

Department of History Annual Newsletter 2022-2023



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NEWSLETTER DESIGNED & EDITED BY:
Megan Brown

CHAIR'S REPORT

The 2022-23 Academic Year was a big one for the Department of History. At the top of the list is the \$1 million Mellon grant led by Professors Katrina Jagodinsky, Jeannette Jones, and Will Thomas. This grant, the largest ever won in the department and in the Humanities at UNL, builds a nationally important cluster for legal research on race and American history. It got off the ground in Spring 2023 and in Fall 2023 it will launch a major teaching and research initiative in the department in collaboration with the College of Law and other entities at UNL and in Lincoln. Other major grants were won in the department and numerous books and articles were published this year. More information about the research and accomplishments of the faculty are detailed below.



Granting tenure and promoting faculty is perhaps the most important work we do as a department, and this year Professors Dawne Curry and Bedross Der Matossian were both successfully promoted to full professors. A specialist in South African history and a joint appointee at the Institute for Ethnic Studies, Professor Curry's latest book is *Social Justice*

at Apartheid's Dawn: African Women Intellectuals and the Quest to Save the Nation (2022). She joined our department in 2006. A leading authority on the Armenian genocide, Professor Der Matossian's latest books are *Horrors of Adana: Revolution and Violence in the Early Twentieth Century* (2022) and *Denial of Genocides in the Twenty-First Century* (Ed. 2023). He joined our department in 2010 and is the Hymen Rosenberg Professor in Judaic Studies. I am especially delighted that they have made it to the highest level of the professoriate.

Our department graduated 4 Ph.D. students (Donna Rae Devlin, Anthony Allan Foreman, Patrick Tyler Hoehne, and Kenneth Larry Knotts, Jr.; see p. 31) and 1 M.A. student (Jeffrey Gilbert), and 12 undergraduate students with degrees in history.

Sadly, I regret the necessity of writing that our department lost one of its most distinguished emeriti professors this summer, Professor John Wunder. Professor Wunder received his J.D. from the University of Iowa and Ph.D. from the University of Washington. He joined the department in 1988 and had served as the Director of the Center for Great Plains Studies. A leading scholar of the American West, Professor Wunder created a dynamic and vibrant American West program at UNL and trained dozens of Ph.D.s in our department. A towering figure, he is sorely missed by my colleagues and friends.

As you browse this year's Annual Report, I hope you will appreciate the strengths and accomplishments of our faculty and students. We can do this work only with your sustained backing for our department. Thank you for your continued support.

With respect and kind wishes,

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

2022 PAULEY LECTURE

A former member of the Richard Nixon presidential administration delivered the 2022 Pauley Lecture presentation on 8 Sept. 2023.

For the presentation, “Reflections on Nixon’s Presidency,” John Roy Price, who worked with Nixon on several social policies, had a discussion with [Thomas \(Tim\) Borstelmann](#), E.N. and Katherine Thompson Professor of Modern World History, about his experiences in the administration and share some of the themes of his memoir, *The Last Liberal Republican: An Insider’s Perspective on Nixon’s Surprising Social Policy*.

Price earned his bachelor’s degree at Grinnell College, Iowa, and went on to earn his master’s in philosophy, politics, and economics from Oxford University as a Rhodes Scholar. He completed a law degree from Harvard Law School and practiced law in New York. Price co-founded the Republican policy group, the Ripon Society, which led to involvement in the presidential campaigns of Gov. Nelson Rockefeller of New York, and then Richard Nixon.

Price served as Special Assistant to the President for Urban

Affairs in Nixon’s first term. Price worked with Nixon on the president’s social policies, including welfare reform, hunger, and nutrition, and Nixon’s 1971 proposal for a national health insurance program.

Following that work, Price returned to New York and a career in finance, and now lives in Pittsburgh, Pennsylvania, and in Livingston, Montana.

The Pauley Lecture is organized in memory of University of Nebraska–Lincoln alumnus Carroll R. Pauley (class of 1930). Pauley was a lifelong Nebraskan who served in the U.S. Navy during World War II and had a passion for history. He died in Lincoln in 1987.

Sources: “Nixon administration official to deliver Pauley Lecture Sept. 8,” <https://news.unl.edu/newsrooms/today/article/nixon-administration-official-to-deliver-pauley-lecture-sept-8/>, 6 September 2022; <https://history.unl.edu/pauley-symposium-lecture>



OCTOBER 12-13, 2022

WAR AND GENOCIDE

THE 2022 JAMES A. RAWLEY GRADUATE CONFERENCE IN THE HUMANITIES

HISTORY.UNL.EDU/2022-RAWLEY

Sponsored By:
University of Nebraska-Lincoln Department of History, University of Nebraska-Lincoln Research Council, University of Nebraska-Lincoln Convocation Committee, Harris Center for Judaic Studies, The Forsythe Family Program on Human Rights and Humanitarian Affairs, History Graduate Student Association, University of Nebraska-Lincoln Department of Sociology, Center for Great Plains Studies, University of Nebraska-Lincoln Department of Ethnic Studies, and the University of Nebraska-Lincoln Department of Modern Languages.

The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

SCAN FOR MORE INFO

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HISTORY

2022 RAWLEY CONFERENCE

The 2022 James A. Rawley Graduate Conference in the Humanities: War and Genocide was inspired by recent geopolitical crises in Eastern Europe, and focused on themes of the Holocaust in public memory and education, European and North American contexts of war and sexual violence, the plight of refugees and forced migrants, and public responses to war. The conference was held 12-13 October 2022, and included four panels, three workshops, and a keynote address by Dr. Omer Bartov of Brown University who discussed the importance of Holocaust remembrance.

The hybrid format of the conference allowed graduate students, educators, community leaders, and university professors from across the country to present their work and promote enriched dialogue and outreach. Participants came from Northwestern University, Indiana University-Bloomington, Grinnell College, College of Saint Mary, Winthrop University, University of Iowa, University of

Nebraska-Lincoln, University of Nebraska-Omaha, the Asian Community and Cultural Center, and Institute for Holocaust Education (IHE).

The 2022 Rawley Conference would not have been successful without generous sponsors whose contributions made the conference possible: The Department of History; the UNL Research Council; the UNL Faculty Senate; UNL Convocation Committee; the Harris Center for Judaic Studies; the Forsythe Family Program on Human Rights and Humanitarian Affairs; the History Graduate Student Association; UNL Department of Sociology; the Center for Great Plains Studies; UNL Department of Ethnic Studies; and the UNL Department of Modern Languages.

Source: Colten Skinner, Tim Turnquist, and Andrea Wagh, 2022 Rawley Conference Committee

NEW FACULTY

We welcome Profs. Angel M. Hinzo and Carolyn Twomey to UNL!



in addition to other writing projects this year. This fall I am excited to teach one of my favorite subjects: Native American Women. I am also teaching Introduction to Native American History which will dive into the diversity of experiences of Indigenous people in the Americas.

When I'm not on campus, I'm spending time with my dog, Wihuh (pictured left), and cat, Paashi.

I am Dr. Carolyn Twomey and I am a medievalist whose research focuses on the history of religious conversion and material objects and architectures of the early Middle Ages in Europe. Originally from New Hampshire, I have an interdisciplinary scholarly background in history, art history, archaeology, and religious studies and have been teaching for the past few years at St Lawrence University in rural northern New York State. I completed my B.A. at the Catholic University of America and my graduate degrees at the University of York, UK, and Boston College.

I explore what material objects and places, specifically the stone sculpture and environmental waterscapes of churches (and their 3D models), can tell us about the popular religion of everyday women and men in the Early Middle Ages.

Hello! My name is Dr. Angel Hinzo and I'm looking forward to joining the University of Nebraska Lincoln's History department and Institute for Ethnic Studies this fall. I am a citizen of the Winnebago Tribe of Nebraska and have Mexican-American heritage on my father's side. My experience growing up as a Ho-Chunk person in predominantly non-Native spaces inspired me to pursue the study of Native American history. I completed my B.A. in U.S. History at the University of California, San Diego and went on to complete my Ph.D. in Native American Studies with a Designated Emphasis in Feminist Theory and Research from the University of California, Davis. I was a postdoc fellow in Interdisciplinary Indigenous Studies at the University of Denver and was previously an Assistant Professor of Ethnic Studies at the University of San Diego. I am excited to now have the opportunity to live and work in the heartland – the region where my research is based.

My research is primarily archival and focused on U.S. federal Indian policy eras. My work engages with tribal and family histories to understand how Native American communities have resisted and managed the legal fictions of the United States. I will be further developing a book manuscript that focuses on Ho-Chunk history



This July, shortly after moving across the country with three cats to Lincoln, I presented research from the fourth chapter of my book project, *Living Water, Living Stone: A Material History of Baptism in Early Medieval England*, at the International Medieval Congress at the University of Leeds. The paper addressed the overlapping sacred and secular roles that consecrated baptismal *fontwater* played in tenth-century Old English medical manuscripts. A typical archival visit for me frequently involves driving on the wrong side of the road in Britain and Ireland to study early medieval parish churches and lifting baptismal font covers older than the USA.

One of my goals at UNL is to further develop my active and experiential pedagogy on campus. My students bring the

premodern past closer to the present by reenacting Viking funerals and historical plagues, blending medieval ink from oak galls, and getting hands-on with the parchment of illuminated manuscript leaves. My background as a museum intern, tour guide, and park ranger also encourages me to learn more about the local history of Nebraska, UNL, and the Lincoln-Omaha area itself.

I am extremely happy to be joining this community of scholars at UNL and meeting new colleagues, and I encourage folks to reach out for a coffee or tea at the Mill. My Minnesotan husband and I have already had a warm Midwestern welcome to Nebraska and are excited to explore Lincoln's bike trails, sample its food culture, and root for college football for the first time.



INTERDISCIPLINARY TEAM EARNES \$1,000,000 MELLON GRANT

A Husker team is launching a curricular, research and collaboration hub that will position the University of Nebraska-Lincoln as a national leader in education and scholarship focused on the relationship between U.S. law and race in American history.

With a four-year, \$1 million grant from the Andrew W. Mellon Foundation, Nebraska historians William G. Thomas III, Katrina Jagodinsky, and Jeannette Eileen Jones, with collaborators from the College of Law, will establish an academic program that enables undergraduate and graduate students to study how marginalized groups in American history – enslaved people, racial minorities, women, and

Indigenous people, among others – used the law to contest and advance their rights. The project will also develop an open educational resource featuring unpublished U.S. cases and illuminate that collection using documentary films and oral histories produced in collaboration with community partners.

The grant, the largest arts and humanities research grant in the university's history, comes at a crucial moment, the researchers said. In a time of polarization and misinformation, an enhanced emphasis on civic education and previously undocumented legal history is key.

The primary reason we need this project is that, for the most part, Americans and American students are exposed to only a thin slice of American cases in history,” said Thomas, Angle Chair in the Humanities and professor of history. “There are a few landmark cases that students encounter. But think of the thousands of courthouses around the United States. This is the biggest set of historical evidence that’s untapped in American history. We want to bring it into the light, share it, and talk about it.”



With a four-year, \$1 million grant from the Andrew W. Mellon Foundation, Nebraska historians (from left) Katrina Jagodinsky, William Thomas, and Jeannette Eileen Jones, with collaborators from the College of Law Genesis Agosto, Jessica Shoemaker, Eric Berger, Danielle Jefferis, and (not pictured) Catherine Wilson, will establish an academic program that enables undergraduate and graduate students to study how various marginalized groups in American history used the law to contest and advance their rights.

Nebraska is well-positioned to lead the way. The team has been successfully working in this area for years; the Mellon grant formalizes and expands those efforts. The university is home to the Center for Digital Research in the Humanities, a project partner in designing and developing the digital case repository. And the university’s geographic location provides a unique lens.

“We are very much committed to bringing the Great Plains into the discussion. Sometimes, students think of race and racialization as very Southern things, or as coastal issues, or as something that happened in the past,” said Jones, Carl A. Happold Associate Professor of history and ethnic studies. “But they play an important role in our own state history and the broader region. We’re going beyond

the cases that everybody knows and adding in cases that happened around homesteading, Indigenous sovereignty, and other issues.”

The project is innovative for its focus on undergraduate students. The curriculum will include a 100-level, team-taught gateway course focused on race in American law and history, open to all majors across campus – the first of its kind at the university. Undergraduates can also

participate in an upper-level course sequence that includes an experiential capstone, such as an internship, media experience, or research partnership.

“A lot of these conversations are already happening at the graduate instructional level,” said Jagodinsky, Susan J. Rosowski Associate Professor of history. “We are distinguishing ourselves by the extent to which we bring the research and teaching to the undergraduate level.”

The initiative also represents one of the university’s most significant efforts to develop team teaching, both among history faculty and in

partnership with law faculty and external scholars. Prior efforts to do this have been popular and eye-opening for students, who are able to better see how their studies fit into a broader context...

Other collaborators from the College of Law include Genesis Agosto [UNL History M.A./J.D., May 2022], Eric Berger, Danielle Jefferis, Jessica Shoemaker, and Catherine Wilson.

At the graduate level, the program will establish a non-degree certificate program called “U.S. Law and Race,” available in a hybrid format to students from around the world. It will also create a summer fellowship program for graduate students aimed at fostering scholarship on law,

policy, and history.

The researchers will develop a first-of-its-kind open educational resource of digital and legal research tools for educators, scholars, students, and the public. The goal is to provide open access to a body of cases that highlights the sophisticated ways in which ordinary, marginalized people used the law to contest their rights.

