



Remembering Madison, Mosse, and Mississippi

**FINDING MYSELF
IN HISTORY**
Life Stories
from Our Alumni

I am one of the many of George Mosse's students whose life has been shaped by his. I took my first course with him, History 3, as his nineteenth and twentieth century Europe survey course was entitled in 1960, when I was a freshman. In the packed first-floor lecture room in Bascom Hall, I heard for the first time of Kant, Hegel, German idealism, and even of Kantian socialists. Isaiah Berlin's book on Marx, André Gide's *The Immoralist*, Thomas Mann's *Death in Venice and Other Stories*, Arthur Koestler's *Darkness at Noon*, and the essays in *The God That Failed* were among the required readings. When I signed up for History 3, basketball, rather than ideas, was my passion; yet ten minutes into the first lecture, I had found my calling: I wanted to be Professor Mosse, to do what he was doing in the ways in which he was doing it. He, the force of his voice and the thoughts that it enunciated, had gotten inside of yet another of his students.

And I began to understand that I attended a university with a remarkable history department, where, at the height of the Cold War, several eminent members of the department—Merrill Jensen, William Best Hesselstine, William Appleman Williams—were socialists. While reading *The God That Failed* for History 3, I joined the University Socialist Club, and began taking part in the Socialist Club sponsored picket lines at the Woolworth's

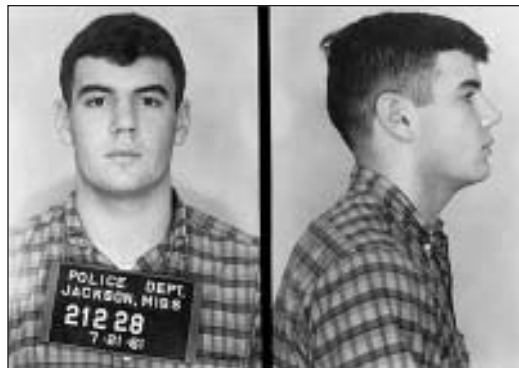
store and luncheonette (long since gone) near the Capitol on the Square. I got to hear the "N—lover" epithet a lot. "Go back to Russia!" people also shouted, as they walked or drove by, "Go back to Brooklyn!" We were fifteen, maybe twenty strong. I was beginning to feel at home.

Although I did not take courses with Professor Mosse in my sophomore year, I went as often as I thought appropriate to his office for cherished conversations. At the height of the Cuban Missile Crisis, when the news came that a nuclear exchange between the Soviet Union and the U.S. was imminent, I ran to Bascom Hall and met Professor Mosse on his way out of the building. He had heard the news. "What are you going to do?" I

pressed him. "I'm going to the library," he responded. "If there's a nuclear attack, we won't be here. If there's not," he added, "I have a great deal of research to do."

History 3 provided the intellectual frame for my decision in the summer of 1961 to join the Freedom Rides. Arrested, along with four others, in the colored only waiting room in the Greyhound bus terminal in Jackson, Mississippi, I would spend a month in the State Penitentiary, "Parchman Farm." You could say that it was different from university life, but the experience was not entirely removed from History 3.

The several days of training in non-*continued on page 12.*



Paul Breines
Charge: Breach of Peace
Address: 8 Morseguard Lane, Scarsdale, N.Y.
Born: New York, N.Y. Date-- April 16, 1941
Height--5-11 Weight-172 Hair-Black Eyes-Brown

MISSISSIPPI DIGITAL ARCHIVE COLLECTION



This newsletter features a new section presenting the reflections of former students, who offer their responses to that age-old question: "What can you do with a history major?"

E-mail your correspondence to: historynewsletter@lists.wisc.edu

INSIDE

- From the Chair** 2
- Kissinger** 3
- Life Stories** 4, 6
- Weisz Fellowship** 5
- Undergrad Report** 7
- Beyond the Classroom** 8
- Grad Report** 9
- Goldberg Center** 10
- Emerti/ae News** 10
- E. David Cronon** 11

Message from the Chair



As we were going to press, we were saddened to learn of the passing of our colleague Bill Brown. For more information on his life and career, please visit the History Department Web site: <http://history.wisc.edu/home/brown.htm>.

As much as anything, historians are fascinated by the sheer complexity of a given historical moment. Periods later remembered as a “golden age”—the era of the Founding Fathers or Periclean Athens, for example—often seemed much less “golden” to contemporaries, not least the slave populations in both societies. Conversely, the twentieth century presents the historian with an enormously problematic spectacle as a time that combined almost unremitting warfare, genocide, and totalitarianism with developments that brought hope for the human condition—advances in medicine and agriculture, spreading, if yet incomplete, recognition of human and minority rights, and sweeping political change in eastern Europe, South Africa, South America, and southeast Asia. Interpreting these crosscurrents of movement and order, aspiration and oppression drives the ongoing debates that make history such a riveting pursuit.

