The University of Iowa History Department
https://clas.uiowa.edu/history
History Corps members stand outside the Obermann Center. Left to right: Joseph Jakarasi, Professor Jacki Rand (faculty mentor), Professor James Brooks (guest), Dwain Coleman, Mary Wise, David De La Torre, Laurel Sanders, and Marius Kothor.


TABLE OF CONTENTS
2 Message from the Chair
3 Undergraduate Program Update
5 Graduate Studies at Iowa: Onward and Upward
6 History and Interdisciplinarity: The Example of Global Health Studies
7 Public History at Iowa
8 Making Sense of Ferguson
9 German Iowa and the Global Midwest
11 Introducing our Newest Colleague
12 Life After Schaeffer Hall—Alumni Profiles
18 Notes from the Field
21 Faculty Honors Since 2014
22 Graduate Degree Conferrals Since 2012
27 Books Published Since 2010
28 Jake Hall Memorial Scholarship
31 In Memoriam
32 History Faculty
34 Faculty Retirements Since 2010
35 How You Can Help
If there’s anything that makes historians uncomfortable, it’s being asked to prophesy the future. We know that history is indispensable to understanding the present and to imagining possible directions in which things might unfold - but we also know that there’s a big difference between imagining possible directions and knowing outcomes.

I write this column during a feverish season. Fierce political winds are blowing, and people who differ sharply in their partisan preference share a sense that we’re in a moment of radical change. And so: History is more necessary than ever. We may not be able to predict the future, but we’re more likely to be able to navigate it safely if we have a firm grasp on how we got here and if we understand, deeply, how human societies work.

We remain as committed as ever to the teaching, research, and public history that is such a necessary part of civic life. Higher education has been hit hard by financial pressures, and the University of Iowa is no exception. Yet we’ve increased opportunities for our students to travel for research, to take on internships, to master digital history approaches, and to engage in public history projects. The last year alone has seen the creation of three new graduate scholarships, thanks to the efforts of energized alumni and friends: the Jake Hall Memorial Scholarship, the George F. Garcia Scholarship, and the Robert D. Dockendorff Fund. An anonymous donor has provided stipends for undergraduates taking on unpaid internships in 2017. Additional donations, together with support from the College of Liberal Arts & Sciences, have enabled us to establish a three-year pilot program of research support for mid-career faculty.

We’re currently putting the finishing touches on streamlined joint degree programs with the College of Education, as we’ve long had with the College of Law. Our faculty continue to win top national and international fellowships and publish prize-winning work, and we’ve added faculty in new fields, including Korean history, history of the Caribbean, Latinx history, and digital history. The frequency with which policy-makers, the media, and public interest groups seek out our faculty members’ expertise bears witness to their impact.

An increased social media presence has helped us to spread the word about faculty and student accomplishments and maintain community with alumni and friends worldwide. We hope you’ll follow “History at University of Iowa” on Facebook and @UI_History on Twitter. If you’re a UI History grad, please let us know what you’ve been up to by clicking the “alumni” tab on our webpage: https://clas.uiowa.edu/history.

Even as we take a global perspective, we’re also attentive to our impact close to home. Preservation of archives has been a high priority, and we’ve worked hard to increase the public’s appreciation of the invaluable collections at the State Historical Society of Iowa. Collaboration with History Departments across the state has been crucial in this and other efforts. Our first state-wide gathering of History Chairs took place in February, 2017. The group included representatives from comprehensive and research universities, four-year colleges, and community colleges: we are all part of a shared enterprise.

Inside these pages, you’ll see discussion of our graduate and undergraduate programs as well as exciting public history and interdisciplinary initiatives. You’ll find students describing their time abroad and alumnae reporting on how they’ve used their history degrees. You’ll find an update on faculty publications, remembrances of faculty who have passed on, and evidence of the great work facilitated by gifts from alumnae and friends. We’re delighted to have all of you as part of our community, because we know that you share our conviction: History Matters.
History is the centerpiece of a humanities education. It’s about problem-solving, gathering evidence, and fitting that evidence together to understand what happened in past societies – and why those things happened. With its global scope, history helps us to understand today’s crises as well as today’s success stories.

Still, history faces the same broad economic and political pressures that challenge other humanities disciplines, especially worries about career paths and student debt. In response to this challenge, and as part of our ongoing effort to strengthen our programs, we have taken steps to insure that Iowa undergraduates don’t forget that history matters – and that it can lead to a rewarding future.

Our efforts start before students arrive at UI. The Director of Undergraduate Studies (DUS) coordinates with other faculty and with existing majors to make presentations at college events for prospective and admitted students. The DUS also meets individually with dozens of visiting students and their parents. Through these face-to-face contacts as well as in printed and online materials, we help students and parents understand the value of the history major, and we promote awareness of our distinguished faculty, alums, and current students.

Most students first encounter History through their general education requirements – and many stop there. Gen Ed is our opportunity to insure that all undergrads are exposed to the civic education packed into the discipline of history. While our regionally- and nationally-based survey courses remain popular, we’ve added a new survey of World History.

We’ve introduced new courses under the “Big Ideas” rubric, a college-wide initiative for developing interdisciplinary courses in classrooms that encourage collaborative learning through use of technology. In “Equality, Opportunity, and Public Policy” Colin Gordon and a sociologist team up to show how historical and social science methods can illuminate past and present debates over the role of government in addressing social inequality. In “History and Science of Oil,” Ty Priest collaborates with a geologist to explore the deep origins and wide-ranging implications of the global oil industry. Smaller Gen Ed courses are taught by faculty

(Continued on page 4)
and advanced graduate students. Recent examples include Jacki Rand’s offering on “The History of Policing” and Steve Warren’s class on “Warfare and Terrorism in the Americas.”

How about our majors? We work hard to make sure they’re up to date on new methods and debates and that they get a truly global education. We also are expanding learning opportunities beyond the classroom and fostering a stronger sense of community and camaraderie among our majors.

In our required foundational course for majors, students learn about methods through deep immersion in a topic determined by the instructor: perhaps Race and Politics in Twentieth-Century America, Mapping Korea from Regional War to Global Crisis, or Disease and Power. Several faculty are teaching digital skills (such as data analysis) or giving students opportunities to use digital tools for dissemination (such as wikis or short videos). And whenever possible, faculty take their classes to one or more of our excellent nearby archives: the State Historical Society of Iowa, the Iowa Women’s Archive, Special Collections at the University Library, or the Herbert Hoover Library.

Undergraduates often look forward to doing history outside the classroom. History majors have recently held internships at the Harper’s Ferry National Park and the National Czech and Slovak Museum in Cedar Rapids. Another student researched the history of an Iowa City building for its owner, while two others catalogued archival materials salvaged from a recently closed Iowa prison. Our strongest students have opportunities to write the challenging but rewarding Honors Thesis. The student-run Iowa Historical Review provides editorial experience for undergraduates as well as a publication outlet for our honors theses and other research papers. Digital work by our students has been featured in such outlets as the blog of the US Holocaust Memorial and Museum.

What do young history fans do in their spare time? Watch historical movies and hold trivia contests, of course! The Hawkeye History Corps, our undergraduate history club, organizes such events, as well as career information sessions. Its members also have been terrific ambassadors for the department at recruiting events.

History graduates have been crucial resources for our students as they seek information about careers and networking opportunities. Our series on “Life after Schaeffer Hall” has brought back history graduates with job titles ranging from Deputy Chief of State Department missions in Bahrain to writer and executive producer for The Sopranos. Coming soon: an expanded webpage showcasing the diverse career paths open to History BAs.
If letter-writing is one of the more rewarding duties for a mentor, then reflecting on the accomplishments of our entire graduate student body is one of the most exhilarating tasks for a Director of Graduate Studies.

In the past three years we celebrated twenty-eight new PhDs. Their dissertation topics ranged from medieval women’s economic agency to the intersection of ecology and civil war in Mozambique to gender, culture, and ethnicity in Mexican-US borderlands. Some took tenure-track positions in schools such as the University of Louisville, Bridgewater College, and the University of Texas at El Paso. Others took postdocs at the German Historical Institute, the South African Centre for Africa Studies, the University of Wisconsin-Madison and the Center for Presidential History at Southern Methodist University. Yet other graduates occupy positions outside academia, for example as Senior Historian for an award-winning public history enterprise or as archivist with the Smithsonian Institution.

Despite tightened budgets, donor support has allowed us to maintain a dozen graduate fellowships and grants. These grants often function as seed money for students to develop proposals for major fellowships – with remarkable success. In recent years, our students have won fellowships from institutions including the Fulbright Commission, the German Academic Exchange Service, the Nippon Foundation, the Social Science Research Council, the German Historical Institute, the Berlin Program for Advanced German and European Studies, the Huntington Library, and the Mellon Foundation.

It is similarly inspiring to review our students’ and recent graduates’ publications. Their articles have appeared in journals like American Quarterly, the Journal of Transatlantic Studies, Medical History, and History Today; their books have been published with both university and trade presses. Collaboration with the UI Digital Publishing Studio and the Obermann Center’s Graduate Institute has led to an impressive stream of publications on digital platforms and in public history venues.

Our program has greatly benefitted from the dedication of our graduate coordinator, Sheri Sojka, and the heart and soul of the whole operation, our indefatigable administrator Pat Goodwin. The Graduate History Society (GHS) has been no less vital to our successes, with recent alumna Yvonne Seale taking the lead in creating a lively social media presence.

