



Mellon Foundation Grant Establishes New Faculty Positions in Asian History

PROFESSOR LOUISE YOUNG

The History Department will receive funding for as many as six faculty positions in Asian history through a generous grant received by the College of Letters and Science from the Andrew W. Mellon Foundation. The grant is part of a Mellon Foundation initiative to support the humanities at public research universities. It will provide funds over three years to initiate new faculty positions focusing on interdisciplinary research and teaching on cross-regional and transnational connections, both within Asia and between Asia and the West. For the History Department, the grant represents an opportunity to rebuild and substantially expand its Asian, transnational, and international history programs.

The History Department plans to begin searches for two or three of the new positions this coming academic year and complete the searches over the following two years. Two of the searches will be in Chinese history (one modern, one pre-modern), one in modern South Asia, and one in Central Asia. The remaining two positions are defined in transnational terms—one focusing on intra-Asian diasporas (such as Chinese migration to Southeast Asia or South Asian migration to the Middle East) and the other focusing on transnational East Asia and elsewhere throughout the world. The new faculty will work with their colleagues in the History Department as well as dozens of area studies experts in other departments on campus.



E-mail your correspondence to: historynewsletter@lists.wisc.edu.

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John Rowe ('67, J.D. '70) CEO Exelon Corp. with undergraduates after his March 2009 talk "What Can You Do with a History Major."

It's easier than ever to update your profile and e-mail address in the online Alumni Directory at: uwalumni.com.

Message from the Chair, David McDonald



Professor David McDonald

Welcome to this year's edition of the History Department's annual newsletter and my last as department chair.

My colleagues and I hope that you find these yearly missives a warm reminder of your time spent in the classrooms and offices of Bascom Hall or the Humanities Building, and of the memorable faculty, TAs, and fellow students whose combined contributions have made this department such a vital contributor to UW–Madison, the historical profession, and to the larger world into which you all have made your way. As always, this issue chronicles the continuing achievements of our faculty, students, and, as important, the impressively broad community of alumni whose accomplishments bring pride and honor to us all.

Indeed, it is the accomplishments and the loyalty of our alumni that have most gratified me during my service as department chair. As I have met or renewed old friendships with so many of you across the country, I have found it a source of great pride to see the sheer diversity and quality of the lives you have made for yourselves—as lawyers, educators, practitioners of various trades and crafts, activists and leaders in your individual callings. At the same time, I have felt humbled by the warmth so many of you express in your association with our department and in what we tried to teach you, but above all in your many contributions to the Department of History, even during such trying times as those we now live in.

As I prepare to pass the metaphorical torch to my successor, I want to remind all of us that the History Department continues to excel in the areas that have always made us a special place on campus and in our profession. I want also to reassure all of you that my colleagues and I will keep striving to strengthen the ties that bind the community of those who have passed through our portals—our current students, staff, and faculty, and those who will follow us in the years to come. (Let's hope they get to do so in a new building!)

Through times of challenge and plenty alike, History has managed for more than a century to maintain its place among the leading departments in the country through our continued ability to attract outstanding scholar-teachers. Each generation of our students can point with pride to “their” teachers, whether Frederick Jackson Turner, Merle Curti, William Appleman Williams, George Mosse, Harvey Goldberg, or Gerda Lerner. Each of these scholars blazed new trails in scholarship while inspiring successive generations of undergraduates and graduates alike. More recent graduates might recall such colleagues as Jim Donnelly, John Cooper, and Bill Courtenay, or the late Jeanne Boydston, who left us far too soon last November. Each of the last four years has seen members of our department recognized with Chancellor's Teaching Awards: Jeremi Suri, Suzanne Desan, Rudy Koshar, and Mary Louise Roberts. Not surprisingly, each of these scholars has also “changed the conversation” in their respective fields—modern international, French revolutionary, German social and intellectual, and modern European women's history. In their teaching and their writing, they and their colleagues honor and continue Wisconsin's tradition of creative independence of mind, scholarly rigor, and dedication to teaching undergraduates and the next generation of professional historians.