“In every jurisdiction we have looked at as researchers, we have found concerns about race and gender,” Jagodinsky said. “We want to bring this history to the broader public and help people become comfortable with engaging these materials directly and seeing them as part of the evolution of law in the United States.”

To create the resource, Thomas, Jagodinsky, and Jones will build on their existing projects at the Center for Digital Research in the Humanities, which have already made accessible thousands of unpublished legal cases. These include: freedom suits by enslaved people; habeas corpus cases filed by women, children, and others; and information about racial-legal categories in the U.S. and abroad, particularly Africa. They’ll also leverage existing open-access collections and select digital media objects for inclusion.

The repository will include the voices and perspectives of people and communities directly affected by this history. With community partners Vision Maker Media and the

Institute of Politics, Policy, and History at the University of the District of Columbia, the team will produce multimedia content, including documentaries focused on a case or historical event. Michael Burton, assistant professor of textiles, merchandising and fashion design, and Kwakiutl Dreher, associate professor of English, of the Animating History team will also contribute their expertise in creative storytelling.

Francene Blythe-Lewis is executive director of Vision Maker Media, a Nebraska-based public media outlet that helps Native people share stories. She will connect the university team to media specialists who can make history accessible to broader audiences...

Sources: Tiffany Lee | Research and Economic Development, “Team earns \$1M grant to bridge connections between history, civil rights: Husker history, legal scholars to illuminate lesser-known civil rights cases,” <https://news.unl.edu/newsrooms/today/article/team-earns-1m-grant-to-bridge-connections-between-history-civil-rights/>, 1 February 2023; Bennett Stanchfield, “Research team awarded largest arts and humanities grant in UNL history,” <https://nebraskanewsservice.net/state/research-team-awarded-largest-arts-and-humanities-grant-in-unl-history/>, 2 March 2023

Photo credit: Craig Chandler | University Communication and Marketing

AARON DOUGLAS PROFESSORSHIP

Nine University of Nebraska-Lincoln professors have been awarded professorships from the Office of the Executive Vice Chancellor.

“These exceptional members of our faculty are doing big things, and I am grateful they call Nebraska home,” said Katherine Ankerson, executive vice chancellor. “Their research, teaching, and service is changing lives, not just our students, but the lives of each other and society...”

Two faculty members were named Aaron Douglas/John E. Weaver professor. The professorship was established in 2008 to recognize faculty members with the rank of full professor who demonstrate sustained and extraordinary levels of teaching excellence and national visibility for

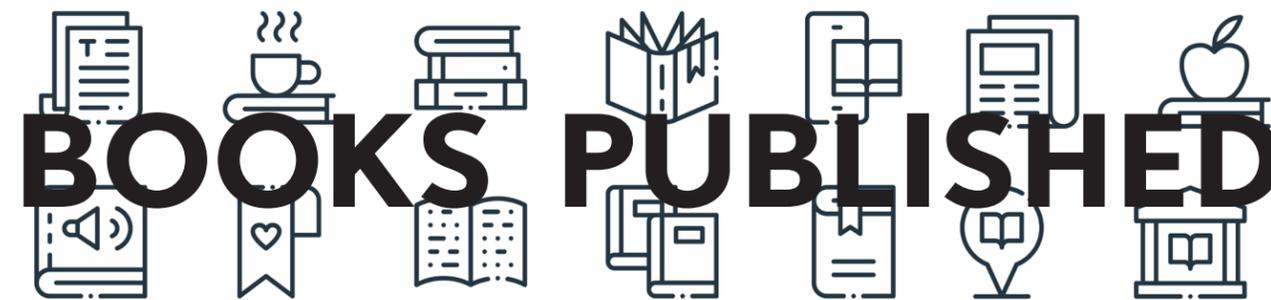
instructional activities and/or practice. Vanessa Gorman will be Aaron Douglas professor in history and in classics and religious studies.

Gorman conducts research into digital approaches to language analysis and categorization, which has contributed to new approaches for teaching Greek and other classic languages. Her instruction builds upon her expertise – exploring new tools to help students gain proficiency in ancient languages. Within the history department, she is described as one of its best and most impactful instructors who provides students with “rich windows” into ancient civilizations. She has two published monographs, an edited book, and nine peer-reviewed journal articles or chapters. Gorman has received numerous accolades for

her teaching: the Department of History's Outstanding Teaching Award; seven Certificates for Contributions to Students from the UNL Parent's Association; the McClymont Distinguished Teaching Fellow Award; and the NU Outstanding Teaching and Instructional Creativity Award. Outside of the classroom, she has mentored 10 undergraduate student honors theses in the last five years alone, and within her profession, she is part of two major multi-institutional projects exploring new methodologies to

support the scholarship and study of classical languages and literatures...

Source: Julie Kundhi | Office of the Executive Vice Chancellor, "Nine faculty earn named professorships," <https://news.unl.edu/newsrooms/today/article/nine-faculty-earn-named-professorships/>, 5 April 2023

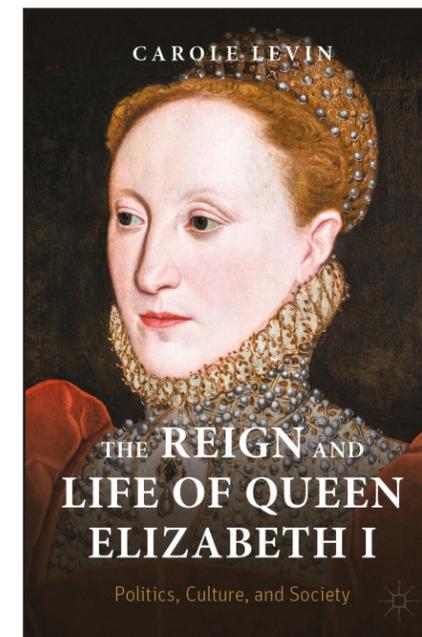


EMERITA WRITES ON ELIZABETH I

We would like to congratulate Dr. Carole Levin (Professor Emerita) and share the news regarding the publication of her latest book: *The Reign and Life of Queen Elizabeth I: Politics, Culture, and Society*. The new book provides an overview of politics, culture, and society during the reign of Elizabeth I. The book offers an introduction to Elizabeth's reign, while also providing useful detail for those already familiar. It was published by Palgrave-Macmillan and is available in paperback via <https://link.springer.com/book/10.1007/978-3-030-93009-7>.

Dr. Levin also did a book launch to promote her publication on 23 September 2022 at Francie & Finch Bookshop.

Source: "Achievements | Honors, appointments, publications for Aug. 12," <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-aug-12/>, 12 August 2022



PROMOTIONS TO FULL PROFESSOR

The University of Nebraska–Lincoln will award promotion and/or tenure to 93 faculty in 2023.

Faculty receiving honors are listed below and at [2023 Promotion and Tenure](#).

Promoted to Professor

- Dawne Y. Curry, History & Ethnic Studies
- Bedross Der Matossian, History

The Department of History heartily congratulates Professors Curry and Der Matossian on this major career milestone.

Source: "93 Nebraska faculty receive promotion, tenure," <https://news.unl.edu/newsrooms/today/article/93-nebraska-faculty-receive-promotion-tenure/>, 17 April 2023



GENOCIDE DENIALISM IN THE 21ST CENTURY

The Harris Center for Judaic Studies hosted the book launch for Bedross Der Matossian's *Denial of Genocides in the Twenty-First Century* on 10 May 2023 in the Chimney Rock Room of Nebraska Union.

Der Matossian edited the volume, which was published

1 May 2023 with Nebraska University Press. The book explores the denial of eight genocides through chapters written by scholars of those events. The launch included a panel discussion covering the book's themes. Panelists were: Der Matossian; Gerald Steinacher, Rawley Professor of History and contributor to the book; and

Ari Kohen, director of the Harris Center and professor of political science...

In the 21st century, where information – and disinformation – is shared at warp speed, genocide denialism has spread just as rapidly.

Bedross Der Matossian, a historian of the Armenian Genocide and professor of history at the University of Nebraska–Lincoln, is aiming to help explain this phenomenon and combat it with a new volume of scholarship from fellow historians that he’s edited into the book, *Denial of Genocides in the Twenty-First Century*.

Through state and nonstate propaganda efforts, the weaponization of publications by pseudo-historians, and the rise of social media, genocide denialism has entered the mainstream, Der Matossian said, bringing with it a rise in racism, antisemitism, and other xenophobias.

“It’s a very timely book, I think, with the rise of right-wing governments around the globe, with the rise of white nationalism in the United States, antisemitism, and with the Turkish government’s excessive propaganda after the 100th anniversary of the Armenian genocide that took place in 2015,” he said.

Der Matossian said the book is an important contribution to the scholarship surrounding genocides in modern history, but it is also important because denialism is a revictimization of those killed and the survivors, and has wide-ranging unforeseen consequences.

“Scholars argue that the last stage of a genocide is denial,”



Bedross Der Matossian is photographed in his office, among many volumes written about genocides spanning centuries.

he said. “Denial is killing the dead, killing the memory of dead, and many survivors live with the denial of their own genocide. The denial of genocides emboldens people to commit additional acts of violence and genocide in the future.”

In chronological order, 12 scholars including Der Matossian write about denialism of eight genocides spanning three centuries. Der Matossian said he asked scholars to contribute based on their expertise as historians of particular genocides. Among the contributors is Der Matossian’s colleague, Gerald Steinacher, James A. Rawley Professor of History, who wrote a chapter about Holocaust denial.

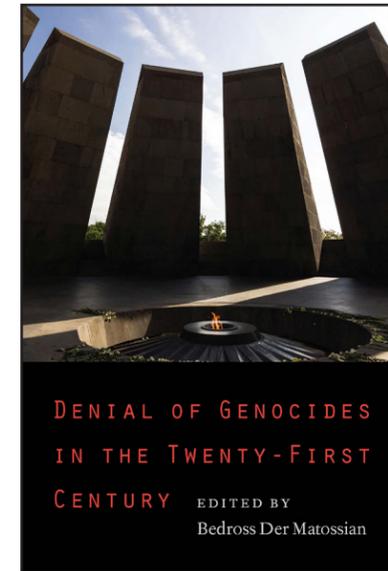
Chapters cover the denialism of the Armenian genocide, genocides of the Indigenous in the United States, the Holocaust, genocides in Cambodia, Guatemala, Bosnia, Rwanda, and the genocide in Syria under the Assad regime. The final chapter is written by Israel Charney, a psychologist and genocide scholar, and explains why some engage in denialism.

“These are examples of major genocides, in order to show why the 21st century is a new phase in denialism,” Der Matossian said. “It endeavors to understand the new methods of denialism that are taking place around the globe.”

While the genocides covered in the book happened, in some cases, centuries or decades ago, Der Matossian noted that the lightning speed with which information is shared today makes it harder to overcome the disinformation.

“Both state and nonstate actors obfuscate the reality through using the medium of social networks, the most important being Facebook, Twitter, and YouTube, by putting their propaganda material there, and we see an increase in Armenophobia, Islamophobia, antisemitism,” he said. “All of them are using the 21st century tools to operate and to reach their agenda.”

The volume also raises awareness that genocide denialism does not end, even when countries have accepted responsibility, and it



United States has intensified this trend dramatically,” Der Matossian writes in the introduction.

Der Matossian also challenges his readers to ask themselves what can be done.

“In the United States, the denial of genocide is hiding behind the First Amendment,” he said. “We invite the reader also to raise a question whether denial of genocide

demonstrates that that denialism does not only happen under authoritarian regimes.

“There is no genocide in the course of history that has gone without being denied by states and nonstate actors, often including ‘professional’ historians and pseudo-historians... In the past decade, the rise of right-wing populist governments in Europe and the

should be termed as hate speech.”

