

# HISTORY @ ILLINOIS

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University of Illinois at Urbana-Champaign

Spring 2006



***The Mysteries of Teaching History . . . see page 4***

Graduate students who pursue doctoral work at Illinois are introduced to the full breadth of the discipline, even as they are trained in the particular arts of their national, regional and/or thematic subspecialties. These students also enjoy a level of financial, intellectual and professional support that is remarkable for a public institution - due in part to the extraordinary thoughtfulness of alumni/ae who give so generously to support our graduate program. Recent PhDs have emerged from History at Illinois with exciting dissertations, excellent teaching portfolios, and a rich sense of the intellectual challenges facing them in the coming decades. Undergraduates, for their part, are exposed to world-class scholars and teachers in large lectures and small seminars and are encouraged to have both a global view of and a local appreciation for our collective past. Our majors pursue a variety of professional paths, including business, law and teaching. The latter group has benefited immensely from our history certification program administered jointly with the College of Education, thus helping to guarantee that the intellectual work of the History Department has resonance in the local, regional and even state-wide communities that UIUC serves.

Given the growth and success of the past decade, we are poised to set the agenda for the discipline as a whole and to take our place as a leading unit, if not the leading unit, in the humanities at Illinois. I feel extraordinarily lucky to be joined in this endeavor by my colleague and friend, Kathryn J. Oberdeck, who has agreed to be the Director of Graduate Studies and Associate Chair for 3 years. If I have any confidence in my ability to lead and to serve the department, it stems in large measure from knowing that I can rely on her intellectual capabilities and instincts, her, good counsel, her integrity and above all, her willingness to creatively engage with, and sometimes challenge, my thinking and my decision-making on questions large and small. We are delighted to have been called on to serve a department which has proven itself creative, adaptive and ambitious - and we look forward to hearing from you as we face the many challenges ahead.



**Antoinette Burton**

## **HISTORY AT ILLINOIS**

Editors: Caroline Hibbard and John Randolph

Department of History  
University of Illinois at Urbana-Champaign

The University of Illinois is an equal opportunity  
and affirmative action institution.

## A WORD FROM THE CHAIR

**A**s I sit in the chair's office in Gregory Hall with the autumn sun streaming in the windows, I am struck by what a privilege and, frankly, an awesome responsibility it is to have been entrusted by my colleagues with the stewardship of the department for the coming years. In many respects, this is a watershed moment for the History Department at UIUC. In the wake of a decade and a half of faculty development — through exceedingly well-timed and transformative hiring, via a series of energetic and revisionist curricular changes, in the context of several external grants directed at both the undergraduate and graduate programs, and thanks to the leadership of past chair s— we stand as one of the most innovative public university history departments in the nation.

Under the guidance of two Future Committee reports and with the support of the College of Liberal Arts and Sciences, we have not simply replaced retired faculty lines or even sustained fields that have historically been strong: we have capitalized on our already excellent reputation to make bold and imaginative hires which, in turn, have transformed both our undergraduate and graduate curricula. In the process, we have managed to avoid creating a department that is weighted too heavily in any single demographic category. On top of our significant strengths in traditional fields of study (Europe, Russia, the United States, Latin America, Asia and Africa), we have built areas of cross-field scholarship and intellectual synergy

that are unmatched among our peers.

Our faculty is both strong and deep in social and cultural history, and in women's and gender history; and we have growing strengths in race and ethnic history as well as transnational and world histories.

The latter strengths have been enhanced by the phenomenal growth of women and gender studies and U.S. ethnic studies on campus over the past decade.

The university now boasts

senior scholars in active programs focused on women and gender, African Americans, Asian Americans, Latinos/Latinas and Native Americans. Historians play important roles in all of these programs and the department has welcomed joint appointments with most of them. And lest it be said that we are simply the department of "modern" history, I hasten to add that we have a critical mass of faculty who work on the ancient, medieval and early modern period — and who act as gadflies on the modernist sensibilities of students and fellow faculty alike.

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## 'PERHAPS A BETTER NECKTIE WILL HELP!'

### *Award Winners Reflect on the Mysteries of Teaching History*

History is replete with talented people who were bad teachers. It is recorded that Schiller, on Goethe's recommendation, became professor of history at the University of Jena in the early 1790s only to discover that the skills that made him a literary phenomenon came to naught in the classroom. (The students who crowded into his first lectures to see the author of 'The Robbers' in person abandoned him in a matter of weeks. He was, they said, too vague).

With this in mind, *History at Illinois* surveyed our department's recent teaching award winners to discover how they learned how to teach. What follows is a summary of their responses (with thanks to Jim Barrett, Clare Crowston, Don Crummey, Lillian Hoddeson, John Lynn, Mark Micale, and Mark Steinberg).

\* \* \*


#### *Was there a teacher who first inspired you?*

Clearly, the first thing Schiller was missing was a good elementary school teacher. When asked to identify early role models, many of our colleagues reached back to their days before college. "Ken Holmes at Glenbrook HS, now Glenbrook North," was the man **John Lynn** identified. "He taught a course called current history, in which we examined the historical backgrounds of current issues. It convinced me that history matters, and made me relatively disdainful of history as navel gazing." **Clare Crowston** went back even further, pedagogically and intellectually: "My 2ND grade French teacher who gave us colored stickers and put gold stars beside our names in her book, and let us play shopping (all this led inevitably of course to my academic interest in material culture.)" **Lillian Hoddeson** points to her father: "My father was a general practitioner who spent hours in his office just rapping with his patients, who lived, often in poverty, in the ethnic neighborhood where I grew up, in the Bronx. I grew up thinking that what my father was offering made a difference and that that was a very cool thing."

Fortunately for all of our egos, a few college instructors and even the rare graduate mentor made it in. Outside experience helps: "David Montgomery, my doctoral adviser at Pitt, was a spell-binding lecturer with a style perfected through many years spent trying to overthrow the system as a communist organizer," says **Jim Barrett**. (Jim himself teaches labor and revolution). In the

end, few of our respondees seem to have been inspired by brilliance alone. Instead, most pointed to mentors who combined committed scholarship with humanity. When talking to the late Reggie Zelnik, **Mark Steinberg** notes, "One felt not the dry voice of authority but the engaged voice of someone who has thought long and hard about the people, often quite ordinary people, who experience and make history."

#### *What experience inspired you to become a better teacher?*

A combination of negative and positive stimuli seem to have done the trick. "What most drove me to be a better teacher was being a bad teacher," claims **John Lynn**, "Bombing out in the classroom is a real horror to me." Lynn adds that "you must be in tune with your class to realize when you bomb out"; but fortunately the university's computerized ICES evaluation system automates this function. Bad news comes quick: "I was somewhat taken aback by the results of my first student evaluation at the University of Illinois, which I joined in 1973," **Don Crummey** remembers. "The results made clear to me that I could and should make my teaching more effective." "It was the first (and maybe only?) time Jim Barrett saw me cry," **Clare Crowston** recalls of her first ICES experience, "(no wait, he saw me weep the other night at *La Traviata*)." 

Don Crummey

Though such moments of shell-shock lace all of our award-winners' biographies, in the end, most credit their students themselves as their prime inspirations. "Are their eyes glazing over, are they understanding anything, does any of this matter to them, am I moving them to think in some way?," **Mark Steinberg** wonders. If the answer is yes, a good teacher cares: "Then and now, it's a real upper for me to complete a class discussion where all the parts come together as I had planned and students paid attention, participated, and appeared stimulated. I am continually impressed and occasionally awed by how even after many times of teaching a subject, a student in the class can still present me with a fact or idea or interpretation that is completely novel and that I had never thought of before," writes **Mark Micale**.

*Were there any turning points or epiphanies in your life as a teacher?*

Not surprisingly, sharp historiographical debate broke out over this question. Some rejected the idea of turning points on principle: “I started worse and got better. In life as in history, I argue for evolution not revolution.” (Lynn) “My turning point came gradually, as I realized over about ten years of teaching that most of the students are interested in very different things than I am, and that I had better focus on connecting what I wanted to say with their interests if I wanted to hold their attention.” (Hoddeson) Everyone more or less agreed that a good teacher is made over time.

Even so, there were a few turning points. “I think my big epiphany as a teacher was a negative one,” Jim Barrett remembers. “I TA’d once for someone who was an excellent historian and a dreadful teacher. He advised me to ‘aim for the top ten percent of the class,’ who could actually understand your interpretation. You had little chance, he suggested, in reaching the great mass of students. I decided at that moment to never write off a student, to try to reach every single one of them, even if I often failed.”

As he faced students in the classroom for the first time as their “professor,” Mark Steinberg explains, it all came to him in a rush: “Oh my God, they expect me to make their time here worthwhile! Or, and this is perhaps worse, they are expecting (perhaps with good reason) that, like many of their professors, I will bore them and waste their time but make them take lots of tests anyway. At best, they want to learn and are looking to me to make that happen. At worst, they are just passing through, hoping not to be too much troubled, but could be awakened for something (for they are still very young). And anyway, who am I to have such authority—I am still (and will always be) learning. Perhaps a better necktie will help!”

*What steps did you take to improve your teaching? What helped the most?*

Here again, most stressed the *longue durée* over revolutions in method. “Practice, practice, practice,” writes Lillian

Hoddeson. “I never deliver the lecture in the same way. I am always thinking about how better to reach students and worrying about whether the plan is going to work. This is one reason I still have butterflies in my stomach before every single class!” (Barrett)

Seeing is learning, John Lynn emphasizes: “I still think the best preparation for teaching is observing great teachers and then gaining experience yourself.” Teaching how to teach also helps. “Trying to help new TAs figure out how to teach forced me to read, think, and talk about teaching a lot more than I had ever done. I learned a lot from that,” Clare Crowston adds. Last but not least, good teachers speak highly of embracing one’s own, personal gifts. “I think it’s key to work toward a teaching style that is natural for you personally,” Mark Micale believes. “I’ve always wished I could be more spontaneous and wittier in class. In fact, what I know I excel at naturally is clear, articulate exposition of a subject’s basic intellectual content.

So be it.” Clare Crowston says: “Part of what helped me personally was realizing that I don’t have to live up to some abstract idea of a great teacher, but that I can just be myself and try to do a good job with lectures, etc. and then just talk to them like a normal person. I actually am a professor, so I don’t have to act like one.”

*If asked to advise new teachers on how to become better teachers, what advice would you give?*

“Share what you care about and love, what moves you, troubles you, and inspires you.” (Steinberg) “Good teaching has its own rewards and some of them are more valuable than money.” (Barrett) “Try to figure out what your students’ concerns, interests, and issues are. Listen to what they say, carefully.” (Hoddeson) “Worrying about your whole teaching style is paralyzing; I think you have to break it into manageable bits.” (Crowston) “Care. Try. Find out what works for you. There are no formulas.” (Lynn) “There is no substitute for clarity of expression.” (Crummey)

And on that last point, Schiller’s students nod their head in agreement.

