

Department of History Annual Newsletter 2021-2022



TABLE OF CONTENTS

Chair's Report	1
THE BIG NEWS	
Lloyd Ambrosius Graduate Student Support Fund	2
Jeannette Eileen Jones Awarded Carl A. Happold Professorship	4
Vanessa B. Gorman Earns Top University Award	4
BOOKS PUBLISHED & FILMS PRODUCED	
Book about Adana Massacre Receives International Recognition (Bedross Der Matossian)	6
New Book Published (Dawne Y. Curry)	9
<i>The Bell Affair</i> Premieres (William G. Thomas III)	9
<i>Return of the Pawnees</i> Awards (Margaret D. Jacobs)	11
DEPARTMENT NEWS	
Faculty Prizes, Awards, and Recognitions	13
Faculty Presentations	14
Genoa Indian School Project Earns Widespread Recognition (Margaret D. Jacobs)	16
Book Serves as Basis for "Freedom Stories" Initiative (William G. Thomas III)	19
Faculty Recognized for Contributions to University and Academic Freedom (Carole Levin)	20
<i>The Art of Dissent</i> Distribution (James D. Le Sueur)	21
Annotating (Ancient) Texts and Learning (Ancient) Languages (Vanessa B. Gorman)	22
Wicked Inquiry Stirs Up Witchy History (Carole Levin)	23
45 Years of Service with University (Parks Coble)	25
How the Union Defended Civil War Washington (Kenneth J. Winkle)	25
Digital Project Focuses on Nebraska's Holocaust Stories (Gerald J. Steinacher)	26
Workshopping COVID Film (James D. Le Sueur)	27
Center for Transformative Teaching Grant (Vanessa B. Gorman, Ann M. Tschetter, Angela Bolen, and Tony Foreman [Ph.D. Student])	29
Edit-a-thon Increases Women's History on Wikipedia (Katrina Jagodinsky)	30
Digital Legal Research Lab (Katrina Jagodinsky)	31
Digital Justice Grant (Margaret D. Jacobs)	32
Emerging Scholar Award from Harry Frank Guggenheim Foundation (Patrick Hoehne [Ph.D. Student])	33
Graduate Student Notes	34
Faculty Notes	36
EMERITI NEWS & ALUMNI INFO	
Sower Award (John Wunder)	40
2022 Alumni Master (Don Winslow)	41
Book Review of <i>The Most Noble of People</i> (Jessica A. Coope)	41
Alumni Advisory Council	43
2021-2022 Donors	44
Donation Information	45

CHAIR'S REPORT

Despite the pandemic, our department AY2021-22 was one of our best. Our faculty won prestigious awards, published cutting-edge books and articles, produced a feature documentary film and an Emmy-nominated short, won more national grants, introduced more classes, and embarked on new projects. Our undergraduate and graduate students have been similarly thriving.

I'm especially pleased to announce the creation of the Lloyd Ambrosius Graduate Student Support Fund, made possible by a generous gift by history alumni Kristin Ahlberg (Ph.D.) and Phil Myers (Ph.D.). This fund honors a great mentor and makes future graduate research possible.



The range of our faculty and our impact on the historical profession, our interdisciplinary collaborative research, and our commitment to teaching excellence have carried us through three of the most challenging years the University has seen. The pandemic renewed focus, and we have become more determined. In browsing through our annual report, you will see just how strong and how ambitious we are.

Two honors will jump out. First, Professor Gorman (Ph.D., University of Pennsylvania) won the coveted OTICA: Outstanding Teaching and Creative Activities award. This is the University of Nebraska systems' highest award and represents her commitment to the teaching mission of our department. Second, Professor Jeannette Jones (Ph.D., University of Buffalo) has been named Happold Professor. This is a prestigious College of Arts and Sciences Professorship, and it is a great honor that recognizes Professor Jones's status as a leader in American History.

As a department, we are thriving. Please have a look at the rest of our department's activities highlighted in this year's annual report.

I wish to thank all our donors, sponsors, and alumni for your commitment to our continued success. We cannot do this without you.

With kind wishes,

Samuel Clark Waugh Distinguished Professor & Chair of the Department of History

NEWSLETTER DESIGNED & EDITED BY:
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COVER PHOTO:
James Dean Le Sueur

[named-fund-honors-ambrosius-supports-future-generations-of-history-students/](https://news.unl.edu/newsrooms/today/article/new-fund-honors-ambrosius-supports-future-generations-of-history-students/), 13 July 2022; Robb Crouch | NU Foundation, “New fund honors Ambrosius, supports future generations of history students,” [https://](https://news.unl.edu/newsrooms/today/article/new-fund-honors-ambrosius-supports-future-generations-of-history-students/)

news.unl.edu/newsrooms/today/article/new-fund-honors-ambrosius-supports-future-generations-of-history-students/, 15 July 2022

JEANNETTE EILEEN JONES AWARDED CARL A. HAPPOLD PROFESSORSHIP

Jeannette Eileen Jones, Associate Professor of History and Ethnic Studies, has been awarded a Carl A. Happold Professorship. This is an award given to faculty of merit by the Dean’s Office. The Happold Professorship fund supports faculty research, travel, and student mentoring activities.

Sources: “Faculty and staff recognition, 2021-22,” <https://cas.unl.edu/faculty-and-staff-recognition-2021-22>, 31 March 2022; Terri Pieper | CAS MarComm; photo credit: Jeannette Eileen Jones



“It’s an honor to lift up and celebrate their work.”

Huskers earned five of the six honors awarded in three categories.

Brooke, John E. Weaver professor of English and director of the Nebraska Writing Project, and Gorman, professor of history and classics, both received the Outstanding Teaching and Instructional Creativity Award. The OTICA recognizes individual faculty who have demonstrated meritorious and sustained records of excellence and creativity in teaching...

The awards – selected by an NU-systemwide committee of faculty and community members – were formally presented at a luncheon in the spring of 2022. Biographies of the five Huskers who earned individual 2022 President’s Excellence Awards are below...

Gorman offers courses in ancient Greek and Roman history, Athenian democracy, and ancient Greek language. She is particularly devoted to teaching her students the craft of writing an argument that is clear, persuasive, and well-documented. Gorman has created an open access, digital collection of Greek sentence diagrams, called syntactic trees. It is the world’s largest single-annotator repository in any language. Using the resulting data, she has been

collaborating with her husband and fellow classicist, Robert Gorman, associate professor, to invent revolutionary methods of identifying authorship based on measuring the frequency of grammatical structures. Gorman was inspired by her research to pioneer an innovative approach to teaching languages. Her goal is to make Greek and Latin more easily accessible to people in and out of academia.

Sources: “Faculty and staff recognition, 2021-22,” <https://cas.unl.edu/faculty-and-staff-recognition-2021-22>, 31 March 2022; Melissa Lee | NU system, “Brooke, Diamond, Gorman, Stump, Svoboda earn top NU awards,” <https://news.unl.edu/newsrooms/today/article/brooke-diamond-gorman-stump-svoboda-earn-top-nu-awards/>, 11 April 2022; photo credit: Craig Chandler | University Communication

VANESSA B. GORMAN EARNS TOP UNIVERSITY AWARD

Five University of Nebraska–Lincoln faculty have collected the University of Nebraska system’s most esteemed honors for research, creative activity, teaching, and engagement.

Those earning the President’s Excellence Awards are Robert Brooke, Judy Diamond, Vanessa Gorman, Jordan Stump, and Mark Svoboda.

Announced 6 April 2022, the awards recognize faculty across the NU system whose work has had a strong

impact on students, university, and state.

“Faculty are part of the lifeblood of any great university and the University of Nebraska system is fortunate to have some of the world’s best serving across our four campuses,” said Ted Carter, president of the NU system. “The teaching, research, and outreach that these faculty do on a daily basis has a transformational impact on students, our communities, and economic growth and prosperity in Nebraska and beyond.



BOOKS PUBLISHED



& FILMS



PRODUCED

BOOK ABOUT ADANA MASSACRE RECEIVES INTERNATIONAL RECOGNITION

On 23 April 1909, the Omaha Daily Bee reported on its front page that “all inhabitants of several Armenian villages and towns have been killed ... victims number ten thousand.”

The newspaper was referring to the shocking massacres that engulfed Adana in April 1909. These massacres were twin eruptions of violence that claimed the lives of at least 20,000 Armenians and 2,000 Muslims in the former Ottoman Empire, presently Turkey.

At the time, these massacres were covered extensively by the press; however, they soon fell into oblivion. Historians tend to concentrate more on the Armenian Genocide of 1915-1923 which killed up to 1.5 million Armenians.

But a new book by University of Nebraska–Lincoln historian and preeminent scholar of ethnic violence in the Ottoman Empire, Bedross Der Matossian, sheds light on the Adana massacres and the political, economic, and societal

factors that led up to it. The book, *The Horrors of Adana: Revolution and Violence in the Early 20th Century*, offers one of the first close examinations of the events that led to the massacres. It was published 15 March 2022 by [Stanford University Press](#).

Relying on documents and newspapers from 15 archives in a dozen different languages from around the world, Der Matossian examines the events from the perspectives of victims, perpetrators, bystanders, and humanitarians.

“It was a period where massive violence shook the province,” Der Matossian, Hymen Rosenberg Associate Professor of Judaic Studies and history, said. “The historiography of the Adana massacres has been represented in a superficial way – as Muslims killing Christians. I argue that that’s not the case. I argue that we have to really go into depth in order to understand why these massacres took place. As historians, we have to really understand and explain why phases of violence erupt in a specific period of

time and lead to a cataclysm of violence.”

“In order to fully understand the Adana violence, we have to really understand the political and socio-economic structure of the province of Adana.”

The book follows his examination of the Young Turk Revolution of 1908 in *Shattered Dreams of Revolution: From Liberty to Violence in the Late Ottoman Empire*, and begins with the economic hardships wrought for some by the invention of the cotton gin and other new technologies. Previously, cotton grown in the region had been harvested by 70-80,000 migrant workers.

“The requirement for labor started decreasing with the development of new technology,” Der Matossian said. “Armenians played an important role in the introduction of this new technology of cotton machines, and there’s anger and envy towards perceived Armenian superiority in the economic sphere. Economic changes created a kind of resettlement.”

Also playing a role in the massacres was the despotic government in power, which fomented rumors and conspiracy theories. Adana was under extensive surveillance by the government before the 1908 revolution because a small group of Armenians had formed revolutionary groups in order to fight against the depredations and persecutions suffered in the eastern provinces.

“Post-1908 revolution, the conspiracies about the intentions of the Armenians were spread very fast by discontented elements of the province leading to an exacerbation of an already contentious situation,” Der Matossian said. “The government and the local notables in power now believed

that Armenians were preparing an uprising in order to reinstate the kingdom of Cilicia.”

Der Matossian, who is the grandson of Armenian genocide survivors, said it is important to grow the historical knowledge of these massacres, as history has a way of repeating itself.

“The massacre is an extremely important thing that needs to be analyzed,” he said. “I argue in the book that massacre is not an aberration. It is a logical process that has its unique dynamics and has an evolution and a conclusion.”

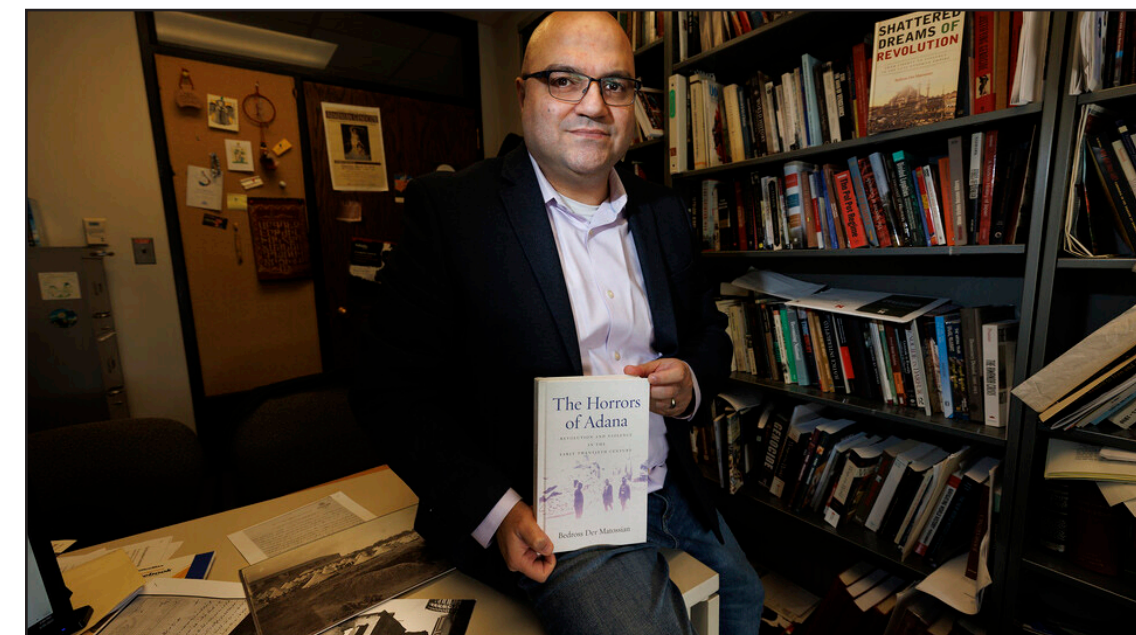
“They are endemic to urban centers – they start there and spread – but they are not endemic to specific religions, cultures or societies.”

And, he does not want these massacres to be forgotten.

“I also wrote this book because in the field of Middle Eastern Studies, in the field of Ottoman and Turkish Studies, this important phase is not even in the footnotes,” Der Matossian said. “Most scholarship tends to concentrate on the Armenian genocide because of its magnitude and bypasses this important episode. I’ve tried to lay out here the complexity of the situation and what we can learn from this specific episode.

“What types of measures can we take? Because these massacres not only happened in 1909, similar dynamics and similar actors played important roles in different massacres across the course of the 20th century.”

Der Matossian concludes his book by comparing the Adana Massacres to the 1905 Pogroms of Odessa (Ukraine) and the Sikh Massacres of 1984 (India).



Bookended by the Hamidian massacres of the 1890s and the Genocide of 1915, the Adana Massacre of 1909 has not received the scholarly attention it deserves. Even Armenian historians have been negligent in investi-gating the massacre of 20,000 Adana Armenians. That was the core message of Prof.

Bedross Der Matossian's talk at the Toronto AGBU hall on 24 June 2022. The history professor (University of Nebraska at Lincoln) said he had written *The Horrors of Adana: Revolution and Violence in the Early 20th Century* to address the gap in the study of the horrific event.



Destroyed buildings are shown in the city of Adana following the 1909 massacres.

Having established that historians have largely ignored the massacres, the Jerusalem-born historian concentrated most of his speech on the diverse reasons which led to the murder of 20,000 Armenians.

The psychological condition (fear and anxiety) of the massacre perpetrators can't be overstated since it was a key motivator, said Der Matossian. Envy of Armenians and ignorance of Armenian intentions were also major motivators for the violent Turkish outburst. Malicious rumors and the illegal settling of Turkish immigrants on Armenian lands also contributed to the climate of hostility. Changes in land codes, fear (leading both communities to buy weapons), Turkish suspicion that the European armies were about to establish an Armenian political entity in Cilicia, and unemployment as a consequence of technological advances in the production of cotton, the largest local industry, were further contributors to the tension between the two communities...

