

Viewed Historically

The Newsletter of the Department of History

University of Missouri | Department of History | Spring 2017

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Read Hall, ca. 1964

STAY CONNECTED!



From the Department Chair

John Wigger is in his fourth year as department chair. Please feel free to contact him any time with comments/suggestions at wiggerj@missouri.edu.

This has been a great year for the department despite the university's budget pressures. In fact, declining enrollments at Mizzou have allowed us to engage with our students in more creative ways and to enhance our course offerings by fashioning programs that provide even better learning experiences and help them prepare for life after MU. These include our expanded internship program and our public history emphasis; both of which are highlighted on the following pages.

Of course, none of this would work if it were not for our truly remarkable faculty and staff. As you will see in these pages, my colleagues continue to publish fascinating work on a wide variety of topics and engage in projects outside the classroom that benefit not only our students but the people of Columbia and the state of Missouri as well. Our reach extends far beyond the classroom. The best teachers are those who continue to be curious and active thinkers themselves. We are an engaged bunch, and there is lots more good stuff in the pipeline.

We have reproduced an article with permission of The State Historical Society of Missouri that talks about the new Center for Missouri Studies that is slated to open in Summer 2019. Although not officially linked to the department, this new center will benefit the professional and amateur historian alike; an undertaking of which we can all be proud.

In the meantime, as we work to enhance the educational experience for our students, your support now counts more than ever. Please take a moment to look over the funds and endowments listed at the end of this newsletter and see if there is one that speaks to you, perhaps a fund from which you benefitted as a history major. And as always, thanks for your support on behalf of your department!

If there is anything on your mind that you would like to discuss, I would love to hear from you.



Thinking about partnering with the history department to increase opportunities for students?

A number of endowments and scholarships need your support. You will find them on page 15.

The department chair and the development office of the College of Arts and Science will be pleased to discuss with you any plans you may have to help the Department of History.



WELCOME NEW FACULTY



Dominic Yang

Dominic Meng-Hsuan Yang was hired in 2014 and joined the department in fall 2015 as a tenure-track assistant professor of East Asian history. Yang earned his PhD at the University of British Columbia in 2012.

As the recipient of a Social Sciences and Humanities Research Council of Canada postdoctoral research grant for his trans-Pacific China project, which examines Chinese migration across the Pacific during the Cold War, Yang spent the 2014 academic year as a resident fellow at the Institute for Historical Studies at the University of Texas at Austin.

Although this grant obligated him to postpone his start date for a year, he lost no time making up for it by offering several courses in Chinese history in the 2015–16 academic year. History of China in Modern Times, a lower-level course that introduces students to China's historical transformation from tradition to modernity, explains how its past still haunts its present and how the changing global environment of the present

affects our understanding of the Chinese past, Chinese Migration History is an upper-level course that examines Chinese emigration in a global context over the span of five centuries, Mao's China and Beyond: China Since 1949, offers students an examination of the history of the Chinese revolution and the People's Republic of China through one of the most powerful, magnetic, and controversial figures shaping China and the world in the 20th century—Mao Zedong. Starting the story with Mao's upbringing and education, Yang traced the transformation of Mao's thoughts and the revolutionary movement. In less than 40 years, the country reached a level of global success and economic prosperity far beyond expectations. And, finally, Modern Japan and China, a class in which Yang walks students through a historical framework to understand and assess rising tensions between these two powerful countries that have great implications for peace and regional security in the Asia-Pacific.

This year, Yang applied for and was awarded a junior scholar grant by the Chiang Ching-kuo Foundation. The year-long funding will enable him to continue working on his book, *The Great Exodus: Trauma, Diaspora, and the Chinese Mainlanders in Taiwan, 1940s–2000s*.



Jay Sexton

Jay Sexton is a professor of history and the inaugural Kinder Endowed Chair in Constitutional Democracy. A native of Salina, Kansas, and a graduate of KU, he returned to the midwest in 2016 after spending the better part of two decades at Oxford University in England. Sexton began his graduate life at Oxford as a Marshall Scholar to eventually become director of the Rothermere American Institute and, upon his departure, was given the honorary title of distinguished fellow.

Sexton specializes in the political and economic history of the 19th century. His research situates the United States in its international context, particularly as it related to the dominant global structure of the era, the British Empire. He is the author of *Debtor Diplomacy: Finance and American Foreign Relations in the Civil War Era, 1837–1873* (Oxford, 2005; second ed. 2014) and *The Monroe Doctrine: Empire and Nation in Nineteenth-Century America* (Hill and Wang, 2011). He also has published two major collaborative projects: *The Global Lincoln*

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(co-edited with Richard Carwardine, Oxford, 2011) and *Empire's Twin: U.S. Anti-Imperialism from the Founding to the Age of Terrorism* (co-edited with Ian Tyrrell, Cornell, 2015).

