



College of Letters & Science

UNIVERSITY OF WISCONSIN-MADISON

The Past in The Present

2018 News for Alumni and Friends from the **Department of History**



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News from the Board of Visitors

The Department of History Board of Visitors, launched in 2015, is comprised of 25 to 30 UW History alumni from all over the United States. We meet semi-annually, in Spring and Fall each year, to discuss various efforts related to the Department, including student career development, fundraising, and outreach. In addition to the Department and UW Foundation updates, we also learn more about the Department's students and faculty through talks about their research and teaching. In May 2018, for example, graduate student Sergio González (Ph.D. '18) gave a presentation on his research on Latino immigration, religion, and community formation in 20th-century Milwaukee. Professor Gloria Whiting also spoke with the Board about her approach to teaching History 101, American History to the Civil War Era, demonstrating why she and her innovative teaching style are so popular among UW undergrads.

The Board engages directly with current students through career mentoring and networking events. Board members - in particular our Careers Committee - are the heart of the Department's alumni mentoring efforts. Our mentoring circles, which began in 2016, pair small groups of undergraduate students with Board members who are willing to serve as "real-world" career advisors in a given field; members also provide mentoring and guidance as needed to individual students. Over half of our Board members participate in career mentoring and have provided advice to nearly 80 students; others have visited History 505, History at Work, as guests to discuss their own career paths. We enjoy these interactions and strive to bring a new perspective on how a history degree can lead to a range of interesting and fulfilling careers.

The Outreach and Development Committees are active in the broader efforts of the Department and UW Foundation to keep our graduates thinking about our school and its need. The Board supports the Department through its own financial gifts and through external fundraising work and events that engage our alumni. When History professors travel for research, conferences, or speaking engagements, Board members in the area will set up events with other local History alumni to remind them of the groundbreaking work our faculty do. The Board has also contributed to the Department's development and stewardship efforts by sending thank-you letters to members of our Giving Societies and bringing in new members.

If you are interested in learning more about the Board of Visitors and our work, please contact Rick Kalson at rdkalson12@gmail.com. We'd be happy to talk more to you about how you can get involved.

Chair's Welcome



Laird Boswell, Department Chair

The fall semester is in full swing. New and returning students, armed with beginning-of-the-year enthusiasm, are packing the Terrace and lining up at the food carts in front of Memorial Library. In the wake of torrential rains in late August, Lake Mendota has never been so high. Our classes are full - so full that we are turning down senior auditors for lack of seats. We're offering 64 undergraduate courses in History and History of Science this fall enrolling some 3,800 students - and 98% of our available seats are occupied. The sustained efforts of our faculty are paying off. Over the past ten years, they have developed a range of new courses that speak to new generations of undergraduates. We are also benefiting from the largest entering class on record.

Our undergraduate teaching has undergone major changes over the past decade, partly in response to declining enrollments and to the crisis in the Humanities. Two decades ago, most of our teaching focused on specialized upper-division classes designed for majors and advanced students in other disciplines. Today, close to two-thirds of our students are in lower division courses open to first- and second-year students. Fewer students

Photo Credits:

Front Cover: Major Fritz Oppenheimer.
Photo courtesy of Harry Handler.

Save the Date!

American Historical Association Conference, Chicago, IL

- American Historical Association Conference, Chicago, IL, January 3-6, 2019
- UW History Department Reception, The Marq; 60 W Adams St, Chicago, IL 60603; Saturday, January 5, 2019, 5:00-7:00

2019 Spring Reception, Madison, WI

- Annual Spring Reception, Pyle Center, Friday May 3, 2019, 3:00-5:00 p.m.

than in the past arrive in Madison with a clear intention of majoring in History. Fortunately, large numbers of them end up in our introductory courses. We purposefully place our best faculty in these classes and their job is to inspire students to take more courses in History and become majors. With a yearly average of 450 majors, we remain one of the largest majors in the College of Letters and Science.

I'm pleased to extend a warm welcome to History of Science alumni. The one-year-old merger between History and History of Science, Medicine and Technology has strengthened our undergraduate and graduate programs, and has fostered numerous faculty collaborations. While our undergraduate majors are now combined, we have preserved the distinguished Ph.D. program in History of Science, Medicine and Technology. The History Department continues to be the home of a vibrant graduate program with 131 students (17 of them in History of Science) specializing in a wide range of fields. We awarded 20 Ph.D.s last year, including one in History of Science.

We take pride in the accomplishments of our students. Emma Strenski, who wrote a Senior Thesis with Professor Kathryn Ciancia, received a highly competitive Fulbright award to conduct research on ethnicity in Bosnia and Herzegovina. The fifteen students who penned senior theses last year worked on an impressive range of topics from funerary inscription in the ancient world to Polish Holocaust tourism, anti-union rhetoric in 1970s Britain, press coverage of Mohammad Ali, and the History of U.S. counterinsurgency in Vietnam. A growing number of our students are pursuing internships that connect classroom knowledge to life after the UW. Four of our majors received summer internship scholarships from SuccessWorks at the College of Letters and Science, and the Department, thanks to financial support from alumni, provides scholarships that enable students in our History at Work class to undertake internships for credit. In all our classes, we continue to explain the value of a history degree. Our faculty and staff have been honored for their contributions to our students' experience as well; in recognition of his stellar work with students, the College awarded our undergraduate advisor extraordinaire, Scott Burkhardt, an Undergraduate Advising Award. Our Russian historian and former Chair David McDonald was recognized for decades of stellar undergraduate teaching with a Distinguished University Teaching Award, while Kathryn Ciancia's mentorship of Honors students earned her a Distinguished Honors Faculty Award.

History faculty continue to make vital contributions to key debates both on and off campus. At the request of Chancellor Rebecca Blank, our own Steve Kantrowitz co-authored a report on the Ku Klux Klan at the University of Wisconsin that inspired discussion and soul-searching about the history of exclusion of non-majority students on campus and the culture of intolerance that remains. Patrick Iber's "History in the Age of Fake News", published in the *Chronicle of Higher Education*, highlights the crucial role that historians play in distinguishing fact from fiction.

The good news is that after a few lean years, the Department's budgetary outlook is on the upswing. We are searching for four new faculty members this year, and I expect that we will continue to add new faculty in the years to come. Thanks to the generosity of alumni and emeriti who have funded endowed positions, we welcomed two new assistant professors to our ranks this fall. Paige Glotzer, who earned her Ph.D. at Johns Hopkins University before taking on a postdoc at Harvard, is the inaugural John W. and Jeanne M. Rowe Chair in the History of American Politics, Institutions, and Political Economy. Glotzer's work focuses on housing segregation in twentieth-century America. Daniel Stolz, who earned his Ph.D. at Princeton and comes to us after a three-year postdoctoral appointment at Northwestern, is the first Kemal H. Karpat Assistant Professor of Ottoman History. Stolz's first book, *The Lighthouse and the Observatory: Islam, Science, and Empire in Late Ottoman Egypt*, was published this year by Cambridge University Press. We continue to have an excellent track record retaining faculty: this past year we successfully retained faculty who were being recruited by Princeton and the National University of Singapore. A number of faculty passed significant milestones as well: after a stellar 37-year career teaching early American History, Charles Cohen retired in January 2018. He was followed in June by Rudy Koshar, who anchored our European and German history program for many decades; Michael Chamberlain, who taught the history of the Middle East; and Tom Broman, who has turned to sheep raising (stay tuned) after a distinguished career in History of Science. Along with Florence Bernault, who returned to France after teaching contemporary African history in our Department for over twenty years, they will be sorely missed. Our emeritus colleagues, Al Bogue and Diane Lindstrom, sadly passed away.

Our department continues to shine by the breadth and depth of faculty accomplishments. We are proud that four of our faculty earned tenure this past year: Judd Kinzley (China/East Asia), Elizabeth Lapina (Medieval Europe), Emily Callaci (Africa), and April Haynes (Early America/Gender). Our young faculty are the Department's future. Kinzley will be spending 2019 conducting research in China thanks to a grant from the American Council of Learned Societies. His colleague in East Asian history, Louise Young, will be spending the fall at the Institute for Advanced Study in Princeton and the spring at the Wilson Center in Washington D.C. Nicole Nelson (History of Science) is on fellowship at the Radcliffe Institute for Advanced Study in Cambridge, Massachusetts. Cindy Cheng, Daniel Ussishkin, Pernille Ipsen, and Leonora Neville all won major campus awards to pursue innovative research projects.

We are deeply grateful for the support of our alumni. Our career advisor, Christina Matta, does superb work connecting our majors with alumni who can provide them guidance as they think about life after the UW. If you can help our students, get in touch with Christina. In an era of diminished state funding, alumni support provides us with crucial resources to maintain our excellence in teaching and research. Gifts of all sizes help. With ten \$50 contributions, we can give a student financial support for an internship. The same amount covers the cost of printing ARCHIVE, the terrific undergraduate history journal published by our majors. Please stay in touch and come visit if you're on campus.

On Wisconsin!

History Welcomes New Faculty



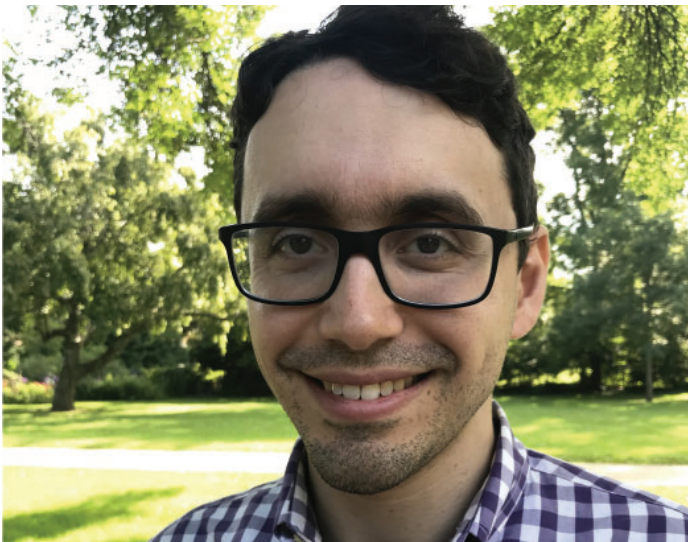
**Paige Glotzer, John W. and Jeanne M. Rowe
Assistant Professor in the History of American
Politics, Institutions, and Political Economy**

history, cities, business, and politics. Regardless of the specific topic, she alerts students to the historical dimension of processes they might take to be natural.

The Department would like to thank John and Jeanne Rowe for their generosity in supporting this professorship.

Paige researches the history of housing segregation in the nineteenth and twentieth centuries. Her first book, titled *Building Suburban Power: The Business of Exclusionary Housing Markets, 1890-1960*, is currently under contract with Columbia University Press for its *Columbia Studies in the History of U.S. Capitalism* series. It charts how suburban developers, including Baltimore's Roland Park Company, ushered in modern housing segregation with the help of transnational financiers, real estate institutions, and public policymakers. The effects of their efforts continue to be felt today. Portions of her research have been published in the *Journal of Urban History* and *Public Seminar*.

She is also interested in the connections between the rise of Jim Crow and colonialism and slavery worldwide, and has recently completed a digital project that maps the British investors who financed one of the first segregated suburbs in the United States. In keeping with this turn toward global urban history, her next project will focus on the interactions between American realtors and Latin American consumers in the mid-twentieth century. Her teaching interests include U.S. history, transnational



**Daniel Stolz, Kemal H. Karpat Assistant
Professor of History**

courses that explore science, technology, and religion in the Middle East.

The Department would like to thank Kemal Karpat for his generosity in supporting this professorship.