It shouldn't surprise us, then, to find that similar complexities—albeit less immediately dramatic—have not spared the Department of History or the University of Wisconsin. As you will read in this newsletter, we are living in interesting times, *pace* the Chinese proverb. As they have for more than a century, our faculty continue to enjoy acclaim as scholars, as witnessed by the impressive list of honors you will find in this newsletter. Teaching awards given to Suzanne Desan, Mark Kleijwegt, and Johann Sommerville confirm that they also uphold the department's tradition of excellence in the classroom. Graduate students maintain their own accustomed high standards in research and teaching; as they follow their vocation across the country and around the world, they write a new chapter in the continuing story of the “Big Red Machine.” Not least, department staff members play a vital if often unsung role in departmental life, providing indispensable support to the many constituencies that comprise the Department of History. And, of course, we continue to attract intellectually adventuresome undergraduates, who surprise us every year with their enthusiasm and sheer energy.

These achievements come, however, in an increasingly testing environment. Whether you live in Superior or Santa Rosa, you will have

learned this spring of the university's budgetary challenges, a euphemism that encompasses six years of declining state support, a process that has begun to exert an impact on the very core of this traditionally resilient institution. While administrators often try to sugar-coat bad news, Chancellor Wiley used the term “brain drain” to describe the situation that confronts such departments as political science, English, and history, as faculty leave for other institutions. This situation has provoked in the department and throughout the university an increasingly focused search for mid- and long-term strategies that will allow Wisconsin to preserve its long-standing leadership in public education.

It is at times like these that we appreciate fully the loyalty and support for the department from our broader community of alumni and friends. The flood of donations to commemorate our late colleague Dave Cronon served as a poignant reminder of this devotion. In this issue, you will find an extended appreciation of his many contributions to our department and to our university, and news of a recent magnanimous bequest from his family. You will also learn about the generosity of current faculty and our emeriti/ae, who have supplemented their contributions as teachers and researchers with gifts to support graduate education. Of course, this continuing loyalty finds its most abundant and inspiring reflection in the support from those of you who once trod the halls of Bascom or Mosse Humanities, who, we like to hope, learned in History how to understand and respond to the inevitable complexities of life. In this connection, this year's issue features a new department presenting the reflections of former students, who offer their responses to that age-old question: “What can you do with a history major?” These articles, like your support, demonstrate trenchantly that the fabric of our community comprises more than bricks and mortar, lectures, term papers and grades. Your devotion to History, its passions, and its project is crucial to the maintenance of this community and the tradition of excellence it sustains.

David McDonald
Chair, Department of History

Encounters with Henry Kissinger

Writing contemporary international history is often a strange experience. Sometimes it feels more like a Woody Allen movie than a traditional scholarly endeavor. This is true for my encounters with Henry Kissinger. Our meetings began in odd circumstances and our relationship evolved in ways that continue to puzzle me. Combined with extensive archival research in more than six countries, my conversations with the former secretary of state deeply influenced my new book *Henry Kissinger and the American Century* (Belknap Press of Harvard University Press, 2007). Of course, Kissinger is not entirely happy with my characterization of our discussions in my book. This short essay describes how Kissinger and I first began to talk.

In the spring of 2004 I received an e-mail message from a name I did not recognize with the following subject line: “Message from Dr. Kissinger.” I was working on a book about the man, but I had never communicated with him. One of my wacky history colleagues must be pulling my leg, I thought. I was wrong. It turned out that the all-knowing Dr. K had found out about my current project, read my prior book (*Power and Protest: Global Revolution and the Rise of Détente*), and wanted to meet me. I needed his instruction, he obviously thought.

“I will meet Dr. Kissinger whenever he would like,” I responded to his assistant’s inquiry. No playing hard to get for me. We met at his Park Avenue office in New York a month later. There was no small talk. For an hour-and-a-half he grilled me on my research and “how I could know” what I had written. We argued and I lost every point of dispute. “Why am I arguing with the man who negotiated with Mao?” I wondered halfway through this surreal experience. When he was finished, Kissinger dismissed me with the parting words: “You just don’t understand



Professor Jeremi Suri

what it is like to make policy.” Okay, I thought, but that is a very convenient excuse for your controversial actions. Nice cop-out, Henry.

Kissinger asked me about my future research. “I am taking my family to your hometown of Fürth, Germany, this summer,” I explained. “Why on earth are you doing that?” he responded. Somewhat startled by his obvious disdain for my travel plans, I explained: “I want to understand your early years and the social history that influenced your policies.” “You will learn nothing about me in Fürth,” he growled. “It means nothing to me.”