In his book, Der Matossian provides voice to all the participants: victims, perpetrators, and bystanders. The book also aims at situating the Adana massacre in the global perspective by demonstrating the commonalities and differences with other massacres.

One hopes Der Matossian's impressive research will be an incentive to historians, particularly Armenian and Turkish, to delve deeper into researching the massacre historians forgot.

Some 80 people attended the speech. The historian-author was introduced by Anna Maria Moubayed. Der Matossian's speech was preceded by Arno Babajanyan's "Eligea" played on the piano by Hrag Karamandian. The speaker thanked AGBU Toronto Executive Director Salpi Der Ghazarian for organizing the event. Der Matossian's book can be purchased at the AGBU Toronto offices.

Sources: Deann Gayman | University Communication and Marketing, "Der Matossian's book takes closer look at Adana massacres," <https://news.unl.edu/newsrooms/today/article/der-matossians-book-takes-closer-look-at-adana-massacres/>, 2 March 2022; <https://research.unl.edu/blog/der-matossians-book-takes-closer-look-at-adana-massacres/>; Aris Janigian, "Where Is Humanity?": A Conversation with Bedross Der Matossian," <https://lareviewofbooks.org/short-takes/where-is-humanity-a-conversation-with-bedross-der-matossian/>, 23 April 2022;

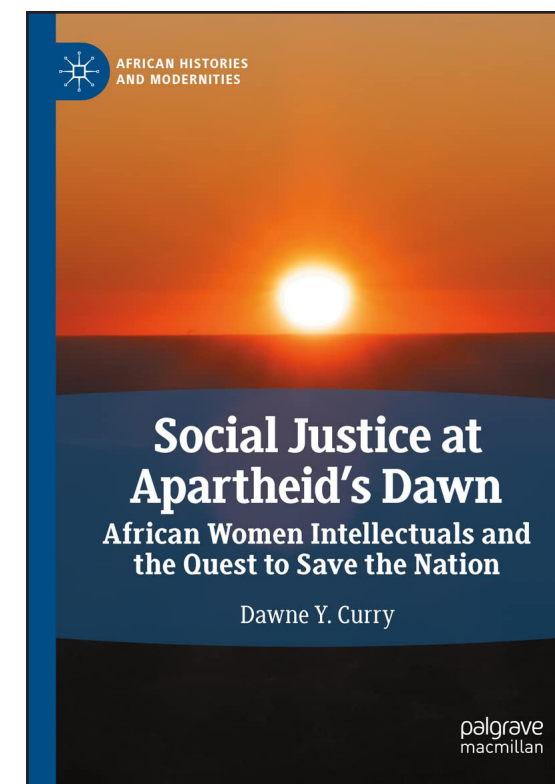
"Bedross Der Matossian, *The Horrors of Adana: Revolution and Violence in the Early Twentieth Century* (New Texts Out Now)," <https://www.jadaliyya.com/Details/44089>, 2 May 2022; University Communication and Marketing, "Nebraska in the national news: April 2022," <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-april-2022/>, 3 May 2022; Jirair Tutunjian, "The Massacre the World Forgot," <https://keghart.org/tutunjian-der-matossian-adana/>, 30 June 2022; Diroug Markarian Garabedian, "Հարցազրույց դոկտ. Դեթրոս Տէր Մատոսեանի հետ իր «Ատանայի արհաւիրքը» հատորին շուրջ [Interview with Dr. Bedross Der Matossian about his book "The Horrors of Adana"]," <https://torontohye.ca/bedross-der-matossian-toronto-2022/>, 8 July 2022; Diroug Markarian Garabedian, "Professor Bedross Der Matossian on his latest book "The Horrors of Adana,"" <https://torontohye.ca/bedross-der-matossian-interview-2022-eng/>, 26 July 2022; Roberto Mazza, "Bedross Der Matossian, 'The Horrors of Adana: Revolution and Violence in the Early Twentieth Century': An interview with Bedross Der Matossian," <https://newbooksnetwork.com/the-horrors-of-adana>, 2 August 2022; photo credit: Craig Chandler | University Communication & Ernst Jackh Papers, Columbia University

NEW BOOK PUBLISHED

Dr. Dawne Y. Curry's new book was published by Palgrave Macmillan in April 2022. *Social Justice at Apartheid's Dawn: African Women Intellectuals and the Quest to Save the Nation* chronicles the political contributions of a cadre of African theorists, club founders, organizational leaders, poets, and editorialists. Curry uses the backdrop of South Africa's segregation era (1910-1948) to analyze how these activist intellectuals left behind a blueprint to save the nation. She argues that African women called for female comradeships, pan-humanism, and solidarity across gender lines as part of their bequeath to past and contemporary societies. While these militants tackled and grappled with the policies of segregation like racially designated areas, separate public accommodations, patriarchy, and other issues, they, despite their insight and foresight, failed to marry their defiance with the larger global struggle on issues that impacted women and gender.

Purchasing information can be found at <https://link.springer.com/book/10.1007/978-3-030-85404-1>.

Source: Dawne Y. Curry



THE BELL AFFAIR PREMIERES

The award-winning University of Nebraska-Lincoln team that produced *Anna* is bringing another important, but lesser-known, story to movie screens with its inaugural feature-length animated film, *The Bell Affair*.

The Bell Affair tracks the story of the Daniel and Mary Bell family, chronicling the legal fight for Mary's freedom following a widow's rejection of a deed of manumission, the legal document granting freedom to an enslaved person signed by a slaveowner. These courtroom battles culminated in an escape attempt on 15 April 1848, when 77 enslaved people boarded the schooner, Pearl. It was the largest escape attempt ever recorded, though unsuccessful.

The new film was produced by Salt Marsh Productions, which was founded by Husker scholars Michael Burton (assistant professor in textiles, merchandising and fashion design), Kwakuitl Dreher (associate professor in English), and William Thomas (professor of history, Angle Chair

in the Humanities, and associate dean for research and graduate education in the College of Arts and Sciences). It was produced with funding from prominent humanities organizations, including the National Endowment for the Humanities, Maryland Humanities, and the Kitty M. Perkins Foundation.

[Find a trailer [here](#).]

Resiliency and family

...Dreher's screenplay is based on research done by Thomas's team through the digital humanities project, "[O Say Can You See: Early Washington D.C., Law and Family](#)," which has chronicled the many freedom suits filed in Washington, D.C., prior to the Civil War. The Bell family's story was also featured in Thomas's book, *A Question of Freedom: The Families Who Challenged Slavery from the Nation's Founding to the Civil War*.

“We encountered all of the Bell family freedom suits in the course of that research,” said Thomas, who wrote the courtroom scenes and served as executive producer. “We did more research on the family because it is such a remarkable story. There were seven major freedom suits brought by this family over 15 years, and one of them went to the Supreme Court, which isn’t shown in the film.”

“This family also filed suits for multiple generations. The last freedom suit the Bells filed was for their child, who was 8 years old.”

The Bells’ story will feel new to many viewers of the film, but petitions for freedom in the courts weren’t unusual, Thomas said, and the filmmakers hope the film will inform audiences of these overlooked stories in American history.

“Freedom suits often went through several generations,” he said. “They were part of long-term efforts by these families to stay together and secure their freedom. The Bells, like many others, faced the same dangers and threats and the same difficulties in the courts. But, what the Bells did that no other families did was

launch the largest escape attempt in American history.”

An unusual production

Following the success of *Anna*, the filmmakers launched work on *The Bell Affair* in 2019. Just as Dreher and Thomas were finalizing the initial screenplay and Burton was lining up filming at a green screen studio at Nebraska Public Media, the COVID-19 pandemic upended everything...

Despite the pandemic, and the seismic shift it caused, *The Bell Affair* was finished in time for the team to begin submitting it to 2022 film festivals. They also held a preview screening for friends, family, and supporters of the project 23 Feb. 2022 at the Mary Riepma Ross Center for Media Arts, where the film received a standing ovation. Plans to bring it to Lincoln again [in September 2022] are underway.

The Bell Affair had its official premier in Washington, D.C., on 2 June 2022, where the Bells’s battle for freedom began.

“The Pearl escape happened there and is a highly significant story in American history, and the Bell family organized this escape,” Thomas said. “They had 11 on the ship, and in Washington D.C. today, it is widely taught in schools, and they still have a commemoration for the Pearl in April. This film speaks to that history.”

The new animated film [*The Bell Affair*] from Husker scholars Michael Burton, Kwakiutl Dreher, and William G. Thomas had its world premiere in front of a sold-out audience at Publick Playhouse, in Prince George’s County, Maryland, part of the greater Washington, D.C., area...



The Bell Affair depicts four generations of the Bell family.

The D.C.-area premiere brought together supporters of the film, cast, crew, and descendants of the Bell family and other families who were on the schooner Pearl.

“The Pearl escape is a highly significant story in American history, and the Bell family organized the escape,” said Thomas, professor of history, Angle Chair in the Humanities, and associate dean for research and graduate education in the College of Arts and Sciences. “Eleven family members were on the ship. In Washington, D.C. today, it is widely taught in schools there and commemorated each year. This film really speaks to that history.”

The film was produced entirely remotely due to COVID-19, a process largely overseen by Burton, assistant professor in textiles, merchandising and fashion design, in his role as executive and supervising producer.

In advance of the premiere at the 494-seat theater, Dreher

and Thomas did an interview with Sheilah Kast, host of “On The Record,” a radio and podcast show produced by the Baltimore, Maryland, NPR affiliate.

[To Kast, Thomas said, “We need to see this part of American history differently – enslaved people, not as nameless and faceless, but as real people acting in history, who are clearly attempting to claim freedom from day one of the United States.”]

In the interview, Dreher, who co-wrote the screenplay with Thomas and directed the film, explained how she explored family dynamics and the determination of the Bells. In one scene of the film, young Caroline Bell stands up for herself during an appraisal of her worth as “chattle.”

“This little girl asserts her own authority,” Dreher, associate professor of English, said. “To me, that was a powerful play for her because generally, in visual culture, when the plantation genre was filmed, children are crying, they’re holding on to their mother. They don’t want to be taken away from their mothers, and that did indeed happen; however, I wanted to show a different way in which children respond to being touched by someone other than their own parent.”

Following the interview with Dreher and Thomas, Kast spoke to two descendants of Daniel and Mary Bell, April Green and her daughter, Jasmine Green, who attended the premiere. Both Alice and Jasmine spoke about learning of and drawing inspiration from their ancestors’ story.

“Just like my mom said, it’s really hard to put into words

how you can feel about something so grand, but I really feel like it has taught me – and, I’m sure, other members of my family – that life’s challenges are inevitable, but they are meant to be conquered with resiliency and determination,” Jasmine Green said...

The episode of “On The Record” is available online and additional podcast platforms, including Apple, Spotify, and Stitcher.

Sources: Deann Gayman | University Communication and Marketing, “New film, ‘Bell Affair,’ explores freedom suits in America,” <https://news.unl.edu/newsrooms/today/article/new-film-bell-affair-explores-freedom-suits-in-america/>, 4 April 2022; Sheilah Kast and Maureen Harvie (interviewers), “The searing story of the enslaved Bell family’s fight for freedom,” <https://www.wypr.org/show/on-the-record/2022-05-19/the-searing-story-of-the-enslaved-bell-familys-fight-for-freedom>, 19 May 2022; Deann Gayman | University Communication and Marketing, “Bell Affair’ making its premiere in D.C. June 2,” <https://news.unl.edu/newsrooms/today/article/bell-affair-making-its-premiere-in-dc-june-2/>, 27 May 2022; Sean Hagewood | University Communication and Marketing, “Nebraska in the national news: May 2022,” <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-may-2022/>, 2 June 2022; Sean Hagewood | University Communication and Marketing, “Nebraska in the national news: June 2022,” <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-june-2022/>, 6 July 2022; photo credit: Salt Marsh Productions

RETURN OF THE PAWNEES AWARDS

In 2007, Nebraska humorist and writer Roger Welsch did something that was then unprecedented – he gave his land to the Pawnee Nation.

Welsch’s homestead was comprised of 60 acres along the Loup River near Dannebrog. It had belonged to the Pawnee people before the U.S. government forcibly removed and relocated them to Oklahoma in 1875.

The story of Welsch’s reconciliation and the resulting re-emergence of Pawnee culture in Nebraska was told in the short film *Return of the Pawnees*, which premiered on

Nebraska Public Media as part of its “Nebraska Stories” series in 2021. The film recently won a gold Telly Award in the Television-Cultural category and has been nominated for a Heartland Emmy in the Diversity/Equity/Inclusion category...

Founded in 1979, the Telly Awards honor excellence in video and television across all screens, annually judging over 12,000 entries from all 50 states and 5 continents... The National Academy of Television Arts and Sciences (NATAS), a sister organization to the Television Academy, recognizes excellence in television with the



Dr. Margaret D. Jacobs ; A replica of a Pawnee earth lodge is in the foreground during a Pawnee cultural class. The Pawnee Nation lived in earth lodge villages in Nebraska before being forcibly removed.

coveted Emmy Award for News and Documentary, Sports, Daytime, Public Service and Technology. The [Heartland Chapter](#), one of 19, covers Colorado, Oklahoma, Kansas, Nebraska, and Wyoming...

“We’re really proud of the film, because we think it’s a really beautiful film,” said Margaret Jacobs, co-producer of the film and Charles Mach Professor of history at the University of Nebraska–Lincoln. “Our film is about joy and human connection. We were really excited to receive the recognition.”

Jacobs, who also serves as director of the Center for Great Plains Studies, co-produced the film with Kevin Abourezk, a Lincoln journalist, activist and member of the Rosebud Sioux Tribe. It is directed by Charles “Boots” Kennedy, an Oklahoma-based filmmaker and member of the Kiowa Tribe. The story was also shared in the podcast Jacobs and Abourezk produced for their multimedia project “Reconciliation Rising.”

“(Roger) was our first interview for the project because he was the person both Kevin and I immediately wanted to showcase,” Jacobs said. “He is somebody who was practicing reconciliation and was engaged in all the things that we think are really important – confronting the injustices of the past, taking responsibility for them, and then finding ways to move forward and do something positive.”

Abourezk and Jacobs said the awards recognition is wonderful, but they are most gratified by the response they’ve received from viewers of the film.

“It’s really great that people are seeing value in and are enjoying the work we’re doing,” Abourezk said. “*Return of the Pawnees* was a very evocative and important piece of

work, sharing a story of a land return that happened here in Nebraska, and the history of returning Native American ancestral remains, which first happened in Nebraska.”

The Nebraska Legislature passed the Nebraska Unmarked Human Burial Sites and Skeletal Remains Protection Act in 1989, which is touched on in the film. As a member of the Nebraska State Historical Society board at the time, Welsch initially opposed the legislation, but after learning more and speaking with tribal members, he resigned and became an ally to the tribes. A federal law, the Native American Graves Protection and Reparation Act, followed in 1990 and required museums and universities to complete inventories of human skeletal remains and sacred objects and work with descendants on repatriation. The Pawnee Nation has reburied remains on their ancestral Nebraska lands, thanks in part to Welsch’s action.

“It’s a bit of history that few people know about,” Abourezk said. “Nebraska was actually the first state in the nation to pass legislation that required museums and other institutions to return ancestral remains to tribal nations. That’s just incredible, and very few people know about it, or that land has been returned by private individuals and that Roger was the one who started what has become a larger movement.”

