

UC BERKELEY DEPARTMENT *of* HISTORY

SUMMER 2020 NEWSLETTER



**A MESSAGE FROM THE
DEPARTMENT CHAIR**

*Reflections on 2020, Career
Diversity, and more*



Commencement 2020: History Department faculty shared video messages of congratulations with the Class of 2020.



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FROM *the* CHAIR

As it does every year, the Summer Newsletter for 2020 features the remarkable annual achievements of UC Berkeley students, past and present, and celebrates their contributions to the study of History. But this familiar story unfolds this year amid an historic crisis (a confluence of multiple crises, really) that makes these notable achievements even more extraordinary. Like many others this past Spring and Summer, Cal students endured physical distancing and social isolation not to mention hunger, disease, economic insecurity and profound loss. School was destabilized by remote learning, closed libraries and high anxiety among students, faculty and staff. At the same moment, many of our students joined the struggle for Black Lives in the wake of George Floyd's murder. In these intense and disorienting conditions, Cal students and alumni from the History Department continued to perform their craft at a very high level.

During 2019-20, History alumni published forty-five books plus many scholarly essays and journalistic articles. Many of the published monographs were revised Ph.D. dissertations produced originally at UC Berkeley. The breath of training provided at Berkeley may be seen in the wide thematic range of these new publications: *Equality: An American Dilemma, 1866-96*, *Revolution Goes East: Imperial Japan and Soviet Communism*, *Vénus Noire: Black Women and Colonial Fantasies in Nineteenth Century France*, *Life in a Time of Pestilence: The Great Castilian Plague of 1596-1601*, *America for Americans! A History of Xenophobia in the United States*. These titles bring Cal History's global range into sharp relief. Current graduate students have been equally productive. Eighteen Cal students earned their History Ph.D.s this year and roughly one hundred are engaged in course work, research, undergraduate teaching and dissertation writing. Given the truly heinous job market, we are thrilled that Cal students continue to secure post-doctoral employment. Five Cal students scored coveted

assistant professorships this cycle and three won prestigious fellowships at Columbia, Brown and the Lawrence Livermore Lab. A handful of our recent Ph.D.s continue to lecture at Cal and some have taken up high school teaching posts. An interesting section of this newsletter describes changing attitudes towards professional development and the proliferation of interest in "alt-ac" positions among Cal students and within the broader discipline.

It is undeniable that fieldwork has taken a direct hit. The pandemic interrupted the archival research of over a dozen Cal Ph.D. students and stymied the research plans of numerous undergraduate thesis writers. The newsletter includes accounts from our students of aborted research trips to Germany, Japan, India and Italy. Meanwhile, dissertation research by our fourth and fifth-year graduate students scheduled to start in Fall 2020 has been put on hold. And news from the field remains bleak. As one of our students wrote:

"The Spring lockdowns have made additional research trips impossible, and whether or not countries have 'opened up,' the ongoing pandemic has made research-related travel a risky undertaking."

Finally, our undergraduate History majors have persevered (some have even thrived) under extraordinarily difficult circumstances. The Newsletter lists the names of over one hundred and forty undergraduate history majors who earned their degrees in the Spring. Most of them completed their demanding capstone project including the infamous 101 thesis during the peak pandemic months between March and May. A successful and well attended 101 Circus staged for the first time via Zoom testifies to the terrific resilience of our undergraduate community in meeting this demanding requirement during the historic crisis of 2020.

To students of Cal History everywhere, we salute you!

— **Peter B. Zinoman, Department Chair**



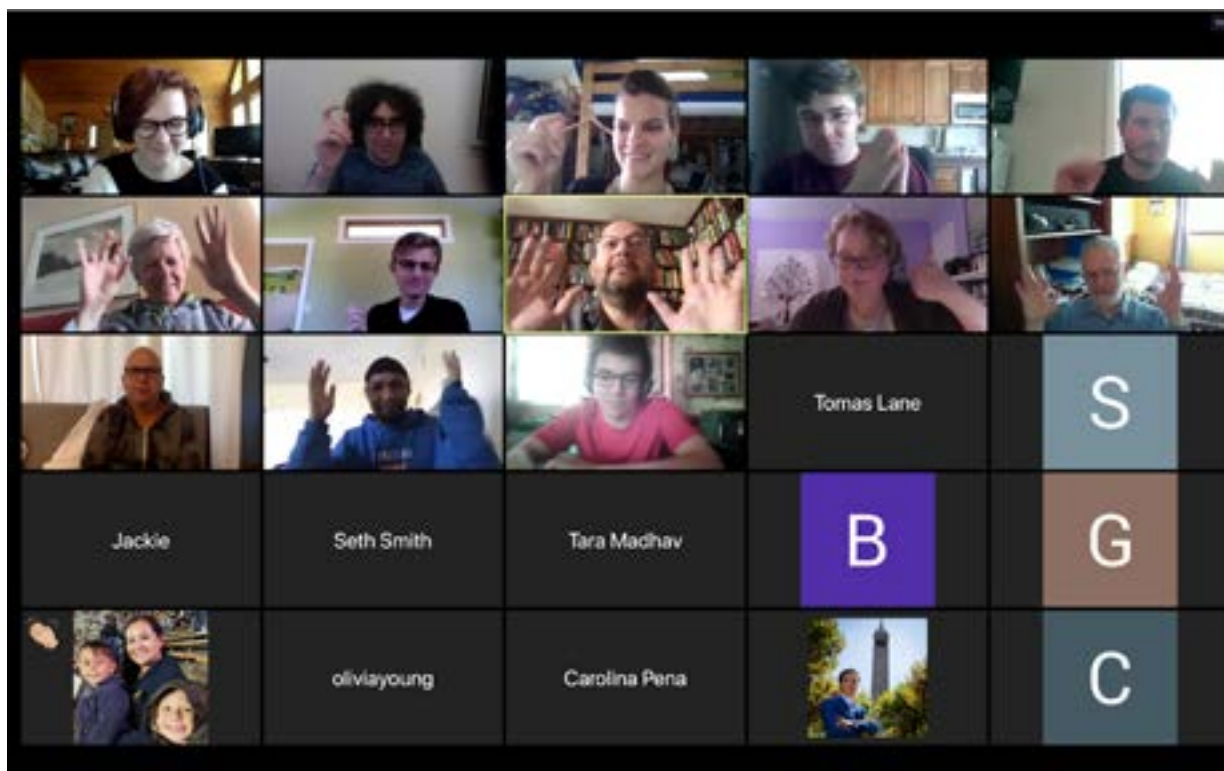


Photo by Randy Cantz

THE 101 CIRCUS is the great annual gathering at which history majors have the opportunity to share their original thesis research. Covering a broad spectrum of geographic and chronological fields, students make 10-minute free-form presentations about their research and writing processes, surprising discoveries, and all the ups and downs of doing the work of a historian.

SPRING 2020: due to the pandemic and the closure of the UC Berkeley campus, our Class of 2020 led the History Department's first ever Virtual 101 Circus. The image above features Phi Alpha Theta members (Top Row, Left to Right: Dorian Cole, Randy Cantz, Fallon Burner, Geraint Hughes, and Andrew Selvo) who hosted the event for their peers. Students, faculty, and staff alike are captured cheering for graduating seniors who submitted and presented their history major theses, through incredibly challenging circumstances. We applaud PhAT for hosting the event, the Class of 2020 for their resilience, and the faculty and staff who supported History students on this journey.

HISTORY DEPARTMENT *Events*

History Homecoming:

History Homecoming 2020

HISTORY

Goes to the Movies



Clockwise, Left to Right: Stephanie Jones-Rogers presents on the film *Harriet*; Thomas Laqueur presents on the series *The Crown*; David Henkin presents on *Little Women*



Big Give

Thanks to the generosity of our donors, we raised over \$12,000 for Big Give, 2020! History helps us all to navigate uncertain times — it lends perspective, creates context, and deepens our mutual understanding of our past and present. Every day, our gifted undergraduates, stellar graduate students, renowned faculty, and impassioned student groups work hard to make better sense of the world we share. Thank you to all who made a donation to the History Department for this year's Big Give, in support of our academic community.