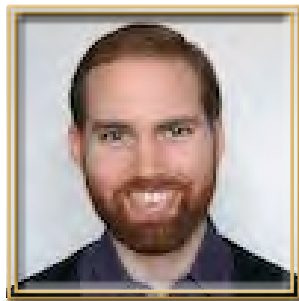
Sexton is at work on a book that explores how steam infrastructure conditioned the connections and relations between the United States and the wider world in the second half of the 19th century. He also is working with Kristin Hoganson on a collaborative project on “transimperialism”—the crossings and intersections between empires in the 19th century.

Sexton enjoys working with enterprising students, undergraduate or graduate, who set their own intellectual agenda. When he is not reading or talking history, he is cheering for KC sports teams and following British politics.

This past fall Sexton taught History 4004: Houses Divided: Society and Politics in the Civil War Era. This course considers the sectional crisis, Civil War, and reconstruction in the United States from the location of a central cultural, economic, and social formation of the 19th century, the household. As Abraham Lincoln so famously noted, “a house divided cannot stand.” How was the household strained, divided, and reconstructed in the context of secession and Civil War?

Meet Our New Kinder Institute PostDoc

Billy Coleman



Coleman completed his PhD in History at University College London in 2015. His dissertation, which is being revised into a book, explores the significance of why and how music was incorporated into 19th-century American political culture. A selection from this project about federalists and “The Star Spangled Banner” has been published in the *Journal of the Early Republic*, and his research has received support from the Newberry Library, the Royal

Historical Society, the Library Company of Philadelphia, and the Maryland History Society. In 2013, Coleman was a doctoral exchange scholar at Yale University, and he also has recently held teaching posts at Queen Mary University of London and the University of Portsmouth. He is teaching History 4000, The Age of Jefferson this year. This course provides thematic study of the intellectual, social, and political life of the Early American Republic, as it developed after the end of the American Revolution. The lectures and readings use Thomas Jefferson as a window into the mental universe of the founders. The course also considers the crucial questions that Americans had to solve in the early years after 1789. The United States was a young nation in every sense: small and weak in a world torn apart by revolution and two battling superpowers (Britain and France), and possessing unformed, untested political institutions that needed to be fleshed out from the Constitution’s instructions.

Welcome New Graduate Students

Master’s Students

(and adviser)

Tanner Deeds	John Frymire
Brian Larsen	Victor McFarland
Michael Olson	Keona Ervin

Doctoral Students

(and adviser)

Amy Cantone.....	Catherine Rymph
Carey Kelley	Catherine Rymph

Graduate Degrees Conferred 2015–2016

The following students earned
their master's degrees.
(Student name followed by the
name of his/her adviser).

Sean Buchanan—Kerby Miller
Steven Dotson—Ian Worthington
Douglass Butler—Lois Huneycutt
Joseph Genens —Lois Huneycutt
Caitlin Lawrence —Jeff Pasley
Stan Maxson—LeeAnn Whites
Colton Ochsner—Jonathan Sperber
Sarah Orler—LeeAnn Whites
Skav Puyat —Lois Huneycutt
J. Mathew Ward—LeeAnn Whites
Hannah Witt—Lois Huneycutt

The following students earned
their Doctoral degrees.
(Student name followed by the
name of his/her adviser and
dissertation title).

Chad Denton—Linda Reeder
The Enlightened and Depraved:
Decadence, Radicalism, and the Early
Modern French Nobility
Autumn Dolan—Lois Huneycutt
Once Mistress of the World: Rome,
St Peter, and Female Devotion in the
Early Middle Ages

William G. Lewis—Jeff Pasley Valley
of Industry: Developing a Regional
Economy in the Post Jefferson Em-
bargo Ohio Valley

Todd Morman—Mark Carroll Indian
Sovereignty and Religious Freedom:
United States Public Land Management
and Indian Sacred Sites, 1978-2014

Joshua Rice—John Wigger
The Missional Ground: Indians,
Missionaries, and the Forging of the
Antebellum Frontiers

Jonathan Root—John Wigger Total
Salvation: The Gospel of the Abun-
dant Life and American
Culture, 1947-1989

Nina Verbanaz—Lois Huneycutt
Per dilectam coniugem et regnorum
consortem: Empresses' Roles in
Building the Salian Dynasty, 1024-
1125

Jennifer Wiard—John Wigger
'At Home in Babylon:' Billy Sunday's
Revival Team and Evangelicalism in
Modern America

Cassandra Yacovazzi —John Wigger
So Many Foolish Virgins: Nuns and
Anti-Catholicism from Maria Monk
to the Know-Nothings



Undergraduate Internship Program Continues to Grow

Is a Department of History internship worthwhile?