I dragged the family to Germany anyway. Henry’s discouraging words only piqued my interest in his childhood community. On the Monday of my second week in the city’s Jewish archive, the main research supervisor told me that Kissinger was making a private visit to town with his brother, Walter. She only knew because her friend worked at the local press agency—the only press agency told about this visit. I immediately surmised that Kissinger would visit the old family apartment, in the old Jewish ghetto, that I had examined in prior days. I bolted for the neighborhood and spent about three hours sitting on the stoop, stalking the great Kissinger. “So this is what I got a PhD for?” I thought. “Maybe I should have chosen a more respectable profession—like the law.”

Kissinger arrived, finally, in a

Mercedes with his brother and the mayor. He recognized me immediately and exclaimed, “What are you doing here?” I had, had three hours to plan my response: “I am researching you, Dr. Kissinger. You know, I have my own back channels.”

That moment broke the ice. To the mayor’s great annoyance, Kissinger stalled his party on the street to talk with me. We later continued our conversation in a town bar, “Kartoffel” (or “Potato”), where he gave a small press conference. After we both returned to the United States, Kissinger began inviting me to lunch in New York every few months. We met more than a half dozen times, and it looks like we will continue to meet now that my book is published. Kissinger apparently believes that I still have a lot to learn.

Throughout our meetings Kissinger remained manipulative and controlling. He did not really sit for interviews: he dictated the conversation, he determined which questions he wanted to answer, and he decided what was important. Kissinger and I, however, developed a working relationship that provided me with important insights—some favorable, some critical—about his background, his development, and his historical legacy. He is not entirely happy with my book, but I feel much more confident that my analysis is on target because of our relationship.

You see, Woody Allen was right: ninety percent of life is about showing up. Sometimes that means answering e-mail; sometimes it requires sitting on a stoop.

Jeremi Suri has been selected by the Smithsonian one of “America’s Young Innovators in the Arts and Sciences.” The Smithsonian Magazine featured a profile of him and his work in its September 2007 special issue: “America’s Young Innovators in the Arts and Sciences: 37 under 36.”

Remembering UW–Madison’s History Department

FINDING MYSELF
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Life Stories
from Our Alumni

For as long as I can remember, I wanted to be a writer. From age six or seven years old, I kept journals of stories and anecdotes that I wanted to shape into short fiction or essays. As with anyone who falls in love with writing, my first love was reading, and so it wasn’t too surprising that I initially decided to become an English major during my first year at the University of Wisconsin.

I wanted to take every class being offered, and I fell into the required courses with an almost trance-like dedication. By the end of my sophomore year, when I had worked my way through most of the required courses, I began to realize that I was missing something in my English classes. I wanted to know what was happening historically in the books I was reading. For example, while reading *Vanity Fair* or *Pride and Prejudice*, I wanted to understand the political and social undercurrents that pushed the characters to make their decisions. I wanted to know the details behind the land reforms mentioned by characters in drawing room conversations, or why the victory at Waterloo mattered. I felt that the novels I loved could be further illuminated if I could understand the larger historical context surrounding them. I also was simply hungry for knowledge about the past, believing that human experiences from different times and places could tell me about my own life, and (in the process) help me to write with more focus. And so I came to the History Department for guidance.

At first I didn’t expect to be drawn to history courses in the way that I had been to literature. Soon, however, I found that I had signed up for courses ranging from Greek civilization to British history. I would often pair the history classes I chose with the literature courses I had already taken, hoping that the two



Danielle Trussoni

would, in a sense, cross pollinate.

Perhaps the most challenging history classes I took during those years were the courses in intellectual history that I took with Laurence Dickey. I took an undergraduate seminar with Professor Dickey, and then, after realizing that I was attracted to his serious and challenging approach to teaching, I asked him to allow me to take a graduate-level seminar

Taking Professor McCoy’s course opened my eyes to the fact that the Vietnam War was not simply something that happened to me and to my family but something that had affected the world.

that traced the thought of German thinkers from Kant to Hegel. This (to be sure) was as far outside of my interests as I could possibly go, and yet Professor Dickey drew me into the process of disentangling the influences that molded these philosophers. His classes taught me how to approach the work of great thinkers with care and rigor. I have always felt thankful that I was his student.

And then, during my last year, I decided to sign up for a course called The Vietnam Wars, taught by Professor Alfred McCoy. My father was a veteran of the Vietnam War, and although I grew up knowing that he (and three of my uncles) had lived through the war, I never really

understood what had really happened in Vietnam. Why had we gone to Vietnam? What was accomplished there? What did it mean for us as a country?

What I knew about the Vietnam War was completely personal. My father had been a tunnel rat in 1968. He had volunteered to go into the network of chambers, rooms, and caverns that the Vietnamese used to fight American and ARVN soldiers, a dangerous job that was often thought of as something of a suicide mission. I knew that my father had nearly died in the tunnels and that, in fact, a friend of his had been killed when the two of them were on a mission outside of Cu Chi. I also knew that my dad never could forget the traumatic experiences of Vietnam. He had boxes of photographs from the war, and as a child I would look at them in complete wonder. He had brought home a human skull. He told stories, usually when he had been drinking, of his time in the tunnels, and I would listen, noting that each frightening tale was an event in my father’s life that had happened in a place that I could hardly imagine.