Sources: “Der Matossian publishes Denial of Genocides in the Twenty-First Century,” <https://armenianweekly.com/2023/03/28/der-matossian-publishes-denial-of-genocides-in-the-twenty-first-century/>, 28 March 2023; Deann Gayman | University Communication and Marketing, “Der Matossian explores genocide denialism in the 21st century,” <https://news.unl.edu/newsrooms/today/article/der-matossian-explores-genocide-denialism-in-the-21st-century/>, 10 April 2023; Deann Gayman, “Der Matossian explores genocide denialism in the 21st century,” <https://research.unl.edu/blog/der-matossian-explores-genocide-denialism-in-the-21st-century/>, 27 April 2023; “Der Matossian’s ‘Denial of Genocides’ book launch is May 10,” <https://news.unl.edu/newsrooms/today/article/der-matossians-denial-of-genocides-book-launch-is-may-10/>, 5 May 2023; Roberto Mazza, “Bedross Der Matossian, ‘Denial of Genocides in the Twenty-First Century’: An interview with Bedross Der Matossian,” <https://newbooksnetwork.com/denial-of-genocides-in-the-twenty-first-century>, 12 May 2023

Photo Credit: Craig Chandler | University Communication and Marketing

BOOK ON CHINESE GOVERNMENT PUBLISHED

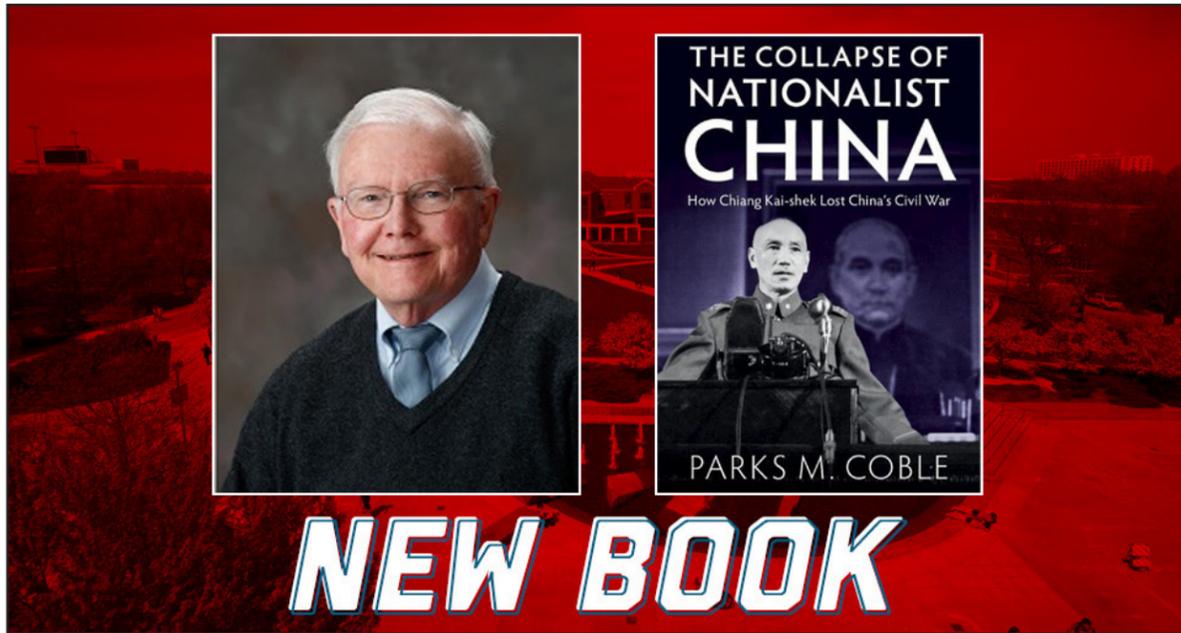
The Collapse of Nationalist China: How Chiang Kai-shek Lost China’s Civil War, by Parks Coble, [has been published](#) by Cambridge University Press.

Coble is James L. Sellers Professor in the Department of History whose research field is 20th century China with an emphasis on the political history of Republican China (1911-1949), the history of Chinese business in the 20th century, and Sino-Japanese interactions...

He had first contacted an editor at Cambridge University Press in November of 2021, submitting a prospectus with a proposed table of contents and a sample chapter. Lucy Rhymer, a senior editor, replied that she was interested so Coble submitted a draft of the manuscript. As is normally

the case with university presses, she submitted the work to two readers whose identity was shielded from him.

Finding the readers and getting them to complete their reviews promptly can be difficult for presses. It is nerve wracking for the author as the process drags out. Coble was delighted when he received the two anonymous reports in early March 2022. Both were very favorable and recommended publication. Rhymer concurred and forwarded the recommendation to the board of the press. Coble received a contract in April. But much work remained. Although favorable, both readers had suggested some changes in the work, so made extensive revisions. He submitted the final manuscript in June 2022, and then worked with a global team. Coble’s copy editor was in the



United States; the typesetting and layout was done in India. A production manager in Cambridge coordinated the process, including working with him on the index and footnote style. Cambridge University Press has an arrangement with Getty Images, which has a vast collection of photographs. After lengthy searching, Coble and the editor agreed on ten black-and-white photographs for the text as well as an additional one for the cover. The final printing occurred in Great Britain with publication in both printed and electronic versions.

This study is the conclusion of almost a decade of research and writing. Coble made nearly a dozen trips to China, many attending academic conferences organized by Professor Wu Jingping of the History Department of Fudan University in Shanghai. Coble was able to present his research findings to a Chinese academic audience, which brought invaluable feedback. The archives of the Hoover Institution at Stanford University were a second key source. In several trips, he worked in a number of key collections including papers of Chiang Kai-shek's family members, officials of his government, and his personal diaries. Finally, Coble maintains an affiliation with the Fairbank Center for Chinese Studies at Harvard, a connection that gives his access to the libraries at Harvard, especially the Harvard-Yenching Library, which has one of the largest collections of Chinese language materials outside of East Asia. He made regular trips to Harvard to assemble the research material for the study.

Although the scholarly monograph was the primary focus of Coble's research efforts during the year, one other publication came to fruition. Several years ago, Coble attended a conference "Living and Working in Wartime China, 1937-1945," held at the University of California at

Berkeley. At the conclusion of the conference, the participants agreed to revise their papers for a conference volume to be edited by Professor Brett Sheehan of the University of Southern California and Professor Wen-hsin Yeh at Berkeley. But getting academics to get papers in on time is notoriously difficult (like herding cats the expression goes). By the time they got to the editing stage, Coble's paper had already been published as part of a book manuscript.

From the publisher:

"When World War II ended Chiang Kai-shek seemed at the height of his power-the leader of Nationalist China, one of the victorious Allied Powers in 1945 and with the financial backing of the US. Yet less than four years later, he lost the China's civil war against the communists. Offering an insightful chronological treatment of the years 1944-1949, Parks Coble addresses why Chiang was unable to win the war and control hyperinflation. Using newly available archival sources, he reveals the critical weakness of Chiang's style of governing, the fundamental structural flaws in the Nationalist government, bitter personal rivalries and Chiang's personal lack of interest in finance. This major work of revisionist scholarship will engage all those interested in the shaping of twentieth-century history."

Sources: Parks Coble; "Coble's book on Chinese government published," <https://history.unl.edu/cobles-book-chinese-government-published>, 30 March 2023; "Achievements | Honors, appointments, publications for May 12," <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-may-12/>, 12 May 2023

N DEPARTMENT NEWS

HISTORY

FACULTY PRIZES, AWARDS, & RECOGNITIONS

The Office of the Executive Vice Chancellor has selected a cohort of 19 faculty for its Faculty Leadership in Academia: From Inspiration to Reality program. FLAIR provides professional development for university faculty who are considering a leadership role or are in their first leadership position and considering continuing on a leadership path. 2022-23 FLAIR participants include Bedross Der Matossian, associate professor and vice chair, History.

Source: "19 faculty named to FLAIR leadership program," <https://news.unl.edu/newsrooms/today/article/19-faculty-named-to-flair-leadership-program/>, 7 November 2022

NUtech Ventures hosted its 2022 Innovator Celebration on 14 Nov. 2022, part of Nebraska Research Days. The annual event featured this year's Innovator Awards, which recognize university personnel and companies who are developing and commercializing cutting-edge research from Nebraska.

As the university's technology commercialization affiliate, NUtech Ventures protects, markets, and licenses the university's intellectual property to improve quality of life and promote economic development. NUtech also promotes entrepreneurship through programming and sponsored events...

The Creative Work of the Year was awarded to *The Bell Affair*, a documentary film developed by Nebraska scholars: Kwakiutl Dreher, associate professor of English; Michael Burton, assistant professor of Textiles, Merchandising and Fashion Design; 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. This award recognizes an individual or group who has developed a creative innovation, which is typically protected under copyright.

The Bell Affair was directed and filmed remotely, due to travel limitations of the pandemic. These challenges allowed for creative approaches to problem solving to bring the work to fruition. From virtual costume fittings to actors filming themselves, the entire cast and crew contributed uniquely to this project. The result has been the ability to tell the important story of the Bell family: how enslaved people used the court system to gain their freedom...

Source: NUtech Ventures, "NUtech Ventures announces 2022 Innovator Awards," <https://news.unl.edu/newsrooms/today/article/nutech-ventures-announces-2022-innovator-awards/>, 16 November 2022

Jeannette Jones, Happold Professor in the Department

of History and the Institute for Ethnic Studies (pictured below), is one of 19 scholars selected to contribute to the *American Historical Review's* [1619 Project Forum](#). Her essay is [“A Review of The 1619 Project and 1619education.org,”](#) under “Exploring ‘American’ Slavery.” The [emphasis of her research](#) is in American cultural and intellectual history and African American Studies, with strong interests in race and representation, Atlantic studies, and science studies. Jones is the author of *In Search of Brightest Africa: Reimagining the Dark Continent in American Culture, 1884-1936* and is currently writing *America in Africa: U.S. Empire, Race, and the African Question, 1847-1919*.



The American Historical Association (AHA) was founded in 1884 and chartered by Congress in 1889, and the *AHR* has been the journal of record for the historical profession in the United States since 1895. In the forum’s introduction, editor Mark Philip Bradley and associate editor Fei-Hsien Wang explained that the journal could uniquely offer its global range to the larger discussion of The 1619 Project while inviting historians in fields underrepresented in the journal to engage.

Sources: “Jones selected for American Historical Review project,” <https://history.unl.edu/jones-selected-american-historical-review-project>, 27 January 2023; “Achievements | Honors, appointments, publications for Feb. 10,” <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-feb-10/>, 10 February 2023

Six students and faculty from the College of Arts and Sciences are [among 26 Huskers](#) who received 2023 Women of Courage, Character, and Commitment Awards from the University of Nebraska-Lincoln Women’s Center. The annual award honors women from the campus and Lincoln communities who have made positive impacts through professional, personal, mentoring, or peer relationships.

One honoree was Laura K. Muñoz, assistant professor, Ethnic Studies and History (pictured below, bottom center). The honorees were recognized during the Women’s History Month Celebration on 10 March 2023 at Lied Center Commons.



Source: “Six students, faculty recognized with Women of Courage awards,” <https://cas.unl.edu/six-students-faculty-recognized-women-courage-awards>, 3 March 2023

Awards coordinated by the Office of the Executive Vice Chancellor have been announced for 2023. These honor faculty and staff who advance the missions of the university in teaching, research, and service. Recipients will be recognized at The Laurels award reception in the fall of 2023. [College Distinguished Teaching Awards](#) recognize faculty with excellence in teaching. Patrick Jones, associate professor, History and Ethnic Studies, was one recipient of this \$1,000 award. All faculty are eligible for the fifteen awards available each year and the distribution rotates among the Colleges...

Each College Dean’s office recommends individuals for the College Distinguished Teaching Awards based upon established College procedures, which should include input from a variety of individuals. In 1976, the Nebraska Legislature authorized the presentation of \$1,000 stipends to selected faculty members to recognize outstanding teaching. Up to 15 awards are presented each year based on recommendations from the colleges, each of which have differing criteria for selection.

Sources: “23 faculty, staff honored by EVC office,” 27 March 2023, <https://news.unl.edu/newsrooms/today/article/23-faculty-staff-honored-by-evc-office/>; “Nine CAS faculty, staff honored by EVC office,” 29 March 2023, <https://cas.unl.edu/Nine-cas-faculty-staff-honored-evc-office>; <https://executivevc.unl.edu/faculty/evaluation-recognition/awards/cdta>

FACULTY PRESENTATIONS & WORKSHOPS

Nebraska community members enjoyed great food and conversation with some of the brightest minds in the state at Honoring the Future, a fundraiser for Nebraska internships.

This night of dinner and discussion featured table talks on a variety of subjects by esteemed faculty members and an entirely Nebraskan food menu created by Wahadi Allen, executive chef at the University of Nebraska–Lincoln. The [fundraiser](#), co-sponsored by the University Honors Program, Beyond School Bells, a Program of Nebraska Children and Families Foundation; Lincoln Community Foundation; Nebraska Community Foundation; and Union Bank & Trust, was held on 28 Oct. 2022 at the Nebraska Union Platte River Room.

The fundraiser benefited Operation Brain Gain, a campaign at identifying communities throughout the state that need Honors talent. All donations go toward providing internships for students throughout the state so that the best and brightest students see Nebraska as a place where they can intern, innovate, and develop professionally, both now and in the future.

At the event, attendees chose their conversation and table from 10 options, featuring faculty members speaking on their areas of expertise ranging from loneliness and technology to the world’s coral reefs. A full list of speakers can be found at <https://honors.unl.edu/honors-discussion-event>.

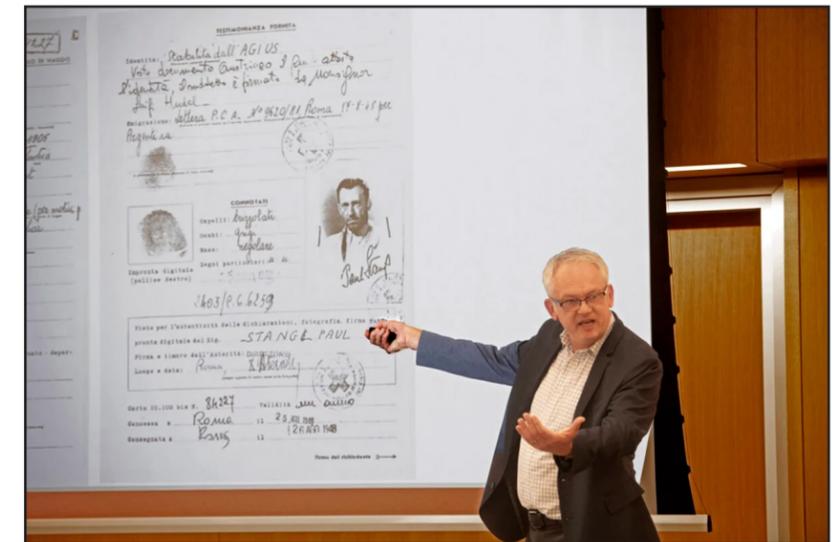
History Professor Tim Borstelmann from the College of Arts and Sciences spoke on What are the Humanities Good For?