Alumni and friends help sustain the vibrancy and excitement of history as a pursuit, as a guide for approaching and living life, and as a way of seeing and interpreting the world whose returns long outlast more finite skills applied to more immediate ends. Awareness and pride in the special Wisconsin history experience, our shared heritage grounded in excellent teaching and scholarship, and our common devotion to critical thought: your loyalty to these values ensure that our department will maintain the excellence and distinction that have so indelibly stamped the practice of history in this country. As I make way for my successor, I thank you for your continued support.

Joan Wallach Scott (PhD '69) Awarded an Honorary Degree

PROFESSOR MARY LOUISE ROBERTS

Joan Wallach Scott, Harold F. Linder Professor of Social Science at the Institute for Advanced Studies, Princeton University, was awarded an Honorary Degree at the UW Commemoration in May. The History Department, in conjunction with the Women's Studies Department, had the honor of nominating Professor Scott for the degree. She received her PhD in history from UW–Madison forty years ago in 1969, studying with Professors Harvey Goldberg, William R. Taylor, and George L. Mosse. In a recently published essay, Scott recalls with great fondness the ebullient, intellectually intense atmosphere at the UW–Madison in the 1960s, where she balanced course work with activism. Professor William R. Taylor's teaching method in his course on American intellectual history had a formative effect on Scott. "He was more provocative than authoritative; it was not mastery, but discovery that he was after," she remembers, concluding, "the best teaching I've done has been modeled on Taylor's teaching." After earning her PhD at UW–Madison, Scott served on the faculties of Northwestern University, the University of North Carolina–Chapel Hill, and Brown University. At Brown, she was the founding director of the Pembroke Center for Teaching and Research on Women. In 1985, Professor Scott accepted a position at the Institute for Advanced Study.

In receiving her honorary degree, Professor Scott was recognized for her groundbreaking scholarship and her tireless efforts on behalf of academic freedom. Many scholars have argued that Scott's landmark book, *Gender and the Politics of History* (1988), initiated the field of gender history. It won the American Historical Association's prestigious Joan Kelly Prize for the best book in women's history that year, and has been translated into many languages. The American Historical Association when presenting the 2009 Award for Scholarly Distinction to Scott said "Few historians have had a greater impact on the field of history, and through it, on the ways in which society understands and acts on its framing of fundamental issues like the nature of social relations between the sexes, the concepts of gender and experience, and the role of the historian in shaping our understand-



Professor Joan Wallach Scott

ing of who we are and how a just society might be framed."

Professor Scott has also fought valiantly for free speech rights of professors, researchers, students, and librarians. From 1999 to 2005 she served as the chair of the American Association of University Professors' Committee on Academic Freedom—the famous Committee "A" that is responsible for reviewing challenges to academic freedom from a great variety of sources, including state and federal governments, political groups, and academic administrators. Scott's deep and abiding commitment to struggle for the protection of academic freedom was in great part forged at UW–Madison. Scott has written and spoken repeatedly about her admiration for the University of Wisconsin's courage in refusing to fire Richard Ely in 1894 for his pro-labor beliefs. And she often quotes in her lectures and essays the research mission statement of her *alma mater*: "Whatever may be the limitations which trammel inquiry elsewhere we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found." Scott also quoted the statement in her acceptance speech at commencement.

