Letter from the Chair

Norman Kutcher

At Syracuse, the final duty of the department chair at the end of the spring semester is the preparation of the department’s annual report. When I last served as chair (more than a decade ago) the preparation of the annual report was an onerous task. Data was culled (in many cases, by hand) about enrollments, quality of teaching and scholarship, special activities that had taken place during the year, undergraduate degrees conferred, and M.A. and Ph.D. degrees awarded. All told, the project of putting the annual report together took about three weeks of work, and involved the chair, office staff, and undergraduate and graduate directors.

Mercifully, in recent years our deans have considerably streamlined the process, and have put in place strict page limits on the length of our reports. This year, in fact, we were limited to three-page reports—a decision that, needless to say, drew wide-ranging praise from the chairs. We had to be selective in how we used the three pages allotted to us, but overall the task became one that could be accomplished in days rather than weeks.

Even with the scaled-down requirements for the report, I decided to go about things in an old-school way, and began, with the help of our able office staff, by collecting data, most of it about our undergraduate program. There continues to be vast amount of national news coverage about the decline of the History major. After seeing a resurgence in the early to mid 2000s, the number of history majors fell dramatically following the 2008 financial crisis, when people turned to what were considered more “practical” majors. Completing our annual report gave me the opportunity to comb through the data and learn what I could about the health of history at Syracuse.

What I learned is that the drop in Syracuse history majors closely followed national trends. From 2011–2017, the period of steepest decline, both Syracuse and the national average dropped by 34%. These are stunningly large numbers, and suggest that the The Chronicle of Higher Education was justified in describing the decline
of history majors as “a certifiable crisis.” News like this is also hard to swallow for those of us who deeply believe in the importance of our major, and in the significance of “historical thinking”—that humans can make sense of the present only by understanding the past.

In looking through Syracuse data, however, I discovered some heartening facts. First of all, the early signs are that our major is in the process of bouncing back. While it’s too soon to tell for certain, we’ve seen a nice uptick in majors over the last few years. This year alone our number of majors grew by almost 9%.

Even more heartening, though, was the data on the number of Syracuse students who take history courses—what we refer to in the business as “credit hours.” As the chart at left showing our credit hours demonstrates, after a prolonged but not necessarily dramatic dip, we’ve essentially rebounded to our 2005 numbers. Further investigation led me to the somewhat dramatic finding that fully 84% of our classes are taken by non-majors and non-minors.

Certainly, much of the credit has to go to our amazing faculty, who bring immense energy to their teaching. Over the past decade I’ve had the privilege of observing my colleagues in the classroom, and have been deeply moved by their commitment to their students, their subject matter, and to the craft of teaching. There’s no “one size fits all” approach to teaching in our department, but we are united in taking our students’ intellectual growth seriously. Syracuse is a large university, but we manage to give our students tremendous personal attention, and for students who desire it there are many small classes and seminars.

Teaching awards are one measure of our success as a department, and we have racked up many of them. In fact, our untenured faculty members have won more Meredith Teaching Recognition Awards than any other department on campus. Another measure of success is our course evaluations. Our standard evaluation includes notorious question 16, which asks the student to provide an overall evaluation of their professor on a scale of 1–5, with 5 being best. From 2015–2019, our departmental average been extraordinarily impressive, ranging from 4.3 to 4.6.

I believe our enrollments have also remained strong because our students use our classes to learn about their world. They or their families might believe a history major is only good for aspiring history teachers (a myth that we in the department constantly seek to dispel), but they know that studying history will provide unique insight to the present, and will help them build their skills in research and writing—skills that will serve them well regardless of their career choice.

In sum, I believe it is a great time to be teaching, or studying history, and I feel honored to be part of a department that takes its work so seriously. I want to conclude, as I did last year, with special thanks to our donors. Your gifts to the department make a real difference, and saved the day for us more than once this year.

Finally, if you have not been to campus in a while, and even if you have, I sincerely invite you to come back and visit us. Please feel free to email us at history@maxwell.syr.edu to let us know your plans. We’d love to see you!
Undergraduate Report

Junko Takeda, Director of Undergraduate Studies

2018-2019 was a year of exciting growth for the History Department. We have been working very hard to attract majors and minors, and to continue building a sense of community. This year we were a large and active department of 132 majors and 96 minors!

