



College of Letters & Science  
UNIVERSITY OF WISCONSIN-MADISON

# The Past in The Present

2020 News for Alumni and Friends from the Department of History



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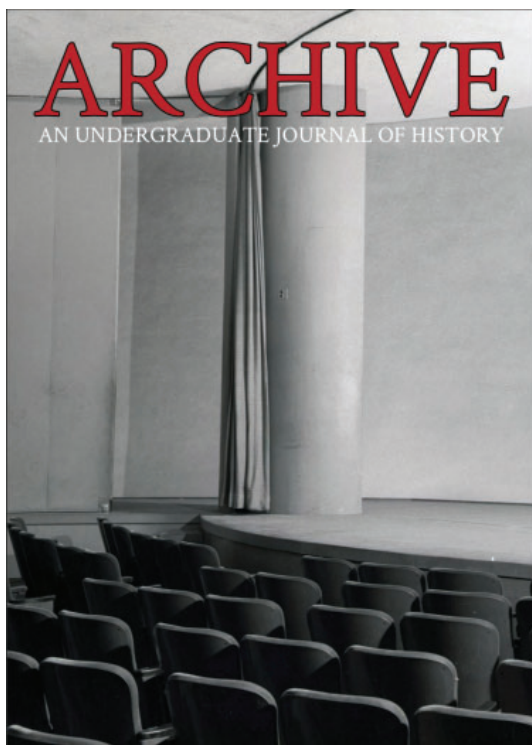
# News from the Board of Visitors

Established in 2015, the Department of History Board of Visitors consists of about 25 to 35 History alumni from a variety of careers, life pursuits, and geographic areas who volunteer their time to serve the Department and its students.

At our Fall 2020 meeting, the Board welcomed six new members:

Ilana Adelman (B.A., 1991)  
Giselle Blocker (B.A., 2018)  
John Douglas (B.B.A., Accounting/History, 2019)  
Hilary Miller (B.A., History/Political Science, 2019)  
Bryant Plano (B.S., History/History of Science, 2011)  
Yuka Shiotani (B.A., History/Russian/International Studies, 2017)

Alumni interested in learning more about the Board should contact Richard D. Kalson, Board Chair, at [rdkalson12@gmail.com](mailto:rdkalson12@gmail.com).



## ARCHIVE

ARCHIVE is UW–Madison’s undergraduate journal of history. The newest edition of ARCHIVE is now available online.  
<https://uwarchive.wordpress.com>

- “Holy Healthcare: Oral Roberts and the Rise and Fall of the City of Faith, 1960–1990” by Benjamin J. Young; Baylor University, Class of 2021
- “‘If They Break This Union, They Will Break My Heart’ Hamilton, Burr, Pickering, and the Northeastern Secessionist Movement of 1804” by Sebastian van Bastelaer; University of Wisconsin–Madison, Class of 2019
- “A Rose in the Wilderness: The Challenge of Melchiorre Cafà’s Blessed Rose (1665) in the Atlantic World” by Taylor Rossini; Middlebury College, Class of 2020
- “Scandal and the City 72: Laetitia Pilkington’s Critique of British Mid Eighteenth–Century Gender Norms” by Tori Paige; University of Wisconsin–Madison, Class of 2020
- “Rewriting Chapters: Resistance to Addressing Discriminatory Practices in University of Wisconsin–Madison Fraternities and Sororities, 1947–1962” by Angela Peterson; University of Wisconsin–Madison, Class of 2020

## Photo Credits:

Front Cover: The Mosse Humanities Building is pictured at the University of Wisconsin–Madison on June 18, 2020. (Photo by Bryce Richter / UW–Madison)

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# Chair's Welcome

By Leonora Neville

John W. and Jeanne M. Rowe Chair of Byzantine History and Vilas Distinguished Achievement Professor



Leonora Neville (Photo by Jeff Miller/UW-Madison)

This fall the History Department is sharing in the unexpected challenges that are transforming life for all of us in this pandemic era. As historians we understand that, however unexpected and unwelcome, the pandemic is not “unprecedented.” Rather, when viewed in the long term, disease has been a constant companion to humanity that has sparked profound change time and again. Historians generally have no interest in living through historically interesting times, and I can speak for all of us when I say we really wish our days were more ordinary. But our collective understanding of the many ways in which disease has altered human life in the past gives us some measure of resiliency and relative calm in the face of a rapidly changing situation. We know to expect that higher education will change as a result of the pandemic and that, in truth, there will be no return to “normal.” As we study both change and continuity in the past, we know to expect both change and continuity in the future. The current crisis, then, pushes us to be reflective about what aspects of academic practice we want to work to preserve, and what pandemic-induced changes we want to embrace.

The challenge of teaching remotely forces us to rethink the purpose and intention of each aspect of our teaching. The basic educational practice of having the professor stand on a stage and lecture while students take notes dates back

to the twelfth century, and the seminar model in which the professor guides the discussion of a complex text has been around for at least 1,000 years before that. So it is a bit of an understatement to say the change in modality of instruction is shaking up our industry. The first step in translating a course to a remote modality is for the professor to think long and hard about what is most important to accomplish in that course—what are the goals, the skills, the experiences that are most important for students to remember in the future? The next step is to decide how each of those goals can be best achieved. A lot of classroom practices that have been carried on, mostly because that is the way they have always been done, are getting rethought, scrutinized, and either adapted, transformed, or sometimes even dropped altogether. As painful as it is to do this work under pressure, there is little doubt that in the long term it will be good for our teaching. Our department has collectively been doing more thinking and working on our teaching in the past seven months that we probably did in the past seven decades.

There have been some welcome surprises in our remote teaching. Several faculty have noted that students who were silent during class discussions, when everyone was in the same room, are much more at ease making comments in written online discussion fora. There are some instances in which the online discussions surpass in-person discussions in breadth of participation and depth of intellectual sophistication. It appears that many more students are willing to ask questions using the “chat” function in an online platform than were willing to raise their hands and speak up in a crowded lecture hall. As we all learn new technologies for teaching, we are learning to appreciate those things that are helpful and that make learning easier.

At the same time, our grand experiment in remote teaching is proving the profound value of in-person instruction. Nothing replaces the confused look on a student’s face as feedback telling you that you have to go back and explain a point until it becomes clear. During an in-person lecture, you can see students begin to lose the thread, and you can also see surprise, shock, horror, joy, annoyance and a host of other natural responses and immediately shift your lecture to address those feelings. And – perhaps most important of all – you can read the room to know when minds have begun to wander. Teaching effectively without this feedback is far more difficult. The isolation we are all struggling with itself points out how important it is to build communities in learning. However good we all get at teaching remotely, I believe that in-person classes will be even more treasured in the future as means to connect with others over shared learning experiences.

When we return to a campus life in which people are free to gather around the seminar table or in a lecture hall (without standing six feet apart with the face mask), I am certain that they will not be teaching in the same way that we did in 2019. The experience of having to rethink all of our teaching from the ground up will make us far more reflective and purposeful in our choices. While it is really hard to see it this fall, at some point down the road we will be providing an educational experience for our students that is even more effective, humane, and collegial. Until then, rest assured that the work of teaching and learning is happening, even in these most trying of circumstances, and that higher education will emerge with new norms that just might last a millennia or so.

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# History Welcomes New Members



Brandon Bloch. Photo Submitted

## Brandon Bloch

I am a historian of modern Europe, with an emphasis on Germany and its global entanglements. I am especially interested in how European national and religious identities have evolved against the backdrop of territorial conflict, divided sovereignties, ethnic cleansing, and genocide. My current book manuscript, *Reinventing Protestant Germany: Religion, Nation, and Democracy after Nazism*, examines the formation of West Germany's post-1945 democracy on the ashes of Nazi dictatorship. It argues that political transformations in Germany's Protestant churches – historically aligned with conservative ethno-nationalism – were central to the construction of post-Nazi democratic institutions and national identities. The project follows a cohort of pastors and lay intellectuals who served as collaborators, witnesses, and occasional resisters under National Socialism. After 1945, these Protestant activists recast long-standing religious symbols, as well as their own record under Nazism, to imagine Germany's Protestant heritage as a fount of democratic values.

A second project will analyze how German-speaking Europeans imagined and intervened in conflicts over contested territories across the twentieth-century world and how Germans projected experiences of territorial conflict and ethnic cleansing in Central Europe to shape modern international law.



Monica Kim. Photo Submitted.

## Monica Kim

I am the William Appleman Williams & David G. and Marion S. Meissner Professor in U.S. International and Diplomatic history. In my research and teaching, I focus on three issues that have centrally informed the position of the United States vis-à-vis the decolonizing world during the twentieth century and beyond: the relationships between liberalism and racial formations, global militarism and sovereignty, and transnational political movements and international law.

My first book, *The Interrogation Rooms of the Korean War: The Untold History* (Princeton University Press, 2019), examines the changing script of warfare in the mid-twentieth century through the war that was not an official war – the “police action” called the Korean War. I tell a global history of the Korean War through four different military interrogation rooms: those created by the U.S. military, South Korean paramilitary youth groups, the North Korean and Chinese militaries, and the Indian Custodian Force. I reveal that the twentieth-century liberal project of regulating, not eliminating, warfare on the decolonizing globe was, in fact, a more fundamental battle over defining the terms of sovereignty and political

recognition. My current project explores and examines the kinds of violence and experience that are not as publicly visible and legible as a continuous form of warfare. In *The World that Hunger Made: The Koreas, the United States, and Afro-Asia*, I tackle another subject traditionally in the purview of Cold War foreign policy and warfare: development.

In my teaching, I am committed to exploring questions about social justice by connecting local and community politics to transnational and international geopolitics. I am much more interested in asking questions along with my students about U.S. empire, race, and decolonization from the “bottom-up,” with a focus on how more ordinary people challenged power, than in focusing on the usual elite people in power. My latest co-edited journal issue focused on “Policing, Justice, and the Radical Imagination” with *Radical History Review*.



Sasha Suarez. Photo Submitted.

## Sasha Suarez

I'm an interdisciplinary scholar of twentieth-century American Indian and Indigenous histories, with a special focus on the Great Lakes. I received my Ph.D. in American Studies from the University of Minnesota Twin Cities in 2020 and my dissertation, "Gakaabikaang: White Earth Ojibwe Women and the Creation of Indian Minneapolis in the Twentieth Century" examines the gendered practices of place-making, community organizing, and activism among White Earth Ojibwe in an urban environment from the 1920s to the 1970s. I am currently in the process of working on my first manuscript, which examines the labor of White Earth Ojibwe women in creating Ojibwe and intertribal community infrastructure in Minneapolis in the twentieth century. My research interests include Indigenous social movements and urban histories, with a specificity on Indigenous cultural, communal, and political continuity. I'm also interested in the gender dynamics at play in multiple different forms of Indigenous activism.

As a White Earth Ojibwe descendent, I have great interest in how the construction of historical narratives (past and present) are made accessible or inaccessible to my nation and urban Indigenous communities. To this end, I find great value in public history. I have worked on curatorial and exhibition teams at the University of Minnesota and the Minnesota History Center to construct exhibitions on Red Lake Ojibwe and Indigenous experiences with mass incarceration. I am also interested in the protection of Ojibwemowin (Ojibwe language) and other Indigenous languages through which we can better understand the places we live and work and their long histories and relationships to Indigenous peoples.



