Letter from the Chair

I joined the faculty of the History Department at Illinois in 1983, and now, as one of the more senior members of the faculty, I take my turn in leading the department as its chair for the next three years. I do so with great pleasure and pride in the program and intellectual community that exists here. We are fortunate that we have recruited an outstanding faculty and an exceptional cohort of Ph.D. students. I am grateful to Jim Barrett, whose encore performance as chair provided crucial leadership last year.

I want to make special mention of the wonderful people with whom I share the office space in 309 Gregory Hall. Each one of them is a consummate professional who is dedicated to the mission of the Department of History and who consistently helps us do our jobs better. Jan Langendorf continues to manage the myriad paperwork of promotions and searches as well as to assist my work as chair. Elaine Sampson, our graduate secretary, has established herself as an indispensable presence since she joined the Department in 2008. In the front office, Janet Abrahamson and Sue Stein greet visitors and handle departmental tasks, large and small. Our finance team is led by Tom Bedwell, our business manager whose knowledge of the university never fails to amaze me; he is ably assisted by Sandra Carter. I think we have the best staff in the University. In this issue, we solicit the great tradition of undergraduate teaching in the History Department. We remember the dedication to his undergraduates of Robert Johannsen, who passed away in August 2011. Typical of his commitment, he requested that the tribute on the occasion of his retirement in 2000 be expressed through funding the Robert W. Johannsen Scholarships for Undergraduate Research. Our inspirational Director of Undergraduate Studies for the past three years, Carol Symes, our advisor, Scott Bartlett, and the undergraduate studies committee, have been working hard to revise the curriculum, develop courses that allow our faculty to exercise their creativity and engage students and refine the major so that our students leave the University of Illinois with a firm foundation in critical thinking skills and in research experience. Under Carol's leadership, the Honors program has expanded each year, allowing growing numbers of students to experience the process of creating their own independent scholarly contributions.

Our graduate program remains a source of great pride. While the recent financial climate has made us conservative in bringing in new students, we are confident that we have recruited in each of the past few years absolutely stellar future historians, who challenge us in the classroom and in our reading groups, and from whom we can expect existing and original dissertations. Our placement record remains outstanding, even in these difficult times you can see the list on p. 25, and our students continue to garner major campus and national recognition for their work. Dan Rubin, the Director of Graduate Studies for the past two years, has provided superb leadership for the program, appreciated greatly by faculty and graduate students alike.

As reported in these pages last year, we welcome this year two new assistant professors, Bob Morrison in Early U.S. History, and Mireya Lozano, in Mexican-American History, who have a joint appointment in the Latino/a Studies Program. We look forward to welcoming in Fall 2012 our inaugural Jorge Paulo Lemann Chair in Brazilian History, Jerry David, currently a professor at the University of North Carolina-Chapel Hill. The recent financial climate in the University and at the University of Illinois has led to a serious threat of faculty furloughs, and our students are building in response to this threat. We are optimistic about the future. This year, we have scholastic achievements in the history of the United States and in the modern United States and in the modern United States and in the modern United States (the latter shared with the Department of East Asian Languages and Cultures).

The scholar researches we recruit will join a distinguished faculty who are publishing wonderful books and winning major recognition. Carol Symes was named the Lynn M. Martin Professorial Scholar by the Dean of the College of LAS for her achievements in research and publication. Linda J. Haddix, although retired, is still teaching a course for us, and we take pride in her receipt of the 2012 Abraham Pais Prize for the History of Physics. Leslie Hargrave, won the 2011 John J. Kelly Prize, administered by the AHA, for her book, Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America. Bruce Levine was awarded the Rogers Distinguished Visiting Professor by the Huntington Library, and he will spend the next academic year in California, exploring the Huntington's collection in U.S. history. Ron Talby has been honored with the 2011 National Institutes for the Humanities Prize in Japanese Studies, for outstanding contributions to Japanese studies by a foreign scholar (see p. 12). At this same time, the University of Illinois faces new financial challenges. We operate under a new funding model, due to diminished support from the State of Illinois. As a large share of our revenue comes from undergraduate tuition, which continues to rise at a rate that threatens the ability of many Illinois residents to afford to send their children to our excellent university. In the future, the University of Illinois will need the support of private funding so that we can continue to maintain our excellence. Three years ago, we were invited by the Doris W. Quinn Foundation to nominate a student for a Ph.D. dissertation completion fellowship, with funds matched by the Department. The Quinn Foundation is dedicated to promoting the field of history, and we are among a handful of history departments nationwide to be selected to give this award. Our first recipient, Jason Hansen, currently teaches European history at Purdue University. Last year's fellow, Jing Jiang, now teaches the history of China at Wilfred Laurier University. The current Quinn fellow is Kerry Fimbhist, completing her dissertation in modern U.S. history.

We have also been fortunate to be awarded several endowed chairs through the College of Liberal Arts and Sciences, which provide research funds for faculty and graduate student support. This too is a model of support for higher education. We are grateful for the generous leadership in the Friends of History, who have chosen to invest in the future of the History Department with their contributions. I take great pleasure in thanking the board of the Friends for their leadership and support.

Here in Gregory Hall, the History Department continues, as it has since 1894, to "look forward to the past." We invite our alumni near and far, undergraduate and graduate, to come visit us, share your memories, and tell us about your journeys that began with your history degrees from the University of Illinois.

My door is always open.
Dane

Dane Koensker
Robert W. Johannsen, 1925–2011, Historian, Teacher, and Mentor

by DIANE F. KOLNICK

“I cannot imagine a life without students,” Bob Johannsen wrote in his seventieth year, five years before his passing in 2009. In service to the University of Illinois since 1959, including holding the inaugural J.C. Randall Distinguished Professorship of History since 1973, Robert W. Johannsen passed away in Urbana on August 16, 2011. In remembering his career as a scholar and as a teacher, we are reminded how closely the two activities are integrated on the campus of this great research university. As we dedicate this annual issue of the newsletter to the cause of undergraduate history teaching, it is fitting to remember Bob Johannsen, the consummate teacher, and his 41 years of dedication to the practice of American history.

A native of Oregon and graduate of Reed College, Bob came to the University of Illinois as an associate professor in 1959, after earning his Ph.D. at the University of Washington and teaching history at the University of Kansas. “It was the outstanding world-class research library that was virtually synonymous with the University of Illinois that drew me here,” he later wrote. Over the course of his career at Illinois, Bob Johannsen wrote hundreds of articles and reviews, and a number of books, including the definitive Stephen A. Douglas (1978), which won the annual Francis Parkman Prize for Literary Distinction in the Writing of History; and To the Halls of the Montezumas: The Mexican War in the American Imagination (1985).

He loved to teach, and generations of undergraduates and graduate students can attest to his dedication, humanity, and skill. “Professor Johannsen was a great scholar and teacher,” writes Vernon Bass, former Emery Professor of History at the University of Illinois, and like Bob Johannsen, a specialist in nineteenth-century U.S. history and the history of the U.S. Civil War. “He cared deeply about the teaching of undergraduates and courses, and in his 20 years as the Department of History’s associate dean, he provided on-campus research supervision to almost thirty honors students who wrote theses under his supervision, carefully overseeing their writing skills as well as abilities to gather source materials. In his institutes, his former students acknowledge his lifelong value of his insistence on clear and declarative prose, even turning his criticisms of their “florid prose” into advice for their own students and prior partners. He trained all students with equal respect, whatever their professional goals. Some of his former student reviewers recalled that he “made my undergraduate..."
Fans see the history of their sport as already settled, so they sometimes ask, “if the story of Alex Pompez is so important to baseball, why isn’t it already well-known?”

where he masterfully acquired talent from Latin America and the Negro Leagues. And Pompez produced major league results: his work with the Giants garnered them to acquire Negro League stars Monte Irvin and Willie Mays, and he personally participated in the signing of Willie McCovey, Orlando Cepeda, Juan Marichal, and the Ato brothers, among other great ballplayers.

Discussing the story of Pompez with diverse audiences across the country has its challenges, Burgoes explains. The familiar story of Jackie Robinson threatens to preempt all other discussions about race and integration in Major League Baseball, especially when it comes to revisiting the involvement of Latinos. Fara sees the history of their sport as already settled, so they sometimes ask, “if the story of Alex Pompez is so important to baseball, why isn’t it already well-known?” In these discussions Burgoes and what is familiar to his audience, asking “what do Willie Mays, Willie McCovey, Orlando Cepeda, Juan Marichal, and Felipe Alou have in common?” The answer: they were all brought into organized baseball by the same man Alex Pompez. Now he can turn the question around: “why haven’t you heard of him?” becomes instead the starting point for a conversation.

To understand the success of Pompez as a team owner and a talent scout, Burgoes shows his audience how Pompez blended his personal experiences in Key West, Tampa, Havana, and Harlem, and off the playing field, to someone who was often described as a Cuban Negro yet who operated just as comfortably in an English speaking as a Spanish speaking setting. His identity combined being “American” and a Spanish-speaking, black and Latino. He was not foreign in a strange

land, instead, he was well-versed with the shifting expectations and unwritten rules that shaped race and ethnicity in the United States. When audiences ask, “well, was he black or Latino?” Burgoes makes the point that Pompez successfully straddled those (and other) identities and that he used his knowledge of these identities to guide young athletes and earn as part of his recruitment pitch to the parents of the prospects he sought to sign.

The lessons we can draw from Pompez’s life story apply to both the personal and the social dimensions of our understanding of history. His success in introducing the most significant group of Latino ballplayers into US professional baseball from the era of baseball’s color line into the period of its racial integration, hinged on his use of the knowledge he acquired as a black Latino growing up in Florida during the Jim Crow era and as an adult in Black Harlem. Similarly, whether baseball aficionados and others know of Pompez’s place in the history of baseball’s “great experiment” of racial integration speaks to the power of familiar narratives, specifically how the sometimes hide as much as illuminate. In the case of baseball, the popular tale of Jackie Robinson and Branch Rickey integrating the Major Leagues leaves out the story of those who toiled for decades in the Negro Leagues and other black institutions to bring about baseball’s transformation and in this case about one Negro League owner’s role in changing the face of baseball.

New Historian of Brazil on Board

In 2019, the department will be joined by a remarkable scholar and teacher, Professor Jerry Davila, who will also hold the new Jorge Paulo Lemann Chair in Brazil’s History. After completing his dissertation at Brown University in 1998, Davila taught at Gustavus Adolphus College and then, since 2002, at the University of North Carolina at Charlotte. He has been a Fullbright professor in both Rio de Janeiro and Sao Paulo and lectured widely in Brazil. A gifted and prolific historian, Davila’s work has expanded the fields of education, policy, identity, race, and culture in Brazil, including connections with Portuguese and African.