One of our most lively events was our annual Otey Scruggs Memorial Lecture. Thanks to the generosity of the Scruggs family, we are able to host and organize a lecture aimed at an undergraduate audience. This year, Professor Daniel Sharfstein of Vanderbilt University presented “The Wilderness of American Power: Chief Joseph’s Advocacy,” drawn from his specialization and research on the Nez Perce struggle for sovereignty and equal rights after the Civil War. The talk was accompanied by a luncheon and very lively discussion.

I’d like to take a moment to acknowledge the hard work of a number of very commited and engaged History majors and minors. First, we had a large number of students who applied for the Wortman Scholarship. The generous gift of Marlene Stein Wortman ’58 allows History majors to defray costs for research-related travel and expenses, whether for their sophomore HST 301 research papers, senior seminars, or distinction theses. Wortman Scholars were Hannah Gavin (research at the Fort Ontario Refugee Camp), Clare Leo (research at the Woodstock Museum), Chloe Woodrow (research at The National Portrait Gallery in Washington DC), and Jichun Zhang (research at the Stanford Hoover Institute).

Our students involved in the History Chronos Club, under the guidance of Professors Champion and Diem, edited and published the undergraduate history journal, Chronos, and organized the department’s second annual undergraduate conference, “Democracy’s Trials: Transformations and Subversions.” Undergraduate students Yi Cao, Benjamin Field, Gennady Matyushov, Joseph Pucciarelli, Kevin Treadway and Vincent Wilkens worked extremely hard to pull together a spectacular publication and dynamic conference. The conference paper topics ranged from discussions about democracy in monastic monasteries to nineteenth-century phrenology and race science; from the Pennsylvania Convention, to social justice in the Middle East. The conference also featured a talk with History alumnus Jarrell Hawkins ’10, now employed at JP Morgan, who shared his insights about the practical advantages of majoring in History. And a lively roundtable conversation, “Whither Democracy,” closed the conference. The History Chronos Journal featured papers by students Xinzhi Lin, Joseph Pucciarelli, Grishma Ghelani, Jiayu Liu, and Benjamin Field.

We inducted several new members into the History Honor Society Phi Alpha Theta: Evan Attinger, Benjamin Field, Hannah Gavin, Clare Leo, Megan Neuman, Joseph Pucciarelli, Emmanuel Kwame Sagoe Megan Vonden Steinen, Matthew Winchell, and Jiahe You. Professor Robert Terrell served as the faculty advisor for the honors club. They organized a workshop, “Nuts and Bolts of Success in History Classes” where advanced students and faculty shared study, writing, and reading tips for success in History courses. PAT co-sponsored a workshop (together with the graduate Future Professoriate Program) on applying to graduate school. Other PAT related events included a co-sponsored department undergrad luncheon, and two solidarity events for paper writing and exam preparation. PAT inductee Megan Neuman presented a paper at the PAT regional conference in Buffalo and received an “Outstanding Paper” award. Congratulations Megan!

The History Department prides itself on being one of the few majors that requires a senior capstone thesis. Students with a GPA of 3.4 or higher can opt to complete a History Distinction thesis, (roughly 60 pages) prepared over the course of a year as an independent study under the guidance of a historian who specializes in the student’s topic of choice. This year, we had four distinction students. Elisabeth Dizor completed a thesis, “The Flower of Chivalry: Rethinking the Chivalric Image of William Marshal” under the direction of Professor Samantha Herrick. Joseph Pucciarelli, Professor Susan Branson’s student, won the Maxwell best for his thesis, “Republicanism and Ratification: Suppressed Voices in the Public Sphere.” Samuel Somera completed “Cultural Purgatory: Exploring the Carlisle School’s First Generation of Students” under the guidance of Professor Jeffrey Gonda. And jichun Zhang worked with Professor Norman Kutcher on “Legitimacy and Power in the Cultural Revolution.” For the 2019-20 academic year we have signed on nineteen distinction students signed on for HST 495/496, a sign of remarkable growth and dynamism!
Several of our History majors participated in the end of year Maxwell Celebration of Undergraduate Research, submitting posters and papers for the annual event. Grishma Ghelani received the People's Choice Best Poster Award, and Joseph Pucciarelli took the award for best paper.

