



College of Letters & Science  
UNIVERSITY OF WISCONSIN-MADISON

# The Past in The Present

2021 News for Alumni and Friends from the Department of History



## In this issue:

Changing the Face of History • A New Home for Humanities

Mosse Series Releases New Books

Faculty, Staff, and Emeritus News

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## ARCHIVE

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

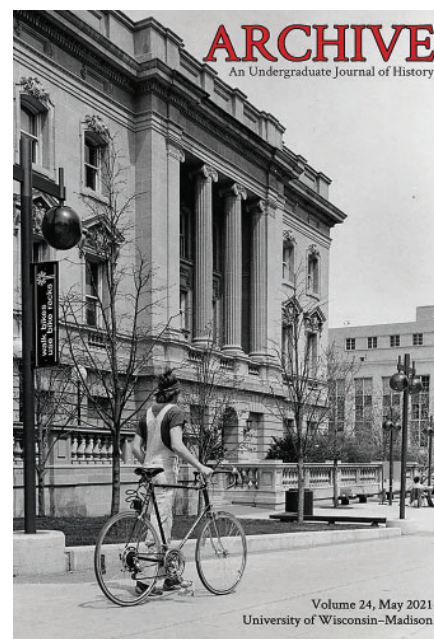
### Included in this volume:

“Diaspora Politics: How the Lithuanian–American Community Sought American Support for an Independent Lithuania, 1890–1950” by Alyson Long

“Religious Patronage as a Woman's Power: The Regency of Countess Blanche of Navarre” by Madeleine Gaynor

“Our Strength is in Loyalty: Identity Formation Within America's Colonial Army, the Philippine Scouts” by Hayden Kolowrat

“Personalizing the Pandemic: A Documentary History of UW–Madison Student Experiences in the Year of COVID-19” by ARCHIVE Editorial Board



Cover Photo: The University of Wisconsin–Madison campus, including the Mosse Humanities Building and Library Mall, are pictured in an early morning aerial taken from a helicopter on Oct. 23, 2018. (Photo by Bryce Richter /UW–Madison)



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# Chair's Welcome

By **Anne Hansen**

Interim Department Chair; Professor of History

I am writing this welcome as the new Interim Chair of History. A historian of Buddhism and Southeast Asia, I regularly teach the “Intro to Buddhism” course at UW, as well as classes on Southeast Asian and Asian history, religions and social justice movements. My research and publications treat colonial religion, Buddhist modernism, Buddhist ethics, print culture, and modern religious reform movements across South and Southeast Asia.

I stepped into the role of chair unexpectedly, just as we were returning to campus in late August, for our first semester of in-person teaching and working since the pandemic shut down campus in March 2020. Walking through campus on the lake path, I was reminded of how beautiful UW is! Surrounded by students walking, biking and lounging in hammocks tied to trees hanging over the shoreline, I felt intensely grateful for a return to some of the important ways in which university learning is normally conducted — in person, in conversation, in classrooms, in the unique act of creation that occurs when students and professors are working through an idea together. That kind of communion certainly occurred in remote environments during the past year and a half. But the pandemic taught us that it occurs more easily and regularly in shared live human spaces when we can catch each others’ eyes, see questions or reactions in someone’s body language or recognize an “aha” moment occurring through the subtle way someone next to us shifts suddenly in their seat. Learning is just as infectious as Covid in our shared spaces and interactions.

Granted, this fall hasn’t been completely normal. We are wearing masks in the classroom and learning how to socialize again. There have been individual COVID cases on campus and students have been forced to isolate and miss classes. But in History at least, these cases have been scattered and much to our relief, we haven’t had to move any in-person classes fully to Zoom. For the most part, our instructors and students have been on campus in classrooms creating those unique unscripted learning experiences that can’t so easily be reduplicated online. Many faculty are integrating the new, more interactive methods of teaching they developed for remote teaching in their in-person classes. Assignments have become more versatile, including collaborative video and audio formats. Students in Brandon Bloch’s German history class developed a course website on modern German history ([go.wisc.edu/f5t256](http://go.wisc.edu/f5t256)), while Mou Banerjee’s first-year seminar spun into a public-facing undergraduate research site on non-violence ([thenonviolenceproject.wisc.edu](http://thenonviolenceproject.wisc.edu)). Happily, our numbers of undergraduate students pursuing History have been growing during the past few years. Already, at mid-year, History has 333 undergraduate majors and 95 certificate students.

While navigating the pandemic has taken a great deal of energy over the past year, it’s surprising to realize how much else we have accomplished in History. One area of exciting new growth is Native American history. Two new faculty members, Sasha Suarez and Matt Villaneuve, along with Steve Kantrowitz and John Hall, are revamping our courses in Native and Indigenous history, creating opportunities for students to study past and present Native landscapes, and deepening UW’s ties to Indigenous communities in Wisconsin and elsewhere.

Faculty kept busy during the pandemic writing new books and articles that have won both scholarly and public-facing attention. Monica Kim has won 4 major book prizes for her provocative book *The Interrogation Rooms of the Korean War: The Untold History*. Fran Hirsch’s new *Soviet Judgment at Nuremberg: A New History of the International Military Tribunal after World War II* was featured in a large spread in *The New York Review of Books* and has won a number of prizes. Al McCoy’s just-published *To Govern the Globe: World Orders and Catastrophic Change* was the subject of a lengthy interview with Amy Goodman and excerpted in *The Nation*. Pernille Ipsen’s *Et Åbent Øjeblik: Da mine mødre gjorde noget nyt* [An Open Moment: When My Mothers Did Something New] won the prestigious literary Montana Prize and will appear in an English language version soon. Paige Glotzer has a new prize-winning book out titled *How the Suburbs Were Segregated: Developers and the Business of Exclusionary Housing, 1890–1960*. Many other faculty have published scholarly monographs, edited volumes, articles, and public-oriented editorials and essays in the past year.

Finally, in more good news — History will be moving to a new home in the new L&S academic building, the Irving and Dorothy Levy Hall. Envisioned as a state-of-the-art academic facility, Levy Hall will provide spaces to better enable and nurture creative teaching and learning. While we will be a few steps farther away from the lakeshore and the library, the construction of a new classroom building is an affirmation of the creative, collective process of knowledge production that we have learned not to take for granted.



Anne Hansen. Photo submitted.

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# History Welcomes New Hires



Simon Balto. Photo submitted.

## Simon Balto

Assistant Professor of History

I am a historian of the twentieth-century United States, with a particular focus and expertise in African American history. While I am interested in the history of social movements, urban history, and a range of other subjects, I am especially interested in the history of the criminal punishment system in the United States: how it's been constructed; what and who gets criminalized and punished within it; what acts of harm are deemed non-criminal when committed by certain people; and how the institutions that constitute the system come to bear unevenly across society.

I am currently at work on several new projects. The first (under contract with Liveright/Norton) is a history of white mob violence from Reconstruction to the civil rights era, the relentless decriminalization of such terrorism when it took place, and the ways that such violence shaped the nation socially, culturally, politically, and economically. The second (under contract with Haymarket

Books), titled "*I am a Revolutionary*": *The Political Life and Legacy of Fred Hampton*, is a biography of the life and political afterlife of Fred Hampton, the organizer and leader of the Illinois Black Panther Party who was murdered by the FBI and the Chicago Police Department in 1969 at the age of twenty-one. The third, titled "Racial Framing: Blackface Criminals in Jim Crow America," explores the history of white people donning blackface when committing crimes, black condemnations of and campaigns against the practice (including by Frederick Douglass and Ida B. Wells), and what that history shows us about racial condemnation and racist conceptions of criminality in the United States. I am also currently co-editing a volume with Erik Gellman and Marcia Walker-McWilliams that's tentatively titled *Revisiting the Black Metropolis: New Histories of Black Chicago*, which is under contract with the University of Illinois Press.

I'm a steady believer in the idea that those historians who are so inclined to be public-facing have a lot to offer in such a capacity. As a result, I do a lot of work that involves engaging the public through written commentary and TV/radio appearances. Thus, in addition to my scholarly writing for journals like *The Journal of African American History*, *The Journal of Urban History*, and *Labor*, among others, I'm a regular contributor for *The Guardian* and have written for *TIME*, *The Washington Post*, *The Baffler*, and *The Progressive*, among others. I've also done TV, radio, or podcast interviews with the BBC World News, CNBC, Al-Jazeera, and Intercepted, among others, as well as dozens of interviews with print journalists around the world.



Marcella Hayes. Photo Submitted

## Marcella Hayes

Assistant Professor of History

I am a historian of Latin America and early modern Iberia, with an emphasis on the Andes. I study how Black people shaped early modern Iberian political life, using their ideas of community and methods of self-governance to rethink early modern concepts of belonging. In my research and teaching, I focus on inclusion and exclusion, political claims-making, and the development of categories of identity.

My current book manuscript is tentatively titled *The Black Spaniards: The Color of Political Authority in Seventeenth-Century Lima*. Black people were the majority of Lima's population throughout the period, and they created officially recognized corporate bodies such as confraternities, militias, and guilds that included both free and enslaved people. I show that these women and men defined and defended their community by pursuing legal complaints, participating in civil defense, petitioning the king, voting for

leaders, and organizing festivals. In these interactions with colonial authority, they created a definition of Spanishness that was inclusive of (and in many ways defined by) their blackness. I argue that they carved out space in which enslaved people could have not only legal, but also a degree of civic personhood.

I am developing a second project on the Black town criers and heralds of cities across the early modern Iberian empire. Criers were central to early modern society, providing a mostly illiterate population with access to news. In many cities, many (if not most) criers had some degree of African ancestry. I will show how the role of the crier opened a space for Black participation in the shaping and spread of important information.

My teaching fields include colonial Latin American history; modern Latin American history; early modern European history; histories of political mobilization; histories of race and gender.

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## Matt Villeneuve

Assistant Professor of History and American Indian Studies



Matt Villeneuve. Photo submitted.

I am a scholar of United States history and American Indian Studies, with a particular research focus on Native education. I presently teach courses on American Indian history, Native studies, and Indigenous education. I also teach in the field of American environmental history.

I earned my Ph.D. in history from the University of Michigan. My dissertation, “Instrumental Indians: John Dewey and the Problem of the Frontier for Democracy in Indian Education, 1884–1959,” situates the philosophy of one of America’s foremost philosophers of education and democracy at the intersection of American Indian studies and intellectual history. This study reconsiders the instrumental role of Indian people in the development of Dewey’s method of experimentalism, while interrogating the relationship between schools, citizenship, and democracy through the lens of American pragmatism and settler colonialism.