The result has been a number of ground-breaking books and articles. His first book, “Diplomas of Whiteness: Race and Social Policy in Brazil, 1971-1985,” published by Duke University Press in 2003, investigated education reforms and the subtle ways that racial barriers and discrimination persisted and were sustained. As a reviewer commented in the American Historical Review, “in using official sources to unmask the institutionalization of racist ideologies in the Brazilian educational system during the early twentieth century, Davila goes beyond the standard detective work of reading against the grain; he effectively aims to break the cultural and linguistic code imprinted in the historical documentation that, in his view, has been critical in both camouflaging and affecting racially discriminatory policies in Brazilian public schools.” In 2010, Duke University Press published “A World of Work: Brazil and the Challenges of African Decolonization,” a remarkable work of Atlantic and transnational history that critically examines Brazil’s self-myth of “racial democracy” in an international context. Through interviews with diplomats, intellectuals, and artists who crossed the Atlantic in the 1960s and 1970s, declassified records of the military regime, and other rare sources, Davila has written a brilliant and work examining the influence of African decolonization on Brazilian racial thought, indeed the way ideas about race have circulated across the Atlantic. Both of these books have been translated into Portuguese. Davila has been actively involved in Brazilian academic life and public discussions in Brazil about race and education, and foreign policy. Currently, he is working on the Brazilian “economic miracles,” the emergence of the black political movement, and a comparative study of dictatorships in Argentina, Brazil, and Chile. He is an exciting new addition to our department.
The Feedback Loop: Teaching and Researching the Victorian Afghan Wars

by ANTOINETTE BURTON

When I first came across the speech that Handel Gosham, an English M.P., made to protest the second Anglo-Afghan war (1878–1880), I wasn't frightened, expecting much. I had been trawling the collections of the British Library as part of a trip to London in the fall of 2010 to do research for a new project about resistance to the British empire. I had turned up masses of material on both the second and the first Anglo-Afghan wars (the latter, 1839–42) and was making my way through soldiers' memoirs and other ephemera from the conflicts. Most of the material I was looking at on this trip was in the main reading room of the British Library, but the Gosham speech—handwritten in with other papers from the period—was only readable in the manuscript room because the binding was a bit fragile. So I decamped down the hallway with my pad and pencil and sat down to see what the M.P. from Bath had to say.

As I read his peroration I couldn't believe how modern it sounded. "My countrymen," Gosham declaimed, "this war can bring us naught but dishonour and disgrace, it was begun in the dark, has been planned and pursued under the guise of deception and falsehood; it is unjust in its aims and will be ruinous in its results." His speech reverberates the pros and cons and quibbles extensively from political debates leading up to the second Afghan war which, like the one before it, was a military campaign fought in the name of global imperial security. Gosham takes aim at a host of architects, including Lord Beaconsfield (Benjamin Disraeli, whose second ministry was 1874–80) and allows us to see, in the process, the long tradition of war as a partly political as well as a purely military issue. Afghanistan in 1878 was part and parcel of the "great game" in Central Asia that the British had been playing with Russia for decades, a fact to which Gosham frequently alludes.

Significantly, as a Liberal party member he went on to win the game every bit as much as his Tory colleagues across the aisle. We give Britain's posture at the Congress of Berlin (also 1878), where the Great Powers professed a commitment to peace and stability, he fears that British involvement in Afghanistan proves that "our hypocrisy and selfishness and subtilty have been exposed before the whole world." Gosham was a collyer-observer as well as an M.P. It is thus hard to know exactly how or why that disposed him to oppose the war. Mid-century Liberals like Richard Cobden had also been anti-war even as they were pro-empires, so his stance has resonance as part of a broader liberal-imperial formation. For Gosham, in the end, the enduring question was the cost of unnecessary war in Afghanistan: in his view, "the national disgrace, the shame" was to be found in "the crime of spilling blood uselessly."

I am sure I interrupted the aural hum of the manuscript room—where no one speaks above a whisper and there is an air of high seriousness one normally associates with sacred venues—with gasps of recognition and astonishment. Happily, no one seemed to notice. So many of Gosham's arguments, his vocabulary even, sound contemporary—and if some Victorians had anticipated the claims made by those who opposed the Afghan and Iraq wars at the beginning of our own century. We can learn that Tories like Lord Bury "explain and defend" this campaign as a "just and necessary war"—a phrase that lapses out for its contemporary resonance. And Gosham recounts how his local alderman makes a case for Afghanistan on the ground that it is a "defensive" strategy. "May I ask the worthy Alderman to tell me[,] if this is a 'defensive' war[,] whoever engaged in an aggressive war?" We go on to the past, even when its particulars are different. My only regret was that I was so far from home and had no one to share the immediate experience with.

At I reflected on how deeply the document I was reading resonated with both my project and the headlines of the day, I began to think about how I might use what I found in my classroom at Illinois. I'd been teaching a unit on the Anglo-Afghan wars in my upper level Victorian Britain course since 9/11, but I didn't have a lot of primary documentation to share with students, in part because little per se had not been my area of interest or specialty. One thing I've discovered since I began this new empire project was the volume of ink that Victorians dispensed on remembering and arguing about these two nineteenth-century con flicts on the northwest frontier (and many others besides). As I gathered more primary materials I began to develop ideas for a more elaborate classroom session on the wars, with Gosham at the center.

A year after finding his speech in the British Library I was teaching it to a class of juniors, seniors and graduate students. We spent a class session in mid-September 2011 thinking through his arguments, both in terms of their resonance with current events and their specific historical meanings for the late 1870s. This, as headlines announcing an attack on the British Council in Kabul and myriad other "post-occupation" crises swirled around the media, is a potent example of how a reading such as this can speak a century and a half on reminds me of why I became a historian: not simply to make "discoveries" but to appreciate in nuanced ways how profoundly we are reminded of the past, even when its particulars are different. My only regret was that I was so far from home and had no one to share the immediate experience with.

So much ink was poured over the topic of the 1878 pamphlet and I've given a mediated yet Victorian feel from the text itself.

Students appeared to be as astonished as I was by the contemporaneity of Gosham's prose and of his ideas about why the war was an unwise course of action. "If so many people were against the war," one asked, "how did it happen?" They were also amazed how much of the debate as a whole—pro and con—they could reconstruct from the existing passages Gosham cites from past parlia mentary debates and other speeches. At the most basic level, they were surprised to learn that there had been Victorian wars in this infamous "grave yard of empires" since before 1880, that the history training thus far had not brought them into contact with anything about these events.

To our own involvement in the region. In the face of evidence of the utter failure of these earlier campaigns—and, in the face of "tribal" fighters and despite apparently "superior" British military technology—one student marveled at the lack of historical knowledge on the part of those in charge of twenty-first-century operations. Apparently, he opined, "no one did the research."

We commented too on Gosham's lack of attention to Afghan debris, though other readings we did for that session made the agency of tribemen and indigenous people of the region evident. All of this gave me an opportunity at the end of class to talk about all the histories of this region that exist, and how many of these books our library has, whether they be new works or nineteenth-century accounts. I also spoke with students about my own research and described how I had found Gosham's speech in the British Library and had gotten it up eventually online in the reserve section of our library so they could read it. I took this opportunity to talk as well about what it means to be a student of history in a research university like Illinois, where faculty have the chance to bring the fruits of their own scholarly projects directly to students either in the form of a course topic, a lecture or a primary document like Gosham's. And I hope to persuade some, who are seniors, to do their own research projects on some aspect of one or both of the Victorian wars using our rich collection of periodical and printed materials on the subject.

Most historians undoubtedly have such tales to tell, even allowing for the diversity of research topics, archives and language/translation issues among us. And, of course, we are interested in what marks us off from the past as we are in what continued on page 9
Center for Historical Interpretation

by KATHRYN OBERDECK

The Center of Historical Interpretation (CHI) was proposed in 2006 by then-chair Antonietta Burton in order to foster historically informed public discussion on the fabric of connections—military and economic, political and cultural—that link historians and their public audiences into networks of global, national, and local citizenship. Intended eventually as an endowed program promoting historical engagement across the University and beyond, the CHI has two key, interlocking purposes. It is a place where scholars examine the complexities of basic questions in the discipline as they connect to the role of history and the past it studies in the contemporary world. It is also a space for delaying these questions with wider publics interested in grappling with the significance of the past—publics drawn from other University departments, local classroom teachers, the worlds of public history and journalism, and fellow citizens seeking historical understanding in their everyday lives.

Since 2006, these goals have fueled four exciting thematic programs incorporating public lectures, linked courses developed by graduate students, training workshops for K-12 teachers, and new directions in departmental teaching and learning, in ways that have enriched the intellectual life the department shares with a range of wider communities. The first program offered a series of public lectures celebrating the Abraham Lincoln Bicentennial and linked them to a wider program of resource collection and dissemination extending from Spring 2008 to Fall 2009. Renowned historians James MacPherson, James and Lois Horton, James Oakes and Robin Blackburn lectured on various facets of Lincoln’s politics, presidency, military leadership and significance in African American culture. Undergraduates participated through graduate student taught research seminars focusing on the significance of Lincoln in visual culture, myth, and memory and a film series sponsored by our Phi Alpha Theta chapter. Local and regional teachers were engaged in the program through two well-attended teacher training workshops. New teaching and learning methods linked to a “History Lab” envisioned for the CHI were explored through a reading group and undergraduate course on Digital History as well as an extensive website making available the resources the CHI committees collected, still available at lincoln.history.illinois.edu.

Under the title “Catastrophe: Global Histories of Natural, Technological and Social Disaster” the department’s CHI committee for 2009-2010 developed a program to explore historical dimensions of the ways the people envision the impacts of catastrophes, respond to their consequences, and try to understand and explain them in varied social, temporal, and geographical contexts. Dr. Spencer Weart, former Director of the Center for the History of Physics at the American Institute of Physics, kicked off the year’s events with a lecture based on his book and website on the history of climate change research, helping to sustain the CHI’s ongoing efforts to explore multiple disciplinary connections and public media, such as the internet, as platforms for historical research and discussion. Once again themed-linked seminars on Global Warming and Oil Dependence integrated undergraduates in the project, and a Spring 2010 training workshop reached out to local teachers and consolidated teachable materials relevant to the theme.

In 2010-11 the CHI committee put together an engaging set of public lectures and departmental courses on the theme of “Bodies and Evidence,” exploring the historical significance of bodies as sources of knowledge. The CHI vision of engagement between historians and producers of history in journalism was realized in the inaugural lecture for this program year, a talk by investigative journalist Michael Isikoff on “ Torture: A Global History.” The year’s programming also included lectures by the distinguished Oxford Professor of African History, Terence Ranger and historian of gender and empire Professor Philippa Levine of the University of Texas, Austin. Course linkages included undergraduate courses on the role of the body in war and citizenship from a comparative graduate seminar offered by Professor Leslie Reagan.

In the fall of 2010, the current CHI committee began a three-year program of activities linked to the theme of “World Histories from Below.” This theme takes up pedagogical, methodological and empirical challenges related to “doing” world history from the bottom up in ways that address the particularities of local experience in relation to the migrations, encounters, and linkages associated with various constructions of “the global” across time and space. This project has faculty and graduate students engaged in a vibrant reading group leading up to an April conference on “Empire from Below” featuring leading scholars of empire in the Atlantic, Pacific and Mediterranean worlds Marcus Rediker, Tony Ballantyne, Julia Clancy-Smith, and Patrice Goldsworthy. A website of teaching and research resources is already under construction at worldhistoriesfrombelow.org, and a teacher training workshop is in preparation for April as well. Graduate students are engaged in a syllabus design workshop that will yield graduate research seminars related to the program. The theme will continue for an additional two years with shifting local points but ongoing engagement with an interconnection between teaching and research and an effort to consolidate many facets of departmental programming and graduate-student course development into the CHI model.