Faculty Student Dinner 2020



Pictured clockwise from Top to Bottom: Phi Alpha Theta: Randy Cantz, Fallon Burner, Rina Yordanos, Dorian Cole, Andrew Selvo, and Geraint Hughes; Elena Schneider; Maureen Miller.

150W: Women in the History Department

Today, we launch a new section of our website that highlights the history of women in the History Department, beginning with Adrienne Koch in 1958, to Bernadette Pérez, who has joined us for Fall 2020. This effort is in conjunction with 150W: a campuswide celebration to mark 150 years since women were first admitted to UC Berkeley. Professor Emerita Mary Elizabeth Berry, Class of 1944, was the leading force behind this website, which is packed with first-hand reflections, historical documents, and essays. *Click the icon to access the site.*

150 Years of Women at Berkeley



Reflections on Spring 2020

AN INTERVIEW WITH ELENA SCHNEIDER

Elena Schneider is an Associate Professor in the History Department. She is also on the Pedagogy Task Force for Social Science, and a brief highlight of her virtual instruction experience was featured in [a recent article](#) by the Social Science Matrix.

What was one of the biggest challenges you faced, in transitioning from in-person to remote instruction?

We basically had to reinvent our classes on the fly this past spring. I appreciated that UC Berkeley gave us a couple of days to transition, more than many of my colleagues at other universities received, but it was definitely not sufficient to adapt a course fully from in-person to online. One of the things I realized this spring was how much I rely on student presence and bio feedback in the classroom to gauge my lectures—noticing the moments when they yawn vs. the moments when they are excited and engaged, sitting on the edge of their seats. Moving to Zoom made it a challenge to figure out how to check in with them and shape the lectures as effectively as possible.

What was one of your favorite Zoom “tableaus”?

I started doing creative Zoom “tableaus” at the beginning of my lectures, often themed to the day’s lecture, in order to try to make the students laugh and to give myself a fun, creative outlet during challenging times. I used creative backdrops and whatever costume items I could find in my house. I think I got bolder as I went



along. My favorite tableaus were towards the end of the semester in our class on the History of the Atlantic World. I posed as a tourist with a selfie stick at Macchu Picchu the day I discussed the Tupac Amaru rebellions, and then for the lecture on the Haitian Revolution, my tableau was of a concerned, white newscaster in 1801 covering the news from Haiti.

What was a memorable moment during your remote teaching experience?

There were two highlights to the semester for me. One was our fantastic guest speakers, Vincent Medina and Louis Treviño, indigenous rights, language, and food activists and the founders of Cafe Ohlone. We had planned to have them visit our class when we were discussing California Indian history, but once COVID

Image via Elena Schneider



struck, we asked them to Zoom with us instead. They gave a fantastic talk, joining us from their front porch, and we could hear the birds chirping and watch them wave at their neighbors walking by as they spoke. There was a kind of beautiful intimacy that came from them Zooming to us from their home rather than inviting them into the more formal UC Berkeley lecture hall setting. The other highlight was watching my Graduate Student Instructor and undergraduate students find creative inspiration. My GSI Annabel LaBrecque did a guest Zoom lecture for us that involved her own very fun and clever tableau. Many of my students also found the inspiration to do creative final projects as a final assignment, some of which were truly stunning.

As a professor, what is one thing you prioritized in Spring of 2020, that you will continue to prioritize for your students?

In the History department at UC Berkeley we train students' analytic minds, but we also try to engage their hearts—their feeling, emotional selves—and bring them to bear on our study of the past. I want them to exercise a kind of radical empathy that makes them

imagine what it might have felt like to walk in someone else's shoes and share that person's experiences. Given that I try to engage their whole persons, there was no way I could ignore the tremendous hardship many of my students were facing last spring. Some of them headed home to households where they might not even have a bed to sleep on anymore, and many of them were dealing with extreme financial hardship and uncertainty. I think they really appreciated that I showed them that I cared about their wellbeing, not just their academic performance, and that I acknowledged that we are all thinking AND feeling people struggling with a variety of serious challenges in our lives.

Image via Elena Schneider

REFLECTIONS: SCHNEIDER

Reflections on Spring 2020

TEACHING HISTORY IN A TIME OF DISRUPTION

Rachel Reinhard

Rachel Reinhard is the Site Director at UCB History Social Science Project. [Click here](#) to learn more about UCBHSSP.

The UC Berkeley History-Social Science Project, which is located in the Department and supports K12 history teachers with their instruction and planning, jumped right into the virtual world as Bay Area educators grappled with supporting student-learning during the Shelter in Place and emergence of an uprising against white supremacy, in the wake of the murder of George Floyd.

In the days immediately following the announcement that instruction in a number of Bay Area districts would move online, UCBHSSP released a journal assignment authored by one of its longtime teacher leaders. Bryan Shaw, a history and Ethnic Studies teacher in the Mt. Diablo Unified School District, shared via social media an assignment he had created for his students to complete from home, inviting them to act as historians through the noting of changes and continuities in their environment. UCBHSSP site director Rachel Reinhard saw the assignment and received permission to promote it via the UCBHSSP social media networks. Promptly, it drew attention.

After revising some elements of the lesson, Reinhard shared it as a Google doc that could be revised by teachers (<https://tinyurl.com/covid-journal-all>). The initial assignment led to the creation of at least 16 variations, including translation into three languages and a version for elementary aged students. Additionally, archivists at the University of Arizona reached out to invite teachers and students to submit

their student work to the Covid repository they were establishing in real time. While UCBHSSP is unable to track how many teachers used the assignment, thanks to colleagues at the Office of Regional and International Area Studies, we know it was shared with teachers around the world and the nation, and chronicled in a number of news articles about learning during the pandemic. The assignment also set a precedent by which UCBHSSP shared a handful of teacher-authored assignments with its teacher network, as they looked to respond to the changing context of teaching online and during the time of Covid.

As an uprising emerged following the police murder of George Floyd, UCBHSSP, again, sought to support its teacher network as the school year came to a close in many districts. They shared lessons, previously developed, that highlighted the historic relationship of the police in Black communities and the role of media in highlighting abuses. They reconvened a group of educators who had begun coming together in the winter under the auspices of a new UCBHSSP-sponsored study space -- Building Anti-Racist White (history) Educators. And in concert, with their sibling sites in Davis and Santa Cruz, UCBHSSP hosted a Call to Action for history educators to grapple with what anti-racism looks like in the history classroom.

This fall UCBHSSP, from its satellite (work from home) offices in Berkeley and Oakland, will continue to support student learning in history classrooms in a way that is grounded in the social, cultural, and political realities of the world we are living in today.

undergraduate RESEARCH GRANTS

During the 2019–2020 academic year, donor funds supported research grants to history majors, which allowed students to visit Mexico, Italy, Cuba, and more, in preparation for writing their capstone theses. The following are brief excerpts from the students' research reflections.



UNDERGRADUATE RESEARCH GRANTS

Geraint Hughes

London, UK

I'm a fourth-year History and Classics double major, and I decided to do my Senior Thesis on a subject that would combine both my passions. My project that I've been working on is a study on the reception of Martial, a Roman poet, in Early Modern England. To help with understanding how Early Modern authors, wits, and intellectuals viewed Martial, I went to the British Library (in addition to the Bancroft Library here on campus), to look at various English translations. While I have been to London many times before, I had never seen the British Library! It is vast—far more so than Main Stacks; and incredibly efficient—I never had to wait more than 40 minutes for any item. It was an amazing experience, one I hope I can return to as a professional historian one day!