Our graduate students make a tremendous contribution to our undergraduate program. Post-comps students have developed innovative and popular courses such as “The Indian Ocean in World History,” “A History of Buddhism,” and “The Rise and Fall of Empires on Screen.” Two measures of our graduate instructors’ success are the regularity with which they win university-wide teaching awards as well as the accolades they earn in student evaluations. Many enter the job market having gained valuable pre-professional experience outside the department as well, in units such as the Chief Diversity Office, Special Collections of the UI Libraries, and the Department of Gender, Women’s, and Sexuality Studies.

GHS has a long tradition of organizing lectures and workshops to bring distinguished scholars to campus and to offer grad students opportunities to present their research. In recent years many of our most successful alumni have returned to share their scholarship as well as strategies for careers in and outside the academy. With support from our own History Corps, the Graduate College, and most recently a yearlong NEH-funded program, History students and faculty have been hard at work imagining the future of graduate training and preparing for a rapidly shifting career landscape.

My faith in history’s future has been sustained and invigorated by our students. While external pressures on the humanities have increased, the energy, talents, and achievements of our current and recent grad students are truly encouraging. Their skills and perspectives will contribute mightily to supporting a pluralistic democratic society committed to evidence-based investigations of complex historical realities.
Do historians just work in their specific geographic or thematic areas, and teach only in the History Department? Of course not! Our faculty are active in all kinds of interdisciplinary endeavors throughout the University of Iowa.

Take for example the Global Health Studies Program (GHSP), for which I will serve as Director starting in Fall 2017. One of the first in the nation, the GHSP began offering a Global Health Certificate in 1990 as the brainchild of History Professor Emeritus Paul Greenough. Since then, there has been a proliferation of global health programs at other universities, but nearly all are part of graduate colleges in public health or medicine. Our program is distinctive because it has remained focused mainly on undergraduate education: it is currently one of just two undergraduate programs nationwide. In 2000 the GHSP began offering a minor, and it manages the global health track for international studies majors which began in 2006. Starting in Fall 2016, we offered a major. Nearly 80 students are already enrolled in the major—together with 85 minors and 10 certificate students.

One reason I became involved with the GHSP is that it is truly interdisciplinary. Our steering committee includes faculty from the Colleges of Dentistry, Medicine, Nursing, Pharmacy, and Public Health; the Public Policy Center; and the Departments of History, Geography, and Anthropology in the College of Liberal Arts and Sciences. We not only manage programmatic and curricular issues: we also provide a resource for students and faculty in the form of our research interests and skills. The GHSP is proud to have the humanities and social sciences at its core and to urge students to think about the humanistic side of global health interventions. In courses students explore different approaches—be it the biology, biomedical engineering, sociology, or politics of health, or the cultural differences that affect healthcare—in order to reach a broader understanding of what shapes the ways in which people experience health and illness.

As a scholar with interests in the history of public health and medicine, I have often found myself teaching students who didn’t realize they were interested in history. They show up because they want to learn about disease and empire, public health in Latin America, and the relationships among science, race, and medicine. GHSP courses draw students from a variety of majors, exposing them to areas of the world they would not normally explore. Most importantly for me, though: these courses help students learn the value of history in comprehending the ways in which people all over the world understand their own health as well as that of others.

An example of our critical engagement with medical humanities is our workshop for students, faculty, and staff entitled “Doing Harm by Doing Good,” which examined the potential pitfalls of international experiential learning. Study, volunteering, internships, and research abroad can provide valuable experiences for our undergraduates, but students’ efforts to “do good” in global communities in which they are visitors, not residents, frequently raise ethical questions. This is most clearly problematic in healthcare provision, where “hands-on” experience for untrained undergraduates may conflict with patient rights. Yet “voluntourism,” in which unpaid visiting students can displace local employees, is present in many settings. The workshop, which took place in December 2016, involved professionals from the fields of global health, international development, health sciences, and higher education. As historians, we understand the historical precursors of these phenomena—from missionaries to imperialism—and so we were able to illuminate for this interdisciplinary audience the ways students’ efforts might be received. By bringing this expertise to bear, GHSP works to improve the programs that interest so many of our students while demonstrating the importance of a historical perspective to students and colleagues across the campus.
The history department’s profile in public history continues to grow through faculty research, graduate and undergraduate education, and collaborative projects involving partners within and outside the University.

The hub of our graduate work in public history is “History Corps,” a graduate student-led digital project which serves as an idea incubator. Through History Corps initiatives, graduate students develop and exhibit projects stemming from research and collaboration with each other and with external partners. Following the historic flood of 2008, students explored the environmental history of Iowa to better understand the rising frequency of flooding, producing a webpage and a physical exhibit (“Rising Waters, Rapid Changes”). Recent PhD Heather Wacha produced “If Books Could Talk” in collaboration with UI Special Collections Librarian Colleen Thiessen. The popular YouTube series features Heather and Colleen discussing the clues medieval manuscripts offer about where they came from, how they landed in libraries far from their origins, and what they tell us. Other student projects focus on African immigrants to Iowa and Iowa women in politics. See http://thestudio.uiowa.edu/historycorps/ for more.

History Corps recently embarked on a new major project: “Iowa Native Spaces,” a digital web project which was presented in spring 2017 and is soon to be released. Rooted in principles of engagement, collaboration, and partnership with tribal communities, this collaborative digital mapping project involves students and the advisor of History Corps; members of the Iowa and Meskwaki tribes; the Office of the State Archeologist; faculty from the University of Northern Iowa, Grinnell College, and Knox College; the State Historical Society of Iowa; and American Indian and Native Studies at the University of Iowa.

Maps of Native North America commonly promote and reinforce stereotypes about indigenous life prior to European colonization and misrepresentations about indigenous people under removal and diaspora. Post removal, the Midwest has been cast as a Euro-ethnic, bi-racial region, contributing to the vanishing of American Indians and their histories. Cartography reinforces what Frisch calls “fundamental paradoxes in the way Americans have managed variously to invoke, revoke, and generally shrink from provoking a serious reckoning with their past.” All public history projects aim for broader dissemination of knowledge and democratic participation of non-academic partners. “Iowa Native Spaces” aims for a higher bar: to address the nature of American historical consciousness, particularly as it relates to American Indian and U.S. history.

“Iowa Native Spaces” takes students out of the classroom and into tribal communities and meetings with partners to organize field work, identify significant lines of inquiry, collect oral histories, and review the project’s progress. The students worked with the UI Digital Scholarship and Publishing Studio to develop the website which they unveiled at the 2017 annual meeting of the National Conference on Public History. The organizers developed a two-part Workshop in which teachers and partners are developing curricular materials on this overlooked chapter of Iowa history.

Public projects and internships fire up students’ imaginations and foster their love for history: when they touch a document, interview a subject, or handle an object, the past seems less distant. We’ve responded by

Map of Ioway villages and rivers drawn by Ioway Chief Nacheninga, No Heart (1797-1862).
In many respects, the script is a familiar one. A deeply segregated American city, an episode of police violence, a week of rage and protest—directed against both the police and the underlying segregation—and a chillingly militarized restoration of fragile order. Detroit in the summer of 1943. Miami in 1980. Los Angeles in 1992. Ferguson in 2014.

At the same time, the shooting of Michael Brown and its aftermath in Ferguson, Missouri offers a twist on this story. Greater St. Louis has always been a starkly segregated city, with the lines drawn at Delmar Boulevard between the city’s north and south sides and—until recently—at the border between the city and the suburbs sprawling west through St. Louis County and beyond. In that setting, Ferguson was not the “inner city” but an inner suburb; once an enclave of working class “white flight,” and—by the summer of 2008—in the midst of racial transition.

Over the course of this history, local segregation was enforced and reinforced by a tangle of public and private policies. St. Louis was one of a handful of cities, early in the last century, to propose an explicitly racial zoning ordinance. When the Supreme Court checked this offense to equal protection (in 1917), the real estate industry stepped in—systematically adding race-restrictive deed covenants to transactions in white neighborhoods, and holding the line against racial transition as its core ethical standard.

When the courts outlawed race-restrictive deed covenants (in 1947), municipal zoning took over. West of the city and its inner suburbs, local zoning curtailed (and in many settings simply prohibited) all but large-lot single-family residential development. This fueled both urban sprawl and a generation of population flight, as white families rode federal subsidies (mortgage insurance, the GI Bill) out into the cornfields.

St. Louis’s inner suburbs, particularly those (like Ferguson) clustered between the city and its airport in north county, played a crucial and complicated role in this story. Here the region’s political fragmentation is particularly acute, a modest residential footprint carved into dozens of small municipalities—few of which claim the fiscal capacity to sustain local services, fund local schools, or maintain an aging infrastructure. Here the regulation of land use is more urban than suburban, as development preceded the postwar push for exclusionary zoning. And here the pattern of demographic change, from predominantly white occupancy to predominantly black, continues to push west. Black flight followed white flight as the city went into deeper decline: between 1980 and 2010, the population went from 85 percent white and 14 percent black to 29 percent white and 69 percent black.

The result is a potent combination: a metro area southern in its race relations and northern in its organization and regulation of property. Those race

(Continued on page 17)
Iowa: *The Home for Immigrants*. That was the title of the 1870 volume published by the Iowa Board for Immigration. The Board translated it into multiple languages and distributed it across Northern Europe with the aim of spurring Europeans to move to the state. Germans were the most numerous group to arrive, becoming the largest number of foreign-born people in Iowa from the 1850s through the 1960s. Those German-Iowans were intricately tied to the history of the state as well as the histories of Europe and the Midwest. They left a treasure trove of records.