Taking Professor McCoy’s course opened my eyes to the fact that the Vietnam War was not simply something that happened to me and to my family but something that had affected the world. I remember sitting among a hundred students (his lecture was held in one of the big halls in the Mosse Humanities Building) and having the strangest sense that the information that I was hearing was life altering. What I had anticipated to be just another class turned out to be an experience that changed my life.

In the years after I left the University of Wisconsin, I went to Vietnam to visit the tunnels. With Professor McCoy’s course as a historical compass to the history and culture of Vietnam, I felt that my trip *continued on page 6*

Continuing the Tradition of Giving from Within History: Why We Created the Shimon Weisz Fellowship in Latin American and Caribbean History

Shimon Weisz, Steve's late uncle, had an extraordinary life story, and with the fellowship we honor and remember him. The convergence of intelligence, wit, solidarity, and social action in his underground resistance to the Nazi onslaught is inspiring. When his brother Nosenlipe was killed in the resistance, Shimon carried his body for two days rather than let him fall into Nazi hands. Later captured and tending to the camp commander's horses, Shimon assured the Nazi that it was alright even though he was a Jew. He explained that he'd been talking to the horses for hours and they hadn't figured it out. The commander laughed and the joke bought time. Later he rode one of the horses to freedom.

We also created the Shimon Weisz Fellowship because the need for graduate financial aid is so great. Over the years, our graduate students' intellect and energy have helped us grow and stretch intellectually, and made a large difference in the lives of the undergraduates we have taught. We wanted to find an appropriate way to say "thank you," and to give something back to them, the department, and the university. But our role in addressing the need for graduate student aid is very modest. We trust that leaders of the university, the state, and private donors will work together to improve the graduate financial aid system.

Finally, we created the Weisz Fellowship because giving by other faculty and staff has inspired us. We're aware of the gifts by Bill Courtenay, Dave and Jean Cronon, Merle Curti, Rich and Joan Leffler, Harvey Goldberg, Gerda Lerner, George Mosse, Tom and Sheila Spear, and Jan Vansina, among others in the department who have recognized the need to support graduate education.



Professors Steve J. Stern and Florencia E. Mallon

They inspired us to consider ways we could contribute, too.

The fundamental inspiration remains Shimon Weisz. His values and actions of solidarity and social justice are meaningful across distinct world cultural regions. We think they will inspire graduate students in the Latin American and Caribbean history program. They resonate with values and experiences we have lived in Latin America.

If you wish to learn more about Shimon Weisz and his amazing story, please see the University of Wisconsin Foundation online article at www.uwfoundation.wisc.edu/footsteps.

History Lessons

FINDING MYSELF
IN HISTORY
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from Our Alumni

Often, it takes time to appreciate the value of an excellent education, and a bit of distance to evaluate the impact of great teachers. It was not until ten years after leaving the UW that a chance encounter brought home to me just how well my education has contributed to my post-Madison life and career. In 1996, I was changing planes in Chicago on my way to Warsaw, where I was to conduct a communication seminar for Polish political leaders, and at O'Hare Airport, I ran into a former professor, Theodore Hamerow. Since I knew this legendary Bismarck and Hapsburg scholar was born in Warsaw, I had to tell him about my upcoming work in Poland—this was on November 11, Armistice Day no less, and the anniversary of Poland's rebirth as a nation after World War I.

My career in organizational communication and development had taken me around the world many times, and at that point, I had already worked in the State Capitol, ran the district office for former U.S. Representative Les Aspin, worked for U.S. Representative Tammy Baldwin, and edited an economic journal in the former Hapsburg and current Slovak capital of Bratislava. Yet this short conversation with Professor Hamerow marked the first



Mark Webster

time I actually put into words the value of my undergraduate education in history. It would not be the last.

Since that encounter with my favorite professor a decade ago, I have continued to work for political, nonprofit, and corporate clients,

Much of what I use on a daily basis I learned in the Mosse Humanities Building on the UW campus.

including George Soros's Open Society Institute and a number of Fortune 500 companies, and I recently completed a political communication development and public presentation seminar in Morocco for Middle Eastern female political leaders. Yet I now realize that my exposure to and engagement with this world started long before I ever left this country.

Much of what I use on a daily basis I learned in the Mosse Humanities Building on the UW campus.