My scholarship is informed by my Turtle Mountain Band of Chippewa descent. My current research interests include the careers of Native instructors in the federal boarding school system; the history of the Morris Indian Industrial School in Morris, Minnesota; and the development of the progressive education movement in the United States through Indian schools.

Following a stint as a Career Diversity Fellow with the American Historical Association in 2018–2020, I am committed to promoting graduate education which treats the History Ph.D. as the driver of diverse careers. My professional and personal interests often converge in various fandoms which include Natives in science fiction and fantasy writing, film, and gaming.

## Changing the Face of History

Representation is important. Whether in art, media, professional contexts, or history, diversity recognizes (and validates) our own lives and interactions. Many of the events of 2020 and 2021 called to public attention mechanisms of systemic exclusion, whether based on race, ethnicity, gender, or any of a wide range of human characteristics; in history, recentering those who have been excluded or marginalized leads us towards a more accurate portrayal of the richness of human experiences and contributions over time while also helping us understand (and perhaps ultimately dismantle) exclusionary structures. From non-violent social protests to Latinx immigrants in Wisconsin to the historical roots of discrimination in science and medicine, the projects our faculty launched in 2021 strive to further diversify the faces and voices of history.

### The Nonviolence Project

By Nadya Hayasi

The Nonviolence Project, launched by Professor Mou Banerjee, is a comprehensive repository that educates and informs viewers on the impact of nonviolent protests all over the world. From environmental issues to racial equality, the project showcases how nonviolence has been used to address many different issues by prominent world leaders and activists. Nonviolence is also a big feature in activism today and we want to show how movements like Black Lives Matter have taken inspiration from centuries of marches, sit-ins, and protests. From more well-known figures and events like Martin Luther King Jr. and the civil rights movement to lesser popular ones like Philippines’ People Power movement, we aim to educate and show how nonviolence has been a feature around the world and throughout history. Overall, we want to answer the question of how and why nonviolence has been an effective socio-political tactic across different cultural, geographical, and political landscapes.

There is great urgency in thinking of nonviolent forms of civil rights movements in a violent, unstable world facing social, political, and environmental distress. When looking at what brings about change, it is clear that nonviolence is a political tool that can succeed in the midst of hyperviolence. Political scientists Erica Chenoweth and Maria Stephan looked at over 330 nonviolent and violent campaigns all over the world and found that major nonviolent campaigns have achieved success 53% of the time, compared with 26% for violent resistance campaigns. In our project, we want to highlight these successes and dispel the perception that nonviolence only works against more



Nadya Hayasi in Singapore. Photo submitted.

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benign opponents or less powerful regimes. Instead, nonviolence can and should be looked at as a viable tool by activists for modern issues, especially in a world of social media and digital communication.

Looking for credible and informative sources in the digital world is often difficult when trying to discern what is true and false, so this project hopes to bring together information from both primary and secondary sources and make this broad topic of nonviolence a more accessible one. We gathered our information from books, newspapers, research articles, and even movies and interviews to present nonviolent events and prominent figures in an easily digestible manner. We are also grateful for our university's vast resources, including the Libraries and the UW Archives, in aiding our research efforts.

Talking about nonviolence is especially important at UW-Madison, given our history of student-led peaceful protests and nonviolence movements. As early as the 1910s, our campus Suffrage League held weekly demonstrations at the Capital, which led to Wisconsin becoming the first state to ratify the 19th Amendment. These movements are not small in nature, as thousands of students took part in various marches from marching to protest U.S. intervention in Central America in 1983 to rallying to support abortion rights in 1989. Involvement was not only limited to students, as faculty also played a part in protesting the U.S. troops in the Vietnam War by holding a "Teach-In" about the Vietnam conflict at the Social Sciences Building. By sharing these events and showing how they can bring about impactful change, we hope that current and future UW students will be empowered to take action in causes that matter to them.

As an international student in UW-Madison, the opportunity to be part of the Nonviolence Project means a lot to me. It is an honor to be able to share my Southeast Asian background with the rest of the world, and tell stories of lesser known figures and events. I remember my first history paper at UW-Madison was in Professor Mou Banerjee's History 200 class, and it was about the efficiency and impact of nonviolence movements in East Timor's independence struggle. Making space for the voices of minority communities and bringing to light groups and individuals who are traditionally understudied is therefore my primary motivation in working on this project.

I am also excited to share my love for music through our Spotify playlist feature on our website. For hundreds of years, music has been integral to protests and resistance movements everywhere. The Nonviolence Project's Greatest Hits playlist compiles these songs to listen to while reading through our blog posts, emphasizing how music can bring various groups together and crystalize emotions and feelings into words.

This project was kindly funded by the History Department's Board of Visitors, and we are grateful for their support in creating our website. As an ongoing project, we are inspired by the Wisconsin Idea to give back to the community and provide resources for students, faculty, researchers and the wider community. Our team of student researchers (Kayla Parker, Simran Bedi, Gabe Sanders, Alec Apter, and I) have put in a lot of effort into creating and designing this project, and are extremely excited to share with you what we've done.

To check out the project, see <https://thenonviolenceproject.wiscweb.wisc.edu/> or email us for more information at [thenonviolenceproject@mailplus.wisc.edu](mailto:thenonviolenceproject@mailplus.wisc.edu).

*Nadya Hayasi is a sophomore studying History and Political Science. She was a student in Prof. Banerjee's course, "Gandhi, King, Mandela: Non-Violence in the World," in Fall 2020.*

## The Wisconsin Latinx History Collective: An Interview with Marla Ramírez

**The Past in the Present:** Could you tell us about the purpose, topic, and scope of the Wisconsin Latinx History Collective?

**Marla Ramírez:** This project was born in fall of 2019, when I first started my appointment here at UW-Madison in the Department of History and Chican@ & Latin@ Studies. Andrea-Teresa Arenas, emeritus affiliated faculty with Chican@ & Latin@ Studies, has a record of working with public history projects and initiatives, and she knew that my work is on Mexican immigration and I'm an oral historian by training. She was interested in oral history and learning how we can use the methodology and apply it to a public history project.

Almita Miranda, who also began her appointment in 2019, has her home department in the Department of Geography and she also has a split appointment with Chican@ & Latin@ Studies. She does ethnography work with transnational families that are divided between Mexico and the United States. And so Tess saw some potential in coming together and having a conversation of what some of the gaps that we had here and what we could do on a public history project.

I shared that...I became an oral historian out of need because the kind of sources that I was finding in the archives were useful, but oftentimes limited – that the voices of people of color and Mexican immigrants were absent from institutional archives.





Marla Ramirez. Photo submitted.

There are some useful collections [at the Wisconsin Historical Society] that I draw from for classes on Latina/Latino History in the United States and Mexican immigration, but those are limited – that is, mainly on the history of labor organizing and Cesar Chavez, or to UW–Madison in the 1970s. There’s a collection that Tess Arenas put together and donated to the Wisconsin Historical Society that is called the Somos Latinas project and documents the experiences of older Latina activists from age 60 and beyond. But that’s the scope of what we know about the history of Latinos in Wisconsin from the Historical Society’s collections.

Oftentimes in immigrant communities, these histories have been preserved orally, but not in written form. The advantage of doing oral history is that we can capture these oral traditions and oral histories and then transcribe them and put them into a written script and then preserve them for generations to come in the archives.

We started reaching out to people and soon found out that there was great interest and people were thinking along the same lines because of the lack of representation of these voices in traditional or institutional archives. We reached out to different people at UW–Madison and we had a great response from people that were interested in collaborating on the project and being trained in oral history and teaching oral history. Then we started reaching out to people outside of UW–Madison, to other UW campuses, and then to campuses across the state, and equally responsive and enthusiastic replies were received. In that sense, it’s a very broad approach to the

histories of Latinos and Latinas in the state of Wisconsin. We are documenting oral histories on labor, immigration, education, activism, art... you name it! Anything and everything that Latinos and Latinas are doing in the state of Wisconsin. We really want to retrofit the discourse about who Latinos are. The presence of Latinos and Latinas in the United States, historically speaking, has been focused on the Southwest of the United States, and there’s a recent wave of moving to the Midwest and documenting the history of the presence of Latina/Latino people in the Midwest.

**PP:** It’s impressive that this came together with such depth and such scale in under two years. Were there particular challenges that you faced in being able to launch so quickly?

**Ramírez:** I think obviously 2020 was a hard year for all of us for multiple reasons. But it was also a year that allowed us to think creatively and to think in community, because we needed to do that to survive 2020. I think that it was precisely the pandemic and what the pandemic made obvious about discrimination and segregation and inequality that made people really excited about this project – that the pandemic really centered the inequality that exists in the country. That people of color were affected because working-class people of color are disproportionately essential workers, and deportations were still taking place, even though the pandemic was happening and the detention centers and prisons did not take the same precautions and protocols to prevent the spread of COVID. That all became centered and obvious during the pandemic. This project is questioning these inequalities in institutions of education and higher learning and also in archives and how we exclude certain voices and certain bodies that maybe we haven’t traditionally seen as history makers and history-worthy. And it was this – to center those voices that have been segregated – that people were really excited about, that they said, “Oh! It’s about time!”

I think that also the modality of being on Zoom facilitated reaching out to people across the state in ways that, maybe if 2020 hadn’t happened and we were still thinking about meeting people in person, it would have been a very slow process. But I think because everybody was thinking about meeting virtually, the facilitators getting connected with people across the state really sped the process.

So it’s a combination of what happened in 2020. People became interested in the topic because of what is happening with immigration and deportations, and then negation of political asylum rights at the border is also a timely topic that they have been talking about and been interested and intrigued about. So I think all that played in our favor.

**PP:** As the U.S. approached Election Day, there was an increased sense of urgency that led to a lot of people suddenly realizing that immigration is not just an issue of whether people are arriving at the border. There are other concerns that go with that, one of which is human treatment. One of which is pandemic disease. Did that urgency leading to Election Day feed into people’s interest and willingness and enthusiasm for a project like this?

**Ramírez:** It did. I think of conversations that are happening in social media and the topics that are being covered in the news day in and day out – because of the Black Lives Matter movement, because of the killings of Black bodies and Black people, because of the abuse and inhumane treatment of immigrants and immigrant communities of color, especially for Mexican and Central Americans, because of the rereading and re-interpretation of asylum law that hasn’t changed in the Constitution but now is being negated as a right to people from Central America and other areas specifically. I think all of these topics are front and center and in the minds of everyday people and

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academics, for sure.

I think that benefited the project, but the downside that I'm worried about is that I don't want it to be a temporary interest because it's trending – to put it in social media terms. Our effort as a core faculty and as a project is to have a sustainable long term resource. That's the purpose: to donate all this collection to the Historical Society and to bring in local museums and the National Museum of American History to really reach broader audiences. It's going to be sustainable; that's why we also want to do the website. There's plenty of interest. People that have committed to the project see this as a long-term project – we're thinking about future grants and future projects.

