



Undergraduate Teaching in a Post-9/11 World

Mark Leff and Lillian Hoddeson, the past and present chairs, respectively, of the Undergraduate Program Committee, offer testimony to the responsiveness of our undergraduate program to a changed world.

Nothing simultaneously overwhelms and concentrates the mind like tragedy.

September 11 riveted our students' attention on the outside world and raised urgent questions about their roles and obligations in that world. They also turned inward, seeking certainties to counter new uncertainties, often finding security in their families and in campus and national communities.

Abstract class discussion in undergraduate courses took on new meaning, and, now that the stakes were so much higher, shibboleths about diversity and tolerance were tested. To take one small example from Leff's yearly course centering on McCarthyism, the ritual student endorsements of First Amendment freedoms for teachers or government employees came less easily when the "other" moved from historically-remote communists to activists who declare that U.S. global injustices have "brought on" terrorist mass killings.

This was a teachable moment. Within days of the attack, our Undergraduate History Association organized a teach-in that brought our specialists in U.S. foreign policy, Middle Eastern history, and military history to a packed hall of traumatized but gratifyingly inquisitive students. Encountering shattered idealisms—maybe we can't all get along?—and a need for black-and-white clarity, historians faced an extreme version of what are always challenges: destabilizing,

complicating, and reframing feel-good simplicities and transforming students' demand for clear-cut answers into a journey of analysis and judgment in the face of uncertainty.

In the months following September 11, discussions in many undergraduate history classrooms related that teach-

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able moment to their different subjects—from warfare to political history, from nationalism to postcolonialism and globalization. In Hoddeson's

undergraduate survey on the history of technology, students spent part of an opening class discussing meanings projected by two now-famous images that appeared on the cover of Time: one showing the twin towers of the World Trade Center in flames before their collapse; the other showing the Statue of Liberty set against a smoky New York backdrop in which the twin towers are conspicuously missing. Students readily explored themes of technology and warfare, responsibility, loss of control, and vulnerability, while most persisted in upholding their earlier conviction that technology can make a society richer, stronger, and freer. They ended up deciding that technology probably always acts as a double-edged sword.

Already distanced by four months from September 11, they went on to speak of why they felt the attack was destined to become a "flashbulb memory" of American history, a brilliantly recalled episode in the category of

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How the Department Responded to 9/11

Like the rest of the nation, the faculty, staff, and students in the Department of History were shocked by the terrorist attacks of September 11 on New York and Washington. On the following day, the faculty followed Chancellor Nancy Cantor's request that they set aside their course plans in order to discuss the events. In the weeks following the attacks there were further constructive responses.

John McKay, emeritus, included discussion of the events of September 11, their aftermath, and their possible significance in his section of the upcoming seventh edition (to appear in June 2002) of *A History of Western Society*, the popular textbook by McKay, colleague John Buckler and former colleague Bennett Hill. "That brief section," McKay said, "will be read by tens of thousands of students."

John Lynn was already planning a new course (History 298) on terrorism since 1945, and responded by advancing the course offering to the spring of 2002. Lynn said that the course "integrates terrorism with the history of war, viewing it as a form of violence organized for political or ideological aims, and thus a low scale of war."

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A WORD FROM THE CHAIR

History's Past, Present, and Future

Peter Fritzsche

History continues to be made at Illinois. Over the last year, we hired one of the most renowned specialists in Eastern Europe, Maria Todorova, who joins us in fall 2002 as full professor after spending a year in Vienna on a Guggenheim fellowship. Hers is a further installment in a series of senior hires, which have greatly strengthened the department and given it a national and international profile. At the same time, three tremendously talented assistant professors joined the department: Adrian Burgos in U.S. Latino/a history, Max Edelson in Colonial U.S. history, and John Randolph in early modern Russian history. Moreover, an old friend returned to the department. Sundiata Cha-Jua, who received his Ph.D. from Illinois in 1993, joins the university as director of the Afro-American Studies Program and associate professor of history. Unfortunately, our colleague, Juliet Walker, accepted an offer from the University of Texas at Austin and left the university after nearly 25 years. We wish her well.

This last year we also promoted two highly deserving colleagues to full professorships: Antoinette Burton and Elizabeth Pleck. Antoinette was also appointed University Scholar, one of only six faculty members on campus so honored in 2001. And an NEH fellow-

ship was awarded to Clare Crowston, and the department as a whole won another NEH for its faculty seminar on globalization (similar to the twentieth-century project some years back). Furthermore, we have three searches underway (African-American History, Medieval, Late Modern Europe), so the department is well on its way to becoming one of the most exciting places to do history in the United States. The department has never been in better shape, and I believe its influence will be felt in the coming years.

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The challenge ahead is to translate our excellence in the humanities into broader national recognition and more secure funding for graduate students. The graduate studies committee, chaired by Associate Chair Fred Hoxie, has actively publicized the department and expanded our fellowship base. We feel that we have become too reliant on teaching assistantships as a form of financial aid, and although teaching is a hugely important part of graduate education, we hope to have a better mix of fellowships alongside the assistantships. Our highest budget priority is releasing funds for graduate students, and your contributions to the department are invaluable.

The department has been extremely energetic in providing pre-dissertation funds to enable second- and third-year students to gain archival experience before completing their dissertation proposals; and our dissertation proposal and dissertation writing workshops are going ahead at full speed. Our placement record is impressive as well, although we will need to be all the more aggressive in our efforts as the economy slows down. Despite the fierce competition among excellent history

programs around the country, we are attracting first-rate students and nurturing original and imaginative research. At the same time, the undergraduate program is growing so that history is one of the largest majors in the humanities. And John Lynn won about every teaching award imaginable at the college and campus levels: well done! As such a prominent teaching unit, our responsibilities to hone critical historical thinking are all the more important in the aftermath of September 11, and I am glad to see the department playing an increasingly robust role in intellectual discussions around the university and beyond.

In the front office hangs a monthly departmental calendar that is filled with red- and blue-inked events—not simply a regular meeting of the faculty or graduate studies committee, but workshops, lectures, reading groups which testify to the enthusiasm and energy of our daily academic lives. A dozen reading groups—in labor history, German history, Early Modern European history, Southern history, gender history, cultural studies, Russian history, East European history—bring together faculty and graduate students across disciplinary boundaries and contribute immensely to the intellectual life of the department. This is really the best sign of the health of the department and also a sign of why we need departments and not just collections of individual scholars.

Our office staff is one of the most productive and congenial that a department chair could have. Unfortunately, Sandra Colclasure, our administrative clerk since 1980, retired to devote herself to family matters. We are sorry to see her go, and we wish her well.

Pathbreaking dissertations, books, and articles testify to our enterprise, and we have been immensely successful in attracting new faculty and first-rate graduate students. In this glow, I hope you will understand why I will continue to ask for your financial support so that we can award as many fellowships to graduate students as possible. History at Illinois very much appreciates any contribution you can make.

HISTORY AT ILLINOIS

✓ Editor: Evan Melhado, with help from Kenneth Cuno

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Our New Colleagues

ADRIAN BURGOS

Adrian Burgos Jr. (Ph.D. University of Michigan) specializes in U.S. Latino history, focusing on the intersections of race, nation, and culture between the United States and the Spanish-speaking Americas since the nineteenth century. His scholarly interests include American Studies, African-American Studies, urban history, and sport history.

Currently, Burgos is working on a book manuscript, *Playing America's Game: Baseball, Race, and Latinos, 1868-1959* (under contract with University of California Press). The book examines the history of the incorporation of the Spanish-speaking Americas into the U.S. professional baseball circuits, with a particular focus on the tensions that developed around issues of race and nationality as they arose in connection with racial integration. With Gina Pérez and Frank Guridy, he is coediting *Tensions of Caribbean Diasporas*, an anthology that explores the historical impact of the intersecting and overlapping waves of



Adrian Burgos

the African Diaspora among U.S. Latino communities and in the Spanish-speaking Caribbean. His publications include "The Latins from Manhattan: Confronting Race and Building Community in Jim Crow Baseball, 1906-1950," in *Mambo Montage: The Latinization of New York*, eds. Augustin Laó-Montes and Arlene Dávila (Columbia UP, 2001); "Learning America's Other Game: Baseball, Race, and the Study of Latinos," in *Latina/o Popular Culture: Cultural Politics into the Twenty-First Century* (forthcoming); and "Jugando en el Norte: Caribbean Ballplayers in the Negro Leagues, 1910-1950," *Centro: Journal of the Center for Puerto Rican Studies* (spring 1996); and "Playing Ball In a Black and White Field of Dreams: Afro-Caribbean Ballplayers in the Negro Leagues,

1910-1950," *Journal of Negro History* (winter 1997).

S. MAX EDELSON

S. Max Edelson joined the department this fall after teaching for three years at the College of Charleston in South Carolina. There he directed the Program in the Carolina Low Country and the Atlantic World, and he led the preparation of the finalist application for the College in the competition run by the National



S. Max Edelson

Endowment for the Humanities Regional Humanities Center. In Charleston, he also organized an international conference on "Manumission in the Atlantic World," as well as a symposium on the history and memory of the abortive Denmark Vesey uprising that convulsed the city in 1822.

A specialist in the history of colonial and revolutionary America, he completed his Ph.D. at the Johns Hopkins University in 1998. Edelson is currently revising his dissertation, "Planting the Low Country: Agricultural Enterprise and Economic Experience in the Lower South, 1695-1785," for publication. This study explores the development of plantation landscapes in colonial South Carolina and Georgia and the role of planters as New World settlers who cultivated distinctive identities as they came to terms with life and work in a particularly volatile slave society.