Daniel joins the department from Evanston, Illinois, where he taught at Northwestern University as a postdoctoral fellow and visiting assistant professor. He researches and teaches the history of the late Ottoman Empire and the emergence of the modern Middle East in the nineteenth and twentieth centuries. He is especially interested in understanding how Ottomans used new kinds of technical knowledge to transform their society in the decades before World War I. His first book, *The Lighthouse and the Observatory: Islam, Science, and Empire in Late Ottoman Egypt* (Cambridge University Press, 2018), shows how new astronomical practices enabled the growth of the modern Egyptian state and the emergence of Islamic movements that emphasized uniform and precise observance of ritual duties. He is currently beginning research for a new book, *Middle East Public Debt and Global Financial Knowledge*, which investigates the Ottoman state defaults of the 1870s as part of the global rise of sovereign debt and its forms of expertise.

In addition to *The Middle East in the Twentieth Century* (History 139), Daniel will offer classes in Ottoman History along with

Hands-On History: Augmenting the Undergraduate Major Through Internships

Imagine spending your summer learning to use specialized imaging equipment, then applying your knowledge while exploring a Great Lakes shipwreck. Or augmenting your coursework during the academic year by creating a digital exhibition about World War I, mining the treasures of the National Archives and writing blog posts, or creating a podcast that conveys the experiences of Wisconsin soldiers returning from Afghanistan. Each semester, history majors do just that – and more! – through a wide range of internships everywhere from historical societies and federal agencies to non-profit organizations and corporations. Regardless of whether they are historical in content, internships offer our majors a project-based opportunity to explore potential career paths, develop the skills taught in the major and learn new skills, and gain valuable pre-professional credentials in an area of interest to them. Though standard jobs and internships both teach valuable skills such as teamwork and leadership, internships are designed to provide students with a supervised learning experience that expands upon their coursework.

The students and their internships featured below are only a small sampling of the projects many of our majors complete during their studies.

Emma Strenski (History/International Studies '18), George L. Mosse Program in History

In the fall of 2017 and the beginning of 2018, I oversaw the creation of a digital history exhibition to commemorate the 100th Anniversary of the end of World War I in partnership with the Wisconsin State Historical Society. The photographs were taken during World War I from 1914 to 1916 by Eduard Frankl, a press photographer based in Berlin, Germany. The photographs concern the German war effort, and include scenes in and around Berlin, Poland, Serbia and Bosnia and Herzegovina, Allied prisoners of war, refugees, and the battlefield throughout Europe. This archive had approximately 1,500 photographs. I scanned each photo separately, added it to the Wisconsin Historical Society Database, translated the caption from German to English, and tagged the search criteria for the image. This process took approximately 6 months to complete and the images are currently being added to the Wisconsin Historical Society website.

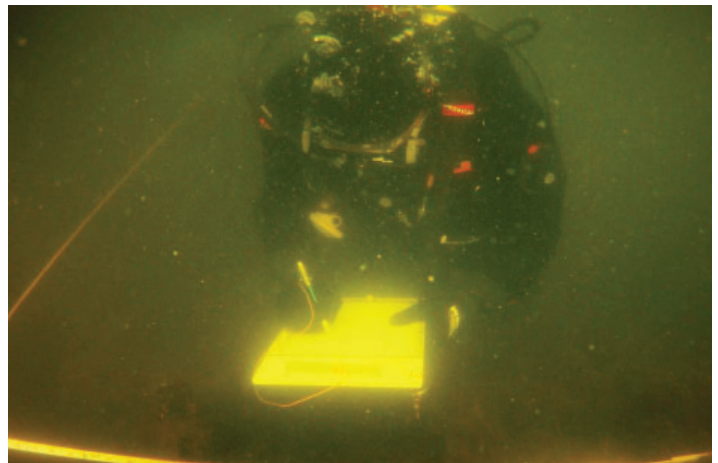
Ryan Smazal (History/Political Science '19), Wisconsin Historical Society

For the summer of 2018, I was an intern at the Wisconsin Historical Society. Specifically, I worked in their Maritime Preservation/Maritime Archaeology Program. This program as a whole works to preserve the rich history of Wisconsin's bottomlands. On a day to day basis, there is a lot of research that is done in the office, but the best part is being out in the field. This summer, I was able to conduct a survey research study on Wisconsin's known dugout canoes. For the project, I worked with State Archeologist John Broihahn, Dr. Sissel Schroeder of the UW Anthropology department, and Tamara Thomsen, who works as an underwater archeologist at WHS. Through this project, I was able to travel across the state in an attempt to record data measurements such as length, width, and depth of hold, and to make 3D photogrammetric models of the 30+ known dugouts. These dugouts have a variety of backgrounds, ranging from prehistoric to Fur Trade era. The goal is to be able to compare the differences of the craft such as cargo capacity, wood type, and when European influence became relevant in the watercraft of Wisconsin. My summary and conclusions from this project were on display at a WISCIENCE Summer Research Symposium poster project.

In addition to that project, I was fortunate enough to take part in a field school in underwater archaeology in Green Bay with the barge known as the Advance. There, I was certified by the Nautical Archaeology Society as an underwater archeologist.



Belgian Refugees Eating Soup, 1914. Courtesy of Wisconsin Historical Society.



Ryan Smazal underwater. Photo Submitted.

This has been an incredible experience for me, and has truly helped me to discover my passion for history as well as archaeology.

Danielle Sklarew (History/Communication Arts '19), National Archives and Records Administration



Danielle Sklarew at the National Archives and Records Administration Office. Photo Submitted.

Every morning I hopped on the Metro, surrounded by seemingly important adults dressed in corporate attire to get to their federal government jobs. This summer, I had the opportunity to join them on this commute downtown to the nation's capital. I spent my summer working at the National Archives and Records Administration in downtown Washington, D.C. where I worked as an intern in the History Office.

Interning at the National Archives was fascinating. The institution is home to almost all of the federal government's records throughout this nation's history. The most notable documents that the Archives holds are the Declaration of Independence, the Constitution, and the Bill of Rights. These three documents, referred to as the "Charters of Freedom," are the biggest reason that tourists come to visit the National Archives during their trips to D.C.

As I mentioned earlier, my internship at the National Archives was specifically working in the History Office. I worked under the guidance of the Historian of the National Archives, Jessie Kratz, along with two other interns. Our job as interns was primarily to create content for the Pieces of History blog, which required us to do historical research, and to use the photos and documents that the National Archives holds to incorporate into our blog posts. We had a lot of freedom to write about specific people, places, or things in history that interested us, which definitely helped make the research and writing more interesting. We were also tasked with looking into the history of the National Archives as an institution.

D.C., a city with seemingly endless exhibits to visit, so we went on many field trips. I've lived in suburban Maryland, just 25 minutes outside of the city, my whole life but I never get tired of visiting the many museums and attractions downtown. We went to the Postal Museum to see Alexander Hamilton's and Aaron Burr's pistols used in their famous battle, we took a private guided tour through the Capitol Building, we sat in the courtroom at the Supreme Court, and we went to the National Geographic museum to see their exhibit on the Titanic, which was especially cool because the museum had borrowed many documents from the National Archives!

I was drawn to this internship because it was located close to my home, but also because I wanted to experience working for the federal government. I felt really grateful to work for an institution that preserves the documents of this nation's history and to learn so much while working here. Even outside of the History Office, many, if not most, of the employees at the Archives had degrees in history, so it was great working with people who shared the same passion for history as I do!

Matthew Scharpf (History '19) and Tristan Krause (History '18), Wisconsin Veterans Museum Oral History Project

In the summer of 2017, we interned at the Wisconsin Veterans Museum (WVM) in their Oral History Department. (Rachel Halaska, a graduate student at the University of Wisconsin-Milwaukee Museum Studies Department, also joined us during the internship.) For the first half of our time at the museum, our duties included transcribing Wisconsin audio interviews for museum archival and dissemination, drafting veteran personal biographies, and writing transcription abstracts for researchers.

During the second half of the internship, our supervisor, Ellen Brooks, gave our team carte blanche to pursue our own self-designed project. What emerged was the WVM's first podcast series: Voices from Afghanistan. The program focused on the oral histories of Wisconsin veterans who served in Afghanistan and had conducted an interview with the museum after their return.

Our motivation for pursuing this project was twofold. In the summer of 2017, the Trump administration announced an increase in troop levels in Afghanistan, signaling that one of America's longest wars—now approaching its 17th year—still had no end in sight. Despite this event, we all felt that the war had fallen out of public consciousness writ large. We hoped that sharing the audio of Wisconsin veterans recounting their time in Afghanistan would help to make the conflict more tangible for Wisconsinites back home. Second, through the podcast we hoped to advertise oral histories, and specifically the oral history archive at the WVM, as unique and significant historical sources in their own right.

Our guiding principle was to let the sources literally speak for themselves. Recognizing our own lack of expertise on the subject and realizing the need to distance the final product from our personal biases, we settled on a strategy of thematically piecing together individual audio clips. As we sifted through the roughly

twenty interviews on Afghanistan within the WVM collection, five overarching themes stood out and would eventually become our podcast episode titles: 'The Enemy,' 'Combat,' 'Train & Assist,' 'Interactions with Afghani Civilians,' and 'Daily Life.'

Since none of us possessed any prior experience in audio engineering, the production phase initially seemed like a major obstacle. Luckily, we were able to work in tandem with The Bubbler at the Madison Public Library's Media Lab and Audrey Martinovich from Audio for the Arts, who both provided the necessary expertise. We then presented the finished product to the WVM staff and the entire series can now be found on the museum's new website.

Our internship with the WVM's Oral History Department perfectly augmented our time as history undergraduates. It provided an excellent opportunity for us to test our academic skillset—research, writing, communication—outside of a classroom setting and challenged us to work with completely new disciplines. Likewise, we all thoroughly enjoyed studying the veterans' oral histories and we now fully appreciate their value to both academic research and public education. It was an honor to work with such talented area professionals and to help advertise the WVM's resources to state veterans. We all hope the program will continue so that future students share in the experience.

The Refugee Returns

By Harry and Cindy Handler

On August 17, 1945, Victory Day, three U.S. Army officers walked through the rubble of the Nazi Chancellery Garden in the heart of Berlin to the iron door of a rectangular concrete structure, and descended down four flights of stairs to the spot where Adolf Hitler's 1,000 Year Reich ended, 12 years after he ascended to power. The officers walked through the airless, stinking, drab dormitories and windowless conference rooms to Eva Braun's elegant suite, and stood above the bloody yellow couch where the Nazi dictator and his wife of one day committed suicide. For one of the officers, a 5'4", 47-year-old major, whose body bore the scars of the last half century of conflict, the reversal of fortune was complete. Adolf Hitler was dead, and Fritz Oppenheimer had returned with the victorious Allies to his native Berlin. Seven years after the Gestapo expelled him, he was charged with restoring the rule of law to his unrecognizable homeland.

Three months earlier, on May 8, 1945, Supreme Commander of the Allied Expeditionary Force Dwight D. Eisenhower had assigned Major Oppenheimer to accompany the German General Staff to Berlin; once there, they were to unconditionally surrender to the Americans, British, French and Russians a second time. Soviet dictator Joseph Stalin, who had ordered the Russian Army to capture the German capital at the cost of nearly a million military and civilian casualties, had been incensed that the Nazi leadership had signed the surrender in Reims, France, and insisted that the Germans perform the ceremony once again.

At the Karlshorst Riding Academy in the relatively intact eastern sector, Soviet Commander Georgi Zhukov hosted the American, British and French Generals in the hastily transformed main hall, where long tables were covered with green tablecloths and Allied flags festooned the walls. The Germans were brought into the room past midnight; after a brief statement, General Zhukov instructed the Germans to leave their assigned table and approach the Allies to affix their signatures to the surrender documents. Field Marshall Keitel affixed a monocle to his right eye, but was momentarily confused about what to do next. Sitting across the table, U.S. Major Fritz Oppenheimer rose, thrust a pen at his future captive, and the Nazi complied. Fifty million people were dead, but World War II in Europe was over. For Fritz Oppenheimer, it was, in his words, a "miraculously fine assignment."