“[Reconciliation Rising](#)” was launched in 2018, when Jacobs earned an [Andrew Carnegie Fellowship](#) from the Carnegie Corporation. The multimedia project includes a web archive, podcasts and the film, all exploring how Indigenous and non-Indigenous Americans are engaged in confronting painful and traumatic histories and promoting dialogue and pathways toward reconciliation. Jacobs co-directs the project with Abourezk.

Originally, the production team set out to tell these stories

in an audio-only format, but Abourezk suggested taking video of the interviews, too.

“We added Boots Kennedy to our team to interview Roger Welsch, and I’m so glad we did because it became the core of our film, and it was great to have a professional videographer with us,” Jacobs said. “I don’t know that we would have made a film if Kevin hadn’t made that fateful request.”

With the support of Vision Maker Media, the “Reconciliation Rising” team was able to produce *Return of the Pawnees* and is working on a feature-length documentary chronicling land reconciliation throughout the United States. Filming was slowed by the COVID-19 pandemic, but Jacobs said they hope to finish filming this summer, with a 2023 release.

The “Reconciliation Rising” team also includes Gabrielle Mace, graduate research assistant, and Daelyn Zagurski, undergraduate research assistant.

Sources: “Return of the Pawnees’ earns Telly Award,” <https://history.unl.edu/return-pawnees-earns-telly-award/>, 25 May 2022; “Return of the Pawnees’ nominated for Heartland Emmy,” <https://history.unl.edu/return-pawnees-nominated-heartland-emmy/>, 25 May 2022; Deann Gayman | University Communication and Marketing, “Film exploring act of reconciliation wins award,” <https://news.unl.edu/newsrooms/today/article/film-exploring-act-of-reconciliation-wins-award/>, 15 June 2022; photo credit: Craig Chandler | University Communication & Reconciliation Rising

N DEPARTMENT NEWS

HISTORY

FACULTY PRIZES, AWARDS, & RECOGNITIONS

William G. Thomas III – The Society for Historians of the Early American Republic (SHEAR)’s Best Book Prize, awarded to an original monograph that makes a significant contribution to the historiography of the early American republic, went to *A Question of Freedom: The Families Who Challenged Slavery from the Nation’s Founding to the Civil War* (Yale University Press, 2020)

Sources: “SHEAR Announces the Winners of the 2021 Book, Dissertation, and Article Prizes,” <http://thepanorama.shear.org/2021/07/16/shear-announces-the-winners-of-the-2021-book-dissertation-and-article-prizes/>, 16 July 2021; CAS MarComm, “Thomas earns

SHEAR prize for ‘A Question of Freedom,’” <https://history.unl.edu/thomas-earns-shear-prize-question-freedom/>, 19 July 2021; “Achievements | Honors, appointments, publications for July 30,” <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-july-30/>, 30 July 2021

Tim Borstelmann – *Just Like Us: The American Struggle to Understand Foreigners* (Columbia Press, 2019) was selected for the 2021 Tonous and Warda Johns Family Book Award by the Pacific Coast Branch of the American Historical Society

Sources: “Tonous and Warda Johns Family Book Award,” <https://www.pcb-aha.org/tonous-and-warda-johns-family-book-award/>; “Achievements | Honors, appointments, publications for July 30,” <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-july-30/>, 30 July 2021

Dawne Y. Curry – Five CAS faculty were chosen to participate in the second cohort of the Office of Research and Economic Development’s *Research Leaders Program*, which helps create a campus culture that is committed to increasing the impact of research and creative activity, a key aim of the N2025 strategic plan

Source: “Five CAS faculty selected for second Research Leaders Program cohort,” <https://cas.unl.edu/five-cas-faculty-selected-second-research-leaders-program-cohort/>, 10 September 2021

Vanessa B. Gorman – The Office of Student Affairs (along with the Teaching Council and the Parents Association, based on the nominations of parents) presented Family and Friends Recognition Awards to faculty and staff who have made a significant difference in students’ lives; this is the 8th time Dr. Gorman has received this award

Source: Student Affairs, “46 faculty, staff receive

Family and Friends Recognition Awards,” <https://news.unl.edu/newsrooms/today/article/46-faculty-staff-receive-family-and-friends-recognition-awards/>, 7 March 2022

Dawne Y. Curry & Katrina Jagodinsky – The College of Arts and Sciences recognized Dr. Curry with the CAS Inclusive Excellence and Diversity Award and Dr. Jagodinsky with the College Mentoring Award

Source: “Faculty and staff recognition, 2021-22,” <https://cas.unl.edu/faculty-and-staff-recognition-2021-22/>, 31 March 2022

Katrina Jagodinsky – The Dean’s Award for Excellence in Graduate Education honors faculty members whose dedication to graduate students and commitment to excellence in graduate mentoring have made a significant contribution to graduate education at Nebraska

Sources: “Faculty, students earn Graduate Studies awards,” <https://cas.unl.edu/faculty-students-earn-graduate-studies-awards/>, 15 June 2022; University Communication and Marketing, “Achievements | Honors, appointments, publications for July 8” <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-july-8/>, 8 July 2022

documentary *The Bell Affair*

Source: “Virtual Author Series: Dr. Will Thomas, Michael Burton, and Dr. Kwakiutl Dreher,” <https://www.willacather.org/events/virtual-author-series-dr-will-thomas-michael-burton-and-dr-kwakiutl-dreher/>, 28 October 2021

Margaret D. Jacobs & Susana G. Grajales Geliga (Ph.D., May 2021) – Team members from the Genoa Indian School Digital Reconciliation Project and community members shared the lasting impact of the school, new research, and deep insights into the personal stories of those who attended

Source: “Genoa Indian boarding school is topic of Nov. 11 panel talk,” <https://news.unl.edu/newsrooms/today/article/genoa-indian-boarding-school-is-topic-of-nov-11-panel-talk/>, 1 November 2021

Deirdre Cooper Owens – The Afrikan People’s Union held a virtual banquet honoring the legacy of MLK, with a keynote on the theme “Give us the endurance”

Source: “APU MLK Banquet: Hosted by Afrikan People’s Union,” <https://events.unl.edu/2022/01/21/161902/>

Deirdre Cooper Owens – A presentation, “*What History Reveals: Slavery and the Development of U.S. Gynecology*,” was part of the NIH’s *National Library of Medicine (NLM) History Talks*, which promote awareness and use of the National Library of Medicine and other historical collections for research, education, and public service in biomedicine, the social sciences, and the humanities

Sources: “What History Reveals: Slavery and the Development of U.S. Gynecology,” <https://circulatingnow.nlm.nih.gov/2022/02/03/what-history-reveals-slavery-and-the-development-of-u-s-gynecology/>, 3 February 2022; <https://videocast.nih.gov/watch=44351>

On 31 May 2022, Dr. Jeannette Eileen Jones (right) delivered the lecture “Rethinking America in Africa: U.S. Expansion, Race, and the ‘Scramble for Africa’” for the Rothermere American Institute at the University of Oxford. The talk was based on her forthcoming book *America in Africa: U.S. Empire, Race and the African Question*, which is under advanced contract with Yale University Press.

In her lecture, Jones called for a reconsideration of the relationship between U.S. Empire and Africa from the founding of Liberia colony to the end of World War I. She argued that the transformation in American relations with Africa during this near 100-year history, inextricably linked (1) the histories and ideologies of U.S. Empire and expansion, (2) American racial thought (specifically antiblackness and white cultural supremacy), and (3) inter-imperial relations between the United States and

European global empires. Jones explained that attending to the interplay between statecraft and “racecraft,” the book demonstrates that U.S. desires to assert itself on the international stage – diplomatically, economically, and culturally – drove American interest in Africa, precisely as the nation began shifting its focus on Africa from “the slavery question” – the abolition of slavery and the suppression of transatlantic slave trade – to “the African Question” – a set of Western political discourses about the place of Africa in the world. In other words, what she calls “America in Africa” was a process, not a moment, through which Americans debated the meanings of empire and race to not only U.S. expansion, but also to a new international order. Africa figured prominently in this shift in global power during the nineteenth century. Thus, Jones approaches this history of America in Africa not as episodic, but rather as a continuous renegotiation of power between American state and non-state actors, European empires, African peoples, and African polities (e.g., kingdoms, sultanates, caliphates, and chiefdoms) across much of the long nineteenth century.

The lecture included a brief discussion of how Jones’s book project fits into and builds off historiography of the United States and the World, specifically the works of Carole Anderson, Brenda Gayle Plummer, Eileen Scully, Nicholas Guyatt, Ousmane Power-Greene, Michele Mitchell, Michael Hunt, and Andrew Zimmerman, to name a few scholars. Jones focused on recent publications by Andrew Priest, Brandon Mills, and Stephen Tuffnell. The lecture then shifted to a presentation of two case studies based on her deep multinational archival research in the United States, Germany, France, Belgium, and the United Kingdom. “The Streets were paved with Copal: The US Treaty of Amity and Commerce with Zanzibar” and “We cannot think of



FACULTY PRESENTATIONS

Deirdre Cooper Owens, Margaret Jacobs, & William G. Thomas III – The kickoff event of the 33rd season of the E.N. Thompson Forum on World Issues featured Husker faculty bringing different disciplines to bear on the complex and historical challenges the world faces. Panelists included Deirdre Cooper Owens, Wilson Professor of history and director of the Humanities in Medicine program; Margaret Jacobs, Mach Professor of History and director of the Center for Great Plains Studies; Ng’ang’a Wahu-Mūchiri, assistant professor of English; and William G. Thomas III, Angle Chair in the Humanities and professor of history. Their panel was entitled “Global and Historical Moments of Reckoning,” to fit with the season theme of “Moments of Reckoning: Global Calls for Racial Equity and Action”

Source: “Thompson Forum to focus on historical, contemporary discrimination,” <https://news.unl.edu/newsrooms/today/article/thompson-forum-to-focus-on-historical-contemporary-discrimination/>, 19 August 2021

William G. Thomas III – Sheldon Museum of Art attendees went behind the scenes of “Framing a Legacy: Gifts from

Ann and James Rawley” with: Melissa Yuen, associate curator of exhibitions; Will Thomas, professor of history and John and Catherine Angle Chair in the Humanities; and Rawley friends Carol and Art Thompson

Source: “CollectionTalk – An Online Event,” <https://sheldonartmuseum.org/events/collectiontalk-August26/>, 26 August 2021

Jeannette Eileen Jones – Attendees joined the University at Buffalo’s Department of History for the presentation “Rethinking America in Africa: U.S. Expansion and the Scramble for Africa”

Source: “Dr. Jeannette Jones ‘Rethinking America in Africa: U.S. Expansion and the Scramble for Africa,’” <https://arts-sciences.buffalo.edu/history/news-events/upcoming-events.html>, 24 September 2021

William G. Thomas III – Participants joined the National Willa Cather Center for a fascinating book and film discussion with Dr. Will Thomas, Michael Burton, and Dr. Kwakiutl Dreher as they shared their collaborative process in making the short film *Anna* and the upcoming

the American Indians & of the natives of this country': The ABCFM Mission in South Africa" featured that research and how those cases fit into the overall argument of the book.

Attendees in-person and via Zoom engaged in a lively Q & A session with Jones, who later received laudatory comments about the presentation.

- "Just a note to say what a delight it was to meet you today and to listen to your paper. Thank you so much for making the trip to Oxford – I greatly enjoyed talking with you and learned a huge amount from your presentation and the discussion. I very much look forward to reading the book and to checking out your other work and the related works you recommended."
- "I want to again thank you for taking the time to speak with us, the talk was enjoyed by everyone to whom I have spoken and we are all looking forward to reading more of your work in the future."
- "I absolutely loved your talk yesterday; I can honestly say it was one of the highlights of the term for me... It was directly in conversation with my current research project, and you outlined some very useful sources. I spent last evening exploring the *To enter Africa from America* website, and it is (as suspected) a treasure trove for prospective

researchers like myself."

The Rothermere American Institute (RAI) did not take long to establish itself as a leading venue for intellectual exchange with the United States. An early expression of this came in a series of discussions under the title *Transatlantic Dialogues in Public Policy* (2004–2007), each of which brought together a U.S.- and a UK-based expert in a particular field of policy-making. Later, a succession of international conferences shared the common theme of understanding the U.S. in a broad context: notably *The Global Lincoln* (2009), *Governance of the North American Arctic* (2013), and *Gold Rush Imperialism* (2015).

The most recent chapter in the RAI's story began with the long-awaited establishment of a permanent directorship, attached to the new Edward Orsborn Professorship of U.S. Politics and Political History, which was taken up in 2019 by Professor Adam Smith.

Sources: "Rethinking America in Africa: U.S. Expansion, Race, and the 'Scramble for Africa,'" <https://www.rai.ox.ac.uk/event/rethinking-america-africa-us-expansion-race-and-scramble-africa>; <https://www.rai.ox.ac.uk/our-history>; Jeannette Eileen Jones; photo credit: Jeannette Eileen Jones

GENOA INDIAN SCHOOL PROJECT EARNS WIDE-SPREAD RECOGNITION

The Genoa Indian School Digital Reconciliation Project garnered significant national and international media attention in 2021...

The digital humanities project began in 2017, stemming from previous research by Jacobs on indigenous child removal in the United States [including the Carlisle Industrial Indian School, an infamous U.S. Indian Boarding School based in Pennsylvania], Canada, and Australia. The reconciliation project is co-directed by Margaret Jacobs, Charles Mach Professor of History and director of the Center for Great Plains Studies at Nebraska; Susana Grajales Geliga, assistant professor of history at the University of Nebraska Omaha [UNL History Ph.D., May 2021], and Elizabeth Lorang, associate dean of University Libraries

at Nebraska, and is overseen by a Community Advisors Council comprised of American Indian leaders.

Researchers say they have discovered the names of 102 students who died while at the Genoa Indian School, the *Omaha World-Herald* reported 12 Nov. The Associated Press version of the article was picked up by 130-plus media outlets, including ABC News, The Guardian, USA Today, The Washington Post and Yahoo! News. [The World-Herald published another article on the boarding school](#) 28 Nov.

The project was highlighted 5 Nov. in [The Daily Yonder](#), 16 Nov. in the [Independent](#) and [Esquire](#), 17 Nov. in [The New York Times](#), and 23 Nov. in [Mother Jones](#).

Jacobs also wrote a 24 Nov. [guest column for The Washington Post](#) on how to address the American history of ripping Indigenous children from their families and sending them to boarding schools...

Thousands of records have been collected so far and can be viewed on [the project's website](#).

In the early days of the project, many of those records were gathered by Susana Grajales Geliga when she joined the project as a graduate student in 2018.

As a member of the Sicangu Lakota and Rosebud Sioux Tribes, Grajales Geliga occasionally came across her own ancestral names in the Genoa documents.

"As a historian, my reconciliation with this history is helping people find it," Grajales Geliga said. "Because to me, those are voices and those are stories that somebody is looking for, and stories that need to be heard... I've worked in Native communities for years and years, and it would touch me at a personal level when I came across a last name that I'm familiar with, but it was also hurtful to come across my own family names. As Native peoples, we have that information that each of our families have been affected by a boarding school experience, but it's not always common knowledge to know that an ancestor went to a boarding school, because so many never wanted to talk about it.

"It wasn't until my collegiate experience that I learned really how Native children were shuffled away to schools throughout the country..."