Funding for CHI activities was initially provided through the Campus Lincoln Bicentennial Committee, along with additional financial help from the Friends of History, including a generous gift in honor of University of Illinois alumni and History major Timothy Carnagio on the occasion of his retirement. A grant from the Provost’s Liberal Arts Endowment has funded ongoing activities since 2009, augmented by awards from the Illinois Program for Research in the Humanities in conjunction with the Mellon Foundation, the Miller Committee of the Center for Advanced Study, I-Cube for support of Digital History initiatives, and the Provost’s Initiative on Teaching Advancement and the Office of Public Engagement to support teaching training workshops. The committee has worked as well with the University of Illinois Foundation to develop ongoing donor funding which will be crucial to this vital public face of the mission of History at Illinois.

The Feedback Loop: Teaching and Researching the Victorian Afghan Wars, continued

saturates then and now—a dialectic shaped by our geographical specialties and time periods as well as by how our intellectual interests and communicative shift and change over the course of our careers as teachers and scholars and institutional citizens. At a historical moment when the use-value of a liberal arts education is in question and the relevance of a history degree is something parents and taxpayers are hyper-vigilant about, it’s important to remember that there is a feedback loop between teaching and research, and that faculty members working in History at Illinois are living it every semester. If Goshaw’s speech gives depth to the headline news our students glance at, or propels them to seek more knowledge about Kabul and Kandahar, or just sheds a glancing light on the links between past and present, they will have had some experience of how that feedback loop works. And I plan to keep their classroom responses alive in my own work to ensure that the pathways between research and teaching run in both directions.
The EJP Experience

by CAROL SYMS

Imagine this: you are attending a weekly seminar on your favorite topic, and your fifteen undergraduate students are so motivated that they have not only completed the assigned readings for the work—they’ve even done next week’s reading, too. The three-hour class session isn’t nearly long enough to contain their passionate engagement with material; you don’t need to worry about keeping the discussion going; you just need to steer it. Sometimes, in fact, you’re just hanging on for dear life. When you assign a paper, you don’t have to force them: half of the students write more than the others, but all are worth the effort you put into evaluating them. A few are brilliant, and you find yourself urging your best students to consider expanding and publishing their work. By the end of the semester, you feel like your own understanding of the subject has been transformed. You realize that you’ve always taken some things too much for granted, that you’d never really considered some elemental aspects of your own discipline, that you look at the world in a different way.

Where is this pedagogical paradise? Some elite university in Europe or Asia? A tiny, quirky college in New England or the Pacific Northwest? It’s actually a very special manifestation of the University of Illinois in a very unusual place: The Danville Correctional Center, a maximum-security state prison that houses 1,800 men who have been convicted of serious felonies, many of them drug-related. Thanks to the Education Justice Project, inmates who have already completed an associate’s degree (through community college courses at the prison) can enroll in courses taught by faculty and advanced graduate students from UIC ILLINOIS. When I first arrived in 2018, I found those courses—volunteering their time in exchange for the kind of experience described above. Members of the history department have been active in EJP almost since its inception—it was founded in 2006 and began offering courses in 2009—and have supported its educational mission as both instructors and tutors. In the fall of 2011, Clarence Lang and I each taught a version of HIST 396 (Special Topics) out at Danville: “Black Electric Struggles in the United States, 1955–1975” (cross-listed with AFRO 494) and “Shakespeare’s World” (cross-listed with THEA 399). These two very different courses resonated powerfully with the students, in respectively different ways. Professor Lang’s course spoke directly to the experiences of African Americans, and thus gave students a historical basis for understanding past events and current trends, and a valued forum for intense debate. (Most EJP students, like most incarcerated men in the United States, are African-American.) My course invited students to explore the interlocking worlds of six plays (the historical world of Elizabethan England, the world within each play, and the play’s relevance to their own world) and empowered them to engage with these canonical texts in scholarly and performative ways. Most had never read anything by Shakespeare, or had had a negative encounter with a play in school, or had been led to believe that this stuff had nothing to do with their own lives. But unlike most academics or classroom-trained actors, incarcerated men have first-hand knowledge of the very things these plays are about—the things that Shakespeare’s actors and audiences also knew: power and its abuses, cycles of vengeance and violence, the tragic consequences of a single ill-advised action.

Four months later, they are preparing to showcase their interpretations of the plays’ key themes by performing a series of scenes for a mixed audience of fellow inmates, prison officials, and invited guests. For my part, I’m re-evaluating and reframing my own research agenda in response to the insights they’ve offered in class and in rehearsal. I’ll also be returning to a more conventional teaching environment with new energy, heightened political and social awareness, and higher expectations for my students on campus.

For more information on the Education Justice Project, visit its website: www.educationjustice.net/home
Toby Wins First International Japan Prize

In 2004, the Japanese government formed the National Institute for the Humanities in Japan, a new and ambitious inter-university organization that united several major previously existing institutes engaged in research on human cultural activities and relations among humanity, society, and nature. Included among the initiatives of the national institute would be awarding each year a newly created Japan Studies Prize, which would recognize scholarly achievements of the highest order in the study of Japanese history, culture, and society by a foreign scholar. The first Japan Studies Prize was awarded in January, 2003—and the inaugural recipient is University of Illinois Professor Ronald P. Toby.

The prize citation summarizes Toby’s scholarly, professional, and cultural contributions. He was selected, it reads, “for his significant scholarly contributions to research in the history of early modern Japanese foreign relations, including his re-examination of the so-called ‘sociation system’ for his work in the United States as an educator or fostering the development of younger Japanese scholars, and for his career-long accomplishments in deepening understanding of Japan and in the advancement and promotion of Japanese studies abroad.” Exceptionally, Toby has written most of his scholarship in Japanese, published in Japanese periodicals and with Japanese publishing houses. Over the course of his career, this practice has allowed him to address, in his own voice, both Asian and English-language audiences. Likewise, he has held visiting research professorships at universities in Tokyo, Kyoto, and Keio. Toby has also developed an outstanding record of mentoring young American scholars and placing them in jobs and fellowships in Japan. And for many years he has collaborated with Japanese scholars. The Japan Studies Prize recognizes Toby’s deep and wide-ranging relations with the scholarly community in Japan.

Professor Toby specializes in early modern Japanese history, which in this field runs chronologically from the mid-sixteenth to the mid-nineteenth centuries. He has published on the diplomatic, economic, business, intellectual, and cultural history of the country. In the context of his scholarship, “Japan and Its Others,” he explains, has been the unifying theme of his work. As the award citation also comments, since the 1980s he has been an important voice in challenging the “myth of isolation” about Japan in the generations before American Commodore Matthew Perry’s famous expedition to the Far East in the mid-1850s. In contrast, his work has emphasized the openness and integration of pre-Perry Japan, particularly its exchanges with the Korean peninsula and other East Asian states throughout the early modern period. Indicatively, at the award ceremony in Tokyo earlier this year, he delivered (in Japanese) a lecture titled “Early Modern Japanese History without Borders.”

Professor Toby received his college education and graduate training at Columbia University in New York City. After a brief stint at Berkeley, he joined the U of I Department of History in 1975 and has remained ever since. He has held appointments in the departments of History, Anthropology, and East Asian Languages and Cultures. Over the past 35 years, his courses on the history of Japan and Korea have reached thousands of U of I undergraduates, State and Diplomacy in Early Modern Japan, his first book, appeared in 1984 and “demonstrated the centrality of external relations to understanding the history of early modern Japan.” He published The Politics of Seclusion in 2008, and Engaging the Other: Japan and Its Alter-Ego, 1550-1650 is forthcoming with the University of California Press. Toby interestingly regards his most important contributions, however, to be the scholarly articles—there are roughly forty of them—that he has published since the early 1970s on a wide expanse of topics mostly in Japanese-language venues. Collectively, his work has contributed mightily to a fundamental shift in the research paradigm of historians who now seek to situate Japanese history in its various larger pan-Asian contexts.

Toby’s current projects explore “visuality” and the use of non-verbal, non-textual source materials in the writing of East Asian history. Characteristically, he is now working with Japanese colleagues to curate a major exhibition at the National Museum of Japanese History, “Parades in Early Modern Japan,” which will bring to light an archive of visual cultural images.

For historians who are American citizens but who spend their careers studying a foreign country, recognition of and respect for their scholarly work in that country is a highly prized goal. Professor Toby reports that he is “deeply moved and profoundly grateful” to have been chosen as the first recipient of the Japan Studies Prize. The prize serves as a kind of career achievement award, which could not be better timed: after three-and-a-half decades of teaching at the U of I, he plans to retire at the end of the 2012 academic year. The Department and the University, for their parts, are as pleased, proud, and impressed as could be.

A Tale of Many Borders, continued

of her book. The ‘borders’ she analyzes were alternately physical, legal, cultural, and psychological. Most accounts of immigration have focused on the broad picture of government policy and the domestic political environment, not always friendly, that underpinned these changes. Schneider is interested not only in government practices but in immigration as a lived, subjective, ongoing experience. Personal memories, family memorabilia, novels, oral histories, and social histories compiled by philanthropic institutions are among her sources, which she deftly combines with more official documents like immigration service files and reports by American government researchers. Stories of individual experiences comprise the most moving and memorable parts of the narrative.

Clearly, the author is fond of her subject and seems to have reveled in gathering these rich personal anecdotes. Her readers meet Irish, English, German, Italian, Jewish, Chinese, Japanese, and Mexican immigrants, among others. Especially new to many people will be the stories of Afro-Caribbean and Southeast Asian immigrants. In a welcome departure from most histories, Schnei-

der pays as much attention to border crossings in the Pacific states, along the Rio Grande River, and in Canada as to New York City and Miami. Women, determined to preserve their families in tact or to reunite them in one country, figure prominently in these stories. We have long known that aspiring immigrants to the United States were adventurous and courageous; in another addition to our historical understanding, Schneider demonstrates also their ingenuity and resourcefulness in traversing a government system that was increasingly complicated, impersonal, and bureaucratized.

Schneider makes few references to contemporary policies in her work. She doesn’t need to. Adages about studying history to learn from the past, including avoiding its errors, constantly spring to mind in reading her account. Crossing Borders should be required reading—not just for interested students of American history but for every member of Congress today.
**In Memoriam**

**Blair Kling**

The History Department community lost a true scholar and friend when Professor Blair Kling passed away in May of 2011. Blair joined the department in 1962, having received a Ph.D. in Indian history from the University of Pennsylvania in 1950. Born in Chicago in 1929, he received a B.A. in 1950, followed by an M.A. in 1955, both from UC Berkeley. Both degrees were in History. He served in the U.S. Army during the Korean War as a staff sergeant in the Quartermaster’s headquarters in Peoria, Virginia, where he worked as a technical writer.