Life Stories from our Students and Alumni



Doria Johnson

DORIA JOHNSON
*ADVANCED OPPORTUNITY
GRADUATE FELLOW*

I am the great-great granddaughter of Anthony and Phoebe Crawford. My story is about my great-great grandfather's lynching in 1916 in Abbeville, South Carolina, by a crowd estimated to be between 200 and 400 blood-thirsty people. His ordeal lasted all day. He was beaten and dragged through town to show other African Americans what would happen to them if they got "insolent." Finally, he was taken to the county fair grounds and strung up to a tree and riddled with bullets. Although we have heard his body was thrown on someone's lawn, we have yet to locate his grave. The family was ordered to vacate their 427 acres of prime cotton land, wind up business and get out of town. They did just that. His crime you might ask? Cursing a white man for offering him a low price for the cotton seed he was trying to sell and being too rich for a Negro. As children, we were told the story of Grandpa Crawford and handed the NAACP investigation as confirmation that we, as Crawford descendents, came from "good stock," as the old folks used to say.

Historians write narratives peppered with facts, dates, figures, and people—real people. Grandpa Crawford's story was a part of both public and academic discourse, almost from the time it happened; facts that illuminated our familial discussions. Making these connections is still intriguing to me. I was the kid who was fascinated by the stories my grandparents told, a narrative of enslavement, South Carolina, Grandpa Crawford's prideful disposition and business acumen, our vast land holdings, the dark days of Jim Crow, and our migration out of the South in 1916. Yet, it was the memory of the lynching that weighed so heavily on my family. The duality of this family narrative of achievement and tragedy was central to my family, but at the same time, evasive—it was the thing we thought about, but did not talk about. Like most

historians, I had a curiosity about details of the stories, but the family stories could only take me so far. Pain is transgenerational, I would later figure out, and I was not willing to bear the weight of the burden without an understanding of what happened to my family, and why. So, in 1990, I began a journey that would take me first to the site where the lynching happened, to the halls of the United States Congress, to being interviewed by noted journalist Gwen Ifill, to numerous college campuses, and eventually around the world both to learn the story of Grandpa Crawford and to tell our side of the facts of this episode and the history of African Americans in the United States.

In 2004, at a conference in honor of the 40th anniversary of the Cheney, Goodman, and Schwerner murders in Mississippi, I was seated on a panel between noted historians David Blight and Leon Litwack. The more I spoke at universities and conferences, the more I began to understand how much I enjoyed research, writing, and speaking. Another academic on the panel, Natasha Barnes, told me I could advance the work I had done on lynching in a more formal setting by way of a fellowship. First, I needed to finish my undergraduate degree in history, and I wisely chose Roosevelt University in Chicago, Illinois.

I chose to apply to UW–Madison because of its reputation for excellence and because I knew that a young Leon Litwack taught here and that noted historians such as David Blight, Kenneth Stampp, and Ira Berlin did their graduate work in this history department. My roles as an academic, public historian and activist are supported and encouraged by my professors and advisors here, and I feel that I am giving back to the communities of African Americans that traversed an oppressive system of subjugation and adding the voice of those who until very recently had little place in the academy. My dissertation will focus on the role racial violence played in the Great Migration, as viewed through the prism of African American women and their intricate networks of communication.

**WHAT CAN
YOU DO WITH A
History?
Major?**

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History as Community

FARHA TAHIR (BA '09)

I remember when I first decided to come to UW–Madison and the questions that bombarded me whenever I divulged that I was going to a big state school: “Will you get to know any of your professors?” “Won’t you feel like you’re just a number?” “Will there be any sense of community?”

Anyone who goes to UW knows that community is all around you. On the grand scale, I think of a typical Saturday morning in the fall, waking up to the sound of bold brass instruments outside my window blaring “On Wisconsin” before a big game, the sea of red swarming every major street throughout Madison, the sound of cheers in an atmosphere of contagious excitement, and the “religion” that surrounds a profound love for sports. Yet, the sense of community on the UW–Madison campus is not simply one that revolves around football—it is a shared appreciation for an institution that offers so much access to intellectual, social, and professional vibrancy, which plays such an essential role in offering opportunity and community to so many.

I came to college knowing I wanted to be a history major, but I am only now aware of the profound impact that decision would carry. While in school, I felt an increasing sense of engagement with my academic work and with the History Department. This was partially attributed to the passion I felt for the subject itself, but also credited to the dynamic faculty whose insights challenged me in a way I never thought possible. I took history courses whenever I could—whether I needed them or not.

