

May 2015

History Department News

The University of Maine

Recent Ph.D.s:

Edward Martin - *The Prize Game in the Borderlands: Privateering in New England and the Maritime Provinces, 1775-1815*, May 2014

Susan Harmon - *Mi'kmaw Shaman and Acadian Sorcerers: A Study of Cultural Transmission, Transferences and Transformation*, December 2014

Lisa Rude - *For Women and Themselves: Lou Hoover, Betty Ford and the Women's Movements of the Nineteenth and Twentieth Centuries*, May 2015

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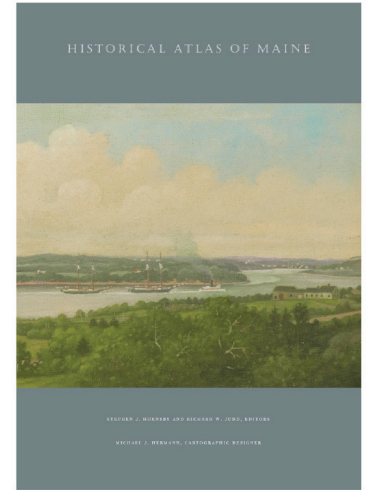
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Historical Atlas of Maine: **An Interview with Richard Judd**

In December 2014, the *Historical Atlas of Maine*, the culmination of over ten years of collaboration among the Departments of History, Geography, and English at UMaine, along with a number of outside consultants, was released to much critical and popular acclaim, setting the bar for similar historical atlas projects in other states. The book was praised for its unique and comprehensive approach, its gorgeous maps and detailed imagery, and its use of state-of-the-art GIS technology. The official launch for the book at the Buchanan Alumni House was so well-attended that the venue quickly ran out of chairs, and the line of purchasers waiting to have their first-edition copies signed by the three editors—Richard Judd, Stephen Hornsby, and Michael Hermann—extended out the door. The atlas completely sold out within the first two weeks of printing, prompting a second run during the spring of 2015.

When asked how the project began, editor Richard Judd, a renowned environmental historian and professor of history at UMaine, explained that the idea was initially conceived by Burton Hatlen, Chair of the English Department at the time. According to Judd, Hatlen thought it would be a nice way to highlight the humanities' role in UMaine's mission as a land-grant university. In 1995, he contacted Stephen Hornsby, professor of geography and Canadian studies, and four others to create a small steering committee. The group embarked upon what Judd referred to as a trial-and-error collaboration process that began with several well-attended workshops and meetings with cartographers from Laval University in Quebec. Over time and with the infusion of grant money, work on the project became more formalized. Professor Hornsby coordinated the graduate student labor that generated much of the content. Hornsby assigned topics, mostly to history graduate students, and sent their resulting work to experts in the field who provided feedback and made suggestions for improvement. The group also formed a close working relationship with the Osher Historical Cartography Library in Portland, Maine. While this work formula was the most effective, the results of those early workshops were still visible in the finished product.



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UMaine Hosts Maine National History Day for Second Year

For the past two years, the University of Maine, in collaboration with the Margaret Chase Smith Library in Skowhegan, has hosted Maine's National History Day (NHD) competition. Through the efforts of numerous faculty, staff, and volunteers from area schools and colleges, students (grades 6-12) from across the state have engaged in project-based historical learning. The results of their research allow them to compete for awards at the 35-year-old national competition. This year's state contest drew hundreds of students to Orono from nearly forty Maine schools to present projects related to the theme "Leadership and Legacy in History."



2015 Maine National History Day Awards Ceremony, photo courtesy of Liam Riordan

In order to compete, participants in NHD must choose a topic related to an official annual theme, seek out and engage with primary and secondary sources, and work individually or in groups to complete a project in one of five possible categories—Paper, Exhibit, Documentary, Performance, or Website.

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Notes from the Chair

By Stephen Miller

Welcome to what I hope will be the first of many annual newsletters to come! We in the department sincerely appreciate the work of Eileen Hagerman, history graduate student, in putting this first edition together. 2014-2015 has been a very exciting and busy year for all of us here in Stevens Hall. It has also been a very bittersweet year. Following on the heels of Professor Richard Blanke's retirement at the end of last spring, Professors Jay Bregman and Alex Grab announced their impending retirements. Anyone who was lucky enough to take European history courses with these faculty surely remember them fondly. All of us will miss their collegiality, the significant research they contributed over the course of their long careers, and their terrific rapport with our students.

The good news is that we are hopeful that the administration will support our program's goal to rebuild. I am happy to announce that the first fruit of that support has led to the hiring of a Medievalist historian. Joel Anderson will be joining our faculty in August. Joel received his PhD from Cornell just this past April. Joel works on Medieval culture and religious history and his dissertation examined the Icelandic periphery and religious networks. Mark McLaughlin will also be joining our faculty as an assistant professor of history with a joint appointment in the Canadian Studies program. Mark received his PhD in 2013 from the University of New Brunswick. Mark is an environmental historian who works on New Brunswick's forest industries. We are all very excited about having two new junior colleagues. We are also extremely fortunate to welcome to the department Anne Kelly Knowles, who comes to us from Middlebury College. Anne is an historical geographer who has written on the American iron industry and Welsh migration to the U.S. She is currently involved in an interdisciplinary collaboration among geographers and historians that explores how geographic methods, including GIS, spatial analysis, and geovisualization, can raise new questions and provide new insights into the Holocaust. Earlier this month, Anne was honored by being named a Fellow by the John Simon Guggenheim Memorial Foundation.

Several of our undergraduate students, graduate students, and faculty likewise received honors. Undergraduate history major Michael Bailey has won the George Mitchell Peace Scholarship to study at University College in Cork, Ireland during the fall semester of 2015. Graduate student Patrick Callaway was selected for a fellowship to the Program in Early American Economy and Society at the Library Company of Philadelphia. Rachel Snell, another graduate student, was awarded the CLAS Graduate Student Excellence in Teaching Award for 2015. Professor Ngô Vĩnh Long was appointed Visiting Senior Fellow at the Institute of Southeast Asian Studies. Professor Richard Judd was named the 2015 Presidential Research and Creative Achievement Award winner, certainly one of the most prestigious awards the University of Maine offers.

I want to thank everyone for their support of the History Department at the University of Maine. Whenever you are in Orono, please stop by!

