedagogy workshops, and undergraduate research seminars and projects.

By choosing “Global Utopias” as our a new three-year theme, the CHI continues to develop perspectives on the past that bring historical understanding to bear on the major challenges of our own time. Current campus themes and priorities, such as overcoming poverty and inequality, and promoting diversity, environmental sustainability, freedom, democracy, and ethics, are among these challenges, and are all reflected in the utopian impulse to see, think, and act beyond the boundaries of what individual societies accept as normal and unalterable, to think “outside of the box” in search of a better society. Some argue that we now live in a post-utopian age—that we have become too experienced and worldly to dream of a perfected life, especially given how badly many past utopian experiments turned out in practice. But the CHI focus on “Global Utopias” reflects a renaissance of attention, across academic disciplines and also in popular culture, to utopia as essential to critical thought and action.

The current first year of this program, coordinated by Professor Mark Steinberg, explores the ways utopia and dystopia have been imagined, interpreted, and practiced globally. Year II, led by Professor Clare

Crowston, shifts the focus toward material things: the consumer revolution, dreamworlds and dystopias of global exchange and consumption, the tension between modern revolutions in goods and politics, and reliance on slavery and coerced labor. Year III will explore global utopias in ways to be shaped by the encounters and participants in these first two years.

During the Fall 2014 semester, the Global Utopias Reading Group explored different definitions of utopia; ideas and practices of “queer futurity” among gay artists and activists in the United States; and the role of utopian racial thinking and relations in the Americas, especially Latin America. The seminar is continuing in the spring semester with topics developed by group members, ranging from communism to religious utopianism. Other theme-related events during the fall semester included a free public performance and lecture at the Krannert Center for the Performing Arts by the noted pianist

and scholar William Kinderman on “Beethoven, Thomas Mann, and Utopia: The Mystery of Opus 111,” and a performance piece by Charlie King, “Songs That Made History: Anthems and Broad-sides that Empowered America’s Social Movements.”

The CHI is also organizing a symposium on music, utopia, and the global 1960s; a public film series; a teacher-training workshop for local/regional public school teachers that will bring faculty and K–12 educators together to discuss how to incorporate the thinking and practices of utopia (especially the history of utopian communities) into the school curriculum; a graduate curriculum development workshop; and an undergraduate “History Source Lab,” where students will collaborate with faculty to produce public domain digital classroom materials (see the description of the Source Lab by John Randolph elsewhere in this issue).

The CHI also organizes events not directly connected to the theme. In the fall semester, at

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the annual “Book in Common” gathering, we had a lively discussion of the historian Marc Bloch’s memoir of WWII, *Strange Defeat*. The Annual Associate Professor Lecture featured the always dynamic Carol Symes speaking about “Everyman His Own Historian: The First Chroniclers of the First Crusade.” Spring semester events will include talks and discussions by the historian John Demos of Yale University and the annual “Historians Among Us” lecture, which brings to the department a scholar whose work is historical but whose appointment is in another department at Illinois. This year’s talk will be by the performance-studies scholar Sandra Ruiz of Latino-Latina Studies.

Support for the Center for Historical Interpretation has been provided by the Provost’s Office and Friends of History. We seek additional support to continue and expand the work of the CHI in the years to come.

*Mark Steinberg is chair of the CHI Steering Committee, 2014–15*

## Teaching the Great War, continued

music, dance, theatre, film and literature, but also in media and war tourism). To help our students address this broad palette of issues and materials, I created—with invaluable assistance from research assistants Deirdre Ruscitti (History) and Estibalitz Ezkerra (Comparative Literature) and support from a Provost’s Faculty Retreat Grant—a website on WWI that would serve as a resource for our class (see: [wwihist258.weebly.com](http://wwihist258.weebly.com)). Throughout the semester we also benefited from a series of guest lectures and presentations from specialists in other fields, both within and beyond our department and campus. The results, as our students have enthusiastically agreed, have been both enlightening and unexpected.

To mention a few highlights, I don’t think any of us will soon forget the moment when our military historian John Lynn broke into a rousing chorus of “Over There” in the midst of his lecture on WWI and the policy of attrition. With our Russian historian Mark Steinberg, we have eavesdropped on restless conversations occurring on the streets of St. Petersburg during the early moments of the Russian Revolution. Medievalist Carol Symes summoned the medieval ghost armies thought to have fought alongside French foot soldiers—the *poilus* (so named for their unshaven faces)—shot down in droves as they crested the trenches. Historian of medicine Mark Micale drew analogies between post-traumatic stress disorder suffered by veterans of recent conflicts in Afghanistan and Iraq and the horrors of shell shock, while our Americanist Kristin Hoganson explained the fraught connections between American imperialism and Wilsonian foreign policy. Poet Rosanna Warren (from the University of Chicago) and literary modernist Vicki Mahaffey (English, Illinois) introduced us to the plaintive verse of the war poets in critiquing the conflict. David O’Brien (Art History, Illinois) explained the role of pro-war propaganda posters, and our class saw a marvelous exhibit of them at the Krannert Art Museum. Unfortunately, the University’s Board of Trustees’ ruling regarding the Steven Salaita case led our guest speaker Taner Akçam (History and Sociology, Clark University) to cancel his lecture for us, and his visit to our campus. We supported his decision, but we were sorry that our students missed the opportunity to hear from such an expert on the Armenian Genocide. Timothy Snyder (History, Yale University) did come, however, and offered his arguments about the relationship between WWI and decolonization. Yet another high point involved our class attendance at the dress rehearsal for the Illinois Theatre Department’s stirring production of *Oh! What a Lovely War*, after which Philip Johnston (the show’s choreographer) spoke to us on the history of radical pacifist theatre in England. Finally, Behrooz Ghamari-Tabrizi (History and Sociology, Illinois) brought home the personal nature of the war when he explained that his own birth resulted from familial displacement in Iran occasioned by WWI (but that is a longer story—you’ll have to ask him for details!). And in between, Peter and I have lectured on everything from pals battalions to tin faces, epistolary sources, the modernist ballet *The Rite of Spring*, the expressionist art of Otto Dix, and the Israeli-Palestinian conflict, as we worked to draw these many, many facets of the Great War’s history together.

As I write, we’re heading into the last few weeks of our class. Together, we’ve learned a great deal, both about the Great War itself and about how the war experience has shaped our present concerns, from our attitudes towards terrorism and human rights, to our understandings of masculinity, sexuality and gender, to our ideas about peace-making, revolution, religion and global apocalypse. And if we’ve done our job right, then we’ve also taught our students to think both more profoundly and more critically about the meaning behind that phrase (from the Roman poet Horace) which was so often quoted at the start of the Great War—a phrase deployed with such bitter irony, as our students now know, by the WWI poet Wilfred Owen: *Dulce et Decorum est, Pro patria mori*, “It is sweet and right to die for one’s country.”



# Learning from the Past, Engaging with the Present: Enriching Undergraduate Education through Collaboration

by JULIE LAUT and MARA THACKER

What can we do to connect intellectual discussions about the past to real world issues outside the classroom? How can we find concrete ways to make the connection between historical enquiry and contemporary issues meaningful for undergraduate students of history? The answer to these questions was the driving force behind an innovative collaborative project developed by Julie Laut (doctoral candidate in History) and Mara Thacker (South Asian Studies Librarian) during the Fall semester, 2014. By combining the mission of the Department of History to engage with the past in order to address the vital

issues in the present with a new International and Areas Studies Library (IAS) initiative to discuss global issues, Julie and Mara helped bring History students out of the classroom to engage in research and discussion on the issue of gender-based violence around the world.

With the support of a Widenor Teaching Fellowship, Julie developed her expertise on women and gender and South Asia in a global context by creating a

course titled “Fiction and Historical Imagination: War, Memory, and Migration in Film and Fiction” (HIST 365). This course investigates the experience of South Asian women during the 1947 Partition, the Sri Lankan Civil War, and twentieth century migration to North America through both traditional historical sources and contemporary fiction. Mara, meanwhile, was developing a new initiative at the IAS: the “Chai Wai Series.” This forum provides space for development, debate, and discussion on global issues and directly addresses the University Library’s mission to “enhance the University’s activities in creating knowledge, preparing students for lives of impact, and addressing critical societal needs” as well as larger campus goals of promoting social equality and cultural understanding. When Julie approached Mara to brainstorm ideas for a student research assignment that would draw on the resources of the IAS, they

*What do we need to understand historically to better grasp the continuing problem of gender-based violence in South Asia?*

combined forces to create a student-driven project that highlights the possibilities for increased collaboration between historians and librarians as well as the potential for undergraduate research to contribute to public understanding of complex contemporary issues.

The goal of this project was for students to conduct research on a theme related to gender-based violence in South Asia that would form the basis for a public discussion on the issue and provide all of the material for a permanent LibGuide on the subject. Students began with this basic question: What do we need to understand historically to better grasp the continuing problem of gender-based violence in South Asia? As a class, they generated a set of themes relevant to the question, formulating five broad research categories including the role of caste and class, the role of marriage practices, how women are depicted in the media, rape and divorce laws, and organizations that help combat gender-based violence. Next, Mara met with the class to show them how to locate, access, and critically evaluate resources that would become part of the students’ final assignments—an annotated bibliography of reliable, quality resources pertaining to gender-based violence. Together, the students decided that each annotated bibliography should include academic materials as well as film and relevant web sources to reflect the diverse information available on these important questions. After initial research, students discussed their proposals and preliminary bibliographies with Julie. Throughout, students presented their progress to their peers in class, and gave each other feedback on abstracts and annotations. The final results reside in a permanent guide (LibGuide) on the library website, which will direct future researchers to a diverse array of selected sources ranging from academic journal articles and scholarly books on gender-based violence in South Asia to documentaries and hyperlinks to the web-pages of organizations dedicated to ending domestic violence.

The LibGuide, available at [uiuc.libguides.com/chaiwai2](http://uiuc.libguides.com/chaiwai2), provides documentation about the panel event including blog posts written by an IASL practicum student, Katrina Spencer, and a HIST 365 student, Sophie Crump, as well as the annotated list of resources compiled by Julie’s students.

The students' research themes also reached beyond the classroom to form the basis of a ninety-minute public panel discussion with interdisciplinary campus experts speaking on the subject. The panel took place on Wednesday, November 5 and included Illinois Law professor Margareth Etienne, doctoral student of human resource development Anne Namatsi Lutomia, and Illinois Comparative Literature professor Rini Bhattacharya Mehta. The event drew 45 attendees including undergraduates, graduate students, faculty, staff, and community members. Attendees engaged with the panelists and discussed issues such as colonialism's legacy and its impact on gender-based violence, caste and class, legal issues surrounding gender-based violence, and ways the South Asian context relates to other cultures.

The breadth of this research project helped students gain and retain historical knowledge about discreet subjects, hone their academic research and writing skills, *and also* work to transform their thinking about the role of public history, empowering them to understand and take action on pressing current issues. Students reported feeling more responsible for the quality of their research because the public, not just a teacher, would see it. The increased stakes resulted in deeper individual student engagement with the material.

Studying history and the humanities goes beyond the quest to learn discrete pieces of information; it is a critical intellectual and ethical endeavor for every university student, no matter their life path. In this course history came alive as a discipline that helped all who participated look to the past to find new perspectives on our shared human challenges.

## Innovation to be the Theme of a New History of the University of Illinois

Fred Hoxie is heading the production of an interpretive history of the University of Illinois that will be published in conjunction with the institution's 150th anniversary celebrations in 2017. The project, still under development, was proposed by department Chair Diane Koenker and accepted by the Chancellor in spring 2014. The book will be organized around the theme of the university community as an engine of innovation that has affected people across the globe. The innovations generated at the U of I began in some instances with singular individuals whose creativity and dedication produced change both here and elsewhere. In other instances the university's impact has come from an invention or extraordinary innovation that was the work of many hands. In still others, change in the world was produced by a specific place on campus that had been designed as an incubator of innovation.

How can the project best identify these individuals, inventions, innovations, and sites? Diane's proposal envisioned a volume of essays based loosely on the thirty-one historical markers that dot the Champaign-Urbana campus, as well as essays on "missing markers"—highlighting the overlooked or underappreciated. Working with research assistant David Greenstein, Fred has planned a volume of twenty-two essays that will each investigate the sources and meaning of a single innovative discovery or idea and describe its impact on the society beyond our campus. The people and events celebrated by the planned essays reflect an extraordinary history of innovation at Illinois from three perspectives.

- First, they focus on singular individuals who introduced challenging ideas to the campus community and fueled enormous change both here and in the world at large. These range from Ven Te Chow, a world-renowned water engineer, to Isabel Bevier, who, as a professor of "household science" promoted food safety, nutrition and child development standards that have transformed modern family life.
- A second group explores "inventions" (both physical and intellectual) by describing both the intellectual settings and the people who produced them and by tracing their impact across the globe. Essays in this section will range from the technical (the MRI) and the artistic (the first public performance of computer generated music) to the historical (Clarence Alvord's "invention" and promotion of local history as a nationally significant enterprise).
- A final set of essays describes major campus "arenas of innovation"—places designed to produce and sustain innovation and new ideas. These include well-known centers such as the Beckman Institute and the University Library, as well as lesser known locations such as Beijing's Tsinghua University (with a campus modeled on our own) and Urbana's Nevada Street, home to Latino/Latina Studies, Asian American Studies, American Indian Studies and African American Studies.

Each of these three sections will be supplemented by a dozen or so short descriptions of ancillary achievements—"Innovators," "Overlooked Inventions, and "It (Often) Started Here"—that also reflect the university's commitment to new ideas and to shaping the world for the better.