This winter, my experience came full circle when our company president in San Francisco told me her stepson Nick was visiting UW–Madison on his tour of colleges that included Stanford, Michigan, and many other top schools. Unlike the first ten years after graduation, when I only subconsciously understood the value of my UW education, I was now a virtual one-man sales force. I effortlessly and proudly enunciated the virtues of a liberal arts degree from the nation's best public university. I knew it would be a hard sell to this outstanding high school student interested in international relations, global security, and history. After all, he did have incredible options.

This fall, he became a Badger. In today's increasingly global economy, he will learn that history arms tomorrow's leaders with the tools they need to compete in the nonprofit, government, and corporate world. I hope that it will not take him a chance encounter a decade after he graduates to recognize the value of his UW education.

Mark Webster (BA '86) manages Strategic Communications for Emerson Human Capital, a San Francisco-based consulting firm.

Remembering History

continued from page 4

was not only an emotional journey (to understand my father's war) but also an intellectual one. In a very real sense, Professor McCoy helped me to consider the Vietnam War in a new light, and to write about it.

My first book, *Falling Through the Earth*, documented my trip to Vietnam, my father's experiences

as a tunnel rat, and my childhood spent listening to my father's stories. Many sections of the book required historical research, and I felt that I was able to use what I had learned as an undergraduate history major in a practical and essential way. I don't think I would have had the ability to write this book without the guidance and vision that I took from Professor McCoy. As it turned out, my time in

the UW History Department helped me to become the writer I had always hoped to be.

Danielle Trussoni (BA '96) is the author of Falling Through the Earth: A Memoir (Henry Holt, 2006), which was selected as one of the ten best books of 2006 by the New York Times Book Review. She is currently at work on a novel.

Tell Us Your Story. Submissions to "Finding Myself in History" can be sent to: historynewsletter@lists.wisc.edu

Undergraduate Report

During my first year working with students in the Department of History I have been impressed with the students' passion for history and interest in sharing their knowledge with others. One of our recently revamped departmental undergraduate scholarships, the Mosse Distinguished Research and Service Fellowship, provides a perfect example. This past year the Undergraduate History Council, in consultation with the Mosse Program, altered the award to reflect student interest in service leadership, academics, and research. This year's award went to undergraduate Susan Levy for her project titled "US-Latin American Solidarity: from Sanctuary to Fair Trade." Susan's project involved traveling with several UW-Madison students and professors to Guatemala to explore not only the history of Guatemala's social movements but also issues of economic justice. Susan's feedback will assist our own university in developing an



*Liz Preston,
Undergraduate History Advisor*

ongoing service-learning program with Guatemalan farmers. This program will benefit many of Susan's peers for years to come. (See Susan's report on page 8.)

Another example of the ways in which I see students engaging one another in the exploration of history is through the conversations students are having with our history peer advisors. Each year two upper-level

history students are selected from a pool of applicants. They are trained to advise their peers on major requirements, course selection, questions, and concerns. Research supports the correlation between peer advising and student retention on campus (for both the peer advisor and advisee), and I see evidence of this on a daily basis. Our students are seeking out the peer advisors to discuss class offerings and to problem solve ways to become involved on campus. I have been impressed with the maturity of these conversations and the professional approach employed by the peer advisors.

I have been energized and encouraged this past year by my day-to-day involvement with students in our program. From academic achievement to service-learning opportunities to peer advising, our students immerse themselves in many life-shaping experiences. My hope is that they will shape their future on the firm foundation we have provided.



Beyond the Classroom: International Service Learning

Teaching, Research, Service: Recent History Faculty Awards

Ned Blackhawk: The Fredrick Jackson Turner Book Prize and the William P. Clements Book Prize for *Violence over the Land: Indians and Empires in the Early American West* (Harvard, 2006)

Bill Cronon: Elected to the American Academy of Arts and Sciences, as well as Fellow of the Wisconsin Academy of Sciences

Suzanne Desan: The University Distinguished Teaching Award



Suzanne Desan

Fran Hirsch: Vucinich Book Prize for *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union* (Cornell, 2005)

Will Jones: The Mitchell Book Prize and the Wentworth Illinois History Book Prize for *The Tribe of Black Ulysses: African American Workers in the Jim Crow South* (Illinois, 2005)

Marc Kleijwegt The Dorothy and Hsin Nung Yao Teaching Award

Florencia Mallon: The Bolton-Johnson Book Prize for *Courage Tastes of Blood: The Mapuche Community of Nicolas Ailio and the Chilean State, 1906–2001* (Duke, 2005)

David McDonald The Ken and Linda Ciriacks Faculty Outreach Excellence Award

Tony Michels: The Baron Book Award for *A Fire in Their Hearts: Yiddish Socialists in New York* (Harvard, 2005)

Johann Sommerville: The Karen F. Johnson Teaching Award

Lee Wandel: The Kellett Mid Career Achievement Award

This spring, I received the Mosse Undergraduate Research and Service Fellowship which, encourages the extension of classroom learning with support for service-learning opportunities. With this generous help, I had the opportunity to participate in Fair Trade University (FTU) through a service-learning, solidarity-based trip to Guatemala.