Nicholas Pingitore

Havana, Cuba and Monterey, CA

My time studying history at Cal has both literally and figuratively taken me across the world. Last year, I received a grant to complete an independent research project in Havana, Cuba where I lived for a month. There, I studied changes in the island's political system since the collapse of the Soviet Union. Following this interest in the Cold War, this past summer, I received a fellowship to study Russian at the Monterey Institute of International Studies. There, I also began work on my senior thesis, investigating the evolving importance of the Peace of Westphalia which ended the Thirty Years' War in 1648. Only because of the amazing support through faculty and advisors in the history department have I been able to undertake such wide ranging pursuits. These escapades, adventures, and quests, both intellectual and otherwise have unequivocally been the highlight of my time at UC Berkeley.

Fallon Burner

Wyandotte, Oklahoma; Toronto and Québec City, Canada

I am a senior history student writing her honors thesis on language revitalization in the Wendat Confederacy, which is an Indigenous group that spans North America and crosses the US-Canada border. This project shows the vital role that language plays in the Indigenous community and how its history is tied to issues of erasure and survival, as well as the role that language revitalization projects have in addressing transgenerational and historical trauma. My methodology centers on oral histories and language acquisition as a way to present a Wendat perspective, and therefore more accurate, historical narrative. I traveled to Wyandotte Oklahoma, Toronto, and Québec City, Canada this past summer to conduct oral history interviews, community-engaged research, and archival research in the Wendake archives. I also had one-on-one language lessons from leaders
(Continued on next page)



Photo: Nicholas Pingitore

"My time studying history at Cal has both literally and figuratively taken me across the world."

— Nicholas Pingitore

in the revitalization efforts for the Wendat and Wa'dat languages, in service of a more ethical, nuanced, and accurate historical narrative. I studied abroad in France in summer 2018 to prepare for my visit to Québec in 2019.

Alexander Reed
Western Europe

While developing my research on non-elite economic motivations for cultural change in the Roman West, I was fortunate enough to have the opportunity to travel to the United Kingdom, France, Italy, and Spain to conduct on-site research during the Summer of 2019. Being able to actually walk through and experience ancient cities like Pompeii, Nemausus, and Tarraco in the same way that a Roman visitor would have enabled me to develop a much deeper understanding of the form and function of Roman architecture and urban space, and provided me with invaluable insight into the factors which may have prompted non-Roman individuals to take an interest in adopting such unfamiliar structures and spaces. For the support which afforded me the incredible experience of engaging firsthand with the places and artifacts to which I have devoted so much study, I am incredibly grateful to the Department of History and its faculty.



Photo: Alexander Reed

Ian Stratford
Greece

I am an undergraduate studying history with an emphasis on ancient Greece. I have been working on the history of the Alcmaeonidae, an elite Athenian family in the Archaic and Classical periods. Thanks to support from the Summer Undergraduate Research Fellowship program I was able to visit Greece. In Athens I studied the Painted Stoa built by Peisianax of the Alcmaeonidae as well as the Parthenon of his more famous relative, Pericles. I also traveled to the other cities and sites where the Alcmaeonidae were active. I have also been working on the weight standards and iconography of the coinage of Dynastic Lycia. For this project I visited the Ashmolean Museum at Oxford and the American Numismatic Society in New York to consult their extensive collections.

Maria Lua
Morelia, MX

I'm a historian of Latin American and a social activist, feminist, anti-colonialist, and anti-capitalist. During summer of 2019, I traveled to Morelia, Mexico and spent two months doing archival research. I collected more than 100 cases of men and women who were accused of sorcerers and were trialed by the Spanish Inquisition. This experience allowed me to bring back to life the various women that opposed the colonial and patriarchal state through heterodoxy practices that challenged gender roles. On the other hand, I also learned about women who were victims of the racial constructions of the colonial state and were killed or punished because of it.

graduate student **RESEARCH**

For this edition of Graduate Student Research, instead of highlighting the diversity of dissertation research, we are instead highlighting four Ph.D. students who were conducting research abroad, when the pandemic broke out in Spring 2020. These students share their experiences of research disrupted, from around the world.



JONATHAN LEAR: My dissertation is a comparative history of commercial atomic energy, with a focus on postwar Japan and West Germany. I had spent the 2018-2019 year in Japan, and I was based in Berlin for my second research year when the pandemic began. I was actually visiting archives in southern Germany when the first cases began to pop up in the area. That was in late January. By the time my trip was over, the lockdown in Wuhan had already begun, and the world was beginning to comprehend the severity of the crisis. Needless to say, the spring lockdowns made additional research trips impossible, and whether or not countries have “opened up” since then, the ongoing pandemic has made research-related travel a risky undertaking. Historians often feel compelled to collect every last piece of material related to their topic, but sometimes working with what you have is the best way forward.

PETER MICHELLI: Until Covid-19 hit, I was conducting archival research in Bari (Italy) on the role of the bishop and the church in thirteenth-century southern Italy. My source base consists of surviving charters, ranging from the regular (sales records) to the scandalous (a thieving cleric ousted from the cathedral). I was generously hosted by in the dipartimento di studi umanistici at the Università degli studi di Bari “Aldo Moro.” Since returning to Berkeley four months early, the biggest challenge has been the uncertainty—of when I will get back to the archives, of when the Doe will reopen, of where future funding will come from. Any sense of normalcy has come from my wife (who was about to join me in Italy), and video calls with my collaborators in Bari and my Cal medievalist colleagues (Mahel Hamroun and Christene Stratman). I hope that rising 4th and 5th years will lean on the Cal History community as they face an uncertain research year.



BRENT OTTO: I study the Eurasian community in colonial India and the way it negotiated its position in society through interactions with the colonial state and church. I began my research in January in the archives of the southern state of Kerala. I had finished work in one archive and the National Library when Covid-19 caused a national lockdown. The organization sponsoring my research fellowship requested that we leave the country. I returned to Berkeley on 19 March. With only two and a half months of my research complete and still unable to go to any relevant Indian or European archives, my options are limited. I spend my time with the sources I have, secondary literature, and honing my skills for online teaching in the Graduate Remote Instruction Summer Fellowship. I will GSI in the fall and hope to return to the field by January. I think we must be content to do what work we can do. We also should support each other and keep our intellectual conversations going, so that our motivation stays strong.



SHOUFU YIN: I visited Taipei and Tokyo in January, and then stayed in Kyoto for almost three months. In Kyoto, I visited monastic archives and participated in seminars—the reading group on Middle Mongolian documents are particularly helpful for one of my chapters. Since April, I have settled myself in Shanghai. If I can obtain the visa to Korea, I plan to spend the fall in Seoul and then find a way back to Berkeley. In general, I was able to check out key materials at a variety of libraries before they shut down to visitors. At the Seikado Museum/Library (Tokyo), for instance, because the microfilm machine broke down, I was allowed to read all the rare books in their original forms—no scholars, says the librarian, have ever touched them for at least a decade! Research is going on well. News remains depressing. Recently, I stay up late, waiting for the dawn—with a remote Persian class that ends at 2 am.

This photo features research in the time of pandemic at Bibliotheca Zi-Ka-Wei, Shanghai (a nineteenth-century Jesuit library). I took it on June 10, 2020. It is now closed for renovation.

Career Diversity: Historians at Work

Interview by Derek Kane O'Leary

SIMON BROWN

Simon Brown is in the fifth year of the program and studies early modern European history. He focuses on British history between the Reformation and Enlightenment, and his dissertation examines the history of “useful knowledge” as an aspiration and project from the late sixteenth to the early eighteenth century in England and its empire. He is particularly interested in the way that both Protestant theology and political economy informed how people thought about what makes knowledge useful in the period, when many began to insist that all learning ought to be of use.

First, could you tell us a bit about the questions that excite you as a historian, and how you approach them in your research?

I am interested in following how and why ideas that are contentious or distant from social concerns at one moment become so pervasive that they are normalized at another. My research partially focuses on thinkers who explicitly argue that controversial ideas, in their case “doctrines,” are always a bad way to grasp true religion, and instead insist on following the practical, common sense of everyday people. I also follow how that process actually took place, by reading popular theological works that justified a certain form of “practical” divinity alongside the school curricula that assigned those books and instructed teachers and students in how to use them.



Could you describe the work you've done in online publishing during the Ph.D?

