

Department of History Annual Newsletter 2018-2019



COLLEGE OF ARTS AND SCIENCES | UNIVERSITY OF NEBRASKA-LINCOLN

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NEWSLETTER DESIGNED & EDITED BY:

Megan Brown

CHAIR'S REPORT

Dear Friends and Colleagues,

The Department of History continues to excel at every level. As a fully integrated Big Ten department, our faculty influence their fields and have created dynamic learning platforms at the University. Our focus on research and teaching excellence put us at the top Big Ten rankings in performance overall. Our national and international success makes it easier to recruit the top scholars in the world, which is why I am particularly pleased to announce that Dr. Deidre Cooper Owens (PhD 2008 UCLA) will join us in August as Charles and Linda Wilson Professor in the History of Medicine and director of the Humanities in Medicine Program. Dr. Cooper Owens comes to us as Associate Professor of History at Queens College, CUNY. As a leading voice in the history of medicine and as the preeminent scholar of the intersection of race and medicine, Dr. Cooper Owens will take over stewardship of our thriving Humanities in Medicine program. Her pathbreaking book *Medical Bondage: Race, Gender, and the Origins of Gynecology* (University of Georgia Press, 2018) has brought her international acclaim as the field's brightest star. We are thrilled that she will be running our Humanities in Medicine Program and will join our faculty this fall.

Our graduate and undergraduate students continue to keep busy and receive recognition. Doctoral candidate Harrouna Malgouri has now won three awards from national organizations – African Studies Association, Organization of American Historians, and SHAFR (Society for Historians of American Foreign Relations). His most recent award was SHAFR's Samuel Flagg Bemis Dissertation Research Grant. Undergraduate students were interviewed about their involvement in this year's two History Harvest courses. Graduate and undergraduate students were noted in coverage of the O Say Can You See database. Five of our undergraduates graduated with Distinction, three undergraduates graduated with High Distinction, and four of our history majors graduated with Highest Distinction, and three students earned Master's degrees in May.

This year, our department brought in nearly \$1 million in grants, our largest amount in a single year, and our faculty won numerous accolades. These prestigious grants include an ACLS Fellowship which will allow Professor Jeannette Jones to work next year on her book, *America in Africa: U.S. Empire, Race, and the African Question* and its accompanying digital history project. Professor Margaret Jacobs became the department's first member of the Academy of Arts and Sciences, America's most prestigious academic honor. In addition, Professor Jacobs (who won Nebraska's first Car-

negie Fellowship last year), was awarded a prestigious NEH fellowship: \$349,899 for the Genoa Indian School Digital Reconciliation Project. The team of Professor Will Thomas and Professor Jeannette Jones and their colleagues in the Center for the Digital Research in the Humanities won \$150,000 NEH Award to promote diversity in the digital humanities.

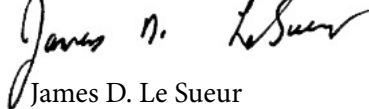
In addition, I'm pleased to announce the promotion of three of our colleagues. Dr. Gerald Steinacher, Hymen Rosenberg Professor of Judaic Studies, was promoted from Associate Professor to Professor, Dr. James Coltrain was promoted from Assistant Professor to Associate Professor with Tenure, and Dr. Ann Tschetter was promoted from Assistant Professor of Practice to Associate Professor of Practice.

David Cahan, Charles Bessey Professor of History at UNL, announced his retirement at the end of July. Professor Cahan has been a major force in the history of science for decades and a key member of our faculty. On a personal note this is somewhat sad because Professor Cahan chaired the search committee that brought me here from Los Angeles in 2001. Last year, he published his majestic, 937-page *Helmholtz: A Life in Science* (see page 5). Professor Cahan plans to continue his groundbreaking research and writing in retirement. He will be missed in the classroom.

Looking ahead to next year, I am particularly delighted to announce that Dr. Bruce Pauley, who has generously funded our Carroll R. Pauley Lecture series, will be giving this year's Carroll R. Pauley Lecture and will receive special recognition as a distinguished alumnus as part of the University of Nebraska's N150 celebration. It will be a magnificent way for the Department of History to celebrate the University's 150th year.

I want to thank our donors and sponsors for their generous contributions to the Department of History. This financial and moral help allows us to compete at the highest levels and to carry on with important scholarly and teaching activities. As a department that takes great pride in teaching, we believe that it goes hand in hand with UNL's mission as the state's land grant university.

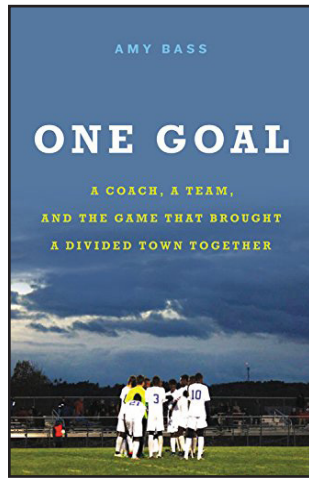
With kind wishes,



James D. Le Sueur
Samuel Clark Waugh Distinguished Professor of
International Relations &
Chair of the Department of History

2018 PAULEY LECTURE

On 27 September 2018 we had the great pleasure of hosting Dr. Amy Bass, historian of sport, culture, politics, and race, as our Pauley lecturer. Dr. Bass is Director of the Honors Program and Professor of History at The College of New Rochelle, and has published widely at the intersections of cultural and social history. Her reporting on the Olympics for NBC earned an Emmy in 2012.



941: Readings in American History to 1877 graduate class to discuss the ways in which historians can write for a broader public and ensure their particular historical focus can be made relevant to audiences from diverging backgrounds. Graduate students and faculty enjoyed these opportunities to meet with our guest before the Pauley lecture and the department greatly benefits from this annual opportunity to bring renowned scholars to campus.

Source: Katrina Jagodinsky

Dr. Bass helped the department continue its year-long focus on the epic events of 1968 in her lecture entitled, “Listen to Athletes for a Change: Race, Politics, and Sports.” She encouraged the audience to consider what happens when athletes use their moments on the field, the court, the track or the pitch to make a political statement. In one of our most well-attended Pauley lectures in recent years, Dr. Bass discussed the intersections between politics and sports, from her work on the black power protests at the Olympic Games in 1968 to her most recent book, *One Goal*, about Somali refugees in Maine and soccer.



In addition to her public Pauley lecture (which can be viewed at <https://www.youtube.com/watch?v=uB0zDfxzs4>), Dr. Bass met with a small group of graduate students and faculty working in 20th-century American history to discuss their overlapping interests in cultural, political, and sports history. Dr. Bass also met with the HIST

INAUGURAL BELOUSEK LECTURE

On 2 October 2018, the Department of History presented the inaugural Frank A. Belousek Lecture in Czech History. The lecture was given by Kevin J. McNamara and centered on his book, *Dreams of a Great Small Nation: The Mutinous Army that Threatened a Revolution, Destroyed an Empire, Founded a Republic, and Remade the Map of Europe*. The book is a lively yet comprehensive account of the highly dramatic events that led to the founding of Czecho-Slovakia

in 1918. The story involves an ad hoc army of ex-POWs that inadvertently seized all of Siberia, global espionage, high-stakes diplomacy, and America’s own Czechs and Slovaks, who raised funds and pressured President Woodrow Wilson to grant their peoples independence.

A former journalist, bureau chief, and U.S. congressional aide, McNamara is an associate scholar of the Foreign



Policy Research Institute, Philadelphia, PA, and a former contributing editor of *Orbis*, its quarterly journal of world

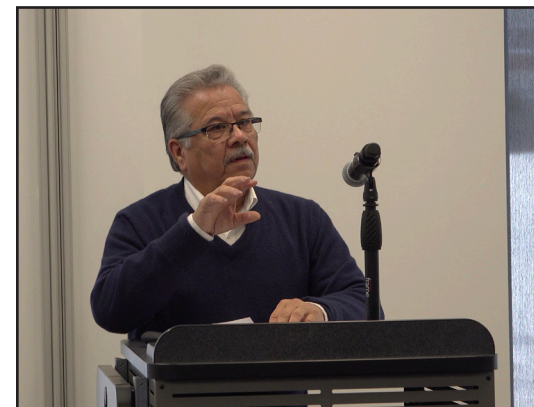
affairs. More information about the author can be found on his website, www.kevin-jmcnamara.com.

The recording of this event can be viewed at <https://mediahub.unl.edu/media/10251> or via the Department of History’s YouTube channel at <https://www.youtube.com/watch?v=cbu78dMetJQ>.

Source: Megan Brown

2019 RAWLEY CONFERENCE

The Fifteenth Annual James A. Rawley Conference in the Humanities theme focused on “Conflict and Resistance.” The History Graduate Students’ Association proudly accepted over a dozen undergraduate and graduate student presenters. This year’s James A. Rawley Conference in the Humanities welcomed two outstanding speakers, Dr. Guadalupe San Miguel and Professor Sarah Deer. On March



1st Dr. San Miguel from the University of Houston (left) was our luncheon speaker. Dr. San Miguel gave a presentation on

“Chicana/o Struggles for School Reform: Lessons Learned from the History of Community Activism in Education.” His presentation focused on education, reform and race amongst the Chicano community. On March 2nd Professor Sarah Deer from the University of Kansas (right) was the closing speaker. Professor Deer presented on “Sovereignty of the Soul: Violence Against Native Women.” Her presentation addressed themes on gender, indigenous identity, law and violence.

This year’s James A. Rawley Conference in the Humanities would not have been successful without generous sponsors, whose contributions made the conference possible. This event was made possible by the generosity of the Center for Digital Research in the Humanities, Child, Youth, and Family Studies, College of Arts and Sciences, Department of English, Department of Ethnic Studies, Department of History, Department of Philosophy, Inclusion, Diversity, Equity, and Access Committee, Minority Health Disparities Initiative, Office of Graduate Studies, Women and Gender Studies, and the University Honors Program.

Sources: Veronica Duran and Gabby George

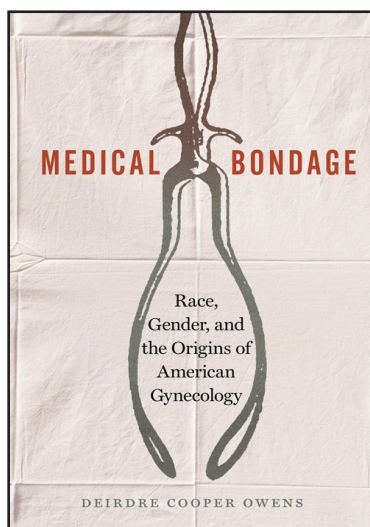


FACULTY SPOTLIGHT: DEIRDRE COOPER OWENS

Megan Brown, the University of Nebraska-Lincoln Department of History's Office Associate and newsletter compiler, sat down (via email) with our newest faculty member to find out more about Dr. Cooper Owens!

MB: Can you tell me briefly about your recent research areas and education and work experience?

DCO: I am a historian who examines the medical lives and experiences of 19th century Americans, primarily those who lived in the country but did not experience citizenship, the enslaved. I am most associated with my scholarship on the history of American gynecology and its relationship to U.S. slavery. My advocacy work centers on transforming medical education curricula to be more accurate and inclusive of women and people of color's contributions to reproductive medicine specifically.



What are you most looking forward to about coming to teach at UNL and in Nebraska? Is there a specific class you are most looking forward to teaching or topic you are most excited to cover?

I am most interested in joining a department that has resources that can help shape the next generation of medical humanities scholars, activists, journalists, and practitioners. I look forward to teaching a revised course on race, gender, and science in early American history and it'd be fun to create a course around primary sources, film, race, and medicine.

What are your plans as new director of the Humanities in Medicine program? Are there any particular areas you would like to grow or change?