***“I decided at that moment to never write off a student, to try to reach every single one of them, even if I often failed.”***



## NEW FACULTY

**MARCELO BUCHELI**, who holds a joint appointment in History and Business, received his Ph. D. from Stanford University in 2002. His book, *Bananas and Business: The United Fruit Company in Colombia, 1899-2000*, was published in 2005 by New York University Press. *Bananas and Business*, based on oral interviews as well as records from United Fruit's company archive, examines the means by which local societies and governments try to influence the operation of multi-national companies. Marcelo has published a number of essays on this subject as well, exploring, for example, contract disputes between United Fruit and local planters, as well as the impact of local labor relations on this gigantic American company. In 2004, he received the Harvard-Newcomen Award for the best article published that year in the journal *Business History Review*.



Using his first book as a model, Marcelo hopes to do a comparison of the operation of oil companies across South and Central America in the nineteenth and twentieth centuries. In the meantime, he has begun his teaching

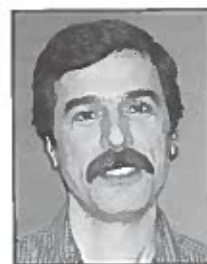
career at UIUC, teaching History 200: Latin America in the World Economy in the fall of 2006. Last but not least, Marcelo participated in a faculty tour of China's booming trade metropolises Shanghai and Hong Kong over winter break. He describes the experiences as "mind-blowing." Half the construction cranes in the entire world, he notes, are now located in Beijing.

### BEHROOZ GHAMARI-TABRIZI

Professor Behrooz Ghamari-Tabrizi joined the Department this fall, as a joint professor in History and Sociology. Hired last year as a specialist in the newly emerging field of Transnational and Global History, Behrooz received

his Ph. D. in Sociology from the University of California, Santa-Cruz. His own work tries to understand contemporary Islamism, as a social and intellectual phenomenon. He argues that the mistaken identification of Islamist movements with "fundamentalism" has resulted in a misperception of their demands. Only by understanding the late-twentieth century conditions which shaped their emergence, Behrooz argues, can we understand them correctly.

Behrooz has published widely on this subject. Select publications include "Is Islamic Science Possible?" in *Social Epistemology*, "Post-modernity and the Emergence of Islamist Movements," in *International Review of Social History*, "Islam, Globalization, and Human Rights: The Case of Iran," in



## FACULTY PROMOTIONS

**POSHEK FU** was promoted to full professor in 2004. Professor Fu specializes in the history of 20th century China with an emphasis on cinema and popular culture. He has distinguished himself as a historian of transnational Chinese film through his recent book, *Between Shanghai and Hong Kong* (Stanford, 2003) which makes visible the history of Chinese cinema between 1935 and 1950. Here Fu models a truly transnational history. For not only does he excavate the cultural landscapes of Chinese film, he re-materializes its multiple geographies, tracking its emergence and consumption in Hong Kong, Taiwan and among overseas communities in Southeast Asia and North America—in addition to mainland China itself. Drawing on a wide range of archival and print culture sources as well as on the films themselves, he rejects



the pro-Japanese interpretation which has characterized scholarly treatments of Chinese cinema in this period, emphasizing instead its multi-layered meanings and especially its wide circulation. He also manages to keep the many registers of film production—from the script to the hiring of talent to distribution—in play at once, giving us a multidimensional history that evokes 20th century political circumstances and the cultural pressures exerted on and by them. Transnational work like this is often faulted for its inattention to the local, but Fu makes clear the ways in which local tradition was both popularized and mobilized amongst a variety of audiences, serving as a crucial tie between Shanghai and Hong Kong and shedding new light on the history of this "intercity" relationship.

Fu's new research focuses on the international phenomenon of the Shaw Brothers cinema. The Shaw (Shao in Chinese) Brothers Studio was founded in Shanghai in the 1920s, but it did not remain limited to that urban center. In

keeping with his interest in the capacity of film to carry "Chinese" cultural across the world, Fu is focusing here on the Shaw Brothers' operation as a global apparatus, competing with Hollywood and capitalizing on the desire for pan-Chinese cultural forms among diasporic communities. Fu has organized conferences along the theme of his new work in Singapore, Hong Kong and Champaign-Urbana—where, in 2003, he brought together speakers from around the world to address the global complex of politics, culture and economics that the Shaw Brothers Studio represents. He has also published several articles on the subject in edited collections in the US and Hong Kong.

Professor Fu received his doctorate from Stanford University in 1989. His other publications include *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937-1945* (Stanford, 1993) and with David Desser, *The Cinema of Hong Kong: History, Arts, Identity, 1900-1997* (Cambridge, 2000).

*Political and Legal Anthropology Review*, "Contentious Public Religion: Two Conceptions of Islam in Revolutionary Iran," in *International Sociology*, and "Loving America and Longing for Home: Isma'il al-Faruqi and the Emergence of Muslim Diaspora in the United States," in *International Migration*. He is currently completing a book manuscript, entitled "Islam and Dissent in Postrevolutionary Iran," which is going to be published jointly by I.B. Tauris and St. Martin's Press.

Meanwhile Behrooz has begun his teaching career in the department, teaching Global History in the Fall of 2006. He writes: "It was truly an eye-opening experience for everybody in this class, as we met three times a week at 8:00 o'clock in the morning." Though on leave Spring 2006, he plans future courses on such subjects as "Orientalism and its Critics," "Messianic Movements," and "Islam and Modernity."

#### SHO KONISHI

joined the Department in the Fall of 2005, as Assistant Professor of History and East Asian Languages and Cultures. Sho earned his doctorate in history at the University of Chicago, before receiving a Post-Doctoral Fellowship from Harvard University's Reischauer Institute.

Sho's interests include Japanese intellectual history, transnational knowledge-making and translation practice in modern Japan, politics and culture, epistemology, and the philosophy of history. At UIUC, he is teaching undergraduate and graduate courses on various aspects of Japanese history from 1600. Most recently, he was an invited speaker for the centennial commemoration of the Portsmouth Treaty that ended the Russo-Japanese War, held at Dartmouth College last September. The conference brought together



academic and diplomatic communities from Russia, Japan and the U.S. Conference papers will be translated into Japanese, Russian and English and published under the sponsorship of the Kennan Institute of the Woodrow Wilson International Center for Scholars and the International House

of Japan. Currently he is writing an essay on the Japanese Orthodox Church in Meiji Japan. He is also completing a monograph, based on his dissertation, which was entitled "Cooperatist Modernity: Anarchism and Japanese-Russian Transintellectual Relations in Meiji-Taisho Japan".

## MELLON POST-DOCTORAL FELLOWS

**PROFESSOR TRACY TESLOW** (Ph. D., University of Chicago, 2002) joins us from the University of Cincinnati, where she is an Assistant Professor of History. With a doctorate in the history of science from Chicago, Tracy specializes in the history of anthropology in twentieth-century America. Her book manuscript, "Art, Race, Anthropology: The Science and Art of Difference in Interwar America", studies the intersection between debates about race and race-mixing within anthropology and conversations about race among African American artists and writers. Her central question is why the new, Boasian anthropology, which reconfigured notions of cultural difference, failed to exert a similar transformative influence on notions of race. Tracy reconstructs anthropologists' participation in exhibitions such as one mounted by the Field Museum in 1933, where some 100 bronze figures illustrating the "principal races of mankind" were displayed. Such racial anthropology has long been forgotten, she contends, but the story of its long persistence illustrates how racial thinking survived in the twentieth century, despite numerous attempts to declare it dead.

In her teaching here at UIUC, Tracy has turned her interest in visual and public culture into a new class, History 396D: Art, Race, & Nation: Citizenship and Identity in the United States. Students analyze monuments and icons ranging from Civil War monuments to Grant Wood's *American Gothic*, considering the ways in which these images provide allegories of the role of race in key moments in American history.

**DR. AMELIA H. LYONS** received her doctorate in Modern European History at the University of California, Irvine in June 2004. She studies the interaction between Algerian immigrant families and the French welfare state during the era of decolonization—a subject whose importance was recently thrust into the headlines by riots in Paris's suburbs. As it turns out, the Social Action Fund which the French government has tapped to grapple with immigrants' discontent is a descendant of an organization developed to make Algerians French after World War II. At one point, Amelia notes, the French government offered Algerian women medals for producing new French citizens—a fact easily forgotten in today's toxic racial climate. Thereafter, she shows, the welfare organizations developed to foster Algerians' sense of French republican identity became the basis for France's treatment of immigrants and minorities more generally, after the Algerian War for Independence (1954-1962).

Amelia comes to us from Claremont-McKenna College in California, where she was a visiting professor of history from 2003 to 2005. This semester she is teaching History 352: Women and War in Europe, 1914-1945. Her goal for this year is to make considerable headway in converting her dissertation into a book.



## GRADUATE STUDIES AT ILLINOIS

### *Recent Accomplishments and Efforts*

by Kathryn Oberdeck

With our department's stature in graduate training and attractiveness to graduate students advancing yearly, and a solid base of organization and development achieved by the last several graduate studies directors, I am very fortunate in beginning my three years as graduate director in a situation full of promise.

Of course, the foundation of that promise rests on our intellectually compelling, imaginative, and highly successful graduate students themselves. Twenty-four new students joined this group in the Fall of 2005. Once again, a large pool of 191 applicants and a high rate of matriculation among those we accepted into the program (nearly one in two accepted students matriculated) confirm our ongoing strengths. Our efforts at diversity recruitment, which brought in a strong cohort of five underrepresented minority students, were ably overseen by Adrian Burgos, who will undertake diversity recruitment again this year under the title Assistant DGS for Diversity Initiatives.

There were also many notable achievements among our continuing students and those who recently completed their degrees. We awarded nine Ph.D.s in 2004-05. Placement was successful, with six job-seekers finding tenure track teaching or research positions, and several others starting off with prestigious post-doctoral fellowships. Students in the midst of their research and writing are supported by a range of impressive external and internal grants, including the Social Science and Humanities Research Council of Canada, Fulbright, and American Council of Learned Societies, and two are recipients of our highly competitive Graduate School Dissertation Completion Fellowships.

As usual, both current and past students distinguished themselves and the department with awards for outstanding teaching and writing. Robert Sanchez received a Campus Award for Excellence in Undergraduate Teaching. Michael Austin (Ph.D. 2000, assistant professor of History at Yale) was awarded "The Samuel and Ronnie Heyman Prize for Outstanding Scholarly Publication or Research" by Yale for his book, *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy* (Harvard, 2004). Kudos!

Graduate Students at the University of Illinois add immensely to the intellectual vitality of the department through the impressive range of discussions and presentations of exciting historical work they sponsor. The yearly Graduate Symposium on Women's and Gender History,

held in March, is an increasingly prominent example, drawing to last year's conference a remarkably international array of presentations, in a diverse and stimulating program. The Midwest Labor and Working Class History Colloquium in April extended the intellectual community of graduate scholars in another of the department's strongest fields. In addition to these student-organized meetings that bring graduate scholars from diverse institutions to Urbana-Champaign, graduate students also participate in and help to coordinate a tantalizing array of ongoing reading groups within the department and through the Illinois Program for Research in the Humanities, including Gender and History, Russian Studies Circle, Working-Class History Reading Group, Early America and the Atlantic World, Early European History, and Blackness and Belief. These are just a few of many demonstrations of the initiative and intellectual vitality through which our graduate students help make our graduate program as attractive and successful as it is.

