



# Today & Yesterday

Newsletter of the Department of History

Volume 45, 2021

## Student teaching in a pandemic

By Dr. Sara Piotrowski

Student teaching is typically the most stressful semester of the education major's college career. Viewed as a rite of passage, candidates are full-time college students paying the hefty tuition price tag, and the only thing standing

2020 and spring 2021 student teachers. Securing placements last summer for our student teachers was difficult. There was so much uncertainty heading into the new academic year. Guidelines were constantly changing, and

how to handle anything life throws me inside and outside of the classroom.” Vogel’s positive spin on the pandemic highlights our student teachers’ flexibility. They had to establish rapport, balance grading and lesson planning, all while making history engaging, thoughtful, and creative via Zoom. Paul Glabinski student taught at Clinton High School, and he taught in-person, which also came with a variety of challenges. He noted how “keeping masks up and students 6-feet apart [were] problems. While this pandemic turned my year upside-down, this was nonetheless the most eye-opening and worthwhile experience that gave me a look into the everyday situations a teacher tackles.” Due to substitute teacher shortages and the need for additional educators in the building, many of these students started working right away in January.



History Student Teachers learned to meet and teach over Zoom during the pandemic

Getting through the fall 2020 semester felt like an enormous accomplishment, but spring 2021 kept us on our toes. Securing a student teaching placement is also a stressful, unpredictable part of the process. Students anxiously waited to hear of their placement school while taking History 390. Often sharing with their classmates where they are interviewing or if they have been placed, there is a feeling of comradery as they inch closer to student teaching. As the fall semester wore on, it became clear that the placement process was taking longer. This was very understandable. Schools were tasked with the ever-changing schedules, CDC guidelines, a third COVID-19 wave

between them and graduation is a 16-week experience in a high school classroom. When COVID-19 entered our lives in March 2020, the Department of History’s 39 student teachers seamlessly moved from the classroom to online learning. They already knew their students’ names, had established themselves as teachers in the room, and had bonded with their students. It is a lot easier to bring up inside jokes on Zoom when they are already established. Most of our spring 2020 graduates found jobs, and they had an interesting story to look back upon as their teaching career unfolded.

That was not the case for our fall

school districts were tasked with safely bringing students and teachers back to school. From how they would teach, where they would teach, and the continued exhaustion from the spring semester, few teachers were volunteering to also be a cooperating teacher, which was very understandable.

We were, however, able to successfully secure placements for our 13 fall student teachers just as school was starting. Most of the fall 2020 student teachers taught fully online, either from their homes or in an empty classroom in the building. Annie Vogel, a December 2020 graduate notes “Teaching during a pandemic taught me resilience and

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around the holiday, all while addressing the needs of their students. As the coordinator of student teaching for History-Social Sciences Education, I worked collaboratively with the Lauby Teacher Education Center here on campus to re-establish partnerships, place multiple students in the same departments, and Zoom with perspective cooperating teachers to assure them that our student teachers were equipped with the knowledge and skills to student teach online. It was two weeks into the spring semester when our 30th and final placement was secured.

The crop of spring student teachers rose to the occasion and live to tell their stories. Lauren Sexauer was fortunate enough to teach in-person at El Paso Gridley High School the whole time. She commented on the “isolating moments like when students [were] sent home sick, I worried how they were doing.” She said it was weird not knowing what her students looked like because they had masks on but would catch a glimpse when they took a drink of water. Many of the student teachers commented that there were not as many school functions, and they didn’t see the sense of community synonymous with high schools. They missed high-fives and hugs. Sexauer had a particular student who was deeply affected by COVID-19 and she is grateful for the support from her university supervisor, Gene Burnett, who helped her to work through the emotional support she needed in order to give support to her students.

Student teaching is always a unique experience based on the school and classes taught, but spring 2021 meant that many student teachers were teaching kids online and in the classroom simultaneously. Jimmy Fuller student taught at Argo Community High

School and noted that “while we did have hybrid learning at my school, the most students I had in a class was five. It was mostly virtual, and it was tough to teach to mostly blank screens. I think our cohort did a great job adapting.” Emily Clements student taught at University High School, and she felt the “pandemic allowed for me to explore new ways technology can be used to elevate student engagement. In my classes, I had students creating virtual gallery walks on Padlet, online museum exhibits on Google Sites, and engaging in full class discussions with students in the room and at home simultaneously using both Zoom and Google Jamboards. Through my use of technology in my classroom, students both at home and in-person were learning together as a unified class and engaging with each other in new modalities.”

Our student teachers not only collaborated with their cooperating teachers, but they also worked together to share lesson ideas. They told me their group chats were active as they assisted each other with mental and moral support. Grace Bartlett created a Google Drive the student teachers could use to share and access lesson ideas. Bartlett also taught at University High School and notes how she can “now apply all of the lessons I’ve learned from this past year to make my teaching even more effective in the future. I definitely gained experience with communicating with students to make sure their mental health was positive, and their educational experience is what they hoped.” As their instructor for History 391, the course taken concurrently during student teaching, I was so incredibly proud of their grit, persistence, and creativity.

