

History Illinois



University of Illinois at
Urbana-Champaign
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Spring 2013



Performing Revolutions

PAGE 2

Letter from the Chair



Diane Koenker

“Our faculty are the heart of our enterprise.”

It is always a pleasure to review with our alumni and friends the state of the department and the role we play in creating and sharing knowledge through our research and teaching. History holds a unique place in the academic universe as the crossroads of the liberal arts. A history degree also positions our graduates at the crossroads of employment possibilities. We celebrate the success of our students who have leveraged their history undergraduate degrees into careers as teachers, museum curators, defense analysts, lawyers, public servants, and so much more. Our history Ph.D.s have likewise become leaders and teachers in colleges and universities and also in other pursuits including the professions of medicine and finance.

I invite you to read about the achievements and successes of our current faculty and students in the pages of this newsletter. Here let me bring you up to date with some news of the department, where the academic year 2012–13 has brought tumult as well as opportunity. Gregory Hall has been undergoing major reconstruction to upgrade its heating and cooling systems, and this year the project required the majority of our faculty to vacate their offices and move to temporary quarters on Springfield Avenue. The rest of us endured eight months of dust, noise, and construction delays. Our exiles returned in January to newly efficient office lighting and heating, and we are happy to welcome them back home. The department also had to face the departure of two stalwart staff members: Janet Langendorf retired in May 2012 after seventeen years of service to the department; and Elaine Sampson retired in June 2012 from her position as graduate secretary. We welcome Stephanie Landess to the department as Elaine’s replacement, and we wish her the same satisfactions in serving our graduate students that her predecessors enjoyed. There was turnover in department faculty leadership as well: I am delighted to be assisted in coordinating our curriculum by John Randolph as Director of Undergraduate Studies for 2012–14 and by Adrian Burgos, Jr. as Director of Graduate Studies and Associate Chair for 2012–14.

Retirements and resignations have taken their toll on our faculty strength, and we are excited this year to be authorized to search for a new assistant professor in pre-twentieth-century African-American history and to fill the Thomas M. Siebel Chair

Front Cover: *Dessalines Ripping the White from the Flag*, by Madsen Mompremier (1995), oil painting on canvas. In this highly colorful and symbolic image, the contemporary Haitian painter Madsen Mompremier depicts one of the foundational moments in the Haitian Revolution: on May 18, 1803, General Jean-Jacques Dessalines, a revolutionary hero and first President of the independent “Black Republic,” uses his saber to cut out the white stripe—symbolizing ancient monarchy—from the French tricolor flag. On the right, Dessalines’ goddaughter Catherine Flon, who is often called the Haitian Betsy Ross, sews together the two remaining pieces, thereby creating Haiti’s blue and red state flag. In the background of the painting, Haitian soldiers wear French-style bicorn (or two-cornered) hats and epaulettes while in the foreground a large, tropical tree references the “liberty trees” of the American Revolution. Every May 18th, Haitians still celebrate *le jour du drapeau* as their national day of independence.

On the interconnections between the three Atlantic revolutions of the late eighteenth and early nineteenth centuries, see pp. 2–3 of the newsletter, as well as Philippe R. Girard, “Birth of a Nation: The Creation of the Haitian Flag and Haiti’s French Revolutionary Heritage,” in *The Journal of Haitian Studies*, 15 (2009), 135–150.

History @ Illinois

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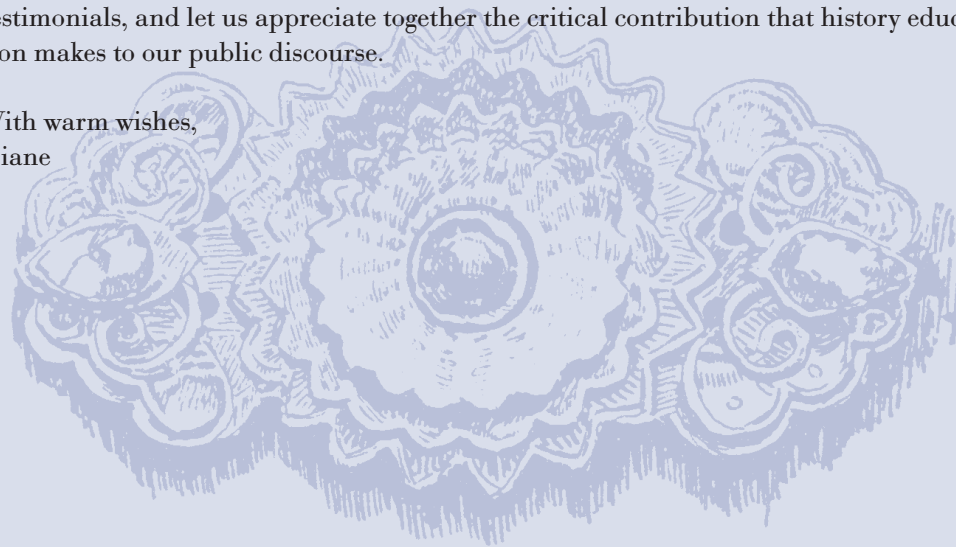
in the History of Science. We will report on the results of these searches in next year's *History@Illinois*. We know that we can make to our chosen candidates extremely attractive offers, which include the opportunity to work with outstanding graduate students and to participate in the lively intellectual life centering around our reading groups and coordinated by our programming group, the planned Center for Historical Interpretation. We can also offer them the opportunity to teach their specialties to history majors and to those hundreds more who may make a history course one of the stops on their itinerary to their university degree. Excellent teaching and pioneering scholarship have always gone hand in hand in the Department of History.

Our faculty are the heart of our enterprise. They teach and inspire undergraduates. The histories they write engage reading publics of great diversity: they write for broad general audiences, for university and college students, and for specialists in their fields, creating the knowledge that informs public life and academic endeavors alike. Our faculty come to the University of Illinois because here they can pursue their passion for the creation of historical knowledge, they can help transmit knowledge and train the next generation of scholars through our vibrant graduate program, they can participate in the lively intellectual life of a campus whose lectures, conferences, workshops, film series, concerts, and much more provide an abundant intellectual and cultural atmosphere that rivals any university anywhere.

As many of you know, public support from the State of Illinois for university education has been declining, and the difference is being made up with increased tuition and through private gifts. We rely now on the generosity of our alumni and friends as never before. This year, the department has launched a special campaign to create a prize for the best undergraduate honors thesis, to be named in honor of Professor Mark Leff, a marvelous and inspiring teacher who retired in the spring of 2012. Please join Mark's friends and colleagues in giving to the department to establish this prize. You can find more details on pages 9–10 of this issue.

Many of you may also know about the nationwide decline in the number of history majors, as young people respond to current economic uncertainty by seeking training in specialties they perceive to be more immediately “marketable.” Yet history, at the crossroads of the liberal arts, offers ideal training for life, honing skills in critical thinking, analysis, writing, and citizenship, and it should be in the center of a university education, not on the sidelines. I am sure that many of you, graduates in history at Illinois, can testify to the value that your degree has brought to your life. Please send us your testimonials, and let us appreciate together the critical contribution that history education makes to our public discourse.

With warm wishes,
Diane



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Performing the French Revolution

Some things never seem to change. Take the French Revolution. Every course in Western history features the French Revolution as an epic, transformational event, so pivotal in fact that it typically serves as the hinge event between the modern and early modern worlds.

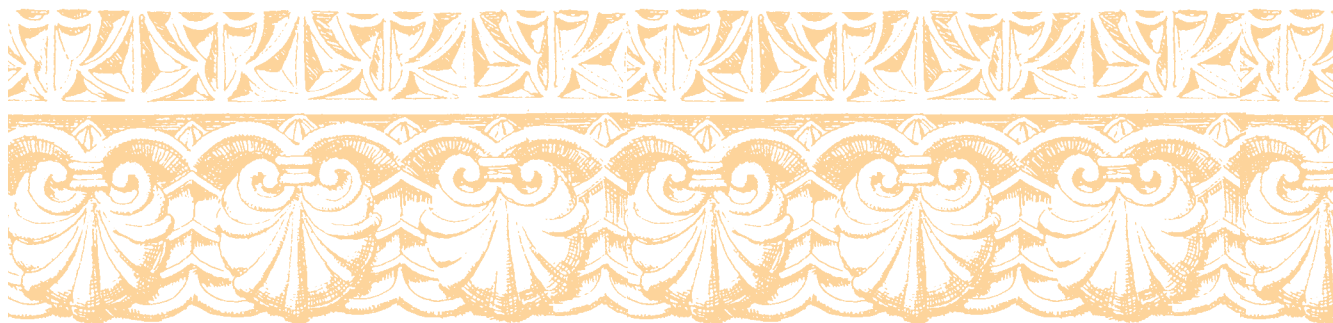
But the *way* the French Revolution can be taught does change. Beginning in the spring semester of 2012, Associate Professor Clare Crowston offered her first version of “History 349: The Age of Revolution, 1775–1815,” which features a dramatically innovative teaching practice: an eight-week session of historical reenactments performed by the students themselves.

Chronologically, Crowston’s course extends well beyond the customary years of 1789–1795. The forty-year span running from the 1770s to the first decades of the nineteenth century witnessed three interlocking revolutionary upheavals—in British North America, France, and the Caribbean island of Saint-Domingue (the modern nation of Haiti). Together, the American, French, and Haitian revolutions fundamentally and permanently changed European—and indeed, world—history and left an ongoing legacy of ideals and conflicts for today’s world. Crowston’s course examines the political, social, economic, and cultural aspects of these overlapping revolutionary movements as well as their major events, ideas, personalities, and outcomes. Crowston also explores how fundamental “ordinary people”—such as peasants, sailors, women, enslaved Africans, and native Amerindians—were to these revolutions.

The really exceptional component of the new course involves the historical reenactments.

Crowston selected a key revolutionary institution, namely, the French National Assembly of 1790–1791, which drafted France’s first constitution. Each of the 35 undergraduates in the course was assigned a role and became responsible for researching his or her historical character and making oral and written presentations intended to persuade the other students to take their side in the issues and voting of the National Assembly. Some roles were of famous, real-life characters (including Louis XVI, the marquis de Lafayette, Maximilien Robespierre, and Georges Danton) whereas others were of groups of people, such as aristocrats, Catholic clergy, Jacobins, and members of the Parisian crowd. Each student was responsible for proposing new laws from the perspective of their group or faction and for debating the merits of their proposals in speeches to the Assembly. Reflecting the exclusionary voting laws of the time, members of the crowd watched the debates from the sidelines and had to seek informal ways to make their opinions known, sometimes by staging impromptu “riots” in the streets of Paris. Issues debated in the Assembly—such as human rights, the role of the church, the abolition of slavery, and the fate of the king—echoed the real legislative agenda of the country during the early 1790s. The winning faction won a small bonus in their grades for the course.

Two years ago, while attending a conference, Crowston had seen a poster presentation about the experimental use of student role playing in the college classroom. The idea appealed to her at once. Eventually, she set to work drawing on course materials developed as part of the Reacting to the



Past Series sponsored by Barnard College in New York City. A particular challenge was to provide students with enough relevant information so they could creatively perform their historical roles. In the opening weeks of the semester, she ran conventional lecture and discussion classes covering the American Revolution and the background to the French Revolution. Students then received “role sheets” outlining their character’s background and goals, and they read a course set of primary sources from the period. Their written assignments took the form of newspaper articles couched in the voice of their character, which were distributed by student editors. Students had to incorporate the results of classroom debates into their articles as well as their own research in relevant primary and secondary sources.

So how did the trial run of History 349 go? Crowston acknowledges that at the outset she was uncertain about the new pedagogical approach. By mid-semester, however, she was already very pleased with the results. The course, she concludes, was “extremely successful.” The students, she reports, were consistently much more involved with the historical material than in any previous course she had taught in her career. “The shouting and cheering that accompanied class reenactments seemed like a good sign that the students were really engaged—as well as the almost perfect attendance during the performances.” To gain more points in the game, a few students dressed for their historical parts and members of the crowd sang a revolutionary song in French.

Crowston adds that she had many more opportunities to interact with the students than in a

“normal” course; she was also able to discover hidden talents and unexpected aspects of their personalities. A nice sense of adventure developed in the course: “No one knew exactly what would happen each day, which was a little scary but also exciting.” Not unexpectedly, she now plans to offer the course regularly.

And what about those ultimate judges, the students themselves? In an anonymous questionnaire at the semester’s end, undergrads reported that they enjoyed the experience greatly and in fact would remember it much better than their other courses. They commented further that they especially liked getting to know their classmates by working with them in novel ways. Several students stated that they really appreciated learning about these past revolutions by entering into the mindsets and experiences of historical actors.

It would be difficult to imagine a better example than Crowston’s new course of what educational theorists call “active learning.”