Source: Kateri Hartman | University Communication and Marketing, “Honors Program event to benefit Operation Brain Gain: Oct. 28 Honor the Future with a night of dinner, discussion, community,” <https://news.unl.edu/newsrooms/today/article/honors-program-event-to-benefit-operation-brain-gain/>, 12 October 2022

Walter Pick was 22 years old when he arrived at Harvard in September of 1939, escaping from his native Czechoslovakia hours before the country fell under Nazi occupation. He, along with 15 other young men from Austria and Germany, arrived as refugees from German persecution on [scholarships](#) funded by Harvard undergraduates.

Karen Pick, Pick’s daughter, came to the Harvard campus to pay tribute to the humanitarian efforts of those Harvard students. Walter graduated from Harvard Medical School in 1942, and in 1992, he and the surviving Harvard Refugee Fellows started a fund for a lecture series on the Holocaust to honor the memory of the undergraduates and faculty who had helped them. He died in 2002.

Underwritten by the fund, the lecture featured Holocaust historian [Gerald J. Steinacher](#), James A. Rawley Professor of History, University of Nebraska-Lincoln, and author of *Nazis on the Run: How Hitler’s Henchmen Fled Justice*. Pick found attending the lecture her father had started 30 years ago touching, if sadly still altogether too relevant.



Gerald J. Steinacher shared the latest findings from his research in the Vatican archives, which showed that the Vatican and the International Committee of the Red Cross worked together to help Nazi war criminals escape justice.

In his lecture “The Pope Against Nuremberg: Nazi War Crime Trials, the Vatican, and the Question of Postwar Justice,” Steinacher shared the latest findings from his research in the Vatican archives, which Pope Francis

opened in March 2020. He has also done research on the International Committee of the Red Cross in Geneva.

Archival documents from both the Vatican and the International Committee of the Red Cross showed that the two institutions worked together to help Nazi war criminals, including Adolf Eichmann and Josef Mengele, flee Europe and escape justice. Their behavior was driven by widespread anti-Semitism in the Catholic Church and a fear of Communist ideologies, said Steinacher.

“As international- and American led-trials against Nazi war criminals began, the Catholic Church worked hard to shield perpetrators from prosecution,” said Steinacher. “At the same time, the Vatican institution helped Nazi war criminals escape overseas, where they were safe from extradition.”

Steinacher questioned the position of Pius XII, the wartime pope, against the Nuremberg trials. In 1948, Pius XII called for an end to war crime trials under the motto of “forgive and forget.”

“The world should just forgive and forget Germany’s war crimes and instead help to rebuild the country, was the message by the pope,” said Steinacher. “In the pope’s crusade against Nuremberg, perpetrators were quickly forgiven, and the victims quickly forgotten.”

For Professor Kevin J. Madigan, Winn Professor of Ecclesiastical History and faculty dean of Eliot House, the lecture highlighted the need to continue to explore and research the Holocaust...

Source: Liz Mineo, Harvard Staff Writer, “Gift given, one left behind,” <https://news.harvard.edu/gazette/story/2022/10/gift-given-one-left-behind/>, 3 October 2022

Photo Credit: Jon Chase/Harvard Staff Photographer

Dawne Curry discussed her recent book, *Social Justice at Apartheid’s Dawn: African Women Intellectuals and the Quest to Save the Nation*, at The Mill on Nebraska Innovation Campus the morning of 15 November 2022. This talk was part of the 2022 Nebraska Research Days (6-10 November).

Source: <https://research.unl.edu/fallresearchdays/nebraska-research-days-2022/>

The Center for the Southwest at The University of New Mexico publicized the 2023 C. Ruth and Calvin P. Horn Lecture in Western History and Culture, which took place 20 March 2023 and was free and open to the public. Dr. Katrina Jagodinsky, Susan J. Rosowski Associate Professor of History at the University of Nebraska-Lincoln, presented the lecture titled, “The Many Faces of Habeas: Challenging Coercion and Confinement in the American West.”

The lecture emphasized resistance narratives in legal spaces under the theme of habeas corpus, a constitutional protection against wrongful arrest or detention. For thousands of petitioners in the U.S. West between 1812 and 1924, habeas offered an opportunity to challenge wrongful arrest, detainment and other inequalities. Jagodinsky’s lecture related the stories of Indigenous people’s use of habeas corpus from Arizona north to Alaska and the Mississippi River west to the Pacific.

The lecture stemmed from a larger initiative that Jagodinsky heads in conjunction with the UNL Center for Digital Research in the Humanities, “Petitioning For Freedom: Habeas Corpus in the American West.” With NSF funding, Jagodinsky and the UNL Center for Digital Research are developing a robust open-source and open-access graph database with data from habeas corpus petitions to demonstrate the relationships of power in claims to freedom and their significance and value within American jurisprudence...

Source: “Historian Katrina Jagodinsky to deliver the 2023 C. Ruth and Calvin P. Horn Lecture,” http://news.unm.edu/news/historian-katrina-jagodinsky-to-deliver-the-2023-c-ruth-and-calvin-p-horn-lecture?_gl=1*1j8y07s*_gcl_au*MTgzMDY4MDU5OC4xNjg4NzYyNzEx, 13 March 2023

Gender bias on Wikipedia is well documented. When biographies of women make up only 20% of the biographies on the English language Wikipedia site, information gets skewed and misrepresented. University Libraries collaborated with Katrina Jagodinsky, Susan J. Rosowski associate professor of history and graduate chair, and her legal history students to host an event to change that! The event focused on improving the representation of cis and trans women on Wikipedia in the annual Women’s History Month Wikipedia Edit-a-Thon.

All were welcome at this free, public event – from experienced editors to newcomers; people of all gender

identities and expressions were welcome to participate. Libraries faculty were on hand to instruct on the steps to being an editor and, as needed, tutorials were provided for Wikipedia newcomers. There were opportunities to edit in both minor and major ways.

Sources: “Annual Women’s History Month Wikipedia Edit-a-Thon is March 28,” <https://news.unl.edu/newsrooms/today/article/annual-womens-history-month-wikipedia-edit-a-thon-is-march-28/>, 23 March 2023; <https://unl.libcal.com/calendar/workshops/edit-a-thon>; https://unl.libguides.com/womens_history_editathon



Dr. Katrina Jagodinsky presented a lecture for the American Bar Foundation’s (ABF) speaker series. Her talk offered an

NEW RESEARCH EXPERIENCE HAS HISTORICAL AND LEGAL FOCUS

...AD Banse, a senior at St. Olaf College in Northfield, Minnesota, is one of eight student scholars from across the United States doing historical legal research in the University of Nebraska-Lincoln’s Digital Legal Research Lab, a new research experience for undergraduates. The lab is funded by the National Science Foundation for three

years and led by principal investigator Katrina Jagodinsky, Susan Rosowski associate professor and graduate chair in history, and co-principal investigator William G. Thomas, Angle Chair in the Humanities, professor of history and associate dean for research and graduate education in the College of Arts and Sciences.

Sources: “Speaker Series: Katrina Jagodinsky,” <https://www.americanbarfoundation.org/event/katrina-jagodinsky-history-university-of-nebraska-lincoln/>, 19 April 2023; <https://www.americanbarfoundation.org/events/37027>

The ScienceCampus and REAF were delighted that their visiting professor Jeannette Eileen Jones (Nebraska-Lincoln) gave a Brownbag talk on 17 May 2023 titled “Recent Directions and Approaches in Transnational Area Studies.” She addressed recent developments in area studies and global studies, reflecting on how programs in these fields work at her home institution, looking at how disciplinary and regional expertise intersects and interacts.

Sources: Jeannette Eileen Jones; <https://europeamerica.de/people/visiting-researchers/jeannette-e-jones.html>

Students in the program spent the summer transcribing, encoding, and annotating digitized records from habeas corpus petitions and freedom suits, which will be included in the digital humanities projects “[Petitioning for Freedom: Habeas Corpus in the American West](#)” and “[O Say Can You See: Early Washington, D.C., Law and Family](#),” respectively.



Katrina Jagodinsky, associate professor of history (standing), works with REU students engaged with historical documents concerning a property rights case from Spokane, Washington. From left is Annabella Pizzi of St. Anselm College; Heidi Martin of the University of Montana; and Ellyzabeth Morales-Ledesma of St. Edward’s University.

“We’re unique in that there aren’t a lot of REUs that are history focused,” Jagodinsky said. “My co-PI and I really saw a gap in training in legal history, and legal research generally, that we felt we could address. In graduate school, researchers are expected to be able to navigate legal archival research, digital databases for legal research, and then also apply sophisticated methods and methodologies to

that work, but there’s very little undergraduate training or preparation for that work.”

With that in mind, Jagodinsky said students learn several new skills, including archival research methods, data collection and processing, transcription, and encoding techniques. Additionally, students receive professional development and mentoring...

The research experience ran from 1 June 2022 through 4 Aug. 2022. Students typically spent part of the day in a computer lab in the Center for Digital Research in the Humanities, working with the digitized documents. Lectures, discussions, and readings were also part of the syllabus. The program culminated with a small research fair, where the students presented individual projects they developed...

Source: Deann Gayman | University Communication and Marketing, “New research experience has historical, legal focus,” <https://news.unl.edu/newsrooms/today/article/new-research-experience-has-historical-legal-focus/>, 12 July 2022

Photo Credit: Craig Chandler | University Communication and Marketing

according to [Laura K. Muñoz](#), an assistant professor of history and ethnic studies at the University of Nebraska-Lincoln.

“Gatekeeping often comes from employers who expect every Latinx to be fluent English and Spanish speakers, which is ironic given the history of English-only and

Americanization in our public schools,” the professor told HuffPost.

English-only proponents – and some native Spanish-speaking parents – worry that concurrently learning two languages will hinder kids’ English language acquisition. Research suggests otherwise, though; [one 2019 University of Washington study](#) suggested that exposure to multiple languages may make it easier to learn one.

For other parents, discouraging their kids from speaking Spanish is a by-product of having been punished for speaking the language in school. If you hear, “This is America, we speak English here” enough times, you’re bound to take the scolding to heart and pass it down to successive generations...

Ultimately, language is only one aspect of cultural identity, said Muñoz.

“If we choose not to teach our children Spanish, but teach them everything else that we believe is relevant, then that’s what matters,” she said. “We get to decide what counts.”

American historian Vicki Ruiz has written that Chicano immigrants and their children “pick, borrow, and retain” elements of their home culture. Muñoz looks at today’s



“Unfortunately, [third generation] heritage speakers often receive criticism of their language abilities from all sides, which they internalize as a personal failing,” said Amelia Tseng, an assistant professor of linguistics and Spanish at American University in Washington, D.C.

third-gen Latino Americans and sees them doing the exact same thing.

“In a society that has proactively attempted to quash our language and our *Latinidad*, the fact that we continue to embrace ourselves as Latinxs is what really matters, whether we speak Spanish, English, or both,” she said.

Source: Brittany Wong, “Many Third-Generation Latinos Don’t Speak Spanish. They’re Tired Of Being Judged For It,” https://www.huffpost.com/entry/third-generation-latinos-dont-speak-spanish-tired-of-being-judged_1_632df46fe4b01804e08df3a4, 28 & 29 September 2022

Illustration Credit: Adrián Astorgano For HuffPost

THIRD-GENERATION LATINOS AND LINGUISTIC HERITAGE

For children and grandchildren of immigrants, the message from some inside the community is clear: “You’re not really Latino if you don’t speak Spanish.”

...At school and at home, “English-only” may be drilled into you but eventually, the gatekeeping comes from outside, too. That’s especially true in the workforce,

LOSING SPANISH

While the number of Latinos who speak Spanish at home has grown, the share has declined in the last two decades...

In the early 20th century, English-only curriculums in schools were the norm, even though there’s no official language in the United States, said Laura K. Muñoz, an assistant professor of history and ethnic studies at the University of Nebraska-Lincoln.

“We have an expectation that these children will be truly

assimilated into the English language to the detriment of their own native language, because the goal here is to strip them of Spanish, ideally to strip them of their cultural ways to Americanize them,” Muñoz said.

By the late 19th century, Arizona, for instance, required English-only instruction in every school in the territory, Muñoz said. And in California, it wasn’t until 1947 that a federal court [ruled to end segregated schools](#) for Mexican children – the first federal school desegregation decision in

the country.

“We assume that this failure to maintain the language has something to do with us – with the way that we were raised, with the inability of our parents to succeed at teaching Spanish – when in fact there are so many other pressures coming at both the parents and the children,” Muñoz said. “When I think about Spanish language loss, the big word is *lástima*.”

Preserving the language

For Muñoz, the loss of Spanish makes many Latinos question their own identity. The big question many who have lost their Spanish ask themselves, she said, is, “Am I truly Latino?”

“We believe (Spanish) is a marker of identity because people on the outside are telling us ‘Oh, well, you’re not a true Latinx if you don’t speak Spanish,’” Muñoz

said. “We’ve been in American school systems that have told us ‘Well, you’re not a true American and you don’t speak English.’ So when you’re caught between that sort of rock and a hard place, it makes you question your identity.” ...