The graduate program itself has a number of new features developed through the department's participation in the Carnegie Initiative on the Doctorate. Imaginatively overseen by former DGS Clare Crowston, the innovations that grew out of the Carnegie Initiative include a new first-year historiography and research sequence to get students quickly to the meat of historical interpretation, and a new set of first-year and second-year review meetings to check in with student progress and anticipate preliminary examinations. The program is continuing its participation in national initiatives to improve graduate education through the Ph.D. Completion Project.

It is an honor to undertake the task of overseeing the continuation and consolidation of such success. I am very grateful for the imaginative help of Professor Adrian Burgos as Assistant DGS for Diversity Initiatives and Professor Carol Symes who has energetically and adroitly taken over as TA Coordinator, as well as Professors Clare Crowston and Mark Micale whose recent work as graduate directors left me many achievements to build on. With the additional support of the many faculty who enthusiastically promote graduate education in the department as advisors, mentors, and graduate instructors, I look forward to maintaining and building upon this exciting record in graduate training.

Information on all our graduate students, current and recent PhDs, and many other related items may be found on the Department website: [www.history.uiuc.edu](http://www.history.uiuc.edu)

## GRADUATE STUDENT PROFILES

### *Jazz Culture and History*

An obsession with the past—as expressed through swing, cool, and bebop—and the experience of growing up listening to jazz radio and the tall tales of a man who had lived in this musical culture, are ultimately responsible for bringing **Nicholas Gaffney** to the University of Illinois to begin doctoral studies in history.



Born during an icy St. Paul, Minnesota, winter and raised through many muggy Atlanta, Georgia summers, Nicholas has always loved jazz. Nicholas's grandfather Ira Allen, a Pullman Porter, who witnessed the evolution of the music as he rode from Tennessee to Chicago and St. Paul, deserves the credit for introducing him to the music. Allen's romantic accounts of the lived jazz experience, better than any fairy tale, stories told while one of the country's greatest jazz radio stations (KBEM St. Paul) broadcast in the background, have led to Nicholas's large and still growing (with every stipend check) CD collection, and his desire to fashion a professional career out of recreating jazz culture from the traces that it has left behind.

With the ultimate goal of becoming a jazz historian and critic, Nicholas plans to specialize in twentieth century American and African Ameri-

can history with a particular focus on jazz history and culture. Nicholas comes to the history department by way of Morehouse College, in Atlanta, Georgia, where he received his Bachelor's of Arts in Literature in 2002, and Ohio State University where he received his Master's of Arts in African American and African Studies in 2005. He conceptualizes his contribution to the field of jazz history in relation to his research related to the jazz audience. Much of jazz's historiography focuses on the intellectual history of jazz musicians and their critics. His master's thesis, "*The Networks of Jazz Production and Consumption and the Marketing-Out of the Black Working Class*," examined the ways that the jazz audience interfaced with jazz music as a commoditized entity, and the ways in which individual and collective identities were formed through the consumption of the cultural product. The project further interrogates this theme in relation to the jazz audiences' racial and class diversity.

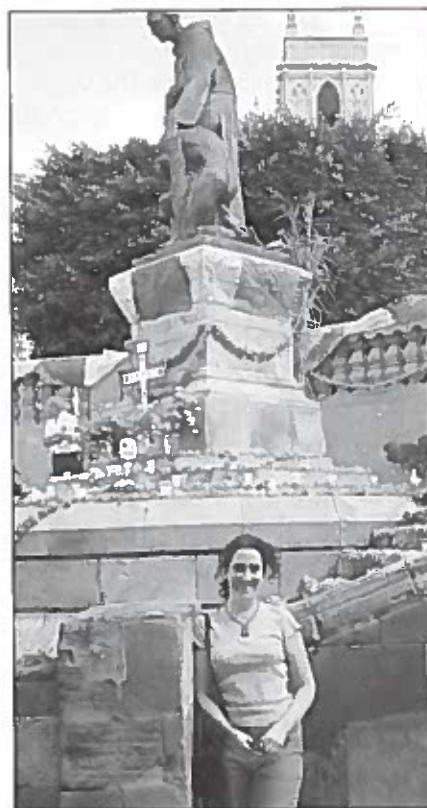
In addition to the continued development of this project, Nicholas has become increasingly interested in investigating the political side of the hard bop era of jazz and its relationship to the Civil Rights Movement of the 1960's. He wishes to research and understand the development of albums such as Art Blakey's *Freedom Rider* and Max Roach's *Freedom Now Suite*, the circumstances of their production, their influence on consumers, and the impact they had in developing the cultural side of the movement.

Beyond the academy, Nicholas's hobbies include cycling and, naturally, hanging out in jazz clubs. He is also an aspiring pizza chef who one day hopes to open a brick oven pizza parlor. One question that jazz fans always seem to ask each other is "what is currently in your CD player?" Nicholas Gaffney's answer is Jimmy Smith's *Home Cookin'*.

### *Children in Mexico*

**Eileen Ford** is currently completing a dissertation entitled "Children of the Mexican Miracle: Modernity and Childhood in Mexico City, 1940-1968" under the direction of Dr. Cynthia Radding, who has moved from UIUC to become the director for the Latin American and Iberian Institute at the University of New Mexico. Eileen holds a Dissertation Completion Fellowship for 2005-06. Her research interests include childhood, Latin America, gender, transnationalism, visual culture, and cultural history. In summer 2005, she taught History 406 (*Mexico from 1519*) to a small group of undergraduate students here at UIUC.

Eileen began the Ph.D. program in the fall of 1999 with an MA degree from the University of Illinois at Chicago. Since then, she has made several scholarly trips to Mexico. A pre-dissertation research grant in summer 2000



Eileen Ford in San Miguel de Allende in front of a Day of the Dead offering.



from the Center for Latin American and Caribbean Studies (CLACS) allowed her to conduct preliminary research in the archives of Mexico City. In summer 2001 with the support of a Foreign Language Area Studies (FLAS) grant and the Hewlett Foundation, she attended the Oaxaca Summer Institute in the southern state of Oaxaca, Mexico. She was able to meet numerous scholars of Mexico, both those practicing in Mexico and those from other countries, and a small group of graduate students from Mexico, the United States, and Canada. Ultimately, she focused her research interests on childhood in post-revolutionary Mexico City, with the theoretical and methodological concerns of gender, race, class and transnationalism at the forefront.

During her graduate career, FLAS funding allowed Eileen to expand the scope of her training in Latin American history, and achieve expertise in the Portuguese language and the history and culture of Brazil. Eileen studied Portuguese here at the University of Illinois for three academic years

and for one summer at the Universidade Federal do Ceará in the northeastern city of Fortaleza, Brazil.

The study of gender and women's history, a strong element in the UIUC graduate program, has been an important part of her academic training. She was a committee member for the *First Annual Graduate Symposium on the History of Women and Gender* (2000), headed its advertising committee in 2002, and was a discussant in a roundtable in 2005. Eileen served on the organizing committee for the *Third International Colloquium on Women and Gender in Mexico* held in Salt Lake City in September 2005. Putting together this conference proved to be very rewarding, particularly because its main goal is to foster a dialogue between scholars of Mexico living on both sides of the border.

Funding from outside bodies has also been a great help in her research. In the fall of 2002, Eileen researched briefly at the Rockefeller Foundation Archive before heading to Mexico in November of that year. She had a Fulbright-Hays Doctoral Dissertation Re-

search Fellowship which allowed her to live in Mexico City for just over one year. During this time, she worked in several archives and libraries in Mexico City and conducted oral histories. The people and the landscape were just as instrumental to her experience. On weekends and holiday breaks, she often traveled via bus throughout Mexico. She particularly enjoyed her trips to San Cristóbal de las Casas, Chiapas, the Copper Canyon in Chihuahua, and the old mining city of Guanajuato.

Eileen likes to spend her free time relaxing with family and friends, watching movies, reading, and listening to music, and cooking. She loves to travel and explore new places. After completing her dissertation, she would like to spend a few weeks traveling in Brazil. Presently, she is applying for post-doctoral fellowships with the hope of turning her dissertation into a book manuscript while teaching. As her second project, she would like to undertake a comparative study of childhood in Rio de Janeiro and Mexico City in the post-1940 period.

## OBITUARY: BENJAMIN PHILLIP UROFF (1933-2005)

**Professor Benjamin Phillip Uroff**, a longtime member of the Department of History, passed away suddenly on Tuesday October 18, 2005. He was 72.

Professor Uroff joined the Department in 1965 and served for 32 years, retiring in 1997. He was a specialist in seventeenth-century Russian history, well-known in Slavist circles for his original translation of an important source on pre-Petrine history, Grigorii Kotoshikhin's memoir *On Russia in the Reign of Alexis Mikhailovich*. This translation was the subject of his Ph.D. dissertation at Columbia University (1970), and has remained a vital resource for scholars in the field since.

At Illinois, Professor Uroff was instrumental in the development of the Russian and East European Center, serving as its Research Director and also as the first Director of its famed Summer Research Laboratory. The inaugural year of the Research Laboratory in 1973 drew forty associates, scholars from around the world, and thereafter the program helped establish Illinois as one of the most

important centers for Russian and East European Studies in the United States. Ralph T. Fisher, Professor Emeritus of History and longtime Director of the Russian and East European Center, remembers: "Time after time people would come into my office after they had finished their work in the library and express their admiration for Ben's broad knowledge of even obscure topics and publications in Russian history."

In 1989-1990, Professor Uroff also served as the President of the Early Slavic Association. He was an active member of the St. John the Divine Episcopal Church, where memorial services were conducted for him on Saturday, October 22, 2005. Professor Uroff is survived by two daughters, Elizabeth (Betsey) Schrock of Atlanta, Georgia and Catherine (Katya) Brill of Longmeadow, Massachusetts. Memorials should be sent to: Yale University Alumni, Benjamin Uroff Class of 1954, 265 Church St., New Haven, CT 06510.



## JOHN LYNN RECEIVES PALMES ACADEMIQUES

On April 12, 2005 the French cultural attaché awarded John Lynn the Palmes Académiques for “the remarkable work he has done as a historian and a professor of French history” at a campus ceremony. History chairman Peter Fritzsche reflected: “The department of history is delighted to share the honor bestowed on John Lynn. The *Palmes Académiques* is extraordinary international recognition for a lifetime of innovative, influential scholarship.” The Palmes is one of five ministerial orders presented by the French Government, the best known being the *Légion d’honneur*. A few years after creating the *Légion d’honneur*, Napoleon instituted the Palmes Académiques to recognize cultural and academic merit. Lynn holds the Palmes at the rank of *chevalier*, or knight. He is the first historian at the University of Illinois to be so honored. Lynn has been teaching French history and military history at Illinois since 1978. He is an international expert on early modern European and French military history, and in recent years he has expanded his research interests to include the history of Western and non-Western military institutions and warfare.

For the past year and a half Lynn has been teaching an undergraduate course on the history of terrorism since 1945. He has been teaching a monthlong U. of I. study-abroad course in France on the history of that country since 2000. In his acceptance speech, Lynn reminded those present that “if we helped to liberate France, France also helped to liberate us.” He told the story of how Pershing visited the tomb of Lafayette shortly after the United States entered World War I. “Pershing recognized there was a debt to be paid. So do I. For me, fulfilling that obli-



gation has been and continues to be a labor of love: love of France and her people, and love for those I study and those I teach.”

