History is All Over is a publication released twice a year by the Macalester College History Department, sharing student and faculty news on internships, new classes, study away and research abroad, and also highlights the important work being done by Mac alumni today.

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SENIOR CAPSTONES

Senior majors presented their capstone research at the The History Capstone Symposium on December 11. Their informative panel talks were followed by a celebratory reception.

Right: Before and after the capstone presentations, the Senior History Majors created a tableau to represent their capstone research.

Left: Event attendees enjoy refreshments at the celebratory reception following the symposium.

The History First Year Course, "Sex, Love, and Gender in History" visited the archives at the Minnesota Historical Society in preparation for class research projects on "Sex, Love, and Gender in Global Minnesota" with Professor Jess Pearson, and writing assistant Amy Pascoe.
Fresh Faces in the History Department

The growth of the History department at Macalester becomes visible with one look at the new array of faces on the board of history majors outside of the department. Some of those fresh faces are those of Melanie Guardaro, Morgan Hess, and Liam McMahon. They are all enthusiastic about joining the department. Here they share why they are enthusiastic.

story by Maisie Rossi ‘20

WHY HISTORY?

Liam: I've always been really interested in history, from the time I was a little kid. As I got older, I always had it in back of my head that I'd probably study history and political science, because they were the two subjects I most enjoyed, and now I'm double majoring in my two favorite subjects, which makes going to class a lot of fun. The best piece of advice I've gotten about college came from my dad, who told me to study what I love, and that's exactly what I'm doing.

Mel: I've always been interested in history since I was a little kid, and learning about different places and different people. People are always like “what are you gonna do after college,” and make you believe that there's nothing to do, but meeting other history majors and professors who are enthusiastic and who have done amazing things reassures me that I've picked the right major. It's the first time I've felt comfortable in a department.

Morgan: I hadn't originally planned on being a History major, but ended up taking a history class during my first semester at Mac and said, “Hey! I really like this stuff!” And that was that! I've taken five history classes so far, and they've dealt mostly with Europe. I hesitate to say exactly what field of history I'm most interested in, as I haven't quite decided yet, but I can tell you a lot of stories about a lot of badass medieval women and and the politicization of dance during the Cold War. Thankfully, the history department has allowed me to play around with different classes as I try to figure out what I'm most interested in.

FAVORITE CLASS SO Far?

Liam: Europe in the Era of World War with Jess Pearson, who is a phenomenal professor. We had a really good group of students in the class, and we treated it almost like a survey class, keeping ourselves grounded in what was happening across Europe over this thirty-year period but jumping around to see what life looked like for different groups of people at different times. We looked at primary sources, memoirs, and novels that told us what it felt like as a German soldier returning from the Western Front after World War I, what it was like to be a feminist theorist who went off to be a nurse in the first World War, how the accused felt during the Moscow Show Trials, and more.

Mel: My Roman World course is taught by Beth Severy-Hoven, a fantastic professor, and we are studying Rome right from the beginning of the republic up until the fall of the Roman Empire after the Byzantine era. Yesterday we talked about Roman sexuality, which is always fun. Beth picks out really interesting topics that people don’t normally think about; we study the government, we study the gladiators, it's a nice class that focuses on different aspects of Roman culture that people normally set outside.

Morgan: If I had to pick a favorite class so far, it would be the Hundred Years' War: Age of Upheaval with Cameron Bradley. Not only did I get to learn a lot about Medieval Politics, but I also got to learn how wars in general can lead to changes in ideas about social mobility and gender roles within a society, which has led me to start viewing even more modern history in a new way. I also found out that even back in the Middle Ages, France was not always the best at the whole war thing. I got very good at using the International Medieval Bibliography in that class too!
What can one do with a History Major from Macalester? Win at Jeopardy!, like Austin Rogers, a ’00 history major. The New York City bartender won $411,000, making national headlines in print and television and becoming a viral internet sensation. Rogers credits his study of history at Mac for encouraging his curious nature, and says devising questions for the trivia quiz nights he hosts proved to be helpful. On an episode of Jeopardy!, Rogers said that he “got a good learning regimen from college” but that his “extracurricular reading, documentary watching and general nerdery” helped him with the more specific questions.

below: Rogers, with Alex Trebek, and at Macalester

$411,000

MORE ALUMNI NEWS

Stacey Murrell ’13, is currently pursuing a PhD in History at Brown University, after having been employed as executive assistant to the president at Lucas Museum of Narrative Art, a project in progress. Stacey would be happy to talk with students interested in speaking with alumni about working in museums or PhD programs.