Allison Powers Useche. Photo Submitted

## Allison Powers Useche

I am a legal and political historian of modern North America. My research and teaching focus on United States imperialism, the American West, U.S. foreign relations, and international order. I am currently writing a book about how a forgotten tradition of international legal claims against the United States government transformed foreign policymaking as the nation was becoming a global power. Between 1900 and 1930, thousands of residents of U.S.-annexed territories charged the federal government with promoting forms of racial violence that violated the international norms known as the "standard of civilization." The book argues that their claims served as an unrecognized impetus for the "turn to non-intervention" in U.S. foreign policy orientation during the 1930s by prompting the United States to abandon one of the primary legal institutions through which it regularly meddled in foreign politics: state to state arbitration. Although the State Department had long used this form of international dispute resolution to promote the interests of American investors abroad by casting redistributive projects as violations of international law, it abandoned the practice at mid-century just as mass resource nationalization began to pose a global challenge to capital exporting states. *Settlement Colonialism: Managing Empire in the*

*United States* demonstrates that foreign policymakers turned away from bilateral arbitration—and developed new institutions designed to project U.S. power abroad in its place—in order to shield the federal government from the international scrutiny that arbitral tribunals had unexpectedly produced during the interwar years. By tracing the rise and fall of mass claims settlement as a central element of U.S. imperial policy, the book uncovers a lost moment of possibility for international law to address structural injustices in the United States legal system.

I have begun research for two new book projects. The first considers how the discipline of comparative law emerged in the late nineteenth and early twentieth century United States in tandem with imperial designs on the American West, Pacific, and Caribbean. The second is a synthetic history of International Law in American Politics and Society from the Founding to the Present.

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# The Moment of History: Interpreting 2020

Global pandemic and coronavirus. Police brutality and Black Lives Matter. Confederate statues and “heritage.” This year has been a demonstration, in headlines, news chyrons, and social media posts, of the importance of historical literacy. In the following excerpts, our faculty and alumni respond to the issues and events that have come to define 2020 – and offer a reflection on living in the moment of history.



Thousands of demonstrators gather and speak out against racism and racial injustice as they walk through Library Mall at the University of Wisconsin-Madison for a Black Lives Matter Solidarity March on June 7, 2020. (Photo by Jeff Miller / UW-Madison)

## The Unruliness of a Virus

“The unruliness of a virus has made visible what the privilege of whiteness continually seeks to obscure and erase: ‘Capitalism requires inequality; racism enshrines it,’ as the geographer Ruth Wilson Gilmore writes. In the engineered worlds of capitalism’s making, of which the plantation is a progenitor, differential valuations of life—of black, brown, and white bodies—are made and remade. To see the pandemic as an ecological crisis, and fail to see the circuits of global capital, labor inequalities, and racial disparities that have produced uneven geographies of hotspots in the United States and across the globe, is to ignore the ecologies of economic and racial injustice that permeate both this pandemic and climate change.

“More than one hundred years ago, in the midst of a world war, W. E. B. DuBois asked: ‘How can love of humanity appeal as a motive to nations whose love of luxury is built on the inhuman exploitation of human beings, and who...have been taught to regard these human beings as inhuman?’ In the midst of a pandemic, as a virus and police brutality expose yet again the violence of racial capitalism for all to see, it is a question more alive now than ever.”

*Gregg Mitman, Vilas Research and William Coleman Professor of History of Science, Medical History, and Environmental Studies. Excerpted from “The Unruliness of a Virus,” Environmental History, forthcoming.*

## Iconoclasm, Interpretation, and Community

Twenty-five years ago, I dedicated my book on Reformation iconoclasm, *Voracious Idols and Violent Hands*, to my son. In conversations with him this summer about the destruction of statues in the United States, I returned to the stories of iconoclasts and how they might help us to think about the people who were pulling down the statues and the targets of their violence.

The first iconoclast was Uly Anders, a peasant from an outlying village, who was beheaded in 1520 by the Zurich Town Council for the crime of blasphemy – a crime not of property but of offending God. He had sworn, not usually a capital crime, then smashed and thrown out the window of an inn a small carved crucifixion scene. None of the subsequent trials captured as absolutely the opposition of how Anders

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and his judges construed that one small object. He was quoted as saying as he threw it out the window, “the idols bring nothing and help nothing.” For the Town Council, this action was sacrilege. For none was the image some mere thing; for many, it was a medium of divine communication; for Anders, it put souls at risk.

Three years later, Lorentz Hochrütiner, a weaver, was condemned for a minor crime, “riotousness,” and sentenced to three nights imprisonment. Along with two other companions, he pulled down “eternal lights,” oil lamps, in the Fraumünster. Again, he named them “idols,” a term that runs through all the trials in Zurich. But these were something quite different from Anders’s target: their crime, as far as I could determine, was that they consumed expensive oil, which took funds away from the care of the poor.

Within two weeks, Hochrütiner was asked by the shoemaker and lay preacher, Claus Hottinger, to join him and another to pull down a great crucifix standing just outside the town walls. From a miller and town councilors who were witnesses at the trial, we learn that Hottinger talked: seeking to establish first his jurisdiction over the crucifix and then the broad principle that it should be destroyed. The records also reveal a range of attitudes, from a willingness to recognize the crucifix as an “idol,” to a wariness of doing anything that could end in arrest and imprisonment or even execution.

These acts, along with others, ultimately resulted in the formal and legal removal of all “images” – altarpieces, panel paintings, murals, chalices, patens, pyxes, crucifixes that stood on altars or hung on the exteriors of buildings throughout the town, candlesticks, liturgical books, vestments. The violence of the iconoclasts called attention to objects both ancient and familiar, deeply a part of collective religious life, singling them out as something which provoked violence, because they put souls at risk. The violence did not persuade the Town Council of the iconoclasts’ position, but led its members to the conviction that these objects were dividing the community. For that reason, they were removed.

The stories of sixteenth-century iconoclasts shift our perspective in thinking about the contemporary removal of statues. They help us to step back, to acknowledge first, people do not agree what the statues do or what they mean, nor are they likely to come to an agreement. As iconoclasts and their accusers taught me so many years ago, relations between individuals and objects are historical, personal, visceral, complex. Those stories remind us that, very much like the targets of Reformation iconoclasm, the statues are in communal space – shared space. As Hottinger might have argued, the statues belong to everyone. Finally, they teach us that removal need not be about deciding what the statues mean; it can be about the living community, its relationship to them and the ways they work within it and divide it.

*Lee Palmer Wandel, WARF Michael Baxandall and Linda and Stanley Sher Professor of History*

## **History, Heritage, and The Trouble with Monuments**

When I was researching my dissertation in South Carolina in the early 1990s, many cars sported a bumper sticker with an image of the Confederate battle flag and the slogan, “Heritage, not hate. Fly it!”

Wrestling with that slogan taught me the difference between heritage and history. Heritage connotes value, worth, and their transmission from one generation to the next. But heritage in this sense does not normally acknowledge conflict, injustice, or relations of power. The Confederate battle flag, like the other symbols of the slaveholders’ revolt against the disfavor into which their institution was falling, has for more than a century promoted a heroic vision of that proslavery struggle. It was, and is, both heritage and hate.

Representations of “heritage” in the form of flags, monuments, and statues may seem to do the work of history, but they are not historical arguments in the sense that they are up for debate. Standing in the public square, they are assertions of power and of rightness. This is why interpretive captions on unpopular monuments fail to challenge or persuade: monuments are about power and the feelings associated with it. And so it is no wonder that our current struggles over monuments are so often something other than calm, civic debates: history as a discipline and a method relies on reason, but heritage insists on the rightness of what has been.

*Stephen Kantrowitz, Plaenert-Bascom Professor of History and Faculty Affiliate in Afro-American Studies and American Indian Studies*

## **Historical Memory and Triumphalist Architecture in South Korea**

Twenty-four years ago, the demolition of the former Japanese Government-General building in Seoul was completed. Erected in 1926 at the heart of the Korean capital, the massive structure was built in front of Gyeongbok Palace, which had been the main royal palace before Korea’s colonization by Japan in 1910. The audacious placement of the new building, which housed the central colonial government, symbolized Japan’s wresting away of Korean sovereignty. The decision to begin demolition in 1995 was the subject of public controversy. An

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undergraduate at the time, I had been somewhat more supportive of those who sought to preserve the 1926 structure. My thinking was that while Japan's 35-year rule of Korea had certainly been a devastating period in the country's history, keeping the building in its place would serve as a tangible reminder of the ups and downs and the long-term processes that made up the national story.

The 1995–96 removal of the building restored into plain view the palace and its great gate, Gwanghwamun. A number of years later, a redesign project opened up a sizable plaza in front of the two structures. These days Gwanghwamun plaza is a popular destination for tourists, a nice spot for residents to stroll through or to bring their children to play, and an instrumental site for peaceful demonstrators—especially crucial in the exhilarating 2016–17 protests that enabled the successful impeachment of a president. To entrust more public space to the people, a more comprehensive redesign currently underway will expand the plaza by nearly four-fold.

My thoughts on the removal of the old building have changed over the years. For starters, my earlier view proved to be moot. South Koreans could do without the tangible reminder and still keenly remember the relevance of the colonial past in the present. What's more, every time I revisit the area I am glad to see how the space and its uses have changed. It's become a place that people feel free to walk, to appreciate, and when circumstances call for it, to occupy. Articles on the redesign indicate the planners' intent to make the plaza even more so a space for public use. The details of and surrounding the space will never please everyone. Personally I wish the U.S. Embassy building just off the plaza, an unsightly neoimperialist edifice, could be demolished and the Embassy relocated. And as a scholar who teaches and does research on South Korean historical memory, I have misgivings about certain triumphalist monuments and cultural symbols in the plaza. But without question taking down the old colonial building was the right move. The way in which a change in the Korean memoryscape has opened up new space and unforeseen possibility can be instructive for current debates over historical monuments in America.

**Charles Kim, Associate Professor of History and Director, Center for East Asian Studies**

## Slavery in the Ancient Mediterranean

To some extent slavery in the ancient Mediterranean world operated like capitalism in modern America. It was an all-encompassing system that rested on the exploitation of millions of people, the tentacles of which shaped all areas of life, and for the most part, people could not imagine a (non-utopian) world without it. Manumission was common, though frequently granted with harsh conditions of continual service attached, and many people who were freed went on to enslave (and sometimes free) others themselves. Students in the U.S. are often surprised to hear that slavery in the ancient Mediterranean world was not based on racial distinctions, though in some places and times (e.g. classical Athens) there was an ideology of slavery that presented enslaved people as "barbarian." Certainly large numbers of enslaved people in Athens did come from non-Greek areas of the Mediterranean, e.g. Thrace, Phrygia, Lydia, but these distinctions were fuzzy (there were many Greek cities in Thrace) and there were numerous Greek slaves too, captured in war, bought on the market, or born in the household. Indeed, in Sparta almost all enslaved people (helots) were Greek. Across the ancient Mediterranean world systems of slavery were pervasive, diverse, and shaped by a multitude of cultural and institutional practices that extracted the labor of large numbers of people and subjugated them to others.

**Claire Taylor, Associate Professor and John W. and Jeanne M. Rowe Chair of Ancient Greek History**

## Racial Inequality and Housing

I research the long history of housing segregation in the United States, focusing on how suburban developers, planners, and policymakers created new forms of racial inequality. As I was writing my book, *How the Suburbs Were Segregated*, something I found in the archives surprised me: international investment in the 1890s fueled the rise of the first planned segregated suburbs. As I followed the money, I began to write a history that connected twentieth-century U.S. housing discrimination to enslavement, British imperialism, and Native American genocide. Foregrounding those processes revealed others, including the ways developers crafted narratives about people and place, the mechanics by which local real estate practices became national housing policy, and the daily—often mundane—acts of the developers who helped turn racist assumptions about property value into the seemingly natural and objective workings of "the market." However, perhaps most importantly of all is how this history can provide a toolkit for future action. I end the book with a line worth reiterating here: housing segregation may be persistent, but it is not immutable. By looking at its history, it becomes clear that it was never inevitable, nor is its continuation.