Sources: Amanda Pérez Pintado | USA TODAY, “ ‘It makes you question your identity’: What it means for Latinos to lose Spanish fluency,” <https://www.usatoday.com/story/news/nation/2022/10/06/latino-americans-lose-spanish-fluency/10451602002/>,

6 October 2022; Sean Hagewood | University Communication and Marketing, “Nebraska in the national news: October 2022,” <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-october-2022/>, 1 November 2022

Photo Credit: Nick Oza, The Arizona Republic



Latino families watch the traditional Mexican Mariachi dance during the Hispanic Heritage Month at St. Catherine of Siena Parish Catholic Church in South Phoenix.

declassified information on his way out the door without following any process. “You’re the president of the United States,” he told Sean Hannity on Fox News. “You can declassify just by saying it’s declassified, even by thinking about it.” He’s also attempted to shift the blame by claiming that other presidents took classified documents with them when they left office.

Both theories are demonstrably false. The issue of handling classified information is one that all modern U.S. presidents since Harry S. Truman have grappled with. In Truman’s day, the law was blurry. But he and his successors – working with Congress – refined the law to ensure that handling and preserving government records were not subject to the whims of former presidents. They feared that without an orderly legal process, a president might come along and take classified documents, releasing them to undermine the next administration. The ambiguity that Truman faced gave way to crystal-clear laws that Trump has seemingly violated.

In February 1955, Truman and three aides – an academic, his literary agent, and a trusted adviser – sat down with his former secretary of state, Dean Acheson, for interviews that would help guide the former president as he wrote his memoirs. Truman and his team went on to interview most of the major figures from his administration.

Their first question threw Acheson for a loop. Rather than asking about a big policy decision, the interviewers wondered: What was “the procedure the president would have to follow in clearing documents, such as State Department documents?” It was so technical that Acheson initially misunderstood the question and launched into a soliloquy on how Franklin D. Roosevelt, Truman’s predecessor, “acted on his own” in dealing with heads of

state without even consulting the State Department. One of the interviewers quickly interrupted to clarify what they were really asking.

Why start with such an odd question? The reason stemmed from the vast change in the United States during Truman’s administration. The destruction of Europe and Asia during World War II had left the United States as a hegemonic military and economic power. Truman and his Cabinet had to think about rebuilding a devastated world and preventing a third world war. On top of that, they had to manage a spiraling confrontation with the Soviet Union on ideological, political, and economic fronts, which soon threatened to erupt into a nuclear holocaust.

All of this power and all of these problems required a sea change in the way the U.S. government conducted its business. To meet these challenges, the administrative apparatus had to grow. That meant adding thousands of new bureaucrats and experts on top of the explosion in the size of the executive branch that had already taken place during Roosevelt’s presidency. All of this created its own issues: How to manage the tidal wave of paper the government created each day? And, more importantly, how to make sure classified information stayed secret?



A photo of documents seized during the 8 Aug. 2022 FBI search of former president Donald Trump’s Mar-a-Lago estate was included in a court filing by the Justice Department on 30 Aug. 2022.

It was not a simple problem – and no firm answers had emerged in the decade since the war ended, although Truman had signed the Federal Records Act (FRA) into law in 1950. This law gave the new General Services Administration (GSA) the power to initiate “action through the Attorney General for the recovery of such records as shall have been unlawfully removed,” indicating that officials below the president and vice president couldn’t just keep all of their own documents.

HARRY TRUMAN ILLUMINATES WHY TRUMP HAVING CLASSIFIED DOCUMENTS IS ILLEGAL

A Perspective by Paul J. Welch Behringer (DPAA Research Partner Fellow)

Paul Behringer is the University of Nebraska-Lincoln DPAA Research Partner fellow and a senior fellow at SMU’s Center for Presidential History. He is not an employee of DPAA; he supports DPAA through a partnership. The views presented are those of the author and do not necessarily represent the views of DPAA, DoD, or its components.

After the FBI’s seizure of documents from former president Donald Trump’s Mar-a-Lago estate, many Americans focused for the first time on the rules governing what a former president can do with government documents – especially classified ones. No one knows what Trump’s plans were, but he has tried to argue that he could have

Acheson laid this situation out for Truman and his team. Some issues were clearer than others. If Truman wanted to divulge top-secret information – for example, the size of the U.S. nuclear stockpile in 1950 – he would have to ask for permission from his successor, the Republican Dwight D. Eisenhower. Whether Truman could declassify material himself, well, that was an easy one: “I think it is clear that Mr. Truman cannot do that,” Acheson answered. “He no longer has any authority of any sort. He’s a private citizen now. Anything that is top secret has to be submitted to whoever has the authority to declassify it.”

There were, however, ways to get around classified documents, such as paraphrasing them or describing memories of particular meetings, which might be based on classified notes or other documents. Yet this could get into murky territory.

And Acheson knew precisely where the legal line began to blur, even if his memory was less than perfect. In 1926, his law firm had successfully represented former president Woodrow Wilson’s estate in a case against one of Wilson’s former advisers, “Colonel” Edward M. House. (Acheson apparently misremembered the lawsuit as involving former secretary of state William Jennings Bryan, whose posthumous memoirs came out in 1925, the year before House’s book was published.) House’s book originally contained several letters from Wilson. The court ruled that Wilson’s estate still controlled publication of the letters, and the book had to be reprinted without them. So if Truman had letters from Eisenhower or, say, British Prime Minister Winston Churchill, he’d have to check with them first.

After this explanation, the discussion meandered to whether a former president could even possess classified information. Here again, Acheson was unequivocal, and his answer might surprise readers in 2022: “The pieces of paper belong to Mr. Truman... That is obscured in law but cleared in practice. All the Presidents, from Washington on down, have taken with them the papers they have had.”

Despite this precedent, Acheson himself had left all of his official papers behind. The Eisenhower administration, amid accusations of communist infiltration against Acheson’s State Department, was looking for any excuse to bring charges against former officials. While Acheson accused Eisenhower’s team of having “very little decency about it,” he understood that, “I am a fellow they would love to prosecute, and I didn’t want to be in a position of having one [expletive] thing.”

The actual law was confusing, and the Eisenhower team’s shift in enforcing it created jeopardy – even for Truman.

While Acheson chalked up the increased enforcement to partisan bad blood, bruised egos, and cowing to Sen. Joseph McCarthy’s hysteria, he was only partially right. There was also something bigger at stake.

Trusting officials to keep their documents safe depended on the personal integrity of former presidents and their cabinets. Was that enough to safeguard state secrets in a time of espionage and incredibly high stakes? That concern had fueled passage of the FRA.

But if Acheson had to abide by certain rules that his predecessors did not, the same was not true for Truman. He could still argue in 1955 that he owned his presidential papers.

Subsequent events, including the rise of the modern surveillance state and Watergate, prodded Congress into amending the FRA several times, however, and passing the Presidential Records Act in 1977. This law gave authority over presidential records to the National Archives and Records Administration, which became its own independent agency in 1984.

It established, once and for all, that “the United States – not the president – shall reserve and retain complete ownership, possession, and control of Presidential records,” and that the national archivist assumed custody of presidential records at the end of each administration. In 2020, perhaps anticipating that Trump might flout convention and the law, NARA released a guide to spell all of this out in plain English.

The situation Truman faced in writing his memoirs was new and, as the conversation with Acheson makes clear, the former president wanted to be careful. Yet his situation illuminates how once again – as has often been the case – it is not that the challenges Trump faces are unprecedented. It’s the extent to which he is willing to break well-established precedent that is itself unprecedented. In this case, however, the law is unambiguous, which is why Trump may now face consequences.

Source: Paul J. Welch Behringer, “Harry Truman illuminates why Trump having classified documents is illegal: Presidents used to own their personal papers – but there were real security reasons for changing that,” 11 November 2022, <https://www.washingtonpost.com/made-by-history/2022/11/11/truman-trump-classified-documents/>

Photo Credit: AP

DECEMBER COMMENCEMENT ADDRESS

...Katrina Jagodinsky, Susan J. Rosowski Associate Professor of history at Nebraska, gave the address “Stay Ready: Lifelong Learning and Excellence at UNL and Beyond” during the graduate and professional degree ceremony 16 Dec. 2022 at the arena.

Jagodinsky, whose research focuses on ordinary people’s engagement and interactions with the law, offered the graduates advice on how to prepare for unexpected opportunities to serve, learn, and grow.



Graduates move their tassels from right to left to signify their graduation during the undergraduate commencement ceremony.

First, she encouraged the graduates to seek new and diverse perspectives, which often requires people to build an inclusive community of friends and colleagues. Seeking out such perspectives allows people to think more critically, creatively, and compassionately to develop solutions to local and global problems, she said.

“Put more bluntly: Diversity makes us smarter,” she said. “And so staying ready for lifelong learning and excellence requires us to seek those new and diverse perspectives in

our day-to-day lives.”

Jagodinsky told the graduates that they should take risks and prepare to fail in order to grow. She said often the drive to achieve comes from a desire to succeed and please others, but this need can be limiting, discouraging innovation and leading people to recycle familiar ideas and practices.

“Occasional failure means you’ve pushed yourself to new limits, that you’re testing new strategies and that you’re avoiding complacency to pursue excellence,” she said.

Jagodinsky urged the graduates to ask “why” every day to avoid losing sight of their personal and professional missions.

“Whether you are at work on a daily goal or a lifetime achievement, a personal or global mission, remembering your ‘why’ will keep you focused and energized over the long term,” she said. “Asking ourselves ‘why’ is important, and so is asking ‘why’ of our organizations, institutions, and associations.”

Finally, Jagodinsky told the graduates to say “yes” when it serves their “why.” Knowing how and when to say “yes” and “no” is a crucial step in realizing one’s potential and recognizing one’s

value, she said.

“When you evaluate requests for your time and expertise, consider saying ‘yes’ when it serves your ‘why’ ...” she said. “But if you can’t connect that request to your ‘why,’ recognize it as someone else’s opportunity and consider nominating a colleague or friend who is able to say ‘yes’ when you need to decline.”

Jagodinsky closed her address by telling the graduates to

savor their achievement but not let it be the conclusion of their story.

“Be ready to surprise yourself,” she said. “Seeking new and diverse perspectives ensures you continue to grow; taking risks and preparing to fail delivers unexpected opportunities; asking ‘why’ and knowing when to say ‘yes’ will help you stay focused and productive.”

Chancellor Ronnie Green presided over the commencement ceremonies.

“To each of our graduates: We are proud of your accomplishments and thankful for your contributions,” he said. “You have raised our level of critical thinking and creative activity as a world-leading institution of higher learning, adding to the legacy of the people who have earned their advanced degrees at Nebraska.”

The university conferred 1,288 degrees during the ceremonies. The 1,262 graduates are from 50 countries, 41 states, and more than 170 Nebraska communities.

The December 2022 graduating class earned seven new Juris Doctor degrees, 327 other new graduate and professional degrees, and 954 new baccalaureate degrees. The university has awarded 312,533 degrees since it was founded in 1869.

Source: Sean Hagewood | University Communication and Marketing, “Fischer urges grads to be ambitious, stay humble, say ‘yes’: Nebraska grants 1,288 degrees in December ceremonies,” <https://news.unl.edu/newsrooms/today/article/nebraska-to-grant-about-1300-degrees-during-december-ceremonies/>, 16 December 2022

Photo Credit: Craig Chandler | University Communication and Marketing



Steinacher tells Nick Scholtes, a senior from Lincoln, the stories behind the memorial bricks. Each brick was engraved for a person murdered in the Holocaust with ties to Nebraska.

Steinacher asked the students afterward to write a reflection as they sat surrounded by the Sea of Stones and looking up to the gleaming metal, concrete, and photos that formed the Star of Remembrance.

Reflections following experiences like this one, and interactions with second-generation survivors, are a key component to the class, History of the Holocaust, as Steinacher has centered the course design on helping students understand and more fully grasp the atrocities as well as what led up to them.

And, with the passage of time, that’s becoming harder, he said.

“We used to be able to bring survivors to class to talk directly with our students and share their stories,” Steinacher said. “That always had an impact by bridging the distance of space and time, but most survivors have now passed away, or are not able to travel because of age or poor health. We’re crossing the bridge between contemporary history – when we can remember things because we lived them – and history, when those who experienced it are no longer here.”

That fact, as well as rising antisemitism and Holocaust distortion, makes this class, and others like it, all the more important. For the last five years, Ari Kohen, Schlesinger Professor of political science and director of the Harris Center for Judaic Studies, and a team of Nebraska scholars including Steinacher, have been gathering data on best practices in Holocaust education, with the aim of making

courses more meaningful and impactful for students...

In 2020, Kohen and Steinacher published the first article based in the findings of the pilot study. That article caught the attention of the Conference on Jewish Material Claims against Germany, based in New York, which has funded the research for four years.

With the funding, Kohen said they will be able to continue the mixed methods approach to learning how to teach about the history of the Holocaust in a way that resonates with students. Students who take the class and opt-in to participate are asked to complete a pre- and post-survey, take part in an interview about the course, and have their written reflections from the class coded and incorporated into the study. With the grant, Kohen said

they’ve been able to add research strength to the team, including the addition of expertise from Nebraska’s Methodology and Evaluation Research Core. Kohen also hopes to incorporate alumni of the course into the surveys.

Most of the findings have lined up with the researchers’ hypotheses – that personal narratives and experiences are the most impactful, which can be realized with book choices and adding experiential learning into the syllabus.

