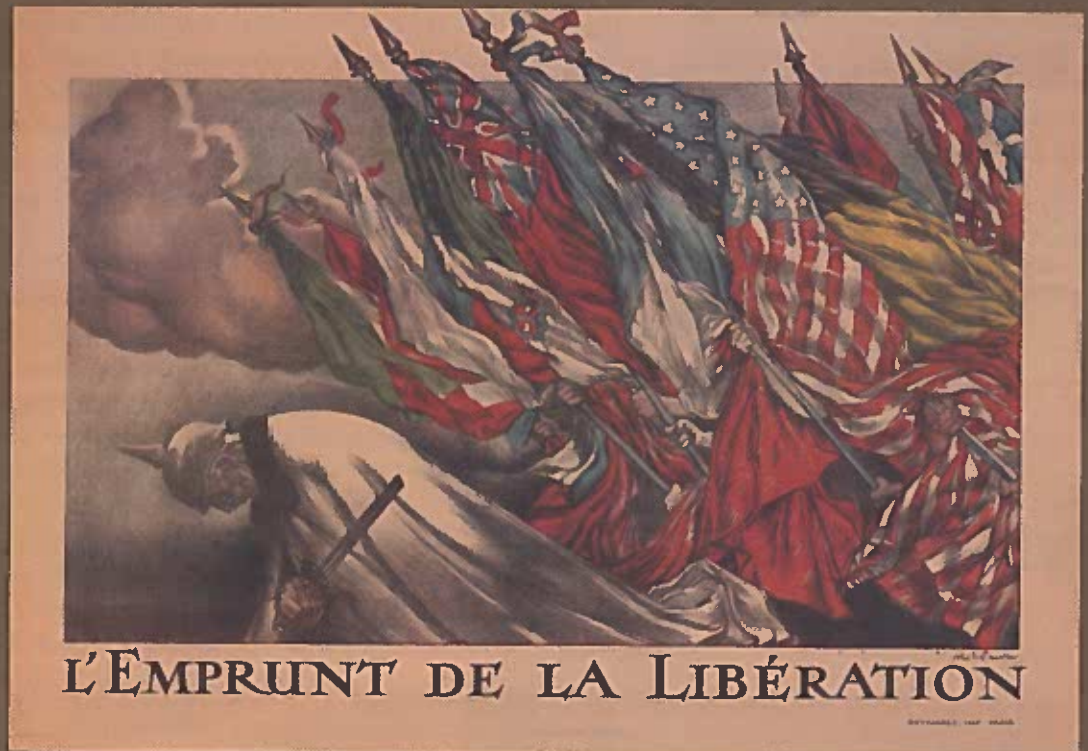


History Illinois



University of Illinois at
Urbana-Champaign
www.history.uiuc.edu
Winter 2007



A Year of History Conferences

PAGE 2

Science Foundation, and National Institutes of Health grant winners; teachers who have garnered regional and national recognition; and graduate students who win competitive fellowships that lead to innovative research and teaching. Confident of our claim to be among the best public history departments in the nation, we are in a position to capitalize on our many strengths, to maintain traditional programs, to create new centers of excellence and to continue to train young students and future historians to be critical citizens in an increasingly complex and at times dizzyingly global polity.

I am equally happy to report that History has been targeted for growth in the Campus Strategic Plan initiated by our new three-campus University President, Joseph White. In addition to our self-study, at his request the department also produced a SWOT document (“Strengths, Weaknesses, Opportunities and Threats”!—not the kind of “document” historians have much familiarity with, but never mind) in which we outlined plans for the establishment of a Center for Historical Interpretation here at UIUC. The CHI would, among other things, enable us to create and sustain a variety of projects that would link us more effectively with communities outside the university, including local and regional public school teachers of history. We hope to devote considerable time and energy in AY 06-07 to developing our plans for the Center, and we welcome your feedback on this and anything else you read about in this issue of *History at Illinois*. In the meantime I remain thankful to my colleagues, to our graduate students, and especially to second-in-command Chair Kathryn Oberdeck for a first year as chair in which I had many occasions to reflect on how genuinely fond I am of the joint enterprises we undertake in the rain, sleet, wind and sun that mark the rhythm of the seasons in and around Gregory Hall.

Antoinette Burton
Professor and Chair

History @ Illinois Editors:
Mark S. Micale
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Contents

History Conferences in 2005-06	2
International Initiative on the Memory of Communism	3
Lewis and Clark Exhibition Wins Major NEH Funding	4
East Asian History Successes	5
New Federally-Funded Center for Middle Eastern Studies	6
European Traveling-Naturalists on the Map .7	
Don Crummey Closes a Distinguished Teaching Career.	8
Encyclopedias of European History Showcase Illinois Historians	9
In with the New	10
Burkhardt Book Hailed by Reviewers and Prize Committees	12
2006 Summer Study Abroad Programs . . .13	
Johannsen Festschrift	14
Launch of Plans for Lincoln Bicentennial .14	
Faculty Promotions: Augusto Espiritu15	
Teaching Prize Bonanza: Faculty and Graduate Students Share in Awards.	16
Entering Graduate Class of 2006	17
Rich Diversity of Graduate Scholarship and Achievement Continues	18
2006 Graduate Essay Prize Winners	19
The Age of Digitization: News from the History, Philosophy and Newspaper Librarian	20
Farewell Reflections: Sharon Michalove. . .22	
Where Do We Go From Here?: A Commentary by Charles Stewart	24
New Undergraduate Academic Advisor Welcomed to the Department	26
Bruce Levine Receives Randall Professorship	27
The History Corner: Evarts Boutell Greene (1870-1947).	28
Graduate Placements 2005-06	29
Faculty Updates.	30
Emeritus Updates	34
Alumni Updates	34
News from the History Office.	35
History Ph.D.s Awarded 2005-06	36
Department of History Undergraduate Awards Spring 2006	36
Honors Undergraduates, Class of 2006 . . .36	

Letter from the Chair



As I headed to my office on one especially grim February morning last year—the kind of late-winter morning where the wind whips, the rain lashes and the buds on the trees retreat in horror almost before your eyes—I was literally stopped in my tracks by a message that had been chalked on the steps leading into Gregory Hall: “I ♥ History.” Not only did this enthusiastic endorsement of the discipline appear several weeks into the semester and several more away from the balmy breezes of spring break, it also erupted on the pavement smack dab in the middle of mid-term exams, which tend to cast a sepulchral hush on and off in Gregory Hall from about Presidents’ Day until the ides of March. I raced up the stairs and into the History office to get the department camera, hoping to capture this arresting communiqué for eternity (or at least for reproduction here). Frustratingly, I couldn’t find the kind of perspective I needed on the words to get the whole phrase in the photo (I am only about 5’3”), not even by perching on the slippery-but-not-quite-icy railing at the threshold of the main Greg Hall doors. Soon enough the drizzle turned to pelting rain and I was driven inside, amused by the serendipity of what I had seen but alone, alas, at least among history faculty and staff I spoke to about it, in bearing witness to it.

Looking back on the incident, I can see that in many ways it was a metaphor for my first year of being chair, which I completed in August 2006. During that action-packed year we hired four new faculty members, some of whose profiles you can read in the pages that follow. We undertook a self-study of the department that resulted in a one hundred-page report highlighting where we have come from and where we think we ought to go, collectively, in the near and far term. We voted on the tenure and promotion of a colleague and celebrated with him as his case made its way successfully from the College to the campus to the Board of Trustees. And we watched as colleagues and students reaped award after award for teaching and research in local, national and international arenas. It was in many respects a banner year for History at Illinois, though I will confess that in the hectic pace of every day I was not always able to get the perspective on our achievements and accomplishments that I have now.

So in the warm afterglow of late September, let me say with an equal message of confidence and conviction: we are at a genuinely pivotal moment in our departmental history. At just over 50 faculty strong, we have breadth and depth in traditional geographical fields as well as in interdisciplinary (ethnic, area, and gender studies) and emergent (transnational/world., environmental) ones. We have among us Guggenheim, National Endowment for the Humanities, Association of University Women, National

“We are at a genuinely pivotal moment in our departmental history.”

On the cover: A French poster from World War I. Kaiser Wilhelm II walks with bowed head and broken sword. Behind him, the flags of the allied nations press him forward. The poster was part of the exhibition *Pour la Victoire: French Posters and Photographs of the Great War* displayed at the Krannert Art Museum as part of the 52nd Annual Meeting of the Society for French Historical Studies in April, 2006.

Cover design: The new cover design conveys the richness of history through time and place. The artistic ornaments represent Greek, African, Native North American, Byzantine, Gothic, Roman, Chinese, Maori, Japanese, Egyptian, Persian, European, and Indian cultures over a colorful timeline.

Science Foundation, and National Institutes of Health grant winners; teachers who have garnered regional and national recognition; and graduate students who win competitive fellowships that lead to innovative research and teaching. Confident of our claim to be among the best public history departments in the nation, we are in a position to capitalize on our many strengths, to maintain traditional programs, to create new centers of excellence and to continue to train young students and future historians to be critical citizens in an increasingly complex and at times dizzyingly global polity.

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Contents

History Conferences in 2005-06	2
International Initiative on the Memory of Communism	3
Lewis and Clark Exhibition Wins Major NEH Funding	4
East Asian History Successes	5
New Federally-Funded Center for Middle Eastern Studies	6
European Traveling-Naturalists on the Map	7
Don Crummey Closes a Distinguished Teaching Career	8
Encyclopedias of European History Showcase Illinois Historians	9
In with the New	10
Burkhardt Book Hailed by Reviewers and Prize Committees	12
2006 Summer Study Abroad Programs	13
Johannsen Festschrift	14
Launch of Plans for Lincoln Bicentennial	14
Faculty Promotions: Augusto Espiritu	15
Teaching Prize Bonanza: Faculty and Graduate Students Share in Awards	16
Entering Graduate Class of 2006	17
Rich Diversity of Graduate Scholarship and Achievement Continues	18
2006 Graduate Essay Prize Winners	19
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Where Do We Go From Here?: A Commentary by Charles Stewart	24
New Undergraduate Academic Advisor Welcomed to the Department	26
Bruce Levine Receives Randall Professorship	27
The History Corner: Everts Boutell Greene (1870-1947)	28
Graduate Placements 2005-06	29
Faculty Updates	30
Emeritus Updates	34
Alumni Updates	34
News from the History Office	35
History Ph.D.s Awarded 2005-06	36
Department of History Undergraduate Awards Spring 2006	36
Honors Undergraduates, Class of 2006	36

History Sponsors Numerous Conferences in 2005–06

In recent years, the Department of History has expanded its efforts to host scholarly conferences, bringing scholars from around the world to UIUC and bridging the various disciplinary divides that exist on the campus itself. 2006 was a banner year in this regard, with conferences on a variety of subjects, from the Brazilian martial art capoeira to the complexities of Post-Communism.

The largest and most ambitious of last year's department-sponsored conferences occurred during the third week of April. Organized by Professors Clare Crowston and Mark Micale, the 52nd Annual Meeting of the Society for French Historical Studies brought some 180 scholars of French history to campus. French Historical Studies is the chief professional organization for North American historians studying France, and the venue for its annual meeting changes yearly. Held at the Illini Union, the conference consisted of 45 separate panels in which scholars delivered papers on all manner of subjects ranging from the age of Charlemagne to Jacques Chirac. Many participants traveled from Canada, Britain, and France.

Accompanying the three-day conference were a number of cultural events drawing on university resources. The main university library houses a remarkably rich but never before exhibited collection of World-War-One French war posters, which were recently digitized by the History librarian Mary Stuart. At the Krannert Art Museum, David O'Brien, historian of nineteenth-century French art, curated a highly successful exhibition of these posters, which opened on April 20, the first day of the conference. (See cover illustration.) Accompanying the exhibition, Ségolène Le Men, a prominent Paris-based art historian, delivered an inaugural public lecture about the history of the war poster.

The lunchtime speaker at the second day of the conference was Pap Ndiaye of the École des Hautes Études in Paris, whose visit was coordinated by Mellon post-doctoral Fellow Amelia Lyons. Ndiaye's comments, titled "The End of Invisibility: Reflections on the Emergence of French Blacks in the Public Arena," blended historical and current events and led to a lively discussion. The formal conference reception that evening, which was held

in the futuristic atrium of the new Siebel Center for Computing Science, featured greetings from Chancellor Richard Herman and Richard Barbeyron, the Consul General of France in Chicago. Later that evening, a little-known black-and-white silent comedy about the First World War, directed by Jean Renoir, was shown in the Siebel Center auditorium. On the third and final day, the banquet speaker was Julian Jackson, Professor at the University of London. Jackson's dynamic address "Sex, Politics, and Morality in France, 1954-1982" traced the history of the best-known French gay rights organization across three decades.

Members of the U of I community contributed to the program in many ways. Professor John Lynn organized a panel devoted to the lifework of French military historian Hervé Drévilion. Many faculty, inside and out of the History Department, delivered papers or served as commentators and panel chairs, including Professors Clare Crowston, Peter Fritzsche, Andrea Goulet, David Hays, Amelia Lyons, Tamara Matheson, Jean-Philippe Mathy, John McKay, Mark Micale, David O'Brien, David Prochaska, Larry Schehr, and Carol Symes. Among our current history department graduate students, Jen Edwards, Tara Fallon, and Melissa Salrin gave papers at the conference, as did many faculty and graduate students from other branches of the U of I system. Six regional colleges and universities as well as ten on-campus departments, programs, and organizations contributed financially to staging the conference.

Equally ambitious was the major conference on Post-Communist Nostalgia, co-organized by Professor Maria Todorova and held at our center for Russian, East European, and Eurasian Studies (REEEC). (Professor Todorova is engaged in a multi-year project, "Remembering Communism: Methodological and Practical Issues of Approaching the Recent Past in Eastern Europe," on which see more below). Leading off the conference was award-winning journalist and scholar Misha Glenny, who delivered a CAS/MillerCom Lecture titled "The Spider Trap: Corruption, Organized Crime and Transition in the Balkans and Russia." There followed a two-day symposium featuring

International Initiative on the Memory of Communism Led by Professor Maria Todorova

papers on topics ranging from Ostalgie and Westalgie in the former GDR to memory and forgetting in contemporary Tashkent.

Many of the Department's conference efforts in recent years have been inspired by the example of the Graduate Symposium on Women's and Gender History, which had its Seventh Annual meeting on March 9-11, 2006, held at the Illini Union. This year's keynote lecture was delivered by Jennifer L. Morgan, Associate Professor of History and Women's and Gender Studies at Rutgers, and was titled "Accounting for the Women in Slavery: Demography and Epistemology in Early African-American History." The conference featured a dozen panels over three days, as well as roundtables sponsored by the journals *Gender & History* and the *Journal of Women's History*.

Last, but not least, Professor Lillian Hoddeson helped convene Seeking Mastery: A Martial Arts Festival at Krannert Art Museum on Saturday, October 14, 2006. This two-day conference featured demonstrations of a range of physical arts, from Aikido and Kung Fu to Capoeira and Chado (the way of tea). In this way History's conference efforts extended beyond time to movement, as 2006 came to a close.

For a three-year period starting in July 2006, the Volkswagen Foundation will be supporting an international research project, "Remembering Communism: Methodological and Practical Issues of Approaching the Recent Past in Eastern Europe," with a grant of 313,700 Euros. This project will be co-directed by Professor Maria Todorova of UIUC and Professor Stefan Troebst of the Institute of Slavic Studies at the University of Leipzig.

The initiative's goal is to bring together two very diverse bodies of theoretical and historiographical literature: one on memory, the other on communism. Since the fall of the Berlin Wall, many studies of communism have been written through the forward-looking (and often distorting) lens of "transitology." Partly in critical response to this literature, the "Remembering Communism" project seeks to return the focus to the lived experience of communism. As its title suggests, the researchers intend to pay particular attention to the ways in which subsequent recollections and reassessments of communism have been inflected by the exigencies of the present moment. One practical goal of the project is to create a widely-accessible database that will support further comparative study of the topic.

At this stage the project is focusing on a pilot comparative study of two lesser-known cases (Bulgaria and Romania) and two more famous ones: Poland and the German Democratic Republic. While the project intends to pay due attention to the institutional aspects of memory, its primary focus is on subjectivity and how studying it can help pluralize the experience of socialism. How did different nations experience communism—both the ones who came to know it in practice, and the ones for whom it was present as a strong but unrealized alternative? An attention to individual cases should also help researchers get beyond the level of the nation-state to understand social experience across categories such as region, class, gender, generation, and ethnicity.

