Past, Present & Future

THE 2020 REPORT FROM THE DEPARTMENT OF HISTORY
How did early modern imperial states gather, store, and use information? Assistant Professor Asheesh Kapur Siddique explores this question with respect to the early modern British empire, and he suggests that this photograph provides a snapshot of the answer: paperwork.

British rulers in London regularly sent questionnaires across the Atlantic Ocean to colonial governors and other officials, asking their underlings to supply them with information about the current state of administration in each colony. In the above, Samuel Shute, the royal governor of Massachusetts, and other officials described the military, economic, political, and bureaucratic arrangements of the colony, in response to a 1720 questionnaire. Shute sent the document back to London, where officials used the information to develop future policies, and then classified the paperwork alongside hundreds of other records received from the colonies in a complex archival system.


— Asheesh Kapur Siddique

Correspondence from Samuel Shute, the royal governor of Massachusetts, and other colonial officials in response to a 1720 questionnaire. CO 5/867, f. 306, document 66 (i). The National Archives, United Kingdom. Photograph courtesy of Asheesh Kapur Siddique.

Research Highlight:
IN THE ARCHIVES WITH HISTORIAN ASHEESH KAPUR SIDDIQUE

Every superlative has already been used to describe the catastrophe that has been 2020. I will note only that this has been an interesting year in the history department. The fall semester of 2019 began with energy and hope. We welcomed new faculty colleagues Asheesh Kapur Siddique, in early U.S. history, and Hadi Jorati, in medieval Islamic history and, as usual, hundreds of new and returning students, both undergraduate and graduate. We began discussions of curriculum revamping, new approaches to faculty and grad student mentoring, and career development for undergraduates. In this newsletter, you will find stories and photos of faculty, descriptions of activities and projects of students, graduate and undergraduate awards, and engagement of alumni with current students, faculty, and even in instruction.

The history department has had impressive achievements as always. Among the many highlights are Kevin Young’s tenure and promotion and an unusual flood of competitive teaching and mentoring awards. Sarah Cornell and Garrett Washington were awarded the College’s Outstanding Teaching Award. Anne Broadbridge received the campus-wide Distinguished Teaching Award. Our retiring colleague John Higginson was awarded two mentoring awards—the new ADVANCE Faculty Mentoring Award and a Distinguished Graduate Mentor Award. See page 25 for more on these awards.

One of the most significant and high-profile endeavors of the department is the biennial Feinberg Family Distinguished Lecture Series. In fall 2019, we began plans for the 2020–2021 Series on the theme “Planet on a Precipice: Histories and Futures of the Environmental Emergency” and for the associated James Baldwin Lecture on which we collaborate with the W.E.B. DuBois Department of Afro-American Studies. See page 21 for more.

Taking advantage of a new and exciting opportunity — Daniel Ellsberg’s contribution to UMass of his personal papers — Chris Appy and alumnus journalist Charles Sennott ’84 planned a two-semester course for 2020–2021 using the Ellsberg papers. The class, as Chris explains on page 9 herein, will produce podcasts based on archive exploration and end with a conference in April 2021 marking the 50th Anniversary of Ellsberg’s release of the Pentagon Papers.

The department was in a strong position in the spring semester when the COVID-19 pandemic hit. In March, the UMass administration suggested we might work from home for several weeks. Many of us thought we would be back on campus in April and students did not entirely move out of their dorms.

During our one-week spring break, the faculty transformed their regular classes into remote offerings online in real time and pre-recorded segments. We switched office hours and in-person discussion sections to chat rooms and prepared to help grad student Teaching Assistants (TAs) make their transition. Quizzes and exams were changed to electronic format. Faculty learned to create break-out sessions in Zoom lecture classes. Syllabi had to be altered or even rewritten. Courses were sometimes redesigned. But we were ready to get back to classes on the Monday
morning that spring break ended. See page 26-27 to hear from Emily Hamilton on teaching during a pandemic.

Equally remarkable was our outstanding department staff. Under the guidance of Office Manager Amy Fleig, the staff for programs and finance—Mary Lashway, Enjoli Pescheta, and Stefanie Austin moved all their work from their Herter Hall offices to their homes—enclosed porches, the corner of a room or half of a kitchen table. Director of Outreach and Community Engagement Jess Johnson moved her extensive community liaison operation out of Herter, emailing all the while.

Faculty, staff, and students with children abruptly found themselves “home schooling,” creating a second full-time job. Others quarantined with family members that needed care or at least caution from us. We kept in touch with each other and offered moral support as well as technical advice.

Taken together, the department’s move to remote work was a Herculean effort reminiscent of the World War II relocation of Soviet industry from the western part of the USSR to “the east” beyond the Ural Mountains. At least, it was close to it. Many people said something like “we have a job in front of us, let’s do it.” And we did. I can’t think of a time when I was so proud to be part of this history department.

Our students also had to cope with this disruption and the natural fears about what it meant for their courses, their grades, and their progress to completing their degrees. Some students used to come to class in pajamas. With Zoom classes, they didn’t leave their bedrooms. Or their beds, in some cases. Yet, there they were on screens or in discussion chats, peer review threads, virtual office hours. Email volume spiked.

Campus was deserted. Everything was closed. We felt isolated at home. Who would remain healthy? When we would be back on campus? Many in our community experienced personal loss, whether from COVID or not. The campus community mourned a long-time depart-ment affiliate and head of the library’s Special Collections Robert S. Cox. See page 47 to read more.

Graduating seniors or graduate students and their families were doubly disappointed by the remote end to the semester and the need for virtual graduation and degree-granting ceremonies. All the department chairs made plans for graduation celebrations and in history, it was our staff and the department officers—Associate Chair Marla Miller, Graduate Program Director Jason Moralee, and Undergraduate Program Director Heidi V. Scott—that crafted short videos for the website (shout out to Jason Higgins, Ragini Jha and Jess Johnson for tech and web magic) as well as messages from faculty to graduating students. Everyone worked to bring the congratulatory cheer to students and families.

There’s no denying that it was not the same as marching to live music in a traditional ceremony. History department students lost the opportunity to present to peers and faculty their senior theses, portfolios, descriptions of internships or travel plans for the summer. The pageantry and the sheer fun of all the graduation celebrations was put off to a future date.

In the midst of this COVID-19 pandemic, we were shocked by images of violence in our country, particularly police violence against Black citizens. After discussion among faculty and graduate students, the department is establishing a task force to address forms of explicit and implicit racism in our immediate environment, and to take prompt and concrete steps to remedy them. See page 2 to learn more.

The shared challenge of managing the many demands of COVID Spring of 2020 has been a bonding experience for all who coped with it. We have our achievements nonetheless. We look ahead to our regular classrooms, to future debates on the historical significance of COVID-19, the experiment with remote work, and what “normal” means for us all.

— Audrey L. Altstadt
During the 2019–2020 academic year, the Department of History faced dual national crises: COVID-19 and white supremacy. Through COVID-19, the world has experienced collective trauma, with the marginalized faring worse than the privileged. During this time, the nation has also witnessed an uprising against white supremacy, racism, and anti-Black violence. Institutions and individuals who—wittingly or unwittingly—uphold and benefit from white supremacy now face a reckoning. At the same time, xenophobia reared its head in a way that hit especially close to home for large numbers of our students and our department as a whole, when, in July, the federal government announced a policy that threatened to deport international students. Even though the policy was later reversed and remained so by the time of publication, some students faced insurmountable barriers to enter the country.

The dual crises of COVID-19 and white supremacy have revealed fault lines within the University and the department. As the University shifted to online learning during the spring semester and debated returning to in-person learning for the fall semester, important questions have been raised about equitable access to educational opportunities for low-income students, students with disabilities, and international students. As the University—and the department—condemned racism and racist violence, graduate students prepared a document, “Action Steps to Combat Racism in the UMass History Department,” that offered a thoughtful analysis of the ways in which the department has participated in the preservation of white supremacy both actively and passively; in actions both taken and passed over or set aside, in comments made, and words left unspoken, and began a conversation about how faculty, staff, and students can all do better going forward.

Faculty, too, stepped toward this crisis as it unfolded nationally, on campus, and in the department. Drawing on their own research and lived experiences, on the decades-long conversations about these issues in department, on robust national conversations about the ways structural racism shapes higher education, and the issues raised by students, the faculty conversation quickly evolved to a proposal to form an Antiracism Task Force within the department.

Over summer, with the tireless work of graduate students and faculty as well as advice and support from Emmanuel Adero, Senior Director of Diversity Outreach, Assessment, and Planning in the Office of Equity and Inclusion, the planning toward an Antiracism Task Force moved forward quickly. In a full meeting of the faculty, held online in July, support for the Task Force was unanimous.

The work then turned to researching and securing the services of expertise in facilitation to help us navigate these challenging waters. In August the department secured the services of the Vermont-based facilitation firm Confluence. Principal Delia Clark brings strength in fostering healthy dialogs to build sustainable communities. Her co-facilitator Rebecca Stanfield McCown directs the National Park Service’s Stewardship Institute, where she manages programs that focus on enhancing cultural competency and diversity skills; most recently she has “focused on integrating restorative practices, and trauma awareness” in order to help the agency “address issues of workplace harassment and hostility, racial equity, and the interpretation of complex and painful histories across NFS sites.” The department looks forward to having this expertise alongside us as we begin these difficult but necessary conversations.

As of this writing, plans include:

- To engage with university-wide efforts to combat racism on campus and beyond;
- To charge the Graduate Studies and Undergraduate Studies committees to pursue strategies toward combating racism in the department;
- To engage experts who will help us to evaluate our policies and practices in the context of systemic bias;
- To engage with faculty to ensure that our courses and curriculum reflects the values of diversity, equity, and inclusion.

As much as we may wish to believe otherwise, there is no question that structural racism shapes all of higher education (as described in the powerful social media thread #BlackInTheIvory, which we encourage you to consult), and it, regrettably, has shaped people’s experiences in our department as well. The department expresses gratitude to the individuals and groups who have come forward to expose the ways in which anti-Blackness and white supremacy have persisted as part of the fabric of the department.

In the year to come, faculty, students, and staff will gather to discuss and organize around these issues. Each of us must play a role in addressing racism, and specifically anti-Blackness, within the department, and all of our communities. Those of us whose research and writing seeks to understand movements for social change know that the work demands labor in a wide range of roles, all of which are important, in different ways. Some will take the lead, speaking and writing; others will more individually implement changes to their courses, teaching, and habits of conduct, or contribute by helping identify resources that advance this urgent work. While some roles will be more visible than others, all of the work is valued and important.

We are committed collectively to addressing the problems that both students and faculty have been speaking out about—not just in the last months, but for years. If you would like to share comments or thoughts about your time in the department, we welcome that. Please reach out to the Antiracism Task Force at historytaskforce@umass.edu.
It is impossible to reflect on the trajectory of the undergraduate program in 2019–2020 without acknowledging the tremendous impact of the coronavirus pandemic on the lives of students and faculty alike. Even as the spring break approached, we were collectively looking forward to a busy but celebratory phase in the academic year when the department recognizes students’ varied achievements and, for those who are graduating, the successful conclusion to their undergraduate careers in the history program and the commencement of a new phase in their lives as UMass graduates. This spring, the circumstances of the lockdown not only brought disruption to the final weeks of teaching and study but also made it impossible for our end-of-year Undergraduate Awards Ceremony, along with other celebratory events, such as the Phi Alpha Theta Dinner, to be held. It was especially saddening to be unable to congratulate graduating seniors in person and to wish them well for the future. Nevertheless, the department looks forward to inviting the graduates of 2019–2020 to return to the department for a celebratory gathering once it is safe to do so.

Heartfelt thanks are due to the members of the Undergraduate Studies Committee which was staffed this year by faculty members Sarah Cornell, Daniel Gordon, Asheesh Kapur Siddique, and Garrett Washington, as well as by Enjoli Pescheta, the department’s undergraduate program coordinator. Although the spring semester lockdown coincided with one of the most important tasks of the committee—selecting undergraduate scholarship and award winners—the dedication of the committee’s members ensured that this selection process went smoothly. I am also deeply grateful to Enjoli Pescheta for her vital advising and administrative work throughout the year, and most especially during the second half of the spring semester, when this work had to be done under challenging circumstances.

In addition, I wish to thank Heather Brinn who, in September 2019, stepped into the role of Internship and Careers Advisor for undergraduate students in the history department. In doing so she has ensured that history undergraduates continue to have access to high-quality and personal in-house advising on career development as well as to a practicum in career development for history majors. Despite the challenges of the pandemic, three students—Erin Hunter, Carla Montilla Jaime, and Michael Turner—successfully applied for summer internships and were recipients of the History Department Summer Internship Award.

A wide range of other undergraduate prizes were awarded this year. The Harold W. Cary Prize was received by Kendall Brinson, Kathrine Esten ’20, Annie Fielding, Mikael Fox ’20, Emily Parker, and Eric Ross. This award is made on an annual basis to students who receive the highest GPA in history courses. The prize is named after a former faculty member of the Department of History.

The David H. MacDonnell Scholarship, which primarily supports students who study Irish or British history, was awarded for a second year to Kathrine Esten ’20, who pursued interests in Irish and other European history at UMass. Kathrine was also the recipient of the Robert H. McNeal Scholarship. This scholarship honors graduating students who have gained the highest overall GPA in their UMass courses. The prize is named after a former faculty member who chaired the Department of History in the 1970s.

Offered for the first time in 2020, the Louis Greenbaum History Honors Research Award was awarded to Michael Turner. The award honors the life and work of Louis S. Greenbaum, professor of history at UMass Amherst from 1955 until 1992. Louis Greenbaum specialized in seventeenth- and eighteenth-century Europe, church history, and the history of public health and medicine in France. The award supports rising seniors who are enrolled as majors in the history program and who are writing an honors thesis. Michael’s thesis research focused on eighteenth-century English history.
Writing is a vital part of the education of history majors, and the Louis S. Greenbaum Writing Prize is awarded to students who have produced history papers of outstanding quality. This year, the award for the long essay category went to Noah Graves, for a paper entitled "The Turks of Germany: Stunted Integration 1961–2000." Annie Fielding won the award for the short essay category for her entry "La Perfecta Casada or, The Prostitute." In addition, Michael Chrzanowski ’20 received an honorable mention in the long essay category for his thesis project, entitled "Remembering the ‘Federalists’: The Girondins’ Vision of a United Republic, France in 1793."

This year, Tay Burton was the recipient of the History Opportunity Award. The award was made in recognition of Tay’s valuable contributions to the undergraduate program and the life of the history department. In addition to being a committed student of history, she has worked as an undergraduate staff assistant, a role in which she has helped to ensure the smooth running of the department and its numerous events. In addition, Tay has played a vital role in informal mentoring and undergraduate recruitment, sharing her enthusiasm for history and actively encouraging fellow students to consider pursuing a history major.

The James and Cynthia Redman Scholarship was awarded this year to Kendall Brinson. The life of James O. Redman is honored by this scholarship. After completing a degree in history at the University of Minnesota, he embarked on the study of law and later established a successful career as an attorney in Minnesota. The scholarship supports deserving history majors, especially first-generation university students, veterans, and those who intend to pursue a teaching career.

Brook Hansel received the 2020 Nicholas Carr Bergstein Scholarship for a second year running. This scholarship is primarily intended to support history majors who are working towards a career in teaching, and in particular those who demonstrate outstanding commitment to fostering diversity and inclusion in the academic sphere and beyond. The scholarship commemorates Nicholas Carr Bergstein, a UMass history student who aspired to become a high school teacher but who, tragically, passed away in 2015.

The Paul E. Giguere Scholarship was established by Paul E. Giguere, a history teacher and military veteran. The scholarship honors history undergraduates, especially those who wish to pursue a career in teaching or writing, as well as history students who have served in the military. This year, Tay Burton and Isabelle Eastman received the scholarship.

The 2020 recipient of the Richard W. Bauer Scholarship was Michael Chrzanowski ’20. The scholarship is awarded annually to recognize history majors who demonstrate exceptional academic achievement.

The Simon and Satenig Ermonian Memorial Scholarship was established by Krikor Ermonian in honor of his parents. In addition to being a graduate of the UMass Amherst School of Engineering, the late Krikor Ermonian was also passionate about history. The scholarship recognizes student excellence, especially in history courses. This year’s scholarship recipients were Tara Ahluwalia ’20, Jean-Philippe Beaudet ’20, Tim Belgrad ’20, Kendall Brinson ’20, Michael Chrzanowski ’20, Kathrine Esten ’20, Annie Fielding ’20, Mikael Fox ’20, Noah Steven Graves ’20, Sophia Nelson ’20, Heather O’Connor ’20, Ryan Painchaud ’20, Emily Parker ’20, and Eric Ross ’20.

My warm congratulations once again to all award winners.

Although the abrupt March transition to remote teaching and learning made it necessary to cancel many spring celebrations, it should be remembered that this phase was preceded by a semester and a half of in-person teaching and events. For example, shortly before spring break, the annual alumni dinner, organized by Mark
In “Mongol and Turkish Empires,” Professor Anne Broadbridge teaches on what is usually called “the largest contiguous land empire ever known,” but could also be called “the largest contiguous land empire that no one knows anything about.” The course is essentially a hands-on exercise in writing history from the primary sources on which all our knowledge of the Mongols is based. Students grapple closely every day with these works in translation, like the *Secret History of the Mongols*, which was written in Mongolian language but Chinese characters in the 1240s, works by Persian bureaucrats who served the Mongols in Iran in the 1250s–1310s, histories penned by conquered peoples (the *Russian Chronicle of Novgorod*), or outsiders (Latin or Chinese travelers’ reports). Students read these, discern their arguments, identify their biases, gaps and flaws, and use them to understand what we do know, and also what we just can’t figure out. Once they’ve really grasped the enormous challenge of writing Mongol history, students then create an imaginary, ideal source and describe what we could learn from it, as a hopeful vision of what might one day be possible if something like these creations are found in a long-undisturbed cache somewhere on the steppe.

— Anne Broadbridge
The history department’s Internship and Career Development Office continues to thrive—adapting to remote advising, offering vital support for history majors, and supporting students as they pursue careers in history.

Last year, the department’s Office of Internship and Career Services offered career advising, workshops, networking events, and a career development practicum offered in the fall and spring. In partnership with Alumni Relations Coordinator Mark Roblee ’19PhD, students attended the Alumni Networking Dinner and engaged with department alumni. Once again students had the chance to mingle with history alumni from a variety of fields.

History students took advantage of many guest speakers who visited the department this year for career development events, including Robert W. Maloy (UMass Department of Teacher Education and Curriculum Studies) who discussed becoming a history teacher; Kelsey Sinelnikov (Historic Northampton) who discussed careers in public history; Diane Curtis (Director of UMass Pre-Law Advising Office); Jennifer Nye, and Kathryn M. Young (UMass Sociology), who discussed applying to law school; Jason Moralee, Ragini Jha, and Justin Burch, who discussed applying to graduate school; and Caroline Gould (UMass HFA Career Services) who gave several workshops on resume, networking, and interviewing skills.

With support from the Department of History Summer Internship Awards, students were able to pursue both remote and in person internship opportunities. Internship sites included the Greenfield Court Service Center (Allison Rhinelander), The Japan Exchange and Teaching Program (Heather O’Connor ’20), Militia Museum of New Jersey (Michael Veronda), MASSPIRG Students (Bridget Johnson ’20), Student Legal Services Organization (Allison Rhinelander), Suffolk County Clerk of Courts (Erin Hunter), and UMass International Programs Office (Michael Turner). Mikael Alexander Fox ’20 interned at four sites: The Emily Dickinson Museum, Goldring/Woldenberg Institute of Southern Jewish Life, Historic Northampton, and the Memorial Hall Museum. Our program teaches students not only to envision the future they want to help create, but also how to succeed in the world as it exists now. The joining of these two skill sets is especially relevant now as students engage in a more digital world.

