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News and notes from the department of history

# Contents

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- 2 A Message from the Chair
- 3 Graduate Alumni Spotlight: Joe Holwell
- 4-5 LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship:  
Professor Julia Woesthoff
- 6 Graduate Assistant: Jonathan Klinger
- 7 Art Institute of Chicago Teaching Award: Professor Amy Tyson
- 8 2019-2020 Featured Department Events and Alumni Publications
- 9-10 Fifteenth Annual Student History Conference
- 11 Alumni Interview: Juan Fernando León
- 12 Notices from the History Department
- 13 Faculty Spotlight: An Interview with Professor Babacar Mbengue
- 14 Faculty Spotlight: An Interview with Professor Lisa Sigel
- 15 Graduates and Phi Alpha Theta Inductees
- 16 DePaul History Society
- 17-18 2019-2020 Faculty Publications

# Contact

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The department is on Facebook at [facebook.com/DePaulHistory](https://www.facebook.com/DePaulHistory), where we regularly post information about current classes, 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>

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## Design and Production

Gina Pieri and Celeste Ruan

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## Editors

Professor John Burton and Onie Green-Givens

# A Message from the Chair



2019 was again an exciting year for the History Department.

Our students continue to do the work of history and produce exceptional work. Over two-dozen undergraduate and graduate students presented papers at the Annual Student History Conference. Students and faculty continue to engage the world and this year participated in study abroad courses to Cuba (Felix Masud-Piloto) and Jordan (Warren Schultz).

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, our students continue to show us how

History is relevant to them for their engagement with Chicago, advanced academic, and the professional world.

Our ever-active faculty continue to engage academic and the wider public through public lectures, op-eds, and articles in blogs, popular media outlets, and academic journals. Books published by the faculty this year include, Matt Maguire's, *Carnal Spirit: The Revolutions of Charles Peguy* and Tom Mockaitis's *Violent Extremists: Understanding the Domestic and International Terrorist Threat*.

The Sanders family generously established the LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship to retain and support excellent faculty. In 2019, Professor Julia Woesthoff was selected holder of the chair.

Unfortunately, we had to say goodbye to three faculty who retired at the end of last year, Robert Garfield, Félix Masud-Piloto, and Father Edward Udovic. We profiled Father Ed in last year's newsletter, but highlight Professors Garfield and Masud-Piloto this year.

I hope you enjoy looking through the newsletter and reading about some of these and other developments in greater detail. Please stay in touch and send us notes and updates on what you are doing. We always like to hear what our alumni are up to and it helps to inform our current students of the wide variety of opportunities for which a history degree can prepare them. If you'd like to stay connected to the history department, please "Like" our Facebook page. The department sponsors a wide variety of lectures, symposia, and panel discussions each quarter. Whether you are a major, minor, or an alum, you are welcome at these events.

John D. Burton

Associate Professor and Chair

## Graduate Student Alumni Spotlight: Joe Holwell, MA 2014



Prior to attending DePaul, I was a recent alumnus of Illinois State University looking into graduate programs. It was a very unpredictable period in my life, and I was not quite sure how best to move forward as I pondered continuing my education and perhaps one day entering academia professionally.

I chose DePaul for its academic reputation, as well as the perfect fit it provided for my situation at the time. I was looking to achieve two things upon entering the History Department's master's program. First, I wanted to see if I was up to the challenge of performing within the field at the graduate level. I knew the workload would be substantial, and that professors would push me to function at a standard which I had not yet reached. I needed to know whether or not this was for me. Second, if I found myself doing well, I planned to utilize every second of my time at DePaul to gain the skills necessary for me to be able to thrive at the doctoral level, and to polish my academic record so as to be an appealing candidate for PhD programs.

As an undergraduate, you get a strong understanding that history is more than names and dates, but I feel it was at DePaul that I gained a true appreciation for historical inquiry, including the confidence to offer criticism of interpretations and to form my own conclusions based on available evidence. In short, I developed the willingness to engage with history as an active participant in the investigatory process instead of continuing to view myself as a mostly passive student who is just there to listen, take notes, and digest information.