During my final year on campus, my work as an undergraduate peer advisor in the History Department was the culmination of my integration of my studies and my sense of belonging to a community in history. With each student I met, and each new project I began, I felt a deep sense of worth and connection. I also felt that I was beginning to repay a department in which I had such formative experiences, been challenged on both personal and intellectual levels, and learned so much. This was my outlet, the means by which I was able to pass on the things I learned to the next group of Badgers. And yet, the experience opened a host of doors for me as well. Not only was I able to do meaningful work, but I was also consistently connected with new opportunities. I was able to offer thoughts and ideas for new department services, I had the opportunity to meet with prominent alumni and friends of the department and have a role in shaping the department’s future.

At a recent meeting, I heard a CEO attribute a colleague’s insight and perspective to the influence of his history major. I beamed with pride at those comments. It wasn’t that I inherently held any of those characteristics myself, but I was proud of the acknowledgment of something I care for so much. That day forced me to think back to what a history degree meant, not just the comments that were made, but what that major meant to me as an individual. Though I am currently a graduate student in the La Follette School of Public Affairs, my commitment to the History Department is unwavering. I am excited to see what roles I can play next.



Farha Tahir

The ‘Teach American History’ Summer Course

History professors Jeremi Suri, Stanley Schultz (Emeritus) and William Reese have initiated a collaborative project whose purpose is to raise student achievement by providing high school teachers with increased knowledge, understanding, and appreciation of American history. The current project theme is Life During Wartime. In addition to faculty, the project includes UW History alumni William Tishler (BA '91),

Brian Williams (PhD '99), and Jonathan Pollack (PhD '99).

Ranging from the post–Civil War decades to the present, with particular emphasis on the years following World War II down to today, the project covers the prelude to war, American society during wartime, and war in historical memory. The project includes a comprehensive Web site of resource materials available to teachers, regional workshops,

presentations by nationally recognized scholars at the Wisconsin Veterans Museum, and a three-week Summer Institute on the UW campus that features UW History professors and scholars from around the nation. The theme of the first Summer Institute held June 22–25, 2009, was Prelude to War.

Visit the project Web site at: teachamericanhistory.wordpress.com.

Fifty Years of African History at Wisconsin

PROFESSOR EMERITUS THOMAS SPEAR

The African history program was founded in 1960 under the dynamic leadership of Philip D. Curtin, who was soon joined by Jan Vansina and Steven Feierman. Since then, it has graduated 104 PhDs, including many of the leading figures in the field today. Thirty-three graduates have gone on to teach at major American research universities, twenty at universities throughout the world and thirty-six at four-year colleges. Most notably, twenty-two Wisconsin graduates have taught in the leading domestic African history graduate programs, as many as the next five graduate programs combined and comprising more than one-fourth of all the faculty teaching in such programs.

The program graduated its first PhD in 1963 and had graduated 15 by the end of the decade. It expanded rapidly during the 1970s, when 41 PhDs were awarded. But with sharp declines in the number of fellowships and jobs and delays in replacing faculty, the numbers decreased to 22 in the 1980s, 12 in the 1990s, and 13 in the 2000s. Over the past decade, the program has regularly admitted students, all of whom have been successfully placed.

The program soon became well known for its innovative approaches to pre-colonial history using oral traditions, historical linguistics, and archaeology, but it also gained distinction in economic history, the history of slavery and the slave trade, and colonial history as well. More recently, the program has expanded into the fields of religious history, environmental history, the African Diaspora, and post-colonial history.