The Allies enjoyed a vodka-soaked victory banquet until 5:00 a.m., when Fritz Oppenheimer accompanied the German generals through a smoking, destroyed Berlin to Tempelhof Airport. There,



General Field Marshall Wilhelm Keitel (hanged after the Nuremberg Trials) with baton, Gross Admiral von Friedeberg at bottom of ladder (committed suicide after surrender), Luftwaffe Chief Paul Stumpff (imprisoned) on the ladder as they are returned to Berlin by US Army Major Fritz Oppenheimer (standing at the open door of the plane). May 8, 1945.

they boarded a British aircraft for the flight to Flensburg, Germany. Once aloft, Major Oppenheimer interrogated Field Marshall Keitel about the whereabouts of Adolf Hitler's remains and the post-Fuhrer Nazi hierarchy. Keitel begrudgingly responded until midway through the flight, when he demanded, "Major, how come you speak German without any accent?"

Oppenheimer paused. Nothing would have delighted him more than telling his fascist prisoner – who, after Nuremburg, would be hanged for war crimes – the truth, which was that they had much more in common than the Nazi could ever imagine. That, like him, he was a German native who had been raised as a proud and loyal Prussian, with every expectation of enjoying a high-profile, fulfilling career in his homeland. After all, he'd grown up in a spectacular mansion by the Tiergarten, the scion of affluent bankers and court jewelers whose circle included the major merchants and thinkers of Berlin society. Both he and Keitel had fought for Germany in World War I, including at the crucible of Verdun, been wounded and promoted several times, and rewarded the Iron Cross 1st and 2nd Class for valor.

Unlike Keitel, however, Oppenheimer was a Jew, and it was this one biographical detail that had set the perilous trajectory of his past decade in motion. Forcing the general to hear his story would have been immensely satisfying, but he knew that Eisenhower wouldn't appreciate his candor. So Fritz Ernst Oppenheimer gave a simple yet satisfying reply: "The American schools," he said, "are excellent."

As Fritz Oppenheimer's grandson, growing up in central Illinois and catching occasional references to his exploits from his somewhat estranged daughter (my mother Ellen), I had a vague sense that he'd made himself useful during World War II. When my grandmother, his widow, died in the mid-'90s, I inherited a number of her decaying albums and valises stuffed with old papers, but they sat more or less neglected in my New Jersey study for a decade, until my teenaged son needed to do original research for a history project.

Prising them open, we discovered drafts of the German surrender documents, and letters and proclamations affixed with swastikas signed by Reich Fuhrer Adolph Hitler, SS leader Heinrich Himmler and Nazi party secretary Martin Bormann; all were well-preserved due to the high-quality paper stock used by the Nazi government. In another album, I found four 5" by 7 1/2" diaries with penned accounts written in beautiful German cursive script, and four mud and blood-spattered pocket diaries. It was apparent from the entry dates that these were the teenaged Fritz's real-time chronicles of World War I.

But because I found them inscrutable, they remained unread. I just felt lucky and honored to be the guardian of my grandfather's legacy—to the extent that I knew it—and the English-language documents served as prized resources my children could quote from for their homework assignments. A History major from the University of Wisconsin-Madison, (BA '79) and a voracious reader of historical works myself, I also incorporated them into slide shows, and started delivering lectures to historical societies, universities, and high school classes.

Then, in the winter of 2016, my 86-year-old mother, whose declining health had limited her ability to live as fully as she wished, announced that, with the guidance of a palliative care team, she intended to refuse food and drink, and end her life. Despite their differences, she'd always shown her father's implacable determination, and so we accommodated her in our home as best we could. After her death, while sorting through her personal effects, I came upon a duffel bag full of manila folders labeled 1940-1968. Each contained her father's letters to her mother, some composed on Supreme Headquarters Allied Expeditionary Force stationery, others on Himmler's personal stock, and still more on paper bearing the letterhead Reichsfuhrer.

The riveting narrative laid out by the letters motivated me to finally have my grandfather's World War I diaries translated from the original German. With the guidance of University of Wisconsin-Madison History Department Chair James Sweet, I connected with Dr. Paul Grant (Ph.D. '16), who translated the looping cursive script and scribbled battlefield notes into English. The entries, which ran 100 single-spaced pages long in aggregate, portrayed a fervent nationalist whose fight against the Allies in World War I in many ways mirrored the middle-aged immigrant soldier's opposition to the Axis powers in World War II. I couldn't help but reflect on how so many Jewish holidays revolve around the exodus story: "They oppressed us, we fled, let's eat." My grandfather's life added "I came back" and "they surrendered" to the narrative. I knew then that his experiences needed to be shared. My instincts were seconded by Professor Sweet, who said to me, "You write it."

But my grandfather's story required context. He was a towering personality packed into a 5'4" frame, and had an exalted sense of personal agency. His circumstances—the tremendous privilege he enjoyed in Wilhelmine Germany, his statelessness under the Nazis and rebirth as a U.S. citizen—were set by the changing fate of Germany's Jews. I wanted to understand the position my grandfather and his cohort presumed they held in the greater society, the powerful forces of history to which they were subject, and the decisions they made in response to them.

These issues impelled me and my wife Cindy, a writer and editor, to travel in his footsteps, from his birthplace of Berlin to the World War I battlefields north and east of Paris (in World War II, he traveled much the same route in the opposite direction). We interviewed curators and archivists at institutions including the German-Russian Museum Berlin-Karlshorst, the Topographie of Terror, and the Jewish Museum in Berlin.

We explored the dank Fort Douaumont where, during the Battle of Verdun, my grandfather survived a catastrophic explosion that killed 700 of his fellow soldiers. At the Musée de la Reddition in Reims, we watched newsreel footage of the second surrender ceremony, and observed his



Corporal Fritz Oppenheimer, 18 years old, 1916. By the time this photograph was taken, his units at the Battle of Verdun had been wiped out twice.

interactions with General Keitel.

We traveled to the National Archives in Washington, D.C. and researched how Fritz Oppenheimer, with one assistant, re-drafted the very laws that stripped German Jews of their rights and sent him fleeing from the country he loved. We learned how the former stateless refugee was assigned the task of de-Nazifying the German judiciary and re-introducing democracy in the U.S. occupation zone.

For service to his adopted country, Fritz Oppenheimer was awarded the United States Bronze Star and Legion of Merit. The diminutive Jewish soldier, recipient of two Iron Crosses for valor in World War I and barred by his religion from obtaining a German commission, retired from the United States Army in 1946 as a Lieutenant Colonel. After his military service, Fritz Oppenheimer joined the U.S. State Department and worked as a diplomat under Secretaries Dean Acheson and George Marshall.

To tell Fritz Oppenheimer's story, my wife and I have engaged an agent, and are in the process of marketing *The Refugee Returns—How a German Jew Helped Defeat Hitler and Reclaim His Country*; a duo of accomplished filmmakers has also expressed interest in turning his experiences into a documentary. In light of the current debate over the role immigrants can play in our nation's future, it is a story that resonates now more than ever.



Harry Handler graduated from UW in 1979 with a B.A. in History and Political Science. He is one of the founding members of the Department's Board of Visitors.



Cindy Handler graduated from Northwestern University in 1979 with a B.A. in Journalism.

Wisdom and History: An Interview with Jennifer Ratner-Rosenhagen

by Brad Baranowski



Jennifer Ratner-Rosenhagen is the Merle Curti Professor of History. She specializes in U.S. intellectual and cultural history and teaches a range of courses on U.S. thought and culture, along with cultural history from a transnational perspective.

BB: What about intellectual history drew you to study the subject both as a graduate student and as a historian?

JRR: I got hooked on intellectual history when I was a 19-year old undergraduate at the University of Rochester. I was planning on being an Anthropology/Sociology major, as I was very taken with the theories about culture and worldviews in those classes. But one thing frustrated me about these courses: the feeling that all of these theories were just theories. I craved to know where the theories came from, more about the backgrounds of the social scientists who came up with them, and more about why their ideas became so influential, especially those that ended up proving to be inaccurate. That's when I discovered in the course catalogue a course titled "Cultural and Intellectual History" and it intrigued me. It seemed that I might gain exposure to the ideas I found so compelling but in a way that "grounded" them (as I used to put it before learning the phrase "historical context"). At the time, I didn't realize my good fortune of having stumbled upon this class as it was taught by one of the premier intellectual historians and cultural critics of the late '70s and '80s—Christopher Lasch (whose most influential work was his *Culture of Narcissism* [1979], a favorite book of President Jimmy Carter's). Lasch got me hooked. Soon after taking his class, I looked "American intellectual history" up in the card catalogue and discovered that the LOC call number E169.1 was where I could find all sorts of books on the history of American thought and culture. I've been hanging out in the E169.1 section of libraries ever since.

You currently are working on a history of wisdom in America. I can only imagine the richness of sources and difficulties of issues explored. Could you describe a bit about the scope and intent of the project?

My book is currently titled *The American Ways of Wisdom* and it's a work of history that is both dogged and enlivened by our mixed-messaged moment of early 21st-century American thought and culture. On the one hand, we are experiencing a real "crisis of the humanities," and with it, panicked soul-searching about the abandonment of "wisdom" in the academy. On the other hand, we also are witnessing the explosion in American culture (what I am provisionally calling "Wisdom, Inc."). This takes the form of the Google Wisdom 2.0 conferences, TED Talks, "wisdom" bestsellers and apps for our phones, seminars in mindful meditation, and a vibrant market in wisdom paraphernalia—the mousepads, daily planners, and yoga mats inscribed with the words of wisdom of philosophers, spiritual figures, and writers. So my book tries to respond to the question: *How has this perplexing cultural and intellectual moment come to pass?* My book examines what 20th-century Americans have meant by "wisdom," and how they sought to manifest it in their lives.

How did you come to the project? Was there an "Aha!" moment that set you upon it, or was the idea the outcome of slower, more evolutionary process?

There wasn't an 'aha' moment. The project crept up on me during long stretches of unglamorous reading in the history of American philosophy. I came to notice how 20th-century professional philosophy—a word which translates literally as the "love of wisdom"—had absolutely nothing to say about wisdom, and "serious" philosophers even cringed at the mere mention of the word. This was strange to me. So I widened out to look at other sorts of prominent thinkers and noticed that they, too, had little to say about wisdom, and when asked, they brushed it off as if to say the meaning and nature of wisdom was "above my pay grade" or "beneath my contempt." This struck me as weird, even a little troubling. After all, "wisdom" was absolutely crucial for all manner of thinkers from the founding of the nation up through the late 19th century. I'd even go so far as to say that it was the keyword of American intellectual life until the turn of the 20th century. Through my research I came to discover that with the late 19th century, professionalization and secularization of American intellectual life wisdom started to seem like an embarrassment for professional thinkers—too romantic, too Victorian, too fuzzy. They wanted "truth," "facts," and "knowledge" instead. So I wanted to figure out why and how wisdom lost its intellectual credentials in late 19th-century American life, and how, over the course of the 20th century, a variety of figures sought to rediscover a "wisdom" that could stand at the bar of the modern mind.

Who are some of the wisdom-seekers in your book?

Oh, boy—it's a very large cast of characters. I am drawn to large-format histories, where I can trace out larger intellectual and cultural movements over longer stretches of time, and to do that I try to include as many of the relevant figures as possible. Some are names that are still well-known today, including the pragmatist philosopher William James, the Lebanese poet Kahlil Gibran, ambassadors of Zen Buddhism to the West D.T. Suzuki and Allan Watts, famous mythologists Edith Hamilton and Joseph Campbell, and mystics like Aldous Huxley. But there are many others who were famous in their own time but have become overlooked by historians if not lost to history. These include the radical writer Vida Scudder, the swashbuckling, colorful philosopher and founder of school devoted to wisdom Count Hermann Keyserling, and minister and civil rights advocate Howard Thurman. There are many more who make up this exciting cast of characters, and I'm fortunate to spend my days in their company.

Stepping back a bit, what has been the reaction people have had to the wisdom project? Are there quarters that are more receptive than others?