I am excited to meet with our students to learn about their desires and needs within the Humanities in Medicine program. For example, one of the growing trends in medical humanities programs is a focus on public health; I would love to further develop this focus. I want our program, which has an established history already, to strengthen its ties to the University of Nebraska medical communities in Lincoln and Omaha, build bridges with the indigenous population around medical practices and philosophies, and develop even more public facing programs that are geared towards our larger community.

How do you see your experience studying the confluence of reproductive rights, race, and gender coming into play while teaching here? Your research is highly relevant to current events, locally, nationally, and internationally – do you see this particular importance playing a role in your teaching and leadership here?

I know that my work on race, gender, and reproductive justice has a place here because every human being has been born, is racialized, and has a gender expression and/or identity. Beyond these commonalities, most people do not want pregnant people and babies dying because of pregnancy-related complications and during the post-partum period. Reproductive

and birthing justice activists know that education is one of the key components in changing the belief systems medical professionals have about race, biology, difference, and sameness. I am confident that this is the same stance that Nebraskans and the UNL community have taken to support pregnant people and babies.

THE LAST POLYMATH: HELMHOLTZ BIOGRAPHY BRINGS 25 YEARS OF RESEARCH TO FRUITION

Hermann von Helmholtz was a titan of 19th-century science, but few outside his home country of Germany or contemporary science know his name today.

Many of Helmholtz's contributions are still significant — from the ophthalmoscope and modern physics' understanding of the conservation of energy to the foundation of musical acoustics. Physicists, ophthalmologists, physiologists, neuroscientists, psychologists, musicians, and others consider him a foundational figure in their respective disciplines.

Still, some people are more familiar with his students, such as Heinrich Rudolf Hertz and DeWitt Bristol Brace, the pioneer of physics studies at the University of Nebraska-Lincoln.

Nebraska's David Cahan, a historian of science, has placed the polymath at the forefront again with his new biography, *Helmholtz: A Life in Science*.

Cahan spent more than 25 years researching and writing the book, which contains some 80 pages of endnotes that trace the European and American journeys Cahan took to fully



form the landscape of Helmholtz's life and science.

“Just like his life's work was an attempt to unite all of the sciences together, and to unite the sciences and the arts together, I tried to unite his whole life, including his scientific endeavors, his interest in mathematics, his family and friendships, his love of the arts,” Cahan, Charles Bessey Professor of History, said.

Cahan, who began studying Helmholtz as a graduate student at Johns Hopkins University and as a lecturer at the University of Chicago before coming to Nebraska in 1982, also endeavored to illustrate Helmholtz's extraordinary intellectual dexterity.

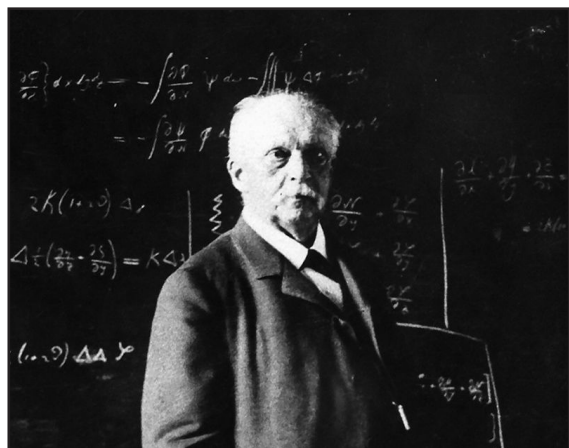
“He had a great range of knowledge and interests, and he had this absolutely uncanny ability to take an idea from one field of science or mathematics and apply it to another,” Cahan said. “Everyone today is interested in interdisciplinary work, and Helmholtz was himself a walking interdisciplinary center.”

Helmholtz, who counted Albert Einstein, Charles Darwin, Max Planck and Sigmund Freud among his admirers, disappeared from the public consciousness, largely due to the decline of Germany's stature following World War II. Cahan explored this in the volume, too.

“Until the Nazis came to power in 1933, Germans were the world's leaders in science, and Helmholtz was the leader of German scientists,” Cahan said. “German science hit an absolute low point, morally and intellectually, during the Nazi period and during the war.”

In recent decades, the Helmholtz name has reclaimed icon status in Germany, but Cahan's *Helmholtz* is the first comprehensive, full-length and critical biography written since 1903. The book has already received praise in Nature (re-

view abbreviated below) and the Wall Street Journal.



The result of almost three decades of scholarly work, historian David Cahan's *Helmholtz* is a comprehensive and timely account. In recent years, historians of science have published several studies devoted to isolated aspects of Helmholtz's work — his contributions to neurophysiology and hydrodynamics, as well as his epistemology and aesthetics.

The book not only accounts for the German scholar's voluminous publications (his *Lectures on Theoretical Physics* alone comprise six volumes, posthumously published between 1897 and 1907), but also encompasses an uncounted number of manuscripts and letters dispersed in archives all over the world. The result is as compelling as it is convincing.

Drawing on recent approaches to the history of science that highlight cultural and social context, *Helmholtz* reveals the preconditions for the successful reception and propagation of Helmholtz's work. It becomes clear that, in the late 1840s, Helmholtz referred to and relied on German telegraph technology when performing his precision measurements of nerve impulses. Cahan also shows that his organizational achievements as 'Imperial Chancellor of the Sciences' would not have been possible without the political and administrative network that he and his col-

league Emil du Bois-Reymond began to weave at the start of their careers, in Berlin. Readers of Cahan's wonderful book will even be convinced that Helmholtz's laboratory work on physiological optics and acoustics became popular among artists, because he met painters such as Adolph von Menzel, and musical luminaries including Richard Wagner.

Cahan effortlessly depicts and analyses Helmholtz's trajectory as a movement through various disciplinary, institutional and cultural contexts. His account is not a simple biography or a mere retracing of events. As the subtitle indicates, its ambitious goal is to explore the relationships between life and science.

The guiding thread of this exploration is what Cahan calls the "civilizing power" of science. For Helmholtz, science was neither blunt profession nor pure vocation; it was a way of life. Truth was the ultimate goal, reached through the crucial means and methods of empirical care, precision and the reproducibility of findings. Science in the Helmholtzian sense is vitally important not just for individuals, but also for the society that they belong to.

Cahan demonstrates that Helmholtz strikingly embodies the cognitive and ethical potential of science. His book is the new standard for all Helmholtz scholars, a comprehensive guide and crucial resource for historians, philosophers or sociologists interested in this scientific luminary. *Helmholtz* is also a highly topical book for those impressed by and convinced of the social significance of science.

Sources: Henning Schmidgen | *Nature*, "The last polymath," <https://www.nature.com/articles/d41586-018-06613-9>, 11 September 2018 (print: *Nature* 561, 175 [2018]) & Deann Gayman | University Communication, "Helmholtz biography brings 25 years of research to fruition," <https://news.unl.edu/newsrooms/today/article/helmholtz-biography-brings-25-years-of-research-to-fruition/>, 11 January 2019 & photo by Greg Nathan | University Communication

The University of Nebraska-Lincoln's Center for Digital Research in the Humanities hosted a forum to advance digital ethnic studies and bring more diverse voices and stories to digital life.

"New Storytellers: Digital Ethnic Studies" was 25-26 October 2018 and welcomed emerging and innovative digital humanities scholars from minority-serving institutions. Ten colleges and universities were asked to select two participants to attend the forum.



The forum promoted thinking about and working toward answering two questions — what is needed to advance digital ethnic studies, and what stories in this field are suited for the digital medium?

Members of the organizing committee said participants came away empowered and part of a larger scholarly community that will form future collaborations.

"We're bringing scholars together who are representatives of minority-serving institutes and who are deeply interested in digital humanities and are engaged in ethnic studies," said Jeannette Jones, associate professor of history and ethnic studies. "To our knowledge, we have not seen anything that covers ethnic studies broadly like this."

The forum kicked off at 3:30 p.m. 25 October in the auditorium of the Sheldon Museum of Art, with a panel discussion by three leading scholars in digital ethnic studies: Roopika Risam, assistant professor of English and secondary English education at Salem State University, Salem, Massachusetts; Shearon Roberts, assistant professor of mass communication at Xavier University, New Orleans; and Alberto Rodriguez, assistant professor of history, Texas A&M at Kingsville, Kingsville, Texas.

The panel scholars gave short remarks about their own digital humanities research, and then engaged in a discussion about the current state and future of ethnic studies on digital platforms. This presentation was free and open to the public.

"Their projects and engagement in the field are substantial, so we are asking them to lead this discussion," said William Thomas, John and Catherine Angle Professor in the Humanities and professor of history.

The following day, a series of workshops was held for the invited participants. During the workshops, the participants formed teams to think through new projects and address how digital tools could be best used to tell these stories and engage their audiences. After working in teams to address these topics and questions, there were presentation rounds for critiques, reactions and questions.

The organizing committee is comprised of Jones, Thomas, Joy Castro, Willa Cather Professor of English and ethnic studies; Ken Price, Hillegass University Professor of American Literature and co-director of CDRH; and Katherine Walter, professor and chair of Digital Initiatives and Special Collections and co-director of CDRH. The forum was funded by the Office of the Executive Vice Chancellor for Academic Affairs and the CDRH. The committee hopes the forum is a springboard to hosting a larger event for more scholars in the future.

Source: Deann Gayman | University Communication, "Forum aims to bring more diversity to digital humanities," <https://news.unl.edu/newsrooms/today/article/forum-aims-to-bring-more-diversity-to-digital-humanities/>, 22 October 2018 & photos by Craig Chandler and Greg Nathan

DIVERSIFYING DIGITAL HUMANITIES

HUSKERS HARVEST HISTORIES OF OMAHA'S LITTLE ITALY

Students from the University of Nebraska-Lincoln's Department of History, working with the Italian American community, documented family histories from 1 to 5 p.m. 28 October 2018 at the Santa Lucia Hall, 725 Pierce St., in Omaha.

Partner organizations included the Santa Lucia Festival Committee, Sons of Italy, and American-Italian Heritage Society.

As part of the ongoing History Harvest project, students sought diaries, photographs, letters, images, recipes, and other family and cultural heirlooms. "Harvested" family artifacts were photographed, digitized, and returned to the owners the same day. Students then posted a selection of these family treasures on the History Harvest website to make them available for Nebraskans and others.

"Little Italy in Omaha highlights the diversity of Nebraska," said Gerald Steinacher, professor of history, who taught the History Harvest class in the fall semester. "Its history shows how immigrants have always cherished and held on to their culture."

P.J. Asta, Santa Lucia Festival Committee member, was also excited about the project.

"The History Harvest is an excellent historical presentation and preservation effort that will reach into the heart and soul of an Italian American experience in Omaha's historic Little Italy," Asta said. "It will complement and reinforce an ongoing renaissance."



Mike DiGiacomo, immediate past president of the Santa Lucia Festival Committee and producer of *Devoti*, a documentary about the history of the festival and Omaha's Little Italy, said the History Harvest fits in precisely with the mission of the nonprofit.

"It's a great educational opportunity and connecting us with the community," he said.

The History Harvest started in 2010 and is co-directed by William Thomas and Patrick Jones, faculty members in the Department of History at Nebraska. More can be learned about the History Harvest at <http://historyharvest.unl.edu>.

Source: "Huskers harvest histories of Italian-American families," <https://news.unl.edu/newsrooms/today/article/huskers-to-harvest-histories-of-italian-american-families/>, 22 October 2018 & photo by Santa Lucia Festival Committee

Six University of Nebraska-Lincoln professors received named and university professorships from the Office of the Executive Vice Chancellor during a celebration 13 November 2018.