Faculty and Staff Updates

Nathan Godfried:

Nathan Godfried has published several articles since the last newsletter. The most recent are: "Labor-Sponsored Film and Working-Class History: *The Inheritance* (1964)," which appeared in *Film History: An International Journal* in December 2014, and "Labor," which appeared in *The Handbook of Communication History*, edited by Peter Simonson, Janice Peck, Robert T. Craig, and John Jackson, Jr. and published in 2012.

Alex Grab:

Alex Grab has had two publications since the last department newsletter: "The Napoleonic State and Public Health Policies: Smallpox Vaccination in Napoleonic Italy (1800-1814)," which appeared in the December 2014 issue of *Società e storia*; and "The Kingdom of Italy and the Continental Blockade," which appeared in *Revisiting Napoleon's Continental System: Local, Regional and European Experiences*, edited by Katherine Aaslestad and Johan Joor and published in 2014. He also has a forthcoming article in *Journal of Modern Italian Studies*, titled "Secondary Schools in Napoleonic Italy." In the past year, Grab has also presented papers on Napoleonic Italy at four conferences in Havana, London, Milan, and High Point (North Carolina).

Mazie Hough:

Mazie Hough has been involved with two Maine Humanities projects. She is continuing to participate in the Maine Humanities Council's new project, Literature and Domestic Violence—a reading group of social service providers on literature that contains intimate partner violence. She is also a consultant for a Penobscot Marine Museum photography exhibit on five Maine women photographers from the turn of the last century.

Richard Judd:

In 2013, Judd co-edited a collection of essays exploring the making and meaning of landscapes across New England, entitled *A Landscape History of New England*. In 2014, he published *Second Nature: An Environmental History of New England*, which traces the interplay of culture and nature in the six states that make up the New England region. Judd's work as a contributor and co-editor was also published in the *Historical Atlas of Maine*, a visual and cartographic presentation of the history and geography of Maine from the end of the last ice age to the present. The atlas combines maps, images, diagrams, and text to offer a rich portrait of Maine for those interested in the state's history, culture, environment, and landscape.

Stephen Miller:

Stephen Miller was very busy this year learning the ropes of being chair; attending APRIP and AG meetings; consoling his wife, who is the new chair of the Philosophy Department; and battling with his two teenagers. He did manage to get book reviews out in *The American Historical Review*, *The Journal of African History*, and *The Journal of Military History*. He hopes to make good progress this summer on his book manuscript, entitled *The Queen's Generals*.

Micah Pawling:

In 2014, Micah Pawling published several plates in the *Historical Atlas of Maine*. Of these, he authored "Changing Native Homelands" (Plate 61) and co-authored the following: "Defining Native Space" (Plate 23), "Wabanaki Mapping" (Plate 39), "Native-European Contact" (Plate 7), "British Survey the Interior" (Plate 17), "Surveying the Northern Interior" (Plate 22), "French Survey the Interior" (Plate 11), and "New England Migration" (Plate 24). Among his collaborators on these co-authored plates were several Native scholars, including Donald G. Soctomah and Margaret W. Pearce.

Liam Riordan:

In the fall of 2014, Liam Riordan was named the director of the University of Maine Humanities Center. In addition, he is guest editing a humanities-themed issue of *Maine Policy Review*, due out in May 2015. The volume, which consists of contributions from over 40 authors from across the state, sparked discussion at the Maine Humanities Summit in Augusta on April 7, 2015. Riordan was one of the main campus organizers this year of the statewide National History Day competition for grades 6-12, which hosted 278 students from 36 schools in nine Maine counties on March 28. In his own area of research, Riordan presented a paper, entitled "The Glasgow System and the Bogle Family," at a symposium funded by the Royal Society of Edinburgh, held at the Kelvingrove Art Gallery and Museum in Scotland on October 18, 2014. In March 2015, he served on the conference planning committee and as a panel chair at an international conference in Philadelphia called "Fraktur and the Everyday Lives of Germans in Pennsylvania and the Atlantic World, 1683-1850."

Scott See:

Scott See published a dedication to one of the History Department's leading professors of the late twentieth century, Robert H. Babcock. During his tenure here, Professor Babcock served as chair of the department and mentored a large number of graduate students in the Canadian-American program. The full citation follows: Scott W. See, "A Scholar of Canada: A Tribute to Robert H. Babcock," *Labour / Le Travail* 74 (Fall 2014), 21-26. See was also a recipient of a Partnership Development Grant from the Social Sciences and Humanities Research Council for a project entitled "Unrest, Violence, and the Search for Social Order in British North America and Canada, 1749-1876."

Stefano Tijerina:

Stefano Tijerina has four new publications, two of which have gone to press and two that are forthcoming, including the following: "Putting Round Pegs in Square Holes: The Problem of Importing Foreign Models, Theories, and Solutions to Resolve Colombia's Failed Political Order," published in *New Economic Papers—History Blog (NEP-HIS Blog)* in February 2015; a review of *The Invaded: How Latin Americans and their Allies Fought and Ended US Occupations* by Alan McPherson, which will be appearing in the *Register of the Kentucky Historical Society* in 2015; and "The Zero-Sum Game of Early Oil Extraction Relations in Colombia: Workers, Tropical Oil, and the Police State, 1918-1938," which will appear in 2016 in *Working for Oil: Comparative Social Histories of Labor in Petroleum*, a volume edited by Tourah Atabaki, Kaveh Ehsani, and Elisabetta Bini. Tijerina gave a lecture in November 2014, entitled "Canadian Imperialism: The History of the Extractive Industry in Colombia," at the invitation of the Faculty of Environmental Studies at York University, in Toronto, Canada. He was also the recipient of an \$800 research fellowship from the Kentucky Historical Society in 2015.

