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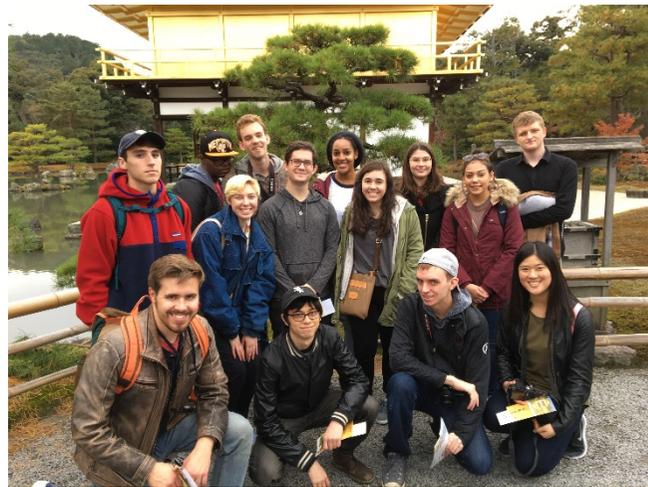
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Continued from page 19: Ross Study Abroad

the bombings have shaped the communities of these two cities. They formed close connections with each other and some continue to communicate with the students that they met in Japan as well. Other students commented on how, despite having undergone such tragic devastation in August of 1945, the cities are vibrant and the people they met are so hopeful. Indeed, the governments of both cities have worked to foster world peace and nuclear disarmament through the Mayors for Peace Program, among many other programs.



News and notes from the
department of history

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Contact



The department is on Facebook at [facebook.com/DePaulHistory](https://www.facebook.com/DePaulHistory), where we regularly post information about available internships and upcoming events.

Follow us on Twitter @DePaulHistory for history in the news, event updates, and general happenings in the department.

The department publishes a periodic email newsletter for students, alumni, and friends of the department. To subscribe, visit: <http://eepurl.com/ij8Sg>

Design and Production

Catrien Egbert & Maggie Olson

Editor

Tom Krainz

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the medley of concerned parties, e.g., constituents, lobbyists, state agencies, and advocates. While legislators are the elected officials that ultimately decide which way to vote on any particular piece of legislation, a staff member's job and ultimate goal is to assist the members by compiling the essential information that pertains to any given bill. Given the high volume of legislation that is filed every legislative session (which typically runs from January through May), the analyses that we produce are highly useful. While given the political arena that, at times, clouds, and at the same time informs the public opinion of the goings-on in the General Assembly, the work product that is expected of analysts on HRS, above all else, is marked by a focus on objectivity that accurately reflect the merits of any given legislation. Coming from the historical writing background, and the standards that are expected of a student in the History Department, this was an almost seamless transition in style.

Over the last three years after graduating, I have been fortunate to meet and work alongside extraordinary individuals from all parts of this state and both sides of the aisle. I have worked with lawmakers and various interested parties that advocate for a medley of causes.

I have dealt with issues concerning this state's tax structure, labor laws, and even helped create a congratulatory resolution to members of the Chicago Cubs organization (a testament, I would argue, to the unwavering degree of objectivity I hold my work to, given my loyalty to the South Side team). I have been exposed to both the public interest side of state government and the political side, as well. This past fall 2016, I helped organize and run a successful re-election campaign for one of our members in the City's Northwest Side.

Looking back at my experience at DePaul, I appreciate the fact that the tools that I obtained here have, without a doubt, allowed me to be where I am today. Perhaps the most useful of these skills, and one that I attribute almost exclusively to the training I received by professors in the Department of History, is the ability to conduct research-based writing. The rigorous writing standards that were first imparted onto me in my HST 298/HST 299 with Professor Woesthoff helped me become both a more careful writer and researcher.

I am currently preparing to take the LSAT exam in the fall and hope to continue my educational pursuits in the legal profession. Having worked in public policy over the years since post-graduation, it seems to be the right choice and, I believe, a fitting challenge. As to the unforeseeable long-term career plan: a run for public office may not be entirely out of the question.