Above left: Professor Shana Redmond, Mac ’02, and above right: Tsione Wold-Michael, Mac ’08

FALL 2017 DEPARTMENT EVENTS

On September 26 the department hosted “Historical Events and the Contemporary Era: Human Experimentation and Bacteriological Warfare Atrocities by Japanese Army Unit 731,” with speakers Mr. Yang Yanjun, Deputy Curator, Museum of War Crime Evidence by Unit 731, and Mr. Li Wei, Dr. Han Huiguang, & Ms. Liu Ruija from The Harbin Academy of Social Science; all of China.

On September 28 Shana Redmond ’02, who is now a professor of musicology and African American studies at UCLA, shared her expertise on Paul Robeson, in a talk called, “I go on singing” The Hypermedia Afterlife of Paul Robeson.”

On October 5th we enjoyed a presentation by Aram Goudsouzian of the University of Memphis, “Marching Against Fear: Civil Rights, Black Power, and Lessons for Today” about the wave of activism spurred by the shooting of civil rights icon James Meredith in June 1966.

On October 12 alumna Tsione Wold-Michael ’08 spoke to our “Public History: African American Life - Past, Present, and Future” class about her experience as a curator of the National Museum of African American History and Culture.

On October 13 and 14 history majors took part in the International Roundtable, “Empathy and Its Discontents.” Rebekah Griffin ’19 spoke on “Finding Empathy in Competitive Sports,” and Spike Sommers ’18 spoke on ”the Music, Empathy, and Alienation FYC.”

On November 9 the department hosted a student lunch to enjoy pasta, learn about spring classes and opportunities, and visit.

Senior History majors presented their capstone research at the History Senior Seminar Conference and Reception on December 11.
The class "Public History: African American Life - Past, Present and Future" was team-taught by History Professor Linda Sturtz and American Studies Professor Duchess Harris this fall. The course introduced students to theories and practices of Public History by focusing on one topic, that of African American History.

With the opening of the National Museum of African American History and Culture during the past year, the Public History of African Americans has attracted sustained attention in the popular press, in museum circles, and in academic disciplines. Students in the class examined the theory and practice of Public History. They considered how African American History has been presented (and omitted) from the larger narrative of North American/U.S. History. The course included an examination of the politics of creating and building the National Museum of African American History and Culture (NMAAHC) and the interpretive dimensions of presenting that History to the wider public.

During Fall break the “Public History: African American Life - Past Present, and Future” class went to the National Museum of African American History and Culture in Washington DC.

The class participated a four-day field trip to Washington, D.C. during Fall break. Members of the class are shown here at a dinner at the hotel in DC, and in the lobby at the NMAAHC.

Sometimes education requires a side of gumbo. Students in the Public History course from left to right: Demani Shikomba, Sophie Nadler, Grace Clark, Zean Porter, and Ayaan Natala at a movie night. The event included an introduction to gumbo by Professor Harris, and the gumbo too.
History Club, meeting Wednesdays for an hour, provides a place for both history majors and anyone else interested in delving into historical conversations to do so in a fun and relaxed environment. Jemma Kloss ’19 and Emma Daszkiewicz ’19, the co-chairs, have successfully worked to solidify the group and expand it.

During a typical meeting, everyone grabs some tea and snacks and a spot to sit in the History lounge, and begins with a go-around question, such as “When did you first know that History was for you?” or “What’s your all time favorite historical figure?” The meetings have brought in a larger amount of students than in the club’s first year, largely as a result of the growing History department. Melanie Guardaro ’20, a new member, says that joining the group has allowed her to “get together with history majors you normally wouldn’t meet if you don’t have classes with them” in a “nice and warm community.”

At the first meeting in September, everyone suggested possible topics for discussion for the year, which were then assembled in a poll by Jemma in order to ensure that everyone has a say. These topics ranged from “favorite historical couples”, to “historical misconceptions”, to “folklore and mythology”, and “conspiracy theories throughout time.” Jemma says that she also hopes the group can have discussions on some serious subjects such as problematic historical figures, or hold public discussions on a current debate like the issue of confederate status. In addition, Jemma and others in the group successfully applied for org-status, which provides some funding for more events such as movie screenings, or field trips to museums and other locations in the Twin Cities. Overall, the club works to bring together history majors, minors, and fans of history, new and old, in contributing to a larger sense of community at Mac.

