

May 2017

# History Department News

Recent PhDs: **The University of Maine**

**Greg Rogers**

*Petite Politique:*

*The British,*

*French, Iroquois,*

*and Everyday*

*Power in the Lake*

*Ontario*

*Borderlands,*

*1724–1760*

Defended August

2016

## ***Bright Future for Doctoral Candidate Ian Jesse***

The History Department is pleased to announce that UMaine doctoral candidate and borderlands scholar Ian Jesse has received a research award from the prestigious William J. Fulbright Foreign Scholarship Board to attend the University of New Brunswick in Fredericton for the 2017–2018 academic year. The Fulbright Program was established by Congress in 1946 to promote “international good will through the exchange of students in the fields of education, culture, and science” and is highly competitive, offering around nine-hundred grants to Americans per year. (See <https://us.fulbrightonline.org/about/history> and <https://honors.umaine.edu/current-students/scholarships/#fullbright>.)

**Lee D. Webb**

*Party*

*Development and*

*Political Conflict*

*in Maine, 1820–*

*1960: From*

*Statehood to Civil*

*War*

Defended May

2017

Jesse, who is from Plymouth, Massachusetts, received his BA in history from Bridgewater State University in 2011 and his MA (also in history) from the University of Maine in 2013, after which he began his PhD program. He advanced to candidacy and began working on his dissertation research in 2015. His PhD committee consists of co-chairs Scott See and Mark McLaughlin, Jacques Ferland and Micah Pawling from the History Department, and Pauleena MacDougall, who is a faculty associate in Anthropology and served as the director of the Maine Folklife Center from 1989 to 2016. Jesse is the author of “‘And When I Arrived at Manhood . . . I Chewed My Father’s Thumb’: Working-Class Masculinity and the Folksongs of Larry Gorman,” which was published in the February 2017 issue of *Masculinities: A Journal of Identity and Culture*, and “In Search of Excitement: Understanding Boston’s Civil War ‘Draft Riot,’” which was published in the Fall/Winter 2011 issue of *NeoAmericanist*. He has also taught several courses at the University of Maine, including Introduction to Maine Studies, Maine and the Coast, and Global Environmental History.

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Jesse’s dissertation, which he plans to defend in spring of 2019, is entitled, “Negotiated Wildlife: Wildlife Conservation, Work and the Rural Residents of the Northeast.” His research examines “the impact wildlife conservation had on the Indigenous and non-Native inhabitants of Maine and New Brunswick,” who he argues were dependent upon local fauna as a source of sustenance and as a medium of economic exchange and were thus negatively impacted by new limits imposed upon their resource base as a result of late-nineteenth- and early-twentieth-century wildlife conservation laws. More specifically, his work explores the ways in which Native communities in the Northeast–Atlantic Canada bioregion chose to respond to this legislation and its impacts.

Jesse credits the work of the late, renowned UMaine folklorist Edward “Sandy” Ives (1925–2009) with inspiring his current research as well as that of his MA thesis, which explored working-class masculinity through the lens of folk songs surrounding Maine’s lumber-camp culture in the early-to-mid twentieth century. These and other folk songs, including those that detailed the exploits of a famous poacher named George Magoon, were collected by Ives during the 1950s and are housed at the Maine Folklife Center. Jesse says that it was his discovery of the Magoon stories that sparked his interest in Maine’s wildlife conservation laws and led him to his current dissertation project. **(continued on page 3)**



## Notes from the Chair



Hello Alumni, we are back with another newsletter! In the last two newsletters, I used this space to talk about changes to the faculty and staff here in Stevens Hall. This time around, I want to talk about our undergraduates.

Every Spring, we honor our undergraduates who excel in the History program at our Phi Alpha Theta induction and awards ceremony. For the second year in a row, we brought an alum to talk about how they used their history degree and to offer some encouragement to our graduating seniors. This year's guest was Dale Benson, who completed both his master's and doctoral degrees at the University of Maine. The History Departments oversees a number of scholarships and prizes that we hand out at this ceremony. One of them is the Ronald F. Banks Scholarship. Banks was a faculty member who was killed while attending the annual meeting of the American

Historical Association. His family, friends, colleagues, and students established this award to honor his memory. This year's winner was Wyatt Berry. Sarah Oberink and Mary Celeste Floreani received the Caroline Colvin Scholarship, which honors a distinguished historian and the first woman to chair a department at the University of Maine. The Nancy R. Johnson Memorial Prize in Ancient History was established by the friends of the Johnson family. Arthur M. Johnson was a former president of the University of Maine. This year's prize was awarded to Charlotte Mickelinc. Abigail Belisle won the Roger B. Hill Scholarship; Michael Newman, the Laurence Evans '51 Fund award; and Andrew Mallory, the Charles J. Dunn Trust Award. Graduate students also receive support and are honored at our Phi Alpha Theta ceremony. James Spruce received this year's Frances Robinson Mitchell Scholarship, and Sarah Whitthauer won the Ipsen-Weiner Memorial Scholarship.