“Is it worth my time to do an internship?” This is one of the first questions many students ask Jenny Morton, director of undergraduate advising and curriculum, when she suggests that they look into one of the department’s dozen internship opportunities.

The answer is a resounding “yes!”

Internships result in academic credit, are professionally supervised, relate classroom learning and actual work, and are approved, coordinated, and evaluated by the department.

There is much to be gained by both students and agencies that participate in our internship program. Students are able to confirm their choice of academic major and explore and refine their career objectives. They also learn essential job-search skills that can help them in the future; gain valuable work experience that improves their prospects for employment after graduation; acquire greater independence, confidence, and maturity as they are challenged in the workplace; and earn academic credit while becoming familiar with how history is practiced in a non-academic setting.

Agencies that train history interns enjoy multiple benefits as well. These organizations profit from students’ fresh ideas, energy, enthusiasm, and knowledge of the history discipline. They also develop work-

ing relationships and have provided students with on-site training and work experience. In the past, agencies have considered former interns for permanent employment when entry-level openings became available.

Internship programs represent an ideal partnership between the academic and professional world. They give students an education that is both theoretical and practical while enabling them to gain paraprofessional experience through serving the needs of agencies and organizations outside the university.

In a nutshell, internships:

- Provide the opportunity to test-drive your major
- Provide an opportunity to network with professionals working in the field
- Provide credit toward a history degree
- Provide an opportunity to hone skills and learn new ones
- Teach self-confidence that will prove essential in future job searches
- Enhance a resumé
- Make students more employable



Internship Site Profile

The State Historical Society of Missouri

Students interning at The State Historical Society of Missouri (SHSMO) in its Archives and Manuscript program and Oral History programs were joined this year by students participating in newly developed internships in curatorial/public programming and preservation/conservation Internship.

These new internships offer students the opportunity to work with the society’s curatorial and programming divisions to develop new exhibitions, produce educational and promotional materials, and organize institutional programs and events. During the semester, interns will explore the world of material culture, hone research skills, and gain behind-the-scenes insight into the making of exhibitions, programs, and events at The State Historical Society.

Curatorial/Public Programming Internship

- ▣ Researching and writing educational material for exhibitions and programs
- ▣ Conducting public and school tours of the Society galleries and resources
- ▣ Creating a case exhibition using the resources of the State Historical Society’s art collections

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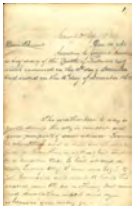
- ▣ Assisting with planning and organizing the annual members' meeting of the SHSMO and/or the HS Missouri Conference on History
- ▣ Developing and conducting educational outreach with schools
- ▣ Developing promotional material for programs and exhibitions
- ▣ Participate in media promotions via the SHS website as well as broadcast, print, and social media

Preservation/Conservation Internship

Interns will gain experience preserving historical collections by:

- ▣ Learning proper handling techniques, monitoring temperature and humidity levels, and ensuring objects are appropriately stored
- ▣ Assisting the conservator with making adhesives, digitally photographing items before and after treatment, and writing condition reports
- ▣ Repairing damaged items through conservation treatment, surface cleaning, and tear repair

The department continues to seek out and add worthwhile internship opportunities as they arise.



[Lockwood, letter, 1862]



Public History Emphasis

Another recent development in the department involves the introduction of a Public History Emphasis for our history majors.

Public history refers to the theory and practice of history beyond the boundaries of the university. Public History emphasizes the dissemination of history to a wide audience through physical and digital exhibitions, archives, local history projects, and interdisciplinary collaborations.

Students who pursue this course of study will not only have a strong foundation in historical methods and research, but will also learn to put their skills to work in the world through internships and digital history projects. Training in public history prepares students for a wide range of careers in museums, archives, historic preservation, and education in both the public and private sectors.



Public historians may call themselves historical consultants, museum professionals, government historians, archivists, oral historians, cultural resource managers, curators, film and media producers, historical interpreters, historic preservationists, policy ad-

visers, local historians, and community activists, among many many other job descriptions. All share an interest and commitment to making history relevant and useful in the public sphere.

"For public historians, there is no such thing as a typical day. I frequently work with reporters, film makers, congressional legislators and other researchers, educating them on the history of medicine. I love never knowing what questions I will be asked! I also work with Save Ellis Island and other historic sites, helping to preserve and restore these sites. More recently, I curated an exhibit on the history of nursing and I provided an historical analysis of flu pandemics to government officials planning for a new outbreak. I also lecture at universities, historic sites and community centers. Best of all, I am researching and writing a book for both historians and the general public on the history of federally funded sex education."