Parting Thoughts: Two Retiring Professors Reflect on Life, Learning, and their Teaching Careers at UMaine

At the end of the school year, Professors Jay Bregman and Alex Grab will be retiring. The two highly accomplished faculty members are greatly valued and will be missed for their depth of intellect, quality of scholarship, and commitment to teaching, as well as for the cosmopolitan character they brought to the History Department during their long careers at the University of Maine. At their retirement party in May, several colleagues shared their favorite memories of the two. Professor Elizabeth McKillen reminisced about time spent in the “Little Red Corner” of Stevens Hall with Grab and other left-leaning faculty and praised Bregman for his defense of the liberal arts at a time when such a position was unpopular. In the spirit of a friendly roast, Professor Richard Blanke (who retired last year) teased Grab about their political differences, and the department’s administrative assistant, Suzanne Moulton, joked about all the time she would save by not having to show Grab how to operate his voicemail or having to decipher Bregman’s “jazz talk” in emails. All jokes aside, it was Blanke who captured the essence of what made Bregman and Grab so important to the department and their departure so bittersweet. He referred to them as having “given the department a whiff of other places” and lamented the void that would be left by the retirement of the majority of UMaine’s Europeanist history faculty. For Bregman and Grab, however, retirement will mean the opportunity to further develop their interests and scholarly pursuits. On the following pages, they reflect on where they have been and what new adventures await as they stand on the precipice of becoming Professors Emeriti.

Jay Bregman



Bregman teaching History of Jazz, 1986*

Professor Jay Bregman, a historian of ancient, intellectual, and jazz history, has been with the History Department at UMaine for forty years. He has taught a variety of courses, including: Ancient Greece and Rome, History of Classical and Late Antiquity, Mythology, and History of Jazz. Before coming to UMaine in the fall of 1975, he taught at UCLA and UC-Berkeley and spent a year teaching at Howard University while on leave from UMaine. Bregman is also known for his talent as a musician who plays both the alto and tenor sax and the clarinet.

Bregman began playing jazz in the late 1950s and, in 1957, left school to focus on that endeavor. However, he was soon told by his music teacher, Lennie Tristano, that he should go back to school and get a liberal education, lest he find himself “on the street” someday.

Eventually Bregman went on to earn his PhD from Yale University where he focused his studies on the Hellenic world. According to Bregman, his passion for Greek history actually stemmed from having been introduced to Nietzsche’s *Birth of Tragedy from the Spirit of Music* by a fellow Tristano student who later became an English professor at the University of Massachusetts. This work made Bregman intensely curious about “a people who were so aesthetically-inclined.” He was especially intrigued by the way in which music was at the center of life and culture of ancient Greece, rather than at the periphery. By studying the aesthetics of historical Greek culture, Bregman also became increasingly interested in the teachings of Pythagoras, a philosopher and major contributor to mathematical and musical theory, and the Neoplatonists, who were part of a philosophical and spiritual movement to revive and continue the tradition of Plato in the wake of Roman Christianization.

Bregman remains an active board member of the International Society for Neoplatonic Studies, and, most recently, has become interested in how Neoplatonism influenced American transcendentalists. Specifically, he is working with the Prometheus Trust in the UK to research the work of Thomas Taylor, a British Neoplatonist who strongly influenced the American transcendentalists. Bregman is uniquely suited to this research effort, not only because of his expertise, but also because Fogler Library’s Special Collections possesses documents written on Taylor by Ronald Levinson, a UMaine philosophy professor and world-renowned Plato scholar. While still teaching at UC-Berkeley, Bregman had hoped to work with Levinson. Unfortunately, Bregman arrived at UMaine too late to meet Levinson, who succumbed to Parkinson’s disease in 1980.

Not long after his arrival at UMaine, Bregman began establishing his own legacy by blending his scholarship on ancient Greece with his love of modern jazz in many of his course offerings and helping to found an interdisciplinary Jazz Studies minor. He has also organized several well-attended concerts and has enlivened his courses by bringing highly-esteemed jazz musicians, such as Al Cohn, Lee Konitz, George Russell, and Wynton Marsalis, into the classroom. These visits are among Bregman’s favorite memories of teaching and have provided him with a series of humorous anecdotes about eccentric jazz musicians baffling university professors and administrators with odd requests and off-beat modes of expression.



Bregman performing at retirement party†

Because Bregman prefers expressing himself through sound rather than through words, he wrote a piece entitled “Go Blues Melt” for his retirement celebration. He said he wrote it in A-flat to match the other songs on which the piece riffs and to align with “the tune of the earth.” He performed this song for colleagues and friends at the retirement party with Swingmatism, his band that includes several of his former students. During his retirement, Bregman plans to continue practicing saxophone, playing jazz, doing Neoplatonic scholarship, and teaching a yearly History of Jazz course. He also plans to “get in shape.” When asked what advice he might offer to a new instructor or professor of history, Bregman referenced his research, stating that it was “time to be a ‘Carolingian’” and “preserve knowledge in a ‘dark age.’”

Alex Grab



“Alex Bonaparte” ‡

Professor Alex Grab, who specializes in eighteenth- and nineteenth-century European history and modern Italy, has been teaching in the History Department at UMaine since 1982. He has taught numerous courses in European Civilization, the Holocaust, and the Middle East, while maintaining a yearly course in the Honors Program for nearly fifteen years. He has also been a source person on the Middle East, giving countless public lectures at the University, area high schools, and throughout Maine on the Israeli-Palestinian conflict, the war in Iraq, and other current issues. He also helped with the University’s Marxist-Socialist Lecture Series and the annual Howard B. Schonberger Peace and Social Justice Memorial Lecture. For his commitment to giving public talks and his efforts to enhance local discourse around current events, Grab received the Outstanding Faculty Award in Service and Outreach from the College of Arts and Sciences in 2005.

Professor Grab’s scholarship focuses on Napoleonic Italy. He has published two books and more than three dozen articles in American and European scholarly journals. He has also delivered a large number of conference papers. His second book, *Napoleon and the Transformation of Europe* (Palgrave, 2003), won the first prize of the International Napoleonic Society in 2004. Born in Israel, Grab obtained his BA from the

University of Tel Aviv. For his graduate studies, he came to the United States and received his PhD from UCLA in 1980. For a year and a half, he taught at Loyola Marymount College in Los Angeles before being hired by UMaine in 1982. In 1984, he and his wife, Julie, adopted their daughter, Sonali, from India.

In addition to teaching and sharing his knowledge with the public, Grab is also very fond of traveling, which he views as being an important source of both pleasure and learning. According to Grab, being able to see the places about which he writes and teaches allows him to get a better sense of their culture and history. He also often travels to present at conferences and to conduct research. While international conferences have taken him to Russia, Italy, England, The Netherlands, Spain, Cuba, and beyond, most of his research has taken place in Milan, Italy, which possesses an enormous amount of archival sources. Indeed, Grab has been collecting material there since his PhD research and, as such, considers Milan to be a third home (in addition to Maine and Tel Aviv, where he was born and owns an apartment). To engage in this extensive international travel and research, Grab has also had to master Italian, German, English, and French in addition to Hebrew, his “mother tongue.”