Fair Trade University hosted a test delegation of students from the UW with the prospect of creating long lasting relationships between UW students and two small fair-trade organic coffee-growing communities in rural Guatemala. While in Guatemala, we spent time in Santa Anita la Union, about an hour and a half outside of Xela, a community with a long-standing relationship to Madison. Santa Anita exports the majority of its coffee to Just Coffee, a 100 percent fair-trade coffee roaster in Madison. The second community, Montellano, is located in the municipality of San Pedro Yepocapa. Both communities shared their histories, struggles, and optimism with us.



A view of the fair-trade coffee plantation in Montellano, Guatemala.



Basil Weiner with farmer Don Melrecio Chum in Montellano, Guatemala.

The intent of the trip was to delineate a broad understanding of fair trade, and to examine how trade relationships relate to inequality, exploitation, and postcolonial legacies. FTU focused on creating dialogue around issues of social, economic, and environmental justice in a context of international solidarity. We had the opportunity to learn firsthand about Guatemalan history, the consolidation of capitalism, and how free trade, globalization, and neo-liberalism affect small producers, as well as how these communities are resisting. We met with students, community leaders, families, as well as the women's organization of Santa Anita. Everyone we met with provided a unique insight into Guatemalan history, each with a different lens into the past that cannot be found in a classroom.

SUSAN LEVY (BA '07)

Graduate Report

The best part of my job as the new graduate program coordinator is working directly with graduate students, getting to know them, and learning about their academic work. I've been especially impressed by their high level of commitment to their studies, their passion for hard scholarly work, their dedication to teaching, and the wide range of research topics they explore. The faculty and staff have been especially welcoming and helpful to me as well.

In the 2006–2007 academic year, fourteen PhDs were awarded, and five terminal master's degrees were conferred. The record of achievement by our recent doctoral students is truly impressive: **eighteen recent or soon-to-be PhD students accepted tenure track positions at Georgetown, DePaul, MIT, and Cornell, along with many other national and international universities and private colleges.**

The commitment to teaching excellence is another vital part of the history graduate program. In the spring 2007 semester, undergraduate evaluations gave our teaching assistants the highest scores in the

department's history. The hard work and dedication of the TAs is indeed something to celebrate. The teaching assistantships, along with the Curti and Mosse Teaching Fellowships (partially funded and named after two legendary teachers) provide our students with firsthand experience in the challenging art of teaching.

The history graduate program continues to attract and recruit high-caliber graduate students. This fall we welcomed twenty-six new graduate students as well as four Mosse Graduate Exchange Fellows from the Hebrew University in Jerusalem, bringing our current graduate enrollment to 209.

The UW–Madison history graduate students are a well-traveled bunch, visiting places as diverse as Kentucky and Yemen, New York and Thailand, Michigan and Argentina to conduct research and field studies. Their experiences around the globe demonstrate their commitment to their studies and contribute significantly to their development as exceptional scholars and teachers.

LESLIE ABADIE
Graduate Coordinator

Graduate Student News

■ This past April, UW History alumnus **David Chang**, assistant professor at the University of Minnesota–Twin Cities, was the first Shomburg Diversity Workshop lecturer. The workshop brings doctoral alumni back to the UW as speakers and mentors, and provides encouragement to all students through emphasis on the program's commitment to cultivating well-rounded students and a diverse academic community. Another workshop is planned for this academic year.

■ The first recipient of the Peter and Julie Weil Wisconsin Distinguished Graduate Fellowship is **Sarah Duncan**. Sarah is studying American environmental history, and plans to examine the Civilian Conservation Corps and urbanization in the American West.

■ **Ponciano del Pino** has been awarded the Shimon Weisz Graduate Fellowship in Latin American and Caribbean History. His dissertation topic is a history of the indigenous Quechua-speaking communities and their politics in a region of Peru profoundly affected by the Shining Path War.

■ **John Harper** has been awarded the Andrew W. Mellon/American Council of Learned Societies Early Career Fellowship to complete research on his doctoral dissertation: "*Revolution and Conquest: Politics, Violence, and Social Change in the Ohio Valley, 1768–1795.*"

■ The Doris Quinn Foundation has awarded three graduate fellowships to **Marc Hertzman, Stacey Smith, and Heather Stur** to support the completion of their dissertations.



Mosse Fellow Noa Kaspin, Crystal Molten, Charles Hughes at the Grad Student picnic in Villas Park.

Harvey Goldberg Center for the Study of Contemporary History

A commitment to Students

Harvey Goldberg believed that history is not a musty mélange of dates and facts, but a call-to-arms for social change; that an understanding of history leads to social and political action. Funded by a generous bequest from Harvey Goldberg, the center is committed to his vision of history through student support, conferences, workshops, and collaborations with the larger community.