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The Center for Historical Interpretation's “World Histories from Below” Series, 2011–14

“World History from Below” registers two main intentions: first, a desire and determination to highlight the many micro processes by which historical events with “global” significance have taken place.

by ANTOINETTE BURTON

The case for studying and teaching world history has arguably been made, but how best to go about doing it is by no means self-evident. Beginning in 2011–12, I organized an ambitious multi-year project in the History Department—including a reading group, speaker series, a teacher’s workshop, conferences, and visiting scholars—around the question of what a “bottom-up” view of world history might look like: empirically, methodologically and pedagogically. Given the myriad interests of our own faculty—which encompass cities, the body, labor, revolution, law, war, empire, the visual, medicine, sports, slavery, media, religion, colonialism, technology, welfare, and nationalism, to name just several—this capacious theme speaks to almost all of us in one way or another.

As we have developed it, the rubric “World History from Below” registers two main intentions: first, a desire and determination to highlight the many micro processes by which historical events with “global” significance have taken place—in other words, to materialize a kind of “structural below”; and second, a commitment to enlarging the scope or scale of the terrain recognized as “the world” by making visible a variety of geographical locations outside the conventional West where world-historical events with wide-ranging impact have happened but without registering on the conventional map of “world” history—to excavate, in other words, a kind of “geographical below,” primarily by studying histories produced in and by the global south.

Clearly, what appears to be “below” both structurally and geographically depends very much on where the historian speaks, looks, thinks, writes, and teaches from. Among the aims of this project at the Center for Historical Interpretation, then, is to explore the ways in which the centrality of our own North American location, and the West as a geographical/civilizational concept more generally, might be rethought and revised by histories beyond the U.S.

In the first year of the project, our faculty and graduate participants worked to define the possibilities and problems of the field through collective readings about global systems linked by oceans,

comparative slavery, the uses of graphic history to present global experience, and pre-modern global worlds, among others. Under the able leadership of Kathryn Oberdeck during the 2012–2013 academic year, we focused on issues of shelter, sanitation, water, and other basic services as these connect the most fundamentally local issues of life at the structural “below” to global themes of migration, exchange, and power. In our third and final year of the project, we plan to engage in activities that explore the theme of “Grassroots Histories,” a category we will use to address both past politics and environmental history.

The past few years, the U of I history department’s “World Histories from Below” initiative has taken the feedback-loop between research and teaching very seriously. In practice, this has meant developing syllabus-writing sessions for graduate students who are preparing a preliminary examination field in Global history or who may want eventually to teach world history at any curricular level. We have also organized teachers’ workshops for local and regional secondary educators to share the fruits of our labors with them and help to bring cutting edge scholarship into middle and high school classrooms. In addition to widely attended reading groups, we mounted an “Empires from Below” international conference in the Spring of 2012 and organized a week-long Visiting Professor residence by South African scholar Richard Pithouse during the spring semester of this current year.

Thus far, we have been generously supported in our endeavors by the College of Liberal Arts and Sciences, the Office of Public Engagement, the Illinois Program for Research in the Humanities, the Provost’s Initiative on Teaching Advancement, and the Friends of History. We hope to secure commitments from inside and outside the University that will establish the Center for Historical Interpretation as a permanent institution that brings together historical work from across the campus and that continues to deploy historical thinking in an effort to examine the critical issues of the day.

For more information, including a calendar of upcoming events, please consult worldhistoriesfrombelow.org/

The Professor as Public Historian

In September, 2012, U of I Swanland Professor of History Frederick E. Hoxie was named annual winner of the American Indian History Lifetime Achievement Award. Hoxie's achievement follows decades of teaching and scholarship in the field of Native American history. However, the honor also recognizes his wide-ranging service as a public historian, an important and highly admirable aspect of his career with which many members of the university community may be unfamiliar.

Public historians seek to create and shape the study of the past for people outside of the academy. Increasing in prominence and prestige since the 1970s, the practice of public history typically takes place in settings such as museums, libraries, archives, and historical sites, as well as in the making of films and documentaries. Another venue is courts and tribunals, where professionally trained scholars bring their disciplinary expertise to bear on contemporary legal issues.

Hoxie's extra-academic work began when he was only 30 years old. Fresh out of graduate school, he was contacted in 1977 by the Justice Department under the administration of President Jimmy Carter. In the case of *Solem vs. Bartlett*, the U.S. Supreme Court was re-evaluating the meaning of several early twentieth-century laws that had opened traditional Sioux Indian lands in South Dakota for homesteading by non-Indians. Justice Department lawyers had discovered Hoxie's recent Brandeis dissertation—an examination of early twentieth-century federal U.S.-Indian land policy in the western states—so they hired him. Following additional archival research and extensive interviews with Sioux tribal elders, Hoxie prepared and filed a detailed historical brief. It must have been tremendously exciting for the young post-doc when the high court unanimously upheld his side of the case—with an opinion written by Justice Thurgood Marshall.

Over the next three decades, Hoxie participated in several other court cases concerning disputes over the status of tribal land. The rulings have sometimes been those for which he advocated and sometimes not. In the mid-1990s, he worked on suits that challenged, unsuccessfully, the Washington Red Skins' trademark over its racially derogatory name. In the late Clinton years, he prepared a historical portfolio and then personally testified

at the federal district court level, in a case that successfully extended the 1965 Voting Rights Act to Native Americans living in Blaine County, Montana. Two other cases that he advised occurred in south central Michigan during the George W. Bush administration, when Ottawa and Chippewa communities clashed with local officials over treaty-based hunting and fishing rights.

Building on these experiences, in the early 2000s Hoxie began regularly to assist the Washington-based National Congress of American Indians, the leading organization for the protection and promotion of the rights of Native American peoples. Hoxie's latest work is for a case before the Supreme Court involved the Narragansett Indian Tribe of Rhode Island, which sought to enlarge its reservation lands using a statute passed during the New Deal. Unfortunately, in this case, only recently settled, the Court rejected the position outlined by Hoxie and a group of historians in their Amicus brief. Hoxie clearly has found his work in the legal world to be fascinating; he notes with gratification that during his lifetime Native Americans have become a good deal more adept at defending their rights legally and that understanding between the two sides in most of these past disputes has increased significantly. Not surprisingly, Hoxie today is an affiliate faculty member of the U of I College of Law.

Another setting for Hoxie's public service has been museums. Prior to joining the Department of History, Hoxie had served as vice-president for research and education at Chicago's Newberry Library. Reflecting his excellent record at the Newberry, in 1990 he was appointed a Founding Trustee of the National Museum of the American Indian, part of the vast Smithsonian Institution complex on the Washington Mall. What a thrilling project for a scholar! On and off during the next decade and a half, he and other trustees were directly involved in formalizing the NMAI's mission, hiring the architect, overseeing the design



Frederick E. Hoxie

The Professor as Public Historian, continued

of the main building, setting out the permanent installations, and participating in the opening ceremonies in the fall of 2004. The one professional historian on the board, his knowledge and expertise were particularly important at the formative stages of the undertaking. Especially challenging, he recalls, was preserving the core identity of the

museum while power in Congress shifted back and forth between Democrats and Republicans during the founding years.

Despite the controversies along the way, the final result was a smashing success. The huge, bold, curvilinear building that now adorns the southeastern corner of the national Mall, in the shadow of the U.S. Capitol, was primarily designed by Douglas Joseph Cardinal, a Canadian architect of Métis and Blackfoot heritage. Natural light floods the stunning atrium space of the structure. Millions of interested viewers, only a fraction of whom are historians, visit the NMAI each year. A storage facility and library for scholars in nearby Suitland, Maryland complements the main museum. Hoxie is especially pleased that the museum maintains regular working connections with many indigenous communities across the nation, a policy he sought to implement.

As if these activities weren't enough, Hoxie has also chaired the Committee on Cooperation with the National Park Service of The Organization of American Historians. In this role, he and his committee arrange visits by OAH members to Indian sites across the continent in order to evaluate them for historic preservation and federal funding. Hoxie was personally involved in evaluating programming at the Little Bighorn Battlefield National Monument, in eastern Montana, a historic site previously named after George Armstrong Custer and perennially engaged in interpretive controversies involving white westerners and American Indians.

Most recently, Hoxie curated an exhibition at the Newberry Library in Chicago to commemorate the bicentennial of the Lewis and Clark expedition. Supported by the National Endowment for the Humanities and corporate sponsors, "Lewis and Clark and the Indian Country" was on display for three months in Chicago before embarking on a recently-completed five-year national tour.

Beginning in the 2012–13 academic year, Hoxie is bringing his expertise to the U of I curriculum: he has designed a new course titled "Public History," which will introduce undergraduates to the main varieties of public history work, including memorials, museum exhibits, and documentary films. Students taking the course actually develop collectively a public exhibition.

In court rooms, museums, libraries, at historic sites and museum exhibitions, Hoxie has succeeded in making history interesting and meaningful for great numbers of people outside of academia.

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Senior Americanists at the Top of Their Game

Jim Barrett and Bruce Levine—two of the department’s best-known and most accomplished historians of American history—published major historical studies this past year, and both works are already attracting acclaim. Barrett’s *The Irish Way: Becoming American in the Multi-Ethnic City* and Levine’s *The Fall of the House of Dixie: The Civil War and the Social Revolution that Transformed the South* deal with wholly different subjects, but they share a key quality: both books are the work of master historians at the height of their careers who recount their stories with the knowledge and authority borne of decades of scholarly study.

Did Ireland’s immigrants to the U.S. create the American multi-ethnic city of today? Not singlehandedly, of course. But Barrett’s *Irish Way* makes a compelling case for the Irish not only as the most important and prominent of immigrants but as “America’s first ethnic group” that charted a course later followed successfully by countless other immigrant groups. Published in the highly respected *Penguin History of American Life Series*, Barrett’s study centers intensively on the historical experiences of Chicago and New York City, with occasional collateral consideration of Boston, Philadelphia, and some smaller cities; his chronology focuses on the so-called heroic decades of American immigration, meaning the late nineteenth and early twentieth centuries.

Barrett offers readers detailed accounts of Irish urban transplants in a fascinating series of settings: streets, workplaces, churches, union halls, and—perhaps most unexpectedly—on the vaudeville stage. In their early years in America, when poverty and stigmatization were greatest, the Catholic religion served as the prime means of cohesion for immigrant Irish communities. With time, though, came assimilation, respectability, and eventually power. Barrett brings out Irish success in particular arenas, like fire and police departments, on the docks, in the sports of boxing and baseball, in certain types of popular entertainment, in railroad work, and, of course, eventually in Democratic Party city politics, where evermore assimilated Irish men competed with rightwing nativists to become a dominant political force. Irish immigrant women found opportunities to move up the social ladder in the fields of teaching and nursing.

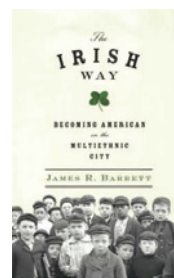
Despite the author’s affection for this process, Barrett does not idealize his historical subjects. As



Bruce Levine and Jim Barrett

any viewer of Martin Scorsese’s 2002 film *Gangs of New York* will remember, nineteenth-century immigrant groups were often quite inhospitable to one another, especially when burgeoning ethnic ghettos abutted one another. There was fierce competition for jobs and living space when new waves of immigrants arrived in the late 1800s from Eastern Europe, to say nothing of African Americans moving up from the South. Among the urban Irish, anti-Chinese, anti-Italian, and anti-black racism was rife.

But Barrett’s book relates a remarkable transformation. As his subtitle indicates, out of this volatile, ever-changing constellation emerged the modern multi-ethnic city. Reinforcing and countervailing tendencies prompted the Irish to tolerate, then accommodate, and eventually work closely with one new immigrant group after another. Some of the author’s most affecting pages document the growing number of ethnic intermarriages, especially of Irish men with Polish and Italian women, with whom they shared a Catholic background, but also with Jewish women.

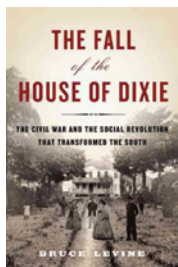


Did Ireland’s immigrants to the U.S. create the American multi-ethnic city of today?

Senior Americanists, continued

Ethnic images in songs and in jokes as well as on stage and screen stereotyped all these groups but diffused animosities as mixed audiences laughed together at their own foibles. Furthermore, in a number of reformist crusades—foremost, the movements for workers’ and women’s rights in the early decades of the new century—the Irish, Italians, and Jews worked together to become a formidable force. Not least, the ascent to middle-class status over the generations became a shared force of “Americanization.”

In our nation’s history between the Civil War and World War II, this is one of the most important and memorable stories: a group of overwhelmingly



The increasingly costly and bloody conflict shattered any number of their illusions.

rural people escaped a life of material impoverishment and political oppression in Western Europe and in half a century rose to wealth

and power in the urban centers of the American northeast and midwest. Barrett’s *Irish Way* gives us this classic story told classically.