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

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## Policing and Black Communities

“Through these mechanisms, cities like Chicago have become the prime culprits in exacting mass incarceration’s racial toll. When paired with stricter and longer sentencing policies that were brought into being during the 1970s and beyond, the fundamentally racist contours of urban policing that were already in place at that point have meant that astounding numbers of black women and men have spent astounding amounts of their lives in jail or prison...Modern practices of stop-and-frisk, profiling, neighborhood sweeps and saturation, the logics of “broken windows” policing and COMPSTAT crime assessment – all borrow from ideas and practices that were established long before their current practitioners were even part of the police force (or even, in many cases, born). And it is those practices that govern and guide who gets initiated into the carceral trap in the first place. This is history at work in the present: if we look at history’s long arc, it is depressingly unsurprising that mass incarceration is so deeply radicalized. It relies on the police system to provide the grist for its mill. And the police system has been targeting black people for punishment in extreme disproportion for generations.”



Simon Balto. Photo Submitted.

*Simon Balto (B.A., 2005; M.A. Afro-American Studies, 2010; Ph.D., 2015), Assistant Professor of History and African American Studies, University of Iowa. Excerpted from Occupied Territory: Policing Black Chicago from Red Summer to Black Power, (University of North Carolina Press, 2019).*

## Anti-Black Racism and Studying African American History

The world reacted in outrage to the murder of George Floyd, but he was not the first Black person publicly lynched in the United States. Current voting rights restrictions also provoke anger. We can trace both lynching and voter suppression to the Jim Crow era. This is not to argue, however, that history repeats itself. While the past lives on in these manifestations, history can help us parse critical changes.

In the post-Cold War era, ideas advocating the primacy of the market over state control in matters of public policy and general welfare have challenged worldwide governmental authority. Many countries have met the demand to cut social spending, delegate the functions of governance to private parties, and prioritize corporate profitability. The pandemic joins these policy prescriptions in wreaking havoc in many communities. The global participation of non-Black people in antiracist demonstrations suggests that behind the specifics of George Floyd’s case lies a rejection of leading world governments’ current practices, practices that, embedded in multiple forms of repressive violence, have been inherently racist.

Anti-Black racism in the United States is familiar to foreign audiences because Black Americans have had a presence on the world stage for centuries. History reveals chronicles of resistance that have included networking with abolitionists abroad during the slavery era, enlisting anti-lynching allies in Europe, petitioning the United Nations, supporting national liberation movements in Africa and Asia, and exporting an oppositional popular culture. This record is often omitted from conventional accounts, but it has profoundly influenced contemporary understandings of race and richly rewards the student of history.

*Brenda Gayle Plummer, Professor of History*

## Civil Rights and Black Resistance Movements in the Midwest

What can we learn from the history of civil rights activism in Midwestern cities like Chicago, Detroit, Milwaukee, and the Twin Cities and how can an analysis of Black resistance in these cities inform our understanding of current struggles for racial justice? It is important to first explode the myth that the Midwest is a racially homogenous—white—place. For so long this myth has actively erased the presence and long history of people of color in the region.



Many know of civil rights activist Roy Wilkins’ work as the executive director of the NAACP; however, Roy Wilkins was born in St. Louis, MO and raised in Rondo, a neighborhood in St. Paul, MN where the majority of the city’s Black residents lived. He was shaped by his experiences in the Midwest. This is the cap he wore at the 1963 March on Washington for Jobs and Freedom. Gift of Aminda B. and Roy Wilkins, Smithsonian National Museum of American History

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Starting from the point that the Midwest has long been home to indigenous Americans, African Americans, Asian Americans, and Latinx Americans, we can then couple this with an analysis of how white supremacy has shaped the outcomes of life for people of color in this region. Second, while popular knowledge of the civil rights movement focuses on the South, my research reveals the nature of racism and discrimination in the urban Midwest as it has related to education, employment, housing, and health as well as the long struggle Black people waged against these conditions. Black Midwesterners have employed a variety of strategies to bring about change. They have explicitly called out white supremacy while simultaneously marched, demonstrated, started schools, promoted Black entrepreneurship, written books, filed work related complaints and grievances, voted, gotten elected to political office, drafted and passed laws, etc. The archival record is replete with histories of Black Midwesterners' continued activism against evolving manifestations of racism and discrimination (even and especially when laws have been passed that would make them illegal). It would behoove us to study this record so that it can inform the questions we ask about our current moment. The past teaches us that Black Midwesterners resisted racial injustice with a variety of strategies aimed at individual, institutional and structural transformation. The struggle continues.

*Crystal M. Moten (Ph.D., 2013), Curator of African American History in the Division of Work and Industry, National Museum of American History*

## **Police Violence and Popular Protest**

The last years in the United States have produced a proliferation of historical comparison. We have the sense of living through historic times, but what analogies are appropriate? Which ones help us understand what we are living through, and which ones get in the way? I don't know that there's a final answer to this question (and in any case that will be a judgment for the future), but as I have looked on the intensification of social conflict, police violence, and explicit or nod-and-a-wink approval from the government, I have thought increasingly of the "Dirty Wars" waged by dictatorships against their own populations in South America during the 1960s and 1970s. I'm not the only one thinking such thoughts: memes and t-shirts from right-wing internet communities are full of praise for Chilean dictator Augusto Pinochet. "No quarter for communists. Pinochet did nothing wrong," they say, while selling t-shirts that show up at rallies referencing "helicopter tours," referring to the practice of throwing left-wing activists out of helicopters into the sea. Thousands were murdered by the state under Pinochet, who ruled the country from 1973 until 1990, and tens of thousands were driven into exile.

Pinochet came to power by helping overthrow a socialist president, Salvador Allende, in a time of economic crisis. Pinochet's supporters, and there are many to this day, defend him by pointing to his claims of having overseen economic recovery and the restoration of order. This history is still very present in Chile itself, where a massive protest movement began in late 2019, inspired by high levels of inequality. Protesters, not all of whom had the same goals, also demanded changes to elements of the constitutional order that were put in place by the dictatorship. They were met with repressive tactics by the police: many young protesters were losing eyes when hit in the face by tear gas canisters. The same has now happened in the United States, and while the root causes of protest are not the same, there are similarities in the ways that part of what is driving protest and polarization are legacies of political institutions that make popular goals very difficult to achieve through regular democratic activity. There are also similar dynamics of what we might call "civic fear," including the dehumanization of political opponents which frequently precedes violence. The coup in Chile in 1973 was launched on the back of a conspiracy theory that the left was arming itself for a final confrontation. This was, in reality, psychological warfare used by the military to justify its actions. But similar conspiracy theories are now spreading widely in the United States, and are echoed by government officials. Many politicians have praised the teenager who killed protesters in Kenosha. "There has to be retribution," President Trump has said after police killed Michael Reinoehl in Portland. There are, of course, differences between those Dirty Wars and our times and important differences in our institutions as well. But there is enough in common to make me feel more than uneasy. It makes me want to prescribe some historical awareness about the potentially tragic consequences of pursuing this political path. But such a prescription might be useless: some clearly know the history, and have decided to embrace it.

*Patrick Iber, Associate Professor of History*

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# The Power of Our History

By Kacie Lucchini Butcher, Director of the Public History Project

Over the past calendar year, the UW–Madison Public History Project has been hard at work researching and conducting oral history interviews to better understand our campus history. Our multi-year project has been tasked with uncovering and giving voice to histories of racism, exclusion, and resistance on campus so that we may begin to reckon with these histories as a community. Our History Corps, made up of graduate and undergraduate student researchers, has spent over 2,000 hours researching over 148 cubic feet of archival material. They’ve also completed a collective 89 oral history interviews (totaling over 140 hours of audio) with faculty, staff, current students, alumni, and community members.

Following the murder of George Floyd at the hands of police, and the continued national uprising, we feel a renewed sense of purpose and a heightened sense of responsibility to do this historical work. As much of the conversation focuses on the national history of racism and white supremacy in the United States, we feel it is important to consider our local history within this national framework. How are our histories of racism in Madison, Wisconsin affecting our community today? This what the Public History Project aims to do – use our own history as a way to continue and advance a discussion about racism, exclusion, and discrimination in our community. While we have a responsibility to cover instances of discrimination and violence, we also feel that it is important in this moment of unprecedented protest to highlight and underscore the decades of collective organizing and activism in our community. From the 1969 Black Student Strike and the Dow Protests in the 1960s to the #RealUW protests in 2016 and the continued organizing of the Student Inclusion Coalition today, UW–Madison has an extensive history of students using protest as a way to create change on campus and in the broader community. Our students, faculty, and staff continue this legacy today by participating in the Black Lives Matter movement. Just as in the 1960s, this participation comes at a great personal cost to many. However, members of our community continue to fight for justice. As Harvey Clay, a participant in the 1969 Black Student Strike, said, “it’s always the right time to do the right thing.”

In this research, we have uncovered stories of hate and violence, stories of hope and resilience, stories of struggle and protest, and stories of community and collectivity. Graduate student Dustin Cohan (M.A., 2018) spent the spring semester researching the history of the Chicana/o Latina/o Studies Program at UW. He examined the early student organizing of La Raza Unida, a group of Chicano student activists, the rising political support for the program across the state of Wisconsin, and the eventual establishment of the program through legislative means in 1975. His research helps us better understand the struggle to establish ethnic studies programs, and the importance of these programs to students, faculty, and community. Graduate student Emma Wathen (B.A., 2017) spent the fall semester researching the history of disability on campus. She was able to document the experiences of disabled people at UW, including the many instances of resistance and protest undertaken by disabled students fighting for their place in the university. She has also found materials focused upon administrative policy changes following the passing of the Americans with Disability Act (ADA) in 1990. Her research helps us understand the experiences and the struggles of people with visible and invisible disability in our campus community. Undergraduate student Asher Bernick–Roehr spent the spring semester researching the history of the UW–Madison Police Department (UWPD). He was able to document the complex and often complicated relationship between the UWPD, the Madison Police Department, the University, and the UW–Madison community of students, faculty, and staff. His research was particularly challenging as records are scarce. His research helps us to better understand why these archival gaps exist and how these gaps affect our communities’ understanding of the history of policing on campus. Angelica Euseary, a graduate student in Afro–American studies, spent the spring semester researching the 1988 Madison Plan, and its predecessor the Steering Committee on Minority Affairs Report from November of 1987, colloquially known as the Holley Report. She was able to document the process by which the plan was implemented, its immediate reception in the UW community, and its early effects upon the campus. Her research helps us to understand the impact of administrative diversity initiatives and how their intentions do not always line up with their outcomes. This is only a small example of the research we have completed which covers over 150 years, highlighting the experiences of diverse racial and social groups, disabled people, and the LGBTQ+ community. This work gets us closer to understanding the complex and immeasurable ways our history continues to affect our present.



*History graduate student Ezra Gerard works in the UW Archives as part of the Public History Project. Photo courtesy of UW Archives.*

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As historians, we have a cultural power. As the people who create our modern understanding of history, we have the power to influence decades of thought about how we understand the past. That sense of responsibility is heavier now. How will we rise to this occasion? How will we make sure that our historical work aids in the pursuit of freedom and justice? There is no clear answer here. But I believe it is our collective moral responsibility as historians, students, and community members to work towards an anti-racist future. We can do this work in big ways and small ways every day. In the words of historian Howard Zinn, “And if we do act, in however small a way, we don’t have to wait for some grand utopian future. The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.” We all have a role to play in creating the future we hope to see.