African history faculty and graduates have won a number of major awards. Of 17 Guggenheim fellowships awarded in African history, nine have been won by Wisconsin faculty and graduates, including Philip Curtin, Raymond Kent, Jan Vansina, Patrick Manning, Thomas Spear, Allen Isaacman, Jonathan Glassman, Florence Bernault, and Joseph Miller. Both Vansina and Curtin were given the Distinguished Africanist Award of the African Studies Association. Eight faculty and graduates have won the Melville Herskovits prize given by the ASA for the best book annually in African Studies, including Jan Vansina (twice), Allen Isaacman, Claire Robertson, Joseph Miller, Myron Echenberg, Keletso Atkins, Jonathan Glassman, and Nancy Rose Hunt. Curtin, Iris Berger, Isaacman, and Miller have all served as the President of the ASA, and Curtin and Miller also presided over the American Historical Association. Current faculty members Professor Florence Bernault, Assistant Professor Neil Kodesh, and Associate Professor James Sweet uphold the excellence in scholarship and teaching that is the African History Program's legacy.

Philip D. Curtin, 87, who with Jan Vansina founded the field of African Studies in the United States, and the first program in African history in the nation in the UW Department of History, died on June 12, 2009. He taught here from 1956 to 1975. Along with Jan Vansina, he trained the founding generation of U.S. historians in the field of African history. For more information, visit: history.wisc.edu/home/announcements/philip_curtin.htm.

Kaplan Family Fellowship

ANDREW MYSZEWSKI (BA '09)

From my freshman year, I was excited about my studies in history, and I knew that I wanted to write a senior honors thesis. Yet, during my senior year, when it came time to immerse myself in the task, I found that I did not have the financial resources to research and write the thesis. Throughout all of my years at UW, I needed to work to finance my education, and this took up a great deal of my time. As a direct result of the generosity of the Kaplan family, I gained the opportunity to focus single-mindedly on learning the craft of historical research and the painstaking craft of writing a multi-chapter paper under the direction of Professor Colleen Dunlavy. My thesis, “Responsible Riches: The Intellectual

Development of Corporate Social Responsibility, 1920–60” ended up being a 66-page paper.

The experience of writing a senior honors thesis taught me many vital lessons about persistence, staying organized, and of humility before the staggering amount of historical knowledge yet to be learned. As a result, I feel that I received the best possible preparation for graduate school, where I plan to continue my study of American history. In my future writing and teaching, I hope to revisit the lessons of our country's past in order to provide fresh insights to inspire a new generation of students. The continued support of dedicated UW–Madison alumni has brought me another step closer toward this ultimate goal. I thank the Kaplan family for their support.



Andrew Myszewski (BA '09)

Books about UW History

David S. Brown

Beyond the Frontier: The Midwestern Voice in American Historical Writing (University of Chicago Press, 2009)

As the world went to war in 1941, Time magazine founder Henry Luce coined a term for what was rapidly becoming the establishment view of America's role in the world: the twentieth century, he argued, was the American Century. Many of the nation's most eminent historians—nearly all of them from the East Coast—agreed with this vision and its endorsement of the vigorous use of power and persuasion to direct world affairs. But an important concentration of Midwestern historians, in particular faculty from the UW–Madison Department of History, offered an alternative interpretation of the American past and a different vision of the American future.

Anne Nelson

Red Orchestra: The Story of the Berlin Underground and the Circle of Friends Who Resisted Hitler (Random House, 2009).

The Red Orchestra was the Gestapo name for a band of individuals who resisted the Nazis and battled treacherous odds to tell the world of the brutal realities of the fascist regime. The story is told through the eyes of a key member of the group, Greta Kuckhoff, a German woman who attended UW–Madison in the 1920s. Friends she made at UW–Madison—most notably Mildred and Arvid Harnack—joined her in Germany in opposing the Nazi regime. Mildred Harnack was executed by the Nazis in 1943.

The Kaplan Family Fellowship, along with the Davis-Gerstein Research Award, provides financial support for undergraduates working on in-depth research projects in collaboration with faculty. For information about establishing a student research award, contact Anne Lucke at 608-262-6242 or anne.lucke@uwfoundation.wisc.edu.