At the end of the academic year, our department also rewards students for excellence in research and community service. The Hotchkiss Prize for highest GPA went to Joseph Pucciarelli. Benjamin Field, Jake Nelson and Samuel Somera won the Ketcham Prize for academic excellence and departmental citizenship. Elizabeth Dizor and Sam Somera received the Marquardt Prizes for best Distinction Theses. The Bernice Hogan Award for best Undergraduate Papers went to Grishma Ghelani and Jake Nelson. Congratulations to them, and to all of our 2016-2017 graduates!

Thank you to all for making the History Department such a dynamic intellectual home. Thank you to the Undergraduate Committee—Professors Michael Ebner, Tessa Murphy, and Radha Kumar—for your outreach and advising support for our students, and to our History Department staff, Faye Morse and Christina Cleason, for making our department office a welcoming space for our students. My gratitude to Department Chair, Professor Kutcher for the support he provides all of our students.

Now that the 2019-20 school year has begun, we wish you all great success in your endeavors!

Faculty Publications

Carol Faulkner, Unfaithful: Love, Adultery, and Marriage Reform in Nineteenth-Century America (University of Pennsylvania Press, 2019)

In the eighteenth century, Americans understood adultery as a sin against God and a crime against the people. A betrayal of marriage vows, adultery was a cause for divorce in most states as well as a basis for civil suits. Faulkner depicts an array of nineteenth-century social reformers who challenged this restrictive legal institution of marriage, redefining adultery as a matter of individual choice and love. She traces the beginning of this redefinition of adultery to the evangelical ferment of the 1830s and 1840s, when perfectionists like John Humphrey Noyes, founder of the Oneida Community, concluded that marriage obstructed the individual’s relationship to God. In the 1840s and 1850s, spiritualist, feminist, and free love critics of marriage fueled a growing debate over adultery and marriage by emphasizing true love and consent. After the Civil War, activists turned the act of adultery into a form of civil disobedience, culminating in Victoria Woodhull’s publicly charging the Reverend Henry Ward Beecher with marital infidelity.

Unfaithful explores how nineteenth-century reformers mobilized both the metaphor and the act of adultery to redefine marriage between 1830 and 1880 and the ways in which their criticisms of the legal institution contributed to a larger transformation of marital and gender relations that continues to this day.
Graduate Update: Meet Cristine Hartman

Alan Allport, Director of Graduate Studies

Cristine Hartman did not expect to become a history graduate student. “When it came time to select a major at Texas A&M, I chose to study Animal Science in order to pursue a career in veterinary medicine,” she remembers. For several years after graduation, she worked in the veterinary field in her native Texas. “But I felt perpetually unfulfilled. I remember talking to an uncle about my frustration and how I would like to pursue a Master’s in History, and he said ‘just go for it. What do you have to lose?’ That advice stuck with me when, after a particularly difficult couple of weeks at work, I decided to start applying for programs. I was beside myself when I was accepted at Syracuse.”

Cristine arrived at SU in 2017 to study for a History Master’s degree. To begin with, the appeal was partly geographic, as her extended family lived in the area: “the concept of getting to spend more time with them was very appealing. A university with a fantastic reputation in a city where I knew a lot of people seemed like a good choice.” But Cristine’s decision was cemented definitively as she got to know the department and its programs. “I looked up Professor Junko Takeda and her wealth of fascinating research interests, and I knew it would be a privilege to study with her.” Cristine developed a particular curiosity about early modern history. “When she first arrived at Syracuse, she was bounding with energy and excitement,” says Professor Takeda. “She was interested in everything – revolutionary politics, silkworkers and silkworms, medieval history and gender, Italian history, environmental history, animal history, and historical geography!”

During her two years at Syracuse, Cristine developed a project about cattle-breeding, globalization, capitalism, and local labor which she now hopes to continue as a doctoral dissertation. Drawing on her previous experience in veterinary science proved to be a fruitful cross-disciplinary initiative. “I think that both my professional and academic interests have very much shaped my historical scholarship,” she says. In the animal science field, she got to work with livestock and learned various husbandry practices. “I also got to learn about the people who made animal agriculture in Texas a living reality.” Cristine hopes to use her historical studies to bridge the divide between academia and professional practice in the food industry, encouraging good choices and practices within the agricultural sector. “She is a great mix of a scientist-historian, an intellectual and practitioner,” says Professor Takeda.