In fall 2014, Elizabeth Heineman and I had an epiphany while returning from a conference in Indiana: Iowa is a hotbed for German history, and the sources are so plentiful that it is possible to “do” German history locally. That revelation led us to work with other faculty to direct students into the Iowa Women’s Archive, the State Historical Society of Iowa, and Special Collections at the University library. During the next four semesters, a half dozen faculty and over two hundred students pursued German history locally, jointly producing a history of German Iowa in the Global Midwest. Glenn Ehrstine of the German Department guided students using German-language sources.

The fruits of our labor appeared in fall, 2016: a museum exhibit in the Old Capital Museum. The physical exhibit was tied to a digital one, which will be enhanced as the physical exhibit tours the state in 2017.

Many of the institutions that plan to host the exhibit sent representatives to Iowa City for a workshop entitled “German Iowa from Town to Town” in September, 2016. Two weeks later, an Obermann Humanities Symposium brought together leading authorities on German America to explore the multicultural and multilingual Midwest these immigrants helped create. In late October, over thirty historians of Germany from colleges and universities across the Midwest assembled for another conference hosted by International Programs and the German Historical Institute in Washington DC. Their goal was to explore ways to do global history locally by tapping international sources housed in the Midwest. For details of these and related events see: https://germansiniowa.com/

Our team never thought of this as simply a project to enhance German Studies at UI, although it already has done that. Rather we pursued it as a model for engaging undergraduates and community partners in archival research to enrich family, local, and state histories. Students and community partners responded enthusiastically, and they learned a great deal about the multilingual and multicultural history of the state as well as the vulnerability of civil liberties.

That was possible because this is a poignant history. As waves of immigrants arrived in Iowa, they moved into territories with a violent history of expropriation of Indian lands. Once there, German Iowans became the largest of the European immigrant groups who cleared lands; built farms, towns, and neighborhoods; and founded social organizations. Germans and their descendants dominated local government in Iowa City beer cave built by German immigrants. Courtesy State Historical Society of Iowa.
many cities and counties. They built some of the first churches and synagogues, and they founded banks, businesses, and industries, including many of the 130 or more lowan breweries established by 1880. They also supported over sixty German-language newspapers statewide, three in Iowa City alone. They created bilingual schools and lived in multilingual and multicultural neighborhoods.

From St. Paul to St. Louis, the Mississippi was essentially a German river. Every river town on the lowan side was filled with German speakers from the 1850s through World War I. In fact, many German-Iowans lived here for decades without learning English. Within a year of the United States entering the war in April 1917, however, Governor William L. Harding issued the Babel Proclamation, forbidding the use of foreign languages in public spaces.

Not unlike the waves of anti-Muslim sentiment that followed the 9/11 attacks or the recent rise of ISIS, World War I provided an excuse to transform some Americans into pariahs. Many Iowans took advantage of this moment to undercut German Iowans’ political and economic influence and even to physically harm them. Businesses, individuals, and whole towns, such as Berlin, Iowa (now Lincoln), anglicized their names to hide their origins. Meanwhile, in cites from Davenport to Spirit Lake, Iowans publicly burned German books.

Even Iowans of German heritage took part: ostracizing German-American neighbors could be a good way to assert one’s own loyalty.

Despite the decline in the public use of German, subsequent waves of German immigrants continued to encounter German language and culture across the state. Contrary to many historians’ and pundits assertions, German language and cultural practices quietly persisted into the post-World War II period.

Our undergraduates’ research brought this history into relief and underscored its implications. Like many immigrants today, the German Iowans they discovered lived in worlds that were simultaneously local and global. Their stories offer an important backdrop to ongoing debates about citizenship, bilingualism, and immigration.

At the same time, student research demonstrated the need to maintain and support state archives, which are threatened by budget cuts, and they have given our Department a means to engage with Iowans across the state. This broader engagement demonstrates the value of the humanities at our institutions of higher education. Projects like “German Iowa and the Global Midwest” help us to build alliances committed to defending the humanities, public education, and university-community partnerships.
History’s newest addition is Lina-Maria Murillo. Elizabeth Heineman conducted this interview with her.

Lina, we’re so glad you’ll be joining us in History! You’ve written a fascinating dissertation about Birth Control in El Paso. Can you tell us about it?

Lisa, I am absolutely thrilled to be a part of the History Department!

When I began my doctoral program, I was eager to study women organizers along the U.S.-Mexico border. There were older organizations like the YWCA, and more contemporary organizations in Ciudad Juárez investigating the femicides that began after the signing of NAFTA in 1994. However, destiny had something else in mind. As I was searching for sources for a dissertation topic, Planned Parenthood of El Paso closed its doors for good—and delivered thousands of documents to the University of Texas at El Paso’s Special Collections. These documents led to questions about the history of birth control in the region and to manuscripts collections about reproductive rights across the country.

Planned Parenthood of El Paso headed the battle for birth control for nearly 30 years starting in 1937. Its initial aim, though, was not to bring liberation through family planning, but rather to control the burgeoning ethnic Mexican population on the U.S. side of the border. In the 1960s and 1970s radical white feminists and Chicanas took different approaches. Prior to Roe v Wade, activists from the Bay Area used the borderlands to help mostly American women obtain safe abortions within Mexico’s northern frontier. At the same time, Chicana activists, in the mostly ethnic Mexican areas of El Paso, started their own healthcare clinic, believing that Chicano self-determination began with access to health care, including reproductive health.

How do you see your work informing present-day discussions about these matters?

At a time when the role of facts and evidence in policy-making is tenuous, I hope to press the scale in the direction of truth. For example, few people know that Texas was once a progressive space for reproductive politics. Birth control clinics dotted the Texas landscape as early as 1934, years before U.S. v One Package took contraceptives out of the purview of the Comstock Laws. Texas was in the minority of states that did not pass compulsory sterilization laws. Roe v. Wade came out of Texas and was argued by a young lawyer from Austin named Sarah Weddington. Cecile Richards, the current Executive Director of Planned Parenthood, is the daughter of the firebrand Texas governor Ann Richards. And after the state instated H.B. 2 in 2013, one of the most repressive abortion laws in the country, Texas activists fought back. The battle took them all the way to the Supreme Court, which overturned the law in 2016 with Whole Women’s Health v. Hellerstedt. This story highlights the complexities of a state like Texas—known as a bulwark of conservatism, but also with a history of reproductive justice activism.

What courses do you plan to teach?

I am excited about teaching courses on the history of Chicano/as and Latinx in the United States. Specifically, I would like to teach the history of Latinas with a focus on social movements, a class on the history of birth control and reproductive rights and justice, and classes on borderlands history.

You attended the Borderlands History program at the University of Texas at El Paso. What’s special about studying and teaching Borderlands history?

There are several places on UTEP’s campus from which you can see the border wall and Ciudad Juárez just hundreds of feet away. It is a sobering experience and reminds us of the militarization of the region and the violence that engendered and maintains this divide. As a teacher, I highlight the tensions created

(Continued on page 13)
Christy Clark-Pujara (PhD, 2009)

I left the UI History Department with much more than the skills required to be a historian. Thanks especially to my mentors, Leslie Schwalm and Shel Stromquist, I left with examples of how to be a dedicated scholar, an engaged teacher, and a public historian. I left knowing that my work should not be confined to academia but should speak to and inform the present. My experience in the Department of Afro-American Studies at the University of Wisconsin-Madison has brought home to me the value of my Iowa education.

When I started my dissertation on slavery in Rhode Island, I knew that there was very little literature on the business end of slavery, which was concentrated in the north. That work evolved into my first book: Dark Work: The Business of Slavery in Rhode Island. The marginalization of the northern black experience and the centrality of slavery to the northern economy allows for a dangerous fiction—that the North has no history of racism to overcome. My current work, on blacks on the Wisconsin frontier, acknowledges the Upper Midwest’s assistance to fugitive slaves seeking to pass through on their way to Canada (an important part of regional identity even today) – but also reminds us that blacks who sought permanent residency experienced social, economic, and political marginalization.

This same sense of engagement shapes my teaching. Slavery is one the most charged topics in American discourse. Most of my undergraduate students have never vigorously read, thought about, or discussed the history and legacies of race-based slavery in the United States. Many are uncomfortable with course content. In order to help them through these challenges, I borrow from the late and esteemed historian Gerda Lerner to make case for why history matters. I contend that history meets basic human needs: it gives us personal identity, a collective immortality, cultural traditions, and an explanation of our world. I ask students how their personal, local, and national histories inform how they understand themselves and the world. Then we’re able to discuss how the marginalization of the history of African Americans has skewed our understanding of the nation as a whole, and black Americans in particular.

When I’m not teaching, I give my time and resources to organizations and institutions that fight for justice. I believe “the arc of the moral universal is long, but it bends toward justice.” I vote in every local and nation election because I know my voice must be heard. And when local and nation elections do not reflect my views and values, history has taught me not to despair and disengage, but to mobilize and fight back.

Christy Clark-Pujara will become Associate Professor of Afro-American Studies at the University of Wisconsin in Madison in August, 2017.

Kate Stewart (MA, 2005)

Since I graduated with my MA in History in 2005 (and MLIS in 2007, also at Iowa), I’ve had several different jobs in archives and libraries in Washington, DC. I was hired by the American Folklife Center at the Library of Congress in 2010 to start working on a new joint oral history project with the Smithsonian called the Civil Rights History Project. The first phase, as mandated by Congress, was to survey oral history collections across the country related to the civil rights movement. (I also worked on cataloging LC’s backlog of civil rights and African American related audiovisual collections.) I then cataloged new oral histories collected by scholars and made them accessible online. The last phase (and the most fun) involved selecting clips of the oral histories for an exhibit on the Civil Rights Act of 1964, writing blog posts about the oral histories, and developing lesson plans for teachers with the library’s K-12 outreach group. Across the five years of the project, I was always thinking about the researchers and students who would eventually use these oral histories and how personal stories can help bring history alive.