New members are always welcome!

This word cloud was created by librarian Alexis Logsdon using keywords from senior capstone project. Come to the capstone project presentations and reception on Monday, December 11 from 4:30-7:30 pm in Olin Rice 243 and 250. With refreshments at 6:30 at the reception in the Smail Gallery.

Students, and parents, often ask where a future with a History major might lead. Answers to that question are far-ranging, and depend quite a bit on the individuals and their interests. If you are looking for the big picture answers, our Career Development Center provides access to this What Can I Do With My History Major? list. You can also visit History’s "After Macalester" webpage to see what some of our graduates have reported they are doing now.

Our "Jobs and Internships" page has links to sites, on-campus and off, that can help you address your own questions about where studying history can take you. It’s a good place to look when you wonder about your future in history. There you will find links to the American Historical Association's "Careers for History Majors" mini guide, and their "What to Do with a BA in History" blog, and more links to multiple organizations that share listings of job, internship, publication, conference, networking, and other opportunities.

Of course, our best resource is our professors. Make time to have a conversation with one or more of them to talk about your particular interest in history, and where it could lead.
### MORE EVENTS

On October 19th, Dr. Angela Davis visited campus to give a lecture in Kagin Ballroom. She was introduced by History Professor Crystal Moten and Channelle Ngai, a history minor. Dr. Davis has been deeply involved in our nation's quest for social justice through her activism and scholarship for the last half century. Through the years, her work as an educator has emphasized the importance of building communities of collective struggle for racial, economic, and social justice. During her lecture, she spoke at length about “Revolution.” Her most poignant take away on this subject was the power of questions. Dr. Davis asserted that revolutionary actions helps us raise questions that inspire new agendas for continued revolution. Revolution, according to Davis, requires us to overturn everything we know. This begins with developing the critical questions that force us to continually challenge what appears to be most “normal.” Dr. Davis' lecture was informational, inspiring, and a needed call to action.

The History Department review team, and Professors Yue-Him Tam, Linda Sturtz, and Ernie Capello at dinner. The department underwent review this Fall with reviewers on campus in early November. Departments are reviewed once every ten years as a part of the campus assessment process. Insights gained from the process will help refine plans for History's future.
Interviews by Maisie Rossi '20

**Prof. Pearson:** I came to Mac from the University of Oklahoma, where I was teaching European Studies in the College of International Studies. I am originally from Minnesota so I was so thrilled to get a chance to come back to my home state. I loved that Mac emphasized the importance of internationalism, and I love that we fly the UN flag on campus. My research focuses on colonialism and the United Nations in the post-World War II period, so I saw a lot of connections between Mac's curriculum and values and my own work.

**Prof. Moten:** Macalester appealed to me because it is a liberal arts college in an urban setting I really appreciate the liberal arts model for the broad preparation it gives students. Macalester's location in an urban area also makes engagement with Minneapolis and St. Paul exciting. These reasons, along with the ability to teach African American History in a global context, attracted me to Macalester.

**Prof. Gleason:** I was teaching history in Egypt when I learned of the position. It is a school with a wonderful reputation, one particularly focused on internationalism so I thought it would be a great place to teach African history. I moved to Saint Paul from Cairo a year ago September, and I am so grateful that I chose to join the Mac History Department. My colleagues are amazing people and scholars. Saint Paul is a terrific place to live as well. I am enjoying it more than I thought that I would. Macalester students live up to their reputation as well. I can always count on my students to do the work and to come to class with questions and comments about the readings and assignments. Being able to engage with students in small classes is a treat for someone from UCLA. I really enjoy getting to know each and every person I teach.

**Prof. Pearson:** Next semester I'll be teaching a 300-level course on the history of global decolonization. This is one of my favorite courses to teach because it's the class that's most closely connected to my research. I'll also be teaching a course on Public Health in Africa from Empire to Ebola, and Women, Gender, and the Family in Europe.

**Prof. Moten:** Next semester I am teaching two courses: History 209: Civil Rights in the US and History 376: Public History: Rondo Community Engagement. I am really looking forward to the Civil Rights class because we are going to reading recent scholarship in the field that is reflective of news ways historians are examining the Civil Rights Movement. For example, we will be reading Charles Cobb Jr.'s, This Nonviolent Stuff Will Get You Killed: How Guns Made the Civil Rights Movement Possible (2016) and Dan Berger's, Captive Nation: Black Prison Organizing in the Civil Rights Era (2014). In the Rondo Community Engagement course, I am looking forward to partnering with the senior groups at the Hallie Q. Brown Center as well as with Professor Catherine Squires at the University of Minnesota. Through this partnership, we will interview seniors about their memories of Rondo as well as engage in intergenerational dialogue.