Edelson has also examined the unique forms of enslaved labor that this society produced. His essay, "Affiliation without Affinity: Skilled Slaves in Eighteenth-Century South Carolina" was published in *Money, Trade, and Power: The Evolution of South Carolina's Plantation Society*, eds. Jack P. Greene, Rosemary Brana-Shute, and Randy J. Sparks (Columbia: University of South Carolina Press, 2001). His current research examines the politics of eco-

conomic development in British plantation America from a comparative perspective. Long before nineteenth-century critics asserted that slavery would lead the South into permanent economic decline, colonial legislators from the Caribbean to the Chesapeake sought to promote an expansive future for plantation slavery. Studying the political culture of colonial planters will lead to a second book that links the emerging American South to the English Caribbean and the wider Atlantic world. Edelson will teach courses on colonial America and develop courses in environmental and Atlantic history.

JOHN RANDOLPH

John Randolph, our newly appointed assistant professor of early Russian history, joins the department after earning his Ph.D. in late modern history at the University of California at Berkeley. He specializes in the cultural history of Russian social thought in the eighteenth and early nineteenth centuries. Prior to coming to the University of Illinois, Randolph was a Fellow in the Humanities at the Stanford Introduction to the Humanities Program, where he taught Russian literature and history. At Illinois, he has been teaching a variety of courses in Russian history.



John Randolph

His current project, *The Priamukhino Harmony: A Family Romance in Russian Social Thought* (under development for Stanford University Press) uses the archive of the famous Bakunin family to reconceptualize the genesis of modern social thought in Russia, 1780-1840. After completing *The Priamukhino Harmony*, Randolph plans to take to the history of the Russian countryside, examining the culture of provincial Russian society through a history of Russian country estates in the eighteenth century. He also plans to continue his research into the cultural history of the Russian intelligentsia.

New Senior Colleagues

Maria Todorova Joins the Department

Maria Todorova, a native of Bulgaria and an internationally prominent historian of the Balkans, joined the Department of History this year. She received her doctorate in history from the University of Sophia in 1977, and has taught for more than a decade in the United States, as well as in Bulgaria, Turkey, and Austria. Her teaching interests run from East European, West European, and Middle Eastern history to Ottoman and modern Balkan history, the "Eastern Question" in diplomacy, European family history and the historical demography of the Ottoman Empire, nationalism, travel, "alterity" in history, and historiography.

Todorova is the author of the timely and highly regarded book *Imagining the Balkans* (Oxford University Press, 1997). It has received more than 50 reviews in scholarly journals, popular periodicals, and newspapers, and



Maria Todorova

was described by one reviewer as "a brilliant study of western stereotypes of the Balkans." Here she argues against the widespread, pessimistic view that, because the political culture of the Balkans had been untouched by the Renaissance, the Reformation and the Enlightenment, the region was fated to suffer internecine violence. The term "Balkan," she notes, has become "one of the most powerful pejorative designations in history, international relations, political science, and, nowadays, general intellectual discourse." *Imagining the Balkans* is, however, much more than an effort to revise the image of a misunderstood region. It is also a response to Edward Said's critical analysis of "Orientalism" and an assessment of the extent to which it can be applied to Balkan historiography. Described by one reviewer in this regard as "a real groundbreaker," Todorova argues that, as a discursive category, "Balkanism" is comparable to Orientalism, but not identical to it.

Her first book, *Balkan Family Structure and the European Pattern: Demographic Developments in Ottoman Bulgaria* (American University Press, 1993) was equally well received as "unquestionably the best" study of Ottoman

family structure. It was a pioneering contribution in the field of family history in that Todorova had used the Ottoman population registers to reconstruct family structure and patterns of fertility and mortality, but family history was only the first part of it. In the second part she demystified the long-standing question of the *zadruga*—a local version of the multi-family household that holds a special, if controversial, place in Balkan historiography.

Todorova has received numerous grants and awards, including prestigious fellowships at the Woodrow Wilson International Center in Washington, the Institute for Advanced Study in Princeton, and the National Humanities Center in North Carolina. She most recently held a John Simon Guggenheim Fellowship for her current project, *Bones of Contention: The Making and Meaning of a National Hero*. She describes this as a study of national memory and national identity in the Balkans. The study focuses on the posthumous fate during a century and a half of the major figure in the Bulgarian national pantheon, Vasil Levski. His story provides an opening to analyze the symbology of nationalism, the mechanisms of hero worship, and more generally the role of cultural processes and artifacts in the formation of national identity.

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Sundiata Cha-Jua Returns to Illinois

Sundiata K. Cha-Jua, who received his Ph.D. in history from this department in 1993, has returned to his alma mater as an associate professor in the Department of History and director of the Afro-American Studies and Research Program.

As a teacher, Cha-Jua's main concerns are the needs of African-American college students, which he aims to meet through his innovations in teaching Black studies. Because programs of Black studies had developed with little regard to pedagogy, Cha-Jua, together with Helen A. Neville, proposed a paradigm for teaching Black-studies courses, "Kufundisha," a Kiswahili word meaning "to teach." Their model exploits the critical pedagogical literature, but it also differs from that literature by including race/nationality as a category for analyzing pedagogy and by treating class and gender in the light of Marxist and Black feminist perspectives. The approach seeks to generate culturally relevant pedagogical strategies that can be used both inside Black studies and in the university at large.

As a scholar, Cha-Jua is interested in African American history, urban and labor history, modern America, and Africa. He is the author of numerous articles, and of *America's First Black Town, Brooklyn, Illinois, 1830-1915* (University of Illinois Press, 2000). Located between East St. Louis and Granite City in the Illinois suburbs of St. Louis, Brooklyn was settled by runaway slaves from Missouri and free African Americans. According to Cha-Jua, it was not only a Black-majority community, but also the "first town in

which the politics of Black power produced Black majority rule." One reviewer called this book "a model," methodologically, for other historians of working-class African-American history to follow.

The story of Brooklyn isn't a triumphal one; rather, it reflects the difficulties faced by African and working-class Americans during the late-nineteenth and early-twentieth centuries, as they tried to navigate the workings of industrial capitalism and white racism.

Cha-Jua has proposed a paradigm for teaching which seeks to generate culturally relevant pedagogical strategies that can be used both inside Black studies and in the university at large.

At the turn of the century, neighboring towns were more successful than Brooklyn in attracting industry, and Brooklyn residents were also subjected to racial violence, including lynching. The value of this study derives from the way in which it situates developments in a small community within the context of larger, regional and national trends. Reviewers have praised Cha-Jua as "a skillful writer" who recounts this history "with scrupulous fairness and great knowledge," and as "carr[ying] us a long step forward in our understanding of African-American life during the industrial age."

Cha-Jua is currently working on an analytical history of the African-American experience from 1619 to 2000, entitled *Sankofa: Toward a Theory of Black Racial Oppression and African-American History*. "Sankofa," he explained, "is an Akan word that means 'you can always go back and undo your mistakes.' Many African-American scholars and artists believe it connotes 'history' and the purpose of historical study. Moreover, for me, it embodies and symbolizes the contingent nature of history." The project aims to delineate the themes, patterns, trends, and general structures of African-American history and the core elements, concepts, structures, and ideologies of Black racial oppression in the United States. It does this by offering a provisional theory of racism and advancing the "Black Racial Formation and Transformation" (BRFT)



Sundiata K. Cha-Jua

model as a theory and paradigm for conceptualizing African American history and Black racial oppression. BRFT theory posits five hypotheses: (1) racism is constitutive of, rather than contingent on, American social formations; (2) racism includes institutional and individual practices, as well as corresponding ideological representations; (3) racial formations are dynamic rather than static; (4) racial formations represent specific systems of racial oppression that occur at particular historical moments; and (5) racial formations are overdetermined (caused by multiple factors): they are formed and transformed according to the dialectical interactions between changing political economies, evolving state systems, and the agency of the oppressed.

Faculty Promotions

ELIZABETH PLECK

Elizabeth Pleck was promoted to the rank of full professor. Her research has focussed on U.S. gender and family history, with a special interest in race and ethnicity. Her first monograph, *Black Migration and Poverty: Boston, 1870-1900* (Academic Press, 1979), was a demographic study which paid special attention to the impact of migration from the South on African American families. Her second monograph, *Domestic Tyranny* (Oxford, 1987), showed how the evolution and changing concept of family privacy served as a major impediment to formulating public policies designed to punish family



Elizabeth Pleck

violence. Her most recent book, *Celebrating the Family* (Harvard, 2000), examined the changing ways Americans have thought of calendric holidays as family holidays as well as the increasing family significance assigned to life-cycle rituals of birth, coming of age, marriage, and death. One chapter of the book dealt with the evolution of the lavish wedding as the most joyous and grandest celebration of family life. With Professor Cele Otnes of the UI Business School, she has continued her interest in this topic. Their forthcoming book, *Cinderella Dream: The White Wedding in Contemporary Consumer Culture*, will be published by the University of California Press in 2003.

ANTOINETTE BURTON

Antoinette Burton was recently tenured and promoted to the rank of professor (with zero-time appointments in Women's Studies and the Unit for Criticism). She arrived at the Department of History in the fall of 1999 from Johns Hopkins University, where she had been the associate director of women's studies. Trained in British history and the British empire at the University of Chicago, she has always tried to bridge those two fields in her research and writing. Her first two books, *Burdens of History: British Feminists, Indian Women and Imperial Culture, 1865-1915* (1994) and *At the Heart of the Empire: Indians and the Colonial Encounter in Late-Victorian Britain* (1998), are both concerned with how women, gender, and imperialism helped to shape British national culture in the nineteenth century.