Subsequently, I worked as Senator Barbara Mikulski’s archivist in preparation for her retirement at the end of 2016. Mikulski is the longest-serving woman in the Senate and in Congress, in office for 40 years. I whittled down and digitized about 4,000 linear feet of paper records and roughly organized 10 terabytes of digital files before her collection was transferred to Johns Hopkins University. Most of the collection will not be officially open for another 15 years, but every day I stumbled across documents that will be a gold mine for historians in the future. They tell fascinating stories about her work for women’s rights, public health, and her legendary efforts to welcome other women senators into the fold. I now work as a public policy analyst and writer for Mikulski in her position as Professor of Public Policy at Johns Hopkins University.

Lina-Maria Murillo—continued from page 11

because of this boundary and the ways individuals, institutions, and the state have negotiated, contested, and defended the line on both sides. Borderlands history forces us to contend with two nation-states, competing historical narratives, and the ways inhabitants of the region have lived on both sides and traversed the border to survive.

**You’ll be taking up a joint appointment with Gender, Women’s, and Sexuality Studies – a unit with which History has a long and happy collaboration. What will your role be with GWSS?**

Yes, I’m so happy I’ll be joining both departments! I'll draw on my experience teaching in the Race and Resistance Program in the College of Ethnic Studies at San Francisco State (SFSU) to help develop curriculum for GWSS’s new Social Justice Program. At SFSU I taught courses on the history of people of color in the United States and I hope to work on similar courses in GWSS and History.

**Both History and GWSS are committed to public engagement. How have you brought your work as a teacher-scholar to the larger community? Do you have preliminary ideas about how you might continue to do this in Iowa?**

I've worked with organizations like West Fund in El Paso, which helps fund abortions for low-income patients. I would like to continue to do this type of work in Iowa City, but I would also like to work with the growing Latinx community in the area and support UI’s outreach programs in neighboring towns like West Liberty.
Trudy Peterson  (PhD, 1975)

I became an archivist because I needed a job. When I was hired I had never been in an archive.

As an undergraduate I wanted to be a lawyer, so I went to law school. I hated it. At a party I told a woman about my predicament, and she asked what I had majored in. I said, “Worthless. I have a double major in history and English.” She said, “The Herbert Hoover Presidential Library is looking for someone to research and write captions for museum exhibits, and they want history and English. Why don’t you apply?” I thought that sounded wonderful—particularly since my boyfriend was in law school nearby. I called, was interviewed, and was hired.

From the first day I loved working in an archive. I was being paid to read someone else’s mail! I stumbled into a profession that has given me an extraordinary life.

I saw that men with Ph.D.s held many of the senior positions in the National Archives. I decided that I needed that credential, too, so that if I experienced discrimination later, I would know I had done all I could to make myself eligible for promotion. Having the degree gave me confidence to move in all professional and academic circles, and it opened doors around the world.

The history degree is the fundamental basis for working in the archival field. I worry that archivists today have become too exclusively technical. The heart of an archivist’s work is deciding what to save and what to throw away (appraisal) and telling others what we hold (description). Knowing what information is necessary to interpret the past — that is, knowing how history works — is essential to making good appraisal judgments. The same is true of description. Many fact-based inquiries can be answered by search engines or on the basis of lists of files or items. But real scholarly inquiry requires deeply-informed description of the records — meaning the archivist must understand the context and content of the holdings. The “multiplier effect” means that scholarly archival work informs textbooks, which in turn inform the next generation of citizens. Archivists must support both scholars and the general public with the best appraisal and description we can provide, and a history education is the basis of that work.

An archival consultant with a Ph.D. from the University of Iowa, Trudy Huskamp Peterson is a Certified Archivist and former chair of the Human Rights Working Group of the International Council on Archives, past president of the Society of American Archivists and the International Conference of the Round Table on Archives, and the author of books and articles on the archives of truth commissions, international criminal courts, and police forces. She was the Acting Archivist of the United States, 1993-1995.

During my studies at the University of Iowa from 1985 through 1988, my interest in both American and world history classes was often driven by current events. I remember Soviet history with Prof. Pelenski and Latin American history with Prof. Hale, both of which addressed major foreign policy issues facing the United States in the 1980s.

I also took modern U.S. history classes, including Prof. Cmiel’s modern U.S. intellectual history class. After that, I was inspired to take his early U.S. intellectual history class. I learned to study history backwards from current events, eventually getting to the Progressive Era with a visiting professor, Jane Pederson, and American Labor History with Prof. Stromquist.

Majoring in history was a good decision for me. It was good training for my career both as an attorney and as a state legislator representing Cedar Rapids over the last 14 years.

The ability to review, analyze, and select historical documents and data for purposes of writing history is much like reviewing, analyzing, and selecting facts and precedents as a lawyer or as a public official making an argument.

It also helps just knowing what has happened in history—the decisions people made, the events that transpired, and the social forces that changed society. It informs what I do and helps me keep current events and challenges in perspective.

Today, history is one of my favorite hobbies. For me, reading history (or listening to history books on CD as I drive around the state) is better than any fiction because it involves real people making real decisions, under circumstances they may not fully comprehend, and then experiencing real consequences, just like elected officials and political leaders do today.

Rob Hogg is a 1988 graduate of the University of Iowa. He later earned an M.A. in public affairs and a J.D. from the University of Minnesota. Today, he is Democratic leader in the Iowa State Senate and an attorney in private practice in Cedar Rapids. In 2013, he published America’s Climate Century: What Climate Change Means for America in the 21st Century and What Americans Can Do About It.

The Department of History’s “Life After Schaeffer Hall” series provides current history students a better understanding of career options for students earning a BA, MA, or PhD in History.

Recent speakers have been planned to coincide with book tours, conferences, personal visits, and in cooperation with other University programs or departments.

We look forward to hosting future “Life After Schaeffer Hall” speakers, so if you plan to be in area, please be sure to let us know!
“In 500 words or less, what is the Arab-Israeli conflict all about?”

I vividly remember the Iowa history seminar in which this question sparked my unlikely passion for the Middle East. I’d never travelled abroad, spoke no foreign languages except meager high school French, and figured I’d end up in law school. At best, I had a shallow understanding of U.S. policy and phenomena like the Iranian Revolution, Lebanese Civil War, Palestinian statehood, and Iran-Contra.

Some 30 years, 12 Foreign Service assignments, and five languages later, I owe a deep debt of gratitude to the Iowa History Department faculty for inspiring intellectual curiosity and rigor, expanding my career horizons, and equipping me to succeed in public service. For an average student like me, Ralph Giesey, Lawrence Lafore, Alan Spitzer, David Schoenbaum, Lawrence Gelfland, Dwight Bozemen, Henry Horwitz, and a talented cast of others seemed like giants. Their commanding classroom presence magically transported you through time into different eras. They wove compelling narratives that enlarged the world and taught you how to explain why revolutions and wars started, why regimes endured or crumbled, and what life was really like for the average person. They instilled respect for the creative polemic and a common sense instinct for theories and explanations that lacked credibility. They edited papers ruthlessly for substance and grammar. They sniffed out unprepared students. They inspired and fed our passion. They took their work very seriously and expected no less of us.

David Schoenbaum was especially generous in coaching me through his seminar on the Middle East, the first of its kind at Iowa. He then pulled me into a project reading declassified 1960s National Security Council (NSC) documents on the Israel’s nuclear program. I spent months learning the players, the places, and the issues. This experience provided the fodder for an unplanned honor’s thesis on the expansion of US-Israeli military relations. I survived and came to appreciate the faculty’s critiques of early and later drafts. “Your characters are lifeless and their motives unclear,” they suggested. “Stop grandstanding and tell a thoughtful story.” “Put some work into your sentences.”

This advice and practical experience helped me in the private sector and a year working in the German Foreign Ministry. In 1994, my ability to explain the importance of the Bab al Mandab helped me pass the Foreign Service Exam. Many years after studying diplomacy and policymaking, I found myself practicing it at State, in embassies, and at the NSC. My study of regional history provided a natural conversation starter. It helped me understand how people perceived the U.S. It demonstrated respect for their culture and experiences and fostered relationships we used to promote common interests.

History also broadened my understanding of the equities and stakes of our foreign policy choices. In my last job as Acting Deputy Secretary for Syria, Jordan, and Lebanon, I scoured accounts of Arab civil wars to develop options for a durable ceasefire in Syria and avoid moves that would further inflame the situation. I dug into old texts on Russian history for clues on how to handle talks in Geneva on Syria with Russian military officials. As we exhaust all efforts to end the siege of Aleppo, history teaches civil wars usually don’t proceed or end neatly, and rarely do they allow for easy choices. They require resilience when nothing appears workable. Thanks to the Iowa History Department faculty investment in me, I’m better equipped to do this incredibly challenging work.

Timothy Pounds is Country Office Director for Egypt at the US Department of State.
embedding archival research, oral history, and digital projects into our course offerings. And our undergraduates often take things a step further, seeking out opportunities to extend their public history work beyond classroom offerings. Recently, Jeff Erickson and Evan Risk, two upper-level undergraduates, took part in the Fort Madison Prison Memory Project as research organizers. First-year student A.J. Forchetti won a competitive summer 2016 internship in the Hampshire College Institute for Curatorial Practice, where he was part of a web development team. He called the experience “life changing.”