Individuals aren’t often taught to think of themselves as sources of historical knowledge, but they are. Individuals hold intimate knowledge of their campus, their neighborhoods, and their communities. That is why we want to hear from you. We believe that this project will be the most successful when it deeply engages all of those in our community. If you have a story to share, an event you think should be researched, or a person you think has been overlooked, please email us at [publichistoryproject@wisc.edu](mailto:publichistoryproject@wisc.edu).

To get updates on the project and read newly published research, please visit our website at [publichistoryproject.wisc.edu](http://publichistoryproject.wisc.edu) or follow us on Instagram @uwpublichistoryproject.

## Mosse Intern Profile: Emma Soderholm



Emma Soderholm

Each year, the Mosse Program in History generously supports internships for undergraduate History majors who are interested in areas covered by the Program’s mission – including, but not limited to, modern European history, fascism, gender and sexuality, racism and antisemitism, and Jewish history. Mosse interns typically work with campus partners, such as Special Collections, UW Archives, the Oral History Program, or the Wisconsin Historical Society on projects that give them experience in digital humanities, public history, and library science.

This year’s Mosse intern is Emma Soderholm (x’22), a junior studying History and International Studies with a focus on Global Security. In this interview, Emma reflects on her experience working with the Oral History Project, on finding a bit of family history in her work, and her plans for the future.

**PAST IN THE PRESENT:** Could you tell us a little bit about yourself and your interest in History?

**EMMA SODERHOLM:** I’m interested in twentieth-century history, particularly Europe, the Cold War, and Russia. Last fall I took a class in Soviet history with Professor Francine Hirsch and really got into it. I’m taking a class on totalitarianism this semester and there are ties between issues of military rule and dictatorships and more recent issues. It’s sort of the 2020 link to the 1930s and 1940s.

That’s a little bit of my background. To some people, it might be weird when I say I enjoy talking about Stalin and talking about the show trials and all the kinds of things that went on during the Soviet Union. And I still enjoy talking about things that happened in Cold War Germany and Berlin.

**PP:** Is this what drew your attention to the Mosse internship? Were there other reasons you found it appealing?

**ES:** Definitely. One of them was one of the ties to 20th-century issues. I also really enjoy talking to other people who study history. Of my friends that I’ve met at school, one of them, my best friend, is a public health major. Another one is animal sciences, and my other best friend is studying radiology. So I don’t always get the chance to talk about things that really interest me.

**PP:** What was the project you were initially planning to work on before campus shut down in March 2020?

**EMMA:** I was hired March 14. I got the email from (Mosse Program Director) Skye (Doney, Ph.D. ‘16) saying congratulations, and I was so excited. But then it was Spring Break, and then it was like, okay, no one’s going to see each other for months. So I didn’t actually have a

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project that I was going to work on. There wasn't any strict plan on when that was going to happen.

In mid-May I got an email from Skye that said, "hey, we're really excited to have you on the team. At this point in time, you're most needed working with Troy Reeves and the UW Archives. How does that sound to you?" And I said, "that's great." I started working with Troy at the end of May.

The first thing I started doing was working with the Oral History Project, which is a kind of network for listening to oral interviews. The main part of what I was doing was putting that into the software so that people could listen to it. There would be an index – kind of like a table of contents – that users could click through. I started doing the Mosse batch. The great part about it was that, although I wasn't directly in the Mosse Program, I was still working on work that was related and would be used within the Mosse Program.

**PP:** What kinds of interviews were these, and how did these relate to your interests either in terms of content or back to the Mosse programs?

**ES:** I've listened to, I think, four or five of them so far. Some of them are long! Some of them are an hour and a half. Some of them are seven hours. I definitely work in them in chunks, but I think most of them have been from George Mosse's former students. and one of [the interviewees] was on campus during the Sterling hall bombing. He was really involved with the anti-war protests.

The one that I remember and that I enjoyed listening to was talking about the anti-war protests and talking about the police riots. I found those especially interesting because I have a family connection to them – my great-grandfather is Herman Thomas, who was Chief Inspector with the Madison police at that time. His son, my grandfather, was actually fighting in the Vietnam War, so there's a lot of interesting family history that was tied to that.

For me, listening to that interview was really interesting – I was hearing it from yet another perspective. My mom wasn't alive at the time, so she doesn't remember what happened. She definitely talks about it more cause she knew him as [her] grandpa. She knew him very differently than my grandfather did. So I haven't had the chance to talk with [my grandfather] about it, but I'm sure he's got stories about it because at the time he was stationed in Thailand. I know my grandmother was living in Madison at the time. Her perspective is also really interesting because she was actually living with my great grandfather, and I think she had two kids.

**PP:** Based on what you've done so far, are there other areas that interest you or that you're looking forward to working on?

**ES:** I listened to an interview with Robert Nye (M.A., 1965; Ph.D., 1969) and he was talking about gender and sex, about men and manliness. That was something that I didn't know was such a big part of Nazism and it was interesting because I love talking about how sports have evolved to be like hyper-manliness, a domination thing. I'm looking forward to studying it more, especially with how much I do enjoy studying modern war and how young men are so attracted to the idea of being a warrior and why that is. So that was an unexpected find, but a good one.

**PP:** Do you have any post-graduation plans?

**ES:** Right now I'm currently studying for the LSAT. I'm planning on taking the virtual LSAT, which...I don't know how that's going to go, but that's going to be early October. I'd like to do law school, but I'd also like to do a joint master's program. I love my foreign policy classes and my international studies and relations classes. A lot of what I find about my international relations classes is that they're so historical. So even if it's not a master's in history or a Ph.D. in history, I'm very certain that whatever program I continue with my master's or with my law degree will be very closely related to my history that I studied, because I know how it is all intertwined.

**PP:** Any lingering thoughts on the experience of being a Mosse intern?

**ES:** Overall, I've just really enjoyed it. It's been a really positive experience and everyone who I've met through the archives has been super helpful – a great group of people that have been very, very helpful in helping me along. It's been really good.

# UW Press Announces Mosse Series

The George L. Mosse Program in History and the University of Wisconsin Press are thrilled to announce the new Collected Works of George L. Mosse series, which will include reissued editions of Mosse's landmark volumes with critical introductions from leading scholars.

The series makes available for a new generation of scholars and students the indispensable work of a scholar whose moral and intellectual clarity helped illuminate the conditions that gave rise to some of the modern world's greatest catastrophes. This Fall marks the publication of *Nationalism and Sexuality* and *Toward the Final Solution*, and Spring 2021 will see the publication of the ground-breaking title *The Crisis of German Ideology*.

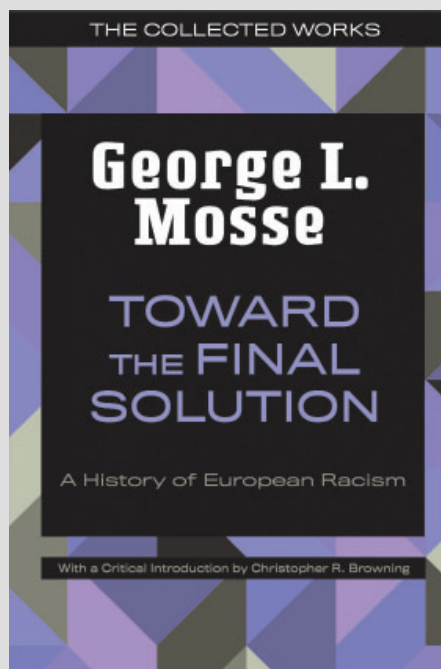
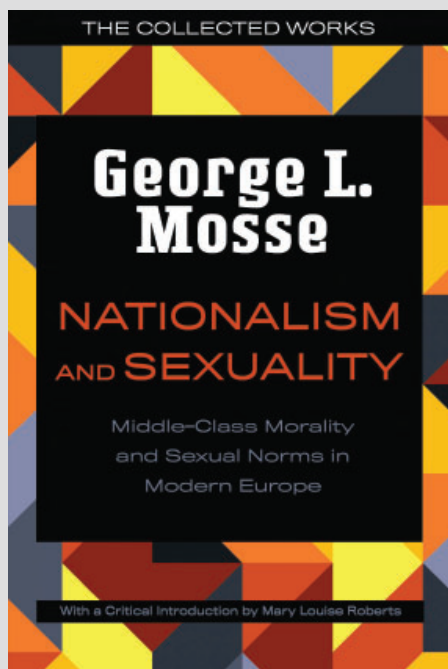
## ***Nationalism and Sexuality***

This landmark work, first published in 1985, examines the history of sexuality through the lens of bourgeois respectability and nationalism. Using a daring breadth of German and English sources, *Nationalism and Sexuality* pioneered the use of gender stereotypes as a methodology for studying the history of sexuality in mainstream European history. Mosse's innovative inquiries on gender remain central to discussions about modern constructions of national belonging and the workings of the state. This edition of Mosse's classic volume includes a new critical introduction by Mary Louise Roberts, WARF Distinguished Lucie Aubrac Professor and Plaenert Bascom Professor of History at UW, whose books include *What Soldiers Do: Sex and the American GI in World War II France* (University of Chicago Press, 2014).

## ***Toward the Final Solution***

Originally published in 1978, *Toward the Final Solution* was one of the first in-depth studies of the evolution of racism in Europe, from the Age of Enlightenment through the Holocaust and Hitler's Final Solution. George L. Mosse details how antisemitism and dangerous prejudices have long existed in the European cultural tradition, revealing an appalling and complex history. With the global renewal of extreme, right-wing nationalism, this instrumental work remains as important as ever for understanding how bigotry impacts political, cultural, and intellectual life. This edition includes a new critical introduction by Christopher R. Browning (M.A., 1968; Ph.D., 1975), author of *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (Harper Perennial, 1992).

***Books in the Collected Works series are available to purchase through the UW Press site or your favorite bookseller.***



# Stay Connected

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

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## Get involved!

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](mailto: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](http://badgerbridge.com) for more information or to join!

## Supporting Excellence

Gifts of any size make a difference for our faculty, staff and students. Alumni and friends of the Department of History contribute to our excellence and ensure the value of a History degree for current and future Badgers.

### Giving Options

By Mail (use attached envelope)  
Send a check made payable to the UW Foundation (indicate "Department of History Annual Fund" or your choice of specific fund) to:

University of Wisconsin Foundation  
U.S. Bank Lockbox 78807  
Milwaukee, WI 53278-0807

Online Giving  
Make a gift online through the UW Foundation at:  
<https://supportuw.org/giveto/history>.

## Recent Gifts

Thank you to all of our alumni and friends who have supported us. Below are but a few of the many generous gifts we have received recently.

**Professor Emeritus William J. Courtenay** made a generous contribution to a fellowship fund that supports graduate students.

**Shelley (B.A., 1969)** and **Jeffrey Kehl** made a gift to the Department of History Annual Fund in support of internships for undergraduate History majors.

**Christina Dykstra Mead (B.A., 1967)** generously supported our students and faculty with a gift to the Department of History Annual Fund.

**Alice Mortenson (B.S., 1962)** generously continues to support the Alice D. Mortenson/Petrovich Distinguished Chair in Russian History.

**Dean (B.A., 1991)** and **Sofia Pagedas** established the Pagedas Study Abroad Award for History Majors which will provide awards for undergraduates seeking a study abroad experience.