Her teaching at Illinois also reflects these interests. Burton has developed courses on "Gender and Colonialism" and "Empire in the Victorian Imagination" at both the undergraduate and graduate levels. Mindful that most Americans are only vaguely aware of the impact of empire on British history, she tries to show students that imperialism was not merely a phenomenon "out there," but it also shaped domestic life, politics and culture "at home." In doing so she hopes to make clear why Britain should be considered a transnational society with a long multi-cultural history and why American claims to exceptionalism in that regard ought to be questioned. She recently published a collection of primary sources, *Politics and Empire in Victorian Britain* (2001), so that students in her Victorian history classes

can access texts which document Britain's imperial legacy—evidence of which can be found in political discourse, social reform, and even testimonies by colonial people. Taken together, Burton's research and teaching reflect discussions about national history, imperial culture, and collective British identity which animate contemporary British historical studies.

Since coming to Illinois, Burton has been working on several projects which

follow upon her twin interests in colonial India and imperial Britain. Together with colleagues Peter Fritzsche and Tony Ballantyne, she was a coauthor of the successful NEH grant, described elsewhere in this issue, for a



Antoinette Burton

departmental project, "Transforming the History Core in a Global Age." She is editing a volume for Duke University Press called *After the Imperial Turn*, a collection of essays by a variety of historians working at the intersection of empire and the nation-state. She has just completed a manuscript for Oxford University Press, *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*, which continues her work on Indian women by taking it into the twentieth century. Indeed, despite her love for the Victorian period, Burton's research seems to be pulling her away from the long nineteenth century. She is in the early stages of a project on the role of television and film (like *The Jewel in the Crown* and *Passage to India*) in shaping popular American perceptions of Britain and British history in the last three decades.

Faculty Teaching Awards

The Department of History is crowded with talented and dedicated teachers. Some of them have gained national or local recognitions. Vernon Burton was named National Professor of the Year in 2000, Mark Leff became Illinois Professor of 1999, and James Barrett won many teaching accolades on campus. Others, like Caroline Hibbard, Diane Koenker, and Megan McLaughlin, enjoy enormous drawing power among the students. Their accomplishments have demonstrated that teaching and scholarship do not necessarily conflict with each other. Rather, with their passion for research and writing, many scholars devoted themselves to sharing their knowledge and love of ideas with the young generation.

Recently, another of our colleagues, John Lynn, joined this group of committed scholar-teachers. He won three highly competitive campus teaching awards in 2000: Campus Award for Excellence in Undergraduate Teaching; Dean's Award for Excellence in Undergraduate Teaching; and Humanities Award for Excellence in Teaching. John is an accomplished scholar well-known for his research on military history. He also lets everyone know that his mission is to teach, sharing his knowledge with his students. He appeared on the Incomplete List of Excellent Teachers five times in a row in the last three years. The department's Teaching Award Committee's nomination for John sums up his dedication: "The amount of enthusiasm and energy he brings to every one of his classes and his commitment to bring out the best of every one of his students makes John



John Lynn

Lynn one of the most respected teachers on campus... Demanding yet nurturing, uncompromising yet passionate, he is a mentor and role model for many of his students."

John Lynn is the author of several books on European military history, including *The Wars of Louis XIV, 1667-1714*, and he has taught surveys on European history in addition to more specialized courses such as Europe in the Age of the French Revolution and Napoleon.

Kathryn Oberdeck, another colleague well-known for her studies of U.S. cultural and intellectual history, won the department's Queen Prize for Undergraduate Teaching in 2001. She is

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Ph.D.'s Awarded, 2000-01

Name	Advisor	Major Field
Mikhail Auslin	Ronald Toby	Japan
Dissertation Title: Negotiating with Imperialism: Japan and the Unequal Treaty Regime, 1858-1872		
A. Stacie C. Colwell	Evan M. Melhado	Medicine
Dissertation Title: Vision and Revision: Demography, Maternal and Child Health Development, and the Representation of Native Women in Colonial Tanzania		
James Cornelius	Walter Arnstein	Britain from 1688
Dissertation Title: Sir Stafford Northcote: A Political Study to 1874		
Thomas Jordon	Joseph Love	Latin America
Dissertation Title: Contesting the Terms of Incorporation: Labor and the State in Rio de Janeiro, 1930-1964		
Miller Kames	Vernon Burton	U.S. from 1815
Dissertation Title: Law, Labor, and Land in the Postbellum Cotton South: The Peonage Cases in Oglethorpe County, Georgia, 1865-1940		
Kathleen Mapes	James Barrett	U.S. from 1815
Dissertation Title: Defining the Boundaries: Family Farmers, Migrant Labor, Industrial Agriculture, and the State in the Rural Midwest, 1898-1938		
Jeffery Sahadeo	Diane Koenker	Russia
Dissertation Title: Creating a Russian Colonial Community: City, Nation, and Empire in Tashkent, 1865-1923		
Thomas Schwartz	William Widenor	U.S. Diplomatic
Dissertation Title: No Longer Any Cause to Fear Danger from Abroad: An Analysis of Diplomacy under the Administration of Andrew Jackson		
Caroline Waldron	James Barrett	U.S. from 1815
Dissertation Title: "The Great Spirit of Solidarity": The Illinois Valley Mining Communities and the Formation of Interethnic Consciousness, 1889-1917		
Russell Wigginton	Dan Littlefield	Afro-American
Dissertation Title: Both Sides of the Tracks: Louisville and Nashville Railroad's African-American Workers in Louisville, Kentucky, 1915-1945		



Kathryn Oberdeck

a devoted scholar-teacher who brings to all her classes a quiet passion and a commitment to challenge her students

to work hard and think critically. This dedication won Oberdeck praises from her students and colleagues alike. She is the author of *The Evangelist and the Impresario: Religion, Entertainment, and Cultural Politics in America, 1884-1914* and numerous articles. She

teaches survey courses on U.S. history as well as upper-level courses that include American Intellectual and Cultural History since 1859.

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The 2001 summer course in Egypt visiting the Sphinx. Professor Benmamoun is at the right front.

Summer Course in Egypt

Last summer a select group of Illinois students found themselves standing in a place where they literally could see millennia of cultural change. The temple of Luxor, in Upper Egypt, built by the Pharaohs, was appropriated successively by Christians and Muslims as a holy site. The Christians converted the temple into a church and added a basilica, in which the remnants of frescoes can still be seen. Centuries later, the Muslims built a mosque containing the tomb of a local saint that is still perched atop the temple.

Luxor, including Karnak and the Valleys of the Kings and Queens, was only one of the locales visited by nine Illinois students who seized the opportunity to take the Department of History's first summer course in Egypt. The course, which could be taken under the rubric of History or Arabic, was led by Dr. Elabbas Benmamoun (linguistics), and Ahmed Salem, a graduate student (political science) and native of Cairo who acted as TA. The students stayed in the dormitory of the American University in Cairo, and used the university's facilities for research and study. In addition to Luxor, they went on study tours to the Pyramids of Giza and Saqqara, the Greco-Roman sites in Alexandria, and Mt. Sinai, where Moses is believed to have received the Ten Commandments. The course's emphasis, however, was on the Islamic and modern periods, with visits to Islamic Cairo and lectures by local academic experts, officials, and intellectuals.

Department Wins NEH Grant

This year the history department is the recipient of an NEH grant for a project entitled "Transforming the History Core in a Global Age." Organized by Peter Fritzsche, Antoinette Burton and Tony Ballantyne, the project is designed to bring faculty into conversation about global issues in a year-long seminar that focuses on themes such as empire, environmentalism, religion, the ancient world, travel, migration, and subaltern peoples. While some of these subjects have grown out of the research interests of participating faculty, the full implications of their global/transnational dimensions have yet to be explored. The monthly seminar is led by two faculty members who choose the readings, guide discussion, and provide thematic bibliographies. The bibliographies will eventually be collated into a reading list available to the department at large.

Discussions so far have been wide-ranging and provocative, raising important questions about the limits and possibilities of nonnational approaches and pointing to issues that will be crucially important for later revision of the undergraduate curriculum. What

are the proper chronologies for tracking "globalization" across time and space? How does one revise the concepts of both modernity and the West in new historical narratives about politics, economics and culture without dwarfing their importance in the long durée? What methods are available for making visible the experiences and agency of historical subjects that have been largely invisible in national histories—women, the poor, "natives," even the landscape and the environment—and in danger of remaining obscure in sweeping accounts of global history? How can we translate the new research into usable models of world history for undergraduate classrooms at Illinois?

These are some of the problematic questions that are driving the seminar and that we hope will be taken up by the outside speakers that we have lined up for public talks in the spring. These visitors include Michael Adas (Rutgers) and Mj. Maynes and Ann Walter (Minnesota), all of whom have been involved in globalization in both research and classroom teaching.

E-Journals for Historians

Although print resources remain the mainstay of historical scholarship, historians are as eager as scholars in any discipline to make use of digital resources when these formats are appropriate, and the field is finally at the point where a sizeable number of historical journals are available electronically. Two collaborative endeavors, Project Muse and JSTOR, account for much of this progress.

JSTOR ("journal storage") originated in 1995 as a project sponsored by the Mellon Foundation to digitize back runs of 10 scholarly journals in history and economics. Since then it has expanded to include nearly 300 journals in five subject-based collections (arts and sciences I-II, business, ecology and botany, and general science). JSTOR delivers text as page images, and the entire archive is fully searchable by author, title, and keyword. By agreement with the publishers of the journals, JSTOR makes available the entire run of each journal up to three to five years before the latest issues. This gap between the most recent issues published and the last volume digitized is called a "moving wall," because each year the latest volume available advances by one.

Project Muse was begun in 1995 by Johns Hopkins University Press to deliver the full text of its journals in the humanities and social sciences electronically via the Web. Initially funded by NEH and the Mellon Foundation, this venture also steadily expanded as other scholarly publishers signed on, and today nearly 200 journals from over 20 publishers are available from Project Muse. Unlike JSTOR, Muse offers only the most recent volumes of the journals, beginning as early as 1993 for some journals and as recently as 2001 for others. Muse journals are fully searchable, and the text is delivered in HTML and PDF.