## Humanities Education for Anti-racism Literacy (HEAL) in Sciences and Medicine: An Interview with Christy Clark-Pujara

By Aida Arosoaie



Christy Clark-Pujara. Photo Submitted.

**Aida Arosoaie:** As a Co-Principal Investigator on the Andrew W. Mellon Foundation Just Futures Grant, Humanities Education for Anti-racism Literacy (HEAL) in Sciences and Medicine, you are currently preparing a course that taps on your vast knowledge about histories of racism in the United States. What is the course about, what are the main themes, and who is the target audience?

**Christy Clark-Pujara:** The working title is “Why History Matters: Systemic Racism in the American University and Society,” and the course aims to investigate the role of systemic racism in shaping American universities and colleges, as well as American society at large. The target audience is STEM students who often think that disciplines such as math, physics, chemistry or biology are grounded in some objective truths that leave them impermeable to racism. I plan to use resources like Craig Wilder’s book, *Ebony & Ivy: Race, Slavery, and the Troubled History of America’s Universities* to illuminate the history of racism and the creation of the American academy. The book discusses the history of the Ivy Leagues, their origins, their implication in the larger colonial project and the foundational role racism played in their creation. For example, Indigenous peoples were removed from spaces that our first colleges and universities were built, and slave labor was used to build infrastructure; moreover, those who invested in the business of slavery, from merchants, to farmers, to slave traders, provided endowments. I became particularly familiar with these racial dynamics in the context of Brown University when I wrote my first book, *Dark Work: The Business of Slavery in Rhode Island*. Brown University was literally and figuratively built by slave labor, wherein the first buildings on campus were

built by enslaved people, timber for the first building on campus was donated by a slave trading firm and the main endowment was provided by slaveholders and slave traders. So drawing on these kinds of histories, I seek to make my students aware of the fact that, regardless of whether they are studying chemistry, physics and math, the academy in and of itself was created in the framework of exclusion. As I want my students to explore their own positions in the academy, I plan to make the course ultra-locally centered, focusing first and foremost on the University of Wisconsin-Madison, its origins and the circumstances which led it to occupy the space it sits on. The course will therefore discuss American empire building, colonization and, with regards to the Wisconsin context, the displacement of the Ho-Chunk people.

**Arosoaie:** Given that your course focuses on the history of systemic racism in the academy, your strategy of making the course ultra-locally centered seems particularly relevant. What are some of the challenges and advantages of teaching about systemic racism in the academy at UW-Madison, in the context of its institutional history?

**Clark-Pujara:** White Midwesterners tend to conflate racism with slavery and to think of it as a phenomenon that only happened in the South or the Northeast. Because of this, some people in the Midwest assume these places are not implicated in systemic racism, a misconception I will problematize in the course. My current book project focuses on the history of Black people in present-day Wisconsin, going back to the 1720s, when illegal slavery was practiced here in the Midwest. In this sense, my primary goal is to expand what students think they know about a place and to this end I draw on my own experiences on the UW-Madison campus. When I took Aaron Bird Bear’s Native tour of campus four years ago, I had an awakening moment as I realized how little I knew about the history of UW-Madison and the displacement and erasure of the Ho-Chunk people. Even though I hold a Ph.D. in American history, I was never required to take a course about Indigenous people or to learn what a treaty was and how it functioned. And, as I talked to my colleagues, I realized that this was not uncommon and that this knowledge was not deemed necessary in most Ph.D. programs around the country. This awareness changed my orientation as a historian and, as someone who studies marginalized groups, I realized I needed to educate myself further, to critically reflect on my own



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teaching practices, and to help transform the place I occupy. So, even though I only teach African American history, I start all my classes with a discussion of the 1832 treaty, and this course will be no exception. I aim to have students discuss the 1832 treaty which led to the legal removal of the Ho-Chunk people from this place and reflect on its legality as it is rooted in a white settler point of view. I want students to think critically about the land the university occupies and about the Ho-Chunk people whom, despite a history that stretches over tens of thousands of years prior to white settler colonialism, they know little about. As we will think locally, I want students to talk about our administrative buildings sitting atop the burial grounds of Ho-Chunk people and what this means for us today.

**Arosoaie:** What is the importance of history and transferring, or translating, humanities concepts and methods to audiences that are otherwise unfamiliar with them, particularly with STEM students?

**Clark-Pujara:** I started off my student life as a biology major because I was pre-med, and a lot of my experience of the sciences at that time evolved around questions of possibility and capability. I think the humanities bring to STEM a critical lens that helps scientists interrogate the scope, meaning and purpose of their investigations. In short, humanities introduce the questions of ‘Should we do it?’, if so, ‘How do we do it?’ and ‘Who do we include?’ The humanities speaks to the larger society through these important questions, contributing a sense of collective responsibility to the possibility of scientific innovation. I aim to help STEM students ground their intellectual pursuits in empathy and morality through investigating the history of the academy itself.

**Arosoaie:** The main aims of the HEAL project include centering the experiences of Black and Indigenous students in order to improve anti-racist education, providing historical specificity to anti-Black racism and Indigenous erasure, employing humanities in revealing hidden histories of discrimination and exploitation in the academy and working with community partners to bridge anti-racist efforts in the academy and society at large. How does your course fit with these aims and how does it relate to some other parts of the HEAL project?

**Clark-Pujara:** At the heart of the HEAL project, which comprises many moving parts, is the attempt to see humanities and STEM work together. While they are often pitted against each other, HEAL aims to emphasize that they work better in concert, and that STEM can benefit from the critical lenses humanities offers and humanists can learn from the scientific process. “Why History Matters: Systemic Racism in the American University and Society” aims to do just that, asking STEM students to think about how their disciplines have been created through a historical process and in response to the imperatives of an imperial project. Many students are unaware that most land-grant institutions, such as UW-Madison and many other research academic centers in the Midwest, are part of American empire-building. Our institutional model of moving forward is based on the first territorial seal and it literally meant conquering and displacing Indigenous people. Both the HEAL project and my course invite us to self-reflect and understand ourselves better by asking a very specific question: Who was the university built for? The truth is the university was built for white men of a particular class, which is why students, especially graduate students, who come from economically disadvantaged backgrounds and have family-related responsibilities, struggle. In light of this, the HEAL project seeks to shed light on the legacies of imperial projects in the academy and to re-think the meaning of moving forward in our contemporary racially charged climate. A good example of different possibilities in STEM education is MIT which, despite being a tech school, values humanities, because they understand that innovative thinking comes from reading poetry and fiction and analyzing history, not just learning mathematical and scientific concepts.

**Arosoaie:** You mention that looking back at the past and understanding it critically changes the meaning of moving forward. What does forward mean for the HEAL project and what does it mean to indigenize the curricula and institutionalize antiracist pedagogy?

**Clark-Pujara:** For the HEAL team, forward means making UW-Madison more inclusive and providing structural change so that marginalized students feel a sense of belonging. Key aspects of this process are becoming cognizant of the persistent legacies of imperial expansion and actively striving to transform institutional patterns of white supremacy. For example, understanding the reasons why Indigenous people are underrepresented in the academy means foregrounding their histories beyond the curricular requirements of the American Indian Studies Program. In 2018, I taught a comparative ethnic studies course which focused on African Americans, Latinx, Asian American and Indigenous communities, and I realized there were not enough Indigenous people on campus to provide pedagogical parity. It was distressing to realize that while Madison is the sacred land of the Ho-Chunk people and the place of their origin story, there are not enough people on campus to teach about their history. This level of erasure speaks to how devastating and unfortunately successful the American empire was. In reaching out to faculty and staff to lecture in the course, I met Omar Poler, who invited me to join the “Our Shared Futures” initiative. These experiences inform my commitment to transform UW-Madison, which is heavily reflected in my teaching. As I already mentioned, even though I only teach African American history, I start every class with a discussion of the 1832 treaty and I introduce my students to Amy Lonetree’s visual history “People of the Big Voice.” I aim to have my students think about not only the displacement of the Ho-Chunk people by white settler colonialism, but also about the contemporary repercussions of that displacement. Also, I aim to make students understand the interrelated histories of Indigenous and African American people, emphasizing that understanding race-based slavery and the formation of the U.S. requires understanding indigenous removal.

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**Arosoaie:** You emphasize that the HEAL project aims to motivate and provide structural change at UW-Madison in order to transform institutional patterns of exclusion. How are the aims and values of the HEAL project reflected in its social structure and management?

**Clark-Pujara:** What we think sets HEAL apart from other research projects at UW-Madison is the commitment to further anti-racism based on empathy and mutual care. We are aware that anti-racism is a process, rather than a finish line, so we are doing anti-racist training ourselves. We have created an environment where we can check each other's blinders and mistakes from a place of care rather than a place of accusation. The HEAL leadership is resolute about considering the perspectives of students and fellows equal to their own, emphasizing that the top-down-we-know-it-all-you-do-as-you-are-told mentality does not apply in this project. We let our students and our fellows know they should and are expected to speak up and that their unique experiences are especially valued.

*Aida Arosoaie is a graduate student in the Department of Anthropology. Her research sits at the intersection of multispecies ethnography, the anthropology of religion and environmental humanities with a focus on Indonesia. She is a 2021-2022 Histories and Politics of Environmental Science graduate student fellow under the Humanities for Anti-Racism Literacy in the Sciences and Medicine (HEAL) Project.*

## In Memoriam - Stanley K. Shultz (1938-2020)



Stanley Schultz, professor emeritus of history, poses with his editing pens and a copy of "America (The Book): A Citizen's Guide to Democracy Inaction," a textbook parody by the writers of "The Daily Show." Schultz collaborated on a new teacher's edition of the book, in which he corrected the satirical "mistakes" of the original.  
© UW-Madison University Communications. Photo by: Michael Forster Rothbart

Stanley Schultz, Emeritus Professor of History, died on December 8, 2020. Schultz was born on July 12, 1938 to Kenton Schultz and Virginia Pyle Schultz, and always considered his birthplace, Los Angeles, to be his home.

He studied with Daniel Boorstin at the University of Chicago and arrived at UW to teach American history in 1967. He was a popular and innovative teacher, and received the Chancellor's Distinguished Teaching Award in 1991 for his excellence and accomplishments. He adopted new modes of delivery with enthusiasm; in collaboration with William Tishler, he explored the potential of recorded lectures, and was one of the first professors to broadcast a history course on local and state television and to offer a history course online. Even after his retirement in 2005, he continued teaching for an additional year as an emeritus professor, and engaged in community projects that promoted teachers and education. In 2008, he was an active participant in "Life During Wartime," a U.S. Department of

Education-funded program designed to improve Wisconsin history teachers' knowledge and understanding of American history.