Also at the ceremony, Illinois faculty members who are serving as principal investigators on collaborative projects with France’s *Centre national de la recherche scientifique* (the National Center for Scientific Research) and *Institut national de la recherche agronomique* (National Institute for Agricultural Research), were recognized, as were two Illinois history professors, Clare Crowston and Mark Micale, who are coordinating the 52nd annual meeting of the Society for French Historical Studies, to be held in April 2006 at Illinois.

### PH.DS PLACED 2004-05

Maurice Amutabi (ABD in July 05), visiting at Central Washington State U

Kris Durocher-Wilson (ABD in July 05), tenure-track, Morehead State University, Kentucky

Dawn Flood (2002-03), tenure track, Campion College at the University of Regina

Michael Hughes (2004-05), tenure-track, Iona College

Robert Jacobs (2003-04), Research Assistant Professor, tenure-track, Hiroshima Peace Institute, Hiroshima City University

Robert Saxe (2002-03) from visiting to tenure-track at Rhodes College, Tennessee

Robert Sanchez (ABD in July 05), tenure-track, Gallaudet University

Brian Sandberg (2001-02), tenure-track, Northern Illinois University

Michael Sherfy (ABD in July 05), visiting at Ohio State U. (Newark), (beginning 1/06)

Christine Varga-Harris (ABD in July 05), visiting at St. Thomas University, Fredrickton, New Brunswick

Kerry Wynn (ABD in July 05), visiting at Bloomsburg State, PA

### POST-DOCTORAL FELLOWSHIPS

Theodora Dragostinova (ABD in July 05), Harry Guggenheim Fellowship

Bruce Hall (ABD in July 05), Mellon Post-doctoral Fellowship, Johns Hopkins U.

## NEW HISTORY, PHILOSOPHY, AND NEWSPAPER LIBRARY OPENS

After almost eighty years in Room 424 in the University Library, the History and Philosophy Library closed its doors on August 5, 2005. Our longstanding dream of relocating to a larger, more comfortable and convenient space was realized with the move of the History and Philosophy Library to 246 Library, the site of the former Newspaper Library, and merger with the collections and staff of that unit.

The aim of this merger is to create a “historical research node” in the Library. Although historical research is actively supported by several libraries—such as the Rare Books and Manuscripts Library, the Illinois Historical Survey, and the University Archives—the new History, Philosophy and Newspaper Library will be the central locus for historical research within the library system. It will provide a concentration of expertise and resources that should benefit students and faculty from many different departments and programs on campus—speech communications, educational policy studies, advertising, art history, environmental sciences and sociology—as well as history.

The idea of the merger took shape as we began to recognize that internet access to current newspapers has fundamentally altered the concept of a newspaper collection. No other genre of electronic text has been so enthusiastically adopted as online newspapers, and this was reflected in the dwindling number of readers of current print newspapers in recent years in the Newspaper Library. The main constituency for newspapers in libraries is now students and scholars engaged in historical research, who are using our extensive historical backfiles as primary source material. This new focus on retrospective newspapers provided the logic for the consolidation of the two libraries.

The gain in area is substantial, from roughly 2400 square feet in 424 Library to 3600 square feet in 246 Library. Yet because the new library has a larger staff and much broader collection and service responsibilities, much of that space is taken up by reading tables and staff work areas, and there is little increase in linear feet of shelving for books. What we see is the great gain in the infrastructure—very dramatic, with excellent lighting, comfortable seating, collaborative workspace, wi-fi access, and brand new microfilm viewer-scanners.

As part of the merger, the History, Philosophy and Newspaper Library also took custody of the Library’s general microfilm collection. Formerly housed on deck 7E in the bookstacks, this collection of 90,000 reels had been neglected and underutilized for many years. Now relocated to the History, Philosophy and Newspaper Library





stacks, the collection has been integrated into the newspaper microfilm collection, for a total of some 210,000 reels of film. All of the printed guides to microfilms are shelved with the microfilm in our stacks, and there are four state-of-the-art microfilm viewer-scanners newly available to facilitate the use of these collections. With these viewer-scanners, images from microfilm can be edited to improve legibility and then downloaded to storage devices such as a memory stick or flash drive, burned to CD, e-mailed, or printed. Library patrons born after 1980 seem to understand instinctively how to use this equipment; for older patrons, we have developed a step-by-step, illustrated guide.

To borrow a phrase from the movie "Field of Dreams," we were delighted to discover that "if you build it, they will come." From the first day of operation as the History, Philosophy and Newspaper Library, we have been swamped with students studying, using the collections, and seeking help with term papers and dissertation research. At a time when librarians fear losing their patrons to the ubiquitous worldwide web, the experience of the History, Philosophy and Newspaper Library proves that the idea of the scholarly commons is alive and well.

Mary Stuart  
History, Philosophy and Newspaper Librarian  
<http://www.library.uiuc.edu/hix>



## PH.D.S AWARDED 2004-2005

**Catherine Adams** "What I Did is Who I Am': African American Women and Resistance to Slavery in Colonial and Revolutionary New England" (Littlefield)

**Masatomo Ayabe** "The Ku Klux Klan Movement in Williamson County, Illinois, 1923-1926." (V. Burton)

**Ian Binnington** "They Have Made a Nation': Confederates and the Creation of Confederate Nationalism" (V. Burton)

**Jonathan Coit** "The Discourse of Racial Violence: Chicago, 1914-1923" (Oberdeck)

**Irina Gigova Ganaway** "Writers of the Nation: Intellectual Identity in Bulgaria, 1939-1953" (Hitchens)

**Michael Hughes** "Vive La Republique! Vive L'Empereur!': Military Culture and Motivation in the Armies of Napoleon, 1803-1808" (Lynn)

**Minkah Makalani** "For the Liberation of Black People Everywhere: The African Blood Brotherhood, Black Radicalism, and Pan-African Liberation in the New Negro Movement, 1917-1936." (Walker)

**Roy McCullough** "'Un Chatiment Exemplaire': The French Army of the Seventeenth Century, Instrument of Absolutism" (Lynn)

**John Wedge** "A Tenuous Air: The United States, Radio Architecture, and Global Space, 1933-1951" (Leff and Hoddeson)



## ROUND-UP OF THE UNDERGRADUATE PROGRAM

History continues to be a very popular major at the University of Illinois. Indeed, the number of majors continues to climb, from the mid-300s in the early 1990s to about 570 majors today — and this is not counting the large number of double-majors who choose history as one of their specialties.

What makes this continued rise particularly remarkable, perhaps, is the fact that the requirements for the major also continue to go up. The past three years have seen a fundamental revision in the coursework history students have to complete. Most notably, the department has added a new, 'gateway' course on historical interpretation, meant to bring students into theoretical and practical questions quicker (and also to discourage the occasional bench-rider; see below). Despite — or perhaps because of — this rigor, the department continues to attract adventurous and active students. A number of our majors have been trying to combine history with advanced language study, including, in recent years, such languages as Sanskrit and Old Norse. Andrew C. Johnston, winner of the 2005 Martha Belle Barrett prize for outstanding senior honors thesis, translated extensive primary source material from Latin for his original essay, "The Development of Gallo-Roman Citizenship, Civic Constitutions, and Public Offices, 70 BC—250 AD." Nor has more recent history been forgotten. Christine Lynne Stepanski, the recipient of the 2004-05 Robert W. Johannsen scholarship, used adoption as a prism to study race relations in contemporary America. (Her thesis was entitled "Adoption of Asian Children by White Adoptive Parents, 1950s to the Present: A Historical View of Race and Culture.")

With the addition of courses such as *History 100: Global History* and *History 101: Global Environmental Change*, the department continues to reflect in its teaching the extraordinarily broad range of faculty research in History at UIUC. Browsing our current course offerings, graduates may notice an initially confusing but ultimately logical renumbering of all our courses, graduate and undergraduate. A handy conversion table is found on the History website at [www.history.uiuc.edu/NewUndergraduate/Coursechart.html](http://www.history.uiuc.edu/NewUndergraduate/Coursechart.html).

Last but not least, our recent exchange student from South Africa Claudia Gastow writes to say that she has published an article on the history of efforts to get the University to divest from South Africa during Apartheid. This paper began its existence as a research project under the supervision of Prof. Craig Koslofsky. (Claudia Gastow, "Struggling for Freedom: The Divestment Movement at the University of Illinois at Urbana-Champaign, 1977-1987," *Safundi: The Journal of South African and American Comparative Studies* 20 (October 2005): 1-26).

### *The Big Picture: History 200 Enters the Major*

Read all the books you want: you won't really feel at home in some corner of the past until you've written its history yourself. For years, therefore, the History Department at Illinois has used a research seminar as the major's 'capstone' course, the last rite of passage every graduate has to go through. Spending the semester pouring over a specialized topic, juniors and seniors craft questions, gather sources, and try their hand at producing history themselves. More than one, no doubt, has wondered (especially those who come to the research seminar having taken mostly lecture courses): "And just why do we start working on these skills at the end of our undergraduate career?"

Good question! Deciding that holding instruction in basic research skills until the 'capstone course'—or assuming that students acquire these skills through some sort of academic osmosis—was a bad idea, in 2002 the History Department instituted a new course: History 200, 'Introduction to Historical Interpretation.' The goal of the course (required of all majors beginning in Fall 2004) is to provide a workshop for research skills at the beginning, rather than at the end, of the major. Breaking down the craft of modern historical research into its component parts, History 200 introduces students to the nuts and bolts side of history writing, much like introductory lab courses bring students into in Chemistry.

What's the best way to sort through the thicket of historical opinion that surrounds your topic? How do you choose the conceptual and narrative frame that works best for your interests? What's the difference between working with a memoir, and using a photograph? What sort of persona do you wish to project to your readers, as a historian? These and other questions are covered in this gateway course—along with such mundane things as doing a footnote 'Chicago Style.'

Like the research seminars they prepare students for—but without the pressure of being the real McCoy—History 200's center on specialized topics chosen by their instructors. Recent titles have included '*Religion and Conflict in Early Modern Europe*,' '*20<sup>th</sup> Century Germany*,' '*The History of Night, Medieval to Modern*,' '*History and Film*,' '*Latin America and the World Economy*,' and '*Poverty*.'

In *History 200: The Enlightenment*, taught in Spring 2005 by Professor John Randolph, students introduced themselves to the 'Age of Reason' by examining the many different approaches historians have used to write its history over the past two hundred years. They compared classic portraits of the Enlightenment as an intellectual movement — such as Carl Becker's *The Heavenly City of Eighteenth-Century Philosophers* — with the works of

## FACULTY RETIREMENTS

### Richard C. Burkhardt



Much to the regret of his colleagues, Chip Burkhardt retired at the end of the spring semester, 2005. Chip began teaching at UIUC in 1972. His career since then has been marked by distinction and service in many areas: he chaired the History Department, directed the Campus Honors Program, twice received the Campus Award for Excellence in Undergraduate

Teaching, and was supported by various fellowships including a Guggenheim.

His retirement coincided with the publication of his new book, *Patterns of Behavior: Konrad Lorenz, Niko Tinbergen, and the founding of ethology* (University of Chicago, 2005). A history of the making of the modern discipline of studying animal behavior, it has already received rave scholarly reviews. It has also been awarded the Susan Abrams Prize of the University of Chicago Press.