As the university moved to remote learning this fall, the Internship and Careers Advising Office did as well. To find out more about what this looks like, visit the Internship and Career Development page on the history department website or email the Internship Coordinator, Heather Brinn, at internships@history.umass.edu.

---

Heather Brinn

**2020 UNDERGRADUATE AWARDS RECIPIENTS**

The Department of History’s generous donors make these awards—and students’ successful undergraduate careers—possible. We thank you. For more information on these awards, visit www.umass.edu/history/department-scholarships

### History Department Summer Internship Award
- Erin Hunter
- Carla Montilla Jaime
- Michael Turner

### History Department Opportunity Award
- Tay Burton

### Richard W. Bauer Scholarship
- Michael Chrzanowski ’20

### Nicholas Carr Bergstein Scholarship
- Brook Hansel

### Harold W. Cary Prize
- Kendall Brinson ’20
- Kathrine Esten ’20
- Annie Fielding ’20
- Mikael Fox ’20
- Emily Parker ’20
- Eric Ross ’20

### Paul E. Giguerie Scholarship
- ‘Tay Burton
- Isabelle Eastman

### James and Cynthia Redman Scholarship
- Kendall Brinson ’20

### Simon and Satenig Ermonian Memorial Scholarship
- Tara Ahiwuala ’20
- Jean-Philip C. Beaudet ’20
- Tim Belgrad ’20
- Kendall Brinson ’20
- Michael Chrzanowski ’20
- Annie Fielding ’20
- Mikael Fox ’20
- Noah Steven Graves ’20
- Sophia Nelson ’20
- Heathrical O’Connor ’20
- Ryan Painchaud ’20
- Emily Parker ’20
- Eric Ross ’20

### Louis S. Greenbaum History Honors Research Award
- Michael Turner ’20

### Louis S. Greenbaum History Writing Prize
- Annie Fielding ’20
- Noah Graves ’20

### David H. MacDonnell Scholarship
- Kathrine Esten ’20

### Robert H. Michaeal Scholarship
- Kathrine Esten ’20
Alumni Relations Office

Professor Jon Olsen congratulates undergraduate students in the department’s virtual commencement slideshow.

In his role as Alumni Relations Coordinator, Mark Roblee ’19PhD reports that Robert S. LaRusss ’76 taught “Navigating Washington,” his seminar on international trade, public policy, and foreign affairs, traveling most weeks to campus from Washington, D.C., to meet with students.

The sixth annual spring history alumni dinner took place in person on March 10—just “under the wire” as one alumnus remarked—with 35 undergraduates, several faculty members, and the following adventurous alumni: Ashley Jahlung Bannon ’10; Kerube Farhadi ’16; John Galluzzo ’83; Stefan Hankin ’96; Mark A. Hudgik ’04; Robert S. LaRusss ’76; Anne Manning ’87; Amanda Goodheart Parks ’18PhD; Christina Poletto ’98; Elma Emaan Syed ’15; David E. Sullivan ’81; Bethany Zecher Sutton ’97MA; and Jennifer Tuleja ’93. In the alumni updates section (see page 43) Tuleja and Syed share reflections on the evening.

Unfortunately, our spring break trip to visit history alumni in Boston while staying at the Mt. Ida campus was cancelled due to travel concerns amidst the pandemic. Mark hopes to reschedule the planned visits with Carl Herzog ’20PhD (U.S.S. Constitution Museum); Judge David A. Lowy ’83 (MA Supreme Judicial Court); Jennifer Jordan ’91 (City Year); Meghan Gelardi Holmes ’06MA (Gibson House Museum), and Charles Sennott ’84 (The Ground Truth Project) for another time.

— Mark Roblee ’19PhD

TEACHING LGBTQ+ HISTORY

REFLECTIONS FROM PHD CANDIDATE SHAY OLMSTEAD

Part of what makes the course “U.S. LGBT & Queer History” so special is that—although it is open to all—it tends to attract LGBTQ+ identified students who want to learn the history of “their” community. That immediate buy-in is invaluable and tends to make for a great semester!

My course goals are always twofold: first, I want students to learn more about the history of sexuality and gender; and second, I want them to build the skills associated with history itself—reading, research, and argumentation. These goals often dovetail nicely, and I love watching students increase their knowledge of the subject material at the same time their reading comprehension and essay structure improves.

I also ask students to make connections between past and present. One assignment asks students to contextualize or correct a meme, television show, news article, or other contemporary event. This helps enrich students’ understanding of the past, but it also keeps me up to date with the latest in queer news and entertainment!

My favorite part of the course is definitely the final research artifact. In this culminating assignment, students bring queer history to life by producing songbooks, podcasts, documentaries, National Park Service proposals, poems, satirical essays, movie posters, oil paintings, zines, booklets, TikTok videos, magazine covers, and—yes—research papers. I am consistently impressed by the creativity and passion my students bring to this assignment and I always look forward to the next round.

David E. Sullivan ’81 teaching their class, “U.S. LGBT & Queer History.”
’Tay Burton

After my arrival to UMass as a transfer student in fall 2019, the outpouring of support that I continue to receive from my advisor, as well as history professors and other staff, has been great! Working with the department as an undergraduate staff assistant has allowed me to interact more closely with professors and other history staff. Throughout my matriculation in the UMass Department of History, I have become a member of Phi Alpha Theta, an academic honors society for history; I have been awarded the Paul Giguere Scholarship two years in a row; and I have received the department’s History Opportunity Award. After graduation, I plan to attend law school in aspiration of becoming a judge.

My time as a history major at UMass has created an avenue for me to pursue this path. As a result of my academic achievements in the department, I secured internships at Fidelity Investments, Carbonite, Choate Hall, and Stewart LLP. I am currently a legal intern in privacy, security, and risk management for HubSpot. As my time as an undergraduate comes to a close, I am reflecting on and grateful for the many opportunities this university and department have offered me. Thanks to these, I am prepared and ready to continue to further my education.

Michael Chrzanowski ’20

Without the support and guidance of the faculty and staff of the history department, I would not have had such an enriching or successful experience at UMass. While working as the department’s peer mentor, I became acquainted with various students and professors; speaking with them about their work and passion for history helped to inspire me.

As an editor of the UMass History Journal, an undergraduate publication, I was able to reflect on the necessary components of successful historical analysis, and I learned a good deal about topics that I had never approached in my own courses. Professors Jennifer Heuer and Dan Gordon were my mentors and were kind enough to be my thesis advisors; they always made sure to keep focused, and their insights proved invaluable in helping me to find the right direction for my research and writing. My thesis, “Remembering the ‘Federalists’: The Girondins’ Vision of a United Republic, France in 1793,” examined the political landscape and discourse of factionalism in Revolutionary France.

The history department strives to ensure that each student finds success in their particular avenue of study, and as I move forward to complete my master’s at the Europe Institute of Columbia University in the City of New York, I will always be grateful for all the support I received as an undergraduate.

Mikael Fox ’20

Despite joining the history department relatively late, I still got to sample an enormous range of subjects—from legal precedents to the colonial Andes to historiographical writing—and to study abroad in Peru while fulfilling my requirements. That flexibility allowed me to discover what I really wanted in a career. Mark Roblee 18PhD’s “Introduction to Public History” class was my first introduction to museum work, and I never once looked back. I applied for an internship at Memorial Hall Museum (the Pocumtuck Valley Memorial Association in Deerfield, MA), where I learned the basics of archival work, exhibit design, and object research during my senior year. In July, after the museum got a grant from the National Endowment for the Humanities, I got an email from the curator offering me a job as a curatorial assistant. I gleefully accepted.

I’m now applying to graduate programs and hope to complete a dual master’s in history and library science with a minor in museum studies. I’m grateful to the department for giving me the chance to explore so many different avenues. Without that chance, I never would have considered museum work, which I always thought—in a vague, abstract way—was for people much smarter than me.

Left to Right: Undergraduate student and staff assistant ‘Tay Burton; Michael Chrzanowski ’20; Photograph taken during a hike to Choquequirao by Mikael Fox ’20 while studying abroad in Peru.
HONORS PROGRAM NEWS

The 2019–20 academic year is truly one for the history books. It started typically enough, with history honors students enrolling in a large number of independent studies, as well as consistently popular courses like Professor Richard Chu’s “Asian/Pacific/American History: 1850s to present” and Professor Martha Yoder’s “American Family in Historical Perspective.” The senior thesis is the capstone experience for students pursuing Departmental Honors in History, and every year several students take on this challenge, guided by a faculty advisor. Four students embarked on senior thesis research in fall 2019. Tara Ahluwalia ’20, whose thesis examined the Black Panther Party, the Chinese American radical group I Wor Kuen, and the Puerto Rican Young Lords; Kathrine Esten ’20, who wrote about the 1912 Olympic games in Stockholm and the changing meanings of nationalism; Annie Fielding ’20, who analyzed gender and masculinity in President John F. Kennedy’s foreign policy; and Noah Steven Graves ’20, whose thesis analyzed law and legal administration in late Anglo-Saxon England. In Spring 2020, thesis students met weekly in a thesis writing symposium with Professor Jennifer Fronc, until mid-March, when the COVID-19 outbreak closed campus and put an end to business as usual. The Thesis Symposium, which is always the highlight of my academic year, was canceled. The four thesis writers not only persevered—with access to faculty, libraries, and each other curtailed—but also produced excellent manuscripts. I commend them for their ability to produce under unusual circumstances.

— Jennifer Fronc

2020 UNDERGRADUATE THeses

Tara Ahluwalia ’20, “Marxism, Leninism, and Displacement: The Radical Political Thought of the Black Panther Party, The Young Lords Party, and I Wor Kuen”

Kathrine Esten ’20, “Nothing New Under the Sunshine Olympics: The Olympic Paradox at Stockholm 1912”


Noah Steven Graves ’20, “Kings and Courts: Law and Legal Administration in Late Anglo-Saxon England”

Truth, Dissent, and the Life of Daniel Ellsberg

That’s the title of a full-year course I’m offering this year for twelve advanced undergraduates and three history graduate students. The inspiration came last fall when the Du Bois Library’s Special Collections and Archives (SCUA) acquired Ellsberg’s papers—a massive treasure trove of materials, some five hundred boxes in all. Robert S. Cox, the legendary head of SCUA who succumbed to cancer on May 11, 2020, played a key role in persuading Ellsberg to choose UMass. The collection has not yet been processed and the UMass students in this class will be among the first to examine it.

Ellsberg is most remembered as the “hawk turned dove” who, in 1971, leaked the Pentagon Papers, a 7,000-page set of top-secret documents and analysis that exposed a long history of the government lying about the nature and conduct of U.S. policy in Vietnam. By giving these classified materials to the press, Ellsberg risked a life in prison. His path from war planner to peace activist is one of the most dramatic conversion stories in American history. Few historical figures can shine so much light on the still relevant issues his life engaged—the nuclear arms race, the rise of the national security state, the Cuban Missile Crisis, the entire history of the Vietnam War, the Watergate Scandal, the proliferation of state secrecy, and the impact of individual and collective dissent.

The class will be collaborating with journalist Charlie Sennott ’84, who will be creating a series of podcasts about Ellsberg for WGBH and other outlets. We will also interview Ellsberg and a number of people who worked with him. The highlights of our archival discoveries will be published as a catalog and distributed at a two-day conference about Ellsberg in April to mark the 50th anniversary of the publication of the Pentagon Papers.

— Chris Appy
It’s almost impossible to describe the challenges faced by the graduate program in the past year. The global pandemic, the campus shutdown in late March, the murder of George Floyd and the rise to global prominence of Black Lives Matter, the Trump administration’s cruel, ricocheting decisions on the visa status of international students—all of these explosive events affected us as individuals, as a department, and as a campus community. Not only did these events change the ways in which we work, communicate, and understand one another, they also, as we settled into a new normal, threaten to erase what was accomplished by graduate students both before and after the pandemic’s effects hit UMass. Like the world around us, the graduate program will never be the same, and yet students pressed through the unforeseeable problems that emerged.

First, a few words on what the pandemic made impossible. The Graduate History Association’s annual conference had to be cancelled. Titled “History Unbounded: Rethinking Binaries, Borders, and Other Boundaries,” the conference had more than 30 participants from across the United States and from Canada slated to appear. We also weren’t able to gather in person for the department’s Graduate Awards Ceremony, where we celebrate and present awards to honor the exciting work that has been done by graduating students and the equally exciting work of students making progress toward their degrees. Nor were we able to host the MA portfolio presentations, when graduating students present work in their fields of study and reflect on their careers while at UMass. The loss of these showcase community events was a stinging disappointment to students and their loved ones, as well as to donors, faculty, and staff.

These losses should not obscure all that the department has to celebrate. In spite of the challenges and the scattering of many of our students, Marla Miller, with the assistance of PhD candidate Jason Higgins and Outreach Director Jess Johnson, successfully rolled out an ambitious virtual awards ceremony. Faculty, staff, students, and donors participated in producing short videos that stood in for a face-to-face celebration. Even without having full access to the resources that they needed, nine MA students (Betsy Archelus ’20MA, Gail Coughlin ’20MA, Jeffrey Davis ’20MA, Peter Kleeman ’20MA, Brittany McWilliams ’20MA, Rachel Panasci Lima ’20MA, Colley Quinn ’20MA, Taneil Ruffin ’20MA, Matthew Smith ’20MA, Ragini Jha) brilliantly passed her comprehensive exams, and three PhD students defended their dissertations—Mike Jirik ’20PhD and Mohammad Ataie ’20PhD did so face-to-face before the campus shutdown, and Carl Herzog ’20PhD via Zoom in the midst of the pandemic. Mohammad and Carl were among the last PhD students, respectively, of our emeriti colleagues Marla Miller and Barry Levy. I congratulate all of these students, and I would like to single out a few names for special notice. Betsy Archelus will be moving on to Brown University, and Taneil Ruffin to Princeton University, each to pursue a PhD in History, and Mohammad Ataie

2019-2020 MA THESES


Brittany McWilliams ’20MA, “Treating the Revolution: Health Care and Solidarity in El Salvador and Nicaragua in the 1980s”


2019-2020 PHD DISSERTATIONS

Mohammad Ataie ’20PhD, “Exporting the 1978-79 Revolution: Pan-Islamic or Sectarian”

Carl Herzog ’20PhD, “Sailing Illicit Voyages: Colonial Smuggling Operations between North America and the West Indies, 1714-1776.” Public Historian at USS Constitution Museum

Mike Jirik ’20PhD, “Abolition and Academe: Struggles for Freedom and Equality at British and American Colleges, 1702-1855”
'20PhD will join Brandeis University for a two-year postdoctoral fellowship.

Just before the campus shutdown we were fortunate to be able to hold our two signature events on campus. In late February, Vijay Prashad spent five days in the department as the annual Writer-in-Residence. Dr. Prashad is a distinguished historian with dozens of books to his name, an internationally renowned public intellectual, and Director of Tricontinental: Institute for Social Research. A few weeks later, as campuses across the US were beginning to shut down and to restrict travel, Professor Erica Lee, a historian of Asian American History at the University of Minnesota, delivered the Distinguished Annual Lecture, “Xenophobia in America: How We Got Here and What’s At Stake,” based on her recently published book, America for Americans: A History of Xenophobia in the United States. Both events urged audiences to see the world more clearly and to find the alternative narratives that tell stories of the marginalized and dispossessed. And neither could have taken place without the work that takes place behind the scenes. As always, these events require the effort of a team, with Ragini Jha, Jess Johnson, Mary Lashway, among many others, collaborating to make sure that the complexities of organizing events like these remain hidden from the audience.

As I look forward to the coming years, I’m eager to get to work with faculty, staff, and student colleagues to welcome our incoming class of ten MA and eight PhD students, to come up with creative ways of addressing the lingering effects of the pandemic, and, most importantly, to collaboratively put in motion durable improvements to the graduate program to address issues that the pandemic has made all too clear: racism and xenophobia, anti-Blackness, and climate crisis.

Let me end this report by saying that I have learned a tremendous amount from Mary Lashway about the graduate program, both its history and current functioning. I could not have met the workaday issues that arose before the pandemic without her guidance, not to mention all the significant challenges that arose as multiple rolling crises engulfed the world around us.

— Jason Moralee

2020 GRADUATE AWARDS RECIPIENTS

The Department of History’s generous donors make these awards—and students’ successful graduate careers—possible. We thank you. For more information on these awards, visit umass.edu/history/graduate-awards

**Bauer-Gordon Fellowships for Summer Research**
Jason Higgins and Sean Hough

**Joyce Berkman Endowment Award in Women’s History and Women’s Studies**
Heather Brinn

**Hands-On Grant**
Tanya Pearson

**Jumpstart Grant**
Jason Higgins and Ragini Jha

**Graduate Research Travel Grants**
Guanhua Tan, Seth Kershner, and Tanya Pearson

**Ogilvie Memorial Grant**
Ragini Jha

**Richard Gassan Memorial Scholarship**
Mohammad Ataie ‘20PhD and Heather Brinn

**Simon and Satenig Ermonian Graduate Award for Excellence in Teaching**
Tanya Pearson

**Theodore Caldwell Prize for Best Article-Length Research Paper**
Brian Whetstone, “Making the Homeownership Ideal: Preservation and Urban Crisis in the City of Homes”

**Theodore Caldwell Prize for Excellence in a MA Thesis**
Cail Coughlin, “Our Souls are Already Cared For”: Indigenous Reactions to Religious Colonialism in Seventeenth-century New England, New France, and New Mexico
Many history department graduate students work in “graduate assistantships” across campus, developing crucial initiatives supporting the mission of the department and university. PhD candidate Brittany Frederick shares her experiences in the Graduate School’s Office of Inclusion and Engagement.

I am a graduate assistant in the Graduate School’s Office of Inclusion and Engagement, where I have worked since fall of 2019. My duties vary depending on the time of the year. At the beginning of the year, I assist with the organization and execution of our Research Enhancement and Leadership (REAL) and Spaulding-Smith Fellows orientation. I also help to coordinate the REAL and Spaulding-Smith mentorship program, which matches incoming fellows to current graduate students within the program.

Throughout the rest of the year, I create and lead professional development opportunities and community events for fellows and graduate students on campus. I am responsible for all of the administrative tasks that keep our office up and running. I design materials for recruitment, maintain our social media, create flyers, and send and receive correspondence. I also chair the Graduate Student Leadership and Diversity Committee (GSLDC), a council currently composed of eight graduate student organizations committed to the advancement of diversity and inclusion on campus. The purpose of this committee is to provide opportunities for increased networking and collaboration between the student groups, and to offer each representative a safe space to share their ideas and concerns regarding the status of diversity and inclusion for graduate students at UMass. The GSLDC also reviews nominations for the annual Commitment to Diversity Award.

My highlight of the year was reviewing nominations for the Faculty Commitment to Diversity Award. It was satisfying to see so many faculty across campus who have been recognized and appreciated for their support of underrepresented graduate students. We are passionate about being a meaningful place of engagement on campus for graduate students. Our office is still a fairly new space, and our biggest challenges are connected to gaining rapport with graduate students and recognition from campus organizations.

One aspect of my doctoral research considers how and why universities struggled to create inclusive spaces for Black students, faculty, and staff. My work as a graduate assistant has broadened my understanding of how diversity and inclusion initiatives function in higher education. I have learned that relationships between students and university administrations are complex, and require nuance to satisfy the needs of both. Having this insight allows me to remain objective as I approach the subjects of my own research.