A Visit to Mississippi

In keeping with Harvey Goldberg's bequest wish for a living legacy to enrich the lives of students, this past summer The Goldberg Center provided transportation and lodging assistance that enabled graduate students at UW–Madison to attend the 43rd Annual Memorial Service and Conference for the victims of the Freedom Summer, held in Philadelphia, Mississippi, June 23–24, 2007. A report from one of the student participants follows, and documents that Harvey Goldberg's legacy is alive and well:

"I am glad I went to Mississippi. Having come from the urban South—Atlanta—I encountered a different South than the one from which I originated. I also encountered the type of folks one rarely meets in the academy: true-blue activists who work within, and not just for, a cause. Most memorable for me, though, was the conversation I had with a few local men at the local Motel Six. All black, all young, these men were thrilled that a few Wisconsinites, most of them white, were down south for the conference. But more interesting to them was that we were historians,

scholars. One begged me to write about Mississippi, to show the world what is still happening in the Union's most impoverished state. Racism still persists throughout this country, and it undeniably sounds more convenient when played with a southern accent, but the tenor of race relations in Mississippi remains startling to both residents and visitors alike. That the conference focuses as much on the continuing struggle as on the one we choose to memorialize remains the single biggest reason UW students should be back next year."

—Adam Malka, *U.S. History*

Harvey Goldberg Tapes Project

The Harvey Goldberg Center has compiled a collection of lectures given in the 1970s by Harvey Goldberg in CD format, providing alumni, staff, and students with the opportunity to relive an extraordinary intellectual, social, and political experience. In these unforgettable "bootleg lectures," taped by students in defiance of his strict instructions, legendary teacher and lecturer Harvey Goldberg plunged his student audiences into the struggles of their day, lectures that continue to engage and instruct. The tapes also document a moment in history, a vital and challenging time of boundless possibility, and student empowerment.

Those interested in information about acquiring a set of the Goldberg Lectures in CD format can visit The Harvey Goldberg Center home page on the UW History Department's Web site, www.history.wisc.edu/goldberg/hgc_cd/cd.htm.



Emeriti/ae News

Kemal Karpak continues to oversee the Turkish Studies program at UW–Madison as a faculty volunteer in the Department of History. He is working with colleagues to catalog a large number of documents in Turkish on migration and settlement in the Middle East for eventual donation to Memorial Library. In May 2007, he received the Ismail Gaspıralı Award for Excellence in Contributions to History from TOBB University in Ankara, Turkey.

Robert Kingdon continues to edit *The Registers of the Geneva Consistory*. A fourth volume in the series appeared in June (Droz). He is currently working on *Sex, Marriage, and Family in John Calvin's Geneva* (Eerdman's), a multivolume series he is writing with John Witte of the Emory University Law School. A first volume appeared in 2005. This year he also contributed a chapter to a *festschrift* in honor of Heinz Schilling of the University of Berlin, titled "Anabaptists in Calvin's Geneva" (Duncker & Humboldt).

Gerda Lerner recently received the Bruno Kreisky Prize for the Political Book at the National Archives in Vienna. The award was given by Austrian Chancellor Dr. Alfred Gusenbauer, who stated in his introductory speech that Gerda Lerner was "not only the godmother of women's history and its pioneer, but also the person who worked hardest to win the professional recognition and the institutionalization of women's history."

Stanley Payne was awarded an honorary degree by the CEU-Universidad Cardenal Herrera at a ceremony in Valencia, Spain. His most recent book in English is *The Collapse of the Spanish Republic, 1933–1936: Origins of the Civil War* (Yale, 2006). Forthcoming is *Franco and Hitler: Spain, Germany and World War II* (Yale, 2008).

Parallel Press, the publishing arm of UW–Madison Libraries, will publish *Nations and Conflict in Modern Spain:*

Essays in Honor of Stanley G. Payne.

The book is edited by Payne doctorates, and includes essays by colleagues and former students who are now practicing historians: parallelpress.library.wisc.edu.

Alfred Senn recently published *Lithuania 1940: Revolution from Above* (Rodopi, 2007). Vytautas Magnus University in Kaunas, Lithuania, has published three of his books: *A Research Seminar in Black and White* (2004), *Sportsworld USSR—1988* (2005), and *Foreign Correspondent: Henry Shapiro in Moscow, 1932–1972*, (2006). A foreign member of the Lithuanian Academy of Sciences, since retirement he has received an honorary doctorate in historical sciences from Vytautas Magnus University, and the Officer's Cross of the Order of Vytautas the Great, awarded by the president of Lithuania.