Chronologically the project will cover the entire post-World War II period, but focus with particular intensity on the period after de-Stalinization. This was a period that not only saw the rise of national(ist) versions of communism but also a vast diversification of "communism," ranging from liberalization to neo-authoritarianism. In the end, this project rests on the notion that there was no single idea and practice of communism. The communist experience was extremely diverse, not only geographically and diachronically, but also across national, ethnic, social, professional, and generational lines. The database will accommodate this broad perspective by drawing on a vast array of sources: national archives, oral life histories, sociological interviews, memoirs, biographies, autobiographies, diaries, as well as visual materials and mass communication.

Lewis and Clark Exhibition Wins Major NEH Funding

Between September 2004 and January 2005, many members of the Department of History, along with thousands of members of the public, were treated to the exhibition "Lewis and Clark and the Indian Country: 200 Years of American History." Mounted at the Newberry Library in downtown Chicago and curated by Swanland Professor of History

Frederick Hoxie of UIUC, the exhibition told the story of America's most famous overland expedition and its complex three-year encounter with Native American peoples. The original exhibition was supported by the National Endowment of the Humanities, the Sara Lee Foundation, and UIUC. Now, NEH has awarded Professor Hoxie and his team an additional grant of \$260,000 that will allow this highly successful show to travel nationally.

In 1803, President Thomas Jefferson commissioned the army officers Meriwether Lewis and William Clark to "explore the Missouri river & such principal stream of it, as, by

its course & communication with the water of the Pacific ocean may offer the most direct & practicable water communication across this continent for the purposes of commerce." In all, the explorers covered about 8,000 miles in their travels. Although they failed to discover the sought for "Northwest Passage," Lewis and Clark traveled among Native Americans and discovered a wealth of knowledge about the peoples, plants, animals, and geography of the western United States. While blessed with "undaunted courage," their Corps of Discovery probably would not have reached its objective without the assistance of Native American societies. Indians provided the Corps with food during the bleak winter of 1804-1805, guided them to the Lolo Trail which carried them to the Columbia River valley in the fall of 1805, and provided the horses

that took the explorers over that pass. They also fed and assisted the explorers as they carved the canoes necessary for traveling the Columbia River, and they provided a significant portion of the provisions the explorers needed during their return journey.

Native Americans also contributed to the famous expedition by deciding not to interfere with it. Vastly outnumbering Lewis and Clark's men, Indians along the route could well have harassed the travelers and prevented them from reaching their goal by attacking their camps or destroying their supplies. Instead, the communities that received the Americans generally followed their traditional practice of welcoming strangers into their camps, using both trade and generosity to bridge differences between them.

The region through which the Corps of Discovery traveled is often described as a wilderness. In fact, the expedition traveled through lands settled long before 1804. Dozens of tribal groups occupied the country between St. Louis and the Pacific, and exercised control over the area's resources and trade routes. While not a "country" in the sense that Europeans understood the term, the area was marked by distinct lifeways, trade networks, and power centers. Furthermore, the inhabitants of the Indian Country, who lay outside the direct control of any European power, were skilled hunters, farmers, and merchants who already had a long history of contact with Europeans and other visitors from beyond their borders.

"Lewis and Clark and the Indian Country: 200 Years of American History" generated rave reviews in the city, state, and national press. Now, with the assistance of the generous NEH grant, the benefits of the exhibition will be brought to young students and adults across the country. Consisting of six sections of colorful, free-standing photographic panels with reproductions of items from the Newberry exhibition, including books, manuscripts, maps, art, and photographs, the circulating show will offer audiences nationwide a fresh perspective on the journey of the Corps of Discovery and its encounters with Native Americans between 1804 and 1806. It will also trace the impact of these encounters on American history during the subse-



"Arikara Children: Susie Nagle and Mary Walker"



East Asian History Successes

quent two centuries. In addition, the exhibition will introduce audiences throughout the U.S. to one of Illinois's most important collections of American history materials in particular and to American Indian history and the history of the American West in general.

The primary projected audiences for the traveling exhibition are adults and middle and high school students in communities of various sizes across the country. Most exhibition sites will be libraries, public and academic, which will work with local schools. The tour will begin with the five Native American communities who were Hoxie's principal collaborators in the development of the exhibition: Fort Berthold, North Dakota (modern home of the Mandans, Hidatsas, and Arikaras), the Blackfeet reservation in Montana, the Nez Perce reservation in Idaho, the Umatilla community in eastern Oregon, and the Chinooks of the lower Columbia. In addition to traveling and exhibition expenses, the NEH grant will permit the show's organizers to oversee the production of various supplementary materials, including websites, an Indian voice DVD, a resource book, and site support notebooks. Hoxie estimates that, in the course of its travels, at least half a million people will view the exhibition and participate in its accompanying programs. The tour begins in 2007 and will continue for at least three years.

Congratulations are in order for the faculty and grad students of the Department's section on East Asian history, which has just completed two banner years. Professor Sho Konishi, who specializes in Japanese intellectual history and Russo-Japanese cultural relations, recently joined the faculty after completing his dissertation at the University of Chicago and a brief teaching stint at Florida International University. In addition to receiving the 2006 Campus Award for Outstanding Graduate Mentoring (see p. 16), Professor Ronald Toby netted several substantial grants, both in Japan and the US, for the production of *Raising Edo*, a one-hour documentary film on the history of Tokyo during the seventeenth century. In 2004, Professor Kai-wing Chow published a monograph and an edited collection of essays about Late Imperial Chinese book culture. And Professor Poshek Fu, who continues his work as series editor of *Politics and Popular Culture in Asia-Pacific* at the University of Illinois Press, has been publishing extensively in his area of twentieth-century Chinese film.

A remarkable cohort of advanced graduate students and recent Ph.D.s in East Asian historical studies has likewise met with success on various fronts during the past two years. Now Assistant Professor of Japanese History at Yale University, UIUC Ph.D. Michael Auslin last year received the Heyman Prize for Outstanding Scholarly Publication in the Humanities for his book *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy* (Harvard University Press, 2004). Jason Karlin, who graduated in 2002, now teaches at Tokyo University, and Brian Platt, who got his doctorate in the late 1990s, has recently received tenure at George Mason University and has published *Burning and Building: Schooling and State Formation in Japan, 1750-1890* (2004), also with Harvard University Press.

Among current or very recent graduate students, Yongtao Du, whose 2005 dissertation examined the Huizhou business community in late imperial China, secured a tenure-track job at Washburn University in Kansas. Larry Israel, who is nearing completion of his dissertation, won a fellowship from the Chiang Ching-kuo Foundation for International Scholarly Exchange. Also in 2005, Lane Harris received a Social Science Research Council Grant as well as an International Research Fellowship from the Hopkins-Nanjing Center Institute. Jing Jing Chang's fellowship from the Social Sciences and Humanities Research Council of Canada was renewed for a second year. She is studying Hong Kong immigrant society in the postwar period through the lens of the Hong Kong Cantonese film. Jeff Kyong-McClain, who is researching the role of missionaries in Chinese nation-building, won a Fulbright-Hayes Dissertation Fellowship. And Akira Shimizu, who studies the history of food in Japanese history, delivered papers at three conferences (Lansing, MI; Cambridge, MA; and Tokyo) on meat consumption in the Tokugawa Period. Last but hardly least, Paul Droubie also snared a Fulbright Fellowship and within the Department received a William Widenor Teaching Fellowship, which will allow him to teach his own seminar, "War in the Pacific: History, Memory and National Narratives," during the upcoming 2007 Spring semester. Droubie's dissertation explores the 1964 Tokyo Summer Olympics. Kudos to our East Asian colleagues.

New Federally-Funded Center for Middle Eastern Studies

The newest of the University of Illinois' seven federally-funded area centers is the Program in South Asian and Middle Eastern Studies (PSAMES). Director Ken Cuno wrote the successful grant proposal, resulting in PSAMES' designation as an undergraduate National Resource Center for Middle Eastern Studies. The accompanying grant will bring \$1.4 million to the University during academic years 2006-2010, half of that in the form of Foreign Language and Area Studies (FLAS) fellowships for graduate students studying Middle Eastern languages. Four of the ten graduate students funded in Middle Eastern studies this academic year are history department students.



Professor Ken Cuno

The remaining funds from the grant are going to new faculty lines, including a badly needed Turkish language instructor, curricular development, library acquisitions, symposia, a speaker series and other public events, as well as an expanded outreach program that targets pre-collegiate educators.

Currently, 124 university area studies programs covering all parts of the globe receive US federal funding through Title VI of the Higher Education Act of 1965 and are designated as National Resource Centers (NRCs). Seventeen of these programs are Middle Eastern centers. PSAMES at the University of Illinois is the only newly designated Middle Eastern NRC in 2006, joining the likes of

Harvard, NYU and the University of California at Berkeley. "NRC designation is the gold standard in rankings of international programs," according to Jesse Delia, Executive Director of International Research Relations and Interim Associate Provost for International Affairs. Middle Eastern studies at Illinois has developed impressively in recent years, a trend that began before the September 11, 2001 attacks and in spite of severe budgetary constraints. In the past four years alone, ten Middle East area specialists have joined the faculty, the first Middle East librarian has been hired, and instructors in Arabic and Turkish have been appointed.

Similarly, more Middle East area courses have been offered, and total student enrollments in these courses has jumped by 43%. Illinois' Arabic language program has some of the largest student enrollments in the nation, in addition to well-established Hebrew and Turkish programs, and Persian instruction will begin next year. PSAMES sponsors numerous public lectures and panels, including a lively bi-weekly Tuesday noontime lecture series. Its new undergraduate minor in Islamic World Studies was launched this year.

Five faculty members of the History department teach courses related to the Middle East: Cuno (social history of modern Egypt and the Levant, Arab-Israeli conflict); Behrooz Chamari-Tabrizi (Iran, transnational and global histories, Islam and modernity); Maria Todorova (modern Balkan and Ottoman history); David Prochaska (Postcolonial studies; Colonial Algeria and Egypt); and Keith Hitchins (Romania and Yugoslavia, the Kurds, the Ottoman Empire in Europe, nationalism). For a full description of the graduate program in Middle East history go to <http://www.history.uiuc.edu/areas/Near-MiddleEast/Near-MiddleEast.html>.

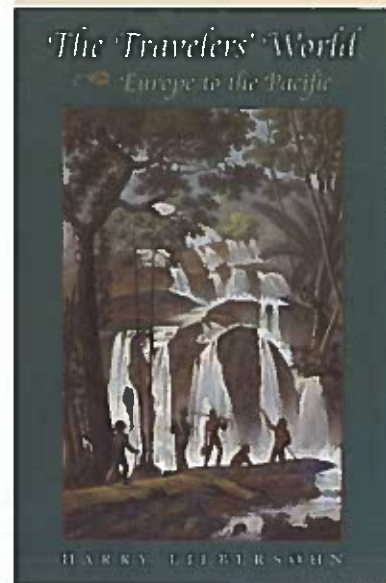
European Traveling-Naturalists on the Map

Professor Harry Liebersohn's latest book, *The Travelers' World: Europe to the Pacific* (Harvard University Press, 2006) tells a rich and intriguing tale. The book follows a cluster of intrepid "scientist-travelers" who embarked on world voyages from about 1750 to 1850. Liebersohn's account focuses on three key voyages—one French, one British and one Russian—but deftly draws on stories from many other expeditions along the way. The book's chapters show how patrons in Europe, native collaborators in Tahiti and Hawaii, philosophical interpreters, and missionary rivals all defined the travelers' world. Famous travelers like Captain Cook and Alexander von Humboldt make appearances, but the less well-known travelers—self-styled naturalists like Philibert Commerson, George Forster, and Adelbert von Chamisso—form the center of his narrative. Starting in the era of Captain Cook, the book traces how these shabby-genteel travelers and others like them generated a global network of knowledge while scrambling to advance their careers. The book ends with Charles Darwin's and Herman Melville's contrasting views on decades of European-native encounters, a clash of contemporaneous scientific and literary perspectives.

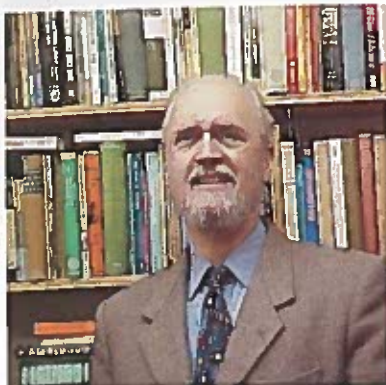
Much of the rapidly growing scholarship on the history of travel today is limited to one or two national traditions. *The Travelers' World*, however, ambitiously casts a broader net: British, French, German, Russian, and (occasionally) U.S. histories of exploration, as well as Tahitian, Hawaiian, and other Oceanian responses to Europeans, all play their parts. As befits a specialist in modern German history, Liebersohn grants special attention to Germany, whose travelers he feels epitomized the era's cosmopolitanism and whose philosophers expressed an emergent multi-cultural understanding of humanity. In recent decades, historians have asked how one might move beyond national historical narratives to write global history. The book highlights one moment in the intellectual preparation for the modern global era.

A surprising discovery Liebersohn made in researching his project was the powerful rival role of religious missionaries. Shocked by the "uncivilized" spectacle of the mores, customs, and practices in Polynesia and other Pacific locations, British evangelicals of the late eighteenth and early nineteenth centuries countered the new scientific-naturalist interpretations. In their conception of what it meant to know another culture, the missionaries "diminished the aesthetic and racial categories so important to the naturalists," writes the author, and "supplemented them with ethical and religious canons." Instead of studying and modernizing South Pacific cultures, as the scientists wanted to, the missionaries "sought to eradicate them." "The conflict between scientists and missionaries was a critical event in European intellectual history of the first half of the nineteenth century," Liebersohn concludes. "Parties to both sides were convinced of the truth of their position and the bad faith of their opponents."

He shows further that both the scientific achievement and the popular effect of these natural-historical expeditions was considerable. Commerson, Forster, and Chamisso became "influential and insightful ethnographers." "Commerson," he continues, "wrote a letter on Tahiti that sealed its status as a Pacific paradise; Forster wrote an epic voyage narrative—with captivating chapters on Tahiti—that made him famous throughout Europe; Chamisso wrote about Hawaii and other islands with a sensitivity and accuracy still admired among anthropologists," he adds. Liebersohn's beautifully illustrated book re-creates a lost travelers' world that decisively shaped European images of non-European peoples.



Don Crummey Closes a Distinguished Teaching Career



After 32 years of teaching at the University of Illinois at Urbana-Champaign, Professor Donald Crummey has retired. Born in Canada, Crummey received his Bachelor of Arts Degree at the University of Toronto in 1962. Early in his university studies, he developed a deep interest in the history of Africa. He traveled to the University of London to undertake his doctoral studies,

which he completed in 1967 at the respected School of Oriental and African Studies. His first formative teaching job, running from 1967-1973, was as Assistant Professor in the history department at Haile Selassie University in Ethiopia. In 1973, Crummey joined the UIUC faculty with joint appointments in History and the Center for African Studies. He moved quickly up the professional ranks. From 1984 to 1994, he served as Director of the Center for African Studies. Upon retirement, he was awarded Emeritus status.

Professor Crummey is among the most respected and accomplished scholars of Ethiopian history in the English-speaking world. He is the author of *Priests and Politicians: Protestant and Catholic Missions in Orthodox Ethiopia 1830-1868* (1972) and *Land and Society in the Christian Kingdom of Ethiopia: From the Thirteenth to the Twentieth Century* (2000) and is editor or co-editor of *Modes of Production in Africa: The Pre-colonial Era* (1981), *Banditry, Rebellion, and Social Protest in Africa* (1986), *Land in African Agrarian Systems* (1993), *African Savanna Environment: Global Narratives and Local Knowledge of Environmental Change* (2003), and *Land, Literacy and the State in the History of Sudanic Africa* (2005), as well as the author of some 45 scholarly articles. His research has been supported by the National Endowment for the Humanities, the MacArthur Foundation, and the Fulbright Grant Program.

For over three decades, Crummey taught in the overlapping fields of the history of Africa and environmental history. In its combination of length of teaching service, pedagogical quality, and curricular innovation, his record has been unsur-

passed in the Department. His teaching repertoire consisted of over 20 courses. His name appeared regularly on the Incomplete List of Excellent Teachers, and many semesters he achieved a coveted 4.5 ICES score or higher from his students. Perhaps Crummey's most remarkable service was his contribution to the General Education curriculum. Whereas most faculty maintain one or two Gen Ed courses, Crummey over the years taught no fewer than seven. His offerings included mainstays of the African history curriculum dealing with north, west, east, and south African history. In over thirty years of instruction, he introduced thousands of UIUC students to the story of African history, cultures, and societies.