— Brittany Frederick
The purpose of the Writer-in-Residence Program is to invite a scholar of national prominence to the campus to engage graduate students in the UMass/Five College Graduate Program in History in the process of writing for multiple audiences both within the academy and far beyond. If we are fortunate, our invitees also agree to engage the public in topics that stem from their restless imaginations, topics that are often controversial and fraught with potentially explosive tension because they are so palpably urgent.

We were indeed fortunate when Vijay Prashad joined us for a week as the 2020 Writer in Residence in late February 2020. After completing a PhD in South Asian history at the University of Chicago in 1994, Prashad immediately began what would become a lifetime of provocative, insightful, and eloquent critique of the ways in which capitalism, colonialism, and racialized thinking have forged the contemporary world into a juggernaut of inequality, disillusionment, and dehumanization. But his critique is not one that is mired in despair. His dozens of books and articles, his prolific career as a journalist, his public commentary—in virtually every mode of expression, Prashad’s “journey in the ruins” is full of hope, a deeply humanistic way of celebrating the words and images of artists, poets, writers, and workers and their visions of the possibility of change.

Prashad was tireless in his engagement with faculty, students, and the public. His public lecture on campus, “History to the Defeated May Say Alas,” urged us to join together as academics, workers, and activists in confronting the contradictions of the unprecedented accumulation of wealth, the failures of liberal democracy, and the gross injustice of systemic inequality around the globe. In addition, Dr. Prashad hosted a writing workshop for graduate students, a discussion of his recent collection, Strongmen, at Historic Northampton, and a conversation with legendary local educator Gwen Agna on public education in an era of unending crises to a capacity crowd at Edwards Church on Main Street in Northampton. More than 300 students, faculty, and community members attended these events largely due to the exceptional public outreach efforts and meticulous planning of Jess Johnson and Ragini Jha.

Vijay Prashad is the Executive Director of Tricontinental: Institute for Social Research, Chief Editor of LeftWord Books (New Delhi), Chief Correspondent for Globetrotter and Columnist for Frontline (India). He has authored thirty books, including the landmark *The Karma of Brown Folk*. Among his most recent publications are *Washington Bullets, Red Star Over the Third World, and The Darker Nations: A People’s History of the Third World*.

— Jason Moralee
Is the United States a nation of immigrants or a nation of xenophobia? It is both, explained the esteemed historian and the UMass Amherst History Department’s 2019-2020 Distinguished Annual Lecturer Erika Lee. “Xenophobia has been neither an aberration nor a contradiction to the United States’ history of immigration,” Lee argues in her fourth and highly-acclaimed book, *America for Americans: A History of Xenophobia in the United States* and in the eponymous lecture she delivered at UMass in early March—our department’s last event before the university closed its doors for in-person classes and events this past spring.


Despite the limitations imposed by COVID-19, the Graduate History Association (GHA) had a productive year of community-building. GHA members participated in the mentorship program, regular meetings, attended social outings, contributed to the ongoing project of fostering an inclusive department climate, and helped prepare for the annual GHA conference by reading submissions, seeking speakers, and nominating potential attendees for awards. In the Fall semester, GHA members participated in and organized “Re-Orientation: Navigating the Master’s Degree in History,” a brown bag roundtable that addressed some of the core components of the graduate experience in our department. Marla Miller, Jason Moralee, and Mary Lashway helped facilitate this engaging information session.

— Brian Whetstone

Unfortunately, the COVID-19 pandemic required GHA to make the difficult decision to cancel the sixteenth annual conference. Titled “History Unbound-ed: Rethinking Binaries, Borders and Other Boundaries,” the conference promised to be an exciting and stimulating experience for attendees and speakers. The GHA wishes to express sincere gratitude to our peers and faculty advisors for all of their hard work in this endeavor. We look forward to hosting an in-person or digital conference this coming year!
Rather than a series of exceptions, xenophobia has been a solid and foundational through line in this nation’s history and one that is, “deeply embedded in our society, economy and politics,” she explained. “It is not only about immigrants but about who has the power to define what it means to be an American, who gets to enjoy the privileges of American citizenship and who does not.” Lee’s lecture traced the history of xenophobia from the colonial era to the Trump era. To share just a few examples, Benjamin Franklin ridiculed Germans for their “strange and foreign ways.” Americans’ anxiety over Irish Catholics turned xenophobia into a national political movement. Chinese immigrants were excluded, Japanese incarcerated, and Mexicans deported. Today, Americans fear Muslims, Latinos, and the so-called browning of America. And in the weeks before her lecture and in the months following, anti-Asian racism burgeoned as China was blamed for the coronavirus pandemic.

Offered every academic year for more than 20 years, the Distinguished Annual Lecture celebrates the establishment of the UMass/Five College graduate program in history and features lectures by the nation’s foremost historians. Lee is a regents professor of history and Asian American studies at the University of Minnesota, director of the Immigration History Research Center, an Andrew Carnegie fellow, and incoming president of the Organization of American Historians.

“The UMass History Department is dedicated to exploring challenging histories that help us to understand our world today,” explained graduate program director Jason Moralee. “We were honored to host Erika Lee for our signature annual event.”

“The [history of xenophobia] is not well known. It has been forgotten and erased, or taught to us as a series of mistakes,” Lee writes. “I am becoming convinced that this historical amnesia has left Americans ill-equipped to make sense of xenophobia today. Confronting the truth of this history is not enough to defeat xenophobia. But it’s a start.”

To be a part of that start, we encourage you to read Lee’s book, available at booksellers and public libraries everywhere.

— Jess Johnson

This year, the Richard Gassan Memorial Research Endowment was established. This scholarship honors the memory of Richard Gassan ’02PhD, who died in March 2015 when cycling near the American University of Sharjah where he had taught since 2004.

Gassan earned his PhD in history at UMass Amherst in 2002, which was the culmination of a long, winding journey as a student that started inauspiciously in 1977 at Sacramento City College. There, he pulled a dismal 1.7 GPA, in his own words then: “an unrecognized genius.” He subsequently dropped out. His life experiences over the next 10 years—including service in the U.S. Navy—enriched his outlook considerably. He returned to higher education, finishing his BA, then proceeding to earn both a Master’s and a PhD. Gassan never forgot the early educational experience of that 1.7 GPA. Because of this longer educational trajectory, Gassan was able to relate to the varying experiences of students, and provide the tough and yet compassionate mentorship that they needed to get to the next stage. He’d been where they were, and knew it was not easy.

Established by friends and family of Gassan, the scholarship supports research travel by doctoral students. This year’s recipients are Mohammad Ataie ’20PhD and Heather Brinn.

For more on Gassan’s life and memory, see volume 7, nos. 1-2 (2015) of the Journal of Tourism History, which is dedicated to his memory and includes an essay by Gerry McFarland with further information about his scholarly contributions.
As my colleagues have affirmed elsewhere throughout this newsletter, the year past was like no other. Despite the many ways in which the global pandemic challenged us in 2020, the fall 2019 semester kicked off with its annual fall field trip to Old Sturbridge Village (OSV), an important site in the history of museums. We’ve embarked on what we hope will become a multi-year collaboration with OSV to help mark their 75th anniversary (more on this on page 19) and so it was especially rewarding to meet with OSV curator Caitlin Avenia, assistant curator (and fondly-remembered UMass PH alumna) Katherine Fecteau ’17MA, and Director of Interpretation Rhys Simmons to learn about the past, present, and future of the Village, while also enjoying a beautiful day of outdoor immersion in the Sturbridge past.

A lively feature of our fall semester was a “takeover” of the Instagram account of the National Council on Public History (@PublicHistorians), a great chance to raise the program’s profile across the national public history community. During our “take-over” week we got to give the more than 1400 followers of the NCPH account a glimpse into life in our program and department as well as our campus, sharing news and views of our work in the community, our students’ field projects and research, our faculty’s stories, and other subjects. We had so much fun doing that that in the weeks that followed we then handed over the keys to our own Instagram account (@UMassPublicHistory) to a series of our alumni; we so enjoyed spending weeks with Chel Miller ’16MA, Elizabeth Bradley ’12MA, Nolan Cool ’18MA, Austin Clark ’18MA, and Katherine Fecteau ’17MA at their respective workplaces!

In October, at the annual Internship Report Out, we celebrated the work of our graduate certificate students who completed internships at local, national, and international institutions, all funded from the generous gift made by Dr. Charles K. Hyde. Speakers included Ross Caputi, who described his work to recover the “grammar of memory” in Italy, and Kiara Hill, who gave us a glimpse of her exhibition for the UMass Museum of Contemporary Art. Taneil Ruffin ’20MA shared her work as Storytelling and Historic Preservation Advocacy Intern at the National Trust for Historic Preservation, while Brian Whetstone reported on his work for the National Park Service’s Northeast Regional Office in Philadelphia, Pennsylvania, where he helped research and coordinate efforts for the upcoming commemoration of the centennial of the Nineteenth Amendment. Peter Kleeman ’20MA pulled back the curtain on his work with the National Air and Space Museum while Danielle Raad shared the expertise she cultivated in collections care as she showed us her skill rehousing the footwear collection at Historic Deerfield.

Over the semester, also thanks to the support of Dr. Hyde, current students had the opportunity to meet and learn from several alumni who visited Professor Marla Miller’s course “The Professional Lives of Historians” over the course of the semester: returning alumni included Kayla Haveles Hopper ’10MA (Director of Outreach at the American PUBLIC HISTORY PROGRAM
Antiquarian Society), Jennifer Kleinman ’11MA (Financial and Development Coordinator at Northeastern University Library), Kate Freedman ’10MA ’18PhD (UMass Amherst History and Graduate Student Services Librarian), and history faculty members John Diffley (Springfield Technical Community College) and Tom Conroy (Worcester State University). Deb Kallman ’16MA also made an appearance, to share her experience not only as CFO at Historic Deerfield, but also as a current PhD student.

Students in Professor Sam Redman’s introductory course collaborated with a range of area organizations. Answering a call from the Jones Library, students used recently recorded oral histories to launch a podcast for the library. Another team worked with the Housatonic Heritage Oral History Center at BCC/NAACP to convert a recently completed exhibition into a digital space (view here: bit.ly/30VTwJ4). In order to support education and interpretation at the Springfield Armory National Historic Site (National Park Service), another team authored a “white paper” on current and possible approaches to the various challenges faced by the site. And lastly, a pair of students—in order to advance the effort to document the important history of Old Sturbridge Village—developed a manual that the Village can use to plan an oral history initiative.

In November 2019, Professor David Glassberg, PhD student Brian Whetstone, and Peter Kleeman ’20MA travelled to Newark, New Jersey, accompanied by Springfield Neighbor2Neighbor community organizer Zulmalee Rivera, to attend the opening of the Humanities Action Lab traveling exhibit, Climates of Inequality: Stories of Environmental Justice. Along with Kate O’Connor ’20MLA, Amelia Zurcher ’19MA, Taneil Ruffin ’20MA, and Nick Deluca, Whetstone and Kleeman developed a panel for the exhibit in “Introduction to Public History” and “Museum and Historic Site Interpretation” classes during 2018–19. And in May 2020, Clinton Church Restoration in Great Barrington, Massachusetts installed an eight-panel outdoor exhibit on the history of the Church that had been developed by Michael Medeiros, Danielle Raad, and Nicole Greene in Professor David Glassberg’s “Introduction to Public History” and “Museum and Historic Site Interpretation” classes during 2018–19.

Meanwhile, undergraduates in Mark Roblee’s fall undergraduate course, “History and Its Publics,” contributed to the Emily Dickinson Museum’s “Replenishing the Shelves” project, creating object summaries of same edition books from the Dickinson family library that highlight literary and social influences on Dickinson’s work. His spring public history workshop, “Historic House Museum Interpretation,” contributed to Historic Northampton’s interpretive plan for the Parsons House by designing a table plaque and immersive theater concept focused on four women from the property who participated in the social life of Northampton over a span of 300 years.

Students in Professor Jon Olsen’s “Comparative Memory” course analyzed various controversies surrounding how the
Second World War has been remembered in a variety of national and transnational contexts. After exploring a few introductory theory texts, students travelled virtually around the world. Starting in postwar Germany, the readings then took students to France, Italy, Ukraine, Russia, Japan, Israel, Poland, the United States, and back to Germany.

The UMass Oral History Lab also offered a one-day “crash course” workshop to students and community members at Forbes Library. The workshop is featured in an article on the department blog, *Past@Present*. We’re happy to add how gratifying it was to see some of that work play out months later, when in late winter participants from Forbes Library, as part of their project to document and celebrate the history of an important local music venue, hosted their spectacular event “Back to the Baystate”—a full afternoon of live performance punctuated by video clips from their ongoing oral history work that was an outstanding example of community based public history engagement.

We also co-sponsored *Waging Peace in Vietnam*, an international traveling exhibit that explores the antwar movement; an added feature of the event was a short course, led by graduate student Jason Higgins, in which undergraduate students learned both about the content of the exhibition and about public history practice, and offered guided tours of this traveling exhibition while it was on campus. We were also pleased to once again sponsor the exciting work that Professor Richard Chu and his students in “Asian American History: From 1850s to the Present” are doing to document Asian American history in the Pioneer Valley (also profiled on the department blog, *Past@Present*). Lastly, assisted by Laura Miller ’14PhD, David Glassberg continued his research for Marsh-Billings-Rockefeller NHS on the relationship of Laurence S. Rockefeller’s Outdoor Recreation Resources Review Commission (1958–1962) to the Civil Rights movement.

Our Fall UMass Public Historians Around Boston (PHAB) group gathered at the U.S.S. Constitution Museum, where our host, Carl Herzog ’20PhD, gave a private tour and led a discussion about the challenges of the climate crisis for museum professionals. Our spring plan, at the invitation of Kathleen Mackenzie ’14, to head to the New England Historical and Genealogical Society, has been rescheduled to fall, but we look forward to seeing one another then—and as always, please invite folks not on that email list to let us know that you’d like to join!

This spring, Professor Maria Miller completed her term as president of the National Council on Public History. When that conference moved online due to the threat of the pandemic, her presidential address was delivered as a podcast, with Laura Miller ’14PhD (then Digital Media editor for the NCPH) serving as the host. The UMass Public History community also celebrated the recognition of our student Erika Slocumb by the NCPH with a travel grant in support of her poster reporting on her Wistariahurst exhibition *Reliquary of Blackness*, on the history of Holyoke’s black community. David Glassberg co-facilitated an NCPH working group—which also migrated online—“Public Historians in Our Climate Emergency,” which produced a dozen case statements to be developed into a digital publication for NCPH.

In Spring, when on-campus teaching came to an abrupt halt, attention turned to finding productive internships that our students could complete remotely. Students and faculty rose to the challenges, and we’re delighted with the substantive experiences our students arranged for their continued learning. (Keep your eye on the blog *Past@Present* for their reports from the field!) As always, the end of the Spring semester means farewells, and so it is with all good wishes that we congratulate departing MA students Peter Kleeman ’20MA, Taneil Ruffin ’20MA, Matt Smith ’20MA, and Rachel Lima ’20MA, as well as Carl Herzog ’20PhD. Thanks, too, are due to Jason Higgins for his work as the program’s graduate assistant. The year 2020 will be memorable in many ways, but the pleasantest memories will surround all the good work our students and faculty accomplished in this extraordinary year.

— Maria Miller
Public History’s Long Game: Marla Miller Delivers 2020 NCPH Presidential Address

During NCPH’s first virtual annual meeting, Marla Miller gave a presidential address titled, “In the Spaciousness of Uncertainty is Room to Act: Public History’s Long Game.” In this address, Miller took inspiration from Rebecca Solnit’s book *Hope in the Dark: Untold Histories, Wild Possibilities*, and invited listeners to remember that the work they are doing often resonates in ways well beyond their original intent, or even knowledge. She also urged us to draw on the logic of community organizing as we do our part to advance the “long public history movement.” The address is introduced by Laura Miller ’14PhD, Chair of the NCPH Digital Media Group, and Greg Smoak, Vice President/President-Elect of NCPH. You can read the address in the August 2020 edition of *The Public Historian*.

Making Connections and Building Relationships: Old Sturbridge Village

Over the course of the past two years, the Public History Program has been delighted to cultivate a closer relationship with one of the region’s—and nation’s—most important museums: Old Sturbridge Village (OSV). Old Sturbridge Village traces its origins to the 1920s, when A.B. Wells (whose family founded the American Optical Corporation) began acquiring early American tools and other artifacts. A decade later, the collections became the “Wells Historical Museum;” today, OSV sits on 200 acres and interprets the region’s past between 1790 and 1840.

OSV is widely recognized as one of the most important museums in the United States. During the 1970s and 80s, it was a hotbed of innovation, and also an important site where many of the profession’s leading practitioners have at one time or another worked. Imagine our delight when alumna Katherine Fecteau ’17MA was named the 2018-19 Decorative Arts Trust curatorial fellow at Old Sturbridge Village, and then later accepted a permanent position as assistant curator. Happily, around the same time, Professor Marla Miller was invited to join a team of scholars advising the museum on an NEH-funded reinterpretation initiative.

These serendipitous events have led to even closer collaboration between our two organizations. In January 2019, Katherine Fecteau and OSV curator Caitlin Emery Avenia kindly agreed to conduct a workshop on cataloging for our first-ever “Museum Studio” mini-course. That summer, Avenia and her colleague Rhys Simmons, OSV director of interpretation, met with Professor Miller and Professor Sam Redman to talk about ways our oral history expertise might help mark the museum as it celebrates its 75th anniversary in 2021. In the fall semester, students in Professor Redman’s seminar, “Introduction to Public History,” produced “Recording The Past at Old Sturbridge Village: An Oral History Handbook,” designed to assist the village as it plans an institutional oral history project. Given all the ways in which we were thickening ties between our organizations, we made OSV the destination for our annual fall field trip, enjoying deep conversations and backstage tours with our hosts, as well as a beautiful day touring the village.

It’s a privilege to be able to advance the work of this site, both in shaping its future, and documenting its past. We very much hope that we are yet at the beginning of long and fruitful collaborations.

— Marla Miller
Public History in Historical Perspective: 2020 Titles

Now in its tenth year, Public History in Historical Perspective is a series published by the University of Massachusetts Press and edited by Professor Marla Miller, Max Page and David Glassberg. It aims to explore, from different critical perspectives, how representations of the past in the United States and across the globe have been mobilized to serve a variety of political, cultural, and social ends. Books in the series offer analyses of interest not only to academic historians but also to the wide community of scholars engaged in efforts to understand the role of history and memory in public life. Browse titles in the series online at bit.ly/31RxaI5.

Hyde Fellow Helen Kyriakoudes meets with the Smithsonian Learning Lab’s communications team as part of her summer 2020 internship, which she completed virtually.

Daniele Raad wrote an art history guide for the Slater Memorial Museum as part of her summer 2020 Hyde internship. While the majority of her work was completed virtually, she obtained special permission to visit in July 2020 when the museum was closed to the public. Taken during her visit, this photo shows the museum’s galleries entirely empty.

PUBLIC HISTORY FELLOWS AND VISITING PRACTITIONERS, 2019–2020

Dr. Charles K. Hyde Visiting Practitioners

Tom Conroy ’04PhD, Worcester State University
John Diffley ’07 PhD, Springfield Technical Community College
Kate Freedman ’10MA ’18PhD, UMass Amherst Library
Jen Kleinman ’11MA, Northeastern University Library
Kayla Haveles Hopper ’20MA, American Antiquarian Society
Bethany Zecher Sutton ’97MA, Leadership Coach and Search Consultant
Brooke Steinhauser, Program Director at the Emily Dickinson Homestead

Dr. Charles K. Hyde Internship Fellows

Michelle Barrasso
Tianna Darling
Devon King
Helen Kyriakoudes
Charlotte Murtishaw
Lauren Robinson
Guanhua Tan
Alexa Wallace

Judith A. Barter Internship Fellows

Erika Slocumb
Daniele Raad
Michael Medieros
The 2020-2021 Feinberg Series series seeks to deepen our understandings of the climate and environmental emergencies through historical analysis and, in doing so, to envision constructive paths forward. What are the roots of this emergency? What can be done? Join us.