Schultz was the author of two books in urban history: *The Culture Factory: Boston Public Schools, 1789-1860* (1973), part of Oxford University Press's Urban Life in America series, and *Constructing Urban Culture: American Cities and City Planning, 1800-1920* (Temple University Press, 1989). He was delighted to be the historical fact-checker on Jon Stewart's book, *America (The Book): A Citizen's Guide to Democracy Inaction* (Warner, 2004), and appeared on stage with Mr. Stewart during a book promotion tour.

Schultz is survived by three sons, Christopher, Benjamin, and Jonathon Schultz, and two stepsons, Nick Grimm and Casey Grimm.

*This obituary contains information originally published at <https://ls.wisc.edu/news/uw-madison-remembers-history-professor-stanley-schultz> and [www.cressfuneralservice.com/obituary/Stanley-Schultz](http://www.cressfuneralservice.com/obituary/Stanley-Schultz).*

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# Looking Back to Look Forward: Updates on the UW-Madison Public History Project

By Kacie Lucchini Butcher, Director, Public History Project



Wunk Sheek, UW's first Native American student group, pictured at their Annual PowWow in 1996. (Courtesy of UW Archives)

As we look towards the start of another new year, the UW-Madison Public History Project is rapidly moving forward in its mandate to uncover and give voice to histories of racism, exclusion, and resistance on campus. Despite the obvious hurdles brought forth working in the midst of a global pandemic, our team of graduate and undergraduate researchers have made great strides towards completing this important research. And 2022 looks to be our biggest and most exciting year yet!

Anyone who has worked on a large-scale history project will tell you that at some point, the research must end, and the formation of the final product – a research paper, a book, an article – must begin. We are now nearing the end of the hard work of conducting archival research and shifting our attention to the final form of the Project. In the Summer of 2021, we started designing the physical and digital exhibit that marks the culmination of the Project, and began the herculean task of sorting through the immense amount of research to decide which narratives must be included in the final exhibit.

The reflective and collaborative process of exhibit development has

revealed a clear narrative – one that we know will provoke and inspire important conversations and reflections and one that we are eager to share with the campus community in the Fall of 2022. Alongside the physical and digital exhibit, we are excited to make accessible a range of curricular materials and a robust event series.

Since the start of the Project in the Fall of 2019, our student researchers have accessed over 170 cubic feet of archival material, read 79 volumes of the *Badger Yearbook* and 89 volumes of the *Daily Cardinal*, and conducted 74 oral history interviews, with a total 96 hours of audio. Accomplishing such a large volume of research under the best of circumstances would be impressive; that our students have managed to persevere amidst archive closures, campus shutdowns, and lack of access to important research resources is truly a testament to the exceptional skill and dedication of these burgeoning historians. As we look towards unveiling our final products, I know that the work of this department's students will truly shine. The Project has only been made richer by their contributions.

Graduate student Ezra Gerard spent the summer and fall of 2020 researching the history of LGBTQ+ people on campus, documenting many instances of resistance and protest undertaken by students fighting against homophobic policies at the university. His research on UW-Madison's "gay purge" details the university's policy of harassing and expelling gay students and highlights the effect this had on the men so targeted.

Graduate student Joy Block spent the fall 2020 semester researching the history of Japanese American students at UW-Madison. By initially searching through newspaper coverage surrounding World War II, she was able to document the process by which Japanese American students came to UW-Madison following Japanese internment. She was also able to complete rich research about individual students, their time on campus, and their lives after they left or graduated.

Graduate student Chong Moua joined the Project in the Fall of 2020 and has been researching Hmong American students at UW-Madison. Against the backdrop of resurging anti-Asian racism in the United States and on campus, Chong was transparent in her goal for joining the Project, saying that if given the chance, she was going to find her people and use this opportunity as a way to "claim institutional space" for Hmong American students, past, present, and future. Chong's energy and her thoughtful approach to the work has done just that. Through oral history interviews, she has been able to document the experiences of Hmong students and faculty on campus.

The summer of 2021 proved to be an invigorating summer of discovery with our largest group of researchers to date. From the History Department, undergraduate student Kayla Rose Parker spent the summer researching the history of Black Greek Letter Organizations (BGLO) at UW-Madison. Looking to uncover a more complete history of these pioneering organizations, her research was particularly challenging as records of these groups are scarce in the UW Archives and the Wisconsin Historical Society. Graduate student Zada Ballew is researching



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Native American activism on campus, including the American Indian Movement, and conducting oral history interviews with Native students and alumni. This research and much more is available on our website.

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. 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. As we continue developing the exhibit and other Project materials, we are excited to

continue collaborating with students, faculty, staff, and alumni to make sure that this history is informative, thought provoking, and generative.

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).

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## Historians in the Media

“Gentrification is something that you can trace back to redlining, albeit a bit indirectly in the sense that gentrification results from areas that had suffered from disinvestment for really long periods of time — and those areas often suffer from disinvestment because they were either redlined or people in them were marginalized, so they didn’t really receive the services or the upkeep. They were cheap, so when affordable housing... becomes an issue, those are the areas where people are going to try and move into and that’s going to result in displacement, and people who are displaced feel this pressure because of the various layers of segregation. It’s still very difficult to get credit or finance or jobs in other places.

Gentrification couldn’t happen without this sort of older configuration of redlining, of discriminatory zoning, of associating property value with race. It’s really hard to see any element of urban planning or urban life that is untouched by a long history of segregation.”

**Assistant Professor Paige Glotzer, speaking to *The Cap Times* about lingering effects of redlining in Madison**

“Indigenous women were taking an active stance not just against federal policies, but also against the violence they encountered with the urban systems that routinely discriminated against the community.”

**Assistant Professor Sasha Suarez, presenting on indigenous activism at the UW-Diversity Forum 2021 and later quoted by WTMJ-TV News**

“Over many decades, U.S. popular culture, shaped profoundly by Black Americans, has become a chief U.S. export. It helped shape global perceptions of the United States and provided a penetrating lens into the workings of its society. This visibility is combined with the fact that African Americans have never been silent about persecution. The global reach of the protests in the wake of George Floyd’s killing not only reflects changes in societies all over the world, but also the lasting legacy of generations of African American activist work.

Most certainly, the status of Black people in the United States cannot be unlinked from how this nation is ranked in the eyes of the world.”

**Professor Brenda Gayle Plummer, writing on Black international activism in *The Washington Post***

“People all around the globe are experiencing some of the most stressful months of their lives. Many are pushing on by bottling up emotions, ignoring problems, and sidelining unsolvable issues that will all come due when this is over. As many soldiers can tell you from sad experiences with the onset of PTSD, those things aren’t gone. They’re just sort of waiting their turn.

Some of these delayed reckonings are structural. Rent payments, overdue utility bills, deferred student loans—all of these mental, social, and financial burdens will have their day and it will seriously impact our hopes for a return to ‘normal’ long after the virus has receded.”

**Chad S.A. Gibbs (Ph.D. ‘21), comparing the end of combat deployment to the future end of the pandemic in *Newsweek***

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# Voices of a Pandemic: The Women at UW Project

By Maddy McGlone

I think working in the University Archives is one of the best jobs a student can have at UW, especially a History major. I feel grateful to have spent the last year working on projects that have a positive impact on our campus community and anyone in Wisconsin looking to learn about the past. I work with the Oral History Program within the Archives, but more specifically, I'm working on the Women at UW project. While the program has interviews with all sorts of different people connected to University and Wisconsin history, I work with people who identify as female.

Every woman I interview has a unique connection with the university – I've talked to former students, librarians, professors, and everything in between. We're also interested in women who attended school here and then used their education in interesting ways – for example, I spoke with an alumna who served as the director of the Women's Health Initiative's study in Madison. Recently, though, most of my interviews have been focused on documenting the experiences of Wisconsin women during the COVID-19 pandemic. We've conducted three rounds of interviews so far, each about six months apart, so it's been interesting to hear how their perspectives have changed as the pandemic has progressed. My favorite part of these interviews has been hearing the little ways in which these women have cared for themselves and others throughout the past year and a half.



*Maddy McGlone is the George L. Mosse Intern in European and Digital History. Her interests include oral history and public history, especially within the state of Wisconsin.*

Everybody copes with stress and uncertainty differently, but most of the women I've talked to could identify strategies that helped them get through this difficult time. For example, one of my interviewees talked about the importance of putting a little effort into her outfits every day. Doing her makeup and feeling good about her clothes made her feel better, even if she didn't have to leave the house at all that day. I can definitely relate to this – early in the pandemic, my roommate, who is a fashion and textile design major, and I would frequently craft outfits just to take a walk around our neighborhood. It made us feel good to have something to get ready for.

I found I could relate to the interviewees in many different and unexpected ways. One of the women talked about her love of reading but admitted that recently she's mostly been reading romance novels. I can understand the appeal of light-hearted media during a time like this because my roommates and I got very into the British reality dating show *Love Island*. While it isn't the most intellectually stimulating thing to watch, it makes us laugh and was something we could all come together to enjoy, even if we'd had an argument earlier that day.

Many of the women I interviewed rediscovered old hobbies over the past year and a half. Doing an activity just for yourself can be freeing during a time when everyone has to take precautions for the safety of others. I heard women talk about gardening, photography, studying architecture, photoshop, DIY projects – any hobby you can think of, really. I realized that these small things we do for ourselves can contribute to even larger life changes when I talked to one woman who decided to become more self-sufficient after seeing issues in supply chains early in the pandemic. While many chose to get outside more over the spring and summer of 2020, this woman took it a step further and began the process of purchasing a homestead for her family. By growing their own fruits and vegetables and raising animals, they will rely less on the vulnerable food systems that supply our grocery stores. This story inspired me because it showed a spark of growth and positive change amidst the wider narrative of loss and political turmoil.

Most of all, my work with the Women at UW project has shown me the importance of oral history as a historical medium. My interviews collect feelings and stories straight from the source, capturing emotion in a different way than written and visual media. They've allowed me to unearth bright spots that I can then record for future listeners. These stories will show future students and researchers our resilience and adaptability and, I hope, help them through hard times of their own.

# Stay Connected

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

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3211 Mosse Humanities Building  
455 N. Park St.  
Madison, WI 53706

Phone: 608-263-1800  
Fax: 608-263-5302

historynewsletter@g-groups.wisc.edu



## 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.

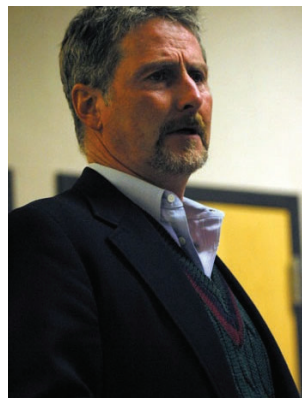
### Giving Options

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>.