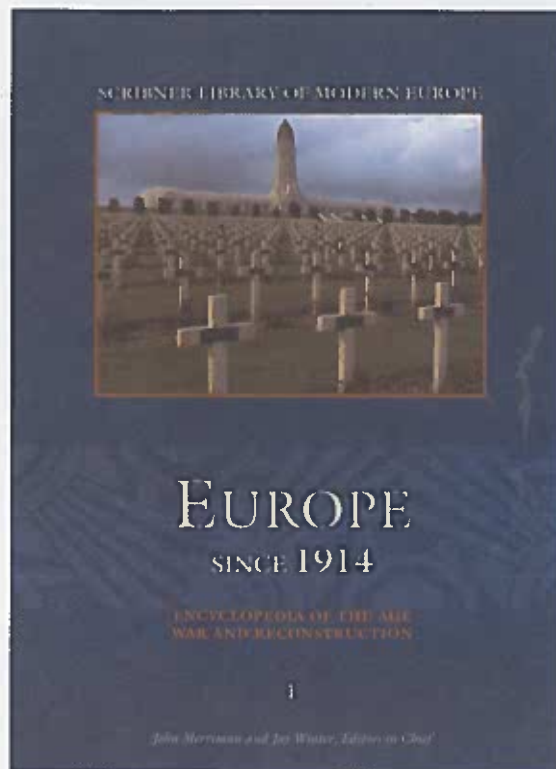
In the early 1990s, Crummey's scholarly and intellectual life underwent a significant reorientation as he discovered environmental history. This new enthusiasm, he explains, traced in part to internal intellectual forces, in part to developing world circumstances, and in part to LAS's new Global Studies Initiative. As a consequence, right up to his retirement Crummey introduced new Gen-Ed type courses, such as History 101: "Global Environmental Change" and History 201: "Comparative Environmental History: People, Crops, and Capital." On a higher curricular level, he taught History 360: "Landscape and Texts: Comparative Approaches to Environmental History" as well as the history department's first graduate courses on the subject. Crummey believes passionately that young people, both as well-educated university graduates and as responsible citizens of the global twenty-first century, must have an informed environmental consciousness. For hundreds of students over the last ten years, his courses posed for the first time in their lives fundamental questions: "What is environmental history?" "Why should it matter to me and my world?" Crummey's approach was always comparative and his scope global: students in one course, for instance, studied water resource issues in the USA and India; the politics of oil production in America, Iran, and Nigeria; and the environmental aspects of East/West and colonizer/colonized interactions. In another course, Crummey organized field trips into the central-eastern Illinois countryside and

Encyclopedias of European History Showcase Illinois Historians

required students to maintain a “naturalist’s notebook” of personal observations about an environmental setting of their choice.

In introducing environmental history into the UIUC curriculum, Crummeys time and again joined forces with relevant experts in other disciplines. In various semesters, he co-taught with Ken Kunkel of the State Water Survey, May Berenbaum of the Department of Entomology, Daniel Chinea-Rivera in the Department of Forestry, Daniel Schneider from the Program in Urban and Regional Planning, Alejandro Lugo from the Department of Anthropology, and Walter Robinson in Atmospheric Science. Likewise, he co-taught his graduate seminars on environmental history with departmental colleagues Cynthia Radding and Max Edelson. Over the years, he taught with more different faculty than any other member of the history department. Crummeys’s three-plus decades of teaching was crowned last spring when he won both the LAS and campus-level awards for Faculty Excellence in Undergraduate Teaching.

Retirement in this case, however, does not mean the end of scholarship. Characteristically, Crummeys is deep into his current project about environmental change, environmental perception, and vulnerability to famine in Ethiopia.



The early twentieth-first century seems to be the golden age of the historical reference work with multi-volume series cascading from commercial publishers. The past few years have seen encyclopedias of the American Revolution, compendia of women in world history, and dictionaries of gay and lesbian history. UIUC historians are playing their part in the publishing trend. During the summer of 2006, the *Encyclopedia of Europe, 1789-1914* appeared in five folio volumes, followed a few months later by the companion set, *Encyclopedia of Europe since 1914*. Each set runs collectively to over 3,000 pages, with several hundred scholarly entries apiece on a sprawling range of historical topics. The first set runs from

Absinthe to Zollverin, the second set from Abortion to Zyklon B. The work is published by Charles Scribner’s Sons of New York City.

More members of the U of I history department contributed to the *Encyclopedia of Europe, 1789-1914* than from any other academic institution. Three faculty wrote 5000-word entries that provide excellent scholarly overviews of their subjects for potential use in undergraduate teaching: these are Maria Todorova’s articles on the Balkans, Bulgaria, and the Ottoman Empire; Keith Hitchins’s article on Romania; and Peter Fritzsche’s article on Friedrich Nietzsche. Likewise, Evan Melhado contributed the entry on Chemistry, Diane Koenker wrote about Bolsheviks, and Walter Arnstein added Queen Victoria. Shorter entries include John Randolph’s “Mikhail Bakunin,” Harry Liebersohn’s “Leopold von Ranke,” Mark Steinberg’s “Maksim Gorky,” “Rasputin,” and “Nicholas II,” Chip Burkhardt’s “Jean-Baptiste Lamarck,” “Konrad Lorenz,” and “Georges Cuvier,” and John McKay’s “Jules Michelet.” Mark Micale wrote about “Absinthe,” “Jean-Martin Charcot,” “The Eiffel Tower,” and “Romanticism.” Former UIUC graduate students—e.g., Brent Maner on Rudolf Virchow and Chris Prom on Samuel Smiles—also contributed. As Micale, who served on the editorial board, comments of the volumes on the long nineteenth century, “The work could almost be titled *The University of Illinois Encyclopedia of Modern Europe*.”

In with the New

Eugene Avrutin

The Department of History is pleased to welcome Eugene Avrutin as a new tenure-track Assistant Professor of Modern European Jewish History. Avrutin received his PhD in Russian and Jewish History from the University of Michigan in 2004. Before coming to Illinois this fall, he served as visiting Assistant Professor of History and Jewish Studies at Colby College in Maine. His work has appeared in the *Slavic Review*, *Jewish Social Studies*, and *Kritika*.

Avrutin's teaching and research interests include Russian-Jewish relations, governance, race, autobiography, mobility, and everyday life. He is now completing his first monograph, *A Legible People: Identification Politics and Jewish Accommodation in Imperial Russia*, based primarily on newly declassified archival documents. *A Legible People* is a cultural history that examines the ways in which ordinary Jews accommodated imperial management policies and redefined themselves against the backdrop of profound economic and social change. The project is also a political history that focuses on Russian empire-building and statecraft, that is, on the political practices by which the state attempted to document, verify, and control the movement and place of Jewish (and other imperial) identities. The study takes as its point of departure a shift in the way states governed their populations. If in the early modern period dress and badges represented social and religious identities, then in the modern period states made their populations "legible" by universal means of registration, through censuses, passports, and parish registers.

With Robert H. Greene, Avrutin is also preparing an edited translation of Anna Pavlovna Vygodskaiia's memoirs, entitled *The Story of a Life: The Memoirs of an Ordinary Jewish Woman in the Russian Empire*. Vygodskaiia's memoirs tell the story of a young girl growing up in an Orthodox Jewish community in a small provincial town in the Pale of Settlement and offer a unique insight into the everyday experiences of a Jewish woman in Tsarist Russia in the 1870s and 1880s. Avrutin's next project will turn to Siberia in order to analyze the interplay of gold, Jewish labor migration, and empire.

This academic year, Avrutin is teaching the undergraduate surveys of Jewish history—"Jewish History to 1700" and "Jewish History Since 1700"—as well as two courses tailored to his own interests. This fall, he is teaching a research and writing seminar on "Jewish Autobiography" for senior history majors. Next spring, Avrutin will offer an advanced undergraduate course "From Shtetl to Revolution: Jewish History and Culture in Eastern Europe." In the coming years, Avrutin plans to teach newly designed courses on "Secular Jewish Life in Eastern Europe" and the "Invention of Mobility in Modern Europe."

Rayvon Fouché

As a cultural historian of technological invention and innovation, Rayvon Fouché explores the multiple intersections and relationships between cultural representation, racial identification, and technological design. As a scholar and public speaker, he has actively worked to clear away the misinformation about black inventors. His first book *Black Inventors in the Age of Segregation* (Johns Hopkins University Press, 2003) not only filled the large void in scholarly writing on black inventors and their experiences, it also created a broader textured understanding of black inventive experiences. Fouché's work has argued that to grasp more fully black inventive life, researchers must move past the simple understandings of black inventors and revitalize them for this century. New visions for black inventors should not valorize or condemn them, but explore how they existed within black cultural experiences and understand the multiple social and cultural meanings and uses of black technological invention. He has also co-edited *Appropriating Technology: Vernacular Science and Social Power* (University of Minnesota Press, 2004), which attempts to understand how groups outside centers of scientific and technological power persistently defy the notion that they are merely passive recipients of technological products and scientific knowledge. He is the editor of the newly established *Race and Technology Series* at Purdue University Press.

Professor Fouché is currently working on three projects. The first, supported by the National

Science Foundation focuses on American society and the emergence of black inventive communities after the turn of the twentieth century in Washington, DC. The second is a forthcoming edited volume entitled *Race and the Machine: African Americans and Technological Landscapes*. The third, also supported by the NSF, is a cultural history of the ways that turntables as technological artifacts of hip hop have mediated multiple cultural relationships and contributed to the global dissemination of black cultural aesthetics.

Professor Fouché has previously taught African American Studies, American Studies, History, Science & Technology Studies at Purdue University, Rensselaer Polytechnic Institute, and Washington University in St. Louis. In Spring 2007, he will be offering two new undergraduate courses: History 174: A Black America, 1619-Present and History 200: Engineering Change and Designing the Future. He was born and raised in the Chicago area. He lives with his wife and son in Urbana, Illinois.

Sharra Vostral

Dr. Sharra Vostral joined the History Department this Fall, with a joint appointment in Gender and Women's Studies. Professor Vostral received her Ph.D. in history at Washington University in St. Louis in 2000. She comes to Illinois from Rensselaer Polytechnic Institute, where she was an Assistant Professor of Science and Technology Studies and Director of the Public Service Internship Program.

Professor Vostral's scholarly research centers upon the history of technology in relation to gender and women's bodies, as well as the history of sexuality and medicine. Her forthcoming book *Under Wraps: Menstrual Hygiene and Technologies of Passing* is a social history of menstrual hygiene technologies. Professor Vostral examines women's

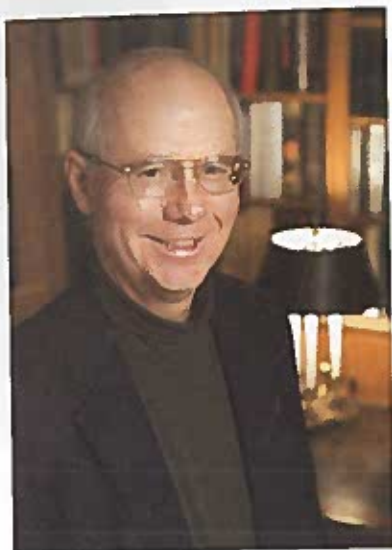


Professors Eugene Avrutin, Rayvon Fouché, and Sharra Vostral

use of these technologies and argues that the framework of passing helps us better understand how menstrual hygiene technologies have functioned in women's daily lives.

This Spring, Professor Vostral will be offering a new research seminar for undergraduates, History 498: Science, Technology, and Gender History in the United States. The course will examine the assumptions about gender built into artifacts, as well as how common technologies have shaped men's and women's daily experiences. At the same time, Professor Vostral is continuing to lead initiatives to integrate public service into the university curriculum. She is developing a network of partnerships with non-profit organization here at Illinois, as part of the Civic Engagement Internship program.

Burkhardt Book Hailed by Reviewers and Prize Committees



“Le génie n’est qu’une plus grande aptitude à la patience—Genius is nothing but a greater aptitude for patience,” wrote the great French Enlightenment naturalist Georges Buffon. University of Illinois historian of science Richard (Chip) Burkhardt, who retired from the department in 2005, exemplifies Buffon’s maxim. Twenty-five years in the making, and long awaited by the world of science historians, Burkhardt’s 636-page *Patterns of Behavior: Konrad Lorenz, Niko Tinbergen, and the Foundations of Ethology*

(University of Chicago Press) appeared in January, 2005. (Ethology is the biological study of animal behavior.)

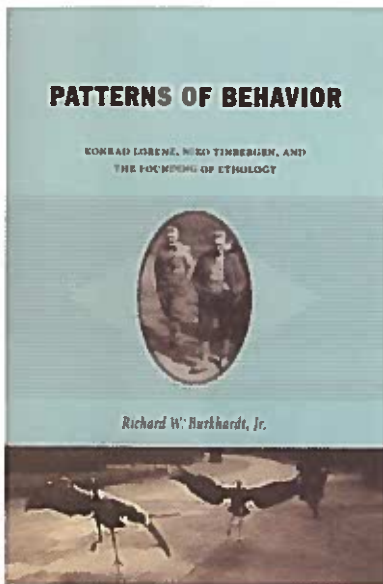
Publisher and author alike have been delighted by the book’s reception. “This is a masterpiece,” lauds a commentator in the British journal *Animal Behaviour*, which is not known for its effusive reviews. “A fascinating and often entertaining account of the life and work of some of ethology’s key figures,” writes another reviewer in *Nature*. Burkhardt’s book has thus far received high and extensive praise, including lengthy essay reviews, not only in scholarly journals like *Isis* and the *Journal of the History of Biology*, but in the general science press of both North America and Britain. During a recent lecture visit to the department, University of Florida historian of biology Betty Smocovitis commented that “Chip’s book may well be the most important work in the history of science from the past ten years.”

Soon after its publication, *Patterns of Behavior* received the Susan Elizabeth Abrams Prize, awarded once every other year by a committee of internationally renowned scholars for the best book in the history of science published by the University of Chicago Press in the past three years. “Burkhardt’s masterly work is the first comprehensive attempt to provide an explanatory history of the rise of ethology from low to high status among the biological disciplines of the twentieth century,” reads the prize citation. “The book is a model of

comprehensive and informed scholarship that expertly deploys the methodology of comparative biography to provide both a compelling narrative framework and sophisticated theoretical structure.” The judges go on to describe Burkhardt’s “lucid, fluid, and graceful” style as well as “his ability to situate the various scientists within their national, ideological, institutional, and geographical settings.”

The book was a factor in the History of Science Society’s selection of Burkhardt as its “Annual Distinguished Lecturer” for the society’s November, 2006 meeting in Vancouver, British Columbia. His presentation to the HSS was titled “The Leopard in the Garden: Life in Close Quarters at the Muséum d’Histoire Naturelle,” and offered highlights from his new project on the history of the Paris ménagerie, the first public zoo of the modern era. At that conference, Burkhardt’s *Patterns of Behavior* received its greatest plaudit to date, the Pfizer Award for the most important book published during the past year in any branch of the history of science. “Embracing complexity while crafting a thoroughly engaging narrative, Burkhardt gives us a compelling account of how ethology took shape as a major scientific discipline,” the citation observes. “Politics and institutions, personalities and practices, national traditions and the primacy of place are all deftly introduced as indispensable categories of historical analysis.” The Pfizer Prize is the highest honor for a scholarly publication that the American history of science community bestows.

At the beginning of the twentieth century, few biologists concerned themselves with animal behavior. Dead specimens, not living creatures, were the focus of zoologists’ attention. Fifty years later, ethology had come into its own as an exciting new field of study. *Patterns of Behavior* is the first in-depth examination of the history of ethology in the twentieth century. Its cast of characters ranges from solitary and isolated British field naturalists studying sexual selection in birds, to the highly visible Austrian zoologist Konrad Lorenz laying the conceptual foundations of ethology and seeking to advance his career in the Third Reich, to the Dutch ethologist Niko Tinbergen guiding the new field to postwar respectability and charting its future. In dealing with Lorenz and Tinbergen, ethology’s



chief co-founders, Burkhardt explores their contrasting talents and personalities, including the tests to which their friendship was put by the Second World War (when Lorenz was a Nazi sympathizer and Tinbergen was a Nazi prisoner), and their final disagreements over the “innateness” of “instinctive” behavior.

Burkhardt began work on this ambitious project as early as 1978. He plumbed archival and manuscript collections in Germany, Austria, Britain and the US and interviewed scientists in several countries. He received support for his research from the National Science Foundation, the Guggenheim Foundation, the UIUC Center for Advanced Study, and the UIUC Research Board. He interrupted his work to serve the University as Chair of the History Department (1981–1985) and as Director of the Campus Honors Program (1988–1996). In November, 2005, the Center for Advanced Study sponsored “Naturalist Voyagers,” a two-day symposium held in the Spurlock Museum in recognition of Burkhardt’s career.