One of the best things about DePaul's program is the variety of thematic seminars offered. By taking courses on such varied topics – ranging from the ancient world to the French Revolution and the American west – I became familiar with scholarship pertaining to many different periods of history. This allowed me to branch out from my intended field of focus through exposure to other historians' methods and approaches. I can confidently say that both my goals were accomplished through DePaul's program. I immediately recognized that pursuing a career as a historian was right for me, and, because of the extremely generous advice and support from the department's faculty toward helping me fulfill my professional goals, I was fortunate enough to enter a doctoral program in the fall of 2016. I am currently a PhD candidate in the Department of History at the University of Wisconsin–Madison.

Going back to school is in some ways an easy decision to make, but a difficult one to fulfill. I would suggest to anyone considering getting their master's to go into it with an open mind, and expect to be challenged in new and different ways. Realize that it is not going to be easy, and that there will be hard patches, but that you will come out the other side a different person with new abilities and a novel sense of achievement.

## LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship: Professor Julia Woesthoff

*Associate Professor Julia Woesthoff was awarded the LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship during the 2019-2020 academic year. LeRoy "Lee" Sanders created the endowed professorship to honor his late wife, Mary Clare McHugh Sanders, a 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.*

"History may be divided into three movements: what moves rapidly, what moves slowly and what appears not to move at all." Ferdinand Braudel



**How long have you been teaching?** I have been at DePaul since 2006 but started teaching while in graduate school, so altogether over twenty years now.

**What motivated you to study/teach history?** Growing up in Germany in the 1970s and 1980s, when the country started reckoning more seriously with its Nazi past, I got really interested in the history of the Third Reich and the Holocaust, though at the time didn't consider studying history more formally (my older sister was the historian in the family). The region where I lived was also very industrial, and a lot of people (so-called guestworkers) from Southern Europe, Northern Africa, and Turkey were recruited to work in the local mines and steel works, so I guess questions of diversity and multiculturalism surrounded me. I initially chose to study biology, English, and pedagogy at university in Germany, planning on becoming a high school teacher. But a year of Study Abroad (that turned into a life abroad) introduced me to ways of doing and seeing history—particularly using analytical categories such as gender and race—that I had never encountered before, and that made me look differently at where and how I had grown up. I was hooked, stayed in the US, changed majors, and got an MA and eventually a PhD in history.

**What is your general topic of focus?** Perhaps not surprisingly, given what I just said, my work deals with questions of diversity and multiculturalism in the European context. In particular, I initially started out exploring perceptions of foreign laborers in West (and then reunited) Germany after 1945. In my current project, I am researching the history of binational marriages between German women and foreign—particularly Muslim—men. The project aims to complicate a current dominant narrative about Muslim immigrants to the West and their alleged disregard for democratic values and gender equality. (Germany chancellor Angela Merkel, for example, used such reasoning in 2010 to declare the multiculturalist project a failure.) So, my research contributes to our understandings of race, diversity, and multiculturalism in postwar Germany, illuminating both continuities of and departures from racist thinking and attitudes across the 1945 divide.

## LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship: Professor Julia Woesthoff

*Continued from page 4*

**In what ways do the things you study, or history in general, play a role in your daily life?** It's a truism that all history is personal. Moving to the US has given me a different perspective of the country in which I grew up, including its history and culture. Living in what used to be the quintessential German neighborhood in the city, I also marvel at the ways German traditions are maintained and celebrated here and what is considered "German." I can only second what my colleague Juan Mora Torres, who held the Sanders professorship last year, said in his interview: "You cannot escape the history of Chicago," and therefore the history of the different communities that built it.

**What is your favorite aspect of what you do? (Either teaching or researching)** I love to research and I love to teach. Here, at DePaul, I get to combine both. I enjoy exploring historical puzzles, working in the archives to find answers to them by tracking down sources, trying to figure out how to make sense of them, and then providing a coherent, compelling argument. I always try to take at least some of that into the classroom, not just teaching the history of a particular subject, but also fostering curiosity about the general processes of "doing history."

**What do you hope your students take away from your course?** Of course, I hope that students learn something about whatever topic I am teaching. But just as importantly, I hope that students walk away with questions they never knew they had and realizing that the skills they acquired are not just useful for the study of history, but also useful for the rest of their academic careers and lives.

**Do you think that you learn things from your students? If so, what?** Of course! Not having grown up in this country, students have taught me a lot about everyday/contemporary life. They have explained their histories as lived in different parts of the US as well as other places where they grew up. So, they constantly challenge me to re-evaluate what is considered "normal." They also make me think more about how we learn about history and what kind of history gets transmitted.