The new honorees are:

- Joy Castro, Willa Cather Professor, English and ethnic studies;
- Carrick Detweiler, Rosowski Associate Professor, computer science and engineering;



- Katrina Jagodinsky, Rosowski Associate Professor, history;
- Debra Hope, Aaron Douglas Professor, psychology;
- Clarence Waters, Aaron Douglas Professor, architectural engineering and construction; and
- Rick Bevins, Chancellor's Professorship, psychology.

"Professorships honor some of our most exceptional faculty. Their leadership on campus is changing lives every day," said Donde Plowman, executive vice chancellor and chief academic officer. "These new medallions signify their scholarly accomplishments and I hope they will wear them with pride."

The professorships recognize outstanding faculty members for contributions in research or teaching and promise for future excellence. They are one of the highest forms of recognition bestowed upon faculty, and can be awarded by

individual colleges and the executive vice chancellor's office.

The executive vice chancellor awards two types — named and university — based on the review and recommendations of a 15-member professorships committee. Named professorships — Cather/Bessey, Weaver/Douglas, and Rosowski — are funded by the EVC office. University professorships are funded by the University of Nebraska Foundation.

The Susan J. Rosowski professorship was established in 2009 to recognize faculty at the associate professor level for contributions in research and teaching, exceptional promise for future excellence, and distinguished records of scholarship or creative activity. Rosowski was an Adele Hall Distinguished Professor of English at the university. Learn more about this professorship via <https://executivevc.unl.edu/honors-development/professorships/rosowski>.

Source: Julie Kundhi | Office of the Executive Vice Chancellor, "Six earn professorships from Executive Vice Chancellor," <https://news.unl.edu/newsrooms/today/article/six-earn-professorships-from-executive-vice-chancellor/>, 16 November 2018

FULBRIGHT EXPERIENCES ABROAD

University of Nebraska-Lincoln faculty Dawne Curry and Amelia M.L. Montes talked about their experiences abroad as Fulbright scholars and the impact it made on their research and teaching.

The Fulbright Lecture "Journeys in Africa and the Former Yugoslavia" was 23 January 2019 at 5:30 p.m. in the Nebraska Union auditorium, with a reception following the presentations.

Curry, associate professor of history and ethnic studies, earned a Fulbright to South Africa, where she researched the role of women in the country's political system. Montes, an associate professor of English and ethnic studies, taught graduate courses in American literary studies and theory in the former Yugoslavia. Both were abroad during the 2017-2018 academic year.

Video of Dawne Curry's portion of the Lecture is available

on the department's YouTube and MediaHub channels at <https://www.youtube.com/watch?v=kEVcpC7eNOM> and <https://mediahub.unl.edu/media/10547>, respectively.

The Fulbright Lecture was sponsored by the Office of Research and Economic Development, the Department of English, the Department of History, and the Institute for Ethnic Studies.

The Fulbright Scholar Program is an international, educational exchange program sponsored by the U.S.



EVC APPOINTS ROSOWSKI PROFESSORSHIP

State Department. Scholars are supported for teaching and research in issues of international concern.

For more information about this lecture or Fulbright scholar opportunities, contact Liz Lange, national recognition and awards coordinator, at (402) 472-3024.

Sources: “Curry, Montes to discuss Fulbright experiences abroad Jan. 23,” <https://history.unl.edu/curry-montes-discuss-fulbright-experiences-abroad-jan-23>, 17 January 2019 & “Curry’s Fulbright lecture available to watch,” <https://history.unl.edu/currys-fulbright-lecture-available-watch>, 28 January 2019

HWOW FELLOWSHIP



Veronica Duran, graduate student in history, has been selected as a 2019 Humanities Without Walls pre-doctoral workshop fellow. As a fellow, Duran is able to participate in a summer workshop that aims to help prepare doctoral students for careers both within and outside the academy. Graduate students

professionals, librarians and archivists, development officers, and so forth).

The three-week workshop took place in Chicago 15 July through 2 August 2019. They brought together cohorts of thirty graduate students, selected in a limited submission competition drawing on a national applicant pool. Because all participating humanities centers are responsible for recruiting applicants with broad interdisciplinary interests and with the capacity to represent a broadened vision of life in the humanities, the centers themselves will strengthen their capacity to serve as cross-disciplinary engines for the reorganization of graduate programs in the humanities.

Sources: “Achievements | Honors, awards, publications for March 15,” <https://news.unl.edu/newsrooms/today/article/achievements-honors-awards-publications-for-march-15/>, 15 March 2019 & “humanities without walls pre-doctoral career diversity summer workshops,” <http://www.humanitieswithoutwalls.illinois.edu/initiatives/pre-doctoral/index.html>

selected for this program engage in intensive discussions with organizers of public humanities projects, leaders of university presses and learned societies, experts in the various domains of the digital humanities, representatives of governmental and non-governmental organizations, and holders of important non-faculty positions in colleges and universities (academic administrators, student services pro-

FORMATIVE RESEARCH HONORED

The Association for Asian Studies hosted the roundtable discussion “Business, War, and Political Networks in Republican China: The Work of Parks Coble and New Directions in the Field” at their annual conference on 24 March 2019 at 9:00 a.m. in Denver, Colorado.

The roundtable “celebrates Parks Coble’s important scholarly contributions to research in Chinese business, political, and social history during the Republican period and simultaneously explores the past, current, and future trajectories

of these sub-fields,” according to the event website. “Coble’s first book on the Shanghai capitalists and their complex relationship with the Nationalist government was path-breaking. His studies on Japanese-Chinese interactions are required reading for any historian interested in issues related to war, collaboration, political factionalism, and economic survival.”

The presentation was a lively debate with the audience, especially considering the fact that business history research

is increasingly shifting from the Republican era to the 1950s and the early PRC. This international panel was diverse with regard to academic rank, institutional affiliation, and gender – the five participants represented three generations of scholars who have engaged with and benefited from different strands of Coble’s scholarship. The list of discussants and their topics can be viewed on the event website (below).

Sources: “Coble’s research to be celebrated at international conference,” <https://history.unl.edu/cobles-research-be-celebrated-international-conference>, 21 March 2019 & https://eventscribe.com/2019/AAS/fsPopup.asp?Mode=sessioninfo&PresentationID=464409&fbclid=IwAR0qw7stGk0ZmUv-oRA_2nBhY1vyZBDRgWvyvDRX-mdhGau7frBO7t5tgHns



HISTORY HARVEST AT THE HISTORIC ZOO BAR

Downtown Lincoln’s Zoo Bar is part of the American blues story and some Huskers are hitting their groove documenting and preserving that lore.

University of Nebraska–Lincoln students enrolled in the History Harvest course spent time 31 March 2019 meeting with Zoo Bar patrons, musicians, and staff — both current and former — to record oral histories, photograph and archive memorabilia, and practice first-hand the techniques of preserving the past.

Patrick Jones, associate professor of history and ethnic studies, said he chose the Zoo Bar for this semester’s History Harvest because of its rich history and significance in the Lincoln community.

“It’s become a well-known spot for blues and roots music, and I think it’s important to maintain, preserve and share that history,” Jones said. “Both regulars and musicians

who’ve played here have a real affection for this place because of the connectivity between the artists and the fans.”

Students worked three hours in the Zoo Bar with patrons and musicians, but they’ve been gathering oral histories and digitizing artifacts in class, as well. They’ve also been studying the history of blues music, learning how to use digital archiving tools, video editing, and much more.

“It’s really hands-on history,” Whitney Rittscher, a history and classics major from Clearwater, said.

For senior history major Jason Shoner, of Be-

atrice, the class has been unique among his other courses. “I wanted to get my hands dirty with historical work,” he said. “I’ve done things with archive papers, but I’ve never done any digitization or preservation.”

River Towne (pictured above, left), a senior history major



from Peru, was in awe at what he'd learned about Lincoln's music scene.

"I interviewed a man who played with Magic Slim," Towne said, referring to the revered blues artist who enjoyed playing at the Zoo Bar so much he moved to Lincoln in his later years. "They became friends and he shared with me some stories about Magic Slim that haven't been documented before."

The walls inside the bar are lined with faded posters and fliers dating back to the bar's first musical acts in 1973. Jones said he and the students just discovered that copies of many of those posters are in storage at the bar. This opened an expanded opportunity for the students in class and into the next academic year.



"Usually after the event, we're working on getting everything edited and ready to be uploaded into the digital archive online, but now we're going to be coming up with a whole new game plan, because there is so much more history that we can document and digitize," he said. Students in the course will have the option of continuing the project as an independent study course, Jones said, and some have already expressed interest.

Source: Deann Gayman | University Communication, "History Harvest

finds its beat in Lincoln's music scene," <https://news.unl.edu/newsrooms/today/article/history-harvest-finds-its-beat-in-lincolns-music-scene/>, 1 April 2019 & photos by Justin Mohling | University Communication

2019 SOMMERHAUSER SYMPOSIUM

On 1 April 2019, the Department co-organized the 2019 Sommerhauser Symposium on Holocaust Education. This year's topic was "Antisemitism – Then and Now," explaining the deep roots of this hate ideology and its dramatic rise in recent years. Experts from Nebraska and from across the US presented their research findings and engaged with the audience during this very well attended event. The symposium was organized by Ari Kohen and Gerald Steinacher and sponsored by the Lou Sommerhauser Fund on Holocaust Education, under the auspices of the Harris Center for Judaic Studies, and in conjunction with the Forsythe Family Program on Human Rights and Humanitarian Affairs, and the UNL History Department.

Source: Gerald J. Steinacher

N Nebraska Lincoln 2019 Sommerhauser Symposium on Holocaust Education

antisemitism then and now

April 1st – UNL Campus Union
8:45am-5pm Colonial Rooms A&B



Marburg, Germany 1941
U.S. Holocaust Memorial Museum



Charlottesville, VA 2017
Andrew Stewart / The Daily Progress

We live in uncertain and unsettling times. Today's global culture is rife with violent bigotry, nationalism, and antisemitism. But the rhetoric is not new. It is grounded in attitudes and values from the 1930s and the 1940s in Europe and America.

Join a panel of experts for a 3-part conversation on the perils of ignoring history.

For more information contact:

Ari Kohen, akohen2@unl.edu or Gerald J. Steinacher, gsteinacher2@unl.edu

Sponsored by the Lou Sommerhauser Fund on Holocaust Education, under the auspices of the Harris Center for Judaic Studies, and in conjunction with the Forsythe Family Program on Human Rights and Humanitarian Affairs, and the UNL History Department

GISDRP EARNS NEH FUNDING

Digital humanities initiatives at the University of Nebraska-Lincoln received more than \$640,000 in the latest round of funding from the National Endowment for the Humanities.

Announced 28 March 2019, the National Endowment for the Humanities granted \$28.6 million to 233 projects across the country. The Nebraska projects funded are the Genoa Indian School Digital Reconciliation Project and the Charles Chesnutt Digital Archive. The grants are for a three-year term.

The Genoa Indian School Digital Reconciliation Project received \$349,899. Directed by Margaret Jacobs, professor of history and women and gender studies, and Elizabeth Lorang, associate professor of University Libraries, researchers working on the Genoa Indian School project are in the process of compiling, digitizing and making accessible records and other materials from the Genoa, Nebraska, school.

The Genoa Indian School, which opened in 1884, was one of the largest schools in a network of institutions that were

set up by the United States Bureau of Indian Affairs, to assimilate indigenous American people into Euro-American culture.

When the school closed in 1934 — much like the other American Indian boarding schools — little care was taken to keep records and materials together, so records are strewn throughout the United States.

The team is working closely with Nancy Carlson and the Genoa U.S. Indian School Foundation in Genoa, as well as representatives from the Ponca, Pawnee, Omaha, and Winnebago nations. The Center for Digital Research in the Humanities at Nebraska will host the project.