2006 Summer Study Abroad Programs

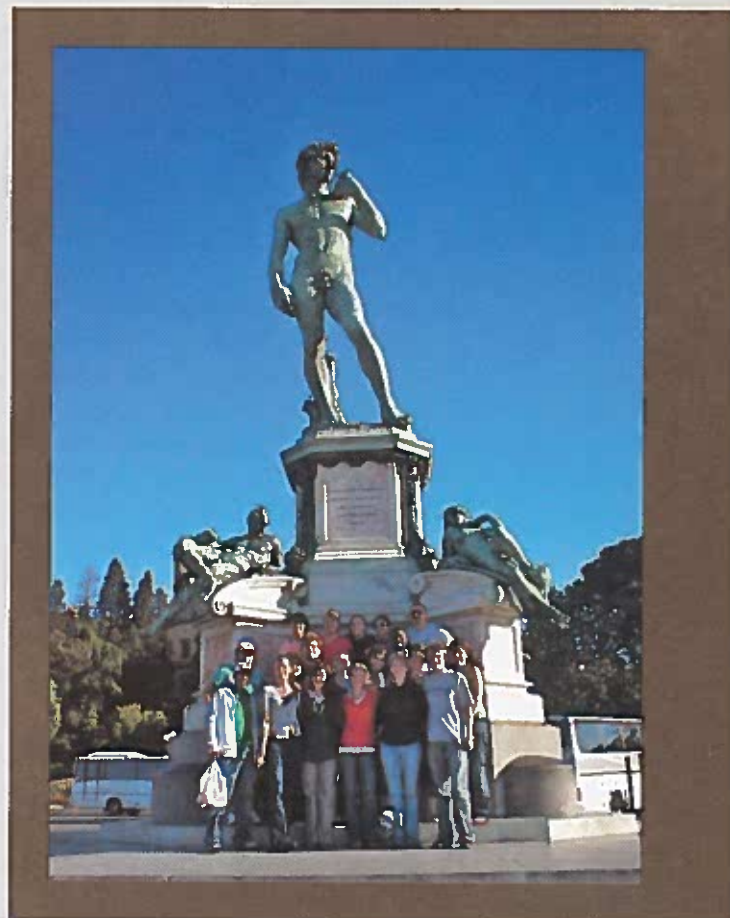
Once again this year, History went abroad, this time to Italy and France. Last May, Sharon and Peter Michalove took a group of students from Chicago to Padua for a short summer course in early modern history. Using this medieval university town as a base, they traveled to Venice, where every stone speaks volumes about the material culture of the fifteenth and sixteenth centuries. They studied the histories of trade, cultural exchange, and art, even as they took side-trips to Verona, Ferrara, Siena, and Florence.

In Tuscany, they found themselves before innumerable and often immodest replicas of Michelangelo’s “David,” including the giant that stands over the bus parking lot in Florence. (See photograph.) In Siena, students explored one of the most striking cathedrals in Europe, whose exterior and interior displays the influence of the architecture of Moorish Spain.

As he has for the past seven years, John Lynn conducted a month-long summer course in France. Ranging in number from twelve (the summer after 9/11) to eighteen students, these small classes allow the students to create an intimate school environment during their weeks in France. “The day-in-day-out contact with students has increased my dedication to undergraduate teaching. I have to admit I end up adopting the students every year,” comments Lynn.

While Paris, with its great museums and striking historical sites, is the base for the course, students last summer also traveled to such famous sites as the Normandy beaches, Bayeux, Fontainebleau, Versailles, Auvers-sur-Oise, Giverny, Mont Saint Michel, Reims, Valmy, and Verdun. Rather than spend their time in a classroom, students get out and about. “What better place to lecture about Louis XIV than his palace at Versailles?” Lynn asks.

Although Professor Lynn is a military historian, he devotes as much of the summer abroad experience to art and culture as to war. “We do not approach art works simply as artworks, but rather as political, social, and cultural documents,” he explains. He also encourages students to observe the details of everyday life in Paris, as well as the differences between what they find there and what they are used to. In the end, a prime reason to study abroad is to have the experience of living there.



Johannsen Festschrift Honors One of the Department's Greatest

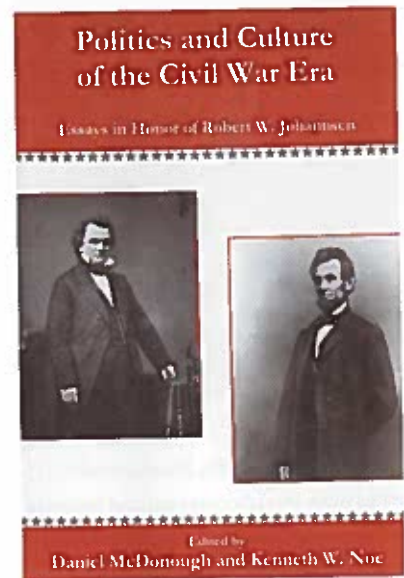
After the death of prominent Lincoln scholar James G. Randall in 1953, it took the Department of History six years to replace him, an interval filled with considerable public pressure to employ a new expert on the Railsplitter. "They want a Lincoln man," declared the provost when interviewing the candidate that would be hired, "well, we'll give them a Douglas man!"

The "Douglas man" was Robert W. Johannsen, who served until 2000, retiring as the holder of the J.G. Randall Distinguished Professorship in History and now the inspiration for *Politics and Culture of the Civil War Era: Essays in Honor of Robert W. Johannsen* (Susquehanna University Press, 2006), edited by Daniel McDonough and Kenneth W. Noe.

In their introduction, the editors present the commemorative volume as "a reflection of Robert W. Johannsen's lifetime of dedicated teaching and his continuing influence as a scholar and mentor." His scholarly record, they write, clearly ranks Johannsen as "one of the most important historians of the Civil War era during the latter half of

the twentieth century." Each of the editors contributes an essay along with Johannsen PhDs Bryon C. Andreasen, Michael F. Conlin, James L. Huston, Willard Carl Klunder, Colin McCoy, Matthew Norman,

David A. Raney, Robert D. Sampson, and Bruce A. Tap. Chapter subjects range from thought and culture in the late Jacksonian era, to new appraisals of Manifest Destiny, to Civil War-era religion. Dan Monroe, also a Johannsen Ph.D., opens the book with an evocative description of serving as a



Launch of Plans for Lincoln Bicentennial

Lincoln has a birthday coming up. The year 2009 will mark the 200th anniversary of the date of birth of the nation's sixteenth president, and planning for the celebration is already underway at the department, campus, and university levels. Lincoln was born on February 12, 1809. Accordingly, within the history department a special Bicentennial Committee—composed of Professors Antoinette Burton, Vernon Burton, and Bruce Levine—has been formed and is now gathering ideas for activities. Among other initiatives, the Department will invite the renowned Lincoln scholar James McPherson of Princeton University to campus for a number of speaking events. The University of Illinois Press is contemplating sponsoring a national prize for an outstanding scholarly work in the field of emancipation studies. The University will also

invite Illinois's two senators, Richard Durbin and Barack Obama, to deliver addresses on campus, and is making plans for a symposium devoted to Lincoln's pivotal role in formulating the Morrill Act of 1862, which created the remarkable system of land-grant colleges and universities across the country. Professor Vernon Burton is continuing to oversee the digitizing of Lincoln's entire correspondence through the University's National Center for Supercomputing. The University library is organizing a public exhibition showcasing its voluminous holdings of Lincoln materials. More popular events are also underway, such as performance of a historical play about Lincoln at the Krannert Center for the Performing Arts, organizing a historical movie series, and reenacting key Lincoln-Douglas debates on the university quad! Stay tuned.

Faculty Promotions

Augusto Espiritu

research assistant for RWJ (as his students referred to him) and his teaching methods with undergraduate and graduate students.

Two contributions by John Hoffmann, curator of the Illinois History and Lincoln Collections at the U of I Library, buttress the editors' judgment of Johannsen's place in the historical profession. In a detailed review of Johannsen's contributions to teaching, research, and the profession, Hoffmann notes that "Few historians have written so much, few have mined the relevant sources so completely or thrown more light on their significance." Yet, at the same time, Hoffmann shows that teaching occupied as much of Johannsen's time as research. The volume concludes with Hoffmann's remarkable 19-page listing of Johannsen's writings.

Although the U of I did get a "Douglas man" in 1959, he turned out to be one who did not ignore Lincoln but approached him as a real figure rather than a pedestaled icon. Contrary to what some reviewers argued, Johannsen did not view the state's most famous public figure through the eyes of Douglas but rather through the critical lense of the professional historian. Johannsen, Hoffmann observes, "repeatedly attempted to moderate the popular tendency to magnify Lincoln, to lift him beyond his own time and place him into the realm of myth and legend."

By Robert D. Sampson



Augusto Espiritu, who specializes in Asian-American history, was promoted to associate professor in 2005.

Professor Espiritu has distinguished himself for his intellectually ambitious work in the overlapping fields of Asian American history, United States immigration history, and American cultural and intellectual history. He is the author of numerous scholarly articles as well as the book *Five Faces of Exile: The Nation and Filipino American Intellectuals* (Stanford University Press, 2005). Within an Asian American scholarly field dominated by social histories of particular communities and movements, *Five Faces of Exile* represents a highly valuable analysis of five Filipino American intellectuals who were pioneers of Filipino migration to the United

States and whose ideas were shaped as much by their transnational experiences as by their national cultures. "Viewed from the perspective of American intellectual history," comments fellow U of I Americanist Jim Barrett, "Espiritu's book uncovers several fugitive voices in the cultural world of the first half of the twentieth century, while demonstrating that a focus on 'American' intellectuals is insufficient for understanding the character of ideas in a multiracial, and increasingly immigrant, society." Furthermore, by emphasizing the diasporic quality of immigrant experience, the study allows Espiritu to place his chosen intellectuals in a framework that is conceptually larger than those typically employed by immigration historians. Unlike many transnational studies, *Five Faces of Exile* innovatively demonstrates that nationalism and the nation state, far from "dying," were vital forces shaping the self-identification of these figures and their ideas.

In his article publications, too, including recent publications in *Radical History Review*, *Amerasia Journal*, and *The Journal of American History*, Espiritu demonstrates the same powerful, cross-disciplinary range. His scholarly work draws deeply on archival research, published works, and extensive interviews in the United States and the Philippines. He also routinely deploys an impressive range of theoretical writings, from Subaltern Studies, race and gender theory, post-colonial studies, and globalization scholarship, to Derrida and other postmodern theorists, while exploring the project of what it means to write a truly global intellectual history.

Professor Espiritu teaches a spectrum of popular courses at the U of I on American Empire, U. S. migration, Asian American studies, transnational history, and Philippine history, as well as introductory courses on American history. He has also chaired the highly successful "Resistance and Empire" reading group at the University. In the U. S., Europe, and Asia alike, he is increasingly sought after as a speaker on the Filipino diaspora and related topics. His new book in progress broadens still further his interest in and knowledge of ethnic American intellectual life. Specifically, the project is a comparative study of several generations of Filipino, Puerto Rican, and Cuban exile, transnational authors in the aftermath of the Spanish-Cuban-American War and the Philippine-American War of the late nineteenth and early twentieth centuries.

Teaching Prize Bonanza: Faculty and Graduate Students Share in Awards

The UIUC Department of History is widely known for the high quality of its classroom instruction and likes to think of itself as the strongest teaching department in the humanities at the institution. Even in that light, however, the 2005–06 academic year proved extraordinary for teaching prizes. Retiring Professor **Don Crummey** won both the LAS Teaching Award for Excellence in the Humanities and a campus award for Distinguished Undergraduate Instruction. Among graduate students, **Tom Mackaman** earned similar double recognition. And Professor **Ronald Toby** secured the coveted Campus Award for Excellence in Graduate Student Mentoring. Professors and graduate students from across the entire university can be nominated for these highly competitive awards, which also involve substantial monetary rewards. It is rare for an individual teacher, however, to be recognized in one year by both the college and the campus award committees.



**Professor
Ronald Toby**

Crummey's teaching achievement is described above on pages 8–9. For his part, Mackaman taught to rave student reviews for five different semesters in History 152/153: "United States History since 1871." In this highly demanding lecture course, a General Education course with notoriously large enrollments, Mackaman managed to accumulate the highest overall teaching scores in the Department. He also served as Instructor in American history during the summer school session of 2004, and he designed his own seminar for undergraduates, History 498: "War, Revolt, and Reaction: The United States and Europe in Comparative Perspective, 1914-1929." The seminar introduced a group of history majors to an era of international reaction, radicalism, and revolution in American, British, Italian, French, German, and Soviet Russian history. Each week students explored a historical phenomenon—organized racial antagonism, right-wing paramilitary movements, militant women's suffragism, colonialism and anti-colonialism, sexual liberationism,

artistic modernism—that marked the World-War-One era in both Europe and North America. In preparation for the twenty-page research essay required of all seminarians, Mackaman arranged for students to tour not only the Newspaper and History Reading Room but the Illinois Historical Survey, the Rare Book Room, the Government Documents Library, and the Industrial and Labor Relations Library. His fortunate students praised their teacher's accessibility and amiability as well as the consistent, engaged respect he showed for their ideas. They also cited the effective ways in which he regularly used historical events and current affairs to illuminate one another and the professionalism with which he drew upon his social and political commitments without negatively politicizing the classroom. (In the November, 2004 elections, Mackaman ran for office from the 103rd state district for the Illinois House of Representatives representing the Socialist Equality Party.)

Crummey's and Mackaman's accomplishments were rounded out by the UIUC Graduate College's recognition of Professor Ronald Toby. A cultural historian of early modern Japan and Korea with a voluminous scholarly record, Toby has taught at the University since 1978; he was named a University Scholar in 1986, served as Head of the Department of East Asian Languages & Cultures (1996 to 2000), and held a professorship in Korean history at the University of Tokyo (2000-2002). Since establishing a Japanese history PhD program at Illinois in the late 1980s, he has mentored over a dozen doctoral students across 25 years, both at Illinois and at several other US and foreign universities. The prize citation for Toby hails the high scholarly and intellectual standards he sets for his advisees and his generosity in tirelessly promoting their careers at every stage. It also notes his unique and extraordinary role in connecting American students with a community of professional scholars in Japan.

Complementing these awards from the college and campus were the departmental teaching prizes, which are awarded at the annual Phi Alpha Theta spring banquet. Professor **Elizabeth Pleck** received the Queen Award for Faculty Undergraduate Teaching for recognition of her brilliant role over the past two decades in introducing both the



Tom Mackaman, Debbie Hughes, and Professor Liz Pleck

history of the family and women's and gender history into the general UIUC curriculum. Pleck regularly teaches a rigorous two-semester survey on American women and the history of gender to undergraduates. The interlocking courses have become popular and very important parts of the general liberal arts program at the University. Pleck's students enthusiastically praise her knowledge and dedication. They also note her passionate conviction that even at a large public university, one-on-one instruction between professor and student is indispensable.

Deborah Hughes was the Department's final prize winning teacher last year. She received the John G. and Evelyn Hartman Heiligenstein Award for Outstanding Teaching Assistant. Hughes, too, distinguished herself in multiple teaching formats, including as a TA in large lecture courses run by faculty members; as her own instructor in a summer lecture course; and as instructor in a specialized topical seminar of her own design for history majors. Year after year, her undergraduate students ranked her exceptionally highly, hailing in particular her lucid presentation of complex historical subjects, her intelligent orchestration of interactive discussions, and her skill at introducing students to research techniques and archival sources. Hughes's History 498 seminar taught a year ago, on "The Rise and Fall of the British Empire," was a model of the pedagogical genre.

Quite a year in the classroom—and, in all of these cases, UIUC students have been the beneficiaries of this gifted teaching.

Entering Graduate Class of 2006

The Department of History is delighted to welcome into the graduate program the following class of 2006:

Francinevia Abair

BA/MA Education: Valparaiso University/UIUC
Historical Area of Interest: History of Chinese Language and Culture

Annaliese Bateman

University of Alaska (Anchorage)
Russian History and European History since 1789

David Bates

Indiana University of Pennsylvania
US History since 1830 and American Labor History

Jacob Baum

Aquinas College
Early Modern European History

Maria Galmarini

Catholic University of the Sacred Heart (Milan, Italy)/UIUC
Russian History

Anca Glont

American University (Bulgaria)/Central European University of Budapest
Eastern and Southeastern European History

David Harris

University of Colorado (Boulder)
Late Antiquity

Ashley Howard

DePaul University/University of Nebraska (Omaha)
African-American History

Christopher Lintecum

University of Kansas
Middle Eastern History

Lawrence McMahon

UIUC
Middle Eastern History

Joel Miyasaki

Brigham Young University/Utah State University
Asian American History

Alonzo Ward

Governors' State University/Chicago State University
US and African-American History

Rich Diversity of Graduate Scholarship and Achievement Continues



Professor
Kathryn
Oberdeck

It is a profound privilege to become more intimately acquainted with the exciting and dynamically interconnecting diversity of graduate scholarship at the University of Illinois. In my first year as Director of Graduate Studies, I have been impressed daily and weekly with the innovative award-winning research topics and educational strategies that our graduate students develop as well as by their entrepreneurial formation of diverse scholarly communities through reading groups, conference organization, and scholarly

presentations. Our department provides an excellent foundation for such achievements through a faculty that connects in a variety of lively discussions crossing our various geographic, chronological and thematic specialties to think broadly about shared issues of methodology, narrative, and audience, among others. But the realization of this promise comes from the considerable energy, skills, creativity, expansiveness of mind, and rigorous scholarly work that characterizes our graduate students themselves.