Blair was a historian of India whose first monograph, *The Blue Mughal* (1960), explored the Mughal amiri and the Western conquests in Bengal following the famous rebellion of 1857. This study, which anticipated historians’ later interest in both colonial commodities and labor unrest, was translated into Bengali as *Nil Bhojra* thirty years after its initial publication. It remains a go-to book for anyone interested in histories of global trade. His other works include *Porter in Empire: Darjeeling Tea and the Age of Empires in Eastern India* (1976) and an edited collection with Michael Pearson, *The Age of Partnership: Europeans in Asia Before Domination* (1979). He also wrote numerous articles on economic history, including one on the Tata iron and steel company for the prestigious journal *International Labour and Working Class History* in 1998.

As anyone who knew him would tell you, Blair and his wife Julia had a love-affair with India that dated to their first trip in the late 1950s, just a decade after Indian independence. They made lifelong friends in Calcutta and hosted a variety of American cumcalist and friends there over the years as well. Blair accumulated quite an extensive collection of Indian books thanks to a local Bengali bookseller, K.L. Mukhopadhyay. According to Julia, he even used a few volumes from destruction during the annual heavy monsoon rains. Blair was a senior fellow at the American Institute in Calcutta in the mid-1960s and served as the University of Illinois trustee at the American Institute of Indian Studies for 14 years. Colleagues remember Blair as a quiet intellect and a convivial companion. Apparently he was also quite influential in shaping how we came to inhabit our current quarters in Gregory Hall. Professor emeritus Fred Labor recalls a department meeting where a move from the Armory was being discussed. There was great debate and indecision. “Blair, who rarely spoke at these meetings, convinced us that for community and scholarly developments we would be better off in Gregory.” Fred also recalls that Blair was “an excellent trainer of graduate students.” One such student, Geraldine Forbes (now professor at SUNY Oswego), has fond memories of him as a graduate mentor. At a moment when there were few women in the profession and even fewer being encouraged to do Ph.D. work, Blair was extremely supportive of Forbes, urging her to take an intensive Bengali language course and pointing her toward all kinds of archives and vernacular materials. Now an internationally renowned scholar of India and winner of the Rabinowitch Tagore prize for her dissertation cum-book, *Politics in Bengal* (1979), Forbes commented that “I would not have done a Ph.D. without his encouragement.”

According Professor Harold Gould, who was in the Department of Anthropology around the time Blair came to Illinois, when Blair arrived in Urbana “he came with a dream: it was to create a programme in South Asian Studies on the model of the one which had started him at the University of Pennsylvania.” In this approach, “the region as a whole was comprehended from the standpoint of history, the social sciences, and the classical disciplines.” At the U of I, Blair “found an institutional setting for his mission within the ambit of the recently established Center for Asian Studies, founded by Solomon Levine [Professor of Labor and Industrial Relations 1951–69] and Director, Center for Asian Studies (1965–1968), where scholars from several relevant disciplines could be accommodated under a common programmatic roof.”

Kling and Gould collaborated on the establishment of the first “Indian Society and Civilizations” courses, which they taught jointly. According to Gould, this class “became the reference point from which courses in related aspects of Indian society and civilization flowed—e.g., Hindu and other...”

**In Memoriam**

**Norman Graebner**

Norman A. Graebner was a beloved teacher and prolific author who wrote, co-wrote, and edited more than twenty books, most of them on U.S. foreign relations history. He was born in Kansas in 1915 and earned his first degrees at the Milwaukee State Teachers College and University of Oklahoma. During World War II, he served in the U.S. Army in the Pacific, participating in the occupation of Japan. After the war, he went to graduate school at the University of Chicago for a Ph.D. Upon coming to Illinois from Iowa State University in 1956, he filled large lecture halls and even attracted a radio audience for one of his classes. In 1967 the University of Virginia hired him away from the U of I as its first humanities professor, causing students at Illinois to protest the loss of such a compelling lecturer. Graebner retired from the University of Virginia in 1986 but continued to publish until shortly before his death at the age of 95 this past May.


The Society for Historians of American Foreign Relations recognized Graebner’s contributions to the field by electing him to serve as its president in 1972. The Society now commemorates him through the Norman and Laura Graebner Award for lifetime achievement, a recent recipient of which was current U of I President Michael J. Hogan.

Graebner donated many of his papers to the University of Illinois Archives, which have over thirteen cubic feet of letters, dippings, photographs, course notes, household ledgerbooks, Fullbright scholar materials, and over a records of his full life and active mind. Those wishing to learn more about Graebner should consult his autobiography, *A Twentieth-Century Odyssey: A Memoir of a Life in Academe* (2002).

---

**Blair Kling, continued**

Indian languages in the Department of Linguistics, under Professors Brug and Yamuna Kachru, political systems course initiated by Professor Stephen Cohen, etc.) Blair served an associate director of the Center, helping to build and program and to establish a core of South Asian faculty on campus.

Warmth, patience and conscientiousness are the characteristics that made Blair so well-regarded among his students, graduate and undergraduate alike. He and Julia were quick to embrace fellow Indian ladies, and so many more, through the wonderful dinner parties and social gatherings they had over the years in their Champaign home. As Gould (now at the University of Virginia) recalls fondly, Blair and Julia "taught out on everyone, both students and faculty, through their warm hospitality and their caring ways... Blair made everyone feel 'at home' in the little corner of South Asia which he created in Champaign Urbana." A scholar who was critical to the development of Indian History and South Asian studies, Blair left a legacy that continues to be felt in history at Illinois and beyond.

---

**History @ Illinois** 15
In Memoriam

John Buckler

The death of John Buckler, Emeritus Professor of Ancient Greek History, on June 2, 2011, after a brief fight with cancer, deprived the scholarly world of one of its leading authorities on the history of Greece in the fourth century BCE. He was 66 years old.

Professor Buckler was born in Louisville, KY, on March 10, 1945, the second son of Alvin and Leona Buckler. He received his B.A. (summa cum laude) from the University of Louisville in 1967 and his Ph.D. from Harvard University in 1972. From 1984 to 1986, he held an Alexander von Humboldt Fellowship at the Institut für Alte Geschichte at the University of Munich.

Professor Buckler was one of the most prolific publishers in the Department and one of its most internationally renowned members. His doctoral dissertation, written at Harvard under the direction of Ernst Bodian, resulted in 1980 in the publication of his first book, The Theban Hegemony, 371-362 BC. Harvard University Press. This was followed in 1989 by Philip II and the Sacred War, published by Brill of Leiden, the leading European classical publisher. Both works remain the standard studies on their subjects. Also in 1989 he co-edited Bionthose: Fertigungen zum 5. Internationalen Boutsios Kolloquium. In 2003 he published Agesilaus Greece in the Fourth Century BC, also with Brill, and in the following year appeared his editions of William Martin Leake, Travels in the Morea (three vols) and Leake's Peloponneseion. He also contributed articles and chapters to the American Historical Association’s Guide to Historical Literature (Oxford 1995), The Oxford Classical Dictionary (Oxford 1996), and The Encyclopedia of Greece and the Hellenic Tradition (London 1999), and he published a multitude of scholarly articles.

After his retirement in 2008, Professor Buckler continued to be an active scholar. In the same year, he co-authored with Hans Beck Central Greece and the Politics of Power in the Fourth Century BC, published by Cambridge University Press. At the time of his death, he was working on a new book on the logistics of Greek warfare and also contributing to revisions of Die Fragmente der griechischen Historiker by Felix Jacoby.

Professor Buckler was a brilliant military historian, and he believed strongly in connecting ancient history to real places. His work was based on a close familiarity, not only with the ancient source material, all of which he read in the original Greek and Latin, but also with the terrain on which the principal battles of the period were fought. He was an inveterate traveler throughout Greece, visiting the sites of all the battles about which he wrote so knowledgeably. As a consequence, his descriptions of these engagements are vividly clear, and he was able to debunk many longstanding views about battlefield tactics and logistics.

As a teacher, Professor Buckler was one of the original authors of the widely used western civilization textbook A History of Western Society (Houghton-Millin). He had a strong following among undergraduates who appreciated his dry wit, candor, and hands-on approach to the study of ancient Greek history. On a “Rete Your Professor” website, one of his many admirers commented, “very outspoken and very politically incorrect, but also knowledgeable and entertaining,” and another summed up Professor Buckler’s no-nonsense approach to teaching by observing, “A very difficult exam, but a worthwhile class. This guy is old-school. If you want to go to law school, take this class for a preview of what law school exams are like. Great teacher.”

John Buckler was indeed the essence of an old-school professor, a scholar who lived and breathed the material that he studied, taught, and wrote about. With his passing, the academy has lost an exemplar of true dedication to scholarship and teaching. He is survived by his wife, Caroline of Gloucester, his brother, Robert of Edwardsburg, Michigan, and two nephews, Gammie Edwards of San Carlos, California, and Laj Edwards of Potomac, Illinois.

"Book in Common" a Great Success after Five Years

Intellectual camaraderie. That is the goal behind an annual departmental event launched in 2006 and called "A Book in Common." The project is intended to provide a site of intellectual communal- ity through a book that every interested person in the Department of History faculty, graduate students, honors history undergraduates, and staff—will have the opportunity to read and discuss once a year, in the second week of the fall semester. The idea has been to come together around one exceptional piece of recent historical writing and to share ideas about the work itself, its significance for its own field, and its ramifications beyond the discipline. The larger purpose has been to be in each other's company at the start of the school year in the context of a lively, collective discussion that reminds everyone why we want to be historians—among other reasons, out of the love of books that we engage and think through as a community. Each year's book is selected by a committee that chooses from titles nominated by members of the Department.

Is this annual practice—now about to enter its sixth year—becoming a "new tradition"? We can only hope. To the right, we share with readers of History's Illinois the books that the Department has read in common thus far.