Our department has long celebrated our student teachers’ successes with our closing ceremonies. For the spring 2020 semester, we conducted our own department Zoom commencement. It was a great opportunity for our students to be recognized, and it allowed their friends and families to log on as well. For both December 2020 and May 2021, we moved our closing ceremonies online. University supervisors were given the chance to share their student teachers’ accomplishments with their friends and families via Zoom. Student teachers responded to their university supervisor’s kind words with a thank you and additional shout outs to the faculty in the department. While we look forward to resuming our culminating celebration face-to-face, we have recognized that Zoom can bring people together and allow those that cannot travel the ability to still relish in their loved one’s accomplishments. Because many of the rooms in Schroeder Hall are now equipped with the technology needed to simultaneously teach in the classroom and to folks online, we plan to resume in-person closing ceremonies, but will alter the tradition by allowing friends and family who cannot attend the option to tune in via Zoom. While we do not know what “normal” will look like for this academic year, there is no doubt that the student teaching experience will continue to evolve.

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# Letter from the chair, Ross A. Kennedy

The academic year 2020-2021 proved to be a challenging but productive one for the Department of History. Most significantly, the continuing COVID-19 pandemic required us to radically change our teaching schedule, moving most courses fully online while some became “hybrid” (partially online and partially in-person) and others, especially small seminars, remained in-person within safety guidelines outlined by the University. Last summer, faculty devoted themselves to revamping their courses to adjust to these varied modes of teaching. They devised creative ways to keep students engaged and to maintain the high standards of instruction students expect from the department. I am proud of the work they did—because of their efforts, supported by our staff and advisors, our students received a quality education despite the constraints imposed by COVID-19.

Outside the classroom, we continued many of our various extracurricular activities that are so important to building a vibrant intellectual community in the department. The History Club and Women’s History Club hosted several speakers, including both faculty members and scholars from other universities. The department also sponsored or co-sponsored a Native American Film Series, presentations for African-American Studies and

Black History Month, the keynote speaker for our History-Social Sciences Education Symposium, and a series of events featuring Oglala Lakota Chef Sean Sherman, the founder of “The Sioux Chef.”

Our students and faculty won several notable awards this past year. The University selected Jake Breit and Kathryn Bruce as Robert G. Bone Scholars for 2020-2021, the highest honor the University can bestow on undergraduate students. Meanwhile, Kyle Ciani won the Outstanding College Service Award-Humanities; Katie Jasper received the College’s Shaw Teaching Fellowship; Touré Reed won Outstanding College Researcher-Humanities; and the college nominated Keith Pluymers for the University Teaching Initiative Award. Over the last six years, the History Department has won no less than 21 major college and university awards—an exceptional record of excellence.

I am confident as we head into a new academic year that the department will continue to thrive. With the ebbing of the pandemic, we are planning a full return to in-person instruction and to our traditional ceremonial events, such as our Awards Ceremony and Commencement Reception. Thank you for your support. I look forward to seeing you in 2021-22!

## Retirements

At the end of fall 2020, **Dr. Richard Soderlund** retired from Illinois State University. Soderlund has been a faculty member here since August 1991 and has served the department with distinction. He has taught over 25 courses ranging from the Atlantic World to the Life of Winston Churchill, encouraged countless students to value erudition over thoughtlessness, and challenged more than a few colleagues to question their own assumptions about politics in the United States and abroad. He is a wonderful friend and colleague and has been an inspiration and mentor to generations of ISU students. His regular presence in Schroeder Hall will be sorely missed. We wish him the very best as he embarks on the next chapter of his life.

**Dr. Daniel Stump** announced his retirement in May 2021. Stump earned

his Doctor of Arts degree in the History Department at ISU in 2000, winning the Cavanagh Award for Best Doctor of Arts Dissertation that year as well as the Cavanagh Award for Best Doctor of Arts Student in 1994. In 1991 he began teaching for the department and, in 2005, became an academic advisor. In these roles, Stump touched the lives of thousands of history majors. A versatile and talented teacher, he has taught all of our American and European survey courses as well as the Age of Jackson, Lincoln and His Times, and multiple iterations of History 200, most recently on World War I. Students consistently rave about his classes, often calling him the best teacher they have ever had. As both an advisor and a teacher, he’s been devoted to challenging our students to expand their intellectual horizons, to grapple with tough historical problems,

and to embrace the spirit of lifelong learning. Stump has also served the department in countless ways above and beyond his formal duties, ranging from work with high school history teachers to help with our Homecoming events and summer Preview.

Stump sat down with the newsletter to discuss his memories of ISU and plans for the future.

### **What are your first memories of ISU?**

My first memories are of taking, as a grad student, three seminars a semester in addition to teaching two classes. I was so busy that the only time I went out was for dinner on Thursday nights with my brother-in-law, sister (they were also in school here) and 3-year-old nephew. My sister was always trying to get me to come over to play with him, but I always said I was too busy. One

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time she began singing Harry Chapin's *Cat's in the Hat* after I told her again I was too busy.