Bruce Levine’s *Fall of the House of Dixie* transports readers to an earlier generation when Americans were at war—with one another. The Civil War of 1861-1865 remains probably the most pivotal in all of U.S. history, and a huge number of books have been written about it. Levine, the J. G. Randall Distinguished Professor of History at the U of I, looks at this war from an unusual angle, highlighting the political and social revolution that lay at its heart—the overthrow of the centuries-old system of human slavery and the destruction of the world that rested upon that system.

Early in his narrative, Levine compares the old South’s disintegration to Edgar Allan Poe’s famous short story “The Fall of the House of Usher,” in which microscopic cracks in the mansion’s foundation gradually widen until the building implodes. Levine shows how, under the blows of Union armies, the political, social, and economic divisions within the South steadily widened, in ways unanticipated by Confederate leaders. The increasingly costly and bloody conflict eventually shattered

any number of their illusions: that slaves were contented and would remain “faithful” to their masters; that southern whites would remain united, that cotton would dictate terms to both Europe and the North, that the North would not and could not fight, that God smiled upon slavery and would give the slave owners victory. As the war toll mounted, many poorer non-plantation whites who did not own slaves resented fighting what they saw as a slaveholders’ battle. The war’s stresses and strains also created tensions between the Richmond government and the plantation-owning economic elite over aspects of war policy. And as Union armies marched deeper and wider into Confederate territories, slaves in increasing numbers abandoned plantations, escaped to Union lines, went to work in support of the Union war effort and in many cases joined the Union armies as soldiers.

Drawing heavily upon personal letters, journals, recollections, and diaries—including those written by whites and blacks, the free and the enslaved, civilians and soldiers, men and women, and pro- and anti-war white southerners—Levine is able to recreate a sense of these epic changes as experienced by many “average” people living at the time of the conflict 150 years ago.

Nineteenth-century America was one of the great slave-owning societies of modern history, and Levine argues for slavery’s primacy in understanding the war. The disintegration of southern rural plantation culture brought the freeing of four million enslaved blacks. It was two years into the war, he emphasizes, before President Lincoln and Union policy makers reached the historic conclusion that this war of secession could not be won without dismantling slavery itself. To Levine, this change in the Union’s war policy and its consequences points to a compelling irony at the heart of the Confederate experience: by attempting to break away from the United States and create an independent slave empire, slave owners accelerated the very things they sought most desperately to prevent: wholesale emancipation and the end of their pre-war form of society.

Barrett’s and Levine’s books are deeply scholarly yet highly readable, judicious in analysis and interpretation, and they relate stories of profound human interest about the national past. We can be proud that both are products of the U of I Department of History.

Mark Leff, Beloved Teacher-Mentor, Retires

It is common at retirement parties for celebrants to claim that the guest of honor will be sorely missed and that colleagues can't imagine the daily workplace without them. What happens, though, when these clichés are actually true?

This was the dilemma one Saturday afternoon in early May of last year when historian Mark Leff brought to a close a 27-year career of superlative university service. Mark's stepping down last spring elicited an outpouring of testimonials—from friends, colleagues, and graduate and college students past and present. The accolades highlighted his signature contributions and distinctive style.

People invariably talk first about Mark's teaching. He was a remarkably dedicated teacher and an especially gifted undergraduate lecturer. Year after year, he filled the largest lecture halls on the university quad with students who actually wanted to come to class. When asked why they became history majors, many with a concentration in American history said it was because of Mark's courses.

Former Teaching Assistants Kwame Holmes and Tom Mackaman note that grad students sought to be assigned to his General Education courses, specifically to observe his teaching first hand. His concern with fair grading, with TA workloads, and with supervising first-time TAs was especially well-known. Above all, there were the famous lectures: one lecture—on the interconnections between *The Wizard of Oz* and the Great Depression—was voted, by the students themselves, the best undergraduate lecture of 2004; another examined the role of chewing gum in America's waging of World War II and the Cold War. Little wonder that Mark won every available teaching prize on campus and beyond.

Teaching on the college and the graduate levels requires significantly different skills, and it's unusual to find a professor who is equally talented in both pedagogical worlds. On this score, too, Mark was an exception. His graduate students adore him. Whether in seminar discussions, or commenting on dissertation chapters in draft, or observing a practice job talk, Mark regularly combined great care and generosity with honest, penetrating critique. Low key but probing, he would intervene with grad students to help them buttress their evidence,



hone an argument, examine an assumption, or strengthen an interpretation. At each stage of their education, he did everything in his power to help his doctoral students advance. He was renowned for treating them like colleagues-to-be, rather than underlings in training. Former student Bui Long calls Mark “an example of the ideal professor.” Others, after completing the program, report that Mark remains their most important model as they launch their own careers in the academic profession.

If this weren't enough, Mark was also an outstanding citizen—a citizen, that is, of the department, LAS, the University, the history profession, and the nation simultaneously. Year after year, he worked tirelessly to promote the Department of History, its most important needs and priorities. Former Chair and close friend Jim Barrett characterizes Mark as “the heart and soul of our scholarly community.” In the lecture hall, at a committee roundtable, or in casual hallway conversation, Mark's commitment to fairness and justice in all life arenas—from the local to the global, and whether historical or contemporary—was powerfully evident. His convocation speech to last year's History graduating class was not just a brilliant

Year after year, he filled the largest lecture halls on the university quad with students who actually wanted to come to class.

Mark Leff, Beloved Teacher-Mentor, Retires, continued

farewell but an example of Mark's insistence on connecting history, citizenship, and democracy. No matter how critical or cynical the national dis-

Help Continue the Mark Leff Tradition

We invite you to join us in our effort to forever honor Professor Mark Leff's career and contributions to history education at Illinois. As a tribute to his incomparable dedication to his students, we are designating the annual prize for the Outstanding Honors Thesis in his name. Recognizing our honors students' work in Professor Leff's name will continue the tradition that he established during his career at Illinois. Please help us reach our total goal of \$25,000 to honor Professor Leff by making a gift today through our website: www.history.illinois.edu/giving/ or with the form included in this newsletter. Thank you for your interest and support.

course, Mark never lost faith in the fight for social justice through a reasoned political and ethical process. Likewise, even in dark financial times, he knew that the U of I was part of what was best about the American national heritage.

That Mark managed, over nearly three decades, to combine

this collection of qualities as a great teacher/mentor/colleague/citizen is unusual enough.

Perhaps the final aspect of the Leff legacy, however, is his personal style. With these other virtues he combined wit, a wryly self-deprecating demeanor, and what Julilly Kohler-Hausmann—another former dissertation student, who is currently an assistant professor at Cornell—aptly called Mark's "almost irrational humility." In a profession so motivated by ambition and careerism, this is indeed rare.

At the retirement party last May, as one speaker after another rose to reminisce, it was difficult not to sound hyperbolic about the guest of honor. But to do otherwise would be to violate the historian's core obligation to tell the truth as objectively as possible. All things considered, it was easy to state what has made Mark Leff exceptional at the U of I. It is impossible, however, to convey how much we will miss him.

At each stage of their education, he did everything in his power to help his doctoral students advance.

Recent Faculty Promotions

Eugene Avrutin, Associate Professor of History

Modern European Jewish History, Russian Empire, Legal History

Adrian Burgos, Professor of History

U.S. Latino History, Sport History, Urban History, African American History

Craig Koslofsky, Professor of History

The Early Modern World (1500–1800), Early Modern Europe, the Reformation, the History of Everyday Life

Megan McLaughlin, Professor of History, Gender and Women's Studies, and Medieval Studies

Medieval European social and religious history, the history of women and gender

The Friends of History Update

by JANET CORNELIUS

The Friends of History (FOH) have had a gratifying and productive year! We continued to work closely with the Department of History to give support to history students and to assist the Department. As a result, we have been able to continue to build relationships with the Department and with students.

In April, during History Weekend at the University of Illinois, we attended the Honors Colloquium, an engrossing presentation and discussion of the honors theses prepared by undergraduate seniors in the history program. The Awards program for both undergraduate and graduate students followed, and we then had a chance to talk with the students and also faculty at a bountiful reception. We were glad to have helped with the expenses for the Awards event, as well as fellowships and scholarships for graduate students and travel expenses for their research and for their attendance at conferences.

To further increase our support for students and to honor a worthy professor, the Friends of History initiated a prize for the best undergraduate honors thesis in honor of recently retired Professor Mark Leff. Professor Leff was particularly known for his effective work with undergraduates and the Friends agreed to join his many friends and former students in honoring him with this named award. (See pp. 9–10 of this issue.)

In addition to support for students and the Department of History, the Friends of History also aim to continue our own growth in awareness for a critical understanding of the past and to share this awareness with the public. To that end, we sponsored the first Friends of History Lecture, held at the University of Illinois on September 21, 2012. Addressing a sizeable audience, the speaker was longtime popular professor James R. Barrett, who discussed aspects of his recent book, *The Irish Way: Becoming American in the Multi-Ethnic City*. (See pp. 7–8 of this issue.) Using illustrations as well as anecdotes from his book, Jim painted a picture of the newly arrived Irish and their interactions with other minority groups, particularly in

the entertainment world of the time. Jim Barrett has been an active participant in the founding and organization of the Friends of History, so his choice was particularly appropriate.

Jim's FOH Lecture was preceded by a graduate research colloquium, a great success for the way that the work of advanced graduate students was showcased. As a representative from the FOH board, I found it inspiring to see the innovative and relevant topics and the impressive accomplishments by the hard-working students. The graduate colloquium will continue to be publicized and FOH attendance welcomed.

The Friends of History also participated in the annual discussion of *A Book in Common*, which has been held for faculty and interested students at the Department of History for some years. Attendants read *The Memory Chalet* by noted historian Tony Judt. Several Friends attended the discussion on the University of Illinois campus, and ten more participated in a Chicago discussion organized by FOH board member Steve Schulwolf. We hope to continue being part of *A Book in Common* events in the future. Steve has volunteered to organize another Chicago event next year, and we plan to attempt similar FOH *Book in Common* events in Washington, D.C. (home of a Friends board member, Liz Milnarik) and Springfield, Illinois.

Some of you who are reading this magazine have attended events or at least have been notified that they were occurring. We cordially invite you to participate. In addition to our material in the History Department website, "History at UIUC" is on Facebook and LinkedIn. Those of you who contribute any sum to the History Department automatically become Friends of History. Let us know who you are!

To further increase our support for students and to honor a worthy professor, the Friends of History initiated a prize for the best undergraduate honors thesis in honor of recently retired Professor Mark Leff.

Department of History Donors

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

Alba, Dr. Patricia G.

Allen, Dr. Debra J.

Almy, Dr. Nini

Amideo, Mrs. Joan M.

Amideo, Mr. William F.

Arroyo, Mr. Paul E.

Barrett, Dr. James R.

Barrett, Mrs. Jenny M.

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Yes! I would like to support the Department of History with a gift of:

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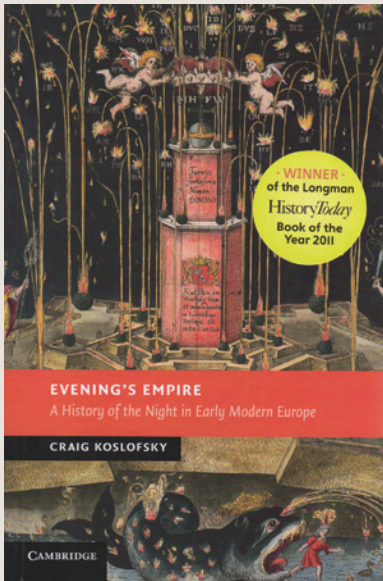
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Koslofsky Sheds Historical Light on Shadowy Past



It's hard to imagine a time when the setting of the sun evoked widespread fear. For many today, the night is a time for leisure, rest, and entertainment. But not so long ago, that wasn't the case: for early modern Europeans, the night was still a time to retreat into the safety of their homes, away from potential vices, dangers, and temptations.

In *Evening's Empire: A History of the Night in Early Modern Europe* (Cambridge University Press, 2011) U of I Professor Craig Koslofsky examines the history of the night during the early modern centu-

ries: he surveys the shifting attitudes, innovations, and social and cultural practices that expanded the legitimate uses of the night. Using an exhaustive array of unique sources—such as diaries, letters, and legal sources, as well as representations of the night in art, religion, and literature—Koslofsky reveals the origins, development, and impact of “nocturnalization” as it spread across Europe, from the glittering night life of Louis XIV's Versailles to London's first coffeehouses and Europe's first public street lighting. What triggered such a momentous shift in the way Europeans spent the hours from dusk 'til dawn?

As *Evening's Empire* reveals, the causes are many: the landmark scientific discoveries of Copernicus and Kepler; the rising popularity of nonalcoholic beverages like coffee, tea, and chocolate; the perceived need for public street lighting; the influence of royal courts—to name only a few.