Non-academics are often very intrigued by the project. They want to know more about the people I'm studying. They're quite open to reveal their own desires for wisdom, and they're often interested to hear if I have any wisdom I can pass along (though I demur). I get a more mixed response from academics. Some share my excitement and recognize that this is an elephant in the room of American intellectual history. Some even quietly share their own sense of their enterprise as a sort of wisdom quest. But others crinkle their brows, pepper me with skeptical questions, or make a joke. I suppose a study of wisdom seems to demand all the exertion of a chaise longue. I used to be thin-skinned about the skeptics, but I've learned to recognize that they help prove my point: an intellectual aspiration that was once so central in American life has come to seem antiquated, even hokey.

You took time off of the wisdom book to write *The Ideas that Made America: A Brief History* (Oxford, 2019). What inspired you to do this other project?

The Wisconsin Idea, of course!

Really?

Yes! Or more specifically, the Wisconsin Idea as embodied in the writing and teaching of two of our late colleagues in the history department—Professors Merle Curti and Paul Boyer. Curti founded the field of U.S. intellectual history and Boyer was one of its most gifted practitioners. Both were absolutely luminous historians. What I love about their version of the Wisconsin Idea is that they understood that historical consciousness should not simply be the core of our discipline but that it should also be the discipline of an educated citizenry. They wrote for that larger audience. And so I tried to imagine what that version of intellectual history might look like were I to be writing it not for fellow professional historians but for general readers like my mailman, my political representatives, my children's piano teacher, my hairdresser, and my mom. I wanted to see if I could channel the energy and excitement of the history classroom to the page. When an editor for Oxford University approached me to ask if I would write a book on American intellectual history for their popular *Very Short Introduction* series, I figured that this was my shot. *The Ideas that Made America* is the 1.0 version, which spans the 17th century up until today, and provides what I hope is an accessible and engaging account of the many byways of American thought. In a year or so I'll edit it down a bit more and it will be added to the *Very Short Introduction* series. When it came time to dedicating the book, the choice was simple: I'm dedicating it to Curti and Boyer.

You mentioned teaching as an inspiration for writing *The Ideas That Made America*. So what are you teaching this semester?

I'm teaching one of my favorite undergraduate classes: A History of Your Parents' Generation, '60s-'90s. This is a class where students come to understand their parents as historical actors—shaped by, but also making an impact on American politics and society. It has proven to be an engaging way for students to connect to history and even feel a personal investment in studying it, and so I'm going to keep teaching it until the demand for it dries up! I'm also teaching my graduate class on U.S. Intellectual and Cultural History, and what's so exciting for me is that we'll be reading the works of Badgers past and present. We're reading Pablo Gómez's *The Experiential Caribbean: Creating Knowledge and Healing in the Early Modern Atlantic* (2017), and we're reading the works of two of our recent graduates: Keith Woodhouse's *The Ecocentrists: A History of Radical Environmentalism* (2018) and Greg Jones-Katz's "'The Brides of Deconstruction and Criticism' and the Transformation of Feminism in the North American Academy," *Modern Intellectual History* (June 2018). I'm a Badger, but I am not partisan when putting together a syllabus: their work is really some of the best of the new work in intellectual history.

Any last bit of wisdom to share from your book project for historians, academics, or Americans?

Oy. This is the part of the job description of a historian of wisdom I like the least. I'm not sure I have my own wisdom to impart, but I can pass along the wisdom of others. How about the wisdom of Lord Acton: "History is not a burden on the memory but an illumination of the soul." I rather like this bit of wisdom.

From Liberalism to Law: An Interview with Brad Baranowski (Ph.D. '17)

by Jennifer Ratner-Rosenhagen



Brad Baranowski is a second-year student focusing on general litigation at the Boston University School of Law. He completed his Ph.D. thesis, "America's Moral Conscience: John Rawls and the Making of Modern Liberalism," under Jennifer Ratner-Rosenhagen's supervision.

JRR: Tell us about what drew you to graduate studies in history when you were a high school senior.

BB: In Ohio, high school students could take college courses at nearby state universities and community colleges. During my junior year, I started to take courses at Kent State University's Ashtabula campus. I dabbled. Everything seemed interesting to me then. Part of this was no doubt about how liberating the whole experience of attending college course as a high school student was. I grew up in a small town. Everyone knew everyone else. While the sense of community found in this atmosphere could be heartening, it also could feel burdensome, especially for a young person trying to figure himself out. College courses for me, however, were places of anonymity and discovery. You not only find out about new topics, you discover aspects of yourself you never saw before. In a roundabout way, I suppose, this all influenced my decision to go to graduate school: I wanted to replicate those heady days of learning for years to come.

If someone asked you when you were in high school that you were going to get a Ph.D. in American History, what do you think your reaction would have been?

I probably would have said "Thank you!" I knew that I wanted to study how culture and ideas shape people, but had no clue about how exactly to go about doing that. It wasn't until I was an undergraduate at Kent State's main campus and took a class called "Historian's Craft" that I realized what studying American history could accomplish: how tacit values shape human behavior and belief.

Madison was a perfect fit. The city, the school, the professors and peers were all exactly what I wanted out of a graduate program.

What were some of your most important (formative) classes for you at UW-Madison and why?

I had many classes that were formative. Your Intellectual History seminar was instrumental in helping me deepen my appreciation of the rich variety of genres that compose historical writing. In particular, the idea of historical writing as moral inquiry and cultural criticism was key for me to understanding the relation of the discipline to non-historians public. On top of this, I did a lot of little reading groups. These were informal and important. Once, (Professor Emeritus of History of Science) Tom Broman and I read Hans-Georg Gadamer's *Truth and Method* over the course of summer break. The experience taught me a lot about historical interpretation, philosophical argumentation, and cultural criticism.

How did you come to your dissertation topic?

I was abroad one summer doing some research. The room I was staying in was rented by someone who had studied philosophy in Paris. It was quite the wonderful room to find myself in. There were hundreds of philosophy books, albeit in French, lining the walls. While there were plenty of books from Continental philosophers (Heidegger, Sartre, etc.), there was only one text by an American: John Rawls's *Theory of Justice*. I wondered, "Why is Rawls here and no one else?" That set the wheels moving, really.

Tell us about the course you taught in the history department.

"Inequality: An American Dilemma" sought to answer one question: what are the historical roots of all the current discussions about inequality in American political discourse? Students and I dived into the turn of the twentieth century to answer this question. We examined how class

and race became a singular identity as the modern American notion of the “middle class” was forged in those early decades of the 1900s.

I know that your turn to law started with the 2011 uprisings. Can you share your experience during that period, and what started to tug at your life course pulling it away from academic history to law?

I grew up in a household where public service was key. My dad was mayor of my hometown. There were always meetings to attend, doors to canvass, speeches to write, and, most importantly, constituents to serve. As part of his office, my dad ran what in Ohio is called Mayor’s Court, which is essentially a venue that parties can resolve misdemeanors that are pending against them. Although I didn’t know any lawyers growing up, I did know a decent bit about the law because my dad talked about his experiences every chance he had. When I was deciding what to do in college, this context set the stage for me. Because I didn’t know any lawyers, but I did know a lot of teachers, I decided that teaching would be my avenue to serving the broader public.

Act 10 [The Wisconsin Budget Repair Bill, which limited collective bargaining and had other effects on public sector employees] shook all this. Beyond the personal stake I had in it, the whole uprising put my own work in perspective. I had gone to graduate school in part because I found the experience liberating from the small town life I had known. But seeing the sense of community and public-mindedness swell as it did during those cold weeks in 2011 made me rethink matters. It felt like I might have left too much behind. Of course, this was more of a personal feeling than anything else. There are certainly ample ways to become engaged in public service within academia. None of them, however, felt like live options to me once Act 10 passed. Having grown up where the law and politics were the avenue of public service, I eventually decided it was time to explore these avenues for myself.

What did your poor parents think when you told them your studies wouldn’t be over with the Ph.D. and that you were committing to several more years by going to law school?

My parents have been extremely supportive. I imagine part of this is because no one else in my family has received a professional degree. My mom was the first, and before me, only person to attend college in my family. I think they are proud, though I can imagine that their patience is starting to wear thin several advanced degrees later!

What kind of reaction did you get from your law professors when they learned you had a Ph.D. in history?

Intrigued. Typically, people ask me why law? Many folks do the reverse of what I am doing: go from J.D. to Ph.D. But I tell them my reasons, and people seem receptive—or at least polite.

Has your training in history helped you so far in your study and practice of law?

Yes, definitely. One word: Stamina. **What advice would you give students who were thinking of majoring in history but were unsure?**

Do it. You can always double-major if there is another major you want to pursue. It can make for a lot of work, but the writing, research, reading, and overall communication skills that you get from a history major are vital. Also, never underestimate the value of exposing yourself to new knowledge. Beyond making for interesting conversation in a job interview or among friends, there is a curiosity that gets cultivated through a history major that will serve you well regardless of what career track you take.

Stay Connected

We'd like to hear from you. Please send your updates and news to:

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Want to help shape our majors' professional futures? Consider being a career mentor! Career mentors might provide advice on how to get started in their field, read over résumés or cover letters, or help current students build their networks. Contact Christina Matta at christina.matta@wisc.edu for more information.

Or join Badger Bridge to connect with other UW-Madison students, past and present. From backpack to briefcase, Badger Bridge is the only social network that brings together UW alumni from all generations to match online mentors and promote professional success. See badgerbridge.com for more information or to join!



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Benefits of Society membership may include:

- Invitations to exclusive gatherings with History Department faculty in Madison and around the country;
- Invitations to connect with professors and students on campus;
- Department gift recognizing support;
- A copy of ARCHIVE, the History Department's undergraduate research journal;
- Recognition as a member of your chosen Society in the History Department Newsletter.

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Recent Gifts

A generous gift from **David and Marion Meissner** will support a new endowed faculty position: the William Appleman Williams & David G. and Marion S. Meissner Professorship in U.S. International and Diplomatic History.

Professor Emeritus Kemal Karpat made an additional gift to the Kemal H. Karpat Professorship in Ottoman and Middle Eastern History.

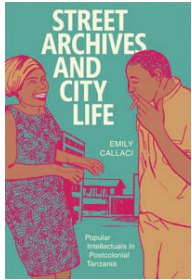
Steven Jaffe and Barbara Jaffe supported scholarships for History students, **James Heegeman** made a gift to the Ambrose-Hesseltine Chair Fund in American History, **Dale & Allison Smith** endowed a new scholarship for history majors, and **Commissioner Emeritus Allan "Bud" Selig** made a generous gift to support the department's highest priorities.

Several donors shared their intentions for planned gifts to the department: **Thomas W. Anderson, Nancy Kauzor Cave, Stuart Grover**, and Anonymous.

Faculty, Staff, and Emeritus News

Professor Emeritus John W. Barker published, within the past year, two scholarly articles, one on history and the other on music. His book on the Pro Arte Quartet of the UW-Madison was published last November as the culmination of the quartet's centennial celebrations; it is about to appear anew in a corrected reprint. Prof. Barker is the formal classical music critic for two local outlets and gives regular presentations for the retirement community where he now resides.

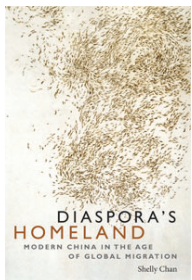
Scott Burkhardt, academic advisor for the undergraduate program, received the 2018 College of Letters and Science Undergraduate Advising Award, given to advisors who have "gone beyond the call of duty and worked across school and college lines to serve the needs of students."



Emily Callaci earned tenure in Spring 2018 and received a Summer Stipend award from the National Endowment for the Humanities. She will use her summer stipend to work on a gender studies project on the history of family planning in Africa in the 1960s and 1970s. Her new book, *Street Archives and City Life: Popular Intellectuals in Postcolonial Tanzania*, was published in 2017 by Duke University Press.

Giuliana Chamedes's first book, *A Twentieth-Century Crusade: The Vatican's Battle to Remake Christian Europe*, is forthcoming from Harvard University Press in the spring of 2019.

Shelly Chan has been appointed as the director of the Center for East Asian Studies, which has a mission of promoting research, teaching, and outreach related to East Asia at the university. Apart from her new administrative role, Chan is the author of a new book, *Diaspora's Homeland: Modern China in the Age of Global Migration*, published by Duke University Press in March. A broad transnational study, the book explores how the emigration of over twenty million Chinese shaped China in the 19th and 20th centuries.