Retirement has freed Chip to pursue his ambitious research program full-time. He is nearing completion of a manuscript on the early history of the Paris Zoo, the world's first zoo, which will include thrilling stories about the adventures of giraffes and other beasts as well as insights into the relationship between theory and fieldwork in early nineteenth-century biology. He will work on the zoo story during a spring stay in Cassis, France, where he will be a residential fellow at the Camargo Foundation.

Chip already has another project lined up beyond this, a history of the school for naturalists that flourished in early nineteenth-century France and sent travelers around the world in search of exotic flora and fauna. Knowing that many of the agents of scientific progress did not survive their journeys, Chip will not try to visit all the sites of their collecting activity; he will probably hover closer to their point of departure, the Museum of Natural History in Paris.

On November 10-11, 2005 there was an on-campus symposium in honor of Chip. Seven scholars from across the United States gathered to discuss scientific travelers; they were joined by Janet Browne of the Wellcome Institute in London, England, whose Millercomm talk served as the opening event.

practitioners of social and cultural history such as Robert Darnton and Dorinda Outram. The class featured a fierce debate over the relative merits of the educational theories of Locke and Rousseau, and concluded with an original research essay — based on a recent collection of sources edited by Lynn Hunt — on the connections between the Enlightenment and modern conceptions of human

### Frederick C. Jaher



A teaching career spanning 37 years in the history department at Illinois ended in Spring 2005 with the retirement of Fred Jaher. A specialist in American social history, Jaher did his undergraduate work at CCNY before taking his M.A. and then his Ph.D. at Harvard. He came to the Urbana campus in 1968 after teaching at CCNY, Long Island University, and the University of Chicago.

A prolific author, Jaher's books include *Doubters and Dissenters: Cataclysmic Thought in America, 1855-1918*; *The Urban Establishment: The Upper Strata in Boston, New York, Charleston, Chicago and Los Angeles*; *A Scapegoat in the New Wilderness: The Origins and Rise of Anti-Semitism in America*; *The Jews and the Nation*, and the edited volume *The Rich, the Well-Born and the Powerful*. He published articles in various collections of essays and in journals such as *Labor History*, the *Journal of Social History*, and *American Quarterly*.

He was a frequent panelist and lecturer at professional meetings and conferences throughout his career; and he lectured and gave seminars in Japan and in Israel, as well as at Columbia, NYU, Arizona State, and Pittsburgh (where he was the Andrew Mellon Visiting Professor in History in 1983). In 1986, he was Fulbright Professor of American Civilization at Hebrew University of Jerusalem, and in 1971 a Fellow at the Center for Advanced Study at UIUC. In the department he served on the Executive Committee, and as Admissions Officer and Placement Officer for history graduate students.

Among the courses taught by Jaher were "Social History of Industrial America", the "History of Sport in America", and numerous graduate seminars on U.S. Social History. In recent decades, he co-taught with LAS Assistant Dean Stephen Shafer a course cross-listed with Cinema Studies on "Film and American Society." Commenting on a teaching colleague with whom he collaborated for over twenty years, and from whom he had taken courses during his own Ph.D. studies, Shafer observed, "I have found Fred to be a wonderful and generous person with whom to work. In class, as a teacher, he is creative and always concerned about his students. His seemingly casual but remarkably effective teaching style strongly encourages student discussion, and his classroom comment invariably are informative and insightful. It was a privilege to have taught with him for so many years."

rights. "My goal in this course was to make students decide for themselves what kinds of history really matter to them," Randolph writes. "The only way to do this is to experiment with different approaches, and decide which makes the most sense." If students come out of History 200 having learned to think of themselves as historians, it will have served its main purpose.

## FACULTY NOTES

**Jean Allman** continues to direct the Center for African Studies, a US Dept. of Education National Resource Center, and to co-edit, with Antoinette Burton, the *Journal of Women's History*. Indiana University Press published her edited collection *Fashioning Africa: Power and the Politics of Dress* in 2004, and *Tongnaab: The History of a West African God* (with John Parker) in 2005. Her current research is on migration, "traditional" belief systems and modernity. Allman currently serves on the Board of Directors of the African Studies Association and, with Allen Isaacman, edits the New African Histories book series at Ohio University Press.

**Jim Barrett** published a new edition of Hutchins Hapgood's, *The Spirit of Labor*, (1907; U. Illinois, 2004), on working-class life in Chicago. Articles include: (with David Roediger), "The Irish and the Americanization of the 'New Immigrants' in the Streets and in the Churches of the United States, 1900-1930," *Journal of American Ethnic History* 24:4; (with Roediger) "Making New Immigrants Inbetween: Irish Hosts and White Pan-ethnicity, 1890-1930," in *Not Just Black and White*, ed. Foner and Fredrickson, (Russell Sage Foundation, 2004); and "Ethnic and Racial Fragmentation: Toward an Interpretation of a Local Labor Movement" in Trotter, Lewis, & Hunter, eds. *African American Urban Studies* (Palgrave, 2004), plus several in the *Encyclopedia of Chicago*, (U. of Chicago, 2004). He spoke at the University of Cape Town, the International Congress of Historical Sciences in Sydney, Australia, and for area Social Studies teachers and the Champaign County AFL-CIO, and gave a keynote (with Roediger) at the Irish Studies Association, Notre Dame.

**John Buckler** contributed revised work to McKay, Hill, and Buckler, *History of Western Society*. (8<sup>th</sup> ed.) He took part in the Third International Conference on Ancient History in August 2005 at Fudan University in Shanghai, giving a paper on "The Mirage of Athenocentricity" and subsequently leading a seminar at Fudan. He will be on the American Philological Association's committee for "Assessing the Ancient Mediterranean World," contributing on Fourth-Century Greek History.

**Adrian Burgos** was awarded a Ford Postdoctoral Fellowship for the 2004-05 academic year, during which he completed revisions to his first book manuscript, "Playing America's Game: Baseball, the Color Line, and Latinos," and conducted research for his second project, "Harlem's Latino Numbers King: The Life Story of Alejandro

Pompez." Burgos also participated in the *Beyond the Barrio Symposium* at Macalester College, and delivered papers at the Puerto Rican Studies Association Conference and the Cooperstown Symposium on Baseball and American Culture. In July 2005, the National Baseball Hall of Fame named him to serve on its Screening Committee and Voting Committee to elect Negro League Players and Officials for 2006 Induction.

**Antoinette Burton** was named the Catherine A. and Bruce C. Bastian Professor of Global and Transnational Studies in fall 2004. She published a co-edited volume with former colleague Tony Ballantyne, *Bodies in Contact: Rethinking Colonial Encounters in World History* (Duke, 2005), for use in undergraduate world history courses. She received the William Evans Visiting Fellowship, University of Otago (NZ), where she gave lectures and did research on social reform links between Britain and the antipodes. Her article "Archive Stories: Gender in the Making of Imperial and Colonial Histories" appeared in P. Levine, ed., *Gender and Empire* (Oxford, 2004) and she gave a variety of talks in the US and Britain on her new project, a study of the Cold War cosmopolitan Santha Rama Rau. She co-edits the *Journal of Women's History* with Jean Allman.

In 2004, **Vernon Burton** testified before the President's Information Technology Advisory Committee, and in 2005 he testified before the National Commission on the Voting Rights Act, televised on CSPAN. He was Stice Lecturer in the Social Sciences at the University of Washington for 2004-05. He planned and hosted the British American Nineteenth Century History Conference, and he organized a symposium honoring Princeton University Professor Jim McPherson's retirement. His autobiographical essay, "Stranger in a Strange Land: Crossing Boundaries," was published in *Shapers of Southern History*. He continues as Associate Director for Humanities and Social Science at NCSA and as Executive Director of the College of Charleston's Low Country and Atlantic World Program.

**Shefali Chandra** co-taught with Clare Crowston the new graduate seminar on world, global and transnational history in 2004-05. She was a fellow at the Illinois Programme for Research in the Humanities, and presented one part of her work, 'Gender and Ambivalence' at their annual conference. Chandra presented papers at the Annual Madison South Asia Conference, and at the Berkshire Conference. She secured release time from the Research Board for Spring of 2006.

**Kai-wing Chow's** edited book *Printing and Book Culture in Late Imperial China* came out from the University of California Press. In addition, he published two book chapters on Chinese intellectual history: "Ideology and History: Yao Jiheng's Critical Scholarship and the Ideology of New Historical Science (*Xinshixue*)," in Mittag, Rösen, and Schmidt-Glintzer, eds., *Ideology and Historical Criticism* (Leiden: Brill) and "An Alternative Hermeneutics of Truth: Cui Shu's Evidential Scholarship on Confucius," in Ching-I Tu, ed., *Chinese Hermeneutics in Historical Perspective: Interpretation and Intellectual Change* (New Brunswick: Transaction Publishers). He gave lectures and presentations on the history of printing and Chinese intellectual history at various venues in the US, China, and Hong Kong.

**Clare Crowston's** published articles included "From Moral Economies to Rational Actors: Theory and the Interpretation of Economy and Material Life," in *Approaching Early Modern History*, (ed. Garthine Walker); "Apprenticeship outside the Guilds: Alternative, Parallel, and Complementary Systems of Apprenticeship in Eighteenth-Century Paris," *Annales: Histoire, Sciences Sociales* (May 2005); and "An Industrious Revolution in Late Seventeenth-Century Paris: New Vocational Training for Adolescent Girls and the Creation of Female Labor Markets," in *Secret Gardens, Satanic Mills: Placing Girls in Modern European History*, (ed. M. J. Maynes, et al.). She chaired the Pinkney Prize committee of the Society for French Historical Studies, and presented a paper at the society's annual meeting. She continued as Director of Graduate Studies for history in the fall semester, then took leave in the spring following the birth of her sons, Kian and Reza Banihashem.

**Donald Crummey** published an edited collection *Land, Literacy and the State in Sudanic Africa* (Trenton, NJ: Africa World Press, 2005) for which he wrote the introduction and co-authored a chapter with UIUC History PhD alum, Daniel Ayana; and a special issue of the *Journal of Early Modern History*, for which he commissioned and edited the articles, and contributed an introduction, "Ethiopia in the Early Modern Period: Solomon's Monarchy and Christianity." He also co-published an article with Getatchew Haile, "Abunä Sälama: Metropolitan of Ethiopia, 1841-1867: A New Ge'ez Biography," in *Journal of Ethiopian Studies*, XXXVII, 1. In December 2004, he was external examiner on a Ph.D. dissertation at the University of Paris I, and in June, 2005 his student Maurice Amutabi defended his dissertation, "Beyond Relief and



Rehabilitation: The Role of NGOs in Kenya's Development, 1924, 2000." Finally, he was awarded the department's Queen Prize for Excellence in Undergraduate Teaching.

**Ken Cuno** serves as Director of the Program in South Asian and Middle Eastern Studies (PSAMES), and administers a Title VI Undergraduate International Studies and Foreign Language Program grant, intended to strengthen the study of the Islamic world at UI. One of the activities supported by this grant was a new course, "Introduction to the World of Islam," which he co-directed with Charles Stewart in Spring 2005. In October 2004 Ken co-organized a symposium, "Family, Gender and Law in a Globalizing Middle East and South Asia," bringing together twelve scholars from four continents. In January 2005 he co-organized UI's first Turkish Studies symposium "Media and Society in the Late Ottoman Empire and Early Republican Turkey;" and during 2004-05 he organized two MillerComm lectures, one by Suad Joseph and the other by Francis Robinson. In November 2004 he presented "Sharia Court Regulations in Late 19th c. Egypt: The Effect on Marital Relations" at the Middle East Studies Association conference in San Francisco.