Professor Craig Koslofsky examines the history of the night during the early modern centuries: he surveys the shifting attitudes, innovations, and social and cultural practices that expanded the legitimate uses of the night.

Expertly weaving together such seemingly disparate strands, Koslofsky provides a detailed and complex picture of how early modern Europeans used and perceived the night—one that was both devilish and divine; restful and restive; disciplined and ungovernable. Sainly mystics, accused witches, lantern-smashers, prostitutes, courtiers, ghosts and “ghost-busters” all find their place in this rich narrative of the night.

Rooted in early modern daily life, Koslofsky argues that nocturnalization was a revolution. The turn to the night changed how the people of early modern Europe ate, drank, slept, and worked, restructuring their daily lives and their mental worlds. Through nocturnalization early modern men and women found new paths to the Divine, created baroque opera and theater, formed a new kind of public sphere, and challenged the existence of an “Invisible World” of nocturnal ghosts and witches. And the imprint of nocturnalization on the early Enlightenment helped reconfigure European views of human difference and the place of human-kind in the universe.

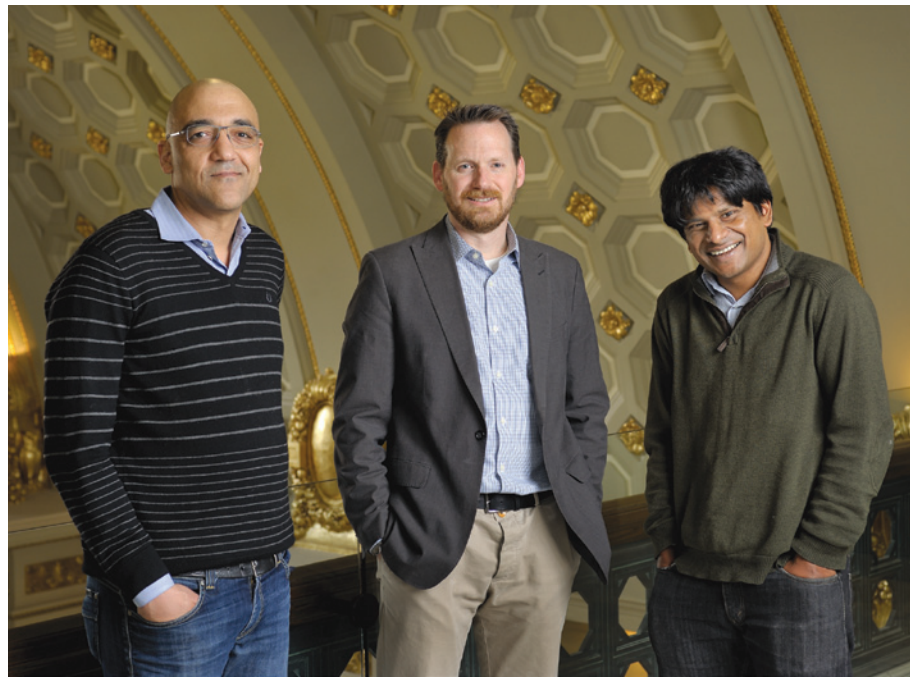
Evening's Empire was the winner of the 2012 Longman-History Today Book of the Year Award.

New Faculty Hires

This year the department is excited to welcome three talented new colleagues in the areas of South Asian, East Asian, and modern U.S. history. Each of these faculty members has already contributed greatly to the department's intellectual life and educational mission.

Assistant Professor Tariq Ali earned his Ph.D. from Harvard University in 2012. His dissertation, titled "The Envelope of Global Trade: Political Economy and Intellectual History of Jute in Eastern Bengal, 1853-1950," is a study of peasant production of jute in the Bengal delta between the 1850s and 1950s. He describes his project as a local history of global capital. In this project Ali explores how the region's integration into global circuits of commodity and capital shaped very local economic, political, and intellectual histories, and how economic lives, social and cultural formations, and political processes in the delta were informed and influenced by the cultivation and trade of jute. Tariq is also working on a history of rural development in post-colonial Pakistan, which focuses on how rural development and agrarian modernization informed processes of nation and state formation in post-colonial East Pakistan between 1947 and 1971. Ali teaches courses in South Asian history, agrarian and peasant histories, and histories of capitalism and commodities.

In 2012 **Assistant Professor Roderick Wilson** joined the department from the University of Wisconsin-Whitewater with a joint appointment in East Asian Literatures and Cultures. A historian of Japan and the environment, he has an M.A. in modern Japanese history from the University of Oregon and a Ph.D. in East Asian history from Stanford University. Wilson's research focuses on the intersection of people and their local habitats in early modern and modern Japan. His current manuscript, "Turbulent Stream: Reengineering Environmental Relations along the Rivers of Japan, 1750-2000," crosses both temporal and geographical boundaries to demonstrate the transnational mobility of ideas and people. He is currently completing an article "From Water to Wheels? The Reengineering of Tokyo's Waterways and Bay, 1868-1964" and a book chapter "Modern Routes through Old Japan: Yoshida Hatsusaburo's Maps of Eight Views of Renowned Places in Japan." At the University of Illinois he looks forward to offering



a variety of courses on the history of Japan as well as on the history of science, technology, and the environment in East Asia.

Professor **Kevin Mumford** received his Ph.D. at Stanford in 1993. After a post-doctoral fellowship at the University of California, Santa Cruz, he taught at Towson University in Maryland and since 2003 at the University of Iowa. He has been a Fulbright Scholar at Erfurt University in Germany, a Fellow at the Charles Warren Center for Studies in American History at Harvard, and a Schomburg Scholar at the Schomburg Center for Research in Black Culture at the New York Public Library. Mumford's award winning work in African-American history has investigated the relationship between race and politics in modern America with an emphasis on the urban experience and the history of sexuality. His first book, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century*, published by Columbia University Press in 1997, examined how racial categories and inequalities were shaped through an investigation of vice districts in New York and Chicago. In *Newark: A History of Race, Rights, and Riots in America*, published by New York University Press in 2007, Mumford uses the history of Newark from its Puritan founding in 1666 through the civil rights era as a lens through

New faculty hires Kevin Mumford, Rod Wilson, and Tariq Ali

continued on page 21

Anna Kurhajec Snares Campus Teaching Award



Anna Kurhajec

At the annual Celebration of Teaching Excellence ceremony late in April of this year, the history department was represented by Anna Kurhajec, winner of the 2013 Award for Excellence in Undergraduate Teaching by a Graduate Student. The award is the premier prize for college instruction by a Teaching Assistant offered at the University.

Kurhajec's award citation highlighted her enthusiasm and dedication in the classroom as well as the remarkably consistent standards of teaching excellence she has achieved in course after course over the past several years

of instruction. The extensive nomination portfolio for teaching award candidates includes student testimonials, reports from professors, the candidate's statement of teaching philosophy, and a formal letter of nomination from the Department. Professor Tamara Chaplin, who oversaw the preparation of Kurhajec's portfolio, hailed Kurhajec as "a gifted, truly exceptional candidate" who has brought a unique background in history, political science, philosophy, and critical race studies to bear on her work. "In our conversations with her," Chaplin adds, "it was instantly evident that Kurhajec takes her students seriously, challenging them to stand up as intellectual peers in the joint exploration of critical questions—about racial prejudice and economic inequality, about global resources and human rights—that we face today as a society."

The undergraduates from her courses concurred. Large numbers wrote on her behalf and sounded almost blessed to have gotten her as their instructor. One seminar member praised the ideal of "free but responsible intellectual expression" that she fosters in the classroom. Another wrote that she changed his entire attitude toward his major: "she helped with my own relationship with history and its importance to me and my place in the world."

Kurhajec's breadth of teaching experience at the U of I has also been remarkable: since she began teaching for the Department in 2005, she

has taught General Education surveys, such as "U.S. History since 1877," "Introduction to African American Studies," "Western Civilization since 1660," and "Warfare, Military Institutions, and Society." Note that these so-called "Gen Eds"—challenging, large-enrollment courses taught on the introductory level—fall in wholly different categories of history. Kurhajec has also developed and taught to rave reviews topical courses in her fields of expertise, which are American social and political history in the decades following the Second World War and modern race and gender studies. As a recipient in the spring, 2010, of the coveted William C. Widenor Teaching Fellowship, she offered to a class of select history majors "1960s Radicalism in the USA and Beyond."

Paralleling the range in content of Kurhajec's teaching is the diversity of teaching venues in which she has worked. Most of her instructional work has taken place, at various academic levels, in the standard on-campus settings. In addition, a number of times she has offered an online course titled "History 273: Illinois History," a service course for the University that is well outside her specialties. Kurhajec's course in fact was the first online course ever developed by the Department; not surprisingly, she has been asked to join an online education committee recently formed by the Department. Bolder still, Kurhajec was among the first graduate students to participate in the new Education Justice Project: for a number of semesters, she worked as a writing tutor for student-inmates at the Danville Correctional Center; in 2009, she was invited to teach her own EJP course, "Social Movements of the 1960s." (A former inmate-student, in fact, was among Kurhajec's award nominators!) The past several years, she has also been a prime mover in drawing other graduate students and department faculty into this highly successful program.

This is a striking portfolio of experience—in terms both of the course content delivered and the pedagogical environments (i.e., college classrooms large and small, in the state prison system, and in new online formats). We salute Anna on this greatly deserved recognition, which also honors the Department and the University.

History Department Faculty Awards, 2011–2013

Eugene Avrutin, Assistant Professor of History

- Charles A. Ryskamp Research Fellowship, 2012, American Council of Learned Societies

James Brennan, Assistant Professor of History

- Charles A. Ryskamp Research Fellowship, 2012, American Council of Learned Societies

Clare Crowston, Associate Professor of History

- Collaborative Research Fellowship, 2012, American Council of Learned Societies

Jerry Dávila, Lemann Professor of Brazilian History

- Vice-President and President Elect of the Conference on Latin American Studies of the American Historical Association

Eric McDuffie, Associate Professor of History and African-American Studies

- The American Historical Association, 2012 Wesley-Logan Prize, for the Study of African-American Life and History

Eric McDuffie, Associate Professor of History and African-American Studies

- The 2011 Letitia Woods Brown Book Prize from the Association of Black Women Historians

Lillian Hoddeson, Professor Emeritus of History

- Abraham Pais Prize for the History of Physics, 2012, American Physical Society

Kristin Hoganson, Professor of History

- 2012 Ray Allen Billington Prize from the Western History Association for her article “Meat in the Middle: Converging Borderlands in the U.S. Midwest, 1865–1900,” *Journal of American History* (2012)

Kristin Hoganson, Professor of History

- 2012 Wayne D. Rasmussen Award from the Agricultural History Society for her article, “Meat in the Middle: Converging Borderlands in the U.S. Midwest, 1865–1900,” *Journal of American History* (2012)

Frederick Hoxie, Swanlund Professor of History

- American Indian History Lifetime Achievement Award, presented at the annual meeting of the Western History Association

Diane P. Koenker, Professor of History and Chair, Department of History

- Vice-President/President-Elect, 2012, Association for Slavic, East European, and Eurasian Studies

Craig Koslofsky, Professor of History

- Longman *History Today* Prize for Best First or Second Book Published in History for 2011, Longman Publishers (UK)

Mark S. Micale, Professor of History

- Erikson Fellow, Austin Riggs Center, Stockbridge, Massachusetts, Fall 2013

Leslie J. Reagan, Professor of History

- Arthur J. Viseltear Award, given by the Medical Care Section of the American Public Health Association for outstanding contributions to the history of public health

Leslie J. Reagan, Professor of History

- Joan Kelly Memorial Prize in Women’s History, 2011, American Historical Association

David Roediger, Babcock Professor of History

- Winner of International Labor History Association Book of the Year Award for *The Production of Difference: Race and the Management of Labor in U.S. History* (Oxford University Press, 2012)

Carol Symes, Associate Professor of History

- Frederick Burkhardt Residential Fellowship for Recently Tenured Faculty, American Council of Learned Societies

Ronald P. Toby, Professor Emeritus of History and East Asian Languages and Cultures

- Prize for Outstanding Contributions to Japanese Studies by a Foreign Scholar, 2012, National Institutes for the Humanities (Japan)

Making Diversity Practice



Adrian Burgos, Jr.

by ADRIAN BURGOS, JR.

Diversity as a practice involves moving beyond pronouncing a belief in diversity as a value and towards enacting measures that broaden the scope of and effectively transform the culture of an institution. The twelve years I have been in the History Department has borne abundant evidence how much diversity matters in the creation and maintenance of an intellectually vibrant, innovative scholarly community. Importantly, during that span the Department has increasingly engaged in practices that have transformed the

composition of the graduate program all the while elevating the standards of excellence. It is a testament to that practice of diversity that I now have the privilege to serve as the Director of Graduate Studies (DGS)—the first faculty of color to hold the position.