Similarly, his teaching style draws together diverse elements to create more opportunities for student engagement, thereby enriching the quality of classroom learning. In his courses, Grab covers material pertaining to economic, social, intellectual, artistic, religious, and political history to broaden students’ perspectives on what constitutes history. He also stresses to students that, because every human action has a past, one must understand history in order to fully comprehend and appreciate the present. To drive his point home, he frequently uses current events, modern institutions, and everyday objects to connect students with the past. Grab strives to impart an understanding of historical causation to get students to see the past, not as inevitable, but as driven by human choices that occur within the context of particular social, political, and economic conditions. Grab also finds some humor in teaching, and during his thirty-four years as a professor, he has accumulated a list of his favorite “bloopers,” about a hundred amusing mistakes made by students in exams and term papers, which he shares with his classes and with colleagues.

Rather than retiring, Grab prefers to think of himself as going “on leave, permanently,” since he plans to continue researching and writing. In addition to finishing his book on Napoleonic Italy, his “permanent sabbatical” will include several upcoming lectures and conferences and the continuation of his regular travels. Grab feels comfortable with his decision to retire, stating that while his teaching career has come to an end, his scholarly life will go on, only to be enriched by his enhanced freedom to travel. He will remain part of the UMaine community and continue to give public lectures, as he intends to continue living in the area. He will, however, miss classroom lecturing and having contact with the curious and engaged students.



Alex Grab at retirement party†

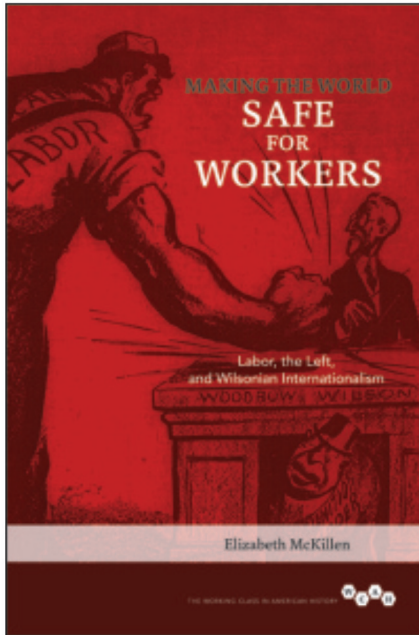
When asked what advice he might offer to a junior colleague, Grab had this to say: “You have to work hard and be well-prepared, and you need to demonstrate to students the importance and relevance of studying history.” Students, Grab insists, “must be shown that they are not studying something dead, but rather something that is very much alive and that continues to affect their lives and way of thinking. In the final analysis one cannot understand the present without knowing the past.”

* Photo courtesy of Fogler Special Collections

† Photo by Jessica Miller, 2015

‡ Photo courtesy of Alex Grab, 2009

Making the World Safe for Workers: A Conversation with Elizabeth McKillen



In 2013, Professor Elizabeth McKillen's new book, *Making the World Safe for Workers: Labor, the Left, and Wilsonian Internationalism*, was published by the University of Illinois Press. The book explores both the role of U.S. labor leaders in promoting U.S. foreign policy during the Woodrow Wilson administration and the significant opposition that developed to Wilson's foreign policy agenda among dissenting labor groups in the United States and abroad. Since its release, it has received a number of positive reviews. *Labor Studies*, a journal published by the United Association of Labor Educators, for example, described it as "clearly written, fairly argued, and copiously documented"; and *Labor/Le Travail* referred to it as "an enlightening study of an undeservedly forgotten chapter in modern history." Both reviews also drew connections between the events described in McKillen's work and issues affecting organized labor in the present.

McKillen's first book, *Chicago Labor and the Quest for Democratic Diplomacy: 1914-1924*, explored anti-war activism within the Chicago labor movement during WWI. Not long after it was published in 1995, she was doing a grant-funded comparative community study when she had the idea for *Making the World Safe for Workers*. She was able to further develop the idea through research conducted at the State Department archives in Washington, D.C., the Radcliffe Institute for Advanced Research, Harvard Library, the archives of several Mexican labor organizations, and a number of small labor history societies in Chicago, Ohio, and Wisconsin. During the course of her research, McKillen began to realize that one could "only understand what was happening in [the] communities [in her study] by also looking at the national and international level."

McKillen has long been interested in critiques of U.S. foreign policy. This is what first led her to begin looking at the gap between social and diplomatic history during her graduate studies at Northwestern University. According to McKillen, new social historians during that time had been approaching history from the bottom up and, in the process, had overlooked diplomatic history. Diplomatic historians, by contrast, largely viewed history from the top down. This led to what some have called a Washington-centric bias within diplomatic history. This caused it to be referred to as "the last elitist history" in spite of recent efforts to incorporate an analysis of gender and race into the history of U.S. foreign relations. *Making the World Safe for Workers* challenges the Washington-centric approach to diplomatic history by examining the ways in which labor leaders were systematically incorporated into government during World War I, splitting the labor movement and undermining its role in leading anti-war efforts. In doing so, McKillen's work utilizes the methodologies and subject matter of labor history to challenge the dominant narratives of diplomatic history.

McKillen hopes, however, that her work has implications for labor history as well, because, while most labor history focuses on immediate job concerns, labor activity during World War I was actually "very political" and U.S. foreign policy had enormous economic implications for workers. Additionally, *Making the World Safe for Workers* contributes to a growing body of labor history scholarship that emphasizes the stark differences between radical grassroots labor activists and the conservative leadership of the American Federation of Labor during the early-to-mid twentieth century. Placing herself within this historiography, McKillen asserts that divisions among labor leaders over foreign policy during World War I were a key factor in the erosion of radical unionism in the U.S., especially since it was during this period that a growing number of socialists were being jailed for their views as much as for their participation in anti-war efforts. This historical accounting, according to McKillen, provides a parable still relevant to today's labor movement, which continues to face the reality that foreign policy matters. This need for organized labor to influence policy across borders has only increased with economic expansion and the movement of capital, which nearly always comes at a cost to workers. Even where labor leaders have collaborated closely with government, the impacts of such alliances have placed workers at a marked disadvantage while pitting them against their own leadership. This was especially true during the Cold War, according to McKillen, when labor leaders collaborated with the CIA in overthrowing governments abroad, most often to the detriment of workers.