On the heels of several large entering classes, we welcomed to the Department a relatively small class of twelve in the fall of 2006, in part to ensure that our successful funding of graduate scholarship will endure for the foreseeable future. These applicants were among a large pool of 169 that demonstrates, yet again, the continued drawing power of our program. Many of our current graduate students helped to recruit the entering class by meeting with prospective students during their visits and organizing many of the colloquia and conferences around which these visits were arranged. Adrian Burgos, Assistant DGS for Diversity Initiatives, also put together an impressive program of recruitment for underrepresented minority students, including a new annual "Critical Intersections" symposium, last year focused on Race and Transnationalism, which helped to bring

in another strong cohort of underrepresented students among our generally energetic first-year class.

Our students, both past and present, also distinguished themselves with new completed Ph.D.'s, new academic jobs, impressive funding awards, and other honors and achievements. Ten of our students received their Ph.D.s in 2005-06. (See announcement on p. 36.) Nine job-seekers found tenure-track teaching and research positions, and another landed a prestigious post-doctoral research position. Students in the midst of their research and writing are being supported by a stunning array of external and internal grants, including fellowships from the German Academic Exchange Service, Fulbright, Spencer Foundation, Social Science Research Council, the Chiang Ching-Kuo Foundation, and the Social Science and Humanities Research Council of Canada. Internally, we have talented graduate students supported by the Illinois Institute for Research in the Humanities and the Center for Democracy in a Multicultural Society.

In addition, our students' teaching and writing achievements garnered a number of impressive honors. Tom Mackaman received the Campus Award for Excellence in Undergraduate Teaching, and Debbie Hughes won the departmental Heiligenstein Prize for outstanding undergraduate instruction. Randi Storch (Ph.D., 1998, now Assistant Professor of History at SUNY Cortland) landed the SUNY Chancellor's Award for Excellence in Teaching. George Satterfield won the best book (non-US) prize from the Society for Military History for his work *Princes, Posts and Partisans: The Army of Louis XIV and Partisan Warfare in the Netherlands (1673-78)* (Leiden: Brill, 2003). Dr. Satterfield (2002) is currently assistant professor of History at Hawaii Pacific University. Our congratulations to all of these excellent past and current graduate colleagues!

Once again, the yearly Graduate Symposium on Women's and Gender History, held in March, drew an exciting international array of presentations to a dazzling program that included a keynote address by Professor Jennifer Morgan of Rutgers University and a lunchtime seminar featuring Professor

Afsaneh Najmabadi of Harvard University, who discussed sexuality in contemporary Iran. Our graduate students also contributed to a conference on Late Antiquity in mid-March, 2006, to the African American Studies and Research Program's "Race, Roots, and Resistance" conference from March 29 to April 4, to the Midwest Labor and Working-Class History Colloquium, April 7 and 8, and the French Historical Studies annual conference in late April. Year-round, graduate students also do much of the crucial work of coordinating the ongoing reading groups that bring students and faculty together to explore Gender and History, Russia, Working-Class History, Early America and the Atlantic World, Early European History, Blackness and Belief, and Environmental History.

The graduate program itself continues to develop new programs and venues for collaboration and discussion across our dynamic and diverse range of interests. We are in the second year of developing a first-year sequence for all new graduate students. In this program, entering graduate students address broad topics of historiography, method, and analysis as these apply across the varied geographical, chronological, and thematic interests reflected in faculty and student work; they then explore these insights in ambitious first-year research projects. In the past year, we also engaged in a series of workshops reflecting on the ways in which the increasingly diverse backgrounds of graduate students and professional historians gets reflected in the professional contours of the historical workplace. These initiatives within our graduate program have helped us to build upon the continuing strengths of a department in which scholars from a range of geographically-based fields also contribute to growing thematic fields, such as global and transnational history, gender and women's history, race and ethnicity, cultural history, and comparative labor and working-class history. Along with the ongoing interdisciplinary connections made by faculty and graduate students, these discussions make for a constantly invigorating set of departmental exchanges flowing from scholarship and teaching.

As we consolidate these strengths and find new avenues for their expression, I am very grateful for the imaginative help of Professor Adrian Burgos as Assistant DGS for Diversity Initiatives and Professor Carol Symes as TA Coordinator, who has developed a lively and stimulating program of orientation and workshops for our teaching assistants. We are also indebted to the imaginative intellec-

2006 Graduate Essay Prize Winners

Recipient: Jamie Warren

Prize: Joseph Ward Swain Publication Prize, awarded for the best published essay by a graduate student

Article: "Contesting Colonial Masculinity/Constituting Imperial Authority: Ceylon in Mid-Nineteenth-Century British Public Debate," *The New Zealand Journal of Asian Studies*, 6 (December, 2001), 39-62.

Prize Citation: "This article contributes to the new imperial history, which looks at revolts and crises within the British Empire for their impact on British public debate, including the thinking of the key historical figures of John Stuart Mill and Thomas Carlyle. It deftly draws on a wide range of social theory about gender performance and the nature of the relationship between the island of Britain and its vast, sprawling empire. Warren's article sees different discourses about masculinity and imperial authority represented by two British figures in Ceylon. The role of sportsman and elephant hunter played a large role in their descriptions of the encounter of British men within the empire."

Recipient: Andy Bruno

Prize: Frederick S. Rodkey Prize, awarded for the best seminar essay written by a graduate student

Essay: "Nature and Economics in Soviet Public Culture of the Kola Peninsula, 1928-1985"

Prize Citation: "This essay is based on an exhaustive and careful reading of newspapers and other regional publications. Ready for publication in its current form, the essay contributes simultaneously to environmental and Soviet history. In particular, Bruno's work refutes the notion that the Soviet Union saw itself simply as mastering nature. Rather, he shows that there were several rival discourses, including environmentalist ones. Nonetheless, the author argues, the environmentalists could never trump the urgent economic interests involved in exploiting a mineral rich environment. The paper demonstrates a mature scholarly voice, a subtle interpretation of documents, and a spare but clear writing style."

tual leadership provided by our department chair, Antoinette Burton. Added to the dedicated efforts of all of our faculty in mentoring, advising, and teaching graduate students, their efforts provide firm foundations for many achievements to come.

Information on all our graduate students, current and recent PhDs, and related items may be found on the Department website: www.history.uiuc.edu

The Age of Digitization: News from the History, Philosophy and Newspaper Librarian



If the 1960s and 1970s comprise the golden age of collection building in research libraries, I believe we are now in the early days of another halcyon era in academic librarianship. The story of the post-Sputnik flush in funding for higher education is a familiar one, and we have all chafed at the succession of budgetary constraints imposed on our enterprise in recent years. Although we are unlikely ever again to experience the heady days of *carte blanche* in academic libraries, lately we find ourselves endowed with

new opportunities. Rather than the acquisition of books, journals, microfilm, and other library materials, this time we are invited to accomplish the digital conversion of print resources. If the sixties and seventies were devoted to mass acquisitions, the first decade of the twenty-first century will be known for mass digitization. I hasten to note that I came to the profession too late to take part in the last collection building boom, but I was nevertheless deeply affected by the lingering *Zeitgeist*, and I am quite happy to find myself in the midst of another seismic shift in librarianship. These changes are starting to be reflected in the daily operations of the History, Philosophy and Newspaper Library.

It has been over a year since we moved to the renovated space on the second floor of the main university Library and consolidated our operations with the former Newspaper Library. I hope that everyone is enjoying our lovely and spacious new reading quarters. The library staff has taken the opportunity of the merger to reevaluate our operations and services, and as a result we have undertaken many projects with the aim of improving access to library materials and offering the services that you need. I am happy to report that our digital microfilm/microfiche viewer-scanners have enticed students and other researchers to make use of our extraordinary microform collections. Thanks to the

comfortable, pleasant surroundings, the History, Philosophy and Newspaper Library now functions as a scholarly commons, where sociability and the pursuit of knowledge converge.

Although there is less funding available this year for the acquisition of “big-ticket” collections than in previous years, we continue to try to purchase critical resources using gift funds and collaborative purchasing schemes. For example, in recent months we were able to purchase the online *Historical Chicago Defender* thanks to a gift from Dorothy Carmichael DiIorio (LAS, Class of 1949). We are currently seeking funding for several other electronic resources, such as the *Historical Los Angeles Times* (\$54,000 + \$8,500 annual fee), the *Historical Washington Post* (\$54,000 + \$8,000 annual fee), *The Making of the Modern World* (based on the Goldsmith-Kress Library of Economic Literature, 1450-1850, priced at \$140,000), two additional modules of *Early American Newspapers* (totaling \$92,000), and *Nineteenth-Century U.S. Newspapers* (\$44,000 from Thomson-Gale). As you can see, these resources are not inexpensive.

We have also embarked on several major projects to improve access to library resources. Here is a summary of some of the initiatives:

The Illinois Newspaper Project: We are in the final months of the penultimate two-year cycle of funding for the Illinois Newspaper Project, the Illinois arm of the U.S. Newspaper Program. Funded by the National Endowment for the Humanities and administered by the Library of Congress, the goal of this program is to inventory, catalog, and microfilm for preservation the state’s rich newspaper heritage. We currently have a team of three catalogers visiting repositories throughout southern Illinois to identify and catalog historical newspapers, and our Preservation Specialist is preparing print newspapers from libraries and historical societies across the state for preservation microfilming. We collaborate on this effort with a team based at the Chicago History Museum (formerly the Chicago Historical Society). We hope eventually to receive funding from the National Digital Newspaper Program in order to digitize this microfilm for

inclusion in a national digital repository of historical newspapers.

Digitization of the Urbana Daily Courier and the Daily Illini: We have received funding through the Library Services and Technology Act (federal funds administered by the Illinois State Library) to digitize the *Urbana Daily Courier* from 1916 to 1925. We also have funding to digitize two decades of the *Daily Illini* (1916-1935) and hope to extend that project back to the *DI*'s inception and up to the year 1975. Almost everyone is familiar with the online databases of retrospective newspapers such as the *Times Digital Archive* or the *Historical New York Times*, which have revolutionized access to newspapers with search engines that support keyword searching. We hope that the same mode of access to our local newspaper heritage will bring these resources into the classroom in ways that were previously impossible.

Digitization of the Olin Film Archive: In 2005 the library acquired the Olin Film Archive from Chuck Olin Associates. This is a collection of video and print materials created in the course of production of two documentary films, "In Our Own Hands: The Hidden Story of the Jewish Brigade in World War II" and "Is Jerusalem Burning? Myth, Memory, and the Battle of Latrun." Included are thousands of feet of original videotaped interviews (much of which was not used in the documentaries), transcripts, and production records. We have received funding for the digital conversion of some of the analog videotape. Once digitized, we will upload the streaming video files onto the Library's web site. For more information on this collection, see the announcement on the HPNL web site: <http://www.library.uiuc.edu/hix/jewstud/olin.html>

Microfilming and Digitization of The Vaudeville News and The Player: The UIUC Library owns a significant portion of these two early twentieth-century trade journals, some of which is not held anywhere else in the country. By surveying holdings at other libraries, we have pieced together as complete a run of these publications as possible, drawing mainly on the resources of the New York Public Library. Since this material is extremely

rare, we are having it microfilmed and, thanks to the generosity of an anonymous donor in the film industry, digitized. The project will result in a searchable digital facsimile of these two key publications of the entertainment industry, freely available on the web.

Other Projects Underway: The UIUC Library has received one-time funding to support the creation of a "web portal" to scholarship and cultural assets produced or curated by the University of Illinois. This portal, titled *Illinois Harvest*, will provide access to some of our previously digitized resources, such as *Historical Maps of Illinois and the Northwest Territory*, the Proceedings of the UIUC Board of Trustees, the James B. Reston Papers, the Carl Sandburg Photos and Papers, and aerial photographs of Illinois, as well as several digitized resources, like the *Illinois Chemist* (1915-1925), *Technical Reports* of the Illinois Natural History Survey, Illinois county surveys and maps, the *Bulletin* of the Engineering Experiment Station, plat maps and fire insurance maps for selected Illinois towns, the UIUC Historic Built Environment Collection, the *Illinois Agriculturist*, and other materials. HPNL is participating in the planning and production of some of the digital content for *Illinois Harvest*. When completed, *Illinois Harvest* will offer searching across all of these separate resources.

You might well ask, where are the books, journals, and microfilm collections in all this digital abundance? Although our acquisitions dollars continue to shrink, the library staff and I are committed to acquiring the books and journals you need, or at least to providing ready access to them. Unfortunately, it's our smaller subject funds, such as those in religion, philosophy, Jewish studies, and the history of science, that have sustained the biggest hits. We are always exploring ways to stretch our acquisitions budget, to streamline operations, to improve services, and, above all, to deliver the material you need. I welcome your input. Please send comments and suggestions to m-stuart@uiuc.edu.

Mary Stuart
History, Philosophy and Newspaper Librarian
Professor of Library Administration

Farewell Reflections



After over a decade-and-a-half of superlative service to the Department of History, Sharon Michalove retired as undergraduate academic advisor in the fall of 2006. In the following article, Dr. Michalove reflects on the development of the undergraduate history program during her many eventful years. She repeatedly played a key role in many of the innovations she discusses below.

In August 1990 I began advising undergraduate students in the History Department. I was the first full-time professional advisor the department had ever hired. My predecessor, Mary Lee Spence, combined academic advising with teaching and my own undergraduate advisor, John Dahl, had faculty status rather than a position as an academic professional. In part, my position was created in response to a desire by the college to have professional undergraduate advisors in large university departments rather than faculty advisors. This push for professionalization was to ensure that students received correct, uniform information about their program. The result also freed the faculty to mentor, rather than advise, students.

Over the years the focus on undergraduate education within the department has increased and the History major during my tenure has been changed in a variety of interesting ways. The first change was to give students a wider array of subjects in which they could specialize. While most of these new areas remained geographical and chronological, some topical areas were added and US history and Latin American history were uncoupled. Likewise, the history of Russia was no longer tacked on to modern European history but given its own category with Eastern Europe. The idea behind these changes was to show students the possibilities in history, rather than offering a few rigid, traditional categories.

In the advising office, my goals have been to make advising visible to the faculty through consultation and to offer effective advising ensuring

that students understood their requirements and, if they followed the requirements of the major, would be able to graduate in four years, frequently with honors, a second major, a second degree, or, when they were reinstated, a minor. In effect, I became the professional problem solver for both students and faculty in a variety of ways, especially when I took on more administrative responsibility in addition to advising. The advantage in doing the administrative work—course scheduling, serving on committees inside and outside the department, being involved in the Study Abroad program, and so on—meant that I had a network of colleagues all over campus when I needed information (or a favor). I could understand the problems students had in scheduling courses concerning time conflicts, availability, and computer problems. I could advocate with the faculty for scheduling changes and course changes, and I could consult them and they could consult me about students in the program.

Working with the honors students has been a particular pleasure, and Mark Leff and I created a voluntary thesis writers' seminar that has now become a requirement for senior honors thesis writers. Providing an environment where the students could meet and talk about shared problems in working on large research projects has been rewarding for the facilitators and, I hope, for the participants as well.

Other changes over the years in the undergraduate history program have been more dramatic. The secondary education program has been transformed in a number of ways over the past sixteen years. No longer a mirrored degree program in the College of Education, the teaching program as it exists today is much more rigorous than the program I graduated from in 1972. It is also far more selective. While in the early 1970s I was one of 500 Teaching of Social Studies majors, today there are only 100 majors, and the students in the program go through a special application process. Now the program has so many requirements that it is a challenge to finish in four years, but the students are much better prepared to be teachers. The nature of the program also means that the amount of time spent advising those students has increased exponentially.

Several innovations have also taken place in study abroad opportunities. The department now has a direct exchange program with the Department of History at the University of York in England. In addition, the department participates in the LAS Winter Break and summer school programs. Classes have gone to England, Italy, France, Cuba, Mexico, Austria, and India among other exciting locations. These courses are taught by department faculty and have been highly popular among our majors. This winter, for example, history courses are being offered in London and Istanbul, and summer courses will be offered in Rome, Padua, and Paris. For students who want to try out study abroad or for those in programs that do not allow time for study abroad, these courses give the students the chance to experience other cultures without the long-term commitment of regular study abroad programs.