History Classes Put E-Book Textbooks to the Test

KENNETH FRAZIER
Director, UW Libraries

It may be the wave of the future—but it is still some distance from shore.

The UW–Madison Libraries, in collaboration with the Department of History, tested the use of electronic book readers in Professor Jeremi Suri's history class, a project that has generated a great deal of attention from students and the press. However, it would be a mistake to assume that digital e-readers are about to replace printed books—far from it.

The Libraries recently purchased twenty Kindle reading devices for the students in the seminar classes of Suri and Professor William Cronon. Beginning in the fall semester the students in Suri's upper-level course, *The Past and Future of Grand Strategy*, were given fully loaded Kindle DX readers—the latest version of Amazon's electronic reading device intended for use in the academic market. The Kindles will be collected at the end of the fall semester and redistributed in the spring to students in Cronon's environmental history seminar. The \$10,000 project is being funded by the UW Foundation's Parents Fund and is cosponsored by the Office of the Vice Provost for Teaching and Learning.

Students were not required to use the Kindle device, but every student accepted the offer to give it a try. Most were initially enthusiastic about participating in the experiment though somewhat skeptical about the quality of the reading experience the readers would provide. These are serious students. Nearly all are contemplating going on to graduate school

or professional programs. They spend an average of \$600 per semester on books, and most say that they generally keep the books relevant to their interests. Many said in response to questions of the baseline survey that they preferred printed books for sustained and serious reading.

Suri's class features plenty of that. Eight books were preloaded onto the Kindle readers, including Leo Tolstoy's 1,200-page classic *War and Peace*. Within a few weeks after the start of the class several students had opted to buy paper copies of the books for some of the readings. At the same time, students were quick to recognize the advantages of using digitized texts on portable readers. The device can hold hundreds of books and many thousands of pages, including downloaded PDFs created by the students or professor. The Kindle DX reader operates on rechargeable batteries that consume little energy and has a large 9.7-inch screen that has light and dark contrast similar to print on paper, and therefore relatively easy on the eyes compared to illuminated computer screens.

Electronic books are almost always less expensive than their printed counterparts, and older books with copyrights in the public domain (such as *War and Peace*) are available for free. As a result of digitizing projects like Project Gutenberg and the Google-Library partnerships, there are now more than 500,000 public-domain e-books that are freely accessible through Amazon, Barnes & Noble, and other online sources.

Granting all that, the students were invited to apply their critical-thinking skills to this new technology, and they have provided blunt and highly valuable assessments of the device's shortcomings. They immediately perceived the cumbersome note-taking features and the lack of reliable pagination. Perhaps most disturbing, the Kindle DX cannot be used by blind and low-vision readers, even though modest changes in the design would have made this technology accessible for the blind and other text-disabled users. The experimental project has uncovered faults so fundamental that this particular device will never be deployed for mass use by UW–Madison students.

Still, electronic books, course materials, and multimedia are here to stay. Within months Apple will introduce an electronic media player that will include an e-reader among its many features. Unlike Amazon's Kindle, the iPod and other Apple products are more user-friendly to students, including people with visual, hearing, and other disabilities.

From the beginning, Professor Suri was interested in the potential of this still-unproven technology, saying “teaching a pilot course with new digital reading technologies is fun and exciting. It also encourages innovative forms of communication. With this course I believe that we are peeking into the dynamic learning possibilities of the next few decades.”

The UW Libraries look forward to working with the History Department in developing new ways of providing essential information to students.

Recent Retirements

John M. Cooper, Jr.

John Cooper joined the History Department in 1970 as an assistant professor, having earned his doctorate at Columbia University. In the nearly forty years that have intervened, he has taught thousands of students in the political and social history of the Progressive Era, and has earned a reputation as a fine teacher, and the pre-eminent scholar in his field. In particular, his peers regard him as the foremost expert on the presidency of Woodrow Wilson. While compiling an enviably accomplished scholarly record, John has also served the department as chair from 1988 to 1991, and the university as an exemplary teacher and citizen, while honoring the Wisconsin Idea with four decades of outreach to organizations in Madison and the national community of university supporters. Since 1999, he has held the E. Gordon Fox Professorship of American Institutions.