In 2018 I became a contributing editor at the Blog of the Journal of the History of Ideas (or JHI Blog) where I also began a podcast along with Disha Karnad Jani at Princeton. The podcast, “In Theory,” brings on scholars from many disciplines and subfields to talk with us about their recent books in intellectual history. Last year I was named as one of the three lead editors. We publish work by graduate students and early-career scholars in the field.

Partly motivated by my experience editing at the Blog, I applied for a campus fellowship with the Los Angeles Review of Books Publishing Workshop last summer. The workshop brought together participants from many backgrounds (including lots of graduate students) to learn about the inner workings of book

and magazine publishing, the economy of free-lancing, and the prospects for the industry looking forward. The workshop helped me understand the ecology of academic publishing and it inspired many ideas about how to expand the reach of the JHI Blog, including through new media like the podcast.

What has it been like to write and talk about your research interests in these different mediums? Has it influenced how you think about your work?

When I interview authors and publicize them, I'm always thinking about how to concisely relate the arguments of the book to questions that spur people working across intellectual history. It's not so much about framing its "relevance" but rather about distilling its contribution to issues that could animate scholars whom I and the interviewee might never encounter within our subfields. Thinking concretely about who is in the audience of a given medium is really necessary to tailor that message. There is a lot of space between a peer-reviewed journal and a newspaper op-ed, and many sites like the JHI Blog cultivate an audience between the two.

I think there's a lot of uncertainty about when and how historians in training should publish their work. How has your thinking about this changed over the course of your Ph.D.?

I think that over the course of the Ph.D. I've come to recognize just how many opportunities there are to publish for different audiences and interact with new colleagues. I have learned to appreciate social media, particularly Twitter, for the opportunities it has offered to learn about new work in my field and the pressing debates across the discipline. You don't need to post or scroll regularly to join in these discussions and introduce your work to colleagues. Publishing brief reflections on archival finds, for instance, on sites like the JHI

Blog is a great way to frame your research and present your interests to scholars who might, say, invite you on a panel.

What advice would you offer fellow historians who are interested in online publishing and podcasting?

The first thing I would say is that publishing is likely no more stable or promising as a career path than academia, so it's not a particularly reliable "alt-ac" trajectory. I have found it very rewarding, however, since I enjoy what I'm editing and producing, and I learn so much from the people I work with. I would advise anyone interested in these media to read across lots and lots of publications. These could include non-peer-reviewed academic sites like the JHI Blog (also Lady Science, Age of Revolutions and many more) but also magazines of literary and political commentary that publish historians and scholars for a wider audience (n+1, Dissent, New Left Review, for instance). It's often in their pages where I have followed the big questions exercising scholars across disciplines. I'd suggest listening to podcasts of different formats, including some outside of your particular area of interest, just to get a sense of production quality, interview style and so forth. I would also add that, from my experience, working with other people makes it easier to garner a kind of legitimacy, and you learn a lot from the process.

Career Diversity: Historians at Work *cont.*

Derek Kane O'Leary

LOIS ROSSON

Lois Rosson is a fifth-year Ph.D. candidate studying American science institutions in the 20th-century, NASA, space and popular culture, astronomical illustration, and photography.

Hello! Could you tell us a bit about your dissertation, and especially the part you worked on as Guggenheim Predoctoral Fellowship at the Smithsonian Air and Space Museum?

The project looks at how astronomical illustration responded to the onset of the Space Race in the United States. I argue that while these images were often circulated as a type of scientific visualization, they reflected cultural interpretations of space as a type of terrestrial frontier. So, it's both a study of how the symbolic importance of American landscapes influenced what outer space looked like in mid-twentieth century, and a look at how handmade illustrations come to circulate in an authoritative scientific capacity.

The Air and Space Museum is just as much a relic of the Space Age as the objects it houses. While I was there, I looked at the various types of artwork in its collection, and also correspondence between curators trying to make sense of how accessioned objects related to the history they were attempting to narrate. I spent the bulk of my time at the museum looking at papers related to the career of Chesley Bonestell, an artist billed as America's foremost astronomical illustrator for much of the 1950s. There were lots of his illustrations



in the collection, and they posed an interesting categorical challenge: his work was undoubtedly significant, but it straddled a confusing line between “art object” and “object of science.” By the time the museum opened in 1976, one of Bonestell's paintings of the Moon was left in storage because of concerns museum-goers would mistake it for an institutionally-sanctioned view of the lunar surface.

How did you manage to land (this is an artful moon pun) this fellowship? Would you suggest anything to other historians thinking about research fellowships like this?

I would absolutely recommend this type of fellowship to other historians, even those who aren't necessarily interested in public history. The Smithsonian has an extremely large and diverse collection of objects, and a lot of the museums maintain archival material related

to their respective research areas. I mostly stuck to the Air and Space Museum's collections, but did also occasionally venture out to the Archives of American Art.

I found out about the Smithsonian's various fellowship programs at the History of Science Society meeting my first year of grad school. That's probably the most emphatic piece of advice I have for new students—go to whichever professional society meeting is closest to your interests! I found out about all sorts of different fellowship opportunities this way, and had the added benefit of interacting with conference attendees from fellowship-granting institutions.

Museums certainly aren't the most common place for Ph.D. students to spend their research year. What was especially meaningful or productive about doing research with materials in that space (this is the second and hopefully final pun)?

The National Air and Space Museum is the most popular museum on the mall, and consistently ties with the Louvre for most yearly foot traffic. The Space History Division—which is where I was posted up—is staffed pretty exclusively by trained historians of science. It was really fascinating to see how the historiography I've been immersed in for the last few years can translate to physical exhibition design. The visibility is also very heartening; museums have a tangible impact on how people outside of our discipline engage with historical narratives.

What did you learn from working in a community of public historians?

It's work that comes with a high degree of responsibility! Popular exhibitions can really influence how non-historians view a particular historical subject. Exhibition design is really about telling a coherent story, which is arguably the hardest part of producing history period. There's a delicate balance between narrative intelligibility and academic historiography. Plus, you have to account for the physical limitations of the objects in the collection.

Really this was one of the most interesting things I discovered while at the Smithsonian—there's a

robust body of literature around these questions. Museum studies doesn't seem to be as popular with historians in our department, but it grapples with a lot of questions that are certainly relevant to our discipline. Museums are themselves a kind of historical artifact.

Your research there coincided with the 50th anniversary of the Apollo 11 landing. What is it like to know a lot about a historical question that captures broader public attention? What role do you think historians can or should play when their research intersects with front-page news?

Yes! If anything, the Apollo anniversary was a reminder of how important historical scholarship actually is. The moon landing is a prime example of the instability of an event's meaning in public memory. In 2019, Apollo was used as a stand-in for nostalgia about the simplicity of American life in the mid-twentieth century. Lots of emphasis on how it represented an America that could work together to achieve true greatness, that sort of thing.

It was good to have experts around to point out that 1969 was actually one of the most politically turbulent years in American history, and that the Apollo program was never as universally popular as memory might now suggest.

Based on your experience, would you offer current Ph.D. students any particular advice as they approach their research year?

Be open to investigating things that might seem only tangentially related to your topic! It's really truly a remarkable privilege to have a year of funding to sit around and learn stuff. Once, while I was on research, I spent two weeks reading about photorealist painting in the 1980s for seemingly no reason. But! It eventually helped me better formulate a set of questions about pictorial realism I was working through in the dissertation. I didn't realize it at the time, but I was inadvertently beefing up my conceptual vocabulary, and it's a topic I still occasionally return to.

Career Diversity: Historians at Work *cont.*

Derek Kane O'Leary

BRANDON KIRK WILLIAMS

Brandon Kirk Williams finished his dissertation on Cold War economic development, building partner capacity, and national security history under the direction of Daniel Sargent, with James Vernon and Mark Brilliant serving on his committee. His research included global fieldwork in Switzerland, India, and Indonesia on a Fulbright-Hays grant, and he was a research associate at the RAND Corporation and Illumio, a cybersecurity firm, in 2019.

Congratulations on finishing your degree! What are your plans beyond Berkeley?