Many of our faculty members and grad students have deeply engaged the public through their individual specialties. Be sure to read the features by Glenn Penny and Colin Gordon elsewhere in this issue to find out about the tremendous impact of their work in public history. But they’re not alone: Ty Priest, who specializes in the history of energy and the environment, has served in many advisory roles, including as senior consultant (and sole historian) on the President’s National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling. Professor Emerita Linda Kerber co-authored the much-discussed Historians’ Brief in Whole Women’s Health vs Hellerstedt, in which the Supreme Court ruled against stringent restrictions on reproductive health care clinics. Recent PhD Eric Zimmer collaborated with the Center for American Indian Research and Native Studies in successfully advocating for South Dakota’s Harney Peak to be renamed as Black Elk Peak.

Making Sense of Ferguson—Continued from page 8

relations are always most fragile on the frontier of racial transition. And when that frontier sits in a struggling inner suburb—its citizens mostly black, its police almost exclusively white—the fuse is always lit. The surprise in Ferguson is not what happened, but why it does not happen more often.

I describe this history, and its metropolitan patterns, in my 2008 book, Mapping Decline: St. Louis and the Fate of the American City, and in two related web-based mapping projects. In the wake of Michael Brown’s death my work on St. Louis was featured in The New York Times, Think Progress, Business Insider, New Republic, Time Magazine, Business Week, The Columbia Journalism Review, Bloomberg, LA Times, NBC News, Christian Science Monitor, Al Jazeera, St. Louis Post Dispatch, Reuters, All Things Considered (NPR) and Dn.Se (Denmark). I also did background interviews for the Le Monde (France), BBC, Tokyo Shimbun (Tokyo), The Globe and Mail (Toronto), Politiken (Denmark), Marketplace (NPR), ARA (Barcelona), and KPCC Radio (California).

The events in Ferguson also spurred me to extend—and in some respects rethink—my work on St. Louis and its suburbs. I gave a number of invited talks (many in the St. Louis area) in late 2014 and 2015, and wrote on Ferguson in Dissent, The St. Louis University Public Law Review, Jacobin, and an anthology commissioned by the American Bar Association. Through this work, I became increasingly interested in the fundamentally lesser citizenship lived by African-Americans in the St. Louis suburbs. “One group of people in this country can expect the institutions of government to bend in their favor,” as the civil rights pioneer John Lewis wrote last year. “In the other, children, fathers, mothers, uncles, grandfathers, whole families, and many generations are swept up like rubbish by the hard, unforgiving hand of the law.”

These interests—old and new—coalesced in my work for the ACLU and the Missouri NAACP over the last two years. The NAACP sued the Ferguson-Florissant School District because its “at large” election system systematically underrepresented the region’s growing African-American population. The ACLU’s Voting Rights Project litigated the case. I wrote a 75-page expert opinion (largely covering the region’s deep history of racial segregation) in the case and, in January last year, testified on behalf of the plaintiffs in federal court in St. Louis. In September, just over two years after Michael Brown’s death, the court ruled in our favor.
With the support of fellowships from the German Academic Exchange Service and the Berlin Program for Advanced German and European Studies at the Free University of Berlin (and well prepared by preliminary research supported by Departmental and University grants), I set off for Berlin in September 2013 to conduct research for my dissertation on experimental artists and cultural politics in Berlin in the late 20th century. My strategy was to alternate between East and West Berlin-based archives every few months, to avoid getting too mentally removed from either of the Berlins during my research. I eventually found this periodic transfer between two very different (yet proximate) art scenes and political landscapes to be a rather schizophrenic experience, but productive nonetheless.

I spent the first month working through fifteen years of issues of West Berlin’s edgy and colorful bi-weekly entertainment magazines, Zitty and Tip, full of insider tips on ephemeral art actions, temporary art galleries, and underground clubs, as well as amusing entertainment news from the late 1970s through the mid-1990s. The next month, I moved on to reports and correspondence from East Berlin cultural bureaucrats housed in the Berlin State Archives. Unlike the colorful sources I found by paging through Zitty and Tip, working through reports from East Berlin cultural bureaucrats was, in all honesty, quite dull. These bureaucrats clearly knew how to replicate the script expected for such reports and in correspondence with party leaders. They were equally skilled at avoiding any mention of their actual day-to-day concerns, or efforts to bypass or undermine party regulations and censors. Yet the dry nature of these sources also made for a celebratory occasion when these documents did deviate from the script to betray traces of what was actually going on.

Beyond my small (and usually silent) celebrations over such folders, my most rewarding experiences in the field came during my oral history interviews. These interviews enabled access to many of the artists featured in my dissertation as well as an introduction to fascinating spaces that also impacted my understanding of Berlin, both past and present. My interviews with artists and gallerists brought me to the “Museum of Lies” in a rural village outside Dresden, the “Art Ruin” museum in Berlin-Dahlem, a former collective farm compound in rural Brandenburg, artists’ studios in Berlin-Kreuzberg and Prenzlauer Berg, a dark (and very cold) former gallery space in Berlin-Charlottenburg, and a gas station in Berlin-Friedrichshain. My request for an interview with a member of the 1980s West Berlin feminist art collective, Schwarze Schokolade, rapidly morphed into a reunion among four of the members and a lively discussion of feminist art in the 1980s—a terrific reminder that history lives!
After two years of coursework at Iowa I returned to my home country, the United Republic of Tanzania, to research my dissertation, “The Roots of African Christianity in East Africa: Conversion, Slave Emancipation, and Translation in Western Tanzania, 1878-1960.” Tanzania’s 40 million people represent more than 120 ethnic communities with diverse languages and cultures. The country has a large Christian community with both established churches and Pentecostal healing ministries. The persistence of slavery and slave trade in nineteenth-century Western Tanzania attracted Catholic and Anglican missionaries who wished to contribute to the abolition of slavery and the slave trade.

My research, supported by several Departmental, Collegiate, and University fellowships, has included archival work in the UK and Tanzania as well as oral histories with men and women who experienced or heard from their parents and relatives about slave emancipation, conversion, and translation. I began my research in June 2016 by reading documents of Anglican missionaries at the School of Oriental and African Studies (SOAS), University of London, and the University of Birmingham. I read original reports and correspondence about the need for women missionaries, networks of friendship between missionaries and local rulers, and children and orphans whom local rulers offered to missionaries for instruction and conversion. I returned to Tanzania for archival and oral history research in July 2016. The first phase of research in Tanzania included archival and oral history research in Dar es Salaam and parts of the Tabora region. I read diaries of Catholic missionaries about conversion, slave emancipation and the growth of early Christian communities.

Undertaking oral history research in Africa is an interesting experience. My two research assistants introduced me to informants and local government officers. They also helped me in asking more questions about relatives, songs, and prayers to make informants relaxed about the stories we were looking for. In some cases, we participated in the informants’ activities to make the conversation informal. We carried out interviews using Nyamwezi and Kiswahili because they are widely spoken in the region. Experiences of elderly men and women, descendants of slaves, and early catechists enlightened me more about African slavery, emancipation, conversion, and translation. In most cases, our interviews turned out to be normal discussions that also reminded informants about their past experiences. However, for some of our elderly informants old age made it hard to remember the stories and experiences of the past.

We carried out interviews at Ndala, Lububu, and Nzega mission stations, with a special interest in family stories about slavery and conversion. We interviewed elderly men and women including early catechists, whose parents settled at Ndala mission station as former slaves. Accounts from men and women at Ndala revealed that the first converts originated from different parts of the East African interior, and it was from catechists and teachers trained at Ndala that other mission stations including Lububu, Usongo, and Nzega emerged. Although inhabitants of Ndala village identify themselves as linguistically belonging to Nyamwezi ethnic group, informants suggested different social backgrounds of early converts who formed the first Christian community. I also interviewed informants about Latin, Nyamwezi, and Swahili songs and worship. As for songs, some elderly Christians sang before me Latin, Swahili, and Nyamwezi songs. I recorded their performance and I noticed that some songs had similar melody but in different languages. The informants whose performances I recorded brought me prayer books and songs—composed by early Africans—in Nyamwezi. On the whole, the interviews provided important new insights, beyond what is available in books and in the archives, about African history and particularly the history of Christianity and slavery in Western Tanzania.
As an undergraduate at Iowa, I studied history and international studies, with a focus in modern Central and Eastern Europe. I studied abroad in the Czech Republic, wrote an honors thesis on Czech and Slovak history with the support of the Burke Scholarship, and began to take Russian language classes. As I got closer to graduation, I was primarily looking toward either graduate school in this area, or a career in teaching. I applied for the Fulbright English Teaching Assistantship because it would aid me in either path, and give me the chance to live, teach, and be immersed in the culture of Russia. After a very long and arduous application process, I was selected to teach English at Baltic Fishing Fleet State Academy in Kaliningrad, Russia.

My teaching assignment in Kaliningrad was pretty vague. Essentially, it was just to teach English, and any other details – such as teaching method, lesson content, etc. – I could decide for myself. I ended up teaching mostly conversational English, with emphasis on listening comprehension and speaking fluency. I had never formally learned pedagogy or ESL teaching theory, so there was quite a bit of trial and error my first semester, but after a couple of months I hit my stride and began to teach effectively. By the end of my Fulbright term in June, my students had improved markedly. They were much more confident and willing to speak, and even my lowest-level students could understand most of what I said in class. Seeing this improvement, and the appreciation that my students expressed, really made me feel like I made a meaningful contribution and that I was doing something right as a teacher.