## 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](http://supportuw.org/giveto/Sharpless).



# Department of History

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### **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, online 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)



## **Recent Gifts**

**Ilana and David Adelman** made a generous gift towards the Department of History Annual Fund, which will support the greatest needs of the department.

Recent History graduate **John Douglas** founded the William A. Brown Black History Writing Prize, which will be awarded to undergraduate authors of papers about Black history. Mr. Douglas and several other History Board of Visitors members made generous gifts to make this prize possible. To support this prize, visit [supportuw.org/giveto/BrownWritingPrize](https://supportuw.org/giveto/BrownWritingPrize).

**David Hall** and **Margie Devereaux** endowed a professorship in the History of the Physical Sciences, one of a very few endowed positions in this field in the U.S.

**Professor Kemal Karpat**, who passed away in 2019, left an incredibly generous gift through his estate that will support the Center for Turkish Studies and the Kemal H. Karpat Professorship.

**Laura Wangerin** endowed the Bill and Laura Wangerin Graduate Support Fund in memory of her husband Bill Wangerin, who was an enthusiastic supporter of Laura's scholarship during her time at UW.

**Dean Pagedas** and **Bill Lucy** made generous gifts to fund the Doria Dee Johnson Lecture on History of Social Justice. This lecture was founded by Professor Simon Balto in honor of Doria Dee Johnson, who was a doctoral candidate in History at UW until her untimely death in 2018. The inaugural lecture will take place in Spring 2022.

**Ron and Bonnie Phemister** have created a generous bequest that will support the greatest needs of the Department of History.

**Professors Iris and Ron Berger** have generously gifted an endowed fund to support our graduate students in perpetuity.

History Board of Visitors Chair **Rick Kalson** made a generous planned gift commitment towards the Department of History Annual Fund.

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# A New Home for Humanities

By Philomena Lindquist

A new building for the College of Letters and Science will replace the George L. Mosse Humanities Building by summer 2025.

For over half a century, students of history, music, and art have come to know the maze that is the Humanities Building. Unfortunately, the building no longer meets code requirements. Water damage and other material degradation, as well as limited technological support, now render the building incompatible with modern learning objectives. In fact, structural concerns closed a portion of the building over the summer, and were resolved by the installation of a series of metal pillars on the west side of the building.



Artist rendering of Irving and Dorothy Levy Hall.

Professor and former Chair Leonora Neville has dealt firsthand with both the frustrations of the building and the frustrations of former students. “When we talk to our alumni, so many of them talk about the good education they received despite being in Humanities,” Neville said.

This is entirely incongruous with the immense utility the Humanities Building provides the university. Though only the official home to the History, Music, and Art Departments, last year 60 different departments held classes in Humanities.

To update the building enough to bring it up to code and modern usefulness would cost around \$70 million, according to UW System Interim President Tommy Thompson, which is why a completely new building began to make financial sense. Governor Tony Evers signed the 2021–23 state biennial budget in July, which will fund the majority of the \$88.44 million project. On October 13, Chancellor Rebecca Blank announced a lead \$20 million gift from Jeff Levy ‘72 and Marv Levy ‘68, JD ‘71; the building will be named Irving and Dorothy Levy Hall in honor of their parents. The rest of the money will come from gifts to the university.

Few details about the building itself are yet known, since planning and contracting won’t take place until the 2022–23 academic year. The groundbreaking will occur in February 2023. The new building will not be in the same location, however, and there is no definite date for the demolition of the current Humanities Building. The new building will be located on the South–West corner of Johnson and Park Streets, across Park Street from Selleny Residence Hall and across Johnson Street from Grainger Hall.

What is known is the utility of this new building. Apart from simply updating the learning spaces for students, the new Letters & Science Academic Building will consolidate programs from seven locations, add badly needed general assignment classrooms, and create 23,700 square feet of backfill space to support STEM enrollment. It will add 1800 seats of classroom space and equip the College of Letters & Science — the largest of UW–Madison’s 13 schools and colleges — with a single official home.

Dean Eric Wilcots spoke to the need for the new building in an informational video put out by UW–Madison Campus Connection.

“We have a world–class university, and our students deserve classroom space that reflects the quality of their education,” Wilcots said. “Well–designed spaces inspire ideas, spark creativity and create connection. ... In addition to solving critical space and technology challenges, this building will inspire, rather than intimidate. And that will make the learning experience more enjoyable, more productive and more equitable for all.”

So yes, our beloved History Department will have a new home come 2025. But that home will also accommodate so much more for the students and faculty of UW–Madison, providing a safe, modern space to learn and grow.

*Philomena Lindquist is a 2021 graduate of the History Department and the School of Journalism and Mass Communication. She is currently pursuing a graduate degree in the Robert M. LaFollette School of Public Affairs.*





Houses on site of current Humanities Building and Library Mall, ca. 1880-ca. 1900. Photo courtesy of UW Archives.



Humanities building under construction, ca. 1966. This aerial photograph also shows the Wisconsin Historical Society and Memorial Library in the background. In 2000 the building was renamed the George Mosse Humanities building after the recently deceased professor of history. Photo courtesy of UW Archives.



Capitol from Bascom Hill, ca. 1970-ca. 1980. A view of the Wisconsin State Capitol building as seen from bottom of Bascom Hill looking up State Street, the Historical Society visible on the left and Mosse Humanities on the right. Photo courtesy of UW Archives.



The exterior of the Mosse Humanities Building at the University of Wisconsin-Madison is pictured during a snowy winter night on Jan. 22, 2020. Photo by Brian Huynh / UW-Madison



Looking for lecture hall 3650 during the first morning of classes for the Fall semester on Sept. 8, 2021? Try looking to the right of this door in the Mosse Humanities Building at the University of Wisconsin-Madison. Photo by Brian Huynh / UW-Madison

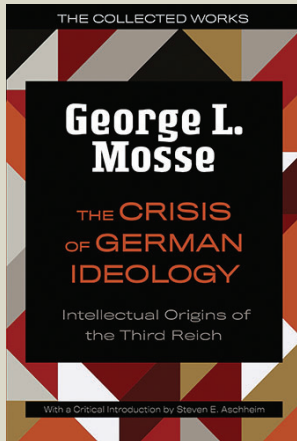


Trees with colorful fall leaves decorate the Mosse Humanities Building and Music Hall on an autumn day on the University of Wisconsin-Madison campus on Oct. 20, 2021. Photo by Althea Dotzour / UW-Madison



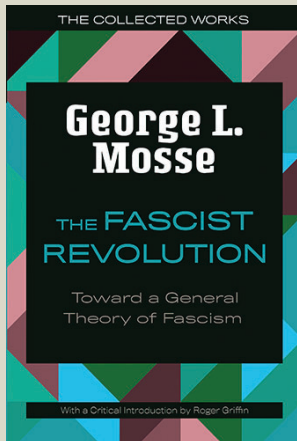
# Mosse Series Releases New Books

In 2021, the George L. Mosse Program in History and the University of Wisconsin Press welcomed the publication of six volumes, including two in the Collected works of George L. Mosse.



## George L. Mosse, *The Crisis of German Ideology: Intellectual Origins of the Third Reich*

This new edition revisits the renowned historian George L. Mosse's landmark work exploring the ideological foundations of Nazism in Germany. First published in 1964, *The Crisis of German Ideology* was among the first to examine the intellectual origins of the Third Reich. Mosse introduced readers to what is known as the *völkisch ideal*—the belief that the German people were united through a transcendental essence. This mindset led to the exclusion of Jews and other groups, eventually allowing Nazi leaders to take their beliefs to catastrophic extremes. The critical introduction by Steven E. Aschheim, the author of *Beyond the Border: The German-Jewish Legacy Abroad* and many other books, brings Mosse's work into the present moment.



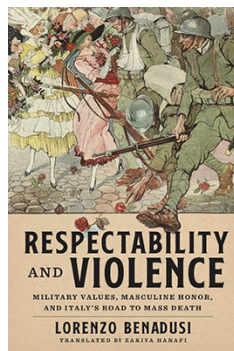
## The Fascist Revolution: Toward a General Theory of Fascism

*The Fascist Revolution* is the culmination of George L. Mosse's groundbreaking work on fascism. Originally published posthumously in 1999, the volume covers a broad spectrum of topics related to cultural interpretations of fascism from its origins through the twentieth century. In a series of magisterial turns, Mosse examines fascism's role in the French Revolution, its relationship with nationalism and racism, its use by intellectuals to foment insurrection, and more as a means to define and understand it as a popular phenomenon on its own terms. This new edition features a critical introduction by Roger Griffin, professor emeritus of modern history at Oxford Brookes University, contextualizing Mosse's research as fascism makes a global resurgence.

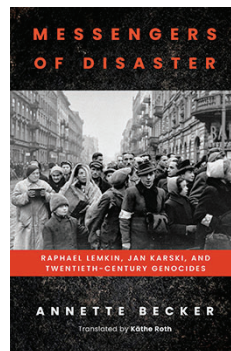
In addition, The George L. Mosse Series in the History of European Culture, Sexuality, and Ideas released four new titles between July and December 2021:



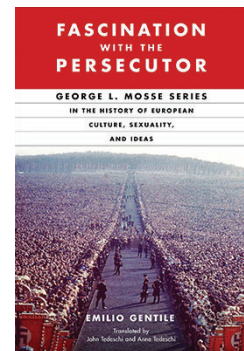
Erica Moretti  
*The Best Weapon for Peace: Maria Montessori, Education, and Children's Rights*



Lorenzo Benadusi  
*Respectability and Violence: Military Values, Masculine Honor, and Italy's Road to Mass Death*



Annette Becker  
*Messengers of Disaster: Raphael Lemkin, Jan Karski, and Twentieth-Century Genocides*



Emilio Gentile  
*Fascination with the Persecutor*

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# Interview Series Remembers George Mosse

The George L. Mosse Program in History has initiated an oral history project to document the impact of George L. Mosse as a historian, teacher, and mentor and the ongoing legacy of the program he endowed in the Department of History at UW-Madison and at the Hebrew University of Jerusalem. The excerpt below is from an interview with Alison Klairmont Lingo (B.A., 1966), conducted by Skye Doney (Ph.D., 2016) and Killian Harrer (Ph.D., 2021) in 2018.

I'll never forget walking in front of the Union when I arrived at the Madison campus in the fall of [19]66 and seeing a dozen or more card tables beckoning me: there were social clubs, political groups including SDS, Trotskyites, the Young Socialists, and then signups to work on the *Daily Cardinal*...which I did! I felt very much at home in Madison because it provided me with so many possibilities for political, social, and cultural action along with intellectual stimulation.