I'm starting a cybersecurity research postdoc at the Center for Global Security at Lawrence Livermore National Laboratory. My responsibilities include contributing to the Center's seminars and visiting speakers programs, writing for official publications, and conducting independent research. One of my priorities will be to find avenues for the Center to engage with thought leaders across the world on matters of cybersecurity deterrence and national security.

Could you tell us a bit about how you managed to develop professional experience outside the university while completing your Ph.D.?

I completed two internships that qualified me for the postdoc. Without them, I would not have had the requisite experience to even land the interview. Many of our



skills and experiences do not easily translate to the eyes

of those outside the academy, and an internship is one step that helped me bridge that gap.

At Illumio, my tasks started as conducting research for a podcast on humanity's response to technological innovation. My supervisor encouraged me to broaden my knowledge of cybersecurity after I expressed interest in the subject. Through the crash course I discovered that I was intrigued by cybersecurity's technological and policy angles. Even while writing my dissertation, I devoted small pockets of time most weeks to consuming cybersecurity news. I believe it kept me focused on building technological literacy and discovering how I could adapt my skills to cybersecurity research.

At RAND, I was instructed to write a series of reports on historical and contemporary national

security-related topics. More so than at Illumio, I was introduced to working cross-functionally, meeting strict deadlines, and networking over the course of ten weeks. My experience was a professionalization exercise unlike any other.

What do you find to be the biggest challenges for a trained historian working outside of a formal academic context? And the biggest opportunities?

The biggest challenge is translating our skills convincingly for audiences outside the academy without first working in a professional position. A professional bridge is essential whereby students can put their training into practice and build their resume. Otherwise, many employers struggle to understand what value we add based solely on graduate training.

One of the biggest opportunities for trained historians working outside the academy is to employ a unique skill set that weaves a complex range of data inputs into a cohesive narrative, and few individuals have the research, analytical, and writing background that historians can boast of upon finishing their dissertation. Historians are not only historians who're mired in the past. We're qualitative data analysts who can bring a wide array of perspectives to bear on tough, often systemic, questions. Our ability to craft an argument-driven, clear narrative is, in my mind, an asset that many other graduate students don't possess when leaving a program. Nor do many professionals have that level of training.

What advice would you offer current Ph.D. students interested in exploring different career pathways during the program? Or, to put the question another way, what might have you done differently as you explored different careers?

I would have taken greater advantage of the opportunities on campus and learned quantitative data analysis. The number of centers and institutes at Berkeley is astounding, and more opportunities for networking or volunteering exist than I realized until my final year.

In spite of my insistence on our expertise in qualitative data analysis, I specifically would have enrolled in a class similar to Data 8 or sought out a data science boot camp. This helps one become a well-rounded candidate for a variety of occupations that incorporate data analysis.

One note of caution: your academic progress may be slowed by investigating different career pathways or, more likely, you may have to scale back your dissertation. I finished my dissertation quickly, and I am happy with the end product. Regardless, in my final year and a half I could not allocate the time I hoped to writing it or revising manuscripts for academic journals. I chose to sacrifice time with the dissertation to pursue internships and publishing outside standard academic outlets.

What do you think you'll miss most about your time at Cal?

I've had some of the best years of my life while at Cal. As I reflect moving on from Cal, I will miss campus's bubbling energy. It's difficult to put the sentiment into words. It's almost as if fall's first instructional weeks are magical, crackling with vitality. I will cherish that feeling.

My time at Berkeley included numerous avenues to grow intellectually by being exposed to a wealth of ideas and thinkers, and I will sorely feel its absence in my life. My experiences thus far outside academia re-affirm my belief that the public and private sectors are filled with people undertaking serious intellectual work. Regardless, Berkeley will remain different. The diversity of thought on campus guarantees that ideas are circulating for undergrads and graduate students to engage with on a regular basis. Even if I disagreed with others' thoughts, I know that swimming in that current of ideas made me a stronger intellectual.

Career Diversity: Historians at Work *cont.*

Derek Kane O'Leary

ADRIANNE FRANCISCO

Adrienne Francisco received her Ph.D. in 2015 and started a career as an independent school teacher 3 days after submitting her dissertation, which looked at the relationship between American colonial education and Philippine nationalism during the years of direct U.S. rule, from 1900-1935. Currently she is a Social Studies teacher at Drew School in San Francisco. Besides teaching, she advises Drew's APIDA (Asian Pacific Islander Desi American) student affinity group, mentors new faculty, and serves as an 11th-grade advisor.

Are there any general suggestions you would offer current Ph.D. students about preparing for and then navigating the juncture between the Ph.D. and a new profession?

Regardless of which path you take, emerge from your dissertation bubble every now and then. Looking for opportunities that allow you to connect with other scholars or other kinds of work is helpful. Besides making connections and expanding your network, it puts the dissertation-writing phase of your life and career in perspective. At one point, you **will** be done with the dissertation: who will you be after that?

To someone ABD, I'd ask: are there internships, part-time jobs, or contract research work that straddle both academia and academia-adjacent fields? Have you gotten involved in organizing academic conferences or other kinds of conferences about issues you're



passionate about? Are there community organizations or nonprofits you can volunteer at?

What have been the most challenging and the most satisfying aspects of making that transition?

Secondary school teaching feels like a marathon compared to graduate student teaching. Earlier this semester for example, I had a day wherein I taught Reconstruction to 11th graders at 8, talked about restorative justice with my advisory at 10:50, looked at transgender feminism with 12th graders at 12:20, and then back to Reconstruction at 1:45pm. During my lunch and prep, I might have met with a student about an assignment or met with colleagues to plan something for our school or curriculum.

You're also teaching students who are required to be in your class and for whom history feels very

distant. So the questions for me are always: How do I make this relevant to someone who is 16 or 17? What must they know and why? How can I teach critical thinking skills and encourage students to ask questions, pursue depth, and engage with complexity?

Secondary school teaching leads you to recognize that learning is social and relational. Students like having discussions in small groups, creating presentations, and completing projects together. Secondary school teaching is also relational in that you get to know the students, and they get to know you. I have a student who last year as a junior was a bit bashful in class but who now is very self-assured in sharing their ideas; indeed, their class comments often steer our reading discussions in powerful ways. It's amazing to see that change! And then students want to get to know you and share who they are with you.

For current Ph.D. students thinking about teaching in secondary schools in the Bay Area or elsewhere, what guidance would you offer?

The independent school teaching market is in some ways similar to the academic job market in that there's a specific hiring season and many of the same schools are looking at the same candidate resumes.

Positions open up as early as December, with interviews and hiring taking place from February to April. Most people looking into independent schools work with a placement agency, such as Carney Sandoe and Associates, CalWest Educators, or even ones, like Strategenius, that specialize in diversity, equity, and inclusion positions and candidates. There are also nationwide hiring fairs with on-site interviews. Ideally you will have partnered with an agency by the end of January.

You could also consider working to help create a K-12 curriculum or unit for an education non-profit or edtech company. See whether UCBHSSP or ORIAS have any opportunities for graduate students. Consider how you can get involved with the GSI Teaching Resource Center or teaching conferences at UC Berkeley. Finally, your non-academic interests matter as well, so cultivate and nurture those; independent schools are always looking for teachers who can coach sports, teach yoga, start a community garden, lead Model United Nations,

Mock Trial, or speech and debate.

What has it been like teaching in the time of Coronavirus? We know that historians aren't supposed to make predictions...but is what it means to be a teacher and a student changing in meaningful ways?

Teaching as a historian during the time of coronavirus for me means 1) caring about my students' well-being first and foremost, and 2) helping them see parallels, as well as important differences, between what happened in the past and what's happening now. Being a teacher now means, even more so, being a present and caring adult in a student's life—someone who sees them differently from the way that their parents see them. My students can share parts of their personalities with me that they don't express at home. Being a teacher at this time also means that part of my job is to create social opportunities; again, some students might only be interacting with the same 3 or 4 people while they shelter in place. My Zoom class isn't just a place to learn History then, but also a time to connect with their peers and be in a space where people their age are the majority.