Sept 30, 6pm | KEYNOTE*
What Does the Earth Ask of Us?
Robin Wall Kimmerer
Joint keynote co-presented with the Arts Extension Service, Creative Women Leading Climate Action & partners

Oct 7, 6pm | WILDFIRES
California Burning
Mike Davis
History Distinguished Annual Lecture, co-presented with the UMass / Five College Graduate Program in History

Oct 21, 6pm | EXTINCTION
A World in a Shell: The Disappearing Snails of Hawai'i
Thom van Dooren

Nov 12, 6pm | THE ELECTIONS, REDUX
Environmental Policy in Historical Perspective
Bill McKibben, Robert Pollin, Ashwin Ravikumar, Thea Riofrancos, Eve Vogel

Nov 18, 4pm | THE UNDERGROUND
History from Below: Extractivism, Geology, and Power
Angélica Maria Bernal, Nigel Clark, Gregory Cushman, Andrea Marston

Feb 1, 12pm | RESISTANCE
Young People Fighting for Climate Justice
Vanessa Nakate, Varshini Prakash ’15, and more.
2021 James Baldwin Lecture, co-presented with the W.E.B. Du Bois Dept of Afro-American Studies

Feb | UNNATURAL DISASTERS
Landfall: Film Screening and Q/A
Cecilia Aldarondo
Co-presented with the 2021 Massachusetts Multicultural Film Festival

Mar 4, 6pm | ECOFASCISM
Disaster Capitalism, Ecofascism, and Ecoauthoritarianism
Katia R. Avilés Vázquez, Rajani Bhatia, John Aloysius Zinda

Week of Mar 22 | LAND, LABOR, LIFE
Viral Exchanges (lecture), The Land Beneath Our Feet (film), and more
Gregg Mitman
History Writer-In-Residence Program, co-presented with the UMass / Five College Graduate Program in History

Ongoing | K-12 EDUCATOR WORKSHOPS
Teaching on a Precipice: Empowering Student / Teacher Partnerships for Climate Justice
Romina Pacheco, Safire DeJong
Co-presented with the History Institute and the Collaborative for Educational Services

By the time you receive this newsletter, the 2020-2021 Feinberg Series will be well underway.

It’s not too late to listen in. Recordings of prior events are available on Facebook, YouTube, SoundCloud and the Feinberg Series website (bit.ly/feinberg-2020).

* Recording only available on the Feinberg website

Design by Ajitate in collaboration with photos by Leah Dyjak
How do we stay in community when staying safe means distancing from others, to the best we are able? This has been a core question, impacting us all in different ways, March. As the department’s community engagement director, it’s also the literal question of my work right now: How can the department engage with community when meeting in person isn’t possible? How can the study of history play a meaningful role in our lives in this moment of multiple crises?

One of our answers to these questions is the 2020-2021 Feinberg Series, which is being offered online this year. You can still join us. Made possible due to the generosity of UMass history department alumnus Kenneth R. Feinberg ’67 and associates, each iteration of this biennial series focuses on a “big issue” of clear and compelling concern, generally a policy or social issue, aiming to ground it in historical inquiry, context, analysis and experience. This year’s theme is “Planet on a Precipice.” The events—lectures, panels, films, community discussions, and more—will explore the past, present and future of the climate and environmental emergency. What are the historical origins of the emergency? How is it connected—as historians have established—to histories of colonialism, capitalism, genocide and white supremacy? What can be done? We hope to deepen our collective understandings of this singularly important set of problems through interdisciplinary historical analysis—and in doing so, to envision constructive paths forward.

At the time of publication, the series is already underway. You can catch what you may have missed on our website (bit.ly/Feinberg-2020), or by following us on YouTube, Facebook and Soundcloud. Search for “UMass history” on your podcast app to listen to audio. These include the keynote lecture, “What Does the Earth Ask of Us?” by Robin Wall Kimmerer (available on the website only); our Distinguished Annual Lecture by the legendary historian and writer Mike Davis on the West Coast wildfires; an expert panel on the history of environmental policy and what the 2020 election results portend for the future; and more.

Looking back to the start of this past academic year, the fall of 2019 marked the 25th anniversary of the History Institute. The institute is a chance to connect with local K-12 educators about our work—and to learn from them as they build curricular projects for their students out of these conversations. A partnership with Professor Keisha Green (UMass Department of Teacher Education and Curriculum Studies), this year’s series explored the theme, “Culturally Sustaining Pedagogy and Teaching for Black Lives.” The series featured guest lectures by PhD candidate Brittany Frederick, public history certificate student and PhD candidate in the W.E.B. Du Bois Department of Afro-American Studies, Erika Slocumb, and Toussaint Losier, a historian and faculty member in Afro-American Studies. In February, two co-editors of the book, Teaching for Black Lives, Dyan Watson (Lewis and Clark) and Wayne Au (University of Washington) delivered the keynote address before a standing room-only audience at UMass. This upcoming year, participants in the series will be teaching the curriculum they created during the annual Black Lives Matter in Schools Week.

This past year, in collaboration with the graduate program office, we developed robust community programs around our annual Writer-in-Residence, including—for the first time—a partnership with a local elementary school. In a conversation that holds marked significance for current times, Writer-in-Residence Vijay Prashad joined Jackson Street School principal Gwen Agna for a dialout on the past, present, and future of public education in an age of anxiety. You can read about it in full on page 13. Broad partnerships brought this event into being. It was a collaboration between the history department, the Jackson Street School PTO, the Northampton middle school and high schools, education programs at the local colleges, and numerous Northampton community organizations: Forbes Library, the Hampshire Regional YMCA, Historic Northampton, Media Education Founda-
tion, Northampton Open Media, and the Resistance Center for Peace and Justice. Well over 200 local residents attended this conversation that was at times celebratory and at others controversial. Also during the residency, we collaborated with a local public library to host a discussion of Prashad’s edited volume *Strongmen* at Historic Northampton. I look forward to a time in which we can once again pack into our local historical societies and listen with rapt attention to critical public intellectual work.

Also a collaboration between my office and the graduate program, the 2020 Distinguished Annual Lecture, “Xenophobia in America: How We Got Here and What’s At Stake,” was delivered by the acclaimed historian Erika Lee. In this timely, crucially-important lecture, Lee confronted the history of xenophobia in the U.S., explaining where it came from, why it has endured, and how it threatens America. Held in early March, this was our last in-person event of the semester before our transition to remote learning. We were excited to co-present this with 9 academic departments and a dozen community organizations, including local and state Asian American community organizations and immigrant rights groups.

Another highlight of my work this year was a collaboration between Easthampton High School social studies teacher Kelley Brown and Professor Jennifer Fronc’s immigration

---

**IN THE NEWS**

Faculty and students across the department are active public intellectuals, bringing their unique perspectives as historians to bear on contemporary pressing issues. Here, we share a few highlights from engagement in local and national media. For the latest, follow us on Facebook and Twitter.


history course to surface the life histories of three dozen young women mill workers arrested at a strike in Easthampton, MA in 1918, as part of a student- and community-based public history project.

In preparing this annual update, I took the occasion to look back at prior newsletters, to discover that I’ve often started the report by naming how floored I am by my colleagues’ community work. It is still true. Community engagement is part of the fiber of this department, not just my office: faculty and graduate students weigh in on critical issues in public forums, grounding them in vital historical context. They develop exhibits, public events and documentaries; they are involved with local, national and international nonprofit organizations and in grassroots organizing; they advise policy makers and issue expert opinions in immigration cases. And much more. While we’ve highlighted some of this work in the pages of this newsletter, much more happens behind the scenes. It’s work that department members do, not for career advancement, but because we believe in the pivotally important role of history in our society.

Finally, one of the joys of this year was working on this very newsletter with the dream team of Ragini Jha (the newsletter’s originating editor in spring 2020), Chel Miller ’16MA (consulting editor), Julia Handschuh (designer), the faculty officers, and many others. Ragini was also an incredible communications coordinator, getting the word out far and wide about our events and initiatives. This year was one, as always, when I delighted in working with John Higginson, who retired this spring; he is dearly missed. Among others, the department members I’ve had the opportunity to work with most closely this year also include Zahra Alam, Audrey L. Altstadt, Stefanie Austin, Tay Burton, Ada Centeno, Jason Higgins, Amy Fleig, Jennifer Frone, Colleen Kisly, Mary Lashway, Jason Moralee, Charlotte Murtishaw, Enjoli Pescheta, Sigrid Schmalzer, Heidi V. Scott, LJ Woolcock ’19, and Kevin Young. It was a pleasure.

— Jess Johnson

PAST@PRESENT

The Department of History is devoted to the idea that an understanding of the past is essential to understanding our present and future. Past@Present, the blog of the Department of History, emerges from that commitment. Here are some recent posts:

Joyce A. Berkman, “My Latest Delight: Music in the Castle of Heaven by John Eliot Gardiner” (August 26, 2020)


Marla Miller, “Living Monuments: Artist Nina Rossi’s Pedestal Takeover” (August 7, 2020)

Helen Kyriakoudes, “A Museum in Your Living Room: The Smithsonian Learning Lab” (July 30, 2020)

Danielle Raad, “Original? The Copy in Art Historical and Museological Context” (June 29, 2020)

Amanda Goodheart Parks ’18PhD, “Non-Academic Skills and Networking Are Key for Success in Job Market” (April 21, 2020)*

Roger Atwood ’84, “If I Am Not Writing, Then Something Is Missing from My Life” (March 22, 2020)*


Christopher C. Martell ’02, “Bridging Historians and History Teachers” (February 20, 2020)

Erika Slocumb, “Reliquaries of Blackness: Documenting Holyoke’s Black Past” (November 20, 2019)*

To see more, visit umasshistory.wordpress.com.

* Interview by Mohammad Ataie ’20PhD
This spring, UMass historians John Higginson, Anne Broadbridge, Sarah Cornell and Garrett Washington were recipients of highly-competitive UMass awards honoring their impact as extraordinary teachers and mentors.

John Higginson was one of seven inaugural winners of the prestigious UMass ADVANCE Faculty Mentoring Award. The ADVANCE award honors a faculty member from each college whose mentoring ensures that faculty members excel in their careers, and it helps develop a more inclusive environment at the university. Mentees describe his thoughtful engagement with their work, his practical support for their publishing, and his consistent generosity of spirit, while always advocating for diversity and inclusion. One mentee refers to his ability to share “his extensive knowledge … while still encouraging them to find their own voice.”

Higginson also received the highly-competitive Distinguished Graduate Mentor Award, which recognizes faculty members for the indispensable work they perform in guiding graduate students to academic and professional success. This award emphasizes the vital educational role faculty play in teaching and advising graduate students outside the classroom, and recognizes faculty members who excel as graduate mentors, by advancing the development of students as scientists, scholars, teachers, artists, or professionals; by implementing an innovative or large-scale plan to positively impact graduate students or graduate education at UMass; and/or by contributing to the growth of students who are not their advisees.

History department professor Anne Broadbridge has been awarded the 2020 Distinguished Teaching Award (DTA), an extremely competitive award honoring exemplary teaching at the highest institutional level. The Distinguished Teaching Award is the only student-initiated award for teaching on campus. Nominees are reviewed by a panel of undergraduate students and a second committee of former DTA awardees before four awardees are selected from across all units on campus. Broadbridge will receive a monetary prize of $3,500 and her name will be inscribed on the DTA memorial wall in the Integrative Learning Center.

The 2020 HFA College Outstanding Teaching Award, another highly-competitive award from the Center for Teaching and Learning, has been awarded to Sarah Cornell and Garrett Washington. The selection committee noted the innovative teaching that they saw in the nomination materials of both Cornell and Washington. A complement to the Distinguished Teaching Award, the College Outstanding Teaching Award recognizes excellence in teaching and honors individual faculty members at each of the university’s colleges for their instructional accomplishments. Annually, the College of Humanities and Fine Arts awards three recipients from across the fourteen academic departments in the college; awardees receive a $1,000 monetary prize.

“The History Department is extremely proud of our newest awardees, Professors Anne Broadbridge, Sarah Cornell and Garrett Washington,” notes department chair Audrey L. Altstadt. “They continue a long departmental tradition of dedication to teaching and of teaching wonderfully.” Just in the past 8 years, Julio Capó, Jr. (Florida International University) and Jason Moralee also received the College Outstanding Teaching Award; Chris Appy was the recipient of the Distinguished Teaching Award; and Mary Lashway received the Distinguished Graduate Staff award in recognition of her contributions to graduate education.

Altstadt stated, “Great scholar-professors don’t just ‘deliver’ the subject matter and display their expertise —these go without saying—but they have deep and innovative engagement with students. Many history majors are drawn to this department because of professors like these.”
I walked into my course, “History of Medicine and Health Care in the U.S.,” on a cold February morning and started my lecture without even taking off my coat and hat. I had already wiped down the table and podium with disinfectant and carefully dropped my gloves into my bag. I spoke loudly, eschewing the shared microphone and kept my distance from students asking questions. I hadn’t lost my mind; I had gained a new topic. Suddenly, I was not just teaching about a pandemic, I was living it. I was modeling it. COVID-19 was officially added to my syllabus.

In many of my classes I imparted my long standing passion for pandemics through teaching about the 1918–1919 flu. Most of my friends and colleagues—and by this point in my career, hundreds of past students—know (endure?) my unbridled enthusiasm for educating about the flu (bit.ly/fugitiveleaves). Included in any class discussion about this historic flu was the reminder that there is no reason to believe a flu of similarly devastating proportions couldn’t befall us again. Despite some initial skepticism, most students ultimately accepted that contagious disease remains an ominous threat to humanity and our lives as we know them. I often wondered how much of these discussions students would remember should such a pandemic materialize, particularly one that hit close to home.

During spring 2020, it hit home.

By the time classes started in late January I was aware of COVID-19 that looked pernicious, but still relatively contained. The numbers, as reported in those early weeks, indicated the possibility of geographical containment and suppressed transmission. I was aware that epidemiologists were concerned, but I clung to the reassurance that it could prove less virulent than particularly bad influenza seasons. As we moved into February, however, the data began to look grim. It became increasingly clear that unless a lot of things changed in our—particularly Americans’—response to this virus, we were very likely facing a pandemic on a scale unexperienced by most. (Though not unprecedented in our lifetime; the AIDS crisis offers many useful comparisons, and the reasons for the ubiquitous use of “unprecedented” in media coverage of COVID-19 begs more widespread study of the social, cultural, and political history of medicine.) I found myself in a unique position; my role as instructor situated me as an expert in the eyes of the 80-some students in my course.

In the days before spring break, students opened class with questions about COVID-19. Some sought information about how it was spreading, about symptoms, suppression, or what UMass
should do. Others asked for predictions. I struggled with the trifecta of knowing that information about the virus was piecemeal at best—any predictions could change with incoming data; a reluctance to replace optimism with fear or anxiety; and the responsibility to answer honestly, given my professional expertise.

On March 11, I advised my TAs to leave campus for good. While UMass had not yet closed campus for the semester, I saw no other realistic outcome. In the upcoming days, as plans for the remainder of the semester were announced by the university, I fielded numerous emails from students asking for my predictions about what things might be like at all stages: after spring break, through the summer, into the fall; others asked what things might be like a year, two, three from now.

I hesitated in answering; at times I outright asked if the student was sure they wanted my candid answer, which I knew included predictions of a long struggle. I saw March 2020 as just the beginning. My predictions warned that things might never return to “normal,” COVID-19 never fully dissipating into memory. My responses carefully cautioned that many lives would be lost, and more sickened. Many would accidentally infect loved ones. Children would be orphaned, bodies would pile on the streets (though unlike in 1918–1919 they would likely be contained in temporary refrigerated morgues).

I tried to field these questions with the utmost of caution, care, and empathy. It was as exhausting as it was fulfilling. These emails aren’t where I rapid-fire COVID-related news across social media; these are one-on-one conversations with students—a place where education extends outside of the physical classroom and into remote learning. They are examples of the impact microscopic pathogens can have on individuals, families, livelihoods, on spaces of learning, on plans for family reunions or visits to the salon, on explaining to a toddler that there’s no milk on the shelves, on why BIPOC are dying at unprecedented rates, and on why scientific information is shifting—and what that means about inquiry, expertise, and knowledge production.

I still get these emails, from students, family, and friends (and the occasional journalist). I get the emails that begin with “You probably don’t remember me, but I took your class…” asking for my thoughts on this “new normal.”

I have seen a noticeable increase, too, in the number of requests I’ve received for accommodations needed following students’ positive COVID-19 diagnoses. This surge of emails is unsettling at best, heart-breaking on a bad day.

As a historian of science and medicine, this is an objectively fascinating time to live and work. I sincerely feel greatly privileged to wake up every morning and work with students, helping them understand historical parallels to our contemporary experience, describing the continuity of human response to virulent disease, helping to locate reasons in what often seems senseless these days. As a person, I also find this time we live in a fascinating one—one in which I sincerely feel great privilege to wake up every morning, to live, to work, to find resilience in the face of these invisible pathogens that shape culture and society in previously unimaginied ways.

Themes of resiliency will weave throughout my continued (and persistently impassioned) teaching about pandemics. I expect, too, my students will consider these topics close to home.

— Emily Hamilton
Audrey L. Altstadt reports: During the 2019–20 year, my teaching and administrative duties as interim Department Chair forced my research to the back burner. But I love to write, and I made steady progress on a draft of my memoir about my first year in the USSR, 1980–1981. That year was a low point in United States-Soviet relations just after the United States boycotted the Moscow summer Olympics in retaliation for the invasion of Afghanistan the previous December. I was in Baku, then-Soviet Azerbaijan, for doctoral research. Azerbaijan borders Iran where the nearest Americans were then hostages in our embassy in Tehran. Writing about my year in Baku is a tricky task for me as a historian. Memoir is about my memory of the past, it’s not a scholarly account. Yet, I want to tell the history of that time and place in the Cold War and my experiences inside the Soviet Union. These strands intersect in archives and using two learned languages—Russian and Azerbaijan—but also in telephoning the embassy in Moscow and figuring out which friends were reporting on me. The draft should be done in August.

Chris Appy reports: In the fall, I helped bring to campus an exhibit called Waging Peace in Vietnam, a remarkable set of photographs, underground newspapers, and other artifacts that document antiwar dissent among active duty GIs during the Vietnam War. In conjunction with the exhibit, we held two film screenings and two panel discussions, all of them well-attended by undergraduates.

The news most relevant to my work was the acquisition of Daniel Ellsberg’s papers by the W.E.B. Du Bois Library’s Special Collections and University Archives. Ellsberg, the famous whistleblower who leaked the Pentagon Papers to the New York Times in 1971, was on campus in the fall for several events, including a Q&A with my class on the American War in Vietnam. The arrival of Ellsberg’s papers inspired me to begin a book about what his life and experience can teach us about U.S. politics, dissent, and foreign policy since 1945. I’ll be teaching a full-year seminar about Ellsberg this year (for a full description see page 9).

Just before universities began to close because of the pandemic, I went to the University of Northern Colorado to give a public lecture and visit classes as the William E. Hewit Distinguished Visiting Professor.

This year Anne Broadbridge directed the Middle Eastern Studies Program in the Department of Judaic and Near Eastern Studies, ran the Brown Bag Teaching Lunch in the Department of History, and presented academic papers in Washington, D.C., in

Barbara Krauthamer Appointed Dean of the College of Humanities and Fine Arts

Professor Barbara Krauthamer has assumed the position of dean of the College of Humanities and Fine Arts.