Cindy I-Fen Cheng, Associate Professor of History and director of the Asian American Studies Program, received an H.I. Romnes Faculty Fellowship, which supports research for faculty who are up to six years past tenure. Cheng studies the multiple and conflicting ways in which race, gender, class, sexuality and nationality structure society, determining who gets to be included and excluded.

Kathryn Ciancia received the Department of History's Karen F. Johnson Teaching Award.

Christy Clark-Pujara, Associate Professor of History and Afro-American Studies, was honored as one of UW-Madison's Outstanding Women of Color Award winners. These awards acknowledge women of color among the UW and greater Madison communities who have made contributions to social justice, community service, scholarly research or teaching on race or ethnicity in U.S. society, and building inclusiveness and community. She also discussed Black abolitionists on Wisconsin Public Radio's University of the Air in May 2018.



Nan Enstad's new book, *Cigarettes Inc: An Intimate History of Corporate Imperialism*, was published in September 2018 by the University of Chicago Press. In this new account of corporate innovation and expansion, Enstad uncovers a corporate network rooted in Jim Crow segregation that stretched between the United States and China. Hundreds of white southerners, bright leaf tobacco, cigarettes, and industry expertise flowed through this multinational network. *Cigarettes, Inc.* teems with a global cast—from Egyptian, American, and Chinese entrepreneurs to a multiracial set of farmers, merchants, factory workers, marketers, and even baseball players, jazz musicians, and sex workers. Through their stories, *Cigarettes, Inc.* newly accounts for the cigarette's spectacular rise in popularity and in the process offers nothing less than a sweeping reinterpretation of corporate power itself.

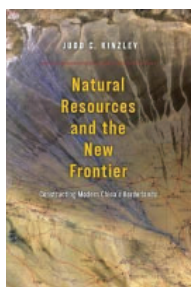
Pablo F. Gómez's book, *The Experiential Caribbean: Creating Knowledge and Healing in the Early Modern Atlantic* (The University of North Carolina Press, 2017), won the 2018 Albert J. Raboteau Book Prize for best book on Africana Religions.

Professor Emeritus J. Rogers Hollingsworth continues to do research, present lectures, and write about his work on excellence in research universities in Great Britain, France, Germany, and the United States since 1900. He gave two presentations in Spring 2018: "Judgment and Analysis of the Historical Complexity of Basic Biomedical Research in the United States during the Twentieth Century" at the Santa Fe Institute in April and "Creativity and Excellence in the Basic Biomedical Sciences of American Research Universities" at the University of California San Diego Science Studies Colloquium in May.

Pernille Ipsen was awarded a Feminist Scholars' Fellowship sponsored by the Center for Research on Gender and Women.

Susan Johnson was interviewed for an episode of the history podcast *BackStory* titled "All that Glitters? Legacies of the California Gold Rush." The podcast is available at <https://go.wisc.edu/e2vp23>.

Steve Kantrowitz co-chaired a study group convened by Chancellor Rebecca Blank to report on the history of racism and exclusion on the UW-Madison campus. The full report can be found at <https://go.wisc.edu/30j1qm>. He was also interviewed on University of the Air in April 2018 for an episode titled "How the Ho-Chunk Resisted Removal," available online at <https://go.wisc.edu/qg9688>.



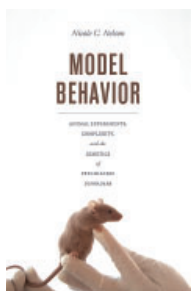
Judd Kinzley reports: My book *Natural Resources and the New Frontier: Constructing Modern China's Borderlands* came out from the University of Chicago Press in June. I was also awarded an American Council of Learned Societies Fellowship to do research for my new project on American foreign aid to China during World War II. So I'll be in and out of Chinese and Taiwanese archives for much of 2019.

Elizabeth Lapina had an eventful year. In the spring, she attended a conference of crusader historians in Haifa and finally got a chance to visit Jerusalem after years of teaching about it. In the summer, she embarked on preliminary research for her third monograph by examining several manuscripts produced in Acre (now Akko in Israel) in the 13th century and now preserved in libraries in France and Belgium. Her article on crusader chronicles is about to come out in the *Cambridge Companion to the Literature of the Crusades*. She submitted her second monograph, provisionally entitled *Depicting the Holy War: Crusader Imagery in Programs of Mural Paintings in France and England in the Twelfth and Thirteenth Centuries*, to a publisher. She received a promotion to Associate Professor with tenure, and, last but definitely not least, her third child, Martin, was born on April 5.

David McDonald received a Chancellor's Distinguished Teaching Award, an honor given out since 1953 to recognize the university's finest educators.

Al McCoy, Harrington Professor of History, gave a public lecture titled "Thinking about the American Empire and Its Impending Decline" in April 2018. **Assistant Professor Patrick Iber** provided comments on the lecture.

Gregg Mitman received a Wisconsin Academy Fellows Award. Established by the Academy in 1982, the Wisconsin Academy Fellows Award recognizes educators, researchers, mentors, artists, and civic or business leaders from across Wisconsin who have made substantial contributions to the cultural life and welfare of our state and its people.



Nicole Nelson received the Dorothy and Hsin-Nung Yao Undergraduate Teaching Award and a one-year fellowship at the Radcliffe Institute for Advanced Study at Harvard University. Her book, *Model Behavior: Animal Experiments, Complexity, and the Genetics of Psychiatric Disorders*, was published in 2018 by the University of Chicago Press.

Leonora Neville got a major assist in her mission to convince the world that the "Byzantine" Empire is really the Medieval Roman Empire from the online-education company TED-ed. Her 5:21-minute video, "The Rise and Fall of the Byzantine Empire," was published in April and had nearly a million views by August. Another video on the medieval historian Anna Komnene is in production. She also published a reference book, *Guide to Byzantine Historical Writing*, to take some of the arcane obscurantism out of studying medieval histories written in Greek, and received a fellowship from the Institute for Research in the Humanities.

Lynn Nyhart's book, *Biological Individuality: Integrating Scientific, Philosophical, and Historical Perspectives*, which she co-edited with Scott Lidgard, was listed among *Choice's* 2017 list of Outstanding Academic Titles. This prestigious list reflects the best in scholarly titles reviewed by *Choice*, part of the American Library Association. In other news, Lynn and **Emeritus Professor Tom Broman** are the proud owners of five Cotswold sheep.

Jennifer Ratner-Rosenhagen was promoted to full professor. She contributed an essay about American intellectual history to the *Wisconsin State Journal* as part of a special section highlighting scholarship and teaching in the College of Letters and Science. Her essay is available online at <https://go.wisc.edu/jr>.

Lou Roberts has had another busy, happy year of teaching and research. She is hard at work on her book, *The Male Body of War*, which she expects to finish next year. The Chinese edition of *What Soldiers Do* was published late last year. An article has appeared in the *Journal of the History of Sexuality*, and a chapter is due next year in *Une histoire de la guerre XIXe-XXIe siècles*. With **John Hall** she is working hard to establish the War and Society Program in the History Department.

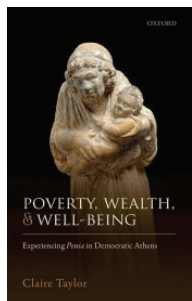
Mitra Sharafi received four awards to support work on her new book, *Fear of the False: Forensic Science in Colonial India*. She received a Summer Stipend award from the National Endowment for the Humanities, an H.I. Romnes Award, and a Frederick Burkhardt Residential Fellowship from the American Council of Learned Societies, and was in residence at Princeton University's Shelby Cullom Davis Center for the Fall 2018 semester. She will take her ACLS fellowship at the National Humanities Center in 2020-21.

Alumni!

We want to hear from you. Tell us about your new books, career changes, or other recent adventures for inclusion in the 2019 newsletter. Send updates to historynewsletter@lists.wisc.edu

Jim Sweet was interviewed on Wisconsin Public Television's University of the Air in June 2018 in a show titled "Africans in the Americas." The broadcast is available online at <https://go.wisc.edu/gzb2xr>.

Sarah Thal was recently interviewed on the podcast *Meiji at 150* about her current work on the Way of the Samurai, politics, and gender in 19th-century Japan. The interview is available online at <https://go.wisc.edu/654gpi>.



Claire Taylor's book, *Poverty, Wealth, & Well-Being: Experiencing Penia in Democratic Athens*, was published by Oxford University Press in 2017. She is currently a two-year Humbolt Fellow at the University of Münster (Germany).

Daniel Ussishkin received a Vilas Associateship to work on a cultural history of the end of the British Empire in Asia..

Lee Palmer Wandel was featured on Wisconsin Public Radio's University of the Air and appeared on University Place Presents on Wisconsin Public Television to discuss Martin Luther and the Protestant Reformation. (These broadcasts are available online at <https://go.wisc.edu/s95206> and <https://go.wisc.edu/l6iv74>.) She also spoke on her current research, the matter of the liturgy, and led a master class at Aarhus University this summer.

Louise Young received fellowships from the Institute for Advanced Study at Princeton University and the Wilson Center in Washington, DC.

2018-2019 George L. Mosse Program in History Fellows

The Mosse Program strives to support and sustain international scholarship and provide opportunities for generations of scholars to experience the international intellectual community that Mosse established over his career at UW and the Hebrew University in Jerusalem. The Program supports faculty exchanges, graduate and post-doctoral fellowships, scholarly publications, conferences, online courses, a digital archive project, exhibits, undergraduate internships, and visiting scholars.



Adi Armon

Adi Armon, Mosse Visiting Assistant Professor received his Ph.D. from the Department of Political Science at the Hebrew University of Jerusalem in 2013. His research combines cultural and intellectual history, political theory, and Jewish Studies, and his primary areas of research are Intellectuals in the 20th century and the development of their thought; focusing on Jewish thinkers who emigrated from Germany to America and had to confront questions regarding modernity, morality, technology, theology, law and politics after the Holocaust; Modern European history, examining some of the multiple meeting points between European culture and the modern Jewish experience; Philosophies of Judaism: Modern Jewish thought from Spinoza to Leo Strauss; and the development of Zionist thought from the nineteenth century to the establishment of the State of Israel.

Preston Lee Atwood is a Ph.D. candidate in the Department of Hebrew & Semitic Studies at the University of Wisconsin-Madison, where he also completed his M.A. in Hebrew Bible & Semitic Studies in 2016. He holds a Th.M. and an M.Div. from Southwestern Baptist Theological Seminary and a B.A. in Humanities from Scarborough College. He is the 2017-2019 George L. Mosse Exchange Program Fellow. His dissertation aims to clarify the relation of the Syriac Peshitta of Isaiah to the Septuagint of Isaiah, employing developments in Translation Studies, such as Indirect Translation (ITr), Descriptive Translation Studies (DTS), and Systems Theory.



Boaz Berger

Boaz Berger is currently finishing his M.A at the Hebrew University of Jerusalem where he also completed his B.A. studies in history. His main field of interest is British cultural history during the long 18th century. In his M.A. research he examines how the War of American Independence was visually depicted in England. In his Ph.D. he will examine how British politicians embraced a modern visual representation of "chivalry" in order to cope with the crisis at the turn of the 19th century.



Preston Lee Atwood



Piper Brown-Kingsley

Piper Brown-Kingsley, a Mosse Program Undergraduate Intern, is currently working towards obtaining her B.A. in History and English at the University of Wisconsin-Madison. Her studies focus on Soviet Russia, the French Revolution, and creative writing. She has been placed on the Dean's List during her time at UW-Madison and is excited to learn more about Jewish history.

most especially the history of food. Her paper on the rise and fall of the peacock as food in Europe from cultural, religious, and economical perspectives won the Hed Award for excellent papers focusing on the early modern period.