The political scene at Madison resonated with me because of the stories my mother told me of her own flirtation with the Communist party at the University of Chicago when she was a student there during World War II. And more than that, the SDS meetings I attended and the students who I got to know who were more politically aware than I, raised by consciousness about the Vietnam war, the draft, the presence of ROTC on campus, etc.

When I joined the occupation of Commerce Building in 1967 to protest on-campus interviews for Dow Chemical Corporation, I had been at Madison a year and by then well aware of the issues that surrounded the University's decision to allow the interviews to take place. I also had been avidly listening to Mosse's lectures on the history of fascism in Germany and his own personal experience of this period. But being squeezed into the hallway of Commerce also triggered powerful images of Jews being forced into cattle cars during the Holocaust. At first when I entered Commerce, I was close to the front door. Moments later, I heard that the police were coming to remove us. I quickly decided to escape out of the back door to avoid being battered and gassed. I felt lucky to have escaped the havoc! While I continued to protest, I did so from a safer distance....

And the more I listened to George Mosse, the more I realized that we were not, as our student leaders were claiming, in a revolutionary situation nor did we have the weapons or strategies to battle with the police. Spouting slogans and hurling epitaphs at the police or others seemed unsatisfactory and dangerous—as Mosse was telling us in his lectures. However, protests as such mattered: the continued protesting of the war in Vietnam contributed to Nixon's decision to end what amounted to a disastrous chapter in our country's history.

In any case, George Mosse taught me to be critical of crowd behavior, slogans and symbols and to dig more deeply in the historical roots of any and all political conflicts before taking a stand. Indeed, George Mosse inspired me to become a historian.

To watch or read the remainder of the interview, see the Mosse Oral History Project webpage at <https://mosseprogram.wisc.edu/oral-history/>. If you would like to share your own experiences with Mosse and his work, please contact Director Emeritus John Tortorice at [jstortorice@gmail.com](mailto:jstortorice@gmail.com).



Alison Klairmont Lingo. Photo submitted.

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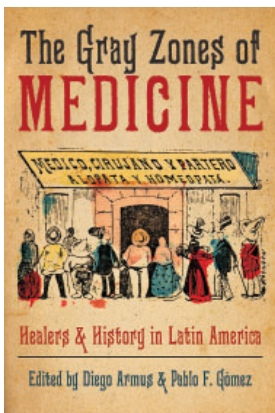
# Faculty, Staff, and Emeritus News

Assistant Professor **Mou Banerjee** was recognized in a College of Letters and Science news article for her work in creating an engaging and supportive community in her first-year seminar, which she taught virtually in Spring 2021. The article included a statement from a student who noted that, “We could all feel how much Professor Banerjee was giving to us every single day in class, and we wanted to give something back to her.” She also was interviewed by Channel 3000 News to provide perspective on the Taliban’s role in Afghanistan, and to clarify common misconceptions surrounding the relationship between the Taliban, Al-Qaeda, and ISIS. Finally, with the help of five student interns, she launched the Nonviolence Project, an online resource examining the role of non-violence in social justice and human rights protests.

**Ashley Brown**, Assistant Professor and Allan H. Selig Chair in Sport and Society in U.S. History, was recently interviewed by the Smithsonian for an article about Althea Gibson, the subject of her book (in progress). The article, “Sixty-Five Years Ago, Althea Gibson Broke the Color Line at the French Open,” is available online at <https://www.smithsonianmag.com>. In addition, the *Journal of African American History* has published Brown’s article about Gibson: “‘Uncomplimentary Things’: Tennis Player Althea Gibson, Sexism, Homophobia, and Anti-Queerness in the Black Media.”

Associate Professor **Giuliana Chamedes** served as an Institute for Research in the Humanities fellow in the spring and started a term as Associate Chair in the fall of 2021. She was awarded a Vilas Associates award for her second book project on European responses to the economic crisis of the 1970s. In addition to her research, she communicated some of her findings to the European parliamentarians in Crete in September of 2021. She is also continuing to expand her public outreach through relationships with Wisconsin high schools and community organizations.

**Paige Glotzer’s** book, *How the Suburbs Were Segregated: Developers and the Business of Exclusionary Housing, 1890–1960* (Columbia University Press, 2020) has won the UHA’s Kenneth Jackson Award for the best book in North American Urban History published in 2020. Glotzer is Assistant Professor and John W. and Jeanne M. Rowe Chair in the History of American Politics, Institutions, and Political Economy.



**Pablo Gómez** has been awarded a H. I. Romnes Faculty Fellowship for 2021–2022 to support his research on ideas of risk, labor, and disease that appeared in Atlantic slave markets during the seventeenth century. His latest book was released by the University of Pittsburgh Press. *The Gray Zones of Medicine: Healers and History in Latin America*, which he co-edited with Diego Armus, a professor of Latin American history at Swarthmore College, includes contributions from a range of scholars, including Professor of History James Sweet. Gómez is Associate Professor of History and of Medical History and Bioethics.

**Elizabeth Hennessy**, Associate Professor of History and Environmental Studies, and **Christy Clark-Pujara**, Associate Professor of History in the Department of Afro-American Studies, received a \$5 million grant from the Mellon Foundation’s Just Futures program for “Humanities Education for Anti-Racist Literacy (HEAL) in the Sciences and Medicine.” As described in their proposal, “The project aims to better understand and more effectively address persistent underrepresentation by centering diverse student voices and telling a more accurate history of scientific exclusion.” Hennessy also received the 2021 Leopold-Hidy Best Article Award from the the Forest History Society and the American Society for Environmental History for her 2020 article “Saving

Species: The Co-evolution of Tortoise Taxonomy and Conservation in the Galápagos Islands,” published in *Environmental History*.

Professor **Francine Hirsch** won a number of awards in 2021 for her book, *Soviet Judgment at Nuremberg: A New History of the International Military Tribunal after World War II* (Oxford University Press, 2020): the 2021 American Historical Association’s Beer Prize; the 2021 Jelavich Prize from the Association for Slavic, Eastern European and Eurasian Studies; the Association of Women in Slavic Studies’s Heldt Prize for the best book by a woman-identifying scholar in any area of Slavic, East European, and Eurasian Studies; and the 2021 Certificate of Merit for a Preeminent Contribution to Creative Scholarship from the American Society of International Law.

Associate Professor **Patrick Iber** received a National Endowment for the Humanities Fellowship. This four-year fellowship will allow Iber to work on writing his next manuscript, *The Ford Foundation, Social Science, and the Politics of Poverty and Inequality in Cold War Latin America*. For primary source materials, Iber will access the archives of the Ford and Rockefeller Foundations. This new project will build on Iber’s first book, *Neither Peace nor Freedom: The Cultural Cold War in Latin America* (Harvard University Press, 2015).

Professor of History **Pernille Ipsen** received the Montana Prize for Literature, a major juried Danish literature prize normally given to fiction or poetry for her book *Et Åbent Øjeblik: Da mine mødre gjorde noget nyt* (Gyldendal, 2020). The book, whose title translates to *An Open Moment*:

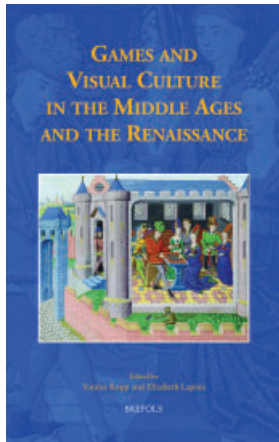


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*When My Mothers Did Something New*, recounts the history of the modern Danish women's movement through the lives of seven women who helped start and organize it in 1970 and lived together in a women-only commune from 1971-1976.

Professor Emeritus **Susan Lee Johnson**, the current President of the Western History Association, received the Association's Robert G. Athearn Award for *Writing Kit Carson: Fallen Heroes in a Changing West* (University of North Carolina Press, 2020). Johnson is currently Harry Reid Endowed Chair for the History of the Intermountain West at the University of Nevada, Las Vegas.

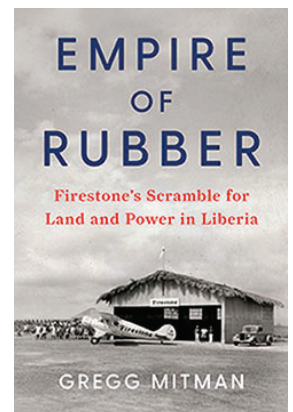
**Monica Kim's** book, *The Interrogation Rooms of the Korean War: The Untold History* (Princeton University Press, 2019) won four awards in 2020-2021: the James B. Palais Prize from the Association for Asian Studies; the Outstanding Achievement in History Book Award from the Association for Asian American Studies; the Stuart L. Bernath Book Prize from the Society for Historians of American Foreign Relations; and the Society for Military History's Distinguished Book Award. Kim was also awarded tenure in 2021. She is the William Appleman Williams & David G. And Marion S. Meissner Chair in U.S. International and Diplomatic History.



**Elizabeth Lapina** co-edited (along with Vanina Kopp) *Games and Visual Culture in the Middle Ages and the Renaissance* (Brepols, 2021). The volume contributes to reconstruction of medieval and early modern games as important tools for exploring, transmitting, enhancing, subverting, and challenging social practices and their rules. Lapina discussed her research – and the history of games in general – on an episode of the Department's podcast, "Ask A Historian."

**Gregg Mitman's** latest book, *Empire of Rubber: Firestone's Scramble for Land and Power in Liberia*, was published by The New Press in November 2021. *Empire of Rubber* tells a sweeping story of capitalism, racial exploitation, environmental devastation, and resistance, as Firestone Tire and Rubber Company transformed Liberia into America's rubber empire. A riveting narrative of ecology and disease, of commerce and science, and of racial politics and political maneuvering, *Empire of Rubber* uncovers the hidden story of a corporate empire whose tentacles reach into the present. Mitman also recently published a piece in the *Washington Post's* "Made by History" column on the history of medical humanitarianism in Africa

and the need for global vaccine equity to combat the current COVID pandemic. Mitman is Vilas Research and William Coleman Professor of History, Medical History, and Environmental Studies.



**Lynn K. Nyhart** and collaborator Scott Lidgard have published "Revisiting George Gaylord Simpson's 'The Role of the Individual in Evolution' (1941)" in *Biological Theory*, available at <https://doi.org/10.1007/s13752-021-00386-7>. Simpson was the most important American evolutionary paleontologist of the 20th century (before Stephen Jay Gould), but his work is less familiar to historians of science than that of other mid-twentieth-century evolutionists. This article introduces a reprint of a curious and interesting article by Simpson to an audience of philosophically inclined biologists. Nyhart is the Robert E. Kohler Professor of History of Science and a Vilas-Bablitch-Kelch Distinguished Achievement Professor.