Books	History department faculty continue to publish fascinating research on a broad range of topics, including the following books:
Thomas Mockaitis	<i>The COIN Conundrum: the Future of Counterinsurgency and U.S. Land Power</i> (Carlisle, PA: Strategic Studies Institute, 2016).
Thomas Mockaitis	<i>Conventional and Unconventional War: A History of Conflict in the Modern World</i> (Santa Barbara, CA: Praeger, 2017).
James Wolfinger	<i>Running the Rails: Capital and Labor in the Philadelphia Transit Industry</i> (Ithaca, NY: Cornell University Press, 2016).
Articles, Chapters, Op-Eds, Art Exhibit, TedX Talk	Our faculty members have also published an impressive variety of articles, chapters, and other activities including the following:
Thomas Foster	“Cheap Attacks on Trump Undermine Progressive Values,” <i>Chicago SunTimes</i> , February 19, 2017.
Andrew Miller	“Deer Parks and Masculine Egos: Knights, Priors, and Bishops in the Medieval North of England,” in <i>Princes of the Church: Bishops and their Palaces</i> , ed. D. Rollason (New York: Routledge, 2017), 127-141.
Rev. Edward Udovic	<i>Jean-Baptiste Étienne, Refondateur des Filles de la Charité aux XIXe Siècle</i> in “Des Filles de la Charité aux Sœurs de Saint-Vincent-de-Paul. Quatre siècles de cornettes (XVIIe-XXe siècle).” (Paris: Honoré Champion, 2016), 53-62.
Rev. Edward Udovic	“Vincentian Pilgrimage Hospitality: Historical and Contemporary Perspectives,” <i>Vincentian Heritage</i> , 33, no. 1 (2016).
Rev. Edward Udovic	“ <i>The Many Faces of Vincent de Paul. Nineteenth Century French Romanticism and the Sacred.</i> DePaul University Art Museum, January 25-April 2, 2017.
Rev. Edward Udovic	“What Must Be Done? Then and Now,” DePaul University TedX talk, April 29, 2016. https://www.youtube.com/watch?v=MK7sMN11p6s



The Many Faces of St. Vincent DePaul at the DePaul Art Museum (Jan – Apr 2017)

A Message from the Chair

2016 was another year of exciting developments in the History Department.

Our students continue to produce exceptional work. History students were published in *Creating Knowledge*, the College of Liberal Arts and Social Sciences’ magazine of outstanding undergraduate scholarship, not only representing the History Department but also numerous other departments. Students and faculty also continue to engage the world and this year participated in Study Abroad classes and travel to Cuba (Professor Masud-Piloto), Germany (Professor Woesthoff), and Japan (Professor Ross). As they take on prestigious internships in government, exciting new positions in business and education, or go on to graduate school in History and other fields, they continue to show us how History is relevant to them for their engagement with Chicago, advanced academia, and the professional world.

In an effort to attract and engage even more DePaul students, we expanded our publicity reach with new digital signs outside of the department – on the 4th floor of SAC and on the 1st floor near the Pit. We also launched a new minor in the history of law. And in an effort to increase our offering in Chinese, World, and Asian history we welcomed a new full-time one-year instructor, Dr. Ryan Yokota.

The department continues to think deeply about its role in an ever-changing world. We’re actively engaged in ongoing discussions across the college about LAS “rebranding,” the department’s curricular offerings, and innovative approaches to history for the current generation. In autumn the faculty held a retreat to discuss current trends for History in higher education and to think about future directions for the department. As part of this self-study we also developed a mission statement which I invite you to review here: <http://las.depaul.edu/academics/history/about/Pages/Mission.aspx>

The department’s impact has long been felt and led directly to the generous donation of the Sanders family to retain and support excellent faculty and that was used to establish an endowed professorship in the department. I’m very pleased to announce that in 2016 Professor Tera Ageypong was appointed as the inaugural LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professor. (More information here: <https://resources.depaul.edu/newsroom/news/press-releases/Pages/donation-funds-first-endowed-professorship-in-college-of-liberal-arts-and-social-sciences.aspx>)

Our unusually active faculty continue to engage academia and the wider public through public lectures, op-eds, and articles in blogs, popular media outlets, and academic journals. Books published by the department faculty this year include, Thomas Mockaitis’s, *Conventional and Unconventional War: A History of Conflict in the Modern World* (Praeger, 2017); Otunnu’s, *Crisis of Legitimacy and Political Violence in Uganda, 1890 to 1979* (Palgrave Macmillan, forthcoming), and James Wolfinger’s *Running the Rails: Capital and Labor in the Philadelphia Transit Industry* (Cornell Press, 2016).

I hope you enjoy looking through the newsletter and reading about some of these and other developments in greater detail. Please continue to send us notes and updates as we all like to hear what our alumni are up to. And if you’d like to stay more connected to History, “Like” our page on Facebook. Our page contains photos and updates -- and you don’t even need to belong to Facebook to keep up with the Department: <https://www.facebook.com/DePaulHistory>.