2007
D. Graham Burnett
A Trial by Jury
(New York: A. A. Knopf, 2001)

2008
Marjane Satrapi
Persepolis

2009
Greg Grandin
Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism
(M. Murmann, 2007)

2010
Drew Gilpin Faust
This Republic of Suffering: Death and the American Civil War
(New York: Alfred A. Knopf, 2008)

2011
Wilbert Rideau
In the Place of Justice: A Story of Punishment and Deliverance
(New York: Alfred A. Knopf, 2010)

2012
Tony Judt
The Memory Chalet
Department of History Donors

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

Albas, Patricia G.
Alfonso, Judith S. & John J.
Allen, Delue J.
Alray, Nini
Amides, William F. & Joan M.
Arroyo, Paul E. & Burton, Assonnette E.
Arrutins, Eugene M.
Barnes, Teresa A.
Barrett, James R. & Jenny M.
Bausman, Alan T.
Beckett, J. Steven & Barbara E.
Begley, James B. & Elizabeth C.
Bennett, Edward M. & Margery H.
Bliit, Morton B.
Boutte, Leen E. & Karen
Brehn, William C.
Broquard, Wesley W.
Brown, Spencer H.
Brynjolfsdottir, Kenneth L.
Burkhardt, Joyce A. & Richard W.
Burton, Orrville V.
Butler, John R.
Caballero, Adriana
Candeloro, Dominie L.
Cervantes, Constance A.
Cohan, Heather J.
Coles, Todd R.
Conlin, Michael F.
Conlin, R. Dean
Connors, Thomas G.
Goodey, Will
Cornelius, Janet D.
Crotzon, Clare H.
Crummey, Donald E.
Cunningham, Lois L.
Cuno, Kenneth M.
Davis, Amber B.
Davis, C. Guillom & Ann E.
Davis, Louis J. & Jacqueline W.
Dexter Collins, Jacqueline & Natalie A.
Dundas, Marc J.
Doniger, John A. & Nancy R.
Dowdle Jr., John A.
Eberspacher III, E. C. & Jacqueline E.
Edgerton, Raymond W.
Elly Lilly and Company Foundation
Empirita, Augusto F. & Gonzalo, Anna K.
Fitzgerald, Tricia Bridgegate
Forben, Geraldine H.
Frank, Zephyr L. & Tran-Anh Tran
Frits, Stephen G. & Julia A.
Gammie, Charles F. & Hoganson, Kristin L.
Gams, Larron S.
Garsel, Erin A.
Gaskill, Sharon Clark
Gehlach, Fred P.
Goldstein, Jeffrey L.
Goodenow, Christopher Michael
Grinn-Jensen, Mardonna A.
Greenberg-Fechenbuhl, Steven A. & Carol
Griswold Auctioneering & Real Estate
Griswold, Kathy J.
Haas, James M. & Mary Jo
Hauzer, Robert J. & Linda S.
Heiligstein, John H.
Hibbard, Caroline M.
Hitches, Keith A.
Hodgen, Adam J.
Hooebee, J. David & Diane L.
Hogan, Michael J. & Virginia A.
Holden, Christine
Hooper, James E.
Hoxie, Frederick E.
Hsieh, George C. & Angela N.
Hubbell, John T.
Huddie, Thomas S.
Husch, David R. & Sandra L.
Hughes Jr., George K.
Jacobsen, Nila P.
Jares, Daniel J.
Johnson, David Scott & Molly Wilkinson
Jordan, Judiu N.
Jorgenson, Nudel, Barry & Sharon
Kalkhoff, Ann Lynn
Kaminski, Charles E. & Therese
Kim, William R. & Carol Ritzen
Kim, Jungsun
Koch, Richard H. & Mary Louise
Koenker, Diane P.
Koos, Craig M. & Robin, Dana Y.
Kramer, John P.
Kruger, Richard K.
Krugler, John D.
Leighman, Charles H. & Kathleen T
Levine, Bruce E.
Levitsky, Brian A.
Lewis, Gene D. & Dottie L.
Lebernow, Barry & Schneider, Debro
Liebenstein, Rebecca Dorrill
Lippon, R. Neter Carey & Lois J.
Lynn, John A.
Maas, Cathy G.
MacLean, Kenneth A. & Angell, Allison L.
Madden, Paul A.
Mager, Bruce E.
Marland, Samuel J.
McCleary, Abena M.
McDade, Linna M.
McKenna, Jon P. & Sherrie H.
McLaughlin, Molly Snean
Micalet, Mark S.
Miller, Elise
Miller, Stephen L. & Mary Lou
Mohn, Douglas G.
Mohraz, Lucy J.
More Jr., Angus S. & B. Anna
Nelson, James W.
Oberdick, Kathryn J.
PCS Administration (USA), Inc.
Perry, Joseph B.
Piscopo, Philip J.
Platt, Brian W. & Monke, Mary Ann
Pierce, Elizabeth H.
Prowda, David
Randolph, John David
Ree Family Foundation, Inc.
Reedig, David R.
Rosenberg, Craig M.
Rosengard, Jerold A.
Schmidt, Gregory C.
Schneider, Daniel W. & Rea, Leslie J.
Schulman, Steven
Schweb Charitable Fund
Skolnick, Carol & Leif, Mark H.
Stedl, Gregory & Elizabeth S.
Smith, Diana K.
Smith, Edward J.
Smith, Lynn C.
Smith, William M.
Sprunger, Keith L.
Sprunger, Mary S.
Steinberg, Mark D. & Hedge, Jane T.
Stoffer, Christian Trust
Summers, Daniel P.
Sun Trust Bank Atlanta Foundation
Syn, Jai S. & Audrey
Tompke, Wayne C.
Terry, John L.
Tolo, lida Tamara
Tosskoff, Stepan A. & Todorova, Maria N.
Turner, J. Bruce
Tyler III, Ralph S.
Valades, Frank
Virginia G. Piper Charitable Trust
Weiskopf, James M.
Welch, J. Casey J.
Went, Sallie
White, Roger B.
Williams, Geoffrey P.
Williamson, Erz B. & Joanah M.
Wilson, Emily J.
Yen, Lily Hwa
Zimmerman, James A.
Recent Ph.D. graduates after commencement. Left to right: Rebecca Mitchell, Andy Bruno, Sarah Frohardt-Lane, Jason Hansen, Jing Jing Chang, Jeff Ahiman, Emily Skidmore, and Brandon Mills.

Undergraduate winners at the 2011 spring awards banquet. Second row, left to right: Brian Lewiski, Ryan Stajniski, Ryan Schmidt, Dominic Casino, Professor Carol Symes, David Stream, Jared Black, and Christopher Baldwin. Front row, left to right: Anna Erickson, Maria Ricker, Carolyn Hinrichson, Yuxi Tan, Matthew Zieman, Megan Cavitt and Bianca Zaharescu.

Chair Diane Koenker and Undergraduate History Advisor Scott Bartlett, who won the IAL Academic Professionals Award for 2011-2012.

The Organizing Committee of last year’s Graduate Symposium on the History of Women and Gender, left to right: Courtney Pierre, Scott Harrison, Emily Pope-Obeda, Irina Spector-Marks, Derek Attig, and Ashley Hatrick.

Left to right, the departmental staff: Janet Abrahamson, Chair Diane Koenker, Jan Langendorf, Scott Bartlett, Tom Bedwell, Staci Sears, and Elaine Sampson.

2011 Senior Honors Theses

Bryan Becker “’Fill Er Up!’ Liberal Commentary during the 1973-1974 Oil Embargo”

Jared Black “Possibly If They Must: The Construction of False Justifications for the White Supremacist Revolution in Mississippi, 1875”

Dominic T. Casine “The Citizen- Thief: The United Story of Crimes Committed by Civilians during the American Revolution”

Jonathan Contreras “Orientalists at War: The First Opium War, 1840-1842”

Brian Levitsky “A Constant Struggle: Inclusiveness at the University of Illinois at Urbana-Champaign, 1932-1975”

Alex Nordlund “Fear and Future War: Propaganda of War and Military Propaganda in British Fiction, 1871-1914”

Paul Stiler “Les procès de Riom: Trial of the Century or Political Disaster?”

Abraham Souza “A Question of Identity: Workers and the Labor Movement in St. Louis during World War I”


Ketlie Terroni “Rebuilding a Nation, Reclaiming Identity: Southern Republicans in the Post-Civil War Era”
Letter from the Director of Graduate Studies

by DANA RABIN

It is a real privilege to serve as Director of Graduate Studies. Mentoring our talented, creative, and energetic graduate students has been tremendously rewarding and sometimes humbling. I have enjoyed working with our new chair, Diane Koonsler, whose dedication and commitment to the graduate program ensures that our students and the programs are at the top of the Department's priorities.

This year the faculty and graduate students who serve on the Graduate Studies Committee continue to extend our program's reach. Among the initiatives: a new course on teaching college history. This course, designed for dissertators, will feature sessions on constructing syllabi and on writing and delivering lectures. We will also offer sessions on forms of assessment, effective grading, and interactive teaching. At least one full session will address diversity in the classroom. The course will introduce our graduate students to the full range of colleges and universities hiring faculty in history, including smaller public universities, liberal arts colleges, and community colleges. In this course we draw on the experiences of our alumni with finding rewarding careers as scholars-teachers in all these different settings.

We are also working to help graduate students learn about the types of careers they might pursue outside of academia. Last year the Department of History partnered with the Graduate College to bring Dr. Amy Masiola (Masiola Campaign Consulting) to campus to discuss the transition from the Ph.D. to an alternative job track. Masiola, who holds a Ph.D. in History from the University of Maryland, spoke on April 14, 2010. Her talk, titled "Challenging Careers Outside Academia: Making the Transition," detailed her career path from the doctorate through her work with several national education nonprofit organizations to her experience in the labor movement, where she now runs a strategic campaign consulting firm with her partner. Masiola discussed the myriad "transferable skills" she acquired in graduate school, the role of networking, and the sometimes difficult decision-making process. With support from the Graduate College, the Graduate Studies Committee plans to organize panels, bring in other speakers, and conduct workshops over the next eighteen months to highlight different career paths.

Our other big project began this past summer when an intrepid and editorially savvy group of graduate students began to overhaul the department website. Jason Jordan, Joshua Levy, Eric McKinley, Stephanie Sussex, and TJ Tilloe rewrote, revised, and edited all of the website text updating the information and streamlining its presentation on the site. It is still a work in progress, but we hope it will be easier to navigate and more consistent, concise and clear. Please visit us at www.history.illinois.edu/graduate/.

The entering class of 2010 numbered 10 students drawn from colleges and universities across the United States. In August 2011 we welcomed seven new graduate students chosen from almost 200 applicants (see p. 25). These engaged, innovative, and thoughtful scholars-in-training represent a wide variety of historical approaches and backgrounds. Their interests span the globe. Our Committee on Diversity continues the Department's tradition of working to connect our graduate program with underrepresented students. On March 7, 2011 the committee hosted a Diversity Conference titled "Critical Questions on Transnationalism and Inter-Racial Collaborations." The conference served as both a recruitment tool for prospective graduate students, especially under-represented students, and at the same time addressed the question of "retention" of under-represented doctoral students in the Department by involving them in the process of knowledge formation and sharing. The centerpiece of the conference was the roundtable discussion of the pre-circulated paper by Dr. Harvey Neptune, associate professor of History at Temple University. Dr. Neptune's discussion of his paper, titled "When History Is in Vogue: A Prissinist Researcher's Story," was followed by thoughtful responses from graduate students Sharon Geen, Kyle Mays, Joel Miyasaki, and Veronica Mendez. We are lucky again this year to have Professor Augusto Espinola lead the Recruiting for Diversity Committee. As an addition to their charge, the committee organized a successful and thought provoking discussion titled "Beyond Admissions," which drew 40 participants from across the campus to talk about the challenges and opportunities for underrepresented students.

The committee is planning another Diversity Recruitment and Retention conference to be held on campus in March 2012. The keynote speaker will be Professor Donald Faison (History, Arizona State University).

The originality and scope of the work of our graduate students continues to win recognition from an array of external and internal funding agencies. Over the past two years the research and writing of our students has been supported by fellowships from the Fulbright Program, the Los Beak Program, the Truman Library, the Woodrow Wilson International Center for Scholars, the Social Science Research Council, the German Academic Exchange Service, the Social Science and the Humanities Research Council of Canada, the Council on Literary and Information Resources funded by the Mellon Foundation, the Institute for European History, and the Woodson Center at the University of Virginia. On campus our students have also won competitive grants including Graduate College Dissertation Completion Fellowships, Graduate College Dissertation Travel Grants, Foreign Language and Area Studies Fellowships, and fellowships from the Illinois Program for Research in the Humanities.