# Remarks at the Investiture of Professor Jimena Canales as the Thomas M. Siebel Chair in the History of Science

JIMENA CANALES | *October 24, 2014*

What still needs to be done in the history of science and related fields? Why is this endeavor relevant for today's world? We live in complicated times, so some of the tasks on our to-do list are quite urgent.

First, let me say a little bit about myself. I started graduate school at Harvard in the Department of the History of Science in 1996. When I arrived on campus, the department was abuzz with nervousness—excitement and sadness—due to two recent events. One of them was the “Science Wars”—I will say more about that and its significance for me in a moment. The other one was the passing of Thomas S. Kuhn, author of *The Structure of Scientific Revolutions*, known for coining the word paradigm and the phrase “paradigm shift.”

At the time, I did not recognize the significance of these two events, but as I found out more about them, they have retained an eerie persistence in my thought. Let me elaborate about how they mark a particular era characterized by a certain way of thinking about science and culture.

First: the “Science Wars.”

In 1996 Alan Sokal, a physicist working at NYU, published a paper in a journal called *Social Text*. After its publication, which was not peer-reviewed, he revealed the whole article was a hoax aimed at showcasing the inanity of some commentary on science coming from the humanities. What some prominent non-scientists had to say about science, he claimed, was sheer senselessness. Sokal explained his motivations clearly:

So, to test the prevailing intellectual standards, I decided to try a modest (though admittedly uncontrolled) experiment: Would a leading North American journal of cultural studies ... publish an article liberally salted with nonsense if (a) it

sounded good and (b) it flattered the editors' ideological preconceptions?

The answer, unfortunately, is yes.... What's going on here? Could the editors really not have realized that my article was written as a parody?

Why did I do it? While my method was satirical, my motivation is utterly serious. What concerns me is the proliferation, not just of nonsense and sloppy thinking per se, but of a particular kind of nonsense and sloppy thinking: one that denies the existence of objective realities...

The Sokal affair has posed a challenge for me. Since then, I have become increasingly aware of the importance of communicating to the public the value

*The Sokal affair has posed a challenge for me. Since then, I have become increasingly aware of the importance of communicating to the public the value of a humanistic understanding of science in a way that is clear and relevant—in a way that overcomes some of Sokal's criticisms.*

of a humanistic understanding of science in a way that is clear and relevant—in a way that overcomes some of Sokal's criticisms. The objective quality of scientific knowledge should be acknowledged and celebrated. This does not mean that one should accept the authority of all scientists uncritically. It is important to find a way to defend the concerns and voices of lay people in the face of scientific and technocratic discourse. It is also important not to stereotype non-scientific cultures and degrade them as backward or irrational. In the context of these debates, the question of access to scientific knowledge—of inclusion and exclusion into scientific culture—started to gain a central place in my research.

And this is where I started thinking about the second event that everyone was talking about during my first year of graduate school: the passing of Thomas Kuhn.

Kuhn's book, *The Structure of Scientific Revolutions*, started as an article for the *International Encyclopedia of Unified Science* published in 1962. It was a book that was “revolutionary” for many reasons.



First, it confronted head-on a conception of science we had learned from textbooks. What science textbooks told us about science, claimed Kuhn, was not only inaccurate, it was a total travesty. Today, this point may seem obvious. Who would learn about what science is and what scientists do only by reading science textbooks? But the fact of the matter was that in 1962 Kuhn was right to point his finger at textbooks. These books were the main sources from which most people—even the educated elite—knew about science. Even today, there are many people who continue to get their idea of what science is from them.

It was no surprise that Kuhn's book created the splash that it did and that it sent ripples in many directions far beyond the history and philosophy of science. Scholars started to investigate science in much more detail. They noted that even Kuhn had been extremely limited in his sources. He focused mostly on famous texts—books and articles written by scientists themselves. How would our understanding of science change if we expanded our sources to study instruments, private journals, diaries, notes, images, buildings, and other infrastructure? How would it change if we looked at science as it was being done or performed, that is, at “science in action”?

It was soon clear to a generation of scholars who started working in the 1960s (such as Derek J. de Solla Price) that not only textbooks, but even Kuhn's sources (mostly scientific publications) would leave us completely in the dark about some of the most important changes in science, such as those related to the Manhattan Project and characteristic of the Cold War, when much scientific work was not even chronicled, let alone disclosed to the public. The entire world of Big Science (a term coined by Alvin Weinberg, nuclear physicist and director of Oak Ridge National Laboratory) showed a very different face of science and new relations between technology, politics and culture.

This post-Kuhnian world felt like a world of new opportunities. Paul Feyerabend's *Against Method* (1975) combatted the persistent yet false idea that science followed a single method. If it is not a method, then what is science? I believe we need to teach students that *how* we answer that question is already something that we need to consider carefully. Possible answers filter out which knowledge can enter into the sacred sanctum or be left out. Is making every street curb wheelchair-accessible a



**Thomas M. Siebel and Jimena Canales**

scientific discovery or an invention? (I am thinking here of Tim Nugent's accessibility project for the University.) Is ILLIAC, built here in 1952 as the first computer constructed and owned by an educational institution, a work of science, of engineering, or the result of shrewd political maneuvering by administrators and academics? Was the ILLIAC Suite, one of the first pieces of music written with a computer, art, science or both? Was the success of Mosaic, one of the first Internet browsers, due to its development by the National Center for Supercomputing Applications (NCSA) to expand the power of the Internet or to the few entrepreneurial visionaries that marketed it as a commercial product? In many senses, what science is today and can be tomorrow still remains a terra incognita.

In much work coming from the humanities, science is the place where investigations and arguments come to a halt. A scientific fact is rarely opened up for historical or critical investigation. I have sought to show how we do not need to stop thinking once we accept the scientific evidence at hand. Consider measurements. In the nineteenth century, most scholars asked a question that we frequently forget to ask now: How and why did something become measurable? What are the conditions of possibility that permitted a certain fact to emerge? What sustains facts? Nineteenth century philosophers of science would inquire in the conditions of possibility that led to a particular measurement and to certain facts. Even something as simple as saying that a certain length equals one

meter would lead them to ask: How did that become possible? Answers to these kinds of questions shed light on the limitations and possibilities of certain regimes of knowledge. When was the meter established? At the time of Napoleon. But the interesting result comes when we ask “why then?” and “what was this effort connected to?” We thus learn that the project arose from a need for standardized measurements of territory and people connected to the rise of nation states, and that these were used for taxation, population control, and military initiatives. Without many of these elements in place, we would not have agreed on some of the most simple measurements of length.

*We go to science for answers: from why we feel the way we do this morning to how long the world will ultimately exist. We expect science to provide us with new sources of knowledge.*

For decades now I have been working on what makes a scientific fact a fact, studying some of the first discussions on the topic since the Scientific Revolution. “Facts,” claimed the sociologist of science Harry Collins, are like “ships in a bottle,” painstakingly constructed to seem as if no one could have made them. “Facts,” insisted Bruno Latour, “are like frozen vegetables,” they need a bevy of support networks to survive and thrive. Even hard “facts,” reminds us the historian of science Lorraine Daston, “are nothing like rocks.” We often forget that even the word “fact” comes from the Latin *factum*, a noun derived from *facere* which means to do or to make. Social, material and political infrastructures sustain physical laws and facts that frame our sense of available choices in life. Facts constitute the dominant discourse that leaves us with the impression that ways of responding to contemporary issues and debates are limited. They are not.

My first book is about the history of a tenth of a second. Why did we become interested, sometime around 1850, in measuring periods of time of this and ever shorter magnitudes? My interest in this question was not just historical: I wanted to track changes in how scientists measured up to today. How did they replace touching, smelling and reacting to stimuli to looking at scales and screens, noting numbers, and pressing keys? These changes showed me how we found a new place amongst machines, a

new way of connecting with instruments. The human subject started to occupy a central place in a circuit of stimuli, transmitted from our senses to our brains for processing, which were sent back through the nerves and muscles that enacted a reaction. This study enabled me to show how so many eyes became increasingly fixated on screens and their fingers on keys—as we continue to be today. It showed me how it was that we came to think of our relation to the world largely in terms of how it transmitted information to a brain and how the semiotic understanding of meaning central to modernity was set in place.

One cannot bridge the division between the Science and Humanities simply by staying on one side of the divide. Students must be literate in both areas. One way of reaching across the divide is by showing how the history of science remains with us—how it continues to affect us: simply consider the order in which letters are arranged on computer keyboards or our use of energy inefficient light bulbs. Scholars can show how the humanities impact social and material relations and how they can be used to improve them. Education should not just be technical, nor should it be solely directed to fulfilling the urgent needs of industry and government. Technical knowledge is an essential first step, but we can also use history to improve our contemporary condition in more significant and creative ways.

Science and history are, to be sure, two very different kinds of disciplines, but they meet and intersect in key ways. Scientists use history all the time. When they classify their accomplishments as discoveries or inventions and when they judge the originality of a new approach or theory, they do it on the basis of history. Historians analyze causal transmission and influence in society-at-large in ways that are not independent from the laws of nature studied by scientists. Their results are not usually stated numerically, but their scholarship is similarly bounded by other constraints.

I have continued to follow my interest in the relation of science and the humanities in my most recent book about the physicist Albert Einstein and one of his opponents, the French philosopher Henri Bergson. By choosing the title *The Physicist and the Philosopher*, my editor and I hoped that readers would understand those labels in terms of the broader categories of “science” and “humanities.” The book tries



to move beyond those dichotomies in productive ways. Gerald Holton, renowned physicist and historian of science, summarized one of its main goals: “Whether readers side with Einstein’s physics or Bergson’s philosophy isn’t the most important thing: this book opens up new ways of thinking about the relationship between science and the humanities that unsettle both.”

We go to science for answers: from why we feel the way we do this morning to how long the world will ultimately exist. We expect science to provide us with new sources of knowledge. Yet we rarely have the tools to evaluate this knowledge or have the time to reflect about how deeply it affects us. We learn early on that we can be “for or against” science (and most of us chose to be “for”), but our students are not taught other means for engaging with it. My work as a scholar and educator seeks to overcome this binary opposition by examining the rise of authoritative knowledge in the modern world. We need to expect much more from our students than just literacy or proficiency in science. We should expect them to be able to think critically about it. Science has become much more than just a human activity like any other—its authority and power in the contemporary world surpasses that of other fields. How has science achieved this privileged status historically and how can it best serve us today?

In science, might does not make right. That is why it is different from politics or war. That is exactly what I admire most about it, what distinguishes it from other human pursuits, what it has retained from the wonderful legacy of the Enlightenment, and what we most hold onto and protect.

Let me end by saying one final thing about my approach to science, material culture, philosophy and media by turning to a quotation by the philosopher of science Michel Serres. In a recent interview, Serres commented on what he perceived as his career choices as a young man, sometime after WWII:

“I could have taken a career... as a commentator... on the information revolution, on the biological revolution—but what would be the difference between that and a journalistic account?... I almost set out on that route, at a certain moment, but shouldn’t a philosopher’s work differ from that

of a journalistic chronicler, who announces and comments on the news?”

The task of history and philosophy of science and Science Studies is different from expository or journalistic work that comments on science. Public discourse on the most important topics of the economy, on health, justice and ethics frequently collapses with the scientific discourse of the topic. In many of these cases, science has become the place where critical thinking ends. We think of gun control in medicalized terms (in terms of autism and mental illness) and scholars of the stature of Steven Pinker, Jared Diamond, and Michael Sandel deliver advice about family dynamics, the management of global markets, the value of laissez-faire capitalism and the use and accessibility of drugs and pharmaceuticals by drawing from mainstream scientific research. Their work stops where I believe ours should start. We need to ask *why we know what we know and how can we know more and in a way that is better for all of us.*

This is not the job of a single individual. This is not even the job of a group of individuals. We need to enlist even things into our endeavor: objects. Object-centered knowledge is something very close to my heart. A careful attention to the actual places, instruments, machines, letters, emails, museums and archives can show us much about the process of science.

There are a lot more people *doing* science than there are *thinking about* science. Compare the small number of scholars who belong to our professional associations (such as the History of Science Society, the Society for History of Technology, the Society for Social Studies of Science, and the Philosophy of Science Association, and the International Society for the History and Philosophy of Science) against the number of scientists working in this country and around the world. Compare the difference in funding given to science than given to thinking about science—the vast difference between the two makes no sense. We need to think about science with the same energy and commitment we use to engage in it.

*Science and history are, to be sure, two very different kinds of disciplines, but they meet and intersect in key ways. Scientists use history all the time.*



# Recent Faculty Books

by BRIAN CAMPBELL

In 2014 faculty in History were busy researching and writing on a wide array of topics, publishing books focused on questions of nation, memory, and empire. Antoinette Burton edited or co-edited four different works published in 2014, including *The First Anglo-Afghan Wars: A Reader* (a collection of primary source documents) and *Ten Books That Shaped the British Empire*, an edited volume. Keith Hitchins' 2014 *A Concise History of Romania* covers the country's 2000 year existence, beginning with the Roman conquest and continuing to the present day. And Maria Todorova co-edited *Remembering Communism: Private and Public Recollections of Lived Experience in Southeast Europe*, a rich collection of twenty-nine (!) chapters on memory practices in post-Stalinist and post-communist Bulgaria, Romania, Poland, and the German Democratic Republic. These works reflect the broad range of scholarship produced in the Department of History.

Burton's *First Anglo-Afghan Wars* provides twenty-six primary source documents related to the wars Britain waged in the Afghan region from 1817–1919. These sources reveal the thoughts and opinions of a variety of historical actors including major British political figures such as Rudyard Kipling and Winston Churchill, alongside the voices of women

and non-Western actors. Collectively, these documents will help students think critically about connections between the First Anglo-Afghan Wars and the contemporary conflicts in the Afghan region. By asking students to place the recent Afghanistan war in a historical perspective, Burton reminds readers “of how fragile and precarious imperial power has been on the ground for would-be conquerors in Afghanistan during modern times.”