And the Digital Reconciliation Project team is working to uncover more of the history of the Genoa school. The hope is to provide a deeper understanding of the legacy of trauma left by the school.

It's an understanding Grajales Geliga is eager to give to the descendants of those who lived through it.

"This is a painful history, but there are also stories of resilience," Grajales Geliga said. "Everyone has a right to know where their family is buried, and every person has a right to know their history..."

A large bulk of research has been spent



Flags from 40 tribes represent the students at the Genoa Indian Industrial School in the late 19th and early 20th centuries.

locating the records, which were dispersed after the school's closure. The research team found various records in Kansas City, Denver, and Oklahoma. Additional documents likely exist at the National Archives headquarters in Washington, D.C., and in archives in Texas. Trips will be made to locate those records when some COVID-19 restrictions are lifted. Also, through relationships developed with many of the tribes affected, the team has received records directly from families.

"We have found it's extremely hard to find records of the Genoa boarding schools," Jacobs said. "They're not all in one place. They're scattered around various



A stone on the grounds of the Genoa Indian Industrial School commemorates the unknown number of Native children who died there.

national archives around the country, and they're not well catalogued. I'm trying to use my skills as a historian, the archival skills I've developed over the years to try to find and locate those records, digitize them, and make them searchable so that descendants of those who attended can find their relatives and find out what happened to them..."

Researchers have also found records of death, many due to diseases that ran rampant in the overcrowded school.

"We've been disturbed by the number of children who died," Jacobs said... "We found this information in newspapers, especially the student newspaper that was published on and off.

"We've found that the record of the rate of death of some of these diseases was much higher in the school than it was in the general population..."

"If you read accounts or listen to accounts by survivors of the boarding schools, they talk a lot about the really harsh punishments...and we have come across some causes of death that include drownings, accidents including a child being hit by a freight train, accidental shootings," Jacobs tells *The Independent*. "Why would there be a gun at an Indian school?"

"Sports were really big in the schools, and we've got a couple of accounts that talk about a child that was boxing and died shortly after a boxing match. There is evidence of that kind of negligence.

"There were a lot of runaways, and if they were caught and brought back, they could expect very harsh punishments... These were really brutal institutions. I do think the number [of dead] is likely to be higher..."

"We do think we're going to find more, because we're just going to keep combing through these government reports, medical statistics that they kept to see what we can find for every year," Jacobs tells *The Independent*. "So we believe our goal is to at least get an overall count and then to try to find as many of the names of the children as possible..."

"Ironically, often authorities talked about taking children away from their communities because they said their communities were too impoverished or too poor or there was bad healthcare...and then they're putting them in these overcrowded schools where they're subjecting them to the likelihood of being infected with these really contagious diseases."

She adds that researchers have found evidence that officials sent children deemed "incurable" home to die. That could

be viewed as a compassionate move – or an attempt to keep down numbers of school deaths, she notes...

"We're hoping this is a healing project by returning knowledge to tribal nations about their people, but how healing can it be if they are finding more and more of their children who died and authorities treated them in such a callous manner?" she says...

The truth behind – and hiding of – the realities at Genoa are hardly limited to Nebraska; earlier this year, the remains of more than 200 children were found on the site of what was Canada's largest indigenous residential school...

Earlier in November 2021, Jacobs held a talk in Lincoln about the Genoa school that attracted an audience of more than 80, both Native and non-Native, where "people took it very seriously," she tells *The Independent*.

"It's very moving for people to actually go to the location of the school and wander through the halls and kind of just imagine what their ancestors and relatives went through," she says. "I actually kind of compare it to my experience going to Buchenwald. There's this sense of being haunted.

"I'm not a Native person, but I think it's just so important to tell this story and to [use] my skills as a scholar to shine a light on this and support indigenous activists and advocates who are trying to bring this history to light and to find a way to heal from it," she says.

"The reaction has been great interest right now in Nebraska and kind of a very sombre concern with this – and I think a lot of people are finally kind of getting the gravity of these schools."

Sources: Jessica Wade, "Exploring the scarred, 'tragic history' of Nebraska's Genoa Indian school," https://omaha.com/news/state-and-regional/exploring-the-scarred-tragic-history-of-nebraskas-genoa-indian-school/article_000e9546-f489-11eb-8105-5fb3160d2108.html, 14 August 2021; Chris Bowling, "A school sees a lice check. Lakota people sense centuries of repression," <https://flatwaterfreepress.org/a-school-sees-a-lice-check-lakota-people-sense-centuries-of-repression/>, 17 September 2021; Sean Hagewood | University Communication, "Nebraska in the national news: September 2021," <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-september-2021/>, 4 October 2021; Deann Gayman | University Communication, "Digital project expands access to Genoa Indian School history," <https://news.unl.edu/newsrooms/today/article/digital-project-expands-access-to-genoa-indian-school-history/>, 4 November 2021;

Deann Gayman | University Communication, "Students make emotional visit to former Indian boarding school," <https://news.unl.edu/newsrooms/today/article/students-make-emotional-visit-to-former-indian-boarding-school/>, 4 November 2021; Jessica Wade, "Researchers find 102 names of students who died at Nebraska's Genoa Indian School," https://omaha.com/news/state-and-regional/researchers-find-102-names-of-students-who-died-at-nebraskas-genoa-indian-school/article_eb942e6a-3d8e-11ec-963c-0ba8e971b163.html, 12 November 2021; Sheila Flynn, "From typhoid to boxing deaths: Inside a government-run Native American assimilation school," <https://news.yahoo.com/typhoid-boxing-deaths-inside-government-195307783.html>, 16 November 2021; Charles P. Pierce, "The Least We Could Do Is Send the Little Children Home," <https://www.esquire.com/news-politics/politics/a38269876/native-american-boarding-schools-children-graves/>, 16 November 2021; Christine Chung,

"Researchers Identify Dozens of Native Students Who Died at Nebraska School," <https://www.nytimes.com/2021/11/17/us/native-american-boarding-school-deaths-nebraska.html>, 17 November 2021; University Communication, "Genoa Indian School project gains media attention: Nebraska Headliners," <https://news.unl.edu/newsrooms/today/article/genoa-indian-school-project-gains-media-attention/>, 19 November 2021; Margaret Jacobs, "Thanksgiving can be a time for seeking further truths and building accountability: How to address the American history of ripping Indigenous children from their families," <https://www.washingtonpost.com/outlook/2021/11/24/thanksgiving-can-be-time-seeking-further-truths-building-accountability/>, 24 November 2021; "Nebraska in the national news: November 2021," <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-november-2021/>, 2 December 2021; photo credit: Anna Reed, The World-Herald

BOOK SERVES AS BASIS FOR "FREEDOM STORIES" INITIATIVE

A descendant of a family enslaved on a former White Marsh plantation in Prince George's County described slavery in one word: theft.

The comment came from Sandra Green Thomas, who's

mentioned in a book written by William G. Thomas III about families who trace their lineage to the Maryland jurisdiction now home to the state's second-largest population.



The book, *A Question of Freedom: The Families Who Challenged Slavery from the Nation's Founding to the Civil War*, will serve as a nucleus to educate, inform, and enlighten about stories of slavery. Published by Yale University Press in 2020, the book has additionally received the 2021 Mark Lynton History Prize and was named a finalist for the George Washington Prize. More specifically, the program will highlight families who resided in Prince George's that fought for their freedom through Maryland and federal courts starting in the late 1700s.

“Enslaved families challenged slavery as a matter of law. Challenging it as unjust. Challenging it as contradictory to natural law,” Thomas said at the press preview event held at Joe’s Movement Emporium in Mount Rainier on 9 September 2021. “In many ways, we have a story of American history that left out these kind of stories.”

Thomas’s book is part of a two-year project that includes various programs, in-person discussions, and other events led by agencies and groups from Prince George’s. Published by Yale University Press in 2020, the book has additionally received the [2021 Mark Lynton History Prize](#) and was named a finalist for [the George Washington Prize](#). Thomas is the Angle Chair in the Humanities and professor in the Department of History within the College of Arts and Sciences at the University of Nebraska–Lincoln. He is also an associate dean in the college’s Dean’s Office.

Joe’s Movement, a cultural arts center, plans to showcase a play in 2022 based on the book led by award-winning playwright Psalmayene 24, whose birth name is Gregory Morrison. The award-winning playwright, director, and actor is the Andrew W. Mellon Foundation Playwright in Residence at Mosaic Theater. The arts organization serves more than 70,000 visitors annually...

The native of New York City’s Brooklyn borough, whom colleagues call “Psalm,” also serves as an adjunct professor at Bowie State University.

“Part of my function is to enable the audience to experience catharsis,” he said. “I can’t think of a better story, a better narrative than the stories that exist in this book. My artistic vision and mission is to highlight little-known stories that illuminate the Black experience. This is right up my alley”...

To learn more about the two-year project or to participate, go to www.joesmovement.org or call 301-699-1819.

Sources: CAS MarComm, “Thomas’[s] book serves as basis for “Freedom Stories” initiative” <https://history.unl.edu/thomas-book-serves-basis-freedom-stories-initiative>, 8 September 2021; William J. Ford, “Prince George’s Groups Collaborate for Two-Year Project on ‘Freedom Stories,’” <https://www.washingtoninformer.com/prince-georges-groups-collaborate-for-two-year-project-on-freedom-stories/>, 9 September 2021; Arts and Sciences, “Playwright adapting Thomas’[s] ‘A Question of Freedom,’” <https://news.unl.edu/newsrooms/today/article/playwright-adapting-thomas-a-question-of-freedom/>, 24 September 2021

to more than 60 journal articles and book chapters and three plays. Recognition for her research includes being named an Elected Fellow at the British Learned Royal Historical Society in 1999. Her fellowships include long-term fellowships from the National Endowments for the Humanities, the Newberry Library in Chicago, and the Folger Shakespeare Library in Washington, D.C. In 2008, she received the Society for the Study of Early Modern Women prize for best collaborative book, and in the same year the 16th Century Studies Society Roland Bainton prize for the best reference work.

Levin also has been recognized for her excellence as an instructor. She received the College Distinguished Teaching Award in 2002 and the Annis Chaikin Sorensen Award for Teaching in the Humanities in 2014. Twenty students that she supervised at the graduate or undergraduate level have won awards for their papers or theses. The Parents Association of the University of Nebraska recognized her six times with the “Certificate of Appreciation for Making a Difference in A Student’s Life.” In 2017, the Women’s Center on campus recognized her with the “Woman of Character, Courage and Commitment Award.”

Levin has served as graduate chair for the Department of History from 2004 to 2006, director of the Medieval and Renaissance Studies Program from 2007 to 2017, and as undergraduate chair from 2016 to 2019...

Source: Leslie Reed | University Communication, “Faculty recognized for contributions to university, academic freedom” <https://news.unl.edu/newsrooms/today/article/faculty-recognized-for-contributions-to-university-academic-freedom/>, 15 September 2021



FACULTY RECOGNIZED FOR CONTRIBUTIONS TO UNIVERSITY AND ACADEMIC FREEDOM

At its first in-person meeting in 18 months, the University of Nebraska–Lincoln Faculty Senate on 7 Sept. 2021 recognized five faculty members for distinguished service by presenting them with its most prestigious honors...

Carole Levin, Willa Cather Professor of History since 2002, and Allen Steckelberg, associate professor in teaching, learning, and teacher education, were presented with the 2021 Pound-Howard Distinguished Career Award...

The Pound-Howard Award was established in 1990 to recognize individuals who have made exceptional contributions to the university during their career. The

contribution may have made through teaching, research, public service, administration, or a combination of those roles and reflects a long-standing commitment to the university...

“Dr. Levin has a national and international research record that is truly outstanding and has brought great kudos to UNL,” the committee said...

Levin began her career at Nebraska in 1998 as a professor of history and became the Willa Cather Professor of History in 2002. Her research and creative activity has included more than 18 books on renaissance studies, in addition

THE ART OF DISSENT DISTRIBUTION

The Art of Dissent, a feature documentary film produced by University of Nebraska–Lincoln historian James Le Sueur, debuted 5 Oct. 2021 on major cable television and internet video on-demand platforms, including iTunes and Amazon.

The film is being distributed by Gravitas Ventures, a Red Arrow Studios Company, as a result of a licensing agreement with NUtech Ventures, the university’s technology commercialization affiliate...

“I’m thrilled that Gravitas Ventures, the largest distributor in the United States, has taken our film,” said Le Sueur, Samuel Clark Waugh Distinguished Professor and chair of the Department of History. “This is a very difficult achievement, because very few finished feature films go to market, and I’m grateful for NUtech Ventures’s hard work on this distribution agreement.”

NUtech owns the rights to the film’s intellectual property, serves as an executive producer – in addition to FRMOL Production in Prague – and has helped navigate legal agreements related to archival footage and music from foreign countries.

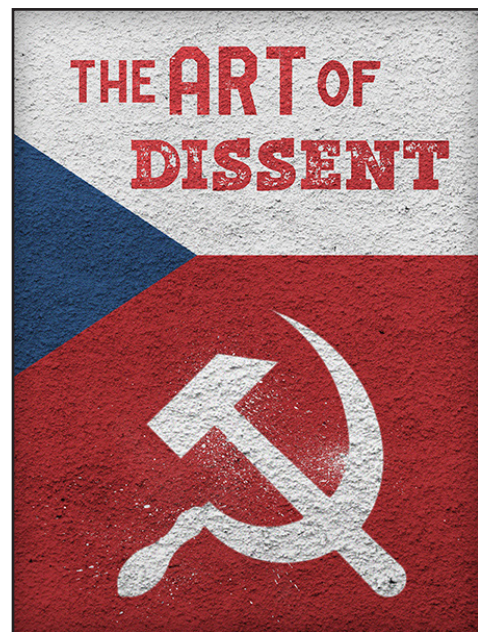
“This is an incredible milestone for an independent university filmmaker,” said Arpi Siyahian, senior technology manager at NUtech Ventures, who led the film’s licensing process. “By partnering with Gravitas Ventures, we’re looking forward to bringing this film to audiences across the United States. That’s our goal – bringing campus innovation to market, where it is accessible to more people.”

The Art of Dissent explores the role of artistic activism during Czechoslovakia’s communist takeover and nonviolent transition from communist power. It includes

rare archival footage, interviews with prominent dissidents, and music that was written, directed, and produced by faculty and undergraduate musicians at Nebraska.

“Our film uses art and archives to communicate the urgency and beauty of the dissident movement,” Le Sueur said. “Ultimately, it celebrates the courage of dissent, which created a tolerant civil society.”

Le Sueur received NUtech Ventures’s 2020 Creative Work of the Year, an award that recognizes an individual who has developed a creative innovation, such as a film, that is typically protected under copyright.



The film has been shown at a dozen international film festivals worldwide and received multiple awards, including the Social Spotlight Award at the Rhode Island International Film Festival and the Best Documentary Feature Film at New York’s Blackbird Film Festival. For more information on the film, [click here](#).

The Blackbird Film Festival’s 10-star review called it an “archival masterpiece,” with “momentous skill and attention to detail” from director Le Sueur.

“The festival circuit was surreal,” Le Sueur said. “We had a good showing for any year, but given the pandemic, it was extraordinary.”

Le Sueur is now working on a second feature documentary film, *Four Seasons of COVID*, which he started filming in March 2020. It chronicles how the pandemic has unfolded in Nebraska and includes interviews with doctors at Nebraska Medicine.