Our graduate students continue to achieve across the board. Thirteen students received their Ph.D.s in 2010 while fifteen students received their Ph.D.s in 2011. There were 24 placements in 2010-2011 among our six post-doctoral fellowships and thirteen tenure-track positions.

The tremendous success of our students on the job market is due to their talent, hard work, and determination. The Department of History offers a series of placement workshops each semester for graduate students who are entering the job market. In 2010-2011 the committee, headed by Professor Elizabeth Fleck, Eugene Arratia and Craig Kwolek, provided graduate students the opportunity to share their job search experiences, discuss challenges and successes, and develop a support network during the search process. Topics covered in the fall workshops include: searching job applications websites, navigating interview, coordinating letters of recommendation, writing letters of application, developing writing samples, and compiling a teaching portfolio. In December the committee arranges for faculty members to conduct mock interviews that provide our students for the AHA conference interview (or more frequently now, the Skype interview). Those graduate students who receive an invitation to give a job talk as part of the application process have the opportunity to present a practice talk to faculty and students in the Department. This provides the job candidates an excellent opportunity to practice their presentations prior to the formal interview. At the end of the presentation a question and answer period provides the candidate ample opportunity to master the content and to receive feedback about the presentation. The placement committee is also available to help students as they negotiate offers.

Our graduate students continue to excel in their scholarship, teaching, and service to the department, the university and the community. As a testament to their intellectual and personal integrity, they have been selected for leadership positions across campus. As they face today's challenges and opportunities, the Department pledges to advocate on their behalf or ensure the successful completion of their degrees and passage to the next phases of their careers.
Phi Alpha Theta Annual Awards Banquet

Undergraduate Awards and Honors

Friends of History
Undergraduate Research Grants
Dominic Casino
David Stream

Walter N. Breyman Scholarship
Gerardo Gonzalez
Maria Ricker
Anna Erickson

Robert H. Biema Scholarship
for Superior Academic Merit in History
Megan Cawthorn
Ryan Schmidt
Ryan Stasinski
Yuxi Tan

Michael Seher Award
for Outstanding Undergraduate Paper
Christopher A. Baldwin "A Civilization to Stand the Test of Time? Sidi Matar’s Civilization and Historical Discourse"

Robert W. Johannsen
Undergraduate History Scholarship
Yuxi Tan

Centenary Prize for Outstanding Senior
in the Teaching of Social Studies
Carolyn Henschke
Matthew Zimmerman

Martha Belle Barrett Scholarship
for Undergraduate Academic Excellence
Jared Back
Dominic Casino
Bianca Zaharescu

Martha Belle Barrett Prize
for Outstanding Senior Honors Thesis (2010)
Ben Jacobson "Preachers, Preyment, and 'Players: Control, Conformity, and the 'Theatre under Mary Tudor, 1553-58"

Graduate Awards and Honors

Frederick S. Rodkey Memorial Prize
in Russian History
Patryk Hix

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

Theodore Pease Scholarship
for English Constitutional History
Rachel Smith

Joseph Ward Swain Seminar Paper Prize
Irina Specer-Marks "Passive Resistance and the Creation of Imperial Opinion, 1913-1914"

Joseph Ward Swain Publication Prize
Honorable Mention

William C. Widowson Teaching Appointment
Derek Attig "Information in Motion: Network Cultures from Public Libraries to Puckett Switching"

Jeffrey Hayton "History and Rock & Roll"

Department Teaching Awards

John C. and Evelyn Hartman Helligenstein Award (for Graduate Student Teaching)
Derek Attig

George S. and Gladys W. Queen Excellence in Teaching Award (for Faculty Teaching)
Adrian Burgoa, Jr.

Graduate Job Placements and Post-Doctoral Fellowships for 2010–2011

Blunt, Nile, Instructor of History, Phillips Academy, Andover
Bravo, Anjua, Far Ultra, Rock Valley College, Illinois
Bruno, Andy, Posada Fellowship, Florida State University
Buric, Nada, Posada Fellowship, European University Institute, Florence, Italy
Chang, Jing Jing, Assistant Professor, Wilfrid Laurier University, Ontario, Canada
Demshuk, Andrew, Assistant Professor, University of Alabama
Dills, Randall, Visiting Assistant Professor, University of Louisville
Du, Yongtao, Assistant Professor, Oklahoma State University, Stillwater, Oklahoma
Frohardt-Lane, Sarah, Postdoc Fellowship, Birmingham-Southern College
Hansen, Jason, Assistant Professor, Furman University, South Carolina
Harris, Lane, Lecturer, Furman University, South Carolina
Hartman, Ian, Visiting Assistant Professor, University of Alaska
Hilton, Marjorie, Assistant Professor, Murray State University, Kentucky
Holmes, Kwame, Postdoc Fellowship, Carter G. Woodson Institute for African-American Studies, University of Virginia
Israel, Larry, Assistant Professor, Macom State College, Georgia
Kohler-Haussmann, Julilly, Tenure-Track Position, Cornell University, New York
Mackam, Thomas, Assistant Professor, King’s College, Pennsylvania
Mills, Brandon, Lecturer, McGill University, Montreal
Mitchell, Rebecca, Postdoc Fellowship, Havihurk, Center for Russian and Post-Soviet Studies, Miami University of Ohio
Miyaaki, Joel, Truman Library Fellowship
Shimizu, Akira, Postdoc Fellowship, Washington University in St. Louis, Missouri
Skidmore, Emily, Assistant Professor, Texas Tech University
Teggen, Habatu, Assistant Professor, Florida Gulf Coast University
Tilman, Ellen, Assistant Professor, Texas State University
Yates, Brian, Assistant Professor, Mariet College, New York

University Teaching Prizes

College of Liberal Arts and Sciences Award for Excellence in Undergraduate Teaching by a Graduate Student
Campus Award for Excellence in Undergraduate Teaching by a Graduate Student
Ryan Jones

Congratulations Ryan!
Newly Completed Department of History Dissertations

Ahlmn, Jeffrey: Living with Nkrumahism: Nation, State, and Pan-Africanism in Ghana (May 2011)

Blunt, Nile: The Chapel and the Chamber: Ceremonial Dining and Religion Ritual at the Court of King Charles I (August 2011)


Chang, Jing Jing: Towards a Local Community: Colonial Politics and Post-War Hong Kong Cinema (May 2011)


Frohardt-Lane: Sarah Race, Public Transit, and Automobility in World War II Detroit (May 2011)

Hartman, Ian: From Daniel Boone to the Beverly Hillbillies: Tales of a "Fallen" Race, 1875–1968 (August 2011)


Kann, Jessica: German Film, World Travel: Berlin, Hollywood, Bombay (August 2011)

Kazlowski, Jason: Will Globalization Play in Peoria Class, Race, and Nation in the Global Economy, 1940–2005 (December 2011)


Mitchell, Rebecca: Nietzsche’s Orphans: Music and the Search for Unity in Revolutionary Russia, 1905–1921 (May 2011)

Shimizu, Akira: Eating Edo, Sensing Japan: Food Branding and Market Culture in Late Tokugawa Japan, 1780–1808 (August 2011)

Scholar of Modern Mexican History Joins the Department

The Department of History is indeed fortunate to add to its faculty this year Dr. Mireya Loza. This is, in a sense, a hometowning. In May, 2001, Mireya earned her Bachelor of Arts degree from the University of California, Los Angeles, and the program in Latin American Studies. Born and raised in Mexico City, Mireya then traveled abroad, to the University of Texas at Austin, a national center of Mexican Studies, where she earned her M. A. through the Mexican Borderlands Program at that institution. For her doctoral work, she moved to Stanford University, where, in 2010, she received her Ph.D. with a dissertation titled "Breaking Ladies: Feminism, Race, and Social Movements in Undergraduate education in the theory and practice of oral history. This is a skill set that she developed throughout her years as a graduate student when she worked on the archival team of the Smithsonian Institute’s Mexican American History Project.

Unfortunately, little is known about the Franco-Program. This government initiative was the nation’s largest experiment with foreign guest workers. The economic and social upheaval stemming from both the Great Depression and World War II forced the United States to seek out a source of inexpensive labor to meet its manpower needs in both agriculture and railroad maintenance. Due to this need, a treaty was signed in 1942 between the United States and Mexico to alleviate the shortage of laborers. With many American men sent off to fight in Europe and elsewhere, the recruitment and processing of an available pool of laborers from Mexico created what became the bracero program. (&quot;Bracero&quot; is a Spanish term that can be defined loosely as &quot;one who works with his arms,&quot; or as a close equivalent, as a field hand). Under this program, Mexican workers, many of them rural peasants, were allowed to enter the United States on a temporary basis. Between 1942 and 1954, the year the program ended, approximately 4.6 million Mexican nationals came to work in the U.S. as braceros.

The Bracero Program ended more than four decades ago. However, current—and often highly acrimonious—debates about immigration policy, including discussions about a new guest worker program, have put the program back in the news and made it all the more important to understand this underappreciated chapter of American history, which Mireya points out, provides countless lessons.

We are delighted to welcome Mireya back to her undergraduate alma mater!

Recent Faculty Promotions

Marcelo Bucheli
Associate Professor of History

Peter Fritzche
W. D. & Sara E. Trobridge Professor of History

Carol Symes
Lynn M. Martin Preb. Professor of History

and Associate Professor of History
Faculty Profiles, 2011-12

Eugene M. Arrutin continued to work on his new book project, "The Velvet Affair: Ritual Murder in a Russian Border Town," which will be published by Indiana University Press. He participated in two events at the University of Michigan: the international workshop "Imperial Nation: Tsarist Russia and the People of Empire," and the fiftieth anniversary celebration of the Center for Russian, East European, and Eurasian Studies. Arrutin also presented his work at Indiana University and Northwestern. Together with Robert H. Green, he translated and edited a critical edition of Anna Pavlova Vyshinskaya’s memoirs (Northern Illinois University Press, 2012).

Teresa Barnes led her "quasi-academic" this past year. In addition to regular teaching and departmental duties in History and Gender/Women’s Studies, she co-organized an international conference in October 2010 honoring Professor Terence Ranger of Oxford University. "Making History: Terence Ranger and African Studies." She was involved in a lively interdisciplinary Graduate College "Focal Point" project on social history in downtown Illinois. She also produced a short video "Race, Class, Police, Place, Labor and Truth in the Southside Time" which can be found at www.gdn.indi.edu/videos (search for "focal points"). She then led a graduate student research project which interviewed members of the Congolese diaspora community in Champaign-Urbana on how the legacies of violence in their home country should be remembered and addressed in the future. This project also produced a short video, which has been posted to YouTube at www.youtube.com/watch?v=ojkY222QZsY and at a local community website, www.eblastou.org.