Burton's second book of 2014, *Ten Books that Shaped the British Empire*, brings together a collection of essays—each devoted to one germinal imperial text—chronicling the formation and shape of empire through printed culture. The collection features essays on “big books” such as Charlotte Bronte's *Jane Eyre* and Thomas Macaulay's *History of England*, as well as anti-imperial texts such as the C.L.R. James classic, *The Black Jacobins*, and Mohandas Gandhi's *Hind Swaraj*. Burton, alongside co-editor Isabel Hofmeyr, argues that the works analyzed in this volume reveal an “imperial commons” of print culture. Burton and Hofmeyr write, “Taken together, the ten books in this collection reveal the workings of an imperial print culture-in-the-making that enabled such unlooked-for transformations: a species of mobile imperial commons that took various material forms, of which the book is surprisingly just one.”

Keith Hitchins' *A Concise History of Romania* traces the rise of Romania as a nation-state from its earliest conception in the fourteenth century through the present day, parsing its history into four distinct periods after 1744. According to Hitchins, Romania's transformation into a modern European state occurred during a period between the 1860s and through the World Wars. Although Romania followed a similar path to nationhood as most European countries, Hitchins argues that it has occupied a unique position between East and West, beginning with earliest encounters with the Thracians and Dacians, and into the fourteenth and fifteenth centuries when the Wallachian and Moldavian nobility and peasantry faced opposition from Ottoman Turks. The consistent theme throughout Romanian history, according to Hitchins, is how the region's politics and culture were shaped by interactions between Eastern and Western actors. In his review of Hitchins' work on H-Net, historian Marius Turda writes, “While the relationship between West and East stands out as the backbone of Romania's past and present history, the book allows the reader to ponder over the many other dimensions



*Twenty-six primary source documents related to the wars Britain waged in the Afghan region from 1817–1919.*



*Works analyzed in this volume reveal an “imperial commons” of print culture.*

and interpretations of Romanian history, with all its subtleties and often fictitious nature.”

Maria Todorova’s co-edited collection on *Remembering Communism* examines the formation and transformation of the memory of communism in the post-communist period. The chapters focus on memory practices in the post-Stalinist era in Bulgaria and Romania, with references to similar issues in Poland and east Germany. Based on an interdisciplinary approach, including history, anthropology, cultural studies, and sociology, the volume examines the mechanisms and processes that influence, determine and shape the private and public memory of communism in the years since 1989. The common denominator to all essays is the emphasis on the process of remembering in the present, understood as a sharp focus on how the present perspective shapes processes of remembering, including practices of commemoration and representation of the past.

Together, the studies published by faculty in History over the past year or so represent scholars at the top of their game: a primary source reader, an in-depth collection of essays, and an authoritative history of Romania. Ultimately, their scholarship has the power to inform wide audiences in classrooms and influence the way scholars think about memory, nation, and empire.



*The region’s politics and culture were shaped by interactions between Eastern and Western actors.*



*Based on an interdisciplinary approach, the volume examines the mechanisms and processes that influence the memory of communism in the years since 1989.*



from: *Hark, A Vagrant* by Kate Beason

# Source Lab: Making a New Kind of History at Illinois

by JOHN RANDOLPH

In their infinite combination, continuity and change are among history's most venerable themes. It is no universal law—famous sayings to the contrary—that 'the more things change, the more they stay the same.' The new boss is not always the old boss. The Internet



was greeted, in its earlier days, as simply a new means of distributing old 'content.' But instead the web has profoundly changed the whole industry of publishing: from economics to editing, from accessibility to advertising. And History Departments—in their research, teaching and public outreach missions—are still finding their feet in this new, networked world.

Still, some things haven't changed. Historians still ask questions about the past; they still use their traditional combination of research, analysis and argument to answer them. They still rest these

reconstructions on 'primary sources': on texts and artifacts that bear as direct a witness as possible to the times, places and phenomena historians care about. The biggest change wrought by the Internet here is the sheer mass of primary source material available for such work. Whereas primary sources once had to be physically acquired and gathered—through the intermediary, often, of scholarly publishing, an expensive and time consuming proposition—now they are entering the public domain daily as reams of Gigabytes, on servers that are maintained by a variety of public, private and / or mysterious entities.

This revolution in availability, however, has not obviated the need for good scholarly editing. To responsibly use a public domain source—be it on Google Books, You Tube, the website of a learned society or even a personal page—researchers and students still need to know the answers to some basic questions about it. What is this thing? Where did it come from? Who created it, and for what purpose? When? Why? On what basis—how reliably, and to what end—may I use this thing as a source? Am I looking at the whole, or only a part? Will it still be here tomorrow?

These questions can be summed up in one: what sort of context is available, in the Internet age, to

guide readers in the use and interpretation of digital and digitized sources?

Starting in Spring 2015, students at Illinois will have the opportunity to participate in a new initiative, called Source Lab, meant to fill this gap in electronic publishing—and to give them lasting professional experience at the same time. Source Lab is a student-led digital imprint of historical sources, through which objects on the Web will be placed into an online frame, providing teachers and researchers with the context they need to use them.

Suppose an instructor wants to assign a chapter from a book available through a public domain archive such as Hathi Trust—or an early audio recording produced and offered to the world by a private individual. Approaching Source Lab's Editorial Board (composed of faculty, staff and students) the instructor can ask that a new edition of this selection be produced. Students will contract, as interns, with the Editorial Board to produce the edition, using a digital stylebook and technologies developed by Source Lab. They'll do everything necessary to make this digital artifact as useable as possible—from providing the sorts of commentary that scholarly publishers always have, to making the object downloadable in as many formats as possible (.pdf, Kindle, plain-text and 'green' printable versions—even audiobooks). They'll clarify intellectual property questions, and make sure that the object in question has been reliably and permanently archived, so it can be cited.

The resulting edition will be preserved (we hope) on a University server, as part of Source Lab's series, for use in classrooms and by readers and researchers at Illinois and beyond. The students who made the edition will have a permanent author credit they can point to after graduation. Their teachers and peers in the classroom will be able to interpret the past more confidently, knowing more about the sources they are working with. And a new kind of historical artifact will be born: native to the Internet, but built upon the things we value from scholarly publishing, going back hundreds of years.

Will this happen? I hope so; and will report back next year. In the meantime, if you want to help, let me know at [jwr@illinois.edu](mailto:jwr@illinois.edu). I look forward to your thoughts and ideas!

*John Randolph is an Associate Professor and Director of Undergraduate Studies*



## New Faculty Hire



Assistant Professor **Mauro Nobili** earned his Ph.D. in African Studies from the University of Naples “L’Orientale” in 2008. Before joining the department, he was a post-doctoral fellow at the University of Cape Town (2012–2014), where he was awarded the A. W. Mellon Young Scholar Award (2013). Previous to his time in South Africa, he was a Petra Kappert Fellow at the Centre for the Study of Manuscript Cultures, University of Hamburg (2011–2012). Based on his research on Arabic manuscripts, he has published the catalog of

the De Gironcourt Manuscripts of the Institut de France (*Catalogue des manuscrits arabes du fonds de Gironcourt (Afrique de l’Ouest) de l’Institut de France*, 2013). He has also published numerous book chapters and two articles in the journal *Islamic Africa*. Mauro’s current project is an original study of the Arabic chronicle on the history of Timbuktu and West Africa known as the *Tārīkh al-fattāsh*. The chronicle’s complex genesis and authorship is still shrouded in mystery. Through the study of previously unexplored manuscripts, he is producing a more reliable edition of the *Tārīkh al-fattāsh* and of other texts related to this chronicle, which will improve our knowledge of the intellectual history of West Africa and local practices of writing history from the early modern era to the immediate pre-colonial period.



## Recent Faculty Honors

**Antoinette Burton** and **Robert Morrissey** won coveted National Endowment for the Humanities faculty fellowships for 2015. Antoinette received the fellowship for her project, “Wars Against Nature? Environmental Fictions of the First Anglo-Afghan Wars,” and Bob for work on his study of “The Illinois and the Edge Effect: Bison Algonquians in the Colonial Mississippi Valley.”

Meanwhile, the Association for Women in Slavic Studies awarded our Chair, **Diane P. Koenker**, with its Outstanding Achievement Award during the annual convention of the Association for Slavic, East European, and Eurasian Studies held in San Antonio, Texas.

And the department’s longstanding commitment to outstanding undergraduate teaching has been affirmed by **Tamara Chaplin**, who in the spring of 2014 won the LAS Dean’s Award for Excellence in Undergraduate Teaching and the campus award for Excellence in Undergraduate Teaching. Congratulations to these and all our accomplished colleagues!

## Faculty Promotion

**Clare H. Crowston**, Professor of History and French and Italian

French and European History, history of women and gender, work, apprenticeship, fashion, material culture and consumption

## Alive and Well



by KEVIN MUMFORD

Having joined the Department only in 2012, taking on the duties of Director of Graduate Studies this year provided me with a crash course in History at Illinois. My progress would not have been possible without the expert leadership of our chair, Diane Koenker; continual briefing from former directors of graduate studies, especially Adrian Burgos; and the work of our extremely organized and reliable staff, especially Shannon Croft. In August 2014 we welcomed fourteen outstand-

ing students from diverse locations, backgrounds, and interests to our graduate program. Drawn from a large and impressive pool of applicants, this cohort reflects our continued efforts toward racial and gender equity, and our openness to international students (this year including students from Brazil and Japan). In August, I organized the First Year Orientation. Among the presentations, one highlight was the diversity workshop in which several faculty talked about their experiences with social difference in the department, university, and profession. By all accounts, the orientation was a success and got our new graduate students off to a good start. As Director of Graduate Studies, I am responsible for leading the Proseminar that meets every other week to discuss a range of problems and questions, both intellectual and professional, of concern to new students. Over the semester, our faculty volunteered to make presentations on issues such as habits of writing, digital humanities and research technology, reasons for becoming a historian, and the importance of interdisciplinary methods. It has been fascinating to observe graduate training from my new perspective—to see students meeting an array of new challenges with dedication and serious intellectual effort.

Our advanced graduate students continue to obtain funding from the Graduate College and from major funding agencies, such as the Fulbright Foreign Student Program and the Japan Foundation. In 2014, fifteen of our graduates received their doctorates,

*Amidst dire predictions of the decline of the humanities and the end of good academic employment, I am happy to report the Graduate Program in History at Illinois is alive and well.*

and all but one (really, all but one!) have gone on to gainful employment in a variety of institutions, from Harvard University, Washington and Lee University, and Wichita State University to the United States Holocaust Memorial Museum and the Illinois Labor History Society. While the Department of History's number of completed degrees and placement record merit recognition, the graduate program remains committed to addressing retention and to exploring how we might better prepare graduate students to succeed in a rapidly changing and unpredictable academic environment.

The Graduate Studies Committee convened monthly to discuss a number of issues and requests concerning curriculum, student progress, and other matters. I wish to acknowledge the service of Raquel Escobar, Kristin Hoganson, Fred Hoxie, John Marquez, and Carol Symes, and to thank them for their probing questions and keen insights and advice. Our deliberations ranged from protecting student morale during the controversy over the firing of Steven Salaita, to adjusting our preliminary examinations, to reconstructing several sub-fields of graduate study. We also considered broad issues of diversity, community, and pedagogy. In that connection, the Diversity Committee, chaired by Teresa Barnes, offered a special seminar for graduate students on "Teaching Race" that was also a success.

Amidst dire predictions of the decline of the humanities and the end of good academic employment, I am happy to report the Graduate Program in History at Illinois is alive and well. By all accounts our students and graduates are thriving. The History faculty are not only inspired by them but also very proud, and we look forward to another successful year.

*Professor Kevin Mumford is Director of Graduate Studies*

## Recent Ph.D.s Awarded

**Derek Attig**, “Here Comes the Bookmobile: Public Culture and the Shape of Belonging,” Director of Communications, Wesley Foundation/Wesley United Methodist Church at the University of Illinois

**Michelle Beer**, “Practices and Performances of Queenship: Catherine of Arago and Margaret Tudor, 1503–1533,” Adjunct Instructor at Purdue University North-Central, Westville, Indiana

**Tyler Carrington**, “Love in the Big City: Intimacy, Marriage, and Risk in Turn-of-the Century Berlin,” Visiting Assistant Professor of German at Wheaton College, Illinois

**Genevieve Clutario**, “The Appearance of Filipina Nationalism: Body, Nation, Empire,” Assistant Professor, Department of History & Department of History and Literature, Harvard University

**Janine Drake**, “Between Religion and Politics: The Working Class Religious Left, 1880–1920,” Assistant Professor of History at University of Great Falls, Great Falls, Montana

**Kristen Ehrenberger**, “The Politics of the Table: Nutrition and the Telescopic Body in Saxon Germany, 1890–1935,” completing MD at University of Illinois

**Elana Jakel**, “Ukraine Without Jews”? Nationality and Belonging in Soviet Ukraine, 1943–1948,” Program Director of the Initiative for the Study of Ukrainian Jewry at the Jack, Joseph and Morton Mandel Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum

**Stephanie Seawell**, “The Black Freedom Movement and Community Planning in Urban Parks in Cleveland, Ohio,

1945–1977,” Executive Director, Illinois Labor History Society, Chicago, Illinois

**Tyrone Tallie**, “Limits of Settlement: Racialized Masculinity, Sovereignty, and the Imperial Project in Colonial Natal, 1850–1897,” Assistant Professor of African History at Washington and Lee University in Lexington, Virginia

**Jovana Babovic**, “Entertaining the Yugoslav Capital: Culture, Urban Space, and Politics in Belgrade Between the Two Wars,” Lecturer, Department of History, University of Tennessee–Knoxville

**Simon Appleford**, “Offensive Weapons: Herblock and the Visual Rhetoric of Postwar Liberalism,” Assistant Professor (tenure track), Department of History, Creighton University, Omaha, Nebraska

**Rachel Koroloff**, “Seeds of Exchange: Collecting for Russia’s Apothecary and Botanical Gardens in the Seventeenth and Eighteenth Centuries,” Visiting Scholar and Postdoctoral Fellow, Davis Center for Russian and Eurasian Studies, Harvard University

**Lawrence McDonnell**, “Politics, Chess, Hats: The Microhistory of Disunion in Charleston, South Carolina,” Assistant Professor (tenure track), Department of History, Iowa State University, Ames, Iowa

**Benjamin Poole**, “French Taste: Food and National Identity in Post-Colonial France,” Visiting Assistant Professor, Texas Tech University, Lubbock, Texas

**Zachary Poppel**, “From the Soil Up: Sierra Leone and the Rural University in the Wake of Empire,” Visiting Assistant Professor of History at Lewis & Clark College, Portland, Oregon,

## 2015 Incoming Graduate Students



**Back row:** Jade Bettine, Matthew Klopfenstein, Koji Ito, Eliza Dreier, Hannah Werner, Brian Campbell.  
**Middle row:** Peter Thompson, Saniya Ghanoui, Juan Mora, Thais Rezende Da Silva De Sant’ana, Marcos Jaimes.  
**Front row:** Yuki Takauchi, Leanna Duncan, Silvia Escanilla Huerta.