- Alexandra Lord
*Chair & Curator, Division of Medicine,
National Museum of American History*

So Much Can be Done with a Degree in History

The opportunities for history majors are endless. Museums, libraries, the National Park Service, and private agencies, as well as numerous government agencies and programs administered at the federal, state, and local levels are only some examples of where you can use your history major. Law school and teaching at the K-12, undergraduate, and/or graduate levels are yet other avenues of opportunity for history graduates.

The private sector needs history graduates who can bring an ability to see the big picture, brainstorm and problem solve, analyze past performance and future trends.



Institute for Korean Studies

University of Missouri

MU Institute for Korean Studies Launched



Sheena Greitens

After a year of preparation, the Institute for Korean Studies (IKS) is ready to open its doors. Assistant Professor of History Harrison Kim is an inaugural co-director along with Assistant Professor Sheena Greitens of the Department of Political Science. IKS is largely a joint effort between History and Political Science.

The chairs of the two departments, John Wigger (history) and Moises Arce (political science), are members of the steering committee as is director of the university's Asian Affairs Center, Sang Kim. The Asian Affairs Center's Seungkwon You, who has been leading the Korean Studies program on campus for over 10 years, is the institute's executive director.

The aim of IKS is to support research on Korea to better understand the world. IKS is dedicated to transnational and interdisciplinary research on topics such as North Korea/South Korea relations, diaspora and migration, capital circulation, post-socialist transition, urbanization and industrialism, labor history, and cultural production.

IKS joins a growing body of research centers in the United States focused on the study of Korea, and it is one of a handful of such centers in the Midwest. IKS is built upon decades of relationships with Korea's scholars, students, universities, and government agencies, as well as upon the increase in the interest in Asian Studies on the MU campus.



Harrison Kim

The affiliated faculty members of IKS include MU scholars from Truman School of Public Affairs; Textile and Apparel Management; School of Social Work; and Parks, Recreation, and Tourism.

The IKS launching event was Thursday, February 9, 2017, 3PM, at the Jesse Wrench Auditorium in Memorial South.

The launch was accompanied by a forum with activist and public speaker Grace Jo. As a refugee from North Korea, Grace Jo speaks widely on freedom and human rights and is the subject of a documentary charting her journey from refugee status to American citizenship titled, *I Am Grace*, which will be shown as part of the opening event.

Many other events are being planned for this year, including talks, conferences, movies, and performances. Look for announcements on the Web.

Be sure to visit korea.missouri.edu to stay abreast of upcoming events.



Faculty Notes

Daniel Domingues

Since its launch, the department's [Digital History portal](#) has expanded to include new projects. Developed by Professors Daniel Domingues and Linda Reeder, the portal now features seven projects developed by MU students on the histories of Africa and Europe. Four of them are relatively new, with two focusing on the more recent Ebola outbreak in West Africa, one on infant mortality in 19th-century Britain, and one on education in post-apartheid South Africa. Students of Associate Professor Reeder's study-abroad program in Rome, from Fascism to Liberation, have also expanded their projects.



A few more projects are underway, with some centered on the history of the United States. The Honors College and the Office of Undergraduate Research have awarded professors Domingues and Reeder an Arts, Social Science and Humanities Scholarship to assemble a team of students to work on a new and exciting digital history project, "Visualizing Abolition: A Digital History of the Suppression of the African Slave Trade." The project started in September 2016 and will last throughout the academic year. It will result in papers, presentations, and a website,

which will be linked to the Digital History portal.

Domingues is also involved as a research associate on a National Endowment for the Humanities project, "Enhancing and Sustaining Digital Humanities" implementation grant.

Also, this summer, he completed the revision of his forthcoming book, *The Atlantic Slave Trade from West Central Africa, c.1780-1867* (Cambridge University Press), which provides the first estimate of the relative size and distribution of the peoples forced into the Atlantic from that particular African region. Domingues also developed an exciting new sophomore course, *Fighting the Atlantic Slave Trade*, with the help of students Katie Ziegler (junior history major) and Kyle Myer, MA, and support from the University of Missouri Campus Writing Program. The course is organized in the form of a role-playing simulation in which students will retrace the abolitionists' steps to abolish the slaving traffic and thereby learn the history of that important event. He taught the course this fall and intends to share his experiences with it in the next Celebration of Teaching Conference.



Keona Ervin

Fresh off a 2015 Career Enhancement Fellowship for Junior Faculty through the Andrew W. Mellon Foundation and the Woodrow Wilson National Fellowship Foundation, Keona Ervin was asked to co-direct the lecture series, [The African-American Experience in Missouri](#). MU and The State Historical Society of Missouri's (SHSMO) Center for Missouri Studies is presenting a series of lectures focusing on the African-American experience in Missouri, which was announced in December 2015 by Chuck Henson, MU's interim vice chancellor for inclusion, diversity, and equity. State Historical Society Executive Director Gary Kremer and MU history professor and co-director Keona Ervin are working together to bring top scholars in the field to Columbia to participate in the lecture series.