The Department of History requires all of its students to research, write, and present a capstone project. In their end-of-the-year outcome assessments, students often write that this experience is one of their most rewarding at the University of Maine. This year, students chose a number of fascinating projects ranging from Japanese decision making in 1941 to the Freedom Riders of 1961, and from the role of alcohol and revolt among English Protestants in the Middle Ages to American perceptions of dog breeds like German Shepherds, Doberman Pinschers, and Rottweilers. At the ceremony, we honored Claire Fouchereaux, Sarah Treadwell, and Wyatt Berry for their outstanding senior theses. We have put some of the posters created for these theses up in Stevens Hall.

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 the office to say hello, take a look at the capstone posters, and please consider coming to next year's awards ceremony!

Stephen M. Miller

## Graduate Student Updates

**Michael Brennan** is currently working on his dissertation, a part of which has been published by the *Journal of Urban History* in an article, entitled "The Environmental Roots of Urban Renewal in Boston," available from <http://journals.sagepub.com/eprint/vNHxTjIH7ymPXBpcKu9Z/full>. The print version is forthcoming.

**Brittany Goetting** recently completed the second year of her PhD program and was offered a summer internship at the Castine Historical Society where she will work in their archives and create a podcast for their walking tour.

**Justus Hillebrand** presented at a doctoral workshop of the Historical Commission of Westphalia, Germany and, with Professor Anne Knowles, at the Lessons and Legacies Holocaust conference in Claremont, California, and the American Association of Geographers in Boston. He also presented at the "Agrarian Reform and Resistance in an 'Age of Globalization'" conference in Galway, Ireland; the Agricultural History Society in Grand Rapids, Michigan; and the Rural History conference in Leuven, Belgium. He also won the Chase Distinguished Research Assistantship.

**Cody Miller** is writing his dissertation, entitled “When We Develop an Agriculture that Fits this Land: Soil, Conservation, and Memory in the Twentieth-Century Appalachian South.” Cody and his wife Heather miss everyone in Maine, but since Cody is writing an environmental history of soil conservation and management in the Mountain South, he is glad to be on Appalachian soil in Boone, North Carolina. He presented at the Appalachian Studies Conference in Blacksburg, Virginia in March; the Appalachian Regional Commission's Appalachian Teaching Project Conference in Washington D.C. in December 2016; and the Southern Foodways Alliance's Graduate Student Conference at the University of Mississippi in September 2016. He also continues to teach as an adjunct instructor for the Department of Sustainable Development at Appalachian State University.

**Elisa Sance** was awarded a NEAPQ fellowship by the Canadian–American Center for the academic year 2017–2018. She is currently contributing to the digital humanities project “The Confederation Debates, 1865–1949” as a member of the education committee, co-designing mini-units on the creation of Canada for Canadian middle schools and high schools. For her work, see <http://theconfederationdebates.ca/>.

**Daniel Soucier** graduated with his CAS in Digital Curation and published an article in the *Journal of Military History*, entitled “‘Where there was no Signs of any Human being’: Navigating the Eastern Country Wilderness on Arnold’s March to Quebec, 1775.” He also received a resident research fellowship for the New England Fellowship Consortium and the MANECCS Young Scholars Research Award for excellent conference paper at the annual meeting of the Middle Atlantic & New England Council for Canadian Studies.

## ***Bright Future (continued from page 1)***

Since then, Jesse has conducted additional research at Fogler Library’s Special Collections, the Maine Historical Society, the Provincial Archives of New Brunswick, and various online archives. He was surprised to find so many differences between Maine and New Brunswick in regard to their individual histories of wildlife conservation, hunting, and trapping, especially given the close cross-border relationship between the two locales.