For her next project, McKillen plans to look at Irish and Irish-American women labor activists via a transnational study of the early twentieth century, which will connect with some earlier work she did on Irish feminism. This portion of her research, however, will primarily examine how the women in her study responded to questions of imperialism. It will also, according to McKillen, be more biographical, due to the fact that there were several key labor leaders in Ireland that became involved in the Easter Rebellion. Through their connections to these leaders, McKillen believes, many Irish-American women leaders in the labor movement became involved in transnational politics.

Impressions from a Visiting Professor: A Conversation with Erin Corber



Erin Corber, a scholar of French and Jewish history, has spent the past year as a visiting professor of European history at the University of Maine. She is also currently a research associate at the Institute for Canadian Jewish Studies at Concordia University. Originally from Montréal, Québec, Corber obtained her BA from McGill University and her MA at the University of Toronto. She completed her doctoral program in both History and Jewish Studies at Indiana University. In the latter program, she also served as a postdoctoral visiting research scholar and instructor during the spring of 2014. Her dissertation, defended in 2013, examined Jewish life in post-World-War-I France.

Before coming to UMaine, Corber taught several courses at Indiana University. One was an intensive undergraduate seminar in which she challenged students to examine WWI from a world history perspective. The other was a course on the Holocaust, which she taught as a post-doc in the Jewish Studies program. At UMaine, Corber drew heavily from her previous teaching experience at IU as well as from her own research in the following courses: Monarchs and Revolutions: Early Modern Europe; France and the World in the 20th Century; The Holocaust; The First World War; and History of European Civilization II. She also participated in planning Holocaust Remembrance events at UMaine. Corber's inspiration to get involved initially stemmed from having seen *Aftermath*, a movie about the Polish Holocaust, at IU the previous year. Upon arriving at UMaine, Corber contacted the coordinator of the Judaic Studies program and began thinking about how to get the program more exposure. Her own efforts involved raising funds for the rights to *Aftermath* and inviting an expert to give a lecture on the persecution of the Roma during the Holocaust. By bringing in new perspectives, Corber hoped to broaden popular understandings of the Holocaust, to show people that its impact extended beyond Germany and Auschwitz and even beyond Jewish persecution. The efforts of Corber and her collaborators significantly boosted attendance for this year's Holocaust Remembrance programs.

Corber's current research, which is funded by the Holocaust Memorial Museum in Washington, D.C., will allow her to pursue a reappraisal of French antisemitism in the late interwar period, from 1933-1940, through the examination of microstudies. Corber is examining how antisemitism extended beyond political and ideological discussions into the realm of everyday interactions of marginal people. Specifically, Corber is interested in the French and German borderlands, an interest that developed while conducting research in towns and cities in Alsace-Lorraine. Though the Nazis burned down the synagogue in Strasbourg, thereby eradicating the Jewish community's records, an abundance of sources remains in the municipal archives. There she obtained surveillance files from local vigilance committees established to suppress the spread of fascist and antisemitic literature. She became increasingly interested in this particular area so close to the German border, and she became convinced that this peripheral place might also have something to say about the events and ideas emanating from the centers of power during this time period. This is a new approach to French antisemitism because it is about practices and interactions rather than politics and ideology.

When asked what she most valued from her teaching experience at UMaine, Corber described the importance of being able to work with students with such diverse backgrounds. For example, many of her students were the first in their families to attend college, and she found that these students tended to be some of the most naturally curious and engaged of any that she had worked with before. Among her most rewarding experiences as a teacher were preparing a student to submit his research paper to the *Tufts Historical Review*, an undergraduate journal, and seeing the excellent work that her students produced when she challenged them to use primary sources to write real research papers. Regarding the latter, Corber said, "They like to do research, and there are so many primary sources available online, especially for modern history." Of these online sources, video testimonies from Holocaust survivors were the most powerful and compelling for students and, as such, provided an excellent opportunity for classroom engagement.

Corber also expressed admiration for the faculty in the History Department, stating that they genuinely seemed to care about their students, both graduate and undergraduate, and vice versa. One particular strength that Corber sees in UMaine's history program is the system of undergraduate advisors within the department, which allows students to have one person to whom they can go with questions and concerns. It also provides students with someone in the department who will look out for their interests and advocate for them throughout their undergraduate career. She sees this as essential to forming and maintaining bonds between students and professors as well as for maintaining a safety net for undergrads as they navigate the university system. It also, according to Corber, allows students to engage their natural curiosity by pursuing new scholarly experiences both inside and outside of the classroom.

Though Corber is sad to be leaving Maine because of her fondness for her students and colleagues at UMaine and her personal family connection to the state, she is also very excited about her upcoming post-doc position at the U.S. Holocaust Memorial Museum, as it will allow her to work more directly with publications and to focus on writing her book. As she prepares to relocate she offers some parting advice for current graduate students who are entering or will soon be entering the job market: "Have a rich life while you're in graduate school. Do community service, engage in interdisciplinary programming, volunteer. It makes you a better person to the people around you and might even provide you with a better approach to your work. You have to see graduate school as a part of your life, not the whole thing, because half of the learning you do while you're there happens outside of the classroom, and this is often part of what helps you conceive of the material differently.

Graduate Student Updates

Eileen Hagerman: In 2014, Eileen organized a panel titled “Obstacles and Opportunities: Women Breaking Barriers in Environmental Fields” and presented a paper at the Northeast-Atlantic Canada Environmental History Forum at UPEL. She also taught her first undergraduate survey course at UMaine. She has a forthcoming article in the summer 2015 issue of *Maine History* and will be presenting her research at the annual meeting of the Agricultural History Society in Lexington, Kentucky in June.

Justus Hillebrand: Justus had his article accepted for publication in the January 2015 issue of *Maine History*. His article is titled “Making It Work Before The Movement: African American Community and Resistance in 1940s and 1950s Portland, Maine.” He also presented results of the Historic Franz von Papen Correspondence Grant with Anette Rodrigues and Prof. Richard Blanke at the Bangor Public Library in early May. Justus received 3rd place for his humanities oral presentation at the UMaine Grad Expo. Justus will be presenting at the 40th Annual Meeting of the Social Science History Association in Baltimore in November.