Michal Friedman is the 2018-2019 George L. Mosse Fellow to the University of Wisconsin-Madison. She is currently working on her M.A. at the Hebrew University of Jerusalem, where she also completed her B.A. studies in history and received the Dean's and Rector's Awards in the Humanities graduating summa cum laude. Her main field of interest is European cultural history, and



Michal Friedman

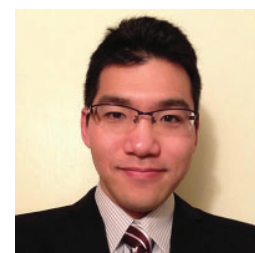


Claire Hitter

Claire Hitter is a Mosse Program in History Undergraduate Intern and is currently working on her B.A. in History. Having recently studied European Jewish history, she has developed an interest in the cultural expressions of Judaism. She is especially fascinated by individual stories and has enjoyed the opportunity to write biographical essays for classes. Claire has received Dean's List recognition for three consecutive semesters and is excited to develop her interests and uncover fascinating stories in her position with the Mosse Program.

awarded the Mosse Fellowship, and he spent a year at Hebrew University of Jerusalem as a Visiting Research Fellow during the academic year of 2017-2018. Hikaru's dissertation seeks to apply a theory in Lexicography, the Natural Semantic Metalanguage, to Hebrew Lexicography. His dissertation focuses particularly on key lexemes in Ecclesiastes. His interest is in Northwest Semitic Linguistics, particularly Phonology and Semantics.

Hikaru Kumon is a Mosse Exchange Fellow for 2017-2019 and a Ph.D. candidate at UW-Madison. He entered the Hebrew Bible program at UW-Madison in 2014 and earned his M.A. there in 2016. In 2017, he was



Kikaru Kumon



Daniella Mall

Daniella Mali is currently in her final year of B.A. studies (Sociology, Anthropology, and South Asian Studies) at the Hebrew University of Jerusalem. She is the recipient of the Dean's and Rector's Awards in the Humanities and Social Sciences. Her current research interest revolves around Hindu-Muslim relations in modern Indian history, particularly as viewed through the prisms of gender, religion, and colonial transformation theory. Her current project explores the role played by latent stereotypes and discourses of masculinity in the manifestation of Hindu-Muslim mass violence in 20th-century India.

Ofer Pogorelsky is a Ph.D. Candidate at Hebrew University of Jerusalem. He holds a B.A. in philosophy, political science and economics (PPE program) and an M.A. in history, both from the Hebrew University, and he was a fellow of the M.A. program for the study of Late Antiquity. In his Ph.D. research, he focused on the region of Roman Arabia (the Negev, Sinai and southern Jordan) and examine processes of Hellenization, Christianization and urbanization during the Byzantine period, drawing primarily on documentary evidence such as papyri and inscriptions. He is a research assistant at the Corpus Inscriptionum Iudaeae/Palaestinae (CIIP): A multi-lingual corpus of the inscriptions from Alexander to Muhammad.



Ofer Pogorelsky

Students and Alumni Explore “What History Tells”

“Racism is reviving in a big way all over, in our own country as well as in Europe.”

Professor George L. Mosse, Wisconsin Public Radio, 1991.



Mosse Program Director Skye Doney meets with online Mosse course participants in Milwaukee. From left to right: Catherine (Cathy) Kendrigan, Peter Abbott, Lucy Cooper, Doney, Sandra (Sandy) Edhlund, Rusty Borkin, Arthur (Art) Heitzer. Photo submitted.

A series of lectures Professor George L. Mosse gave on racism and antisemitism over the course of his teaching career became the basis of the Mosse Program in History online course, “‘What History Tells’: European Racism, Antisemitism, and the Fate of Liberalism, 1890-1945,” in Spring 2018. Mosse Program Director Skye Doney (Ph.D. ‘16) taught the course with support from Bill Tishler (History/Communication Arts ‘91) in the Division of Continuing Studies. This unique class brought together undergraduate students from UW-Madison and the Hebrew University of Jerusalem along with UW alumni to explore two enduring questions at the center of Mosse’s work: “How did individuals and political movements cultivate and advocate a hatred of ‘outsiders?’ Why were liberal democratic systems unable to adapt to mass movements or counter extremist political ideologies?”

The lectures formed a narrative arc that showed changes in the ways Europeans defined “outsiders” and documented how Mosse’s method of analysis evolved as new evidence about the Holocaust emerged. Mosse was a charismatic and engaging teacher, and his recorded lectures gave a new generation of students the chance to hear his words in his own voice, with all the conviction, wit, and passion he had displayed in the classroom. For those adult learners who had taken

classes with Mosse, the recordings brought back their own undergraduate days; for those who had not, “What History Tells” filled a gap in their history major. The undergraduate students in the course, who were perhaps most familiar with Mosse from the building that bears his name, learned from and about one of UW-Madison’s most prominent, prolific scholars and revered teachers. In addition, “What History Tells” demonstrated to participants the importance of connecting with history – as students engaging with other students and as residents of the present connecting with the past.

By including undergraduates and adult learners – and both U.S. and international students – “What History Tells” encouraged discussion among individuals whose perspectives and experiences with racism differed widely, yet who all shared a common interest in history. A mutual appreciation emerged among the UW alumni and current students of the two universities as they took the course together. The interactions in the online forums, which served as class discussion, prompted returning learners to re-examine their own views on racism and how those views may have changed over time and provided a broader context for undergraduates’ knowledge of the Holocaust. These exchanges were particularly valuable; “we’ve never had a history class with people from four continents and several generations, and each week I looked forward to reading the responses in the Canvas forums,” Doney said. The course so engaged its students that some even met offline – a dedicated group of Milwaukee-based UW alumni was inspired to start a study group that met weekly to discuss the course in person.

“What History Tells” demonstrated that historians are not always so far removed from the history they study. Mosse’s life-long engagement with research and teaching on the historical origins of modern racism and antisemitism, and his crucial contribution to understanding the rise of fascism in Europe, was influenced by his own experience as a German Jew fleeing Nazi persecution. Just as he observed in modern society the same ideologies he had experienced in his youth, students in the course saw the parallels emerge between the methods of exclusion, stigmatization, and normalization of racism employed in Europe before 1945 and current political discourse on race, citizenship, and identity in the United States. That the same issues Mosse had examined in his work are still relevant today provided a reminder that while historical scholarship itself changes, the themes it interrogates are timeless.

The Mosse Program will offer “What History Tells” again in Spring 2019 from January 22 to March 10.

Anyone interested in taking the class can view a trailer for the course on the Mosse Program homepage (mosseprogram.wisc.edu) and should consult the Division of Continuing Studies for further information (continuingstudies.wisc.edu).

Undergraduate Student Awards

- **Samuel Bertsch** – Hilldale Undergraduate Faculty Research Fellowship; Williard L. Huson Scholarship
- **Cade Campbell** – William K. Fitch Scholarship; Suzanne Rachel Wasserman Award
- **Mitchell Deitz** – Margaret E. Smith-Esther Butt Scholarship
- **Lauren Drapes** – SuccessWorks Summer Internship Scholarship
- **Olivia Fountaine** – ScanDesign Scholarship, University of Copenhagen
- **Max Fuller** – Hilldale Undergraduate Faculty Research Fellowship
- **Emma Hinker** – Orson S. Morse Scholarship
- **Adam Kelly** – Hilldale Undergraduate Faculty Research Fellowship
- **Colin Knight** – SuccessWorks Summer Internship Scholarship
- **Alder Levin** – Davis/Gerstein Undergraduate Research Award
- **Hilary Miller** – William F. Allen Prize
- **Rena Newman** – Steven A. & Barbara S. Jaffe History Scholarship
- **Thomas Rademacher** – Andrew Bergman Prize
- **Kara Savitt** – SuccessWorks Summer Internship Scholarship
- **Ryan Smazal** – SuccessWorks Summer Internship Scholarship
- **Elizabeth Somsen** – Curti Prize
- **Emma Strenski** – Fulbright U.S. Student Program Award; Indiana University Summer Workshop Program Fellowship
- **Connor Touhey** – Fulbright English Teaching Assistantship
- **Sebastian van Bastelaer** – Hilldale Undergraduate Faculty Research Fellowship; William F. Allen Prize
- **Emma Wathen** – Andrew Bergman Prize; Fred Harvey Harrington Prize
- **Jackson White** – Hilldale Undergraduate Faculty Research Fellowship
- **Colton Wickland** – Davis/Gerstein Undergraduate Research Award

Graduate Student Awards

- **John Boonstra** – University Housing TA Award
- **Erin Cantos** – School of Education Fellowship, Mellon Wisconsin Summer Fellowship
- **Lindsay Ehrisman** – Fulbright Fellowship
- **Maggie Flamingo** – Curti Teaching Fellowship
- **Jennifer Gramer** – Center for the Humanities Public Humanities Fellowship
- **Dan Guadagnolo** – Mellon Wisconsin Summer Fellowship
- **Kilian Harrer** – Social Science Research Council Fellowship
- **Erik Hmiel** – Doris G. Quinn Fellowship
- **Jillian Jacklin** – Exceptional Service Department TA Award
- **Abby Lewis** – US Holocaust Memorial Museum Fellowship; Mellon Wisconsin Summer Fellowship
- **Carly Lucas** – FLAS Fellowship
- **Rivka Maizlish** – Smithsonian Institute Fellowship
- **Lauren Maly** – Early Excellence Department TA Award
- **Marlana Margaria** – Early Excellence Department TA Award
- **Irene Toro Martinez** – Mellon Wisconsin Summer Fellowship
- **Karma Palzom** – Fulbright Award
- **Piotr Puchalski** – Gonshirovski Fellowship
- **Ben Raiklin** – Capstone Department TA Award
- **Zhijun Ren** – Academy of Korean Studies Fellowship
- **Bree Romero** – Innovations in Teaching Department TA Award
- **Caitilyn Tyler-Richards** – Mellon University Press Fellowship
- **Yu-li Wang** – Early Excellence Department TA Award
- **Bridgette Werner** – University Housing TA Award

In addition, 13 students were awarded Departmental Dissertator Fellowships and eight received summer language, research, and travel awards.



Peter and Julie Weil Fellow: Dylan Kaufman-Obstler

Dylan Kaufman-Obstler is in her fourth year in the History Ph.D. program and is completing her dissertation under the supervision of Professor Tony Michels. Her primary field is American Jewish history, and her work focuses on the Jewish labor movement in the 20th century. Her other areas of study include European Jewish History and she has dedicated the last several years to studying Yiddish language intensively. Her dissertation is on the history of Yiddish Communist schools in North America, their approach to cultural and political education, and their growing efforts to preserve Yiddish. During the summer of 2018, Dylan traveled to New York, Los Angeles, and Stanford, collecting archival material for her dissertation and interviewing some of the few remaining alumni of the Yiddish radical schools. In addition to her research, Dylan has worked as a teaching assistant for courses in U.S. history and Jewish history.