"There is certainly broad interest in the history of African-Americans in the state, and we have departments on campus and institutions on campus like the State Historical Society that focus on that, but the events on campus last year have inspired those of us in staff and faculty positions to think about

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how we can bring what we do to the conversation about race in America,” says Ervin.

Ervin says there are 12 lectures planned for the series—approximately one each month, and that the lectures will not focus exclusively on the university or central Missouri.

“Presentations on everything from slavery and the meaning of race to urban decline and the rise of jazz culture are an essential step in continuing the dialogue that began last year,” Ervin says. She says the goal is for the lecture series to stimulate conversations that spill over into all kinds of spaces, from family dinner tables to community organizations.

Ervin says race and racism is built into the very fabric of our state’s identity, beginning with the Missouri Compromise of 1820 and continuing through to the protests in Ferguson and Columbia. She says Missouri has significance to understanding the broader theme of race and racism in America.

“There is something about this place in particular that’s unique—that suggests larger trends and perhaps anticipates future trends in terms of thinking about these issues,” Ervin says. “We also have that to our credit—that we are trying to explore what it is about Missouri that is crucial to understanding the history of race and where we go from here.” Information about The African-American Experience in Missouri lecture series can be found by visiting <http://diversity.missouri.edu>.

Catherine Rymph

“This summer Associate Professor Rymph had the opportunity to present her new work (on refugee policy) in Salzburg at a conference entitled “Children and War: Past and Present.”

This conference, with attendees representing over 50 countries, was sponsored by the history



departments of the University of Salzburg and the University of Wolverhampton (UK), as well as by the United Nations Office on Children in Conflict Zones.

As a collaboration between scholars and the UN, the conference included not only typical academic sessions featuring historians, sociologists, media studies scholars, etc., but also panelists representing non-government organizations (NGOs) who are working on the ground on some of the most current and urgent issues concerning children in wartime today.

Keynote speakers were Sharon Riggle from the UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict and Gloria Atiba Davies from the International Criminal Court.

This was the third time this conference has been held, but

Rymph’s first time attending. “It was one of the most engaging conferences I have attended and definitely one of the highlights of my summer,” said Rymph.

Russ Zguta

Hearty congratulations to Russ Zguta on being chosen for the CSC 2016 Presidential Award for a lifetime of support of the Central Slavic Conference and his untiring promotion of Slavic Studies.

Born in Ukraine in 1941, Zguta was educated at St. Francis College and Penn State University. He began working at MU in 1967 and gave the very first paper of



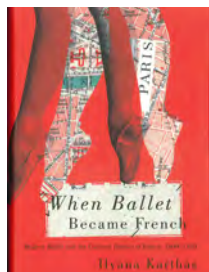
Dr. David Borgmeyer, CSC president presents award to Russ

his academic career at the Central Slavic Conference, then called the Bi-State Slavic Conference (on “Byliny as History”). He has been a stalwart supporter and frequent participant since then through a career that has focused on research, administration, and teaching. In fact, he has a current undergraduate, a master’s student, and one recent PhD student all giving papers at the conference this year.



Faculty Books

Ilyana Karthas



When Ballet Became French: Modern Ballet and the Cultural Politics of France, 1909-1969. McGill-Queens University Press.

“For centuries before the 1789

revolution, ballet was a source of great cultural pride for France, but by the 20th century, the art form had deteriorated along with France’s international standing. It was not until Serge Diaghilev’s Ballets Russes found success in Paris during the first decade of the new century that France embraced the opportunity to restore ballet to its former glory and transform it into a hallmark of the nation.

In *When Ballet Became French*, Karthas explores the revitalization of ballet and its crucial significance to French culture during a period of momentous transnational cultural exchange and shifting attitudes toward gender and the body.

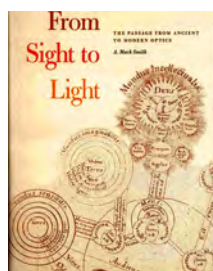
Uniting the disciplines of cultural history, gender and women’s studies, aesthetics, and dance history, Karthas examines the ways in which discussions of ballet intersect with French concerns about the nation, modernity, and gender identities, demonstrating how ballet served as an important tool for France’s project of national renewal. Relating ballet commentary to themes of transnationalism, nationalism, aesthetics, gender, and body politics,

she examines the process by which critics, artists, and intellectuals turned ballet back into a symbol of French culture.

The first book to study the correlation between ballet and French nationalism, *When Ballet Became French* demonstrates how dance can transform a nation’s cultural and political history.”