In early 2011 James Brennan traveled across the Midwest giving talks at the University of Iowa, Northwestern University, and Notre Dame University on topics ranging from political opposition in Tanzania, to Islamic festivals in Dar es Salaam, to the history of anti-colonial radio broadcasting in East Africa. He also traveled to Tanzania in May, where he gave a talk on radio listening across the Western Indian Ocean at a workshop held in Zanzibar. The following month he traveled to Sweden to give a talk entitled "Money, Mobility and Citizenship in Coastal East Africa" at the biannual European Conference on African Studies, held in Uppsala. He capped off his year by giving the keynote address on new directions in Africa’s urban history—"Desires, Rents & Entitlements"—at a symposium on Urban Africa at Ghent University in Belgium. He also taught a new course this fall on Africa's decolonization and published an article, "Politics and Business in the Indian Newspapers of Colonial Tumangirika," in his field’s leading journal, Africa, Journal of the International African Institute (volume 81:1 [2011], 42-67). He looks forward to the publication of his book "Traces: Making Nation and Race in Urban Tanzania" in mid 2012.

Marcello Bucheli was promoted to associate professor with tenure in summer 2011. He was a fellow at the Center for Advanced Study at the University of Illinois during 2009-2010. In 2009 he received the Article of the Year Award by the Petroleum History Institute for an article published in Exploration and Production History, and in 2011 he received the Hiram Wilkins Award in International Business History for an article he published in Enterprise and Society; in 2010, a Spanish translation of this article also appeared in an edited volume. In addition to these two articles he has recently published articles in Business History Review, Management International Review, the Journal of Management Studies, and Harvard Business Review. In 2011 he was also elected a trustee of the Business History Conference.

In late April, Hill & Wang published his second book, Adriaan Burgos, Jr. Collins Stare How One Negro League Owner Challenged Over the summer and fall Burgos delivered invited lectures at the National Archives, the Negro League Museum and the National Baseball Hall of Fame; he also gave book presentations at the Off the Page Summer Book Festival, Hix-Man Bookstore in Harwood, and Corner Bookstore in Los Angeles, among others. Burgos was an invited panelist for "the art of biography" panel at the Chicago Tribune Printers Row Literary Festival and speaker on the "Baseball as Tradition" Out at Wrigley Field as part of the inaugural Chicago Ideas Week. The publication of Collins Stare also led to appearances on the "Michael Eric Dyson" radio program, National Public Radio’s "Only a Game," and sports radio programs in New York City, Chicago, Detroit, and Pittsburgh. Increasingly called on by the media for his expertise on Latinx and baseball integration, Burgos appeared on WGN’s "White Sox Warnings" program to speak on the sixtieth anniversary of Minnie Miñoso’s breaking the color line for the White Sox and on "Yikes, Live" (the Detroit Tigers program) to discuss Latinx contributions to baseball history. In November he participated in the Minneapolis Millado Hall of Fame Forum hosted by the Chicago White Sox and also appeared on WTTW’s "Chicago Tonight" program to speak about Miñoso's possible election to the Baseball Hall of Fame. His work in the classroom was recognized this past year by the Department of History with the George and Gladys M. Queen Award for Undergraduate Teaching.

Antonette Burton was awarded a John Simon Guggenheim Foundation Fellowship for 2010-11, which she took up with renewed enthusiasm for the historian’s craft after serving for five years as chair of the Department of History at Illinois. She spent her year’s leave doing research and giving talks in Britain, India, South Africa, and Australia. She finished several book projects, including Brown over Black: Race and the Politics of Postcolonial Citizenship (Delhi, 2011) and A Primer for Teaching World History (Duke, 2012). Now that she is a civilian again, she is happily back to teaching courses on Victorian Britain and world history. She is also heading the fledgling Center for Historical Interpretation's three-year theme, "World Histories from Below" (see www.world-histories-from-below.wordpress.com/).

Subsidized leave granted by UIUC and the Depart- ment of History with a fellowship from the Illinois Program for Research in the Humanities enabled Tamara Chaplin to spend the academic year 2009-10 researching and writing her second book manuscript, Our, Ludicrous Life in Postwar France, on examination of how lesbians have made claims on the French public sphere in the post WW II era. Her year was an exciting comb nation of travel for research, to personal and public archives in Paris, Tours, Amboise, Le Croisic and Tours, for conferences (at the Barcelona Museum of Contemporary Art in Spain, in Amsterdam, and at an international seminar on sexual revolutions), and for pleasure; December in the ideal time for a trip to Venice). Her work with colleagues in France resulted in an invitation to serve as a board member for the new French archive for LGBT history, L’Institut Arc-a-ciel. Centre d’archives et de documentation LGBT, under the direction of Georges Lévy. On October 2011 she saw the publication of her article, "Organism without Limits: May 68 and the History of Sex Education in Modern France," in May '68, Rethinking France's Last Revolution (Palgrave 2011). She was awarded a 2010-2011 faculty appointment in the department of Gender and Women’s Studies last spring and will be teaching a new, cross-listed undergraduate course on the history of sexuality in the spring of 2012, as well as a graduate course on the same topic the following fall.


Ken Dino published "Family Ideals, Collectivism and Law," a review essay on five recent books dealing with family history in the Journal of Women’s History (Winter 2010). He has made progress on his book under a humanities generous fellowship from the Chicago Humanities Reunion leave while giving a number of radio and television presentations on current events in Egypt, the "Arab Spring," and President Obama's May 2011 speech on Israel-Palestine negotiations. He gave presentations on campus and at Illinois State University about the codification of Islamic law in the sixteenth century, and he served as chair of the department's search committee for the position in South Asian history.

Augusto Esquitl published "The Japanese in the Filipino American Imagination" in The Philippines and Japan in America's Shores, ed. Kiichi Fujisawa and Yoshiko Noguchi (Singapore: NUS Press, 2014), an essay which was simultaneously abridged and transalted into Japanese for publication in Under the
ne ranked research university best known for interdisciplinary research in the humanities. Also, in collaboration with three scholars from China and Hong Kong, he has received a two-year grant from the Research Grants Council (Hong Kong) for a web-based project "Beyond Shangri-La: A History of the Chinese Film Industry, 1900-1950." His Chinese-language book China in Hong Kong: The Short Brothers Cinema, co-authored with Shanghai University Nanda Studies Professor Lin Hui, has been published by the Oxford University Press in Hong Kong.

Last spring, Kristin Hoganson fulfilled a long dream of serving as a Fullbright teaching professor. She taught two classes, at the Ludwig Maximilians Universität in Munich, one on U.S. history after the transformative turn and one on U.S. empire around the year 1900. In addition to hearing her great deal about antimperialism, imperial anarchy, superpower decline and other topics from her students, she also learned about the politics and challenges of doing American Studies outside the United States from colleagues at LMU and in the many other places where she gave talks.

In 2010 and 2011 Fred Hoyle spoke at several locations across the U.S. as part of his project "The Soviet and the Indian Country" which has been on display, including St. Cloud, Minnesota; Poughkeepsie, New York; Wooster, Ohio; and Milwaukee, Wisconsin. Originating at the Newberry Library in 2005, the exhibition's national tour will conclude in 2012. Later this academic year Fred will end his second sixty-year term as a trustee of the National Museum of the American Indian at the Smithsonian Institution. Named a founding trustee in 1990, Fred participated in planning for what has become a highly-visited museum on the corner mall in Washington, D.C. as well as a cultural resources center in suburban Maryland and a satellite exhibition site (the George Gustav Hoyt Center) in lower Manhattan.

Peter Fritzsche was appointed W. D. and Sara E. Trowbridge Professor in History in 2010. He spent the 2011-12 year on sabbatical in Germany to research his new book on the cultural history of World War II. In 2011 Harvard University Press published his latest book, The German Experience: An Ordinary Berliner Wrote the Twentieth Century.

Postek, Fu completed three-year terms on the American Historical Association Nominating Committee and as the Director of the URCF Center for East Asian and Pacific Studies. During his tenure as the Director of CEAPS, the Center received a Department of Education Title VI grant and a China Scholar Exchange Grant from the Freeman Foundation. Fu has been appointed Zijiang Visiting Professor at the East China Normal University, Shanghai, a highly

making its subject accessible and rewarding to the general reader of history while displaying innovative research and interpretation in its field.

The biographer of Abraham Lincoln's birth and the bicentennial of the Civil War has kept scholars in those fields very busy, reports Bruce Levine. He has been very well-occupied giving talks and writing essays, Op-Ed pieces, and books on those and related subjects. During the last two years he presented lectures that examined the causes of the U.S. Civil War from various angles at a conference in New York sponsored by the American Social History Project; at the annual Chicago Civil War Symposium; and in an opening plenary session of the Organization of American Historians 2011 annual meeting in Houston. He discussed "Abraham Lincoln as a Revolutionary Loyalist" at a University of Illinois Law School symposium, at a ceremony at the Old Urbana Courthouse sponsored by the Abraham Lincoln Association and at Western Illinois University. The latter presentation was televised by CSPAN. He worked to debunk "The Myth of the Black Confederates" at the Virginia Civil War Sesquicentennial Commission's 2010 Signature Conference. That presentation, too, aired on CSPAN and was publicized by the Chicago Defender, Chicago Daily Herald, Chicago Tribune, CNN.com, History Channel, and other outlets.

For the past five years, Levine has been writing a book entitled The Fall of the House of Dixie: The Destruction of Slavery and the Old South during the Civil War. The manuscript is now complete and Random House has scheduled it for publication in January 2013, coinciding with the 150th anniversary of the Emancipation Proclamation. He has been invited to join the Coalition for the Civil War Sesquicentennial's Council of Scholars and has been asked to serve a second term as one of the Organization of American Historians' "Distinguished Lecturers." He has also been named a Rogers Distinguished Fellow in Nineteenth Century American History at the Huntington Library in San Marino, California, where he will spend the academic year 2012-2013.

Harry Liebersohn is researching a book tentatively titled "The Sounds of Music: The Rise of the Wave of Global Musical Encounters, 1877-1937." Between May and
November 2011 he gave talks in Paris, Groningen, New Haven, and Copenhagen.

Ralph Mattissen published Ancient Mediterranean Civilizations Prehistory to 600 CE (Oxford University Press, 2011) and Romans, Barbarians, and the Transformation of the Roman World: Cultural Interaction and the Formation of Identity in Late Antiquity (edited, with D.R. Slater) (Ashgate Press, 2011). His earlier book on Roman Artisans in Barbarian Gaul: Strategies for Survival in an Age of Transition was reissued as a paperback. He delivered conference papers in Rome and at the Villa Vignoli (Italy), Fontenay, Com- mon Ferrand, Maastricht, and Toulouse (France), London (England), Felsberg and Augsburg (Germany), and in Saranov, Kholmanso, and Berkeley. He was an Invited Professor at the University of Maastricht and this past summer was a Distinguished Guest Professor at the University of Heidelberg. He also served as editor for two issues of the Journal of Late Antiquity, which won the Association of American Publishers Award for Professional and Scholarly Excellence in Best New Journal in the Social Sciences & Humanities for 2010. He continues to serve as editor for the series Oxford Studies in Late Antiquity.