Source: Deann Gayman | University Communication, "Digital humanities research nets NEH funding," <https://news.unl.edu/newsrooms/today/article/digital-humanities-research-nets-neh-funding/>, 4 April 2019

NEBRASKA LECTURE ON INCLUSIVE AMERICA

The discussion around immigration to the United States in the 21st century has been politically fraught, but as a Nebraska historian explained in the April 2019 Nebraska Lecture, the volleying is nothing new.

The talk, "The Hearts of Foreigners: How Americans Understand Others," was at 3:30 p.m. 25 April 2019, in the Nebraska Union Auditorium, 1400 R St. It was led by Tim Borstelmann, E.N. and Katherine Thompson Professor of Modern World History, and was a preview of his forthcoming book of the same title, slated to be published in 2020 by the Columbia University Press.

"Most people in 2019 seem to see a nativist, exclusionary, or racist country, that we're sliding backward," Borstelmann said. "My view is that this is

misleading because our longer story is one of an expanding idea of who can be an American."

"Historically, what we see is a pattern of Americans seeing



foreigners as more like themselves than different. There is a tension there, but over time, that tension is historically reduced by increasing inclusivity.”

Borstelmann said he’s charted the relationship between Americans and the rest of the world back to colonial times, but there has been a notable shift in the decades since World War II.

“Following World War II, there was a new U.S. prominence, due to the outcome of the war,” he said. “Our place on the world stage, even our cultural exports, including film and music, multiply after 1945.”

Borstelmann has been working on the upcoming book for about eight years, since the publication of his last title, *The 1970s: A New Global History from Civil Rights to Economic Inequality*.

Borstelmann took the Nebraska Lecture audience on a journey through the past two centuries and demonstrated how American citizens have embraced foreigners, and become a “radically inclusive society.”

“American society operated much like an amoeba does with foreign objects. After an initial encounter, and amoeba slowly surrounds and absorbs the foreign,” Borstelmann said. “What used to be outside becomes inside. This process happened in the United States, with cuisine, the continual evolution of popular taste to absorb new ethnic traditions.”

Calling on a quote from Stanley Kubrick’s *Full Metal Jacket*, Borstelmann explained that much of the reason Americans are inclusive is American exceptionalism.

“This universalist assumption arises not merely in fiction or art,” Borstelmann said. “John Pryor, a U.S. Army sergeant serving in Iraq two decades later, explained precisely the same view to journalist George Packer, ‘In my heart, I believe everybody is American.’”

“There has been an abiding assumption that American culture, American principles, and American practices are not only the best ever created by human beings but are also closely aligned with the very essence of human nature. The ultimate logic of American exceptionalism on brightest display during the Cold War held that U.S. history and American institutions had facilitated the full liberation of the human spirit and the fulfillment of the highest human aspirations.”

The event was the fourth in the Nebraska Lectures: Chancellor’s Distinguished Speaker Series, which was expanded in 2019 in celebration of the University of Nebraska-Lincoln’s 150th anniversary. The year-long 12-talk series is supported by a \$15,000 grant from the National Endowment for the Humanities through Humanities Nebraska. Borstelmann’s lecture is available at <https://mediahub.unl.edu/media/11068>.

Sources: Deann Gayman | University Communication, “Nebraska Lecture to examine Americans’ view of foreigners,” <https://news.unl.edu/newsrooms/today/article/nebraska-lecture-to-examine-americans-view-of-foreigners/>, 11 April 2019 & Deann Gayman | University Communication, “Borstelmann expounds on America’s growing inclusivity,” <https://news.unl.edu/newsrooms/today/article/borstelmann-expounds-on-americas-growing-inclusivity/>, 26 April 2019

security and energy; and American institutions and the public good.

“While the work of this class includes areas never imagined in 1780 — such as cultural studies, cybersecurity, disease ecology, nanotechnology, paleoclimatology, and superconductivity — the members of the class of 2019 embody the founders’ vision of cultivating knowledge that advances, in their words, a ‘free, virtuous, and independent people,’” said Nancy C. Andrews, chair of the academy’s board of directors.

A faculty member at Nebraska since 2004, Jacobs studies the history of the American West with a focus on women and gender, as well as children and family.

Jacobs started Native American research as a graduate student at the University of California, Davis, where an American Indian colleague, Annette Reed (Tolowa), often shared stories and a different historical perspective from what Jacobs had heard as a history major at Stanford University.

“She often had things to say about something we were reading or discussing and I thought, ‘I have never heard any of this,’” Jacobs said. “I was already interested in women’s history and I became fascinated by Native American history, particularly the ways in which white women became involved in carrying out a lot of policies toward American Indian children and families.”

In the last 20 years, Jacobs has studied the removal of indigenous children from their families during the settlement of America’s West. Many of her books and articles center on government policies from 1890 to 1940 that demanded that indigenous children be separated from their families and sent to distant boarding schools and other institutions.

Her studies have expanded to compare the American West experience with similar historical periods in Canada, Australia, New Zealand, and South Africa.

In her most recent work through the Carnegie Fellowship, Jacobs is researching how nations — particularly the United States — can confront and take responsibility for human rights abuses against indigenous peoples.

The project, “Does the United States Need a Truth and Reconciliation Commission,” started as a book and has grown

to include an upcoming podcast and documentary. She is working on the project with Kevin Abourezk, a journalist and freelance writer.

Jacobs is also co-director of the Genoa Indian School Digital Reconciliation Project and has been director of the women’s and gender studies program at the University of Nebraska-Lincoln. From 2015-16, she served as the Pitt Professor of American History and Institutions at Cambridge University.



Jacobs has published 35 articles and three books. Her book *White Mother to a Dark Race: Settler Colonialism, Maternalism and the Removal of Indigenous Children in the American West and Australia, 1880-1940* won the 2010 Bancroft Prize from Columbia University.

The University of Nebraska-Lincoln is among 64 institutions that accepted an invitation in 2015 to become a university affiliate of the American Academy of Arts and Sciences. The partnership allows Nebraska to participate on academy studies on higher education and help support its fellowships and outreach programs.

Jacobs is the second Nebraska faculty member to be named an academy member, joining Joseph Daly. A University of Minnesota graduate, Daly served as a professor of plant pathology, biochemistry, and nutrition at Nebraska from 1955 until retirement around 1990. He was inducted into the academy in 1986.

Other former Husker faculty — including Joseph Francisco and James Moeser — are members of the academy, but earned the honor before or after their tenure at Nebraska.

Jacobs will be inducted into the American Academy of Arts and Sciences during a 12 October 2019 ceremony in Cambridge, Massachusetts. Other members of the class of 2019 include former First Lady Michelle Obama, gender theorist Judith Butler, *The Atlantic* journalist James M. Fallows, and Cisco Systems leader Charles H. Robbins.

Source: Troy Fedderson | University Communication, “Jacobs joins American Academy of Arts and Sciences: Historian is first Nebraska U woman to earn the honor,” <https://news.unl.edu/newsrooms/today/article/jacobs-joins-american-academy-of-arts-and-sciences/>, 18 April 2019

AAAS MEMBERSHIP

For the second time in a year, Margaret D. Jacobs has broken new ground for faculty at the University of Nebraska-Lincoln.

After being named Nebraska’s inaugural Carnegie Fellow in April 2018, the Chancellor’s Professor of History has earned membership in the American Academy of Arts and Sciences. Jacobs’ selection is a first for female faculty at Nebraska and marks the second time a Husker professor has earned the honor. She is among more than 200 new members announced by the academy on 17 April 2019.

“It is incredibly humbling to be included in the American Academy of Arts and Sciences,” Jacobs said. “So many of

the academy members — present and past — are people who I look up to and have admired during my career. To be in their company is a surprise and a real honor.”

Founded in 1780 by John Adams, John Hancock, and others, the American Academy of Arts and Sciences is one of the country’s oldest learned societies and independent policy research centers, convening leaders from academic, business, and government sectors to respond to the challenges facing the nation and the world. It has more than 5,000 elected members who are global leaders.

Academy research focuses on: higher education, the humanities, and the arts; science and technology policy; global

ACLS FELLOWSHIP

Jeannette Eileen Jones feels like she's been given the gift of time.

Jones, associate professor of history and ethnic studies, has earned a fellowship from the American Council of Learned Societies. The fellowship awards a \$50,000 stipend, which will help support the writing of her next book, *America in Africa: US Empire, Race, and the African Question, 1821-1919*.

"I will be able to concentrate 100 percent on this book for a full year," Jones said. "Having that freedom is wonderful."

Through the fellowship, Jones will take the spring and fall 2020 semesters to write the book, which is slated to be published by Yale University Press in 2021.

Jones is one of 81 fellows, selected by peers from more than 1,100 applicants. Fellows are selected "based on their potential to make an original and significant contribution to knowledge," according to the American Council of Learned Societies.

America in Africa examines US-African affairs from the colonization of Liberia to the end of World War I, demonstrating the shift from a US focus on the slavery question—the abolition of slavery and the suppression of transatlantic slave trade—to the African question: a set of political discourses about the place of Africa in the world from Western perspectives. The book argues that this transformation links inextricably to the histories of US empire, racial ideologies including the proverbial Negro question, which in its various permutations framed African Americans as a problem in US society and the body politic, and inter-imperial relations. Attending to the interplay between statecraft and racecraft, the book explores how the US's desires to assert itself on the international stage diplomatically, economically, and culturally drove US interests in Africa.

Very little historical research has looked at the United States' relationship with Africa as part of a broader history

of U.S. expansion and empire during this period, Jones said. "The conventional wisdom has been that American empire is primarily about settler colonialism in North America and its expansion through territorial acquisitions," she said. "Many scholars have seen Africa as mostly impacted by European imperialism, not paying attention to the United States' policy towards Africa."

"It's seen as a footnote or one-off, and I'm arguing that it's not. The United States may not have had formal territories in Africa, but that does not mean that it was not deeply engaged in the African question and also thinking about where Africa would fit into (the United States') own place in the world, as an emerging global power."

This book is a follow-up to her 2010 volume, *In Search of Brightest Africa: Reimagining the Dark Continent in American Culture, 1884-1936*. While researching *Brightest Africa*, Jones discovered much correspondence between early American diplomats and their counterparts in Europe

and realized there were patterns of political discourse that have not been studied.

"I never knew how large the United States' consular service was in Africa during this period, and I thought that was interesting and I wanted to unpack it," Jones said.

Sources: "Jeannette Eileen Jones F'19," <https://www.acls.org/research/fellow.aspx?cid=B7768C48-0E1E-E711-9454-000C29879DD6&fbclid=IwAR000iGi7Pd6oeNWrcem0ZsfBGwrECT-5LE2Oe-pLhp5YshkmPMgHCholn24>, 26 March 2019 & Deann Gayman | University Communication, "Jones earns fellowship to explore 'America in Africa,'" <https://news.unl.edu/newsrooms/today/article/jones-earns-fellowship-to-explore-america-in-africa/>, 23 April 2019



O SAY CAN YOU SEE DIGITAL PROJECT

In 1818, Priscilla Queen filed a petition against Rev. Francis Neale, a Jesuit priest and future president of Georgetown College. Matilda Derrick sued slaveholder George Mason, a grandson of the revolutionary, in 1822, and in 1828, Thomas Butler petitioned a court against Gabriel Duvall, an associate justice on the Supreme Court.

There are hundreds of instances of slaves suing slaveholders in the Washington court system alone, according to William G. Thomas III, a professor of history at the University of Nebraska-Lincoln who researches and writes about freedom suits.

"Slavery was challenged in court by enslaved people almost from Day 1 of the United States in 1789," Thomas said. "The legitimacy of slavery is really framed by white slaveholders around the law that it's legally legitimate. These show us enslaved people said 'No, it's not.'"