A third e-journal project, the History Cooperative, was launched in early 2000. Recent issues (1999 or later) of six historical journals, including *Journal of American History* and *American Historical Review*, are made available electronically to print subscribers through the collaboration of the University of Illinois Press, American Historical Association, Organization of American Historians, and the National Academy

of Sciences Press. The History Cooperative has announced plans to add five to seven new journals per year in the future.

The UI Library subscribes to JSTOR, Project Muse, and the History Cooperative, as well as to a number of other services providing the full text of journal articles. You can link to these "hosts" from the History and Philosophy Library website (under "Quick Links," at www.library.uiuc.edu/hix/quicklinks.htm). Journal articles are also available electronically to UI Library patrons on a selective basis through commercial databases such as Infotrac and EBSCO, and from commercial distributors such as Ingenta.



"They shall not pass!" (1918). Poster by the French painter Maurice Neumont (1868–1930) from the UI library's collection of French World War I posters. The History and Philosophy Library is working with the staff of the Library's Digital Imaging and Media Technology Initiative to digitize 35 of the posters from this collection for use on our website.

An incomplete "master list" of e-journals available to UI Library patrons is available at gateway.library.uiuc.edu/EResource/all.asp?type=E&start=A. The titles on this list are hotlinked to their electronic hosts. In addition, the History and Philosophy Library maintains a list of journals in history available in digital format. Look for this list on History and Philosophy Library website (www.library.uiuc.edu/hix/).

If you have any questions about e-journals or any other library matter, contact Mary Stuart, History and Philosophy Librarian, at 244-0797 or m-stuart@uiuc.edu.

Post-9/11 World continued from page 1

Pearl Harbor, the assassination of John F. Kennedy, or the Challenger space shuttle disaster. As our undergraduate program realigned itself to help students discover meaning in the new and changed post-September 11 world, students reflected on how memory relates to history, and how political leaders, reporters, journalists, and historians help to create our national memory.

This climate of responsiveness and inquiry is in line with planned new thematic undergraduate seminars for history students, including a set of new courses providing an "Introduction to Historical Interpretation" that the department elected last year to incorpo-

rate in the undergraduate history major. In these small, faculty-led courses, to be offered for the first time in the fall of 2002, students will gain hands-on experience in doing history, in experiencing its analytic and argumentative dimensions, and in encountering newer methodologies that pursue global processes across national borders. The seminars will prepare history majors for the rigors of their required research seminars. Among the courses in this series planned for 2002–2003 are Donald Crummey's global history of the ways in which photographs shaped our perceptions of the last century, Craig Koslofsky's history of changing

attitudes toward the night and changing uses of the night from antiquity to the present, David Prochaska's introduction to the role of films in the interpretation of history, and Jean Allman's seminar on the transatlantic slave trade and its impact on the development of Africa. Future courses will include Tony Ballantyne's on culture and colonialism and Adam Sutcliffe's on intercultural contact among Jews, Africans, Asians, and other minorities in Europe over the last millennium. We hope that these global and historical contexts will help students make better sense of the worlds that crashed through their dormitory windows on September 11.

How the Department Responded continued from page 1

The Undergraduate History Association responded to the attacks by sponsoring a panel discussion one week later, featuring history professors Kristin Hoganson, Kenneth Cuno, and John Lynn, plus Valerie Hoffman (religious studies) and Paul Diehl (political science). Hoganson discussed the history and meanings of terrorism. Hoffman addressed the sources of Muslim anger against the U.S., interpretations of jihad, and the exclusion of terrorism from its normally accepted legitimate forms. Diehl spoke about how the attacks of September 11 differed from conventional definitions and actions of war. Cuno described the strategic aim of the terrorists as seizing power in the Middle East, and he explored what the U.S. response should be. A version of his comment was published in the

Champaign-Urbana News-Gazette, as "Terror Attacks on America: How Do We Respond?" (Oct. 7). Cuno also participated in several other forums organized by other units and organizations to explore the attacks. Lynn noted that the U.S. is involved in a new kind of war against a new kind of enemy. He also recalled that Japanese-Americans were interned in the aftermath of the Pearl Harbor attack, and he warned against turning Muslim-Americans into scapegoats.

Adam Sutcliffe organized a subsequent panel on "The Global Media and the War on Terrorism" to examine critically the role played by the media in the ongoing crisis. The panel featured our colleague Diane Koenker, who spoke on press coverage in Russia and the former USSR; Marilyn Booth (comparative literature),

who discussed coverage in the Arab Middle East; Suvir Kaul (English), who described coverage in India and Pakistan; and Robert McChesney (Institute of Communications Research), who analyzed coverage in American media. Portions of the panel were broadcast on WILL-TV and WEFT radio.

History graduate student Aisha Sobh was also a discussant on several panels. She appeared on the WILL-TV program "Town Meeting," on WILL radio, and on two other radio stations in town. She was an invited speaker at the state-wide meeting of Church Women United, in Bloomington-Normal, was interviewed several times by the *Daily Illini*, and was featured with her family in an article about Muslim families in the *Champaign-Urbana News-Gazette*.

Graduate Program Update

A decade ago, members of the department observed two conditions affecting the graduate program: the ongoing job crisis and the rising competition for top students. Despite the retirement of the postwar generation of PhDs, the number of jobs advertised each year was not increasing as some had predicted. At the same time, departments with whom this department competes for incoming students were increasing their support and taking other steps to make their programs more attractive. The departmental response to these two conditions was to decrease the size of entering graduate classes and to increase the percentage of first-year students receiving financial support. The department also decided to focus the program exclusively on Ph.D. students. Fifty-eight students entered the program in the fall of 1991. A decade later, the situation looked very different.

In the fall of 2001 18 students enrolled, all of whom received financial support (8 took fellowships and the rest some form of assistantship). Reducing the size of the entering graduate class has had some drawbacks. A smaller entering group often means fewer graduate courses and a smaller community of students. Nevertheless, the advan-

tages of this new approach seem to outweigh these concerns. With fellowships to offer (still too few, but the number is growing), the department can compete with most programs for top students. A smaller group has also enabled the department to offer greater support to students on the job market. Nine of the eleven students who earned Ph.D.s in 1998 now hold tenure-track jobs; six of the ten from 1999 are in the same situation. While the department remains committed to placing 100 percent of its graduates in tenure-track positions within two years of graduation, the department is happy with these results and optimistic about the prospects for the future. Smaller cohorts receiving better mentoring have also had greater success in competing for external funding. Virtually all of the advanced students have placed some of their work in scholarly publications prior to graduation, and they are winning more than their share of grants from the SSRC, Tinker Foundation, DAAD, IREX and other agencies, as well as fellowships from research centers and libraries.

The entering group in 2001 came to Illinois from Canada, China, Europe, and every quarter of the United States. Seven members of the class arrived with master's degrees—a common phenome-

non in recent years. In addition to submitting impressive grades and superior GRE scores, all of these students had also described their areas of interest in a "Statement of Purpose" included with their application. These materials, together with letters of recommendation and samples of the students' writing, enabled the admissions committee to make its decisions and to ensure a reasonable distribution of students across the department's areas of strength. Six entering students will work in U.S. history and six in European history, and the remaining six are scattered among Latin America, Asia, and other fields.

The shift toward a smaller, more competitive Ph.D.-only program has produced an intense, hands-on experience for both faculty and students. In seminars as well as in special programs (such as the first-year pro-seminar and the proposal and dissertation workshops), the departmental faculty has more of an opportunity to help students craft original and creative courses of study and to develop exciting dissertation topics that will help them compete for the very best jobs. The small size adds a bit to what is already a pressure-cooker atmosphere for students, but so far it seems to be paying off!

About Our Staff

Jan Langendorf, the departmental office manager, was promoted to Secretary IV. In reflection of her years of yeoman service, Jan was also a finalist for the campus-wide 2001 Chancellor's Distinguished Staff Award.

Aprel Orwick remains secretary to the chair, handling multiple formal responsibilities and managing to coordinate the chair's work with faculty, and managing to smooth often ruffled feathers among both faculty and staff.

Judy Patterson and **Marci Blocher** have split the responsibilities of the Advising Office. As the graduate secretary, Judy has acquired the duties of the new departmental placement service, which has been

well received by the grad students. She continues to maintain the graduate files, check theses, arrange for preliminary examinations and final dissertation committees, as well as support procedures for graduate admissions. Marci, as the undergraduate secretary, handles grade-change forms, rosters, timetable questions and schedules, and advising appointments.

Rosalie Shahan has been ably handling the diverse responsibilities of the departmental receptionist.

Nilufer Smith, formerly a temp, has been brought on-board and promoted to Secretary III. She is in charge of handling desk copies and textbook orders for the professors.

Sandy Colclasure, administrative clerk, who since 1979 handled the many aspects of the department's business affairs, retired in December 2001. Through both her longevity in the position and her quiet competence, she provided an administrative anchor over two decades marked by many changes of chair, faculty, staff, and budget. Before leaving, she helped train her successor, **Tom Bedwell**.



Brian Ingrassia Named As Belting Scholar

Brian Ingrassia

When I began my undergraduate studies at Eureka College, I assumed that one day I would be a teacher of history at some level. In my second semester, encouraged by an advisor who thought I would make a good historian even as he warned me of the perilous academic job market, I decided to pursue a doctorate and teaching career in history. Despite my advisor's attempts to steer me closer to his own field

By studying alongside many who are interested in regional and topical approaches other than those of American intellectual and cultural history, I am consistently reminded of the need to locate my research among questions of larger significance.

of early American social history, I bobbed around in the waters of recent American political history for some time after my initial decision to become a professional historian. During a seminar in social and intellectual history, as well as during my three years of working in the college archives, I became convinced that the study of intellectual and cultural history was my true interest.