Cristine wants her scholarship “to have tangible ramifications that help producers’ livelihoods and better the industry. My hope is that my research reveals truths that can allow animal industries to grow and improve. I am immensely grateful for the opportunity at Syracuse to study what I love and kickstart my new career!”

Osama F. Khalil, Ed., United States Relations with China and Iran: Toward the Asian Century (Bloomsbury Academic, 2019)

Bringing together experts from history, international relations and the social sciences, this collection of essays examines the past, present and future of U.S. foreign relations toward the People’s Republic of China and the Islamic Republic of Iran. It benefits from recently declassified documents and an interdisciplinary, transnational approach to explore different aspects of the relations between these three countries. While the 20th century has been referred to as the “American Century,” this book posits that the 21st century will be shaped by relations between the United States and key countries in Asia, in particular China and Iran.

In assessing the United States’ foreign policy towards China and Iran over the past six decades the chapters focus on several key themes: interaction, normalization, and confrontation. The book provides an insight into how and why Washington has developed and implemented its policies toward Beijing and Tehran, and examines how China and Iran have developed policies toward the United States and internationally. Finally, it draws on the insights of leading scholars discussing the future of relations between Beijing and Tehran. This interdisciplinary book brings a unique perspective to the international relations of the 20th century and beyond, and will benefit students and scholars of U.S. foreign relations as well as Middle Eastern and East Asian history and politics.
Murphy Receives Meredith Teaching Recognition Award

When Tessa Murphy began working at S.U., in the fall of 2016, she looked forward to Central New York winters. A Canadian by birth and a University of Chicago Ph.D., she was accustomed to, and much enjoyed, a cold climate; but she especially looked forward to experiencing lake effect snow, and the dramatic changes to the landscape that accompany it. As it happens, Professor Murphy’s research deals with an area far from the contemporary snowy North: She studies the Caribbean World from the 14th to the 19th centuries. Hired as an Early American historian, she pursues topics that include but also go beyond the European Colonies and their quest for independence.

Professor Murphy is currently writing a book that examines the Caribbean Islands of St. Lucia, St. Vincent, and St. Dominica. She covers the period from the 1650s to the 1790s, when the three islands developed outside of imperial rule—until British colonization attempts proved successful in the 1760s. Professor Murphy seeks to incorporate these Caribbean islands, which were infamous as destinations for runaway political fugitives, pirates, and others who wished not to be found, into the wider narrative of American History.

In her book, as in all her research, Murphy is drawn to topics that counteract false narratives, narrow conceptions, and outdated ideas. Her approach extends well beyond her writing and into the classroom, where she designs courses that bring what she refers to as a “broader perspective” to Early America. Her courses range from The Age of American Revolution—a study of the various revolutions against European powers, including but not limited to the north American colonies; Loyalist History—an in-depth look at Americans who did not support the independence movement; The Atlantic World—centered on the creation of the Triangular Trade and its results; and Comparative Slavery in the Americas—a course that seeks to highlight American Slavery as exceptional, but also stresses that it was part of a much broader world system that included indigenous Slavery in addition to African Slavery. All of these subjects are certainly controversial, leading Professor Murphy to develop teaching strategies to effectively treat sensitive topics.

A gifted lecturer, Professor Murphy actually prefers seminar style classes. The personal setting allows her to get a sense of the needs and desires of her class, which she prioritizes in structuring her course meetings. One of her most important innovations is the development of a class contract, in which the students and instructor agree to a set of shared principles that govern the conduct of the class. Murphy centers her discussions on assigned readings, which students discuss in a highly interactive manner. Before each class meeting, students are required to select a quotation to post online. They are also required to post a rationale for their choice of quotations. Murphy’s strategy allows students to interact with content comfortably and tangibly. Small group activities also promote testing ideas with peers that one might not in a large classroom setting. Whether in her discussion seminars or lectures, Murphy believes these strategies encourage students to ask more questions than they normally would.

Last year, Syracuse University recognized Tessa Murphy’s outstanding accomplishments by awarding her a Meredith Teaching Recognition Award. She is deeply honored to receive this award. Murphy credits guidance from her fellow faculty members in helping her grow as a teacher, and is honored to join a department that values both teaching and research.