**In what ways are you challenged by your work, and in what ways do you overcome those challenges?** Aside from the subject matter itself, one of the major reasons I chose this career is that it constantly challenges me. As I mentioned earlier, a lot of our work has to do with solving puzzles and problems (in research, teaching, and the administrative work we do). Outside the classroom, our job is often a rather solitary affair, so it helps to connect with colleagues, trade tips about what works in the classroom or have conversations about and exchange feedback on our research projects, e.g.

**Do you have any advice for someone considering a history degree?** Often, students who love history but are hesitant to major in it are concerned about their career prospects. My colleague Dr. Beiriger has collected quite a bit of data on this subject and is the first to tell students that, far from limiting career options, a BA in history actually opens up possibilities in a variety of fields, also beyond the humanities. And given everything I have said so far, this comes as no surprise: learn (yet) another language, though I'd recommend that to anyone! There's nothing like understanding foreign sources in their original version (sounds nerdy, but it's true), and engaging with different cultures and people on a whole other level.

## 2019-2020 Graduate Student Assistant: Jonathan Klinger

*Each spring the History Department awards a Graduate Assistantship to support a graduate student for the academic year. This year, the department selected Jonathan Klinger for the 2019- 2020 graduate assistantship. The assistantship offers a six-course tuition waiver and a stipend for work performed in the department.*

My relationship with history began earlier than I can remember. My parents bought me different children's biographies on American figures, Paul Revere, Satchel Paige, but my favorite was Abraham Lincoln. I had always been a creative kid and my vivid imagination allowed me to place myself wherever I was reading. I fell in love with learning others' stories, their lives, and their impacts on our lives today. When it was time to go off to college, I did what any lover of history does – I studied Comedy Writing and Performance here in Chicago.

Between performing around Chicago in theaters like Second City and iO and learning the techniques and craft of comedy, one thing became very apparent. In comedy, and in life, what makes all of us unique is our own point of view. The best comedians tell jokes no one else can tell because the jokes reveal something about their character. All we have as humans are our voices and what we choose to say with them. After graduating with my degree in comedy, I decided the next step for me was to study history, to learn more about the voices of the past and what they chose to say. I met with Dr. Bucking in the fall of 2017 with no collegiate history experience to my name but instead of turning me away, Dr. Bucking welcomed me in, thus my academic career at DePaul University began.

Taking undergraduate-level classes with professors Dr. Agyepong, Dr. Maguire, and Dr. Woesthoff in the winter and spring quarters of 2018, my curiosity in this field was nurtured and expanded. The uneasiness of going back to school was relieved, I knew this was the right choice for me. Dr. Agyepong pushed my understanding of race relations in U.S. history and because of the class we had I knew I wanted to study the racial injustices that occurred – and continue to occur – in the United States.

My time in the graduate program these past two years has challenged me and pushed me to always dig deeper. Professors like Dr. Tyson, Dr. Tikoff, Dr. Mockaitis and Dr. Romeo have taught me to always find another point of view and to always give attention to the silences in history. Dr. Otunnu, Dr. Krainz, and Dr. Schaposchnik have taught me to look at the impacts of policies and how they are implemented, not just what was written on paper. Finally, Dr. Beiriger taught me that the changing historiography on a subject is history in and of itself and to always challenge our own understandings of the past.

All of my professors have shaped me into the historian I am today and I carry their valuable lessons with me as I work on continuing my education in history on applications for PhD programs. The time I spent in the classrooms at DePaul will be some of my favorite and I cannot thank Dr. Bucking enough for allowing me this wonderful opportunity.



# Art Institute of Chicago Teaching Award: Professor Amy Tyson

DePaul LAS/Art Institute of Chicago Innovation in Teaching Award  
Course: LSP 111: Chicago Homes  
Instructor: Prof. Amy M. Tyson



Figure 1 One of the 68 Thorne Rooms at the AIC

student constructed two dioramas, one based on a significant room in their current lives and one based on a room in their family's history.

Since 1954 a diminutive history of Western interior design and decorative arts has been on display in the basement level of the Art Institute of Chicago. More specifically, the “Thorne Miniature Room Gallery” boasts 68 dioramas that are meticulously researched and, frankly, rather enchanting in their exacting, tiny historical details.