# Department of History

## Giving Societies

### **Professor Frederick Jackson Turner Society**

Recognizes donors who make annual contributions to the History Department of \$5,000+

### **Professor George L. Mosse & Professor Harvey Goldberg Society**

Recognizes donors who make annual contributions to the History Department of \$2,500+

### **Professor Gerda Lerner Society**

Recognizes donors who make annual contributions to the History Department of \$1,000+ (\$250+ for alumni who graduated in the past ten years)

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;
- A copy of ARCHIVE, the History Department's undergraduate research journal;
- Recognition as a member of your chosen Society in the History Department Newsletter.

## **History. We're Making It.**

Since the first History class at UW-Madison more than 100 years ago, alumni and supporters like you have helped us fulfill our educational mission.

UW-Madison History is ranked 18th out of 1,200 world universities (2019 QS Rankings). We enroll over 6,600 undergraduate and graduate students in our courses and our faculty win teaching and research awards every year.

Please consider making a gift to support the History Department.

For more information, please visit

<https://supportuw.org/giveto/history> or contact Jill Way, UW Foundation Director of Development, at 608-284-0012 or [Jill.Way@supportuw.org](mailto:Jill.Way@supportuw.org)



## **John Sharpless Scholarship Fund**



John Sharpless. Photo submitted.

Joshua (B.A., 1990) and Jill Tarnow have generously offered to match up to \$15,000 for new contributions to the John Sharpless Scholarship Fund, which they created in honor of Professor Emeritus John Sharpless. The fund will benefit undergraduate History majors with demonstrated financial need. Gifts can be made online at [supportuw.org/giveto/Sharpless](https://supportuw.org/giveto/Sharpless).

## **George L. Mosse First Book Prize**



The University of Wisconsin Press and the George L. Mosse Program in History are pleased to announce the George L. Mosse First Book Prize. The prize honors Mosse's commitment to both scholarship and mentoring new generations of historians. Winning books will be published as part of the George L. Mosse Series in the History of

European Culture, Sexuality, and Ideas, and the winning author will receive a \$5,000 prize. An honorable mention winner may also be selected to receive a \$1,000 prize and publication. For more information, see <https://uwpress.wisc.edu/blog/?p=6036>.

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# The Joy of Learning: Reflecting on the Contributions of Senior Auditors

By Professor Kathryn Ciancia

In May, I received an email that I had long expected, but that I had dreaded nonetheless—my dear friend Sophie had passed away from breast cancer at the age of 86. Since then, I have been reflecting not only on the meaning of our friendship, but also on what I learned from knowing her and, by proxy, what professors gain when we welcome senior auditors, like Sophie, into the classroom.

I first met Sophie in January 2014. It my second semester on the job as an assistant professor, and I was teaching my Polish history class for the first time. She was one of fourteen senior auditors, although, as I recall, she was the only one who sat in the front row and knitted before class. At the end of the semester, I asked Sophie if I could pay her to help me read some academic texts in German, her native tongue, which I needed to access for my first book. From then on, I took the bus once a week to her west side home of over fifty years, armed with a heavy bag of books and my less-than-satisfactory translations. She made me tea—with milk, because I am English—and admitted on several occasions that she did not actually understand the long, unwieldy German sentences, a frank admission that I appreciated.

While my visits initially served the purpose of improving my German, I learned about a whole host of other things, not least of which related to Sophie's own border-crossing life—a historian's dream. Born into a Catholic family in southern Germany in 1933, the same year that Adolf Hitler came to power, Sophie had personal memories of Nazi Germany and of the American soldiers who arrived in her village at the end of the Second World War. After living in France, she moved to the United States, married, raised three sons, and worked as an English teacher in Madison's public schools. After her divorce, she lived in Morocco for two years, working as an English teacher through the Peace Corps. She was fluent in French, German, and English, spoke good Italian, and knew a few words of Arabic too.

As it turned out, Sophie enjoyed learning as much as I did, which is why she had taken my class in the first place (in fact, following her retirement, she audited at least one course a semester for twenty years, both in and beyond the History Department). When I turned up at the door, I often found her reading from an eclectic range of texts: the Quran (which she annotated in the margins), an Italian novel (slow-going, but she wanted to practice her Italian), and *Anna Karenina* (which she implored me to read—I still haven't). At other times, she was watching videos of the German opera singer Jonas Kaufmann on YouTube, moving her body and hands to the music. She was intensely curious about history, literature, music, travel, and politics—indeed, almost everything.

I am now in my eighth year of teaching at UW-Madison and have seen how senior auditors enhance classroom discussions. Through them, my students and I have learned about life in the east European immigrant communities of Chicago, benefited from reflections on how today's tumultuous political moment compares to those in the past, and enjoyed an impromptu performance of a Polish folk song that an auditor's grandmother sang to him when he was a child. And while I appreciate that my friendship with Sophie was special, in some ways it perfectly captured what I love about the classroom: sharing in the process of learning—being curious and amazed alongside others—and recognizing that this is a life-long, rather than a fleeting, joy.



Kathryn Ciancia. Photo submitted.



Sophie reading to her neighbor's granddaughter. Photo courtesy of Sabine Gross.

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# Madison History Club and “Ask A Historian” Podcast Engage History Lovers

by Emily Y. Tran



Emily Tran. Photo Submitted

In January 2020, the Department of History launched the Madison History Club, a new outreach initiative that seeks to bring the joys and excitement of historical inquiry to our wider community. Inspired by the Wisconsin Idea, the History Club's events and projects demonstrate the Department's deep commitment to publicly engaged scholarship that transcends the walls of the classroom and the boundaries of the university to enrich the lives of people across our state and the world. The History Club's efforts currently center on three goals: fostering an active community of history enthusiasts in Madison; nurturing a love for history in young people across our state; and sharing the research and expertise of our faculty in innovative and far-reaching ways.

The Madison History Club regularly brings together alumni, senior auditors, and community members in the Madison area for public lectures, book discussions, roundtables, and film screenings with History Department faculty. In our inaugural event, Professor Jennifer Ratner-Rosenhagen led a discussion of her book *The Ideas that Made America* (Oxford University Press, 2019). She shared how the history of intellectual debates on enduring social, economic, racial, and equity issues demonstrates that we do not struggle through our current moment alone. Professor Sarah Thal hosted a screening of the 1954 Japanese film *Godzilla*, followed by lively discussion of the historical context of war, trauma, and anti-nuclear activism from which the film emerged. As the COVID-19 pandemic shuttered

campus, the History Club shifted our programming online: Professor Emerita Colleen Dunlavy delivered a virtual lecture on the history of the History Department, and Professor Louise Young spoke on the contested history and memory of World War II in Japan.

The History Department's outreach activities also extend to students across our state. In partnership with the Wisconsin 101 public history project ([wi101.wisc.edu](http://wi101.wisc.edu)), we attended the National History Day regional competitions in Madison and Milwaukee. There, we spoke with middle- and high-school historians-in-training about ways to stay engaged in history year-round, why they should study history in college, and where history can take you (answer: anywhere you want!). The History Department also sponsored the Equality in History Award at the National History Day state finals, awarded to Charlotte Chen of Madison for her documentary film on the Christopher Street Liberation Day, and to Lily Wagner of Germantown for her exhibit on the life of Sojourner Truth.

To share our faculty's historical expertise and insights far beyond the borders of our state, the History Club has launched the Ask a Historian podcast ([history.wisc.edu/ask-a-historian](http://history.wisc.edu/ask-a-historian)). Each episode features an interview with a UW-Madison historian who addresses a listener's question or abiding curiosity. In the abbreviated first season, Professor Paige Glotzer explained why racist incidents come as a surprise to many Americans; Professor Gregg Mitman reflected on the lessons we can learn from the history of Ebola in West Africa; and Professor Cindy I-Fen Cheng examined the history of xenophobic and racist attacks against Asian Americans during disease outbreaks. Ask a Historian is available now wherever you get your podcasts.

The History Department and Madison History Club are excited to continue and expand on these community engagement and outreach projects in the year ahead. While COVID-19 physical distancing measures restrict us from meeting in person, we are delighted to offer virtual programming to Badger history enthusiasts everywhere, including lectures, book discussions, roundtables, new Ask a Historian episodes, and even trivia nights. To join us, subscribe to the Madison History Club's mailing list by visiting our website ([history.wisc.edu/madison-history-club](http://history.wisc.edu/madison-history-club)). These projects are meant to serve you, so we need your help! Share your ideas for History Club events and your questions for the Ask a Historian podcast by emailing us at [outreach@history.wisc.edu](mailto:outreach@history.wisc.edu).

Emily Y. Tran is a Ph.D. student in History and Educational Policy Studies. She completed her M.A. in History at UW in 2019.

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## Faculty, Staff, and Emeritus News

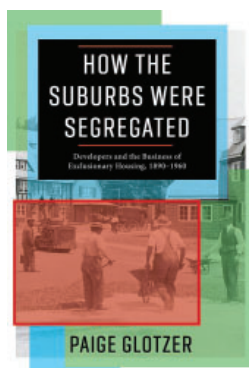
Professor Emerita **Florence Bernault's** recent book, *Colonial Transactions: Imaginaries, Bodies, and Histories in Gabon* (Duke University Press, 2019), was selected as a Choice Magazine 2019 Outstanding Academic Title. According to the reviewer, "this should be a key text for African studies and certainly for any collection centered on West and Central Africa."

Associate Professor **Giuliana Chamedes** has won the inaugural Michael H. Hunt Prize for International History for her book *A Twentieth-Century Crusade: The Vatican's Battle to Remake Christian Europe* (Harvard University Press, 2019). She has also been named a Mellon-Morgridge Professor in UW's Constellations Humanities program, for which she will develop humanities classes for the Constellations program that transcend disciplinary boundaries and connect the humanities to modern concerns, and was granted tenure in Spring 2020.

**Kathryn Cancia** was recently promoted to Associate Professor and is currently a resident fellow at the Institute for Research in the Humanities. Her first book, *On Civilization's Edge: A Polish Borderland in the Interwar World*, was published by Oxford University Press at the end of 2020. She is now working on her next book project—a global history of Polish consulates between 1918 and 1950. In 2020–21, she will work with Alyssa Hamrick on her undergraduate thesis about the Katyn massacre and with Alexandra Paradowski, an incoming Ph.D. student who is interested in Polish nationalism and memory politics.

Professor Emeritus **John Cooper** reports, "We are still rustivating in Maine. It's a good place for that. Tom and Sheila Spear live about 12 or so miles from us and we see them regularly. I'm working on an edition of Woodrow Wilson and writing reviews occasionally for H-Diplo, which is available on line."

Professor Emeritus **Bob Frykenberg** writes, "While I have greatly slowed down, two items came out under my name this year – a review article and a scholarly research article that is a chapter in a festschrift of a much respected colleague at Edinburgh." The review article is of *The Subhedar's Son: A Narrative of Brahmin-Christian Conversion from Nineteenth-Century Maharashtra*, edited and translated by Deepra Dandekar (Oxford: Oxford University Press, 2019), published in *International Bulletin of Missionary Research* (October 2020). The research article is "'The Lutheran Aggression Controversy': Caste and Class Conflict of Christians in 19th-Century South India," Chapter 14, *Ecumenism and Independency in World Christianity: Historical Studies in Honour of Brian Stanley* (Leiden/Boston: Koninklijke Brill NV, 2020). He also gave two 90-minute Zoom talks to scholars and other historians in India during September, which were well received.

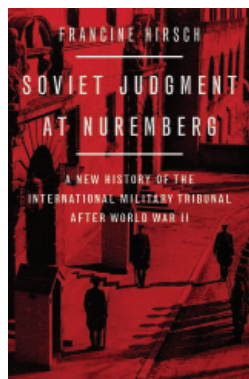


**Paige Glotzer's** book, *How the Suburbs Were Segregated: Developers and the Business of Exclusionary Housing, 1890–1960*, was released in Spring 2020 by Columbia University Press. Using the city of Baltimore as an example, she argues that suburban segregation in the mid-twentieth century was the result of developers' longstanding efforts to levy racism to shape suburban real estate markets. Glotzer is Assistant Professor & John W. and Jeanne M. Rowe Chair in the History of American Politics, Institutions, and Political Economy.