“HER APPROACH EXTENDS WELL BEYOND HER WRITING AND INTO THE CLASSROOM, WHERE SHE DESIGNS COURSES THAT BRING WHAT SHE REFERS TO AS A ‘BROADER PERSPECTIVE’ TO EARLY AMERICAN HISTORY.”
Introducing HST 301

Benjamin C. Field

History is well known as a major that builds skills in research and writing. At Syracuse, the cornerstone of our efforts to teach these skills is our HST 401, a small seminar in which students undertake individual, semester-long research projects. In an era when economic pressures mediate against small classes, the Syracuse History department is justifiably proud of this signature seminar. Years after they graduate, our majors report that their 401 projects were some of their most valuable, and memorable, Syracuse experiences. In recent years, however, faculty have come to believe that our students need exposure to doing research earlier than in their senior years. And in opinion surveys, our majors tell us that while they love their courses, they crave a greater sense of community with their fellow majors.

HST 301, the newest big addition to our curriculum, was designed to address both of these concerns. Entitled “Practicum in History,” it’s meant to be taken by our students as soon as they declare their majors—in their freshman or sophomore year. Taught in small sections limited to fifteen students, “Practicum in History” begins by introducing students to some of the most basic questions historians ask, such as “What is history?” and “What do we mean by historiography?” and “What are the responsibilities of professional historians?” and “What are the uses and abuses of history?” While thinking collectively about big questions like these, students develop an esprit de corps, and a sense of the significance of doing history. They also build the practical skills that will help them in their coursework. They learn how to find primary and secondary sources, how to read and interpret texts, and how to use specialized databases. These skills prepare students for their upper division coursework, and for either their senior seminar, or should they choose to pursue one, senior distinction thesis.

As former majors well remember, our students are required to choose a concentration in U.S., European, or (since 2012) Global History. Typically, students then begin their studies with large introductory lecture courses in their concentrations. These large courses sometimes kept students from getting to know others outside their concentration, and the large numbers kept students from striking up friendships with their peers. With the advent of HST 301, students are able to build networks with others in the major regardless of their concentration. While the ultimate success of HST 301 is still impossible to predict, after a full year of implementation, the signs are positive.

Sydney France, a senior history major from Bemust Point, NY, described her experience as “completely positive.” She was happy to meet other history majors, from whom she learned as much as from the course readings. Sydney described the class as “challenging” yet “rewarding.” No matter their standing before entering the class, she believes everyone learned something valuable. As for her research skills, Sydney now feels comfortable working with primary sources, and enjoyed the class visit to the Special Collections department in Bird Library. Her research project, which she hopes will become the subject of her senior distinction thesis, dealt with the “Jerry Rescue,” a famed episode in Syracuse history in which city residents rose in protest to protect the rights of an escaped slave.

Aaron Kassman, a junior concentrating in Early Modern Europe, described 301 as rewarding without being overly stressful. Aaron reports that the course not only helped him locate sources, but also gave him the logical skills he needed to evaluate those sources. His current Distinction in History project, which examines regime change in Malta between 1790 and 1810, requires that he examine and evaluate conflicting historical accounts. HIS 301 experience, Aaron reports, makes those sources easier to maneuver. Overall, Aaron most enjoyed the discussion-based setting, and appreciated the free-flowing structure that made it easy to learn from the professor and fellow students.

Senior Megan Neuman began the course with considerable trepidation. The term historiography was one she had never heard, and the fact that the course was required left her feeling uneasy. Nonetheless, she now describes the course as one of the most rewarding the department has to offer. She enjoyed the experience of meeting with other majors, especially in other concentrations. She felt their mix of interests contributed to a rich class discussion. Megan also appreciates the more critical lens she developed for analyzing historical sources. The greatest benefit to Megan was the final research project itself. Not only did she acquire better
skills in research and writing, but she also found it fascinating to research a topic that hit close to home. Her study was of the History of Interstate 81, which passes through downtown Syracuse.

Hannah Gavin, who concentrates on American history, loved the opportunity to collaborate with others. She enjoyed the advanced topics, as difficult as they can be, because they were taught in a discussion-based setting. She also feels that she learned just as much from her peers as she did from the course readings. Hannah also valued the newly found appreciation of historical context that she discovered in the course. But the greatest benefit for Hannah was building relationships. She was glad to meet and talk with other majors, and she loved that the course also made it easy to communicate with the professor about her interests.