**Max Edelson** continues working on the environmental and economic history of early America and the Atlantic world. He published two articles in 2005. One explores the international reputations of two colonial commodities, rice and indigo, produced on South Carolina plantations during the eighteenth century. The other examines the relationship between slavery and the natural world in the early Southeast. He presented papers to the Early Modern Studies Institute at the Huntingdon Library in California, and to the International Seminar on the History of the Atlantic World in Cambridge, Massachusetts. In addition to teaching a new course on the Colonial Caribbean, Max offered graduate courses in early American material culture and the history of slavery.

**Augusto Espiritu's** book *Five Faces of Exile: The Nation and Filipino American Intellectuals* (Stanford) appeared in March 2005. He gave talks in April 2005 on his book, one for the University of California/Irvine and another for UCLA's Asian American Studies Department and Center for Southeast Asian Studies. His conference presentations included "The Meaning of Bandung: Carlos P. Romulo as America's Liberal Nationalist Critic" at the AHA in Seattle in January 2005, and "Whither the Nation? The Post-Colonial Visions of Jose Rizal and Bienvenido Santos" at the

## IN MEMORIAM: ROBERT M. SUTTON

Professor Emeritus Robert M. Sutton died on May 2, 2005, at the age of 89. Although he had been retired for 22 years, the long lines at the visitation were indicative of the special regard and affection with which he was held by hundreds of friends on campus, in the community, and across the state.

Bob Sutton was born and raised in Bunker Hill, a small town in southwestern Illinois, close enough to St. Louis for him to become a lifelong fan of the Cardinals. After graduating from Shurtleff College in nearby Alton, Bob came to the University of Illinois for a year on a scholarship, writing a M.A. thesis under J. G. Randall on "Opinion in Illinois Concerning the Secession Crisis, 1860-1861."

Bob next taught social science courses for four years at his high school in Bunker Hill. and then served three years in the U.S. Army Air Forces. Returning to the University in 1946, he earned a Ph.D. in two years, writing a dissertation under Theodore C. Pease. "The Illinois Central Railroad in Peace and War, 1858-1868" (published in 1981), which combined Bob's abiding interest in rail transportation and in the history of Illinois.

In 1948, Dr. Sutton (as students always called him) joined the history faculty as an instructor, advancing to assistant professor in 1951 and to associate professor in 1957. Beginning in 1956, he would "wear two hats," as he would say, splitting his time between teaching and administrative duties. After two years as assistant dean of the College of Liberal Arts and Sciences, he served six years as associate dean of the Graduate College.

In 1963, he was invited to head the Department of History at the University of Cincinnati, but he stayed at Illinois, was promoted to professor, and was appointed director of the Illinois Historical Survey. The Survey, organized in 1910, was affiliated with the Department of History, and throughout Bob's tenure as director, 1964-83, the unit served to support his course in Illinois history. In 1966, when the Survey moved from Lincoln Hall to the Library, Bob arranged for library-trained assistants to handle the day-by-day work of the unit. LCS, the Library's first online catalog, was a mystery to him.

Bob was thoroughly committed to the cause of local and state history. In particular, he advanced Illinois history, not by researching new topics or reconceptualizing old ones, but by highlighting well-established episodes and developments. His major projects—his notes for (1968), his contribution to the narration and images for (1971), and his editing of vignettes by others in (1975)—all served to introduce elementary and high school students and their teachers to the history of the state. More popular than scholarly, these publications in some measure met a need that he would have seen as a schoolteacher in Bunker Hill. For decades, Bob also endeavored to promote state history through active participation in the Illinois State Historical Society, of which he was president in 1962-63.

Bob's life was rooted in his family and church. Bob and Betty Sutton raised a close-knit family, including Sarah, Bill, David, and Betsy, in a comfortable home at 1207 S. Busey in Urbana, a block from campus, and at their summer cottage near Frankfort, Michigan. They cherished their associations with the University Baptist Church on the campus. Wheaton College recognized Bob's stewardship in several Baptist organizations by conferring upon him in 1971 the honorary degree of Doctor of Humane Letters.

Tall, lean, and boyish in appearance, even as he grew old, Bob was, as his colleague Len Bates remarked, "a fine tennis player and baseball player—a heavy hitter." But in his relations with others, Bob was a gentle man, bringing calm and encouraging words to every conversation. With patience and sympathy, he mentored generations of students. As chairman of the Department of History, 1972-74, and as a member of countless committees on campus, his tact and fairness gained him the respect of his colleagues. And everywhere, his gracious personality and gentlemanly manner made him a valued friend.



International Conference on Philippine Studies, Leiden-Amsterdam, in June 2004. He was a discussant for "The Filipino Diaspora in Hawaii" at the National Association for Asian American Studies in Los Angeles in April 2005, and he chaired a panel "Women's Activism in the United States" at the Berkshire Conference in June. He was named to the editorial board of *Amerasia Journal*.

The year 2004-2005 was **Peter Fritzsche's** last year as chair of the department. He published articles on "History as Trash," a study of Berlin literature at the turn of the twenty-first century, as well on *Mein Kampf*, "Genocide and Global Discourse," and "Fascism and Illiberalism," and he gave talks in Dublin, Berlin, Columbus, Ohio, and Ann Arbor, and at the AHA. Along with Lillian Hoddeson, he participated in the "Memory Project" seminar at the Center for Advanced Studies.

**Poshek Fu** gave talks at University of Washington in March 2005, and in Hong Kong, Shanghai, and Singapore in July and August. He published a Chinese article on the film legend Luo Mingyou in Wong Ailing ed., *Canton-Hong Kong: Chinese Cinemas Across The Border*, and a commissioned review essay on occupied China in the newsletter of the International Institute for Asian Studies (Leiden). He is the editor of the University of Illinois Press book series, *Politics and Popular Culture in Asia Pacific*.

**Caroline Hibbard** gave a paper "Music at the Court of Henrietta Maria and Charles I (1625-42)," at the annual Sixteenth Century Studies Conference held in Toronto in October 2004; she also gave an invited lecture on "Consort Queens and the Study of Early Modern Courts" at McMaster University during that trip. She developed two new undergraduate courses, and has been incorporating the new online full-text searchable Oxford Dictionary of National Biography (where her article on Queen Henrietta Maria appeared) in both grad and undergrad teaching.

**Keith Hitchins** edited Volume 5 of the *Journal of Kurdish Studies*, published by Peeters Press (Louvain), and published articles, "Form and Substance: Romanian Intellectuals Confront Europe, 1860-1940," for a volume on Romania and European Integration, and "Modernity and Anguish between the World Wars: Emil Cioran and Yanko Yanev," for a volume on Romanian political culture. He continues as consulting editor for Caucasus studies for the *Encyclopaedia Iranica* and has written three articles for it. He is completing a *History of South-*

*eastern Europe (1352-1807)* for the Oxford History of Early Modern Europe series, and has finished editing the manuscript of "Relation von Moscovien," the account by an Austrian military engineer of his experiences serving Peter the Great in Russia between 1696 and 1699.

**Lillian Hoddeson** presented a paper in Cambridge, England on "Memory and Oral History," at a conference on "Time and Memory" in July 2004. She spent fall 2004 at the UIUC Center for Advanced Study, where she was in charge of the initiative on memory, which included leading an interdisciplinary seminar on "Memory and the Construction of Identity and Culture." She was named the 2005 Gertrude Sharff-Goldhaber Scholar of the American Physical Society and delivered the Sharff-Goldhaber lecture at the annual meeting of the Society's Division of Particles and Fields in April 2005. The first paperback edition of her biography of John Bardeen, coauthored with (UIUC Ph.D.) Vicki Daitch, *True Genius: the Life and Science of John Bardeen* has appeared.

**Kristin Hoganson** was awarded the Bernath Lecture Prize for excellence in teaching and research in the field of foreign relations by the Society for Historians of American Foreign Relations (SHAHR). (Since this award is for "younger scholars" she is thrilled just to have been considered eligible). She will deliver her address at the annual SHAHR luncheon at the Organization of American Historians' (OAH) conference in spring 2006. In hopes of reaching out to secondary school teachers, she published an article in the *OAH Magazine of History*, and gave two talks to the American History Teachers' Collaborative in Champaign-Urbana. She also served as an OAH distinguished lecturer and delivered several conference papers.

**Frederick Hoxie** spent part of the past academic year working as an expert witness for the U. S. Department of Justice in a dispute arising from the 1836 Treaty of Washington, an agreement that ceded large portions of what is now northern Michigan to the United States. The work complements his ongoing study of American Indian engagement with the U.S. legal and political institutions and introduced him to a new group of Native American political activists. His curated exhibit at the Newberry Library "Lewis and Clark and the Indian Country" will close in January 2006, but the American Library Association plans to tour a facsimile version of the exhibition to both American Indian communities and libraries across the United States.

**Diane P. Koenker's** book, *Republic of Labor: Russian Printers and Soviet Socialism, 1918-1930* (Cornell University Press) appeared in summer 2005. She continues as editor of *Slavic Review* (term concluding in August 2006), and has published an article, "Scripting the Revolutionary Worker Autobiography: Archetypes, Models, Inventions, and Markets," in *International Review of Social History*, (December 2004). In April 2005, she participated in a conference on Russian labor history in Amsterdam, where she gave a paper from her new project on Soviet tourism and vacations, "Soviet Worker Leisure Travel in the 1930s." She presented "Who Was the Proletarian Tourist?" at the world congress of the international council on Slavic studies in Berlin in July 2005.

**Clarence Lang** participated in the Graduate Symposium on Women's and Gender History (March 2005), and the Midwestern Labor and Working-Class History Colloquium (April 2005), both at UIUC. In March 2005, he was an invited commentator for a graduate student session at the annual meeting of the National Council for Black Studies in New Orleans. In April 2005, he presented some of his own research at the annual meeting of the Organization of American History. In May 2005 he participated in the Writing Across the Curriculum Seminar on campus. He has book reviews forthcoming in *Journal of African American History* and *Journal of Social History*; an article-length manuscript under review; and a co-authored article in the works. In the meantime, he is working on his book manuscript.

**Mark Leff** notes that periods when things are going badly wrong are flush times for historians of the modern U.S. He found himself serving as a panelist or speaker on Red State versus Blue State election year culture wars, historical contexts of Social Security reform, and wartime politics and civil liberties restrictions. He was president of the UIUC faculty union (UPE) and a member of the Department's Executive Committee.

**Harry Liebersohn** has been awarded a fellowship for 2006-2007 at the Wissenschaftskolleg (Institute for Advanced Study) in Berlin. His article, "European Geographic Societies and Ethnography (1821-1840)," appeared in *Cross-Cultural Encounters and Constructions of Knowledge in the 18th and 19th Century*, ed. Philippe Despoix and Justus Fetscher. Part of an earlier article, a letter from the traveler-artist Ludwig Choris to Adelbert von Chamisso, was reprinted in *Mit den Augen des Fremden: Adelbert von Chamisso - Dichter, Naturwissenschaftler,*

*Weltreisender*, ed. Klaus Bzdziach. He spoke at conferences at Cornell University and the Huntington Library.