While in Fredericton, Jesse will be working under the advisement of UNB professor Elizabeth Mancke, who sponsored his Fulbright application, and engaging in additional research critical to the completion of his dissertation. His award will allow him the time and resources to further develop the Canadian component of his project, which will utilize government documents related to wildlife conservation, hunting, and trapping and hunter/trapper diaries, ledgers, and letters at numerous repositories across New Brunswick. Jesse also hopes that his time there will help him establish new networking opportunities with other academics and endow him with a “better understand[ing] of New Brunswick and the people who live there.”

While Jesse is thrilled to spend the upcoming academic year at UNB, he also speaks highly of his experiences in the UMaine History Department, citing his strong working relationship with advisor Scott See as well as his friendships with some of the other students in the program. He also credits the quality education and financial support he has received from the university, the latter of which made it possible for him to attend major conferences in his field. When asked what attracted him to the history graduate program at UMaine, he referred to its strong environmental history focus, owing to the presence of Richard Judd.

Other than the hard work and dedication he has put into his program, like many graduate students, a key component of Jesse’s success has been his ability to strike a delicate work/life balance. As such, he emphasizes the importance of community, suggesting that incoming MA and PhD students “find a friend” in the program with whom they can, not only exchange work-related feedback, celebrate career successes, and air frustrations, but also simply relax. When he’s not writing or teaching, you can find him on hikes, often in the company of his dog.

Upon completion of his doctorate, Jesse plans to apply for tenure-track teaching positions, but he is also open to the possibility of working in academic advising, secondary education, or public history.

## ***Faculty Updates***

**Nathan Godfried** published an article, entitled “Between Human Welfare and National Security: William S. Gailmor and Popular Front Journalism in the Cold War, 1950–1952,” which appeared in the Spring 2017 issue of *American Journalism* (vol. 34, no. 2).

**Michael Lang** published “The Harmony of Interests” in the 2016 volume *Arnold J. Toynbee e il mondo oltre le civiltà*, which was edited by Federico Leonardi and Luca Maggioni and is available from Edizioni Unicopli/ University of Milan Press. Lang was also reappointed as Director of the International Affairs Program at the University of Maine and traveled for eight weeks in Japan learning about pre-state societies and religious history.

**Stephen M. Miller** co-presented a paper, entitled “The Hague Convention and the South African War,” with Jessica P. Miller, at the Britain and the World Conference, University of London, on June 23. That same day, the Brexit referendum took place! The paper will be published in *War in History*. Miller is now working on an article about British surrendering in the South African War.

**Elizabeth McKillen** published “Divided Loyalties: Irish-American Women Labor Leaders and the Irish Revolution, 1916–1923,” *Eire-Ireland* 51 (Fall/Winter 2016): 165–187 and “Labor and the Legacies of World War I” at <https://lawcha.org/wordpress/2017/03/20/labor-legacies-world-war/>.

**Micah Pawling** was selected for the 2017 Public Engagement Fellowship from the Whiting Foundation for “The Sabattis Tomah Project: Making History in the Community,” which contextualizes the life of Sabattis Tomah (1873–1954), a vital cultural keeper for the Passamaquoddy Tribe of Indian Township in Downeast Maine. It combines two different sources of knowledge: community interviews containing experiences and memories about Tomah’s life and ethnographic field journals, which will be brought home to the community for the very first time. Pawling also has a forthcoming article, entitled “Wəlastəkwey (Maliseet) Homeland: Waterscapes and Continuity within the Lower St. John River Valley, 1784–1900,” in the Summer/Autumn 2017 issue of *Acadiensis*.

**Liam Riordan** has been completing a comparative biography about five people who opposed the American Revolution, while on his 2016–2017 sabbatical. He selected them for their social, geographical, and ideological diversity in order to show the variety among loyalists. He continues to help organize the state National History Day contest for grade 6–12 students. (Join us for the next contest at UMaine on April 7, 2018!) He also looks forward to planning public programs to commemorate the 2020–2021 bicentennial of the state of Maine. Historical commemoration will be the theme of his senior seminar course in spring 2018.

**Howard Segal** was selected as the 2017 Maine Heritage Lecturer. During the fall semester, he will be speaking on his forthcoming edited book on UMaine's evolution over the past half century.

## Remembering Janet TeBrake

It is with deep sadness that the History Department announces the passing of Professor Janet TeBrake in Bangor on December 26, 2016. TeBrake, who was 69 at the time of her death, taught in the department from 1991 until her retirement in 2013. She is survived by her husband, William TeBrake, Professor Emeritus of History, also at the University of Maine.