Krauthamer says she is prepared and eager to take on her new role and its challenges, especially during the COVID-19 public health crisis. “I am honored and excited to serve as dean of the College of Humanities and Fine Arts. Our society and our university community face significant challenges in the months ahead, and I am confident that the faculty, staff and students in the college will work together to address them as we move forward,” said Krauthamer. “I am grateful that I can count on their resiliency and dedication.”

As senior vice provost, Krauthamer has taken on a leadership role in supporting innovation in the university’s degree and certificate programs, particularly those that transcend disciplinary boundaries or respond to new and emerging opportunities.

In her role as dean of the Graduate School, to which she was appointed in 2017, and previously as associate dean for student inclusion and engagement, she created multiple fellowship programs and an office for inclusion and engagement to support the recruitment and retention of traditionally underrepresented graduate students.

As a member of the faculty since 2008, Krauthamer has worked closely with master’s and doctoral students in history as well as Afro-American studies; women, gender, sexuality studies; and other departments across campus.

Krauthamer is a widely recognized leading historian of African American slavery and emancipation in the United States. She is the author and editor of a number of textbooks and non-fiction books, including her work as co-author of Envisioning Emancipation: Black Americans and the End of Slavery, which received a number of honors, most notably the 2013 NAACP Image Award for Outstanding Literary Work - Nonfiction.
Chu and the Five Colleges, with the students themselves is what makes it all those who kindly wrote letters of support. She wants to convey her humble gratitude to the unknown student who nominated her, and the Distinguished Teaching Award this year. Last but not least, Professor Broadbridge won the award is quite wonderful and she is very extraordinary disruptions caused by moving extraor- dinary disruptions caused by moving made it to the end of the semester other class was “Islamic Movements in History,” an experimental seminar that has been approved as a permanent course for fall 2020. In Spring she taught the “Age of the Crusades,” and “Mongol and Turkish Empires.” The best she can say about those is that most students made it to the end of the semester despite the extraordinary disruptions caused by moving both classes online in response to COVID-19. She takes her hat—but not her face mask—off to her students for their dedication, cheer and impressive performances under truly challenging conditions. October, and in Leiden, the Netherlands, in February, barely making it back from that last one before international borders began to close.

In Fall she taught Middle East History I (aka Muhammad to the Mongola) to 100 students from a wide range of US and international backgrounds who contributed many valuable perspectives to class discussions. Her other class was “Islamic Movements in History,” an experimental seminar that has been approved as a permanent course for fall 2020. In Spring she taught the “Age of the Crusades,” and “Mongol and Turkish Empires.” The best she can say about those is that most students made it to the end of the semester despite the extraordinary disruptions caused by moving both classes online in response to COVID-19. She takes her hat—but not her face mask—off to her students for their dedication, cheer and impressive performances under truly challenging conditions.

Last but not least, Professor Broadbridge won the Distinguished Teaching Award this year. She wants to convey her humble gratitude to the unknown student who nominated her, and all those who kindly wrote letters of support. The award is quite wonderful and she is very pleased to have it, but she has to say that working with the students themselves is what makes it all worthwhile.

Aside from teaching his usual courses with the department and the Five Colleges, Richard Chu has been actively engaged in writing. His co-edited anthology on LGBTQ studies in the Philippines is in press. He also has two articles, one on the intersection on Filipinx studies and Chinese diasporic studies, and another on Chinese gay identity in the Philippines, scheduled for publication. He presented a paper on Spanish and American representations of Chinese immigrants to the Philippines at the recently concluded international conference on Spanish Philippines from the sixteenth to the twentieth centuries. He continues to work with underserved Asian American communities in western Massachusetts, acting as consultant to the Bhutanese Society of Western Massachusetts’ oral history digital project. Finally, since the lockdown he has been invited to speak in different web series events dealing with Filipino responses and relation to Black Lives Matter Movements.

Sarah Cornell reports: This year I began to share my recent research on race, gender, and rare disease in my new field of the history of medicine. I joined an advisory committee for a joint Food and Drug Administration’s Center for Biologics Evaluation and Research and the National Organization for Rare Disorders research project. I was excited to be able to share my work with scientists, doctors, marketing directors, and others in the industry when I gave invited talks at Takeda, one of the largest pharmaceutical companies in the world, as well as the Boston and London offices of Orchard, a prominent gene therapy company. But the highlight of my year was being awarded the 2020 Humanities and Fine Arts College Outstanding Teaching Award. I’m uncertain of what next year may bring, but I’m looking forward to chairing my first virtual conference panel at the all online annual meeting of the Western Historical Association in October as well as offering my new American Slavery course in spring 2021.

Andrew Donson presented a chapter of his book at the German Historical Institute in London. The title of the chapter is “No Desire to Work.” At the 2019–20 Five College Faculty Seminar in History, Sam Redman presented from his book manuscript on U.S. salvage anthropology in the nineteenth century. Asheesh Kapur Siddique presented on how to govern Indians through language and sovereignty in the early modern British Empire. Five College faculty also presented on family narratives, the Spanish Civil War, and everyday armed struggle in El Salvador.

David Glassberg’s research continued on two parallel tracks: civil rights history and environmental history. With the assistance of Laura Miller ’14PhD, he drafted the third chapter of “Race, Recreation, and Civil Rights: Laurence. S. Rockefeller and the Outdoor Recreation Resources Review Commission, 1958–62,” for Marsh-Billings-Rockefeller National Historical Park, which he was scheduled to present at the 2020 Organization of American Historians Annual Meeting in April. In March, he co-facilitated a virtual meeting of the NCPH working group, “Public Historians in Our Climate Emergency,” and is currently helping to edit the contributions into a digital publication. Among the highlights of his teaching in 2019–20 were working with each of the 13 entering graduate students in the “Introduction to History” course in the fall 2019 semester, and coordinating a graduate writing seminar in spring 2020, in which students shared drafts of their research papers and in-progress dissertation chapters. In a single semester, seven students (plus visiting doctoral candidate Cheryl Harned) collectively completed five draft dissertation chapters, an impressive display of productivity for present and future graduate students to emulate.

Daniel Gordon taught “The Craft of History,” which is a new requirement for history majors. Readings included Thucydides, Polybius, Karl Marx, Alexis de Tocqueville, G. M. Trevelyan, Michel Foucault, Joan Wallach Scott, and Orlando Patterson. The class also
After a thirty-year career in UMass Amherst’s History Department, John Higginson held his final seminar in May 2020. His retirement marks the latest milestone in a remarkable career. John joined the department as a full professor in 1989 having previously risen up through the ranks as assistant and associate professor at Cornell University (1977-1980), SUNY Binghamton (1980), Pomona College (1981-1985), and Northern Illinois University (1985-1989).

John’s interests in comparative labor history with an emphasis on southern Africa began even before his university studies. Growing up in Chicago in the 1960s was a formative experience. As friend and colleague Professor Michael West (Penn State) notes, John’s scholarship resulted from “two central facts of his life: John is a scion of the Black proletariat and a native of Black Chicago. From the one fact he learned about the dignity of labor and that the laborer is entitled to the fruit of her industry; from the other—Black Chicago in the time of the youthful Higginson was a key center of radical internationalist agitation—he came into an antinomian consciousness centered on a critique of, and mobilization against, Jim Crow, colonialism, neocolonialism, and racial capitalism. Names like Patrice Lumumba, fabled Congolese victim of neocolonialism, would have been part of this political grammar, as would the linkage between apartheid in the USA and South Africa. It is against this backdrop that the greater part of John’s corpus, his scholarship on the toiling classes in Zaire and apartheid South Africa, must be understood.”

Thus began John’s lifelong insistence on understanding the conditions of work from the ground up. His “gap year” after high school was spent working in steel mills, and later while in graduate school in the automobile plants around Detroit. And while studying Swahili in Tanzania, John decided that he wouldn’t understand the lives of migratory mine workers unless he walked in their footsteps. So he traced their route from Tanzania to Zambia and on into Zaire (now the Democratic Republic of Congo). While sleeping one night in cramped quarters, with his feet strapped tightly into his boots and perched on the sill of an open window, his boots were stolen! Through his language studies and his travels, John has shown that research is best done from the inside out. His research has taken him, among other places, from Zaire, Tanzania, South Africa, Zimbabwe, and Mozambique to Belgium, France, the United Kingdom, and the Soviet Union.

Throughout his university studies (BSJ 1970, Northwestern University; MSH 1975 and PhD 1979, University of Michigan) John learned from scholar activists and labor historians who furthered John’s dedication to approaches from below, those such as C.L.R James, Ibrahim Abu-Lughod, and Eric Wolf. From early on John’s work experiences and intellectual interests have been fused with activism. In high school, John was active in the Student Nonviolent Coordinating Committee and later joined the League of Revolutionary Black Workers. Research for his first book, *A Working Class in the Making: Belgian Colonial Labor Policy, Private Enterprise and the African Mineworker, 1907-1951* (1989), led to broader interests in the regional economic system in southern Africa and the necessity to engage in comparative history to understand complex, transnational circuits of ideas, capital, and commodities. This comparative lens convinced John of the need to teach a course on the comparative labor history of the southern US and southern Africa. John’s second book, *Collective Violence and the Agrarian Origins of South African Apartheid,*
1900-1948 (2015) draws together many of his interests to show how the precarity of white Afrikaner smallholder farmers, resentment against Black farmers, and swirling rumors led to the embrace of more frequent and intense forms of legal and extra-legal anti-Black violence. According to Distinguished Professor Stephen Clingman, fellow scholar of South Africa and longtime colleague, “Regarding South African history, there are few who know more, or who have won such genuine respect.”

John taught comparative history at the undergraduate and graduate level through different thematic lenses: “Race and Atrocious War,” “Comparative Revolutions,” “The Intellectual Origins of Colonialism,” “Comparative Labor History,” and “Approaches to World History.” His standards were always exacting, especially when it came to expository writing. Demanding but always generous and welcoming, John has left a lasting imprint on hundreds of students. Sam Hayes ’13 notes John’s “method and in-depth and inclusive instruction” as having stuck with him “for years.” Moreover, John is a legendary mentor of both faculty and graduate students. His PhD student, Christoph Strobel ’99MA, ‘05PhD, now professor of history at UMass Lowell, writes: “John’s ability to mentor with knowledge, integrity, kindness, and grace have made him a role-model and hero of mine. “Students and colleagues at UMass Amherst and beyond echo these statements. They note John’s “talent for building community” (Professor Julie Saville, University of Chicago), as well as his “dry and sometimes acerbic humor and unmistakable sagacity that makes him a source of wisdom and clarity in every situation” (Stephen Clingman). Professor Nan Woodruff (Penn State) sums up John’s unique impact on others: “He is one of those once-in-a-generation intellectuals who possesses an original mind, who makes connections in a way few ever can. His scholarship intersects with his deep commitment to social justice and the activism of his earlier years. Even more, he is a superb, compassionate, and loving human being, modest beyond belief, with a wit that matches the best of political comics.” For these qualities and others, John was awarded the 2020 Distinguished Graduate Mentoring Award from the Graduate School and the UMass ADVANCE Faculty Mentoring Award. In both cases, John’s incredible ability in “everyday mentoring” was praised.

For many John is also an inspired fashionista and a bedrock of the Amherst community. Emeritus colleague Barry Levy writes, “Higginson was the best-dressed faculty member. He looked good all the time, even when tired….” Moreover, Barry continues, “John is an excellent cook and salon organizer,” both qualities put to delicious use at his annual gatherings for gumbo and fine wines (especially Italian reds) and fellowship at John and Joyce’s Amherst home. And John’s mentoring extended into local athletics in support of his son’s and daughters’ basketball and football teams during their time at Amherst Regional High School. He also started a club to teach his children and their friends the art of chess.

We are all fortunate that John will continue to be embedded in the Amherst community after retirement. Though we will miss John’s wit, intelligence, and grace in Herter Hall, we look forward to his ongoing book project that he is co-writing with spouse and colleague Joyce Bowman on US industrialists and gold mining in southern Africa. And if his friends and family have their way, we will someday be able to read his memoirs to learn more about his experiences in the US, Africa, and Europe.

— Jason Moralee

FACULTY AND STAFF NEWS


Emily Hamilton reports: This past winter I conducted an Oral History with Sam Anderson, founding member of the Coalition for Public Education and the National Black Education Agenda. He is a long-time civil rights and Black liberation movement activist. Parts of his interview were published in volume 23 of the Science for the People magazine. The first installment is available online at bit.ly/3aqMZt7.

I was interviewed for a Mass.Live article, which appeared both online and in print. This is an interesting historical document, as well, as some of our knowledge about COVID-19 has changed, making some of my comments a product of their time! The article is available online at bit.ly/3efn6hS.

I was asked to write a short “Broadside” handout on the history of pandemics for Historians for Peace and Democracy, for their “series of one-page, printable handouts that summarize important historical events, movements, crises, and more that form the backdrop of our current political situation.” It will be available at historiansforpeace.org.

I joined the all-union Environmental Health and Safety committee to work with the union to support safe reopening practices for faculty and staff of UMass Amherst.

I was also invited to speak in the Siena College Distinguished Lecture Series in October 2020.

Jennifer Heuer reports: I was on sabbatical during the 2019–20 academic year, along with my husband, Brian Ogilvie. As with most of us, our plans did not go as anticipated. I happily spent the fall doing research in archives and libraries in Paris, even as there was a growing series of strikes and protests there. In the spring, I began what were to be extended travels, planning to meet with colleagues, visit family, and give a series of academic talks in Hawaii, New Zealand, Australia, Singapore, Taiwan, and Japan. The pandemic changed those plans dramatically. We cancelled most of our itinerary. After a few weeks of traveling around New Zealand, and a last academic talk at the University of Otago in Dunedin (and a last visit to a penguin refuge!), we ended up spending that country’s lockdown in a small tourist town called Tekapo, next to a gorgeous mountain lake that glacial “rock flour” had turned a distinctive milky turquoise color. After two and a half months in New Zealand, we reluctantly returned to the United States, in what proved
to be an epic 45-hour trip. For those who read French, I wrote a piece about our experiences for the major French news site France culture, “Shelter and Exile: The New Zealand Bubble,” bit.ly/shelterandexile.

While many of my research plans were thwarted, I am pleased to announce the publication of an edited volume, *Life in Revolutionary France*, which I co-edited with Mette Harder. It offers a series of essays on everyday life during the French Revolution. Many themes the contributors touch on—including the dynamics of privacy and surveillance, the growth of political activism, prison and race, housing and renters’ experiences in Paris, and an emerging right to health—seem timely in ways that we could not have predicted when we first started putting together the volume.

I am happy to be home and (at least as of the time of this writing) healthy, and am preparing to teach in new ways this fall. I wish the best for everyone reading this.

**Marla Miller** reports: This was an extraordinary year by any measure. As is always the case, my year is mainly captured in the column reporting the year in Public History, but beyond that, I am of course pleased to report that, at long last, my book *Entangled Lives: Labor, Livelihood, and Landscapes of Change in Rural Massachusetts* appeared in the fall (Johns Hopkins University Press). I was honored to accompany National Building Museum curator Sarah A. Leavitt on a trip to the Texas borderlands in support of their planned exhibition *The Wall/El Muro: What is a Border Wall*—a project that two of our terrific graduate students then advanced as interns. And of course in spring, I saw the conclusion of my term as president of the National Council on Public History—bittersweet, as our annual meeting, scheduled for Atlanta in March, was cancelled and re-envisioned as a virtual event. But I was pleased to be able to gather my thoughts for the presidential address, which gave me a chance reflect on lessons learned in some twenty years now as a public historian at UMass; the result, “In the spaciousness of uncertainty is room to act: Public History’s Long Game,” appeared in the August 2020 issue of *The Public Historian*.

**Jason Moralee** reports: Though the COVID-19 pandemic was shattering in so many ways, much academic work still happened before and after the campus shut down. I organized a symposium at UMass called “New Work in Greek Epigraphy,” which highlighted the scholarship of colleagues in Italy and on campus; I continued my work as book review editor for the *Journal of Late Antiquity*, which has me corresponding with colleagues from around the world; I prepared the forthcoming paperback edition of my recent book *Rome’s Holy Mountain: The Capitoline Hill in Late Antiquity*; and I completed final edits on an article that explores interdisciplinary approaches to time and virtual environments for novel interpretations of the late antique writings on Rome’s holy dead. There was one profound disappointment for me and dozens of students. For the first time in its half-century history, the UMass Oxford Summer Seminar was cancelled due to uncertainties surrounding the global pandemic. But as director of the program, I decided to continue working with the student staff, including the History major Michael Turner, over the summer to make sure that the program will be on track for summer 2021. Though I’m stepping down as director, I will cherish what I’ve learned from the students, the dedicated staff, and my colleagues at Trinity College, Oxford.

**Alice Nash** taught a course called “Plymouth 1620: Rethinking 400 Years of History.” Thanks to support from the alumni gift fund, the class took a trip to Plymouth/Patuxet. They met with Brian Logan from Plymouth 400 Inc. to learn about commemoration planning and visited both Pilgrim Hall Museum and Plimoth Plantation. Nash returned to student mode in spring 2020 to participate in a Folger Institute seminar, “Early Modern Iroquoia,” taught by Professor Scott Manning Stevens (Akwesasne Mohawk). A co-authored essay with historian Ruth Wailis Herndon and the late Narragansett medicine woman and ethnobotanist Ella Wilcox Sekatau (1928–2014), which has had many revisions since it began in 2004, will be published in the *New England Quarterly* as “son to a Mustee woman: Orson and Hitty of Westerly, Rhode Island.” The essay engages current debates about how historians of early America make use of collaborative methods from Native American and Indigenous Studies through the analysis of a 70-year indenture made in Westerly, Rhode Island, in 1764.

**Brian Ogilvie** reports: I finished my first three-year term as Department Chair in August 2019 and took a sabbatical year in 2019–2020. I spent the fall semester working on research projects in France, while watching tensions build toward the demonstrations and general strike that erupted in Paris and throughout the country in December. My plans for spring 2020 involved a trip to the Pacific and East Asia to meet colleagues in Hawaii, New Zealand, Australia, Singapore, Taiwan, and Japan, to lecture at several universities, and to see my spouse Jennifer Heuer’s native country, New Zealand, and visit with her family there. COVID-19 was a minor concern when we departed Hawaii for New Zealand, but in early March I gave one of the last history department colloquium presentations at Victoria University of Wellington before they moved to remote teaching, and by mid-March we had canceled plans for the rest of the trip. When New Zealand issued a strict lockdown order, we were in the small mountain resort town of Lake Tekapo, on the South Island, where we had intended to spend a few nights before
flying home. Instead, we spent five and a half weeks there. Fortunately our rental house had comfortable space to work, plentiful sun, reliable Internet, and lots of firewood to heat during the increasingly chilly autumn in the Southern Alps. I enjoyed being in a Dark Sky reserve and seeing the Milky Way on those rare nights when the sky was cloudless. And I appreciated how New Zealand dealt forthrightly with the pandemic, developing an effective strategy to contain it, communicating clearly with the public, and automatically extending visas for tourists and other visitors to the country so they could remain if it was difficult or impossible for them to return home. After the lockdown ended, we spent two weeks in Christchurch, which is still recovering from the February 2011 earthquake, before our 45-hour journey home to western Massachusetts. It was difficult leaving a country that had effectively eliminated COVID-19, and was beginning to open up again safely, to return to a place where social distancing, face coverings, and curbside pickup are still aspects of everyday life. After returning, I spent the summer doing what research I could with Internet resources and my personal library, gearing up to teach my fall survey course in the history of science remotely, and preparing to transition back to my second term as Chair in August. It was not the sabbatical I had planned, especially in the spring, but it was certainly memorable!