In taking on the DGS position this fall semester I have benefited from the tremendous work of my predecessors who have exercised a commitment to diversity which has increased the number of African American, Latino, Asian American, and American Indian graduate students. Most immediately, Dana Rabin has made our transition much smoother than I could hope through her graciousness, level of organization, initiatives started during her tenure, and willingness to share her knowledge in matters big and small. Not only has the graduate program undergone a change in leadership, we also welcome a new graduate secretary Stephanie Landess, who assumed the position after Elaine Sampson's retirement.

Much excitement has been generated in Greg Hall by this year's cohort of 20 graduate students, including five international students as well as three Latino/as and two Asian American students. Drawn from colleges and universities from across the United States as well as Canada, China, India, Taiwan, and Turkey, this vibrant

group has enlivened the faculty with their variety of intellectual interests, academic backgrounds, and perspectives about approaches and methodologies that will facilitate collaborations across fields and along emergent lines of scholarly inquiry. An applicant pool of 212 students made the Admissions Committee's decisions extremely difficult. Out of those admitted, last year's acceptance rate approached a whopping 67%, a yield not seen in years. Credit for this outcome is due to the excellent work of our current graduate students, faculty, and the Diversity Committee, which is entrusted with the planning of our annual recruitment event. Equally significant, five out of the six underrepresented students accepted their offers of admission. For this I am grateful to the department chair Diane Koenker, Dana Rabin, and Augusto Espiritu (last year's Diversity Committee chair) for their leadership and to graduate students Kyle Mays, Veronica Mendez-Johnson, and Megan White for their tireless work in organizing our successful recruitment event.

Last year was not only a banner year in diversity recruitment but also in Ph.D. completion. Among the 20 students who earned their doctorates since May 2011 are *six African Americans*: Nicholas Gaffney, Kwame Holmes, Ashley Howard, Edward Onaci (Mills), Perzavia Praylow, and Carmen Thompson. Moreover, despite the increasingly difficult job market, thirteen of our recent Ph.D.s secured new positions, nine of them tenure track positions at institutions such as Smith College, James Madison University, the University of West Virginia, and Loyola University (New Orleans) while others secured multi-year visiting faculty positions and postdoctoral fellowships.

While the placement record and increased rate of Ph.D. completion is quite pleasing, the graduate program and faculty remain committed to addressing matters of retention in order to forestall attrition and to engage in new ways of preparing graduate students for the changing academic environment. To that end, we have planned events to address retention as well as alternative careers with a History Ph.D. This Spring 2013 semester we hosted a visit by Valinda Littlefield (Illinois Ph.D., 2003), currently an Associate Professor in

the History Department at the University of South Carolina, to share her research and also speak on issues about graduate life for underrepresented students. Dr. James Grossman, executive director of the American Historical Association, also visited us to speak on “Alternative Careers with the Ph.D.” These events build on ongoing initiatives put into motion by Dana Rabin and the Graduate Studies Committee and supplement continuing programmatic efforts such as the proposal writing workshop and dissertation chapter writing workshop to facilitate more timely completion. As another part of this effort, we held a symposium in September featuring grant and fellowship award-winning graduate students Derek Attig, Genevieve Clutario, Diana Georgescu, David Greenstein, and Stephanie Seawell who shared their writing experience and applying for grants. As IPRH Fellows and Dissertation Completion Fellowship awardees, they join fellow graduate students who have secured external and internal grants to fund their research and writing. Our graduate students continue to obtain funding from the Fulbright Foundation, the Mellon Foundation, the Social Science Research Council, the German Academic Exchange Service, the Social Science and the Humanities Research Council of Canada, the Council on Library and Information, the Woodson Center at the University of Virginia, and the Association of American University Women.

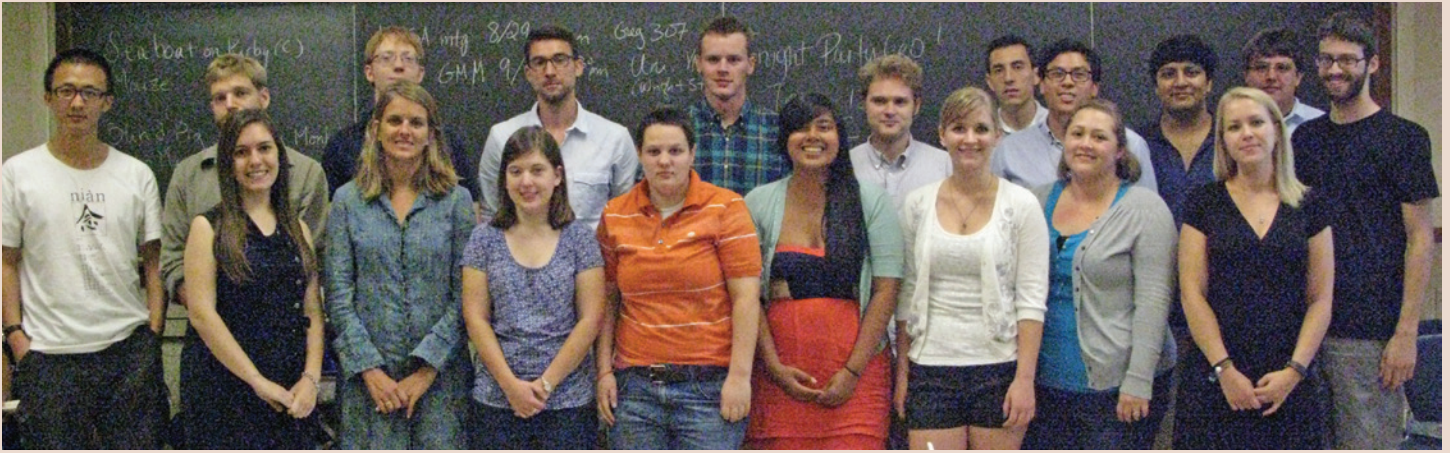
A hallmark of the Graduate Program’s success has centered on revisiting our practices, in critical self-assessment, and the willingness to design new practices. This is what inspired the formation of the Women’s and Gender History Symposium (WGHS) in Spring 2000, which convened for the 14th time from February 28 through March 2 with the keynote delivered by Celine Parreñas Shimizu, Professor of Film and Performance Studies at the University of California at Santa Barbara. WGHS emerged directly from collaboration between women faculty and graduate students, which raised important questions about the necessity of studying women’s lives and the value of gender as a category of analysis in the scholarship we produce and in the training we offer graduate students.

Organization of the annual event has remained entirely within the purview of departmental graduate students, providing them the critically needed space to engage and showcase scholarship on women, gender, and sexuality being produced by leading scholars and graduate students from Illinois and other universities.

The formation of the Diversity Committee in 2003 was similarly inspired by a desire to address the composition of the graduate program. Recruiting graduate students from underrepresented backgrounds has been one of the major diversity practices the Department has refined over the past decade. Importantly, the Diversity Committee has expanded its scope to include matters of retention. In Fall 2011 the Committee convened “Beyond Admissions,” a forum which drew 40 participants from across campus to discuss how departments, the Graduate College, and the University can better address the challenges and opportunities of creating a more inclusive community where underrepresented graduate students can thrive. More recently, the Committee hosted a Diversity Recruitment and Retention conference with keynote speaker Dr. Donald Fixico, American Indian History Professor from Arizona State University. The conference stood once again as the main recruitment event displaying the department’s intellectual vitality to visiting prospective students with current graduate students delivering responses to Prof. Fixico’s keynote address and facilitating panels on succeeding in graduate school.

Interacting with our graduate students on a daily basis has proven quite invigorating, especially as I learn more closely the scholarly interests they hope to explore, witness their engaging in deep study for preliminary examinations, see them excited to head off to the field to conduct their research, and welcome them back as they begin to write and ultimately defend their dissertations. The scholarship they produce inspires our faculty to continue our engaging in critical discussions in collaboration with them on refining our practices to achieve a more diverse graduate program, enhance our retention practices, and in preparing them as future members of the professoriate and educational leaders.

Last year was not only a banner year in diversity recruitment but also in Ph.D. completion.



New Graduate Class

FRONT ROW: Daniela Parker, Lydia Putnam, Heather Freund, Beth Eby, Christina Peralta, Kelsey McClain, Raquel Escobar, Agata Chmiel

SECOND ROW: Milo Wang, Ben Bamberger, Ethan Larson, Alex Kies, Doug Jones, Kent Navalesi, John Marquez, Mark Sanchez, Utathya Chattopadhyaya, Zachary Riebeling, David Lehman

NOT PICTURED: Ruth Hoffman

Graduate Job Placements and Post-Doctoral Fellowships for 2011–2012

Jeffrey Ahlman, Assistant Professor, Smith College
Andy Bruno, Assistant Professor, Northern Illinois University
Fedja Buric, Assistant Professor, Bellarmine University
Randy Dills, Assistant Professor, University of Louisville
Maria Galmarini, Assistant Professor, James Madison University
Ian Hartman, Visiting Assistant Professor, University of Alaska, Anchorage
Maurice Hobson, Assistant Professor, Georgia State University
Kwame Holmes, Post-Doctoral Fellowship, University of Virginia
Ashley Howard, Assistant Professor, Loyola University, New Orleans
Jason Kozlowski, Assistant Professor, University of West Virginia
 (Labor Institute)
Kerry Pimblott, Visiting Assistant Professor, University of Wyoming
Perzavia Praylow, Assistant Professor, Augusta State University
Troy Smith, Visiting Assistant Professor, Tennessee Tech University

Recent Ph.D.s Awarded

David Bates: “Between Two Fires: Race and the Chicago Federation of Labor, 1904–1922” (August, 2012)

Fedja Buric: “Becoming Mixed: Mixed Marriages of Bosnia-Herzegovina during the Life and Death of Yugoslavia” (May, 2012)

Amanda Eisemann: “The Human Horse: Equine Husbandry, Anthropomorphic Hierarchies, and Daily Life in Lower Saxony, 1550–1735” (May, 2012)

Nicholas Gaffney: “Mobilizing Jazz Communities: The Dynamic Use of Jazz as a Political Resource in the Black Liberation Struggle, 1925–1965” (August, 2012)

Lane Harris: “The Post Office and State Formation in Modern China, 1896–1949” (May, 2012)

Ashley Howard: “Prairie Fires: Urban Rebellions as Black Working-Class Politics in Three Midwestern Cities” (August, 2012)

Ryan Jones: “‘Estamos en Todas Partes’: Male Homosexuality, Nation, and Modernity in Twentieth-Century Mexico” (August, 2012)

Gregory Kveberg: “Moscow by Night: Musical Subcultures, Identity Formation, and Cultural Evolution in Russia, 1977–2008” (December, 2012)

Bryan Nicholson: “Apprentices to Power: The Cultivation of American Youth Nationalism, 1935–1970” (May, 2012)

Edward Onaci: “Self-Determination Means Determining Self: Lifestyle, Politics, and the Republic of New Afrika, 1968–1989” (December, 2012)

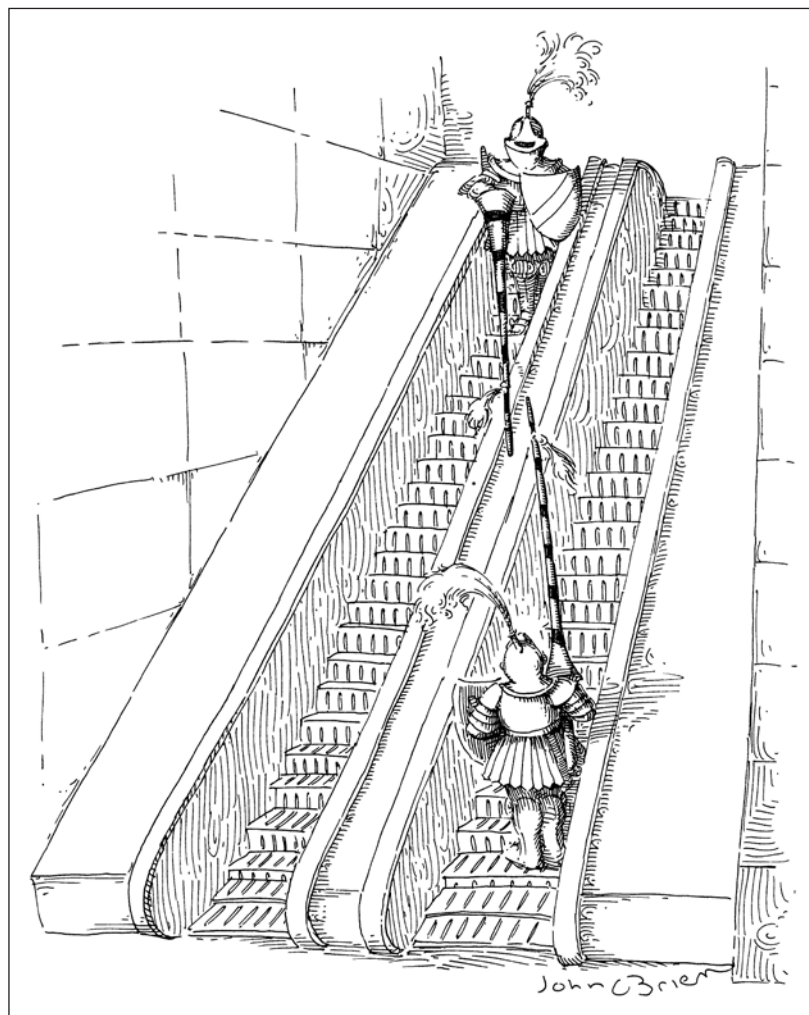
Kerry Pimblott: “Soul Power: The Black Church and the Black Power Movement in Cairo, Illinois, 1964–1974” (August, 2012)

Perzavia Praylow: “Re/Making Men and Women for the Race: Coeducation, Respectability, and Black Student Leadership at Fisk University, 1924–1970” (August, 2012)

Carmen Thompson: “‘20 and Odd Negroes’: Virginia and the International System of Slavery, 1619–1660” (May, 2012)

which to reconstruct how political ideas circulated and formed African-American consciousness.