The History major itself has changed in the last few years as well. The change several years ago in the university computer systems necessitated renumbering all of the history courses. That process allowed the faculty to think about the various levels of courses and the type of content and amount of work that would be assigned for the various levels. Course renumbering also led to discussions about the nature and content of the history major. In the fall of 2004, a new course, Introduction to Historical Interpretation, was created and is now required of all majors. This course gives students research and writing skills and introduces them to historiography, methodology, and the use of primary sources. A prerequisite to the Undergraduate Research and Writing Seminar, the course goal is to prepare students for the major research project they are required to undertake in the department's capstone course. Other changes include dropping areas of specialization in favor of a broader introduction to the

different areas of history. Students take courses in US, Nonwestern and European history and then can choose the rest of their history courses based on the interests they have developed. The program also now highlights the transnational, interrelated nature of history rather than continuing to emphasize older geographical and chronological categories.

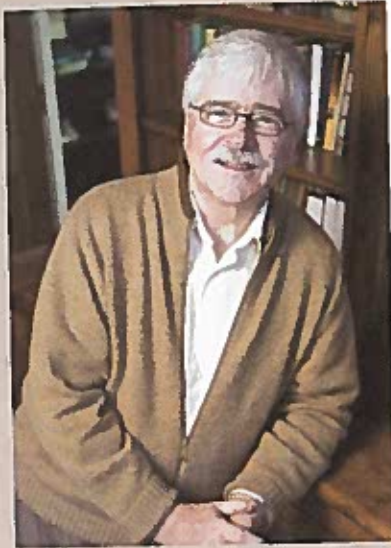
In similar ways, the history minor has been changed so that it is more focused instead of taking random history courses. Introduction to Historical Interpretation is also a required course for minors. Another exciting change during my years in the Department has been the new history honors program. While the department has always offered the option of obtaining departmental distinction, the new program requires departmental honors seminars and a course in historiography and methodology. Not only are students better prepared to write a senior honors thesis, but the honors requirements help to create a cohort and build some camaraderie among the majors who are academically eligible to pursue honors.

While I am looking forward to more opportunities to ride my bicycle, knit, and catch up with my reading, I will miss interacting with the students. Fortunately I have the opportunity to teach in the Winter Break and summer study abroad program so I will still have some contact with students. While most students graduate and go on to jobs or graduate school, never to be heard from again, I have been fortunate over the years to have many students who kept in touch. I am always happy to hear from history graduates, and I enjoy vicariously their successes in the various fields they choose to pursue. Since the announcement of my retirement, I have received very gratifying e-mail messages and cards from former and current students. That is perhaps the most rewarding part of being an academic advisor.

Sharon Michalove

As part of the University's new strategic planning initiative, the campus has reaffirmed its commitment to sending most undergraduates on some kind of Study Abroad experience. Each year the Department sends about 20 students from our own department and welcomes up to 40 from overseas. In honor of Sharon's retirement and her special interest in Study Abroad, the Department is establishing a fund that will help our history students who wish to take advantage of this program. Contributions to this fund may be made by filling out the form on the inside back cover. All contributions will go exclusively to this purpose.

Where Do We Go From Here?: A Commentary by Charles Stewart



Professor Charles C. Stewart retired at the end of the 2005 academic year after a remarkable 34-year career at the University of Illinois. He was the first historian of Africa at Illinois, specializing in the history of Islamic West Africa where his research over the years was supported by Fulbright, SSRC and NEH awards. He taught African History (1971-2005), served as Director of African Studies (1977-78; 1980-84), Director of Graduate Studies (1987-88; 1990-91), Chair of the Department of History (1992-97), Executive Associate Dean of the

College of Liberal Arts and Sciences (1997-2005) and Interim Associate Provost for International Affairs and Director of International Programs and Studies (2005-06). On April 28, 2006, Professor Stewart delivered the keynote address at the Department's annual Phi Alpha Theta banquet. A summary of his prescient remarks follows:

Several years ago I remember proposing that we use this occasion for a retiring colleague to spend a few minutes reflecting on where we've come together. Although I do have some fleeting retrospective comments about the past 30-odd years, I think it is far more interesting to use this opportunity to reflect on where we are (or perhaps should be) headed.

But first, a few words about "the past": I was the first African historian hired in the Department of History at Illinois, in the early 1970s. It was not a hire sought by the department but rather one parachuted from above. In the words of a senior colleague who took me aside during my first year here, "Were it not for those Blacks agitating for attention, we would have never had to search for your position." (Needless to say I've always held a special fondness for "those Blacks agitating.") Up to the early 1960s "History" at the University of Illinois was the history of Europe, the United States, and Latin America. There was one exception: Ernie Dawn, a modern Middle East historian with

wartime experience in Japan, who was presumably rationalized in the late 1940s as an appointment to handle the rest of the world. When and where we studied peoples not of European descent was where they got in the way of our own interests, our own European destiny. (Keep in mind that Latin American history at that time meant the European diaspora much as did North America). Up to that point, we also mainly studied politics and pieces of real estate. The driving focus for the department—curriculum, hires, research—was whatever was relevant to an immigrant society, now a world power, in quest of its own Cold War security and consolidation. Scarcely could E. H. Carr's dictum on the essence of history be better illustrated: "Authority once achieved, needs a secure and useable past." Our department was one small cog in the wheel of emerging mid-century American world hegemony and that cog tells a lot about where we have come from. The 1960s were a turning point in the way we did history. It was that decade that brought China, then India, then Japan into the department's curriculum; Africa was the last piece of exotic real estate added in 1971. The period that concluded with my own appointment inaugurated a new way this department thought about what history was. And where it was going.

What followed is, more or less, the history we do today. The much-vaunted rush to interdisciplinarity was largely led by these newcomers teaching what was soon to be identified as the Third World. The concept of researching themes that cut across world regions and chronologies was spurred on by the same cohort of recent appointments. From the 1970s onward, we can also date the introduction of thematic fields like military history and the history of science. Then African-American history begat other hyphenated-American studies fields; there followed Jewish History, Women's History, and, most recently, Global History and Environmental History. We still are fond of our chunks of real estate, but the subjects that define our work have broadened dramatically during the past 30 years. It is also a period that has seen the atomization of old-time political history into sub-sets of our global cultural and social fabric. Once mainstream, narrative history survives largely in departments, of

economics and political science, sociology and even English. From a discipline that once was consumed by the story of dead white men and their political exploits we have made politics passé and dead white men nearly invisible.

Which brings me to where we are all going. One sure mechanism to instant glory in this profession is to know five years in advance what THE pressing social or political or economic issue will be, then to set about a study that will put your work at the center of that issue when it is published.

I have recently been engaged in a project involving conversations with a broad cross-section of this campus' thinkers and decorated researchers, from law to physics, atmospheric sciences to theater, literature to applied life sciences. This project was inspired by the 1997 book that Peter Fritzsche and I edited, *Imagining the Twentieth Century*. It came in reaction to our recently-appointed University President, Joe White, whose charge for a new campus strategic plan forgot to make any explicit reference to things global or the university's international role in future years, and finally from Tom Friedman's recent best-seller *The World Is Flat*, which reduces the fortunes of tomorrow to the functions of the free-market. In an effort to demonstrate the University of Illinois's capacity to assume leadership in the global community, I have been asking eminent colleagues where, in their opinion, their research will be leading us in 25 years' time, and how it will be impacting our global futures. Look for a collection of essays under the title *Unflat Global Futures* coming out during the next year.

The essays are fascinating, but let me focus on three forecasts they make that should cause historians to take note. These are predictions that deserve to be factored into every project now being conceptualized and every projection of where we are going if we want our scholarly study of the past to touch a global audience of tomorrow.

Limiting national sovereignty: The first is a political fact: we have pressing, planetary problems that infringe on national autonomy, and they will not be solved by national governments working in their own self-interests. Global solutions are imperative. Environmental issues easily come to mind, but our authors also mention topics as diverse as international trade, water, international regulations and technologies, controlling disease, energy, and food production. These are not merely concerns that would be good to address in the future, nor, à la Friedman, that would be useful for business. They

are critical, planetary imperatives if we are going to save ourselves from ourselves; the best minds at this university believe our survival depends upon them. Only histories that grapple with the limits of sovereignty will intersect with one of tomorrow's most pressing dilemmas.

Finding sustainability: My second point is both an economic and a demographic fact. The world population is predicted to level out by 2050, and increased planetary food production is believed to be capable of feeding it by that time. But if today's "have nots," who now aspire to 'have' status, succeed in getting there, the Earth's resources cannot sustain us all living in the same life style that we 'haves' do today. Complicating this further, in the late 1970s we achieved a dubious 'first' in human history: this is when most specialists agree we began taking more from the planet than it was capable of regenerating. We are now spending both our principle and our interest. These "facts" might lead to extreme, doomsday pessimism, but there is a fierce optimism underlying many of these speculations. Clearly there is a faith that technologies will produce solutions to our misuse of the planet, new knowledge will open resources to us yet unknown. Tomorrow's history that addresses the issues that make for sustainability and the political implications of our pending resources crunch will be a bestseller.

Synthesizing "nano-knowledge": The third point is not so much a direction we're moving as a methodology. I have been struck to hear from scientists and lawyers, humanists and engineers alike a common "anti-atomization" theme. What they are saying is that there are real limits to our past practice that has made knowledge creation into something of a nanoscience. We have learned with great effectiveness how to break apart knowledge sets to get at minuscule information pieces, to deconstruct things until there is little left but our own heartbeat to analyze. The next generation of true discovery, true originality, I suspect, will be coming from those who can best rebuild the tiny pieces we have made, and the whole that is created will be much more remarkable than its parts. This is why scientists are pushing interdisciplinary work; they have come to realize their knowledge base is too narrow and only by putting some of those bits back together in new ways will new discovery take place. By deconstructing history in a similar way,

continued on next page

New Undergraduate Academic Advisor Welcomed to the Department

By Dana Rabin and Craig Koslofsky

The Undergraduate Studies Committee is poised for many changes in the coming year. Our regular duties include reviewing History course proposals and cross listed courses, awarding departmental undergraduate honors, supervising students writing honors theses, and serving as liaisons to the secondary teacher education program. Upon Sharon Michalove's retirement in November 2006, the committee assumed some of the responsibilities and curricular concerns that had previously been in Sharon's capable hands. Starting in 2007 the committee will review the curriculum as a whole and begin a discussion among faculty about what courses we teach regularly, which ones we would like to see taught more often, where the curriculum needs development and which parts are in need of review. To help us collect information about the taught curriculum we have developed a web-based tool with which faculty members have begun to project their teaching plans for the next three years. The outgoing DUS, Craig Koslofsky, has begun to compile this information and incoming DUS, Dana Rabin, will continue the project with the committee in the spring. The committee plans to begin an assessment of our curriculum in terms of thematic, geographical, and chronological breadth, catalogu-

ing its emphases, its weaknesses and its strengths. The committee also plans to hold annual workshops for faculty and graduate students to examine our collective approaches to each kind of history course (large lectures, gateway 200s, upper-level courses at the 300 and 400 level, and our capstone courses, 498s) to provide faculty, both new and old, support in designing new courses or revamping old ones. Sharon's old office in 300CH is being remodeled to house new offices for both the DUS and the DGS.

We are very pleased to announce that Chris Cosat has joined the department as our full-time undergraduate academic advisor. Chris was an undergraduate at Illinois State University where he received his Bachelor of Science in Social Science. He earned his Masters at Eastern Illinois in Guidance and Counseling. Chris came to us from the Committee on Institutional Cooperation at UIUC. He brings considerable experience to his work as an advisor which includes his time as a high school teacher and a guidance counselor in Danville. In addition to his duties as full-time academic advisor for our 500+ history majors, Chris will design programming for our majors. We look forward to enhancing our community of History majors with his help.

Where Do We Go From Here?, continued

have we arrived at a point where only new syntheses will bring originality? Isn't this what we are seeing with global history? Environmental history? Should we imagine spatial history? Tomorrow's history that values synthesis over the atomization of knowledge will be history that is read and history that will make a difference in the way people see themselves.

Limiting national sovereignty, finding sustainability, synthesizing nano-knowledge—these are three keys to eye-catching history in five years' time. So, let a member of the 1960s generation, which changed so much about the discipline, depart with this one simple truth about how we do our history: history looking backward is never as interesting as history looking forward.

Levine Receives Randall Professorship

Bruce Levine joined the Department this year as James G. Randall Professor of History, coming to us from the University of California at Santa Cruz. Professor Levine received his Ph. D. from the University of Rochester, where he studied with Herbert C. Gutman as well as Stanley L. Engerman, Eugene D. Genovese, and Christopher Lasch. He began his career as an historian of nineteenth-century labor but soon found himself drawn further into the history of the Civil War era. "The power of Civil War subject matter pulled me sideways," he says, tongue in cheek, as he expresses his fascination with the important political, social, and moral questions the pre-war, wartime, and Reconstruction years raise. "I now can't imagine ever knowing so much about this topic that I think it's enough and time to move on to another."

In the past 15 years, Professor Levine's passion for Civil War history has found expression in a number of important books. *The Spirit of 1848: German Immigrants, Labor Conflict, and the Coming of the Civil War*, published in 1992, examined how changes in the composition of the antebellum northern working class shaped the early labor movement and the political crisis of the 1850s. *Half Slave and Half Free: The Roots of Civil War* (1992; revised edition, 2005) offered an overview of the trends and events that ultimately brought on the war and emancipation, emphasizing the way in which slaveowners' worries about the intentions and actions of their slaves influenced North-South political conflict. Professor Levine's most recent work is entitled *Confederate Emancipation: Southern Plans to Free and Arm Slaves during the Civil War* (2005). It probes the public conflict that dominated politics in the South during the last six months of the war over whether to emancipate and arm slaves to fight on behalf of the Confederacy. The book uses the rich, dramatic, and revealing record of that episode to explore racial and pro-slavery ideology, the real interaction of blacks and whites during the war, the nature of southern

nationalism, divisions within the South's white population, and the complex process of emancipation and Reconstruction. It also seeks to place the story it tells in a global context.

Professor Levine is grateful for the warm welcome he received this fall from staff, faculty, and students. He looks forward to taking the stage in big lecture classes on the Civil War era starting this spring, saying that he hopes to build a yearly sequence examining the origins, course, and legacies of what he calls America's second, and more radical, revolution. By raising fundamental questions about race, freedom, human dignity, and labor rights in America, he believes, the Civil War "set the agenda" for much of modern American politics. Professor Levine frequently gives public talks about the Civil War. In September, he spoke by invitation on "Confederate Emancipation" in Richmond, Virginia, partly under the auspices of the Museum of the Confederacy. (His book on the subject elicited not a small amount of hate mail from Confederate apologists.) He also writes for the popular-scholarly journal *North and South*. He feels that in the end his careful study of the period helps him to convince students and broader publics that historical knowledge has real weight and importance. "On the last day of my Civil War and Reconstruction classes, I always outline the long-term implications of what we've been studying," he says. "And on the whole, I think students tend to be convinced."



Evarts Boutell Greene (1870–1947)



By Walter L. Arnstein

The year was 1894 and, for the first time in its sixteen-year history, the University of Illinois decided to appoint a full-time Assistant Professor of History. The choice proved auspicious because at the age of twenty-four, Evarts B. Greene had already experienced both life and education on three continents. The eldest of eight children of a Congregationalist missionary couple who had moved from New England to Kobe, Japan, he

was both born there and spent his first ten years there. After three preparatory years as a student at Northwestern University (where he lived with an uncle), he went on, with scholarship aid, to complete his A.B., A.M., and Ph.D. degrees at Harvard University, to which he added a post-doctoral year at the University of Berlin—all between the years 1888–1894.

As Winton U. Solberg reminds us (in *The University of Illinois, 1894–1904: The Shaping of the University* [2000]), the University of Illinois was then made up of no more than thirty-four full-time faculty members and 751 students (around 26 percent of them women). Its energetic and autocratic new president, Andrew Sloan Draper, was more concerned with replacing muddy paths with concrete sidewalks and adding heat and electricity to campus buildings than with fostering either independence or scholarship among the faculty. For an annual salary of \$1,600, Greene was initially expected to teach eight distinct courses, one in American History, and the rest in Ancient, Medieval, and Modern European History. History soon became one of the most popular fields of study in Urbana, and as the size of the student body doubled in the course of the next ten years, Greene was granted two colleagues. Edmund J. James, who was to serve as university president from 1905 to 1920, proved far more sympathetic to the cause of faculty scholarship. In the meantime, Greene had

been quickly promoted to the rank of professor, and from 1906 until 1913 he also took over as Dean of the College of Literature and Arts, an institution that he then helped transform into the new College of Liberal Arts and Sciences. Only thereafter did the History Department become large enough to justify (in the person of Greene) a distinct head.