Sources: “The Art of Dissent Distribution,” <https://mediahub.unl.edu/media/17870?fbclid=IwAR0w1SDlr30weuCO5NW7gO2-tp7tvxbHavouRLkCJJdSm-AX9IMkEl2J8>, 15 September 2021; Alyssa Amen | NUtech Ventures, “Le Sueur documentary to launch on major cable, internet platforms,” <https://news.unl.edu/newsrooms/today/article/le-sueur-documentary-to-launch-on-major-cable-internet-platforms/>, 16 September 2021

annotator is an experienced scholar or a first-year student. However...in the teaching of ancient languages such as Ancient Greek and Latin, the use of annotation as a learning method is very rare. But there are some exceptions and someone has even developed an entire course based on annotation.

Vanessa Gorman, professor of Ancient History at the University of Nebraska-Lincoln, is a scholar who has not only pioneered the use of annotated corpora for carrying out groundbreaking research (see, e.g., her co-authored paper on questions of authorship: *Approaching Questions of Text Reuse in Ancient Greek Using Computational Syntactic Stylometry*), but she has also used annotation to teach ancient languages in an innovative way. Her online, open-access course *Reading Ancient Greek in the Digital Age* introduces learners to the basics of language. It prepares students to be able to read (relatively easy) Ancient Greek prose. The breakthrough aspect is the use of annotation tools and the digital environment for teaching the language. In fact, both teaching and practice rely on *Perseids*, a free online user-friendly platform that enables people to carry out morpho-syntactic annotation of (mainly Ancient Greek and Latin) texts. This is not a trivial task as each single word needs to be precisely recognized, described, and put in relation with other words in the sentence and within the wider context of the passage. In this way, learners are confronted *from the very beginning* not only with the challenge of recognizing and describing the changing forms of words in a sentence (Ancient Greek has a quite complex morphology), but also of how words are related

to one another and result in a meaningful sentence (syntax and semantics). In this way students learn the deeper elements of grammar, a knowledge transferrable to other language studies – as underlined by Gorman herself. She also tries to familiarize learners early on with the terms of the metalanguage of language, which is very useful when learners need to use reference tools such as dictionaries and specialized grammars. In line with current digital practices, her course also offers a collaborative way of learning, as the sentences are annotated together by thinking aloud. The fact that learners are introduced to annotation *from the very beginning* is important...as the relatively complex rules of annotation are learnt together with the language. Interestingly, Gorman has achieved some promising results using this method of teaching.

Gorman’s experience shows that annotation is a powerful resource for collaboration not only at research level, but also in educational environments. Research and didactics teaching do not necessarily have to be close, but they can share some tools and there are many in-between situations in which, e.g., students collaborate in research projects and at the same time acquire knowledge and skills that will last a lifetime...

Source: Francesca Dell’Oro, “Annotating (ancient) texts and learning (ancient) languages: a possible connection,” <https://www.lextechinstitute.ch/annotating-ancient-texts-and-learning-ancient-languages-a-possible-connection/?lang=en>, 5 October 2021

ANNOTATING (ANCIENT) TEXTS AND LEARNING (ANCIENT) LANGUAGES

The relatively recent digitization of large textual corpora – roughly speaking, collections of written or oral texts gathered for some purpose – has opened a new era for the study of the use of language and therefore of society and its changes and challenges. While linguistics has experienced the development of a new branch – corpus linguistics – other disciplines such as history, literature, or social

sciences can greatly benefit from such resources. Therefore, corpora have become an integral part of research in many fields. However, their usefulness is also beginning to be recognized in education...

Annotating a corpus is a way of enriching it with information and also of learning, no matter whether the

WICKED INQUIRY STIRS UP WITCHY HISTORY

Long before a teenage Sabrina summoned spells and Hermione Granger perfected Polyjuice potions, witches were seen in a more sinister way – and they weren’t green, covered in warts, riding brooms with cats, or wearing pointy hats.

To get the real story – one a bit more wicked than you would expect – Nebraska Today’s Annie Albin sat down with [Carole Levin](#), Willa Cather Professor of History, who created and teaches a witch-specific course, “Saints, Witches, and Madwomen,” at the University of Nebraska-Lincoln...

Levin’s passion for witches bubbled forth during her earliest college days.

“When I was this undergraduate interested in witchcraft, even finding out about it was really difficult to get picked up [through] a European history textbook,” Levin said. “There would be nothing in the index about witches or witchcraft.”

While the lack of historical coverage of witches was notable, Levin noticed it added to the overall lack of subject matter for one important topic – women. Her classes and textbooks contained little to no information about the visionary women that made their mark on the world in its formative centuries. Ignited and inspired, she

went in search of that missing information – and hasn't stopped since.

Today, Levin specializes in studying women in late-medieval and renaissance/early modern periods in Europe. She's written countless books and articles on the subject, with a particular emphasis on the life of Queen Elizabeth I.

Elizabeth was the daughter of England's King Henry. Historically, Henry is known for igniting the Protestant Reformation due to his desire to divorce his wife, Catherine of Aragon, with whom [he] had no living sons, in order to marry his mistress, Anne Boleyn. When Boleyn also did not produce a son and subsequent heir to the throne, Henry turned the public against her in what would be one of the most notable accusations of witchcraft in medieval times.



Nebraska's Imonie Jones stirs the pot as a witch in the Repertory Theatre's spooky "ShakesFear" production in the Temple Building.

"Henry actually said, 'I was seduced into the marriage by witchcraft,'" Levin said...

Levin notes that the height of witchcraft accusations occurred from the mid-15th century to the mid-17th century. In these eras, people weren't on the hunt for witches hexing newts or riding brooms – they were looking for scapegoats for problems.

During this span, the plague known as the Black Death brought despair, endemic crept relentlessly across Europe, and the Catholic Church faced corruption and reformation.

"I think there was a sense that you know, when things are kind of frightening and things are kind of breaking down a bit – blaming someone is the easiest way," Levin said.

Poor, unattached women became the target for witchcraft

accusations. Whether they actually performed magic is unclear.

"Some women...and some men too...might try to do magic because they have no power, and that's kind of a last resort for the powerless," Levin said. "I think some who were accused of being witches actually did try to perform magic. I think many did not..."

The first three accused women were "others" within the community. One was enslaved; one was a beggar known for her aggressive nature; and one, bedridden and aging, had forgone church in the recent years. Incensed by their newfound fame and attention, the girls identified more and more "witches" from across the community – gradually climbing up the social scale as they did...

Hundreds were accused and twenty were killed for their supposed crimes in Salem. Globally, the numbers were even worse. Due to the lack of records from these eras, Levin said there is no accurate count of the amount of people who were killed. Some say it was as low as 10,000, though she estimates the number to sit at 50,000.

"For anyone to die – it's too many," Levin said...

Modern media's portrayal of magic has changed how the world views witches. While once outcasts of society, a witch's power now makes her a hero in many stories.

The history of witches may seem just like a spooky tale to some, but to Levin it holds a much deeper meaning. While she's happy to see where witches are now, she can't help but connect their story to modern-day issues of polarization and dehumanization.

"I think it's so important to tell these stories, because even though you don't have people say, 'That's a witch,' the same kind of thing of somebody who is different – who is 'other' – being dehumanized and attacked absolutely continues to go on," Levin said. "We have to mourn for what happened and we have to say: 'We're not going to be doing this anymore.'"

Source: Annie Albin | University Communication, "Levin's wicked inquiry stirs up witchy history," <https://news.unl.edu/newsrooms/today/article/levins-wicked-inquiry-stirs-up-witchy-history/>, 29 October 2021; photo credit: Jonah Tran | University Communication

45 YEARS OF SERVICE WITH UNIVERSITY

Among the longest serving employees recognized at the Celebration of Service 18 Nov. 2021 were Parks Coble, the James L. Sellers Professor of History along with John Gruhl, professor of political science.

They recently reflected on 45 years of service to the University of Nebraska–Lincoln.

This year's Celebration of Service was a hybrid event that included an open house with a lunch for all employees from 11 a.m. to 1 p.m. at the Coliseum. Honored employees picked up their service awards, and an all-star photography booth was available.

Videos honoring award winners, along with the program "Milestones and Memories" by Rick Alloway, are available for viewing online via <https://celebrationofservice.unl.edu/>.

Source: "Coble, Gruhl mark 45 years with the university," <https://news.unl.edu/newsrooms/today/article/coble-gruhl-mark-45-years-with-the-university/>, 17 November 2021



HOW THE UNION DEFENDED CIVIL WAR WASHINGTON

When the Civil War broke out in 1861, Washington, D.C. remained the capital of the fractured United States and also the military headquarters of the Union Army. Richmond, the newly minted capital of the Confederacy, was less than 100 miles away in neighboring Virginia.

Likening the Civil War to a chess game, the warring capitals of Washington, D.C. and Richmond represented the kings, says Kenneth Winkle, a professor of American history at the University of Nebraska Lincoln.

"The two capitals were so vital that the capture of either one would end the war," says Winkle, author of *Lincoln's Citadel: The Civil War in Washington, DC*.

At the outset of the Civil War, Washington, D.C. was

extremely vulnerable to attack, defended by a solitary fort located 16 miles from the city center. But by the war's end in 1865, Washington, D.C. was arguably the most heavily defended city on the planet, ringed by an impenetrable network of 68 earthen forts connected by miles of trenches, gun batteries, and military roads.

First Union Offensive Was to Defend Washington, D.C.

The fall of Fort Sumter to the South Carolina militia on April 13, 1861, signaled the start of the Civil War, which was quickly followed by the secession of Virginia. Washington, D.C. now sat directly across the Potomac River from enemy territory.

"This is a very precarious position," says Winkle, adding

that Washington, D.C.'s other border was with Maryland, a slave state whose loyalty to the Union was shaky at best...

A 35-Mile Shield Around Washington, D.C.

The formidable task of fortifying Washington, D.C. fell to Major General John Barnard, a respected Army engineer. Winkle says Barnard quickly recognized that the greatest challenge was Washington, D.C.'s sprawling layout, the result of architect Pierre L'Enfant's ambitious grid design. The only effective way to defend all sides of the capital from attack, Barnard decided, was to establish a circle of fortifications surrounding the city...

In between the forts were 20 miles of earth-dug trenches known as rifle pits. Barnard also built 93 artillery batteries on prominent hilltops equipped with more than 800 cannons to cut down an invading force. Each fort was only manned by a handful of permanent soldiers, says Winkle, but the entire defensive ring was connected by more than

30 miles of freshly cleared military roads to speedily move thousands of Union troops to the site of an attack...

At the Battle of Fort Stevens, the Fortifications Proved "Exceedingly Strong"

During the drawn-out conflict, the Confederate Army made several sorties in the direction of Washington, D.C. – Winkle says that both the Battles of Antietam and Gettysburg were primarily designed to threaten the Union capital – but the city only suffered one direct attack...

Sources: Dave Roos, "How the Union Defended Washington, D.C. During the Civil War," <https://www.history.com/news/washington-dc-civil-war>, 10 January 2022; University Communication and Marketing, "Nebraska in the national news: January 2022," <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-january-2022/>, 3 February 2022

of Social Justice and director of the Norman and Bernice Harris Center for Judaic Studies, who said he is excited to see the release of this project to the greater community...

Dotan has secured funding from the Cooper Foundation, Humanities Nebraska, the Harris Center, and more to grow the archive.

"We want to continue to aggregate as many materials as we can that we find through internet searches, but also through the families and their testimony, to be able to tell the stories

of these people as a Nebraska story," Dotan said. "We can understand that even though these events happened 80 years ago, we're still very much connected in different ways..."

The Nebraska Legislature recently passed Legislative Bill 888, introduced by Sen. Jen Day of Omaha, which was signed by Gov. Pete Ricketts. The bill requires the State Board of Education to adopt standards for education on the Holocaust and other acts of genocide. In line with this new legislation, "Nebraska Stories of Humanity" will be a great resource for Nebraska teachers, students, and the public interested in learning about the Holocaust.

Source: Deann Gayman | University Communication and Marketing, "Digital project focuses on Nebraska's Holocaust stories," <https://news.unl.edu/newsrooms/today/article/digital-project-focuses-on-nebraskas-holocaust-stories/>, 31 January 2022; University Libraries, "Digital project captures Nebraska's Holocaust stories," <https://news.unl.edu/newsrooms/today/article/new-digital-project-on-nebraska-s-holocaust-stories-goes-live-0/>, 27 April 2022; photo credit: Courtesy of project



A collection of artifacts from Clarence Williams is shown. These are among hundreds of items that have been digitized and annotated for the project "Nebraska Stories of Humanity: Holocaust Survivors and WWII Veterans."

DIGITAL PROJECT FOCUSES ON NEBRASKA'S HOLOCAUST STORIES

As Nebraska lawmakers debated the future of Holocaust education in the state, a team from the University of Nebraska–Lincoln developed a multidisciplinary digital humanities research project titled "Nebraska Stories of Humanity: Holocaust Survivors and World War II Veterans."

The project features the stories of five Nebraskans who either survived the Holocaust or helped to liberate concentration camps and went on to share their experiences with friends, neighbors, and schoolchildren throughout the state. The featured individuals are survivors Bea Karp, Hanna Rosenberg Gradwohl, and Irving Shapiro and liberators Clarence Williams and Maurice Udes.

Led by doctoral candidate Beth Dotan in the Department of Teaching, Learning and Teacher Education, in collaboration with the Center for Digital Research in the Humanities, the portal went live 26 April 2022...

Dotan has worked in the Holocaust education field for many years, including at the Ghetto Fighters House

Museum in Israel and as the founding director of the Institute for Holocaust Education in Omaha. In pursuing her doctorate at the University of Nebraska–Lincoln, she saw an opportunity to continue that work and focus specifically on Nebraska's survivors and liberators...

This experiential learning has given the students a hands-on opportunity to improve their research and digital skills and gain a close familiarity with these historic individuals. The Undergraduate Creative Activities and Research Experience program supports Husker undergraduates to work one-on-one with faculty researchers.

Carrie Heitman, associate professor of anthropology in the School for Global Integrative Studies and associate director of the CDRH, and Gerald Steinacher, James A. Rawley Professor of History, have acted as advisers on the project. The CDRH team includes Karin Dalziel, Will Dewey, Sarita Garcia, Andy Pederson, and Greg Tunink.

Another important project partner is faculty adviser and co-principal investigator Ari Kohen, Schlesinger Professor

WORKSHOPPING COVID FILM

Though it may have come later than he would've liked, history professor James Le Sueur has been granted a new lease on life.

Le Sueur, a Samuel Clark Waugh distinguished professor of International Relations at the University of Nebraska–Lincoln, teaches history related to colonialism, decolonization, and terrorism. Over the past two decades, his fascination with history has led him into a second career as an award-winning independent filmmaker covering similar topics, but with a focus on the first-hand accounts of those who lived through historical events.

Although he dabbled in professional photography prior to attending college in the late 1980s, Le Sueur said his

attention was eventually drawn away from the camera and deeper into academia. He would have to wait until the turn of the century to discover his fascination for filmmaking, and then even longer before his first official film release in 2020.

Le Sueur said he'd always had a fascination with history, especially as told through first-hand accounts. His first idea for a documentary project, titled *The Peril of Dissent*, drew inspiration from that interest, seeking to tell the stories of writers and artists who were forced into exile by terrorist groups, radical Islamist movements, and authoritarian states in the Middle East.