On October 25, 2019 students in my Explore Chicago course, Chicago Homes: The Architecture and Artifacts of Everyday Life toured the Thorne Rooms, in preparation for the course's final creative project, “Now and Then Boxes.” For this project-based learning assignment each



Figure 2 The outside of the “Now and Then” boxes featured exterior architectural details.

rooms, and we “traveled” the globe—from Viet Nam to South Chicago.

On the last day of class, students toured our Thorne-inspired gallery and presented on their boxes. As onlookers we peeked into each other's lives—through miniature versions of dorm rooms, grandmothers' kitchens, and childhood living



Figure 3 The classroom became our own Thorne-Gallery on the final day of class.

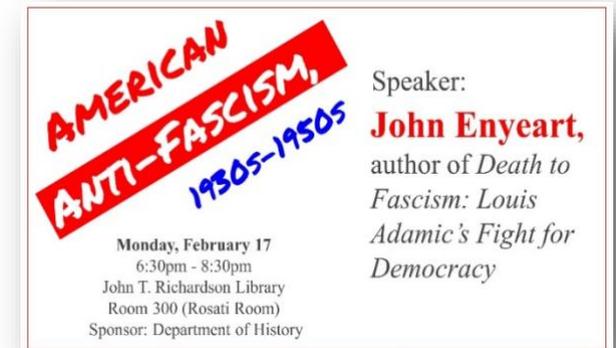
As students sought out information for their “Then Boxes,” they made meaningful connections. One student reflected that this project was a “wonderful experience to talk to my mom about her grandparent's home that she has such fond memories of”—another said that as a result of doing this project, he felt like he was “part of a bigger, more connected family”—a third stated that the project led him “to uncover details not only about the history of [his grandparents'] home but also about them as individual people.”

## 2019-2020 Featured Department Events



Professor Schaposchnik hosted two guest speakers, Maria Pita and Jesus Cossio, whom discussed Latin American police brutality and institutional violence.

Students joined Professor Krainz and the History Department for a lecture instructed by John Enyeart about American Anti-Fascism through the 1930s and 1950s.



## 2019-2020 Alumni Publications

- Holwell, Joseph. “Political Vengeance of the Liberi Proscriptorum in Sallust’s Bellum Catilinae.” *Roda da Fortuna Revista Eletrônica sobre Antiguidade e Medievo* 7, no.2 (2018):b22-40.
- Lopez, Jacqueline. “Dorothea Lange's Plantation Owner in Context.” *The Art Institute of Chicago*, January 9, 2020. <https://www.artic.edu/articles/795/dorothea-langes->



## Conference Awards

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

**Sydney O'Hare**  
*James P. Krokar Award for the Best Paper in an Advanced Undergraduate Course*

**Natalie Myrwold**  
*Best Paper in a Graduate Course*

## Keynote Speaker: Dr. Jakobi Williams

***“Chairman Fred Hampton and the Transnational Impact of the Black Panther Party”***

Jakobi Williams is the Ruth N. Halls Professor and Associate Professor in the Department of African American and African Diaspora Studies and the Department of History at Indiana University—on the south side of Chicago (Englewood).



Prior to joining the faculty at Indiana University, he served as an Associate Professor of History at the University of Kentucky, an adjunct professor at UCLA, and spent one year as a Chancellor Post-Doctoral Fellow at the University of Illinois Urbana-Champaign.

## Fifteenth Annual Student History Conference Participants

- Kristen Arcus
- Mei Li Badecker
- Dylan Barnick
- Alec Beard
- Kathryn Bean
- Shellynn Beasley
- John Eckenstein
- Katie Fenton
- Dahlila Finneran
- Rose Gallo
- Angeline Gilmore
- Louie Greanias
- Kara Hegstrom
- Kristofer Hughes
- Hannah Kornblut
- Becky Lehner
- Alexander Leif
- Evan Loken
- Joseph McGowan
- Elena Medeiros
- Dana Miller
- Takahana Miller
- Natalie Myrwold
- Luke Nickel
- Sydney O'Hare
- Maggie Olson
- Fae Robertson
- Arleta Robinson
- Martin Salgado
- Melis Saracoglu
- Alina Taber
- Megan Wright



# 15<sup>th</sup> Annual Friday, April 26, 2019 Lincoln Park Campus Student Center 3rd Floor Student History Conference



# Undergraduate Alumni Interview: Juan Fernando León, BA 2015

Juan Fernando León was asked about his time as a history student at DePaul University, and how his future career has been positively impacted by his studies.