# Field Notes from Graduate Students



## **KYLE MAYS:** *Detroit 3.0: Colonialism, Indigeneity, and Researching in Detroit*

As I spent 2013–14 conducting research in Detroit, I could feel the tension throughout the Motor City. In July 2013—about a month before I got there—Kevin Orr, the city’s undemocratically imposed emergency financial manager, filed Chapter 9 bankruptcy. It was the largest municipal bankruptcy in U.S. history. I attended several community events, and heard the deep anger from Detroit’s Black community. One particular event stood out: in a meeting of Detroit residents held at Wayne State University, an elderly Black man who had long ago worked for Chrysler erupted at newly elected Mayor Mike Duggan’s proclamation that he was going to bring “significant changes” to the city. “Why don’t they bring back Ford, GM, and Chrysler?” the man asked. “They need to bring back the factories so we can have work! We don’t got no future!” Once part of a booming postwar Black middle class, this man, like so many others, sought answers for the near-50% unemployment rate and general desolation of Black Detroit. He was remembering times when you could graduate from high school and find work and upward mobility in the factories, times long gone. As I exited I heard an elderly woman say, “This ain’ nuttin’ but colonialism!” I paused, upset like the rest of them, though curious as to what she meant by “colonialism.”

As I lived and researched in Detroit, I encountered three moods: desolation, possibility, and invisibility/erasure. The first reflects the conditions created by capitalist, racist policies that have trapped Black bodies in inner-city ghettos. The second mood is a response to the “Detroit 2.0” rhetoric utilized by venture capitalists like Dan Gilbert (owner of Quicken Loans and the Cleveland Cavaliers) and small business owners. The last is the subject of my dissertation, “Indigenous Detroit: Indigeneity, Modernity, and Gender and Racial Formation in a Modern American City, 1871–2000.” Two groups can claim invisibility/erasure. Black Americans trapped in inner-city

poverty, and the city’s Indigenous people. The Metro Detroit area’s Indigenous population, mostly those of the Three Fires (Anishinaabe: Odawa, Ojibwa, and Potawatomi) now numbers just a little over 7,000, but they are hardly mentioned in public discourse. Numerous vacant buildings, houses, and lots speak eloquently of urban decline, but render invisible the long history of Indigenous dispossession that occurred before the current desolation. Illustrating what geographer Bruce Braun has called the “imprint of colonialism,” archivists at the Detroit Public Library and the Detroit Historical Museum often said, “Oh, we don’t have anything on Indians in the time period you’re studying.”

That turned out to not to be true, but the lack of material in a colonial archive for marginalized communities like Indigenous people is a problem the researcher confronts. Indigenous people are different from other marginalized groups: finding “things” about them in modern American cities is quite the challenge—a fun challenge—because you have to dig in order to get any information. Unfortunately, Indigenous people, to many, including institutions, live in the past. Sometimes, the archives do, too.

Historical subjects embody a place like Detroit, so my research was not bound by the literal geographic space of the city. I collected oral histories of the postwar Indigenous community (including my aunt Judy Mays, who founded the nation’s third-ever public school with a Native American curriculum), traveling to the Saginaw Chippewa Reservation and to Windsor, Ontario, and using Skype. The archive isn’t always stuck in dusty boxes in colonial spaces; it exists in the wisdom of stories and reflections of people who live today. While the city’s official narrative renders Indigenous histories invisible, I’m reminded that that invisibility can also serve as an important point for a researcher. You may not always find what you want, but keep looking beyond the erasures. The “stuff” is right under the surface: just look at how colonialism was constructed and you’ll find something. Bamaappii (until later)!

**ELIZABETH QUICK:**  
*Accepting No for an Answer*

In 2013–14 I lived in Peru, researching my dissertation on the politics of Catholic education in the twentieth century. As I spent my days in the archives and libraries of Peru’s two largest cities, Lima and Arequipa, I quickly became accustomed to hearing the word “no.” That’s “No,” as in, “No, the library is closed,” or “No, that item is unavailable,” and so forth. At first, I saw these responses as daily setbacks, tiny roadblocks to producing a successful dissertation. Over time, however, I began to see each challenge as an opportunity to test my creativity as a historian. A closed archive, I came to see, meant there was time to visit another; a lost book, though disappointing, offered a chance to request other material.

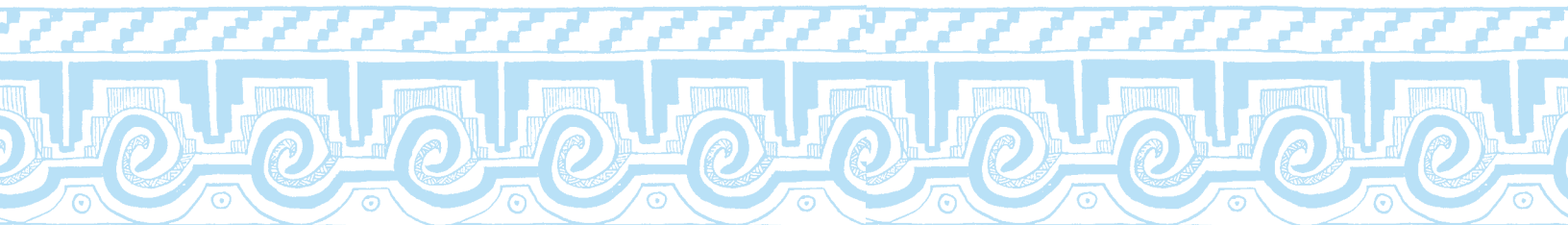
After several months of research, it became clear that all these “opportunities” had reshaped my project into something new. As graduate students, we endeavor to enter the field with a clearly-defined project and the intellectual toolkit necessary to carry out our work. Though one often hears how dissertation topics change in the field, nothing can prepare you for the moment you realize that your current project is not the one you spent months planning and researching. For me, the realization was both terrifying and exhilarating. On the one hand, it meant altering my original research questions; on the other, it allowed me to shift my scale, bringing into focus exciting new actors who proved critical to the present formulation of my project.

At this crucial juncture during my time abroad, I encountered the work of Irene Santolalla de Silva (1901–92), the first woman to serve in the Peruvian Senate. Before being elected in 1956, Santolalla de Silva made a name for herself as an activist for family education—first in Latin America, and then



around the world. In a period of social and political change, Santolalla de Silva used her unique position to strengthen Catholic values in Peruvian public education. During her first six months in the Senate, she pioneered legislation for a nation-wide “family hour” that was the first of its kind in Latin America. It was this national and transnational effort that led me to broaden my focus from a regional study to a national survey in which international conversations on Catholic education featured prominently. Though it was not easy at first, by embracing this change, among others, I reshaped my dissertation in unexpected and productive ways.

Historians study change over time, but as scholars we are also subject to change ourselves. Over the course of conducting research and collecting “archive stories,” we frequently find that our analytical questions are reshaped and our dissertation projects change. Though it can be nerve-wracking to venture outside one’s scholarly comfort zone, it is critical to our progress and growth. Field research challenges our perspectives and knowledge, both humbling us and inspiring us to be better historians and problem-solvers—because of all the little “no’s” that stand in our way.



# Annual Awards Celebration, Spring 2014

## Undergraduate Honors and Awards

### *Friends of History Undergraduate Research Grant*

Nicholas D. Hopkins (Spring 2014)

Samir Kovacevic (Fall 2013)

Zachary W. Moser (Fall 2013)

Nicholas J. Wozniak (Fall 2013)

### *Walter N. Breymann Scholarship*

Jeffrey P. Bruer (AY 2014-2015)

Emily A. Matlak (AY 2013-2014)

Michael L. Norton (AY 2013-2014)

Shaogui Zhang (AY 2014-2015)

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

Alexander F. Berk

Ryan D. Fane

Emily A. Matlak

Julia M. O'Brien

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

Nicholas D. Hopkins, "The Influence of British Colonial Economic Policy on Indigenous Families in Nyasaland: 1889-1963"

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

Ryan D. Fane

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

Julia M. O'Brien

John W. Pollard

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

Holly L. Gooden

Yu Ma

Neha Nigam

Grant S. Snyder

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

David Rahimi, "Remembering Revolution: The Iranian Diaspora and the Iranian Revolution of 1978-1979"

## Graduate Awards and Honors

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

Benjamin D. Bamberger

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

Utathya Chattopadhyaya

### *Joseph Ward Swain Seminar Paper Prize*

Kent Navalesi, "Hagiography and Cult-Formation in Merovingian Gaul: A Study of the Prose *Vitae* of Venantius Fortunatus"

### *Joseph Ward Swain Publication Prize*

Jovana Babovic, "Municipal Regulation of Entertainment in Interwar Belgrade," *Istraživanja* 24 (2013): 417-426.

## Departmental Teaching Awards

### *John G. and Evelyn Hartman Heiligenstein Award for Excellence in Undergraduate Teaching (by a Graduate Student)*

Michelle Beer

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

James Barrett



# Mark H. Leff

(1949–2015)

As this issue of *History @ Illinois* went to press, we were deeply saddened to learn of the passing of our colleague Mark Leff.

Mark H. Leff (January 23, 1949–February 22, 2015) died at his home in Urbana on Sunday, February 22, after a year of living with cancer. Mark, son of Sam and Melitta Leff, was born in Cincinnati, Ohio in 1949. He received his B.A. in Economics from Brown University and a Ph.D. in History from University of Chicago. He taught American History at the University of Illinois from 1986 to 2012. He and his wife of more than forty years, Carol Skalnik Leff, were married in 1971.

He will be remembered and deeply missed by Carol and the rest of his loving family including: his daughter Alison Leff Washabaugh, her husband Bill Washabaugh, and their son Rowan; his son Ben Leff and Ben's fiancée Melissa Schoepfle; his sister Deborah Leff; and his stepmother Adele Leff.

Mark was a passionate, devoted and challenging teacher who was beloved by his students and believed

the study of history helped create informed, engaged citizens. Among numerous teaching awards, he was named the Carnegie Professor of the Year for the state of Illinois in 1998. He cared deeply for his family and many friends and constantly reminded them how much he loved them. Mark was a kind, warm, person with a quirky sense of humor who routinely put others before himself. His involvement in local social justice organizations was long-standing. And he was self-effacing to a fault; if given the chance, he would have quickly (and incorrectly) pronounced himself unworthy of the preceding praise.

The date and location of a celebration of Mark's life will be announced on the home page of the Department of History, and a full tribute to his life and work will appear in the next issue of *History @ Illinois*. In lieu of other gestures of condolence, gifts may be made to the Eastern Illinois Food Bank or the ACLU of Illinois.

## 2014 Senior Honors Theses

**Aryn Braun** “‘Yours, in the Lord’: A Culture of Correspondence in Reformation England”

**Steven Grosso** “The Neighborhood was Red: Communism and Community Organization in Chicago’s Black Neighborhoods, 1928–1935”

**Kelton Ingram** “Reds Among the Orange and Blue? The Pressures of Anticommunism at the University of Illinois”

**Thomas Kasia** “‘Build my Brothers!’ An Examination of the Holy Trinity and St. Stanislaus Kostka Chicago Schism and its Impact on the Formation of Polish-American Identity”

**Yu Ma** “Tradition, Modernity and Xiangsheng: Ordinary People’s Ambivalence between the Old and New in Republican Beijing (1911–1937)”

**Zachary Moser** “Whiteness in Washington: Clark Griffith and the Tangled Relationship between Labor and the Color Line in Baseball”

**David Rahimi** “Remembering Revolution: The Iranian Diaspora and the Iranian Revolution of 1978–1979”

**Nick Wozniak** “The Women’s International League: Peace Politics and Post-Suffrage Struggles”

## Frederic Cople Jaher

(1934–2014)

Frederic Cople Jaher, Professor Emeritus in the Department of History, taught at the University of Illinois from 1968 until his retirement in 2005. He passed away on October 20, 2014 in Urbana after a six-month battle with leukemia. A highly regarded scholar of modern US social and cultural history, he contributed greatly to the intellectual life of Illinois' Department of History through his unmatched record of reading and commenting upon colleagues' work, his welcoming attitude to new junior colleagues, and his unflinching honesty in the discussion of professional issues.