If schools continue to be online in the Fall, which I think they will, we are going to have to rethink how we teach, assess students, and design curriculum. We'll also have to be extremely intentional about how we practice equity and inclusion online. Online learning highlights differences in socioeconomic status, as well as widens learning and achievement gaps.

My sense is that this pandemic will make young people mature differently. Some of them have experienced deaths in their families, and young people today are experiencing loss and grief in ways that I didn't have to when I was their age. Others may see a change in their family finances that may now bring new questions about college. Overall, online learning can raise new questions about the perceived value and return of education and educational labor.

Career Diversity: Historians and Career Development Before and Beyond the Pandemic

Derek Kane O'Leary, Ph.D Candidate and AHA Career Diversity Fellow



As with many pre-existing conditions in American life, the trouble with the job markets for professional historians was not created by the pandemic. But it surely has been exacerbated. The bevy of notices about university hiring freezes and canceled faculty and fellowship searches suggests a bleak year or several more ahead for new M.A.'s and Ph.D.'s in History. Like the 2008 financial crisis, our ongoing crisis will leave indelible marks on job markets for university positions and throughout the economy.

I imagine my own application materials for frozen jobs I applied to gathered in some vast virtual dead letter office, undelivered and unreturned, among thousands of others. In Herman Melville's extraordinary short story, "Bartleby, the Scrivener: A Story of Wall Street" (1853), the titular character seems so unnerved by his experience working in an actual dead letter office—an archive of missed connections and lost potential—that he cannot or just will not perform his new job as a clerk on Wall Street—or do anything for that matter. I'm not proposing Bartleby as a model for how we should think about the apparently dismal job markets faced by History M.A.'s, advanced Ph.D. students, and new graduates around the country. But, for everyone who believes in the potential of Historians to contribute to society, I do think we should be troubled. We know that it has always been hard for Historians to get a job, but this is not business as usual.

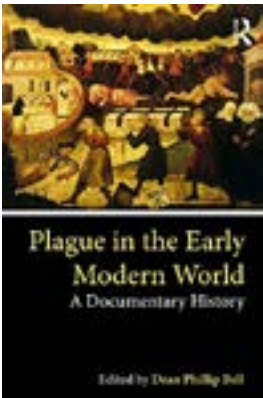
Fortunately, our department has taken exceptional steps in recent years to think about how graduate training can prepare Historians to excel in a range of careers amid these structural challenges. Over the past two years in particular, faculty, staff, graduate students, our department chair, and campus and alumni partners have collaborated to develop new career development resources for graduate students. This June, our two-year American Historical Association Career Diversity Implementation Grant expires. Our department was one of twenty grant recipients for the

program, funded by the Mellon Foundation. The funding and collaborative exchange with leaders at other schools and the AHA have helped us provide a range of events and new initiatives, including workshops on building professional networks, improving historical pedagogy, writing academic articles, and crafting cover letters and CV/resumes. 60 of our wonderful alumni and current graduate students, faculty, and our department chair gathered before History Homecoming in February for a “networking lite” event at Babette’s in Berkeley. We are excited to build more connections among current graduate students and alumni next year. Meanwhile, thanks to Ph.D. alumna Rachel Reinhard’s leadership at the History-Social Science Project, a number of our students have been able to contribute their expertise to and learn from secondary school educators.

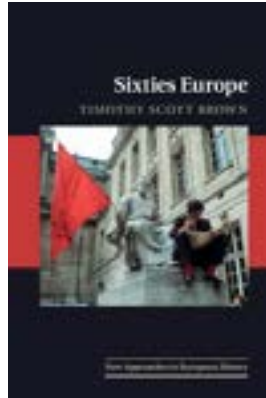
In all of these initiatives, exceptional faculty support from Professors James Vernon, Caitlin Rosenthal, and Peter Zinoman—as well as from the numerous faculty members who contributed to our workshops this year—has been vital to empowering graduate students’ career development. This has also helped shift the department culture to a more expansive sense of what it means to be a historian. Our graduate student community is ultimately the best advocate for its career prospects, and the fact that many graduate students have committed their time and energy to this program is a great sign. So too is our department’s awareness of how career development intersects with graduate student wellness, which this important article by James Vernon, Erin Leigh Inama, and Sarah Stoller (Ph.D, 2020!) in *AHA Perspectives* makes clear.

Behind these career development initiatives are two important premises: 1) that career development must be an intentional, iterative process that we engage in from Day 1 (if not before) and throughout the Ph.D; and 2) that training as a Historian at Berkeley can prepare us simultaneously for traditional academic careers and a range of other professions that require similar skillsets. Career development is not a zero-sum decision between “academic” and “alt-ac” jobs; seriously, we should abandon those labels. Rather, it is a call for a more concerted and honest community effort to identify what it means to be a Historian in a range of

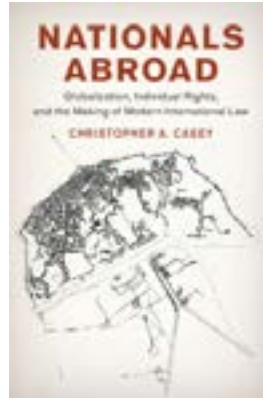
professions, and then to conscientiously train graduate students to do so. At a moment when the value of higher education itself is questioned by an increasing proportion of Americans, our ability to prove the value of our discipline might be more important than ever. Berkeley has taken important strides to do so, and our department has the potential to be a national leader in facing this challenge.



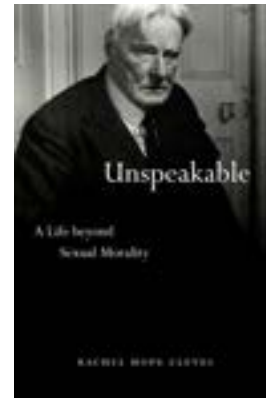
Dean Phillip Bell (co-editor), *Plague in the Early Modern World: A Documentary History*



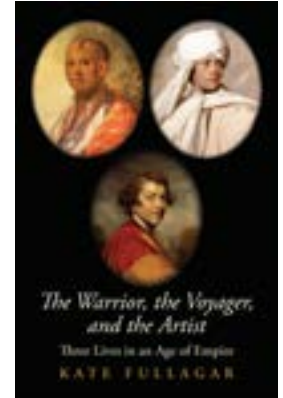
Timothy Scott Brown, *Sixties Europe*



Christopher A. Casey, *Nationals Abroad: Globalization, Individual Rights, and the Making of Modern International Law*



Rachel Cleves, *Unspeakable: A Life Beyond Sexual Morality*

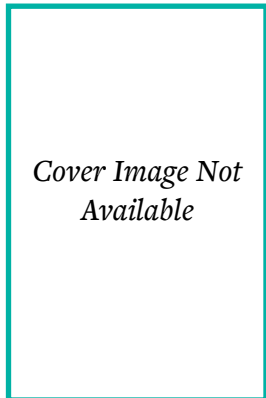


Kate Fullagar, *The Warrior, the Voyager, and the Artist: Three Lives in an Age of Empire*

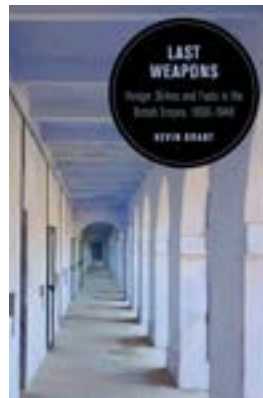
suggested reading



K. Healon Gaston, *Imagining Judeo-Christian America: Religion, Secularism, And The Redefinition Of Democracy*



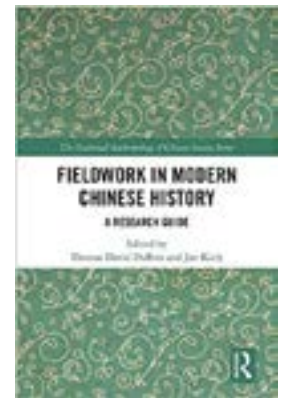
Peter Gordon, *Migrants in the Profane: Critical Theory and the Question of Secularization*