I chose DePaul because of the quality of education, program reputation, and faculty support. That my wife's double demon pedigree played a subconscious role in the decision, is certainly a possibility.

Many of the courses I took in history opened new ways of thinking about the past. For example, in studying the forces of modernity that threaten the agrarian way of life of peasant communities in France, I came to understand the subtleties of class distinction in social relations. In studying the plight of the refugee people in Nigeria by the militant activities of Boko Haram, I came to comprehend the displacing power of an ideology and the personal and societal cost of living as a refugee. When I studied the temperance movement in late nineteenth-century America, I deepened my understanding of how women's organizations joined the campaign to break down the gender divide that dominated public and private spheres. Lastly, in examining the self-immolation of numerous Buddhist monks during the Vietnam War, I recognized the political and societal influence that an act of self-sacrifice has on the mentality of a nation. Looking at the past through the lived experiences of others not only broaden how I think about historical events but also enriched my understanding of how social and cultural forces move and shape human behavior.

In my daily and professional life, I am regularly using the skills I gained during my undergraduate training. From situating and contextualizing an event, to critically thinking and analyzing a text, to discerning and synthesizing complex concepts, to persuasively and clearly communicating an idea—all have made me a better thinker and listener.

Upon graduation, I entered graduate school at Wheaton College. There I completed my MA in History just before becoming a dad. After staying at home to help raise my daughter, I decided to continue my education by applying to several Ph.D. programs in History nationwide. Thanks to the wonderful support of Dr. Lisa Sigel—who helped craft my statement of purpose and wrote numerous letters of recommendation—I got into six of the seven programs where I applied. I am currently in the second quarter of my doctoral studies in History at Northwestern University.

In ending, I am happy to say that the faculty of the Department of History at DePaul prepared me well to undertake this next academic challenge. In almost every class, I find myself referencing back to historical content explained by Drs. Scott Bucking, Colleen Doody, Robert Garfield, James Krok, Howard Lindsey, Matthew Maguire, Andrew Miller, Thomas Mockaitis, Ogenga Otunnu, Karen Scott, Lisa Sigel, Amy Tyson, and Julia Woesthoff. I know that historians are not supposed to lean on clichés to express gratitude, but for this time only I can say: “If I have seen a little further, it is by standing on the shoulders of giants.”



## Notices from the History Department

### Retirement Notices

#### Robert Garfield (History)

Bob Garfield earned his undergraduate degree from Hunter College in New York City and his MA and Ph.D. from Northwestern University. Bob has served an amazing fifty years at DePaul, initially arriving as an instructor in 1969. All of which means, he's experienced something like three different liberal studies curricula, five different university presidents, more than half a dozen deans, and perhaps a dozen department chairs. Bob has served on all of the departmental committees, and chaired many of them. Bob's expertise is in Portuguese Africa and in addition to teaching courses on African History and Atlantic Exploration, he was one of the pioneers of DePaul's World Civilization Survey, one of the backbones of the previous Liberal Studies program. (He was also one of the authors of the department's World Civ textbook.) In addition he wrote a three-volume commercial press world history textbook entitled, *Patterns of the Past, Portraits of Civilization, and Civilizations of the Second Millennium*. Not to be left behind by changing times, Bob created several Focal Point Seminars for the current Liberal Studies program, which used film to teach history. Like many DePaul faculty, Bob's teaching wasn't restricted to his specialty, African History, but he also taught courses on the twentieth-century including the Rise of Fascism and the Cold War. Bob has written two monographs, *The Key to Guinea: A History of São Tomé Island: 1470-1655* and *The Concise History of Africa*. His book on São Tomé has recently been translated and published in Portuguese. He co-edited *Readings in Fascism and Counter Revolution* and edited *African Projected*, a study of African history through film. He has published numerous journal articles and book chapters and more than two-dozen conference papers. Most importantly, Bob has demonstrated the Vincentian values of service, particularly to his students. His willingness to spend time with them individually to provide whatever extra help they needed is truly remarkable.