When Ballet Became French is available on [Amazon.com](https://www.amazon.com)

A. Mark Smith



From Sight to Light: The Passage from Ancient to Modern Optics. University of Chicago Press.

From its inception in Greek

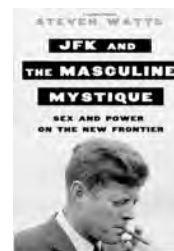
antiquity, the science of optics was aimed primarily at explaining sight and accounting for why things look as they do. By the end of the 17th century, however, the analytic focus of optics had shifted to light: its fundamental properties and such physical behaviors as reflection, refraction, and diffraction. This dramatic shift—which A. Mark Smith characterizes as the “Keplerian turn”—lies at the heart of this fascinating and pioneering study.

Breaking from previous scholarship that sees Johannes Kepler as the culmination of a long-evolving optical tradition that traced back to Greek antiquity via the Muslim Middle Ages, Smith presents Kepler instead as marking a rupture with this tradition, arguing that his theory of retinal imaging, which was published in 1604, was instrumental

in prompting the turn from sight to light. Kepler’s new theory of sight, Smith reveals, thus takes on true historical significance: by treating the eye as a mere light-focusing device rather than an image-producing instrument—as traditionally understood—Kepler’s account of retinal imaging helped spur the shift in analytic focus that eventually led to modern optics.

A sweeping survey, *From Sight to Light* is poised to become the standard reference for historians of optics as well as those interested more broadly in the history of science, the history of art, and cultural and intellectual history. *From Sight to Light* is available on several book sites including [Amazon.com](https://www.amazon.com).

Steve Watts



JFK and the Masculine Mystique: Sex and Power on the New Frontier

From very early on in his career, John F. Kennedy’s allure was more akin to a movie

star than a presidential candidate. Why were Americans so attracted to Kennedy in the late 1950s and early 1960s his glamorous image, good looks, cool style, tough-minded rhetoric, and sex appeal?

As Steve Watts argues, JFK was tailor made for the cultural atmosphere of his time. He benefited from a crisis of manhood that had welled up in postwar America when men had become ensnared by bureaucracy, softened by suburban comfort, and emasculated by a generation of newly-aggressive women. Kennedy appeared to revive the modern American

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man as youthful and vigorous, masculine and athletic, and a sexual conquistador. His cultural crusade involved other prominent figures, including Frank Sinatra, Norman Mailer, Ian Fleming, Hugh Hefner, Ben Bradlee, Kirk Douglas, and Tony Curtis, who collectively symbolized masculine regeneration.

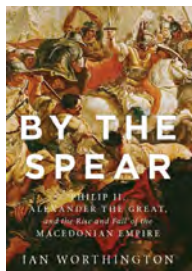
JFK and the Masculine Mystique, available online at [Amazon.com](https://www.amazon.com), is not just another standard biography of the youthful president. By examining Kennedy in the context of certain books, movies, social critiques, music, and cultural discussions that framed his ascendancy, Watts shows us the excitement and sense of possibility, the optimism and aspirations that accompanied the dawn of a new age in America.

Be sure to check Watts' website for additional information on his other titles, media projects, and more. <https://stevenwattsauthor.com/>

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## Ian Worthington

*By the Spear: Philip II, Alexander the Great, and the Rise and Fall of the Macedonian Empire*. Oxford University Press.

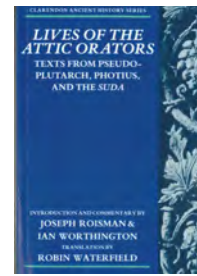


Alexander the Great, arguably the most exciting figure from antiquity, waged war as a Homeric hero and lived as one, conquering native peoples and territories on a superhuman scale. From the time he invaded Asia in 334 to his death in 323, he expanded the Macedonian empire from Greece in

the west to Asia Minor, the Levant, Egypt, Central Asia and "India" (Pakistan and Kashmir) in the east. Although many other kings and generals forged empires, Alexander produced one that was without parallel, even if it was short-lived.

And yet, Alexander could not have achieved what he did without the accomplishments of his father, Philip II (r. 359–336). It was Philip who truly changed the course of Macedonian history, transforming a weak, dis-united, and economically backward kingdom into a military powerhouse. A warrior king par excellence, Philip left Alexander with the greatest army in the Greek world, a centralized monarchy, economic prosperity, and a plan to invade Asia.

For the first time, *By the Spear* offers an exhilarating military narrative of the reigns of these two larger-than-life figures in one volume. Ian Worthington gives full breadth to the careers of father and son, showing how Philip was the architect of the Macedonian empire, which reached its zenith under Alexander, only to disintegrate upon his death. *By the Spear* also explores the impact of Greek culture in the East, as Macedonian armies became avatars of social and cultural change in lands far removed from the traditional sphere of Greek influence. In addition, the book discusses the problems Alexander faced in dealing with a diverse subject population and the strategies he took to what might be called nation building, all of which shed light on contemporary events in culturally dissimilar regions of the world. The result is a gripping and unparalleled account of the role these kings played in creating a vast empire and the enduring legacy they left behind.