Associate Professor **April Haynes** received a two-year Mellon New Directions Fellowship. She will spend the time at London School of Economics enriching her research on the history of domestic labor in the Early American Republic.

Newly tenured professor **Elizabeth Hennessy's** first book, *On the Backs of Tortoises: Darwin, the Galápagos, and the Fate of an Evolutionary Eden*, was published last October by Yale University Press. It was a finalist for the PEN Lit award in the category of Literary Science Writing, and has been reviewed by NPR, the *Los Angeles Review of Books*, and the *New York Review of Books*. Prof. Hennessy also was awarded a Fulbright U.S. Scholar award to conduct

research for her next project on oil palm plantations in Ecuador—which she hopes to be able to do in 2021!



The many hours Vilas Distinguished Achievement Professor **Francine Hirsch** spent poring over thousands of documents from the former Soviet archives have paid off in her exciting new book, *Soviet Judgment at Nuremberg: A New History of the International Military Tribunal after World War II* (Oxford University Press, 2020), in which she reveals the unexpected contributions that Stalin's Soviet Union made to the Nuremberg Trials and to the postwar movement for international human rights. By bringing the Soviets into the story, she provides the first complete picture of the International Military Tribunal. To see Professor Hirsch discuss the book, check out the C-Span book channel: <https://www.c-span.org/video/?474786-1/soviet-judgment-nuremberg>.

Associate Professor **Patrick Iber** was promoted with tenure in Spring 2020.

Professor **Stephen Kantrowitz** has been named to the Plaenert-Bascom Professorship in recognition of his contributions to UW's intellectual community.

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During fall 2019, Associate Professor **Elizabeth Lapina** was a Fellow at the Institute for Research in the Humanities, where she worked on her project having to do with chivalric culture of Crusader States. She also co-organized a Humanities NOW panel, “Race, Religion, and Revisionism: Why the Middle Ages Matter Today.” In Spring 2020, Professor Lapina was faculty advisor to *ARCHIVE*, an Undergraduate Journal of History, and was impressed by the hard work of the editorial board both before and after UW went online. She has two publications in press this fall: a volume of articles, which she co-edited with Vanina Kopp, *Games and Visual Culture in the Middle Ages and the Renaissance* (Turnhout: Brepols, 2020) and an article, inspired by classroom discussion, “Medievalism, Misogyny and Orientalism: The Representation of Queen Sybilla in Ridley Scott’s Kingdom of Heaven,” *The Medieval Globe*, 6.2 (2020). She is also currently serving as the Director of the Medieval Studies Program.

Instead of traveling to Iloilo City, Philippines, to keynote a national conference and Alicante, Spain, to deliver a paper as planned before Covid-19, Professor **Al McCoy**’s summer highlights included a trip to the Hilldale Shopping Center for hardware and to the Bronx to deliver his daughter to college at Fordham University. With nothing better to do, he completed a book manuscript that will be published in September 2021 under the title *To Govern the Globe: World Orders and Catastrophic Change*.

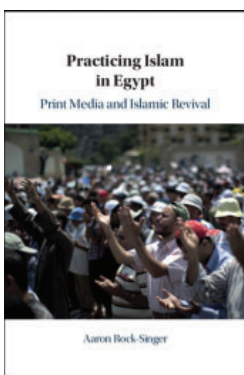
Professor **Gregg Mitman** has received a coveted Advanced Investigator Grant from the European Research Council for his project, “Bloodborne: Hot Zones, Disease Ecologies, and the Changing Landscape of Environment and Health in West Africa.” The project will examine the relationships between environmental change and the emergence of new threats to public health from multiple perspectives and offer new insights into the ecology of infectious diseases. The grant confers up to €2.5 million over 5 years. Mitman is Vilas Research and William Coleman Professor of History of Science, Medical History, and Environmental Studies and an affiliated researcher with the Rachel Carson Center for Environment and Society at LMU Munich in Germany.

**Lynn Nyhart** was named the WARF Robert E. Kohler Professor of the History of Science. Her current project examines the politics of life sciences before and after the political revolutions of 1848.

Professor **Brenda Gayle Plummer** published an essay on [foreignaffairs.com](https://foreignaffairs.com) titled “Civil Rights Has Always Been a Global Movement: How Allies Abroad Help the Fight Against Racism at Home.” She was also featured on an episode of *Deep Dish*, a podcast from the Chicago Council on Global Affairs. The episode, titled “How Racial Injustice Shapes U.S. Foreign Policy,” delves into how the murder of George Floyd and the U.S. government’s reaction to national protests on racial injustice have raised concern over the demise of U.S. global leadership. Finally, she received the Department’s 2020 Karen F. Johnson Award for Undergraduate Teaching.

Professor **Jennifer Ratner-Rosenhagen** received the 2020 Chancellor’s Distinguished Teaching Award. Professor Ratner-Rosenhagen was one of thirteen faculty members selected to receive an award this year. A university tradition since 1953, these awards are given out annually to recognize some of the university’s finest educators.

**Mary Louise (Lou) Roberts** is spending the academic year 2020–2021 as the Charles Boale Ewing Chair at the United States Military Academy at West Point, where she is teaching courses on gender, sex and war in Modern American and European history. Recently published was a new edition of George Mosse’s *Nationalism and Sexuality* for which she wrote a critical introduction. Her book *Sheer Misery: Soldiers in Battle in WWII* will appear from the University of Chicago Press in the spring of 2021.



Assistant Professor **Aaron Rock-Singer**’s book, *Practicing Islam in Egypt: Print Media and Islamic Revival*, was released by Cambridge University Press in 2019. According to the Press, the book “shows how Islamic activists and institutions across the political spectrum reshaped daily practices in an effort to persuade followers to adopt novel models of religiosity. In so doing, he reveals how Egypt’s Islamic revival emerged, who it involved, and why it continues to shape Egypt today.”

**Mitra Sharafi**’s article, “The Imperial Serologist and Punitive Self-Harm: Bloodstains and Legal Pluralism in British India” won the 2020 Law and Society Association Article Prize. The article examines precipitin testing, a form of serum analysis that identified the species of origin of a bloodstain, and how it was used in cases of planted animal blood at crime scenes. It appears in Ian Burney and Christopher Hamlin, eds., *Global Forensic Cultures: Making Fact and Justice in the Modern Era* (Johns Hopkins University Press, 2019). The piece is featured in episode CSI++ of the podcast *Flash Forward* with host Rose Eveleth. Sharafi is Professor of Law and Legal Studies in UW’s Law School and a Faculty Affiliate in the Department of History.

Professor **Jim Sweet** is the new President-Elect of the American Historical Association. He has served as Department of History Chair (2013–2016), Director of the African Studies Program (2012–2013), and Chair of the Department of Spanish and Portuguese (2017–2020). From 2016–2019 he was Councilor of the Research Division of the American Historical Association.

Associate Professor **Claire Taylor** received a Library Collections Enhancement Initiative grant to support the Ancient Mediterranean Epigraphy Project. According to the award website, “Epigraphy is the study of inscriptions made on stone or other durable materials and as such is one of the principal primary sources for the history of the ancient Mediterranean world.” The grant will help fill gaps in UW’s current holdings and track developments in the field. Professor **Marc Kleijwegt** and Professor and Chair **Leonora Neville** are co-investigators on the grant.

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Professor **Sarah Thal**, Director of Undergraduate Studies, has been named the David Kuenzi and Mary Wyman Professor of History in recognition of outstanding work to encourage the study of History among Wisconsin High School students.

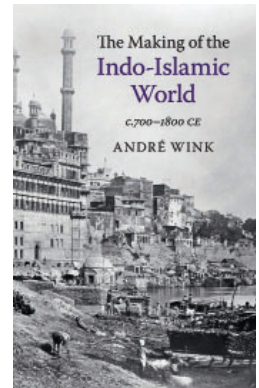
**Jana Valeo**, the History Department's Payroll & Benefits/Financial Specialist, received a 2020 Letters and Science University Staff Award. These awards honor University staff members for their leadership, excellence, innovation, creativity, and promotion of the Wisconsin Idea.

In Fall 2020, **Lee Palmer Wandel** is Visiting Professor at the Centre for Privacy Studies at the University of Copenhagen. *Quid est sacramentum? Visual Representation of Sacred Mysteries in Early Modern Europe, 1400–1700*, which she co-edited with Walter S. Melion and Elizabeth Pastan, was published this past spring (Brill, 2020).

Professor **Gloria Whiting** published, over the past year, two scholarly articles: one in the *William and Mary Quarterly* and the other in *Slavery & Abolition*. She spent fall 2019 on fellowship at the Institute for Research in the Humanities and, in spring 2020, received the History Department's Dorothy and Hsin-Nung Yao award for undergraduate teaching. In other news, she is thrilled to report that she welcomed her third child, Audra, on November 18, 2019.

Professor Emeritus **Andre Wink**, now in Athens, Greece, published a new book: *The Making of the Indo-Islamic World* (Cambridge University Press, 2020). The book is also available in paperback and in Kindle format.

Professor **Louise Young** has been elected into the American Academy of Arts & Sciences. Professor Young, a historian of modern Japan, is one of the nearly 250 outstanding individuals to have received this honor for 2020.



## Alumni Notes

Recent graduate **Grace Allen (Ph.D., 2017)** was teaching for the School of Humanities and Social Science at the Chinese University of Hong Kong, Shenzhen when the COVID-19 outbreak began. Since that time, Allen has joined the ranks of instructors at universities around the world who are teaching remotely and entirely online. While holding in place at an Airbnb in Taiwan until it is deemed safe to return to Shenzhen, Allen wrote a post about her experience during COVID-19 for the French History Network Blog.

**Simon Balto (B.A., 2005; M.A. Afro-American Studies, 2010; Ph.D., 2015)**, Assistant Professor of History and African American Studies at the University of Iowa, received fellowships from the American Council of Learned Societies for 2020–2021 and from the National Endowment for the Humanities for 2021–2022. He also held an Andrew W. Mellon Academic Research Fellowship for Summer 2020, and was awarded a fellowship from UW's Institute for Research in the Humanities for 2020–2021. Balto's first book, *Occupied Territory: Policing Black Chicago from Red Summer to Black Power*, was published by University of North Carolina Press in 2019 and won the Benjamin Hooks Institute's National Book Award for the best book on the civil rights movement and its legacy.

**Vince Burns (M.A., 1989; Ph.D., 1994)**, Editorial Vice President, retired in September 2020 from ABC-CLIO in Santa Barbara, California, after 15 years with the company and 25 years in print and digital publishing. Burns was also Editorial Director at Greenwood Publishing Group in Connecticut and worked at SAGE Publications in Thousand Oaks during his publishing career. During his time at ABC-CLIO, Burns's teams published more than 4,000 books, many of them in History, Popular Culture, and Current Events.

**Katie Jarvis (Ph.D., 2014)** has received the 2020 Louis Gottschalk Prize from the American Society for Eighteenth-Century Studies (ASECS) for the outstanding historical or critical study on the eighteenth century for her book *Politics in the Marketplace: Work, Gender, and Citizenship in Revolutionary France* (Oxford University Press, 2019). Jarvis is currently Assistant Professor of History at the University of Notre Dame.