UNL's Center for Digital Research in the Humanities have compiled and digitized court documents from more than 500 freedom suits and published them in an online database titled "O Say Can You See: Early Washington, D.C., Law, and Family," through a grant by the National Endowment for the Humanities.

The project focuses on slavery in the 1820s and 1830s, said project manager Kaci Nash, when African-Americans were held as property by a wide strata of Washington society.

"A lot of the general view of slavery is plantations and the agricultural view of enslavement, but this is slavery in an urban environment," Nash said. "We've found suits from slaves of clerical workers, a pastor of a Presbyterian church — slaveholders that you might not normally think of."

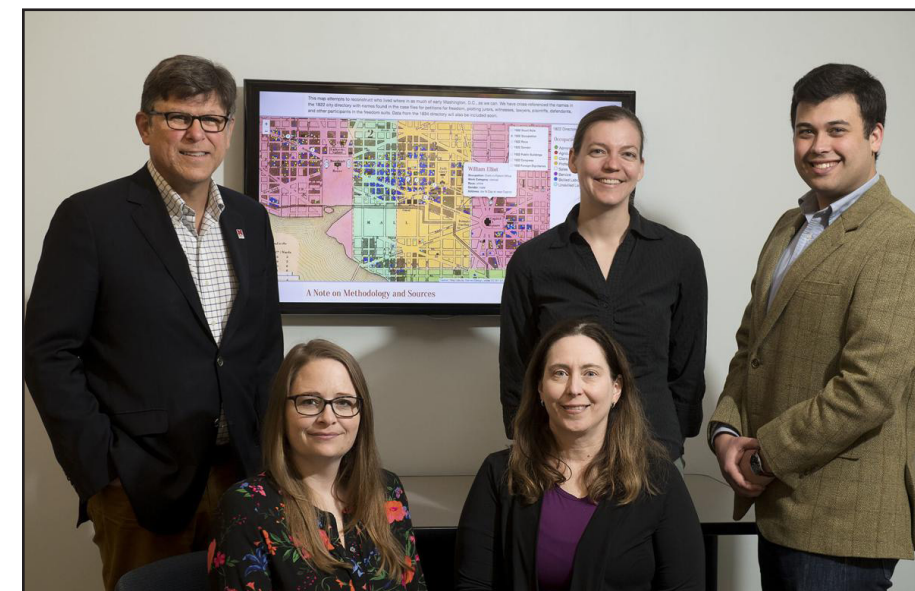
UNL's project has aimed to show how pervasive the institution of slavery was during the early republic, even among free whites who never owned a slave, but served as attorneys, judges, witnesses, or jurors during the lawsuits. African American enslaved families accumulated legal knowledge, legal acumen, and experience with the law that they passed from one generation to the next. The freedom suits they brought against slaveholders exposed slavery *a priori* as subject to legal question. The suits in Washington, D.C. raised questions about the constitutional and legal legitimacy of slavery, and by extension, affected slavery and law in Maryland, Virginia, and all of the federal territories.

Each individual name present in the digitized documents has been assigned a unique identifier, allowing digital designers and programmers like Jeremiah Bauer (Ph.D. History student at UNL), Karin Dalziel, Jessica Dussault, Christy Hyman (Ph.D. History student at UNL), Anna Krause (undergraduate UCARE History major), and a company of research assistants to chart relationships and create a searchable catalogue, broadening the understanding of just how far-reaching the freedom suits stretched.

Cross-referencing names from the court records with names made available in city directories and other sources allowed UNL's Center for Digital Research in the Humanities team to build a first-of-its-kind interactive map of Washington, placing each of those names at an address.

The map went live on the "O Say Can You See" website in March 2019.

Patrick Hoehne, a geographic information system specialist and Ph.D. student in UNL's Department of History, said the map provides users a "living environment of the city," showing slaves living in all quarters of Washington, giving users some insight into how relationships and geography may have played a role in the legal



challenges issued by slaves.

“Slavery isn’t an isolated thing, it’s in every part of the city — the Navy Yard and across from the White House — and you have these reverberations of this legal actions taken by enslaved people,” he said. “It’s not an unknown factor.”

While slavery is generally thought of in abstract terms, or as an institution that just happened to a mass of people for a time in U.S. history, Thomas said, the “O Say Can You See” project is helping redefine the history as one of individuals and families.

“I think Americans need to begin thinking about slavery in family terms, as the enslavement of particular families,” he said. “That’s what this project really aims to do, to highlight the particularity of the family experience and to put new families into American history.”

Sources: Chris Dunker | Lincoln Journal Star, “UNL project illustrates history of slaves suing for their freedom,” https://journalstar.com/news/local/education/unl-project-illustrates-history-of-slaves-suing-for-their-freedom/article_bc748d1b-b536-5dc7-a292-e0534358ef51.html, 12 May 2019 & photo by Gwyneth Roberts | Journal Star; Associated Press | Wire Service Content, “University of Nebraska Project Shows Slavery Lawsuit History,” <https://www.usnews.com/news/best-states/washington-dc/articles/2019-05-19/university-of-nebraska-project-shows-slavery-lawsuit-history>, 19 May 2019; The Journal of Blacks in Higher Education, “New Online Database of Court Records of Cases of Enslaved People Seeking Their Freedom,” <https://www.jbhe.com/2019/05/new-online-database-of-court-records-of-cases-of-enslaved-people-seeking-their-freedom/>, 21 May 2019; & “CAS in the national news: May 2019,” <https://cas.unl.edu/cas-national-news-may-2019>, 4 June 2019



ful visuals and a strong narrative.”

The production team’s goal is to complete the film by August 2019 for entrance in film festivals and broadcast on Czech TV in 2020. A 2019 festival release would commemorate the 30th anniversary of the Velvet Revolution and Václav Havel’s election as Czechoslovakia’s first post-communist president. The film would then be released in theaters in the summer of 2020.

The three-part documentary has been in development for

three years and combines rare archival footage from Czech TV with interviews filmed in the Czech Republic, the United States, and England with Havel’s prominent friends, colleagues, and family members.

Tom Larson (left), Assistant Professor of Composition in the Glenn Korff School of Music, has signed on to compose the film’s score, and Mark Clinton, Hixson-Lied Professor of Piano (also in the School of Music; right), will perform the piano score.



Learn more about the film and how to support it at theartof-dissentfilm.com.

Source: “Le Sueur finishing *The Art of Dissent*,” <https://history.unl.edu/le-sueur-finishing-art-of-dissent>, 31 May 2019 & James Dean Le Sueur

ACLS GRANT FOR “NEW STORYTELLERS”

Joy Castro, Jeannette Eileen Jones, Kenneth Price, and William G. Thomas III received one of five 2019 Digital Extension Grants from the American Council of Learned Societies (ACLS) for their digital project “New Storytellers: The Research Institute in Digital Ethnic Studies.” “New Storytellers” is an intensive digital humanities institute for scholars from minority-serving institutions designed to enhance access to the digital humanities and bring new voices into the field.

The award provides up to \$150,000 to enhance established digital projects by extending their reach to new communities of users, fostering team-based collaboration, and creating new sites for scholarly engagement with the digital humanities. It is made possible by funding from the Andrew W. Mellon Foundation.

“This year’s awardees share a commitment to the kinds of community building – across disciplines, institutions, languages and cultures – that strengthen the enterprise of the digital humanities,” John Paul Christy, director of public programs at ACLS.

These faculty members represent the Departments of English and History, the Institute for Ethnic Studies, and the Center for Research in the Digital Humanities.

Source: “Five Humanities Research Projects Receive ACLS Digital Extension Grants in 2019,” <https://www.acls.org/news/05-16-2019>, 16 May 2019 & “Four faculty receive ACLS grant for digital project,” <https://history.unl.edu/four-faculty-receive-acls-grant-digital-project>, 17 May 2019

ART OF DISSENT DOCUMENTARY

James D. Le Sueur, Samuel Clark Waugh Distinguished Professor of International Relations in and chair of the Department of History, is finishing the production of the documentary film *The Art of Dissent*.

The film “celebrates artistic engagement before and after the 1968 Soviet-led invasion of Czechoslovakia...[and] brings to life the ideas and history of this turbulent era through power-

INTERDISCIPLINARY TEAM BRINGING HISTORY HARVEST TO LPS

The grand narrative of history taught in Lincoln Public Schools classrooms — the one marked by famous letters and iconic speeches, by influential figures, and pivotal events — will need to make room for a new kind of history lesson this fall.

Patrick Jones, associate professor of history and ethnic studies, is leading the charge to re-create History Harvest as an applicable history and civics education vehicle in Nebras-

ka’s K-12 classrooms.

The History Harvest course has spread to other colleges and universities around the United States, but has not yet been incorporated at the K-12 level. UNL’s interdisciplinary team is in its first year of a three-year grant from the Humanities Without Walls Consortium to develop the curriculum, digital toolbox, and a teacher institute



to introduce the History Harvest concept in Lincoln Public Schools.

Jones is working with Aaron Johnson (assistant professor of teaching, learning, and education) and graduate students Sarita Garcia, Grant Scribner, and Reed Underwood on the project.

As part of the Humanities Without Walls Consortium, which is funded by the Andrew W. Mellon Foundation, the Nebraska team will also work with similar teams at the University of Illinois at Urbana-Champaign and Michigan State University during workshops where they will discuss the results of the local projects and prepare for joint presentations of their ideas. The group intends to share its applications and model curricula through journal publications and open educational resources.

Underwood, who is pursuing his doctorate in education, said the History Harvest can be a great fit in K-12 classrooms.

“It gives students a chance to produce historical documents and an opportunity to be producers of historical record, not just consumers,” Underwood said.

And it’s part of a field students understand and are already immersed in.

“Students have iPads and laptops in the classroom,” Garcia, a recent Masters graduate in history, said. “It makes sense to teach them how to use digital skills to catalog and record history.”

Johnson sees it as a paradigm shift in the way K-12 teachers think about history.

“The dominant way of teaching has historically been this grand narrative approach to learning about the past, which drowns out in many ways instrumental voices to understanding the past,” he said. “What the Harvest does is provide space for kids to...see themselves in history, that we all have a history.”

LPS was chosen as the pilot site to test the concept, and the eight Lincoln Public Schools educators attending the institute in early June 2019 became students themselves as



they conducted a practice History Harvest on Nebraska quilters. They learned digital archiving tools such as Omeka and how to use the malleable curriculum with a variety of ages and interests.

Carol Mathias, an instructor at Lincoln’s Career Academy, plans to incorporate a History Harvest project as a way for her students to connect with the busi-

ness community, and explore the economics of starting and maintaining a business. The Career Academy is a joint venture between LPS and Southeast Community College that provides academic and career-focused experiences to high school juniors and seniors in 16 career paths. Mathias said she likes how the History Harvest builds tangible skills, which is one of the goals of the academy.

“I’ve been in this business for a quite a few years, and one thing I know is that students need more than a lecture,” she said. “This is a hands-on way to learn skills, use those skills, and apply what they’re learning, while also teaching them to be active questioners and active learners.”

Jaci Kellison, LPS K-12 social studies curriculum specialist, has been working with Jones and Johnson in spreading the word and identifying teachers and librarians who could incorporate the History Harvest into current LPS curriculum.

“We have targeted different grade levels first where it naturally fits, such as in fourth grade with Nebraska history, in eighth grade with early American history, and in 11th grade with 20th century American history,” Kellison said. “[Teachers] can do a harvest that coincides with a theme



or time period they’re teaching and it’s a natural fit and it’s really easy to find the time.

“It takes more creative thinking to put it in other places, but it’s definitely doable because all of our K-12 curricula have goals of civic action and community outreach and this project ticks all of those boxes that coincide with those goals.”