Student feedback from the first iterations of HST 301 demonstrates that students often feel more comfortable and more motivated in smaller, intimate learning environments such as this discussion-based course. For their parts, professors who taught the new course enjoyed the smaller format because it motivates students to participate in what were lively discussions. Professor Albrecht Diem, who taught the course in spring 2019, noted that the course presented the challenge of resolving two seemingly contradictory goals—training the students in areas such as methodology and source analysis, while also encouraging them to explore the intellectual freedom that is integral to the historian’s craft.

For Professor Junko Takeda, who was first faculty member to teach the new course, the greatest joy came from building close relationships with students as early as their first year at Syracuse. Taking her class to Special Collections in Bird Library, she reports, was an exciting moment, since she got to see her students discover original documents. Watching her students open box after box of archival documents, she described an atmosphere akin to Christmas day.

In the course of conducting their research, students learned the important lesson that one of the duties of the historian is to rescue forgotten histories. Many of the projects students completed in 301 told vitally important stories that have either been ignored or only depicted from a certain point of view. And a side benefit of HST 301, never anticipated by the department when they implemented the course, is that enrollment in the Distinction Thesis program has skyrocketed from only three a year ago to nineteen in the coming year. Many students are even continuing the research they did in History 301 into their Distinction theses and beyond to graduate school. Some students have even had their work from the course published by the department in the Undergraduate Journal, Chronos. All signs are thus that this Practicum course is an important addition to Syracuse’s History curriculum.


Announcing Orange History Hub

Hosted by Ben Field

The History Department is proud to announce the creation of Orange History Hub, a new podcast series featuring our department’s faculty, and hosted by our history major Ben Field. Episodes of the podcast will feature conversations with history faculty about their new books, and about pressing issues of day, as informed by the study of history. In our first episode, Professor Carol Faulkner sits down with Ben to discusses her new book Unfaithful: Love, Adultery, and Marriage Reform in Nineteenth-Century America, just published by the University of Pennsylvania Press. Orange History Hub may be accessed via our homepage: https://maxwell.syr.edu/hist.
Faculty News

Selected recent accomplishments by our professors . . .

Susan Branson continues to work on her book-in-progress, Scientific Americans: Invention, Innovation and Nationalism in the First American Century. Her research interests have spilled over into her teaching: in Spring, 2019, she taught a new course on the history of science and technology.

Brian Brege submitted his book manuscript, The Empire That Wasn’t: The Grand Duchy of Tuscany’s Global Ambitions. While awaiting reader reports, he began research on his second book, The Global Merchants of Florence: Florentine Patrician Families and Early Modern Capitalism, in Lisbon. For this latter project he was appointed to a Residential Fellowship at I Tatti: The Harvard University Center for Italian Renaissance Studies in Florence, Italy. There he will spend the 2019-2020 academic year delving into sixteenth and seventeenth century family papers in Florence and archives around Tuscany.

Craige Champion will be spending the academic year 2019-2020 in Moscow, Russia as a Fulbright U.S. Scholar. He will teach a course in the fall entitled, “Democracy Ancient and Modern,” at the Russian State University for the Humanities.

Andrew Wender Cohen completed a book entitled Gangster of New York, which uses the life of an assassin turned Civil War hero to understand violence in the nineteenth century United States. He also began a new project entitled Anthony Comstock’s Gilded Age, focusing on sex and the law during the period 1865-1900. He gave public lectures at the University of Paris and the University of Minnesota. Cohen sits on the editorial boards of Reviews in American History and Law and History Review, serves as a referee for several journals, and edits a book series with the University of Pennsylvania Press. This year, Syracuse honored him with its award for Excellence in Graduate Education.

Albrecht Diem served as director of the Medieval and Renaissance Studies Program in Fall 2018 and held a Humanities Center Fellowship in Spring 2019 in which he developed a new research project on the history of confession. He submitted two articles on the subject, taught a new course on “Confession from Augustine to Facebook” and organized a workshop on “Confession, Truth, and Power”. He published a book chapter on “Exclusion and the Rhetoric of Accessibility in Late Antique and Early Medieval Monasticism”.