Thomas A. Foster
Professor and Chair

Alumni Spotlight: Ramiro Hernandez

I graduated from DePaul University with a B.A. in History in June of 2014, with minors in Professional Writing and Political Thought. As my senior year was coming to a close, I was caught in a bit of a predicament; for I was not sure what I wanted to do with my degree—a problem that, I presume, many students in my position have at that point in their academic careers. I had for many years hoped to go to law school. However, after being exposed to the craft of the historical discipline through truly riveting classes in history with Drs. Mora-Torres, Masud-Piloto, Woesthoff, Otunnu, and Schaposchnik (to name only a few), graduate school became a viable option. Given my dilemma, I sought intermediate options, or in other words, a paid internship that would allow me to take the time I thought necessary to make a decision. Luckily, Professor Otunnu brought to my attention the Illinois Legislative Staff Intern Program (or ILSIP). I applied to the year-long internship that was based in the Illinois state's capitol—a town that I could hardly locate on a map at the time. Little did I know that this experience was going to prove invaluable and change my outlook on both my near-term and future plans.

I moved away from the bustling City of Chicago, a city where I spent the first twenty-two years of my life, to the quaint, little town of Springfield, Illinois. The ILSIP program each year brings college graduates to the University of Illinois-Springfield in order to work with the Illinois General Assembly to get an inside perspective on the inner-

workings of state government. Ultimately, I elected to work for the Illinois House Republican Research and Appropriations Staff (HRS). The Research and Appropriations staff is a legislative support staff that serves the fifty-one Republican members in the Illinois House of Representatives. Although an intern in name, I was very much treated like any other legislative analyst on HRS. When my internship came to an end, I was fortunate enough to receive an offer to stay on staff full-time. Since being hired on, my duties and responsibilities have grown substantially. I am currently the primary analyst on issues of revenue and finance, as well as economic opportunity, in the state for the caucus, issues that I had never previously focused on in either my personal or academic career. This area of focus has proved to be quite the learning experience, and I continue to learn as legislation continues to change.

The role of the legislative analyst is primarily to help in crafting legislation, create comprehensive, succinct bill analyses, compile fiscal data, and act as intermediaries between the legislators we serve and



Mario Alberico
Lane Beckstrom
Meredith Bennet-Swanson
Raquel Boton
Dominic Carrazza
Catrien Egbert
Christian Figueroa
Justin Glenn
Sean Hux
Lidia Kamionka
Harald Kirn
Mitch Lohr

Wanda Mahoney
Andrea Martinez
Keaton McManamy
Brian Mincer
Alyssa Pullara
Michael Rance
Belle Renazzi
Steven Reese
Robert Rosenbaugh
Paige Schuck
Chas Sirridge
Joanna Soltmann

Phi
Alpha
Theta
Inductees
2016

Jenna Studtmann
William Sullivan
Tijana Todorovic

New Minor! Open to Non-History Majors!

History of Law

- Gain a solid introduction to the wide world of history and the law
- Obtain specific knowledge about:
 - Constitutional History
 - Historical Interpretations of Civil Rights and Civil Liberties
 - Historical Evolution of the Criminal Justice System
 - How intersecting identities have historically shaped interactions with the law
 - How to research and write history
- Only requires 5 courses, 1 of which can be counted towards UP Liberal Studies Program Requirement



For more information, contact the Department of
History at history@depaul.edu or
Professor Tera Agyepong, Director of Pre-Law, History at
tagyepon@depaul.edu

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the Cold War, threatening to end it as well.

Over the past half-century, Star Trek has never gone away. It has been incarnated in five TV series totaling twenty-eight years; thirteen feature films; an animated TV series; and books and memorabilia too numerous to mention. Star Trek even created a whole new genre – the fan convention. It began with 300 nerds in a hotel room, and has become a billion-dollar industry that attracts up to 10,000 fans, collectors, and anyone who, like me, saw that first shot of an orbiting starship and were hooked for life. Why? Because it was a vision of what would happen if only we allowed our unique intelligence and our humility to guide us rather than our hates and fears.

Of course it was an American TV show; it was meant to attract viewers who would then buy the sponsors' products. *Star Trek* is television and movies. It is entertainment, meant to make money for its creators. But part of its power and continuing appeal is that it lies within an ancient literary tradition. It is not too much of a stretch to put *Star Trek* in the genre of Plato's *Atlantis*, Thomas More's *Utopia*, and even Swift's *Gulliver's Travels*. All of these, and other, say, "look beyond the technology, forget what we make, or do; this is what we could be!" After half a century, such a vision still calls to us, ironically, in the guise of an ephemeral television show that somehow touched the better part of our nature.