“Overwhelmingly, students have mentioned the book *The Sunflower* (by Simon Wiesenthal), as something that made them think differently,” Kohen said. “There are excellent historical texts on this time period, but they don’t seem to land the same way – it doesn’t stick with them.

“We’ve found there is something really impactful about the field trips, where students have visited a synagogue or the Holocaust Memorial or have had the opportunity to meet and speak with people who are Jewish. It seems like common sense, and things we’ve known as educators, but having quantitative information that shows these things work could help educators design more impactful courses everywhere.”

The funding will help cover costs to host a conference for educators in the future to talk about the findings and how to translate these best practices to both high school and undergraduate college courses. Kohen expects the team to welcome educators for these conferences in the final two years of the grant.

NEBRASKA TEAM EXPLORES WAYS TO EXPAND HOLOCAUST EDUCATION

On Holocaust Remembrance Day, a large group of University of Nebraska–Lincoln undergraduates stood quietly and reflected near the Nebraska Holocaust Memorial in Wyuka Cemetery.

Following a talk from instructor Gerald Steinacher, Rawley Professor of History, the students walked along the Sea of Stones representing the 11 million murdered during the Holocaust, read the names of victims with Nebraska relatives on the bricks among them, and took in the information from the Wall of Remembrance. Some walked the path through the tree-lined Butterfly Garden, placed in memory of the 1.5 million children who were systematically killed by the Nazis.

Maggie Nielsen, a double major in German and advertising and public relations, said the experience at the memorial was moving, especially because she is Jewish.

“It was really nice to see the responsiveness to the memorial,” she said. “It seems random to have such

a thing in Nebraska, when you think about the grand scheme of things, but you realize, looking around and reading the names, there’s good reason for it to be here, and it was touching to see my non-Jewish classmates take part in something so meaningful. It was beautiful to witness.”



Students place rocks on the Nebraska Holocaust Memorial in Wyuka Cemetery in Lincoln. In Jewish cemeteries, the tradition is to place rocks on the grave rather than flowers.



A brick rests in the Sea of Stones in Wyuka Cemetery with the name of a person murdered in the Holocaust.

“With my background in German, and being Jewish, I had preconceptions and notions that I knew everything about the Holocaust, but this class has challenged those notions and made me rethink how I approach this era,” Nielsen said. “We read the book *Ordinary Men*, which was about people who weren’t targeted, but were still affected because they were forced to become perpetrators. I had always assumed that they were willing, joyful participants, but I’ve realized many were doing what they thought they had to do to not become another target.”

Source: Deann Gayman | University Communication and Marketing, “Nebraska team explores ways to expand Holocaust education,” <https://news.unl.edu/newsrooms/today/article/nebraska-team-explores-ways-to-expand-holocaust-education/>, 10 May 2023

Photo credit: Craig Chandler | University Communication and Marketing

For students like Nielsen, the assigned readings, field trips, reflections and hearing personal stories have helped her delve much deeper into her understanding of the Holocaust.

FACULTY & POST-DOC NOTES

Prof. Tim Borstelmann is finishing up the manuscript for his next book, a collection of brief essays on what he has learned over more than four decades of teaching and writing history.

After two years of Zoom-only conferences and very limited travel, **Prof. Amy Nelson Burnett** has taken every opportunity to present her research in person. She spent six weeks in Europe during the summer of 2022, presenting papers in Mainz, Germany, and in Prague, Czech Republic, and doing research at the Duke August Library in Wolfenbüttel in between the conferences. After returning to the US, she led a seminar on “Debates about the Sacraments” at the International Luther Congress, held in August at Thousand Oaks, CA. In the fall of 2022, she gave a talk as part of the 2022 Luther Colloquy at United Lutheran Seminary in Gettysburg and presented a paper at the Sixteenth Century Society and Conference in Minneapolis. During the spring of 2023, she directed the UNL German division’s Berlin program, in which students spend a semester studying intensive German language. Burnett also taught a class on German history to the eight UNL students who participated in the program, which incorporated field trips to museums and

memorials in the city as well as to more distant locations such as Wittenberg and Dresden. In February, she traveled to Zurich to give a talk on Heinrich Bullinger and the European Reformation, as part of a workshop celebrating the conclusion of a major project digitizing the 12,000 letters in Bullinger’s correspondence. After the students returned to the US at the end of the semester, she went to Strasbourg, France, to give a paper at a conference commemorating the 500th anniversary of the Reformation in that city. Over the last year she has had three articles published that grew out of her research on Reformation-era debates concerning sacramental theology: “Martin Bucer between Oecolampadius and Melancthon on the Lord’s Supper,” in *Lutheran Quarterly*; “Reading Augustine in the Early Eucharistic Controversy,” in *Totus noster? Augustinus zwischen den Konfessionen*; and “‘Late Zwinglianism’ and the Nature of the Sacraments,” in *Wirkung und Wurzeln der Schweizer Reformation*.

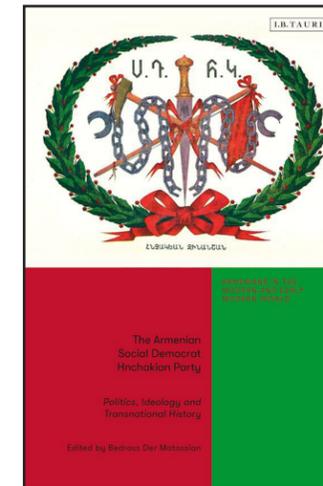
Prof. Parks M Coble’s major research achievement in academic year 2022-23 was the publication of his manuscript, *The Collapse of Nationalist China: How Chiang Kai-shek Lost China’s Civil War* by Cambridge University Press. He received his first printed copies of the book in

May 2023 but this was the culmination of a long process, as discussed in his article about this accomplishment.

Brett Sheehan prevailed on Coble to complete a new paper which he agreed to do. His chapter, “Preserving the Value of *fabi* (legal tender) during Nationalist China’s Currency War with Japan,” appeared in the completed volume, published by the University of Hawaii Press in April 2022. This chapter covers a topic not included in Coble’s new book – the currency war between the Chiang Kai-shek government in wartime China and those of puppet governments set up in the occupied areas controlled by the Japanese.

For all of his career at the University of Nebraska, Coble has been a frequent conference attendee. Perhaps because he is the sole historian working on East Asia at the University, he regularly attended such meetings as the Association of Asian Studies and the Midwest Conference on Asian Affairs. All of these in person meetings were brought to a halt by Covid, replaced by Zoom gatherings. During the interim, Coble “attended” conferences in Paris, Hong Kong, and Hawaii – all without leaving his study in Lincoln. Finally, this year he resumed in person meetings. In the fall of 2022, Coble drove to the University of Kansas for the gathering of the Midwest Conference on Asian Affairs. It was such a delight to actually meet scholars in person once again, especially many old friends. Finally in March 2023 he flew to Boston for the national Association for Asian Studies meeting. Ironically, he had been scheduled to attend the conference there in 2019 when it suddenly had to be canceled by the Covid outbreak.

Coble’s teaching experience also made a post-Covid move. Having been forced with very little warning to go entirely online by the pandemic, he resumed in person teaching during the past year. And yet, he has continued to make use of many of the new techniques he learned during the pandemic. Coble has come to rely on the Canvas platform, setting up exams and papers for online submission. Having learned how to use the new technology, he has tried to take the best of both the old and new. In the spring semester of 2023, Coble was teaching History 380, China since the death of Chairman Mao. The last third of the class dealt with Xi Jinping, the general secretary of the Chinese



Communist Party. With major events happening every week – the sudden end of China’s zero-Covid policies, China’s response to the Russian invasion of Ukraine, and strained relations with the United States over Taiwan, he found himself revising class materials almost daily. The flexibility of Canvas was a major asset in making these changes.

Prof. Dawne Y. Curry was elected as the President of the Nebraska Fulbright Chapter. She was also awarded a Human Rights and Humanitarian Affairs Fellowship.

Prof. Bedross Der Matossian’s new edited volume *Denial of Genocides in the Twenty-First Century* (Lincoln, NE: University of Nebraska Press, 2023) came out in May 2023. It was featured in a lengthy interview by Deann Gayman on *Nebraska Today*, 10 April 2023. The volume features leading experts in the field of Genocide and Holocaust studies. Der Matossian continued his book talks on his book *The Horrors of Adana: Revolution and Violence in the Early Twentieth Century* (Stanford, California: Stanford University Press, 2022) at universities in the east coast and the mid-west. His latest edited volume, *The Armenian Social Democrat Hnchakian Party Politics, Ideology and Transnational History*, is coming out in November 2023 from I.B.Tauris and Bloomsbury Press (left).

Prof. James A. Garza’s forthcoming book on the environmental history of the Valley of Mexico, under contract to the University of Nebraska Press, discusses how the Mexican government and Pearson and Son, a British transnational engineering firm, helped drain the basin of Mexico in the late nineteenth century. The study discusses the impact of the project on indigenous communities and the environment, offering a unique perspective on how public works development affected rural Mexico during a crucial time in the nation’s history. Garza’s recent chapter “Engineering the Porfirian Landscape: Technology and Social Change in the Basin of Mexico, 1890-1910” offers an introduction to the topic and was published in the edited volume *Technocratic Visions: Engineers, Technology, and Society in Mexico, 1876-1946* (University of Pittsburgh Press, 2022) and was edited by Garza and Justin Castro. Garza is also co-editing a new volume with Matthew Esposito, *New Directions in Transnational Mexican History: Mexico on the World Stage*, in which he has a chapter “For Wealth and Progress: Spanish Immigrants, Mexican Communities and the Conquest of the Environment in Late Nineteenth and Early Twentieth Century Mexico.” This is forthcoming from Lexington Press in 2024.

Dr. Jennifer Garza continues to teach classes on World War 2, The Cold War, and Recent Russia. She also works at the Saunders County Historical Society and Museum as Assistant Curator. She is publishing a book on the Nebraska Ordnance Plant in Mead that is coming out in summer 2024 with Arcadia Press.

Prof. Vanessa B. Gorman has spent much of the year on pedagogical pursuits, culminating in her appointment by the Executive Vice Chancellor of UNL as the Aaron Douglas Professor for Teaching Excellence. This professorship comes on the heels of her Outstanding Teaching and Instructional Activity Award (OTICA) from President Carter in 2022.

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/>). During her second iteration of the course in spring 2023, she collected copious data from the students with the help of the Bureau of Sociological Research (with funding from both History and Classics), and she intends to write a pedagogical article delving into the advantages and disadvantages of using her innovative method of learning Greek.

She has also reimagined several of her older courses. For example, in fall 2023 she will be offering a new version of HIST/CLAS 412, The Athenian Democracy at War, in which students will debate the crucial issues that faced Athens during the course of the Peloponnesian War, basing their approaches on close readings of such sources as Thucydides, Xenophon, and inscriptions. She is also doing an original preparation of CLAS283/ENGL 240A, The World of Classical Greece.

Gorman is one year into a two-year, \$60,000 department teaching grant from the Center for Transformative Teaching (CTT). She has been collaborating with Associate Professor of Practice Ann Tschetter, Doctor Angela Bolen, GTA (now Doctor!) 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. Their 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. In

the 2023-24 academic year, the CTT team will be offering the following new course: US History through Disasters, Powerful Queens and Warrior Women in the Pre-Modern World, and Villains and Heroes in World History.

Gorman's collaborative research on ancient Greek authorship attribution based on digital stylometry has resulted in another article, "A Morpho-Syntactic Authorship Attribution Study of the Speeches of Demosthenes and Apollodorus." Co-authored with R. J. Gorman, it uses digital measurements to distinguish between true Demosthenic orations and others that were erroneously attributed to him in antiquity. It has been accepted with minor revisions by the *Journal of Hellenic Studies*, one of the most prestigious Classics journals in the world.

Prof. Margaret D. Jacobs is serving as the Director of the Center for Great Plains Studies. Her research focuses on policies and practices of Indigenous child removal as well as truth and reconciliation. She joined a team of legal experts and historians to submit an amicus brief in the recent *Haaland v. Brackeen* case that threatened to overturn the Indian Child Welfare Act, or ICWA. Her article, "Remembering the Forgotten Child," was cited in the 2023 majority opinion that preserved ICWA. Jacobs is frequently interviewed about the historical abuses of Indigenous families that led to the passage of ICWA. (<https://www.insider.com/latter-day-saints-church-mormon-native-indian-placement-program-icwa-2022-10>; <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-october-2022/>)

Jacobs also continues to work on Indian boarding schools. The U.S. Holocaust Memorial Museum invited Margaret to present the annual Meyerhoff Lecture with philosopher Adam Knowles and education professor Hollie Mackey. The presentation, "Teaching Exclusion in Nazi Germany and the US: Antisemitism and Racist Ideology in the Classroom," compared and contrasted Indian boarding school policy in the U.S. with Nazi higher education. (<https://www.youtube.com/watch?v=qvNMsjg6q9c>)

Jacobs co-directs the Genoa Indian School Digital Reconciliation Project with UNL Libraries professor Liz Lorang and Susana Geliga, a former UNL History Ph.D. student who now teaches at UNO. (<https://apnews.com/article/technology-science-health-education-native-americans-86e005cc1f631fe1f3e52592af60aa52>)

Building off her 2021 book, *After One Hundred Winters: In Search of Reconciliation on America's Stolen Lands*, Jacobs gives many presentations and interviews about how to

repair relations between settlers and Indigenous people. The Willamette University History Department invited her to present the Frost Lecture on the university's annual Founders Day in February 2023.