**Michael Ebner** For a larger project on Fascist colonialism in Libya, Michael has been researching the practice of public executions. Between 1923 and 1933, the Fascist regime fought to suppress an intense anti-colonial rebellion in eastern Libya. By 1930, much of the civilian population was in desert concentration camps living in atrocious conditions. To end any sort of collaboration between civilians and rebels, the military government began conducting public trials and executions of civilians. A special military tribunal flew around the country, trying cases in villages and concentration camps. The local population was forced to attend, and the proceedings were translated into Arabic. Individuals found guilty of collaboration were executed by hanging. By examining these trials and executions, Michael hopes to better understand the motives and goals behind Fascist colonial violence, and to put a human face on its victims.

**Samantha Herrick** In the wake of the tragic fire at Notre Dame Cathedral in Paris, Samantha Kahn Herrick wrote an op-ed in The Hill (https://thehill.com/opinion/international/439553-notre-dames-long-history-of-adapting-to-changing-times), tracing the cathedral’s history and meaning. In addition, she appeared on or was interviewed for NPR’s The 1A, NewsChannel 9 (WSYR), the Washington Post, and Architectural Digest. She also edited a collection of essays showcasing innovative scholarship on medieval saints’ lives, which will be published by Brill.

**George Kallander** George Kallander serves as director of the East Asia Program at the Moynihan Institute where he sponsors talks and programs on the Koreas, Japan, Mongolia, and China. With the support from a major grant from the Academy of Korean Studies, he also completed his translation monograph entitled *Diary of 1636: The Manchu Invasion of Korea*. He hopes this long translation from Classical Chinese, along with its lengthy scholarly introduction and annotations, will help students, academics, researchers, and others better understand the early modern roots of geo-political conflict in Northeast Asia.

**Osamah Khalil** Osamah Khalil edited a volume, *United States Relations with China and Iran: Toward the Asian Century*, that was published by Bloomsbury Academic in July 2019. The interdisciplinary volume features contributions from faculty and graduate students in the Maxwell School as well as from several prominent external scholars. The chapters were based on presentations made at the inaugural U.S. and the World Workshop series in September 2017.
Norman Kutcher  In addition to serving as department chair, Norman is eagerly awaiting reviews of *Eunuch and Emperor in the Great Age of Qing Rule* (University of California Press, 2018). Most recently, Professor Jennifer Jay, University of Alberta, described the book as: “an erudite, ground-breaking and richly documented study that walks us through the community of eunuchs in Beijing as they moved in and out of the Forbidden City, princely households, and the Old Summer Palace in the 17th and 18th centuries.” She notes that: “Generalists and specialists will discover in Kutcher’s study many other fascinating topics, and these include the personalities of the Qing emperors, the physiology of eunuchs, medical history of castration, and the poignant narratives of eunuch survival and suicide.”

Chris Kyle  In the past year Chris has edited a collection of essays on political communication in early modern England which is now in production with Manchester University Press. The essays deal with many questions pertinent both then and now. How does a government communicate with its citizens? And how do they communicate back? What political processes can impact the relationship between the centre and the peripheries? How does news, fake and real, travel around the country and circulate amongst the literate and illiterate? Definitive solutions are not possible to find but these essays start the process of looking for answers.

Elizabeth Lasch-Quinn  In March Elisabeth finished the full draft of *Ars Vitae: The Fate of Inwardness and Return of the Ancient Arts of Living* (forthcoming from University of Notre Dame Press in Fall 2020). She delivered conference presentations and keynote addresses, including one for the Hauenstein Institute’s Common Ground Initiative, which seeks to bring together citizens of different perspectives in civic dialogue vital for democratic citizenship. Among the most rewarding experiences at SU this year included drafting with colleagues the History Department’s new strategic plan, guiding history majors through their amazing research projects for HST 301: History Practicum, participating in our undergraduate and graduate conferences, teaching in MAX 123: Critical Issues for the U.S., enjoying the remarkable group of students drawn to her course on the History of the Self—truly a dream class—and shepherding three of her doctoral advisees in the completion of their dissertations and their defenses, held within three week’s time at the end of this Spring semester!