His new work on black gay history in the twentieth century has already earned the author accolades. In 2012 he was awarded the Binkley-Stephenson Award from the Organization of American Historians. The award recognized Mumford’s “The Trouble With Gay Rights: Race and the Politics of Sexual Orientation in Philadelphia, 1969–1982” as the best article in the *Journal of American History*. The article also won the Audre Lorde Prize for the outstanding article on LGBTQ history in the past two years. Professor Mumford teaches courses on African-American history, the history of race, and the history of the United States since World War II.



Knights Jousting on an Escalator

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Annual Awards Celebration, 2012

Departmental Teaching Awards

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

Scott Harrison

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

Clare Crowston

Graduate Awards

Frederick S. Rodkey Memorial Prize in Russian History

Anca Mandru

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

Lance Lubelski

Theodore Pease Scholarship for English Constitutional History

Julie Laut

Joseph Ward Swain Seminar Paper Prize

Evan Murphy, “A More Perfect System of Agriculture’: The Khedivial Agricultural Society, Science, and the Development of Egyptian ‘Agri-Culture’, 1890–1905”

Joseph Ward Swain Publication Prize

Maria Cristina Galmarini, “Defending the Rights of Gulag Prisoners: The Story of the Political Red Cross, 1918–38,” in *The Russian Review*, 71 (January, 2012).

William C. Widenor Teaching Appointments

Jovana Babovic, “The Metropolis in History: Slums, Suburbs, and the Global City”

Janine Giordano Drake, “Sex, Wars, and Tea Parties: Religion in American Politics, 1750 to the Present”

Undergraduate Awards and Honors

Friends of History Undergraduate Research Grant

Margaret C. Jodlowski

Phi Alpha Theta Epsilon Chapter Awards

Brian P. Iggins, “The Eighteenth Century American Jewish Man: A Perspective”

Taylor E. Pinion, “Race and Identity at the *Century of Progress*: African-American Experiences at the 1933 World’s Fair”

Charles J. Vinci, “The Practicality of Abstraction”

Walter N. Breymann Scholarship

Yasmine L. Kumar

Misha M. Villatuya

Robert H. Bierma Scholarship for Superior Academic Merit in History

Christopher Baldwin

Nicholas M. Rossi

Misha M. Villatuya

Laura E. Windes

Michael Scher Award for Outstanding Undergraduate Paper

John D. Gargiulo, “The Mississippi-Thames-Chicago Delta: The Chicago Blues as Cultural Exchange and Urban Identity”

Timothy M. Warnock, “Changing Methods of Dispute Settlement: Late Roman to Early Medieval”

Robert W. Johannsen Undergraduate History Scholarship

Peter Pellizzari

Centenary Prize for Outstanding Senior in the Teaching of Social Studies

Ryan A. Schmidt

Ryan M. Stapinski

Martha Belle Barrett Scholarship for Undergraduate Academic Excellence

Zayad Ifzal Bangash

Alex J. Garel-Frantzen

Margaret C. Jodlowski

History Department Prize for Outstanding Senior Honors Thesis

Alex J. Garel-Frantzen, “‘How Low We Had Fallen’: Gangsters and Crime in the Chicago Jewish Community, 1900–1935”

2012 Undergraduate Senior Honors Theses

Zayad Ifzal Bangash, *The Devolution of the Civil-Military Relationship in Pakistan from 1971–1978*

Caroline Clasby, *French Children and the Colonial Project*

Alex Garel-Frantzen, “How Low We Had Fallen”: *Gangsters and Crime in the Chicago Jewish Community, 1900–1935*

Matt Jachimiec, *The “Third World War”: Operation Condor and the Rise of Neoconservatism*

Margaret C. Jodlowski, “Not for Any Man Alive”: *Exploring the Identities of Female Cross-Dressing Soldiers in the Nineteenth Century*

Michael Kozlowski, *Bowling in America*
Randall Manoyan, *A Mised Public: The Confederate Press during the Last Year of the Civil War*

Andrew O’Neill, *Tearing Up the Tracks: Railroad Workers, Trade Unionism, and Labor Disputes in Nineteenth-Century America*

Taylor E. Pinion, *Andrew Johnson as Hero or Villain: Understanding the Inherent Limitations of Binary Oppositional Structure in Historiography*

Matthew Quinn, *Fitz and the Führer: A Cartoonist’s Crusade against the Third Reich*

Daniel W. Reiter, *The Globalization of the NBA: Effects on the Racial and Cultural Lines of the Sport*

Brent Rosenstein, *Soldiers by Treaty: The Role of the *Foederati* in the Late Roman Empire*

Yuxi Tian, *Transnational Nationalists: American-Educated Chinese and the Paris Peace Conference*

John M. Vaught, *The American Ghandi vs. the American Pharaoh: Martin Luther King, Jr., Richard J. Daley, and the Battle for Public Perception*



Scenes from the Investiture Ceremony of Peter Fritzsche as the Trowbridge Professor of History

November 5, 2012



Faculty Profiles

Eugene M. Avrutin presented his work at Tel Aviv University, the Center for Jewish History, the University of Michigan, and the European Social Science History Conference in Glasgow. Three of his collaborative projects appeared in print: a translation and critical edition of Anna Pavlovna Vygotskaia's *The Story of a Life: Memoirs of a Young Jewish Woman in the Russian Empire* (with Robert H. Greene) as well as two collections of articles, *Jews in the East European Borderlands: Essays in Honor of John D. Klier* (with Harriet Murav) and *Russia in Motion: Cultures of Mobility since 1850* (with John Randolph). He is a member of an interdisciplinary research group that received an INTERSECT Grant from the Graduate College for a two-year project on "Cultures of Law in a Global Context." During academic year 2012–2013, Avrutin continues work on his new book project on ritual murder and small-town life in Velizh, supported by the Memorial Foundation for Jewish Culture, the Center for Advanced Study, and a Charles Ryskamp fellowship from the American Council of Learned Societies.

In 2012 **Jim Barrett** gave the first annual Friends of History lecture, spent part of the summer as a fellow of the Japan Society for the Promotion of Science, and, as Visiting Professor at Osaka University, delivered public lectures and seminars in Kyoto, Osaka, Tokyo, and Sapporo. The paperback edition of *The Irish Way: Becoming American in the Multi-Ethnic City* appeared with Penguin Books in February while "Remembering David Montgomery (1926–2011), His Scholarship, and His Mentorship" appeared in the Canadian journal *Labour/Le Travail*. Other publications include "Irish Americanization on Stage: How Irish Musicians, Playwrights, and Writers Created a New Urban American Culture, 1880–1940" in the Japanese journal *History for the Public* and "The Heritage of Social Class and Class Conflict on Chicago's South Side" in *On Location: Historic Cities and Sites*, edited by D. Fairchild Ruggles, (Spring, 2011). Reprinted articles appeared in *Major Problems in Modern American History* (Cengage, 2011) and *Major Problems in American Immigration History* (Cengage, 2011). Spanish translations of earlier works on Upton Sinclair's novel *The Jungle* appeared in *Catedrático de Sociología*.

Last year **Antoinette Burton** devoted much of her time to organizing the first phase of our three-year programming initiative "World Histories from Below." With the help of graduate assistant Zach Sell she ran

a faculty/student reading group, several syllabus-writing sessions, and a teacher-training workshop around our theme. The latter, which drew half a dozen school-teachers from around the region, is a good example of how our recent thematic initiatives have extended beyond the confines of the department and the university. History also participated in the IPRH spring conference "Empire from Below," which featured, among others, guest speaker Marcus Rediker and our former colleague (now in New Zealand) Tony Ballantyne. "World Histories from Below" efforts were funded by the Provost's Initiative on Teaching Advancement and the Office of Public Engagement; they are part of on-going plans for developing a Center for Historical Interpretation with alumni support. In addition to traveling for research and conferences, she published *A Primer for Teaching World History* (Duke, 2012) and *Brown over Black: Race and the Politics of Postcolonial Citation* (Delhi: Three Essays Collective, 2012).

In 2012 **James Brennan** published his book *Taifa: Making Nation and Race in Urban Tanzania* (Ohio University Press) and became editor of the *Journal of Eastern African Studies*. He also won a Charles A. Ryskamp Research Fellowship from the American Council of Learned Societies for 2012–2015, and he was designated a Helen Corley Petit Scholar for 2013–2014 by the College of Liberal Arts and Sciences at the University of Illinois.

Tamara Chaplin presented research from her new book project, *Sappho Comes Out: Lesbians and the Media in Postwar France*, at a conference on Feminism and the Audiovisual Archive at the Fondation Hartung Bergman in Antibes, France. She gave talks in Paris (at the 9th International Crossroads in Cultural Studies Conference), in Chicago (at the American Historical Association Conference), and in Portland, OR (at the Western Society for French History). Last fall Chaplin spoke about lesbian life in Toulouse as part of a visit that she organized featuring the French lesbian-feminist filmmaker, Jacqueline Julien. She was elected to a three-year term on the governing board of the AHA's Committee on LGBT History; a letter she co-wrote with CLGBTH co-chair Don Romesburg defending California Senate Bill 48 (known as the FAIR Act) was published in the November 2012 issue of *Perspectives*. She has developed a new undergraduate course on Sexuality in Modern Europe. With support from the UIUC Research Board, she is compiling a database of archival

documents on French lesbian life that will be shared with the Archives cultures recherches lesbiennes, in Paris. Her article, "Lesbians Online: Gay Liberation and the French Minitel" is now forthcoming in the *Journal of the History of Sexuality*. Chaplin has been named a Research Associate by the Center for Advanced Study at the U of I for 2013–2014.

Ken Cuno published "Women with Missing Husbands: Marriage in Nineteenth Century Egypt" in *Objectivity and Subjectivity in the Historiography of Egypt: In Honour of Nelly Hanna* (2012) and an updated version of his article "Middle East" in the *World Book Encyclopedia* (2012). He gave several presentations on campus about developments in Egypt, Syria, and the Palestinian territories, the "Arab Spring," the history of women's rights in Islamic law, and religion and state in Turkey. He was interviewed several times on radio about events in Egypt. He presented papers at the annual meeting of the Middle East Studies Association and at the Hebrew University and Ben Gurion University of the Negev on "Muhammad Qadri's Code of Personal Status Law in Egypt" and "How Legal Modernization Set Back Women's Rights in Nineteenth-Century Egypt."

This spring **Jerry Dávila's** book *Dictatorship in South America: Argentina, Brazil and Chile* is being released by Wiley-Blackwell. This is an exciting period for the study of the military regimes that dominated the last decades of Latin America's twentieth century. Under military rule, scholars in Latin America faced harsh restrictions on what they could research and publish. Many faced exile or detention. Some were tortured. In the process of redemocratization that began with the collapse of the Argentine Junta in 1982 and culminated in the *No!* vote against Augusto Pinochet in Chile in 1989 (the subject of a new film starring Gael Garcia Bernal), the ability of Latin American scholars to again write their own histories and to interrogate the recent past has been recovered. As a result, in these countries there are vibrant new lines of historical inquiry that challenge long-held assumptions about dictatorship and life in authoritarian regimes. Dávila's *Dictatorship in South America* draws on these new currents to help readers in the United States understand this turn in the study of Latin American histories.

This year **Augusto Espiritu** is the acting head of the Asian American Studies Department. He presented an essay, "La lengua española en Filipinas," to the The Illinois Club's Grupo Español last April. He was invited to speak, chair, and serve as a discussant on several panels to assess the state of "Transpacific

Migrations and Empires" at the conference of the Pacific Coast Branch-American Historical Association in San Diego in August. Out of this conference, he wrote an article, "Interimperial Relations, the Pacific, and Asian Americans," slated for summer 2013 publication in the *Pacific Historical Review*. He serves on the editorial board of *Amerasia Journal*. He presented "Hispanismo in a Transpacific Context: The Young Claro Mayo Recto" at the Association of Asian American Studies in April 2013. This paper is drawn from his current research on Hispanismo as discourse of resistance to imperial Americanization in the Caribbean and Pacific. Finally, he leads two campus reading groups, one on transnationalism and another on Tagalog language, literature, and history.