Jon Berndt Olsen reports having another great year at UMass. In the fall, Professor Olsen taught his graduate seminar on comparative memory, which takes World War II as the common occurrence and travels around the globe looking at how societies have dealt with the memories of that conflict. In the spring semester, he taught two sections of “Western Thought since 1600” (one in a traditional format and the other as an honors course), as well as an upper-level honors seminar on Nazi Germany. Despite the disruptive nature of needing to teach remotely, the spring semester courses were a success. Olsen also published an article and a book chapter. The article is titled “Monument(s) to Freedom and Unity: Berlin and Leipzig” and appeared in the journal German Politics and Society. His book chapter is titled “Opportunities and Boundaries of Personal Autonomy in East German Tourism” and appears in the book Outside the Comfort Zone: Performances and Discourses of Privacy in Late Socialist Europe, edited by Tatiana Klepikova and Lukas Raabe, and published with De Gruyter Press. Olsen had been looking forward to attending the conference of the International Federation of Public History in Berlin this summer, but it has been postponed until the summer of 2021.

Sam Redman reports: This was an unusual year for most of us, I suspect. Some plans to deliver lectures and conduct new research were altered or postponed. I spent fall 2019 on-campus, teaching with two amazing TAs. I also enjoyed learning from our amazing graduate students as we worked through fascinating readings in our Introduction to Public History graduate seminar. Students in Introduction to Public History completed an impressive array of projects. Teams worked to partner with the Berkshire County chapter of the NAACP, Jones Library in Amherst, Old Sturbridge Village, and the National Park Service. I was honored to take part in a roundtable on museum histories published in the American Historical Review. The conversation was extended during a panel taking place at this year’s AHA meeting in New York City. In January, I co-led an Artist Interview Workshop at the Los Angeles County Museum of Art (LACMA). I presented a draft chapter of a forthcoming book to the Five College History Seminar garnering valuable feedback. Mainly, I enjoyed some productive time away from campus on sabbatical. I missed my students and our community tremendously, but the time away proved useful. The early part of the semester brought me to libraries and museum archives. I finished a draft of the book manuscript I have been working on for a number of years, Prophets and Ghosts: A History of Salvage Anthropology, currently under review. At about the same time, I began working on another book project, tentatively called Silver Promises: Peace Medals in North America. I look forward to returning in the fall to teach courses on U.S. History between the World Wars and U.S. History since 1876.

Sigrid Schmalzer reports: Last fall I launched a new survey, “History 117: Science and Society in Modern China.” It was exciting to teach what I know best to a class with many Chinese-speaking students and many STEM majors. I’m looking forward to teaching it again this year, this time with about a quarter of the participants joining us from their homes across Asia. The course provides historical context for a much deeper understanding of the politics of COVID-19 within China and in Sino-U.S. relations, so that will be a major theme this time around. While the pandemic upended plans for lectures, conferences, and research travel, I’ve found myself busier than ever organizing online events, including: a “Science and Social Justice” workshop and “People’s Science Fair” with our local Science for the People chapter (westernmass.scienceforthepeople.org); two webinars titled “Viral Politics: Left Perspectives on China and the World” with a new organization I helped found called Critical China Scholars (criticalchinascholars.org); and a community-building event, “Popular Action in the Age of COVID-19,” initiated by Massachusetts Society of Professors organizers and involving people from other campus unions and community organizations as well.

Kathryn Schwartz reports: It is difficult to recall what happened this academic year before the events of the pandemic overtook us! My TAs and I spent the last half of the spring semester re-tooling our classes for remote teaching, and working to best support our students’ learning in light of the different challenges they faced. Lockdown disrupted many well-laid research plans of mine, though I was excited that a conference I’d been asked to participate in at Stanford University was moved to Zoom, and not canceled entirely. Back in the days when people could safely amass in groups, I also presented my research at invited seminars at UMass Amherst, Harvard University, Columbia University, and the City University of New York; and along with other colleagues, I organized a roundtable at the annual meeting of the Middle Eastern Studies Association, and a digital project workshop at Duke University. I
co-direct this latter project with Adam Mestyan of Duke University. It revolves around digitally reconstructing Islamic print culture through an 1870 inventory of books belonging to an important Egyptian intellectual, Mustafa Salamah al-Najjari, and has been a few years in the making. So I am happy to report that we have now built a blog that documents the progress of our work (anegyptianheikhliteraryworld. umasscreate.net). I have also been chipping away at several writing projects, one of which is in press. It is an essay on the history of lithography in the Ottoman Empire and Japan that I co-authored with Hansun Hsiung of Durham University (“Lithography,” Information: A Historical Companion, edited by Ann Blair, Paul Duguid, Anja Goering, and Anthony Grafton, Princeton: Princeton University Press). I send everyone good wishes for a safe, healthy, and fulfilling year.

Heidi V. Scott reports: In 2019–20, I continued with my agenda of research and writing on mining in colonial Spanish America. Part of this work explores the political dimensions of geological knowledge in Bolivia and Peru between the sixteenth and early nineteenth centuries. Over the course of the year, I revised a journal article on this theme and submitted another essay to be considered for inclusion in a volume on the histories of the silver mining city of Potosí.

I was also honored to join a long-term project entitled “Horror & Enchantment.” Led by historians at the universities of Michigan and Tulane, the project brings together humanities and social sciences scholars to explore the intertwining of horror and enchantment in human experience between early modern times and the present. For the first meeting, held in Ann Arbor in October 2019, I took the opportunity to begin writing about a late eighteenth-century mining manual from Spanish America that has long intrigued me. Composed in the form of a dialogue between mining expert and layperson, the manual, entitled El perito incógnito y el curioso aprovechado, was authored by Francisco de Serra Canals, a Catalan who established silver mines in what today is northwestern Argentina. The miner’s activities generated a wealth of manuscript materials, including maps as well as written texts, that today reside in archives in Argentina and Spain. Together with the manual, these materials allow rich explorations of how eighteenth-century miners such as de Serra Canals viewed enchantment and bewitchment as necessary mechanisms for drawing new recruits into the mining life. Even as he insisted on the possibility of introducing “enlightened” order into the mines, his manual reveals his belief that horror and hardship could never be exorcised from the mining milieu.

Finally, I was pleased to have published this year a research essay entitled “Between Potosí and Nuevo Potosí: Mineral Riches and Observations of Nature in the Colonial Andes, ca 1590–1800.” The essay appears in Geopolitics, Culture, and the Scientific Imaginary in Latin America, edited by Joanna Page and María del Pilar Blanco, and published by the University of Florida Press.

Libby Sharrow was promoted to Associate Professor this year and began a joint appointment with History and the UMass School of Public Policy. She published several new articles in Political Communication (a paper which identifies the impacts of the release of the Access Hollywood tape on the 2016 Trump campaign for the U.S. presidency), Politics & Gender (a paper which illustrates how the COVID-19 crisis and its impacts on the financial...
Learning from Our Peers:
Brown Bag Teaching Lunch Series

Professor Anne Broadbridge enjoyed organizing and moderating the History Department Brown Bag Teaching Lunch for faculty and graduate students. This was a drop-in session every two weeks where participants talked about teaching. Since this revived a seminar the department ran over a decade ago, Broadbridge wasn’t sure how it would go. Every session she wondered, “Will anyone come?” and brought lecture notes to have something to do. But people always came, anywhere from four to twelve. A smaller number of participants produced in-depth conversations where everyone spoke more than once, while a larger number introduced more topics and more voices, but less time for each person.

Not that it mattered: Both were wonderful. When graduate students came, conversation focused particularly on running discussion sections—large, small, at 8 a.m., with or without coffee…. First the students advised one another, then faculty contributed thereafter. Other topics included turning tense moments in the classroom into productive discussions, and handling particularly challenging or controversial readings. We also talked about on-paper exams and online exams, writing useful feedback on papers, creating new courses, lecturing, adjusting existing courses. And of course, we held a marathon session to prepare for the sudden transition to online instruction as a result of COVID-19. What a wealth of knowledge this department possesses!

— Anne Broadbridge
Joyce Berkman reports: As I type this year’s entry for our department newsletter, I am feeling nervous about the recent rise in our state of COVID-19 cases. I’ve been proud of our state in keeping the virus somewhat contained, but now I’m again worried, especially as the date of the reopening of our campus is near at hand. I know that if I were teaching a course, I would do so remotely. Zoom is the remarkable global technology of this year enabling us to teach, meet in organizations, and communicate with friends and family.

Last year as I was writing my newsletter entry, I was about to fly to Poland to give a talk on German philosopher and theologian Edith Stein. Delivering my talk was a superb experience. My husband and I found Poland and Polish people most engaging. The expanded talk on Stein appeared in the Wroclaw Theological Review early this year.

Later last summer in Cologne, Germany, at the conference of the International Association for the Study of the Philosophy of Edith Stein, I gave another talk on the unusual friendship between Edith Stein and Polish philosopher Roman Ingarden, based upon copious correspondence between them. This talk will appear in 2021 in a volume of essays emerging from the Cologne conference.

Published this year, too, has been my most recent essay on Olive Schreiner in the Journal of Commonwealth Literature. And just last week I submitted a blog post for our department’s e-journal, Past@Present, on the captivating biography of Johann Sebastian Bach by historian, musicologist, and world-acclaimed conductor John Eliot Gardiner. In short, my scholarly life was particularly active throughout 2019–20.

I found it exhilarating to teach again, as I did for two classes at Amherst College. Professor Emerita Susan Tracy (Hampshire College) and I conducted two classes on Oral History theory and methods for a course on Latinx issues. This course involved the collecting of oral histories of Amherst College faculty and students regarding their Latinx identity and their related college experience.

I also want to herald the outstanding presentation of our department’s and my doctoral student Colonel Beth Behn ’12PhD on the recent and esteemed American Experience documentary on the struggle for the Women’s Suffrage Amendment. Behn’s dissertation on Woodrow Wilson and the 19th Amendment has garnered considerable praise, and she had as much to impart on screen in this documentary as veteran full professors.

Our current pandemic followed by the brutal realities of systemic racism and police racial violence has had considerable effect on the Retired Faculty Association, for which I serve as president. We continue to hold meetings on Zoom to address both urgent developments.

We are considering new ways to contribute to a productive focus on racism on our campus. We are also engaged in efforts to make our campus more age-friendly, an initiative launched by Susan Whitbourne, UMass Professor of Psychology Emerita and wife of our former Provost, Richard O’Brien.

As to my primary reason for retiring—to cultivate my passion for and skills in music—the pandemic has necessitated my music composition lessons and Northampton Community Music Center Piano Connect-

The 1960 Anpo Protests and Freedom of Expression in Postwar Japan

One of the objectives that I set for my courses as a Lilly Teaching Fellow in 2019–2020 (a program through the UMass Center for Teaching and Learning) was to bring my modern Japanese history course more directly into conversation with contemporary Japan. In searching for a theme in postwar Japanese history that would allow my students to cultivate historical empathy and see Japanese historical figures as real people, I settled on the theme of protest.

Fortunately, my colleague Nick Kapur, assistant professor of history at Rutgers University-Camden, had just published...
tion meetings on Zoom. I continue in-person piano lessons at my home. Unfortunately, our Hampshire Choral Society rehearsals are on hold until we have a viable vaccine.

Will Johnston reports: The scholarly highlight of the past year was a trip to lecture at a gala event at a major hub of media art, the Zentrum für Kultur und Medien (ZKM). Located in the Rhineland city of Karlsruhe, the center is housed in the vast premises of a former munitions factory. The director, Peter Weibel, is a leading scholar of Austrian cultural history as well as of multimedia in theory and practice. He invited me to lecture for the celebration of his 75th Birthday on September 27 and 28. My lecture (delivered in English with Powerpoint images) examined how Weibel’s lifelong commitment to reshaping media art builds upon breakthroughs that several dozen Austrian and Hungarian “artist-scientists” pioneered in Vienna 1920–1938. They invented syntheses like “color light music,” “concrete light,” and “musical graphics.” The lecture will appear in a retrospective of Weibel’s career to be published in 2021.

Gerry McFarland reports: From mid-March onward my household (wife Dorothy, friend Wil li, and me) sheltered in place. We soon fell into a routine so regular that the effect brought to mind Bill Murray’s Groundhog Day, every day so similar that we had trouble keeping track of what day of the week it was. To give myself a project I signed up for the Goodreads 2020 Reading Challenge and committed to read seventy-seven books in 2020. I reached my goal by mid-July. It’s tough to choose favorites, but I’ll go with Henry James, The Portrait of a Lady, and Téa Obreht, Inland, for fiction and Stephen Greenblatt, The Swerve, in nonfiction.

A high point of the year was a 50th Reunion by Zoom with three friends, James M. Banner Jr, Norman S. Fiering, and Linda Kerber, who in the early 1960s joined forces to form a doctoral study group at Columbia University. Banner taught at Princeton before becoming an independent scholar. By my count he has authored, edited, or co-edited 11 books, including The Ever-Changing Past: Why All History is Revisionist History (Yale University Press, 2021). Fiering, who was Editor of Publications at the Institute of Early American History (Williamsburg, VA) for 20 years and subsequently (1983–2006) was Director and Librarian of the John Carter Brown Library at Brown University. He is the author of two books and many scholarly articles in his field of eighteenth-century American history. Kerber is a leading member of the pioneer generation of women’s history scholars, the author of prize-winning books in feminist intellectual history, and a former president of the Organization of American Historians (1996–97) and the American Historical Association (2006). Yours truly is the fourth member of the group. Our shared recollections of graduate study at Columbia (Jim and Linda’s dissertation advisor was Richard Hofstadter, Norman’s and mine, Eric L. McKitrick) and our ongoing discussion about the field of U.S. history today made for a memorable conversation.

The Portrait of a Lady

Jane Rausch is finishing work on a book-length analysis of “Germans in the History of Colombia from Colonial Times to the Present.” In spring 2020 the Hispanic Journal published her article, “Rediscovering Venezuela and Colombia at the Dawn of the Twentieth Century: The Significance of H. J. Mozans’ 1907 Excursion along the Orinoco and Magdalena Rivers,” and two other journals are reviewing her manuscripts concerning Colombian ciclismo and baseball in Venezuela. Rausch continues to play her flute with the Holyoke Civic Symphony and to shelve books at the Jones Library.

the most insightful book to date on the massive, unprecedented protest movements that followed the signing of a revised U.S.-Japan Security Treaty in 1960. The book, published by Harvard University Press in 2018, is titled Japan at the Crossroads: Conflict and Compromise After Anpo. In it he argues that the largest popular protests in Japanese history brought down Japan’s conservative government but also paved the way for future governments to curtail freedom of expression and assembly and for right-wing ultranationalism to reemerge in Japan.

With the support of the Departments of Languages and Literatures and the Five College Japan Lecture series, the history department brought Professor Kapur to campus to help my students engage with the theme of protest in great depth. He came to my class and shared his knowledge with students, whose reading assignments for the day included part of his book, and gave a public lecture on the nature and consequences of those protests. With approximately 100 students and faculty in attendance, the public lecture was a great success and showcased the curiosity and critical thinking skills of our students. Importantly, in class, in discussion sections, and in their exams, my students demonstrated a strong grasp of the sources of discontent and the lines of cooperation that defined Japanese protest movements in 1960.

Professor Kapur also kindly agreed to take part in a teaching brown bag session organized by Anne Broadbridge on innovative and old-fashioned student engagement strategies and a public history discussion on digital humanities and his work on the Japan Disasters Digital Archives.

From the new activities and assignments that I’ve been able to incorporate into my teaching to the better understanding of protest in postwar Japan that I and my students developed, Professor Kapur’s visit truly enriched our learning environment. It has also proved relevant and instructive as thousands of protesters took to the street in Japan to protest against anti-Black racism there.

— Garrett Washington
In 2019–20, Kim Enderle focused primarily on preparing for her participation in two conferences. The first was the Organization of American Historians (OAH), where she was to present a paper entitled “The Women Airforce Service Pilots of World War II: Public Images and Private Realities,” and the second was the Society for Military History (SMH), where she was to present a paper entitled “Invisible Warriors: Deconstructing the Social Constructions of Gender in the Twentieth- and Twenty-first-century U.S. Military.” Unfortunately both panels, scheduled for May of 2020, were cancelled due to stay-at-home orders in response to the global outbreak of COVID-19. In lieu of the panels, Kim completed peer reviews of two articles, one for Maine History, a publication of the Maine Historical Society and the Department of History at the University of Maine, and another for the Journal of Lesbian Studies. Kim spent her summer and fall 2020 reading and preparing for her comprehensive exams, which she intends to complete in spring 2021.

After becoming a PhD candidate, Yuri Gama presented his work on housing construction in northeast Brazil in a conference organized by the Institute of Latin American Studies at University of London, UK. After that, he spent one month in the city of Recife, Brazil, doing archival research. Lately, besides writing his dissertation, Yuri has been working as a peer reviewer for the Journal of Urban History, as a research assistant, and revising a chapter about Latin American infrastructure for an edited book that will come out in spring 2021. Moreover, his panel proposal about urbanization in Latin America was recently accepted for the American Historical Association conference of 2021.

Jason Higgins completed his fourth year in the PhD program, while serving as the Public History Assistant. In September, Jason presented a paper from his co-edited collection under contract with UMass Press, Marginalized Veterans in American History, at the U.S. Naval War College “Veterans” conference. For the first half of the fall, Higgins taught a practicum course, which trained undergraduates to serve as public history guides for the Waging Peace in Vietnam exhibit (curated by Ron Carver) while it was in Amherst. In March, Jason taught an oral history workshop at the Dudley Street Neighborhood Initiative in Boston. Unfortunately, the following week, the global pandemic cancelled everything. In April, Jason was a finalist for the Distinguished Teaching Award and was named the first recipient of the Kenneth Feinberg Fellowship by Special Collections and University Archives. In May, he was awarded a Jumpstart Grant and the Bauer-Gordon Research Fellowship to complete the Incarcerated Veterans Oral History Project. The rest of the year has been spent in quarantine, trying to homeschool his children and finish his dissertation.

Seth Kershner reports: In addition to receiving a 2020 History Department Travel Grant, I was a Larry J. Hackman Research Residency recipient from the New York State Archives Partnership Trust. This grant will support research for my MA thesis titled, “Policing the New Left: State Police Surveillance Records as a Source for the History of Social Movements.” I will utilize the archives of the New York State Police counter-subversive unit, which actively monitored social movements during the 1960s and 1970s.

Allison Rhinelander reports: In the Fall of 2019, I learned how to create a strong resume, cover letter, and how to network. While taking “HIST 398: Career Development,” I attended multiple career information sessions, career service advising, and pre-law events. This class is one of the biggest factors in all of the opportunities I have been able to partake in. This fall I also worked in the Student Legal Services Office (SLSO). In the spring of 2020, I took an internship/seminar class with Robert LaRussa ’76. I learned how to write, analyze, discuss, and write briefs on modern trade issues. By the end of the semester, I had created a comprehensive essay and presentation on the short- and long-term effects on NAFTA on U.S. relations.
with Mexico and Canada. I also attended the history department’s Alumni Networking Dinner in March. Since the beginning of June, I have been volunteering at the Greenfield Court Service Center. The Court Service Center (CSC) is a part of the Massachusetts Trial Court System and was specifically designed to help self-represented litigants navigate the court system. Prior to the start of my internship, I received training by Massachusetts attorneys in topics such as service of process, filing restraining and abuse orders, contempts and motions, and housing issues, among many others. Since the start of my internship, I have been working under attorneys who help self-represented litigants all across Massachusetts. I have been able to take messages of clients, do data entry, and even work one-on-one remotely with litigants who needed help filling out paperwork.