He also began working on another project that explores

the proliferation of terrorism leading up to the 9/11 attacks. However, both projects have remained in the pre-production phase for years due to another project he started, which would eventually become his first theatrical release.

“As I was moving towards finishing those two, I decided to just do this crazy idea of trying to make a movie about Václav Havel [former president of the Czech Republic] and the dissidents in Czechoslovakia who were driven underground by the communist regime and then eventually came to power in 1989 after the Velvet Revolution.”

Following three years of production, the result was 2020’s *The Art of Dissent*, published under his self-made production company, Fox Hollow Films. His first official release won Le Sueur five filmmaking awards, legitimizing his work as more than just a side hobby.

“I think it’s fair to say we’ve made it,” Le Sueur said. “And that’s kind of raised the bar at Nebraska substantially because a lot [of filmmaking] was done here before, but never quite like this.”

Le Sueur’s most recent project hits much closer to home. *Seasons of COVID* will cover the whirlwind of events surrounding the pandemic that defined the past few years, with a greater emphasis on how it affected Nebraska.

“[*The Art of Dissent*] was really heaviest about intellectuals and writers,” Le Sueur said. “This one is not like that. This one is about us; it’s about our stories, about the state of Nebraska. It’s also about police reform and racism, medical difficulties. It’s about anti-science movements. It’s about the alt-right infecting our political discourse.”

Beyond the messages he attempts to convey through his work, Le Sueur said he’s grateful for the expanded freedom he’s found in how he can convey ideas through the visual medium of filmmaking compared to writing books or essays on a subject. Furthermore, he said he especially appreciates being able to control the filmmaking process at every stage of its production.

“[Filmmaking] allows me to speak in different languages, not just with words, but with visual images. I think I can connect to people different with my camera work,” Le Sueur said. “I do my own cinematography and sound and lighting, so I’m really unique in the world in that sense, probably the only professional historian who can actually do this stuff.”

Le Sueur said the informative language of documentaries in particular is especially apt for the current times.

“This is the age of documentaries,” Le Sueur said. “There are people who just want more from cinema, and there’s more people who want more from their TV.”

Though he places great significance on his self-sufficiency as a filmmaker, Le Sueur doesn’t try to do it completely on his own, and in delegating parts of the work to others, he said he’s found a different kind of fulfillment.

“I think one of the cool things now, because I’m in this kind of good

position, I can help other emerging filmmakers,” Le Sueur said.

Shema Yahya is one such benefactor. A junior integrated science major from Rwanda, Yahya got in touch with Le Sueur through a mutual acquaintance, and he’s now been tasked with helping Le Sueur to animate the maps and various other graphics for *Seasons of COVID*.

Yahya said the job has been challenging, but he’s grateful for how it’s pushed him to grow.

“It’s a really creative-based type of job. It forces you to really think outside the box, and just, you know, very hands-on learning,” Yahya said. “That’s kind of how he’s helping me develop my skills. And also my communication skills because I have to really explain to him, like, coming up with an idea that maybe makes sense to my brain, but make sure he understands what I’m saying.”

Yahya said what stands out to him the most about the professor’s most recent project is the potential for broadening peoples’ perspectives on the pandemic.

“During COVID, everybody was very much in their homes, and they were seeing things through the window, so to speak,” Yahya said. “He had this cool idea of trying to show basically all the things you can’t see because you can only see from one window.”

Looking beyond to the future, Le Sueur said he hopes to make a big splash on the market with his production company without leaving Nebraska.

“What I’d like to do in the end is [keep the production company] in Nebraska, so we can actually make a major

filmmaking move here,” Le Sueur said. “I know I can do it, I just need to figure out exactly how to assemble the pieces. But I’m not going away, and I’ve been able to be successful by just being determined not to fail.”

Source: Sawyer Belair, “UNL professor produces award-winning documentary, workshops future film,” https://www.dailynebaskan.com/culture/unl-professor-produces-award-winning-documentary-workshops-future-film/article_16276130-a8a4-11ec-b425-cb02c429ca0d.html, 21 March 2022

CENTER FOR TRANSFORMATIVE TEACHING GRANT



More than a dozen university faculty members have earned grants offered through the Center for Transformative Teaching.

This round of grant funding had four types of grants for faculty to receive funding, including a student-faculty collaboration grant. Applicants for the grants had to demonstrate that the funding received would be

used to create a transformative learning experience that engages students in co-creating knowledge, increasing interdisciplinary inquiry, and demonstrating achievement.

“Many of us can pinpoint the moment in our university experience in which we were transformed by an experience, a class, a course, or an instructor’s response to our work,” Nick Monk, director for the CTT, said. “The CTT wants to

help our instructors find the ways and means create more of these experiences for more of our students.”...

Two groups were awarded the strategic departmental grant, which can be used over a three-year period. One group included members of the history department: Vanessa Gorman; Ann Tschetter; Angela Bolen; and Anthony Foreman. They will use the \$60,000 funding to reimagine pedagogy for student success in entry-level history classes.

“We knew we wanted to do something both to expand our appeal to first-year students, especially first generation and minority students, and to help them succeed in college at a better rate,” Gorman, professor of history and classics, said. “The study of history is intrinsically exciting, but students are looking for an approach that is different from the traditional survey courses that they have had in high school.”

The four educators decided to establish a series of collaboratively-designed 100-level courses that will meet Achievement-Centered Education requirements such as Powerful Women in European History, Historic Voyages

of Exploration and Exploitation, and the Cities at the Crossroads of History.

“By limiting [the classes] to 30-40 students, we will offer a more personalized experience than many first-year students typically receive,” Gorman said. “We will focus on the discussion of primary documents and alternative viewpoints, while also emphasizing the ability to compose good argumentative writing from evidence and offering an opportunity for each student to create an individualized project.”...

Funding opportunities are offered once a year through the center. [Learn more about the teaching grants.](#)

Sources: Molly Mayhew | Center for Transformative Teaching, “Faculty to receive grants through CTT,” <https://news.unl.edu/newsrooms/today/article/faculty-to-receive-grants-through-ctt/>, 22 March 2022; “Husker historians earn CTT funding to reimagine entry-level course pedagogy,” <https://history.unl.edu/husker-historians-earn-ctt-funding-reimagine-entry-level-course-pedagogy>, 30 March 2022

served as peer ambassadors. Jagodinsky kicked off the event with opening remarks shortly after 1 p.m.

“We’ve designed the event to be accessible to anyone who wants to participate whether they have ten minutes or an hour to spare,” said Melissa Gomis, associate professor of practice and co-organizer. “Join us – we are confident that you can help us achieve our goal of improving representation of women’s history on Wikipedia.”

The idea for hosting an edit-a-thon started last year with the CDRH Community Engagement Committee, of which Jagodinsky is an active member. Jagodinsky saw an opportunity to connect this outreach event with her History 110 course, developing a research-based Wikipedia assignment focused on women who contributed to American history prior to 1877. This initiative supports ongoing efforts by the Wikimedia Foundation to [address the gender gap](#) in representation on Wikipedia, both in terms of content reflecting notable women and increasing editorial participation among female contributors.

“This is a great opportunity to participate first-hand in the generation and circulation of historical knowledge,” Jagodinsky said. “Because millions of people worldwide get their historical information from Wikipedia before delving into more in-depth academic studies, UNL participants can have a tremendous impact on making historical content more accessible. This is a powerful way to celebrate women’s history month.”

With research support from the Libraries, students in Jagodinsky’s class created Wikipedia entries for notable women figures from United States history whose biographies are missing from the site. Entries created by students were available for additional contributions at the public event, though edit-a-thon participants had a variety of topics to choose from and ways to contribute to the event.

With extensive contributions from Traci Robison, assistant professor of practice and outreach archivist in the University Libraries, organizers curated topics that relate to local women’s history. Topics include: Lucy Correll, suffragist and journalist; Rosalind Morris, first woman on the university’s agronomy and horticulture faculty; Sarah Muir, alumna, suffragist, legislator; and Carol Moseke Frost, alumna, 1968 Olympian and Husker women’s track coach. Edit-a-thon participants could also pick from a backlog of tasks to improve existing entries as well as topics selected by the organizers from Wikipedia-generated work lists.

The event was sponsored by the University Libraries, Center for Digital Research in the Humanities, and the Department of History.

Source: “Edit-a-thon to increase women’s history on Wikipedia,” <https://news.unl.edu/newsrooms/today/article/edit-a-thon-to-increase-women-s-history-on-wikipedia/>, 23 March 2022

EDIT-A-THON INCREASES WOMEN’S HISTORY ON WIKIPEDIA

The University Libraries collaborated with Katrina Jagodinsky, Susan J. Rosowski associate professor of history,

and her History 110 students to host a Women’s History Wikipedia Edit-a-thon. The event focused on improving the representation of cis and trans women within Wikipedia entries.

The event, which was free and open to the public, was 1 to 4 p.m. 28 March 2022 in Love Library, Room 221, or via Zoom.

The project aims to reduce [gender bias on Wikipedia](#). Currently, biographies of women make up 18% of the content on the English language Wikipedia site...

Faculty helped attendees sign up for a Wikipedia account and supplied them with the resources to get started. Students from History 110 attending the event



DIGITAL LEGAL RESEARCH LAB

Katrina Jagodinsky, Susan J. Rosowski Associate Professor in the Department of History, is principal investigator for the [Digital Legal Research Lab](#), which earned three years of funding from the [National Science Foundation](#) through the Research Experience for Undergraduates (REU) Sites program.

Mastering concepts central to the study of law and science enables a deeper exploration of the connection between law and society, but few undergraduates are trained to engage in rigorous analysis of the law. The intensive ten-week program supports eight undergraduate students per year and includes an orientation to the methods and tools needed to effectively analyze historical and ongoing legal practices and structures, an introduction to mixed-methods

research design, and analysis of primary source materials from digital and physical repositories.

[Jagodinsky](#) guides students in the analysis of freedom suits and habeas petitions for a case study of freedom-making between 1770 and 1924 to demonstrate the widespread legal mobilization of marginalized petitioners who challenged exploitation.

William G. Thomas III, Angle Chair in the Humanities and Professor in the department, and associate dean for research in the College of Arts and Sciences, serves as a mentor. His research collects, digitizes, and analyzes freedom suits filed between 1800 and 1862 and traces the multigenerational family networks they reveal.

A diverse group of undergraduate students, contributing unique perspectives to digital legal research, will:

- learn to advance critical inquiry into past and present trends in crime, violence, and policing; legal decision-making; legal mobilization and conceptions of justice; and litigation and the legal profession
- participate in the innovative restructuring of archival legal data from indexing focused on case party names and dates to a system prioritizing demographic and relational data
- offer novel insights relevant to family law, federal Indian law, immigration law, labor law, morals policing, and slavery

- develop analytical questions, disseminate research findings, establish distinct research identities, and craft competitive applications for funding opportunities and graduate programs.

The project is supported by the Center for Digital Research in the Humanities, the Department of History, and the Office of Research and Economic Development.

Source: “Experiential learning spotlight: Digital Legal Research Lab,” <https://history.unl.edu/experiential-learning-spotlight-digital-legal-research-lab>, 10 April 2022



through the development of a digital oral history and community knowledge program.

Sources: “Jacobs, Muchiri, Wisnicki earn ACLS funding for digital humanities projects,” <https://history.unl.edu/jacobs-muchiri-wisnicki-earn-acls-funding-digital-humanities-projects>, 1 June 2022; “ACLS Digital Justice Development Grants,” https://www.acls.org/recent-fellows/?_fellow_program=40090; <https://www.acls.org/fellow-grantees/margaret-jacobs/>; “Faculty earn ACLS funding for digital humanities projects,” <https://news.unl.edu/newsrooms/today/article/jacobs-muchiri-wisnicki-earn-acls-funding-for-digital-humanities-projects/>, 10 June 2022

EMERGING SCHOLAR AWARD FROM HARRY FRANK GUGGENHEIM FOUNDATION

Patrick Hoehne, graduate student in the Department of History, has earned an Emerging Scholar Award from the Harry Frank Guggenheim Foundation to complete his dissertation, “American Reavers: A Genealogy of Extralegal Collective Violence in the United States.”

The nationally competitive award recognizes promising graduate student researchers in their final year of writing a doctoral dissertation examining violence – especially projects aiming to increase understanding of the causes, manifestations, and control of violence and aggression.

Hoehne studies extralegal collective violence between the American Revolution and the end of the Civil War. In

2021, he launched the *Riot Acts* project to accompany his dissertation, which uses maps, network analysis, and machine learning to explore over 2,200 instances of violence.

Source: CAS MarComm, “Hoehne earns emerging scholar award,” <https://history.unl.edu/hoehne-earns-emerging-scholar-award>, 19 July 2022; “Achievements | Honors, appointments, publications for Aug. 12,” <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-aug-12/>, 12 August 2022; <https://www.hfg.org/emerging-scholars>; Patrick Hoehne

DIGITAL JUSTICE GRANT

Margaret Jacobs, Ng’ang’a Muchiri, and Adrian Wisnicki have earned Digital Justice Grants from the American Council of Learned Societies (ACLS). The funding is designed to promote and provide resources for digital humanities projects that aim to diversify the digital domain, advance justice and equity in digital scholarly practice, and contribute to public understanding of racial and social justice issues.

Jacobs, a faculty member in the Department of History and director of the Center for Great Plains Studies, is part of a team of three whose project “Honoring Indigenous Community Knowledge: Expanding the Genoa Indian School Digital Reconciliation Project Beyond the Government Archive” earned an ACLS Digital Justice Development Grant. The grant’s principal investigator is

Susana Geliga, assistant professor of history and Native American studies at the University of Nebraska at Omaha, and Jacobs is a co-lead along with Elizabeth Lorang, associate dean of University Libraries...

The Genoa Indian School Digital Reconciliation Project earned an ACLS Digital Justice Development Grant in the amount of \$98,327 for an 18-month project titled, “Honoring Indigenous Community Knowledge: Expanding the Genoa Indian School Digital Reconciliation Project Beyond the Government Archive.” To date, the Genoa Project has published around 3,000 government records, with work underway to publish several thousand additional documents. Building from this work, the ACLS funding begins a next major phase of work, supporting descendant communities in telling more complete stories of Genoa



GRADUATE STUDENT NOTES

Genesis M. Agosto has completed the University of Nebraska–Lincoln’s joint J.D./M.A. in History program through the College of Law and the Department of History. In the last year, she defended her master’s portfolio, published her first article in the *Nebraska Law Review*, “Involuntary Sterilization of Native American Women in the United States: A Legal Approach,” and served as the History Graduate Student Association’s Research and Faculty Committee Representative for 2021-2022 school year, among other appointments within the College of Law.

Genesis was awarded the Maslowski Conference Award and the 2022 Dov Ospovat Memorial Award for her graduate essay “Sterilization on *La Isla del Encanto*: The Colonial Experience of Puerto Rican Women in the 1960s and 1970s.”

In August 2022, Genesis will begin working at the University of Nebraska College of Law Schmid Law Library as their new Assistant Professor of Law Library and Reference Librarian.

Elodie Galeazzi completed her fourth year in the Ph.D. program this past 2021-22 school year. Last summer, she prepared and passed her comprehensive exams in American History, World History, and Race, Ethnicity, and Identity. She then successfully defended her prospectus in the spring. In her updated dissertation project, she will attempt to demonstrate how African Americans and their allies in Omaha created innovative new

media forms and new modes and institutions for communication, to give Black people voice, help create community, and pursue Black interests within the rapidly changing climate of the post-civil rights era. In the spring, Elodie also started teaching her first two courses: HIST 111 and HIST 112.