In Memoriam: E. David Cronon (1924–2006)



Jean and David Cronon

E. DAVID CRONON, professor emeritus of history and dean emeritus of the College of Letters and Science, died on December 5, 2006, after a brief illness. Dave, as he was known to everyone, spent the better part of his adult life at UW–Madison and associated with the Department of History. He did as much as any single person to give this university, and in particular, the Department of History, the shape and stature that it enjoys today. Scholar, teacher, administrator, his life was an ideal combination of teaching, scholarship, and service; an indelible imprint that reflected his values, and his great love of UW–Madison.

Dave came to Madison in 1948, where he received his MA (1949) and PhD (1953). He was a member of a stellar group of students, who worked with a stellar faculty in American history, which included Merle Curti, who remained a close friend for fifty years; William B. Hesseltine; Merrill Jensen; and Howard K. Beale, with whom he wrote his dissertation on Marcus Garvey. In 1962 he joined the faculty, and in 1966, he was elected chair of the department. His three

years in that office encompassed both the best and most challenging of times for the department and the university. His chairmanship began when UW–Madison was hiring faculty at an unprecedented level, and he oversaw the recruitment and retention of a large number of historians, who over the next thirty years formed the core of the department.

His time as chair also coincided with the beginning of campus protests over the Vietnam War, African-American studies, and the strikes by teaching assistants. During this challenging period, Dave remained a rock of integrity, stability, and sanity.

In 1975, he was named dean of the College of Letters and Science, a post he would hold for the next fifteen years. The impact of his work in that capacity can only be described

Deeper even than words or stories, though, were certain core values that were the bedrock of my father's beliefs and actions. He was among the most principled people I have ever met. Even those who disagreed with him could never doubt that he was serving good and honorable values when he defended the things he did.

PROFESSOR BILL CRONON

as visionary, monumental, and path-breaking. He kept an eye on the History Department, and helped maintain its quality while encouraging the study of new areas of history. After retiring in 1987, he returned to his first love—the study and practice of history. He collaborated with John Jenkins to produce two volumes that brought the history of the university up to 1970.

Along with his many other accomplishments, it is safe to say that E. David Cronon was the keeper of the historical memory of the Department of History. He believed in the importance of the cultivation of community within the department, was always present at departmental events, and ready with a kind word for a younger colleague up for tenure. Along with John Bascom and Fred Harvey Harrington—who also moved into administration after distinguished careers in the History Department—Dave was an institution builder whose legacy is evident throughout campus. He is greatly missed.

E. David Cronon History Fund

The family of our late colleague Dave Cronon has decided to honor his memory with a commemorative bequest of \$500,000. In keeping with Dave's own wishes, his wife, Jean, along with his sons Robert and our own colleague Bill, have requested that this gift be used for the direct support of graduate students in American history. In addition to his extraordinary legacy to our department as an educator, scholar, and leader, this generous gift from his family will continue his vision of excellence in education. Our sincere thanks to the Cronon family.

Remembering Madison

continued from page 1

violence, run by the Student Non-Violent Coordinating Committee (SNCC) in Nashville, included numerous mass meetings in a local church, with much testifying and singing. At an evening meeting, a SNCC leader, perhaps a philosophy major, spoke about how the civil rights movement consisted of many individuals who had made decisions to act on behalf of justice. The decisions, he explained, were of a moral nature, adding that a truly moral decision is one about which you could say, everyone should make the decision and take the appropriate action.

He then shouted out a question: “And do you know where this idea comes from?” “Where?” people yelled in response. “Tell it! Tell it!” they chanted. And he did: “It comes from Immanuel Kant! Immanuel Kant! Immanuel Kant!” Whether or not they knew of Kant, everyone

went crazy. With goose bumps on my arms, I thought that I was glad to have taken Mosse’s course.

Before being sent to the state penitentiary (on charges of disturbing the peace and inciting to riot), we were incarcerated and held for several days in the Jackson City Jail, whites and blacks in separate cells in the same cell block. In the cell next

“A liberal education demands disagreement”

GEORGE L. MOSSE

to mine were two black graduate students who were studying theology at Boston University, where Martin Luther King, Jr. had earned his doctorate.

When guards or trustees were not in the cell block, we were able to converse briefly and quietly from cell to cell. When one of the theology graduate students asked me what I was up to, I said, “history,” but, to identify myself further, I added that

what interested me most was Marxism. “Well,” one of the young men in the next cell said, “that’s interesting to us because, you know, we’re Hegelians.”

We were scared all of the time. The black Freedom Riders, many from Mississippi and other parts of the Jim Crow South, had lived with fear before their imprisonment and would, as would their families, live with yet greater fear when they were released. I would return to the relative safety of Madison, the History Department, the Socialist Club, and would take Mosse’s nineteenth and twentieth century European culture course (1961–62). Far from being a world apart, the course was suffused, because Mosse suffused it, with the ferment, hopes, and problems of the moment.

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