Elisa Sance: Elisa presented a paper at the American Council for Québec Studies conference in Montreal in October 2014. She also served as the vice president for the Graduate Student Government during the 2014-2015 academic year and organized the 2015 Graduate Academic Exposition, which took place on April 2-3. She was invited to represent the graduate student body as a speaker at UMaine President Susan Hunter's installation.

Rachel Snell: This fall, Rachel had a portion of her dissertation research project published in *Cuisine: The Journal of Canadian Food Cultures* in an article titled “As North American as Pumpkin Pie: Cookbooks and the Development of National Cuisine in North America, 1796-1854.” She will be presenting portions of a dissertation chapter exploring women's networks through recipes and GIS at the Society for Historians of the Early American Republic annual meeting and the Joint Agriculture Food, Human Values Society and Association for the Study of Food and Society conference this summer. A generous grant from the Maine Women Writers Collection will support the final stage of dissertation research this summer. This October, Rachel and husband, Joe Miller, look forward to welcoming their first child.

Daniel Soucier: Dan was awarded the 2015 Hal Rothman Dissertation Research Fellowship from the American Society for Environmental History and was elected graduate liaison for the same organization, where he served on the executive committee. He also recently finished his Massachusetts Society of the Cincinnati Research Fellowship at the Massachusetts Historical Society and began tenure as Associate Editor of *Maine History*.

Candidate Spotlight: A Conversation with Rebecca White



Rebecca White is a doctoral candidate in the sixth year of her history PhD program at UMaine. She is currently writing the final chapters of her dissertation, which she plans to defend this summer with committee members Scott See, Jacques Ferland, Richard Blanke, Mazie Hough, and Richard Judd. Her work is entitled “Women, Welfare, and the State: Mothers’ Allowances in Maine and New Brunswick, 1915-1960.” It explores the contrast between the rhetoric and the reality of public welfare programs for women and children across the U.S.-Canadian border.

White came into the doctoral program at UMaine with an MA in European history from the University of Pittsburgh in 2002. At Pittsburgh, White focused on twentieth-century Central Europe, and wrote her thesis on the post-WWII transformation of the Czechoslovak Writers Union into a socialist institution. After taking a multi-year break during which she worked as a high school teacher and later stayed home to care for her infant son, she returned to graduate school in 2009. White’s experience of classroom teaching as a doctoral student, teaching assistant, and lecturer, showed her that “great learning experiences don’t simply happen—they must be planned.”

When White resumed her graduate studies at UMaine, she planned to work with Marli Weiner, shifting away from her prior European focus in order to concentrate on women’s history. Tragedy struck, however, when Weiner passed away in 2009 after a long battle with cancer. White then developed a close working relationship with her new advisor, Scott See, who prompted a further evolution of her work through readings in histories of Atlantic Canada. During her first Borderlands course, she read an article on maternalism and began researching the historical experience of motherhood, a topic that resonated with her own identity and experiences as a mother. Later, in the process of writing about this topic in the Canadian Maritimes, White discovered a number of works that led her toward the U.S. historiography of maternalism and social welfare.

Eventually, she discovered a full set of provincial case records for mothers’ allowances that she could access in New Brunswick. Since some of the records contained information about people who are still living, the collection was restricted and accessing it required that she sign a confidentiality agreement. White’s efforts were greatly helped by having spoken to an archivist at the first UMaine-UNB History Graduate Student Conference she attended, and by See’s encouragement to visit the archives and initiate a conversation with the staff, after which she was granted access. In using the records for her research, White also had to use pseudonyms and case numbers rather than real names, a task that gave her a greater appreciation for the confidentiality challenges faced by many twentieth-century scholars. The immense support she received from the faculty at the University of New Brunswick—especially from Linda Kealey and Gail Campbell—who hosted her in their homes, took her to lunch, and attended her presentations—contributed significantly to helping her overcome challenges and grow as a scholar. White’s scholarly ties to UNB also aided her in planning the UMaine-UNB conference in 2013, an experience that she described as invaluable in terms of learning to collaborate with a large number of people at multiple universities, fundraise effectively, and manage the logistics of a large-scale event.

In reflecting upon her experience as a graduate student at UMaine, White fondly recalls the sense of fellowship she has felt with her colleagues and mentors in the History Department and the WGS program. She described the importance of being challenged during her coursework to expand beyond her scholarly comfort zone, especially in working with all of her committee members. According to White, her experiences co-teaching and collaborating with Mazie Hough in WGS were immensely helpful, and Scott See not only provided a “source of calm and steady encouragement,” but also helped her “to see beyond her current project to think of herself as having a more long-term career.”

When asked what advice she would give to new graduate students, White suggested they make the most of their time by attending as many events as possible, obtaining an “immersion experience.” This, she suggests, can provide a greater sense of academic life and the roles one might fulfill within it. She also emphasized the importance of seeking out mentors a few years ahead in their program, taking advantage of professional development activities, and working hard to keep a healthy perspective on the rigors of grad school as one element of a busy and varied life.



Undergraduate Spotlight: Michael T. Bailey

Michael Bailey, a history major and a member of the Class of 2016, is becoming one of the History Department's fastest rising stars. Not only has he set himself apart with an excellent GPA and a commitment to social justice, he has also been named the recipient of the Roger B. Hill Scholarship and the George Mitchell Peace Scholarship. The latter award was established in honor of the Peace Accords brokered by U.S. Senator George J. Mitchell that brought an end to the troubles in Ireland during the 1990s. It will allow Bailey to attend University College, Cork, for the 2015 fall semester, an honor that he attributed, in part, to a wonderful recommendation letter submitted by his advisor, Elizabeth McKillen. While at University College, Bailey plans to take two history classes: Anglo-Spanish Armadas and a Social History of Ireland during the Union. He has been in contact with one student there who has informed him of the differences between coursework in Ireland and the U.S. Most Irish universities, for example, use a model in which students take a final at the end of the year that is worth 80% of their grade rather than receiving continuous feedback throughout the semester. While this will provide new challenges for Bailey, having a multicultural educational experience can only increase his effectiveness as a in the coming years. The History Department is looking forward to hearing about Bailey's many adventures and accomplishments in Ireland!