### **Do you have a favorite memory of your time here?**

Not sure I have a single favorite memory. I would have to say probably the best thing overall was working with and getting to know the people in the department. I met Ron Gifford back in, I think, 1997 when we were both finishing our dissertations and teaching. We shared a dismal office on the first floor of the pre-renovated building. I remember us staying up all night grading in that "office" one time. Stuff like that builds friendships. Having Stewart Winger and Ross [Kennedy] give me the leeway to teach, respectively, Lincoln and WWI after they've written books and articles on those subjects speaks volumes about their character

and friendliness. Maybe getting to teach Lincoln for over 20 years in Central Illinois could be a favorite memory.

Certainly, taking the students on the train to Springfield to see the Lincoln sites ranks high in memories.

### **What will you miss most about teaching and advising here?**

I definitely hope not teaching will not age me too quickly when that happens. I remember contemplating taking up a trade after the economy went south in 2003. I was not offered any classes by the department that spring. I actually took—and aced—the electricians' exam (not that it had much to do with electricity—if it did, I would have flunked). A friend at the gym told me, no, do not give up teaching if you can help it because it keeps you young. Getting into a trade will, he said, age you very quickly. I think that has proved to be

true. Interacting with students has kept me relatively young. Advising, not so much so. It's a pretty stressful job.

### **Any retirement plans you would like to share?**

Tony Crubaugh asked me this question, and I answered that that is a scary thing to contemplate. I think, however, that I'm just in a liminal space and am worried about what's on the other side. I would like to return to Europe someday and go like I did back in '94—on the QE2 [the ocean liner Queen Elizabeth II]. She's been decommissioned, however, so it will have to be on a different ship. Floating past the Statue of Liberty was a surreal experience, by the way. I know I'm going to read a lot and work out a lot. I don't plan on becoming decommissioned myself hopefully.

## 2020–2021 Student Awards

### **HELEN M. CAVANAGH AWARD FOR BEST MASTER'S DEGREE STUDENT**

Race Fisher  
Matthew Nalefski  
Theresa "Tara" Tracy

### **HELEN M. CAVANAGH AWARD FOR BEST MASTER'S THESIS**

Erin Hastings (U.S. History)  
Jon Stamm (International History)

### **LUCY LUCILE TASHER SENIOR SCHOLARSHIP**

John Armstrong  
Jake Breit  
Therese Rapp

### **GLEYNafa T. RAY AWARD**

Fall 2020  
Anthony Czepiel  
Spring 2021  
Hollie Donovan  
James "Jimmy" Fuller  
Lauren Sexauer

### **MARK WYMAN-STEPHANE BOOTH SCHOLARSHIP**

Henry "Hank" Barnes  
Bailey Brunell  
John Kavanagh  
Joseph Moll  
Adrian Shan

### **JAMES TODD WILBORN SCHOLARSHIP**

Abby Bartle  
Caroline Slowik

### **SESSIONS HONORS SCHOLARSHIP**

Adam Stieber  
Anna Tulley

### **WILLIAM AND JEANNE HOWARD SCHOLARSHIP**

Therese Rapp

### **HARMON RECRUITMENT SCHOLARSHIP**

Gary Gomez  
Sophia Zoltek

### **DARREL A. SUTTER SCHOLARSHIP**

Maritza Pitones  
Jessica Ruske  
Sophia Zoltek

### **DARREL A. SUTTER TEXTBOOK AWARD**

Hillary Lewandowski  
Zach Peterson

### **DARREL A. SUTTER WRITING AWARDS**

Martin Kretz  
Jessica Ruske

James Smith  
Charles Verdico

### **DARREL A. SUTTER STUDENT TEACHER AWARD**

Spring 2020  
Daniel McEllen  
Fall 2020  
Hannah Woody  
Spring 2021  
Hannah Meece

### **LAWRENCE W. MCBRIDE AWARD**

Spring 2020  
Ariana Trekas  
Evan Wilson  
Fall 2020  
Cristian Rios  
Spring 2021  
Grace Bartlett  
Taylor Strong