#### Félix Masud-Piloto (History)

Félix Masud-Piloto earned his undergraduate degree from Florida International University and his MA and Ph.D. from Florida State. He came to DePaul in 1990 and was promoted to Full Professor in 2005. Felix's teaching has focused on the history of US immigration, Latin America, the Caribbean, and particularly Cuba. Felix's Short-term Study Abroad course may hold a record as one of the longest running and most popular travel courses at DePaul. Appropriately, Felix will spend his last day of teaching at DePaul with students in Cuba. Felix has served on most of the departmental committees and on a number of search committees. His dedication as director of the Center for Latino Research for seventeen years significantly changed the lives of students and faculty here at DePaul. While serving as director he co-founded the its multidisciplinary journal, *Diálogo*, which he edited for 10 years. He has taken his scholarship beyond the classroom mentoring Latino/Latina student organizations here at DePaul and working with community organizations across the city and beyond. He has published two books, *With Open Arms: Cuban Migration to the United States* and *From Welcome Exiles to Illegal Immigrants: Cuban Migration to the U.S. 1959-1995*. He has also co-edited two volumes, *Plebiscite: Puerto Rico at a Political Crossroads*, and *Pensar a Contratiempo*. He has written numerous book chapters and articles on Latin American history and the Latino/Latina experience and has been a frequent public lecturer both in Chicago and across the country. In 2007, the Republic of Cuba awarded him its highest honor, the medal: *Distinción Por la Cultural Nacional*, for his life-long activist and academic work on Cuba-U.S. relations.



## Faculty Spotlight: An Interview with Dr. Babacar Mbengue



*‘You do not need to be the voice for the voiceless. Just pass the mic.’*

Dr. Babacar Mbengue was a 2019 recipient of the College of Liberal Arts and Social Sciences *Excellence in Teaching* award.

**How long have you been teaching?** I have been teaching since Graduate school, in the late 1990s.

**What motivated you to study/teach history?** My fascination with history goes back to my days in elementary school when history was taught in tandem with geography. History classes offered a window to an exciting world filled with discoveries and insights. As I become more acquainted with different historiographical traditions especially from the Muslim world and from the West, I even develop a greater interest for history overall.

**What is your general topic of focus?** My approach to history is through an interdisciplinary prism that includes religion, economics, and culture. My areas of focus have been Muslim Africa, French colonial experience in Africa, and the Muslim world. More specifically, I have worked on the history of Islamic and French education in Muslim West Africa, and looked at the evolution of Islamic law in light of the emergence of the industry of Islamic finance.

**What type of research have you been doing recently?** My recent publication looked at promise and contract in contemporary American and Islamic legal discourses and I am currently looking into ways in which the Qur’an or Islamic scriptures have been historically incorporated in indigenous Muslim West African cultures. My experience doing research has made it abundantly clear to me that the most interesting part in doing research is not always to find out what you are looking for but rather to stumble onto something new, something completely unexpected. Every research project is a potential window to another one.

**What makes your work different?** To the best of my ability, I try to offer in my work avenues for different perspectives. I find it normal for example to summon Max Weber’s ideas of connections between the Protestant ethic and the spirit of capitalism to explain the relationship between classical Islamic jurisprudence and the modern industry of Islamic finance.

**In what ways do the things you study, or history in general, play a role in your daily life?** The things I study are relevant in my daily life, especially in light of my interactions with the concerned communities.

**What is your favorite aspect of what you do? (Either teaching or researching)** I equally like teaching and researching. As for teaching, my interactions with students throughout the whole teaching experience represent unique opportunities to develop new insights and/or expand on established or existing forms of understanding. The same could be said regarding researching as well, through the interrogation of historical sources.

**In what ways are you challenged by your work, and in what ways do you overcome those challenges?** One thing I try to be mindful of in my work is the potential for hubris and personal biases.

**What do you hope your students take away from your courses?** One thing I constantly hope that my students take away from my courses is an ability to listen and accommodate contrarian views.

## Faculty Spotlight: An Interview with Dr. Lisa Sigel

*The living deserve our respect; the dead only the truth.*

—Voltaire

Dr. Lisa Sigel was a 2019 recipient of the College of Liberal Arts and Social Sciences *Excellence in Teaching* award.



**How long have you been teaching?** I have been teaching for nearly 30 years. I started my teaching career as a graduate student at Carnegie Mellon. I then taught a handful of years at Millsaps College before coming to teach at DePaul where I have been since 2000. I decided to move to Chicago to be in the same time zone as my spouse so we could start a family.

**What motivated you to study/teach history?** My love for the study of history is rooted in the fact that it helps me understand how the world got the way it is. It allows me to make sense of it all. Even though many people close to me believed I would go on to study English or become a writer, I love the content of history.