Kellison said she’s excited to put what they’ve learned at the institute into practice with students in the upcoming academic year.

“For a long time at LPS, we’ve had students working with primary documents and taught skills of thinking like a historian, but what gave me goosebumps about this project is that students are a part of creating the historical record, rather than just consuming it,” Kellison said.

Both Johnson and Jones said the project can also instill a sense of community in students, which is much-needed in the current divisive climate.

“We do see this as an opportunity for students to become more knowledgeable and appreciate more the richness of the communities that they live in,” Johnson said.

“It’s a collaborative process so we really want communities to be connected and invested in what we’re doing. We want to share the materials as broadly as possible and want them to be used,” Jones said. “Through our own experiences and through this community-based history we can understand larger themes and issues related to American history and global history... This is a great project to bring forth historical artifacts and stories from the community that are sometimes overlooked or not fully fleshed out or have been



marginalized.”

Jones said the timing for this project is ideal from a policy-making standpoint as well.

“Right now, Nebraska as a state is revisiting these requirements in public education,” Jones said. “We’re in a moment of transformation for historical learning, social studies, and civics education

and the History Harvest gives a unique, pedagogical approach.

“Our hope is that after we’ve introduced it to LPS, we can show Nebraska educators that it works and can be included in statewide curriculum... We designed the curriculum to be flexible enough that they can put their own fingerprints on it because they are the experts in their classrooms, with their students. We’ve just put all the resources together to help them.”

Sources: Deann Gayman | University Communication, “Team bringing History Harvest to K-12 students,” <https://news.unl.edu/newsrooms/today/article/team-bringing-history-harvest-to-k-12-students/>, 30 November 2018 & graphic by Katie Black; Deann Gayman | University Communication, “LPS educators ready to take History Harvest into classrooms,” <https://news.unl.edu/newsrooms/today/article/lps-educators-ready-to-take-history-harvest-into-classrooms/>, 7 June 2019; & Margaret Reist | Lincoln Journal Star, “LPS teachers learning how to help their students harvest their community’s history,” https://journalstar.com/news/local/education/lps-teachers-learning-how-to-help-their-students-harvest-their/article_04d2e3c6-6d8d-584f-9844-8ead5834e86c.html, 10 June 2019 (updated 15 June 2019) & photos by Gwyneth Roberts | Journal Star

UNDERGRADUATE REPORT

While History Departments across the country have had declines in their enrollments, at UNL we have stayed steady with around 200 majors. One reason for this is the excellence of the courses offered by the faculty members in the History Department at the University of Nebraska. We are

also very proud of the excellence of our students. Merrick Randy Alexander, Aurora Skye Kenworthy, Katharyn Elisabeth Kost, Joseph Gerald Krupa, and Paul Poling graduated with Distinction. Johnathon Doyle Boyd, Katie Pallesen, and Max Dillard Tierney graduated with High Distinction.

Emily Benes, Paige Ann McCoy, Connor Pierce Mullin, and Eleanor Schmidt graduated with Highest Distinction.

We also celebrated a number of students for their excellent work. Lydia Rosno received the Vladimir Kucera Scholarship. Whitney Rittscher received the Ed Hirsch Scholarship. Camryn Preston received the Allen Gerlach Scholarship. Both Anna Krause and Ashley Morrison were honored with the Larry Gerlach Scholarship. For our graduating seniors, Emily Benes received the Carole Levin Award for Excellence in Medieval and Renaissance Studies. Emily has said that: "Overall, I have really gained a new appreciation for history, particularly medieval and Renaissance history, through my classes at UNL. I am a little sad to leave the program, but I am determined that this will not be the end of my education in medieval history. I plan to further my learning as much as I can, and I hope to eventually find myself in a position to share my love of history with as many people as possible."

We had such fine candidates for the Glenn Gray award that the Undergraduate Committee made the decision, which the committee has never done before, to honor three graduating students this year: Paige McCoy; Katie

Pallesen; and Paul Poling. Paige McCoy states that "My time at UNL as a history major will soon come to an end, but luckily my future in history will not. After graduation, I will be attending graduate school to obtain a master's degree in public history. When I finish graduate school, I plan on working in historical education and interpretation at a museum, national park, or other historic site." Katie Pallesen has said that "My decision to add a history major was intentional both for my own indulgence and for practical purposes contributing toward my career objectives and future plans. Following graduation from UNL, I am going to attend Notre Dame Law School. I also have a dream of earning a PhD in history and someday becoming a judge. More than anything, I am grateful for my journey in the history department. I would not be the same scholar or person that I am today had I not taken the leap to declare a history major." Paul states that "I firmly believe that the skills I have developed as a history major have both helped me succeed in my internship at Legal Aid and will help me succeed as a claims adjuster and a law student."

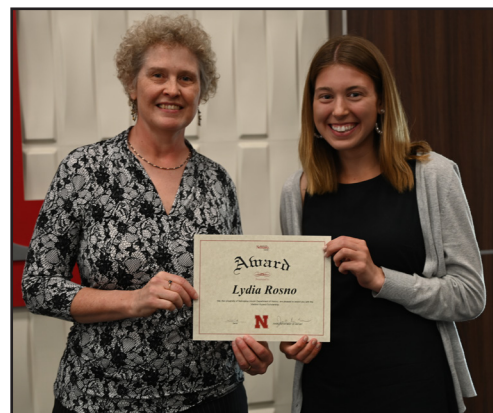
Sources: Carole Levin & photos by Sean Scanlon



Allen P. Gerlach History Scholarship:
Camryn Preston



Larry R. Gerlach History Scholarship:
Anna Krause and Ashley Morrison



Vladimir Kucera Scholarship:
Lydia Rosno



Glenn W. Gray Memorial Award:
Paige McCoy, Katie Pallesen, and Paul Poling



Carole Levin Award in Medieval and Renaissance Studies:
Emily Benes



Edward Hirsch Scholarship:
Whitney Rittscher

GRADUATE REPORT

This was another successful year for the graduate program. We made significant progress on establishing joint degrees, admitted a strong and diverse cohort of graduate students, and managed well the financial constraints imposed by the university-wide budget cuts. In sum, we worked hard to further strengthen our graduate program in the face of a number of challenges!

One of the successes this year was the admission of new competitive graduate students for 2019-20. Of the 7 students joining us, 5 are M.A. students and 2 are Ph.D.

students. The new cohort is evenly distributed across most of our focus fields: 2 in North American West; 2 in Race/Ethnicity/Identity; 1 in 19th century U.S.; and 2 in German/Central European.

It is important to recognize that our graduate-student recruiting efforts are still significantly affected by the university-wide budget cuts. Nonetheless, we managed to organize a very successful campus visit for several prospective students and were able to secure additional funding for some of them.

A number of our graduate students won major external grants and fellowships, and we are extremely proud of them for doing so. Given the budget cuts, outside funding will be even more important in the near future and I encourage all of our current students to apply for national and international grants, fellowships, and internships. Seven of our students won competitive internal travel awards for their research or conference travel: Tony Foreman; Courtney Herber; Harrouna Malgouri; Sean Scanlon; and Emily Wendell. Donna Devlin was presented the Louis Max Meyer Fellowship and Tony Foreman was awarded the Marguerite C. and Clare McPhee Fellowship. The Office of Graduate Studies chose Courtney Herber as a Dean's Fellowship recipient.

This year's Dov Ospovat Memorial Award for an exceptionally distinguished paper presented in a research seminar went to Ph.D. student Donna Devlin (right) for "A 'Hired Girl' Testifies Against the 'Son of a Prominent Family': Bastardy and Rape on the Nineteenth-Century Nebraska Plains." The paper provides illuminating details about the central character in Willa Cather's novel *My Ántonia*. As one reviewer wrote: "I am impressed by the superior writing of 'Hired Girl Testifies,' along with its careful use of legal evidence and its close engagement with a major work in American literature that is also probably the most important novel to come out of Nebraska."



This year we also continued the implementation of the revised curriculum, especially for the students directly admitted into our Ph.D. program. We also developed a stronger second language support network. Our program awarded five M.A. degrees this year to Sarita Garcia (advisor Prof. Jagodinsky), Gabrielle George (advisor Prof. Steinacher), Michelle Kaiser (advisor Prof. Thomas), Jayne Kinney (advisor Prof. Smith), and Jeffrey Tezak (advisor Prof. Der Matossian). We also awarded two Ph.D. degrees in August 2018, to Mikal Eckstrom (advisor Prof. Jacobs) and Charles Klinetobe (advisor Prof. Patrick Jones).

The Fifteenth Annual James A. Rawley Graduate Conference in the Humanities on "Conflict and Resistance" took place on March 8-9, 2019. The conference aimed to encourage scholars to look at political, social, cultural, and economic conflict and resistance and to examine how conflict and resistance have shaped and changed the world. Wars, activism, political upheaval, and economic fluctuations are amongst the events that influence world history. The conference was mainly organized by Veronica Duran and Gabrielle George, and was thought-provoking and well-attended.

I also want to take this opportunity to thank the Graduate Committee (Tim Borstelmann, Katrina Jagodinsky, and

Alex Vazansky) as well as Megan Brown and Barb Bullington for the time and work they dedicated to the success of our Graduate program. This was my last year as Graduate Chair and I am very thankful for the chance to help our students turn their passion for history into a profession. I know that Katrina Jagodinsky, our next Graduate Chair, will find the job similarly fulfilling and I wish her the best of luck and success in her new role.

Sources: Gerald Steinacher & photos by Sean Scanlon and Tony Foreman



Edward L. Homze Memorial Award:
Tony Foreman



Peter Maslowski Graduate Support Award for Research Travel:
Harrouna Malgouri and Emily Wendell



Frank E. Landis Memorial Award:
Sean Scanlon

GRADUATE STUDENT NOTES

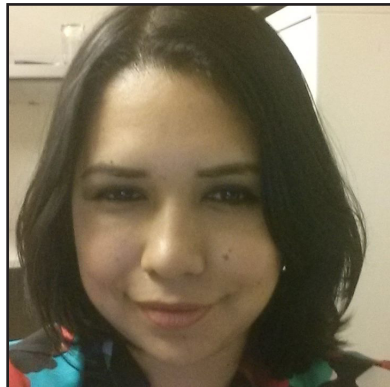
In 2018-2019, **Baligh Ben Taleb** has completed all archival research, including several oral history interviews with various Western Shoshone communities in Nevada, and drafted two chapters of his dissertation. Baligh has also published

five book reviews in peer-reviewed journals, presented a paper at Western History Association (San Antonio), and earned two 2019-2020 resident fellowships: the Indian Rights Association Fellowship in Native American Studies, awarded by the Historical Society of Pennsylvania, and Andrew W. Mellon Foundation Fellowship, awarded by the American Philosophical Society.

Angela Bolen presented "The Measure of a (Wo)Man: Gender Transformation in Early and Medieval Christian Narrative Traditions" for the Medieval and Renaissance Studies Program at UNL. Additionally, she presented "Becoming Male, Becoming One: Early-Christian Traditions of Medieval Mystical Gender Transformation" at the 2019 Newberry Center for Renaissance Studies Graduate Student Conference. Her paper, "The Measure of a (Wo)Man: Gender Transformation in Early and Medieval Christian Narrative Traditions," is being published in *The Anthology of Transgender Studies*, edited by Kristi Carter and James Brunton, which is expected to go to press in 2019. In February, Angela was admitted for candidacy, and in March she spent two weeks in London conducting archival research for her dissertation, "Being Made Male: Gender Transformation in the Visions, Prayers, and Vitae of Medieval Holy Women, 1150-1350." This research trip was funded in part by the Maslowski Research Award given by the Department of History at UNL. In April 2019, Angela was named a recipient of the Karen Dunning Award by the Women and Gender Studies Program at UNL and won the James Arthur Vineyard Fellowship from the Medieval and Renaissance Studies Program. Finally, Angela founded and became the managing editor of *Investigo: Interdisciplinary Journal of Medieval and Renaissance Studies*, which will publish its inaugural issue in fall 2019.