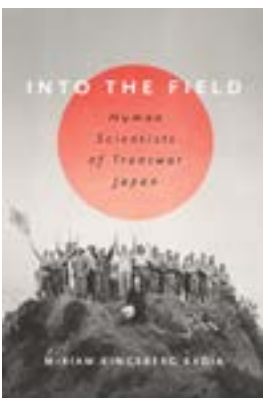
Kevin Grant, *Last Weapons: Hunger Strikes and Fasts in the British Empire, 1890-1948*



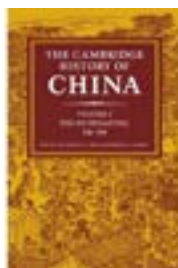
Josh Howard (co-editor), *Composing For The Revolution: Nie Er And China's Sonic Nationalism*



Jan Kiely, *Fieldwork in Modern Chinese History: A Research Guide*



Miriam Kingsberg Kadia, *Into the Field: Human Scientists of Transwar Japan*



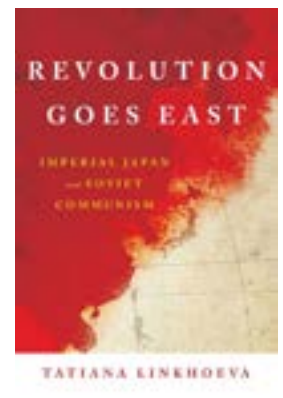
Keith Knapp (co-editor), *The Cambridge History of China*



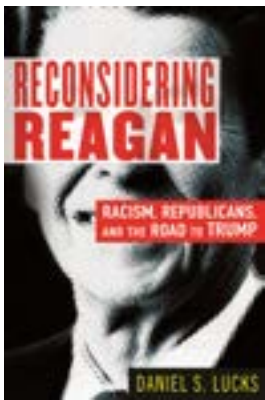
Erika Lee, *America for Americans: A History of Xenophobia in the United States*



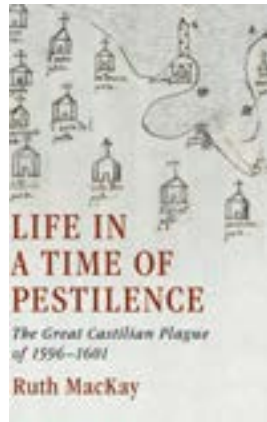
Sungyun Lim, *Rules of the House: Family Law and Domestic Disputes in Colonial Korea*



Tatiana Linkhoeva, *Revolution Goes East: Imperial Japan and Soviet Communism*



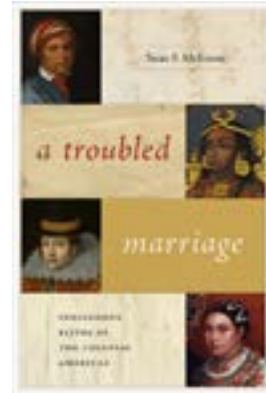
Daniel Lucks, *Reconsidering Reagan: Racism, Republicans, And The Road To Trump*



Ruth MacKay, *Life in a Time of Pestilence: The Great Castilian Plague of 1596-1601*



India Mandelkern, *City of Electric Moons: A Social History of Street Lighting in Los Angeles*

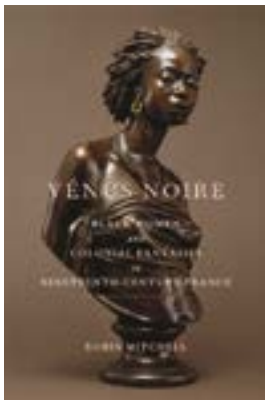


Sean McEnroe, *A Troubled Marriage: Indigenous Elites of the Colonial Americas*

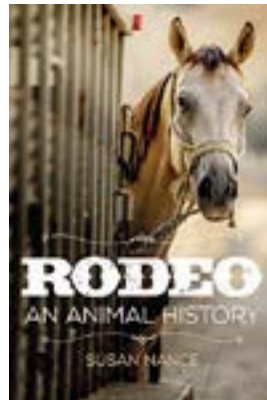


Eugenio Menegon (co-editor), *Testing the Margins of Leisure: Case Studies on China, Japan, and Indonesia*

BOOKS WRITTEN OR EDITED BY RECENT BERKELEY HISTORY PHDS



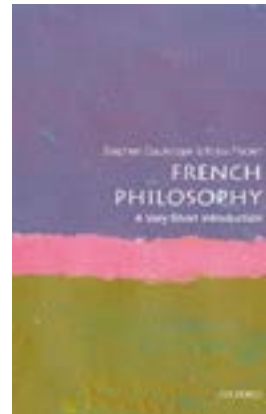
Robin Mitchell, *Vénus Noire: Black Women and Colonial Fantasies in Nineteenth-Century France*



Susan Nance, *Rodeo: An Animal History*



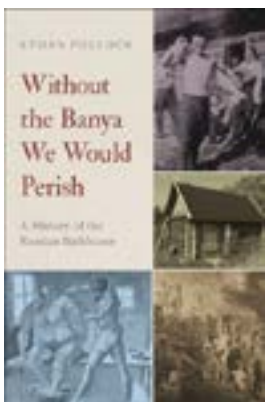
Doug O'Reagan, *Taking Nazi Technology: Allied Exploitation of German Science after the Second World War*



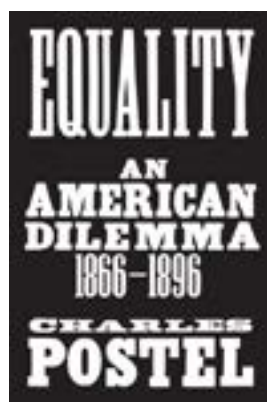
Knox Peden (co-author), *French Philosophy: A Very Short Introduction*



Elisheva A. Perelman, *American Evangelists and Tuberculosis in Modern Japan*



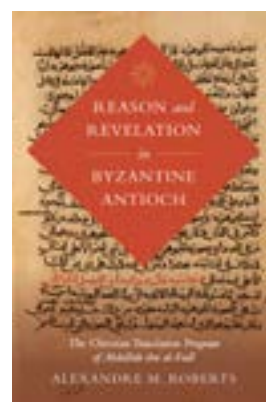
Ethan Pollock, *Without the Banya We Would Perish: A History of the Russian Bathhouse*



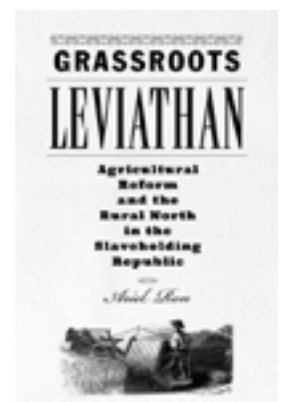
Charles Postel, *Equality: An American Dilemma, 1866-1896*



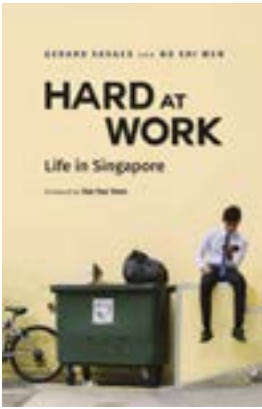
Carrie Ritter, *Imperial Encore: The Cultural Project of the Late British Empire*



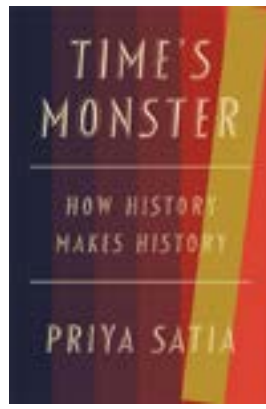
Alex Roberts, *Reason and Revelation in Byzantine Antioch: The Christian Translation Program of Abdallah ibn al-Fadl*



Ariel Ron, *Grassroots Leviathan: Agricultural Reform and the Rural North in the Slaveholding Republic*