On several occasions while working on term papers for my college courses, I had the opportunity to do research in the University of Illinois library, where I was amazed at the labyrinthine stacks and extensive newspaper collection. When I began searching for potential graduate programs, Illinois quickly appeared on my list. As an Illinois native I was hesitant to remain in the state—I am fond of telling people that Champaign is even flatter than my own, more familiar corner of Illinois—but the strong reputation of the departmental graduate program and its emphasis on cultural history, combined with its fantastic library resources, persuaded me to apply. During a campus visit in March, I met (among others)

Professor Kathryn Oberdeck and then-ABD Andrew Nolan, and sat in on Professor Peter Fritzsche's historiography seminar.

Impressed with the high level of discussion and the congenial atmosphere of the department, I decided to enroll.

While reading many books and writing term papers, I also recognized the need to develop my own framework within which I could critically understand and write history. In this endeavor, I have encountered welcome challenges not only from faculty members, but also from my talented fellow students. By studying alongside many who are interested in regional and topical approaches other than those of American intellectual and cultural history, I am consistently reminded of the need to locate my research among questions of larger significance.

The honors thesis I wrote as an undergraduate (one chapter of which I presented recently at an academic conference in Grand Rapids) positioned several mid-nineteenth century American collegiate reformers within a discourse on antebellum nationalism. My current interests also focus on nineteenth-century American intellectual life and institutions. However, I am becoming more interested in questions of religion and science as debated and juxtaposed within these forums. Currently, for a research seminar I am planning to explore the religious relationships and tensions between immigrants and upper-class workers in a turn-of-the-century Chicago settlement house (possibly the Northwestern University house). I hope to shed light on working-class experience and the role of the human sciences in religious, class, and ethnic relations. In the future I would like to research how faculty and students in late-nineteenth century denominational colleges (as opposed to the larger, increasingly secular research universities) helped to shape the study of the natural sciences.



Brian Ingrassia

Departmental Strength in Southeastern Europe Benefits Graduate Student

Mihaela-Andra Găinușă

Joining the first-year graduate class of the Department of History at Illinois was the result of my particular interests in the history of Southeastern Europe and gender history. I graduated from the history department at the University of Bucharest and came to the history department at Illinois after two years of graduate study in the Program on Gender and Culture at Central European University (CEU) in Budapest, Hungary—a dynamic place where I became interested in women's history and gender history. In fact I first became acquainted with the literature on gender and women's history at CEU. Knowing that these areas of research did not have a place in the history curriculum in my home country, I decided to write my MA thesis on the problem of teaching twentieth-century women's history in secondary schools, with a stress on how women could "enter" history textbooks.

I consider UI the ideal place to pursue a graduate degree in history and improve my knowledge of women's history. The department has excellent courses both on the history of Eastern and Southeastern Europe, and on women's and gender studies, and its annual symposium on women's and gender history is another proof of the importance given to the subject. Having been told that previous symposia featured an interdisciplinary approach, I have been looking forward to attending this year's event.

The geographical area in which I am most interested is Eastern and Southeastern Europe in the second half of the twentieth century. I knew before coming here that the courses offered by

Professor Keith Hitchins (a specialist in modern Romanian history) would be of great importance in my training, and I can see that his impressive private collection of Romanian books, journals, and newspapers will be valuable in my research. During the first semester of this academic year, I used the Romanian postwar journals from Professor

Hitchins's priceless collection to write a research paper on political cartoons as means of propaganda. I also look forward to attending the courses that would be offered by Professor Maria

Todorova [featured elsewhere in this issue]. I am pleased to be able to benefit from the teaching of two of the best professors of Southeastern European history. With their guidance, I am confident that I shall be able to define a worthy topic for my dissertation.

My teaching background includes six years of experience during undergraduate and graduate studies in Romania. For four years I was a primary school teacher; and for two years, a high-school history teacher. Despite all the hardships that followed from pursuing two roles at once as full-time student and teacher, I enjoyed teaching very much. This experience should help me find an academic post after completing my graduate studies at Illinois. Working with experienced faculty members in the history department also provides me

with the chance to learn many lessons that will help me in my future career.

The activities organized by both the history department and the Center for Russian and Eastern European Studies—public lectures, visiting professors' lectures and speeches, showings of films, social events—all represent great opportunities to meet and exchange fruitful ideas with researchers who have similar academic interests. Moreover, despite the very first days of my bewildered encounter with the empire of materials in the library, I have realized that the

The activities—public lectures, visiting professors' lectures and speeches, showings of films, social events—all represent great opportunities to meet and exchange fruitful ideas with researchers who have similar academic interests.

resources to be found there—including impressive collections of works in my native language—were of crucial importance for my research activities; hence it is no wonder that I spend most of my days in what has become my second home, my assigned carrel on the eighth floor of the main library.

Besides the high quality of teaching and research that the history department offers, I was amazed by the friendliness of both staff and students within the department. It is never easy to adjust to living in a new place, especially a new country and a new cultural environment, but the help of my colleagues and professors contributed enormously to my successful and rapid integration in the new ambience.

About Our Emeriti

During his first three years of retirement, **Walter L. Arnstein** served as a plenary speaker at the Anglo-American Conference of Historians in London (1998) and as speaker at a conference in Chester marking the centenary of the death of William Ewart Gladstone. He also presented papers at the Midwest Conference on British Studies (2000), the Midwest Victorian Studies Association (2000), the Southern Conference on British Studies (2000), and at a London conference marking the centenary of Queen Victoria's death (2001), and he gave a variety of guest lectures at American universities. He completed a 24-year term on the editorial board of *The Historian*. His recent publications include "The Warrior Queen: Reflections on Victoria and Her World," *Albion* 30 1998, 1–28; "Queen Victoria's Other Island," pp. 45–65 in *More Adventures with Britannia: Personalities, Politics, and Culture in Britain*, ed. William Rober Louis. Austin (University of Texas Press, 1998); and "Queen Victoria and the United States," pp. 91–106 in *Anglo-American Attitudes: From Revolution to Partnership*, eds. Fred M. Leventhal and Roland Quinault (London: Ashgate, 2000). In January 2001, Houghton Mifflin brought out, each in its eighth edition, *The Age of Aristocracy, 1688–1830* and *Britain Yesterday and Today: Since 1830*. In spring 2000, Arnstein was presented with *Splendidly Victorian: Essays in Nineteenth- and Twentieth-century British History in Honour of Walter L. Arnstein*, eds. Michael H. Shirley and Todd E.A. Larson (Aldershot: Ashgate, 2001). The volume includes essays by 11 of his former students and by his long-time colleague, UI emeritus professor Paul W. Schroeder.

Ralph T. Fisher, Jr. continues as a volunteer to organize files for the UI Archives and to serve on the Editorial Board and Board of Trustees of the *Russian Review*.

Robert W. Johannsen keeps busy with Stephen A. Douglas (biennial Douglas symposia), Abraham Lincoln (the opening quest for the real Lincoln), the Civil War (a new expanded edition of *The Union in Crisis, 1850–1877*, coedited by Wendy Hamand Venet), and James K. Polk and the *War with Mexico* (the biography of our eleventh president nearing completion).

John McKay completed his portion of the 7th edition of McKay, [former colleague] Bennett Hill, and [current colleague] John Buckler, *A History of Western Society*, slated to appear in June 2002. He also published an article, "Foreign Entrepreneurship in the Late Tsarist Empire, 1860–1914," as part of a large collective work on German entrepreneurs and the Russian economy from the nineteenth century to the present, edited by Dittmar Dahlmann (2001). Also published in both Russian and German versions, these volumes served as the visitor's guide for exhibitions in Moscow, St. Petersburg, and Nizhi Novgorod, and then in Leipzig and Frankfurt.

Richard Mitchell presided over and delivered comments on papers dealing with the historical interpretation and historical reconstruction of Roman Republican history at the annual meeting of the Association of Ancient Historians (Lubbock, TX May 2001). The program directors created a session devoted to interpretations of the Republic such as found in Mitchell's *Patricians and Plebeians*. Panelists came from the U.S., Canada, England, and Italy. Mitchell's essay, "The definition of patres and plebe," will be reprinted with an update when *Social Struggles in Archaic Rome* (ed. K. Raafaub, UCal. 1986) is reissued by Blackwells sometime in 2002. Mitchell's paper on "Coloniae Maritimae" has been accepted as part of the annual program of the Association of Ancient historians (April 2002; Savannah, GA). The paper attempts to correct long-held views concerning

early Roman naval history, coastal colonies, and Roman expansion. Mitchell reports his golf game isn't any better, his health is generally fine, and Cynthia and he enjoy their travels and freedom from the academic schedule. On the other hand, he also suffers fits of nostalgia for daily routines of classes and students. Colleagues certainly miss his stimulating presence in the corridors of Gregory Hall.

Paul Schroeder has continued to publish reviews, essays in journals, and chapters in collections of essays. During the past year he lectured at various universities (Stanford, Yale, Ohio State, and Bonn). From February to May 2000 he was visiting professor at the Mershon Center at Ohio State. His essay "The Risks of Victory: A Historian's Provocation," an attempt to set the war on terrorism in international historical perspective, appeared in December in the Washington journal *The National Interest*.

Late in 2000, the University of Illinois Press published **Winton U. Solberg's** *The University of Illinois, 1894–1904: The Shaping of the University*, part of a larger, ongoing study of the UI. He also published "The Quest for a College and Research Laboratory of Veterinary Medicine at the University of Illinois, 1906–1921," *Journal of Illinois History* 3 2000, 246–266.