I am currently in the process of turning my dissertation into a book, which is under contract with the University of Massachusetts Press. In the course of earning my Ph.D., I acquired significant teaching experience at the University of Chicago, and I have been fortunate enough to return to DePaul to teach several courses on early American history as well. It has been very gratifying to return to the place where my graduate studies began as I look toward the next chapter in my scholarly career.

Our Graduates: 2015-2016

Minors

Ryan Campbell
Katharine Connolly
Clark Fox
Zachary Gerskowitz
Foster Gianakakis
Eiman Hamad
Darian Higen
Anne Kowalski
Caitlin Liubin
Michael Rance
Katie Reget
Jennifer Rodriguez

Masters

Taylor Flaherty
Teresa Ryant
Vincent Sandri
Dylan Shearer

Majors

William Bermudez
Raquel Boton
Jonathan Brodetsky
Brenna Cahill
Anthony Carrillo
Jonathan Currie
Blair Dangelo
Megan Deppen
Aliya Flanagan
Vasoula Georgiou
Madison Higgs
Matthew Kaplan
Alexander Kessler
Austin Kiesewetter
Joseph Magnelli
Matthew Mammoser
Richard Morales
Viral Patel
Jessica Payne
Alyssa Pullara
Amy Reece
Carly Schanock
Brittany Schmitt
Hannah-Mairead Schufreider
Julia Scott
Chas Sirridge
Jesse Sisler
Edward Sobieski
Kasper Sorfleet
Laura Springman
Philip Stephens
Tyler Stone
William Sullivan
Jake Walker
Scott Zwierzchowski

A Historian Looks at 50 Years of *Star Trek* Faculty Spotlight: Robert Garfield

Professor Bob Garfield began teaching at DePaul in 1969. During that entire time he has also been an avid Star Trek fan. Any student who has entered Professor Garfield's office is immediately struck by his collection of Star Trek memorabilia. Below are Professor Garfield's reflections on Star Trek from both a historian's and a fan's viewpoint.

In the 1950s and 1960s, filmed science fiction meant cheesy sets, rubber-suited monsters bent on conquering the Earth, and lots of shootings with "ray guns."

Then, in September 1966, it all changed. I was watching on my aunt's color television (a rarity then) as a huge hi-tech spaceship began to orbit a beautifully rendered planet. The first shot had me hooked. And then there was that first story,

a tale of ethics and morals (with a bare minimum of "phaser" fire), about how memory and personal relationships inform even the most advanced technology and most important missions to distant stars and planets. In the fifty-plus years since then, *Star Trek* has become a cultural icon. Its lead characters – Kirk, Spock, Scotty, Uhura, Sulu, Chekov – became literally household names, instantly identifiable without further explanation.

Its vision of a united humanity seeking knowledge, not conquest, among the stars, became an ideal in a time of Cold War, Vietnam, perpetual conflict in the Middle East, and social change too vast to catalogue, much less comprehend.

Star Trek was science fiction – then. Today, its science is not even fiction. Communicators have become smart-



phones, computers fit on desks or in our hands and talk to us in natural human voices (though on the *USS Enterprise*, the computer spoke in an affectless, mechanical voice, part of the scientific expectation of the time). "Phasers" have become lasers and Tasers. Doors that open and close without contact as a person approaches are now in every supermarket. The U.S. Navy has even examined the starship's set for ideas on how to design an efficient bridge for our increasingly high-tech ships.

Indeed, "starship" is now a word that needs no added explanation. About the only thing that has not come true in the last fifty years (though the show was set 300 years in the future) is faster-than-light travel ("warp speed") and the "transporter," the teleportation of matter.

Society, rather than technology, is a different issue. While our science has brought nearly all of *Star Trek's* fiction into reality, sadly our society has barely moved toward the idyllic world that the show imagined. We most certainly do not have a united planet with a world government. Racial, ethnic, religious, and ideological conflict has, if anything, gotten worse. Contrast this

with the *Enterprise's* senior staff: American, Asian, Russian, Scottish, African (a stunning thing in the 1960s) and a woman to boot! And an alien, Mr. Spock, who looked like Satan but who embodied everything we said we wanted humanity to be: logical, brilliant, tolerant, loyal but critical when necessary. His lack of emotion even served as a wry commentary on the hates, fears, and ambitions that were tearing the world apart, and in the context of

Professor Scott Bucking's Beni Hassan in Late Antiquity Project in Egypt

Research Spotlight

Since 2009, Professor Scott Bucking has been directing an archaeological dig in the Middle East examining Christian monastic communities in Middle Egypt. Professor Bucking's work, known as the Beni Hassan in Late Antiquity Project, has been supported by the National Endowment for the Humanities, the Vincentian Endowment Fund of DePaul University, the College of Liberal Arts and Social Sciences, and the Department of History, and is being conducted in partnership with the Egyptian Ministry of State for Antiquities. Professor Bucking carries out most of his onsite research during the winter and spring breaks in the academic calendar.