Alexa Wallace reports: After recovering from COVID-19 in the beginning of May, I traveled to Charleston, South Carolina, to finally see some of the places I studied in class the previous semester. Of course, staying safe by wearing a mask and social distancing, my family and I drove down to this amazing historic city. I decided to visit the Aiken-Rhett House, which has one of the most well-preserved antebellum urban enslaved people’s quarters depicting life in the city for enslaved people. The museum brings to light and adds to conversation on urban slavery in the south.

The museum has ongoing archaeology that continues to uncover the story of enslaved people. It was fascinating to see the original paint, furniture, stairways, and material culture intact along with the kitchen, and enslaved people’s quarters. It also gives you a visual idea of how close enslaved people lived to the main house. I also took a ride to Magnolia Plantation to see the different dimensions and roles that enslaved people played in the rural antebellum south up close. There I went on the slavery walking tour, which was led by Joseph McGill, founder of the Slave Dwelling Project. His tour was incredibly insightful filled with interesting facts about the people who lived throughout the decades in these preserved slave cabins. The cabins were originally enslaved people’s dwellings. Two out of the four cabins continued to house African Americans families during reconstruction through the 1990s. The museum’s mission is to interpret, preserve Low Country and Gullah culture. It was amazing to see the cabins evolve from the antebellum era to reconstruction to Jim Crow. I am really excited to use this in my future teaching endeavors here at UMass.

Brian Whetstone completed his second year in the combined MA/PhD program, finishing coursework and requirements for his public history certificate. Whetstone, alongside fellow graduate student Peter Kleeman, Professor David Glassberg, and Neighbor2Neighbor organizer Zulmalee Rivera, traveled to Newark, New Jersey to attend and present at the Humanities Action Lab’s “Climates of Inequality: Stories of Environmental Justice” conference. The conference marked the beginning of the Humanities Action Lab’s traveling exhibit featuring 22 local communities’ responses to the ongoing climate crisis; the exhibit will travel to Springfield, Mass. in fall 2021.

In the spring semester, Whetstone co-hosted a virtual panel at the 2020 annual meeting of the National Council on Public History, titled “Rethinking Our Preservation Toolkit: Envisioning an Inclusive Future for Historic Preservation,” that brought together scholars, activists, and preservationists from the National Trust for Historic Preservation, the Tiny Activist Project, and Latinos in Heritage Conservation for an engaging discussion. With professors Marla Miller and David Glassberg, Whetstone pursued preliminary research into his dissertation, producing a research paper that won the departmental Caldwell Writing Prize. His dissertation, titled “Making the Homeownership Ideal: Preservation and Urban Crisis in the ‘City of Homes’” will use Springfield, Mass. as a case study to examine the intersection between preservation and the urban crisis of the 1960s and 1970s.
Barry Alman ’69 reports: After graduating from UMass, I began my career as an American History teacher in the Town of Hopkinton, Mass. I taught in the Town of Hopkinton from 1969 until my retirement in 2004. During my tenure in Hopkinton, I served on dozens of committees, and was involved in several curriculum reviews, as well as 2 Self-Evaluation Visitations. I served as Class Advisor to eight different classes over the course of my career. I was head of the Faculty Council To The National Honor Society in Hopkinton from 1995 through 2004. I have been married almost 47 years and reside in Barre, Mass., with my wife Jean. We have two children: Ben, who is 45 years old and is a successful computer programmer, systems engineer, designer as well as a talented bass player; and Nick, who is an industrial mechanic with specialties in the electrical and HVAC fields.

Rachel (Caliri) Ballou ’04 graduated this spring from Harvard University Extension School. She is now a Master of Liberal Arts (ALM) with a concentration in Museums Studies. Her final capstone project explored how historic house museums can utilize digital tours to broaden accessibility and engage a wider audience. She currently lives in Brooklyn and is the manager of technical services at Carnegie Hall.

After completing his undergraduate studies at UMass, Wesley Bell-Surette ’10 pursued an MA in Media and Cultural Politics at the University of East Anglia, where he graduated with distinction. He is now living in the United Kingdom and is married to Natalie Bell-Surette. Although history isn’t central to his career in project management, he spends his free time exploring the rich history of Suffolk and East Anglia, trying to discover the past with his metal detectors.

Luke G. Bergquist ’18 earned his MA in History at University of Massachusetts Boston in August 2020. He successfully defended his Master’s thesis, “Operation Nickel Grass: Richard Nixon and the Yom Kippur War,” which delved into the motivations behind President Nixon’s decision to airlift weapons shipments to Israel during the 1973 conflict. At UMass Boston, Luke served as the graduate research assistant to Julie P. Winch, PhD, and lent a hand in the editing/writing of her new history book. All the while he worked as an archival intern at Battleship Cove in Fall River, Mass. The position involved inventoriness, cataloging, labeling, and rehousing hundreds of WWII artifacts aboard the USS Massachusetts BB-59. In the summer of 2019, Luke was named the graduate research fellow at the Maritime Museum at Battleship Cove. He managed, organized and cataloged its nautical collections consisting of nineteenth century ship paintings, textiles, model ships, whaling spears, marine ropes and U.S. Navy equipment. A proud alum of the Commonwealth Honors College, Luke credits his studies and experiences at UMass with being an integral stepping stone in preparing him for graduate school. With an innate passion for American history, Luke is pursuing a career in museum archives.

Shondra (Merrill) Burke ’92 reports: I am a Commonwealth Honors College graduate, double major in History and Social Thought and Political Economy and Phi Alpha Theta & Phi Beta Kappa. Upon graduating I began my career as a documentary film editor. I have been gainfully self-employed at my own company, Burke Editorial, since landing my first job immediately after graduation with acclaimed documentarian Errol Morris. Over the decades, people have asked if I went to school for filmmaking and I have always happily replied that I studied history and that gave me the best foundation to move through the world territorially. Black university. When the National Park Service asked if I could help with recruiting for a postdoctoral fellowship, I responded with an emphatic yes and asked how I could contribute. I soon became a faculty mentor for a three-year Mellon-funded project to engage postdoctoral fellows to help expand the narratives told at Parks. Postdoc fellows, for example, have worked on programming at César Chávez National Monument and the marginalization of BIPOC trans women in the otherwise celebratory story of gay liberation at Stonewall National Monument.

Public history, I have now discovered, can be nimble and respond to the news cycle. George Floyd’s tragic, senseless death and the resurgence and resonance of Black Lives Matter encouraged us to rethink the

Brett Berliner ’99PhD

Brett Berliner ’99PhD reports: When I was a European history doctoral student in the 1990s, I was challenged to always ask, “what is my contribution?” I was also given one dangerous and potentially rewarding strategy for winning success as a junior scholar; it was to say “yes” to most (reasonable) requests. These lessons led me to dabbling in outreach and public history.

This began for me in the mid-1990s when Bruce Laurie said the history department should do community outreach and asked, could I do it? “Yes,” I said, and “What can we contribute?” Our outreach effort resulted in the founding of the department’s History Institute, which has been engaging the community for twenty-five years.

I am now at Morgan State University, a historically Black university. When the National Park Service asked if I could help with recruiting for a postdoctoral fellowship, I responded with an emphatic yes and asked how I could contribute. I soon became a faculty mentor for a three-year Mellon-funded project to engage postdoctoral fellows to help expand the narratives told at Parks. Postdoc fellows, for example, have worked on programming at César Chávez National Monument and the marginalization of BIPOC trans women in the otherwise celebratory story of gay liberation at Stonewall National Monument.
upcoming commemorations of the 250th anniversary of the American Revolution. So we created a postdoctoral opportunity to address this moment in time and the upcoming commemorations; we constructed a Postdoctoral Fellowship to examine how public places, monuments, memorials, invented traditions, and memory are being contested today as America grapples with its historical consciousness and its grand narrative.

Fellows’ research will be guided by the following questions: How have people appropriated these places and memorials to support their own belief systems? How, when, and why were certain legacies secured? Who benefited, and who resisted? How have these places and memorials been used over time to express grief or joy, dissent or consent, power or subordination, and other values? How have they been designed to include, exclude, identify, politicize, unify, or divide? How do these symbols help us as a nation contextualize our evolving value systems as we strive for a “more perfect union?”

As we approach the 250th anniversary of the Declaration of Independence, the project’s leadership wishes to inspire programming that highlights the arc of America’s moral universe struggling to bend toward justice. I am not a public historian by training, but I try to contribute, to make a difference, using content to facilitate dialogue, something I learned first at UMass and continue to honor. Alex Chautin ’11

And advance my career as a filmmaker. My studies gave me a thorough understanding of the past and an insight into the future... always applied to the documentaries I make. A link to one of my favorite and most recent projects (featured on New York Times OpDocs) is here: https://www.nytimes.com/2019/07/02/opinion/autism.html

Clarence Burley ’49 reports: In my 10th decade, I find my interest in history continuing strongly, but working at Old Sturbridge Village was discontinued by mobility issues. As a Quaker I have found myself looking into the history of the Religious Society of Friends, especially in New England where my Puritan ancestors failed to welcome them. As a member of the Archives Committee of the New England Yearly Meeting of Friends, I like to think I was of help in the transfer of their archives to UMass Special Collections, University Archives where Rob Cox seemed to welcome them.

I was somewhat involved in seeing the title to the Quaker Cemetery in Richmond, N.H. transferred from Worcester Friends Meeting to the Town of Richmond so town funds could be used in the maintenance of the property. Both Worcester Meeting and the defunct Richmond Meeting were heirs of the defunct Uxbridge, Mass., Meeting, which served a large community of Friends in the late eighteenth and nineteenth centuries. The 1770 meeting-house is well cared-for, open at times in the summer, and used for worship occasionally.

A memory of Professor Charles Fraker’s Spanish 25 class in 1944 made its way into my most recent publication, a brief article in the Quaker 10-page quarterly What Canst Thou Say, titled “A Poetic Spiritual Journey.” It’s a short recollection of my spiritual thinking as influenced by poems of (St.) Juan de la Cruz (studied under Professor Fraker), John Henry (Cardinal) Newman, and John Greenleaf Whittier. Interestingly, I first learned of Newman from our freshman dorm proctor, Joseph Kunce ’45, who was involved in the Newman Club, and I got involved with Whittier through my work at Old Sturbridge Village.

Jason Burns ’02 reports: I have been teaching history and social studies at Hopkins Academy in Hadley, Mass. since 2005. I was the Social Studies Department Chair from September 2009 until July 2020, when I accepted the position of head teacher. During my tenure as department chair, I worked hard to expand the course offerings at Hopkins Academy to include philosophy, Massachusetts history, American politics, and various other subjects. I have also worked hard to expand our curriculum to include underrepresented groups in the national and global narratives.

Michael Cass ’77 reports: I graduated in 1977 with a BA. After a year working for an insurance company I returned to UMass to pursue an MS in Labor Studies. While an undergrad, Professor Bruce Laurie’s courses on labor history and immigration were great favorites. I also thoroughly enjoyed Professor Stephen Pelz’s courses on diplomatic history. These courses, in addition to being superb, taught me how to analyze and write about facts and arguments. I am truly grateful to Professor Laurie and Professor Pelz as their courses and those of many other history faculty provided me the tools for my current career. In 1983, I had the good fortune to be hired as a field examiner with the National Labor Relations Board’s Hartford, Conn. office. I served for 19 years as a field examiner (investigator), three years as Compliance Officer, 10 years as a Supervisor and since 2014 I have served as officer in charge of the Hartford Office. In January 2021, I will have spent 38 years with the NLRB. I hope to remain healthy enough to keep at it for another three to four years and then join my former professors in retirement.

After spending several years in the educator test evaluation field, Alex Chautin ’11 is currently the 9th grade English Language Arts and American History teacher at the Berkshire Arts and Technology Public Charter School in Adams, Mass. Since graduating from the history department, he went on to earn his MEd from the College of Education in 2015. Alex has served on a variety of educational panels across the east coast about the literary value of graphic novels in the classroom, and co-curated a political comic art show with lecturer N.C. Christopher Couch at UMass in 2016. In addition to teaching, Alex is a published cartoonist whose work has appeared in several small
press anthologies. You can find his comic strip at Teachercomic.com.

Dan Chard ’16PhD reports: My academic career felt uncertain in the summer of 2018, when my family and I moved to Bellingham, Wash., to pursue a (non-academic) career opportunity for my spouse. But through a combination of hard work, networking, and luck, I landed a position teaching at Western Washington University. I’m currently a visiting assistant professor in the history department, where I teach courses on America since 1865, History of the Pacific Northwest, the U.S. and International Terrorism, and the United States in the Cold War (currently online due to COVID). I’m also pleased to announce that my book *Nixon’s War on Terrorism: The FBI, Leftist Guerrillas, and the Origins of Counter-terrorism* (University of North Carolina Press) is scheduled for publication in spring 2021.

Ed Donellan ’80 reports: I teach students at Gonzaga High School in Washington, D.C. My students uncovered evidence that showed that Gonzaga started with profits from slave run plantations and that several enslaved persons worked at the school. This research has had a deep impact on our school community. I am grateful for my years at UMass. They provided me the opportunity to begin a career in teaching that continues today. You will find a digital copy of the research at this link: https://bit.ly/34ml78b

Emily Esten ’16 is the Judaica digital humanities project coordinator at the University of Pennsylvania Libraries, where she manages digital projects related to Jewish history and culture. In addition, she is also the site manager for Contingent Magazine. Launched in 2019, *Contingent Magazine* (contingentmagazine.org) is an online history magazine that recognizes that history is for everyone, every kind of history is worthwhile, and historians should be paid for their work. Finally, she celebrated another UMass graduate in the family this year—her sister, Kathrine Esten ’20. Two UMass history majors in one family!

Cheryl Linda French Grenning ’64 reports: Greetings from Rogaland, Norway. After many years of teaching and social science research in Massachusetts and Florida, I am now retired and living in a small village near the North Sea. Days are filled with gardening, making wine from berries, Nordic knitting, a curiosity for preparing international food, reading and correspondence. I have a passion for social justice and a sustainable planet and grateful to UMass for a lifelong love of learning. Would I have been the same person today without the intellectual rigor of Louis S. Greenbaum and the Enlightenment? I am glad for the strong teaching tradition at UMass Amherst and retain good memories of my years as a student.

Kay Galloway (Helen K. Galloway) ’61 is running for a seat in the New Hampshire House of Representatives. Kay spent 39 years working as a teacher and principal with the Department of Defense Education Activity. She was selected as a national high school principal of the year in 1992.

John Galluzzo ’93 is the grant writer for the South Shore YMCA in Quincy, President of the Hanover Historical Society, and Maritime Heritage Chair for the Stellwagen Bank National Marine Sanctuary Advisory Council in Scituate. He’s currently part of a nationwide team helping the United States Coast Guard review plans and exhibits for the forthcoming National Coast Guard Museum and this summer published his fifty-first history book, on the 125th anniversary of the Weston Golf Club. His articles on *Mayflower II* and the Forefathers Monument were recently published in *Plymouth* magazine’s 400th anniversary edition and he’s now in his twentieth year of weekly history columns for the Hull Times, his hometown newspaper. He’s an on-the-water history and nature guide for the North and South Rivers Watershed Association, produces and narrates the “Walk of the Week” nature feature for WATD Radio in Marshfield and lectures frequently around New England on various history topics. He’s currently working on numerous books on local history from the South Shore to the Isles of Shoals.

Mike Hoffman ’05 reports: I am currently a high school World History and Anthropology teacher. I am working on my second master’s degree – this one is in Applied Anthropology at the University of North Texas. My wife and I live with two boys on a lake in New Jersey, eating fish to pass the time away.
In March 2020, the department had the pleasure of hosting its annual undergraduate alumni dinner, where faculty, students, and alumni gather to network and support undergraduate students with developing their career goals.

Emaan Syed ’15 reports: Having graduated from UMass five years ago, it was an honor to participate in the History Alumni Dinner. I engaged with fellow alumni from a wide range of graduation years, as well as caught up with my past professors. It was great to see the variety of experiences that former history majors at UMass encountered and utilized their degree in. I enjoyed talking to the students and learning about the unique ways the campus community has evolved since my graduation. I offered the history students my experiences and career journey to help them decide what path they want to take with their UMass history degree.

Jennifer Tuleja ’93 reports: It was such a privilege to spend time with current students who are hungry to learn and passionate about taking steps to strengthen their career goals and networks. It was also wonderful to meet other alumni who are making a significant impact in their areas of expertise. The undergraduate alumni dinner certainly provides purposeful connectivity amongst faculty, students, and alumni. When current students reached out after the dinner for guidance and support, it felt so good to help them and provide avenues for them to connect with opportunities beyond the UMass campus.

In July, Michael Nicholson ’16 won a special election to become the next mayor of Gardner, Mass. Nicholson was a double major at UMass Amherst, graduating with honors in both history and political science in 2016 and earning a master’s in public policy in 2017. As a history student, Nicholson was a peer mentor, a member of the history honors society, and recipient of the campus-wide 21st Century Leaders Award. Nicholson has worked as a town administrator in Rutland, MA., and as an aide to former Mayor Mark Hawke.

“These are challenging times, but I’m ready to hit the road running as your next mayor, here in the city of Gardner,” Nicholson said on election night. “My entire campaign has been about positive steps that we can (take to) bring the city forward, together as one team, and I look forward to working with you—all the people of Gardner, all of our elected officials, our business community, and everyone else—as we move Gardner forward. And I am very thankful to you all tonight as I stand here as the next mayor of the city of Gardner.”
Vincent Hyland ’11 is currently librarian for the Boerum Hill School for International Studies in Brooklyn, N.Y. He also served as chair of the Language Acquisition Program. He previously served as English tutor at the Smolny Institute, St. Petersburg University and as a Fulbright student in Bulgaria.


Catherine Jurczyk ’88 reports: Two alumni, Alexandra Reardon ’17 and myself, ended up working together at the same electrical contractor! Over the years I have had several UMass Amherst graduates as co-workers but never another history graduate. As you know, history majors can do anything, sometimes we choose the same place.

Cecelia Jenkins ’09 reports: I recently left my position as a senior editor, test cook, and recipe developer at Cook’s Country Magazine at America’s Test Kitchen to attend the UMass Amherst Isenberg Fellowship MBA program full-time. Last you heard from me, I was featured in CommCol alumni updates this past fall for The Test Cook YouTube series documenting my work in recipe development to create the best recipe for the Cuban sandwich. In this next chapter of my career, I am interested in putting my knowledge of food to work in a management position at a sustainable food company or toward repairing broken food supply chains evident from the pandemic, and making them reliable, accessible, and more sustainable.

Jerrold Kielson ’79MA reports: Since receiving my MA in History in 1979 I have worked in diplomacy and international affairs, beginning with six years with the U.S. State Department overseas, followed by several decades working for contractors on projects funded by the U.S. Agency for International Development, mostly in democracy promotion, education, youth programs, and now global health programs. I have been an adjunct professor of public administration at American University in Washington for 15 years. Two years ago I co-authored a book on the practice of international development, and have published on public and citizen diplomacy.

A year ago, in conjunction with InterAction, I established The Center for Development History. This initiative is collecting the lived experiences and lessons learned of aid and development workers who have lived and worked overseas to reduce poverty. The collection of oral histories and transcripts will be available soon on the InterAction website. The Center will help bring together development practitioners and academics. We plan to institute workshops and public education programs as well, to promote increased awareness and knowledge of international development work.

Thomas R. Macdonald ’06 received his doctorate in Theological Studies from the Pontifical Gregorian University in Rome in May 2019. He is currently vice rector of St. John’s Seminary in Brighton, Mass.