**What is your general topic of focus?** I focus on topics in modern history, specifically: topics in modern European history, the history of sexuality, the history of gender, and World War One.

**What makes your work different?** My research led me to write my latest book, coming this spring, entitled *The People’s Porn: A History of Handmade Pornography in America*. In general, we do not have good records on how people consumed pornography. Instead, historians and scholars of pornography look at commercial materials to understand what was circulating at that moment. However, the porn that people bought was not necessarily what they wanted. To get at what people really wanted, I focus on the porn that people made to see how they conceptualized sexuality for themselves.

**In what ways do the things you study (or history in general) play a role in your daily life?** As a historian, I am always thinking about what has changed and what has stayed the same, what is stated and what is unstated, and what the evidence suggests. It helps with arguments, thinking about daily life, and terrifying a spouse.

**What is your favorite aspect of what you do?** Being a faculty involves teaching, research, and service. When I serve on committees, I get to meet great people from around the university and across my profession, but teaching and research are where my heart is. Service, teaching, and writing are never easy. However, I have learned that no matter how hard, I have to stand up and do it again the next day. The biggest challenge I face when teaching is that every class has its own dynamics and I have to figure out what those dynamics are and how to work with them.

**Do you think that you learn things from your students? If so, what?** I do learn from my students! They very often teach me about kindness, and I am always impressed by their capacity to be solidly good human beings. My students also introduce me to the latest lingo! My vocabulary is very outdated (It stops around 1939) so I love when they teach me new terms. Most recently, my students taught me about wildin’.

**What do you hope your students take away from your courses?** I hope my student’s take away great writing and reading skills, and that they meet their best friend in class and travel to Europe a decade later.

## Our Graduates: 2018-2019

### Majors

Kristen Arcus	Daniel Ghisolf-Astacio	Margaret Olson
Mei Li Badecker	Aven Haden	Vitaliy Oprysko
Mireya Casas	Elizabeth Halasah	Fiona Patera
Jacob Cavaliere	Catherine Kenny	Constance Priddy
Beatrice Chavez	Rebecca Lehner	Nikolas Rojas-Elcadi
Taylor Dahlke	Alexander Leif	John Schueler
John Eckenstein	Jacqueline Lopez	Joseph Simmons
Makenna Eldridge	Joshua Lowhurst	Maxim Sklodowski
Brittney Garcia	Sydney O'Hare	Matthew Traxler

### Minors

Mohammed Nasser M A Almuhanadi	Rebecca Nagy
Khalid Abdulwahab A A Almusleh	Jasper Oliver
Alexa Clark	Hieu Minh Pham
Aylin Corona	Maciej Piwowarczyk
Anne Crowe	Geovana Sanchez
Noe Flores	Paige Schuck
Nathaniel Ladwig	Ashley Whetham
Marta Leshyk	Lamont Willford
Maura Nagle	

### Masters

Sandra Andress
David Belden
Jeffrey Hack
Kristy Lueshen
Joseph McGowan
Natalie Myrwold
Jacob Netko
Luke Nickel
Melis Saracoglu
Diana Suarez
Elizaveta Vostriakova

Alec Beard	Alina Taber
John Eckenstein	Andrea Weiss-Tracy
Rifqa Falaneh	Maria Zoll
Fiona Patera	

Phi  
Alpha  
Theta  
Inductees  
2019

## DePaul History Society

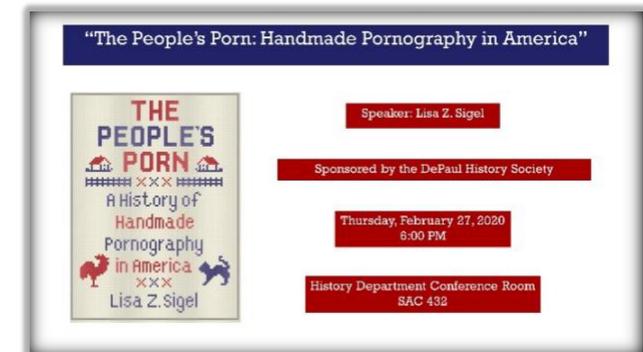


The DePaul History Society acts as a community for all students interested in history, fostering a love of history through student-led trivia nights, professor spotlights, and group outings. The History Society is completely student-led so all activities and events are driven by student participation and interest.