*Lives of Attic Orators: Texts from Pseudo-Plutarch, Photius and the Suda*. Oxford University Press

This volume provides a complete translation of, and historical and historiographical commentary on, the lives of the 10 Attic orators provided by Pseudo-Plutarch, Photius, and the Suda.

Assessing these works as important historical sources for the individual lives and careers of the orators whose works have survived, this systematic study explores how these literary biographies were constructed, the information they provide, and their veracity. In-depth commentary notes offer contextual information, explain references and examine individual rhetorical phrases, and a glossary of technical terms provides a quick reference guide to the more-obscure oratorical and political terms. The volume also includes a detailed introduction, which discusses the evolution of Greek oratory and rhetoric; the so-called Canon of the Ten Orators; the authorship, dates, and sources of the biographies provided by Pseudo-Plutarch, Photius, and the Suda.

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Abdullahi Ibrahim

Professor Emeritus Abdullahi Ibrahim has continued to contribute to the body of work in his field with his latest book: *Mohammad A. Shaybun (1930–1961): Ember Body, Fragrance of Poetry*. Madarat: Kharrtoun, Cairo.

Center for Missouri Studies Design Revealed

August 4, 2016

As some of you may have heard, *The State Historical Society of Missouri is moving. This is a long-awaited project that will provide additional space for researchers, public historians, and the general public. The new plans also include parking which is much needed. With the permission of the SHSMO, its article is reprinted below.*

On Friday, July 29, the State Historical Society of Missouri approved a schematic building design by the Kansas City-based architecture firm Gould Evans for a new headquarters in Columbia. Construction of the \$35 million facility at Sixth and Elm streets, to be known as the Center for Missouri Studies, is expected to begin in early 2017 and be completed by summer 2019.

Stephen N. Limbaugh Jr., president of the State Historical Society, said the design of the building, which is funded by state construction bonds, represents a fusion of the past, present, and the future.

“The Center for Missouri Studies is a place where we can build on the history of our past while making decisions about the future,” Limbaugh said. “I think Gould Evans’ vision for the building represents our mission beautifully.”

Sean Zaudke, a member of the Gould Evans team working on the project, said the design reinforces



Southwest view of The Center for Missouri Studies

the Center for Missouri Studies’ role as a place to exchange ideas and to create connections.

“We were inspired by the significance of the confluence of the Missouri and Mississippi rivers in the development of Missouri as a state and saw the idea of confluence as a metaphor for the series of the connections that this project represents,” Zaudke said. “These connections exist on multiple levels: connecting the present with the past, connecting the campus and the community, connecting the society’s collection with the public, and connecting contemporary issues with their historical threads.”

SHSMO Executive Director Gary Kremer agreed that the themes of the project support the desire to create a strong connection between downtown Columbia and the University of Missouri campus.

“We are perhaps the first building that has really strived to be a link between downtown and campus,” Kremer said. “Because this convergence of communities is important to us, the Center for Missouri Studies essentially has two front doors. There will be a south entrance facing Peace Park for the MU community as well as a north entry to downtown off the parking structure.”

Due to expense, the inclusion of a parking structure has been an ongoing discussion throughout the planning process. In approving the building design, the executive committee of the SHSMO board of trustees also unanimously voted to support a two-level structure that will accommodate roughly 75 parking spaces.

“Even though the parking structure will require extra fundraising on our part, the committee felt it

continues on page 14





View from Peace Park



View from Columbia Downtown

continued from page 13.

is truly essential to ensuring access to the paintings, photographs, newspapers, and other collections we preserve,” Limbaugh said. “As this is a task we do on behalf of all Missourians, we wanted everyone to have equal access to our collections.” In addition to improved access, Kremer said the most marked difference in the new facility will be an increase in both the size and quality of the art gallery.

“Currently, we can show only one quarter of one percent of the State Historical Society’s art collection,” Kremer said. “The new gallery will double in size. But perhaps almost as important, it will be space designed to truly showcase our one-of-a-kind pieces, whether that be the iconic works of George Caleb Bingham and Thomas Hart Benton or original Hare and Hare architectural drawings from Kansas City.”

The art gallery will be featured prominently on the building’s first floor, along with flexible public spaces for hosting a wide range of meetings and events.

“We are excited to bring the community into the center’s spaces with a variety of events from presentations and films to gallery tours and special events like our fall lecture and annual meeting,” Kremer said.