Born in Beverly, Mass., to Henrietta (Fox) and Sydney Morton Jaher, he grew up in the Bronx, where he attended Theodore Roosevelt High School. His modest working-class childhood home was filled with books and his expansive curiosity about the world was kindled by intellectually stimulating discussions with his parents. After graduating from high school he attended City College of New York (now CUNY), where he earned his B.A. in 1955. During these early years he formed some of his most enduring friendships with fellow historians Leonard Dinnerstein (Arizona), Seymour Drescher (Pittsburgh), and Richard Weiss (UCLA). He then enrolled in the Ph.D. program in American Studies at Harvard University. Oscar Handlin became his advisor, and Jaher would remain in close contact with him until Handlin's passing in 2011. Perry Miller, the founder of American Studies at Harvard, and the political scientist Louis Hartz were prominent among his teachers and significantly influenced his approach to history. Jaher completed his Ph.D. in 1961 and the book based on his dissertation, *Doubters and Dissenters: Cataclysmic Thought in America, 1885–1918*, appeared three years later. Here he masterfully traced the impact of massive social and political change on a minority



of American writers who—for a variety of motives and in quite distinct fashions—were overwhelmed by apocalyptic visions this change ineluctably produced in them. While indebted to a kind of intellectual-cultural history closely associated with the field of American Studies, Jaher's first book already foreshadowed his focus on social history, the center of his research over the following two decades.

Before coming to the University of Illinois in 1968, Jaher taught at City College of New York, Long Island University,

and the University of Chicago. In our department his teaching focused on US social history, social science theory and history, and, later, the histories of American sport and film. During his first decade at Illinois, Jaher edited or co-edited three books dealing with elites, social and cultural values in the process of industrialization in the US, and the history of ethnic minorities in the US, all reviewed to great acclaim. These were all related to the preparation of his magnum opus, published in 1982 by the University of Illinois Press: *The Urban Establishment: Upper Strata in Boston, New York, Charleston, Chicago and Los Angeles*. A tour de force through the social, economic, cultural, and political trends resulting in the formation of an “upper class” in five highly diverse US cities from the late eighteenth to the mid-twentieth centuries—incorporating multiple perspectives and approaches from quantitative and structural history to biographical and cultural history—this was, in the words of one reviewer, “the most comprehensive, thoroughly researched, and, in many respects, the most thoughtful treatment yet” of this key issue for US social and political history. By demonstrating how sector elites managed to become an “upper class” with hegemonic power reaching far beyond their original source of wealth accumulation, and how these

classes were always contingent and unstable, Jaher provided insights for those who had become skeptical of modernization theory's understanding of elite formation.

In the mid-1980s Jaher increasingly focused on topics in Jewish history, including the issue of anti-Semitism in the United States. Beyond the highly acclaimed essay, "The Quest for the Ultimate Shiksa," published in the *American Quarterly* in 1983, this focus resulted in his 1994 monograph, *Scapegoat in the Wilderness* (Harvard University Press). Jaher argued that Christianity's "anti-Semitic impulse" perpetuated anti-Jewish sentiments in the US. But he qualified this argument by insisting on specific American secular and religious traditions that helped to mitigate anti-Semitism in the US—more than in any other Western nation, as he saw it—and prevented its legalization here. In his fourth and last monograph, *The Jews and the Nation: Revolution, Emancipation, State Formation, and the Liberal Paradigm in America and France* (2002), Jaher broadened his perspective out again by embedding the experience of French and American Jewry in the political and civic cultures of their home societies during the revolutionary, Napoleonic and, in the US, early republican phases of nation-state formation. In a way Jaher came full circle again in this book, as he explicitly took up Tocqueville's ideas as interpreted by Louis Hartz—ideas that had influenced him deeply in graduate school. After retiring at seventy-one, Jaher kept researching and writing for several years, producing an important essay about the 1939 film "Gunga Din" co-authored with his close friend Blair Kling. But then he made a clean break and decided to put down his pen. His last six years were dedicated to life and travels with his partner Fanny Bryan, readings of new broad interpretive work in history and politics, and devotion to his family and friends.

Jaher's contribution to the life of our department went far beyond his notable scholarship. He became an early advocate for some of the biggest issues of his generation, such as the anti-Vietnam War and civil-rights movements. Jaher also was one of the founding

members of Illinois' faculty union. He was not afraid to take what at the time appeared as controversial stands, within the department or as a private citizen. Dr. Donald Spivey, an undergraduate history student at Illinois in the 1960s and now a renowned scholar of African-American history at the University of Miami, recalled how in the late 1960s Jaher, together with his colleague and friend Tom Krueger, led the fight to hire the first African-American faculty member in our department. "In an environment that was otherwise as hostile as could be for a young black kid from inner-city Chicago," as Spivey noted, Fred embraced and mentored some of the first African-American history students at Illinois.

Most of those who came to the department as young Assistant Professors between the late 1960s and 2005 will remember how welcoming Fred was, taking them to lunch and offering generous critical comments on their book chapters and papers. No one in the department read book manuscripts and monographs of colleagues coming up for promotion and tenure as conscientiously as Fred. He rigorously separated friendship from professional judgment. When he judged a work as having little scholarly merit, he would not hesitate to communicate that in the department. "He was ferociously honest," Dinnerstein remembers. His views on promotion and tenure cases or on new hires were always directed at raising the intellectual quality of the department.

And the department was the home of many of his deep friendships. Fred was willing to do everything for his friends; a friendship with him could withstand major crises. Illness, divorce, depression: Fred was there to console and help the friend in need, with no regard for time or effort. His love and devotion to his family and his loyalty to his friends appeared limitless. He is survived by his partner Fanny Bryan of Paris, his mother Henrietta Jaher of New York, his daughter Diana Jaher of Champaign-Urbana, and his son Davy Jaher of New York.

Fred Jaher cared very much for the good of our Department of History and he will be missed.

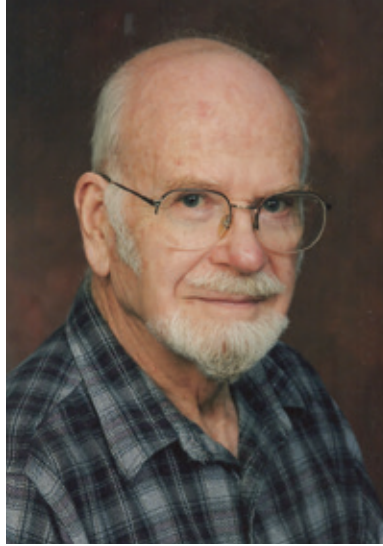


# J. Alden Nichols

(1919–2014)

J. Alden Nichols, Professor of History Emeritus, taught at the University of Illinois from 1961 until his retirement in 1989. For three decades he taught survey courses in modern European history as well as advanced courses in the history of nineteenth century Europe. His most significant publications were two: *Germany After Bismarck: The Caprivi Era, 1890–1894* (Harvard University Press, 1958; 416 pp.), and *The Year of the Three Kaisers* (University of Illinois Press, 1987; 425 pp). The latter is a study of Germany in 1888, which saw the death of Emperor William I, the accession and the death of Emperor Frederick III, and the accession of Emperor William II.

Nichols was born in Westerly, Rhode Island, on February 28, 1919; he grew up there, and earned his B.A. degree in history at Wesleyan University in Middletown, Connecticut. As a member of the Society of Friends (the Quakers) he was designated a conscientious objector during World War II and served as a forest firefighter, a planter of trees, a music teacher for the intellectually challenged, and as a medical guinea pig at Yale University. There he met Barbara Tuttle, his future wife, at a nursing school. They were married in June of 1946, and were to have three children, David, Cathy, and Margaret. In the course of the decade that followed, he completed his M.A. and Ph.D. degrees in history at Columbia University while also holding a position at Ginn & Company, a book publisher. Brief university teaching posts at Wesleyan University and Skidmore College and a Ford Fellowship led to his appointment in 1961 as Associate Professor of History at the University of Illinois. He



spent 1963–1964 researching in Germany with a Fulbright Fellowship, and in 1967 was appointed full professor at Illinois. He was a keenly well-informed collector of classical music records, and for many years he sang in the U of I Oratorio Society. He was also a member of the Chicago Art Institute, and for many decades he spent his summers at a home in Dorset, Vermont.

As a member of the Department of History, Nichols was elected to its Executive Committee for a number of years, and he served as doctoral advisor for numerous graduate students. One of his doctoral students, Ekkehard Wilke (Ph.D. 1967), described him as “aware, sensitive, nuanced, judicious, and humane” as a person, historian, and teacher, remembering “J. Alden’s never-ending expressions of concern, commitment, support, reassurance, encouragement, and praise, appreciation, and the joy in the success of his former students.” After retirement, J. Alden Nichols continued to live in his Urbana home after the passing of his wife (1975) and the death of his son (2007); and he remained a faithful member of the monthly gathering of History Department emeriti. In his last years, he lived with his daughter-in-law, Sandra Nichols, and two of her sons. He is survived by his two daughters, Cathy Thompson (Appleton, Wisconsin) and Margaret Nichols (Ithaca, New York), and also six grandchildren and four great-grandchildren. Many of those descendants and numerous erstwhile History colleagues were present on August 23, 2014, at the Illini Union for a memorial service.

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## Faculty Profiles

**Ikuko Asaka** continued her investigation of transnational arenas of racial formation for African Americans before the twentieth century. Her work on the experiences and politics of race has produced an article, “Colored Men of the East’: African Americans and the Instability of Race in US–Japan Relations,” to be published in the December 2014 issue of *American Quarterly*, and in January 2015, she will present a paper, “Black Freedom and the Metageography of North America, 1850–1865,” at the annual meeting of the American Historical Association in New York City.

This year **Eugene M. Avrutin** is on research leave thanks to an American Council of Learned Societies Charles A. Ryskamp fellowship. He is spending most of his time working on his new book, *The Velizh Affair: Ritual Murder in a Russian Border Town*. Together with Jonathan Dekel-Chen (Hebrew University of Jerusalem) and Robert Weinberg (Swarthmore College), he organized the symposium, “The Strange World of Ritual Murder: Culture, Politics, and Belief in Eastern Europe and Beyond,” which brought a dozen leading experts to the U of I campus this year. He also gave talks at the Slavic Convention in Boston and at a conference on photography and empire at the University of Basel. When he is not writing, he enjoys going on long walks with his dog Bongo, and playing tennis.

**Teresa Barnes** volunteered to co-chair the Association of Concerned Africa Scholars (ACAS), a coordinate organization of the African Studies Association. Since 1977, ACAS has organized activist campaigns and information on social justice struggles (such as the anti-apartheid movement and combating the increasing militarization of the African continent) that link the US Africanist and African communities. On behalf of the organization, with co-chair Peter Limb, she was very pleased to accept a Service Award given to the ACAS by the African Studies Association in November 2014. She published an article “‘Not until Zimbabwe Is Free Can We Stop to Think about It’: The Zimbabwe African National Union and Radical Women’s Health Activists in the United States, 1979,” in the *Radical History Review* 119 (Spring 2014). In addition, she was awarded a faculty fellowship for 2014–15 from the Illinois Program for Research in the Humanities to continue work on her

manuscript, provisionally titled, “Apartheid’s Professor: The Destruction of Academic Freedom and Memory in South Africa, 1950–1980.” This work was the basis of talks she gave about academic freedom on the University of Illinois campus in the fall of 2014.

In late 2013, **James Brennan’s** book *Taifa: Making Nation and Race in Urban Tanzania* won the Bethwell A. Ogot Book Award of the African Studies Association for the best book in Eastern African Studies. He continues to serve as editor of the *Journal of Eastern African Studies* and has been spending his sabbatical year (2014–15) taking a number of short research trips to Britain, Tanzania, and Kenya. He is currently writing a biography of Oscar Kambona, the main rival to Tanzania’s first president, Julius Nyerere. In addition, he has begun conducting research on the historical role that international news agencies—Reuters in particular—have played in Africa.

In the fall of 2014, the University of Reading (UK) awarded **Marcelo Bucheli** the 2014–2015 John H. Dunning Fellowship in International Business. With this fellowship, he made several short visits to Reading, working with faculty there on a project on the political economy of multinational corporations. Besides the collection of essays he co-edited with Dan Wadhvani (*Organizations in Time: History, Theory, Methods*, Oxford University Press, 2014), he published an article on the political strategies of Telefónica and ITT in Chile (in *Enterprise and Society*); a chapter on the politics of the Great Depression in Colombia in the volume *The Great Depression in Latin America* (Duke University Press, 2014), edited by Paulo Drinot and Alan Knight; an article on oil multinationals and politics in Peru and Argentina (*Australian Economic History Review*); and a forthcoming theoretical paper on politics and multinational corporations in *Global Strategy Journal*, co-authored with his former student Min-Young Kim (now at Kansas University). He gave guest lectures at the Universidad de Barcelona and Universidad Autónoma de Madrid, and in Summer 2014 he was invited to teach an International Business course at the Chinese University of Hong Kong.

**Adrian Burgos, Jr.**, completed his two-year term as Director of Graduate Studies this past academic

year. During the year he participated in six invited panels, including the “Whither Jackie Robinson” panel hosted by the Texas Program on Sport and Communication; “Jackie Robinson: Outsider Hero” at the National Museum of American Jewish History; and “The Trials of Muhammad Ali,” organized by WILL-TV’s Community Cinema. He continued to write on issues concerning the intersection of race, sport, and American culture, publishing “Wait Tell Next Year,” an invited response to Amy Bass’s “State of the Field of Sport History,” which appeared in the June 2014 issue of the *Journal of American History*, and also contributing a chapter “Changing the Landscape of America’s Game: Jewish Entrepreneurs and Black Baseball,” to the book *Chasing Dreams: Baseball and Becoming American* (National Museum of American Jewish History, 2014). In addition, he published numerous editorials and a guest column on the forgotten history of Latinos and Negro League baseball at Hinchliffe Stadium (Paterson, NJ) for *Preservation Nation*, the official blog of the National Trust for Historic Preservation.