Donna Devlin completed her second year of Ph.D. coursework in May 2019. Her graduate paper entitled “A ‘Hired Girl’ Testifies Against the ‘Son of a Prominent Family’: Bastardy and Rape on the Nineteenth-Century Nebraska Plains” received the Dov Ospovat Memorial Award. A shorter article, detailing the discovery of archival and legal documents for this paper, is set to be published in the *Willa Cather Review* in the summer of 2019, and she will continue her work at The National Willa Cather Center as a tour guide for the summer. For the 2019-2020 school year, Donna was awarded the Louis Max Meyer Fellowship and will serve as a graduate teaching assistant for the department for a third year as well.

Veronica Duran is the 2019 UNL Humanities Without Walls Pre-Doctoral Fellow. She recently joined the Center for Digital Research in the Humanities as a Graduate Research Assistant with the Genoa Indian School Digital Reconciliation Project and will continue working at the CDRH with the Hispanic-Latina/o Heritage Collection as a Graduate Research Assistant in the coming academic year. Along with Gabrielle George, Veronica chaired the Fifteenth James A. Rawley Graduate Conference in the Humanities in March 2019. During the spring semester she presented her research on Dr. Aida Barrera and *Carrascolendas* at the 2019 No Limits Student Conference hosted by The Women’s & Gender Studies Programs at the University of Nebraska-Lincoln and at the Rocky Mountain Council for Latin American Studies in Santa Fe, New Mexico.



Tony Foreman defended his dissertation prospectus in March of 2019, entitled “Defending Honor: The Significance, Manipulation, and Evolution of Military Honor in Twentieth-Century Germany.” As a Research Assistant for the History Department in the Fall of 2018, Tony gained expertise in producing and editing video and multimedia projects, and in the Spring of 2019, he completed his last semester as a Teaching Assistant in Professor Gerald Steiner’s History of the Holocaust class. During the 2019 Missouri Valley History Conference, Tony presented two panel papers concerning the 1949 War Crimes Trial in Britain of Erich von Manstein and the 1952 slander trial in West Germany of Otto-Ernst Remer. The Holocaust Educational Foundation of Northwestern University awarded Tony a fel-

lowship to attend the 2019 Summer Institute on the Holocaust and Jewish Civilization. Finally, with the assistance of the Homze Research Travel Award for European Historians through the UNL History Department, Tony will conduct research in up to seven archives throughout Germany in the Fall of 2019. Tony will return to the UNL campus in the Spring of 2020 to teach a section of HIST 110 and continue writing his dissertation.

Over the past year, **William Kelly** advanced his research interests involving Early American history. A large part of his development included two interdisciplinary courses from the Nineteenth Century Studies program: “Legal Fictions” with Dr. William G. Thomas III and Dr. Peter Capuano of the English Department, and “*Fin de Siècle*” with Dr. Laura White of the English Department. In his research and writing seminar during the spring (History 950), William examined the long history of an enslaved woman’s 1829 freedom suit in Washington, D.C. In March, William was able to research at the Library of Congress and historic Decatur House in Washington, D.C., and at the Maryland State Archives in Annapolis in order to bolster his research, thanks to generous funding. William will refine his 950 project over the summer in an effort to present at the March 2020 National Council on Public History conference in Atlanta, GA. The summer of 2019 will take William to Red Cloud, Nebraska where he will gain experience in non-profit historical administration, donor funding, and public history at the Willa Cather Foundation.

Kenneth Knotts completed his fourth year toward his Ph.D. in Modern European History, with a Focus Field of Central and Eastern Europe and a Secondary Field of Twentieth Century U.S./International History. Ken, a retired Air Force officer, is a former Intelligence Analyst and Soviet Area Specialist who served as a military attaché in Russia, Belarus, and Turkmenistan.

In the Fall of 2018, Ken taught History of the United States to 1865 at the University of Nebraska-Omaha (UNO), as well as Introduction to World Civilizations, Part II, from 1500 to date. In October-November 2018, Ken completed his comprehensive exams at UNL.

In the Spring of 2019, Ken taught History 361, the History and Culture of the Czech People, at UNL. He simultaneously taught U.S. History to 1865 and Introduction to World Civilizations, Part II, at UNO. In March 2019, Ken presented a paper entitled “Operations on the Margins: Issues Related to the Laws of Armed Conflict for Allied Units in the Russian Civil War, 1917-1920,” at the Missouri Valley History Conference in Omaha. In the same month,

he conducted research related to his dissertation at Widener University, Pennsylvania. There, Ken used funding which he had been awarded under UNL’s Maslowski Travel Fund in November 2018.

In the Summer of 2019, Ken taught History of the United States Since 1865 at UNO. In the Fall of 2019, he will teach History 324, History of the Cold War, at UNL, as well as History of the United States to 1865, at UNO.

Ken continues to conduct research on Twentieth Century World and U.S. History. He focuses especially on topics associated with U.S. and Allied military units on World War One’s Eastern Front and Russia’s Civil War, 1917-1922.

Rory Larson has been working on establishing residency and finishing up required coursework. His committee was assembled, and a Program of Studies was confirmed and submitted. With support from his advisor, Jessica Coope, he will be concentrating on the Visigoths and early medieval Spain. In the spring semester, he worked on the question of the notable shortness of the Visigothic reign-lengths, by comparing these with the reign sequences of various other societies according to a metric he developed.

At the same time, he has continued to work with the Omaha language and Siouan linguistics. In the summer of 2018, he attended the annual Siouan and Caddoan Languages Conference in Chicago, where he presented a historical linguistics paper on the origin of the various glottalized consonant clusters in Mississippi Valley Siouan. In the fall, the Omaha language textbook project begun by Dr. Mark Awakuni-Swetland in 2005, to which Rory was a major contributor, was published by the University of Nebraska Press as *Umó’ho’ Ūye-t’he, Umó’ho’ Ūshko-t’he: The Omaha Language and the Omaha Way: An Introduction to Omaha Language and Culture*.

In August of 2018, **Sean Scanlon** reached PhD Candidacy after passing his comprehensive exams. During the fall semester of 2018, he taught his first class, HIST 112: The History of the U.S. Present, and composed his dissertation prospectus. During the spring semester of 2019, he worked as a research assistant for the History Department on several digital projects. After successfully defending his prospectus in February, he did initial research for his dissertation using both primary and secondary sources and began working on the introduction and first chapter of his dissertation, which analyzes the domestic and international forces that shaped relations between the United States and Israel during the 1970s and 1980s.

During the summer of 2019, Sean participated in the Preparing Future Faculty (PFF) program at UNL, which readies graduate students for the academic job market. He will then embark on a major archival research trip, during which he will visit the Gerald Ford, Jimmy Carter, and Ronald Reagan Presidential Libraries, where he will be looking at documents related to American foreign policy in the Middle East, with a particular emphasis on issues related to Israel. During the 2019-2020 academic year, Sean will continue to work on his dissertation while teaching HIST 110: American History to 1877 in the fall and HIST 112: The History of the U.S. Present in the spring.

Ann Vlock completed an internship for the Lincoln YWCA in which she drew on historical material to celebrate and connect today’s YWCA’s leaders to their predecessors who founded this organization and who fought for women’s rights. The YWCA showcased this research at their annual fundraiser gala held 31 March 2019; a PowerPoint slide show of key themes (social justice, cultural pluralism, African American activism) and women played continuously, while 5x7 cards displayed in the center of each table, along with hand-out cards distributed by women in period costume reinforced these themes. In addition, one large banner documented crucial events and historical subjects involved in the achievement of woman suffrage with the passage of the nineteenth amendment in 1919, and another banner displayed the YWCA Social Justice timeline from 1858 (with the establishment of the first YWCA in the United States in New York city) to the early 1920s. Dr. Katrina Jagodinsky guided this effort; she and Ann worked with YWCA Executive Director Karen Bell-Dancy and the YWCA Fund Development Committee.

Ann (pictured below) also presented her research on a Nebraska female reformer of the 1890s at the Midwestern History Conference to be held 30 and 31 May 2019 in Grand Rapids, Michigan.



FACULTY NOTES

Columbia University Press has accepted for publication **Dr. Tim Borstelmann's** new book manuscript, entitled *The Hearts of Foreigners: How Americans Understand Others*, which will come out in the spring of 2020. He was honored to deliver one of the Nebraska Lectures of the Chancellor's Distinguished Lecture Series this spring on the same topic. Dr. Borstelmann has just finished his three-year service on the governing council of the Society for Historians of American Foreign Relations (SHAFR), of which he served as president in 2015. He attended the annual meeting of the Organization of American Historians in April 2019 in Philadelphia, where he encountered former



UNL History Department member Dr. Andy Graybill, who is now chair of the History Department at Southern Methodist University (above, right). He continues to teach half his courses in the University Honors Program, doing his best to spread the gospel of history far and wide among UNL undergraduates, while also teaching frequently for the local Osher Lifelong Learning Institute in Lincoln.

Dr. Amy Burnett has had a productive year. Her book, *Debating the Sacraments: Print and Authority in the Early Reformation*, was published at the beginning of 2019. During the spring semester she supervised a group of UNL students taking an intensive German course in Berlin; she also taught them a course on German civilization. She also gave public lectures or papers at conferences in Zurich, Heidelberg, and Wittenberg. She is spending the summer at Wolfenbüttel, Germany, beginning research on a new project based on the correspondence of the German reformers. Dr. Burnett will give a paper at a symposium in Kampen, The Netherlands before returning to Lincoln for the fall semester.

Apart from teaching, during the past academic year **Dr. David Cahan** published his book *Helmholtz: A Life in Science* (Chicago and London: University of Chicago Press, 2018; 944 pages; 40 halftones; 7 x 10). He also completed

and revised an article: "Science in Europe: A Comparative Essay," to appear in *Modern Science in National, Transnational, and Global Context*, vol. 8 of *The Cambridge History of Science*, edited by Hugh Richard Slotten, Ronald L. Numbers, and David N. Livingstone (Cambridge: Cambridge University Press), in press and to appear in 2020.

He currently also has several research projects underway, including a small one on Einstein's uncle; and two (perhaps) bigish ones on: 1) the Nobel Prize in the Natural Sciences; and 2) the historical relations of science, technology, and the economy (1871-1918).

At the 70th annual conference of the Association for Asian Studies held in Denver in March 2019, a panel was presented in honor of **Dr. Parks Coble**. "Business, War, and Political Networks in Republican China: the Work of Parks Coble and New Directions in the Field" was a roundtable discussion by five scholars who discussed Coble's contributions to the business, political, and social history of Republican China.

The panel participants were selected to represent three generations of scholars. The senior scholars were Professor Sherman Cochran, emeritus of Cornell who is a specialist in business history and Professor Stephen McKinnon, emeritus of Arizona State University, a specialist in the history of Chinese journalism and the Sino-Japanese War. The mid-career generation was represented by Professor Elisabeth Koll of Notre Dame University and Brett Sheehan of the University of Southern California, both specialists in business history. Finally, the younger generation was represented by Ghassan Moazzin, at the time a post-doctoral fellow at the University of Tokyo and joining the history faculty of the University of Hong Kong in the fall. Following the presentations Dr. Coble provided a response and thank you to the panelists.

Dr. Coble's major research project continues to be completing his book manuscript *The Collapse of Chiang Kai-shek's China: Hyperinflation and its Consequences, 1944-1949*. He made a final trip to the Hoover Archives at Stanford in the summer of 2018. The archives closed in December for the construction of a new building and are not slated to open until early in 2020. Additional research was conducted at the Harvard University libraries. Dr. Coble remains an Associate-in-Research at the Fairbank Center for Chinese Studies at Harvard.