Last academic year, **Clark C. Spence** published his book, *For Wood River or Bust: Idaho's Silver Boom of the 1880s* (University of Idaho Press: 1999). In Sacramento, he delivered one of the California Gold Rush Sesquicentennial public lectures, "From Gold Pans to California Dredges," which was also carried over PBS in the state. This year he was the banquet speaker at the annual meeting of the Mining History Association in Butte, and chaired a session at the Western History Association meeting in San Diego.

Mary Lee Spence published a review of Paul N. Spellman's book, *Forgotten Texas Leader: Hugh McLeod and the Texas Santa Fe Expedition*, in the *Western Historical Quarterly* for spring 2001.

Robert Sutton, in his 86th year, takes pleasure in reporting that Wheaton College, Wheaton, IL, has accepted for its library collections a major share of Sutton's personal academic library. Totalling some 450 volumes, the gift includes primarily his Illinois history collection, a modest collection on Lincoln and the Civil War, some histories of American railroads, and a large body of general American history and biography, chiefly from the nineteenth and twentieth centuries. Sutton reports his satisfaction in putting into appreciative hands his many "silent servants," and he hopes the department finds relief in the removal of so many tomes from 316 Gregory Hall, where many of our emeriti maintain a presence in the department.

OBITUARY

Barry D. Riccio

The department notes with regret the death of Barry D. Riccio, a member of the history faculty at Eastern Illinois University, who taught in the department from 1986 to 1988 and also taught in Unit One, the residential educational program run by UI's Allen Hall, from 1987 to 1995. He succumbed to cancer, but only after having made heroic efforts, with the assistance of his wife, UI faculty member Kathryn H. Anthony, and his many friends, to obtain the latest treatments, especially through participation in clinical trials. He became a nationally known advocate of a

therapy called antiangiogenesis, which inhibits vascularization of cancerous tumors. He and Anthony recount their experiences in battling his cancer in a book manuscript, "Running for Our Lives." He received his Ph.D. in history in 1985 from the University of California, Berkeley, and he specialized in twentieth-century social thought and presidential politics. He published *Walter Lippmann: Odyssey of a Liberal* (New Brunswick, NJ: Transaction, 1993), and, at his death, he had two additional historical monographs in progress.

About Our Alums

1950s

Charles H. Inglett (A.B., '57), of Upland, CA, is currently retired as vice president, First Interstate Bank (now Wells-Fargo Bank). He recently completed a genealogical study of his surname back to Anglo Saxon/Viking England.

Wayne C. Temple (Ph.D., '56), chief deputy director of the Illinois State Archives, Springfield, was featured on the history channel in August 2001 on the program "Making a Buck," in which he recounted the attempt of a gang of counterfeiters to steal Lincoln's body and hold it for ransom to spring their engraver from Joliet. For the past several years, he has served as consultant to Rebecca Childers Caleel, a sculptor in Westmont, who is making heroic-sized bronze statues of Lincoln and Douglas for the square in Ottawa where the first Lincoln-Douglas Debate took place on August 21, 1858. His book, *By Square and Compasses: The Saga of the Lincoln Home*, originally published in 1984, has been reissued by Mayhaven Publishing in a revised and much enlarged edition.

1960s

Raymond Birn (Ph.D., '61), professor of history, University of Oregon, Eugene, was a visiting professor at the Collège de France in Paris, where he lectured on book censorship in eighteenth-century France. He published *Forging Rousseau* (Oxford: Voltaire Foundation, 2001).

Leon E. Boothe (Ph.D., '66) married Karen Ball in 2000. After serving for three years as senior advisor for the National Underground Railroad Freedom Center (a \$110 million project to be built on the Ohio River in Cincinnati and scheduled to open in early 2004), Boothe returned in fall 2000 to teaching in the Department of History at Northern Kentucky University. He was made a member of the Board for the Freedom Center. He received the Beacon of Life Award from the Lighthouse, an agency that works with troubled youth. The award is given to an individual for civic contributions benefiting the community and particularly the youth.

Susan Mellan (A.B., '65) is a psychoanalyst in New York City and served as president of the Postgraduate Psychoanalytic Society. She presented a conference paper, "Changing Paradigms: Work with a Schizoid Patient," taught psychopathology at the Washington Square Institute in New York and a class on Freud at the Postgraduate Center for Mental Health in New York, served as a conference cochair of a session on enactment, and chaired a conference on the creative process in psychoanalysis.

Charles H. Patti (A.B., '63) is professor and head, School of Advertising, Marketing, and Public Relations, Queensland University of Technology, Brisbane, Australia. He was named to the Board of the Australian Federation of Advertising and associate editor of *Journal of Marketing Communications*. He published "A Multidimensional Assessment of Ethical Codes: The Professional Business Association Perspective," *Journal of Business Ethics* 1999.

Jerry Rodnitzky (Ph.D., '67), professor at the University of Texas at Arlington, published "The Sixties between the Microgrooves: Using Folk and Protest Music to Understand American History, 1963-1973," in a special issue (winter, 2001) of *Popular Music and Society*, devoted to "American Culture, Interpreted through Popular Music."

Keith L. Sprunger (Ph.D., '63), is professor of history emeritus at Bethel College and part-time professor of church history at Great Plains Mennonite Seminary. He published "A Case of Mistaken Identity: Hugh Peter and Hugo Petri," *Journal of the United Reformed Church History Society*, May 2001; and "Postcards from Bethel College," in *Mennonite Life* (an on-line journal), March 2002. The latter deals with Sprunger's hobby of collecting historical postcards.

Joseph F. Zacek (Ph.D., '62), professor of history at the State University of New York at Albany, presented "A Balance Sheet for the Late Czechoslovakia: A Czech Assessment" before the American Association for the Advancement of Slavic Studies in Denver (2000). He has contributed reviews to the *Austrian History Yearbook* and the *Slavic Review* and annually contributes titles on Czech, Slovak, and Czechoslovak nationalism to *Nationalism: A Multidisciplinary Annotated Bibliographia* (Academic International Press).

1970s

Robert W. Frizzell (MA, '73), having served 12 years as director of the library at Hendrix College, this past fall became director of libraries at Northwest Missouri State University in Maryville.

Stephen Katsinas (A.B., '78), whose family long operated Katsinas Restaurant in Champaign, is the Don A. Buchholz Chair in Higher Education at the University of North Texas, where he also directs the Bill J. Priest Center for Community College Education. In May 2001, he was the keynote speaker at the UI Community College Institute at Allerton Park.

Steven B. Levy (A.B., '75) is the principal of Steven B. Levy, Ltd., Naperville. His practice concentrates on representing plaintiffs in bodily injury and wrongful death claims. In 2001, he

OBITUARY

John Philip Agnew

The department regretfully notes the passing, after a long illness, of John Philip Agnew (Ph.D., '49) at the age of 80 on July 16, 2001. Having received his A.B. at the UI in the general curriculum in 1942, he served in the U.S. Navy during World War II as a lieutenant aboard the USS Slater. After the war, he returned to Illinois, where he obtained both an M.A. and a Ph.D. in history. He served as Professor of Modern European History and Politics at Pine Manor College in Chestnut Hill, MA, from 1954 until his retirement in 1987. His wife, Marilyn, tells us that all six of their children attended the UI. Memorial contributions may be made to Pine Manor College, 400 Heath Street, Chestnut Hill, MA 02467, or to the Hartford Street Presbyterian Church, 99 Hartford Street, Natick, MA 01760.

lectured at the Illinois State Bar Association on "Recent Tort (Injury) Law Cases," and the previous year he lectured at the Annual Medical Malpractice Seminar of the DuPage County Medical Society. He serves on the Editorial Board of the *Illinois State Bar Journal*.

1980s

Patrick Carson (MA, '86), who is engaged in pharmaceutical sales for Eli Lilly and Company, has been helping the town of Robbins, Illinois, site of an early Black aviators' club, investigate the history of Black aviation in Illinois during the 1920s and 1930s.

James Krippner-Martinez (formerly Krippner; A.B., '84) was promoted to rank of associate professor with tenure at Haverford College, in Haverford, PA. He published *Rereading the Conquest: Power, Politics, and the History of Early-Colonial Michoacán, Mexico* (PA: Pennsylvania State University Press, University Park, 2001).

1990s

Rose Stremiau (A.B., '99) completed her M.A. in American history at the University of North Carolina at Chapel Hill. She specializes in Native American history and is continuing graduate study in that field.

About Our Faculty

Jean Allman edited an edition of T. E. "Tikya" Kyei's autobiography, *Our Days Dwindle: Memories of My Childhood Days in Asante* (Portsmouth, NH: Heinemann, 2001), and published "Be(com)ing Asante/Be(com)ing Akan: Thoughts on Gender, Identity, and the Colonial Encounter," pp. 97–118 in *Ethnicity in Ghana: The Limits of Invention*, eds. C. Lentz and P. Nugent (London: Macmillan, 2000). She also received an Arnold Beckman award from the UI Research Board in support of her project, "Migration and Work, Suffering and Survival: Fra-Fra Ethnicity in Ghana, 1900–2000."

Tony Ballantyne published "Print, Politics, and Protestantism: New Zealand, 1769–1860," pp. 152–176 in *Information, Communications, Power*, ed. Hiram Morgan (University College Dublin Press, 2001). He also received a Beckman award from the UI Research Board for his project, "Before Biculturalism: Race and Identity in a Tasman World."

James Barrett's book, *William Z. Foster and the Tragedy of American Radicalism* (Urbana: University of Illinois Press, 1999), bears an erroneous copyright date and appeared in 2000. He won a grant from the Scholars Travel Fund for the Organization of American Historians/Japan Association of American Studies Residency, for a stay at Osaka University of Foreign Studies in the spring of 2001.