Quarries may seem to be an unlikely place to find an ancient church, but a joint American-Egyptian archaeological team, led by Professor Scott Bucking of DePaul University, is currently documenting an early monastic church built among limestone quarries in Middle Egypt, just south of el-Minya.

The quarries were active in pharaonic times and subsequently became a place of residence and worship for local monks around 500 AD. "This kind of adaptive reuse," says Bucking, "is not at all uncommon, and in fact we find that other monuments in the region, including the famous rock-cut tombs at nearby Beni Hassan, were inhabited by monks." The

church, tucked under the ledges of the gallery quarries, features an apse with red-painted inscriptions in Coptic Egyptian.

The only outward sign of the church's presence is a small Christian shrine built into the quarry wall just north of the church. This shrine has two ankh crosses flanking a niche with carved representations of columns.

Bucking noted that there is an urgency for carrying out the project because of illicit digging at the site and the team expects to continue its work later in the year. An overview of Professor Bucking's work can be found at (<http://www.beni-hassan.org>)



Map showing location of site.

Albert Erlebacher-Cornelius Sippel Award for Outstanding Achievement in History

Celebrating Student Achievement

Each spring the History Department recognizes the top graduating senior through the Albert Erlebacher-Cornelius Sippel Award for Outstanding Achievement in History. In 2016, senior Tyler Stone received the award. Below are Tyler's reflections on his time at DePaul.

Tyler Stone

I selected DePaul because it was essentially love at first sight. While doing a walking tour of the campus, I felt an instant connection to the community and comforts of the school. The flexibility of options with equitable supports across those options was a significant factor to my choosing of DePaul. It felt like I instantly had a home waiting for me.

To be honest, I initially selected to be a Secondary Education major with a concentration in social studies. However, during my first year, one of my favorite History professors, Dr. Colleen Doody, convinced me to pursue the History major and then afterwards go for a Masters in Secondary Education. Her advice was not wrong. Becoming a History major was one of the best decisions as I had more opportunities to delve even deeper into the content I love most.

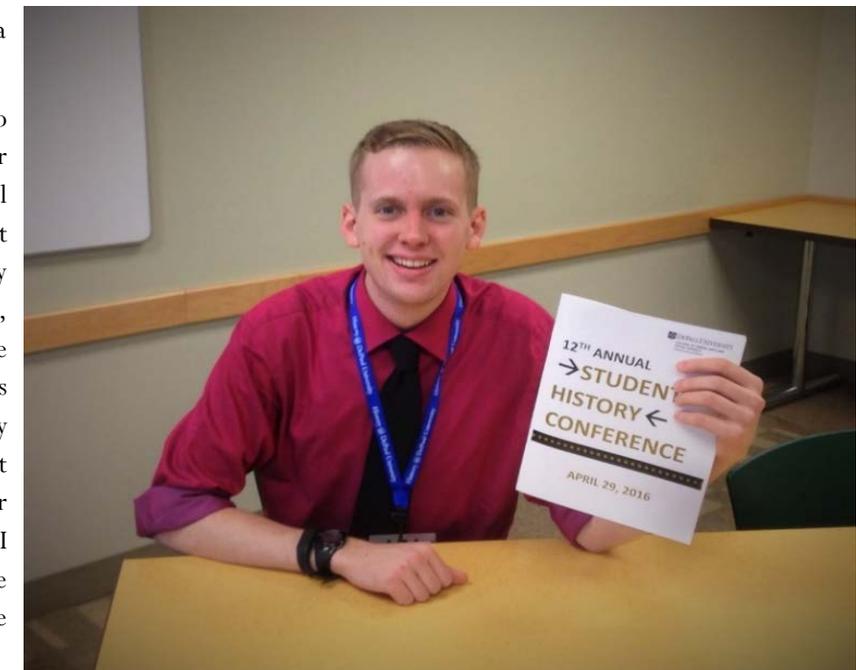
Thankfully, almost all of my moments at DePaul were memorable due to the school's ability to take on courses of study that matched my interests. Along with History, I was able to pursue minors in German Studies and Theatre Studies, and so the ability to continue these passions has allowed for many memorable moments to occur. In addition, it was a real honor to be a part of the 10th and 12th Annual Student History Conferences and to hear the various topics that students were interested in researching.