Bailey is interested in the early modern period and class issues, which he says stems in part from the experience of growing up, like so many of today's college students, without economic privilege. He is also interested in the way that the Colonial Era gave rise to the modern world and the institutions that he studies. Bailey's capstone project is on female textile workers in Maine during the early 1900s and a 1916 referendum to limit the number of hours that women worked. Bailey was intrigued by the fact that the women were unable to vote on the referendum, but that it still passed due to paternalistic arguments for the rights of female laborers.

In addition to his scholarly pursuits, Bailey also gives back to his community and to UMaine. Bailey volunteers with the Black Bear mentoring program, working with sixth graders to cultivate healthy hobbies and develop social skills. Bailey is also committed to social justice and has worked for years with the Maine Peace Action Committee and the campaign to divest UMaine from fossil fuels.



Undergraduate Spotlight: Joshua S. Brown

Joshua Brown is a history-political science double major who graduated this spring. Brown began his studies at UMaine in 2012 after leaving active duty in the U.S. Army and coming to Maine to be closer to his children. As a veteran and non-traditional student, he is well-suited to his work in the Veterans Education Office. There he assists veterans and their dependents in transitioning to civilian life by serving as a liaison between the school and the Veterans Administration. This means that, in addition to finishing his coursework like every other college senior, Brown also spends his days assisting UMaine's student veterans with paperwork, billing questions, housing problems, and medical benefits, making him a valuable asset to the University and the broader community.

Already passionate about early American history, Brown became interested in how political culture affected events surrounding the American Revolution. During his history capstone research, early secondary source readings led him to examine the impact of the press and crowds during the revolutionary period. Brown increasingly came to see the Stamp Act as lying at the intersection of two worlds—one that represented a peak in British patriotism and another that was headed toward revolution. What sets Brown's work apart is that it explores the Stamp Act through the lens of both political and popular culture. Brown argues that, the event that caused "overnight, what had become the largest geographical empire in the world to begin to unravel and fall apart" was as much a crisis of national identity among average colonists as it was the result large-scale political maneuvers.

When asked what piqued his interest in history, Brown recounted a childhood spent watching C-Span and classic films while travelling across the western U.S. with his grandparents. Later, while deployed in Iraq, he participated in leader engagement meetings that allowed him to learn about Iraq's diverse cultures and the intricacies of tribal law through local community leaders, who he occasionally assisted in resolving disputes. Both experiences instilled in Brown a strong desire to enhance cultural literacy by sharing people's stories, a goal he was able to pursue while working at the Maine Folklife Center recently. Brown spoke highly of his experiences taking history courses at UMaine and of working with his mentors, Stephen Miller, Liam Riordan, and Stefano Tijerina, referring to them as "indispensable resources." He described the history faculty in general as fantastic people who "have bent over backwards to help out, recommending sources and showing how to access those sources."

Brown intends to pursue graduate studies in history at UMaine beginning in the fall of 2015. He is considering a career in public history while remaining committed to scholarly research. The History Department is very much looking forward to having him in the MA program and is excited to see what he will do next.

Alumni News

Thomas Desjardins



Courtesy of the Maine
Department of Education

This year, Thomas Desjardins, a graduate of the University of Maine's history PhD program, was appointed Acting Education Commissioner by Governor Paul LePage. Born in Maine, Desjardins received his BA in Government and his MA in Communications from Florida State University. Desjardins defended his dissertation, entitled "Stand firm ye boys from Maine: The 20th Maine and the Gettysburg Campaign," under the supervision of Marli Weiner in 1996. Since then, he has enjoyed a very active and accomplished career as both an academic and public historian and as an elected official. Desjardin is the author of five books, including *Those Honored Dead: How the Story of Gettysburg Shaped American Memory* (Da Capo Press, 2008); *Stand Firm Ye Boys from Maine: The 20th Maine and the Gettysburg Campaign* (Oxford University Press, 2009), and *Joshua L. Chamberlain: The Life in Letters of a Great Leader of the American Civil War* (Osprey Publishing, 2012), which he co-authored with The National Civil War Museum. He also recently co-authored the annotations in "*Blessed Boyhood!*" *The 'Early Memoir' of Joshua Lawrence Chamberlain*, which was published in 2013 by the president and trustees of Bowdoin College. He has taught courses at several colleges in the state of Maine, including Bowdoin and several within the University of Maine System.

As a public historian, Desjardin spent over a decade working as a historian in residence for the Department of Agriculture, Conservation, and Forestry. During that time, he also served as a historical advisor to Jeff Daniels, who played Joshua Chamberlain in the 1993 movie *Gettysburg*, and participated in the production of the film *The Gettysburg Address*, which is due to be released this year. Desjardins has made appearances as an on-air consultant for the History Channel and has had his work featured on various programs on A&E, C-Span, and PBS.

Prior to his recent appointment within the Maine Department of Education, Desjardins served as a senior policy advisor to Governor LePage on education and cultural affairs, inland fisheries and wildlife, marine resources, and environmental protection. The History Department at the University of Maine would like to congratulate Desjardins and wish him the best of luck in his new position.

Jennifer Chalmers

In 2014, Jennifer Chalmers, an Honors College student and English-History double major with minors in Education and Spanish, was named salutatorian of her graduating class at the University of Maine. During her undergraduate career, Chalmers received the Roger B. Hill Scholarship, was selected for an undergraduate research fellowship from the UMaine College of Liberal Arts and Sciences, and presented her work at several conferences, including the National Collegiate Honors Council conference in 2013. One of the most studious and hardworking students in her academic programs, Chalmers was a member of the History Club and All Maine Women as well as active as a student journalist, writing tutor, musician, and disabilities advocate during her time at UMaine. For her thesis, entitled "Teaching Literature in America: Demonstrating Relevance in the Early Cold War (1945-1963)," Chalmers received highest honors.

Born in Foxborough, Massachusetts, Chalmers said in an interview with *UMaine News* that "since the moment [she] first visited UMaine," she had "always felt at home." Though comfortable and familiar in many ways, her classroom experiences at the University also served to shape her view of the world in new ways. Of this, Chalmers stated, "My classes in English and history at UMaine have instilled in me a desire to analyze everything in the world from a variety of perspectives and to continually ask 'why?' about the past and the present." However much she enjoys Maine, Chalmers decided to relocate in order to pursue her love of teaching and to nurture her desire to work with disadvantaged youth, having been accepted into the Teach for America program. She planned to relocate to New Jersey to teach English to special needs students there. In a May 9, 2014 interview with the *Bangor Daily News*, Chalmers said that she "[wanted] to teach in order to pass her love of school on to others." The History Department at the University of Maine certainly is proud of Jennifer and wishes her the best in all of her future endeavors.