Professor John Cooper

James S. Donnelly, Jr.

James Donnelly first joined the History Department as a visiting assistant professor in the fall of 1972, achieving tenure in 1975. In the thirty-six years that ensued, he established a record of rare distinction in all three phases of our university's mission—research, teaching, and service. Since very early in his career, Professor Donnelly has ranked among the world's leading historians of Irish society and culture. Renowned for his breadth of knowledge and excellence in teaching, he served as chair of History from 1995 to 1998, served on the faculty senate for many years, and on the University Committee. Jim is also revered as a great conversationalist whose discourses on the New York Yankees are legendary on campus.



Bill Maier (PhD '09)
with Professor Jim Donnelly

Richard Leffler

Richard Leffler recently retired from the Documentary History of the Ratification of the Constitution Project after thirty-six years in the Department of History. He received his MA and PhD from the History Department under the direction of Norman Risjord.

Rich Leffler's Recollection of 1967

I came to Madison at an exhilarating time for the UW History Department. It was a period of rapid growth for the faculty. It was an animated era for the students. In 1990, George Mosse recalled that it “was a terribly exciting period from the point of view of teaching. The students read a great deal, they took their history seriously, and they were eager for intellectual discussion. I have never witnessed their kind of intellectual excitement on campus before or since.” (“New Left Intellectuals,” in *History and the New Left*, 236)

I was lucky to be a part of that era of the History Department, and I was lucky to continue my association with the department for many years afterward. The years after the 1960s have not been as heady and money has been more scarce. Yet as a close-up observer, it seems to me that the future of the department is bright. The excellent young faculty offers great promise that the years ahead will be as glorious as the years past for the UW Department of History.

Visit the History Department Web site for a complete text of this essay: http://history.wisc.edu/home/announcements/richard_leffler.htm.

Department of History News

An archive of History department course catalogs is now available online. history.wisc.edu/course/catalogue_archive.htm

This collection contains scans of the course offerings in history as listed in the college catalog from 1852 to 2009.

The Turkish parliament has awarded UW Emeritus Professor of History Kemal Karpaz a rarely awarded honorary prize for his outstanding achievements in the international arena and contributions to the study of Turkish and Ottoman history.

Over the past forty years, 11 current faculty and 17 emeriti faculty from the History Department have won Guggenheim Fellowships.

Seven UW–Madison history graduate students received Fulbright Fellowships for 2009–10: Bennett Cross (African history); Nicole Eggers (African history); Joshua Gedacht (Southeast Asian history); Jessica Kirstein (Latin American history); Jessica Krug (African history); Jennifer Miller (Japanese history); and Bradley Moore (European history).

During the 2008–09 academic year, the graduate program conferred 15 master's degrees and 21 PhD degrees.

An article in the October 2008 issue of *The William and Mary Quarterly* documents that only Harvard, Columbia, and Yale surpass the UW–Madison Dept. of History in the number of articles published in this journal. The study covers the years 1944 to 2006. The author, Claudio Saunt, also mentions that articles by UW–Madison alumni are more diverse in content, and more evenly divided in subject matter than the other listed universities. *The William and Mary Quarterly* is the most distinguished journal in the field of early American history.

Professor Rudy Koszar (George L. Mosse WARF Professor of History) has been awarded the Chancellor's Distinguished Teaching Award. In the past eight years, History Dept. faculty members have received eight distinguished teaching awards.