Ray Fouché published "Aren't Athletes Cyborgs?: Technology, Bodies, and Sporting Competitions," in *Women's Studies Quarterly*. He gave invited lectures on black inventors at the University of Massachusetts, Lowell and the "Changing Gears: The Birth of American Industry Lecture Series" at the Albert L. Lorenzo Cultural Center, Macomb Community College. He also spoke about his new book project examining the evolution of technology in sport at Cornell University and Morrisville State College. *CNN* reporter Matthew Knight highlighted a portion of this research in the article "High-tech Kit Speeds Athletes into New Era."

Matthew Sakiestewa Gilbert's co-edited anthology *The Indian School on Magnolia Avenue: Voices and Images from Sherman Institute* was published by Oregon State University Press (2012). He also published an article entitled "Marathoner Louis Tewanima and the Continuity of Hopi Running, 1908–1912" in the *Western Historical Quarterly* (Autumn, 2012) and completed a new Foreword to Don Talayesva's *Sun Chief: The Autobiography of a Hopi Indian* (Yale University Press). In addition to his publications, he presented his research at the University of Notre Dame, the University of New Mexico, and the University of Illinois at Springfield. He is the recent recipient of UIUC's Helen Corley Petit Scholar Award, an award given to junior faculty with tenure cases of outstanding merit.

Thanks to the generosity of the American Council of Learned Societies, **Kristin Hoganson** made great progress on her global history of the heartland, drafting chapters on the Kickapoos' struggles for place (home) and space (the ability to move freely, including across the U.S.-Mexican border) and another on colonialism, postcolonialism, pork, and corn that explores the imperial histories of Anglo-Saxonist pigs. The Western History Association honored her with

the Ray Allen Billington prize for the best article in Western History for her recent *Journal of American History* piece on cattle production titled “Meat in the Middle: Converging Borderlands in the U.S. Midwest, 1865–1900.” Her professional activities included co-chairing the Society for Historians of American Foreign Relations’ annual conference, a gathering that drew over 400 participants.

This Indian Country: American Indian Activists and the Place They Made, by **Fred Hoxie**, was published as part of Penguin’s History of American Life Series. The book ranges from the American Revolution to the present discussing how Native Americans devised legal and political ideas that enabled them to survive within the boundaries of the United States. He received the Native American History Lifetime Achievement Award at the 2012 annual meeting of the Western Historical Society. This year he launched a new course in “Public History,” which he hopes to offer each spring. The course will not only introduce students to critical writing about various genres of public history (memorials, museum exhibits, documentary films, etc.) but will involve a public exhibition developed collectively by students in the class.

Diane Koenker completed work on two books that will appear in the spring of 2013: *Club Red: Vacation Travel and the Soviet Dream* (Cornell University Press) is a history of Soviet tourism and vacations from the 1920s to the 1980s. *The Socialist Sixties: Crossing Borders in the Second World*, co-edited with Anne E. Gorsuch (Indiana University Press), explores the themes of popular culture, urban life, and transnational flows in the USSR, the socialist countries of Eastern Europe, and Cuba. This volume grew out of a conference held at the University of Illinois’ Russian, East European, and Eurasian Center’s Fisher Forum in 2010. In addition to her duties as department chair and incoming president of the Association for Slavic, East European, and Eurasian Studies, Diane spent some quality research time in Moscow archives and libraries during the summer of 2012, collecting materials on food culture, shopping, and leisure time for her next book project on the Soviet Sixties. She was particularly impressed with the changes in working conditions at the Russian State Library (formerly Lenin Library) in the decades since she began working there, with wi-fi in the reading rooms and the ease of making photocopies and scans (with an iphone!). Its cafeteria remains a museum to the culinary standards of the 1960s, a choice example of the close relationship between research and everyday life.

Craig Koslofsky’s book *Evening’s Empire: A History of the Night in Early Modern Europe* (Cambridge University Press, 2011) was named by *The Atlantic* one of the fifteen best books reviewed in *The Atlantic* or published in 2012. (The *Atlantic* review appeared in the April 2012 issue.) He is continuing his research on the role of Brandenburg-Prussia in the Atlantic slave trade in the seventeenth and eighteenth centuries. He has also begun work on a history of human skin in the early modern era. He has joined the Editorial Advisory Board of the UK journal *German History*.

A brief discussion of “The Myth of Black Confederate Soldiers” appeared in *Race, Slavery and the Civil War: The Tough Stuff of American History and Memory*, edited by Jim Horton and Amanda Kleintop and published in late 2011 by the Virginia Sesquicentennial of the American Civil War Commission. On November 7, 2012, **Bruce Levine** skyped into an education class at Stanford University to discuss this myth. In December 2011, his essay “‘The Vital Element in the Republican Party’: Antislavery, Nativism, and Abraham Lincoln” appeared in the innovative new *Journal of the Civil War Era*. Levine lectured at Chicago’s Whitney Young Magnet High School and to U of I alumni at the Chicago History Museum. He participated in a panel at the Left Forum held at Pace University in New York City, and spoke to the American Social History Project in New York City and to the Huntington Library’s Society of Fellows, in San Marino, California. His latest book, *The Fall of the House of Dixie: The Civil War and the Social Revolution that Transformed the South* was published by Random House in January. It will also be offered as a selection by the History Book Club, the Military Book Club, the Book of the Month Club, and the Quality Paperback Book Club. Recorded Books will release an audio version, and an excerpt will appear in the magazine *America’s Civil War*.

Harry Liebersohn received the Humanities Release Time leave for Fall 2012 to research a book on the globalization of music from 1877 to 1940, a continuation of his studies of European/non-European cultural contact. A chapter of his previous book, *The Return of the Gift: European History of a Global Idea* (Cambridge University Press, 2011) was presented in April 2012 at the conference “God and Mammon: The Religious and Economic Fault-Lines of Liberalism,” Yale University. He was recently appointed co-convenor of an SIAS (Some Institutes of Advanced Study) Summer Institute, “Cultural Encounters: Global Perspectives and Local Exchanges, 1750–1940.” These

post-doctoral seminars will be held in 2013 at the Wissenschaftskolleg zu Berlin, Germany, and in 2014 at the National Humanities Center in North Carolina.

Ralph Mathisen published *The Battle of Vouillé, 507 CE: Where France Began* (co-authored, co-edited, with D.R. Shanzer) (Brill: Leiden, 2012), for which he authored the articles “The First Franco-Visigothic War and the Prelude to the Battle of Vouillé,” “Vouillé, Voulon, and the Location of the Campus Vogladensis,” and “Clovis, Anastasius, and Political Status in 508 C.E.” Other articles published this year include “Concepts of Citizenship in the Late Roman Empire,” in S. Johnson, ed., *Oxford Handbook of Late Antiquity* (Oxford Univ. Press, 2012), “‘Alamanniam mancipasti’: The Roman ‘Pseudo-Province’ of Alamannia,” in C. Witschel, ed., *Römische Legionslager in den Rhein- und Donauprovinzen* (Bayerische Akademie der Wissenschaften, 2012), and “Les mariages entre Romains et Barbares comme stratégie familiale pendant l’Antiquité tardive,” in C. Badel, M. Corbier, eds., *Les stratégies familiales dans l’Antiquité tardive* (De Boccard, 2012). He also published seven chapters in a co-authored textbook, F. Kidner, R. Mathisen, et al., *Making Europe: The Story of the West* (2nd ed.) (Cengage, 2012). He delivered conference papers and lectures in Rostock (Germany), Vienna (Austria), Mainz (Germany), Limoges (France), Köln (Germany), and Leeds (England). He served as editor for two issues of the award winning *Journal of Late Antiquity*, and continued to serve as editor for *Oxford Studies in Late Antiquity* and on the editorial boards of several academic journals.

Megan McLaughlin was invited to speak at a conference on “Matrimonial Strategies among the Aristocracy, 10th–13th Centuries” at the Center for Medieval Studies at the University of Poitiers and at a conference on “The Gender of Authority: Celibate and Childless Men in Power: Ruling Bishops and Ruling Eunuchs, 400–1800” at the University of Zurich. Her article “Disgusting Acts of Shamelessness: Sexual Misconduct and the Deconstruction of Royal Authority in the Eleventh Century,” *Early Medieval Europe* 19 (2011): 312–31, was recognized as “article of the month” by *Feminae, the Medieval Women and Gender Index*.

In the fall of 2011 **Mark Micale** introduced a new upper-level undergraduate course titled “Darwin and the Darwinian Revolution.” In late September, he attended the World Psychiatric Congress in Buenos Aires, Argentina, which was his first time to visit Latin America. The following spring semester he was on sabbatical leave, living and working on Capitol Hill in

Washington D.C. In May, 2012, he was designated the U of I Distinguished Teacher-Scholar for the upcoming academic year.

Bob Morrissey enjoyed his first full year at UIUC teaching courses on early America and American environmental history. Outside of teaching, he presented new work at the annual conferences of the American Historical Association, Omohundro Institute, and the French Colonial Historical Society. He also participated in a conference on Ohio Valley history at the Filson Historical Society in Louisville. His essay “Kaskaskia Social Network: Kinship and Assimilation in the French-Illinois Borderlands, 1695–1735” appeared in the January 2013 issue of the *William and Mary Quarterly*. In May, he will travel to the Huntington Library for a conference on American History “Before 1607.”

Kevin Mumford joined the Department of History this past fall. He served as chair of the Organization of American Historians’ Lawrence Levine Prize, awarded for the best book in cultural history. He presented a paper at a conference at the University of Michigan to commemorate the fiftieth anniversary of the Port Huron Statement, a major manifesto of the New Left. He also served as an external reader at a workshop for the Clements Center for Southwest Studies.

Kathryn Oberdeck has a fellowship from the Illinois Program for Research in the Humanities to support a developing project comparing perspectives on urban blight from below in Chicago, Illinois and Durban, South Africa. She presented a preliminary paper from that project at the American Studies Association conference in San Juan, Puerto Rico in November 2012. She is currently coordinating the department’s “World Histories From Below” initiative for 2012–2013.

David Prochaska is working on two projects: the Arab Spring and the hacktivist group, Anonymous. He spoke on the Arab Spring at conferences in Cairo, Chicago, and Paris.

Leslie J. Reagan was named University Scholar for 2012–2014. Her book *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America* (2010) has won a third book award, the 2012 Arthur J. Viseltear Award for the outstanding book in public health history from the American Public Health Association. An article from her new research on Agent Orange, “Representations and Reproductive Hazards of Agent Orange,” appeared in *Journal of Medicine*,

Law, and Ethics 39:1 (Spring, 2011). “After the Sex, What? A Feminist Reading of Reproductive History in *Mad Men*” appears in *Mad Men, Mad World: Sex, Politics, Style and the 1960s*, edited by Lauren M.E. Goodlad et al., (Duke University Press, 2013). Professor Reagan was invited to speak at Cambridge University where she presented “‘Monstrous’ Babies in the News,” about thalidomide, birth defects, and public policy. Her first publication, “‘About to Meet Her Maker’: Women, Doctors, Dying Declarations, and the State’s Investigation of Abortion, Chicago, 1867–1940,” *Journal of American History* 77:4 (March 1991) was reprinted in the second edition of *American Sexual Histories*, edited by Elizabeth Reis (Blackwell Press, 2012). Reagan has also worked with the Ethnography of the University Initiative (EUI), having her undergraduate students research their own university and present posters or papers at the EUI conferences. Finally, Professor Reagan appeared on MSNBC’s, The Rachel Maddow Show as an expert on the history of abortion law.

David Roediger spent the spring 2012 as a visiting scholar at the University of South Carolina. He has spoken at a dozen universities about his new book (with Elizabeth Esch) *The Production of Difference* and his new project, a history of emancipation marking the sesquicentennial of the general strike of U.S. slaves. He is currently a Fellow at the Illinois Program for Research in the Humanities.

While continuing work on his book about the Russian Revolution for “Oxford Histories,” **Mark Steinberg** wrote a number of book chapters or articles: “Blood in the Air: Everyday Violence in the Experience of the Petersburg Poor, 1905–1917,” “Emotions History in

Eastern Europe” (for *Doing Emotions History*, forthcoming from the University of Illinois Press”), and “Modernity as Mask: Reality, Appearance, and Knowledge on the Petersburg Street.” He also wrote an invited blog post in May 2012 on “Picturing Putin’s Russia” for the OUPblog (blog.oup.com/2012/05/picturing-putins-russia/), which was re-posted at The Huffington Post as a featured post.