### **HOWARD ROMANEK HISTORY SCHOLARSHIP**

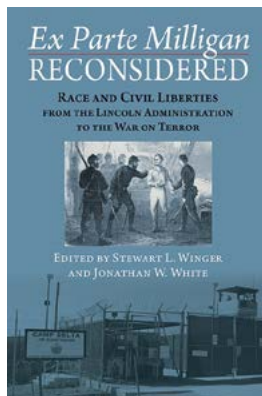
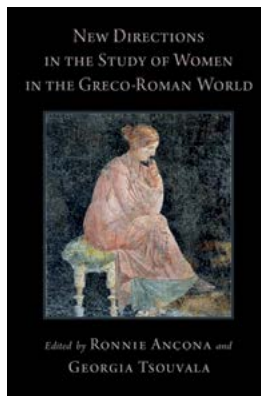
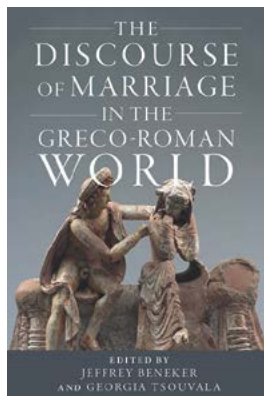
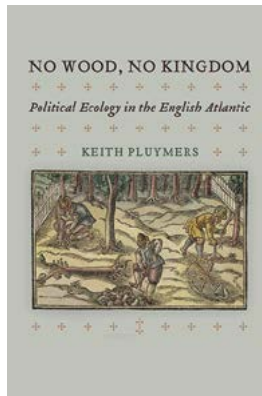
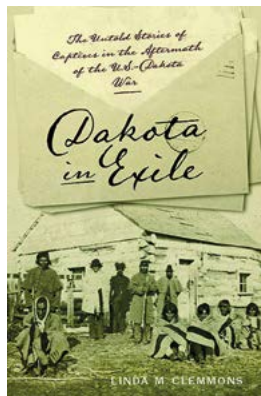
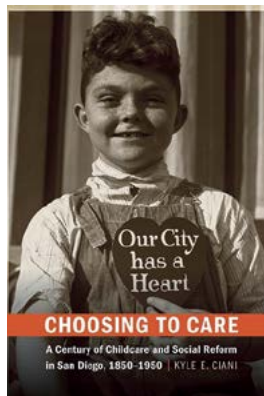
Spring 2020  
Eric Vollmert  
Fall 2020  
Sophia Chaulk  
Laura Talley  
Spring 2021  
Andrew Loy

## Books published

The Department of History is pleased to announce the following faculty book publications: **Kyle Ciani**, *Choosing to Care: A Century of Childcare and Social Reform in San Diego, 1850-1950* (University of Nebraska Press, 2019); **Linda Clemmons**, *Dakota in Exile: The Untold Stories of Captives in the After-math of the U.S.-Dakota War* (University of Iowa Press, 2019); **Keith**

**Pluymers**, *No Wood, No Kingdom: Political Ecology in the English Atlantic* (University of Pennsylvania Press, 2021); **Touré Reed**, *Toward Freedom: The Case Against Race Reductionism* (Verso Books, 2020); **Georgia Tsouvala**, *The Discourse of Marriage in the Greco-Roman World* (University of Wisconsin Press, 2020) and *New Directions in the Study of Women in the Greco-*

*Roman World* (Oxford University Press, 2021); **Stewart Winger**, *Ex Parte Milligan Reconsidered: Race and Civil Liberties from the Lincoln Administration to the War on Terror* (University Press of Kansas, 2020); and **Lou Perez**, *Tokyo: Geography, History, and Culture* (ABC-CLIO, 2019).



## Women's History Club

In 2019, several ISU history majors started a new Registered Student Organization, the ISU Women's History Club. Despite the disruptions caused by COVID-19, the club has been active throughout 2020 and 2021, holding guest lectures and meetings via Zoom. Kyle Ciani, who serves as advisor, described the Women's History Club as "a professor's dream."

"In addition to these students being eager to expand their historical knowledge, they are committed to learning

about and involving themselves in contemporary social justice issues," she said. "I am honored to be a mentor to them in those endeavors." History education major Lindsey Lamorte sat down for a virtual interview about the new club.

### How did the club get started? Why?

I was really motivated to create the Women's History Club in spring 2019 because as my college career had progressed and throughout the more history classes I studied, I realized truly

how underrepresented women were/ are throughout history. I wanted to create a safe space where our purpose was to recognize and celebrate the women of history who made a difference and helped create a world of infinite possibilities for women today. I was actually sitting in Dr. Paehler's History 200 class when the thought of making the club came to mind. We were having a discussion on how men have dominated the historical narrative and that as women history students we needed

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The Women's History Club meets virtually

to speak up. I left that class more motivated than ever, and I began the club paperwork that week.

### What types of events have you done?

We meet once a month and typically have a guest speaker come in to present their research/expertise on various topics regarding women's history/current

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events. These topics have ranged from ancient women athletes, discussions of domestic violence, women's suffrage, etc. We recently collaborated with the Hewitt-Manchester Student Association and Diversity Coalition to put on a program for students for Women's History Month. Our main goal was to highlight important ISU women that were involved in WWI. We had April Anderson-Zorn come and share with us some of her favorite materials about five ISU women, and got to see some amazing primary sources firsthand. By the end of the program, students got to see how so many women at ISU played important parts in the war and others played just as much of a role in preserving that history for us to see today.

### Why do you think a women's history club is important for ISU history majors/minors?

It is very advantageous for all majors to check our Women's History Club. However, it is especially incredibly important for ISU history majors/minors to visit our club as we are the future tellers of history. Expanding

inclusion in history at all levels begins with advocacy and broadening your horizons. Our club is a great place to begin having the conversation of changing the narrative and celebrating women achievement and involvement throughout history.

### Any exciting future plans for the club?

I am graduating this spring; however, I have spoken with our current president Kaylee Combs and she shared with me that next year, since we'll be in person, the club plans to do a lot more community outreach and collaboration with other RSOs to get more involved in the campus community and wider Blo-No community. The plan is to keep growing and expanding our message of inclusion, advocacy, and celebration of women's history.