The Fulbright isn’t just about teaching and academics, however. A major component of the program is social and cultural engagement, which I did through traveling, hanging out with my Russian friends, and generally living as a Russian would. This is what made the program so special and unforgettable, since those experiences and friendships could have only been created with this sort of cultural immersion. And while I learned a lot about the differences between Americans and Russians, it was more interesting and enlightening to discover just how similar we are. I know it sounds cheesy, but on a personal level we really do have the same hopes, fears, and motivations. I think this is especially important to remember given the current and historical tensions between our two countries.

I’m back in the U.S. now, and working in university admissions rather than international affairs or teaching, but the Fulbright has had and always will have a deep impact on who I am. I gained invaluable experience in teaching, leadership, language, communication, and problem-solving, but more importantly it has given me perspective and understanding that I couldn’t have gotten without living and teaching in Russia. Part of Fulbright’s mission is to increase mutual cultural understanding between the U.S. and other countries, and it has definitely done that for me, just as I did for my students.
Faculty Honors Since 2014

Belli, Mériam – IMeRA / Institut d’Etudes Avanceees Fellowship, Aix Marseille Université in France, 2016-17

Berman, Constance (Emerita) - Camargo Foundation Residential Fellowship in France, 2015

Blain, Keisha - AAUW Postdoctoral Fellowship, 2016-17

Blain, Keisha - SHAFR William Appleman Williams Junior Faculty Research Grant, 2016

Cox, Jeffrey - Senior Research Scholar, Leibniz Institute for European History, Mainz, Germany, 2014

Espinosa, Mariola - HathiTrust Research Center Award for Advanced Collaborative Support Projects, 2016

Espinosa, Mariola - May Brodbeck Humanities Fellowship, 2015-16

Giblin, James - CLAS Developmental Studies Hybridoma Bank Faculty Scholar, 2016-17

Gordon, Colin - F. Wendell Miller Professorship, College of Liberal Arts & Sciences, 2016-21

Gordon, Colin - CLAS Collegiate Fellow, 2014-19

Gordon, Colin - Regents Award for Faculty Excellence, 2016

Gordon, Colin - Distinguished Achievement in Publicly Engaged Research Award, OVPRED, 2015

Greenough, Paul (Emeritus) - Fulbright Research Fellowship in India, 2016-17

Heineman, Elizabeth - Institute for Advanced Study Fellowship, Freiburg, Germany, 2014

Hoenicke Moore, Michaela - Fulbright Visiting Professorship in Innsbruck, Austria, 2017

Moore, Michael - IFK International Research Center for Cultural Studies in Vienna, Austria, 2014

Moore, Rosemary - Collegiate Teaching Award, 2015

Noellert, Matthew - Henry Luce Foundation/ACLS Program in China Studies Post-doctoral Fellowship, 2017-18

Park, Alyssa - Kennan Institute, Woodrow Wilson Center, 2014-15

Penny, H. Glenn - Wissenschaftskolleg (Institute for Advanced Study) Fellowship in Berlin, Germany, 2017-18

Penny, H. Glenn - Distinguished Achievement in Arts and Humanities Research Award, OVPRED, 2015

Penny, H. Glenn - Franklin Research Grant, American Philosophical Society, 2015

Priest, Tyler – Distinguished Achievement in Publicly Engaged Research Award, OVPRED, 2016

Priest, Tyler - Collegiate Teaching Award, 2016

Schwalm, Leslie - OAH Distinguished Lecturer, 2016-18

Sessions, Jennifer - Distinguished Achievement in Arts and Humanities Research Award, OVPRED, 2017

Sessions, Jennifer - CLAS Developmental Studies Hybridoma Bank Faculty Scholar, 2016-17

Sessions, Jennifer - Paris Institute for Advanced Studies Fellowship, 2015-16

Storrs, Landon - Collegiate Teaching Award, 2016

Storrs, Landon - OAH Distinguished Lecturer Program, 2016-18

Stromquist, Shelton (Emeritus) - Founder’s Award, University of Iowa Center for Human Rights, 2015

Tachau, Katherine H.; Dilley, Paul; and Barrett, Timothy - Andrew W. Mellon Foundation Sawyer Seminar Fellowship, 2015-17

Tachau, Katherine H. - Fulbright Fellowship in Uruguay, 2018

Vlastos, Stephen - University Honors Thesis Mentor Award, 2014

Yale, Elizabeth - Visiting Scholar, Max Planck Institute for the History of Science, Berlin, Germany, 2016

CLAS = College of Liberal Arts & Sciences

OVPRED = Office of the Vice President for Research and Economic Development
ALTMAN, Jacob S. (2016)
"Reviving Socialism: From Union Theological Seminary to Highlander Folk School"
Advisors: Shelton Stromquist and Landon Storrs

BAKER, Gabriel D. (2016)
"Spare No One: Destroying Communities in Roman Warfare, Third and Second Centuries BCE"
Advisors: Constance Berman and Rosemary Moore

BARTRAM, FayeLin (2017)
"35mm Bridges: Cultural Relations and Film Exchange between France and the Soviet Union, 1945 to 1972"
Advisor: Jennifer Sessions

BUTTERFIELD, Jo E. (2012)
"Gendering 'Universal' Human Rights: International Women's Activism, Gender Politics and the Early Cold War 1928-1952"
Advisors: Johanna Schoen and Laura Gotkowitz

CHIMHETE, Nathaniel (2013)
"Gold Mining, the Wanyamongo Moral Economy and Neo-Liberal Economic Reforms in Tarime District, Tanzania, 1930s-2009"
Advisor: James Giblin

CHURCH, Rebecca E. (2013)
"Crossing the Pyrenees: Tracing Paths of Cultural Interaction and Transmission in the Central Middle Ages"
Advisor: Constance Berman

COCHRAN, Joshua D. (2014)
"Beyond the Water's Edge: U.S. Expatriates and the Vietnam Antiwar Movement"
Advisor: Michaela Hoenicke Moore

COLVARD, Robert Eric (2013)
"A World Without Drink: Temperance in Modern India, 1880-1940"
Advisor: Paul Greenough

CONN, Matthew B. (2014)
"Feeling Same-Sex Desire: Law, Science, and Belonging in German-Speaking Central Europe, 1750-1945"
Advisor: Elizabeth Heineman

COOPER, Heather (2017)
"Upstaging Uncle Tom's Cabin: African American Representations of Slavery on the Public Stage Before and After the Civil War"
Advisor: Leslie Schwalm

DICLEMENTE, Kristi M. (2015)
"Agency and Expectations: Women’s Experiences in Marriage Disputes in Fourteenth-Century Paris"
Advisor: Constance Berman

DONOVAN, Brian E. (2015)
"The Harder Heroism of the Hospital': Union Veterans and the Creation of Disability, 1862-1910"
Advisor: Douglas Baynton

(Continued on page 23)
**PhD Degree Conferrals Since 2012**

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Advisors</th>
<th>Prizes and Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EICHER, John P. R.</strong> (2015)</td>
<td></td>
<td>&quot;Now Too Much for Us: Mennonite and Nationalist Narratives, 1870-1944&quot;</td>
<td>H. Glenn Penny and Elizabeth Heineman</td>
<td>2016 German-Canadian Studies Dissertation Prize, Spletzer Family Foundation</td>
</tr>
<tr>
<td><strong>ENNIS III, William T.</strong> (2015)</td>
<td></td>
<td>&quot;Hereditarian Ideas and Eugenic Ideals at the National Deaf-Mute College&quot;</td>
<td>Douglas Baynton</td>
<td></td>
</tr>
<tr>
<td><strong>GOETHE, Renee</strong> (2016)</td>
<td></td>
<td>&quot;King Dagobert, the Saint, and Royal Salvation: The Shrine of Saint-Denis and Propaganda Production (850 - 1319 C.E.)&quot;</td>
<td>Katherine H. Tachau and Michael E. Moore</td>
<td></td>
</tr>
<tr>
<td><strong>KEYSOR, Angela Miller</strong> (2013)</td>
<td></td>
<td>&quot;Community Care before the Rise of the Welfare State: Charlestown, Massachusetts, 1730-1820&quot;</td>
<td>Johanna Schoen and Linda Kerber</td>
<td></td>
</tr>
<tr>
<td><strong>LAWSON, Benjamin A.</strong> (2015)</td>
<td></td>
<td>&quot;Garbage Mountains: The Use, Redevelopment, and Artistic Representation of New York City’s Fresh Kills, Greater Toronto’s Keele Valley, and Tel Aviv’s Hiriya Landfills&quot;</td>
<td>Colin Gordon</td>
<td></td>
</tr>
<tr>
<td><strong>LISS, Annie Parker</strong> (2012)</td>
<td></td>
<td>&quot;Varieties of Religious Americanisms: Religion, Historical Writing, and Political Advocacy in the Late-Nineteenth Century&quot;</td>
<td>Douglas Baynton</td>
<td></td>
</tr>
<tr>
<td><strong>MASSOTH, Katherine S.</strong> (2016)</td>
<td></td>
<td>&quot;That was Women's Work: The Borders of Gender, Cultural Practices, and Ethnic Identity in Arizona and New Mexico, 1846-1941&quot;</td>
<td>Omar Valerio-Jiménez and Leslie Schwalm</td>
<td></td>
</tr>
<tr>
<td><strong>METTLER, Matthew</strong> (2013)</td>
<td></td>
<td>&quot;Social Science and Solidarity: Psychology, Organizational Reform, and Democracy in Walter Reuther’s UAW&quot;</td>
<td>Shelton Stromquist</td>
<td></td>
</tr>
<tr>
<td><strong>MILLER, Brian Joseph Keysor</strong> (2015)</td>
<td></td>
<td>&quot;Reshaping the Turkish Nation-State: Migrant Communities in Western Europe and Return Migration, 1959-1985&quot;</td>
<td>Paul Greenough and H. Glenn Penny</td>
<td></td>
</tr>
</tbody>
</table>