With the collaboration of his mentor and colleague, Clarence W. Alvord (1868–1928), Greene became deeply involved with the collection and publication of uncataloged manuscripts involving the history of Illinois. He served both as president of the Trustees of the Illinois State Historical Library (1910–1923) and as a member of the Illinois State Centennial Commission (1913–1919). He also published *The Government of Illinois: Its History and Administration* (1904; 4th edition, 1914), and he edited *The Governors' Letter-Books, 1840–1853* (1911).

In the meantime, Greene had also embarked on the process of bringing to fruition a number of monographs and surveys that enabled him to become one of the leading historians of eighteenth-century North America in his day. In subject matter and approach, his revised doctoral dissertation and first book, *The Provincial Governor in the English Colonies in North America* (1898), ended up half way between the prevalent nineteenth-century “patriotic” school and that of the early twentieth-century “British Imperial” school. His *Provincial America, 1690–1740* (1905; a volume in the “American Nation” series) focused on the era then thought of as “the forgotten half century”; the book was reprinted a half century later and again in 1980. Greene’s *Foundations of American Nationality* (1922) was most recently reprinted in 1968. Whereas this last work studied the subtle evolution of political attitudes, *The Revolutionary Generation, 1763–1790* (1943; a volume in “The History of American Life” series) focused on social, economic, and cultural history. (This book was reprinted in 1971.) An ardent follower of the political philosophy of Woodrow Wilson, Greene cooperated with several government-sponsored publications during World War I. His pamphlet-length *American Inter-*

est in *Governments Abroad* (1917) became his sole bestseller.

After almost thirty years at Illinois, in 1923 Greene moved to Columbia University where three years later he was appointed De Witt Clinton Professor of History. After producing a biography of his missionary father, *A New Englander in Japan* (1927), Greene also served as Chairman of Columbia University's Institute of Japanese Studies before his retirement in 1939. By then he had collaborated with his erstwhile—and ultimately best-known—student, Richard B. Morris, on *A Guide to the Principal Sources for Early American History (1600–1800) in the City of New York* (1929) and with Virginia D. Harrington on *American Population Before the Federal Census of 1790* (1932).

During Greene's final year before retirement, Morris edited a festschrift in his honor, *The Era of the American Revolution* (1939). "Students and colleagues," Morris wrote, "who have penetrated the shy and retiring exterior have discovered a Puritan conscience manifesting itself in an emphasis upon thoroughness, impartiality, meticulous attention to detail, and moral and intellectual integrity." The eleven contributors included not only Columbia but also Illinois Ph.D.s such as Oliver M. Dickerson, who received the very first doctorate in History at the University of Illinois, awarded in 1906. A specialist in the history of the seventeenth and eighteenth-century Navigation Acts, Dickerson later created the Dickerson Fund to subsidize monographs in North American and South American history.

A few years before his retirement, Greene received his greatest distinction by being chosen President of the American Historical Association. His presidential address, "Persistent Problems of Church and State," seems as apropos in our day as it was in 1930. The subject, Greene noted, may seem "long since obsolete or obsolescent, but recent developments, like the evolution controversy in the schools and ecclesiastical partisanship in elections" strongly suggested otherwise.

Half a year later Greene was summoned back to Urbana so that the university might confer on him an honorary degree of Doctor of Laws. His sponsors celebrated him on Commencement day among a handful of leaders who, as "one of the builders of the University of Illinois," had transformed a mediocre land-grant school into "one of the foremost universities in the land."

Graduate Placements 2005–06

Tenure Track Jobs

Ian Binnington	Allegheny College, Meadville, PA
Katherine Bullard	Fairleigh Dickinson University, Teaneck, NJ
Yongtau Du	Washburn University, Topeka, KS
Alex d'Erizans	Manhattan Borough Community College, NY
Steven Hageman	William Woods University, Fulton, MO
Bruce Hall	SUNY Buffalo, Buffalo, NY
Elisa Miller	Rhode Island College, Providence, RI
George Satterfield	Hawaii Pacific University, Honolulu, Hawaii
Cris Scarboro	King's College, Wilkes Barre, PA

One-year Replacement/One-year Renewable/ Post-doctoral Fellowships

Eileen Ford	DePaul University, Chicago, one-year replacement
Nicanor Dominguez	Kellogg Institute, Notre Dame, one-year fellowship
Mike Sherfy	Ohio State at Newark, one-year replacement
Theodora Dragostina	Auburn University, Georgia, one-year replacement
Jason Tebbe	Grand Valley State, Michigan, one-year renewable job
Kerry Wynn	Washburn University, Topeka, Kansas, one-year renewable job



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Faculty Updates

Jim Barrett published "The Blessed Virgin Made Me a Socialist Historian," in *Faith and the Historian: Catholic Perspectives*, ed. Nick Salvatore (2006) and "Remembering *The Jungle*," in *Labor: in Working-Class History of the Americas*, 2:4 (2006): 7-12. The Centennial of Upton Sinclair's novel brought him as a speaker to a public seminar at the Chicago Historical Society, the Illinois Labor History Society Banquet, and a campus talk at Rhodes College. Barrett also spoke in the Feminist Studies Colloquium, UIUC ("What about Bridget? Irish Women in the Old World and the New"), Yale University ("The Pervasiveness of Class: David Montgomery and American Working-Class Historiography"), and the Beijing Forum, Beijing University ("Immigration as a Global and a Personal Experience"). He was interviewed by *Tiempo*, a Spanish language journal of culture and politics, and served on the department executive committee in AY05-06 and the LAS executive committee, 2004-2006. In the public realm, Jim presented a talk on "The Miners of the Illinois River Valley" to the Illinois Valley Federation of Labor and conducted two two-day workshops, the first on integrating labor history into the social studies curriculum for the Urbana Public Schools and the second on the historical context for *The Jungle* for Chicago public high school teachers at the Newberry Library.

John Buckler was invited to participate in the 10th International Congress of Thracology in October of 2005 for his paper "Tumult in Thrace, 363-352 BC." He was also invited to serve on the American Philological Association's committee "Accessing the Ancient Mediterranean World."

Antoinette Burton published two edited collections with Duke University Press in 2005. She co-edited *Postcolonial Studies and Beyond*, which grew out of a conference sponsored by the Unit for Criticism, with colleagues past and present in the UIUC English Department. Her other collection, *Archive Stories* (also Duke University Press), featured essays by colleagues Kathy Oberdeck, John Randolph, Peter Fritzsche and Marilyn Booth, as well as one by a former UIUC graduate student, Jeff Sahadeo. She gave talks at NYU/Columbia, University of Wisconsin-Madison, SUNY Stony Brook, the Organization of American Historians, and Imperial College, London. With Jean Allman, she continues to co-edit the *Journal of Women's History*, which completed its second year at Illinois.

Vernon Burton was re-elected President of the Faculty Senate. He is the founding Director of the Illinois Center for Computing in Humanities, Arts, and Social Science (I-CHASS). This year he received the UIUC Campus Award for Excellence in Public Engagement, the first member of the History Department to win the University's service award. The president of the NAACP wrote in his nomination that "No one individual has given more of himself than Dr. Burton in providing services to the cause of equal opportunity and social justice." In March, Burton was the Strickland Visiting Scholar at Middle Tennessee State University. Among the many essays he published last year was "Creating a Sense of Community in the Classroom," in *The Art of College Teaching*.

Kai-wing Chow was invited to give a lecture on "Reinventing Gutenberg: Xylography and Movable Type Printing in China," Department of History, Fudan University, Shanghai. He also delivered a paper on "Purism and the Crisis of the Confucian Canon: Textual Criticism and Classical Learning in the Early Qing" at An International Conference on "The Qing Episteme: Thought, Culture, and Society in Late Imperial China" at the National University of Singapore. Yongtao Du, his first Ph.D student, graduated and has accepted a tenure-track position at Washburn University in Topeka, Kansas.

Clare Crowston served, with colleague Mark Micale, as co-President of the Society for French Historical Studies and hosted the society's annual conference on our campus in April 2006. She was guest editor of a two-part special issue of the *Journal of Women's History* devoted to material culture and consumption. The first part appeared in fall 2006 as vol. 18 no. 3. A portion of her book *Fabricating Women: The Seamstresses of Old Regime France, 1675-1791* was reprinted in *Early Modern Europe Issues and Interpretations* (eds. James Collins and Karen Taylor). Clare obtained leave from the Mellon Faculty Fellowship Program to pursue her book project on credit, gender and fashion in eighteenth-century France.

Ken Cuno finished his fourth and final year as Director of the Program in South Asian and Middle Eastern Studies (PSAMES) by securing federal Title VI funding for an undergraduate National Resource Center for Middle Eastern Studies and Foreign Language and Area Studies (FLAS) fellowships for graduate students studying Middle Eastern languages. In spring 2006 Ken taught a revised and expanded version of his new course History 133: Introduc-

tion to the World of Islam, with an enrollment of 120, and organized UTUC's second Turkish Studies Symposium on "Turkey and Europe." He published "Demography, Household Formation, and Marriage in Three Egyptian Villages during the Mid-Nineteenth Century," in *Sociétés rurales ottomanes / Ottoman Rural Societies* (2005), 105-117; "Middle East" in the *World Book Encyclopedia*, 13 (2006), 530-535; and "Constructing Muhammad Ali" in *Al-Ahram Weekly* (Cairo), No. 768, 10-16 November 2005. He also gave papers at the Middle East Studies Association and the University of Chicago's Middle East History and Theory conference and was interviewed several times on TV, radio and the press on Israel after Sharon, the Hamas electoral victory, and current events in Egypt.

Max Edelson continues working on the environmental, economic, and cultural history of early America and the Atlantic world. His book *Plantation Enterprise in Colonial South Carolina* was published by Harvard University Press in 2006. This new look at an old institution attempts to describe the southern slave plantation as a dynamic force behind the territorial colonization of British America. The book was featured in a special session at the Social Science History Association's annual meeting in Minneapolis. Max's new research project explores nature and culture in a different way, by looking at reactions to and explanations for the Lisbon earthquake of 1755. He received a summer research grant from the UIUC Environmental Council's Earth and Society program to study the impact of this notorious natural disaster on commerce in the Atlantic world. He gave the keynote address at a conference on "Radical Environments, Contested Landscapes, and Mental Geographies" at Southern Illinois University in Carbondale. After teaching a comparative environmental history graduate course with Don Crummey, he is now developing a new environmental history course for undergraduates.

Augusto Espiritu will be a Mellon Faculty Fellow for 2006-2007. His essay "To carry water on both shoulders: Carlos P. Romulo, American Empire, and the Meaning of Bandung" was recently published in the spring 2006 issue of the *Radical History Review* on "New Imperialisms." Augusto traveled to Tokyo last November to help boost the country's growing Philippine and Filipino diaspora studies, and this past spring, he was busy crisscrossing the country—Atlanta, Seattle, Washington DC, and San Francisco—to promote his new book, *Five Faces of Exile* (2005), as well as his work on the exile opposition to the regime of Philippine president Ferdinand Marcos during the 1970s. He is hard at work on his next project about the cultural legacies of American imperial expansion for Filipino, Cuban, and Puerto Rican intellectuals.

Peter Fritzsche: Happily on leave last year, in part as a fellow in the Center for Advanced Studies, Peter Fritzsche published several articles and chapters including "Talk of the Town: The Murder of Lucie Berlin and the Production of Local Knowledge," in *Criminals and Their Scientists: The History of Criminology in International Perspective*, Peter Becker and Richard Wetzell, eds. (Cambridge: Cambridge University Press, 2005); "The Archive," in a special issue of *History and Memory*; and "Genocide and Global Discourse" in *German History*.

Caroline Hibbard published an article "Henrietta Maria in the 1630s: Perspectives on the Role of Consort Queens in *Ancien Regime* Courts," in *The 1630s: Interdisciplinary Essays on Culture and Politics in the Caroline Era*, ed., I. Atherton and J. Saunders (Manchester/Palgrave, 2006). The division of her upper-level class into two groups—one "Tudor" and the other "Stuart"—has been very popular with students as well as the professor, and she was named on the "Incomplete List of Excellent Teachers" for the Tudor class, a first for her. She completed her two-year stint as co-editor of *History at Illinois*.

Lillian Hoddeson's major book about "Megascience," reflecting two decades of research on the Fermilab and other high-energy physics laboratories, is in press with the University of Chicago Press and scheduled to appear late in 2007. Her co-edited work with Steve Levinson, based on the recent Memory Project of the Center for Advanced Study, titled *Memory and the Construction of Culture and Identity*, is now in an advanced stage. She has begun work on two new monographs: *Oral History and Human Memory*; and *The Alternative Energy Technologies of Independent Inventor Stanford Ovshinsky*. She served as physics editor for the *New Dictionary of Scientific Biography*, contributing several entries of her own (on John Bardeen and Robert R. Wilson). Her article, "The Conflicts of Memories and Documents: Dilemmas and Pragmatics of Oral History," in Ron Doel, ed., *The Historiography of Science, Technology and Medicine: Writing Recent Science* appeared in September 2006. During the spring 2007 she will hold the Madden Fellowship in Technology, Arts, and Culture to study analogy in the invention of alternate energy technologies. Together with Rose Marshack, she reached into the broader community by organizing a multicultural martial arts festival held in October 2006, attracting an audience of over 600 to the Krannert Art Museum.

Kristin Hoganson spent so many winter weekends working on her Bernath Prize Lecture (offered by the Society for Historians of American Foreign Relations) that her kids began to grouse about the "Bernathema". They were relieved when she finally delivered it

in April. Despite doing time on the Executive Committee, Kristin managed to finish her book, *Consumer's Imperium: The Global Production of American Domesticity, 1865-1920*. She also revamped her U.S. foreign relations survey class, adding among other things a greater media component and more extensive coverage of the post-Cold-War period.

Fred Hoxie spent half of this past year on a Mellon Fellowship working on a new project, "Native Americans and the Empire of Liberty, 1800-2000." November found him at the Rockefeller Foundation International Study Center in the stunningly beautiful setting of Bellagio, Italy. "Lewis and Clark and the Indian Country," an exhibit curated by Fred (and developed with UIUC graduate students Kerry Wynn, Brian Ingrassis and Stacy Schelegel) opened in Chicago in October and ran through January, 2006. His new textbook, *The People: A History of Native America* (Houghton Mifflin), appeared in the spring, co-authored with David Edmunds and Neal Salisbury.

Diane P. Koenker stepped down as editor of *Slavic Review* in August 2006, having served in the position since 1996. She has been awarded a Guggenheim Fellowship for 2006-2007 to pursue her current book project, "Proletarian Tourism and Vacations in the Soviet Union, 1920s-1970s." Research for the project took her to Moscow and the Black Sea resort city of Sochi for three months during 2006 (funded in part by a grant from the International Research and Exchanges Board.) Her article "The Proletarian Tourist in the 1930s: Between Mass Excursion and Mass Escape" appears in the book she co-edited with Anne E. Gorsuch, *Turizm: The Russian and East European Tourist under Capitalism and Socialism*, published in 2006 by Cornell University Press.

Clarence Lang developed and submitted a number of articles, including "Civil Rights versus 'Civic Progress': The St. Louis NAACP and the City Charter Fight, 1956-57," which is forthcoming in the *Journal of Urban History*. Together with UIUC journalism professor Christopher Benson, Clarence wrote "Black Power Talked Revolution (But Achieved Reform)" for the *Chicago Sun-Times* (March 26, 2006). He also helped to organize the successful "Race, Roots, and Resistance" conference sponsored by the African American Studies & Research Program at UIUC and presented papers at other major historical conferences. Clarence recently accepted a prestigious Center for Advanced Study Fellowship for AY 2006-7. His name also appears on the Incomplete List of Teachers Ranked as Excellent by Their Students for Fall 2005.

Joe Love taught a graduate course on Brazilian historiography in Spring, 2006, and published "Institutional Foundations of Economic Ideas in Latin America, 1914-1950," in Rosemary Thorp and Valpy Fitzgerald, eds., *Economic Doctrines in Latin America: Origins, Embedding and Evolution* (Houndmills, UK: Palgrave, 2005), pp. 142-156; "The Rise and Fall of Structuralism," in *Ibid.*, pp. 157-181; "O sistema de Castilhos 100 anos depois: A perspectiva de um comparativista," in Gunter Axt et al., *Júlio de Castilhos e o paradoxo republicano* (Porto Alegre: Nova Prova, 2005), pp. 71-84; and "The Rise and Decline of Economic Structuralism in Latin America: New Dimensions," *Latin American Research Review*, 40, 3 (Oct., 2005), pp. 100-125.