**Anna Zeide (M.A. History of Science, 2008; Ph.D. History of Science, 2014)** received the 2019 James Beard Foundation Book Award for the best title in Reference, History, and Scholarship for *Canned: The Rise and Fall of Consumer Confidence in the American Food Industry* (University of California Press, 2018). Zeide is Associate Professor of History and founding director of the Food Studies Program in the College of Liberal Arts and Human Sciences at Virginia Tech.

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# In Memoriam



John Walton Barker (1933-2019)

## John Walton Barker (1933-2019)

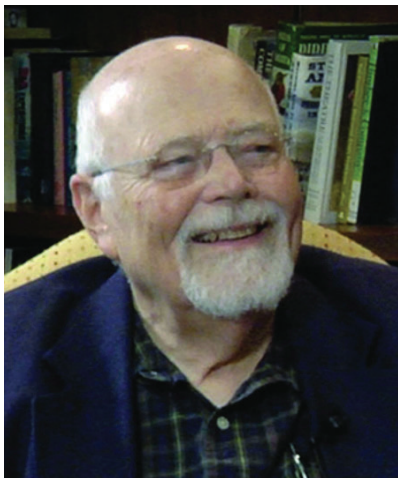
Professor Emeritus John W. Barker, an expert in late Byzantine and Venetian history, passed away on October 24, 2019, at 86. Barker's biography of the Renaissance-era emperor *Manuel II Palaeologus: 1391-1425: A study in late Byzantine Statesmanship* (Rutgers University Press, 1969), among his other work, helped define Byzantine studies in the twentieth century.

Born and raised in Brooklyn, NY, Barker received his M.A. (1956) and Ph.D. (1961) from Rutgers University. He joined the faculty of the University of Wisconsin in 1962 and taught for nearly four decades until his retirement in 1999. His research shaped scholarly perceptions of the Byzantine period for decades, and in 1975, he helped found the Byzantine Studies Conference (now the Byzantine Studies Association of North America), which remains the main venue for presenting research on Byzantine studies in the western hemisphere. He hosted the second Byzantine Studies Conference in 1976 and the 23rd in 1997. Dedicated to public engagement with the humanities, Barker wrote *Justinian and the Later Roman Empire* (University of Wisconsin Press, 1966) for a popular audience, lectured regularly for the UW Extension, and led educational tours of the Mediterranean.

His commitment to public engagement extended beyond Byzantine history as well. Barker was an ardent and deeply learned connoisseur of classical music, and was a reviewer for the American Record Guide for 62 years and the main classical music critic for *Isthmus* for twenty years, writing an estimated 300 reviews. He wrote three books for popular audiences as well: *Wagner and Venice* (University of Rochester Press, 2008), *Wagner and Venice Fictionalized: Variations on a Theme* (University of Rochester Press, 2012) and *The Pro Arte Quartet: A Century of History and Legacies* (University of Rochester Press, 2011). At a concert given in his honor by the Middleton Community Orchestra this September, Barker explained, "I am a teacher by instinct, and by definition that is someone who loves his subject so much he can't bear to have people not know about it."

*This obituary contains information originally posted to the Department website on October 31, 2019.*

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Edward Coffman (1931-2020)

## Edward "Mac" Coffman (1931-2020)

Professor Emeritus and distinguished military historian Edward McKenzie Coffman died on September 16, 2020, at Thomson-Hood Veteran Center in Wilmore, Kentucky. He was 91.

Coffman was born in Hopkinsville, Kentucky on January 27, 1929 and attended the University of Kentucky where he was a member of ROTC. He graduated Phi Beta Kappa with a degree in Journalism, then joined the U.S. Army and served in the Korean War as an infantry officer. After leaving the Army, Coffman returned to the University of Kentucky for a M.A. and Ph.D. in History; he then taught at Memphis State University before joining the History Department at UW in 1961, where he taught until his retirement in 1992.

Coffman's first book, *The Hilt of the Sword: The Career of Peyton C. March* (University of Wisconsin Press, 1966), examined the life of the U.S. Army Chief of Staff during World War I. In his subsequent books, he moved away from the practice of focusing on individual battles or events; his second book, *The War to End All Wars: The American Military Experience in World War I* (Oxford University Press, 1968), emphasized the lives of soldiers and their families and explored how soldiers' lives reflected the society from which they came. This approach came to define his work, including his

two-volume study of the American peacetime army from 1784 to 1940. The first volume, *The Old Army: A Portrait of the American Army in Peacetime, 1784-1898* (Oxford University Press, 1988) included entire chapters on soldiers' families; the second volume, *The Regulars: The American Army, 1898 to 1940* (Belknap Press, 2007), drew heavily upon oral interviews he conducted with individuals including Douglas MacArthur, among others. The book earned the Distinguished Book Award from the Society for Military History. Coffman's final book, *The Embattled Past: Reflections on Military History* (University Press of Kentucky, 2013) is a collection of his essays that were most influential in shaping American military history as a field.

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A popular and revered teacher, Coffman brought the same approach to his lectures as to his research. He devoted extensive time to training present and future officers in military history and in shaping the way the armed forces utilizes history in its military education, including serving on the Department of the Army Historical Advisory Committee for six years and then as its chair for four years. To this day he is the only civilian to serve as the distinguished military historian at the U.S. Military Academy, the U.S. Air Force Academy, the U.S. Army Military History Institute and Army War College, and the U.S. Army Command and General Staff College. Over his career he was honored with the Commander's Award for Public Service, Outstanding Civilian Award, and Distinguished Civilian Service Award from the U.S. Army.

The recipient of a Guggenheim Fellowship for his social history of the peacetime army, Coffman was president of the Society for Military History and received the Samuel Eliot Morison Prize for distinguished lifetime achievement in the field. He also was awarded the Spencer Tucker Award from ABC-CLIO for outstanding achievements in military history and named a Distinguished Alumnus at the University of Kentucky. Since 2001, the Society for Military History has awarded the Edward M. Coffman Dissertation Prize to the best dissertation in military history in honor of Coffman's own accomplishments.

Mac Coffman is survived by his wife, Anne, of 65 years. He leaves three children: Anne Wright Coffman (Paul Schmidt), Lucia Hassen (Matthew), Edward Coffman (Danielle); six grandchildren; and eight great grandchildren.

*This obituary contains information originally posted to the Department website on September 22, 2020.*

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J. Rogers Hollingsworth (1932-2019)

### **J. Rogers Hollingsworth (1932-2019)**

Professor J. Rogers Hollingsworth, Professor Emeritus of History, died on October 23, 2019. One of four children, Hollingsworth was born in the small town of Anniston, Alabama where his father was a local businessman. He received a B.A. from Emory University, and, in 1960, a Ph.D. in History from the University of Chicago, where he worked with Walter Johnson in American politics, Dan Boorstin in intellectual history, and William H. McNeil on western civilization.

Hollingsworth came to UW-Madison in 1964 following his first appointment at the University of Illinois at Urbana-Champaign. He gained tenure in the History Department in 1969 and joined the Sociology Department as faculty in 1985. His wide-ranging interests also led to affiliations with the Industrial Relations Research Institute and the Department of Medical History and Bioethics.

Throughout his career, Hollingsworth had a broad interest in socio-economics and comparative research. His publications addressed topics such as American and European political economies, nation- and state-building, comparative health services, American hospitals, and American politics. He became actively involved with the Society for the Advancement of Socio-Economics, and he was honored to be elected President in 1996. Upon his retirement from UW in 2000, he

began a study of scientific creativity, which engaged with the organizational, cultural, and individual factors that foster excellence among research organizations and scientists in the biomedical sciences. In keeping with his earlier interest in comparative history, he sought to understand the variations among countries that influence the occurrence of major discoveries in biomedical science and the capacity for innovation. This work led him to a visiting appointment at the Neurosciences Institute in La Jolla, California.

Hollingsworth collaborated with many other scholars across different fields, and his research was recognized by multiple institutions. He was a visiting scholar at Trinity and St. John's Colleges at Cambridge University, and Torgny Segerstedt Chair at the Swedish Collegium for Advanced Study in the Social Sciences; he later received an honorary doctorate from the Faculty of Humanities at Uppsala University. He was appointed fellow of the American Philosophical Society, the Netherlands Institute for Advanced Study, and the Austrian Academy of Sciences.

Hollingsworth is survived by his sister Lenora Brownlee, his wife of 62 years Ellen Jane Hollingsworth, their daughter Lauren, and grandchild Dashiell.

*This obituary contains information originally posted to the Department website on October 29, 2019.*



Mária Kovács (1953–2020)

### Mária Kovács (1953–2020)

Mária Kovács, Professor of History at UW–Madison from 1992 to 1997, died on July 19, 2020. Born and raised in Budapest, Kovács received an undergraduate and Masters degree in history from ELTE University of Budapest, where she completed her doctorate in 1987. From 1976 to 1984, she was an editor at Academy Publishing House, also in Budapest. At the time of her death, she had been a professor of nationalism studies at Central European University (CEU), and was also the founder and former Director of the Nationalism Studies Program in Budapest.

Kovács specialized in nationalism studies, Jewish and religious studies, and modern European history, and taught courses in these areas during her time at UW. She was particularly interested in the history of Hungarian Jewry; her book *Liberal Professions, Illiberal Politics: Hungary from the Habsburgs to the Holocaust* (Woodrow Wilson Center Press, 1997) examined the collapse of liberal institutions in Central Europe, antisemitism, and xenophobia between the first and second world wars. Her other books, published in Hungarian, similarly addressed Jewish identity in the 20th century, and she also published on gender and ethnicity.

In addition to her teaching and research, Kovács was a member of the Woodrow Wilson Center and the European Association, along with the Institute of History and Hungarian Academy of Sciences. She served on the Board of the Roma Access Program and on the Editorial Boards for a number of Hungarian- and English-language journals, including *Ethnopolitics* and *Blackwell History Compass*.

*This obituary draws upon material available at Central European University.*



Thomas J. McCormick, Jr. (1933 – 2020)

### Thomas J. McCormick, Jr. (1933 – 2020)

Thomas Joseph McCormick, Jr., emeritus professor of History, passed away on July 25, 2020, at the age of 87. He was born in Cincinnati, Ohio, and his love of history began when he was a young boy sitting at the kitchen table, where his grandpa read newspapers to him. McCormick received a Masters in History from the University of Cincinnati, then completed his Ph.D. at UW–Madison in 1960.

After teaching at Ohio University and the University of Pittsburgh, he returned to UW in 1970, where he succeeded William Appleman Williams as a core member of the Wisconsin School of American diplomatic history. His work, like that of Williams and other core members Walter LaFeber (Ph.D., 1959) and Lloyd Gardener (Ph.D., 1960), examined economic influences on U.S. involvement in world affairs. Among his six books are *China Market: America's Quest for Informal Empire, 1893–1901* (Quadrangle Books, 1967) and *America's Half-Century: United States Foreign Policy in the Cold War* (Johns Hopkins University Press, 1990), which was reissued in a revised edition in 1995. He collaborated with other members of the Wisconsin School on three volumes, including *Creation of the American Empire: U.S. Diplomatic History* (Rand McNally & Co., 1973) with Gardner and LaFeber; *America in Vietnam* (Anchor Doubleday, 1988) with Williams and LaFeber; and *Behind the Throne: Servants of Power to Imperial Presidents, 1898–1968* (University of Wisconsin Press, 1994),

which he edited with LaFeber. He also collaborated with William Westmorland, George McGovern, and Edward Luttwack on *The Vietnam War: Four American Perspectives* (Purdue University Press, 1990).