(Continued on page 24)
PhD Degree Conferrals Since 2012

MOKRZYCKI RENFRO, Bartosz Paul (2016)
“Stranger Danger: The Politics of Child Safety in the Age of Reagan”
Advisor: Landon Storrs

MORETON, Melissa (2013)
“Scritto di bellissima lettera: Nuns’ Book Production in Fifteenth and Sixteenth-Century Italy”
Advisor: Constance Berman

2013 D.C. Spiestersbach Dissertation Prize in the Humanities and Fine Arts, Graduate College

MASEBA Admire (2015)
“Land, Power and Social Relations in Northeastern Zimbabwe from Pre-colonial Times to the 1950s”
Advisor: James Giblin

“Making War on Village and Forest: Southern Mozambique During the Sixteen-Year Conflict, 1976-1992”
Advisor: James Giblin

OSBORNE, Jason M. (2016)
“The Development of Church/State Relations in the Visigothic Kingdom during the Sixth Century (507-601)”
Advisor: Michael E. Moore

PREWITT, Melvin (2016)
“From Bi-culturalism to Culture Conflict: French Language and Manitoba Public Education to 1916”
Advisor: Colin Gordon

REARDON, Matthew J. (2012)
“The Bonds of Manhood: Public Life, Homosociality, and Hegemonic Masculinity in Massachusetts, 1630 - 1787”
Advisor: Tom Arne Midtrød

SEALE, Yvonne K. (2016)
“‘Ten Thousand Women’: Gender, Affinity, and the Development of the Premonstratensian Order in Medieval France”
Advisor: Constance Berman

SEILER-GODFREY, Michelle A. (2016)
“Constructing Urban Community: The Ruling Elite of Late Medieval England”
Advisor: Constance Berman

RIDGE, Michael A., Jr. (2012)
“A Country in Need Of American Instruction: The U.S. Mission To Shape And Transform Mexico, 1848-1911”
Advisor: Michaela Hoenicke Moore

(Continued on page 25)
PhD Degree Conferrals Since 2012

"From Child's Play to Molder of Men: The Gendered Narrative of Nineteenth-Century Baseball"
Advisor: Leslie Schwalm

SMITH, Briana J. (2017)
"Creative Alternatives: Experimental Art and Cultural Politics in Berlin, 1971-1999"
Advisor: Elizabeth Heineman

STANFIELD, Susan (2013)
"Imagining Citizenship in Black and White: Domestic Literature, 'True Womanhood' and the Creation of Civic Identity in Antebellum America"
Advisor: Leslie Schwalm

STEK, Pamela (2017)
"Immigrant Women’s Political Activism in Iowa, Minnesota, and Wisconsin, 1880-1920"
Advisor: Leslie Schwalm

WACHA, Heather G. (2016)
"La Puissance du Choix: Women's Economic Activity in Twelfth- and Thirteenth-Century Picardy"
Advisor: Constance Berman

ZIMMER, Eric S. (2016)
"Red Earth Nation: Environment and Sovereignty in Modern Meskwaki History"
Advisor: Jacki Rand
2017 Rachel Carson Prize of the American Society for Environmental History

MA Degree Conferrals Since 2012

BLASIUS, Wendy (2012)
Advisor: Linda Kerber

CASTAÑEDA MEDINA, Sandra Lucia (2014)
Advisor: Michel Gobat

JAKARASI, Joseph (2015)
Advisor: James Giblin

BROCKETT, Daniel (2014)
Advisor: James Giblin

DAVIS, Colleen J. (2014)
Advisor: Michaela Hoenicke Moore

DE LA TORRE, David (2016)
Advisor: Jacki Rand

DORN, Ashley (2017)
Advisor: Colin Gordon

GRAHAM, Andrew (2016)
Advisor: Tyler Priest

HOSKINS, Danielle (2015)
Advisor: Landon Storrs

Ashley Dorn

Eric Zimmer

(Continued on page 26)
MA Degree Conferrals Since 2012

JENSEN, Christina  (2013)  
Advisor: Constance Berman

JUAREZ, Wilson  (2013)  
Advisor: Michel Gobat

KELLY, John  (2013)  
Advisor: Tyler Priest

KESERICH, Thomas Vincent  (2015)  
Advisor: Colin Gordon

KOTHOR, Marius  (2017)  
Advisor: Keisha Blain

LAMB, Gordon  (2013)  
Advisor: Tom Arne Midtrød

LIU, Aiqi  (2012)  
Advisor: Stephen Vlastos

MARKS, Jennifer  (2017)  
Advisor: Colin Gordon

MORRIS, Paul  (2012)  
Advisor: Colin Gordon

NUSSBAUM, Kelly  (2013)  
Advisor: Jennifer Sessions

OGAWA, Yoshitaka  (2013)  
Advisor: Michaela Hoenicke Moore

PETERSEN, Zoe  (2017)  
Advisor: Katherine Tachau

PHILLIPS, Timothy  (2012)  
Advisor: Colin Gordon

POTDEVIN, Kelsey  (2014)  
Advisor: Jacki Rand

PUTNAM, Kelli  (2012)  
Advisor: Constance Berman

QU, Wu  (2015)  
Advisors: Michaela Hoenicke Moore & Stephen Vlastos

RADESKY, Caroline  (2013)  
Advisor: Leslie Schwalm

REED, Christopher  (2015)  
Advisor: Shuang Chen

ROGERS, Julie  (2012)  
Advisor: Tom Arne Midtrød

SCHINK, Jessica  (2012)  
Advisors: Laura Gotkowitz & Michel Gobat

SIMPSON, Jonathan  (2015)  
Advisor: Jennifer Sessions

TENHULZEN, Joseph  (2017)  
Advisor: Raymond Mentzer

THOMPSON, Jake  (2013)  
Advisors: Michael Moore & Thomas Gallanis

WELLS, Allison  (2013)  
Advisor: Michaela Hoenicke Moore

WRIGHT, Angela  (2013)  
Advisor: Leslie Schwalm

Each Milestone Should Be Celebrated!


2012 Mary Alice and Philip Boucher Prize

Keisha N. Blain, Chad Williams, Kidada E. Williams, co-eds. *Charleston Syllabus: Readings on Race, Racism, and Racial Violence* (University of Georgia Press, 2016)

Tom Arne Midtød, *The Memory of All Ancient Customs: Native American Diplomacy in the Colonial Hudson Valley* (Cornell University Press, 2012)

2010 Myrna F. Bernath Award


2015 CHOICE award for Outstanding Academic Title


Michael E. Moore, Nicholas of Cusa and the Kairos of Modernity: Cassirer, Gadamer, Blumenberg (Punctum Books, 2013)

Elizabeth Yale, *Sociable Knowledge: Natural History and the Nation in Early Modern Britain* (University of Pennsylvania Press, 2016)


“Penny” Kanner Prize, Honorable Mention


2015 CHOICE award for Outstanding Academic Title; 2015 DAAD Book Award


2015 CHOICE award for Outstanding Academic Title

H. Glenn Penny, Laura R. Graham, co-eds. *Performing Indigeneity: Global Histories and Contemporary Experiences* (University of Nebraska Press, 2014)

Losses are always painful, but the death of Jacob Dean Hall on January 29, 2014 – just weeks after earning his Ph.D. – hit the History community especially hard. Jake grew up in the Seattle area and served in the U.S. Army, including humanitarian service in Rwanda following the genocide. He received his B.A. from the University of Washington and his M.A. from Wayne State University, where he developed an abiding interest in and affection for the city of Detroit. He came to Iowa in the fall of 2005 to pursue labor history with Shel Stromquist.


In addition to being a passionate teacher, Jake served as President of the Graduate History Society, Senator in the Graduate Student Senate, member of the Education Committee of Amigos del Inmigrante in Iowa City, and Labor Solidarity Chair for the Committee to Organize Graduate Students (COGS). He coordinated two conferences of the Midwest Labor and Working-Class History Colloquium at the University of Iowa.

Jake is remembered for his compassion for the poor and oppressed, for his wit and playfulness, for his talent, and above all for the care and love he showed for friends, colleagues, and family.