Ph.D.s Awarded, 2017-2018

Athan Biss, Race Diplomacy: African American International Diplomacy, 1855-1955 (Brenda Plummer)

John Boonstra, A Mandate to Protect: Imperial Encounters and Affective Ideologies between France and Lebanon, 1860-1931 (Mary Louise Roberts and Laird Boswell)

David Bresnahan, The Contours of Community on the East African Coast: A View from the Hinterlands, ca. 100-1850 CE (Neil Kodesh)

Yuan Chang, Xiong Shili, Qian Mu, and Modern Chinese Conservatism (Viren Murthy and Daniel Ussishkin)

Melissa Charenko, Science as Prophecy: Paleo Perspectives on Environmental Change (Gregg Mitman; History of Science, Medicine, and Technology)

Hye Eun Choi, The Making of the Recording Industry in Colonial Korea, 1910-1945 (Charles Kim)

Sergio González, 'I Was a Stranger and You Welcomed Me': Latino Immigration, Religion, and Community Formation in Milwaukee, 1920-1990 (Cindy I-Fen Cheng)

James Homsey, The Army in Interwar Japanese Society: A Cross-Sectional Analysis of Economic, Intellectual and Political Interactions Between the Army and the Textile Industry, the Medical Community and the Suiheisha and Yuwa Movements (Louise Young)

Philip Janzen, Africa and the Atlantic Imagination: Intellectual History of Empire and Black Internationalism in the 20th Century (James Sweet)

Erin Kramer, The Entire Trade to Themselves': Contested Authority, Intimate Exchanges, and the Political Economy of the Upper Hudson River Region, 1626-1713 (Charles Cohen)

Stephen Pierce, Charity, Cosmopolitanism, and the City in Coastal East Africa, 1750-1930s (Neil Kodesh)

Brett Reilly, The Origins of the Vietnamese Civil War and the State of Vietnam (Alfred McCoy)

Nicholas Strohl, The Truman Commission and the Promise of American Higher Education (William Reese)

Lane Sunwall, Mission Aviation: Faith, Publicity, and Cultures of Technology (1908-1950) (Daniel Ussishkin)

John Suval, Dangerous Ground: Squatters, Statesmen, and the Rupture of American Democracy, 1830-1860 (William Cronon)

Berke Torunoglu, Comparative Imperiology: Autocracy, Citizenship, and Subjecthood in Ottoman and Russian Empires, 1856-1876 (David McDonald)

Libby Tronnes, Corn Moon Migrations: Ho-Chunk, Belonging, Removal, and Return in the Early Nineteenth-Century Western Great Lakes (Susan Johnson)

Richard Wells, The Manchurian Bean: How the Soybean Shaped the Modern History of China's Northeast, 1862-1945 (Louise Young)

Bridgette Werner, To Make Rivers of Blood flow: Agrarian Reform, Rural Warfare, and State Expansion in Post-Revolutionary Bolivia, 1952-1974 (Steve Stern)

Ryan Wolfson-Ford, Ideology in the Royal Lao Government Era (1945-1975): A Thematic Approach (Alfred McCoy)

Alumni Notes

Anita Taylor Doering (History/International Relations '85) writes: I began my professional career at the La Crosse Public Library in 1989 [and] under my direction, my department has grown from one professionally trained archivist to two, and the collections have grown as well. My title is Senior Archivist and Archives Manager. Our main focus, of course, is serving the public in the broadest sense about our community's history through acquiring, preserving, and providing access to the primary resources that help tell that story. We also do a fair amount of writing and create local history-themed programming to get people interested in community history, especially those who have never set foot in our archives. We have helped authors, students K-post graduate, city officials, genealogists, film producers and local history enthusiasts. I have mentored several graduate students over the years and introduced the profession to many more, always mentioning the keystone as my undergraduate degree in history from UW-Madison.

When the World Seemed New: George H.W. Bush and the End of the Cold War, the new book by **Jeffrey Engel (M.A. '96, Ph.D. '01)**, was published by Houghton Mifflin Harcourt in late 2017. Engel used archival material and interviews with administration officials in his examination of Bush's foreign policy. He is the founding Director of the Center for Presidential History at Southern Methodist University and an expert on the U.S. presidency and modern diplomatic history.

Martín Espada ('81) is the winner of the 2018 Ruth Lilly Poetry Prize, awarded by the Poetry Foundation in recognition of extraordinary lifetime achievement. Espada studied with Steve Stern while in Madison, then completed a J.D. at Northeastern and was a tenant lawyer for Latino communities in the Greater Boston area before joining the English faculty at the University of Massachusetts-Amherst. He is the first Latino poet to win this award since its inception in 1986.

Kelly Fisher ('16) was awarded a Fulbright U.S. Student Program grant to teach English in Norway.

David Harris (B.A. '67, M.S. Education '70, Ph.D. Curriculum and Instruction '75) notes that a second edition of his book, *Reasoning with Democratic Values: Ethical Problems in United States History*, was released in Spring 2018 by Teachers College Press of Columbia University. The book, co-authored with Anne-Lise Halvorsen and Paul F. Dain, presents for student consideration examples of historical ethical dilemmas that shaped the history of the nation.

Roger Horowitz ('90), who completed his Ph.D. with Thomas J. McCormick, reports that his latest book, *Kosher USA: How Coke Became Kosher and Other Tales of Modern Food* (Columbia University Press, 2016), has won a number of awards. It was selected as an outstanding academic title by *Choice*, received the National Jewish Book Award in American Jewish Studies, and, most recently, won the American Historical Association's Dorothy Rosenberg Prize for the history of the Jewish diaspora.

Ben Hubing (History/Political Science '06), a social studies teacher at Greendale High School, has been selected as the James Madison Memorial Fellow for Wisconsin. As part of the program, Hubing will spend four weeks at Georgetown University studying the U.S. Constitution and other topics related to American History.

Meredith Keller (History/Environmental Studies/Political Science, '15) was a finalist for the Gates Cambridge Scholarship. Established by Bill and Melinda Gates, the scholarship allows students from outside the UK to complete a full-time graduate degree at the University of Cambridge.

Hilary Knight ('12) was part of the gold medal-winning Women's Hockey team at the 2018 PyeongChang Winter Olympics. As a member of the U.S. National Team, she has also won two Olympic silver medals (2010 and 2014), two World Championship silver medals, and seven World Championship gold medals. She currently plays for Les Canadiennes de Montréal in the Canadian Women's Hockey League.

Erin Miller ('15; M.S. Communication Sciences and Disorders, '18) recently published *Wisconsin's 37: The Lives of Those Missing in Action in the Vietnam War* with Professor John Sharpless. The project was initially a paper Miller wrote for a course with Professor Sharpless and expanded into the book as she conducted more research and talked with family, friends, and fellow soldiers of the 37 Wisconsin men who did not return from Vietnam.

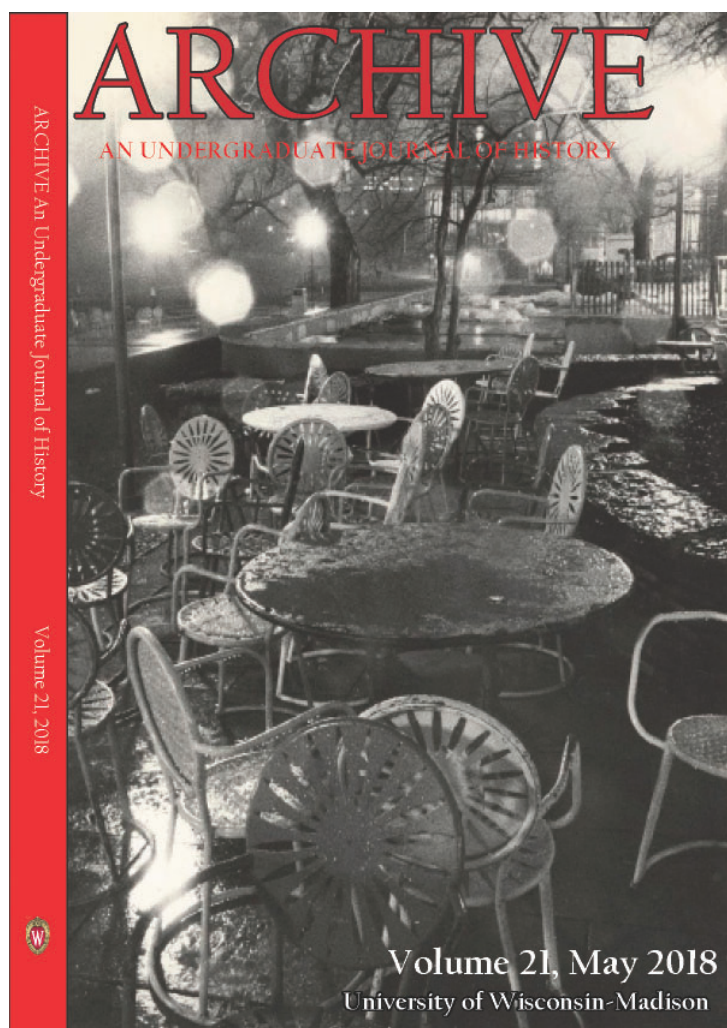
Rhonda Petree (History/Political Science '99), has won a Fulbright to spend the 2018-2019 academic year at Narva College of the University of Tartu in Estonia. She will be teaching courses in English language and teaching methodology.

Gregor Trinkaus-Randall (B.A. '68, M.A. '73) writes: I received my MALS from Wisconsin in 1980 with a concentration in Archives Administration. After service as the librarian/archivist at the USS Constitution Museum in Boston and the Peabody Museum of Salem (Salem, MA), I undertook the development of a statewide preservation program for libraries and archives in Massachusetts - the only such program in

existence. Twenty-nine years later, I am still running the program, but I have expanded it to include municipal clerks, museums, and historical societies.

Jesse Van Tol (History/International Studies '06), formerly Chief Operating Officer for the National Community Reinvestment Coalition, has been promoted to CEO of the organization. NCRC, founded in 1990, works with more than 600 community-level organizations to promote access to banking services, affordable housing, and job creation, among others.

Tim Weiss (History/Religious Studies '08) writes: My wife, **Mara (B.S. '08)**, and I met at UW-Madison and moved to Arizona immediately after college. We now live out here with our two sons Owen (4) and Felix (2). I found my way into Academic Advising at Arizona State University in 2011 and have since worked for and managed the Academic Advising Office for the College of Nursing and Health Innovation, and am now the Director of Academic Advising over ASU's Humanities Division in the College of Liberal Arts and Sciences. This professional change is exciting on many levels and also brings me back to my intellectual home at a university. Additionally, I will be a founding Director of their exciting new Advising Hub. Our Associate Dean is a Badger too!



ARCHIVE is UW-Madison's undergraduate journal of history. The newest edition of ARCHIVE is now available to read online (<https://uwarchive.wordpress.com/>). Here's a look at the contents:

- The Making of the "Deep North": An Examination of the Backlash to School Desegregation in Boston by Molly Harris
- The Role of Egyptology in Nineteenth Century French National Identity by Mary Evelyn Melton
- In Sickness and In Health?: Wisconsin's Eugenic Marriage Law, 1913-1981 by Emma Wathen
- "May This Oath Kill Me": Ethnopsychiatry, Loyalty Oaths, and the Foundations of Rehabilitation during the "Mau Mau" by Jeffrey Williamson
- Remember Jenny McCrea: Martyrdom in the American Revolution and National Memory, 1777-1812 by Sebastian van Bastelaer
- Operation Provide Comfort: An Opportunity for Kurdish Autonomy by Noah Cicurel
- Institutional(ized) Injustice: Human Rights Abuses against Persons with Mental Disabilities in the 20th Century US History by Avi Bukhbinder
- Expulsion and Collapse of Christianity in Japan by Nathan Simon
- Let Me In!: Melissa Ludtke and the Fight for Female Sports Writers in the Locker Room by Maren Harris

In Memoriam



Margaret R. Bogue (1924-2018)

Margaret Ruth (Beattie) Bogue, 93, Emeritus History Professor at the University of Wisconsin, died March 8, 2018, at her home in Madison, Wisconsin.

Bogue was born in Washington, D.C. June 14, 1924, to James H. Beattie and Maude P. (Rock) Beattie. She grew up near McLean, Virginia, where her father ran an experimental farm for the Department of Agriculture. She attended the University of Maryland, completing her B.A. in 1945, then went on to complete an M.A. (1947) and Ph.D. (1955) at Cornell University.

Bogue began her career as a scholar and teacher at Vassar College before moving to the University of Western Ontario and then joining the University of Wisconsin Extension in 1966. In 1983 she moved to the University of Wisconsin-Madison Division of Outreach, then held a joint appointment with the Department of History until her retirement in 1991. She also served as

President of the Agricultural History Society and was later named a Fellow.

Bogue was known for her work on Midwestern agricultural and environmental history. Her work was characterized by meticulous research and analysis, but also by its accessibility to lay readers – perhaps a reflection of her own love of outdoor activities such as canoeing and camping. She wrote many books and articles during her career, many of which explored land use, fisheries, and the wetlands of the Great Lakes area. Her first book, *Patterns from the Sod: Land Use and Tenure in the Grand Prairie, 1850-1900* (1959), examined ownership and economic conflicts in East Central Illinois; *Fishing the Great Lakes: An Environmental History, 1783-1933* (2000) became the definitive history of the decline of fisheries in the Great Lakes. Her two guidebooks, *Around the Shores of Lake Michigan* (1985) and *Around the Shores of Lake Superior* (2007), provided overviews of historical sites. In addition, she co-edited (with Allan G. Bogue) *The Jeffersonian Dream* by Paul Wallace Gates.