TeBrake was born in New Castle, Pennsylvania in 1947 and received her BA and MA—both in history—from Youngstown State University in 1970 and 1978, respectively. In 1984, she earned her PhD from the University of Maine, where she concentrated on modern Irish and British history. Before becoming a member of the UMaine history faculty in 1991, she taught courses at Colby College and Bangor Community College. At the University of Maine, she taught courses in Irish and British history, women's history, and nineteenth-century European history.

TeBrake was well-known for her dedication to her students and for her effectiveness as an undergraduate advisor, and she continued to maintain relationships with many of her students long after they had completed their degrees. She also, of course, meant a great deal to the other faculty in the History Department. Professor Elizabeth McKillen for example, described TeBrake as a “wonderful teacher, friend, and colleague, who was always generous with her time, whether it was counseling undergraduates, talking Irish history, hosting departmental social gatherings, or babysitting the children of other faculty members.”

McKillen also had much to say about the significance of TeBrake's research, especially in regards to an article that was published in the May, 1992 issue of *Irish Historical Studies*. McKillen described the work, entitled “Irish Peasant Women in Revolt: The Land League Years,” which examined the role of women in the Irish League Land movement during the nineteenth century, as “first-rate.” She also added that it had a transformative impact on the field of Irish history and continues to be cited by scholars even today. While others were continuing to write histories of the largely urban and middle-class women's suffrage movement, TeBrake was early to emphasize the agency of Irish peasant women who, in spite of the overwhelming patriarchy of the nineteenth century, led a popular uprising against the eviction of tenant farmers during the land wars.

The women in TeBrake's work did not politely seek incremental reform. Rather, McKillen says, they “pelted eviction servers with everything from hot turf bricks, to stones, manure, and mud” and actively boycotted businesses in league with oppressive landowners and took important leadership roles within the Land League. Their story, as told by TeBrake, highlights the importance of asking critical and compelling questions of both familiar and obscure historical events.

TeBrake is sorely missed by the History Department, and her legacy and contributions to the University of Maine as both a scholar and an educator will continue to be a source of pride for faculty and students alike.



Janet TeBrake (left) and Elizabeth Aube (right) Presenting at Women's History Week, Well's Commons, University of Maine, March 6, 1985. Photo by Jack Walas. Image courtesy of University of Maine Special Collections.

# Alumni Spotlight

## *A Conversation with Brian Payne*

As the academic job market for historians has grown increasingly competitive, PhDs who have more recently obtained tenure-track teaching positions at colleges and universities often play an important, if sometimes subtle, role within the life of history departments across the United States. Drawing from recent experience to serve as de facto career mentors, those who maintain connections to their alma mater provide a critical roadmap to success for new graduate students, who will likely be entering a vastly different career environment than that of their advisors and other senior scholars. Environmental historian Brian Payne is one such alumnus, who has both directly and indirectly served as a role model for University of Maine history graduate students.



Photo courtesy of Brian Payne

Payne earned his PhD from the University of Maine in 2006 after successfully defending his dissertation, entitled “Fishing a Borderless Sea: Environmental Territorialism in the North Atlantic, 1871–1910,” which was published as a monograph by Michigan State University in 2010. He has authored numerous articles on the maritime history of New England and Atlantic Canada, covering topics ranging from fisheries regulation and stewardship to labor systems within the region’s fish processing industry. He has also collaborated extensively with other scholars, having helped found the organization, Northeast Atlantic Region Environmental History—or, NEAR–EH. His current projects include *Editing the Ocean: The Culture and Politics of Seafood Consumption in Canada, 1900–1950* and *The Gulf Between Us: An Environmental History of the Gulf of St. Lawrence*, the latter of which is a co-edited volume and is under contract with McGill–Queen’s University Press. He is an associate professor of history at Bridgewater State University (BSU) and was recently presented with an award from the U.S. Fulbright Foundation for Educational Exchange Between Canada and the United States, which has allowed him to engage in a solid year of concentrated research from September 2016 to August 2017 at Carleton University in Ottawa, Canada.

By serving as an example through his numerous scholarly successes and through direct engagement with graduate students and other junior scholars via organizations, such as NEAR–EH, Brian Payne is one of the many UMaine history alumni whose post-graduate work continues to have a multiplier effect, returning dividends to the department years after having earned his degree.