One memorable moment from my history class includes a product demonstration in my Gender and

Technology class. There was one product that was, in a way, a pictograph machine. I can't remember the name of it, but it was so fun to both play with and analyze it!

I am already continuing my post-graduation plan by pursuing a Master's degree in Secondary Education with a concentration in Social Studies and History. Immediately after that, I plan to join the proud workforce of educators.

My long-term post-graduation plans include continuing my career as an educator, working on side projects and theatrical endeavors, and beginning a family.



Graduate Student Alumni Spotlight

Dr. Emily Romeo

My scholarly trajectory has always been set toward History, but my experiences in the History Department at DePaul University helped turned my fascination with the subject into a lifelong passion. After completing my undergraduate studies at Kalamazoo College, I worked for several years in the legal nonprofit field. While I found the work fulfilling, I knew that I would eventually wish to return to the study of History.

I applied for the Master's Program in History at DePaul as a means of exploring my options, and to see if graduate study was something I could pursue further. I took fascinating courses with professors like Thomas Foster,



Margaret Storey, Roshanna Sylvester, and Julia Woesthoff, who taught me about particular areas of history, while also teaching me the art of historical analysis. Professor Foster's course, *Sex and Gender in Early America*, introduced me to the rich intellectual world of women's history, and I pursued research on the construction of gender and domestic power relations during the colonial period. The faculty at DePaul challenged me to produce quality historical scholarship, but also encouraged me to think "outside the box" and embrace theoretical approaches I found intriguing. My earliest research was a study of the personal insecurities, power struggles, and identity

formation of William Byrd II and more interestingly, his first wife, Lucy. I discovered that revealing information could be extracted by "decoding" Byrd's portrayal of his wife in his secret diary entries using language theory developed in Subaltern Studies. In order to utilize Byrd's diary as a historical source – and

assemble the most comprehensive image of Lucy possible from within – I attempted to use this subaltern language theory to begin to decode the gendered language Byrd used to describe his wife, while placing Byrd's gendered language code in its appropriate social, cultural, and personal contexts.

After DePaul, and with the help of several faculty members from DePaul providing guidance along the way, I entered the

Ph.D. program in History at the University of Chicago. At the University of Chicago, I continued and have recently completed my dissertation, "The Virtuous and Violent Women of Seventeenth-century Massachusetts," which passed with distinction. This research examines women as perpetrators of violence in early New England. I have found that studying women's acts of violence, in particular, reveals how very ordinary and pervasive violence was in this Puritan society. It also illustrates that women's more extreme acts of violence – in the course of the Indian wars of the late 17th century, as well as in their own homes, through infanticide—were an extension of this more ordinary violence, rather than a departure from it.

Continued on page 12



General view of quarry area showing locations of church and shrine

Niche and painted cross-
created by monks in
Tomb 3, Beni Hassan



Dr. Buckingham with
members of his team at
the quarry site



Conference Awards

Jack DeHaven

Kathryn DeGraff Award for the Best History Department Undergraduate Methods Course Paper

Chas Sirridge

James P. Kroker Award for the Best Paper in an Advanced Undergraduate Course

Mitchell Lohr

Best Paper in a Graduate Course

Keynote Speaker

Marnie Hay

“Living and Dying for Ireland: Youth and the 1916 Easter Rising in Dublin”



Dr Marnie Hay is a lecturer in History at the St Patrick’s Campus of Dublin City University in Ireland. She is the author of the book, *Bulmer Hobson and the Nationalist Movement in Twentieth-Century Ireland* (Manchester University Press, 2009), and many articles in journals and edited collections. Her current research focuses on Irish nationalist youth culture during the years of the Irish cultural revival and the Irish revolution in the late nineteenth and early twentieth centuries.

Twelfth Annual Student History Conference Participants

- Raquel Boton
- Courtney Byczynski
- Michelle Cahill
- Jack DeHaven
- Justin Glenn
- Alexander Griffin
- Austin Kiesewetter
- Rebecca Lehner
- Timothy Lis
- Mitchell Lohr
- Austin Merrill
- Yasmin Mitchel
- Jessica Payne
- Amy Reece
- Steven Reese
- Shannon Runka
- Chas Sirridge
- Joanna Soltman
- Laura Springman
- Tyler Stone
- William Sullivan
- Scimone Williams
- Scott Zwierzchowski

12TH ANNUAL → STUDENT HISTORY ← CONFERENCE



LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship - Professor Tera Agyepong

Assistant Professor Tera Agyepong was awarded the inaugural LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship during the 2016–17 academic year. LeRoy “Lee” Sanders created the endowed professorship to honor his late wife, Mary Clare McHugh Sanders, a 1947 graduate of DePaul’s History Department who loved studying history. The Sanders Professorship is the department’s and the College of Liberal Arts and Social Sciences’ first privately funded professorship. Professor Agyepong describes below a portion of the book that she is completing with the Sanders Professorship and one particular research quest that took six years before paying off.