*You can learn more about the ISU Women's History Club by following them on Instagram (@Isuwomenshistoryclub) and Facebook (@Isuwomenshistoryclub)*

## Bone Scholar Spotlight: Jake Breit and Kathryn Bruce

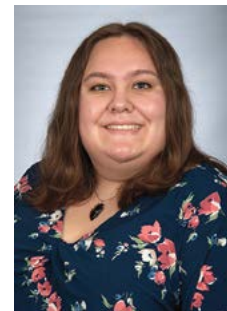
By Keith Phymers and Matthew Nalefski

The History Department had two majors selected as Robert G. Bone Scholars for 2020-2021, Jake Breit and Kathryn Bruce. This is ISU's highest honor for undergraduate students. In addition, Bruce has been selected as ISU's Student Laureate of the Lincoln Academy of Illinois. This award recognizes exceptional seniors from participating colleges and universities from across Illinois.

Breit, who hopes to pursue a law degree and to work on environmental justice, reflected on his time at ISU. Three ISU history faculty most inspired him—Drs. Katrin Paehler, Kyle Ciani, and Amy Wood. "Between those three," he wrote, "I feel like I have grown to appreciate history and being a student in general in a really significant way. Each gave great opportunities and, again, challenged me in a formative

way." Breit writes that two experiences have had a profound impact on his time at ISU. History 200 with Dr. Richard Soderlund, which, he said "remains the hardest class I took here at ISU," but that "genuine challenge" prepared him to take on bigger projects. Breit counts himself exceptionally lucky to have gone on Dr. Richard Hughes' Essence of Europe study abroad trip and describes it as "life changing."

Bruce earned her bachelor's in history and anthropology in May 2021. Bruce, who has a passion for Native American history and the histories of other marginalized communities, also completed a minor in Native American Studies. She will continue her studies with a full scholarship at the University of Colorado Boulder, where she will pursue a master's in museum and field studies. At ISU, the positive feedback



Kathryn Bruce



Jake Breit

from professors, especially Drs. Ciani and Clemmons, confirmed her path as a historian. She believes that her experiences with the ISU history faculty prepared her and her fellow students "to go beyond our limits and be fantastic historians."

We congratulate Jake and Kathryn for their many achievements at ISU and look forward to their next steps.

# Faculty accomplishments

**Kyle Ciani's** book, *Choosing to Care: A Century of Child-care and Social Reform in San Diego, 1850-1950* (University of Nebraska Press, 2019), was selected by the Society of the History of Children and Youth as part of its featured scholarship series for 2020-2021. In addition, she has been appointed to the National Advisory Committee for "Sharing Stories," a Digital History Project of the 1977 National Women's Conference. She gave several public talks on the centennial of the passage of the 19th Amendment of the United States, including to the Museum of the Grand Prairie and ISU's Senior Professionals. She was also awarded "Leaguer of the Year" by the McLean County League of Women Voters. She was interviewed by CBS affiliate WMBD on the election of Kamala Harris. In May 2021, she will present the keynote address for *Illuminating the Future for Children, Families, and Community* conference of the Merrill Palmer Skillman Institute Centennial celebration symposium, which honors the 100th anniversary of the establishment of the influential early childhood health and educational program in the United States.

**Linda Clemmons'** book, *Dakota in Exile: The Untold Stories of Captives in the Aftermath of the U.S.-Dakota War* (University of Iowa Press, 2019), won honorable mention for the 2019 Jon Gjerde Prize by the Midwestern History Association for the best book on Midwestern history. She was asked to join the editorial board for the journal *Indigeneity & Critical Theorizing*. Her next book, a biography of Angelique Renville, has received a contract from the South Dakota Historical Society Press.

**Douglas Cutter** gave a talk on Latin American independence movements to Illinois Wesleyan's SALSA student group to kick off Latin American Heritage Month.

**Ron Gifford** received an ISU Impact Award.

**Andrew Hartman's** "Rethinking Karl Marx: American Liberalism from the New Deal to the Cold War," will be coming out in *Marxism in America: New Appraisals* (Manchester University Press) in summer 2021. He presented as part of the series "The Significance of the Present Moment in the United States" from the Center for American Studies in Copenhagen. He was interviewed for the documentary film "What Would Jesus Do on Election Day?" He co-hosted the podcast *Trotsky & the Wild Orchids* (with historian Raymond Haberski) which released interviews with numerous historians throughout 2020 and 2021.

**Richard Hughes** reviewed *Citizen Reporters: S.S. McClure, Ida Tarbell, and the Magazine that Rewrote America* (2020), *They Called Us Enemy* (2019), and *The Ideas That Made America: A Brief History for Teaching History: A Journal of Methods*. In addition, he co-authored

a review essay with Kelly Cornale, Amanda Nies, and Evan Wilson titled "Decolonizing the Corps of Discovery: A Collaborative Review of *Teaching Critically about Lewis and Clark*." This innovative collaboration involved two ISU alumni teachers (Cornale and Wilson). In addition, he presented "Civil Rights and Historical Narratives: Assessing Students as Emerging Teachers" at the Organization of American Historians Annual Conference in Chicago in 2021.