**Marla Ramírez** and Almita Miranda (Geography) have won an Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment grant for their project, "Retrofitting Latinxs into the Wisconsin Historical Narrative." The grant is for \$120,000 over three years and will support a community-based initiative that will highlight the historical and current contributions of Latinx communities in Wisconsin and weave them into the fabric of the state's history (and into national history). Ramírez is Assistant Professor of History and of Chican@ and Latin@ Studies and Miranda is Assistant Professor of Geography and of Chican@ and Latin@ Studies.

**Jennifer Ratner-Rosenhagen** is happy to be an Institute for Research in the Humanities Senior Fellow again this year. In Fall 2021, her *American Intellectual History: A Very Short Introduction* was published with Oxford University Press, and she contributed a foreword to the 40th anniversary edition of a classic in U.S. intellectual and cultural history: *Jackson Lears's No Place of Grace: Antimodernism and the Transformation of American Culture, 1880-1920* (Chicago).

**Lucas Richert**, Associate Professor & George Urdang Chair in the History of Pharmacy and an affiliate member of the Department with a specialty in pharmaceuticals and intoxicants, recently saw publication of an edited collection called *Cannabis: Global Histories* in August. (MIT Press, 2021).

**Lou Roberts** spent the 2020-2021 academic year at the United States Military Academy at West Point, where she taught the history of war, sex, and gender to cadets. Despite the pandemic, she learned a great deal, growing both as an historian and a person. Her new book, *Sheer Misery: Soldiers in Battle in World War II*, appeared with the University of Chicago Press in April. This book focuses on the physical miseries and sensory experiences of the British, French, German and American armies in the European theater, 1943-45. Roberts also wrote a new

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critical introduction to George Mosse's *Nationalism and Sexuality*, reissued by the University of Wisconsin Press.

**Mitra Sharafi**, Professor of Law & Legal Studies and History Department affiliate, was a virtual fellow at the National Humanities Center as an American Council of Learned Societies Burkhardt Fellow in AY 2020–21. She worked on her book manuscript, "Fear of the False: Forensic Science in Colonial South Asia," and posted "The Fish on Marchmont Street" as part of the NHC's Humanities Moments project, available at <http://humanitiesmoments.org/moment/fish-on-marchmont-street>. Sharafi also received a 2021 Chancellor's Distinguished Teaching Award.

After retirement in 2016, Emeritus Professor **Thongchai Winichakul** went to Japan for three years (2017–2019) as a Senior Researcher at the Institute of Developing Economies (IDE–JETRO), one of the country's major research institutions in area studies. During that period, he published three books in Thai language and finished writing a new book in English, *Moments of Silence: the Unforgetting of the October 6, 1976, Massacre in Bangkok* (published by University of Hawai'i Press in 2020). The book explores the changing memories and the conditions for silence over the four decades after the tragedy. While in Japan, he also began a new project examining the intellectual foundation of Thailand's jurisprudence from the nineteenth century to the present. In March 2020, he delivered an address on the subject at the Puey Ungphakorn Memorial Lecture, one of the most prestigious academic events in the country.

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## Alumni News

Alumnus and current History Department Administrator **Todd Anderson** reached a milestone on June 9 with his 300th varsity career victory as softball Varsity Head Coach at Verona Area High School.

**Geneviève Dorais's** new book, *Journey to Indo-América: APRA and the Transnational Politics of Exile, Persecution, and Solidarity, 1918–1945*, was published by Cambridge University Press in 2021. The book is based on her Ph.D. dissertation, which she completed with Professor Emerita Florencia Mallon and Professor Emeritus Steve J. Stern in 2014. Dorais is professor of history at Université du Québec à Montréal.

**Tim Ernst** (B.A., 1980) has recently published two articles with the *Wisconsin Magazine of History*: "The Ice Boat and Mr. Wiard" (Winter 2020) and "A Badger in Full: John Muir at the University of Wisconsin" (Winter 2019). These essays are available online at <https://content.wisconsinhistory.org/digital/collection/wmh/search>. Ernst is Executive Vice President, General Counsel, and Secretary of Bio-Rad Laboratories, Inc. and a member of the History Department's Board of Visitors.

**Glen Gendzel** (Ph.D., 1998) is Professor of History at San José State University in San José, California, where he has taught since 2005. He was recently reelected to a second term as chair of the History Department. He has taught at seven universities in five states and published a wide variety of articles and essays on U.S. history topics such as political culture, social memory, nativism, the baseball business, California, and the progressive movement.

**David Harrisville's** *The Virtuous Wehrmacht: Crafting the Myth of the German Soldier on the Eastern Front, 1941–1944*, was published in November 2021 by Cornell University Press. Harrisville completed his Ph.D. in 2017 with Professor Emeritus Rudy Koshar.

**Erik Hmiel** (Ph.D., 2019) recently published "Art and Indiscernibility: Arthur C. Danto and the Dynamics of Analytic Philosophy" in *Modern Intellectual History*, a premier academic journal for intellectual history.

Congratulations to alumnus **John Gripenot** (Ph.D., 2006) on the publication of his new book, *Prelude to Pearl Harbor: Ideology and Culture in US–Japan Relations, 1919–1941* (Rowman & Littlefield, 2021). Gripenot is a professor of history at Mars Hill University in North Carolina, where he specializes in U.S. foreign relations in East Asia.

**Meridith Beck Mink** (Ph.D. History of Science, 2014) is now a Program Officer for the National Endowment for the Humanities, where, among other things, she evaluates applications, assigns reviewers to them, and recruits scholars for review panels.

**Terrence Peterson** (Ph.D., 2015), Assistant Professor in the Department of History and a faculty affiliate in African & African Diaspora Studies and the Center for Muslim World Studies at Florida International University, won an FIU Top Scholars award in the category of "Junior Faculty with Notable Gains in Student Learning and Success in the Humanities." He writes, "The award was for my efforts to create scaffolded writing assignments in my European History survey course to help bring students up to speed as college-level writers. Along the way I increased passing rates by 15% and average grades by 12%."

**Paul G. Pickowicz** (Ph.D., 1973) published three books in 2019–2020: *Locating Taiwan Cinema in the Twenty-First Century*, co-edited with

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Yingjin Zhang (New York: Cambria, 2020); *A Sensational Encounter with High Socialist China* (Hong Kong: Hong Kong City University Press, 2019), and *China Tripping: Encountering the Everyday in the People's Republic*, co-edited with Jeremy Murray and Perry Link (New York: Roman and Littlefield, 2019). He is Distinguished Professor Emeritus of History and Chinese Studies at the University of California, San Diego.

Two UW History alumni won awards at the 2021 Western History Association meeting. **Cori Simon** (Ph.D., 2020) was presented with the inaugural Western History Association Dissertation Prize for her UW-Madison dissertation titled "Shadowland: Indian Territory's Contested Past and Uncertain Future, 1800-1910." **Jennifer Holland** (Ph.D., 2013) received two book awards: the David J. Weber Prize and the W. Turrentine Jackson Award for *Tiny You: A Western History of the Anti-Abortion Movement* (University of California Press, 2020). Simon and Holland are both faculty members in the History Department at the University of Oklahoma.

## "Personalizing the Pandemic": Students Reflect on 2020-2021



Hayden Kolowrat. Photo Submitted.

### Hayden Kolowrat ('20)

What this unique school year (2019-2020) best taught me is how to adjust to new circumstances and learn to overcome them. Before the pandemic, I had begun writing my senior honors thesis and planned to research at the National Archives in Washington, DC. However, when all the archives and libraries closed, I had to find other ways to finish my project. Because I could no longer go to the Humanities building to meet with my advisor, I corresponded with him only over the phone and through Google Docs for over nine months. While neither of us were used to collaborating in that format, my advisor made sure to call me every single week to ask if I needed help and to make sure that my project was still going smoothly. His commitment to my success was encouraging during those confusing times and I tried to reciprocate his effort by finding new sources for my research. Because libraries and archives were closed, I borrowed many primary source materials from the personal collections of other historians. Even though they were also busy adjusting to the new learning environment, they were nothing but supportive in helping me complete my project. While I had not originally envisioned conducting research in the email threads of my professors, I am grateful for the experience because I met a community of scholars with whom I can collaborate and who helped train me to be a better historian. While I was uncertain how I would complete my

project during the pandemic, I overcame its challenges to write the best paper possible. My effort culminated in my thesis being published in the most recent edition of *ARCHIVE* and receiving the Harrington Prize for best senior thesis in history.

*Kolowrat is currently a graduate student in Southeast Asian Studies at UW-Madison.*



Nils Peterson. Photo Submitted.

### Nils Peterson

The pandemic created an historical and unforgettable experience that we will hopefully not repeat! Studying history at UW allowed me to directly examine how past cultures dealt with epidemics in the Middle East. Understanding the wisdom of different faith traditions' experiences with disease opened my eyes to the diverse ways in which medicine and science interact with the societies in which we live. Even over Zoom, history classes still provided the exhilaration of learning how the past shapes our interactions with the present. This upcoming semester (Fall 2021), I look forward to in-person classes and the accompanying off-the-cuff conversations with classmates. Campus, even the construction on Bascom Hill, will be a joy to see spring back to life! Most of all I am excited for international travel to reopen in the coming year.

As we begin returning to a semblance of normalcy, history also teaches us that problems will remain in the world. From studying history, I learn that we can each do something, no matter how small or large, to help solve these problems. The movers of history are not giants, but ordinary individuals doing extraordinary things.

*Peterson is a junior studying History and Chinese.*



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The following passages are excerpts from “Personalizing the Pandemic,” a series of interviews originally published in the Spring 2021 issue of ARCHIVE. They have been edited for length; the full interviews are available at [uwarchive.wordpress.com/current-volume-4](http://uwarchive.wordpress.com/current-volume-4).

## An Oral History with Jeff Wang, April 4, 2021



Jeff Wang. Photo submitted.

As an international student, Jeff had to decide whether to remain in Madison or return home to Hong Kong when the university shifted to online instruction. Though Jeff eventually traveled back home for summer break, the pandemic made his trip and experience in Hong Kong a tumultuous one.

**Interviewer:** I’m going to start out by asking you to introduce yourself, talk about where you were at the beginning of the pandemic, how you’re affiliated with the university—

**Jeff:** I’m currently a second-semester junior. At the start of the pandemic, I was actually on campus just like everybody else. But I think what makes my particular position unique is that I’m an international student. Facing the pandemic as an international student, I feel, was a lot different to how everybody else was interacting with it. At the start of the pandemic, I do admit, it was kind of scary. Everything was happening really quickly.

**Interviewer:** So do you want to talk about how the international student community discussed the pandemic before the campus closure?