Her professional development pursuits include being the President and Co-Chair of External Relations of the International Student Advisory Board and also continuing her role as Global Graduate Student Peer Specialist at ISSO on campus. Her work in the international community at UNL was recognized at the Student Luminary Awards, a university-wide celebration put on by Student Affairs.

Madelina (Lina) Homberger Cordia completed her third year in the Ph.D. program in May 2022. She completed her comprehensive exams in the fall of the academic year and successfully defended her dissertation prospectus early this spring. Her dissertation research is well underway. After completing a research trip to Mexico City in March and another to Berlin in June, she has plenty of material to wade through and analyze in the coming months. In spring 2022, Lina taught a U.S. history survey course and the Mythic

West, and she is looking forward to teaching *Rethinking the American West* in the fall as she balances ongoing research, writing, and works on a chapter that will be published in an edited volume in 2023.

William Kelly completed the second year of his Ph.D. during the 2021-22 academic year.

Part of the academic year involved a visit to the Maryland State Archives in Annapolis to further develop his dissertation topic. In addition to completing his program coursework, William also made progress on his Museum Studies certificate: a newly revived interdisciplinary program at UNL designed to prepare students for work at all levels of the museum field.

Outside of the classroom, William worked as the department’s first career diversity research assistant in conjunction with History Nebraska. An article on the history of the resettlement of displaced persons in Nebraska after World War II will appear on History Nebraska’s channels in the fall.

William also contributed to the White House Historical Association’s Slavery in the President’s Neighborhood initiative with an article on the life of Charlotte Dupee detailing her legal campaign for freedom in early Washington, D.C. (“Slavery and Strategy in Decatur House,” WHHA, 2022).

Throughout the 2021-22 academic year, William participated on the National Council on Public History’s “Records, Repair, and Reckoning” working group. William’s ongoing contribution involves probing the future of museums as discursive sites of social justice and reparative work.

Kenneth Knotts completed his seventh year toward his Ph.D. In July 2021, Ken conducted a research visit to the Sioux City Railway Museum, in Sioux City, Iowa; the trip was made with funding awarded under the Homze Research Travel Award in May 2020, but was delayed due to the COVID pandemic.

In June 2022, Fox 42 News Omaha, Nebraska, interviewed Ken on questions related to the Holodomor, or the Terror Famine of 1932-33. This was a campaign of genocide carried out by Josef Stalin’s Soviet Russian Government on Ukrainians, especially rural farmers and peasant workers. The video is still in production and likely will be aired in Fall 2022.

Ken nominated a paper to be presented in October 2022, at the European Studies Conference at UNO, and the paper was accepted. The tentative title for the paper is “Charles MacMillan: Nebraska Native, Soldier-Engineer, Builder of Global Railways.” California-born and Omaha-raised, Charles Edward MacMillan was a professional railway engineer and U.S. Army soldier, a builder of railroads on three continents, and a war hero of the First World War.

From August 2022 thru May 2023, Ken will be a Graduate Teaching Assistant at UNL History. He will teach History 303, “U.S. Military History 1607-2022,” in Fall 2022, and History 208, “History of the Second World War,” in Spring 2023. He is on track to graduate from the Ph.D. program in May 2023. In April 2022, Ken was awarded the Maslowski Research Award; he will use that to partially fund an August 2022 visit to the U.S. National Archives, Washington, DC, to conduct final research for his dissertation entitled, “They Kept the Trains Running: The Story of the U.S. Russian Railway Service Corps in Russia’s Civil War, 1917-1920.”

Ann Vlock completed her second year in the Ph.D. program at UNL. She was awarded the Alfred M. Landon Research Grant by the Kansas Historical Foundation for the 2021-2022 fiscal year. Her research in the Kansas archives aims to uncover new narratives of women reformers of the American Populist movement of the 1890s. Doing so will contribute to a greater understanding of women’s participation and leadership in what was one of the most controversial and significant reform movements of the nineteenth century. Ann also received a UNL Department of History Maslowski Research Award in the fall of 2021.

In the spring of 2022, Ann presented her research at three conferences. At the Midwestern History Conference in Grand Rapids, Michigan in May, she focused on her initial conclusions on Kansas women reformers (pictured below).



Elodie Galeazzi and William Kelly’s academic year was capped off in a beautiful personal fashion as they were married in Galeazzi’s native France on 18 June 2022.



At the UNL No Limits Conference (March 2022) and the University of Illinois at Urbana-Champaign's Women's and Gender History Symposium (April 2022), she presented new research on the Age of Consent reform campaign of the late nineteenth century.

The Midwestern History Association asked Ann to be on a committee with senior scholars Dr. Gregory Rose of Ohio State University and Dr. L. Bao Bui of the University of Illinois at Chicago; this committee was tasked with selecting the best Midwestern History book published in 2021 for the Association's Jon Gjerde prize. Each member analyzed 30 book entries in the mid-February—March 2022 timeframe and collectively decided on *Race, Removal, and the Right to*

Remain: Migration and the Making of the United States by Samantha Seeley.

Ann also participated in SHGAPE's (Society for Historians of the Gilded Age and Progressive Era) inaugural writing group program for the school year 2021-2022 and found it very valuable. The group intends to continue its monthly meetings when the new school year resumes.

Ann finished her required coursework in the spring of 2022; she will be scheduling dissertation hours from now on and is working on passing comps and her foreign language requirement.

FACULTY NOTES

Prof. Tim Borstelmann continues to teach courses in the University Honors Program as well as the History Department. His most recent book, *Just Like Us: The American Struggle to Understand Foreigners* (Columbia University Press, 2020), won the 2021 Johns Family Book Award from the American Historical Association's Pacific Coast Branch. He is currently finishing the manuscript for his next book, a collection of brief essays about his four decades as a teacher and a historian. One possible title: "The Historian's Dish: Essential Takeaways from 40 Years of Teaching and Writing about the Past."

Prof. Amy Nelson Burnett devoted the fall semester to work on her current research project, "The Religious Republic of Letters," supported by the Guggenheim Fellowship she was awarded for 2021. Her research examines correspondence networks in Germany during the first half of the sixteenth century as a way to understand the impact of both the Renaissance and the Reformation on intellectual exchange. She gave papers at conferences in Heidelberg (via Zoom, and in San Diego, Mainz, and Prague (in person), and she will be leading a seminar and presenting a paper at the International Luther Congress in Thousand Oaks, CA, in August. She was also the respondent, via Zoom, to a book presentation organized by the Research Center for Puritism and Pety at the Theological University of Kampen (The Netherlands). Her essay, "Revisiting Humanism and the Urban Reformation," was published in *Lutheran Quarterly*; two other chapters were published in essay collections.

The academic year 2021-22 marked a partial return from the Covid pandemic. After a year of teaching totally online and not going to campus, it was a relief to return at least partially to regular, in-person teaching. **Prof. Parks Coble** took a hybrid approach offering his survey classes online while teaching the smaller upper-division classes in person. The online surveys were taught totally through Canvas which allowed students interested in East Asian history the opportunity to study with Coble regardless of changes in the Covid health directives in place. Although it appeared that the pandemic might be easing at times, the Omicron variant created another surge on campus.

Still Coble offered his upper-division classes in person with smaller class sizes and social distancing. When health directives required it he mandated mask wearing in class. It was quite rewarding to meet with students in person during the past year. One skill Coble never mastered was having a vigorous class discussion using an online format.

His research agenda has still been impacted by the pandemic. Travel to China for research has become and remains nearly impossible. China's zero-tolerance policy has led to frequent lockdowns and most archives and research institutes are closed to foreigners. Even in the United States access to archives such as the Hoover Institution at Stanford has only now been restored.

Most academic conferences switched to a hybrid format this past year with participants attending either online or in person. In March 2022 Coble "attended" the hybrid

Association for Asian Studies conference in Honolulu, but only virtually. Those attending in person seemed to enjoy posting pictures of their time enjoying Hawaii. In July Coble "attended" the World Economic History Congress in Paris where he "presented" a research paper virtually. The panel has scholars from the United States, Germany, South Korea, Japan, and Hong Kong but only two are planning to be in Paris.

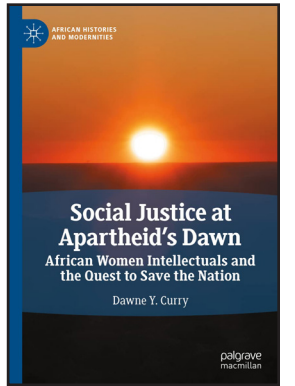
The virtual world has some advantages. Coble has been "attending" the monthly Chinese Economic History Workshop based in Hong Kong which is usually early in the morning there and early evening in North America. But the online discussion never seem to be as fruitful as the old in-person format. Coble is delighted that he will travel to Lawrence, Kansas, in September to be a discussant on a panel at the Midwest Conference on Asian Affairs. This will be his first face-to-face conference in over two years.

Fortunately before the pandemic he had completed enough research in China and at the Hoover Archives to begin writing his manuscript on hyperinflation and the collapse of the Chiang Kai-shek government in China. Coble submitted a draft manuscript to Cambridge University Press in the spring of 2022. After sending it out to readers, the press accepted the manuscript for publication and it is now in press. *The Collapse of Nationalist China: How Chiang Kai-shek Lost China's Civil War* should appear in early 2023. The book exams the last months of World War II when China still suffered under Japanese invasion through the Civil War between the Chinese Nationalists and Mao's Chinese Communists. In the autumn of 1949 Mao swept to victory and Chiang was exiled to Taiwan. Coble's study will shed new light on the factors which led to his defeat.

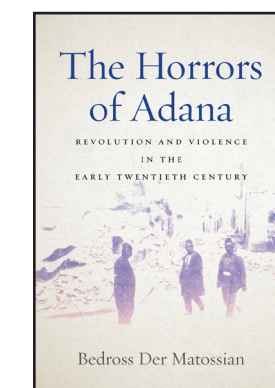
The 2021-22 academic year has been an especially busy and rewarding one for **Prof. Deirdre Cooper Owens**. She continues to serve as a public speaker and leading historical expert on racial inequities in health care with regard to reproductive health and medicine. In April 2022, the University of Virginia's School of Nursing-Eleanor Crowder Bjoring Center for Nursing Historical Inquiry awarded her their highest honor, the Agnes Dillon Randolph Award. The award recognizes excellence in historical scholarship on nursing and healers. Further, she was selected by the Society of Early Americanist Historians as their *Scholar of the Month* in October 2021, and was nominated unanimously by UNL as the senior scholar for the nationally competitive and prestigious Carnegie Mellon Fellowship. Lastly, Cooper Owens had two book chapters published in *Medicine and Healing in the Age of Slavery* (LSU Press, 2021) and *Ideas in Unexpected Places: Reimagining Black Intellectual History* (Northwestern

University Press, 2022). Lastly in June 2022, Professor Cooper Owens was on tour in Germany at three universities in Germany (the Universities of Freiburg, Cologne, and Erfurt) speaking on her newest work on Harriet Tubman, disability, citizenship, and nation-making.

Prof. Dawne Y. Curry's second single-authored book, *Social Justice at Apartheid's Dawn: African Women Intellectuals and the Quest to Save the Nation*, was published by Palgrave Macmillan. Curry was awarded the College of Arts and Sciences Inclusive Excellence and Diversity Award. As part of building collegial networks, Curry started a research colloquium with the African and African American Studies Program at the University of Kansas in her capacity as the Liaison for the University of Nebraska's African and African American Studies for the Institute for Ethnic Studies (IES). Curry was part of the second cohort of the Office of Research and Economic Development's Research Leaders Program for 2021-2022. In September, Curry will serve as a keynote speaker for 2022 Joint ESS/CES-NEDA Meeting where she will speak before Deans and Chairs of Agricultural Research and Extension Centers in Baltimore, MD in September.



Prof. Bedross Der Matossian's book *The Horrors of Adana: Revolution and Violence in the Early Twentieth Century* (Stanford, California: Stanford University Press, 2022) came out in March of 2022. It was featured in the Los Angeles Review of Books (LARB). His new edited volume *Denial of Genocide in the Twenty-First Century* will be published by Nebraska University Press in 2023. The volume features leading experts in the field of Genocide and Holocaust studies. Currently Der Matossian is working on his third book which deals with the Balkan Wars of 1912-1913 from the perspective of the non-dominant groups in the Ottoman Empire. He is also editing a book titled *From the Ottoman Empire to the Diaspora: The Social Democrat Hunchakian Party at Crossroads* to be published by I.B.Tauris and Bloomsbury Press.



Prof. James A. Garza has a chapter “Engineering the Porfirian Landscape: Technology and Social Change in the Basin of Mexico, 1890-1910” appearing in a volume he co-edited with Justin Castro (Arkansas State), *Technocratic Visions: Engineers, Technology, and Society in Mexico, 1876-1946* that will be published by the University of Pittsburgh Press this fall.



Prof. Vanessa B. Gorman's big news this year was that she received the University of Nebraska Outstanding Teaching and Instructional Activity Award (OTICA) from President Carter. Only two such awards are given out across the entire four campuses of the NU system. This OTICA was bestowed particularly in recognition of her innovative work in developing new approaches to learning. She has pioneered the use of on-line tools to learn classical languages more quickly and with less memorization of obscure forms, as embodied by her course, GREK 151, Reading Ancient Greek in the Digital Age (available on-line at <https://vgorman1.github.io/Greek-Language-Class/>). She has also reimaged HIST/CLAS 311, The Trojan War, in order to make it a hands-on approach to using the sources available to ancient historians, ranging from historical texts to archaeological remains, historical linguistics, and primary source documents in Linear B, Egyptian, and Hittite. Students become discerning readers of modern scholarship and write a lengthy, well-documented, argumentative research paper, by submitting one paragraph at a time each week.

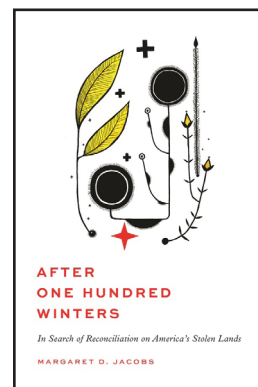
She led the effort that garnered a two-year, \$60,000 department teaching grant from the Center for Transformative Teaching (CTT). She will be collaborating with Associate Professor of Practice Ann Tschetter, Doctor Angela Bolen, GTA Tony Foreman, and Instructional Designer Eyde Olson to develop a series of topical first-year courses that excite young minds while teaching them the skills for success in college. These courses will incorporate best practices and will be shared as templates with graduate teaching assistants and faculty alike. Our goal is to attract more first year students, especially more first generation and underrepresented minority students, and guide them as they learn to think and write more analytically, all while falling in love with learning and choosing to approach the world around them with thoughtful discernment. The team will be offering courses such as US History through Disasters, Powerful Queens and Warrior Women in the Pre-Modern World, and Heroes and Villains in World History.