Last year **Antoinette Burton** was involved in coordinating the final installment of the History Department’s three-year project, “World Histories from Below.” The theme, “Grassroots Histories,” produced two symposia, one commemorating the 50th anniversary of E.P. Thompson’s *The Making of the English Working Class* and one on environmental history. The latter was the brainchild of colleagues Rod Wilson and Bob Morrissey, who assembled a great group of speakers. With the help of graduate assistant Stephanie Seawell, Burton ran a faculty/student reading group, several syllabus-writing sessions, and a teacher-training workshop around our theme. The latter, which drew school-teachers from around the region, is a particularly good example of how recent thematic initiatives have extended beyond the confines of the department and the university. She also gave a variety of talks and acted as interim head of Sociology. Prof. Burton published an edited collection of primary documents called *The First Anglo-Afghan Wars: A Reader*, with Duke University Press, which she hopes to put to use in her undergraduate world history course so that students can appreciate the long legacy of those campaigns down to today. In 2014 she was awarded a National Endowment for the Humanities fellowship for her project, “Wars Against Nature? Environmental Fictions of the First Anglo-Afghan Wars.”

**Jimena Canales** opened 2015 with a prediction, published in *Wired* magazine, arguing that to act on the future, one needs to start by changing the past. In 2014 she published articles on the intersections between science and art focusing on the origins of color photography, “Living Color: Jimena Canales on the Art of Eliot Porter,” (in *Artforum*) and on the work of two contemporary artists, Trevor Paglen and the acclaimed filmmaker Harun Farocki: “Operational Art,” in *Visibility Machines: Harun Farocki and Trevor Paglen* (University of Maryland Press: January 2014). Canales’s work on the physicist Albert Einstein resulted in “Las Ficciones de Einstein,” published in the Spanish edition of *Scientific American (Investigación y Ciencia)* and in a scholarly essay entitled “Einstein’s Discourse Networks” that placed Einstein’s theory of relativity within the history of communications media. It appeared in the *Zeitschrift für Medien- und Kulturforschung* (May 2014). Canales participated in the conference “Machine et imagination,” organized by the Laboratoire SPHERE at the Centre national de la recherche scientifique (CNRS) in Paris I in March 2014, where she discussed the history of time travel machines. She also lectured at the Instituto de Investigaciones Filosóficas in the Universidad Nacional Autónoma de México (UNAM).

**Sundiata Cha-Jua** is serving as the returning President of the National Council for Black Studies, 2012–14, and as Senior Editor of *The Black Scholar*. He recently published “‘We Believe It Was Murder’: Mobilizing Black Resistance to Police Brutality in Champaign, Illinois, 2010–2012,” in *The Black Scholar* (Spring 2014), and “‘The cry of the Negro should not be remember the Maine, but remember the hanging of Bush’: Moral Suasion, Violent Self-Help, and Political Mobilization in Decatur, Illinois, 1893–1898,” in *Lynching beyond Dixie: American Lynching outside the South* (University of Illinois Press, 2013). In May 2014 he spoke on “The Continuing Relevance of Malcolm X for Black Liberation” at the Charles H. Wright Museum of African American History in Detroit as part of the museum’s Liberation Film Series.

In 2014, **Tamara Chaplin** was honored to receive the highest teaching awards delivered at this institution—the Provost’s Campus Award for Excellence in Undergraduate Teaching and the College of LAS Dean’s Award for Excellence in Undergraduate Teaching. Thanks to a 2013–2014 fellowship from the Center for Advanced Study (and with the help



of a remarkable research assistant, Thierry Ramais) Chaplin spent Spring 2014 working on her new book project, *Desiring Women: Lesbians, Media, and the Struggle for Visibility in Postwar France*. Together, she and Thierry created a database of thousands of documents and transcribed ninety-three filmed interviews, shot throughout France in the summer of 2013. During the summer of 2014, Chaplin was the recipient of a Provost's Faculty Retreat Grant, which enabled her to work with graduate assistants Deirdre Ruscitti (History) and Estibalitz Ezkerra (Comparative and World Literature) to prepare a website for a commemorative course on World War I ([wwihist258.weebly.com/](http://wwihist258.weebly.com/)), that Chaplin co-taught with colleague Peter Fritzsche this fall. (You can read more about this exciting course elsewhere in this issue.) Prof. Chaplin spent two months in Europe over the summer of 2014, first delivering papers in Vienna and Paris and then conducting research while a visiting scholar at York University. She has spent fall 2014 teaching—a lot!—and has enjoyed working with her students in courses on the history of sexuality, the history of Modern France, and on WWI in the Global Twentieth Century. Her new publications include: “Lesbians Online: Queer Identity and Community Formation on the French Minitel,” in the *Journal of the History of Sexuality* (September 2014).

In 2013 **Kai-Wing Chow** was elected Vice-President of the Midwest Conference for Asian Affairs (MCAA) and serves as its President for 2014–2015. He delivered a keynote speech, “Ethics and Society: Confucian Revival in Contemporary China,” at the Tenth Annual Midwest Conference in Chinese Thought at Southern Illinois University, Carbondale in April 2014. With Charles D. Wright (English and Medieval Studies) he co-organized an international conference on “Reading without Books: Experiences of Print in Everyday Life in Imperial China, Tang (618–907) through Qing (1644–1911)” at the University of Illinois, Urbana-Champaign (September 26–27, 2014). The conference is the first of two meetings of a larger international conference on the “History of Non-book Publishing in China, Tang (618–907) through Qing (1644–1911),” jointly hosted by the University of Illinois, Urbana-Champaign, and the Institute of Palace Studies, China. At the International Conference on “Palace Books and Cultural Exchange in East Asia” (Institute of Palace Museum Studies, Beijing, July 2013) he delivered the paper, “Book Market and State Publishing: Wuyingdian Imprints and their Circulation in Japan.”

This year **Clare Crowston's** book, *Credit, Fashion, Sex: Economies of Regard in Old Regime France* (Duke University Press, 2013), was the subject of a forum on H-France, consisting of four reviews and an author's response. In 2014–15, she delivered talks in New York, Berlin and Paris related to the book and to her co-authored book project, *Learning How: Apprenticeship in France, 1675–1850*. She also published working papers with a European Union-sponsored international research group on “Apprenticeship and Citizenship.” The tenth edition of *A History of World Societies*, a textbook created by U of I History faculty (McKay, Buckler and Hill) and now co-authored by, among others, Crowston and Jerry Davila, appeared in September 2014.

**Ken Cuno** published an article on Abbas Hilmi I, governor of Egypt during 1849–54, in *The Encyclopedia of Islam Three* (2014), and put the finishing touches on his new book on the history of marriage and family in nineteenth and early twentieth century Egypt. In November he presented “Contextualizing Muhammad Abduh's Views on the Family, Marriage, and Divorce” in a workshop on “Reforming Islamic Legal Thought” at the University of Exeter (UK). And as the Middle East continues to be an interesting place, he has been in demand for interviews and public presentations on modern Middle Eastern history and politics, including the Israeli-Palestinian conflict.

This fall, **Jerry Dávila** took on the directorship of the Lemann Institute for Brazilian Studies at Illinois. The Institute, endowed by Jorge Paulo Lemann, provides ongoing support for faculty and student research, brings speakers and visiting professors from Brazil to our campus, and works to open doors between different areas of the University and our counterparts in Brazil. This is an exciting time for this work: Brazil has never been more visible in the U.S. than it has with this summer's World Cup and the 2016 summer Olympics in Rio de Janeiro. The country's success in tying economic growth to fighting social inequality has also been notable. When asked about the outcome of the Brazilian elections this fall, Dávila noted that “what's important for us to understand about the election, above all else, is that over 110 million people voted using an electronic balloting system that meant the outcome of all local, state and national races was known by 8pm, with no hanging

chads, and with no one doubting the outcome of the vote or its legitimacy. If only we could say the same.”

**Augusto Espiritu** served his second and last year as Interim Head of the Department of Asian American Studies (AAS). He was asked to participate in a select roundtable of AAS department heads throughout the country. His essay for that forum was published as “Planting Roots: Asian American Studies in the Midwest,” *CUNY Forum* (2014). In response to campus-wide efforts concerning international students, he was asked to serve as a discussant for a documentary entitled “Imported from China” at a screening sponsored by the Center for East Asian and Pacific Studies on February 11, 2014. He continues work on his book manuscript, *“In Defense of Spain”: Resistance to American Empire in Cuba, Puerto Rico, and the Philippines in the Twentieth Century*. Out of this, a chapter was published as “American Empire, Hispanism, and the Nationalist Visions of Albizu, Recto, and Grau,” in *Formations of U.S. Colonialism*, edited by Alyosha Goldstein (Duke University Press, 2014). He also published several essays on his ongoing research on transnationalism, empire, and Asian Americans. These include “Inter-Imperial Relations, the Pacific, and Asian American History,” in the *Pacific Historical Review* (2014); and “Nuancing the Patterns of Empire: Informal Empire, Anti-Imperialism, and Transnationalism,” in *Comparative Studies of South Asia, Africa and the Middle East* (November 2014). Augusto presented work on “Transpacific Crossings and Ghostly Rememberings: Asian American Studies and Latin American Studies: An Imperial Pacific Perspective” at the Symposium on Asians in the Americas, Rutgers University, New Brunswick, in October 2014. He continues to serve as series editor for *Southeast Asian Diasporas in the Americas*, published by Brill Academic Publishing House (Netherlands) and on the Editorial Board of *Amerasia Journal*.

Mobilized into the World War I initiative, **Peter Fritzsche** co-taught a successful general education course on the Great War with Tamara Chaplin. In addition, a book he translated and shepherded into press was published this summer: *Between Two Homelands: Letters Across the Borders of Nazi Germany*, ed. Hedda Kalshoven (University of Illinois Press). It is perhaps the best primary source on why and how ordinary Germans supported Hitler and worked for the Third Reich. He is currently working on a history of perception during World War II.

**Poshek Fu** is on leave this academic year doing research at the Institute for Advanced Study in Princeton. Last summer he gave a series of lectures on film history at Shanghai University and at East China Normal University, where he is the Zijiang Professor of Humanities. Demand for the Chinese translation of his book, *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai* (Beijing, Sanlian Shudian) has been high and a new, revised edition has just come out. In the spring, he will give the “Annual Public Lecture on History and Business in China” sponsored by the Chinese University of Hong Kong. He is also involved in making a documentary film about a group of filmmakers and writers active in Cold War-era Hong Kong.

**Marc Hertzman** thoroughly enjoyed teaching his first two classes at Illinois last spring. In his undergraduate course, “A History of ‘Black Music’ in the Americas,” he experimented with Scalar, an online technology that John Randolph introduced to him. Scalar allows students to curate images, create “pop-up” videos, and engage with documents in a number of dynamic ways. His graduate seminar “Race Rebels in the Americas” brought together students from Educational Policy, Art History, Latin American Studies, and U.S. History. The conversations there helped inspire a new project about the memory of slavery in Brazil, which he is currently developing into a manuscript. In the fall, he moved several articles off his desk, served as an evaluator for an interdisciplinary National Endowment for the Humanities panel, and spent three weeks doing archival work in Salvador, Brazil.

**Kristin Hoganson** delivered the annual Illinois Program for Research in the Humanities lecture this past fall, speaking on her research on colonialism, postcolonialism, pork and corn, as threaded through the rural Midwest. Besides unearthing trans-imperial histories, she drafted a chapter on isolationism as an urban legend for her book-in-progress on the heartland myth. An essay she wrote on globavore consumption appeared in *A Destiny of Choice* and a report she co-authored on Freedom of Information Act implementation can now be found on the Society for Historians of American Foreign Relations website (with an interface for comments). She continued to serve on the Beveridge Prize committee for the best book in American history, the editorial board for the *Journal of the Gilded Age and Progressive Era*, and the council for the Society for Historians of American

Foreign Relations. Having been appointed a Richard and Margaret Romano Professorial Scholar, she was delighted to meet the extended Romano family, including recent History BA graduate Scott Mayer.

**Rana Hogarth** is making progress on her book project, *Blackness in Transit: Medicine and the Making of Difference in the Atlantic World, 1780–1840*, a transnational story about competing medical ideas regarding blackness during the era of Atlantic Slavery. As she works toward completing her revisions, Hogarth has been eager to workshop some of her chapter drafts. She thus organized a panel with colleagues from the University of Liverpool and Soka University entitled, “Medicine, Disease, and the Framing of Race in the Slaveholding Atlantic.” They will be presenting at the American Association for the History of Medicine conference April 30–May 3, 2015. Hogarth’s presentation there, “Of Paper Trails and Dirt Eaters: West Indian Medical Knowledge in the Antebellum South,” draws upon material from the fourth chapter of her book. Finally, Hogarth is at work completing revisions to an article for the British journal *Social History of Medicine* on “‘A Very Fair Female of the White Race of Mankind’: The Strange Case of Hannah West.” She presented material from that article at the Northeast Conference on British Studies, held at Bates College in October 2014, where she shared a panel with Craig Koslofsky and Cristina Malcolmson.