**Janice Jayes** has written numerous articles for the *Public i*, a news-focused, collectively-run, non-profit newspaper in Urbana-Champaign from the Urbana-Champaign Independent Media Center focusing on immigration and Middle East politics.

**Ross Kennedy** published a co-authored book chapter entitled "Mobilizing for the Great War" in John M. Giggie and Andrew J. Huebner, eds. *Dixie's Great War: World War I and the American South* (University of Alabama Press, 2020). He also published two book reviews, one in *First World War Studies* and one in *War in History*.

**Issam Nassar** published "Photography and the Oppressed: On Photographing the Palestinian Refugees," in the *International Journal for History, Culture and Modernity*. He delivered a talk "Colonizing by Imagination: Early Photography and Palestine" at the Middle East Studies Center, Portland State University.

**Monica Norian** co-authored "Preservice Teachers' Perceptions of the 'Public Displays of History' Debate," in *The Councilor: A Journal of the Social Studies*. She gave a talk to the ISU Senior Professionals on Sarah Raymond and her involvement with the Suffrage Movement. Along with Sara Piotrowski, she co-organized the History-Social Science Teacher Symposium.

**Sara Piotrowski** successfully defended her Ph.D. dissertation, "A Teacher Shortage and Lack of Representation in the Classroom: A Neoliberal and Critical Race Study of the Broken Teacher Pipeline and the Impact on Education Majors." She also co-organized the History-Social Science Teacher Symposium with Monica Norian.

**Keith Plumyers** published "Composting in the herbarium" (co-authored with ISU Professor of Painting Melissa Oresky) in *Antennae*. He reviewed books for *Environmental History*, the *Southern California Quarterly*, and *Teaching History: A Journal of Methods*. He presented from his new project on steam power and urban water systems at the University of Illinois at Chicago Department of History Brown Bag Series. He was nominated by the College of Arts and Sciences for ISU's Teaching Initiative Award and was awarded a CTLT Culturally Responsive Learning Grant (with Dr. Tina Williams, ISU MQM) and the American Society for Eighteenth-Century

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Studies Short-Term Fellowship at the Library Company of Philadelphia. Beyond his scholarly writing and presentations, he appeared on the Tides of History and Trotsky & the Wild Orchids (co-hosted by ISU historian Andrew Hartman) podcasts, has written on the Handsome Family album *Wilderness* (2013), and has co-authored op-eds on infrastructure for *The Washington Post* and a syndicated piece on the Supreme Court's environmental jurisprudence.

**Touré Reed** published multiple essays in *Jacobin Magazine*: “The Dangers of Letting Racecraft Displace Class During the Pandemic,” “Why I’m Still Thinking about the Amy Cooper ‘Black Birder’ Episode in Central Park,” “Jess La Bombalera’ and the Pathologies of Racial Authenticity,” and “A Liberal ‘Moral Reckoning’ Can’t Solve the Problems that Plague Black America.” His *New Politics* article, “Black Exceptionalism and the Militant Capitulation to Economic Inequality,” was translated and reprinted in *Las Panteras Negras Ya No Pueden Silvarnos: Sobre Excepcionalismo Negro, Violencia Policial y Politicas de la Identidad*. He participated in a panel titled “Defining Racial Justice in the 21st Century—Competing Perspectives and Shared Goals,” moderated by *The New York Times*’s Jamelle Bouie as part of the Abbey Speaker Series sponsored by UNC-Chapel Hill’s Program for Public Discourse. He has been interviewed widely about his book *Towards Freedom: The Case Against Race Reductionism* (Verso, 2020), appearing on *Majority Report* with Sam Seder, *Weekends* with Michael Brooks and Anna Kasparian, the *This is Revolution* podcast. He presented on the book for the Labor and Working-Class History Association’s Pandemic Book Talk Series and as part of the University of California-Riverside Department of Sociology “Colloquium on Race and Race Relations.” He has also been featured in interviews on identity politics with *The New York Times* and *Slate France*. He presented “The Pitfalls of Woke Neoliberalism” to the ISU Academy of Seniors as part of their “Crucial Policy Issues Facing the U.S.” series.

**Georgia Tsouvala** was elected president of the Association of Ancient Historians (AAH) to a three-year term (2020-2023). The AAH is the premier professional organization of scholars who study and teach the Ancient Mediterranean world and its connections with other civilizations. Tsouvala’s co-edited volume *The Discourse of Marriage in the Greco-Roman World* was published by The University of Wisconsin Press in 2020. As one

reviewer wrote, the volume documents “how close study of the language and iconography, and careful scrutiny of artistic and literary qualities and allusions, illuminate evolving attitudes” about Greco-Roman marriage. Tsouvala’s chapter, “Introduction: The Discourse of Marriage and its Context” in the same volume, provides a discussion of the historical and ideological context of the institution of marriage from the Hellenistic period in the Eastern Mediterranean to the height of the Roman Empire. In addition, her co-edited volume *New Directions for the Study of Women in the Greco-Roman World* was published by Oxford University Press. The collection includes her chapter on “Female Athletes in the Late Hellenistic and Roman Greek World.”