**Jeff:** I’m part of a group chat with a lot of international students from my freshman-year dorm floor and...the number one question was, you know, What’s everyone else going to do? And for me it was a pretty difficult choice because going back to Hong Kong, at least at the start of the pandemic, felt like I was going in the wrong direction. You know, that’s where the pandemic started and I at least felt like it would be safer here. So I ended up staying in my off-campus place in Madison. But a lot of people, because of their parents or other commitments, were saying it was probably best to go home. Everyone [in the US] was saying, Oh, the pandemic isn’t going to hit us that seriously. And in a lot of international student communities, I feel that behavior did spark a little bit of concern considering how the pandemic was dealt with back home for me in Hong Kong. I had a lot of people saying, We know you’re in America, we hope you’re safe. We get that the standards—I don’t want to say standards but rather the lockdown rules—are less strict over there [in the U.S.]. It just felt like everybody was very, very scared. And I think the primary objective was really just that we all needed to get home at some point.

**Interviewer:** Do you want to talk about how you initially felt as things started to develop? Were you feeling scared or nervous? Confused? Excited?

**Jeff:** I would say there was a really weird feeling of apprehension. All my peers were trying to decide how they’d get home and when they would get home, but I thought I would just be safer in Madison. So at the very start of the pandemic, it very much felt like my future was really just up for grabs. I would just wait for the next day, play everything by ear, and see how things are going. I don’t really know if I could boil that down into one very specific emotion, but that is really the best description of how I was feeling.

**Interviewer:** And did you end up going home? How did that work?

**Jeff:** Yeah, I eventually managed to go home once classes ended for the spring semester. Let me tell you, typically it’s a sixteen-hour flight for me to get from Chicago to Hong Kong. It’s a direct flight. This time around, from my doorstep here to my doorstep in Hong Kong, I think it was about sixty-plus hours on the road. It was really crazy.... Once I was home, the lockdown rules were really strict. Because I landed at night, the Hong Kong government set up this bus shuttle running in between the airport and this designated hotel. At the airport I got my COVID test and then they shipped me off to a hotel...I was kept there for sixteen hours. The only human contact I had was a knock on my door in the morning, “Hey, your breakfast is here.” After it turned out that my COVID test was negative, they said, “Okay, we’ll let you go home.” But once I got home, I had to stay there for two weeks with a GPS tracker and everything. I wasn’t allowed to leave my house. Once I was finally allowed to leave my house to walk my dog, it was a really good feeling.

**Interviewer:** When did you come back? What were the differences between Hong Kong and the US in the fall?

**Jeff:** It was definitely easier getting out of Hong Kong than it was getting in. They said something along the lines of, “Hey, you’re traveling to

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the U.S., it's currently a high risk zone." Getting out was the same sort of process. I had to stop in Vancouver and then in San Francisco and, finally, I got to Chicago. But coming back was definitely a lot easier in the sense that when I got here it was just kind of like, you know, I was free to go. It was a really politically charged summer in the U.S. but, aside from that, I couldn't really tell you anything that was massively different from what it was like being in Hong Kong versus being in Madison. In Hong Kong, everybody was wearing a mask. In Madison, everybody was wearing a mask. So it didn't really feel like much of a change. I would say that if I ever forgot to wear a mask outside, no one would give me a dirty look in Madison. But if I actually got on a bus back home without a mask on? That's something that would definitely warrant raised eyebrows. I noticed that never really happened here in Madison.

**Interviewer:** So there's less of that social pressure?

**Jeff:** I suppose. I would also comment that Hong Kong as a city—people were very aware of contagious diseases. We had a very bad SARS2 outbreak back in the 2000s. The memories of that are still fresh in people's minds. So when the [COVID-19] pandemic came around, when the swine flu came around a couple years ago, everybody was just like, You know what, we're going to lock down. It almost felt like a cultural thing. Everyone took preventative measures really, really seriously. I would say that was definitely the biggest difference between Hong Kong and Madison. This communal sense of accountability, it was definitely a lot stronger back home.

## An Oral History with Haley Drost, April 1, 2021

Haley was living in one of UW–Madison's residence halls when the COVID-19 emergency started in March 2020. Forced to quickly move out of the dorms, Haley had to navigate this process and adjust to online school at home in Minnesota.

**Interviewer:** So, Haley, what's your affiliation with the university?

**Haley:** Well, I am a student here [at UW–Madison]. I've been a student for three years. I'm a junior now. I also work here. I work in isolation housing within the housing department. So those are my two connections.

**Interviewer:** You mentioned [elsewhere in the interview] that you learned about the housing [closing down dorms] in the middle of the week. How did you learn about the decision to close the campus and cancel activities?

**Haley:** I remember I was, like, out and about—I think I was at dinner with a friend of mine. We were eating some meal and all the communications started to come through about campus closing and she asked me, What are we going to do? This is ridiculous. Two weeks? I don't want to go home for two weeks. Can I just come stay at your place for the next two weeks? And we were seriously considering just having a nice two-week extended break with each other at our houses. Good thing we didn't do that because it was quickly turned into...what was that, a six-month spring break?

**Interviewer:** Do you want to talk about how the rest of that semester went— spring semester—and maybe even if COVID affected some of your summer plans or anything else?

**Haley:** Yeah, it was a difficult semester because I think there is this perception that—maybe I'm being biased here—but that STEM kids have it worse when it comes to online learning, not being able to have labs and the other types of physical interaction with materials. And I most certainly think that's true and I'm not trying to discount that experience. But being in humanities, trying to have discussions and other forms of verbal conversation and writing online was, and is, this entire year, very difficult to do effectively. As you're very familiar with, conversations on Zoom are very stilted and awkward. It's difficult. For the most part, though, my professors did a very wonderful job of adapting to the circumstances.

**Interviewer:** How did it [the pandemic] affect your social life? Do you want to talk about that a little bit?

**Haley:** It wasn't that big of a difference for me. When the pandemic happened, my concerns were more logistic and academic than social. On the flip side, what I did miss was...just seeing people in classes and having those conversations and, you know, seeing people walk down the street and maybe turning to your friend and having a side conversation about people out and about. That's the thing that I missed. Just that more casual, informal type of social interaction that you just don't have during the pandemic.



Haley Drost. Photo submitted.

## Ph.D.s Awarded, 2020-2021

**Erin Cantos**, *Revolutionary Teachers: Colonial Schooling and Nationalism in Nineteenth-Century Spanish Philippines* (Alfred W. McCoy)

**Chad Gibbs**, *Against that Darkness: Perseverance, Resistance, and Revolt at Treblinka* (Amos Bitzan)

**Kilian Harrer**, *Places of Power and Peril: Reinventing Pilgrimage in Europe's Age of Revolution* (Suzanne Desan)

**Kayci Harris**, *Pas de deux: Ballet Exchanges and Franco-Soviet Cultural Interaction in the 1950s-70s* (Mary Lou Roberts and Laird Boswell)

**Dylan Kaufman-Obstler**, *Language for a Revolution: Yiddish Schools in the United States and the Making of Jewish Proletarian Culture* (Tony Michels)

**Emer Lucey**, *Constructing Childhood Disabilities: Autism and Down Syndrome in America* (Rick Keller)

**Catriona Miller**, *Women Don't Understand Politics at All: Gender and Decolonization in Cambodia, 1900-1970* (Anne Hansen)

**Scott Prinster**, *Reading the Bible Scientifically: Science and the Rise of Modern Biblical Criticism in 19th- and Early 20th-Century America* (Susan Lederer)

**Hermann von Hesse**, *Fortifications, Commerce, and Urban (In)security on the 18th- and 19th-Century Gold Coast* (Jim Sweet)

**Nick Zeller**, *A World Safe for Revolution: China and Anti-Imperialism in Southeast Asia* (Viren Murthy)

## Selected Graduate Student Awards and Fellowships

- **John Bassett** – Fulbright Hayes Fellowship
- **Ezra Gerard** – DAAD Research Fellowship
- **Tyler Lehrer** – Fulbright IIE
- **Carly Lucas** – Fulbright IIE
- **Sam Meyerson** – SSRC International Dissertation Research Fellowship
- **Karma Palzom** – Dana-Allen Fellowship, Institute for Research in the Humanities
- **Kharis Ralph** – Foreign Language and Area Studies Award
- **Bree Romero** – Virginia Horne Henry Distinguished Graduate Fellowship
- **Suzie Rubinstein** – Foreign Language and Area Studies Award
- **John Tobin** – National Bureau of Asian Research Fellowship
- **Andres Pertierra** – Foreign Language and Area Studies Award
- **Samm Newton** – John A. Knauss Marine Policy Fellowship Program
- **Collin Bernard** – Chateaubriand Fellowship
- **Patrick Travens** – Jeanne Marandon Fellowship

## Undergraduate Student Awards

- **Jacob Balczewski** – John Sharpless Scholarship
- **Sophia Clark** – Hilldale Undergraduate Research Fellowship
- **Mack Dern** – Philip Levy Research Award in History
- **Julia Derzay** – Hilldale Undergraduate Research Fellowship
- **Hannah Emberts** – Margaret E. Smith-Esther Butt History Scholarship
- **Claire Embil** – William A. Brown Writing Prize for Black History
- **Jane Genske** – William F. Allen Prize
- **Alyssa Hamrick** – Honorable mention, Iwanter Prize for Undergraduate Research
- **Max Herteen** – Baensch Prize
- **Maggie Jay** – Paul J. Schrag Writing Prize
- **Aaron Kinard** – Orson S. Morse History Scholarship; Andrew Bergman Prize
- **Lillian Kobs** – William F. Allen Prize
- **Hayden Kolowrat** – Fred Harvey Harrington Prize
- **Danielle Lennon** – Steven A. and Barbara S. Jaffe History Scholarship
- **Alyson Long** – Alfred Erich Senn Prize
- **Rachel Lynch** – Andrew Bergman Prize
- **Chase Mueller** – Curti Prize
- **Nils Peterson** – Willard L. Huson Scholarship
- **Colin Phalen** – Goldberg Scholarship in History
- **Isabella Prenger** – William K. Fitch Scholarship
- **Rachel Rosen** – Andrew Bergman Prize
- **Reem Salah** – Paul Glad Prize
- **Yizhe Shang** – Curti Prize
- **Jack Styler** – Davis/Gerstein Undergraduate Research Award
- **Wenzhe Teng** – William F. Allen Prize



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“Well Read,” a sculpture by artist Douwe Blumberg of a studious-looking UW-Madison mascot Bucky Badger sitting atop a pile of books, is pictured at Alumni Park at the University of Wisconsin-Madison during autumn on Oct. 30, 2021. (Photo by Jeff Miller / UW-Madison)