In October he attended the Midwest Conference on Asian

Affairs where he served as a discussant on a panel of graduate students working on recent Chinese history. Dr. Coble completed his final academic year as vice-chair of the Department of History and also served on the advisory board of the Kawasaki Reading Room. Kawasaki joined with the History Department in inviting the distinguished scholar of Japanese history, Professor Louise Young of the University of Wisconsin, for a public lecture during the fall semester. Dr. Coble also worked with the Confucius Institute to sponsor an on-campus lecture by Professor Kenneth Pomeranz of the University of Chicago and past president of the American Historical Association.

Dr. Bedross Der Matossian continues working on his book on the Massacres of Adana and Aleppo. In the past academic year he co-edited two books: Bedross Der Matossian, Sulaiman Mourad, and Naomi Koltun-Fromm (eds.), *Routledge Handbook on Jerusalem* (Milton Park, Abingdon, Oxon; New York, NY: Routledge, 2018) and Bedross Der Matossian and Barlow Der Mu-grdechian (eds.), *Western Armenian in the 21st Century: Challenges and New Approaches* (Fresno, CA: The Press at Fresno State, 2019). As the president of the Society for Armenian Studies (SAS) he is undertaking major projects in advancing the field of Armenian, Ottoman, and Middle East Studies.



Dr. James A. Garza continues to serve as Director of the Institute for Ethnic Studies. His article "Foreign Travelers in Mexico" appeared in *The Oxford Encyclopedia of Mexican History and Culture* in January 2019. Currently, Dr. Garza is working on a book tentatively titled *El Gran Canal: Channeling Modernity, Empire and Power in the Valley of Mexico* which examines how the Mexican government, in partnership with the British Engineering firm Pearson and Son, launched a major environmental project in the 1890s aimed at improving hygiene that ended up physically transforming the basin and permanently affecting the daily lives of the region's indigenous inhabitants. Dr. Garza's research

considers the implications of transnational capitalism on rural peoples and how such projects not only increase the reach of state power but also accelerate regional climate change.

Dr. Vanessa Gorman has been working on a long-range, collaborative, digital project whose ultimate goal is to use macroanalysis of stylometry (which is to say, syntactic information alone) to determine authorship of fragments of ancient Greek prose. This year she made three presentations on this topic, for the Perseids Project in Boston, for the University of Leipzig, and for the Classical Association of the Middle West and South. She continues to build up an open-source database of syntactically-analyzed Greek prose that now totals over 400,000 tokens and is being used by scholars all over the world.

Dr. Margaret Huettl has had an active year of research, writing, and presentations. She started the year with a symposium at the Library on Congress, where she spoke about her research on treaties and Indigenous resource rights with astrophysicists and NASA engineers as part of a discussion about the future of space exploration. This summer, she will present a paper at the Native American and Indigenous Studies Association conference in New Zealand. Dr. Huettl continues to serve on the Board of Governors for the Center for Great Plains Studies. Currently, she is finishing her book manuscript on the unbroken history of Anishinaabe sovereignty in the North American West.

Dr. Margaret Jacobs spent the first year of her Andrew Carnegie Fellowship researching her new project, "Does the United States Need a Truth and Reconciliation Commission?" To answer this question, she is studying how other nations – both at the government and at the grassroots level – have been reckoning with and redressing past histories of human rights violations against Indigenous peoples. She has made prodigious use of UNL's Interlibrary Loan to learn more about truth and reconciliation processes in South Africa, New Zealand, Canada, and Australia. She will travel to Australia and New Zealand in June and July of 2019 and Canada next October to attend conferences and carry out interviews. Dr. Jacobs has also been co-directing the Genoa Indian School Digital Reconciliation Project, which aims to make government records of the boarding school more accessible to descendants and to promote greater awareness and discussion of Indian boarding schools in American history. The Project learned in March that it had obtained a \$350,000 Humanities Collections and Reference Resources grant from the National Endowment for the Humanities that enables it to continue its work

through 2022. Dr. Jacobs also received the surprise news in April 2019 that she had been elected to the American Academy of Arts and Sciences, an honorary society that was formed in 1780. She will be inducted into the Academy next October.

Dr. Katrina Jagodinsky began her first of five years as the Susan J. Rosowski Associate Professor of History last fall and is steadily working toward her next book project, examining creative uses of habeas corpus in the North American West from the Antebellum Era through the Gilded Age. Her research compares the strategies and experiences of black petitioners challenging enslavement, Chinese petitioners challenging deportation, Indigenous petitioners resisting reservation internment and protesting child removal, laborers employing habeas to challenge exploitive contracts, and parents using habeas as a child custody mechanism. In conjunction with the Center for Digital Research in the Humanities, Dr. Jagodinsky's project draws on hundreds of petitions from Arizona, Iowa, Kansas, Missouri, Nebraska, New Mexico, and Washington. A research sabbatical as Simon Fraser University's inaugural Jack & Nancy Farley Distinguished Visiting Scholar in History has provided Dr. Jagodinsky with time in archives throughout Washington and British Columbia. She also took advantage of the opportunity to give talks at more than half a dozen campuses throughout the Pacific Northwest. Dr. Jagodinsky also visited the Sonoran Southwest to deliver the keynote for the Arizona History Convention and give a talk at Tohono O'odham Community College, where she held her first teaching position in 2004, and at her alma mater, University of Arizona. When she returns this fall, she will begin a 3-year term as Graduate Chair working with other

members of the graduate committee and faculty to improve recruitment and expand on our vibrant alumni network.

Over the 2018-2019 academic year, **Dr. Jeannette Eileen Jones** has earned three prestigious national awards for her research and creative activity, as well as one award from the University of Nebraska-Lincoln recognizing her teaching in the humanities. In August 2018, she received a National Endowment for the Humanities Collaborative Research Grant for \$216,106 to fund her collaborative digital project, *"To Enter Africa from America": The United States, the New Imperialism, and the African Question, 1862-1919*, for which she is Project Director and Kaci Nash is Project Manager. Dr. Jones's Co-PIs are: Nadia Nurhussein, Associate Professor of English and Africana Studies at Johns Hopkins University; Nemata Blyden, Associate Professor of History and International Affairs and George Washington University; and John Cullen Gruesser, Senior Research Scholar of Literary Studies at Sam Houston State University. In January 2019, she signed an advanced contract with Yale University Press to publish her second manuscript, *America in Africa: U.S. Empire, Race, and the African Question, 1847-1919*. She will spend the calendar year 2020 completing the book, after receiving an American Council of Learned Societies Fellowship in 2019. In May 2019, along with Prof. Joy Castro, Prof. William G. Thomas III, and Prof. Kenneth Price, she won an ACLS Digital Extension Grant for *New Storytellers: The Research Institute in Digital Ethnic Studies*, a summer program hosted at UNL in 2020 to work with MSI (Minority Serving Institutions) scholars to diversity digital humanities. Outside her research, she received recognition from the university for her teaching with the Annis Chaikin Sorensen Award.

Dr. Carole Levin completed her three-year term as Undergraduate Chair and will be on sabbatical for 2019-20 working on a number of projects about Queen Elizabeth I. This year, as well as her work at UNL, she, with Professor Alan Stewart of Columbia University, co-taught *Researching the Archives* for graduate students from a range of institutions at the Folger Shakespeare Library in Washington, D.C. Her book, *Creating the Pre-modern in the Postmodern Classroom: Creativity in Early English Literature and History Courses*, co-edited with Anna Riehl Bertolet, was published by The Arizona Center for Medieval and Renaissance Studies in the summer of 2018. In 2018 Dr. Levin also published a number of articles, including "I Trust I May Not Trust Thee": Queens and Royal Women's Visions of the World in Shakespeare's *King John*," "How Sweet It is: From the Mountains of Mexico to the Streets of York," "Queen Elizabeth and the Power and Language of the Gift," and "Mary Stuart and James: A Highly Problematic Mother/Son Relationship." Her play, *Elizabeth I: To Speak or Use Silence*, had a number of readings, including one sponsored by the College Park Arts Exchange, one at Southwestern

University, and a staged reading in part funded by Nebraska Humanities at the University of Nebraska.

Dr. Gerald J. Steinacher continued to work on his next major book project, *Forgive and Forget after the Holocaust? The Catholic Church in Germany and the Guilt Question 1945-1955*. He also just published an edited volume titled *Unlikely Heroes: The Place of Holocaust Rescuers in Research and Teaching*. This is the first volume in a new series on Contemporary Holocaust Studies jointly edited by Dr. Steinacher and Prof. Ari Kohen (Political Science, UNL) and published with the University of Nebraska Press. Volume two of the series will be out in the fall of next year under the title *Antisemitism: From the 1930s to Today*. In addition, in the summer of 2019 Dr. Steinacher will be a Visiting Scholar at the Australian National University in Canberra. During this stay he will be working on a large comparative study on the increase of antisemitism in Europe and the U.S. for an edited volume on racism published in Routledge's Approaches to History series.



James A. Rawley Faculty Research Grant:
Dawne Y. Curry and Timothy Mahoney



Clay Thomas Faculty Research Grant:
Laura K. Muñoz



Charles Henry Oldfather Faculty Research Grant:
Gerald J. Steinacher



Albin T. and Pauline Anderson Faculty Award:
Bedross Der Matossian and Carole Levin (not pictured)

UPCOMING EVENTS

PAULEY LECTURE

Husker Football in the Age of Reform and Progress, 1890-1920

3 October 2019, 5:00 pm

Dr. Bruce Pauley - Nebraska Union



Organized in memory of University of Nebraska-Lincoln alumnus Carroll R. Pauley (class of 1930), the Pauley Symposium takes place every three years on the University campus. Pauley memorial lectures are held in the years between the symposia. Both events feature a wide variety of speakers addressing current research in history and other social sciences, engaging both academics and the general public in an open discussion of the relationship between the past and the present.

SIXTEENTH ANNUAL JAMES A. RAWLEY GRADUATE CONFERENCE IN THE HUMANITIES

T.I.M.E.: Trailblazers, Innovations, Movements, Epochs

13-14 March 2020

Keynote by Dr. Cathleen D. Cahill - Friday the 13th - Nebraska Union

Graduate Conference - Saturday the 14th - Nebraska Union



Dr. Cathleen D. Cahill is a social historian at Penn State University and a member of the Organization of American Historians Distinguished Lectureship Program. She focuses on women's working and political lives, asking how identities such as race, nationality, class, and age have shaped them. Dr. Cahill is also interested in the connections generated by women's movements for work, play, and politics, and how mapping those movements reveal women in surprising and unexpected places. Learn more about Dr. Cahill's work at <https://www.oah.org/lectures/lecturers/view/1924/cathleen-d-cahill/>.

ALUMNI ADVISORY COUNCIL

William Beezley

Professor of History at the University of Arizona; Raleigh, NC

John M. Belohlavek

Professor of History at the University of South Florida; Tampa, FL

Andrea K. Bjorklund

Professor of Law at McGill University Faculty of Law; Montreal, Canada

Sharon W. Brown

Retired business executive; Columbus, NE

John M. (Jack) Campbell

Consultant & retired business executive at GE Capital; Sante Fe, NM

B. Garth Glissman

Senior Director of Operations at the National Basketball Association; New York, NY

Bradley R. Hansen

Attorney in Federal Public Defenders' Office; Sioux City, IA

Mary Ann Hanusa

Iowa State Representative; Council Bluffs, IA

Robert Haws

Associate Professor Emeritus of History at the University of Mississippi; Boulder, CO

Benjamin L. Knoll

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