Both her historical work and her teaching earned her multiple honors, including the University of Wisconsin-Extension Distinguished Service Award, the University of Wisconsin-Extension Award for Excellence in Scholarship and Teaching, and University of Wisconsin-Madison Van Hise Outreach Award for Excellence in Teaching. In 2015, she was awarded the inaugural Frederick Jackson Turner Award from the Midwestern History Association in recognition of her contributions to the history of the American Midwest.



Diane Lindstrom (1944-2018)

Professor Emeritus Diane Lindstrom died on February 7, 2018. She was the first woman to earn tenure in the History Department and the first person to teach a course at UW-Madison in Women's Studies.

Diane Lindstrom and her twin brother, Daniel, were born in Jamestown, New York, on September 9, 1944. She graduated with a B.A. from Alfred University in 1966 and enrolled at the University of Delaware. There she earned her M.A. in 1969 and her Ph.D. in 1974. Drawing from her dissertation, she wrote *Economic Development in the Philadelphia Region 1810-1850* (Columbia University Press, 1978), for which she won the Allan Nevins Prize in Economic History. Her work demonstrated that economic growth and industrialization in antebellum Philadelphia had more to do with relationships between the city and its hinterland, than with inter-regional or foreign trade.

Arriving in Madison in 1971 as an assistant professor, Lindstrom became the department's specialist in economic history. She was promoted to associate professor in 1977 and to full professor in 1983. Diane held several roles in the Economic History Association and the Agricultural History Association; she also served terms as a member of the editorial boards of the *Journal of Economic History* and of *Business History*. In 1992 and 1993, Lindstrom was visiting professor in the Faculty of Economics at the University of Sydney.

The History Department recognized Lindstrom as one of its most effective teachers, presenting her with the Dorothy and Hsin-Nung Yao Teaching Award in 1994. She taught both undergraduate and graduate courses in economic and business history. She also offered the senior capstone seminar and served as director of the department's Honors Thesis colloquium.

Graduate Student Research:

Emer Lucey, History of Science, Medicine, and Technology

Constructing Childhood Disabilities: Autism and Down Syndrome in America



Emer Lucey. Photo Submitted.

In her 1967 memoir, *The Siege: The First Eight Years of an Autistic Child*, Clara Claiborne Park described the process of seeking a diagnosis for her toddler daughter, Jessy. Jessy's remote affect, her independence, her lack of speech, and her physical beauty made her seem to Park as "a fairy child," strikingly different in her development from her three older siblings. Searching for understanding, Park and her husband brought Jessy to a renowned pediatrician who was "abreast of the most recent developments in mental and physical illness." Facing the possibility that Jessy was intellectually disabled, Park expressed her concerns in her memoir, writing that, "I had thought that retardation was the worst thing that could happen to a baby, to a family, and to me. But apparently this was not the worst possibility. There was another. The worst diagnosis [the doctor] could give us would be a different word altogether—autism." Park's fears were realized when Jessy received a diagnosis of autism, but *The Siege* and Park's subsequent writings presented a narrative of growth and acceptance for Jessy and her family that would resonate with parents facing a similar diagnosis.

Park's memoir is a seminal work in the history of autism, the history of parenting memoirs, and the genre of memoirs about a disabled child. Her writing reflects the question I examine in my dissertation: how did autism become the primary childhood developmental disability of note in American culture? How did autism replace mental retardation, particularly Down syndrome, as the paradigmatic developmental disability?

To illuminate this history, I use parent memoirs as a primary source for the formation of cultural understanding of developmental disabilities. The genre of parent memoir, as developed by authors including Clara Park, shaped the knowledge, expectations, and understanding of autism and Down syndrome for parents and the broader public. For parents whose children had been diagnosed with autism or Down syndrome, reading memoirs from their fellow parents offered recognition of shared experiences and visibility for their personal and political challenges. Significantly, memoirs allowed parents a way to access a shared community and a meaningful identity as members of the autism and Down syndrome communities, centered on their roles as caretakers, advocates, and experts on behalf of their children.

By analyzing parent memoirs along with medical literature, parent guides, archival research, oral history, and popular media, I examine the narratives of growth and decline of these paradigmatic childhood developmental disabilities in concert throughout the past seventy-five years. By examining them together, I aim to understand how popular understandings and experiences of autism, as a nascent diagnosis without a stable meaning, responded to the shifting public perception of Down syndrome. By examining how both the medical and cultural significance of autism and Down syndrome have changed, including the "spectrum-making" of autism since 1980 and the emphasis on prenatal testing for Down syndrome, I argue that each disorder has held a distinct ability, or inability, to assert its cultural importance amidst the controversies that surround them, shaping their meanings and allowing autism to establish cultural dominance.

All quotations taken from Clara Claiborne Park, The Siege: The First Eight Years of an Autistic Child (Boston: Little, Brown, and Company, 1967).

Emer Lucey's research interests include the history of American medicine, the body, disability, and global health. She holds a B.A. in Health and Society with a bioethics concentration from the University of Pennsylvania and a M.A. in History of Science, Medicine, and Technology from UW-Madison. Her dissertation advisor is Richard Keller.

Graduate Student Research:

Karma Palzom, History

The Dalai Lama is Tibet: Deterritorializing Nationhood, Citizenship, and Activism, Post-1959



Karma Palzom. Photo Submitted.

My dissertation explores the political activism of Tibetans in the diaspora after the 1959 Chinese colonization of Tibet and the exodus of roughly 80,000 Tibetan refugees predominately to India and Nepal. In the 1980s, unsuccessful reconciliation with China for Tibetan independence led the Dalai Lama and the Tibetan Government in Exile to seek Western support instead for the promotion of cultural and religious autonomy for Tibetans inside Tibet. The changed course of political action in the Tibetan diaspora shows not only the transformation of exile political thought, but also the expanding meaning and understanding of Tibetan nationalism in exile.

The years from 1979 to 1990 became a critical period for how stateless Tibetans in India and Nepal formed practices of activism and nation-building efforts outside of Tibet. In other words, Chinese denial of Tibetan independence marked an important time where Tibetan exiles used the rhetoric of preserving Tibetan Buddhism and Tibetan culture to form a national consciousness in the absence of a free nation. I demonstrate that the adoption of Tibetan democracy, and the promotion of religion and culture in the West laid the foundation for the Tibetan Government in Exile to develop bureaucratic measures to garner political and religious loyalty from exiles. By issuing voluntary taxes, pseudo Tibetan passports, and holding political elections, I argue the Tibetan diaspora developed an institutional way to reimagine belonging to Tibet.

My project looks at the governmental records of the Tibetan Government in Exile, the U.S. Library of Congress, the Indian National Archives, and Tibetan language periodicals written by first-generation Tibetan youth in India. In addition, I am conducting oral history interviews of prominent Tibetan-led grassroots organizations, such as the Tibetan Youth Congress, Students for a Free Tibet, and the Tibetan Women's Association, to understand the competing visions of what a "free" Tibet means to older and younger generation of activists.

In establishing contact with activists and scholars in Dharamsala during the first two months of my Fulbright Fellowship, I was invited to have dinner with Tibetan intellectuals at Tenzin Tsundue's home. Tenzin Tsundue is recognized as a Tibetan freedom fighter and a poet who vowed to wear a red bandana around his head until Tibet became free again. In 2002, when Chinese Prime Minister Zhu Rongji met with Indian businessmen at Mumbai's Oberoi Towers, Tsundue scaled the 14-story building and unfurled a Tibetan national flag and a Free Tibet banner.

The first time I had dinner at Tsundue's home, his scholar-activist friends mentioned to me that this kind of gathering was to form community among one another and discuss our thoughts on the future of Tibet. I came to know that many visitors frequent Tsundue's home to learn more about the Tibetan Freedom Movement. The second time I attended his dinner, journalist Ann Curry came with a photographer and her daughter. Ann Curry had just interviewed His Holiness the 14th Dalai Lama for a National Geographic article and came to Tsundue's home afterwards to discuss the path of non-violence for Tibet's freedom in a post-Dalai Lama future. It was truly an amazing moment to collectively express our concern for Tibet and address the brutality of the Chinese state. Whether our ideas and solutions for the Tibetan cause differed, I appreciated the opportunity to be in the same space with like-minded individuals who deeply cared about the lives of Tibetans inside Tibet.

Karma Palzom is currently completing a portion of her research in India as a Fulbright-Nehru Fellow. She was born at the Tashiling Resettlement Camp in Pokhara, Nepal and was raised in Madison, Wisconsin, where she completed her B.A. and M.A. at UW-Madison. Her advisor is Cindy I-Fen Cheng.

Department Milestones



Charles Cohen

Having joined the UW-Madison faculty in 1984 as an assistant professor, **Charles Cohen** retired in January, 2018, as E. Gordon Fox Professor of American Institutions. He began by teaching and writing about colonial British North America, but over time his professional interest in religious history and his personal commitment to promoting interfaith cooperation led him far from his original field. His current research covers the braided histories of Judaism, Christianity and Islam over three thousand years, and will appear in the *Very Short Introduction* series published by Oxford University Press. His scholarship has been recognized by, among other awards, the Allan Nevins Prize of the Society of American Historians for his work on the psychology of Puritan religious experience, terms on the councils of both the Omohundro Institute of Early American History and Culture, and the American Society for Church History, and appointment as a Distinguished Lecturer of the Organization of American Historians. His teaching was honored by two awards from the UW-Madison History Department, as well as the Emil Steiger Award for Excellence by UW-Madison, and a Phi Beta Kappa award from UW-Madison. He

created UW-Madison's Advanced Placement Summer Institute in 1993; directed the Religious Studies Program from 1997-2005; and, from 2005-16, served as Founding Director of the Lubar Institute for the Study of the Abrahamic Religions, whose mission was to create better understandings of Judaism, Christianity, and Islam by encouraging ongoing discussion of these traditions and their interrelationships among scholars, members of those traditions, and the general public. He continues to sit on the Religious Practices Advisory Committee, Department of Corrections, State of Wisconsin.



Rudy Koshar

Rudy Koshar retired in May 2018 after thirty-eight years of teaching (twenty-seven at UW-Madison and eleven at the University of Southern California). He was the George L. Mosse / Wisconsin Alumni Research Foundation Professor of History, German, and Religious Studies. During his career he wrote on a variety of subjects, including the social roots of Nazism, German memory and historic environments, and the history of automobility and mass leisure in modern Europe and Germany. His books include *Social Life, Local Politics, and Nazism* (North Carolina, 1986); *Germany's Transient Pasts* (North Carolina, 1998); *From Monuments to Traces* (California, 2000); and *German Travel Cultures* (Berg, 2000). He has received national and international fellowships from the Guggenheim Foundation; American Council of Learned Societies; German Academic Exchange Service; German Marshall Fund; Max Planck Institute for History in Göttingen, Germany; and the European University Institute in Florence, Italy. At UW-Madison, he has held a number of fellowships, including a senior fellowship at the Institute for Research in the Humanities (1998-2003), and a Wisconsin Alumni Research Foundation Fellowship. In 2008 he won a Chancellor's Distinguished Teaching

Award. In 2010, he began writing literary and historical fiction, and has since published forty-five short stories. His short fiction has been recognized with several awards, including second place in the Wisconsin Academy of Sciences, Arts & Letters Annual Fiction Prize competition (2013); a Pushcart Prize nomination (2015); and a Notable Story award in storySouth's Million Writers' competition (2016).

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Former students of Professors Emertus Florencia Mallon and Steve Stern organized “Researching, Reading, and Writing Latin American History,” a two-day conference held in January 2018 at the University of Maryland, College Park, and at the Mexican Cultural Institute in Washington, D.C. in recognition of Mallon’s and Stern’s substantial contributions to the field.