It has been over a decade since **Carol Symes** last performed on the professional stage, but in 2012 she found herself appearing in a very different theatrical venue: the Danville Correctional Center, a medium-maximum security prison where incarcerated men can take courses through the University’s Education Justice Project (featured in last year’s issue of *History @ Illinois*). In January, students in her course on “Shakespeare’s Worlds” mounted a 90-minute selection of scenes from the plays they had studied in class; a video of *Our Play* can be viewed online via the EJP website. She now coordinates a new Theatre Initiative at the prison, where a production of *The Tempest* took place in April 2013. Other highlights of the past year include a conference on “The Medieval Globe” sponsored by the Program in Medieval Studies, which has become the launching pad for a new journal by that name, of which she will be the founding editor; staged readings of her own translations of two medieval plays (originally scripted in Latin and Old French) directed by Kyle Thomas, a Ph.D. student in Theatre History; and a ten-day stay in Japan, where she worked with graduate students and faculty at the Osaka City University and met with fellow medievalists. She is making good progress on a book that will showcase the public, performative conditions in which medieval documents were made, contested, and kept.

Emeriti Updates

Walter L. Arnstein presented eight-week OLLI (Osher Lifelong Learning Institute) courses in Champaign in 2010 and 2011, and in 2012 he gave guest lectures at Clark-Lindsey Village (in Urbana) and at Oklahoma Central University (at Edmond, Oklahoma). He provided book reviews to *The Historian*, H-ALBION (Net Online), and *Victorian Studies*.

Richard W. Burkhardt, Jr.’s contribution to an American Philosophical Society conference on French natural history appears as: “Symposium Keynote Address: Civilizing Specimens and Citizens at the Muséum d’Histoire Naturelle, 1793–1838,” in *Of*

Elephants & Roses: French Natural History, 1790–1830, edited by Sue Ann Prince. *Memoirs of the American Philosophical Society*, vol. 267 (Philadelphia: APS Museum and American Philosophical Society, 2013), pp. 12–28. Chip continues his research and writing on the menagerie of the Muséum d’Histoire Naturelle in Paris, the history of evolutionary theory, and twentieth-century animal behavior studies.

In 2012, **Vernon Burton** was elected to the Society of American Historians. He also presented his presidential address, “The South as Other: The Southerner as Stranger,” at the annual meeting of the Southern

Historical Association. That essay is forthcoming in *The Journal of Southern History*, vol. 79, February, 2013. For examples of teaching, C-Span taped Burton's two-hour lecture on Southern Identity at Clemson University (live stream at www.c-span.org/History/). Burton is Director of the Clemson Cyber Institute and Professor of History and Computer Science at Clemson University. He continues to chair the Advisory Board for the University of Illinois Institute for Computing in Humanities, Arts, and Social Sciences, (ICHASS) and to serve as vice-chair of the Board of Directors of the Congressional National Abraham Lincoln Bicentennial Foundation. He was one of ten historians asked to contribute an essay for the 2013 *Presidential Inauguration Portfolio*: "Building the Transcontinental Railroad," Joint Congressional Committee on Inaugural Ceremonies, January 21, 2013. He also published several articles, including "Abraham Lincoln," as part of the *Essential Civil War Curriculum*, edited by James I. Robertson and William C. Davis, www.essentialcivilwarcurriculum.com/; and "Lincoln at Two Hundred: Have We Finally Reached Randall's Point of Exhaustion?" in *The Living Lincoln: Essays from the Harvard Lincoln Bicentennial Symposium*, pp. 204-25, edited by Thomas A. Horrocks, et al. (Carbondale: Southern Illinois University Press, 2011), pp. 204-25.

Joe Love published *The Revolt of the Whip* (Stanford University Press) in May, 2012. The book concerns a spectacular set of events in Latin American history. In November, 1910, shortly after the inauguration of Brazilian President Hermes da Fonseca, ordinary sailors seized control of major new combat vessels, including two of the most powerful battleships ever built, and commenced shelling Rio de Janeiro. The mutineers, led by an Afro-Brazilian and mostly black themselves, demanded greater rights—above all the abolition of flogging in the Brazilian navy, the last Western navy to tolerate it. This form of torture was associated in the sailors' minds with slavery, which had only been prohibited in Brazil in 1888. These events and the scandals that followed initiated a sustained debate about the role of race and class in Brazilian society and the extent to which Brazil could claim to be a modern nation. Love also gave papers in Bogota and Buenos Aires.

Much has changed since **John Lynn** last appeared in these pages. He returned from Northwestern this past fall semester and taught as a visitor back at the University of Illinois. He is currently under contract to write two books: *Surrender: A Military History*, for Cambridge University Press, and *Another Kind of War: An Introduction to the History of Terrorism*, for

Yale University Press. In the last two years he has published seven articles and chapters, including "Fear and Outrage as Terrorists' Goals" in the Spring 2012 *Parameters* (the journal of the U.S. Army War College); "Honorable Surrender in Early Modern European History, 1500-1789," in *Why Fighting Ends: A History of Surrender*, edited by Hew Strachan and Holger Afflerbach (Oxford University Press, 2012); "The Battle Culture of Forbearance, 1660-1789," in *Warfare and Culture in World History*, edited by Wayne E. Lee (New York University Press, 2011); and "Essential Women, Necessary Wives, and Exemplary Soldiers: The Military Reality and Cultural Representation of Women's Military Participation, 1600-1815," in Barton Hacker and Margaret Vining, eds., *Companion to Women's Military History* (Brill, 2012).

Evan M. Melhado retired from the University in June, 2012. Since coming to the U of I in 1974, he had held a half-time appointment in History and, until 1994, in Chemistry, which reflected his specialization in the history of science. In 1994, the appointment in Chemistry was moved to the UI College of Medicine at Urbana-Champaign, a change that reflected his growing interest, sparked by both History and Medicine, in the history of medicine. He continues his research in the intellectual history of recent American health-care policy. This year, he published "American Health Reformers and the Social Sciences in the Twentieth Century," in *A Master of Science History: Essays in Honor of Charles Coulston Gillispie*, pp. 297-325 and *Archimedes: New Studies in the History and Philosophy of Science and Technology*, vol. 30, edited by Jed Z. Buchwald (Dordrecht, Heidelberg, London, New York: Springer, 2012).

Not Just Roommates: Cohabitation after the Sexual Revolution (Chicago, 2012) appeared in June of 2012.

Elizabeth Pleck spoke about "Why Cohabitation is Illegal" at the University of South Florida in St. Petersburg in November of 2012. She delivered a keynote address about "The Global History of Domestic Violence" at a conference on gender violence at Florida International University. She serves as chair of the Darlene Clark Hine Book Prize Committee of the Organization of American Historians for 2012-2013. For her interview with Wisconsin Public Radio on the significance of Black Friday, go to www.wpr.org/webcasting/audioarchives_display.cfm?Code=dun&StartRow=1&keyword=Pleck&highlight=on.

Winton Solberg's manuscript is at the University of Illinois Press forthcoming next year. His article, "President Edmund J. James and the University of Illinois, 1904-1920: Redeeming the Promise of the

Morrill Land Grant Act” appeared in vol. 30 of *Perspectives on the History of Higher Education*.

Charles Stewart continues as a Visiting Scholar at Northwestern University’s Institute for the Study

of Islamic Thought in Africa where he is working on a multi-volume compilation of Mauritanian authors and their works, funded by the Ford Foundation, to be published in late 2013 or 2014 by Brill (Leiden). An Arabic edition is also planned, publisher pending.

Alumni News

After graduating in 2011, **Jack Brofman** spent the next academic year in Slovakia completing a Fulbright English Teaching Assistantship. After then taking time off to travel to several great European cities (Berlin, Vienna, Budapest, Paris, and Nice), he is now back living in Chicago and working in the completely unrelated field of business valuation.

After graduating with a B.A. in 2011, **Carly Cusack** now attends law school at the University of Wisconsin in Madison. She is finishing her second year and will be spending the summer working in Chicago for a nonprofit specializing in civil poverty law.

Andrew Demshuk, who graduated with a Ph.D. from the University of Illinois in 2010, is currently Assistant Professor at the University of Alabama-Birmingham. He published his first monograph, *The Lost German East: Forced Migration and the Politics of Memory, 1945–1970*, with Cambridge University Press in 2012. The book received an honorable mention for the Smith Book Prize of the European History Section of the Southern Historical Association. In summer 2013, he will be pursuing research for his new project with a Faculty Development Grant and a grant from the College of Arts and Sciences from UAB.

Stephen G. Fritz (B.A., 1971; M.A., 1973; Ph.D. 1980) is Professor of History at East Tennessee State University, where he continues to teach German and European History. ETSU will celebrate its 100th anniversary this year. Stephen’s third book, *Ostkrieg: Hitler’s War of Extermination in the East*, was published by the University of Kentucky Press in October 2011 and has been praised as “an achievement that is likely to be unequaled for some time to come.”

Carolyn Joyce Giaquinta (néé Carolyn Harris, B.A., 1963) obtained her Masters Degree in Library Science from the University of Iowa in 1969. She then worked for many years as a librarian in Iowa City until her retirement in 1994 and afterwards for several additional years as a part-time librarian at the

Glenside Public Library in Glendale Heights, Illinois. She now lives in the Chicago suburb of Warrenville, where she enjoys gardening, genealogy, and, of course, her grandchildren.

Don Hickey (B.S., 1966; M.A., 1968; Ph.D., 1972) is Professor of History at Wayne State College in northeastern Nebraska. In the spring of 2013, he concurrently held the Mark W. Clark Chair in History at The Citadel, in Charleston, South Carolina. With the bicentennial of the War of 1812, Don has been busy: over the past two years, he has published no fewer than four books—*The Rockets’ Red Glare: An Illustrated History of the War of 1812* (Johns Hopkins University Press), new editions of *The War of 1812: A Forgotten Conflict* and *The War of 1812: A Short History* (both with the University of Illinois Press), and *187 Things You Should Know about the War of 1812* (Maryland Historical Society). He also served as Guest Editor for a special issue of the *Journal of Military History*.

Brian M. Ingrassia (Ph.D., 2008) is Assistant Professor in the history department at Middle Tennessee State University in Murfreesboro, Tennessee. His first book, *The Rise of Gridiron University: Higher Education’s Uneasy Alliance with Big-Time Football* (University Press of Kansas, 2012) was recently named an “Outstanding Academic Title” by *Choice Magazine*. He also serves as the series editor of the Sport and Popular Culture series at the University of Tennessee Press.

Mike Kenwick, after graduating with double majors in History and Political Science in 2011, has enrolled in the doctoral program for political science at Penn State. His research centers on the impact of foreign policy behaviors on international conflict processes, and the relationship between civil conflict and the stability of domestic political institutions. He has recently received the Miller-LaVigne/Paterno academic fellowship and is preparing to defend his master’s thesis this summer.

Richard Kruger (B.A. 1967; J.D., 1971) is the founding partner of Kruger, Henry & Hunter, a law firm in operation for over 35 years that is located in the historic town of Metropolis, Illinois. He is also the owner and operator of Kruger Farms in Metropolis, which is located on the Ohio River in southern Illinois.

Rebecca Mitchell, after graduating with a Ph.D. from the University of Illinois in 2011, has been a Havighurst Postdoctoral Fellow at Miami University in Ohio from 2011–2013. During her time at Miami, she organized an international conference entitled “Music and Power in Russia, Eastern Europe and Eurasia: Historical Problems and Perspectives.” She currently has in press three articles dealing with the relation between philosophy, music and identity in the late Russian Empire.

After graduating from the University of Illinois in 2010, **Brian Pihuleac** taught English to high school students in San Sebastian, Spain and Almeria, Spain the past two years. In the fall of 2013 he will enroll in the doctoral program in Romance Languages and Literatures at the University of California, Berkeley.

Wayne C. Temple (B.A., 1949; Ph.D., 1956) continues his work in Springfield as Chief Deputy Director of the Illinois State Archives. On June 22, 2010, he flew by charter airplane on the Land of Lincoln Flight from Springfield to Washington D.C. in order to see the World War II Memorial and other historic sites. The Lincoln Studies Center at Knox College has asked to republish a volume of Wayne’s best Lincoln articles. For the forthcoming book *Mary Lincoln: Enigma* (Southern Illinois University Press) he wrote a lengthy chapter on Mary Lincoln’s extensive travels. He has currently also completed 15 chapters of a new study of Lincoln’s domestics and servants. His wife Sunderine recently retired as one of the supervisors at the Old State Capitol after more than 40 years of service there.

C. J. Watkins after graduating in 2011 went on to work in the family business of the fastener industry in the Chicago area. He is now enrolled at Arizona State University for their Masters program in Secondary Education with a specialization in History. He should be in the classroom as an educator by the fall of 2015.

Let Us Know What You Are Doing

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