The society’s Columbia Research Center, known along with its other research centers across the state as a premier destination for the study of Missouri’s past, will occupy the second floor. It will offer increased access to and preservation of manuscripts and newspapers. Administrative offices on the third floor will complete the building. According to Limbaugh, the Center for Missouri studies will start a new chapter for The State Historical Society of Missouri.

“The State Historical Society has been in the same location for over 100 years. The facilities are woefully inadequate and have been for decades,” Limbaugh said. “The center will be a visionary space where Missourians of all backgrounds can discover our complex cultural roots and come to a deeper understanding of what it means to be a Missourian, whether that is through their own personal research or events.”

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Opportunities for Giving to the History Department

We have had inquiries from alumni who would like to help the department fulfill its mission but who are unsure how best to do so. There are, of course, many ways to help one's alma mater, not the least of which is a direct donation to the discipline in which you majored. Listed below are our current fellowships/scholarships/other giving opportunities. When making your donation, please choose "Other" as the designation and write in the fund of your choice.

If you do not see a fund that suits your purpose, please contact our [department chair](#) about choosing the fund that is most appealing to you or about establishing one.

GENERAL

These are funds that do not specify graduate or undergraduate level requirements

HISTORY DEVELOPMENT	Gifts to this fund enable the department to engage in numerous student outreach projects from our fall cookout (for old and new history majors) to fieldtrips used to enhance course offerings. These funds are discretionary and allow the chair to encourage ongoing efforts to continuously enhance our students' experiences both in and out of the classroom.
TOM BERENGER FUND	To be used to promote professional growth among faculty, staff, and students.

LECTURE SERIES

MITCHEL LECTURE	Used to fund lectures in ancient history.
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GRADUATE – LEVEL GIVING

LEWIS E. ATHERTON RESEARCH AWARDS	Assisting research efforts of graduate students and providing funds for their travel to conduct research relevant to their field.
BRADY FELLOWSHIP	Open to both beginning and advanced graduate students in ancient history.
NAUERT TRAVEL FUND	To fund travel for graduate students.
JOHN C. RAINBOLT AWARD	Open to graduate teaching assistants who combine excellence in teaching and scholarship.
WALTER V. SCHOLLES RESEARCH AWARDS	Open only to doctoral candidates who have passed the comprehensive examination in history



STEPHENS SCHOLAR	Preference given to first-year graduate students.
STEPHENS FELLOW	Limited to doctoral candidates who have passed the comprehensive examination in history. The Stephens Fellow is expected to devote one semester full time to dissertation research and writing.
TRENHOLME SCHOLAR	Summer session scholarships. One scholarship to a graduate student engaged in full-time graduate research.
VILES SCHOLAR	Open to both beginning and advanced graduate students in American history.
WHITE FELLOW	Supported by the Allen Cook White, Jr., Fellowship Fund.

UNDERGRADUATE SUPPORT OPPORTUNITIES

JORGENSEN SCHOLARS	Used to support study abroad for undergraduates.
KANTOR SCHOLARSHIP	Awarded to an outstanding undergraduate student majoring in American history.
GLEN M. MCCASLIN SCHOLARSHIP	Awarded annually to outstanding juniors majoring in history with a minimum GPA of 3.0 and who have filed an area of concentration.
M ^C REYNOLDS SCHOLARSHIP	Scholarship for students with financial need.
WAKEFIELD MEMORIAL	Scholarship aid for students in Asian history.



We Want to Hear What's Going on with You!

Our newsletter is one way we can stay connected with you. We enjoy letting you in on what's been happening in the department throughout the year. In return, won't you let us know what you have been up to?

We'd love to hear your news! — Include your name and your degree information (degree and year received).

Be sure to let us know if we may include your news here and/or on the department's [alumni page](#).

Drop us a line at: News, Dept. of History, 101 Read Hall, Columbia, MO 65211, or e-mail a message to Melinda Lockwood at lockwoodm@missouri.edu. Either way, we look forward to hearing from you!

The Department of History is committed to providing outstanding educational opportunities for our students. If you would like to help us continue to make a difference, simply print this page and fill out the form and mail it to the department: Department of History, 101 Read Hall, Columbia, MO 65211. If you prefer, you can donate over the phone at 800-882-4421 or online at www.giving.missouri.edu (Click on the "Give Now" button at upper right, then enter a short note like "give to history dept." in the "Gift Instructions" box on the following page. Email AdvanceAS@missouri.edu with questions or for more information.

I want to partner with the Department of History in its commitment to providing outstanding educational opportunities to its majors, graduate students, and faculty. Enclosed is my gift of:

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		_____ Unrestricted (used for student outreach and engagement)

If you have a specific project or funding idea, please contact the department chair, John Wigger, at 573-882-0250 or e-mail him at wiggerj@missouri.edu.

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