John Buckler published "The Phantom Syndedriion of Boitian Confederacy," pp. 431–446 in *Polis and Politics*, eds. T. H. Nielsen et al. (Copenhagen: Museum Tusculum Press, 2000); "Demosthenes and Aeschines," pp. 114–158 in *Demosthenes: Statesman and Orator*, ed. I. Worthington (London and New York: Routledge, 2000); "Sparta, Thebes, Athens, and the Balance of Power, 467–369 BC, in Russian translation, pp. 75–94 in *Interstate Relations and Diplomacy in Antiquity* [in Russian], eds. E. Rung et al. (Kazan: Kazan State University Press, 2000); and "A Survey of Theban and Athenian Relations between 403 and 371 BC," pp. 319–329 in *Presenza e funzione della città di Tebe nella cultura Greca*. Ed. P.A. Bernardini (Pisa and Rome: Istituti editoriali de poligrafici internazionali, 2000). He also contributed 11 articles to two encyclopedias.

Richard W. Burkhardt, Jr. received a fellowship from the Illinois Program for Research in the Humanities for fall 2001. He was named a resident associate for the spring of 2002 of the UI Center for Advanced Studies to develop a faculty/graduate seminar and a major conference on the new biology.

Antoinette Burton published "Thinking beyond the Boundaries: Empire, Feminism, and the Domains of History," *Social History* 26(1) 2001: 60–71; "Tongues Untied: Lord Salisbury's 'Black Man' and the Boundaries of Imperial

Democracy," *Comparative Studies in Society and History* 43(2) 2000: 632–659; and "Institutionalizing Imperial Reform: The Indian Magazine and Late-Victorian Colonial Politics," eds. Douglas Peers and David Finkelstein in *Negotiating India in the Nineteenth-Century Media* (New York, St. Martin's: 2000). In the spring of 2001, she served as organizer of the Departmental Symposium on "The Politics of Race in an Age of Globalization," and on campus she served on the steering committee for the conference in the spring of 2002 on "Postcolonialism and the Disciplines." Recently promoted, she has work featured elsewhere in this issue.

Vernon Burton was selected as one of three Visiting General Mark Clark Distinguished Endowed Chairs of History, the Citadel, Charleston. As a Pew Foundation Carnegie Scholar, 2000–01 he is studying "The Effects of Information Technology on Historians" and is analyzing the effects of his teaching in students' attitudes toward race at the UI and at the Citadel. His recent publications include a report on "Derogatory Terms and African-American Men," for a case involving the U.S. Post Office before the U.S. District Court for the Southern District of California; and "Civil War and Reconstruction," pp. 47–60 in *A Companion to Nineteenth-Century America*, ed. William L. Barney (Oxford, UK: Blackwell, 2001).

With UI colleagues **Kevin Doak** and **Poshek Fu**, **Kai-wing Chow** edited *Constructing Nationhood in Modern East Asia* (Ann Arbor: University of Michigan Press, 2001) and wrote the introductory essay, and he contributed his own chapter, "Narrating Nation, Race, and National Culture: Imagining the Hanzu Identity in Modern China" (pp. 47–83). He also published "Between Sanctioned Change and Fabrication: Confucian Canon (Ta-hsüeh) and Hermeneutical Systems since the Sung Times," pp. 45–67 in *Classics and Interpretations: The Hermeneutic Traditions in Chinese Culture*, ed. Ching-i Tu (New Brunswick, NJ: Transaction, 2000).

Clare Crowston gave invited lectures in the U.S. and abroad, she organized visits to the UI of distinguished scholars from other institutions, and for the third year convened and ran the Early Europe group, which unites faculty and graduate students from diverse UI departments.

Donald Crumney has been on leave during AY 2000–01. He published *Land and Society in the Christian Kingdom of Ethiopia: From the Thirteenth to the Twentieth Century* (Urbana: University of Illinois Press, 2000) and "Ethiopia, Europe, and Modernity: A Preliminary Sketch," *Æthiopia. International Journal of Ethiopian Studies*. 3 (2000): 7–23.

Kenneth Cuno received a Humanities Released Time grant and other support from the UI Research Board. He published "Muhammad Ali

and the Decline and Revival Thesis in Modern Egyptian History," pp. 93–119 in *Reform or Modernization? Egypt under Muhammad Ali (Ishlah am tahdith? Misr fi 'asr muhammad 'ali)*, ed. Rauf Abbas. Symposium organized by the Egyptian Society of Historical Studies (Cairo: Supreme Council for Culture, 2000). In November, 2001, he also organized a departmental symposium, "Modernities," featuring Julia Clancy-Smith and Saloni Mathur.

Kevin M. Doak, with UI colleagues **Kai-wing Chow** and **Poshek Fu**, edited *Constructing Nationhood in Modern East Asia* (Ann Arbor: University of Michigan Press, 2001), coauthored the introduction, and contributed his own chapter, "Narrating China, Ordering East Asia: The Discourse on Nation and Ethnicity in Imperial Japan" (pp. 85–113). He also published "Overcoming Modernity through Nationality [in Japanese], pp. 309–331 in *Kindai no yume to chisei: Bungaku, shisō no shōwa jūnen zengo, 1925–1945* (Tokyo: Kanrin Shobō, 2000). During AY 2000–01, in Japan he has served the UI as resident director of the Konan Illinois Program.

Augusto Espiritu has given a variety of invited lectures and conference papers. He received research support from the UC Berkeley Chancellor's Postdoctoral Fellowship Program in Academic Diversity, 2001.

Peter Fritzsche, whose statement as departmental chair appears elsewhere in this issue, is completing a new book on nostalgia in the nineteenth century. His review essay, "The Case of Modern Memory," was published in *The Journal of Modern History* in March 2001. He was also elected for a three-year term on the Nominating Committee of the American Historical Association.

Poshek Fu won the departmental Queen Prize for Excellence in Teaching. With David Desser (director of the UI Unit for Cinema Studies), Fu edited *The Cinema of Hong Kong: History, Arts, Identity* (Cambridge and New York: Cambridge UP, 2000). He also published "Resistance in Collaboration: Cinema in Occupied Shanghai," pp. 180–198 in *Chinese Collaboration with Japan, 1932–1945*, eds. David P. Barrett and Larry N. Shyu (Stanford, CA: Stanford UP, 2001). In June–July 2001, he took a study group of eight students (both undergraduate and graduate) to Hong Kong as part of the Ford Seminar on Hong Kong Cinema and Globalism.

Caroline M. Hibbard spoke at the Newberry Library Seminar in Courts, Households, and Lineages in April 2001. She published "Translating Royalty: Henrietta Maria and the Transition from Princess to Queen," *The Court Historian* 5(1) 2000: 15–28.

Keith Hitchins's book, *A Nation Affirmed* (1999), was published in Romanian translation

in 2000. He also published the introduction (pp. 7–30) to Lucian Blaga, *Zalmoxis*. Tr. Doris Plantus-Rune. Intro by Keith Hitchens (Iasi and Portland, OR: Center for Romanian Studies, 2001).

Lillian Hoddeson was on leave during fall 2000 with support of a John Simon Memorial Guggenheim Foundation Fellowship, and in the spring of 2001 she pursued faculty study in a second discipline (cognitive psychology). She organized a workshop in September 2001, "Imagining the Mind: An Interdisciplinary Symposium on Science and the Mind," sponsored by the UI Program on Science, Technology, Information, and Medicine (STIM) and the UI Center for Advanced Study. She published "John Bardeen and the Theory of Superconductivity: A Late Revision of a Homework Assignment for J. M. Luttinger," *Journal of Statistical Physics* 103(3/4) 2001: 625–649; and, with Adrienne Kolb, "The Superconducting Super Collider's Frontier Outpost, 1983–1988," *Minerva* 38 (2000): 271–310.

In January 2002, **Kristin Hoganson** began a three-year term on the editorial board of the *Journal of Diplomatic History*. She published "As Badly Off as the Filipinos: U.S. Women's Suffragists and the Imperial Issue at the Turn of the Twentieth Century," *Journal of Women's History* 13(2) 2001: 9–33. Her book, *Fighting for American Manhood*, was issued in paperback by Yale UP.

Fred Hoxie, director of graduate studies in the department, received an honorary degree from Long Island University in May 2000, and he appeared on the UI Incomplete List of Instructors Rated Excellent by their Students for spring 2000. He edited *Talking Back to Civilization: Indian Voices from the Progressive Era* (Boston: Bedford/St. Martin's, 2001), and he published "Thinking like an Indian: Exploring American Indian Views of American History," *Reviews in American History* 29 (2000): 1–14.

Nils Jacobson, on leave during spring 2001, gave lectures at St. Antony's College, Oxford in September 2000, and Lima, Peru, in February 2001.

Frederic C. Jaher published "Antisemitism in American Athletics," *Shofar*, 20 (2001): 61–73. He continues as departmental placement officer.

Diane Koenker continues as editor of the *Slavic Review*, and, for 2001–2002, is chairing the Modern European Section of the American Historical Association. She received a grant from the William and Flora Hewlett Foundation in support of her research.

Craig M. Koslofsky has been on leave during AY 2000–01. He published "The Establishment of Street Lighting in Eighteenth-Century Leipzig: From Cours Society to the Public Sphere?"

Zeitsprünge. Forschungen zur Frühen Neuzeit 4 (2001): 101–109; and "Suicide and the Secularization of the Body in Early Modern Saxony," *Continuity and Change* 16(1) (2000): 1–26.

Mark Leff appeared on the Incomplete List of Teachers Rated Excellent for both spring and fall 2000. On leave this spring, he recently stepped down as chair of the departmental Undergraduate Program Committee, on which he did yeoman service.