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Undergraduate Advisor, Scott Burkhardt

Over the last year, I have seen striking evidence of how the recession has had a significant impact on many of our student majors. Some of our students and their families are facing reduced incomes, which often translates into pressure either to graduate earlier, work more hours while in school, or both. I have also seen a dramatic increase in the number of former students returning to school to complete their degrees, often after being out of school for decades. Most of these decisions have also been driven by economic and career imperatives. Working with returning students has been especially rewarding because it is inspiring to witness their determination to finish their degrees, despite enormous responsibilities outside the classroom. Yet, our students continue to achieve academic excellence, even in the face of economic challenges.

Professor Camille Guérin-Gonzales, the director of undergraduate studies, has made building community—both in the sense of intellectual and social communities—a central goal for the undergraduate program. I have been working with Amy Phillips, the undergraduate program assistant, on a variety of short- and long-term approaches to achieving this goal. We are especially excited about the graduation and awards reception, tentatively scheduled for Friday, May 14, 2010, in the newly renovated Reading Room of the Wisconsin Historical Society. We hope that this event will allow us to better recognize our award and fellowship recipients as well as our graduating seniors.

Building community includes our alumni, and I hope you will contact me with stories of your experiences as a student and your current life and career. You can e-mail me at: stburkhardt@wisc.edu.



Scott Burkhardt

History Spring Reception



Front row: Anne Lucke (UW Foundation); Leslie Abadie (Graduate Advisor); Rick Schlesinger (BA '83); and Megan Costello (L&S). Back row: John Tortorice (Mosse Program) and David MacDonald, department chair.



Emeritus Professor Bill Courtenay, Professor John Cooper, Associate Dean for the Humanities Professor Magdalena Hauner.



Professor Johann Sommerville with undergraduate students.



Professor Jeremi Suri and Associate Professor Karl Shoemaker

Department of History News (continued)

A new Web site offers a glimpse of 20th-century protests and social action at UW–Madison.

archives.library.wisc.edu/UW-archives/exhibits/protests/1960s.html

The student body of the University of Wisconsin–Madison has a rich and diverse history of activism and protest. This Web site provides a representative selection of student protest throughout the twentieth century, using sources from the University Archives.

Jim Sloan ('58 BBA BUS) didn't major in history, but exploring history has long been his avocation. His passion resulted in his establishing the Jim Sloan History Opportunity Fellowship Fund, which will support graduate students in the Department of History. "Graduate students mean much, much more to the department than many undergraduate students or members of the public often understand," said David McDonald, the department chair. "Most obviously, they often serve as the department's 'face' to undergraduates, in their role as teaching assistants for large undergraduate courses."

For a "snap-shot" history of the department, visit: www.uwfoundation.wisc.edu/annualreport/stories/history.

Thomas G. Andrews (PhD '03) has been awarded the prestigious Bancroft Prize in American History by the trustees of Columbia University. One of the most coveted honors in the field of history, the award is for his book *Killing for Coal: America's Deadliest Labor War* (Harvard University Press, 2008). The book is based on his doctoral thesis. In recent years, UW Profs. Susan Lee Johnson, Bill Cronon, and Emerita Prof. Linda Gordon have received the prize, along with numerous department alumni.



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Mosse Lectures Now Online: mosseprogram.wisc.edu

The complete lectures of four courses given by George L. Mosse are now available online. Summaries of the lectures are also posted. Delivered in his inimitable voice—a lecture style developed early in his career to hold the attention of large classes of post-war veterans—the lectures are as lively, vital, and fresh today as when they were given over the course of a twelve year period. Mosse often refers to events that occur during the course of the lectures, and his insights into the events of the day are wise and amusing.

- History 119, European Cultural History 1500–1815 (1969) Recorded for WHA University of the Air.
- History 512, European Cultural History 1660–1870 (1982) Recorded for WHA University of the Air.
- History 513, European Cultural History 1880–1920 (1979) Recorded by Mosse student Sydney Iwanter. Most of the lectures are audible, but some are difficult to hear.
- Modern Jewish History (1971) Recorded by a Mosse student, the sound quality is variable. This is the first course Mosse devoted specifically to modern Jewish history.