John Lynn continued to serve as President of the United States Commission on Military History and Vice-President of the Society for Military History. He presented a keynote address "Is There a Genre of Military History?" at the meeting of the Australian Historical Association in July 2006. Previously published articles of his appeared in Spanish, Portuguese, Arabic, and Japanese translations, and his book *Battle: A History of Combat and Culture* (2003) came out in Korean.

Ralph Mathisen was a Mellon Faculty Fellow at UIUC for 2005-2006 and was named an Associate Member at the UIUC Center for Advanced Study for 2006-2007 for his project "Citizenship and Identity in the Late Roman and Early Medieval Worlds." He published "Bishops, Barbarians, and the 'Dark Ages': The Fate of Late Roman Educational Institutions in Early Medieval Gaul," in R. Begley and J. Koterski, eds., *Medieval Education* (New York: Fordham Univ. Press, 2005), pp.1-27; and "Basil of Caesarea, Gregory of Nazianzus, and Late Roman Cappadocia," *New England Classical Journal* 32 (2005), pp.230-240, and he delivered papers at academic conferences in the U.S., England, and France. With Danuta Shanzer in Classics, he was co-organizer of the Late Antiquity in Illinois II Conference, and he organized four sessions for the International Medieval Studies Congress at Kalamazoo, MI. He spent two weeks at the Fondation Hardt in Geneva, followed by research visits to Volos and Athens in Greece, and he was elected to a four-year term on the Governing Board of the Byzantine Studies Conference.

Megan McLaughlin continues to serve on the Department's Executive Committee. Her article "Women and Men" appeared in *Christianity in Western Europe, c. 1000-1500*, ed. Miri Rubin and Walter Simons, *Cambridge History of Christianity*, Vol. 4 (Cambridge University Press, 2006). Her book *Sex, Gender, and Authority in the High Middle Ages* is forthcoming with

Cambridge. She served as coordinator for a “state-of-the-art” conference on “The New Eleventh Century” held at UIUC in October 2006.

Evan M. Melhado remains head of the Medical Humanities and Social Sciences Program in the U of I College of Medicine at Urbana-Champaign. During the fall, 2005, he used Humanities Released Time from the UI campus Research Board to prepare his latest publication, “Health Planning in the United States and the Decline of Public-interest Policymaking,” *Milbank Quarterly* 84, no. 2 (2006): 359-439. The study forms part of a project on the recent shift of American health care policy away from concern with the expansion of entitlement and toward the cultivation of markets.

Mark Micale commissioned and edited some 300 entries on cultural-historical, intellectual-historical, and history of science topics for Scribner’s five-volume *Encyclopedia of Europe, 1789-1914*. He introduced two new undergraduate courses—“The French Avant Garde, 1848-1914” and “Art, Film, and Literature in the Age of the Dictators”—and he co-organized with Clare Crowston the 52nd Annual Meeting of the Society for French Historical Studies. In May, he delivered the President’s Address at Woodbury Academy in Woodbury, Virginia on “Darwin and Religion: What the Historical Record Teaches Us.”

Jessica Millward was named to the Incomplete List of Teachers Ranked Excellent in Spring 2006. During the Spring and Fall semesters 2006, she participated in sessions at the National Council for Black Studies in Houston, the Association for the Study of African American Life and History in Atlanta, and the Southern Historical Association in Birmingham. Jessica is spending the 2006-2007 academic year revising her manuscript, *Deliverance from Ghaldees: Gender, Slavery and Manumission in Maryland, 1760-1860*, with the assistance of an American Association of University Women Post-Doctoral Award.

Dana Rabin has enjoyed developing two new courses in the past year. On the graduate level, she taught “The Global Eighteenth Century” and for undergraduates she offered a seminar on “The Jewish Atlantic World.” Both courses relate to her new book project tentatively titled *Imperial Disruptions in Eighteenth-Century Britain*. An article drawn from the new book, “The Jew Bill of 1753: Masculinity, Virility, and the Nation,” appeared in *Eighteenth-Century Studies*.

John Randolph raged against the dying of the light by completing a handful of research projects while serving on the Russian, East European, and Euroasian Center executive committee. Most of these projects will appear during the Spring, 2007, at which point their appearance will be duly celebrated in these pages. His daughter Lula (University of Illinois Press, Summer 2005) is sprouting like a bean stalk. John also traveled to Brown University in March 2005, where he delivered a talk entitled “Russian Route: The Politics of the Moscow-Petersburg Road in the Eighteenth Century” and participated in a conference organized to celebrate the life and work of Abbott Gleason.

David Roediger spoke extensively while trying to sell his two 2005 books, *Working Towards Whiteness* (Basic) and *History against Misery* (Kerr). He delivered the Kaplan Lecture at the University of Massachusetts, the Fort Garry Lecture at the University of Manitoba, the keynote address at the conference of the Australian Critical Race and Whiteness Studies Association, the Knepper Lecture at the University of Akron, and the Convocation Lecture at Augustana College.

Mark Steinberg was chosen to be the new editor of *Slavic Review*, the interdisciplinary journal of the American Association for the Advancement of Slavic Studies. In addition to completing work on two edited collections of articles on religion in Russia (one on the late 19th and early 20th centuries, the other on the post-Soviet era), he presented parts of his new project on late imperial St. Petersburg and the modern mood at talks in Champaign and Chicago.

Carol Symes had the good fortune to spend a month last summer living on the ground floor of a fifteenth-century beguinage with its own cloister garden, as a Visiting Scholar at the Katholieke Universiteit in Leuven, Belgium. She was also the proud recipient of the College of Liberal Arts and Sciences Alumni Discretionary Award for Outstanding Service and the lucky beneficiary of a William and Flora Hewlett International Research Travel Grant, which enabled her to complete work on one big project and to start two more. Her first book, *A Medieval Theatre: Plays and Public Life in Thirteenth-Century Arras*, will be published by Cornell in 2007.

Emeritus Updates

Walter L. Arnstein presented papers at the Midwest Conference on British Studies (South Bend IN) and at the national convention of Phi Alpha Theta in Philadelphia. As luncheon speaker at the Illinois regional conference of Phi Alpha Theta, his topic was "History: A Matter of Honor." It was subsequently published in *Historia* (the annual publication by Eastern Illinois University). He also contributed an essay to *The Readers Guide to British History*, ed. David Loades.

Robert W. Johannsen contributed a chapter titled "James K. Polk and the 1844 Election" in *I Wish I'd Been There*, edited by Byron Hollinshead and published by Doubleday. He was honored by the publication of a Festschrift volume, *Politics and Culture of the Civil War Era*, edited by Daniel McDonough and Kenneth W. Noe and including chapters by his students. (See p. 14.)

Since retiring almost ten years ago, Robert McColley spent two years as President of the Illinois State Historical Society, four years editing the Society's *Journal*, wrote several review-essays keeping abreast of new literature on Lincoln, and continued writing classical CD reviews. In February '07 he is scheduled to present a paper on "Illinois in the Gathering Storm, 1939-1941" at the ISHS Symposium, meeting in conjunction with Illinois State University's 150th anniversary celebration. In March he is scheduled to present a paper on Abraham Lincoln and colonization at the OAH in Minneapolis.

Paul Schroeder served as commentator in the January 2006 AHA convention in a session on "International Rivalries and Ethnic Conflicts: The Ottoman Empire 1838-1918". His essay, "The Life and Death of a Long Peace, 1763-1914," was published in *The Waning of Major War: Theories and Debates*, ed. Raimo Väyrynen (London: Routledge, 2006), 33-63. His review essay, "The Lights that Failed—and Those Never Lit" appeared in the *International History Review*, 27, 1 (March 2006), 119-26. He also published two essays in *The American Interest* and in *The American Conservative* using international history to attempt to throw light on current American and world politics.

Winton U. Solberg was Cecil and Ida Green Honors Professor at Texas Christian University during the 2005-06 academic year. He gave one public lecture and visited several classes.

Alumni Updates

James Harvey Young (M.A. 1938; Ph.D. 1941) died in August, 2006 at the age of 90. Born in Brooklyn, NY in 1915, Professor Young came to UIUC from Knox College, where he earned his B.A. After completing his doctoral work here, he joined the Department of History at Emory University, where he became a well-known authority on the history of quackery and medical fraud. (His works include *The Toadstool Millionaires: A Social History of Patent Medicines in America before Federal Regulation* [Princeton University Press, 1961] and *The Medical Messiahs: A Social History of Health Quackery in Twentieth-Century America* [Princeton University Press, 1967]). Professor Young returned to Illinois in 1974, when he gave a thoughtful address inaugurating Robert Johannsen as the first James Garfield Randall Distinguished Professor of History. A memorial service was held in Professor Young's honor on September 16th at Emory University's Cannon Chapel.

Joseph Frederick Zacek (B.A. 1952; M.A. 1953; Ph.D. 1962), now Professor Emeritus of the State University of New York at Albany, has published "Bedřich Smetana: A Late-Blooming Czech Nationalist?" in *Magister Noster: Studies Dedicated to Professor Jan Havránek* (Prague, 2005). Awaiting publication are book reviews in the *Slavic Review* and the *Austrian History Yearbook* as well as sections on Czech and Slovak nationalism in the first two volumes of *Nationalism: A Multi-Disciplinary Annotated Bibliography*, ed. Thomas Spira (Academic International Press). He is completing the first scholarly biography in English of František Palacký (1798-1876), the "Father of the Czech Nation." He and

News from the History Office

his wife, Dr. Jane Shapiro Zacek, are preparing to move from New York to their new home in the mountains of Santa Fe, New Mexico.

Mark Menich (B.A. 1980; MD 1987) has completed his second year as commander of the SHAPE (Supreme Headquarters Allied Powers Europe) Healthcare Facility at NATO military headquarters in southern Belgium. He was promoted to the rank of colonel in the U.S. Army Medical Corps in June 2005. The SHAPE clinic is a multinational organization with 100 staff members, and military and civilian physicians from 10 nations. Mark completed his internal medicine training in 1990, and his allergy and immunology subspecialty training in 2000, both at Walter Reed Army Medical Center in Washington, D.C. He is board certified in both specialties and continues to practice actively. He is married to the former Jeannie Daniels (MS, Education 1984), and they have two children: David, 21, and Aubrey, 12.

Heather Coleman (Ph. D., 1998) has received Honourable Mention in the Wallace K. Ferguson Prize competition, for her book, *Russian Baptists and Spiritual Revolution, 1905-1929* (Indiana University Press, 2005). Heather is Canada Research Chair and Associate Professor at the University of Alberta, Edmonton. The prize is awarded to a Canadian citizen or Canadian-landed immigrant who has published the outstanding scholarly book in a field of history other than Canadian history during the past year. The award will be given in May 2006 at the Annual Meeting of the Canadian Historical Association at York University.

"For us, it's always busy," History Department Office Manager Jan Langendorf replies, when asked what life's been like in 309 Gregory Hall lately. Like the rest of the university, the office works according to two schedules: the steady deadlines of the academic year and the sudden rush of unexpected projects. Faculty searches happen; outside reviewers arrive; tenure papers are processed and class schedules are entered in the Banner system. People sometimes think the summer is light, Langendorf says, but that's an illusion: with classes, projects, and walk-in questions, it's often hard to get long-term projects off the ground. That said, Graduate Secretary Judy Patterson has been working with the on-line application process for Graduate Admissions. This year the Admissions Committee will also view the applications on-line.

There haven't been many personnel changes in the Office this year. We wish Shelly Gulliford-Deatley good luck with her new job as an Account Technician in Educational Organization and Leadership. Sharon Findlay and Julie Vollmer continue to run a smooth ship while handling the usual end of the semester traffic: hundreds of students who surge into 309 clutching their final papers, as predictable and relentless as salmon heading upstream. Since placement files were shifted to Interfolio.com, Judy Patterson notes with a tinge of regret, we tend to hear less about how alumni are doing. (Needless to say, we'd be grateful if you dropped us a line.)

Tom Bedwell continues to be the most overworked and best humored business manager on campus. Despite the mountains of paper—mostly receipts for everything from paperclips to supercomputers—he processes daily, he also oversees a variety of office details and is the linchpin of History at Illinois. His commitment to faculty and students is as deep as it is invisible. We are all extremely in his debt!



From left to right, Sharon Findlay, Judy Patterson, Tom Bedwell, Julie Vollmer, and Jan Langendorf.

History Ph.D.s Awarded 2005–06

Maurice Amutabi

“Beyond Relief and Rehabilitation: The Role of NGOs in Kenya’s Development, 1924–2000” 482 pp.

Katharine Sara Bullard

“Saving the Children: Discourses of Race, Nation, and Citizenship in America” 180 pp.

Theodora K. Dragostinova

“Between Two Motherlands: Struggles for Nationhood among the Greeks in Bulgaria, 1906–1949” 341 pp.

Yongtao Du

“Locality, Identity, and Geography: Translocal Practices of Huizhou Merchants in Late Imperial China”

Bruce S. Hall

“Mapping the River in Black and White: Trajectories of “Race” in the Niger Bend, Northern Mali” 284 pp.

Matthew Norman

“Revolution in the Republican Imagination: American Perceptions of the 1848–49 Revolutions in Europe”

Michael J. Sherfy

“Narrating Black Hawk: Indian Wars, Memory, and Midwestern Identity” 404 pp.

Gregory M. Stroud

“Retrospective Revolution: A History of Time and Memory in Urban Russia, 1903–1923”

Christine Varga-Harris

“Constructing the Soviet Hearth: Home, Citizenship and Socialism in Russia, 1956–1964” 316 pp.

Kristina DuRocher Wilson

“Lessons in Black and White: The Racial and Gender Socialization of White Children in the Jim Crow South, 1887–1939” 255 pp.

Kerry Wynn

“The Embodiment of Citizenship: Sovereignty and Colonialism in the Cherokee Nation, 1880–1920”

Department of History Undergraduate Awards Spring 2006

The following History undergraduates received awards for academic excellence at the 2006 Spring Phi Alpha Theta Banquet. Congratulations to the winners!

Sarah Okner

Robert W. Johannsen Undergraduate History Scholarship

Stephanie Esbrook

Robert H. Bierma Scholarship for Superior Academic Performance

Ryan Karijolic

Merit in History

Robert Shapiro

David Wernette

Kate Gustafson

Michael Scher Award for Outstanding Undergraduate Paper in History

Angela Hevrin

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

Christopher Fletcher

Rebecca Reeser

Martha Belle Barrett Prize for Undergraduate Academic Excellence

Nina Shimmin

Martha Belle Barrett Prize for Outstanding Honors Thesis

Honors Undergraduates, Class of 2006

The Department of History offers its warmest congratulations to the following senior History majors who graduated with Honors in the spring of 2006:

Allison Azzarello, Pamela Domash, Lara Jensen, Darcy Jones, Anthony Latino, Rebecca Reeser, Joshua Morrell, Karen Shafer, Nina Shimmin, Susan VanBlaricum



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Name _____

Address _____

City _____

State _____

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Email _____

Personal and professional news:

Please indicate all U of I degrees:

B.A. year _____

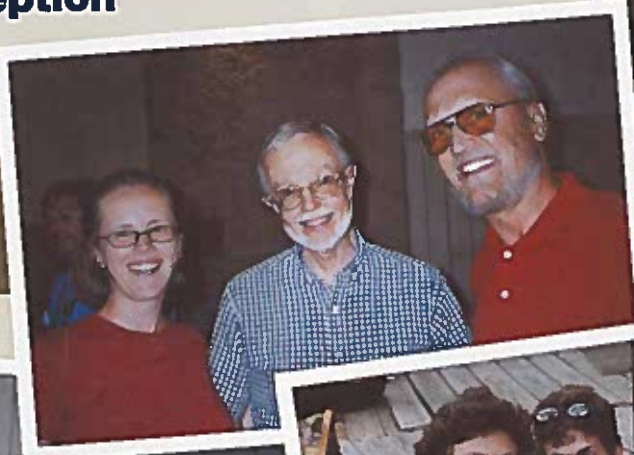
M.A. year _____

Ph.D. year _____

Current position and employer (if retired, indicate last position prior to retirement)

Scenes from the August Faculty Reception

Kristin Hoganson, Joe Love, and Don Crummey prove the power of dental whitening strips.



Jenny Barrett and Fanon Wilkins ask: "Who says stripes and floral don't go together?"



Behrooz Ghamari, Craig Koslofsky, and Clare Crowston enjoy their sixth glass of Chardonnay.



Antoinette Burton, Dana Rabin, and Carol Symes practice the latest Olympic sport—synchronized leg crossing.



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