Meanwhile, she currently collaborating with Robert Gorman (Assoc. Prof. of Classics) on an article using digital stylometry derived from her extensive treebank of annotated Greek prose (635,000 tokens at last count; <https://openhumanitiesdata.metajnl.com/articles/10.5334/johd.13/>; <https://github.com/vgorman1/Greek-Dependency-Trees/tree/master/xml%20versions>) in order to distinguish genuine orations written by Demosthenes from the so-called Pseudo-Demosthenes orations. They use their statistical analysis of grammatical features to determine that, for the most part, the general opinion on authorship within the Demesthenic corpus is correct, but that several orations can be shown to be wrongly attributed. Profs. Gorman hope to submit this article in the fall.

She continues to make presentations nationally and internationally on digital stylometry of Greek prose texts and ancient Greek language pedagogy. She is on the board of the Alpheios project and was appointed co-Director of the Perseids Project. She has re-upped as department undergraduate chair and continues as chair of the University Commencement and Recognition Committee.

Finally, beginning fall 2021, Gorman has received a joint appointment in the Department of Classics and Religious Studies, with the long-awaited opportunity to teach one Greek language course each year.

Prof. Margaret D. Jacobs had a new book come out in 2021: *After One Hundred Winters: In Search of Reconciliation on America's Stolen Lands* with Princeton University



Press. It was a finalist for the 2022 Reading the West award in nonfiction. She continues to work closely with Kevin Abourezk, a Rosebud Lakota journalist and managing editor at [Indianz.com](http://indianz.com) on the Reconciliation Rising multimedia project. Abourezk and Jacobs have produced a series of podcasts and an 11-minute film, *Return of the Pawnees*, which aired on Nebraska Public Media in April 2021. The film earned a Gold Telly

Award in the Television-General-Cultural Category and has also been nominated for a Heartland Emmy award in the in the Diversity/Equity/Inclusion category. Jacobs also co-directs the Genoa Indian School Digital Reconciliation Project with UNL Libraries professor Liz Lorang and Susana Geliga, a former UNL History PhD student who now teaches at UNO. The project recently won a Digital Justice Grant from the American Council on Learned Societies. The project has been involved over the last year in searching

for the Genoa Indian school cemetery and identifying the children who died at the school. An Australian film crew made a 30-minute documentary, *A Small Town Digs for the Truth*, about the search for the cemetery that aired in May on Australia's ABC News: <https://m.youtube.com/watch?v=AJ3rZduU4Oc>. Jacobs also continues her work as Director of the Center for Great Plains Studies.

Prof. Gerald J. Steinacher is making good progress writing his major monograph about the Vatican and the Nuremberg War Crime Trials of 1945-1949. After over 6 years of research in over 60 archives worldwide, he is almost done with the archival research stage of the work. His 2021 highlight was his fieldwork in the Vatican archives, which were just opened for the pontificate of the controversial wartime Pope Pius XII (1939-1958). For this book project he was awarded a number of fellowships and invitations to named lectures. Most recently in the spring of 2021, he received a Senior Research Fellowship from the renowned Vienna Simon Wiesenthal Institute for Holocaust Studies (Austria); and in the fall of 2021 he was invited as a Visiting Scholar to the Center for Church History at the University of Ca' Foscari in Venice (Italy).



Prof. Steinacher at St. Peter's Square (Vatican) in 2021.

In addition, in 2021-2022 he wrote a number of articles on the Vatican and the Holocaust and a major article on the Austrian Holocaust survivor and research pioneer Simon Wiesenthal. Steinacher is also excited to share the great news that the German Yearbook of Contemporary History from the Institut für Zeitgeschichte Munich will from now on be published with the University of Nebraska Press – an effort he facilitated. He contributed to the current volume of the Yearbook with an article about Nazi careers in Germany and Austria after 1945: <https://nebraskapressjournals.unl.edu/journal/german-yearbook-of-contemporary-history/>.

Together with Prof. Ari Kohen (Political Science), Steinacher is organizing the 2023 Sommerhauser Symposium on Holocaust Education, titled “Fascisms: Now and Then,” sponsored by the Harris Center for Judaic Studies (<http://judaic.unl.edu/>) in cooperation with the History Department. The symposium will take place on 27 March 2023 at UNL. Kohen and Steinacher are planning to publish the conference papers as volume four in their series “Contemporary Holocaust Studies” (University of Nebraska Press). The series was established in 2019 and focuses on contemporary issues connected to the historical study of the Holocaust, such as antisemitism, racism, political extremism, and ethno-nationalism.

At the start of the summer, Steinacher received official notification about winning a major grant from the Claims Conference in New York for his Holocaust education project. Together with Kohen, he has been working for a number of years on best practices of how to teach about the Holocaust. This grant will help to develop their joint project further. The importance of their research has been underscored by recent surveys showing a surprising lack of knowledge about the Holocaust among the general US population.

In 2021-22, **Cory James Young** completed his first of two years as a postdoctoral associate in the History Department. As project manager for Katrina Jagodinsky's NSF grant, “Petitioning for Freedom: Habeas Corpus in the American West, 1812-1924,” (PFF) Young spent two weeks conducting archival research at the Oregon State Archives in beautiful, rainy Salem (and nearly as much time at NebraskaHistory here in Lincoln). He also helped manage Jagodinsky and William Thomas's brand-new NSF REU Site, the Digital Legal Research Lab, which brought eight undergraduate researchers to campus to study the history of freedom making. As of Summer 2022, the PFF dataset was nearing 500 cases and continuing to grow.

In June 2022, Young published his own dataset, “A Just and True Return: Pennsylvania's Surviving County Slave Registries, 1780-1826,” (JATR) with the *Journal of Slavery and Data Preservation*. JATR collects and encodes more than 6300 slave registrations from nineteen Pennsylvania counties. The project reveals the human costs of Pennsylvania's gradual abolition program, enables scholars to conduct their own research queries, and makes a unique contribution to our understandings of unfreedom and African American chattel slavery. In July 2022, Young was awarded the annual Dissertation Prize from the Society for the History of the Early American Republic. Consequently, his book manuscript, “For Life or Otherwise: Pennsylvania Slavery in the Age of Gradual Abolition,” will be published with the University of Pennsylvania Press.



HISTORY

EMERITI NEWS & ALUMNI INFO

SOWER AWARD

John Wunder, emeritus professor in the Department of History, received the 2021 Sower Award in the Humanities from Humanities Nebraska.

The annual award honors an individual who has made a significant contribution to the public understanding of the humanities in Nebraska. Wunder has published or edited 22 books and numerous essays and journal articles. His book "Retained by the People: A History of American Indians and the Bill of Rights" (1995) won the Phi Alpha Theta national history honorary society's award for the best history book that year.

"John Wunder's ability to capture the imagination of people of all ages, through his teaching, his community participation, and the extension of his work through his

writing, speaks directly to the meaning of the Sower Award and the symbol of excellence it represents," nominator Ron Hull said.

Wunder previously served as director of the Center for Great Plains Studies, president of the Mari Sandoz Heritage Society, and president of the Western History Association.

Sources: CAS MarComm, "Wunder earns Sower Award," <https://history.unl.edu/wunder-earns-sower-award>, 30 August 2021; "Achievements | Honors, appointments, publications for Sept. 24," <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-sept-24/>, 24 September 2021



2022 ALUMNI MASTER

The Nebraska Alumni Association is proud to introduce its 2022 class of Alumni Masters and alumni award winners.

The Alumni Masters and award winners were recognized on campus 30 March to 1 April 2022, ending with the Nebraska Medallion Dinner on 1 April.

Since 1964, more than 400 alumni have participated in Alumni Masters. Its primary goal is to link the university's outstanding alumni with students who can benefit from their experiences and knowledge, as well as honor alumni for their success and leadership. All students are encouraged to take part in lectures, presentations, and events with the Alumni Masters, who will speak about ways to apply formal education to working situations and career goals...

Don Winslow ('75) *College of Arts and Sciences*

A New York Times bestselling author, Don Winslow has written 21 novels, including *The Border*, *The Force*, *The*

Kings of Cool, *Savages*, *The Winter of Frankie Machine*, and the highly acclaimed epics *The Power of the Dog* and *The Cartel*.

Winslow came to the University of Nebraska-Lincoln from his boyhood home in Rhode Island, and after earning a degree in African Studies, he traveled the world with stops in Asia, Africa, Europe, and many places in the U.S. Wherever he has traveled, Winslow has found inspiration for compelling stories, creating works that have become short stories, novels, magazine features, and screenplays. The recipient of many international writing awards, including the Los Angeles Times Book Prize. Winslow currently lives in California...

Source: "2022 Alumni Masters, award winners announced," <https://news.unl.edu/newsrooms/today/article/2022-alumni-masters-award-winners-announced/>, 16 March 2022

BOOK REVIEW OF COOPE'S THE MOST NOBLE OF PEOPLE

As Jessica A. Coope highlights in the introduction to this, her second book, it is only relatively recently that scholarship on Umayyad al-Andalus (711–1031) – long centred on institutional and political history – has begun to explore social and cultural history...

Coope's contribution to the field is an exploration of Andalusī identity in the ninth and tenth centuries, and in particular of how group identities shaped the lives of individuals. Following in the footsteps of the usual cultural history touchstones, such as Clifford Geertz, she examines the value systems of the textual sources to reconstruct how people in this time and place understood themselves, their society, and their world. Identity in al-Andalus, she argues – whether religious, ethnic, or gendered – was "varied, fluid and contentious" (p. 2), for all that the texts often imagine it as fixed and distinct... Both Andalusī Jews and

Arabicised Christians (often termed "Mozarabs") have been quite extensively studied in the past, but, as Coope explains in Chapter Three, we still know a great deal more about the theory of their lives than the practice. Law regarding *dhimmīs*, while enticingly extensive, was "a statement of Muslim society's ideals rather than a reflection of its realities" (p. 74), and for this early period other types of sources are frustratingly limited; in comparison with later medieval centuries, for example, we have very few surviving *fatāwa* (expert commentaries deriving from actual legal cases)... Coope distinguishes very usefully between the different types of evidence, and what we can actually learn.

The ways in which identities intersected could bring instability to the neat hierarchy of categories set out by our sources (Arab Muslim; Arabicised and/or client Muslim; Muslim of *muwallad* origin, i.e. what is often termed

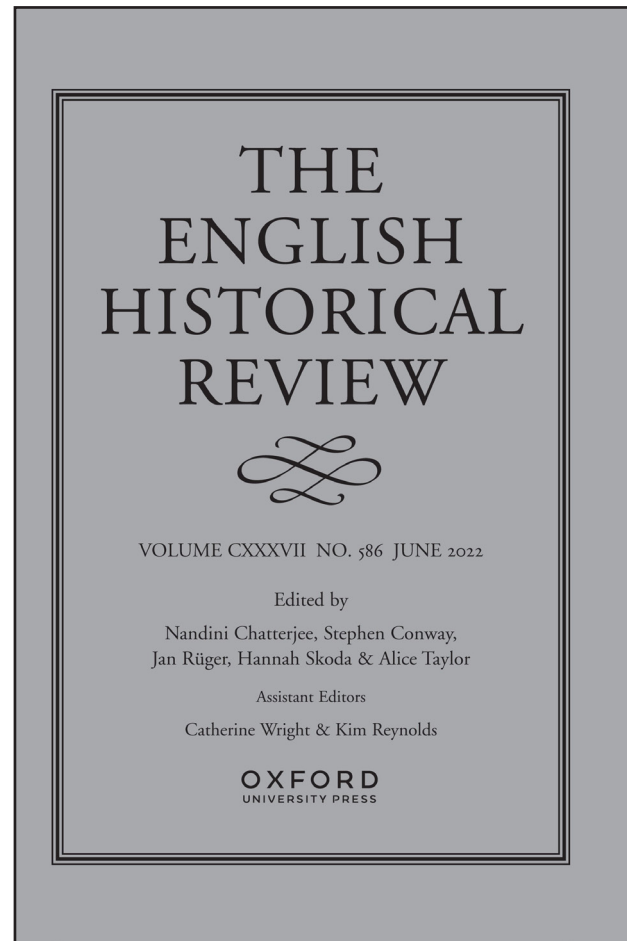
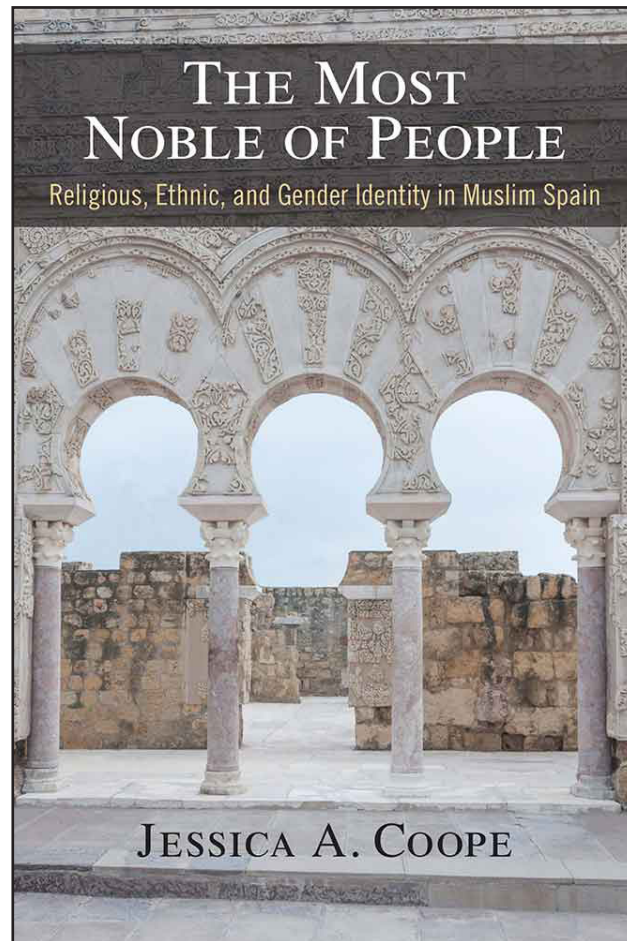
“Hispano-Roman;” Muslim of Berber origin; non-Muslim). Different sources of group identity coexisted, in tension with each other. In her first two chapters, Coope explores such tensions with regards to Islam and Arab ethnicity...

Non-Arab mothers and wives did not dilute a family’s Arabness, even if – ideally – daughters should not be married out. Indeed, as Coope discusses in her fourth and fifth chapters, women often found themselves at the intersections of identity categories, and aspects of their status and experiences could be ambiguous as result...

Coope rounds off her study with a pair of chapters on life beyond Cordoba. In Chapter Six, she discusses the Umayyads’ struggles to control territory, looking at rebellions by leading Arab families in key cities such as Toledo, and those led by Berbers or *muwallads*, which the historical tradition tends to label ‘heterodox’ or even heretical simply for being expressions of opposition to the caliph. Chapter Seven, meanwhile, is devoted to the

exceptionally fluid identities and loyalties of marcher families such as the Banū Qāsī, who often married and made alliances across religious lines and what we think of today as territorial borders; such groups are interesting in their own right, but this chapter is also notable for containing a wonderfully clear conceptual and terminological overview of Andalusī Muslim ideas about frontiers and belonging, reflecting the valuable work of generations of Spanish scholars that still does not feature as strongly as it might in English-language scholarship.

Source: Nicola Clarke, “The Most Noble of People: Religious, Ethnic, and Gender Identity in Muslim Spain, by Jessica A. Coope,” *The English Historical Review*, Volume 137, Issue 586, June 2022, Pages 895–897, <https://doi.org/10.1093/ehr/ceac064> / <https://academic.oup.com/ehr/article/137/586/895/6564398>



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