Harry Liebersohn has been a fellow at the UI Center for Advanced Study during spring 2002. He has devoted his appointment to a new project, "The Traveler's World: Truth-Telling, Empire-Building, and the Global Network of Knowledge." Together with Werner Baer, **Joseph L. Love** edited and provided the introduction to *Liberalization and Its Consequences: A Comparative Perspective on Latin American and Eastern Europe* (Cheltenham, UK: Edward Elgar, 2000). He published "Regionalism and Federalism in Brazil, 1889–1937," pp. 233–254 in *Percurso da Memória: Construções do Imaginário Nacional* (Rio: UERJ, 2000). He has given diverse invited lectures in Washington, Santiago, and Warsaw.

An account of **John Lynn's** teaching awards appears elsewhere in this issue. He published "International Rivalry and Warfare, 1700–1815," pp. 78–217 in *The Short Oxford History of Europe: Eighteenth-Century Europe*, ed. T.C.W. Blanning (Oxford, UK: Oxford UP, 2000); "Evolution de l'armée du roi, 1659–1672," *Histoire, Économie, et Société* 19(4) 2000: 481–495; "The Treatment of Military Subjects in Diderot's Encyclopédie," *Journal of Military History* 65(1) 2001: 131–165; and "The Tapissier d Notre Dame," *MHQ: The Quarterly Journal of Military History* 13(3) 2000: 76–85. He also contributed eight entries to the *Oxford Companion to Military History*, ed. Richard Holmes (Oxford: Oxford UP, 2001).

While on half-time maternity leave, **Megan McLaughlin** appeared on the Incomplete List during fall 2000. She has been serving on the Board of Editorial Advisors for *Illinois Medieval Studies* at the UI Press.

Evan M. Melhado continues as editor of *History at Illinois* and head of the Medical Humanities and Social Sciences Program in the College of Medicine.

With Paul Lerner, **Mark Micale** edited and wrote the introduction to *Traumatic Pasts: History, Psychiatry, and Trauma in the Modern Age, 1870–1930* (Cambridge, UK: Cambridge UP, 2001), and he contributed to it his own essay, "Jean-Martin Charcot and les névroses traumatiques: From Medicine to Culture in French Trauma Theory of the Late Nineteenth Century."

During his brief tenure in the department, he has created four new courses and has appeared on the Incomplete List of Teachers Rated Excellent by their Students.

Kathryn J. Oberdeck won the departmental Queen Award for Excellence in Teaching (as noted elsewhere in this issue). She published "Class, Place, and Gender: Contested Industrial and Domestic Space in Kohler, Wisconsin, USA, 1920–1960," *Gender and History* 13(1) 2000: 97–137; "From Model Town to Edge City: Piety, Paternalism, and the Politics of Urban Planning in the United States," *Journal of Urban History* 26(4) 2000: 508–518; and two encyclopedia articles.

Elizabeth Pleck, whose work is featured elsewhere in this issue, serves on the editorial board of the *Journal of Women's History*. She published *Celebrating the Family: Ethnicity, Consumer Culture, and Family Rituals* (Cambridge, MA: Harvard UP, 2000).

David Prochaska published "At Home in Illinois: Presence of Chief Illiniwek, Absence of Native Americans," pp. 157–185 in *Team Spirits*, eds. Charles Springwood and Richard King (Lincoln, NE: University of Nebraska Press, 2001); and "Exhibiting the Museum," *Journal of Historical Sociology* 13 2000: 391–431.

John Pruett once again appeared on the Incomplete List of Teachers Rated Excellent, this time in spring 2000, and he serves on several departmental committees connected with undergraduate instruction.

Cynthia Radding was an associate of the UI Center for Advanced Study during fall 2001. With UI Professor of Plant Biology David Seigler, she obtained a UI course development award for an upper-division undergraduate course, "People, Plants, and Cultures: Ethnobotanical Studies in Latin America," which resulted in an approved 300-level course to be given first in 2003. She published "From the Counting House to the Field and Loom: Ecologies, Cultures, and Economies in the Missions of Sonora (Mexico) and Chiquitania," *Hispanic-American Historical Review* 81(1) 2001: 45–87.

Leslie J. Reagan received a fellowship from the Illinois Program for Research in the Humanities under the theme "The Means of Reproduction," for AY 2001–02. She also received an ACOG-Ortho-McNeil Fellowship in the History of American Obstetrics and Gynecology for "Ambiguous Motherhood: The Impact and Investigation of Miscarriage in 20th-Century America," 2001. She published "Crossing the Border for Abortions: California Activists, Mexican Clinics, and the Creation of a Feminist Health Agency in the 1960s," *Feminist Studies* 26(2) 2000: 323–348. Her essay, "Victim or Accomplice? Crime, Medical Malpractice, and the

Construction of the Aborting Woman in American Case Law, 1860s–1970” appeared in 2001 in the 10th-anniversary issue of the *Columbia Journal of Gender and Law*.

David Roediger was on leave during AY 2000–01. He obtained a large grant on Race, Ethnicity, and Migration, spring 2000, and, with others, convened a conference on that theme. He published “What’s White Got to Do with It? Giuliani, the Holy Virgin Mary, and the Critical Study of Whiteness” in *Working Papers on Historical Systems, Peoples, and Cultures* (Institute for the Study of Culture and Society, Bowling Green State University: May 2000), and in *Proceedings of the Kyoto American Studies Society* (Kyoto, 2001); “Radical Culture without Surrealism,” *Race Traitor* 13–14 2001: 75–90; and (with others) “The End of Whiteness: Reflections on a Demographic Landmark,” *New Labor Forum* Spring–Summer 2001, 49–62.

Mark Steinberg appeared on the Incomplete List for spring 2000. He was a fellow of the Illinois Program for Research in the Humanities and a University Scholar for 2000–01, and he gave the UI Distinguished Faculty International Lecture at the Illini Center in Chicago this past April on “Nicholas II and the Death of the Monarchy in Russia.” His *Voices of Revolution, 1917*, was published by Yale UP.

Charles Stewart continues in his role as executive associate dean in the college where he looks after international programming, LAS Learning Communities, the faculty Teaching Academy, and a new program in linked general education courses. He has published encyclopedia entries and book reviews during the past year.

Adam Sutcliffe published “Judaism in Spinoza and His Circle,” *Studia Rosenthaliana* 34(1) 2000: 7–22; “Can a Jew Be a Philosopher? Isaac de Pinto, Voltaire, and Jewish Participation in the European Enlightenment,” *Jewish Social Studies* 6(3) 2000: 31–51; “Hebrew Texts and Protestant Readers: Early Christian Hebraism and Denominational Self-Definition,” *Jewish Studies Quarterly* 7(4) 2000: 319–337; “Symptoms at Play: Soccer, Austria, and the Jewish Question,” *Journal of Sports and Social Issues* 24(3) 2000: 251–259; and “The Spirit of Spinoza and the Enlightenment Image of the Pure Philosopher,” pp. 40–56 in *Heroic Reputations and Exemplary Lives*, eds. Geoffrey Cubbitt and Allen Warren (Manchester, UK and New York: Manchester UP, 2000).

After serving four years as head of the Department of East Asian Languages and Cultures at UI, **Ronald P. Toby** has been spending AY 2000–02 as professor in the Faculty of Letters, Tokyo University, teaching graduate

courses in historiography and in the history of Japanese-Korean relations. He is the first foreigner to hold a regular professorship in the Faculty of Letters since its founding in the late nineteenth century. He will return to rejoin the history department at Illinois in fall 2002. In Tokyo, he negotiated a new exchange agreement between Illinois and the Tokyo universities to create opportunities for Illinois students to study at Tokyo University and students in Tokyo to study at Illinois. He published “Three Realms/Myriad Countries: An ‘Ethnography’ of Other and the Re-Bounding of Japan, 1550–1750,” in *Constructing Nationhood in Modern East Asia*, ed. by UI colleagues K. Chow, K. M. Doak, and P. Fu (University of Michigan Press, 2001); and a series of articles in Japanese, including “From the Other side of China: ‘Indians,’ ‘Southern Barbarians,’ and the Transformation of Medieval/Early-Modern Cosmology,” in *Modern Japan and the Question of East Asia*, eds. Furuya Tetsuo and Yamamuro Shin’ichi (Yoshikawa Kōbunkan); “The Early-Modern Identity Crisis: Three Realms/Many Realms and ‘Japan,’” in *History* (33); and “Rescuing the Nation from History: The State of the State in Early-Modern Japan,” *Monumenta Nipponica* 56(2) (2001).

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Intellectual Life of the Department

Mark Steinberg

Beyond the great variety of courses the history department offers, the study of history at Illinois is made all the richer by an array of extracurricular events that bring faculty and students together to hear outstanding lectures, participate in study groups and workshops, and attend varied symposia and conferences.

The cornerstone of the department's program is the colloquium series of lectures and seminars, in which distinguished visitors and members of our own faculty are asked not only to present recent work but to engage questions of methodology, theory, and innovation in how we do history. In addition to this main lecture series, the department regularly organizes thematic symposia that involve

presentations by several visiting and local scholars. This year symposia are being held on "Aboriginal Struggles, Colonial Legacies" and on "Historicizing Postcolonial Studies."

Finally, in addition to these department-wide intellectual gatherings, numerous study groups meet regularly, involving faculty and graduate students in discussing new work in various areas, sometimes with visiting scholars, and presenting their own work for collegial criticism. These include the History Workshop, the Cultural Studies Group, the Women and Gender Study Group, the German Colloquium, the Russian Studies Circle, and study groups on early modern Europe, Eastern Europe, southern history, working-class history, and violence and history.



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Donald Worster

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Daniel James

"Family Photos, Oral Narratives, and Identity Formation: The Ukrainians of Berisso, Argentina"

Shahab Ahmed

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