**Prof. Gleason:** I am teaching History 115 Africa from 1800. This is the modern survey of African history and gives a good background to students who might want to understand what is going on in Africa today. I love this course because students get to choose a specific country on which they become the expert and share information with their fellow classmates. I am also teaching History 294-08 Blood Diamonds and Black Gold. This course is about the vast quantities of natural resources on the African continent and the role that outsiders have played in creating current and past conflicts by exploiting them. I love teaching this class because it is a topic about which I am personally engaged and in addition to assigning readings from both the humanities and the natural sciences, an extra benefit is that students learn how to become more globally aware consumers.
**WHAT BRING YOU TO MAC?**

**Professor Zarley:** I came to Mac on the tails of finishing my Ph.D. at the University of Maryland. As a person who had only attended or taught at large, public universities, I was excited to experience the small class environment of a liberal arts college. As a Midwesterner, I was also excited to move back closer to home. I've very much enjoyed getting to know the students and opening up conversations about Latin America's past at a time when natural disasters and political discourse have brought the region to the forefront of U.S. consciousness.

**Professor Sullivan:** I was hired in January 2015 to teach courses in U.S. Women's History and Race, Gender & Science. I have taught History of Feminisms, History of Childhood, Remembering Rondo, US Since 1945, and am currently teaching Uses & Abuses, a history of drugs, addiction and recovery in the US. I taught at state schools and other private colleges for many years prior, and I particularly enjoy Macalester students. You are bright, engaged, and up for academic challenges.

**Professor Qureshi:** Having been a student myself at a small liberal arts school, I am thrilled to have the opportunity to return to such an environment as a professor. Thus far, I have been impressed by the energetic commitment to intellectual inquiry exemplified by students at Macalester; it makes teaching all the more fulfilling.

**Professor Church:** I am here at Macalester for the second time filling in for Professor Velez while she is on sabbatical. The fall semester has been challenging, but in a good way. I have had to adjust my lesson planning to accommodate the number of questions—Mac students have informed and engaged minds! Since I have successfully managed to navigate building services to get my office somewhere above 55 degrees Fahrenheit, I feel there's nothing I can't do.

**WHAT CLASSES WILL YOU BE TEACHING NEXT SEMESTER?**

**Professor Zarley:** Next semester, I am teaching Latin America's Age of Revolution, which will look at the struggles of indigenous and Afro-descendant peoples in the era of liberty, equality, and fraternity. I am also teaching Latin American Environmental history.

**Professor Sullivan:** I am going to be teaching Race, Gender, and Medicine this spring. This course combines all three of my favorite topics into one class! It is hard to pick one topic I most look forward to—whether it is midwifery, birth control, informed consent, HIV/AIDS activism, racial profiling, sex/gender testing, or illnesses that no longer exist (hysteria!)—public health and medicine affect us all. My favorite part of this course is seeing students' faces light up as they begin to understand the historical, cultural, and subjective nature of health care delivery over the past two centuries.

**Professor Qureshi:** Next semester, I will be teaching a course on the legacy of Rome in the medieval and early modern periods, as well as a class on post-medieval reinvention(s) of the Middle Ages. What particularly excites me about these classes is that they will allow me to engage students with two of my favorite hobby-horses: how Rome never fell, and how our delusions about the Middle Ages constitute the chief paradox by which we have chosen to define ourselves (and justify our actions) for centuries.

**Professor Church:** Next semester I am teaching two classes here at Macalester. Going Global: the Experiment of World History takes a critical look at the discipline of world history while making several passes through the beginning of civilization to the present. It is challenging, and a little dizzying, to cover so much history, but we do it through themes of civilizations and empires, and experiment with some comparative looks at student selected topics like rebellions and revolts, religion, and/or gender. I am looking forward to see what next semester's students come up with for topics. In the Medieval Mediterranean we'll look at 4 regions around the divided medieval Mediterranean (Western Europe, North Africa, Levant, and Byzantium), looking at the physical and built environment, food, religion, and other aspects of culture broadly that cross the water. This class excites me because I love cross cultural interactions generally and the Mediterranean is a perfect petri dish for interaction. I'm also excited because there will be a food component, so we'll have some sort of feast.