Gladys McCormick  Over the past year, Gladys McCormick worked to promote interest in Mexico-related issues on and off campus. She taught a new graduate course on US-Mexico relations where students studied the history of policies such as the North American Free Trade Agreement and the US government’s immigration reforms of the past few decades. She gave numerous talks on her research exploring facets of political violence in Mexico, immigration debates between the US and Mexico, and other topics at institutions such as Cornell University and the University of Massachusetts at Amherst. She also developed a greater profile as a public intellectual by speaking on these issues to members of the press and publishing opinion pieces in US News and World Report, The Hill, and Newsday. She was also recently named a Senior Associate with the Americas Program at the Center for Strategic and International Studies in Washington DC.
**Tessa Murphy** Tessa Murphy marked her third year in the department with two awards that she won with the support of her colleagues and Chair. In April, she received a Teaching Recognition Award at the One University Awards ceremony. The annual award, sponsored by the Meredith Professors, recognizes excellence in teaching among non-tenured faculty members throughout Syracuse University. She was also awarded a National Endowment for the Humanities Fellowship from the John Carter Brown Library at Brown University. This award will enable her to spend the 2019-20 academic year in residence at the library, where she will complete revisions to her book manuscript.

**Mark Schmeller** In addition to teaching undergraduate courses on the Early Republic, the Civil War, and Conspiracy Theories in American History, Mark visited with students in over twenty high schools who are taking History 101 (American History to 1865) through the Syracuse University Project Advance program. He also taught graduate courses on the Age of Revolutions and the Foundations of American Political Thought. He continues to research and write his next book, which concerns the 1826 kidnapping and murder of William Morgan, a New York Freemason who had threatened to reveal the secrets of that fraternal order. In May of this year, he presented a chapter from the book to a Social Science Research Council workshop on Media, Technology, and Democracy in Brooklyn, New York. In July, he presented another chapter to the Second Book Writer’s Workshop at the annual Society for Historians of the Early Republic in Cambridge, Massachusetts.

**H. David Stam** Senior Scholar David Stam’s new book, *Adventures in Polar Reading: the Book Cultures of High Latitudes*, will be published by the Grolier Club in New York this fall. The Grolier Club is the nation’s leading bibliophilic organization. Here is the unedited copy of the dust jacket description of the book: During a 2002 train journey between Winnipeg, Manitoba, and Churchill on Hudson Bay, David and Deirdre Stam were reading Sir John Franklin’s account of Franklin’s 1819–21 overland journey in search of the North West Passage. They noted that Franklin and his companion, Dr. John Richardson, were comforted by a few religious books that gave them a strong sense of a beneficent God. The Stams wondered: What did polar explorers read, whether under duress, or in periods of ennui and boredom? Thus began a seventeen-year search for answers to that question. *Adventures in Polar Reading: The Book Culture of High Latitudes* is based on archives at the Explorers Club in New York, the Mystic Seaport Museum in Connecticut, the Scott Polar Research Institute in the University of Cambridge, the Richard Byrd Polar and Climate Research Center at Ohio State University, and even the New York Times. In these chapters one finds Henry W. Howgate and Adolphus Washington Greely of the first US expedition of the International Polar Year, along with Robert Peary, Ernest Shackleton, Richard Byrd, and several other overly ambitious heroes. The intended audience is as broad as the general reader, as narrow as the polar historian, and as specialized as the historian of books and reading, and the practitioners and historians of library practices.

**Junko Takeda** Takeda submitted *The Other Persian Letters: France and Entrepreneurial Imperialism in the Age of Enlightenment*, to the Oxford Series in the Enlightenment. She is completing revisions for the manuscript with a targeted publishing date of spring 2021. Her “Early Modern Trade” chapter was published in Ian Coller’s *Cultural History of Western Empires: The Enlightenment, 1650-1800* with Bloomsbury Press. She is working on her next two books, *Avedik: Louis XIV’s Armenian Prisoner*, and *Global Insects: Silkworms, Statecraft, and Franco-Japanese Trade, 1750-1914*. She presented papers on these projects at Stanford University, Penn State University, and the French Colonial Historical Society Conference in Montreal, CA. On campus, she has been serving as the History Department’s Director of Undergraduate Studies, and developing the new HST 301 Practicum course for the History major.

**Robert Terrell** Robert completed his first year on the department faculty having taught courses on Nazi Germany, Europe since 1945, and the history of consumption. He received an Alvin Achenbaum Travel Grant to conduct primary source research at the John W. Hartman Center for Sales, Advertising & Marketing History in the David M. Rubenstein Rare Book and Manuscript Library at Duke University. This award provided him access to materials related to the market position, imagery, and sale of German beer in North America. Such materials bring depth to an important site of his global assessment of German beer culture.