**Frederick Hoxie’s** recent book, *This Indian Country: American Indian Activists and the Place They Made*, won the Western History Association’s Caughey Prize for the best book in Western History for 2013. Fred spent the 2013–14 academic year as the Los Angeles Times Distinguished Fellow in American History at the Huntington Library in Pasadena, California. He was recently elected to the American Academy of Arts and Sciences.

A translation of **Nils Jacobsen’s** monograph, *Mirages of Transition: The Peruvian Altiplano, 1780–1930*, was published as *Ilusiones de la transición: El altiplano peruano, 1780–1930* in a co-edition of the Instituto de Estudios Peruanos (IEP) and Banco Central de Reserva in Lima, Peru, in spring 2013. Jacobsen participated in a round-table discussion about his book with leading Peruvian historians and social scientists at the IEP, and gave several interviews during his visit to Lima in June 2013. He lectured on nineteenth-century revolutions at the

Center for Latin American and Caribbean Studies here on campus and at Washington University, St. Louis in fall 2013 and fall 2014. In summer 2014 he led a Study Abroad class to Havana, Cuba, the first such course after the U of I had to close its courses in Cuba because of Bush-era policies. The course on “History and Culture of Modern Cuba” was held at the Centro de Estudios Martianos and included excursions, among others to the mausoleum and monument to Che Guevara in Santa Clara.

**Diane Koenker** concluded her three-year term as vice-president/president/past president of the Association for Slavic, East European, and Eurasian Studies in December 2014. She continues to work on her new project on the history of consumerism during the Soviet 1960s. In May 2014 she presented a lecture in the Simian Humanities Series at East China Normal University in Shanghai on the representation of sex and style in 1960s Soviet films; in February 2015 she presented a paper on the role of tourism in the internationalization of Soviet foodways at a Birkbeck College (London) workshop on the Black Sea. In November 2014, she was honored by the Association of Women in Slavic Studies with its Outstanding Achievement Award.

This past year **Bruce Levine** completed his second stint as a Distinguished Lecturer for the Organization of American Historians. In April, Random House released a paperback edition of *The Fall of the House of Dixie: The Civil War and the Social Revolution that Transformed the South*. An Italian translation of that book is now in the works at Einaudi. This fall, Levine signed with Simon and Schuster to write a new biography of the radical Republican leader Thaddeus Stevens, and he works on that project whenever other duties allow. Levine spoke twice at the Newberry Library in Chicago during the fall: in October he gave the plenary lecture (entitled “Reshaped by the ‘Logic of Events’: Changing Views of Slavery and Race in the Union and Confederacy”) at a symposium focusing on daily life in the Civil War North; in November he participated in a public panel evaluating Jonathan Sperber’s *Karl Marx: A Nineteenth-Century Life*. His comments there were subsequently published in the journal *Labor: Studies in Working-Class History of the Americas* under the title, “Marx Finds A Hostile Biographer.” Meanwhile, incensed at the late-summer decision by the University administration and trustees to “de-hire” Professor Steven Salaita from our American Indian Studies department because of the views

Salaita expressed about Israel/Palestine, Levine has become active in the campaign to force a reversal of that decision. He has joined the University Senate primarily to press that issue there.

**Harry Liebersohn** took part in a discussion of gifts and giving on a December 21, 2013, episode of the BBC World Service show, *The Forum*. (Gift-giving advice for the perplexed may still be heard at [www.bbc.co.uk/programmes/p004kln9/broadcasts/2013/12](http://www.bbc.co.uk/programmes/p004kln9/broadcasts/2013/12)). During spring semester 2014, an Associate appointment at the Center for Advanced Study (CAS) at UIUC permitted him to continue his research on the globalization of music before 1914. In August he led a two-week post-doctoral workshop on “cultural encounters” hosted by the National Humanities Center in North Carolina. Together with William Kinderman (Musicology, Illinois) he is currently co-directing a two-year CAS Initiative on “Dissonance: Music and Globalization since Edison’s Phonograph.” He also gave talks during the past year in London, Paris, and Frankfurt an der Oder. His conception of a multi-perspectival history of travel appeared as “A Half Century of Shifting Narrative Perspectives on Encounters” in Dane Kennedy, ed., *Reinterpreting Exploration: The West in the World* (Oxford University Press, 2014).

**Ralph Mathisen** was named Editor Emeritus of the *Journal of Late Antiquity* and continued to serve as editor for the series *Oxford Studies in Late Antiquity*. He published a wide range of journal articles and book chapters, including “The Council of Turin (398/399) and the Reorganization of Gaul ca. 395/406” in the *Journal of Late Antiquity* 6 (2014), and book chapters entitled “Le statut personnel et juridique de provincialis pendant le Bas-Empire,” in R. Bedon, ed., *Confinia: Confins et périphéries dans l’Occident romain* (Presses Universitaires de Limoges, 2014); “Beasts, Burning, and Beheading: Show Executions in Late Antiquity,” in Cora Dietl, ed., *Regeln und Gewalt / Rules and Violence* (De Gruyter, 2014); and “Church Councils and Local Authority: The Development of Gallic Libri canonum during Late Antiquity,” in C. Harrison, M. Humphries, B. Sandwell, eds., *Being Christian in Late Antiquity* (Oxford University Press, 2014). He also delivered “Whatever Happened to the Dark Ages?,” the keynote address at the “Early Medieval Correlations” Conference at the University of Curitiba (Brazil), and gave a paper on “Romanness in Late Antique Gaul,” at the “Transformations of Romanness in the Early

Middle Ages” Conference at the University of Vienna (Austria).

In the past year, **Erik McDuffie** has made steady progress towards completing his new book, tentatively titled “Garveyism in the Diasporic Midwest: The American Heartland and Global Black Freedom, 1920–1980.” It will demonstrate the Midwest to be a major force in determining the history of Africa and the African diaspora by tracing the visibility of Chicago, Cleveland, and Detroit in the transnational Garvey movement from the 1920s through 1970s. In January 2014, McDuffie traveled to Liberia for research related to his new book. In the spring, he received a Richard and Margaret Romano Professional Scholar award from the College of Liberal Arts and Sciences and a Short-Term Research Fellowship at the Newberry Library in Chicago. He delivered invited lectures at Arizona State University, Washington University of St. Louis, and DePaul University related to this book. For his work in the classroom, McDuffie was twice listed this spring among the Teachers Ranked as Excellent for his courses in African American history.

**Mark S. Micale** was the Erikson Scholar in Residence this past year at the Austen Riggs Center in Stockbridge, Massachusetts, deep in the heart of the beautiful Berkshire Mountains. In addition, he attended conferences and delivered lectures in Oxford, Copenhagen, Washington D.C., St. Louis, San Diego, and Chicago.

**Bob Morrissey’s** book *Empire by Collaboration: Indians, Colonists, and Governments in Colonial Illinois Country* was published in early 2015 by University of Pennsylvania Press. Building on that study, Bob has been conducting new research on the relationship between people and bison in the tallgrass prairie region of North America from the fall of Cahokia to the mid 19th century. Together with Rod Wilson, Bob co-organized the symposium “Grassroots Histories: Global Environmental Histories from Below” in March 2014. In Spring 2015, Rod and Bob are also offering a new graduate seminar on the theme of Global Environmental History. He has just been awarded a one-year fellowship from the National Endowment for the Humanities for 2015–16 to continue work on his second book on the ethnohistory and environmental history of the Illinois Indians in the tallgrass prairie region.



**Kevin Mumford** served as Organization of American Historians Distinguished Lecturer in 2013–2014. He delivered the plenary address at the Graduate Association for African-American History meeting at the University of Memphis and lectured at the inauguration of a Women and Gender Studies Department at the State University of New York at Oswego. He also spoke on the panel “State of the Field: Writing From the Margins,” at the annual meeting of the Organization of American Historians, and he presented a paper on James Baldwin and Eldridge Cleaver at a conference entitled “Whose Beloved Community: Black Civil and LGBT Rights” at Emory University. He published several articles, including: “Observing Difference: Toward a Pedagogy of the Historical and Cultural Intersection,” in Leila Rupp and Susan Freeman, eds., *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History* (University of Wisconsin Press, 2014) and “The Ferguson Crisis in Historical Perspective,” in *American Historian*, (November 2014).

**Kathryn Oberdeck** recently presented early research about perspectives-from-below on “urban blight” in Durban, South Africa at a Brown Bag session in the Center for African Studies. She continues research on her comparative project that examines Durban and Chicago while completing a manuscript on cultural politics of space and place in Kohler, Wisconsin. She is also developing new courses engaging History students with local community history in Champaign-Urbana.

**Leslie Reagan** was honored to receive two awards from the University of Illinois to support research on her current project, *Seeing Agent Orange in the United States and Vietnam*. She was named an associate at the Center for Advanced Studies for 2014–15 and also granted funds to hire a research assistant for related work on “Black and Brown Vietnam War Veterans and their Struggles for Health Care.” Over the past year she gave several research presentations, including: “From Forests and Jungles to People: Agent Orange, 1960s–Present” at the IPRH Ecological Bodies Conference, May 2014; and another on birth defects, veterans, bodies, and gender in the U.S. and Vietnam at the Berkshire Conference on the History of Women, May 22–24, 2014, Toronto, Canada. She also participated in a panel entitled “Revisiting the Debate between Medical and Disability Historians” at the American Association for the History of Medicine in Chicago (May 2014). Prof. Reagan was invited to a small workshop of scholars

and reproductive health providers for a Symposium on Maternal and Fetal Bodies held at Rutgers University Institute for Health, Health Care Policy and Aging Research, November 8–10, 2013. Her paper was titled “What’s Rape Got to Do with It? Rape in Abortion Discourse.” Reagan served on a panel and talked history with the audience after a showing of *After Tiller* at the Art Theater in Champaign in November 2013. And *The American Historian* has named her book *When Abortion Was a Crime* (1998) a “must-read” for every American.

**Matthew Sakiestewa Gilbert** is completing a book on Hopi long-distance runners for the University Press of Kansas (in its *CultureAmerica* series). He recently published a brief essay entitled “A Second Wave of Hopi Migration” for a special edition on American Indian education histories in the *History of Education Quarterly*. This year he was invited to present his research at both the University of Notre Dame and the University of California, Riverside. He also continues to serve as co-editor of the *Indigenous Confluences* series at the University of Washington Press.

In the past nine months or so **Dorothee Schneider** has continued to work on her research project, “Writing about Immigrants: The Historiography of a Discipline.” She presented her work at the OAH annual meeting in Atlanta last spring and at the Social Science History Association Annual Meeting in November in Toronto. She was also the featured speaker at the Filson Historical Society in Lexington, Kentucky, at their “Immigration Day” last spring and at the Jewish Historical Society, Milwaukee, where she spoke about Central European Holocaust refugees in the 1930s and 1940s. In the past year she was instrumental in organizing Local 6546 AFT/IFT, the union of non-tenure track faculty on our campus. The union was certified by the State of Illinois in July 2014 and is now bargaining its first contract with the University.

**Mark Steinberg** published a number of new articles and book chapters over the past year, including “Modernity as Mask: Reality, Appearance, and Knowledge on the Petersburg Street,” in *Races to Modernity: The East European Metropolis (1890–1940)*, eds. Jan Behrends and Martin Kohlrausch (Central European University Press); “Experiencing Histories of the City,” in *An Illinois Sampler: Research and Teaching on the Prairie*, eds. Mary-Ann Winkelmes and Antoinette Burton, with Kyle Mays (U.

Illinois Press); and “Blood in the Air: Everyday Violence in the Experience of the Petersburg Poor, 1905–1917,” in *Spaces of the Poor: Perspectives of Cultural Sciences on Urban Slum Areas and their Inhabitants*, ed. Han-Christian Petersen, (Verlag für Kommunikation, Kultur und soziale Praxis). He wrote a blog essay on “Putin in the Mirror of History: Crimea, Russia, Empire” for the History News Network ([hnn.us/article/155232](http://hnn.us/article/155232)). He is also coordinating the first year of programming around the new departmental theme, “Global Utopias” (see [globalutopias.weebly.com/](http://globalutopias.weebly.com/)).

After a productive fellowship year at the National Humanities Center in North Carolina, **Carol Symes** returned to Urbana and continues work on her current book project, *Bodies of Text*. In the meantime, she successfully oversaw the launch of a new academic journal, *The Medieval Globe*, of which she is the founder and executive editor. The inaugural double issue of *TMG* (published in November of 2014) was a blockbuster: *Pandemic Disease in the Medieval World: Rethinking the Black Death*. Its guest editor, Monica H. Green (a noted historian of medicine and public health), assembled a team of scholars from the humanities and the social and physical sciences to present new evidence for the origins, spread, effects, and persistence of plague in the medieval world; and to highlight the importance of interdisciplinary research in combatting emerging infectious diseases

today. This issue, also available as a book, was published in immediate Open Access format thanks to funding from the World History Center at the University of Pittsburgh. *TMG* is sponsored by the Program in Medieval Studies at Illinois and will be published biannually. Its mission is to reclaim this “middle age” from its ties to global imperial ventures, national ideologies, and the discourse of modernity and to place it at the center of global studies.

**Maria Todorova** has just published *Remembering Communism: Private and Public Recollections of Lived Experience in Southeast Europe* (Central European University Press, 2014), co-edited with Augusta Dimou and Stefan Troebst. It is the result of a three-year international project funded by the German Volkswagen Stiftung. She also published two book chapters and a journal article. She gave a number of talks on another forthcoming article concerning “weak nationalism” in Pittsburgh, Paris, and Rijeka (Croatia). She was elected a permanent professor of the Center for Advanced Studies at the University of Illinois. Two of her graduate students, Jovana Babovic and Diana Georgescu, successfully defended their dissertations and are at present a lecturer at the University of Tennessee at Knoxville and Max Weber Fellow at the European University Institute (Florence), respectively.