Originally from Youngstown, New York, Payne cultivated an early love of history while attending St. John Fisher College during the mid-to-late 1990s and working at Fort Niagara, which was built by the French in 1726 and continued to have strategic relevance during a number of historic international conflicts. According to Payne, it was here that he had his “first opportunity to really think about history—what history we decide to celebrate, how we tell stories about the past, and how history can continue to shape our world.” During his undergraduate studies, his interest of history matured from a fascination with stories about the past to a desire to participate in debates about the past. “I wanted to be a part of shaping that collective narrative of how we see ourselves,” says Payne of these formative years.

After obtaining his BA in history in 1998, Payne came to the University of Maine, earning his MA (also in history) in 2001 before transitioning into the PhD program. During this time, he worked closely with his advisor, Scott See, who is a borderlands historian. Payne says that he chose the history graduate program at UMaine because of its strong emphasis on US–Canadian history. Payne explains this interest by stressing that he grew up a block from the Canadian border, which shaped his understanding of history from an early age.

Though Payne's research interests shifted somewhat after joining the program, he described UMaine as a "great place" for him to pursue his work. He continues to speak highly of his professors, stating, "The faculty at UMaine . . . provided me enough guidance to help me along the way but gave me plenty of freedom to explore the topics I wanted to from the angles I wanted to. People provided me with plenty of advice, but no one told me what to do. That worked well for me." He also describes a program in which faculty, especially his advisor, emphasized the importance of a "hard work ethic":

*We learned the same set of theoretical and methodical ideas and did the same kind of readings and research one might do at any program, but . . . UMaine graduate students have to work to make their own names for themselves. There was a kind of working-class academic feel to the place. No one sat idle. Scott and others always pushed us to present papers at conferences, write grant applications, seek publications, and get teaching experience, all of which had to be earned by our own merit and not by the school's reputation. These were all crucial to success on the job market.*

Payne's experiences at UMaine also helped prepare him for BSU, which is a teaching-focused school with a writing-intensive curriculum that demands a great deal from its faculty as well as its students. However, with high demand comes high reward, says Payne, who has an opportunity to focus on the needs of students by helping them to engage in critical analysis of texts and interpretation of source materials and to better articulate their views. Though he is always adjusting and refining his strategy in the classroom, Payne's goals as an educator can be summed up as an attempt to "construct an environment, both in and out of the classroom, that allows students to comfortably explore the unknown, challenge their preconceived ideas, and speak freely about their views in constructive ways." Like many faculty, he also dedicates himself to various forms of academic service, including a two-year term as faculty union president, which included both additional academic and administrative duties.

Payne's full teaching load and academic service responsibilities have created challenges for him in terms of meeting his writing and research goals, challenges which are probably all too familiar for junior faculty at many institutions of higher learning today. However, he manages to make time for scholarly pursuits during the summer and during small reprieves, such as his recent Fulbright award. During his time in Ottawa, for example, he spent most days working in the National Library and Archives of Canada and has written a book manuscript, which is under review with McGill-Queen's University Press. He has also completed additional research and has written two article-length manuscripts, revised two existing articles and an essay for his co-edited volume, and begun an entirely new project. His Fulbright has also provided him with an opportunity to "think more broadly about just what it is [he wants] to do as a researcher and where [he wants] to go as [he enters] a new stage in [his] career." Moving beyond the scholarly pursuits he cultivated as a graduate student, he says that he is now "becoming more interested in food policy" and "[wants] to more deeply engage contemporary debates about nutritional policies and food aid." He hopes to bring a crucial "historical perspective" to this topic, raising new, more provocative questions.

While the workload and challenges Payne has faced as a junior faculty member differs from that of many of his colleagues, who benefited from a wave of post-World War II enthusiasm for investment in higher education, they aren't unique for tenured faculty today. As such, Payne serves as an important model for up-and-coming history scholars at the University of Maine, to whom he offers the following piece of advice:

*UMaine graduate students can successfully compete for jobs and grants if they're willing to do the hard work that will set them apart from the others. You've got to get out there and engage with the community: present papers, publish reviews and articles, and get teaching experience. The work will pay off in the end.*

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## How to Contribute to the UMaine History Department

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:

[https://secure.touchnet.com/C22921\\_ustores/web/product\\_detail.jsp?PRODUCTID=117&SINGLESTORE=true](https://secure.touchnet.com/C22921_ustores/web/product_detail.jsp?PRODUCTID=117&SINGLESTORE=true)

You can also contact the History Department through the following:

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Website: <http://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 this newsletter was generated by Eileen Hagerman through a series of interviews during the spring 2017 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](mailto:eileen.palmer@maine.edu).