**Christine Varga-Harris** was awarded an honorable mention by the Association for Women in Slavic Studies for the Barbara Heldt Prize for Best Article in Slavic/East European/Eurasian Women’s and Gender Studies for her article “Between National Tradition and Western Modernization: Soviet Woman and Representations of Socialist Gender Equality as a ‘Third Way’ for Developing Countries, 1956-1964” (published in the *Slavic Review*, fall 2019). Also, she published a review of the book *Everyday Soviet Utopias: Planning, Design and the Aesthetics of Developed Socialism* by Anna Alekseyeva (Routledge, 2019), in *REGION: Regional Studies of Russia, Eastern Europe, and Central Asia*. On campus, she gave talks for the ISU Academy of Seniors, History Club, and the Women’s History Club—for the former two, on the Soviet Union and the Second World War, and for the latter on the Soviet approach to “the Woman Question.”

**Stewart Winger** co-edited the volume *Ex Parte Milligan Reconsidered: Race and Civil Liberties from the Lincoln Administration to the War on Terror* (University Press of Kansas).

**Amy Wood** published the article “Without Sanctuary: The Symbolic Representation of Lynching in Photography,” and her book, *Lynching and Spectacle: Witnessing Racial Violence in America, 1890-1940* (UNC Press, 2011), was the subject of another essay in a special issue of the *Journal of the Gilded Age and Progressive Era*, 20:1 (January 2021). She also contributed the photograph of the National Memorial for Peace and Justice in Montgomery, Alabama, that became the cover image for the special issue.



## Faculty awards

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**Kyle Ciani** received the ISU College of Arts and Sciences (CAS) Outstanding Service Award in Humanities.

**Katie Jasper** received the CAS Shaw Teaching Fellowship.

**Keith Plumbers** was the History Department and CAS nominee for the University Teaching Initiative Award.

**Touré Reed** was recognized by CAS as Outstanding College Researcher in Humanities.

## Alumni Spotlight: Dr. Ethan Fridmanski

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By Keith Plumbers

Congratulations to Ethan Fridmanski, who graduated from ISU in 2013 with a B.S. in history, for successfully defending his Ph.D. in sociology from the University of Notre Dame and has accepted a tenure track position as a librarian at Indiana University.

Fridmanski's time at ISU helped to establish interests that have and will continue to guide his scholarly endeavors. He recalls "Dr. Winger's classes on religion in the American Civil War and religious fundamentalism first sparked my desire to deeply study a more narrow topic while also seeing and appreciating its relevance to broader historical and social forces. This continued further into Dr. Crubaugh's class on the Enlightenment, which broadened my interests to include intellectual history." His work with Dr. Crubaugh "eventually led to my interest in the early modern period and then what I would say is my main historical interest (if I HAD to choose just one)—economic history. While I have studied many subjects and research methods throughout my

academic career, by the time I finished my Ph.D. I circled back to my historical interests in the early modern period through the late 19th century."

In addition to his courses in history, Fridmanski pursued interests in sociology. "My time at ISU helped prepare me for the interconnectedness of all intellectual pursuits," he writes. "While I studied American religious history and the Enlightenment, I was also taking courses in the sociology of religion and sociological theory. I know the freedom to be interdisciplinary in my undergraduate education made me the scholar and educator I am today." This experience at ISU "helped give me the language to speak across disciplines."

In his new position at Indiana University, Fridmanski is "responsible for archiving and preserving digital data sets used by researchers on campus—in addition to providing quantitative and data focused training to faculty and students on campus. I am excited to play an explicit role in the preservation of knowledge. As a researcher I have seen

so many people delete or lose data sets that they did find important, even those data that led to publications!"

In addition to this work, Fridmanski plans to return to some of the intellectual interests he developed in early modern European history at ISU. His role as a librarian includes full research support. With it, he will "continue with my next research project where I study the structural evolution of capitalism and capital accumulation from the late middle-ages to the early modern and modern periods using historical trade data." Working with the extensive Sound Toll Registers data set, Fridmanski will begin examining the Baltic region, but he has plans to expand the study to other regions in the future. "I am very excited about this project," he writes. "It will let me merge my love of economic and intellectual history with the quantitative and data focused methods I developed at Notre Dame and provide support for at Indiana University."

## Joint program unites interests in history and education

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By Matt Nalefski

The department offers the opportunity for a dual master's/teaching certification. Jackson Krantz, Sarah Lamkin, and Rebecca Purcell, each at different stages in the program, are currently pursuing this option.

Krantz is a graduate of the department from St. Charles, with an interest in ancient Greece. Lamkin, from Champaign, graduated from Truman State University. Distinctly, she holds

another master's in conflict archaeology from the University of Glasgow. Purcell, from Saybrook, graduated from the University of Illinois at Urbana-Champaign.

To obtain the certificate, Krantz, Lamkin, and Purcell split their time between history and education courses. Classes in teaching methods, educational psychology, and clinical hours, added to their graduate courses, create a

rigorous load. The program is designed to be completed in six semesters, including student teaching.