In addition to his work as editor of this newsletter, Mark Sicile spent the year enjoying a University Fellowship in a Second Discipline. This remarkable opportunity allowed him to take courses in psychiatry and neurology at the medical school. [He is now well equipped to diagnose his colleagues.] In addition, he spoke at conferences at Washington D.C. and Pittsburgh.

Robert "Bob" Morrissey published an article, "I Speak It Well". Language, Cultural Understanding, and the Earl of a Missionary Middle Ground in Illinois Country, 1678-1712," in the Fall 2011 issue of Early American Studies. He continued revisions on his book, which will appear with the University of Princ- ey University Press, and contributed a chapter to a book of new essays about French colonists and Indians in early North America, forthcoming from Michigan State University Press. In addition, he finished an article about French-Indian intermarriage and social networks in the eighteenth-century Mississippi Valley. He presented this new material at the Social Science History Association annual meeting in Boston in November.

Kathryn Oberdeck continues to teach in the areas of cultural and intellectual history and social theory while developing new courses connecting urban landscapes to history. She presented papers on her current project on mid-eighteenth-century space and place in the company town of Kohler Wisconsin at an interdisciplinary conference on "Gender and Space and Places" at the University of Notre Dame, Indiana, and at the Comprehending Chesapeake conference at the University of Wittenberg, Jena/Anhalt, Germany in June 2010. In June 2011 she presented a paper on a new project comparing perspectives on urban hygiene and flight from below at the South African Historical Association Biennial Conference held at the University of KwaZulu-Natal in Durban, South Africa. Recent publications include "Out and Toil: Kohler Workers in an Empire of Hygiene, 1920-2000," in International Review of Social History 55 (2010), 447-483; "Popular Religion and Popular Culture: Civil War to the Mid Twentieth Century," in Encyclopedia of Religion in America, @ (2010), 2010; and "Competing Geographies of Warfare Capitalism and its Workers Kohler Village and the Spatial Politics of Planned Company Towns," in Handbook of Employment and Society Working Space, ed. Andrew Herod, Susan McGrath-Clark and Al Rainie (Edward Elgar, 2010), 179-196.

In 2010 David Prochaska published his second co-edited book in three years. Postcard Ephemeral Histories of Modernity: It is an interdisciplinary collection edited with art historian Jordan Mendelson; it contains essays written by historians, art historians, anthropologists, literature specialists, and museum scholars. Noteworthy is the large number of illustrations-200 in color and black and white-plus facsimile reproductions of author postcard essays by photographer Walter Evans and poet Paul Eluard.

Dana Redin continues to enjoy her time as Director of Graduate Student Affairs where she finds both challenging and rewarding. In September her paper titled "In a Country of Liberty? Slavery, Villeinage and the Making of Whiteness in the Somerest Case (1772)" was published in History Workshop Journal. She looks forward to having time next year to dedicate to her current book project: "Fixing the Rule of Law: Managing Difference in Britain's Imperial Age, 1754-1800." Through an examination of contests and struggles over rights, the book explores the relationship between empire and the emergence of the rule of law.

Leslie J. Reagan won two awards for her new book on the personal, political, and cultural effects of German microbes (rubella) epidemics, Dangerous Pregeneties: Mothers, Disturbances, and Abortion in Modern American Space and Place (2010): the Joan Kelly Memorial Prize from the American Historical Association for women's history scholarship and the Eileen Baker Memorial Award from the Society of Medical Anthropology, a section of the American Association of Anthropologists. A related article, "Ethical, Rights, and Wrongs in the Hospital and in the Courthouse," in Law and History Review (Summer 2009), also won scholarly recognition from the Society for Legal History, which gave it an Honorable Mention for the厉害和 Award and for the American Journal for Research in the Humanities, which awarded the article the inaugural Faculty Award for Benevolence in the Humanities. She also served as Guest Editor for the Journal of Women's History, producing an issue on "Reproduction, Sex, and Power" (Fall 2010).

Reagan has begun a new project on Agent Orange in the United States and Vietnam. She published "Representations and the Environmental Health Hazards of Agent Orange," which analyzes two documentaries about Agent Orange's deadly effects in Vietnam, in the Journal of Medieval, Law, and Ethics (Spring 2011). She is also an IRPH fellowship for 2011-12, and she received an Arnold O. Beckman Research Award in 2010.

David Roediger has co-edited Listening to Revolt: Selected Writings of George Jackson and The Rave of Whiteness and Racial Symbolic Capital. He has also co-authored The Production of Difference: Race and the Management of Labor in U.S. History (Oxford, 2012), with Elizabeth Ely. His invited lectures included keynote at the International Marxist Conference, the Working Class Studies Association Conference, the Historical Association's Conference, the Charles Hamilton Houston Forum for Law and Social Justice at Amherst College, and the American Studies Symposium at Purdue University. He has also given the E.P. Thompson Memorial Lecture at the University of Pittsburgh, the Martin Luther King Lecture at Highline Community College, Seattle, the American Studies Distinguished Lecture at the University of Notre Dame, and the Ida Cordova Osha Distinguished Professor Lecture at the University of Iowa.

Dorothée Schneider published Crowning Borodino: Migration and Citizenship in the Twentieth-Century United States in May 2011 with Harvard University Press (no page 11). Since then she has been asked to comment on immigration issues past and present in the biographies of the Annual Meeting of the Social Science History Association (which organized a panel on the book) and, of course, in the classroom. On September 10, 2011 she spoke on "Immigration and Immigrant Policies after 9/11" at the Heidelberg Center for American Studies on occasion of the tenth anniversary of 9/11.

Mark Stemberg's most recent publication is Peter's Story in de Sèche (Yale University Press, 2011), a study of the Russian capital city in the final decades of the old regime, which examines topics such as street life, crime, violence, sexuality, suicide, and social and political emotions. He is now at work on a new book for Oxford University Press called "Experiencing the Russian Revolution, 1905-1921." He is beginning his second term as editor of the international and interdisciplinary journal Slavic Review.

In 2011, Carol Symes was designated Lynn M. Martin Professorial Scholar in the College of Liberal Arts and Sciences, a renewable three-year appointment recognizing outstanding achievements in research and teaching. She also collected a fourth prize for her first book, A Common Stage: Theater and Public Life in Nineteenth-Century Areas (Cornell, 2007); the John Nicholas Brown Prize of the Medieval Academy of America now joins the Herbert Baxter Adams Prize from the AHA among other awards on her shelf. In the spring of 2012, she completes an extended term as the department's Director of Undergraduate Studies. Recent publications include a brief edition of W.F. Norman's bestselling Western Civilization textbook, which she co-wrote with Helen Gol, Judith Griffin, and Robert Stacey (one of her own undergraduate mentors at Yale), as well as "What We Talk about Modernity," a contribution to the AHA's forum on "Histories and Modernity," "The Medieval Archive and the History of Theater," in Theatre Survey; and other articles calling for the decolonization of the medieval past and a fresh perspective on its sources.

Ronald P. Toby was named the inaugural recipient of the National Institutes for the Humanities Prize in Japanese Studies. The National Institutes awarded the prize to Toby for his significant contributions to
the study of early modern Japanese foreign relations, including his reexamination of the so-called 'isolation' system; for his work in the United States fostering the development of young Japanese scholars; and for his career-long accomplishments in deepening our understanding of Japan; and in the advancement and preservation of Japanese studies abroad. Toby's recent publications include The Politics of "Technicus" (Shogakukan, 2008) and the co-edited volume Introduction to Early Modern Japan (University of Tokyo Press, 2011), both in Japanese.


Vernon Burton is currently Director of the Clemson University Cyberinfrastructure, Distinguished Professor of Humanities, and Professor of History and Computer Science at Clemson University. Selected as the new President of the Southern History Association, Burton will deliver his presidential address in Mobile, Alabama on November 2, 2012. He continues as the vice-chair of the Congressional Abraham Lincoln Bicentennial Conference and Executive Director of the College of Charleston Lowcountry and Atlantic World program. He is also the series editor for the University of Virginia's A Nation Divided: Studies in the Civil War Era. His recent publications include: "Lincoln at Two Hundred: Have We Finally Bunched Randall's Point of Exclusion?" which was his keynote at the Harvard University Lincoln Bicentennial Conference and appeared in The Living Lincoln: Essays from the Harvard Lincoln Bicentennial Symposium (2011). Another keynote, "The Age of Lincoln Then and Now," for the South Carolina Historical Association Annual meeting, was published in The Proceedings of the South Carolina Historical Association, 2010. His co-edited volume, Thwarted the Meeting of the Waters: Currents in the Civil Rights Movement of South Carolina during the Twentieth Century (University of South Carolina Press) was released in paperback this year. He organized an international conference, "Writing the South in Fact, Fiction, and Poetry" in February 2011 and is editing those papers into a book.

Donald Crumley's last Ph.D. student, Hukman Mongioto, successfully defended his dissertation in June 2011. Following a quiet fall half of the year, Don was in Denver in June for the marriage of his daughter, Rebecca. In September and October, he and his wife Lorraine spent six weeks on a car camping trip to the West Coast and back with Charles Stewart and Sons Leaheal. At the end of October he flew to Norway for a workshop, and he ended the year in Big Bend National Park.

Since her retirement in May 2010, when she enjoyed a wonderful dinner at the home of Claire Cowesten and the company of many current and former colleagues, Caroline Hibbard has spent much time dismantling and packing up her office, and trying to get many of those books and papers into her small house. She has also continued work on her book project about the court politics in early modern England. In January 2011 she bought a small 1825 house in Bainbridge, Maine, where she will move in the spring of 2012. Since then she has been devoted to the Great Divviesites, at the trial to find appropriate homes for the many books and other possessions that are no longer needed, enough to move them 1,000 miles. A high point of the last year was her student Nile Blunt's successful defense of his thesis on "Dining at the Royal Court" and his subsequent move to a teaching position at Phillips Andover Academy in Massachusetts.

Lillian Hodnett has continued to work with her collaborators, Adrienne Kells and Michael Rieulian, on a history of "The Decline of the Super-obscuring Super-Collider." The fiscal year report of this NSF-supported project will be submitted in December 2011. Most of Hodnett's recent efforts, however, have been devoted to work on her biography of the prolific inventor of alternative energy devices, Stanford Ovshinsky. In the fall of 2011 she worked on the
Invest in the Future of the History Department

Your support for the Department of History at the University of Illinois at Urbana-Champaign will ensure continued excellence in education.

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

- $500
- $250
- $100
- $50
- $0 or $_____

I wish to designate my gift this year to:
- History General Endowment (776625)
- History Graduate Fellowships (776843)
- Michalowicz Study Abroad Fund

Payment Options:
- My check is enclosed (payable to the University of Illinois Foundation)
- I wish to make my gift by credit card:
  - Visa
  - MasterCard
  - Discover
  - American Express
- Card Number
- Card Expiration Date
- Signature

My company or my spouse’s company will match my gift.

Company Name

Address

City

State

Zip

Email

Let Us Know What You Are Doing

Email your information to History@illinois.edu or mail this form to the Department of History.

Name

Address

City

State

Zip

Email

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):