**John Lynn** published a new book *Battle: A History of Combat and Culture* (Westview Press, 2003 and 2004), which won the Phi Alpha Theta Book Prize. The September 2005 issue of *The International History Review* was devoted to a discussion of this volume. In addition, he published several articles, chapters, and papers in academic and military venues, including "The Heart of the Sepoy: The Adoption and Adaptation of European Military Practice in South Asia, 1740-1805," in *The Diffusion of Military Technology and Ideas*, ed. Goldman and Eliason (Stanford, 2003) and "Patterns of Insurgency and Counter-Insurgency," in *Military Review*, the professional journal of the United States Army. He serves as president of the United States Commission on Military History and vice-president of the Society for Military History. He spoke to audiences at academic and military institutions in the United States, France, the Netherlands, Spain, Morocco, and Japan. In 2005, the department awarded him the Queen Prize for undergraduate teaching. He received the order of the Palmes académiques, at the rank of chevalier, from the French government (see box).

**Tamara Matheson** was a Visiting Scholar at the Institute of French Studies at New York University in the spring of 2005. While there, she delivered a lecture entitled "Philosophy, Media, France: Foucault on Television" which was covered in the *New York Times*. She will present a paper on "Heidegger and the Holocaust: Televising an Ethical Crisis" at the Society for French Historical Studies next spring. Her article, "From Text to Image: French Philosophy and the Television Book Show, 1953-1968" was published in *French Historical Studies* in the fall of 2005.

**Ralph Mathisen** published two book chapters, "Adnotatio and petitio: The Emperor's Favor and Special Exceptions in Early Byzantine Law," in D. Feissel ed., *La petition a Byzance* (Paris, 2004); and "Byzantine Political History" in J. Harris ed., *Palgrave Guide to Byzantine Studies*, (2005) His conference papers included "Duelling Languages: A Component of the Clash between Roman and Barbarian Culture in Late Antiquity", at the Leeds Medieval Studies Congress in England; and "The Theory and Practice of Citizenship in the Later Roman Empire", at the Byzantine Studies Conference in Baltimore. He received a Mellon Faculty Fellowship at UIUC for his project "Barbarian Intellectuals in Late Antiquity: Assimilation, Integration,

and Identity," and served as co-organizer (with Danuta Shanzer, Classics), of the conference "Shifting Frontiers in Late Antiquity VI: Romans, Barbarians, and the Transformation of the Roman World" which attracted 110 participants from 18 countries, and as co-guest curator of the "Digging Barbarians" exhibit at Spurlock Museum.

**Megan McLaughlin** is serving on the History Department Executive Committee, and has given guest lectures in graduate seminars in Medieval Studies and undergraduate courses in Musicology.

**Evan M. Melhado** is head of the Medical Humanities and Social Sciences Program in the UI College of Medicine at Urbana-Champaign. He continues his work on a study of the reorientation of American health policy, beginning in the 1980s, from a concern with universal entitlement and health planning towards the construction and fine tuning of markets.

**Mark Micale** completed the editing of Scribner's new four-volume *Encyclopedia of Europe, 1789-1914*. In the spring of 2005, he also served as Director of Graduate Studies, and he received LAS and campus awards for excellence in undergraduate teaching.

## STAFF UPDATE

Our loyal and very efficient **staff** are pictured here; they have provided personal or professional reflections for our newsletter. **Jan Langendorf**, now Office Manager, has been with the department for 13 years and the university 25 years. "Life in the department gets more interesting every day." **Judy Patterson** has been in the department for over 15 years and is currently the Graduate Secretary. "I enjoy working with the grad students, watching them come and go. I was lucky enough to make two driving trips to Yellowstone this year, once in May and once in October. I recommend it to everyone, lots of amazing scenery." **Tom Bedwell**, our Business Manager, says "Business as usual, successful faculty make successful staff." Jan, Judy and Tom were recently honored by the university for their long service.

**Julie Vollmer** has been in the History Department for about three years after spending a couple of years in the French Department. "I have a new husband, two grown children and four wonderful grandchildren - Rachel 7, Gabriel 5, Owen 5 and Amelia 3. When they come to visit they keep their grandma hopping!" **Shelly Gulliford-DeAtley** assists with financial business and also serves as our department photographer; "I am the proud mother of 2 daughters and my family



Left to right: Julie Vollmer, Tom Bedwell, Jan Langendorf, Judy Patterson, Shelly Gulliford-DeAtley, and Sharon Findlay

and I plan to move to New Orleans in 7 years!" **Sharon Findlay** is a new secretary in our department, but not new to the university. She is at the front reception desk: "This job entails working with many interruptions and a variety of duties. The professors and grad students create a blend of interesting challenges and a wonderful work environment!"



**Sharon Michalove** organized the Fifteenth Century Studies Conference in May, 2004 at UIUC, which was sponsored by the American Branch of the Richard III Society and the UIUC Medieval Studies Program. She also gave a paper "Inheritance and Influence: Giles Daubeney and Buckingham's Rebellion, 1483," at the International Medieval Congress, Western Michigan University, in May 2004. She served as Chair of the Schallek Scholarship Committee (Richard III Society and the Medieval Academy of America).

**Jessica Millward** presented research from her manuscript-in-progress at the Omohundro Institute at William and Mary College; at the Black Atlantic Seminar at Rutgers University, and at the "Slave Women's Lives: Twenty Years of *Ar'n't I A Woman?*" Conference at the Huntington Library in California. She authored a thematic essay on Black Women in Colonial America for the second edition of *Black Women in America* ed. Hine (Oxford University Press), and published several review essays for e-journals. She spent last summer writing and presenting an article commemorating the 20<sup>th</sup> anniversary of Deborah Gray White's *Ar'n't I A Woman: Female Slaves in the Plantation South*, giving versions of this essay at the Berkshire Conference, and at the International Congress of Sciences in Sydney, Australia. She was named to the "Incomplete List of Professors Ranked Excellent;" and developed a new Discovery course, "The U.S. Slave Experience."

In the Fall of 2004 **Elizabeth Pleck** was an Associate at the University's Center for Advanced Study. While affiliated with the

Center she was doing research and writing about changing attitudes towards cohabitation in the U.S. between 1960 and 1985. She and Catherine Adams have a book contract with the University of Pennsylvania Press for the publication of "Daughters of Orisa: African American Women and Resistance to Slavery in Colonial and Revolutionary New England." In July of 2005 she delivered a paper on American historical writing about the cult of domesticity at the International Congress of Historical Sciences in Sydney, Australia.

**David Prochaska** has been spending as much time at Krannert Art Museum as at the History Department. In spring 2005 he facilitated the Illinois showing of "Mapping Sitting," an exhibition of Middle Eastern photographs. The exhibition consisted of photographs selected from over 70,000 owned by the Arab Image Foundation, which makes the AIF the single largest repository of photos by indigenous photographers anywhere in the world. In conjunction with "Mapping Sitting," Prochaska curated "Viewing Photographs Viewing Others," consisting of photos from KAM's permanent collection. This follows Prochaska's 2004 co-curated Krannert exhibition, "Beyond East and West: Seven Transnational Artists," which traveled throughout 2004-2005.

**Dana Rabin** presented papers at two conferences in England, at the American Historical Association, and at the Berkshire Conference. Her article "Drunkenness and Responsibility for Crime in the Eighteenth Century" appeared in the *Journal of British Studies*. With Craig Koslofsky she co-au-

thored an article "The Limits of the State: Suicide, Assassination, and Execution in Early Modern Europe" in a collection of essays on suicide, *Sterben von eigener Hand: Selbsttötung als kulturelle Praxis*, ed. Hans Medick and Andreas Baehr. Cologne, Vienna, Weimar: Böhlau Verlag, 2005.

**John Randolph** received a Mellon Faculty Fellowship for fall 2005 in support of his new project on transportation networks and social thought in the Russian Empire, tentatively entitled "Russian Routes: The Society of the Road in 18th Century Russia." Meanwhile, his book manuscript about the Bakunin family "The House in the Garden: The Bakunin family and the Romance of Russian Idealism" has been submitted to Cornell University Press. Last but not least, his essay "On the Biography of the Bakunin Archive," appeared in Antoinette Burton, ed., *Archive Stories: Fact, Fictions, and the Writing of History*

**Leslie J. Reagan** won a National Institutes of Health (NIH) Grant for 2005-07 for her book in progress, "Unexpected: Miscarriages and Birth Defects in Twentieth-Century America." She presented "Birth Defects and Reproductive Rights in the 1960s," at the National Library of Medicine, "'Monstrous' Babies in the News" at Indiana University, and created the department's first course on the history of disabilities. Her article, "Crossing the Border for Abortions: California Activists, Mexican Clinics, and the Creation of a Feminist Health Agency in the 1960s," is reprinted in *American Social Movements: The Abortion Rights Movement*. Reagan served as Consulting Editor on medicine for the

## NEWS FROM OUR EMERITI:

**Walter L. Arnstein** is the author of "A Victorian Atheist Encounters Roman Catholic Ireland," in *Evangelicals and Catholics in Nineteenth Century Ireland*, ed. James H. Murphy (Dublin: Four Courts Press, 2005). In May, Palgrave Macmillan published a paperback edition of his *Queen Victoria* (2003). At the annual meeting of the Midwest Conference on British Studies, he presented a paper looking back on the fifty-year history of that organization.

**Joe Love** enjoyed living in Lisbon for 10 months, where his wife Laurie Reynolds was Fulbright professor at the Universidade Catolica, and he had an office at the Universidade Nova. He has published "Structuralism and Dependency in Peripheral Europe: Latin American Ideas in Spain and Portugal," *Latin American Research Review*, (June, 2004).

**John McKay** published the 8th edition of *A History of Western Society*, vol. 2: *From Absolutism to the Present*.

A collection of **Paul Schroeder's** essays, *Systems, Stability and Statecraft: Essays in the International History of Modern Europe*, was published by Palgrave/MacMillan in 2004. Schroeder also published five articles dealing with current national and international politics in the light of international history from June 2004 to spring 2005 in *The American Conservative*, the *Frankfurter Allgemeine Zeitung*, and a book, *Power and Rules: Elements of a New World Order* (Hamburg: Koerber Foundation, 2005).

**Winton U. Solberg** has published two articles: "Edmund J. James Builds a Library: the University of Illinois Library" in *Libraries and Culture* 39 (Winter 2004); and "William Abbott Oldfather: Making the Classics Relevant to Modern Life," *Classical World* 97 (Winter 2004) of which a version appeared in *No Boundaries: University of Illinois Vignettes*, ed. Lillian Hoddeson (U. of Illinois, 2004). He also contributed short entries to the *Biographical Dictionary of Evangelicals*, the *Dictionary of American History* (3<sup>rd</sup> ed., 2003) and *The Encyclopedia of New York State*, ed. P. Eisenstadt (Syracuse, 2005), and several book reviews.

*Encyclopedia of Chicago* (2004) and on the editorial boards of *Bulletin of the History of Medicine*, *Journal of Women's History*, and *Gender and History*.