All three see the two subjects as symbiotic. "Friends in my classes who currently teach ... are a great help in my education classes," Lamkin explains. She notes that these teachers' perspectives have helped her translate graduate course material to the classroom setting.

*Continued on page 10*

“History for me has always been an escape—something that I could rely on to take me away from my bad days and teach me something new,” Purcell recalls.

According to Krantz, “It is amazing to be surrounded by people who have a passion for history and are willing to discuss the ideas at length.”

In short, this joint program brings benefits to all three students. And as Lamkin says, it reminds them that “all the work will be worth it in the end.”

## Ghanaian students join ISU Department of History

By: Matt Nalefski

In spring 2020, the graduate program welcomed two Ghanaians. Comfort Alorh and Dennis Awuah arrived at ISU in time for both normal and COVID conditions.

The pandemic’s disruption especially impacted these new arrivals. Alorh, who graduated from the University of Ghana (Accra) and studies African sports history, was unable to return home last year as planned. She

was advised that if she left the U.S., her reentry was not guaranteed. “It was a really, really difficult period.”

Awuah, a graduate of the University of Science and Technology (Kumasi) who studies the history of medicine, paid friends in Ghana to collect materials needed for his research.

Despite circumstances, Alorh and Awuah have positively rated their ISU experiences. Both have found the

department’s mentorship “awesome,” citing the guidance of their professors. Alorh also mentions the “incredible” warmth of ISU’s Ghanaian community.

Alorh plans to pursue a Ph.D. and work in the non-governmental organization field in Africa. Awuah also will work toward a Ph.D. to become a health policy analyst.

## ISU History Ed Alumni Spotlight: Kevin Pajor

ISU history education alumnus Kevin Pajor has just completed his M.A. in history from Pace University, in conjunction with the Gilder Lehrman Institute, which is the foremost non-profit working in K-12 history education. He has completed this while teaching for the past nine years at Sandwich High School. Pajor’s thesis examines the controversy over an 1895 Confederate monument in Chicago at the site of a mass grave of prisoners from Camp Douglas. The monument, Pajor writes, is “often used as an example of reunion and reconciliation for a North who

by that time had discarded emancipation as a key legacy of the war.” But his research into contemporary speeches and press coverage of the event shows that “the emancipationist and Union causes were still alive and well in Chicago and across the North in 1895.”

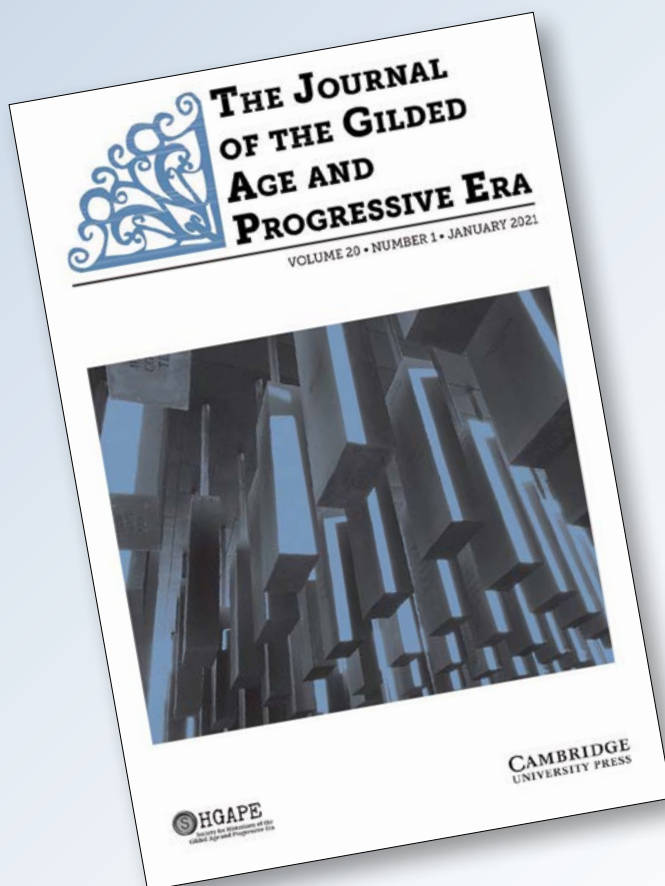
At ISU, Pajor wrote an essay for Dr. Amy Wood’s Crime and Punishment capstone course on the Jim Crow origins of felon disenfranchisement laws, which was selected for publication in *Recounting the Past*, ISU’s undergraduate history journal. Pajor says that his work with Dr. Wood was formative for

becoming a historian. “Nine years ago, you helped me through the process of creating a substantial piece of original historical work, and then the revision process,” he writes. The experience of researching, writing, and then revising a substantial essay was “invaluable” and “gave me a foundation that I have built on for well over a decade now.”

The History Department congratulates Kevin Pajor on this achievement and on his work with the students at Sandwich High School.



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In addition to providing an essay for a special issue of the *Journal of the Gilded Age and Progressive Era*, Dr. Amy Wood also provided a photograph of the National Memorial for Peace and Justice in Montgomery, Alabama, that became the cover image for the issue.