We have had an exciting 2019-2020! In Autumn Quarter, we went on a Chicago ghost walking tour on Halloween, meeting at the infamous Congress Hotel, learning about horrors such as H. H. Holmes' murder castle, and ending on the Chicago River to learn about the S.S. Eastland disaster. We also hosted a History Society movie night to see the Oscar-nominated film "Harriet" starring Cynthia Erivo.

In Winter Quarter, we hosted an internship information session led by Dr. Tyson giving History majors and others alike, insight into the world of internships. We also held a screening of the Netflix documentary "The Edge of Democracy" directed by Petra Costa. We will conclude our Winter Quarter by hosting Dr. Lisa Sigel to speak about her new book titled, *The People's Porn: Handmade Pornography in America*.

To get involved, please like our Facebook page at DePaul History Society or contact us at [depaulhistorysociety@gmail.com](mailto:depaulhistorysociety@gmail.com)



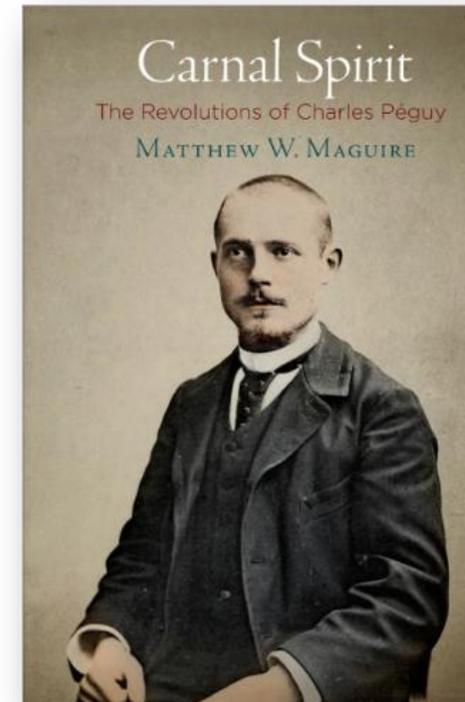
# 2019-2020 Faculty Publications

## Articles:

- Erlebacher, Albert. "DePaul University Changes and Grows: 1950–1990." *Vincentian Heritage Journal*, 2019.
- Otunnu. "European Colonial Genocide in Algeria: The Construction of Imperial Hegemony and the Normalization of Genocide." In *Security, Conflicts, and Peacebuilding in Africa*, edited by Busani Mpofu and Sabelo Ndlovu-Gatsheni, 61-81. Austin: Pan-African University Press, 2018.
- Otunnu. "European Colonial Genocides in the Congo and Namibia." In *Security, Conflicts, and Peacebuilding in Africa*, edited by Busani Mpofu and Sabelo Ndlovu-Gatsheni, 83-111. Austin: Pan-African University Press, 2018.
- Otunnu. "'Relative Universalism' of Human Rights: The Tragic Human Drama and the Debates on Homosexuality in Uganda." In *Creative Incursions: Cultural Representations of Human Rights in Africa and the Black Diaspora*, edited by Abikal Borah, Bisola Falola, and Toyin Falola, 63-96. Durham: Carolina Academic Press 2019.
- Otunnu. "We See Nothing, We Hear Nothing, We Do Nothing: Conspiracy and Concealment of Genocide in Acholiland, Northern Uganda, 1986-2206." In *Security, Conflicts, and Peacebuilding in Africa*, edited by Busani Mpofu and Sabelo Ndlovu-Gatsheni, 17-37. Austin: Pan-African University Press, 2019.
- Schultz, Warren. "Re-excavating the excavated: analyzing Mamluk Dirham hoards from Jordan via published reports, and why that is worth doing." *5th Simone Assemani Symposium on Islamic Coins* 12 (2018): 213-226.
- Tyson, Amy. "Pageant." In *The Routledge Handbook of Reenactment Studies: Key Terms in the Field*, edited by Vanessa Agnew, Jonathan Lamb, and Juliane Tomann. 1st Edition. London: Routledge, 2019.

# 2019-2020 Faculty Publications

## Books:



Matthew W. Maguire

*Carnal Spirit: The Revolutions of Charles Péguy*

Thomas R. Mockaitis

*Violent Extremists: Understanding the Domestic and International Terrorist Threat*