**David Roediger** published two books in 2005; the first *Working Towards Whiteness* (Basic) is a history of how immigrants from southern and eastern Europe experienced and learned U.S.-style racism during the "long early twentieth century" from 1890 to 1945. The second, *History against Misery* (Charles Kerr), gathers topical and historical essays written over the last quarter century. He has frequently appeared on talk radio, discussing these books and denouncing his university's anti-Indian mascot.

**Mark Steinberg** is co-organizer of a research workshop at the Kennan Institute of the Woodrow Wilson Center in Washington, D.C. on "Religion in Post-Soviet Societies." During the last year, he has also presented some of his new work on St. Petersburg in the early 1900s to colloquia in St. Petersburg (Russia), Berlin, Chicago, and Urbana on such topics as masquerade, suicide, religion, and melancholy. A discussion essay on

the "Research and the Object of Research" recently appeared in the new Russian journal *Antropologicheskii forum*.

**Charles Stewart** shifted administrative assignments this past year from his duties as an associate dean in the College of LAS to Interim Associate Provost for International Affairs. In this role he visited eight universities in Malaysia, Singapore and China in July on behalf of UIUC overseas programming interests. In August he took part in a Timbuctu Workshop at the University of Cape Town, where he delivered a paper and demonstrated a local version of his bi-lingual database of West African Arabic manuscripts, now with over 20,000 entries on-line at [www.arabic.uiuc.edu](http://www.arabic.uiuc.edu), and a local version with input capability that is also available on CDRs.

**Carol Symes** was invited to participate in the seminar series on "Cities: Space, Society, History" at the Davis Center for Historical Studies at Princeton; her pre-circulated paper, "In the Open of Arras: Sightlines, Soundscapes, and the Shaping of a Medieval Public Sphere" is currently being revised for publication. She also presented new work

in a symposium on the reception of Greek tragedy in pre-modern Europe, sponsored by the University of London. Her article on "The Lordship of Jongleurs" appeared in *The Experience of Power in Medieval Europe, 950-1350*, a festschrift for Thomas Bisson, prepared by his students at Berkeley and Harvard, ed. R. F. Berkhofer, Alan Cooper, and Adam J. Kosto (Aldershot, England: Ashgate, 2005).

**Maria Todorova** was a Fellow at the Wissenschaftskolleg in Berlin, where she worked on two projects. One, a book-length manuscript "Bones of Contention: The Making and Meaning of Vasil Levski as National Hero," is in the final stages of completion. The other was launching a big international comparative project on "Remembering Communism." The proposal has been submitted to the Volkswagenstiftung. Two articles came out, another two were accepted for publication, and she prepared a second revised edition of her out-of-print *Balkan Family Structure and the Mediterranean Pattern*. She gave lectures at different institutions in Germany, Austria and Romania. In Bulgaria, she was awarded the doctor honoris causa from Sofia University.

## DEPARTMENT OF HISTORY DONORS, 11/1/04 THROUGH 10/31/05

Alba, Patricia G.	Fischer, LeRoy H.	Kirby, John B.	Smith, Louis C.
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Almy, Nina	Frank, Zephyr L.	Kohlenberg, Mary Jane & Gilbert C	Sprunger, Mary S.
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Beckett, Steven & Barbara E.	Gams, Lance S.	Krugler, John D.	Suskin, Geraldine
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Candeloro, Dominic L. & Carol A.	Hibbard, Caroline M.	McDade, Linna S.	Urbanczyk, Richard J.
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Crowston, Clare H.	Huddle, Thomas S.	Nauert Jr., Charles G.	Wachman, Marvin & Adeline S.
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Eberspacher III, E.C.	Kalkhoff, Ann L.	Riffer, Rochelle	White, Steven J.
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Farrell, James J. & Barbara B.	Kiburz III, Arnold J.	Schwarz, Orrin N.	
Felsenthal, Steven A. & Carol G.	King, Keith L.	Shea, Susan H.	

## ALUMNI NEWS

### Undergrad Alums

**Alan Helburg** (BA '64) is a consultant in the oil and gas industry, as well as an adjunct in journalism and public affairs at Columbia University and the Elliot School, George Washington University.

**Sandra Weldig Cully** (BA '64) died after fighting Alzheimer's disease for seven years and ovarian cancer for two. Her husband Michael M. Cully (B.S., Business/Accounting, '64) writes "Sandy and I both left our hearts at the University of Illinois. We met at the university in 1962 and were married after we graduated in 1964. Sandra was a successful mother of three daughters and a teacher. She also received a J.D. degree in law (1984) from Santa Clara University and was a successful attorney." Our condolences go out to the Cully family, along with our thanks for this kind remembrance.

**Helaine Greenberg** (BA '65) writes to say that she is living in Reno, where she is a member of the City of Reno Senior Advisory Board and the Retired Senior Volunteer Program.

**Ann L. Kalkhoff** (BA '66, MLS '67) writes: "Retired from the Brooklyn Public Library since 6/03 after 35 1/2 years, I find myself using my history background at last. The historic files of the Park Slope Civic Council have never been organized in its 100+ years. As soon as I retired I got tapped to work on the task."

**Lisa Brems** (BA '68) lets us know that "I have worked for many years as a reporter and freelance writer in the Boston area. I have just published a book, *Policing Needham: A Story of Suburban Cops* (Rivercross Publishing, Inc.)."

**Kass Plan** (BA '85) was recently promoted to Supervisor of the Appeals Unit at the Office of the Cook County Public Guardian. She has worked at the Public Guardian's Office since 1992. The Public Guardian's Office represents abused and neglected children; children in contested custody disputes; and disabled adults including the financially exploited elderly.

**Mark Stryker** (BA '85) has been a classical music and jazz critic at the *Detroit Free Press* since 1995. He won an ASCAP-Deems Taylor Award for music writing in 2004 and a Missouri Lifestyle Journalism Award for arts reporting in 1997. He lives in Plymouth, Michigan with his wife Candace Stuart, editor in chief of Small Times Media, a company dedicated to covering the business of micro and nanotechnology. They have a basset hound and a coon hound.

### Graduate Alums

**Robert Huhn Jones** (BA '50, MA '51, PhD '57), professor emeritus of the University of Akron, has published *Guarding the Overland Trails: The 11<sup>th</sup> Ohio Cavalry in the Civil War* (Spokane, WA: The Arthur H. Clark Company, [July] 2005), volume XXIV of Clark's Frontier Military Series. This is the seventh book Jones has published—and he reports "it's what keeps old historians out of trouble." Jones retired 15 years ago, after serving as Department Chair at the University of Akron for 17 years. He lives quietly in Akron, except for when he goes prowling through the West with his wife and chief research assistant, Dr. Hedy J. Jones.

**Paul Stewart** (BA '50, PhD '61), professor emeritus of Southern Connecticut State University, is now advisory editor of *Cuadernos Republicanos*, the journal of the Centro de Investigación y Estudios Republicanos, Madrid, Spain.

**Jerry Rodnitzky** (PhD '67), now professor of history at the University of Texas at Arlington, has published a book chapter entitled "Popular Music and American Presidents," in *The American President in Popular Culture* (Greenwood, 2004).

**William Graebner** (MA '66, PhD '70) announces two new publications: "Fathers and Sons: an Exploration of The Treasure of the Sierra Madre," *Literature/Film Quarterly* 32 (2004): 30-38; and "America's Poseidon Adventure: A Nation in Existential Despair," in *America in the Seventies*, ed. Beth Bailey and David Farber (Lawrence: University Press of Kansas, 2004), 157-180. Professor Graebner retired from SUNY-Fredonia in 2004; his last position there was as professor and chair.

**Harry Butowsky** (MA '67, PhD '75) works for the National Park Service where he manages the National Park Service History web site [www.cr.nps.gov/history/index.asp](http://www.cr.nps.gov/history/index.asp). Since 1999 the National Park Service has placed more than 1000 books and articles on the web that cover all areas of American political, cultural, social, preservation and environmental history. Harry writes: "In 2004 I was invited to the East West Center at the University of Hawaii to give a talk on America and Japan before World War II. I have also given numerous papers and talks to both professional and local civic groups. In January of this year I marked 25 years of teaching at George Mason University where my courses include the History of World War I, World War II in Europe, World War II in the Pacific and the History of NASA and the American Space Program. I also serve on the Historic Preservation Advisory Board for the Northern Virginia Community college system. My latest book,

*An American Family in World War II*, <http://bluehenchick.com> was released in 2005. I am now living in Reston, Virginia with my wife Lois Butowsky (UI BA '66, MSW '68)."

**Jeffrey Brown** (BA '71, MA '72, PhD '79) is now head of the Department of History at New Mexico State University, following 13 years as associate dean and one year as interim dean of the College of Arts and Sciences at that same university.

**Stephen Shafer** (MA '74, PhD '81) continues as an adjunct assistant professor in Cinema Studies here at the University of Illinois. He also is in his twentieth year as assistant dean in the College of Liberal Arts, where he serves as Campus Pre Law Advisor and oversees the college's internship program in Washington, D.C. He also teaches a course on Film and American Society, cross listed between the History Department and the Unit for Cinema Studies. He recently presented a paper at a symposium on "Bing Crosby in American Culture" at Hofstra University, which will be an essay in the published proceedings of the conference. With Walter Arnstein, he gave a joint presentation on "Images of Queen Victoria in Film and Television" as part of the 2005 Midwest Conference on Victorian Studies. He contributed eighteen small biographical entries in the recently published *Encyclopedia of British Film*; and essays on "George Bernard Shaw", "H.G. Wells", and "Arthur Conan Doyle" to *Grolier's Encyclopedia of the Victorian Era*. His essay "Cinemas and Their Managers in Depression England: A Social Function" appeared in the festschrift to Walter Arnstein, *Splendidly Victorian*, published a few years ago; and his own book: *British Popular Film: The Cinema of Reassurance 1929-1939* remains in print from Routledge. His daughter Karen is a senior honors student in history at Illinois.

**Douglas William Godfrey** (BA '81, MA '86) writes "I was promoted to associate professor (Chicago-Kent College of Law). I was also appointed by the Illinois Supreme Court as the faculty reporter for the complex litigation committee."

**Gary Todd** (PhD '87) is teaching at SIAS International University in Xinzhen, near Zhengzhou, China.

**John Beeler** (PhD '91) was promoted to full professor in August of 2004 at the University of Alabama. In addition, he published a book (*The Milne Papers*, vol. 1) in October 2004, and was elected a Fellow of the Royal Historical Society in May 2005. In addition, John writes, he is completing a Masters in Library and Information Studies at Alabama.



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**Sharon Michalove**, who has been Undergraduate Advisor since 1990, will retire at the end of 2006. Her special responsibilities in recent years have included advising both our own students and international students who are in the Study Abroad programs. As part of the university's new strategic planning initiative, the campus has reaffirmed its commitment to sending most undergraduates on some kind of Study Abroad experience. Each year we send about 20 students from our own department and welcome up to 40 from overseas. In honor of Sharon's retirement, and her special interest in Study Abroad, we are establishing a fund that will help our history students who wish to take advantage of this program. Contributions to this fund may be made by filling out the form on the reverse side of this page; all contributions will go exclusively for this purpose.