John Mason ’56 currently serves as consultant for a new arts conservatory in Fairfax County, Va. He resides in the city of Fairfax with his wife Jeanette. They have four adult children, four grandchildren, and one brand new great granddaughter.

Chel Miller ’16 MA has had a busy year, between working as communications director at the New York State Coalition Against Sexual Assault; working as an editorial consultant; volunteering with the Barbara Smith Caring Circle (smithcaringcircle.com); serving on the National Council on Public History’s Digital Media Group; and joining the Board of Directors for the Capital Region Chapter of the New York Civil Liberties Union! In March, they co-facilitated a virtual workshop at the National Council on Public History (NCPH) annual meeting on using bystander intervention to prevent sexual violence in the public history community. They were recently published on NCPH’s blog, History@Work: “From #MeToo to Systemic Cultural Change: A Public Historian’s Call to Action.” Follow Chel on social media.
Selena Moon ’17MA reports: I finished my fellowship at the Loft Literary Center in June, including a (very) rough draft of my middle grade book about Japanese-American children with disabilities in the incarceration camps during World War II. I’ve been continuing with my research about Japanese-American disability history as well.

I have also been gardening with varying success. Lots of cherry tomatoes, including three pounds in one haul, some celery, basil, watermelon radishes, several tiny potatoes and onions, and a carrot. The basil has gone into my basil, lemon balm, and chives pesto.

Sean Moore ’91 was promoted to full professor at the University of New Hampshire, Durham, in June 2020.

Heather O’Connor ’20MLA is set to begin teaching for the JET Program in Japan this year after graduating in May.

Tore Olsson ’04 continues trying to spread the passion and love for history that he acquired at Herter Hall. He is happy to announce that his book, Agrarian Crossings: Reformers and the Remaking of the US and Mexican Countryside (Princeton University Press, 2017), was recently the recipient of five major book awards from such institutions as the Society for Historians of Foreign Relations, The Latin American Studies, the Agricultural History Society and others. He was tenured and promoted to associate professor of history at the University of Tennessee in 2019 and is now working on his second book project, “The Global Cowboy: How American Country Music Travelled and Transformed the World.” That research has him chasing Dolly Parton through 1970s Nigeria, Hank Williams in 1950s Japan, and Jimmy Rodgers in 1930s Australia. When not working on that, he’s probably out with his daughters, Juniper and Johanna, brewing beer, or hunting chanterelles in the Great Smoky Mountains. In 2019, he was also awarded the LeRoy P. Graf Award for Faculty Excellence by the University of Tennessee Department of History.

Margo Shea ’10PhD reports that she was awarded tenure and promotion in the history department at Salem State University, though not without a little drama due to COVID-19 related budget cuts to keep things interesting. She continued to serve as a board member for the Massachusetts History Alliance and worked to continue to build community despite the cancellation of the beloved annual Mass History conference. In the early days of the pandemic, Margo teamed up with a small group of public and oral historians and launched Historians Cooking the Past in the Time of COVID-19 (historianscookingthepast.com), a blog that featured essays and recipes exploring cooking and baking in relation to public and personal catastrophes, lived and remembered experiences of distance and scarcity and all of the attendant anxieties. Like many around the world, she and her husband, Joe, finally got a dog!

Mark Popovsky ’72 reports: I am the chief medical officer in a Boston-area based medical device start-up that is developing a blood product that will be used to treat life-threatening bleeding (on the battlefield or on the street). If successful, it will save up to 40,000 lives a year in the United States and more than 80,000 worldwide. We will begin clinical trials soon. I retired as the chief medical officer from Haemonetics, a global medical device company, after 15 years. I have retired from teaching at Harvard Medical School teaching hospitals after more than 30 years. I am working on the campaign of Andrew Flowers who is running for State Representative in Massachusetts.

In September 2019, Austin Powell ’11 concluded a year as American fellow of the American Academy in Rome, during which time he worked in various archives throughout Italy, but primarily in the Vatican Library. He returned to Catholic University of America in September and received his PhD in medieval history there in May 2020.

Margo Shea ’10PhD and her recently released book, Derry City: Memory and Political Struggle in Northern Ireland (University of Notre Dame Press, 2020).
nation who mobilized in the wake of police brutality and the murders of Breonna Taylor and George Floyd, the virtual community around the blog baked and raised over $2500 for causes associated with the Black Lives Matter movement. The project involved members of the UMass history department community, including Bethany Groff Dorau ’98MA, Kate Preissler ’09MA, Kate Navarro Thibodeau ’05MA, Matthew Barlow, and Cheryl Harned.

Peer coaching for online teaching, trying to find creative pandemic-appropriate marketing strategies for her recently released book about Derry, Northern Ireland, spending too much time with her pets and enjoying the pleasures of western Massachusetts have kept her busy all summer.

Sami Singer ’02 reports: In July, I started a job as an intellectual property paralegal in Portland, Maine, and I just bought a house with my new husband. Life is still looking up for me in 2020!

Mark C. Smith ’71 reports: I have just retired after teaching for 30 years in the American Studies and history departments at the University of Texas at Austin. In my career I also taught at the University of Texas San Antonio, the University of Wurzburg in Germany, Temple University Japan in Tokyo, and as the McDonnell Douglas Chair in American Studies at the University of Helsinki. My main teaching field has been American cultural history, which I first learned from Paul Boyer and Milton Cantor at UMass. While I certainly never planned to go into academics, the examples of Boyer, Cantor, Jack Tager, Stephen Oates, David Wyman, and others suddenly made it both plausible and attractive.

Marcia Synnott ’74PhD reports: I did the research and wrote the script for “Congresswoman, Mother of the WACs & Godmother of Fort Devens: Edith Nourse Rogers” for Freedom’s Way National Heritage Area, which commemorated “A Centennial Celebration of Woman Suffrage.” During my service since 2000 on the board of directors of the Fort Devens Museum, I have researched the historical importance of Edith Nourse Rogers. Read more about Edith Nourse Rogers here: bit.ly/EdithNourseRogers

Ryan Ullman ’09 reports: Since graduating, I’ve been living in Los Angeles and pursuing my career in entertainment. I’ve worked in many unique sections of the entertainment industry, from development, production and global distribution, to the awards department at the Directors Guild of America. Currently and for the last few years, I’ve found myself working in the brand partnerships division at Endemol Shine North America, the world’s largest producer of content. I’ve discovered an exciting niche in entertainment with branding that I never knew about, and have enjoyed every moment of it! I get to come up with creative concepts by finding ways to integrate a company’s product or service into our shows such as: MasterChef, MasterChef Junior, Wipeout, The Biggest Loser, Extreme Makeover Home Edition, and many more! The future looks bright, and I always look back and appreciate what UMass gave me as I left to pursue this journey.

Bill Weis ’82 is approaching retirement after nearly 34 years of public service for the Commonwealth of Massachusetts. After graduating from the Wake Forest University School of Law, he became a project manager for the Executive Office of Environmental Affairs, and then began his 28-year career with the Massachusetts Trial Court. He was appointed to his current position as the first assistant clerk magistrate of the Worcester Housing Court in 2001. After retiring in August 2021, he will be moving with his wife Betsy to their cabin on Minnehonk Lake in Mt. Vernon, Maine.

His greatest achievement concerns his three children, all of whom are working in their chosen fields, and none of whom have ever asked him for money!

Timothy D. Willig ’05PhD is currently associate professor and chair of the history department at Indiana University at South Bend. His book, Restoring the Chain of Friendship: British Policy and the Indians of the Great Lakes, 1783–1815 (University of Nebraska Press, 2008), received many favorable reviews and was nominated for the Bancroft Award.
This year, we in the UMass Amherst history department joined the whole campus community in mourning the loss of Robert S. Cox, head of Special Collections and University Archives and Adjunct Professor in the Department of History. Rob’s warmth, generosity, and insight as a colleague, mentor, and educator will be deeply missed and long remembered in Herter Hall.

Rob joined the UMass community fifteen years ago. His wide-ranging scholarly curiosity and talents (a true polymath, Rob earned degrees in history, poetry, archives, paleontology, and geology, and was a specialist in the history of religion, the early republic, and food) together with his general enthusiasm and genial good humor, meant that he connected with many members of the faculty and graduate student community on many levels.

A gifted and dedicated educator, Rob taught courses in the history of religion (his thoughtful book Body and Soul: A Sympathetic History of American Spiritualism captured his generous intellectual demeanor); in the history of science and medicine; and in the work of archives and archivists—memorable courses that fostered the spirit of lively intellectual engagement that represented the best of what a graduate seminar should be. His interest in the history of food (reflected in his several books on New England food history, particularly the past and present of pies, chowder, and cranberries), led not only to a course in Culinary History but also numerous public programs. A talented public historian and charismatic public speaker, Rob crossed the Commonwealth to bring a wide range of audiences into conversation around the region’s past. He was also a good citizen of our department, contributing to the work of the Graduate Studies, admissions, and search committees.

But it was as a mentor that his dedication to the rising generation of historians really shone forth. Rob sat on numerous thesis committees for undergraduate and graduate students alike. Rob also supervised countless student internships in Special Collections and University Archives, helping them find their first footing in the professional world they hoped to enter. He also taught many of these same students through the Archival Management program at Simmons College.

Jamie Kicklighter ’13MA, who worked with Rob while completing her Graduate Certificate in Public History, recalled that he “was so giving of his time to help me learn while I was an intern, a graduate student worker, and later an emerging archivist. I am forever enriched by the wisdom he shared and grateful to have known such a supportive mentor.” Samuel Dodge ’19MA remembered how Rob, who served as his thesis advisor, “was always happy to see me and the interest he expressed in my own research always seemed genuine. He gently guided me through errors, prodded me to expand my thinking, and introduced me to the works of other great scholars. As a young historian, taking my first tenuous steps into the field, Rob Cox was an excellent guide. I owe him a great debt.”

As an archivist, Rob was committed to social justice, and developed an internationally significant collection of materials related to the history of individuals and organizations committed to social change. They are among the many sets of critically important resources Rob brought to our campus that will shape historical study for generations to come. An important initiative around the region’s music led to a productive collaboration with Folk New England, the preservation of the full history of Rounder Records, as well as papers and photographs of artists and photographers who documented the music scene. Under his leadership, UMass collected large bodies of records from key organizations like Americans for the Arts, the New England Yearly Meeting of Friends, Science for the People, and many others.

Rob was committed not only to the preservation of these unique scholarly resources, but also to their digitization so that they would be widely used. He was a key participant in the creation of the Digital Commonwealth and other collaborative projects that brought materials from various repositories into a common database. And perhaps most significantly, he initiated and oversaw the digitization of the W.E.B. Du Bois Papers, which has led to an explosion of new scholarship world wide on Du Bois and his legacy.

Rob also told great stories, whether about his collecting trips, his farm animals, or his adventures in paleontology and other pursuits prior to UMass. His passing is an enormous loss for many communities, personal and professional, in Amherst, the region, and beyond. We share our deepest sympathies and condolences with his wife Danielle and their family’s loved ones.
Richard Chu, with Mark Blasius
More Tomboy, More Bakla Than We Admit: Insights into Sexual and Gender Diversity in Philippine Culture, History, and Politics (Vibal Foundation, 2020)
Through the essays in More Tomboy, More Bakla Than We Admit, acclaimed writers and scholars explore the unique identities, behaviors, and nuances that distinguish Filipino lesbian, gay, bisexual, and transgender people, and more, from those in other parts of the world. They delve into how LGBTIA+ identities manifest and intersect with history, culture, politics, and more, in ways that are more complex and multifaceted than we admit.

Jennifer Heuer, with Mette Harder
Life in Revolutionary France (Bloomsbury, 2020)
The French Revolution brought momentous political, social, and cultural change. Life in Revolutionary France asks how these changes affected everyday lives, in urban and rural areas, and on an international scale. An international cast of distinguished academics and emerging scholars present new research on how people experienced and survived the revolutionary decade, with a particular focus on individual and collective agency as discovered through the archival record, material culture, and the history of emotions.

Marla Miller
Entangled Lives: Labor, Livelihood, and Landscapes of Change in Rural Massachusetts (Johns Hopkins University Press, 2019)
In Entangled Lives, Marla R. Miller examines the lives of Anglo-, African, and Native American women in one rural New England community—Hadley, Massachusetts—during the town’s slow transformation following the Revolutionary War. Peering into the homes, taverns, and farmyards of Hadley, Miller offers readers an intimate history of the working lives of these women and their vital role in the local economy.

Kevin Young, with Tarun Banerjee and Michael Schwartz
Levers of Power: How the 1% Rules and What the 99% Can Do About It (Verso Books, 2020)
Levers of Power documents the pervasive power of corporations and other institutions with decision-making control over large pools of capital, particularly the Pentagon. It also shows that the most successful reform movements in recent U.S. history succeeded by directly targeting the institutions that initiated and benefited from oppressive policies. Levers of Power demonstrates that social movements are most effective when they inflict direct costs on corporations and their allied institutions. This strategy is also more conducive to building a revolutionary mass movement that can replace current institutions with democratic alternatives.

Dan Allosso ’17PhD
Peppermint Kings: A Rural American History (Yale University Press, 2020)
This unconventional history relates the engaging and unusual stories of three families in the late nineteenth and early twentieth centuries whose involvement in the peppermint oil industry provides insights into the perspectives and concerns of rural people of their time. Challenging the standard paradigms, author Dan Allosso focuses on the rural characters who lived by their own rules and did not acquiesce to contemporary religious doctrines, business mores, and political expediencies.

Margo Shea ’10PhD
Derry City: Memory and Political Struggle in Northern Ireland (University of Notre Dame Press, 2020)
Plotting the relationships between community memory and historic change, Margo Shea provides a rich and nuanced account of the cultural, political, and social history of Derry using archival research, oral histories, landscape analysis, and public speeches. Looking through the lens of the memories Catholics cultivated and nurtured as well as the memories they contested, she illuminates Derry’s Catholics’ understandings of themselves and their Irish cultural and political identities through the decades that saw Home Rule, Partition, and four significant political redistricting schemes designed to maintain unionist political majorities in the largely Catholic and nationalist city.
The Department of History is grateful for contributions from alumni and friends. We sincerely thank you. Your generous donations support vital scholarships for undergraduate and graduate students, faculty and student travel to research collections, and the various events and initiatives that make studying history at UMass Amherst so robust and meaningful an educational experience.

The following list includes those who made donations between July 2019 and June 2020, as well as donors who have established endowed scholarships and lecture funds. Gifts can be made online at umass.edu/history/giving.

Frank E. Abarno
Susan M. Abarno
Steve P. Abel
Brenda A. Abel
Barry M. Alman
Melvyn W. Altman
Erin M. Anderson
Thomas F. Army, Jr
Alexander B. Austin
Ayco Charitable Foundation
Stephen F. Bae
Patricia K.S. Baker
Richard A. Baker
Vickie Baker
Guy B. Barnett
Judith A. Barter
Philip R. Beattie
Kathleen O. Beattie
Henry F. Bedford
Beth A. Behn
Albert H. Belsky
Susan K. Belsky
Denis Binder
Donald P. Blood
Thereese R. Blood
William E. Bond
Lily Bond
Judith A. Boucher-Cameron
Robert K. Boutilier
Emily G. Boutilier
Joye L. Bowman
Marcella W. Bradway
Jeffry Alan Bradway
Kerry L. Brown
Gregory W. Brown
Richard J. Bruno
William S. Bruno
Ann M. Bruno
Lee Ann Bruno
James E. Buchman
Sylvia M. Buchanan
Robert J. Burgess
Edward D. Burke
Marilyn J. Burke
Clarence A. Burke
Jason A. Burns
Erica R. Burns
Kathryne A. Burns
Carole G. Buzun
Paul E. Canham
Gerald L. Canter
Russell W. Carrier
Richard A. Carter
Michael C. Cass
Lawrence F. Chenier
Barbara Cicinino
Richard L. Cocivera
William E. Cole
Bruce E. Colton
Michael F. Coltrara
Thomas E. Conroy III
John S. Courtney
Jonathan Jarvis Daly
Sean F. Delaney
Leonard J. Delmolino
Fausto DiTullio
Rosemary A. DiTullio
Gail E. Dorsey
Clinton G. Dougan
Jean Dougan
Julia M. Driscoll
Paul F. Ellis-Graham
Akara Elsbach
Lee W. Formwalt
Robert F. Forrant
Eric C. Forsgard
Jane E. Forsgard
Ilene S. Freedman
James E. Gage
Carolyn Galambos
Clare M. Gallogly
Robert E. Ganley
Larry Gassan
Michael D. Gerry
Kevin L. Gilbert
David B. Gilbert Keith
Pierre-Philippe G. Girard
David H. Glassberg
James L. Gmeiner
Gerard Golden, Jr.
Jeanne K. Gorman
Richard J. Goulet
Hilda B. Greenbaum
Cheryl L. Grenning
Joshua P. Grey
Michael J. Grossman
Stephen J. Gulo Jr.
Richard J. Guzik
Flora M. Guzik
Michael S. Hakanson-Stacy
Beth A. Harding
William F. Hartford
Julia M. Hartford
Kristin L. Hayward-Strobel
Stuart S. Heller
Douglas J. Hersey
Jennifer N. Heuer
John E. Higginson
John V. Hogan, Jr.
Helen B. Holmes
Marguerite E. Horn
Charles R. Huse
Charles K. Hyde
John R. Hyslop
H. Russell Irving
Italian American Ladies Club
Mary A. Jablonski
Ashley L. Jahrling Bannon
Frank E. Johnson, III
Jon R. Johnson
Janet D. Johnson
Marybeth M. Joyce
Cynthia P. Kadzik
Hussein A. Kafel
Laurie G. Kafel
Henry G. Kara
Kathleen B. Kleeh
Eric P. Knight
Christopher M. Krein
Sandra C. Krein
Robert S. LaRussa
Linda J. Lamont
Peter T. Lamothe
Lawrence J. Lane, Jr.
Joanne T. Laptewicz-Ryan
Audrey L. Larvey
Linda D. Lau
Leslie T. Laurie
Bruce G. Laurie
Jeremy L. Laverciere
David A. Lawrence
Sean T. LeBlanc
Brenda J. LeBlanc
Francis J. Leazes Jr.
Naomi J. Leeper
Kristina M. Lentz Capano
Denis K. Leveson
Elizabeth C. Leveson
Mike J. Levins
David A. Long
Catherine E. Luther
Charles H. MacPhaul
John M. Macuga
Margaret Macuga
Sharon G. Macuga
Lianne M. Madden
Anne B. Manning
Col. John Mason
Elizabeth T. Matthews
Richard J. McCraw, Jr.
Bryan McDermott
Dorothy McFarland
Gerald W. McFarland
Mary F. McGowan
James P. McMahon
R. Michael McSweeney
Peter A. Medeiros
Sandra L. Medeiros
Check out the history department’s YouTube and SoundCloud channels to see and hear a sampling of our department’s public talks: www.youtube.com/umasshistory and soundcloud.com/umass-history.

This marks the seventh year of our department’s blog Past@Present, which features posts by faculty, students, emeriti, and alumni. Follow us at umasshistory.wordpress.com.

Are you following us on Facebook? “Like” us at facebook.com/umasshistory and facebook.com/umasspublichistory.

Follow us on Twitter:
History Department @UMassHistory
Public History Program @UMassPH
Graduate History Association @GHAUMass

If you would like to give to the department, simply visit umass.edu/history/giving or send a check made out to “UMass Amherst” to:

Records and Gift Processing
Memorial Hall
134 Hicks Way
UMass Amherst
Amherst, MA 01003-9270

Be sure to note “History Department” on the memo line. We appreciate your support!

Keeping in the Loop