McCormick was a Woodrow Wilson Center Fellow and a Distinguished Fulbright Lecturer at University College Dublin; at UW, he received the Wisconsin Student Association Award for Teaching Excellence for the 1992–93 academic year and was a Vilas Associate from 1996 to 1998. He held visitor posts at a half dozen universities in the U.S. and Canada and gave several keynote addresses in Japan and France, along with lectures at many international conferences.

McCormick is survived by his wife, Jeri; his children, Michael (Laura), Elin Malliet (Dan), and Amy Kittleson (Brian); granddaughters Rachael McCormick, Erin McCormick (Cooper Stone), and Abigail Kittleson; brothers-in-law, Cliff Dixon (Maria) and Don Christman (Denise); nieces, Sharon and Donna; nephew, Todd; cousin, Marjorie; as well as several grand nieces and nephews.

*This obituary contains information originally posted to the Department website on August 7, 2020.*



David Morgan (1945-2019)

## David Morgan (1945-2019)

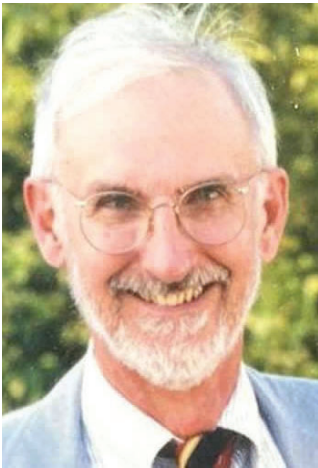
Professor Emeritus David O. Morgan passed away on Wednesday, October 23, 2019, at the age of 74. He earned his B.A. from the University of Oxford in 1966 and his Ph.D. from the University of London in 1977. He taught at the School of Oriental and African Studies, University of London, for two decades before coming to UW in 1999 as part of a cluster hire in History and Religious Studies and retiring in 2010. The courses he taught fortified UW's offerings in Islamic history; Morgan's classes covered broad chronological and geographical territory, spanning from 600 to 1800 and the Middle East to Central and South Asia. Two of his classes, "Islam in Iran" and "The Crusades: Christianity and Islam," were undergraduate staples.

Morgan was internationally renowned for his scholarship on Islamic civilization and the Middle East, most particularly for *Medieval Persia 1040-1797* (Routledge, 1988), and *The Mongols* (Oxford University Press, 1986), which has been translated into many languages, including Spanish and (fittingly) Mongolian. He served as editor of the *Journal of the Royal Asiatic Society*, *The New Cambridge History of Islam* (vol. 3), and the book *Cambridge Studies in Islamic Civilization*, on whose board he still sat at the time of his death.

An exemplary teacher and colleague, Morgan "was a mentor and a role model to so many of his students," observes Molly Patterson, now Associate Professor of Middle Eastern history at UW-Whitewater. Professor Emeritus Charles Cohen, who ran the search that brought Morgan to UW and then directed the Lubar Institute for the Study of the Abrahamic Religions, on whose faculty steering committee Morgan served, praises Morgan's depth of knowledge about Christianity and Judaism as well as Islam, along with his intellectual generosity. He remembers Morgan fondly as a "tower of support" and a resource "nonpareil" for his own fledgling work on the three traditions' braided histories. A lover of classical music and of gin and tonic—the "elixir of life," as he called it—Morgan was, in Patterson's estimate, graced with "compassion, humor, and great intelligence."

*This obituary contains information originally posted to the Department website on October 29, 2019.*

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Richard H. Sewell (1931-2020)

## Richard H. Sewell (1931-2020)

Richard Herbert Sewell, aged 89, passed away peacefully at Agrace Hospice on August 4, 2020. He was born on April 11, 1931, in Ann Arbor, Michigan; like his parents, Herbert and Anna (Broene) Sewell, he attended the University of Michigan. He graduated with an undergraduate honors degree in History in 1953 and enrolled at Harvard University, where he completed his Masters in 1954. He was then accepted into the United States Navy's Officer Candidate School and served as a photo intelligence and assistance air intelligence officer on a Pacific tour with the USS Bennington. Upon returning to the U.S., he continued his studies at Harvard, from which he received his Ph.D. in 1964.

Sewell taught at Northern Illinois University before joining the History Department at UW-Madison, where he taught undergraduate courses on the American Civil War and the Age of Jefferson and Jackson. He was the main advisor for fifteen Ph.D. students in the Department, supervising work on a range of topics in the early and mid nineteenth century; in 1997, seven of his students contributed essays to *Union and Emancipation: Essays on Politics and Race in the Civil War Era* (Kent State University Press), edited by David W. Blight (Ph.D., 1985) and Brooks D. Simpson (M.A., 1982; Ph.D., 1989) in his honor. His own scholarly works included three books: *John P. Hale and the Politics of Abolition* (Harvard University Press, 1965); *Ballots for Freedom: Antislavery Politics in the United States, 1837-1860* (Oxford University Press, 1976), and *A House Divided: Sectionalism and Civil War, 1848-1865* (Johns Hopkins University Press, 1988).

Sewell was a dedicated teacher, and in 1989, was the recipient of an Alumni Association Distinguished Teaching Award. Professor Emeritus Steve Stern shares this story: "I'll always recall the comment of an undergraduate student at the campus ceremony for his Distinguished Teaching Award. She noted that even though he was Chair of the Department when she was a student and had so many matters tugging for his attention in addition to his teaching, when she came to his office hours for extended consultations, he made her feel like she was the only person in the universe who mattered to him. His attention was undivided; he never looked at his watch or rushed her to get the meeting over with prematurely; his concentration on her needs and education and development was paramount."

Sewell is predeceased by his wife, Natalie (Paperno) Sewell, and survived by his brother Steven Sewell of Arlington, VA; children Rebecca (Matt Dudley) Sewell of Madison; Deborah (Yossi) Schwartz, of Chicago; and A.J. (Sarah) Love, of Madison, along with twelve grandchildren.

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# Undergraduate Student Awards

- **Erica Calvache** – William F. Allen Prize
- **Michael DeLeers** – Goldberg Scholarship in History
- **Max Herteen** – Margaret E. Smith–Esther Butt History Scholarship
- **Arielle Mora Hurtado** – Curti Prize
- **Aaron Kinard** – William K. Fitch Scholarship
- **Hayden Kolowrat** – Philip Levy Research Award; Davis/Gerstein Undergraduate Research
- **Ania Kotecki** – Baensch Prize; “Why Take History?” Video Contest Individual Prize
- **Xinyi Liu** – “Why Take History?” Video Contest Team Winner
- **Alyson Long** – Andrew Bergman Prize
- **Marissa Miller** – Andrew Bergman Prize
- **Nick O’Connell** – Andrew Bergman Prize
- **Victoria Paige** – Alfred Erich Senn Prize
- **Nils Peterson** – Willard L. Huson Scholarship
- **Isabella Prenger** – Paul Glad Prize
- **Thomas Powers** – Fred Harvey Harrington Prize
- **Rachel Rosen** – William F. Allen Prize; Steven A. and Barbara S. Jaffe History Scholarship
- **Mark Salamone** – William F. Allen Prize
- **Daniel Schaefer** – Orson S. Morse History Scholarship
- **Hanlin Tao** – “Why Take History?” Video Contest Team Winner
- **Wenzhe Teng** – “Why Take History?” Video Contest Team Winner

# Selected Graduate Student Awards and Fellowships

- **Bailey Albrecht** – Mellon Public Humanities Fellowship; Excellence in Teaching Award
- **James Barnes** – Excellence in Teaching Award
- **Johnny Bassett** – Foreign Language and Area Studies Fellowship
- **Dustin Cohan** – Graduate Public Humanities Exchange Scholarship
- **Celia Crifasi** – Fulbright IIE; Kate Everest Levi Second-Year Paper Prize; Early Excellence in Teaching Award
- **Joshua Doyle–Raso** – Early Excellence in Teaching Award
- **Steve Dueck** – Paul Glad Writing Prize
- **Lindsay Ehrisman** – Doris G. Quinn Fellowship
- **James Flynn** – Foreign Language and Area Studies Fellowship
- **Ethell Gershengorin** – Foreign Language and Area Studies Fellowship
- **Chad Gibbs** – Fred and Maria Devinki Memorial Fellow at the United States Holocaust Memorial Museum
- **Jeff Guarneri** – Curti Teaching Fellowship
- **Kilian Harrer** – Curti Teaching Fellowship; Excellence in Teaching Award
- **Kayci Harris** – Dana–Allen Fellowship
- **Michael Hayata** – Dana–Allen Fellowship
- **Christopher Hulshof** – Early Excellence in Teaching Award; Foreign Language and Area Studies Fellowship
- **Thomas Kivi** – Baensch Writing Award
- **Tyler Lehrer** – Fulbright IIE
- **Qing Liu** – Spencer Foundation Fellowship
- **Carly Lucas** – Fulbright IIE
- **Emer Lucey** – American Association for the History of Medicine Shryock Medal
- **Sam Meyerson** – Foreign Language and Area Studies Fellowship
- **Catriona Miller** – Mellon Wisconsin Dissertation Writing Fellowship
- **Samm Newton** – Foreign Language and Area Studies Fellowship
- **Royce Novak** – Mellon Wisconsin Dissertation Writing Fellowship
- **Suzanna Schulert** – Excellence in Teaching Award
- **Ben Shannon** – Capstone Teaching Assistant Award
- **Khine Thant Su** – Library of Congress Florence Tan Moeson Fellowship; Kate Everest Levi Second-Year Paper Prize
- **John Tobin** – Foreign Language and Area Studies Fellowship
- **Patrick Travens** – Foreign Language and Area Studies Fellowship
- **Charlotte Whatley** – William Courtenay Teaching Fellowship
- **Yacov Zohn** – Foreign Language and Area Studies Fellowship

*The Department also awarded 21 dissertator fellowships and research awards.*

# Ph.D.s Awarded, 2019-2020

**Daniel Guadagnolo**, Segmenting America: Consumer Marketing from Mass to Niche after 1945 (Nan Enstad)

**Erik Hmiel**, Beyond the Senses: Arthur C. Danto and the Theorization of Contemporary Art (Jennifer Ratner-Rosenhagen)

**Jillian Jacklin**, Paper Dreams: Working-Class Cultures and Political Drift in the Fox River Valley, 1850s-1950s (Susan Johnson)

**Lin Li**, Empire of Trauma: Gender and Disability in Trans-Pacific Remembering of Japanese Military Sexual Violence (Viren Murthy and Shelly Chan)

**Galen Poor**, The Four Great Inventions: A Global History of Modern China (Shelly Chan)

**Samuel Porter**, The Unfinished War: The Demobilization and Fate of Japan's Second World War Servicemen, 1945-1950 (Louise Young and Sarah Thal)

**Ben Shannon**, From Christians to Socialists: The Political Night Prayer and the Politicization of Religion in West Germany during the 1960s (Joe Dennis)

**Seungyop Shin**, Mediating the New World: Modern Time and Social Change in Late Chosŏn and Colonial Korea (Charles Kim)

**Cori Simon**, Shadowland: Indian Territory's Contested Past and Uncertain Future, 1800-1910 (Susan Johnson)

**Samuel Timinsky**, The Overwork System: Japanese Masculinity, Media, and High Growth in Postwar Japan (Louise Young and Sarah Thal)

**Travis Weisse**, Through Thick and Thin: Americans' Trust in Dietary Experts, 1945-2005 (Susan Lederer)



Photo of Bascom Hall - Main hall ca. 1899  
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Photo of Bascom Hill ca. 2016  
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Iconic “W” lettering, part of the plaster architectural details in the Memorial Union’s Der Rathskeller at the University of Wisconsin-Madison, are pictured on Jan. 24, 2012. (Photo by Jeff Miller/UW-Madison)