Jacobs works closely with Kevin Abourezk, a Rosebud Lakota journalist and managing editor at Indianz.com. The two co-direct the Reconciliation Rising multimedia project, which has produced a series of podcasts and an 11-minute film, *Return of the Pawnees*. Jacobs and Abourezk are working on an hour-long documentary, *The Land Returns*.

Prof. Gerald J. Steinacher is making good progress on writing his monograph about Nazi war crime trials, the Vatican, and the issue of postwar justice. His research has garnered recognition, as evidenced by numerous invitations to present his findings. Notable events include his talk at the American Society of Church History meeting in Philadelphia and his presentation at the Mémorial de la Shoah Museum in Paris. In September 2022, he gave an endowed lecture at the esteemed Divinity School of Harvard University. Furthermore, he was a Visiting Scholar at the Central European University in Vienna, Austria, and the University of Venice in Italy.

Steinacher has also published several articles, including "Forgive and Forget? The Vatican and the Escape of Nazi War Criminals from Justice" in *S:I.M.O.N. – Shoah: Intervention. Methods. Documentation*, 9 (2022); "The Limits of Integration: Nazi officials and their new political careers after 1945 in West-Germany and Austria," in *German Yearbook of Contemporary History* 5, 2021; and "Racism and Antisemitism in the Age of Globalization," in *Sociology of Globalization*, edited by Dirk Hofäcker and Christian Karner (Cheltenham, UK: Edward Elger 2023).

Steinacher also has been working with Prof. Ari Kohen for a number of years on a major research project about how to effectively teach about the Holocaust and other genocides. This research holds particular relevance given the current surge in antisemitism and Holocaust denial, coupled with a prevalent lack of knowledge among individuals in Europe and the Americas, as indicated by recent surveys. Recognizing its urgency, this research project has recently received substantial grant support from the Claims Conference in New York.

In March 2023, Steinacher and Kohen organized the Sommerhauser Symposium on Holocaust Education, titled

"Fascisms: Now and Then." This symposium served as a platform for scholars to discuss and explore crucial topics related to Holocaust education. The conference papers presented at the event will be published as the fourth volume in the series "Contemporary Holocaust Studies," co-edited by Steinacher and Kohen, and published by the University of Nebraska Press.



Steinacher remains dedicated to serving the profession and advancing Holocaust studies. He holds a position on the Academic Council of the Holocaust Educational Foundation, which organizes the preeminent conference in Holocaust studies. Furthermore, Steinacher was recently elected as a board member of the Austrian Studies Association, which studies all aspects Austrian, Austro-Hungarian, and Habsburg territory cultural life and history.

Prof. William G. Thomas III worked with co-directors Katrina Jagodinsky and Jeannette Jones to collaboratively develop the U.S. Law and Race Initiative. The project, funded by the Mellon Foundation, will support new courses, graduate research, and fellowship programs over the next three years and include participating faculty from UNL's College of Law. His recent book (*A Question of Freedom: The families who challenged slavery from the nation's founding to the Civil War*) has been adapted for the stage in the Washington, D.C. area. The play, *Out of the Vineyard*, will open at Joe's Movement Emporium on 8 September 2023 and run through 24 September 2023. Finally, he continues to collaborate with *Animating History* partners Kwakiutl Dreher (English) and Micheal Burton (Textiles) to develop animated historical documentary films. Their feature film, *The Bell Affair*, received the 2022 Creative Work of the Year from UNL's NuTech Ventures and is under contract for distribution by Random Media, LLC, a firm that specialized in distributing award-winning independent films. They are working on

a new animated short film about Michael Shiner, whose personal handwritten diaries chronicled his life in slavery in Washington, D.C., and documented his successful bid for his family's freedom. *The Diary of Michael Shiner* will be released in 2023. Thomas is beginning a new research project on the Dred Scott case in American and world history.

Dr. Paul Behringer joined the Department of History last year as the inaugural Defense POW/MIA Accounting Agency Research Partner Fellow. As part of the postdoctoral fellowship, he works on projects in support of DPAA's mission to identify the remains of Americans who have died in foreign wars (particularly World War II and Korea). In addition, in August 2022 he published an article in the *International Journal of Military History and Historiography* on U.S. reactions to violence in the Russian Civil War. In November, he also published an op-ed in the Washington Post's online series *Made by History*, based on an archival trip to the Truman Library, which compared President Harry Truman's handling of classified records to President Donald Trump's. In April 2023, he was invited to present a paper at the University of Maryland's conference "New Approaches to the Russian Civil War." In June, at the annual conference of the Society for Historians of American Foreign Relations (SHAFR), he organized a roundtable on "presidential history" and discussed his ongoing oral history project in partnership with the Center for Presidential History at Southern Methodist University. He also chaired and commented on another panel as part of a strong contingent of UNL

scholars at SHAFR, thanks to organizing committee co-chair Prof. Jeannette Jones. In the Spring 2023 semester, he taught the undergraduate course U.S. Military History since 1917 and looks forward to teaching it again next spring.



In July 2023, **Dr. Cory James Young** (pictured above) completed his postdoctoral fellowship at the University of Nebraska-Lincoln. During his time at UNL, Cory was named as a finalist for the Office of Graduate Studies's Outstanding Postdoc Award and served as project manager for the Digital Legal Research Lab. He would like to thank Katrina Jagodinsky for her stellar mentorship, as well as the rest of the History Department for being so welcoming. In August 2023, he started a new position as Assistant Professor of History at the University of Iowa. Go Big Ten!

Madelina (Lina) Homberger Cordia completed her fourth year in the Ph.D. program in May 2023. She continues to work on her dissertation and wrapped up teaching a U.S. history survey course in the Spring. Through the generous funding provided by two fellowships, the Catherine Prelinger Award from the Coordinating Council for Women in History and the Marguerite C. and Clare McPhee Dissertation Fellowship from the Department of History here at UNL, Lina will be able to dedicate her full attention to completing her dissertation in the following year.

William Kelly is a fourth-year Ph.D. student who, during this past academic year, passed his comprehensive exams and successfully defended his prospectus. Now, William's focus turns towards completing the research and beginning the writing of his dissertation. Additionally, William was awarded a series of fellowships this academic year, including the Stover Fellowship and the Dean's Fellowship through the University of Nebraska-Lincoln, as well as the Larmore Fellowship through the Maryland Center for History and Culture. Together, this funding will enable William to reveal the lives and strategies of fugitive enslaved people who escaped bondage, fled to British ships, and migrated throughout the British empire during the War of 1812. Aside from his dissertation, William is also the project lead for the Claiming Freedom project under the National Park Service's Network to Freedom.

Robb Nelson was recently promoted to the position of Curator of Stuhr Museum in Grand Island, NE. He started working at Stuhr Museum in 2019 as the Assistant Curator. This new role is the highest-ranking historian position at that institution.

Pablo Rangel is showcased in a newly released documentary on the National Geographic channel titled, *What Really Happened: America's Wild West, the True Story of the Making of Early America*. He appears in Episode 5, "The Wild West: Building Pacific Railroads and Birth of the

Cowboy." You can find the show at this link: <https://www.nationalgeographic.com/tv/shows/what-really-happened-america-wild-west>.

His chapter titled "Champion Vaqueros: Practice and Performance in Wild West Entertainment, 1883-1927" is forthcoming in fall 2023 in the edited volume, *New Directions in Transnational Mexican History: Mexico on the World Stage*, editors: Matthew D. Eposito and James A. Garza, published by Lexington Books.

Last fall, Dr. Joseph Locke, book review editor of *The Journal of the Gilded Age and Progressive Era*, asked **Ann Vlock** to provide a book review of Gregg Cantrell's *The People's Revolt: Texas Populists and the Roots of American Liberalism*. Her review has been published in the most recent issue of this journal, volume 22 no 2 (April 2023).

Andrea Wagh completed her second year in the M.A.-Ph.D. program, capping off the 2022-23 year by successfully defending her portfolio and earning a M.A. in history. She will begin her third year in the Ph.D. program this fall.

In May 2023, Andrea traveled to Paris, France to conduct research at the *Mémorial de la Shoah* and received valuable materials that will aid her current research project on the experiences of Jewish children who were hidden by the *Oeuvre de Secours aux Enfants* during the Holocaust. The trip was made possible by the Maslowski Travel Award.

The rest of her summer was filled attending professional opportunities such as the Max M. Kaplan Summer Institute at Holocaust Museum Houston and the Zoryan Institute's Genocide and Human Rights University Program (GHRUP) at the University of Toronto. GHRUP is a two-week course that introduces graduate students to the larger field of genocide studies through in-depth examinations of comparative genocide case studies led by major scholars in the field.

GRADUATE STUDENT NOTES

Starting this fall, **E. Bryan Cooper Owens** will be a lecturer in the Africana Studies Institute at UConn.

In the past year, **Elodie Galeazzi-Kelly** taught HIST 111 for the second time and refined the outline of her dissertation. She focused her research on Black radio in Omaha, KOWH AM and FM. She conducted research at the Great Plains

Methodist United Church archives, the Douglas County Historical Society, and collaborated with the Great Plains Black History Museum to use their unindexed archives. She had the opportunity to interview several people who were involved in the radio project, including Dr. Rodney Wead, Mel Luetchens, and Dr. Don Bredthauer. In the coming year, Elodie will serve as the Mellon US Law & Race Initiative research assistant.

DOCTORAL DEGREES AWARDED

In May 2023, the Department of History awarded four doctoral degrees. Congratulations to our Ph.D. graduates on their major accomplishment!

Dr. Donna Rae Devlin

Adviser: Katrina Jagodinsky
Dissertation Title: *Women of the Great Plains and the "Disruption" of Neighborhoods: Challenging Sexual Violence and Coercion Through Local Courts of Law in Kansas and Nebraska, 1870-1900, With a Segue to the Present*

Position Post-Graduation: Assistant Professor of American History & Government, Sterling College (KS)

Dr. Anthony Allan Foreman

Adviser: Gerald J. Steinacher
Dissertation Title: *Pride and Privilege: Military Honor and Hegemonic Masculinity in German and British Courtrooms, 1914-66*

Position Post-Graduation: Lecturer, University of Nebraska-Lincoln

Dr. Patrick Tyler Hoehne

Adviser: William G. Thomas III
Dissertation Title: *American Reavers: A Genealogy of Extralegal Collective Violence in the United States, 1840-1865*
Position Post-Graduation: Tenure-Leading Assistant Professor of History, University of Southern Mississippi



Back Row (L to R): William G. Thomas III; Patrick Hoehne; Gerald J. Steinacher; Tony Foreman; Kenneth Knotts, Jr.

Front Row (L to R): Donna Devlin; Katrina Jagodinsky

Dr. Kenneth Larry Knotts, Jr.

Adviser: Gerald J. Steinacher
Dissertation Title: *They Kept the Trains Running: The U.S. Russian Railway Service Corps in Russia's Civil War, 1917-1920*

Position Post-Graduation: Adjunct Faculty, University of Nebraska Omaha

DIGITAL HUMANITIES FELLOWSHIPS FOSTER TRANSFORMATION

For a quartet of graduate students, the University of Nebraska-Lincoln's Digital Humanities Fellowship was challenging, collaborative, expansive, invigorating, and transformative experience.

Nebraska's Ethan Jensen (geography), Patrick Hoehne (history), Olufunke Ogundimu (English), and Kevin Pflager, a masters student in geography, all agree that the collaborative environment of the program was essential to accelerate the development of their projects...

Offered through the Center for Digital Research in the Humanities and University Libraries, the program gave the students the time, space, and access to technology in the Dinsdale Family Learning Commons where they met regularly with Carrie Heitman, director of the 2022 summer fellowship. Heitman ran various workshops, mentored the students, and gave short lectures on topics related to the national and international digital humanities landscape, positioning their work in the academy, funding opportunities, and grant writing. Heitman also arranged

a series of chats with digital humanities practitioners at Nebraska, libraries faculty, and staff to speak with the fellows as a group or one-on-one...

Patrick Hoehne's project uses machine learning to expose and explore bias in Civil War-era newspapers, and has benefited from the use of the supercomputer provided by the Holland Computing Center. He uploaded full-text files of hundreds of thousands of newspaper articles from both the Richmond Daily Dispatch and The New York Times and ran a code to train the model going through the massive text file. He has run 100,000 training steps with the goal to reach a million.

"The output gets tighter the more I train the model, and I hope to make an engaging website where users can put in any prompt text, like abstract words such as heroism, tragedy, monster, and see the different results from the northern paper versus the southern paper," Hoehne said...

In the latter six weeks of the fellowship, the students pursued their project goals independently, supported by weekly mentoring sessions with Heitman. In the fall of 2022, they shared aspects of their learning experience and project results at the first Digital Humanities Afternoons forum event.



Digital Humanities Fellows (from left) Olufunke Ogundimu, Kevin Pflager, Patrick Hoehne, and Ethan Jensen pose for a photo with program director Carrie Heitman.

Source: Joan Barnes | University Libraries, "Digital Humanities fellowships foster transformation," <https://news.unl.edu/newsrooms/today/article/digital-humanities-fellowships-foster-transformation/>, 2 August 2022

Photo Credit: Karin Dalziel | University Libraries

GUGGENHEIM EMERGING SCHOLAR AWARD

Patrick Hoehne, graduate student in the Department of History, 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 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.