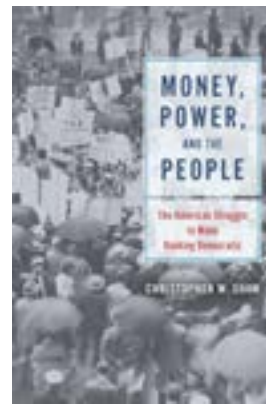
Gerard Sasges, *Hard at Work: Life in Singapore*



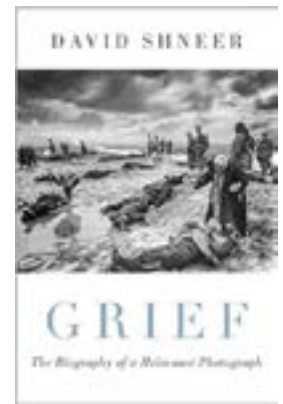
Priya Satia, *Time's Monster: How History Makes History*



Jeff Schauer, *Wildlife between Empire and Nation in Twentieth-Century Africa*

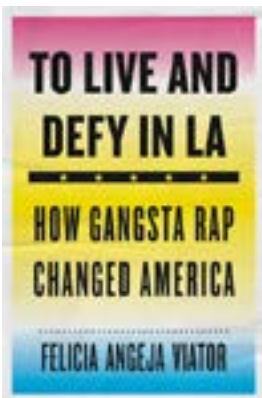


Chris Shaw, *Money, Power, And The People: The American Struggle To Make Banking Democratic*

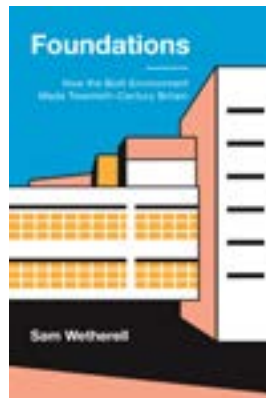


David Shneer, *Grief: The Biography of a Holocaust Photograph*

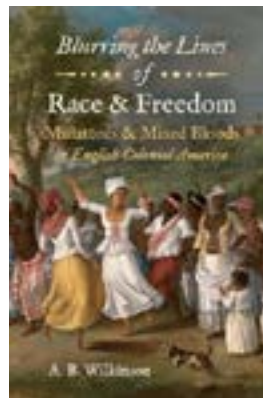
suggested reading, cont.



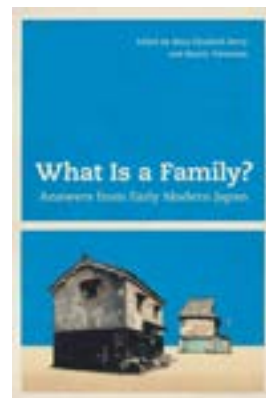
Felicia Viator, *To Live and Defy in LA: How Gangsta Rap Changed America*



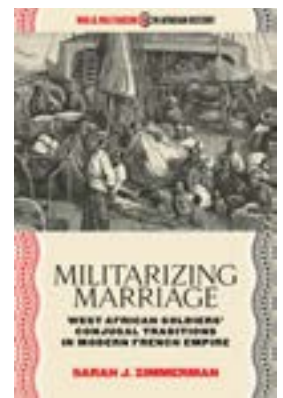
Sam Wetherell, *Foundations: How the Built Environment Made Twentieth-Century Britain*



A.B. Wilkinson, *Blurring the Lines of Race and Freedom: Mulattoes and Mixed Bloods in English Colonial America*

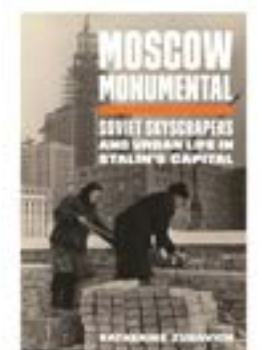


Marcia Yonemoto (co-editor, with Beth Berry), *What Is a Family? Answers from Early Modern Japan*



Sarah Zimmerman, *Militarizing Marriage: West African Soldiers' Conjugal Traditions in Modern French Empire*

ADDITIONAL SUGGESTED READING



Katherine Zubovich, *Moscow Monumental: Soviet Skyscrapers and Urban Life in Stalin's Capital*



Jameson Karns (Ph.D. candidate): *The Evolution of U.S. Military Policy from the Constitution to the Present: The Old Regime: The Army, Militia, and Volunteers from Colonial Times to the Spanish-American War*



Hilary Lynd (Ph.D. Candidate): [“Secret details of the land deal that brought the IFP into the 94 poll”](#) (article)



Robert Lee (Ph.D. 2017) [“Land-Grab Universities”](#) (Virtual database)

RECENT ALUMNI JOB ANNOUNCEMENTS

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Teacher,
The Harker School

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BLUNDA**

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Virginia Military Institute

ANTHONY GREGORY

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JOSEPH KELLNER,

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University of Georgia

DANIEL KELLY

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Department

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**BRANDON KIRK
WILLIAMS**

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Lawrence Berkeley
National Laboratory

Alumni Notes

Submit a note: history.berkeley.edu/alumni

MARTIN KATZ (Ph.D. 1962) After receiving my PhD from UC Berkeley I taught Medieval and Imperial Russian History at the University of Alberta (Edmonton, Alberta, Canada) for over 35 years . My book: *Mikhail N. Katkov: A Political Biography, 1818--1887* (Mouton, 1966) is now available online. Until recently I coordinated an interest group for retired Faculty from the U. of A.: World History and Historiography from Ancient Times to the Recent Past. My years at Cal History studying with Professors Nicholas V. Riasanovsky and Martin Malia were some of the most memorable in my life.

CHRISTOPHER HAUGH (B.A. 2012) I am a proud Department of History alumni from 2012. And while I initially thought I was in grave trouble, I was also humbled to earn the Departmental Citation that same year. This year I wrote a book called *Union: A Democrat, a Republican, and a Search for Common Ground* with a co-author, Jordan Blashek. As a result, I was hoping you wouldn't mind running this short blurb about it: "Union is a three-year adventure story that takes readers to 44 states and along nearly 20,000 miles of road to discover where the American experiment stands today. It will hit book shelves on July 21."

BURT PERETTI (M.A. 1985, Ph.D. 1989) is now Dean of Liberal Arts and Sciences at College of the Siskiyous in Weed, California.

HEATHER FERGUSON (PH.D. 2009) My book, *The Proper Order of Things: Language, Power, and Law in Ottoman Administrative Discourses* won the Ottoman and Turkish Studies Association M. Fuat Köprülü Book Prize for 2019.

Did we miss your job update? Let us know:

history.berkeley.edu/alumni

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Matthew Berry
Talia Di Manno
Anthony Gregory
Daniel Kelly
Peiting C. Li

Adam Littlestone-Luria
Francisco Martin del
Campo
Daniel Roddy
Sarah Stoller
Brandon Kirk Williams

MASTER *of* ARTS

Rémi Alie

BACHELOR *of* ARTS

Josh Kenneth Adams
Jesse L. Aghadjian-Newbrough
Wilfredo Jose Aguirre Jr.
Yelisa Ambriz
Jordan William Andrie
Allison Louise Aoki
Venissa Archibeque
Gloria Ashaolu
Kylie Bazinet
Patrick Adelmann Boldea
Hailey Brophy
Thomas Brown
Fallon Burner
Jonatan Daniel Calvillo
Humberto A. Castorena
Lupita Lua Cazares
Nilsu Yasemin Çelikel
Jayme Leagh Chandler
Jaein Cho

Reagan Delaney Choate
Caitlin Cozine
Elena Cullen
Marc De La Cruz
Maria Fernanda De La Rosa
Alessandro DeFonte Weiss
Mariya Sergeyevna Dmitriyeva
Benjamin Eisenberg
Sienna C Eoff
Aaron Gene Espinoza
Deborah Fakhri
Mostyn Scott Fero
Emma S. Finney
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Liam Frolund
Jonathan Anthony Fuentes
Daniel Fung Jr
David Galvez



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Garrett R. Gomez-Nieto
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