The Criminalization of Black Children: Race, Gender, and the Construction of Delinquency in Chicago’s Juvenile Justice System, 1899-1945 puts African American children at the center of the story about an early juvenile justice system. Because of the sheer number of black children that began to be processed in Cook County Juvenile Court, the juvenile justice system played an increasingly important role in shaping the very meaning of what it meant to be black and living in Chicago during the first half of the twentieth century. The book explores how transitional understandings of race, gender, and sexuality shaped African American children’s experiences in Cook County’s juvenile justice system between 1899 and 1945.

With the Sanders Professorship, I was able to complete the research and devote significant amounts of uninterrupted time to writing. My goal was to find information that would humanize the children even more—to be able to provide a more detailed narrative of more children’s individual and personal experiences of juvenile justice.

One of these children included Susie Lattimore, who was committed by Chicago’s juvenile court to the Training School for Girls at Geneva. Like roughly 75% of black boys

and girls who found themselves incarcerated in state institutions for children who committed crimes during the study’s time period, she was a newcomer to Chicago and a product of the large-scale migration of African Americans from the South to northern cities.

What I knew about Susie was that her 1935 Illinois Supreme Court Case—*People v. Lattimore*—divested the juvenile court of its primary jurisdiction over children who committed crimes. The case gave Cook County State’s Attorney the sole authority to prosecute any child s/he chose in criminal (as opposed to juvenile) court, and sentence him or her to an adult penitentiary. This was a watershed decision in light of the very existence of a relatively new juvenile court, and the state’s decision – because of successful



From left to right: John Sanders (son), Tera Agyepong (recipient), Marlene Sanders Heinlein (sister), John Heinlein (brother-in-law), Thomas Foster (chair), Marten denBoer (provost), and Guillermo Vásquez de Velasco (dean).

Progressive era advocacy—to have carceral institutions that separated children from adults. This separation was based on the notion that children were inherently vulnerable and capable of being reformed.

Susie was initially sentenced to the state Training School for Girls, and my initial effort to find more information about her was fruitless. I came across her case about six years ago when I was a grad student. The first place I looked for her was in the Training School Records at The Illinois State Archives (ISA) at Springfield. The ISA is the primary depository for a variety of old state institutional records. Sometimes institutional case records share much about a child’s life—where they are from, where they live, their background, number of siblings, even favorite subjects in school, etc. The ISA’s records for the Training School for Girls (before 1950) are practically non-existent however because they were destroyed by a fire. Even if they were available, I would have had to obtain special permission to view her records because of Illinois’ privacy law regarding institutionalized minors, so it would not have been a sure thing. The other archives in Cook County that had some information about the Training School for Girls were also quite unhelpful in regards to her case.

Late last summer, I decided to take another stab at bringing this six-year curiosity to an end. Armed with my brilliant student research assistant, Ashley Johnson, I decided to visit Springfield one more time and search the adult criminal system’s records for information about her (and a few other children) to see what else I could find. Because Susie was eventually transferred to Dwight Women’s Prison, I decided to peruse their records.

The first step was filing a FOIA request with the Illinois State Prison Parole Board in order to get permission to access the files. After a bit of back and forth, the Parole Board finally granted my request. Before arriving, the archivists warned me that Dwight Prison’s records for that time period were not digitized or fully catalogued. This meant that we would have to go through potentially thousands of names in a prison register organized by

date of admission in very large often illegibly handwritten volumes with crumbling pages, then locate a prisoner number, and give it to the archivists. Then the archivists would attempt to locate their file. Their search for said prisoner may or may not yield any case records, because not all prisoners’ case records had been successfully preserved. I decided to try and find her anyway even though I feared this effort would be a fruitless waste of my and Ashley’s time and energy. I knew it would bug me if I didn’t at least try, so I decided to proceed anyway. I was able to narrow down a 3-month time frame of when Susie might have been admitted to Dwight prison based on newspaper articles and *People v. Lattimore*’s published decisions.