Maine Historical Atlas continued...



From left to right: Stephen Hornsby, Richard Judd, and Michael Hermann signing copies of the atlas at December 2014 book launch, photo courtesy of Adam Kuykendall and Ron Lisnet.

Judd described his experience collaborating with such a diverse group of scholars to cover 11,000 years of history from a wide variety of perspectives as exhilarating. He was very pleased, for example, that the atlas was able to tell Maine's story from the perspective of Native peoples as well as European migrants, from the vantage point of the lumberman as well as that of the forest, and through the lens of its agricultural as well as its industrial development. When asked how he and the other editors determined the atlas's themes and periodization, Judd said that they were modeled largely on *Maine: The Pine Tree State from Prehistory to the Present*, a collection of twenty-one scholarly essays on Maine history published in 1995, as well as on the early meetings and workshops. Using this work as a template was challenging, however, according to Judd, since most historians are unaccustomed to showing their work and telling their stories through images. Still, about four or five themes emerged within the atlas: environment, resource exploitation, trade, transportation and communications systems, and Native Americans in the pre- and post-contact eras, with the atlas more or less ending with the Maine Indian Claims Settlement

Act of 1980. Though some subject matter, such as statehood, was difficult to capture visually the most graphically interesting themes were the ones that ultimately tied the plates together. In having to encapsulate book-length material into 500 words and let pictures tell the story, Judd also gained new insights into his own work, realizing that historians "don't have to lead people into the past," but rather that people can make their own way using their own imaginations when given the right materials.

When asked why it is important to have an atlas that specifically defines Maine as a state, Judd replied, "Maine is a very distinctive state, even in the context of New England." He attributed this to its mixed resource-use heritage, which has been dominated by marine, forest, and agricultural products for centuries. He also explained that the atlas is about putting Maine's rich history into a broader context by speaking to issues that affect other states in the region and beyond. According to Judd, this larger context, coupled with the fact that it represents a pioneering and rigorous application of GIS to a state atlas, contributes to the work's broad appeal. The latter, Judd suggested, stemmed from the fact that they were fortunate enough to be working on the atlas during a time when GIS was evolving and, thus, were able to have more advanced technology at their disposal. Judd expanded on this point when asked what advice he might offer to another group of scholars working on a similar project: "Block out about fifteen years of time and hire a good cartographer. That is the thing that made the difference for this project." While Judd admitted that his knowledge of Maine history and Stephen's experience as a geographer contributed to the atlas, he asserted that cartographic designer Michael Hermann's application of GIS technology was the key to its overwhelming success.

Michael Alpert, Director of the UMaine Press, described the atlas as an "articulation of Maine" that "celebrates Maine" and a "gift returned." Similarly, Burt Hatlen predicted that the atlas would become "a way of defining the culture and history of the region," placing Maine more accurately "in the middle of a region" rather than as the "northeastern-most appendage of the U.S." Judd stated in an interview for *UMaine Today Magazine* that the atlas "will change the way people look at Maine history." When asked to elaborate upon the impact of the atlas, Judd emphasized the importance of giving people a visual presentation of their history, arguing that a mental image of their past would help to enhance the sense of shared identity felt by Mainers and stated that "anyone reading the atlas is going to find a bit of themselves visually represented." Judd hopes the atlas will contribute toward greater understanding of Maine's diverse culture and inspire similar projects in other states.

National History Day continued...



Maine NHD participant, March 2015, courtesy of Liam Riordan

At each level, students' projects are evaluated by a panel of judges who score them according to their historical accuracy and sophistication, the degree to which they connect to the annual theme, and the clarity with which they are presented. Winners at the state level go on to compete at the national event.

Though participants are responsible for directing and completing their own work for the projects, they are also encouraged to consult teachers, college professors, librarians, archivists, and graduate students for guidance. Working with NHD participants allows education and research professionals to share their expertise with youth, who are so crucial to the future of the humanities in secondary and higher education. This is why Liam Riordan, a UMaine professor of history, and John Taylor, a museum assistant for the Chase Library, have worked tirelessly, not only to organize Maine NHD for the past few years, but also to plan a research workshop for participants at Fogler Library in February. They also coordinated a series of smaller workshops at the request of several area high schools.

Riordan and Taylor's efforts made this year's event a major success, leaving a lasting impression on hundreds of students across the state, many of whom will be representing their schools and their state at the national competition June 14-18 at the University of Maryland. For more information, contact Maine NHD state coordinator John Taylor at john.m.taylor@maine.edu or Liam Riordan at liam.riordan@umit.maine.edu. Important contest information, including listings of state competition winners, may be obtained from the following website: <http://umaine.edu/history/national-history-day/>.



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If you enjoyed this newsletter or value the work being done by the History Department to help the University of Maine fulfill its mission as a land-grant institution while raising its profile at home and abroad, consider making a contribution. Donations can be made online through the following website:

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You can also contact the History Department through the following:

Mailing Address: 5774 Stevens Hall, Orono, ME 04469-5774

Phone: 207.581.1907/1908 | Fax: 207.581.1817

E-mail: umhist@maine.edu

Website: umaine.edu/history/

“Your contribution in support of the UMaine History Department means a lot to us. The Department has initiated some recent changes like the creation of a History undergraduate writing lab staffed by a graduate student, increased support for History club, the celebration of and support for National History Day, and the production of this newsletter! Contributions such as yours will support these programs and others and make a tangible difference for both students and faculty. All of us here in Stevens Hall deeply appreciate your thoughtful gift.”

—Stephen Miller, Chair

Note: The bulk of the content for this newsletter was generated for the History Department by Eileen Hagerman through a series of interviews during the spring 2015 semester and was produced as a token of appreciation for the department’s generous funding of her graduate studies in environmental history. As such, she takes full responsibility for any errors, omissions, or other shortcomings it may possess. If you have any questions or concerns about the articles herein, she can be reached at eileen.palmer@maine.edu.

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