The Graduate History Society, with assistance from COGS, has established the Jake Hall Memorial Scholarship to aid History graduate students encountering exceptional hardship. Contributions should be sent to the Department of History.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret Cook Anderson</td>
<td>Regeneration through Empire: French Pronatalists and Colonial Settlement in the Third Republic</td>
<td>University of Nebraska Press, 2015</td>
</tr>
<tr>
<td>Caroline Campbell</td>
<td>Political Belief in France, 1927-1945: Gender, Empire, and Fascism in the Croix de Feu and Parti Social Français</td>
<td>LSU Press, 2015</td>
</tr>
<tr>
<td>Christy Clark-Pujara</td>
<td>Dark Work: The Business of Slavery in Rhode Island</td>
<td>NYU Press, 2016</td>
</tr>
<tr>
<td>Russell L. Friedman</td>
<td>Intellectual Traditions at the Medieval University: The Use of Philosophical Psychology in Trinitarian Theology Among The Franciscans and Dominicans, 1250-1350, 2 Volume Set</td>
<td>Brill, 2013</td>
</tr>
<tr>
<td>Christopher Gerteis</td>
<td>Gender Struggles: Wage-Earning Women and Male-Dominated Unions in Postwar Japan</td>
<td>Harvard University Press, 2010</td>
</tr>
<tr>
<td>Karissa Haugeberg</td>
<td>Women Against Abortion: Inside the Largest Moral Reform Movement of the Twentieth Century</td>
<td>University of Illinois Press, 2017</td>
</tr>
</tbody>
</table>

(Continued on page 30)
(Continued from page 29)


**2014 ASLH Cromwell Book Prize**


Let us know when your book is published so we can pass along the information!
Richard Lee Friedline (1952 - 2016) passed away peacefully December 15, 2016. He received his MA in December 1994 under Sydney James. After leaving Iowa City, he settled in the Davenport area, where he taught online history courses for Baker College in Michigan.

Allan G. Bogue (1921 - 2016) passed away on August 1, 2016. He was a Professor of History at the University of Iowa from 1959-1963, including time served as Department Chair. He was a leading economic, agricultural, and western history, and was a former President of the OAH and other professional organizations.

L. Lee Anderson (1947 - 2016) passed away on February 20, 2016 in Iowa City. He earned a degree in Pharmacy at the University of Iowa in 1970 and practiced pharmacy for several years in Virginia. He returned to Iowa City to begin the history graduate program, and graduated with a PhD in 1987. In 1992, Lee and his wife, Kathy Penningroth, formed A&P Historical Resources to research and write institutional histories, including the history of the University of Iowa College of Pharmacy, the College of Nursing, and the Carver College of Medicine.

Robert J. Klaus (1943 - 2015) passed away on October 24, 2015, from complications of Parkinson’s disease. He earned his PhD in History in 1973 under Laurence Lafere. He retired in Galena after serving as President and CEO of Oral Health America, and was active in the “National Spit Tobacco Education Program,” which led to involvement in the White House talks relating to a settlement with tobacco manufacturers. Prior to his work on Oral Health, Klaus worked on the Illinois Humanities Council and the Iowa Humanities Board.

Jacob Dean Hall (1974 - 2014) passed away on January 29, 2014, at the age of 39. He received his PhD in 2013 under Shelton Stromquist. A memorial scholarship has been established in Jake’s name. For additional information, please see page 28 of this Newsletter.

Michael D. Green (1941 - 2013) passed away on August 23, 2013, at Duke University Hospital, nine months after a lung transplant. An Iowa native, he earned his PhD in history from the University of Iowa in 1973, and held faculty positions at several universities (West Texas State University, Monmouth College, the University of Iowa, Dartmouth College, the University of Oklahoma, the University of Kentucky) before landing his final academic position in the Departments of American Studies and History at the University of North Carolina. He was a distinguished scholar of Native American studies, and founded the program at UNC. Green retired from teaching in 2009.

Paul Young (1926 - 2012) passed away on October 1, 2012, after battling a long illness. At the time of his death he was an assistant professor of history and black studies at Utica College in New York. Young earned his PhD in U.S. history from the University of Iowa in 2001. At Utica, Young advised several campus groups including the Black Student Union (BSU), Brothers on a New Direction (BOND), Omega Phi Beta, and Phi Beta Sigma, and according to a piece on the Utica College website, “left his mark on the college community not only as a professor, but also as an advisor and mentor to students he encountered for more than a decade at Utica College.”

Nicholas V. Riasanovsky (1923 - 2011) passed away on May 14, 2011, in Oakland, CA, after a two-year illness. A former student and colleague, Mark Steinberg, wrote “Riasanovsky may be the best known historian of Russia of the last half century thanks to his widely read textbook, A History of Russia.” This textbook has had eight revised editions and has been translated into many languages. Riasanovsky’s first teaching position was at the University of Iowa, 1949 to 1957. He moved to the University of California-Berkeley in 1957, and worked for 40 years as a Russian and European intellectual historian, finishing his academic career in 1997.

Ralph E. Giesey (1923 - 2011) passed away on March 22, 2011. He was a professor of the history of early France at the University of Iowa from 1966 to 1988. He was widely published both domestically and internationally, including eight books. Giesey enjoyed over 20 years of retirement in Tucson, AZ.

Lawrence E. Gelfand (1926 - 2010) passed away on November 30, 2010 due to heart failure, at the home of his daughter, Julia, in Irvine, CA. Larry was a professor in the Department of History at the University of Iowa for 32 years, from 1962 until his retirement in 1994. He was considered one of the leading diplomatic historians of his generation. Larry continued to research for an unfinished book manuscript, Democracy and Tyrannies: The United States and the Rise of the Nationalist Dictatorships During the Years between the Two World Wars of the Twentieth Century. A colleague wrote, “Gelfand is fondly remembered as a scholar, a teacher, and a colleague.”
History Faculty

Douglas Baynton, Professor
American Cultural History, History of Disability, American Sign Language

Mériam Belli, Associate Professor
Modern Middle East

Keisha Blain, Assistant Professor
20th Century U.S. History, African American History, African Diaspora, Women & Gender

Shuang Chen, Associate Professor
Chinese History

Jeffrey Cox, Professor
British Social, Imperial & Religious History

Mariola Espinosa, Associate Professor
Public Health & Medicine, Empire & Caribbean

James Giblin, Professor
African History

Colin Gordon, Professor
20th Century U.S. History

Elizabeth Heineman, Professor & Department Chair
Modern Germany, Europe, Women, Gender, Sexuality

Michaela Hoenicke Moore, Associate Professor
U.S. in the World, International Relations, Modern European & U.S. History

Tom Arne Midtrød, Associate Professor
Early North America

Michael E. Moore, Associate Professor
Medieval & European History

Rosemary Moore, Lecturer
Ancient History

Lina-Maria Murillo, Assistant Professor
History of Latinx, Borderlands, & Women

(Continued on page 33)
Landon Storrs, Professor
20th Century U.S. Social & Political History

Katherine H. Tachau, Professor
Medieval Intellectual History, History of Science, Medieval Universities, Latin Paleography, Medieval Manuscripts

H. Glenn Penny, Professor
Modern Europe, Critical Theory, Migration & Diaspora, History of Anthropology

Stephen Vlastos, Professor
Modern Japanese History

R. Tyler Priest, Associate Professor

Stephen Warren, Associate Professor
American Indian Histories & Culture, Ethnohistorical methods

Jacki Rand, Associate Professor
Native North America

Elizabeth Yale, Lecturer
Early Modern Europe, Early Modern England

Leslie Schwalm, Professor
Slavery, Civil War & Reconstruction, Women’s, Gender, African-American History, 19th Century U.S. History

Michael Žmolek, Lecturer
World History, International Studies

Jennifer Sessions, Associate Professor
Modern France, European Empires, Cultural History

Matthew Noellert, Assistant Professor
Modern Chinese History, Digital Humanities

Alyssa Park, Assistant Professor
Modern Korean History

(Continued from page 32)
### Faculty Retirements Since 2010

#### 2016

**CONSTANCE BERMAN** retired from the University of Iowa after 28 years in May 2016. To mark the occasion, several former students arranged a symposium entitled “Cistercians, Chronologies, and Communities: The Legacies of Constance Hoffman Berman.”

**PAUL GREENOUGH** retired after 42 years at the University of Iowa in May 2016. He continues his research with a Fulbright fellowship in India.

#### 2015

**KATHLEEN KAMERICK** retired in May 2015, after 16 years as a Lecturer in History and the Center for the Book. She is enjoying the ability to travel during the academic year, and not grading Western Civilization final exams!

#### 2012

**SHELTON STROMQUIST** retired in December 2012 after nearly 30 years in the Department. In July 2013, a symposium entitled “Working-Class Worlds: Local and Global Perspectives on Labor History” was held in his honor.

**LINDA KERBER** retired in May 2012 after 41 years at the University of Iowa. The following October, she was honored with a symposium entitled “A World of Citizens: Women, History, and the Vision of Linda K. Kerber.”

#### 2011

**ALLEN STEINBERG** retired in May 2011, after 20 years with the Department, and relocated to New York. We are pleased that Allen has returned to teach a few spring semesters for the Department.

#### 2010

**R. DAVID ARKUSH** retired in May 2010, after 38 years working in the Department of History. That same month, several of his former graduate students and colleagues participated in a departmental celebration of his career.
HOW YOU CAN HELP ...

Many of you have been very generous in the past by supporting our work with your charitable donations. Your support helps talented students to achieve their goals, and it helps us to spread the mission of history within the university — and with the larger public.

To make a contribution, please go to the Department’s online gift website at: www.givetoiowa.org/2017hi99 or contact Jared Bienemann at the UI Foundation (jared-bienemann@uiowa.edu). Contributions may also be made using the “Make a Gift” link on the Department of History website.

Thank you. Your gifts to the Department of History are greatly appreciated!

REMINDERS:

Gifts to the UI Foundation qualify as charitable contributions to an IRC, Sec. 50 J (C)(3) organization for federal income, estate, and gift tax purposes.

You can become a member of the College of Liberal Arts and Sciences Dean’s Club with gift support of $1,000 or more during the fiscal year July 1-June 30 to the Department of History Development Fund or any other area of the College. Gift support totaling $2,500 or more will qualify you for membership in the Patrons Circle of Dean’s Club, designated to recognize the College’s most generous benefactors.