After several hours of searching the registers, I heard Ashley, who was sitting across a small table from me quietly say, “I think I found her.” She seemed doubtful, and so was I because it seemed too good to be true. I double-checked, and sure enough, her identification number was there so we at least had a shot at getting more biographical information about her. We both immediately started screaming with joy once I verified it was actually her. I think we gave the two archivists who were in the room with us quite a scare! They seemed startled at first, but eventually started laughing with us. A couple of other people who worked there poked their heads in to see what all the commotion was about. I am guessing that the few people that visit the archives on a weekly basis don’t get that excited about searching through historical records! Luckily, they were able to locate her Dwight prison record, which had some new information. The law regarding minors in Illinois who enter the justice system still applied however, so we couldn’t see the full record (which included psychological reports and mental health evaluations). These records also included a photograph. It was amazing to be able to actually put a face to Susie’s name. I was also so incredibly proud of Ashley and happy to share that moment with her!

Kyoto – Hiroshima –Nagasaki

Short-Term Study Abroad Program 2016-2017

Professor Yuki Miyamoto from the Religious Studies Department and Professor Kerry Ross from the History Department organized and led a study abroad program to Japan which consisted of two classes at DePaul, REL 202: Atom Bomb Discourse (Prof. Miyamoto) and HST 265: Atomic Bombings in History and Memory (Prof. Ross), and a trip to Japan during the winter break of 2016. Below are Professor Ross' reflections on the class' travels to Japan.

The inspiration for this study abroad program comes from Dr. Yuki Miyamoto, a professor in the Religious Studies Department, whose research is on the ethical dimensions of the atomic bombings of Hiroshima and Nagasaki. Through the years, she has fostered close working relationships with officials from local community groups and government offices in both cities. This trip marks the 6th time that Dr. Miyamoto has led students to Japan. On the other hand, this was the first time that I co-directed a study abroad program. Though I had lived in Japan for close to a decade, I never visited either city. I was wary of going to these two places as a tourist. The study abroad program allowed me to go as a teacher and historian. It was a phenomenal experience.

After a day and a half visiting some of the famous temples and shrines in Kyoto, which prepared us for the incredible amount of walking we did on the trip, we took the bullet train to Hiroshima, where we spent several days learning about the atomic bomb experience there. A good portion of our time was spent at the Hiroshima Peace Memorial Park, close to the hypocenter of the bombing. The Park includes a historical museum, the A-bomb Dome, the Cenotaph for the A-bomb Victims, and several smaller memorials to those lost in the bombing. One memorial was dedicated to Korean residents, most of them

forced laborers, who died in the bombing. We listened to testimony given by Ms. Okada Emiko, who shared her atomic bomb experience with us. Though much of our visit to Hiroshima was a somber encounter with the past, we made sure to relieve our heavy hearts with a night of karaoke and a visit to Intersection 611, a local art gallery, for the opening of an exhibition titled “Fuantei” [Instability] (see Intersection 611 Hiroshima’s Facebook post from December 3, 2016 for pictures of our students at the opening).



Students also had the opportunity to meet the mayor of Nagasaki, Matsui Katsumi as well as the governor of Hiroshima Prefecture, Yuzaki Hidehiko. Our students also spent some free time with students from Nagasaki City University, who introduced our students to the local youth scene.

After Hiroshima, we took another bullet train to Nagasaki and spent several days there. In addition to visiting the Nagasaki Atomic Bomb Museum, we went to two smaller museums dedicated to different aspects of Nagasaki’s history. The first was the 26 Martyrs Museum and Memorial, a modest museum devoted to the history of Christianity in Japan. The museum was established to memorialize the 26 Japanese and European Christians executed by the Japanese government in 1597, part of the Japanese government’s policy to ban all foreign Christian missionaries from Japan and to prohibit the practice of Christianity among the Japanese populace. This event is the story

behind Martin Scorsese’s most recent feature film, *Silence*. While in Nagasaki, we also visited the Oka Masaharu Memorial Peace Museum, a very small museum located in a 2-storey house on quiet residential street. This museum is run by private Japanese citizens and is dedicated to preserving the history of atrocities committed by Japanese soldiers on the Asian continent and in South East Asia during the 1930s and 1940s. As in Hiroshima, students from Nagasaki Junshin Catholic University hosted us for a day of Japanese culture classes, including Japanese *taikō* drumming, origami lessons, calligraphy, and tea ceremony followed by a festive banquet. We also met local Nagasaki dignitaries including the mayor of Nagasaki, Taue Tomihisa and the Archbishop of Nagasaki, Joseph Mitsuaki Takami.

The trip was truly inspiring. Students commented after the trip that they felt that actually being in Hiroshima and Nagasaki helped them to understand very clearly the way

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DePaul Study Abroad with Mayor Taue Tomihisa wearing one of our History Department t-shirts!