## Emeriti Updates

**Walter L. Arnstein** provided a paper, “Queen Victoria and Her Assassins,” at the annual meeting of the Midwest Victorian Studies Association in April 2014. At the annual meeting of the North American Studies Conference on British Studies, held in Minneapolis in November 2014, he was reelected as Vice President of the American Friends of the Institute of Historical Research (London).

**Jim Barrett** was elected to the Executive Board of the Organization of American Historians and published two articles: “Making and Unmaking a Working Class: E.P. Thompson, The Making of the English Working Class, and the New Labor History in the United States,” in *Historical Reflections/Reflexiones Historique*, 2015; and “The World of the Worker” in the *Oxford Handbook of Immigration and Ethnic History*, ed. Ronald Bayor (2015).

**Richard (Chip) Burkhardt's** article, “Tribute to Tinbergen: Putting Niko Tinbergen’s ‘Four Questions’ in Historical Context,” appeared in *Ethology*; his article, “La voix du gardien du lion,” appeared in *Annales historique de la Révolution française* in a special issue devoted to animals in the French Revolution. He presented papers at conferences at Washington & Lee University and at Washington University in St. Louis and also delivered the 25<sup>th</sup> annual Petty Memorial Lecture at the Owsley Museum of Art at Ball State University. In July he co-taught a two-week seminar on “Humans/Animals—A Contested Boundary” at the University of Vienna. He continues to work on his book manuscript on the ménagerie of the Muséum d’Histoire Naturelle in Paris.

Emeritus Professor **Vernon Burton** is now Creativity Chair of Humanities, Professor of History, Sociology, and Computer Science, and director of the CyberInstitute at Clemson University. His new book, *Penn Center: A History Preserved*, was published by University of Georgia Press in 2014. He was on the plenary session at Humanities, Arts, Science, and Technology Advanced Collaboratory (HASTAC) and Advance Research and Technology Collaboratory for the Americas meeting in Peru, “Hemispheric Pathways: Critical Makers in International Networks”. There he welcomed and introduced the Minister of Culture of Peru and the Executive Secretariat for the Organization of American States (OAS). He also

presented a paper there discussing “Humanities (Digital History) Computing: Then and Now.” Burton also gave a lecture and led a seminar at University of Tennessee Law School on the Voting Rights Act, vote denial, and photo voter ID laws and discussed his work as an expert witness for minority plaintiffs; his testimony as an expert witness for the NAACP-LDF was cited in *Veasey v. Perry*, which dismissed Texas’ voter ID law. He presented the Gerald McMurty Lecture at Lincoln Memorial University on “Lincoln, Emancipation Proclamation, Gettysburg Address, Education, and March on Washington.” He continues as a Senior Research Scientist at the National Center for Supercomputing Applications (NCSA) and chairs the Advisory Board for the Institute for Computing in Humanities, Arts, and Social Science (ICHASS) at University of Illinois, and serves as vice-chair of the Board of Directors of the Congressional National Abraham Lincoln Bicentennial Foundation.

**Caroline Hibbard** gave an invited paper at the interdisciplinary conference “Dynastic Networks as Vehicles for Cultural Transfer,” which took place at the Herzog August Bibliothek in Wolfenbüttel, Germany in July 2014. The conference was part of an international project entitled “Marrying Cultures,” on the cultural impact of consorts in early modern Europe, and took place under the auspices of the HERA (Humanities in the European Research Area) program “Cultural Encounters,” which is running 2013-2016.

Over the last year **Lillian Hoddeson** continued her work on two books: her biography of the prolific inventor and scientist Stanford Ovshinsky, and her history (with Michael Riordan and Adrienne Kolb) of *Tunnel Visions: the Rise and Fall of the Superconducting Supercollider*. In October 2014, the book contract for *Tunnel Visions* was negotiated with University of Chicago Press; the book is scheduled to appear in the fall of 2015. And in November 2014 she delivered the History of Science Society Physical Science Forum Distinguished Lecture, “More Interesting Than Science? The Physical Discoveries of Stanford Ovshinsky.” In December 2015, she will deliver an invited lecture at Columbia University about the origins of the Barnard-Columbia History of Physics Laboratory.

**Joseph Love** presented a paper entitled “Agrarismo en Rumania y Brasil: Procesos similares en períodos diferentes” at a conference held in Puente Europa, Buenos Aires, May 1, 2014. In June it was published in *Puente@Europa*, 12, 1 (June, 2014). In the fall of 2014 Love was cited for “positioning LAS as a leader in the field of Brazilian studies” in the Centennial Gallery of Excellence, College of Liberal Arts and Sciences.

In 2014 **John Lynn** again taught two courses for the department during the fall semester. When not teaching, he continues to labor on his history of terrorism, to be published by Yale University Press, hopefully in early 2016. Understandably, he harbors few doubts about the real-world relevance of this work. His chapter on warfare under Louis XIV in the new, computer-based, *West Point Military History* should soon be available soon. And, as a result of his involvement with the Military Academy, he has been offered and has accepted the Ewing Chair in Military History at West Point for the academic year 2016-2017.

Emeritus Professor **Evan M. Melhado** this year published four chapters on the history of American health-care policy: “Health Insurance in Historical Perspective, I: Foundations of Historical Analysis” and “Health Insurance in Historical Perspective, II: The Rise of Market-Oriented Health Policy and Healthcare” appeared in *Encyclopedia of Health Economics*, ed. Anthony J. Culyer (3 vols., Elsevier); “Evolution of Health Planning (1920s–1970s)” and “Evolution of Health Planning (1970s–Present)” appeared in *Guide to U.S. Health and Health Care Policy*, ed. Thomas R. Oliver (CQ Press, an Imprint of Sage Publications). Melhado continues with his research on the history of American health care and health-care policy.

**Elizabeth Pleck** taught family history to undergraduates as a Fulbright Specialist professor at the University of Johannesburg (UJ) in April and May of 2014. UJ is the major public university in Johannesburg, South Africa, and several members of its department of history are interested in themes related to gender, sexuality, and the family in South African history. UJ history offers a two-semester sequence in family history, with the first semester concerned with South African history and the second semester dealing with European and US family history. Pleck also consulted with South African historians who were conducting an outside review of the history program. An interview with her about the state of family history will appear in the forthcoming issue of the South African journal, *Gender Questions*. During spring break last year she attended the Harare International Festival of the Arts, the biggest comedy and music festival on the African continent, held in the capital of Zimbabwe; on another break she saw young lions go in for the kill (they failed, and their impala prey scampered off) on safari outside of Kruger National Park.

**David Prochaska** always wanted to receive a few more national fellowships, but he got an ongoing state stipend instead. For conference presentations in Washington, DC, and Honolulu, he stuck to tiny topics—“Approaching Maghrebi Visual Culture” and “Anonymity: Hacktivist Visual Culture.” He scribbles for a local publication that is so far underground that it is unheard of and unread by most. He is trying to free himself from the clutches of an as-yet unfinished essay on Algerian toponymy, an obscure topic even for professional academics.



## Alumni News

**Donald R. Brown** (M.A. 1954) began collecting postcards in 1943 and over seventy years amassed one of the larger postcard research collections in North America. In 1993, he founded the Institute of American Deltiology in Myerstown, PA in order to provide opportunities to use the collection for research, and in 2010, the collection was donated to the National Trust for Historic Preservation Library on the campus of the University of Maryland at College Park. The University of Maryland Libraries has assumed ownership of the National Trust Library as part of its special collections and manages the postcard collection as valuable documents of our history and heritage. Since 2010, four vanloads of postcards have been transferred from Myerstown to College Park. Because of the size of the collection, and because Brown and his volunteer staff arrange the cards alphabetically and chronologically within the geographical and topical segments of the collection in Myerstown, it may take the better part of this decade until all of the cards and publications relating to the subject of deltiology are transferred. The collection of Illinois postcards in the Institute's collection numbers about 30,000 cards, of which approximately 10,000 are of Chicago. Brown was an early member of the Chicago Architecture Foundation from its inception in the 1960s, and the strength of architecture and material culture among the Institute's postcards is the major factor for this association with the National Trust Library at Maryland. In 2013, Brown published *Myerstown and Eastern Lebanon County* as part of the *Postcard History* series by Arcadia Publishing. He is currently retired from his position as a Collection Development Librarian at the State Library of Pennsylvania.

**Robert Chevas** (B.A. 1978) retired from the US Army in February 2014 after 36 years, having attained the rank of US Army Colonel. He was stationed in Lithuania, Turkey, Kosovo, and Germany as well as in the United States during his long career, and served as Command Historian for the US European Command in Stuttgart, Germany, for three years. He also received an MS in Strategic Studies from the US Army War College.

**Jennifer Edwards** (Ph.D. 2008) has been tenured and promoted to Associate Professor, effective August 2014, in the History Department at Manhattan

College, Riverdale, N.Y. In addition, her article "Man Can be Subject to Woman": Female Monastic Authority in Fifteenth-Century Poitiers," *Gender & History* 25, no.1 (2013), was named a runner up for the 2013 Society for French Studies Malcolm Bowie Prize.

Emeritus Professor of History at SUNY Fredonia **William Graebner** (M.A., 1966; Ph.D., 1970) recently published "The Man in the Water": The Politics of the American Hero, 1970-1985," in *The Historian* 75 (Fall 2013). With his wife, **Dianne Bennett** (M.A. English, 1967), he has recently published *Modern Rome: 4 Great Walks for the Curious Traveler* (Curious Traveler Press, 2014, paper and eBook), an alternative guidebook for those who have seen Rome's major sites or seek an different experience in the Eternal City. Dianne and Bill also maintain a blog on Rome, [www.romethesecondtime.com](http://www.romethesecondtime.com), now with over 500 posts.

**Priscilla Handy** (M.A. 1980; Ph.D. Sociology, 1987) has worked for the United States Citizenship and Immigration Services (USCIS) at the Nebraska Service Center for the past 11 years. She was recently promoted to Supervisory Immigration Services Officer, and works as Telework Coordinator for the Service Center. She suggests that a history of the immigration bureaucracy of USCIS would make an exciting dissertation topic for any student in search of one.

**Heather Lynn Horsley** (B.A. 2001) was awarded a Ph.D. in Policy Studies in Urban Education with concentrations in Social Foundations and Gender and Women's Studies from the University of Illinois at Chicago in May 2013. On June 1, Heather married Duane Wood. She is employed by the UIC Center for Urban Education Leadership as a Senior Research Specialist.

**George K. Hughes** (B.A. 1949, M.A. 1954) retired in 1988 from teaching junior high and high school history. He currently resides in Waukegan, IL.

**Michael Miller** (B.A. 2013), has been awarded a U.S. Fulbright ETA Grant to Indonesia for the 2015-2016 school year. Michael will work as an English Teaching Assistant at an Indonesian high school or boarding school, and work within his local community as a cultural ambassador for the U.S.

**Robert Patch** graduated from Illinois in 1971, where he was one of Joe Love's students. Afterwards, he attended Princeton and received his Ph.D. in Latin American History in 1979. He has been a professor of History at the University of California, Riverside since 1988. His latest book, *Indians and the State in Colonia Central America, 1670-1810*, published by the University of Oklahoma Press in 2013, has been awarded the prestigious Bolton-Johnson Prize. This award is given annually by the Conference on Latin American History, part of the American Historical Association, to the author of the best book in Latin American History.

**Samantha Semrow** (B.A. 2011) has served the low-income high school students of Illinois for the past three years through the Illinois College Advising Corps. As a College Advisor she assisted over 1,000 seniors matriculate to college. This coming fall she will be headed to the Education Policy and Management program at the Harvard Graduate School of Education, where she will learn more about effecting meaningful educational change for America's highest-need students.

**Wayne C. Temple** (B.A., 1949; M.A., 1951; Ph.D., 1956) serves as Chief Deputy Director of the Illinois State Archives. In 2014, Temple celebrated his fiftieth year with the Illinois State Archives as well as his ninetieth birthday. The Illinois Professional Land Surveyors presented him with a Lifetime Achievement Award in March 2013. He is Regent Emeritus of the Lincoln Academy of Illinois and joins Doris

Kerns Goodwin in being elected a Distinguished Director of the Abraham Lincoln Association. In addition, the third edition of his book *Abraham Lincoln: From Skeptic to Prophet* (Mayhaven Publishing) was released, which has twice been selected as one of the one hundred best books ever written on Lincoln, and he was chosen for inclusion in The Europa Biographical Reference Series. Temple was awarded an honorary Doctor of Humane Letters at Lincoln College of Lincoln, IL, in February of this year; the award was part of the college's 150th anniversary celebration, for which Temple also gave the address. He has a book forthcoming on *Abraham Lincoln and his Surgeons at his Assassination*, on which he will be lecturing April 15, 2015 at the Illinois State Archives.

**Larry Thornton** (Ph.D., 1991), Professor of History at Hanover College since 1986, received the Arthur and Ilene Baynham Award for Outstanding Teaching in 2014. To receive this award, four students from each of the current classes nominate five faculty for a ballot that goes to all graduates from the most recent two classes. Their vote determines the annual winner. Anyone who has taught for at least four years at Hanover is eligible, but previous winners are not eligible for a four year period. Thornton also received the award in 1991 and 2004. His invited review essay of Angela Smith, *Discourses Surrounding British Widows of the First World War* (Bloomsbury, 2013) and Chris Ward, *Living on the Western Front: Annals and Stories 1914-1919* (Bloomsbury, 2013) has been recently submitted to the journal *History: Reviews of New Books*.



# I L L I N O I S

Department of History  
309 Gregory Hall  
810 South Wright St.  
Urbana, IL 61801