Source: "Achievements | Honors, appointments, publications for Aug. 12," <https://news.unl.edu/newsrooms/today/article/achievements-honors-appointments-publications-for-aug-12/>, 12 August 2022

RESEARCH DAYS WINNERS

On 28-29 March 2023, the Office of Graduate Studies, the Office of Undergraduate Research and Fellowships, and the Office of Research and Economic Development

held the 2023 Student Research Days Poster Sessions and Creative Exhibitions.

More than 130 graduate students and 200 undergraduate students participated in these sessions in addition to a week-long celebration of student research and creative activity. Graduate students who were awarded competitive prizes for their scholarship and presentation skills received \$400 toward travel grants to present their research regionally or nationally as well as support other research costs...

Nearly 100 faculty, postdoc, and graduate student volunteer judges met with students during morning and afternoon sessions and evaluated their presentations...

Madelina Homberger Cordia (Medford, Oregon; studying history under adviser James Garza) won an award for “Drama, Hysteria, Crying’: Contested Media Representations of Mexican Futboleras Surrounding the Unofficial 1970 and 1971 Women’s World Cups.”

Source: “Undergraduate and graduate Research Days winners announced,” <https://news.unl.edu/newsrooms/today/article/undergraduate-and-graduate-research-days-winners-announced/>, 19 May 2023



EMERITI NEWS & ALUMNI INFO

#ABOLISHTHEMONARCHY THROUGH A HISTORICAL LENS

University of Nebraska-Lincoln faculty member Carole Levin was interviewed for a 9 Sept. 2023 [Forbes](#) article on #AbolishTheMonarchy trending on social media following the death of Queen Elizabeth II...

Levin, Willa Cather Professor Emerita of history, said she doesn’t see the abolition of the monarchy happening soon but that doesn’t mean changes won’t be made...

“[King Charles III] has to show that he is economizing and understands the hardships the people are going through,” she said. “That could mean cutting back who is on

the payroll.”

Levin, who specializes in European history and queenship and is a fellow of the Royal Historical Society, said the monarchy is important to the British people, providing a strong sense of identity and boosting tourism.

“The Royals play a huge role, and it isn’t just London; it is Windsor, Scotland, and throughout the country,” she said. “The British monarchy isn’t just historically important; it remains so today.”...

Many younger Britons may not even know that much about the history of those previous kings.

“Charles II was actually a unifier during the restoration,” said Levin. “It is a fine name and it could provide a sense of continuity, but he has to be king for everyone. What was impressive about his mother, Queen Elizabeth II, was that she was a monarch who people could relate to.”...

Levin was also interviewed for three local stories after Elizabeth II’s death – on [KETV](#), [KFOR](#), and [KLKN](#).

Sources: Peter Suciú | Contributor, “Calls To #AbolishTheMonarchy Trending Loudly On Social Media,” <https://www.forbes.com/sites/petersuciu/2022/09/09/calls-to-abolishthemonarchy-trending-loudly-on-social-media/?sh=5e3460354a0c>, 9 September 2022; Sean Hagewood | University Communication and Marketing, “Nebraska in the national news: September 2022,” <https://news.unl.edu/newsrooms/today/article/nebraska-in-the-national-news-september-2022/>, 4 October 2022

CATALOGING UNTOLD STORIES OF BLACK HOMESTEADERS

A story of Black achievement, struggle, persistence, and risk-taking.

That’s how Rick Edwards describes his upcoming book, *The First Migrants*.

The culmination of years of research, *First Migrants* tells the stories of Black homesteaders’ quest for land and freedom in Nebraska and across the Great Plains after post-Civil War reconstruction failed in the South.

In the book, which will be published by the University of Nebraska Press in August 2023, Edwards and co-author Jacob Friefeld [UNL History Ph.D., May 2016] tell this “mostly unknown chapter of Black History

and homesteading.”

When slavery was abolished with the passage of the 13th Amendment in 1865, there was hope and a widespread belief that Black people would be given land in the South – a deal commonly referenced with the phrase “40 acres and a mule.”

Despite the bleak outlook, some saw opportunity in the

Great Plains, where homesteading promised the potential for 160 acres in exchange for five years of working and living on the land.

Every state across the Great Plains would be home to Black homesteaders. And about 3,500 of those pioneers made homestead



Black refugees rest on a levee along the Mississippi River in this image from 17 April 1897. A new book co-written by Nebraska’s Rick Edwards and Jacob K. Friefeld highlights how Black homesteaders settled across the Great Plains following the Civil War.

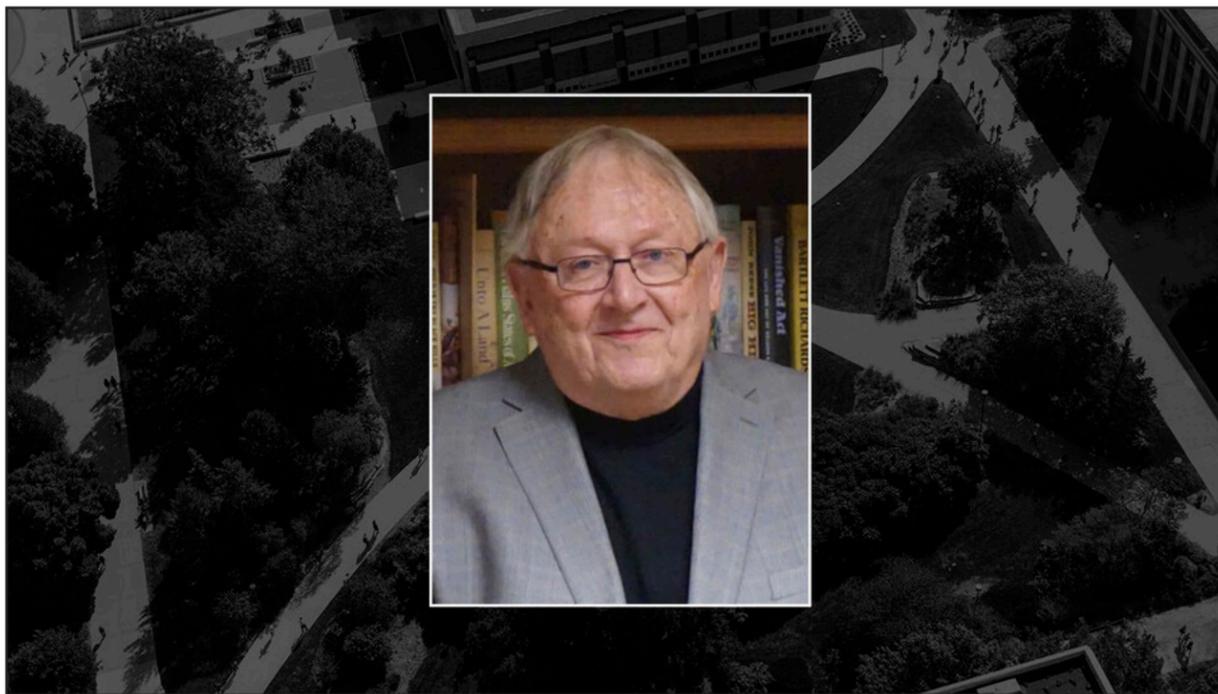
claims and gained ownership of some 650,000 total acres.

The idea for *The First Migrants* came from a request from the National Park Service for a project on Black homesteaders. During five years of work, Edwards and his team studied records and interviewed the descendants of Black homesteaders to form the story told in the book...

Source: Kateri Hartman | University Communication and Marketing, "Edwards helps catalog untold stories of Black homesteaders," <https://news.unl.edu/newsrooms/today/article/edwards-helps-catalog-untold-stories-of-black-homesteaders/>, 27 February 2023

Photo Credit: Library of Congress

IN MEMORIAM: JOHN WUNDER



John Wunder, professor emeritus in the Department of History, passed away 25 June 2023 at age 78.

Wunder was born 7 Jan. 1945, in Vinton, Iowa, and grew up in Dysart, Iowa. Wunder earned a law degree in 1970 from the University of Iowa, where he had previously received his bachelor's and master's, and his Ph.D. in 1974 from the University of Washington. He arrived at the University of Nebraska-Lincoln in 1988 to serve as director of the Center for Great Plains Studies (CGPS) until 1997. He also served as an associate dean in the College of Arts and Sciences Dean's Office and president of the Mari Sandoz Heritage Society and the Western History Association. Wunder's academic interests ranged from the American

West and Native American history to the history of Nebraska and the development of six-man football. He authored or edited more than 20 books and numerous essays and articles on topics such as the Great Plains and American legal history. *Retained by the People: A History of American Indians and the Bill of Rights* won Phi Alpha Theta's award for the best history book in 1995.

In 2016, CGPS opened [the Wunder Book Collection](#), scholarly works about the Great Plains and Natives in the Plains donated by Wunder.

Among other accolades, he [received the 2021 Sower Award in the Humanities](#) from Humanities Nebraska for his

contribution to the public understanding of the humanities and the university's Annis Chaikin Sorenson Award for Outstanding Teacher in 1994. He was the first professor from UNL to be selected to hold the Fulbright Bicentennial Chair in American Studies in Finland.



Before teaching at Nebraska, Wunder taught at Case Western Reserve University, Texas Tech University, and Clemson University.

Wunder was preceded in death by his parents, Arnold and Mary Wunder.

He is survived by: Susan, his wife of 53 years; daughters, Nell and Amanda; son-in-law, Shamus Adams; and grandson, Anders Wunder Adams.

A gathering to remember Wunder will be held early in the fall semester.

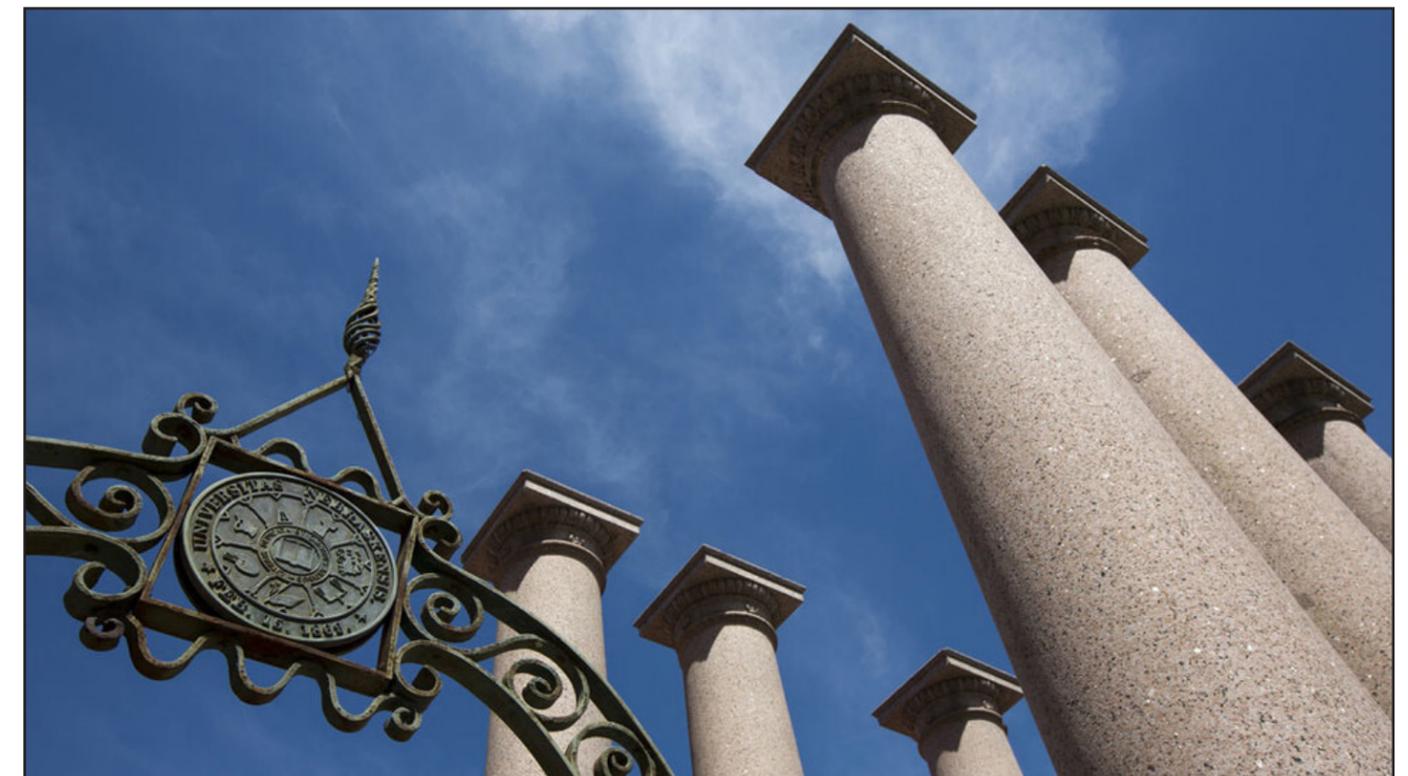
[Memorials are suggested to the Chief Standing Bear Journey for Justice Scholarship Fund.](#)

Read more:

- [Obituary on legacy.com](#)
- [Interview with Dr. Wunder in Great Plains Quarterly](#)
- Watch: ["Great Plains Anywhere: John Wunder"](#)

Sources: "Remembering John Wunder," <https://history.unl.edu/remembering-john-wunder>, 30 June 2023; "Obituary | John Wunder," <https://news.unl.edu/newsrooms/today/article/obituary-john-wunder/>, 3 July 2023

B&W photo courtesy Katie Nieland



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